Gender-Based Analysis of Public Education Sector services:

A Beneficiary-Based Study

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"Institutionalization of a National Gender- Responsive Budget" Program

United Nations Entity for Gender Equality
and the Empowerment of Women

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Foreword

The Council of Ministers decision last June, to adopt a gender-responsive budget constituted a culmination of the lobbying efforts of the Palestinian Initiative for the Promotion of Global Dialogue and Democracy- MIFTAH. This decision may constitute a quality shift in the governmental approach towards issues of equality and social justice, and is in line with the process of development and community progress adopted by the government.

This gender-perspective analysis of public education in the Palestinian Territories complements MIFTAH program "Gender-Responsive Budget", launched in 2004.

This study aims at highlighting the existing gender gaps in policies and program development, resource allocation and service delivery in the Palestinian public education. Most notably, the study identifies the perceptions of beneficiaries towards the responsiveness of the services to gender issues, in an attempt to influence the strategic plans of the education sector. We hope that this study shall contribute to developing policies and directing efforts to achieve and enhance justice and equality in public education programs.

We express our appreciation to all the efforts exerted to complete this study as desired, particularly the Ministry of Education and Higher Education, which facilitated and provided the necessary information and data, for completing this study that includes findings and recommendations addressed to policy and decision-makers in our Palestinian official institutions.

Lily Feidi
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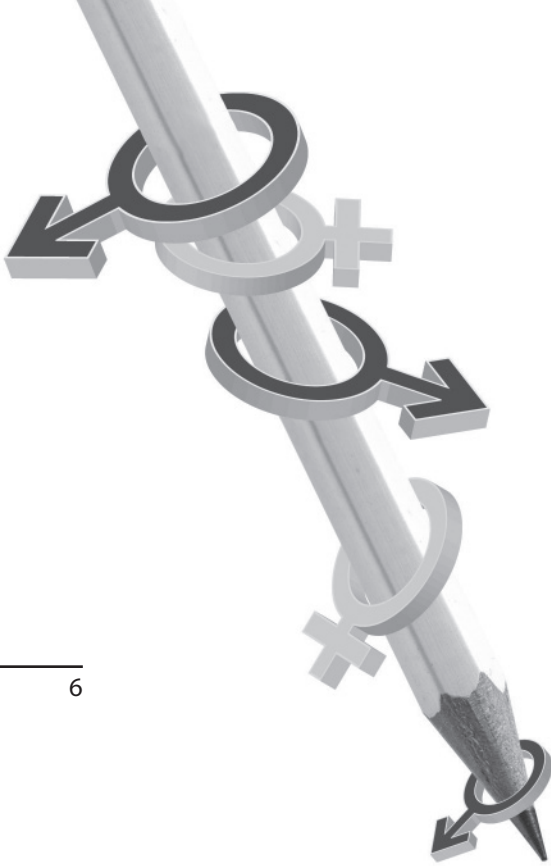
Executive Summary

This study comprises a gender perspective analysis of education services provided to the Palestinian public. It examines the quantitative and qualitative content of these services based on official and reliable data obtained from a field research which measured, from a gender perspective, the level of satisfaction with public education. Hence, this study seeks to achieve four specific key goals:

1. Review the services provided by the public education sector based on official quantitative data published by the Palestinian Central Bureau of Statistics;
2. Analyze policies and programs of the Ministry of Education and the budgets allocated to these programs;
3. Analyze field survey data of the public education beneficiaries to identify the level of satisfaction with the provided services; and
4. Provide fundamental conclusions on gender gaps in public education and means to bridge them.

Hence, this study consists of a scientific and practical framework for decision-makers at the Ministry of Education and Higher Education (MOEHE), Ministry of Women's Affairs (MOWA), and civil society organizations active on gender issues. It shall help identify practical steps that lead to a gender-perspective analysis of the services provided by the public education sector to make them more gender-responsive.

To achieve the above-mentioned goals, the research shall adopt a descriptive and analytical methodology that includes the following two steps:

- Analyze the status of public education through reviewing PCBS and MOE published data (secondary data) to identify gender gaps in services and expenditures.
- Conduct a field survey on a random sample of 400 female and male teachers, who constitute a basic input to the educational process, and a sample of almost equal numbers of female and male students as recipients of MOE services. Details on the survey methodology, including the criteria and specifications of sample selection appear in the last chapter of this study.

Key findings:

The findings come in two main parts:

First: Results of the quantitative and qualitative analysis of the statistics published

- The Palestinian educational system achieved significant progress in terms of enrollment since the establishment of the Ministry of Education in late 1994. In 2006, governmental schools formed 70% of the total schools, private schools formed 6%, and UNRWA schools formed 24%.
- In 2006, gross enrollment rate in public academic education for males was 88.4% and 90% for females.
- As for the enrollment rate in technical and vocational education in high school, the rates are remarkably low (5.06%). They are also low in post – secondary technical and vocational education and training. Female enrollment rate in vocational education at the secondary level was 33.5%.

- The net enrollment in the first grade in primary and elementary level is very high in general. Female to male ratio in primary education is high and satisfactory, reaching gross enrollment rate of 88.4% for males while reaching 90% for females in 2006.
- Net enrollment rate at the secondary level needs improvement where the rate was 70.3% for males and 81.6% for females in 2006.
- There is a continuous increase in the number of males and females enrolled in public education. This imposes an increase in financial allocations for this sector in the general budget.
- The quantitative aspects of education did not differ between males and females, whether at the level of the number of students or the number of schools and divisions. Females and males are equal to each other in quantitative terms to a large degree.
- Both male and female schools are equally in need of scientific and technical assistance.
- When analyzing failure rates between females and males we find that the repetition rates have declined for both categories. It can be said that repetition rates for females are less than those for males for all years and for various grades.
- The dropout rate for male students in the elementary level is higher than the dropout rate for female students in the same stage (0.9% and 0.6% respectively, in 2005\2006). In the secondary level, percentages change; the dropout rate for female students becomes greater than the dropout rate for males, 3.8% and 2.6% respectively for the same year.
- Teaching staff in governmental schools is, to a large extent, evenly distributed among females and males
- Enrollment rate in secondary vocational education is still low. 4.8% of the total number of students in secondary level for the year 2006/2005 was enrolled in secondary vocational education. The percentage of female students enrolling in vocational education increased from 3.08% in 2005/2006 to 4% in 1999/2000. According to the data from the Ministry of Education, the number of female students enrolled in programs related to hospitality services (hotel services) is zero, and there is a modest number enrolled in the agricultural and industrial branches. Females' enrollment is concentrated in the religious studies and commercial branches.
- Gender dimension is completely absent in procedural programs of the Ministry. The ministry does not provide an appropriate physical and educational environment for students with special needs and students in Jerusalem. It is important that we provide the right environment for females at the secondary level to reduce drop-out rates of girls at this stage which are higher than those of males.
- With reference to the program aiming at improving health and counseling services and student activities- where the needs of girls' schools are different from those of males- this program should be tailored to match gender needs.
- It is important to initiate a program concerned with technical facilities at schools to enhance the participation of women in the information technology sector, which has low rates compared to other sectors. Yet, more attention must be given to female than to male schools.

Second: field survey findings about perceptions on gender balance of a sample of beneficiaries of higher education

From the point of view of female and male teachers:

- High enrollment rate, especially for girls, helped increase the participation of women in education jobs. Nevertheless, there is a need to recruit more women. Girl schools are more crowded, in terms of the number of students and class size. The teaching load is higher for female teachers than that of male teachers.
- Despite the higher teaching load of female teachers, male teachers are higher on the employment scale, which increases their monthly income compared to female teachers.
- Education is a key requirement for women's access to the labor market. The result is orienting women to disciplines suitable for future teaching jobs, which constitute the aspiration of the society for women. The society in general, including male and female teachers, perceive the community role of women as "teachers" positively.
- The limited opportunities for women in the labor market in general, compared to the "high prospects of working as a teacher", enhanced women's sense of safety in teaching jobs because of the encouragement they receive from the society which considers teaching complementary to women's reproductive role.
- Women participation in education and the way it is valued and esteemed is the result of limited opportunities. Such positive perception by female teachers is the result of the social esteem to this job. This reflects the formation of values of individuals, self-perception, their satisfaction and positive perception of their reality and the institutions' equal treatment to them.
- It should not be concluded that such positive trends are a result of planned interventions to engender policies and procedures, but a result of gender insensitive public policies, as evident in the general framework of the Ministry of Education and Higher Education. If policies and procedures were gender-sensitive, more affirmative action would be adopted in favor of female teachers' rights.
- Regarding equal opportunities and equality between male and female teachers, both female and male teachers have positive views, though female teachers seem to be more positive.
- The positive view of female teachers towards equal opportunities is higher than that of male teachers. The reason is female teachers' job security, reflected in their positive perception of their status where they generally do not feel exploited. The experiences of female teachers in education regarding working hours and rights also results in more positive views. Teachers' working hours enable female teachers to perform their reproductive roles at home, in the morning or in the afternoon-depending on their working hours- in addition to the summer vacation.
- This is also linked to the institutional framework of the Ministry, as the principle of equal opportunity is applicable in all public sector institutions and enshrined in the **"Civil Service Law."**

- This trend is asserted by the positive responses regarding the provision of other services associated with infrastructure and which were void of any statistical indicators.
- The major gender gap linked to benefits was the ability of female teachers to benefit from child allowance. The role of the powerful family provider and decision-maker is associated with the father –not the mother. Women are provided for, rather than providers. They are under the authority of the head of the household. This is established in allocating child allowance to male rather than female teachers.
- Women's access to public employment and acquisition of some privileges, with discrepancies, does not change the fact that institutional system is male dominated. This is asserted by the fact that women themselves support, contribute and confirm positive view of policies and procedures and of equal opportunities. This seems to be part of a bargaining process over power and rights, to maintain achievements and obtain a stereotypical job. The institutional system faces a reality by which it has to adopt education and employment policies that increase female employment because of the increase in female enrollment rates.

From the point of view of female and male students:

- Restricting the cultural concept of equality and equal opportunity to the right to education has created a positive community perception that positively affected the way female students think of the right to access to education, but stood short of realizing the details of equality. This has been manifested in the indices of crowdedness and educational load, which were higher among female than male students. Gender equality is measured through an important indicator, namely, safety and access to educational institutions. This is not the case in the Palestinian context; female students were more skeptical about safe access to schools and even about access to schools.
- The female positive attitude is the result of community upbringing, based on division of roles between girls and boys, and the rights of girls and boys. Boys have much more rights than girls. This was reflected in the higher level of satisfaction and acceptance among girls than boys towards their rights.
- Consciousness towards rights is formed within a gender-based social context. Such consciousness enhanced the positive views of both female and male respondents, but those of female respondents to a larger extent.
- It is important to address the depth of popular culture, in association with the educational system; Is gender present in the educational discourse? how are the social roles, rights and equal opportunities between male and female students presented in the school curricula? Do text books express gender-fairness in terms of creativity? This creates both positive and negative imbalances in perceptions of rights and equal opportunities between male and female students.
- However, girls' education has always been restricted to specific directions. The higher number of female students who acknowledged the availability of computer labs in comparison with males reflects the fact that female students, in general, tend towards scientific rather not literary branches.

- The slogans raised in the lobbies of MOEHE premises, and which call for gender equality and the right of Education for All, are mere slogans that are not implemented on the ground. They represent the institutional culture that created positive attitudes among the target groups (female and male students).
- The curriculum imposes limitations on creativity, capacity development and various opportunities for structural participation within the context of gender relations and roles. Since textbooks constitute the main tool for raising awareness and creating perceptions of female and male students, eliminating or bridging the gap in public education services provided to female and male students depends on the success of the Ministry, and concerned parties to change the curricula in a manner that reflects more gender-balance.
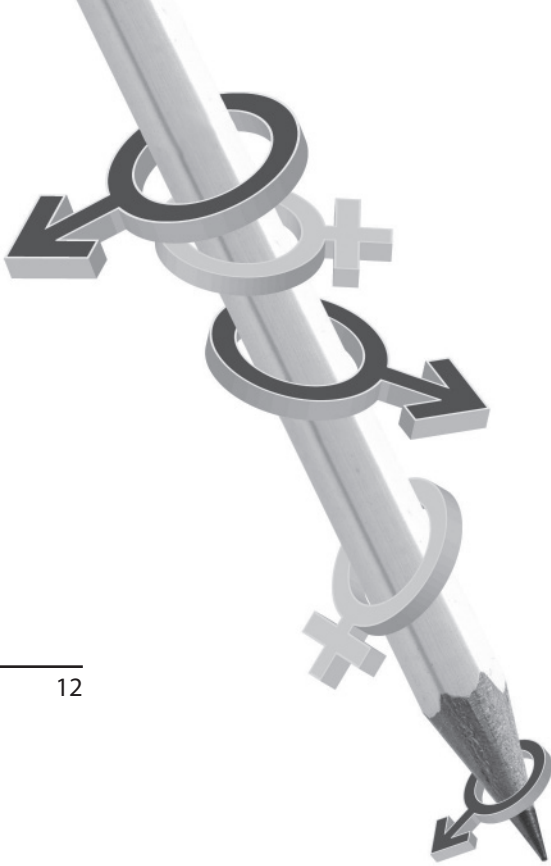
Introduction

This study complements the efforts aiming at achieving a gender- responsive budget. Such efforts had started through several studies, workshops, training courses, and learning about international experiences. These efforts reinforced the concept among many specialists and decision-makers in governmental and non- governmental institutions, until they culminated several months ago in the Cabinet's decision to adopt a gender- responsive budget.

MIFTAH has been, and still is a pioneer in raising this issue in Palestine since 2004. It presents this study within the framework of its endeavors to help introduce decision-makers and institutions concerned with gender-responsive budgets to the mechanism of gender-perspective analysis of basic public services, namely the public education sector, which is one of the most important sectors that directly heed on the human capital. In 2008, MIFTAH completed three gender perspective analytical sectoral studies, which addressed the basic social services sectors in the Palestinian Authority areas, namely: health, education and labor.

Thus, conducting a gender perspective analysis of the benefits from services in the public education sector means that we are moving in the direction of a gender-responsive budget in this sector, which provides qualified human resources to manage and revitalize the Palestinian production cycle. If we can identify the imbalances and deficiencies of services (outputs) provided to the public (males and females within different age groups), we can introduce the appropriate adjustments to the MOEHE draft budget, enabling it to overcome the obstacles that may impede achieving gender balance. Since the budget is the implementation arm of service provision at each ministry or institution, it is only possible to guarantee having gender-sensitive service policies through having a gender-sensitive budget. In order to have a gender-sensitive budget, there is a need to analyze the ministry's services and expenditures from the perspective of the target groups, namely female and male students and teachers, in order to identify the gaps that make public education budget neutral to gender issues, and therefore, identify means to develop this budget so that it becomes more gender responsive and balanced.

Hence, the study stems from the following fundamental relationships:

Figure (1):

Gender-perspective analysis of public education services

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Gender –perspective identification of deficiencies in these services

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Introducing appropriate adjustments to the Ministry's draft budget to address the above identified deficiencies (since services are provided in accordance with draft budget allocations)

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Result: A more gender-responsive budget

1.1 Goals

This study generally aims at analyzing from a gender perspective, the services provided to the Palestinian public by the public education sector. It analyzes the quantitative and qualitative content of these services based on reliable and official data, and on field research of the public education to measure the satisfaction level towards public education from a gender perspective. The results of this analysis will lead to a number of conclusions that identify the deficiencies and imbalances in the policies adopted by the MOEHE related to the service provision, to help policy-makers adopt the necessary measures to address these shortcomings within the Ministry's policies and budget.

Accordingly, this study constitutes a scientific and practical framework for decision-makers at the MOEHE, MOWA, and civil society organizations that are active on gender issues, to identify the practical steps needed to identify the status of public education services from a gender perspective, and means of making these services more gender-responsive.

Hence, this study seeks to achieve four specific key goals:

1. Review the services provided by the public education sector based on official quantitative data published by the Palestinian Central Bureau of Statistics;
2. Analyze policies and programs of the Ministry of Education and the budgets allocated to these programs;
3. Analyze field survey data of the public education beneficiaries to identify the level of satisfaction with the provided services; and
4. Provide fundamental conclusions on gender gaps in public education and means to bridge them.

1.2 Themes

The study will focus on:

- A gender-perspective analysis of the reality the public education regarding public service provision (a descriptive analysis).
- A gender-perspective analysis of MOEHE policies and procedural programs according to its strategic plan 2008 - 2012.
- A gender-perspective evaluation of public education services, based on the data obtained from a survey of female and male beneficiaries.

1.3 Relevance

This is the first study that comprises a gender-perspective practical analysis of the services provided by MOEHE, and which complements MIFTAH research efforts on issues related to gender-sensitive budgets.

We hope that this study shall become a reference for the work agenda of concerned individuals and governmental and non-governmental organizations in their pursuits to make gender a major component of development policies and programs for the successive Palestinian governments, especially with respect to budgets. The findings and recommendations of this study may have a positive impact on financial reform efforts and on the path of re-drafting the MOEHE budget to become more gender just and balanced.

1.4 Methodology

To achieve the aforementioned goals, we have adopted a research methodology based on description and analysis, comprising the following two steps:

- Analyzing the conditions of public education through reviewing data(secondary data) published by the Central Bureau of Statistics and the Ministry to identify gender gaps in services and expenditures.
- Conducting a field survey of a random sample of 400 female and male teachers as they constitute a major input to the educational process, in addition to another sample of almost similar number from female and male students, as the recipients of the Ministry's services. Further details on the survey methodology, including the criteria of sample selection and specifications appear in the last chapter of this study.
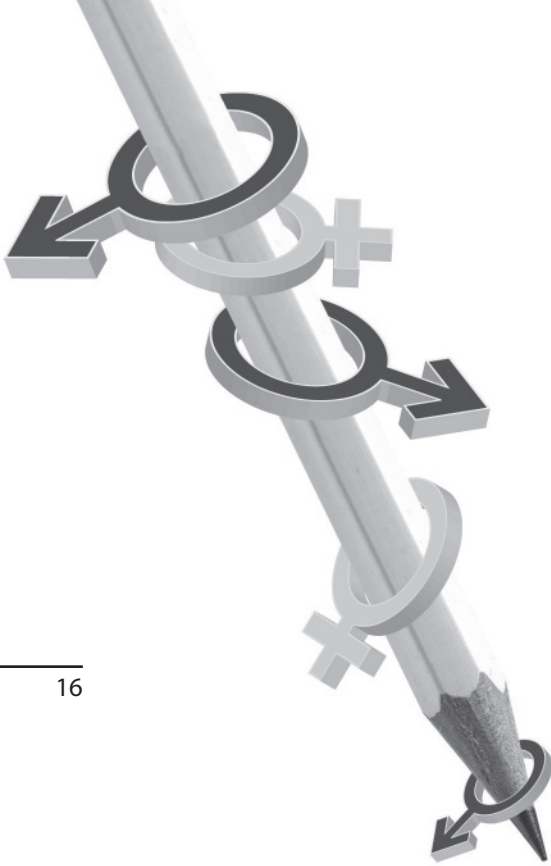
A gender-perspective analysis of the reality of Palestinian public education services

GENDER-BASED
ANALYSIS OF PUBLIC
EDUCATION SECTOR
SERVICES:
A BENEFICIARY-BASED STUDY

Public education is one of the most important sectors in the Palestinian society. Successive Palestinian governments paid special attention to this sector, as it represents the real investment in the future of the Palestinian people. Furthermore, this sector has a large share of the Palestinian budget allocations. During the past fifteen years (since the first Palestinian general budget), it has taken the first or second largest share of budget allocations compared to other basic sectors. 28% of the total public expenditures go to education. This, in turn, is one of the most important reasons to conduct this study, to examine its services and identify their level of responsiveness to gender issues. Attaining a gender-responsive budget requires examining the largest sectors which receive the bulk of the Palestinian budget, notwithstanding the sensitivity and significance of this sector that is responsible for preparing future Palestinian generations, the core engine for any potential sustainable and comprehensive development in the future.

Therefore, the analysis of public education statistics is an appropriate tool to measure the government performance in providing a positive environment for children and young men and women to exercise their right to education. The level of educational services provided to the public also reflects, roughly, the level of socio-economic progress in the society. It also gives a clear picture about the gender distribution of the workforce. To analyze the sector's services and expenditures, it is necessary, first, to get to know the organizational structure of the Palestinian public education, which provides us with foundation the basic pillars of the detailed analysis on the basis of gender.

2.1 The organizational structure of Palestinian public education

The education system in the Palestinian Territories, under the supervision of MOEHE, consists of two stages: pre-school and school. Pre-school (kindergarten) is for two years, and caters for 4-5 year old children. Local, civil, and international institutions provide such services, while MOEHE indirectly supervises it by licensing nursery schools according to specific requirements and conditions related to nursery school staff, curricula and programs.

School education consists of twelve school years starting with grade 1 and ending with the grade 12; it is divided into two stages:

Stage I: Primary education (mandatory), which includes grades (1 – 10.) This stage is divided into two parts: firstly, **lower primary stage** (initialization) which includes grades (1 - 4). Secondly, **higher primary stage** (empowerment) which includes grades (5 - 10). Lower primary stage caters for students aged between five years and eight months to 10 years, while the higher primary stage caters for students aged (11 - 15) years.

Stage II: Secondary education, which consists of academic as well as vocational education for grades (11 – 12). It caters for students 15-17 years old. For academic education, either scientific or literary branches, students must successfully pass the grade 11. In grade 12, students complete their school education.

Vocational education includes several disciplines, commercial, agricultural, industrial, and religious studies, nursing, and hotel services. Upon completing grade 12, the student is given a school certificate stating that he\she has passed 12 years of school, and completed school in public education. Then students sit for the General Secondary Certificate exam.

With this description of the organizational structure of the Palestinian public education, the subject of this study, we shall present a gender perspective descriptive analysis of the inputs (expenditures) and outputs (services) of the Palestinian public education, using published data.

2.2 Input Analysis of public education

Education inputs are defined as the requirements to produce an educated Palestinian generation. We shall analyze the following themes:

1. The student enrollment capacity of public education according to gender and education level.
2. The conditions of public schools in terms of quantity and quality.
3. The conditions of teaching staff in public schools.
4. The status of technical and vocational education.

I The student enrollment capacity of public education according to gender and education level

The Palestinian education system has made significant progress in enrollment since the establishment of the Ministry of Education(MOE) in late 1994. In 2006 (according MOE website), government schools constituted 70% of the total number of schools, private schools 6%, and UNRWA schools 24%. The number of student enrollment in public schools continuously increases as demonstrated in the figure below. This continuous increase in enrollment in public education dictates an increase in the financial allocations to this sector in the PNA general budget.

Figure (2): Numbers of students in government schools for different years
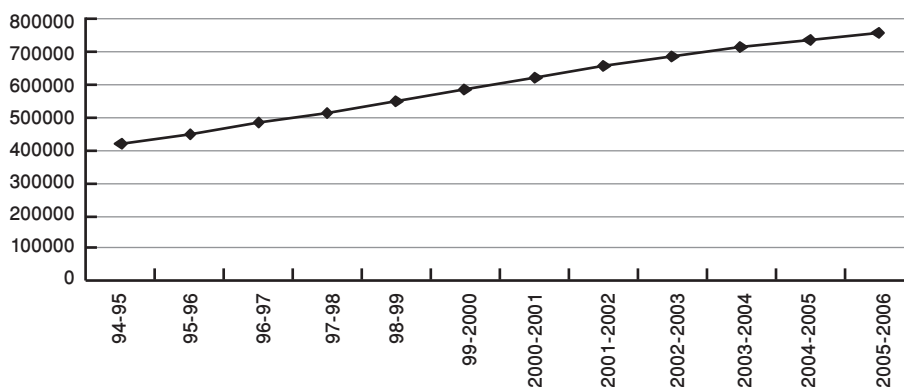
Source: MOE website

Net enrollment in grade1 of primary education and the primary stage is generally very high. The female to male student ratio in primary education is high and satisfactory. In 2006, the gross enrollment rate was 88.4% for males and 90% for females. Although Palestine is progressing in the right direction towards achieving the **'Education for All'** quantitative targets in primary education, goals pertaining to pre-school enrollment and to quality of education at all levels require more attention, efforts, and resources (Source: MOE Strategic Plan 2008 - 2012). **Net enrollment in the secondary stage** apparently needs improvement, as it amounted to 70.3% for males and 81.6% for females in 2006.

Enrollment rates in technical and vocational high school education are significantly low (5.06%). They are also low in technical and vocational education and training in post-secondary education. The rate of females in vocational education at the secondary level is (33.5%) only.

This majority of this rate is enrolled in the commercial stream, which is closer to academic rather than vocational education, and whose graduates seek post-secondary education rather than join the labor market; this applies to other branches of vocational education too. Consequently, the technical and vocational education neither matches the socio-economic development needs, nor the labor market needs. A possible explanation for this phenomenon is the high women participation rate in the services sector (half the women labor force is confined to the services sector) compared with low participation rates in other productive sectors related to professional and technical aspects.

Hence, the higher the educational level, the lower the enrollment rate is. In other words, the more specialized the educational level is, the lower the enrollment rate is. The male enrollment rate in primary education is 88.4% and it drops to 70.3% in secondary education, while the female enrollment rate in primary education is 90% and drops to81.6% in secondary education.

The decrease in enrollment rates with higher education levels may be normal, but not at such high rates for females and males. It indicates that with higher education levels, more needs and services are required. Reducing or failing to provide the required services and needs leads to further decline in enrollment rates of male and female students.

Other themes shall help identify the size, nature and characteristics of government educational institutions (especially with the continuous increase in numbers of students in governmental schools which cater for 70% of the Palestinian students), to identify the shortcomings in the services from a gender perspective, inform decision-makers and enable them to adjust them and reduce the enrollment gap between lower and higher education levels.

II The conditions of public schools in terms of quantity and quality
Following is the major data and conclusions that could be obtained by reviewing data published on Palestinian public education from the two main sources: PCBS and the MOE.

- **Average increase in the number of schools:** the number of government schools increased from 1289 schools in 1999-2000 to 1833 schools (including 720 for boy, 726 for girl, and 387 mixed schools) in 2007-2008. Accordingly, the number of government schools increased during that period by 544 schools (213 for boys, 215 for girls, and 116 mixed schools) i.e. an average annual increase of 4.2%.
- **Average increase in the number of students:** the number of students in public schools increased from 586,777 in 1999-2000, to 766,730 in 2007-2008, an annual increase of 3.35%. Consequently, the annual rate of increase of schools is slightly higher than the annual rate of increase in of students.
- **Male to female student ratio:** The number of female students is almost equal to that of male students.
- **Nursery schools:** Table 1 below indicates the numbers of kindergartens and public schools by level and region for the year 2007-2008:

Table (1): Number of public schools and their distribution over different education levels 2007-2008

	Kindergartens	Schools		
		Basic	**Secondary**	**Total**
Palestinian Territory	3	1‚099	734	1‚833
West Bank	2	846	614	1460
Gaza Strip	1	253	120	373

Source: PCBS

The above table indicates that:

• Government kindergartens are almost non-existent. Most kindergartens belong to the private sector. There are 969 private kindergartens in the Palestinian territories, with a huge difference between the numbers of public and private kindergartens. This means that kindergartens are more expensive to households than primary and secondary education, with the numbers of primary and secondary schools increasing at a higher rate than students. Thus, households' decisions to enroll their children in private or public primary and secondary education depend on the households' choices and incomes. But households' choice in kindergartens is limited because public kindergartens are almost non-existent. Households with working mothers incur high costs for their children's private kindergartens, which constitute a major obstacle for the work of Palestinian women and their participation in the labor market. (For example, if a working mother has two children in private kindergartens, then she may have to pay fees that might exceed her monthly salary. This increases the burden on Palestinian women and restricts their participation in the labor force).

• Number of schools and students by region: The number of government schools in Gaza Strip is much less than their number in the West Bank. For comparison of numbers of students according to geographic region, table (2) below indicates the distribution of students in the West Bank and Gaza Strip.

Table (2): The number of students according to geographic regions in 2007-2008

Number of students in governmental schools	West Bank	Gaza Strip	Palestinian Territories
	522464	235151	757615

Source: MOE website

Table (2) shows that Gaza Strip students constitute 31% of total Palestinian students.

Table (1) had shown that Gaza Strip schools constitute 20% of the total schools in Palestine, which means that students are overcrowded in Gaza Strip schools compared to West bank schools. The rate of students in this region is higher than the rate of available schools. Overcrowding may be one of the reasons for the

poor quality of education in Gaza Strip compared to the West Bank. It is worth noting that the majority of Gaza Strip residents are refugees, and their children are enrolled in UNRWA schools; otherwise, schools would have been even more overcrowded.

- Average number of students per section: Over the past ten years, the number of students for each section across all levels of education has not decreased significantly, which means that the average number of students per classroom is almost constant: 34.3 students per section (dividing the number of students in governmental schools by the number of sections in governmental schools). This is a large number per section. Although the enrollment rate in secondary education is less by 18% in comparison with enrollment rate in primary education, the rate of students per section in secondary education does not change by more than %4 from the rate of the students per section in primary education. This is revealed in Table (3) :

Table (3): Average number of students per section in government schools for selected years

Educational Level and Year	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Kindergarten	17.3	16.9	16.4	15.1	17.3
Primary	35.2	34.8	34.4	33.7	33
Secondary	31.3	31.6	31.5	31.4	31.2

Source: MOE records

This table indicates that the average number of students per section in secondary education is almost constant, revealing that MOE lacks policies to reduce the rate, which is significant. Approximately 31 female or male students in each section in secondary education is a relatively high rate compared to 22, the global average. Average numbers of students per section are supposed to be commensurate with enrolment rates. At first, we found that the enrollment rate in secondary education is lower than enrollment rate in primary education, but the decrease in the average number of students per section in secondary education is lower compared to the average number of students per section in primary education. This requires more sections and classrooms for secondary education. Moreover, there is a need to increase sections in primary education, but not as much as secondary education.

- **Males and females in education**: Quantitatively, there are no differences between females and males, in terms of the number of students, number of schools, or number of divisions, despite some slight differences. This distinguishes Palestine from other Arab countries that suffer from many gaps in this regard. However, this reflects a contradiction between education and participation in the labor market. In education, females with males are equal in quantity. Yet, in participation in the labor market, there is a large gap between men and women (participation rate is 67% for males and %13 for females). This may be attributed to the lack of equal opportunities between women and men in the Palestinian labor market, marriage which constitutes a larger obstacle for women employment than for men, or the higher truancy rates for males than females for the purpose of work. (This will be analyzed later).

- School facilities and educational techniques: educational techniques are a major theme worth studying under enrollment and quality of education. The availability of such techniques affects enrollment rates. The need for educational techniques increases with the progress of quality of education. Upon examining school facilities and use of educational techniques, we found that 57% of government schools have computer laboratories, i.e. almost half government schools lack computer labs, and consequently almost half of government schools students are generally deprived from learning the language of the age. Upon running a gender-perspective examination on the availability of facilities and educational techniques in government schools, no data was available, neither at PCBS, nor at MOE. Table (4) below indicates the preparedness of public schools in terms of the availability of educational techniques in details. It indicates an almost equal need for these techniques at both female and male schools.

Table (4): Availability of educational techniques in West Bank and Gaza schools 1999-2006

School Year	Computer Laboratories			Science Laboratory			School Library		
	West Bank	Gaza Strip	Total	West Bank	Gaza Strip	Total	West Bank	Gaza Strip	Total
1999/ 2000	24%	44%	28%	36%	66%	42%	35%	66%	40%
2000/ 2001	29%	52%	33%	40%	73%	46%	39%	73%	45%
2001/ 2002	32%	55%	36%	47%	81%	53%	43%	79%	50%
2002/ 2003	34%	50%	37%	46%	70%	50%	47%	76%	53%
2003/ 2004	39%	68%	44%	48%	71%	52%	50%	64%	53%
2004/ 2005	46%	60%	49%	50%	68%	54%	55%	70%	58%
2005/ 2006	53%	73%	57%	52%	77%	57%	58%	83%	63%

Source: MOE website

Table (4) shows high increase rates of educational techniques of all kinds. This is a good sign that reflects MOE interest in this regard, as the educational process can only be appropriate with more attention to the applied aspects of education. However, such attention is still insufficient. A large number of schools lack such facilities. Remarkably, during all those years, Gaza Strip schools had more facilities than West Bank schools in all different types. Of course, this reveals the need to direct spending to create more facilities in West Bank schools in the forthcoming period.

- **School furniture:**
  - Furniture and school supplies did not get adequate attention by MOE. The focus was only on furnishing new schools established by donor countries. Classrooms built by local community or (PECDAR) have not been furnished. Expansions in existing schools have not been furnished too. The Ministry Strategic Plan indicated that furniture maintenance amounts to around 5% annually.

- No detailed or accurate information about the nature of furniture in new schools or at expansions and additions is available at the General Supplies Administration. There is no detailed information on school furniture according to gender.
- Furniture is distributed according to the following priorities:
  A - Furnishing new school buildings, additions, and expansions.
  B - Responding to the demands of the increase in students numbers in classrooms.
  C- Replacing damaged furniture.

Furnishing schools faces the following challenges:
1. Damaged furniture.
2. The lack of sufficient budget for furniture.
3. The need to develop the quality of furniture.
4. The need to have furniture warehouses to avoid delays in provision.

It is noted that there is no gender dimension in MOE priorities and challenges regarding furnishing school facilities. No consideration is given to gender needs upon furnishing classrooms or educational facilities. No gender-perspective data is available about various kinds of school facilities. Hence, the priorities and challenges, from MOE point of view, are linked to the need for financial capital rather than human capital.

- **Failure and truancy**: A gender-perspective analysis of failure showed that failure rates have declined for both males and females. Female failure rates are lower than males for all years and for various grades. However, failure rates in scientific classes are lower than failure rates in literary classes. Male failure rates in scientific and literary classes are 0.59% and % 1.79 respectively; failure rates for females are %0.47 in scientific and %0.01 in literary classes. Hence failure rates in high school are less for females than for males in various disciplines. Details appear in the following table.

Table (5): failure rates of female and male students in government schools in different years at primary and secondary levels

	Primary	Secondary	Total sum
Males (2005/2006)	1.5%	0.8%	1.4%
Females (2005/2006)	1.2%	0.5%	1.1%
Males (2004/2005)	1.3%	1.5%	1.3%
Females (2004/2005)	0.9%	0.6%	0.9%
Males (2000/2001)	2.1%	1.4%	2.1%
Females (2000/2001)	1.8%	1.9%	1.8%

Source: MOE

The above table and previously mentioned data indicate that female failure rate is lower than males in various stages of education, years, and branches at the secondary level. This indicates that females are more capable of educational attainment, and are more capable of staying within the educational cycle than males. The table on truancy rates below confirms this conclusion:

Table (6): Truancy rates according to gender and educational level in different years

	Primary	Secondary	Total sum
Males (2005/2006)	0.9%	2.6%	1.2%
Females (2005/2006)	0.6%	3.8%	1.1%
Males (2004/2005)	1.0%	2.2%	1.2%
Females (2004/2005)	0.6%	3.3%	1.0%
Males (2000/2001)	1.6%	3.6%	1.8%
Females (2000/2001)	1.1%	5.7%	1.6%

Source: MOE

An analysis of truancy reveals the male truancy rate in primary education was higher than that of females (0.9% and 0.6% respectively) in 2005-2006. The opposite is true in secondary education; female truancy was higher than male truancy (3.8% and 2.6% respectively). Accordingly, we find that female truancy is higher male truancy at this critical and important education stage, although the male failure rate in the same education stage, and other stages, is higher than females. The female truancy rate in high school is not due to educational weakness, but due to cultural reasons. Early marriage and low household income, make households drop females out of school, since males have the priority to education.

III The conditions of the teaching staff in government schools

The introduction to this section comprises a review of important data (from PCBS and MOE) about the conditions of the teaching staff:

- Several MOE diagnostic studies of teaching staff concluded that many female and male teachers are not adequately trained, that their training does not support teaching the curriculum, practical activities in the teachers books and manuals are not applied, science laboratories and other teaching and learning resources are not sufficiently used, and that lecturing is the prevailing teaching method in both female and male schools. Many in-service training courses were held during 2001-2005, but were not enough. Universities provide pre-service training for teachers, but these programs are not designed to provide teachers with the necessary tools required to implement the Palestinian curriculum. There is a need for a comprehensive national strategy for teacher rehabilitation at universities that would positively impact the teachers' capacities, and the supervision and monitoring systems to meet the needs of the education sector.
- Tables (7) and (8) below point out some facts about teachers and education staff in public schools according to gender:

Table (7): Government schools staff according to gender and nature of work

Area	Administrators		Teachers		Technicians		Laborers and janitors	
	Males	Females	Males	Females	Males	Females	Males	Females
West Bank	1587	1493	10253	11570	323	329	979	929
Gaza Strip	527	414	4272	4071	78	95	526	169
Palestinian Territories	2114	1907	14526	15641	402	424	1505	1098

Table (8): Distribution of government school staff according to level of education in 2007-2008

Degree	Males	Females
High School	50	60
Diploma	4359	5461
Bachelor	12008	12831
Master	897	477

Source: MOE website

- Table (8) indicates that the number of female holders of higher degrees employed in government schools is significantly higher than the number of males. (The number of females holding a diploma is higher than that of males by 20%; females holding a Bachelor degree are more than males by 7%). Female teachers holding a Master degree are less than males, but this is not significant since few of those holding a Master degree work for government schools. (Females holding high School certificates are more than males by 17%; females holding diplomas are more than males by 20%, and females holding Bachelor degrees are more than males by 7%). This, in turn reveals an abundance of female employees with degrees in government schools. Nevertheless, Table (7) indicates that the number of females in administrative positions is less than the number of males in West Bank and Gaza Strip. The number of females in administrative positions is supposed to be higher than the number of males in those positions because the number of females with high education level is larger than the number of males, assuming that the recruitment process is based on merit, transparency, and integrity.
- Regarding the numbers of female and male teachers, they are very close.
- Despite the male-dominated perception towards technical and crafts work in Palestine, the number of female technicians in government schools is higher than males.

IV Technical and vocational education

The key issues and challenges in technical and vocational education and training according to MOEHE Strategic Plan are:

1. Secondary education enrollment rate is still low; 4.8% of the total numbers of students in secondary education in 2005-2006 were enrolled in vocational secondary education. The rate increased by 4% from 1999-2000; the rate of female students of the total number of students in vocational secondary education is increasing; it constituted 30.8% in 2005-2006. The main challenge is to increase the rate of female students and to better equip schools. For instance, **MOE data indicates that the number of female students enrolled in the hospitality (hotel services) branch is zero, while a very modest number of females are enrolled in agricultural and industrial education, and female enrollment is concentrated in religious and commercial education.**

2. The main reason for the low enrollment rate in technical and vocational secondary and post-secondary education is the negative social perception. It is widely accepted that those who fail in academic studies do not enroll in academic programs, but end up in technical and vocational disciplines. The problem is aggravated by the almost total absence of career guidance in schools and post-secondary education. Special efforts must be exerted to attract female enrollment in technical and vocational education and training, in general, and to raise social awareness to make such studies acceptable

3. Inadequate financial resources to effect the necessary change and keep abreast with economic changes. Continuous change and updating of physical facilities and educational resources may be difficult because of their financial cost.

2.3 The policies and programs of the Ministry of Education

To develop an integrated and well-defined framework of the present and future attributes of service provision in the public education sector, it is necessary to examine MOE strategies, through its policy and procedural programs which reflect the plans it will implement for its beneficiaries.

After examining and analyzing the conditions of these services, using statistics and data on public education, and reaching several conclusions, the policies and programs analysis shall enable us to identify whether or not MOE is working in line with the conditions analyzed in the previous chapter.

The gender-perspective analysis of MOE strategic trends shall focus on the following themes:

• Major MOE policies.
• Aims of MOE procedural programs.
• The nature of procedural programs related to public education and allocated budgets.

The major MOE policies towards public education (according to MOE documents and publications) are:
1. **Education for All**: commitment to provide education for all female and male children of school age, and to increase enrollment in quality education at all levels, such as: vocational education and in-formal education.

2. **Gender**: Adopt measures that bridge the remaining gaps between males and females in completion of all education stages at all levels and for all forms of education, especially female participation in technical and vocational education and training. MOE will employ a larger number of females in the field of education at all levels, especially in decision-making positions.
3. **Poverty reduction**: Through establishing sections, schools, and in-formal education programs in communities and geographic locations with high rates of poverty.
4. **Students with special needs**: integrate students with special needs in all institutions and levels of education.
5. **Focus on quality**: Implement the National Strategy for Teachers Training and review and develop the Palestinian curriculum and textbooks.
6. **Relation with socio-economic development**: link education, especially post-secondary education, with labor market and community needs.
7. **Science and technology**: Improve teaching science and technology. MOE shall give special attention to spread ICT use in all education levels as well as computer-related studies.
8. **Private Sector Role**: Encourage the private sector to invest in education at all levels and in all types of education, and at the same time improve supervision over private educational institutions for quality assurance.
9. **Geographic unity:** Provide all Gaza Strip requirements and needs exactly as in West Bank.
10. **Support education in Arab Jerusalem**: Although the reference to Jerusalem was timid and void of details about the necessary programs and policies to support education there.

Gender perspective analytical observations on the Ministry's policies

- The policies largely address the real problems in the education sector, as MOE focused in its policies on (1) increasing enrollment rates for males and females at all levels of education including vocational education, taking gender into consideration (2) promoting female participation in technical and vocational education and training, because of the low rate of female enrollment compared to other education branches within public education. This was a conclusion of the above analysis of the conditions of public education.
- Policies (1) and (2) are essential requirements for achieving policy (6) which aims at linking the needs of the labor market with education to achieve socio-economic development. Women participation rates in the services sector is almost half, while their participation rate in professional technical sectors is very low. To achieve a balance in women participation in all economic sectors, it is necessary to increase women enrollment in the education branches that match the economic sectors with low women participation. Hence, enrollment policies that promote women enrollment in technical and vocational branches help empower women's transition from stereotypical service jobs to productive jobs that contribute to socio-economic development, as policy (6) stipulates.
- Policy (3) aims at reducing poverty through building schools, sections, and developing programs for poverty-stricken areas and communities. In order for this policy to be consistent with the gender policy (number 2), poverty reduction policy must not be restricted to geographic dimensions, but must consider gender. More households are headed by women, and this leads to poverty (UNDP Report, 2001). Hence, MOE should adopt a gender-perspective in its poverty reduction policy, which must not be restricted to geographic dimensions.

- Policy (7) must give special attention to females, since they are least involved in the IT sector, with participation that does not exceed 2%. Therefore, it is necessary to increase female enrollment rates in this important education branch. Furthermore, it is important to increase the attention for technology facilities in girl schools in particular, to promote this branch of education and increase their actual and effective participation in this sector.
- Gender policy must seek employing a greater number of females in all levels of education, especially in senior decision-making positions to address the problem of low female participation in senior positions in the public education sector. Moreover, the higher the education level, the less there are females in positions, as concluded in the previous chapter. Consequently, heeding on this aspect improves gender balance and sets the grounds for a more gender-sensitive budget at MOE.
- The gender policy should include developing a detailed database for schools according to gender. The lack of such a database constituted a problem upon conducting some aspects of the analysis in the previous chapter.

Procedural programs of the Ministry of Education

The procedural programs and their budgets allocations constitute the executive arm of policies. For an integrated analysis, we must examine MOE procedural programs to identify their level of compliance with these policies, which seek to resolve some, but not most gender problems in education. The analysis of procedural programs and their budget allocations shall lead us directly to the output of services provided in the public education sector. We shall analyze the procedural programs to identify their impact from a gender perspective (see Table 9 below).

Procedural program	Types of expenditure	Total expenditures 2008-2012
1. Providing physical and educational environment for new students including those with special needs	Current	5372.7
	Capital	104425.4
2. Providing physical and educational environment to retain students, including students with special needs and hardship cases.	Current	96212.9
	Capital	203628.4
3. Providing physical and educational environment to retain students from Jerusalem	Current	24482.4
	Capital	0
4. Developing and evaluating the formal education curriculum (1-12)	Current	16630.2
	Capital	543.5
5. Improving and activating educational techniques in schools in line with curriculum requirements and recent technologies.	Current	105
	Capital	1841

6. Improving health services, counseling, and student activities	Current	14660.3
	Capital	25311.6
7. Developing a unified pre-service and in-service training strategy.	Current	25000
	Capital	0
8. Implementing the in-service training strategy.	Current	6995.4
	Capital	1239.7
9. Developing the standards and means of evaluating students including students with special needs.	Current	219.5
	Capital	80
10. Conducting performance tests at all levels of the education system.	Current	31995.8
	Capital	546.1
There are fourteen more programs related to MOE administrative matters, including computerization, regulations, laws, mechanisms for coordination, planning, control, development of administrative staff, and administrative supervision of the Ministry	Current	3813.8
	Capital	2661.9
Total	Current	225488
	Capital	339731.5
	Total	565219.5

Source: MOE

Analytical observations on MOE work programs

- Total expenditures of procedural development programs in the public education sector constituted %14 of overall MOEHE total expenditures.
- There are 24 programs for Public education, 10 of which match the proposed policies, while the remaining 14 programs are related to MOE administrative matters. However, 98% of expenditures are allocated to the programs that match MOE policies, while 2% are allocated for administrative programs.
- The table reveals that all existing programs match only four policies out of the 10 policies adopted by MOE.
- Gender is completely absent from these procedural programs. It would have been better if each program addressed gender issues, which can be found in all existing programs. For example, providing the suitable physical and educational environment for female post-secondary education to reduce female truancy during that period (found to be higher than truancy among males in the previous chapter), is as important as providing the physical and educational environment for students with special needs and students from Jerusalem.
- The sixth program, which aims at improving health services, counseling, and student activities, should be tailored to fit gender needs, since health needs,

as well as activities for girl schools differ from those of boy schools. If the program was gender-blind, a gender gap will be formed.

- The fifth program on technical facilities is important. Despite the increase in such facilities at schools, as identified in the previous chapter, many schools still lack such facilities. However, special attention should be given to technical facilities at girls rather than boys schools, to increase women participation in the IT sector in which their participation is low compared to other sectors.

- Four programs (7 – 10) in the above table revolve around building and developing teaching staff, and have the largest budget allocations. These programs disregarded gender issues. There are several gender gaps at the level of the teaching staff, as concluded in the previous chapter. MOE gender policy addressed the teaching staff part from a gender perspective, but MOE procedural programs have diverted from reality and from MOE policy, adopting a gender-blind approach.

MOEHE procedural programs that shall be implemented in the coming period for technical and vocational training and education are:

- **To achieve goal (1):** "Provide enrollment opportunities in technical and vocational education" four procedural programs were developed:
    1. Establishing new technical colleges, schools and units as well as expanding the capacity of existing schools and colleges, ensuring targeting females through establishing special or mixed schools/units.
    2. Providing encouraging, stimulating and facilitating admission laws, regulations, and mechanisms in technical and vocational education, taking into consideration students with special needs (persons with disabilities, poor students, released prisoners ...etc).
    3. Develop an effective career counseling and guidance system that orients students' options and encourages them within a holistic view towards enrollment, and a special consideration for female enrollment.
    4. Enhancing the system's ability of student retention.

- **To achieve goal (2):** "Improve the quality of teaching and learning", four procedural programs were developed:
    1. Developing the curriculum gradually to become a modular integrated curriculum system according to the priority disciplines and levels, while ensuring targeting female disciplines.
    2. Developing infrastructure (buildings, furniture and equipment) for technical and vocational education.
    3. Designing and implementing efficient, complementary, replicable, and effective training programs at the local, regional, and international levels, and institutionalizing medium and long-term training cooperation driven by MOE demand, rather than being driven by the supply of local and foreign trainers.
    4. Revising, evaluating, enriching, and enhancing current teaching and learning models, and developing and institutionalizing new models and tools that match the Palestinian context (E- Learning, and ICT Blender learning).

- **To achieve goal (3):** "Develop financial and administrative systems and improve the effectiveness of performance," seven procedural programs were developed:
    1. Promoting private sector investment in technical and vocational education, and implementing financing strategies.

2. Developing capacities and capabilities for self-financing of institutions of technical and vocational education.
3. Developing a financial-administrative system for distributing, repaying and revolving student loans.
4. Working on the adoption of a unified grading system of technical and vocational education institutions staff and improve their capacities.
5. Computerizing management systems for technical and vocational education.
6. Strengthening teamwork and cooperation between MOE and technical and vocational education institutions on one hand, and among the institutions themselves on the other hand.
7. Working on the implementation of the national strategy for technical and vocational education.

Note: The procedural programs under the third goal are target both higher education and technical and vocational education.

Analytical observations about the procedural programs for technical and vocational education:

- The third program under goal (1) reveals an interest in increasing the rate of female enrollment in vocational education through a system of career guidance and counseling and through establishing girl vocational schools. This is a positive attitude, since the rate of females in this educational branch is low compared to other branches of public education. However, this requires support from other programs, through engendering the programs under goals (2) and (3).
- The programs under the second and third goals are void of gender consideration. These programs aim at improving the quality of teaching and learning and improving performance. Hence, if the Ministry focuses only on increasing female enrollment rate in vocational education, and does not support that through the programs under the last two goals, then female enrollment rate may increase, but without improvement of the quality of education.
- Developing an integrated framework requires taking gender, one of MOE policies into consideration, through engendering the programs that fall under the three goals, to ensure raising a generation of females who can achieve female balance in all economic sectors in the labor market.
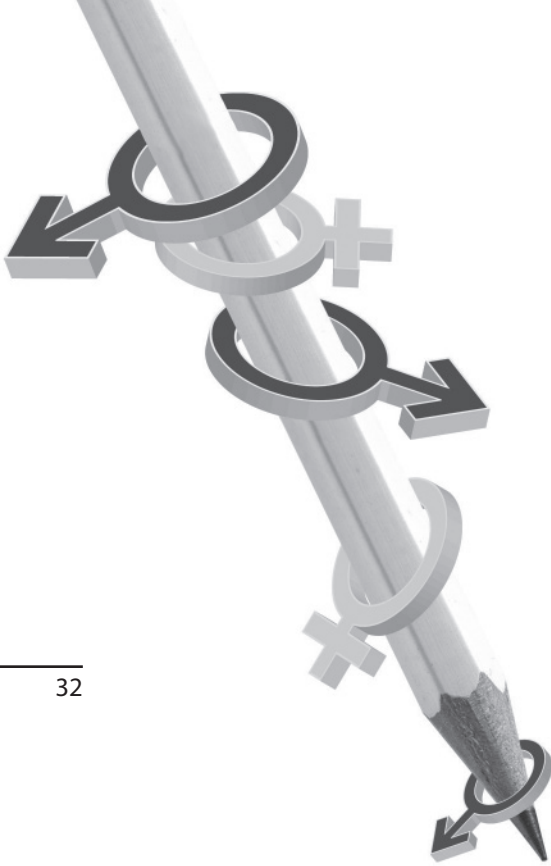
Gender-perspective evaluation of public education services from the beneficiaries point of view

Gender-Based Analysis of Public Education Sector Services: A Beneficiary-Based Study

This chapter presents and discusses the findings of the gender-perspective field survey about the points of view of female and male teachers and students towards higher education services. These findings are in line with the results of the previous chapter, which consisted of an analysis of the published data about public education.

3.1 Preliminary analysis of the findings of the teachers' survey:

First: Methodology

The sampling frame consisted of the total number of female and male teachers working in government education based on MOEHE data for 2008-2009 in the West Bank and for 2007-2008 in Gaza Strip, which was available according to gender and district.

A two-stage stratified random sample was designed in which the population was divided into West Bank and Gaza Strip. Then, teachers were distributed according to districts and gender.

The sample size was 404 male and female teachers, selected according to the following methodology:

1. The Palestinian Territory was divided into two regions (West Bank and Gaza Strip). Each region was given a group proportionate with its size.
2. Each region was divided into districts, where each district received a group proportionate with the district's size.
3. Two methods were used for selecting male and female teachers:
   • Contacting some schools to obtain addresses of the teachers or students, especially during high school exams.
   • The snowball sampling methodology through institutions and contacts.

The sample size was selected taking into account the following considerations:

1. Financial considerations: the limited financial resources contributed to limiting the sample size.
2. The goal of the study focused on general perceptions and rends. The study does not aim at generalizing the findings on the survey population.

Second: Analysis of findings

1) A general background on the characteristics of female and male teachers participating in the survey within different variables.

The relative distribution of the sample (male and female teachers) according to different variables: the gender relative distribution of the sample was even: 50% male teachers and 50% female teachers. The regional distribution of the sample was: 67% in the West Bank and 33% in Gaza Strip. One fifth of the sample was from 22-29 age group. The highest rate (69%) was from 30-49 age group, while %11 of the participants were over fifty years old.

Table (10): Demographic indicators of the sample

Region			West Bank	Gaza strip		
			67.1%	32.9%		
Age group	22- 29	30- 39	40- 49	>50		
	19.6	39.1	30.2	11.1		
Sex			Male	Female		
			51.0	49.0		
Education level	Diploma	Bachelor	Higher diploma	Master degree		
	8.7	78.4	3.2	9.7		
Years of service	<5	5- 10	11- 20	>20		
	23.5	27.5	34.9	14.1		
Grade	1	2	3	4	5	6	7
	4.5	10.4	21.0	31.7	25.8	4.8	2.0
Marital status	Married		Single		Other	
	83.0		14.2		2.8	

Age distribution: Regarding age distribution according to gender, female teachers were in the younger age groups: %62 were less than 40 years old, in comparison with %51 of male teachers.

Figure (3): Age distribution according to gender

Total
Female Teacher
Male Teacher

> 50
11.10 %
8.40 %
13.90 %

40 - 49
30.20 %
25.70 %
34.70 %

30 - 39
39.10 %
42.60 %
35.60 %

22 - 29
19.60 %
23.30 %
15.80 %
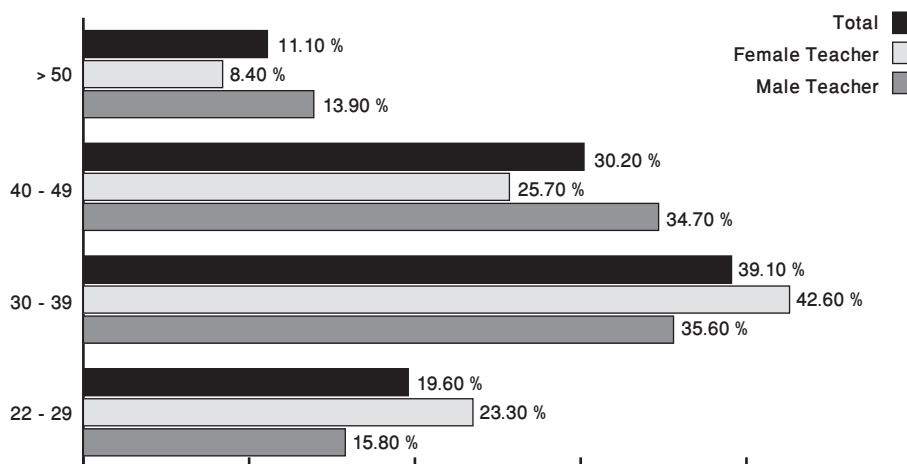
Educational attainment: findings revealed that the highest rate of male and female teachers hold bachelor degrees (78%), 83% female and 74% male teachers. 17% of male teachers hold high diplomas and master degrees in comparison with 7% only among female teachers.

Figure (4): Educational attainment according to gender
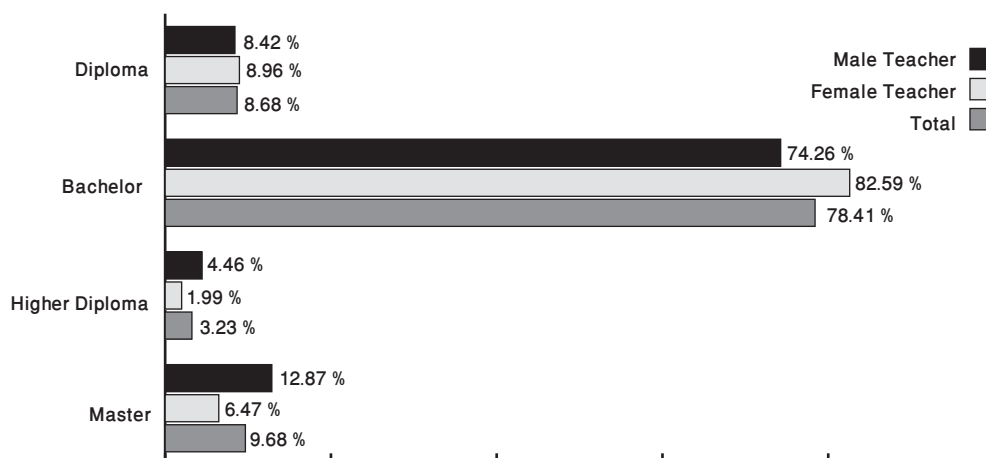
Service in education: The data indicated that the average years of service amounted to 12.5 for male teachers and 10.6 years for female teachers. In the same context, 17% of male teachers served for more than 20 years compared to 11% for female teachers. Other years of service were close between male and female teachers.

Work grades: 10% of female teachers reached grades 6-7 in comparison with 4% of male teachers, while 40% of male teachers are at grades 1-3 in comparison with 32% of female teachers. Moreover, 35% of female teachers are at grade 4 in comparison with 28% of male teachers.

Table (11): Years of experience

	Total	Female	Male
Less than 5 years	23.5%	23.8%	23.3%
5-10 years	27.5%	29.7%	25.2%
11-20 years	34.9%	35.1%	34.7%
More than 20 years	14.1%	11.4%	16.8%

Wages: Teachers' income is commensurate with their work grades. However, 28% of female teachers earn 1000-2000 NIS, in comparison with 21% of male teachers. 75% of male teachers earn between 2001-3000 NIS, in comparison with 68% only of female teachers.

Table (12): Teachers work ranks according to gender

Work rank	Total	Female	Male
1	4.5%	3.3%	5.6%
2	10.4%	9.4%	11.3%
3	21.0%	19.4%	22.6%
4	31.7%	35.0%	28.2%
5	25.8%	23.3%	28.2%
6	4.8%	7.8%	1.7%
7	2.0%	1.7%	2.3%

Figure (5): Income
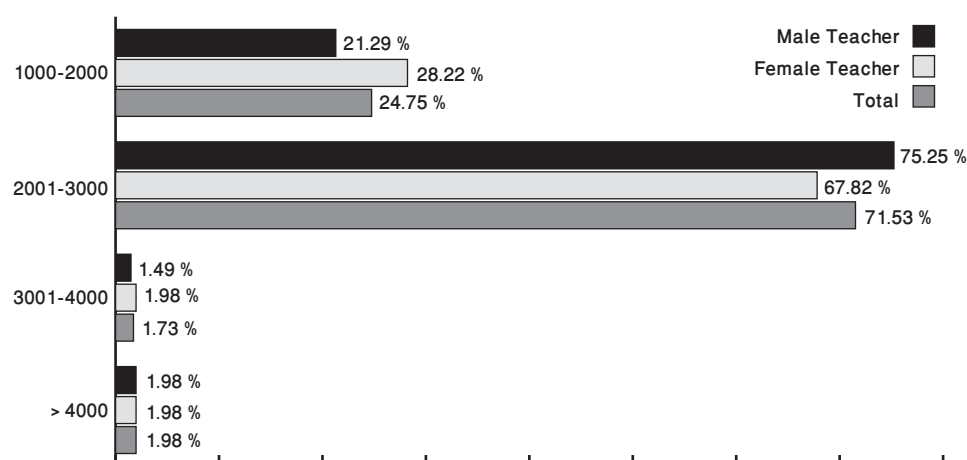
The number of students in male and female teachers' schools: The data indicates that the average number of students in boy schools (male teachers) is 562 students, in comparison with 591 students in girl schools (female teachers).

However, 26% of female teachers' schools have more than 800 students, while only 17% of male teachers' schools have the same number of students.

Table (13): the average number of students in schools based on gender

Numbers of students in school	Total	Girl schools	Boy schools
130-300	9.5%	9.0%	10.1%
301-500	32.3%	30.3%	34.2%
501-800	36.5%	34.3%	38.7%
801-1000	10.5%	13.4%	7.5%
> 1000	11.3%	12.9%	9.5%

Number of classes per week: The data indicates that the weekly average number of classes for male teachers is 21.5 classes, in comparison with 22.0 classes for female teachers according to their own statements. Data on the relative distribution of the weekly load of classes reveals no significant differences between male and female teachers among the categories listed in the following table.

Table (14): The weekly teaching load according to gender

	Total	Female teachers	Male teachers
10-6	2.7%	2.5%	3.0%
15-11	4.7%	3.5%	5.9%
20-16	23.0%	22.8%	23.3%
26-21	63.4%	63.9%	62.9%
>26	6.2%	7.4%	5.0%

The average number of students for each division: The available data indicates that the average number of students for each division in male schools is up to 34.7 students for each division while the number of female students is up to 35.5 students for each division. In the same context, the data indicates that the average number of students for each teaching division is more than 30 students in %89 of female teachers' schools while %83 in male teachers' schools.

Table (15): Average numbers of students per section according to gender

	Total	Female teachers	Male teachers
19 - 10	1.7%	1.5%	2.0%
29-20	12.1%	9.4%	14.9%
39-30	49.0%	50.5%	47.5%
49-40	36.1%	37.6%	34.7%
>50	1.0%	1.0%	1.0%

Teaching subjects: 59% of male teachers and 54% of female teachers said that they teach only one subject. 28% of female teachers and 24% of male teachers teach two subjects.

Table (16): Number of subjects taught by male and female teachers

	Total	Female Teacher	Male Teacher
1	56.7%	54.5%	58.9%
2	26.0%	28.2%	23.8%
3	9.9%	10.9%	8.9%
4	3.7%	4.0%	3.5%
>5	3.7%	2.5%	5.0%

What do we learn from this data

- The data on age distribution indicates that the average age of both male and female teachers is 37.65 years (38.95 for males and 36.32 for females). In general, this means that teachers are from the new generation who graduated with the inception of PNA. The absolute majority of male and female teachers hold a bachelor degree, while a minority only holds a diploma. This is also associated with retirement and replacement by a new generation as part of the development of the education. Similarly, the average years of experience for male and female teachers does not exceed 11 years.
- Social and economic factors increased demand on public education jobs, especially for females, as it provides a higher level of security. This trend reflects the role of the social institution which dictates trends and policies that orient women into the labor market through their selection of the disciplines in their education that eventually qualify them to work in public education.
- The increasing enrollment in education, especially for girls, increased the participation of women in education jobs to meet this need. Nevertheless, there is a need to employ more women, as girl schools are more overcrowded, in terms of the number of students in schools and sections, and the teaching load with respect to the number of subjects that female teachers teach, and which is higher than male teachers.
- Although the work load of female teachers is larger that that of male teachers, and based on the above, it is obvious that male teachers acquire more rights in terms of grades than female teachers. These rights have raised their monthly income in comparison with female teachers.

2) Policies and procedures of the Ministry of Education in the context of gender relations:

The general perception towards the applicable procedures and policies in government institutions was positive, as they provide for equal treatment for female and male teachers. However, the following differences were identified between male and female teachers' points of view towards these issues. It is worth noting that these differences were positive, as female teachers were more positive than male teachers:

- While 74% of the female teachers agreed (54% of female teachers partially agreed) that "MOE Policies and procedures take into account the conditions of female teachers and their different needs", 66% of male teachers agreed (50% partially agreed).
- While 72% of female teachers agreed (47% of female teachers partially agreed) that "MOE Policies and procedures promote equal opportunities between male and female teachers,"63% of male teachers agreed (40% of male teachers partially agreed).
- In the same context, 86% of female teachers agreed that "Information from MOE is available for male and female teachers equally and at the same time" (37% partially agreed), while 80% of male teachers agreed (33% partially agreed).
- While 87% of the female teachers agreed that "policies, regulations, and practices take into account the various roles of female teachers (reproduction, child upbringing, work, education … etc.)", 93% of male teachers agreed. This is the only statement for which the percentage of male teachers was higher than female teachers.

Table (17): Attitudes of male and female teachers towards MOE policies and procedures

Policies and procedures	Answer	Total	Female teachers	Male teachers
MOE Policies and procedures take into account the reality and various needs of female teachers.	Agree	16.6%	16.8%	16.3%
	Partially agree	53.5%	56.9%	50.0%
	Disagree	30.0%	26.2%	33.7%
MOE Policies and procedures promote equal opportunities for male and female teachers	Agree	24.3%	25.7%	22.8%
	Partially agree	43.3%	46.5%	40.1%
	Disagree	32.4%	27.7%	37.1%
MOE Practices and regulations treat male and female teachers with equality	Agree	34.7%	33.2%	36.1%
	Partially agree	39.9%	40.1%	39.6%
	Disagree	25.5%	26.7%	24.3%
Information from MOE is available for male and female teachers equally and at the same time	Agree	47.6%	48.8%	46.5%
	Partially agree	35.2%	37.3%	33.2%
	Disagree	17.1%	13.9%	20.3%
Education administration strengthens differences and gaps between male and female teachers	Agree	16.9%	16.8%	16.9%
	Partially agree	38.5%	38.6%	38.3%
	Disagree	44.7%	44.6%	44.8%
MOE is trying to change the traditional roles of female teachers and does not adhere to traditions and social norms	Agree	34.4%	34.2%	34.7%
	Partially agree	49.8%	48.5%	51.0%
	Disagree	15.8%	17.3%	14.4%

Policies, regulations, and practices take into account the various roles of female teachers (reproduction, child upbringing, work, education … etc.)	Agree	55.0%	53.5%	56.4%
	Partially agree	35.1%	33.7%	36.6%
	Disagree	9.9%	12.9%	6.9%

In the same context, the data reveal no differences in the positive attitudes of both male and female teachers towards the following issues:

- MOE Practices and regulations treat male and female teachers with equality.
- Education administration strengthens differences and gaps between male and female teachers.
- MOE is trying to change the traditional roles of female teachers and does not adhere to traditions and social norms.
- In conclusion: Female and male teachers share a positive view towards MOE policies and procedures. However, the following must be clarified:
  - MOE is one of the largest women employers; this is not the result of the adoption of gender mainstreaming, equality, and justice for women, but is a structural result of the available workforce and MOE needs.
  - MOE Policies and procedures are subject to the Civil Service Law, which regulates all employees on various issues.
  - Differences usually stem from the practices of decision makers within the Ministry, hence the differences in the points of view of female and male teachers, whereby a more positive attitude emerged among female than male teachers towards MOE policies and practices.

-

What do we learn from this data

- Education is a key requirement for women to enter the labor market. Such requirement is achieved through directing women students to disciplines that suit the teaching profession, since work in education constitutes a social ambition. This reality increased the positive views of both male and female teachers towards the reality of female teachers because of the positive view held by the society towards the community role of women as teachers.

- The limited opportunities for women, in general, in the labor market compared with the high prospects of getting a job as a teacher increased the sense of security among females in teaching jobs; this is encouraged by the society which considers teaching complementary to their reproductive role.

- This is also associated with the lack of awareness towards the reality of the educational institution. It merely reflects the social and cultural context, and is evident through men's feeling of competition and equality by law between male and female teachers, which was reflected in less positive attitudes among male teachers towards policies and procedures.

- As the man is the father, protector, and family provider, the change in the educational institution and the new competitive role of women makes him wonder about his role and status, as such changes threaten his so far uncontested authority and privileges. This explains the gap in positive attitudes between females and males in a certain direction. What about the conformity in responses between female and male teachers? This is sometimes associated with the hypothesis of conflict between thought and practice; change is advocated and promoted through encouraging women to work, because of the economical harsh situation, so they become partners to help face hardship. At the same time, this is accompanied by the above mentioned feelings of fear and threat.

- Awareness towards equality, differences, roles, barriers, procedures, and policies developed within the family structure and the institutionalized system, interwoven with various social institutions. In this context, male and female teachers' consciousness of their rights was formed. Such consciousness among female teachers was revealed in their positive attitude towards gender equality in MOE policies and procedures.

- Female participation in education and the appreciation it receives is the result of limited opportunities. The positive views of female teachers are the result of their self-esteem, which stems from social appreciation to this job. Such appreciation forms individuals' values, self-perception, satisfaction, positive views, and perception of equality within the institution.

- It is not possible to conclude that such positive perception is the result of planned interventions of "gender mainstreaming" policies and procedures, but rather public policies that are insensitive to the reality of women, as evident in the general framework of the Ministry of Education. Otherwise, there would have been more affirmative action to promote female teachers' rights.

3) Equal opportunities and equality or negative gender discrimination?

Regarding equal opportunities and equality between male and female teachers, the following gaps appeared in the perception of male and female teachers, bearing in mind that the perception towards equality and equal opportunities among teachers is generally positive:

- 82% of female teachers agreed, with discrepancies (32% partially agreed) that "there is equality in vacations" in comparison with 63% of male teachers with discrepancies (24% partially agreed).
- 73% of female teachers agreed, with discrepancies (33% partially agreed) that "there is equality in opportunities for incentives", in comparison with 66% of male teachers with discrepancies (31% partially agreed).
- 70% of female teachers agreed, with discrepancies (39% partially agreed) that "there is equality in getting assistance and grants" in comparison with 62% of male teachers with discrepancies (37% partially agreed).
- 60% of female teachers agreed, with discrepancies (37% partially agreed) that "there is equal access to decision centers in the Ministry and equal ability to influence them" in comparison with 55% of male teachers with discrepancies (28% partially agreed).
- 68% of female teachers agreed, with discrepancies (34% partially agreed) on the statement that "there is equality in the ability to fill senior vacancies within the Ministry, directorate, or school" in comparison with 58% of male teachers with discrepancies (33% partially agreed).

Table (18): Teachers perceptions of equal opportunities in various aspects of Education

	Answer	Total	Female teachers	Male teachers
There are equal opportunities in recruitment.	Agree	40.6%	43.1%	38.1%
	Partially agree	31.9%	31.7%	32.2%
	Disagree	27.5%	25.2%	29.7%
There are equal opportunities in training and capacity development	Agree	53.2%	55.0%	51.5%
	Partially agree	30.9%	30.2%	31.7%
	Disagree	15.8%	14.9%	16.8%
There is equality in salary	Agree	55.7%	55.0%	56.4%
	Partially agree	27.0%	27.7%	26.2%
	Disagree	17.3%	17.3%	17.3%
There is equality in vacations	Agree	43.6%	49.5%	37.6%
	Partially agree	28.0%	31.7%	24.3%
	Disagree	28.5%	18.8%	38.1%

There is equality in promotion opportunities	Agree	49.0%	49.5%	48.5%
	Partially agree	29.0%	29.2%	28.7%
	Disagree	22.0%	21.3%	22.8%
There are equal opportunities to participate in conferences and workshops inside the country	Agree	50.7%	52.0%	49.5%
	Partially agree	33.4%	34.2%	32.7%
	Disagree	15.8%	13.9%	17.8%
There are equal opportunities to participate in conferences and workshops abroad	Agree	25.5%	28.2%	22.8%
	Partially agree	32.9%	31.2%	34.7%
	Disagree	41.6%	40.6%	42.6%
There is equality in opportunities for incentives"	Agree	36.0%	37.6%	34.3%
	Partially agree	31.8%	32.7%	30.8%
	Disagree	32.3%	29.7%	34.8%
There is equality in getting assistance and grants	Agree	27.3%	29.7%	24.9%
	Partially agree	37.7%	39.1%	36.3%
	Disagree	34.7%	31.2%	38.3%
There is equality in the ability to submit complaints, and in officials' processing of such complaints	Agree	32.4%	35.6%	29.2%
	Partially agree	34.9%	32.7%	37.1%
	Disagree	32.7%	31.7%	33.7%
There is equal access to decision centers in the Ministry and equal ability to influence them	Agree	25.8%	23.8%	27.9%
	Partially agree	32.8%	38.1%	27.4%
	Disagree	41.4%	38.1%	44.8%
There is equality in the ability to fill senior vacancies within the Ministry, directorate, or school	Agree	28.7%	32.7%	24.8%
	Partially agree	34.4%	35.6%	33.2%
	Disagree	36.9%	31.7%	42.1%
There are equal opportunities for obtaining support material and services inside schools	Agree	41.8%	43.1%	40.6%
	Partially agree	39.1%	39.6%	38.6%
	Disagree	19.1%	17.3%	20.8%
There is equal ability to relocate within a directorate because of personal reasons	Agree	33.7%	36.6%	30.7%
	Partially agree	37.9%	37.6%	38.1%
	Disagree	28.5%	25.7%	31.2%

With respect to the same topic, there are no gaps in the points of view of male and female teachers towards equal opportunities and equality:

- There are equal opportunities in recruitment:
- There are equal opportunities in training and capacity development
- There is equality in salary.
- There is equality in promotion opportunities.
- There are equal opportunities to participate in conferences and workshops inside the country.
- There are equal opportunities to participate in conferences and workshops abroad.
- There is equality in the ability to submit complaints, and in officials' processing of such complaints.
- There are equal opportunities for obtaining educational facilities and support services inside schools.
- There is equal ability to relocate within a directorate because of personal reasons.

What do we learn from this data

- Regarding equal opportunities and equality between female and male teachers, the views were positive. However, female teachers were more positive in some cases.
- The more positive view of female teachers towards equal opportunities than male teachers is the result of female teachers' job security, reflected in their perception that they suffer no exploitation. The experiences of female teachers in the education sector in terms of working hours and rights made their views more positive. Teaching jobs allow female teachers to perform their reproductive roles at home, either in the morning or in the afternoon-depending on their working hours- in addition to the summer vacation.
- Furthermore, women spend several hours away from their family care roles, which strengthens their positive perception of their community roles.
- This is also linked to MOE general institutional framework, as principles of equal opportunity are enshrined in the Civil Service Law, the regulating law for all public sector institutions.
- Theoretically, equality prevails by virtue of the approved laws and rules that eliminate discrimination and provide for equality in treatment, policies and procedures. Nevertheless, equity is the most important value, and is mainly associated with fair distribution, which in turn is associated with changing and overcoming social conditions to achieve equitable distribution of and control over resources. Equality, equal opportunity and equity can only be achieved throughout the educational system as a whole.

Third: Educational services and their use:

1- Educational and non-educational services available at schools:
- The findings indicated that female teachers were more positive towards the availability of educational and non-educational services at their schools. The gap between male and female teachers was clear in the following services:
    - Availability of support material in the classroom (82% female teachers, 71% male teachers).
    - Availability of supplies and stationery (87% female teachers, 79% male teachers).
    - Availability of teaching manuals (78% female teachers, 71% male teachers).
    - Availability of clean toilets (93 % female teachers, 75 % male teachers).
    - Availability of clean drinking water (85% female teachers, 72% male teachers)
    - Availability of kitchens inside schools (79% female teachers, 62% male teachers).

Table (19): Availability of support material and services in schools according to female and male teachers

	Total	Female teachers	Male teachers
Science laboratories	85.9	87.6	84.2
Computer laboratories	91.3	91.1	91.6
Play areas and sports rooms	73.3	75.2	71.3
In- class support material	76.7	83.2	70.3
Teachers lounge	77.4	79.1	75.7
Teaching manuals	74.4	77.6	71.3
Supplies and stationery	83.5	87.5	79.6
Clean toilets	84.6	93.6	75.6
Clean drinking water	79.2	85.6	72.6
School kitchen	71.5	80.7	62.4

- Responses of both female and male teachers on the availability of the following were almost similar, acknowledging gaps:
    - Science laboratories.
    - Computer laboratories.
    - Play areas and sports rooms.
    - Teachers lounge.
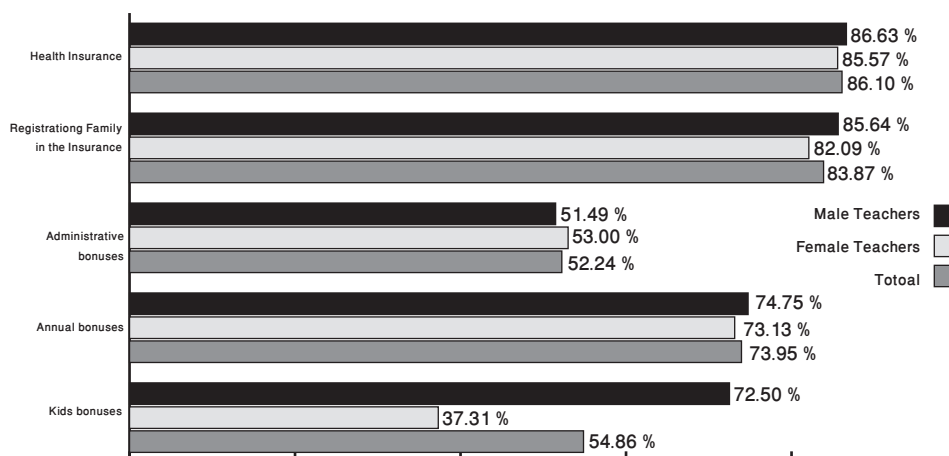
> **What do we learn from this data**
> - Division of labor is not restricted to reproductive activities within the family, but extends to productive activities and community work performed mostly outside the family. The positive responses of female teachers on the cleanliness of toilets, availability of clean drinking water and kitchens inside schools reveal that women's reproductive and domestic roles are highly reflected inside schools despite the availability of janitors responsible for keeping schools clean.
> - This is asserted by the absence of gaps between female and male teachers' responses to the availability of other services related to infrastructure.
> - The division of roles between men and women affects their self-perception and their perception of the division of roles. Male domination of most authoritative professions and roles, women's roles associated with their reproductive and family care roles and their limited productive roles in their communities and in the labor market, enhance women's self-perception and positive feeling of having responsibilities outside the household and traditional roles.

2- Benefits from public services because of employment:

The majority of female and male teachers, with high rates, acknowledged the fair use of several benefits such as health insurance, including family members. The majority was slightly less for annual raises, where around half the sample confirmed the ability to benefit from this service. These are public service benefits. Health insurance is mandatory for public employees, who automatically cover their family members. The annual raises and administrative allowances system is implemented in accordance with the Civil Service Law.

The main gap lies in the fact that most female teachers are unable to benefit from child allowance according to %63 of the female teachers. Only %38 said that they benefited from this allowance while %73 of male teachers said that they benefited from this allowance. Still, %27 of male teachers said that they were not able to benefit from it.

Figure (6): The ability to benefit from certain services as an MOE employee

	Male Teachers	Female Teachers	Totoal
Health Insurance	86.63 %	85.57 %	86.10 %
Registrationg Family in the Insurance	85.64 %	82.09 %	83.87 %
Administrative bonuses	51.49 %	53.00 %	52.24 %
Annual bonuses	74.75 %	73.13 %	73.95 %
Kids bonuses	72.50 %	37.31 %	54.86 %

What do we learn from this data

The major gender gap in benefits lies in child allowance. The social role of men is connected to being family provider, father and decision maker. Patriarchy lies in men's hands. Women are not providers, but provided for. They are subject to the authority of the head of household. This norm underlies granting child allowance to male, rather than female teachers.

Upon asking female and male teachers whether there was gender equality and equity within MOE in basic rights, responses indicated a convergence of female and male teacher views in the final evaluation indicators, regarding equality in financial and administrative rights as well as equal opportunities. The gap appeared in public rights, although both held positive views in the following manner:

- 89% of female teachers agreed, with discrepancy, and 83% of male teachers agreed that they benefited equally from available resources.
- 92% of female teachers agreed with the notion of equality with male teachers in terms of the availability of facilities and services at schools, while 84% of male teachers agreed, yet with discrepancies.

Table (20): Female and male teachers' general trends towards rights and benefits from public employment

		Total	Female teachers	Male teachers
Financial and administrative rights	Agree	51.4%	49.0%	53.8%
	Partially agree	34.2%	36.6%	31.7%
	Disagree	14.5%	14.4%	14.6%
Equal opportunities	Agree	42.0%	42.1%	42.0%
	Partially agree	36.8%	39.6%	34.0%
	Disagree	21.1%	18.3%	24.0%
Benefiting from available resources	Agree	45.5%	48.5%	42.5%
	Partially agree	39.6%	38.6%	40.5%
	Disagree	14.9%	12.9%	17.0%
Availability of facilities and services at schools	Agree	57.0%	63.9%	%%.50
	Partially agree	30.6%	27.7%	33.5%
	Disagree	12.4%	8.4%	16.5%

Observations based on the data

- Women employment in stereotyped jobs created a positive social view towards equality, which reflected on women concepts of access to the labor market without comprehending the details of equality. This was manifested in the indices of rates of crowdedness, teaching load, and numbers of female students in schools, which were higher for female than male teachers.

- Practices, rights, and equal opportunities reflect the prevailing norms within the society. Limited job opportunities for women within traditional societies such as the Palestinian society, especially with the low employment rate among women, are restricted within the confines of patriarchal social and cultural structures. Such structures left the door open only partially for women. However, women perceive this reality positively, as they enjoy access to educational professions as "teachers".

- Female teachers are expected to be more positive, as they get specific stereotypical jobs in education and teaching (a teacher).

- The highly positive attitude of female teachers confirms that the rules governing the institutional system in MOE cause concern among male teachers towards women's competition over rights. There is less concern over other issues.

- This is interpreted as if female teachers have more rights than they are eligible for, and that gender equality has gone too far to the extent that male teachers are concerned about their status.

- The positivity is also associated with a sense of freedom and dignity. Female teachers' positive views reflect their enthusiasm to maintain their achievements.

- Gender polarization and the accompanying divisions within the education sector are products of the social and cultural context. The physical segregation between girls and boys schools impedes launching a serious debate about equality or equal opportunities. Such segregation defines the space and area of domination or subjugation to policies and laws that are implicitly perceived positively.

- Despite women's access to public employment and acquiring certain privileges, with discrepancies, the institutional system is still male-dominated. Women's positive views towards policies, procedures and equal opportunities assert this even further, in what seems like part of a bargaining process over power and rights, with the aim of preserving those achievements and obtaining the stereotypical jobs that women inhabit. The fait accompli facing the institutional system dictates the adoption of the necessary education and employment policies, employing more women because of the increase in female enrollment rates.

- There is a need to scrutinize the whole educational system. It justifies, ignores and maintains gender inequality among students and teachers at various levels.

- Women's positive attitude can also be attributed to the fact that public employment requires competition, ambition, aggressiveness and selfishness. To alleviate such negative atmosphere in the public sector, female teachers, being the weaker link in the chain, are expected to be more positive.

IV Conclusions

1- The overall views of female and male teachers are positive. The majority of respondents have positive views, and only a small minority maintained negative views.
2- Female teachers were more positive than male teachers towards various issues, including policies, opportunities, and benefitting from services.
3- Female teachers also enjoyed more job satisfaction than male teachers. Although the general indicators reveal bigger work loads on female teachers than male teachers, female teachers are more satisfied than male teachers.
4- Female teachers' positive attitude and satisfaction is the result of an institutional context, influenced by the social, economic, cultural and political reality.
5- In conclusion, equitable work conditions are enshrined in the "Civil Service Law", enacted by the Legislative Council. This Law sets general rules that apply to all the public sector, including MOE.
6- Scrutinizing some indicators, away from public policy of the public sector, reveals major gaps in the existing procedures and system regarding the following issues:
   o Discrimination within the structure of the education system regarding grades, years of service and monthly income from public employment.
   o Teaching load, number of male and female students at schools, weekly classes, overcrowded sections and number of teaching subjects.
7- Employment of a large number of women in education is the result of need, rather than government support. The existing educational system as a whole directs females towards certain educational disciplines that eventually qualify them for jobs in education.
8- The hiring of a large number of women by the education sector generates two trends: highly positive attitudes by female teachers and less positive attitudes by male teachers, who feel that women are their main competitors in the educational sector.

3.2 Preliminary analytical report on the findings of the students' survey

Methodology

The sampling frame consists of the total number of students in public schools. It is based on the data available from MOEHE for 2008-2009 in the West Bank, and available data on Gaza Strip for 2007-2008. All data was available according to gender, directorate, and branch for students who had completed the tenth and eleventh grades.

A two-stage random stratified study sample was designed, whereby the survey population was divided into the West Bank and Gaza Strip, then students were distributed according to districts.

The sample consisted of 204 male and female students, selected as follows: the Palestinian territories were divided into two regions (West Bank and Gaza Strip). Each region was given a group proportionate to its size.

1) Then, each region was divided into districts; each district was given a group proportionate to its size.
2) The snowball sampling methodology was used to reach out to acquaintances and to students themselves.

The following considerations were taken upon deciding on the sample size:

1) Financial considerations: limited financial resources determined the sample size.
2) The goal of the survey, which focused on general perceptions and trends within the research objectives rather than on generalizing the findings on the survey sample, worked in the same direction regarding the sample size.

The relative distribution of the sample (female and male students) according to different variables:

The relative distribution for the sample was based on gender: 49.5% male and 50.5% female students. The sample was distributed regionally as follows: 68% in the West Bank, and 32% in Gaza Strip. In terms of age, 42% of students were 16 years old, 45% were 17 years old and 14% were 18 years old.

According to branches, most students (57%) were in the literary branch, 35% in the scientific branch and 8% in other vocational branches.

Table (21): Demographic indicators of the student sample.

Region		West Bank	Gaza Strip
		68.1%	31.9%
Age (years)	16	17	18
	41.7%	44.6%	13.7%
Gender		Male	Female
		49.5%	50.5%
Branch	Literary	Scientific	Other
	57.1%	34.5%	8.4%

Section I: Analysis of results by gender and background of students

The data indicates that ages of male and female survey respondents are close.

Figure (7): Age distribution of survey respondents
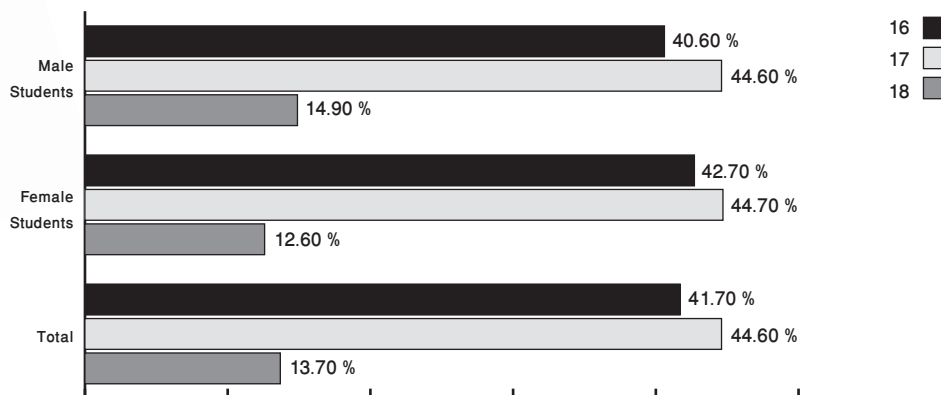
Enrollment in various branches
Student enrollment in the scientific and literary branches was close, while female student enrollment in other vocational branches was 6% only, and male student enrollment was around 11%.

Figure (8): Enrollment in various branches according to gender
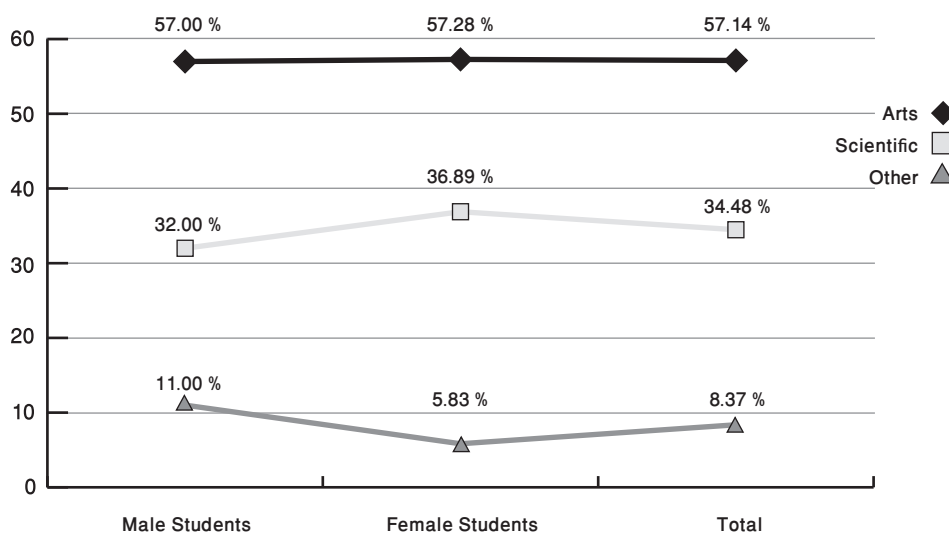
In general, rates of respondents were close in the West Bank and Gaza Strip.

Numbers of students in girls and boys schools
21% of girl schools have more than 800 students, while %16 of boy schools have the same number. The rate of girl and boy schools with 500 -800 students were close, 52%.

Table (22): Numbers of students in schools according to gender

	Total	Female students	Male students
Do not know	18.23	17.65	18.81
130-300	10.34	9.80	10.89
301-500	31.04	29.43	32.67
501-800	22.17	22.55	21.79
801-1000	13.79	19.61	7.92
>1000	4.43	0.98	7.92

Numbers of female and male teachers at schools:
The data reveals no significant difference in the numbers of female and male teachers at girls and boys schools**.**

Table (23): Number of teachers in schools based on gender

	Total	Girls schools	Boys schools
Less than 7	8.3	7.8	8.9
8 -10	62.3	62.1	62.4
11- 12	29.4	30.1	28.7

Average number of students per section

The data indicates that the average number of students in boy schools is around 34.7 students per section, while the average number of students in girl schools is around 36.7 students per section. In the same context, 12% of female students said that the number of students in each section is 16 -25 students, compared to 17% of male students. 62% of female students said that the number of student is 26-40 students per section, in comparison with 55% of male students.

Table (24): The average number of students per section according to gender

	Total	Female students/ teachers	Male students/ teachers
16-20	6.9%	5.8%	7.%%
21-25	7.4%	5.8%	8.9%
26-30	11.8%	13.6%	9.9%
31-40	47.1%	48.5%	45.5%
>40	27.0%	26.2%	27.7%

Average number of weekly classes:

Available data indicates that the average number of weekly classes for female students is around 35.04, in comparison with around 34.32 for male students. In the same context, 29% of female students said that the average weekly classes is over 35 classes, in comparison with 17% only of male students. 67% of female students said that average weekly classes were 31 -35, in comparison with 75% of male student.

Table (25): The average number of weekly classes for male and female students

	Total	Female students	Male students
26-30	5.9%	3.9%	7.9%
31-35	71.1%	67.0%	75.2%
36-40	15.7%	19.4%	11.9%
>40	7.4%	9.7%	5.0%
Average weekly classes	34.68%	35.04%	34.32%

Equal opportunities and equality or negative gender discrimination?

The following gender gaps were identified with respect to equal opportunities and equality:

1- 52% of male students agreed that "there are opportunities to participate in art competitions and activities inside school," with partial agreement of 34% of male students, in comparison with 65%, and a partial agreement of 24% among female students.
2- 28% of male students disagreed with the statement "I have the opportunity to participate in extracurricular training and capacity development programs", in comparison with 14% of female students.
3- 45% of male students disagreed with the statement "I can participate in conferences and workshops abroad", in comparison with 54% of female students.
4- The male/female gaps for the remaining statements were insignificant.

Table (26): Male and female students perception towards equal opportunities at MOE schools

		Male student	Female student	Total
There are opportunities to participate in art competitions and activities inside school	Agree	51.5%	65.0%	58.3%
	Partially agree	33.7%	24.3%	28.9%
	Disagree	14.9%	10.7%	12.7%
I have the opportunity to participate in extracurricular training and capacity development programs	Agree	50.5%	53.4%	52.0%
	Partially agree	21.8%	33.0%	27.5%
	Disagree	27.7%	13.6%	20.6%
I have an equal opportunity to participate in local conferences and workshops.	Agree	45.5%	48.5%	47.1%
	Partially agree	23.8%	24.3%	24.0%
	Disagree	30.7%	27.2%	28.9%
I can participate in conferences and workshops abroad	Agree	42.6%	24.3%	33.3%
	Partially agree	12.9%	21.4%	17.2%
	Disagree	44.6%	54.4%	49.5%
I have equal opportunity to get assistance and scholarships.	Agree	40.0%	38.8%	39.4%
	Partially agree	22.0%	24.3%	23.2%
	Disagree	38.0%	36.9%	37.4%
I can submit complaints when I face problems at school	Agree	60.4%	55.3%	57.8%
	Partially agree	20.8%	22.3%	21.6%
	Disagree	18.8%	22.3%	20.6%
Educational facilities and services are available	Agree	51.5%	50.5%	51.0%
	Partially agree	28.7%	31.1%	29.9%
	Disagree	19.8%	18.4%	19.1%

Resources and Services:

Available educational and non-educational services at schools: The findings indicate that female students were more positive towards the availability of educational and **non-educational** services at schools. Gaps between female and male students appeared in the following services:

- Computer laboratories (96% female students, 86% male students).
- Play areas and sports rooms (75% female students, 81% male students).
- In-class support material (78% female students, 54% male students).
- Hygienic toilets (62% female students, 48% male students).

- Safe drinking water (73% female students, 63% male students).
- Clean canteen (78% female students, 66% male students) .

Table (27): Availability of support materials and services at schools

	Total	Female student	Male student
Counselor at school	53.7%	55.9%	51.5%
Science laboratories	85.2%	86.3%	84.2%
Computer laboratories	91.2%	96.1%	86.1%
Play areas and sports rooms	77.9%	74.8%	81.2%
classroom support materials	65.7%	77.7%	53.5%
Hygienic toilets	54.9%	62.1%	47.5%
Safe drinking water	68.1%	72.8%	63.4%
Canteen	97.5%	97.1%	98.0%
Clean canteen	72.1%	77.7%	66.3%
Affordable canteen prices	82.4%	82.5%	82.2%

Safe access to school:

1)   73% of male and female student feel safe upon going to and coming back from school. 23% of female students feel relatively safe, in comparison with 19% of male students. 8% of male students and 4% of female students do not feel safe upon going to school and leaving
2) 74% of male students considered transportation easy and available, in comparison with 64% of female students. 27% of female students agreed that transportation was easy but not available all the time, in comparison with 19% of male students.

Table (28): Students perceptions towards safe access to school

		Total	Female students	Male students
In general, do you feel safe while going to and coming back from school?	Yes	73.0%	72.8%	73.3%
	To some extent	21.1%	23.3%	18.8%
	No	5.9%	3.9%	7.9%
Is it generally easy to go to school, either on foot or by public transportation?	Easy and transportation is available.	69.0%	64.1%	74.0%
	Easy, but transportation is not always available.	23.2%	27.2%	19.0%
	Difficult and transportation is not available.	7.9%	8.7%	7.0%

In general, most female and male students said that specialized teachers teach them the main subjects. There were no significant gaps.

Conclusion:

1) The perceptions of female students are more positive than male students towards various issues, whether related to opportunities or use of available services within schools.
2) Female students, also, are more satisfied with their relationship and perception of their teachers, courses, and learning loads.

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What do we learn from this data

1) The culture of restricting the concept of equality and equal opportunity to the right to education has created a positive social attitude that affected the female students' views towards access and right to education, but with no profound realization of the details of equality. This is manifested in the indices of crowdedness and learning loads, which were higher for female students

2) Gender equality is measured through an important indicator, namely, safe and easy access to school. It does not seem that such gender equality exists in Palestine, as female students were more skeptical towards safe access to schools, and even easy access to schools.

3) The female students' positive attitude is significant, as it reflects the social upbringing based on gender division of roles and on granting more rights to males than females. This was reflected in female students' higher level of satisfaction and acceptance and more positive views of their rights than male students.

4) The presumed consciousness of rights is formed in the social context, and is based on the prevailing cultural values in the society. Such consciousness has raised the positive perception of both female and male students, but more among female students.

5) It is important to address the depth of popular culture in relation to the educational system, and whether the gender problematic is present in the educational discourse, how social roles are presented, how gender rights and equal opportunities between female and male students are addressed in school curricula, and whether there is gender equity in textbooks with respect to creativity. This creates an imbalance in perceptions of rights and equal opportunities among male and female students, both positively and negatively.

6) Practices, rights, and equal opportunities are reflections of the prevailing patterns of thinking within the society. Female educational opportunities in traditional societies such as the Palestinian society, and despite their increase, are confined by the patriarchal social and cultural structures, which open the doors only partially, and provide females with limited space, which they perceive positively.

7) Girls' education has always been directed to certain destination. For example the higher rates of female students who said that computer laboratories were available in comparison with male students, is explained by the fact that female students generally prefer scientific, rather than literary branches

8) The slogans raised in the lobbies of MOEHE premises, and which call for gender equality and the right of Education for All, are mere slogans that are not implemented on the ground. They represent the institutional culture that created positive attitudes among the target groups (female and male students).
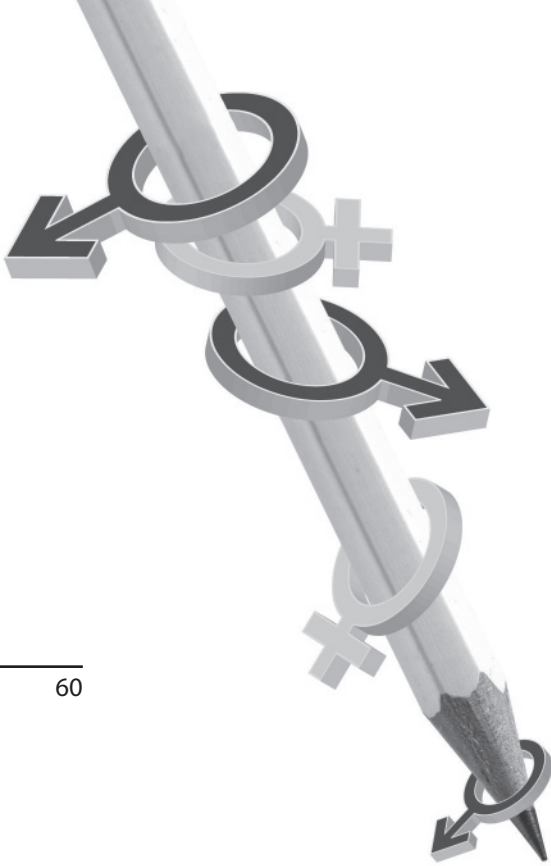
Annexes

Teachers survey about gender relations within the education sector

I General background Information:

	Questionnaire number:	Researcher number:	
	Area : 1) West Bank 2) Gaza	District:	
	Locality :	School name:	
	School type :	Number of students in school:	
	Teacher's name :	Gender : 1) male 2) female	
	Age :	Specialization:	

Education level: 1) Diploma   2) Bachelor   3) Higher diploma   4) Master
Current main teaching subject: ....
Years of service in education: ....
Work grade: ....
Salary from teaching position: ....
Marital Status: 1) Married   2)Single   3) Other

II General questions about policies and procedures:

We wish to ask you about applicable MOE policies and procedures according to your personal work experience with MOE as teachers:

Policies and procedures	Agree	Partially agree	Disagree
MOE Policies and procedures take into account the reality and various needs of female and male teachers.			
MOE Policies and procedures promote equal opportunities for male and female teachers			
MOE Practices and regulations treat male and female teachers with equality			
Information from MOE is available for male and female teachers equally and at the same time			
Education administration strengthens differences and gaps between male and female teachers			
MOE is trying to change the traditional roles of female teachers and does not adhere to traditions and social norms			
Policies, regulations, and practices take into account the various roles of female teachers (reproduction, child upbringing, work, education … etc.)			

III Equal opportunities

Do you think that male and female teachers are treated equally with regard to:

	agree	Partially agree	Disagree
There are equal opportunities in recruitment.			
There are equal opportunities in training and capacity development			
There is equality in salary			
There is equality in vacations.			
There is equality in promotion opportunities			
There are equal opportunities to participate in conferences and workshops inside the country			
There are equal opportunities to participate in conferences and workshops abroad			
There is equality in opportunities for incentives"			
There is equality in getting assistance and grants			
There is equality in the ability to submit complaints, and in officials' processing of such complaints			
There is equal access to decision centers in the Ministry and equal ability to influence them			
There is equality in the ability to fill senior vacancies within the Ministry, directorate, or school			
There are equal opportunities for obtaining support material and services inside schools			
There is equal ability to relocate within a directorate because of personal reasons.			

IV Resources and services

- The teaching load is equal among male and female teachers?
  1) Agree   2) Partially agree   3) Disagree
  How many weekly classes do you teach? ……………………………………………..

- Female and male teachers have almost equal numbers of students in their classes?
  1) Agree   2) Partially agree   3) Disagree
  Average Number of students in each section you teach: …………………………

- The number of subjects taught by female and male teachers is equal
  1) Agree   2) Partially agree   3) Disagree
How many subjects do you teach? …………………………………………………

- Female and male teachers teach the same number of classes
  1) Agree   2) Partially agree   3) Disagree
How many classes do you teach? …………………………………………………

Do you benefit from the following services as an MOE employee	Yes	No
Health insurance		
Registration of family members or parents in insurance		
Administrative allowances		
Annual raises		
Child allowances		

Are the educational and other helpful services available at your schools?	Available	Not available
Science laboratories		
Computer laboratories		
Play areas and sports rooms		
Teaching aids and materials		
Teachers lounge		
Teaching manuals		
Supplies and stationery		
Clean toilets		
Safe drinking water		
School kitchen		

In general, do you agree or disagree that there is gender equality and equity within MOE in the following:	Agree	Partially agree	Disagree
Financial and administrative rights			
Equal opportunities			
Use of available resources			
Availability of facilities and services within the school			

Survey of secondary school female and male students on gender relations within the education sector

I General background information

	S1 Questionnaire number:	S2 Researcher number:	
	S3 Region 1) West Bank 2) Gaza	S4 District:	
	S5 Locality:	S6 School name:	
	S7 School type:	S8 Number of students in school:	
	S9 Student name(code):	S10 Gender: 1) male 2) female	
	S11 Age:	S12 Branch: 1) Literary 2) Scientific 3) other	

II Equal opportunities

S13 Do you agree/disagree that the following opportunities are equal between girls and boys schools:

	Agree	Partially agree	Disagree
S13a There are opportunities to participate in art competitions and activities inside school			
S13b I have the opportunity to participate in extracurricular training and capacity development programs			
S13c I have an equal opportunity to participate in local conferences and workshops..			
S13d I can participate in conferences and workshops abroad			
S13e I have equal opportunity to get assistance and scholarships.			
S13f I can submit complaints when I face problems at school.			
S13g Educational facilities and services are available.			

III Resources and services

☐ S14 What is the number of female/ male teachers who teach you school subjects?……………………………………………………………………………

☐ S15 How many classes do you attend per week? …………………………….

☐ S16 How many students are there in your section? ……………………………

Please respond by Yes or No. Is there a specialized teacher to teach you the following subjects?							
Arabic	English	Mathematics	Chemistry	Physics	Biology	Religion	Technology
Arabic	English	Mathematics	History	Geography	Religion	Science	Economics & management

S18 Is there a counselor at your school?
1) Yes, full time   2) Part time   3) No

Are the educational services and other support services available at your school?	Available	Not Available
Science laboratories		
Computer laboratories		
Play area and sports rooms		
Teaching aids and materials		
Clean toilets		
Safe drinking water		
Canteen		

- Are the toilets clean and hygienic?
  1) Yes   2) No

- If there is a canteen at your school, is it safe and clean?
  1) Yes   2) No

- Are the canteen prices affordable to everyone?
  1) Yes   2) No

- In general, do you feel secure upon going to school and coming back home?
  1) Yes   2) Partially   3) No

- In general, is school easily accessible, either on foot or using means of transportation?
  1) Yes, transportation is easily available.
  2) Yes, transportation is easy but not always available.
  3) No, it is difficult and transportation is not available.

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