

HISTORY OF THE DEVELOPMENT OF EDUCATION IN THE AREAS OF THE PALESTINIAN AUTONOMY IN THE STATE OF ISRAEL

Ziyad Ali Hussein Abu Hamed

PhD student in the doctoral program "Political Economy" at
Dept. Economics, Varna Free University "Chernorizets Hrabar"

***Abstract:** The report reviews the development of education and the educational process in the regions of the Palestinian autonomy - the Gaza Strip and the West Bank. This development is traced chronologically from the period of the Ottoman rule, during the British mandate and the period after the war of 1948 and during the incorporation of these territories into the state of Israel. A territorial review of the development of education in the main territories of the Palestinian Authority - the Gaza Strip and the West Bank - has also been proposed. The proposed tabular information makes it possible to trace the evolution in the change in the number of teachers and students in the main territories of the Palestinian Authority in the State of Israel.*

***Keywords:** History of education in Palestine, Ottoman period, British mandate, Israeli period, Palestinian autonomy.*

1.INTRODUCTION

School factors are not the sole determinants of academic performance. Adolescents live their lives within the domains of parents and family, the peer group, leisure-time activities, and school as well as within the larger social milieu of their local communities. In addition to schools, these social circumstances are determinants of academic achievement. These domains intersect and influence each other in complex ways that affect adolescent educational attainment (Coleman, 1988; Morgan & Sorensen, 1999; Israel et al. 2001; Sun 1999).

The knowledge this study yields can inform teachers and others who work with and for adolescents. It can be explanatory for educators who strive to enhance academic success by understanding the contributing factors in different contexts. That can in turn lead to more informed decisions about education programs and educational policy.

2. EDUCATION UNDER OTTOMAN RULE

It has been known that Palestine has never been an independent country that manages its affairs like the rest of the world. Like other Arab countries, it has been subject to Ottoman rule for almost four centuries. The education policy adopted by the Ottoman government, which was characterized by discouragement and lack of The class of the rich who are able to educate their children because of the high cost of education. In recent years, statistics on education in Palestine indicate that the largest burden of education was on Arab and Muslim citizens and societies. The following table shows the number of schools, students, and the number of teachers and students in the late Ottoman period. Table (1)

It is clear from this table that the total number of public and private schools in Palestine was 135, and that the number of teachers was about 700, while the male and female students numbered only 17,000. Education is more than 250 thousand, or by 6.8% These figures confirm the following:

Table 1. Number of schools, teachers and students year 1914/1915.
Source: (Al-Qadi 1994, p. 23)

	Number of schools	Number of teachers	Number of students
Government schools	98	234	8248
Private Schools	37	471	8531
Total	135	705	16779

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That the Ottoman rule did not pay attention to education as if it was fighting it and even prevent it through the educational regulations and laws enacted in this way in the Arab States. While in Turkey it was different:

1 - Education was based on reading and writing and memorizing the Koran, by teachers in the library and of course there was no interest in modern science.

2. The few numbers of schools and students are representative of political, social and economic realities. The last years of Ottoman rule and the Ottoman Empire's entry into the world war depleted all resources in the Arab states. Priorities.

3. Since education in the Ottoman era was very limited, the illiteracy rate was expected to rise to more than 98%, so ignorance was evident and literacy was rare.

3. EDUCATION UNDER BRITISH MANDATE

After the end of World War I in 1918 became Palestine under the British Mandate, which lasted until 1948, and this period saw serious political developments that formed the future of Palestine and the Palestinians.

However, the Palestinians did not relinquish British rule. Many revolutions took place, most notably the 1923 revolution and the 1936 revolution.

Britain worked to deprive the Palestinian people of education. Table (2).

Table 2. Number of schools and students from 1940 – 1947. Source: (Al-Amear 1996, p. 45)

Year	Number of Government schools	Number of students
1940 – 1941	403	54645
1941 – 1942	404	56558
1942 – 1943	403	58325
1943-1944	422	63141
1944-1945	478	71662
1945-1946	514	81043
1946-1947	535	93550

In view of the previous table,

1 - The number of schools and the number of students in Palestine until the end of the British mandate is very modest, reaching 535 schools only 93550 students, which is a small proportion of the number of students who were entitled to education and the population.

2. The increase in the number of students during the seven years was 38905 students at the rate of 5558 students per year, while the rate of increase during the first three years of 1940-1943 was 1227 students per year, which indicates the educational policy pursued by the Mandate government in the education of Palestinians He was a minor of a certain category of the able and the able.

3. The number of schools in the first three years of the table did not increase from 1940 to 1943. The number of schools remained at 403 throughout this period. The other four years were 535 schools with 32 schools, 8 schools each year at the level of Palestine all of which. In light of the Palestinians' sense of ignorance and illiteracy, the institutions and NGOs sought to fill the gaps in the policy of the Mandate government and established Arab private schools in order to provide educational opportunities for the people and to instill patriotism among the pupils.

Arab Civilization at the end of the mandate period (1994-1945). There are 317 schools in which 36,673 students study and 1 900 teachers work (Al-Qadi, 1994). The efforts of dedicated Palestinian educators, who are keen to teach reading, writing and arithmetic in the schools and mosques, To the people under the harsh circumstances that were going through it, considering that education is a right and a necessity for every Palestinian.

4. EDUCATION IN PALESTINE AFTER THE 1948 WAR

The Arab-Jewish war broke out in 1948 and led to the establishment of the State of Israel. In 1950, the Jericho Conference was held, in which the West Bank became part of the Hashemite Kingdom of Jordan. Jordanians are subject to the Jordanian laws and regulations, including the education system, while Egypt took over the management of the Gaza Strip. Thus, education in the sector is subject to the Egyptian educational system.

a. Education in the West Bank:

The Jordanian government undertook the task of educating Palestinians in the West Bank in very difficult circumstances. It inherited from the British Mandate a weak educational structure and made efforts to provide educational opportunities for all. Education flourished from 1950 to 1967, so that this period constituted a turning point in Palestinian education. Table (3)

Table 3. Number of schools, students and teachers from 1950 – 1967)
Source:(Al-Qade 1994)

Year	Number of schools	Number of students	Number of teachers
1949-1950	240	41825	1163
1966-1976	697	138891	4229

It is clear from this table that the number of schools and the number of students and teachers at the beginning of Jordanian supervision of education was very little, and the number of schools tripled, while the number of students increased (97066) with an annual increase rate of 6067. This is a good indicator for the annual increase in population While the number of teachers doubled four times. These indicators are consistent with the Jordanian Education Law of 1964 Which emphasized compulsory education until the end of the preparatory stage while compulsory for the first six years.

Education in the West Bank was not limited to general education at the elementary, preparatory and secondary levels. Education was similarly prosperous in university education, where high school graduates attended Jordanian universities. And Arab universities in neighboring countries and some foreign countries, and contributed to this development in the creation of numerical employment opportunities in the Arab countries, especially the Gulf countries, which led to a similar prosperity in economic terms.

b. Education in the Gaza Strip:

With the end of the British mandate and the 1948 war, the situation in the Gaza Strip was bleak. In 1948, the number of students in the city of Gaza was 4026, with 24,800 residents in that year, with only 16.23%. The number of teachers was 74 teachers, In Gaza, one secondary school, the first three of whom choose to join the Arab College in Jerusalem to study the second and third secondary grades. After the end of the 1948 war, the Egyptian government took over the supervision of education in the Gaza Strip. It made great efforts to help the Palestinians in education. It established schools and encouraged education, particularly in university education, where Palestinian students treated the Egyptian students in the policy of admission and free education, But in university education and even postgraduate studies, and because of these encouraging conditions, the university

education of the Palestinians has witnessed an unprecedented turnout which has led students in the general education stages, Secondary school to compete, and the social groups in the Gaza Strip were keen to enroll their children in Egyptian universities. While the number of secondary school students in the Gaza Strip, which has a population of 700,000 in 1948, is 56.

5. EDUCATION DURING THE ISRAELI PERIOD

In 1967, Education in West Bank and Gaza Strip continued in the Jordanian curriculum in the West Bank and the Egyptian curriculum in the Gaza Strip until the end of 1994.

The reality of Palestinian education under the Palestinian National Authority:

The Palestinian National Authority (PNA) was established in 1993 between Israel and the Palestine Liberation Organization (PLO). Its first action was to take responsibility for education in the West Bank and Gaza Strip. The Ministry of Education received a destructive educational structure. To build new classrooms, to recruit the necessary teaching staff, to recruit teachers, to develop curricula, open new directorates, and to take care of educational and other techniques Table (4).

Table 4. Distribution of Schools by Supervising Authority and Sex

Type of Supervisory Authority	male	female	Mixed	Total
Government	399	404	310	1113
UNRWA	103	85	73	261
Private	22	19	117	158
Kindergarten	4	11	690	705
Total	528	519	1190	2237

Source: author's selection

The most important achievements of the Ministry are the establishment of a new system for the examination of secondary schools and the issuance of Palestinian secondary secondary schools, and to take care of them and encourage them to honor the early ones. Therefore, educational life in Palestine has returned to better than it was, and the Ministry of Education workers are proud to have made education in the West Bank and The Gaza Strip is a Palestinian for the first time in the history of the Palestinian people.

In order to shed light on the reality of Palestinian education under the Palestinian National Authority, the following tables show the distribution of schools, students, teachers and managers according to 1997 statistics (Central Bureau of Statistics, 1997) Table (5) and Table (6); Table (7)

Table 5. Distribution of students by supervising authority and gender

Type of Supervisory Authority	Male	Female	Total
Government	246394	235284	481678
UNRWA	92997	94521	187581
Private	24645	18979	43624
Kindergarten	36164	32970	69134
Total	400200	381754	781954

Source: Central Bureau of Statistics, 1997

Table 6. Distribution of teachers by supervising authority and sex

Type of Supervisory Authority	Male	Female	Total
Government	9204	7294	16498
UNRWA	2605	2340	4945
Private	858	1552	2410
Kindergarten	5	2372	2377
Total	12672	13558	26230

Source: Central Bureau of Statistics, 1997

Table 7. Distribution of school principals by supervising authority and gender

Type of Supervisory Authority	Male	Female	Total
Government	586	447	1033
UNRWA	108	146	254
Private	92	73	165
Kindergarten	17	561	578
Total	803	1227	2030

Source: Central Bureau of Statistics, 1997.

The following tables from Table (8) to Table (11) provide information on the number of educational institutions in the secondary education system in the territory of the Palestine Authority in the Gaza Strip and the West Bank in 2016 and in the last years 2018-2019, respectively.

The data in the Tables show that for the period from 2016 to 2019 there is an increase in the number of secondary schools in the Gaza Strip and in the West Bank region and in the three target groups - public secondary schools, schools in areas populated by refugees under the auspices of United Nations Relief and Works Agency for Palestine Refugees in the Near East, as well as private high schools.

Table 8. Number of schools in West Bank and Gaza 2016

Type of Supervisory Authority	Number of schools
Government	2135
UNRWA	353
Private	426
Total	2914

Source: author's selection

Table 9. Number of students and teachers in West Bank 2016,

Number of students	693165
Number of teachers	43090

Source: author's selection

Table 10. Number of schools in West Bank and Gaza 2018/2019,

Type of Supervisory Authority	Number of schools
Government	2212
UNRWA	377
Private	451
Total	3040

Source: author's selection

The trend is identical with the increase in the number of students and teachers in secondary schools and in the Gaza Strip and in the West Bank region.

Table .11. Number of students and teachers in West Bank 2018/2019, Source: author's selection

Number of students	Nearly 750000
Number of teachers and administrators	68000

While in 1948 the total population of the Gaza Strip was about 700,000 people, half a century later - in 1997 only high school students of all types - public, non-governmental and private - are 80 000 more – 78 154 students and schoolgirls in total. This shows the extremely high rates of development of education in the Palestinian Authority, both in the Gaza Strip and in the West Bank region.

If in 1948 there were only 74 secondary school teachers in the Gaza Strip, in 1997 there were 26 230 teachers in the entire Palestinian Authority. This is an increase of nearly 350 times in 50 years. It is impressive that, unlike most European countries, where there is a marked feminization of the teaching profession in the Palestinian Authority in 1997, there are more male teachers in public schools – 9 204 men and 7 294 women teachers. In private schools, female teachers are twice as many as male teachers. The predominance of women teachers in kindergartens is greatest. There they were 2372 teachers with only 5 male teachers in 1997.

Leadership positions are also dominated by men in public and private schools. Male school principals are about 20% more. Exceptions are again made by kindergartens, which are run exclusively by women in 1997.

In 2019, there were so many high school students in the West Bank alone, all students in the entire Palestinian Authority in 1997. At the heart of this are both the population growth in the Palestinian Authority and the strengthening of the role of education in the development and prosperity of the Palestinian people.

6.CONCLUSIONS

The general conclusion that emerges from the review of the evolution of education and educational conditions in the secondary school system in the various territories of the Palestinian Authority - the Gaza Strip and the West Bank region is that education throughout the study period is developing and implemented in all on a larger scale. Of course, in different periods the pace of development of secondary education in these areas is different. In general, however, there is a tendency to increase the number of educational institutions and the number of students and especially the number of teachers.

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