

The Role of Foreign Aid for Secondary Education on Human Capital Development in Palestine (1999–2019)

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Abstract

This study highlights teachers' and experts' perceptions of the role of foreign aid for secondary education sector on human capital development based on staff capacity-building and infrastructural assistance received by education facilities in the Gaza Strip, Palestine. The results of a questionnaire administered to teachers and interviews with experts support the hypothesized role of foreign aid to secondary education on human capital development in the Gaza Strip; . Its observed that educational experts (senior level) agreed that foreign aid programs substantially contribute to human capital development through staff training and capacity-building and improvement of the educational infrastructure, teachers (operational level) found that foreign aid programs conferred limited benefits in these areas. Furthermore, frequencies and percentages related to demographic characteristics, means and standard deviations reveal that the experience, training, and education are the three main mechanisms for acquiring human capital. While Interviews with senior-level educational experts indicate that foreign aid programs play a variety of roles in supporting human capital development and educational infrastructure in the Gaza Strip, these findings conflict with the responses of operational level education staff.

Keywords: Foreign Aid, Human Capital Development, Secondary Education, Gaza Strip

JEL: A12, A20, A21, F35, I28, J24, O11

Introduction

Education is a critical pillar of national prosperity and individual socio-economic status. Accordingly, many governments devote continuous efforts toward boosting the productivity of their educational systems. Palestinian Authority (PA) is considered as a foreign aid-dependent state, and educational funding is heavily affected by the policies and conditions attached to foreign aid. Foreign aid is an essential source for bridging financial gaps in developing countries; however, building a trustful

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relationship with potential donors can be very challenging due to a lack of transparent governance, appropriate accountability, and political instability. Such problems are particularly chronic in in Palestine, where most of the population depends on foreign aid and there is no unified political representation, which makes it more difficult to obtain the funds necessary to implement projects to satisfy development requirements. Obtaining the funds needed to

bolster the operational budgets of state institutions can take place via donations or loans from developed countries.

A number of studies have confirmed that, the foreign aid granted to the education sectors of developing countries largely focuses on providing essential requirements for maintaining a basic education system, including schools' construction and renewal, sufficient human capital, instructional and learning materials, and capacity-building elements such as on-the-job coaching and off-site training. On the one hand, investments toward improving the education sector should be returned as developed human capital. On the other hand, "human capital" could refer to an individual's set of valuable skills and knowledge.

The establishment of the PA following the signing of the principles of Oslo Agreement between the Israeli Occupation and the Palestinian Liberation Organization (PLO) in September 1993 was followed by commitments of international funding commitments to bolster this political process. However, Palestine has been denied access to natural resources or sustainable revenues, and international policies have precluded the PA's ability to extend itself beyond an aid-dependent and fragile authority. From 1993 to 2018, donations to support the PA's operational budget have only totaled approximately USD 37 billion across all sectors (WAFAA 2018).

Palestine's education sector has extensively relied on foreign aid; however, resources allocated for educational development have been linked to the size, fluctuation, and funding sustainability provided to the PA. As a result, donors' interventions may not serve educational development based on Palestinian development goals, but rather negatively affect human capital through the potential weakening of graduates' skills, knowledge, and capacity. Palestine's current educational system is hampered by limited

resources, including inadequate laboratories and libraries, making it unable to meet students' needs.

This research aims to examine the role of foreign aid on secondary educational development in Palestine with a focus on the role of funding for capacity-building programs for educational staff and infrastructural assistance for secondary schools. The study focuses on the secondary education level due to its multiple dimensions, including academic, vocational, and technical streams, which provide students with specialized scientific, professional, and cultural skills and knowledge as preparation for higher education. The secondary education stage is a transition period for students, as it aims to prepare students to begin their practical and university lives and thereby serves as a bridge between basic and higher education and the labor market.

2- Literature Review

The role of foreign aid in supporting education and its effects on human capital has attracted the interest of several researchers and decision-makers. Salman's (2012) identified sources of educational financing and essential developments during the period of Egypt's administration to the Gaza Strip from 1948–1967. Österberg and Hultman (2018) examined how the three largest foreign aid sectors, namely social infrastructure, economic infrastructure and production, affected the Human Development Index (HDI). Although they identified a significant relationship between social infrastructure sector and HDI, they found no significant effect of foreign aid on economic infrastructure and the production sector on HDI.

Most researchers have shown that the foreign aid has an impact on economic development, and analysts are largely in agreement that foreign aid is provided based

on the donors' priorities and policies. In our viewpoint, this undermines the potential for foreign aid to positively impact education and human capital and economic development. Previous studies have been multidimensional in covering varying areas such as foreign aid, economic development, human capital, and education. However, there is considerable debate regarding what foreign aid models best explain the relationship between education and human capital development, and there is also disagreement concerning which measurement tools are most valid to explore the roles between research variables.

Many analysts consider education to be a driving force for marketing interventions and supporting a national knowledge economy; however, others have argued that current funding approaches inevitably limit equal opportunity and enhance social, political, and economic inequality. Boateng (2013) pointed out that limited public investment in education has resulted in restricted access to opportunities for capacity-building. Research clearly shows that the bulk of foreign aid is not purely provided based on national educational needs, but rather provided based on donors' identified needs. For example, Riddell and Nino-Zarazua (2016) demonstrated that although foreign aid to developing countries has resulted in positive contributions toward basic education, such as expanding school enrollment, such funding has resulted in limited improvements in educational quality.

However, there is considerable debate in the literature regarding the underlying motives of donors' assistance to promote education in developing countries. Al Rozzi (2016) concluded that foreign aid is driven by a political agenda. Totakhail (2011) found that a vast proportion of aid to Afghanistan was spent on the governmental expenses without any progress toward

fulfilling national priorities, which has undermined the government's efforts toward effectiveness, public accountability, and capacity-building for sustainable development in basic and higher education. Shaikh (2011) identified a positive relationship between official foreign aid and GDP per capita; however, it takes time for aid toward developing basic infrastructures such as roads, schools, and water tanks and investment in human capital to contribute to economic growth.

3- Foreign Aid to Palestinian Authority

Most aid provided to the PA is conditional and related more to the donors' political interests rather than the service of the Palestinians' rights and needs. In addition to setting up mechanisms to coordinate financial and technical support to the PA, the aid provided for managing the Palestinian territories is largely governed by political agreements with the Israeli occupation. Since the signing of the Oslo Peace Accords has been signed, the PA has received aid for only two reasons. First, the PA received humanitarian assistance for reconstruction of damages incurred from the continued Israeli occupation, mainly the aggression against the West Bank in 2002 and the three incursions against the Gaza Strip in 2008–2009, 2012, and 2014. For example, El-Namrouty (2012) indicated that a large proportion of foreign aid to the Gaza Strip was directed toward investment in the construction sector. Second, the PA has received aid for budgetary supports to keep its institutions operating so that they can provide basic services and maintain security and the stability. Although foreign aid for the PA has been rising, most has been devoted toward relief and humanitarian purposes, such as construction recovery and rehabilitation in the face of damages incurred from the Israeli occupation rather than achieving real development.

Samarah (2013) argued that foreign aid provided to the PA is typically constrained by political conditions, and there are no expectations for any real development change, as allocations are not sufficient to contribute toward building a productive infrastructure or educational sector. Hamdan (2011) demonstrated that “the main pillar of development aid was to support the peace process. Development aid increases proportionally with the acceleration of negotiations, and in the times when the peace process was halted, the aid was decreased.”

Most studies and reports have agreed that the flow of international assistance to the Palestinians has occurred in two main stages, the first of which extended from 1993 to 2000 in the period following the Oslo Agreement. During this period, the flow of foreign aid was relatively stable. Foreign aid during this period was largely directed to budget support, public investment, private sector support, equipment procurement, and food security. The second stage from 2001 to 2016 was characterized by political fluctuations, including the second intifada and the halting of the peace process (2000), the death of president Yasser Arafat (2004), the redeployment or so-called withdrawal of the Israeli occupation in Gaza (2005), the Palestinian presidential and legislative elections in 2005 and 2006, respectively, and the blockade of the Gaza Strip.

Figure 1 illustrates volumes of aid that PA received from 1999 to 2017. Studies indicate that most foreign aid was directed toward humanitarian relief rather than enhancing economic and social indicators to promote sustainable development, and the main donors were Arab countries and agencies, followed by the EU and US. Notably, aid disbursements in the form of development and direct budgetary support have sharply declined since 2013.

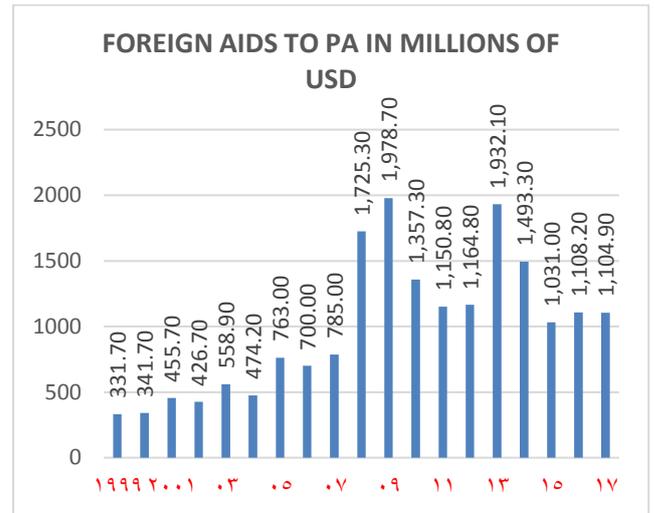


Figure 1: Foreign aid to the Palestinian Authority in millions

Source: OECD, (2019). *Public spending on education*. <https://www.oecd.org/>

3.1- Education and Human Capital in Palestine

Three types of schools exist in Palestine: 1) public schools operated by the Ministry of Education and Higher Education (MoEHE), which are tuition-free and open to everyone; 2) private, tuition-based schools run by churches, private persons, or societies; and 3) schools run by the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), which are tuition-free but only open to Palestinian refugees’ children. Schools in Jerusalem are excluded from the first category because they are fully under Israeli control. The MoEHE supervises 73.3% of the schools, the UNRWA administers 12.11%, and the private sector operates 14.6% (MoEHE, Education Sector Strategic Plan 2017–2022).

Since the beginning of its establishment in 1994, the PA has worked to build state institutions and develop a series of comprehensive development plans to improve the economy, including human capital development. During the 1990s, the PA primarily focused on infrastructure;

however, it has prioritized the development of human capital since 2011, including social services such as the education and health sectors. However, due to political instability and the lack of guarantees of foreign aid, the PA has been limited to providing basic services and unable to implement many of its proposed programs, which has negatively impacted human capital development (PA Development Plans, 1994–2016).

Palestine’s HDI value and rank in 2017 was 0.686, which put the country in the medium human development category and positioned it 119 out of 189 countries and territories. Between 1990 and 2017, Palestine’s HDI value grew by 4.4%, life expectancy increased by 5.5 years, and mean and expected years of schooling increased by 1.3 and 3.0 years, respectively (UNDP, 2018).

3.2- Government Spending on Education in Palestine

Spending on education is closely linked with national income, living standards, prices of services and goods, and the general technological level of a society. Expenditure rates increase concurrently with national income; however, higher living standards and prices negatively affect spending on education, which leads to fluctuations in spending ratios and different educational outputs from year to year.

Figure 2 shows the PA government’s expenditures on education as a percentage of GDP from 2009–2017. The year of 2010 recorded the highest percentage (6.7%); however, subsequently, expenditures decreased and fluctuated.

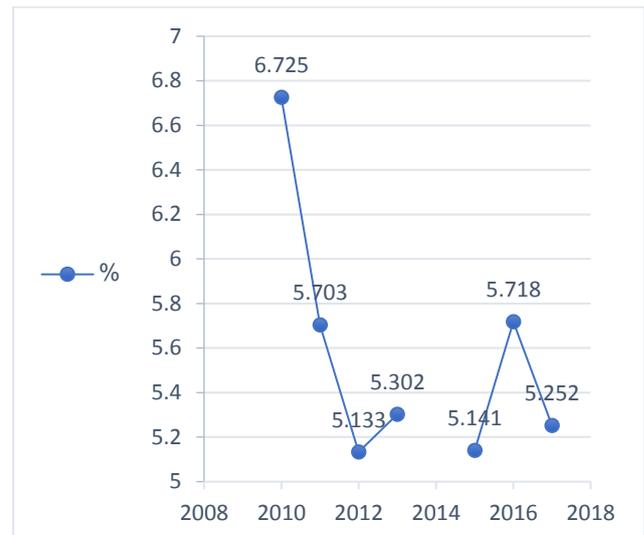


Figure 2: PA spending on education as a percentage of GDP (2010–2017)

Source: World Bank Group, 2019.

https://data.albankaldawli.org/indicador/SE.XPD.TOTL.GD.ZS?end=2016&locations=PS&start=2010&view=chart&year_high_desc=true.

Figure 3, which contains information extracted from the PA’s budgets, shows that government spending on education from 1999–2018 ranged from approximately 10% to 23% of its total budget. In contrast, financial administration and security accounted for the largest proportion of budgetary spending.

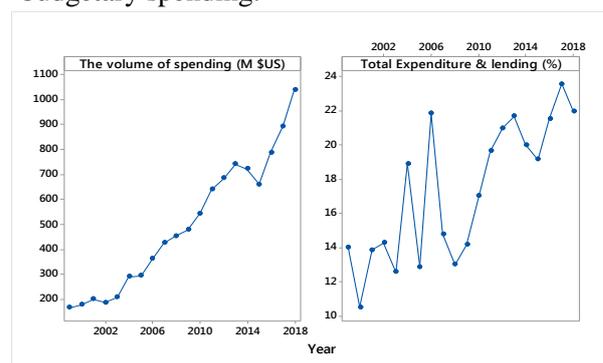


Figure 3: PA spending on education from 1999–2016

Source: (Palestinian Ministry of Finance website, 2015, P88)

To enhance support for the education sector, a donation mechanism called the Joint Financing Agreement (JFA) was established by five donor countries (Belgium, Finland, Ireland, Germany, and Norway). Figure 4 shows that foreign aid for education as a percentage of the total aid to given to the PA has decreased and fluctuated.

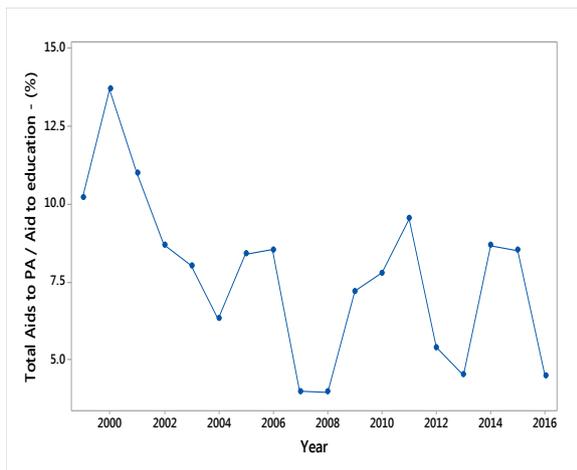


Figure 4: Foreign aid for education as a percentage of total aid to the PA
Source: OECD (2019).

4- Research Methodology

The research design was based on descriptive and statistical analysis of the results of quantitative questionnaires with teachers and qualitative interviews with senior educational staff. Descriptive analysis focuses on describing a phenomenon and determining patterns in the data in order to provide an answer to the research questions (Loeb et al., 2017). Primary and secondary data sources and data collection through a questionnaire designed specifically to address the issues of concern in addition to interviews. The study last for one year, from March 2019 to March 2020.

4.1- Population and Procedure

Participants were teachers working in secondary schools supervised by the MoEHE, the total population of which was 8236. The appropriate sample size of 367

teachers was calculated with a 5% margin of error and 95% confidence interval (Moore et al., 2003). The total sample of participants was 368. In addition, to interviews with ten senior educational staff who are working at the ministry level those who are responsible on the teacher training and capacity building programs, financial and planning programs, and school constructions. The interviewees positions are Director of information & studies, Director General of Constructions Department, Director General of Finance Affairs Department, Director General of Planning and Information Department, Director General of Supervision Department, Director General of General Education Department, and Director of Administrative and Leadership training Department at National Training Institute.

In this research, scale 1-10 is used, where 1 represents the highest degree of disagreement, and 10 represents the highest degree of agreement. The numbers assigned to the importance (1, 2, 3, ..., 10) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities, they are merely numerical labels. The researchers conducted a pilot study of 40 respondents in order to measure its effectiveness in terms of evaluating the wording of the items, identifying ambiguous questions, and testing administration techniques. that used to collect data and measuring the effectiveness of standard invitation to respondents.

To ensure the reliability of the questionnaire, Cronbach's Coefficient Alpha should be applied. Cronbach's alpha is designed as a measure of internal consistency, that is, do all items within the instrument measure the same thing? The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated

for each field of the questionnaire. (George & Mallery, 2019).

Table (1) shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, values of Cronbach's Alpha were in the range from 0.892 and 0.965. This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.952 for the entire questionnaire which indicates an excellent

reliability of the entire questionnaire. The Thereby, it can be said that the researcher proved that the questionnaire was valid, reliable, and ready for distribution for the population sample.

Following its finalization, the questionnaire was distributed to the full sample. The selection of schools took into consideration the gender, academic qualifications, and geographic locations of the targeted teachers.

Table (1): Cronbach's Alpha for each field of the questionnaire

Field	Cronbach's Alpha
Foreign Aid and the effectiveness of teachers' training	0.892
Foreign Aid and performance efficiency and productivity	0.907
Foreign Aid and quality of education	0.904
Foreign Aid and the development of the knowledge and skills of the teacher	0.935
Foreign Aid and teachers' capacity building	0.965
Foreign Aid and Infrastructure	0.930
All items of the questionnaire	0.952

4.2- Data Analysis

In addition to frequencies and percentages related to demographic characteristics, means and standard deviations were calculated for all questionnaire responses. One sample t-test is conducted to test if the mean of a paragraph differs significantly from the hypothesized value 6, an independent samples t-test (for gender), and analyses of variance (ANOVA for the other variables) were conducted to compare responses according to demographic groups. The Statistical Package for the Social Sciences (SPSS),

version 25 was used to conduct the statistical analysis.

5- Empirical Application

5.1- Demographic Data

Table 2 provides information on the respondents' socio-demographic distribution across academic qualifications, years of service and demographic categories. Respondents were virtually evenly split between males and females, and their ages ranged between 30–40 years. Most participants had a bachelor's degree and at least 10 years of service, and the largest proportion were working in Gaza.

Table 2: Descriptive statistics of respondents (N = 368)

Demographic Data		Frequency	Percent
Gender	Male	183	49.7
	Female	185	50.3
Age Category	20–29	36	9.8
	30–39	182	49.5
	40–49	95	25.8
	≥50	55	14.9

Demographic Data		Frequency	Percent
Academic Qualifications	Postgraduate (PhD/Masters)	57	15.5
	Bachelors	307	83.4
	2-year diploma	4	1.1
Years of Service	Less than 5 years	35	9.5
	5 less than 10 years	60	16.3
	10 less than 15 years	147	39.9
	more than 15 years	126	34.2
Governorate	Rafah	40	10.9
	Khan Younis	75	20.4
	Deir Albalah	67	18.2
	Gaza	120	32.6
	North Gaza	66	17.9

5.2- Hypotheses Testing

First Hypothesis proposed that foreign aid programs have a significant role on the human capital development of the PA educational system's staff as measured by the effectiveness of teacher training, performance efficiency and administrative productivity, mentoring, quality education, enhanced skills and knowledge. One sample t-test is used to test if the mean of a paragraph differs significantly from the hypothesized value 6.

Table 3 shows that the mean of all items was 5.57 (55.74%) with a test value of -4.80 , and the p value indicates that the mean of all paragraphs is significantly smaller than the hypothesized value of six although the effect size is not strong. This result indicates that the respondents disagreed with the proposed relationship between foreign aid and teachers' capacity-building.

The effectiveness of teacher's training is expected to be correlated with goal achievement; however, the respondents' opinions are varied in this field. We attribute this result to donors' emphasis on the teachers' training effectiveness without taking into other related factors. For example, the MoEHE supervision policy is used to further develop skills acquired from training courses that are funded by foreign aid, which were not in the required and

regular form as should be in MoEHE strategy plan. In addition, the required tools and materials for teachers who participated in the training to use in the educational environment were not provided promptly.

Other factors linked to the teacher's training effectiveness can be correlated to the training's timing and duration. Based on the qualitative data collected in the interviews, the researchers noticed that the capacity of teachers who already have overwhelming workloads to implement their acquired knowledge and skills into practice is very limited. Moreover, the absence of systematic monitoring or supervision policies by the Ministry in order to enforce implementation is a substantial demotivating factor. Last but not least, salary reductions and the lack of promotions or other opportunities for career development contribute to a devastating work environment. The interviewed educational experts emphasized that supervision and monitoring are integral parts of the capacity-building program funded by foreign aid, and they agreed that such programs can positively affect the quality of education. However, no documented evaluations of the training program to support this perception could be found. As a result, there are no measures that guarantee the long-term integration of the developments stimulated by the donors'

intervention programs. Accordingly, in line with Totakhail's (2011) study, teachers perceive that foreign aid has little role on training and capacity-building toward effectiveness, efficiency, productivity, education quality, and knowledge and skills development.

We attribute this finding to the lack of teachers' participation in designing the training programs, the inappropriate timing of the training implementation, a lack of selection of experienced teachers, and insufficient balancing between the theoretical and practical components of the

training programs. Moreover, foreign aid is not effectively utilized due to the heterogeneity of training groups and limited provision of inclusive education foundations, tools, and methodologies. Training programs focus on the needs of children rather than teachers, non-complementary of training programs, and training did not mention the provision of a training and teacher career development plan. This finding contrasts with the interviewed educational experts' perspective that, foreign aid makes a major contribution toward teacher training and capacity-building.

Table 3: Means and test values concerning the role of foreign aid on teachers' capacity building

Category	Mean	SD	Test value	P-value
Foreign aid and the effectiveness of teachers' training	5.45	1.78	-5.95*	0.000
Foreign aid and performance efficiency and productivity	5.57	1.81	-4.57*	0.000
Foreign aid and quality of education	5.76	1.86	-2.47*	0.007
Foreign aid and the development of the knowledge and skills of the teacher	5.60	1.84	-4.22*	0.000
All categories	5.57	1.70	-4.80*	0.000

*The mean is significantly different from 6

Second Hypothesis proposed that foreign aid programs have a significant role on the PA's education infrastructure as measured by school construction and facilities such as science and technology labs, educational equipment and materials, resource rooms, training rooms, and school furniture. Table 4 shows that the mean of the field "foreign aid and infrastructure" equals 5.58 (55.78%) with a test value of -4.29 and a *p* value less than .05. The negative value demonstrates that the mean is significantly smaller than the hypothesized value of six. This result shows that the respondents disagreed with the hypothesis.

Table 4: Means and test values concerning the role of foreign aid on infrastructure

No.	Category	Mean	S.D	Test value	P-value
1.	Foreign aid focuses on availability of security and safety specifications in the school building.	5.55	2.41	-3.57*	0.000
2.	Foreign aid focuses on matching the number of classrooms in the school with student numbers.	5.25	2.50	-5.77*	0.000
3.	Foreign aid focuses on matching the classroom area at the school with student numbers.	5.38	2.42	-4.91*	0.000
4.	Foreign aid focuses on matching classroom facilities at the school with student growth characteristics.	5.44	2.31	-4.65*	0.000

No.	Category	Mean	S.D	Test value	P-value
5.	Foreign aid focuses on matching the school's squares with students' characteristics.	5.41	2.33	-4.84*	0.000
6.	Foreign aid focuses on the availability of accessible sanitation facilities at the school.	5.81	2.25	-1.65*	0.050
7.	Foreign aid focuses on having equipped and suitable rooms for its staff at the school.	5.43	2.24	-4.85*	0.000
8.	Foreign aid focuses on having laboratories equipped to deliver learning outcomes at the school.	5.67	2.39	-2.65*	0.004
9.	Foreign aid focuses on the availability of necessary equipment to deal with minor injuries.	5.49	2.28	-4.24*	0.000
10.	Foreign aid focuses on taking into account the requirements of children with disabilities in the school building.	5.47	2.32	-4.40*	0.000
11.	Foreign aid focuses on having a library equipped with a variety of sources of knowledge at the school.	5.73	2.30	-2.25*	0.013
12.	Foreign aid focuses on the availability of e-learning media such as interactive tablet, LCD.	6.25	2.31	2.11*	0.018
All paragraphs of the field		5.58	1.88	-4.29*	0.000

* The mean is significantly different from 6

Researchers suggest that foreign aid programs have contributed to the construction of schools, but there is still a gap in the number of schools compared with the number of students enrolled in the educational system. Foreign aid programs have not been able to respond to the rapid increase in the natural growth of Gaza's population. Most (70%) of the schools in the Gaza Strip operate on a double-shift and some operate on triple-shifts, and the average number of 38 students per classroom far exceeds the standard of 25 students. In addition, due to the protracted crisis generated by the ongoing Israeli occupation, siege, and aggressions, 32 MoEHE school-buildings have been converted for use as designated emergency shelters (DES). These schools are well-designed, equipped, and strengthened in line with security and safety standards; however, those schools that are not designated for such use suffer from a lack of equipment dedicated toward maintaining safety,

security, and resources. This finding aligns with comments by the interviewed educational experts, who pointed out that, the MoEHE and donors are in agreement that school designs should take into account environmental and health standards as well as emergency protections. In addition, MoEHE and other researchers have recommended that foreign aid programs focus on providing schools with ICT tools that are aligned with global trends such as SDG4, which aims to improve the learning environment. The interviewed educational experts noted that newly constructed schools funded by foreign aid have well-equipped training and resource rooms, computer laboratories, libraries, equipment, green zones, and multi-purpose rooms.

In summary, whereas all the interviewed experts identified the contribution of foreign aid programs toward improving the infrastructure and logistics of the public education sector as a major component of human capital development, the teachers'

responses indicate that foreign aid programs have had little positive role on the education infrastructure and human capital development in the Gaza Strip.

Third Hypothesis postulated that there would be significant differences between respondents' perceptions of the role of foreign aid for general education on human capital development in Palestine based on the demographic variables of gender, age category, academic qualifications, years of service, and governorate location. Table 5 shows the results of the independent samples t-test and ANOVA. Gender comparisons resulted in p values less than .05 across categories. Although males and females equally obtain knowledge from the capacity-building programs funded by foreign aid, differences may be attributable to the working environments (schools) in which they apply this knowledge, as well as variations in social norms and personal perspectives concerning implementation approaches. When comparing governorates (regions), whereas significant differences were found between views on the role of international funding on educational quality and infrastructure, there were no significant differences in views concerning the role of foreign funding on the effectiveness of teachers' training, performance efficiency and productivity, the development of teachers' knowledge and skills, and teachers' capacity-building.

In contrast to gender, age, academic qualifications and years of service had no effects on teachers' perspectives. We suggest that the insignificant effects of age

are due to the criteria for teacher selection for the trainings, which are based on school stage and grade levels rather than age. The content of the capacity-building programs funded by foreign aid are standardized based on their common use of the Norwegian Refugee Council (NRC) and United Nations Children's Fund (UNICEF) manuals as well as the aid and infrastructures. The teachers viewed the school infrastructures as assets constructed based on international educational minimum criteria.

The minimum required qualification to hire teachers for the secondary stage is a bachelor degree, and teachers with advanced degrees may be nominated for supervisory status. The statistical results show that the majority of the surveyed teachers have BA degrees; thus, their academic qualifications had no effect on their views of the role of foreign aid on capacity-building and infrastructure. Years of service had no effect on teachers' perspectives due to the standardized content of the capacity-building programs and the educational infrastructure, which can fit match all teachers, regardless of the years of services.

We suggest that governorate had no effect on perceptions of the role of foreign aid and teachers' capacity-building, training, performance efficiency and productivity, or knowledge and skills development due to the standardization of the capacity-building program content and educational infrastructure funded by foreign aid. Moreover, the five governorates are located in the same area; therefore, the teachers have faced similar conditions and challenges.

Table 5: P values comparing the role of foreign aid based on demographic variables

Category	Gender	Age	Qualifications	Years of Service	Governorate
Foreign aid and the effectiveness of teachers' training	0.009	0.223	0.501	0.759	0.330
Foreign aid and performance efficiency and productivity	0.001	0.092	0.480	0.993	0.069
Foreign aid and quality of education	0.008	0.063	0.388	0.728	0.018
Foreign aid and the development of the knowledge and skills of the teacher	0.008	0.697	0.915	0.715	0.149
Foreign aid and teachers' capacity building	0.002	0.201	0.539	0.955	0.088
Foreign aid and infrastructure	0.003	0.516	0.547	0.928	0.023
All categories	0.001	0.230	0.525	0.977	0.045

5.3- Conclusion and Policy Implications

The main conclusion that can be drawn from this study is that although foreign education aid has a role on human capital development, such aid does not fulfill teachers' needs, and more work should be done to align it with the Palestinian Strategic Plan 2017–2022.

There is also lack of alignment between the donors' strategic objectives and the priorities emphasized in the Palestinian Strategic Plan 2017–2022, as clearly evidenced by foreign aid programs implemented following the Second Intifada and the Israeli aggression against Gaza, most of which have been directed toward humanitarian and relief programs rather than human capital development. In addition, due to the unstable economic and political situation, the prevailing societal view of foreign aid programs is conditional and agenda-oriented, and more time is needed to measure the role of foreign aid on human development in the Palestinian context.

The MoEHes' human capital development strategy was developed based on a top-down rather than bottom-up approach, which has

resulted in a lack of alignment with the aspirations of the educational system staff. As a result, whereas the results of the interviews with senior-level educational experts indicate that foreign aid programs play a variety of roles in supporting human capital development and educational infrastructure in the Gaza Strip, these findings conflict with the responses of operational level education staff. Teachers' level of participation in designing and planning phase is essentially non-existent; more participatory and down-top approached are needed during school infrastructure planning.

Finally, we found that experience, training, and education are the three main mechanisms for acquiring human capital. Thus, foreign aid for education capacity-building has partially contributed in developing human capital in Palestine.

The research results confirm the role of foreign aid for education in developing human capital to some extent. Hence, we recommend the following:

To enhance capacity-building, the Palestinian government should create and implement need-based human resources and skills development programs and ensure that education is a top priority in the formulation of government policies. The MoEHE, Ministry of Economics and Ministry of Labor should design and ensure that teachers are aware of and trained on built-in human capital and economic indicators for the Palestinian education sector. The government should also develop tools to measure these indicators' effectiveness. Top priority should be given to developing and implementing vocational education and skill-based training programs in a given structure and time framework in order to enhance workforce participation and overall family income. In addition, it should be.

The MoEHE must more effectively utilize foreign aid for teacher training and capacity-building programs to ensure that teachers are treating their education as an investment in the Palestinian economy. The MoEHE should also work closely with donor countries to secure funds for designing talent-based capacity-building programs and link them to sustainable development goals and economic trends in order to enhance workers' capacity to compete in the international labor market and thereby contribute to economic growth. Training should focus more on practical skills in a manner that is relevant to the Palestinian curriculum and matched with the available toolkit for the teachers in the daily classroom environment.

It is recommended that all concerned parties in the MoEHE, particularly directors, should participate in designing and building the training programs, and training courses should be organized during the summer holiday, when teachers have free time and can comfortably participate.

To improve infrastructure, the MoEHE should emphasize an innovative environment that

encourages students and teachers to interactively practice their knowledge and skills. Education staff should be consulted in the design of school infrastructures so that their needs can be addressed, as they are the individuals who are responsible for transforming students' the knowledge and skills and developing human capital.

Finally, we recommended that more of the government's budget should be allocated toward education and human resources development programs. The MoEHE's strategic plans should focus on ensuring that education yields a higher rate of return through human capital development, which should be pursued from an economic point of view. The MoEHE should establish proper and effective tracking systems for the foreign aid that is directed and invested in education. Donors and the MoEHE should collaborate to take a bottom-up approach by enhancing teachers' participation in all planning phases in order to promote their awareness of the knowledge and skills required for human capital development, and donor countries should revise their policies regarding educational assistance programs.

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دور التمويل الدولي للتعليم الثانوي في تنمية رأس المال البشري في فلسطين (1999-2019)

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الملخص:

تسلط هذه الدراسة الضوء على دور التمويل الدولي لقطاع التعليم الثانوي على تنمية رأس المال البشري من وجهة نظر المعلمين والخبراء التربويين والمبني على برامج بناء القدرات للعاملين في مجال التعليم والمساعدات المقدمة للبنية التحتية للمؤسسات التعليمية (المدارس) في قطاع غزة في فلسطين. لقد دعمت نتائج الاستبيان الموجه إلى المعلمين والمقابلات التي أجريت مع الخبراء التربويين فرضية أن هناك دور للتمويل الدولي للتعليم الثانوي على تنمية رأس المال البشري في قطاع غزة. وقد تبين بأن الخبراء (المستوى الأعلى) اتفقوا على أن برامج التمويل الدولي تساهم بشكل كبير في تنمية رأس المال البشري من خلال تدريب وبناء قدرات الموظفين وتحسين البنية التحتية، بينما وجد المعلمون (المستوى التشغيلي) أن برامج التمويل الدولي لها فوائد محدودة في هذه المجالات. علاوة على ذلك، تشير التكرارات والنسب المئوية المتعلقة بالخصائص الديموغرافية، والانحرافات المعيارية، بأن الخبرة والتدريب والتعليم هي الآليات الثلاث الرئيسية من أجل اكتساب وتنمية رأس مال بشري. كما تشير المقابلات مع الخبراء التربويين إلى أن برامج التمويل الدولي تلعب أدوار متنوعة في دعم تنمية رأس المال البشري وتحسين البنية التحتية في قطاع غزة، في حين تتعارض مع ردود المعلمين (المستوى التشغيلي).

كلمات مفتاحية: التمويل الدولي، تنمية رأس المال البشري، التعليم الثانوي، قطاع غزة.

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