Arab American University
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The Role of Strategic Planning in Enhancing International
Education at Palestinian Schools, International School
Awards (ISA) 2018 as Case Study

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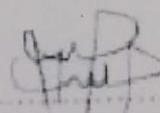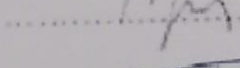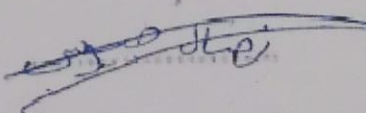
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Declaration

I, the undersigned, declare that the work presented in this thesis is based on my own work and has not been submitted for any degree in any university, institution, or other college of higher education than Arab American University – Palestine (AAUP) in Palestine for academic credit.

Sayda Badee Hasan Owaiss (201612913)

Singed: _Sayda Owaiss_ Date: _30/3/ 2021_

DEDICATION

I dedicate this study to my beloved family; I must express my very profound gratitude to my parents. I dedicate my work to my father, Badee 'Owiess, who was my source of inspiration. I also dedicate it to my dedicated mother, Eman Owaiss, to my aunt, the symbol of tenderness and love, Yousra Owaiss, and to my husband Dr Isam Alawneh and my children, Besan, Omar, Noor and Ali for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible if it was not for them. Thank you.

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I do this to both my relatives and colleagues at work who have been a constant source of inspiration and encouragement to study with perseverance.

Abstract

Education is a human right and basic needs for every human being; especially schooling education. In order to develop education in Palestine, it should be have clear strategies to follow up and assessment of our education process. One of the projects of the British Council in cooperation with the Ministry of Education and Higher Education in Palestine is: "International School Award (ISA) Project". One of the major objectives of ISA is to make cooperation and partnership between Palestinian schools and other schools from Palestine and outside of Palestine. The problem of the research is to investigate if the strategic planning has impacts on International School Award (ISA) 2018-2021. The results show that the objectives of International School Award, in line with the objectives of international education. The research findings indicate that there is no significant relationship between gender and award type, there is no significant relationship between award type and educational level and the experience in education of participants, there is a significant relationship between the effect of aspiration and results as a strategic analytical tool, and achieving international goals of education and effects on ISA participants. In addition there is a significant correlation between the elements of strategic planning concern ISA 2018 , and achieving strength and opportunities .There is a moderate correlation between the existence of internationalization of education goals concern to international school award and the effect of local and international partnership on the participants of ISA 2018. Recommendations of research: Appointing a specialized person to implement pilot projects in schools, in addition to dropout of quota of school quotas especially for the international coordinator of ISA project.

Keywords: Internationalization of Education, International School Award , Strategic Planning .

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List of Abbreviations

Abbreviation	
UNESCO	United Nations Educational, Scientific and Cultural Organization
AMID East	America-Mideast Educational and Training Service
UNRWA	United Nations Relief and Works Agency
ISA	International School Award
DFES	Department of education and skills
EFA	Education For All
AAUP	Arab American University – Palestine
SPSS	Statistical Package for the Social Science
SWOT	Strength, Weakness, Opportunities, Threats
TOWS	Threats, Opportunities, Weaknesses, and Strengths
SOAR	Strength, Opportunities, Aspiration, Result
NRwS	New Relationship with schools
AI	Appreciative Inquiry

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Chapter 1 : Background Context

1.1 Introduction

International School Award is one of the most important Programs of the British Council in coordination with Palestinian Ministry of education. It aims to support teachers, school leaders and students in over 50 countries around the world, With a view of enriching teaching , learning and experience in addition to developing young people as globalizers.[1]

According to the importance of the International School Award (ISA), of promoting international education in Palestinian schools, it should have a clear strategic plan, in order to achieve its aims of formulating, implementing, controlling and providing feedback at different stages of the ISA Project and file.

Many studies and research papers founded in two separated field, in Strategic planning and the role of strategic planning in different fields in education, business, community and other fields. Other studies relate to international education in general in foreign and Arab countries. There are some publications discussing the International School Award, like the booklet of International School Award in the Middle East and North Africa.

The gap I covered in this research is to join three fields in one research: **strategic** planning, internationalization of education and International School Award, through investigating the impact of strategic planning on international school award.

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[1] British Council: International School Award 2013-2016, presentation Ceremony 10 may 2014 Colomob Hilton, page 3.

The Palestinian state adopted the national policy Agenda of the development plan 2017-2022, that reflects the framework of the sustainable development goals approved at New York summit in 2015, which took into account national priorities. [2] As "Dr Basri Saleh", Deputy Minister of education mentioned: "The goals we aim to achieve through the education strategy have an ambitious goal and require a great commitment, and it is connected to other sectors.

" It was vital that our effort got the support needed by other related international and regional partners. To achieve this vision, meetings to prepare a strategy that responds to our needs were organized by UNESCO, Local and Civil Society, organizations and government organizations, as well as the education development section in the Ministry of Education and Higher Education" [3]

Ministry of Education has key partners as follows: [4] first: Governmental institution, second: UNRWA, third: civil Society and community-based organizations, and fourth: international organizations and partners. The later supports the Palestinian education sector, such as UNESCO, AMID East, German Institute for Adult education and British council.[5] We should focus on implementing such programs in Palestine as a developing country.

International School Award is one of the international programs of school education. One of the major objectives of ISA is to make cooperation and partnership between Palestinian schools and other schools from Palestine and outside of Palestine.

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[2] Ministry of education, Strategic Plan 2017-2022: Dr Sabri Saidam, Minister of education and higher education ,page 5
[3] Ministry of education and higher education, Strategic Plan 2017-2022: Dr. Basri Saleh, Deuty Minster, page: 7
[4] Ministry of education and higher education, Strategic Plan 2017-2022, pages: 28-29
[5] Ministry of education and higher education, Strategic Plan 2017-2022, page: 29

The problem of the research is to investigate if the strategic planning has impacts on International School Award (ISA) 2018-2021. The results show that the objectives of International School Award, in line with the objectives of international education . ISA has positive effects on both teachers, principals and students of participated schools. The process of international school award 2018 in Palestine has the elements of strategic planning, in addition of moderate obstacles faced by the participants of international school awards 2018.

1.2 Problem Statement

International School Award (ISA) is an impotent international program in the Palestinian schools that functions in cooperation with the Ministry of Education and is supervised by the British Council. ISA supports the concept of internationalization of education in Palestine. Therefore, it is important to have a clear strategic plan to follow in order to improve this award in Palestine. In order to get an award, schools should make internal and external partnerships with other schools and exchange activities, so it is important to understand and analyze internal and external environments that need a strong strategic plan.

One hundred and twenty-five schools in Palestine get the International School Award 2018-2021, the number was large compared to previous years. We have no previous studies about ISA in Palestine since it began in Palestine in 2014.[6] We find research about the strategic plan in different fields, in addition to studies about the internationalization of education, and publications by the British Council about the

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[6] G . Rashid, General Coordinator of the International School Award at the Ministry of Education and Higher Education – Ramallah , 2018.

International School Award "ISA". The research **problem** investigates if the strategic planning has impacts on International School Award (ISA) 2018-2021

1.3 Research Questions

The research has central question and sub questions as follows:

The main research question is "**What is the role of strategic planning in enhancing ISA project at Palestinian schools?**" , **the Sub-questions are the following:**

1: Is there any impact of strategic planning on the International School Award project?

2: Is there a relationship between the International School Award and the goals of international education?

3: Does "ISA" strategic inquiry (Strength and Opportunities) affected by availability of strategic elements?

4: Does "ISA" project Appreciative Intent (Aspiration and Results) affect achieving of international goals of education and effects on ISA participants?

5: Does the partnerships between Palestinian schools and other ISA schools have positive effects?

6: Does the International School Award in Palestinian schools have any obstacles?

1.4 Research Hypothesis

H1: There is a clear impact of strategic planning on the International School Award project.

H2: There is a relationship between the International School Award and the goals of international education.

H3: "ISA" strategic inquiry (Strength and Opportunities) affected by availability of strategic elements.

H4: "ISA" project Appreciative Intent (Aspiration and Results) affect: achieving of international goals of education and effects on ISA on participants.

H5: The partnerships between Palestinian schools and other ISA schools have positive effects.

H6: the International School Award in Palestinian schools has moderate obstacles.

1.5 Objectives of the Study

The objectives of the study derived from, The main objective of International School Award " ISA", which is to exchange activities between partners and to document of implemented activities, then to prepare a final draft of International School Awards file, submitted to Palestinian Ministry of Education.

Consequently, the current research objectives are to make some investigations, related of ISA 2018 in Palestinian schools.

1. To specify the impact of strategic planning on the International School Award project.

2. Understand the relation between the International School Award, and the goals of international education.

3. To specify to which degree "ISA" strategic inquiry (Strength and Opportunities), affected by availability of strategic elements.

4. To specify to which degree "ISA" project Appreciative Intent (Aspiration and Results) affect: achieving of international goals of education and effects on ISA on participants.

5. To specify that the partnerships between Palestinian schools and other ISA schools have positive effects

6. To specify that International School Award in Palestinian schools have obstacles.

1.6   Significance of the study

Palestinian Ministry of Education in the last years was careful to prepare a strategic plan with a duration of 4 years. These strategies discussed different aspects related to schools in Palestine. In order to improve the quality of education level, in addition to improve of educational subjects, qualifications of teachers, introducing the electronic learning, and adoption of the international policies in school education. This research is in line with the Palestinian Ministry of education strategic Plan 2018-2022 which focus to improve Schools as development institutions, which support sustainable development in Palestine, and support education as a vital human right .

ISA project belongs to the British Council, which has a wide vision to encourage and support education and to exchange the experiences between one another. This research connects between three important fields: Strategic Planning, internationalization of education, and International School Award

1.7 Methodology

A literature study was conducted, using books, journals and congress material. Searches were undertaken in the International School Award "ISA" Publications of the British Council Database, and in the database of Ministry of Education. It is represented in ISA 2018 lists of schools and other files and documents of conditions and regulations of the Award, in addition to the strategies of the Palestinian Ministry of Education.

The **quantitative methodology** used, by questionnaires distributed to teachers from different schools in Palestine. The teachers who worked as international coordinators, and to the teachers who worked as supervisors of different activities of ISA 2018. In

addition, it includes the principals of the Palestinian schools who get ISA 2018-2022. Furthermore, the researcher used the **qualitative methodology** to interviews with related supervisors of ISA project in Palestine, in the Ministry of Education, UNRWA, and the British Council.

In order to study the strategic planning in the International School Award, the descriptive method used and the SOAR Analysis. SOAR is a strategic planning method, which is an environmental Analysis tool of the internal and external environments.

Chapter 2 : Literature Review

2.1 Strategic Planning

Strategic Planning: Strategic planning is an important requirement to realize a foundation that leaves a sensible balance between the strategic framework and the strategic approach. It aims to achieve the objectives of the best standards of the accomplishments.

Strategic planning as defined by (Al-Kubaisi) is a viable approach that aims at achieving the goals, objectives and the strategic messages within a specific period within the plan.[7]

(Obaidat) defined the term of strategy as to specific targets, alternatives, cost comparisons, the associated benefits and evaluation, and then selecting the best strategic alternative and putting it into an executable timetable.[8]

Strategies can be defined as in **Luftim** paper:[9] intentions and plans related to the overall organizational considerations, such as organizational effectiveness, and to more specific

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[7] . A .Al-Kubaisi, Strategic Planning for Educational Leaders, Naif University for Security Sciences, Riyadh, 2006 , Page .14

[8] I , Obeidat , The Role of Strategic Planning in Developing the Higher Education Sector and Determining its Future Trends and Policies, Jordan, 2012, page :.5

aspects of people management, such as; resourcing, learning and development, reward and employee relations.

Most researchers have not defined a specific natural target sometimes released and sometimes at the core of a set of specific objectives that States or institutions seek to achieve.

Al-Kubaisi mentioned that: [10]

1. There are several methods and models used in strategic planning due to the different institutions and organizations and their activities, ownership and leadership styles.

2. The time limit for strategic planning is different, it may be for **10 years,** a decade, or four years or less, each of which has its own priorities and objectives.

3. The term strategic planning has been used by several organizations, including economic, service, governmental and civic organizations.

Van, J et al (2004), in the research of "The Importance of a Vision and Mission for Small, Medium-Sized and Large Businesses" concluded: "Most of the businesses exist longer than 10 years and the majority of small businesses have an annual turnover of less than R30 million. More than **75 %** of the respondents in medium-sized and large businesses can differentiate between vision and mission. Most of the businesses have a short vision, but most small businesses do not have a written vision and mission. The visions and missions are generally not older than five years, indicating a continuous renewal, with a time frame of one to five years, which is commendable".[11]

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[9] C. Luftim :The Impact of Strategic Human Resource Management on Organizational Performance, Economia. Seria Management Volume 17, Issue 2, 2014, page: 374

[10] A. Al-Kubaisi: Strategic Planning for Educational Leaders, Naif University for Security Sciences, 2006, p.14.

[11] J ,Van and et al: The Importance of a Vision and Mission for Small, Medium-Sized and Large Businesses, SAJEMS Vol 7 No 2 (2004),page 217 .

Although the previous study has shown that "most businesses are aware of the important role of vision and mission statements, there are still shortcomings. Only when all these shortcomings are addressed, the vision and mission as planning tools will be used to their full capacity".[12]

"Vision, mission, and values play a part in the organizational strategy process. The basic building blocks of values such as honesty, integrity, respect, and professional behavior are combined and developed. The goal of developing and combining them is to make the mission statement of the organization. Identifying the mission of the organization identifies where the organization is and how it conducts business currently. An organizations vision or preferred future must contain information that is realistic, credible, and attractive for the organization in the future."[13]

2.1.1 SWOT Analysis and SOAR Analysis:

SWOT and SOAR Analysis are analytical tools in strategic planning, which identify the factors that may affect desired outcomes of the organization internal strength and weaknesses, and external opportunities and threats.[14] The SWOT analysis can benefit any institution in general, and be examined as it: 1. creates a framework for determining the direction of any organization or institution such as schools, 2. contributes to achieving competitive advantage, and 3. allows making a dialogue between the participants in order to understand the vision, objectives, and work of the organization to achieve them.

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[12] J ,Van and et al: The Importance of a Vision and Mission for Small, Medium-Sized and Large Businesses, SAJEMS Vol 7 No 2 (2004),page 219 .

[13] J, Tallant, 2009, Importance of Vision, Mission, and Values in Strategic Direction, München, GRIN Verlag, https://www.grin.com/document/167258, page 4.

[14] Alexander L. Lerner, strategic Planning Primer for higher education,1999, Page 25

Another strategic analysis tool is SOAR Analysis that Cooperrider Defined as: "**SOAR** approach to strategy starts with a **strategic inquiry**. During this inquiry, an organization's greatest **S**trengths and **O**pportunities are discovered and explored among the participants. The participants are invited to share their **Aspirations** and co-construct their most preferred future. Then, recognition and reward programs are designed to inspire employees to achieve measurable **Results** ".[15]

According to Hetzel, J Silbert [16] "Based on our experiences applying the SOAR framework to numerous clients and to our own company, we have learned four key lessons":

Lesson 1: Shift the focus to the positive "In the fall of 2006, a public charity in Central America came to us seeking a strength-based, participative approach to their ongoing strategic planning effort". They applied SWOT analysis, only to find their list of threats; they left staff with feelings of hopelessness and disinterest. Nonetheless, they were hopeful, By shifting their prior focus on weaknesses and threats to aspirations and results using SOAR, they were able to articulate their goals around influence, innovation, in a manner that focused on what's right.

Lesson 2: **Involve those who** *will influence* **and who** *will be influenced by* **the strategy**

"To maximize participation in an ambitious timeframe (3 months), headquarters staff, partners, field staff, and board members were invited to this non-profit's planning summit. Persons unable to attend were encouraged to engage in appreciative interviews that probed for strategy input, such as best practices, opportunities for improvement,

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[15] Cooperrider, D and et al, Strategic Inquiry ! Appreciative Intent: Inspiration to SOAR A New Framework for Strategic Planning, 2003, pages 12-13 .
[16] Hetzel, J & Silbert, T: SOARing from SWOT: Four Lessons Every Strategic Plan Must Know, AI Practitioner: International Journal of AI Best Practice, August 2007.

and aspirations for 2010." Business partners collaboratively engaged in the SOAR analysis and planning. The result was the creation of breakthrough strategies; it was not possible to envisage an internal perspective only.

Lesson 3: Prototype and empower "Later that year we worked with a private equity firm specifically requesting a more future-focused approach to strategy development, such as SOAR. During the summit, participants engaged in rapid prototyping of key opportunities /initiatives in which they were able to boldly test new—even wild—ideas.

Lesson 4: Sustaining the momentum nurturing a "living" strategy

"A key to sustaining planning momentum was the broadening of stakeholder involvement to include other partners, using an Integration Summit within 3 months of the initial summit. This also afforded the company a quick means of "seeing the big picture" and more effectively integrating similar initiatives between goal areas". As mentioned in[1] Cooperrider Research, [17] "in early 2002 the company" Tendercare" is a regional long-term care provider, brought in a team of consultants to one such centre that had been losing money for over three years. This assisted living centre had minimized staff and operated at 75% of capacity". By using SOAR analysis, using Appreciative Inquiry (AI) was to bring the staff, management, residents, together a unified team to create a positive working culture.

Using the SOAR based strategic analysis, "the core care team worked with the center and its stakeholders over a six-week period. With a focus on the center's strengths, opportunities, aspirations, and results (SOAR) it became clear that the best option for the company might be to discontinue operating the center.

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[17] Cooperrider, D and et al, Strategic Inquiry ! Appreciative Intent: Inspiration to SOAR A New Framework for Strategic Planning, AI Practitioner, Volume, November, 2003**.**pages(18-20)

MISSION / VISION

Defined within the framework of organizations philosophy

Gap analysis

Environmental Scan and SWOT

STRATEGIC ISSUES

Benchmarking

INTENDED STRATEGY

STRATEGIC PROGRAMMING

Strategic Goals / Action Plans/ Tactics

STRATEGIC PROGRAMMING

Strategic Goals / Action Plans/ Tactics
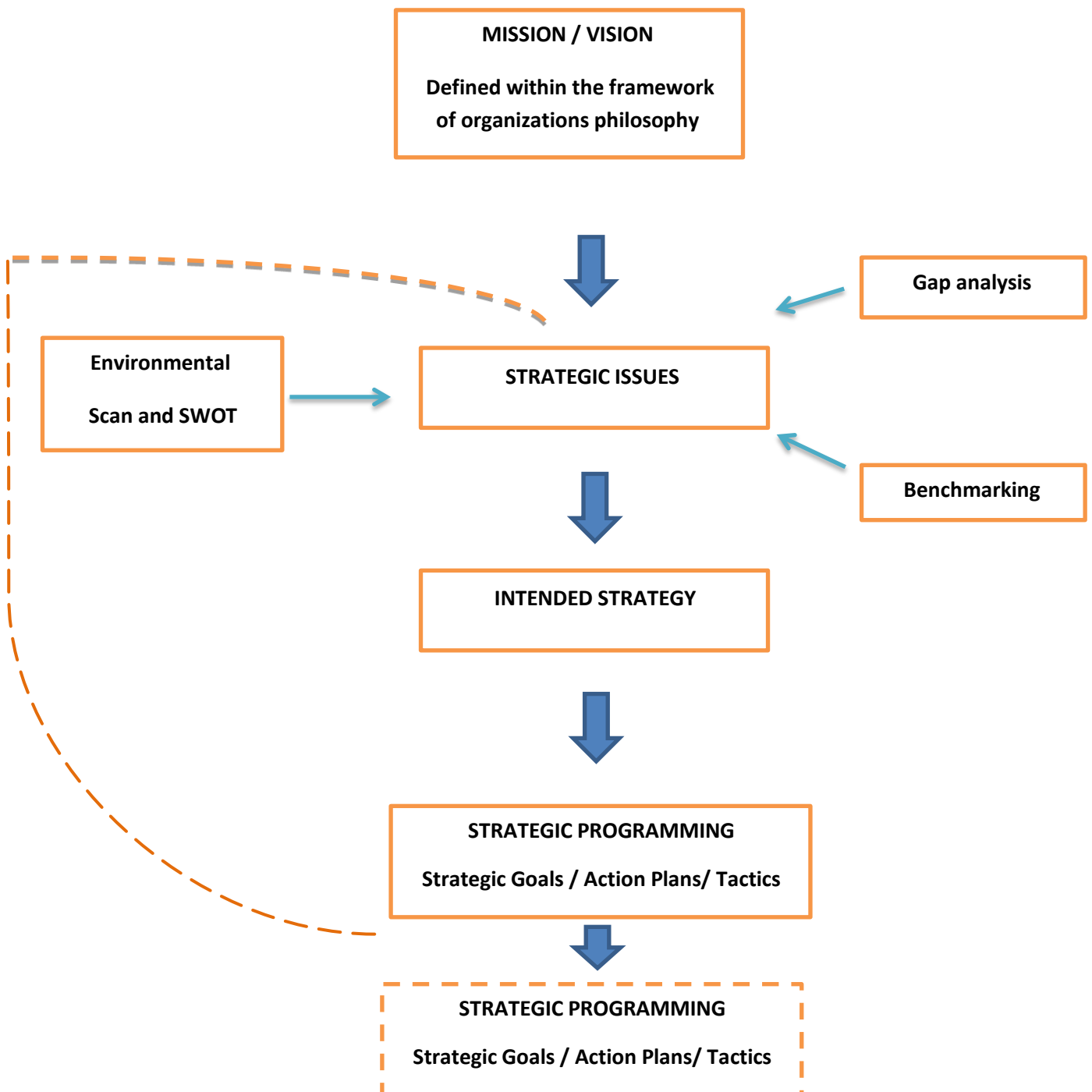
The Strategic Planning Process Model, as Alexander L. Lerner mentioned as a flow chart [18]

Source (Lerner, 1999, P13)
 Figure 1: The Strategic Planning Process Model

2.1.2 The concept of Strategic planning

The term strategic planning originated during the 1950s, and it was highly regarded between the mid-1960s and the mid-1970s. Afterwards, "bottom" strategic planning was eliminated during the 1980s as numerous planning models failed to yield higher returns. The 1990s, however, brought the revival of the strategic planning, and therefore the method is widely practiced today within the business world.[19]

The strategic planning process is being used effectively by non-profit and governmental organizations. These organizations can be the Red Cross, Chambers of Commerce, educational institutions, medical institutions, public utilities, libraries, government agencies, and churches. Many non-profit and governmental organizations outperform private firms and corporations on innovativeness, motivation, productivity, and strategic management.[20]

Strategic planning is vital for large firms, it is also vital for small companies all organizations with a strategy, even if the strategy just evolves from day-to-day operations. The strategic planning process can significantly enhance small firms' growth and prosperity.

Strategic Planning as Robson defined it as "the process of developing and maintaining consistency between the organization's objectives and resources and its changing

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[18] Alexander L. Lerner, strategic Planning Primer for higher education,1999. Page 13.
[19] F.R. David, Strategic Management: concepts and cases. (2011), page 6
[20] F.R. David, Strategic Management: concepts and cases. (2011), page :162

opportunities"[21] A **strategy as Carpenter would define it**: is the coordinated means by which an organization pursues its goals and objectives.[22]

The strategy is an action that managers take to attain one or more of the organization's goals. Strategy can also be defined as: "a general direction set for the organization and its various components to achieve a desired state in the future. Strategy results from the detailed strategic planning process"[23].

I can define a Strategic Planning as: "a process that aims to define and document an approach or a strategy, to put a set of direction for the use of resources of the project, and makes the vision, which is referred to as the mission of organization or project, achievable."

Strategists who prepare strategies differ in their attitudes, values, ethics, tolerance of risks, take into account social responsibility, concern for profitability, concern for short-run versus long-run aims, and management style of their organization.[24]

Stakeholders who affect and are affected by the plan and the organization should be important participants in the strategic planning. These stakeholders differ according to the differences in their organizations. For example, at the school level, stakeholders are parents, teachers, students and the school management. Although the aforementioned stakeholders have an interest in children's education, other external stakeholders can be the community leaders and interest groups. [25]

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[21] W.Robson, Strategic Management and Information Systems, 1997, page 17

[22] Carpenter. M. A., Standers. Wm.G: Strategic Management:A dynamic Perspective Concepts. Second edition, page :10

[23] Maleka, S. South Africa Government Strategic Management and Strategic Planning Process:page15

[24] F. David.(2009).Strategic Management :concepts and cases. New Jesrsey: Prentic Hall, Thirteen Edition .page 11.

[25] G .Lingam.,N. Lingam, K. Raghuwaiy International Scholarly and Scientific Research & Innovation 8(7) 2014,page:2128

At the school level, partners like guardians, principals, instructors, understudies and the school supervisory crew are individuals with an enthusiasm for youngsters' training and they ought to be counselled. Solicitations could likewise be reached out to network pioneers gatherings to take an interest in the school's vital arranging process.

The **result** of strategic planning is **a strategy**. It is the integration of organisational activities and allocating the resources within the organizational environment in order to meet the present objectives.[26] Indeed strategic planning process that involves the stakeholders, and that results in a strategy, met by a reaction from those affected, competitors, customers, employees or suppliers.

2.1.3 Stages of Strategic Planning : The strategic planning process has many stages:

1. Develop a vision and mission.

2. Identify and engage your stakeholders.

3. Conduct a SWOT analysis and environmental scan.

4. Synthesize data.

5. Develop and approve draft directions.

6. Research best practices.

7. Develop implementation and tracking.

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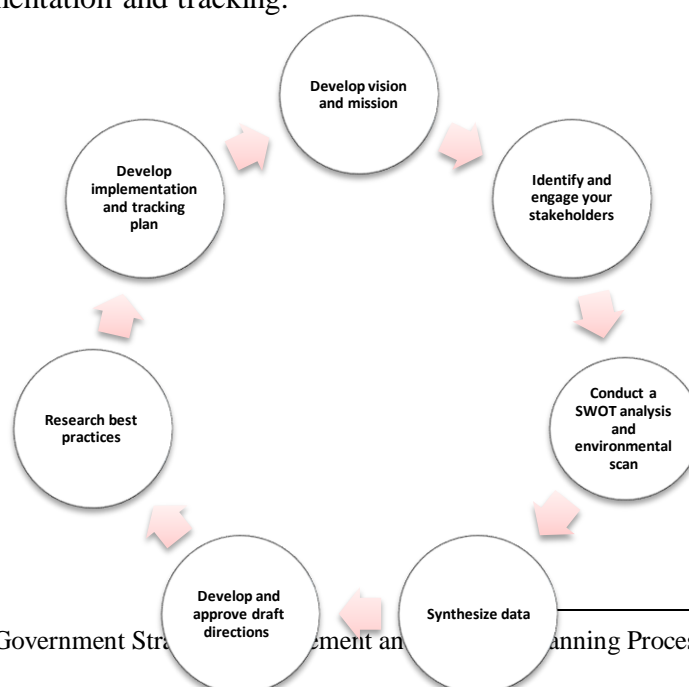
[26] Maleka, S. South Africa Government Str............ment an................anning Process.page7

figure 2 : the process of strategic planning [27]

2.1.4 The difference between strategic planning and strategic management

According to David, [28] strategic planning is "sometimes confused with the formulation of a strategy, because a strategic plan is built at this stage. Similar are the terms of strategic management and strategic planning. The difference is that strategic planning is more widely used in the business world, and used in academia". The term *strategic management* is used for strategy formulation, implementation, and evaluation. Whereas *strategic planning* refers only to strategy formulation. The purpose of strategic management is to create new opportunities for the future; *long-range planning*, in contrast, it tries to optimize for tomorrow the trends of the present.

Both strategic management and strategic planning are keys to success in any field.

If we talk about the difference between them, "according to a 2009 Harvard Business Review article "Four Fatal Flaws of Strategic Planning**," 88 %** of companies engage in strategic planning, yet few adequately manage their strategies and even fewer see their goals completely met. Companies must make plans and then manage their implementation. That's the key to long-term success". [29]

Strategic Planning usually consists of a vision and a mission statement, a financial or operational objective, an assessment of the resources required, and a summary of how the initiative fits within the company's mission. Strategic plans are what form the

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[27] 'strategic planning process, designed by the researcher (Owaiss,Sayda), 12.12.2018

[28] F. David.(2009).Strategic Management :concepts and cases. New Jesrsey: Prentic Hall, Thirteen Edition: page 6

[29] NE 2018, https://thechangeleader.com/the-difference-between-strategic-management-and-strategic-planning.

action. The most important aspect of the strategic plan is the financial and operational objectives.

A financial objective should be specific, for example achieving a nominated cash flow, a number of sales, or return on investments. However, operational goals should also be objective. One example would be lowering operating expenses: set a clear dollar amount that way to know whether you have met your objective or not.

Strategic management is "the cycle of planning and implementation documents, into an organization's culture. It has a mission statement, a financial or operational objective, an estimate of the resources need, and steps how the initiative fits in with the company's overall mission". It allows you to recognize areas of success and identifies the areas of weakness that need improving, and it is done annually. To be successful, we must hold out leaders accountable for the plan's execution, this should be written into performance and comprehensive plans. Without this critical step, we cannot execute our plans.

In conclusion, Strategic planning is a method that is widely protected within the business world. In addition, it is used effectively by the non-profit and governmental organization for the Red Cross and the British Council.

The strategy has many dimensions; however, it generally focuses on setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). The senior leadership of an organization is generally tasked with determining strategy. Strategy can be planned (intended) or can be observed as a pattern of activity (emergent) as the organization adapts to its environment or competes.

2.1.5 **Strategic management Schools**

"Strategic planning is not a linear activity, it is some models of the planning process. The model used here is related to the design school of strategic management since the pattern school would suggest that whatever is documented as a strategy is a largely irrelevant assessment of actions instead of a statement of intent"[30].

Mintzberg (1990) identified and categorized into two categories: one aim to prescribe how strategies could be formulated (**Prescriptive interpretations**) which includes three schools:

1. Design School
2. Planning School.
3. Positioning School.

The second category describes what goes on (**Descriptive interpretations**) consist of the other seven schools of strategic management:

4. Entrepreneurial School;
5. Cognitive School;
6. Learning School;
7. Political School;
8. Cultural School;
9. Environmental School;
10. Configuration School.

2.1.6 **Steps of Strategic Planning :**

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[30] Robson.W, Strategic Management and Information Systems, Second Edition, Great Britain. Pearson Prentice Hall ; 1997, Page :17

Changing the world and changing the future make an appreciative based approach to the strategic planning, and they need to change the way of strategically thinking, strategic planning and implementation of the strategy.

Consider this:[31]

• Change requires action.

• Action requires a plan.

• A plan requires a strategy.

• A strategy requires goals and enabling objectives.

• Goals and objectives require a mission.

• A mission is defined by a vision.

• A vision is set by one's values.

We can make a cycle of the process as below:[32]

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[31] Jacqueline. S and David .C: Strategic Inquiry ! Appreciative Intent: Inspiration to SOAR A New Framework for Strategic Planning, 21 November 2014,page 2

[32] Desined by the researcher (Owaiss, Sayda), 21.1.2019

Figure 3: A Cycle of the strategic planning process

Designed by the researcher.

According to Hill and Jones (2013) there are five main steps for the formal **strategic planning, these steps are:[33]**

1. Setting the corporate mission and setting major corporate goals;

2. Analyzing the organization's external environment, in order to identify opportunities and threats;

3. Analyzing the organization's internal environment, in order to identify the organization's strengths and weaknesses;

4. Selecting strategies, which builds on the organization's strengths and correct its weaknesses, in order to take advantage of external opportunities and avoiding external threats;

5. Implementing the strategies.

The strategy formulation starts with analyzing the organization's internal and external environment. Moreover, it aims to select appropriate strategies in accordance with corporate internal and external conditions.

2.1.7 The development of the Strategic Planning Process

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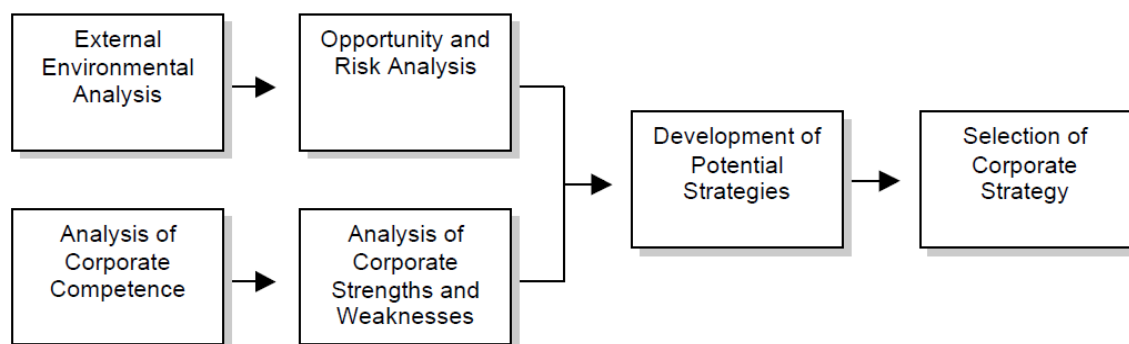
[33] C. Hill. And et al (2013): STRATEGIC MANAGEMENT: AN INTEGRATED APPROACH, 12TH EDITION.page 11
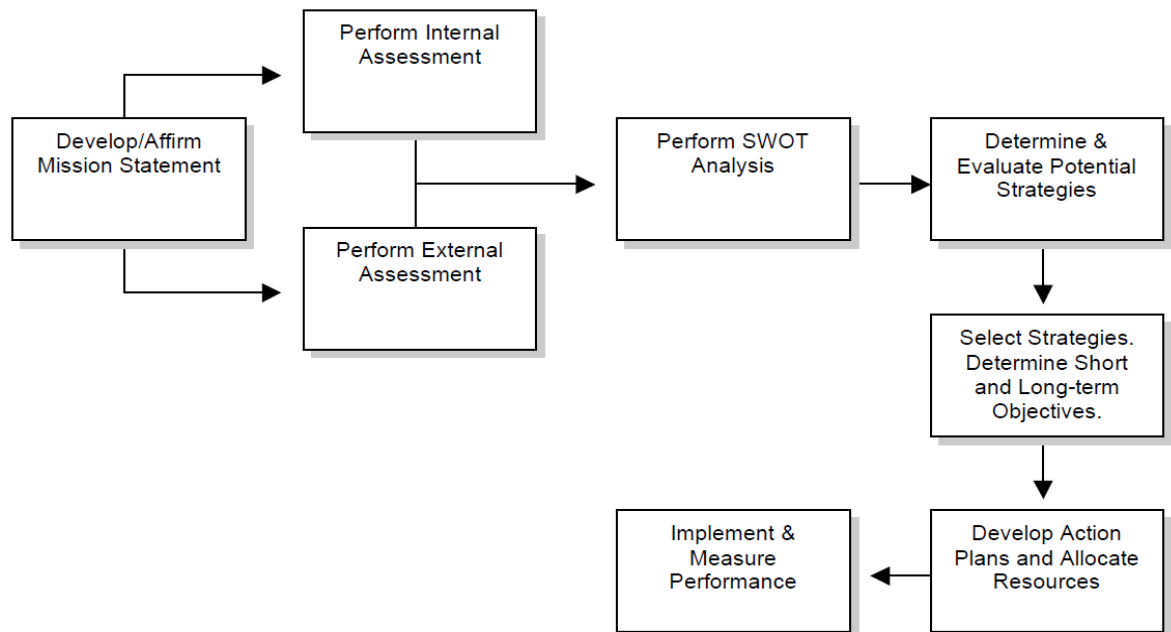
Figure 5: Strategic Planning Process (1990s-Present)[35]
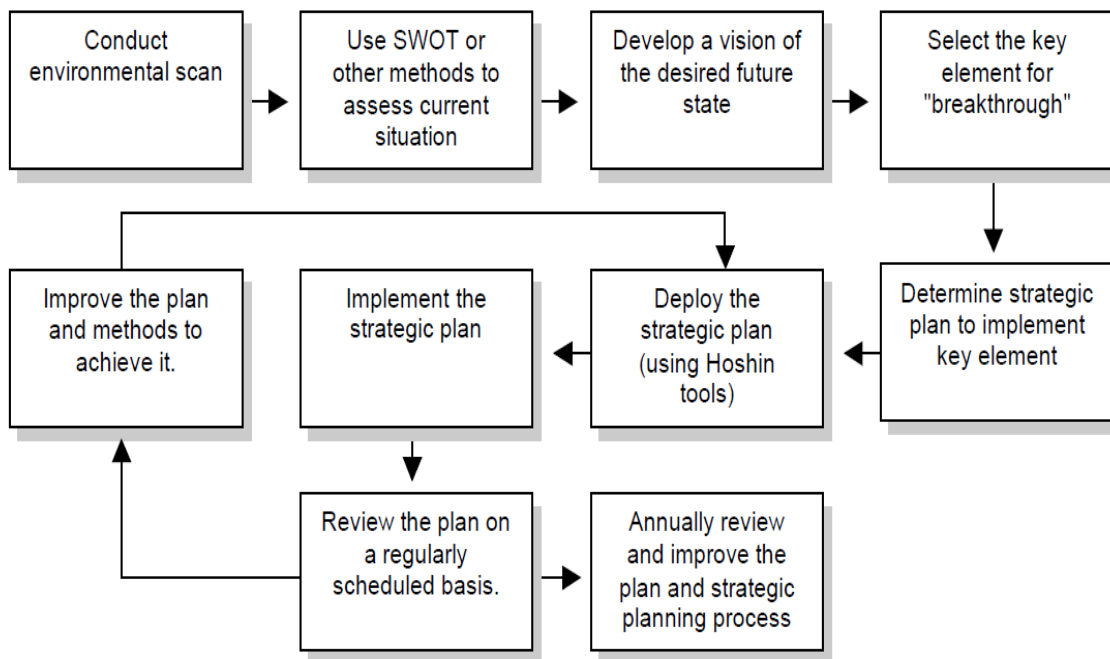
Figure6: Strategic Planning Process (1990s-Present)[36]

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[34] Jacqueline. S and David .C: Strategic Inquiry ! Appreciative Intent: Inspiration to SOAR A New Framework for Strategic Planning, 21 November 2014, page 3

[35] Jacqueline. S and David .C: Strategic Inquiry ! Appreciative Intent: Inspiration to SOAR A New Framework for Strategic Planning, 21 November 2014, page 4

This brief review of strategic planning history over the last twenty years shows that the process of planning has some improvements, with little deviation from its core structure that begins with a "SWOT" analysis. From using the Japanese Hoshin process to other approaches such as, then a Systems Thinking Approach to Strategic Planning and Management, where in Haines says we should "stamp out the outmoded way of planning, which no longer works in today's dynamic world."

The researcher agrees with Haines. Given the radical changes in the competitive environment, the old model is not up to the task of producing the types of strategy and strategic plans that will propel businesses forward in the rapidly evolving future. This was clear in his book:

"is also becoming clear is that the next 10 years will bring more change than the past 10 years. Not only is our environment experiencing change; the rate of that change has virtually doubled." The changes we're dealing with today are happening at such a high level of speed that the changes of the past 10 years are essentially the equivalent of the previous 20 years, a disquieting thought, at best."[37] The rapid waning of Socialism and the rise of the Internet around the globe will continue to bring a steady of change to the world economy".

2.1.8 SWOT Analysis

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[36] Jacqueline. S and David .C: Strategic Inquiry ! Appreciative Intent: Inspiration to SOAR A New Framework for Strategic Planning, 21 November 2014, page 5

[37] **S. Haines** (2000): The Systems Thinking Approach to Strategic Planning and Management. Page 6

The strategic planning processes is SWOT analysis tool. SWOT -strengths, weaknesses, opportunities, threats- analysis, or its synonymous TOWS -threats, opportunities, weaknesses, and strengths- analysis. It represents the "old standby" analysis tool.

SWOT analysis analyzes both the internal environment and the external environment of the organization. The first item of the **internal** environment is the strength of the organization, the second is the weakness of the organization. Analysis of the **external** environment represents the analysis of opportunities and threats available in the markets that organization can take advantage the treatment of them.

In conclusion, **SWOT analysis** is a framework used to evaluate a company's competitive position by identifying its strengths, weaknesses, opportunities and threats, it is a strategic analysis model that measures what an organization can and cannot do, and its potential opportunities and threats.
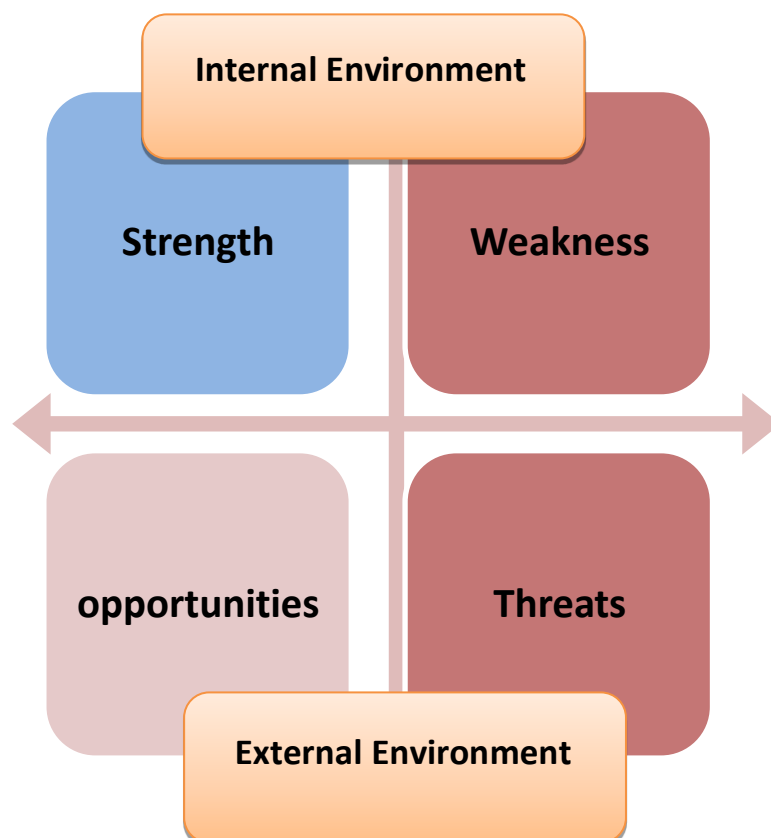
Figure 7: SWOT Analysis[38]

2.1.9 SOAR Analysis [39]

Figure 8: SOAR Analysis

SOAR Analysis is a new model of strategic planning. Moreover, it focuses on the future of people and organization, asking the question of inquiry to shape the direction of strategic planning process based on the organization strength and opportunities. Furthermore, the Appreciative Intent represents Aspiration and Results. Strength

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[38] Designed by the researcher (Owiess, Sayda) 2019
[39] Designed by the researcher (Owiess ,Sayda) 2019

represents the greatest assets of the project or organization and opportunities, although it has advantages more than SWOT Analysis.

The Appreciative Inquiry (AI) approach to strategic planning, begin by focusing on the strengths of an organization and its vision and its stakeholders' values. In spite of the disturbances of a competitive environment, with few exceptions, the core of the strategic planning approach has been virtually unchanged over the last several years.

For instance, almost all strategic planning processes contain the "old standby" of completing a SWOT" strengths, weaknesses, opportunities, threats" analysis, or its counterpart TOWS "threats, opportunities, weaknesses, and strengths" Analysis. The need to change this old approach is important because many companies that use this approach fail in spite of it. The alternative is to SOAR (strengths, opportunities, aspirations, results). [40]

2.1.10 Benefits of Strategic Planning[41]

Strategic Planning has a number of benefits. **First**, it defines cooperation or project's vision, mission and future goals and identifies the appropriate strategies to achieve the goals.

Second, it increases the awareness of the external and internal environments of the organization and clearly identifies the competitive advantage. **Third,** it increases managers' commitment to achieving the organization's objectives. **Fourth,** it improves the coordination of activities and efficient allocation of the organization's resources. **Fifth,** it creates better communication between managers at different levels and in

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[40] Jacqueline. S and David .C: Strategic Inquiry ! Appreciative Intent: Inspiration to SOAR A New Framework for Strategic Planning, 21 November 2014, page 7

[41] Maleka, S. South Africa Government Strategic Management and Strategic Planning Process:page23

functional areas. **Sixth,** it reduces resistance to change by informing the employees of the changes. **Seventh,** it strengthens the firm's performance. **Eighth**, it guarantees success to organizations using strategic planning. **Finally**, Strategic planning allows the organization to become more proactive than reactive.

2.1.11 International Strategy

In order to plan for International strategy, we should answer the following three questions: why should we expand into other geographic areas? **W**here –which new geographic area? How –what vehicles will be used, and should entry be staged and paced?. [42] Answering these questions requires deep analysis.

International strategy has five elements. **First, staging and pacing**. This element determines the time to go international, the speed of international expansion, and the sequence of entry tactics. **Second**, **Arenas.** This element establishes the geographic areas, the channels of those areas, and the value chain activities. **Third**, **Vehicles.** It is the international market entry tactics, as in Alliance. F**ourth**, **Differentiators.** This element represents how does being international differentiates us from competitors, and whether expanding internationally makes our products or services more attractive. **Fifth**, **economic logic.** This one examines the way international strategy contributes to the economic logic of our field and our corporate strategies.[43] Indeed, to formulate international strategy we should take into account the previous elements.

There are many **advantages to adopt an international strategy**. These advantages differ according to the field of the corporation if it works in business, economic, agriculture, or education. In general, it is considered as a competitive advantage, in addition to learning

[42] W.Robson, Strategic Management and Information Systems: page 259
[4343] W.Robson, Strategic Management and Information Systems: page 258

and knowledge sharing, which is the main advantage of our project International School Awards by the British Council. In a deeper knowledge, sharing across Business Units makes another important advantage. I think it also differs according to the type of corporation. ISA project works with schools, and it helps different curriculum subjects with sharing the knowledge and new ideas in teaching and learning different topics.

Cultural distance is one of the major advantages of the International Strategy. It can be described as "the software of the mind"[44] that has an invisible but indelible influence on peoples' values and behavior. Cultural distance has to do possible differences in relation to the way individuals from different countries face certain values and behaviors. We can conclude these values and behavior power distance, individualism, predominant values, and long term or short-term orientation.

2.2 Internationalization of Education

2.2.1 Internationalization of Education

We are witnessing a constantly growing technological revolution in all fields of life that has led to the expansion of globalization in health, trade, industry, tourism and education. The obvious effects of education have been the emergence of the concept of the internationalization of education or international education at all levels of education. The said levels contain The University and the exchange of experiences, students, educational delegations and gaining experience.

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[44] W.Robson, Strategic Management and Information Systems: page 270

In this context, it is important to distinguish between internationalization and globalization. [45]**Marginson** noted that the internationalization refers to the growth of relations between nations and their cultures, and globalization as being reserved for the increasing role of world systems.

International Education is interdisciplinary and participatory process. International cooperation for the internationalization of education is based on common interest and clear goals, mutual trust, flexible procedures, mutual recognition and support. Further, it is based on the establishment of strategic alliances and partnerships between educational institutions as well as business organizations. It aims at recognizing and respecting cultural and civilizational differences among partners.[46]

An International goal of education was discussed at a global education meeting in **Oman in May 2014**[47]. This goal focused on learning at all levels of education measured by Education For All (EFA). EFA is a global movement by United Nation Education, Scientific and Cultural Organization. The aim of this organization is to meet the learning needs of children, youth and adults by 2015. EFA's goals are to support the global continuum of the eight Millennium Development Goals (MDGs) such as MDG2 focus on universal primary schools and MDG3 focus on gender equality in education.

2.2.2 Areas of Internationalization of Education

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[45] Marginson, S. Rethinking.G, academic work in the global era, Journal of Higher Education Policy and Management, 2000., page 22
[46] AbuRadi, S , Strategic Planning for Advanced Industrial Technical Secondary Education in the Light of Internationalization of Education, Egypt, 2017, Page : 29
[47] Burnett,2014, International Education Plan. Issues and challenges, page 1/4

International education, which is reflected in the international community, focuses on main areas[48]:

1. There should be as evidence of activities to compare countries practices.

2. Innovation should be clear in education systems to become more effective and relevant.

3. International funding should target those countries that participate in international education.

4. Assessment and evaluation are needed in order to control the process of international education.

5. International participants should try to develop an effective international governance system for international education, which needs leadership from outside the education sector.

2.2.3 The importance of Internationalization of Education:

The policy of international education developed along with the development of education on different levels of dimensions in terms of eight key concepts[49]: global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions. International School Education positively affect the knowledge, skills and attitudes[50], as shown in the following figure:

Knowledge

International
Education affect :

Skills

Attitudes

[48] Burnett,2014, International Education Plan: Issues and challenges, page 4/4
[49] Development for education and skills department report 2005
[50] Bikin, et al. British Council, 2014 ,research analysis of Benefits of In
opportunities ,App1, page 74
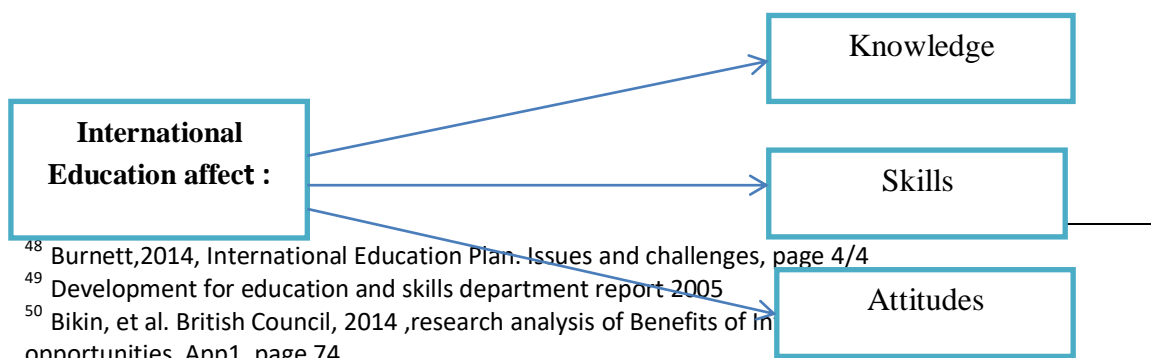
Figure 10: Effects of International School Education

2.2.3.1 International education develops Knowledge through:[51]

1- Understanding the historical, culture and political shape of society;

2- Understanding the language frames, thinking and indications;

3- Understanding the conflict and power relationship

2.2.3.2 International education develop attitudinal mode by:[52]

1- Strengthening the perspective of social responsibility;

2- Improving the professional thinking;

3- Appreciating the differences, values, culture and norms;

4- Improving the cultural self-awareness and learning about the differences;

5- Demonstrating an open mildness and understanding the complexity.

2.2.3.3 International Education improves Skills by:[53]

1- International Education that encourages and trains participants to think, work, move across boundaries and resolve conflict;

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[51] Bikin, et al. British Council, 2014 ,research analysis of Benefits of International Edcucation opportunities ,App1, page 75
[52] Bikin, et al. British Council, 2014 ,research analysis of Benefits of International Edcucation opportunities ,App1, page 75
[53] Bikin, et al. British Council, 2014 ,research analysis of Benefits of International Edcucation opportunities ,App1, page 76

2- Using the intercultural communication skills, language;

3- Accepting multiple perspectives by ethical, mutually beneficial long term relationships among project partners that result in a richer and deeper understanding of education and education practice;

4- Fostering research developments that is locally relevant and is being globally situated and connected

2.2.4 Axes of International education:[54]

1. Curriculums: schools offer curriculums, which is other school in the host country school use.

2. Students: there are students from different nationalities (not national) of the host.

3. Teachers and administrator: the staff of school from different nationalities with a large number of emigrating teachers.

4. Management, leadership and governance: their situation with the local context, the curriculum offered and the nature of their students and teachers led to special consequences for management and leadership.

Using curriculum in an international school, included **exportation** "the marketing abroad of existing national curriculum and examination." It also included **Adaption** "examination adaption to international context." In addition to it consisting of **Integration** "where best practices from arrange of the successful curriculum." Finally, it includes the **Creation** "where a new program is developed from first principles."[55]

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[54] Hayden and Thompson, Fundemental of education planning, UNESCO, Paris 2008, Page 28
[55] Hayden and Thompson, Fundemental of education planning, UNESCO, Paris 2008, Page 30

Hence, **according to my point of view as a researcher**, international education can be defined as "an organized education process according to a clear plan that includes international educational curriculum, exchange of students, teachers or educational administration. That process can be achieved through the internationalization of administrative policies, in the educational establishment through the establishment of strategic partnerships. The said partnerships should be from educational institutions, outside the boundaries of the country while respecting the cultural and civilizational differences between the partners."

2.2.5 International Policy in education:

In the last half of the twentieth century, a large part of the world adopted two new fundamental human rights. The two rights were: the right to development and the right to education. The first declaration of the right to education was in 1945: the Universal Declaration of Human Rights. The 1990 World Conference on Education for All (WCEFA) was a product of a systematic process of educational significance.[56]

The diffuse nature of international education policy is made more difficult by the fact that although no entity is responsible for formulating policy at the international level, a wide range of organizations plays a crucial role. These organizations include national governments, development banks and funds, United Nations (UN) organizations and other multilateral development organizations.

2.2.5.1 International Education Policy Principles:

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[56] C .Ctiabbott., construction Education for Development –international organization and education for all, Rontledge Falmer 2003, page 4 .

There is a set of principles in international politics that any international school or university education process must have and should be based on:[57]

First, it should emphasize the universal nature of education on quality and the formulation of quality standards**. Second**: the universal character of education should introduce an administrative approach based on the principle of self-reliant, independence and accountability in a transparent framework**. Third**: the internationalization should ensure equal opportunities for access to education, respect for cultural diversity and national sovereignty. The aim here is to achieve universal access to education.

Fourth: the international cooperation among educational institutions should be based on strong national certification and quality assurance systems and the promotion of networking among them at the global level.

Fifth: the international cooperation among educational institutions should play a moral and guiding role in the period of crisis of values, through its development of the activities of a culture of peace and the establishment of global solidarity bonds.

Sixth: international education confers international character on education, making it universally accessible to all those with the right aptitude, competence and aptitude in the world.

Seventh: the universal nature of education provides for diverse types of education to respond to the educational needs of all.

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[57]. N. Helal ,   A. Nassar. , Internationalization of Egyptian Higher Education in the Light of the Challenges of Globalization "A Future Vision", 2012, Page 216.

Eighth: internationalization promotes international partnerships for research and student exchange to strengthen international cooperation.

2.2.5.2 International Education Policy Objectives:

The availability of the above principles in the process of internationalization of education and the resulting educational experience in an environment that truly integrates with the global perspective is linked to a set of objectives that international education seeks to achieve.

These objectives are as follows:[58]

1.   Linking educational institutions in developed and developing countries by establishing networks to support cooperation in teaching and training and to develop the standards of this cooperation from time to time.

2.   Trying to teach students how to participate in the community and the larger international community, by focusing on the general concepts of culture, which all human beings share in considerations of mutual cultural interaction.

3. Addressing contemporary challenges, by promoting the use of new technologies, by facilitating capacity building and increasing knowledge for progress in the areas of education, information technology, humanities, social sciences, culture and communication.

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[58] Al-Ajmi. M. H., Management and Educational Planning - Theory and Practice, Dar Al-Maysara for Printing and Publishing, 2013 Pages : (74-73)

4. Promoting intellectual cooperation, through twinning and other linkages between educational institutions around the world, to facilitate the use, transfer and intensification of knowledge, within and across countries.

5. Providing students, teachers and basic competencies to deal with the technology of the age, whether in the fields of information or communication.

2.2.5.3 Theories of International Education[59]

2.2.5.3.1 System Analysis Theory:

The theory of systems analysis for the internationalization of education is based on four concepts:

a. Inclusive education aimed at studying the system as a whole and its goal of development from a global perspective.

b. Teaching contemporary cultures is an in-depth study of specific cultures, and it aims to provide an in-depth understanding of cultures.

c. Intercultural Education and Relationships aim to study the interaction between the components of the system and its aim is to enable the importance of cultural interaction.

d. Development Studies aim to study the change within the system, to understand planned change, unplanned change, and mechanisms to adapt to change.

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[59] S, AbuRadi, , Strategic Planning for Advanced Industrial Technical Secondary Education in the Light of Internationalization of Education, Faculty of Education, Benha University, Egypt, pages : 39-37.

It is clear from the above that these four concepts are linked to each other, and that each has aimed to achieve the internationalization of education. The success of one of the four elements, in achieving the goal reached by the educational system on a global level. The analysis of internationalization systems of education aims to understand and analyze the components of the educational system, and its relationship with other systems, Objectives and linking them to the objectives of education.

2.2.5.3.2 Theory of Warner in the internationalization of education:

Warner presented three basic models for achieving internationalization of education:

a. **Market Needs Model**: Warner emphasizes that this model is necessary to examine market needs, supply and demand preparedness, and volume of consumption. This model aims to improve the strength of institutions and individuals to prepare them for the global market through applied research. The mentioned researched is funded to study the global market power situation and to provide opportunities for student grants.

B. **The Free Model**: This model activates partnership and the exchange between communities in education. It does that through free and open cooperation among countries in the exchange of curricula, students, teachers, programs and activities. The basic concept of this model is global cooperation. Its objective is to raise awareness of the importance of having partners in all areas, the most important of which is the fruitful cooperation between States to achieve sustainable development.

2.2.5.3.3 Theories of Modernity and Postmodernism: The aim of these theories is to figure out how to develop various educational methods and strategies that serve multiple cultural purposes.

2.2.5.3.4 Marketing theory: Marketing in the educational process means "communicating with the outside world, through the dissemination of educational services, using the Internet or the process of scientific exchange between countries, or the establishment of educational partnerships between countries and educational institutions through grants provided through the Internet, or protocols of cooperation and partnership between countries.

2.2.5.3.5 Theory of Entrepreneurship: the idea of Entrepreneurship evolved from the economic ideas of Schumper. He called for "life after school or university" in order to teach entrepreneurship as a prerequisite for graduating from school or university. He says it is necessary for future life and planning for future projects.

2.3 International School Awards (ISA)

One of the major government department that has a responsibility for international education is the British Council "which is a UK international organization for educational opportunities and cultural relations (the council of British International Schools).[60]

The department of education and skills DFES, in aligning the development of International School Award (ISA), with establishing the new relationship with schools (NRws) and implementing the government aim. The government's aim is one of the

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[60] D. Willetts, International education: global growth and prosperity, HM government, London, 2013.page :60

three main goals reflecting the vision of the UK as a trustworthy, outward-looking society and leading economy complete part in the world, these three key Goals are :[61]

2.3.1 Goals of UK in education

Goal 1: Equipping our children, young people and adults for life in a global society and work in a global economy.

 Goal 2: Engaging with our international partners to achieve their goals.

Goal 3: Maximizing the contribution of our education and training sector and university research to overseas trade and inward investment.

Figure 10: Goals of the UK in the education sector

Designed by researcher

Achieving Goal the aim of the UK makes substantial progress towards each of these priorities between 2004 and 2010. In particular, it achieves them by working with partners in each case, they will:[62]

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[61] C. Clarke, putting the world into world class education, UK department for Education and skills (DfES)/1077/2004, page :20

"Promote the inclusion in the learning experience, of all children of the eight key concepts of global citizenship. Provide the right curriculum, assessment and inspection framework in the learning experience of all children and young people. Incorporate the Olympic ideals of sporting excellence, combined with a spirit of fair play, community cohesion and global exchange, into our education and sport policy at all levels and practice". Build up the International School Awards as a key way to advance global organizations. In addition to schools and worldwide citizenship in the school educational modules. Actualize the National language strategy forcibly with partners, ensuring all children have the opportunity to study the language.

Goal 2: It is both the right and the own interest that they should seek to learn from others. They should also look forward to sharing ideas and experiences, to cooperate to raise the standards of children's education skills worldwide. In order to achieve this goal, our priorities will:[63] benchmark their own performance against world-class standards, develop their capacity, engage strategically with a wide range of partners all over the world, and share expertise and resources in order to contribute to the improvement of education and the children's services in the developing world, particularly in Africa.

Achieving Goal 3: Maximizing the contribution of education and training sector and university research to overseas trade and inward investment: this goal specializes in universities education in UK. To achieve this goal, they will build on the success of the Prime Minister's initiative to support the university colleges and other providers. Continue to **fund scholarship programs** that allow for some of the ablest students from

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[62] C. Clarke, putting the world into world class education, UK department for Education and skills (DfES)/1077/2004, page :10

[63] C. Clarke, putting the world into world class education, UK department for Education and skills (DfES)/1077/2004, page :15

around the world to study in the UK. In addition to supporting universities in developing **strategic partnerships** that improve the long term **research, innovative and productive capability** of the UK.

2.3.2 The British Council and International School Award (ISA)

The general purpose of the British Council is building trust and a stronger relationship between people from the UK and other countries. It aims mainly to do that in areas of English, Arts, Education and Society. [64] The goal of the British Council is to achieve the development, of young people, organization and countries.

One of the most important programs works with schools and aims to support teachers and school leaders around over 50 countries to enrich them in terms of their teaching, learning, experience, in addition to developing young people within globalization.[65]

2.3.2.1 Levels of International School Awards

International School Award has two levels:

1. **Intermediate certificate**: "Schools will demonstrate that they are actively developing international activities. This action means that they are putting in place structures to support the internationalism such as nominally as international coordinator, and to find schools in other countries with which to make a partnership."

2. **Full award certificate**: "as well as showing commitment to this area through structures present in the school, the coordinator will submit evidence to seven curriculum activities which demonstrate that pupils and teachers are aware of a global issue and own countries place in the international context."

For example, a teacher introduces a new method or curriculum context; students will feel empowered to make positive changes to their community.

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[64] ISA magazine 2014, page 3
[65] ISA Magazine 2014, page 4

2.3.2.2 Benefits of International School Awards:

We can divide the benefits of International School Awards project into two categories: the first category is benefiting for young (students), the second category is benefits for teachers who supervise the activities and teachers who are the international coordinator for ISA in their schools.

1. Improve the understanding of the international culture and education methods and systems of other countries;

2. Develop an international dimension of learning and global skills;

3. Facilitate learning from practice in other countries.

2.3.3 International School Award (ISA) 2018 – 2021 in Palestine

International School Awards "ISA": is an accreditation program recognizing good practice in cooperating the international dimension introduced by the British Council, which is an International Organization for education and culture. The British Council has a partnership with the Ministry of Education and Higher Education and UNRWA in Palestine in many programs, and one of the most attractive programs is International School Awards "ISA ".

The main goal of ISA in Palestine is to connect people with institutions in Palestine and the UK and other countries from around the globe. With half of the population in Palestine under 30, it is important to help young people learn team skills, and the life skills needed to build a sustainable future in the global economy. In addition, it is vital to give people new practice importance for them, for dealing more internationally in the future, and know how important this is to young people in both Palestine and the UK. Connecting classrooms, which is part of International School Awards, is funded by the UK official department for development, in coordination with Ministry of Education

and United Nations Relief and Works Agency "UNRWA". Connecting classrooms aims to help young people develop their skills and values in a globalized economy, and help them contribute responsibly and focus on core skills, transparency skills and life skills.

Palestine scored a record of 125 schools that won the International School Award (ISA), including (75) government and (50) of UNRWA. Notable that the number of the winning Palestinian schools are more than the total schools winning from the Arab world.

This number tells a great story of success, as it is the largest in the level of participating countries compared to the number of schools and compared to the population.[66] They have been participated in the activities locally, regionally, and internationally.

Dr Saidam [67]congratulated the winning schools on this award that was implemented by the Ministry of Education and Higher Education in cooperation with the British Council, stressing that this achievement demonstrates once again the excellence of the Palestinian educational system, and its success and the determination of the educational family to achieve more successes and achievements. The goal here is to raise the name of Palestine high through these posts.[68]

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[66] Suha Daoud, Department of Educational Development, UNRWA, Gaza, International Schools - Ramallah

[67] Dr. Sabri Saydam, Minister of Education and Higher Education, 12-12-2018, a speech honoring the schools winning the International School Award - Ramallah.

[68] Palestine-Achieves-A-Record-125-School-Wins-The-School-International Award
https://ramallah.news/post/113298/

[69] Martin Daltry, the director British Council in Palestine, 12-12-2018

Inclusion as Martin Daltry[69], the Director of the British Council in Palestine, said in a speech at the honouring ceremony of the award-winning schools of the International School of the Year 2018 in Ramallah, school leadership and international collaboration have main objectives, they are to enable the following:

1.   Partnerships between schools in the UK and Palestine and other countries in the world.

2.   Professional development.

3.   Training teachers and school leaders.

4.   Online teaching and learning resources through a school platform.

5.   The accreditation and awards such as the International School Awards "ISA"

6.   Advocacy and awareness of policy level such as the Minister of Education and the policymakers around the world.

International school impeding international learning in classrooms is so important to deepen the students' understanding and respect towards world issues.

International School Awards and school online open doors for many schools in Palestine and to the partnerships in the UK and other countries. These countries like India and some regional countries as Iraq, Egypt, Yemen, and Morocco have witnessed the enriching impact of international learning. In addition, they witnessed the impact of in on schools and on connecting young Palestinian with young people across the world.[70]

The participation of ISA "Global Accreditation" promote English learning and teaching by the guidance of the school international activities. The guidance starts with introducing international education in the curriculum and has an end goal of embedding

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[70] Martin Daltry, the director British Council in Palestine, 12-12-2018 ،A speech honoring international schools - Ramallah

it with the school culture. They intelligently accordance of the comprehensive base on Global standard to achieve this outcome and implement **international values** in the educational system, and it includes[71]:

1.   Empowering schools to act as learning organizations;

2.   Sharing their experiences and opening to others;

3.   Recognizing and enhancing their international work.

4.   Becoming part of the global work of international education, collaboration, sharing and learning.

  The participation of ISA "Global Accreditation" promotes English learning and teaching by guiding the school international learning activities from introducing international education in the curriculum to embedding it with the school culture.

UNRWA as Mr Mohammad Salamah mentioned, is very broad to participate in ISA in light of:

1. Introducing staff to the new practices further than professional development and raising a teaching standard.

2. Helping them develop as global citizens and preparing them for life and global society.

  A reporter from the United Nations schools said ISA provides a supportive of the motivational framework. This framework guides them to international learning activities and helps them get recognized in international work, as can be adopted by the curriculum.

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[71] Mohammed Salameh, Deputy Director of Education, UNRWA, Gaza, 12-12-2018, Word of Honoring International Schools - Ramallah

The school works aim to enrich the curriculum and to improve teaching by introducing the embedding the international activities across the world. Furthermore, school works make it more attractive to students, parents and teachers.

This pioneering project contributed to the professional development of teachers and school principals through:[72]

1. Exchanging ideas and experiences and discussing common issues.

2. Motivating our students to have a holistic view of the universe.

3. Motivating creativity and allowing the students to collaborate with their peers from different countries based on equality and mutual respect.

4. Letting the world know about our Palestinian culture and heritage and raising global awareness on our identity and cause. 5. Ensuring that it is in line with the policy of educational reform adopted by the Directorate of Education at UNRWA, which seeks to develop teachers and empower schools in order to provide quality education for our students.

2.3.4 Analyzing of ISA Four years Strategic Plan

2.3.4.1 The problem Statement of ISA Project

The main Problem is the lack of achieving international policy in education in Palestine. **The reasons for the main problem:**

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[72] M. Salameh, Deputy Director of Education, UNRWA, Gaza, 12-12-2018, speech honoring international schools - Ramallah

1. Lack of accreditation of the International School.

2. Lack of internal and external partnerships between our school and schools inside and outside Palestine.

3. Lack of exchange of curriculum activities and other cultures.

4. Lack of awareness of international policies in education.

5. The language barrier when communicating with foreign schools that do not speak Arabic.

3.3.4.2 Objectives of ISA Project

The overall Objective of ISA Project is to contribute to the achievement of the global policy in education. The purpose of the objectives is to get the accreditation of International School Award through achieving numbers of outputs after finishing a number of activities as shown below in LFM.

After analyzing the problem of the project, we can derive the general objectives from ISA project:

1. To raise the awareness about the similarities and differences in culture, and the differences between the lifestyles between our Palestinian society and other countries.

2. To integrate school staff, students and the community into developing communication with international partners.

3. To develop long-term relationships with partner schools to enrich the curriculum as a whole and communicate through modern global communication technology.

4. To adopt the idea of creating a school environment that is free of violence without any form of hatred against people regardless of their religion, race or culture. The log frame matrix shows in table 1. Table 1 describes the overall objectives, indicators, source of verification and assumption of the project.

Table 1: Log frame Matrix of International School Award[73]

Activity description	Indicators	Verification	Assumption
Goal (overall objective) -To contribute to achieve the international policy in education .	-International Policy certification	British Council Certificate of international policy in education .	
Purpose Get International School Award (ISA).	-ISA accreditations for 4 years from 2018 -2020.	- ISA certification by British Council for 4 years (2018-2020).	Political and other external factors not affect the continuously of this project and assessment of schools achievement files .
Output (Results) 1.Partnerships with Internal, External Schools. 2.Performing activities with partners belong to 9 activities in different curriculum subjects. 3.The ISA file of achievement.	-Partners ship with internal and external schools . -Finishing of all requirements of ISA projects file.	- Emails of the form of partnerships between partners schools. - File of ISA achievements .	-Partners send the verification of partnerships and oblige with the activity and send indicators to us . -No external political , economic , social affect the achievement and finish of achievements file.
Activities : 1.Meet the teachers and determine the ISA curriculum projects. 2.Find and fixed the internal and external Partnerships . 3.Perform the ISA Projects with partners . 4.Verify the activities with pictures and surveys . 5.Prepare the ISA Final Achievement File.	Resources (Means) 1. Director of the School2.international coordinato.3.teachers 4. Council of parents of students.5. Palestinian community institutions. - Laptops and,Internet Access , laser printer. Digital camera. Telephone ,Mobile phone, Scanner .LCD s Projectors and TVs. - Developmental facilities (school library , science lab , Computer lab).	-about 500 NIS facilities and encourage students to participate in activities. - 500 NIS Teaching aids belong to ISA Activities. -500 NIS traveling and visit different sources of information to strength the activities. -4000 NIS for 2 LCD Screens for observations and using technology	-The time to perform Activities is enough and not affected by strikes by teachers or obligatory by political of social factors are stable . -All activities have enough encourage and not stop the activity by local communities.

2.3.4.3 The Target of ISA

The Target of our project is to obtain the "Accreditations of International School Award (ISA) for 4 years, i.e., from 2018 to 2021. For example: " We begin to work this project in 16/9/2017 and will finish the project and the file of achievement at the end of July (31/07/2018). Once our school get the ISA certification, Qadoura Mousa School become an International School with the classification of British Council, with cooperation with Palestinian Ministry of Higher Education (MOH)" [74].

2.3.4.4 Stakeholders Analysis

In this section the main categories of the stakeholders are given. In the first section the key stakeholders are given. The second section is devoted to the primary stakeholder. Finally the secondary stakeholders are presented.

First: Key stakeholder: The following key stakeholders are organizes as follows:

1. British council as a Donor of ISA .

2. Palestinian Ministry of Higher Education, which also provide the guide and the source of information about how to obtain ISA and prepare Achievements file, and receive all questions and explanation we need about ISA, represent in Mr Gassan Rasheed. **Primary stakeholder:**

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[74] Qadoura Mousa School ISA Achievement file, 2018-2021.

Second: **The primary stakeholders** are given as follows:1. The internal and external Partners, **2.** The teachers responsible for activities, **3.** The students of ISA schools, 4.The directory of High education in Jenin, which provide us with expertise in different activities .

Third: The secondary Stakeholders:

The following secondary stakeholders are defined as follows:

1. All communities institutions that we collaborate with them as :Hadad museum for Heritage. CNC Factory in Jenin for electronic project, aauj IT Fuculty for electronic project, Al Amal School for special cases in project "Strength me find me " .

2. Other schools that take ISA certificate last 4 years, as "Al Shaikha Fatemah " in Ramallah.

3. The council of "Mothers " in the school, wich help in different activities as "the healthy food", and "Strength me find me ".

Table 2 shows all the stakeholders of ISA Project.

Table 2: Importance / Influence of Stakeholders of ISA Project for Qadoura Mousa School
75

Importance/Influence of Stakeholders	
High 1. The internal and external Partners . 2. the teachers responsible for 9 activities . 3. the 359 students . 4.The directory of education in Jenin	1. British council as a Donor of ISA . 2. Palestinian Ministry of Higher Education
Importance **low** –All communities institutions that we collaborate with them as :Hadad museum for Heritage . –CNC Factory in Jenin for electronic project aauj IT Fuculty for electronic project, –Al Amal School for special cases in project "Strength me find me " . –The council of "Mothers " in the school	Other schools that take ISA certificate last 4 years , as "Al Shaikha Fatemah " in Ramallah
low	Influence	High

2.3.4.5 Project Team

The project team of Qadoura Mousa school for ISA project are organized as follows:

1. The principal of the school .

2. The international coordinator .

3. The teachers responsible for main activities .

4. The target group: students of School .
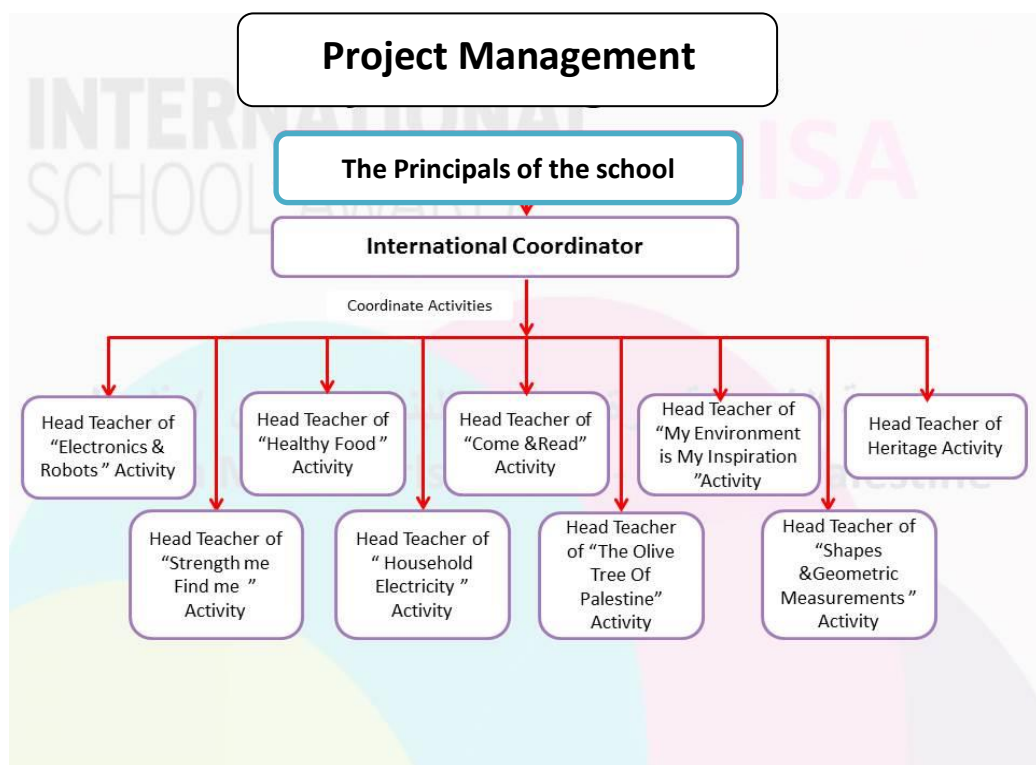
Figure 12: Project management of ISA Qadoura Mousa school[76]

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[76] Qadoura Mousa School ISA achievement file, 2018-2021

3.3.4.5.1 The responsibility of ISA coordinator

The Coordinator of the International School Award in Qaddoura Musa Elementary School for Girls, have a leading role in the responsibility for the success of school projects and promote the work inside and outside the school and ensure the inclusion of all projects of international dimension include the main responsibilities of the international coordinator:

-Prepare the procedural plan for international activities after consultation with all staff.

 -Be an example of others in activity and commitment.

-Ensure that all projects, are covered by the international dimension.

- To form a working group for the International School Award.

 -Hold periodic meetings with working groups of students and teachers.

-To organize meetings, and seminars for visitors from outside the school to introduce projects.

-Ensure that the largest number of students and teachers participate in activities.

-To find partner schools suitable for projects and arrive with them for the best ways of partnership and exchange

-Maintain constant contact with partner schools and document all correspondence

-To publish the project locally and internationally in all possible ways.

-To follow the progress of projects and to monitor the deadlines.

periodically for consultation and provide them with all the latest developments.

-Try to obtain funding sources for projects both inside and outside the school.

-Prepare the final designs of projects, and review them and collect documents and evidence.

-To obtain project evaluation and impact from students, parents, visitors and teachers.

-To prepare the final achievement file for all that was done during the year in the International School Award Project

2.3.4.6 Resources of ISA Project

This section represent the resources of the ISA project, which include the Personal and the equipment resources:

2.3.4.6.1 Personal Resources

1. Principal of the School.

2. International coordinator .

3. The teachers responsible for 9 main activities In different curriculum subjects.

4. Students of the school.

5. Council of parents of students.

6. Palestinian community institutions.

2.3.4.6.2 Equipment's of ISA Project

ISA project requires equipment's for many purposes: First of all, carrying out the activities of various scientific, technological, Heritage and language activities. Second:verifications of activities, and achievement of international policy, coordination of mutual activities with partners. Finally: conducting observations by the students to the activities of partner schools, inside and outside Palestine .These equipment's represent in :

1. Laptops and computers .

2. Internet Access .

3. laser printer.

4. Digital camera.

5. Telephone and Mobile phone .

6. Scanner .

7. LCD s Projectors and TVs screens in classes.

8. Developmental facilities (school library, science lab, Computer lab)

2.3.4.7 .Implementation Plan of ISA Project

In the first section the main steps of ISA project will be mentioned. The second section will be devoted to describe the action plan for ISA.

2.3.4.7.1 The main Steps (Activities) of ISA Project To achieve a good ISA project,

many steps must be taken into account, as important requirements of the ISA project:

1. Meet the teachers and determine the ISA curriculum activities.

2. Find and fixed the internal and external Partnerships .

3. Perform the ISA activities, at least 7 Projects activates with partners.

4. Verify the projects activities with pictures and questioners.

5. Prepare the ISA Final Achievement File.

For further clarification we take **"Qadoura Mousa School** " from Jenin, as an example of clarification. It has 9 projects activities [77], they are:

1- My heritage is my dignity

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[77] Qadoura Mousa School achievement file, 2018-2021.

2- My environment is my inspiration

3- Come and read

4- Healthy Food

5- The olive tree of Palestine

6-Shapes and geometric measurements

7-Electronics and Robot

8-Household electricity

9-Strengthen me find me

 Figure below represent time chart, as an important dimension of the strategic plan:
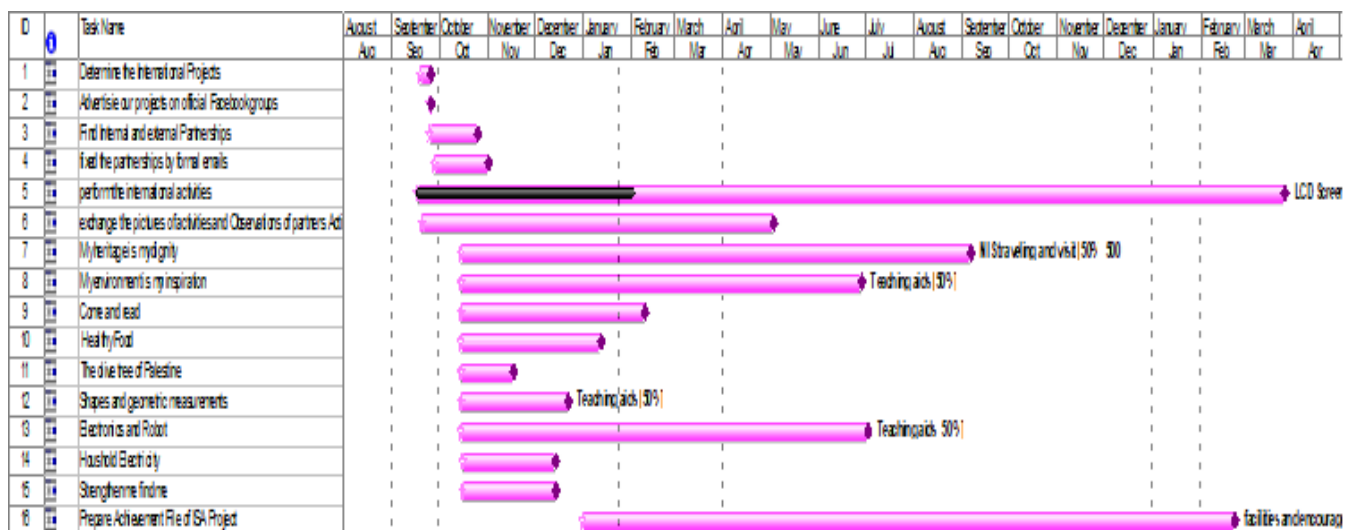
Figure 13: Gantt Chart for main Steps (Activities) of ISA Project [78]

2.3.4.8 Cost of ISA project

The proposed cost of ISA project is shown in the table below[79]

Table3: cost of ISA project

Resource Name	Cost (NIS)	Cost ($)
2 LCD Screens	**4000**	**1170**

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[78] Designed by the researcher: using "project management" software
[79] Qadoura Mousa School Achievements file, 2018-2021

facilities and encourage students	**500**	**146**
traveling and visit	**500**	**146**
Teaching aids	**500**	**146**
Total cost	**5500** NIS	**1 608**$

Chapter Three : Research Methodology

3.1 Data collection

The researcher used two main sources of data:

3.1.1 Primary Data

 represented in questionnaire's distributed to 121 participants in ISA 2018 from different

Palestinian schools.

3.1.2 **Secondary Data**

  depend on the theory research that fined in different academic sources and empirical studies such as reports, papers, British council publications, and International School Award " ISA" magazine, Qadoura Mousa School achievement files, academic research journals, periodicals from different academic internet website .

3.2 Sample Design

The sample of the study consists of 121 questionnaires distributed amongst teachers who worked as an international coordinator, and to the teachers who worked as supervisor of different activities of ISA 2018. In addition to the principals of Palestinian schools, which get ISA 2018-2021.

The community consists of 125 schools in Palestine "in West Bank and Gaza " 47 schools in Gaza and 78 schools in the West Bank, with its principals, International coordinator and supervisor teachers of individual projects.

3.3 Questionnaire Design

The questionnaire consist of 7 main parts that explained and described as follows :

Demographic data: it includes 12 questions :(gender, age, academic qualification, Specialization, social status, school type (government, UNRWA, private), The nature of participation in the international school project, Governorate, school type (Basic minimum, Basic secondary, secondary), Experience in education, The number of meetings or workshops attended by the award coordinator in the ministry, The type of prize.

Part Two: Data connected with the recognition of the strategic planning and internationalization of education. It includes 59 questions that are distributed amongst 7 sections about the strategic planning process, SOAR Analysis tool of strategic planning in the International School Award, the effects of International School Awards on academic and management staffs. Seven elements of the model study as following :

2.1 this part contains seven items that captured the reality of strategic planning in the project of International School Award in the Palestinian schools.

2.2 this part contains 10 items that captured Elements of strategic planning at schools of the International School Award.

2.3 this part contains 9 items that captured the International Education Goals and International School Award.

2.4 this part contains 7 items that captured the aspiration and result international school award.

2.5 this part contains 11 items that captured of Analysis of strengths and opportunities available at the International School Award 2018-2021

2.6 this part contains seven items that captured the Impact of local and international partnerships on the International School Award on the school and its academic and administrative staff.

2.7 this part contains seven items that captured the Obstacles Facing Implementation of the ISA International School Award.As the variants with ordinal nature mirror the levels of influences, therefore, five points Likert scale used; it divides answers to five levels.

3.4 The Research Variables

1. Dependent variables: which are: Strength and Opportunities, In addition to (Obstacles Facing Implementation of the ISA International School Award).

2.Independent variables: which are the variables cause change and effects on other variables (dependent variables). In this study Strategic planning and its elements: (the reality and the elements of strategic planning) , Aspiration and Results , In addition to Internationalization of education, and its elements (goals and effects).

3.Control variables : **which are the demographic variables, and information connected to ISA participation, which is represented in: (gender**, age, academic qualification, Specialization, social status, school type (government, UNRWA, private), the nature of participation in the international school project, Governorate, school type (Basic minimum, Basic secondary, secondary), Experience in education, The number of meetings or workshops attended by the award coordinator in the ministry, The type of prize we got)**.**

3.5 Validity of Reliability alpha test

In this research, the researcher uses Cronbach Alpha test to compute the reliability score of questionnaires. The acceptable Alpha value that meets the statistical requirement for

the instrument to be characterized as reliable should be equal or above (0.70) according to Gleim[80]

The reliability of the thesis questionnaire, tested as shown in the following table using SPSS 23.

Table 4: Validity of Reliability alpha test

Section of Questionnaire	No of questions	Reliability (Cronbach's Alpha)	Result
Strategic planning in ISA	7	.745	**Reliable**
Elements of strategic planning In ISA	10	.793	**Reliable**
International Education Goals	9	.927	**Reliable**
Aspiration and Result	7	.653	**Reliable**
Strength&Opportunities	11	.725	**Reliable**
Impact of local and international partnerships	7	.856	**Reliable**
Obstacles of ISA	7	.701	**Reliable**
All sections in questionnaire	58	.919	**Reliable**

Source: Researcher

As shown from the above table, validity of questionnaires was examined by coefficients correlation and the results for all dimensions were above 0.5. In addition to the reliability of the study tool tested by using Cranach's Alpha coefficient, the result was found to be more than 0.7. Finally, the Cranach's Alpha coefficient for all dimensions Scale was 0.919.

3.6 Data Analysis Method

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[80]J. Gliem R. Gliem Calculating, Interpreting, and Reporting Cronbach's Alpha Reliability Coefficient for Likert-Type Scales. Midwest Research to Practice Conference in Adult, Continuing, and Community Education, The Ohio State University, Columbus, OH, October 8-10, 2003.

The research adopted a symmetric statistics analysis, using computer software (SPSS ver.23). It used in order to analyze the data collected from participants of the questionnaires. Two types of analysis were used in order to analyze different types of data represented in the questionnaire, as follows:

3.6.1 Descriptive Analysis

The descriptive Analysis statistics used to describe the frequencies and percentage of demographic characteristics of the study sample and primary data, such as tabular, graphs, and charts, in order to make the data easier to read and understand. In addition to compute mean and standard deviation, to show the estimated level.

3.6.2 Quantitative Analysis

To test the constructed study conceptual model and hypotheses, the researcher employed (spermann-correlations). This test used to find the correlation relationship between the independent variable**:** (the elements of strategic planning), and dependent variables: (Strength and Opportunities). In addition to find the correlation relationship between the independent variable**:** (the goals of internationalization of education), and dependent variables: (the effects of local and international partnership on school and its academic and administrative staff). In order to test the hypothesis, I used one sample T-test.

Chapter Four: Data Analysis and Results Discussion

4.1 Description of Demographic data

4.1.1 Gender

Table 5: Sample distribution of gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	**100**	**82.6**	**82.6**	**82.6**
	Male	**21**	**17.4**	**17.4**	**100.0**
	Total	**121**	**100.0**	**100.0**	

Source: Researcher

The previous table showed that most of the study population in terms of gender is female. Females percentage is **(82.6 %)** as the male's percentage is **(17.4 %)** .

4.1.2 Age

Table 6: Sample distribution of age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 30	17	14.0	14.0	14.0
	30 – 40 years old	60	49.6	49.6	63.6
	41-50 years old	32	26.4	26.4	90.1
	More than 50 years old	12	9.9	9.9	100.0

	Frequency	Percent	Valid Percent	Cumulative Percent
Total	121	100.0	100.0	

Source: Researcher

The previous table showed that most of study sample range in age (from 30 to 40 years) as it is about (49.6 %) then (from 41 to 50 years) with a percentage of (26.4 %) then (Less than 30) with a percentage of (14 %), then (More than 50 years old) with a percentage of (9.9 %). It is shown in figure 15.

4.1.3 Educational Level

Table 7: Sample distribution of educational level

Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	2.5	2.5	2.5
	2	99	81.8	81.8	84.3
	3	19	15.7	15.7	100.0
	Total	121	100.0	100.0	

Source: Researcher

The previous table showed that most of the samples are holders of Bachelor's degree in a percentage of 81.8 % then holders of Master degree in a percentage of 15.7 % then Diploma degree of 2.5 %.

4.1.4 Study specialization

Table 8: Sample distribution of Study specialization

Major	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Natural Sciences	56	46.3	46.3	46.3

	65	53.7	53.7	100.0
Social and Human Sciences				
Total	121	100.0	100.0	

The previous table showed that most of the samples are the holder of degree Social and Human Sciences in a percentage of 53.7 % then holders of Natural Sciences in a percentage of 46.3 % .

4.1.5 Social Status

Table 9: Sample distribution of Social Status

Social Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	102	84.3	84.3	84.3
	Single	16	13.2	13.2	97.5
	Other	3	2.5	2.5	100.0
	Total	121	100.0	100.0	

The previous table showed that most of the samples are Married with a percentage of 84 % then Single with a percentage of 13.2 % then Others with a percentage of 2.5 %.

4.1.6 School Type

Table 10: Sample distribution of School Type

School Type	Frequency	Percent	Valid Percent	Cumulative Percent

Valid					
	Government	90	74.4	74.4	74.4
	UNRWA	30	24.8	24.8	99.2
	Special	1	.8	.8	100.0
	Total	121	100.0	100.0	

Source: Researcher

The previous table showed that most of the samples are Government schools with a

percentage of 74.4 % then **UNRWA schools** with a percentage of 24.8 % then Special

schools with a percentage of 0.8 %.

4.1.7 **Sharing Type**

Table 11: Sample distribution according to Sharing Type

Sharing Type	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
International Coordinator	31	25.6	25.6	25.6
Teachers supervising single projects	**64**	**52.9**	**52.9**	**78.5**
School Principals	26	21.5	21.5	100.0
Total	121	100.0	100.0	

Source: Researcher

The previous table showed that most of the samples are Teacher supervising single

projects with a percentage of 52.9 % then **International Coordinator** with a percentage of

25.6 % then School Principals with a percentage of 21.5 %.

4.1.8 Governorate

Table 12: Sample distribution according to Governorate

Valid	Frequency	Percent	Valid Percent
Bethlehem	7	5.8	5.8
Hebron	8	6.6	6.6

Ramallah and Al-Bireh	3	2.5	2.5
Nablus	8	6.6	6.6
Salfit	2	1.7	1.7
Qalqilya	8	6.6	6.6
Tulkarem	5	4.1	4.1
Jenin	54	44.6	44.6
North Gaza	10	8.3	8.3
Central Gaza	7	5.8	5.8
Khan Younis	5	4.1	4.1
Rafah	4	3.3	3.3
Total	121	100.0	100.0

Source: Researcher

The previous table showed that most of the samples are from Jenin with a percentage of 44.6 %, then North Gaza with a percentage of 8.3 % then Hebron, Nablus, and Qalqilya with the same percentage of 6.6 %, then Bethlehem and Central Gaza with a percentage of 5.8 % then, Tulkarem and Khan Younis with a percentage of 4.1 %, then Rafah with a percentage of 3.3 %, then Ramallah and Bireh with a percentage of 2.5 %, then Salfit with a percentage of 1.7 %.

The reason for this high percentage of sample members in Jenin governorate compared with other governorates, is that paper questionnaires were distributed to the schools participating in the International School Award in the Education Directorate of Jenin, and the number of schools was 6 schools with forty-eight participants (international coordinator, school principals and teacher supervising ISA Projects or activities). In

addition to electronic questionnaires from the Directorate of Qabatiya Jenin Governorate.

6.1.9 **School Types According Classes**

Table 13: Sample distribution according to School Types According Classes

School Types According Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Minimum Primary school	26	21.5	21.5	21.5
	High Primary schools	43	35.5	35.5	57.0
	Secondary School	**52**	**43.0**	**43.0**	**100.0**
	Total	121	100.0	100.0	

Source: Researcher

The previous table showed that most of the samples are Secondary school with a percentage of 43% then High Primary schools with a percentage of 35.5% then Minimum Primary school with a percentage of 21.5.

4.1.10 **Experience in education**

Table 14: Study sample distribution according to Experience in education

Experience in education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	11	9.1	9.1	9.1
	6-10 years	39	32.2	32.2	41.3
	11-15 years	25	20.7	20.7	62.0
	More than 15 years	46	38.0	38.0	100.0
	Total	121	100.0	100.0	

Source: Researcher

The previous table showed that most of the samples are " More than 15 years " with a percentage of 38 % then " 6-10 " with a percentage of 32.2 % then "11-15 " with a percentage of 20.7 %, then "1-5 years " with a percentage of 9.1 %.

4.1.11 Meetings Numbers with the award coordinator

Table 15: Sample distribution according to Meetings Numbers with the award coordinator

Meetings Numbers with the award coordinator

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 3 meetings	87	71.9	71.9	71.9
3-5 meatings	32	26.4	26.4	98.3
More than 5 meatings	2	1.7	1.7	100.0
Total	121	100.0	100.0	

Source: Researcher

The previous table showed that most of the samples are "Less than 3 meetings" with a percentage of 71.9% then "3-5 meetings " with a percentage of 26.4% then " More than 5 meetings " with a percentage of 1.7%.

4.1.12 **Awards Types**

Table 16: Sample distribution according to Awards Types

Awards Types

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full Award	87	71.9	71.9	71.9
	Intermediate Award	34	28.1	28.1	100.0
	Total	121	100.0	100.0	

Source: Researcher

The previous table showed that most of the samples are Full Awards with a percentage of 71.9 % then Intermediate Award with a percentage of 28.1 %.

4.2 **Descriptive Analysis :** In order to answer the main question of the research and sub questions, the researcher used the mean and standard deviation based on Likert scale, to test the level of each items . According to Tullis and Albert [81] this refer to mathematical equation as following :

On likert scale: high value – low value / No.of Levels = Length of category

(5-1) / 3=4 / 3 = 1.33

Table 17:The levels of likert scale

likert scale	Level
1- 2.33	Low
2.34 – 3.66	Moderate
3.67 – 5	High

4.2.1 The first field related to the reality of strategic planning in the project of ISA

Table 18: Construct level of the reality of strategic planning in the project of ISA

section	Mean	Std. Deviation	Level
I understand that strategic planning is an integrated process	4.41	.727	High
The importance of strategic planning lies in the development of clear future objectives	4.60	.613	High

[81] T. Tullis, B.Albert, Measuring the User Experience (Second Edition), Learn more about Likert Scale , 2013 .https://www.sciencedirect.com/topics/psychology/likert-scale.

			High
Strategic planning increases awareness of the surrounding internal and external environment	4.27	.658	
Strategic planning provides coordination and collaboration between project activities	4.36	.532	High
Strategic planning provides communication skills between project managers	4.36	.604	High
Strategic planning reduces resistance to changes in the surrounding environment	4.03	.865	High
Strategic planning supports project or enterprise performance	4.55	.632	High

 Source: Researcher

The above table shows that the all of the items of the reality of strategic planning in the project of ISA, had a high level, that illustrated from all the mean and standard deviation of the mean (4.03 – 4.60), SD = (0.532 - 0.727).

4.2.2 The field related to Elements of strategic planning at schools of ISA

Table 19: Construct level of the Elements of strategic planning at schools of ISA

section	Mean	Std. Deviation	Level
The International School Award message is clear to me in terms of goals and content	**3.93**	**.697**	**High**
There is a clear vision for the International School Award	**3.78**	**.769**	**High**

			High
The goals of the International School Award (Global Citizenship and Education Enrichment) are clear	4.21	.752	
stakeholders and their relationship are recognized in the International School Award	3.91	.695	High
There are strengths in our school that contributed to the International School Award	4.43	.603	High
The internal environment of the participating school was erased and the surrounding external environment	4.12	.627	High
we analyzed the data needed to start the project	4.07	.772	High
We developed a general plan for events participating in the International School Award at our school	4.42	.559	High
We followed the best ways to implement the project activities involved	4.33	.568	High
We have developed an implementation plan and a follow-up mechanism for that plan	4.25	.662	High

Source: Researcher

The above table shows that the all of the items of the Elements of strategic planning at schools of ISA, had a high level, that illustrated from all the mean and standard deviation of the mean (3.78 –4.43), SD = (0.559 - 0.772).

4.2.3 The field related to International Education Goals and ISA

Table 20: International Education Goals and International School Award

section	Mean	Std. Deviation	Level
International education has developed knowledge by understanding the history and culture of other societies	4.10	.625	High
International education has added trends by respecting the differences and values of other peoples	4.27	.658	High

			High
International education skills have grown by promoting thinking, work, communication skills, language and work ethic	4.44	.590	
The International School Award project included international education: curriculum, students, teachers, management	4.46	.606	High
International education achieves the right to development and the right to education	4.42	.761	High
International education brings educational institutions in developed countries together with developing countries through a cooperation and partnership document	4.21	.648	High
International education helps students in how to deal with a large international community and global citizenship	4.42	.750	High
International education contributes to environmental changes such as: technology, capacity-building and knowledge-raising	4.36	.658	High
International education encouraged intellectual and cognitive cooperation	4.28	.721	High

Source: Researcher

The above table shows that the all of the items of International Education Goals and International School Award, had a high level, that illustrated from all the mean and standard deviation of the mean (4.10–4.46), SD = (0 .590 - 0.761).

4.2.4 The field related to Results and aspirations of the International School Award

Table 21: Results and aspirations of the International School Award

section	Mean	Std. Deviation	Level
The school has an account on the British Council's online school site	3.83	.980	High

	Mean	Std. Deviation	Level
International policy in education is clear to me	4.07	.655	High
There are documented local partnerships and international partnerships of at least 30% of all partnerships	4.40	.640	High
There are documented activities with photos of our school activities and partner school activities	4.72	.451	High
There are views of activities documented by photos from our school of partner school activities	4.74	.475	High
There are documented photos from the partner schools of our school activities	4.24	.764	High
The future prospects for the International School Award were clear from the start	3.73	1.103	High

Source: Researcher

The above table shows that the all of the items of Results and aspirations of the International School Award, had a high level, that illustrated from all the mean and standard deviation of the mean **(3.73– 4.74**), SD = (**0 .451 - 1.103**).

4.2.5 Analysis of Strength & Opportunities concern ISA 2018-2021

Table 22: Analysis of Strength & Opportunities available at the ISA 2018-2021

section	Mean	Std. Deviation	Level
There are administrative and academic staff working in the school	4.24	.786	**High**
The model of the general plan for projects was ready before starting projects	4.18	.730	**High**

	Mean	Std. Deviation	Level
There is a clearly defined individual plan for all projects ready before starting projects	3.95	.762	**High**
Participated in the preparation of the general plan for projects the school principal, the international coordinator and project supervisors	4.19	.809	**High**
Projects were implemented throughout the academic year according to the general plan of the projects	4.31	.656	**High**
The final delivery time for the award was appropriate	4.15	.853	**High**
She has already participated in the International School Award at previous awards	3.02	1.463	**Moderate**
More than 50% of the projects offered by the school were international	4.18	.695	**High**
Social media helped connect and communicate with partners	4.55	.645	**High**
English has been used to communicate with international partners	3.96	0.995	**High**
We received training and follow-up by the supervisors	3.57	.982	**High**

Source: Researcher

The above table shows that the all of the items of **Analysis of Strength & Opportunities available at the ISA 2018-2021,** that illustrated from all the mean and standard deviation of the mean **(3.02– 4.55**), SD = (**0 .645 - 1.463**).

Moderate percentage of Schools have already participated in the International School Award at previous awards, so they have an experience in file preparation and activities performing.

4.2.6 Impact of local and international partnerships on the ISA School and its academic and administrative staff

Table 23 : Impact of local and international partnerships on the ISA school

section	Mean	Std. Deviation	Level

I increased my knowledge of other peoples' cultures	4.37	.709	High
She encouraged participation in the International School Award to think beyond the borders of Palestine	4.36	.590	High
My knowledge of the customs and traditions of other peoples increased through the Heritage Project	4.40	.612	High
Participation in the International School Award has contributed to building long-term relationships with partners both inside and outside Palestine	4.21	.635	High
Participation in the International School Award contributed to the professional advancement of principals and teachers	4.19	.650	High
Participation in the International School Award contributed to the exchange of experiences and teaching methods among teachers	4.42	.727	High
Participation in the International School Award contributed to raising the level of culture among students	4.16	.683	High

Source: Researcher

The above table shows that the all of the items of Impact of local and international partnerships on the ISA on the school and its academic and administrative staff, had a high level, that illustrated from all the mean and standard deviation of the mean (4.21 – 4.42), SD = (0 .590 - 0.727). The previous high level mean that International School Award have strong effects on the academic and staff in ISA Schools 2018-2021.

4.2.7 Obstacles encountered in the implementation of the International School Award

Table 24 : Obstacles encountered in the implementation of the International School Award

section	Mean	Std. Deviation	Level
Limited time to implement methodological activities for International School Award projects	3.38	.977	Moderate
Non-commitment by partners to exchange activities and observations on time	3.49	.914	Moderate
Failure to provide a drop out of the quota of school quotas, especially for the international coordinator of projects	4.38	.819	High
The absence of a person specialized in the school management and implementation of projects and competitions	4.13	1.000	High
The general plan for the projects was not ready on time, and before the start of the implementation of the projects	2.63	1.112	moderate
Failure to implement project activities at the time planned in advance	2.91	1.025	Moderate
Lack of documentation of project activities	3.07	1.250	Moderate

Source: Researcher

The above table shows that the items of **Obstacles encountered in the implementation of the International School Award**. First: **Failure to provide a drop out of the quota of school quotas, especially for the international coordinator of projects, Second: The absence of a person specialized in the school management and implementation of projects and competitions.** that illustrated from all the mean and standard deviation of the mean (**4.13– 4.38**), SD = (**0 .819 - 1.000**).

From the previous statistics the researcher can conclude, that the most important obstacles encountered in the implementation of International School Award projects are: Failure to provide a drop out of the quota of school quotas, especially for the international coordinator of projects and the absence of a person specialized in the school management and implementation of projects and competitions.

Moderate percentage of the following items of Obstacles encountered in the implementation of the International School Award. First of all Limited time to implement methodological activities for International School Award projects, with mean 3.38, and SD 0.977. Second: Non-commitment by partners to exchange activities and observations on time, with mean 3.49and SD 0.914. Third: The general plan for the projects was not ready on time, and before the start of the implementation of the projects with mean of 2.63 and SD 1.112. Fourth: **Failure to implement project activities at the time planned in advance**, with mean 2.91 and SD of 1.025. Fifth: **Lack of documentation of project activities, with mean of 3.07 and SD of 1.250.**

From the previous statistics the five elements are a moderate obstacles of ISA, and not affect the implementation of ISA

5.2.8 Regarding to the average of whole sections in questionnaire

Table 25: The average of mean and standard deviation of whole sections in questionnaire

Average of section	Mean	Std. Deviation	Level
The reality of strategic planning in the project of ISA	4.3695	.40811	High
Elements of strategic planning at schools of ISA	4.1438	.41891	High
International Education Goals and International School Award.	4.3306	.53392	High
Aspiration and Result International School Award	4.2468	.40991	High
strengths and opportunities available at the ISA	4.0270	.42521	High
Impact of local and international partnerships on ISA school	4.3011	.48227	High

Obstacles Facing Implementation of the ISA	3.4262	.61112	Moderate

Source: Researcher

The above table shows that most of the items related to strategic planning elements and reality, international education goals and ISA, in addition to SOAR Analysis elements "Strength, Opportunities, Aspiration, and Results". in Addition to the "Impact of local and International partnerships on ISA schools". They have Mean with a value over than 4.0 which mean it's in "High level". The mean value of the Obstacles Facing Implementation of the ISA is 3.4262, which is in "moderate level", that mean ISA 2018 have moderate Obstacles.

4.3 Testing the relationship between parts of questionnaire

4.3.1 The relationship between gender and award type

Table 26 : One way ANOVA test of gender and award type

ANOVA

Awards Types

			Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)		.070	1	.070	.340	.561
	Linear Term	Unweighted	.070	1	.070	.340	.561
		Weighted	.070	1	.070	.340	.561
Within Groups			24.377	119	.205		
Total			24.446	120			

Source : researcher

Based on the value of Sig, Sig more than 0.05, the null hypothesis is accepted: that there is no significant correlation between gender and award type. (F = 0.340 , df =120, sig= .561)

4.3.2 The relationship between the type of award and the educational level

Table 27: The relationship between the type of award and the educational

Tests of Between-Subjects Effects

Dependent Variable: awardtype

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.172[a]	11	.197	.856	.585
Intercept	27.569	1	27.569	119.540	.000
Edu level	.964	2	.482	2.090	.129
eduyears	.610	4	.153	.661	.620
edu * eduyears	.910	5	.182	.789	.560
Error	24.446	106	.231		
Total	225.000	118			
Corrected Total	26.619	117			

a. R Squared = .082 (Adjusted R Squared = -.014)

Source: researcher

Based on the value of Sig more than 0.05, the null hypothesis is accepted: that there is no significant correlation between award type and educational level and years of service

.

(F =.789, **df** =118, sig= .560) .

4.3.3 The relationship between strategic elements and strength and opportunities

To test the correlation between the independent variable: (the elements of strategic planning), and dependent variables: (Strength and Opportunities). **Spermann-** correlations used .

Table 28 : Spermann correlations between strategic elements and Strength and opportunities elements

			avgse	avgso
Spearman's rho	Average of strategic elements	Correlation Coefficient	1.000	.570[**]
		Sig. (2-tailed)	.	.000
		N	118	118
	Average of strength	Correlation Coefficient	.570[**]	1.000
		Sig. (2-tailed)	.000	.

and N Opportunities		118	118

**. Correlation is significant at the 0.01 level (2-tailed).
Source : researcher

Based on the results of the Spearman correlation represented in table above, there is a moderate correlation between the elements of strategic planning and strengths and opportunities, (Correlation Coefficient = .570) . Since the value of Sig = .000 is less than 0.05, it accepts the alternative hypothesis: there is a significant correlation between the elements of strategic planning for the International School Award and the strengths and opportunities of the International School Award 2018.

4.3.4 The effect of Aspiration and result on achieving international goals of education and effects on ISA participated school.

To study the Relationship between Aspiration and Results as Strategic planning analysis tools as independent variable and both achieving international goals of education, and positive effect of international school award on participated schools represented in academic and administrative staff

Table29: ANOVA test of Aspiration and result on achieving international goals of education and effects on ISA participated school.

ANOVA

		Sum of Sqruares	df	Mean Square	F	Sig.
avgig	Between Groups	9.982	13	.768	3.406	.000
	Within Groups	23.448	104	.225		
	Total	33.430	117			
avgpa	Between Groups	5.579	13	.429	2.024	.026
	Within Groups	21.843	103	.212		
	Total	27.422	116			

Based on the value of Sig for both international goal achieving in education is less than 0.05 (sig = 0,000) and of partnership effects on participated schools represented in academic and administrative staff is less than 0.05,(sig = 0,026) , the null hypothesis is rejected and alternative hypotheses is accepted .   that mean there is significant correlation between **The effect of Aspiration and result   as strategic planning analysis tool   on achieving international goals of education and effects on ISA participated school.**

 . (**df** =117 , sig= .000) (df = 116, sig = 0,026)

4.3.5 The role of strategic planning on International School Award in Palestinian school

One-sample t- test used to verify the role of strategic planning on International School Award in Palestinian school, and Achieving international education goals, and strategically analyzing the way SOAR Analysis.

Table 30 : one sample T-test statistics of the role of strategic planning in ISA 2018- 2021

Items	N	Mean	Std. Deviation	T-Value	df	Sig	Results
The reality of strategic planning of ISA	121	4.3695	0.40811	117.774	120	.000	Accept Ha-1
Elements of strategic planning of ISA	121	4.1438	0.41891	108.812	120	.000	Accept Ha-2
International Education Goals and ISA	121	4.3306	0.53392	89.219	120	.000	Accept Ha-3
Aspiration and Result of ISA	121	4.2468	0.40991	113.962	120	.000	Accept Ha-4
Strengths and Opportunities of ISA	121	4.0270	0.42521	104.178	120	.000	Accept Ha-5
Impact of partnerships on ISA school	121	4.3011	0.48227	98.102	120	.000	Accept Ha-6
Obstacles Facing Implementation of the ISA	121	3.4262	0.61112	61.671	120	.000	Accept Ha-7

Significant at level (p<0.05)
Source: Researcher

The above table illustrated that, "The reality of strategic planning of ISA" is

 (**M**=4.3695, **SD**=.40811, **t** =117.774, **df** =120,p-value= .000) and " Elements of

strategic planning of ISA" is (**M**=4.1438, **SD=**.41891, **t** = 108.812, **df** =120,p-value=

.000) .

That mean the result support the alternative hypotheses (Ha-1) for "Elements of

strategic planning of ISA", because the P-value of the test is less than (0.05 level) thus

we can see that strategic planning reality and elements enhance the International School Award "ISA".

The elements of "International Education Goals and ISA" of (**M**= 4.3306, **SD** = 0.53392 **t** = 89.219, **df** =120, **p-value**= .000) which mean that the result support the alternative hypotheses (Ha-1) for "International Education Goals and ISA ", because the P-value of the test is less than (0.05 level) thus we can see that International School Award achieved the international education goals.

"Strengths and Opportunities of ISA" of (**M**= 4.0270, **SD** = 0.42521, **t** = 104.178, **df** =120,p-value= .000) and " Aspiration and Result of ISA " of (**M**= 4.2468, **SD** = 0.40991, **t** = 113.962, **df** =120, p-value= .000). That mean the result support the alternative hypotheses, (Ha-1) for " of strength, opportunities, results and aspiration of ISA". That due to P-value of the test is less than (0.05 level), thus we can see that That International School Award has strength, opportunities, aspiration, and results that reflect the strategic analysis tools "SOAR" analysis, which is a new strategic analysis tool focus on positive direction.

" Impact of partnerships on ISA school " of (**M**=4.3011, **SD** = 0.48227, **t** = 98.102, **df** =120,p-value= .000). That mean the result support the alternative hypotheses, (Ha-1) for " Impact of partnerships on ISA school ". That due to P-value of the test is less than (0.05 level), thus we can see that International School Award has strong effects on the ISA academic and administrative staff in the schools.

" Obstacles Facing Implementation of the ISA " of (**M**=3.4262, **SD** = 0.61112, **t** = 61.671, **df** =120,p-value= .000). That mean the result support the alternative hypotheses, (Ha-1) for

"Obstacles Facing Implementation of the ISA ". That due to P-value of the test is less than (0.05 level), thus we can see that International School Award has moderate obstacles faced the participant of International School Awards.

most of samples are " Less than 3 meetings " with a percentage of 71.9 % then "3-5 meatings " with a percentage of 26.4 % then " More than 5 meetings " with a percentage of 1.7 % .

4.4 Discussion of Results

This chapter explains the results and findings of the study. It also examines the demographic data and general information analysis , which represent: gender, age, academic qualification, specialization, social status, school type (government, UNRWA, private), The nature of participation in the international school project, Governorate, school type (Basic minimum, Basic secondary, secondary), experience in education, the number of meetings or workshops attended by the award coordinator in the Ministry, and the type of prize we received.

In addition to the data connected to strategic planning, the internationalization of educations and the International School Award affect the academic aspect of the administration staff in the ISA schools, in addition to the obstacles of the ISA project in the Palestinian Schools.

Females' percentage is **(82.6 %)** as the males' percentage is **(17.4 %)**. Most of study sample range in age (from 30 to 40 years) as it is about (49.6 %), followed by (from 41 to 50 years) with a percentage of (26.4 %), then (Less than 30) with a percentage of (14 %), then (More than 50 years old) with a percentage of (9.9 %).

Most of the samples are holders of Bachelor's degree making a percentage of 81.8%, then the holders of the Master's degree making 15.7 %, then the Diploma degree of 2.5 %.

Most of the samples are holders of degree Social and Human Sciences in a percentage of 53.7 % then holders of Natural Sciences in a percentage of 46.3 %.

According to the social status, most of the samples are married with a percentage of 84 %, then Single with a percentage of 13.2 %, then others with a percentage of 2.5 %.

Most of the samples are **from Jenin** with a percentage of 44.6 %, then from North Gaza with a percentage of 8.3 %, followed by Hebron, Nablus, and Qalqilya with the same percentages of 6.6 %. The percentages following that are from Bethlehem and Central Gaza with a percentage of 5.8 %, then Tulkarem and Khan Younis with a percentage of 4.1 %, then Rafah with a percentage of 3.3 %, then Ramallah and Bireh with a percentage of 2.5 %, then Salfit with a percentage of 1.7 %. According to most of the samples, they are Full Awards with a percentage of 71.9 %, then Intermediate Award with a percentage of 28.1 %.

The previous data collected by questionnaires related to the research objectives.

The findings show the following: **first** of all: strategic planning reality and elements enhance the International School Award. **Second**: International School Award has strong effects on the ISA academic and administrative staff in the schools. **Third:** participant of International School Award face moderate obstacles.

The most important obstacles face the ISA 2018 Schools are: Failure to provide a dropout of the quota of school quotas, especially for the international coordinator of projects and the absence of specialized personnel in the school management and implementation of projects and competitions.

According to correlation test and ANOVA test that looking for the relationship between variables related to the study. First of all :There is no significant relationship between gender and award type, second :there is no significant relationship between award type and educational level and the experience in education of participants.

Third : there is a significant relationship between the effect of aspiration and results as a strategic analytical tool, and achieving international goals of education and effects on ISA participants.

Fourth : there is a significant correlation between the elements of strategic planning concern ISA 2018 , and achieving strength and opportunities .

Fifth : there is a moderate correlation between the existence of internationalization of education goals concern to international school award and the effect of local and international partnership on the participants of ISA 2018.

5.1 Conclusion of the study

This chapter examines the conclusion and recommendation of the study results and findings. It consists of the conclusion, limitations of the study, and the

recommendations for the Ministry of Education and UNRWA to enhance the performance of the International School Award in Palestine.

This research studied the role of strategic planning in enhancing international education in the Palestinian school, the International School Awards as a case study.

From the theoretical approach, the study focused on several axes. **First of all:** Strategic Planning, its stages and elements. The strategic analysis tools focus on SOAR analysis as a positive tool. **Second:** internationalization of education with its international goals, affects the knowledge, skills and attitudes, in addition to the theories of internationalization of education. **Third**: International School Award, as one of the projects of the British Council in the world in general and in Palestine in particular.

This research focused on the International School Award in Palestine for the year 2018, based on the interviews with specialists from the Palestinian Ministry of Education, UNRWA and the British Council in Palestine. Reviewed the most important objectives of the award , which are in line with the objectives of international education, in addition to the positive effects of the award, on both teachers and principals of participating schools and students.

- **Strategic planning** is an important demand real foundation that leaves a sensible balance between the strategic framework and the strategic approach, in order to achieve the objectives of the best standards of accomplishment.

- **Vision, mission**, and values play a part in the organizational strategy process. The basic building blocks of values such as honesty, integrity, respect, and professional behavior are combined and developed into the mission statement of what the organization is all about.

- " Culture distance " that describes as "the software of the mind ", is a major advantage of international strategy.

- International School Awards "ISA": is an accreditation program recognizing good practice in cooperating the international dimension introduced by the British Council.

- Palestine scored a record 125 schools won the International School Award (ISA) for the year 2018, including (68) government and (57) of UNRWA, pointing out that the number of Palestinian schools winning more than the total schools winning from the Arab world.

- Palestinian schools in The West Bank and The Gaza Strip had clear international goals and policies, and clear implementation plan, and the principles of strategic planning in order to obtain the International School Awards 2018-2021.

In this part the researcher summarized the end results of each part and construct of the questionnaire, answer study questions and results of hypothesis:

1. Most of the participants are Females, with percentage is (82.6 %) as the male's percentage is (17.4 %).

2. Most of study sample range in age (from 30 to 40 years) as it is about (49.6 %) then (from 41 to 50 years) with a percentage of (26.4 %) then (Less than 30) with a percentage of (14 %), then (More than 50 years old) with a percentage of (9.9 %).

3. Most of the samples are holders of a Bachelor's degree in a percentage of 81.8 % then holders of Master degree in a percentage of 15.7 % then Diploma degree of 2.5 %.

4. Most of the samples are holders of degree in Social and Human Sciences in a percentage of 53.7 % then holders of Natural Sciences in a percentage of 46.3 %.

5. According to Social status, most of the samples are married with a percentage of 84%, then single with a percentage of 13.2% then Others with a percentage of 2.5%.

6. That most of the samples are from Jenin with a percentage of 44.6%, then North Gaza with a percentage of 8.3% then Hebron, Nablus, and Qalqilya with the same percentage of 6.6%, then Bethlehem and Central Gaza with a percentage of 5.8% then, then Tulkarem and Khan Younis with a percentage of 4.1%, then Rafah with a percentage of 3.3%, then Ramallah and Bireh with a percentage of 2.5%, then Salfit with a percentage of 1.7%.

7. According to most of the samples, they are Full Awards with a percentage of 71.9%, followed by Intermediate Award with a percentage of 28.1%

8. Strategic planning reality and elements enhance the International School Award "ISA".

9. International School Award achieved international education goals.

10. International School Award has strengths, opportunities, aspirations, and results that reflect the strategic analysis tools "SOAR" analysis, which is a new strategic analysis tool to focus on the positive direction.

11. International School Award has positive effects on the ISA academic and administrative staff in the schools.

12. The participants of the International School Awards face moderate obstacles.

13. The most important obstacles face the ISA 2018 Schools are: Failure to provide a dropout of the quota of school quotas, especially for the international coordinator of projects and the absence of a person specialized in the school management and implementation of projects and competitions.

14. There is no significant relationship between gender and award type.

15. There is no significant relationship between award type and educational level and the experience in education of participants.

16. There is a significant relationship between the effect of aspiration and results as a strategic analytical tool, and achieving international goals of education and effects on ISA participants.

17. There is a significant correlation between the elements of strategic planning concern ISA 2018 , and achieving strength and opportunities .

18. There is a moderate correlation between the existence of internationalization of education goals concern to international school award and the effect of local and international partnership on the participants of ISA 2018.

5.2 Suggestions of the study

There are some suggestions in order to improve the ISA , summarized as below :

1. A proposal should be submitted to ministry of education, before starting any activities concerning of ISA

2. Increase support, practical and awareness for the partners of ISA: Most of the schools had about 85 % less than three times of awareness meetings.

3. Appointing a specialized person to implement pilot projects in schools: there was no person specialized in the schools.

4. Decrease the work load at the school for persons involving gin these activities.

5.3 Limitation of the study

1.There was no clear official statistics about the results of ISA in West Bank and Gaza strip, since ISA starts in West Bank and Gaza strip at 2014.

2.Difficulties to reach all the schools in West Bank and Gaza strip.

3.ISA 2018, there was no clear data About the winning schools according to type of award, full award, intermediate award in west Bank, but in Gaza strip the data was existing.

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https://ramallah.news/post/113298/.

Personal Interviews

Name	Job title	Enterprise	Place	Date	Time
Ghassan Rashid	General Coordinator of the International School Award at the Ministry of Education and Higher Education	Palestinian Ministry of Education	Jenin	25.01.2018	60Minutes
Dr. Basri Saleh	Undersecretary of the Ministry of Education and Higher Education	Palestinian Ministry of Education	Ramallah	05.11.2018	15Minutes
Dr. Sabri Saydam	Minister of Education and Higher Education	Palestinian Ministry of Education	Ramallah	12.12.2018	30Minutes

Martin Daltry	Director, British Council in Palestine	British Council in Palestine	Ramallah	12.12.2018	20Minutes
Suha Daoud	Deputy Director of Education	UNRWA- **Gaza**	Ramallah	12.12.2018	15Minutes
Mohammed Salameh	Deputy Director of Education	UNRWA **- Gaza**	Ramallah	12.12.2018	20Minutes

Arab American University

Master of Strategic Planning and Fundraising, Graduated Studies

THE ARAB AMERICAN UNIVERSITY

الجامعة العربية الأمريكية

استبيان

تقوم الباحثة بإعداد مذكرة ماجستير بعنوان: **دور التخطيط الاستراتيجي في تطوير التعليم الدولي لدى المدارس الفلسطينية ، دراسة حالة: جائزة المدرسة الدولية 2018-2021.** ويقصد بالتعليم الدولي عملية تبادل بين الدول ، للطلاب ، المعلمين ،المناهج ، المصادر بشرية ، المعرفة والمهارات، من أجل تطوير الفهم للعالم من خلال التعليم. ويقصد بجائزة المدرسة الدولية هي برنامج إعتماد دولي يمنحها المجلس الثقافي البريطاني ، لتقدير الممارسة الجيدة التي تدمج الألبعاد الدولية في المدراس، من خلال شراكات محلية ودولية موثقة بين المدارس ، وتبادل الأنشطة بينها. يرجى من حضرتكم المساهمة في إنجاح هذه الدراسة و ذلك بالإجابة بكل موضوعية على كافة في الخانة التي تتفق مع رأيكم، علما بأن هذه المعلومات ستستخدم (X)الأسئلة، وذلك بوضع علامة لغرض البحث العلمي فقط.

نشكر لكم مقدما جهودكم و حسن تعاونكم

الطالبة: صيدا بديع عويس

أولاً: المعلومات العامة (General Information):

السؤال	الرمز
الجنس □ أنثى □ ذكر	1
العمر بالسنوات □ أقل من 30 □ 40-30 □ 50-41 □ أكثر من 50	2
المستوى التعليمي □ دبلوم □ جامعي □ دراسات عليا	3

4	
	التخصص ☐ علوم طبيعية ☐ علوم اجتماعية وإنسانية
5	الحالة الاجتماعية ☐ متزوج ☐ أعزب ☐ غير ذلك
6	نوع المدرسة ☐ حكومة ☐ وكالة غوث ☐ خاصة
7	طبيعة المشاركة في مشروع المدرسة الدولية: ☐ منسق دولي ☐ معلم مشرف على مشروع فرعي ☐ مدير مدرسة
8	المحافظة: ☐ القدس ☐ بيت لحم ☐ الخليل ☐ رام الله والبيرة ☐ نابلس ☐ سلفيت ☐ قلقيلية ☐ طولكرم ☐ جنين ☐ أريحا والأغوار ☐ شمال غزة ☐ غزة الوسطى ☐ خان يونس ☐ رفح
9	نوع المدرسة: ☐ أساسية دنيا (1-4) ☐ أساسية عليا (5-9) ☐ ثانوية ملاحظة: يحدد نوع المدرسة أكبر صف في المدرسة ، الرجاء اختيار نوع واحد فقط
10	الخبرة في التعليم: ☐ 1-5 سنوات ☐6-10 سنوات ☐ 11-15 سنة ☐ فوق 15 سنة

					السؤال	الرمز
					عدد اللقاءات أو ورش العمل التي حضرتها بالنسبة للجائزة من قبل منسق الجائزة في الوزارة ☐ أقل من 3 لقاءات ☐ 3-5 لقاءات ☐ أكثر من 5 لقاءات	11
					نوع الجائزة التي حصلنا عليها ☐ جائزة كاملة Full Award ☐ جائزة متوسطة Intermediate Award	12

أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة	السؤال	الرمز
					أدرك أن التخطيط الإستراتيجي عملية متكاملة	1
					تكمن أهمية التخطيط الإستراتيجي في وضع أهداف مستقبلية واضحة	2
					يزيد التخطيط الإستراتيجي الوعي بالبيئة الداخلية والخارجية المحيطة	3
					يوفر التخطيط الإستراتيجي تنسيق وتعاون بين فعاليات المشروع	4

					يوفر التخطيط الإستراتيجي مهارات الإتصال والتواصل بين القائمين على المشروع	5
					يقلل التخطيط الإستراتيجي مقاومة التغيرات في البيئة المحيطة	6
					يدعم التخطيط الاستراتيجي أداء المشروع أو المؤسسة	7

ثانيا: واقع التخطيط الإستراتيجي في مشروع جائزة المدرسة الدولية لدى المدارس الفلسطينية

ثالثا: عناصر التخطيط الإستراتيجي لدى مدارس جائزة المدرسة الدولية

أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة	السؤال	الرمز
					رسالة جائزة المدرسة الدولية واضحة بالنسبة لي من حيث المرامي والمضامين	1
					هناك رؤية واضحة لجائزة المدرسة الدولية	2
					أهداف جائزة المدرسة الدولية (المواطنة العالمية وإغناء التعليم) واضحة بالنسبة لنا	3
					عرفنا أصحاب المصلحةStakeholderوعلاقتهم بنا في جائزة المدرسة الدولية	4
					هناك نقاط قوة في مدرستنا أسهمت في الحصول على جائزة المدرسة الدولية	5
					تم مسح البيئة الداخلية للمدرسة المشاركة والبيئة الخارجية المحيطة	6
					حللنا البيانات اللازمة للبدء بالمشروع	7
					طورنا خطة عامة للفعاليات المشاركة في جائزة المدرسة الدولية في مدرستنا	8

						9
					اتبعنا أفضل الطرق لتنفيذ أنشطة المشاريع المشاركة	
						10
					طورنا خطة تنفيذية والية متابعة لتلك الخطة	

رابعا: أهداف التعليم الدولي وجائزة المدرسة الدولية

أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة	السؤال	الرمز
					طور التعليم الدولي المعرفة من خلال فهم تاريخ وثقافة المجتمعات الأخرى	1
					أضاف التعليم الدولي التوجهات من خلال احترام الاختلافات والقيم لدى الشعوب الأخرى	2
					نما التعليم الدولي المهارات من خلال تشجيع التفكير والعمل ومهارات التواصل واللغة وأخلاقيات العمل	3
					اشتمل مشروع جائزة المدرسة الدولية على محاور التعليم الدولي: المنهاج ، الطلاب، المعلمون ، الإدارة	4
					يحقق التعليم الدولي حق التنمية وحق التعليم	5
					يحقق التعليم الدولي ربط المؤسسات التعليمية في الدول المتطورة مع الدول النامية ، من خلال وثيقة تعاون وشراكة	6
					يساعد التعليم الدولي الطلاب في كيفية التعامل مع مجتمع دولي كبير ومواطنة عالمية	7
					يسهم التعليم الدولي في مواجهة التغيرات المحيطة مثل: التكنولوجيا وبناء القدرات وزيادة المعرفة	8
					شجع التعليم الدولي التعاون الفكري والمعرفي	9

خامسا: النتائج والطموحات Aspiration and Result الخاصة بجائزة المدرسة الدولية

أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة		السؤال	الرمز

					بشدة	
					لدى المدرسة حساب على موقعschool online البريطاني التابع للمجلس الثقافي البريطاني	1
					السياسة الدولية في التعليم واضحة بالنسبة لي	2
					هناك شراكات محلية موثقة وشراكات دولية لا تقل عن 30% من مجموع الشراكات	3
					هناك أنشطة موثقة بالصور لأنشطة مدرستنا وأنشطة المدارس الشريكة	4
					هناك مشاهدات للأنشطة موثقة بالصور من مدرستنا لأنشطة المدارس الشريكة	5
					هناك مشاهدات موثقة بالصور من المدارس الشريكة لأنشطة مدرستنا	6
					الافاق المستقبلية للحصول على جائزة المدرسة الدولية كانت واضحة منذ البداية	7

سادسا: تحليل نقاط القوة والفرص Strength & Opportunities المتاحة في جائزة المدرسة الدولية 2018-2021

أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة	السؤال	الرمز
					هناك طاقم عمل إداري وأكاديمي متعاون في المدرسة	1
					نموذج الخطة العامة للمشاريع كان جاهزة قبل البدء بالمشاريع	2
					هناك خطة فردية واضحة الأهداف لجميع المشاريع جاهزا قبل البدء بالمشاريع	3
					شارك في اعداد الخطة العامة للمشاريع مدير المدرسة والمنسق الدولي ومشرفي المشاريع	4
					تم تنفيذ المشاريع موزعة على مدار العام الدراسي حسب الخطة العامة للمشاريع	5
					وقت تسليم الملف النهائي للجائزة كان مناسبا	6
					سبق وأن شاركت في جائزة المدرسة الدولية في الدورات السابقة للجائزة	7
					أكثر من 50% من المشاريع المقدمة من قبل المدرسة كانت دولية	8

					السؤال	الرمز
					ساعدت وسائل التواصل الاجتماعي في الاتصال والتواصل مع الشركاء	9
					تم استخدام اللغة الإنجليزية في التواصل مع الشركاء الدوليين	10
					تلقينا تدريب ومتابعة من قبل الجهات المشرفة على الجائزة	11

سابعا: أثر الشراكات المحلية والدولية في جائزة المدرسة الدولية على المدرسة وكادرها الأكاديمي والإداري

أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة	السؤال	الرمز
					زادت معرفتي بثقافات الشعوب الأخرى	1
					شجعت المشاركة في جائزة المدرسة الدولية على التفكير خارج حدود فلسطين	2
					زادت معرفتي لعادات وتقاليد الشعوب الأخرى من خلال المشروع الخاص بالتراث	3
					المشاركة في جائزة المدرسة الدولية ساهم في بناء علاقات طويلة الأمد مع الشركاء من داخل وخارج فلسطين	4
					المشاركة في جائزة المدرسة الدولية ساهم في الارتقاء المهني للمدراء والمعلمين	5
					المشاركة في جائزة المدرسة الدولية ساهم في تبادل الخبرات والأساليب التعليمية بين المعلمين	6
					المشاركة في جائزة المدرسة الدولية ساهم في رفع مستوى الثقافة لدى الطلاب	7

ثامنا: المعيقات التي واجهت تنفيذ جائزة المدرسة الدولية ISA

أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة	السؤال	الرمز
					ضيق الوقت المتاح لتنفيذ الأنشطة المنهجية الخاصة بمشاريع جائزة المدرسة الدولية	1
					عدم الالتزام من الشركاء بتبادل صور الأنشطة والمشاهدات في وقتها المحدد	2

					عدم توفير تفريغ من نصاب الحصص المدرسية، خاص بالمنسق الدولي للمشاريع	3
					عدم وجود شخص متخصص في المدرسة بإدارة وتنفيذ المشاريع والمسابقات الريادية	4
					الخطة العامة للمشاريع لم تكن جاهزة في وقتها المحدد ، وقبل البدء بتنفيذ المشاريع	5
					عدم التمكن من تنفيذ أنشطة المشاريع في الوقت المخطط له مسبقا	6
					عدم توثيق أنشطة المشاريع أولا بأول	7

Action Plan of ISA: For the full prize 2018-2021

This section describes the partnership inside and outside Palestine. The content information of partners outside Palestine is listed below. A short list of the content information of the inside partners is included as well. This British Council provides this form as a donor of the ISA project. An example of part of an action plan of Qadoura Mousa School achievement file [82] is the following:

School Name	Qadoura Mousa Girls School
Reference number for your school with the government	10111059

contact details	
Your name	Sayda Badee Alawneh

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[82] Qadoura Mousa School Achievements file, 2018-2021.

International Coordinator – Technology Teacher	Your position
Schools district - next to Central Health - Eastern Region – Jenin – Palestine	**School Address**
Emo1165@yahoo.com	**E-mail**
00972598496047	Telephone Number

Partner schools within the country

If you do not have a partner school, visit the British Council's Online Schools website to find a partner. Then fill out this section (http://schoolsonline.britishcouncil.org/partner-with-a-school)

0 to this date, I have an account on Schools online and send partnerships request, but have no answers, our director said that Facebook groups are enough.	*How many schools have you established new partnerships within your* country Online Schools؟

Kofl Hares primary girls School – Salfeet	School Name (1)
Sarah Abu Yaqoup	Contact name
Teacher	Position
Salfeet – Palestine	School Address
sy118078@gmail.com	E-mail
092513529/ 0568260225	Telephone number
Emails, Facebook Massrngers, Facebook Group, Mobile phone	Summarize all the types of communication

Asmaa Primary Girls School (B) for Refugees	School Name (2)

Dina Abu Daieh	Contact name
Teacher – International coordinator	Position
Gaza – Palestine	School Address
dinadodo2005@hotmail.com	E-mail
, 082836222 0594260500	Telephone number
Emails, Facebook Messenger, Facebook Group Mobile Phone	Summarize all the types of communication you have had with this partner

Kofr Tholoth Secondary School – Qalqeliah	School Name (3)
Heyam Kholy	Contact name
Teachers of social science	Position
Kofr Tholoth – Qalqeliah	School Address
hiyamkhooly@gmail.com	E-mail
0599536201	Telephone number
Emails, Facebook Massrngers, Facebook Group Mobule Phone	Summarize all the types of communication you have had with this partner

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Your current activities with partner schools within the country

Describe your current activities with each partner school (maximum 200 words)

Partner schools at the international level

0 to this date, I have an account on Schools online and send partnerships request, but have no answers, our director said that Facebook groups are enough.	*How many schools have you established new partnerships within your country* Online Schools?

Al Naser Primary Girls School	School Name (1)
Sahar Mohammad	Contact name
International Coordinator - Teacher	Position
Baghdad- Iraq	School Address
sarahmuhammed01@gmail.com	E-mail
009647712890069	Telephone number

Emails, Facebook Messengers, Facebook Group	Summarize all the types of communication you have had with this partner

Dar Al Maaref Primary School	School Name (2)
Aya Majed	Contact name
Teacher	Position
Baghdad - Iraq	School Address
Ayamajed13@gmail.com	E-mail
009647713891066	Telephone number
Emails, Facebook Messengers, Facebook Group	Summarize all the types of communication you have had with this partner

Gimnaziale School Nr. 117, Bucharest	School Name (3)
Olimpia Ivan	Contact name
International Coordinator	Position
Bucharest city/Romania	School Address
olimpia.ivan@gmail.com	E-mail

0040214302040	Telephone number
Emails, Facebook Messengers, Facebook Group	Summarize all the types of communication you have had with this partner

Your current activities with partner schools outside Palestine the country

Describe your current activities with each partner school (maximum 200 words)

Activities	School Name
We have established a partnership with Al Naser Primary Girls School in the "Ezzati Heritage" activity through the preparation of popular Palestinian dishes and Palestinian sweets, and the Palestinian Dabkeh, which will be displayed on the open day in mid-April, in addition to the revival of Palestinian dress on many national occasions, the partner school perform an activity of Iraq traditional dress and visit to museum and we exchange the pictures as evidence and to exchange the cultures of two countries .	Al Naser Primary Girls School Baghdad – Iraq
This school participate with us in "My environment is my inspiration ", we exchange pictures of using old frames in the garden of the school and education aids on the wall of the schools and gardens inside the school, in addition to "Strength me find me " in exchange pictures of visit to hospital in Baghdad and for us the visit of Al Amal School to our school, and other activities.	Dar Al Maaref Primary School Baghdad – Iraq
We participated in the activities of the heritage and the effectiveness of "Olive Tree Palestine", through the preparation of topics from the establishment of students on the importance of the olive tree in Palestine, and drawing paintings that reflect the importance of the olive tree in Palestine and presented to students and explain the important synonyms in English and the presentation of a video in English about Subject and exchange pictures with the International Coordinator of the school and presented to students in both the schools.	Gimnaziale School Nr. 117, Bucharest

Your planned activities with partner schools at the international level.

(The researcher opted to choose an example of one Activity from 9 "My heritage is my Dignity")

Sample of General plan of ISA projects [83]

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[83] Qadoura Mousa School ISA Achievements File, pages 44-46

Completed activities (الأنشطة المنفذة)	Time and duration (التوقيت و المدة)	Partner schools (If there are partners) And States (المدارس الشريكة)
1. Popular Palestinian food. 2. Visit to the Museum of Heritage and visitors center of Jenin. 3. Hosting the Palestinian Tantura Theater to revive the Palestinian heritage and the right of return and the abandoned Palestinian cities to present a play for all the students of the school. 4. Dabkeh Palestinian folklore that will be presented on the open day. 5. Draw traditional paintings	2017 – 10 – 15 2018- 4 – 15	- Al-Naser school – Baghdad Iraq - Kofl Hares – Salfeet
1. Wallpapers f basic concepts in the science of element codes 2. Wallpapers Multiplication tables and equations in mathematics. 3. Decorate the home garden with reusable cars frames. 4. Angle "garden technology" to apply agriculture technology.	2017– 15 - 10 - 3–15 2018	- Al-Naser Middle school - Baghdad - Iraq - Walid Abu Mois - Jenin - Abu Dhar al-Ghafari-Tubas
1. Implementation of the campaign "Dad read me. 2. Visit the Book Fair. 3. Implementing classes to write student projects. 4. An explanatory tool for the importance of reading.	– 10 – 5 2017 - 2 – 28 2018	- Kofor Tholoth Girls school - Palestine - School of the males of Tiberias. - - Beit Sahour (Wafaa Naeem)
1. A group breakfast for 8th grade students will be accompanied by a distribution of health food and meal hazards. 2. Preparation of healthy meals: salted and lentil soup. 3. A group breakfast for all school girls in coordination with the school canteen and the mothers council.	1 /10 /2017 – 14/12/20 17	- Carmel School - Bethlehem - Girls of Cordoba secondary - Nablus

Completed activities (الأنشطة المنفذة)	Time and duration (التوقيت و المدة)
1. The terms of the olive tree in Palestine. 2. Technical paintings of the students' performance around the olive tree in Palestine. 3. the olive tree in Palestine. Structural topics on the importance of the Palestinian olive tree. 4. English bulletins on the importance of Palestinian olive oil and its features.	10-11-2017 25-12-2017
1. implementation of three-dimensional engineering models for the seventh grade. 2. The play of geometric shapes and illustrated graphically g 3. Implementing ponds with different geometric shapes and planting plants in them. 4. Measure the slope and lengths of straight segments in the geometric shapes in the school playgrounds.	2017– 10-14 2017 - 11– 13
1 Installation of electronic circuits for the sixth grade and the work of a simple electronic project. 2. Computerized presentation of Android and teaching aids, installation and operation of a simplified model of the robot. 3. Installation of circuits for the ninth grade "light signal and the dice"	– 10-14 2017 - 12– 13 2017

Date	Activities				
14/10/2017 - 13/12/2017	1. Installation of electrodes and switches using electrical models. 2. Models showing the main distribution panel. 3. Measurement of different electrical values using different measuring devices.				
2/10/2017- 20/2/2018	1. the integration of new students from the sixth grade at the beginning of the academic year. 2. Hosting the Hope School - Down Syndrome students and performing recreational activities in cooperation with the Guidance Committee and the eighth grade students. 3. Internet security play shield display and prevention for schoolgirls. 4.Mural Success Formula	√		√	

Sample of Individual Plan[84]

	1	

Activity number **Individual Plan**

School Name		Country	
	Qadoura Mousa Elementary Girls School		Palestine

Title of the activity:	My Heritage is My dignity activity (15/10/2017-15/04/2018)
Teacher responsible :	Rania Orouq
Other staff involved :	Lina Hamdan, Iman Natour, Najwan Souqi
Principal subjects involved :	Social Sciences, Arabic Language,Computer, Arts, Arabic Language
Other subjects involved :	Physical Education, English Language, Art Education
Brief details of the aim, content and outcomes of the activity :	The importance of heritage is essential to every aspect and interaction in our everyday lives, At the school level Heritage is one of the important subjects of history education, national education, vocational education and sports, the recruitment of sports movements in popular Dabkeh and folklore performances. The heritage of nations is one of the pillars of its cultural identity and the title of its pride in its civilization in its history and present. The cultural heritage of nations has long been a source of

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	inspiration and a vital source of contemporary creativity
	<u>The goal of an Activity :</u>
	To revive Palestinian heritage and to identify the cultures of other countries such as Iraq's heritage.
	We use heritage in daily life and events to revive heritage, through a range of sub-activities that include:
	1. Prepare Popular Palestinian food.
	2. Visit the Museum of Heritage and visit the centre of Jenin.
	3. Hosting the Palestinian Tantura Theater to revive the Palestinian heritage and the right of return and the abandoned Palestinian cities to present a play for all the students of the school.
	4. Dabkeh Palestinian folklore that will be presented on the open day.
	The outputs of sub-activities are:
	1-Introducing students to the Palestinian and heritage
	2. Introduce students to the heritage of other countries and exchange information about heritage, like Iraq.
	3- Connect students to their community and to their country and the concept of world heritage.
Impact of activity undertaken (i.e. on pupils, learning, engagement,	- Raising awareness of global heritage. - Raising awareness of our Palestinian Heritage. - Improving Drawing Skills. - Developing international culture. - Developing the teamwork spirit. - Developing the spirit of work within the deepening of the

school, local community, global citizenship, your school partnerships, and professional development.	students' belonging to Palestine. - Fostering the concept of heritage in the Palestinian curriculum.
Partner school name / s :	1. Al-Naser Primary School 2. Kofr Hares Primary School 3. Kofr Tholoth Primary School
Partner school country / s	1. Iraq- Baghdad 2. Palestine -Selfeet 3. Kofr Tholoth - Qalqeeliah
Dates of activity :	15 / 10/ 2017 - 15 /4/2018

The number of pupils in the school involved in this activity :	280	**The total number of pupils in the school.**	363
Age of pupils involved :			11,12,13

Copies of evidence included :	Pictures of our activities and partners pictures and observations. ISA Teacher Evaluation Form, ISA Visitor Evaluation Form, ISA Young Person Evaluation Form, ISA Parent Evaluation Form

Number and type of evaluation	**Pupil**	**Teacher**	**Parent**	**Visitor**

forms	2	1	2	1

الملخص

التعليم حق إنساني واحتياجات أساسية لكل إنسان ؛ وخاصة التعليم المدرسي. من أجل تطوير التعليم في فلسطين ،

ينبغي أن يكون لديها استراتيجيات واضحة لمتابعة وتقييم عملية التعليم لدينا. أحد مشاريع المجلس الثقافي البريطاني

بالتعاون مع وزارة التعليم والتعليم العالي في فلسطين هو: "مشروع جوائز المدارس الدولية (ISA)". أحد الأهداف

الرئيسية لمعايير ISA هو التعاون والشراكة بين المدارس الفلسطينية والمدارس الأخرى من فلسطين وخارج فلسطين.

تتمثل مشكلة البحث في معرفة ما إذا كان للتخطيط الاستراتيجي تأثير على جائزة المدرسة الدولية (-2018 ISA) 2021. أظهرت النتائج أن أهداف جائزة المدرسة الدولية ، تمشيا مع أهداف التعليم الدولي. لـ ISA تأثير إيجابي على كل من المعلمين ومديري المدارس وطلاب المدارس المشاركة. تشتمل عملية الجائزة الدولية للمدرسة لعام 2018 في فلسطين على عناصر التخطيط الاستراتيجي ، بالإضافة إلى العقبات المعتدلة التي يواجهها المشاركون في جوائز المدارس الدولية 2018. أوصي ببحثي: تعيين شخص متخصص لتنفيذ مشاريع رائدة في المدارس ، في بالإضافة إلى التسرب من حصة الحصص المدرسية وخاصة بالنسبة للمنسق الدولي لمشروع ISA.

تشير نتائج البحث إلى أنه لا توجد علاقة بين الجنس ونوع الجائزة للمشاركين في جائزة المدرسة الدولية ، وأنه ليس هناك علاقة بين نوع الجائزة والمستوى التعليمي والخبرة في تعليم المشاركين ، وهناك علاقة قوية بين تأثير الطموح والنتائج باعتبارها أداة تحليل استراتيجي ، وتحقيق الأهداف الدولية للتعليم والآثار على المشاركين ، هناك علاقة كبيرة بين عناصر التخطيط الاستراتيجي في مشروع الجائزة للعام 2018 وتحقيق القوة والفرص ، وبالإضافة إلى ذلك هناك علاقة معتدلة بين تدويل الأهداف التعليمية و وتأثير الشراكة المحلية والدولية على المشاركين في الجائزة للعام 2018 .

توصيات البحث: تعيين شخص متخصص لتنفيذ مشاريع تجريبية في المدارس ، بالإضافة إلى تقليل نصاب الحصص المدرسية وخاصة بالنسبة لمنسق مشروع جائزة المدرسة الدولية.

الكلمات المفتاحية: تدويل التعليم ، جوائز المدارس الدولية ، التخطيط الاستراتيجي