

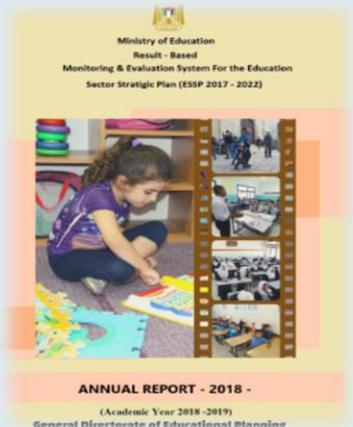
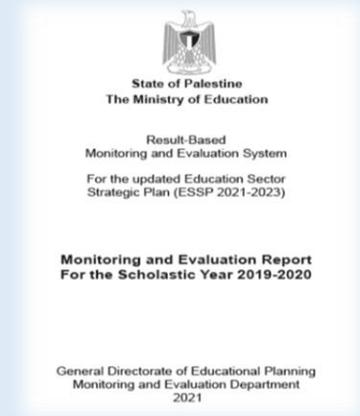


**Palestinian Ministry of Education
General Directorate of Education Planning
Monitoring and Evaluation Department**

Evaluation Report

for

**The Education Sector Strategic Plan
2017-2022**



October 2023

Report preparation team:

This report was prepared by the following staff of the Monitoring and Evaluation Department::

Mr. Mohammad Said

Ms. Haifaa AlMadi

General Review:

Dr. Nafi Assaf, Dr. Hassan Abu Zahe, Dr. Ayoub Elayyan, Mr. Sadiq Al-Khaddour , Mr. Said Radwan, Dr. Suhair Qasim, Eng. Wissam Nakhleh, Mr. Ashraf Abu Arrah, Dr. Mamoun Jabr, Mr. Nassif Amira

Members of supporting technical teams in data collection:

▪ From Planning Divisions at the Educational Directorates:

Ahlam Hotari, Areej Affaneh, Asma' AbuRayyan, Isma'eel Faleh, Aya Abu-Sabha, Basil Hamamreh, Burhan Sadaleh, Bashar Maqboul, Belal Abd-Alkareem, Kholoud Ayyad, Dua' Shanti, Rawan Hroub, Rula Ramahi, Sawsan Swaiti, Aisha Shafi'I, Abdul Naser AlFaqih, Othman Madanni, Athba Al-Khateeb, Ala' Abu-Ieed, Imad Al-Sous, Faten Abu-Arqoub, Falasteen Nasser, Kifah Abu Elroub, Mohammad Al-Qasem, Mohammad Qa'qour, Marah Ali, Mustafa Al-Qawasmi, Muna Abadi, Mounir AlAdam, Musa Ilayan, Nawal Mtawe', Hani Hamamdeh, Hassan Zaid, Wa'el Al-Ardeh, Wijdan Halsah.

▪ From the Ministry:

Iman Al-Najjar, Ahmed Nasser, Amjad Hamidat, Omneyat Abdel Majeed, Taqwa Omar, Haneen Satrieh, Khaled Odeh, Khalil Alawneh, Doaa Wahba, Rana Abu Qara, Samar Hamad, Suhair Awad, Sherine Badran, Ghada Sleet, Ghadeer Fonoun, Fatima Abdel Razek , Qais Nabhan, Karima Agha, Muhammad Masalma, Muhammad Matar, Nariman Al-Sharawna, Nasiba Hammad, Hoda Ahmed, Hanaa Al-Barghouthi, and Eng. Wissam Nakhla.

Statistical analysis and Design: Mr. Mohammad Said

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For more information, please contact:

Department of Monitoring and Evaluation \General Directorate of Education Planning
Ministry of Education
P.O. Box: 576
Ramallah, Palestine

Tel: 00 970 2 2983200

Fax: 00 970 2 2983222

Website: www.moeh.gov.ps

Email: m.e@moe.edu.ps

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Acronyms

ASR	Annual Sector Review	M&E	Monitoring and Evaluation
AWPB	Annual Work Plan and Budget	MoEHE	Ministry of Education and Higher Education
CDTP	Commission for Developing the Teaching Profession	MOFP	Ministry of Finance and Planning
EDSP	Education Development Strategic Plan	Northern Governorates	West Bank Governorates (districts)
ESSP	Education Sector Strategic Plan (2017-2022)	PAF	Performance Assessment Framework
ESWG	Education Sector Working Group	Prog	Educational Program
VENS	Vocational Education National Strategy	SDGs	Sustainable Development Goals
GE	General Education	Southern Governorates	Gaza Strip Governorates (districts)
GS	Gaza Strip	TES	Teacher Education Strategy
HE	Higher Education	WB	West Bank
JFA	Joint Financing Arrangement		

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Preface

The Ministry of Education has adopted a results-based monitoring and evaluation system since 2009 AD, as a reliable basis. In monitoring the degree of achievement of the policies, goals and objectives of the strategic plans within a framework of governance and transparency, This system and the annual periodic reports issued by it are considered a main basis for developing the educational system with all its components. As a diagnostic tool for the educational system, Because of the real data and evidence it provides, it is also considered a compass for determining the direction of the educational process.

The high-quality monitoring and evaluation system establishes a results-based management approach, through a set of key performance measurement indicators (KPIs) that cover the levels of returns and impact according to the results chain, in addition to adopting international evaluation standards in evaluating the strategic and executive plan on an annual basis. Those in charge of the system also seek to keep pace with developments on the international scene with regard to the process of developing indicators and the mechanism for their implementation and evaluation in accordance with the instructions contained in international reports, especially the Organization for Economic Cooperation and Development (OECD), UNESCO and other relevant organizations, which follow up and evaluate the goals of sustainable development, especially The fourth goal on education (Learning for Sustainable Development by 2030, Roadmap) in partner countries.

Introduction

The Monitoring and Evaluation Department follows up and evaluates the policies of the strategic plan, by following up and evaluating the executive plans emanating from it on an annual basis, as it prepares an annual report containing the results of a set of performance indicators that measure the change occurring among the target groups within the level of returns and impact according to the series of results, which are They are measured annually, such as enrollment indicators and some governance program indicators, and another part of them is measured every two years, such as some quality indicators, which need a period of time to notice the change occurring in the target groups, in addition to studying and analyzing policies by studying the causal relationship between the components of the results chain according to the evaluation criteria.

Successive follow-up and evaluation reports over the years of implementing the strategic plan 2017-2022 accompanied many developments in emergency educational policies that cast a shadow on the strategic plan and on the mechanism of the follow-up and evaluation system. In March of the year 2019, the eighteenth Palestinian government came, headed by Dr. Muhammad Shtayyeh adopted development trends that were directly reflected in the sectoral plans of all institutions. In the education sector, the strategic plan was updated to become the updated sectoral plan for education, as it is the compass for the development of Palestinian education through transforming the education system from teaching to learning based on modern educational methods centered around the student, and enhancing the role of The teacher as a facilitator of education, and the trend towards adopting decentralization in the management of the educational system.

In the academic year 2019/2020, the world witnessed an exceptional event represented by the outbreak of the Covid 19 virus, and the resulting fundamental changes in the educational process, with the adoption of modern methods of education that depend on the inclusion of technology in education directly and in real time, and the resulting emergency plans to remedy the situation. And new policies to address educational loss as a result of this pandemic.

In the academic years 2021/2022 and 2022/2023, Palestinian public schools witnessed a state of confusion in the educational process as a result of the teachers' strike, which continued for a long period (40 days of strike in 2021/2022, and 45 days of strike in 2022/2023). This resulted in the introduction of New policies within special and specific programs focus on compensating students to reduce cumulative educational loss as a result of the Corona pandemic and the teachers' strike.

The above emergency developments, which were reflected in the strategic plan 2017/2022, had a direct impact on the monitoring and evaluation system, in terms of indicators, tools, and implementation mechanism in the educational field. The Corona pandemic required the development of new indicators and tools that keep pace with the stage locally and internationally, and from that moment the system was updated. Follow-up and evaluation through the computerization of all the system's tools, and the adoption of modern methods of electronic measurement. The teachers' strike also affected the implementation of

some quality indicators such as achievement, life skills, thinking patterns, and other indicators that the system was unable to measure in the field due to the Corona pandemic, the teachers' strike, and the priority of compensating students for the lost. Educational.

The report on the evaluation of the strategic plan for the education sector 2017-2022 came this year, as a comprehensive report to evaluate the strategic plan from its inception in 2017 until the year 2022, presenting the values of the indicators according to the years of implementation of the plan, interpretations of them, and recommendations for developing the educational system in accordance with developments in light of the current challenges facing the system. Education as a whole.

The content of the report was classified into four chapters: The first chapter dealt with evaluating the structure of the strategic plan according to the components of the results chain from the perspective of evaluation criteria (coherence, relevance, efficiency, and

effectiveness), and the second chapter dealt with evaluating the strategic plan for the education sector according to cumulative key performance indicators within the major policies within the main sector policies (enrollment, quality, governance and management) to provide a clear picture of the course of implementation of the policies of the strategic plan 2017-2022 and the extent of achieving results in light of the urgent developments. The third chapter dealt with indicators of Israeli violations against education in areas of troubled situations, while the fourth chapter covers indicators of distance education during the Corona pandemic according to five main axes (the student, educational and administrative staff, guardian, school, and curriculum) to provide a clear, integrated picture of the distance education process and its repercussions on the Palestinian educational system, While the results of some project indicators and the findings of the PISA study have been included as an annex in the report due to the delayed announcement of their results, highlighting the significance of these outcomes in interpreting the overall results and the complementarity of roles.

Summary of Results (1)

The most prominent results in the first chapter: Evaluation of the Education Sector Strategic Plan (ESSP) 2017-2022 according to the evaluation standards

1. Compatibility between the policies included in the strategic plan for the education sector 2017-2022 with the relevant national policy agenda and with the goals of the fourth goal of the Sustainable Development Goals within the general framework of Education for Sustainable Development 2030.
2. An increase in the value of the relevance index between the outputs included in the executive plans and the strategic objectives emanating from them for the education sector by 6 degrees according to the percentage scale in the year 2022 compared to the year 2017.
3. A decline in the degree of efficiency in investing financial and human resources in achieving the annual goals of the plan's programs in general, as the general average from 2017 until 2022 for the percentage of technical achievement (Execution Rate¹) at the level of the plan's program outputs in general reached 58.5%, while the general average of the disbursement ratio (Expenditure Rate²) reached 40.2%. It is also worth noting the consequences of the Corona pandemic in 2020 and the emergency plan on the general budget and on the disbursement and implementation ratios as well.
4. A slight increase in the overall rate of achievement rates in achieving the goals of the strategic plan by 6.2% in the year 2022 compared to the year 2017, out of 31.0%, which represents the total target percentage planned during the five years, while we find that the remaining percentage that was not achieved during that period 24.8%.
5. A decline in the overall rate of execution rates in the interventions of some of the priorities that were targeted in this report (administrative reform, curriculum reform, digitization and technology of education, and improving early education for children) as stated in the annual policy documents, where the overall rate of execution rates of the interventions of those priorities reached 61.5% from 2017 to 2022.

The most prominent results in the second chapter: Evaluation of the education sector's strategic plan (2017-2022) according to key performance indicators

Results of the first policy indicators (Enrollment)

1. An increase in the Gross enrollment rate for students in kindergartens for the two grades (KG1 and KG2) by 7.6% in the year 2021 compared to the year 2017, while the index decreased in the basic stage by 0.9%, and increased in the secondary stage by 2.8% in the same period.
2. A decrease in the adjusted net enrollment rate for students in the basic stage by 0.4% in the year 2021 compared to 2017, while it increased in the secondary stage by 5.1% in the same period.
3. An increase in the rate of participation in organized education one year before the age of official entry into basic education by 3.2% in 2022 compared to 2017.
4. An increase in the number of licensed public and private kindergartens by 213 kindergartens in 2021 compared to 2017.
5. A decrease in the survival rate until the fifth grade by 0.6% in the year 2021 compared to the year 2017, and the index of the survival rate until the ninth grade decreased by 1.2% in the same period.
6. An increase in the transition rate from the primary stage to the secondary stage by 1.5% in 2021 compared to 2017.
7. A decrease in the dropout rate in the basic stage by 0.3% in the year 2021 compared to 2017, and in the secondary stage by 0.2% in the same period. The dropout rate for the eleventh and twelfth vocational grades also decreased by 0.7% in 2021 compared to 2017.
8. A decrease in the number of students with disabilities in public schools, as it decreased in the basic stage by 122 male and female students in the year 2022 compared to the year 2017, and it decreased in the secondary stage by 501 male and female students in the same period.
9. An increase in the percentage of schools that have a resource room by 7.9% in 2021 compared to 2017.
10. A decrease in the percentage of secondary school students applying for secondary matriculation exam in the academic track by 1.5% in

¹ Execution Rate: Refers to the percentage of achievement/implementation of annual outputs by the relevant departments

² Expenditure Ratio: The expenditure ratio indicator refers to the percentage of paid and due expenses according to the accounting accrual principle compared to the developmental budget for all sources of financing.

Summary of Results (2)

the year 2022 compared to 2017, while the indicator in the vocational track increased by 0.9% in the same period, and in the professional competency track it increased by 0.5% in the year 2022 compared to 2019.

11. An increase in the rate of entry into the vocational secondary stage (eleventh) by 1.4% in the year 2021 compared to the year 2017.
12. An increase in the literacy rate in Palestine by 0.8% in 2021 compared to 2017.
13. A decrease in the number of students in non-formal education (literacy eradication) programs by 1,624 students in the year 2021 compared to 2017. The number of students in non-formal (parallel) education programs also decreased by 277 students in the same period.
14. A decrease in the percentage of those enrolled in the parallel education program who were freed from illiteracy by 31.0% in the year 2022 compared to the year 2017.

Results of the second policy indicators (Qualitative)

1. An increase in the percentage of qualified kindergarten educators according to the teacher preparation and qualification strategy by 2.9% in the year 2022 compared to the year 2017. The percentage of both qualified basic stage teachers also increased by 6.7%, and qualified secondary stage teachers by 5.5% in the year 2022 compared to the year 2017. .
2. An increase in the number of qualified resource room teachers by 181 teachers in 2022 compared to 2017.
3. An increase in the percentage of vocational education staff (vocational teacher, school principal, and vocational counselor) qualified according to the standards of the National Strategy for Vocational Education by 8.0% in 2022 compared to 2018.
4. A decrease in the degree of suitability of the kindergarten building and its achievement of the standards (educational toys and aids) by 14.3 according to the percentage scale in the year 2022 compared to the year 2017. The value of the index for the degree of suitability of the kindergarten building and its achievement of the standards (furniture) also decreased by 14.4 in the year 2022 compared to the year 2017.
5. An increase in the degree of adequacy of school construction (classroom, specialty rooms, and facilities) and its achievement of standards in basic schools by one degree according to the percentage

scale in the year 2022 compared to the year 2017, and an increase in secondary schools by 2.2 in the same period.

6. An increase in the degree of schools' achievement of the standards of a healthy school environment that enhances education by 2.1 on a percentage scale in the year 2022 compared to the year 2017.
7. A decrease in the degree of kindergarten children's acquisition of basic developmental skills from the age of 5-6 years by 0.8 according to the percentage scale in the academic year 2021/2022 compared to the academic year 2017/2018.
8. The average achievement of fifth grade students in the national test of the Arabic language increased by 2.5 according to the percentage scale in the academic year 2021/2022 compared to the academic year 2017/2018, while the average achievement of ninth grade students in the national test of the Arabic language decreased by 0.1. In the same period.
9. The average achievement of fifth grade students in the national mathematics test decreased by 2.8 according to the percentage scale in the academic year 2021/2022 compared to the academic year 2017/2018, while the average achievement of ninth grade students in the national mathematics test increased by 0.6 in the same period. Duration.
10. The average achievement of fifth grade students in the national science test decreased by 1.7 according to the percentage scale in the 2021/2022 academic year compared to the 2017/2018 academic year, while the average achievement of ninth grade students in the national science test increased by 2.2 in the same period.
11. An increase in the degree of students' active engagement in the classroom at the primary and secondary levels by 4.5 and 5.9, respectively, according to the percentage scale in the year 2021 compared to the academic year 2017.
12. A decrease in the degree of possession of the fourth-grade, eighth-grade, and eleventh-grade students for the moral values and positive attitudes index by 0.8, 4.4, and 5.2, respectively, according to the percentage scale in the year 2022 compared to the year 2017.
13. An increase in the degree of possession of the Thinking patterns Index by fourth-grade students by 1.1 according to the percentage scale in the year 2022 compared to 2017, while the index for students in the eighth and eleventh grades decreased by 1.4 and 4.3, respectively, in the same period.

Summary of Results (3)

14. An increase in the degree of possession of the life skills and citizenship index by fourth and eighth grade students by 4.0 and 0.4, respectively, according to the percentile scale, in the year 2022 compared to 2017, while the index for eleventh grade students decreased by 2.8 in the same period.
15. An increase in the degree of possession of information and communication technology skills by tenth grade students by 13.4 in the academic year 2021/2022 compared to the academic year 2017/2018.
16. A decrease in the percentage of students who are exposed to physical violence and violence resulting from neglect within the school in the basic stage by 7.8% and 0.7%, respectively, in the year 2021 compared to the year 2017, while the percentage of students who are exposed to verbal violence and sexual violence within the school in the basic stage increased. By 2.8% and 1.1%, respectively, during the same period.
17. A decrease in the percentage of students who are exposed to violence in all its forms (physical violence, verbal violence, violence resulting from neglect, and sexual violence) within the school at the secondary level by 9.7%, 7.0%, 6.3%, and 2.2%, respectively, in the year 2021 compared to the year 2017.
18. A decrease in the percentage of students in vocational schools who are training in the labor market by 15.5% in 2022 compared to 2017.
5. An increase in the cost per student of school education by \$86 in the year 2022 compared to the year 2017.
6. A decrease in the education budget percentage from the general budget by 4.3% in 2022 compared to 2017.
7. An increase in the value of the general indicator of the degree of local community participation in the kindergarten's activities and events by 14.2 according to the percentage scale in the year 2022 compared to the year 2017.
8. An increase in the value of the general indicator of the degree of local community participation in school activities and events by 14.8 according to the percentage scale in the year 2022 compared to the year 2017.

The most prominent results in the third chapter:

Results of indicators of Israeli violations against education in troubled areas

1. An increase in the number of schools subjected to Israeli attacks on infrastructure, by 37 schools in the year 2022 compared to the year 2019.
2. An increase in the number of students who were subjected to physical abuse by the army or settlers by 1,685 male and female students in the year 2022 compared to the year 2017.
3. The number of teachers who were subjected to physical abuse by the army or settlers decreased by 252 teachers in 2022 compared to 2017.
4. An increase in the average number of classes of school delay (educational waste) for students and teachers as a result of Israeli violations by 5570.5 classes in the year 2022 compared to the year 2017.
5. An increase in the dropout rate in schools most vulnerable to Israeli violations by 0.5% in 2021 compared to 2018.

The most prominent results in the fourth chapter:

Results of distance education process indicators during the Corona pandemic (2019/2020, 2020/2021)

Results of the first axis: The student

1. The percentage of students attending educational classes offered on the Teams platform during the comprehensive closure period (04-01-2020 to 04-08-2020) was 37.1%.
2. Variation in the percentages of students according to their practice of the learning methods used in the various types of distance education process, the most prominent of which are: simultaneous meeting with

Results of the third policy indicators (Governance and Management)

1. A decrease in the percentage of administrators trained in administrative capacity development programs (internal programs) by 7.8% in the year 2021 compared to the year 2019.
2. A decrease in the degree of satisfaction of employees (ministries and directorates) with the physical environment at work by 4.2 according to the percentage scale in the year 2022 compared to the year 2017.
3. An increase in the general indicator of the degree of use of technology in administrative work (ministries and directorates) by 7.2 according to the percentage scale in the year 2022 compared to the year 2017.
4. An increase in the value of the general indicator of the degree to which the ministry at all levels (ministry, directorate, school) practices the dimensions of governance and accountability by 1.1 on the percentage scale in the year 2022 compared to the year 2017.

Summary of Results (4)

- audio and video (85.6%), or through social networking sites (31.1%), or through sending paper files (30.0).), or via television broadcast (7.4%).
3. Variation in the percentages of students according to their use of educational methods and technologies during the various types of distance education process, the most prominent of which are: my own mobile phone (65.1%), a mobile phone shared with family members (26.0%), a laptop or computer (25.3%)).
 4. Variation in the percentages of students according to their use of the educational materials provided to them during the various types of distance education process, the most prominent of which are: work papers (60.8%), ready-made materials downloaded from the Internet (57.5%), presented lessons (51.5%), and books. Digital (34.0%).
 5. Variation in the percentages of students according to the nature of their participation, interaction and activity during the non-face-to-face meeting, the most prominent of which are: asking questions and discussing (78.1%), listening only (33.5%), suggestions and initiatives (18.1%), playing, researching and exploring (16.9%). Conducting experiments through electronic applications (9.2%).
 6. Variation in the percentage of students according to the methods and methods of evaluating them used in the distance education process by the teacher after various types, the most prominent of which are: electronic oral tests using of which are: electronic oral tests using Communication platforms (45.8%), conducting research and projects (41.3%), electronic written assessments via the Internet (39.4%).
 7. Variation in the percentages of students according to the obstacles they faced during the distance learning process, the most prominent of which are: problems related to infrastructure (internet, electricity, ...) (70.8%), problems related to meeting management (chaos and lack of discipline) (35.9%)), Problems related to the availability of communication devices (35.3%), Problems related to the methods of using learning technology applications (21.3%).

Results of the second axis: Educational and administrative personnel

1. The degree of the teacher's practices for the activities of the distance education process (methods of communication with students, the mechanism of preparing and building educational content for them, and the type of educational materials that he presents and sends, in addition to his means of communication with them and the methods of his evaluation of the students,...) reached 33.7 according to the

percentage scale.

2. Variation in the percentages of teachers according to the obstacles they faced during the distance education process, the most prominent of which are: building educational content (89.8%), problems related to infrastructure (internet, electricity, ...) (89.8%), lack of motivation among students. (56.9%), problems related to the availability of communication devices (54.9%), problems related to methods of using learning technology applications (54.9%). Problems related to unsuitable home environment (54.5%).
3. The percentage of education staff (director, supervisor, teacher) trained to use distance education employment skills reached 100%.
4. The degree of the principal's practices for the activities of the distance education process (training educational staff in the school and students on means of communication and communication, the mechanism of the school principal's communication with parents, and the school's capabilities available to carry out the distance education process and its evaluation process) reached (52.7) according to the percentage scale.
5. Variation in the percentages of school principals according to the obstacles they faced during the distance education process, the most prominent of which are: problems related to infrastructure (87.5%), parents' lack of response to distance education (71.9%), problems related to equipment (66.9%). Problems related to lack of motivation among learners (61.9%), Problems related to ways of using learning technology applications (56.3%).
6. The percentage of teachers' commitment to major subjects (Arabic language, English language, mathematics, sciences) to the daily class quorum according to the weekly class program on the Teams platform during the period (04-01-2020 to 04-08-2020) was 71%.

Results of the third axis: The guardian

1. The degree to which parents follow up on their children during the distance education process was (the extent of their children's participation in the distance education process, their receipt of educational materials and the mechanism for evaluating them from their teachers, the type of education their children receive, the mechanism of communication and communication of the school with them, and the type of devices that their children have available to participate in This process) 40.5 according to the percentage scale.

Summary of Results (5)

Results of the fourth axis: School

1. The school's degree of compliance with the health standards approved in accordance with the health protocol reached 76.3 according to the percentage scale.

Results of the fifth axis: Curricula

1. Variation in the percentages of educational content that was implemented through educational packages out of the total content of the textbook during the academic year 2020-2021. In the main subjects, the percentage was as follows: Arabic language (1-12) 60%, and mathematics (1-12). 75%, general sciences (1-9) 75%, English language (1-12) 60%.

Results Interpretation:

When reviewing the detailed results, we find in general an inability to achieve the goals of the strategic plan, as all the challenges that prevented the achievement of those goals and priorities were studied, as stated in the policy documents, plans, and annual achievement reports, the most prominent of which are:

1. The challenges facing the educational system as a result of the ongoing Israeli occupation (attacks on students, teachers, and schools, confiscation of clearing funds, placement of barriers...).
2. The implementation of educational programs funded through institutions affiliated with the United States has stopped.
3. Reducing the joint financing ceiling compared to previous years and Belgium's withdrawal from the basket.
4. Strike of contractors and general engineers, Which led to obstruction and slowdown in the implementation of construction projects and maintenance work and the cancellation of some contracts.
5. Teachers strike due to the salary crisis, This affected the implementation of all activities that are carried out directly with students, teachers and support staff.
6. The financial crisis that the government went through and its impact on freezing work on the 2019 budget, and approving an emergency budget based on managing, rationalizing and codifying expenditures.
7. The financial crisis due to the Corona pandemic and lockdown policies.

These challenges affected the redefinition of educational and financial priorities in the plan, giving priority to financing financial obligations from previous years, and the Ministry's provision of funding for some projects from the local community, school donations, and from external funders by signing new agreements to implement projects that were included without funding.

It is also worth noting the unavailability of some indicator data for some years, especially for the year 2022, which is due to the lack of a unified database and an advanced organized mechanism for collecting data and disseminating it in the ministry within a specific period of time, linking the West Bank to the Gaza Strip.

In conclusion, the analysis reveals that one of the most important results is the necessity to reconsider the mechanism of designing and implementing annual executive plans and their management. This includes improving communication between the ministry and the field, as well as revisiting the structure of the implementing ministry in terms of its alignment with the strategic plan's outcomes. Additionally, there is a need to reconsider the process of setting targets for the strategic plan, which were developed independently of social, economic, and political variables as indicated by the analysis. Emphasizing the importance of utilizing monitoring and evaluation results and integrating them into the ministry's plans and operations is crucial to achieving results according to the plan.

Recommendations:

1. Enhancing the Monitoring and Evaluation Department with human and material resources to enable it to carry out its assigned tasks. Changing its affiliation from the General Planning Department to be supervised by the top management in the education system.
2. Promote a results-based management approach.
3. Strengthening the results-based accountability system.
4. Developing the financial system approved by the Ministry in order to facilitate the disbursement of transactions.
5. Enhancing integration in the roles and tasks assigned to the general departments and relevant units to achieve common goals.
6. The priorities must be clear and specific, emerging from the need, and the focus must be on implementing them according to the plan.
7. Building a system of expectations (simulation models) in the General department of Planning so that targets are set in a dynamic.
8. Focus on specific and clear issues in the plan and according to priority so that the Ministry can achieve its results.
9. Adopting the methodology of quarterly reports of achievement at the output level by the general departments and units for follow-up, treatment and course correction.
10. Unifying visions and raising the capabilities and capabilities of those in charge of planning, to ensure the existence of an effective planning mechanism that achieves the goals of the strategic plan.
11. Building a unified database for the educational system with all its components for easy access to information from all parties according to certain specifications.
12. Strengthening cooperation with local community institutions that will achieve the Ministry's goals and policies.
13. Promoting a culture of learning from the results of monitoring and evaluation and using them in developing policies for development.

CHAPTER ONE

Evaluation of the Education Sector Strategic Plan (2022 – 2017) according to evaluation criteria

"Evaluation for the Sake of Learning and Development"

Introduction

Knowing the impact on target groups is extremely important in the field of developing services with the aim of improving performance in accordance with national and international standards that emanate from the sustainable development goals. This becomes pivotal in an era where possessing knowledge and employing it in the field of creativity and innovation has become a basis for economic growth, prosperity and competition in the international arena. Hence, Evaluation with all its components has a significant role to determine the progress and change taking place in achieving the goals that seek to achieve sustainable development.

This part of evaluating the ESSP 2017-2022 brings results that place decision makers in the Ministry of Education and the Policy Committee before clear and specific facts about the reality of the existing planning process and the mechanism for promoting it. The report presents a study and analysis of the outcomes of the annual plans emanating from the strategic plan in terms of the extent of efficiency and effectiveness in investing available human and financial resources in achieving goals, reaching results, and arriving at the desired targets. This is in addition to measuring the extent to which the work plan outputs are compatible with the policies and goals that emerged from them.

The report also provides an analysis of the extent of policy consistency that the plan came with. The strategy is in line with the national policy agenda and the goals and objectives of sustainable development, especially the fourth goal. The report presents some explanations of the results, proposals and procedures for learning and development with the aim of improving the educational process.

Methodology

Global standards have been adopted in accordance with the criteria of results-based management approaches and according to educational and administrative standards related to the evaluation mechanisms of educational programs, as well as the evaluation of targeted annual plan programs.

Evaluation Criteria

COHERENCE³: Is the intervention congruent with other interventions? It is aligning the interventions implemented in a country, sector or institution.

RELEVANCE⁴: Was it the appropriate intervention? It is the level the objectives and intervention design is aligned with the needs, policies and priorities of the beneficiaries.

EFFICIENCY⁵: Are resources well utilized? It is the level the intervention achieves or possibly achieves its results in a timely economic manner.

EFFECTIVENESS⁶: Does the intervention achieve its objectives? It is the level an intervention achieved, or is expected to achieve, its objectives and results from a results chain.

^{3,4,5,6} Evaluating Development Cooperation, Summary of Key Norms and Standards, Second Edition. OECD, Development Assistance Committee, Network on Development Evaluation..

1. Coherence Criteria

Indicators:

1. To what extent is there compatibility between the policies included in ESSP 2017-2022 with the national policy agenda related to the education sector?
2. To what extent is there compatibility between the policies included in the Education Sector Strategic Plan 2017-2022 with the objectives of SDG4 within the general framework of Education for Sustainable Development 2030?

Methodology

The analytical approach was adopted in studying and evaluating the indicator by studying the policies stated in the national policy agenda related to education, in addition to the policies stated in the framework of action for education for sustainable development 2030 and the relationship of those policies to the policies of the strategic plan for the education sector 2017-2022. In terms of content and comprehensiveness.

Analysis

Within the framework of reforms, the government approved the national policy agenda for the 2017-2022 development plan, taking into account national priorities and sustainable development goals. These policies were focused on three main axes. The first axis is the path towards independence, the second is reform and improving the quality of services, and the third axis focuses on development. Sustainable education, as policies related to education came within the third axis of the national policy agenda and within the eighth priority of the national priorities, which is “quality education for all” as it was organized into five policies, each of which had a set of related interventions.

When studying and reviewing the policies that came in the strategic plan for the education sector 2017-2022 and linking them to the policies and interventions of the eighth priority of the national education policy agenda, we find that the strategic plan fully included those interventions and policies in its policies, and we also find that those policies included the objectives of the goal. The fourth of the Sustainable Development Goals. The following table (1) provides a summary and clear picture of the process of linking education sector policies with national policies and the goals of the fourth goal of the Sustainable Development Goals, as it shows the relationship between those components at the level of strategic goals in the sector plan. For more details, see: The level of the plan’s goals and objectives can be referred directly to the sectoral plan for education 2017-2022 and to the executive plans that emerged from it.

Table 1: Strategic Goals and their compatibility with the National Policy Agenda and SDGs 4.

National Policy Agenda Interventions	Relevant SDG4 objective
Sector Goal (1): Ensuring safe, inclusive, and equitable access to quality education at all levels of the system	
Development of early childhood development care programs that are available to all.	Goal4.2: Ensuring that all girls and boys have access to quality development and care in the early childhood and pre-school education level, so that the children become ready for basic education, by 2030
Development of school facilities with all its components according to the approved standards, with special attention to the development and modernization of school buildings and facilities in Jerusalem.	Goal 4-A: Building educational facilities that take into account gender differences, disability and child differences, upgrading existing educational facilities, and creating an effective, safe and non-violent education environment for all.
Adopting methodologies and teaching techniques that are more inclusive that take into account individual differences.	Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030
Making the school environment safer, supportive and stimulating, and providing students with adequate psycho-social support.	Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030
Ensuring fair access to educational opportunities, especially for marginalized regions and groups.	Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030
Encouraging enrollment in Non-Formal Education and lifelong learning programs for youth and adults.	Goal 4.6: Ensuring that all young people and a large proportion of adults, both men and women, are good at reading, writing and numeracy, by 2030
Developing TVET system and expanding its base in line with the government's orientation of cluster development.	Goal 4.5: Eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for vulnerable groups, including persons with disabilities, indigenous peoples and children living in vulnerable situations, by 2030
Sector Goal (2): Developing a student-centered teaching and learning pedagogy and environment	
Development of early childhood development care programs that are available to all.	Goal4.2: Ensuring that all girls and boys have access to quality development and care in the early childhood and pre-school education level, so that the children become ready for basic education, by 2030
Developing and upgrading the preschool education system in accordance with adopted national and international standards.	Goal4.2: Ensuring that all girls and boys have access to quality development and care in the early childhood and pre-school education level, so that the children become ready for basic education, by 2030
Consolidating affiliation and awareness of the Palestinian narrative.	Goal 4.7: Ensuring that all learners acquire the knowledge and skills necessary to support sustainable development, including, inter alia, education for sustainable development and means of sustainable livelihoods, human rights, gender equality, promotion of a culture of peace and non-

	violence, global citizenship and appreciation of cultural diversity, and appreciation of the contribution of culture to sustainable development by 2030
Focusing on the social, cultural, values, ethical and human dimensions, commensurate with age groups.	Goal 4.7: Ensuring that all learners acquire the knowledge and skills necessary to support sustainable development, including, inter alia, education for sustainable development and means of sustainable livelihoods, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity, and appreciation of the contribution of culture to sustainable development by 2030
Enhancing holistic health of students, including interest in sports, artistic and cultural activities of all kinds.	Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030
Promoting active student participation in school and community life.	Goal 4.7: Ensuring that all learners acquire the knowledge and skills necessary to support sustainable development, including, inter alia, education for sustainable development and means of sustainable livelihoods, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity, and appreciation of the contribution of culture to sustainable development by 2030
Adequate focus on life skills and refining the student's personality in all its aspects.	Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030
Focus on sports, cultural and arts activities	Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030
Continuously developing curricula, protecting the Palestinian curriculum in Jerusalem, and confronting the policy of Israelization.	Goal 4.7: Ensuring that all learners acquire the knowledge and skills necessary to support sustainable development, including, inter alia, education for sustainable development and means of sustainable livelihoods, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity, and appreciation of the contribution of culture to sustainable development by 2030
Upgrading the status of teachers and school principals in all aspects, including the educational staff in Jerusalem.	Goal 4-C: Achieving a significant increase in the number of qualified teachers, including through international cooperation in teacher training in developing countries, particularly in the least developed countries and small island developing states, by 2030
Developing educational assessment principles and system, including updating the General Secondary Examination system.	Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030
Developing the teaching of science, technology, engineering and mathematics education.	Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030
The development of higher-order (meta-cognitive) thinking skills of all kinds, including critical thinking, exploration, research and analysis, and deepening the culture of leadership and innovation.	Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030 Goal4.4: Achieving a significant increase in the number of young people and adults with appropriate skills, including technical and vocational skills, enabling them to have decent jobs and work as entrepreneurs by 2030

Using technology to individualize and improve education as well as utilizing it in the transition from teaching to learning.

Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030

Developing the educational system's human cadres, especially the teachers, in order to be more able to perform their vital role in educating and raising children.

Goal 4-C: Achieving a significant increase in the number of qualified teachers, including through international cooperation in teacher training in developing countries, particularly in the least developed countries and small island developing states, by 2030

Developing non-formal education programs and lifelong education for youth and adults.

Goal 4.6: Ensuring that all young people and a large proportion of adults, both men and women, are good at reading, writing and numeracy, by 2030

Ensuring that technical and vocational education and training, and higher education are in line with the developmental needs and labor market, and ensuring equitable opportunities of access to education for all.

Goal4.4: Achieving a significant increase in the number of young people and adults with appropriate skills, including technical and vocational skills, enabling them to have decent jobs and work as entrepreneurs by 2030

2. Relevance Criteria

Indicator: Degree of relevance of the executive plans outputs emanating from the ESSP 2017-2022 to achieve the planned program goals.

Methodology

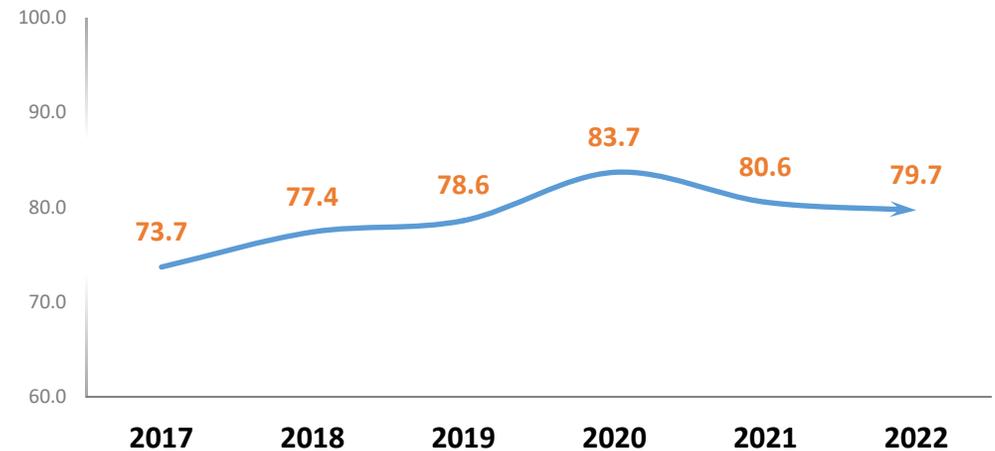
The descriptive and analytical approaches were adopted in evaluating the indicator by studying each of the plan's four program outputs (preschool, basic education, secondary education, governance and administration) and its relationship with the sub-goal under which it falls. The indicator was quantified based on four main criteria: 1) the extent the output is linked to the goal in terms of content and concepts (50%). 2) The output contains a clear target for the group it serves (15%). 3) The formulation of the output is specific, not complex, and quantitative (15%). 4) The output falls within the general framework of results-based management, as it focuses on the result and events. Change (20%). Outputs were also studied and compared to the results-based management approach.

Results:

The overall average degree of relevance of outputs with the objectives that emerged from them in all executive plans has reached 77.7 according to the percentage scale, since 2017. The results in the adjacent Figure (1) indicate an increase in the value of the relevance indicator during the years of implementation of the strategic plan 2017-2022 in general. The indicator rose from 73.7 in 2017 to 79.7 in 2022.

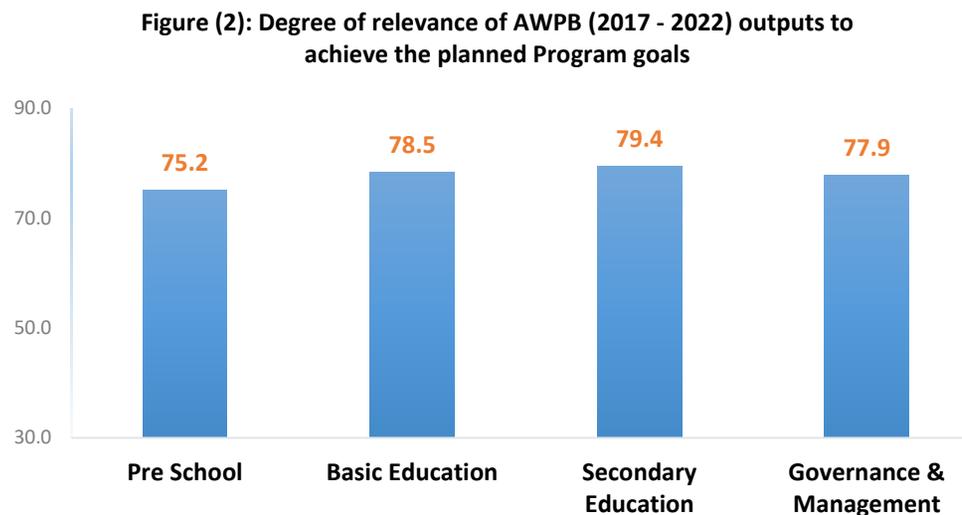
It is worth noting that the value of the indicator in 2020, 83.7, represents the degree of relevance between outputs and objectives listed in the Back to School Plan⁷ only.

Figure (1): Degree to which AWPB outputs are relevant to the achievement of planned program policy goals

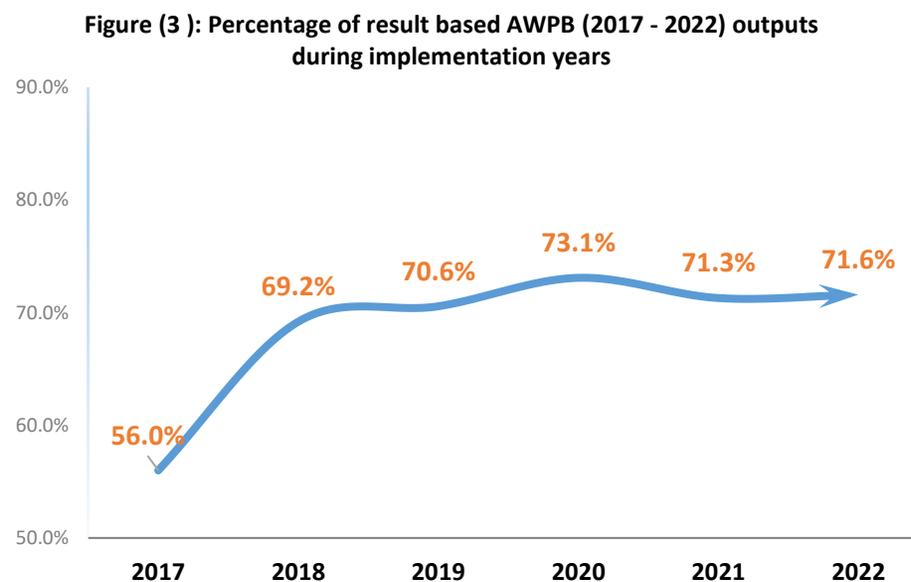


⁷ The back-to-school plan was established in 2020 as a result of the ongoing spread of the COVID-19 virus and the approaching opening of the 2020/2021 academic year. It included the format of the return, its content, and the most significant challenges, in addition to the necessary health, educational, and administrative measures to ensure comprehensive and safe access for all students, regardless of their circumstances and capabilities.

Figure (2) also shows the general average to the degree of output relevance with the sub-objectives according to the four educational programs targeted in the analysis. The analysis showed the closeness in results for the four programs in general, and that the highest average degree of relevance during the years of plan implementation was for the secondary education program, 79.4, and the lowest for the preschool program, at 75.2.



It is also worth noting that the Ministry is moving forward in implementing the results-based management approach, and this is clear through the analysis and study of the targeted executive plan programs' outputs in terms of the results-based management approach. As we observe from the results over the years of implementing the strategic plan, in Figure (3), a noticeable increase in the percentage of outputs focus on results and creating change, as the indicator value increased from 56.0% in 2017 to 71.6% in 2022, noting that the indicator value for 2020, which amounted to 73.1%, represents the percentage of outputs that focus on results and creating change in the Back to School plan only.



Results Interpretation:

The results generally indicated great harmony between the outputs and the objectives that emerged from them, with some important observations regarding results-based management and some characteristics of the formulation of the outputs, which would increase the value of the indicator if they were taken into account in new policies. To interpret the results accurately, all comments provided by the evaluation team regarding the outputs and objectives of the plan were studied and summarized as follows:

1. Some outputs are weak in terms of wording and some outputs are general and complex .
2. Some outputs are not consistent with the goal they fall under.
3. A deficiency in some of the outputs of one goal, as they are not sufficient to achieve the goal.
4. There is no consistency in the targets of some objectives and their associated outputs in terms of quantity and unit of measurement.

Suggestions and actions to strengthen the planning and development process:

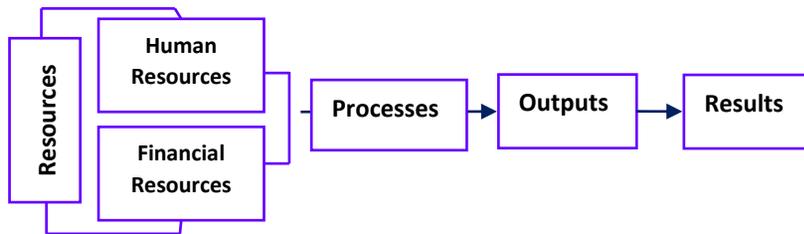
1. Strengthen the results-based approach.
2. A system of accountability should be built in the Ministry on the basis of results and not on the basis of implementing activities and providing services.
3. Output targets need to be clear and aligned with the targets of the goals or policy relevant to it
4. Rephrasing goals in a manner where the target is specific, clear, non-complex and linked to the year of implementation.
5. Formulation of outputs in a way that simulates the scientific context of the output and its objectives.

3. Efficiency Criteria

Indicator: Degree of used invested financial and human resources to achieve the set targets for the annual plans

Methodology

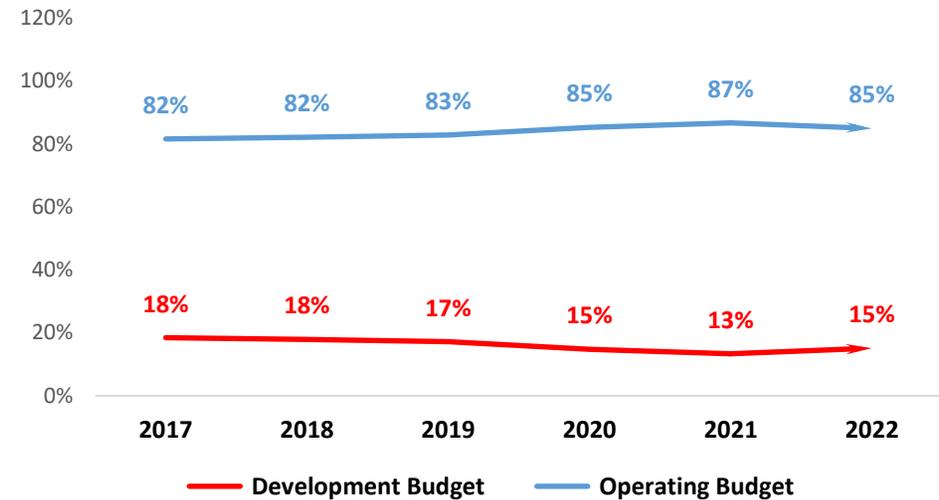
The descriptive and analytical approaches were adopted in the evaluation of the indicator through studying the work plan outputs in terms of the execution rate, the rate of disbursement and the extent of employing human resources to achieve the results.



3.1 General Results

Results⁸ indicated that the average percentage of the developmental budget⁹ from all funding sources out of the total sector budget reached 16.1%, while the operational budget¹⁰ reached 83.9%. Percentages were distributed according to year as Figure 4 illustrates

Figure (4): The proportion of the development budget and the operational budget from the total budget of the education sector



The results in Figure (4) also showed a decline in the developmental budget in 2021 due to the Covid-19 pandemic, when an emergency budget was approved. It is also noted that there was an increase of two degrees to the highest level in 2022, reaching 15%, which makes it have a lower budget than 2017 and 2018. This is due to the PA financial crisis that has occurred, which ultimately led to specific distributions by the government to other sectors. We did not find a clear vision to raise the ceiling of the developmental budget with specific values for the coming years, especially since the average disbursement rate for the developmental budget during the years of implementing the strategic plan amounted to 40.2% of the total development budget. This indicates that the ministry was unable to spend all the development budgets., at a time that we see the operational spending rate has exceeded 100% in the last three years, and this is due to inflation in teachers' salaries.

⁸ Annual achievement reports were relied upon in monitoring budgets, which was based on data issued by the Bisan Financial Program that was adopted. The accrual accounting principle (what was actually spent in addition to the unpaid accrued obligations) was also used in producing the results..

⁹ Development budget: It is current and capital expenditures allocated to achieve a specific goal that contributes to tangible change in the institution and has a specific time period that ends with the completion of the goal for which it was allocated / Reference: Budget Department in the General Administration of Planning

¹⁰ Operating budget: It is ongoing current and capital expenditures as the institution continues to operate, subject to increase and decrease according to the priorities and financial situation of the institution.

Figure (5) indicates a decline in the degree of efficiency in investing financial and human resources to achieve the annual objectives of the plan's programs in general, through comparison between the inputs (financial and human resources) and the outputs (achievement rate), between 2017 and 2022. The percentage of technical achievement (Execution Rate¹¹) at the level of the plan's program outputs in general (Grand average) was 58.5%, while the general average (Grand average) of the disbursement percentage (Expenditure Rate¹²) reached 40.2%, with a difference of 18.2% in favor of the completion percentage. It is also worth noting the consequences of the Corona pandemic in 2020 and the emergency plan on the general budget and on the expenditure and implementation rates as well.

The adjacent figure (6) shows the budget percentages rolled over from the developmental budget compared to the spending percentages from the developmental budget. This indicates that there is a pattern based on rolling over activities from the previous year to the next, and the inability to fully spend the developmental budget. This requires interventions to reconsider this formality and reduce it, or completely avoid it in the next strategic plan, because it has a direct impact on achieving results.

It is also worth noting the importance of calculating the implementation rate according to the plan's policies, as it was not possible to obtain the disbursement rate according to the policies and according to each of the plan's outputs, and this in itself is one of the gaps that need to be developed and updated in the approved Bisan Financial Management Information System program of the government.

Figure (5): Expenditure Rate and Execution Rate during implementation years of the Plan

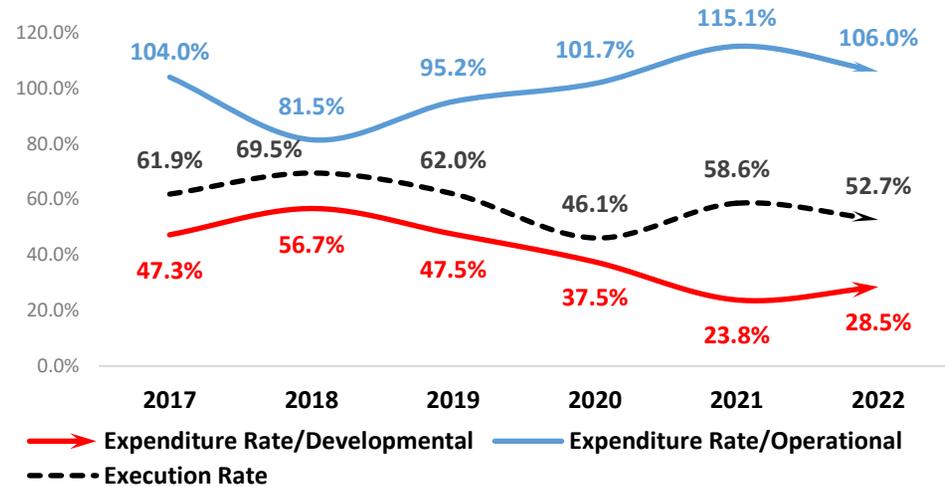
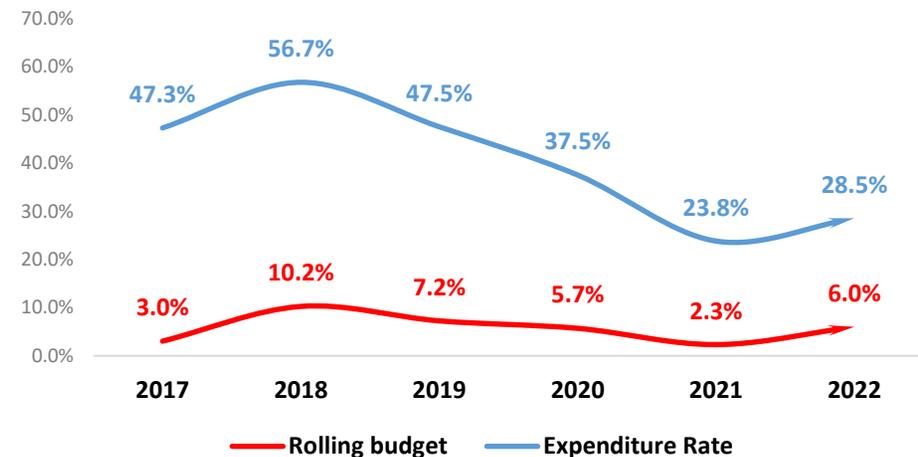


Figure (6): Expenditure Rate and Rolling budget from the development budget during implementation years of the Plan



¹¹ Execution Rate: Refers to the percentage of annual outputs achieved/executed by relevant departments.

¹² Expenditure Rate: The expenditure ratio index indicates the percentage of paid and due expenses according to the accounting accrual principle compared to the development budget for all sources of funding.

Figure (7) also shows a lack of harmony in implementing policies so that we can achieve the goals and policies of the strategic plan.

Results Interpretation:

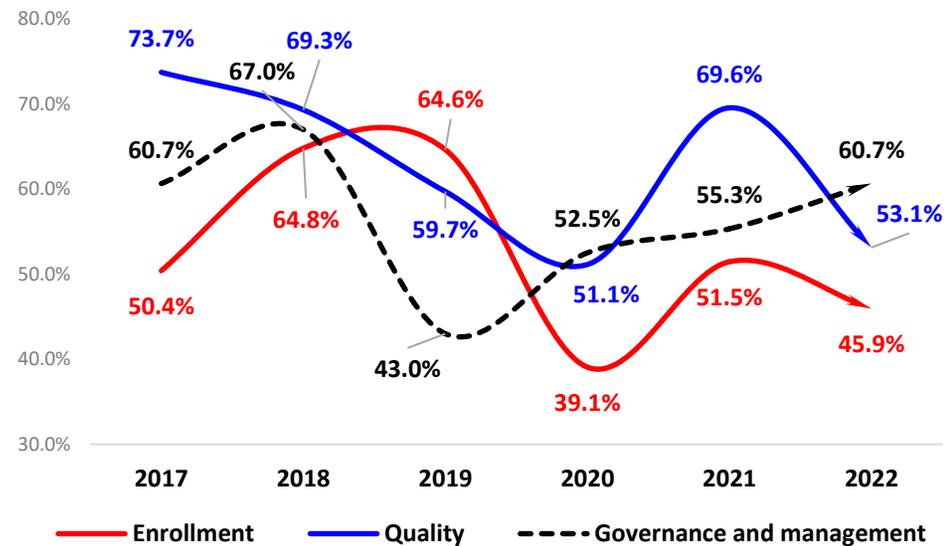
To interpret these results, we referred to MoE's Annual Progress Reports 2017-2022 and studied all the challenges that prevented the achievement of the objectives in general at the level of the plan's programs, which were summarized as follows:

1. Obstacles of the occupation, especially in the areas of Jerusalem and Area C.
2. Delay in approving the plan by funders, and reduction of JFA funds ceiling.
3. The bureaucratic financial procedures at the Ministry/PA, which hinders the timely disbursement of dues and financial transactions.
4. The financial crisis that the Palestinian government went through due to the impact of the Corona pandemic and the occupation's confiscation of VAT revenue funds.

Suggestions and procedures to enhance the planning and development process:

1. Developing the public financial system approved by the Ministry in order to facilitate the disbursement of transactions.
2. There should be flexibility in the plan in terms of replacing activities or transferring/reallocating budgets.
3. Focus on specific and clear issues in the plan and according to priority.
4. Approval of quarterly achievement reports at the output level according to the implementing agency, and activating the results-based accountability system.

Figure (7): Output Execution Rate according to the main strategic policies during implementation years of the Plan



5. The financial resources in the plan need to be determined at the level of each output with a high degree of accuracy, taking into account the challenges and obstacles that may prevent their achievement.
6. The human resources implementing the activities and events must be studied and identified in order to obtain accurate results.

3.2 Results According to ESSP's Educational Programs

• Preschool Program

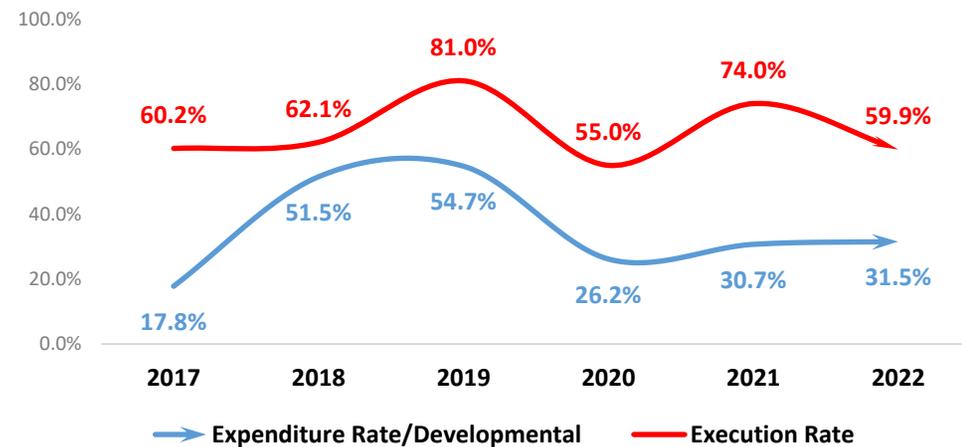
We note from Figure (8) that the overall (Grand average) execution rate of Preschool Program outputs reached 65.4%, while the grand average of expenditure rate reached 35.4%. It is also noted that there is an up and down fluctuation in the disbursement and implementation indicators during the years of plan implementation.

Results Interpretation:

To interpret these results, we referred to the ministry's Annual Progress Reports 2017-2022 and studied all the challenges that prevented the achievement of the goals in general at the preschool program level, which were summarized as follows:

1. Inadequate appointment of preschool teachers, in addition to a shortage in the number of preschool supervisors.
2. Delayed funding from the World Bank to qualify preschool educators within the specialized professional diploma program.

Figure (8): Expenditure Rate and Execution Rate for the Pre School program during ESSP implementation years



• Basic Education and Secondary Education Programs

We note from Figure (9) that the overall (Grand average) execution rate of the basic education program reached 56.5%, while the grand average of expenditure rate reached 39.5%. It is also noted that there is a discrepancy between the disbursement and implementation indicators during the last quarter years of plan implementation for the basic education program and the secondary program. As Figure (10) shows, the general average rate of output implementation for the secondary program and the rate of disbursement rate, which did not differ much from the basic program, reached 58.6% and 38.4%, respectively.

Results Interpretation:

To interpret these results, we referred to the ministry's Annual Progress Reports 2017-2022 and studied all the challenges that prevented the achievement of the goals in general at the level of the basic and secondary education programs, which were summarized as follows:

1. The difficulty of working inside Jerusalem to maintain public and private school buildings.
2. Lack of financial liquidity at the Ministry of Finance to finance activities.
3. The Ministry of Finance's long financial procedures to transfer support to public and private schools in Jerusalem.
4. Postponing the classification of teachers and support staff according to professional standards due to the non-approval of a license to practice the profession.
5. Failure to obtain approval from the Ministry of Finance to implement any construction of new schools and maintenance of existing schools.
6. Lack of funding allocated in the plan to contract support teachers within remedial learning programs for grade 1-4 students.

7. Delay in publishing classroom furniture tenders and long process of awarding bids.
8. Companies did not submit bid offers for computers, tools, devices, and educational aids in the southern governorates due to the difficulty of supplying them.
9. The lengthy of time tenders and referral procedures take to establish school classrooms funded by the JFA, and the delay in disbursing MoF financial dues.

Figure (9): Expenditure Rate and Execution Rate for the Basic Education program during ESSP implementation years

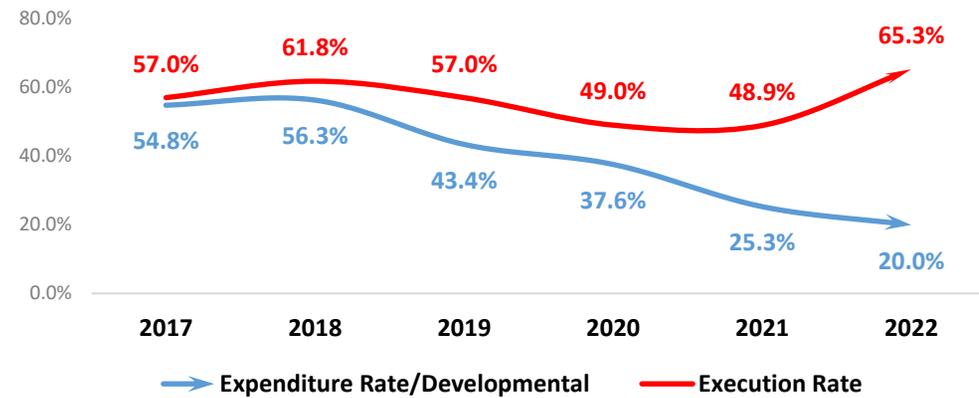
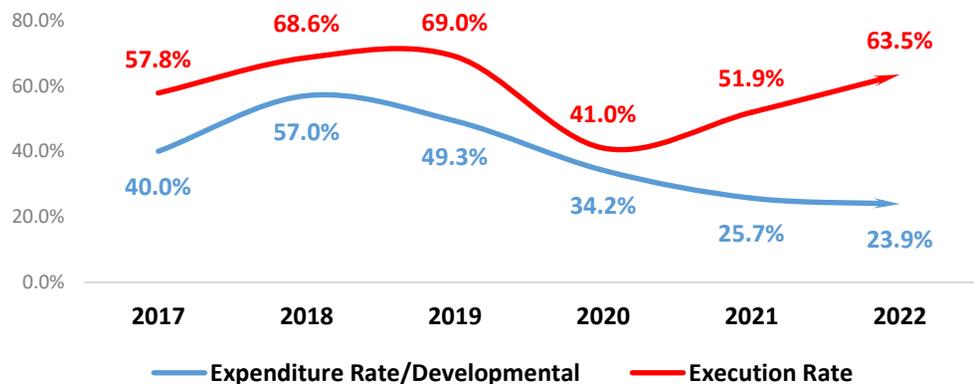


Figure (10): Expenditure Rate and Execution Rate for the Secondary Education program during ESSP implementation years



• Vocational Education Program

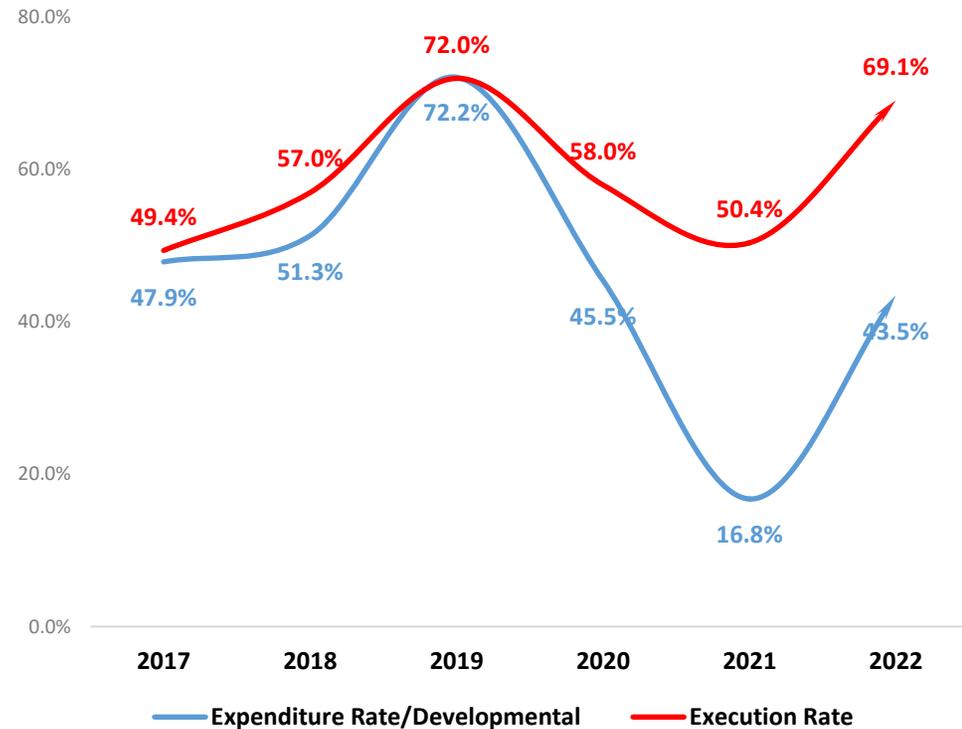
We note from Figure (11) that the overall execution rate of of output implementation for the vocational education program was 59.3%, while grand average of expenditure rate was 46.2%. It is also noted that there is an up and down fluctuation in the disbursement and implementation indicators during the years of plan implementation.

Results Interpretation:

To interpret these results, we referred to the ministry's Annual Progress Reports 2017-2022 and studied all the challenges, which were summarized as follows:

1. The lack of sufficient data and statistics to determine the competencies required by the labor market.
2. The difficulty of determining the issues for assessing vocational education needs in accordance with the requirements of the labor market.
3. Delay in specifying some items of equipment and furniture for vocational schools and units to suit what is available at the local market as a result of the difficulty of importing them from abroad and the delay in their supply in some cases.

Figure (11): Expenditure Rate and Execution Rate for the Vocational Education program during ESSP implementation years



• Non-Formal Education Program

In 2022, no work was done to implement any of the Non-Formal Education Program outputs, and this is due to the directions of the Ministry and the Council of Ministers to reconsider having the program within the structure of education's strategic plan programs. Hence, the rate of disbursement and implementation dates back to previous years.

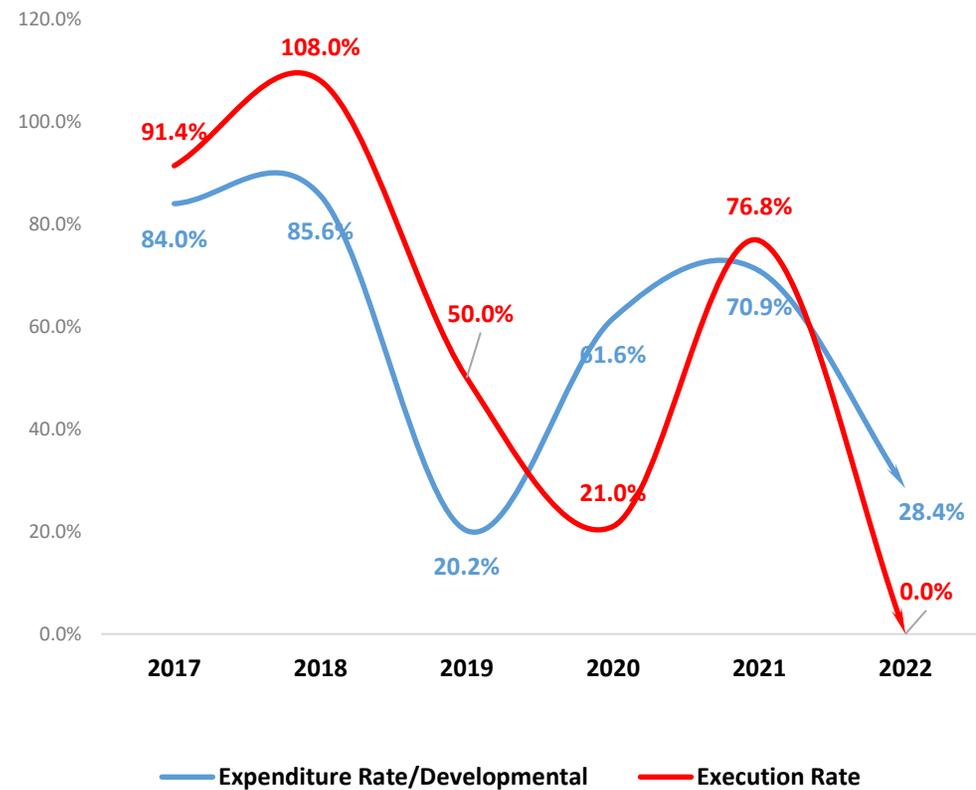
Figure (12) shows the percentage of output implementation (execution rate), which at the general rate amounted to 57.9%, while the average rate of expenditure was 58.5%. It is also noted that there is an up and down fluctuation in the disbursement and implementation indicators during the years of plan implementation and that there is a decline in the values of the two indicators.

Results Interpretation:

To interpret these results, we referred to the ministry's Annual Progress Reports 2017-2022 and studied all the challenges that prevented the achievement of the goals in general at the level of the non-formal education program, which were summarized as follows:

1. Lack of staff specialized in adult education in the educational directorates.
2. Difficulty in coordinating with the National Adult Education Strategy Team to prepare the executive plan emanating from the National Adult Education Strategy.
3. Difficulty of opening literacy and parallel education classes in Jerusalem due to the reluctance of students to join and their need to work.

Figure (12): Expenditure Rate and Execution Rate for the Non-Formal Education program during ESSP implementation years



• Educational Governance Program

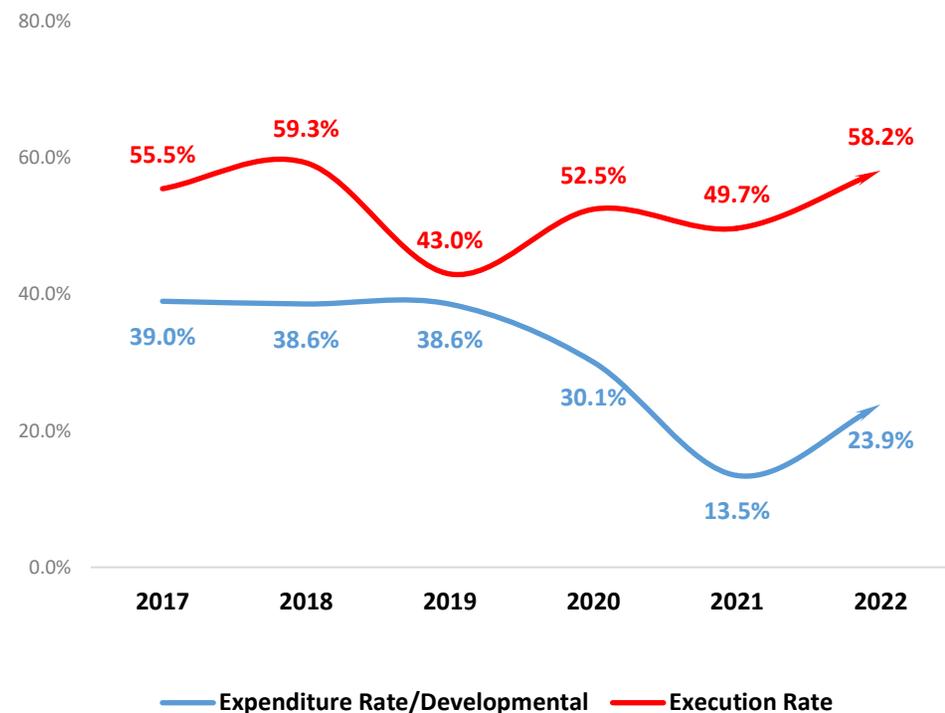
We note from Figure (13) that the overall rate of output implementation (execution rate) for the Governance and Management Program was 53.0%, while the expenditure rate reached 30.6%. It is also noted that there is an up and down fluctuation in the expenditure and execution indicators during the years of plan implementation.

Results Interpretation:

To interpret these results, we referred to the Moe's Annual Progress Reports 2017-2022 and studied all the challenges that prevented the achievement of the objectives in general at the level of the governance program, which were summarized as follows:

1. Delayed adoption of the plan and lack of funding to train administrators.
2. Inability to meet all the training needs of administrative employees due to their multiple fields.
3. Lack of liquidity from the Ministry of Finance to maintain and establish MoE administrative buildings at the Ministry and the directorates and non-payment of financial dues.
4. Weak incentives for teachers to join the twinning program with foreign schools.
5. The lengthy procedures for public supplies at the Ministry of Finance to submit and refer tender.
6. Delayed JFA approval of the procurement plans, which led to a delay in conducting maintenance bids for administrative buildings

Figure (13): Expenditure Rate and Execution Rate for the Governance and Management program during ESSP implementation years



4. Effectiveness Criteria

Indicators:

1. Achievement Rate to realize Strategic Plan Goals and Policies.
2. Achievement Rate to realize Priorities for Annual Policies

4.1 Degree of ESSP goals and policies (targets) realized

Methodology

The descriptive and analytical approaches were adopted in evaluating the indicator, where the real values of the monitoring and evaluation system indicators were studied and compared to the target values for the year 2022. The measurement scale for all indicator values was also unified for ease of analysis and comparison.

4.1.1 General Results

The results indicate a slight increase in the general achievement rate in realizing the strategic plan goals from the baseline year of 2017 until the end of the plan's implementation in 2022. The general indicator rose from 69.0% in 2017 to 75.2% in 2022, so that the achievement rate during the five years reached 6.2%, while we find that the remaining percentage of completing what was planned during that period is 24.8%.

The analysis also showed that the highest rate of completion rates was for the quality policy, at 7.5%, then the enrollment policy, at 6.3%, while the general rate of completion for the governance and administration policy was 4.6%. The reason for the low general indicator in achieving the enrollment policy is due to the low rates of enrollment in the preschool stage as well as vocational and non-formal education. However, we find a high enrollment rate in basic and secondary education.

Figures (16) and (17) also show low percentages in achieving the goals of the plan's programs over the years of implementing the strategic plan. This is due to the challenges that the educational system faced during the implementation of the strategic plan 2017-

2022 in terms of the covid-19 pandemic and its repercussions, and the teachers' strike, in addition to the challenges facing the educational system as a result of the occupation.

Figure (14): Percentages of achieving the targets of strategic plan according to the main sector policies

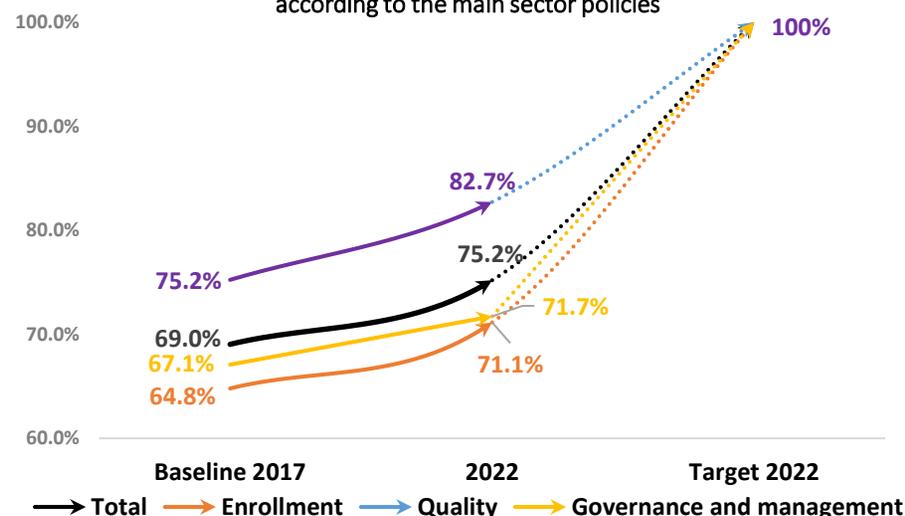
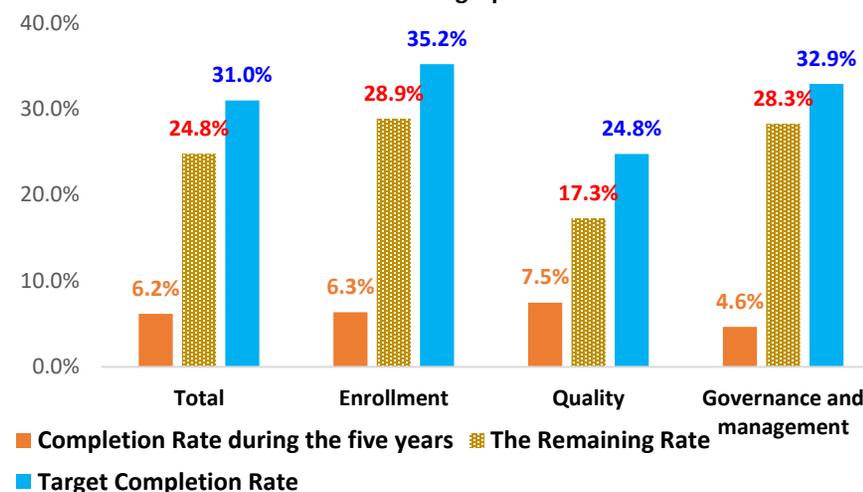


Figure (15): Completion rate in achieving the targets of the strategic plan



4.1.2 Results According to ESSP's Educational Programs

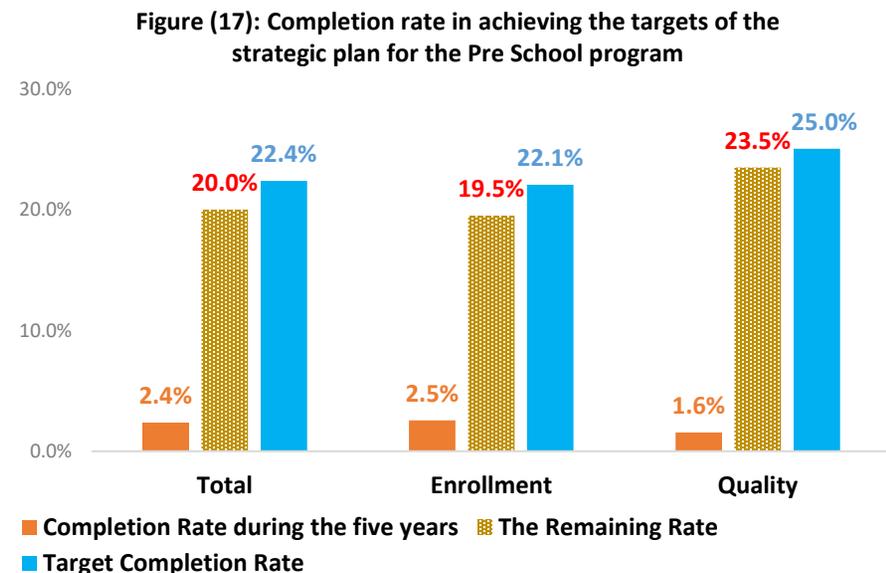
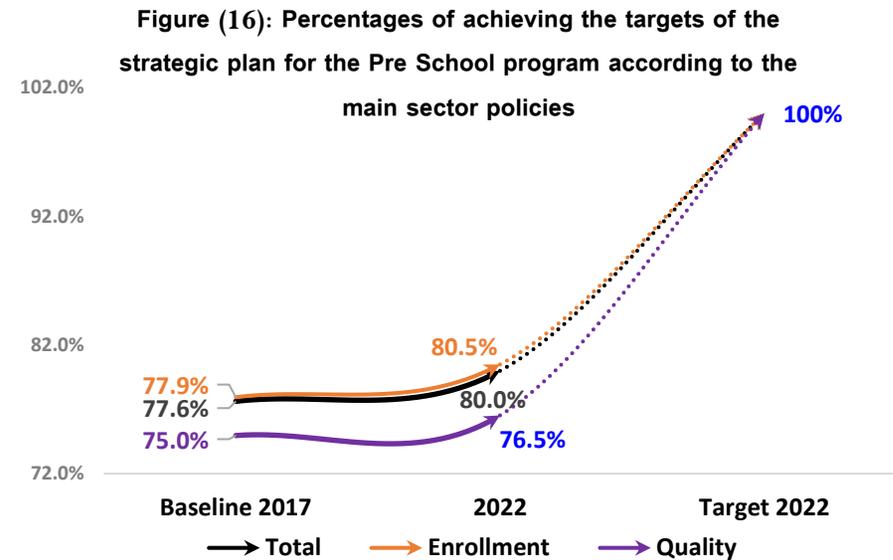
• Preschool Program

Results Interpretation:

The results in Figure (16) indicate a slight increase in the general achievement rate in realizing Preschool Program goals between the baseline year of 2017 until the end of the plan's implementation in 2022, as the general indicator increased from 77.6% in 2017 to 80.0% in 2022, and the completion rate also increased for the quality policy from 75.0% in 2017 to 76.5% in 2022, and for the enrollment policy from 77.9% to 80.5%.

Figure (17) also shows the targeted achieved percentages, the remaining unachieved percentages, and the achievement percentage during the five years for both at the general program level and at the level of the policies. The total percentage of achievement during the five years reached 2.4% out of 22.4%, which represents the overall target percentage planned for the preschool program policies, while we find that the remaining percentage of achievement at the program level as a whole is 20.0%. The analysis also showed that the highest rate of achievement percentages was for the enrollment policy at 2.5%, followed by the quality policy at 1.6%.

Figures (16) and (17) also show low percentages in achieving the preschool program goals over the years of implementing the strategic plan. This is due to the challenges that the educational system faced during the implementation of the strategic plan 2017-2022 in terms of the Corona pandemic and its repercussions and the teachers' strike that occurred during two scholastic years, in addition to the challenges facing the educational system as a result of the occupation.



• **Basic Education Program**

Results Interpretation:

The results in Figure (18) indicate a slight increase in the general achievement rate for the goals of the basic education program from the baseline year of 2017 until the end of the plan’s implementation in 2022, as the general indicator rose from 80.0% in 2017 to 82.9% in 2022, and the achievement rate also increased for the quality policy from 78.3% in 2017 to 79.5% in 2022, while the enrollment policy from 83.4% to 88.5%.

Figure (19) also shows the targeted achieved percentages, the remaining unachieved percentages, and the achievement percentage during the five years for both at the general program level and at the level of the policies. The total percentage of achievement during the five years reached 2.9% out of 20.0%, which represents the overall target percentage planned for the basic program policies, while we find that the remaining percentage of achievement at the program level as a whole is 17.1%. The analysis also showed that the highest rate of achievement percentages was for the enrollment policy at 5.0%, followed by the quality policy at 1.2%.

Figures (18) and (19) also show low percentages in achieving the goals of the basic education program over the years of implementing the strategic plan. This is due to the challenges that the educational system faced during the implementation of the strategic plan 2017-2022 in terms of the Corona pandemic and its repercussions and the teachers’ strike that occurred during two scholastic years, in addition to the challenges facing the educational system as a result of the ongoing Israeli occupation.

Figure (18): Percentages of achieving the targets of the strategic plan for the Basic Education program according to the main sector policies

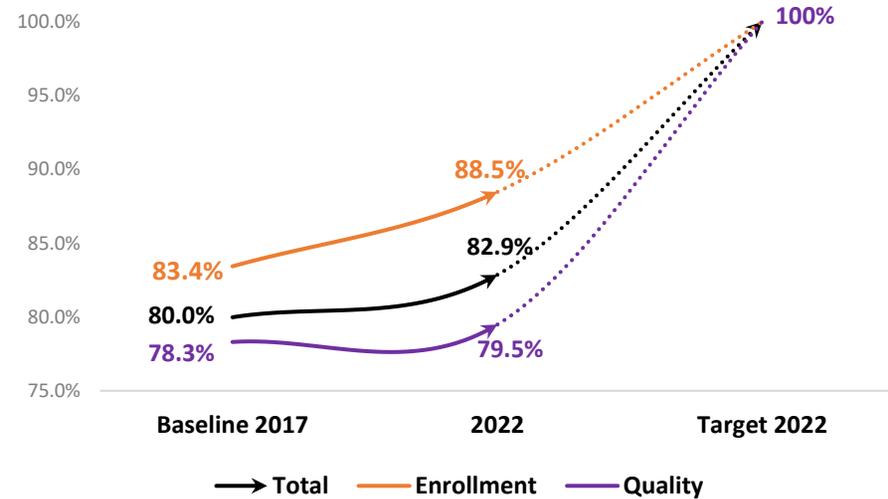
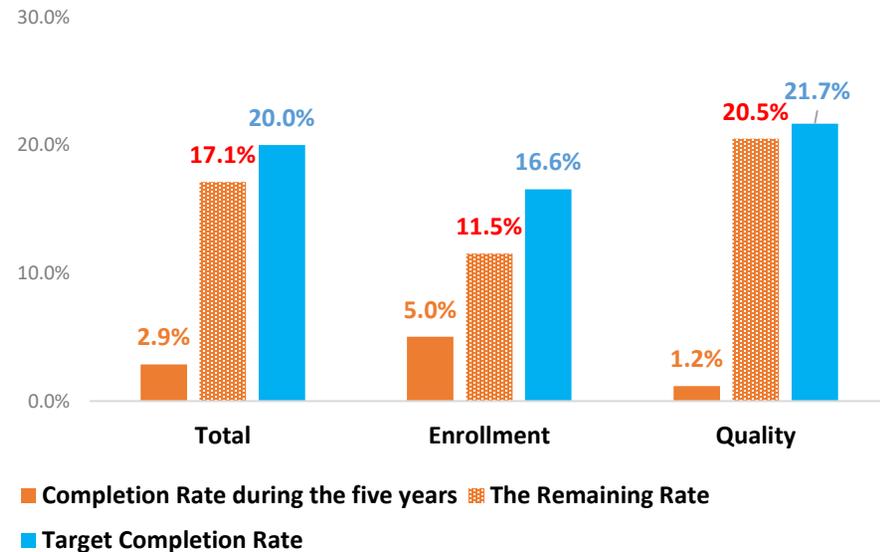


Figure (19): Completion rate in achieving the targets of the strategic plan for the Basic Education program



• Secondary Education Program

Results Interpretation:

The results in Figure (20) indicate an increase in the general achievement rate for the goals of the secondary education program from the baseline year of 2017 until the end of the plan’s implementation in 2022, as the general indicator increased from 68.0% in 2017 to 79.1% in 2022, and the percentage of achievement of the quality policy increased from 73.8% in 2017 to 86.9% in 2022, and enrollment policy from 63.8% to 76.2%.

Figure (21) also shows the targeted achieved percentages, the remaining unachieved percentages, and the achievement percentage during the five years for both at the general program level and at the level of the policies. The total percentage of achievement during the five years reached 11.1% out of 32.0%, which represents the overall target percentage planned for the secondary program policies, while we find that the remaining percentage of achievement at the program level as a whole is 20.9%. The analysis also showed that the highest rate of achievement percentages was for the quality policy at 13.1%, followed by the enrollment policy at 12.5%.

Figures (20) and (21) also show low percentages in achieving the goals of the secondary education program over the years of implementing the strategic plan. This is due to the challenges that the educational system faced during the implementation of the strategic plan 2017-2022 in terms of the Corona pandemic and its repercussions and the teachers’ strike that occurred during two scholastic years, in addition to the challenges facing the educational system as a result of the ongoing occupation.

Figure (20): Percentages of achieving the targets of the strategic plan for the Secondary Education program according to the main sector policies

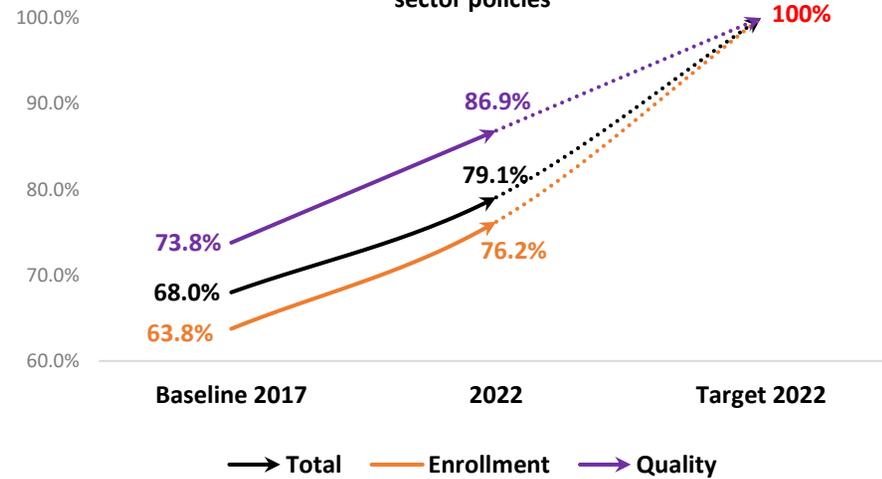
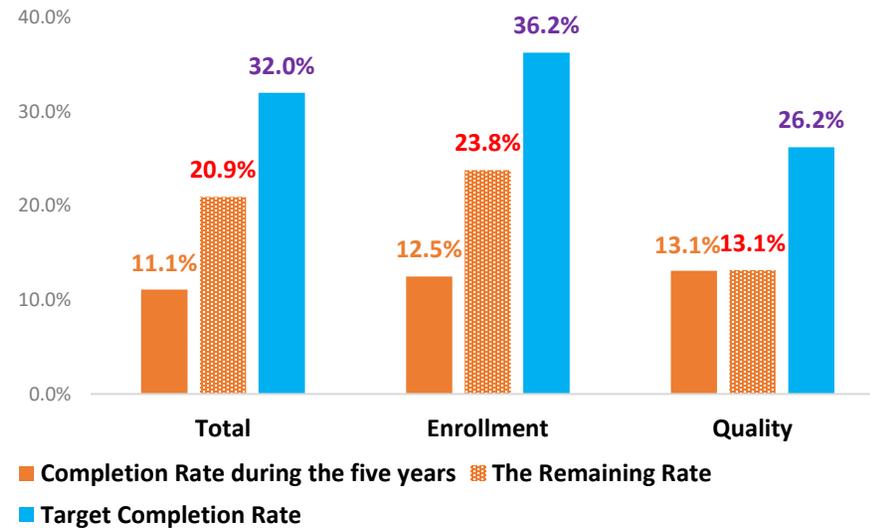


Figure (21): Completion rate in achieving the targets of the strategic plan for the Secondary Education program



• Vocational Education Program

Results Interpretation:

The results in Figure (22) indicate an increase in the general achievement rate for the vocational education program goals from the baseline year of 2017 until the end of the plan’s implementation in 2022, as the general indicator increased from 48.0% in 2017 to 73.7% in 2022, the achievement percentage of the Quality policy increased from 60.5% in 2017 to 82.9% in 2022, and enrollment policy from 41.7% to 71.6%.

Figure (23) also shows the targeted percentages of achievement and the remaining and unachieved percentages, in addition to the achievement percentage during the five years for both at the general program level and at the level of the policies. The total percentage of achievement during the five years reached 25.7% out of 52.0%, which represents the overall target percentage planned for the TVET program policies, while we find that the remaining percentage of achievement at the program level as a whole is 26.3%. The analysis also showed that the highest achievement rate was for the enrollment policy, 29.8%, followed by the quality policy, 22.4%.

Figures (22) and (23) also show low percentages in achieving the goals of the vocational education program over the years of implementing the strategic plan. This is due to the challenges that the educational system faced during the implementation of the strategic plan 2017-2022 in terms of the Corona pandemic and its repercussions and the teachers’ strike that occurred during two scholastic years, in addition to the challenges facing the educational system as a result of the ongoing occupation.

Figure (22): Percentages of achieving the targets of the strategic plan for the Vocational Education program according to the main sector policies

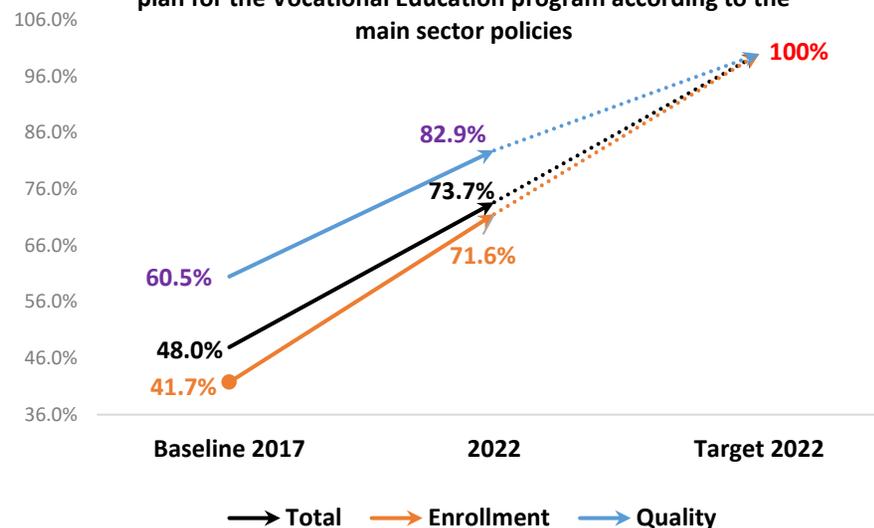
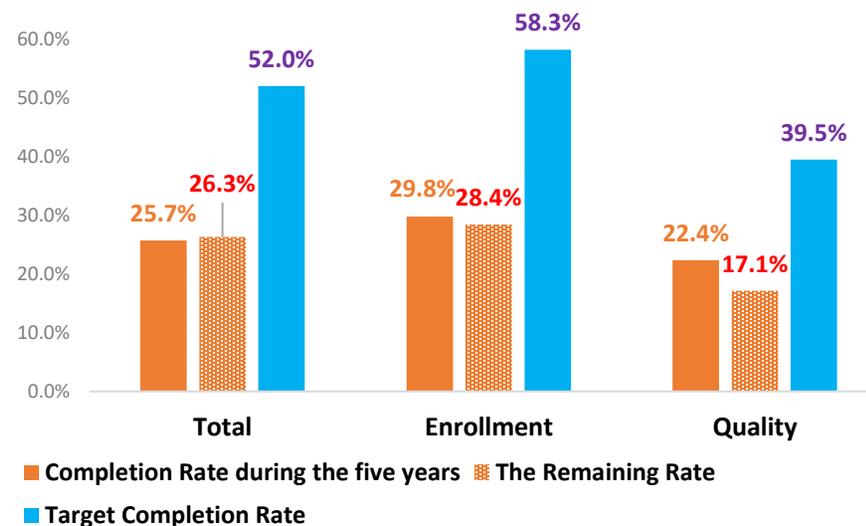


Figure (23): Completion rate in achieving the targets of the strategic plan for the Vocational Education program



• **Non-Formal Education Program**

Results Interpretation:

The results in Figure (24) indicate a decrease in the general achievement rate for non-formal education program goals from the baseline year of 2017 until the end of the plan’s implementation in 2022, as the general indicator decreased from 76.0% in 2017 to 71.6% in 2022, and the achievement rate also decreased for the quality policy from 88.6% in 2017 to 87.9% in 2022, and for the enrollment policy from 57.1% to 39.0%.

Figure (25) also shows the target percentages for achievement, and the remaining and unachieved percentages, in addition to the percentage of achievement during the five years, for both at the general program level and at the level of the policies. There is no achievements were realized in the targets, rather, there is a decline in the value of the target over the five years at rate of 4.4% out of the total 24.0%, which represents the overall targeted percentage planned for the policies of the non-formal education program. Meanwhile, the remaining percentage of achievement at the program level as a whole is 28.4%. The analysis did not show any achievement in achieving the goals at the program policy level (Quality and enrollment). We also find a decline in the value of the targets according to these policies.

Figures (24) and (25) also show low percentages in achieving the goals of the non-formal education program over the years of implementing the strategic plan. This is due to the dropout of a large number of literacy and parallel education students due to the Corona pandemic, in addition to the general challenges faced by the educational system during the implementation of the strategic plan 2017-2022 in terms of the pandemic and its repercussions, as a number of literacy and adult education centers were closed, and the teachers’ strike that occurred during two consecutive academic years, as well as the challenges facing the educational system as a result of the occupation.

Figure (24): Percentages of achieving the targets of the strategic plan for the Non-Formal Education program according to the main sector policies

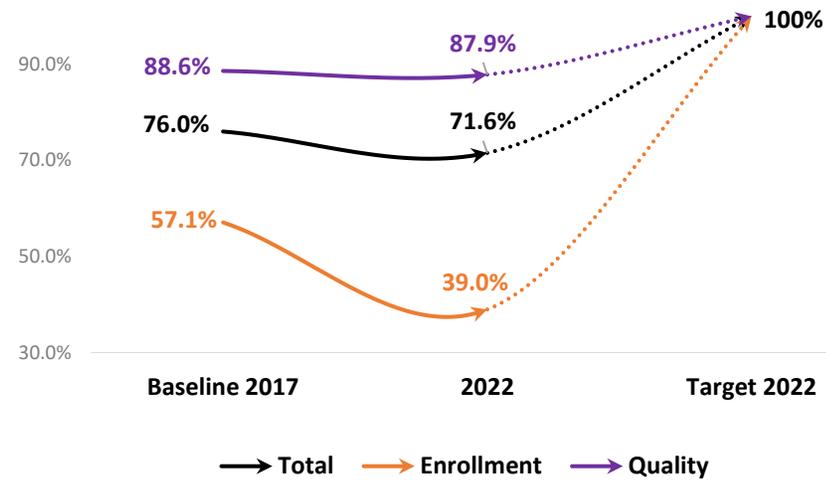
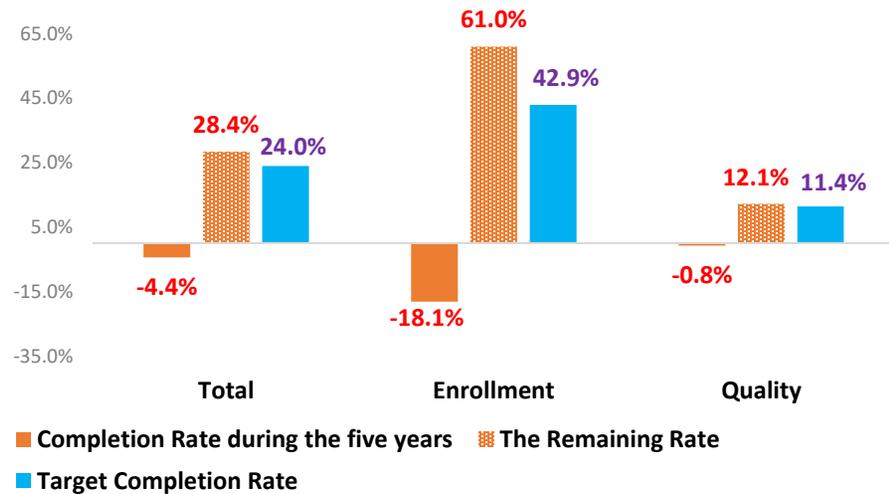


Figure (25): Completion rate in achieving the targets of the strategic plan for the Non-Formal Education program



• Governance and Management programme

Results Interpretation:

The results in Figure (26) indicate a slight increase in the overall achievement rate for the goals of the Governance and Management Program from the baseline year of 2017 until the end of the plan's implementation in 2022, as the general indicator increased from 67.1% in 2017 to 71.7% in 2022.

Figure (27) also shows the targeted percentages of achievement, the remaining and unachieved percentages, in addition to the achievement percentage of completion during the five years, for both at the general program level and at the level of the policies. The total percentage of achievement during the five years reached 4.6% out of 32.9%, which represents the overall target percentage planned for the governance program policies, while we find that the remaining percentage of achievement at the program level as a whole is 28.3%.

Figures (26) and (27) also show a low percentage in achieving the goals of the governance program over the years of implementing the strategic plan. This is due to the challenges that the educational system faced during the implementation of the strategic plan 2017-2022 in terms of the Corona pandemic and its repercussions and the teachers' strike that occurred during two scholastic years, in addition to the challenges facing the educational system as a result of the occupation.

Recommendations

1. Strengthening the results-based accountability system in the ministry.
2. DG Planning to adopt the methodology of quarterly progress reports from DGs and in order to follow up on implementation and mitigate any challenges.
3. Setting targets in a dynamic, scientific way that is compatible with the challenges and political and economic conditions facing the Palestinian educational system.

Figure (26): Percentages of achieving the targets of the strategic plan for the Governance and Management program

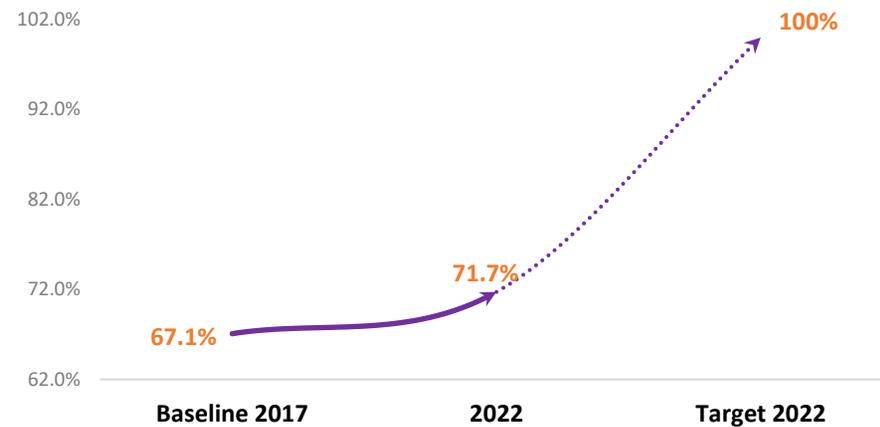
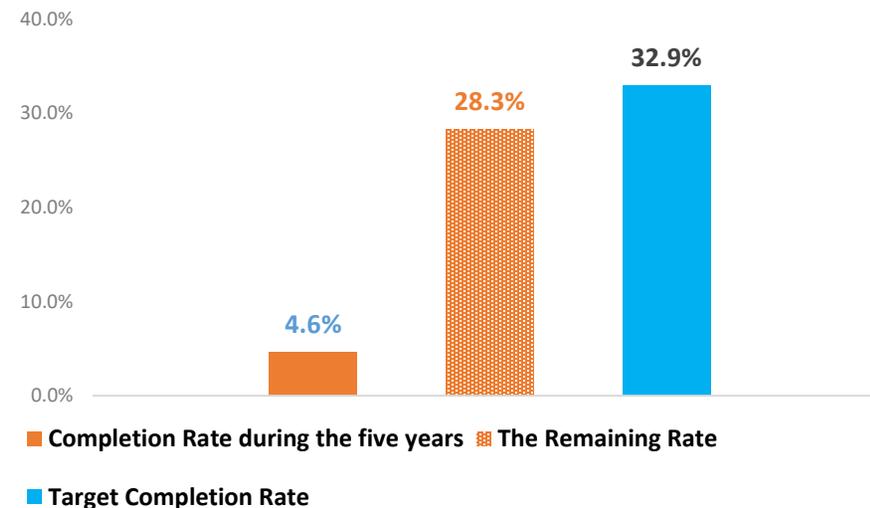


Figure (27): Completion rate in achieving the targets of the strategic plan for the Governance and Management program



4.2 Degree ESSP priorities achieved according to implementation years 2017- 2022

Indicator: Achievement Rate to realize Priorities of Annual Policies

Methodology

The strategic plan 2017-2022 was studied in terms of priorities and implementation rates according to the years of implementation of the plan. Priorities were determined according to MoE's annual Key Policies Report for each year from 2017 until 2022. As he tables below indicates the priorities and their link to the annual

progress reports. Some priorities were studied as a case study by identifying interventions from the Key Policies and annual plans while determining their achievement rates from the Annual Progress Reports issued by DG Planning.

The case study included each of the following priorities: administrative reform, curriculum reform, educational digitization and technology, improving early education for our children, and improving the quality of student-based public education.

Table 2 shows the policy priorities and their frequency over the years.

(✓ : indicates the adoption of priority in that year).

Table (2): Priorities and their frequency during ESSP implementation years 2017-2022

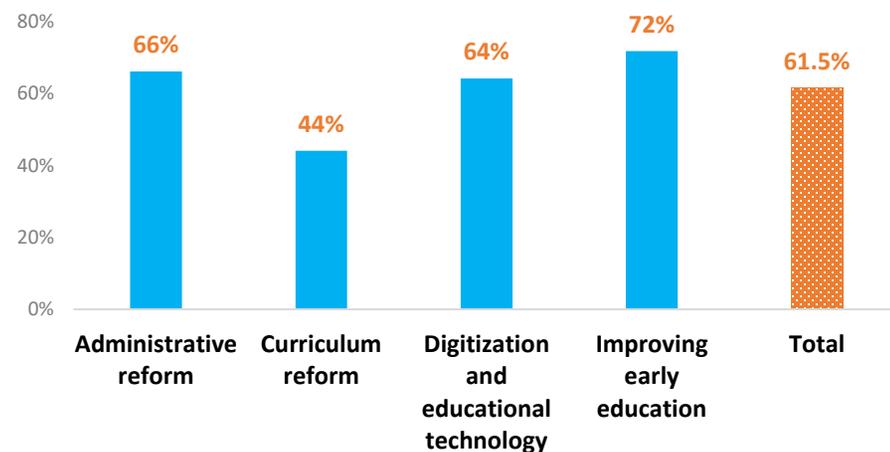
No.	Priorities	ESSP years					
		2017	2018	2019	2020	2021	2022
1	Administrative Reform: Organizational Structure, job descriptions, physical environment, procedures manuals, policy mechanisms and frameworks	✓	✓	✓	✓	✓	✓
2	Administrative Reform: Decentralization				✓		
3	Administrative Reform: School level harmonization	✓	✓	✓	✓		
4	Administrative Reform: Developing Education Law	✓					
5	Administrative Reform: Development of 2017 Education Law regulations and by-laws				✓		
6	Curriculum Reform/curriculum development	✓	✓	✓	✓		
7	Educational Technology Strategy development	✓					
8	Educational Digitization	✓			✓		
9	Education in Jerusalem 2020				✓		
10	Education in Emergency				✓		
11	School building				✓		
12	Holistic healthy and safe school environment				✓		
13	Inclusive Education and Gender				✓		

		2017	2018	2019	2020	2021	2022
14	National Strategy for Vocational Education: Integration of TVET in Basic Education grades 7-9, Grade 10 TVET track, TVET for grades 11-12, Vocational competencies diploma, TVET apprenticeship track				✓		
15	Teacher and support staff qualifications through NIET				✓		
16	Developing Educational Assessments				✓		
17	Program STEM				✓		
18	Preschool Mainstreaming				✓	✓	✓
19	Improving Enrollment and Survival in the Education System					✓	✓
20	Enhancing Student Wellbeing					✓	✓
21	Improving Student-centered general education					✓	✓
22	Improving Education to Work Opportunities					✓	✓
23	Remedial and Protection Strategy						✓
24	Strengthening integration of students with disability in education system						✓

4.2.1 General Results

The general results showed a decline in the overall rate of achievement in the interventions of some of the priorities that were targeted in the evaluation report (administrative reform, curriculum reform, digitization and technology of education, and improving early education for children) as stated in the annual Key Policy Reports, where the overall achievement rate of those priority interventions reached 61.5% from 2017 to 2022, as in Figure (28).

Figure (28): Grand average of Execution Rate in the interventions of some targeted priorities



4.2.2 Results according to the priority targets

• Administrative Reform Priority

Administrative reform was considered one of the most important policy priorities in the management and governance program for the strategic plan from 2017 to 2022. It included several interventions and policies in terms of organizational structure, job descriptions, work environment, procedures manuals, in addition to guides and frameworks for policy making and delegation of powers. It also included restructuring of school levels and developing the education law its regulations and by-laws.

Technical implementation of these priority interventions according to the years of implementation of the strategic plan, as in Table (3):

After reviewing the Policies and Progress reports for the strategic plan 2017-2022 and studying the interventions related to the administrative reform priority, it was found that the rate of completion of that priority's interventions reached 66%, and that the highest rate of completion of the administrative reform priority interventions was in 2017, when it reached 81%. The lowest was in 2020, when it reached 48%

Table (3): Execution Rate of Administrative Reform Priority interventions according to ESSP Implementation years

No.	Interventions	Execution Rate / ESSP years						
		2017	2018	2019	2020	2021	2022	Mean
1	Completing the development and modernization of the administrative structure	%85	%90	%75	%80	%100	%100	%88
2	Completing the development and update of job descriptions and performance evaluation forms	%85	%70	%90	%0	%85	%95	%71
3	Improving the physical environment necessary to manage the educational system at all levels	%51	%61	%72	%29	%23	%41	%46
4	Developing administrative, financial and technical work guides and procedures and follow-up mechanisms at all levels	%100	%100	%90	%90	%35	%13	%71
5	Developing mechanisms and frameworks for policy development and decision-making at all levels	%43	%44	%0	%33	84%	%83	%45
6	Developing a decentralization strategy/delegating powers to field departments (directories and schools)				%0			%0
7	Restructuring school levels/updating and implementing a strategy for separating and determining school levels	%100	%54	%90	%57			%75
8	Developing the education law	%100						%100
9	Developing the systems and instructions emanating from the Education Law of 2017				%95			%95
Grand Mean for priority		%81	%70	%70	%48	%65	%66	%66

- Percentages in tables (3) and (4), (5), and (6) are yearly not accumulative percentages

It is also worth noting the adoption of the job description proposed by the Ministry for the organizational structure was approved in the Council of Ministers session on 8/28/2023. Thus, the new structure of the Ministry of Education and job descriptions becomes ready in its final form so that it can be relied upon to reconsider division of labor and create new procedures based on the structure.

Figure (29): Execution Rate of the interventions of the administrative reform priority according to the years of plan implementation

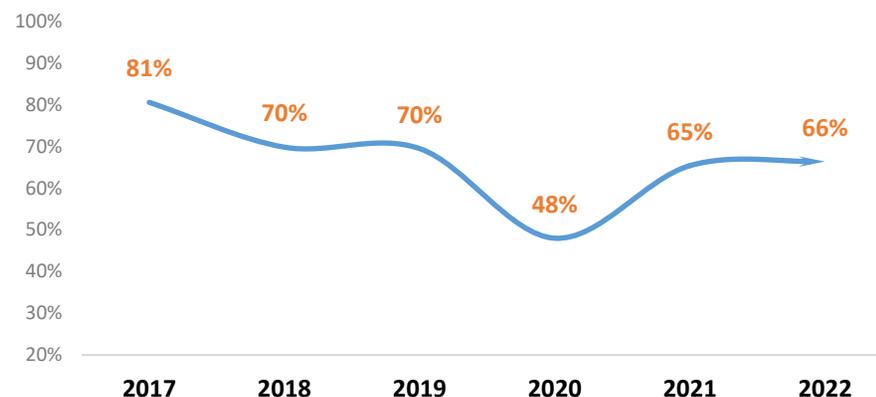
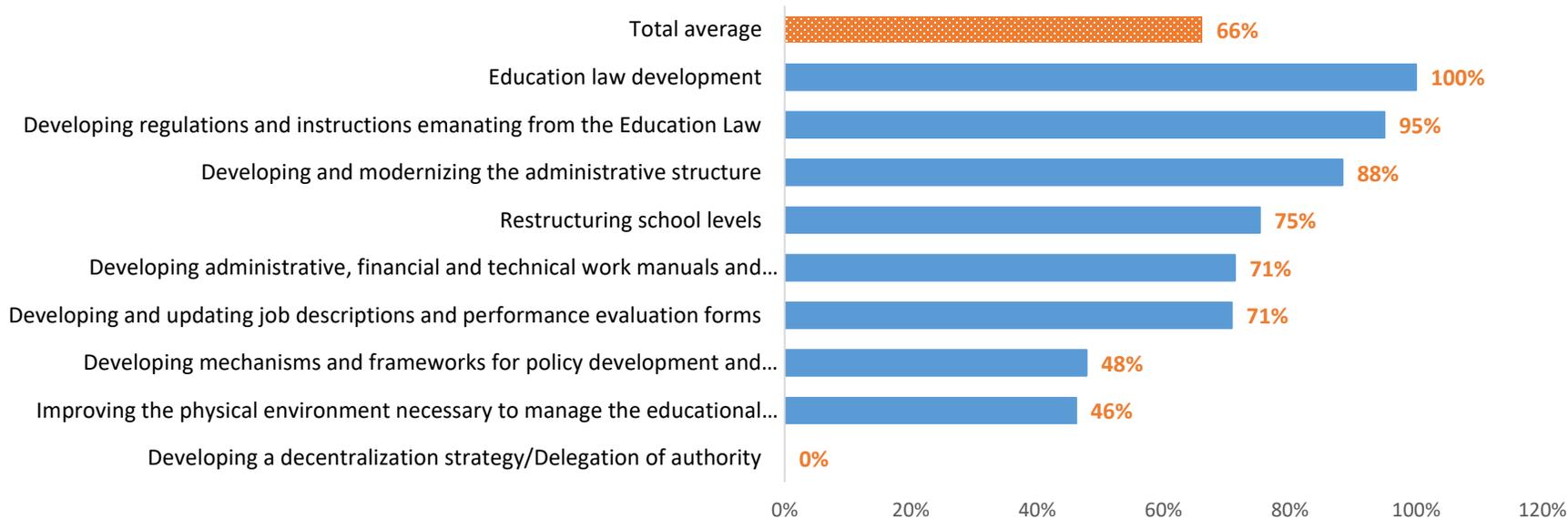


Figure (30): Grand average of Execution Rate of the interventions of the administrative reform priority from 2017 to 2022



• Curriculum Reform

In 2015, the Ministry adopted a curriculum development policy in accordance with the education reform strategy, which included developing a general framework for the curriculum in which all aspects of development were taken into account in terms of scientific and educational developments and social, political and economic changes in a way that serves the process of national liberation. Within the framework of this policy, the Ministry adopted several interventions in its annual plans, within the

priority of curriculum reform from 2017 to 2020.

After studying the Key Policies and Progress reports from the year 2017 to the year 2020 and studying the interventions related to this priority, it was found that the completion rate of the interventions of that priority reached 44% from the year 2017 to the year 2020, while the year 2017 recorded the highest completion rate, reaching 64% as in Table (4).

Table (4): Execution Rate of Curriculum Reform Priority interventions according to ESSP Implementation years

No.	Curriculum	Interventions	Execution Rate / ESSP years					Grand Mean
			2017	2018	2019	2020	Mean	
1	Preschool	Development and piloting of Preschool Curriculum Framework.	%100	%100		%78	%93	%63
2		Assessment and diagnosis methods development based on general framework.	%0	%0		%100	%33	
3	Basic Stage	Study and analysis of Basic stage curriculum to measure its achievement of educational objectives.	%84	%100	%0		%61	%44
4		Basic curriculum development based on competencies trend.	%67	%40	%90	%50	%62	
5		Basic stage harmonization based on students with disability needs.	%0	%0			%0	
6		Assessment and diagnosis methods development based on general framework.	%100	%18	%40		%53	
7	Secondary Stage	Study and analysis of Basic stage curriculum to measure its achievement of educational objectives.	%100	%0	%83	%83	%67	%45
8		Basic stage harmonization based on students with disability needs.		%0			%0	
9		Development of Secondary branches' tracks that will reinforce enrollment in scientific, vocational and commercial tracks.		%0			%0	
10		Secondary curriculum development (grades 11,12) based on competencies trend.	%64	%85			%75	
11		Assessment and diagnosis methods development based on general framework.	%79	%64	%100		%81	
12	TVET	Assessment and diagnosis methods development based on general framework.	%0	%33			%17	%23
13		Study and analysis of TVET curriculum to measure its meeting labor market needs and modern technology.		%100	%95	%33	%76	
14		Development of national framework of TVET qualifications and national vocational categories to meet Arab and international categorization.	%0	%0		%0	%0	
15		TVET harmonization based on students with disability need.		%0			%0	
16	Non-Formal Education	Study and analysis of parallel and adult education curriculum to measure its achievement of educational objectives.	%100	%100		%8	%69	%59
17		Assessment and diagnosis methods development based on general framework.	%100	%50			%75	
18		Development and provision of learning/teaching tools, learning technology, and textbooks for literacy program, adult education and parallel education.	%100	%0	%0		%33	
Grand Mean for priority			%64	%38	%58	%50	%44	

Figure (31): Execution Rate of the interventions of the Curriculum reform priority according to the years of plan implementation

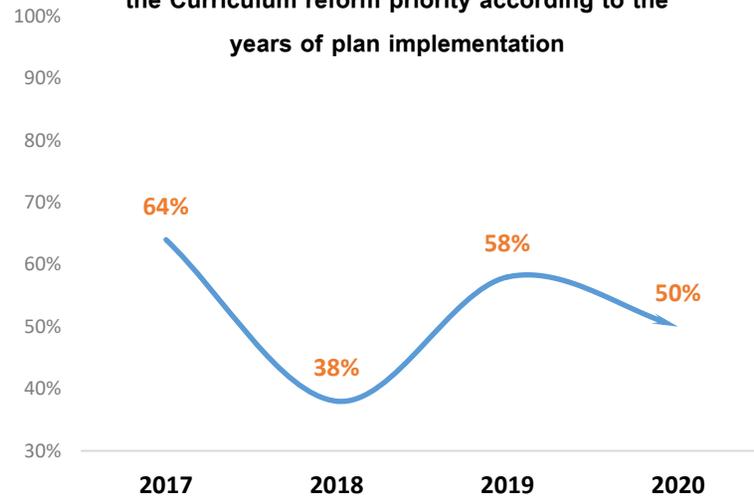
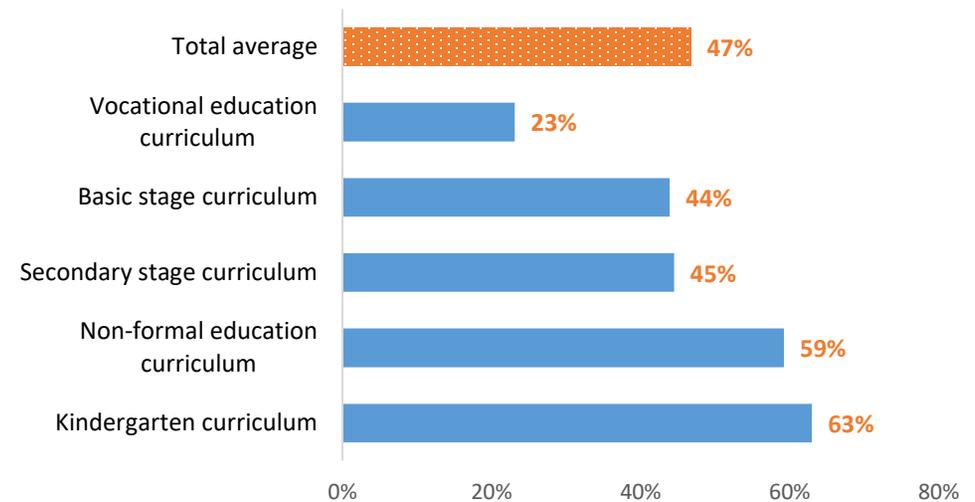


Figure (32): Grand average of Execution Rate of the interventions of the Curriculum reform priority from 2017 to 2022



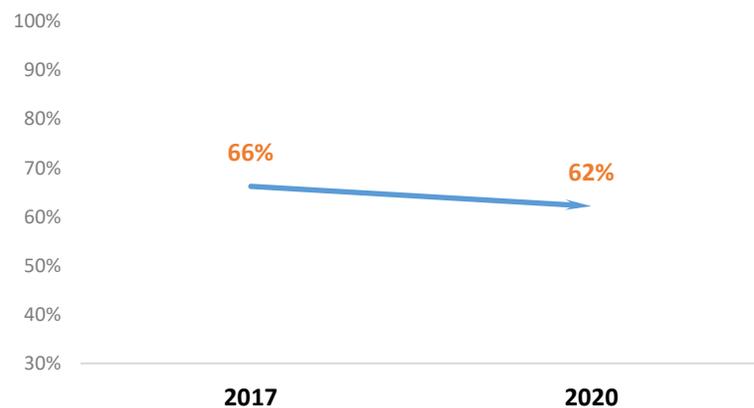
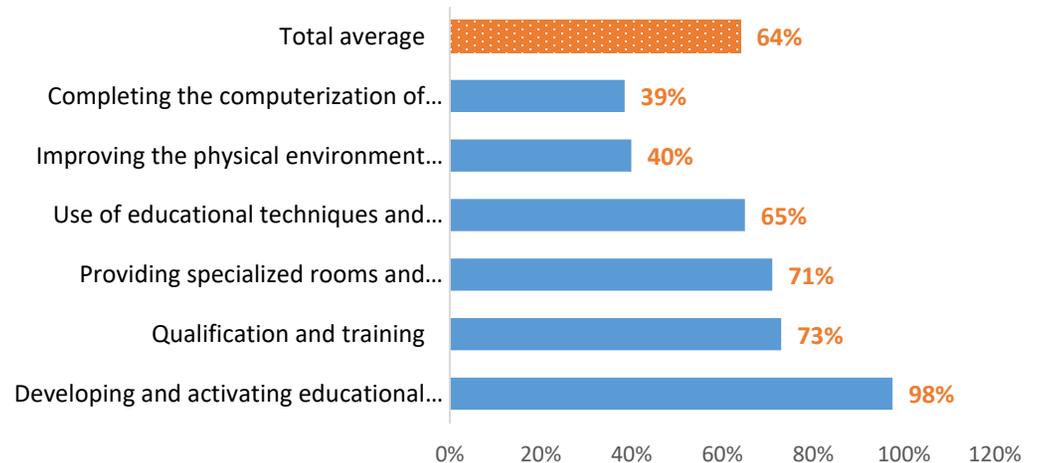
• Educational Digitization and Technology

The Ministry adopted the priority of educational technology in 2017 and 2020. After the Corona pandemic, the vision towards the technology file was expanded due to its importance of employing technology in distance learning within education inside and outside the classroom. The interventions included qualification and training, equipping computer laboratories, the Internet, smart interactive platforms, and other leadership initiatives in the field of technology.

The Key Policies and Progress reports for the years 2017 and 2020 were reviewed and the interventions for that priority were studied. It was found that the achievement rate in 2017 reached 66% and 62% in 2020 while the general rate of achievement of this priority in the two targeted years together reached 64%. As in Table (5).

Table (5): Execution Rate of Educational Digitization Reform Priority interventions according to ESSP Implementation years

No.	Program	Interventions	Execution Rate / ESSP years		
			2017	2020	Mean
1	Kindergarten , Basic Education , Secondary Education , Governance and Management	Increasing the percentage of qualified educational, support, and administrative staff.	86%	60%	%73
2		Increasing the use of educational techniques and learning technology.	50%	80%	%65
3	Kindergarten , Basic Education , Secondary Education	Increasing the percentage of schools that have specialized rooms and teaching and learning facilities.	62%	80%	%71
4		Improving the physical environment necessary to manage the educational system at all levels efficiently and effectively.	%51	%29	%40
5	Governance and Management	Completing the computerization of administrative and financial systems and their integration in accordance with e-government trends.	%48	%29	%39
6		Developing and activating educational information systems.	%100	%95	%98
Grand Mean for priority			%66	%62	%64

Figure (33): Execution Rate of the interventions of the Digitization and educational technology reform priority according to the years of plan implementation**Figure (34): Grand average of Execution Rate of the interventions of the Digitization and educational technology reform priority from 2017 to 2022**

• Improving Early Childhood Development Priority

The Ministry has adopted a priority and policy of improving early childhood education as stipulated in the Education Law 2017, which indicates the gradual adoption of compulsory education at this stage in terms of opening preschool classes in basic governmental schools in order to increase the enrollment rates of children in KG2 at the preschool stage, in addition to qualifying preschool teachers through the professional

specialization diploma program for preschool educators with the aim of developing the competencies and skills of preschool educators.

After studying the Key Policies and Progress reports 2020 to 2022 and studying the interventions related to that priority, it was found that the achievement rate 72%, while the year 2021 recorded the highest achievement rate, reaching 89%, as in the table (6).

Table (6): Execution Rate of Early Childhood Development Reform Priority interventions according to ESSP Implementation years

No.	Interventions	Execution Rate / ESSP years			
		2020	2021	2022	Mean
1	Increasing the capacity of public and private schools	%24	%96	%32	%64
2	Increasing the percentage of qualified teachers, school principals, and supervisors	%75	%82	%77	%80
Grand Mean at the level of priority		%50	%89	%55	%72

Figure (35): Execution Rate of the interventions of the Improving early education reform priority according to the years of plan implementation

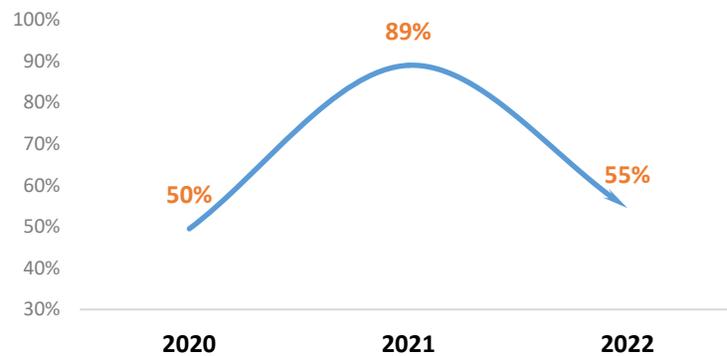
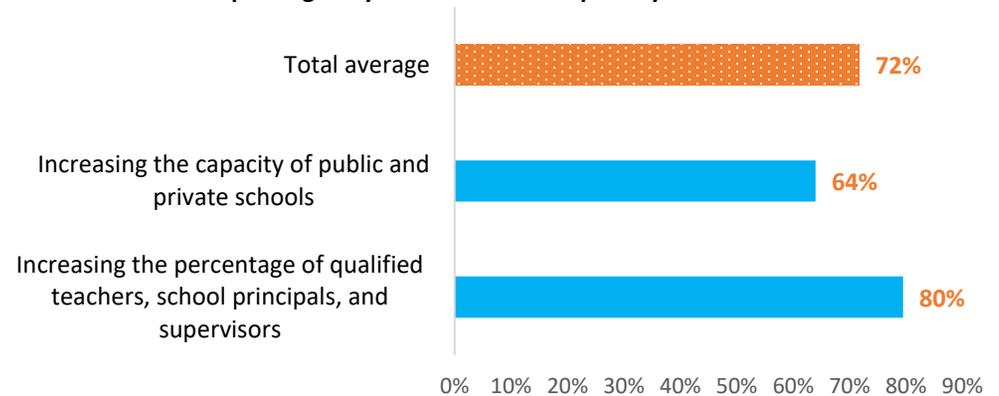


Figure (36): Grand average of Execution Rate of the interventions of the Improving early education reform priority from 2017 to 2022



• Student-Centered Quality Education

The Ministry has adopted in 2021 the priority of improving quality education, while we find that MoE has focused on some aspects since the beginning of the strategic plan, including clear interventions in the annual plans such as

qualification and training policies, developing the educational supervision and guidance system, enhancing student activities, and strengthening health aspects and other policies. The results of these policies were also reflected in previous priorities.

Results Interpretation:

All the challenges that prevented the achievement of the strategic plan targets were studied, in addition to those priorities, as stated in the Annual Work Plans, Key Policies and Progress Reports, the most prominent of which are:

1. The occupation confiscates VAT revenue funds.
2. Closure of the Jerusalem Educational Directorate by the Israeli occupation.
3. The Ministry of Finance was late in issuing the budget reports and ceilings allocated to the Ministry of Education.
4. The implementation of educational programs funded through institutions affiliated with the United States has stopped.
5. Reducing the JFA budget ceiling compared to previous years.
6. Irregular salaries and their consequences.
7. The financial crisis that the government went through and its impact on freezing work on the 2019 budget, and approving an emergency budget based on managing, rationalizing and codifying expenditures.
8. The financial crisis due to the Corona pandemic and lockdown policies, as 15%, 2.3%, and 8.9% were disbursed in 2020, 2021, and 2022, respectively, from the Ministry of Finance's developmental account according to the cash principle.

These challenges affected the redefinition of educational and financial priorities in the plan and giving priority to financing financial obligations from previous years. The Ministry provided funding for some projects from the local community, school donations, and from external funders by signing new agreements to implement projects that were included without funding.

In conclusion, the analysis reveals that one of the most important results is the necessity to reconsider the mechanism of designing and implementing annual executive plans and their management. This includes improving communication between the ministry and the field, as well as revisiting the structure of the implementing ministry in terms

in terms of its alignment with the strategic plan's outcomes. Additionally, there is a need to reconsider the process of setting targets for the strategic plan, which were developed independently of social, economic, and political variables as indicated by the analysis.

Key recommendations:

1. Enhancing executive plans with outcomes that focus on enhancing values and morals and enhancing students' thinking patterns and life skills, in addition to students' information and communication technology skills.
2. Assisting employees in the new ministry structure.
3. The priorities must be clear and specific, emerging from studied needs, so that the focus is on achieving impactful results.
4. Setting the targets in a thoughtful and realistic manner.
5. Promote the results-based approach to the planning process.
6. The goals must be formulated in a clear, non-complicated manner that focus on the targets.
7. Take into account the causal relationship in the chain of results when setting outputs, sub-goals, goals and general objectives (theory of change).
8. Strengthening the results-based accountability system, so that it focuses on results and not on the basis of implementing activities and providing services.
9. Strengthening the Ministry's communication with the directorates in the fields of planning, implementation and follow-up, by preparing schools and directorates work plans in parallel with the preparation of the Ministry's plan, in order to integrate and harmonize policies in achieving goals and reaching results.
10. Unifying visions and raising the capabilities of those in charge of planning, to ensure the existence of an effective planning mechanism that achieves the goals of the strategic plan.

CHAPTER TWO

**Evaluation of the Education Sector Strategic Plan
(2017–2022)
According to Key Performance Indicators (KPIs)**

For the Sector's Strategic Policy: Access, Quality, Governance

Indicators for Sector Strategic Policy (1): Access

Ensuring safe, inclusive and equitable enrolment in the education sector at all levels of the system

Goal 1: Increasing Enrollment Rates

1. Students' Gross Enrollment Rate (GER)

Definition: The total number of students within a specific (targeted) educational stage, regardless of their age, expressed as a percentage of the population in the official age group for enrollment in that targeted stage during the same year.

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (37), indicate that the highest gross enrollment rate was for the basic stage, then the secondary stage, followed by the preschool stage. While the objectives of the three educational levels were not achieved.

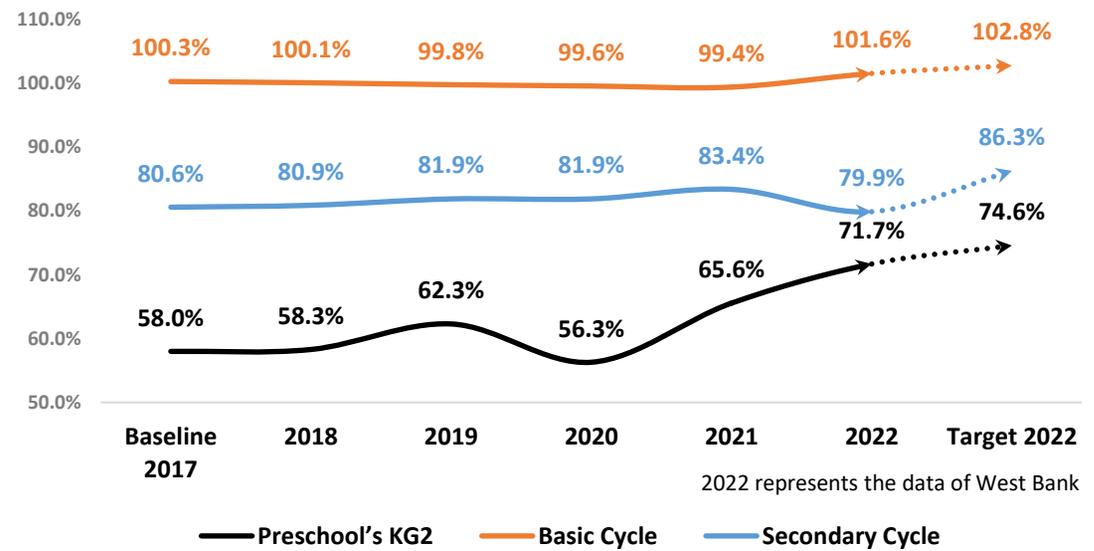
As Figure (37) shows, an increase in the value of the indicator for the basic stage from 100.3% in 2017 to 101.6% in 2022, and an increase from 58.0% in 2017 to 71.7% in 2022 for the preschool stage, while we find that the indicator decreased for the secondary stage from 80.6% to 79.9% in 2022.

Results Interpretation:

The most important reasons that prevented achieving the targets are:

1. The lack of sufficient government budgets to expand the construction of government preschools, especially in marginalized areas.
2. Implementing 46% of annual interventions related to preschool enrollment in 2018-2022.
3. High dropout rates for secondary school students.
4. The survival rate until ninth grade decreased from 84.5% to 82.9%.

Figure (37): Gross Enrolment Rate (GER)



Recommendations:

1. Increase the number of resource rooms in schools.
2. Identify the causes of dropouts and reduce them.
3. Develop school environment while adapting it for students with disabilities.
4. Enhance the school/preschool motivating standards that attract students.
5. Improve the infrastructure in schools, especially in the Jerusalem area.
6. Raise awareness on the importance of enrolling children in preschool and Preparatory stages.
7. Provide protection and safe access for students and teachers to their schools, especially in fragile areas.
8. Activate the networking process with the private sector and governmental sectors.

1.1 Gross Enrollment Rate for Preschool Students (KG2 only)

Definition: The total number of children in the preschool class, regardless of their age, expressed as a percentage of the population in the official age group for entering preschool (5 years-old) in the same year.

Table (7): Gross Enrollment Rate (GER) of students in Preschool’s KG2

	2017 – 2018			2018 – 2019			2019 – 2020			2020 – 2021			2021 – 2022			2022 – 2023 ¹³			Target 2022 – 2023		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes												
Total	72.2%	72.8%	72.5%	72.8%	72.6%	72.7%	76.2%	76.8%	76.5%	70.9%	74.3%	72.6%	81.3%	84.6%	82.9%				92.4%	93.1%	92.7%
West Bank	72.3%	73.5%	72.9%	75.6%	76.1%	75.9%	80.7%	82.6%	81.6%	80.4%	82.4%	81.4%	89.1%	90.7%	89.9%	92.8%	95.2%	94.0%	92.8%	93.6%	93.2%
Gaza	72.0%	72.0%	72.0%	69.1%	68.2%	68.7%	70.4%	69.4%	69.9%	58.2%	63.5%	60.8%	70.6%	76.1%	73.3%				91.8%	92.4%	91.8%

Figure (38): Gross Enrollment Rate (GER) of students in Preschool’s KG2 by student’s gender

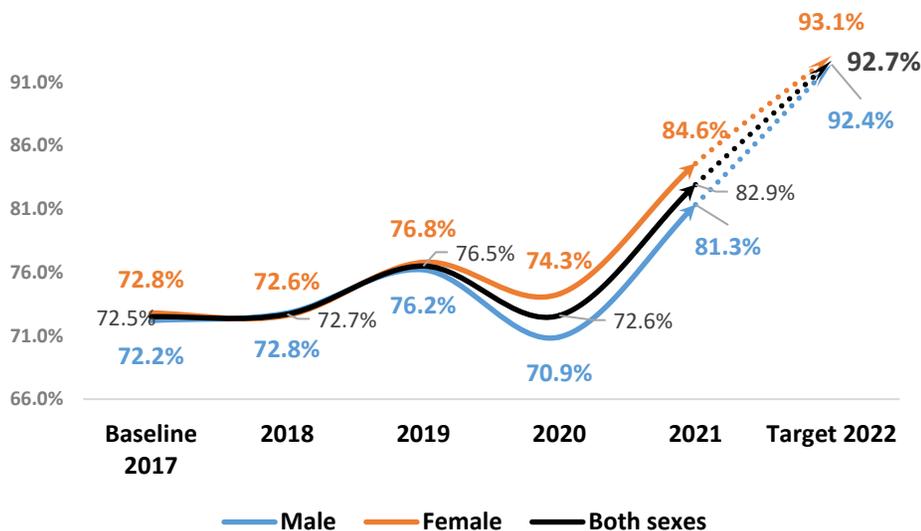
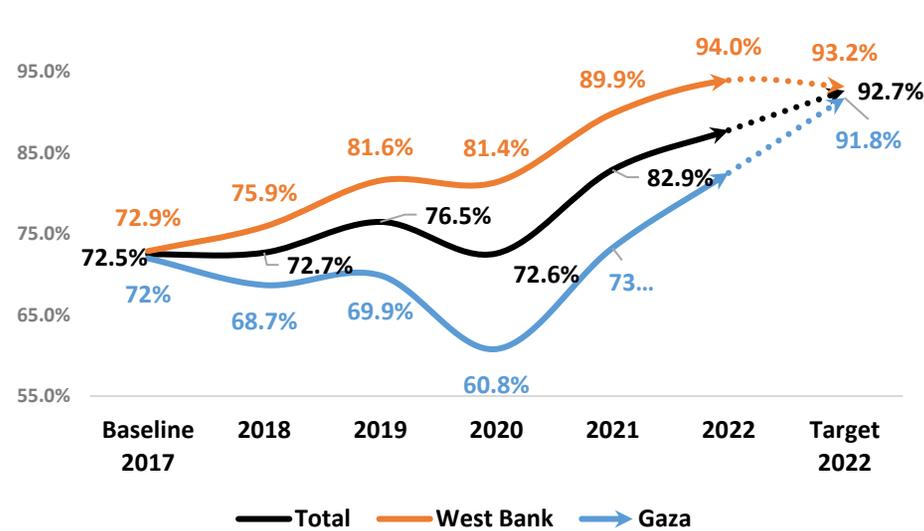


Figure (39): Gross Enrollment Rate (GER) of students in Preschool’s KG2 by region



¹³ The data for the academic year 2022-2023 is not available for Gaza Strip.

1.2 Gross Enrollment Rate for Preschool Students (KG1+KG2)

Definition: The total number of children enrolled in preschools approved by the Ministry of Education, regardless of age, in a given year, expressed as a percentage of the population in the official age group for enrollment in preschools (4-5 years-old) in the same year.

Table (8): Gross Enrollment Rate (GER) of students in Preschool's KG1 and KG2

	2018- 2017			2019 - 2018			2020 - 2019			2021 - 2020			2022 - 2021			2022 - 2023 ¹⁴			Target 2022 - 2023		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
Total	57.8 %	58.2 %	58.3%	58.3 %	58.3 %	58.3%	61.9 %	62.6 %	62.3%	55.2 %	57.6 %	56.3 %	64.1 %	67.1 %	65.6%				73.0 %	75.1 %	74.6%
West Bank	55.7 %	56.3 %	56.0%	58.4 %	59.2 %	58.8%	64.3 %	65.5 %	64.9%	59.6 %	60.6 %	60.0 %	68.1 %	69.7 %	68.9%	71.3 %	72.1 %	71.7 %	70.7 %	72.0 %	71.3%
Gaza	60.5 %	60.6 %	60.6%	58.1 %	57.2 %	57.7%	58.8 %	58.8 %	58.8%	49.4 %	53.5 %	51.4 %	58.5 %	63.4 %	60.9%				78.8 %	79.6 %	79.2%

Figure (40): Gross Enrollment Rate (GER) of students in Preschool's KG1 and KG2 by student's gender

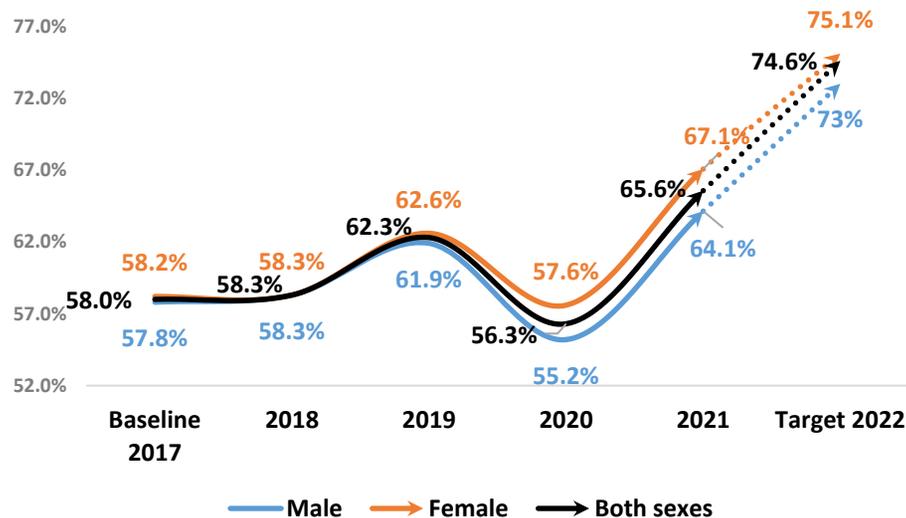
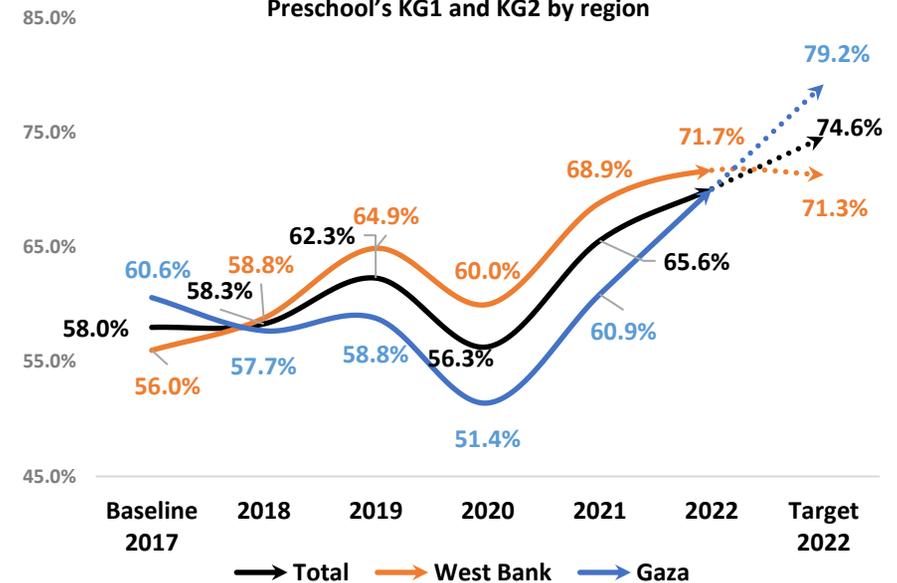


Figure (41): Gross Enrollment Rate (GER) of students in Preschool's KG1 and KG2 by region



¹⁴ The data for the academic year 2022-2023 is not available for Gaza Strip.

1.3 Gross Enrollment Rate (GER) in Basic Stage

Definition: It is the total number of students in the basic stage, regardless of age, expressed as a percentage of the total population in the official age group for enrollment in the basic stage (6-14 years-old). This indicator aims to indicate the general level of participation in the basic education level. And the absorptive capacity of this level.

Table (9): Gross Enrollment Rate (GER) in Basic Stage

	2018- 2017			2019 - 2018			2020 - 2019			2021 - 2020			2022 - 2021			2022 - 2023 ¹⁵			Target 2022 - 2023		
	Mal e	Fe- male	Both sexes	Mal e	Fe- male	Both sexes	Mal e	Fe- male	Both sexes	Mal e	Fe- male	Both sexes	Mal e	Fe- male	Both sexes	Male	Fe- male	Both sexes	Male	Fe- male	Both sexes
Total	99.5 %	101.2 %	100.3 %	99.3 %	101.1 %	100.1 %	98.9 %	100.7 %	99.8 %	98.7 %	100.5 %	99.6 %	98.3 %	100.6 %	99.4 %				101.9 %	103.7 %	102.8 %
West Bank	99.4 %	101.6 %	100.5 %	99.1 %	101.3 %	100.2 %	99.3 %	101.5 %	100.4 %	99.0 %	101.8 %	100.3 %	99.2 %	102.3 %	100.7 %	100.1 %	103.1 %	101.6 %	101.4 %	103.5 %	102.4 %
Gaza	99.5 %	100.7 %	100.1 %	99.5 %	100.7 %	100.1 %	98.4 %	99.6 %	99.0%	98.4 %	98.9 %	98.6 %	97.1 %	98.4 %	97.7%				102.5 %	104.1 %	103.3 %

Figure (42): Gross Enrollment Rate (GER) in Basic Stage by student's gender

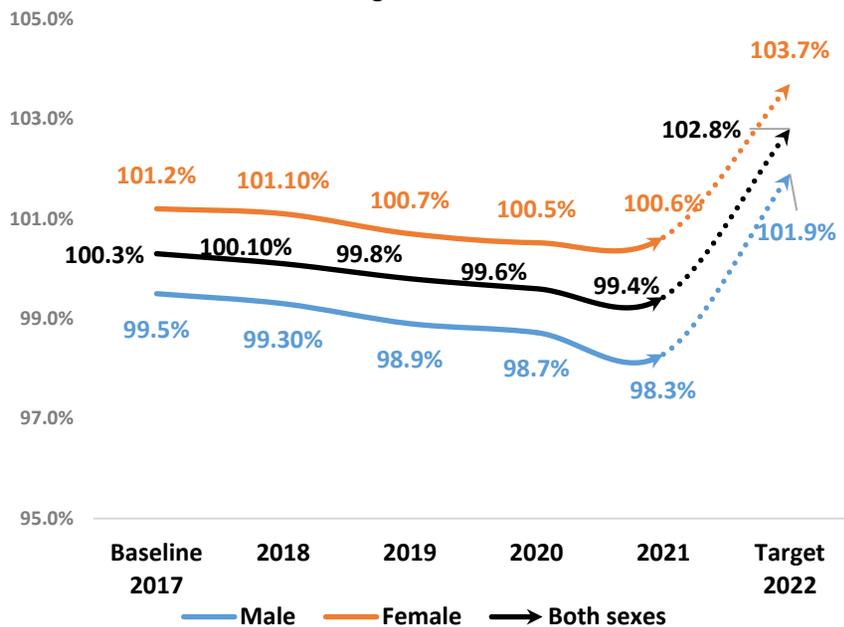
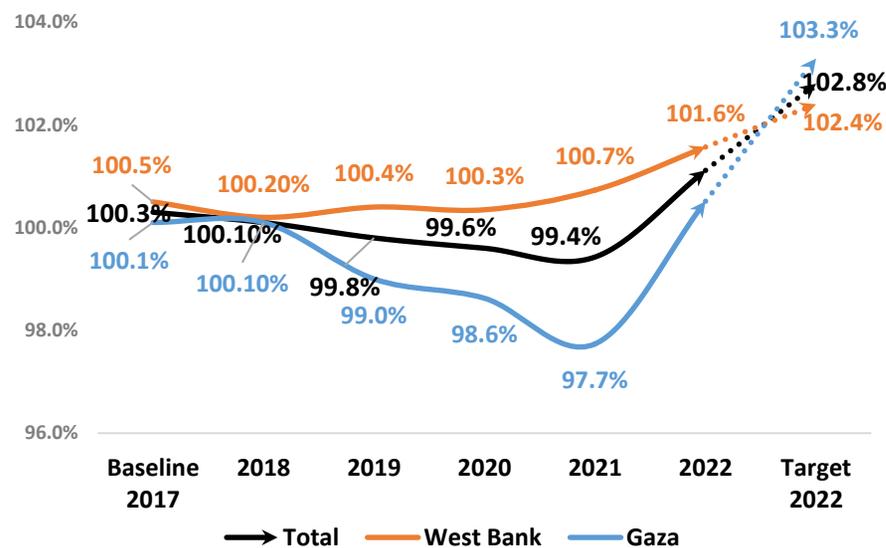


Figure (43): Gross Enrollment Rate (GER) in Basic Stage by region



¹⁵ The data for the academic year 2022-2023 is not available for Gaza Strip.

1.4 Gross Enrollment Rate (GER) in Secondary Stage

Definition: The total number of students in the secondary stage, regardless of age, expressed as a percentage of the total population in the official age group for entering secondary school (15-17 years-old). This indicator aims to indicate the general level of participation in the secondary education level, and the absorptive capacity of this level.

Table (10): Gross Enrollment Rate (GER) in Secondary Stage

	2018- 2017			2019 - 2018			2020 - 2019			2021 - 2020			2022 - 2021			2022 - 2023 ¹⁶			Target 2022 - 2023		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
Total	70.5 %	91.2 %	80.6%	71.3 %	90.9 %	80.9%	72.5 %	91.8 %	81.9	72.5 %	91.8 %	81.9%	73.8 %	93.4 %	83.4%				76.4 %	96.5 %	86.3
West Bank	68.0 %	91.3 %	79.4%	67.8 %	90.4 %	78.9%	68.6 %	91.1 %	79.6	68.6 %	91.1 %	79.6%	68.9 %	92.8 %	80.6%	67.0 %	93.4 %	79.9%	69.4 %	96.1 %	82.5
Gaza	74.3 %	91.2 %	82.5%	76.7 %	91.7 %	84.0%	78.3 %	93.0 %	85.4	78.3 %	93.0 %	85.4%	81.0 %	94.3 %	87.5%				86.4 %	96.8 %	91.6

Figure (44): Gross Enrollment Rate (GER) for the Secondary Stage by student's gender

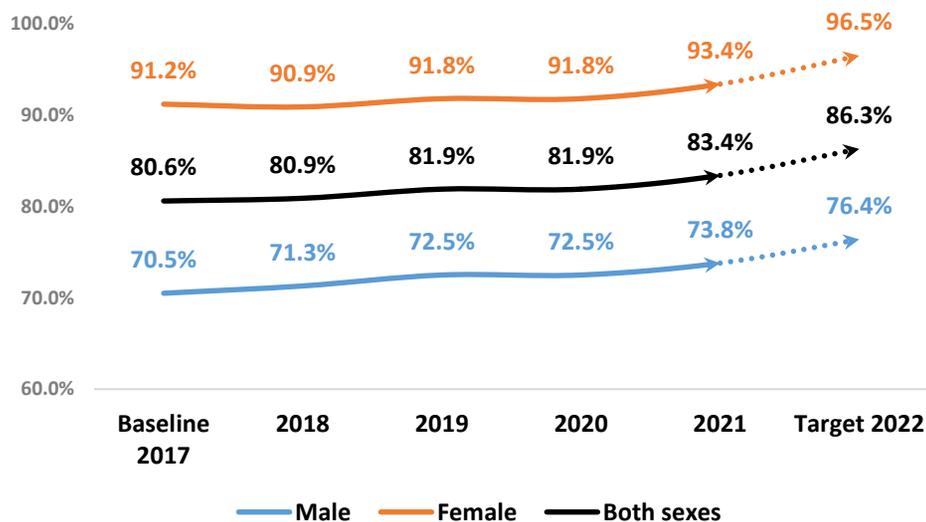
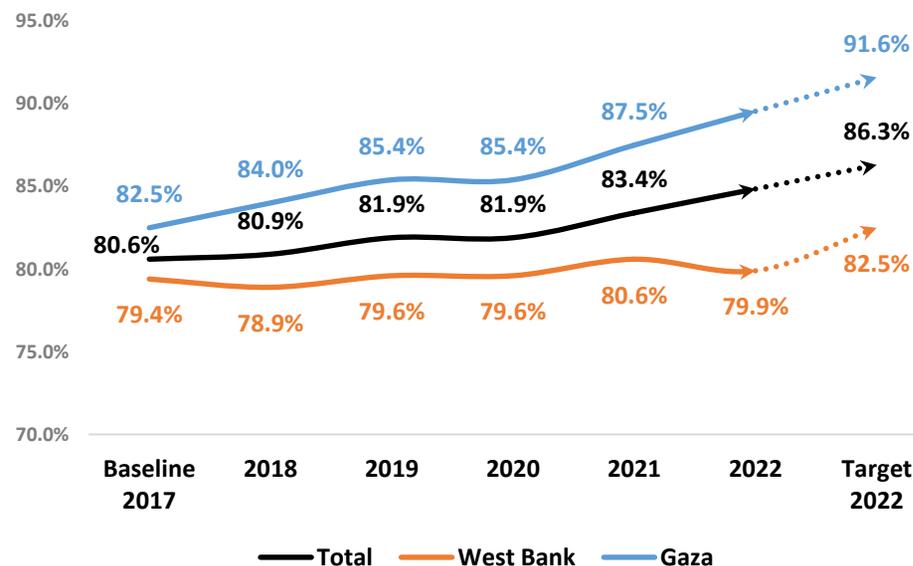


Figure (45): Gross Enrollment Rate (GER) for the Secondary Stage by region



¹⁶ The data for the academic year 2022-2023 is not available for Gaza Strip.

2. Adjusted Net Enrollment Rate (ANER)

Definition: It is the total number of students who are of official enrollment age within a specific (targeted) educational stage, regardless of the stage in which they are enrolled, expressed as a percentage of the total members of the population group corresponding to that targeted educational stage.

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (46), indicate an increase in the value of the adjusted net enrollment rate indicator in the basic stage from 99.0% in 2017 to 100.7% in 2022, and an increase from 77.4% in 2017 to 77.9% in 2022 for the secondary stage with instability. The value of the indicator depends on the years of plan implementation, especially at the secondary level.

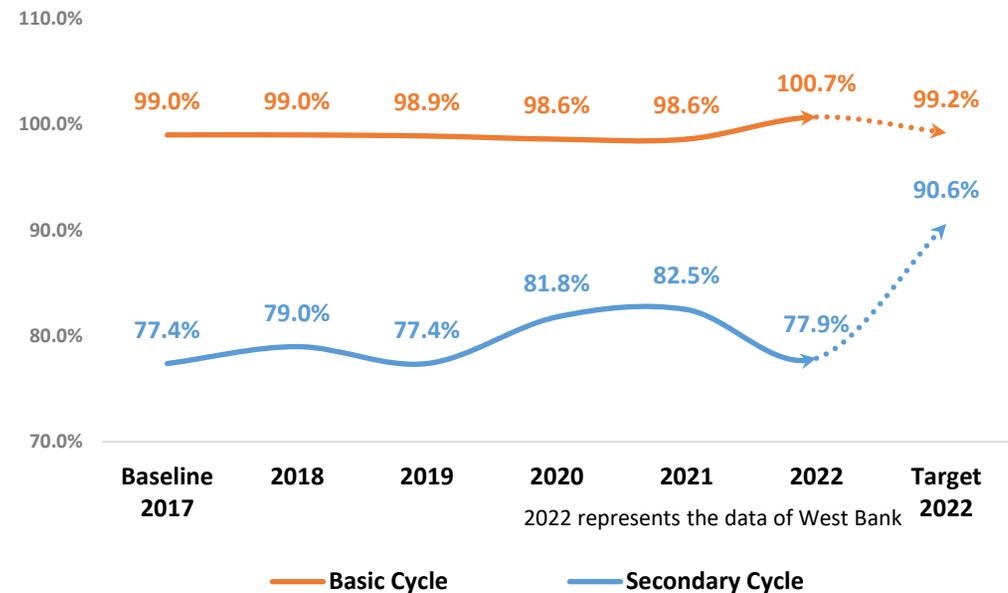
The results in Figure (46) also showed a clear difference in the indicator results between the basic stage and the secondary stage in favor of the basic stage. It is also noted from the figure that the target of the basic stage was achieved, as the indicator value reached 100.7% in the year 2022 when the target was 99.2%, while the target for the secondary stage has not been achieved, as the indicator value reached 77.9% in the year 2022 and the target is 90.6%.

Results Interpretation:

Among the most important reasons that prevented achieving the secondary stage goal:

1. High dropout rates for secondary school students.
2. The survival rate through ninth grade decreased from 84.5% to 82.9%.

Figure (46): Adjusted Net Enrolment Rate (NERA)



Recommendations:

1. Develop the school environment while adapting it for students with disabilities.
2. Improve the infrastructure in schools, especially in the Jerusalem area.
3. Identify the causes of dropouts, and reduce them.
4. Implement the law regarding compulsory education for grades 1–10.

2.1 Adjusted Net Enrollment Rate (ANER) in Basic Stage

Definition: It is the total number of students who are of official entry age in the basic stage (6-14 years-old), regardless of the stage in which they are enrolled, expressed as a percentage of the total members of the corresponding population category (6-14 years-old).

Table (11): Adjusted Net Enrolment Rate (NERA) in Basic Stage

	2018- 2017			2019 - 2018			2020 - 2019			2021 - 2020			2022 - 2021			2022 - 2023 ¹⁷			Target 2022 - 2023		
	Male	Fe- male	Both sexes	Male	Fe- male	Both sexes	Male	Fe- male	Both sexes	Male	Fe- male	Both sexes	Male	Fe- male	Both sexes	Male	Fe- male	Both sexes	Male	Fe- male	Both sexes
Total	%98.1	99.9%	99%	98.2 %	99.8%	99%	%98.1	99.7%	%98.9	%97.7	%99.5	%98.6	%97.4	%99.9	%98.6				%98.4	99.9 %	%99.2
West Bank	98%	100%	99%	98.1 %	100%	99%	%98.5	100.2 %	%99.3	%97.9	%100.7	%99.3	%98.3	%101.4	%99.8	%99.2	102. %2	100.7 %	%98.5	100.2 %	%99.3
Gaza	98.2%	%97.7	98.9%	98.4 %	99.4%	98.9%	%97.7	%98.9	%98.3	%97.4	%98	%97.7	%96.3	%97.9	%97.1				%98.4	99.4 %	%98.9

Figure (47): Adjusted Net Enrolment Rate (NERA) in Basic Stage by student's gender

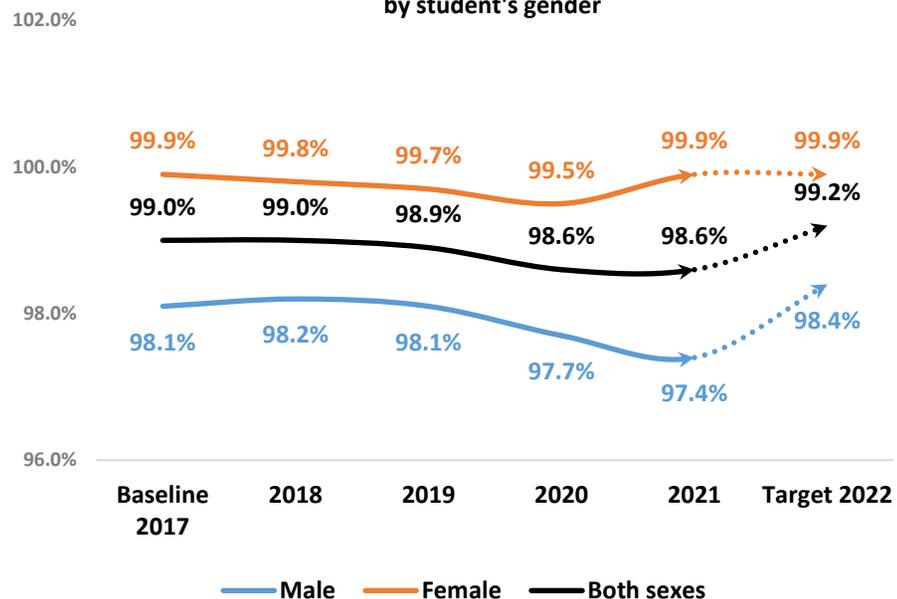
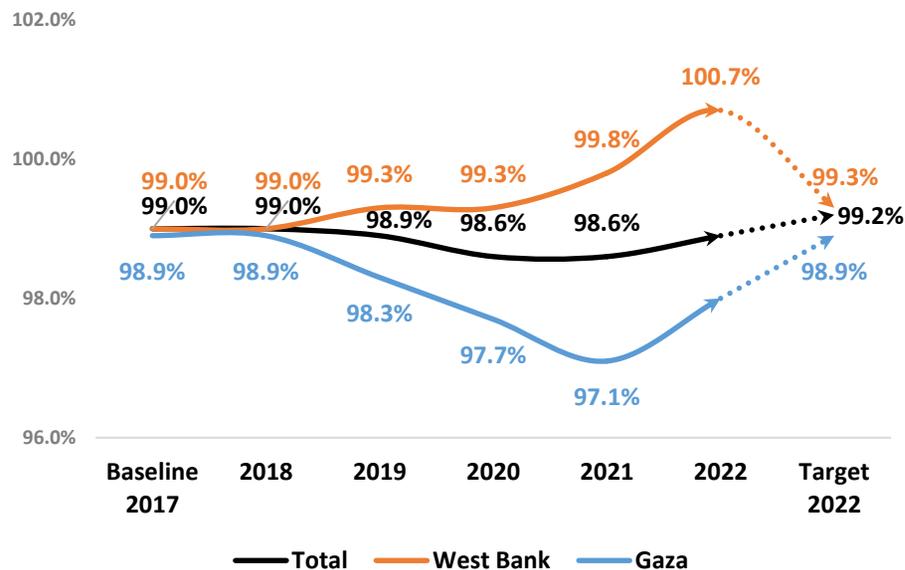


Figure (48): Adjusted Net Enrolment Rate (NERA) in Basic Stage by region



¹⁷ The data for the academic year 2022-2023 is not available for Gaza Strip.

2.2 Adjusted Net Enrollment Rate (ANER) in Secondary Stage

Definition: It is the total number of students who are of official secondary school enrollment age (15-17 years-old), regardless of the stage they are enrolled in, expressed as a percentage of the total members of the corresponding population category (15-17 years-old).

Table (12): Adjusted Net Enrolment Rate (NERA) in Secondary Stage

	2018- 2017			2019 - 2018			2020 - 2019			2021 - 2020			2022 - 2021			2022 - 2023 ¹⁸			Target 2022 - 2023		
	Male	Fe- male	Both sexes	Male	Fe- male	Both sexes	Male	Fe- male	Both sexes	Male	Fe- male	Both sexes	Male	Fe- male	Both sexes	Male	Fe- male	Both sexes	Male	Fe- male	Both sexes
Total	68.2 %	86.9 %	77.4%	69.6%	88.9%	79.0%	68.4 %	86.7 %	%77.4	73.2 %	90.8 %	%81.8	72.9 %	92.5 %	%82.5				82.7 %	99.1 %	%90 .6
West Bank	64.9 %	86.0 %	75.3%	66.2%	88.4%	77.1%	64.5 %	85.7 %	%74.9	68.2 %	90.1 %	%79.0	67.8 %	91.7 %	%79.5	65.5 %	90.7 %	77.9%	75.7 %	99%	%87 .1
Gaza	73.4 %	88.4 %	80.7%	74.9%	89.6%	82.1%	74.2 %	88.3 %	%81.1	80.4 %	91.9 %	%86.0	80.1 %	93.6 %	%86.7				92.8 %	99%	%95 .8

Figure (49): Adjusted Net Enrolment Rate (NERA) in Secondary Stage by student's gender

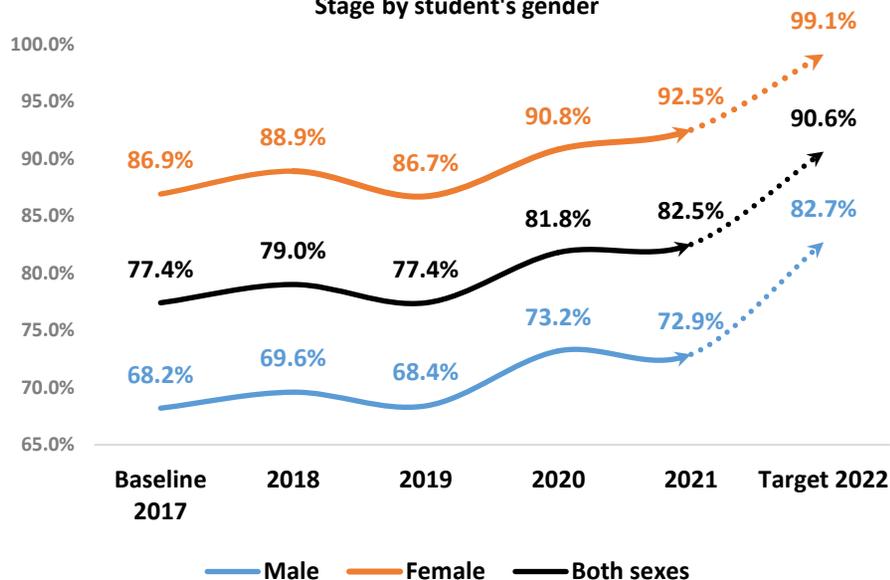
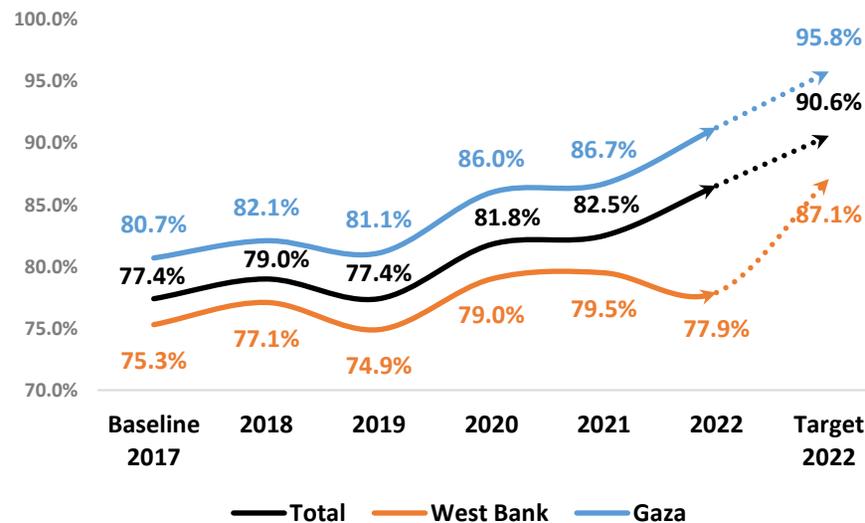


Figure (50): Adjusted Net Enrolment Rate (NERA) in Secondary Stage by region



¹⁸ The data for the academic year 2022-2023 is not available for Gaza Strip.

3. Percentage of Enrolled Students in Public Preschools¹⁹

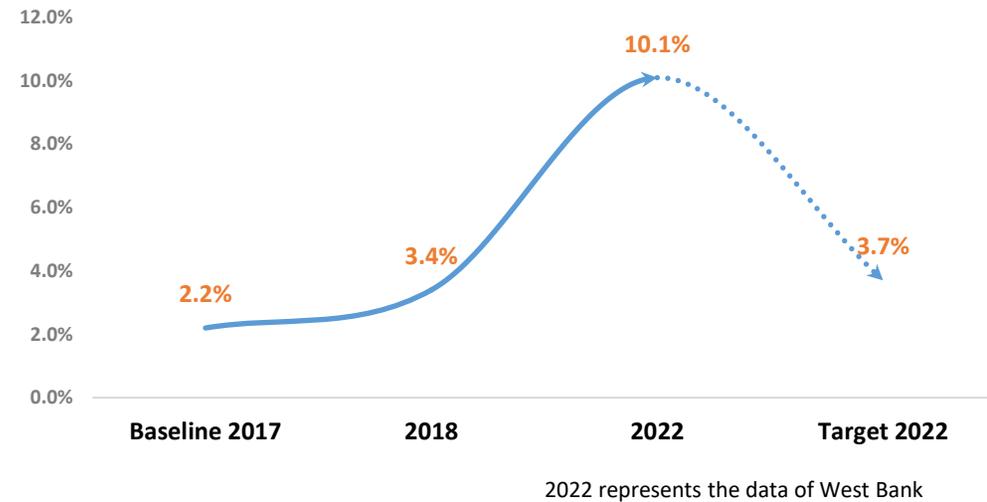
Definition: The total number of children enrolled in government preschools, or enrolled in preschool classes attached to government schools, expressed as a percentage of the total number of children enrolled in all preschools (all supervisory bodies).

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (51), indicate an increase in the percentage of students enrolled in the government preschool program from 2.2% in 2017 to 3.4% in 2018. The figure also shows that the percentage of students enrolled in the preschool program in the West Bank reached 10.1%, where the 2022 target of 3.7% was achieved by the West Bank indicator only.

On the next page, the indicator value is displayed according to the student's gender and geographical region.

Figure (51): Percentage of students enrolled in governmental preschool programs



¹⁹ The indicator was not measured in the academic years 2019-2020, 2020-2021, and 2021-2022

Table (13): Percentage of students enrolled in governmental preschool programs

	2017 - 2018			2018 - 2019			2022 - 2023 ²⁰			Target 2022 - 2023		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
Total	2.0%	2.4%	2.2%	3.1%	3.8%	3.4%				3.7%	3.7%	3.7%
West Bank	3.4%	3.9%	3.6%	5.2%	6.4%	5.8%	9.6%	10.7%	10.1%	6.3%	6.2%	6.3%
Gaza	0.4%	0.6%	0.5%	0.4%	0.6%	0.5%				0.4%	0.6%	0.5%

Figure (52): Percentage of students enrolled in governmental preschool programs by student's gender

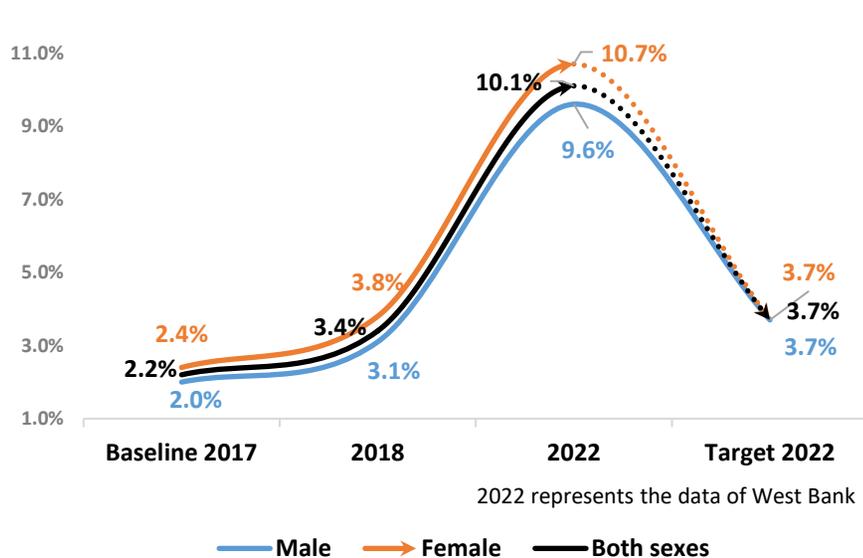
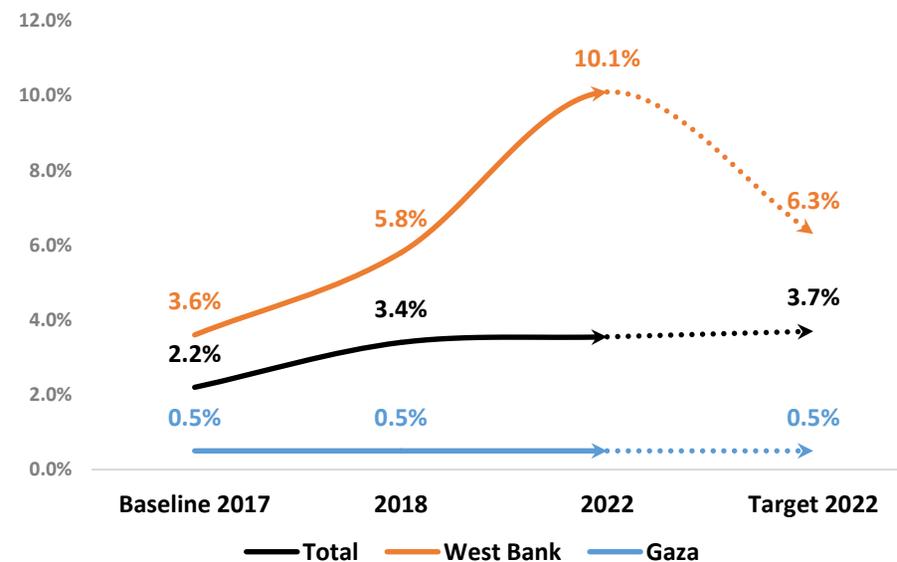


Figure (53): Percentage of students enrolled in governmental preschool programs by region



²⁰ The data for the academic year 2022-2023 is not available for Gaza Strip.

4. Rate of participation in organized learning one year prior to formal enrollment in basic education

Definition: The total number of children enrolled in the KG2 and the first grade of basic education, aged (5 years), expressed as a percentage of the population in the official age group for enrollment in preschool (5 years) in the same year.

Table (14): Participation rate in organized learning one year before official enrollment in basic education

	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023 ²¹			Target 2022 - 2023		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes												
Total	68.1 %	71.3 %	69.7 %	70.8 %	73.4 %	72%	72.4 %	72.2 %	72.3 %	59.0 %	68.8 %	%63.8	67.7 %	78.3 %	%72.9				69.1 %	79.7 %	74.3 %
West Bank	67.5 %	69.2 %	68.3 %	71.2 %	70.9 %	71.1%	76.6 %	77.6 %	77.1 %	65.6 %	75.9 %	%70.6	72.7 %	83.6 %	%78.0	79.6 %	81.1 %	80.4 %	74.1 %	85%	79.4 %
Gaza	68.9 %	74 %	71.4 %	70.1 %	76.5 %	73.2%	54.8 %	53.5 %	54.2 %	50.2 %	59.3 %	%54.6	60.8 %	71.0 %	%65.8				62%	72.5 %	67.2 %

Figure (54):): Participation rate in organized learning one year before official enrollment in basic education by region

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (54), indicate an increase in the value of the rate of participation in formal learning one year before the age of official entry into basic education, from 69.7% in 2017 to 72.9% in 2021. The indicator value for the West Bank also reached 80.4% in the year 2022, where the general indicator target for the year 2022, amounting to 74.3%, was achieved by the West Bank indicator only.



²¹ The data for the academic year 2022-2023 is not available for Gaza Strip.

5. Number of Public Preschools

Table (15): Number of public preschools

	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	²² 2022 - 2023	Target 2022 - 2023
Total	159	234	316	376	397		476
West Bank	146	221	301	365	385	395	451
Gaza	13	13	15	11	12		25

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (55), showed an increase in the number of preschools in general from 159 preschools in 2017 to 397 preschools in 2021. We also find that the 2022 target of 476 preschools was not achieved, and the majority of these preschools are in the West Bank, as is evident from Figure (56).

Figure (55): Number of public preschools in West Bank and Gaza

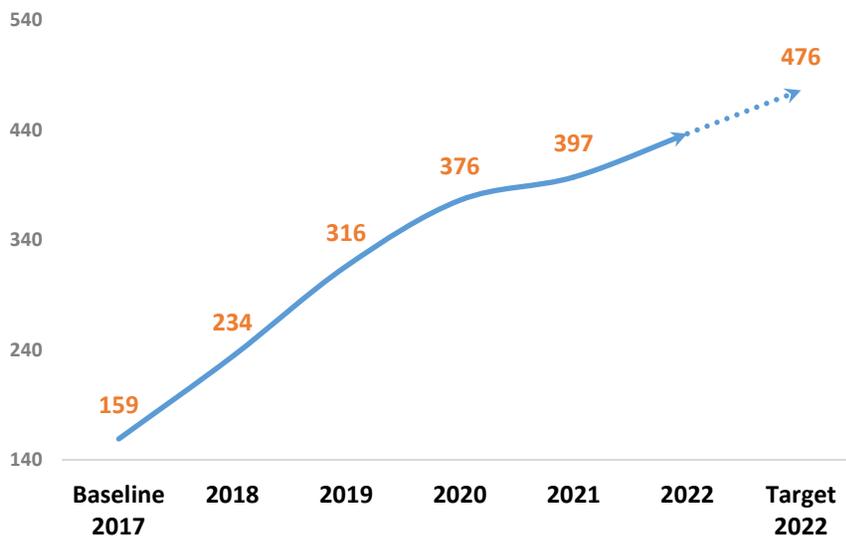
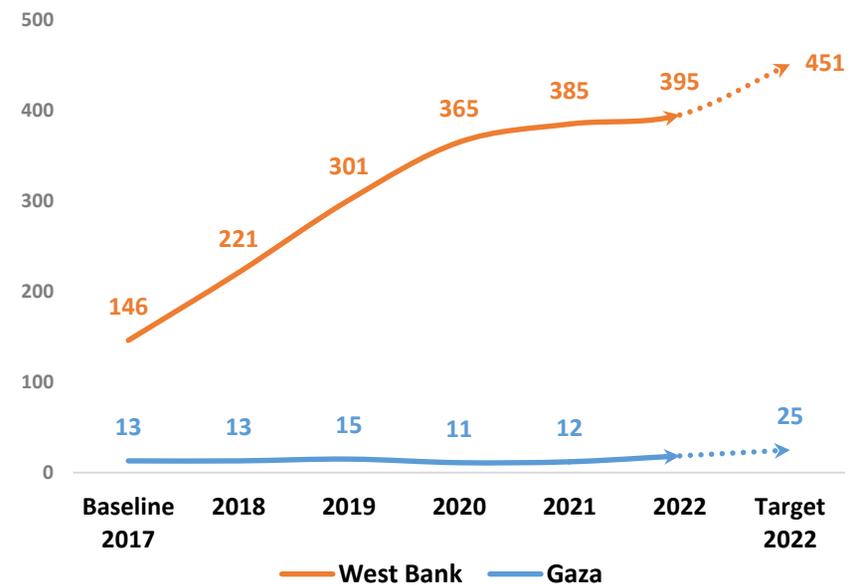


Figure (56): Number of public preschools by region



²² The data for the academic year 2022-2023 is not available for Gaza Strip.

6. Number of Licensed Preschools (Private and Public)

Definition: A licensed preschool is a preschool that meets the licensing standards, represented by building conditions, number of children, staff standards, and certain specifications of the educational environment that are adopted by MoE.

Table (16): Number of licensed (public and private) preschools

	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023 ²³	Target 2022 - 2023
Total	1954	2017	2164	2133	2167		2290
West Bank	1263	1332	1452	1488	1550	1578	1500
Gaza	691	685	712	645	617		790

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (57), indicate an increase in the value of the number of governmental preschools from 159 in 2017 to 397 in 2021, while we find a decrease in the number of private preschools from 1,795 in 2017 to 1,770 in 2022. The 2022 targets for preschools were also achieved. Children in the West Bank, where the indicator value, as in Figure (58), reached 1578 for the year 2022, and the target is 1500.

Results Interpretation:

The most important reasons that prevented achieving the goals are:

1. There are still private preschools that are not licensed according to standards.
2. Closing some private preschools as a result of financial loss because they were established for the purpose of profit.
3. The Covid-19 pandemic and its significant impact on students' enrollment in preschool, Which affected the number of licensed preschools.

Recommendations:

1. Implementing and activating the minimum wage law.
2. Activating the networking process with the private sector and other government sectors.

Figure (57): Number of licensed (public and private) preschools by supervising authority

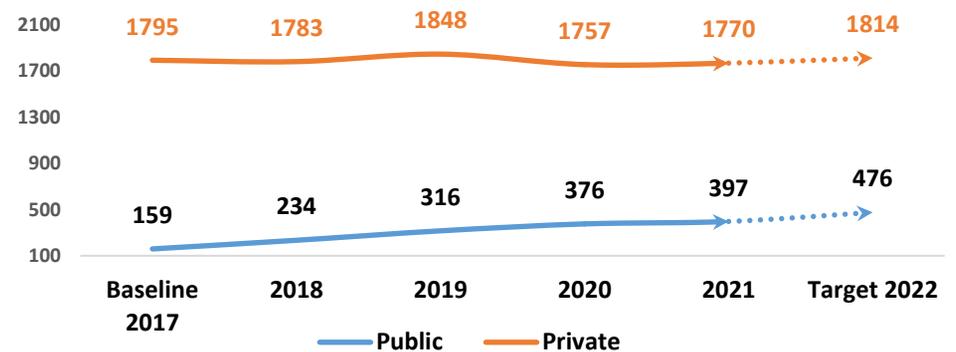
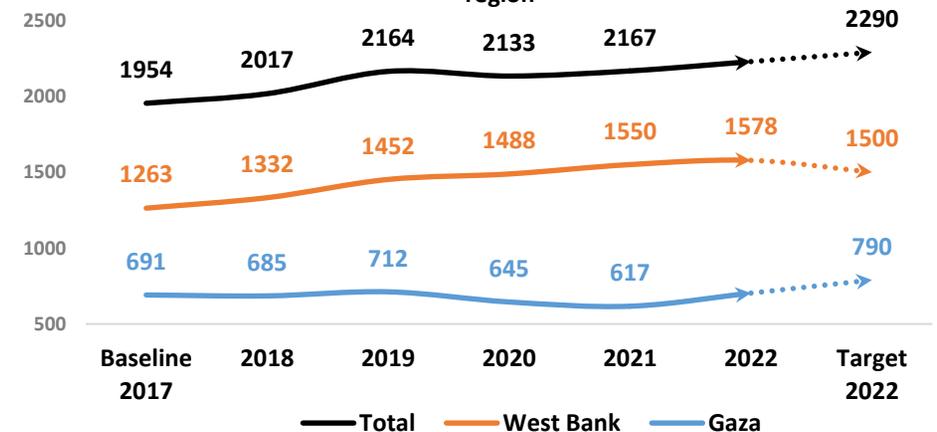


Figure (58): Number of licensed (public and private) preschools by region



²³ The data for the academic year 2022-2023 is not available for Gaza Strip.

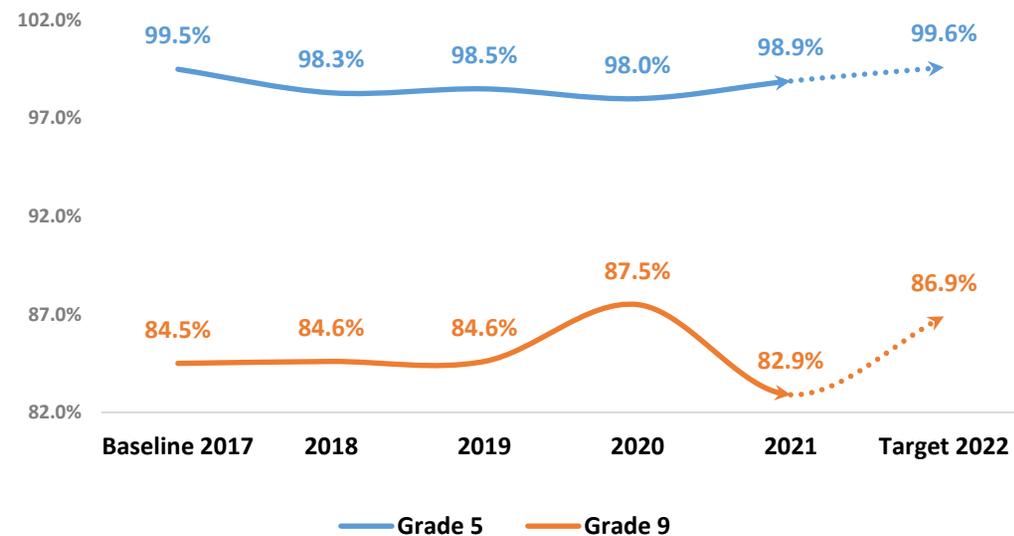
7. Survival Rate

Definition: The percentage of students belonging to a cohort enrolled in the first basic grade in a given academic year, and who are expected to continue studying until they reach the target grade.

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (59), indicate that there is a clear difference between the survival rate until the fifth grade and the survival rate until the ninth grade in favor of the fifth grade. It is also noted that the indicator decreased in general for the two grades according to the years of implementation of the plan. It decreased from 99.5% in 2017 to 98.9% in 2021 for the fifth grade, while the indicator for the ninth grade decreased from 84.5% in 2017 to 82.9% in 2021. The analysis also shows that the 2022 target for the fifth and ninth grades of 99.6% and 86.9% was not achieved, respectively.

Figure (59): Survival Rate to Grade 5 and Grade 9



Results Interpretation:

1. The most important reasons that prevented achieving the target are:
2. The bad economic situation, which contributed to the increase in the phenomenon of child labor, causing students dropping out of schools.

Recommendations:

1. Developing the school environment and preparing it for students with disabilities.
2. Improving the infrastructure in schools, especially in the Jerusalem area.
3. Working to implement the law regarding compulsory education for grades 1-10.

7.1 Survival Rate until Grade 5²⁴

Definition: The percentage of students belonging to a cohort who enrolled in the first grade of basic education in a given academic year, and who are expected to continue studying until they reach the fifth grade.

Table (17): Survival Rate to Grade 5

	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			Target 2022 - 2023		
	Male	Fe- male	Both sexes	Male	Fe- male	Both sexes												
Total	99.3%	99.7%	99.5%	98.3%	98.4%	98.3%	98.4%	98.7%	98.5%	98.0%	98.0%	98.0%	98.5%	99.4%	98.9%	99.5%	99.8%	99.6%
West Bank	99.0%	99.7%	99.3%	97.9%	97.6%	97.6%	97.2%	97.8%	97.5%	98.3%	96.7%	97.5%	98.9%	100.0%	99.4%	99.2%	99.8%	99.5%
Gaza	99.9%	99.8%	99.8%	99.0%	99.4%	99.2%	100.0%	99.7%	99.9%	97.6%	99.5%	98.5%	97.9%	98.6%	98.3%	99.9%	99.9%	99.9%

Figure (60): Survival Rate to Grade 5 by student's gender

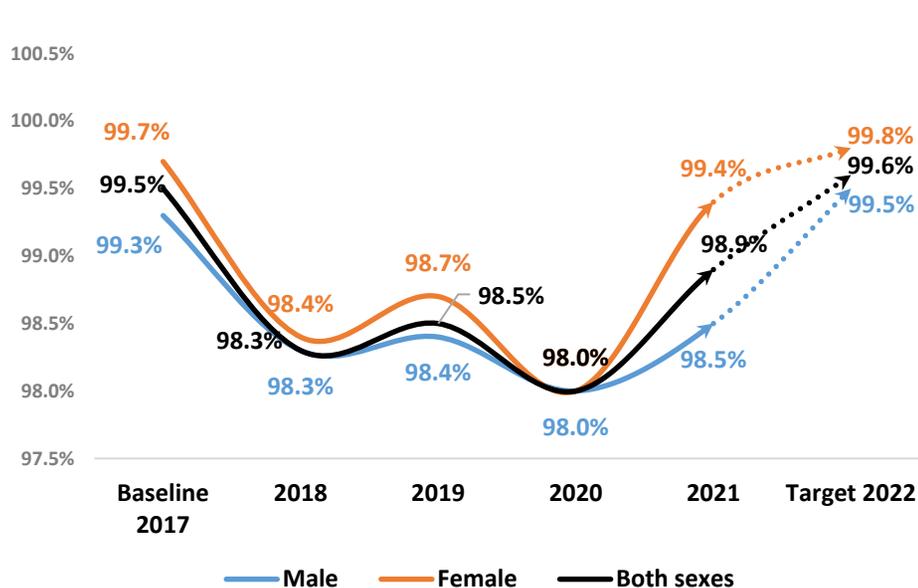
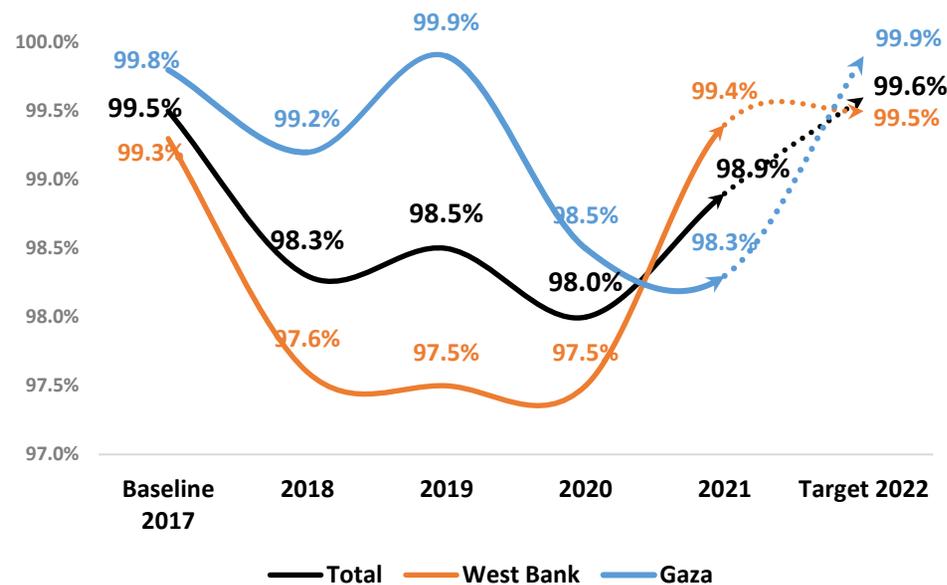


Figure (61): Survival Rate to Grade 5 by region



²⁴ The data for the academic year 2022-2023 is not available for Gaza Strip.

7.2 Survival Rate until Grade 9²⁵

Definition: The percentage of students belonging to a cohort who enrolled in the first grade of basic education in a given academic year, and who are expected to continue studying until they reach the ninth grade.

Table (18): Survival Rate to Grade 9

	2017 - 2018*			2018 - 2019* ²⁶			2019 - 2020			2020 - 2021			2021 - 2022			Target 2022 - 2023		
	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes
Total	76.5%	92.9%	84.5%	77.1%	92.5%	84.6%	81.4%	93.8%	87.5%	73.7%	92.6%	82.9%	75.7%	94.5%	84.9%	79.5%	94.6%	86.9%
West Bank	71.4%	92.6%	81.7%	73.1%	90.1%	81.5%	76.3%	92.1%	84.1%	75.8%	93.8%	84.3%	79.3%	92.3%	85.6%	72.4%	92.7%	82.6%
Gaza	84.2%	93.3%	88.7%	82.7%	95.7%	89.0%	88.3%	96.0%	92.1%	74.6%	93.1%	83.6%	77.2%	93.5%	85.2%	89.2%	94%	91.6%

Figure (62): Survival Rate to Grade 9 by student's gender

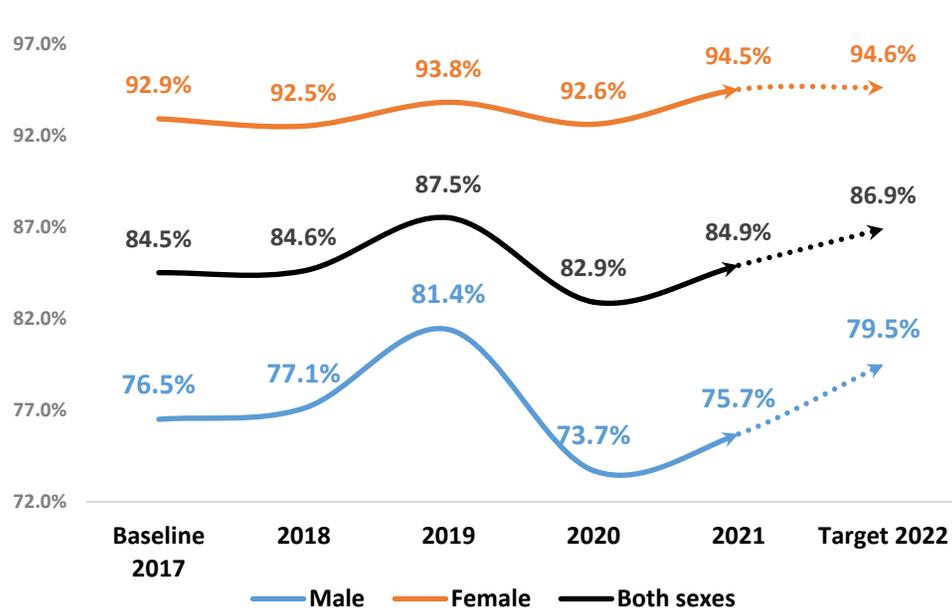
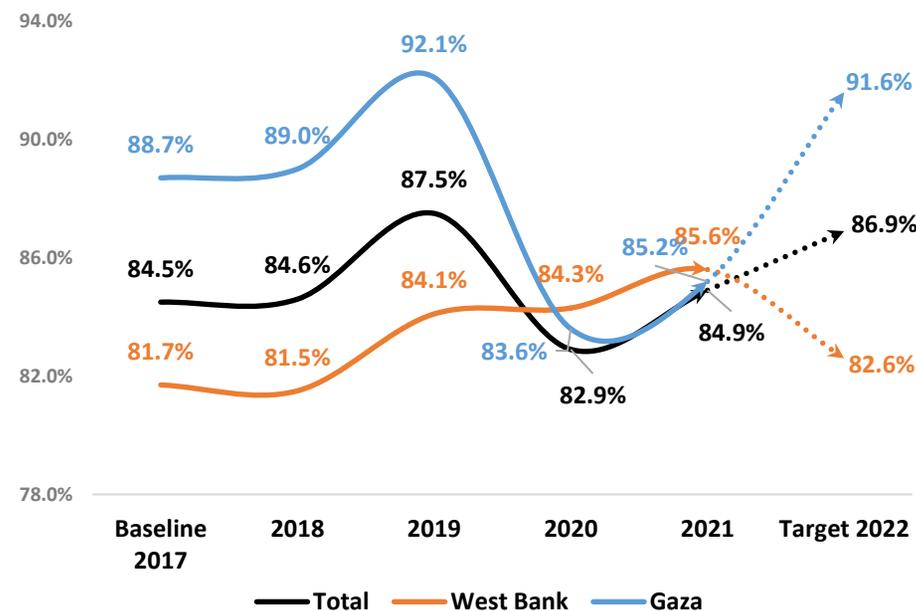


Figure (63): Survival Rate to Grade 9 by region



²⁵ The data for the academic year 2022-2023 is not available for Gaza Strip.

²⁶ The academic years 2017-2018 and 2018-2019 represent the survival rate until the 10 grade. Since the beginning of the 2019-2020 academic year, the indicator has become the survival rate until the 9 grade, as the 10 grade was adopted within the secondary stage and thus the 9 grade became the end of the basic stage.

8. Transition Rate from the Basic Stage to the Secondary Stage²⁷

Definition: The number of new students in the tenth grade for a particular year, expressed as a percentage of the total number of students enrolled in the ninth grade in the previous year.

Table (19): Transition Rate from the Basic Stage to the Secondary Stage

	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			Target 2022 - 2023		
	Male	Female	Both sexes	Male	Female	Both sexes												
Total	86.3%	95.2%	90.9%	88.3%	96.2%	92.4%	88.7%	96.6%	92.8%	91.0%	97.4%	94.3%	87.5%	97.1%	92.4%	86.9%	95.3%	91.2%
West Bank	85.2%	94.6%	90.2%	86.9%	95.8%	91.5%	88.1%	96.6%	92.5%	89.5%	97.6%	93.7%	87.5%	97.6%	92.8%	88.3%	95.8%	92.2%
Gaza	88.0%	96.1%	92.1%	90.1%	96.9%	93.5%	89.6%	96.7%	93.2%	93.0%	97.2%	95.2%	87.5%	96.5%	92.0%	93.9%	101.9%	98.0%

Figure (64): Transition Rate from the Basic Cycle to the Secondary Cycle by student's gender

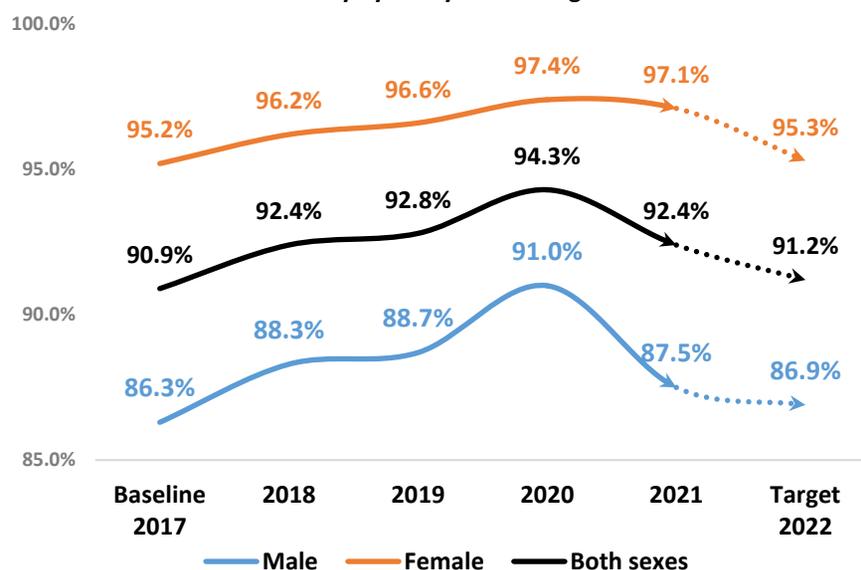
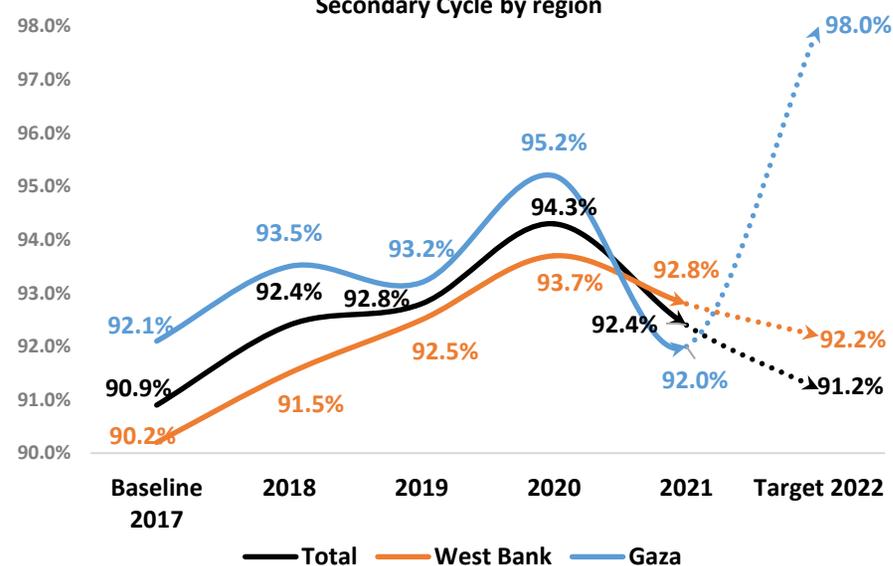


Figure (65): Transition Rate from the Basic Cycle to the Secondary Cycle by region



²⁷ The data for the academic year 2022-2023 is not available for Gaza Strip.

9. Students Dropout Rate ²⁸

Definition: The number of students who drop out of a specific educational stage (those who leave the formal educational system), in a particular year, expressed as a percentage of the total students of the targeted stage enrolled in that year.

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (66), indicate that there is a difference between the dropout rates of the various educational levels, as the secondary stage recorded the highest dropout rates among the rest of the stages, followed by the vocational education grades (eleventh and twelfth grades), then the basic stage, which recorded the lowest dropout rates.

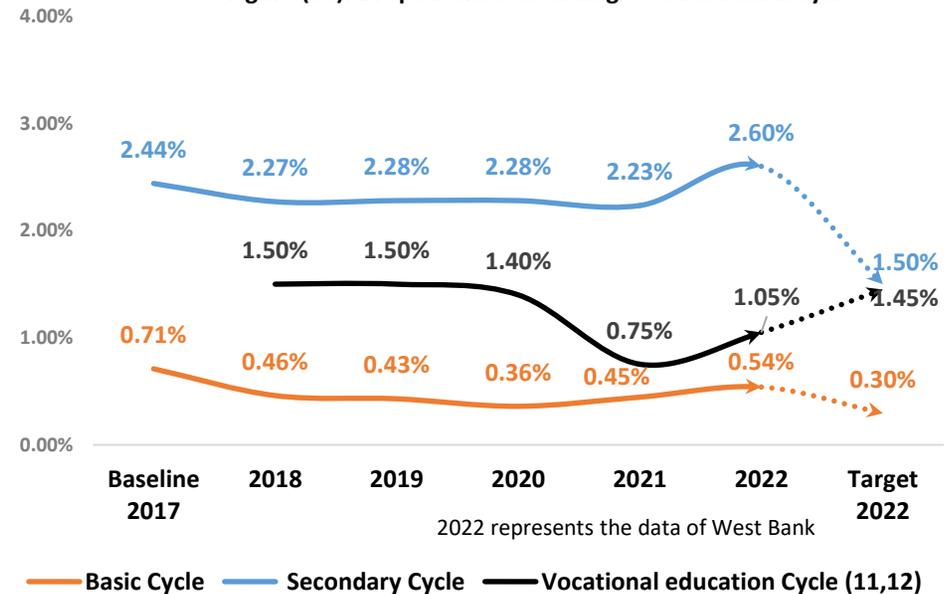
It is also noted from the figure that fluctuations up and down and sometimes stability in the value of the indicator during the years of strategic plan implementation. The dropout rate for the secondary stage increased from 2.44% in 2017 to 2.60% in 2022, and the indicator value for the eleventh and twelfth vocational grades decreased from 1.50% in 2017 to 1.05% in 2022. while the value of the dropout rate for the basic stage decreased from 0.71% in the 2017 to 0.54% in 2022. The analysis also shows that the 2022 target for the basic and secondary stages was not achieved, as the target value for the two stages reached 0.30% and 1.50%, respectively, while we find that the indicator achieved the target for the vocational education grades (11, 12), amounting to 1.4%.

Results Interpretation:

Among the most important reasons that prevented achieving the target:

- Bad economic situation, which contributed to the increase in child labor, leading students dropping out of schools, especially at the secondary level.

Figure (66): Dropout Rate according to educational Cycle



Recommendations:

1. Develop the school environment and adapt it for students with disabilities.
2. Improve the infrastructure in schools, especially in the Jerusalem area.
3. Implement the law regarding compulsory education for grades (1-10).

²⁸ The data for the academic year 2022-2023 is not available for Gaza Strip.

9.1 Student Dropout Rates in Basic Stage

Definition: The number of students who drop out of the basic stage (those who leave the formal educational system before completing the ninth grade), in a given year, expressed as a percentage of the total basic stage students enrolled in that year. Its purpose is to measure the phenomenon of students dropping out of the basic stage in a specific academic year before completing the basic stage.

Table (20): Dropout Rate in the Basic Stage

	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023 ²⁹			Target 2022 - 2023		
	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes												
Total	0.89 %	0.53 %	0.71%	0.61 %	0.30 %	0.46%	0.58 %	0.28 %	0.43%	0.55 %	0.16 %	0.36%	0.72 %	0.17 %	0.45%				0.36 %	0.24 %	0.30%
West Bank	1.09 %	0.50 %	0.80%	0.79 %	0.26 %	0.53%	0.78 %	0.41 %	0.60%	0.77 %	0.20 %	0.49%	0.77 %	0.20 %	0.49%	0.82 %	0.26 %	0.54%	0.41 %	0.36 %	0.39%
Gaza	0.64 %	0.55 %	0.59%	0.39 %	0.35 %	0.37%	0.33 %	0.12 %	0.22%	0.26 %	0.12 %	0.19%	0.65 %	0.12 %	0.39%				0.30 %	0.11 %	0.21%

Figure (67): Dropout Rate in the Basic Cycle by student's gender

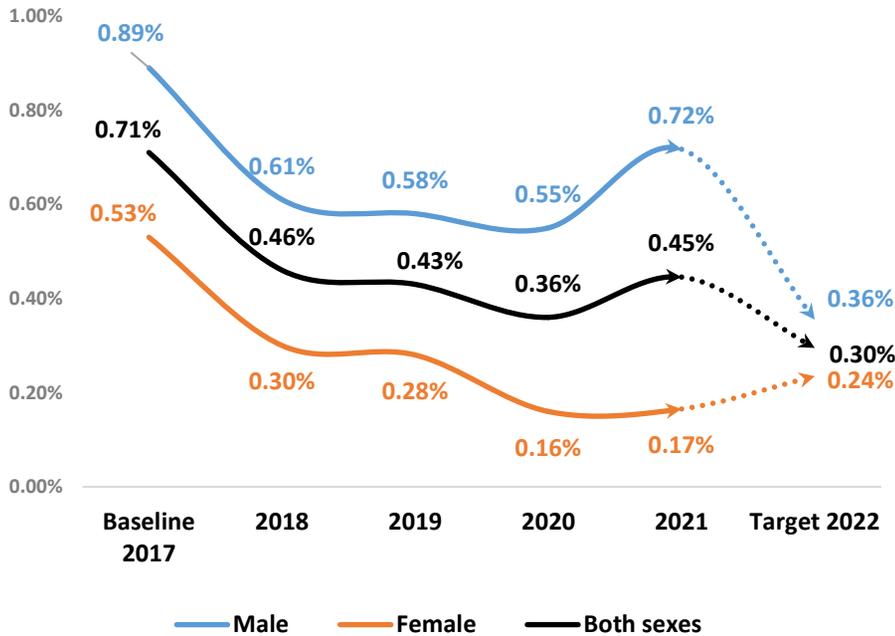
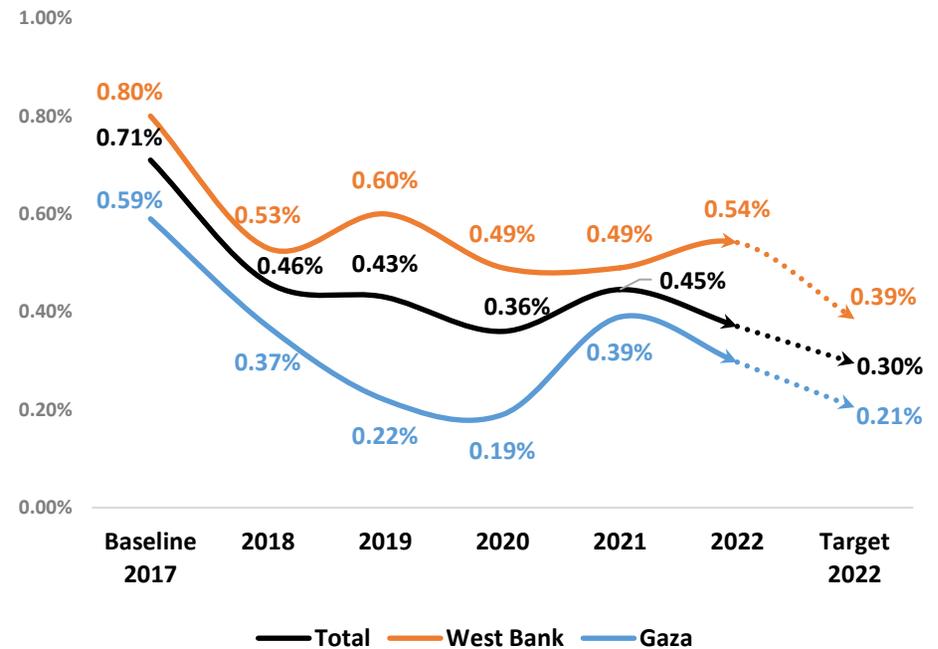


Figure (68): Dropout Rate in the Basic Cycle by region



²⁹ The data for the academic year 2022-2023 is not available for Gaza Strip.

9.2 Students Dropout Rates in the Secondary Stage

Definition: The number of students who drop out of secondary school (those who leave the formal educational system before completing the twelfth grade), in a given year, expressed as a percentage of the total secondary school students enrolled in that year. Its purpose is to measure the phenomenon of students dropping out of secondary school in a specific academic year before completing secondary school.

Table (21): Dropout Rate in the Secondary Stage

	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			2017 - 2018			³⁰ 2022 - 2023			Target 2022 - 2023		
	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes												
Total	2.48 %	2.41%	2.44%	2.66%	1.96 %	2.27%	2.70 %	1.94 %	2.28%	2.95%	1.56 %	2.28%	3.05%	1.56 %	2.23%				1.60%	1.40 %	1.50%
West Bank	3.03 %	2.54%	2.75%	3.65%	2.37 %	2.92%	3.27 %	2.37 %	2.76%	3.89%	1.85 %	2.74%	3.13%	1.77 %	2.36%	3.60 %	1.20 %	2.60%	2.00%	1.60 %	1.80%
Gaza	1.78 %	2.22%	2.02%	1.33%	1.34 %	1.34%	1.98 %	1.31 %	1.62%	1.79%	1.15 %	1.45%	2.96%	1.27 %	2.07%				1.20%	1.00 %	1.10%

Figure (69): Dropout Rate in the Secondary Cycle by student's gender

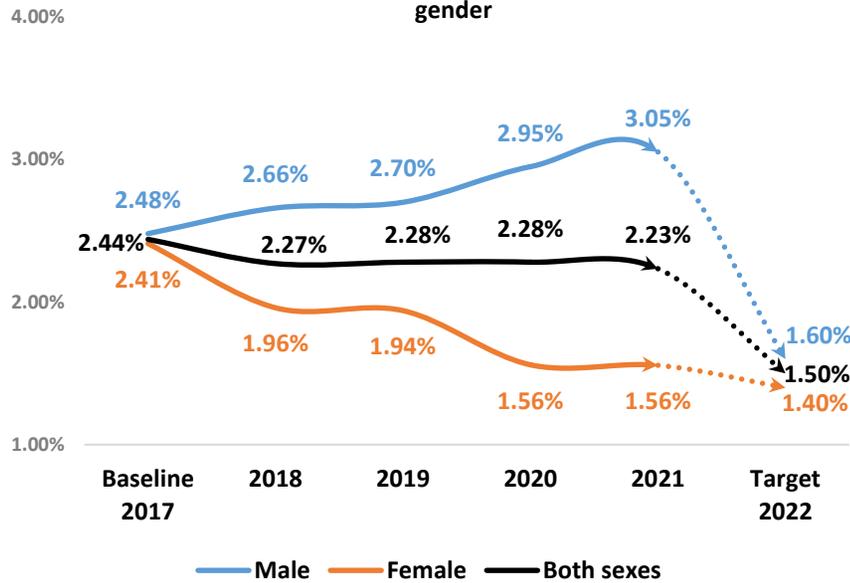
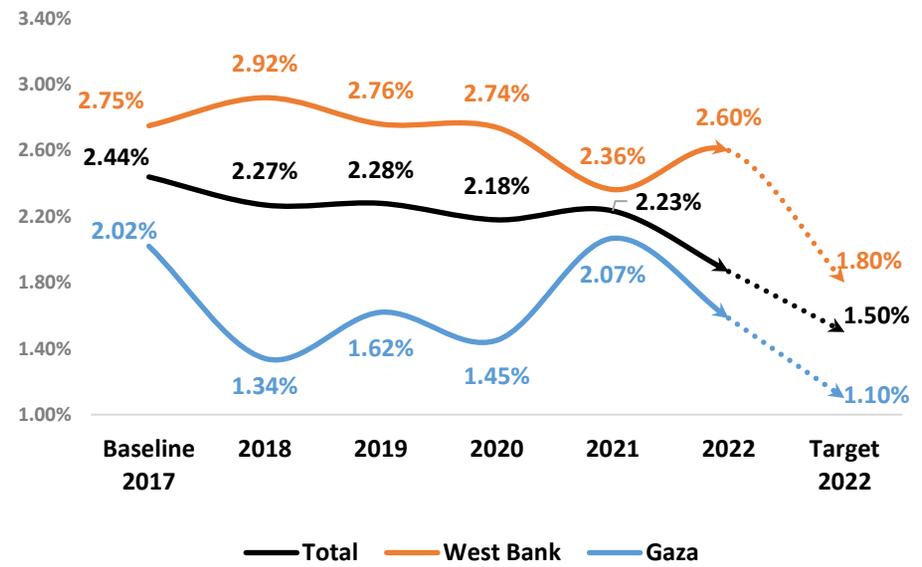


Figure (70): Dropout Rate in the Secondary Cycle by region



³⁰ The data for the academic year 2022-2023 is not available for Gaza Strip.

9.3 Student Dropout Rate in TVET Grades 11 and 12 ³¹

Definition: The number of students who dropped out of the eleventh and twelfth vocational grades (who left the formal educational system before completing the twelfth vocational grade), in a given year, expressed as a percentage of the total number of eleventh and twelfth vocational grade students enrolled in that year.

Table (22): Dropout Rate in vocational education Stage (11,12)

	2018 - 2019			2019 - 2020			2020 - 2021 ³²			2021 - 2022			2022 - 2023 ³³			Target 2022 - 2023		
	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes
Total	1.20%	2.50%	1.50%	1.40%	2.30%	1.50%			1.40%	0.46%	1.52%	0.75%				1.00%	1.90%	1.45%
West Bank	1.40%	3.20%	1.80%	1.30%	3.00%	1.60%				0.50%	1.64%	0.80%	1.10%	0.91%	1.05%	1.00%	2.00%	1.50%
Gaza	2.00%	0.50%	1.40%	1.70%	0.40%	1.20%				0.17%	0.95%	0.44%				1.30%	0.20%	0.75%

Figure (71): Dropout Rate in vocational education Cycle (11,12) by student's gender

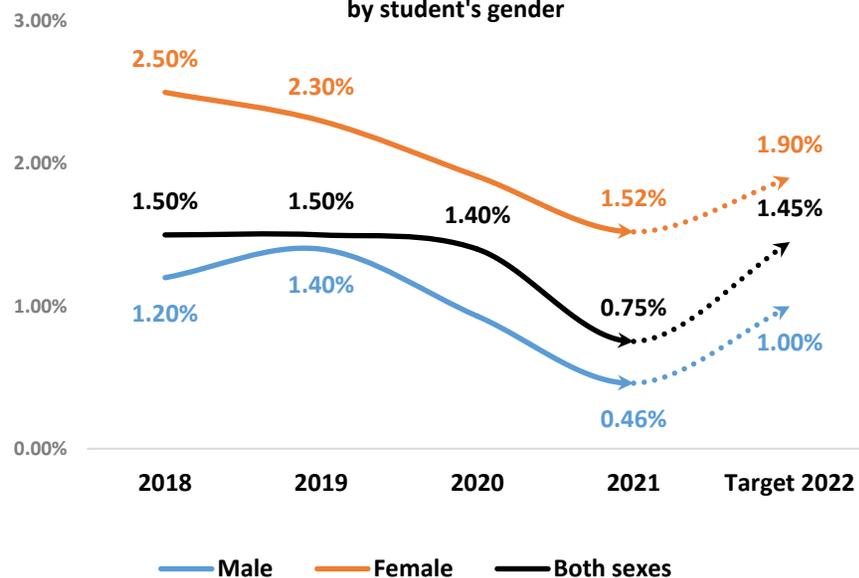
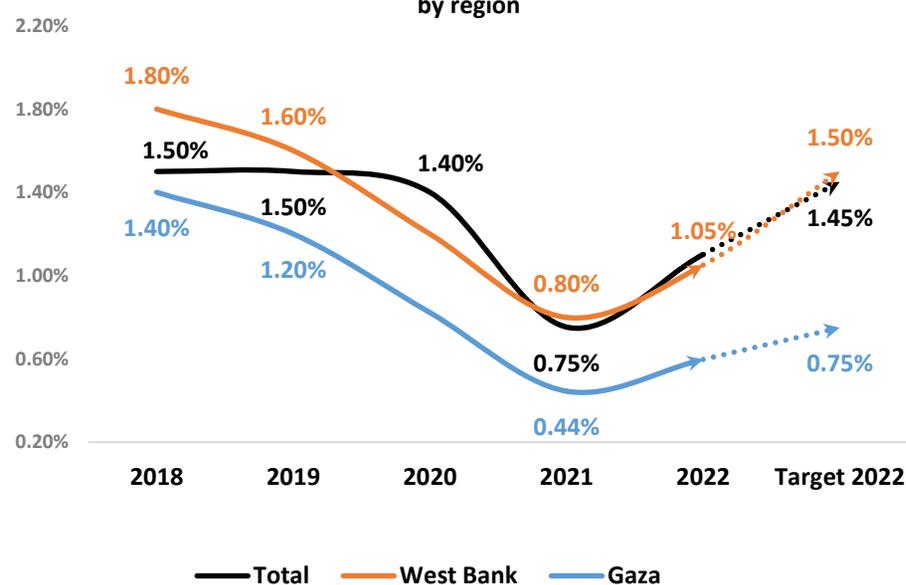


Figure (72): Dropout Rate in vocational education Cycle (11,12) by region



³¹ The indicator was not measured in the 2017-2018 academic year.

³² Data for the academic year 2020-2021 is not available according to gender.

³³ The data for the academic year 2022-2023 is not available for Gaza Strip.

10. Number of Students with Disability in Public Schools

This indicator monitors the number of students with disabilities integrated into governmental schools within the following disability categories: blind, visually impaired, hearing impaired, motor disabilities, speech and language disorders, mental disabilities (mild and moderate), and learning difficulties.

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (73), indicate that the basic stage recorded the highest number of students with disabilities than the secondary stage.

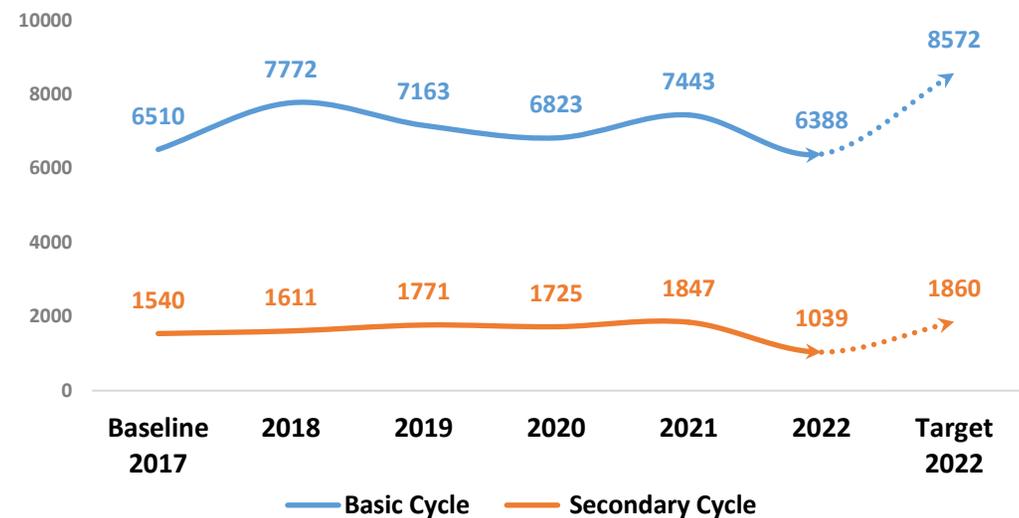
It is also noted that the indicator of the number of students with disabilities in the basic stage decreased from 6510 in 2017 to 6388 in 2020, and a decrease in the value of the indicator for the secondary stage from 1540 in 2017 to 1039 in 2022. The analysis also shows that the 2022 target for the basic and secondary stages was not achieved, as the target value for the two stages reached 8572 and 1860 respectively.

Results Interpretation:

The most important reasons that prevented achieving the target are:

1. Lack of budget allocated to integrating and educating students with disabilities.
2. There is an educational gap between integrated students with disabilities in basic and secondary education.
3. Low number of qualified personnel working in the field of special education.
4. Lack of teachers appointed during the annual Ministry formations (new appointments) to operate the already-available resource rooms.
5. Difficulty in teaching some cases of students with disabilities.

Figure (73): Number of students with disability in public schools



Recommendations:

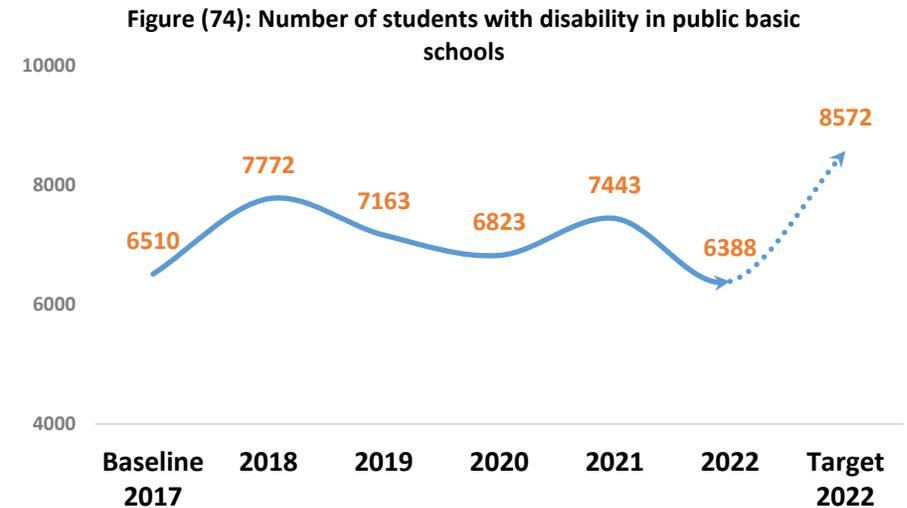
1. Increase the percentage of schools that have a resource room at the basic stage.
2. Adapting e-learning for students with total hearing disabilities using sign language.
3. Provide specialized supervision of special education to support the education of students with disabilities.
4. Harmonizing the systems, instructions, and principles for integrating students with disabilities.
5. Hold specialized training courses for teams working in the field of diagnosis and data collection in directorates and schools.
6. Adapt school buildings to suit integrated disability categories.
7. Open specialized vocational units suitable for disability groups at the secondary level.
8. Continue to develop the systems and instructions for the high school exam in a way that is compatible with people with disabilities.

10.1 Number of Students with Disability in Public Basic Schools

This indicator monitors the number of students with disabilities integrated into government schools for grades (1-9) within the following disability categories: blind, visually impaired, hearing impaired, motor disabilities, speech and language disorders, mental disabilities (mild and moderate), and learning difficulties

Table (23): Number of students with disability in public basic schools

2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023 ³⁴	Target 2022 - 2023
6510	7772	7163	6823	7443	6388	8572

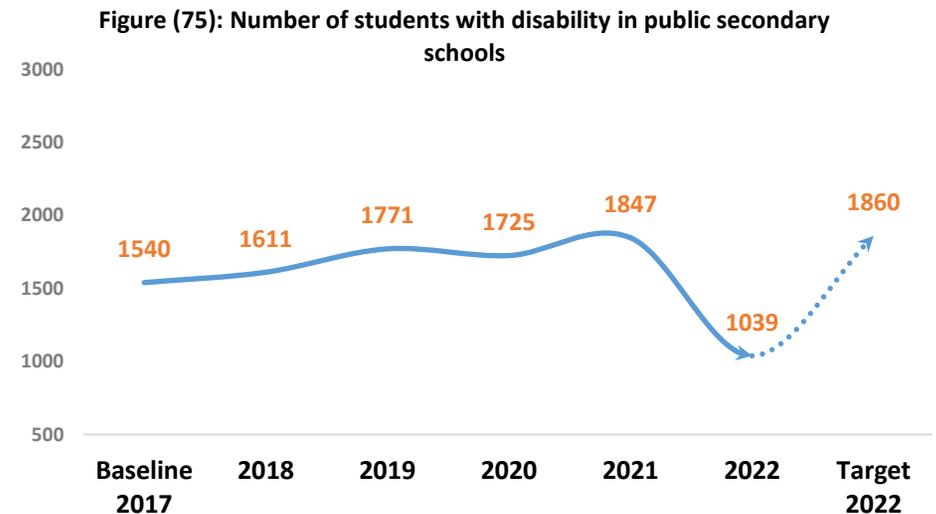


10.2 Number of Students with Disability in Public Secondary Schools

This indicator monitors the number of students with disabilities integrated into public schools for grades (10-12) within the following disability categories: blind, visually impaired, hearing impaired, motor disabilities, speech and language disorders, mental disabilities (mild and moderate), and learning difficulties.

Table (24): Number of students with disability in public secondary schools

2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023 ³⁵	Target 2022 - 2023
1540	1611	1771	1725	1847	1039	1860



³⁴ The academic year 2022-2023 represents the Data of West Bank

³⁵ The academic year 2022-2023 represents the Data of West Bank

11. Percentage of Schools with Resource Rooms³⁶

Definition of the resource room: It is a room attached to the school targeting students with educational problems (learning difficulties and mild mental disabilities). This room is equipped with the necessary means, educational toys, and appropriate furniture to facilitate the learning process for this category. Students' work in the resource room is part-time, limited to the Arabic language and mathematics (To master the three basic skills: reading, writing, and arithmetic). As for the rest of the lessons, they are in regular class, and work is done with these students individually, or through small groups that do not exceed 4-5 students.

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (76), showed an increase in the percentage of schools that have a resource room in general, from 11.0% in 2017 to 18.9% in 2021. The figure also shows that the 2022 target was not achieved in general, as the target value reached 20.0%.

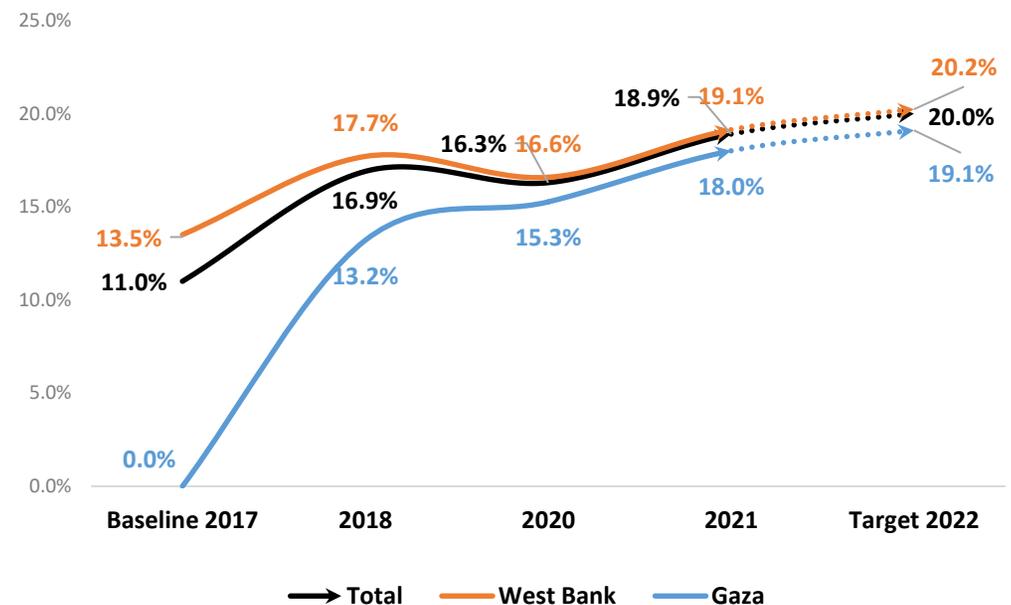
Recommendations:

1. Increase the percentage of schools that have a resource room at the basic stage.
2. Appoint new educational cadres specialized in resource rooms.

Table (25): percentage of schools containing a resource room

	2017 - 2018	2018 - 2019	2020 - 2021	2021 - 2022	Target 2022 - 2023
Total	11.0%	16.9%	%16.29	%18.9	%20
West Bank	13.5%	17.7%	16.58%	19.13%	20.2%
Gaza	0.0%	13.2%	15.26%	18.00%	19.1%

Figure (76): percentage of schools containing a resource room by region



³⁶ The data for the academic year 2022-2023 is not available for Gaza Strip.

12. Percentage of Secondary Stage Students (according to their academic or vocational branch) taking the General Secondary Matriculation Exam

Table (26): Percentage of Secondary Stage students taking the General Secondary Matriculation Exam according to the main branches

Track	Branch	- 2017 2018			2019 - 2018			2020 – 2019			2021 - 2020			2022 - 2021			2023 - 2022			Target 2022 - 2023		
		Male	Fe-male	Both sexes	Male	Fe-male	Both sexes															
Academic track	Literary	63.9%	70.0 %	67.2%	58.9 %	66.4 %	63.1 %	64.9 %	59.6 %	62.5%	59.8%	64.4 %	62.3%	59.7 %	65.4 %	62.9%	59.0%	64.7 %	62.2%	50.1%	49.0 %	49.5%
	Science	25.4%	23.8 %	24.5%	27.1 %	25.5 %	26.2 %	26.1 %	25.8 %	26.0%	25.7%	26.2 %	26.04 %	27.4 %	26.7 %	27.05 %	28.2%	27.6 %	27.9%	26.3%	26.1 %	26.2%
	Commerce and Entrepreneurship	4.4%	3.9%	4.1%	6.4%	4.9%	5.6%	5.1%	5.3%	5.2%	5.0%	4.7%	4.9%	5.08 %	4.4%	4.7%	4.8%	4.1%	4.4%	5.7%	5.9%	5.8%
	Religion	1.7%	1.4%	1.5%	1.6%	1.06 %	1.3%	1.4%	2.1%	1.7%	2.3%	1.3%	1.8%	1.8%	1.4%	1.6%	1.7%	1.1%	1.4%	2.8%	2.5%	2.6%
	Technology ³⁷	0.07%	0.03 %	0.05%	1.2%	0.9%	1.08 %	1.1%	1.7%	1.4%	1.3%	1.1%	1.2%							3.5%	2.9%	3.2%
TVET track	Industrial	2.8%	0.3	1.4%	3.4%	0.3%	1.7%	0.4%	3.9%	2.0%	3.8%	0.6%	2.1%	4.03 %	0.5%	2.08%	4.1%	0.6%	2.1%	4.3%	4.9%	4.6%
	Agricultural	0.4%	0.0%	0.2%	0.3%	0.01 %	0.1%	0.0%	0.4%	0.2%	0.4%	0.06 %	0.2%	0.4%	0.05 %	0.2%	0.4%	0.03 %	0.1%	3.0%	1.5%	2.3%
	Home Economics	0.0%	0.2%	0.1%	0.0%	0.3%	0.2%	0.6%	0.0%	0.3%	0.03%	0.7%	0.4%	0.02 %	0.7%	0.4%	0.02%	0.7%	0.4%	0.8%	4.4%	2.6%
	Hotel Management	0.1%	0.02 %	0.08%	0.1%	0.05 %	0.1%	0.0%	0.2%	0.1%	0.19%	0.07 %	0.1%	0.1%	0.04 %	0.07%	0.08%	0.08 %	0.08%	2.7%	1.5%	2.1%
Competency Track ³⁸	Home Economics							0.1%	0.0%	0.09%	0.07%	0.3%	0.2%	0.01 %	0.4%	0.2%	0.01%	0.5%	0.3%	0.3%	0.1%	0.2%
	Technology							0.01 %	0.02 %	0.02%	0.01%	0.0%	0.0%							0.1%	0.1%	0.1%
	Agricultural							0.0%	0.05 %	0.02%	0.05%	0.0%	0.02%	0.05 %	0.0%	0.02%	0.05%	0.0%	0.02%	0.1%	0.1%	0.1%
	Industrial							0.1%	0.8%	0.4%	1.01%	0.1%	0.5%	1.1%	0.1%	0.5%	1.3%	0.1%	0.7%	0.2%	0.9%	0.6%
	Hotel Management							0.0%	0.01 %	0.0%	0.03%	0.03 %	0.03%	0.02 %	0.03 %	0.02%	0.04%	0.02 %	0.03%	0.1%	0.1%	0.1%

Results Interpretation:

There has been no real development in the educational evaluation system, and there is a need to harmonize it with developments in curricula, technological developments, and international systems in this field.

Recommendations:

1. Developing the Secondary Matriculation system.
2. Activating the role of the Policy Committee in utilizing the results of monitoring and evaluation, international and national studies and examinations in developing the educational process.

³⁷ The technological branch has been discontinued since the academic year 2021-2022..

³⁸ The professional competence branches have been established since the academic year 2020-2021.

Figure (77): Percentage of Secondary Stage students taking the General Secondary Matriculation Exam according to the main branches

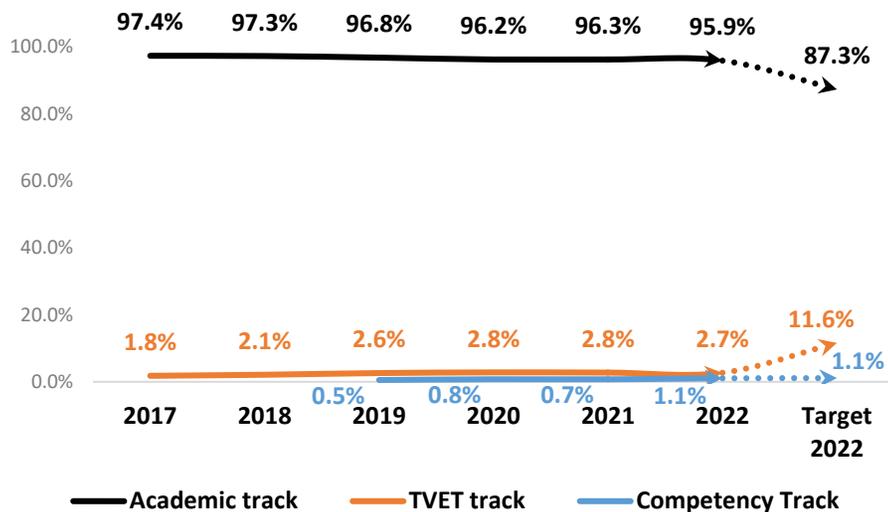


Figure (78): Percentage of Secondary Stage students taking the General Secondary Matriculation Exam according to the academic streams

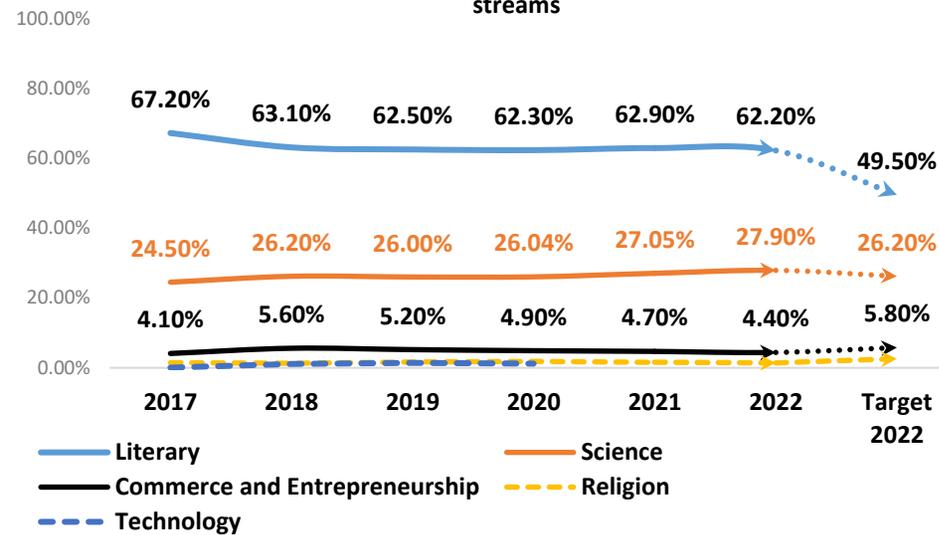


Figure (79): Percentage of Secondary Stage students taking the General Secondary Matriculation Exam according to the Competency Track

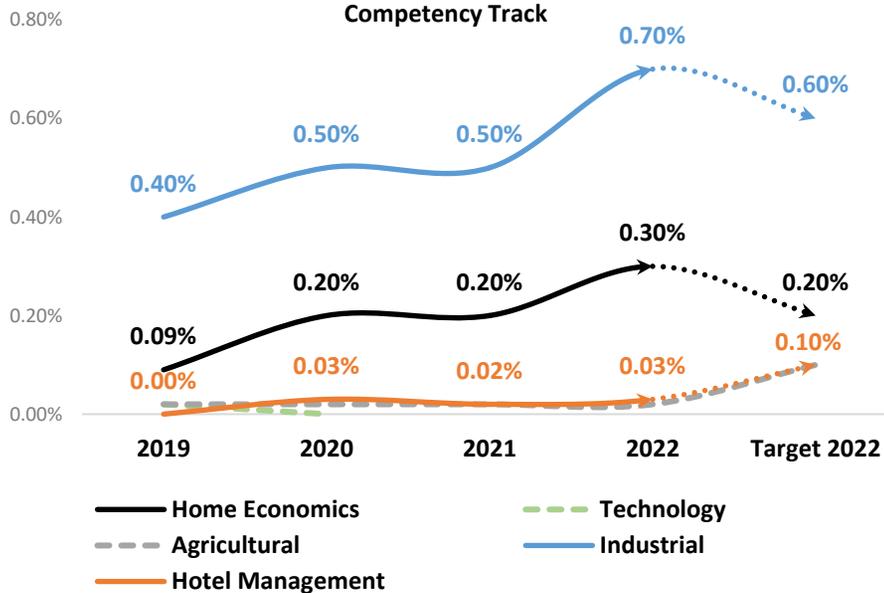
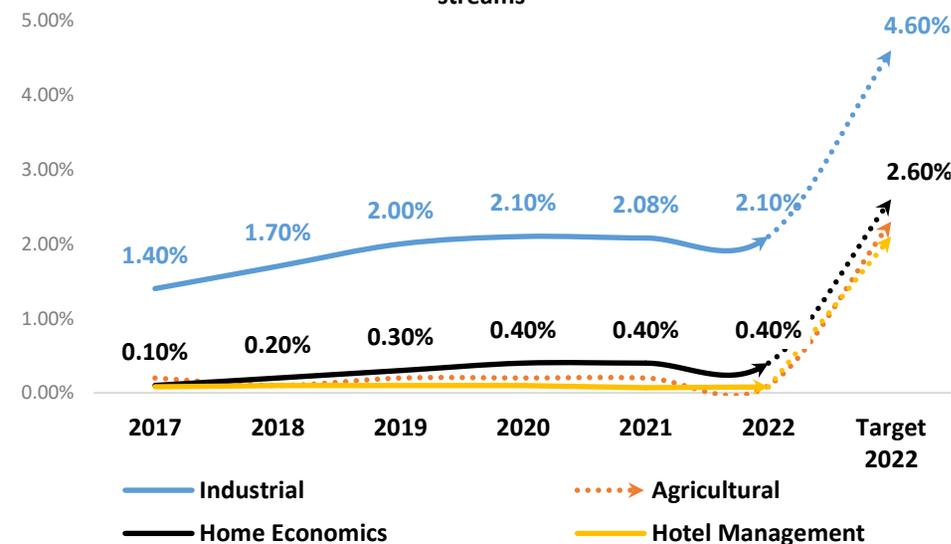


Figure (80): Percentage of Secondary Stage students taking the General Secondary Matriculation Exam according to the vocational streams



13. Entry Rate to Vocational Secondary Stage (Grade 11)

Definition: The number of students entering the eleventh vocational grade, expressed as a percentage of the total number of students entering the eleventh grade in all its branches.

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (81), showed an increase in the secondary school entry rate indicator from 2.9% in 2017 to 4.3% in 2020. The figure also shows that the target for the year 2022 was not achieved, as the target value for the indicator reached 7.8%.

Results Interpretation:

The most important reasons that prevented achieving the target are:

1. The difficult economic situation and low wages.
2. Lack of compatibility between the labor market and educational sectors.
3. Lack of budget allocated to integrating and educating students with disabilities.

Recommendations:

1. Open more vocational workshops in schools and vocational units, and update their equipment.
2. Network with relevant institutions, especially universities, to accommodate the training of students in the vocational apprenticeship path in their facilities.
3. Develop vocational and technical education curricula according to labor market requirements.
4. Implement more awareness programs to encourage students to enroll in vocational education.

Figure (81): Entry Rate to TVET secondary cycle (Grade 11)

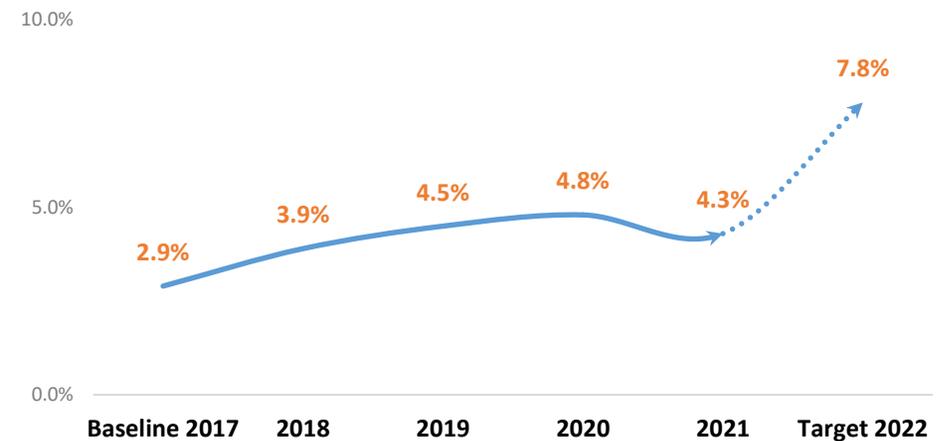


Table (27): Entry Rate to TVET secondary Stage (Grade 11)

	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023 ³⁹			Target 2022 - 2023		
	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes												
Total	5.5%	1.01%	2.9%	6.9%	1.5%	3.9%	7.4%	2.2%	4.5%	7.7%	2.3%	4.8%	6.9%	2.2%	4.3%				11.5%	5.0%	7.8%
West Bank	8.5%	1.2%	4.3%	13.4%	2.7%	7.7%	12.3%	3.3%	7.1%	13.3%	3.5%	7.8%	11.4%	3.2%	6.6%	13.1%	4.1%	7.8%	16.5%	5.2%	10.0%
Gaza	1.5%	0.7%	1.09%	1.5%	1.6%	1.0%	1.6%	0.7%	1.1%	2.0%	1.0%	1.4%	1.7%	0.9%	1.3%				5.5%	4.7%	5.0%

Figure (82): Entry Rate to TVET secondary cycle (Grade 11) by student's gender

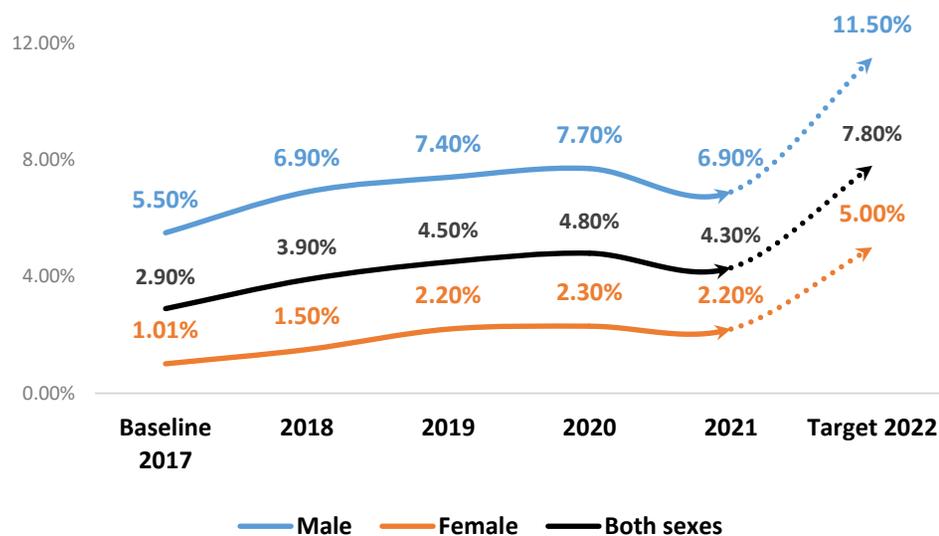
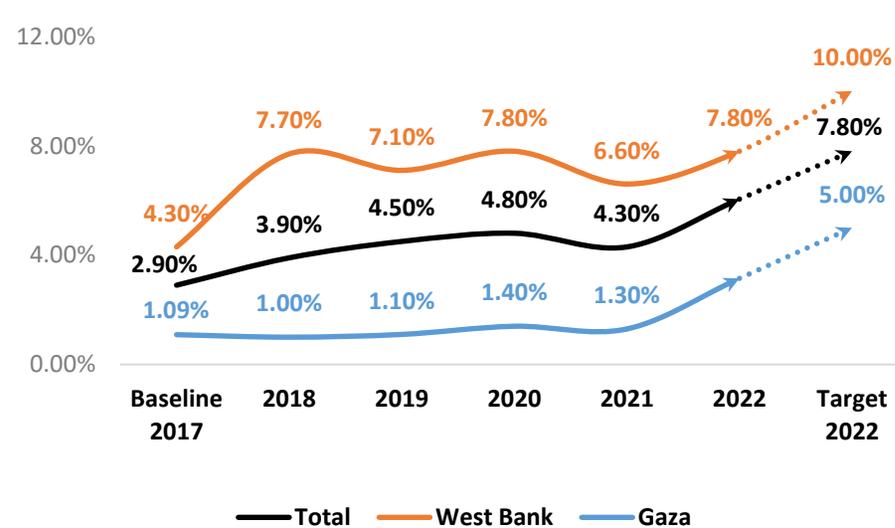


Figure (83): Entry Rate to TVET secondary cycle (Grade 11) by region



³⁹ The data for the academic year 2022-2023 is not available for Gaza Strip.

14. Percentage of Students Distributed within Vocational Branches According to Specialization Out of Total Number of Students Enrolled in Vocational Branches (Grades 11-12)

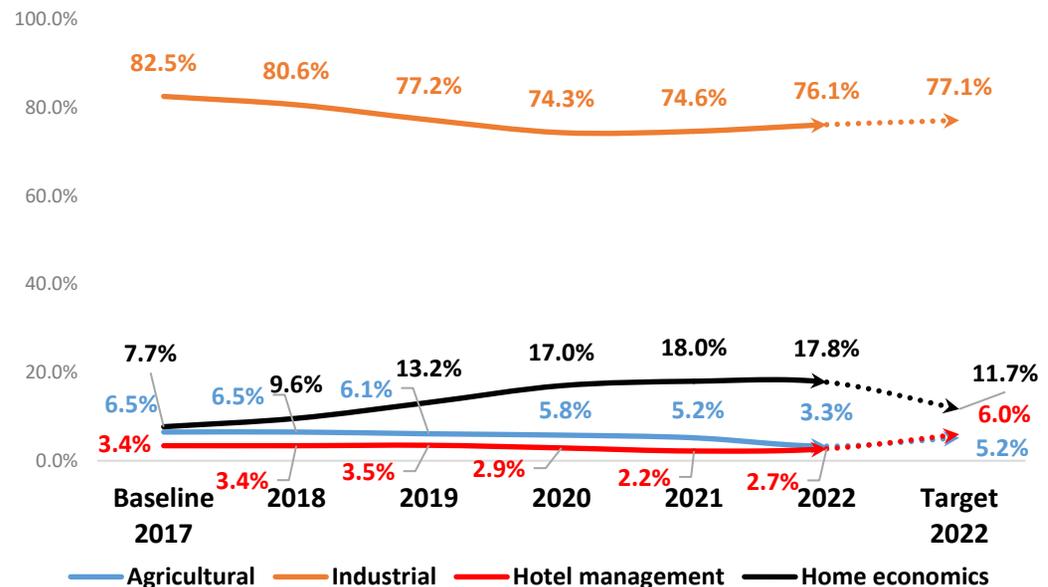
Table (28): Percentage of Students Distributed within Vocational Branches According to Specialization Out of Total Number of Students Enrolled in Vocational Branches (Grades 11-12)

	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023 ⁴⁰			Target 2022 - 2023		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes												
Agricultural	7.4%	2.7%	6.5%	7.4%	2.9%	6.5%	7.2%	2.6%	6.1%	6.9%	2.8%	5.8%	6.6%	1.8%	5.2%	4.0%	1.8%	3.3%	5.8%	4.1%	5.2%
Industrial	89.4%	54.5%	82.5%	89.3%	45.9%	80.6%	89.0%	42.3%	77.2%	89.3%	34.9%	74.3%	90.9%	35.3%	74.6%	93.6%	36.7%	76.1%	90.8%	53.9%	77.1%
Hotel management	3.2%	3.9%	3.4%	3.3%	3.7%	3.4%	3.5%	3.5%	3.5%	2.7%	3.6%	2.9%	1.9%	3.2%	2.2%	1.9%	4.7%	2.7%	3.4%	10.4%	6.0%
Home economics	0.0%	38.9%	7.7%	0.0%	47.5%	9.6%	0.3%	51.5%	13.2%	1.1%	58.7%	17%	0.7%	59.7%	18.0%	0.5%	56.8%	17.8%	0.0%	31.6%	11.7%

Comparison with the results of the baseline year 2017:

The results show, as in Figure (84), a difference in the value of the indicator of the percentage of students in the industrial branch compared to the rest of the professional branches. The value of the indicator for the industrial branch decreased from 82.5% in 2017 to 76.1% in 2022, and a decrease for the agricultural and hotel branches as in the figure, while the indicator for the home economics branch increased from 7.7% in 2017 to 17.8% in 2022. The analysis also shows that the 2022 target was not achieved for the industrial, agricultural, and hotel branches, where the target value reached 77.1%, 5.2%, and 6.0%, respectively, while we find that the indicator for the home economics branch achieved the target for 2022, amounting to 11.7%.

Figure (84): Percentage of Students Distributed within Vocational Branches According to Specialization Out of Total Number of Students Enrolled in Vocational Branches (Grades 11-12)



⁴⁰ The academic year 2022-2023 represents the Data of West Bank

15. Literacy Rate in Palestine (15 years and above)

Definition: The number of people aged 15 years and over who are literate, expressed as a percentage of the total population aged 15 years and over. The adult literacy rate reflects the cumulative achievement of education and literacy programs to provide the population with the basic skills of reading and writing.

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (85), indicate an increase in the literacy rate indicator in Palestine from 96.9% in 2017 to 97.7% in 2021. The analysis also shows achieving the target for the year 2022, as the target value for the indicator reached 97.7%.

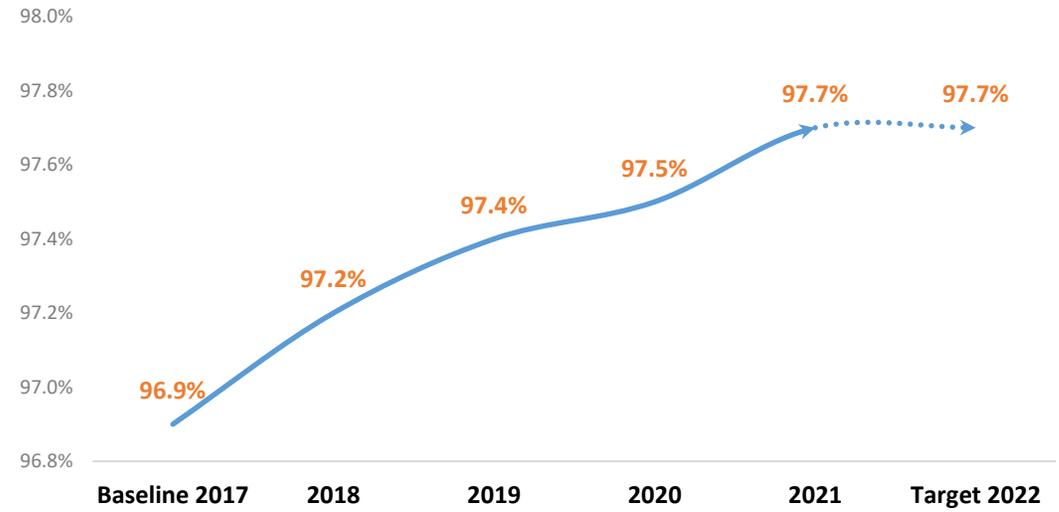
Results Interpretation:

Among the most important reasons that led to the increase in the literacy rate indicator:

1. High gross enrollment rate in the basic stage.
2. Compulsory education according to what is stated in the articles of the General Education Law.

On the next page, the indicator value is displayed according to the student's gender and geographical region.

Figure (85): Literacy Rate in Palestine (15 years and above)



Recommendations:

1. Opening new ranks in marginalized and remote areas.
2. Conduct more awareness campaigns to increase enrollment in literacy classes.
3. Implementing the Education Law regarding compulsory education, and holding parents who fail to register their children accountable.

Table (29): Literacy Rate in Palestine (15 years and above)

	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023 ⁴¹			Target 2022 - 2023		
	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes												
Total	98.5 %	95.3 %	96.9 %	98.7 %	95.7 %	97.2%	98.8 %	95.9 %	97.4 %	98.8 %	96.2 %	97.5 %	98.8 %	96.5 %	97.7 %				98.8 %	96.8 %	97.7%
West Bank	98.5 %	94.7 %	96.6 %	98.7 %	95.2 %	97%	98.7 %	95.4 %	97.1 %	98.7 %	95.8 %	97.2 %	98.7 %	96.1 %	97.5 %	97.5 %	98.7 %	96.1 %	98.7 %	96.6 %	97.4%
Gaza	98.6 %	96.1 %	97.4 %	98.7 %	96.6 %	97.6%	98.9 %	96.7 %	97.8 %	99%	96.9 %	98%	98.9 %	97.1 %	98.0 %				99.2 %	97.3 %	98.4%

Figure (86): Literacy Rate in Palestine (15 years and above) by gender

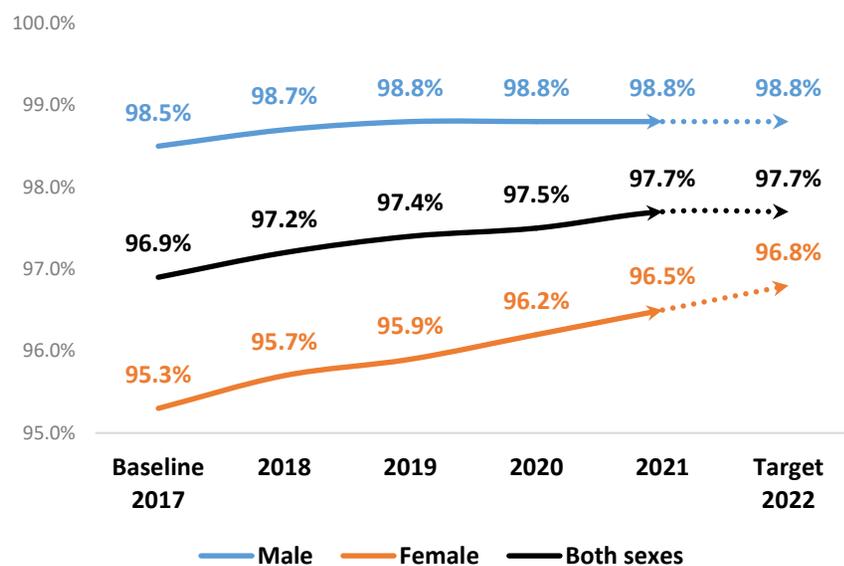
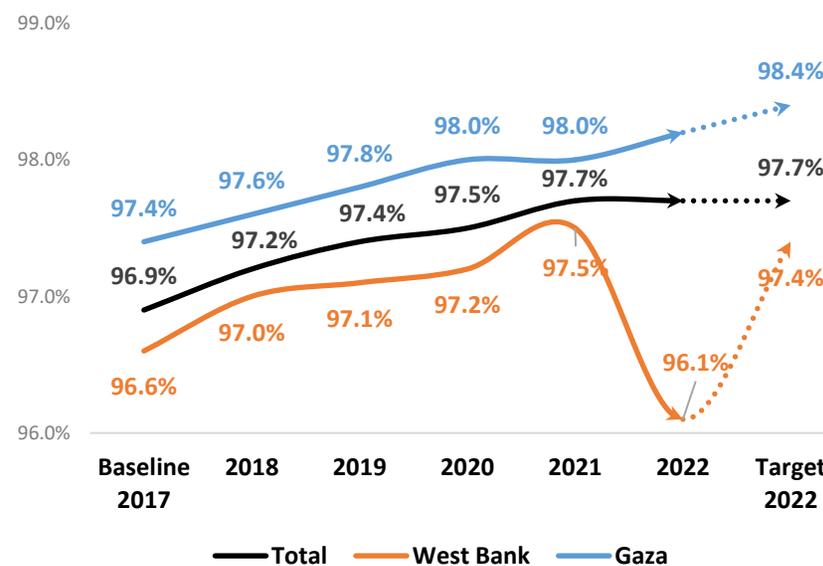


Figure (87): Literacy Rate in Palestine (15 years and above) by region



⁴¹ The data for the academic year 2022-2023 is not available for Gaza Strip.

16. Number of Learners in the Non-Formal Education Program (Literacy, Parallel)

Definition: The number of students enrolled in non-formal education programs (literacy and parallel education) in Palestine who did not have the opportunity to enroll and obtain formal education. This indicator aims to monitor the number of those enrolled in literacy and parallel education programs. To monitor the increase in enrollment in non-formal education programs.

Parallel education: It is one of the educational programs offered by the Ministry to students who have dropped out of school within the age group of 13 and above, and to those who have been freed from illiteracy. The student enrolled in parallel education obtains a ninth-grade certificate, after passing an exam.

Comparison with the results of the baseline year 2017:

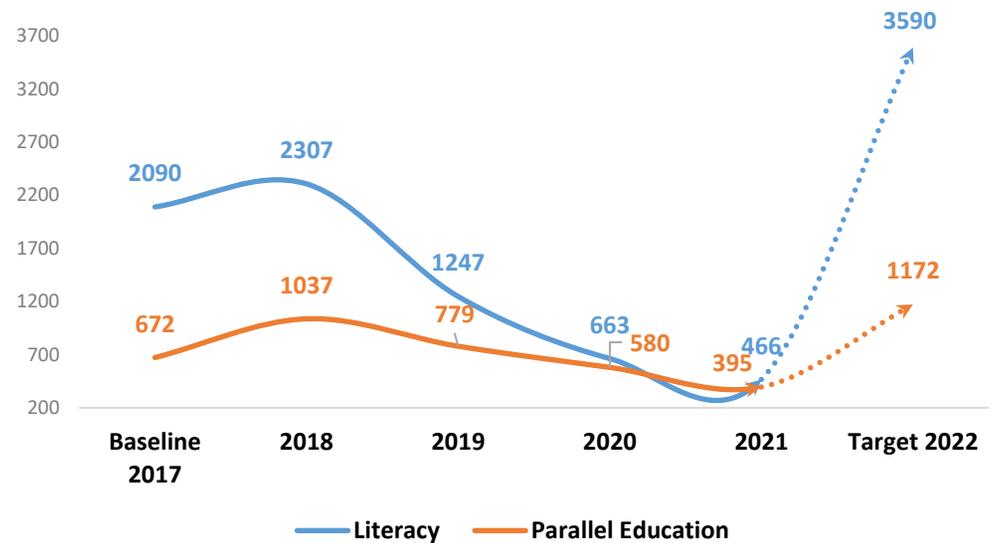
The results, as shown in Figure (88), indicate a decrease in the number of students in non-formal education (literacy) programs from 2,090 students in 2017 to 466 students in 2021. The number of students in non-formal (parallel) education programs also decreased from 672 students in 2017 to 395 students in 2021. The figure also shows that the target for the two indicators (literacy and parallel education) was not achieved in 2022, as the target value for the two indicators reached 3590 and 1172, respectively.

Results Interpretation:

The most important reasons that prevented achieving the goals are:

1. Variation in understanding the term “non-formal education” and what it includes among various relevant authorities.

Figure (88): Number of learners in the Non-Formal Education Program (Literacy, Parallel Education)



2. The difficulty of opening literacy and parallel education classes in Jerusalem due to low teacher remuneration.
3. Regulations requiring to only open educational centers to eradicate illiteracy with a minimum of 10 registered learners.
4. A large number of literacy and parallel education students dropped out due to the Covid-19 pandemic, which led to the closure of a number of centers.
5. No work was done to implement any output in the non-formal education program in 2022 due to the directions of the Ministry and the Council of Ministers to transfer the non-formal education program to another ministry.

Recommendations:

1. Conduct more awareness campaigns to increase enrollment in literacy classes.
2. Develop government regulations and policies that define the features of this sector and its implementation mechanisms in Palestine

Table (30): Number of learners in the Non-Formal Education Program (Literacy)

	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023 ⁴²			Target 2022 - 2023		
	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes												
Total	797	1293	2090	1035	1272	2307	695	552	1247	418	245	663	294	172	466				1547	2043	3590
West Bank	477	979	1456	551	1124	1675	269	350	619	43	45	88	0	0	0	33	19	52	977	1479	2456
Gaza	320	314	634	484	148	632	426	202	628	375	200	575	294	172	466				570	564	1134

Figure (89): Number of learners in the Non-Formal Education Program (Literacy) by student's gender

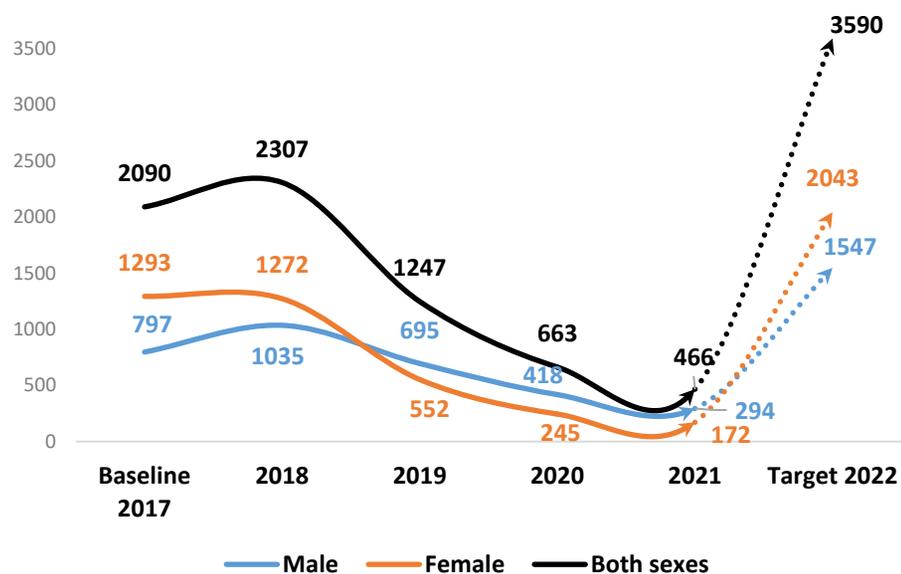
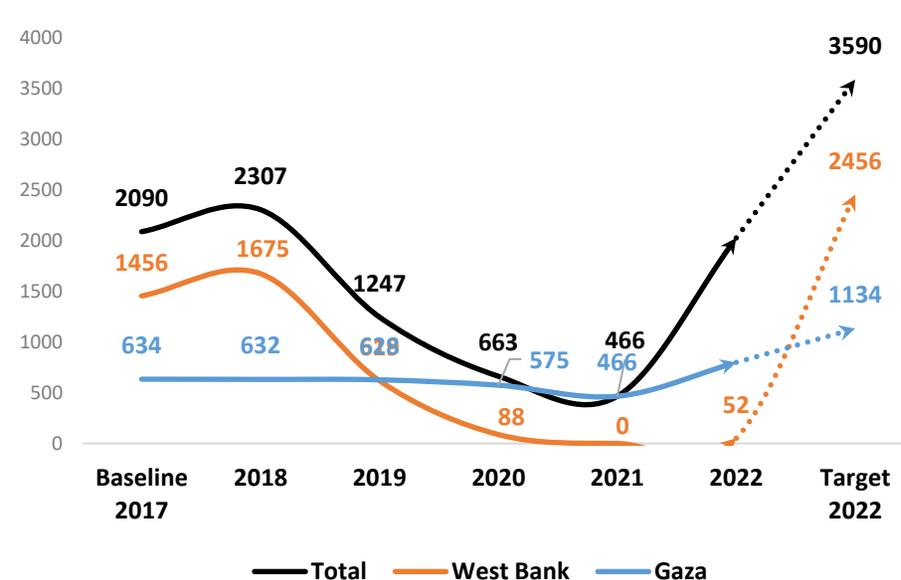


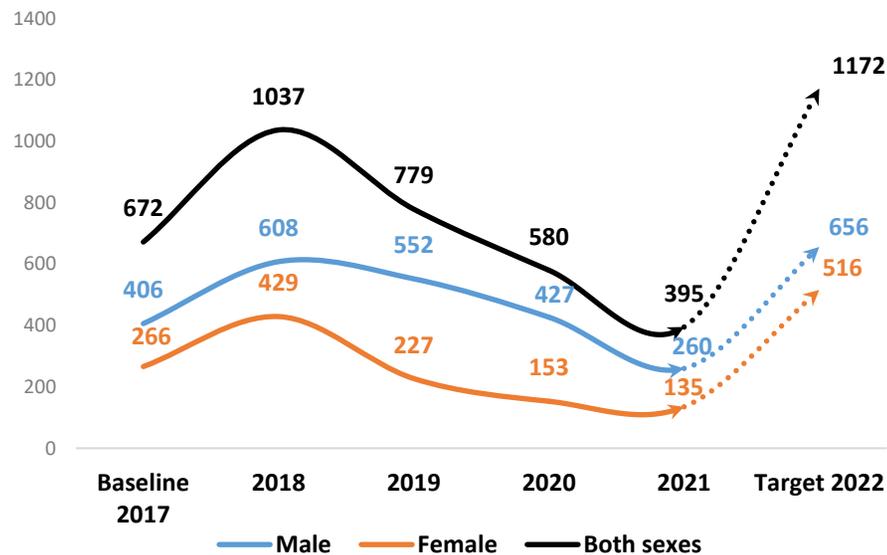
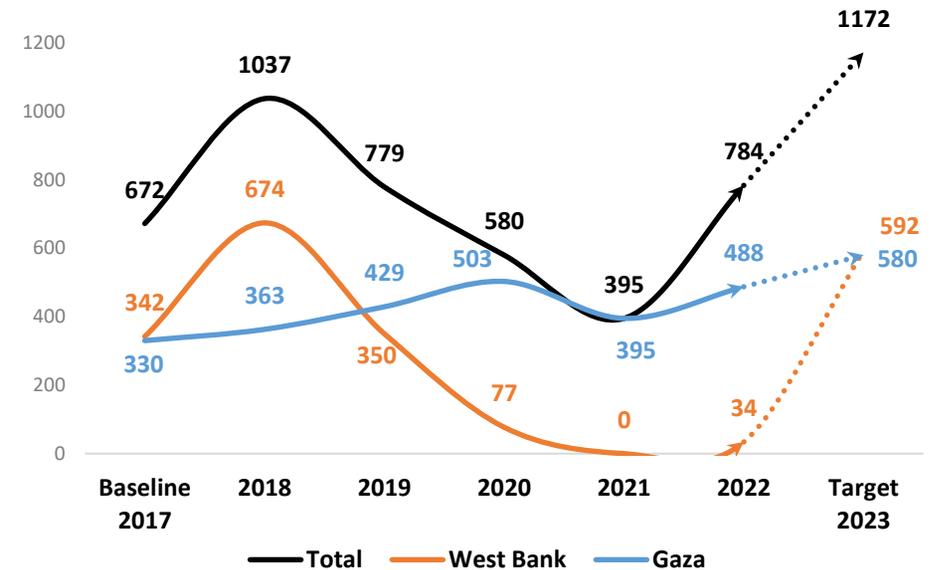
Figure (90): Number of learners in the Non-Formal Education Program (Literacy) by region



⁴² The academic year 2022-2023 represents the Data of West Bank

Table (31): Number of learners in the Non-Formal Education Program (Parallel Education)

	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023 ⁴³			Target 2022 - 2023		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes												
Total	406	266	672	608	429	1037	552	227	779	427	153	580	260	135	395				656	516	1172
West Bank	181	161	342	358	316	674	242	108	350	49	28	77	0	0	0	34	0	34	306	286	592
Gaza	225	105	330	250	113	363	310	119	429	378	125	503	260	135	395				350	230	580

Figure (91): Number of learners in the Non-Formal Education Program (Parallel Education) by student's gender**Figure (92): Number of learners in the Non-Formal Education Program (Parallel Education) by region**

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17. Percentage of Those Freed from Illiteracy Who Are Enrolled in Parallel Education⁴⁴

Definition: The total number of students enrolled in the parallel education program who graduated from the literacy program as a percentage of the total number of students enrolled in the literacy program for the same year. The indicator aims to measure the extent of integration between non-formal education programs supervised by the Ministry of Education.

Table (32): Percentage of those enrolled in the Parallel Education Program who graduated from Literacy Programs

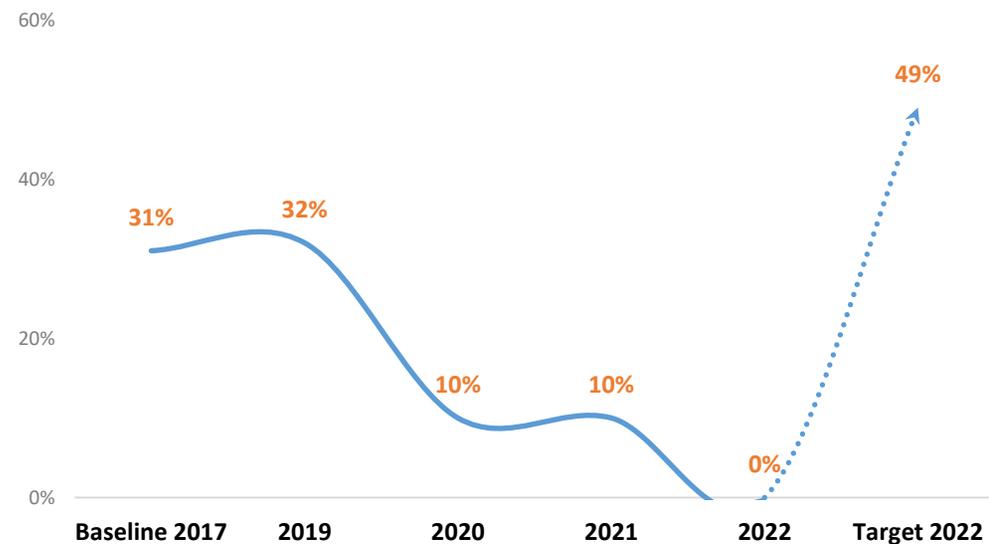
2017 - 2018			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023			Target 2022 - 2023		
Male	Fe-male	Both sexes	Male	Fe-male	Both sexes												
30.0%	32.0%	31%	31%	33%	32%	0%	10%	10%	0%	10%	10%	%0	%0	%0	40%	57%	49%

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (93), indicate a decrease in the percentage of those enrolled in the parallel education program who were freed from illiteracy from 31% in 2017 to 0% in 2022. The analysis also shows that the 2022 target of 49% was not achieved.

This is due to the reasons that were mentioned previously when talking about the indicator of the number of students within non-formal education programs (literacy eradication and parallel education).

Figure (93): Percentage of those in the Parallel Education Program who graduated from Literacy Programs



⁴⁴ The indicator was not measured in the 2017-2018 academic year..2018-2017

Indicators for Sector Strategic Policy (2): Quality

Developing a student-centered teaching and learning pedagogy and environment

Goal 2 : Increasing the Number of Qualified Teachers and Aides

18. Percentage of Qualified Teachers according to TES

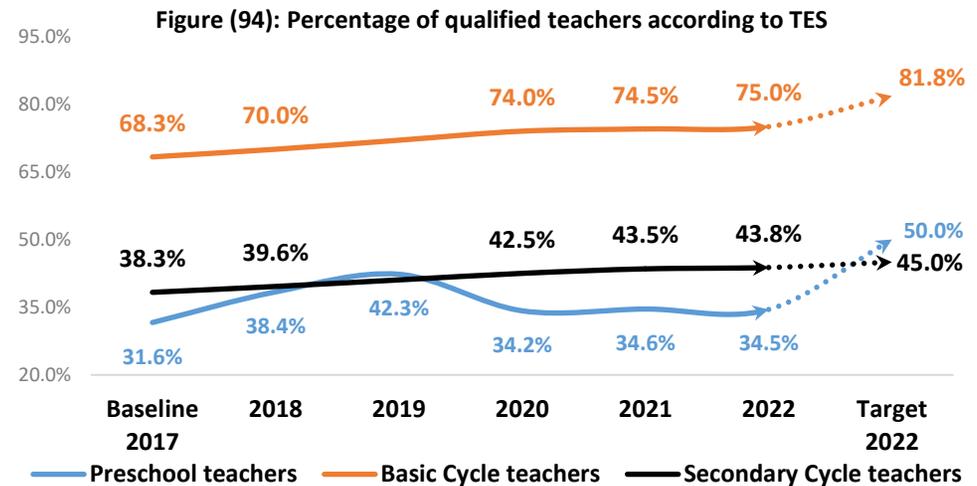
Definition: The total number of teachers who hold an academic qualification (diploma or higher) within the following specializations: Primary education, child education, preschool, and classroom teacher, divided by the total number of teachers working in preschools.

Qualified teacher/teacher: S/he is a teacher who holds a qualification of a child education diploma, a bachelor's degree in child education (preschool)/a diploma in primary education, or a bachelor's degree in primary education/a bachelor's degree in classroom education.

Qualified teacher: A teacher is considered qualified if s/he holds an educational qualification diploma from the National Institute for Educational Training (NIET), or holds a separate educational qualification diploma, or holds a university degree in a specialty that is considered among the educationally qualified specializations.

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (94), indicate a difference in the percentage of qualification between preschool educators and basic⁴⁵ and secondary education teachers, as shown in the figure. The analysis shows an increase in the percentage of qualification of teachers in general, so the indicator for basic education teachers increased from 68.3% in 2017 to 75.0% in 2022, secondary education from 38.3% in 2017 to 43.8% in 2022, and preschool teachers from 31.6% in 2017 to 34.5 in 2022. The figure also shows that the 2022 target for the indicator of basic and secondary education and preschools was not achieved, as the target value for these indicators reached 81.8%. And 45.0% and 50.0%, respectively.



Results Interpretation:

Among the most important reasons that prevented achieving the goals:

1. A shortage of qualified preschool teachers.
2. Low salaries in the private preschool sector, and lack of access to privileges such as financial rights and entitlements.

Recommendations:

1. Implementing the minimum wage law to ensure the continuation of the work of preschool teachers and attracting specialists to this profession.
2. Training preschool supervisors to use measures of behavioral development in children.
3. Classification of teachers and support staff according to professional standards due to the non-approval of a license to practice the profession.

⁴⁵ The teacher is considered a basic stage teacher if the load of his classes in teaching the basic stage is more than half, and likewise for a secondary school teacher.

18.1 Percentage of Qualified Preschool Teachers according to TES

Table (33): Percentage of qualified Preschool teachers according to the (TES) (All authorities)

2017 - 2018	2018 - 2019	2019 - 2020 ⁴⁶	2020 - 2021	2021 - 2022	2022 - 2023	Target 2022 - 2023
%31.6	38.4%	42.3%	34.2%	34.6%	%34.5	50%

18.2 Percentage of Qualified Basic Stage Teachers according to TES

18.3 Percentage of Qualified Secondary Stage Teachers according to TES

Figure (95): Percentage of qualified Preschool teachers according to (TES)

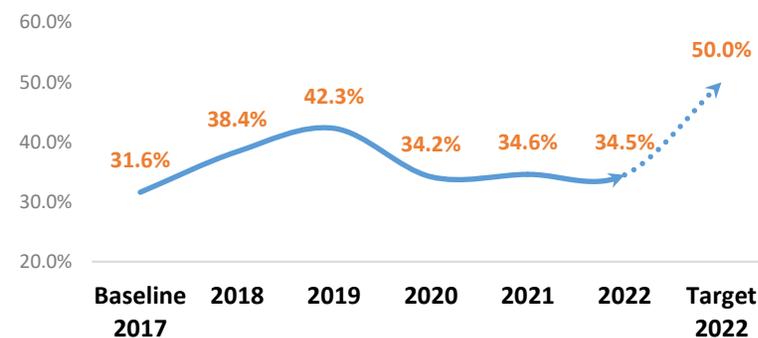


Table (34): Percentage of qualified basic and secondary Stage teachers according to the (TES)

	2017 - 2018			2018 - 2019			2020 - 2021			2021 - 2022			2022 - 2023			Target 2022 - 2023		
	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes												
Basic Stage	62.7%	71.9%	68.3%	65.1%	75.1%	70%	67.8%	80.3%	74%	68.3%	80.7%	74.5%	%68.8	%81.3	%75	67.2%	80.9%	81.8%
Secondary Stage	36.0%	41.1%	38.3%	37.2%	42.8%	%39.6	39.5%	46.3%	42.5%	40.1%	46.8%	43.5%	%40.4	%47.2	%43.8	42.4%	47.5%	45%

Figure (96): Percentage of qualified Basic stage teachers accordance to (TES) by gender

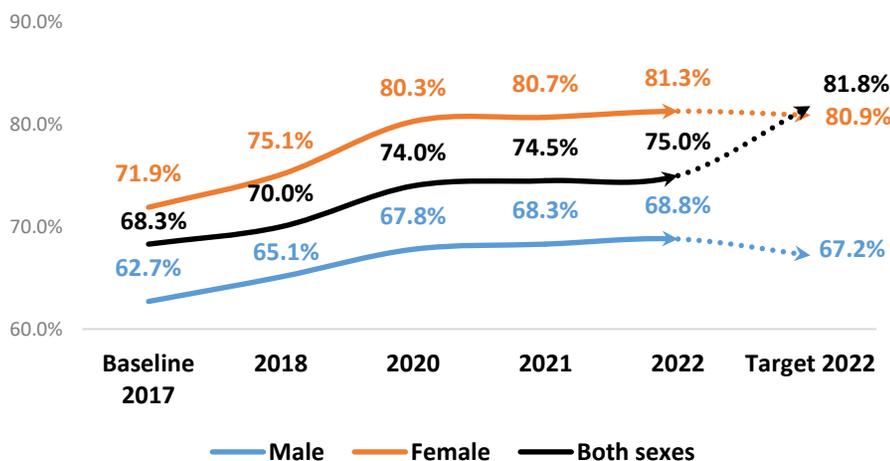
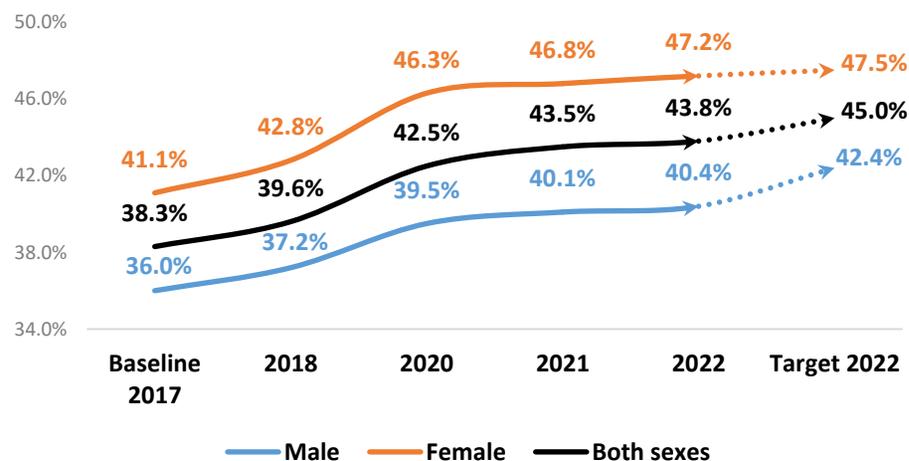


Figure (97): Percentage of qualified Secondary stage teachers accordance to (TES) by gender



⁴⁶ Percentage does not cover Jerusalem Educational Directorate since it has been closed by the Israeli occupation. Collectionn of data was not feasible

19. Number of Resource Room Teachers Qualified to Work with Students with Disability

Resource room teacher: A qualified teacher in the field of special education who works in a room (resource room) at the school and provides the student with individual educational programs based on his/her needs, at specific times of the school day.

Comparison with the results of the baseline year 2017:

It is noted from Figure (98) that there is an increase in the number of resource room teachers in basic schools, as the number of teachers in general rose in Palestine from 270 in 2018 to 451 teachers in 2022, and in West Bank schools the indicator rose from 213 in 2018 to 360 in 2022, and from 57 in 2018 to 91 in 2022 in the Gaza Strip. While we find that the indicator targets were not achieved, as the general target value reached 481 in 2022, 380 for the West Bank and 101 for the Gaza Strip.

Results Interpretation:

Among the most important reasons that led to not achieving the goals:

- Limited job positions and priority given to teachers teaching academic subjects.

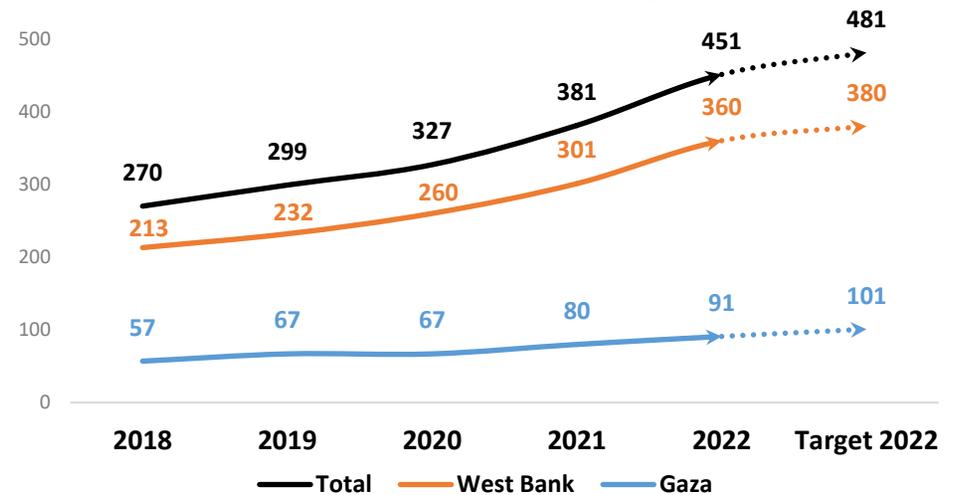
Recommendations:

- Seeking to appoint staff for resource rooms.

Table (35): Number of Resource Room Teachers qualified to deal with students with disability by region

	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	Target 2022-2023
Total	270	299	327	381	451	481
West Bank	213	232	260	301	360	380
Gaza	57	67	67	80	91	101

Figure (98): Number of Resource Room Teachers qualified to deal with students with disability by region



20. Percentage of Qualified Vocational Staff (TVET Teacher, School Principal, Vocational Supervisor) according to the National Strategy for Vocational Education

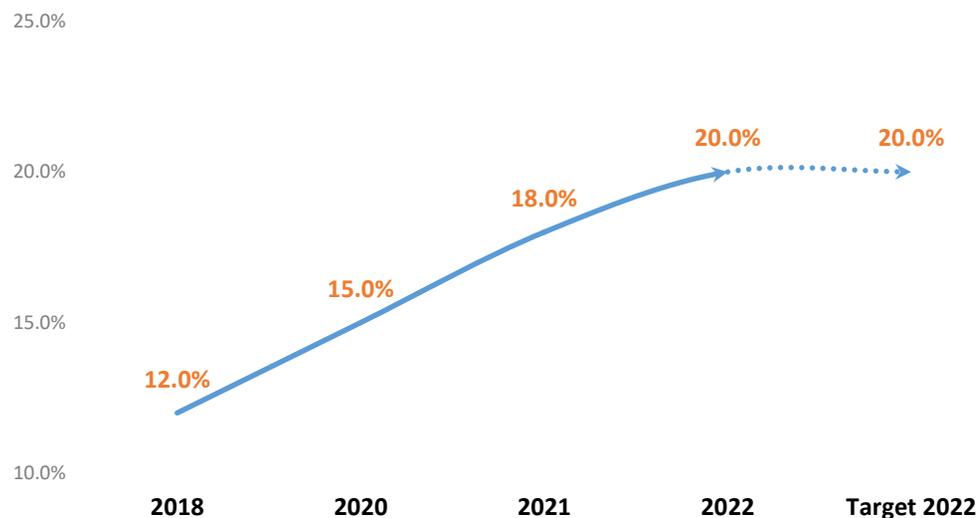
Results Interpretation:

Figure (99) shows an increase in the percentage of vocational education staff--vocational teacher, school principal, and vocational counselor) qualified according to the standards of the national strategy for vocational education--as the indicator value increased from 12.0% in 2018 to 20.0% in 2022. The figure also shows achieving the target for the year. 2022, amounting to 20.0%.

Table (36): Percentage of qualified vocational education staff (teachers, principal, vocational counselor) according to the standards of (VENS)

2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	Target 2022-2023
12%	%15	%17	18%	20%	20%

Figure (99): Percentage of qualified vocational education staff (teachers, principal, vocational counselor) according to the standards of (VENS)



21. Percentage of Facilitators Qualified to Operate Literacy and Parallel Education Centers ⁴⁷

Qualified facilitating teacher: Is every teacher who holds an educational qualification and has undergone (60) hours of training in the psychology of adult education (adult education strategy) and its methods. The indicator was calculated from the database of the DG General Education's Non-Formal Education Department.

Comparison with the results of the baseline year 2017:

The adjacent figure (100) shows an increase in the percentage of facilitators qualified to be employed at the Literacy and parallel education centers, as the value of the indicator increased from 11.0% in 2017 to 22.0% in 2018. The figure also shows that the target for the indicator of 32.0% in 2022 was not achieved.

Results Interpretation:

The most important reasons that led to not achieving the goals are:

- A large number of literacy and parallel education students dropped out due to the Corona pandemic, leading to the closure of a number of centers, which affected the number of facilitators qualified to fill those centers.

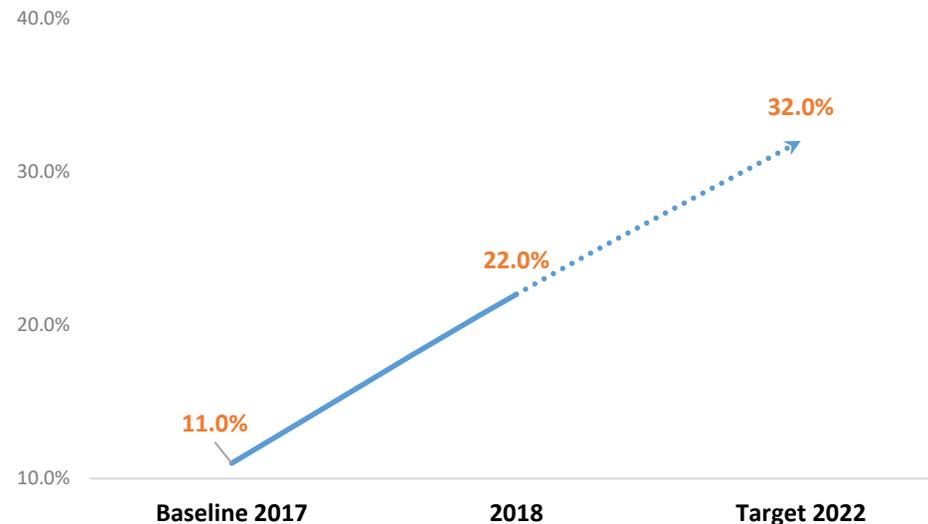
Recommendations:

- Developing governmental regulations and policies that define the features of this sector and its implementation mechanisms in Palestine.

Table (37): Percentage of facilitators qualified to work in literacy and parallel education centers

	2017 - 2018			2018 - 2019			Target 2022 - 2023		
	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes
West Bank	10%	12%	11%	20%	24%	22%	%30	%34	%32

Figure (100): Percentage of facilitators qualified to work in literacy and parallel education centers



⁴⁷ The indicator was not measured in 2022 after the Council of Ministers and MoE's decision to move the TVET Program to another body

Goal 3: Quality Educational Services Guaranteed

22. Degree of School Building Appropriateness in Meeting the Standards

22.1 Degree of Preschool Building Appropriateness in Meeting the Standards (educational toys, tools, furniture)

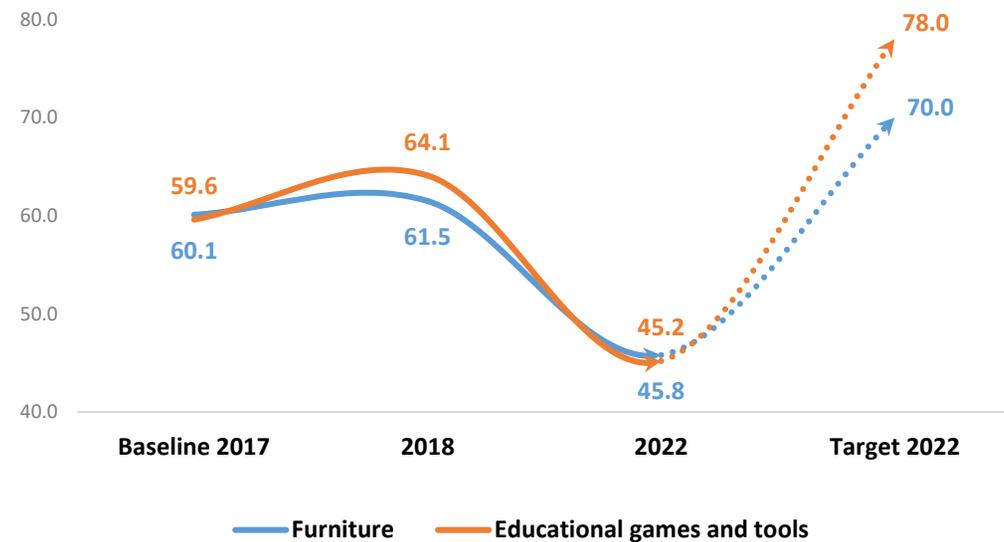
Table (38): Degree of appropriateness of a preschool building and its achievement of standards in educational toys and furniture

	2017 - 2018			2018 - 2019			2022 - 2023 ⁴⁸			Target 2022 - 2023		
	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total
Furniture	73	57.6	60.1	58.9	62.8	61.5	50.2	43.0	45.8	83	68	70
Ed games/tools	66.1	58.3	59.6	64.2	64	64.1	47.5	43.7	45.2	76	68	78

Comparison with the results of the baseline year 2017:

Figure (101) shows a decrease in the degree of suitability of the preschool building and its fulfillment of the standards (educational toys, tools, and furniture), as the value of the indicator for toys and aids decreased from 59.6 in 2017 to 45.2 in 2022, and for the furniture indicator from 60.1 in 2017 to 45.8 in 2022. Failure to achieve the targets for the two indicators: toys, aids, and furniture, as the target value for the two indicators reached 78.0 and 70.0 for 2022, respectively.

Figure (101): Degree of appropriateness of a preschool building and its achievement of standards in educational toys and tools, and furniture



⁴⁸ Buildings indicator was not measured in 2022-2023 due to the need to update the measurement tools for the indicator.

Comparison with the results of the baseline year 2017:

The adjacent figures (102) and (103) show a decrease in the degree of suitability of the preschool building and its fulfillment of the standards (educational toys, tools, and furniture) in the private and government sectors. Figure (102) shows a decrease in the indicator value for toys and tools in the government sector from 66.1 in 2017 to 47.5 in 2022, and from 58.3 in 2017 to 43.7 in 2022 in the private sector. Figure (103) also shows a decrease in the value of the indicator for furniture in the government sector from 73.0 in 2017 to 50.2 in 2022, and from 57.6 in 2017 to 43.0 in 2022 in the private sector. The results also showed that the targets of the two indicators, toys, tools, and furniture, were not achieved in both the government and private sectors.

Results Interpretation:

Among the most important reasons that prevented achieving the goals:

1. Declining budgets and interruption of funding in some years (Corona virus). This affected the purchase of outdoor and indoor toys and equipment for preschools. The focus was also on some priority furniture such as tables, chairs, cabinets, and stage, rugs and panels were not purchased.
2. Lack of support from children's institutions for furniture, equipment, and games. The focus was on training only, while the children's fees are not sufficient to cover the needs of the preschool and the salaries of its workers.

Recommendations:

1. Provide furniture, toys, and tools that enhance children's desire to learn and develop their developmental skills.
2. Allocate permanent government budgets to support the public and private preschools, which affects the quality of work in preschools.

Figure (102): Degree of appropriateness of a preschool building and its achievement of standards in educational games and tools according to supervising authority

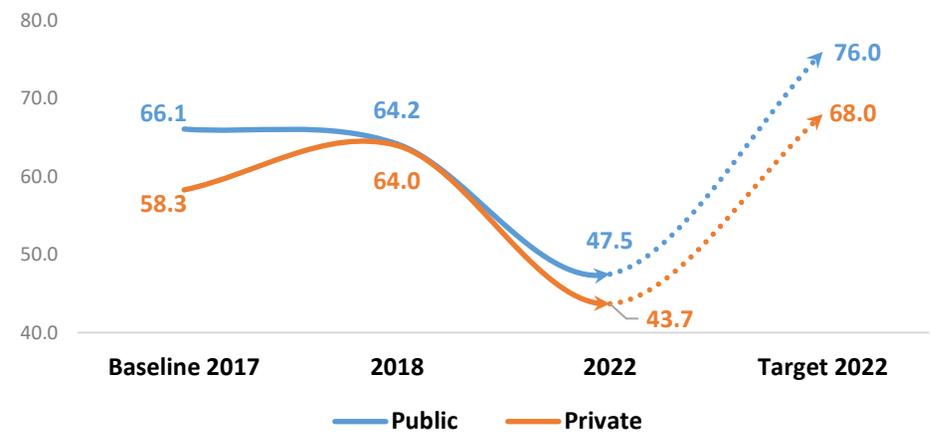
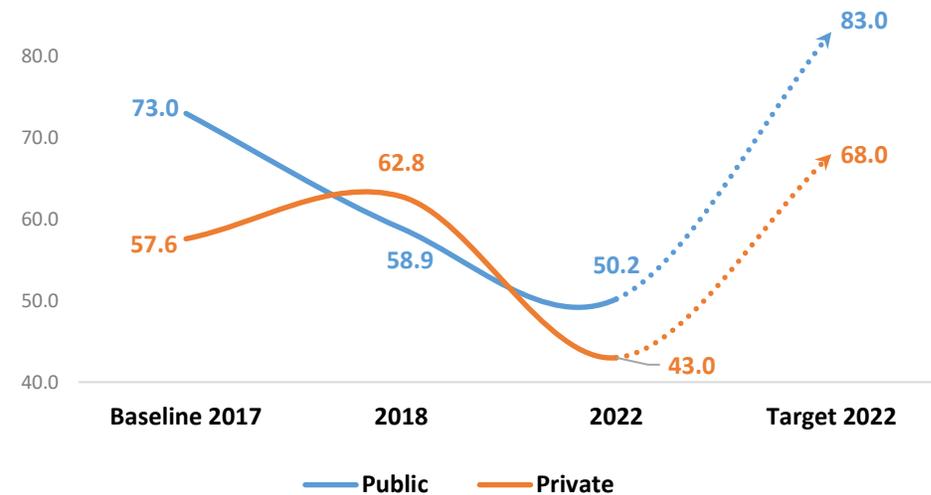


Figure (103): Degree of appropriateness of a preschool building and its achievement of standards in furniture according to supervising authority



22.2 Degree of Basic School Building Appropriateness in Meeting the Standards (classrooms, specialized rooms, facilities) ⁴⁹

22.3 Degree of Secondary School Building Appropriateness in Meeting the Standards (classrooms, specialized rooms, facilities)⁵⁰

Whenever the school building is appropriate and equipped with all amenities and facilities, this will have a positive impact on the entire educational process. The indicator measures the level of service provided by the school building to students in basic and secondary schools according to specific standards in order to use it as a reference for evaluating existing school buildings and improving them.

To achieve a safe and appropriate environment, it needs to include:

1. The space allocated for each student in the classroom is not less than 1 m² for grades (1–9).
2. The space allocated for each student in the playgrounds is not less than 2 square meters.
3. The space allocated for each student in the covered courtyards is not less than 0.50 m².
4. Number of health units, one health unit for each classroom.
5. The space allocated to each teacher in the teachers' room is not less than 2 square meters.
6. Computer rooms whose area/student is not less than 1.2 m².
7. Laboratory rooms whose area/student is not less than 2 m².
8. Library rooms whose area/student is not less than 2 m².
9. The number of classrooms in which there is an evening shift.

10. The physical condition of the classrooms in terms of ventilation, lighting, finishing, ceiling height, and others (from the Student Suffering Factor system used by DG Buildings).
11. Number of rooms rented.

Table (39): Degree of Appropriateness of School Buildings (classrooms, specialized, rooms and facilities) that meet the standards

	2017 - 2018	2018 - 2019	2020 - 2021	2021 - 2022	Target 2022 - 2023
Basic School	85	85.5	85.8	86.0	86
Secondary School	84.7	84.9	85.5	86.9	85.7

⁴⁹ The indicator was not measured in the 2019-2020, and 2020-2021 academic years.

⁵⁰ The indicator was not measured in the 2019-2020, and 2020-2021 academic years.

Comparison with the results of the baseline year 2017:

Figure (104) shows an increase in the degree of suitability of school construction (classroom, specialized rooms, and facilities) and its achievement of the standards in basic and secondary schools. The indicator in basic schools rose from 85.0 in 2017 to 86.0 in 2022, and in secondary schools it rose from 84.7 in 2017 to 86.9 in 2022. It is also noted that the targets for the two indicators have been achieved, as the target for basic schools reached 86.0 and secondary schools 85.7.

Results Interpretation:

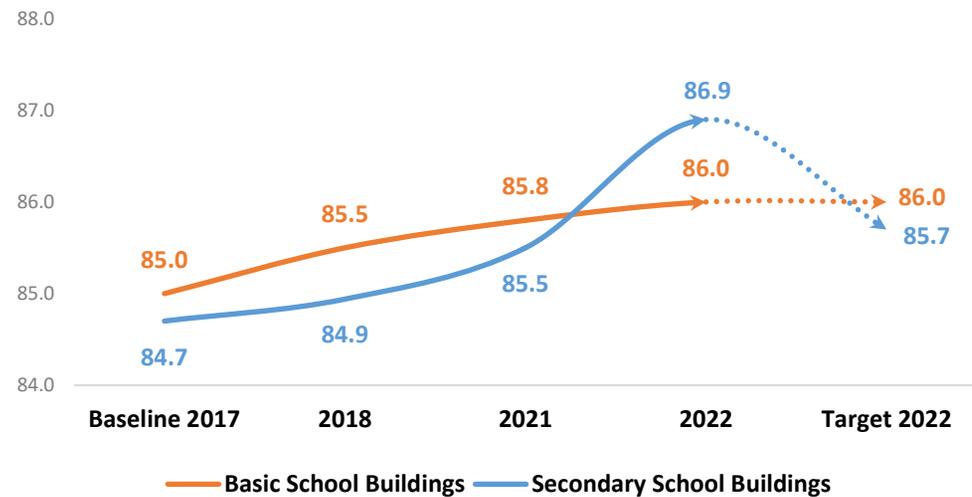
The most important reasons that led to achieving the goals are:

1. Implementing the planned outputs.
2. Increase national support and the launch of the school adoption program, which contributed to building and maintaining schools.

Recommendations:

1. Ensuring the provision of sufficient budgets to continue progress in implementing plans.
2. Strengthening the relationship with partners to enhance returns from projects.
3. Continuing to accurately monitor priorities and needs consistent with standards in a way that supports improving the educational environment.

Figure (104): Degree of Appropriateness of School Buildings (classrooms, specialized, rooms and facilities) that meet the standards



23. Degree to which Schools achieved Health Environment Standards that Enhance Education^{52 51}

Interest in the development of a healthy school environment is compatible with modern educational theory, which necessitates holistic human development (the physical, mental and psychological aspects). There is no doubt that healthy students' ability to learn and acquire practical knowledge is the best and proportional to their physical, mental and social health.

This indicator monitors the degree to which Standards of School Health (that Enhance Learning) are realized by schools through the five following standards: 1) Hygiene, 2) Drinking water and wastewater management, 3) Solid Waste Management, 4) the Cafeteria, 5) Public Safety

Table (40): Degree to which schools achieve the health environment standards that enhance learning

2017 - 2018				2018 - 2019				2020 - 2021				2021 - 2022				Target 2022 - 2023			
Male	Fe-male	Co-Ed	Total	Male	Fe-male	Co-Ed	Total												
64.8	72.7	67.1	68.4	66.9	69.6	67.7	68.1	59.9	65.9	62.4	62.7	69.3	71.9	70.4	70.5	65.8	77.8	69.4	71

Comparing the results with the results of the baseline year 2017:

Figure (105) shows an increase in the degree to which schools achieve the standards of a healthy school environment that enhances education. The indicator rose from 68.4 in 2017 to 70.5 in 2022. It is also noted that the 2022 result is close to the target of 71.0.

Results Interpretation:

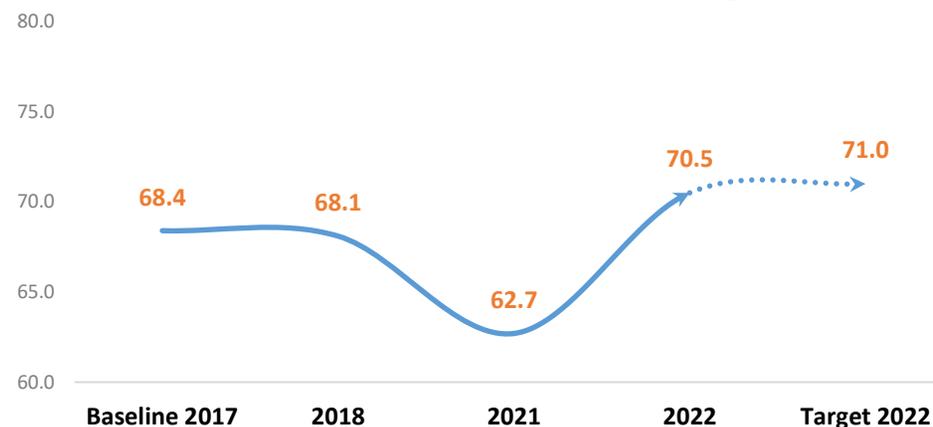
The most important reasons that led to achieving the goals are:

1. Implementing the planned outputs by the DG School Health.
2. Activating the role of field health staff in implementing awareness programs on public and personal hygiene, especially in male schools.
3. Training all members of school health committees on life skills related to public hygiene.

Recommendations:

1. Continue to appoint school health staff, especially in boys' schools.
2. Strengthen the role of relevant institutions and sectors in achieving and supporting school health criteria, especially those related to behavior.
3. Provide schools with public hygiene, personal safety, public safety, and priority first aid supplies, especially those schools whose budgets do not allow for the provision of these supplies.

Figure (105): Degree to which schools achieve the health environment standards that enhance learning



4. Make continuous modifications to the school infrastructure and maintaining it in a way that contributes to the protection of students.
5. Add an item to the school principal's evaluation form regarding the cleanliness of sanitary facilities in the school.

⁵¹ The indicator was not measured in the 2019-2020 and 2020-2021 academic years due to the Corona pandemic.

⁵² Indicator Data reflects Basic and Secondary stage schools

24. Degree to which a Preschool child acquires basic developmental skills (linguistic, motor, cognitive, social-emotional, and self-care)⁵³

The child behavioral development standards developed by UNICEF in cooperation with the Ministry of Health and a number of institutions in Sarajevo were applied and translated by UNICEF into the Arabic language and adapted to the Palestinian environment. After its official approval, the Ministry trained preschool supervisors to use it. This scale includes five areas: Speech and communication, motor development, cognitive development, social and emotional development, and self-care.

Comparison with the results of the baseline year 2017:

Figure (106) shows a difference in the degree to which preschool children acquire basic developmental skills from the age of 5-6 years between males and females in favor of females. The general indicator decreased from 68.1 in 2017 to 67.3 in 2022. The figure also shows the indicator target values for the academic year 2022/2023.

Results Interpretation:

The most important reasons for low indicator values are:

- A shortage of preschool teachers.

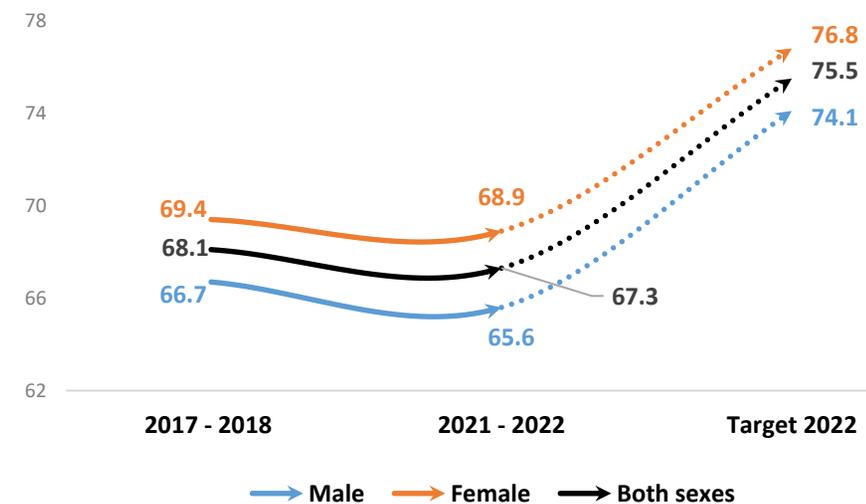
Recommendations:

- Appoint preschool teachers according to Ministry appointment formations.

Table (41): Degree of possession of a preschool child (aged 4-5 years) to basic development skills

2017 - 2018			2022 - 2023			Target 2022 - 2023		
Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes
66.7	69.4	68.1	65.6	68.9	67.3	74.1	76.8	75.5

Figure (106): Degree of possession of a preschool child (aged 4-5 years) to basic development skills



⁵³ The indicator Measured every two years; was not measured in 2019-2020 due to the Covid pandemic.

25. Average Student Achievement in National Tests in Basic Stage (Grades 5 and 9)⁵⁴

This indicator adopted by the Ministry of Education as part of its vision to evaluate the outcomes of the Palestinian educational system. It has been implemented by the Ministry every two years on representative national samples from all school supervising authorities on Grades 5 and 9 in Arabic language, mathematics, and science subjects.

Comparison with the results of the baseline year 2017:

Figures (107), (108), and (109) show the average achievement of students in the national tests: Arabic language, science, and mathematics, according to the target grade. In the Arabic language test, it is noted that the achievement of ninth grade students is better than that of fifth grade students, which indicates the extent to which accumulation of concepts and skills among students increased, while we find that the achievement of fifth grade students was better than that of ninth grade students in the subjects of science and mathematics, as shown in Figure (108) and (109). There is a general decline in achievement among students in those subjects is also noted. The figures show the indicator target values for the 2022/2023 academic year.

Figure (107): Average performance of students in standardized national tests in (Arabic)

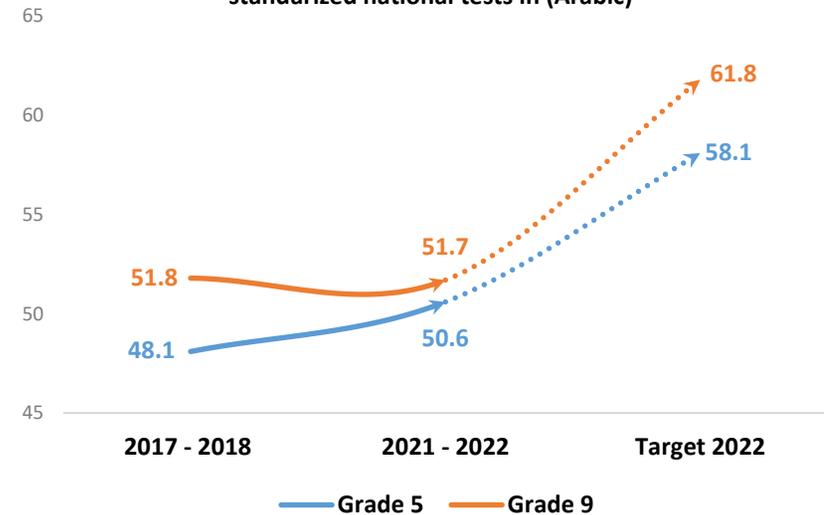


Figure (109): Average performance of students in standardized national tests in (Mathematics)

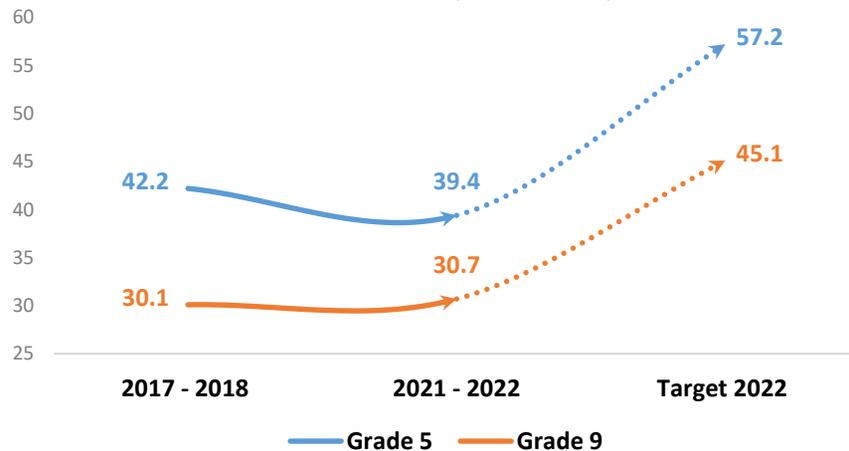
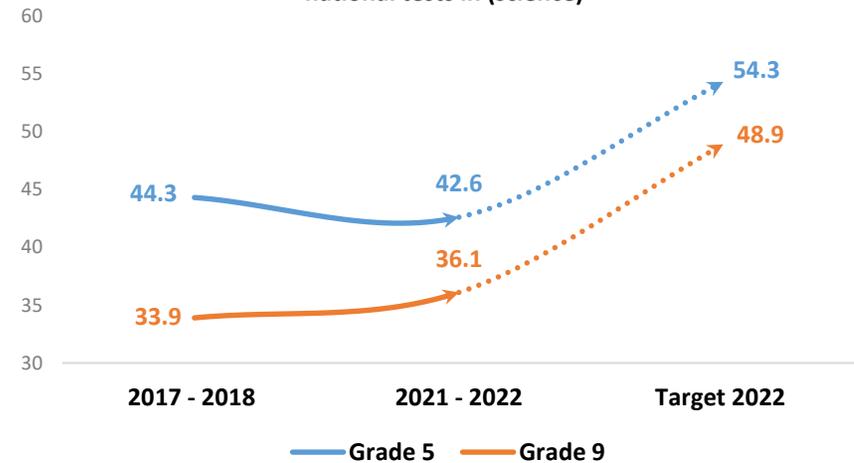


Figure (108): Average performance of students in standardized national tests in (science)



⁵⁴ The indicator Measured every two years; was measured in 2021/2022 due to the Covid pandemic.

Results Interpretation:

The most important reasons for the low indicator values are:

1. Students not completing the school curricula in a regular manner, due to the Corona pandemic, the irregularity of face-to-face work, and the shift to distance education.
2. The occupation's practices and attacks on students, teachers, and schools on an ongoing basis, disrupting studies in schools in the areas of attacks and causing a high classroom time losses.

Recommendations:

1. Identifying educational loss and developing a remedial plan to empower students with basic concepts and skills that can be built upon in a cumulative and sound manner.
2. Conduct more research and policy studies to explain the discrepancy in achievement between schools, students and supervisory authorities, to enhance skills and competencies and compensate for students' learning losses; thus, improving the quality of education in schools.

25.1 Average students' achievement in Arabic Language

25.1.1 Average Grade 5 students' achievement in Arabic Language

Comparison with the results of the baseline year 2017:

Figures (110), (111), and (112) show the average achievement of fifth-grade students in the Arabic language test according to some contextual variables such as the student's gender, geographical region, and supervision authority. The figures also show the increase in some indicators in addition to the decrease in others. It is noted that the achievement of females was better than that of males, as in Figure (110), and that the achievement of students in the Gaza Strip was better than the achievement of students in the West Bank, as in Figure (112). Also, the achievement of students in UNRWA schools and private schools was better than the achievement of public school students, as in Figure (111).

Figure (110): Average performance of Grade 5 students in standardized national tests in (Arabic) by student's gender

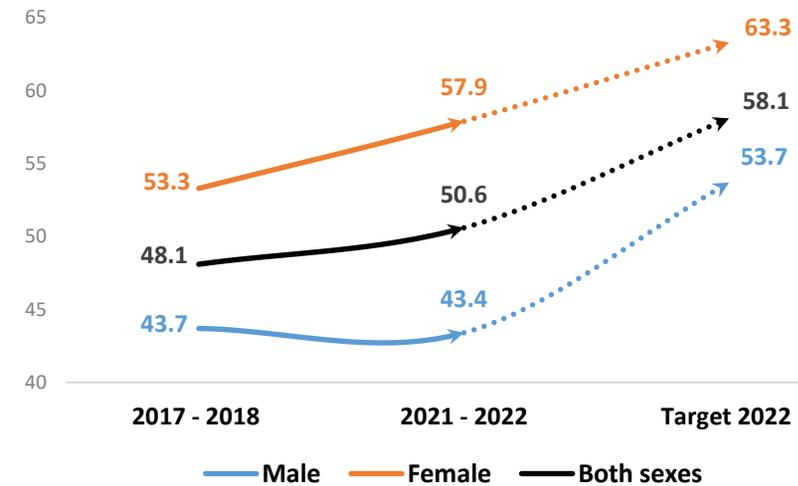


Figure (111): Average performance of Grade 5 students in standardized national tests in (Arabic) according to supervising authority

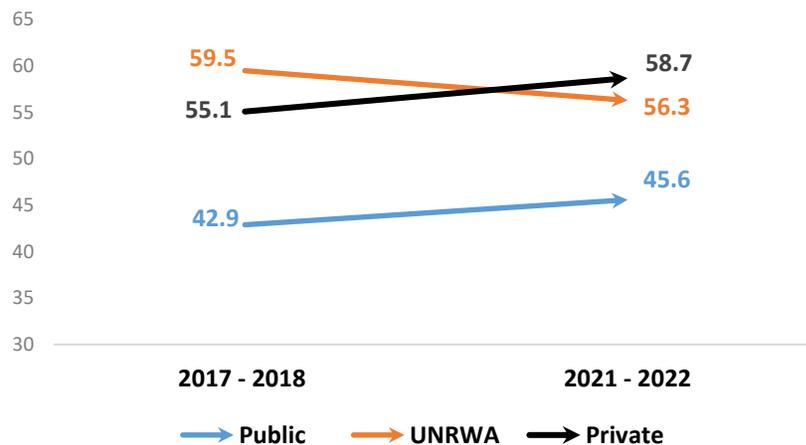
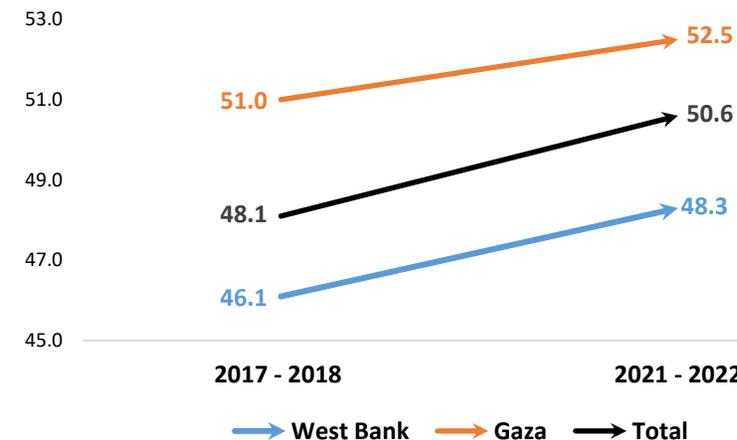


Figure (112): Average performance of Grade 5 students in standardized national tests in (Arabic) by region



25.1.2 Average Grade 9 students' achievement in Arabic Language

Comparison with the results of the baseline year 2017:

Figures (113), (114), and (115) show the average achievement of ninth grade students in the Arabic language test according to some contextual variables such as the student's gender, geographical region, and supervision point. The figures also show the increase in some indicators in addition to the decrease in others: Figure (113) indicates that the achievement of females was better than that of males, the achievement of the Gaza Strip was better in 2022 than the achievement of students in the West Bank region, as in Figure (115). Also, the achievement of students in UNRWA schools was better than the achievement of students in private schools and public schools, as shown in Figure (114).

Figure (113): Average performance of Grade 9 students in standardized national tests in (Arabic) by student's gender

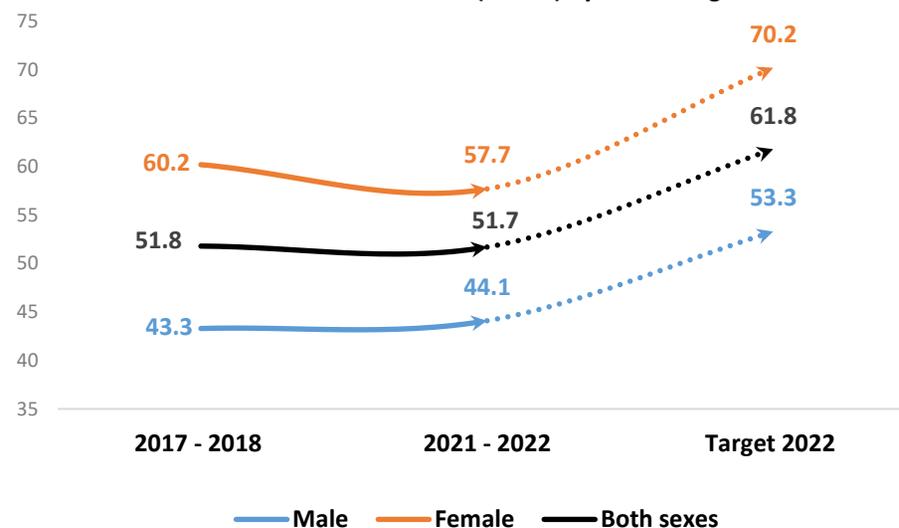


Figure (114): Average performance of Grade 9 students in standardized national tests in (Arabic) according to supervising authority

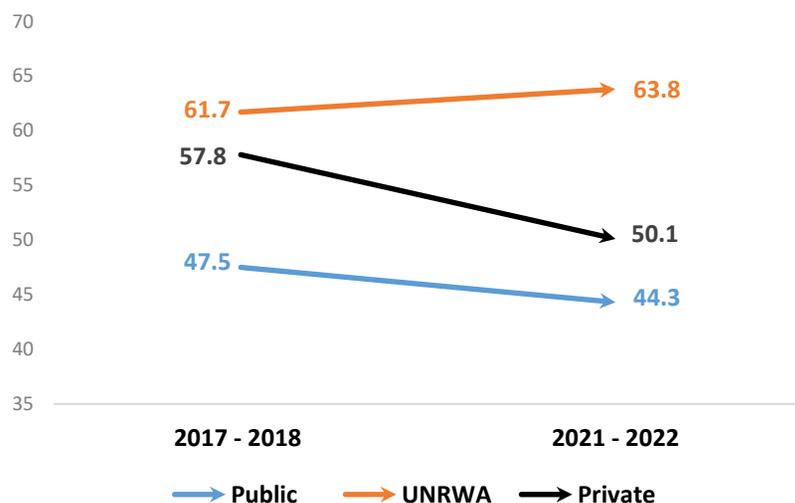
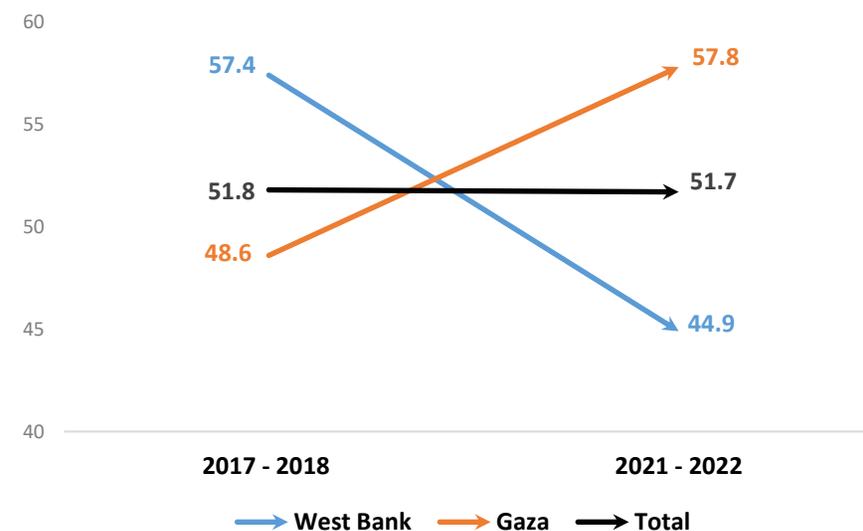


Figure (115): Average performance of Grade 9 students in standardized national tests in (Arabic) by region



25.2 Average students' achievement in Science

25.2.1 Average Grade 5 students' achievement in Science

Comparison with the results of the baseline year 2017:

Figures (116), (117), and (118) show the average achievement of fifth-grade students in the science test according to some contextual variables such as the student's gender, geographical region, and supervision point. The figures also show the increase in some indicators in addition to the decrease in others. It is noted that the achievement of females was better than that of males, as in Figure (116), and that the achievement of the Gaza Strip was better than the achievement of students in the West Bank region, Figure (118). Also, the achievement of students in UNRWA schools and private schools was better than the achievement of students in government schools, as in Figure (117).

Figure (117): Average performance of Grade 5 students in standardized national tests in (Science) according to supervising authority

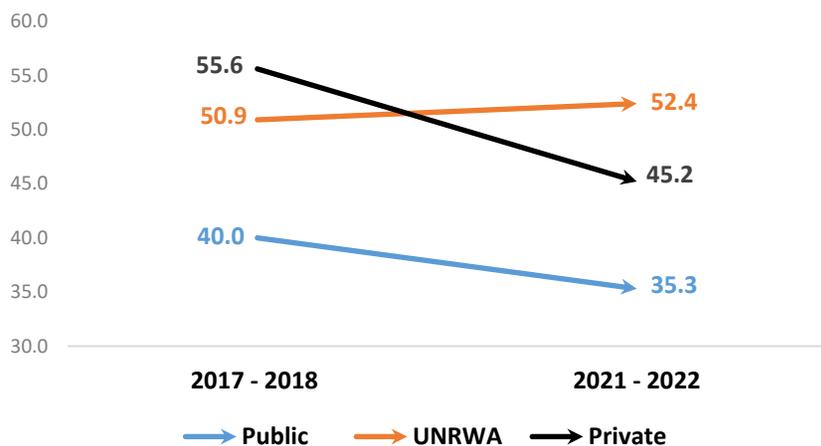


Figure (116): Average performance of Grade 5 students in standardized national tests in (Science) by student's gender

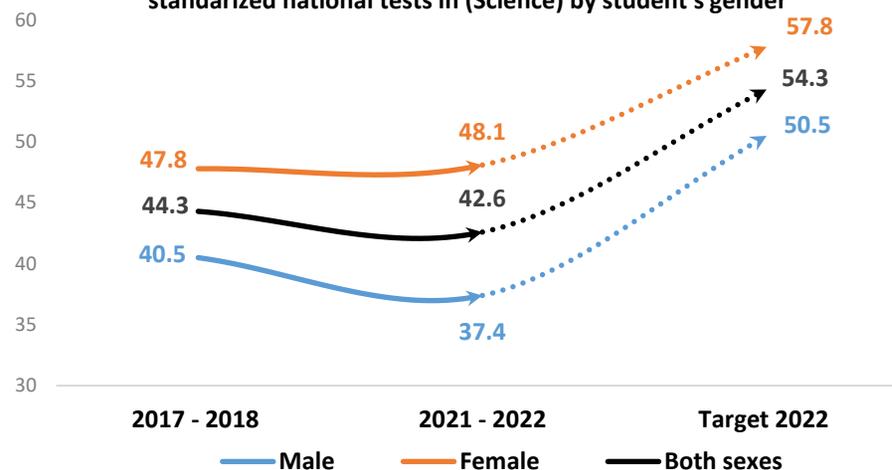
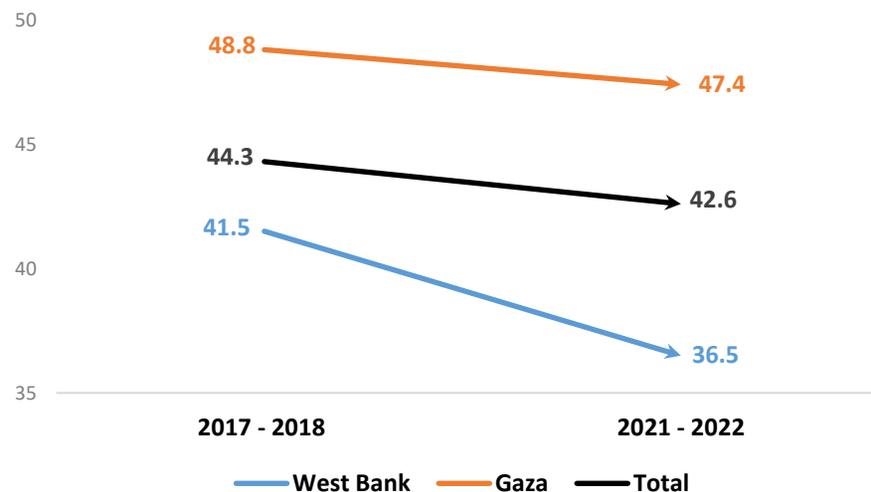


Figure (118): Average performance of Grade 5 students in standardized national tests in (Science) by region



25.2.2 Average Grade 9 students' achievement in Science

Comparison with the results of the baseline year 2017:

Figures (119), (120), and (121) show the average achievement of ninth grade students in the science test according to some contextual variables such as the student's gender, geographical region, and supervision point. The figures also show the increase in some indicators in addition to the decrease in others. It is noted that the achievement of females was better than that of males, as in Figure (119), and that the achievement of the Gaza Strip was better than the achievement of students in the West Bank region, Figure (121). Also, the achievement of students in UNRWA schools was better than the achievement of students in private schools and government schools, as in Figure (120).

Figure (119): Average performance of Grade 9 students in standardized national tests in (Science) by student's gender

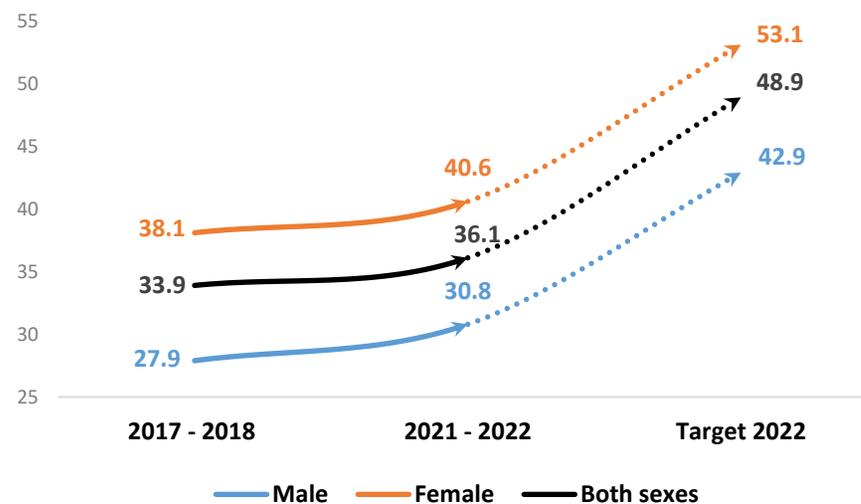


Figure (120): Average performance of Grade 9 students in standardized national tests in (Science) according to supervising authority

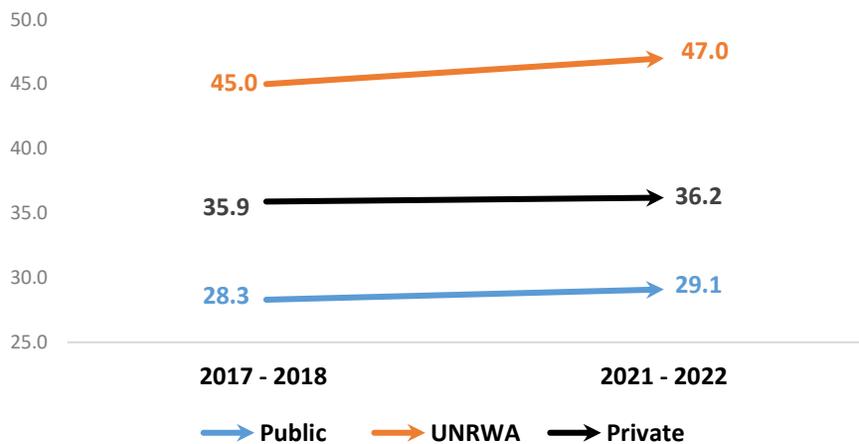
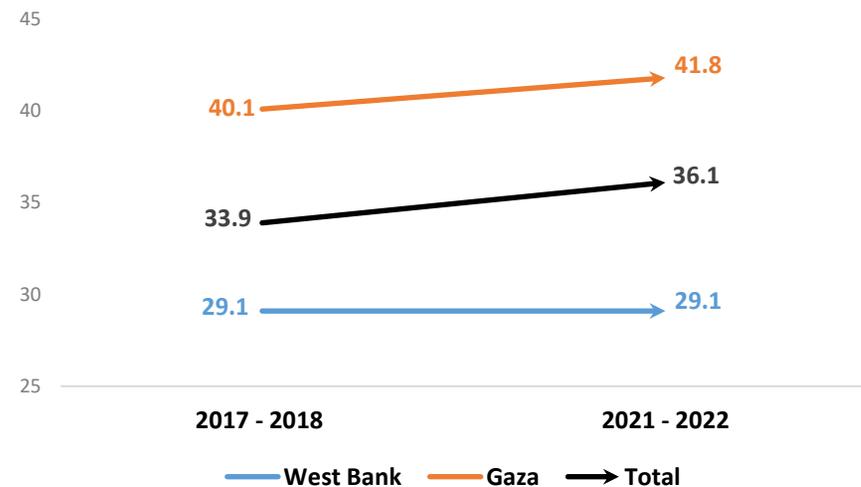


Figure (121): Average performance of Grade 9 students in standardized national tests in (Science) by region



25.3 Average students' achievement in Math

25.3.1 Average Grade 5 students' achievement in Math

Comparison with the results of the baseline year 2017:

Figures (122), (123), and (124) show the average achievement of fifth-grade students in the mathematics test according to some contextual variables such as the student's gender, geographical region, and supervision point. The figures also show the decline in the indicators. It is noted that the achievement of females was better than that of males, as shown in Figure (122), and that the achievement of students in the Gaza Strip was better than the achievement of students in the West Bank region, Figure (124). Also, the achievement of students in UNRWA schools was better than the achievement of students in private schools and government schools, Figure (Figure (123)).

Figure (122): Average performance of Grade 5 students in standardized national tests in (Mathematics) by student's gender

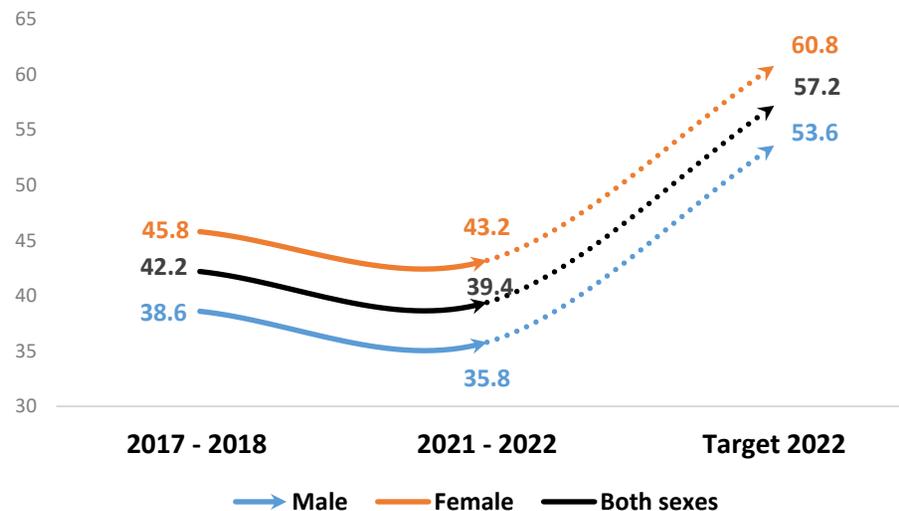


Figure (123): Average performance of Grade 5 students in standardized national tests in (Mathematics) according to supervising authority

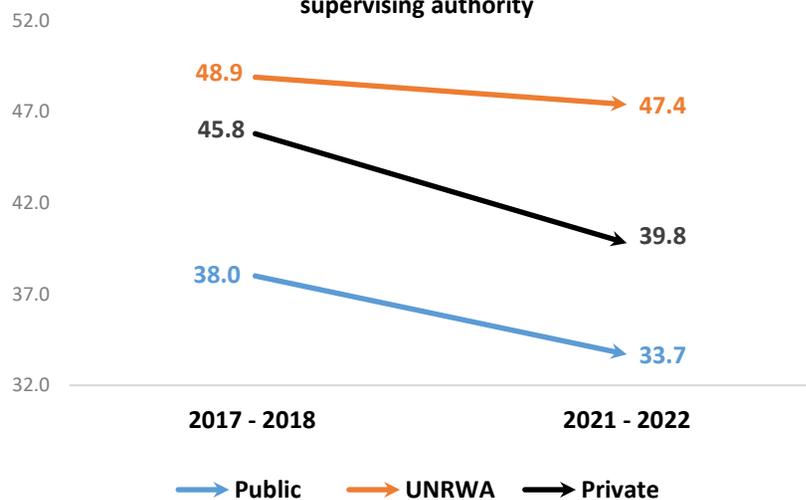
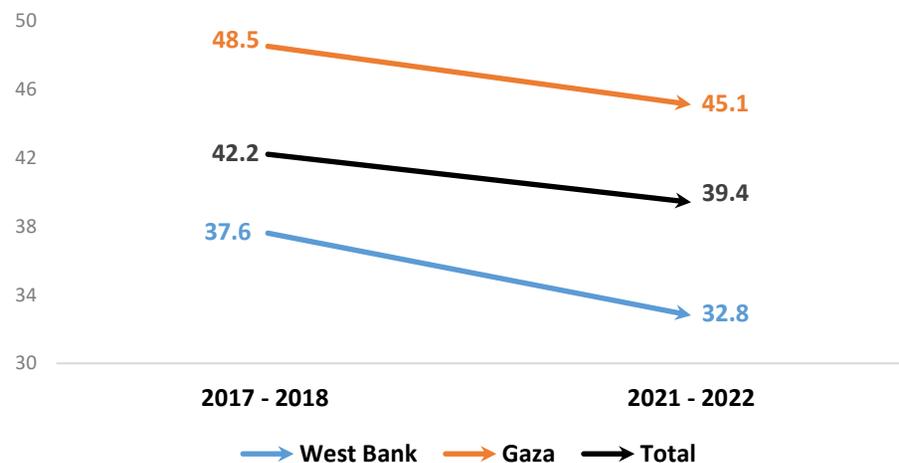


Figure (124): Average performance of Grade 5 students in standardized national tests in (Mathematics) by region



25.3.2 Average Grade 9 students' achievement in Math

Comparison with the results of the baseline year 2017:

Figures (125), (126), and (127) show the average achievement of ninth grade students in the mathematics test according to some contextual variables such as the student's gender, geographical region, and supervision point. The figures also show the increase in some indicators in addition to the decrease in others. It is noted that the achievement of females was better than that of males, as in Figure (125), and that the achievement of the Gaza Strip was better than the achievement of students in the West Bank region, Figure (127). Also, the achievement of students in UNRWA schools was better than the achievement of students in private schools and government schools for 2022, Figure (126).

Figure (125): Average performance of Grade 9 students in standardized national tests in (Mathematics) by student's gender

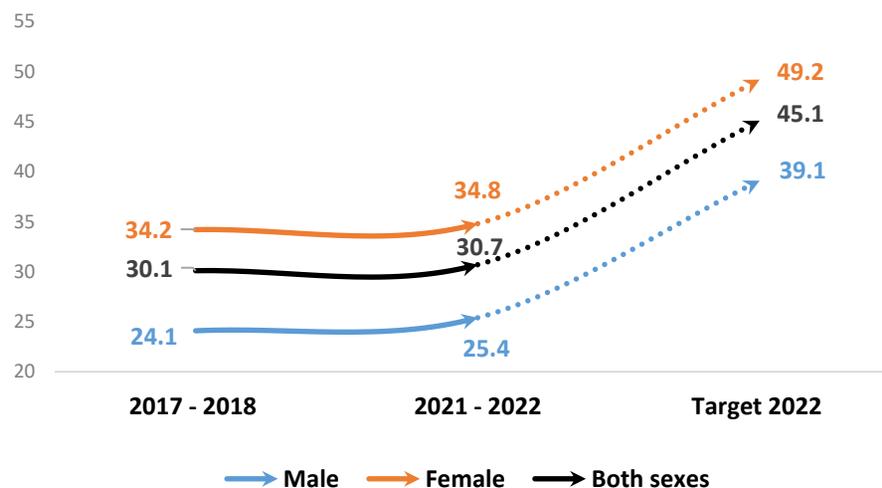


Figure (126): Average performance of Grade 9 students in standardized national tests in (Mathematics) according to supervising authority

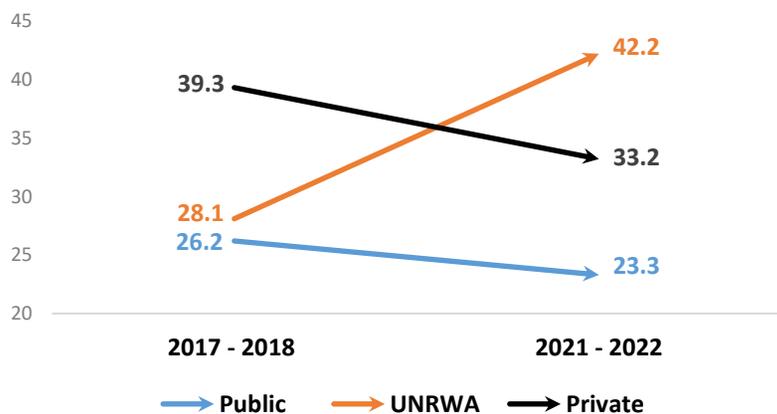
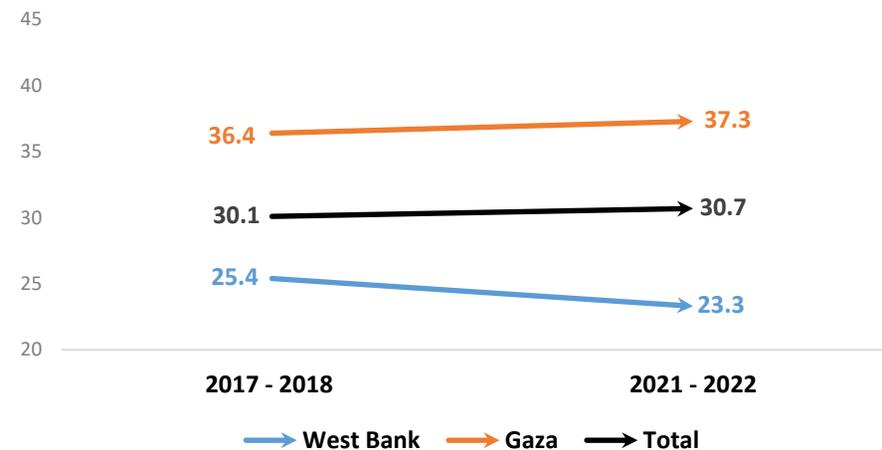


Figure (127): Average performance of Grade 9 students in standardized national tests in (Mathematics) by region



26. Degree of Student Active Engagement in the Classroom⁵⁵

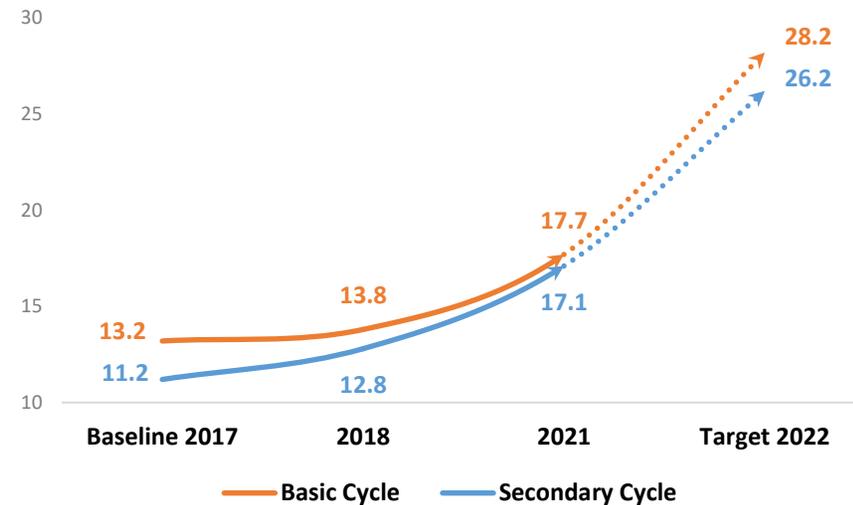
Definition: It is the totality of speech, sayings, and actions that students initiate with the teacher, or among themselves in the classroom, as well as the actions, suggestions, hints, and responses--relevant to the educational process--that accompany this speech. All of these words and accompanying actions are observable and evaluated. It also measures the relative weight of each teacher and student behavior that occurs within the classroom, including the following:

- The teacher's indirect (encouraging) behaviors include: 1- Accepting students' feelings. 2- Encouraging and strengthening students. 3- Accept their ideas and build on them. 4- Asking questions at different levels. 5- Implementing a practical activity.
- The teacher's direct behaviors are: 1- Explanation and lecture. 2- Criticism and highlighting authority. 3- Giving instructions. 4- Directing criticism.
- The student's response to the teacher's questions.
- The student's initiative without responding to any external influence, such as asking questions and ideas, expressing opinions and analyzing (active engagement).
- Silence, chaos, and indirect talk about the content.

Comparison with the results of the baseline year 2017:

Figure (128) shows an increase in the degree of student engagement in class at the basic and secondary levels, as the indicator for the basic stage rose from 13.2 in 2017 to 17.7 in 2021, and in the secondary stage from 11.2 in 2017 to 17.1 in 2021. The figure also shows the indicator target values. For the academic year 2022/2023, for the primary and secondary levels, the target value for each of them was 28.2 and 26.2, respectively.

Figure (128): Degree of student's active engagement in classrooms



Results Interpretation:

- The most important reasons for low indicator values are: Focus within the classroom on implementing compensation programs and remedial plans as much as possible to reduce educational loss due to the Corona pandemic and the teachers' strike.

Recommendations:

1. Training teachers on modern teaching strategies according to needs, in addition to training on modern assessment methods and integrating technology into education.
2. Developing the capabilities of educational supervisors and school principals in monitoring teachers.

⁵⁵ The indicator was not measured in 2019-2020, 2020-2021 and 2022-2023 academic years, due to the pandemic and teachers' strike.

26.1 Degree of Basic Stage Student Active Engagement in the Classroom

Table (42): Degree of students' active engagement in classrooms in basic schools

2017 - 2018				2018 - 2019				2021 - 2022				Target 2022 - 2023			
Male	Female	Co-Ed	Total	Male	Female	Co-Ed	Total	Male	Female	Co-Ed	Total	Male	Female	Co-Ed	Total
12.8	13.9	12.5	13.2	11.6	15.7	14.1	13.8	16.7	19.1	16.4	17.7	27.8	28.9	27.5	28.2

Comparison with the results of the baseline year 2017:

Figure (129) shows the degree of students' active engagement in the classroom session in basic schools according to school gender. The results showed that student engagement in female schools in 2021 was better than mixed schools and male schools. The indicator for female schools increased from 13.9 in 2017 to 19.1 in 2021, for male schools from 12.8 in 2017 to 16.7 in 2021, and for mixed (co-ed) schools from 12.5 in 2017 to 16.4 in 2021. The figure also shows the values of the indicator targets for the academic year 2022/2023, which amount to 28.9 for female schools, 27.8 for male schools, and 27.5 for mixed schools.

Figure (129): Degree of students' active engagement in classrooms in basic schools according to the type of school

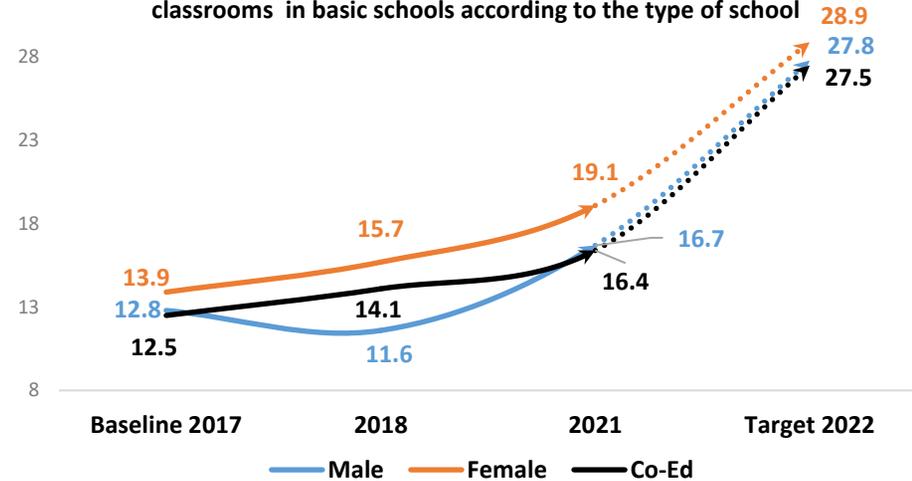


Figure (130): Relative weight of each behavior that occurs inside the classroom in basic schools by the teacher and the student for the academic year 2021-2022

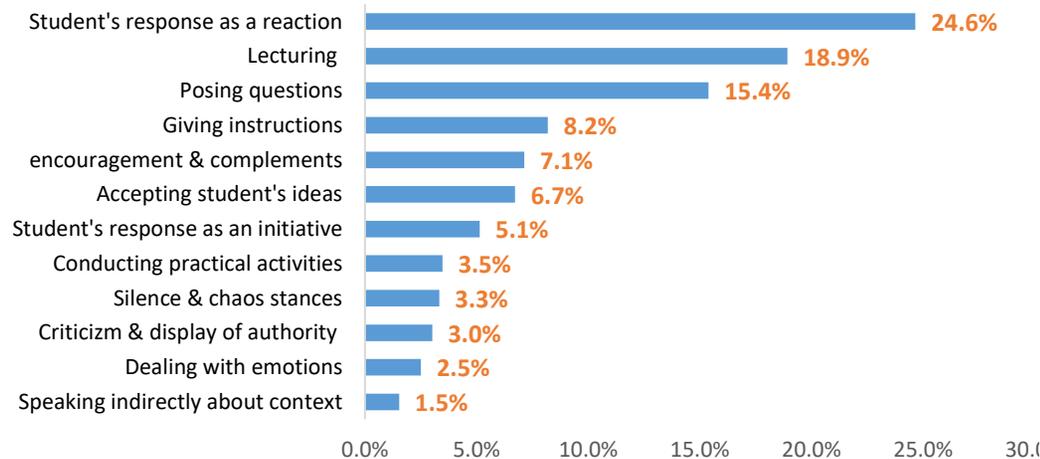
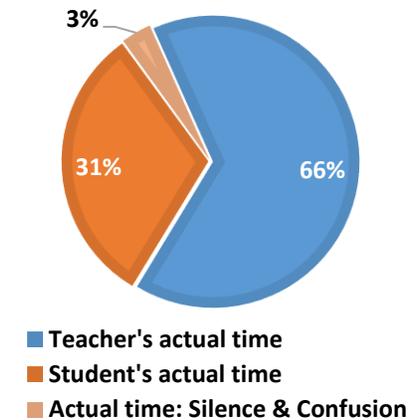


FIGURE (131): PERCENTAGE OF CLASS TIME INVESTMENT IN BASIC SCHOOLS FOR THE ACADEMIC YEAR 2021-2022



26.2 Degree of Secondary Stage Student Active Engagement in the Classroom

Table (43): Degree of students' active engagement in classrooms in secondary schools

2017 - 2018				2018 - 2019				2021 - 2022				Target 2022 - 2023			
Male	Fe-male	Co-Ed	Total	Male	Fe-male	Co-Ed	Total	Male	Fe-male	Co-Ed	Total	Male	Fe-male	Co-Ed	Total
11.6	11.3	8.4	11.2	14.7	11.2	12.9	12.8	17.2	16.4	20.1	17.1	26.6	26.3	23.4	26.2

Comparison with the results of the baseline year 2017:

Figure (132) shows the degree of students' active involvement in the class session in secondary schools according to school gender. The results showed that the involvement of students in co-ed schools in 2021 was better than in male schools and in female schools. The indicator for mixed schools increased from 8.4 in 2017 to 20.1 in 2021, while for male schools from 11.6 in 2017 to 17.2 in 2021, and for female schools from 11.3 in 2017 to 16.4 in 2021. The figure also shows the values of the indicator targets for the academic year 2022/2023, with 23.4 for mixed schools, 26.6 for male schools, and 26.3 for female schools.

Figure (132): Degree of students' active engagement in classrooms in secondary schools according to the type of school

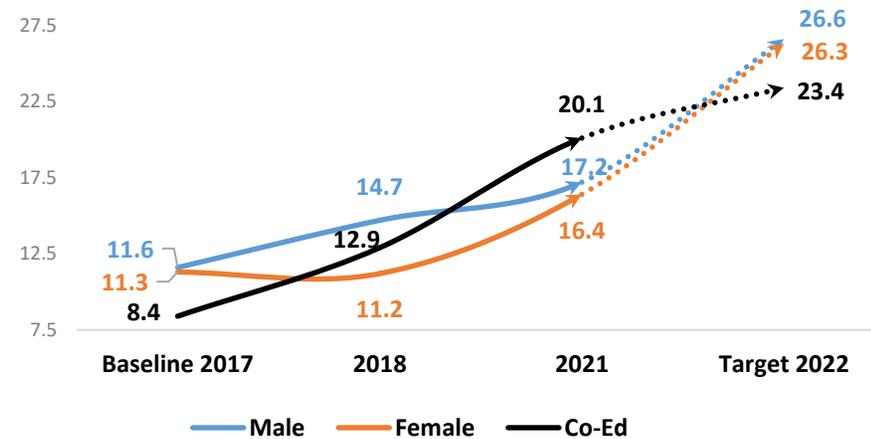


Figure (133): Relative weight of each behavior that occurs inside the classroom in secondary schools by the teacher and the student for the academic year 2021-2022

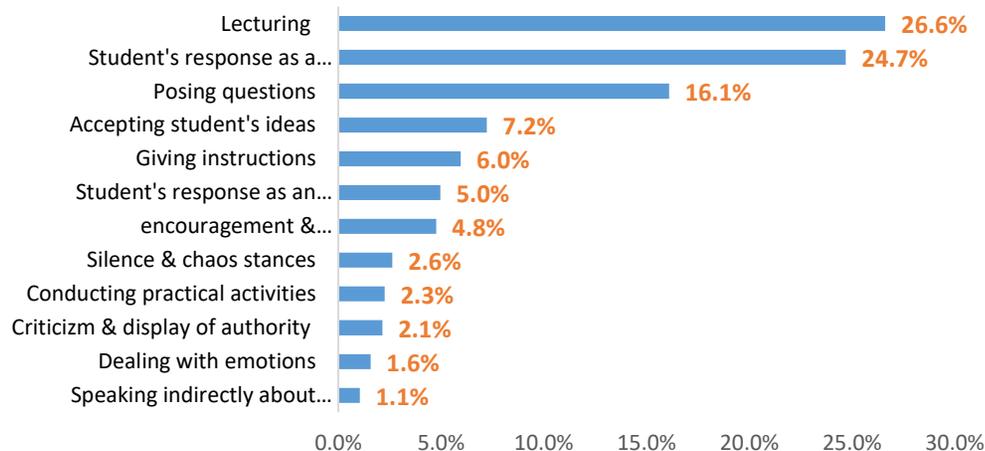
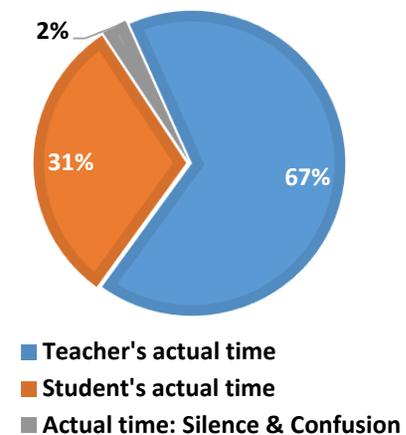


FIGURE (134): PERCENTAGE OF CLASS TIME INVESTMENT IN SECONDARY SCHOOLS FOR THE ACADEMIC YEAR 2021-2022



27. Degree to which students possess of moral values and positive attitudes ⁵⁶

Values and attitudes contribute to achieving a healthy mentality and personality capable of dealing with oneself and others in different situations in a correct and effective manner.

Definition: Values are defined as the basic principles, beliefs, ideals, standards, and life attitudes that serve as a general guide to direct behavior. It is the reference point for decision-making or evaluating beliefs and actions. Attitudes toward education are defined as a set of cognitive, emotional, and behavioral components that relate to an individual's response to an issue or case, a topic or situation related to learning and how the response occurs in terms of acceptance or rejection.

The values and trends within the indicator include: Tolerance, teamwork, justice and equality, achievement and motivation, assuming social responsibility, integrity, friendship and altruism, belonging and commitment, citizenship, lifestyle, respect and dialogue. To measure the indicator, tools were adopted based on cases and situations, consisting of a set of questions (multiple choice) representing a number of written life cases and situations through which students express their perceptions of optimal behavior in those situations and cases. Multi-stage stratified cluster sampling was adopted to target the community represented by the indicator (students in the fourth and eighth grades).

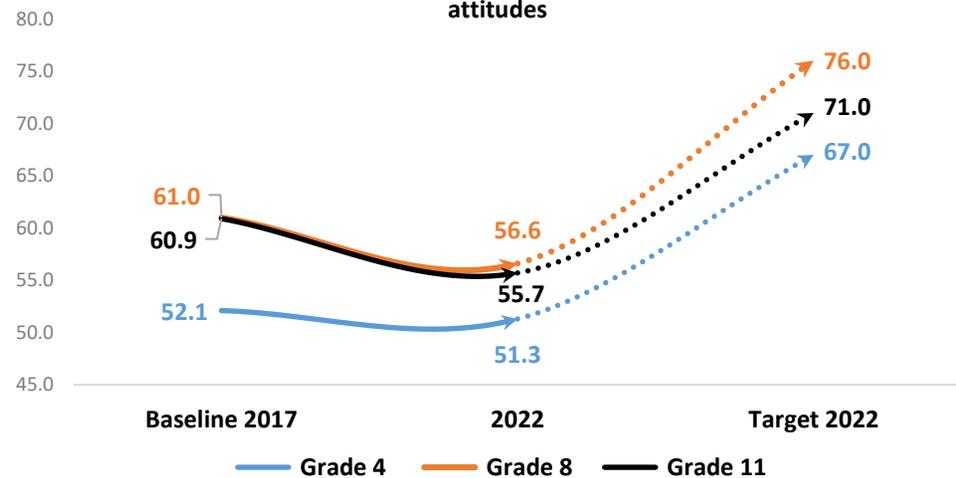
Table (44): Degree of students' possess of moral values and positive attitudes

	2017 - 2018			2022 - 2023			Target 2022 - 2023		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
Grade 4	49.3	54.4	52.1	46.7	54.5	51.3	64	70	67
Grade 8	56.3	64.7	61.0	49.5	61.8	56.6	71.3	79.7	76
Grade 11	59.0	62.6	60.9	48.1	60.7	55.7	69	72	71

Comparison with the results of the baseline year 2017:

Figure (135) shows the degree to which students possess moral values and positive attitudes. It is noted that there is a decrease in the value of the indicator for the targeted grades in general, as the indicator decreased for fourth grade students from 52.1 in 2017 to 51.3 in 2022 and for eighth grade students from 61.0 in 2017 to 56.6 in 2022, and for eleventh grade students, from 60.9 in 2017 to 55.7 in 2022. The figure also shows that the targets for the targeted grades were not achieved, amounting to 67.0 for the fourth grade, 76.0 for the eighth grade, and 71.0 for the eleventh grade.

Figure (135): Degree of students' possess of moral values and positive attitudes



⁵⁶ The indicator is measured every two years and was not measured in the academic years 2019-2020, 2020-2021, and 2021-2022 due to the Corona pandemic and the teachers' strike that continued during the 2022-2023 scholastic year. This has affected the nature of the indicator sample for this year due to the student educational loss remedial program as a result of the strike. A Simple randomization sample was used, unlike the academic year 2017-2018, in which the two-stage stratified cluster sampling was adopted.

27.1 Degree to which Grade 4 students possess of moral values and positive attitudes

27.2 Degree to which Grade 8 students possess of moral values and positive attitudes

27.3 Degree to which Grade 11 students possess of moral values and positive attitudes

Comparison with the results of the baseline year 2017:

Figures (136), (137), and (138) show the degree to which students possess moral values and positive attitudes according to grade and the student’s gender variable. The figures also show increase in some indicators in addition to the decrease in others. When comparing the general results for 2022, we find that the degree of students’ possession of moral values and positive attitudes was better for eighth grade students, where the indicator value reached 56.6, as shown in Figure (137), and then for eleventh grade students, 55.7, (Figure 138), followed by fourth grade students. 51.3 (Figure 136). Moreover, the result of females was better than the result of males for all targeted grades, while none of the indicator targets were achieved for the academic year 2022/2023.

Figure (136): Degree of 4th Grade student’s possess of moral moral values and positive attitudes by student’s gender

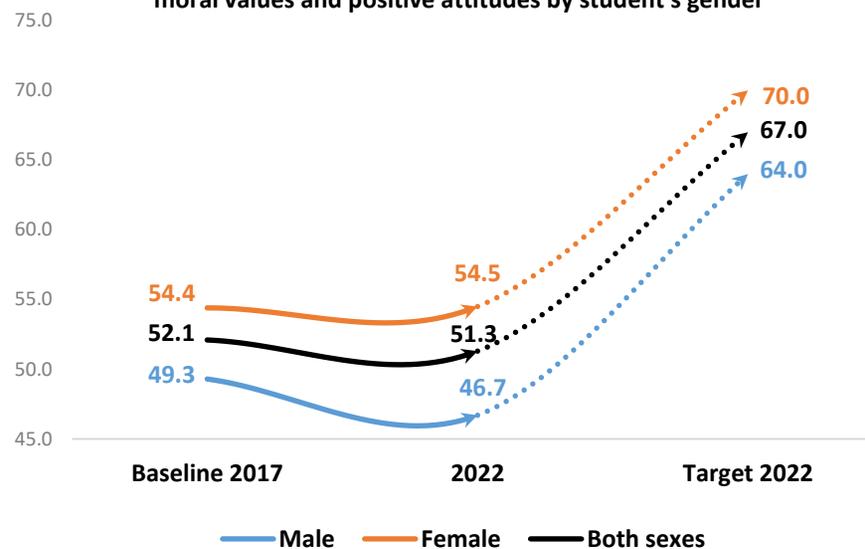


Figure (137): Degree of 8th Grade student’s possess of moral moral values and positive attitudes by student’s gender

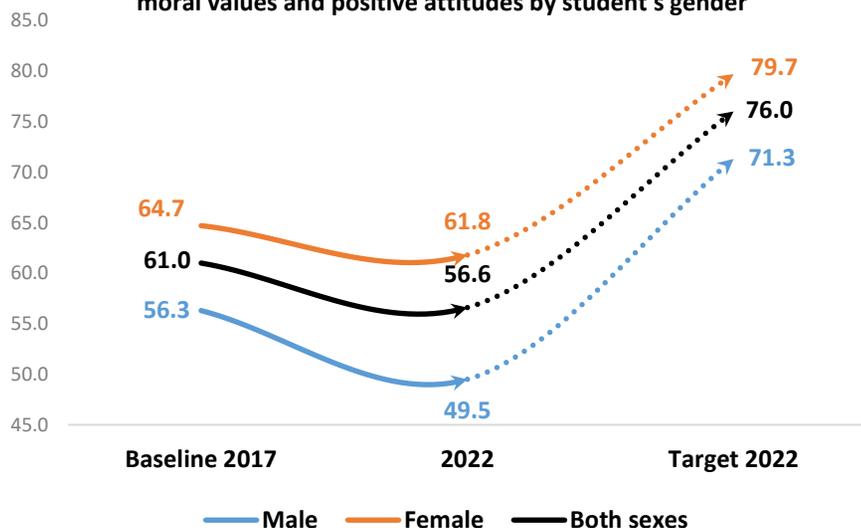
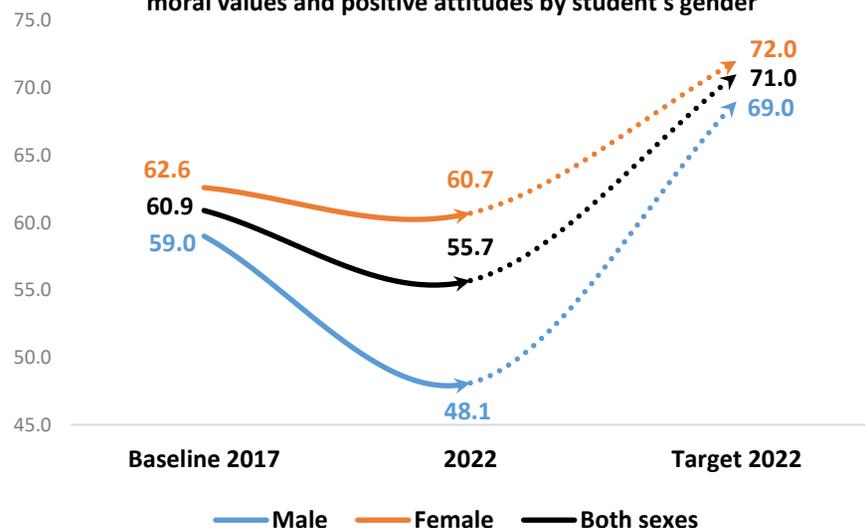


Figure (138): Degree of 11th Grade student’s possess of moral moral values and positive attitudes by student’s gender



28. Degree to which Students possess of Various Thinking Patterns⁵⁷

Thinking is considered the first basis for production, and relying on it comes before relying on acquiring cognitive content. Students' possession of different patterns of thinking makes them able to enter the fields of competition in this era, in which success and excellence are linked to the extent of the ability to think well and be skilled at it. This helps them to feel psychologically comfortable, and are capable to adapt to events.

Patterns of thinking included in the indicator:

- **Creative thinking:** Deviation from the norm in the way of solving problems, or a combination of abilities, aptitudes, and personal characteristics that, if an appropriate environment exists, can advance mental processes to lead to original and useful products.
- **Critical thinking:** careful and meticulous examination of events and their evaluation, which is a process of analysis, attention to alternatives, and evaluation of knowledge (using the rules of logic and logical thinking based on analyzing information and experiences in an objective manner).

- **Reflective thinking:** a process of investigation during which the individual reflects on the way in which s/he implemented the situation and thinks back about it, identifies the effective aspects of it and the less successful aspects.
- **Super-Cognitive Thinking:** students' awareness of their cognitive processes and their ability to plan them, manage those processes by organizing and monitoring during performance, and then conduct an evaluation process for their learning outcomes.

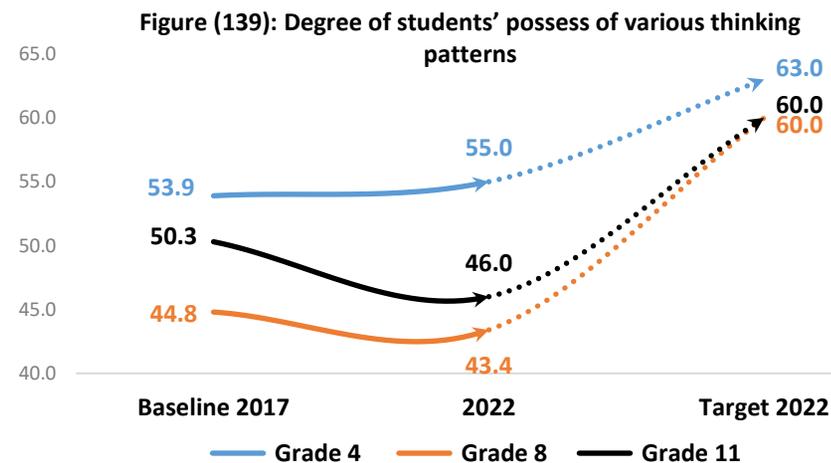
To measure the indicator, tools based on cases and situations were relied upon. A tool consisting of a set of questions (multiple choice) representing a number of written life cases and situations through which students expressed their logical perceptions of the correct choice in those situations and cases was adopted. A stratified sample was adopted. Multi-stage cluster targeting the community represented by the indicator (students in the fourth and eighth grades).

Table (45): Degree of students' possess of moral various thinking patterns

	2017 - 2018			2022 - 2023			Target 2022 - 2023		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
Grade 4	50.7	56.5	53.9	49.6	58.7	55.0	60	66	63
Grade 8	41.7	47.3	44.8	39.4	46.4	43.4	57	63	60
Grade 11	47.8	52.5	50.3	41.5	48.9	46.0	58	62	60

Comparison with the results of the baseline year 2017:

Figure (139) shows the degree to which students possess thinking patterns. It is noted that there is an increase in the value of the indicator for fourth grade students, as the value of the indicator increased from 53.9 in 2017 to 55.0 in 2022. While we find a decrease in the value of the indicator for eighth grade students from 44.8 to 43.4. As for eleventh grade students, it decreased from 50.3 in 2017 to 46.0 in 2022. The figure also shows that the targets were not achieved, amounting to 63.0 for the fourth, and 60.0 for the eighth and eleventh grades.



⁵⁷ The indicator is measured every two years and was not measured in the academic years 2019-2020, 2020-2021, and 2021-2022 due to the Corona pandemic and the teachers' strike that continued during the 2022-2023 scholastic year. This has affected the nature of the indicator sample for this year due to the student educational loss remedial program as a result of the strike. A Simple randomization sample was used, unlike the academic year 2017-2018, in which the two-stage stratified cluster sampling was adopted.

28.1 Degree to which Grade 4 Students Possess of Various Thinking Patterns

28.2 Degree to which Grade 8 Students Possess of Various Thinking Patterns

28.3 Degree to which Grade 11 Students Possess of Various Thinking Patterns

Comparison with the results of the baseline year 2017:

Figures (140, 141, 142) show the degree to which students possess thinking patterns according to grade and the student's gender variable. The figures also show the increase in some indicators in addition to the decrease in others. When comparing the general results for 2022 with 2017, we find that the degree of students' possession of thinking patterns was better among the fourth-grade students, where the value of the general indicator reached 55.0 (Figure 140), then the eleventh-grade students 46.0 (Figure 142), followed by the eighth-grade students 43.4 (Figure 141). Moreover, result of females was better than the result of males for all targeted grades, while none of the indicator targets were achieved for the academic year 2022/2023.

Figure (140): Degree of 4th Grade student's possess of various thinking patterns by student's gender

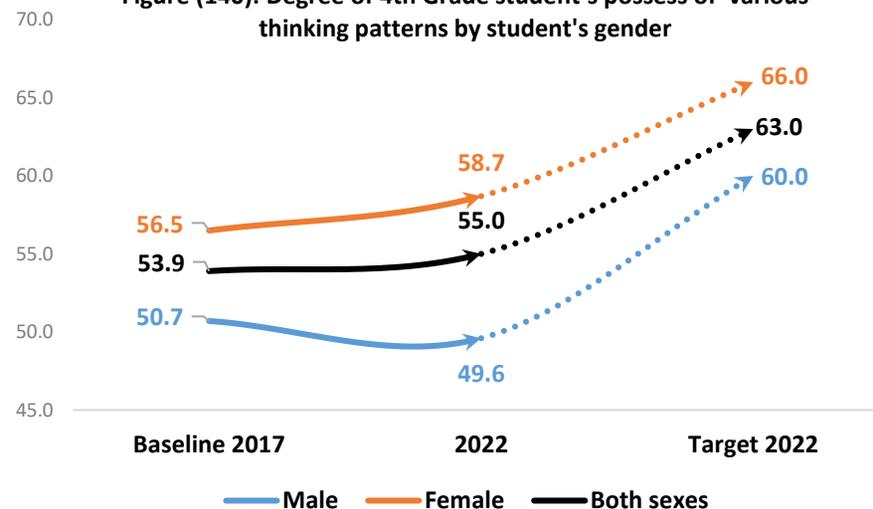


Figure (141): Degree of 8th Grade student's possess of various thinking patterns by student's gender

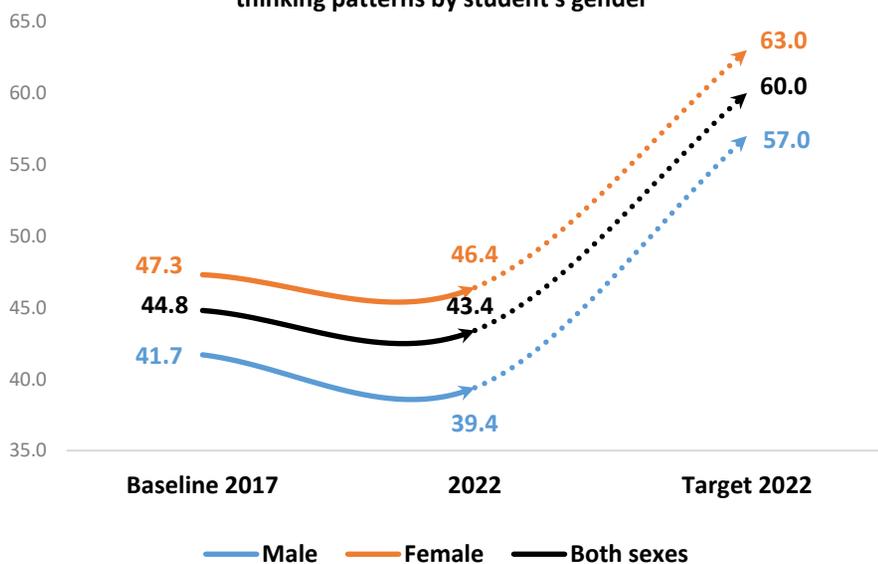
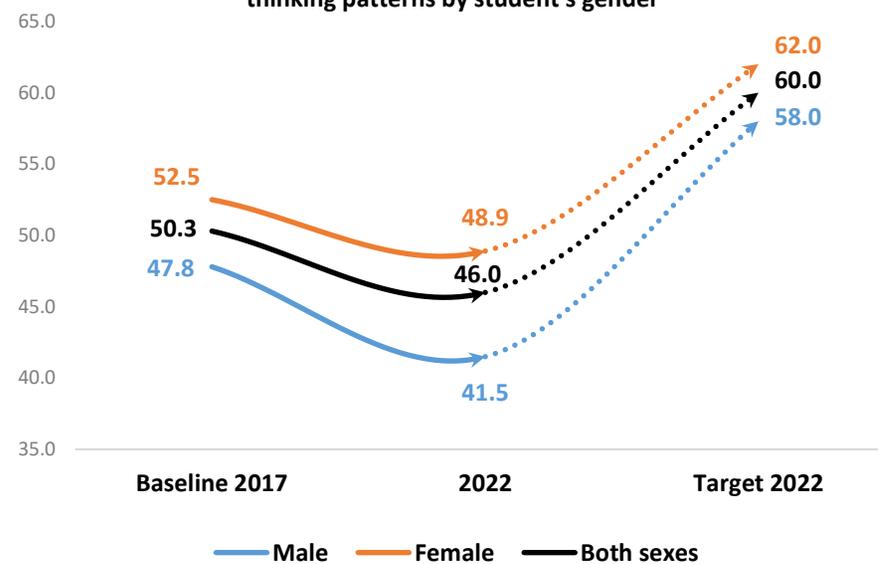


Figure (142): Degree of 11th Grade student's possess of various thinking patterns by student's gender



29. Degree to which students possess of life skills and citizenship awareness⁵⁸

Life skills are defined as a set of processes and procedures through which an individual can solve a problem, face a challenge, or make modifications in areas of his/her life. The World Health Organization (2007) defines these skills as the capabilities necessary for individuals to adapt, act positively, and deal effectively with the requirements of daily life and its challenges.

Life skills included in the indicator:

- **Communication:** The skill of verbally and non-verbally expressing opinions, desires, needs, and fears in a manner appropriate to the culture and situation. It helps the individual seek advice and assistance at the appropriate time. It also enables him/her to exchange information, ideas, emotions, and feelings between him/herself and others in a way that achieves a common goal, while does not mean the inevitability of agreement between them.
- **Problem solving:** A person's intellectual ability to deal constructively with the problems that confront him/her. It includes the skill of discovering and analyzing the problem and developing hypotheses to solve it. It is the highest thinking skill that requires mastery and control of basic and intermediate thinking skills.

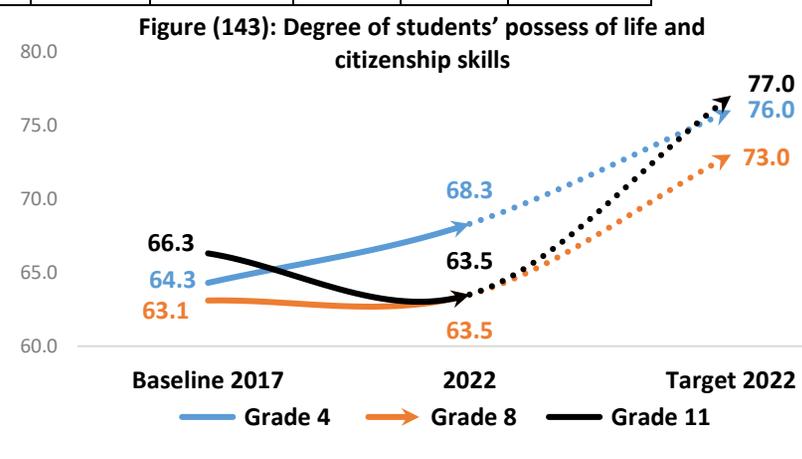
- **Decision making:** This skill consists of evaluating information and advice in order to make informed decisions, evaluating the positive and negative points of different opinions, changing decisions to adapt to new situations, and the ability to anticipate, set goals, and plan for the future.
 - **Self-confidence:** An individual's view of himself/herself, his/her self-esteem, and sense of value as an individual so that one can behave comfortable in daily life, and not feel great psychological pressure.
 - **Resisting pressure:** This skill consists of identifying the sources of pressure and frustration, and dealing with this situation in a positive and effective way, which allows the individual to succeed in resisting pressure exerted by peers, media influences, and propaganda, through making appropriate decisions independent of the immediate situation.
- To measure the indicator, tools based on cases and situations were adopted. A tool consisting of a set of questions (multiple choice) representing a number of written life situations and cases through which students express their perceptions of optimal behavior in those situations and cases was adopted. A multiple stratified cluster sample was adopted in targeting the community represented by the indicator.

Table (46): Degree of students' possess of life and citizenship skills

	2017 - 2018			2022 - 2023			Target 2022 - 2023		
	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes
Grade 4	62.4	65.8	64.3	63.4	71.7	68.3	74	78	76
Grade 8	57.0	67.8	63.1	57.4	67.9	63.5	68	78	73
Grade 11	64.2	68.1	66.3	58.4	66.9	63.5	75	80	77

Comparison with the results of the baseline year 2017:

Figure (143) shows the degree to which students possess life skills and citizenship, as it is noted that there is an increase in the value of the indicator for fourth grade students, as the indicator value increased from 64.3 in 2017 to 68.3 in 2022, and for eighth grade students as well, as the indicator rose from 63.1 in 2017 to 63.5 in 2022. Meanwhile, we find a decrease in the value of the indicator for eleventh grade students, as it decreased from 66.3 in 2017 to 63.5 in 2022. The figure also shows that the grade targets were not achieved, amounting to 76.0 for the fourth grade, 73 for the eighth grade, and 77 for the eleventh grade.



⁵⁸ The indicator is measured every two years and was not measured in the academic years 2019-2020, 2020-2021, and 2021-2022 due to the Corona pandemic and the teachers' strike that continued during the 2022-2023 scholastic year. This has affected the nature of the indicator sample for this year due to the student educational loss remedial program as a result of the strike. A Simple randomization sample was used, unlike the academic year 2017-2018, in which the two-stage stratified cluster sampling was adopted.

29.1 Degree to which Grade 4 students possess of life skills and citizenship awareness

29.2 Degree to which Grade 8 students possess of life skills and citizenship awareness

29.3 Degree to which Grade 11 students possess of life skills and citizenship awareness

Comparison with the results of the baseline year 2017:

Figures (144), (145), and (146) show the degree to which students possess life skills according to grade and the student’s gender variable. The figures also show increase in some indicators in addition to the decrease in others. When comparing the general results for 2022, we find that the degree of students’ possession of life skills was better among the fourth-grade students, where the general indicator value reached 68.3, (Figure 144), followed by the eighth and eleventh grade students, where the indicator value for each of them reached 63.5, (Figure 145 and Figure146). Also, result of females was better than the result of males for all targeted grades, while none of the indicator targets were achieved for the academic year 2022/2023.

Figure (144): Degree of 4th Grade student’s possess of life and citizenship skills by studeent’s gender

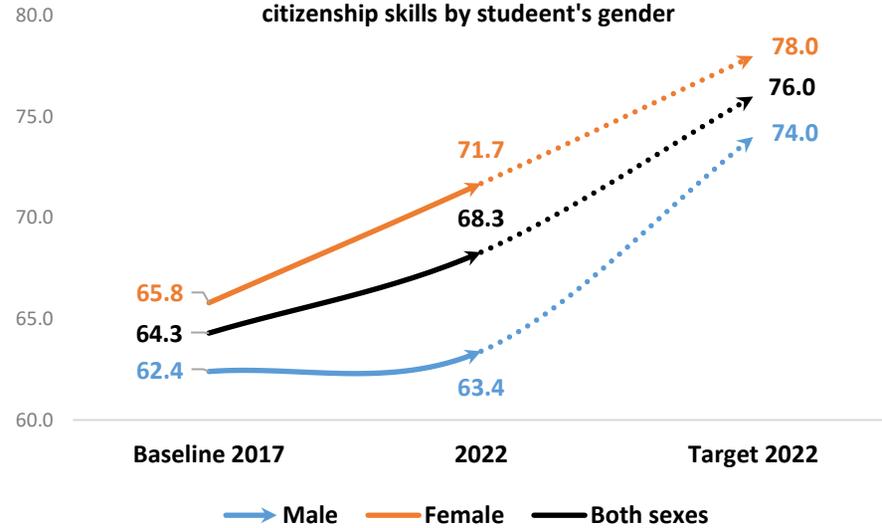


Figure (145): Degree of 8th Grade student’s possess of life and citizenship skills by studeent's gender

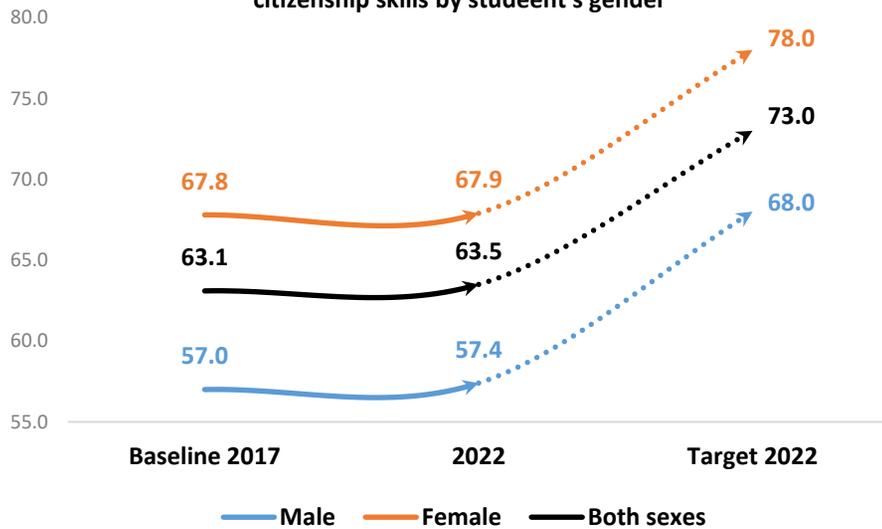
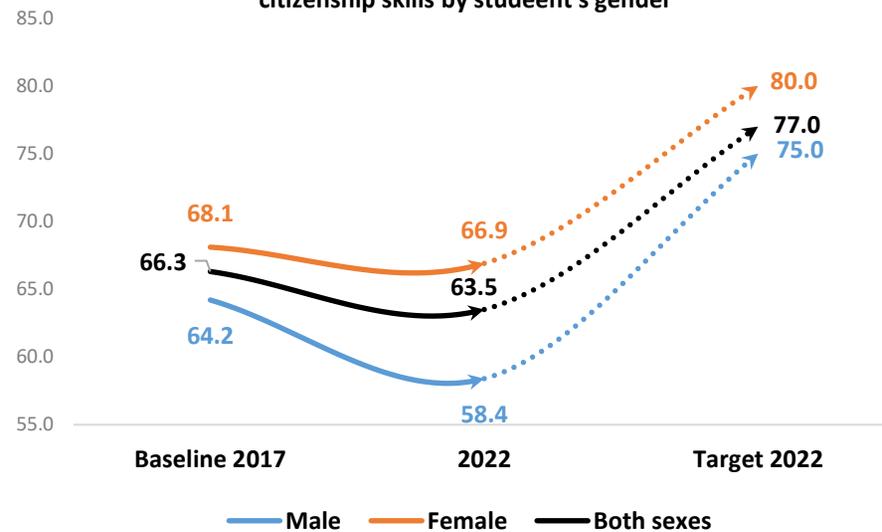


Figure (146): Degree of 11th Grade student’s possess of life and citizenship skills by studeent's gender



30. Degree Grade 10 students possess of IT Skills ⁵⁹

ICT skills have become among the basic and necessary skills for contemporary life, which help communicate between people in general and students in particular. In this regard, an important indicator has been allocated from the Sustainable Development Goals to monitor the percentage of youth and adults who have the skills of technology information and communication according to the type of skill.

In this context, the indicator was measured in a practical way in computer laboratories in the targeted Palestinian schools in cooperation with the DG of Educational Research and Development at the Ministry, according to the skills contained in the global indicator.⁶⁰ The target group was also determined to be tenth grade students.

Table (47): Degree of 10th Grade student possess of ICT skills

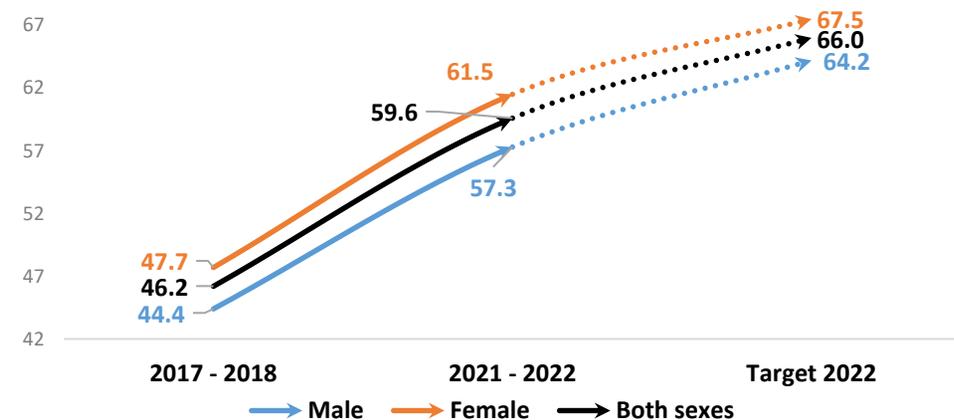
Skills	2017 - 2018			2021 - 2022		
	Male	Female	Both sexes	Male	Female	Both sexes
Using the Copy and Paste tools to multiply or move information within the document	60.8	61.4	61.1	50.2	57.9	54.4
Using mathematical equations in Excel sheets.	38.1	44.7	41.7	36.8	38.8	37.9
Creating a PowerPoint presentation by utilizing one of the presentation programs (text, photos, audio, video or figures)	58.7	67.9	63.6	62.0	70.5	66.6
Copying or transferring a file or folder	73.3	68.8	70.9	83.9	85.6	84.9
Writing a program by utilizing one of the specialized programming languages	24.2	26.8	25.6	38.8	47.9	43.8
Sending an email with an attachment (file, photo, or video)	12.7	13.4	13.1	62.8	61.7	62.2
Finding, downloading, installing and configuring a program	34.6	44.3	40.0	66.8	68.0	67.5
Grand Total	44.4	47.7	46.2	57.3	61.5	59.6

Comparison with the results of the baseline year 2017:

Figure (147) shows the degree to which tenth grade students possess ICT skills according to the gender variable, where we notice an increase in the value of the general indicator from 46.2 in 2017 to 59.6 in 2022. We also find an increase in the value of the indicator for males from 44.4 in 2017 to 57.3 in 2022, and for females, from 47.7 in 2017 to 61.5 in 2022. Meanwhile, the targets of the general indicator of 66.0 were not achieved, for males it was 64.2 and for females it was 67.5.

The following figure (148) also shows the value of the indicator according to the type of skill.

Figure (147): Degree of 10th Grade student possession of ICT skills



⁵⁹ The indicator measured every two years; and it was not measured in the academic years 2019-2020 due to the Covid pandemic

⁶⁰ The skills were determined as stated in the global indicator, with modifications to the measurement mechanism to be practical, as the skill was implemented by the target student on the computer in a practical manner, and not by asking him about the extent of his possession of the skill only as stated in the mechanism for measuring the indicator internationally.

Figure (148) shows the degree to which tenth grade students possess ICT skills according to the skills measured by the indicator, where an increase in the value of the indicator for some skills and a decrease in some other skills is noted between the two academic years. It was noted that the most skill considered to be a qualitative leap between the two years for students are sending an e-mail with an attachment (document, image, or video), as the value of the indicator increased from 13.1 in 2017 to 62.2 in 2022. This was followed by the skill of writing a program using one of the specialized programming languages, which It increased from 25.6 to 43.8 among students. A third skills of finding, downloading, installing and configuring the program, increased from 40.0 in 2017 to 67.5 in 2022.

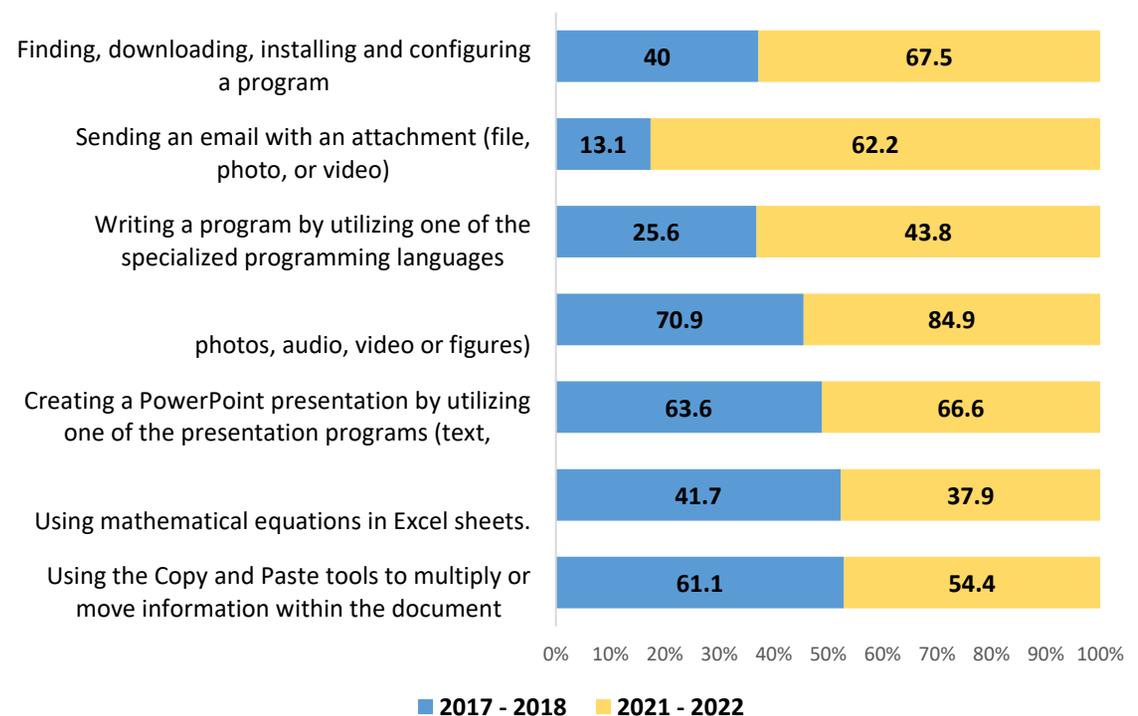
It is also noted that the skills students were able to master most in 2022 are: the skill of copying or moving a file or folder, for which the indicator value reached 84.9, followed by the skills of finding, downloading, installing and configuring the program at 67.5, followed by the skills of preparing presentations at 66.6. As for the skills that students possess the least is that of using mathematical equations in worksheets (Excel), where the indicator value reached 37.9.

Results Interpretation:

The most important reasons that prevented achieving the goals are:

1. Working on the priority of learning loss compensation due to the Corona pandemic and the teachers' strike.
2. The lack of teacher training programs for this type of education.

Figure (148): Degree of 10th Grade student possess of ICT skills according to type of skill



Recommendations:

1. Operate activities of educational technologies, programming, information systems, and digital transformation policies to serve the objectives of the curriculum.
2. Training teachers on mechanisms for employing information and communication technology in the educational process.
3. Develop and improve the e-learning platform to meet educational needs to enhance communication among members of the school community.

31. Degree to which questions posed by the teacher in the classroom are diversified according to the Thinking Skills Levels ⁶¹

31.1 Degree to which questions posed by the teacher in the Basic Stage classroom are diversified according to the Thinking Skills Levels

The question asking skill is one of the most vital aspects of effective classroom teaching. Questions posed by teachers to their students within the classroom have a direct effect on student thinking skills. Many educational studies have proven that there is total correlation between the levels of thinking that appear in student answers (to their teachers' questions) and the types of questions posed by those teachers. If through their questions teachers focus mostly on the recollection of facts, then students couldn't be expected to think innovatively⁶².

The indicator was measured according to the descriptive approach, a classroom observation tool has been adopted through which the questions posed by the teachers in the classrooms have been categorized into the following types: 1. Questions measuring level of knowledge, 2. Questions measuring level of application, 3. Questions measuring Meta-cognitive level.

Results Comparison:

Figure (150) shows the degree of diversity in the teacher's questions within the classroom according to the areas of knowledge in the basic stage between 2017 and 2018. Figure (149) also shows the relative distribution of the questions asked by the teacher within the classroom in the basic stage according to the areas of knowledge for the year 2018.

Figure (149): The distribution of teacher questions in the classroom according to cognitive domains in the basic cycle for the year 2018

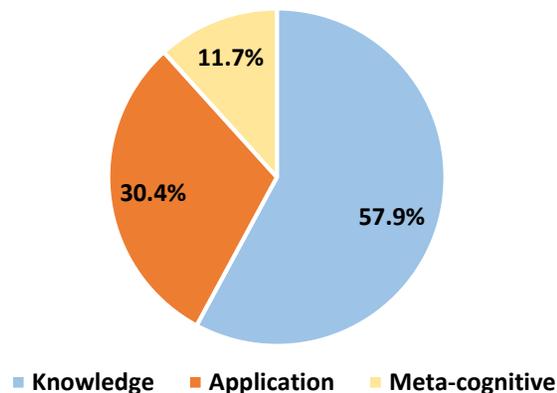
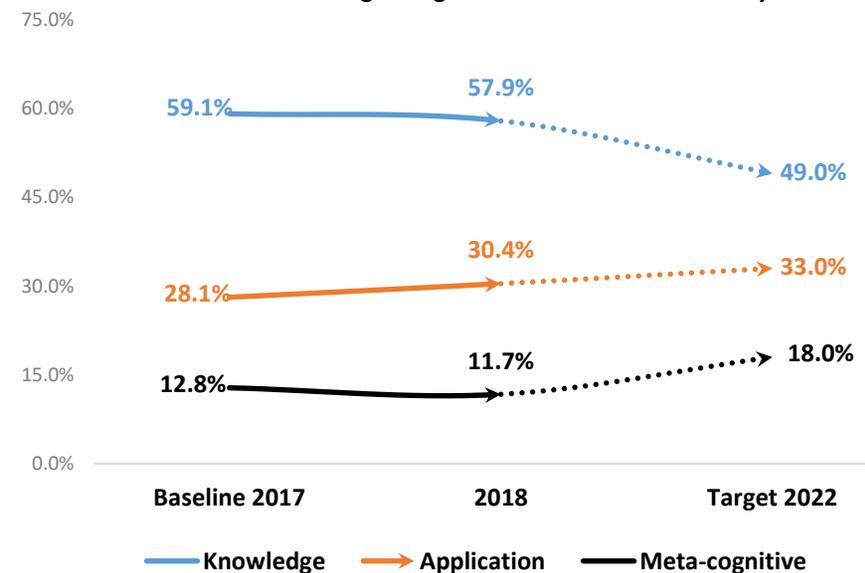


Table (48): The distribution of teacher questions in the classroom according to cognitive domains in the basic Stage

Question type	2017 - 2018			2018 - 2019			Target 2022 - 2023		
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
Knowledge	59.2%	59.1%	59.1%	59%	57.3%	57.9%	49%	49%	49%
Application	28.3%	27.9%	28.1%	30.1%	30.6%	30.4%	33%	33%	33%
Meta-cognitive	12.5%	12.9%	12.8%	10.9%	12.1%	11.7%	18%	18%	18%

Figure (150): The distribution of teacher questions in the classroom according to cognitive domains in the basic cycle



⁶¹ The indicator was not measured in academic years 2019-2020, and 2020-2021 due to the Corona pandemic, and in academic years 2021-2022, and 2022-2023 due to the teachers' strike.

⁶² Mr. Salem Musa Al-Fahimi. "The Formulation of Classroom Questions" (2015)

31.2 Degree to which questions posed by the teacher in the Secondary Stage classroom are diversified according to the Thinking Skills Levels ⁶³

Results Comparison:

Figure (152) shows the degree of diversity in the teacher's questions within the class session according to the areas of knowledge in the secondary stage between the years 2017 and 2018, as the results showed convergence in the value of the indicator between the two years. Figure (151) also shows that most of the questions asked by the teacher within the class session was one of the questions that measured the level of knowledge, as its percentage of the teacher's total questions, reached 56.3% in 2018, followed by the application questions at 29.1%, while we find that the percentage of questions that measure the level of inference (meta-cognitive) is very low compared to the rest of the questions, at 14.7% in 2018 from all the questions asked by the teacher.

Figure (151): The distribution of teacher questions in the classroom according to cognitive domains in the secondary cycle for the year 2018

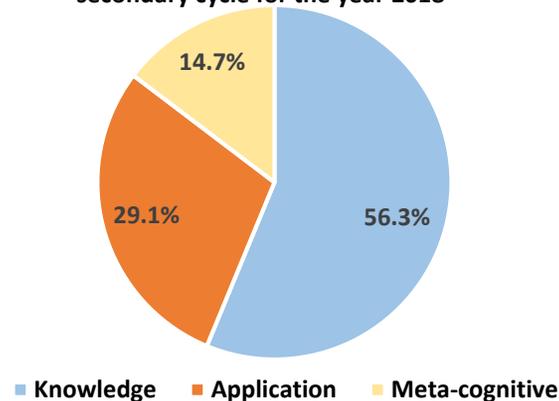
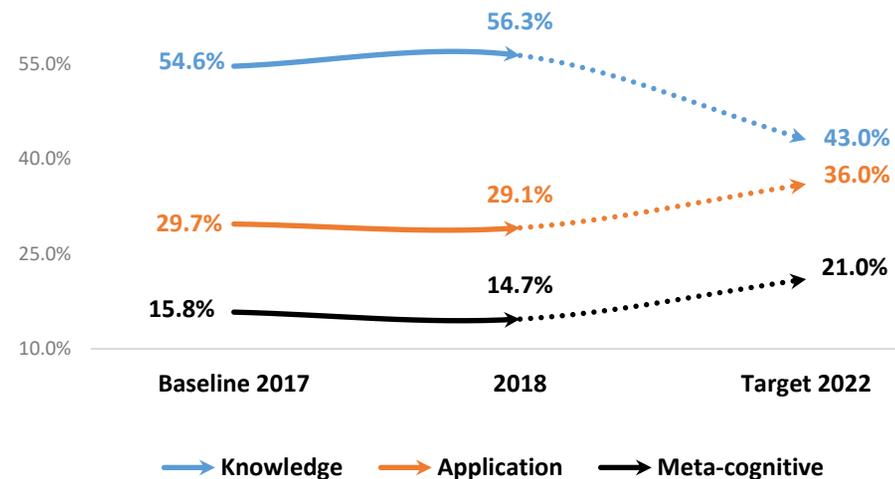


Table (49): The distribution of teacher questions in the classroom according to cognitive domains in the secondary Stage

Question type	2017 - 2018			2018 - 2019			Target 2022 - 2023		
	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes
Knowledge	55%	54.1 %	54.6%	56.2 %	56.4 %	56.3%	43.4 %	42.8 %	43%
Application	29.1 %	30.3 %	29.7%	29.3 %	28.8 %	29.1%	36%	36%	36%
Meta-cognitive	15.9 %	15.7 %	15.8%	14.5 %	14.9 %	14.7%	21%	21%	21%

Figure (152): The distribution of teacher questions in the classroom according to cognitive domains in the secondary cycle



Recommendations:

- 1- Training teachers on:
 - a. How to formulate 3-level questions based on educational content.
 - b. Asking sequential questions to guide students' thinking.
 - c. Managing students' answers, and creating equal opportunities for contemplation and thinking before answering.
 - d. Dealing with students' mistakes and facilitating their access to the correct answer.
2. Supervisors focus, through classroom observation of teachers, on the technique of formulating questions, asking them according to thinking skills, and dealing with students' answers.

⁶³The indicator was not measured in the academic years 2019-2020, 2020-2021 due to the Corona pandemic, and in the academic years 2021-2022, 2022-2023 due to the teachers' strike.

32. Percentage of student participation in extra-curricular activities that support and link learning with daily life ⁶⁴

Extracurricular school activities (of all kinds and in different areas) are considered a crucial factor for the development of student personalities, as well as their psychological, social, physical and mental growth. It fosters within them a moral compass that translates into good manners, such as respect, altruism, love of the other, and pride in their religious beliefs, ethics and values. In addition, it strengthens their self-esteem and sense of responsibility

Definition of Extracurricular Activities

Extracurricular activities are a group of planned activities, practiced by students outside of the classroom that provide them with a positive environment which fosters their needs and areas of excellence. Additionally, by practicing these activities, students achieve a sense of enjoyment, particularly because they are tied to a number of “Learning and Teaching” sources, and they aim to refine student personalities and their comprehensive growth.

Table (50): Percentage of student participation in extra-curricular activities that support and link learning to daily life

Target classes	2017 - 2018			2018 - 2019			Target 2022 - 2023		
	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes
Grades (4 -10)	%88.2	90.4%	%89.3				%98.3	%99.8	%99
Grade 4				80.6%	72.6%	76.3%	82%	76%	79%
Grade 8				74.5%	87.8%	81.8%	78%	88%	83%
Grade 10				77.4%	79.7%	78.6%	80%	82%	81%

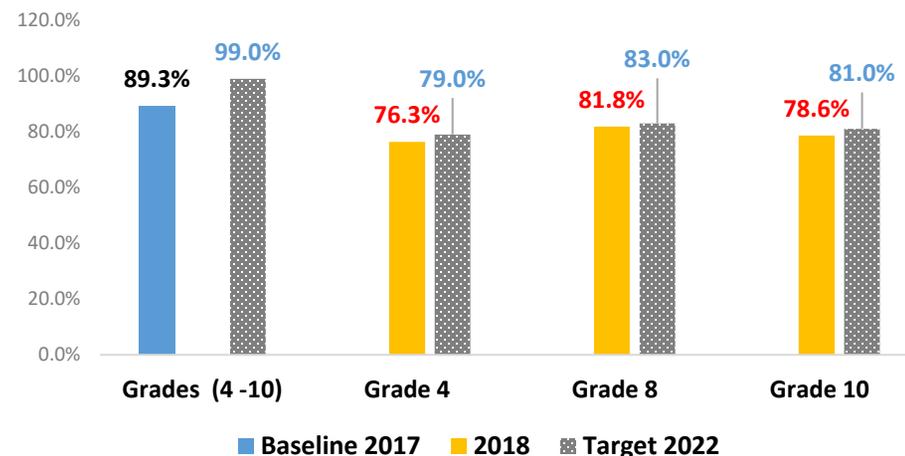
Results Comparison:

Figure (153) shows the percentage of students' participation in supportive extracurricular activities that link learning to the reality of life. The indicator was measured in 2017 on a sample of all students in grades four and above. In 2018, the measurement methodology was changed to target students in pivotal grades such as the fourth, eighth, and tenth only.

The results for 2018 showed that the indicator value for students in the fourth, eighth, and tenth grades was 76.3%, 81.8%, and 78.6%, respectively. While in 2017, the indicator value for all students from fourth grade and above reached 89.3%.

It is also worth noting that it was not possible to measure the indicator after the year 2018 due to the repercussions of the Corona pandemic and the teachers' strike that occurred during two consecutive academic years, and the consequent focus on student learning loss compensation programs.

Figure (153): Percentage of student participation in extra-curricular activities that support and link learning to daily life for the year 2018



⁶⁴ The indicator was not measured in the academic years 2019-2020, 2020-2021 due to the Corona pandemic, and in the academic years 2021-2022, 2022-2023 due to the teachers' strike.

33. Percentage of classes that use educational tools (digital, non-digital, specialized) ⁶⁵

Teaching tools are a component of educational technology and should be properly utilized. They influence an increase in students' positive participation to gain experience, develop their imaginative skills, keen eye, and scientific thinking skills. This will positively affect the improvement of education's quality and advance students' achievement levels.

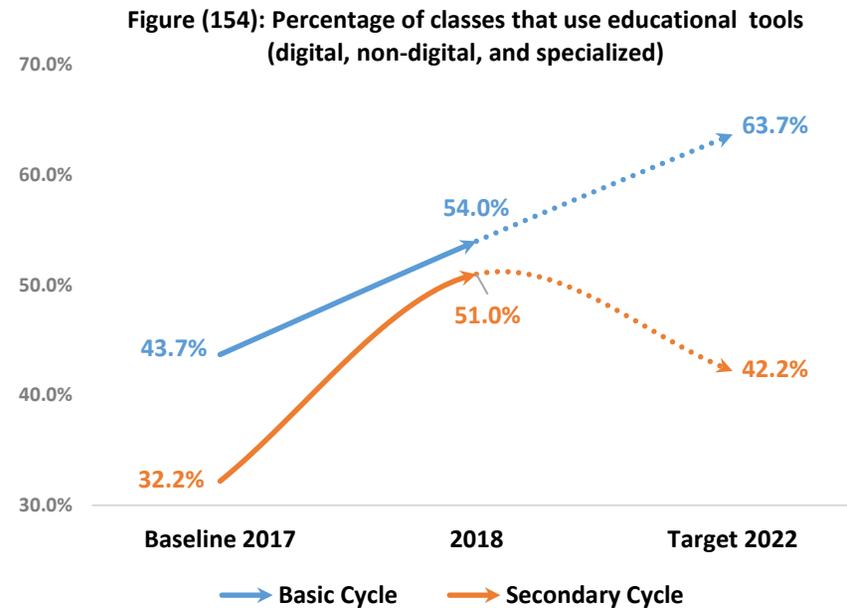
The Indicator's Objective:

The indicator aims to measure the degree to which (all varieties of) teaching tools are used in the classroom. The indicator illustrates the following categorization of the Teaching Tools:

- **Digital Teaching tools:** Laptops, LCDs, tablets, smartphones, digital cameras, interactive tablets, TVs, VCRs etc.
- **Non-Digital Teaching tools:** OHP, audio recorders, pocket tablets, maps or poster Making tablets, various models, educational kits, educational games, etc.
- **Specialized Teaching Tools:** Science lab teaching aids, computer lab teaching aids, Technology class teaching aids, as well as Sports & Arts teaching aids.

Results Comparison:

Figure (154) shows the percentage of classroom classes in which educational means are used (digital, non-digital, specialized), where the indicator value for the basic stage was 54.0% and for the secondary stage was 51.0% in 2018.



Recommendations:

1. Training teachers on choosing educational methods, and the mechanism of students employing them in education, development, and self-learning.
2. Follow up on teachers through supervisory visits.

⁶⁵ The indicator was not measured in the academic years 2019-2020, 2020-2021 due to the Corona pandemic, and in the academic years 2021-2022, 2022-2023 due to the teachers' strike.

33.1 Percentage of classes that use educational tools (digital, non-digital, specialized) in Basic Stage
33.2 Percentage of classes that use educational tools (digital, non-digital, specialized) in Secondary Stage

Figure (155): Percentage of classes that use educational tools (digital, non-digital, and specialized) at the basic cycle according to the type of tools.

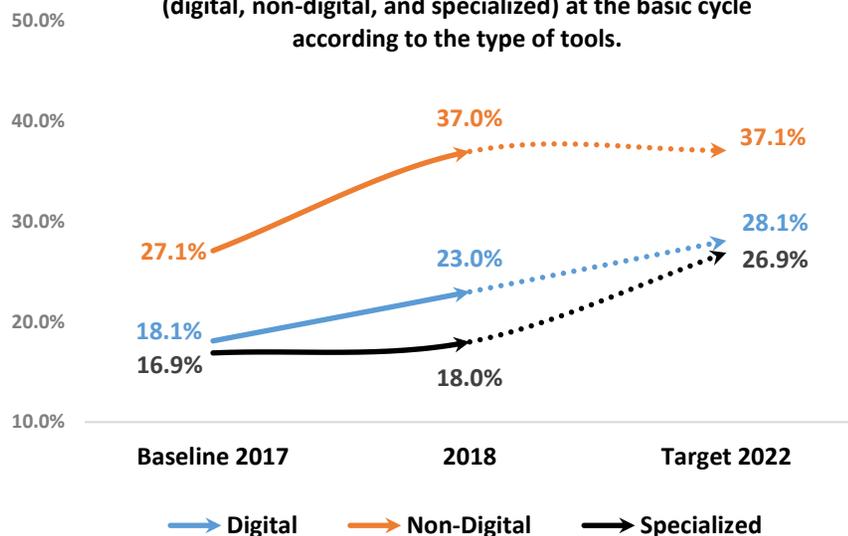


Figure (157): Percentage of classes that use educational tools (digital, non-digital, and specialized) at the secondary cycle according to the type of tools.

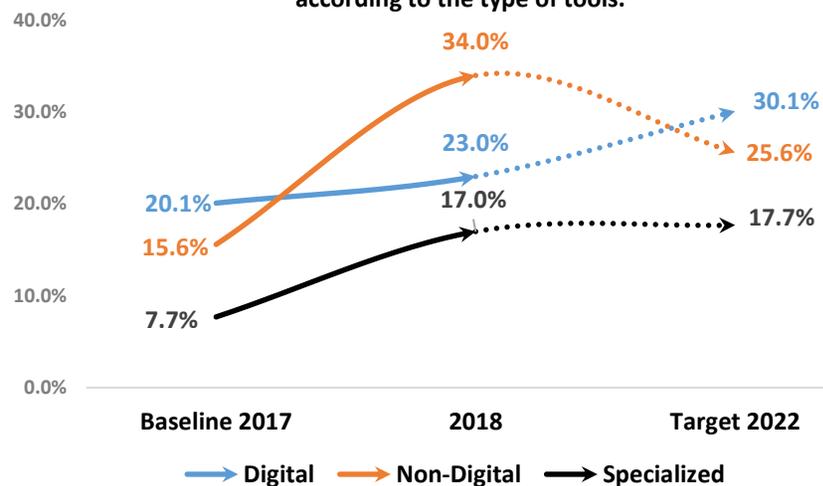


Figure (156): Percentage of classes that use educational tools (digital, non-digital, and specialized) at the basic cycle according to the type of class

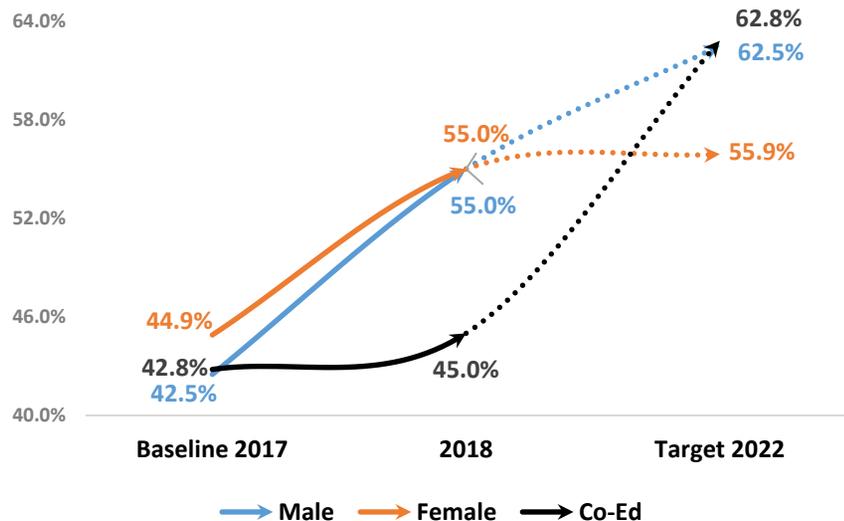
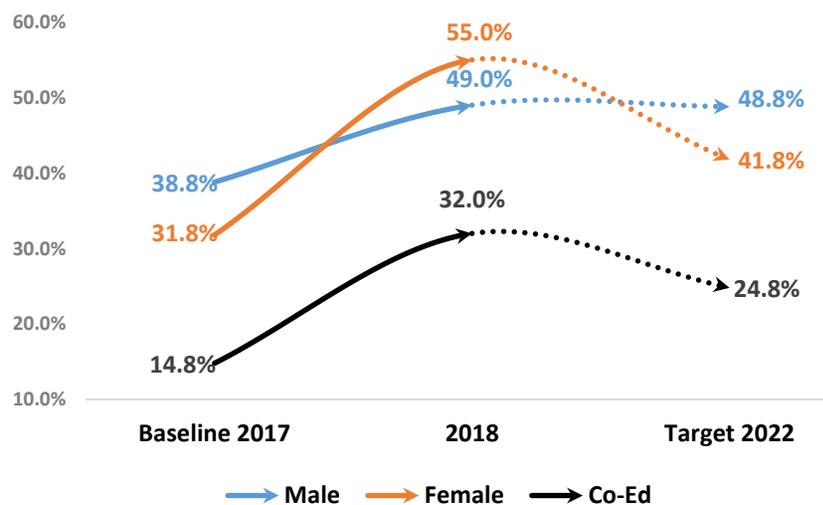


Figure (158): Percentage of classes that use educational tools (digital, non-digital, and specialized) at the secondary cycle according to the type of class



34. Percentage of students exposed to violence inside the school ⁶⁶

Definition: Violence is defined as “every act that will result in verbal, physical, or psychological harm to the self, others, or to property.” The World Health Organization defines violence as “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation.”

The reality of school violence (in all its forms), to which children are exposed, has been monitored as follows:

- **Physical violence:** includes beating (by hands or an instrument), slapping the face, kicking, twisting limbs, or forceful pushing of the child, etc.
- **Verbal violence:** Yelling, scolding, cursing and insults, snitching, use of offensive language.
- **Sexual Harassment:** Using obscene words, unethical gestures or immoral actions, exposure to pornographic material, or being forced to speak in a sexually explicit manner.
- **Negligence and deprivation violence:** It includes theft or breaking of objects, detention near trash cans, deprivation from class break, and deprivation from participation in activities, etc..

34.1 Percentage of students exposed to violence inside the Basic school

Table (51): Percentage of students exposed to violence inside the schools of basic Stage

	2017 - 2018			2018 - 2019			2021 - 2022			Target 2022 - 2023		
	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes
Physical Violence	63.1%	42.8%	52.4%	56.0%	38.3%	46.0%	55.8%	35.9%	44.6%	53.1%	32.8%	42.4%
Verbal Violence	55.7%	46.8%	51.0%	57.5%	49.4%	53.0%	56.5%	51.7%	53.8%	45.7%	36.8%	41.0%
Negligence-based violence	39.9%	32.3%	35.9%	39.6%	33.0%	35.9%	38.6%	32.5%	35.2%	29.9%	22.3%	25.9%
Sexual violence	19.9%	7.3%	13.3%	19.1%	9.8%	13.8%	20.8%	9.5%	14.4%	12.4%	2.3%	7.1%

34.2 Percentage of students exposed to violence inside the Secondary school

Table (52): Percentage of students exposed to violence inside the schools of secondary Stage

	2017 - 2018			2018 - 2019			2021 - 2022			Target 2022 - 2023		
	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes
Physical Violence	65.1%	41.7%	52.8%	54.4%	31.7%	41.6%	53.8%	34.5%	43.1%	55.1%	31.7%	42.8%
Verbal Violence	65.7%	60.1%	62.8%	63.6%	57.9%	60.4%	57.3%	54.6%	55.8%	55.7%	50.1%	52.8%
Negligence-based violence	44.8%	39.6%	42.1%	46.2%	36.7%	40.9%	40.9%	31.7%	35.8%	34.8%	29.6%	32.1%
Sexual violence	27.9%	5.6%	16.2%	26.3%	9.9%	17.0%	21.3%	8.1%	14.0%	20.4%	3.1%	11.2%

⁶⁶ لم يقاس في العام 2020-2019 بسبب جائحة كورونا وفي العام 2022-2023 بسبب اضراب المعلمين.

Results Comparison:

Figures (159) and (160) show the percentage of students who are exposed to violence within the school at the basic and the secondary stages. It is noted that the highest percentage of violence to which students are exposed to in the two stages is verbal violence, followed by physical violence, followed by negligence-based violence, and, lastly, by sexual violence. There is also an increase and decrease in the value of the indicator over the years according to the type of violence.

Results Interpretation:

Among the most important reasons for the phenomenon of violence among students in schools:

- The impact of the occupation and its practices on students and focus on compensating for educational losses.

Recommendations:

1. Promoting workshops by educational counselors for students and families to reduce violence and promote joint activities.
2. Updating the violence reduction policy.
3. Forming student parliaments in all schools.
4. Forming student protection teams in schools most vulnerable to Israeli violations.
5. Activating anti-violence student mediation committees in basic schools, which have an counselor, starting from the sixth grade.

Figure (159): Percentage of students exposed to violence inside the schools of basic cycle

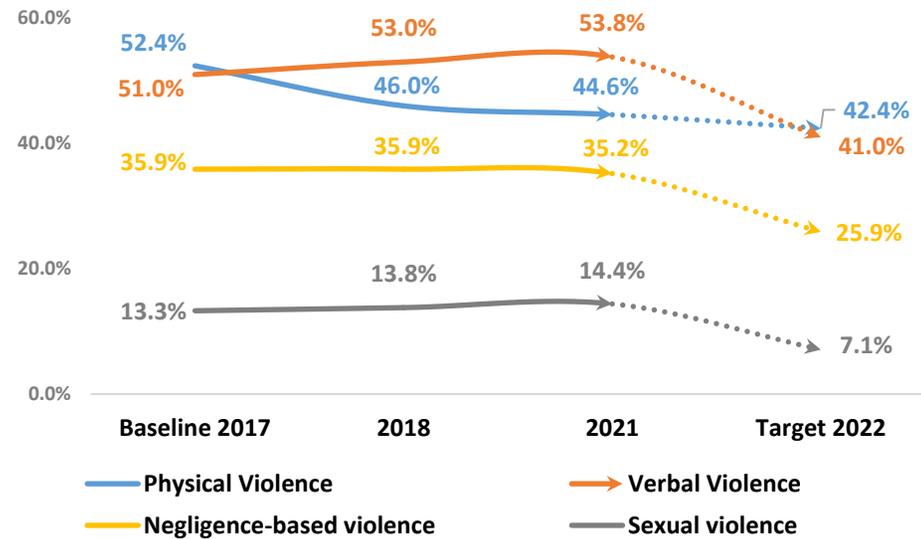
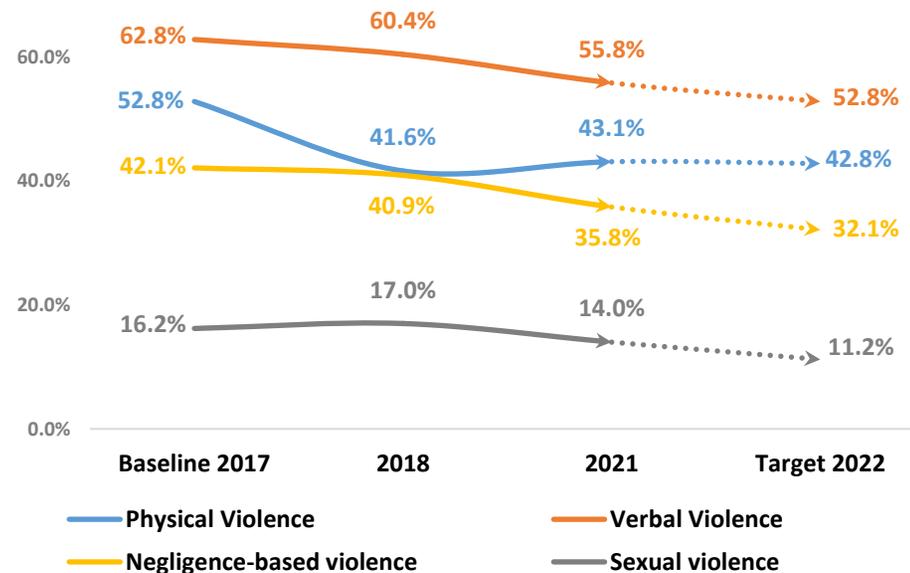


Figure (160): Percentage of students exposed to violence inside the schools of secondary cycle



35. Percentage of Vocational School Students Trained in the Labor Market

Definition: The number of students training in a market, expressed as a percentage of the total number of students in vocational schools.

Table (53): Percentage of students in vocational schools who are trained in the labor market

2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023			Target 2022 - 2023		
Male	Fe-male	Both sexes	Male	Fe-male	Both sexes															
26.5%	9%	22%	16%	0%	13%	8.3%	3.1%	7.2%	9.5%	1.6%	7.9%	6.2%	0%	6.2%	6.2%	0.3%	6.5%	15%	6%	12%

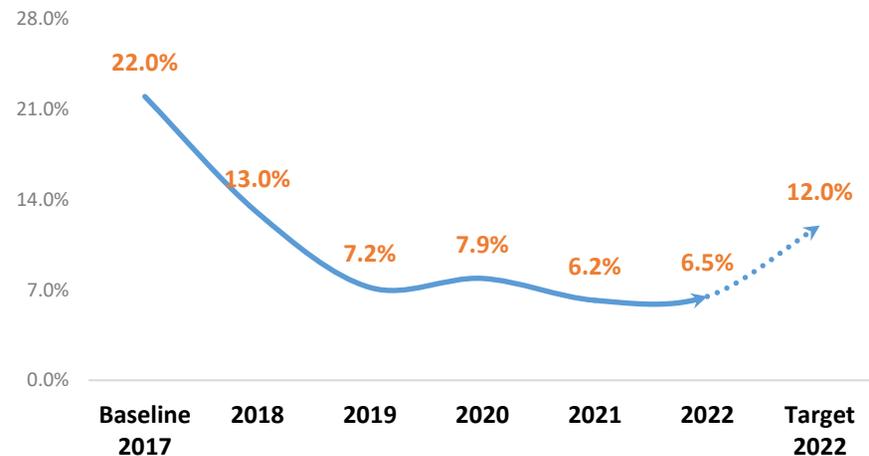
Comparison with the results of the baseline year 2017:

The results in Figure (161) showed a decrease in the percentage of students in vocational schools who are training in the labor market from 22% in 2017 to 6.5% in 2018.

Results Interpretation:

1. Ineffective partnership between TVET institutions and private sector institutions.
2. Training some students in private sector institutions is limited to secondary work.
3. Difficulty of contracting terms with labor market institutions in which students will be trained, as it requires insuring students who will be trained in addition to signing an apprenticeship contract.
4. The need to deepen networking and technical cooperation between labor market institutions and vocational education in schools and vocational units.
5. Lack of sufficient data and statistics to determine the competencies required by the labor market.

Figure (161): Percentage of students in vocational schools who are trained in the labor market



Recommendations:

- Opening workshops within the vocational apprenticeship track in vocational schools, where students train for 2-3 days in labor market institutions.

Indicators for Sector Strategic Policy (3): Governance

Enhance Accountability and Results-Based Leadership, Governance and Management

Goal 1 : Capacity Building in Planning and Management at the Level of Ministry, Educational Directorate, and School Development

36. Percentage of Administrative Staff trained on capacity building programs (internal programs)⁶⁷

The indicator measures the number of trained administrators from the ministry and directorates who have received at least one training within the country, whether hosted or non-hosted courses, out of the total number of administrative employees in the ministry and directorates, distributed according to gender.

Figure (54): Percentage of administrators trained on administrative capacity building programs (internal programs)

2019	2020	2021	Target 2022
%16.6	%15.1	%8.8	%43.0

Comparison with the results of the baseline year 2017:

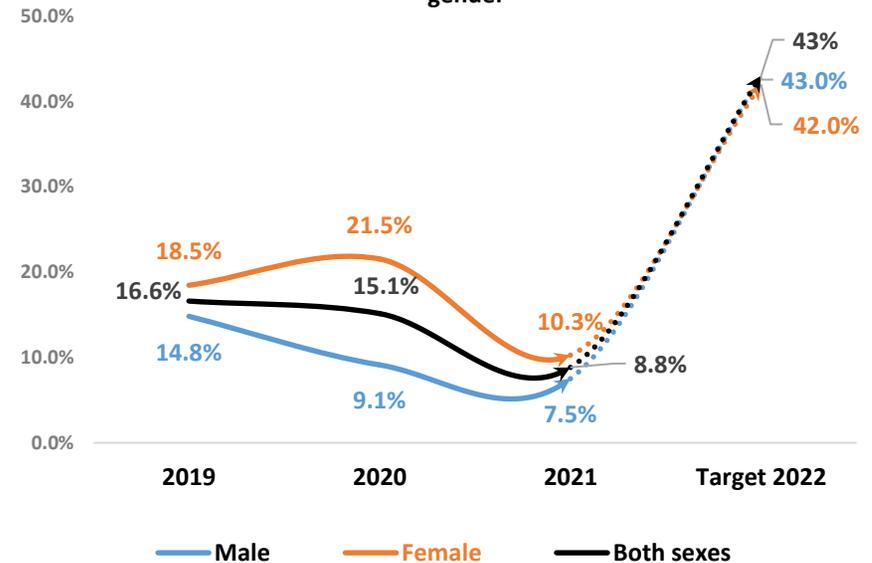
Figure (162) shows the percentage of administrators trained in administrative capacity development programs (internal programs), where the results showed a decrease in the value of the general indicator from 16.6% in 2019 to 8.8% in 2021. Meanwhile we find that the value of the indicator is higher for females than males. The target value for the general indicator was adjusted for 2022, at 43%.

Explanation of the Results:

The most important reasons for low indicator values are:

1. Inability to meet all the training needs of administrative employees due to their multiple fields.
2. Lack of funding to implement specialized training programs for administrative staff.
3. Delay in adopting the administrative training strategy issued by the National Institute of Educational Training (NIET) and implementing the annual executive plan emerging from it.
4. Not being able to hold specialized training courses in light of the Corona pandemic.

Figure (162): Percentage of administrators trained on administrative capacity building programs (internal programs) by gender



Recommendations:

1. Determine training priorities according to the training needs assessment.
2. Increase financial allocations to meet all training needs according to priorities.
3. Adopt the administrative training strategy issued by NIET, implement and evaluate the annual executive plan emerging from it.
4. It is necessary to conduct studies to determine the training needs of employees at all administrative levels, and link them with the performance evaluation of each employee.

⁶⁷ The indicator has been introduced since the academic year 2019-2020.

Goal 3 : Physical Environment Improved for the Management of the Educational System

37. Degree of Staff (Ministry, Directorate) Satisfaction with the Physical Work Environment ⁶⁸

The indicator reflects the availability of office furniture and equipment appropriate to the nature of the work, modern technical equipment necessary to complete the work, availability of rapid maintenance to address damages and malfunctions of office equipment and furniture. The indicator also reflects the quality of the

workplace in terms of adequate number of employees, ventilation, lighting, cooling, heating, public health and safety tools, drinking water, clean sanitary units, reception and guidance personnel, and seats for visitors, in addition to an internal communications network and a Centrale that facilitates access to employees.

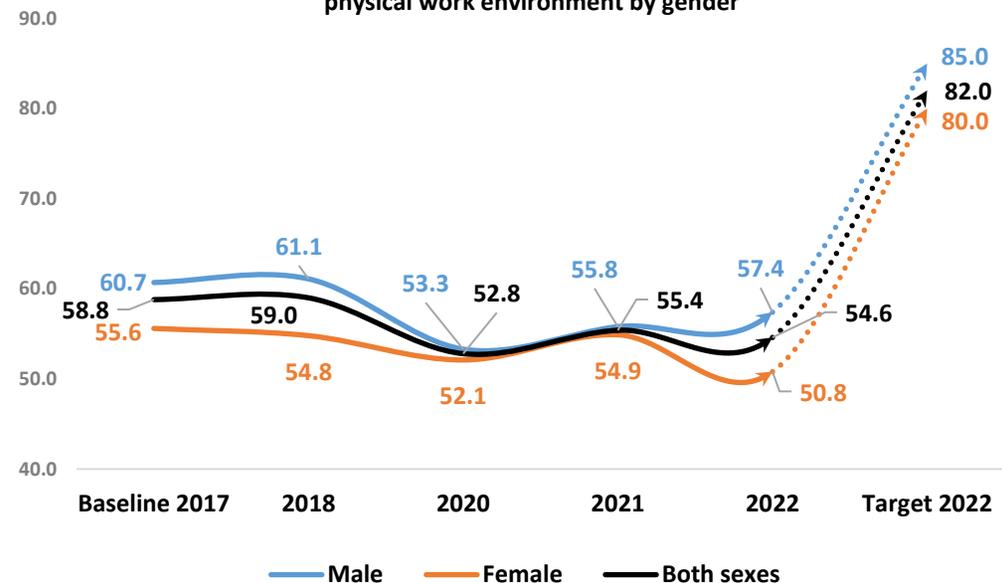
Table (55): Degree of staff (ministry and directorates) satisfaction with the physical work environment

	2017			2018			2020			2021			2022			Target 2022		
	Male	Fe-male	Both sexes	Male	Fe-male	Both sexes												
Total	60.7	55.6	58.8	61.1	54.8	59.0	53.3	52.1	52.8	55.8	54.9	55.4	57.4	50.8	54.6	85	80	82
Ministry	62.2	58.2	60.4	63	56.6	60.3	62	52.6	57.6	60.4	49.2	54.4	60.9	48.9	54.2	88	80	84
Directorates	60.1	54.0	58.0	60.5	54	58.5	51.7	52	51.9	55.4	55.6	55.5	57.0	51.3	54.7	82	80	81

Comparison with the results of the baseline year 2017:

Figure (163) shows a slight decrease in the general indicator of the degree of satisfaction of employees (ministries and directorates) with the physical environment at work from 58.8 in 2017 to 54.6 in 2022. The results also showed that the degree of satisfaction for male employees was higher than that for females. Meanwhile the indicator 2022 targets, amounting to 82.0, were not achieved, while the targets for males and females reached 85.0 and 80.0, respectively.

Figure (163): Degree of staff (ministry and directorates) satisfaction with the physical work environment by gender



⁶⁸ The indicator was not measured in the year 2019 due to the Corona pandemic.

38. Degree of Employing Technology in Administrative Work ⁶⁹

This indicator reflects the availability of digital and non-digital means of communication and information technology, such as computerized administrative and financial programs, in the work environment. It measures to what extent to which they are

employed by administrative employees to accomplish the tasks assigned to them in order for the Ministry to achieve its strategic objectives efficiently and effectively at all administrative levels (Ministry, Directorate).

Table (56): Degree of employing technology in administrative work by gender

	2017			2018			2020			2021			2022			Target 2022		
	Male	Female	Both sexes	Male	Female	Both sexes												
Total	62.3	58.6	60.9	62.8	60.1	61.8	56.7	51.9	54.6	68.0	67.4	67.7	67.5	68.9	68.1	85	82	83
Ministry	65	61	63.1	65	46.0	62.9	61.1	58	59.5	64.5	64.3	64.4	64.0	66.3	65.3	86	84	85
Directorates	61.3	57	59.9	62.1	59.9	61.3	56.0	50.5	53.6	68.0	67.8	68.1	68.0	69.6	68.7	84	80	82

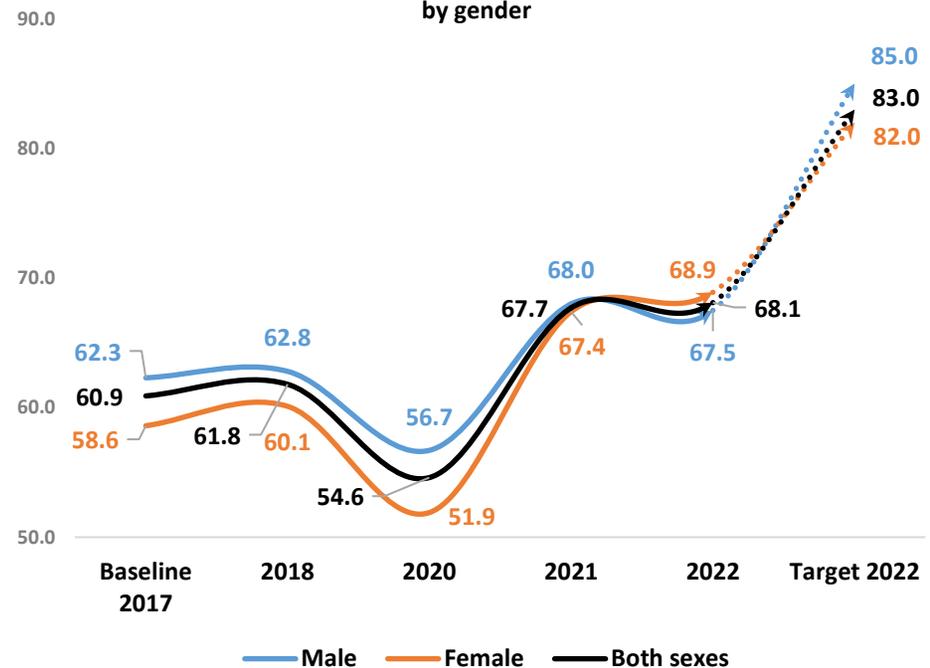
Comparison with the results of the baseline year 2017:

Figure (164) shows an increase in the general indicator of the degree of employing technology in administrative work (ministry and directorates) from 60.9 in 2017 to 68.1 in 2022. The results also showed that the degree of employment of technology for male employees was higher than for females until 2021, while the indicator became higher for females in 2022. It is also clear that the general indicator targets for 2022, which amounted to 83.0, were not achieved, while the targets for males and females reached 85.0 and 82.0, respectively.

Recommendations:

1. Continue implementing the electronic transformation strategy for the educational system management.
2. Complete work on computerizing and unifying administrative systems
3. Unify computerized administrative programs into one interface and linking the planning system to the budget, projects, and DGs

Figure (164): Degree of employing technology in administrative work by gender



⁶⁹ The indicator was not measured in the year 2019 due to the Corona pandemic.

Goal 4 : Policy Development, Decision-Making and Accountability Frameworks Developed and Activated at all Levels

39. Degree of Ministry's practice of Governance and Accountability ⁷⁰

To measure the indicator, 37 sub-indicators have been developed divided into 4 areas as follows:

1. The legal and organizational environment as well as public policies: The legal framework governing the educational process includes: an accountability system in place, availability of resources, advocacy for the rights of marginalized and disabled children, the Ministry's own regulations and work manuals that stem from a nationalistic perspective, an organizational structure and its congruence with the results-based management approach.
2. Leadership: empowerment and decision making in accordance with the adopted standards and criteria (such as transparency and objectivity): Policies development, leadership's decisions are based on objectivity, transparency and fulfilling commitments, complaints system and its efficiency, preparation of budgets, and the Ministry's website.
3. The institution's culture-- Resource management, practicing accountability. Practicing accountability, punishments and rewards, defined responsibilities, positions compatibility with the service provision approach, working in accordance with the job descriptions, performance evaluation system.
4. Monitoring and evaluation: lessons learned from the results.

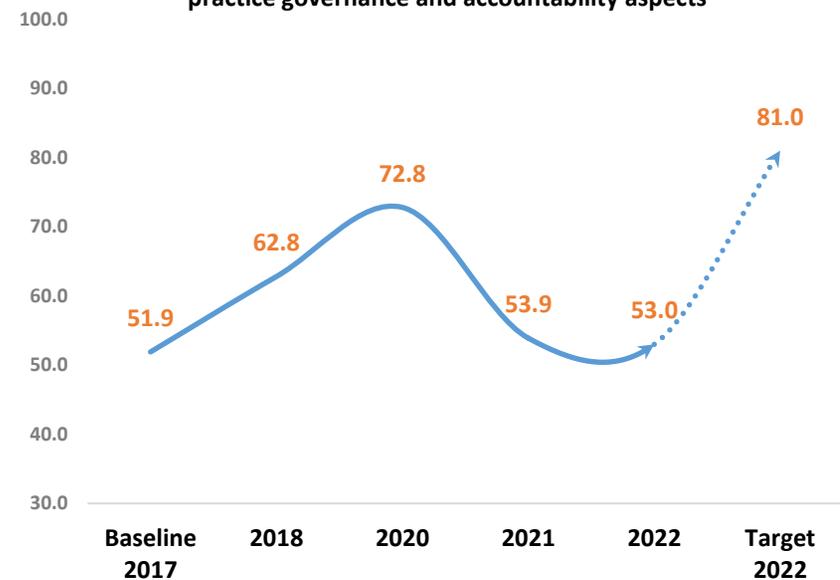
Comparing the results with the results of the base year 2017:

Figure (165) shows an increase in the value of the general indicator of the degree to which the ministry at all levels (ministry, directorate, school) practiced the dimensions of governance and accountability, as the indicator rose from 51.9 in 2017 to 53.0 in 2022. While the target of 81.0 in 2022 was not achieved.

Results Interpretation:

1. Failure to activate the institutional performance quality system for all administrative, technical and financial work procedures.
2. Lack of a unified accountability system that clarifies the roles and responsibilities of each employee.

Figure (165): Degree the Ministry, Directorates and Schools practice governance and accountability aspects



Recommendations:

1. Activate and develop the institutional performance quality system for all administrative, technical and financial work procedures.
2. Activating and developing a results-based accountability system at all levels.

⁷⁰ The indicator was not measured in the year 2019 due to the Corona pandemic.

Table (57): Degree the Ministry practice governance and accountability aspects according to its levels

	2017	2018	2020	2021	2022	Target 2022
Ministry	55.2	61.8	68.1	57.2	59.0	80.0
Directorates	53.4	62.6	68.5	56.2	55.9	77.0
Schools	47.3	63.9	81.8	48.3	44.2	89.0
Total	51.9	62.8	72.8	53.9	53.0	81.0

Figure (166): Degree the Ministry practice governance and accountability aspects according to its levels

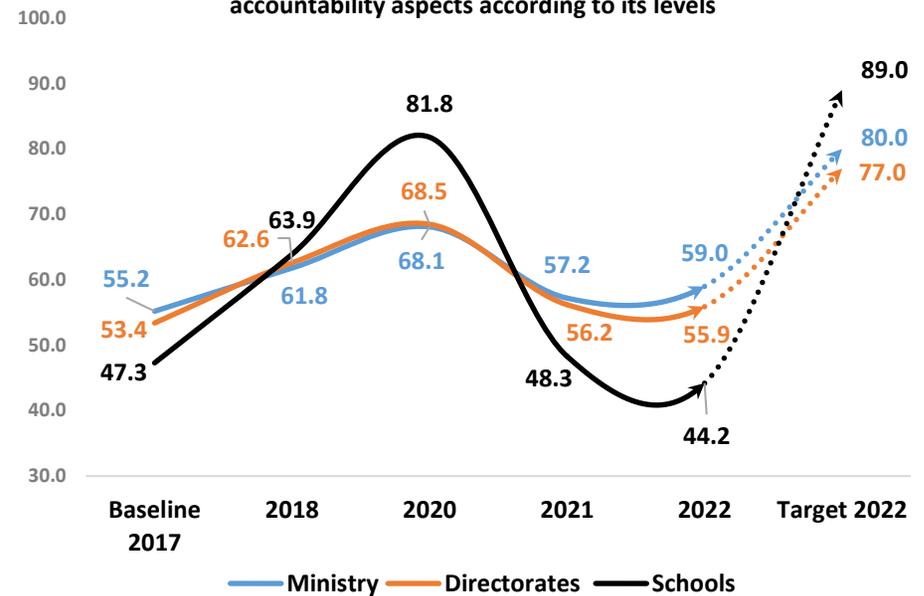


Table (58): Degree the Ministry, Directorates and Schools practice governance and accountability aspects according to its Fields

Field	2017	2018	2020	2021	2022	Target 2022
Legal, organizational environment, public policies	53.9	61.8	69.5	55.9	55.3	84.1
Leadership: empowerment and decision-making (such as transparency and objectivity)	52.0	63.1	73.1	54	52.9	81.2
Institution's culture: Resource anagement, practicing countability	50.9	63.7	73.8	52.6	51.9	79.4
Monitoring and evaluation, lessons learned from the results	54.4	62.5	70.2	57.7	56.4	84.9
Total	51.9	62.8	72.8	53.9	53.0	81.0

Figure (167): Degree the Ministry, Directorates and Schools practice governance and accountability aspects according to its Fields

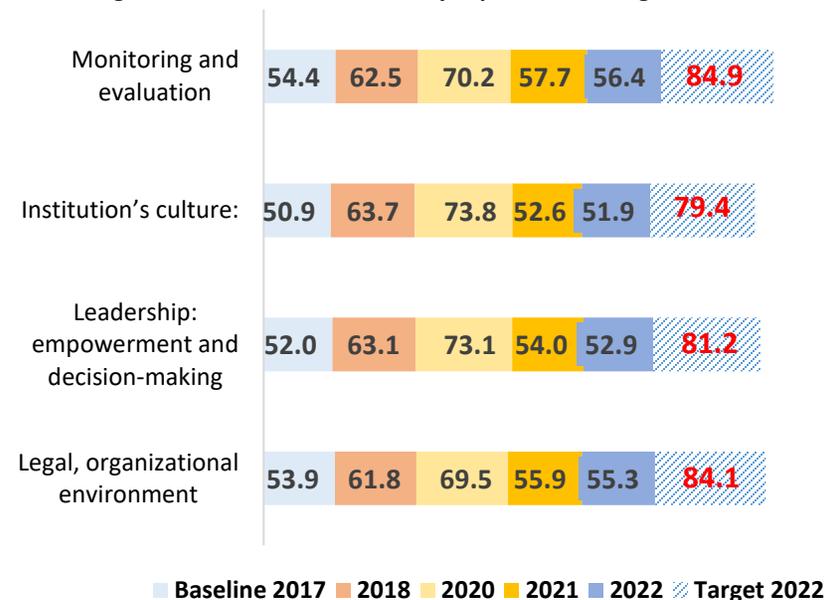


Figure (168): Degree the Ministry, Directorates and Schools practice Legal, organizational environment, and public policies



Figure (169): Degree the Ministry, Directorates and Schools practice Leadership: empowerment and decision-making



Figure (170): Degree the Ministry, Directorates and Schools practice Institution's culture

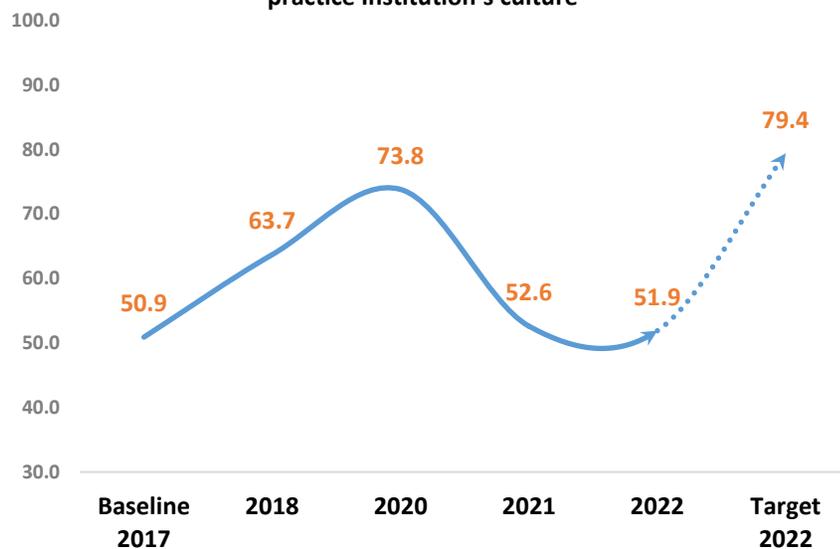
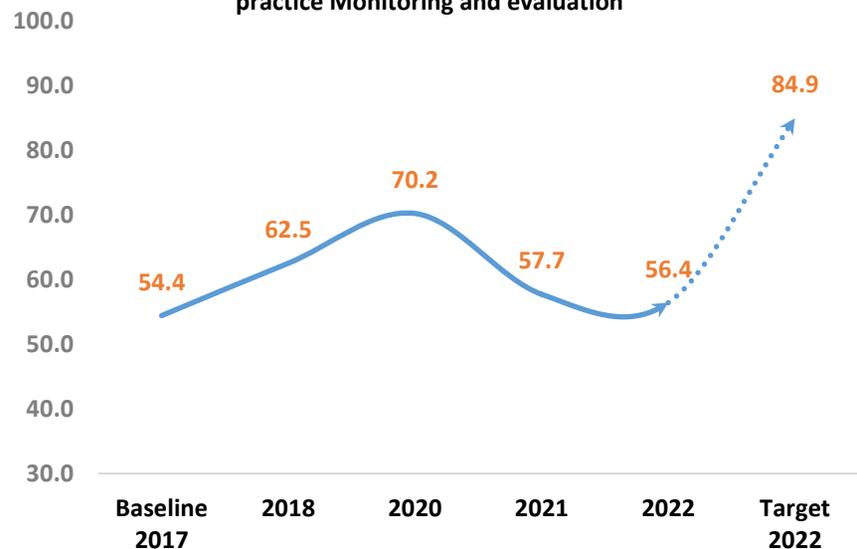


Figure (171): Degree the Ministry, Directorates and Schools practice Monitoring and evaluation



Goal 5 : Developing and activating relationships with all educational stakeholders in Palestine through international and regional partnerships

40. Student's Cost in School Education

Definition: The share of one student in public schools (grades KG2-12) from the Ministry of Education and Higher Education's developmental and operational budget for its educational programs. The rate is derived from dividing the total developmental and operational budget amount over the number of students for the same year.

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (172), showed an increase in the cost per student of school education from \$971 in 2017 to \$1,057 in 2022, while the target for the indicator in 2022, amounting to \$1,276, was not achieved.

Results Interpretation:

1. The financial crisis that the Palestinian government went through due to the impact of the Corona pandemic and the occupation's confiscation of VAT revenues.
2. The lengthy bureaucratic financial procedures in the Ministry/PA, which hinders the timely disbursement of dues and financial transactions.

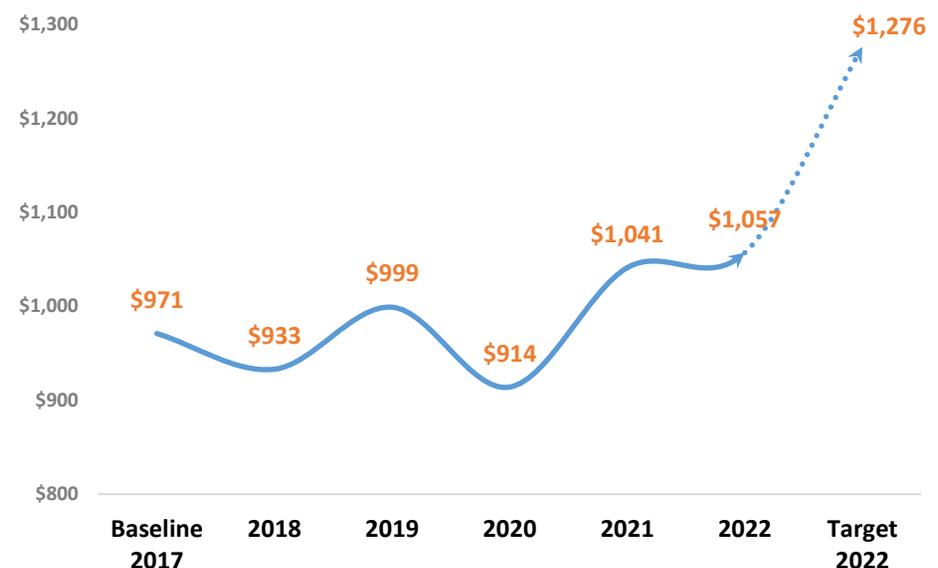
Recommendations:

- Develop the Ministry's financial system with the aim of facilitating financial procedures and disbursing financial transaction dues on time.

Table (59): Cost per student in school education in US Dollars

2017	2018	2019	2020	2021	2022	Target 2022
971 \$	933 \$	999 \$	914 \$	1041 \$	1057 \$	1276 \$

Figure (172): Cost per student in school education in US Dollars



41. Percentage of Education Budget from total National Budget

Definition: What is allocated to education from the development and operational budget from various approved funding sources, divided by the total state budget.

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (173), showed a decrease in the percentage of the education budget from the general budget, as the indicator decreased from 21.0% in 2017 to 16.7% in 2022, while we find that the target value for the indicator of 27.0% in 2022 was not achieved.

Results Interpretation:

- The financial crisis that the Palestinian government went through due to the impact of the Corona pandemic and the occupation's confiscation of VAT revenues.

Recommendations:

- Promoting initiatives that strengthen the public budget locally, such as the "School Adoption Program".

Table (60): Percentage of the education budget from total national budget

2017	2018	2019	2020	2021	2022	Target 2022
21.0%	20.4%	21.2%	16.3%	20.4%	16.7%	27.0%

Figure (173): Percentage of the education budget from total national budget



42. Degree of Local Community Participation in Preschool Activities and Events ⁷¹

The indicator aims to measure the degree of local community participation in the preschool's events and activities, by calculating the degree of interaction between the size of participants and the frequency of participation in the areas monitored by the indicator. This includes participation in (implementing open days, participating in planning, identifying the preschool's needs, periodic meetings and seminars or educational lectures, and the election of the Parents Council).

Table (61): Degree of local community's participation in kindergarten activities and events

2017 - 2018			2018 - 2019			2022 - 2023			Target 2022 - 2023		
Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total
40.9	39.8	40.1	45.7	44.2	44.7	61.7	51.8	54.3	51.0	49.0	50.0

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (174), indicate an increase in the value of the general indicator of the degree of local community participation in preschool activities and events from 40.1 in 2017 to 54.3 in 2022. It also indicates that government preschools are more open to the local community than the private sector preschools. The results also showed achieving the targets in 2022, which amounted to 50.0 for the general indicator, 51.0 for the government sector, and 49.0 for the private sector.

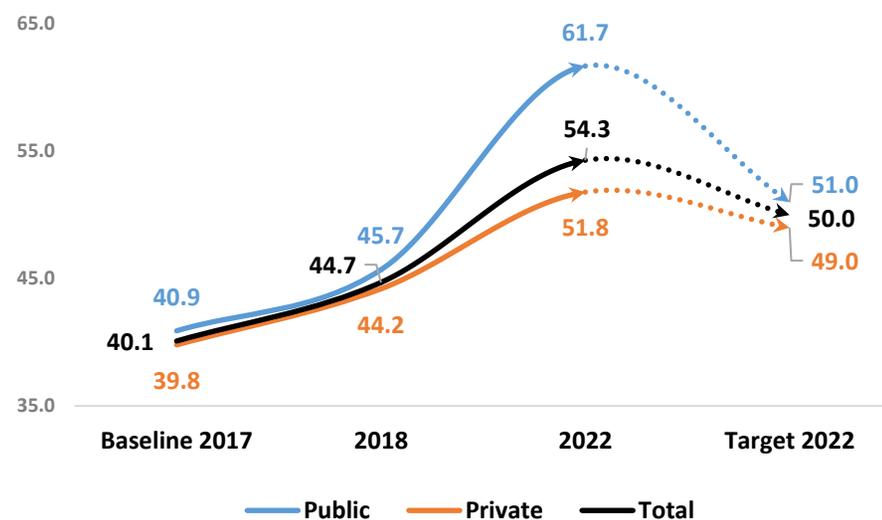
Results Interpretation:

- The goals were achieved as a result of continuous work between the preschool and parents, in addition to work to increase parent's awareness of preschool enrollment significance in developing children's skills.

Recommendations:

1. Increasing awareness activities carried out by preschools with parents.
2. Strengthening media awareness campaigns to highlight the importance of preschool in developing children's skills, in order to increase the rate of enrollment in preschool.

Figure (174): Degree of local community's participation in kindergarten activities and events



⁷¹ The indicator was not measured in the academic years 2019-2020, 2020-2021 due to the Corona pandemic, and in the academic year 2021-2022 due to the teachers' strike.

43. Degree of Local Community Participation in School Activities and Events⁷²

The indicator aims to measure the degree of local community participation in school events and activities, by calculating the degree of interaction between the size of participants and the frequency of participation in the areas monitored by the indicator. This includes participation in (implementing open days, participating in planning, identifying the preschool's needs, periodic meetings and seminars or educational lectures, and the election of the Parents Council).

Table (62): Degree of local community's participation in school activities and events

2017 - 2018				2018 - 2019				2022 - 2023				Target 2022 - 2023			
Male	Fe-male	Co-Ed	Total	Male	Fe-male	Co-Ed	Total	Male	Fe-male	Co-Ed	Total	Male	Fe-male	Co-Ed	Total
41.9	33.3	37.1	37.5	45.5	53.5	49.01	49.4	47.0	56.1	53.2	52.3	51.9	56	52	53.9

Comparison with the results of the baseline year 2017:

The results, as shown in Figure (175), indicate an increase in the value of the general indicator of the degree of local community participation in school activities and events from 37.1 in 2017 to 53.2 in 2022, and that female schools are more open to the local community than male schools. The results also showed that the target value for the general indicator and for female schools was achieved, as the target value for 2022 for each of them reached 52.0 and 56.0, respectively, while the target value for male schools was not achieved, as the target value for them reached 51.9.

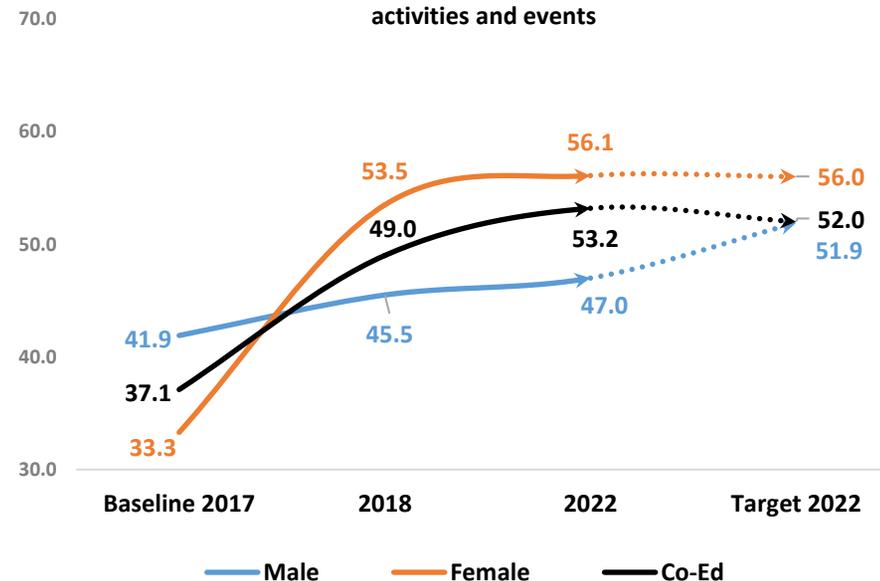
Results Interpretation:

1. Continuous work between the school and parents.
2. An increase in the number of activities in which the local community participated within the school and its interaction with it.

Recommendations:

1. Promoting the involvement of the local community in all school activities and events and defining its roles.
2. Promoting innovative initiatives such as the "Adopt a School Program" which aims to increase the contribution of the local community and expatriates in financing education and taking responsibility.

Figure (175): Degree of local community's participation in school activities and events



⁷² The indicator was not measured in the academic years 2019-2020, 2020-2021 due to the Corona pandemic, and in the academic year 2021-2022 due to the teachers' strike.

CHAPTER THREE

Indicators on Israeli Violations Against Education in Fragile Areas

Introduction⁷³

A number of Palestinian schools must withstand extraordinary circumstances for being subjected to Israeli military control, under the guise of ‘security’ imperatives. This is especially true since the division of the occupied Palestinian territories by the Oslo of (1993), (1994) and Taba of (1995) into compact geographical areas with feeble titles: (Area A, B, C, and H2). The purpose of this division is to acquire more land for Israeli settlements and in the process, make the Palestinian citizens’ life miserable and to disrupt all the elements of Palestinian daily life. This political reality has a direct negative impact it has on the educational process as a whole.

The number of schools exposed to violations of the Israeli occupation in the northern governorates are distributed as follows:

1. Schools located in “Area C”: 164 schools, which consists of 68.6% of all schools that are subject to violations. “Areas C” is defined as the area under full Israeli (security and administrative) and are treated by Israel as border areas of a security nature, constituting about 61% of the West Bank.
2. Schools located in the H2: 36 schools, constituting 15% of the total number of schools that are exposed to violations. The H2 area is defined as the occupied areas under Israeli security control in the Old City of Hebron.
3. Schools located in Jerusalem (inside the Separation Barrier): 39 schools, constituting 16.3% of all schools that are subject to violations. Jerusalem is under total security and administrative Israeli occupation.

44. Number of Schools exposed to Israeli attacks on Infrastructure

This indicator includes the number of schools that were attacked or notified of demolition.

Results Interpretation:

Increasing Israeli violations and not allowing permits to build classrooms in Jerusalem schools and H2 areas

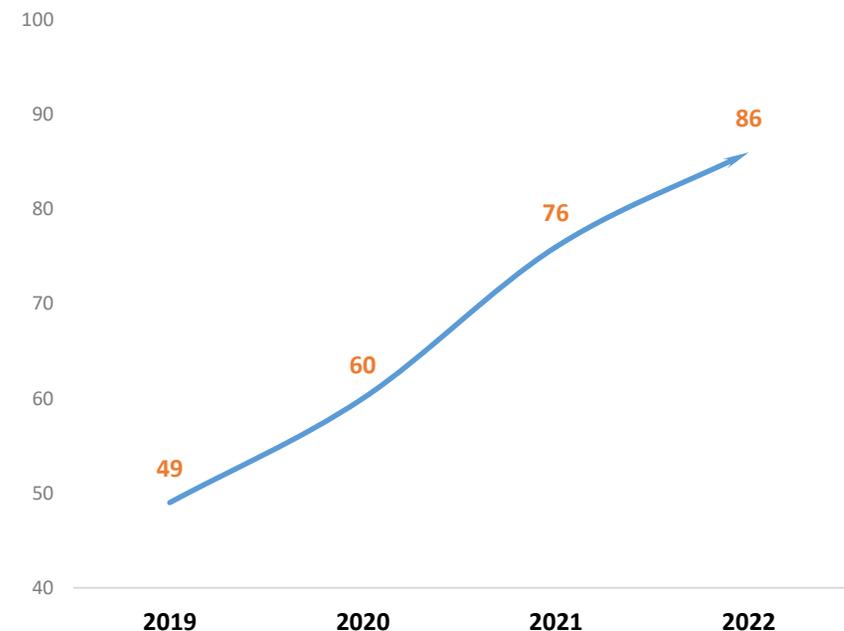
Recommendations:

1. Giving priority in maintenance operations to existing schools in fragile area.
2. Legal follow-up of the demolition of schools in hot areas annually.
3. Renting residential buildings and converting them into schools.
4. Documenting and exposing the occupation policies in the media and internationally.

Table (63): Number of schools exposed to Israeli attacks on infrastructure

2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
49	60	76	86

Figure (176): Number of schools exposed to Israeli attacks on infrastructure



⁷³ Based on Report on Israeli Violations against education, produced by MoE’s Field Follow-Up Unit

45. Number of students and teachers exposed to physical violations by the Israeli military or settlers

This indicator includes the number of students who were detained, arrested, injured, or martyred, and the same applies to the teachers' indicator.

Results Interpretation:

Increasing Israeli violations against the educational process through demolition of schools, closure policies, inspections, roadblocks, and psychological impact on students, especially in hot and Schools of Challenge.

Figure (177) shows an increase in the number of students who were subjected to physical abuse by the military or settlers by 1,685 male and female students in the academic year 2021-2022 compared to the 2017-2018 academic year. It also shows a decrease in the number of teachers who were subjected to physical abuse by the military or settlers by 252 male and female teachers in the year 2022 compared to in 2017.



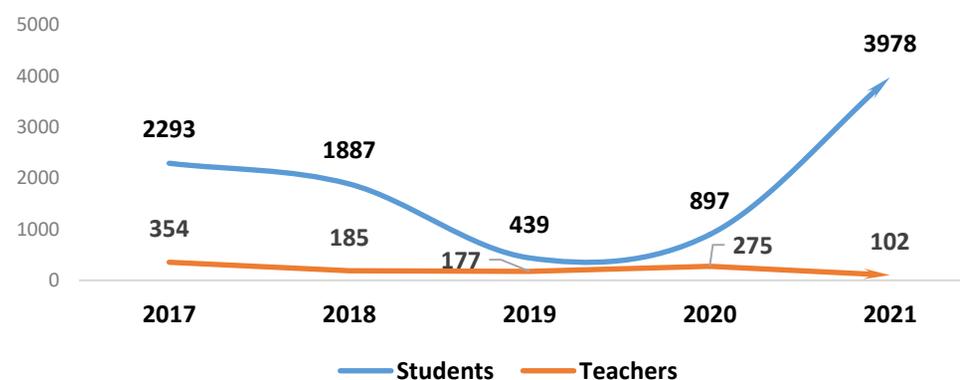
Table (64): Number of students and teachers exposed to physical violations by the Israeli military or settlers

	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
Students	2293	1887	439	897	3978
Teachers	354	185	177	275	102

Recommendations:

1. The need to coordinate efforts with all international and local partners to ensure protection and safe access for students and teachers to their schools and to prevent attacks on schools.
2. The necessity of looking for ways to continue providing transportation to students in hot spots.

Figure (177): Number of students and teachers exposed to physical violations by the Israeli military or settlers



46. Rate of lost class (educational waste) for students and teachers due to Israeli violations

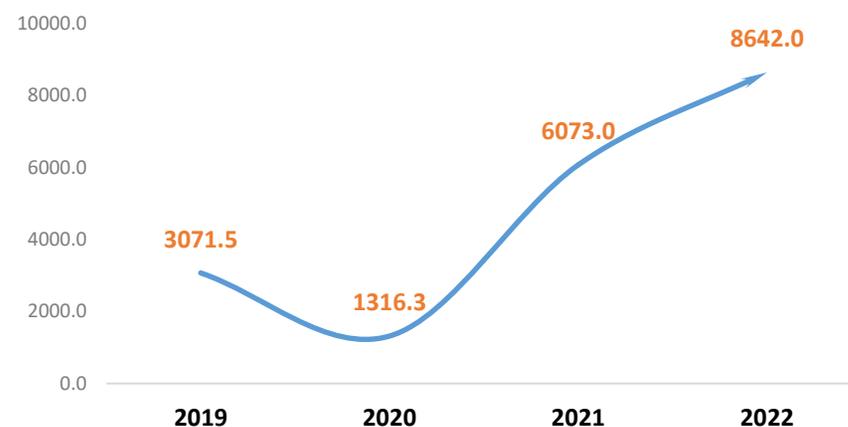
The inhumane measures taken by the military occupation and Israeli settlers include checkpoint closure, closure of large areas by military orders, hindrance of movement (for teachers and students), attacks and raids on schools, shooting (live ammunition), teargas, and sound bombs, in addition to halting the educational daily school time due to their ceremonial religious celebrations.

Table (65): Rate of lost classes/lessons (educational waste) for students and teachers as a result of Israeli violations

2018 - 2019	2019 - 2020	2020 - 2021	2022 - 2023
3071.5	1316.3	6073.0	8642.0

Figure (178) shows an increase in the rate of lost classes (educational wastage) for students and teachers as a result of Israeli violations by 5570.5 classes in the year 2022 compared to the year 2017.

Figure (178): Rate of lost classes/lessons (educational waste) for students and teachers as a result of Israeli violations



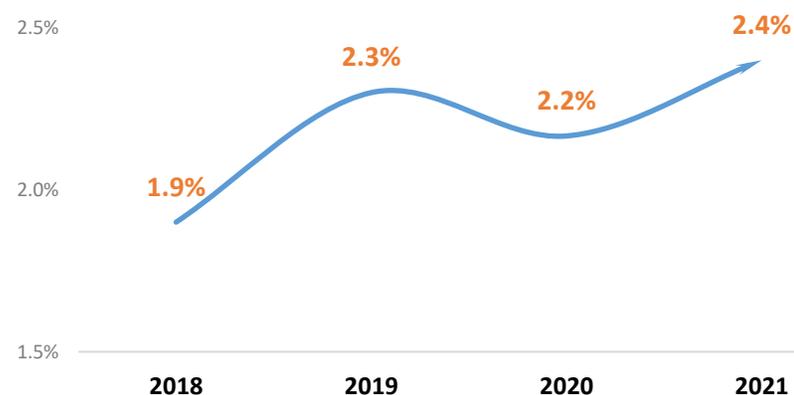
47. Dropout Rate in schools most exposed to Israeli violations

Table (66): Dropout rate in the most exposed schools to Israeli violations

2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
1.9%	2.3%	2.2%	2.4%

Figure (179) shows an increase in the dropout rate in schools most vulnerable to Israeli violations by 0.5% in 2021 compared to 2018.

Figure (179): Dropout rate in the most exposed schools to Israeli violations



CHAPTER FOUR

Indicators for Distance Learning During the Covid-19 Pandemic for Academic Years 2019-2020 and 2020-2021

Distance Learning Indicators

Introduction

Education in Palestine faced many challenges during the years of implementing the strategic plan for the education sector 2017-2022, the most prominent of which was the repercussions of the Corona pandemic on the educational process, which extended from the beginning of the second semester of the academic year 2019-2020 until the end of the first semester of the year 2020-2021. The result was an educational loss that disrupted the educational process and the ability to complete the curriculum material in an organized manner. Education was then transformed into a distance learning mode. It was followed by a state of confusion in the educational process due to the teachers' strike, which occurred during the academic years 2021-2022 and 2022-2023. This is in addition to numerous lengthy disruptions of schooling due to the Israeli military occupation attacks and raids on cities and villages.

The monitoring and evaluation system at the Ministry built indicators for the distance education process. It also developed monitoring and evaluation mechanisms in terms of computerizing the tools electronically and implementing them in the educational field, where the indicators were classified into five main axes: indicators specific to the student, indicators specific to teaching and administrative staff, indicators specific to the guardian, indicators specific to the school, and indicators specific to the curriculum.

The most prominent obstacles faced by the student, teacher, and principal during the distance learning process were also identified.

The causes of the problem

The Covid-19 pandemic and the accompanying closures due to its spread. And the resulting repercussions.

The ministry's efforts:

1. The Ministry worked to develop and implement an educational emergency plan during the spread of the COVID-19 pandemic.
2. It adopted the blended education process that combines face-to-face and distance education.
3. Teachers were on the distance education process, and providing its requirements in terms of equipment, work papers, etc.
4. Schools were provided with health precautions and preventive methods to protect students.
5. Cooperating with international and local partners to protect Palestinian education from the occupation's attacks.

Lessons learned:

1. The Ministry must strengthen its capabilities for education in emergency situations, and develop a plan for this.
2. Strengthening systems of educational follow-up, supervision and evaluation in light of emergency situations.
3. Providing flexible budgets to respond to and quickly address emergency situations.

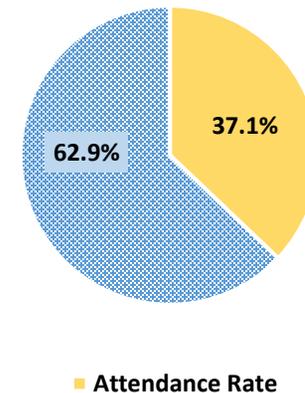
First Axis: The Student

48. Percentage of student attendance to the educational lessons presented on TEAMS platform⁷⁴

This indicator aims to measure the number of students who attended the educational sessions scheduled for them on the TEAMS platform out of the total number of students.

Figure (180) shows the percentage of student attendance for educational classes offered on the Teams platform during the comprehensive closure period extending from (01/04/2020 to 08/04/2020) 37.1%.

Figure (180): Percentage of students' attendance of the educational lessons presented on the TEAMS platform

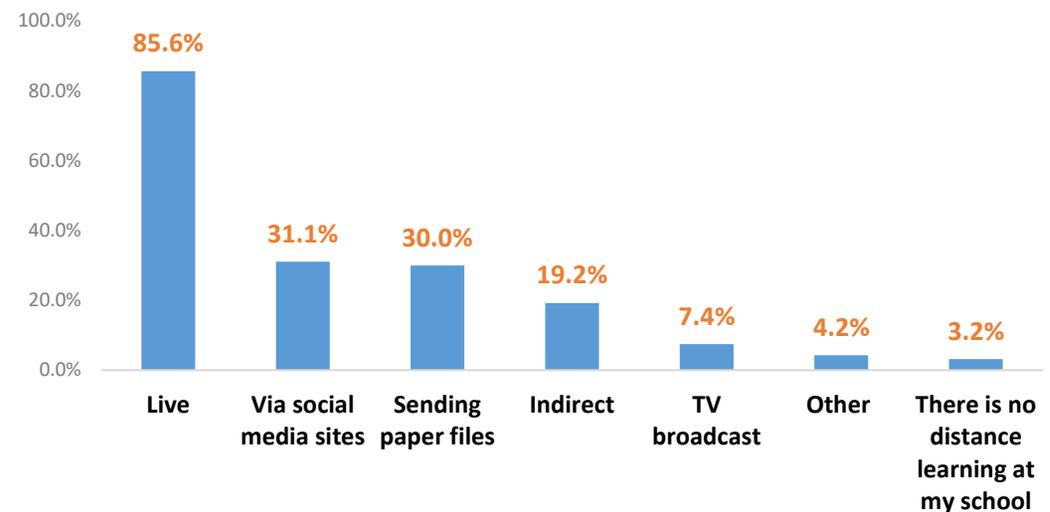


49. Percentage of students practicing educational patterns used in the Distance Learning process

This indicator aims to measure the diversity in educational patterns used during the process of distance education, such as simultaneous audio and visual encounters, through television broadcasting, through social media, uploading educational materials and packages, or sending paper files and others.

Figure (181) shows a variation in the percentages of students according to their practice of the learning methods used in the various types of distance learning process, the most prominent of which are: simultaneous meeting with audio and video (85.6%), social networking sites (31.1%), sending files on paper (30.0), or via television broadcast (7.4%).

Figure (181): Percentage of students according to their practice in the educational patterns used in the distance learning process



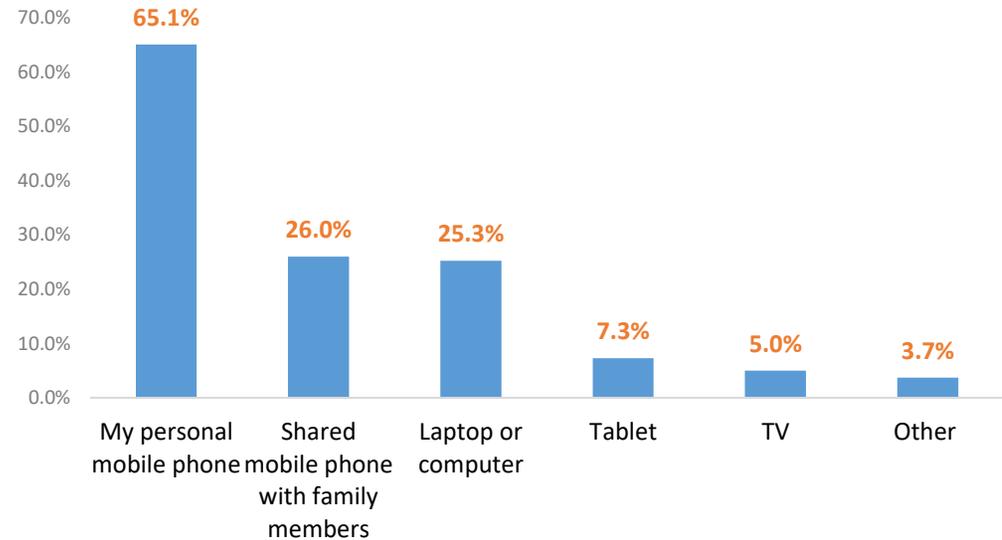
⁷⁴ (TEAMS) is a platform that allows all students and teachers to benefit from Microsoft innovations and technologies within their online classrooms to communicate, share, and learn within a safe digital environment.

50. Percentage of students employing educational aids and techniques during the distance learning process

This indicator aims to measure the extent of diversity in the use of means of communication available to the student in distance education, such as a computer, tablet, mobile phone, television, radio, and others.

Figure (182) shows a variation in the percentages of students according to their use of educational methods and technologies during the various types of distance learning process, the most prominent of which are: a student's own portable phone (65.1%), a mobile phone shared with family members (26.0%), a laptop or a device. Computer (25.3).

Figure (182): Percentages of students according to their use of educational aids and techniques during the distance education process

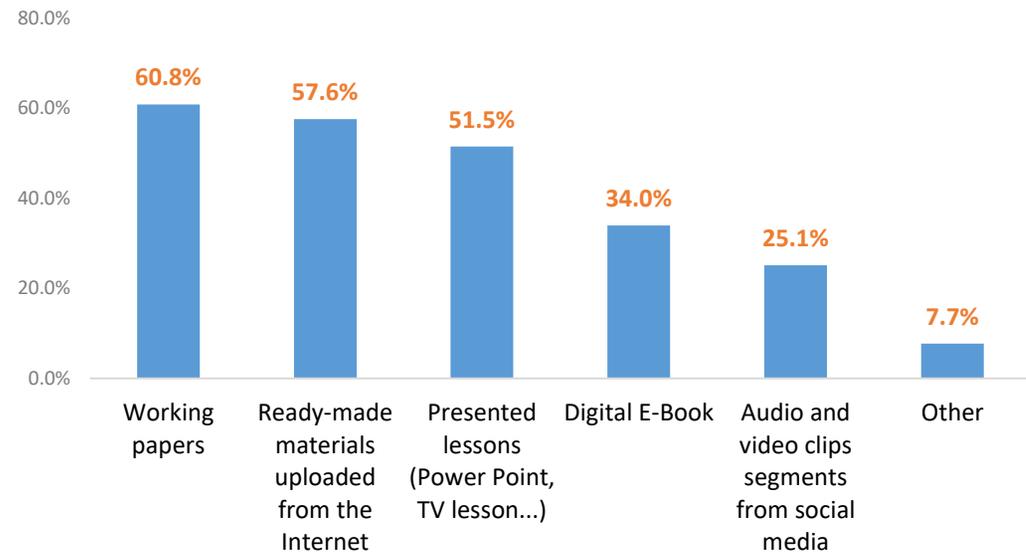


51. Degree of diversified educational material presented to distance learning students

This indicator aims to measure the degree of diversity in the use of educational materials provided to the student during the distance education process, such as working papers, ready-made materials downloaded from the Internet, or lessons presented through PowerPoint or television screens, as well as digital books, video clips, and audio.

Figure (183) shows a variation in the percentages of students according to their use of educational materials provided to them during the various types of distance learning process, the most prominent of which are: worksheets (60.8%), ready-made materials downloaded from the Internet (57.5%), presented lessons (51.5%), digital book (34.0%).

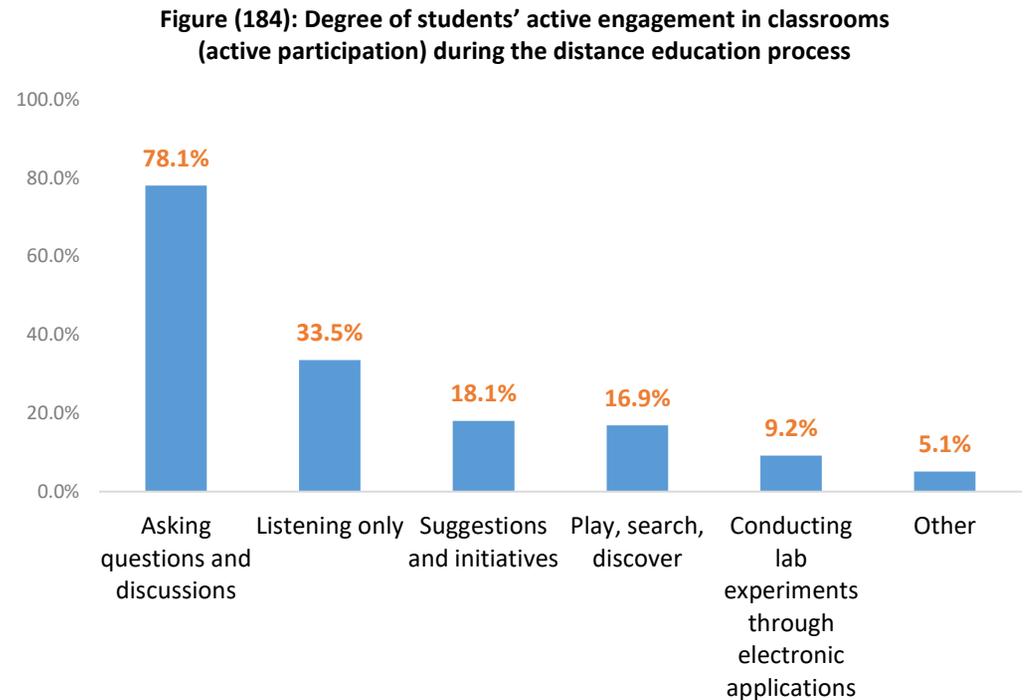
Figure (183): Degree of diversity in the educational materials provided to students remotely



52. Percentage of student's participation in educational meetings during the distance learning process

This indicator aims to measure the extent of student's participation, interaction and activity during a virtual meeting, whether by only listening, or through asking questions, discussions, playing, research, exploration and laboratory experiments. This is done through electronic applications or submitting proposals or initiatives and other methods of participation.

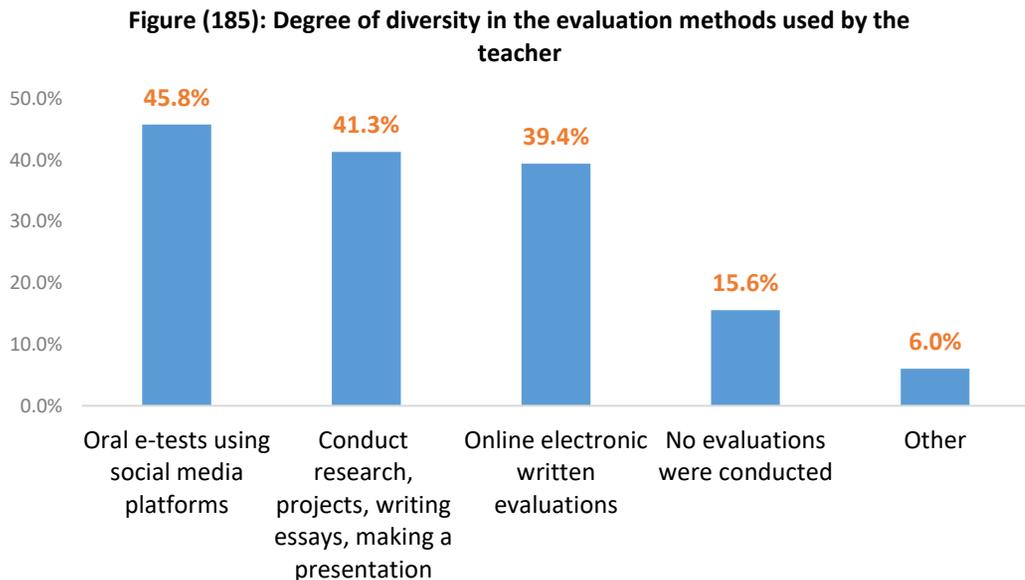
Figure (184) shows a variation in the percentages of students according to the nature of their participation, interaction and activity during the non-face-to-face meeting, the most prominent of which are: asking questions and discussing (78.1%), listening only (33.5%), suggestions and initiatives (18.1%), playing, researching and exploring (16.9%), conducting experiments through electronic applications (9.2%).



53. Degree of diversified evaluation methods used by the teacher

This indicator aims to measure and define the methods and approaches of student evaluation used in the distance education process by the teacher, such as written or oral electronic evaluations or through conducting research, projects and other evaluations.

Figure (185) shows a variation in the percentages of students according to the methods and methods of their evaluation used in the distance learning process by the teacher after various types, the most prominent of which are: electronic oral tests using communication platforms (45.8%), conducting research and projects (41.3%), electronic written assessments. Online (39.4%).



54. The quality of educational materials from the student's point of view

This indicator aims to measure the degree of student satisfaction with the quality of the lesson or educational materials provided to according to a percentage scale of the measurement.

Figure (186): Quality of educational materials from the student's point of view

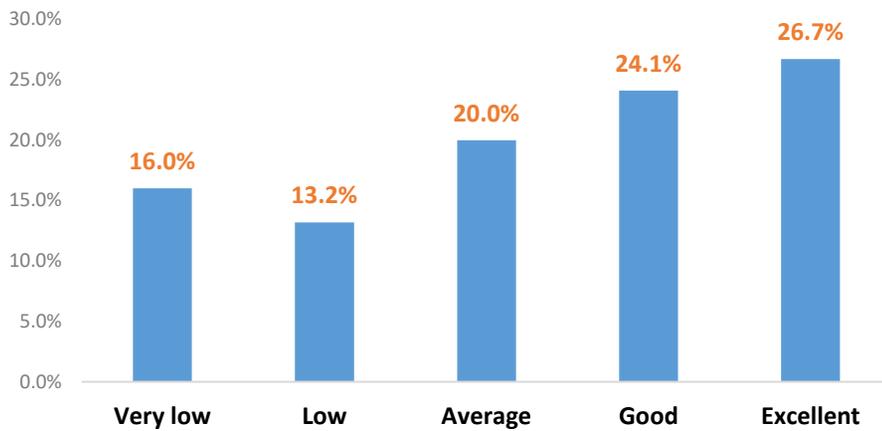


Figure (187): Quality of digital lessons from the student's point of view

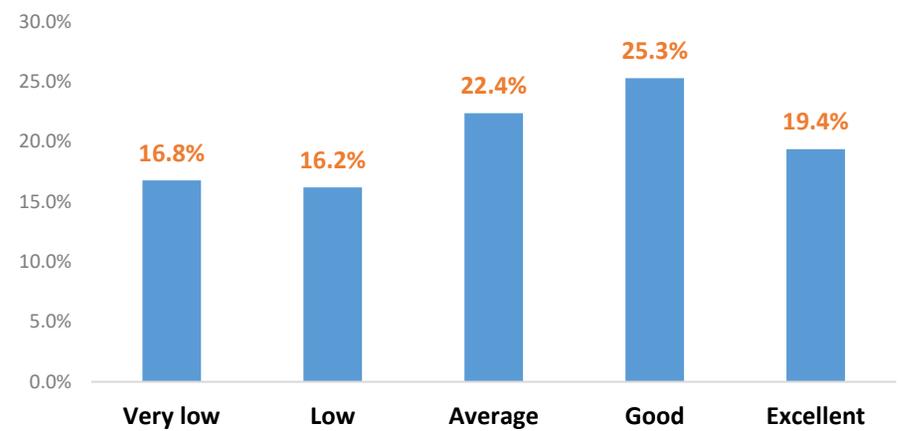
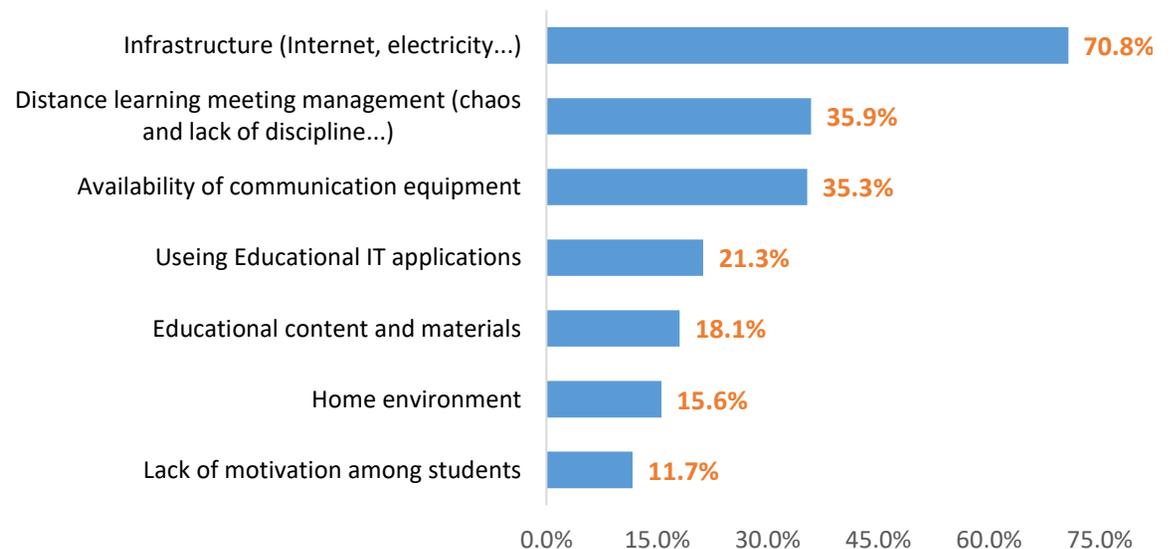


Figure (188): Main obstacles that the student faced during the distance education process

Figure (188) shows a variation in the percentages of students according to the obstacles they faced during the distance learning process, the most prominent of which are: problems related to infrastructure (internet, electricity, ...) (70.8%), problems related to meeting management (chaos and lack of discipline). (35.9%), problems related to the availability of communication devices (35.3%), problems related to methods of using learning technology applications (21.3%).



Second Axis: Educational and Administrative Cadres

55. Degree of teacher's performance in distance learning activities

This indicator aims to measure the teacher's practices during the different stages of the distance education process in terms of: methods of communication with students, mechanism of preparing and building educational content for them, and what educational materials are presented and sent by the teacher to students. This is in addition to the teacher's means of communicating with students and methods of evaluating students. This indicator also measures the training, training topics received by the teacher, methods of communication with the school administration, students and their parents, as well as the obstacles encountered during the distance education process.

Figure (189) shows the degree of the teacher's practices for the activities of the distance learning process (methods of communication with students, the mechanism of preparing and building educational content for them, the type of educational materials that the teacher presents and sends to the students, in addition to his/her means of communication with them and the methods of his/her evaluation of the students, etc.) as it reached the indicator is 33.7 according to the percentile scale.

Figure (189): Degree of teacher's practices the activities of distance learning activities

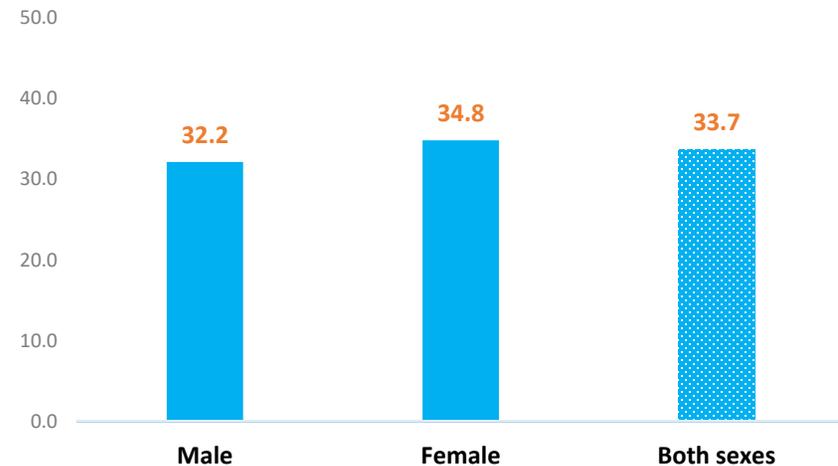
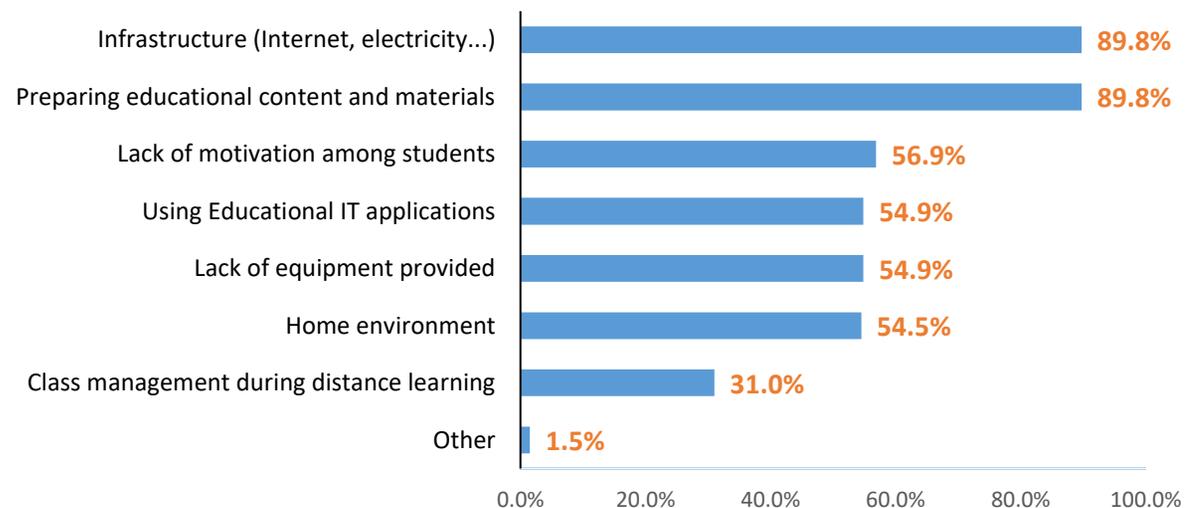


Figure (190) shows a variation in the percentages of teachers according to the obstacles they faced during the distance learning process, the most prominent of which are: building educational content (89.8%), problems related to infrastructure (internet, electricity, ...) (89.8%), lack of Student motivation (56.9%), problems related to the availability of communication devices (54.9%), problems related to methods of using learning technology applications (54.9%). Problems related to unsuitable home environment (54.5%).

Figure (190): Main obstacles that the teacher faced during the distance education process



56. Percentage of education staff (principal, supervisor, teacher) trained on skills of employing distance learning.

This indicator aims to measure the number of educational staff trained in the use of distance education skills out of the total number of educational staff.

Figure 191 indicates that educational staff was trained on distance learning by 100%

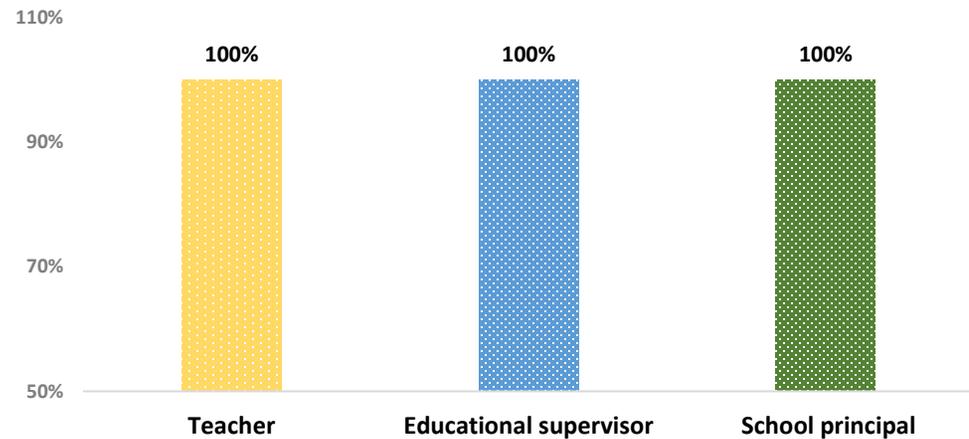


Figure (191): Percentage of education staff (School, supervisor, teacher) trained to use distance education employment skills

57. Degree to which the principal practices distance learning activities

This indicator aims to measure the principal's practices during the various stages of the distance education process in terms of: Training educational staff in the school and students on means of communication and outreach, on the school principal's communication mechanism with parents, and on the available school capabilities to carry out the distance education process and its evaluation process, as well as the most prominent obstacles encountered during the distance education process

Figure (192) shows the degree of the principal's practices for the activities of the distance learning process (training educational staff in the school and students on means of communication and communication, the mechanism of the school principal's communication with parents, and the school's capabilities available to carry out the distance learning process and its evaluation process), as the general indicator reached 52.7 according to the percentile scale.

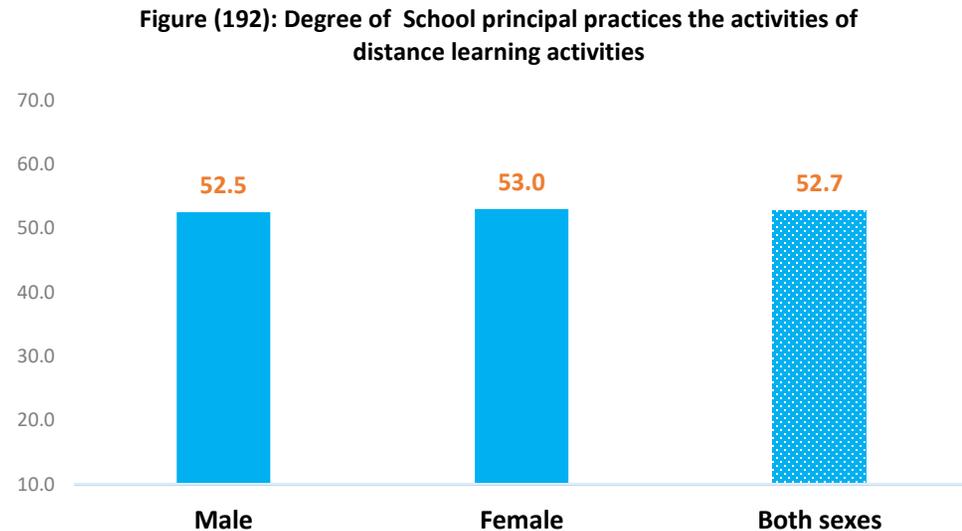
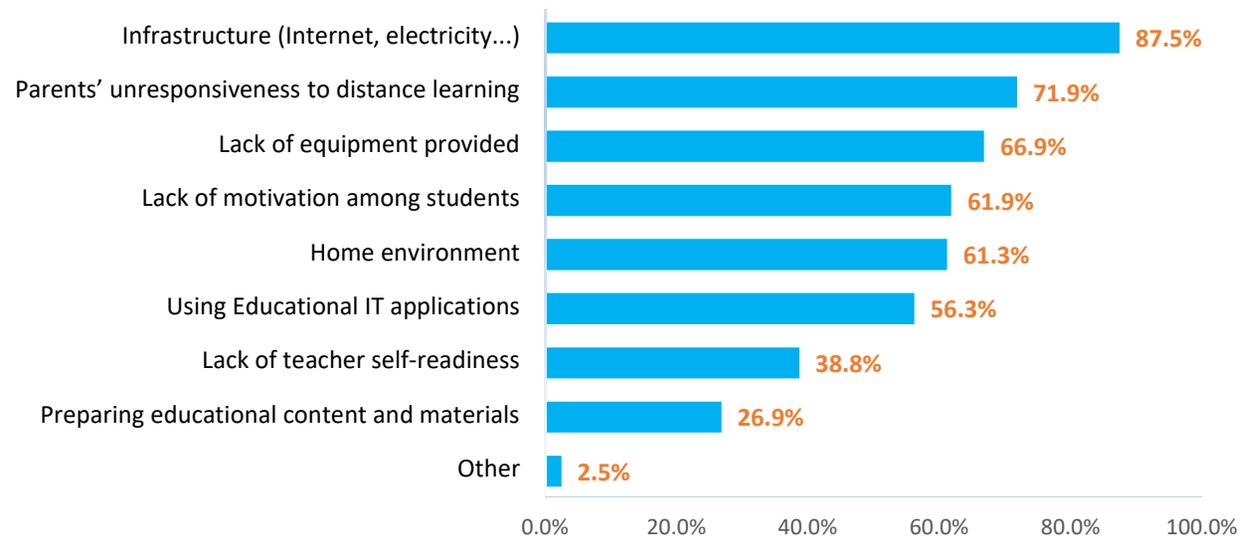


Figure (192): Degree of School principal practices the activities of distance learning activities

Figure (193) also shows a variation in the percentages of school principals according to the obstacles they faced during the distance learning process, the most prominent of which are: problems related to infrastructure (87.5%), parents' lack of response to distance education (71.9%), problems related to equipment (66.9%), problems related to lack of motivation among learners (61.9%), problems related to methods of using learning technology applications (56.3%).

Figure (193): Main obstacles that the School principal faced during the distance education process

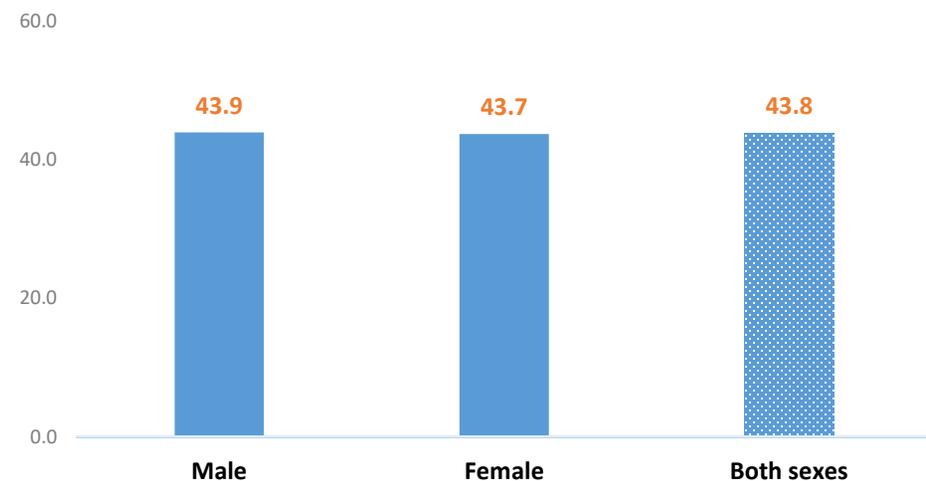


58. Degree to which the school principal shares school activities and events related to the distance learning process with parents

This indicator aims to measure the school principal's mechanism of communication and outreach with the parents of students regarding the distance education process, in addition to the goal.

Figure (194) shows the degree of participation of the school principal and parents regarding the school's events and activities related to the distance learning process.

Figure (194): Degree to which the school principle shares school activities and events related to the distance learning process with parents



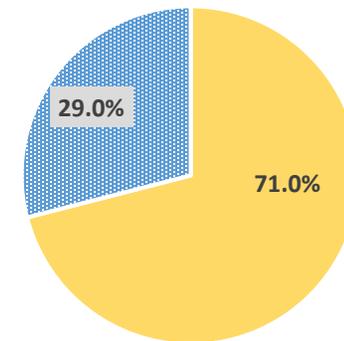
59. Percentage of teacher's commitment to the quorum of their daily lessons on the TEAMS program

This indicator aims to measure the number of teachers who are committed to the quorum of their lessons determined for them according to the school program out of the total number of teachers.

The percentage of teachers' commitment to major subjects (Arabic language, English language, mathematics, sciences) to the daily class quorum according to the weekly class program on the Teams platform during the period (01/04/2020 to 08/04/2020) was 71%.

Figure (195) shows the percentage of teachers' commitment to the main subjects (Arabic, English, mathematics, and science) to the daily class quorum according to the weekly class program on the Teams platform.

Figure (195): Percentage of teachers' commitment to the quorum of their daily lessons according to the weekly class program prepared on the TEAMS platform



■ Commitment teachers' to their quorum of daily lessons

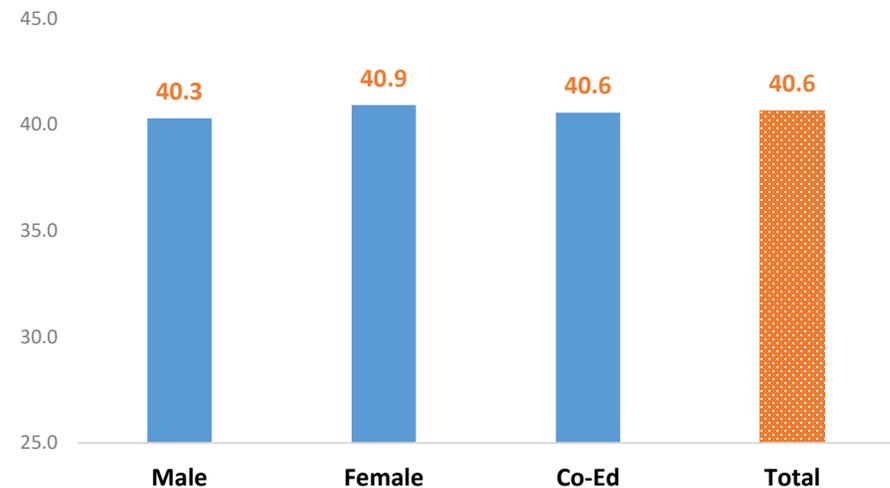
Third Axis: The Guardian

60. Degree of parents' follow-up on their children during the distance learning process

This indicator aims to measure the mechanism of parents' follow-up to their children during the distance education process in terms of: The extent of their children's participation in the distance education process, their receiving educational materials, and the mechanism of their evaluation by their teachers. This is in addition to the type of education their children receive, the school's communication and outreach mechanism with them, and the type of equipment available to their children to participate in this process.

Figure (196) shows the degree to which parents follow their children during the distance learning process (the extent of their children's participation in the distance learning process, their receipt of educational materials and the mechanism for evaluating them from their teachers, the type of education their children receive, the mechanism of communication of the school with them, and the type of devices that their children have available to participate in this process) the general indicator reached 40.6 according to the percentage scale.

Figure (196): Degree of parents' follow-up to their children during the distance learning process



Fourth Axis: The School

61. Degree to which the school maintains the adopted health standards according to the health protocol for Covid-19⁷⁵

In light of the atmosphere of the spread of the Corona pandemic in the world as a whole and in Palestine in particular, there were challenges to the continuation of the educational process in light of the spread of the Covid-19 pandemic in the world as a whole and in Palestine in particular. It was necessary for the educational process to continue in an atmosphere of preserving the health and safety of students, teachers and all staff of the Ministry of Education and directorates of education. This prompted the Ministry of Education to develop and circulate a health protocol to schools, stressing adherence to what was stated in it.

The health protocol included three stages that were divided into several axes⁷⁶:

The first stage: the stage of preparation before the start of school

- a) Increased readiness and preparedness.
- b) Providing a safe and healthy environment
- c) Raising health awareness of preventive measures

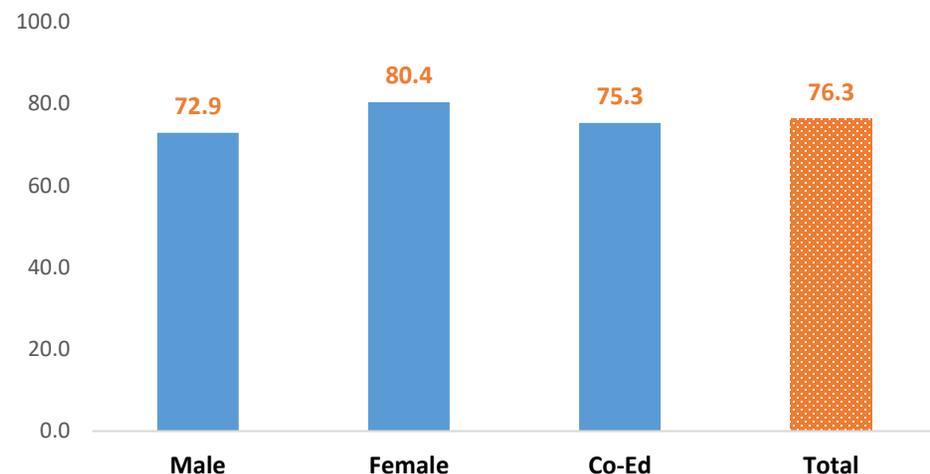
The second stage: the stage when school is operational

- a) Safe access to school.
- b) Organizing students within the classroom
- c) Enhancing safety measures throughout the school day
- d) Safe handling of school canteens
- e) Completion of the school day
- f) Dealing with sick cases or contacts

The third stage: health requirements to ensure the continuation of the educational process.

Figure (197) shows the degree to which the school adhered to the health standards approved in accordance with the health protocol related to Covid-19, as the score for the general indicator reached 76.3 according to the percentage scale.

Figure (197): Degree to which the school maintains the adopted health standards according to the health protocol (for Covid-19)



⁷⁵ Data for this indicator covers basic and secondary stages

⁷⁶ Health protocol for students' return to school during the adaptation phase to the Covid-19 pandemic. Ministry of Education and Ministry of Health. Palestine

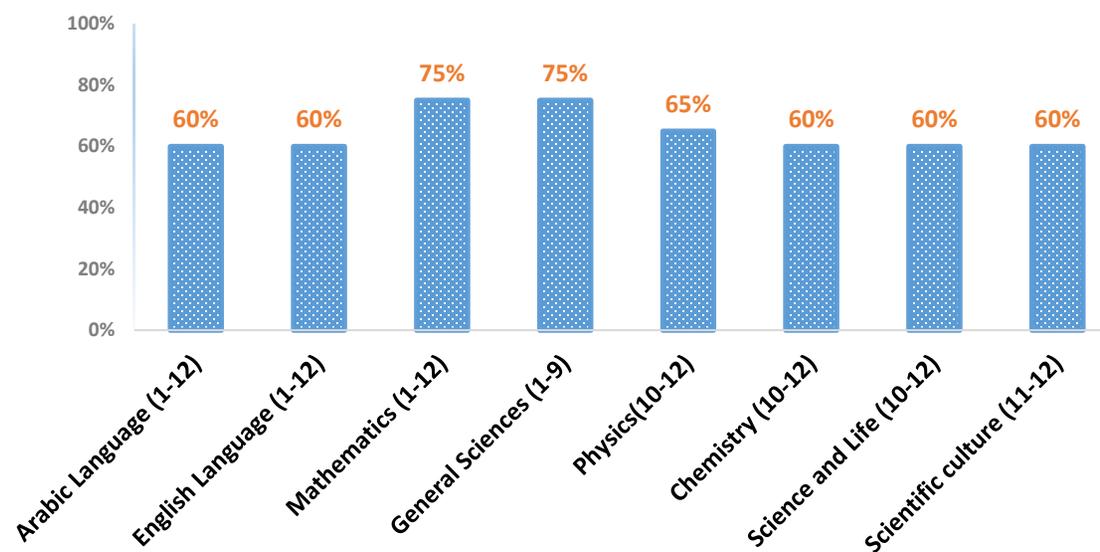
Fifth Axis: The Curricula

62. Percentage of the educational content covered in educational packages out of the total textbooks for the academic year 2020-2021

This indicator aims to measure the percentage of educational content implemented by teachers during the distance education process from the textbook content range prepared for that.

Figure (198) shows a variation in the percentages of educational content that was implemented through educational packages out of the total content of the textbook during the academic year 2020-2021. In the main subjects, the percentage was as follows: Arabic language (1-12) 60%, and mathematics (1 -12) 75%, General Sciences (1-9) 75%, English Language (1-12) 60%, Physics(10-12) 65%, Chemistry (10-12) 60%, Science and Life (10-12) 60%, Scientific culture (11-12) 60%.

Figure (198): Percentage of the basic concepts and key skills covered in educational packages out of the total textbooks for the academic year 2020-2021



Appendices

Appendix (1): Projects indicators

Appendix (2): PISA 2022 study indicators

Appendix (1): Projects indicators

The General Directorate of Projects at the Ministry of Education is responsible for monitoring the implementation of developmental projects in collaboration with other relevant directorates within the ministry and partner organizations. The aim is to assist in achieving the goals and policies of the ministry and ensuring the ongoing impact of these projects on the targeted groups.

Educational projects: A set of activities associated with mutually signed agreements, each with specific budgets and goals linked to the ministry's policies for developing educational aspects within a specified timeframe. Their outputs can be measured through a set of performance indicators.

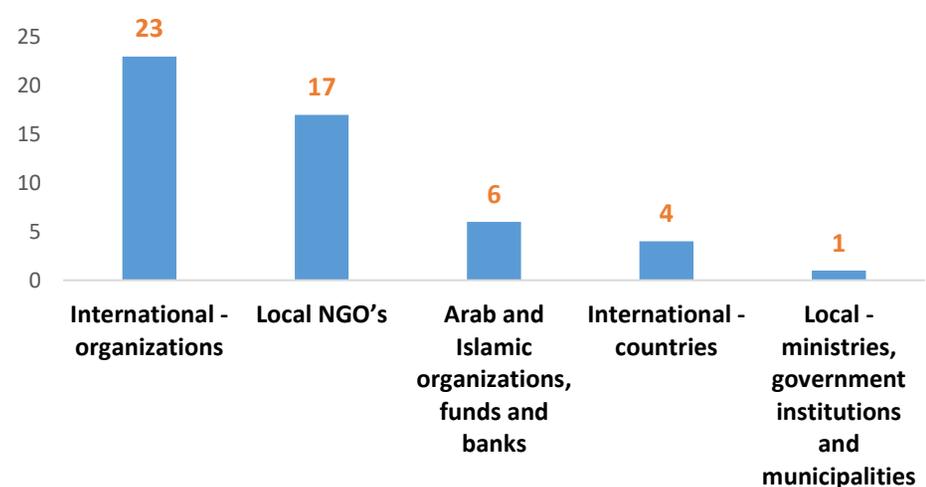
1. Number of projects according to donor agencies

There are many donors and friends to the Palestinian people from all countries of the world, which provide the Ministry with a range of assistance, whether financial, advisory, or through development projects that help achieve the Ministry's objectives, as stated in the executive plans emanating from the ESSP 2017-2022, and thus developing the educational system in general. The number of projects submitted to the educational sector locally and internationally reached 51 projects for the year 2022, as in the following table:

Table (67): Projects numbers according to donors

No.	Donor classification	Project numbers
1	International - organizations	4
2	Local NGO's	23
3	Arab and Islamic organizations, funds, and banks	17
4	International - countries	1
5	Local - ministries, government institutions and municipalities	6
Total		51

Figure (199): Projects numbers according to donors



2. Frequency of projects according to the main project's fields

The General Directorate of Projects has categorized the projects it monitors based on key areas to facilitate the monitoring and evaluation process with relevant entities.

Table (67) shows the frequencies of projects numbers, which amount to 51 projects for the year 2022, according to the main areas approved by the General Directorate of Projects. It is observed that most projects are repeated in more than one main area.

Figure (200): Projects frequency according to main fields

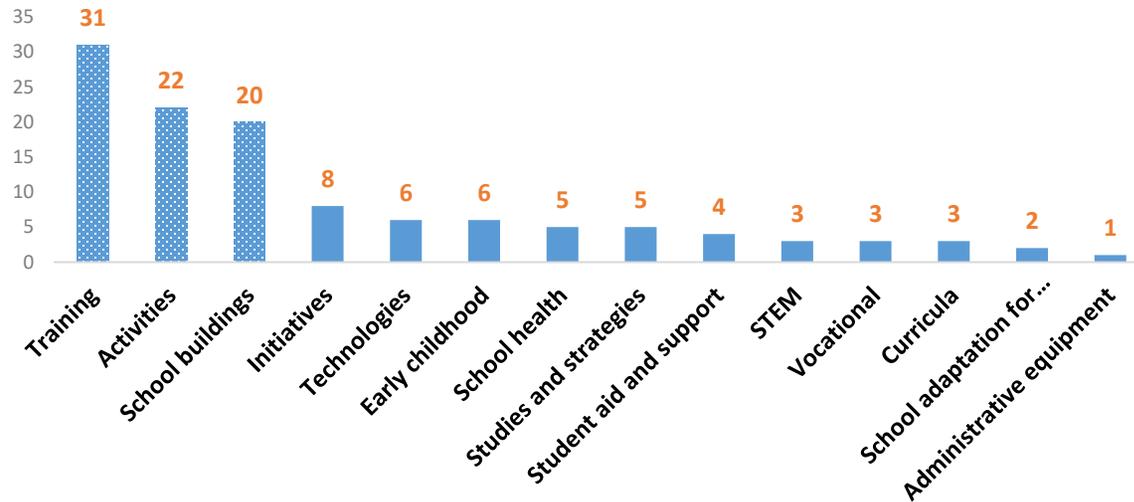


Table (68): Projects frequency according to main fields

No.	Main project fields	Project frequency
1	Training	31
2	Activities	22
3	School buildings	20
4	Initiatives	8
5	Technologies	6
6	Early childhood	6
7	School health	5
9	Studies and strategies	5
10	Student aid and support	4
11	STEM	3
12	Vocational	3
13	Curricula	3
14	School adaptation for people with disabilities	2
15	Administrative equipment	1
Total		119

Results Interpretation: Despite the large number of projects submitted to the Ministry of Education and their repetitions within the main areas contributing to the development of the educational system, we still find a shortfall in achieving the goals and policies of the ministry, as outlined in the first chapter of this report, especially regarding the criteria of efficiency and effectiveness. This necessitates a Re-evaluating of these projects and their impact on achieving the desired results.

Recommendations: 1. The necessity to reconsider the projects submitted to the Ministry of Education in terms of their relevance to achieving the objectives and consequently realizing the results.

2. The importance of evaluating the impact of these projects on the educational process according to evaluation criteria within a clear strategy.

Appendix (2): PISA study indicators

Introduction

The Ministry of Education participates in various international studies with the aim of enhancing the outcomes of its educational system in accordance with international standards. It has participated in the TIMSS study in previous years through the Educational Research and Development Center. In 2022, the ministry decided to participate in the program for International Student Assessment (PISA), which is a wide-ranging international comparative educational study targeting 15-year-old students. PISA measures their ability to use their skills and knowledge in real-life contexts in the areas of reading, mathematics, and science. The study is overseen by the Organization for Economic Co-operation and Development (OECD), and it is conducted every three years. The PISA 2022 study is the eighth cycle, involving the participation of 81 countries and educational systems worldwide, including five Arab countries in addition to Palestine: Jordan, Morocco, Qatar, Saudi Arabia, and the United Arab Emirates

The students' achievement is estimated on a scale ranging from 0 to 1000 marks, and the achievement averages are calculated using Item Response Theory (IRT). In addition to achievement tests, surveys are implemented to provide contextual indicators about the processes of teaching and learning in the participating country. The tools of this study were applied to students in schools in a computerized manner, and the study was conducted at the end of the academic year 2021/2022.

The study sample for Palestine was chosen by the OECD after providing them with the school framework. The sample included 7,905 participating students from 273 schools, with an average of 35 students from each participating school. The national sample represented major strata, including the supervisory authority, geographic region, and the gender of the school.

Results:

Singapore ranked first globally in mathematics, reading, and science with average scores of 575, 543, and 561, respectively. Palestine, on the other hand, ranked 69th globally in mathematics performance out of 81 countries, with an average score of 365.75. In reading, Palestine ranked 75th globally with an average score of 349.16, and in science, it ranked 74th globally with an average score of 368.82, as shown in Table.(68)

Results Interpretation:

When comparing these results with the results of national tests, we find a match in the low percentages of students according to proficiency levels in the targeted core subjects. The students' results in the PISA study were as expected when compared to national achievement results and the evaluation results in the first chapter of this report, showing low percentages in achieving the strategic plan targets and priorities.

Table (69): Performance of Palestinian students in the Pisa study in mathematics, reading, and science

Mathematics		Reading		Science	
Global ranking	Achievement average	Global ranking	Achievement average	Global ranking	Achievement average
69	365.75	75	349.16	74	368.82

Figure (201): Student achievement in mathematics

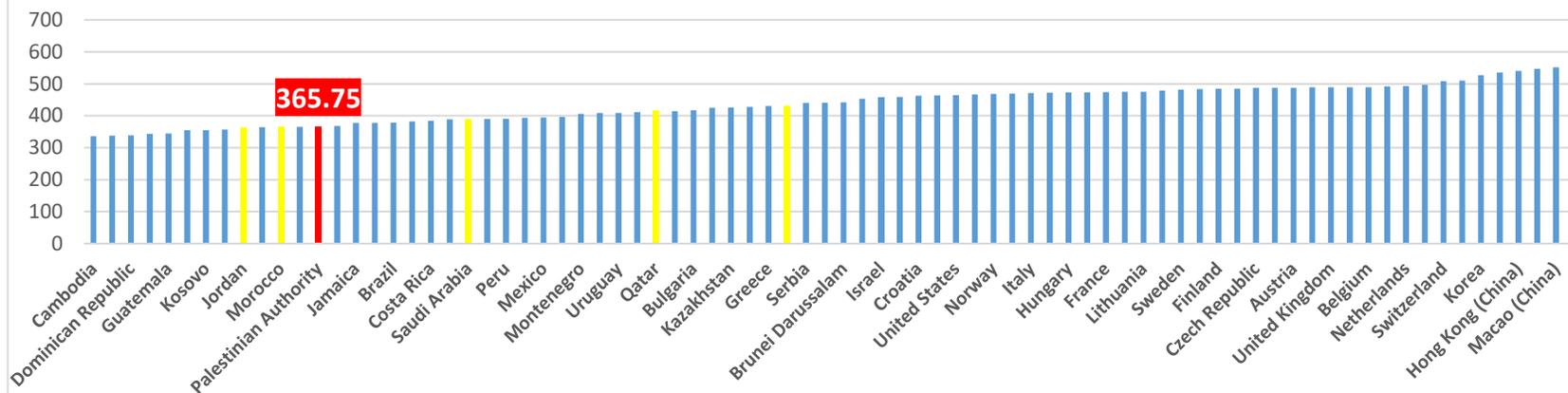
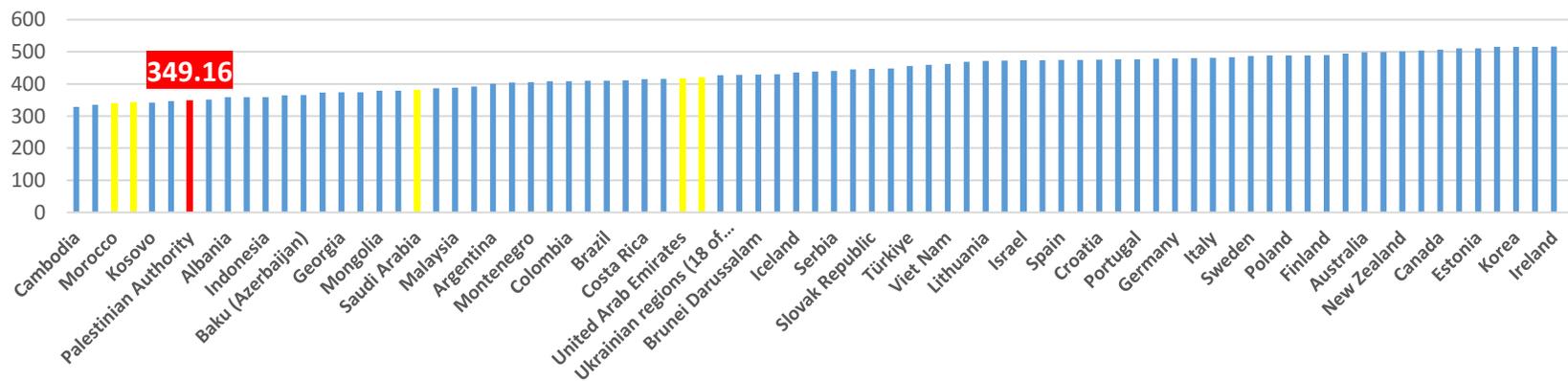


Figure (202): Student achievement in Reading



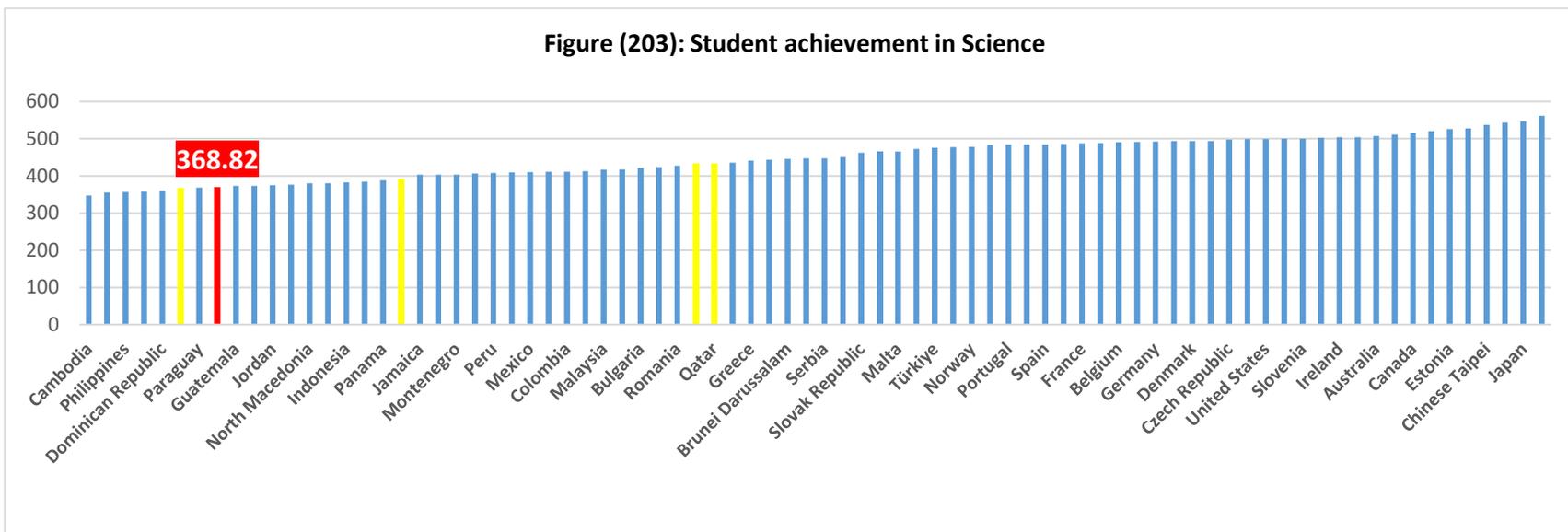


Table (70): Performance in Mathematics

Country	Ranking
Highest performing country (Singapore)	1
performance Average of all participating countries	...
Emirates	43
Qatar	51
Saudi Arabia	61
Palestine	69
Morocco	71
Jordan	73
The lowest performing country (Cambodia)	81

Figure (204): Average performance in Mathematics

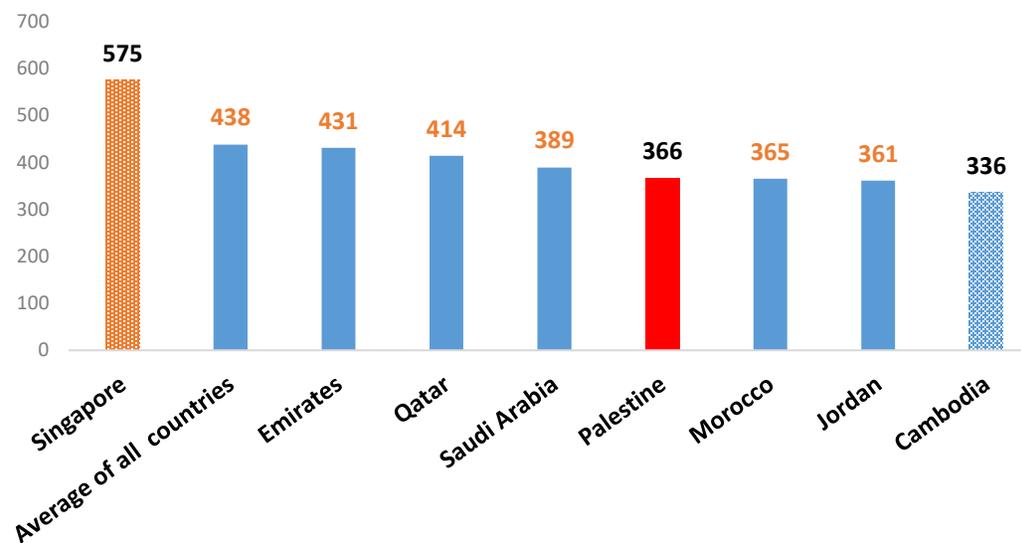
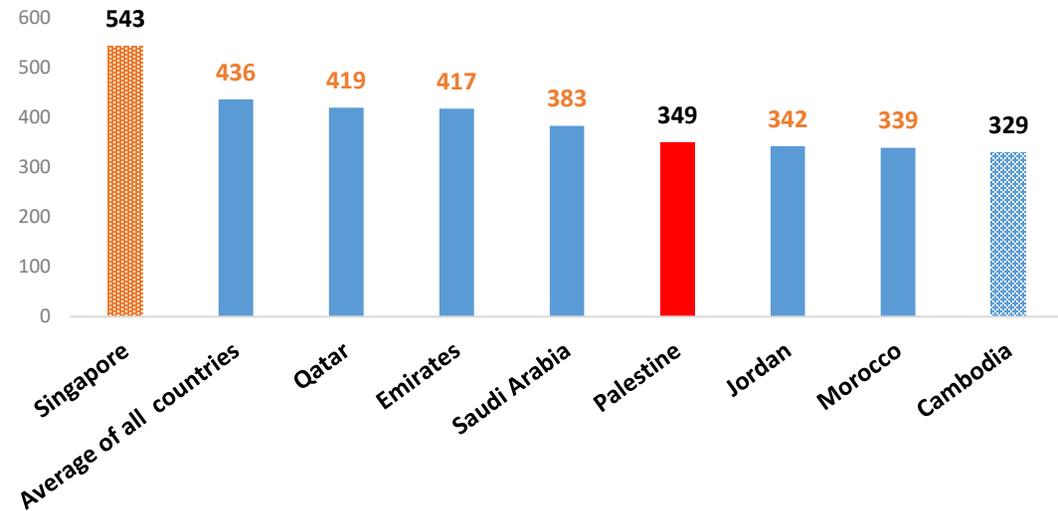


Table (71): Performance in Reading

Country	Ranking
Highest performing country (Singapore)	1
performance Average of all participating countries	...
Qatar	47
Emirates	48
Saudi Arabia	62
Palestine	75
Jordan	78
Morocco	79
The lowest performing country (Cambodia)	81

Figure (205): Average performance in Reading**Table (72): Performance in Science**

Country	Ranking
Highest performing country (Singapore)	1
performance Average of all participating countries	...
Emirates	46
Qatar	46
Saudi Arabia	64
Jordan	71
Palestine	74
Morocco	76
The lowest performing country (Cambodia)	81

Figure (206): Average performance in Science