Ministry of Education and Higher Education

Education Development Strategy in Palestine

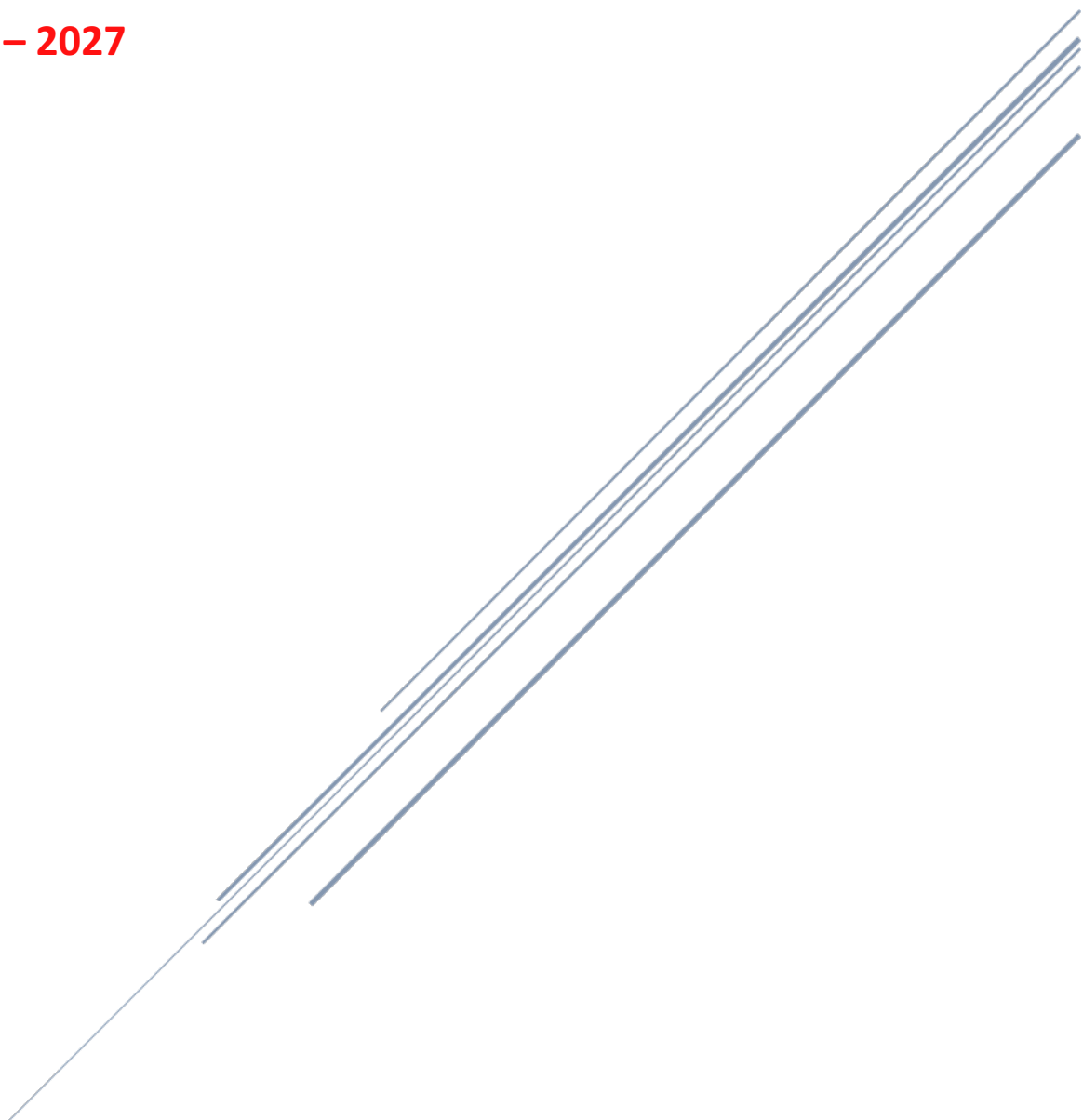# 2025 – 2027

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1. Chapter One: Introduction

1.1 Introduction

The Ministry of Education and Higher Education has formulated its Strategic Plan 2025 – 2027 in extremely challenging circumstances: beginning with the brutal aggression and genocidal war against the Gaza Strip, including its education sector, and extending to systematic, destructive assaults on education in Jerusalem and the West Bank. The Ministry is therefore marshalling every possible effort within the education sector to keep learning ongoing and to reinforce its resilience and adaptability in the face of all obstacles.

1.2 Goal of the Strategy

Following extensive internal consultations and dialogues with partners, it was agreed that the 2025 – 2027 Strategy aims to enhance the efficiency and resilience of the education system so that it can deliver high-quality education for our children. Overcoming every challenge posed by the occupation, chiefly by strengthening the immunity of public education, is the plan's central objective. This developmental plan will serve as the reference point for all pedagogical, administrative and financial interventions over the next three years; building on lessons learned from earlier strategies.

1.3 Sector Vision and Mission

Vision: "A Palestinian society that possesses values, knowledge, culture and technology, capable of applying life skills and harnessing them for resilience, empowerment, development and liberation."

Mission: "To build a flexible education system that embeds national and human ethical values; promotes critical thinking, research and knowledge; and is driven by competent educational personnel, in order to meet the requirements of sustainable development and a knowledge-based economy, thereby fulfilling the Palestinian people's aspirations for independence and freedom."

1.4 Foundations and Methodology of the Plan

The strategy was drawn up in harmony with a range of international and domestic legal, legislative and regulatory frameworks that underpin education. Chief among these is: the Palestinian Basic Law; the Declaration of Independence; the Palestinian Education Law No. 8 of 2017 and its amendments; Sustainable Development Goal 4 of the 2030 Agenda; the National Policy Agenda; the State of Palestine's commitments at the Transforming Education Summit; and UNESCO's recommendations on education, notably the 1974 Recommendation and its later revisions.

Developing the Ministry of Education and Higher Education's 2023 strategy involved wide-ranging internal consultations at every level. The Ministry formed a steering committee comprising members of the Planning and Budget Management Group, assistant under-secretaries and several directors-general. Meetings were held at headquarters with all general directorates and units to analyse the educational landscape, and further consultations took place in the education directorates, each directorate and unit contributing according to its remit, while schools provided input through recommendations arising from student conferences.

Focused consultations were also held with key bodies: Environment Quality Authority – to agree the environmental issues, interventions and outputs that should be embedded in the strategy; Ministry of Women's Affairs – to review cross-sectoral gender priorities and ensure their integration; Anti-Corruption Commission – to align required interventions with the national anti-corruption strategy; Coordination with the National Poverty-Reduction Strategy, adopting education-related interventions set out therein.

Feedback was gathered from international partners, civil society organisations and higher-education institutions through three workshops on the state of education (part of the 2022 Transforming Education Summit consultations), two expanded meetings to review

the diagnostic findings and the first draft, the joint sectoral response plan for 2024, and the Government Emergency Plan for 2024[1].

The strategic analysis also drew on: The Enabling Factors Report (prepared with UNESCO's assistance); the Internal Administrative Reform Committee Report; the response plan produced in 2024 after the brutal assault on the Gaza Strip; the postponed draft strategic plan 2023 – 2027; the Ministry's monitoring and evaluation system; internal consultations at ministry and directorate level; partner consultation meetings; and the Ministry's annual and semi-annual progress reports.

1.5 Phases and Chapters in Preparing the Strategy

The strategic-planning process comprises seven stages, each presented as a chapter in this strategy:

1. **Introduction**: a preamble and concise outline of the methodology used to draft the plan, together with the approval process.

2. **Situation analysis and review of achievements, 2017 – 2022**: an assessment of the current context, the main problems and their causes, what has been accomplished, and the lessons learned.

3. **Sector vision and strategic priorities**: articulation of the vision, identification of strategic priorities, clarification of partners' roles, coordination of efforts, and definition of the Ministry's role in realising the sector's vision.

4. **Strategic objectives, results, and approach**: development of the results and interventions required to achieve the strategic objectives and vision, explaining each one, how it will be delivered, the rationale for its adoption, and alignment of the planned strategic approach with available financial resources.

5. **Policy interventions and projects**: mapping the proposed policy interventions needed to achieve each result and showing how they link to the various frameworks.

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[1] See Annex: 2024 Emergency Plan

6. **Budget**: determination of the overall budgetary requirements to meet the results and targets, and presentation of how funds are allocated across the different areas of work and their related policy interventions.

7. **Monitoring and evaluation measures**: the mechanisms and indicators the Ministry will employ to track implementation of the strategy and assess its effectiveness.

Chapter Two: Analysis of the Current Situation and Achievements (2017 – 2024)

2.1 Contexts Framing the Education Process

Diagnosing and analysing the educational reality is the cornerstone of a realistic, attainable strategy, and the analysis itself is shaped by the contexts that frame it.

2.1.1 General Context of the Education Sector

The Ministry's work and responsibilities are grounded in the 2017 Education Law, which sets out its objectives and areas of operation, together with its accompanying regulations and instructions, among them the Education and Culture Tax, the licensing of private and foreign educational institutions, and the administrative and financial rules in force in the State of Palestine. The Ministry also complies with the international laws and treaties to which the State of Palestine is a party, as well as the 2030 Sustainable Development Goals, specifically SDG 4 and its targets, reaffirmed at the 2022 Transforming Education Summit.

2.1.2 Demographic Context

Palestine has witnessed, and continues to witness, significant demographic growth. According to population projections by the Palestinian Central Bureau of Statistics, the total population is expected to increase moderately by 11.5 %, from 5.6 million in 2024 to around 6.3 million in 2029 (see Figure 1).
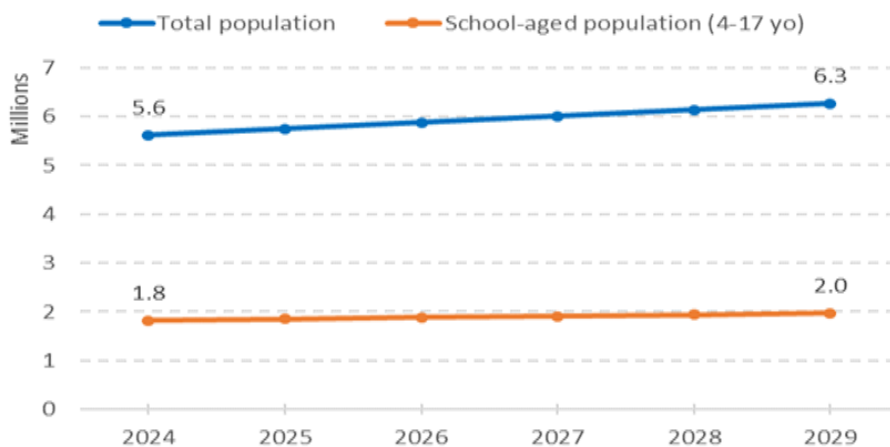
Source: Palestinian Central Bureau of Statistics / Ministry of Education and Higher Education (data for 2020 – 2026); UNESCO derived the figures for 2027 – 2029 on that basis.

By mid-2023 Palestine's population included an estimated 2,393,288 children under the age of eighteen, representing 44 % of all residents. Of these, 1,222,510 were boys and 1,170,778 girls. In the northern governorates (West Bank) there were 688,510 boys and 658,378 girls; in the Gaza Strip 534,000 boys and 512,400 girls. Children thus make up 47 % of the Gaza Strip's population, compared with 41 % of the West Bank's (see Figure 2).

Figure 2: Population pyramid

Population pyramid of Palestine, 2023

Age Group

Females	Age Group	Males
17.0	+80	11.2
16.7	79-75	14.1
27.4	74-70	25.4
40.1	69-65	39.5
59.3	64-60	61.8
77.7	59-55	82.1
92.6	54-50	95.6
113.3	49-45	115.6
130.8	44-40	130.3
161.6	39-35	163.4
209.1	34-30	218.2
233.5	29-25	244.2
241.7	24-20	251.7
275.7	19-15	287.5
308.1	14-10	322.8
324.5	9-5	340.5
368.3	4-0	381.9

Population (in thousand)

Source: Palestinian Central Bureau of Statistics, 2024, estimates based on the final results of the 2017 Population, Housing and Establishments Census, Ramallah – Palestine.

In this context, enrolment in basic and secondary education grew markedly during 2023 – 2024, broadly matching the rise in the relevant age cohort, though it lagged behind overall population growth. Demographic pressures are most acute in the Gaza Strip, where Israeli occupation forces have waged a war of annihilation against the Palestinian people since 7 October 2023. Even before the assault, Gaza's 365-square-kilometre territory lacked essential health and food services; now its 2.2 million inhabitants are confined to one of the world's most crowded areas, with more than 6,000 people per square kilometre living

in extreme hardship. According to Ministry of Health figures, by October 2024 the offensive had killed 42,603 Palestinians in Gaza, including 17,029 children, and injured 99,795 others, among them 6,168 children. Roughly two million residents have been displaced from their homes.

2.1.3 Economic Context / Government Expenditure on Education

Despite the shock of economic contraction and a severe fiscal crisis brought about by Israeli revenue piracy and repeated assaults, and despite the sharp downturn in economic activity across both the northern governorates and the Gaza Strip, evident in a -5.5 % fall in real GDP, the share of public spending devoted to education has actually risen. The cost per student in school education reached roughly USD 1,124 in 2023, up from USD 1,057 in 2022. Likewise, education's share of total government expenditure climbed to 18 % in 2022, compared with 16 % in 2021.

Meanwhile, the International Monetary Fund projects that GDP will continue to grow, rising from ILS 71.2 billion in 2024 to ILS 87.8 billion in 2029 (see Figure 3), although the annual growth rate is expected to slow to about 2 % in the last four years of that period[2]. As a result, GDP per capita is forecast to increase steadily from ILS 12.7 thousand in 2024 to ILS 14 thousand by 2029. This growth trajectory will inevitably influence labour costs, particularly staff compensation.

Figure 3: Gross Domestic Product, 2024 – 2029 (NIS)
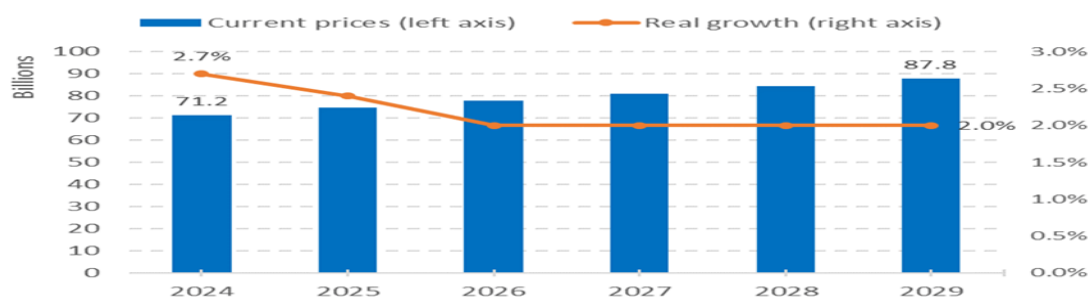
Source: UNESCO calculations based on the IMF World Economic Outlook, April 2023

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[2] International Monetary Fund, World Economic Outlook, April 2023 edition, available at: https://www.imf.org/en/Publications/WEO/weo-database/2023/April

GDP per capita stood at USD 3,360 in 2023, a 12 % decrease on 2022. In the southern governorates alone, the fall reached 28 % for the same year (see Figure 4). Per-capita income in Gaza is roughly one-fifth that of the northern governorates, and in 2023 real per-capita income in the south hit its lowest level on record, just before the Israeli assault on the Gaza Strip on 7 October 2023. Fiscal data for 2021 show that education (excluding higher education) received an allocation equivalent to 5.3 % of GDP, or 16.3 % of the state budget.

Figure 4: Gross Domestic Product per capita, 2024 – 2029 (NIS))
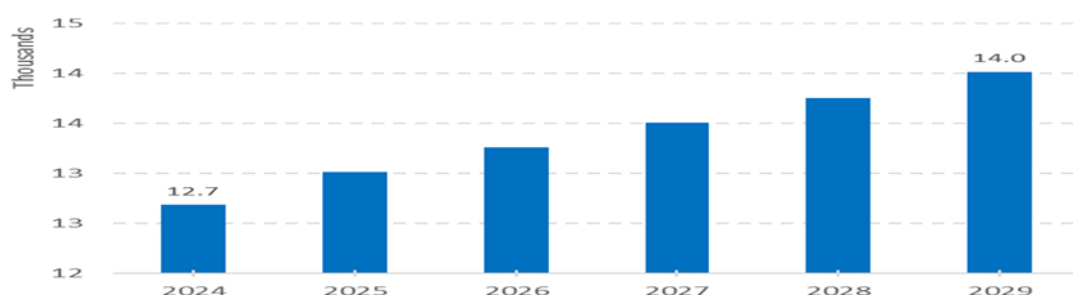
Source: UNESCO calculations based on the IMF World Economic Outlook (April 2023) and population data from the Palestinian Central Bureau of Statistics / Ministry of Education and Higher Education.

The gender gap in unemployment remains wide. In 2023, unemployment among women reached 24.4 % in the northern governorates (West Bank) and 66.7 % in the southern governorates (Gaza Strip), compared with 16.9 % and 40.0 % among men, respectively.

For heads of household the picture is similar: unemployment among female heads of household stood at 8.6 % in the north and 37.2 % in the south, whereas male heads of household recorded 12.4 % and 28.1 %, respectively. These disparities inevitably affect children living in households headed by unemployed women or men, impacting both their material circumstances and psychological well-being.

2.1.4 Social and Cultural Context

The social and cultural milieu has a profound influence on the Palestinian education system, shaping curricula, teaching methods, learning objectives, and the outlook of both students and teachers. Because of displacement caused by the occupation, many

Palestinians have been forced from their homes, towns, and cities. This makes Palestinian culture and heritage a unifying touchstone for communities whether in ancestral towns, refugee camps, or diaspora settings around the world. Palestinians share a heritage and culture that foster a deep attachment to their homeland; connection to the land is a cornerstone of Palestinian identity. Although the majority of Palestinians worldwide are refugees living outside historic Palestine, they have preserved a strong sense of collective identity. Strengthening belonging and awareness of the Palestinian narrative, thereby reinforcing national identity and culture, is therefore one of the education sector's foremost priorities.

The overall poverty rate among Palestinians reached 32.8 % in mid-2023, with stark regional disparities: about 64 % in the southern governorates (Gaza Strip) compared with 12 % in the northern governorates (West Bank). Relative to the most recent poverty analysis in 2017, the national figure had risen by 3.7 percentage points. At present, virtually the entire population of Gaza lives in poverty; all of these percentages refer to the period before the Israeli assaults on Gaza and the West Bank that began on 9 October 2023.

Adults aged 18 and over with disabilities accounted for 3 % of the population, comprising 2.6 % in the north and 3.9 % in the south. The total number of persons with disabilities was estimated at about 115,000, or 2.1 % of all residents, roughly 59,000 in the northern governorates (1.8 % of their inhabitants) and 58,000 in the Gaza Strip (2.6 %[3]). These figures likewise pre-date the attacks that started on 9 October 2023. Since then, disability rates have risen sharply, particularly among children: the conflict has produced more than 25,000 severe limb injuries, an estimated 2,000 spinal-cord and brain injuries, and at least 2,000 burn injuries, all of which require immediate treatment and rehabilitation to prevent long-term, potentially permanent disabilities.

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[3] Palestinian Central Bureau of Statistics – https://www.pcbs.gov.ps/postar.aspx?lang=ar&ItemID=4647

2.1.5 Political and Institutional Context

Politically, Palestine is recognised as a state under occupation pursuant to United Nations General Assembly Resolution 67/19 (2012). It remains one of the world's most volatile regions owing to ongoing Israeli violations against Palestinian civilians, the expansion of settlements, described as a cancerous presence on Palestinian land in breach of all international laws and conventions, and the construction of the Israeli separation wall across the northern governorates (West Bank). These factors have created a precarious security environment ever since the establishment of the Palestinian National Authority in 1994.

Roughly 64 % of the West Bank is designated as marginalised and threatened areas under full Israeli security and administrative control, yet only 5.8 % of the West Bank's population resides there. Following the 1993 agreement between Israel and the Palestine Liberation Organization, the West Bank was divided into Areas A, B and C; Areas A and B together comprise 36 % of its territory. In the Gaza Strip, Israel has re-occupied extensive geographic zones and established security areas that restrict delivery of basic services to Palestinian residents since the onset of its latest assault.

2.2 Key Partners in the Sector

A wide range of stakeholders and principal partners are involved in the public-education sector, as follows:

2.2.1 Government Institutions and Ministries

Key state partners include the Ministry of Labour, which provides services through vocational-training centres for early-school-leavers and cooperates closely with the Ministry of Education and Higher Education within the National Authority for Technical and Vocational Education and Training; the Ministry of Social Development, which works with the education ministry to deliver social care for needy or vulnerable families, stabilising their circumstances and ensuring their children continue to attend school; the Ministry of Health, which offers many school-based healthcare services such as vaccinations, regular medical examinations for students and referral pathways for cases

requiring treatment; the Palestinian Central Bureau of Statistics, which supplies accurate, periodic data on a wide range of issues that support the ministry's work, while also receiving education-related data such as literacy rates from the ministry; the Higher Council for Youth and Sports, which contributes to the advancement of school sport; the Ministry of Women's Affairs, which ensures that gender considerations are embedded in the ministry's strategies and plans and that equity is achieved in every aspect of the Ministry of Education and Higher Education's work; the Environmental Quality Authority, which helps improve the school environment and enhances students' environmental culture; and the National Commission for Education, Culture and Science, which forges effective links between the ministry and international Islamic and Arab organisations to exchange knowledge and benefit from educational experience across countries.

2.2.2 Local and International Partners

A variety of local and international bodies act as partners, as follows:

- Local and overseas universities and colleges.
- United Nations Relief and Works Agency for Palestine Refugees (UNRWA): accommodates about 24.2 % of all Palestinian students and administers roughly 12 % of schools; Israel's decision to close UNRWA schools would deprive these students of the education guaranteed to them under international covenants.
- Civil-society and community-based organisations: help develop the Palestinian education system by training teachers, conducting research and studies, innovating teaching and learning methods, and implementing creative educational initiatives.
- International institutions and partners: support adult education, technical and vocational education and training (TVET), capacity-building for education staff, and other educational domains.

2.3 Components of the Public Education System

The system comprises the following subsectors:

- Preschools: Caters for children from 3 years 7 months up to the official school-entry age. It provides an environment that nurtures the child's physical, cognitive, emotional and social development and prepares them for basic schooling. Attendance is non-compulsory except for the final year, which the new Education Law now makes mandatory. The preschool cycle lasts two years: *Bustan* (first year, KG1) and *Tamheedi* (preparatory year, KG2).

- Basic Education: runs from Grade 1 to Grade 9 and is split into: the lower basic stage (Grades 1 – 4) the foundation phase that ensures balanced mental, emotional and physical growth, enables students to master core Arabic-language and numeracy skills for daily life, and strengthens national values, environmental awareness and child health; the upper basic stage (Grades 5 – 9) the empowerment phase that equips students with wider bodies of knowledge and sciences.

- Secondary Education (Grades 10 – 12): The ownership phase, offered through academic and vocational tracks. Students join tracks according to aptitude and interest under the relevant regulations. Each track delivers specialised cultural, scientific and vocational expertise that meets current or anticipated societal needs, enabling students either to pursue higher education or to enter the labour market. This stage serves as a bridge between basic education, higher-education institutions and employment.

- Non-Formal Education: Organised learning activities delivered outside the formal system (schools, universities, colleges). It encompasses three Ministry of Education and Higher Education programmes: the Parallel Education Programme for early-school-leavers who completed 5 – 6 years of basic schooling; the Literacy and Adult Education Programme for people aged 15+ who have not yet acquired reading and writing skills; the Evening Education Programme targeting low-achieving secondary students.

The Ministry of Education and Higher Education heads the education sector in Palestine. It is the official body responsible for managing, regulating and developing the system—

either directly or through oversight of all its subsectors. The planning process for the sector also engages a range of relevant official and governmental bodies, civil-society organisations and international education agencies, as shown in Figure 5.

Figure 5: Education sector in Palestine

Structure of the Palestinian Education System

2.3.1 Supervisory Bodies in Education

A range of entities oversee education in Palestine, as follows:

1. **Preschool Education**: Services are delivered through 409 public preschools, 1,789 private preschools, and 1,208 community institutions (Statistical Yearbook 2022 / 2023). In the Gaza Strip, there are 14 public and 606 private preschools.

2. **School Education - Providers and their coverage:**

   – Ministry of Education and Higher Education: Supervises 73.3 % of all schools (79.3 % in the West Bank; 55.5 % in Gaza).[4]

   – Jordanian Awqaf (Jerusalem public schools): Operates 50 schools under full Israeli civil and security control; enrolment 10,619 students (6,255 girls, 4,364 boys) with 1,110 teachers (932 women, 178 men).

   – UNRWA: Educates Palestinian refugees: 45,920 students in the northern governorates and 293,416 students in the southern governorates in the 2022 / 2023 year; also, active in Lebanon, Jordan and Syria.

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[4] Sectoral Education Strategy 2021: https://moe.edu.ps/uploads/

- Private sector, charitable and community NGOs: Run 402 schools with 122,871 students in the West Bank and 21,247 students in Gaza (Statistical Yearbook 2022 / 2023).

3. **Non-Formal Education - overseen by:**
    - Ministry of Education and Higher Education: Literacy Programme, Parallel Education Programme, Evening Education Programme, and continuing-education courses in public universities and colleges.
    - Other government bodies: Ministry of Labour (vocational-training centres) and Ministry of Social Development (youth rehabilitation centres).
    - Private sector: Cultural centres and continuing-education units in private and community universities and colleges.
    - International agencies: rehabilitation and training centres run by international organisations and charities.

2.3.2 Catastrophic damage to Gaza schools caused by the Israeli occupation's genocidal war

Before the war the Gaza Strip had 796 schools: 442 government schools operating in 309 buildings, 284 UNRWA schools in 188 buildings, and 70 private schools[5]. By the end of January 2025, 94.5 % of schooling capacity had been completely destroyed and now requires full rehabilitation. Although many buildings are totally or partially ruined, they have been taken over by families displaced when their homes were obliterated.

Directorate offices, training centres and supply warehouses, 11 buildings in all, also sustained direct, severe damage and are no longer usable[6]. As for UNRWA schools, by July 2024 roughly 70 % had been struck by air-raids, some several times, with a number flattened entirely. At the moment they were hit 95 % of these schools were serving as shelters for displaced people, including large numbers of children. The remaining schools,

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[5] Ministry of Education and Higher Education statistics, 2022 / 2023.
[6] Source: Ministry of Education and Higher Education (data issued February 2025)

damaged or not, have likewise been turned from safe learning spaces for besieged children into overcrowded refuges for the displaced[7].

2.4 Safe Access and Enrolment

Safe access and regular enrolment form an essential foundation for delivering high-quality education to students.

2.4.1 Safe Access and Enrolment (Key Achievements)

Under the previous strategy, the Ministry pursued a major expansion of children's participation in preschool education, in line with SDG 4.2 and the national priority of widening provision for Palestinian children. Consistent with the 2017 Education Law's goal of making preschool gradually compulsory, the Ministry opened public preschools in underserved areas, creating 511 classes across the West Bank and Gaza by the 2022 / 2023 year. It also provided furniture to support classrooms in public preschools and a number of private settings. As a result, the gross enrolment rate in the preparatory (*Tamheedi*) KG2 grade rose from 72.5 % in 2017 / 2018 to 86.2 % in 2022 / 2023, against a target of 92.7 % (see Figure 6).

Figure 6: Gross enrolment rate in preschools in Palestine among children aged 4 – 5 years, by gender, selected school years

[7]https://www.unrwa.org/ar/newsroom/photos/
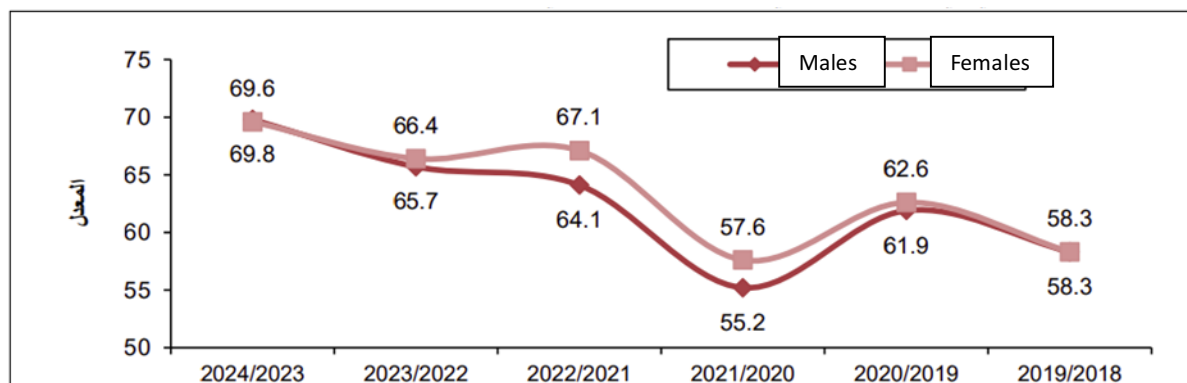
Note: Data for the 2023 / 2024 school year cover the West Bank only.

Source: Ministry of Education and Higher Education, 2024. Comprehensive Preschool Survey Database for the academic years 2018 / 2019 – 2023 / 2024, Ramallah – Palestine.

In the 2022 / 2023 school year the West Bank counted 1,578 preschools enrolling 101,279 children, 51,561 boys and 49,718 girls, while the Gaza Strip had 68,392 children (34,690 boys and 33,702 girls). The West Bank employed 6,817 preschool teachers and ran 4,821 classes, of which 4,719 were mixed, 31 boys-only and 71 girls-only. In Gaza there were 3,427 teachers and 2,765 classes, almost entirely mixed (2,763), with just 2 girls-only sections.

The 2017 Education Law confirms basic schooling from Grade 1 to Grade 9 as compulsory. During the review, period the Ministry broadened the inclusion of students with disabilities, regardless of type or severity, providing the necessary support wherever possible. It also opened Challenge Schools in areas targeted by the occupation to guarantee learning opportunities; by 2022 / 2023 there were 25 such basic schools. To protect students who face harassment from occupation forces and settlers, the Ministry hired buses; 10 directorates in the West Bank benefited from this transport service in 2022 / 2023. Thanks to these measures the adjusted net enrolment rate in basic education rose from 99 % in 2017 / 2018 to 99.7 % in 2022 / 2023.

The Ministry's previous sector strategy sought to raise secondary-school enrolment by building new schools, refurbishing existing ones, improving the learning environment and expanding vocational tracks in line with the government's "clusters" policy. These efforts lifted the adjusted net enrolment rate in secondary education from 77.4 % in 2017/2018 to 79.5 % in 2022/2023.

In the West Bank 774,568 students attended school: 380,160 boys and 394,408 girls. By supervisory authority this comprised 605,777 students in government schools, 45,920 in UNRWA schools and 122,871 in private schools. By level there were 625,208 students in

basic education and 149,360 in secondary education. In the Gaza Strip 608,364 students were enrolled: 303,993 boys and 304,371 girls. They were distributed as 293,701 in government schools, 293,416 in UNRWA schools and 21,249 in private schools. By level 489,624 students were in basic education and 118,740 in secondary education.

For the 2022/2023 year the West Bank had 2,394 schools: 1,896 government, 96 UNRWA and 402 private. Of these, 1,358 were basic schools and 1,036 secondary schools. The Gaza Strip had 796 schools: 442 government, 284 UNRWA and 70 private, divided into 561 basic and 235 secondary schools.

Average class size in government-supervised schools was 26.4 students per class in the West Bank and 38.7 in Gaza. At the basic stage the averages were 27.2 in the West Bank and 38.8 in Gaza, while at the secondary stage they were 23.3 and 38.4 students per class, respectively.

The Ministry devoted particular attention to vocational education, aligning its actions with SDG 4 and with the Government's shift from "education to employment". Several schools were adapted to meet the individual needs of learners with disabilities, while vocational awareness and guidance were strengthened by introducing the "exposure" policy in Grades 7 – 9, familiarising basic-stage students with vocational options. The Ministry forged links with the private sector so that vocational students could train in real workplaces; it also encouraged girls to take up vocational studies, opening new specialisations and workshops suited to them in recent years. Vocational schools and units were established in outlying areas, the vocational track was launched in Grade 10 alongside the academic track, and vocational units were added to academic schools. New vocational, industrial and agricultural schools were built, upgraded, equipped and furnished. Thanks to these measures, the share of secondary-stage students in vocational streams rose from 2.7 % in 2017/2018 to 4.7 % in 2021/2022, settling at 4.1 % in 2022/2023.

In non-formal education, 81 literacy centres served 1,247 learners in 2019/2020, while the Parallel Education Programme operated 33 centres with 779 learners. From 2022

onwards, enrolment in non-formal provision fell markedly, chiefly because of disruptions linked to the COVID-19 pandemic.

2.4.2 Geographic Distribution of Directorates and Schools

Palestine's education directorates are divided geographically between the West Bank and the Gaza Strip; each charged with implementing education policies and supervising the schools in its area. There are 18 directorates in the northern governorates and 5 in the southern governorates. In the 2022/2023-year Palestine had about 3,190 schools overall 2,394 in the West Bank and 796 in Gaza, of which 2,338 were government schools, 472 private schools, and 380 UNRWA schools.

2.4.3 Condition of School Infrastructure in Palestine

Inadequate educational infrastructure and equipment is one of the key factors that can depress enrolment. In the preschool sector, the Games and Learning Resources Index fell from 59.6 in 2017 to 45.2 in 2022, while the Furniture Index dropped from 60.1 in 2017 to 45.8 in 2022. The analysis shows that neither indicator reached its 2022 targets 78.0 for games and learning resources and 70.0 for furniture.

In school education, the difficulty of replacing ageing buildings and classrooms, about 50 classrooms each year, remains a fundamental challenge. The previous sector strategy set a target of maintaining 68 primary schools and 22 secondary schools annually, but this was not achieved: only 52 schools received maintenance during the 2017 – 2022 Education Sector Strategic Plan (ESSP) period.

During the 2022 / 2023 school year 1,462 rented classrooms were in use across the northern governorates, highlighting a shortage of adequate school buildings and facilities, a particular challenge in threatened and marginalised areas such as Jerusalem.

Key obstacles the Ministry faces in developing educational infrastructure:

1. Building permits: The occupation authorities routinely refuse to issue permits for educational infrastructure in areas under Israeli security control, including

Jerusalem and Zones C and H2, blocking the construction of new schools, hindering maintenance of existing ones, and imposing exorbitant taxes.

2. Maintenance awareness: The longevity of school buildings is seriously affected by the lack of regular, appropriate maintenance and by limited awareness among head teachers.

3. Land shortages: Securing suitably sized plots, especially in densely populated areas, remains a major challenge.

4. Overlapping efforts: Partner institutions sometimes duplicate or clash in their choices of beneficiary schools and in setting intervention priorities for maintenance projects.

2.4.4 Drop-out and Repetition Rates

Comparing with the 2017 baseline, drop-out rates differ noticeably by stage: secondary schooling records the highest losses, followed by the two vocational grades (11 and 12), while basic education shows the lowest rates. Secondary drop-outs edged up from 2.44 % in 2017 to 2.48 % in 2022. For vocational Grades 11 – 12 the rate fell from 1.50 % in 2017 to 1.05 % in 2021/2022. Basic-stage drop-outs declined from 0.71 % in 2017 to 0.54 % in 2022 and 0.29 % in 2024. The 2022 targets, 0.30 % for basic education and 1.50 % for secondary, were therefore missed, whereas the vocational target (1.45 %) was met. Overall, school drop-out in the West Bank remained relatively low in 2022/2023 across all stages, averaging 0.94 % (1.29 % for boys; 0.61 % for girls). At the basic stage the rate was 0.54 % (0.82 % boys; 0.26 % girls), while at secondary it reached 2.58 % (3.55 % boys; 1.84 % girls).

In the Gaza Strip the drop-out rate for 2021/2022 was 0.67 % across all stages (0.87 % for boys; 0.46 % for girls). At the basic stage, it stood at 0.34 % (0.48 % boys; 0.19 % girls), while at the secondary stage it reached 2.04 % (2.63 % boys; 1.51 % girls).

Repetition rates were likewise relatively low. In the West Bank the overall repetition rate for 2021/2022 was 0.55 % (0.57 % boys; 0.52 % girls): 0.53 % in basic education (0.56 % boys; 0.51 % girls) and 0.59 % in secondary education (0.62 % boys; 0.57 % girls). In the

Gaza Strip the overall rate was 0.34 % (0.34 % boys; 0.35 % girls), comprising 0.28 % at basic stage (0.30 % boys; 0.27 % girls) and 0.59 % at secondary stage (0.52 % boys; 0.65 % girls).

2.4.5 Inclusive Education

The Ministry has adopted a policy that promotes inclusive education by providing quality teaching for low-attaining students, particularly those with disabilities, and ensuring that their learning needs are met. This involves adapting school infrastructure, deploying qualified specialist staff, supplying appropriate learning materials, enriching curricula to address each student's individual requirements and introducing flexible assessment mechanisms.

Data indicates that 70.6 % of schools in the West Bank had infrastructure and materials adapted to students with disabilities in the 2022 / 2023 school year; Figure 7 shows the share of schools meeting these accessibility standards.

Figure 7: Schools with accessibility adaptations in Palestine

Percentage of schools with infrastructure and materials adapted to the needs of students with disabilities in Palestine, 2018/2019 − 2023/2024
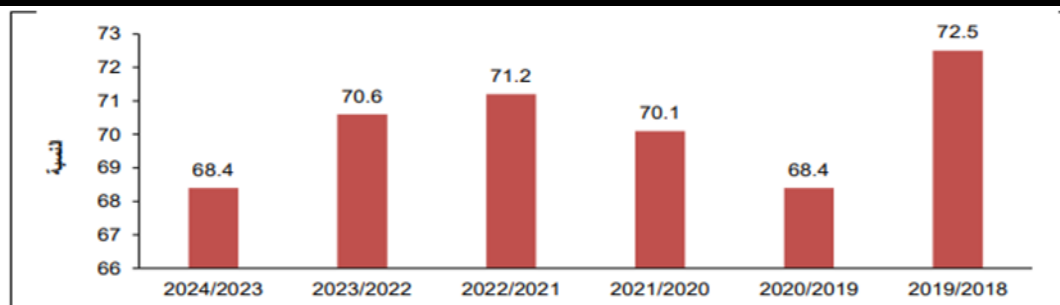
Note: Data for the **2023 / 2024** school year cover the West Bank only.

• SDG indicator 4.1.1.4.

Source: Ministry of Education, 2023. Education Survey Database 2018 / 2019 − 2022 / 2023, Ramallah − Palestine.

In the Gaza Strip, data for the 2022 / 2023 school year shows that communication disorders accounted for 39 % of recorded disabilities among students in public schools, while motor impairments and cerebral palsy together represented 42 %.

The principal legal and policy instruments safeguarding the rights of people with disabilities include Disability Rights Law No. 4 (1999) and the Inclusive Education Policy issued by the Ministry of Education and Higher Education in 2015. Framed within both national and international legislation, this policy sets out the Ministry's commitment to inclusive education. It adopts a twin-track approach: introducing systemic reforms while simultaneously providing individualised support. The policy recognises that both tracks must be pursued if inclusive education is to become a reality.

2.4.6 Education of Boys and Girls (Gender Perspective)

In the 2022 / 2023 school year 698,779 girls were enrolled across all supervisory authorities, accounting for 51 % of all students, while 684,153 boys made up the remaining 49 %. Women formed the majority of the teaching workforce: 48,270 female teachers (63.7 %) compared to 27,567 male teachers (36.3 %). Of the total 3,190 schools, 1,013 were girls' schools (31.7 %), 1,125 boys' schools (35.3 %) and 1,052 mixed schools (33 %). Student numbers are concentrated in densely populated urban areas, leading to large class sizes; by contrast, some rural areas and the Ministry's Al-Tahadi "Challenge" Schools have low enrolment, which can result in classes being merged.

2.5 Safe Access and Enrolment (Key Obstacles and Challenges)

The Ministry of Education and Higher Education faces the following challenges:

2.5.1 Low enrolment in preschool, secondary (academic and vocational) and non-formal education

A marked gap persists between the gross enrolment rate for preschool as a whole (KG1 [*Bustan*] + KG2 [*Tamheedi*]) and enrolment specifically in KG2. The Ministry's construction programme focuses on opening KG2 classrooms, yet only 2 % of the 2022 strategic plan's development budget is earmarked for this expansion. Because preschool is still non-

compulsory, parental awareness of its value remains limited; together with the challenges of including children with disabilities, these factors keep preschool enrolment low.

Several issues underlie the modest secondary-stage participation rate. Academic under-performance is a factor, but so too are economic, social and cultural pressures. Limited inclusion of learners with disabilities further compounds the problem. After finishing basic education, few UNRWA students transfer to government schools, and many adolescents leave school altogether to work, in Israel, in settlements or in the Palestinian labour market. Occupation-related practices, discussed in detail in Section 4 (safety-related vulnerabilities and risks), also play a significant role.

2.5.2 Low enrolment and participation in vocational education

The vocational-education sector faces severe demand constraints: only 4.1 % of secondary-stage students are enrolled in vocational streams, and just 7.95 % of vocational-school students took part in workplace training during the 2021/2022 year. This creates a skills gap between what learners acquire in school and the real needs of the labour market. The limited mix of specialisations on offer, especially those that appeal to both male and female students, further depresses demand, while the small number of vocational schools and their patchy geographic distribution add another layer of difficulty. Many such schools lie far from city centres and large population clusters, obliging students to travel longer distances, bear extra costs and run safety risks from occupation forces and settlers on inter-city roads. In densely populated areas, by contrast, existing vocational schools lack the capacity to accommodate the numbers of learners who might otherwise enrol.

2.5.3 Low enrolment and participation from an inclusive-education perspective

The Ministry of Education and Higher Education has made significant strides in implementing its inclusive-education policy, aimed at meeting the diverse needs of all learners, especially those most at risk of exclusion, such as students with disabilities. Despite clear progress, a number of challenges still hamper full realisation of inclusive-education goals:

- Lack of data on out-of-school children with disabilities and disorders.
- Insufficient specialised staff (special-education / shadow teachers) to support the growing number of students with autism and other disorders in mainstream classrooms.
- Inadequate budgets for educating and integrating students with disabilities: teaching a child with a disability costs more than three times the expenditure for a non-disabled student.
- Absence of clear standards for integrating children with disabilities into government preschools. High rehabilitation costs and limited alignment with inclusive-education principles hinder effective preschool integration—an issue that also affects private preschools.
- Barriers to secondary inclusion: shortages of funding, qualified inclusive-education personnel and specialised equipment raise drop-out rates among learners with disabilities and limit their access to academic and vocational secondary tracks.
- Gender gap in vocational education: in 2022/2023 only 2.5 % of girls in secondary education chose vocational streams, compared with 6.1 % of boys.
- Under-identification of gifted students owing to a lack of diagnostic tools, data and trained staff, plus limited programme funding; acceleration guidelines set out in the 2017 Education Law are still unprepared and unapproved.
- Low enrolment and participation in areas exposed to occupation-related violence, where students lack adequate protection from settler and military attacks.

2.5.4 Risks to movement, access and enrolment arising from attacks by the occupation and its settlers

This is one of the most serious obstacles to attendance. Between 1 January 2024 and 23 December 2024 monitoring recorded: 390 students and 21 teachers arrested; 103 students and 3 teachers injured; schooling disrupted for 77 students and 1,259 teachers when occupation forces delayed or denied timely access to their schools; 24 students and 119 teachers/administrators held at checkpoints. Assaults affected 80 schools, where soldiers confined students to their classrooms, carried out arbitrary searches and set up

roadblocks, particularly in areas with persistent tension. A further 60 schools remain under threat of demolition: two have already received demolition orders and 'Amira School in Yatta has been razed. Perimeter walls were torn down at two schools and construction of a protective fence was blocked at Badu al-Ka'abneh School. Physical assaults were reported against 18 students and 8 teachers, and 84 students and 3 teachers were killed in the West Bank.

In the Gaza Strip the ongoing assault has kept over 750,000 students out of school since the start of the genocidal war: thousands of students and hundreds of teachers have been killed, tens of thousands of students and hundreds of staff have been left with permanent disabilities, and temporary learning centres have been repeatedly targeted. Widespread internet blackouts have cut more than two-thirds of Gaza's students off from online learning.

2.5.5 Low enrolment and participation in Jerusalem

Jerusalem's education landscape faces a distinctive set of challenges. In the 2022/2023 school year 88,895 students were registered across all supervisory bodies, yet the entire system, covering the Jerusalem Directorate of Education and its schools, UNRWA schools, and others, operates under restrictive Israeli measures. Occupation authorities offer incentives to entice families to enrol their children in Israeli-run municipal schools and affiliated institutions, while schools, teachers and students who follow the Palestinian curriculum are harassed. As a result, the number of schools using either distorted versions of Palestinian textbooks or the Israeli curriculum has risen, leaving almost 90 % of Jerusalemite students vulnerable to erosion of their national identity.

Enrolment figures reflect this pressure. In 2018-2019 there were 11,610 students in Awqaf schools, 28,662 in private schools, 1,052 in UNRWA schools, and 40,564 in Israeli municipal or Ministry of Education schools. By 2024-2025 the Palestinian Awqaf enrolment had fallen to 9,340, private-school numbers had risen to 34,700, UNRWA enrolment had slipped to 796, and Israeli municipal and ministry schools were teaching 48,920 students.

2.6 Safe Access and Enrolment (Lessons Learnt)

Previous efforts have highlighted several key lessons:

1. **Invest in strengthening education infrastructure:** Adequate facilities and equipment are vital for effective teaching at every stage. Lessons point to the value of a comprehensive building-maintenance approach, continuation of the school-adoption programme, phasing out rented premises, expanding and establishing vocational schools, opening more public preschools, and making special efforts to secure suitable infrastructure in marginalised areas such as Zone C and Jerusalem.

2. **Take a holistic approach to enrolment challenges at all stages:** Tackling low participation in non-formal education, the secondary and vocational tracks, and preschool requires tailored measures. For Jerusalem this includes special attention to the KG2 preparatory class, in line with the 2017 Education Law. Raising parental, local and international awareness is essential for boosting enrolment in specific stages and streams, particularly preschools and secondary education, ensuring safe student access to schools, and meeting the requirements for including children with disabilities.

2.7 Quality of Learning and Teaching

2.7.1 Quality of Learning and Teaching (Key Achievements)

The Ministry has recorded the following accomplishments related to improving the quality of learning and teaching:

2.7.1.1 Engagement Rate

Active student engagement in classroom lessons rose in basic schools from 13.2 % in 2017/2018 to 17.7 % in 2021/2022, an increase of 4.5 %, yet still 10.5 percentage points short of the 2022 target. In secondary schools the rate climbed from 11.2 % to 17.1 % over the same period, leaving a 9.1-point gap to the 2021/2022 target. The indicator's targets for 2022/2023 are 28.2 for basic education and 26.2 for secondary education.

2.7.1.2 Average attainment

National assessment studies were administered in Arabic, mathematics and science for Grades 5 and 9, and in English for Grade 6. An Early Grade Reading Assessment (EGRA) for Grade 2, aligned with the new curriculum, is scheduled for 2025 and two further reading-skills studies are now being prepared. The computer-based TIMSS (Trends in International Mathematics and Science Study) was also carried out for Grade 8. Thanks to these combined efforts, the average score of Grade 9 students in the national mathematics test rose from 30.1 % in 2017/2018 to 30.7 % in 2021/2022, an increase of 0.6 %. In science, the average climbed from 33.9 % to 36.1 % over the same period, up 2.2 %.

Results from the 2023 TIMSS revealed weak performance among Palestinian Grade 8 students: the mean score was 382 in mathematics and 392 in science, compared with the international mean of 478 in both subjects. The 2022 PISA study showed a similar pattern for 15-year-olds, with average scores of 366 in mathematics (global mean 438), 349 in reading (global mean 436) and 369 in science (global mean 477).

Regarding the humanities curricula and supporting materials, under the previous sector strategy the National Curriculum Centre was formally established and: helped create televised lessons on the Education Channel, converting printed content into filmed classes; produced and authored children's stories for Grades 1 – 4; refined the curriculum to align with the Palestinian narrative; enriched and revised vocational Grade 12 textbooks in response to feedback; safeguarded textbooks against falsification by publishing authorised digital versions.

2.7.1.3 Holistic health and well-being

To improve students' overall welfare, the Ministry has enlarged its counselling service, raising the proportion of government schools staffed by educational counsellors from 68.1 % in 2017/2018 to 77.1 % in 2022/2023, a figure that now covers every school in Jerusalem. The programme equips counsellors with skills in psychological first aid, psychosocial support, and managing fear, stress and anxiety, while also training them to respond to crises and traumatic events. Counselling rooms have been fitted with laptops,

printers, projectors, office furniture and psychological-first-aid kits, and counsellors in the West Bank have been enrolled on a school-counselling diploma. Alongside annual conferences that analyse school-based problems, counsellors help students set up and run student parliaments, deliver a careers-guidance programme to all classes under their care, and work with heads of department and supervisory staff to curb gender-based violence, prevent behavioural disorders and raise awareness of harassment and sexual abuse. The Ministry has updated its violence-reduction policy (first revised in 2021), printed the manuals and circulated them to every school.

2.7.1.4 Capacity-building for educational staff

The Ministry has rolled out targeted training programmes to up-skill teachers and support personnel. Each programme is reviewed and updated annually to reflect new pedagogical developments, with field practitioners involved in the design, review and evaluation process. Training covers the full career cycle: induction for newly appointed teachers, follow-up short courses and a specialist professional diploma for teachers who lack formal pedagogical qualifications. Teacher data are monitored nationwide and each year training is concentrated in five to seven directorates with the largest numbers of unqualified staff. In 2023 the National Institute invited all interested teachers to apply for its diploma in educational qualification, enabling them to join programmes according to an agreed needs-based timetable.

2.7.1.5 Teacher Supply

In the 2022 / 2023 school year the average student teacher ratio in Palestine was 22.5: 1. By supervisory body this translated to 20.9: 1 in government schools, 32: 1 in UNRWA schools and 16.7: 1 in private schools. The ratio was lower in the northern governorates (West Bank), averaging 19.4: 1 overall, 19.6: 1 in government schools, 27.1: 1 in UNRWA schools and 16.8: 1 in private schools, whereas the southern governorates (Gaza Strip) showed a higher overall figure of 27.1: 1, with respective ratios of 24.1: 1, 32.9: 1 and 16: 1. Palestine employed 75,777 teachers across all supervisory authorities in 2022 / 2023. Of these, 49,852 served in the northern governorates; within that total, 25,925 were on

the payroll of supervisory bodies other than the Ministry of Education and Higher Education.

2.7.2 Quality of Learning and Teaching (Main Obstacles and Challenges)

- The ongoing, brutal Israeli assault on the Gaza Strip and West Bank since 7 October 2023 and the wider political situation.
- Difficulty obtaining up-to-date data from Gaza.
- About 33,000 students deprived of the General Secondary Examination (Tawjihi) because of the continuing aggression in Gaza.
- Political conditions that prevent face-to-face training sessions.
- Disruption of the school year through closures, incursions and warfare.
- Delays in approving the sector plan and overall budget, compounded by the Palestinian Government's fiscal crisis caused by Israeli revenue seizures, which has curtailed Ministry of Finance disbursements.
- Reliance on e-learning, which limits activities delivered directly to students, teachers and support staff.
- Obstacles to running and monitoring training in the Jerusalem directorate and its schools owing to occupation harassment.
- Low levels of student and teacher engagement, making it harder to secure active participation in educational programmes.

2.7.2.1 Cumulative Learning Loss

Palestinian schooling now confronts a serious challenge in the form of large, accumulated learning gaps that translate into weak academic performance. The most visible warning signs are students' low scores in recent PISA and TIMSS assessments. The main factors driving this learning loss are:

- Limited instructional time: the classroom period allotted to each lesson is too short to cover the curriculum effectively.
- Persistent insecurity: repeated attacks and harassment by occupation forces impede students' safe, regular attendance.

- Wartime disruption: since the genocidal war on Gaza and the West Bank began, learning loss has accelerated alarmingly; by the end of May 2025, most students in Gaza had been without even a minimal level of regular schooling for more than 18 months.
- Traditional pedagogies: some parts of the system still rely on outdated teaching methods that fail to engage learners.

2.7.2.2 Challenges in Teaching Methodologies, Instructional Approaches and Curricula

Traditional teaching methods remain prevalent in the majority of educational institutions, resulting in a significant disconnect between classroom practices and real-life relevance. This underscores the need to shift towards more meaningful student engagement in the learning process. In the 2021/2022 academic year, only 17.7% of students in basic education and 17.1% in secondary education were actively engaged in the learning process. Furthermore, just 31% of total classroom time in both basic and secondary schools was allocated to active student participation. These figures highlight the urgent need to reassess how classroom time is structured between teachers and students.

2.7.2.3 Limited Availability of Extracurricular Activities

There is a pressing need to design extracurricular activities that appeal to a wider segment of students and encourage their participation. However, the absence of dedicated time slots within the school timetable prevents students from fully engaging in these activities. In addition, students often face obstacles when attempting to participate in national competitions, which limits their opportunities to develop their skills and showcase their talents.

2.7.2.4 The Need to Enhance the Educational Environment to Support the Holistic Development of All Students

Creating a supportive learning environment that fosters the holistic development of all students is essential for improving concentration, creativity, mental and emotional wellbeing, and instilling a sense of safety and confidence. Conducive educational settings

contribute to lower absenteeism, better social-emotional interaction among students, and stronger student–teacher relationships, which in turn enable teachers to improve learning outcomes. In this context, the extent to which schools met the standards for a health-promoting educational environment was measured. In the 2022/2023 academic year, boys' schools scored an average of 69.3, girls' schools 71.9, mixed schools 70.4, and the overall average across all schools was 70.5. The assessment also identified areas requiring improvement to ensure that current learning environments better support students' holistic development.

Violence remains a serious concern in this regard, as students continue to be exposed to various forms of abuse, most of which affect children. In basic education schools during the 2021/2022 academic year, over 44.6% of children experienced physical violence, and more than half were subjected to verbal abuse. The situation in secondary schools is not significantly different. Although a policy to reduce violence has been adopted, its implementation remains insufficient.

2.7.3 Quality of Learning and Teaching (Lessons Learned):

The following key lessons emerged regarding the quality of education:

- Conducting studies to identify learning loss and its causes at all levels, and developing remedial strategies accordingly.
- Promoting the integrated STEM approach (Science, Technology, Engineering, and Mathematics) to foster knowledge integration.
- Enriching and digitising school curricula.
- Increasing student participation in extracurricular activities and establishing unified governance frameworks to ensure more effective oversight.
- Supporting students' holistic health and wellbeing, and developing strategies to achieve this.

2.8 Governance of the Education System

2.8.1 Governance of the Education System (Key Achievements)

The Ministry has worked to institutionalise, govern, and manage the education system through the following measures:

2.8.1.1 Recruitment, Qualification, and Training

The Ministry has provided training for teaching and administrative staff, enhancing their competencies across all levels and pathways of education. It has also developed support staff to strengthen the educational process. Several training programmes have been implemented, and specialised professional qualification programmes introduced across multiple disciplines to increase the percentage of qualified personnel among educators, support staff, and administrative employees. Key results include:

- The percentage of qualified basic education teachers, in line with the Teacher Preparation and Qualification Strategy, increased from 68.3% in 2017/2018 to 75% in 2022/2023, marking a 6.7% rise, though still 6.8% below the 2023 target.
- The percentage of qualified secondary education teachers rose from 38.3% in 2017/2018 to 43.8% in 2022/2023, an increase of 5.5%, with a 1.2% gap remaining to meet the 2023 target.
- A total of 346 female teachers were trained under the Professional Diploma Programme in Early Childhood Education during the 2022/2023 academic year.
- The percentage of qualified preschool educators, according to the Teacher Preparation and Qualification Strategy, increased from 31.6% in 2017/2018 to 34.5% in 2022/2023, representing a 3% rise, but still 15.5% short of the 2023 target.
- The percentage of qualified vocational education personnel (vocational teachers, school principals, vocational counsellors), according to the National Vocational Education Strategy standards, increased from 12% in 2018/2019 to 20% in 2022, achieving the targeted level for that year.

2.8.1.2 Development of Educational Policies, Systems, and Legislation

The Ministry developed a written policy and manual for early childhood education in partnership with relevant stakeholders. It issued official circulars for its use and provided related training. The Ministry also implemented a supervision system for preschools. Meetings were held to update the National Qualifications Framework for vocational education, alongside the development of specialised studies on the needs of vocational education in line with labour market demands. The Ministry also began implementing the policy to integrate vocational education into basic education (Grades 7–9), and launched the vocational track for Grade 10 in parallel with the general education curriculum. In addition, a vocational supervision system was developed, based on training and work-based learning in vocational schools. The integration of technology into administrative processes improved from 60.9 in 2017/2018 to 68.1 in 2021/2022, marking a 7.2-point increase, yet still 14.9 points below the 2022 target of 83. This progress reflects the Ministry's adoption of a digital transformation strategy in administrative work, which included enhancing the use of technological tools, digitising administrative and financial systems, and expanding digital access across all schools and facilities.

2.8.1.3 Managing Partnerships and Expanding Financial Resources

The Ministry has worked to maximise financial resources through the following efforts:

– Diversifying sources of education funding to ensure the financial efficiency and sustainability of the education sector.

– Expanding and streamlining funding channels to enhance the sector's financial effectiveness.

– Improving the efficiency of education spending in line with the return on investment in education.

The Ministry of Education and Higher Education has adopted a strategy of active partnerships with all stakeholders. It assumes direct responsibility for implementing the approved priorities and coordinates with both local and international partners and relevant entities regarding their interventions in the various priority areas. The Ministry

successfully developed the 2024 Response Plan following the brutal aggression on the Gaza Strip and the West Bank, building it within a comprehensive partnership framework. It continues to review proposals for interventions and projects from international and local partners to ensure they align with the Ministry's priorities and plans and complement other efforts and activities. Key achievements include:

– Establishing effective partnerships with all international and local partners through more efficient and responsive management systems.
– Improving communication mechanisms with both local and international partners.
– Strengthening communication channels with the broader educational field.
– Expanding community partnerships and collaboration with relevant civil society organisations to enhance the educational process.

2.8.1.4 Strengthening the Education System's Capacity and Readiness for Emergencies

The Ministry has worked to enhance its capacity to deliver appropriate education during emergencies through the following measures:

– Developing a range of strategies for education in emergency contexts.
– Providing qualified personnel to address educational, health, and psychosocial needs during crises.
– Supplying protective and preventive equipment.
– Developing a strategy for networking, protection, and advocacy in collaboration with international and humanitarian organisations.
– Establishing a national strategy to safeguard and advance Palestinian education in Jerusalem.
– Ensuring safe transportation for students in areas affected by attacks.
– Continuously improving e-learning platforms to guarantee a minimum level of educational provision in the event of school closures.

2.8.2 Governance of the Education System (Challenges and Obstacles)

2.8.2.1 Challenges Related to Recruitment, Qualification, and Training

– The Ministry continues to work towards securing sufficient annual appointments across all staff categories; however, government financial constraints remain a significant barrier.

– The education system in Jerusalem faces unique challenges due to the policies and practices imposed by the occupying authorities. These have led to shortages in teaching staff, particularly in scientific subjects, and stark disparities in teacher salaries between schools managed by Israeli authorities and those under the Palestinian education system, in addition to other previously mentioned obstacles.

– Despite the Ministry's serious efforts to train preschool educators in the private sector, it has not yet achieved the desired qualification outcomes, largely due to their withdrawal from the workforce upon completing the training.

– In basic and secondary education, progress toward the targeted teacher qualification rates has been relatively positive, albeit uneven. The percentage of qualified basic education teachers, as per the Teacher Preparation and Qualification Strategy, increased from 68.3% in 2017/2018 to 75% in 2022/2023, marking a 6.7% increase, but still 6.8% below the 2023 target.

– The percentage of administrative staff trained in internal capacity-building programmes dropped by 7.8% in 2021 compared to 2019, with the overall indicator falling from 16.6% in 2019 to 8.8% in 2021. Challenges in this area include the difficulty in addressing diverse training needs, limited funding, the lingering impact of COVID-19, and a general lack of motivation among administrative staff for professional development.

2.8.2.2 Challenges Related to Educational Policies, Systems, and Legislation

– With regard to accountability standards, the 2022 target score of 81.0 was not achieved, despite an overall increase in the accountability index. The Ministry, at all levels (central, district, and school), showed a 1.1-point improvement in governance and accountability dimensions on the percentile scale in 2022 compared to 2017, with

the indicator rising from 51.9 in 2017 to 53.0 in 2022. This shortfall is likely due to staff perceptions of the absence of a unified accountability system that clearly defines individual roles and responsibilities.

– Analysis of the results highlights significant challenges faced by the Ministry in achieving its goals related to providing adequate working conditions and environments. This includes administrative facility issues, such as directorates operating from rented buildings in areas like Jerusalem suburbs, Nablus, Hebron, and Yatta.

– There is an urgent need to review and implement a comprehensive, unified, and digitised monitoring and evaluation system. Achieving this requires linking planning, budgeting, various projects, and the different general directorates through the establishment of a unified digital database. While notable progress has been made in adopting administrative technologies, as shown by the increase in usage from a baseline of 60.9% in 2017 to 68.1% in 2022, this remains well below the target of 83%.

– There are clear deficiencies in administrative systems and quality assurance mechanisms within vocational education. The National Qualifications Framework for vocational education remains under review, and there is no dedicated system for enhancing institutional performance. In addition, there is a lack of specialised studies on vocational education requirements and labour market needs.

2.8.2.3 Challenges Related to Partnership Management, Resource Development, and Maximising Impact

– A clear lack of partnerships with local communities remains evident, and insufficient coordination within the education system continues to hinder the Ministry's ability to achieve its strategic objectives.

– A major challenge lies in securing strong international and diplomatic support for issues related to school curricula and education in Jerusalem and marginalised areas.

– There is a noticeable misalignment between how resources are allocated by local and national bodies and the educational priorities outlined in the Ministry's strategic plan.

- Cooperation between the public and private sectors on education-related issues remains limited.
- Inadequate and unstable funding sources continue to pose significant challenges to strengthening educational budgets and resources. One key indicator of these financial constraints is the fragmented allocation of development budgets from various sources, including the general treasury, the Joint Financing Arrangement (JFA), and other local and international donors.

2.8.2.4 Challenges Facing the Education System's Capacity and Readiness to Respond to Emergencies

Although the Ministry's readiness to respond to emergencies improved significantly, from a score of 3.40 in 2017/2018 to 54 in 2021/2022, representing an increase of over 50 percentage points, there was a notable decline in preparedness between 2020/2021 and 2021/2022, with the score dropping from 84 to 54. This regression was clearly reflected in the approaches adopted in the Back-to-School Plan and the Crisis Management and Emergency Response Plan. Moreover, there has been a marked slowdown in the development of a comprehensive national strategy for education in Jerusalem, further affecting the system's overall readiness to manage emergency situations effectively.

2.8.3 Governance of the Education System (Lessons Learned):

- Updating the Teacher and Support Staff Preparation Strategy and Enacting Legislation to Professionalise the Teaching Sector: This is a critical priority.
- Governance and Alignment of Vocational Education: There is a need to establish and clarify the mandate and scope of the General Directorate of Vocational Education.
- Diversifying Funding Sources and Enhancing Community Engagement: It is essential to broaden the base of education funding—for example, by signing agreements with local NGOs aligned with the Ministry's goals and engaging the private sector to secure financial support.
- Strengthening Monitoring and Accountability Systems: These systems must be enhanced to accelerate implementation of plans, facilitate budget disbursement, align

with the approved priorities framework, and adopt recommendations to amend current procurement laws.

–   Developing a Comprehensive Emergency Preparedness and Education Plan for Jerusalem: This includes the urgent need for a national plan to safeguard and support education in Jerusalem.

Chapter Three: Sector Vision and Strategic Objectives

3.1 Vision and Strategic Work Priorities

Education Sector Vision: A Palestinian society that embodies values, knowledge, culture, and technology, capable of practicing all life skills effectively, while employing its outcomes in resilience, empowerment, development, and liberation.

The priorities for the new strategy were derived based on:

1. Internal consultations, which involved relevant departments within the Ministry, educational field representatives, and the Education Sector Working Group. These consultations were informed by analytical reports on enabling factors, evaluations of previous plans, the Administrative Reform Committee report, diagnostic reviews, and the draft strategic plan for 2024 – 2029, which was postponed due to emergency circumstances.

2. Recommendations contained in reports and conferences that contributed to the educational sector diagnosis.

3. International and national assessment results.

4. Reports documenting attacks on education by the Israeli military.

5. The Education for Development Plan.

6. Consultations with partners.

7. The Education for Development Plan (listed again, possibly for emphasis or in error).

3.2 Mission and Strategic Objectives of the Education Sector

Based on the above, the Ministry's mission can be summarised as follows: "To build a resilient education system that upholds national, ethical, and humanitarian values; fosters critical thinking and the foundations of inquiry and knowledge; and is driven by competent educational personnel to meet the requirements of sustainable development and the knowledge economy, ultimately serving the Palestinian people's goals of independence and freedom."

The education sector's strategic plan has adopted four strategic objectives, all of which contribute to the overarching goal of: "**Ensuring the continuity of flexible, equitable, and quality learning for all students, and facilitating educational recovery**'' in line with both international and national frameworks and commitments, recognising education as a tool of liberation and a means of achieving the desired development.

The strategic objectives are as follows:

3.2.1 First Objective: Strengthening the Basic Requirements to Guarantee Equitable and Safe Access to the National Education System, and Ensure Student Retention

This objective will be achieved by focusing on the following priorities:

1. Providing safe, appropriate, and equitable infrastructure aligned with curriculum requirements and the needs of students, teachers, and school management.
2. Increasing enrolment rates in early childhood education (preschools).
3. Increasing enrolment rates in vocational education.
4. Increasing enrolment rates in secondary education, particularly among boys.
5. Reducing dropout rates within the education system, especially in Jerusalem.
6. Ensuring the necessary conditions for continuity in the learning process, including protection and safe access.

3.2.2 Second Objective: Improving the Quality of the Education System by Developing the Core Components of the Learning Process

This objective will be achieved through the following priorities:

1. Developing the efficiency and competencies of educational staff to keep pace with pedagogical advancements.
2. Strengthening literacy and promoting the use of effective teaching methods and approaches, such as the STEM methodology.
3. Providing supportive education that accommodates individual learning differences, and enables inclusive education for all student groups according to their specific needs.

4. Enriching the national curriculum, supplementary learning materials, and educational resource packages.

5. Supporting holistic health, positive development, and student wellbeing.

6. Promoting extracurricular activities and events in all their forms, while creating an engaging and stimulating educational environment that fosters creativity and innovation.

3.2.3 Third Objective: Strengthening the Governance and Management of the National Education System

1. Developing the capacities and competencies of support staff involved in the educational process.

2. Enhancing the governance of legislation, policies, and systems that underpin the education process.

3. Advancing physical and technological infrastructure, digitalisation, connectivity, and access.

4. Expanding and diversifying financial resources, maximising their impact, and regulating partnerships and funding sources.

5. Developing a strategy for protection and advocacy.

3.2.4 Fourth Objective: Educational Recovery and Reconstruction

This objective will be achieved through the following priorities:

1. Developing a comprehensive medium- and long-term strategy for educational recovery.

2. Establishing, equipping, and furnishing field schools and preschools in the Gaza Strip.

3. Securing the necessary education workforce in Gaza and ensuring the payment of salaries and wages for all staff.

4. Designing psychosocial recovery plans for students and teachers.

5. Developing a national strategy to protect and advance Palestinian education in Jerusalem.

6. Developing the national strategy for managing education in emergency.

7. Developing a strategy to reduce and address learning loss, close learning gaps, and improve academic performance, particularly in boys' schools.

3.3 Education Sector Coordination Mechanism

To ensure alignment and coordination among education sector partners, the Ministry is working to strengthen comprehensive coordination mechanisms. These include the Education Sector Working Group (ESWG), which meets four times a year, and its associated Thematic Working Groups (TWGs). Additional mechanisms include the Annual Sector Review (ASR) and the reformation of the National Education 2030 Team, tasked with monitoring progress toward Sustainable Development Goal 4.

3.4 Strategic Goals and Expected Results

The following section outlines the strategic results and policy interventions related to the Ministry's Strategic Plan for 2025 – 2027. Policy interventions in the education sector encompass all measures and policies adopted by governments to regulate and improve the national education system. This section presents the policy interventions and key activities that the Ministry has decided to adopt in order to achieve its strategic objectives and the corresponding results.

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1. Strategic Objective One:

Strengthening the Basic Requirements to Guarantee Equitable and Safe Access to the National Education System, and Ensure Student Retention

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Result 1.1: Safe, appropriate, and equitable infrastructure aligned with curriculum requirements, and needs of students, teachers, and school administrations has been provided, at an annual average of 475 classrooms, 187 laboratories, 183 schools, and 967 learning resources and corners for the Basic Education stage, and an annual average of 387 classrooms and laboratories for the Secondary Education stage by 2027.

1.1.1 Improve the physical and technological infrastructure of existing basic education schools to ensure safe and equitable environments in line with public safety standards and the criteria of the Ministry of Education and Higher Education—at an annual rate of 183 schools, 298 laboratories, 50 libraries, 93 classrooms and specialised rooms, and 967 learning resources and educational corners by 2027.

1.1.2 Improve the physical and technological infrastructure of existing secondary schools to ensure safe and equitable environments in accordance with Ministry standards—at an annual rate of 32 schools until the end of 2026, and equip science and technology laboratories at a rate of 15 labs annually by 2027.

1.1.3 Provide 382 new classrooms, specialised rooms, and administrative spaces in basic education schools in line with Ministry standards by 2027, and supply 17 science and technology laboratories annually.

1.1.4 Provide 116 new classrooms and specialised rooms in secondary schools in line with Ministry standards by 2027.

Result 1.2: Gross Enrolment Rates in preschool education (KG 2, KG 1, and the full early childhood education stage) increased from 86.2%, 47.7%, and 66% respectively in 2024 to 90%, 55%, and 71% by the end of 2027.

The Ministry will implement the following interventions:

1.2.1 Provide 21 classrooms for public preschools, either standalone or attached to government schools, in accordance with the Ministry's approved standards and specifications by 2027.

1.2.2 Increase the number of licensed private preschools to 1,572 by the end of 2027.

1.2.3 Improve the infrastructure and learning environment of preschools to ensure a safe and equitable setting through the renovation and upgrading of 35 preschool classrooms and outdoor spaces, in line with Ministry standards, by 2027.

1.2.4 Raise public awareness on the importance of pre-primary education by conducting 2 awareness campaigns, leveraging social media, producing posters on early childhood education, and holding annual workshops for parents and local/village councils to strengthen networking, targeting an average of 830 parents annually through the end of 2027.

1.2.5 Implement the Palestinian Education Law (2017) by gradually moving towards compulsory pre-primary education.

1.2.6 Launch awareness and media campaigns on the importance of non-formal education across all age groups, including the training of 500 individuals by end of 2025, and conducting 7 awareness campaigns annually through the end of 2027.

1.3 Result: The Percentage of students enrolled in vocational education out of the total number of secondary students increased from 4.1% in the 2023-2024 academic year to 6.5% by 2027.

To achieve this result, the Ministry will focus on the following:

1.3.1 Rehabilitate vocational workshops, classrooms, and administrative facilities for vocational education in existing secondary schools, at a rate of 3 schools and 5 workshops annually until the end of 2027.

1.3.2 Establish 2 new vocational secondary schools in line with Ministry standards and labour market needs, fully equipped and furnished by the end of 2027.

1.3.3 Expand 3 existing vocational schools in accordance with Ministry standards and labour market requirements by the end of 2027.

1.3.4 Provide support, guidance, and counselling to 1,500 students annually regarding their potential career pathways, and enhance their appreciation of vocational secondary education's value in achieving their future goals, through 12 workshops, awareness campaigns, and training sessions annually by the end of 2027.

1.3.5 Raise awareness among families and the community about the importance of vocational secondary education by holding 4 meetings and workshops annually with the participation of 50 parents until 2027.

1.3.6 Identify and address barriers that prevent students from enrolling in vocational secondary education by conducting one comprehensive survey by 2027.

1.3.7 Implement and strengthen the policy of integrating vocational education into general education for grades 5 to 9 by embedding technology education into vocational studies—carried out through one study annually until 2027.

1.3.8 Develop the Grade 10 vocational track by annually increasing the number of schools offering this track by 3 schools, and conducting one annual study.

1.3.9 Conduct educational studies to support policy decision-making and promote balance between academic and vocational secondary education, at a rate of one study annually.

1.3.10 Develop annual vocational education programmes, an average of one for both males and females, that meet labour market needs, appeal to youth, and offer engaging practical training for students who prefer hands-on learning.

1.3.11 Upgrade equipment in 20 existing workshops in vocational secondary schools and units annually to encourage student engagement and provide a suitable learning environment, until 2027.

1.3.12 Strengthen links with higher education institutions, local universities, and the relevant authority to open university-level specialisations for vocational students, and develop cooperation agreements to create appropriate vocational programmes, 3 agreements annually that offer training opportunities, promote research and development, and are supported by one study annually until 2027.

Result 1.4 The adjusted net enrolment rate in secondary education increased from 79.5% in 2023-2024 academic year to 83% by 2027.

The Ministry will:

1.4.1 Equip and furnish classrooms and specialised rooms in line with Ministry of Education and Higher Education standards, at a rate of 67 classrooms and specialised rooms annually, and support emergency education by improving technological infrastructure in 304 schools annually until the end of 2027.

1.4.2 Ensure the continuity of education in emergency settings for schools affected each year.

Result 1.5: Dropout rates within the education system, particularly in Jerusalem, have been reduced.

1.5.1 Provide transportation for 1,400 students in Jerusalem.

Result 1.6: The requirements for maintaining the continuity of the educational process, ensuring protection, and providing safe access have been met, targeting 20 schools and constructing 10 classrooms by the end of 2027.

The Ministry will:

1.6.1 Ensure safe access to and from school for all students and learners in high-risk areas, covering 95 schools and benefiting an average of 3,000 students annually in areas exposed to threats.

1.6.2 Establish protection and safety systems in schools located in at-risk areas, targeting 10 schools by the end of 2027.

1.6.3 Provide classrooms in Area "C" and in locations affected by Israeli attacks, at a rate of 10 classrooms annually until 2027.

1.6.4 Expand the establishment, equipping, and furnishing of Challenge Schools in Area "C", which are subject to Israeli violations, at a rate of 10 schools annually until 2027.

2. Strategic Objective Two:

Improving the Quality of the Education System by Developing the Core Components of the Learning Process

Result 2.1: The competencies and capabilities of teaching, administrative, and support staff across various specialisations have been enhanced to align with evolving educational developments. This includes the training and qualification of teachers, school principals, educational supervisors, support staff, vocational teachers, and adult education instructors. The goal is to reach 100% training coverage in the preschool stage, and to train annually: 5,063 teachers, principals, and supervisors in basic education, 1,409 support staff in secondary education, 60 vocational teachers, 22 adult education teachers. Additionally, the plan includes the operation of 21 literacy and alternative education classrooms annually until the end of 2027.

To place greater emphasis on the quality of education and improved student learning outcomes, the Ministry will focus on developing and qualifying the professional competencies of educational personnel through the following:

2.1.1 Enhance the skills and capacity of preschool educators and support staff in line with educational developments and modern methodologies, training 540 female educators, 35 preschool supervisors, and covering 5% of trainees annually until the end of 2027.

2.1.2 Increase the proportion of qualified preschool educators through a specialised professional diploma, training 450 educators in 2025, and 167 educators annually in 2026 and 2027.

2.1.3 Enable 100% of preschool supervisors to integrate technology into their work, especially during emergencies, by the end of 2027.

2.1.4 Strengthen the capacity of newly appointed preschool supervisors—85 supervisors annually, aiming for 100% coverage by the end of 2027.

2.1.5 Improve the competencies of newly appointed teachers and support staff in basic and secondary education using modern educational methods, 4,782 trainees annually until 2027.

2.1.6 Increase the number of teachers, school principals, and educational supervisors undergoing professional development in basic and secondary education, 1,340 participants annually, covering 5% annually until 2027.

2.1.7 Design, implement, and accredit diploma programmes for teaching, support, and administrative staff, 1 programme annually, with an average of 350 teachers, principals, and supervisors participating annually until 2027.

2.1.8 Increase the proportion of qualified vocational education staff in accordance with the National Vocational Education Strategy, 30 vocational teachers annually, and qualify 30 new vocational teachers annually until 2027.

2.1.9 Train literacy and alternative education teachers to work with older learners, 22 teachers annually until the end of 2027.

2.1.10 Increase enrolment in literacy programmes by operating 18 literacy classes annually until the end of 2025.

2.1.11 Expand enrolment in alternative education programmes by operating 3 alternative education classes annually until the end of 2027.

Result 2.2: Literacy has been strengthened and effective teaching methodologies, such as the STEM approach, have been implemented across various educational stages. This has been achieved by targeting teachers, trainers, lab technicians, students, and schools at the following annual rates: 8,940 teachers, trainers, and lab technicians, 4,700 students, 21 schools, 1 study at the basic education stage, in addition to 216,234 students and 2,807 teachers, trainers, and lab technicians at the secondary stage each year until the end of 2027.

The Ministry will direct its efforts toward enhancing the use of student-centred teaching methodologies through the following:

2.2.1 Implement modern learning and active teaching methodologies, including STEM, project-based learning, blended learning, and literacy development, for all students. This will target an average of 8,940 teachers, trainers, supervisors, and lab technicians, 4,700 students, and 21 schools at the basic education stage, as well as 216,234 students and 1,800 teachers and trainers annually at the secondary stage until the end of 2027.

2.2.2 Activate specialised classrooms in all existing schools, 100% coverage, with an average of 1,007 trainers and lab technicians annually until the end of 2027.

2.2.3 Strengthen literacy and improve related skills for 500,000 students annually across all educational levels, by implementing one study annually until the end of 2025.

Result 2.3: Supportive education has been provided, and inclusive education for all student groups has been enabled in line with each group's specific needs. This has been achieved by supplying assistive tools and devices at the following rates: 50 devices and tools for the preschool stage, 350 assistive devices across 20 basic education schools, 433 devices and tools for approximately 1,100 students at the secondary stage, alongside the development of 60 special education teachers, and based on the needs of an average of 73 students in vocational education annually until the end of 2027.

This will be achieved through:

2.3.1 Increasing the number of students with disabilities integrated into public basic education schools, and providing them with an average of 350 assistive devices and tools annually until the end of 2027.

2.3.2 Mainstreaming issues of inclusion for students with disabilities within the education system by updating the inclusive education policy, targeting 500 students at the secondary stage, and developing the capacities of 60 special education teachers in vocational education annually until the end of 2027.

2.3.3 Implementing 3 programmes that foster creativity, innovation, and talent discovery and support, reaching an average of 600 students annually until the end of 2027.

2.3.4 Providing all necessary requirements to ensure the enrolment of students with disabilities, learning difficulties, and other groups in the education system, at a rate of 50 assistive devices in the preschool stage, and 433 assistive devices in secondary education, until the end of 2025.

2.3.5 Ensuring access for students with disabilities, learning difficulties, and other groups to the education system, covering an average of 20 basic education schools annually, and targeting 73 students in vocational education each year until the end of 2027.

Result 2.4: The national curriculum, supplementary learning materials, and educational resource packages have been enriched across all educational stages, achieving 100% coverage in the preschool stage, an average of 20 resource packages and supplementary materials in basic education by the end of 2027, and an average of 8 teacher guides and 150 video-based learning scenarios in secondary education by the end of 2025.

This will be achieved through:

2.4.1 Enriching and developing the curriculum in line with national standards and educational and scientific advancements for all students and across all educational stages, producing 8 teacher guides annually at the secondary stage until the end of 2027.

2.4.2 Promoting tools that strengthen the Palestinian narrative and protect the curriculum from Israelization, while monitoring and addressing distortion, falsification, and defamation, through continuous curriculum review and the production of 150 video-based learning scenarios by the end of 2025.

2.4.3 Developing supplementary educational materials and resource packages that deliver essential knowledge and skills across all educational stages. These will adhere to national standards, quality and excellence benchmarks, and modern scientific and technological developments, ensuring integration and balance among subjects and grades, at an average of 20 packages and supplementary materials annually until the end of 2027.

Result 2.5: Foundations for holistic health, wellbeing and wellfare have been supported across all educational stages. In the preschool stage, support was extended to 5,000 children and 50 preschools; in basic education, 1,320 schools are supported annually; and in secondary education, support targets 85,790 students, 85 schools, and 536 teachers and supervisors annually until the end of 2027.

The Ministry will continue to:

2.5.1 Promote and provide physical health and nutrition for all students by delivering health and nutrition services in 980 schools, training 450 school health committee coordinators, and supplying 1,340 medical tools annually until the end of 2027.

2.5.2 Promote and provide mental health support for all students in schools covered by educational counselling, delivering psychological and social guidance services to 5,000 children in preschools, and to 901,295 students, 1,685 schools, and 536 teachers and supervisors annually in basic and secondary education through to 2027.

2.5.3 Ensure the continuous availability of safe and secure learning environments in 50 preschools and an average of 1,140 basic education schools until the end of 2025.

2.5.4 Promote student wellbeing and create a positive school climate that reduces all forms of violence, targeting 241 schools and holding 900 awareness sessions annually until the end of 2027.

Result 2.6: Extracurricular activities of all types have been strengthened, and a stimulating educational environment that fosters creativity and innovation has been established. In the preschool stage, this included 50 preschools and the training of 36 supervisors. In basic education, activities were supported by training 435 students, teachers, and supervisors, while in secondary education, a supportive environment was created targeting 7,114 students, teachers, and supervisors, with 50 training courses, campaigns, initiatives, clubs, and sports events held annually until the end of 2027.

The Ministry will:

2.6.1 Promote student participation in extracurricular activities across all educational stages in various fields, including sports, scouting, awareness, science, arts, music, agriculture, and media, ensuring that each student takes part in at least one activity.

2.6.2 Train 36 preschool supervisors.

2.6.3 Participate in an average of 725 diverse extracurricular events.

2.6.4 Train an average of 435 students at the basic education stage to implement and lead these activities.

2.6.5 Support the secondary education stage with an average of 50 scouting camps, volunteer initiatives, talent clubs, and sports events annually.

2.6.6 Ensure the participation of an average of 7,114 students, teachers, and supervisors annually until the end of 2027.

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3. Strategic Objective Three:
Strengthening the Governance and Management of the National Education System

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Result 3.1: The technical and administrative human resources within the Ministry and its directorates have been developed and their competencies enhanced by the end of 2027.

3.1.1 Enhance the administrative staff's skills in both general and specialised areas in line with modern educational and administrative developments, at a rate of 1,600 trainees annually.

Result 3.2: Legislation, policies, and systems supporting the educational process have been developed through 4 studies and 6 workshops by the end of 2027.

The Ministry will:

3.2.1 Develop educational governance legislation and regulations through policy-driven studies, 2 studies annually, and conduct 6 workshops annually.

3.2.2 Review, update, and develop regulations, guidelines, and procedures to align with educational legislation and policies, 7 systems/guides annually.

3.2.3 Improve methodologies for preparing strategic and operational plans, as well as monitoring and evaluation systems, by the end of 2027.

3.2.4 Activate accountability mechanisms across administrative, financial, and educational domains by 2027.

3.2.5 Develop systems and policies that promote excellence and innovation.

3.2.6 Produce 2 policy papers annually addressing various aspects of the educational process and related fields.

3.2.7 Participate in international assessments and studies, using the findings to enhance educational evaluation, 1 study and 2 assessment tools annually until 2027.

3.2.8 Organise the First Palestinian Educational Conference in 2026, with the aim of making it an annual event.

3.2.9 Conduct 2 studies on Israeli curricula by the end of 2027.

3.2.10 Develop learning outcome assessment tools for all students and educational stages, 2 tools annually until the end of 2027.

Result 3.3: The physical, technological, and digital environment, along with accessible communication infrastructure, has been comprehensively developed. Digital transformation has been promoted through the annual development of: 150 e-lessons, digital content and e-assessments, 2 online platforms, 1 updated information bank, training for 2,572 teachers and supervisors, 18 upgraded facilities, and 8 systems and programmes, to support the availability of diverse learning resources and strengthen e-learning and distance education until the end of 2027.

3.3.1 Improve infrastructure, technological capacity, and the enabling administrative environment across the Ministry's and directorates' facilities, targeting 18 buildings, facilities, and training centres annually, and developing 8 systems, programmes, and strategies annually until the end of 2027.

3.3.2 Promote digital transformation and the use of electronic platforms to support both educational and administrative processes, through the development of 2 platforms or sub-platforms, 150 e-lessons, and increased student engagement, by training 2,572 teachers and supervisors annually until the end of 2027.

3.3.3 Develop and manage a digitalised educational information bank to support decision-making and education system management until the end of 2027.

3.3.4 Review and analyse all existing digital systems serving the education system and its management by 2027.

3.3.5 Integrate and continuously improve the education system's digital platforms, updating one system and conducting one study annually until the end of 2027.

3.3.6 Use and integrate technology in education to improve and expand access to online learning or learning via e-learning applications, with a targeted annual increase of 20%.

3.3.7 Develop synchronous and asynchronous learning platforms and increase student engagement with these platforms to 85% by the end of 2027.

3.3.8 Create digital content and electronic assessments and provide diverse e-learning resources, developing 150 e-lessons annually.

3.3.9 Train teachers to effectively use educational platforms and digital content to strengthen e-learning and distance education.

Result 3.4: Financial resources have been expanded, diversified, and maximised, and partnerships and funding sources have been systematised through 19 studies, reviews, workshops, and the approval of one guideline annually until the end of 2027.

To expand, diversify, and sustain financial resources and maximise their impact on the education process, the Ministry will:

3.4.1 Improve the effectiveness and efficiency of the Education Tax system by 2027 and ensure its spending aligns with Ministry priorities.

3.4.2 Enhance efficiency in the Ministry's development budget by conducting 4 reviews annually until the end of 2027.

3.4.3 Sign 10 partnership agreements annually with various partners to support the education process.

3.4.4 Hold 4 specialised sectoral consultation meetings annually.

3.4.5 Approve an updated financial procedures manual for the Ministry by the end of 2026.

Result 3.5: Technical and administrative human resources within the Ministry and its directorates have been developed and their professional competencies strengthened. This includes the recruitment of 350 administrative staff and 1,200 technical staff, the annual training of 275 employees as in-house trainers, and the professional development of 847 administrative staff annually in modern administrative and specialised skills until the end of 2027.

The Ministry will:

3.5.1 Recruit 350 administrative staff annually based on administrative and specialised competencies.

3.5.2 Recruit 1,200 technical staff annually based on administrative and specialised competencies.

3.5.3 Train 275 employees annually as trainers to support internal capacity-building, particularly for newly appointed staff.

3.5.4 Enhance the competencies of 847 administrative staff annually in administrative and specialised skills aligned with the latest educational and administrative developments.

Result 3.6: The protection and advocacy strategy has been developed by the end of 2027.

This will be achieved through:

3.6.1 Approval of the Protection and Advocacy Strategy by the end of 2027.

3.6.2 Strengthening coordination with relevant stakeholders in the areas of advocacy and protection, holding 2 coordination meetings annually.

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4. Strategic Goal Four:

Educational Recovery and Reconstruction

Result 4.1: A comprehensive medium- and long-term strategy for educational recovery has been developed.

This will be achieved through:

4.1.1 Preparing response plans focused on restoring the continuity of the educational process in the Gaza Strip.

4.1.2 Designing and developing a comprehensive medium- and long-term recovery strategy in Gaza aimed at restoring education across all stages, including school and preschool education.

4.1.3 Conducting 2 educational studies annually to identify learning loss in the Gaza Strip.

Result 4.2: Field schools and preschools in the Gaza Strip have been fully established, equipped, furnished, and maintained, at a rate of 100%. This includes the construction, equipping, and furnishing of an average of 211 schools, the provision of science and computer labs, and the distribution of 10,000 tablets to support the learning process. In the West Bank, schools damaged by the war will be fully rebuilt, maintained, equipped, and furnished annually at an annual rate of 100% until the end of 2027, ensuring a safe and fully functional learning environment for students in all areas.

This will be achieved through:

4.2.1 Rebuilding, equipping, and furnishing 50% of the schools and preschools destroyed by war in the Gaza Strip by the end of 2027.

4.2.2 Completing 100% of maintenance and rehabilitation works in existing preschools and basic and secondary schools in the Gaza Strip by the end of 2027, ensuring they are ready to welcome students.

4.2.3 Rebuilding, maintaining, equipping, and furnishing 100% of war-affected schools and preschools in the West Bank by the end of 2027, ensuring readiness to receive students.

4.2.4 Establishing, equipping, and furnishing field schools and preschools in the Gaza Strip to serve as temporary facilities until fully destroyed or partially damaged schools are rebuilt, providing the necessary infrastructure to support educational continuity in 450 buildings (10 preschools, 200 basic schools, and 240 secondary schools) by the end of 2025.

4.2.5 Reconstructing and rehabilitating the Ministry's buildings, directorates, and training centres in Gaza, providing furniture and equipment for 50% of them by the end of 2027.

4.2.6 Upgrading infrastructure and technological resources in existing basic and secondary schools in the Gaza Strip and other affected areas to provide safe, equitable environments that comply with public safety standards and Ministry criteria. This includes annually: 200

schools, 350 science and computer labs, 100 resource rooms, and 10,000 tablets, until the end of 2027.

Result 4.3: The necessary educational cadres in the Gaza Strip has been secured, and payment of salaries and wages ensured for all staff across all educational stages (school and preschool) until the end of 2027.

4.3.1 Rehire, recruit, and appoint educational staff across all educational stages to provide education services in Gaza schools and restore the continuity of the learning process by the end of 2027.

Result 4.4: Psychosocial recovery plans for students and teachers have been developed and implemented, through the delivery of 156 diverse activities and events annually until the end of 2027.

4.4.1 Develop and implement psychosocial recovery plans for students and teachers in Gaza and in areas most affected by attacks, delivering an average of 156 diverse activities annually until the end of 2027.

Result 4.5: A national strategy to protect Palestinian education in Jerusalem has been developed, including the training of 120 teachers and supervisors, and the maintenance of 6 schools by the end of 2027.

This will be achieved through:

4.5.1 Provide annual psychological, academic, and media support to students placed under house arrest in Jerusalem.

4.5.2 Support the education system in government and private basic and secondary schools in Jerusalem, targeting 52 government schools and 85 private schools annually until the end of 2027.

4.5.3 Ensure a safe educational environment for students and teaching staff in Jerusalem schools to maintain the sustainability of school buildings, targeting 10 schools annually (8 basic and 2 secondary) until the end of 2025.

4.5.4 Provide preschool classrooms in government schools in Jerusalem in line with Ministry of Education standards, 2 classrooms annually until the end of 2025.

4.5.5 Provide general, specialised, and service classrooms in government schools in Jerusalem in accordance with Ministry of Education and Higher Education standards, 25 classrooms by the end of 2027.

Result 4.6: A national strategy for managing education in emergencies has been developed, with 1,036 teachers and supervisors trained on its implementation by the end of 2027, to ensure continuity of learning during crises.

This will be achieved through:

4.6.1 Updating and approving an annual emergency plan to ensure the continuity of education during emergencies.

4.6.2 Enhancing the readiness of teaching, support, and administrative staff to manage emergency situations, by training 1,036 teachers and supervisors, covering 5% of staff, by the end of 2025.

Result 4.7: A strategy to reduce learning loss and bridge educational gaps has been developed, and low academic performance, particularly in boys' schools, has been addressed. This includes the procurement of 5 educational packages and programmes by the end of the year.

The Ministry will work to:

4.7.1 Utilise technology to reduce learning loss through digital learning delivery and management platforms, by purchasing and broadcasting 5 educational programmes by the end of 2025.

4. Chapter Four: Financial Framework for the Education Sector Strategy 2025 – 2027

4.1 Introduction

This framework aims to contribute to the development of a comprehensive strategy that links education to the economy, through curriculum development, strengthening partnerships between the academic sector and the private sector, and providing students with practical training opportunities in light of rapid technological advancements. It also aims to analyse actual expenditure trends under the 2017–2023 Strategic Plan and the 2024 Response Plan, highlighting key spending areas and actual allocations across budget programmes over the strategic period. This serves as a guide and reference for educational departments in planning the costs of goals, projects, activities, and outputs.

The financial needs of the new 2025 – 2027 Strategic Plan have been projected based on an analysis of actual expenditure during the previous strategy period and current spending trends. The framework supports the achievement of the new strategic objectives for 2025 – 2027 and the recovery of the education system in the Gaza Strip (southern governorates), as well as in Jerusalem and the West Bank (northern governorates).

4.2 Current Status of General Education Funding

The Ministry of Education and Higher Education relies on the following financial sources to fund its strategies and budgets for general education:

- Government funding (Ministry of Finance): This covers salaries, current expenditures, and core capital and operational expenses necessary to sustain the educational process, such as textbooks, national examinations, and other running costs like electricity, water, school rentals, fuel, and maintenance. Government funding accounts for approximately 95% of total actual education expenditure.

- Donor funding: Donors contribute to the development budget, which represents around 5% of the combined operational and development budget. Key funding partners include members of the Joint Financing Arrangement (JFA)—Germany,

Belgium, Ireland and Finland-- as well as the Islamic Development Bank, through Arab funds such as the Arab Monetary Fund, the Al-Aqsa Fund, and the Arab Bank for Economic Development in Africa (BADEA).

– Other international and civil society donors.

– Limited household contributions, primarily in the form of school donations.

4.3 Estimated Education Budgets and Comparison with the State Budget

The Palestinian state adopts a programme-based budgeting approach, built around policies, objectives, projects, activities, and outputs. The Ministry of Education and Higher Education follows the same approach. The general budget for the Ministry is divided into two components:

a) **Operational Budget**: This covers ongoing current and capital expenditures necessary for the continued functioning of the Ministry. These expenditures may increase or decrease depending on the Ministry's priorities and include salaries, water and electricity, national examinations, telecommunications, textbook printing, rental fees, and transportation, among others.

b) **Developmental Budget**: This includes current and capital expenditures that are estimated and allocated to achieve a specific goal that yields a tangible impact within a defined timeframe. Once the goal is met, these expenditures conclude, leaving a lasting impact on the Ministry. Developmental budgets may lead to operational costs in the future. Examples include constructing new schools, equipping computer labs, training staff in specialised skills to enhance educational work, and developing curricula.

Table 1 below presents the estimated value of the Palestinian state budget and the government education sector budget (both operational and developmental components) for the years 2017 – 2023. It also indicates the share of the education budget within the total state budget and the relative proportions of the operational and developmental budgets within the Ministry's overall budget.

Table 1: Operational and Developmental Budgets of the Ministry of Education Compared to the State Budget for the Years 2017 – 2023

2023	2022	2021	2020	2019	2018	2017	State General Budget / Year
$6,190,571,773.52	$5,844,493,587.97	$5,910,430,451.62	$5,412,202,210.28	$5,131,034,238.33	$5,397,369,862.19	$4,828,622,572.03	State Budget
$1,014,705,400.59	$977,246,016.98	$963,297,989.71	$866,895,673.05	$894,810,988.80	$1,110,232,473.77	$910,136,983.80	Budget of the Ministry of Education with the Percentage of Education Budget to State Budget
16%	17%	16%	16%	17%	21%	19%	
$922,894,982.87	$883,932,744.35	$874,919,447.18	$775,185,674.16	$805,674,403.54	$923,325,193.05	$758,782,377.63	Operational Budget with the Percentage of Operational Budget from the General Budget of the Ministry of Education
91%	90%	91%	89%	90%	83%	83%	
$91,810,417.72	$93,313,272.63	$88,378,542.54	$91,709,998.89	$89,136,585.26	$186,907,280.72	$151,354,606.17	Developmental Budget with the Percentage of Developmental Budget from the General Budget of the Ministry of Education
9%	10%	9%	11%	10%	17%	17%	

Based on Table 1 above, it is evident that the Palestinian state budget ranged from approximately USD 4.83 billion in 2017 to USD 6.19 billion in 2023. The share allocated to the education sector varied between 16% (as in the years 2020, 2021, and 2023) and 19%, 21%, and 17% in 2017, 2018, and 2019 respectively. Figure 8 below illustrates the proportion of the Ministry of Education and Higher Education's budget relative to the overall state budget.

As for the Ministry's own budget, the operational budget consistently represented the larger share when compared to the development budget. This is due to its coverage of key expenses such as employee compensation, national examinations, and textbook printing.

Figure 8: Education Budget by Fiscal Year and Its Share of the State Budget

Share of the Education Budget from the State Budget (2017–2023)

State Budget (2017–2023)

- $8,000,000,000.00
- $6,000,000,000.00
- $4,000,000,000.00
- $2,000,000,000.00
- $-

1   2   3   4   5   6   7

Share of the Education Budget (2017–2023)

■ State Budget   ■ 19%
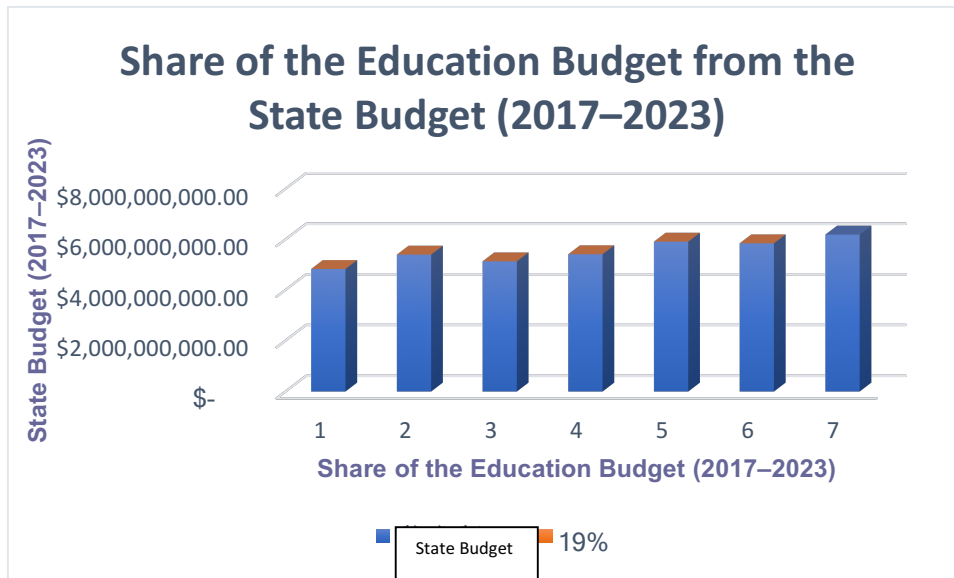
4.4 Palestinian GDP and the Education Share

Gross Domestic Product (GDP) is the total value of goods and services produced within an economy over a specified period. In Palestine, GDP is a critical indicator of economic health and of the state's ability to provide resources for societal needs, including education.

The link between GDP and education is particularly strong, and its significance can be summarised as follows:

- **Education funding**: Financing the school system depends largely on government revenue, which in turn is shaped by the size of GDP. A higher GDP allows larger budget allocations to education, leading to better school infrastructure, sufficient textbooks and learning materials, and higher teacher salaries.

- **Quality of education**: GDP is directly connected to educational quality. Greater investment in education improves learning outcomes and equips graduates with the skills and competences demanded by the labour market, thereby increasing productivity and, over the long term, boosting GDP.

- **Human-capital development**: Education is the most important investment in human capital, the key driver of sustainable development. The more a society

invests in learning, the more it can generate new ideas and innovations, enhancing the competitiveness of the Palestinian economy.

- **Reducing unemployment**: Quality education helps cut unemployment by providing graduates with the skills needed for suitable jobs, which in turn raises national income and living standards.
- **Sustainable development**: Education underpins sustainable development by fostering fairer, more equitable communities and preparing individuals to participate effectively in nation-building.

In short, GDP is a decisive factor in advancing Palestine's education system. By raising investment in education and improving its outputs, Palestine can build a knowledge society able to compete in the modern era. Table 2 below shows GDP figures and the share allocated to education.

Table 2: Education's Share of GDP, 2017 – 2023

Education Sector's Share of GDP	Gross Domestic Product (GDP)	Fiscal Year
5%	$ 15,426,900,000.00	2017
5%	$ 15,616,200,000.00	2018
5%	$ 15,829,000,000.00	2019
6%	$ 14,037,400,000.00	2020
6%	$ 15,021,700,000.00	2021
6%	$ 15,635,000,000.00	2022
6%	$ 14,789,000,000.00	2023

Meanwhile, Illustrative Chart No. 2 shows the value of Palestinian education funding as a share of GDP for the years 2017 – 2023.

Illustrative Chart 9: Ministry of Education Funding as a Share of GDP for the Years 2017 – 2025

Share of Education Sector from GDP for the Years 2017 – 2025
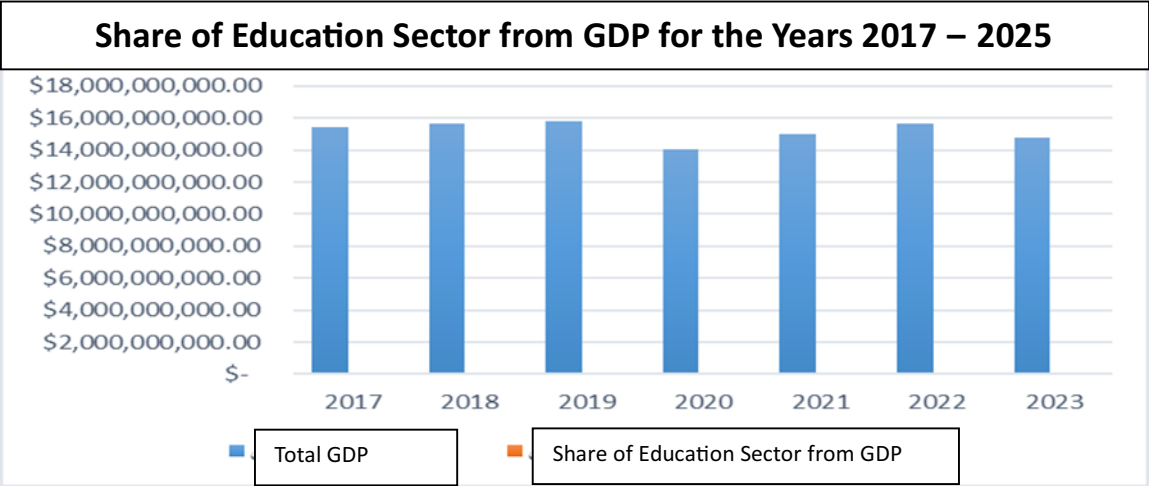
Based on the above table and the graph showing the share of the Ministry of Education from GDP, we can conclude the following:

1. **Relative Stability in Funding**: The share allocated to the education sector from the GDP remained relatively stable during the period from 2017 to 2023, ranging between 5% and 6%. This indicates a consistent commitment to allocating a defined portion of economic resources to education.

2. **GDP Affected by External Factors**: There are fluctuations in the financial value of funding for public education, which align with the variations in GDP values from year to year. This reflects the impact of external factors such as global economic crises, political events, or pandemics on the overall economy.

3. **Relationship Between Share and Value**: Although the percentage remained stable, changes in the GDP directly affect the absolute value of the education budget. In other words, even if the share remains the same, an increase or decrease in GDP leads to a corresponding increase or decrease in the total amount allocated to education.

4.5 Challenges Facing Education Financing in Palestine

Despite the critical importance of education, the Palestinian education system faces several major challenges in financing, including:

- **Shortage of Financial Resources**: The Palestinian education system suffers from a severe lack of financial resources, which negatively impacts the quality of education and school infrastructure. This is largely due to the numerous oppressive financial measures imposed by the occupation and the ongoing attacks on educational infrastructure.

- **Suboptimal Investment of Available Funds**: Spending stages on education could be improved through better investment of available resources, especially in the area of development. This requires enhanced systems and mechanisms within the Ministry of Education and Higher Education.

- **Weak Capacity to Engage Local Communities in Resource Generation**: Many schools face financial shortages while also lacking strong relationships with their local communities to support funding for school activities or infrastructure.

- **Lack of a Financial Safety Net for Education**: There is no sustainable financial framework in place to guarantee the continued delivery of educational services, even in the event of financial crises affecting the state.

- **Shifting Government Priorities**: Changes in governmental priorities may result in fluctuations in the share of the national budget allocated to education, especially in comparison to other sectors.

4.6 Economic and Financial Realities During the Previous Strategic Period (2017 – 2023)

During the previous strategic period, the education sector in Palestine faced severe financial challenges and crises that negatively impacted the education process and the implementation of its goals and activities. Among the most pressing challenges was the Israeli occupation's piracy of Palestinian clearance revenues, which led to a reduction in budget allocations from the general treasury. This, in turn, affected the implementation of educational projects, particularly school construction, due to delayed payments to

contractors and the halting of many government-funded school and administrative building projects. It also disrupted the payment of salaries to teachers and administrative staff at the Ministry of Education and Higher Education, affecting work attendance and limiting the execution of activities related to staff development.

Another major challenge was the global outbreak of the COVID-19 pandemic, which significantly impacted the budget. The government declared a state of emergency and austerity, prioritising budget allocations for health, security, and salaries. As a result, many government-funded educational projects and activities were suspended. In 2022, the education sector also faced the longest teachers' strike in its history, which severely disrupted the learning process. The strike ended with agreements between the government and the Teachers' Union to increase salaries for teachers and administrative staff at the Ministry. Due to the pandemic and the strike, the Ministry extended the strategic plan by an additional year (2023) to implement recovery plans targeting learning loss and to continue executing previously delayed objectives and activities.

The most severe challenge, however, has been the Israeli war on Gaza and the West Bank, which began in October 2023. In Gaza, the education system faced near-total destruction, with schools and universities being targeted and most of them completely destroyed. This halted the educational process, led to the martyrdom of many students and education staff, and its effects are still ongoing. In the West Bank, repeated military incursions into towns and villages, the establishment of military checkpoints and gates around each governorate, and the restriction of movement for staff and teachers disrupted access to schools and suspended the learning process in certain areas. As a result of this ongoing war, the strategic plan was extended again to cover 2024, and a response plan was developed for that year. The Ministry focused on implementing donor-funded activities, particularly those supported by the Joint Financing Partners, Arab funds, other donors, and civil society.

External factors such as global conflicts and natural disasters continue to pose serious risks to the economy and, consequently, to the education budget and donor contributions to the Palestinian education sector.

4.7 Proposed Solutions for the Sustainability of Education Financing

To improve the financial situation of education in Palestine, a range of measures must be taken, including:

- **Increasing investment in education**: There is a need to raise the budgets allocated to education and direct them towards improving school infrastructure, providing textbooks and learning materials, raising teachers' salaries, and supporting all other educational aspects.

- **Developing more effective monitoring and evaluation systems**: This would maximise the impact of development budgets, reduce overlap and duplication, and minimise financial waste.

- **Enhancing international cooperation**: Strengthening and expanding international cooperation in the field of education is essential to secure the necessary financial and technical support, including by engaging new partners.

- **Building networking strategies with institutions and local communities**: This would help boost financial inflows into the education system and raise community awareness about education funding.

- **Establishing a financial safety net for education**: A sustainable financial framework is needed to ensure the continuity of education delivery, even under emergency conditions or during financial crises caused by the occupation.

4.8 Government Spending on Education Compared to Overall Public Expenditure

Comparing overall government expenditure with government spending allocated to education is a highly important analytical process. It helps to: Understand the government's priorities, Assess the extent of its commitment to developing the education sector, and identify the challenges facing this vital sector.

4.8.1 Comparative Analysis of Government Spending on Public Education

The importance of conducting comparative analyses of government spending lies in several key aspects:

1. **Identifying Government Priorities**: These comparisons reveal which sectors receive the largest share of the general budget, offering a clear picture of government priorities in public spending.

2. **Assessing the Efficiency of Education Spending**: This involves evaluating whether the financial resources allocated to education (such as salaries, infrastructure, textbooks, etc.) are being utilised efficiently with minimal waste. The focus should be on how funds are managed and spent effectively, and on the impact, they have on achieving goals and improving education quality. It also helps determine which budget lines, such as staff salaries, should be fully disbursed due to their direct effect on education quality.

3. **Link Between Spending and Quality**: It is not enough to compare budget shares; there must also be analysis of the correlation between increased spending and improvements in educational quality indicators.

4. **Identifying Challenges**: These comparisons can highlight issues in the education sector, such as inefficiencies in spending or misalignment between allocated funds and actual needs, as mentioned in point 2 above.

5. **Determining Sector Needs**: Such analysis helps in identifying the actual needs of the education sector, whether by increasing the budget or by improving the efficiency of existing expenditure.

6. **Raising Public Awareness**: These comparisons help raise community awareness about the importance of education and its role in development, encouraging greater public involvement in decision-making processes.

Table 3 below shows the actual spending on education as a percentage of total government expenditure for the years 2017 – 2023, offering an overview of the education sector's share of total government spending over several years.

Table 3: Actual Spending on Education as a Percentage of Total Government Expenditure for the Years 2017 – 2023

Education Sector Share of	Total Government Expenditure	Fiscal Year
18%	4,191,548,260.67	2017
17%	4,388,559,049.11	2018
18%	4,540,946,643.64	2019
17%	4,518,664,642.58	2020
20%	4,851,119,273.36	2021
20%	4,785,298,136.42	2022
20%	4,593,031,969.74	2023

Table 3 above provides an overview of the share of the education sector from total government expenditure over several years.

4.8.2 Results and Conclusions on Government Spending on Education:

The following observations can be made:

o **Relative Stability**: Overall, the education sector's share of total government and international community spending remained relatively stable during the stated period, ranging between 17%, 18%, and 20%. This stability suggests a consistent commitment to allocating a fixed portion of governmental and international resources to education.

o **Slight Increase in Share**: A slight increase is observed in the proportion allocated to education in certain years, particularly in 2021 and 2022, when it reached 20%. This increase indicates a growing interest in developing the education sector during that period.

o **Rise in Total Government Expenditure**: There is a general increase in total government spending, which means that even with a stable percentage, the

absolute amount allocated to education also increased. This rise may reflect growing overall governmental needs.

Accordingly, the following conclusions can be drawn:

Education as a Priority: The relatively consistent allocation of a fixed share of the government budget to education indicates the government's recognition of the sector's importance and its role in national development.

Increased Investment: The slight rise in the share allocated to education in certain years suggests a trend toward increased investment in this sector.

Ongoing Challenges: Despite these increases, the allocated share may still be insufficient to meet the full needs of the education sector, especially in light of the numerous challenges facing educational systems, including the aggressive Israeli actions against schools and universities in the West Bank, and their widespread destruction in the Gaza Strip.

4.8.3 Actual Operational and Developmental Expenditure on General Education (2017 – 2023):

Education expenditure is categorised into developmental and operational expenses, defined as follows:

- **Operational Expenditure**: These are expenses incurred to maintain the daily functioning of government institutions. They include salaries, maintenance, services, consumables, etc. (previously defined above).
- **Developmental Expenditure**: These are expenses allocated for improving infrastructure, developing services, and acquiring new assets. (also previously defined above).

Table 4 provides an analysis of actual operational and developmental expenditures:

Table 4: Actual Expenditure in 2017–2023 Strategy Categorised by Spending Priorities

Share of Expenditure from the Total Overall Budget	Expenditure as a Percentage of the Total Budget	Total Amount (2017 – 2023)	Expenditure Item	Budget Expenditure Classification
92 %	97 %	$5,470,848,238.46	Compensation for Employees (Transportation, Insurance, Salaries)	Operational Expenditure
1 %	1 %	$42,424,949.91	Operational Expenditure (Bills, Maintenance, etc)	
1 %	1 %	$68,901,168.95	Books Printing	
1 %	1 %	$41,991,395.93	Tests	
% 95	% 100	$5,624,165,753.25	Total Operational Expenditure	
% 0	% 5	$14,780,958.64	(Furniture, etc)	Development Expenditure
% 1	% 10	$30,095,958.64	(PCs and office devices preparations)	
% 2	% 45	$131,516,473.89	For School and Administrative Buildings	
% 1	% 11	$32,223,231.60	Buildings Maintenance	
% 0	% 6	$17,185,355.63	Trainings	
% 0	% 1	$4,268,802.40	Curriculum Development	
% 1	% 21	$62,996,364.63	Ongoing Developmental	
% 5	% 100	$293,067,164.91	Total Development Expenditures	
% 100	■	$5,917,232,918.16	Total Development and Operational Expenditures	

From Table 4 above, the following can be concluded:

1. **Share of operational expenditures**: Operational expenditures account for the largest share of total spending, making up approximately 95% of the total.

2. **Main items of operational expenditure**: The key components of operational spending include compensation for employees (salaries, social security, fixed travel allowances), which constitute the largest portion of this category, as well as the printing of textbooks, the general secondary examination, electricity, water, etc.

3. **Share of developmental expenditures**: Developmental expenditures represent a smaller share, amounting to around 5% of total spending.

4. **Main items of developmental expenditure**: The primary items in this category include the construction of school and administrative buildings, which make up 45% of developmental expenditures, as well as equipment, building maintenance, training, and curriculum development.

5. **Importance of developmental expenditures**: Although developmental expenditures form a smaller portion, they are essential for achieving sustainable development and improving the quality of services provided.

6. **Bias toward operational spending**: It is observed that the majority of the budget is allocated to operational expenses, indicating a focus on maintaining current services and ensuring the payment of salaries for teachers and administrative staff. As previously noted, staff wages represent the largest share of the budget and actual expenditure.

Figure 10 illustrates the total operational expenditures from 2017 to 2023.

Figure 10: Total Operational Expenditures, 2017 – 2023
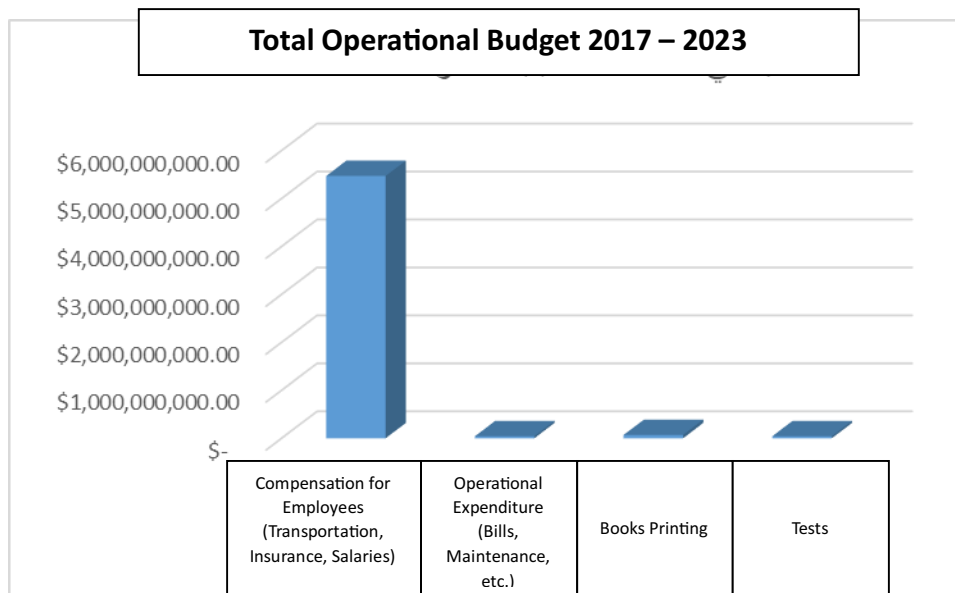
Figure 11 also illustrates the development funding for the 2017–2023 strategy cycle.

Figure 11: Total Development Expenditures, 2017 – 2023
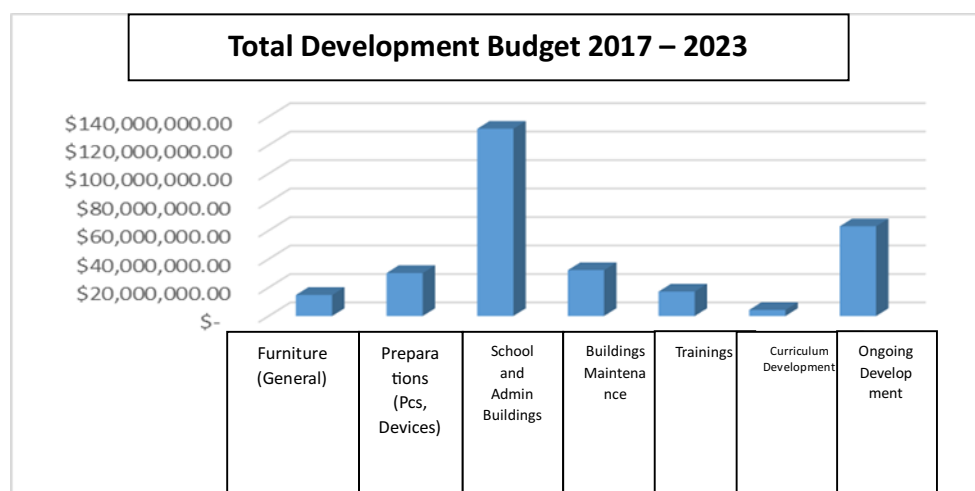
4.8.4 Conclusions on the Classification of Expenditures (Operational and Developmental):

1. **Need for Balance**: It is essential to strike a balance between operational and developmental expenditures to ensure the sustainability of public services and support the recovery of education in both the Gaza Strip and the West Bank.

2. **Importance of Evaluating Spending Efficiency**: The efficiency of spending in both categories should be assessed to ensure that funds are being used effectively to achieve the intended goals.

3. **Necessity of Setting Clear Priorities**: Investment priorities must be clearly defined, and the necessary resources allocated to achieve them in the new strategy.

4.8.5 Actual Expenditure 2017 – 2023 by Funding Source:

Table (5) below presents the percentages of actual spending on the 2017 – 2023 strategy, categorised by funding source for the years 2017 – 2023.

Table 5: Actual Expenditure Rates on the 2017 – 2023 Strategy Categorised by Funding Source for the Years 2017 – 2023

| Expenditure Amount and overall Total	Expenditure Breakdown by Budget Type	Total	2023	2022	2021	2020	2019	2018	2017	Entry	Budget Categories
92%	97%	$ 5,470,848,238.46	$ 853,328,918.17	$ 900,108,566.17	$ 897,535,957.67	$ 728,755,342.50	$ 748,886,372.46	$ 656,727,577.97	$ 685,505,503.52	Employee Compensations (Salaries, Insurance, Transportation)	Operational Expenditure
3%	3%	$ 153,317,514.79	$ 13,955,517.81	$ 28,844,851.75	$ 24,157,424.81	$ 18,578,118.94	$ 20,739,336.87	$ 21,758,438.93	$ 25,283,825.68	Ongoing Operational Budget excluding Salaries	
95%	100%	$ 5,624,165,753.25	$ 867,284,435.98	$ 928,953,417.92	$ 921,693,382.48	$ 747,333,461.44	$ 769,625,709.33	$ 678,486,016.90	$ 710,789,329.20	Total Operational Expenditure	
1%	24%	$ 69,281,552.73	$ 3,441,919.24	$ 12,409,865.62	$ 4,536,200.65	$ 4,631,206.12	$ 9,761,664.52	$ 21,615,240.60	$ 12,885,455.98	Government Developmental	Development Expenditure
2%	48%	$ 142,117,273.18	$ 19,504,806.81	$ 11,928,188.70	$ 12,391,401.77	$ 21,330,539.94	$ 27,039,090.94	$ 29,655,892.77	$ 20,267,352.25	Joint Financial Arrangement (JFA)	
1%	28%	$ 81,668,339.00	$ 12,974,628.56	$ 11,924,589.02	$ 8,432,645.97	$ 13,995,808.29	$ 14,140,203.01	$ 9,397,218.63	$ 10,803,245.52	Other Developmental	
5%	100%	$ 293,067,164.91	$ 35,921,354.61	$ 36,262,643.34	$ 25,360,248.39	$ 39,957,554.35	$ 50,940,958.47	$ 60,668,352.00	$ 43,956,053.75	Total Developmental Expenditure	
100%		$ 5,917,232,918.16	$ 903,205,790.59	$ 965,216,061.26	$ 947,053,630.87	$ 787,291,015.79	$ 820,566,667.80	$ 739,154,368.90	$ 754,745,382.95	Total Developmental and Operational Expenditure	

From Table 5 above, it is evident that the overall education budget is divided into two main categories: operational and developmental. The total actual expenditure amounted to 5,917,232,918.16 USD, with operational expenses accounting for 95% and developmental expenses making up 5%. The same table also shows that employee compensation constituted the highest share of total spending throughout the 2017 – 2023 strategic period, representing 92% of the combined operational and developmental expenditure, and 97% of operational expenditure alone.

Furthermore, the table shows that the total actual developmental expenditure, i.e. the amount actually disbursed for the plan and developmental activities, for the years 2017 – 2023 reached 293,067,165 USD, distributed across different funding sources as illustrated in the upcoming Figure 12, as follows:

1. Government: Developmental (Ministry of Finance, General Treasury): 24%

2. Joint Financing Arrangement (JFA): 48%

3. Other donors: 28%

Figure 12: Expenditure by Funding Source

Percentage of Actual Expenditure based on Source of Funding

Other Donors 28 %

Government Development 24 %

Joint Financing Arrangement (JFA) 48 %
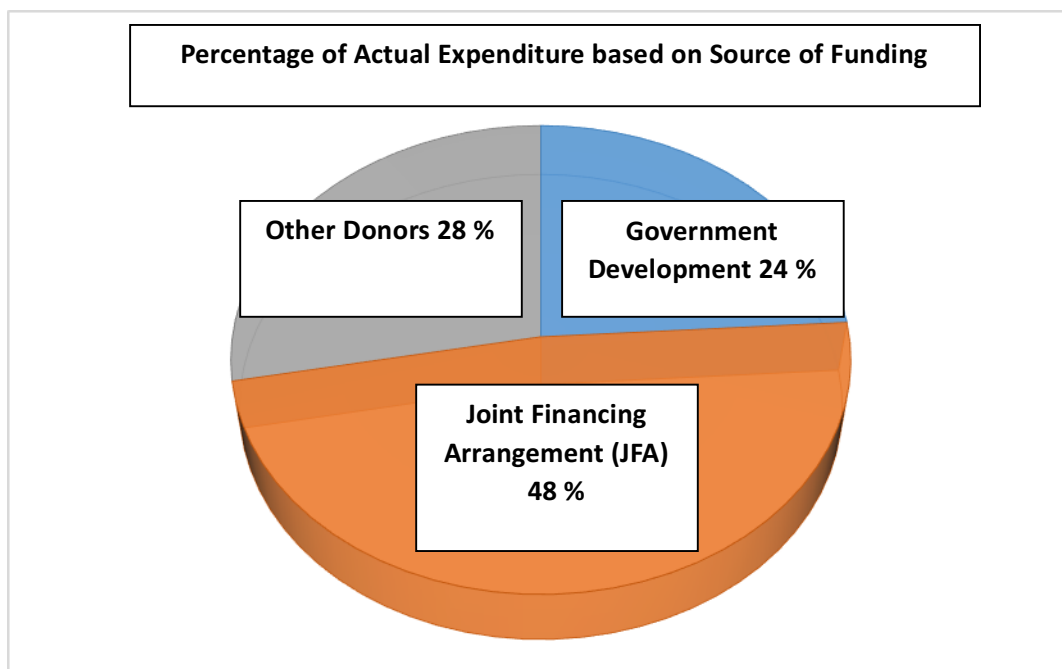
4.8.6 Spending on Budget Programmes (2017 – 2023):

In the previous strategy, the Ministry adopted six programmes: Preschool Education, Basic Education, Secondary Education, Vocational Education, Non-Formal Education, and Governance and Management. Spending was allocated according to the goals, projects, activities, and outputs proposed for each programme.

Table 6 below shows the total spending on the strategic programmes for the years 2017 – 2023:

Table 6: Total Spending on Strategic Programmes (2017 – 2023)

Programme	2017	2018	2019	2020	2021	2022	2023	Total	Programme with Expenditure Percentage
Basic Education	$380,850,760.00	$374,007,743.54	$405,626,206.61	$388,899,396.03	$471.707,272.48	$486,172,298.14	$443,568,819.76	$2,950,832,496.56	50 %
Secondary Education	300,912,309.03	$288,324,109.73	$325,775,805.52	$319,094,960.52	$379,363,348.64	$380,765,428.91	$363,852,830.24	$2,358,088,792.59	40 %
Vocational Education	$10,303,293.47	12,699,548.36	16,620,656.37	$15,628,757.18	$14,81,831.63	$15,852,887.60	14,856,477.38	$100,643,451.99	2 %
Non-Formal Education	$71,737.15	$528,291.74	$30,498.10	$110,133.73	$114,899.09	$55,910.22	$5,241.60	$916,711.63	0 %
Governance and Management	$48,653,058.54	$50,093,665.34	$53,385,811.27	$49,155,354.82	$57,901,754.54	$56,945,493.66	$52,932,945.84	$368,968,084.01	6 %
Preschool	$13,954,224.76	$13,501,010.19	$19,127,689.93	$14,402,41351	$23,384,524.49	$25,424,042.73	$27,989,475.77	$137,783,381.38	2 %
Total	$754,745,382.95	$739,154,368.90	$820,566,667.80	$787,291,015.79	$947,053,630.87	$965,216,061.26	$903,205,790.59	$5,917,232,918.16	100 %
Total Expenditure Percentage for the Fiscal Year	13 %	12 %	14 %	13 %	16 %	16 %	15 %	100 %	

Table 6 and Chart No. 11 illustrate the distribution of actual education expenditures across the various budget-supported programmes during the period from 2017 to 2023. They show the percentage allocated to each programme in comparison with the total programme expenditure. The Basic Education Programme accounted for the highest share of spending, followed by the Secondary Education Programme, and then the Governance Programme. The Vocational Education Programme and the Early Childhood Education Programme received equal shares, as shown in Chart No. 11 below.

Chart 13: Expenditure on Budget Programmes 2017 – 2023

Total Actual Expenditure on Budget Programme 2017 – 2023
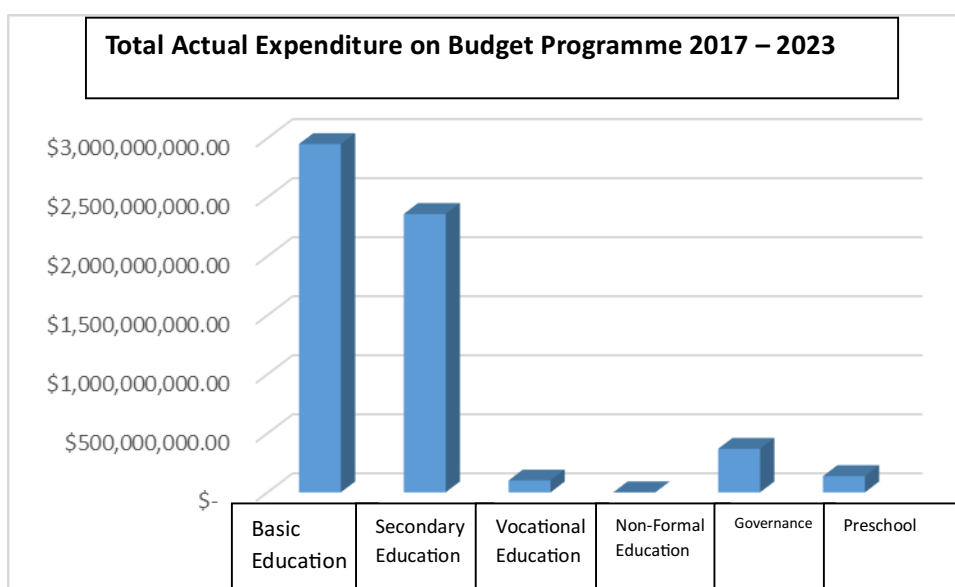
4.9 Estimated Share of Education from GDP for the New Strategy Period (2025 – 2027)

It is not easy to accurately estimate the share of education for the coming years due to the difficult circumstances facing the State of Palestine, as previously mentioned. However, we note the continued allocation of a consistent percentage of GDP to education, which reflects the commitment and recognition of Palestinian decision-makers and governments regarding the importance of education and its role in development. Efforts are still underway to increase the share of the Ministry of Education and Higher Education from the GDP and from international community contributions in order to achieve the desired goals.

4.9.1 Population Growth Rate and Cost per Public School Student

Like other developing countries, Palestine faces major challenges in the education sector, which are directly affected by the population growth rate and the cost per student. Understanding the relationship between these two factors and their impact on the education system is crucial for developing effective educational strategies and a sustainable financial framework. **The population growth rate holds particular importance for the following reasons:**

1. **Pressure on resources**: A high population growth rate increases demand for educational services, placing significant pressure on available resources, such as school buildings, teachers, and educational materials.
2. **Population diversity**: Population growth leads to greater diversity in student needs, which requires the development of flexible educational programmes that can accommodate these variations.
3. **Planning challenges**: High population growth makes long-term educational planning more difficult, requiring continuous revision of plans and strategies.

The importance of cost per student lies in the following:

1. **Budget determination**: The cost per student is the main indicator used to determine the budget required to provide high-quality educational services.
2. **Improving efficiency**: Understanding the cost per student helps identify areas where efficiency can be improved and costs reduced without compromising the quality of education.

According to the Palestinian Central Bureau of Statistics, the population growth rate in Palestine (West Bank and Gaza) for the year 2023 was 2.4%. This rate allows us to forecast and estimate the number of students in the coming academic years. As for the cost per public school student, it was recorded across the years 2017 – 2024 as shown in Table 7 below:

Table 7: Annual Cost per Student in the Public Education System

Fiscal Year	Total Cost per Student
2017	$ 971
2018	$ 933
2019	$ 999
2020	$ 914
2021	$ 1041
2022	$ 1057
2023	$ 1124
2024	$ 972

4.9.2 Estimated Budget for the Education Sector Strategy 2025 – 2027:

Using the 2023 population growth rate as a base year, it is possible to project the number of students in 2025. It is estimated that the number of students in government schools in Palestine will reach 933,097.472 (619,332 in the West Bank and 291,896 in Gaza). Based on student cost, population growth, and analysis of actual expenditures from 2017–2023, and drawing on forecasts from the Ministry of Finance in determining governmental financial ceilings in accordance with the annual budget circular, the estimated medium-term budget for the government education sector for the years 2025 – 2027 is 3,014,912,000 USD, distributed across the three years of the strategy, as shown in Table 8 below. It is essential to conduct an annual review and evaluation of the budgets and actual expenditures to make the necessary adjustments based on the principle of budget flexibility and responsiveness to economic and political developments.

Table 8: Estimated Budget for the First Three Years of the Government Education Sector Strategy

Budget Expenditure Classification	Expenditure Item	2025	2026	2027	Total Expenditure Estimate for Strategy 2025 – 2027
Operational Expenditure	Compensation for Employees (Transportation, Insurance, Salaries)	$865,210,061.89	$886,840,313.44	$909,011,321.28	$2,661,061,696.61
	Operational Expenditure (Bills, Maintenance, etc)	$10,455,675.68	$10,769,345.95	$11,092,426.32	$32,317,447.95
	Textbook Printing	$18,516,275.14	$19,071,763.39	$19,643,916.29	$57,231,954.82
	Tests	$7,725,135.14	$7,956,889.19	$8,195,595.86	$23,877,620.19
Total Operational Expenditure		$901,907,147.84	$924,638,311.96	$947,943,259.76	$2,774,488,719.56
Developmental Expenditure	(Furniture, etc)	$7,811,282.94	$8,045,621.43	$8,286,990.07	$24,143,894.44
	(PCs and office devices preparations)	$13,456,152.69	$13,859,837.27	$14,225,632.39	$41,591,622.35
	School and Administrative Buildings	$29,449,069.98	$30,332,542.08	$31,242,518.35	$91,024,130.41
	Buildings Maintenance	$8,550,514.72	$8,807,030.16	$9,071,241.06	$26,428,785.93
	Trainings	$6,115,305.18	$6,298,764.34	$6,487,727.27	$18,901,796.79
	Curriculum Development	$5,799,653.03	$5,973,642.62	$6,152,851.90	$17,926,147.52
	Ongoing Developmental	$6,602,252.74	$6,800,320.32	$7,004,329.93	$20,406,902.98
Total Developmental Expenditures		$77,784,231.28	$90,117,758.21	$82,521,290.96	$240,423,280.45
Total Expenditure (Developmental + Operational)		**$979,691,379.11**	**$1,004,756,070.18**	**$1,030,464,550.72**	**$3,014,912,000.01**

5. Chapter Five: Monitoring and Evaluation System for the 2025 – 2027 Strategic Plan

5.1 Introduction:

The Ministry of Education has adopted a results-based monitoring and evaluation system for assessing its strategic and operational plans. The responsibility for monitoring and evaluating these plans has been assigned to the General Directorate of Planning, which is tasked with evaluating the Ministry's objectives derived from its policies and strategic plans. This is done through a set of performance indicators that reflect the actual state of educational activities in the field. The system also helps measure the level of change in the target groups, thus supporting the decision-making process to ensure alignment with the Ministry's vision and mission.

Monitoring and evaluation indicators are categorised according to the results chain into three levels. The first level includes output-level indicators, which track the implementation of the executive plan's interventions and activities in coordination with relevant departments and stakeholders in the Ministry through quarterly progress reports. The second and third levels include performance indicators at the outcome and impact levels. These are implemented by the General Directorate, in cooperation with relevant departments and educational field actors in directorates and schools, to measure progress against the planned targets for each indicator.

By adopting this results-based system, the Ministry strengthens results-oriented accountability, which positively impacts goal achievement and system development. The monitoring and evaluation system also provides evidence-based explanations for the results, including gap analysis between actual outcomes and planned targets, as well as the factors that contributed to or hindered their achievement. It offers recommendations for interventions and policies to be incorporated into the next planning cycle, and provides evaluations of the plan according to international evaluation standards (such as efficiency, effectiveness, and relevance), thereby supporting stakeholders, partners, and decision-makers in actively contributing to the reform and development of the education system.

5.2 Methodology

The monitoring and evaluation system for the 2025 – 2027 Strategic Plan targets the core components of the educational process, namely the student, the teacher, the curriculum, the school environment, and the administrative system. This is achieved through a set of performance indicators at the outcome and impact levels. A combination of methodologies is employed: some indicators are monitored using comprehensive surveys, while others rely on sampling methods. Each indicator is assessed using standardised tools designed specifically for its purpose, developed by specialised technical teams from within the Ministry and local universities.

Measurement methodologies vary depending on the nature and focus of each indicator. Some rely on observation, others on interviews, data collection from official records, or both direct and indirect assessment of the targeted characteristic. Additionally, different sampling approaches are used to ensure accurate representation of the target groups.

To ensure data quality, the system adopts modern techniques for data collection. All tools have been digitised and standardised, with data collected through secure online systems. Controls and parameters have been established to regulate the input of indicator data into the central database. Field researchers are granted limited access permissions to ensure data quality is maintained during fieldwork.

The General Directorate of Educational Planning works in coordination with specialised technical teams from all relevant departments and directorates in the Ministry. These include school supervisors, preschool supervisors, inclusive education counsellors, field health staff, field monitoring unit officers, and heads of planning departments. Together, they collect indicator data from the field in close coordination with staff from the Monitoring and Evaluation Division. The division applies scientific and methodological approaches to audit the data, using specialised statistical software for analysis, results interpretation, and report preparation.

5.3 Performance Indicators

The performance indicators are distributed in alignment with the objectives of the 2025 – 2027 Strategic Plan. A total of 120 indicators have been defined, as illustrated in Diagram 14:

Diagram 14: Distribution of Indicator Counts According to the Main Objectives of the Strategic Plan

Distribution of Indicators according to Strategic Objectives

Category	Value
Enrollment	38
Quality Education	40
Governance	13
Recovery	9
Total number of Actual Indicators	100
Repeated Recovery	12
Total Indicators	112
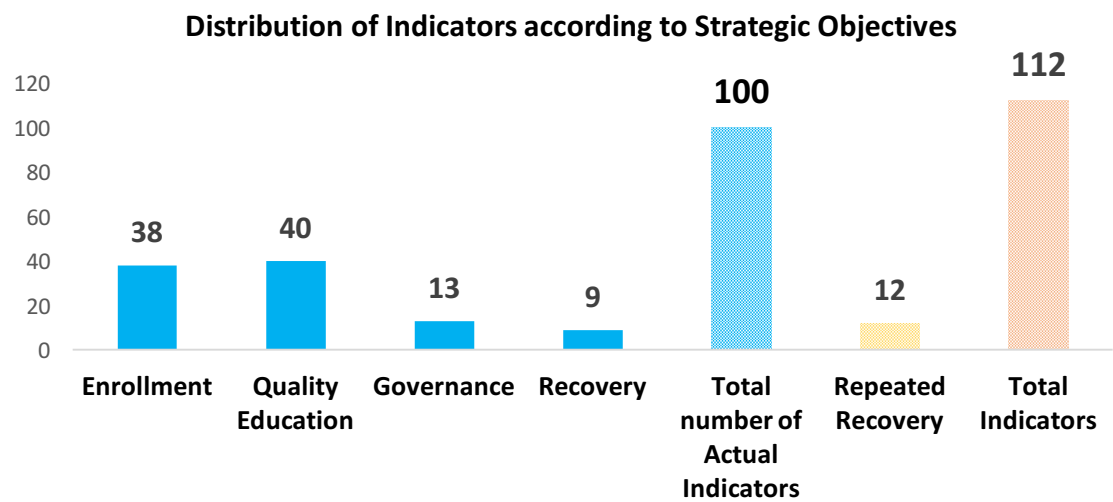
The diagram above (Diagram 6) illustrates the distribution of indicators under the Monitoring and Evaluation System according to the strategic goals of the plan. The system includes a total of 112 indicators, distributed as follows: 38 indicators reflect the policies under Strategic Goal 1: Enhancing the basic requirements to ensure equitable and safe access to the national education system, and student retention. Forty indicators relate to the policies under Strategic Goal 2: Improving the quality of the educational system through the development of core components of the teaching and learning process. Thirteen indicators correspond to the policies of Strategic Goal 3: Strengthening governance and management of the national education system. Nine indicators reflect the policies of Strategic Goal 4: Education recovery and reconstruction. An additional 12 indicators relate to recovery policies repeated under Goals 1 and 2.

Diagram 15 illustrates the proportional distribution of these indicators across the main strategic goals.
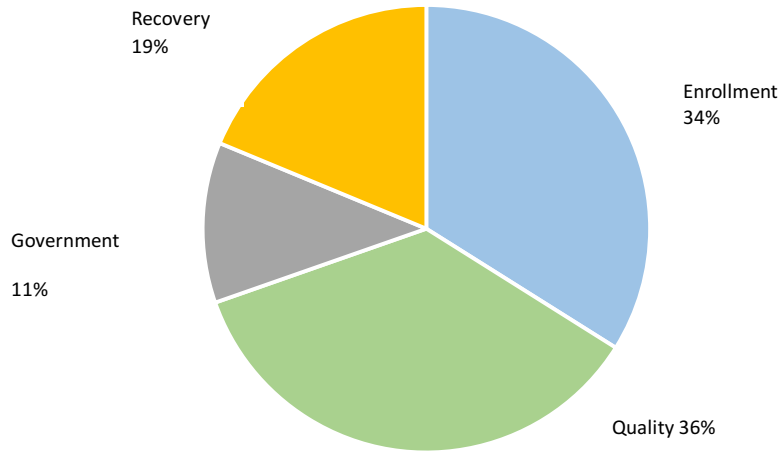
5.4 Performance Indicator Matrix by Strategic Goal

A performance indicator matrix was developed in alignment with the approved strategic goals of the 2025 – 2027 strategy. The following table (Table 9) presents this matrix:

Table 9: Performance Indicator Matrix by Strategic Goals of the 2025 – 2027 Strategy

Strategic Objective 1: Strengthening the basic requirements to guarantee equitable and safe access to the national education system, and ensure student retention			
Strategic Result No.	**Strategic Result**	**Indicator No.**	**Indicator Description**
1.1	Safe, appropriate, and equitable infrastructure aligned with curriculum requirements, and needs of students, teachers, and school administrations has been provided, at an annual average of 475 classrooms, 187 laboratories, 183 schools, and 967 learning resources and corners for the Basic Education stage, and an annual average of 387 classrooms and laboratories for the Secondary Education stage by 2027.	**1.1.1**	Degree of compliance of preschool buildings with standards (educational games/resources and furniture).
		1.1.2	Degree of suitability of preschool buildings (classrooms, specialised rooms and facilities), and their compliance with standards.
		1.1.3	Degree of suitability of Basic school buildings (classrooms, specialised rooms and facilities), and

			their compliance with standards
		1.1.4	Degree of suitability of Secondary school buildings (classrooms, specialised rooms and facilities), and their compliance with standards
		1.1.5	Percentage of computers in school computer labs that are in working order.
		1.1.6	Percentage of computers that are both functional and connected to the internet in Basic and Secondary schools.
		1.1.7	Average internet speed in schools.
1.2	Gross Enrolment Rates in preschool education (KG2, KG1 and the full early childhood education stage) have risen from 86.2 %, 47.7 %, and 66 % in 2024 to 90 %, 55 %, and 71 % by the end of 2027.	**1.2.1**	Gross enrolment rate of Preschool children in KG2
		1.2.2	Gross enrolment rate of Preschool children in KG1
		1.2.3	Gross enrolment rate of Preschool children in combined KG 1 and KG 2.
		1.2.4	Percentage of children enrolled in Public preschool programmes.
		1.2.5	Participation rate in organised learning one year before the official entry age for basic education.
		1.2.6	Number of public preschools.
		1.2.7	Number of licensed preschools
1.3	Percentage of student enrolment in TVET out of the total number of students enrolled in Secondary Education increased 4.1 % in the 2023-2024 academic year to 6.5 % in 2027.	**1.3.1**	Percentage of TVET students out of the total number of students enrolled in Secondary Education
		1.3.2	Entry rate into the vocational secondary stage (Grade 11).
		1.3.3	Entry rate into Grade 11 of the vocational secondary track among students who

			have completed Grade 10 vocational.
		1.3.4	Proportional distribution of students over vocational streams (Grades 11 – 12) according to specialisation.
1.4	Adjusted Net Enrolment Rate in secondary education increased from 79.5 % in the 2023-2024 academic year to 83 % in 2027.	**1.4.1**	Gross Enrolment Rate (GER) in basic education.
		1.4.2	Adjusted Net Enrolment Rate (ANER) in basic education.
		1.4.3	Gross Enrolment Rate (GER) in secondary education.
		1.4.4	Adjusted Net Enrolment Rate (ANER) in secondary education.
		1.4.5	Transition rate from basic to secondary education.
		1.4.6	Percentage of secondary-stage students, by academic and vocational stream, who sat for the General Secondary Matriculation Exam
1.5	Drop-out rates within the education system, particularly in Jerusalem, have been reduced.	**1.5.1**	Drop-out rates at the basic-education stage.
		1.5.2	Drop-out rates at the secondary education stage.
		1.5.3	Retention rate to Grade 5.
		1.5.4	Retention rate to Grade 9.
		1.5.5	Transition rate from basic education to secondary education.
		1.5.6	Dropout rates among students in vocational education (Grades 11 and 12).
		1.5.7	Dropout rates among students in basic education schools in the Jerusalem area.
		1.5.8	Dropout rates among students in secondary schools in the Jerusalem area.
		1.5.9	Dropout rates among students in technical and

			vocational education (Grades 11 and 12) in the Jerusalem area.
1.6	Requirements for continuity, protection and safe access have been ensured, 20 target schools, plus 10 new classrooms built by end-2027.	**1.6.1**	Number of schools whose infrastructure was attacked by Israel
		1.6.2	Number of students/teachers subjected to physical violations by the Israeli military or settlers.
		1.6.3	Drop-out rate in schools most exposed to Israeli violations.
		1.6.4	Dropout rate in basic education in fragile areas.
		1.6.5	Dropout rate in secondary education in fragile areas.

Strategic Objective 2: Enhancing the quality of the educational system by developing the core components of the learning process.			
Strategic Result No.	**Strategic Result**	**Indicator No.**	**Indicator Text**
2.1	The competence and capabilities of teaching, administrative, and support staff across all specialisations will be strengthened to keep pace with educational developments. This includes the training and professional development of teachers, school principals, educational supervisors, support staff, vocational instructors, and adult education teachers. The goal is to achieve 100% training coverage in the preschool stage; an annual average of 5,063 trained teachers, principals, and supervisors in the basic education stage; 1,409 support staff in the secondary stage; 60 vocational teachers; and 22 adult education instructors. Additionally, 21 literacy and parallel education classes will be operated annually until the end of 2027.	**2.1.1**	Percentage of preschool educators qualified in accordance with the Teacher Education Strategy and Qualification
		2.1.2	Percentage of basic-education teachers qualified under the Teacher Education Strategy and Qualification
		2.1.3	Percentage of secondary-education teachers qualified under the Teacher Education Strategy and Qualification
		2.1.4	Number of resource-room teachers qualified to work with students with disabilities.
		2.1.5	Percentage of vocational-education staff (vocational teacher, school principal, vocational counsellor) qualified in line with

				National TVET Strategy standards.
		2.1.6	Percentage of facilitators qualified to run literacy and parallel-education centres.
2.2	Literacy has been strengthened and effective teaching approaches, including the STEM methodology, have been employed across educational stages by targeting teachers, trainers, laboratory technicians, students and schools. Annually this reaches 8,940 teachers / trainers / lab technicians, 4,700 students, 21 schools and one study in basic education, in addition to 216,234 students and 2,807 teachers / trainers / lab technicians in secondary education, up to the end of 2027.	**2.2.1**	Degree to which preschool children acquire core developmental skills (language, motor, cognitive, socio-emotional and self-care).
		2.2.2	Percentage of lower-basic students (Grades 1-4) who meet the minimum proficiency level in reading, writing and arithmetic.
		2.2.3	Level of active student engagement in classroom lessons in basic education.
		2.2.4	Level of active student engagement in classroom lessons in secondary education.
		2.2.5	Level of Grade 10 students' ICT skills.
		2.2.6	Degree of variety in teachers' classroom questions across cognitive domains in basic education.
		2.2.7	Degree of variety in teachers' classroom questions across cognitive domains in secondary education.
		2.2.8	Percentage of basic-stage lessons that use teaching aids (digital, non-digital or specialised).
		2.2.9	Percentage of secondary-stage lessons that use teaching aids (digital, non-digital or specialised).
		2.2.10	Percentage of vocational-school students who undertake workplace training.

2.3	Individualised, supportive education has been provided and inclusive education for all student groups enabled by supplying assistive devices at a rate of 50 devices in preschool, 350 devices in 20 basic-stage schools, and 433 devices for approximately 1,100 secondary students, alongside developing 60 special-education teachers to meet the needs of an annual average of 73 vocational education students, through to 2027.	2.3.1	Number of students with disabilities in government schools (basic stage).
		2.3.2	Number of students with disabilities in government schools (secondary stage).
		2.3.3	Percentage of schools with a resource room.
		2.3.4	Degree of integration of students with special needs in government schools.
		2.3.5	Number of learners enrolled in non-formal education programmes (literacy and parallel).
		2.3.6	Percentage of parallel-education learners who have become literate.
		2.3.7	Adult literacy rate in Palestine (age 15 +).
2.4	The curriculum, supplementary teaching materials and learning packages have been enriched: 100 % coverage in preschool; an average of 20 packages/materials in basic education until end of 2027; and, in secondary education, an average of eight guides and 150 recorded learning situations until end of 2025.	2.4.1	Degree to which Grade 5 students possess ethical values and positive attitudes.
		2.4.2	Degree to which Grade 9 students possess ethical values and positive attitudes.
		2.4.3	Degree to which Grade 11 students possess ethical values and positive attitudes.
		2.4.4	Degree to which Grade 5 students possess thinking skills.
		2.4.5	Degree to which Grade 9 students possess thinking skills.
		2.4.6	Degree to which Grade 11 students possess thinking skills.
		2.4.7	Degree to which Grade 5 students possess life and citizenship skills.
		2.4.8	Degree to which Grade 9 students possess life and citizenship skills.

		2.4.9	Degree to which Grade 11 students possess life and citizenship skills.
		2.4.10	Percentage of core concepts and key skills delivered through learning packages, out of all textbook content, in Gaza.
		2.4.11	Percentage of content omitted from (yet taught in) the learning packages in Gaza.
2.5	Foundations for holistic health, wellbeing and wellfare have been supported: 5,000 children and 50 preschools in preschool; 1,320 schools annually in basic education; and, in secondary education, 85,790 students, 85 schools and 536 teachers / supervisors annually until end of 2027.	2.5.1	Degree to which schools meet standards for a health-promoting learning environment.
		2.5.2	Percentage of students exposed to violence inside school (basic stage).
		2.5.3	Percentage of students exposed to violence inside school (secondary stage).
2.6	Extracurricular activities of all types have been strengthened, and a stimulating educational environment that fosters creativity and innovation has been established. In the preschool stage, this included 50 preschools and the training of 36 supervisors. In basic education, activities were supported by training 435 students, teachers, and supervisors, while in secondary education, a supportive environment was created targeting 7,114 students, teachers, and supervisors, with 50 training courses, campaigns, initiatives, clubs, and sports events held annually until the end of 2027.	2.6.1	Participation rate of Grade 5 students in extra-curricular activities that link learning with real life.
		2.6.2	Participation rate of Grade 9 students in extra-curricular activities that link learning with real life.
		2.6.3	Participation rate of Grade 11 students in extra-curricular activities that link learning with real life.
Strategic Objective 3: Strengthen governance and management of the national education system			
Strategic Result No.	Strategic Result	Indicator No.	Indicator Description
3.2	Legislation, policies and systems that support the educational process have been strengthened by conducting 4	3.2.1	Degree governance and accountability dimensions

	studies and 6 workshops by the end of 2027.		are applied within the education system.
3.3	The physical, technological and digital environment, including effective connectivity, has been comprehensively upgraded. This entails producing 150 e-lessons, developing digital content and e-assessment, launching two electronic platforms, updating a data bank annually, training 2,572 teachers and supervisors, refurbishing 18 facilities and developing 8 systems/programmes each year, to provide diverse learning resources and to support e-learning and distance education through to 2027.	**3.3.1**	Level to which administrative work employs technology
		3.3.2	Degree of staff satisfaction (Ministry and directorates) with the physical working environment.
		3.3.3	Percentage of students benefiting from blended and distance learning out of the total number referred to this type of education
3.4	Financial resources have been expanded, diversified and maximised, and partnerships and funding sources have been systematised by carrying out 19 studies, reviews and workshops and approving a guidance manual each year up to 2027.	**3.4.1**	Cost per student in school education.
		3.4.2	Percentage of the education budget out of the general state budget.
		3.4.3	Level of community participation in preschool activities and events.
		3.4.4	Level of community participation in school activities and events (basic stage).
		3.4.5	Level of community participation in school activities and events (secondary stage).
		3.4.6	Number of donor-funded projects
		3.4.7	Frequency of projects according to key project fields
3.5	The Ministry and its district directorates have developed their technical and administrative human resources and enhanced their professional competence by appointing 350 administrative staff and 1,200 technical staff with the required managerial and specialist skills, training 275 staff each year as in-house trainers, and upgrading 847 administrative staff annually in modern	**3.5.1**	Percentage of administrative staff who have completed capacity-building programmes (internal and external).

	managerial and specialist skills, until the end of 2027.		
3.6	The Protection and Advocacy Strategy has been developed until the end of 2027.	**3.6.1**	Average number of school hours' delay (learning loss) for students and teachers resulting from Israeli violations.

Strategic Objective 4: Educational Recovery and Reconstruction			
Strategic Result No.	**Strategic Result**	**Indicator No.**	**Indicator Description**
4.2	All field schools and preschools in the Gaza Strip have been built, equipped, furnished and maintained (100%). This covers the construction, equipping and furnishing of an average of 211 schools complete with science and computer laboratories, in addition to the distribution of 10,000 tablet devices to support learning. In the West Bank, all war-damaged schools will be reconstructed, maintained, equipped and furnished at an annual rate of 100 % until the end of 2027, ensuring a safe and fully functional learning environment for students in all areas.	**4.2.1**	Gross Enrolment Rate (GER) for preschool (KG2) students in the Gaza Strip.
		4.2.2	Gross Enrolment Rate (GER) for preschool (KG1) students in the Gaza Strip.
		4.2.3	Gross Enrolment Rate (GER) for overall preschool students (KG1 + KG2) in the Gaza Strip.
		4.2.4	Gross Enrolment Rate (GER) in basic education in the Gaza Strip.
		4.2.5	Adjusted Net Enrolment Rate (ANER) in basic education in the Gaza Strip.
		4.2.6	Gross enrolment rate (GER) in secondary education in the Gaza Strip.
		4.2.7	Adjusted Net Enrolment Rate (ANER) in secondary education in the Gaza Strip.
4.3	The required education workforce in Gaza has been secured and salaries and wages for all employees across every educational stage (school and preschool) are being covered until the end of 2027.	**4.3.1**	Percentage of newly appointed qualified teachers in the Gaza Strip.
		4.3.2	Percentage of basic-education teachers in the Gaza Strip qualified according to the Teacher Education Strategy and Qualification
		4.3.3	Percentage of secondary-education teachers in the Gaza Strip qualified according to the Teacher

				Education Strategy and Qualification
4.5	A national strategy to protect Palestinian education in Jerusalem has been developed, including training 120 teachers and supervisors and the maintenance of six schools by 2027.	**4.5.1**	Gross Enrolment Rate (GER) for public preschool (KG2) students in Jerusalem.
		4.5.2	Number of licensed (public, private) preschools in Jerusalem
		4.5.3	Transition rate from basic to secondary education in Jerusalem.
4.6	A National Strategy for Education in Emergencies has been developed, with 1,036 teachers and supervisors trained to implement it by 2027, ensuring continuity of learning during crises.	**4.6.1**	Percentage of teaching, support and administrative staff trained to respond to emergencies.
		4.6.2	Percentage of students benefiting from blended and distance learning out of the total number referred to this type of education
4.7	A strategy to reduce learning loss and close achievement gaps has been developed, targeting low attainment, especially in boys' schools, and involving the purchase of five educational instructional packages/programmes by year-end.	**4.7.1**	Average Grade 5 achievement in Arabic language test.
		4.7.2	Average Grade 9 achievement in Arabic language test.
		4.7.3	Average Grade 5 achievement in science test.
		4.7.4	Average Grade 9 achievement in science test.
		4.7.5	Average Grade 5 achievement in mathematics test.
		4.7.6	Average Grade 9 achievement in mathematics test.