



Ministry of Education

# Monitoring and Evaluation Report 2021

For the Scholastic Year 2021-2022



Result-Based

# Monitoring and Evaluation System

For the updated Education Sector Strategic Plan (ESSP 2021-2023)

## **Monitoring and Evaluation Report 2021 For the Scholastic Year 2021-2022**

**General Directorate of Educational Planning  
Monitoring and Evaluation Department  
2022**

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For citation, please refer to:

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The Monitoring and Evaluation System for the updated Education Sector Strategic Plan ESSP 2021-2023  
Monitoring and Evaluation Report for the scholastic year 2021-2022

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October 2022

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## Acronyms

ASR	Annual Sector Review
AWPB	Annual Work Plan and Budget
CDTP	Commission for Developing the Teaching Profession
DG	Directorate General / Director General
ESSP	Education Sector Strategic Plan
ESWG	Education Sector Working Group
GE	General Education
GS	Gaza Strip
HE	Higher Education
JFA	Joint Financing Arrangement
KPI	Key Performance Indicator
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoF	Ministry of Finance
PAF	Performance Assessment Framework
Prog	Educational Program
TES	Teacher Education Strategy
WB	West Bank
WBGS	West Bank and Gaza Strip

## **The Monitoring and Evaluation (M&E) System**

Within the results-based planning approach adopted by the Ministry of Education (MoE), which also focuses on the governance and management of the educational system, the ministry has adopted since 2009 a results-based Monitoring and Evaluation (M&E) system with the objective of monitoring the degree of achieving the strategic plans' goals.

The M&E system (along with its issued reports) have become a quality control tool for educational outputs. Furthermore, the system is an effective tool for giving an early warning in the event of an error in the strategic and annual plans' progression, providing ample opportunity to research the causes and redirect the plans' course at the right time. Consequently, this system institutionalizes the results-based management approach, and supports it through linking the Key Performance Indicators (KPIs)<sup>1</sup> that cover all levels of the Result Chain with the educational program under the Strategic Plan (Preschool, Basic Education, Secondary Education, Technical and Vocational Education and Training, Non-Formal Education, Governance and Management). Finally, the M&E system provides an annual assessment of the Annual Work Plan and Budget based on the evaluation criteria.

The M&E System provides a Performance Assessment Framework (PAF)<sup>2</sup>, which reflects the results for each of the Strategic Plan's programs, its specific indicators and its data for the baseline and the targets. The PAF also indicates the sources for the indicators' data collection and its recurrent measurement according to the geographical areas that it covers and verification sources.

### **The 2021-2022 M&E Report**

The M&E Report for the scholastic year 2021-2022 kept pace with the developments of the updated sectoral plan, ESSP (2021-2023). The report also includes indicators that monitor enrollment rates for all academic levels, which is provided by the educational database in the DG of Planning. In addition, there are indicators, whose data is sourced from the various DGs, each according to his field of competence. The report includes an analysis of evaluation criterion (efficiency and relevance) for the Strategic Plan (ESSP).



## Executive Summary

The 2021 M&E Report for the scholastic year 2021-2022 came to follow up on the updated Education Sector Strategic Plan 2021-2023<sup>3</sup>. Enrollment indicators, as well as some qualitative indicators, were monitored including an analysis of the results that are compared with the previous year. Targets for 2023 were also monitored.

As in previous reports, the six Ministry of Education programs (preschool, basic education, secondary education, vocational education, non-formal education, and governance) were adopted in monitoring and evaluating the strategic plan, follow-up its indicators' data to diagnose the reality of education in order to support policy-makers within the Ministry of Education.

## Main Findings

### 1. Pre-School Program:

- The results show the gross enrolment rate for pre-school children in KG2 classes decreased to 72.6% compared with last year's 76.5%; while the GER for all preschool (KG1 and KG2) decreased to 56.3% compared with 62.3% for the baseline year.
- Participation in formal education, one year prior to formal enrolment in basic education in Palestine, reached 63.88% compared with 72.3% last year; while licensed public and private preschools reached 2,133 including 376 public preschools compared with 316 public preschools last year—an increase of 60 preschools.
- The percentage of qualified pre-school teachers (all women) according to the Teacher Education Strategy increased from 34.2% at 2019 - 2020 to 34.6% this year.

## 2. Basic Education Program:

- The results showed that the Adjusted Net Enrolment Rate (ANER) reached 98.6% compared with last year's 98.9%, and the Gross Enrolment Rate (GER) reached 99.6%; the dropout rate was merely 0.4%.
- The number of students with disability reached 6823 compared with 7163 students during year 2019 - 2020. The percentage of schools (containing grades 1-4\_ with resource rooms increased from 16.2% during 2019 - 2020 to 18.9% this year; qualified resource room teachers reached 381, covering all existing resource rooms.
- The degree of school building appropriateness according to standards reached this year 85.8.
- The results showed the percentage of qualified teachers of the Basic Cycle according to TES increased from 74% in 2020 to 74.5% this year.
- The degree of active involvement of students in the classroom upon the student's initiative without responding to any external influence, such as asking questions and expressing an opinion--this year was 17.7, with an actual student time of 31% of class time.
- There is a discrepancy in the percentage of students who are exposed to violence within the school according to the different forms of violence; The results showed that the percentage of students who were exposed to physical violence was 44.6%, while verbal violence was 53.8%, and the percentage of negligence-based violence and deprivation decreased to 35.2%, while sexual violence was the lowest at 14.4%.
- The overall degree of schools achieving the healthy environment standards that promote education was 62.7. However, the value of the indicator varied according to the main aspects it measured: with the canteen environment, the highest score (81.1), while the lowest was the drinking water, grey and waste water management, with a score of 51.7.

### 3. Secondary Education Program:

- The results show the Adjusted Net Enrolment Rate Average (ANER) increased from 77.4% at 2019 - 2020 to 81.8% this year. The Gross Enrolment Rate (GER) also increased from 81.9% in 2019 - 2020 to 83.44% this year; while the drop-out rate for secondary school students is at 2.2%. Students with disability enrolled in public secondary schools decreased from 1,771 to 1725.
- The percentage of secondary school students according to the academic and vocational streams who apply for the General Secondary Matriculation Exams is significant since it reveals the orientation which students are attracted to with regards to the various streams. Results showed that those sitting for examinations from the Literary stream are 62.3%, while the Scientific stream reached 26%. The remaining streams fluctuated between increase and decrease; however, the results were generally weak such as the Commerce and Entrepreneurship stream at 4.9%, Industrial at 2.1%, Religion at 1.8%, Technology at 1.2%. The remaining streams did not exceed 1%.
- Degree of school building appropriateness (learning and specialized rooms, facilities) according to secondary school standards reached 85.5
- The results showed that the percentage of qualified secondary school teachers, based on the Teacher Qualification Strategy (TES) increased from 42.5% in 2020 to 43.5% in 2021.
- The degree of active involvement of students in the classroom upon the student's initiative without responding to any external influence, such as asking questions and expressing an opinion--this year was 17.1, with an actual student time of 31% of class time.
- There is a discrepancy in the percentage of students who are exposed to violence within the school according to the different forms of violence; The results showed that the percentage of students who were exposed to physical violence was 43.1%, while verbal violence was 55.8%, and the percentage of negligence-based violence and deprivation decreased to 35.8%, while sexual violence was the lowest at 14%.

#### 4. Vocational Education:

- Results indicate that the Entry Rate for TVET Secondary Cycle (grade 11) increased from 4.5% in 2019 - 2020 to 4.8% this year, while the percentage of vocational students out of the total secondary stage students (grades 10-12) decreased from 4% in 2020 to 3.5% in 2021.
- the percentage of secondary students in the various vocational branches (grades 11-12) decreased in 2021 compared to 2020 according to the following distribution: Agriculture from 6.1% to 5.8%, Industrial from 77.2% to 74.3%, Hotel Management from 3.5% to 2.9%, while Home Economics increased from 13.2% to 17%.
- Dropout rate for grades 11-12 decreased from 1.5% to 1.4% dropping 0.1% in 2020-2021.
- Results showed that the number of specializations with advanced and developed curricula that are based on labor market competencies increased from in 2021; however, no new specializations were introduced.
- The number of students trained in the labor market increased from 7.2% to 7.9% of the total vocational education students.
- Qualified teachers according to the Vocational Education National Strategy reached 17%: an increase of 2%,

#### 5. Non-Formal' Education Program:

- Percentage of literacy in Palestine (15 years-old and above) increased by 0.1% to 97.5%. Those who are enrolled in Literacy Programs decreased from 1247 to 663, while those parallel education programs decreased from 779 to 580. Also, the percentage of parallel education students who graduated from the literacy program decreased from 32% in 2020 to 10% in 2021. The sharp decrease in enrolment is due to student dropout due to the Covid-19 pandemic and the regulations to open literacy and parallel education classrooms and then closing them.

- The results showed that the percentage of facilitators qualified to occupy literacy and parallel education centers maintained the same level at 22%.
- The number of educational opportunities available for youth and adults at life-long learning community centers reached 22—an increase of 7 opportunities in 2020-- opportunities that included personal empowerment, vocational training and counselling, and exiting illiteracy. Moreover, the number of activities conducted by the life-long learning community centers increased from 9 to 15.

## 6. Governance and Management Program:

- Percentage of administrative staff internally or externally trained on administrative capabilities reached 13.9% compared with 21.8% in 2020.
- Degree of Staff satisfaction of the physical work environment increased from 52.8 in 2020 to 55.4 in 2021, while the degree of employment of technology in administrative work reached 67.7 compared with 2019 - 2020 year's 54.6.
- The results show the degree to which the Ministry practices management aspects of governance and accountability reached 53.9 in 2021 compared with 72.8 in 2020. The variations of this degree were recorded between the Ministry, the Directorates, and the Schools: 57.2, 56.2, and 48.3 respectively.
- Results showed that the cost of a student in school education increased from \$914 for 2020 to \$1,041 for 2021, while the percentage of the education budget from the total PA budget reached 20.4% in 2021 compared with 16.3% for 2019 - 2020 year. As for the percentage of actual expenditure on education (developmental) compared with the various resource-based developmental budget, decreased from 37.44% in 2020 to 23.8% in 2021.
- Meanwhile, results showed that the degree of Ministry readiness to emergencies and crisis management reached 53.8 compared with 84 in 2020. This includes Back to School Plan as well as the Contingency Plan for Crisis Management.

# Preschool Program



## 1.1 Gross Enrolment Rate (GER) of Students in Preschool's KG2

Definition: The total number of children enrolled in KG2 Pre-School Program certified by the Ministry of Education regardless of their age of enrolment, expressed in a percentage of the population of the formal age group of enrolling in Pre-school (5 years-old) in the same year.

FIGURE (1) GROSS ENROLMENT RATE (GER) OF STUDENTS IN PRESCHOOL'S KG2

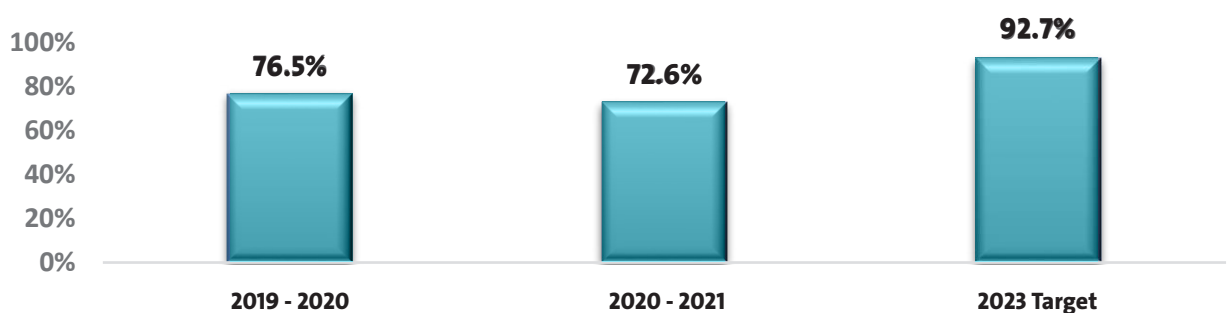


Table (1): Gross Enrolment Rate (GER) of students in Preschool's KG2

	2019 - 2020			2020 - 2021			Targets2023		
	Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Palestine	76.2%	76.8%	76.5%	70.9%	74.3%	72.6%	92.4%	93.1%	92.7%
West Bank	80.7%	82.6%	81.6%	80.4%	82.4%	81.4%	92.8%	93.6%	93.2%
Gaza Strip	70.4%	69.4%	69.9%	58.2%	63.5%	60.8%	91.8%	92.4%	91.8%

## Gross Enrolment Rate (GER) of students in Preschool's KG1 and KG2

Definition: The total number of children enrolled in the Pre-School Program certified by the Ministry of Education regardless of their age of enrolment, expressed in a percentage of the population of the formal age group of enrolling in Pre-school (4-5 years) in the same year.

FIGURE (2): GROSS ENROLLMENT RATE (GER) IN PRESCHOOL'S KG1 AND KG2

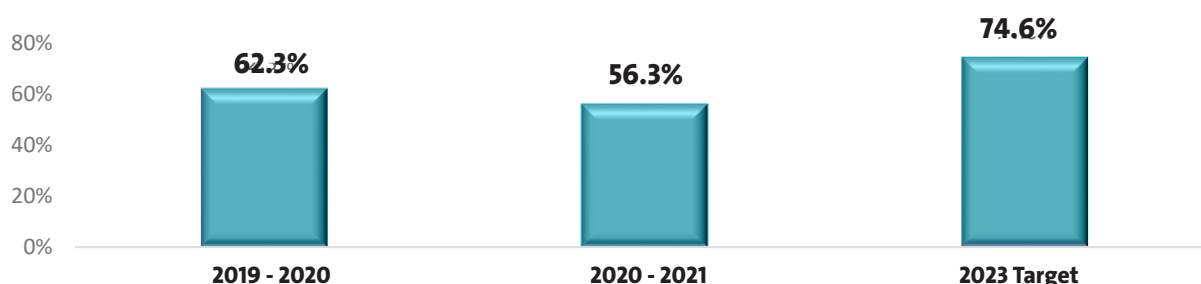


Table (2): Gross Enrollment Rate (GER) in Preschool's KG1 and KG2

	2020 - 2019			2020 - 2021			2023 Targets		
	Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Palestine	61.9%	62.6%	62.3%	55.2%	57.6%	56.3%	73%	75.1%	74.6%
West Bank	64.3%	65.5%	64.9%	59.6%	60.6%	60.0%	70.7%	72.0%	71.3%
Gaza Strip	58.8%	58.8%	58.8%	49.4%	53.5%	51.4%	78.8%	79.6%	79.2%

### 1.3 Participation rate in organized learning one year before official enrolment in basic education

Definition: The total number of children at preschool age enrolled in KG2 for a given year, expressed as a percentage of the population at the official age group for preschool enrolment (5 years-old) during the same year.

FIGURE (3): PARTICIPATION RATE IN ORGANIZED LEARNING ONE YEAR BEFORE OFFICIAL ENROLLMENT IN BASIC EDUCATION

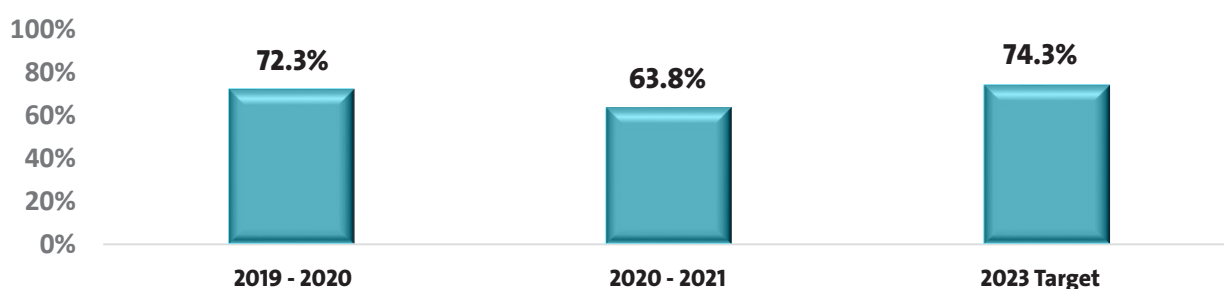




Table (3): Participation rate in organized learning one year before official enrollment in basic education									
	2020 - 2019			2021 - 2020			2023 Targets		
	Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Palestine	72.4%	72.2%	72.3%	59.0%	68.8%	63.8%	69.10%	79.70%	74.30%
West Bank	76.6%	77.6%	77.1%	65.6%	75.9%	70.6%	74.10%	85%	79.40%
Gaza Strip	54.8%	53.5%	54.2%	50.2%	59.3%	54.6%	62%	72.50%	67.20%

### 1.4 Number of licensed (public and private) preschools

Definition: A preschool that meets licensing standards in terms of construction conditions and number of students as well as staff standards and specific standards regarding educational environment that are adopted by the Ministry of Education. The indicator measures the number of licensed preschools in Palestine.

Figure (4): Number of licensed preschools (private & public)

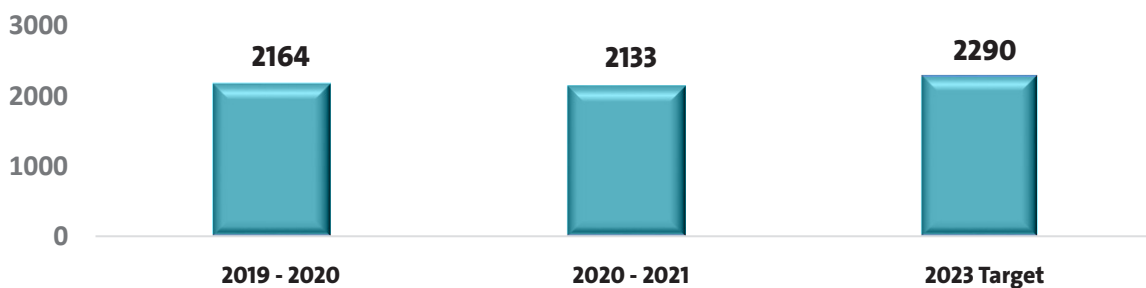


Table (4): Number of licensed (public and private) pre-schools according to region			
	2019 - 2020	2020 - 2021	2023 Targets
Palestine	2164	2133	2290
West Bank	1452	1488	1500
Gaza Strip	712	645	790

Figure (5): Number of Public Preschools

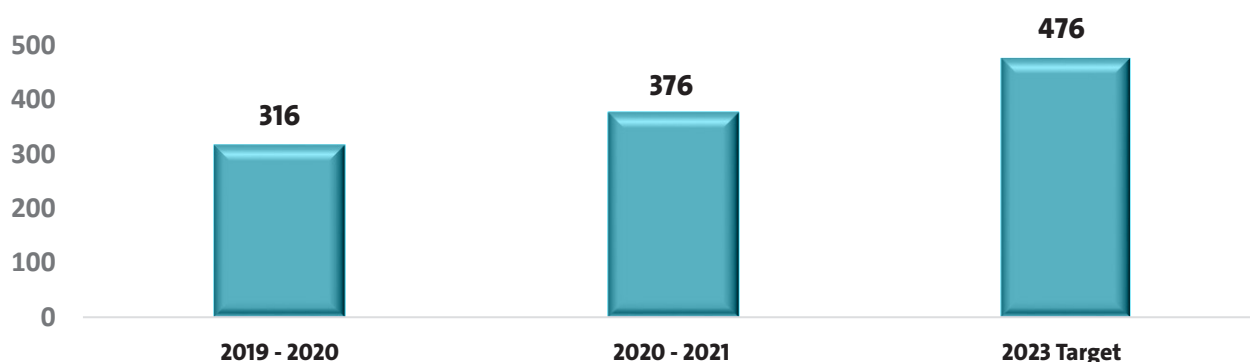


Table (5): Number of public preschools according to region

	2019 - 2020	2020 - 2021	2023 Targets
Palestine	316	376	476
West Bank	301	365	451
Gaza Strip	15	11	25

### 1.5 Percentage of qualified preschool teachers according to TES

Definition: Total number of Preschool teachers who hold an academic diploma in specific specialization: Basic education, Childhood Development, Preschool, or home class teacher, divided on the total number of teachers working in preschool.

Definition of a qualified teacher: it is a teacher who holds a diploma in child-care education or a BA in Early Childhood Development (Preschool), diploma or BA in elementary education, or a BA in classroom education.

Figure (6): Percentage of qualified preschool teachers according to TES

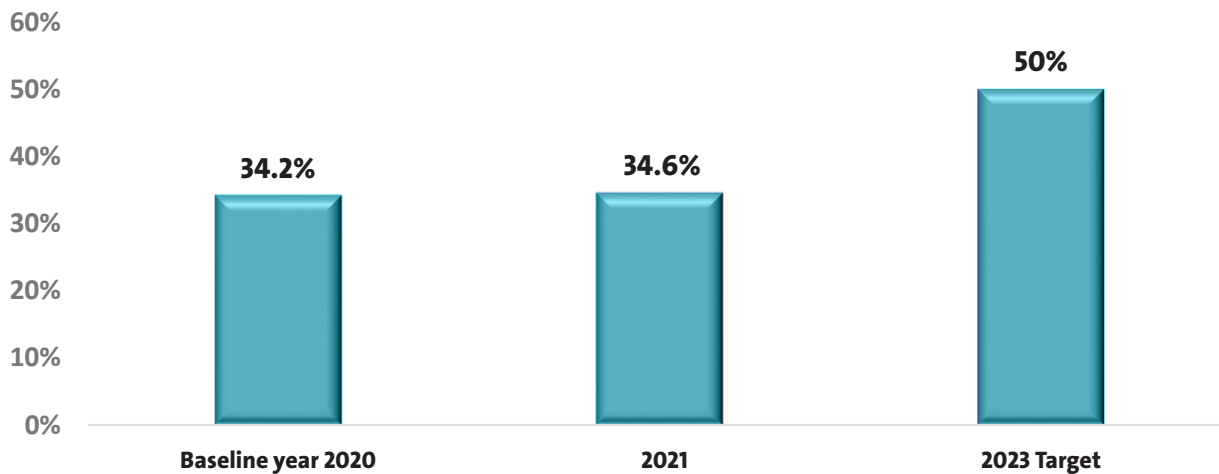
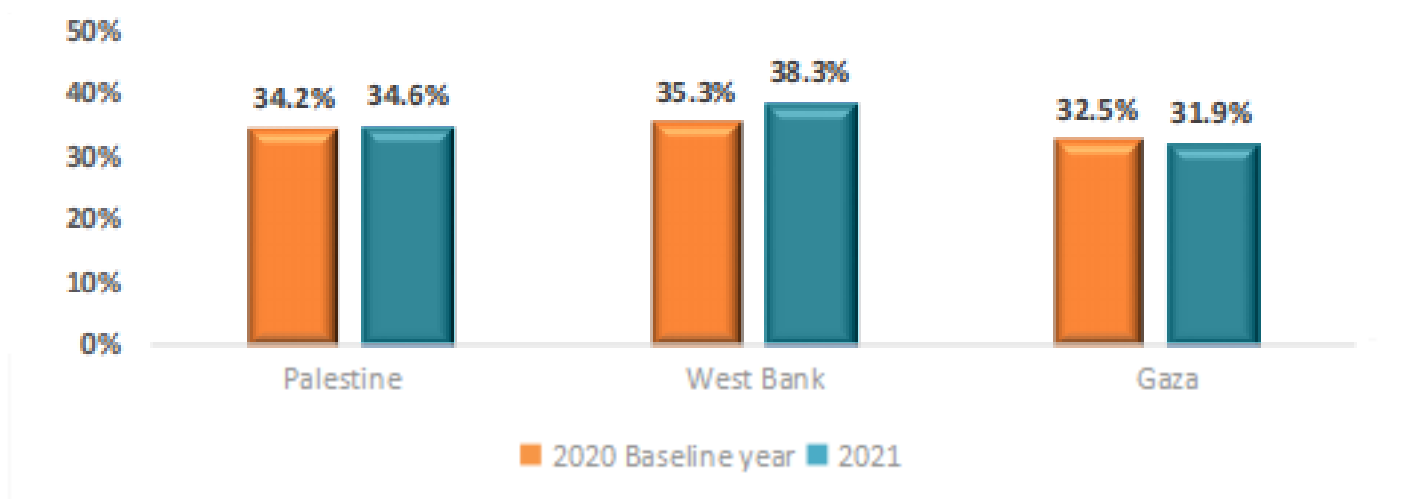


FIGURE (7): PERCENTAGE OF QUALIFIED PRESCHOOL TEACHERS ACCORDING TO TES (GEOGRAPHICAL DISTRIBUTION)



## 2. Basic Education Program



## 2.1 Adjusted Net Enrolment Rate (ANER) for the Basic Cycle

Definition: Total number of students at the formal age of enrolment into the Basic Cycle (6-14 years old) irrespective of the class they are enrolled in, expressed as a percentage of the total members of the corresponding population category (6-14 years old).

FIGURE (1): ANER for Basic Cycle according to region and gender

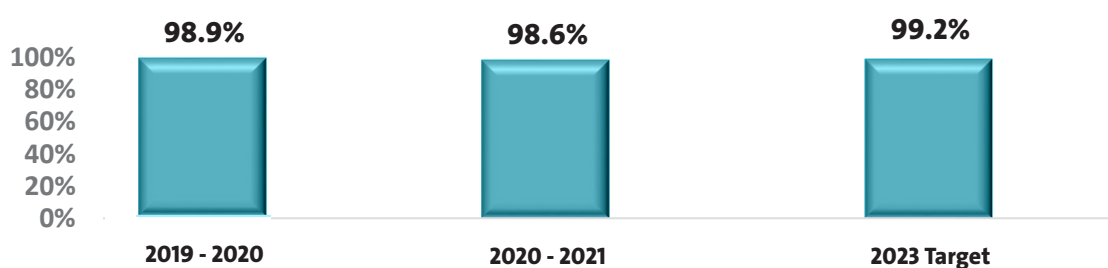


Table (1): ANER for Basic Cycle according to region and gender

	2019 - 2020			2020 - 2021			2023 Targets		
	Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Palestine	98.1%	99.7%	98.9%	97.7%	99.5%	98.6%	%98.4	%99.9	%99.1
West Bank	98.5%	100.2%	99.3%	97.9%	100.7%	99.3%	%98.5	%100.2	%99.3
Gaza Strip	97.7%	98.9%	98.3%	97.4%	% 98	97.7%	%98.4	%99.4	%98.9

## Enrolment Rate (GER) Rate for the Basic Cycle

Definition: Total number of students enrolled in the Basic Cycle, expressed as a percentage of the population at the formal age for enrolling in the Basic Cycle (6-14 years).

Purpose: To indicate the general level of participation in Basic Education and the absorptive capacity of that level.

FIGURE (2): GER for Basic Cycle according to region and gender

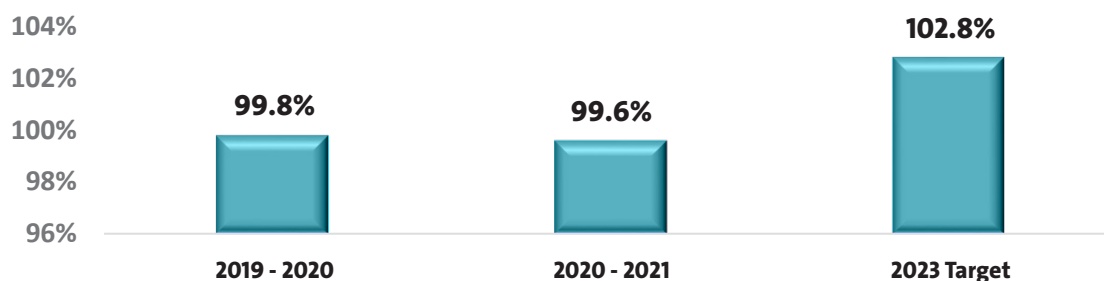


Table (2): GER for Basic Cycle according to region and gender

	2019 - 2020			2020 - 2021			2023 Targets		
	Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Palestine	98.9%	100.7%	99.8%	98.7%	100.5%	99.6%	101.9%	103.7%	102.8%
West Bank	99.3%	101.5%	100.4%	99%	101.8%	100.3%	101.4%	103.5%	102.4%
Gaza Strip	98.4%	99.6%	99%	98.4%	98.9%	98.6%	102.5%	104.1%	103.3%

### 2.3 Student Dropout Rate in the Basic Cycle<sup>4</sup>

**Definition:** The number of students who drop out of the Basic Cycle (those who left the formal educational system before finishing 9<sup>th</sup> grade), in a given year, expressed as a percentage of the total number of students enrolled in basic education that year.

**Purpose:** To measure the phenomenon of students dropping out of the Basic Cycle in a certain school year before completing the Basic Cycle.

FIGURE (3): Students Dropout Rate in the Basic Cycle

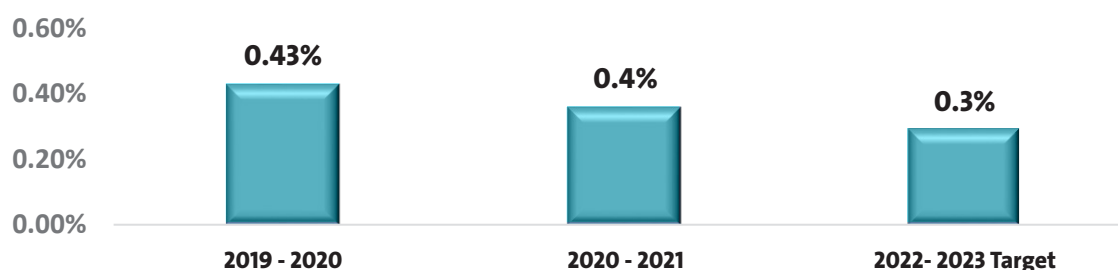


Table (3): Students Dropout Rate in the Basic Cycle

	2019 - 2020			20201 - 2020			2023 Targets		
	Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Palestine	0.58%	0.28%	0.43%	0.6%	0.2%	0.4%	0.36%	0.24%	0.30%
West Bank	0.78%	0.41%	0.60%	0.8%	0.2%	0.5%	0.41%	0.36%	0.39%
Gaza Strip	0.33%	0.12%	0.22%	0.3%	0.1%	0.2%	0.30%	0.11%	0.21%

## 2.4 Number of students with disability enrolled in public basic schools

Definition: The number of children with disabilities who are integrated in public basic education grades 1-9. A child with disability refers to an individual who suffers great difficulty or is absolutely incapable of, one or more of the following classifications of disability/difficulty: 1) visual, 2) hearing, 3) motor, 4) speech and communication, 5) memory and concentration, and 6) slow learning.

Figure (4): Number of students with disability enrolled in public basic schools

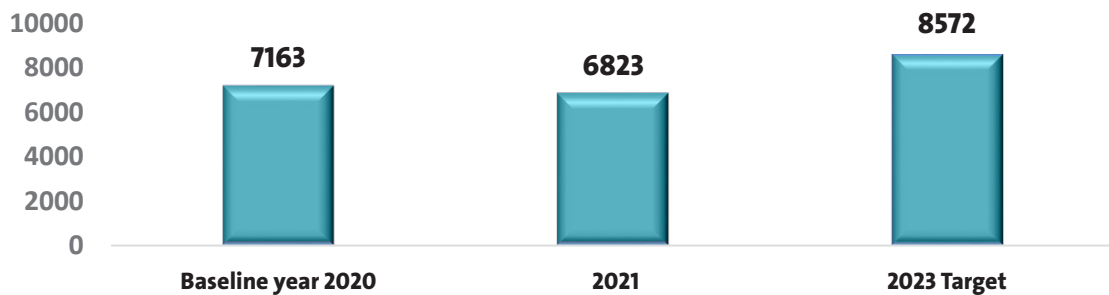
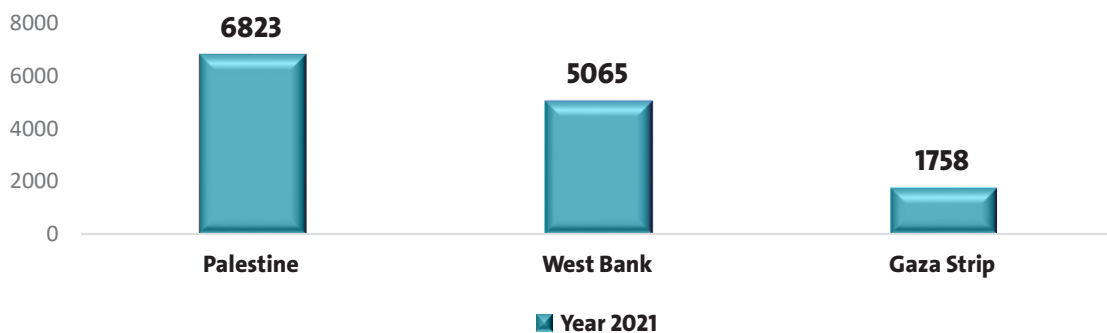


FIGURE (5): NUMBER OF STUDENTS WITH DISABILITY ENROLLED IN PUBLIC BASIC SCHOOLS ACCORDING TO GEOGRAPHICAL AREA



## 2.5 percentage of schools containing a resource room

Definition of resource rooms: Independent rooms annexed to the school targeting children with learning problems (learning difficulties, slow learning, and mild mental disability). The rooms are equipped with the necessary educational games and aids as well as proper furniture suitable for facilitating the learning process of this group.

Students' time in the resource room is partial and limited to the subjects of Arabic Language and Mathematics (to master the three basic skills: reading, writing and calculation), as for the rest of the subjects, children are integrated within the mainstream classes. Working with these children is either on individual basis, or in small groups not exceeding 4-5 students.

Figure (6): Percentage of schools containing a resource room

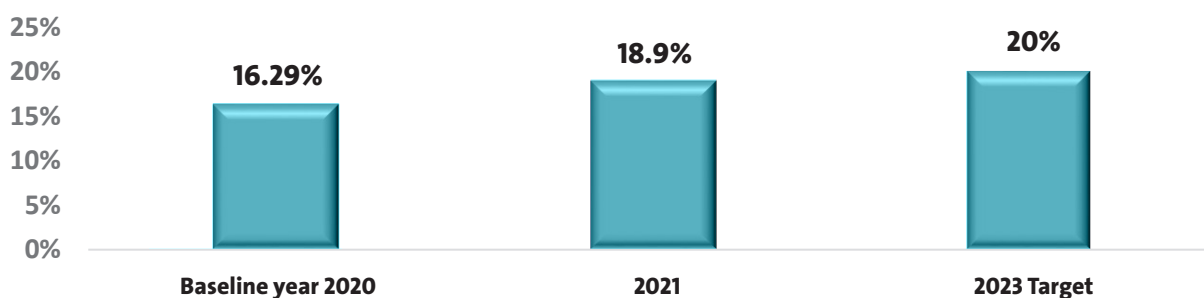
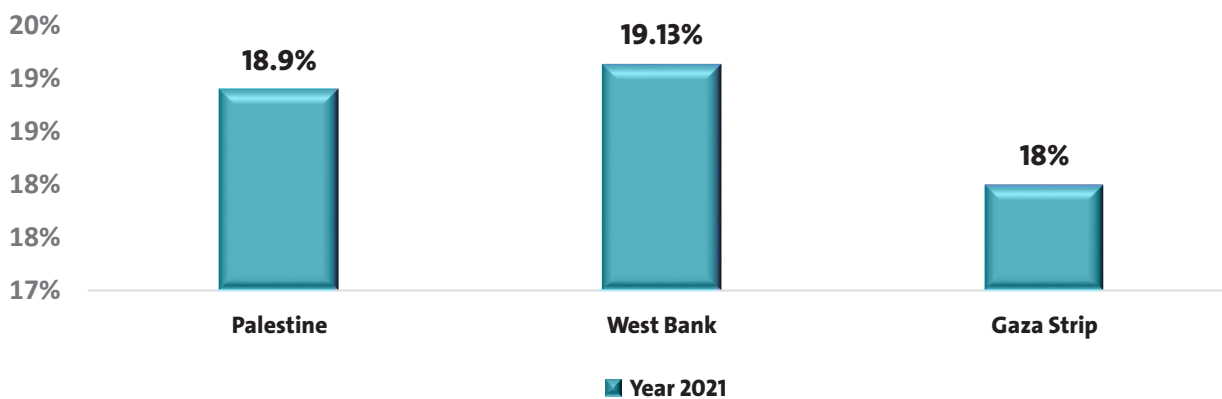


Figure (7): Percentage of Schools Containing a Resource Room according to region





## 2.6 Degree of Appropriateness of School Buildings (classrooms, specialized, rooms and facilities) that meet the standards

The school building is considered a key component of the educational process, and an effective factor in increasing the level of students' educational achievement. The more a school building is suitable and equipped with all means and methods of comfort, the more it can positively influence the educational process as a whole.

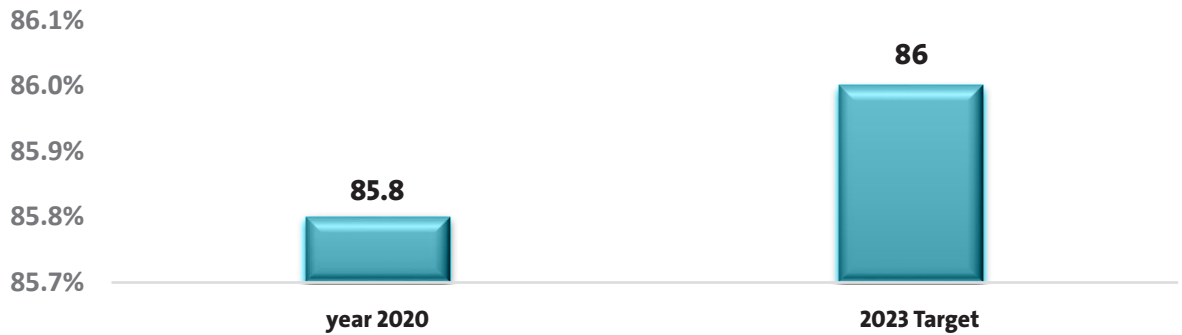
### Indicator Description

The indicator measures the level of service provided by the school building to students in Basic education schools. The indicator is used as a reference for evaluating and improving access in order to create a safe and suitable environment.

### The standards include:

Standards
1. The area allocated for each student inside the classroom: is no less than 1m <sup>2</sup> for grades (1 <sup>st</sup> -9 <sup>h</sup> ).
2. The area allocated for each student in the playgrounds is not less than 2m <sup>2</sup> .
3. The area allocated for each student in the covered spaces is not less than 0.50m <sup>2</sup> .
4. The number of sanitary units is 1 sanitary unit/classroom.
5. The area allocated for each teacher in the teachers' lounge is not less than 2m <sup>2</sup> .
6. Computer rooms where the area per student is not less than 1.2m <sup>2</sup> .
7. Labs where the area per student is not less than 2m <sup>2</sup> .
8. Library rooms of which the area/student is not less than 2m <sup>2</sup> .
9. Number of classrooms where evening shifts are taught.
10. The physical condition of classrooms in terms of ventilation, lighting, finishing and height of ceiling, etc. (from the students' suffering factor used at the Directorate General of Buildings).
11. Number of rented rooms.

Figure (8): Degree of appropriateness of school buildings (classrooms, specialized rooms and facilities) that meet the standards



## 2.7 Percentage of qualified Basic Cycle teachers in accordance with the Teacher Education Strategy (TES)

**Definition of the Qualified Teacher:** A teacher is considered qualified if s/he obtained an educational qualification diploma from a university or the National Institute for Educational Training (NIET), or holds a university degree in a specialization that is considered one of the educationally qualified specializations.

- A basic education teacher is a teacher whose more than half of his/her classes are taught for the Basic Education stage.

Figure (9): Percentage of qualified Basic Cycle teachers according to TES

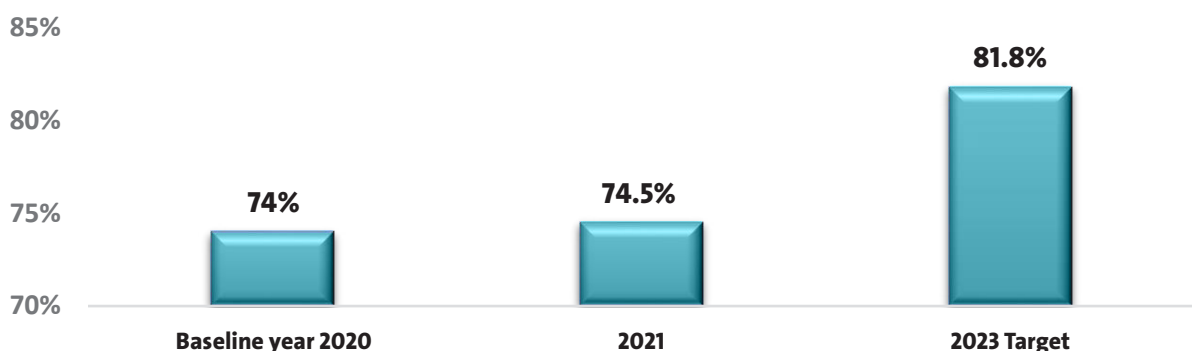


Table (4): Percentage of qualified basic cycle teachers according to gender

Baseline year 2020			2021			2023 Targets		
Male	Female	M&F	Male	Female	M&F	Male	Female	MF
67.8%	80.3%	74%	68.3%	80.7%	74.5%	67.2%	80.9%	81.8%

## 2.8 Number of Resource Room Teachers qualified to deal with students with disability

### Definition:

Resource Room Teacher: A teacher qualified in special education working in a school's resource room and provides the student with individual educational programs based on student's needs during defined periods of the school day.

### Professional Criteria for Resource Room Teachers:

First Criteria: Ability to develop plans and implement them.

Second Criteria: Employ assessment and evaluation methods within the resource rooms.

Third Criteria: Employ various teaching strategies that are suitable for special education students.

Fourth Criteria: Ability to strengthen the concept of inclusive education in schools and society.

Fifth Criteria: Ability to communicate and outreach with relevant stakeholders.

Sixth Criteria: Strength in classroom management.

Seventh Criteria: Provide a safe classroom environment.

Eighth Criteria: Profession self-development (Professional development).

FIGURE (10): NUMBER OF RESOURCE ROOM TEACHERS QUALIFIED TO DEAL WITH STUDENTS WITH DISABILITY

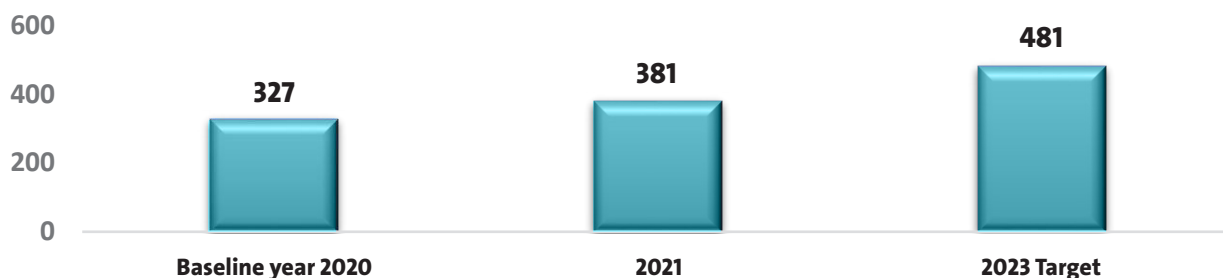
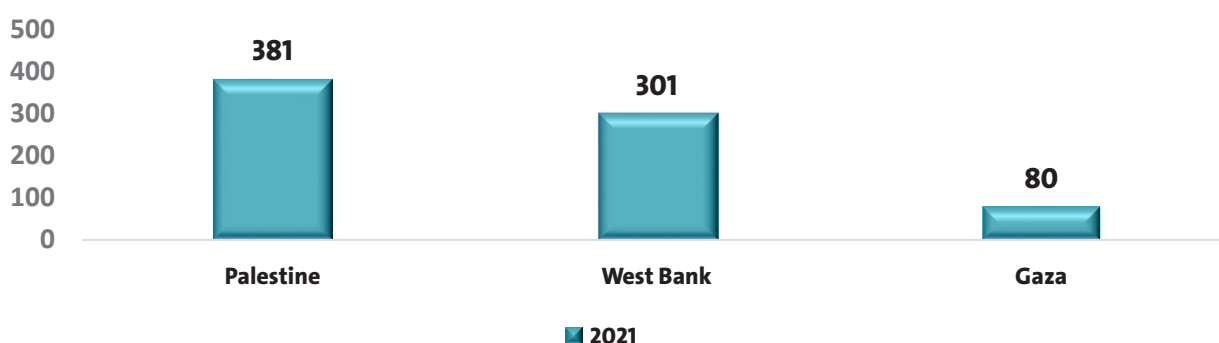


FIGURE (11): NUMBER OF RESOURCE ROOM TEACHERS QUALIFIED TO DEAL WITH STUDENTS WITH DISABILITY ACCORDING TO AREA



## 2.9 Degree of student’s active engagement in the classroom

### The Procedural Definition of Active Engagement:

• Active Involvement refers to speeches and actions that students initiate with their teachers or amongst themselves within the classroom as well as the actions, gestures, hints, and responses that accompany these engagements that are linked to the Learning and Teaching Process. All these engagements and their accompanying actions are subject to observation and evaluation. The relative weight in percentage (%) of each action taking place inside the classroom for both teachers and students should include the follow:

- Teacher Non-Directive behaviour: 1- Accept student’s feelings, 2- praises or encouragements and 3- accepts or use ideas of students, 4- pose various-level questions, 5- conduct practical activity.
- Teacher Directive behaviour: 1- Explaining and lecturing, 2- criticising and expressing authority, 3- giving directions.
- Student responding to teacher’s questions.

- Student initiative without responding to external influence such as posing questions and ideas, expressing opinion and analysis (active engagement).
- Cases of silence and chaos; speaking indirectly about the content.

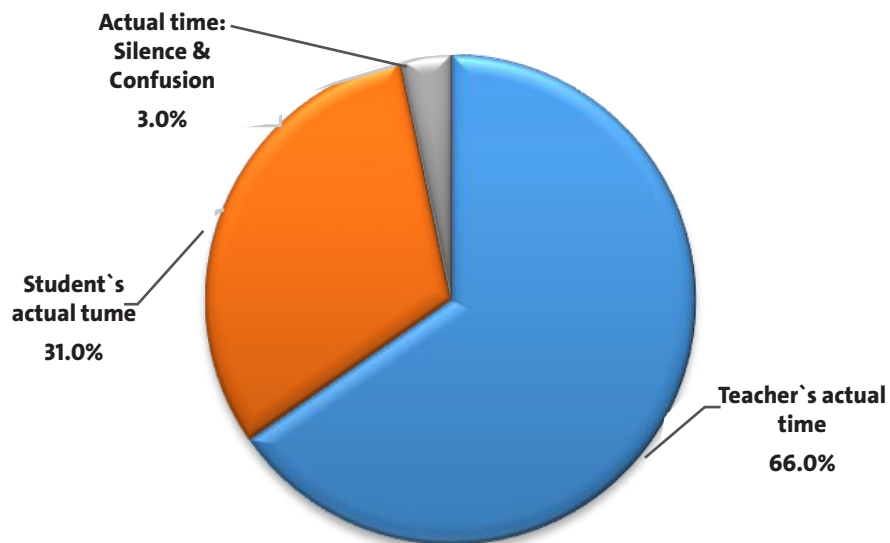
Figure (12): Degree of students' active engagement in classrooms (active participation)



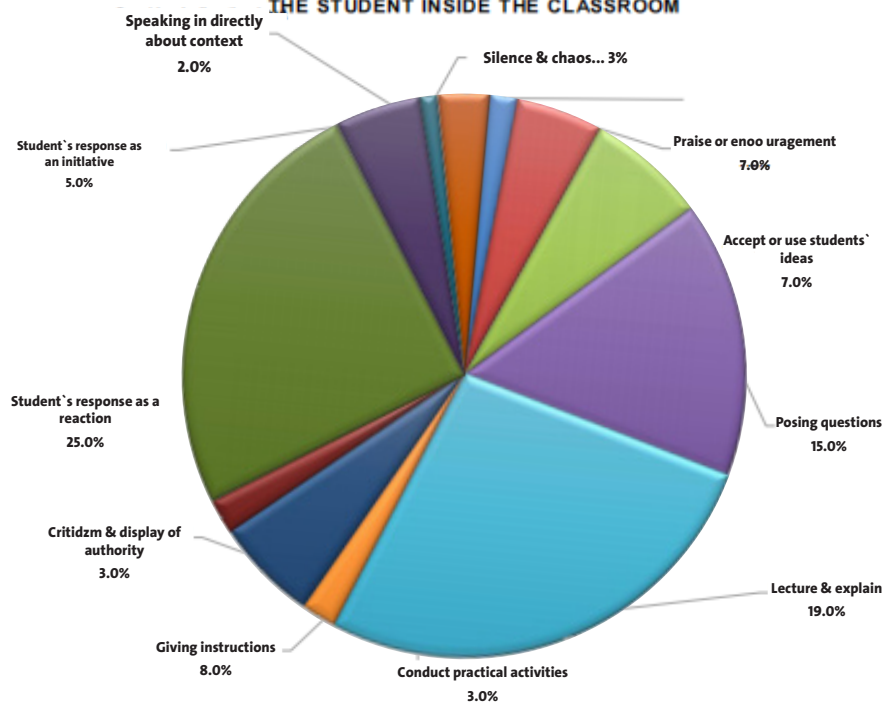
Table (5): Degree of Student Active Engagement in Classroom

2021				2023 Targets			
Male	Female	Coed	Total	Male	Female	Coed	Total
16.7	19.1	16.4	17.7	27.8	28.9	27.5	28.2

FIGURE (13): PERCENTAGE OF TEACHER/STUDENT TIME SHARE IN THE CLASSROOM



**FIGURE (14): RELATIVE WEIGHT OCCURRING BY THE TEACHER AND THE STUDENT INSIDE THE CLASSROOM**



It is clear from the above figures that approximately three quarters of the class time is for the teacher, and that most of the teacher's behavior is centered around lecturing, and asking questions, while the time allotted to the student is a quarter of the class time. The student's behavior is focused on responding as a reaction, but what the plan seeks is to increase the time allocated for the student's initiatives and involvement in the classroom.

## 2.10 Percentage of students exposed to violence inside the school

Based on the humanitarian, civilizational and cultural heritage of the Palestinian people, the Convention on the Rights of the Child (UNCRC), and the Palestinian Child Law, gave children (of formal school age) the right to education without discrimination. However, it also states that "the right to education remains incomplete if not accompanied by the right to well-being and the right to protection."

Driven by this dictum, and to create a safe school environment with a system grounded in the spirit of participation and respect for others' opinions, the MoE has worked diligently to combat violence in schools, in all its forms.

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

**Indicator fields:**

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

Physical violence: includes beating (by hands or an instrument), slapping the face, kicking, twisting limbs, or forceful pushing of the child, etc.

Verbal violence: Yelling, scolding, cursing and insults, snitching, use of offensive language.

Sexual Harassment: Using obscene words, unethical gestures or immoral actions, exposure to pornographic material, or being forced to speak in a sexually explicit manner.

Negligence- and deprivation-based violence: It includes theft or breaking of objects, detention near trash cans, deprivation from class break, and deprivation from participation in activities, etc.

Figure (15): Percentage of students in the Basic Cycle exposed to violence in school (physical, verbal, sexual, negligence)

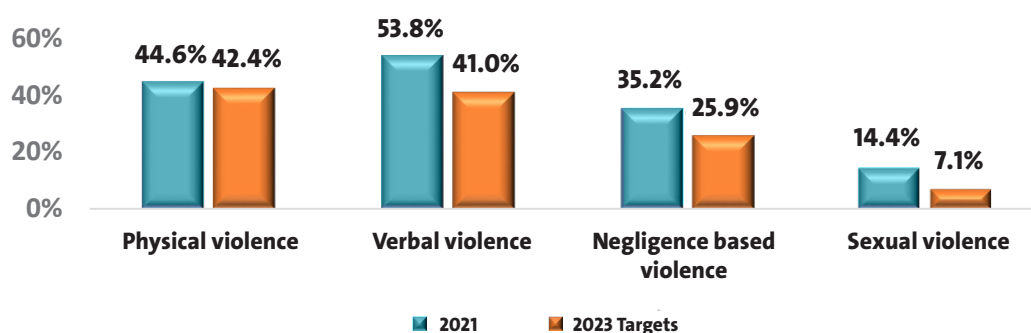


Table (6): Percentage of students exposed to violence inside the school

Type of ViolenceĀ	2021			2023 Targets		
	Male	Female	M&F	Male	Female	M&F
Physical Violence	55.8%	35.9%	44.6%	53.1%	32.8%	42.4%
Verbal Violence	56.5%	51.7%	53.8%	45.7%	36.8%	41.0%
Negligence- & deprivation-based violence	38.6%	32.5%	35.2%	29.9%	22.3%	25.9%
Sexual violence	20.8%	9.5%	14.4%	12.4%	2.3%	7.1%

## 2.11 Degree to which school health environment standards that enhance learning

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

### Indicator Description

This indicator monitors the degree to which Standards of School Health (that Enhance Learning) are realized by schools through the five following standards:

1- Hygiene	2- Drinking water and Waste-water Management	3- Solid Waste Management	4- The Cafeteria	5- Public Safety	6- Healthy Behavior
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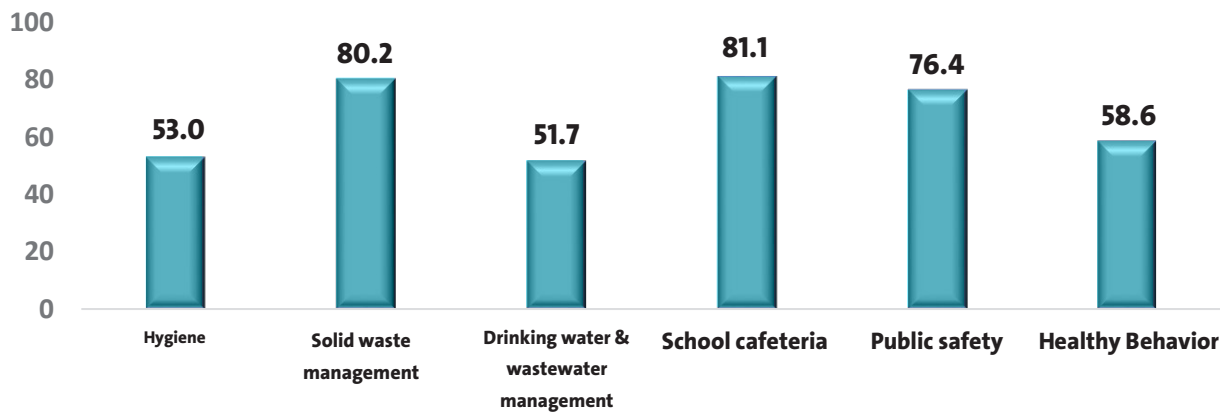
Figure (16): Degree to which school health environment standards that enhance learning are realized





Table (7): Degree to which school health environment standards that enhance learning							
2021				2023 Targets			
Male	Female	Coed	Total	Male	Female	Coed	Total
59.9	65.9	62.4	62.7	65.8	77.8	69.4	71

Figure (17): Degree to which school health environment standards that enhance learning are realized according to each sta



# Secondary Education Program



### 3.1 Adjusted Net Enrolment Rate (ANER) for the Secondary Cycle

**Definition:** The total number of students who are at the formal age of enrolling in the Secondary Cycle (15-17), regardless of the grade they are enrolled in, expressed as percentage of the total members of the corresponding population group (15-17 years).

Figure (1): Adjusted Net Enrollment Rate (ANER) for the Secondary Cycle

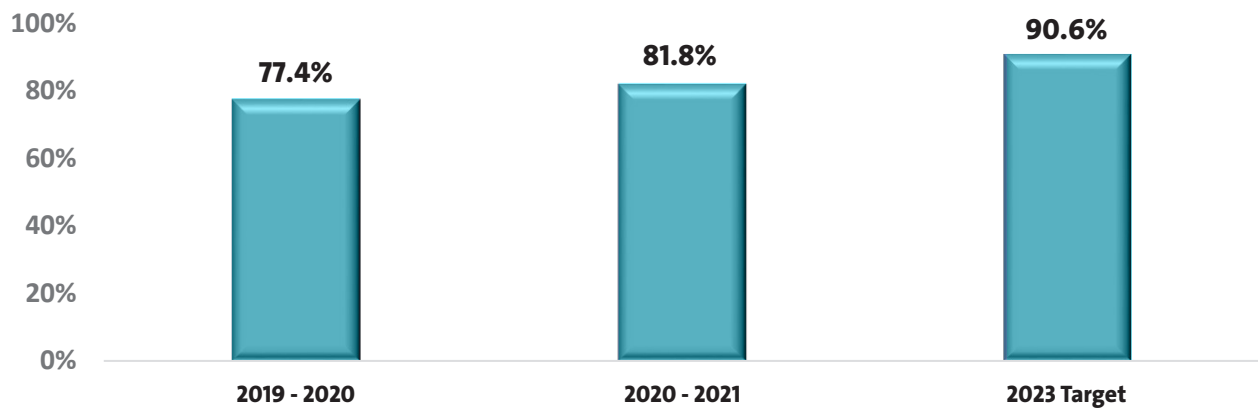


Table (1): Adjusted Net Enrolment Rate (ANER) for the Secondary Cycle according to gender and region

	2019 - 2020			2020 - 2021			2023 Targets		
	Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Palestine	68.4%	86.7%	77.4%	73.2%	90.8%	81.8%	82.7%	99.1%	90.6%
West Bank	64.5%	85.7%	74.9%	68.2%	90.1%	79.0%	75.7%	99%	87.1%
Gaza Strip	74.2%	88.3%	81.1%	80.4%	91.9%	86.0%	92.8%	99%	95.8%

### 3.2 Percentage of Secondary Cycle students taking the General Secondary Matriculation Exam according to their academic or vocational streams

Table (2): Percentage of Secondary Cycle students taking the General Secondary Matriculation Exam according to their academic or vocational streams

Track	Branch	Baseline year 2020			2021			2023 Targets		
		Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Academic track	Literary	64.9%	59.6%	62.5%	59.86%	64.41%	62.33%	50.1%	49.0%	49.5%
	Science	26.1%	25.8%	26.0%	25.73%	26.29%	26.04%	26.3%	26.1%	26.2%
	Commerce and Entrepreneurship	5.1%	5.3%	5.2%	5.03%	4.78%	4.90%	5.7%	5.9%	5.8%
	Religion	1.4%	2.1%	1.7%	2.39%	1.39%	1.85%	2.8%	2.5%	2.6%
	Technology	1.1%	1.7%	1.4%	1.30%	1.14%	1.21%	3.5%	2.9%	3.2%
TVET track	Industrial	0.4%	3.9%	2.0%	3.88%	0.61%	2.10%	4.3%	4.9%	4.6%
	Agricultural	0.0%	0.4%	0.2%	0.43%	0.06%	0.23%	3.0%	1.5%	2.3%
	Home Economics	0.6%	0.0%	0.3%	0.03%	0.74%	0.42%	0.8%	4.4%	2.6%
	Hotel Management	0.0%	0.2%	0.1%	0.19%	0.07%	0.13%	2.7%	1.5%	2.1%
Competency Track	Home Economics Competency	0.16%	0.00%	0.09%	0.07%	0.36%	0.23%	0.3%	0.1%	0.2%
	Technology Competency	0.01%	0.02%	0.02%	0.01%	0.00%	0.00%	0.10%	0.10%	0.10%
	Agricultural Competency	0.00%	0.05%	0.02%	0.05%	0.00%	0.02%	0.10%	0.10%	0.10%
	Industrial Competency	0.10%	0.84%	0.43%	1.01%	0.11%	0.52%	0.20%	0.90%	0.60%
	Hotel Management Competency	0.00%	0.01%	0.00%	0.03%	0.03%	0.03%	0.10%	0.10%	0.10%

### 3.3 Gross Enrolment Rate (GER) for the Secondary Cycle

**Definition:** The total number of students enrolled in Secondary education, expressed as a percentage of the population at the formal age of enrolment into secondary education (15-17).

**Purpose:** To indicate the overall level of enrolment into the Secondary phase of education and the absorptive capacity for this phase.

FIGURE (2): GROSS ENROLLMENT RATE (GER) FOR THE SECONDARY CYCLE

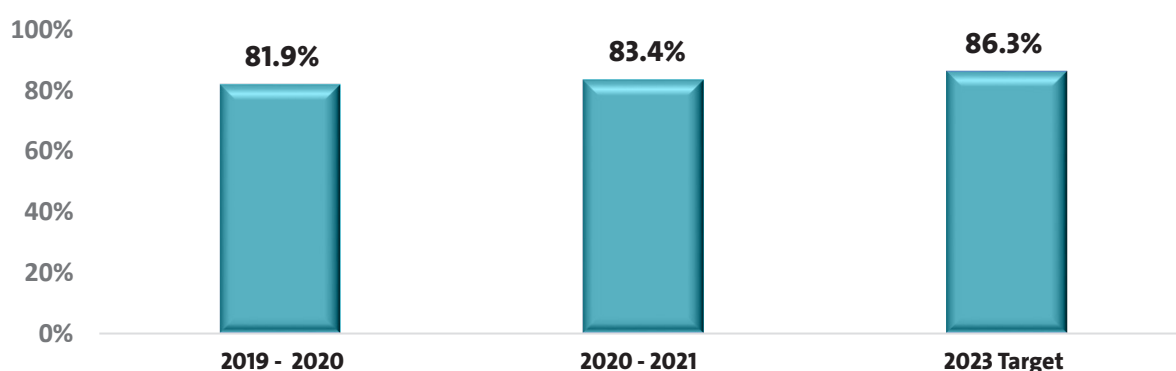


Table (3): Gross Enrolment Rate (GER) for the Secondary Cycle according to region and gender

	2019 - 2020			2020 - 2021			2023 Targets		
	Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Palestine	72.5%	91.8%	81.9%	73.8%	93.4%	83.4%	76.4%	96.5%	86.3%
West Bank	68.6%	91.1%	79.6%	68.9%	92.8%	80.6%	69.4%	96.1%	82.5%
Gaza Strip	78.3%	93.0%	85.4%	81.0%	94.3%	87.5%	86.4%	96.8%	91.6%

### 3.4 Dropout Rate in the Secondary Cycle <sup>5</sup>

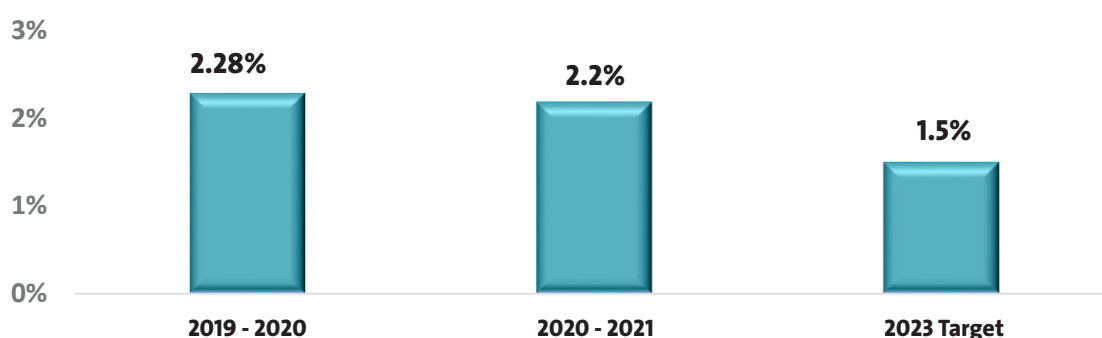
**Definition:** The number of students who drop out of school during the Secondary education phase (those exiting the formal education system prior to graduating from grade 12), in a given year, expressed as a percentage of the total number of students enrolled in secondary education that year.

**Purpose:** To gauge the phenomenon of students who dropout during the secondary education phase in a given year, prior to completing their secondary education.

Table (4): Dropout Rate in the Secondary Cycle according to region and gender

	2019 - 2020			2021 - 2020			2023 Targets		
	Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Palestine	2.70%	1.94%	2.28%	3.0%	1.6%	2.2%	1.60%	1.40%	1.50%
West Bank	3.27%	2.37%	2.76%	3.9%	1.9%	2.7%	2.00%	1.60%	1.80%
Gaza Strip	1.98%	1.31%	1.62%	1.8%	1.2%	1.5%	1.20%	1.00%	1.10%

FIGURE (3): DROPOUT RATE IN SECONDARY CYCLE



### 3.5 Number of students with disability enrolled in public secondary schools

Definition: The number of students with disabilities who are integrated in public secondary education grades 10-12. A child with disability refers to an individual who suffers great difficulty or is absolutely incapable of, one or more of the following classifications of disability/difficulty: 1- visual, 2- hearing, 3- motor, 4- speech and communication, 5- memory and concentration, and 6- slow learning.

FIGURE (4): NUMBER OF STUDENTS WITH DISABILITIES ENROLLED IN PUBLIC SECONDARY SCHOOLS

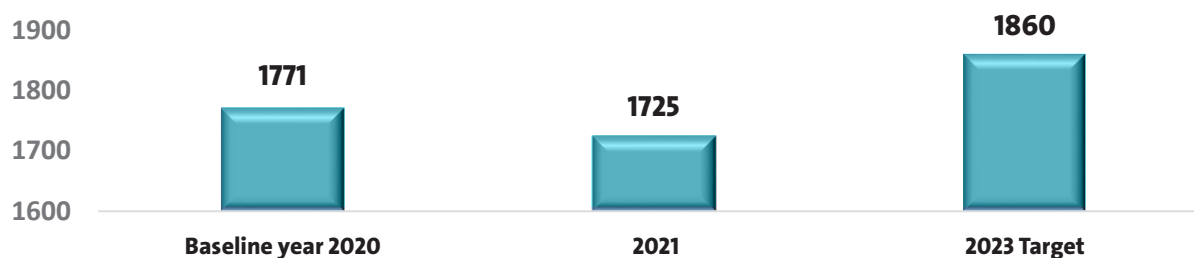


Table (5): Number of students with disability enrolled in public secondary schools

	Baseline year 2020			2021		
	Male	Female	M&F	Male	Female	M&F
Palestine	915	856	1771	769	956	1725
West Bank	358	514	872	387	527	914
Gaza Strip	557	342	899	382	429	811

### 3.6 Degree of appropriateness of school buildings (classrooms, specialized rooms and facilities) that meet the standards of secondary schools

The school building is considered a key component of the educational process, and an effective factor towards the success of the educational process and towards increasing the level of educational achievement. The more a school building is suitable and equipped with all means and methods of comfort, the more it can positively influence the educational process as a whole.

The indicator measures the level of services provided by the school building to the student in secondary schools according to eleven standards in order to be used as a reference for evaluating the existing school buildings and improve it to realize a safe environment and they include:

Standards
1. The area allocated for each student inside the classroom: is no less than 1m <sup>2</sup> for grades (10-12).
2. The area allocated for each student in the playgrounds is not less than 2m <sup>2</sup> .
3. The area allocated for each student in the covered spaces is not less than 0.50m <sup>2</sup> .
4. The number of sanitary units is 1 sanitary unit/classroom.
5. The area allocated for each teacher in the teachers' lounge is not less than 2m <sup>2</sup> .
6. Computer rooms where the area per student is not less than 1.2m <sup>2</sup> .
7. Labs where the area per student is not less than 2m <sup>2</sup> .
8. Library rooms of which the area/student is not less than 2m <sup>2</sup> .
9. Number of classrooms where evening shifts are taught.

10. The physical condition of classrooms in terms of ventilation, lighting, finishing and height of ceiling, etc. (from the students' suffering factor used at the Directorate General of Buildings).

11. Number of rented rooms.

Figure (5): Degree of appropriateness of school buildings (classrooms, specialized rooms and facilities) that meet the standards of secondary schools



### 3.7 Percentage of qualified Secondary Cycle teachers in accordance with the Teachers Education Strategy (TES)

**Definition of the Qualified Teacher:** A teacher is considered qualified if s/he obtained an educational qualification diploma from a university or the National Institute for Educational Training (NIET), or holds a university degree in a specialization that is considered one of the educationally qualified specializations.

Figure (6): Percentage of qualified Secondary Cycle teachers in accordance with TES

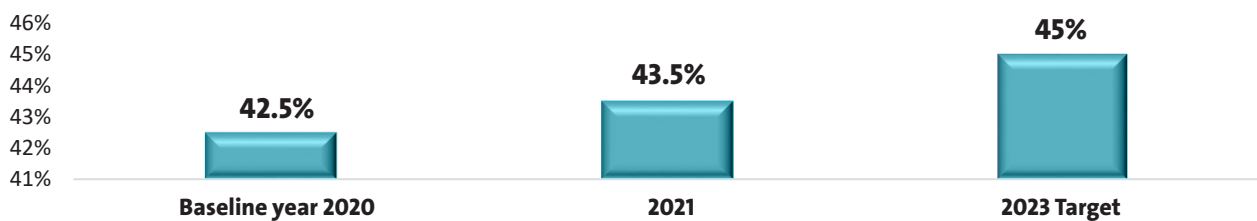


Table (6): Percentage of qualified secondary cycle teachers in accordance with TES according to gender

Baseline year 2020			2021			2023 Targets		
Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
39.50%	46.30%	42.5%	40.1%	46.83%	43.5%	42.4%	47.5%	45%



### 3.8 Degree to which Grade 10 Students possess ICT Skills in 2022

ICT skills have become and still are among the basic and necessary skills for contemporary life, which help to communicate and outreach between people in general and students in particular. In this regard, an important SDG indicator was singled out for this purpose: To monitor the percentage of young people and adults who have ICT skills according to the type of skill. In this context, the indicator was measured in Palestinian schools, specifically for tenth grade students, in cooperation with the DG of Examinations, Measurement and Evaluation, and the following results were obtained:

Figure (7): Degree to which Grade 10 Students possess ICT Skills in 2022

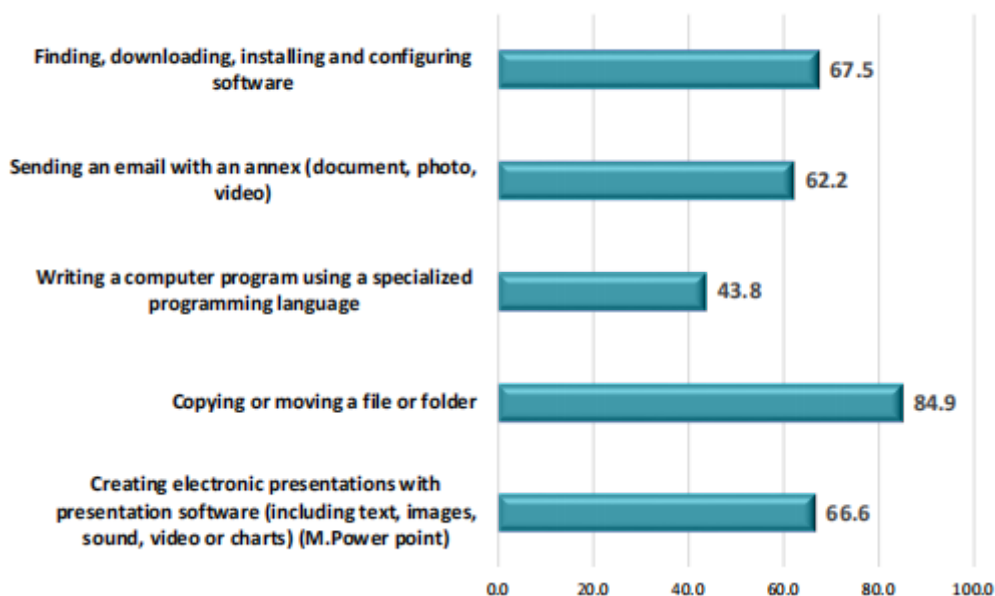


Figure (8): Degree to which Grade 10 Students possess ICT Skills in 2022



### 3.9 Degree of student’s active engagement in the classroom

#### The Procedural Definition of Active Engagement:

• Active Involvement refers to speeches and actions that students initiate with their teachers or amongst themselves within the classroom as well as the actions, gestures, hints, and responses that accompany these engagements that are linked to the Learning and Teaching Process. All these engagements and their accompanying actions are subject to observation and evaluation. The relative weight in percentage (%) of each action taking place inside the classroom for both teachers and students should include the follow:

- Teacher Non-Directive behaviour: 1- Accept student’s feelings, 2- praises or encouragements and 3- accepts or use ideas of students, 4- pose various-level questions, 5- conduct practical activity.
- Teacher Directive behaviour: 1- Explaining and lecturing, 2- criticising and expressing authority, 3- giving directions.
- Student responding to teacher’s questions.
- Student initiative without responding to external influence such as posing questions and ideas, expressing opinion and analysis (active engagement).
- Cases of silence and chaos; speaking indirectly about the content.

Figure (9): Degree of students’ active engagement in the classroom (active participation)



Table (7): Degree of Student Active Engagement in Classroom

2021		2023 Targets					
Male	Female	Coed	Total	Male	Female	Coed	Total
17.2	16.4	20.1	17.1	26.6	26.3	23.4	26.2

FIGURE (10): PERCENTAGE OF TEACHER/STUDENT TIME SHARE IN THE CLASSROOM

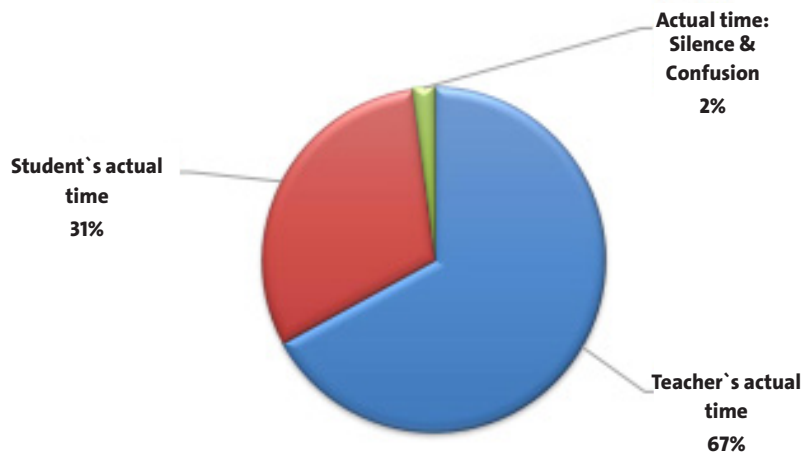
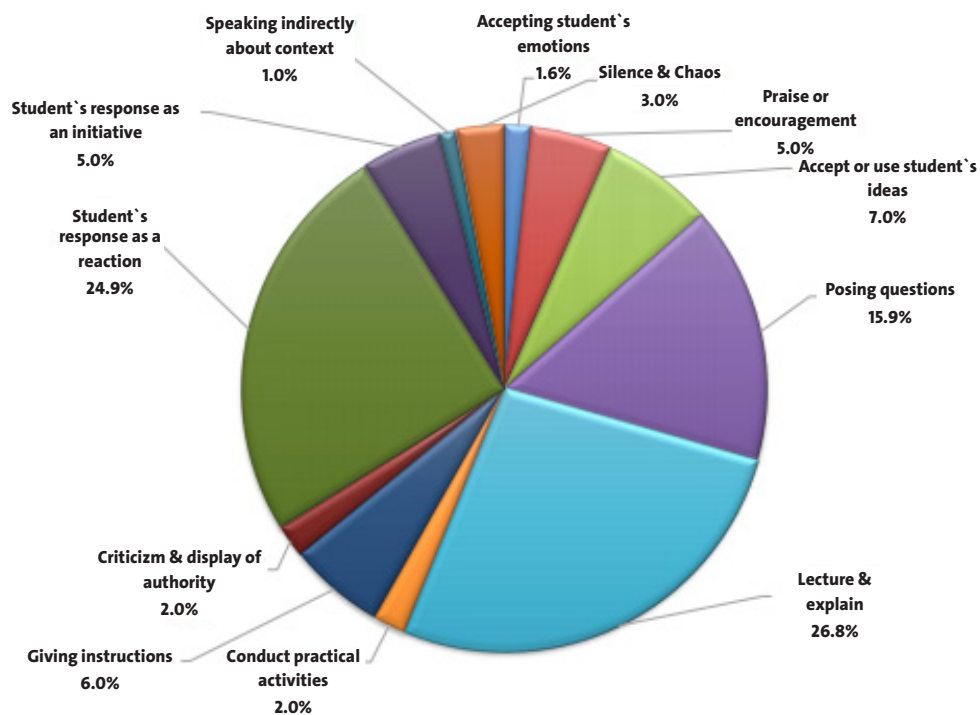


Figure (11): Relative weight for each behavior by the teacher and the student inside the classroom



It is clear from the above figures that approximately three quarters of the class time is for the teacher, and that most of the teacher's behavior is centered around lecturing, and asking questions, while the time allotted to the student is a quarter of the class time. The student's behavior is focused on responding as a reaction, but what the plan seeks is to increase the time allocated for the student's initiatives and involvement in the classroom.

### 3.10 Percentage of students exposed to violence inside the school

Based on the humanitarian, civilizational and cultural heritage of the Palestinian people, the Convention on the Rights of the Child (UNCRC), and the Palestinian Child Law, gave children (of formal school age) the right to education without discrimination. However, it also states that “the right to education remains incomplete if not accompanied by the right to well-being and the right to protection.”

Driven by this dictum, and to create a safe school environment with a system grounded in the spirit of participation and respect for others’ opinions, the MoE has worked diligently to combat violence in schools, in all its forms.

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

#### **Indicator fields:**

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

**Physical violence:** includes beating (by hands or an instrument), slapping the face, kicking, twisting limbs, or forceful pushing of the child, etc.

**Verbal violence:** Yelling, scolding, cursing and insults, snitching, use of offensive language.

**Sexual Harassment:** Using obscene words, unethical gestures or immoral actions, exposure to pornographic material, or being forced to speak in a sexually explicit manner.

Negligence- and deprivation-based violence: It includes theft or breaking of objects, detention near trash cans, deprivation from class break, and deprivation from participation in activities, etc.

Figure (12): Percentage of students in the Secondary Cycle exposed to violence in school (physical, verbal, sexual, negligence)

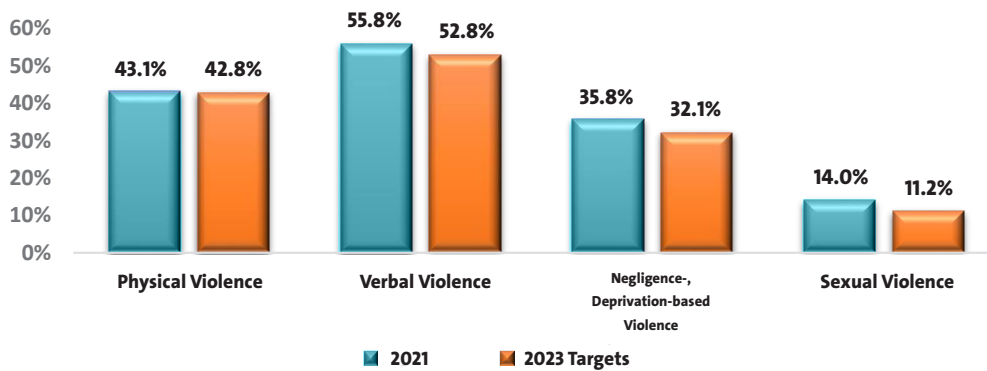


Table (8): Percentage of students exposed to violence inside the school

Type of ViolenceĀ	2021			2023 Targets		
	Male	Female	M&F	Male	Female	M&F
Physical Violence	53.8%	34.5%	43.1%	55.1%	31.7%	42.8%
Verbal Violence	57.3%	54.6%	55.8%	55.7%	50.1%	52.8%
Negligence- & deprivation-based violence	40.9%	31.7%	35.8%	34.8%	29.6%	32.1%
Sexual violence	21.3%	8.1%	14.0%	20.4%	3.1%	11.2%

# Vocational Education Program



## 4.1 Entry Rate to TVET secondary cycle (Grade 11)

**Definition:** Number of students entering grade 11 in vocational education expressed as a percentage out of the total number of students entering grade 11 in all its streams.

FIGURE (1): ENTRY RATE TO TVET SECONDARY CYCLE (GRADE 11)

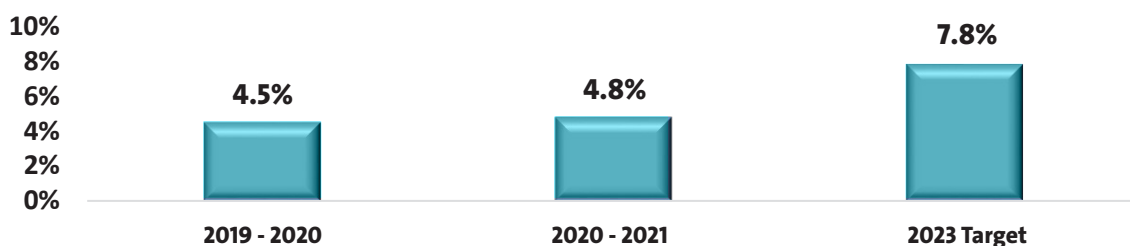


Table (1): Entry Rate to TVET secondary cycle (grade 11) according to gender and region

	2019 - 2020			2020 - 2021			Targets 2023		
	Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Palestine	7.4%	2.2%	4.5%	7.7%	2.3%	4.8%	11.5%	% 5	7.8%
West Bank	12.3%	3.3%	7.1%	13.3%	3.5%	7.8%	16.5%	5.2%	10.07%
Gaza	1.6%	0.7%	1.1%	2.0%	1.0%	1.4%	5.5%	4.7%	5.09%

## Percentage of students in TVET streams out of the total secondary cycle students (grades 1012-)

**Definition:** Number of students enrolled in TVET streams grades 1012- expressed as a percentage out of the total number of students entering grades 1012- with all their streams.

FIGURE (2) PERCENTAGE OF STUDENTS IN TVET STREAMS OUT OF THE TOTAL SECONDARY CYCLE STUDENTS (GR 10 - 12)

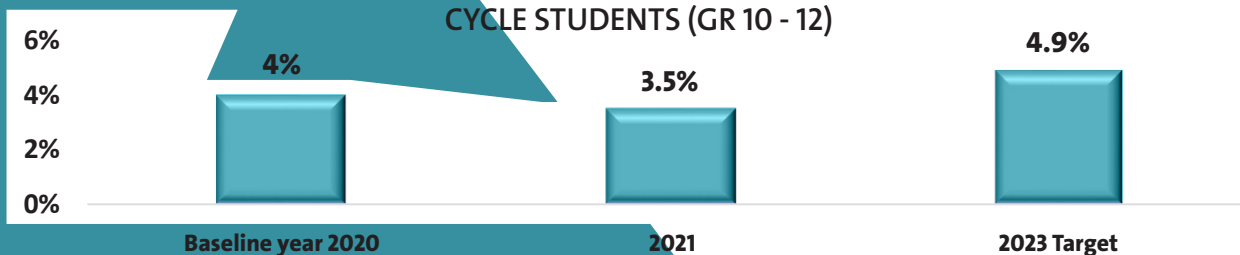


Table (2): Percentage of students in TVET streams out of the total secondary cycle students (grades 10-12) according to gender and region

	Baseline year 2020			2021			2023 Targets		
	Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Palestine	6.0%	1.0%	4.0%	5.8%	2.2%	3.5%	7.0%	3.2%	4.9%
West Bank	% 10	% 1.0	6%	9.7%	3.3%	6.1%	11.3%	3.7%	% 7
Gaza Strip	3.5%	0.47%	2.2%	1.2%	0.6%	0.8%	4.8%	3.2%	3.2%

### 4.3 Percentage of student distribution into TVET streams according to specializations (agricultural, industrial, hotel management, home economics) out of the gross enrolment in TVET branches (grades 1112-)

Figure (3): Percentage of student distribution into TVET streams according to specializations out of the gross enrolment in TVET branches (grades 11-12)

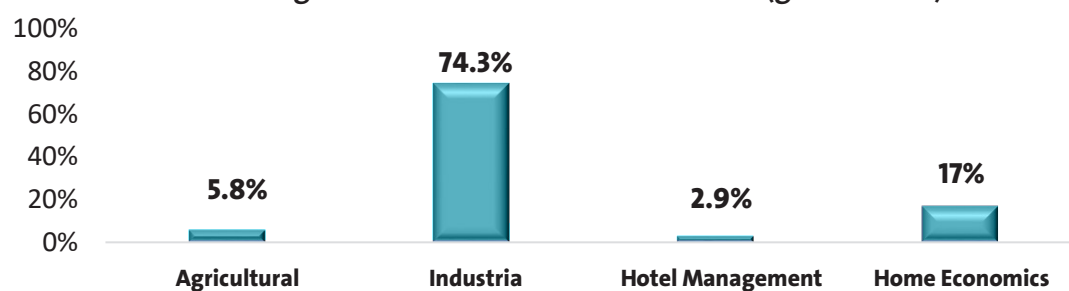


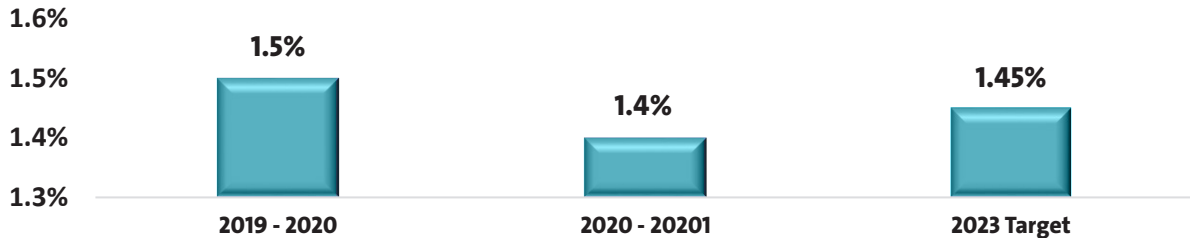
Table (3): Percentage of student distribution into TVET streams according to specializations out of the gross enrolment in TVET branches (grades 11-12) according to gender

Branch	Baseline year 2020			2021			2023 Targets		
	Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Agricultural	7.2%	2.6%	6.1%	6.9%	2.8%	5.8%	5.8%	4.1%	5.2%
Industrial	89.0%	42.3%	77.2%	89.3%	34.9%	74.3%	90.8%	53.9%	77.1%
Hotel Management	3.5%	3.5%	3.5%	2.7%	3.6%	2.9%	3.4%	10.4%	6.0%
Home Economics	0.3%	51.5%	13.2%	1.1%	58.7%	% 17	0.0%	31.6%	11.7%



#### 4.4 Dropout rate in vocational education (grades 11 and 12)<sup>6</sup>

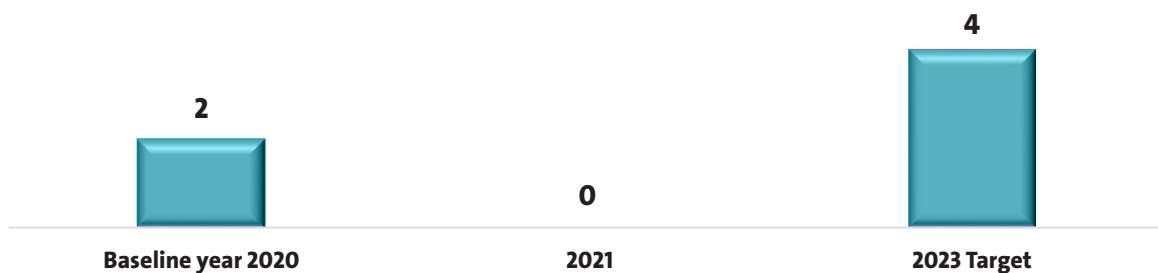
Figure (4): Dropout rate in vocational education (Grades 11 & 12)



#### 4.5 Number of newly-created vocational specializations

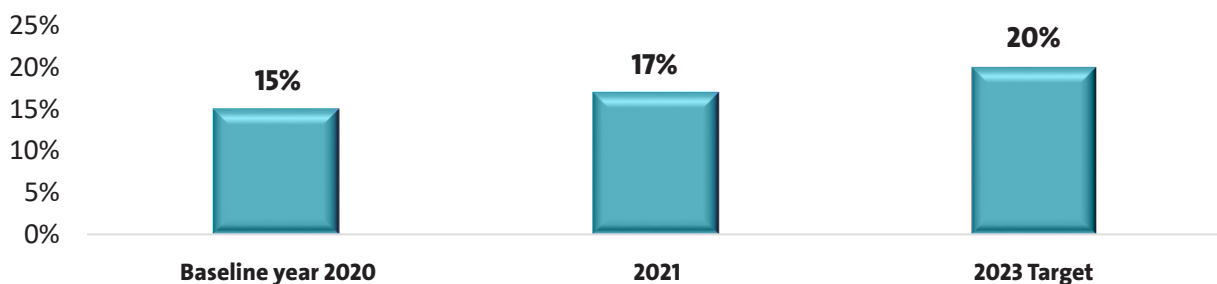
**Definition:** The number of new vocational specializations that are introduced for the first time.

FIGURE (5): NUMBER OF NEWLY-CREATED VOCATIONAL SPECIALIZATIONS



#### 4.6 Percentage of qualified vocational education staff (teachers, principal, vocational counselor) according to the Vocational Education National Strategy standards

FIGURE (6): PERCENTAGE OF QUALIFIED VOCATIONAL EDUCATION STAFF (TEACHERS, PRINCIPAL, VOCATIONAL COUNSELOR) ACCORDING TO THE VOCATIONAL EDUCATION NATIONAL STRATEGY STANDARDS



## 4.7 Percentage of students in vocational schools who are trained in the labor market

**Definition:** Number of students trained in the labor market compared as a percentage with the total number of TVET students.

FIGURE (7): PERCENTAGE OF STUDENTS IN VOCATIONAL SCHOOLS WHO ARE TRAINED IN THE

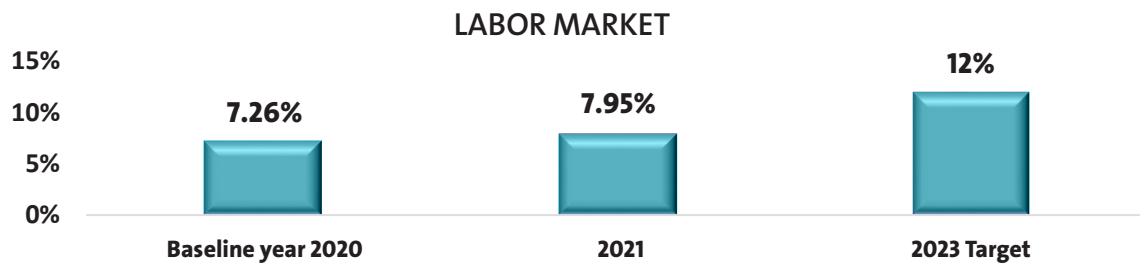


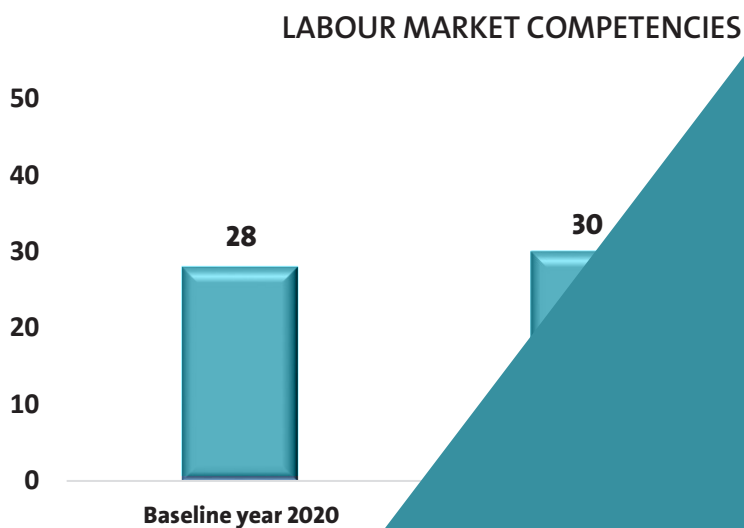
Table (4): Percentage of students in vocational schools trained in the labor market according to gender

Baseline year 2020			2021			2023 Targets		
Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
8.35%	3.18%	7.26%	9.52%	1.63%	7.95%	15%	6%	10.5%

## 4.8 Number of specializations that have advanced curricula by labor market competencies

**Definition:** Number of specializations that have advanced curricula by labor market competencies.

FIGURE (8): NUMBER OF SPECIALIZATIONS THAT HAVE ADVANCED



# Non-Formal Education Program



## 5.1 Literacy Rate in Palestine (15 years and above)

**Definition:** Number of adult citizens at the age of 15 or above who can read and write, expressed in a percentage of the total population of those at the age of 15 or above. It reflects the average of reading for adults through the accumulative achievement in learning and literacy programs that enhance the basic reading and writing skills of the population.

FIGURE (1): LITERACY RATE IN PALESTINE (15 YEARS AND ABOVE)

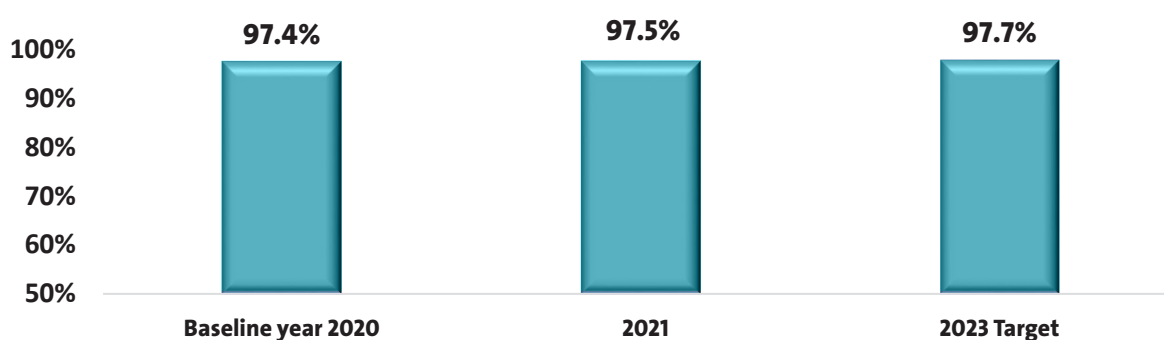


Table (1): Literacy Rate in Palestine according to gender and region

	Baseline year 2020			2021			2023 Targets		
	Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Palestine	98.8%	95.9%	97.4%	98.8%	96.2%	97.5%	98.8%	96.8%	97.7%
West Bank	98.7%	95.4%	97.1%	98.7%	95.8%	97.2%	98.7%	96.6%	97.4%
Gaza Strip	98.9%	96.7%	97.8%	99%	96.9%	98%	99.2%	97.3%	98.4%

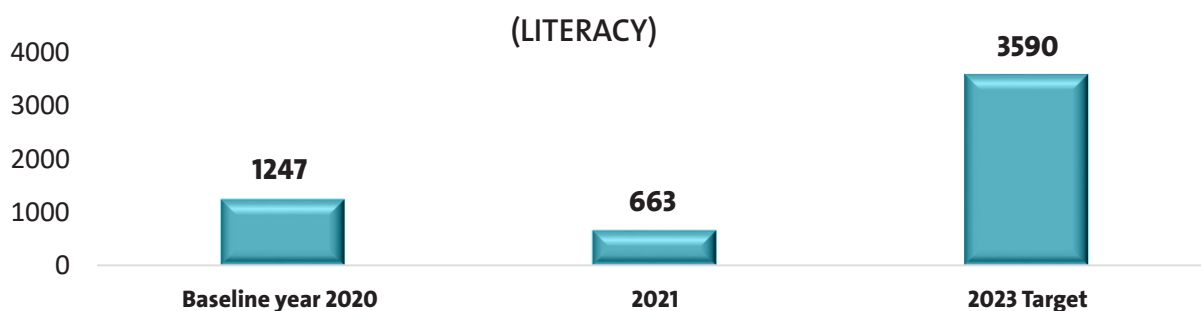
## 5.2 Number of learners enrolled in the Non-Formal Education Program (Literacy, Parallel Education)

**Indicator's Definition:** The number of individuals studying under the Non-Formal Education Programs (Literacy and Parallel Education) in Palestine who did not have the chance to enroll in and receive formal education. The indicator aims to monitor the number of learners enrolled in Parallel education and Literacy Programs, so as to evaluate the increase in enrolment into Non-Formal Education Programs.

**Parallel education:** Is one of the adult education programs offered by the Ministry

for students who have dropped out of school within the age group 13 and above, and for those who have been emancipated from illiteracy. The student enrolled in parallel education obtains the certificate of the ninth grade, after passing the examination for parallel education.

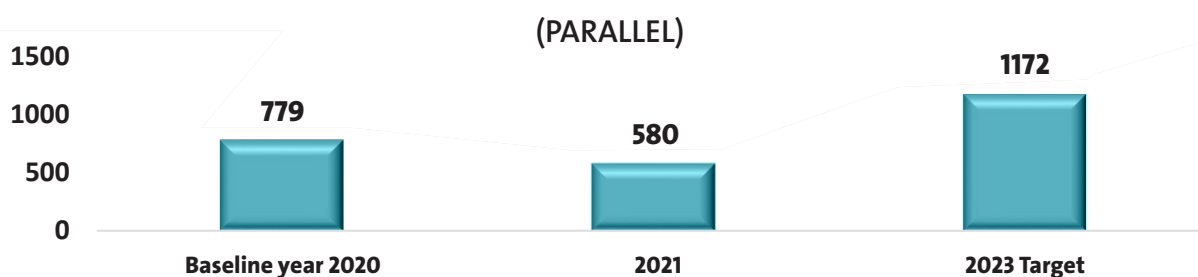
FIGURE (2): NUMBER OF LEARNERS ENROLLED IN THE NON-FORMAL EDUCATION PROGRAM



(Table (2): Number of learners enrolled in Non-Formal Education Programs (Literacy)

	Baseline year 2020			2021			2023 Targets		
	Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Palestine	695	552	1247	418	245	663	1547	2043	3590
West Bank	269	350	619	43	45	88	977	1479	2456
Gaza	426	202	628	375	200	575	570	564	1134

FIGURE (3): NUMBER OF LEARNERS ENROLLED IN NONFORMAL EDUCATION PROGRAMS



(Table (3): Number of learners enrolled in Non-Formal Education Programs (Parallel)

	Baseline year 2020			2021			2023 Targets		
	Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Palestine	552	227	779	427	153	580	656	516	1172
West Bank	242	108	350	49	28	77	306	286	592
Gaza	310	119	429	378	125	503	350	230	580

### 5.3 Percentage of those enrolled in the Parallel Education Program who graduated from Literacy Programs

**Definition:** Total number of students enrolled in the Parallel Education Program who graduated from the Literacy Program in 2019-2020 as a percentage out of the total number of students enrolled in the Literacy Program for the same year.

**Indicator:**

The indicator measures the extent the non-formal education programs supervised by the Ministry of Education are complementary.

FIGURE (4): PERCENTAGE OF THOSE ENROLLED IN PARALLEL EDUCATION PROGRAM WHO GRADUATED FROM LITERACY PROGRAMS

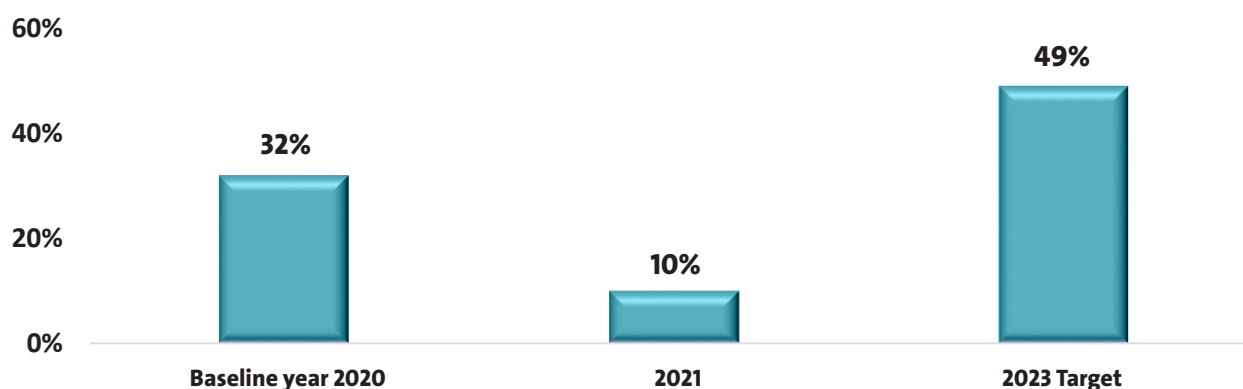


Table (4): Percentage of those enrolled in Parallel Education Program who graduated from Literacy Programs

Baseline year 2020			2021			2023 Targets		
Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
31%	33%	32%	0%	10%	10%	40%	57%	49%

### 5.4 Percentage of facilitators qualified to work in literacy and parallel education centers.

**Definition of the indicator:** According to the Adult Education Strategy, a qualified facilitator is a teacher who has earned a degree in education, and has undergone 60 hours of training in the psychology and methods of adult education.

The indicator was measured with reference to the data base of the Non-Formal Education Department at the General Directorate of General Education.

FIGURE (5): PERCENTAGE OF TEACHERS AND SUPERVISORS QUALIFIED TO WORK IN LITERACY AND PARALLEL EDUCATION CENTERS.

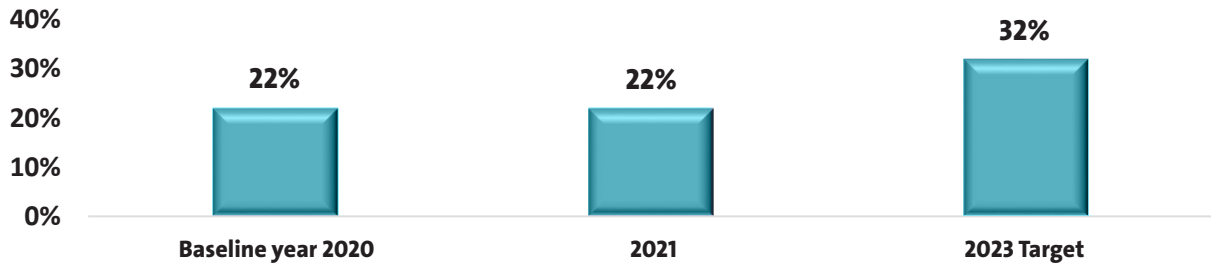


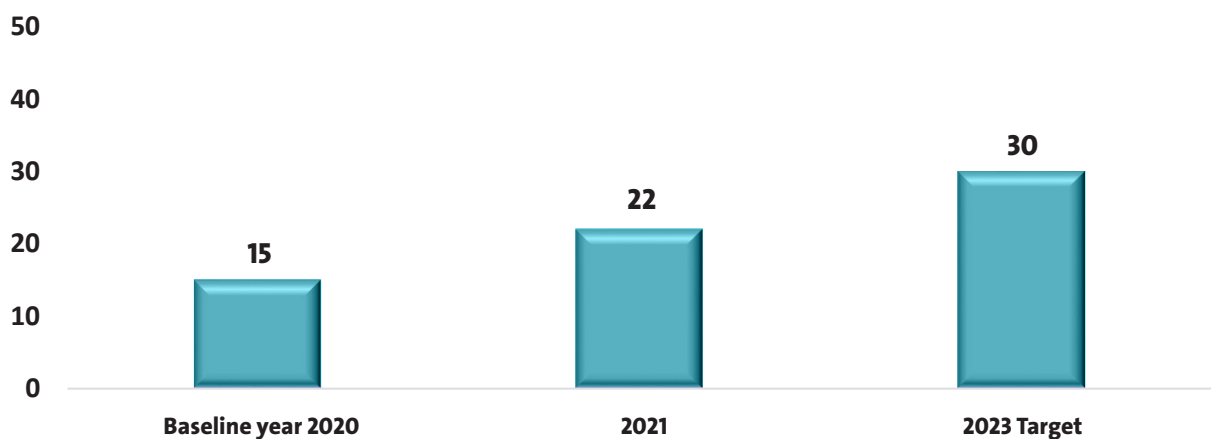
Table (5): Percentage of teachers and supervisors qualified to work in literacy and parallel education centers according to gender

Baseline year 2020			2021			2023 Targets		
Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
20%	24%	22%	20%	24%	22%	30%	34%	32%

## 5.5 Number of teaching/learning opportunities available for youth and adults at Life-long Learning Community Centers

**Educational Opportunity:** Are programs provided by the Life-long Learning Community Centers which includes a second opportunity programs, literacy programs, personal empowerment programs, vocational training programs, and vocational guidance programs.

FIGURE (6): NUMBER OF EXECUTED ACTIVITIES BY THE LIFE-LONG LEARNING COMMUNITY CENTERS WITH THE LOCAL COMMUNITY

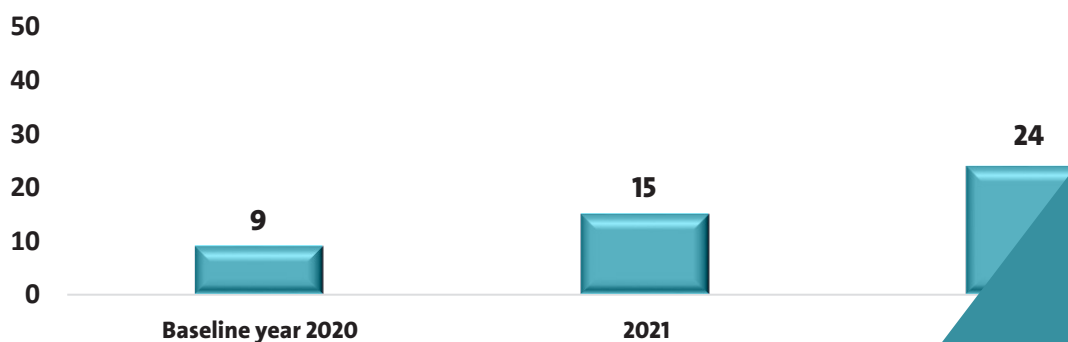


## 5.6 Number of executed activities by the Life-long Learning Community Centers with the local community

Number of activities implemented by community centers for lifelong education of youth and adults with the local community (initiatives, neighborhoods, and others)

Activities: All community activities carried out by community centers for the education of youth and adults in cooperation with the local community and with the participation of large numbers of the local community. These have several forms, including initiatives, competitions, awareness meetings, activities for volunteers, neighborhoods and cultural evenings.

Figure (7): Number of executed activities by the life-long learning community centers





# Governance and Management Program



## 6.1 Percentage of administrators trained on administrative capacity building programs (internal and external programs)

The indicator measures the number of trained administrators from the ministry and directorates who have received at least one training inside and outside the country out of the total number of administrative staff in the ministry and directorates, distributed according to gender.

FIGURE (1): PERCENTAGE OF ADMINISTRATORS TRAINED ON ADMINISTRATIVE CAPACITY BUILDING PROGRAMS (INTERNAL AND EXTERNAL PROGRAMS)

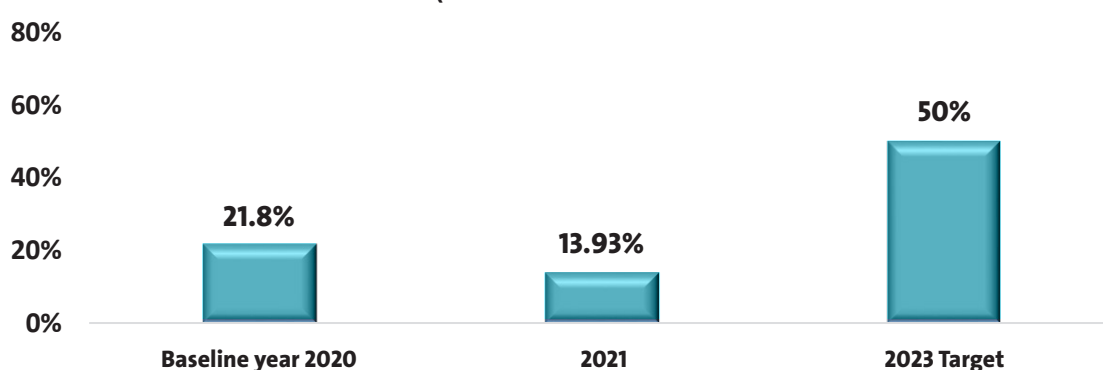


Table (1): Administrators who received training on administrative capacity development programs and their distribution according to the nature of the training and gender

Nature of Training	Sex	No.	2021 Total No of trained		Total No. of administrators			Percentage according to the Indicator
Internal training (inside Palestine)	Male	125	284	299	Male	1243	2145	13.93%
	Female	159			Female	902		
External training (outside Palestine)	Male	10	15		Female	902		
	Female	5						

The table above indicates that the percentage of trained administrators reached 13.93% in 2021. According to the Ministry estimates, the expected target for 2023 is at least 50%. A staff member can receive more than one training during the same year.

## 6.2 Degree of staff (ministry and directorates) satisfaction with the physical work environment

FIGURE (2): DEGREE OF STAFF (MINISTRY AND DIRECTORATES) SATISFACTION WITH THE PHYSICAL WORK ENVIRONMENT

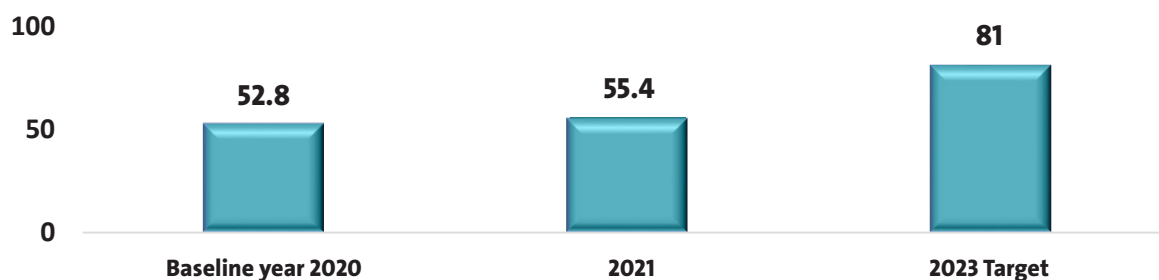


Table (2): Degree of staff (ministry and directorates) satisfaction with the physical work environment according to gender

	Baseline year 2020			2021			2023 Targets		
	Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Ministry	62	52.6	57.6	60.4	49.2	54.4	88	80	84
Directorates	51.7	52	51.9	55.4	55.6	55.5	82	80	81
Total (Ministry & Directorates)	52.8			55.4			81		

FIGURE(3):DEGREEOF(MINISTRY)STAFFSATISFACTIONWITHTHEPHYSICALWORKENVIRONMENT

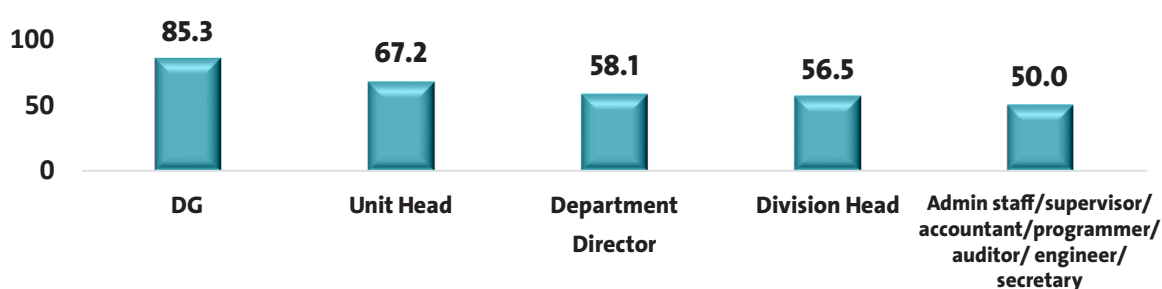
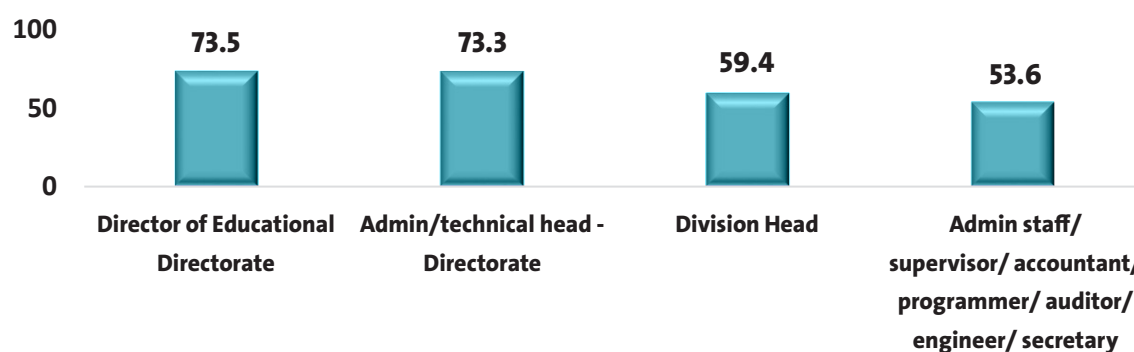
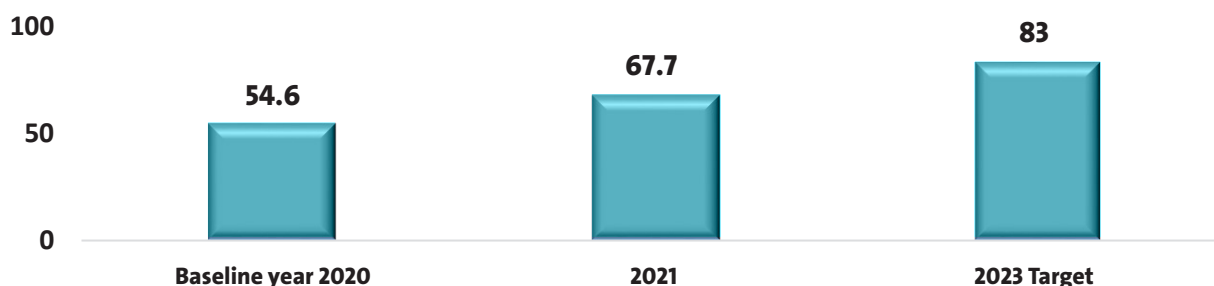


FIGURE (4): DEGREE OF (DIRECTORATE) STAFF SATISFACTION WITH THE PHYSICAL WORK ENVIRONMENT



## 6.3 Degree of employing technology in administrative work

Figure (5): Degree of employing technology in administrative work



Table(3): Degree of employing technology in administrative work according to gender and administration

	Baseline year 2020			2021			2023 Targets		
	Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Ministry	61.1	58	59.5	64.5	64.3	64.4	86	84	85
Directorates	56	50.5	53.6	68.3	67.8	68.1	84	80	82
Total (Ministry + Directorates)	54.6			67.7			83		

Figure (6): Degree of employing technology in administrative work (Ministry)

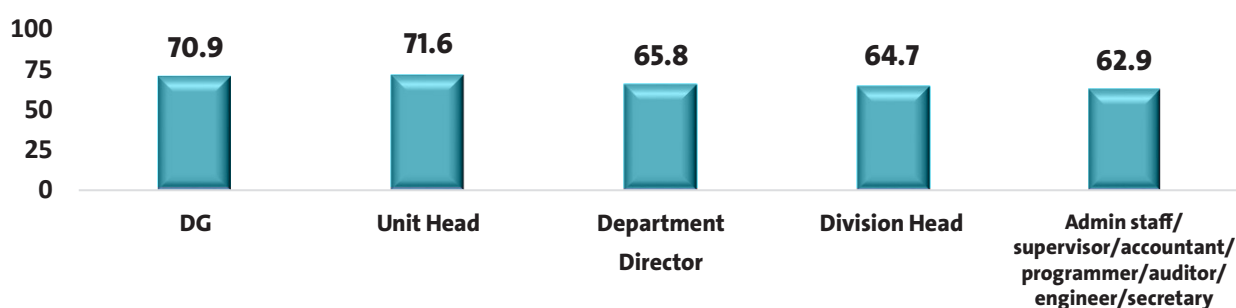
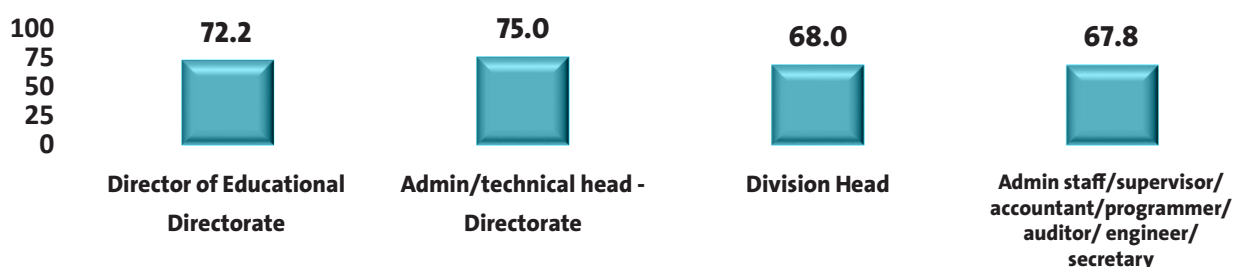


Figure (7): Degree of employing technology in administrative work (Directorate)



## 6.4 Degree the Ministry, Directorates and Schools practice governance and accountability aspects

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

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

FIGURE (8): DEGREE OF THE MINISTRY'S PRACTICE OF THE DIMENSIONS OF GOVERNANCE AND ACCOUNTABILITY

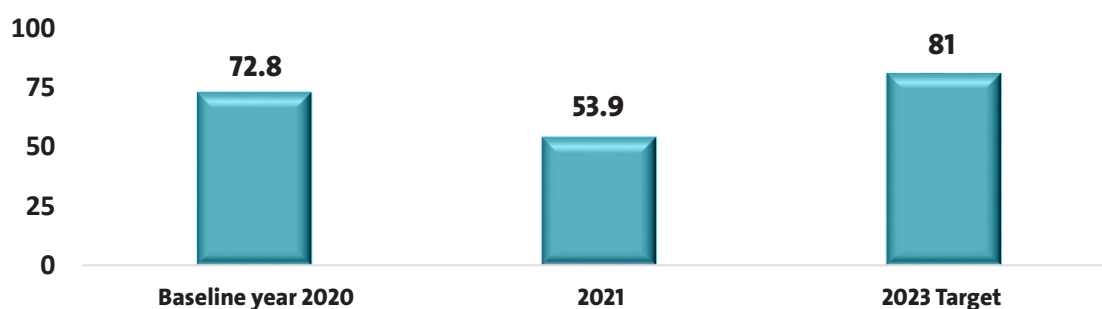


FIGURE (9): DEGREE THE MINISTRY, DIRECTORATES AND SCHOOLS PRACTICE OF THE DIMENSIONS OF GOVERNANCE AND ACCOUNTABILITY IN 2021

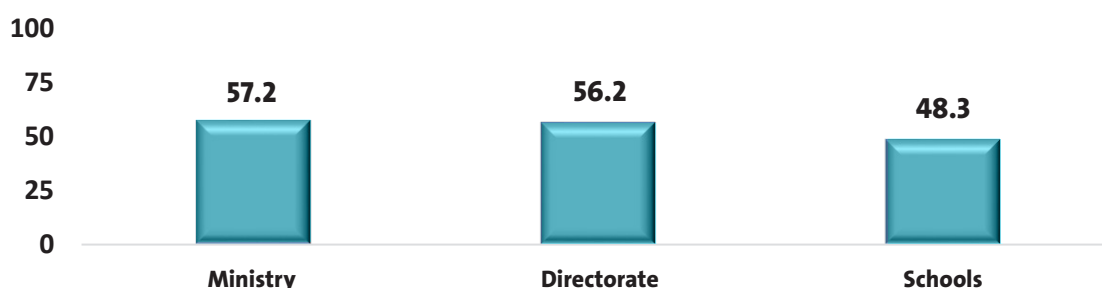


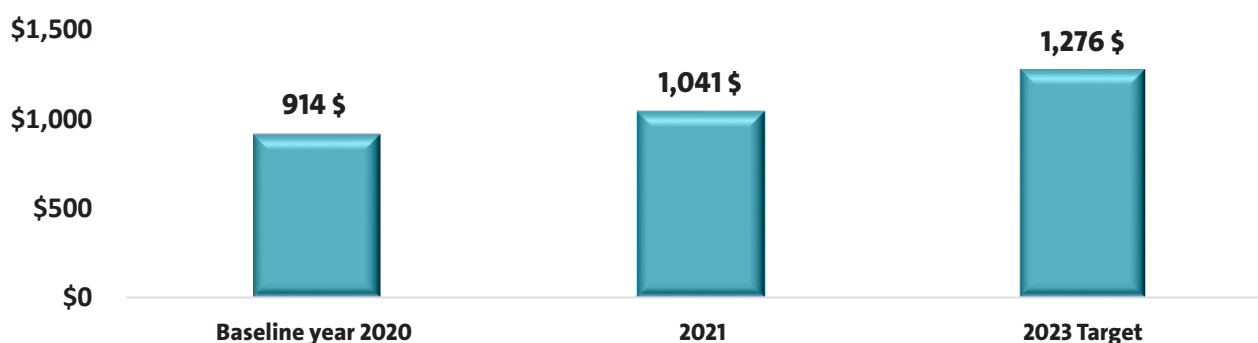
Table (4): Degree the Ministry, Directorates and Schools Practice Governance and Accountability aspects

Field	2020 Baseline year	2021
Legal, organizational environment, public policies	69.5	55.9
Leadership: empowerment and decision-making (such as transparency and objectivity).	73.1	54
Institution's culture: Resource management, practicing accountability	73.8	52.6
Monitoring and evaluation; lessons learned from the results.	70.2	57.7

## 6.5 Cost per student in school education

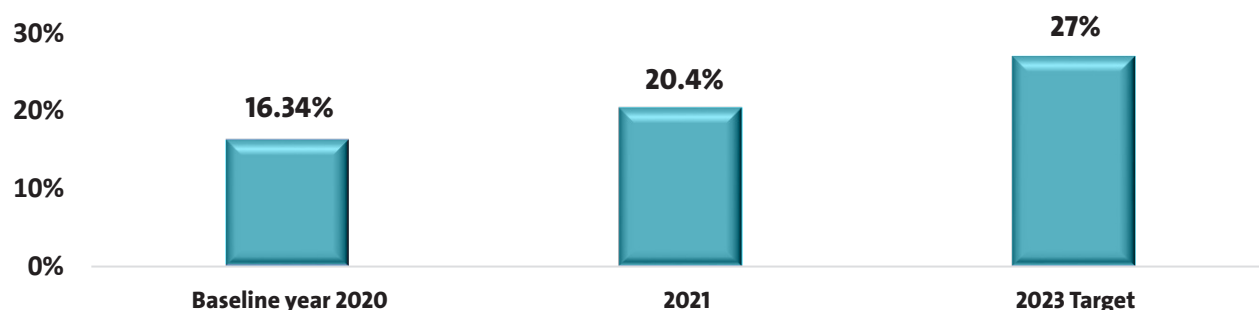
**Definition:** The share of one student in public schools (grades KG2-12) from the Ministry of Education's developmental and operational budget for its educational programs. The rate is derived from dividing the total developmental and operational budget amount over the number of students for the same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

FIGURE (10): COST PER STUDENT IN SCHOOL EDUCATION IN US DOLLARS



## 6.6 Percentage of the education budget from total national budget

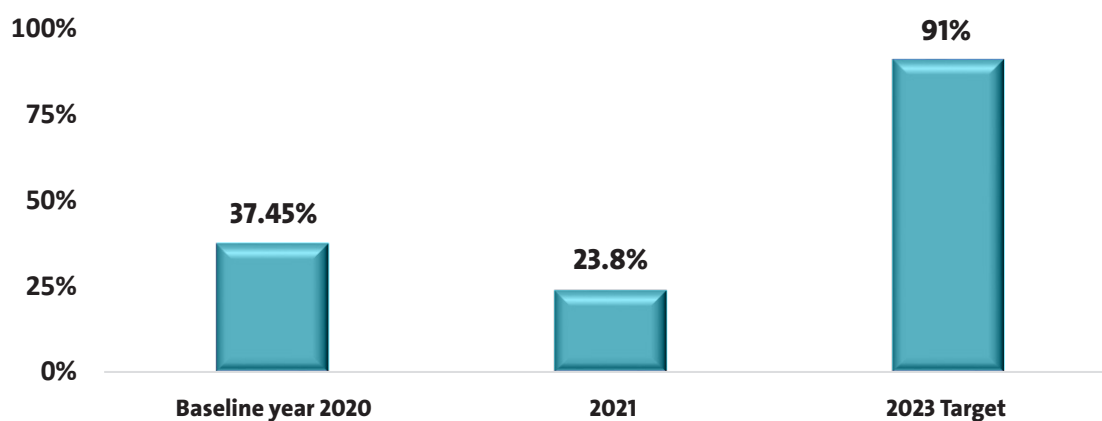
FIGURE (11): PERCENTAGE OF THE EDUCATION BUDGET FROM TOTAL NATIONAL BUDGET



## 6.7 Percentage of actual developmental expenditure versus approved developmental resource-based budget

**Definition:** Total actual expenditures (developmental) divided by the approved annual developmental budget for MoE.

FIGURE(12): PERCENTAGE OF ACTUAL DEVELOPMENTAL EXPENDITURE VERSUS APPROVED DEVELOPMENTAL RESOURCE-BASED BUDGET

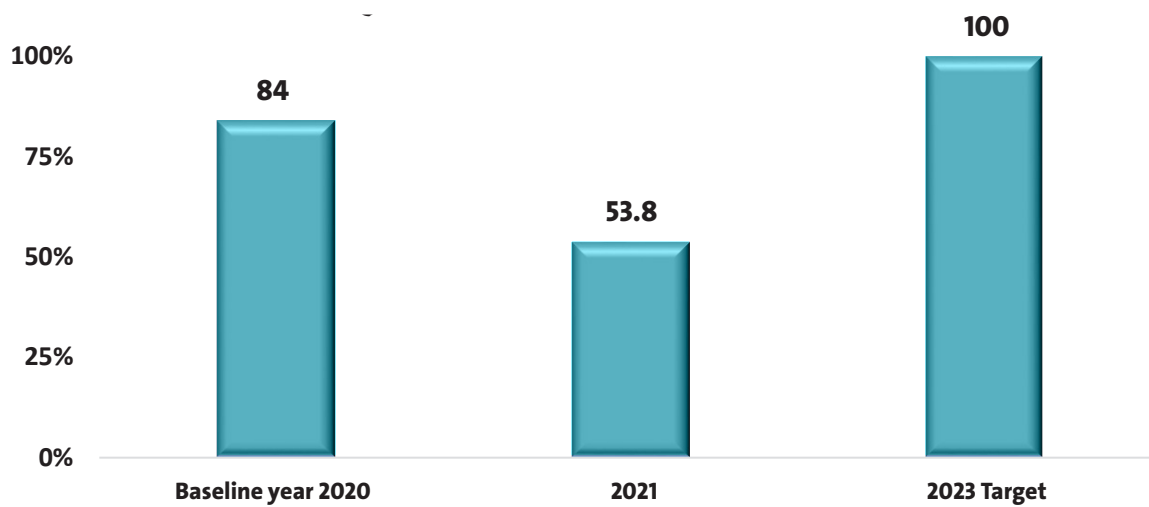


## 6.8 Degree of Ministry readiness for emergencies and crisis management

This indicator includes two dimensions:

1. Return to School Plan.
2. Contingency Plan for Crisis Management.

Figure (13): Degree of Ministry readiness for emergencies and crisis management



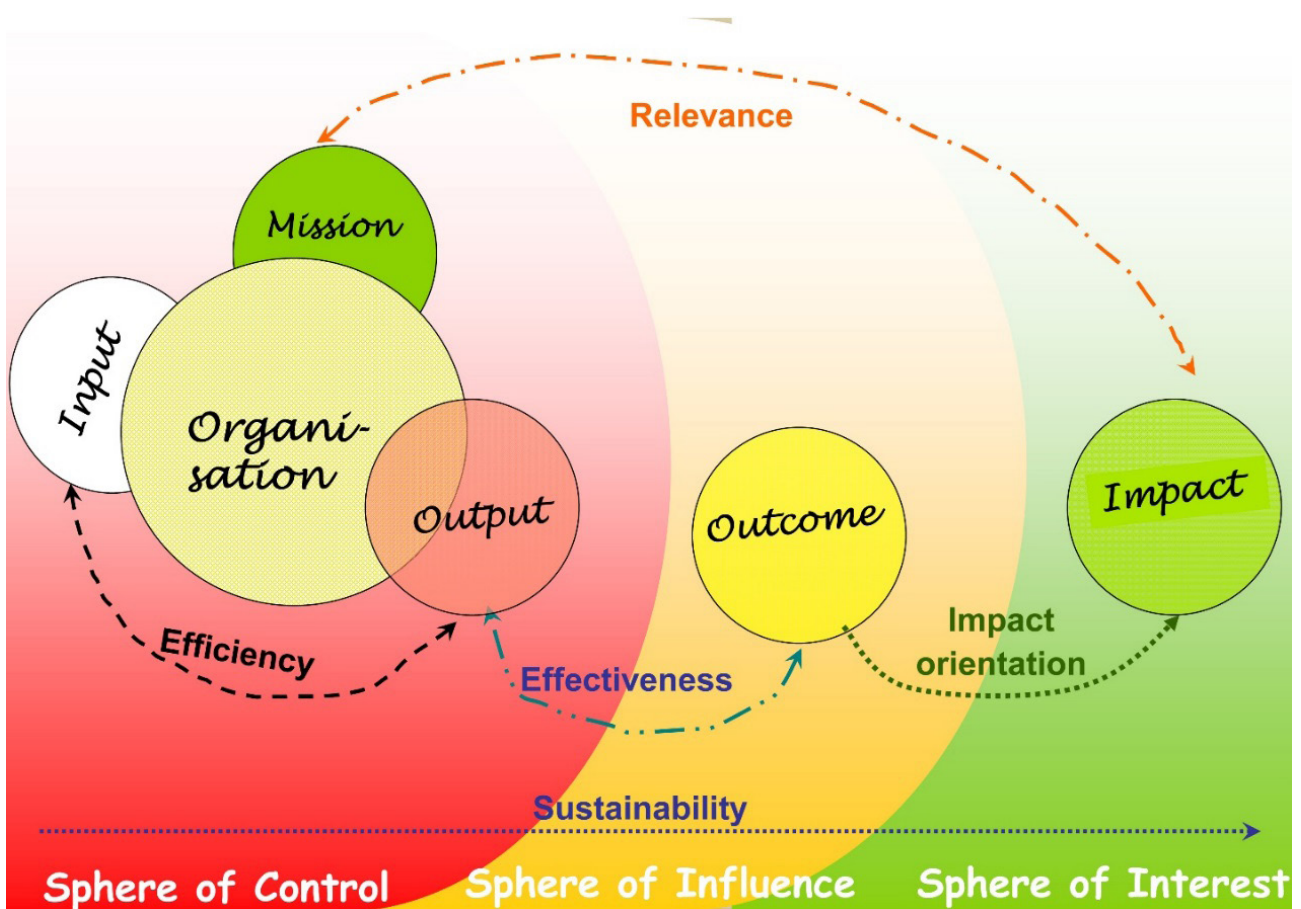


# Evaluation of the Annual Work Plan

of the Updated Strategic Plan (ESSP 2021-2023)

Relevance of 2022, Efficiency of 2021

## Executive Summary



## Evaluating in order to learn and develop

The Monitoring and Evaluation System is considered a pivotal system within most institutions as well as a fundamental demand to civil society organizations, who began to realize the importance of learning the results and the actual impact of the services it provides to its targeted groups.

This allows the organization to learn from its experiences, avoid obstacles and reinforce the positive outputs in order to improve the outcomes and impact of its programs and plans on the short- and long-term. This can only be done through studying the relationship between the inputs and the outcomes, measuring the level of investing in human and financial resources to achieve the outcomes, and monitoring the level of achieving the targets throughout the years.

All this requires a coherent and cohesive system with a framework of standardized tools that are designed to extract results through sophisticated indicators that reflect and meet the requirements of change and development.

The results of the evaluation report are presented to the decision-makers at the Ministry of Education and Higher Education and its Policy Committee with specific facts and evidence of the existing planning process and mechanism for its development. The report presents a study and analysis of 2021 Annual Work Plan and Budget in terms of studying the outputs and their efficiency in investing human and financial resources to achieve the targets and arrive at the intended results. It also studied 2022 in terms of its relevance with the sub-objectives and the overall goals. The present report also provides explanations for these results, suggestions and procedures for learning and development in a manner that contributes to advancing the educational process.

## **Methodology of evaluating 2021 and 2022 Annual Plans:**

International evaluation criteria were adopted in accordance with results-based management and other educational and administrative standards related to evaluating educational programs to study and evaluate the targeted annual plan programs (Preschool, Basic, Secondary, and Governance).

### **Definitions:**

**Evaluation:** Is a systematic and objective process to measure the progress in implementing programs or to measure the programs that have been completed or planned to be implemented in terms of policies, design and implementation mechanism to reach its targeted outcomes. Consequently, this will assist in determining the compatibility of these programs and plans with the priorities and policies of the stakeholders: implementer, financier or beneficiary.

**Relevance:** Contributes to identifying the extent to which the outputs are consistent with the objectives and policies of the Ministry in terms of content, targeting and formulation, and the extent to which these policies contribute to achieving results and effecting change.

**Efficiency:** Criteria for efficiency measures to what extent were the available resources (financial and human) used to achieve the annual outputs with lowest possible cost by comparing the expenditure rate with the completion rate in terms of your planned budget and outputs. The degree of human resources inputs as compared to completion (achievement).

## **The Evaluation Design Matrix**

Is an organizational tool that regulating questions and sub-questions according to the criteria and type of question. It also provides the mechanism for collecting information and its sources, and the type of design appropriate to measure each indicator in order to minimize errors and obtain the most accurate results.

The following matrix presents the evaluation questions and their indicators according to the evaluation criteria.

(Evaluation Indicators of ESSP (2021-2023)			
Standard	Evaluation Question	Indicators	Methods for Evaluating Indicators
Relevance	1. To which extent are 2019 AWPB outputs relevant to the achievement of the program policies (objectives, goals, and general program goals)?	Degree to which 2019 AWPB outputs are relevant to the achievement of the program policies (objectives, goals, and general program goals).	Evaluation of the relationship between each of the plan's outputs and the objective it is listed under and all other components of the result chain (output-objective-goal-general program goal (outcome)-sector goals).
Efficiency	2. To what extent were the available resources used to achieve the 2018 AWPB outputs with lowest possible cost?	Degree of used invested financial, material and human resources to achieve the set targets with lowest possible cost	Comparing the expenditure rate with the completion rate in terms of your planned budget and outputs  The degree of human resources inputs as compared to completion (achievement).

### Indicator Measurement Mechanism:

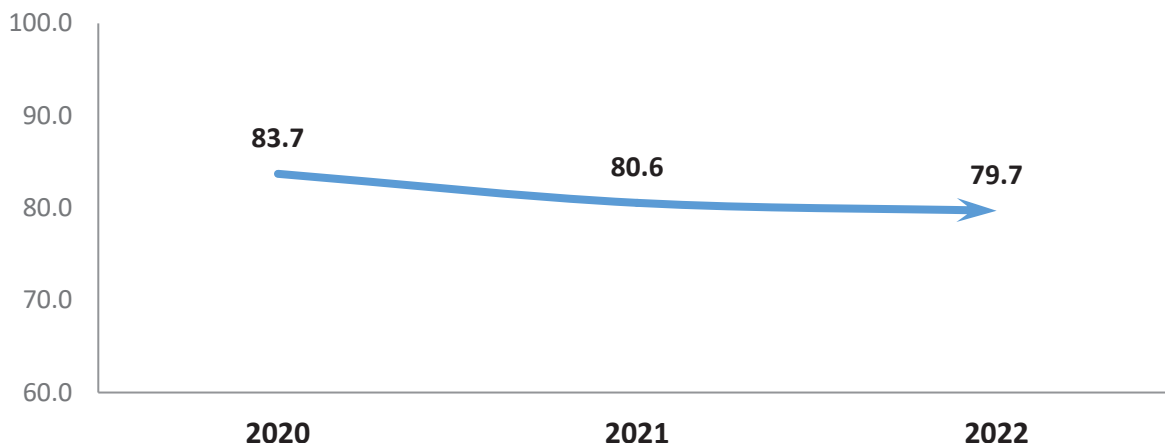
The descriptive and analytical approaches were adopted in evaluating the indicator by studying each of the outputs of the four programs under the Back to School Plan (Preschool, Basic education, Secondary education, and governance) and their relationship to the sub-objective they fall under it. The indicator was quantified based on four main criteria: Link of the output to the goal in terms of content and concepts (50%); the output clearly targets the category it serves (15%); the formulation of the output is specific, not complex, and quantified (15%); the output falls within the general framework of results-based management so that it focuses on the outcome and causing change (20%).

### Results:

The results indicated an decrease in the relevance indicator during the years of implementation of the plan in general, as the indicator fell from 80.6 in 2021

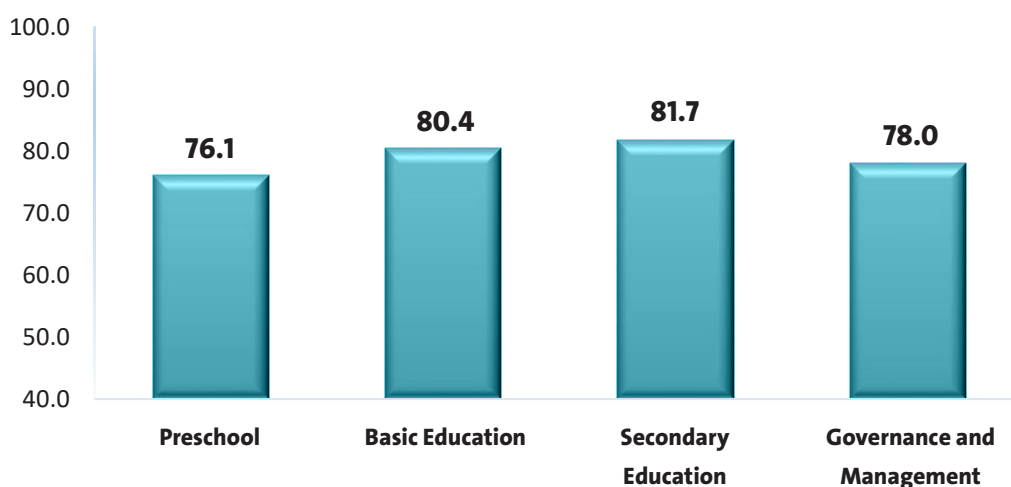
to 79.7 in 2022—a difference of about one degree, when in 2020 the indicator reached 83.7. The value of the indicator represents the degree of output relevance to the planned objectives of the Back to School Plan, as in the figure following:

Figure (1): Degree of Relevance for Plan outputs to achieve its planned objectives



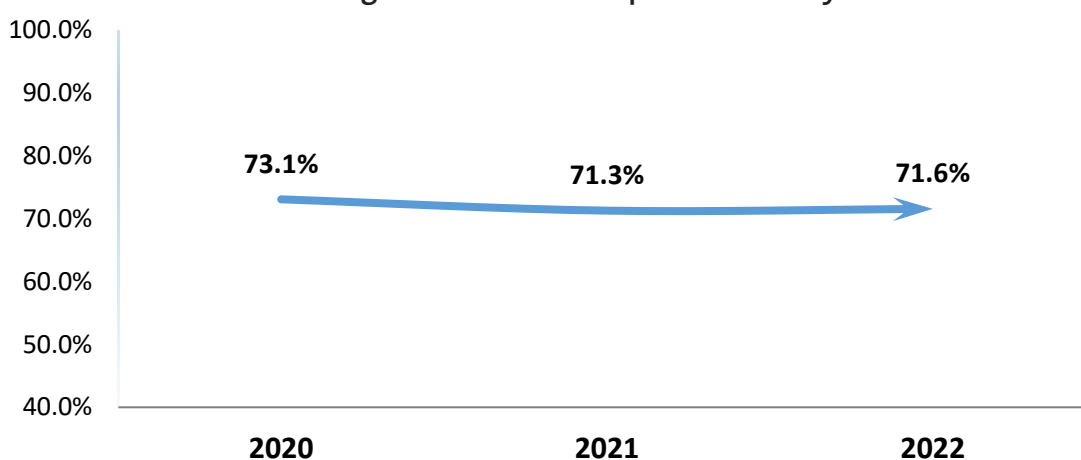
The following figure shows the degree of relevance of the outputs with the sub-goals of four programs in the plan (Preschool, Basic, Secondary and Governance). The results indicate that the degree of relevance for the Basic and Secondary Programs were close, reaching 80.4 and 81.7 respectively. On the other hand, the value of the indicator were close for the Preschool and Governance Programs reaching 76.1 and 78.0 respectively.

Figure (2): Degree of Relevance for 2022 Annual Plan’s Outputs to Achieve Planned Goals (based on Plan’s Educational Programs)



When analyzing the result-based management standard, it indicates that the Ministry is moving towards the implementation of results-based management (RBM). This is evident by the annual plans that focus on outcomes contributing to targets and change. Consequently, the value of the indicator increased from 71.3% in 2021 to 71.6% in 2022, while the indicator was at 73.1% in 2020. These outputs are based on the Back to School Plan only as illustrated below:

Figure (3): Percentage of outputs that achieve the results-based and change management according to Annual Plan implementation years



### Interpreting the results

To explain the results, all the comments made by the evaluation team about the outputs and objectives of the plan were studied, and they were summarized as follows:

1. Some outputs are poorly worded.
2. Some outputs are generic and compounded, and need to be defined and clarified.
3. Inadequacy of outputs for the objective; insufficient to achieve the target.
4. There is no compatibility of targets between some of the objectives and the outputs emanating from them.

### Suggestions and actions to enhance the planning and development process:

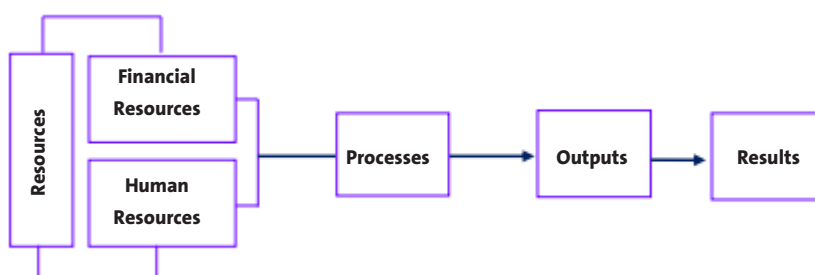
1. Promote a results-based approach.

2. Reinforcing a results-based accountability system at the Ministry.
3. Reformulating objectives in a manner that the objectives is clear, uncompounded and defined that is linked to the year of execution.
4. Formulating the outputs in a way that simulates the scientific text of the output, not formulating them in the form of activities and procedures.

### Efficiency:

**Indicator:** Degree of used financial, material and human resources investments to achieve the set targets for AWPB.

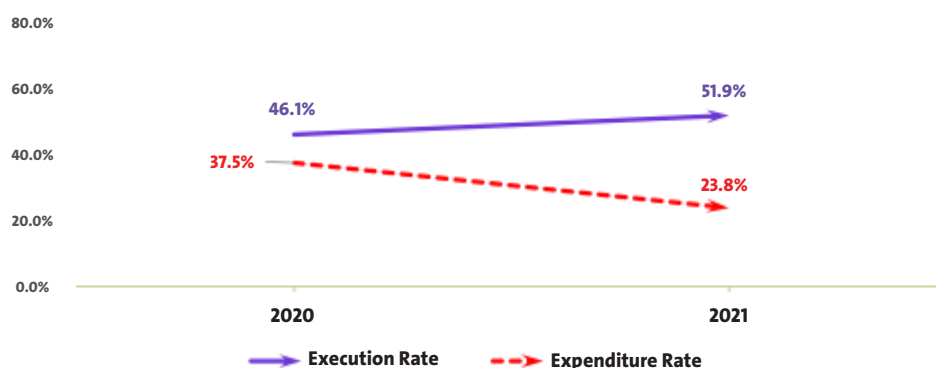
The descriptive and analytical approaches were adopted in the evaluation of the indicator through studying the AWPB outputs in terms of the execution rate, the rate of disbursement and the extent of employing human resources to achieve the results:



Results according to correlative sub-indicators:

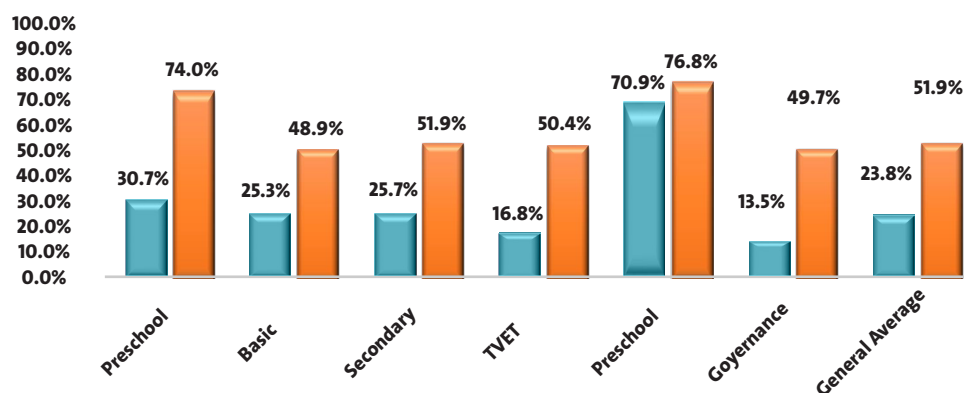
Results show that the degree of efficiency in investing human and financial resources to achieve the annual plan's goals for all programs was low when compared between the inputs (human and financial resources) and the outputs (execution rate). The overall implementation rate for the 2021 Plan's programs was 51.9%, while the expenditure execution rate stood at 23.8%--a difference of 28.1% between implementation of activities and expenditure. There has been an increase in the activities execution rate and a drop in the expenditure rate for both 2021 and 2021, as shown in the figure below.

Figure (4): Execution Rate and Expenditure Rate (Developmental) for the Educational Strategy according to plan year



Results indicate that the Non-Formal Education Program had the best performance in comparison with the other targeted programs, wherein the execution and expenditure rates reached 76.8% and 70.9% respectively as illustrated in the figure below:

Figure (5) Execution Rate and (Developmental) Expenditure Rate According to 2021 Annual Plan Programs



### Results Explained:

In order to explain these results, all remarks and observations made by the various departments responsible for the outcomes of these outputs and objectives, were studied. The most prominent were the following:

1. The financial crisis facing the Palestinian government due to the Covid-19 pandemic and its repercussions.
2. Strike of the engineers and contractors' union, which caused an obstruction of



implementing construction and maintenance projects.

3. Delay in approving the plan.
4. The difficulty of communication and outreach with Gaza.
5. Obstructions caused by the occupation in Jerusalem and Area C.

These factors caused modifications in the Plan's educational and financial priorities, while giving priority to financial commitments from previous years (i.e. rolled-over projects).

**Suggestions and actions to enhance the planning and development process:**

- 1. Reinforcing partnership with the local institutions and the local community in order to assist in achieving the Ministry's goals and policies and attempt to close its financial gap.**
- 2. Intensify the efforts with donors in order to approve AWPB by the beginning of the fiscal year through completion of the needed requirements.**
- 3. Financial resources within AWPB need to be determined with a high degree of accuracy for each output.**
- 4. Focus on specific and clear issues within the plan according to priorities so as to achieve its results.**
- 5. Flexibility within the Work Plan to be able to replace activities or transfer budgets.**
- 6. Develop a more-friendly financial system at the Ministry that facilitates easier and smooth disbursement of transactions.**

