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The Monitoring and Evaluation System for the Education Sector Strategic Plan ESSP 2017-2022

Monitoring and Evaluation Report 2017

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Foreword by the Minister of Education and Higher Education

On the path we have undertaken to reform Palestinian education, we have decided to be in the right space—with all that is required of us from efforts, fatigue, self-revision, difficult decisions and professional accountability--and not to be in a comfortable space that brings praise and satisfaction from the people when we only show them the bright picture of our work and the services we provide.

We believe that the participatory approach with all stakeholders at all stages of educational work—be it planning, implementation, or evaluation—regardless of the time and negotiation efforts conducted, is the key to success and the right way to achieve our goals.

This relationship with our local and international development partners must be governed by scientific and objective foundations including proper and accurate data that reveal our current reality: What have we progressed in, or failed to achieve during implementation as well as what have we achieved from our planned results and targets.

The Monitoring and Evaluation system that was developed in the Ministry of Education and Higher Education during the past decade by local and international experts is considered a fundamental rigorous backbone for all decision-makers and stakeholders of the educational sector development. Respectively, the annual Monitoring and Evaluation Report constitutes a building block for the continuation of sound, scientific planning. The report reflects the comprehensive and professional nature of the work that strives to continue on the path of achieving the required developmental targets adopted by the MoEHE within its Education Sector Strategic Plan 2017-2022. This is in addition to its intersection with the National Policy Agenda--with its scientifically-based qualitative and quantitative indicators--that was adopted by the government.

This report, which provides a scientific and diagnostic information that is rich in data and results, garners the interest of those interested in education—starting with policy makers, implementers and reaching to international and local partners— all of whom had praised the methodology carried out by the M&E system. This is, of course, based on the fact that the teams working on this system enjoy the technical and administrative expertise required from such an apparatus. Consequently, the confidence and trust in the value of this report's results becomes a catalyst in achieving the Ministry's vision and strategic goals on

the levels of quality education as well as achieving the necessary competency and efficacy in managing the educational system.

The 2017 M&E Report is considered the baseline year for the Education Sector Strategic Plan (ESSP) 2017-2022. It monitors the main achievements of the education sector programs for the scholastic year 2017-2018 through qualitative and quantitative indicators that measure the impact of the programs adopted by the Ministry as well as the directions of the interventions needed to be carried out in order to achieve the desired outputs and goals. This comprehensive approach reinforces the entire planning process that end with monitoring and evaluation. Hence, the annual report of this year is a starting point from which to develop and amend the targets, interventions and procedures to achieve our educational outcomes and arrive to an integrated educational system that achieves the educational vision and strategic objectives.

The importance of the report stems from its comprehensiveness by focusing on both the technical and administrative aspects of the educational system. Moreover, it links issues such as technology to these two aspects, whether it is related to employment of technology in education, the digitalization of administrative systems, the development of the work environment and the curricula in a manner that creates a road map for us to achieve the level of students and schools we aspire to. This is while we continue monitoring progress in the qualification of teachers, enhancing life skills, and other areas that balance the cognitive with the value aspects. Furthermore, pivotal issues such as education in Jerusalem and in fragile areas remain on top of the Ministry's priorities; thus, the report sets out a special chapter for these areas, which reflects our actual concern that these areas are worthy of attention.

There are challenges, the major part of which is linked to the Israeli occupation; however, we do not ignore other challenges by analysing them, following-up on the issues and resolve them. This does necessitate a solid collaboration between local and international development partners to transform these challenges into opportunities employed according to our convictions that developing education is the responsibility of all.

Naturally, I would like to thank all those involved in the preparation of this report, starting with the General Directorate of Educational Planning to all the general directorates and educational directorates all over the homeland. For this report is an expression of a participatory spirit, before the expected collective effort, that created a solid ground for educational development; it is the same spirit reflecting the conviction that when development is based on honest affiliation, commitment and giving, it will bear fruit, and, consequently, we continue working to keep the hope.

Dr. Sabri Saidam

Minister of Education and Higher Education

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Acronyms

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

The Monitoring and Evaluation (M&E) System

The Ministry of Education and Higher Education (MoEHE) adopted the Monitoring and Evaluation (M&E) system with the launching of its Second Educational Development Strategic Plan, EDSP II (2008-2012).

In 2009, a specialized department for the M&E System was established within the General Directorate of Planning. During the past few years, the M&E system was developed in terms of its work mechanism and the quality of its issued reports. Annual reports, as well as reports at the level of each of the Educational Directorates, that focus on performance of the school, teacher and student were issued.

The Ministry began issuing its consecutive annual reports, which covered all strategic plans since 2009 to reach to our current Education Sector Strategic Plan (ESSP) 2017-2022. Hence, this 2017 M&E Report constitutes the baseline year for the new strategic plan covering the scholastic year 2017-2018. In December 2017, the Palestinian Central Bureau of Statistics conducted a national census, which is the basis for a number of crucial indicators such as the enrolment rates for the various educational cycles and programs. Additionally, the first Palestinian Education Law was ratified in 2017. The law is considered the main reference for the Ministry with the purpose to aid all stakeholders, partners, and decision-makers to generate effective interventions for the reformation of the education system in order to build a generation of Palestinian students with a high degree of education who are able to compete in the local and international labour market.

There are two levels for monitoring and evaluating its strategic plans:

First Level: Where the implementation activities of operational and procedural plans are being monitored in order to assess the progress of achieving what has been planned in terms of activities, outputs and budgets, all of which is presented in **The Annual Progress Report**.

The Second Level: Where the level of progress in achieving the outcomes and impact that are listed in the strategic plans are being validated; all of which is presented in the **Annual Monitoring and Evaluation Report,** which is considered one of the publications of the Results-Based M&E System.

Results-Based M&E System

The system offers data explaining the status and the underlying conditions of the plan, and proposes recommendations necessary to enforce the tangible interventions that will bring about change. Furthermore, the system (along with its issued reports) 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. This is done through the process of monitoring a number of performance indicators for each of the ESSP's programs, and conducting the appropriate evaluation.

Main Objectives of the M&E System:

- To enhance the results-based management system and accountability of the educational system.
- To assess the level of compatibility of the adopted policies through validating the relationship between the implementation and the achieved results, and provide explanations in the event of deficiencies.
- To monitor the level of achievement in terms of goals and objectives for the seven programs of ESSP 2017-2022.

- To adopt the annual M&E reports as a reference and evidence to be utilized during the annual planning and policy development process.

Performance Indicators of the M&E System

The M&E System and its indicators cover all levels of results, and strengthens the existing link between the system and the new philosophy adopted by the Ministry, which is based on service provision programs and the institutionalization and support of the results-based management approach while taking into consideration that all outputs, goals and objectives have been drafted to be SMART and controllable. The indicators are designed specifically for each program (Preschool, Basic Education, Secondary Education, Technical and Vocational Education and Training, Non-Formal Education, Governance and Management, and Higher Education) at the level of strategic goals and outcomes, and performance indicators at the level of program goals and objectives.

The report provides a definition for all its indicators including data for its 2017 baseline year and values for 2022 targets. Targets for rates on dropouts, survival or transition were acquired from the Planning Division, while the remaining targets were concluded through the formation of special committees for each indicator in collaboration with the concerned General Directorate.

The system also includes indicators that demonstrate the reality of education at schools that are exposed to Israeli occupation violations, whether at the level of the school infrastructure, attacks on students and employees, or at the level of lost educational time and knowledge resulting from its practices. In addition, the system includes indicators addressing the status of education in the Jerusalem Directorate.

Finally, the M&E system provides **an annual assessment** of the Annual Work Plan and Budget based on the assessment standards of relevance, competency and efficiency.

Monitoring only specific indicators

The majority of indicators on enrolment include schools in the West Bank and Gaza. However, quality indicators include public schools in the West Bank only with the exception of those indicators related to the rate of students' performance in standardized national tests, which include West Bank schools under all supervisory authorities.

The Basic educational cycle includes grades (1-9); while the Secondary Cycle includes grades (10-12).

Executive Summary

The concept of comprehensive quality education focuses on the requirement for educational institutions to adopt systems that indicate the level of progress in achieving its outcomes and results in order to improve performance and develop result-based plans. Consequently, the Ministry of Education and Higher Education (MoEHE) adopted, since 2009, a monitoring and evaluation system to assess its strategic plans.

Through this system, the progress in achieving results and goals is verified through Key Performance Indicators (KPI'S) that reflect the extent of achievement concerning the expected results put forth in the strategic plan at several levels, which is published in annual reports. The published information in these reports is considered evidence of reinforcing the result-based management and accountability of the education system.

The 2017 Monitoring and Evaluation (M&E) Report is the Baseline year report for the Education Sector Strategic Plan 2017-2022. It presents the indicators cover the objectives of each of the Strategic Plan Programs (Pre-School, Basic education, Secondary Education, Vocational Education, Non-Formal education, and Governance and Management). This year, indicators were added for Higher Education as well as indicators that monitor the reality of education in areas that are subject to Israeli military occupation violations (e.g. Hebron and "Area C") and the reality of education in Jerusalem. Moreover, the report provides an evaluation for the annual work plan based on the criteria of relevance, efficiency and effectiveness.

Indictors were monitored on two levels: goals and objectives, and were separated into key performance indicators and sub-indicators.

The M&E system for this year has 107 performance indicators distributed amongst the ESSP's programs. They are split into 50 quantitative indicators, 51 qualitative indicators and 6 implementation indicators. As for the programs, the total number of indicators for the programs were as follows: Preschool 14, Basic Education 27, Secondary Education 23, TVET 14, Non-Formal 6, Governance and Management 11.

Main Findings

1. Pre-School Program:

The results show the gross enrolment rate for pre-school children in KG2 classes reached 72.5% and for KG1 and KG2 58%. Enrolment in public preschools was only 2.2%, which is a very low percentage given that there are only 159 public preschools in the West Bank and Gaza. Hence, this requires opening free public preschools to provide this service for low-income families and in areas where no preschools exist.

Results showed that the degree of early childhood developmental skills reached 62.2 for those aged 4-5 and 68.1 for those aged 5-6. The skills include skills such as physical, mental, moral, verbal expression, psychological, social, and self-care.

The percentage of qualified pre-school teachers (all women) according to the Teacher Education Strategy reached 31.6%, while the percentage of preschool teachers who are trained within the continuous professional educational program reached 27%.

Execution Rate for what was planned for the Preschool Program's curriculum development reached 100%.

2. Basic Education Program:

The results showed an increase in the Adjusted Net Enrolment Rate (NERA) to 99% in 2017 and the Gross Enrolment Rate (GER) reached 100.3%, while the dropout rate was merely 0.71%.

increased from 95.9% in 2015 to 97.4% in 2016.

In terms of indicators for student achievement in national tests, which are conducted every two years, the results showed 5th grade students' achievement average in Arabic to be 48.1, while in mathematics it was 42.2, and in science 44.3. As for 9th grade students, their average in Arabic was 51.8, mathematics 30.1 and science 33.9.

The results also showed the percentage of qualified teachers of the Basic Cycle reached 68.3%, while those who underwent the continuous professional education program training reached 51.5%. This is due to the fact that the Ministry, through its National Institute for Educational Training (NIET), has incorporated a teacher qualification training for a large number of teachers.

The results revealed that the rate of students exposed to violence inside the school was as follows: physical 52.4%, sexual 13.3%, negligence-based 35.9%, and verbal violence 51%.

As for students' participation in extra-curricular Free Activity, 1500 schools provided space for students to express their talents in the arts, sports, and various cultural activities.

As for the degree of students' active involvement and participation in the classroom, it reached 13.2, which is very low. Results also show that the actual time for the teacher during the classroom was as high as 74.4%, which was mainly for lecturing and posing questions, while the actual time for the student was 23.7% which was mainly for students' reactions. Student initiatives did not surpass 3%.

As for educational technology and tools, results showed that the percentage of classrooms that employ educational tools reached 43.7% distributed as 18.1% for digital tools, 27.1% for non-digital tools, and 16.9% for specialized tools.

3. Secondary Education Program:

The results show the Adjusted Net Enrolment Rate Average (NERA) at 77.4% and the Gross Enrolment Rate (GER) at 80.6%, while the dropout rate for secondary school students reached 2.44%. Students with disability enrolled in public secondary schools reached 1,540 students.

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 Injaz examinations from the Literary stream were the highest, composing 66.8%, followed by the Scientific stream 24.8%, followed by Commerce and Entrepreneurship stream 4.2%. The lowest stream was for the Technology stream which reached a mere 0.05%.

With regards to students' ICT skills, the results showed that the average was 46.2. Results also showed that 32.2% of secondary classrooms employ educational tools including 20.1% digital tools, 15.6% non-digital and 7.7% specialized tools.

The results showed that the percentage of qualified secondary school teachers, based on the Teacher Qualification Strategy (TES), is 38.8%, while the trained teachers in the continuous professional development programs reached 23.4%

As for students exposed to violence inside the school, the results showed that 52.8% were exposed to physical violence, 62.8% to verbal violence, 42.1% to negligence-based violence, and 16.2% to sexual violence.

4. Vocational Education:

According to the Education Law, grade 10 is now considered part of the Secondary Cycle; thus, grade 10 vocational is now part of TVET, with an Entry Rate of 1.7%. As for the Entry Rate for TVET Secondary Cycle

(grade 11) it reached 3%. On the other hand, the percentage of secondary students in the various TVET branches reached 2.3% for grades 10-12. Those were distributed as follows: Agriculture 6.5%, Industrial 82.5%, Hotel Management 3.4%, and Home Economics 7.7%. As for Entry Rate to technical colleges, the percentage reached 13%.

Execution Rate for what was planned in the Annual Work Plan with regards to evaluating and modifying the TVET curricula according to labour market needs reached 50%. Meanwhile, results showed that the number of specializations with advanced and developed curricula that are based on labour market competencies were only two specializations. It is also indicated that 22% of students studying at TVET schools and colleges received actual training in the labour market.

5. Non-Formal' Education Program:

According to the latest statistics (2018) from the Central Bureau of Statistics, the percentage of literacy in Palestine (15 years-old and above) is 96.6%. Those who enrolled in parallel education programs after being released from illiteracy reached 31%.

Meanwhile, the percentage of teachers and supervisors qualified for literacy and adult education centers reached 11%.

Results also showed that the Execution Rate of what was planned according to the Annual Work Plan in term of implementing the Adult Education Strategy reached 100%, as well as the Execution Rate for developing the non-formal education curricula also reached 100%.

6. Governance and Management Program:

The results show the degree to which the Ministry practices management aspects of governance and accountability reached 51.9. It is worth noting that results at the school level, 74.3, were higher than those for the Directorates, 53.4, and the Ministry, 55.2.

Results showed that the cost of a student in school education reached $971, while the percentage of the education budget from the total PA budget reached 21%. As for the percentage of actual expenditure on education (developmental) compared with the various resource-based developmental budget, it reached 47%, and the percentage from the Ministry of Finance's developmental budget reached 31.44%, while the percentage from the Joint Financing Arrangement reached 28.98%. On the other hand, the percentage of the higher education budget was 7.91 of the total education budget (developmental and operational).

Meanwhile, results showed that the degree of Ministry readiness to emergencies and crisis management reached 100% for this year.

There percentage of actual achievement compared with the planned reform and amendment of the organizational structure and job descriptions in accordance with ESSP reached 50%, while local community participation in school activities and events reached 37.5%.

Results for areas exposed to Israeli violations

Jerusalem:

Education in Jerusalem suffers from severe problems and continuous challenges over the years with regards to free and safe access to quality education for all; these problems are exacerbated day by day. Problems include but are not limited to: students and teachers detained by the Israeli military or settlers; the Israeli-constructed apartheid separation barrier with 12 military checkpoints that besiege and

suffocate Jerusalem and obstruct access to it. During 2017, such measures hampered safe access to Jerusalem's educational institutions and schools for 11.3% of the students, 29.2% of teachers and 33.6% of education service employees; 216 class periods were lost (educational waste).

This is in addition to the fact that the Israeli military and settlers continuously attack students and schools hence creating a state of panic and fear amongst children. There were 483 cases of violence against students in 2017 that included severe beatings, tear gas, sound bombs and physical and verbal assaults.

The number of students who were actually imprisoned were 355 in addition to 30 children who were placed under house arrests. Moreover, four teachers were actually imprisoned and 10 were detained.

Many of Jerusalem school's classrooms are small in size with an average classroom size of 20 squared meters compared to the international standard average of 48-50m^2. High congestion rates were also observed within classrooms in the city with a congestion rate of 0.85 m / student. While the international standard share of one student in the classroom area is 1.25 m 2. There is also a severe shortage of school facilities (playgrounds, playgrounds, scientific laboratories).

Degree of student active engagement in the classroom in Jerusalem reached 15.2, which is higher than their counterparts in the rest of the West Bank were the degree reached 13.2 for the Basic Cycle and 5.9 in Jerusalem's secondary cycle students compared with 11.2 in the rest of the West Bank.

Moreover, results showed that the degree of Jerusalem schools meting the healthy environment standards reached 65.9 compared with 68.4 in West Bank schools. As for school building appropriateness that meet educational standards, it reached 61.7 in Jerusalem compared with 84.7 in the West Bank.

As illustrated above, it is vital to note that the challenges education in Jerusalem faces require more international advocacy and protection in order to preserve the rights of Jerusalem students to education.

Other regions subject to violations (Hebron, ""Area C"" and others):

Schools located in areas that are subjected to Israeli violations suffer from Israeli military and settler attacks, which has had a direct impact on students and teachers hence on the educational process as a whole. In 2017, 110 schools were attacked by Israeli military and settlers, which impacted a total of 28,496 students and 1763 teachers. This is in addition to material and physical losses caused by total and partial destruction as a result of break-ins into school premises, take-over/occupation of school property as well as confiscation, demolition orders and block construction notices of school buildings.

In terms of Israeli military and settler physical abuse of students, teachers and other Ministry and Directorate employees and school staff throughout the West Bank, the numbers for 2017 include 9 students killed, 603 students and 55 teachers injured, 311 students and 42 teachers imprisoned, 1,370 students and 257 teachers detained.

With regards to Israeli occupation violations to freedom of movement due to closure of regions or checkpoints that delay or prohibit entry, raids against schools; the uses of open fire, tear gas bombs and stun grenades, many schools missed classes with a total educational waste of 9153.5 classrooms during the year; thus, affecting 79,343 students and 8428 teachers. The report shows that the degree of psychological and behavioural problems for school students reached 44.4, while dropout rate for the 20 schools that are the most exposed to Israeli violations reached 2.9%.

Evaluation Report

Key Findings:

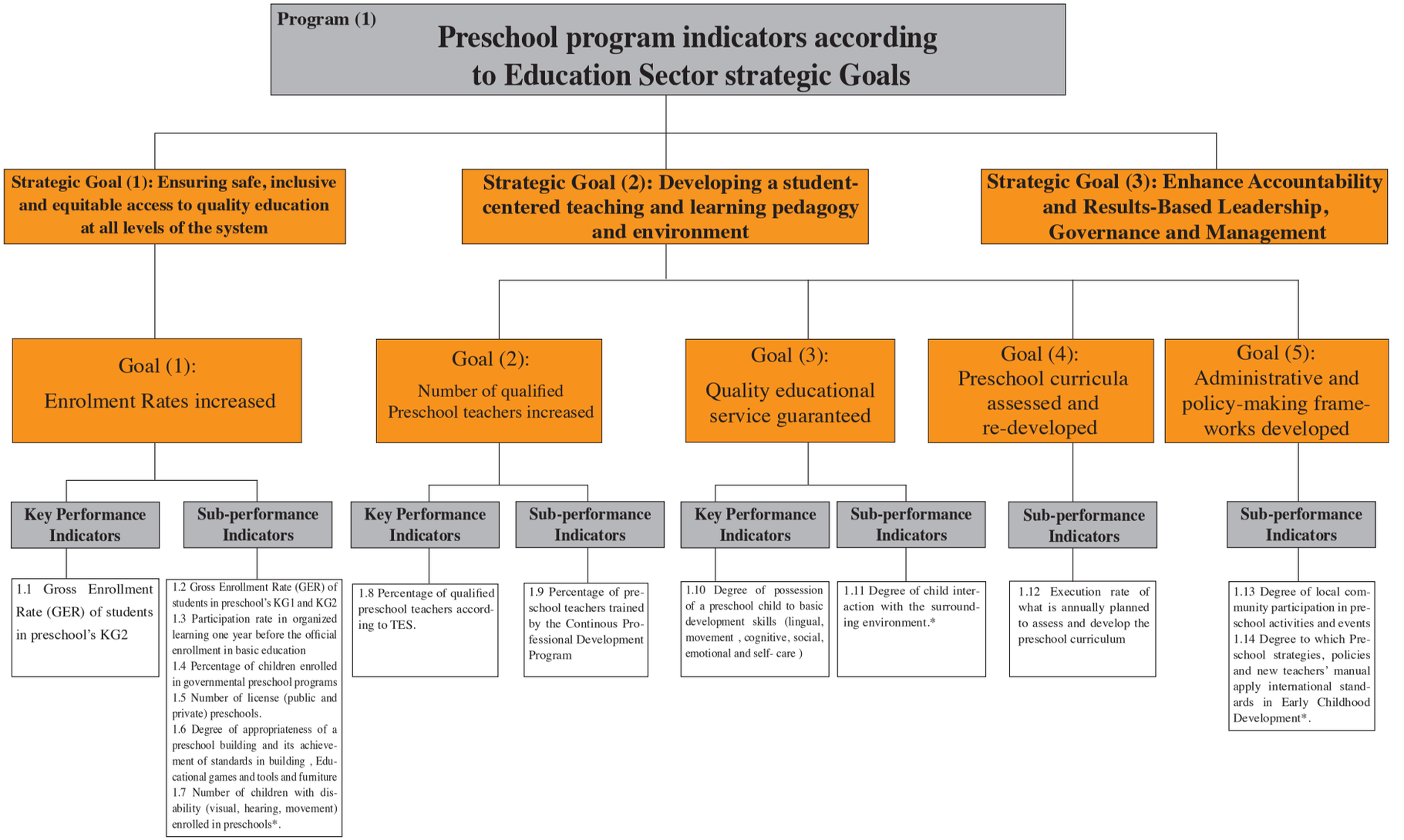
1. An increase in relevance indicator between the outcomes and objectives of the Annual Work Plan's programs from 76.1 in 2017 to 78.2 in 2018.
2. Increase in the rate of result-based outputs that bring about change from 34% in 2014 to 56.0 in 2017.
3. Increase in the rate of results-based outputs that cause change from 61.1% in 2017 to 70.3% in 2018.
4. Execution Rate for AWPB outputs was 61.9% for 2017.
5. Expenditure Rate was 47.1% for 2017.

Key Recommendations:

1. Reinforcing the result-based approach.
2. The accountability system needs to be based on results and not on the basis of implementing activities and providing services.
3. Developing the financial system adopted by the Ministry to facilitate the disbursement of transactions.

Preschool Program 1

The following structure summarizes all the performance key and sub-indicators of the Preschool Program according to each Program Goal, and links the Program Goals with the Strategic Goals of the ESSP 2017-2022:



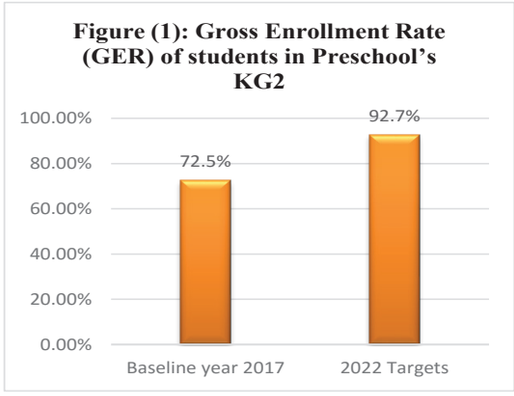
* 1.7 Shall be monitored in 2018 report.
* 1.11 Shall be monitored in 2018 report.
* 1.14 Shall be monitored in 2018 report.

Indicators for Goal 1:

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

Definition: The total number of children enrolled in KG2 Pre-School Programs certified by the Ministry of Education and Higher 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.

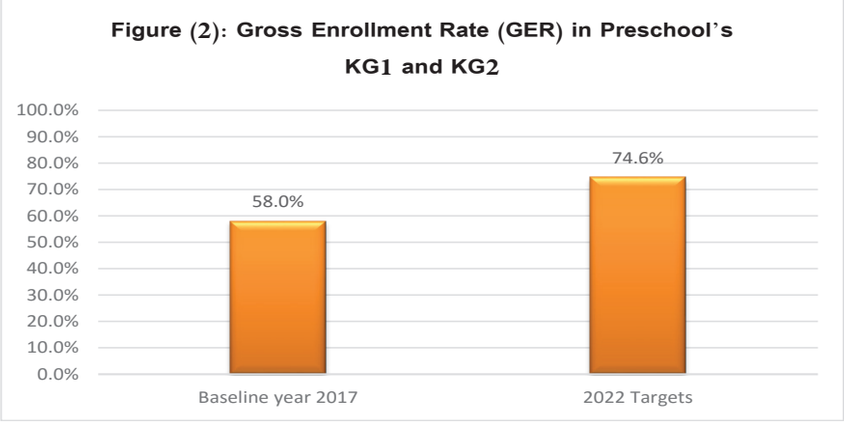
Table (1): Gross Enrolment Rate (GER) of students in Preschool's KG2						
	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Palestine	72.2%	72.8%	72.5%	92.4%	93.1%	92.7%
West Bank	72.3%	73.5%	72.9%	92.8%	93.6%	93.2%
Gaza Strip	72%	72%	72%	91.8%	92.4%	91.8%



1.2 Gross Enrollment Rate (GER) of students in Preschool's KG1 and KG2

Definition: The total number of children enrolled in Pre-School Programs certified by the Ministry of Education and Higher 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.

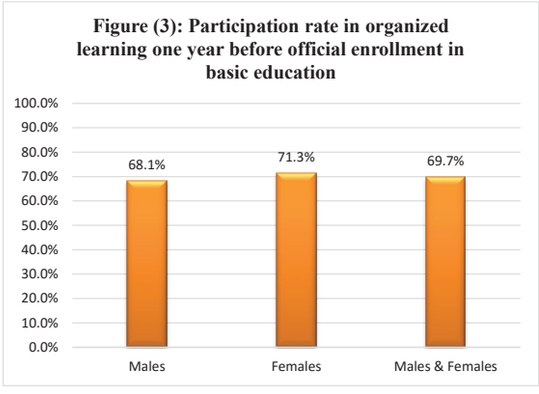
Table (2): Gross Enrollment Rate (GER) in Preschool's KG1 and KG2						
	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Palestine	57.8%	58.2%	58%	73%	75.1%	74.6%
West Bank	55.7%	56.3%	56%	70.7%	72%	71.3%
Gaza Strip	60.5%	60.6%	60.6%	78.8%	79.6%	79.2%



1.3 Participation rate in aorganized 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.

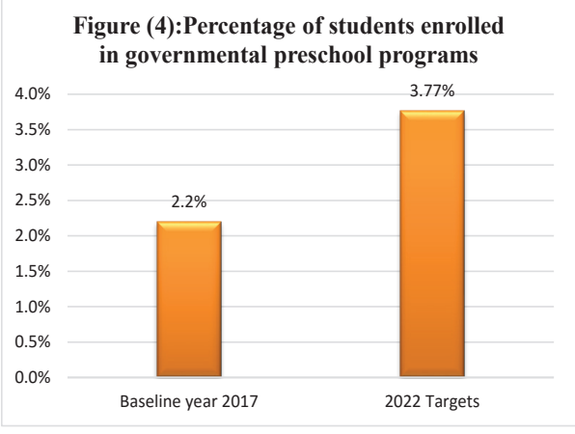
table (3): 2017Baseline year Results			
	Male	Female	M&F
Palestine	68.1%	71.3%	69.7%
West Bank	67.5%	69.2%	68.3%
Gaza Strip	68.9%	74%	71.4%



1.4 Percentage of students enrolled in governmental preschool programs

Definition: Number of children enrolled in governmental preschool or enrolled in preschool classrooms annexed public schools expressed as a percentage out of the total number of children enrolled in preschools (all supervision authorities).

Table (4): Percentage of students enrolled in governmental preschool programs						
	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Palestine	2 %	2.4%	2.2%	3.75%	3.79%	3.77%
West Bank	3.4%	3.93%	3.6%	6.37%	6.28%	6.37%
Gaza Strip	0.4%	0.6%	0.5%	0.4%	0.6%	0.5%



1.5 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 and Higher Education. The indicator measures the number of licensed preschools in Palestine.

Table (5): Number of licensed pre-schools (private and governmental) according to region		
	Baseline year 2017	2022 Targets
Northern Governorates	1263	1500
Southern Governorates	691	790

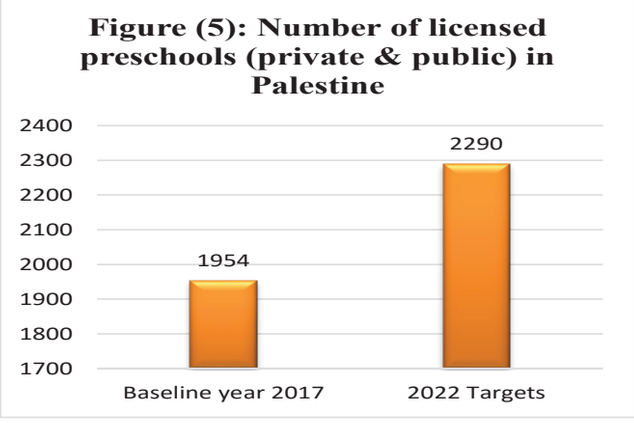
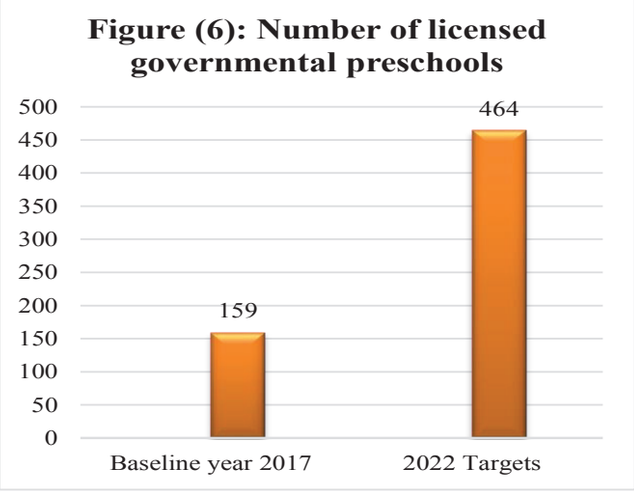


Table (6): Number of licensed governmental preschools according to region		
	Baseline year 2017	2022 Targets
Northern Governorates	146	451
Southern Governorates	13	13



1.6 Degree of appropriateness of a preschool building and its achievement of standards in building, educational games and tools, and furniture

The indicator measures the degree of the pre-school building appropriateness according to three standards:

A) Appropriateness of preschool classrooms, extra-curricular activity centers and other facilities according to educational standards pertaining to areas of classrooms, yards, playgrounds, facilities, ventilation and lighting. These are standards adopted by DG of School Buildings at MoEHE until 2018:

1. Classroom area per child is $1m^2$.
2. The playgrounds and yards allocated for each child is $2m^2$.
3. The covered outside arena allocated for each child is 0.50m2, or 25% of the area of the external area.
4. Number of lavatory units/child: one unit/every 20 children.
5. The physical condition of classrooms and activity centers in terms of ventilation, lighting, etc. (a system was developed to measure the suitability of classrooms and activity centers).
6. Provide suitable drinking fountains appropriate for different ages of children.
7. Provide a separate yard, or organize children's preschool exit times in a manner that does not coincide with the exit of students from the other educational stages.
8. Provide a separate entrance or arrange children's entry and exit times so as not to coincide with the other educational stages at the school.
9. Provide school fences with protective grilles, when necessary.
10. Provide safety barriers at the entrance with pedestrian walkway.
11. Pre-school building is qualified to receive persons with disabilities.

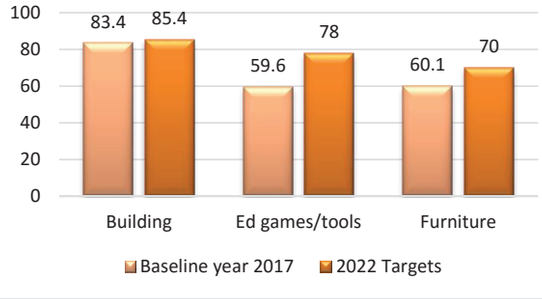
B) Availability of furniture appropriate to the needs of students that meets quality and safety standards.

C) Availability of educational games for the pre-school stage that meet quality and safety standards.

Table (7): Degree of appropriateness of a preschool building and its achievement of standards according to supervisory authority

	Baseline year 2017		2022 Targets	
	Public	Private	Public	Private
Furniture	73	57.6	83	68
Ed games/tools	66.1	58.3	76	68
Building	83.41		85.4	

Figure (7):Degree of appropriateness of a preschool building and its achievement of standards in building, educational games and tools, furniture



Indicators for Goal 2:

1.8 Percentage of qualified preschool teachers according to TES

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 (8): Percentage of qualified preschool teachers according to TES

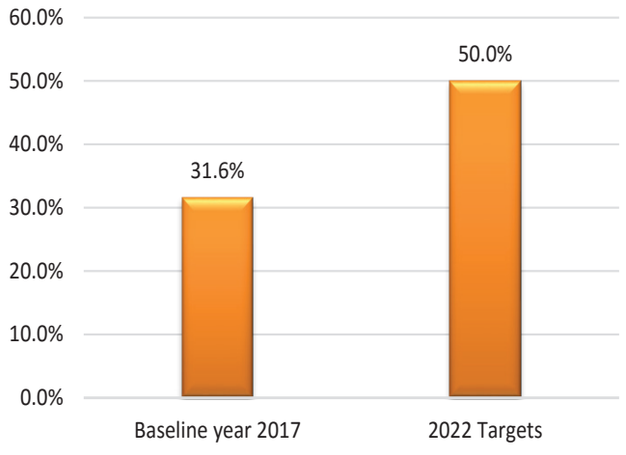
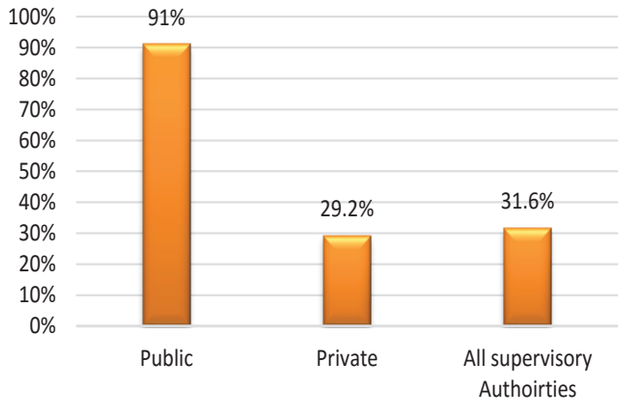


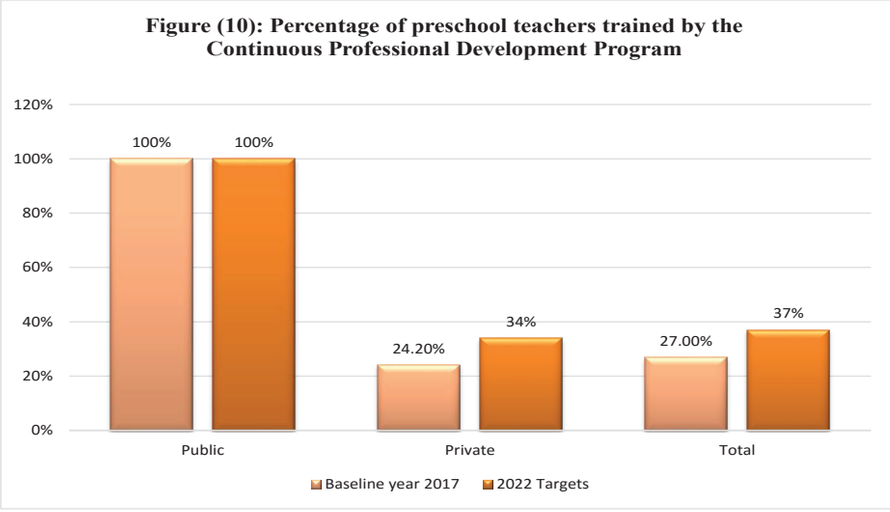
Figure (9): Percentage of qualified preschool teachers according to TES according to supervisory authority



1.9 Percentage of preschool teachers trained within the Continuous Professional Development Program

This indicator monitors the percentage of preschool teachers (out of the total number of preschool teachers in Palestine) who are enrolled in the various training courses targeting private and public preschools. The teachers are trained according to their need for 30-36 hours in the following subjects:

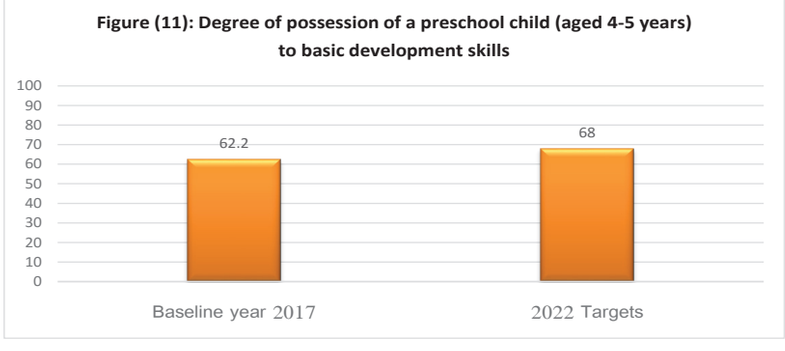
1. Child developmental characteristics during the preschool stage.
2. Organizing the educational environment for preschool and classroom vision and regulations.
3. The importance of drama in preschool.
4. Daily routine in preschools.
5. Annual, monthly and weekly plans for preschools.
6. Working with parents to spend quality time with their children.
7. Assessment in preschools.
8. Creating games and teaching aids from environmental raw materials.
9. The importance of nutrition, and how to alter the nutritional habits of children in preschools.
10. Counseling in preschool, and changing children's behavior in cooperation with parents.
11. How to implement activities inside preschools.
12. Specification of working papers appropriate for the child in preschool.



Indicators for Goal 3:

1.10 Degree of possession of a preschool child of basic development skills (lingual, movement, cognitive, social, emotional and self-care)

The Early Learning Development Standards that was developed by UNICEF in cooperation with the Ministries of Health and Labor, and a number of institutions in Sarajevo, have been adapted to the Palestinian environment and implemented. Following its formal adoption, the Ministry has trained preschool supervisors to utilize those standards in order measure and detect five fields: 1) Speech and communication, 2) Development of motor skills, 3) Cognitive development, 4) Psycho-social development, 5) Self-regulation or self-care.



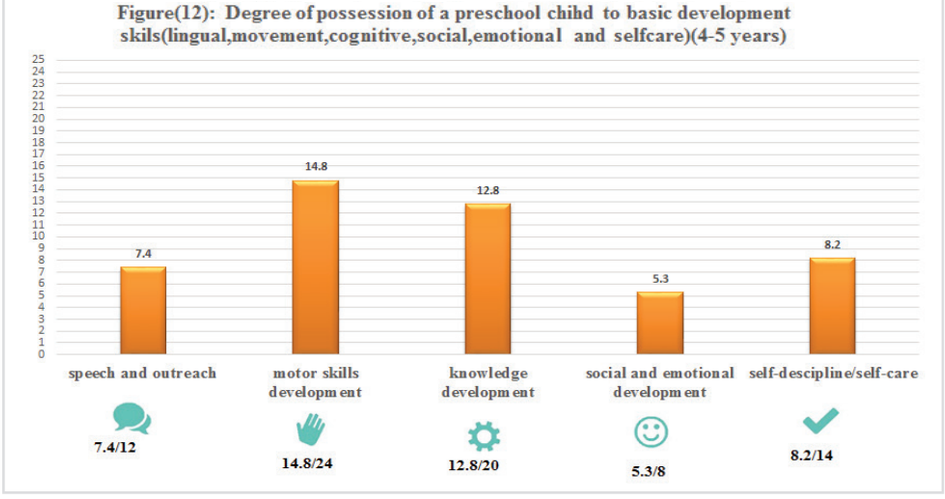
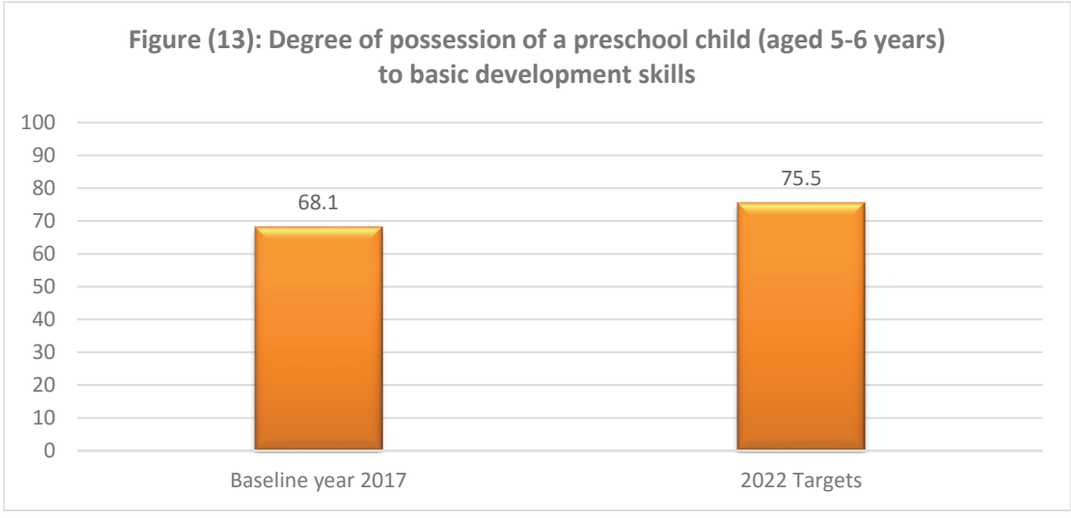


Table (8): Degree of possession of a preschool child (aged 4-5 years) to basic development skills according to gender					
Baseline 2017 Values			Values for 2022 Targets		
Males	Females	M&F	Males	Females	M&F
59.8	64.3	62.2	65.6	70.1	68.0



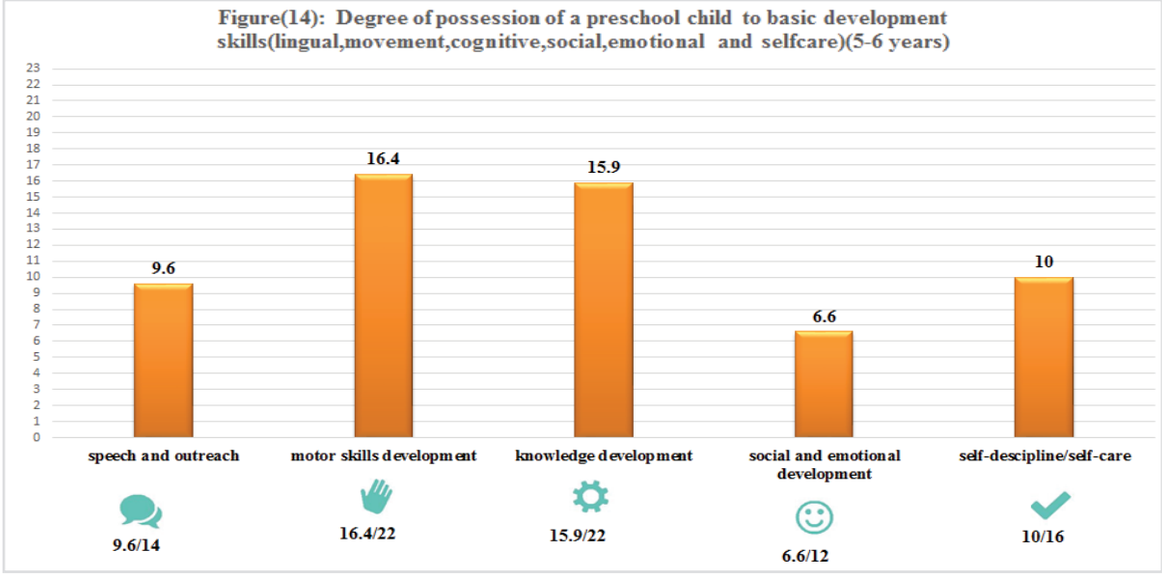


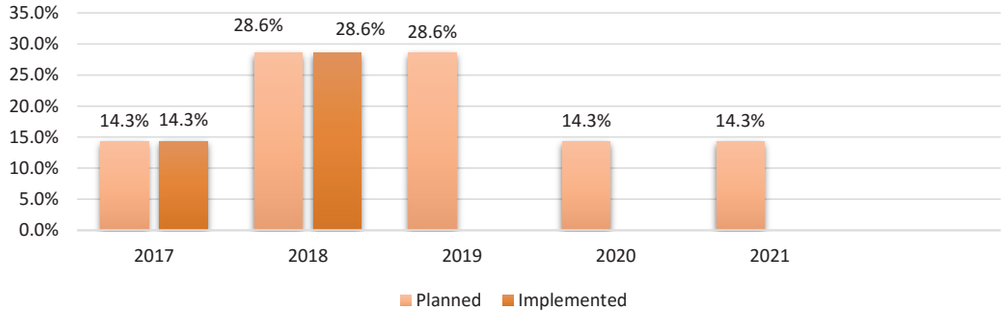
Table (9): Degree of possession of a preschool child (aged 5-6 years) to basic development skills according to gender					
Baseline 2017 Values			Values for 2022 Targets		
Males	Females	M&F	Males	Females	M&F
66.7	69.4	68.1	74.1	76.8	75.5

Indicators for Goal 4:

1.12 Execution rate of what is annually planned to assess and develop the preschool curriculum

This indicator monitors the achievements of the Ministry in terms of the evaluation and development of the preschool curriculum such as training on the preschool manual, and the preparation of learning kits (Arabic language, mathematics, drama, etc.).

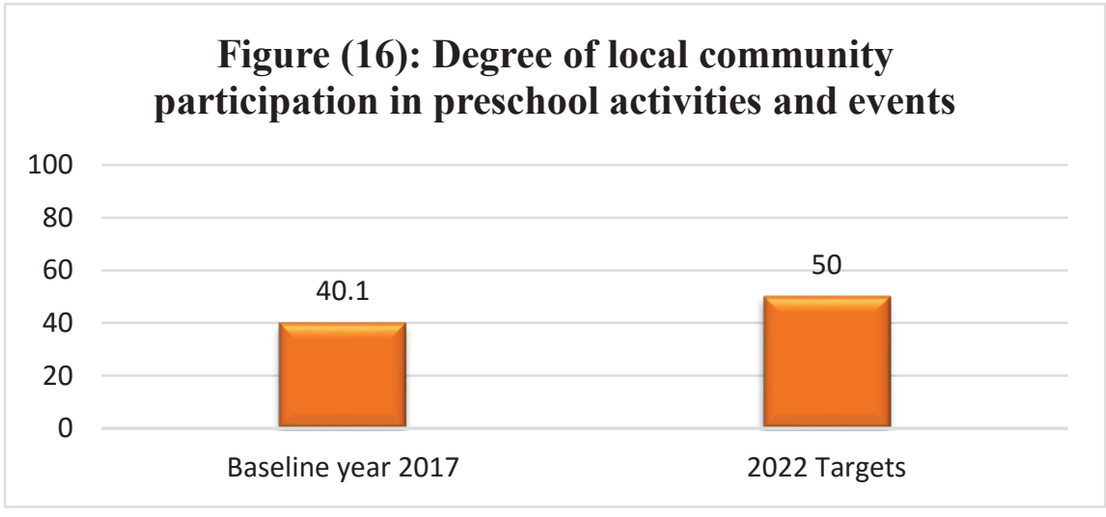
Figure (15): Execution rate to what is annually planned to assess and develop the preschool curriculum



Indicators for Goal 5:

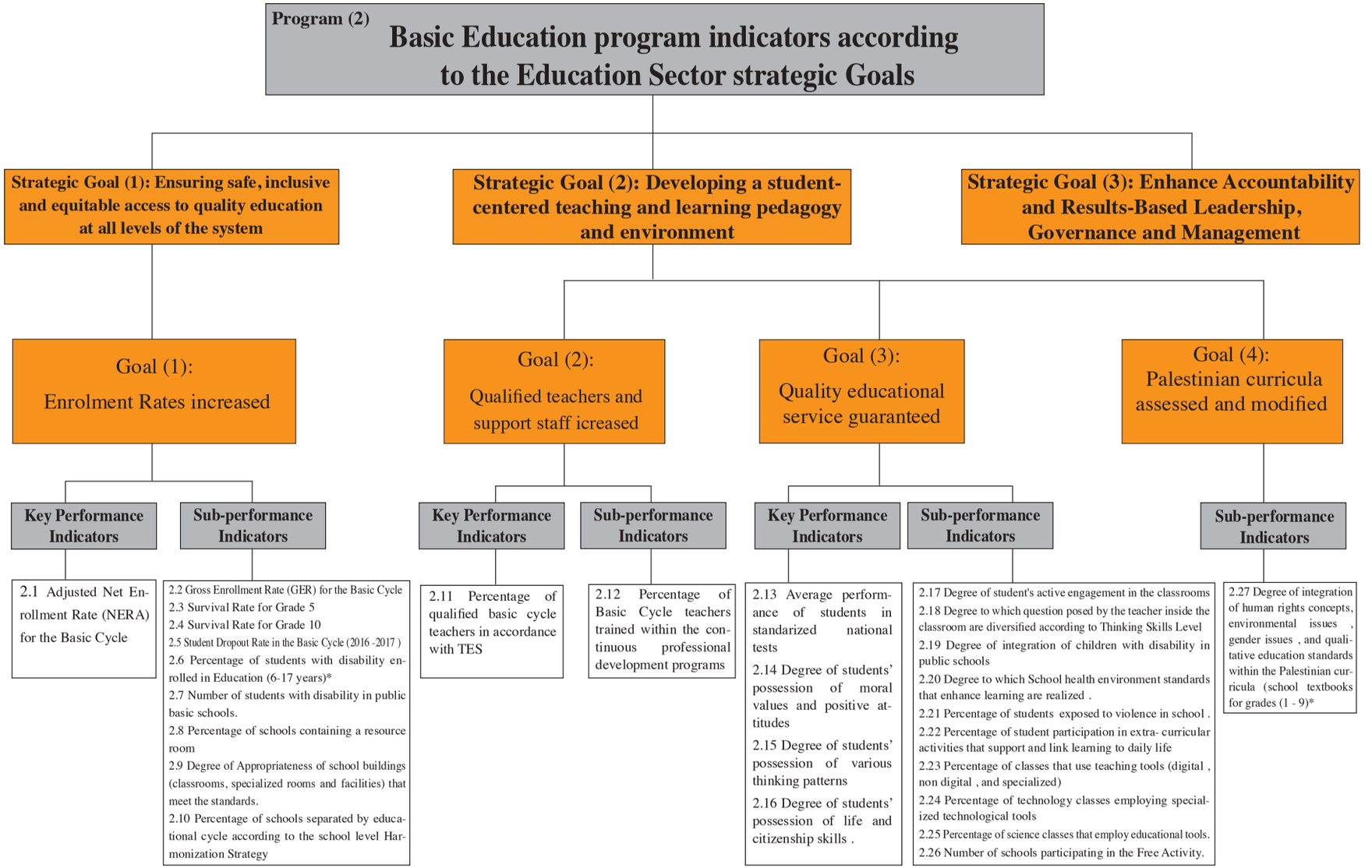
1.13 Degree of local community participation in preschool activities and events

The aim of the indicator is to measure the degree of community involvement in preschool activities and events. This is done by calculating the degree of interaction between the size number of the participants and their frequency of participation in the activities monitored by the indicator, which include participation in open days, participation in preschool planning and determining its needs, periodic meetings, seminars or educational lectures as well as participation in parents' council elections



Basic Education Program 2

The following structure summarizes all the performance key and sub-indicators of the Basic Education Program according to each Program Goal, and links the Program Goals with the Strategic Goals of the ESSP 2017-2022:



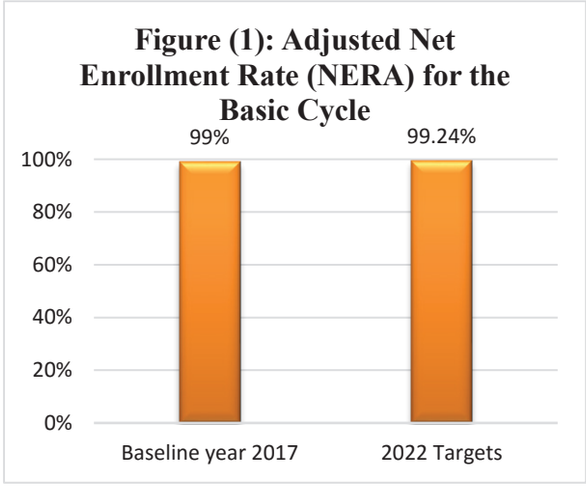
* 2.6 Shall be monitored in 2018 report.
* 2.27 Results shall be published separately in 2019.

Indicators for Goal 1:

2.1 Adjusted Net Enrolment Rate (NERA) for the Basic Cycle[1]

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 year olds).

Table (1): NERA for Basic Cycle according to region and gender						
	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Palestine	98.1%	99.9%	99%	98.4%	100%	99.24%
West Bank	98.0%	100%	99%	98.5%	100.2%	99.3%
Gaza Strip	98.2%	99.7%	98.9%	98.2%	97.7%	99.9%

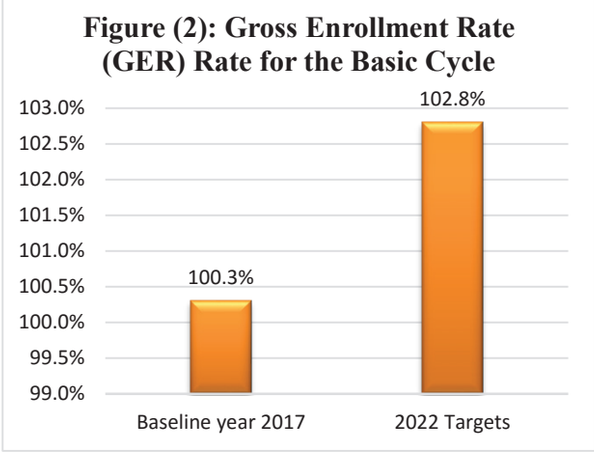


2.2 Gross Enrolment Rate (GER) Rate for the Basic Cycle[2]

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.

Table (2): GER for Basic Cycle according to region and gender						
	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Palestine	99.5%	101.2%	100.3%	101.9%	103.7%	102.8%
West Bank	99.4%	101.6%	100.5%	101.4%	103.5%	102.4%
Gaza Strip	99.5%	100.7%	100.1%	102.5%	104%	103.2%

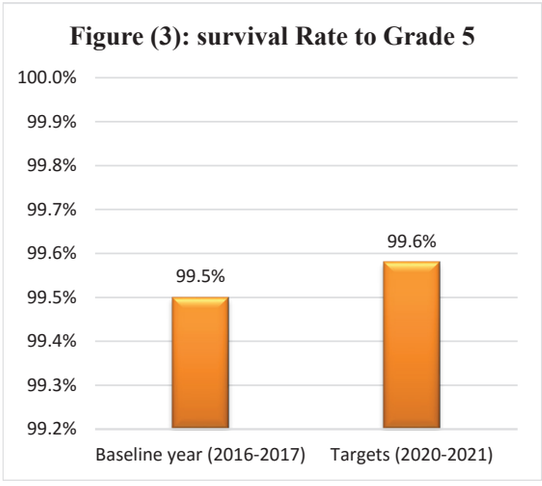


(1) The source of enrolment indicators data is the educational data base (Planning Department/Directorate General of Planning) and the population data from the Palestinian Central Bureau of Statistics.
(2) The calculation of this indicator is significantly influenced by the data and population projections' level of accuracy and correlation with the actual numbers of the population.

2.3 Survival Rate to Grade 5:

The percentage reflecting the number of passing enrolled students in the fifth grade (basic) for the school year (n) to the number of student admissions into the first grade (basic) for the school year (n-4).

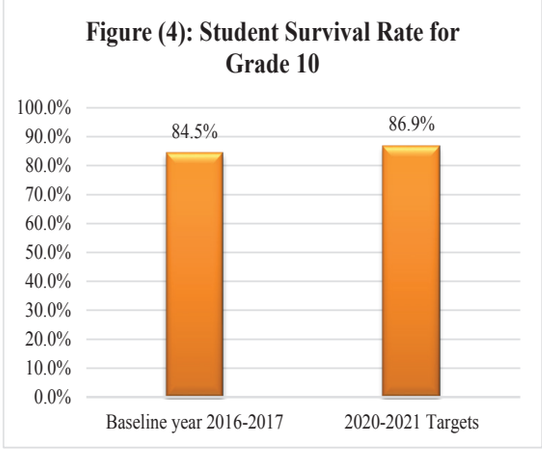
Table (3): Survival Rate to Grade 5 according to region and gender						
	2016-2017 Baseline			2020-2021 Targets		
	Male	Female	M&F	Male	Female	M&F
Palestine	99.3%	99.7%	99.5%	99.5%	99.8%	99.6%
West Bank	99%	99.7%	99.3%	99.2%	99.8%%	99.5%
Gaza Strip	99.9%	99.8%	99.8%	99.9%	99.9%	99.9%



2.4 Survival Rate for Grade 10 [3]

Definition: The percentage reflecting the number of passing students enrolled in the 10th grade (basic) for the school year (n) to the number of student admissions into the first grade (basic) for the school year (n-9).

Table (4): Student Survival Rate for Grade 10 according to region and gender						
	2016-2017 Baseline			2020-2021 Targets		
	Male	Female	M&F	Male	Female	M&F
Palestine	76.5%	92.9%	84.5%	79.5%	94.6%	86.9%
West Bank	71.4%	92.6%	81.7%	72.4%	92.7%	82.6%
Gaza Strip	84.2%	93.3%	88.7%	89.2%	94%	91.6%



(3) The calculation of this indicator depends on using forms of cohort analysis with the hypothesis that the survival rates of students flow inside to outside, and from outside to inside the educational system are constant.

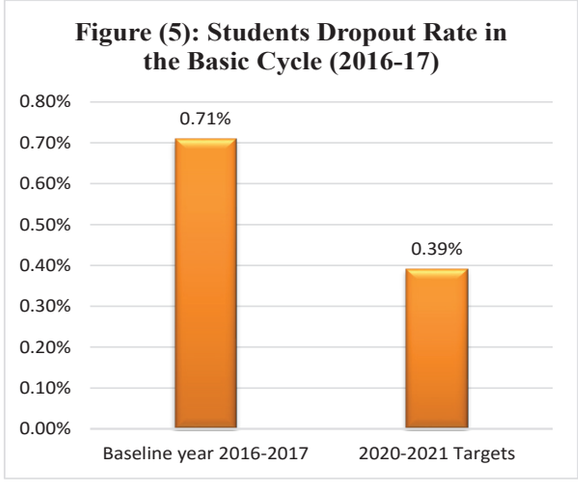
2.5 Student Dropout Rate in the Basic Cycle (2016-2017)

Definition: The number of students who drop out of the Basic Cycle (those who left the formal educational system before finishing 10th 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.

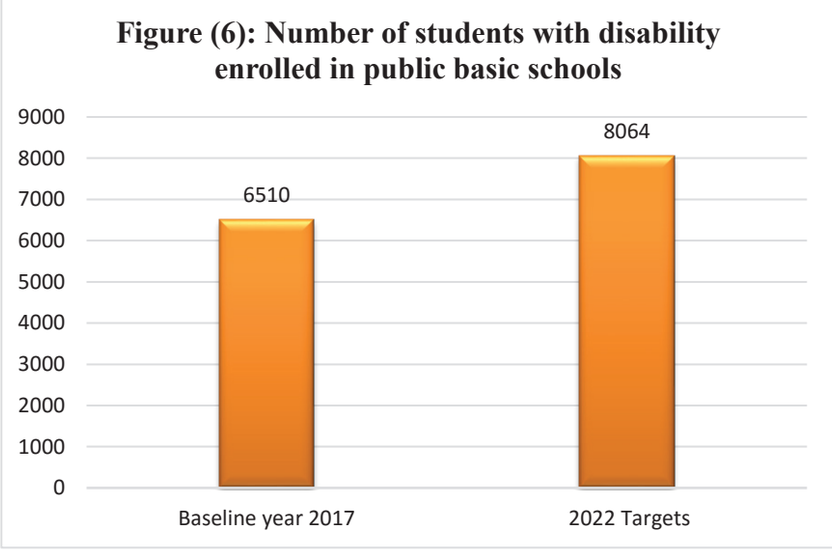
Table (5): Students Dropout Rate in the Basic Cycle (2016-2017)

	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Palestine	0.89%	0.53%	0.71%	0.42%	0.36%	0.39%
West Bank	1.09%	0.50%	0.80%	0.41%	0.36%	0.36%
Gaza Strip	0.64%	0.55%	0.59%	0.42%	0.43%	0.42%



2.7 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: visual, hearing, motor, speech and communication, memory and concentration, and slow learning.



2.8 percentage of schools containing a resource room

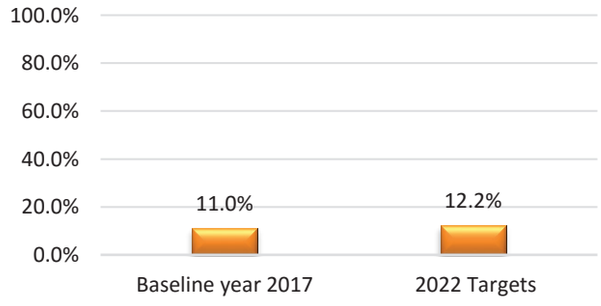
Definition of resource rooms: Independent rooms annexed to the school targeting children with learning problems (learning difficulties, slow learning, and mild mental disability). The rooms are equipped with the necessary educational games and aids as well as proper furniture suitable for facilitating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

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

	Baseline 2017	2022 Targets
West Bank	13.5%	14%
Gaza	0%	0.4%

Figure (7): Percentage of schools containing a resource room



2.9 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.(4)

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.

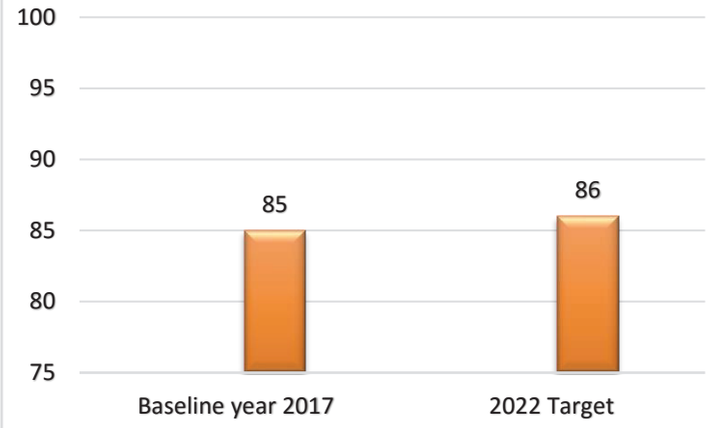
The standards include:

1. The area allocated for each student inside the classroom: is no less than 1m^2 for grades (1st-9^h).
2. The area allocated for each student in the playgrounds is not less than 2m^2.
3. The area allocated for each student in the covered spaces is not less than 0.50m^2.
4. The number of sanitary units is 1 sanitary unit/classroom.

(4) Fathiyyah Al Shibli (2012)/A worksheet entitled (The specifications of the new school building)

5. The area allocated for each teacher in the teachers' lounge is not less than 2m^2.
6. Computer rooms where the area per student is not less than 1.2m^2.
7. Labs where the area per student is not less than 2m^2.
8. Library rooms of which the area/student is not less than 2m^2.
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



2.10 Percentage of schools separated by educational cycle according to the school level Harmonization Strategy

Based on the assessments of the EDSP II, the process of restructuring school levels became a high priority reform track in the EDSP III (2014-2019). Furthermore, and based on several reports conducted by qualified experts in the field of M&E of strategic plans, the restructuring process has become a pressing need for administrative and educational reform.

This step is one of the three high reform priorities, as 83 varieties of school levels were discovered in Palestine. This prompted the MoEHE to form a committee for investigating the reality of schools, as well as to design the methods for restructuring them. Ultimately, the committee was established and led by the School Mapping staff in the DG of Planning, concluding that schools are to be separated into 6 different levels as follows:

Level I: Includes grades 1-4

Level II: Includes grades 5-9

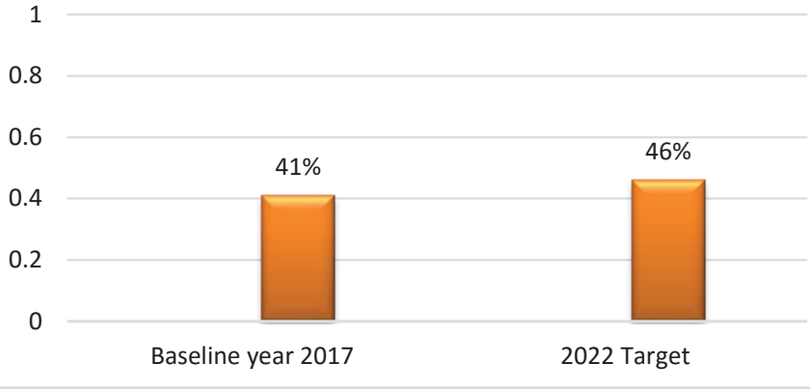
Level III: includes grades 10-12

Level IV: Includes grades 1-9

Level V: Includes grades 1-12

Level VI: Includes grades 5-12

Figure (9): Percentage of schools separated by educational cycle according to the school level Harmonization Strategy



Indicators for Goal 2:

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

Definition of the Qualified Teacher:

- As stated in the Teacher Education Strategy:
  - A. Teacher of the first basic phase (grades 1-4): BA in education (as a classroom teacher); a graduate from the College of Education.
  - B. Teacher of the higher basic phase (grades 5-9):
    - I. BA in education (discipline teacher), a graduate from the College of Education.
    - II. BA in an applicable specialization (taught in schools) + Diploma in Education.
- Modifications made by the Higher Education Committee within the Commission for the Development of the Educational Profession. This pertains to teachers on top of their profession and who have teaching experience. Those who carry a specialization BA or higher, with 2 minors in education or a Diploma in Education (prior to classification). Or those who carry a Master degree or a PhD in education.
- A teacher must learn their area of study (major) at the educational phase suitable to his/her level of training. (Job placement according to teachers' area of specialty). Currently, The Commission for the Development of the Educational Profession adopted the abovementioned articles (1&2) for the sole purpose of acquiring qualified teachers' data. However, they must put forth more effort in order to place teachers according to their area of specialization, as well as the appropriate educational phase.

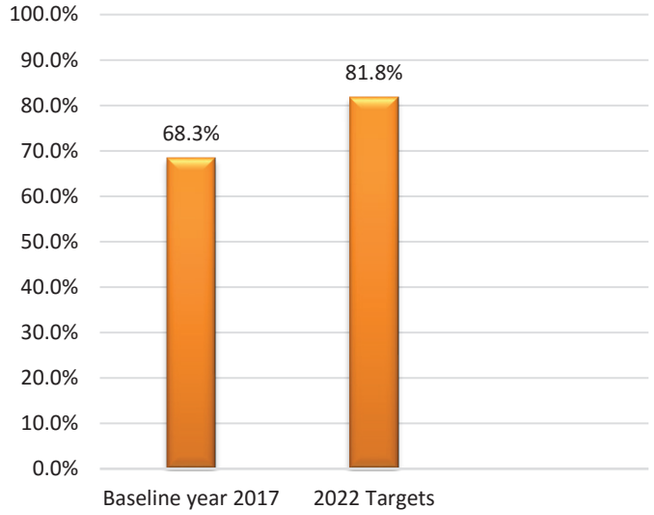
The Indicator Assessment and Evaluation Methodology:

The indicator was calculated using the Human Recourse database, as well as the database for the National Institution for Educational Training.

Table (7): Percentage of qualified basic cycle teachers according to gender

Baseline year 2017			2022 Targets		
Male	Female	M&F	Male	Female	M&F
62.7%	71.9%	68.3%	67.2%	80.9%	81.8%

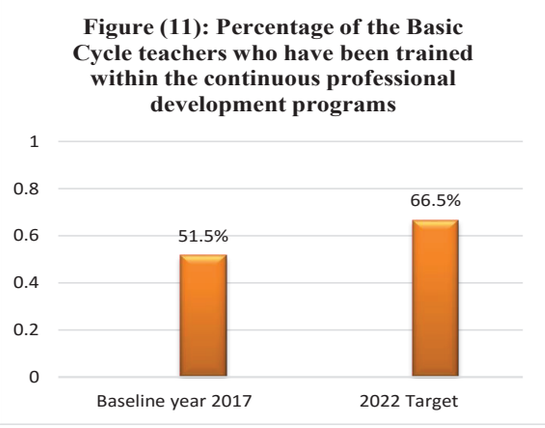
Figure (10): Percentage of qualified Basic Cycel teachers according to TES



2.12 Percentage of Basic Cycle teachers trained within the continuous professional development programs

This indicator identifies the percentage of teachers enrolled in the different training courses, as part of the continuous professional development program, out of the total number of teachers in the basic educational cycle.

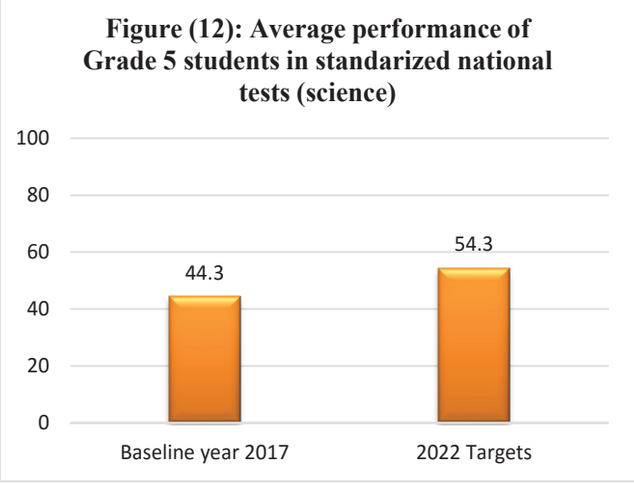
Table (8): Percentage of Basic Cycle teachers who have been trained within the continuous professional development program					
2017 Baseline year			2022 Targets		
Male	Female	M&F	Male	Female	M&F
52%	51%	%51.5	67%	66%	%66.5



Indicators for Goal 3:

2.13 Average performance of students in standarized national tests

Definition: The Ministry of Education and Higher Education adopted this indicator in order to assess the Palestinian educational system outcomes. It is conducted every two years on a national sample representing grades 5 and 9 on three subjects: Arabic, Mathematics, and Science.



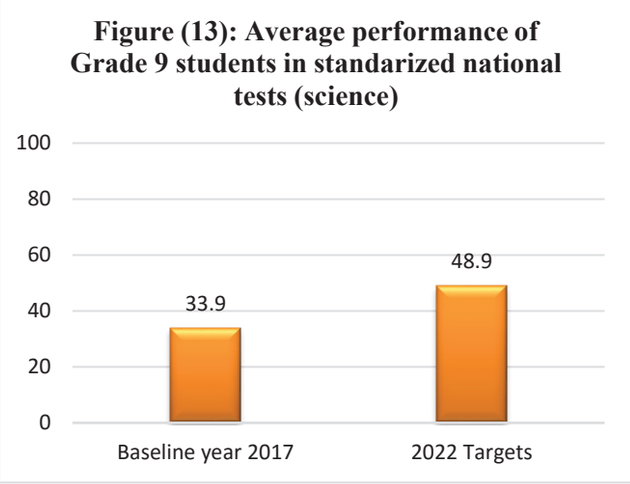


Table (9): Average performance of students according to gender in standardized national tests (science)						
	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Grade 5	40.5	47.8	44.3	50.5	57.8	54.3
Grade 9	27.9	38.1	33.9	42.9	53.1	48.9

Figure (14): Average performance of Grade 5 students in standarized national tests in (Arabic)

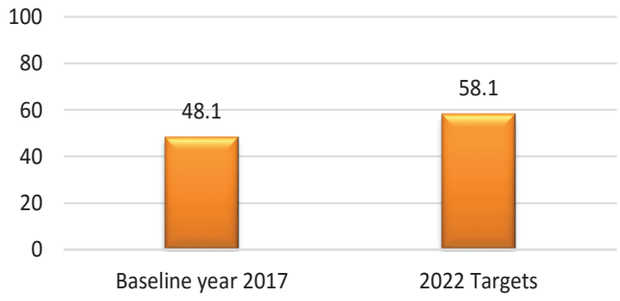


Figure (15): Average performance of Grade 9 students in standarized national tests in (Arabic)

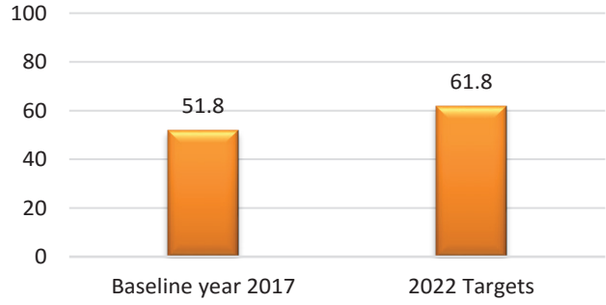


Table (10): Average performance of students according to gender in standardized national tests (Arabic)

	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Grade 5	43.7	53.3	48.1	53.7	63.3	58.1
Grade 9	43.3	60.2	51.8	53.3	70.2	61.8

Figure (16): Average performance of Grade 5 students in standarized national tests in (Mathematics)

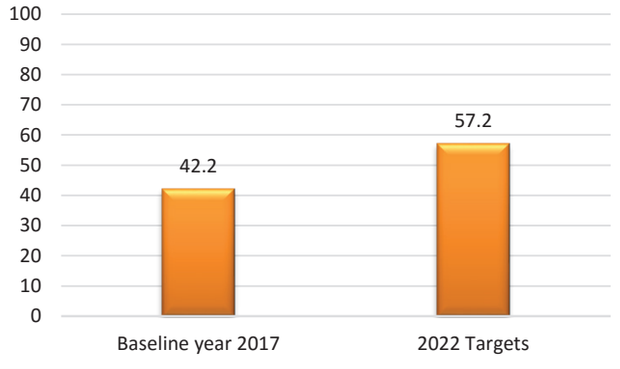


Figure (17): Average performance of Grade 9 students in standarized national tests in (Mathematics)

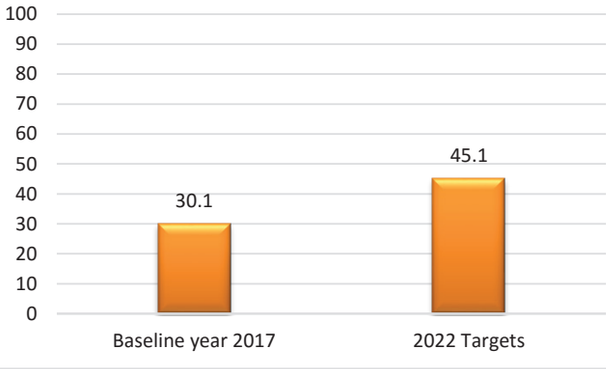


Table (11): Average performance of students according to gender in standardized national tests (Math)

	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Grade 5	38.6	45.8	42.2	53.6	60.8	57.2
Grade 9	45.1	39.1	30.1	39.1	49.2	45.1

Figure (18): Average performance of Grade 5 students in standarized national tests in (Arabic) according to region

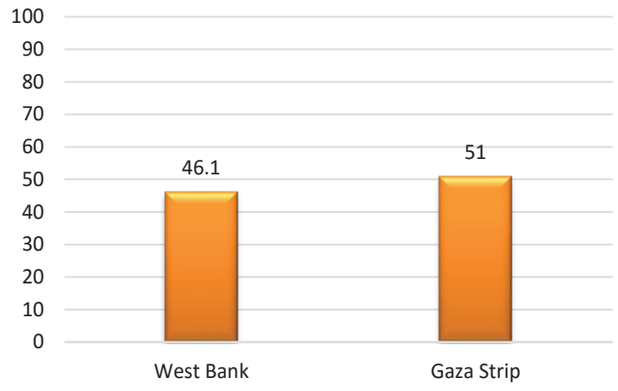


Figure (19): Average performance of Grade 9 students in standarized national tests in (Arabic) according to region

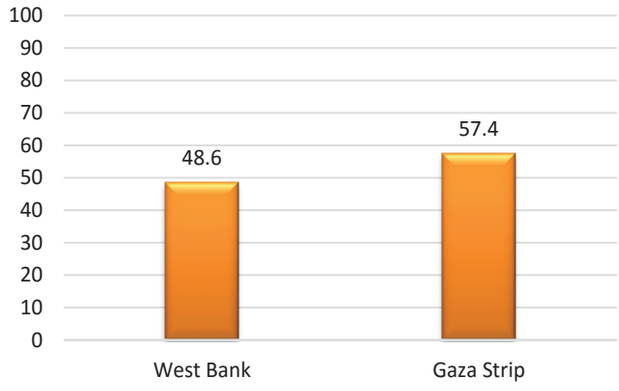


Figure (20): Average performance of Grade 5 students in standarized national tests in (science) according to region

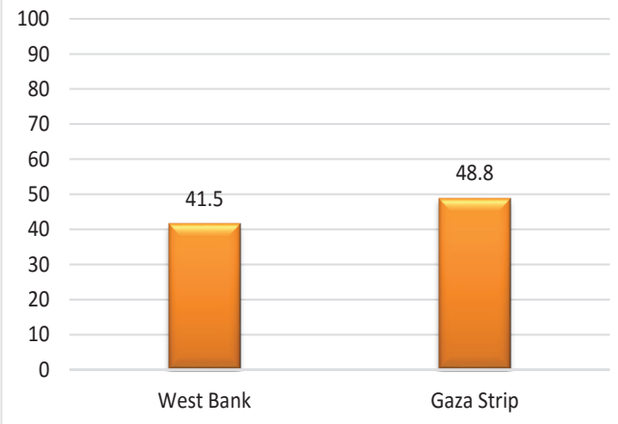


Figure (21): Average performance of Grade 9 students in standarized national tests in (science) according to region

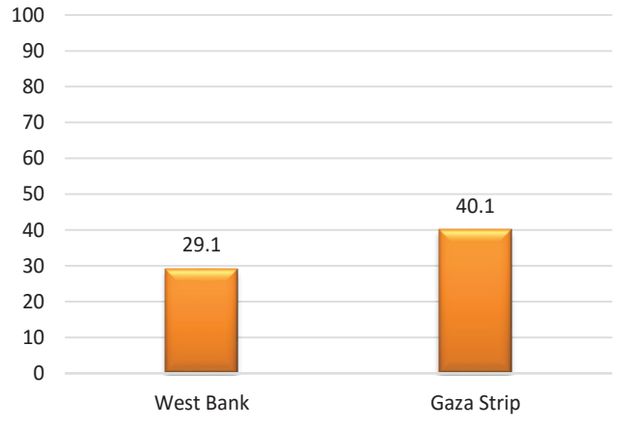


Figure (22): Average performance of Grade 5 students in standarized national tests in mathematics) according to region

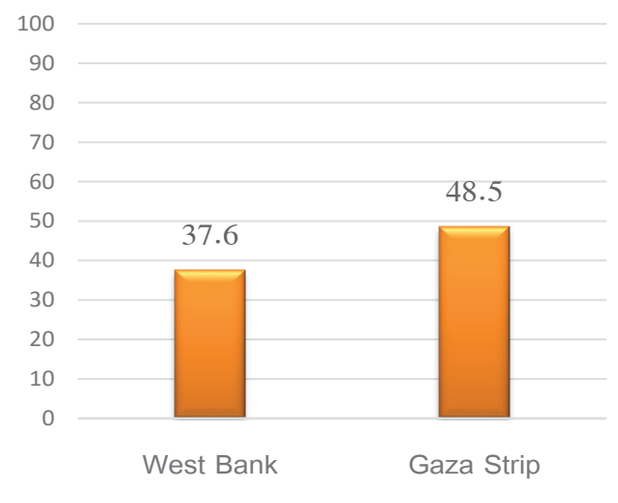


Figure (23): Average performance of Grade 9 students in standarized national tests in mathematics according to region

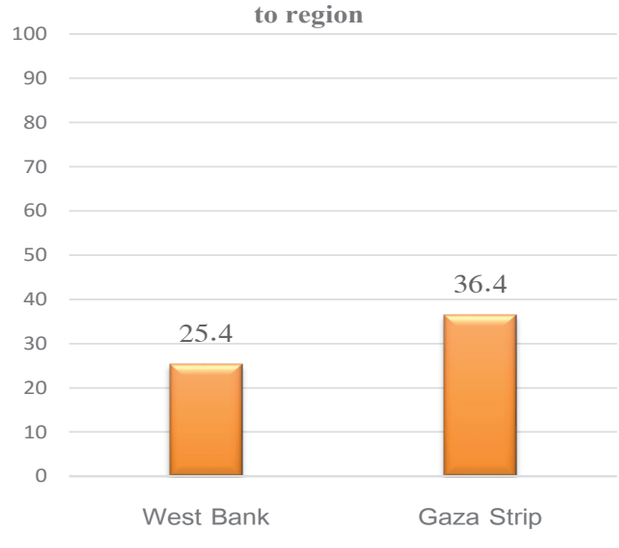


Table (11): Average Performance Rate for Grade 5 students in Arabic, math and science according to supervisory authority			
Subject	Public schools	UNRWA	Private Schools
Arabic	42.9	59.5	55.1
Math	38	48.9	45.8
Science	40	50.9	55.6

Table (12): Average Performance Rate for Grade 9 students in Arabic, math and science according to supervisory authority			
Subject	Public Schools	UNRWA	Private Schools
Arabic	47.5	61.7	57.8
Math	26.2	28.1	39.3
Science	28.3	45	35.9

2.14 Degree of students' possession of moral values and positive attitudes

Values and attitudes are a major driver towards a sound and healthy personality and mentality, which is capable of dealing with various problems effectively, both with the self and others.

Definition of Values and Attitudes

Values are defined as: The core principles, beliefs, ideals, standards and life stands that serve as a general guide for directing behaviour. They are the reference point for decision-making, or for evaluating beliefs andactions.(5)

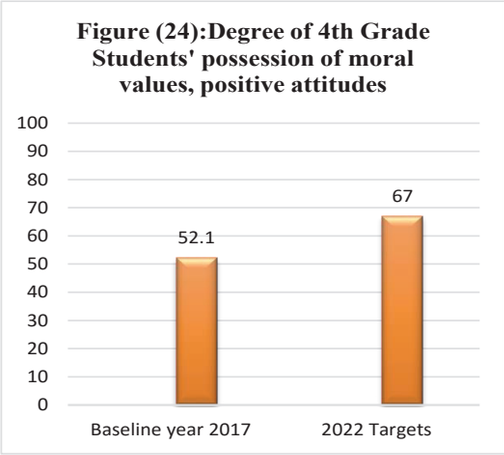
Attitudes toward Education are defined as: A group of cognitive, emotional, and behavioural components that connect through the individual's response to an issue, subject, or position (that is related to education) and the nature of the response, in terms of acceptance or rejection.

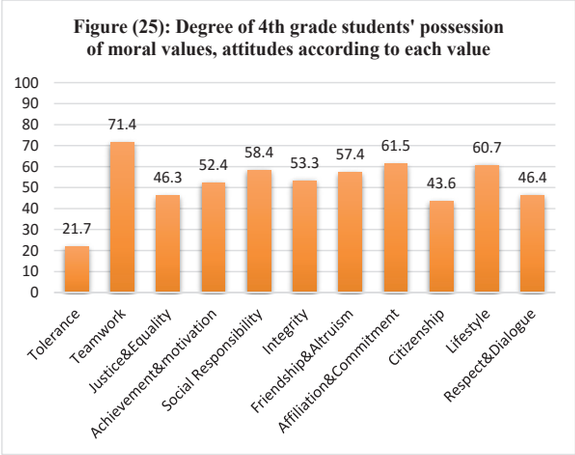
Some of the values and attitudes covered by the indicator are: Tolerance, Teamwork, Justice & Equality, Achievement & Motivation, Social Responsibility, Integrity, Friendship & Selflessness, Affiliation & Commitment, Citizenship, Lifestyle, and Respect & Dialogue.

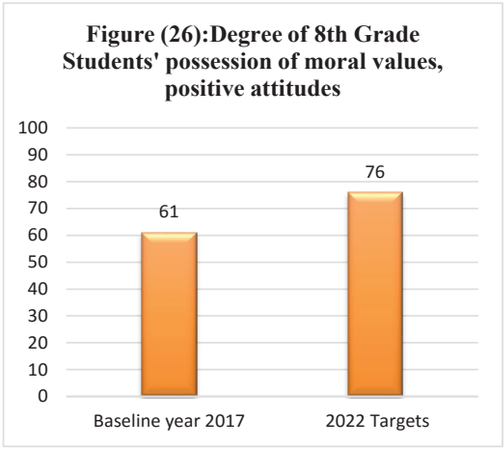
Indicator Assessment and Evaluation Methodology:

The indicator was measured according to the descriptive approach. Tools that rely on values & attitudes were developed, adopting one specific tool consisting of a group of (multiple choice) questions that represent a number of written cases and life situations, through which students express their perceptions about "optimal behaviour" during those situations. A stratified multistage cluster sample was adopted to target the community represented by the indicator (Students in Basic Education). Basic education 4th and 8th grade students were targeted.

(5) Halstead, J. & Taylor, M. (1996), Values in education and education in values. London: Falmer Press.







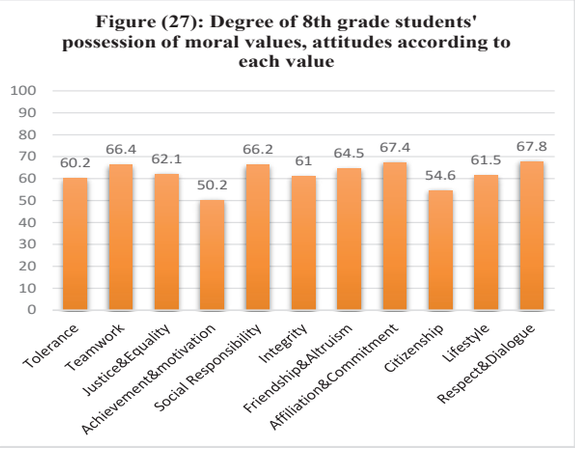


Table (13): Degree of students' possession of moral values and positive attitudes according to gender

	Values in baseline year- 2017			Values for 2022 Targets		
	Male	Female	M&F	Male	Female	M&F
4th grade	49.3	54.4	52.1	64	70	67
8th grade	56.3	64.7	61	71.3	79.7	76

2.15 Degree of students' possession of various thinking patterns

Thinking is production's primary foundation and is more important and instrumental than the acquisition of knowledge content. Student possession of various thinking patterns allows them to be competitive in a rapidly accelerating era, in which success and excellence are tied to an individual's thinking ability and the degree to which he excels in it. This gives them confidence and allows them to adapt well to events[6].

Thinking Patterns Covered by the Indicator:

Creative Thinking: Problem solving by thinking outside the box. A mix of capacities, zeal and personal characteristics, which when found in a suitable environment, can elevate mental process and produce authentic and useful outcomes.

Critical Thinking: The careful and precise examination and evaluation of events, exhibiting an analysis and alternatives appraisal process, as well as the evaluation of knowledge (using the principles of logic, and logical thinking that rely on the objective analysis of data and experiences).

Reflective Thinking: A surveying process, through which an individual reflects upon the manner with which a certain situation was handled, re-thinks his actions, and assesses the effective and the least effective aspects of that situation.

Super-Cognitive Thinking: Student understanding of their cognitive processes and their ability to plan for them; to manage these processes through organization and control, during execution, and to subsequently evaluate the outputs of their education process.

Indicator Assessment and Evaluation Methodology:

The indicator was measured according to the descriptive approach. Tools that rely on Thinking Patterns were developed and a tool was adopted. It consists of a group of (multiple choice) questions that represent a number of written cases and life situations, through which students express their perceptions about "optimal behaviour" during those situations. A stratified multistage cluster sample was adopted to target the community represented by the indicator (Students in Basic Education). Basic education 4th and 8th grade students were targeted.

Figure (28): Degree 4th grade students' possession of various thinking patterns

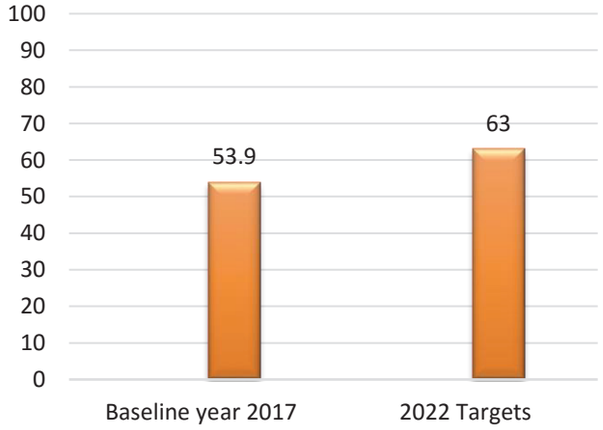
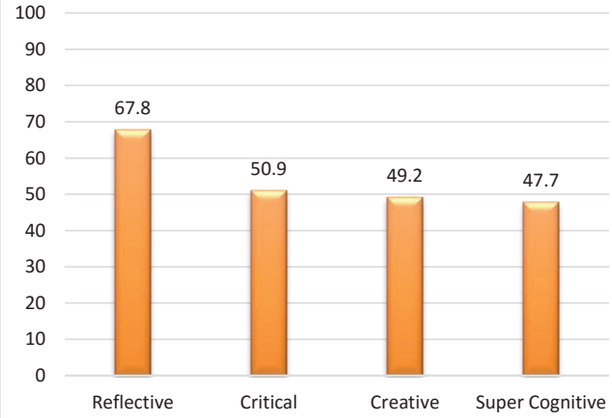
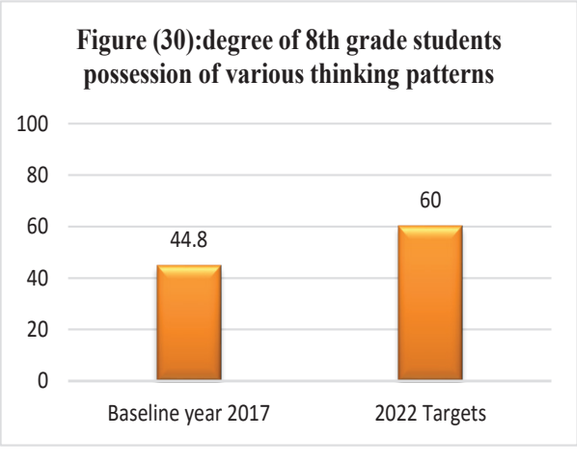


Figure (29):degree of 4th grade students possession of thinking patterns of according to each pattern



(6) Dr. Muhammad Al Amiri (2011), Success Skills for Human Development.



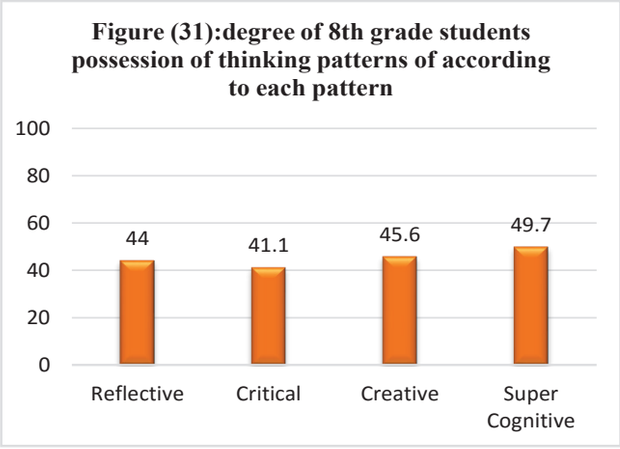


Table (14): Degree of students' possession of thinking patterns						
	Baseline 2017 Values			Values for 2022 Targets		
	Male	Female	M&F	Male	Female	M&F
4th grade	50.7	56.5	53.9	60	66	63
8th grade	41.7	47.3	44.8	57	63	60

2.16 Degree of students' possession of life and citizenship skills

Life Skills are defined as the group of process and procedures through which an individual is able to solve a problem, face a challenge, or amend various aspects of his life[7]. The World Health Organization (2007) defines it as the necessary capacity for individuals to adapt, act positively, and deal effectively with the demands and challenges of everyday life.

The Life Skills covered by the Indicator are defined as follows:

Communication: This is the skill of verbal and non-verbal expression about opinions, desires, needs, and concerns in a manner that suits the culture and situation. It helps the individual to ask for advice and aid in a timely manner, and facilitates a two-way exchange of information, ideas, emotions and feelings with others to reach a common goal, but does not necessitate accord

Problem-solving: An individual's intellectual ability to deal constructively with the problems he encounters entails the ability to detect the problem, analyze it and develop a hypothesis to solve it. It is the highest thinking skill that requires mastery and control over basic and intermediary thinking skills.

Decision-making: This is the skill of evaluating information and advice, in order to make informed decisions, assess the pros and cons of different views, and alter decisions to adapt to new situations. It is also the ability to forecast, set goals, and plan for the future.

Self-confidence: An individual's view of himself, his self-appreciation, and his sense of self-worth as a person, which will enable him to navigate through his daily life comfortably and without much psychological pressure.

Resisting-stress: The skill of identifying sources of stress and frustration and dealing with them in an effective and positive manner. This allows the individual to succeed in resisting pressures from peers, the media, and propaganda, and take appropriate decisions in isolation from the immediate situation.

Indicator Assessment and Evaluation Methodology:

The indicator was measured according to the descriptive approach. Tools that rely on Life Skills were developed and a tool was adopted. It consists of a group of (multiple choice) questions that represent a number of written cases and life situations, through which students express their perceptions about "optimal behaviour" during those situations. A stratified multistage cluster sample was adopted to target the community represented by the indicator (Students in Basic Education). Basic education 4th and 8th grade students were targeted.

Figure (32): Degree of 4th grade student's possession of life skills

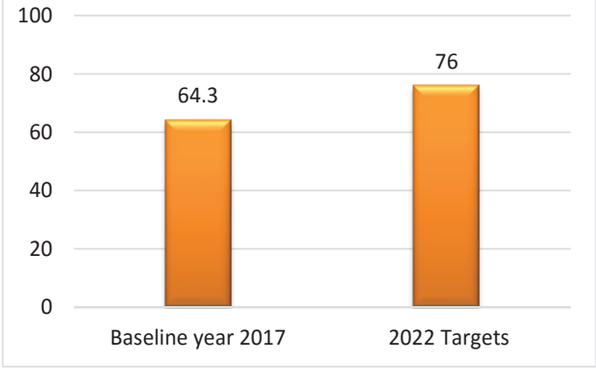
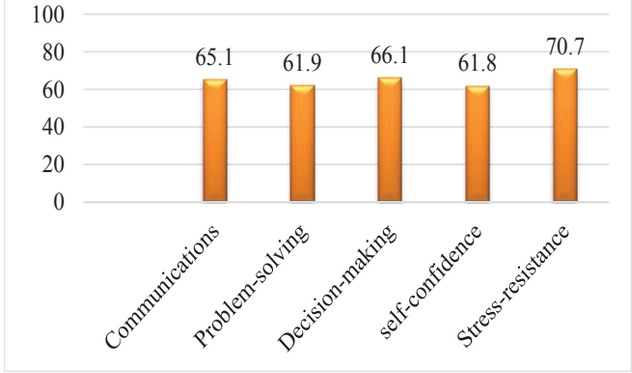
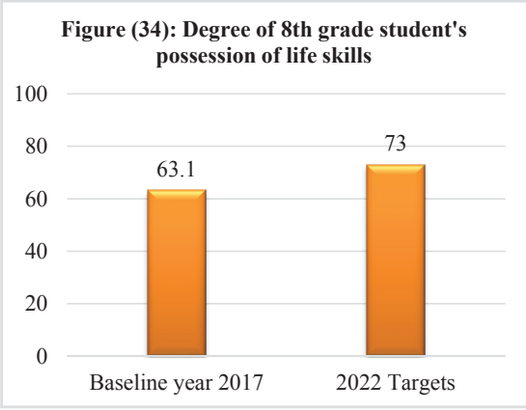


Figure (33): Degree of 4th grade students' possession of life skills according to skill



(7) Jones, R. (1991). Life skills, Cassel educational limited, London.



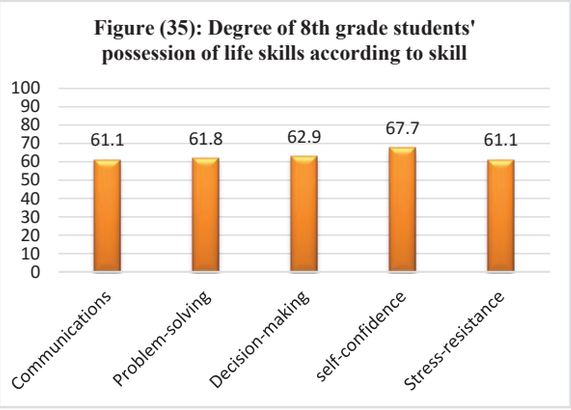


Table (15): Degree of students' possession of life skills according to gender						
	Baseline 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
4th grade	62.4	65.8	64.3	74	78	76
8th grade	57	67.8	63.1	68	78	73

2.17 Degree of student's active engagement in the classroom

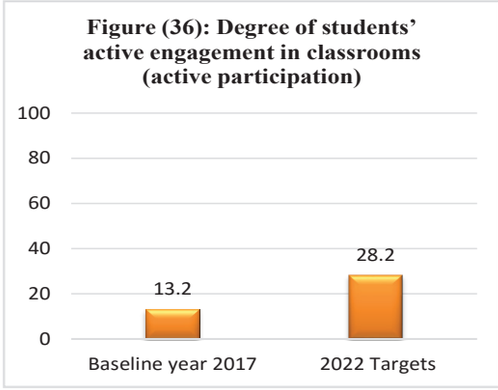
The Procedural Definition of Active Engagement:

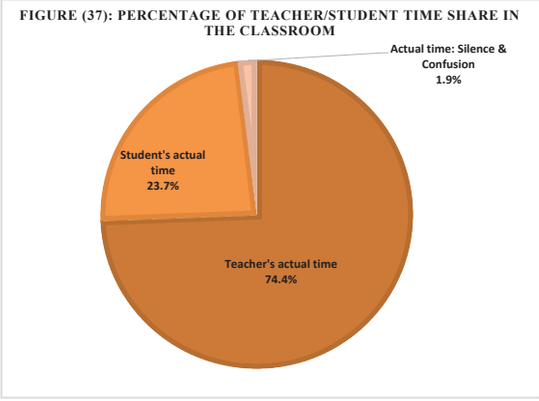
Active Involvement refers to speeches and actions that students **initiate** with their teachers or amongst themselves within the classroom as well as the actions, gestures, hints, and responses that accompany these talks and that are linked to the **Learning and Teaching Process**. All these sayings and their accompanying actions are subject to observation and evaluation.

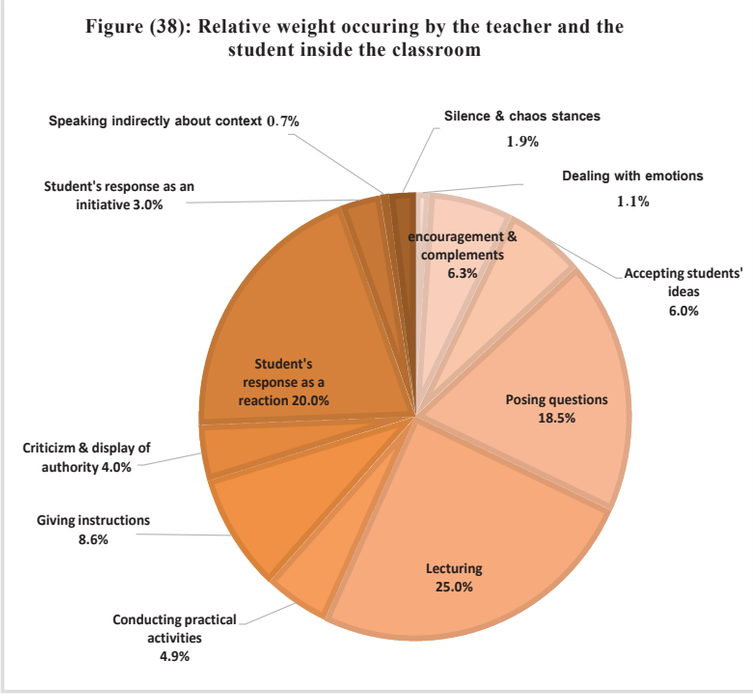
The Different Facets Measured by the Indicator:

- Degree to which students take initiative in the classroom.
- Percentage of lesson time invested by teachers and students
- 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: accept feeling, praises or encouragements and accepts or use ideas of students.
  - Teacher Directive behaviour: ask questions, lecturing, giving directions and criticizing or justifying authority. Pupil talk- response.
  - Pupil talk- initiation (Expressing own ideas, initiating a new topic, freedom to develop opinions and a line of thoughts, like asking through provoking questions.
  - Silence or confusion.

Table (16): Degree of students' active engagement in classrooms (active participation)							
Baseline year 2017				2022 Targets			
M	F	Co-Ed	Total	M	F	Co-Ed	Total
12.8	13.9	12.5	13.2	27.8	28.9	27.5	28.2







2.18 Degree to which questions posed by the teacher inside the classroom are diversified according to Thinking Skills Levels

The question asking skill is one of the most vital aspects of effective classroom teaching. Questions posed by teachers to their students within the classroom have a direct effect on student thinking skills. Many educational studies have proven that there is total correlation between the levels of thinking that appear in student answers (to their teachers' questions) and the types of questions posed by those teachers. If through their questions teachers focus mostly on the recollection of facts, then students couldn't be expected to think innovatively[8].

The indicator was measured according to the descriptive approach, a classroom observation tool has been adopted through which the questions posed by the teachers in the classrooms have been categorized into the following types:

1.Questions measuring level of knowledge

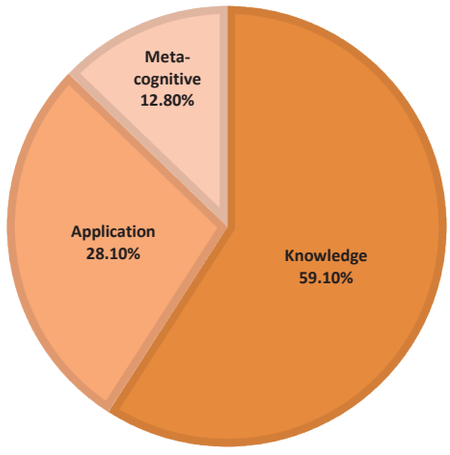
2.Questions measuring level of application

3.Questions measuring Meta-cognitive level.

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

Table (17): Percentage distribution of questions posed by teachers in the classrooms						
	Baseline year 2017			2022 Targets		
Classification of questions	M	F	M&F	M	F	M&F
Knowledge	59.2	59.1	59.1	49	49	49
Application	28.3	27.9	28.1	33	33	33
Meta-cogni-tive questions	12.5	12.9	12.8	18	18	18

FIGURE (39): PERCENTAGE DISTRIBUTION OF QUESTIONS POSED BY THE TEACHERS IN CLASSROOMS



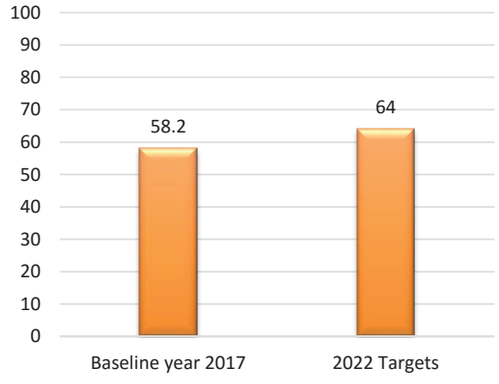
2.19 Degree of integration of children with disability in public schools

Definition: The aim of the indicator is to measure the integration of students with disabilities in schools in order to highlight the psychological and counselling support and facilitations provided to those students, which positively affect their interest and motivation towards the educational institution.

To measure this, a tool has been developed containing several items that reflect this integration including among others: the presence of friends, participation in working groups and activities, equality in dealing with all students, and freedom of expression.

Figure (18): Degree of integration of children with disability in public schools							
Baseline year 2017				2022 Targets			
Males	Females	Co-ed	Total	Males	Females	Co-ed	Total
58.4	59.3	54.2	58.2	60.5	61.5	56.5	64

Figure(40): Degree of integration of children with disability in public schools



2.20 Degree to which school health environment standards that enhance learning[9]

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[10].

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 Wastewater Management	3- Solid Waste Management	4- The Cafeteria	5- Public Safety

Figure (41): Degree to which school health environment standards that enhance learning are realized

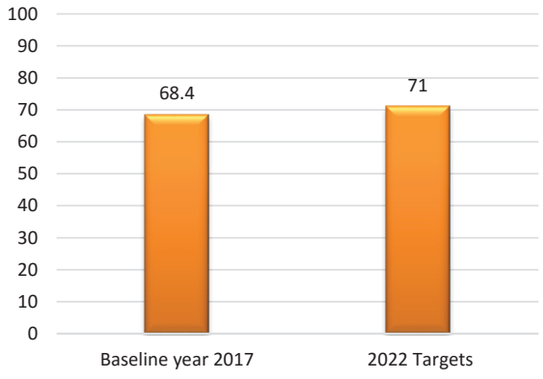


Figure (42): Degree to which school health environment standards that enhance learning are realized according to each standard

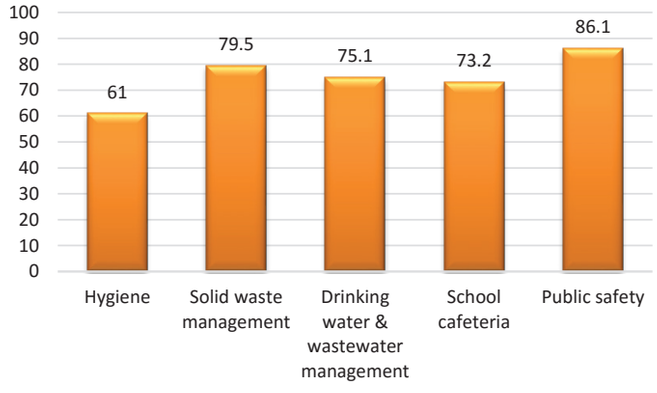
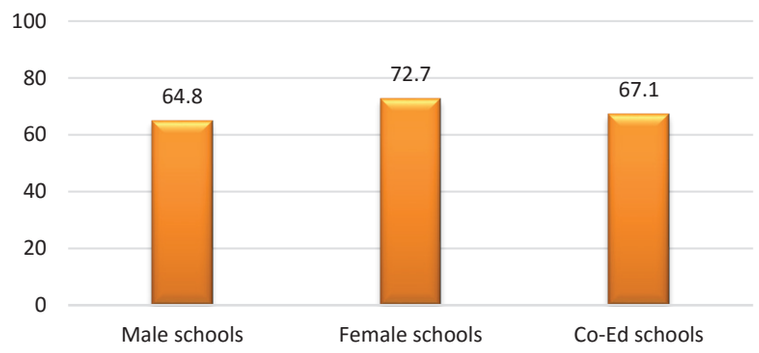


Figure (43): Degree by which health environment standards that enhance education are met according to gender



(9) This indicator covers data for both Basic and Secondary Education Programs
(10) Al Ali/A study titled: "The level of health education possessed by students in the public schools' upper basic education (in the city of Jenin)."

2.21 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 MoEHE has worked diligently to combat violence in schools, in all its forms[11].

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

Figure (44): Percentage of students exposed to violence in school according to form of violence

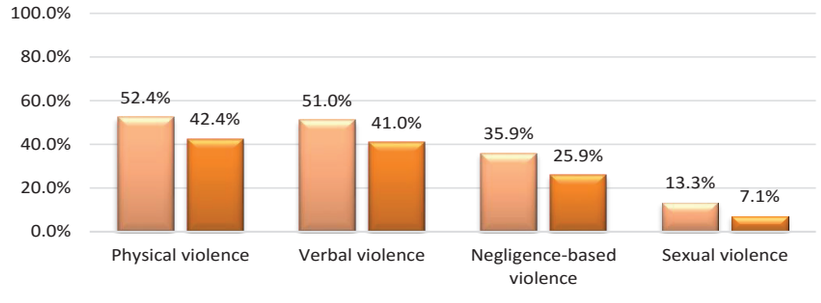


Table (19): Percentage of students exposed to violence inside the school according to gender

	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Physical violence	63.1%	42.8%	52.4%	53.1%	32.8%	42.4%
Verbal violence	55.7%	46.8%	51.0%	45.7%	36.8%	41.0%
Negligence-based violence	39.9%	32.3%	35.9%	29.9%	22.3%	25.9%
Sexual violence	19.9%	7.3%	13.3%	12.4%	2.3%	7.1%

(11) Policy on Reduction of Violence 2013/MoEHE

2.22 Percentage of student participation in extra-curricular activities that support and link learning to daily life

Extracurricular school activities (of all kinds and in different areas) are considered a crucial factor for the development of student personalities, as well as their psychological, social, physical and mental growth. It fosters within them a moral compass that translates into good manners, such as respect, altruism, love of the other, and pride in their religious beliefs, ethics and values. In addition, it strengthens their self-esteem and sense of responsibility[12].

Definition of Extracurricular Activities

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

Indicator Assessment and Evaluation Methodology:

The indicator was measured according to the descriptive approach. A tool was adopted to measure the indicator, as well as other related contextual variables, in order to aid in the interpretation of the findings. The indicator includes all extracurricular activities that students take part in, (cultural, scientific, scouts, artistic, musical, health and sports, as well as summer camp competitions)

Figure (45): Percentage of student participation in extra-curricular activities

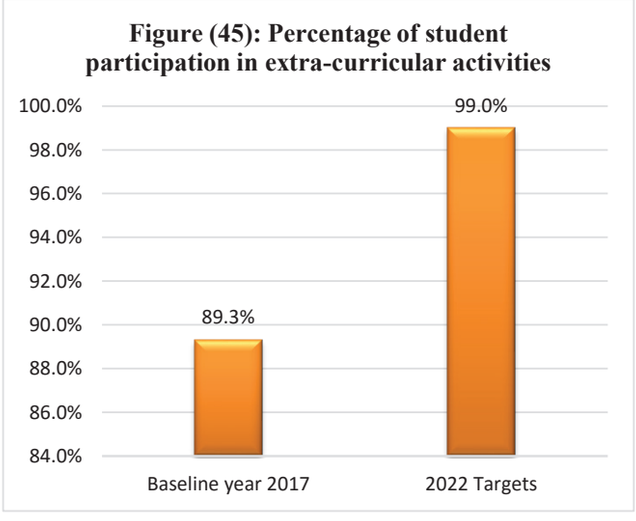


Figure (46): Percentage of student participation in extra-curricular activities according to type of activity

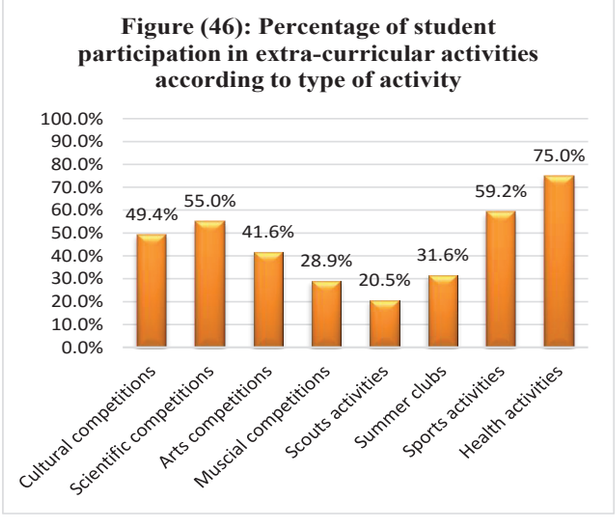


Table (20): Percentage of students who participated in extra-curricular activities linking learning to daily life					
Results of baseline year 2017			2022 Targets		
Male	Female	M&F	Male	Female	M&F
88.2%	90.4%	89.3%	98.3%	99.8%	99%

(12) Maher Al Bazm (2010)/ Master thesis titled "Health Activities: The role extracurricular activities play in developing the values of students (in the Basic Education Phase) in Gaza, from their teachers' point of view.

2.23 Percentage of classes that use teaching tools (digital, non-digital, and specialized)

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

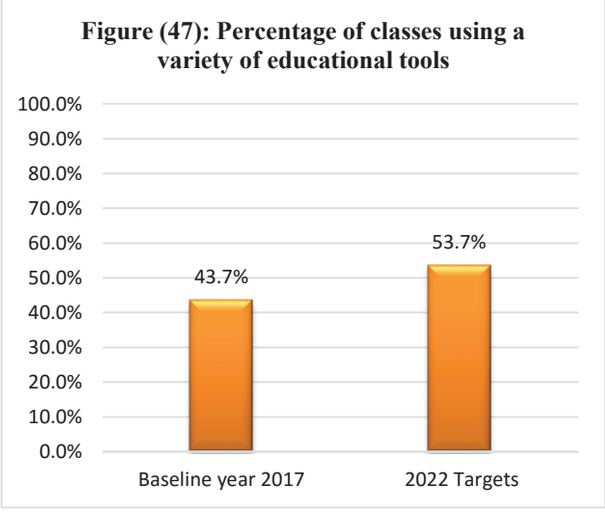
The Indicator's Objective:

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

Digital Teaching tools: Laptops, LCDs, tablets, smartphones, digital cameras, interactive tablets, TVs, VCRs etc.

Non-Digital Teaching tools: OHP, audio recorders, pocket tablets, maps or poster Making tablets, various models, educational kits, educational games, etc.

Specialized Teaching Tools: Science lab teaching aids, computer lab teaching aids, Technology class teaching aids, as well as Sports & Arts teaching aids.



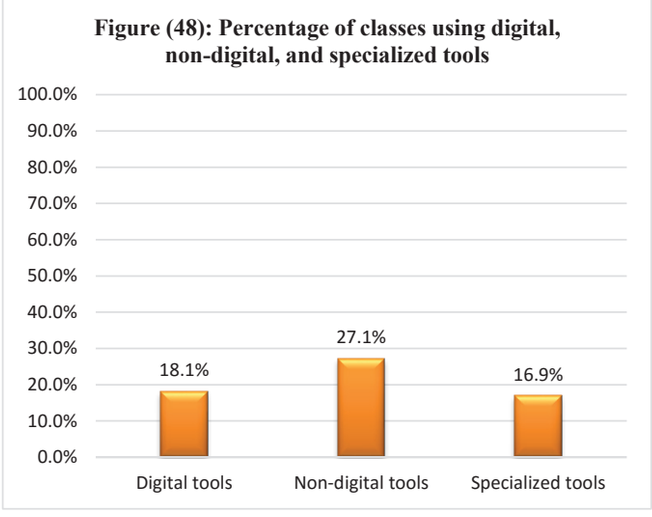
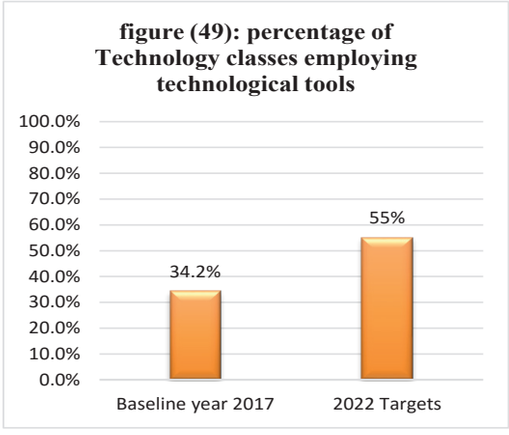


Table (21): Percentage of classes using a variety of educational tools							
Results of baseline year 2017				2022 Targets			
Male	Female	Co-ed	Total	Male	Female	Co-ed	Total
42.5%	44.9%	42.8%	43.7%	52.5%	54.9%	52.8%	53.7%

2.24 Percentage of Technology classes employing specialized technological tools

Definition: The number of Technology classes that employ specialized technological tools out of the total number of Technology classes that were monitored

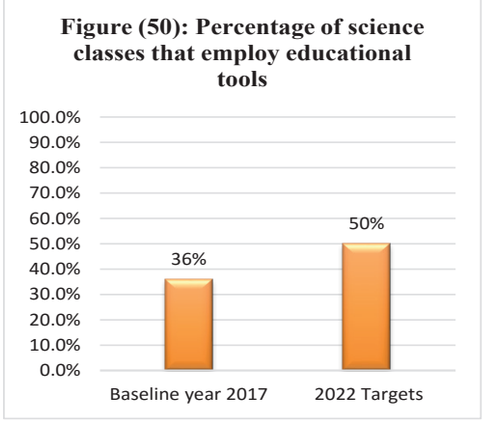
Table (22): Percentage of Technology classes employing technological tools according to gender							
2017 Results				2022 Targets			
Male	Female	Co-Ed	Total	Male	Female	Co-Ed	Total
27.5%	39.1%	35.8%	34.2%	45.0%	58%	54%	55%



2.25 Percentage of science classes that employ educational tools

Definition: The number of science classes that employ educational tools either in the laboratory or classroom out of the total number of science classes that were monitored.

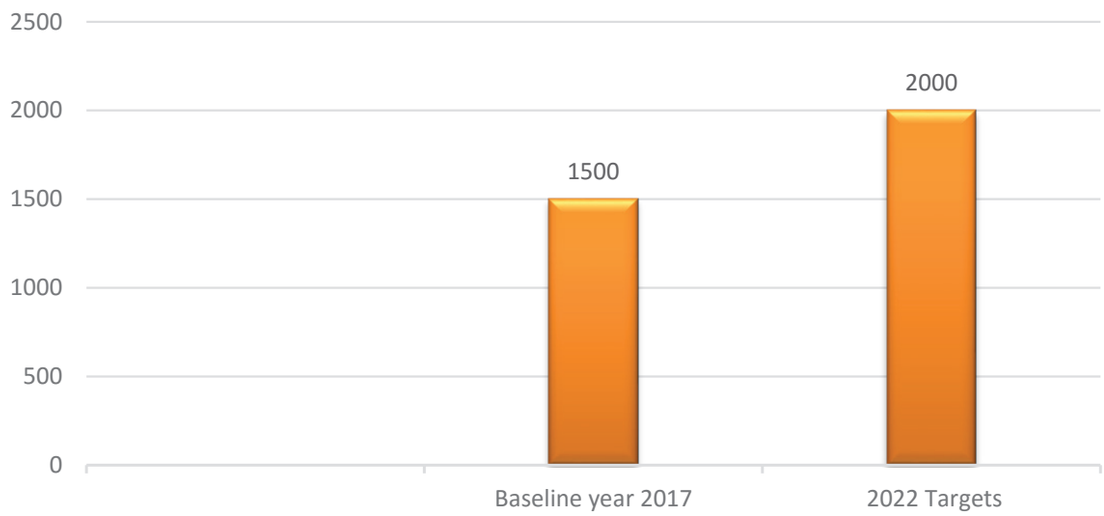
Table (23): Percentage of science classes that employ educational tools according to gender							
Baseline year 2017				2022 Targets			
Male	Female	Co-Ed	M&F	Male	Female	Co-Ed	M&F
31.4%	37%	40.8%	36%	45.3%	51%	55%	50%



2.26 Number of schools participating in the Free Activity

Free Activity Schools: Are the schools that develop a program that gives space for students to express their talents, hobbies, and skills in the following fields: Arts, theater, music, sports, scout activities, and scientific and cultural activities, etc. Interest in Free Activity programs are based on the student's desire to participate and primarily targets students from grades 4-10 by adding an extra classroom after school hours.

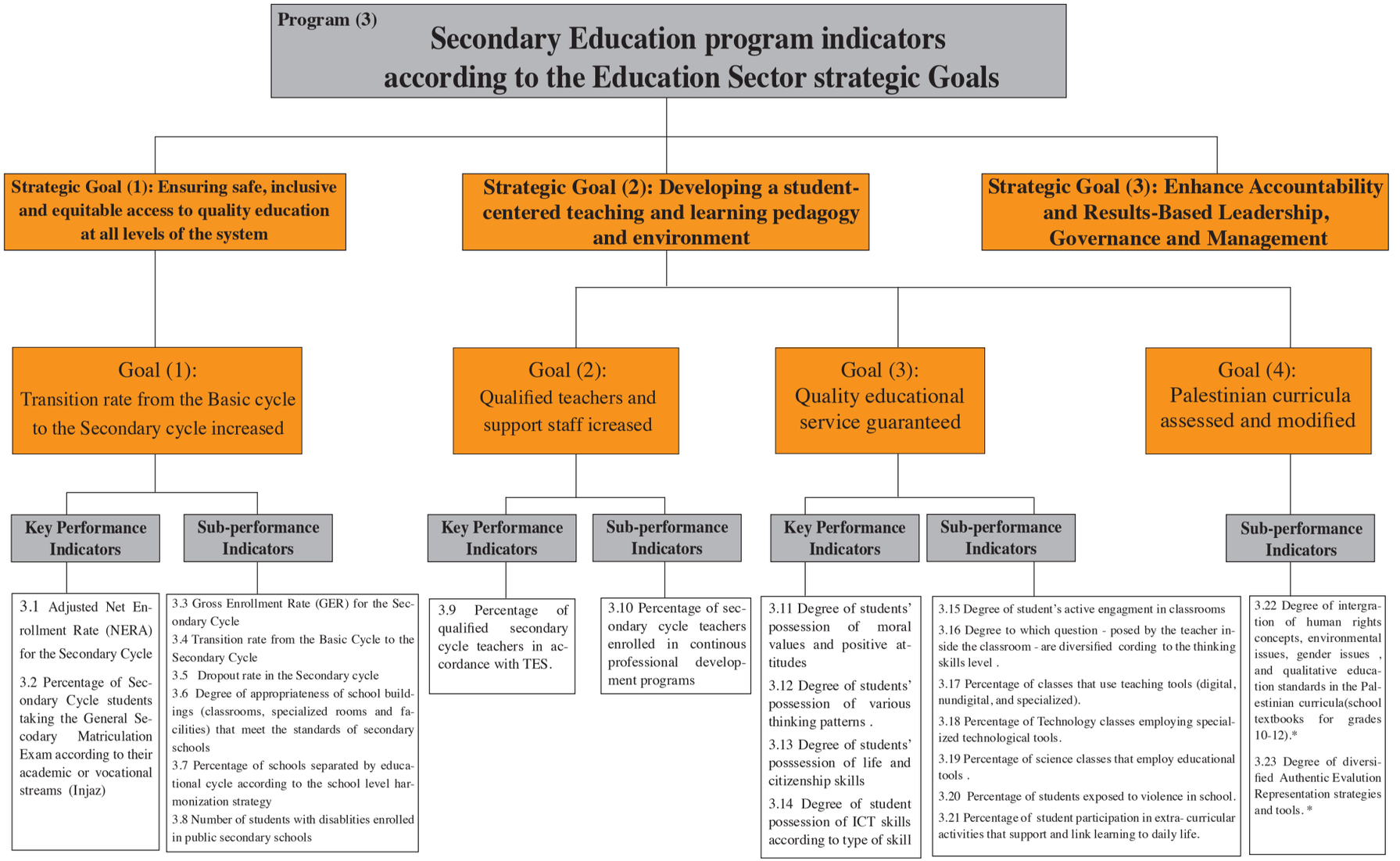
Figure (51): Number of schools participating in the Free Activity



منذ كانت
المعارف حكومة
فلسطين
الانتداب البريطاني
الى
وزارة التربية والتعليم
دولة فلسطين

Secondary Education Program 3

The following structure summarizes all the performance key and sub-indicators of the Secondary Education Program according to each Program Goal, and links the Program Goals with the Strategic Goals of the ESSP 2017-2022:



* 3.22 Shall be monitored in 2018 report.
* 3.23 Shall be monitored in 2018 report.

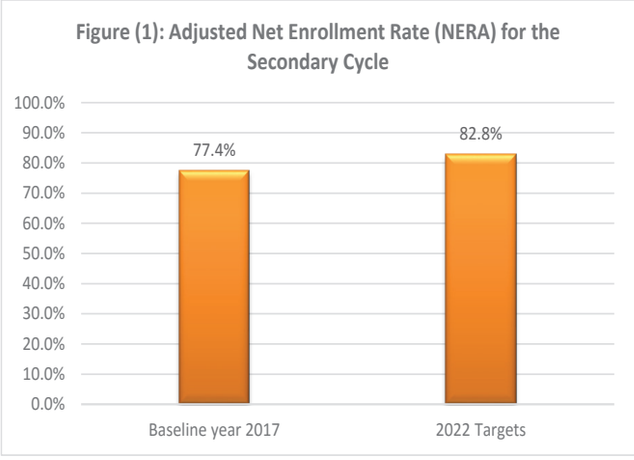
Indicators for Goal 1:

3.1 Adjusted Net Enrolment Rate (NERA) 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).

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

	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Palestine	68.2%	86.9%	77.4%	73.2%	92.9%	82.9%
West Bank	64.9%	86%	75.3%	69.5%	91.8%	80.5%
Gaza Strip	73.4%	88.4%	80.7%	78.7%	94.7%	86.5%



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

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

No.	Indicator	Baseline year 2017			2022 Targets		
		Males	Females	Total	Males	Females	Total
1	Percentage of Literary stream students taking the General Secondary Matriculation Exam (Injaz)	63.9%	70.0%	67.2%	54.7%	55.7%	55.2%
2	Percentage of Scientific stream students taking the General Secondary Matriculation Exam (Injaz)	25.4%	23.8%	24.5%	25.4%	26.1%	25.7%
3	Percentage of Commerce and Entrepreneurship stream students taking the General Secondary Matriculation Exam (Injaz)	4.49%	3.92%	4.18%	4.6%	3.8%	4.2%
4	Percentage of Religious stream students taking the General Secondary Matriculation Exam (Injaz)	1.76%	1.40%	1.56%	2.8%	2.5%	2.6%
5	Percentage of Industrial stream students taking the General Secondary Matriculation Exam (Injaz)	2.80%	0.34%	1.46%	6.3%	3.9%	5.1%
6	Percentage of Agricultural stream students taking the General Secondary Matriculation Exam (Injaz)	0.4%	0.0%	0.2%	3.0%	1.5%	2.3%
7	Percentage of Home Economics stream students taking the General Secondary Matriculation Exam (Injaz)	0.0%	0.2%	0.1%	0.0%	4.4%	2.2%
8	Percentage of Hotel Management stream students taking the General Secondary Matriculation Exam (Injaz)	0.14%	0.02%	0.08%	2.7%	1.5%	2.2%
9	Percentage of Technology stream students taking the General Secondary Matriculation Exam (Injaz)	0.07%	0.03%	0.05%	0.5%	0.5%	0.5%
10	Percentage of Applied Industrial stream students taking the General Secondary Matriculation Exam (Injaz)	0.98%	0.07%	0.48%	0.0%	0.0%	0.0%

11	Percentage of Applied Home Economics stream students taking the General Secondary Matriculation Exam (Injaz)	0.0%	0.2%	0.1%	0.0%	0.0%	0.0%
12	Percentage of Applied Agricultural stream students taking the General Secondary Matriculation Exam (Injaz)	0.04%	0.0%	0.02%	0.0%	0.0%	0.0%
13	Percentage of Applied Hotel Management stream students taking the General Secondary Matriculation Exam (Injaz)	0.02%	0.0%	0.01%	0.0%	0.0%	0.0%

3.3 Gross Enrolment Rate (GER) for the Secondary Cycle

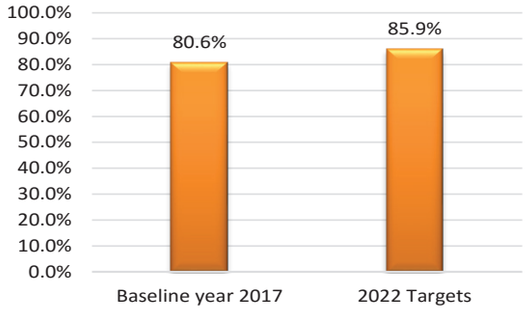
Definition: The total number of students enrolled in **Secondary** education, expressed as a percentage of the population at the formal age of enrolment into secondary education (15-17).

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

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

	2017 Baseline year			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Palestine	70.5%	91.2%	80.6%	75.2%	97%	85.9%
West Bank	68%	91.3%	79.4%	72.1%	96.6%	84.1%
Gaza Strip	74.3%	91.2%	82.5%	79.6%	97.5%	88.4%

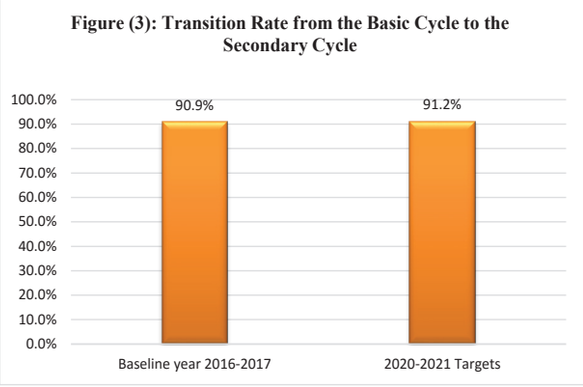
Figure (2): Gross Enrollment Rate (GER) for the Secondary Cycle



3.4 Transition Rate from the Basic Cycle to the Secondary Cycle

Definition: The percentage of students promoted to, and enrolled in Grade 10 (all streams) in the school year (n) from the number of Basic students of 9th grade from the previous school year (n-1).

Table (4): Transition Rate from the Basic Cycle to the Secondary Cycle						
	2016-2017 Baseline			2020-2021 Targets		
	Male	Female	M&F	Male	Female	M&F
Palestine	86.3%	95.2%	90.9%	86.9%	95.3%	91.2%
West Bank	85.2%	94.6%	90.2%	88.4%	95.8%	92.2%
Gaza Strip	88.0%	96.1%	92.1%	93.9%	101.9%	98%



3.5 Dropout Rate in the Secondary Cycle

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.

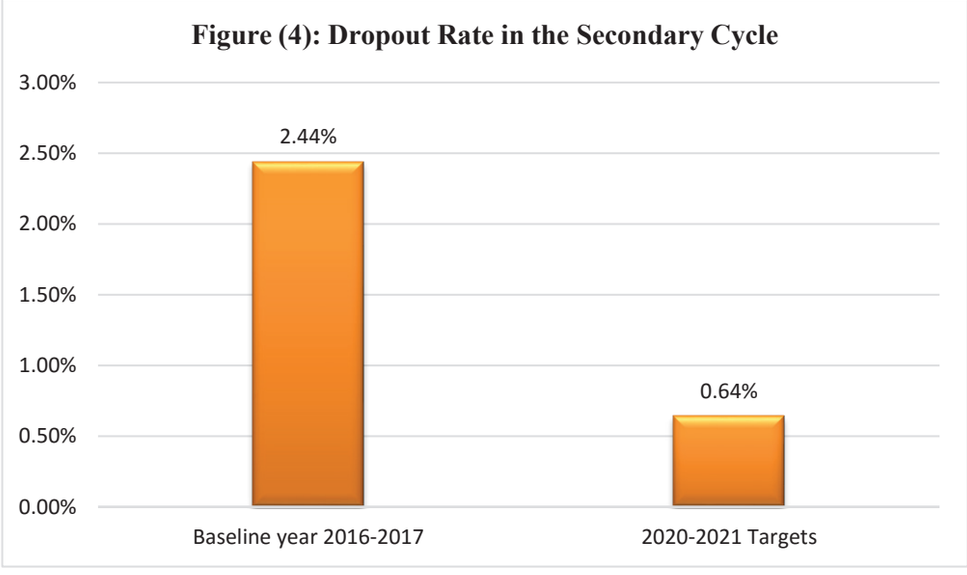


Table (5): Dropout Rate in the Secondary Cycle according to region and gender						
	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Palestine	2.48%	2.41%	2.44%	0.33%	0.96%	0.64%
West Bank	3.03%	2.54%	2.75%	0.73%	1.13%	0.75%
Gaza Strip	1.78%	2.22%	2.02%	0.29%	0.73%	0.53%

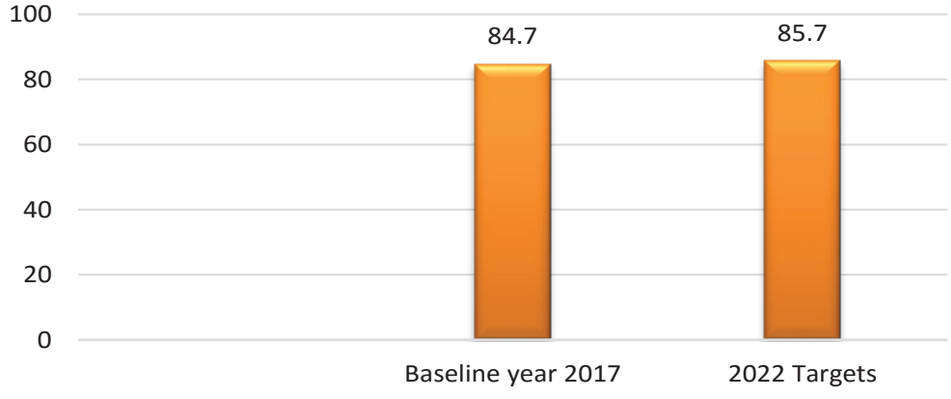
3.6 Degree of appropriateness of school buildings (classrooms, specialized rooms and facilities) that meet the standards of secondary schools[13]

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.[14]

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:

1. The area allocated for each student inside the classroom: is no less than 1m^2 for grades (10-12).
2. The area allocated for each student in the playgrounds is not less than 2m^2.
3. The area allocated for each student in the covered spaces is not less than 0.50m^2.
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^2.
6. Computer rooms where the area per student is not less than 1.2m^2.
7. Labs where the area per student is not less than 2m^2.
8. Library rooms of which the area/student is not less than 2m^2.
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



(13) The methodology of measuring the indicator is the same as the one stated in the Basic Education Program.
(14) Fathiyyah Al Shibli (2012)/A worksheet entitled 'The specifications of the new school building'

3.7 Percentage of schools separated by educational cycle according to the school level Harmonization Strategy

Based on the assessments of the EDSP II, the process of restructuring school levels became a high priority reform track in the EDSP III (2014-2019). Furthermore, and based on several reports conducted by qualified experts in the field of M&E of strategic plans, the restructuring process has become a pressing need for administrative and educational reform.

This step is one of the three high reform priorities, as 83 varieties of school levels were discovered in Palestine. This prompted the MoEHE to form a committee for investigating the reality of schools, as well as to design the methods for restructuring them. Ultimately, the committee was established and led by the School Mapping staff in the DG of Planning, concluding that schools are to be separated into 6 different levels as follows:

Level I: Includes grades 1-4

Level II: Includes grades 5-9

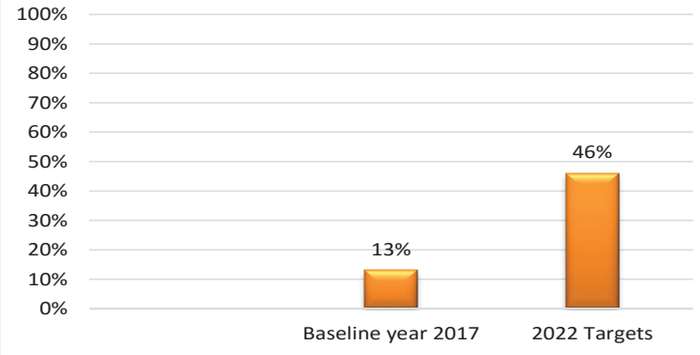
Level III: includes grades 10-12

Level IV: Includes grades 1-9

Level V: Includes grades 1-12

Level VI: Includes grades 5-12

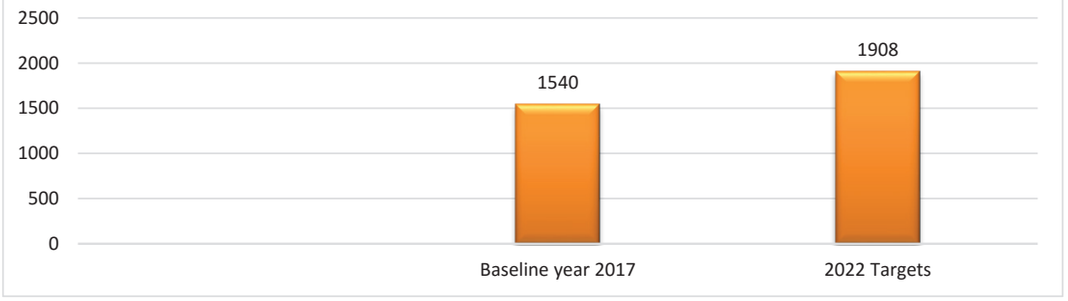
Figure (6): Percentage of schools separated by educational cycle according to the school level Harmonization Strategy



3.8 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: visual, hearing, motor, speech and communication, memory and concentration, and slow learning.

Figure (7): Number of students with disabilities enrolled in public secondary schools



Indicators for Goal 2:

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

Definition of the Qualified Teacher:

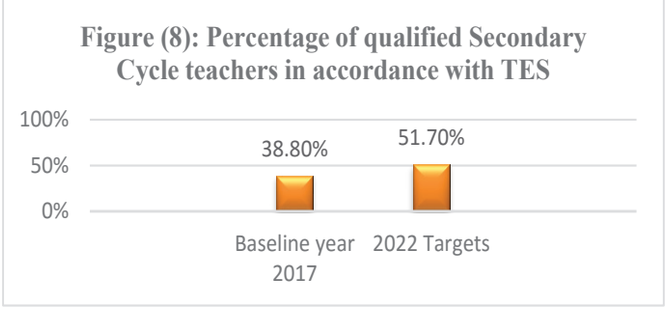
As stated in the TES a qualified teacher must hold a BA in an applicable specialization (taught in schools) + Diploma in Education.

Modifications are made by the Higher Education Committee within the Commission for the Development of the Educational Profession pertains to teachers that are well established in their profession and who have teaching experience. Those who carry a specialization BA or higher, with 2 minors in education or a Diploma in Education (prior to classification) or those who carry a Master degree or a PhD in education are also deemed qualified.

A teacher must learn their area of study (major) at the educational phase suitable to his/her level of training. Job placement is done according to teachers' area of specialty. Currently, the Commission for the Development of the Educational Profession adopted the abovementioned articles (1&2) for the sole purpose of acquiring qualified teachers' data. However, they must put forth more effort in order to place teachers according to their area of specialization as well as the appropriate educational phase.

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

Baseline year 2017			2022 Targets		
Male	Female	M&F	Male	Female	M&F
36.0%	41.1%	38.8%	42.4%	47.5%	51.7%

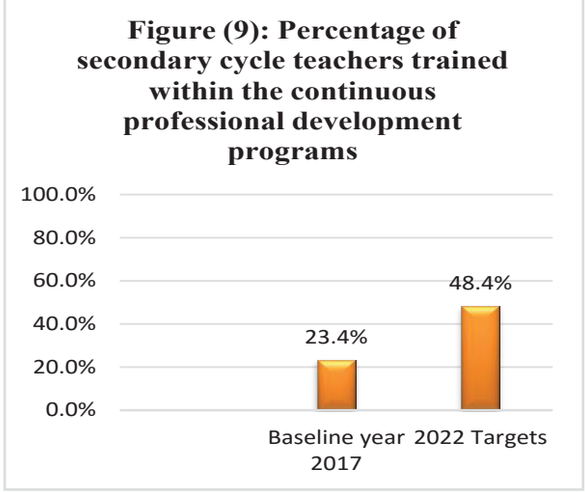


3.10 Percentage of secondary cycle teachers trained within the continuous professional development programs.

This indicator measures the percentage of teachers enrolled in various training courses within the "continuous professional development program" to the total number of Secondary Cycle teachers.

Table (7): Percentage of secondary cycle teachers trained within the continuous professional development programs according to gender

Base-line year 2017			Targets 2022		
Male	Female	M&F	Male	Female	M&F
25.2%	22.1%	23.4%	50.2%	48.1%	48.4%



Indicators for Goal 3:

3.11 Degree of students' possession of moral values and positive attitudes

Values and attitudes are a major driver towards a sound and healthy personality and mentality, which is capable of dealing with various problems effectively, both with the self and others.

Definition of Values and Attitudes

Values are defined as: The core principles, beliefs, ideals, standards and life stands that serve as a general guide for directing behaviour. They are the reference point for decision-making, or for evaluating beliefs and actions[15].

Attitudes toward Education are defined as: A group of cognitive, emotional, and behavioural components that connect through the individual's response to an issue, subject, or position (that is related to education) and the nature of the response, in terms of acceptance or rejection.

Some of the values and attitudes covered by the indicator are: Tolerance, Teamwork, Justice & Equality, Achievement & Motivation, Social Responsibility, Integrity, Friendship & Selflessness, Affiliation & Commitment, Citizenship, Lifestyle, and Respect & Dialogue.

Indicator Assessment and Evaluation Methodology:

The indicator was measured according to the descriptive approach. Tools that rely on values & attitudes were developed, adopting one specific tool consisting of a group of (multiple choice) questions that represent a number of written cases and life situations, through which students express their perceptions about "optimal behaviour" during those situations. A stratified multistage cluster sample was adopted to target the community represented by the indicator (students in Secondary Education). Grade 11 students were targeted.

Figure (10): Degree of students' possession of moral values and positive attitudes

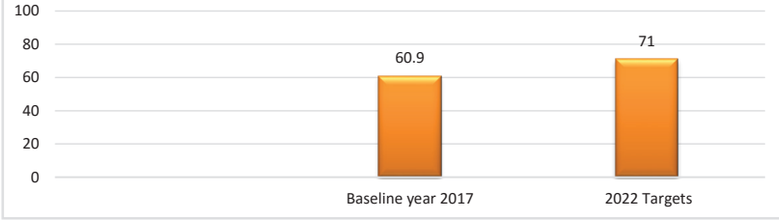


Figure (11): Degree of students' possession of moral values and positive attitudes according to each value

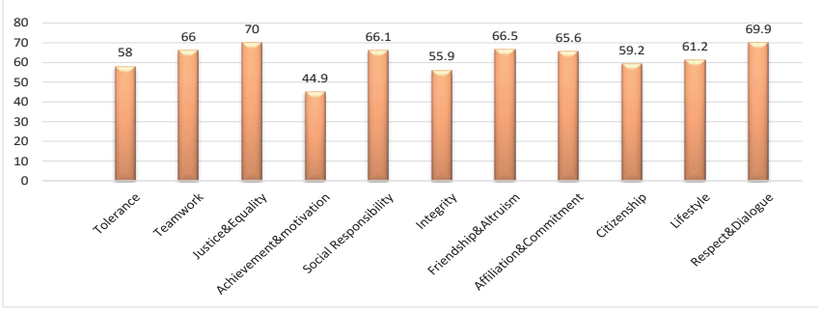


Table (8): Degree of secondary students' possession of moral values and positive attitudes					
Baseline year 2017			2022 Targets		
Male	Female	M&F	Male	Female	M&F
59	62.6	60.9	69	72	71

(15) Halstead, J. & Taylor, M. (1996), Values in education and education in values. London: Falmer Press

3.12 Degree of students' possession of various thinking patterns

Thinking is production's primary foundation and is more important and instrumental than the acquisition of knowledge content. Student possession of various thinking patterns allows them to be competitive in a rapidly accelerating era, in which success and excellence are tied to an individual's thinking ability and the degree to which he excels in it. This gives them confidence and allows them to adapt well to events[16].

Thinking Patterns Covered by the Indicator:

Creative Thinking: Problem solving by thinking outside the box. A mix of capacities, zeal and personal characteristics, which when found in a suitable environment, can elevate mental process and produce authentic and useful outcomes.

Critical Thinking: The careful and precise examination and evaluation of events, exhibiting an analysis and alternatives appraisal process, as well as the evaluation of knowledge (using the principles of logic, and logical thinking that rely on the objective analysis of data and experiences).

Reflective Thinking: A surveying process, through which an individual reflects upon the manner with which a certain situation was handled, re-thinks his actions, and assesses the effective and the least effective aspects of that situation.

Super-Cognitive Thinking: Student understanding of their cognitive processes and their ability to plan for them; to manage these processes through organization and control, during execution, and to subsequently evaluate the outputs of their education process.

Indicator Assessment and Evaluation Methodology:

The indicator was measured according to the descriptive approach. Tools that rely on Thinking Patterns were developed and a tool was adopted. It consists of a group of (multiple choice) questions that represent a number of written cases and life situations, through which students express their perceptions about "optimal behaviour" during those situations. A stratified multistage cluster sample was adopted to target the community represented by the indicator (students in Secondary Education). Grade 11 students were targeted.

Figure (12): Degree of secondary students' possession of various thinking patterns

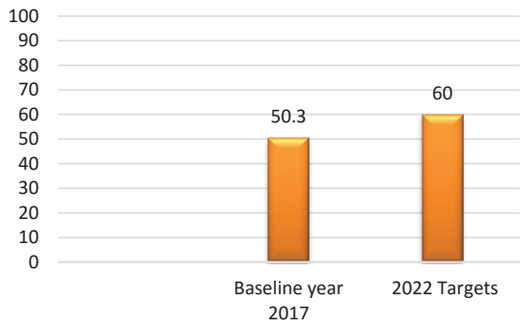


Figure (13): Degree of students' possession of various thinking patterns by pattern

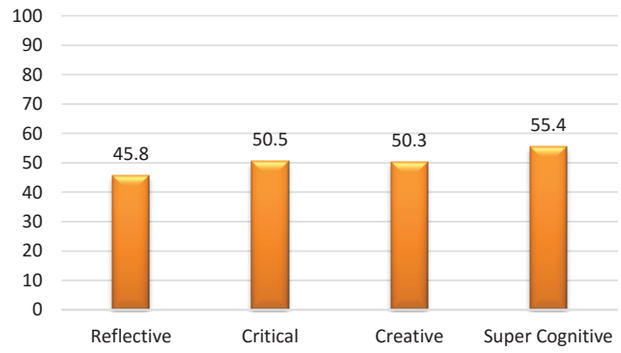


Table (9): Degree of secondary students' possession of thinking patterns according to gender					
Baseline year 2017			2022 Targets		
Male	Female	M&F	Male	Female	M&F
47.8	52.5	50.3	58	62	60

(16) Dr. Muhammad Al Amiri (2011), Success Skills for Human Development.

3.13 Degree of students' possession of life and citizenship skills[17]

Life Skills are defined as the group of process and procedures through which an individual is able to solve a problem, face a challenge, or amend various aspects of his life[18]. The World Health Organization (2007) defines it as the necessary capacity for individuals to adapt, act positively, and deal effectively with the demands and challenges of everyday life.

The Life Skills covered by the Indicator are defined as follows:

Communication: This is the skill of verbal and non-verbal expression about opinions, desires, needs, and concerns in a manner that suits the culture and situation. It helps the individual to ask for advice and aid in a timely manner, and facilitates a two-way exchange of information, ideas, emotions and feelings with others to reach a common goal, but does not necessitate accord

Problem-solving: An individual's intellectual ability to deal constructively with the problems he encounters entails the ability to detect the problem, analyze it and develop a hypothesis to solve it. It is the highest thinking skill that requires mastery and control over basic and intermediary thinking skills.

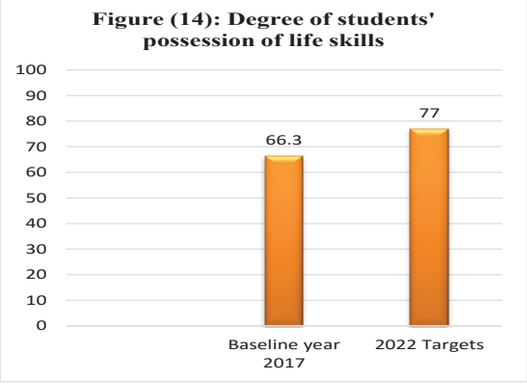
Decision-making: This is the skill of evaluating information and advice, in order to make informed decisions, assess the pros and cons of different views, and alter decisions to adapt to new situations. It is also the ability to forecast, set goals, and plan for the future.

Self-confidence: An individual's view of himself, his self-appreciation, and his sense of self-worth as a person, which will enable him to navigate through his daily life comfortably and without much psychological pressure.

Resisting-stress: The skill of identifying sources of stress and frustration and dealing with them in an effective and positive manner. This allows the individual to succeed in resisting pressures from peers, the media, and propaganda, and take appropriate decisions in isolation from the immediate situation.

Indicator Assessment and Evaluation Methodology:

The indicator was measured according to the descriptive approach. Tools that rely on Life Skills were developed and a tool was adopted. It consists of a group of (multiple choice) questions that represent a number of written cases and life situations, through which students express their perceptions about "optimal behaviour" during those situations. A stratified multistage cluster sample was adopted to target the community represented by the indicator (students in Secondary Education). Grade 11 students were targeted.



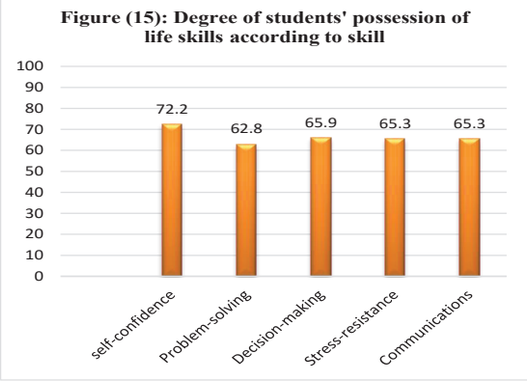


Table (10): Degree of students' possession of life skills according to gender					
Base-line year 2017			2022 Targets		
Male	Female	M&F	Male	Female	M&F
64.2	68.1	66.3	75	80	77

(17) Citizenship has been included in this indicator in line with MoEHE's vision. A measurement tool
(18) Jones, R. (1991). Life skills, Cassel educational limited, London.

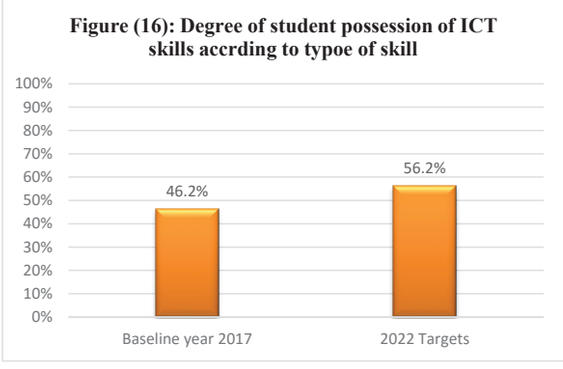
3.14 Degree of student possession of ICT skills according to type of skill

ICT skills have become essential skills for contemporary life, which helps people, in general, to connect and communicate, and students in particular. In this regard, an important indicator for sustainable development goals has been identified to monitor the rate of youth and adults who have ICT skills according to skill type. In this context, the indicator has been measured in Palestinian schools, specifically for tenth grade students, in cooperation with the General Administration of Examinations, Measurement and Evaluation. The results obtained are as follows:

Skill	Performance / 100
Using the Copy and Paste tools to multiply or move information within the document	61.1
Using mathematical equations in Excel sheets.	41
Creating a PowerPoint presentation by utilizing one of the presentation programs (text, photos, audio, video or figures)	63.6
Copying or transferring a file or folder	70.9
Writing a program by utilizing one of the specialized programming languages	25.6
Sending an email with an attachment (file, photo, or video)	13
Finding, downloading, installing and configuring a program	40

Table (11): Degree of students' possession of life skills according to gender

Base-line year 2017			Targets 2022		
Males	Female	M&F	Males	Females	M&F
44.4%	47.7%	46.2%	54.4%	57.7%	56.2%



3.15 Degree of students' active engagement in the classroom [19]

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 talks and that are linked to the **Learning and Teaching Process**. All these sayings and their accompanying actions are subject to observation and evaluation.

The Different Facets Measured by the Indicator:

- Degree to which students take initiative in the classroom.
- Percentage of lesson time invested by teachers and students
- 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: accept feeling, praises or encouragements and accepts or use ideas of students.
  - Teacher Directive behaviour: ask questions, lecturing, giving directions and criticizing or justifying authority. Pupil talk- response.
  - Pupil talk- initiation (Expressing own ideas, initiating a new topic, freedom to develop opinions and a line of thoughts, like asking through provoking questions.
  - Silence or confusion.

Table (12): Degree of students' active engagement in the classroom (active participation) according to gender

Base-line year 2017				Targets 2022			
Males	Female	Co-Ed	Total	Males	Females	Co-Ed	Total
11.6	11.3	8.4	11.2	26.6	26.3	23.4	26.2

Figure (17): Degree of students' active engagement in the classroom (active participation)

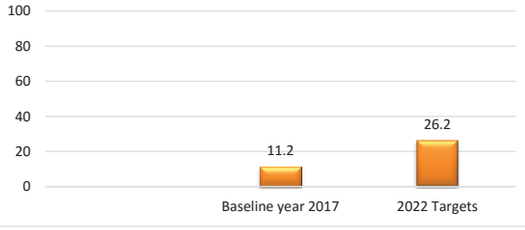


Figure (19): Relative weight occurring by the teacher and the student inside the classroom

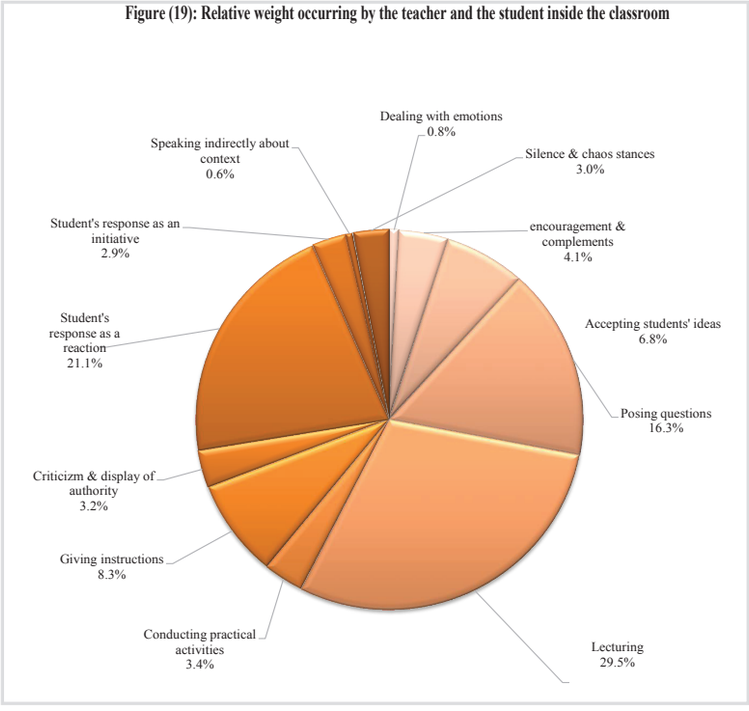
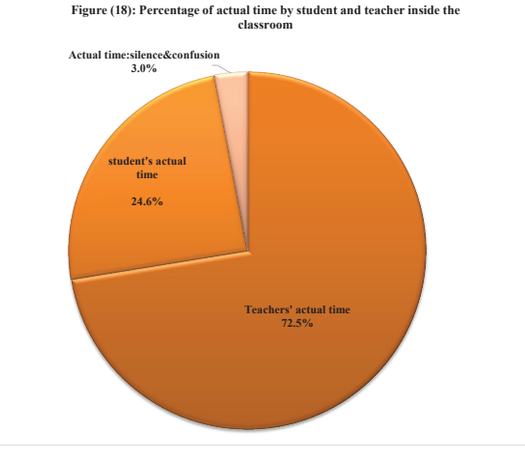


Figure (18): Percentage of actual time by student and teacher inside the classroom



(19) Definition of the procedural and focal points measures by the index as well as the methodology mentioned in the Basic Education Program.

3.16 Degree to which questions posed by the teacher inside the classroom are diversified according to the Thinking Skills Levels

The question asking skill is one of the most vital aspects of effective classroom teaching. Questions posed by teachers to their students within the classroom have a direct effect on student thinking skills. Many educational studies have proven that there is total correlation between the levels of thinking that appear in student answers (to their teachers' questions) and the types of questions posed by those teachers. If through their questions teachers focus mostly on the recollection of facts, then students couldn't be expected to think innovatively[20].

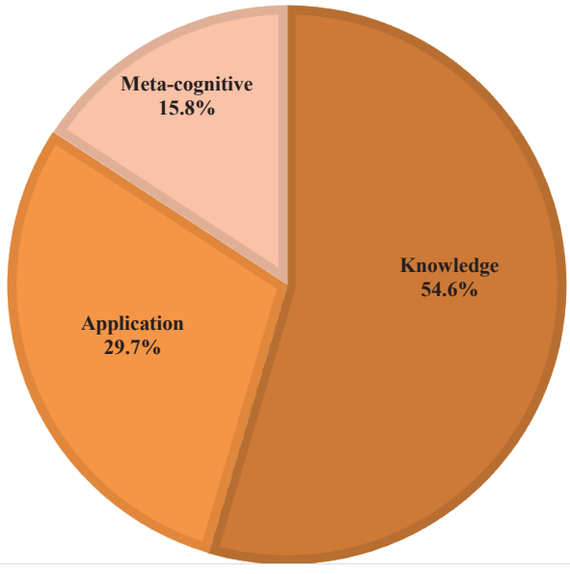
The indicator was measured according to the descriptive approach, a classroom observation tool has been adopted through which the questions posed by the teachers in the classrooms have been categorized into the following types:

1. Questions measuring level of knowledge
2. Questions measuring level of application
3. Questions measuring Meta-cognitive level.

Table (13): Degree to which questions posed by the teacher inside the classroom are diversified according to Thinking Skills Level according to gender

	Baseline year 2017			2022 Targets		
Type of Questions	Male	Female	M&F	Male	Female	M&F
Measuring Knowledge	%55	%54.1	%54.6	%43.4	%42.8	%43
Measuring Applications	%29.1	%30.3	%29.7	%36	%36	%36
Measuring Meta-Cognitive	%15.9	%15.7	%15.8	%21	%21	%21

figure (20): degree to which questions posed by the teacher inside the classroom are diversified according to thinking skills level



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

3.17 Percentage of classes that use teaching tools (digital, non-digital, and specialized)

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

The Indicator's Objective:

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

Digital Teaching tools: Laptops, LCDs, tablets, smartphones, digital cameras, interactive tablets, TVs, VCRs etc.

Non-Digital Teaching tools: OHP, audio recorders, pocket tablets, maps or poster Making tablets, various models, educational kits, educational games, etc.

Specialized Teaching Tools: Science lab teaching aids, computer lab teaching aids, Technology class teaching aids, as well as Sports & Arts teaching aids.

Figure (21): Percentage of classrooms that employ various educational tools

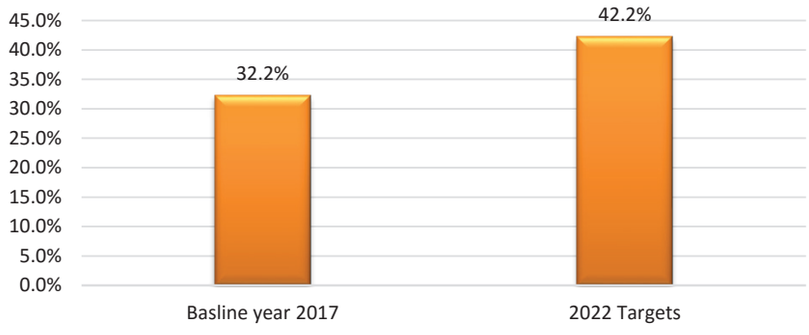


Figure (22): Percentage of classrooms that employ digital, non-digital and specialized tools

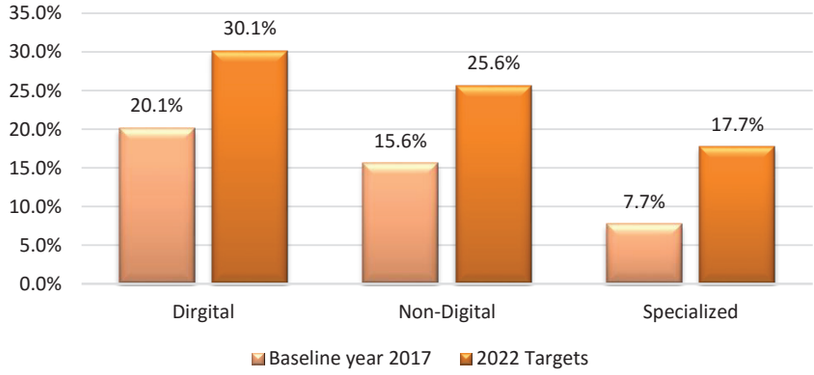


Table (14): Percentage of classrooms that employ various educational tools according to gender

Base-line year 2017				2022 Targets			
Male	Female	Co-Ed	Total	Male	Female	Co-Ed	Total
38.8%	31.8%	14.8%	32.2%	48.8%	41.8%	24.8%	42.2%

3.18 Percentage of Technology classes employing specialized technological tools

This indicator aims to measure the degree technological tools are utilized during Technology lessons.

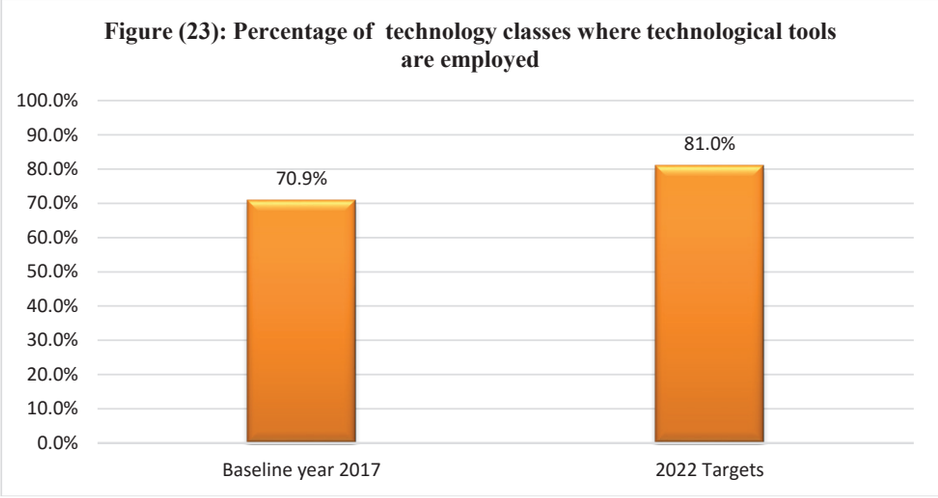
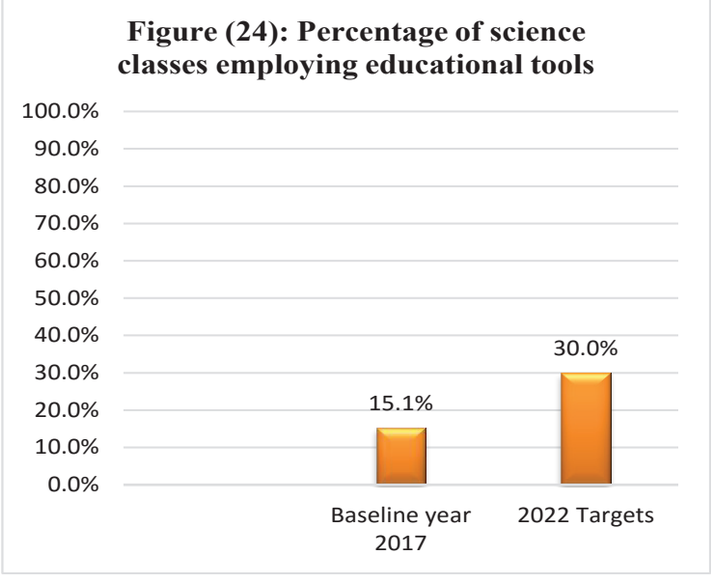


Table (15): Percentage of Technology classes employing technological tools according to gender							
Base-line year 2017				2022 Targets			
Male	Female	Co-Ed	Total	Male	Female	Co-Ed	Total
84.2	61.9	66.7	70.9	91	75	76	81

3.19 Percentage of science classes employing educational tools

This indicator aims to measure the degree to which scientific tools and equipment are utilized in the science classrooms or labs.

Table (16): Percentage of science classes employing educational tools according to gender							
Base-line year 2017				2022 Targets			
Male	Female	Co-Ed	Total	Male	Female	Co-Ed	Total
11.1%	28.6%	0%	15.1%	26%	44%	15%	30%



3.20 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 MoEHE has worked diligently to combat violence in schools, in all its forms[21].

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

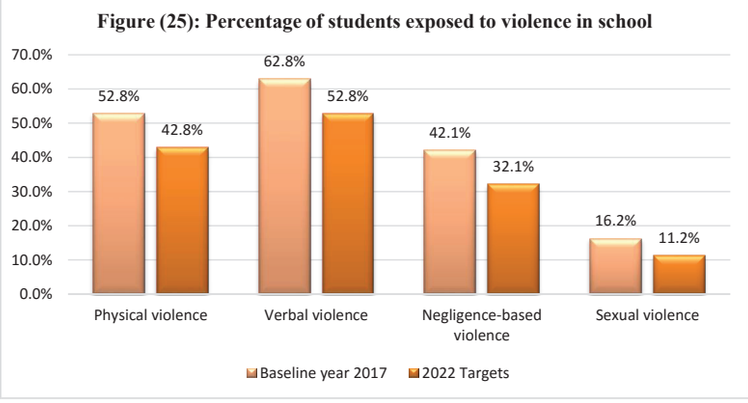


Table (17): Percentage of students exposed to violence in school according to gender						
	Base-line year 2017			2022 Targets		
	Male	Femal	M&F	Male	Female	M&F
Physical Violence	65.1%	41.7%	52.8%	55.1%	31.7%	42.8%
Verbal Violence	65.7%	60.1%	62.8%	55.7%	50.1%	52.8%
Negligence-based violence	44.8%	39.6%	42.1%	34.8%	29.6%	32.1%
Sexual violence	27.9%	5.6%	16.2%	20.4%	3.1%	11.2%

(21) Policy on Reduction of Violence 2013/MoEHE

3.21 Percentage of student participation in extra-curricular activities that support and link learning to daily life

Extracurricular school activities (of all kinds and in different areas) are considered a crucial factor for the development of student personalities, as well as their psychological, social, physical and mental growth. It fosters within them a moral compass that translates into good manners, such as respect, altruism, love of the other, and pride in their religious beliefs, ethics and values. In addition, it strengthens their self-esteem and sense of responsibility[22].

Definition of Extracurricular Activities

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

Indicator Assessment and Evaluation Methodology:

The indicator was measured according to the descriptive approach. A tool was adopted to measure the indicator, as well as other related contextual variables, in order to aid in the interpretation of the findings. The indicator includes all extracurricular activities that students take part in, (cultural, scientific, scouts, artistic, musical, health and sports, as well as summer camp competitions)

Figure (26): Percentage of student participation in extra-curricular activities that support and link learning to daily life

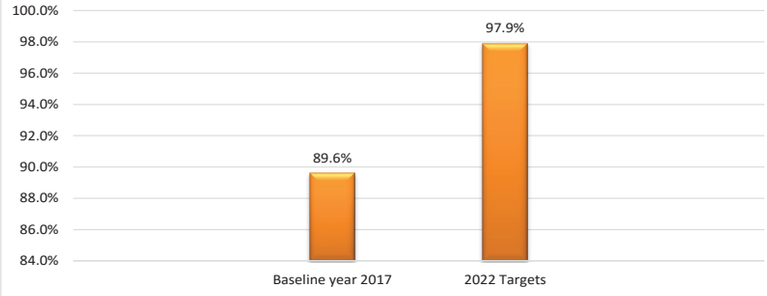


Figure (27): Percentage of student participation in extra-curricular activities that support and link learning to daily life according to activity

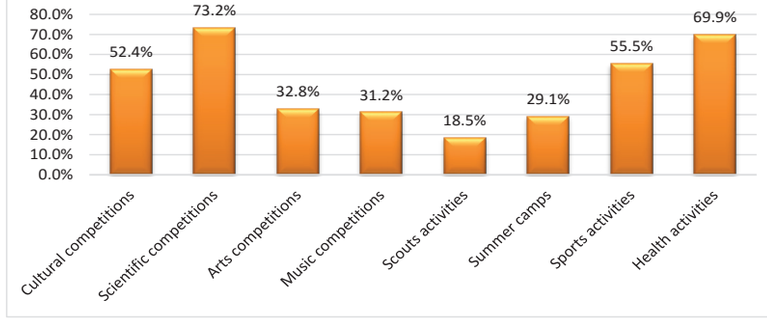
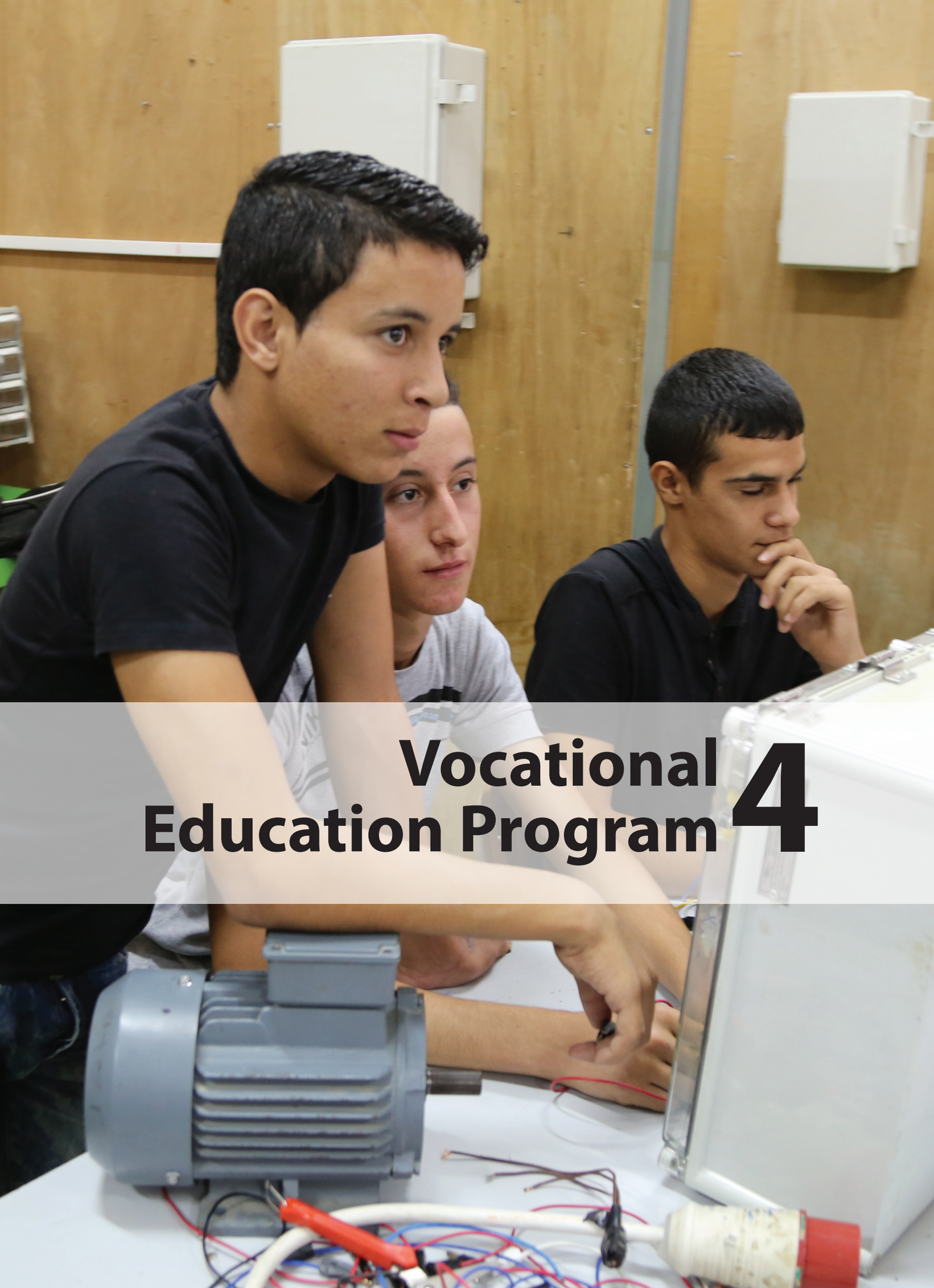


Table (18): Percentage of student participation in extra-curricular activities that support and link learning to daily life according to gender

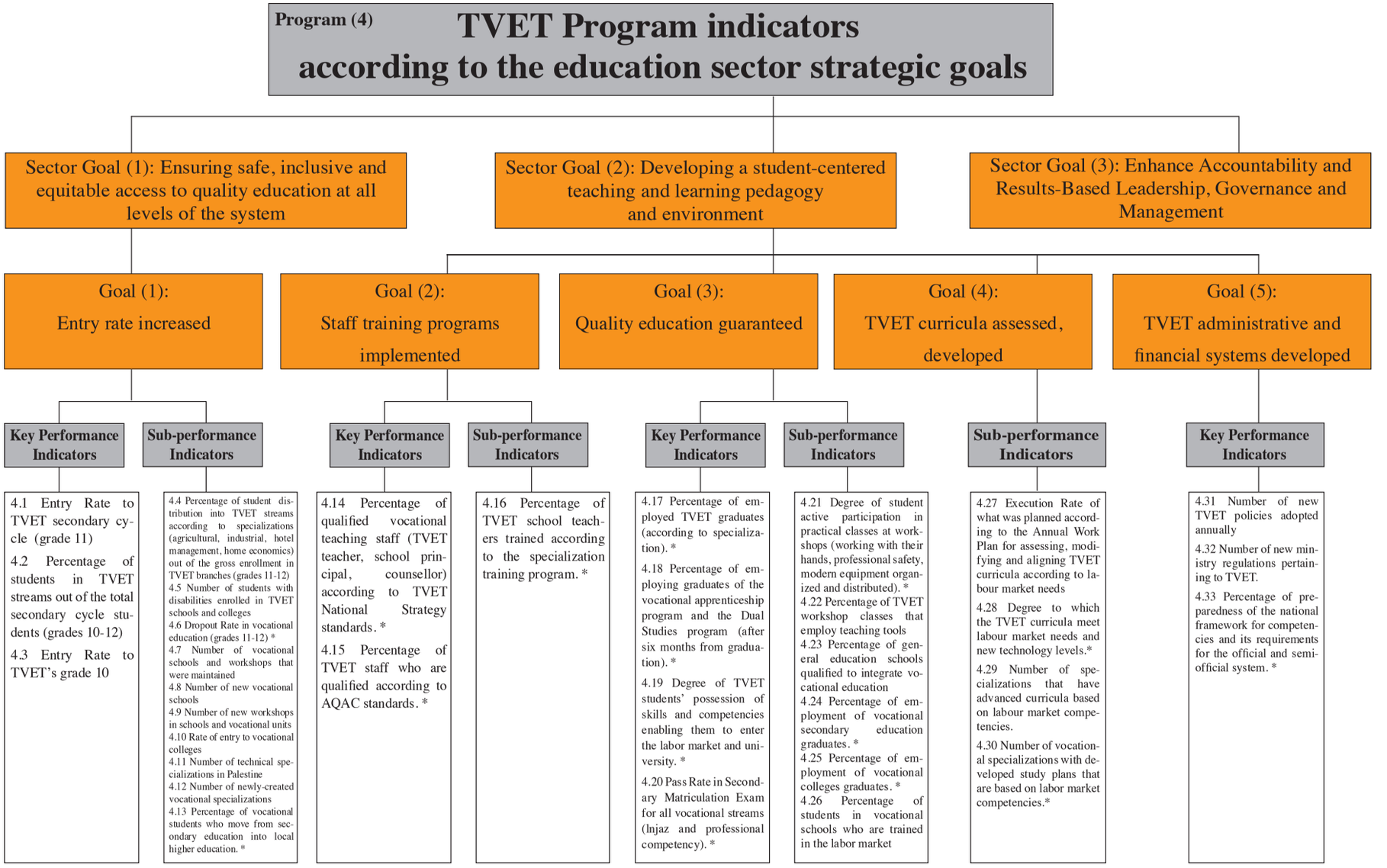
Base-line year 2017			2022 Targets		
Male	Female	M&F	Male	Female	M&F
91.4%	88.2%	89.6%	89.4%	97.4%	97.9%

(22) Maher Al Bazm (2010)/ Master thesis titled "Health Activities: The role extracurricular activities play in developing the values of students (in the Basic Education Phase) in Gaza, from their teachers' point of view.



Vocational Education Program 4

The following structure summarizes all the performance key and sub-indicators of the Vocational Education Program according to each Program Goal, and links the Program Goals with the Strategic Goals of the ESSP 2017-2022:



* 4.6 Shall be monitored in 2018 report.
* 4.13 Shall be monitored in 2018 report.
* 4.14 Shall be monitored in 2018 report.
* 4.15 Shall be monitored in 2018 report.
* 4.16 Shall be monitored in 2018 report.
* 4.17 Shall be monitored in 2018 report.
* 4.18 Shall be monitored in 2018 report.
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* 4.28 Shall be monitored in 2018 report.
* 4.30 Shall be monitored in 2018 report.
* 4.33 Shall be monitored in 2018 report.

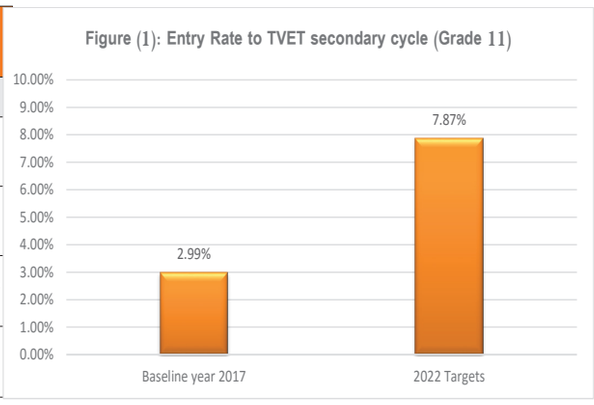
Indicators for Goal 1:

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.

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

	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Palestine	5.56%	1.01%	%2.99	%11.58	%5.02	%7.87
West Bank	8.50%	1.21%	4.30%	%16.57	%5.26	%10.07
Gaza Strip	1.55%	0.71%	1.09%	%5.56	%4.70	%5.09

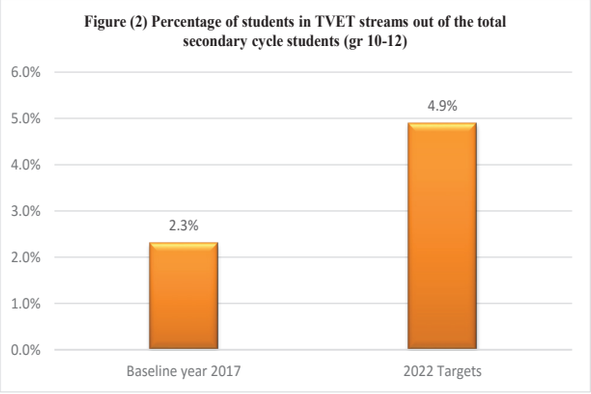


4.2 Percentage of students in TVET streams out of the total secondary cycle students (grades 10-12)

Definition: Number of students enrolled in TVET streams grades 10-12 expressed as a percentage out of the total number of students entering grades 10-12 with all their streams.

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

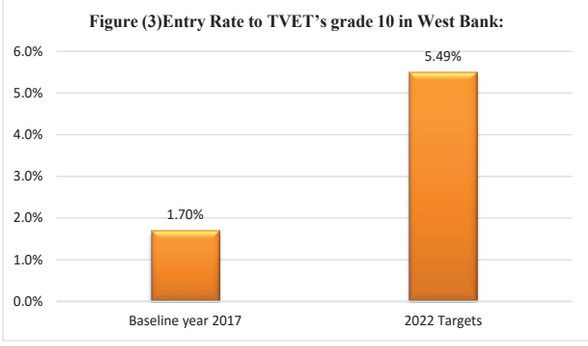
	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Palestine	4.1%	1%	2.3%	7.0%	3.2%	4.9%
West Bank	6.5%	1.3%	2.6%	11.3%	3.7%	7.0%
Gaza Strip	0.8%	0.4%	6.0%	1.9%	2.5%	2.2%



4.3 Entry Rate to TVET's grade 10

Definition: Number of students entering TVET grade 10 expressed as a percentage out of the total number of students entering grade 10 in both academic and vocational branches.

Table (3): Entry Rate to TVET's grade 10 according to gender in West bank						
	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
West Bank	2.60%	1%	1.70%	8.05%	3.16%	5.49%



4.4 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 11-12)

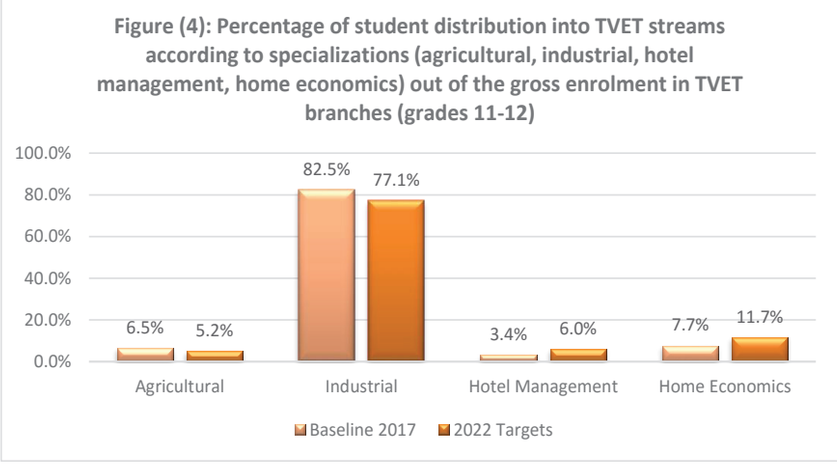


Table (4): Percentage of student distribution into TVET streams according to specializations out of the gross enrolment in TVET branches (grades 11-12) according to gender						
	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Agricultural	7.4%	2.7%	6.5%	5.8%	4.1%	5.2%
Industrial	89.4%	54.5%	82.5%	90.8%	53.9%	77.1%
Hotel Management	3.2%	3.9%	3.4%	3.4%	10.4%	6.0%
Home Economics	0%	38.9%	7.7%	0%	31.6%	11.7%

4.5 Number of students with disabilities enrolled in TVET schools and colleges

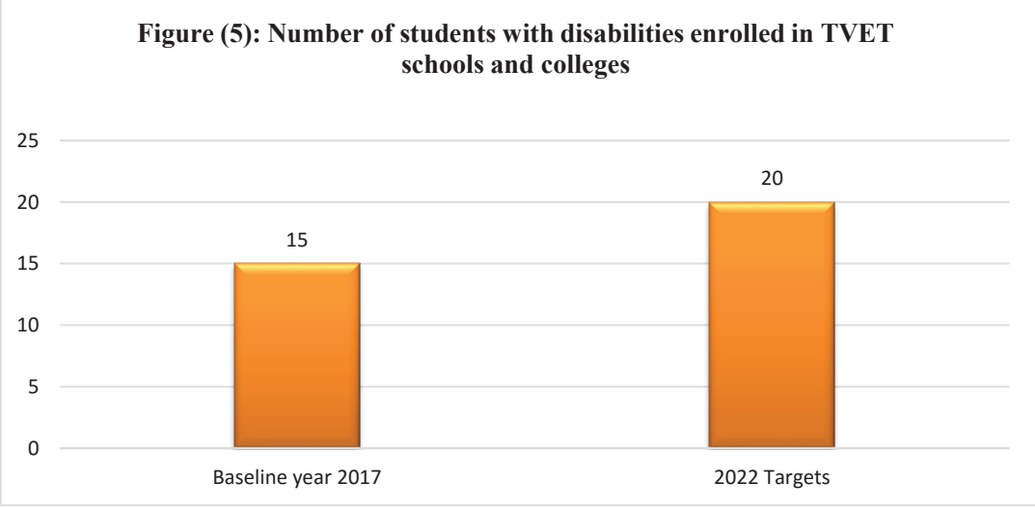
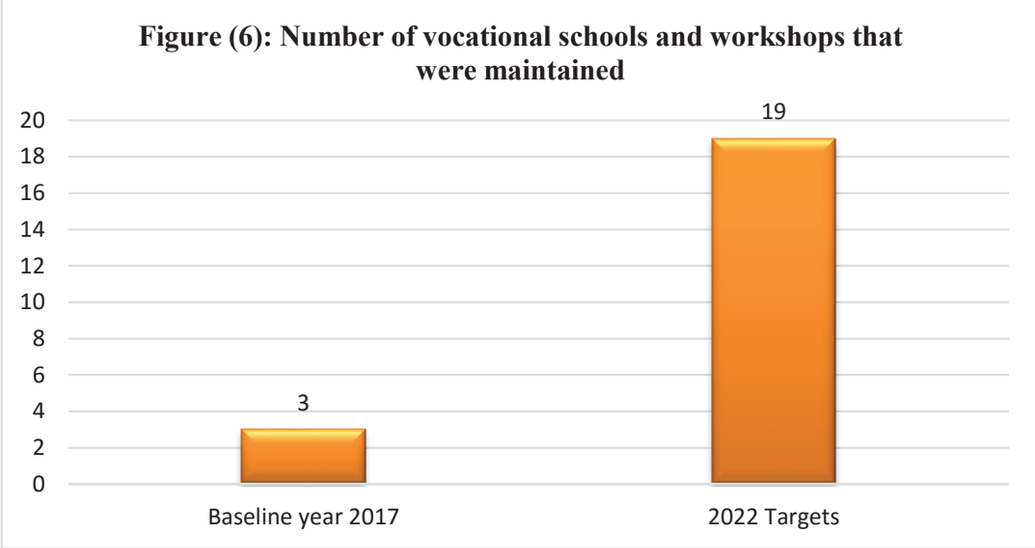


Table (5): Number of students with disability enrolled in TVET schools and colleges					
Baseline year 2017			2022 Targets		
Male	Female	M&F	Male	Female	M&F
10	5	15	10	10	20

4.6 Number of vocational schools and workshops that were maintained

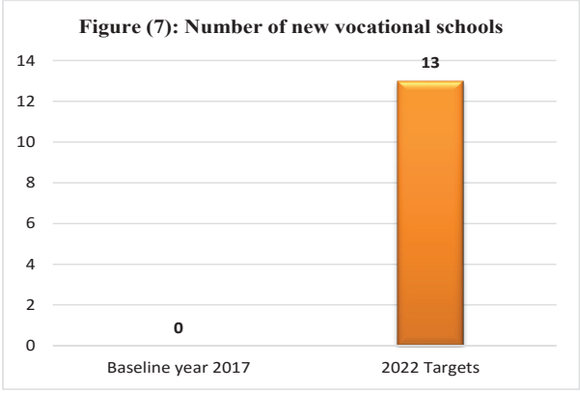
Definition: The number of schools and workshops where maintenance works have been implemented during the scholastic year 2018, whereas the maintenance cost of one workshop is no less than US$10,000.



4.7 Number of new vocational schools

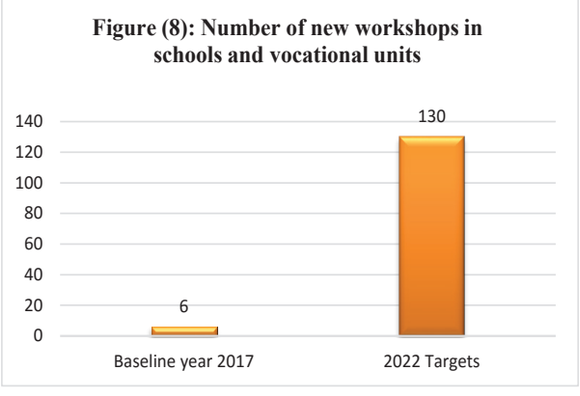
Definition: The number of new vocational schools as well as vocational units (with new workshops in each of them).

Table (6): Number of new vocational schools according to gender							
Baseline year 2017				2022 Targets			
Male	Female	Co-Ed	Total	Male	Female	Co-Ed	Total
0	0	0	0	4	2	7	13



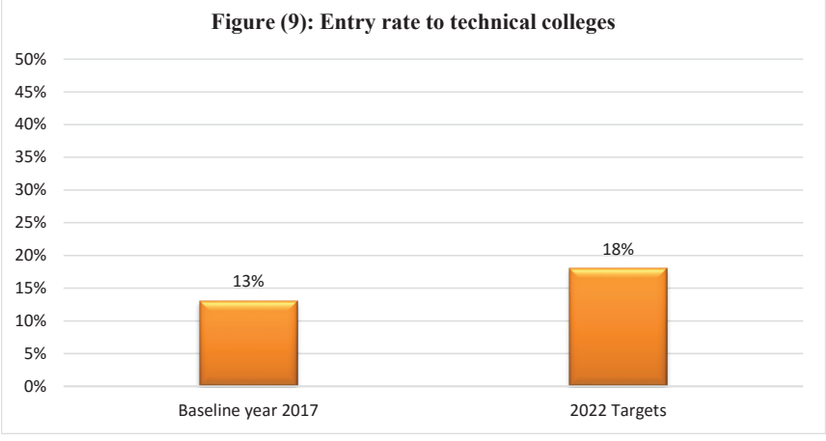
4.8 Number of new workshops in schools and vocational units

Table (7): Number of new vocational workshops according to gender							
Baseline year 2017				2022 Targets			
Male	Female	Co-Ed	Total	Male	Female	Co-Ed	Total
5	1	0	6	44	29	57	130



4.9 Rate of entry to technical colleges

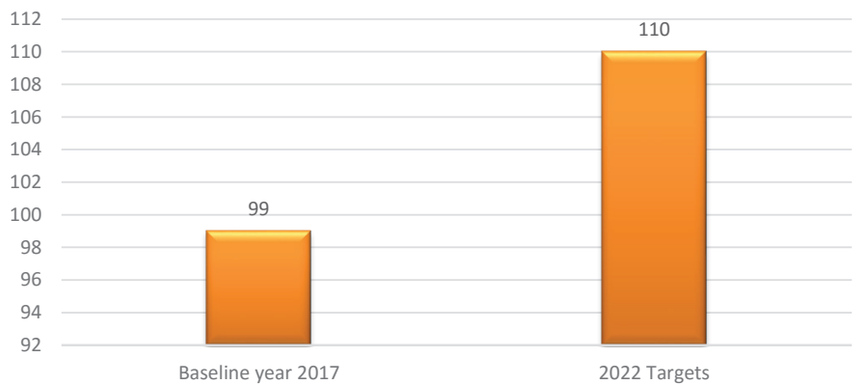
Definition: Number of students entering vocational colleges out of the total number of students who pass the General Secondary Matriculation Exam.



4.10 Number of technical specializations in Palestine

Definition: Number of technical specializations accredited by the Accreditation and Quality Assurance Commission (AQAC).

Figure (10): Number of technical specializations in Palestine



4.11 Number of newly-created vocational and technical specializations

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

Figure (11): Number of newly-created vocational and technical speciali

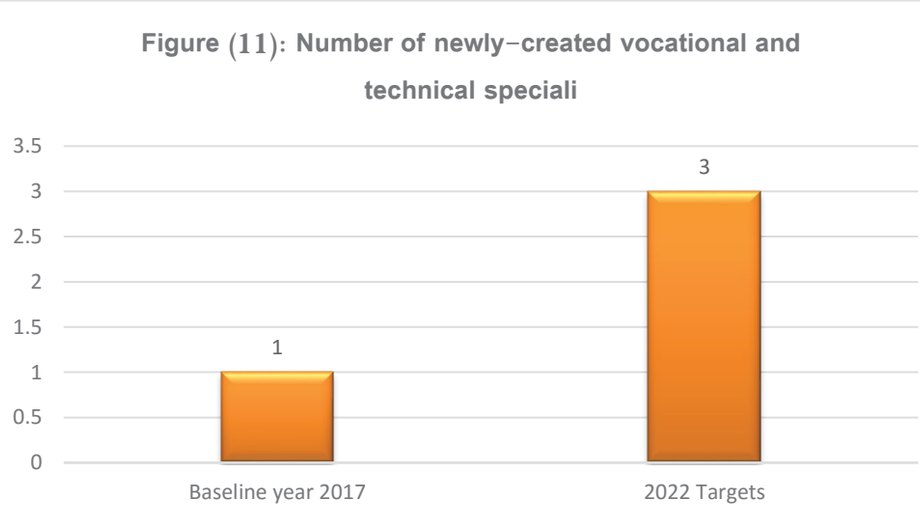


Table (8): Number of newly-created technical and vocational specializations according to gender					
Baseline year 2017			2022 Targets		
Male	Female	M&F	Male	Female	M&F
1	0	1	2	1	3

Indicators for Goal 3:

4.22 Percentage of TVET workshop classes that employ teaching tools

The indicator aims at measuring the degree of utilizing the different types of teaching aids and tools in the workshops' practical classes (Industrial Science, Industrial Drawing, and Practical Training) every week out of the total number of classes during the week. The indicator classifies the tools as follows:

- **Digital teaching aids:** include laptops, LCD, tablets, smartphones, cameras, interactive tablets, TVs and VCRs among others.
- **Non-digital teaching aids:** OHP, audio recorders, pocket tablets, boards for hanging posters, various models (produced inside the workshops), and educational toolkits.
- **Specialty teaching aids:** include learning modules, specialized screens, training materials (car, training board, etc.…).

Figure (12): Percentage of TVET workshop classes that employ teaching tools

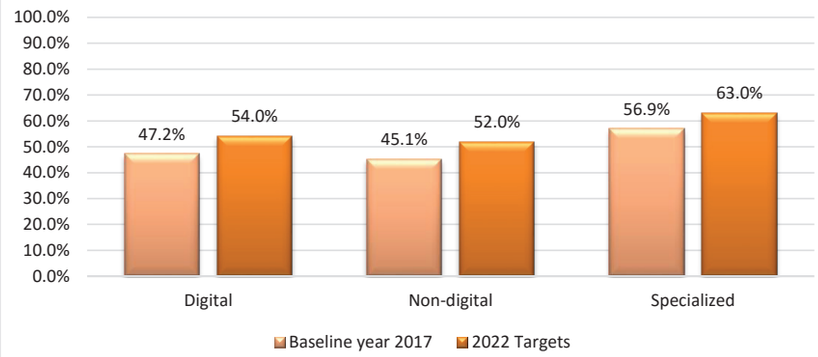


Table (9): Percentage of TVET workshop classes that employ teaching tools according to type and gender

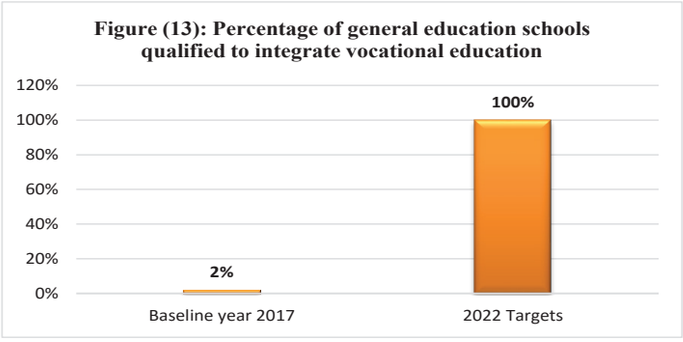
	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Digital	47.1%	47.6%	47.2%	53%	54%	54%
Non-Digital	47.6%	36.5%	45.1%	54%	42%	52%
Specialized	59.1%	49.2%	56.9%	65%	53%	63%

4.23 Percentage of general education schools qualified to integrate vocational education

Definition: Schools qualified for integration are general education schools supplied with the basic equipment and tools to apply some of the vocational activities.

The indicator is measured by comparing the number of qualified schools with the total number of schools that contain grades 7-9 as well as the number of qualified schools' grade 10 with those that have TVET grade 10.

Table (10): Percentage of general education schools qualified to integrate TVET					
Baseline year 2017			2022 Targets		
Male	Female	M&F	Male	Female	M&F
4%	4%	2%	100%	100%	100%



4.26 Percentage of students in vocational schools who are trained in the labour market

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

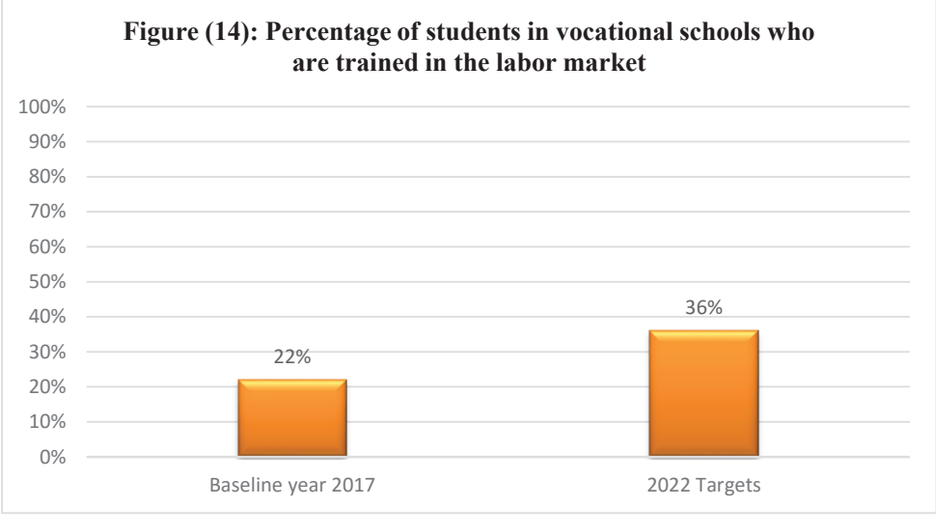
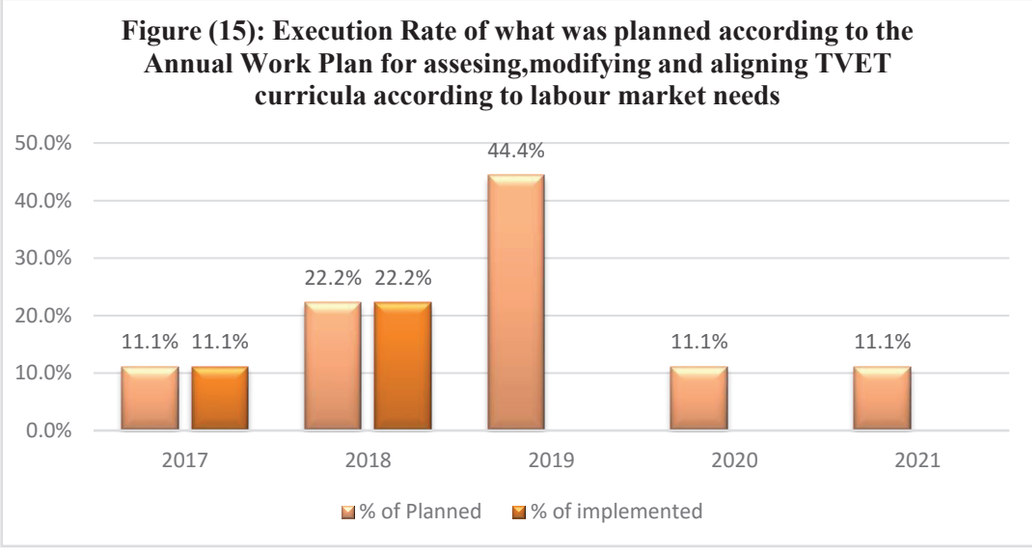


Table (11): Percentage of students in vocational schools trained in the labour market according to gender					
Baseline year 2017			2022 Targets		
Male	Female	M&F	Male	Female	M&F
26.5%	9%	22%	42%	26%	36%

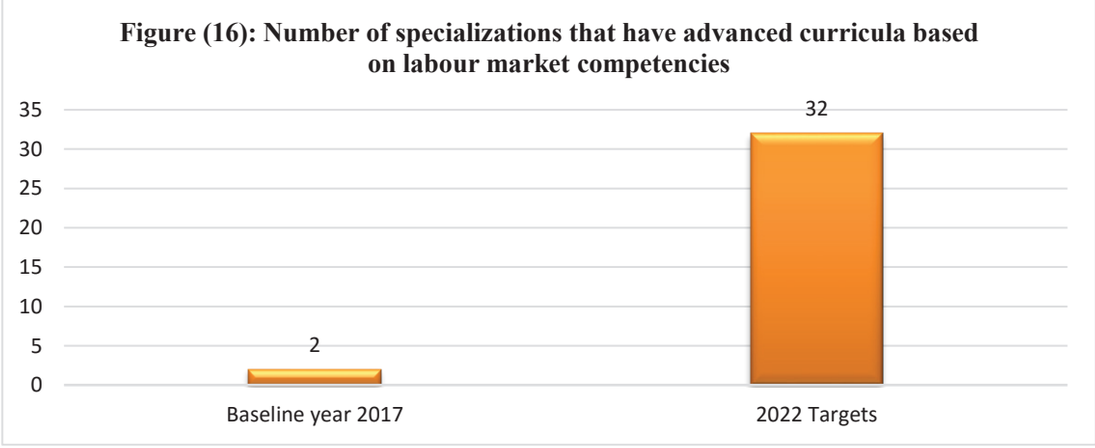
Indicators for Goal 4:

4.27 Execution Rate of what was planned according to the Annual Work Plan for assessing, modifying and aligning TVET curricula according to labour market needs



4.29 Number of specializations that have advanced curricula based on labor market competencies

Definition: Number of specializations that have advanced curricula based on labor market competencies.

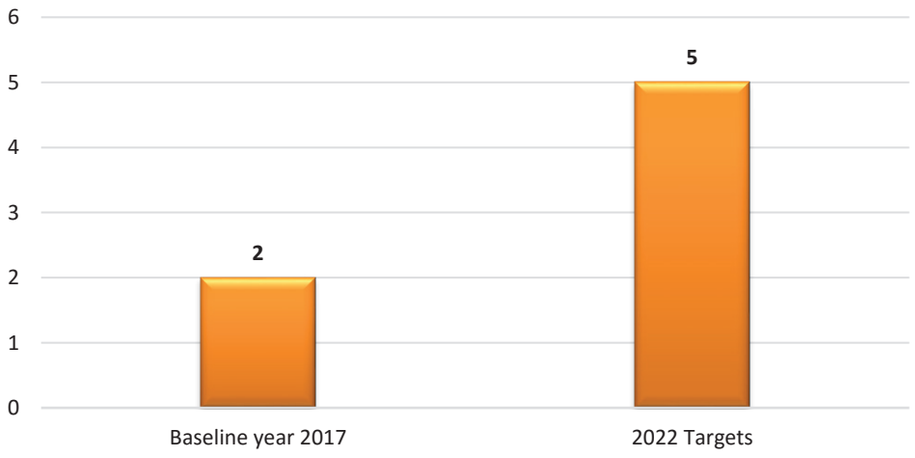


Indicators for Goal 5:

4.31 Number of new TVET policies adopted annually

Definition: Number of new TVET policies adopted annually.

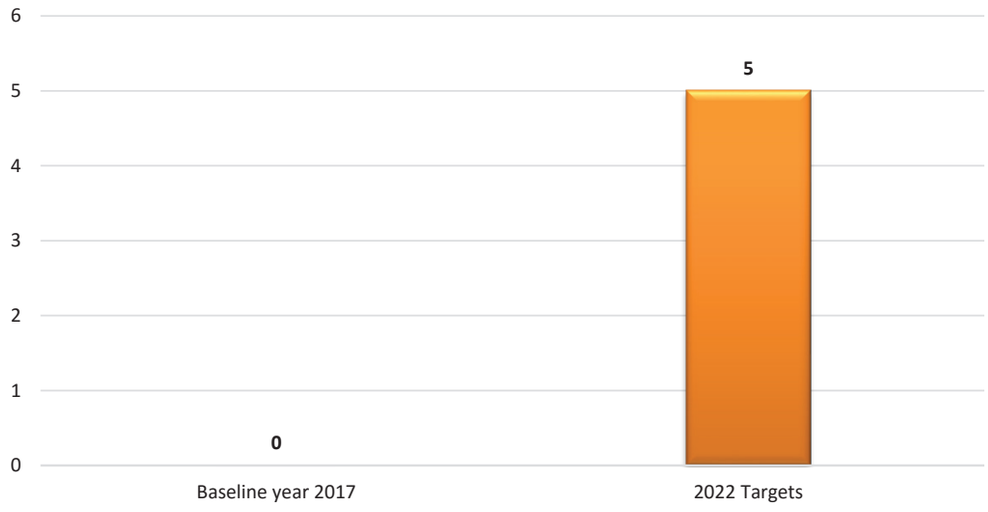
Figure (17): Number of new TVET policies adopted annually

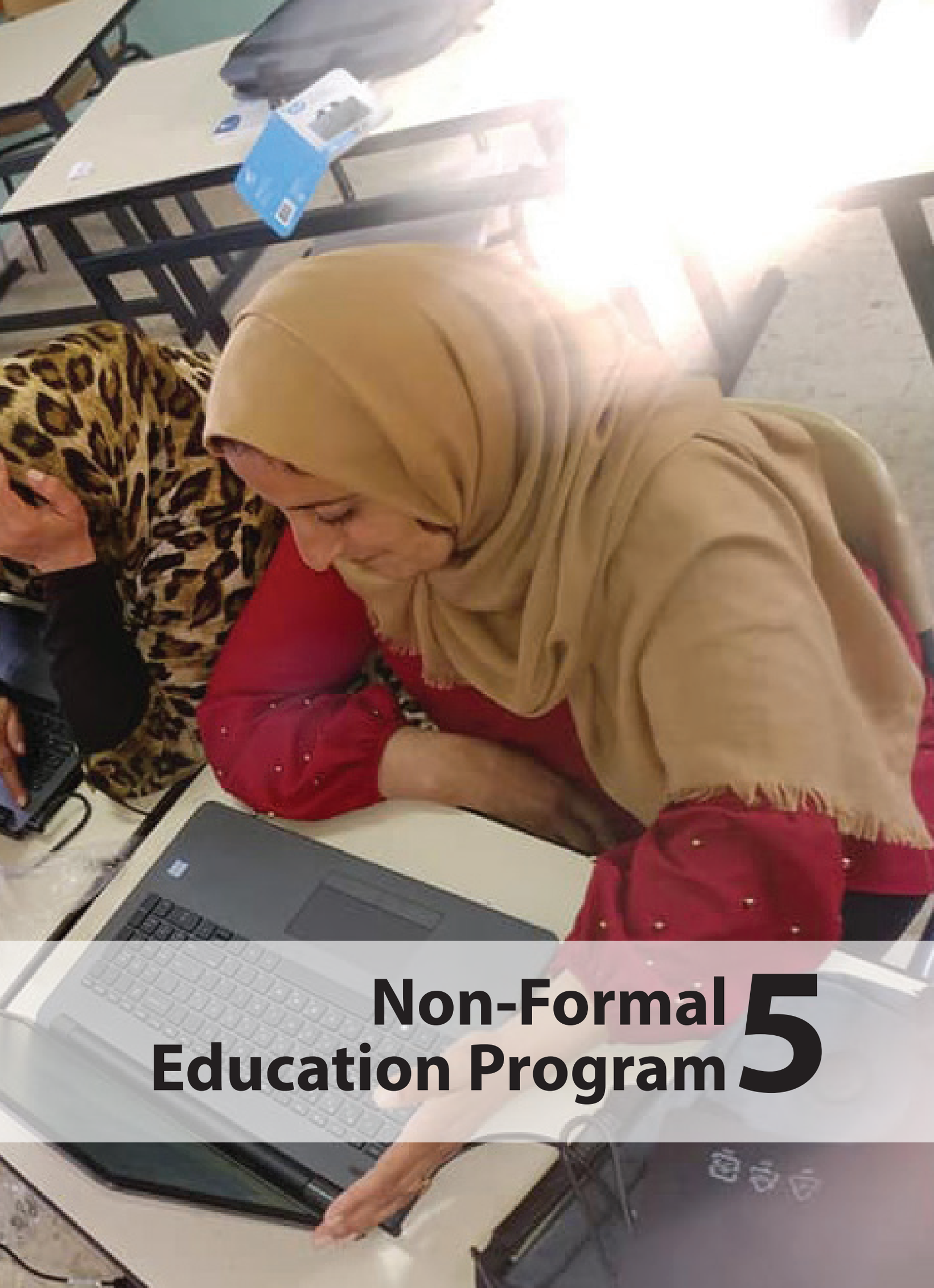


4.32 Number of new ministry regulations pertaining to TVET

Definition: Number of new ministry regulations pertaining to TVET

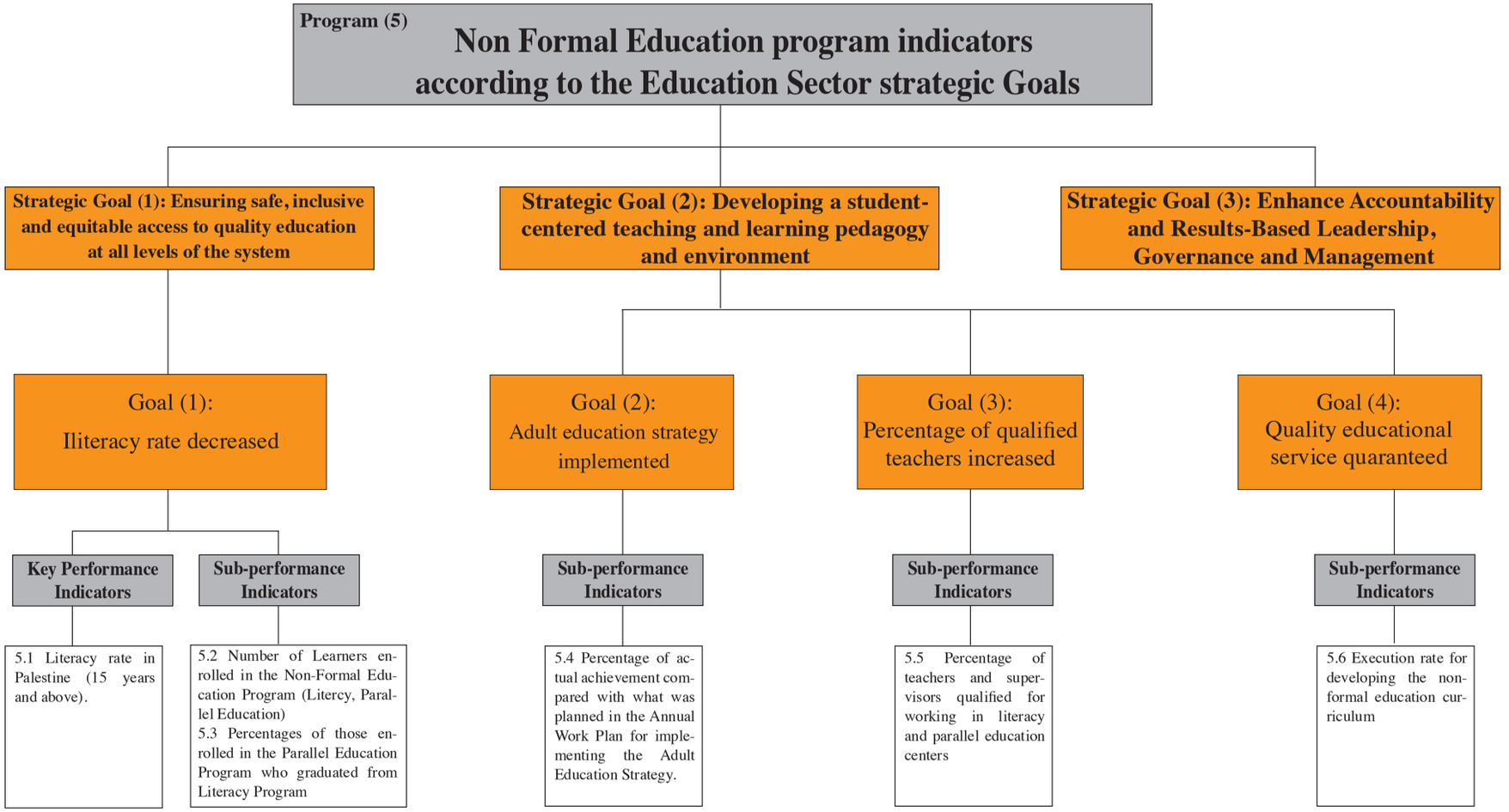
Figure (18): Number of new ministry regulations pertaining to TVET





5 Non-Formal Education Program

The following structure summarizes all the performance key and sub-indicators of the Non-Formal Education Program according to each Program Goal, and links the Program Goals with the Strategic Goals of the ESSP 2017-2022:

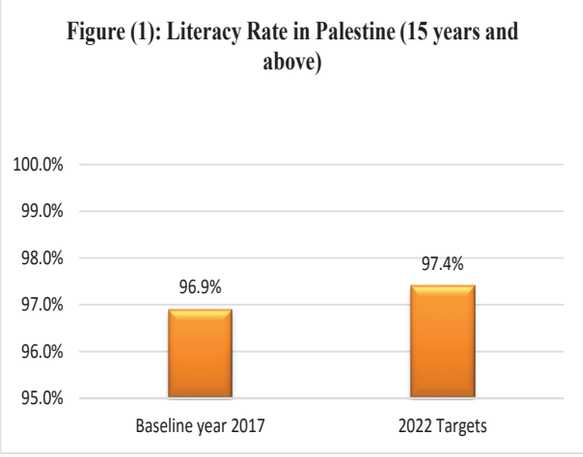


Indicators for Goal 1:

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.

Table (1): Literacy Rate in Palestine according to gender and region						
	Baseline year 2017			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Palestine	98.5%	95.3%	96.9%	99%	95.8%	97.4%
West Bank	98.5%	94.7%	96.6	99%	95.2%	97.1%
Gaza Strip	98.6%	96.1	97.4%	99.1%	96.6%	97.9%



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 enrol 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.

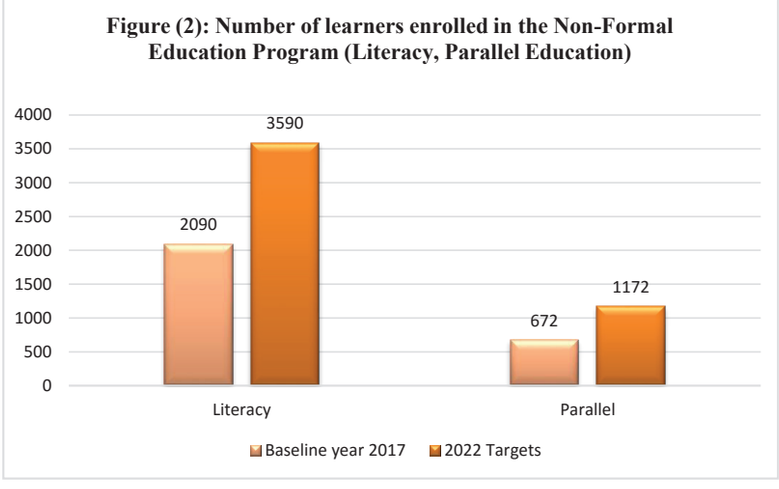


Table (2): Number of learners enrolled in Non-Formal Education Programs (Literacy and Parallel Education) according to governorates		
	Literacy Program	Parallel Education
Northern Governorates	1456	342
Southern Governorates	634	330

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

Indicator's Definition: The total number of students enrolling in Parallel Education Program who graduated from the current year 2017-2018 literacy program as a percentage of the total number of students who enrolled in the literacy program for the same year.

Purpose: To measure the level of integration between the Non-Formal Education Programs that are supervised by the Ministry of Education and Higher Education.

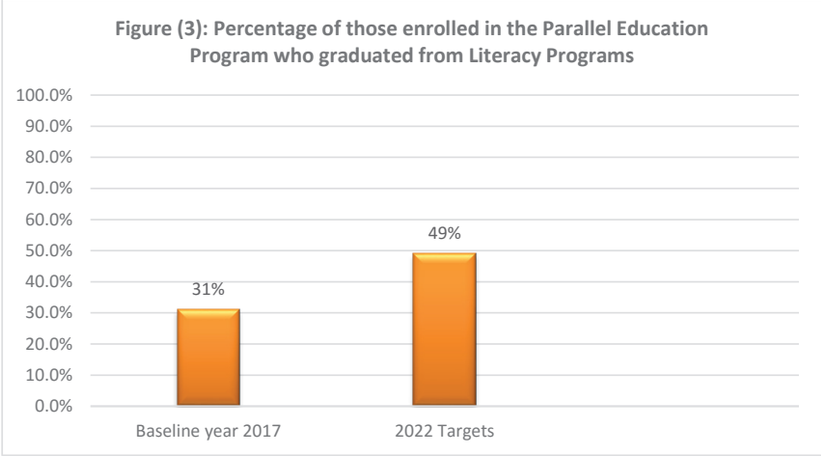
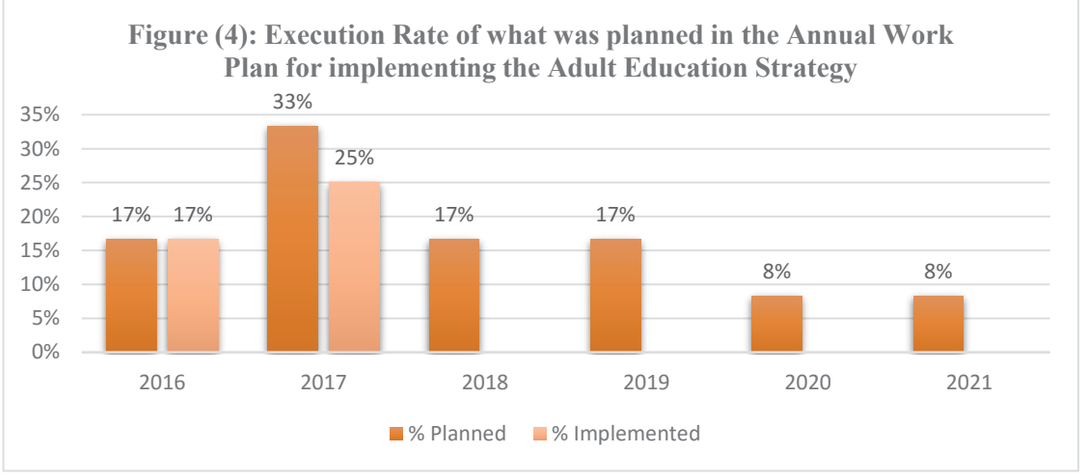


Table (3): Percentage of those enrolled in the Parallel Education Program who graduated from Literacy Programs according to gender					
Baseline year 2017			2022 Targets		
Male	Female	M&F	Male	Female	M&F
30%	32%	31%	40%	57%	49%

Indicators for Goal 2:

5.4 Execution Rate of what was planned in the Annual Work Plan for implementing the Adult Education Strategy.

Definition: The indicator measures the execution rate of the program's milestones to achieve an Adult Education Strategy compared with what was planned for 2017.



Indicators for Goal 3:

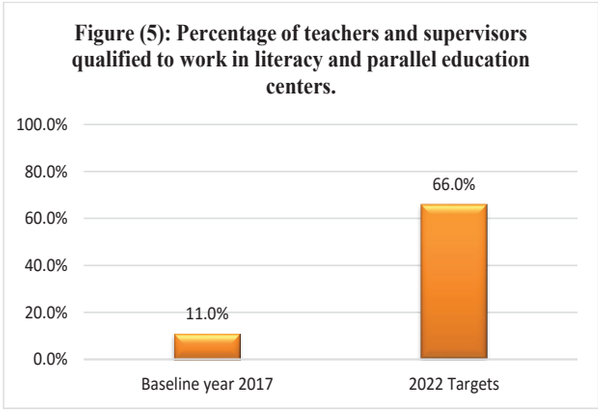
5.5 Percentage of teachers and supervisors qualified to work in literacy and parallel education centers.

Definition of the indicator: According to the Adult Education Strategy, a qualified teacher 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.

Table (4): Percentage of teachers and supervisors qualified to work in literacy and parallel education centers according to gender

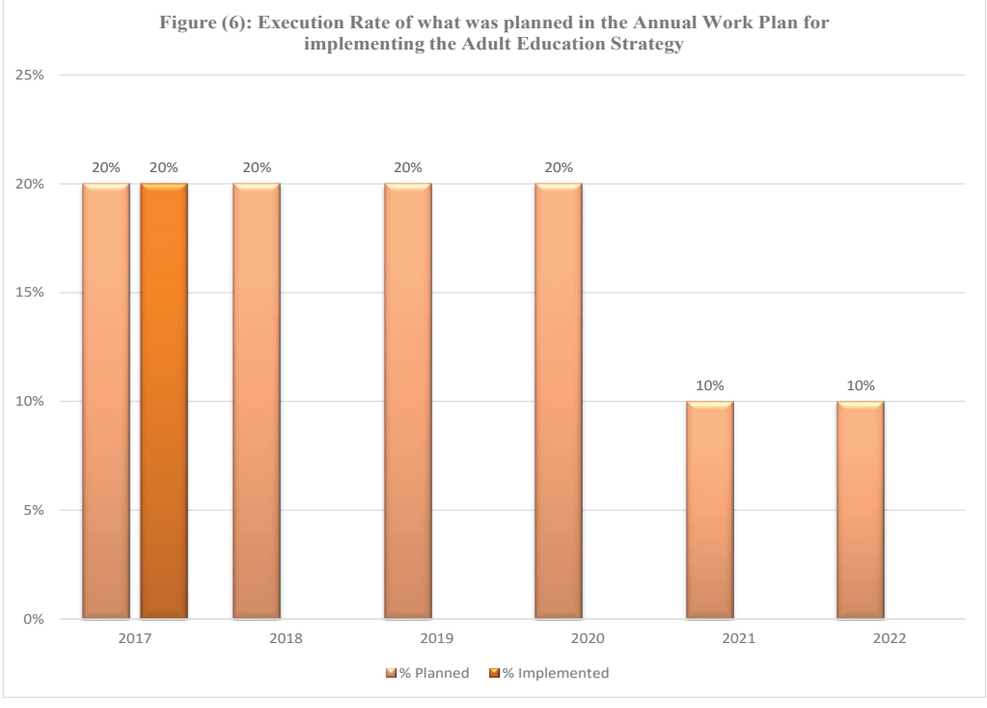
2017 Baseline year			2022 Targets		
Male	Female	M&F	Male	Female	M&F
10%	12%	11%	60%	72%	66%



Indicators for Goal 4:

5.6 Execution rate for developing the non-formal education curriculum

The indicator measures actual milestone achievements of cumulative annual plans for the implementation of the Adult Education curricula compared with what was planned for 2017.



Success Stories

Maysoon AlHroub, 32

Directorate of Southern Hebron

After being cut off from schooling for 11 years, Ms. Maysoon, a mother of five, joined the parallel education program at Al-Razi School and passed its examination to go on to studying for General Secondary Examination. Ms. Maysoon passed with an average grade of 64 in 2013 and immediately enrolled in college. In 2017, she graduated with a BA, and worked in the Palestinian Central Bureau of Statistics. Moreover, she continued to take qualification and training programs and was active and supportive of her village council in Deir Samet.

Ms. Kulthum Adnan Turkman, 33

Directorate of Jenin

When she was 12, she dropped out of school, but at 25 she joined the non-formal education center and passed the literacy exam to continue into the parallel education program. After passing Injaz Exams, she went to college and obtain her BA in Education. Consequently she was involved in training workshops on active learning and went to Sweden for more training on theatrical active learning. Currently, Ms. Kulthum volunteers at two non-formal education centers in Jenin.

Ms. Maram Sami Dahbour

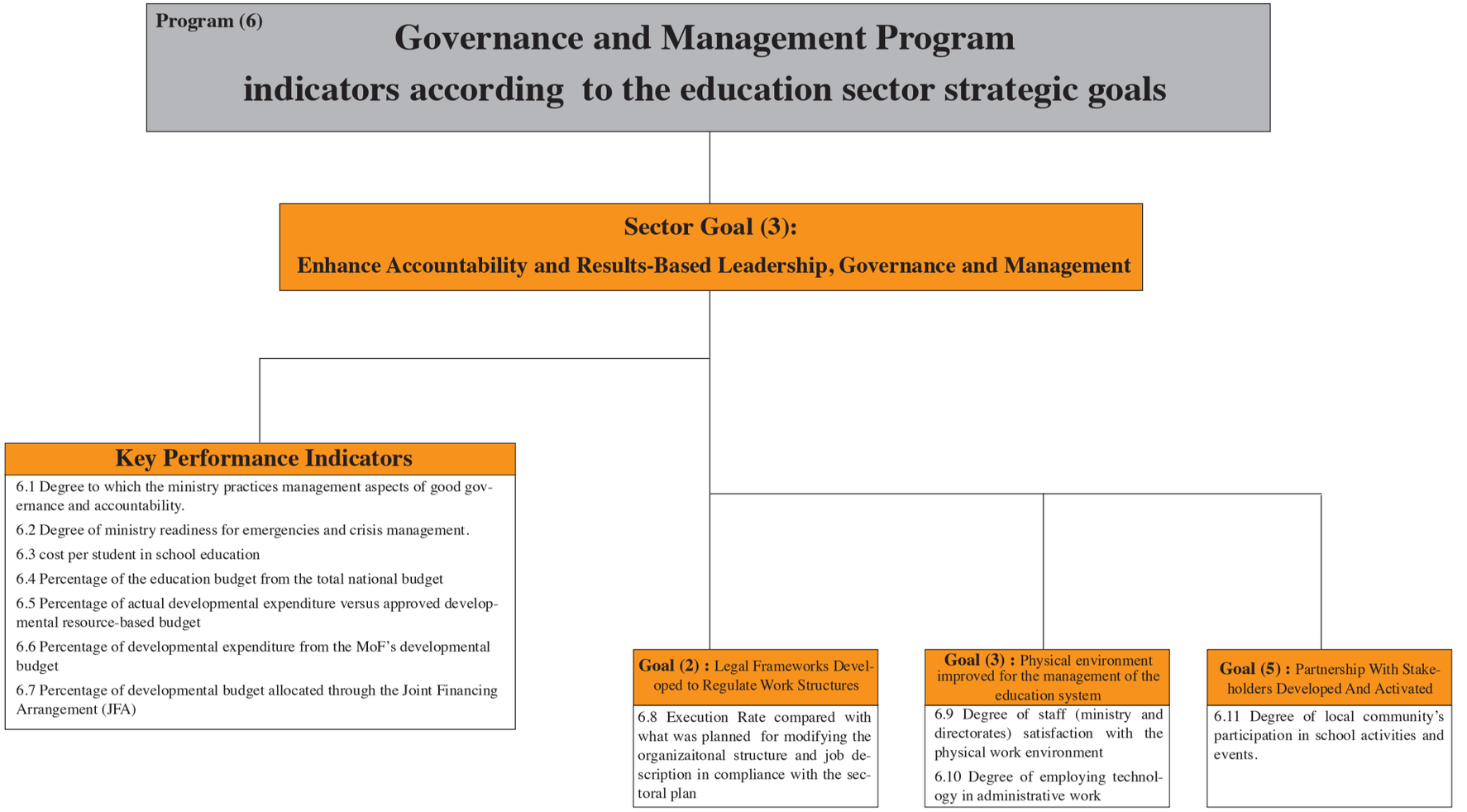
29, Directorate of Qabatya

She had to drop out of school from 4th grade after having an illness in her bones. At that young age, she was ignorantly happy not have to go to school and go through the hassle of a strenuous trip back and forth to school since she her limbs were weak. By the age of 17, the internet was widespread, and Ms. Maram became addicted to computer programs and design software such as Photoshop and video and audio software. By 2016, she was longing to go back to education; thus, she joined the adult education program, and after graduating from it, she is now enrolled in the parallel education program.

Dr. Ihab Qubaj
MOEHE
Dr. Basri Saleh
MOEHE
Amb. Anna-
Kaisa Heikkinen
Rep. Office of Finland

Governance & Management Program 6

The following structure summarizes all the performance key and sub-indicators of the Governance and Management Program according to each Program Goal, and links the Program Goals with the Strategic Goals of the ESSP 2017-2022:



* Goal 1 and Goal 4 have been omitted for lack of measured indicators

6.1 Degree of the Ministry's practice of the dimensions of governance and accountability

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

Areas	Brief description of the indicators	Results for Baseline year 2017
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.	53.9%
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.	52.0%
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.	50.9%
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.	54.4%

Figure (1): Degree of the Ministry's practice of the dimensions of governance and accountability

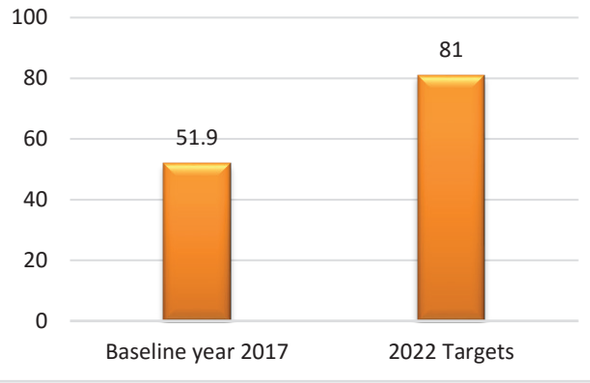
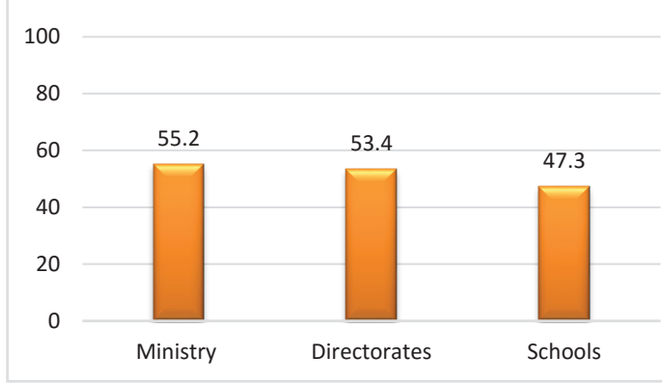
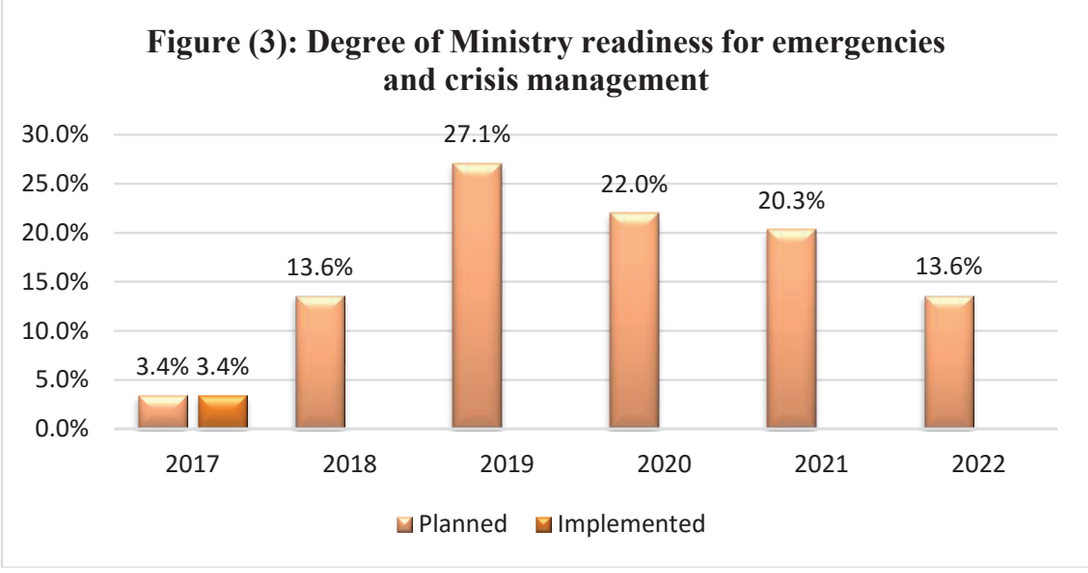


Figure (2): Degree the Ministry, directorates and schools practice of the dimensions of governance and accountability

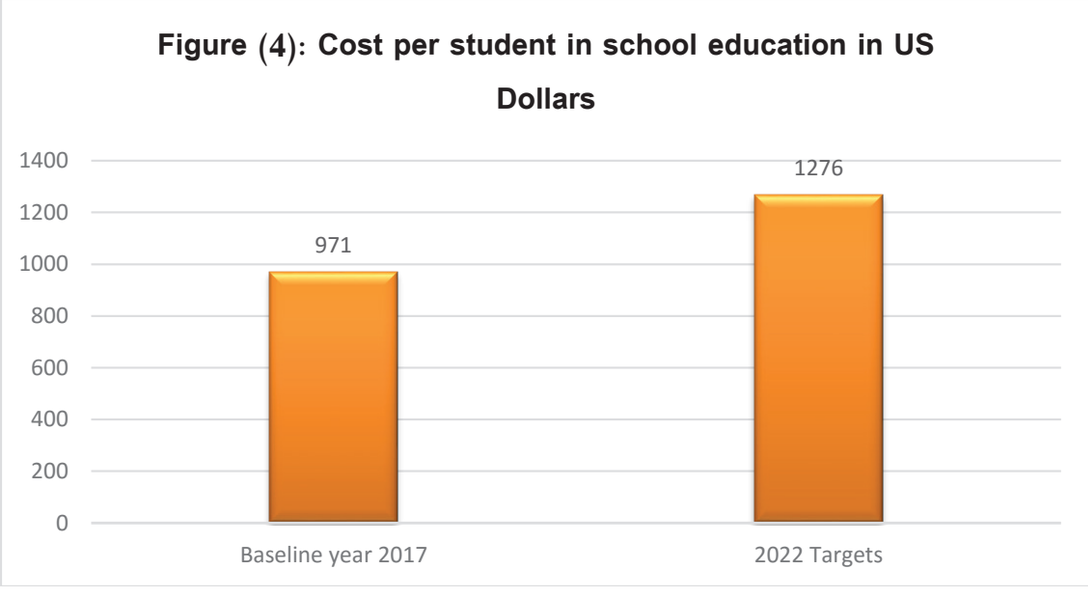


6.2 Degree of Ministry readiness for emergencies and crisis management

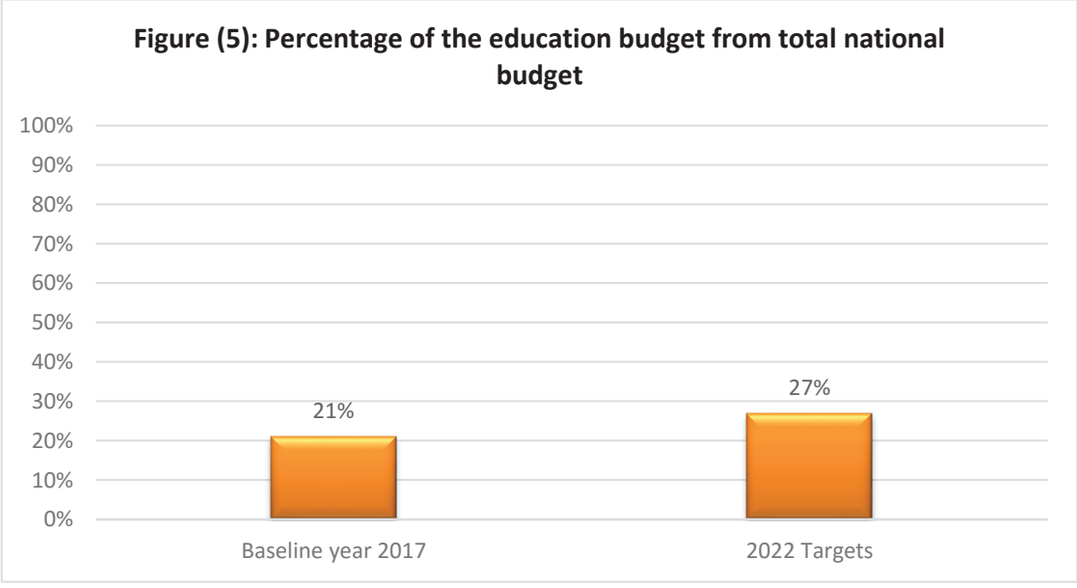


6.3 Cost per student in school education

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

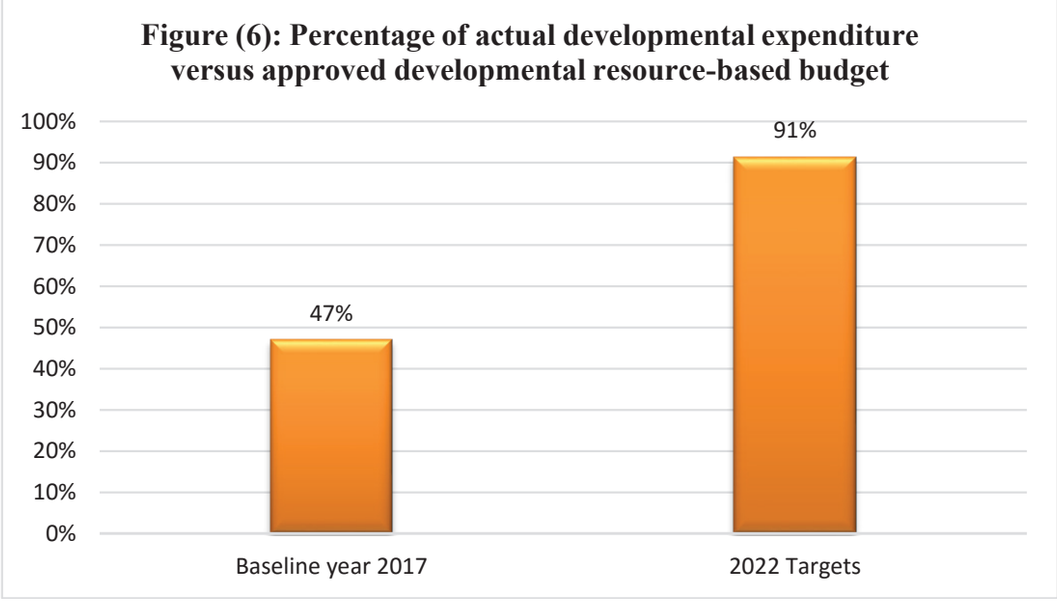


6.4 Percentage of the education budget from total national budget



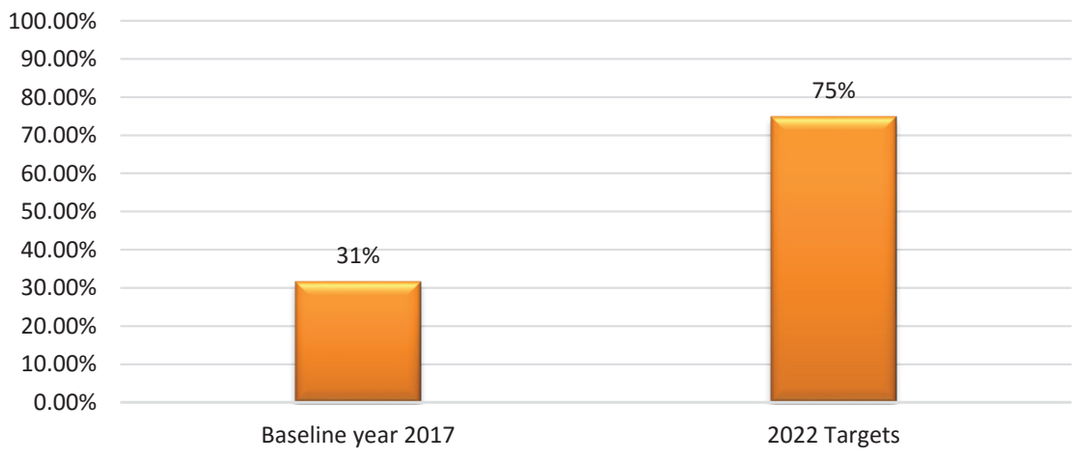
6.5 Percentage of actual developmental expenditure versus approved developmental resource-based budget

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



6.6 Percentage of development expenditures from the Ministry of Finance's developmental budget

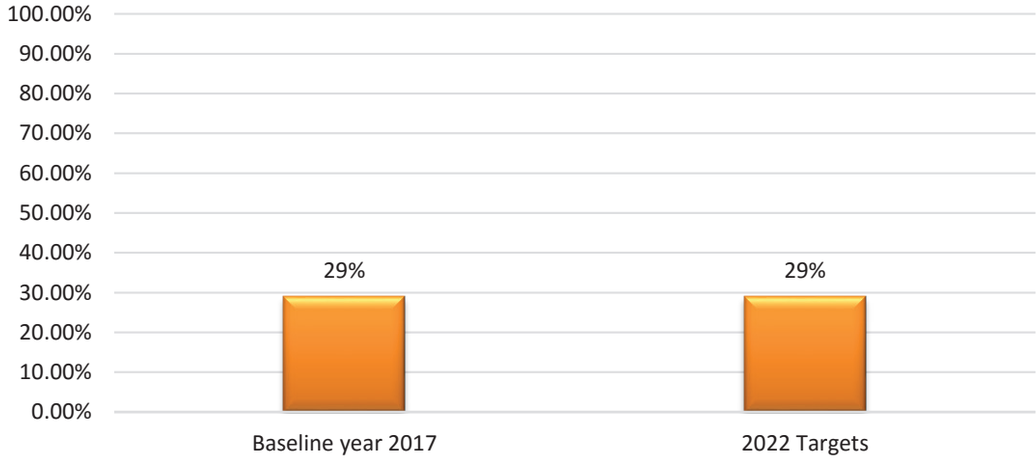
Figure (7): Percentage of development expenditures from the Ministry of Finance's developmental budget



6.7 Percentage of developmental budget allocated through the Joint Financing Arrangement (JFA)

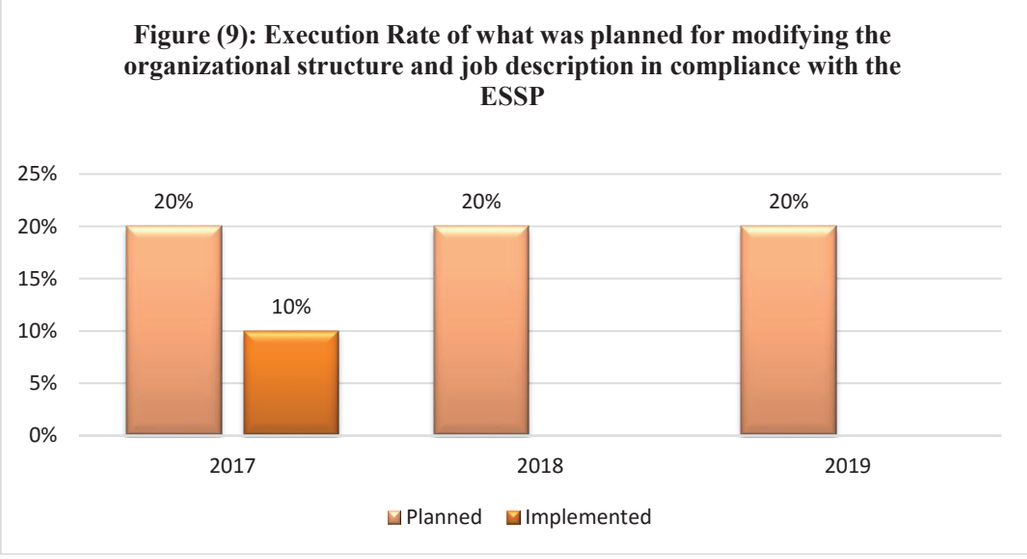
Definition: Total developmental budget funded by the JFA divided by the total resource-based annual developmental budget for General and Higher Education.

Figure (8): Percentage of developmental budget allocated through the Joint Financing Arrangement (JFA)



Indicators for Goal 2:

6.8 Execution Rate of what was planned for modifying the organizational structure and job description in compliance with the sectoral plan

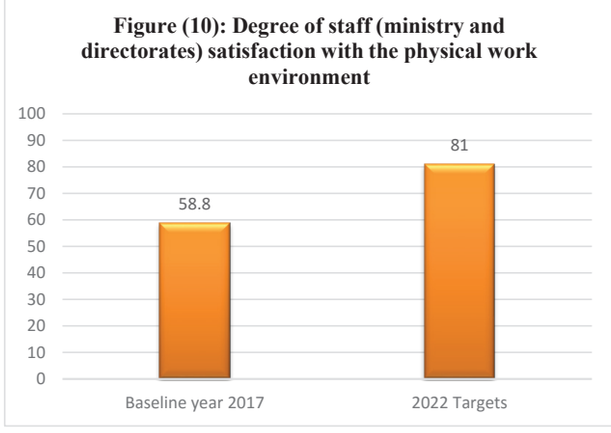


Indicators for Goal 3:

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

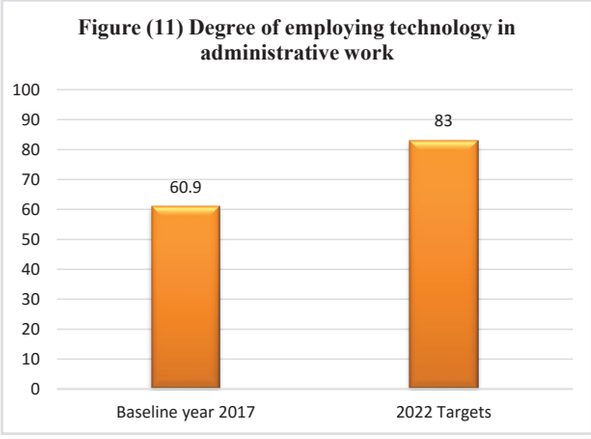
Table (2): Degree of staff (ministry and directorates) satisfaction with the physical work environment according to gender

	2017 Baseline			2022 Targets		
	Male	Female	M&F	Male	Female	M&F
Ministry	62.2	58.2	60.4	88	80	84
Directorates	60.1	54	58	82	80	81
Total (Ministry + Directorates	58.8			81		



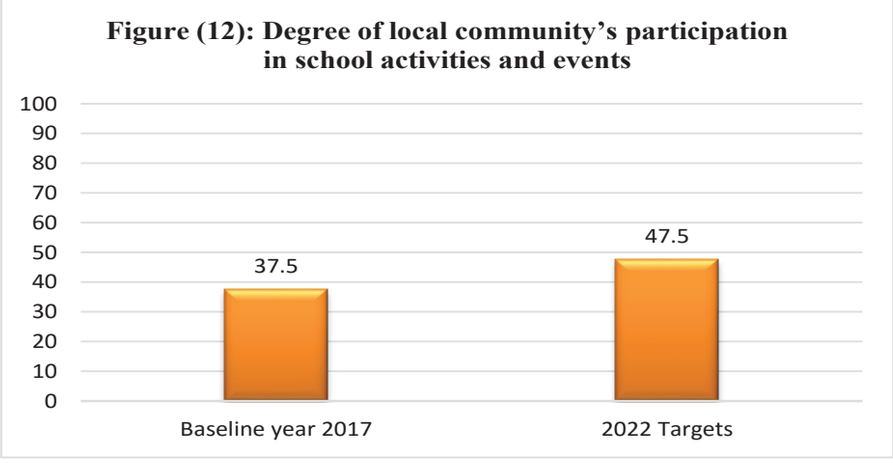
6.10 Degree of employing technology in administrative work

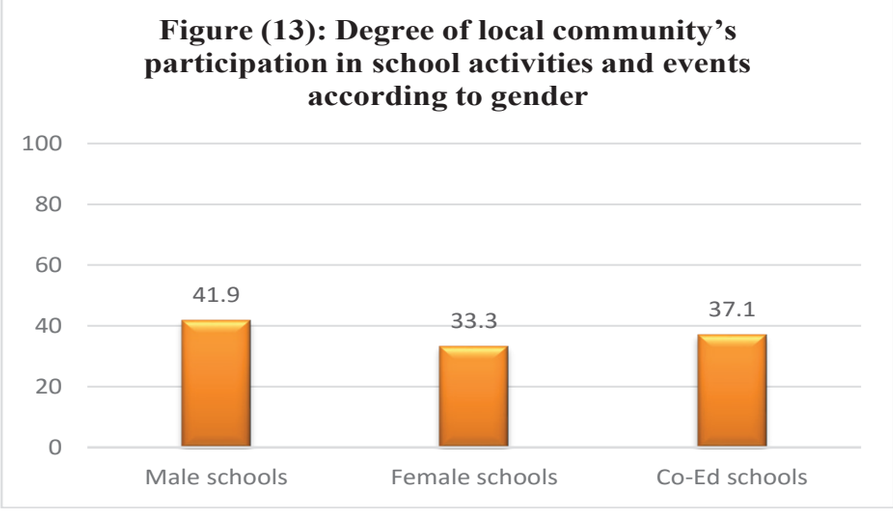
Table (3): Degree of employing technology in administrative work according to gender and administration						
	Baseline year 2017			2022 Targets		
	Males	Fe-males	M&F	Males	Fe-males	M&F
Ministry	65	61	63.1	86	84	85
Directorate	61.3	57	59.9	84	80	82
Ministry and Directorate	60.9			83		

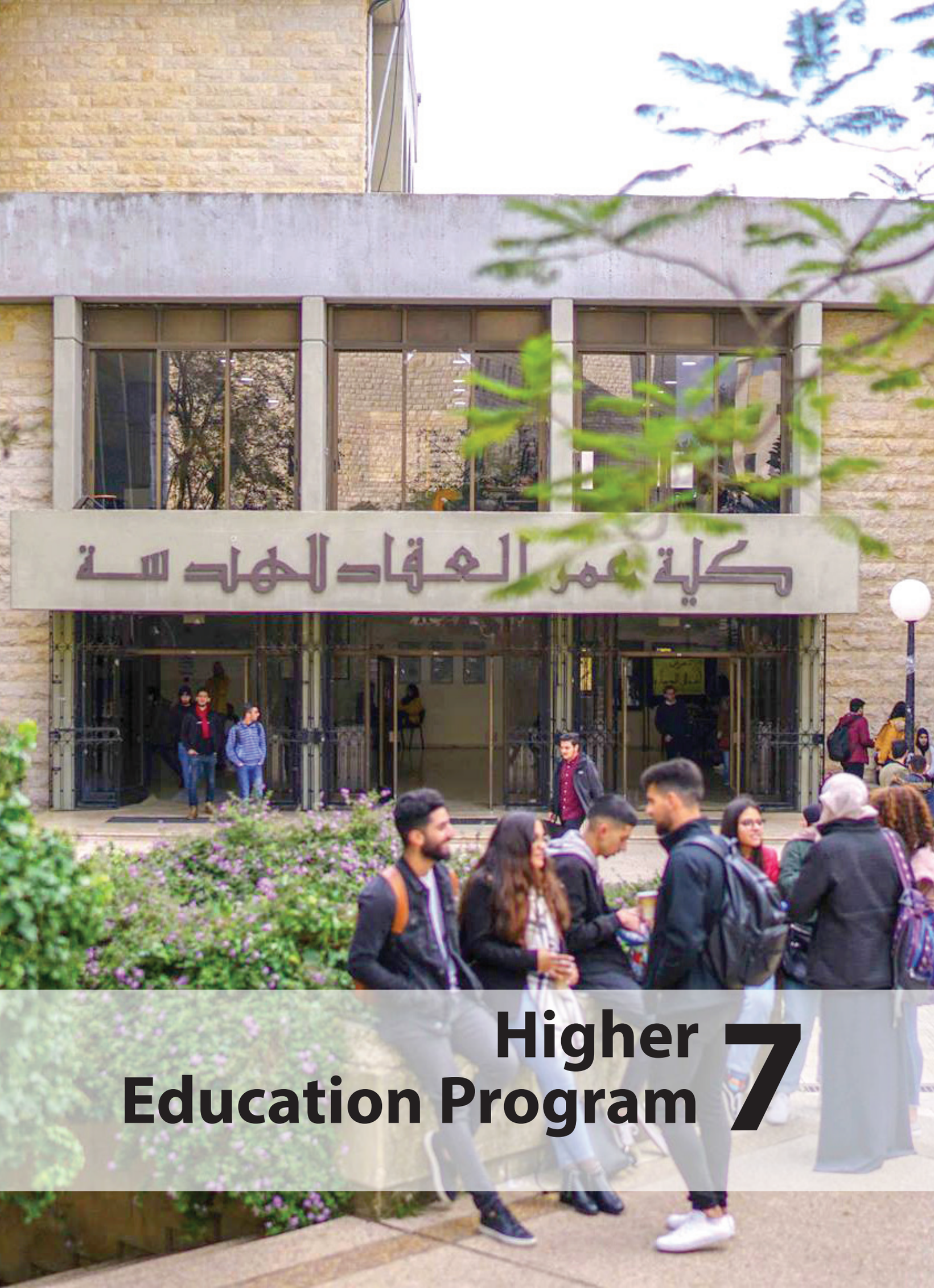


Indicators for Goal 5:

6.11 Degree of local community's participation in school activities and events

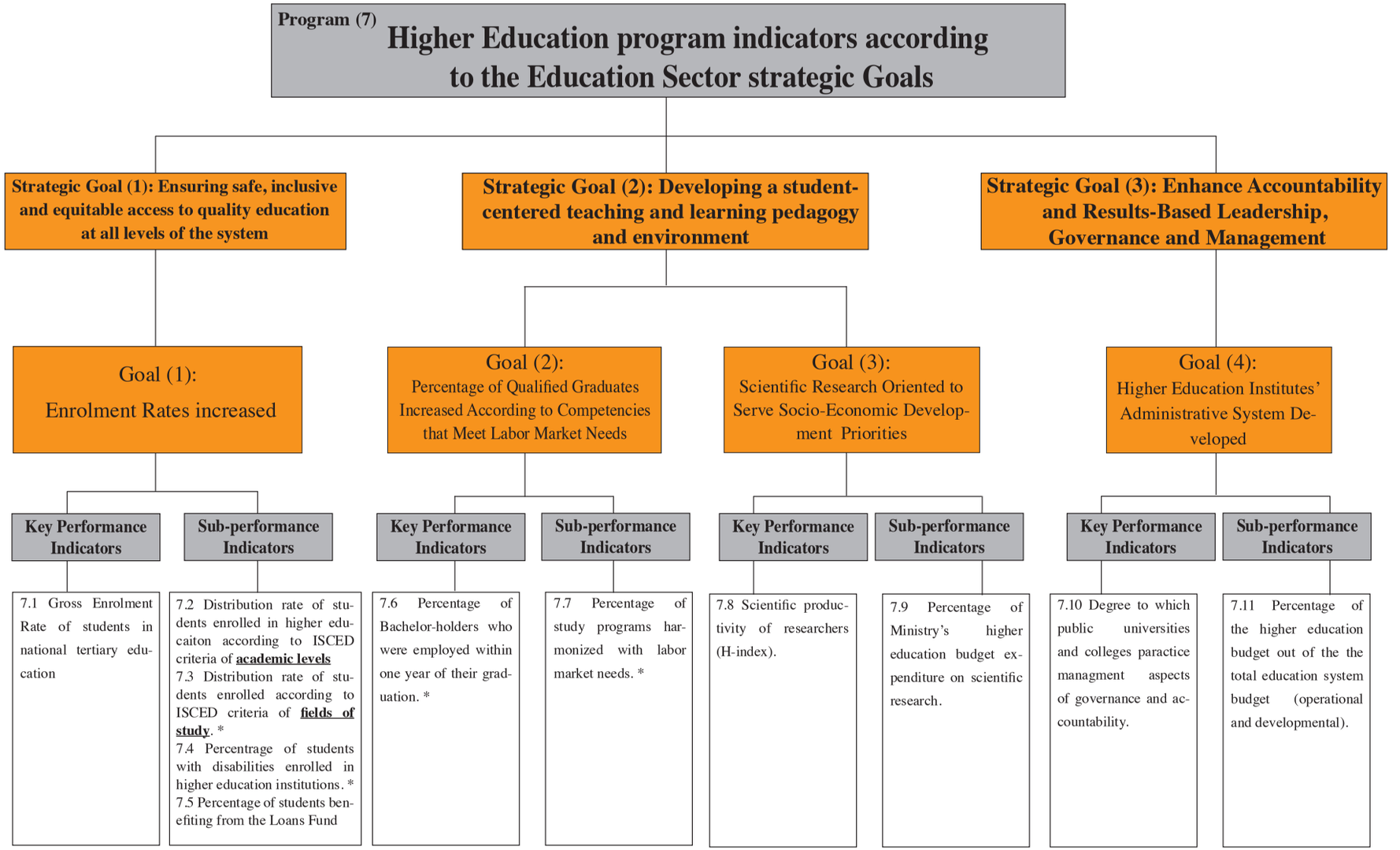






7 Higher Education Program

The following structure summarizes all the performance key and sub-indicators for Higher Education Program according to each Program Goal, and links the Program Goals with the Strategic Goals of the ESSP 2017-2022:



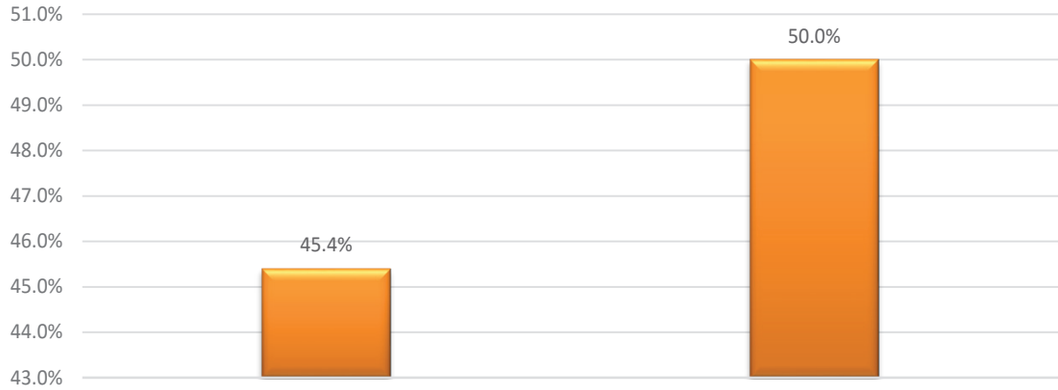
* 7.3 Shall be monitored in 2018 report.
* 7.4 Shall be monitored in 2018 report.
* 7.6 Shall be monitored in 2018 report.
* 7.7 Shall be monitored in 2018 report.

Indicators for Goal 1:

7.1 Gross Enrolment Rate of students in national tertiary education

Definition: Total number of students enrolled in post-secondary cycle institutions, based on the expected age group for higher education in Palestine.

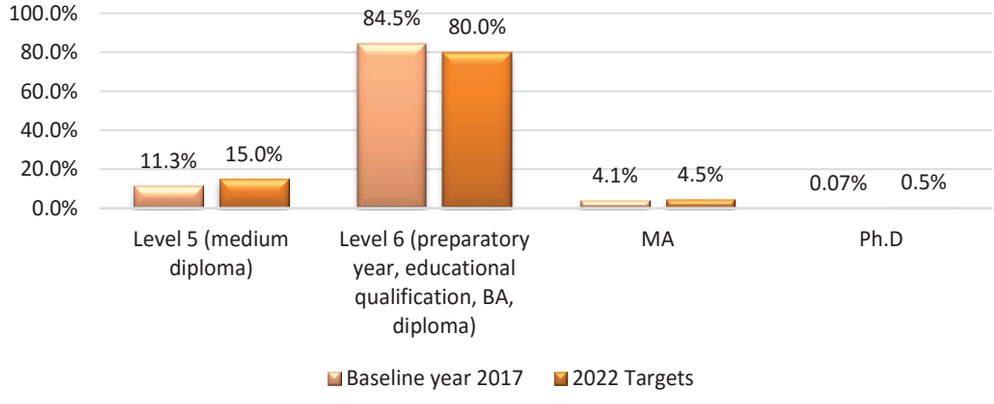
Figure (1): Gross Enrolment Rate of students in national tertiary



7.2 Distribution rate of students enrolled according to ISCED criteria of academic levels

Definition: Total number of students enrolled in post-secondary cycle institutions, divided according to studies level (5-8 ISCED).

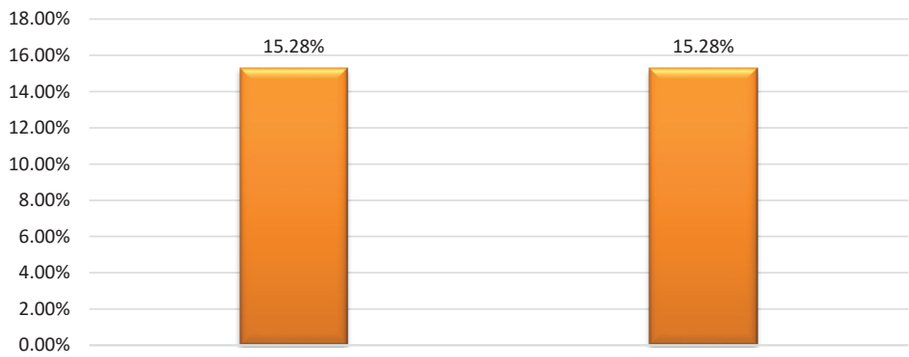
Figure (2): Distribution rate of students enrolled in higher education according to ISCED criteria of academic levels



7.5 Percentage of students benefiting from the Loan Fund

Definition: Number of students enrolled in universities and benefiting totally or partially from the Loans Fund during their period of study.

Figure (3): Percentage of students benefiting from the Loans Fund



Indicators for Goal 3:

7.8 Scientific productivity of researchers (H-index)

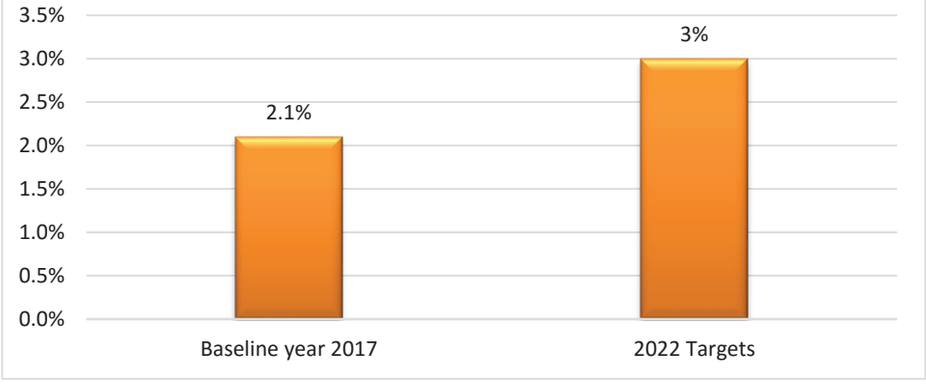
The national indicator for Palestine in the Scopus database through the Scimago Journal and Country Ranking.

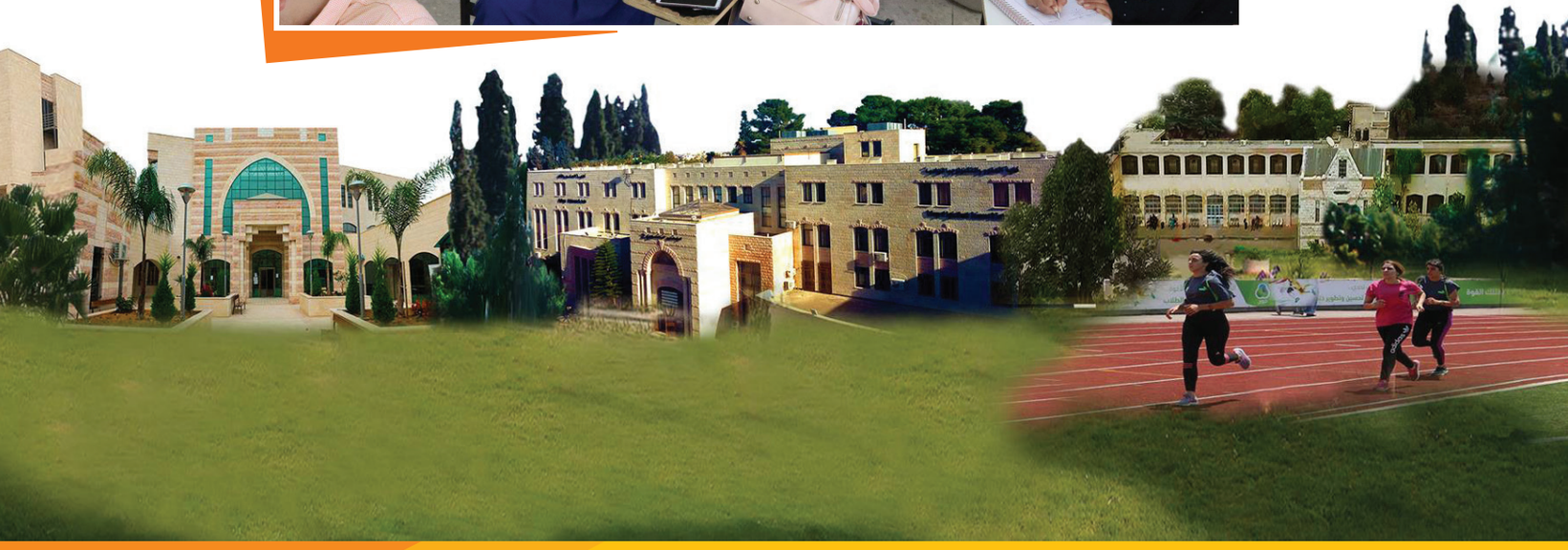
Baseline year 2017	2022 Targets
Fourth quartile 77	Third quartile

7.9 Percentage of Ministry's higher education budget expenditure on scientific research

Definition: Amount spent on scientific research as a percentage from the Ministry's budget, either from the Ministry of Finance's Public Budget or allocations through bilateral local and international agreements.

Figure (4): Percentage of Ministry's higher education budget expenditure on scientific research





7.10 Degree to which public universities and colleges practice management aspects of governance and accountability

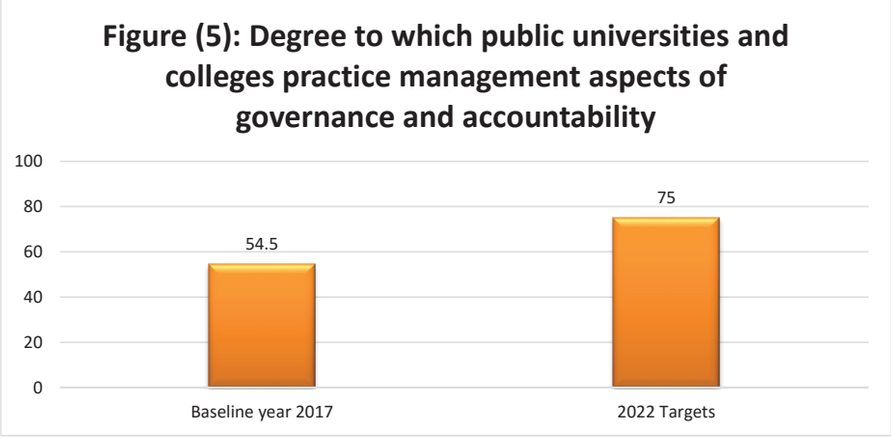
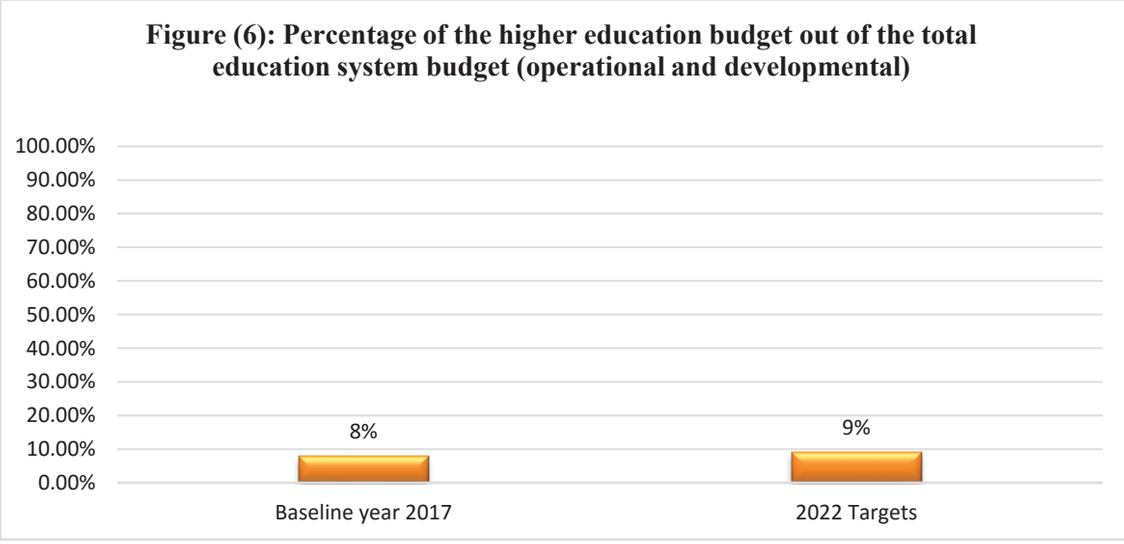


Table (1): Degree to which public universities and colleges practice aspects of governance and accountability according to field	
Field	Baseline year 2017
Legal and organizational environment; and public policies	16.7
Leadership: Empowerment,; 12decision-making according to adopted standards (e.g. transparency and objectivity)	12.3
Institutional culture: Resource Management; accountability	12
Monitoring and Evaluation; learning from outcomes	21.2

7.11 Percentage of the higher education budget out of the total education system budget (operational and developmental)



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Education in Areas Exposed to Israeli Occupation Violations

(Fragility Indicators)

The following structure summarizes all the performance key and sub-indicators for Fragile Areas according to each Goal, and links the Program Goals with the Strategic Goals of the ESSP 2017-2022:

Fragility Indicators according to the education sector strategic goals

Fragile Areas Indicators

1. Number of schools exposed to infrastructure attacks
2. Number of students and teachers exposed to physical violations by the Israeli military or settlers
3. Rate of lost class hours (i.e. educational waste) for students and teachers as a result of Israeli violations
4. Degree of psychological and behavioural problems amongst students in schools exposed to Israeli violations

Enrolment Indicators

5. Dropout Rate in schools that are the most exposed to violations (20 schools)
6. Execution Rate for construction, furnishing and equipping new classrooms based on annual needs in "Area C" and marginalized areas
7. Number of Resilience and Challenge schools
8. Number of students with disabilities enrolled in schools most exposed to Israeli violations
9. Dropout rate in schools exposed to Israeli violations

Qualitative Indicators

10. Degree of students' possession of moral values and positive attitudes
11. Degree of students' possession of various thinking patterns
12. Degree of students' possession of life and citizenship skills
13. Degree to which school health environment standards that enhance learning are realized
14. Percentage of Technology classes employing specialized technological tools
15. Percentage of student participation in extra-curricular activities
16. Degree of participation of the local community in school activities and events
17. Percentage of students exposed to violence inside the school
18. Degree to which questions posed by the teacher inside the classroom are diversified according to thinking skills level
19. Percentage of science classes that employ educational tools

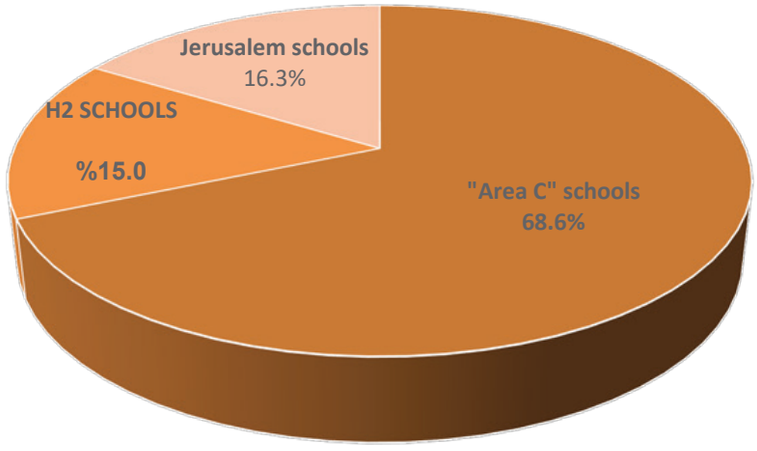
Several Palestinian schools must withstand extraordinary circumstances for being subjected to Israeli military control, under the guise of 'security' imperatives. This is especially true since the division of the occupied Palestinian territories (by the Oslo Accords 1 of (1993), Oslo Accords 2 of (1994) and Taba of (1995)) into compact geographical areas with feeble titles: (Area A, B, C, and H2). The purpose of this division is to acquire more land for Israeli settlements and in the process, make the Palestinian citizens' life miserable and o disrupt all the elements of Palestinian daily life. This political reality has a direct negative impact it has on the educational process as a whole.

The number of schools exposed to violations of the Israeli occupation reached 239 schools in the northern governorates, distributed as follows:

1. Schools located in "Area C": 164 schools, which consists of 68.6% of all schools that are subject to violations. "Areas C" is defined as the area under full Israeli (security and administrative) and are treated by Israel as border areas of a security nature, constituting about 61% of the West Bank.
2. Schools located in the H2: 36 schools, constituting 15% of the total number of schools that are exposed to violations. The H2 area is defined as the occupied areas under Israeli security control in the Old City of Hebron.
3. Schools located in Jerusalem (inside the Separation Barrier): 39 schools, constituting 16.3% of all schools that are subject to violations. Jerusalem is under total security and administrative Israeli occupation.
4. Schools blocked by electronic gates: These are 7 schools (except for gates in "Area C") and constitute 4% of all schools that are subject to violations. These schools are located in areas that are closed by gates built by the occupation along the separation barrier, obstructing the movement of students, teachers and staff, and preventing them from reaching their workplaces smoothly.

The continued occupation of Jerusalem and "Area C" means a continuation of attacks against schools and the killing, injury and arrests of students and teachers. It also deliberately impedes the safe access of students and teachers to and from their schools due to the ongoing closure of checkpoints, separation barrier, repeated attacks and raids by Israeli soldiers and settlers.

Figure (1): Percentage of schools exposed to Israeli violations according to fragile regions



Fragility indicators were monitored in cooperation with the various administrative departments if the Ministry (Directorate General for Educational Planning, Directorate General for Field Monitoring, Directorate General for International Relations, Directorate General of Buildings, and the Directorate General of Educational Supervision). The Indicators were monitored as follows:

1. **Fragile Indicators:** are those indicators that monitor the volume and type of Israeli violations committed against students, teachers and school infrastructure.
2. **Access Indicators:** are those indicators that monitor the dropout level of students from schools, which are subject to Israeli violations.
3. **Quality Indicators:** are those indicators that monitor the status of education in these schools in terms of students' possession of values, life skills and thinking patterns in addition to employing technology. Moreover, it monitors the status of school health environment, infrastructure, and community participation.

Level 1: Fragility Indicators, which include the following indicators:

1. Number of schools exposed to Israeli attacks on infrastructure

One-hundred-and-ten schools were subject to assault and violations to infrastructure by the Israeli occupation's military and settlers. A total of (26686) students were affected by these assaults and violations. This is in addition the material losses and the total or partial destruction due to breakage, and destruction of school property. Not to mention, the expropriation of school buildings, land confiscations and demolitions, and construction-halting orders. See Table below

Table (1): Number of schools exposed to violations to the infrastructure

Violations/Numbers	West Bank		
	No. of schools	No. of students	No. of teachers
Assaults on schools, shooting bullets and incursions	95	66686	1608
Land confiscation, military orders to stop work	15	1810	155
Total	110	28496	1763

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

During 2017 (2293) students, (354) teachers and employees were subjected to physical violations by the Israeli military or settlers. Violations included killing, injuries, detention or arrest. See Table ().

Table (2): Number of students/teachers who were exposed to physical violations by Israeli military or settlers

Violations/Numbers	West Bank		Total
	Number of students	Number of teachers	
Martyrs	9	-	9
Injured	603	55	658
Arrested	311	42	353
Detained	1370	257	1627
Total number of violations	2293	354	2646

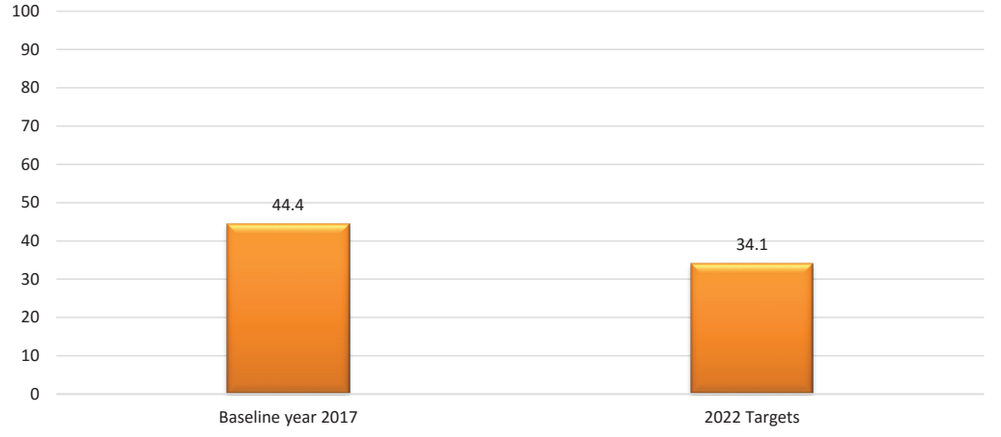
3. Rate of lost class hours (i.e. educational waste) for students and teachers as a result of Israeli violations

The inhumane measures taken by the military occupation and Israeli settlers include checkpoint closure, closure of large areas by military orders, hindrance of movement (for teachers and students), attacks and raids on schools, shooting (live ammunition), teargas, and sound bombs, in addition to halting the educational daily school time due to their ceremonial religious celebrations, all which resulted in the **loss of 9153.5 class hours**. They have **affected 79343 students and 8428 teachers.** As for delays due to military check posts and electronic gates, there were 26808 students and 1029 teachers who were affected by that.

4. Degree of psychological and behavioral problems amongst students in schools exposed to Israeli violations

Students in schools exposed to Israeli violations suffer from omnipresent psychological and behavioural problems including issues such as fear, aggressiveness, withdrawal behaviour, hyper-activity, anxiety and speech difficulties.

Figure (2): Degree of psychological and behavioral problems amongst students in fragile areas



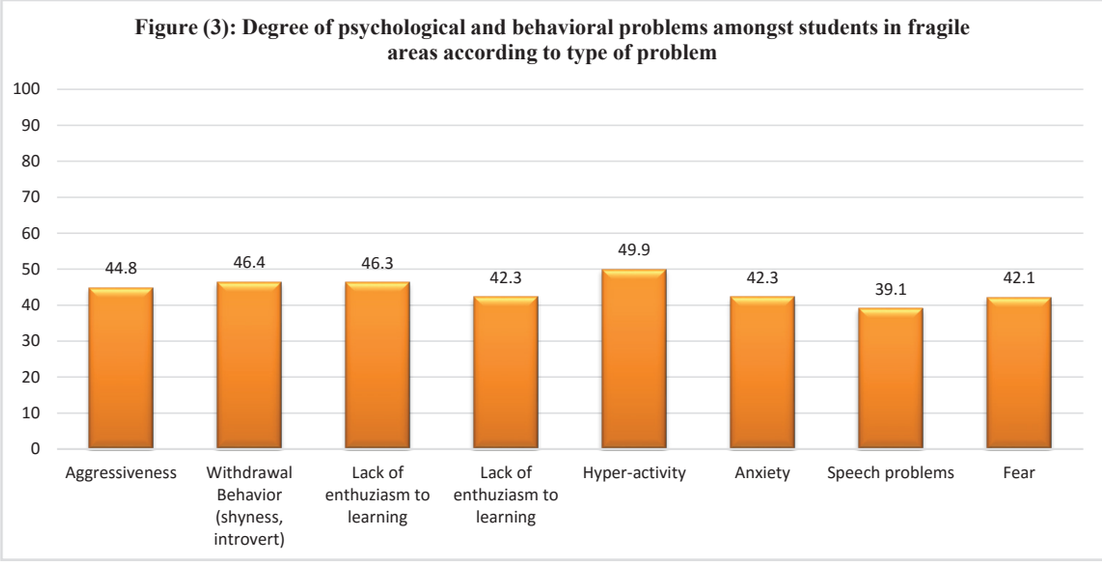
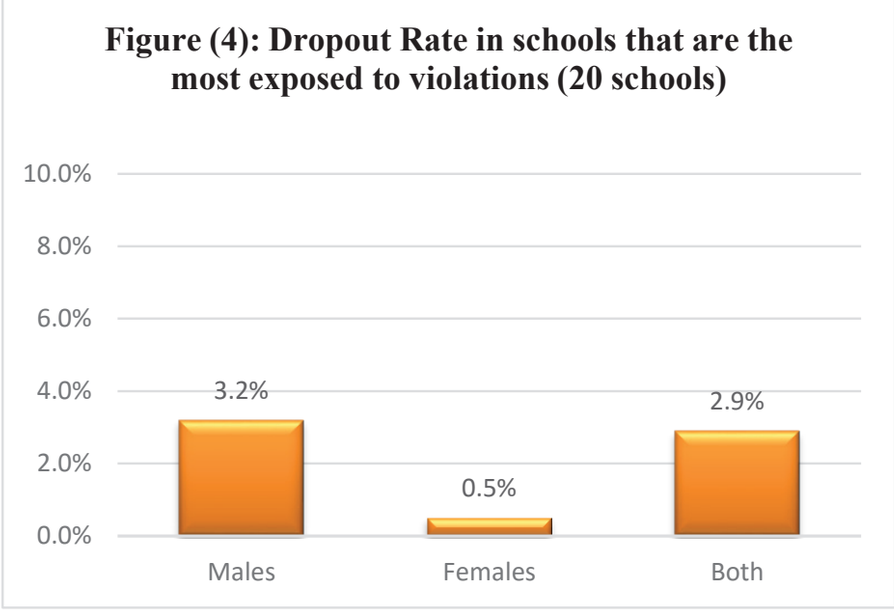


Table (3): Degree of psychological and behavioral problems amongst students in fragile areas according to gender					
Baseline year 2017			2022 Targets		
Male	Female	M&F	Male	Female	M&F
47	36.2	44.4	39.5	28.7	34.1

Indicators for student enrolment include the following:

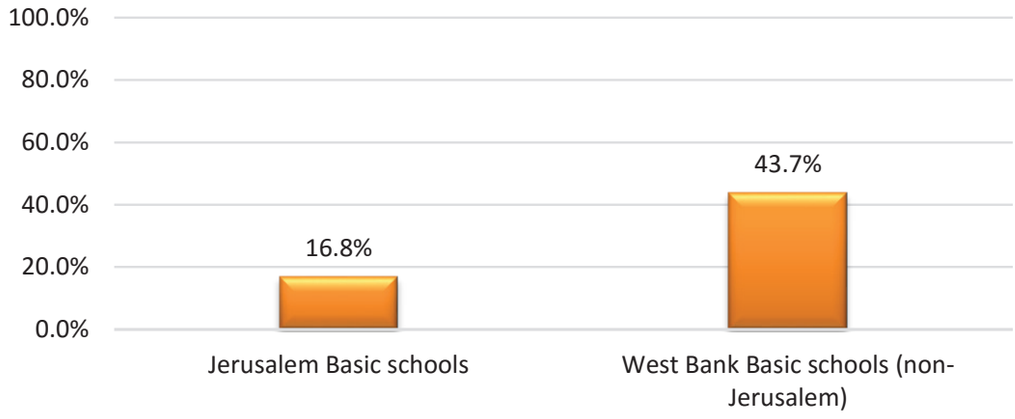
5. Dropout Rate in schools that are the most exposed to violations (20 schools)

Definition: Number of dropout students in schools categorized as the most exposed to Israeli violations, expressed as a percentage of the total number of students enrolled in those schools during the same year.



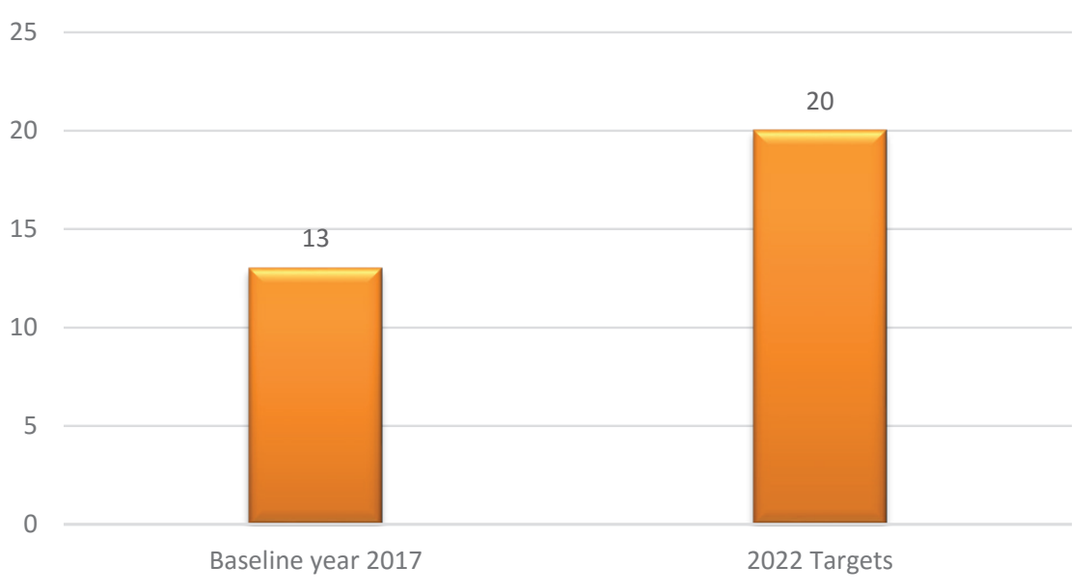
6. Execution Rate for construction, furnishing and equipping new classrooms based on annual needs in "Area C" and marginalized areas

Figure (29): Percentage of classes that use teaching tools (digital, non-digital, and specialized) in Jerusalem basic schools compared with the West Bank

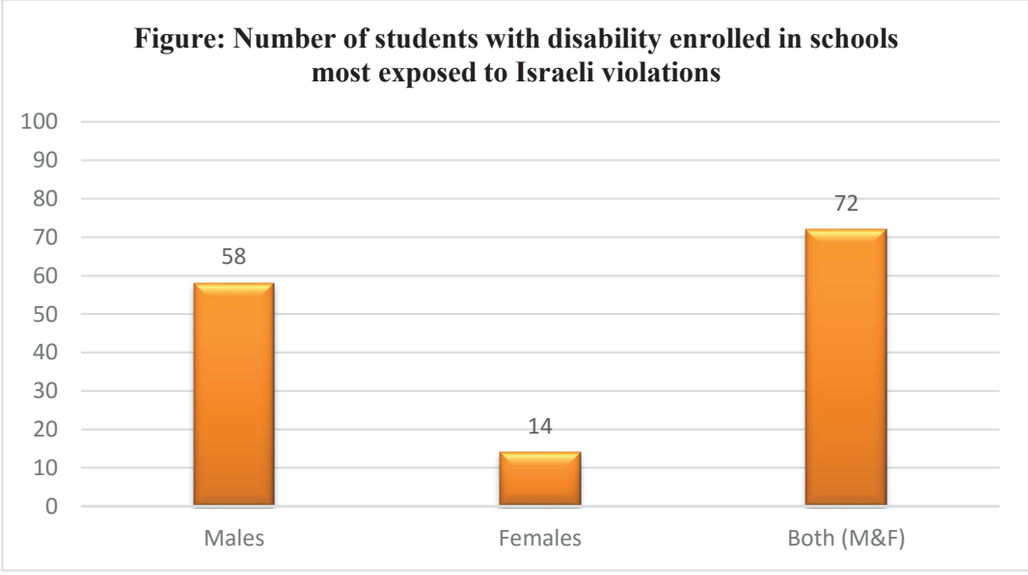


7. Number of Resilience and Challenge schools

Figure (6): Number of Resilience and Challenge schools

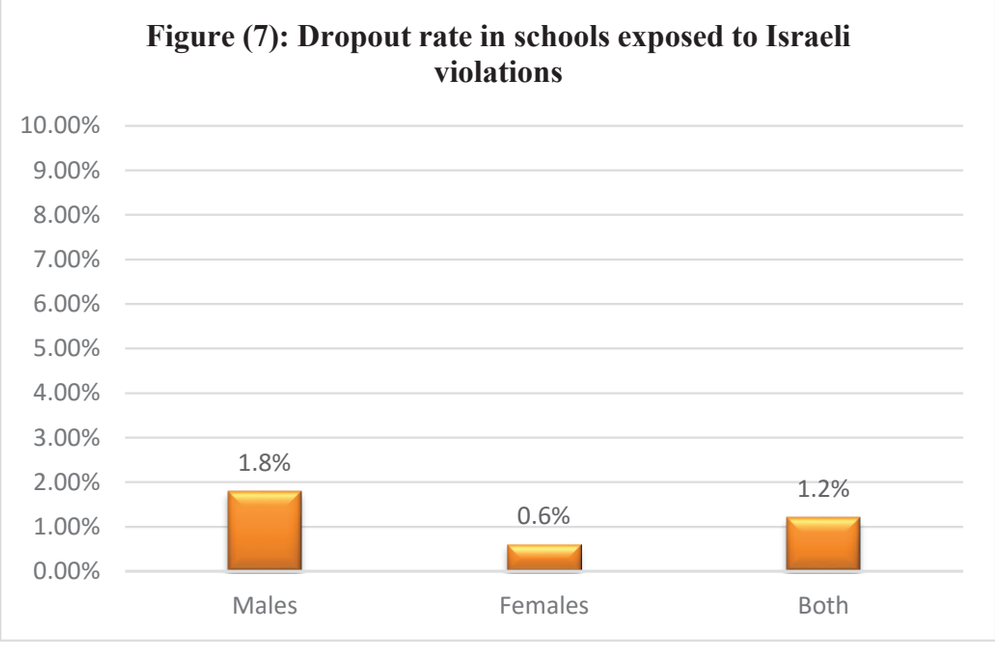


8. Number of students with disability enrolled in schools most exposed to Israeli violations



9. Dropout rate in schools exposed to Israeli violations

Definition: Number of dropout students in schools in "Area C," expressed as a percentage of the total number of students enrolled in those schools during the same year.



Qualitative indicators, including the following:

10. Degree of students' possession of moral values and positive attitudes

Figure (8): Degree Grade 8 students possess moral values and positive attitudes in fragile areas compared with West Bank

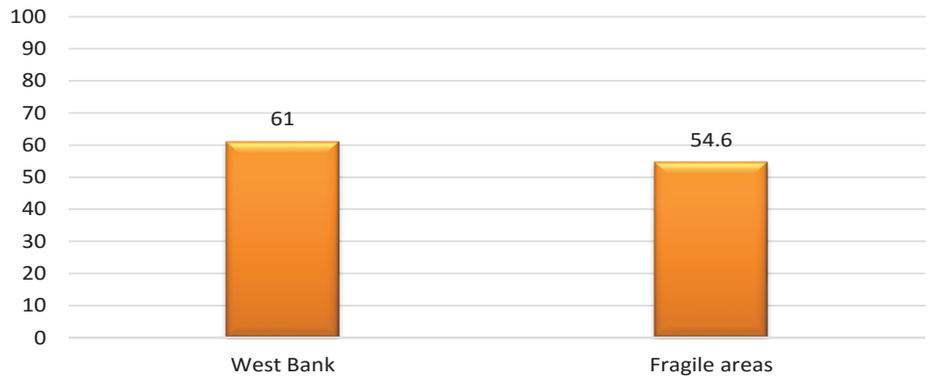


Figure (9): Degree Grade 8 students possession moral values and positive attitudes according to value

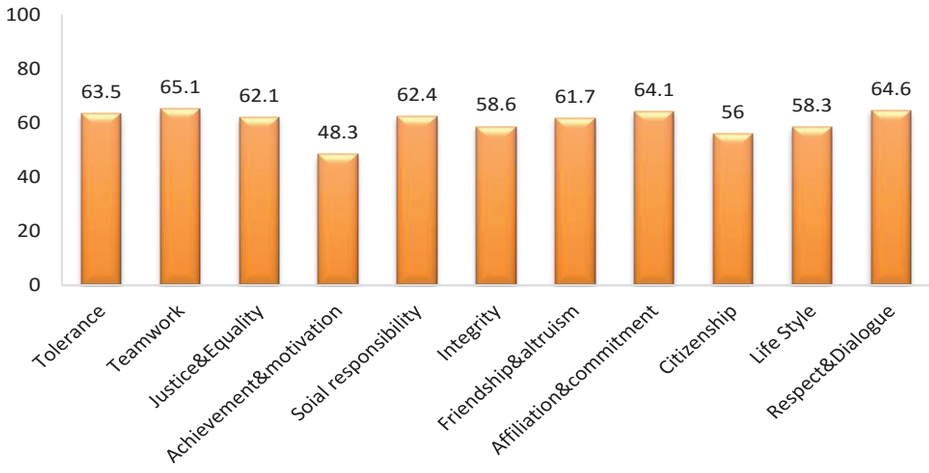


Figure (10): Degree Grade 11 students possess moral values and positive attitudes in fragile areas compared with West Bank

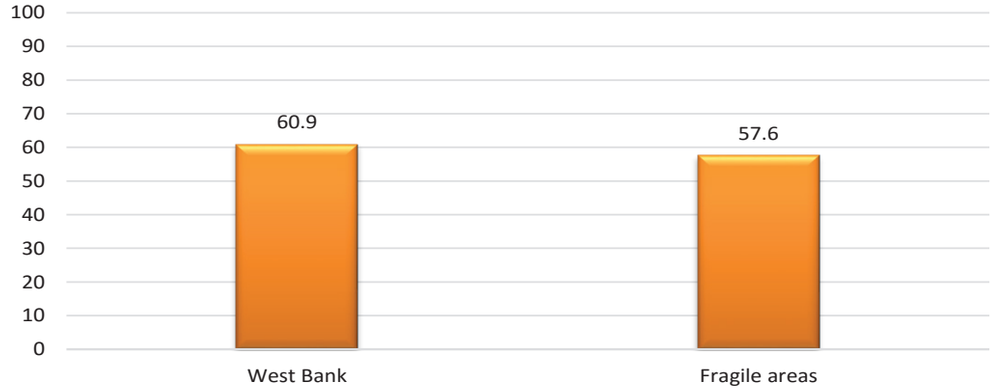


Figure (11): Degree Grade 11 students possess moral values and positive attitudes according to value

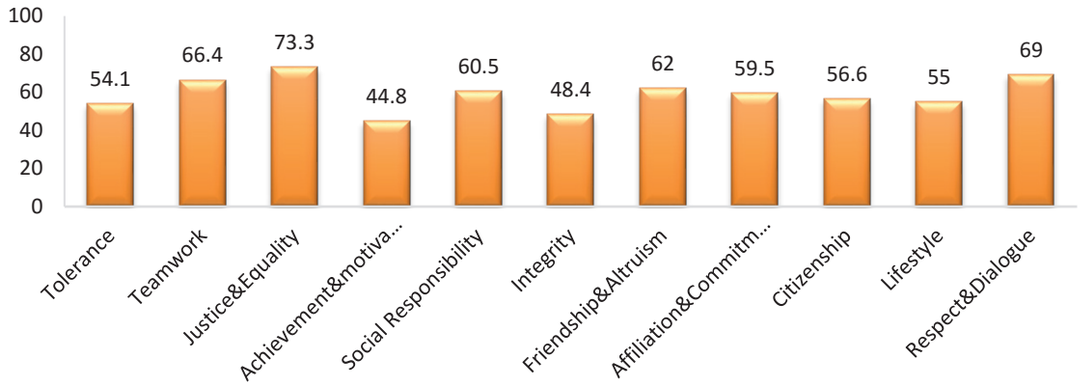
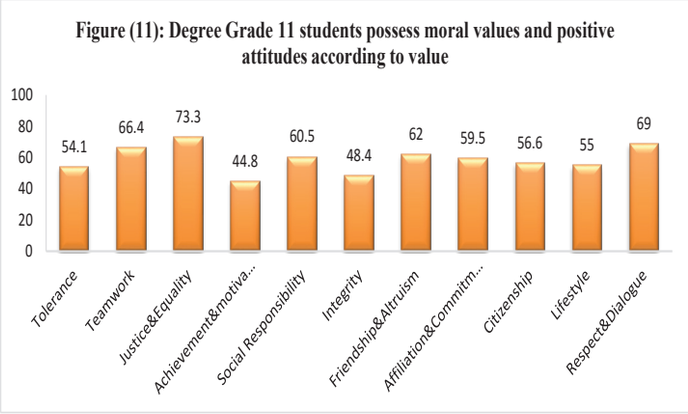
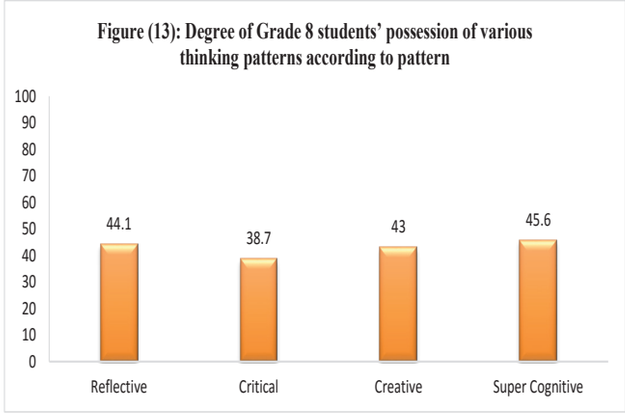


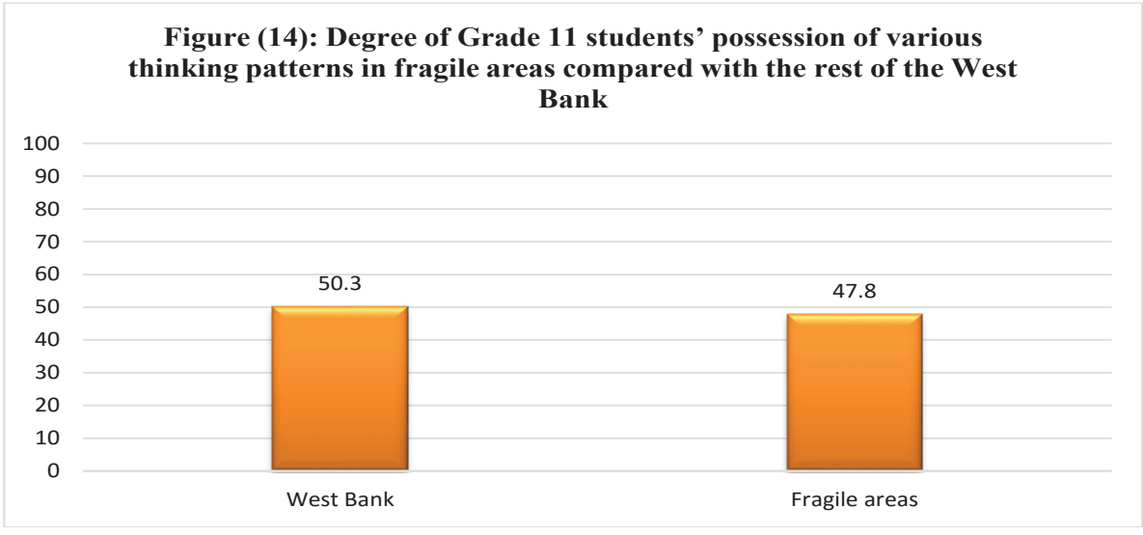
Table (4): Degree students possess moral values and positive attitudes according to grade and gender

	Base-line year 2017			2022 Targets		
	Males	Female	M&F	Males	Females	M&F
Grade 8	652.8	57.4	54.6	60	65	62
Grade 11	57	64.1	57.6	62.4	67.6	63.1

11. Degree of students' possession of various thinking patterns







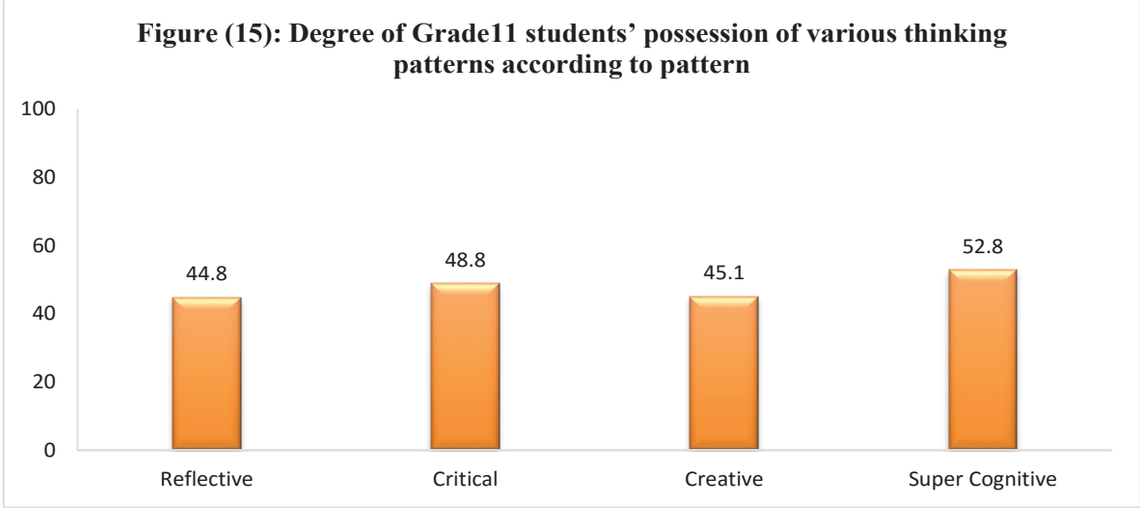


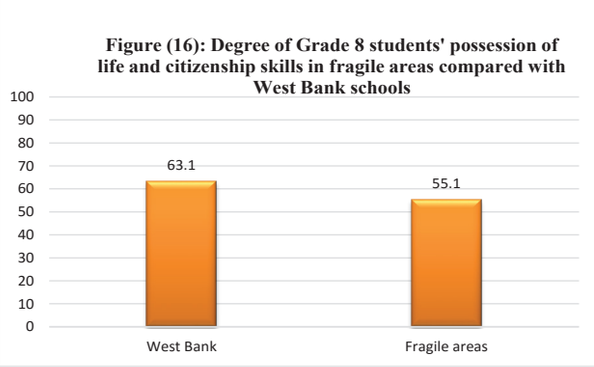
Table (5): Degree of students' possession of various thinking patterns according to gender

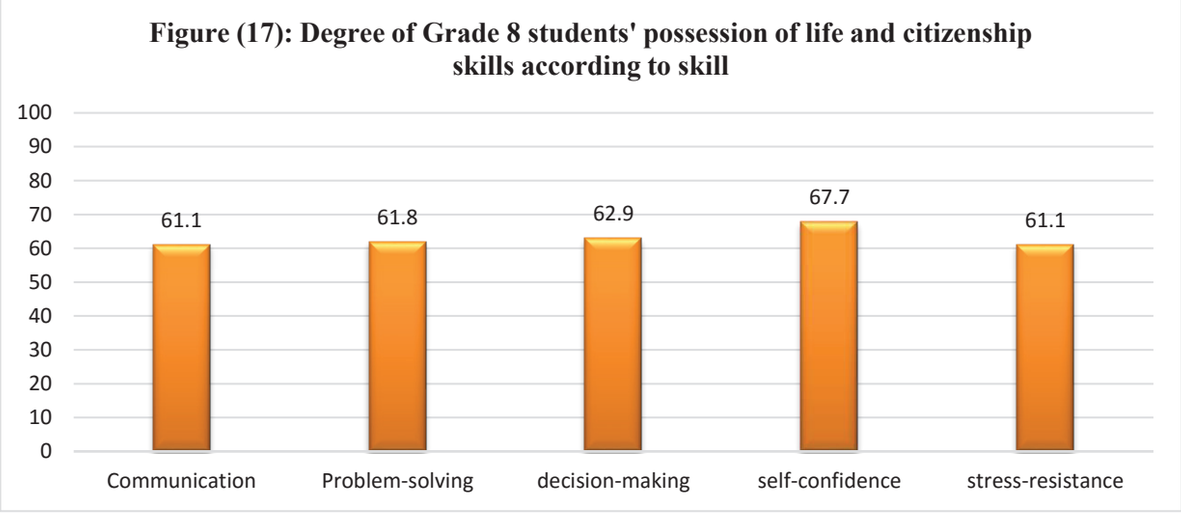
	Baseline year 2017			2022 Targets		
Grade	Male	Female	M&F	Male	Female	M&F
8th	40.9	47	42.6	48.3	54.4	50
11th	47.5	51.4	47.8	54.7	57.6	55

12. Degree of students' possession of life and citizenship skills

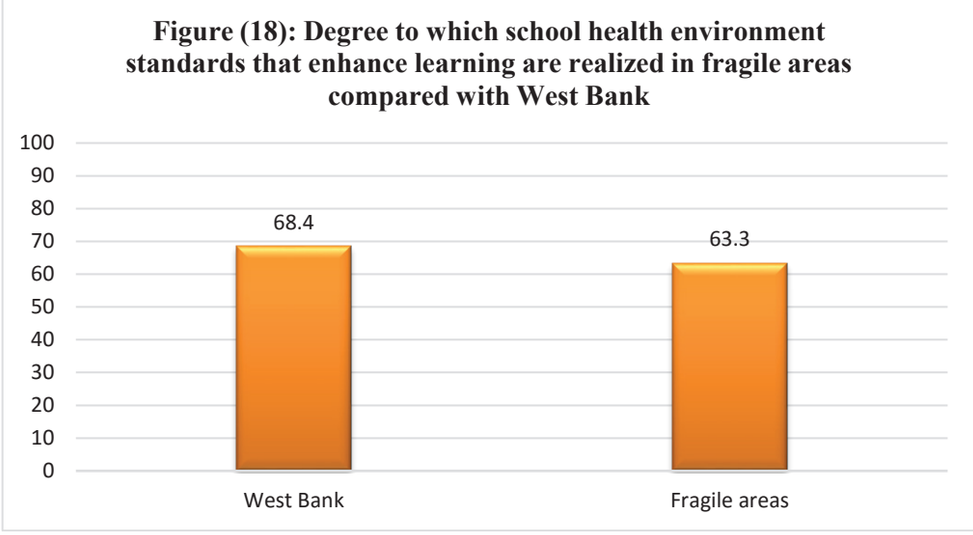
Table (6): Degree of students' possession of life and citizenship skills according to grade and gender

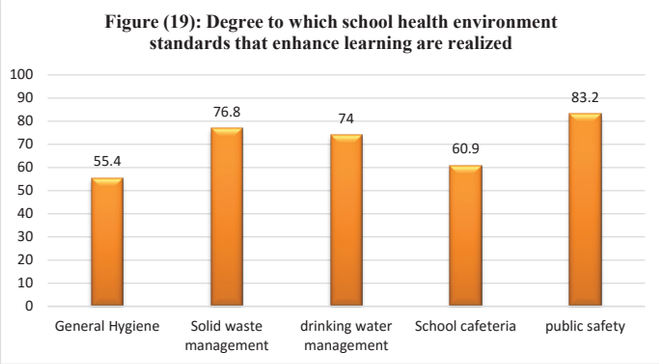
	Base-line year 2017			Targets 2022		
	Males	Fe-male	M&F	Males	Fe-males	M&F
Grade 8	51.2	65.1	55.1	56.2	70.1	60.1
Grade 11	63.2	73.4	64	68.2	78.4	65

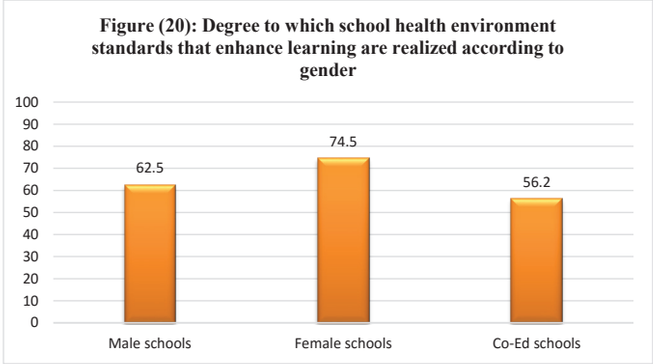




14. Degree to which school health environment standards that enhance learning are realized



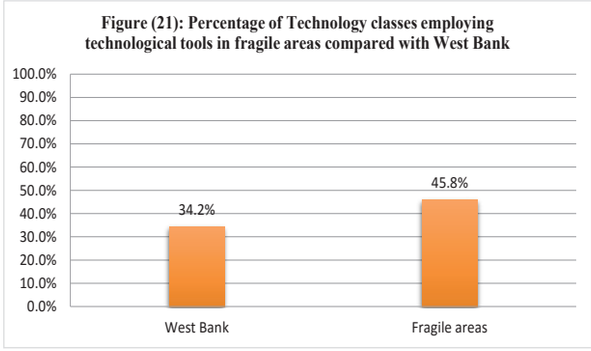




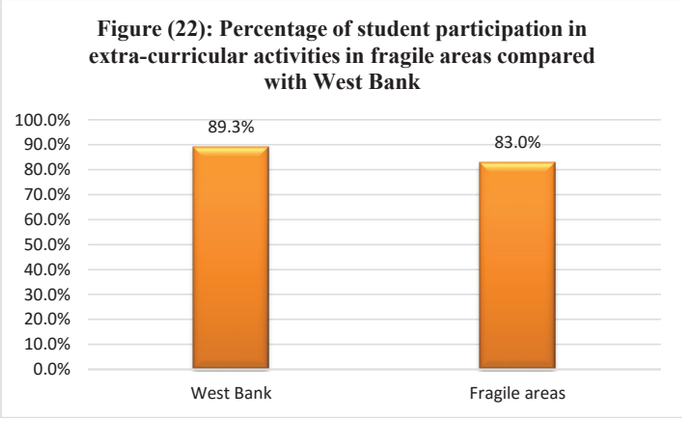
15. Percentage of Technology classes employing specialized technological tools

Table (7): Percentage of Technology classes employing technological tools according to gender

2017 Results				2022 Targets			
Male	Female	Co-Ed	M&F	Male	Female	Co-Ed	M&F
57.6%	30.8%	0%	45.8%	67.8%	40.8%	25%	55.8%



16. Percentage of student participation in extra-curricular activities



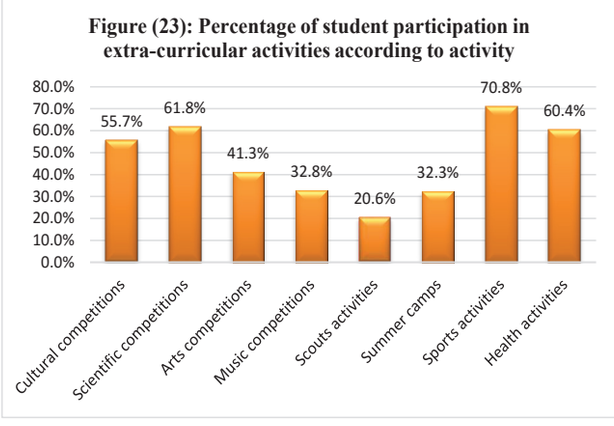
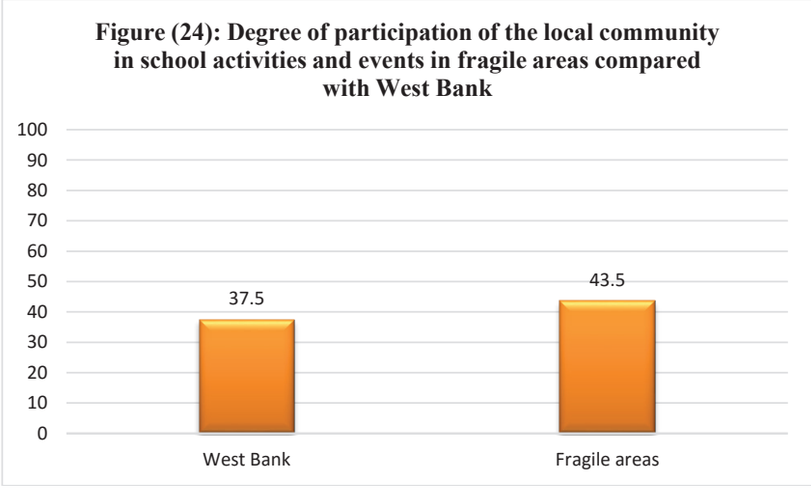


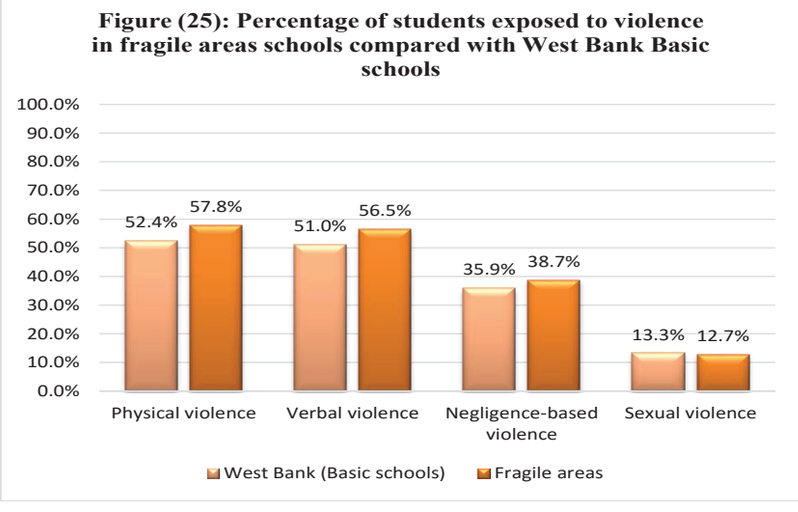
Table (8): Percentage of student participation in extra-curricular activities according to gender

Baseline 2017 Values			Values for 2022 Targets		
Male	Female	M&F	Male	Female	M&F
81.8%	87.2%	83%	98.4%	96.2%	91.7%

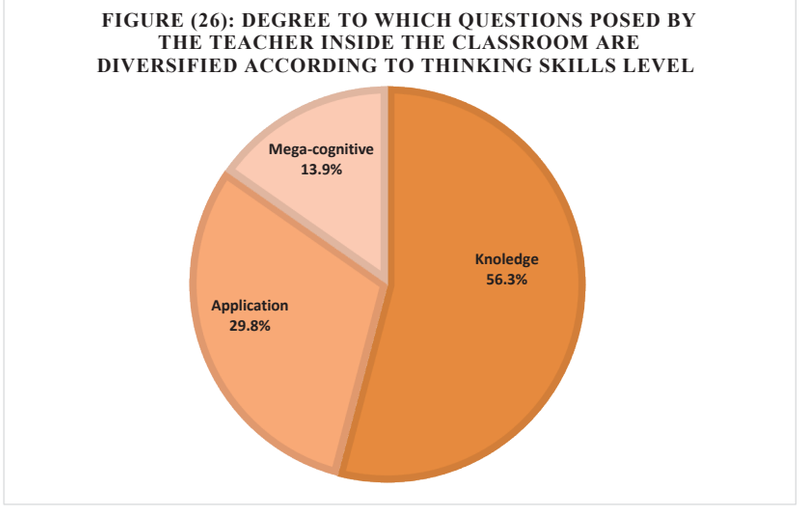
17. Degree of participation of the local community in school activities and events



18. Percentage of students exposed to violence inside the school



19. Degree to which questions posed by the teacher inside the classroom are diversified according to the Thinking Skills Levels



20. Percentage of science classes that employ educational tools

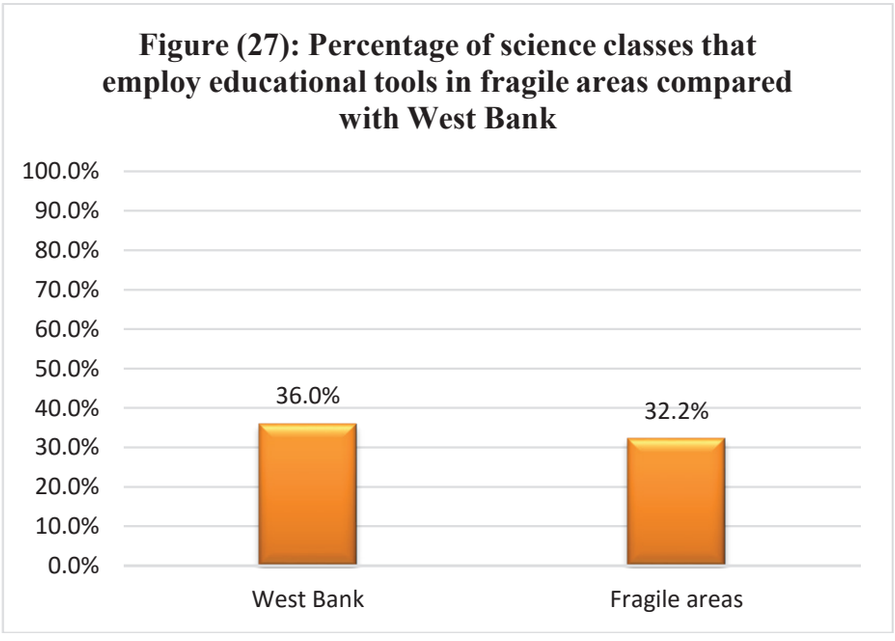


Table (9): Percentage of Technology classes employing technological tools according to gender							
2017 Results				2022 Targets			
M	F	Co-Ed	M&F	M	F	Co-Ed	M&F
33.3%	30.8%	0%	32.2%	43.2%	40.8%	25%	43.2%

Education in Jerusalem

Schools and education as all of the Holy City's affairs has been suffering for decades, especially since the Israeli occupation in 1967, from the worst kinds of oppression, subjugation and cruelty. This kind of practices have been reflecting negatively on residents of Jerusalem, first and foremost students, teachers and parents. And since education in Jerusalem has never been far from harassment and aggression, what we have seen recently of harassments is only part of the occupation pressure that accompanied education in Jerusalem for decades.

Education in Jerusalem is a reflection of what the city endures of oppression and persecution, discrimination in service provision, obstruction of any developmental efforts, deprivation of governmental and Waqf (Islamic Trust) schools from their right to renovate its deteriorating buildings and facilities, or to build new ones. These practices and others committed by the Israeli occupation have contributed to the overcrowding of classrooms, poor physical environment and deterioration of school buildings and facilities. In addition, Israeli practices deprive students from having specialized facilities such as libraries and labs, they also hinder and prevent, at times, students, teachers, and principals living outside of the separation apartheid wall from reaching their schools, hence obstructing development efforts at all levels.

In order to keep this report focused on education in Jerusalem, we have dedicated a separate component for monitoring and evaluation of its schools with the hope of showing the effects of the aforementioned Israeli practices have on the educational process. Among the main points to be presented are the following:

Supervisory authorities over schools in Jerusalem

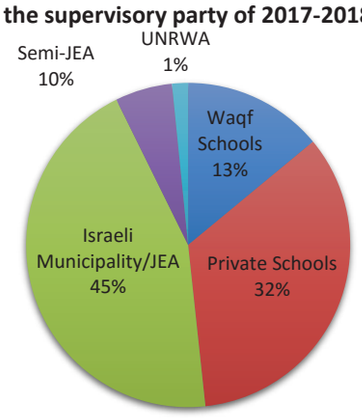
Due to the special status of Jerusalem, several authorities oversee the educational process in its schools, hence there are different policies, styles and ways of dealing with students. Schools and authorities in charge include:

1. **Waqf (Islamic Trust) Schools:** schools that under the jurisdiction of Jerusalem Directorate of Education, which works under the umbrella of the Islamic Waqf (Trust), and is committed to the Palestinian curriculum. These schools include 13.37% of Jerusalem students
2. **Private Schools:** schools that are affiliated with churches, charitable societies or are privately owned by individuals. These schools, hosting 31.83% of Jerusalem students, are committed to the Palestinian Educational Programs as well as the Palestinian curriculum.
3. **Jerusalem Education Administration (JEA) and Israeli Municipality Schools:** schools that are managed entirely and directly by the Israeli Education Administration and Israeli Municipality. These schools, host 44.9% of Jerusalem students, teach the Israeli-altered Palestinian curricula. Not more than 4% of these schools implement the Israeli curricula.
4. **Semi-JEA Schools (Contractors Schools):** schools that are certified by the Israeli Education Administration, also known as contractor schools due to contracts between their administration organizations or individuals with the Israeli Education Administration. This cooperation, as claimed, is for the purpose of opening additional classrooms in residential buildings to compensate for the shortage of classrooms with the understanding that the Jerusalem Education Administration pay for the expenses arising therefrom. However, more often than not, the Israelis do not fulfil most of these commitments as agreed upon such as: opening classrooms that do not meet approved standards and criteria; or in hiring full-time teachers with full rights. These schools host 8.5% of Jerusalem students
5. **UNRWA Schools:** schools that work under the umbrella of UNRWA and are committed to abiding by the Palestinian Educational System and the Palestinian Curriculum. They host 1.4% of Jerusalem students.

Table (1) and Figure (1) show the percentages of students' distribution in Jerusalem according to the supervisory party in 2017-2018.

Table (1): Student Distribution in Jerusalem Schools according to Authority in charge				
Authority	No. of Schools	No. of Classroom branches	No. of Students	Percentage of Students
Waqf Schools	48	557	12045	13.37
Private Schools	78	1168	28677	31.83
JEA (Israeli) and Israeli Municipality Schools	72	1529	40458	44.9
Semi JEA Schools	23	320	7663	8.5
UNRWA Schools	6	58	1261	1.4
Total	227	3632	90104	100

Figure (1): percentages of students' distribution in Jerusalem according to the supervisory party of 2017-2018



1. Israeli Violations on the Educational Process in Jerusalem:

In Jerusalem, Israeli obstacles resulting from their oppressive practice clearly leave a negative impact on the educational process. In that regard, the Israeli military and uncontrolled Jewish colonizers do not hide their brutality and aggressive behaviour towards Jerusalem and Jerusalemites, some of which can be summarized as follows:

1.1 Jerusalem students who are martyrs, wounded, and imprisoned:

According to the Prisoners Commission data released 12 April 2018, and data from the Education Directorate of Jerusalem, the number of children who were imprisoned during 2017-18 was 335. This is in addition to 35 children who were confined to a house arrests. This is a rise from 2016 when 229 children were either imprisonment in Israeli occupation jails or confined to house arrests. Moreover, there was an increase in teacher and directorate staff arrests with 4 cases

of imprisonment, 10 cases of detention, and one case of 15-day house arrest for a AnNithamiyah Girls School teacher whose house arrest came after actual imprisonment of 25 days.

1.2 Impact of the Apartheid wall and Military Check Points on the Educational Process

Students of Jerusalem cross 12 Israeli military checkpoints every day on their way to and from schools. These checkpoints surround the Holy City and spread through its streets, alleys and main entrances intimidating and endangering students' and teachers' lives alike, in addition to denying them safe access to and from their schools. Moreover, practices such as closures, inspection, humiliation and confiscation of school bags add further harm to all who go through these practices and those who witness the acts. This year over 216 classes have been wasted, in addition to causing fear, panic and anxiety among children of all ages and throughout all educational stages.

Table (2) and figure (2) illustrate the impact of the apartheid Separation Barrier (hindering access to schools) on students and educational staff and employees working in the Waqf schools during 2017-18 school year.

Items	Table (2): Number of those affected by the Apartheid Wall (obstructing access to schools) including workers and students of the Jerusalem Directorate schools during the school year 2017-2018		
	Students	Teachers	Services Employees
Total number	12045	888	116
Number of those crossing the Separation wall on a daily basis	1366	260	39
Percentage	%11.34	%29.28	%33.62

2. Israeli Violence Against Students and Schools

2.1 Israeli Violence Against Students

Israeli violence against school children include storming of schools and forced evacuation or detention of students, as well as physical and verbal violence were all noted to be of a regular occurrence. This year, for example, AnNithamiyeh Basic Girls School family dorms were raided with the Israeli military throwing gas bombs inside. During 2017-18 school year, 483 cases of violence against students were recorded in Jerusalem. These include severe beatings, tear-gas bombs, and physical and verbal violence.

2.2 Israeli violations against schools:

Jerusalem schools were not spared from Israeli violence. Compared with the previous year, there was an increase in the frequency of raid attacks of schools, harassing their principals and interrogating them as well as preventing conducting various activities within schools. During 2017-18 attacks included confiscating the name sign for Dar AlAytam Basic School B; closure of Zahwat AlQuds School for one week; and closure of al-Bayan School in the Wad al-Joz area. A demolition order was issued to the co-ed Sharafat Secondary School and to AlFata AlLaji'a Basic School D. Raids were conducted against AlNithamiyah Basic School by Jerusalem Municipality Tax Authorities who confiscated equipment as well as AlShamilah Girls

Secondary School for not registering with the municipality tax authorities. Raids on AlNithamiyah Basic, AlNithamiyah Secondary and Uthman Ben Affan Girls schools to prevent them from holding in-school activities. Muslim Girls School was also prevented from holding an in-school celebration event honoring veteran teachers. Moreover, Israeli authorities broke into the textbook warehouse of the Education Directorate offices in Sur Baher, where staff identity card numbers were registered and copies of textbooks were confiscated. During the past year, it was also noted that community police that belong to the Israeli municipality held several field visits to schools in Sur Baher area with the aim of acquiring databases on students, teachers and staff of that area's schools.

3.Violence against School Buildings:

The Israeli occupation intentionally targets the whole educational system in Jerusalem where buildings are not spared under the pretext of "build without a license"; or taxes. These issues are summarized as follows:

1. The Directorate's dependency on renting residential buildings, rehabilitate them, and transform them into schools which requires huge sums of money.
2. School buildings are old and are in need of periodic maintenance and various restoration, not to mention problems and obstacle faced during implementation of any restoration or work such as detainment of workers and contractors by the Israeli Antiquities Authority and Municipality, for example.
3. School buildings are residential, therefore it suffers from the small classroom area which in average reaches15- 30m2, while the common average globally recognized is 48-50m2.
4. Increase of rates of overcrowded classrooms inside the Wall which reached (0.75m/student), while student's share of the classroom that is recognized internationally is 1.25m^2 in Basic Cycle and 1.5m^2 in Secondary Cycle.
5. Lack of school facilities: there is severe shortage in facilities (yards, playgrounds, science and computer labs… etc.) due to the limited area of the rented buildings.
6. The six school buildings mentioned in the 2016 M&E report are still at risk of being demolished; no change has occurred as illustrated in Table (3).
7. The Israeli occupation Municipality of Jerusalem demanding the Arnona (tax) of school buildings which exceeded **150,000,000 Shekels** (approximately $40.872million).

Table (3): List of law suits against Waqf Schools in Jerusalem under the pretext of lack of license or notpayingtaxes[23]

School Name	Excuse (violation)	Court's Decision	Current Status
Al-Fatat Primary School C	Building iron-shading structure and sanitary units on the school's roof	Demolition and a financial penalty	Decision has not implemented, yet
Al-Fatat Primary School D	Building two floors with 6 rooms by the owner	Demolish the two floors	Decision has not implemented, yet
Al-Ayytam Al-Thawri	Building three classrooms	Demolition and a financial penalty	Decision has not implemented, yet
Sharafat	Building one floor with 4 classrooms	Demolition of the rooms and a financial penalty	Decision has not implemented, yet
Al-Hassan Al-Thani	Transforming the garage floor to 5 classrooms	Sealing the floor and a financial penalty	The floor has been sealed off since 2001
Omar Bin Abdel Aziz	Not paying the Arnona tax	24,500 shekels due for payment after equipment were confiscated and due amount deducted	In May 2016 computers and printer were confiscated to deduct from due amount

5. School Dropouts

Because of the different variables of life, social, economic and housing situation of the citizens of Jerusalem, the school dropout phenomenon is also a different type of phenomenon than other directorates in Palestine and has its own contexts. It is worth noting that the numbers listed in this regard are inaccurate. This is due to the various administrative and educational frameworks in the city, in addition to lack of focus and follow-up from the schools affiliated with the Jerusalem Education Administration and Israeli Municipality of the number student dropouts or of monitoring their numbers. Available information indicates that the dropout rate remained the same as reported in the 2016 M&E Report, which is 13%.

6. Palestinian Curricula

The Israeli authorities work extensively on obliterating the Palestinian Identity in Jerusalem by changing the reality, faking its Palestinian originality and history by attacking the Palestinian curricula and falsifying it; depriving the holy city students from obtaining the original Palestinian curriculum like the rest of Palestine students. On its endeavour, it put many obstacles with the purpose of achieving its desired objective of separating the Jerusalemite student from the reality of the rest of Palestinian students. The Israeli actions in this respect include the following:

1. A decision was issued by the Israeli government to prepare and execute a plan aimed at education in East Jerusalem schools to introduce the Israeli curriculum gradually, beginning with first grade, over the next five years as follows[24]:
    A. Increasing the number of first-grade classrooms in which students will learn the Israeli curriculum to be executed gradually where the number of students studying the Israeli curriculum is increasing. During the past year, those classroom branches increased from 8 to 13, while students increased from 219 in 2016 to 307 in 2017 (88 students).

(23) This table was included in the M&E report of 2015
(24) The legal Nonitor/6418- Decisions of the Israeli government on Jerusalem Affairs, session held on May 28, 2017. http://www.madarcenter.org/

B. In the post elementary stage (grades 7-9), the increase in classrooms where the Israel curriculum is taught, certainly it includes English language and mathematics classes, which is under the Israeli Ministry of Education supervision, will be increased by 20 classrooms annually. During the past year, 17 classroom branches were added totaling the number to 52 existing branches compared with 35 classrooms in 2016. Student numbers increased from 971 in 2016 to 1249 in 2017.

C. Increasing the percentage of grade 12 Palestinian students in Jerusalem who hold the Israeli matriculation certificate (Bigrout), which is parallel to the Injaz certificate from 136 students to 248 in 2017.

D. Increasing the percentage of recipients a certificate in technology from 11% to 33% of the 12th grade students, by the end of the 2016/2017 academic year.

2. The Jerusalem Education Administration and the municipality of the Israeli occupation decided to provide students, attending schools under its jurisdiction that teach the Israeli curriculum, with textbooks free of charge, noting that the cost the package per student is approximately $350-$400. This generosity is not applied in schools that also teach the Israeli curriculum within the 1948 borders, which indicates the size of temptations offered to the students attending schools under the jurisdiction of the Israeli municipality.
3. Palestinian curricula were falsified by deletion and modifying to suit the Israeli occupation's tendencies and interests.
4. Pressuring all private schools receiving financial aid from the Israeli Municipality and the Jerusalem Education Administration that using Palestinian books in their schools is forbidden, hence any school found using them will be held liable.
5. Threatening principals of private schools with harsh financial and administrative penalties if Palestinian curriculum books are used.
6. Threatening practiced by the Jerusalem Education Administration and the Israeli Intelligence against parents' committees with the aim to prevent them from providing Palestinian curriculum books to these schools.

7. Educational rehabilitation and supervision:

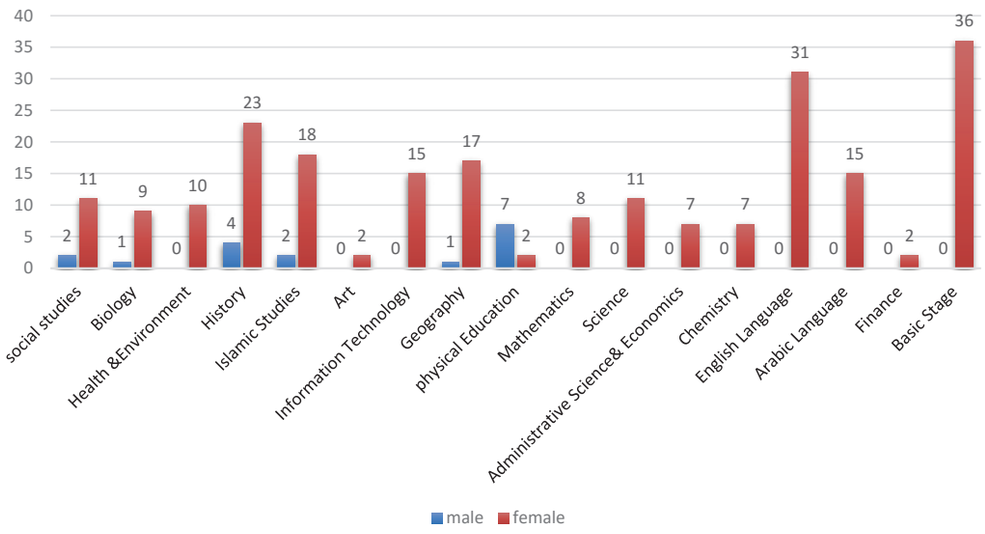
Educational supervision is not only part of the overall educational system, but constitutes one of its main pillars. And as all aspects of the educational system in Jerusalem is suffering and face daily challenges, supervision also faces many obstacles and challenges epitomized by the following:

1. Shortage of supervisors for all specializations at the Jerusalem Directorate compared with the needed number to cover all teachers within Waqf and private schools.
2. Difficulty to have supervisors from outside the city enter Israeli municipality schools to train teachers on the new curriculum and monitor its implementation mechanisms.
3. Israel's deprivation of many supervisors from acquiring permits to enter Jerusalem in the first place.

8. Shortage of applicants for teaching positions

The number of teachers who applied for a teaching position amounted to 208females and 17 males, which is a drop of 29.7% amongst females and 31,8% amongst males from 2016. Figure (3) illustrates all applicants according to specialization/field.

Figure (3): Number of applicants for the recruitment exam 2017



9. General Secondary Matriculation Exam (Injaz):

As it is the case for all the other Directorate of Education in Palestine, it is noticed that the Jerusalem Directorate also has a high enrolment rate in the literary and scientific streams at the expense of commerce, industrial and hotel streams as shown in the table (5) below. However, in the Technology stream, the city was the highest compared with the rest of Palestine:

Streams	# of applicants	Success rate	Enrolment rate/stream
Literary	3383	67.7%	73.48%
Scientific	1102	83.6%	23.94%
Commerce	25	88%	0.54%
Industrial	37	40.5%	0.80%
Hotel	18	66.6%	0.37%
TECHNOLOGY	39	61.5%	0.85%

The reason behind lack of interest among Jerusalem students in vocational streams is the shortage of schools that meet the labour market needs, in addition to the lack of adequate vocational guidance for students which played a major role in this respect.

As for the **General Secondary Exam (Injaz)**, the Israeli occupation has no limits as to obstructing the educational process including times of exams for students. As a matter of fact, its practices affect all human

and educational aspects to no end. The main obstacles concerning exams are summarized as follows:

1. The arrest of 10 students who were sitting for the exam in2018, which prevented them from completing the examination because of either continued detention or placed under house arrest.
2. The Israeli occupation forces delayed at least 20 students who are taking the exam due to the presence of fixed or temporary military checkpoints, which negatively impacted their performance in passing the exam or prevented their entrance to the exam.
3. The Israeli occupation forces deliberately delay or prevent some of the observers working in the exam due to the existence of permanent or temporary military checkpoints, which impairs the procedures of the exams.

Facing the Challenges:

Among the most significant strengths in facing the challenges on the level of education in Jerusalem are the following:

1. Continuation of taking the Palestinian General Secondary Exam (Injaz) according to the Palestinian system and instructions and in all schools including the ones under the supervision of the Israeli Education Administration. In that regard, the Israeli authorities were forced last March to retract from its decision concerning what it called "Spring Break" holiday where it imposed on secondary schools under its jurisdiction. This came as a result of pressure by parents' committees epitomized by a strike for one day only refusing any kind of supervision on all schools in Jerusalem.
2. The security of having the Jordanian government as a legal umbrella for protecting the schools of the Directorate of Education in Jerusalem or what is known as Al-Waqf schools. Currently it is working with Queen Rania Al-Abdullah Initiative "My School Palestine" on developing education in Jerusalem.
3. Parents Committees in Jerusalem schools are doing a great job leading civil and legal battles in order to prevent forcing the twisted falsified curricula and the Israeli curricula on their children.
4. The Ministry of Education and Higher Education took the decision to continue distribution of school books free of charge to Jerusalem students in the Basic Cycle, and this year the decision was extended to include the Secondary Cycle as well.
5. The Ministry of Education and Higher Education took the decision of printing the books in Jerusalem to prevent it from being intercepted at checkpoints hence denying access to school.
6. Providing financial support within the Ministry of Education and Higher Education's plan for the year 2017 with the aim of contracting with engineering, consulting and legal offices to solve problems related to Israeli violations, regardless of type or name.
7. Providing financial support to private schools that aim at meeting educational needs to replace the education directorate's role and hence freeing private schools from imposed Israeli policies that aim at forcing these schools to comply with Israeli requests resulting from the provision of funds to these schools. In this regard, the Ministry of Education and Higher Education has to include within its 2017 plan the allocation of 30 million dollars annually.
8. Providing financial support for transportation rental that would transport students in marginalized and distant schools in order to increase the enrollment rates and reduce the dropout rates.
9. The Council of Ministers approval of a decision to provide scholarships for 200 students from the old city of Jerusalem schools who completed the secondary exam (Injaz) this year.

1. Indicators of the monitoring and evaluation system in the Waqf schools in the Jerusalem Directorate.

1. Degree of possession of a preschool child to basic development skills (lingual, movement, cognitive, social, emotional and self-care)

Figure (4): Degree of possession of a Jerusalem preschool child (aged 4-5 years) to basic development skills compared with other West Bank children

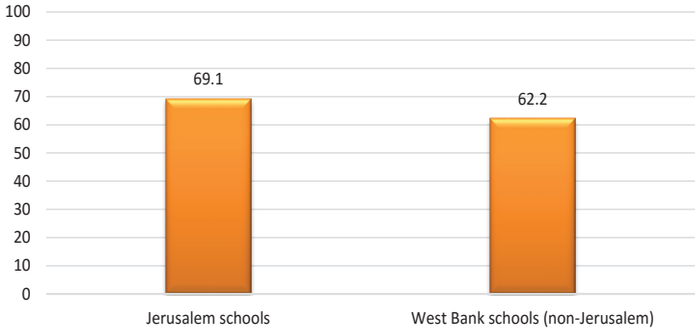
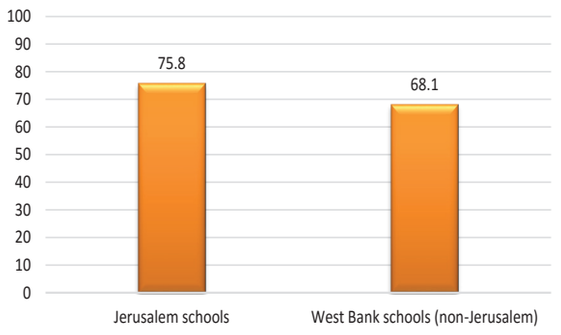
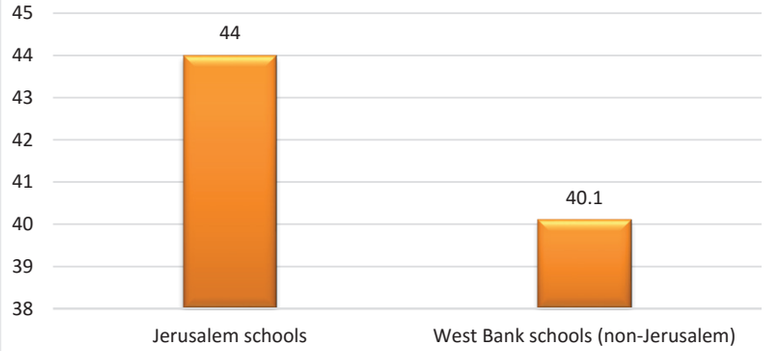


Figure (5): Degree of possession of a Jerusalem preschool child (aged 5-6 years) to basic development skills compared with other West Bank children



2. Degree of participation of the local community in school activities and events

Figure (6): Degree of participation of the local community in Jerusalem preschool activities and events compared with other West Bank



3. Degree Grade 4 students possess moral values and positive attitudes

Figure (7): Degree Jerusalem, Grade 4 students possess moral values and positive attitudes compared with other West Bank

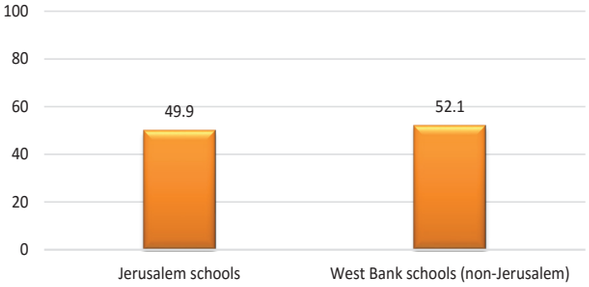
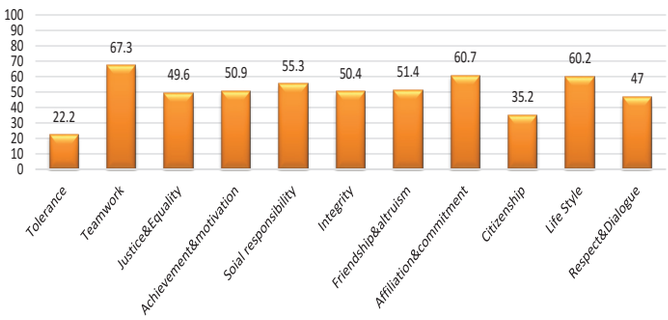
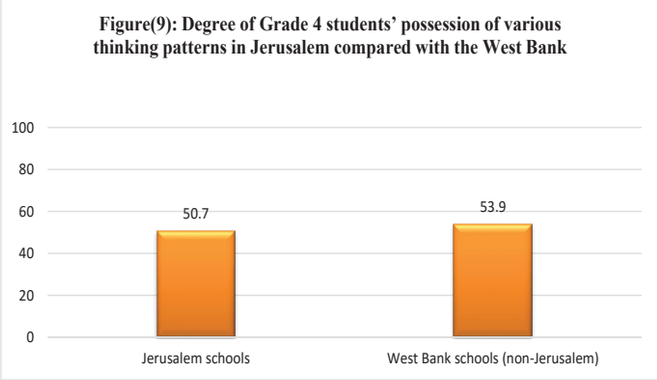
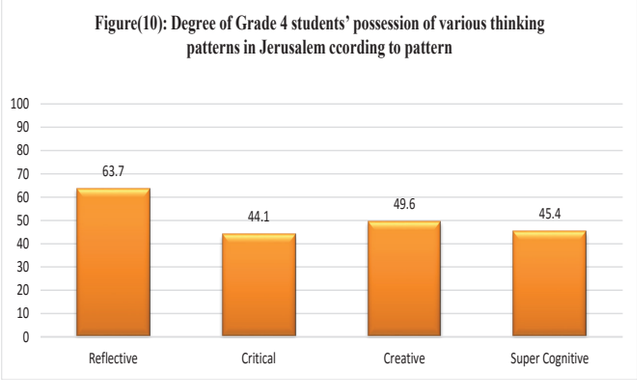


Figure (8): Degree Jerusalem Grade 4 students possess moral values and positive attitudes according to value

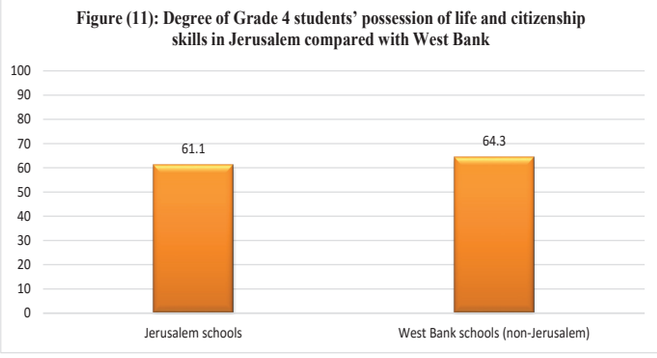


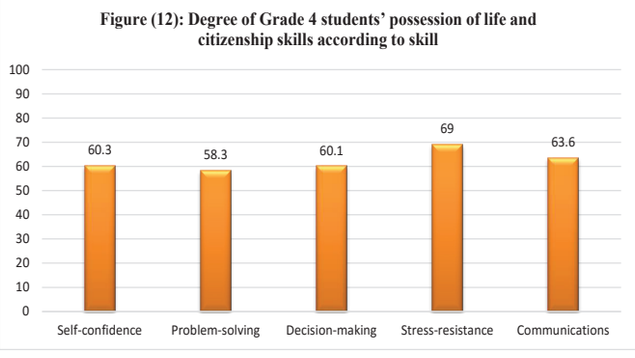
4. Degree of Grade 4 students' possession of various thinking patterns



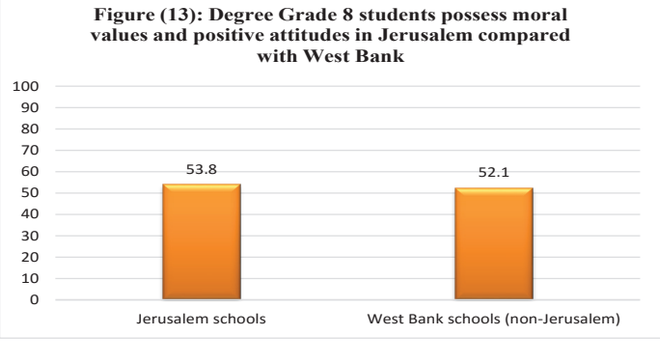


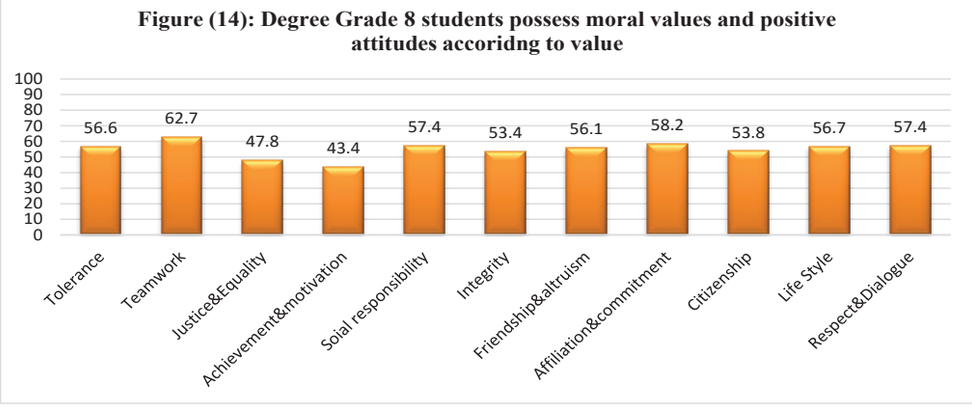
5. Degree of Grade 4 students' possession of life and citizenship skills



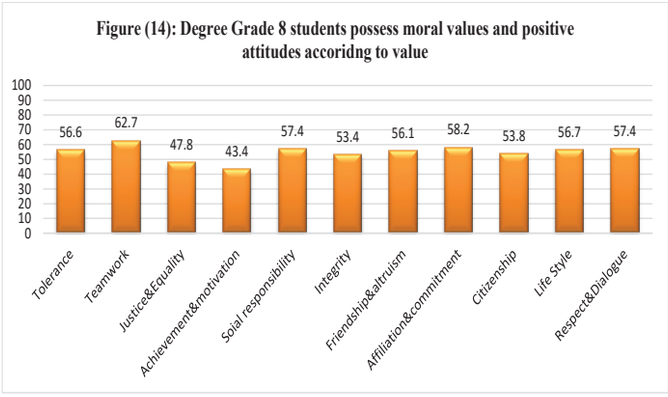


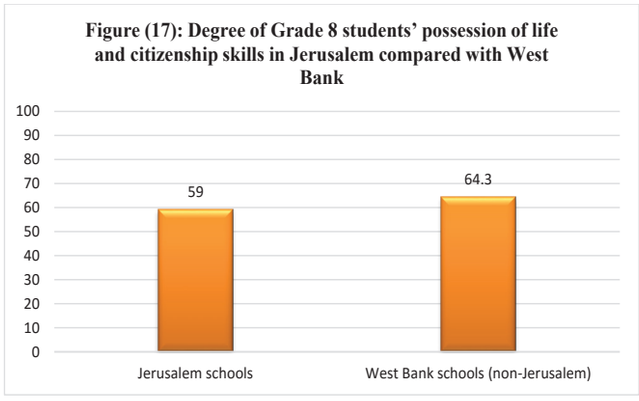
6. Degree Grade 8 students possess moral values and positive attitudes



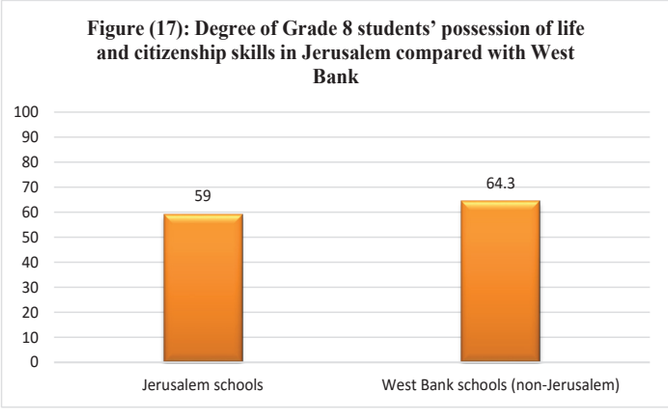


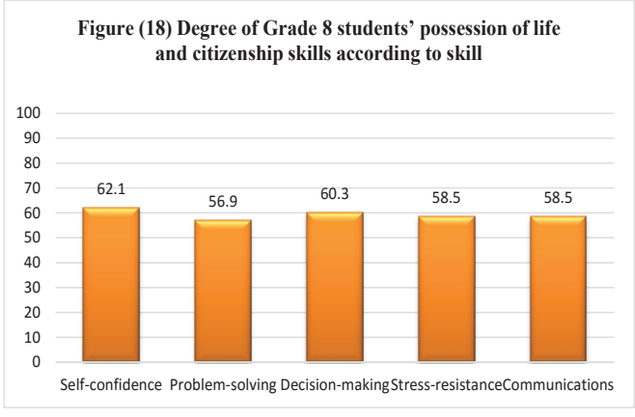
7. Degree of Grade 8 students' possession of various thinking patterns



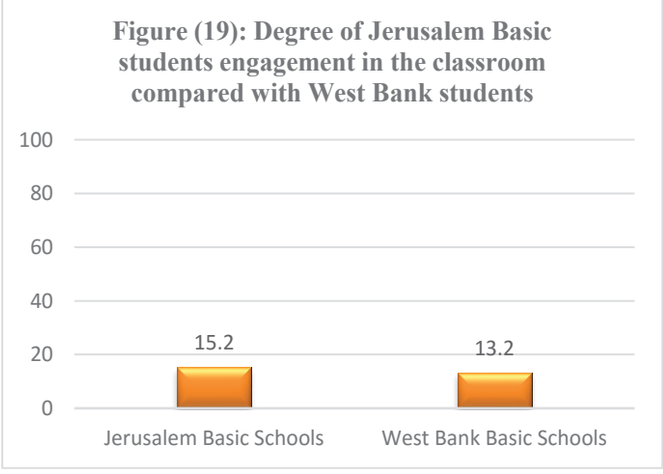


8. Degree of Grade 8 students' possession of life and citizenship skills





9. Degree of students' active engagement in the classroom



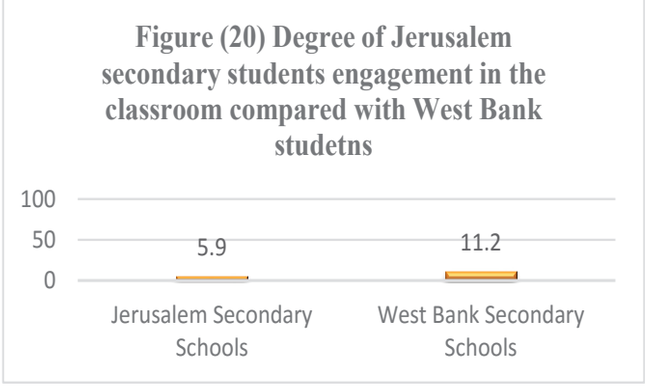


Table (7): Degree of Basic students' active engagement in the classroom in Jerusalem according to gender			
Baseline year 2017			
Male	Female	Co-Ed	Total
13.1	22.1	10.5	15.2

Table (8): Degree of Secondary students' active engagement in the classroom in Jerusalem according to gender		
Baseline year 2017		
Male	Female	M&F
1.4	10.3	5.9

10. Degree to which questions posed by the teacher inside the classroom are diversified according to Thinking Skills Level

Table (9): Degree to which questions posed by the teacher inside the classroom are diversified according to Thinking Skills Level in Jerusalem Basic schools according to Gender			
	Baseline year 2017		
Questions	Male	Female	M&F
Knowledge	87.9%	82.0%	83.8%
Applied	10.7%	13.9%	12.9%
Meta-Cognitive	1.5%	4.1%	3.3%

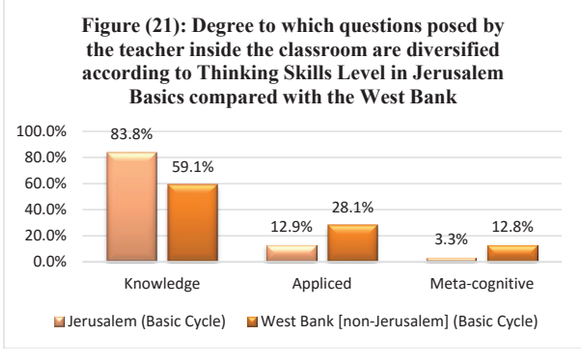
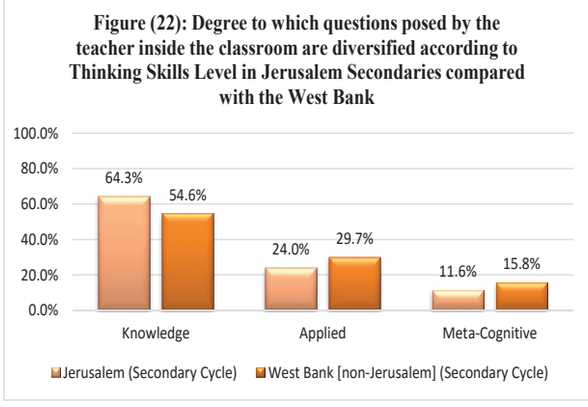
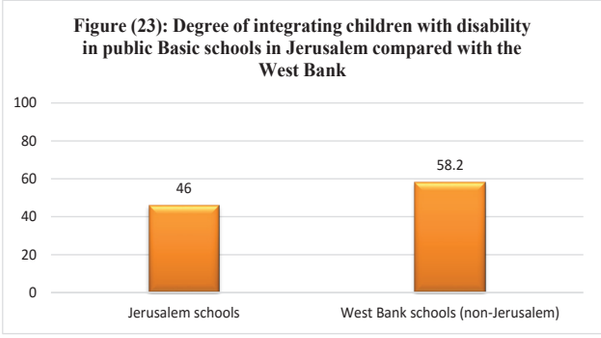


Table (10): Degree to which questions posed by the teacher inside the classroom are diversified according to Thinking Skills Level in Jerusalem secondary schools according to Gender			
	Baseline year 2017		
Questions	Male	Female	M&F
Knowledge	40.3%	71.2%	64.3%
Applied	45.4%	17.9%	24.0%
Meta-Cognitive e	14.3%	10.9%	11.6%



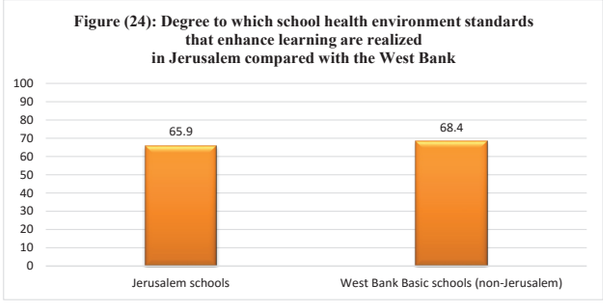
11. Degree of integrating children with disability in public schools

Table (11): Degree of integrating children with disability in public Basic schools according in Jerusalem according to gender			
Baseline year 2017			
Male	Female	Co-Ed	Total
54.6	50.9	36.8	46



12. Degree to which school health environment standards that enhance learning are realized

Table (12): Degree to which school health environment standards that enhance learning are realized in Jerusalem according to gender			
Baseline year 2017			
Male	Female	Co-Ed	Total
66.9	66.8	63.8	65.9



13. Percentage of students exposed to violence in school

Table (13): Percentage of students exposed to violence in Jerusalem Basic schools according to gender and type of violence			
Baseline year 2017			
	Male	Female	M&F
Physical violence	74.5%	64.8%	67.0%
Verbal violence	84.3%	67.6%	71.3%
Negligence-based violence	52.9%	55.9%	55.2%
Sexual violence	33.3%	13.4%	17.8%

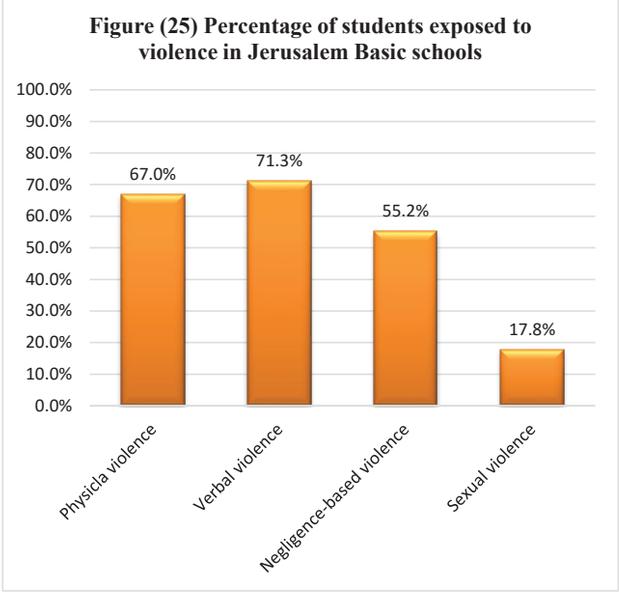
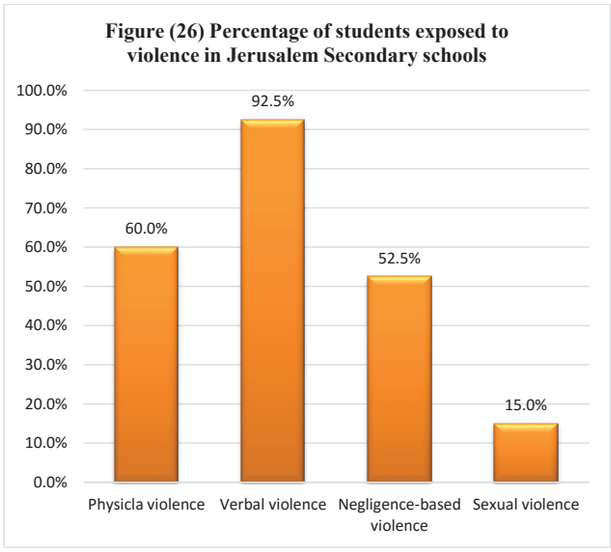
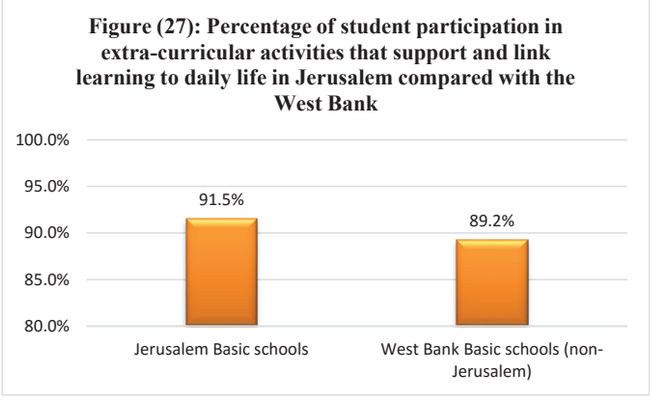
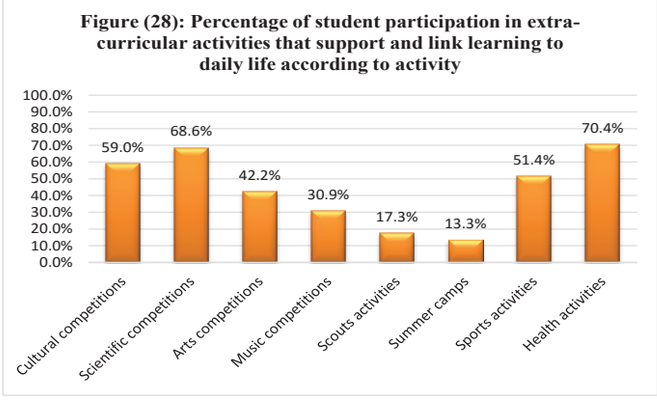


Table (14): Percentage of students exposed to violence in Jerusalem Secondary schools according to gender and type of violence			
Baseline year 2017			
	Male	Female	M&F
Physical violence	66.7%	52.6%	60.0%
Verbal violence	85.7%	100.0%	92.5%
Negligence-based violence	57.1%	47.4%	52.5%
Sexual violence	23.8%	5.3%	15.0%



14. Percentage of student participation in extra-curricular activities that support and link learning to daily life





15. Percentage of classes that use teaching tools (digital, non-digital, and specialized)

Table (15): Percentage of classes that use teaching tools (digital, non-digital, and specialized) in Jerusalem Basics according to gender			
Baseline year 2017			
Male	Female	Co-Ed	Total
22.2%	13.3%	17.1%	16.8%

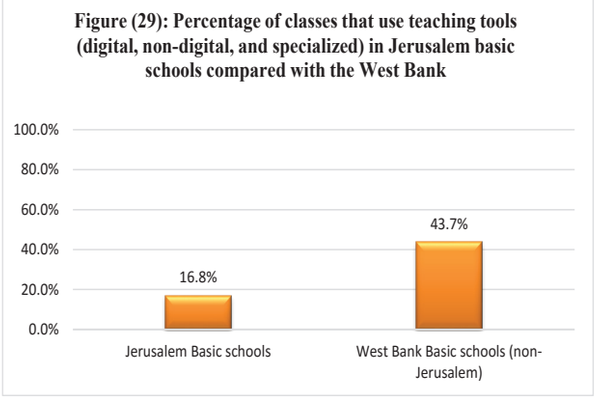
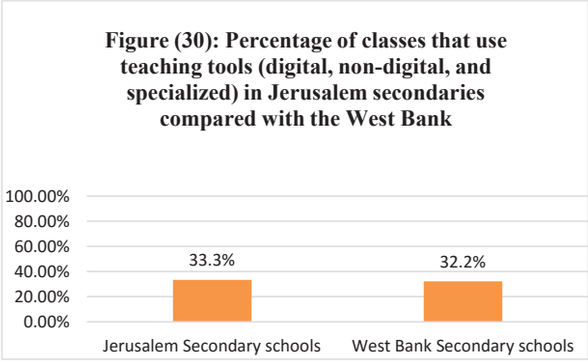
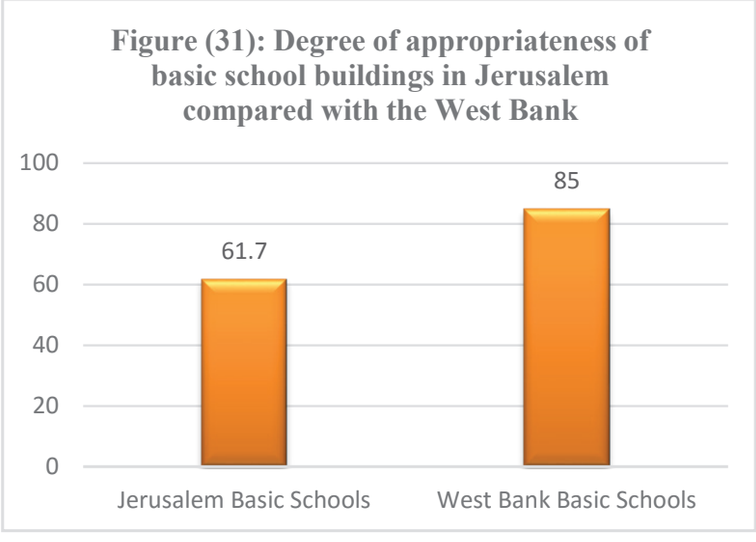
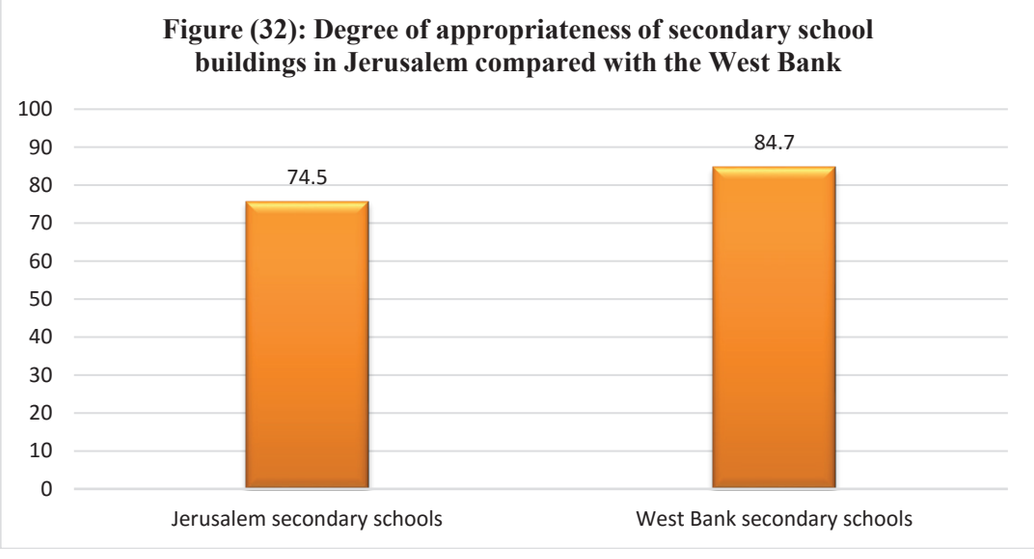


Table (16): Percentage of classes that use teaching tools in Jerusalem secondary schools according to gender			
Baseline 2017			
Male	Female	Co-Ed	Total
42.9%	14.3%	42.9%	33.3%



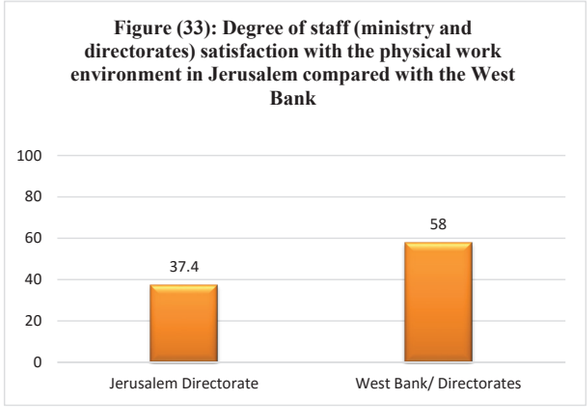
16. Degree of appropriateness of school buildings (classrooms, specialized rooms and facilities) that meet the standards





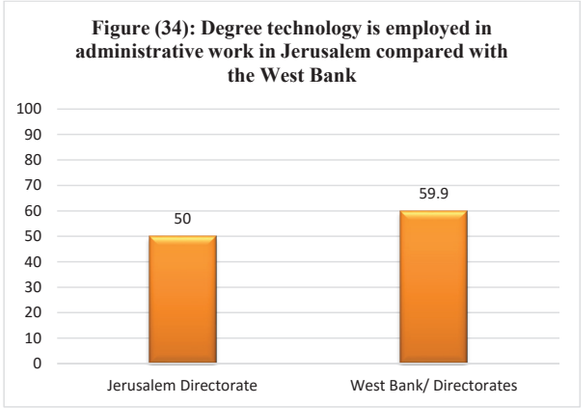
17. Degree of staff (ministry and directorates) satisfaction with the physical work environment

Table (17): Degree of staff (ministry and directorates) satisfaction with the physical work environment in Jerusalem according to gender		
Baseline year 2017		
Male	Female	M&F
41	35.9	37.4



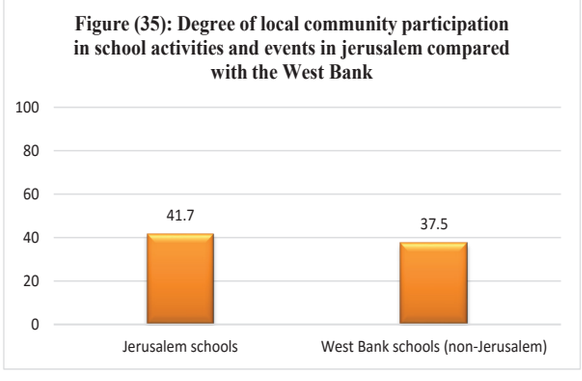
18. Degree technology is employed in administrative work

Table (18): Degree technology is employed in administrative work in Jerusalem according to gender		
Baseline year 2017		
Male	Female	M&F
54.4	48	50



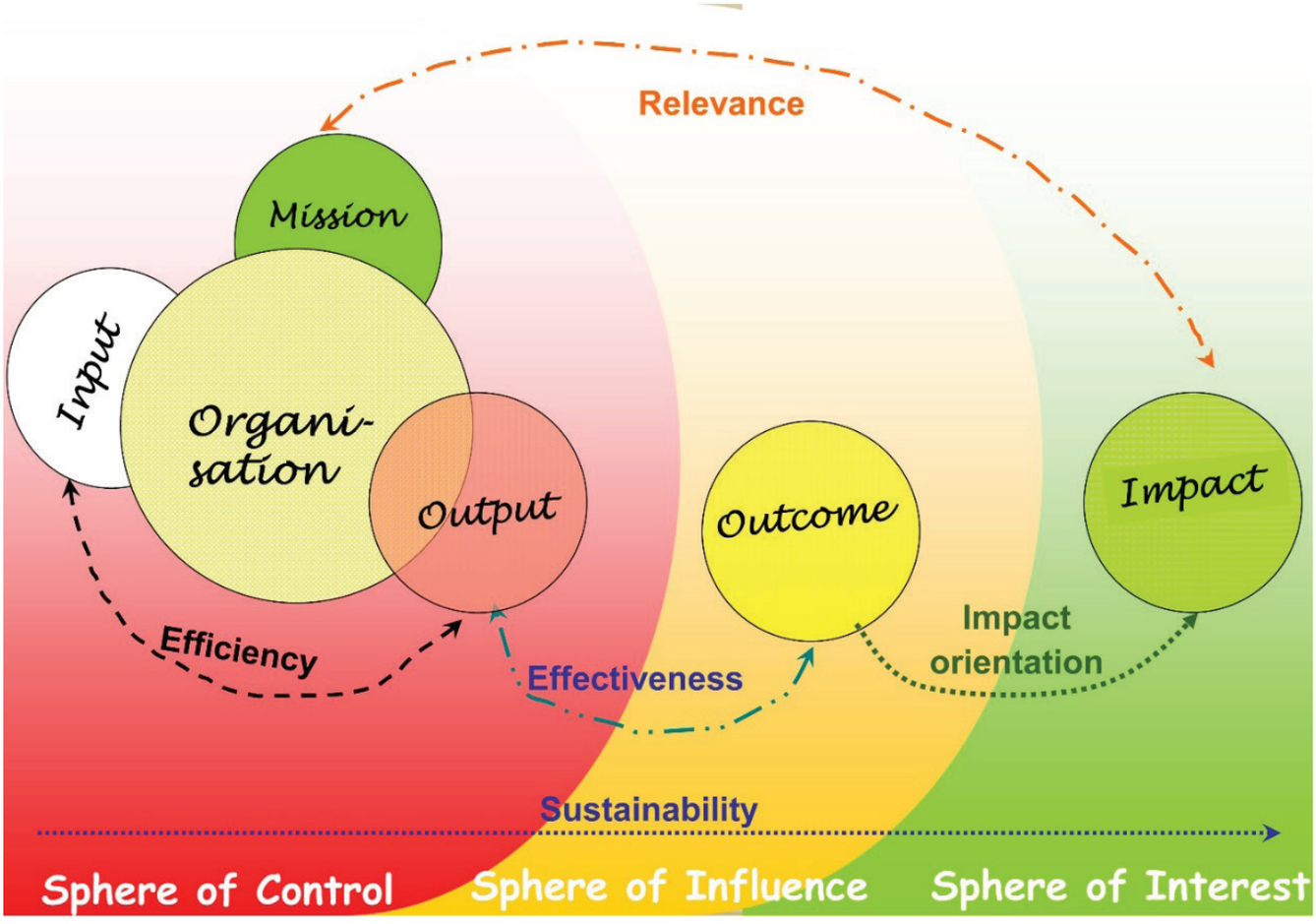
19. Degree of local community participation in school activities and events

Table (19): Degree of local community participation in school activities and events according to gender			
Baseline year 2017			
Male	Female	Co-Ed	Total
54.4	28.7	42.2	41.7



Evaluation of the Annual Work Plan for the Strategic Plan (ESSP 2017-2022)

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 socieity 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 organizaton 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 standarized 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 2017 Annual Work Plan and Budget in terms of studying the outputs and their relevance with the sub-objectives and the overall goals. It also studied the plans for those programs for 2018 in terms of efficiency in investing human and financial resources as well as the progress in achieving the targets of the Strategic Plan. 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 2017 Annual Plan:

An evaluation matrix was developed that reflects important criteria out of the international evaluation criteria.

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: Measures to which extent are AWPB outputs relevant to the achievement of the program policies (objectives, goals, and general program goals) by 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: 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 (2017-2022)			
Standard	Evaluation Question	Indicators	Methods for Evaluating Indicators
Relevance	To which extent are AWPB outputs relevant to the achievement of the program policies (objectives, goals, and general program goals)?	Degree to which 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	To what extent were the available resources used to achieve the annual 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).

Key Results:

Relevance Indicator:

Indicator: Degree to which 2018 AWPB outputs are relevant to the achievement of planned program policy goals.

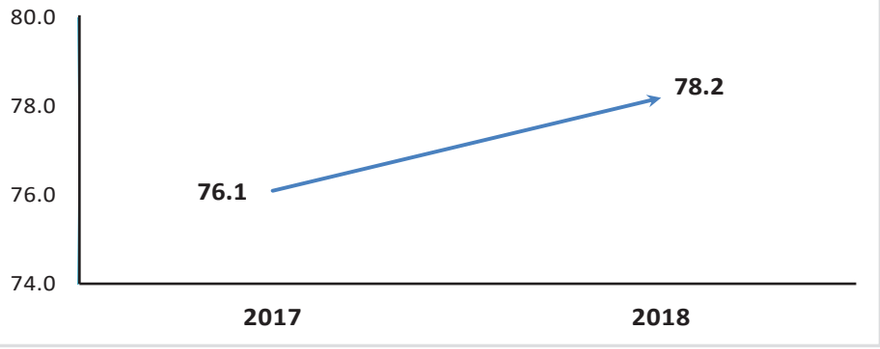
Evaluation Method of the Indicator:

The indicator was quantified based on four main criteria with a weight given to each criterion: the extent to which the output is related to the goal in terms of content and concepts (50%); the extent the output has a clear target for the category it serves (15%); the level the output formulation is specific, uncompounded and quantified (15%); and whether the output falls within the overall framework of the result-based management (RBM), focusing on outcome and change (20%). The overall score of each output was categorized into four main categories: the indicator was highly correlated (85-100); the indicator was relevant (70-84); the indicator was moderately relevant (50-69); and, the indicator was poorly relevant (0-49). Outputs were also examined and compared with the RBM approach as well.

Results:

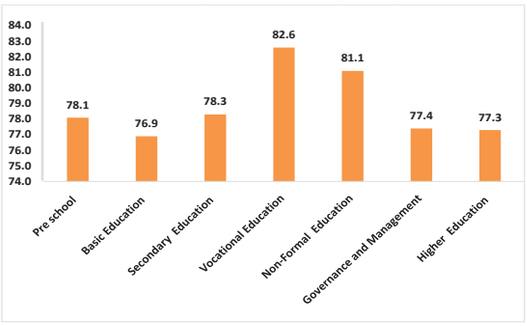
The results indicate a rise in the Relevance Indicator during the years of implementation of the plan in general. The indicator rose two degrees from 76.1 in 2017 to 78.2 in 2018 as shown below:

Figure (1): Degree to which 2018 AWPB outputs are relevant to the achievement of planned program policy goals



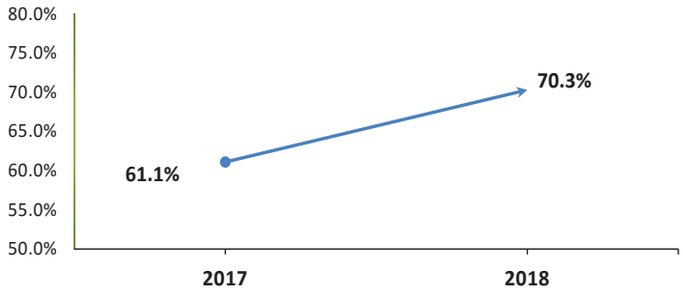
The following figure shows the degree of relevane of the outputs with the sub-goals of the seven programs in the plan. The analysis showed that the highest degree of relevance was for TVET at 82.6, while the Basic program was the lowest, reaching 76.9.

Figure (2): Degree of Relevance of 2018 AWPB outputs to achieve the planned Program goals



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. The percentage rose from 61.1% in 2017 to 70.3% in 2018, as shown below:

Figure (3): Percentage of result-based outputs during implementation year



Results explained:

1. Some of the outputs are weak in terms of wording, they do not simulate the scientific context of the output.
2. Some goals lack sufficient outputs, which affects the achievement of the goal.
3. Some outputs are general and require more clarification and specification.
4. Some sub-objectives are compounded.
5. Unrealistic outputs which influence their execution rate.
6. Some sub-objectives are not linked to the goals they stem from.
7. Some targets are not sufficient to achieve the goals.
8. Lack of compatibility of the targets especially between some of its objectives and outputs in terms of value and type.

Suggestions and actions to strengthen the planning and development process:

1. Strengthen the results-based approach.
2. A system of accountability should be built in the Ministry on the basis of results and not on the basis of implementing activities and providing services.
3. Consolidation of outputs for some goals in order for them to be achievable.
4. Formulation of outputs in a way that simulates the scientific context of the output and its objectives rather than formulating outputs in the form of activities and procedures or in a complex manner.
5. Rephrasing goals in a manner where the target is specific, clear, non-complex and linked to the year of implementation.

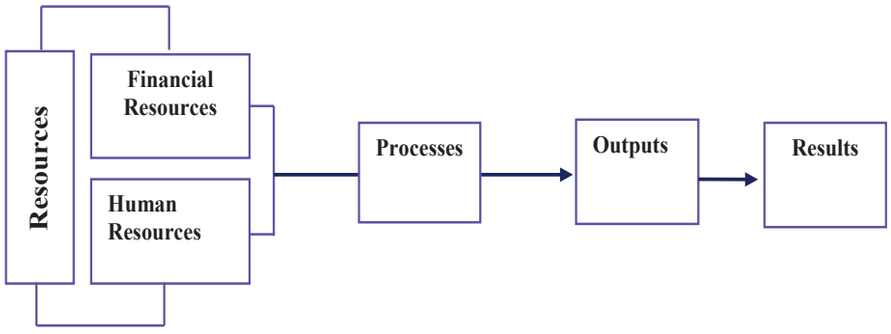
Efficiency:

Indicator: Degree of used invested financial, material and human resources 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:

Percentage of outputs that achieved the efficiency criteria in financial and human resources during the implementation of the AWPB



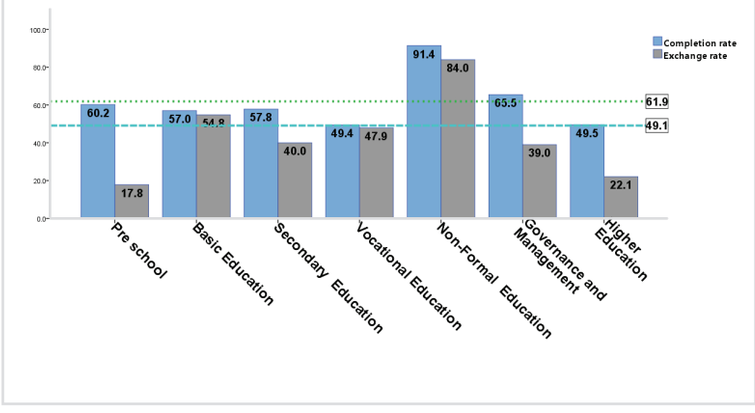
Results show that the degree of efficiency in investing human and financial resources to achieve the annual plan's goals for all programs was low when comparing the inputs (human and financial resources) with the outputs (execution rate). The overall execution rate for the Plan's programs was 61.9%, while the expenditure rate was 47.1%, which is 14.8 degrees lower. In terms of programs, the Non-Formal Program registered the highest efficiency degree compared with the rest of the programs in 2017 with an execution rate of 91.4% and an expenditure rate of 84.0%; thus a mere difference of 7.4 degrees.

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. Delay in approving the plan.
2. Difficulty of financial procedures at the ministry.
3. Delay in obtaining donor approvals, especially the JFA.
4. The difficulty of communication and outreach with Gaza.
5. Obstructions caused by the occupation in Jerusalem and Area C.

Figure (4): Percentage of outputs achieving the Efficiency criteria in financial and human resources (Blue: Expenditure Rate; Grey: Execution Rate)



Suggestions and actions to enhance the planning and development process:

1. Financial resources within AWPB need to be determined with a high degree of accuracy.

2. To examine and identify the human resources who will implement the planned activities and events in order to obtain the needed outcomes.

3. Focus on specific and clear issues within the plan according to priorities so as to achieve its results.

4. Develop a more-friendly financial system at the Ministry that facilitates easier and smooth disbursement of transactions.

5. Flexibility within the Work Plan to be able to replace activities or transfer budgets.