

Ministry of Education

EDUCATION SECTOR STRATEGIC PLAN
"UPDATED STRATEGY"

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Ramallah – Palestine

NOTE:
The final version of the updated Education Sector Strategic Plan has been prepared in accordance with the remarks of the advisory groups, the Ministry of Education Planning and Budgeting Group and the Policy Committee as well as the Prime Minister's Office special criteria for the revision of sectoral plans.

Participating Partners in the development and update of the Education Sector Strategic Plan

Ministry of Education (Directorates General, Educational Directorates)

National Team for Education 2030 (more than 30 institutions in the West Bank and Gaza Strip)

Ministry of Social Development
Ministry of Justice

Ministry of Health

Ministry of Women's Affairs
Ministry of Finance
Palestinian Central Bureau of Statistics
Environment Quality Authority
Higher Council for Youth and Sports

National Committee for Education, Culture and Science

Palestine Technical University – Khadouri

AnNajjah University

Birzeit University

Hebron University

Arab-American University

Palestine Ahliya University

Al-Azhar University, Gaza

AlAqsa University

Palestine Technical College – AlAroub

Palestine Technical College – Ramallah

AlRawda College for Vocational Sciences

Faisal Husseini Foundation

Teacher Creativity Center (Ibda')

Tamer Institute for Community Education

Andaleeb College for Nursing and Midwifery

Hisham Hijjawi College of Technology

UNRWA / UNESCO / AmidEast / Joint Financing Arrangment (JFA)

Acronyms

AQAC	Accreditation and Quality Assurance Commission
AMIDEAST	American-Mideast Educational and Training Services
ASR	Annual Sector Review
AWPB	Annual Work Plan and Budget
CDTP	Commission for Developing the Teaching Profession
DG	Director(ate) General
EDSP	Education Development Strategic Plan
ESSP	Education Sector Strategic Plan
GE	General Education
GS	Gaza Strip
JFA	Joint Financing Arrangement
KG2	Preschool class (preschool) preceding basic education grade 1.
KPI	Key Performance Indicator
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MOF	Ministry of Finance
MoL	Ministry of Labor
NGO	Non-Governmental Organization
NIET	National Institute for Educational Training
NPA	National Policy Agenda
PMO	Prime Minister's Office
PA	Palestinian Authority
PCBS	Palestinian Central Bureau of Statistics.
SDG	Sustainable Development Goal
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UNRWA	United Nations Relief and Works Agency (for Palestinian Refugees)
WB	West Bank
WBGS	West Bank and Gaza Strip
TES	Teacher Education Strategy

Preface

The Ministry of Education operates within strategic plans with a clear strategic framework, whose strategic ceiling is the 2030 Sustainable Development Goals (SDGs), specifically SDG4 and its targets for providing quality education. While the National Policy Agenda (NPA) and the national priorities for the State of Palestine determine the priorities for action within the strategic ceiling with quality education for our children at the forefront of these priorities along with educational interventions that are agreed-upon with local and international educational development partners within a participatory approach that expresses our belief that education is the responsibility of all.

Three years after the launch and implementation of the Education Sector Strategic Plan (ESSP) 2017-2022, and as a result of a set of variables, it became necessary to update the strategy along with other sectoral plans in response to developments at the global level as well as the new agreements signed by the State of Palestine. This is in addition to developments in the local arena including the priorities of the 18th government and emerging priorities for Palestinian education.

During the past three years, the Ministry of Education implemented a set of educational initiatives related to the sectoral plan, and a scientific and objective evaluation was conducted for a large group of those initiatives, which required some amendments to some of them and enhancement of others. This required a review of the objectives and interventions that are adopted in the Ministry's work plans.

Consequently, the sectoral plan has been updated in accordance with the 18th government directives based on the following 10 determinants:

1) The cluster development approach, which benefits from the competitive advantage of each governorate, and effectively employs the capabilities and resources available to the governorates;
2) Amend the sectoral priorities, while taking into account the current government's agenda and priorities as well as adding new priorities for the sector, modifying existing priorities or dropping the priorities that have been achieved;
3) The Mid-Term Review conducted by the General Secretariat of the Council of Ministers, which provides information on the implementation status of the National Policy Agenda, sectoral and cross-sectoral strategies, and the progress of work towards achieving their objectives. This represented a reference baseline for updating the sectoral and cross-sectoral strategy, including modifying the strategic objectives and their results, and reflecting them in the general budget;
4) The updating of sectoral and cross-sectoral plans need to reflect the geographical dimension and highlight the gaps and differences between regions (including Gaza and Jerusalem);
5) Sectoral strategies and its results need to have more realistic targets for the next three years that are clearly defined and measurable, with realistic budgets and in line with the financial resources available to the government;
6) Improving the quality of services provided to the citizen, wherein the sectoral strategies provide objectives, results and targets for further improvement of the provision of quality services to citizens;
7) Sectoral strategies express cross-sectoral issues, particularly gender, youth and the environment, by working closely with agencies responsible for cross-sectoral strategies;

8) Alignment with treaties and the international development agenda, particularly those that were signed and committed to after the adoption of the sectoral plans in 2017;
9) Sectoral interventions need to specify the measures taken to combat Covid-19 in order to limit its effects on the sector;
10) The updating process shall reflect sectoral interventions to confront the Israeli annexation plans for parts of the Palestinian territory, preserve the land, and strengthen the resilience of citizens in those threatened areas.

The Ministry of Education, in its capacity as the coordinator of the education sectoral plan and responsible for implementing the SDG4, launched its update of the strategy in mid-November 2019. The update effort included a series of consultations, reviewing relevant evaluations and performance results frameworks with partners, analyzing the reality of education, and adopting the directions of the 18th government. This is in addition to studying local and international developments to elaborate objective results and targets that can be achieved within the timeframe specified for the sectoral plan.

In the Palestinian education sector, we have begun to develop a roadmap to update the ESSP 2020-2022, through a broad participatory process with the field, partner governmental institutions and local and international educational development partners, In addition to the bodies responsible for cross-sectoral strategies. Updates have been included in the sector plan in a way that responds to government directions and does not prejudice the essence and structure of the sector plan for education 2017-2022.

The update of the sector plan is a favorable opportunity to reset the development paths and find the required balance between the available capabilities and the surrounding conditions with the goals that we seek to achieve. Moreover, it is an opportunity to search for new mechanisms and methodologies that are realistic with a greater capacity and opportunity to achieve the goals. Additionally, the content of the ESSP 2017-2022 should express more clearly the efforts of partnership with local and international development partners, and highlight their genuine contributions to the implementation of activities as well as the achievement of the educational objectives.

This updated document of the Education Sector Strategic Plan 2017-2022 is the product of genuine partnership efforts aimed mainly at transforming the Palestinian education system from one of teaching to that of learning—based on a dynamic, student-centered educational methods; strengthening the role of the teacher as a qualified facilitator of learning; and, developing skills and competencies instead of providing knowledge. This is in addition to continuing to develop the Palestinian curricula, developing the educational assessment system, diversifying the methods of learning and teaching, redistributing the responsibilities within the educational system levels by directing it towards decentralization, and establishing an educational system based on results including a results-based educational management system.

This updated education strategy is considered the main guide for the development of the Palestinian education for the next three years. The components of this document are a fundamental building block for achieving our vision for Palestinian education, which we aspire to, and want.

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1 Introduction

The decision of the United Nations General Assembly 70\1 presents the world with a new ambitious development plan "transforming our world: 2030 agenda for sustainable development". It is an agenda of action for people, planet and prosperity. All countries and stakeholders shall work to implement it in a collaborative spirit.

The 2030 agenda for sustainable development has 17 goals and 168 targets with 244 indicators. These goals and targets are integral, indivisible, universal and inclusive. They take account of the living conditions and available development tools of each country. They also respect their national policies and priorities. The targets are universal and achievable. Each government identifies its national policies and priorities, guided by international aspirations and determines the means of integrating these universal targets into national planning, policies and strategies. It is noteworthy that they take account of the link between sustainable development and other ongoing economic, social and environmental operations. The SDGs seek to eradicate poverty, ensure dignity and a good quality of life for all, and represent a framework for partnership between developed and developing countries to address the current global challenges for achieving these goals, which provide specific targets and clear implementation mechanisms for all countries to adopt according to their priorities and challenges.

With the launch of the sustainable development plan, the Palestinian Council of Ministers took a decision to form a national team, headed by the Prime Minister's office and with the membership of all concerned parties from governmental institutions, civil society institutions and the private sector, to assume responsibility for coordinating national efforts to follow up and implement the SDGs. The National Team identified sustainable development priorities in Palestine and their integration within plans and budgets, and lead and coordinated the preparation of national progress reviews towards achieving these goals. In addition, a steering committee was formed to provide support and assistance to the Prime Minister's Office in following up on the implementation of the recommendations of the National Team.

The National Team took a decision to form twelve national SDG Working Groups, in order to enhance the partnership and coordination at the level of each of the goals between the various stakeholders. The group chairs the relevant government institution supported by the relevant UN partner agency. These groups consist of representatives of civil institutions, the private sector, experienced academic institutions, and United Nations organizations concerned with the SDG assigned to the group. Each working group has been assigned one of the SDGs, with the exception of two groups, one of which integrates between SDG1 (No Poverty) and SDG10 (Reduced Inequalities), and the other combining SDG12, 13, 14, and 15, (environment-related goals). As for SDG17 (Partnerships for the Goals), it is linked and intersects with all National Working Groups, and thus is integrated into the work of all Working Groups.

The synchronization of the launch of the 2030 Sustainable Development Plan with the launch of the Palestinian government's process of preparing the National Policy Agenda 2017-2022 provided an opportunity to work on integrating the SDGs and their priority targets into the NPA and at the sectoral level. The Cabinet requested from ministries and government institutions to take into account the SDGs in the process of preparing their sectoral and cross-sector strategies 2017-2022. Accordingly, the Prime Minister's Office—in its capacity as head of the Sustainable Development National Team, and in coordination with the Ministry of Finance and Planning—provided a manual for preparing sectoral and cross-sectoral strategies with guidelines and directives for integrating national priority SDGs into those strategies. At

the level of the National Policy Agenda, the working group at the Prime Minister's Office worked to integrate the SDGs and their priority objectives into the various parts of the Agenda, in accordance with the directives issued by the Palestinian government. These directions came with the aim of localizing the SDGs within the national planning frameworks; thus, enabling the government to report on the progress made in achieving these goals and objectives, and its contribution at the national level.

Currently, the Prime Minister's Office is leading the process of reviewing and updating the NPA and the sectoral and cross-sectoral strategies to reflect the government's emerging priorities, conditions and realities on the ground. The aim of this process is not to develop new strategies, but rather to update existing sectoral and cross-sectoral strategies, including enhancing the alignment between sectoral strategies and SDG targets.

Figure (1): Sustainable Development Goals (SDGs) 2030



1.1 Significance of SDG 4

Education is at the core of the 2030 Agenda for Sustainable Development, and is an essential element for success in achieving all of the Sustainable Development Goals. Recognizing the importance of the role of education, the 2030 Agenda for Sustainable Development sheds light on education as a stand-alone goal (Sustainable Development Goal 4, which states, ***"Ensure inclusive and equitable education and promote lifelong learning for all"***). It includes objectives related to education that are part of other SDGs, particularly those related to health, growth, and employment; sustainable consumption and production; and climate change. Indeed, education can accelerate progress towards achieving all of the SDGs and should, therefore, be part of the strategies striving to achieve each SDG. Therefore, the renewed formula for the education agenda contained in SDG 4 is a comprehensive, holistic, ambitious, promising and universal formula and is guided by the vision that education achieves transformation in the lives of individuals, groups and societies. It is based on the principle of inclusion and leaving no one behind. The global vision is to change people's lives through education, as everyone acknowledges the important role of education in this field and in achieving the SDGs. The other proposed last because it is the main path of development.

Henceforth, the signatories of the Incheon / Korea Declaration 2015 pledged to work to develop a single new agenda for education that is inclusive, ambitious and promising, so that no one is left without education. The proposed Sustainable Development Goal 4 and its targets fully express this new vision aimed at changing people's lives. It is a global vision that takes into account what has not been achieved in the Education For All (EFA) agenda and what has not yet been achieved from the education Millennium Development Goals, and addresses global and national education challenges. It was inspired by a humanistic vision of education and development based on human rights, dignity, social justice, inclusion and protection, cultural, linguistic and ethnic diversity, shared responsibility and mutual accountability. It is self-evident to reiterate that education is a public good and a basic human right, and a basis upon which to ensure the implementation of other rights. Thus, it is essential to peace, tolerance, human prosperity and sustainable development; we know that education is a key factor in achieving full employment and eradicating poverty. Efforts will focus on access to learning and education opportunities, on equity, inclusiveness and quality, and on learning outcomes, as part of a lifelong learning approach.

1.2 SDG4 Global Commitments

- The provision of 12 years of free, publicly-funded, inclusive, equitable, quality primary and secondary education – of which at least nine years are compulsory, leading to relevant learning outcomes.
- The provision of at least one year of free and compulsory quality pre-primary education is encouraged, wherein all children enjoy early childhood development and care.
- A pledge to provide genuine educational and training opportunities for the many children and adolescents who are not enrolled in school, and whose situation requires immediate, meaningful and sustainable measures to ensure that all of them enroll in school and are able to learn.
- Addressing all forms of exclusion and marginalization and all aspects of inequality in access to learning, teaching and participation opportunities, as well as all aspects of disparities in learning outcomes.
- Pledging to support gender-sensitive policies, plans and learning environments; to mainstream gender issues in teacher preparation and in school curricula; and, to eliminate gender-based discrimination and violence in schools.
- A commitment to provide quality education and improve learning outcomes, which require strengthening inputs and processes, enhancing results evaluation, and developing mechanisms to measure progress. Additionally, this requires to ensure that teachers and educators are empowered, appropriately recruited, well trained and professionally qualified, and that they enjoy the necessary incentives and support within the framework of effective educational systems that are managed in an efficient manner and provided with adequate resources.
- A pledge to promote opportunities for quality lifelong learning for all in all contexts and at all levels of education. This includes promoting equitable access to quality education and technical and vocational training opportunities, higher education and research opportunities, with due regard for quality assurance.
- Ensuring that all young people and adults - especially girls and women - are able to reach appropriate and recognized levels of functional competence in reading, writing and numeracy and to acquire the necessary life skills through ensuring that adult learning,

education and training opportunities are available to them. In addition, we pledge to promote science, technology and innovation.

- To pledge to create a more inclusive, responsive and flexible educational system to meet the needs of children, youth and adults in conflict-affected areas, including the displaced and refugees. Emphasis on the need to undertake education in a safe, encouraging, secure and violence-free educational environment. Taking adequate measures to confront crises, starting with emergency measures, then measures for recovery and reconstruction. Meanwhile, improving coordination of national, regional and global endeavors aimed at facing crises, and developing the capabilities necessary to comprehensively reduce and mitigate the risks of crises, in order to ensure continued provision of education during conflict and emergency situations, as well as during the post-conflict and early recovery phases.

The principles underlying this framework are derived from normative documents and international agreements; these principles include the following:

1. Education is a fundamental human right, and an empowering right. In order to realize this right, countries must ensure universal access to good education and learning in an equal, fair and inclusive manner for all, on a free and compulsory basis, without leaving anyone behind. Education will aim at the full development of the human personality, and the promotion of understanding, tolerance, friendship and peace.

2. Education is a public good for which the state is responsible for. Education is a societal endeavor that involves an inclusive process for public policy formulation and implementation. Civil society, teachers, educators, the private sector, local groups, families, youth and children have important roles in realizing the right to a good education. The role of the state is essential in setting rules and standards and regulating their application.

3. Gender equality is inextricably linked to the right to education for all. Achieving gender equality requires the adoption of a human rights-based approach that ensures that girls, boys, women and men have access to and completion of education stages, and that their capacities are equally strengthened in and through education.

To achieve SDG 4 on education and the education targets included under other SDGs, it will be necessary to mobilize national, regional and global efforts that are aimed at:

- Achieving effective and inclusive partnerships;
- Improving education policies and the way joint action is carried out;
- Ensuring highly equitable, inclusive and high quality education systems for all;
- Mobilizing resources for adequate financing for education;
- Ensuring monitoring, follow-up and review of all targets.

Targets and requirements related to the fourth goal:

The targets of Education 2030 are specific and measurable, and contribute directly to achieving the overarching goal. They spell out a global level of ambition that should encourage countries to strive for accelerated progress. These targets are:

Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality basic and secondary education that leads to relevant and effective learning outcomes**.**
Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood care and pre-school education.
Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship.
Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and children in vulnerable situations.
Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy**.**
Target 4.7: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including: education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development**.**
Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all**.**
Target 4.b: By 2030, at the global level, substantially expand the number of scholarships available to developing countries, in particular, least developed countries, small island developing States and African countries, for enrolment in higher education, including: vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.
Target 4.c: By 2030, substantially increase the number of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small-island developing States

1.3 National Development Plan 2017-2022

Confirming the commitment of the State of Palestine to the 2030 agenda for sustainable development, the Palestinian government launched its strategic planning process for the sectors covered by the Palestinian development strategy and the programs of the budget of the next six years. It considered 2016 as the year of planning since it drafted the National Policy Agenda, which identifies the high policies of sector and cross sector strategies developed for 2017-2022.

It also started preparing sectoral strategic plans since the second quarter of 2016 in conjunction with preparing the mid-term budget of 2017-2022 in accordance with the action methodology approved by the Council of Ministers to integrate sectoral planning processes into mid-term budget preparation. This developed methodology is based on a set of bases and policies designed to organize the process of preparing sector and cross sector strategies, budget's programs and mid-term budgets. These bases are:

- The period of the sectoral strategic planning is six years (2017-2022) and that of the mid-term budget is three years (2017-2019).
- The sectoral strategic plan is based on the National Policy Agenda which is a key component of the national development plan and determinant of the sectoral strategic goals.

- The sectoral and cross sector strategic planning includes 21 sectors and cross sectors: 1. Education, 2. Agriculture, 3. Health, 4. International relations, 5. Justice, 6. Culture and heritage, 7. Employment, 8. Energy, 9. Local government, 10. Housing, 11. Environment, 12. Social protection, 13. Communications and Information Technology, 14. Security (interior), 15. Public finance management, 16. National economy, 17. Tourism and antiquity, 18. Water and waste water, 19. Transportation, 20. The Youth, 21. Gender.

After approving the sector and cross-sector plans as well as the mid-term budget, the Palestinian government shall prepare a final document of the National Policy Agenda. This document identifies the strategic directions which could be achieved through the sectoral strategies within the framework of macro and mid-term financial economy.

The National Policy Agenda reflects contributions by active governmental and non-governmental entities. The policy agenda shall constitute along with the sectoral strategies the components of the State of Palestine's National Development Plan.

1.4 Updating Sectoral Plans and NPA

Due to the Mid-Term Evaluation of sectoral plans and the National Policy Agenda; the development of new priorities for the 18th government, which assumed its functions in April 2019; and, the signing of international agreements and treaties to which the State of Palestine committed itself after the issuance of the NPA 2017-2022, it was necessary to review and update some components in the sectoral plan and NPA priorities and interventions. Consequently, the government set a deadline until February 2020 to make the required adjustments according to key issues that must be taken into consideration in updating sectoral and cross-sectoral strategies. This came within the context of the government's endeavor to provide better services to citizens, and strengthen the link between the NPA and sectoral strategies through budget preparation procedures. The deadline was extended until the end of August 2020 in order to incorporate issues pertaining to the situation resulting from the outbreak of the Covid-19 pandemic and the Israeli occupation plans to annex parts of the West Bank.

Ten key issues were to be considered while updating the content of sector and cross-sector strategies, namely:

1. **Cluster Development**: The Council of Ministers adopted the cluster development approach in order to benefit from the competitive advantage of each governorate, and to effectively employ the capabilities and resources available to the provinces. It is an approach that is clearly reflected in strategies related to economic sectors (agriculture, tourism, and the economy), sectors related to public services, and financial services.
2. **New development priorities**: The updating of strategies provided an opportunity to review and amend the sectoral priorities while taking into account the agenda and priorities of the current government, as well as adding new priorities for the sector, amending existing ones or dropping priorities that have been achieved.
3. **Results of the Mid-Term Review**: The Mid-Term Review, conducted by the General Secretariat of the Council of Ministers, provided information on the status of implementation of the NPA, sectoral and cross-sectoral strategies, and the progress towards achieving its objectives. This represented a reference baseline for updating the sectoral and cross-sector strategy, including adjusting the strategic objectives and their results, and reflecting them in the general budget.

4. **Geographical dimension**: The sectoral and cross-sectoral strategies needed to better reflect the gaps and differences between regions (including the Gaza Strip and Jerusalem). Indicators reveal the existence of disparities in the level of development and service provision from one region to another. Thus, targeting the provision of services may differ from one region to another, and some areas may need specific policies and interventions consistent with the reality of the identified gaps in service provision.
5. **Realism of strategies**: The sectoral strategies and results and their targeting for the next three years must be more realistic, clearly defined and measurable. In addition, strategies must be developed with realistic budgets and in line with the financial resources available to the government.
6. **Improving the provision of services**: The issue of improving the quality of services provided to the citizen is at the core of the NPA. Therefore, sectoral and cross-sectoral strategies tackle the issue of improving the quality of services and providing them to the citizen through goals, results and targets.
7. **Cross-sectoral issues**: The sectoral strategies must consider cross-sectoral issues, particularly gender, youth and the environment. This required ministries and government institutions responsible for updating strategies to coordinate and work closely with agencies responsible for cross-sectoral strategies.
8. **Alignment with treaties and the international development agenda**: The State of Palestine has acceded to many international human rights treaties and conventions, in addition to its commitment to work to implement the international development agendas, especially the SDGs. Consequently, the obligations of the State of Palestine were taken into consideration during the process of updating sectoral and cross-sectoral strategies.
9. **Confronting the Israeli annexation plans for the Palestinian lands**: The updating process reflected sectoral interventions to confront the Israeli annexation plans for parts of the Palestinian territory, preserve the land and strengthen the resilience of citizens in the threatened areas.
10. **Reducing the negative impacts of the Coronavirus on the sector**: The situation analysis should provide a review of the short-, medium- and long-term effects of the Covid-19 pandemic on the sector, including its impact on specific categories (families/individuals, industries/establishments). Thus, programs and interventions that have been implemented in the context of the rapid response from the government and its partners to contain the Corona virus and limit its impact on the population and the economic crisis were reviewed.

The Ministry of Education took the lead in the national strategic planning process for the education sector for the years 2017-2022.

1.5 Updating ESSP 2017-2022

During 2017, the Ministry of Education was operating according to its third strategic plan, EDSP III 2014-2019; however, the Palestinian government decided to prepare sectoral plans in accordance with the then newly-developed National Development Plan 2017-2022, and set an agenda for national policies and priorities consistent with the 2030 Global SDGs for all sectors. Henceforth, the Ministry began to a comprehensive review of its strategy in accordance with the NPA, the Education Framework 2030, the Report of the Education Process Review Committee, and the Mid-Term Evaluation of the education strategy, EDSP II 2014-2016. This was in addition to the indicators of the annual Monitoring and Evaluation system for the strategic plan, and other relevant reports, the most important of which is the National Report on Education For All 2000-2015 with its indicators and future trends. The review was carried out in consultation and partnership with all relevant parties; The National Team for Education

2030, the relevant governmental institutions, universities and higher education institutions, international institutions and relevant civil society institutions.

The ESSP was then updated according to the 18th government's decision taking into consideration the eight determinants that the government approved for the updating process. Several references have been relied on to diagnose the reality, including:

1. Results of the annual Monitoring and Evaluation (M&E) system at the Ministry of Education.
2. The Strategic Results Framework Report issued by the General Secretariat of the Council of Ministers.
3. The Mid-Term Review and Annual Progress Reports of the Ministry's Annual Work Plans AWPB).
4. Conducting a diagnosis and analysis at the districts' Educational Directorates level and determining the priorities for each Directorate.
5. Conducting consultative meetings with local and international development partners and international organizations.

2 Situation Analysis

2.1 Overview of the Palestinian Education Sector

The Ministry of Education leads the education sector in Palestine in its capacity as the official body responsible for running, organizing and developing the educational sector (direct management or through supervision) with all its sectors (pre-school education, school education (1-12 grades), technical and vocational education, and non-formal education). It leads the national effort of strategic planning of the education sector through the planning and budget group. It also engages the relevant governmental, civil society and international organizations in the process of planning.

A brief on the education sector: the subsectors of the education sector in Palestine are multiple. These subsectors intersect with many other sectors in their interest and importance; these subsectors are:

1. Pre-school Education:

It is a learning space offering early childhood education to children aged three years and seven months, prior to the commencement of compulsory education at basic schools. Pre-school education aims to provide appropriate environment where child personality can physically, mentally and socially grow and get ready to basic school. It provides children with sufficient opportunities to develop their personality through play and other activities such as drawing, picnicking, relating stories and reciting poems appropriate to their age and environment. The Ministry of Education has indirect supervision of pre-school education. It licenses preschools in accordance with set conditions and specifications. It also puts the terms and conditions the cadre of the preschools needs to meet, and determines the type of curricula and programs for this sector. However, its policy today is directed towards integrating preschools into the formal education system and adopting a standard unified curriculum. The data indicate that the majority of preschools are privately operated. It is noteworthy that the two-year pre-school education stage is not compulsory. However, the new Law of Education stipulates that the one year of preschool education (KG2, sometimes called Grade 0) is compulsory.

2. School Education (Basic and Secondary):

Basic Education Cycle: This stage starts from first grade through ninth grade. It is divided into two parts:

a. Lower Stage of Basic Education (grades 1-4) – the Foundation Stage**:** This is considered the primary stage of Basic Education. It is considered the foundation stage to ensure balance and full development of the personality of the child (mentally, emotionally and physically). It is designed to give them a sound basic education in reading and writing Arabic and mathematics as well as to enhance their national and intellectual values; stimulate their interest in the environment and care for their physical health.
b. Higher Stage of Basic Education (grades 5-9) – the Empowerment Stage: This stage is designed to enable the child to acquire diversified knowledge and sciences.

Secondary Education (Acquisition):
This stage covers grades 10-12 with their academic, vocational and technical streams. The students join these streams according to their capacities and inclination and in accordance with the laws and regulations governing this process. It provides students with specialized scientific,

professional and cultural experiences and knowledge which help them continue their higher education or join the labor market. The objective of this stage is aimed at helping students start their practical and university life since it constitutes a bridge between basic education, higher education and labor market.

3. Non-Formal Education:

Unlike formal or standard education, non-formal education is conducted outside the frame of the standard education settings. It includes every purposeful and organized educational activity and every knowledge, skill, value or behavior that takes place outside the framework of the educational systems: Schools, universities or any other formal educational institution, be they in social, economic or political institutions or in factories or Non-Governmental Organizations. Thus, it is any educational activity organized outside the frame of schools, or any organized activity conducted outside the school educational system. The Ministry of Education has three programs of non-formal education: 1. Parallel Education Program provided for those who dropped out after 5-6 years from basic school; 2. Literacy and Adult Education Program designed for illiterate people, aged 15 years and over; and 3. Evening Educational Program, which targets Grade 12 students with poor achievements.

Centers of Responsibility and Other Service Providers / Activities Directly Related to the Sector

1. Education Supervision Parties

- **Pre-school Education: the main parties that supervise and provide services for this sector are:**

    a. Private sector and/or civil society organizations: preschools are administered by individuals, associations or NGOs.
    b. Ministry of Education: KG2 classes affiliated with public basic schools or public preschool centers.

- **School education:** The agencies that supervise and provide services for this sector are:

    a. **The Ministry of Education (The Government):** It supervises (73.4%) of schools distributed as follows: (79.3%) in the West Bank and (54.5%) in the Gaza Strip. Schools in Jerusalem are excluded from this category since they are still under full Israeli occupation and control.
    b. **UNRWA (U.N. Agency)**: The United Nations Relief and Works Agency (for Palestinian Refugees) provides educational services in schools established for Palestinian refugees. It administers 12.2% of Palestinian schools, distributed as follows: 4.2% in the northern governorates (West Bank), and 37.2% in the southern governorates (Gaza Strip). It also administers schools in Palestinian refugee camps in Lebanon, Jordan and Syria.
    c. **Private Sector**: Charitable societies, religious associations, and private companies supervise and fund these schools which constitute 14.3% of all schools in Palestine, including 16.5% in northern governorates (West Bank) and 7.3 % in southern governorates (Gaza Strip).

- **Non-Formal Education:**

a. **Ministry of Education:** Parallel Education Program, Literacy and Adult Education Program and Continuous Education Programs in universities and colleges.
b. **Other Governmental Institutions:**

    i. **Ministry of Labor:** Vocational training center.
    ii. **Ministry of Social Development:** Rehabilitation centers for girls and boys.

c. **Private Sector:** Cultural centers, continuing education programs in private and community-based universities and colleges.
d. **International Organizations:** Rehabilitation and training centers run by international associations and agencies.

Key Partners:

- **Governmental Institutions:** Including the Ministry of Higher Education and Scientific Research, Ministry of Labor, Ministry of Social Development, Ministry of Health, Ministry of Local Government, Environmental Quality Authority, Palestinian Central Bureau of Statistics, National Commission for Education, Culture and Science, Palestinian Legislative Council, Ministry of Finance, Ministry of Women Affairs, Higher Council for Youth and Sports, public universities and colleges.

  The educational service is integrated through the services provided by these organizations as follows:

  - ❖ The Ministry of Higher Education and Scientific Research collaborates with the Ministry of Education in the field of developing technical and vocational education.
  - ❖ The Ministry of Labor provides services at vocational training centers for dropout students. There is great cooperation between the Ministry of Labor and the Ministry of Education within the framework of the High Council for Vocational and Technical Education to promote this type of education and training. This is carried out in order to achieve harmony between the needs of the labor market and education which provides students and graduates with the necessary skills.
  - ❖ The Ministry of Social Development cooperates with the Ministry of Education in providing social care for needy and troubled families, stabilizing their conditions and ensuring that their children continue going to school.
  - ❖ The Ministry of Health provides many health care services in schools, such as vaccinations and regular medical examinations for students, as well as receiving referrals for sick cases from schools, etc.
  - ❖ The Palestinian Central Bureau of Statistics assists in providing accurate and periodic data on many issues that assist the ministry in performing its duties, and provides data on some issues that are not provided by the ministry, such as the percentage of literacy in society.
  - ❖ The Ministry cooperates with the Higher Council for Youth and Sports in promoting school sports through the Directorate General of Student Activities.

- ❖ The Ministry of Women Affairs works with the Ministry of Education through its Gender Unit to ensure that gender issues are taken into account in the Ministry's strategies and plans and in achieving justice in all aspects of work of the Ministry of Education.
- ❖ The Environmental Quality Authority cooperates with the Ministry of Education in many aspects that contribute to improving the school environment and the environmentalist culture of the students.
- ❖ The National Commission for Education, Culture and Science also provides effective communication points between the Ministry and the international, Islamic and Arab communities to exchange knowledge, benefit from educational expertise and experience among countries, as well as coordinates joint efforts and work to achieve the SDG4 and the educational goals of 2030.
- ❖ Universities and colleges represent the continuation of the learning process for students to be well-prepared for the labor market and for daily life.

- **UNRWA:** UNRWA's schools absorb (24.2%) of the total number of students in Palestinian schools and runs 12% of the total number of schools. It coordinates with MoE through mutual letters, periodical meetings and joint coordination committees.

- **Civil Society and Community-Based Organizations:** Several civil society organizations assist in developing the Palestinian education system and works in different educational domains, including teacher training, conducting research and developing learning and teaching methods as well as implementing innovative educational initiatives. Among these organizations are community-based and private universities and colleges, Palestinian Center for Teacher's Innovation, Tamer Institute for Community Education and A.M Qattan Foundation.

- **International Organizations and Partners:** several international organizations that support the Palestinian education sector work in different educational sub-sectors such as adult education, TVET and Educators Development. Among these organizations and partners are UNESCO, UNICEF, UNRWA, AMIDEAST, and the German Institute for Adult Education (DIE). There are also several international and Arab partners supporting development of the Palestinian education sector, including those who support the Joint Financing Arrangement (JFA), the World Bank, the British Council, China and Arab States.

Linking education with Targets and Other Sectors:

Education is at the heart of the 2030 Agenda for Sustainable Development and essential for the success of all SDGs. Recognizing the important role of education, the 2030 Agenda for Sustainable Development highlights education as a stand-alone goal (SDG 4), and also includes targets on education under several other SDGs--notably those on health; growth and employment; sustainable consumption and production; and climate change. In fact, education can accelerate progress towards the achievement of all of the SDGs and therefore should be part of the strategies to achieve each of them.

Since the Palestinian education system is required to respond to the rapidly changing labor market, technological development, urbanization, migration, political uncertainty,

environmental and natural disasters, competition on natural resources, demographic challenges, increasing unemployment, poverty, increasing disparity and risks threatening peace and security, the education sector should be closely related with other sectors, particularly:

- **Agriculture Sector:**

Education plays a key role in helping people move towards further sustainable agricultural methods and understanding improved nutrition. It is considered a key element of the efforts exerted to reduce malnutrition and hunger. It is fundamental for improving income and agricultural productivity.

Agricultural education which provides students with agricultural production skills is one of the professional and technical educational programs the Ministry of Education pays much attention to. This rationale is due to the fact that the agriculture sector is one of the most important and most vital sectors in Palestine.

- **Culture and Heritage Sector:**

There is a strong link between the education sector and the culture and heritage sector. The Ministry of Education places great importance to promoting the Palestinian culture and heritage by supporting Palestinian artists, poets and authors. By doing so, it creates a well-educated generation that follows suit of Palestinian poets and authors through organizing students' competitions as well as by consolidating and enhancing students' talents. The Ministry of Education considers the Palestinian heritage as a significant part of the Palestinian people's national identity.

- **Labor Sector**

The labor sector is closely related with the education sector, mainly with regard to developing technical and vocational education and adapting the skills and competences of secondary, tertiary and university graduates to the current and future labor market's needs.

The Ministry of Education and the Ministry of Labor have strong cooperation within the framework of the Higher Council of Vocational and Technical Education to set the policies and direction of this sector as well as to develop it.

- **Energy Sector**

Educational programs, mainly formal and non-formal ones, can better preserve and contribute to renewable energy. Education is essential for reducing the levels of carbon which leads to global warming. It is necessary to present the youth with knowledge and skills of energy use with the aim of enabling them to make informed decisions as energy-users. As part of the plan to provide schools with sustainable energy, the Ministry of Education decided to provide them with power generating solar panels to convert sunlight into electricity. It cooperated with power companies to transfer surplus electricity in the summer to the utility power company which in turn returns these units of electricity to the schools in winter when consumption of electricity increases and solar panels productivity decreases.

- **Environment Sector:**

Education can present people with skills to participate in constructing and keeping cities more sustainable and more resilient in times of disasters. Education is also key to full understanding and reduction of the impact of climate change, especially at the local level. Education and training optimizes skills and capacities necessary for supporting sustainable livelihood means, preserving natural resources and biodiversity, particularly in environments at risk.

The Ministry of Education attaches special attention to environmental issues. In cooperation with PCBS, it makes full biennial periodical survey of the educational environment in schools, preschools, universities and other higher education institutions.
It also provides green and environment-friendly schools buildings. It uses clean energy and grows the lands owned by education facilities. It also promotes students attitudes towards hygiene and gives environmental issues enough room in the curricula. At the same time, it makes sure that students' activities address environment and biodiversity preservation issues in Palestine.

- **Health Sector:**

Education can make a difference in the health sector. It reduces the rates of early mortality, raises awareness on reproductive health, reduces the prevalence of diseases and ensures healthy lifestyles and well-being.

Based on this interconnected and interdependent relationship between both sectors, the Ministry of Education and the Ministry of Health implement several school health programs and activities such as vaccination and medical referrals. Since school health is essential for realizing educational goals, the Ministry of Education established a DG of School Health in the year 2000. Moreover, the Palestinian curricula includes a number of subjects concerning different health issues.

- **Information and Communications Technology Sector (ICT)**

The development of telecommunications, digitalization and information technology enabled several poor countries to overcome costly infrastructure investments and allowed them to improve education services at effective cost. The Ministry of Education moves towards digitalizing education to make milestone change in the educational process. It intends to employ technology for the service of education based on four components. Three of these components depend on the infrastructure of communications and information technology as well as technological equipment (internet, portals, computers). The fourth component is teachers training and qualification.

- **International Relations Sector:**

There is a strong relationship between education and the means of implementing and activating international partnership for sustainable development. The relationship with international organizations, such as UNESCO, UNICEF, UNRWA and other supporters of the education sector (education development partners) is essential for helping Palestine (financial, technical experience) develop its educational system and enhance its ability to fulfill the 2030 SDGs under its international obligations.

- **Justice Sector:**

Education contributes to abridging the social and economic gaps towards achieving equality. Social education is vital for facilitating and ensuring participation, inclusiveness, social justice and social coherence. The Ministry of Education attached high importance to justice, equality, freedoms and other values in the new Palestinian curricula and the school educational activities and initiatives.

- **Local Government Sector**

Education is essential for developing the skills necessary for reducing and managing disaster risks. There is strong cooperation between the education and local government sectors. For example, some municipalities and local councils collect the education tax where revenues are spent on education by providing land lots for building schools as well as providing students with other relevant services. The Ministry of Education looks forward to a more effective role by municipalities and local government units to provide preschools, especially in areas that still do not have preschool education. This policy is designed in line with NPA 2017-2022 which gives special attention to this sector in terms of enrolment and quality of education, as it views preschool education as a necessary stage for preparing children for Basic Education. The Ministry of Education views municipalities and local government units as pivotal partners for digitalizing education and improving its quality in Palestine.

- **National Economy Sector:**

Economic activities, organizing projects, labor market skills and education levels are all interconnected. Education can decisively affect production patterns and consumers' awareness of more sustainable products and waste prevention. The education sector is closely connected with the economic sector, and therefore educational content should be aligned with the demands of the labor market in terms of the required skills; thus, facilitating the transition from school to work and preventing mismatching with labor market needs.

Education also supports industrial development and economic transformation. It affects innovation and provides the bases necessary for absorbing technology and diversity.

- **Public Funds Management Sector:**

The Ministry of Finance supports implementing different sectoral strategies and policies through its development and organizational role on the national level; support of the educational policies and NPA; and technical and fiscal support for the application of these policies.

The Ministry of Finance guidelines and procedures support the Ministry of Education in institutionalizing the result-based management approach by preparing programs-based plans and budgets.

- **Social Protection Sector:**

Education is necessary for eliminating poverty. It enables individuals to increase their income and resilience. Educating girls enables them to overcome poverty by reducing the rates of early marriage, health problems and other risks.

The Ministry of and the Ministry of Social Development have several joint complementary activities. They follow up on dropout students and try to reinstitute them into school. Furthermore, the Ministry of Social Development supports poor families to enable their children to continue education and assists in solving the social problems which they face.

- **Tourism and Antiquities Sector:**

The Ministry of Education attaches great attention to promoting students' affiliation to their homeland and their pride in Palestinian history and culture. This is materialized through the Palestinian curricula, educational activities and tours organized by schools to archaeological sites in different Palestinian areas. This role by the Ministry of Education is complementary to the efforts of the Ministry of Tourism and Antiquity to expose Palestinian tourism and archaeological sites demonstrating the history of the people of Palestine and the stories of the people who lived in Palestine over centuries.

- **Water and Wastewater Sector:**

Education and training develop the skills and capabilities of using natural resources more sustainably. Education also enhances hygiene. The Ministry of Education, therefore, pays special attention to the rationalization of water-use and safe-handling of wastewater as well as utilization of treated water for agricultural use. The Ministry also gives attention to other environmental and health programs presented to schools. The content of the Palestinian curricula has sufficient room for this subject as well.

- **Gender Equality Sector:**

Education of women and girls is important for improving their abilities, participation skills and life opportunities; hence the State of Palestine gives special attention to gender equality. In that regard, Palestine was one of the countries that achieved the specific targets of gender equality and equity under the goals of education for all 2000-2015. It also made significant progress regarding positive discrimination for the benefit of females.

Proving its interest in gender issues, it created gender units in all public Palestinian institutions. These units have close cooperation with the Ministry of Women's Affairs.

- **Youth Sector:**

The Ministry of Education gives special attention to the youth sector since all youth categories are students of basic, secondary, academic, vocational or higher education. Through its programs, the Ministry targets this sector by providing the youth with the skills and competences they need to meet the demands of the labor market in Palestine and abroad.

- **Higher Education and Scientific Research Sector:**

The higher education and scientific research sector is a key component of the Palestinian education sector, and contributes to 2030 SDG4 targets. This sector used to be part of ESSP 2017-2022; however, after the formation of the 18th Palestinian government and the update of ESSP 2020-2022, the education sector strategy has been separated from the higher education and scientific research sector strategy.

2.2 The Status of Education in Palestine

Given the importance of education in preparing individuals and society to engage in regional and international competitions and facing up to challenges such as ICT revolution, rapid information growth and economic changes, the education sector should be enabled to keep pace with all these changes. It should build and rehabilitate students to acquire new knowledge, technical and life skills, as well as to acquire human values and attitudes towards preserving their national identity and Arab Islamic heritage and culture.

The changing political conditions, ongoing Israeli occupation and strife to achieve national independence affect the different aspects of life in Palestine. These imposed factors demand that Palestinians have a resilient education system that is responsive to the rapidly changing situations and prepares individuals for a better future.

Diagnosis of the Education Status

The preparation of the sectoral education plan depended on the documents and reports which provided inclusive knowledge and realistic diagnosis of the Palestinian education sector as well as special scientific procedures.

Key reports and documents used as a reference for the preparation of the plan:

1. Ministry of Education's Monitoring and Evaluation (M&E) system: *Annex I.*
2. Mid-Term Review 2017-2019 of the National Policy Agenda 2017-2022: *Annex II.*
3. Recommendations of partners' consultative meetings. *Annex III.*
4. Annual and Semi-Annual Progress Reports on MoE's Work Plans: *Annex IV.*
5. Risks of Israeli Annexation Report.
6. International and regional publications on the effects of Covid-19 on education.

2.3 Summary of the Palestinian Education Status

1. Monitoring and Evaluation System

The Ministry of Education publishes the results of its annual M&E indicators. The M&E Report illustrates the results of the key indicators for each educational program against its 2022 targets.

Most of the available results for M&E indicators, particularly the qualitative ones, reflect results obtained from the northern governorates, and do not apply to the southern governorates.

Following is the Performance Assessment Framework (PAF) for each educational program according to the three education sector goals:

SECTOR GOAL 1: Ensuring safe, inclusive, and equitable access to education at all levels of the system

1.1 Preschool Education:

Sector Strategic Goals	GOAL	KPI	Sub-performance Indicators	Indicator No.	Indicators	Area	Baseline 2017 (2017-2018)			2018 (2018-2019)			Target (2022)		
							Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Sector Goal (1): Ensuring safe, inclusive and equitable access to quality education at all levels of the system	Goal (1): Enrolment rates increased	√		1.1	Gross Enrollment Rate (GER) of students in preschool's KG2	Palestine	72.2%	72.8%	72.5%	72.8%	72.6%	72.7%	92.4%	93.1%	92.7%
						West Bank	72.3%	73.5%	72.9%	75.6%	76.1%	75.9%	92.8%	93.6%	93.2%
						Gaza	72%	72%	72%	69.1%	68.2%	68.7%	91.8%	92.4%	91.8%
			√	1.2	Gross Enrollment Rate (GER) of students in preschool's KG1 and KG2	Palestine	57.8%	58.2%	58.0%	58.3%	58.3%	58.3%	73%	75.1%	74.6%
						West Bank	55.7%	56.3%	56.0%	58.4%	59.2%	58.8%	70.7%	72.0%	71.3%
						Gaza	60.5%	60.6%	60.6%	58.1%	57.2%	57.7%	78.8%	79.6%	79.2%
			√	1.3	Participation rate in organized learning one year before official enrollment in basic education	Palestine	68.1%	71.3%	69.7%	70.8%	73.4%	72%			
						West Bank	67.5%	69.2%	68.3%	71.2%	70.9%	71.1%			
						Gaza	68.9%	74.0%	71.4%	70.1%	76.5%	73.2%			
			√	1.4	Percentage of children enrolled in governmental preschool programs	Palestine	2%	2.4%	2.2%	3.1%	3.8%	3.4%	3.75%	3.79%	3.77%
						West Bank	3.4%	3.9%	3.6%	5.2%	6.4%	5.8%	6.37%	6.28%	6.37%
						Gaza	0.4%	0.6%	0.5%	0.4%	0.6%	0.5%	0.4%	0.6%	0.5%
			√	1.5	Number of licensed (public and private) preschools		(public and private)								
						Palestine	1954			2017			2290		
						West Bank	1263			1332			1500		
						Gaza	691			685			790		

							Licensed public		
						Palestine	159	234	464
						West Bank	146	221	451
						Gaza	13	13	13
							Licensed private		
						Palestine	1795	1783	
						West Bank	1117	1111	
						Gaza	678	672	
			√	1.6	**Degree of appropriateness of a preschool building and its achievement of standards in building, educational games and tools, and furniture**		furniture (general)		
							60.1	61.55	70
							Educational games (general)		
							59.6	64.11	78
							building/(general)		
							83.4	81.31	85.4
							furniture/public		
							73	58.94	83
							tools/public		
							66.1	64.22	76
							furniture/private		
							57.6	62.8	68
							Tools/private		
							58.3	64.06	68

The above table illustrates that there are no clear gaps in terms of enrollment for 2018-2019, either according to gender or geographical location.

1.2 Basic Education Program:

Sector Strategic Goals	Goal	KPI	Sub-performance Indicators	Indicator No.	Indicators	Area	Baseline 2017 (2017-2018)				2018 (2018-2019)				Target (2022)			
							Male	Female	Co-Ed	M&F	Male	Female	Co-Ed	M&F	Male	Female	Co-Ed	M&F
Sector Goal (1): Ensuring safe, inclusive and equitable access to quality education at all levels of the system	Goal (1): Enrolment Rates increased	√		2.1	Adjusted Net Enrollment Rate (NERA) for the Basic Cycle	Palestine	98.1 %	%99.9		%99	98.2 %	99.8 %		%99	98.43%	100.02 %		99.23%
						West Bank	98.0 %	100.0 %		%99	98.1 %	%100		%99	98.52%	100.21 %		99.36%
						Gaza	98.2 %	97.7%		98.9%	98.4 %	99.4%		98.9%	98.29%	97.75%		98.97%
			√	2.2	Gross Enrollment Rate (GER) for the Basic Cycle	Palestine	99.5 %	101.2 %		100.3 %	99.3 %	101.1 %		100.1 %	101.91 %	103.75 %		102.81 %
						West Bank	99.4 %	101.6 %		100.5 %	99.1 %	101.3 %		100.2 %	101.42 %	103.51 %		102.44 %
						Gaza	99.5 %	100.7 %		100.1 %	99.5 %	100.7 %		100.1 %	102.54 %	104.08 %		103.29 %
			√	2.3	Survival Rate for Grade 5	Palestine	99.3 %	99.7%		99.5%	98.3 %	98.4%		98.3%	99.5%	99.8%		99.65%
						West Bank	99%	99.7%		99.3%	97.9 %	97.6%		97.6%	99.2%	99.8%		99.5%
						Gaza	99.9 %	99.8%		99.8%	99%	99.4%		99.2%	99.95%	99.90%		99.92%
			√	2.4	Student Dropout Rate in the Basic Cycle (2017 -2018)	Palestine	0.89 %	0.53%		0.71%	0.61 %	0.3%		0.46%	0.41%	0.36%		0.39%
						West Bank	1.09 %	0.50%		0.8%	0.79 %	0.26%		0.53%	0.41%	0.36%		0.36%
						Gaza	0.64 %	0.55%		0.59%	0.39 %	0.35%		0.37%	0.41%	0.42%		0.42%
			√	2.5	Number of students with disability in public basic schools	Palestine	3419	3091		6510	4123	3649		7.772	8572			

			√	2.6	**Percentage of schools containing a resource room**	Palestine	11%	16.9%	17.7%
						West Bank	13.5%	17.7%	18.6%
						Gaza	0.0%	13.2%	13.8%
			√	2.7	**Degree of Appropriateness of school buildings (classrooms, specialized rooms and facilities) that meet the standards**		85	85.55	86
			√	2.8	**Percentage of schools separated by educational cycles according to the school level Harmonization Strategy**		41%	42%	46%

The above table indicates some gaps as follows:

1. Dropout rate for males in 2018-19 reached 0.61%, which is double the female dropout rate (0.3%). West Bank dropout rate (0.53%) is almost double Gaza Strip's dropout rate (0.37)
2. West Bank schools with resource rooms are 17.7% in 2018-19, while 13.2% in the Gaza Strip.
3. There are no significant gaps for 2018-10 in enrollment rates and other indicators, either according to gender or geographical location.

1.3 Secondary Education Program:

Sector Strategic Goals	GOAL	KPI	Sub-performance Indicators	Indicator No.	Indicators	Area	Track	Branch/ grade	Baseline 2017 (2017-2018)				2018 (2018-2019)				Targets (2022)			
									Male	Female	Co-Ed	M&F	Male	Female	Co-Ed	M&F	Male	Female	Co-Ed	M&F
Sector Goal (1): Ensuring safe, inclusive and equitable access to quality education at all levels of the system	Goal (1): Transition rate from the Basic Cycle to the Secondary Cycle increased	√		3.1	**Adjusted Net Enrollment Rate (NERA) for the Secondary Cycle**	Palestine			68.2 %	86.9 %		77.4 %	69.6 %	88.9 %		79.0 %	71.1 %	88.5 %		79.7 %
						West Bank			64.9 %	86.0 %		75.3 %	66.2 %	88.4 %		77.1 %	69.58 %	88.2 %		78.7 %
						Gaza			73.4 %	88.4 %		80.7 %	74.9 %	89.6 %		82.1 %	73.87 %	89.0 %		81.2 %
		√		3.2	**Percentage of Secondary Cycle students taking the General Secondary Matriculation Exam according to their academic or vocational streams**		Academic track	Literary	63.9 %	70.0 %		67.2 %	58.99 %	66.48 %		63.16 %	54.7 %	55.7 %		55.2 %
								Scientific research	25.4 %	23.8 %		24.5 %	27.09 %	25.57 %		26.25 %	25.4 %	26.1 %		25.7 %
								Entrepreneurship and business	4.49 %	3.92 %		4.18 %	6.48 %	4.98 %		5.64 %	4.59 %	3.82 %		4.17 %
								Religious law	1.76 %	1.40 %		1.56 %	1.64 %	1.06 %		1.32 %	2.78 %	2.51 %		2.64 %
								Technology	0.07 %	0.03 %		0.05 %	1.22 %	0.97 %		1.08 %	3.52 %	2.85 %		3.14 %
							Vocational track	Industrial	2.8 %	0.34		1.46 %	3.44 %	0.36 %		1.73 %	4.33 %	1.97 %		3.15 %
								Agricultural development	0.4 %	0.0%		0.2 %	0.37 %	0.01 %		0.17 %	3.0%	1.5%		2.25 %
								Home Economics	0.0 %	0.2%		0.1 %	0.0%	0.37 %		0.2%	0.0%	4.4%		2.20 %
								Hotel Management	0.14 %	0.02 %		0.08 %	0.18 %	0.05 %		0.11 %	2.70 %	1.52 %		2.11 %
			√	3.3	**Gross Enrollment**	Palestine			70.5 %	91.2 %		80.6 %	71.3 %	90.9 %		80.9 %	74.9 %	96.5 %		85.5 %

					Rate (GER) for the Secondary Cycle	West Bank			68.0 %	91.3 %		79.4 %	67.8 %	90.4 %		78.9 %	72.2 %	96.6 %		84.1 %
						Gaza			74.3 %	91.2 %		82.5 %	76.7 %	91.7 %		84.0 %	78.8 %	96.5 %		87.5 %
		√	**3.4**		**Transition rate from the Basic Cycle to the Secondary Cycle**	Palestine			86.3 %	95.2 %		90.9 %	88.3 %	96.2 %		92.4 %	86.9 %	95.3 %		91.2 %
						West Bank			85.2 %	94.6 %		90.2 %	86.9 %	95.8 %		91.5 %	88.3 %	95.8 %		92.2 %
						Gaza			88.0 %	96.1 %		92.1 %	90.1 %	96.9 %		93.5 %	93.9 %	101.9 %		98.0 %
		√	**3.5**		**Survival Rate for Grade10**	Palestine			76.5 %	92.9 %		84.5 %	77.10	92.50		84.60	79.5 %	94.6 %		86.9 %
						West Bank			71.4 %	92.6 %		81.7 %	73.1 %	90.1 %		81.5 %	72.4 %	92.7 %		82.6 %
						Gaza			84.2 %	93.30 %		88.7 %	82.7 %	95.7 %		89.0 %	89.2 %	94.0 %		91.6 %
		√	**3.6**		**Dropout rate in the Secondary cycle**	Palestine			2.48 %	2.41 %		2.44 %	2.66 %	1.96 %		2.27 %	0.33 %	0.96 %		0.64 %
						West Bank			3.03 %	2.54 %		2.75 %	3.65 %	2.37 %		2.92 %	0.36 %	1.13 %		0.74 %
						Gaza			1.78 %	2.22 %		2.02 %	1.33 %	1.34 %		1.34 %	0.29 %	0.72 %		0.52 %
		√	**3.7**		**Number of students with disability in public Secondary schools**	Palestine		Palestine	731	809		1540	714	897		1611	1771			
		√	**3.8**		**Degree of appropriateness of school buildings (classrooms, specialized rooms and facilities) that meet the**				84.7				84.94				85.7				

					standards of secondary schools						
			√	**3.9**	**Percentage of schools separated by educational cycles according to the school level Harmonization Strategy**				13%	13%	15%

The above table indicates some gaps in terms of enrollment indicators for the Secondary Education Program:

1. Adjusted Net Enrollment Rate (NERA) in 2018-2019 is higher for females (88.9%) than males (69.6%). Also, NERA for the Gazza Strip is 82.1% while it is only 77.1% in the West Bank.
2. Male dropout rates (2.66%) are higher in 2018-2019 than female dropout rate (1.96%), while West Bank dropout rate (2.92%) is higher than Gaza Strip dropout rate (1.34%).
3. A number of enrollment indicators have already reached in 2018-2019 the set 2022 targets.

1.4 Vocational Education Program:

Sector Strategic Goals	GOAL	KPI	Sub-performance Indicators	Indicator No.	Indicators	Area	Branch	Baseline 2017 (2017-2018)				2018 (2018-2019)				Target (2022)			
								Male	Female	Co-Ed	M&F	Male	Female	Co-Ed	M&F	Male	Female	Co-Ed	M&F
Goal (1): Ensuring safe, inclusive and equitable access to quality education at all levels of the system	Goal (1): Entry rate increased	√		4.1	Entry Rate to vocational Secondary Stage (grade 11)	Palestine		5.56 %	1.01 %		2.99 %	6.9%	1.5%		3.9%	11.58 %	5.02 %		7.87 %
						West Bank		8.50 %	1.21 %		4.30 %	13.4 %	2.7%		7.7%	16.57 %	5.26 %		10.07 %
						Gaza		1.55 %	0.71 %		1.09 %	1.5%	1.6%		1.0%	5.56 %	4.70 %		5.09 %
		√		4.2	Vocational student Enrollment Rate out of total Secondary Stage students (grades 10-12)	Palestine		4.1%	1%		2.3%	5.10 %	1.36 %		3.04 %	7.0%	3.2%		4.9%
						West Bank		6.5%	1.3%		3.6%	8.33 %	1.97 %		4.73 %	11.3 %	3.7%		7.0%
						Gaza		0.8%	0.4%		0.6%	1.02 %	0.48 %		0.73 %	1.9%	2.5%		2.2%
		√		4.3	Entry Rate to vocational grade 10	West Bank		2.6%	1%		1.7%	5.9%	2.7%		4.2%	8.05 %	3.16 %		5.49 %
			√	4.4	Number of students enrolled in vocational	Palestine	Agricultural	232	21		253	301	30		331	382	159		541
							Industrial	2800	421		3221	3637	472		4109	5955	2085		8040

					branches according to specialization (agricultural, industrial, hotel management, home economics) out of the total number of students enrolled in vocational branches (11-12)		Hotel Management	101	30		131	134	38		172	223	403		626
							Home Economics	0	301		301	0	489		489	0	1223		1223
					Percentage of students in a vocational branch sitting for the General Secondary Matriculation Exam out of the total number of vocational education examined students		Industrial					59.34 %	18.89 %		47.48 %	58.26 %	34.69 %		51.90 %
							Agricultural					6.25 %	0.74 %		4.63 %	10.48 %	7.41 %		9.65 %
							Home Economics					0.00 %	20.00 %		5.86 %	6.13 %	32.35 %		13.21 %
							Hotel Management					3.17 %	2.35 %		2.93 %	7.12 %	10.55 %		8.05 %
							Industrial vocational competency					9.68 %	3.95 %		8.00 %	15.00 %	8.00 %		13.11 %
							Agricultural vocational					0.26 %	0.00 %		0.18 %	2.00 %	1.00 %		1.73 %
			√	4.5															

						competency													
						Home economics vocational competency					0.00 %	2.72 %		0.80 %	0.00 %	4.00 %		1.08 %
						Hotel management vocational competency					0.10 %	0.00 %		0.07 %	1.00 %	2.00 %		1.27 %
		√	4.6	**Number of students with disability enrolled in vocational schools**	Palestine		10	5		15	75	49		124	150	90		240
					West Bank		3	3		6	10	9		19	30	30		60
					Gaza		5	4		9	65	40		105	120	60		180
		√	4.7	**Dropout Rate from vocational education in grades 11-12**	Palestine						1.2%	2.5%		1.5%	1.1%	2.4%		1.4%
					West Bank						1.4%	3.2%		1.8%	1.3%	3.1%		1.7%
					Gaza						2%	0.5%		1.4%	1.76 %	0.4%		1.4%
		√	4.8	**Number of vocational schools that underwent**	Palestine		3				1				5			
					West Bank		3				1				4			
					Gaza		0				0				1			

					maintenance														
			√	**4.9**	**Number of vocational workshops that underwent maintenance**	Palestine		0				13				25			
						West Bank		0				11				20			
						Gaza		0				2				5			
			√	**4.10**	**Number of newly opened vocational schools**	Palestine		0	0	0	0	0	0	0	0	4	2	7	13
						West Bank		0	0	0	0	0	0	0	0	2	2	7	11
						Gaza		0	0	0	0	0	0	0	0	2	0	0	2
			√	**4.11**	**number of new workshops (in vocational schools and units)**	Palestine		5	1	0	6	17	8	1	26	44	29	57	130
						West Bank		0	0	0	0	17	8	1	26	32	20	40	92
						Gaza		5	1	0	6	0	0	0	0	12	9	17	38
			√	**4.12**	**Number of newly introduced vocational specializations**	Palestine		1	0	0	1	0	0	0	0	0	0	10	10

The above table indicates some gaps in the enrollment indicators for Vocational Education:

1. Male Entry rates for the vocational stage (Grade 10) in 2018-2019 are higher (6.9%) than females (1.5%), while West Bank entry rate to vocational grade 10 is higher (7.7%) than in the Gazza Strip (1%).
2. Percentage of vocational secondary stage students to the percentage of the total secondary stage students in 2018-2019 is 5.1% for males and 1.36% for females; while in the West Bank it reached 4.73% compared with the 0.73% in the Gaza Strip.
3. Dropout rate in vocational education in 2018-2019 is 1.2% for males and 2.5% for females; West Bank dropouts is 1.8% and 1.4% in Gaza.

1.5 Non-Formal Program:

Sector Strategic Goal	GOAL	KPI	Sub-performance Indicators	Indicator No.	Indicators	Branch	Area	Baseline 2017 (2017-2018)			2018 (2018-2019)			Target (2022)		
								Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Goal (1): Ensuring safe, inclusive and equitable access to quality education at all levels of the system	Goal (1): Illiteracy rate decreased	√		5.1	Literacy rate in Palestine (15 years and above)		Palestine	98.5 %	95.3%	96.9 %	98.7 %	95.7%	97.2 %	99%	95.8%	97.4
							West Bank	98.5 %	94.7%	96.6 %	98.7 %	95.2%	97.0 %	99%	95.2%	97.1
							Gaza	98.6 %	96.1%	97.4 %	98.7 %	96.6%	97.6 %	99.1 %	96.9%	97.9
			√	5.2	Number of Learners enrolled in Non-Formal Education Program (Literacy & Parallel Education)	Literacy Edu.	Palestine	797	1293	2090	1035	1272	2307	1547	2043	3590
							West Bank	477	979	1456	551	1124	1675	977	1479	2456
							Gaza	320	314	634	484	148	632	570	564	1134
						Parallel Edu.	Palestine	406	266	672	608	429	1037	656	516	1172
							West Bank	181	161	342	358	316	674	306	286	592
							Gaza	225	105	330	250	113	363	350	230	580

			√	**5.3**	**Percentage of those enrolled in Parallel Education Program who graduated from the Literacy Program**		Palestine	30.0 %	32.0%	31%				40%	57%	49%

The above table indicates some gaps in the enrollment indicators for the Non-Formal Education Program; however, there are no major gaps between males and females or between the West Bank and the Gaza Strip.

SECTOR GOAL 2: Developing a student-centered teaching and learning pedagogy and environment

2.1 Preschool Education Program:

Sector Strategic Goals	GOAL	KPI	Sub-performance Indicators	Indicator No.	Indicators	Area	Baseline 2017 (2017-2018)			2018 (2018-2019)			Target (2022)		
							Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Sector Goal (2): Developing a student-centered teaching and learning pedagogy and environment	Goal (2): Number of qualified Preschool teachers increased	√		1.7	Percentage of qualified preschool teachers according to TES		all supervisory authorities								
							31.60%			38.40%			50%		
							public								
							91%			93.5%					
							private								
							29.2%			33.9%					
			√	1.8	Percentage of preschool teachers trained through the Continuous Professional Development Program		(public and private)								
							27%			29.3%			40%		
							public								
							100%			100%			100%		
							private								
							24.2%			28.6%			31.4%		
	Goal (3): Quality educational service guaranteed	√		1.90	Degree of possession of a preschool child to basic developmental skills (lingual, movement, cognitive, social, emotional and self-care)		aged 4-5 years								
							59.8	64.3	62.2				65.6	70.1	68
							aged 5-6 years								
							66.7	69.4	68.1				74.1	76.8	75.5

	Goal (4): Preschool curricula assessed		√	1.10	Execution rate of what is annually planned to assess and develop the preschool curriculum		(%14.3)/ (%14.3)	(28.6%)/ (28.6%)	Activity ends in 2021
	Goal (5): Administrative and policy-making frameworks developed		√	1.11	Degree of local community participation in pre-school activities and events		(public and private)		
							40.1	44.7	50
							public		
								45.7	
							private		
								44.3	

The above table indicates some gaps in the quality education indictors for the Preschool Program:

1. Percentage of qualified teachers in 2018-2019 are primarily located in public preschools (93.5%) compared to qualified teachers in private preschools (33.9%).
2. Degree of Preschool child's possession of basic developmental skills (lingual, movement, cognitive, social, emotional and self-care) reached 59.8% and 64.3% respectively for males and females aged 4-5 years, and 66.7% and 69.7% respectively for males and females aged 5-6 years.

2.2 Basic Education Program:

Strategic Goals	GOA	KPI	Sub-performance Indicators	Indicator No.	Indicators	AREA	Subject/ Grade		Baseline 2017 (2017-2018)				2018 (2018-2019)				Target (2022)			
									Male	Female	Co-Ed	M&F	Male	Female	Co-Ed	M&F	Male	Female	Co-Ed	M&F
Sector Goal (2): Developing a student-centered teaching and learning pedagogy and environment	Goal (2): Qualified teachers and support staff increased	√		2.9	Percentage of qualified basic cycle teachers in accordance with TES				62.7 %	71.9 %		68.3 %	65.1 %	75.1 %		70 %	67.2%	80.9 %		81.8%
			√	2.10	Percentage of Basic Cycle teachers trained within the continuous professional development programs				52%	51%		51.5 %	73.3 %	72.4 %		72.8%	67 %	66%		66.5%
	Goal (3): Quality educational services	√		2.11	Average performance of students in standardized national tests		science	5th grade	40.5	47.8		44.3					50.5	57.8		54.3
								9th grade	27.9	38.1		33.9					42.9	53.1		48.9
							Arabic	5th grade	43.7	53.3		48.1					53.7	63.3		58.1

							9th grade	43.3	60.2		51.8					53.3	70.2		61.8
						Mathematics	5th grade	38.6	45.8		42.2					53.6	60.8		57.2
							9th grade	24.1	34.2		30.1					39.1	49.2		45.1
		√		**2.12**	**Degree of students' possession of moral values and positive attitudes**		4th grade	49.3	54.4		52.1					64	70		67
							8th grade	56.3	64.7		61					71.3	79.7		76
		√		**2.13**	**Degree of students' possession of various thinking patterns**		4th grade	50.7	56.5		53.9					60	66		63
							8th grade	41.7	47.3		44.8					57	63		60
		√		**2.14**	**Degree of students' possession of life and citizenship skills**		4th grade	62.4	65.8		64.3					74	78		76
							8th grade	57	67.8		63.1					68	78		73
			√	**2.15**	**Degree of student's active engagement in the classroom**			12.8	13.9	12.5	13.2	11.6	15.7	14.1	13.8	27.8	28.9	27.5	28.2
			√	**2.16**	**Degree of integration of children with**			58.4	59.3	54.2	58.2	58.78	57.98	60.13	58.66	60.5	61.5	56.5	64

					disability in public schools															
			√	**2.17**	**Percentage of students exposed to violence in school**				**Physical violence**											
									63.1 %	42.8 %		52.4 %	56%	38.3 %		46 %	53. 1%	32.8 %		42. 4%
									verbal violence											
									55.7 %	46.8 %		51.0 %	57.5 %	49.4 %		53 %	45. 7%	36.8 %		41. 0%
									Negligence-based violence											
									39.9 %	32.3 %		35.9 %	39.6 %	33%		35. 9%	29. 9%	22.3 %		25. 9%
									sexual violence											
									19.9 %	7.3%		13.3 %	19.1 %	9.8%		13. 8%	12. 4%	2.3%		7.1 %
Sector Goal (2): Developing a student-centered teaching and learning pedagogy and environment	**Goal (3): Quality educational services guaranteed**		√	**2.18**	**Degree to which question posed by the teacher inside the classroom are diversified according to Thinking Skills Level**				**knowledge**											
									59.2	**59.1**		**59.1**	**59**	**57.3**		**57. 9**	**49**	**49**		**49**
									Application											
									28.3	**27.9**		**28.1**	**30.1**	**30.6**		**30. 4**	**33**	**33**		**33**
									Meta-cognitive questions											
									12.5	12.9		12.8	10.9	12.1		11. 7	18	18		18
			√	**2.19**	**Percentage of student participation in extra-curricular activities that support and link**			4th grade					80.6 %	72.6 %		76. 3%	82 %	76%		79 %
								8th grade					74.5 %	87.8 %		81. 8%	78 %	88%		83 %

					learning to daily life															
			√	**2.20**	**Percentage of classes that employ educational tools (digital, non-digital, and specialized)**				**All varieties**											
									42.5%	44.9%	42.8%	43.7%	55%	55%	45%	54%	62.5%	55.9%	62.8%	63.7%
									digital											
									17.4%	19.7%	14.8%	18.1%	25%	21%	21%	23%	27.4%	29.7%	24.8%	28.1%
									non-digital											
									25%	29%	26.5%	27.1%	37%	38%	29%	37%	35.0%	39.0%	36.5%	37.1%
									specialized											
									16.2%	17.8%	15.5%	16.9%	18%	18%	22%	18%	26.2%	27.8%	25.5%	26.9%
			√	**2.21**	**Percentage of technology classes employing specialized technological tools**				27.5%	39.1%	35.8%	34.2%					45%	58%	54%	55%
			√	**2.22**	**Percentage of science classes that employ educational tools**				31.4%	37.0%	40.8%	36.0%					45.3%	51%	55%	50%
			√	**2.23**	**Degree to which schools achieve the standards of a healthy environment**				64.8	72.7	67.1	68.4	66.92	69.61	67.78	68.18	65.8	77.8	69.4	71

					that reinforce education													
			√	**2.24**	**Number of schools participating in the Free Activity**				1500						2000			
	Goal (4): Palestinian curricula assessed and modified		√	**2.25**	**Degree of integration of human rights concepts, environmental issues, gender issues, and qualitative educational standards within the Palestinian curricula (school textbooks for grades 1 - 9)**								Results of the indicator in M&E Report					

The above table indicates some gaps in the quality education indicators for the Basic Program:

1. Percentage of qualified teachers in 2018-19 according to the Teacher Education Strategy reached 65.1% for males and 75.1% for females.
2. Average achievements in national tests (Arabic, science, mathematics) during 2018-19 for classes that sat for the test were all in favor of females.
3. Degree of student active engagement in the classroom during 2018-19 was 11.6 for males and 15.7 for females.
4. Degree of grade 4 and grade 8 student possession of ethical values and positive attitudes as well as the degree of possession for the various levels of thinking and life skills were all in favor of females during 2018-2019.
5. Degree of school violence during 2018-19 for males was: 56% physical, 57.5% verbal, 39.6% negligence-based, 19.1% sexual; while for females: 38.3% physical, 49.4% verbal, 33% negligence based, and 9.8% sexual.

Secondary Education Program:

Strategic Goals	GOAL	KPI	Sub-performance Indicators	Indicator N0.	Indicators	AREA	Track	Branch / grade	Baseline 2017 (2017-2018)				2018 (2018-2019)				Targets (2022)			
									Male	Female	Co-Ed	M&F	Male	Female	Co-Ed	M&F	Male	Female	Co-Ed	M&F
Sector Goal (2): Developing a student-centered teaching and learning pedagogy and environment	Goal (2): Qualified teachers and support staff increased	√		3.10	Percentage of qualified secondary cycle teachers in accordance with TES.				36.0 %	41.1 %		38.3 %	37.2 %	42.8 %		39.60 %	42.4 %	47.5 %		45%
		√		3.11	Percentage of secondary cycle teachers enrolled in continuous professional development programs				25.2 %	22.1 %		23.4 %	94.9 %	94.9 %		94.9 %	50.2 %	48.1 %		48.4 %
	Goal (3):	√		3.12	Degree of students' possession of moral			11th grade	59	62.6		60.9					69	72		71

					values and positive attitudes														
		√		**3.13**	**Degree of students' possession of various thinking patterns.**			**11th grade**	47.8	52.5		50.3					58	62		60
		√		**3.14**	**Degree of students' possession of life and citizenship skills**			**11th grade**	64.2	68.1		66.3					75	80		77
		√		**3.15**	**Degree of student possession of ICT skills according to type of skill**			**10th grade**	44.4	47.7		46.2					54.4	57.7		56.2
			√	**3.16**	**Degree of student's active engagement in classrooms**				11.6	11.3	8.4	11.2	14.7	11.2	12.9	12.8	26.6	26.3	23.4	26.2
			√	**3.17**					**Physical violence**										

					Percentage of students exposed to violence in school			65.1 %	41.7 %		52.8 %	54.4 %	31.7 %		41.6 %	55.1 %	31.7 %		42.8 %
								verbal violence											
								65.7 %	60.1 %		62.8 %	63.6 %	57.9 %		60.4 %	55.7 %	50.1 %		52.8 %
								Negligence-based violence											
								44.8 %	39.6 %		42.1 %	46.2 %	36.7 %		40.9 %	34.8 %	29.6 %		32.1 %
								sexual violence											
								27.9 %	5.6%		16.2 %	26.3 %	9.9%		17%	20.4 %	3.1%		11.2 %
					Degree to which questions posed by the teacher inside the classroom are diversified according to the thinking skills level.			knowledge											
								55	54.1		54.6	56.2	56.4		56.3	43.4	42.8		43
								Application											
								29.1	30.3		29.7	29.3	28.8		29.1	36	36		36
								Meta-cognitive questions											
		√	**3.18**					15.9	15.7		15.8	14.5	14.9		14.7	21	21		21
		√	**3.19**		**Percentage of student participation in extra-**		**10th grade**					77.4 %	79.7 %		78.6 %	80%	82%		81%

					curricular activities that support and link learning to daily life															
			√	**3.20**	**Percentage of classes that employ educational tools (digital, non-digital, and specialized)**				All varieties											
									38.8%	31.8%	14.8%	32.2%	49%	55%	32%	51%	48.8%	41.8%	24.8%	42.2%
									digital											
									26.2%	19.5%	5.0%	20.1%	21%	25%	21%	23%	36.2%	29.5%	15%	30.1%
									non-digital											
									17.9%	18.3%	1.6%	15.6%	33%	36%	17%	34%	27.9%	28.3%	11.6%	25.6%
									specialized											
									9.9%	5.6%	8.2%	7.7%	19%	15%	13%	17%	19.9%	15.6%	18.2%	17.7%
			√	**3.21**	**Percentage of technology classes employing specialized technological tools**				84.2%	61.9%	66.7%	70.9%					91%	75%	76%	81%
			√	**3.22**	**Percentage of science**				11.1%	28.6%	0.0%	15.1%					48.7%	54%	52%	50%

					classes that employ education al tools															

The above table indicates some gaps in the quality indicators for the Secondary Program:

1. Percentage of qualified teachers in 2018-19 according to the Teacher Education Strategy reached 37.2% for males and 42.8% for females.
2. Degree of grade 11 student possession of ethical values and positive attitudes as well as the degree of possession for the various levels of thinking and life skills were all in favor of females during 2018-2019.
3. Degree of student possession of ICT skills (according to each skill) was 44.4% for males and 47.7 for females during 2018-19.
4. Degree of school violence during 2018-19 for males was: 54.5% physical, 63.6% verbal, 46.2% negligence-based, 6.3% sexual; while for females: 31.7% physical, 57.9% verbal, 36.7% negligence based, and 9.9% sexual.
5. Percentage of Technology classes wherein technological aides are employed reached 67.6% for males and 35.3% for females during 2018-19.

2.3 Vocational Education Program:

Strategic Goals	GOAL	KPI	Sub-performance Indicators	Indicator No.	Indicators	AREA	Track	Branch / grade	Baseline 2017 (2017-2018)				2018 (2018-2019)				Targets (2022)			
									Male	Female	Co-Ed	M&F	Male	Female	Co-Ed	M&F	Male	Female	Co-Ed	M&F
Sector Goal (2): Developing a student-centered teaching and learning pedagogy and environment	Goal (2): Qualified teachers and support staff increased	√		3.10	Percentage of qualified secondary cycle teachers in accordance with TES.				36.0%	41.1%		38.3%	37.2%	42.8%		39.60%	42.4%	47.5%		45%
			√	3.11	Percentage of secondary cycle teachers enrolled in continuous professional development programs				25.2%	22.1%		23.4%	94.9%	94.9%		94.9%	50.2%	48.1%		48.4%
	Goal (3): Quality educational services guaranteed	√		3.12	Degree of students' possession of moral values and positive attitudes			11th grade	59	62.6		60.9					69	72		71
		√		3.13	Degree of students' possession of			11th grade	47.8	52.5		50.3					58	62		60

					various thinking patterns.															
		√		**3.14**	**Degree of students' possession of life and citizenship skills**			**11th grade**	64.2	68.1		66.3					75	80		77
		√		**3.15**	**Degree of student possession of ICT skills according to type of skill**			**10th grade**	44.4	47.7		46.2					54.4	57.7		56.2
			√	**3.16**	**Degree of student's active engagement in classrooms**				11.6	11.3	8.4	11.2	14.7	11.2	12.9	12.8	26.6	26.3	23.4	26.2
			√	**3.17**	**Percentage of students exposed to violence in school**				**Physical violence**											
									65.1%	41.7%		52.8%	54.4%	31.7%		41.6%	55.1%	31.7%		42.8%
									verbal violence											
									65.7%	60.1%		62.8%	63.6%	57.9%		60.4%	55.7%	50.1%		52.8%
									Negligence-based violence											
									44.8%	39.6%		42.1%	46.2%	36.7%		40.9%	34.8%	29.6%		32.1%
									sexual violence											
									27.9%	5.6%		16.2%	26.3%	9.9%		17%	20.4%	3.1%		11.2%

			√	**3.18**	**Degree to which questions posed by the teacher inside the classroom are diversified according to the thinking skills level.**				knowledge													
									55	54.1		54.6	56.2	56.4		56.3	43.4	42.8		43
									Application													
									29.1	30.3		29.7	29.3	28.8		29.1	36	36		36
									Meta-cognitive questions													
									15.9	15.7		15.8	14.5	14.9		14.7	21	21		21
			√	**3.19**	**Percentage of student participation in extra-curricular activities that support and link learning to daily life**			**10th grade**					77.4%	79.7%		78.6%	80%	82%		81%
			√	**3.20**	**Percentage of classes that employ educational tools (digital, non-digital, and specialized)**				All varieties													
									38.8%	31.8%	14.8%	32.2%	49%	55%	32%	51%	48.8%	41.8%	24.8%	42.2%
									digital													
									26.2%	19.5%	5.0%	20.1%	21%	25%	21%	23%	36.2%	29.5%	15%	30.1%
									non-digital													
									17.9%	18.3%	1.6%	15.6%	33%	36%	17%	34%	27.9%	28.3%	11.6%	25.6%
									specialized													
									9.9%	5.6%	8.2%	7.7%	19%	15%	13%	17%	19.9%	15.6%	18.2%	17.7%
			√	**3.21**	**Percentage of technology classes employing**				84.2%	61.9%	66.7%	70.9%					91%	75%	76%	81%

					specialized technological tools														
			√	**3.22**	**Percentage of science classes that employ educational tools**				11.1%	28.6%	0.0%	15.1%					48.7%	54%	52%	50%

The above table indicates some gaps in the quality education indicators for the Vocational Program:

1. Percentage of females passing the General Secondary Matriculation Exam for all vocational streams was always higher than males in 2018-2019.
2. Percentage of General Education schools qualified to integrate vocational education during 2018-19 was 43% for both male and female schools, while the percentage for West Bank schools was 27% compared with 100% of Gaza Strip schools.

2.5 Non-Formal Program:

Strategic Goals	GOAL	KPI	Sub-performance Indicators	Indicator No.	Indicators	Branch	Area	Baseline 2017 (2017-2018)			2018 (2018-2019)			Target (2022)		
								Male	Female	M&F	Male	Female	M&F	Male	Female	M&F
Goal (2): Developing a student-centered teaching and learning pedagogy and environment	Goal (2): Adult education strategy implemented		√	5.4	**Actual execution rate compared with what was planned in the Annual Work Plan to implement the Adult Education Strategy.**			(17%)/ (17%)			(25%)/ (33%)			8%		
	Goal (3): Percentage of qualified teachers increased		√	5.5	**Percentage of teachers and supervisors who are qualified to work at literacy and parallel education centers**		Palestine	10%	12%	11%	20%	24%	22%	60%	72%	66%

	Goal (4): Quality educational service		√	5.6	**Execution rate for developing the Non-Formal Education curriculum**			(20%)/ (20%)			(20%)/ (20%)			(10%)/ (10%)		
Goal (3): Enhance Accountability and Results-Based Leadership, Governance and Management																

The above table indicates some gaps in the quality education indicators for the Non-Formal Program:

1. Percentage of qualified teachers at Literacy centers and Parallel Education during 2018-19 was 20% for male teachers and 24% for female teachers.

SECTOR GOAL 3: Enhance Accountability and Results-based leadership, governance and management

Educational Governance Program:

Sector Strategic Goals	Key Performance Indicators	GOAL	Indicator No.	Indicators		Baseline 2017 (2017-2018)				2018 (2018-2019)				Target (2022)			
						Male	Female	Co-Ed	M&F	Male	Female	Co-Ed	M&F	Male	Female	Co-Ed	M&F
Sector Goal (3): Enhance Accountability and Results-Based Leadership, Governance and Management		Goal (2): Legal frameworks developed to regulate work	6.1	Execution Rate compared with what was planned for modifying the organizational structure and job descriptions in compliance with the sectoral plan		(10%)/ (20%)				(20%) / (20%)				Activity ends in 2021			
		Goal (3): Physical environment improved	6.2	Degree of staff (ministry & directorates) satisfaction of the physical work environment	total (Ministry + Directorates)	58.8				59.01				81			
					Ministry	62.2	58.2		60.4	63	56.6		60.34	88	80		84
					Directorates	60.1	54.0		58.0	60.59	54.05		58.51	82	80		81

			6.3	**Degree of employing technology in administrative work**	total (Ministry +Directorates)	60.9				61.82				83			
					Ministry	65	61		63.1	65.01	60.47		62.94	86	84		85
					Directorates	61.3	57		59.9	62.14	59.9		61.39	84	80		82
		Goal (4): Policy development, decision-making and accountability frameworks developed and activated at all levels	**6.4**	**Degree to which the ministry practices aspects of good governance and accountability**	Ministry as a whole	51.9				62.8				81			
					Ministry	55.2				61.8				80			
					Directorates	53.4				62.6				77			
					Schools	47.3				63.9				89			
			6.5	**cost per student in school education**		971$				933$				1276$			
			6.6	**Percentage of the education budget from the total national budget**		21%				20.42%				27%			
			6.7	**Percentage of actual developmental expenditure versus approved resource-based**		47%				61.28%				91%			

				developmental budget													
			6.8	Percentage of developmental expenditure from MoF's developmental budget		31%				54.94%				75%			
			6.9	Percentage of developmental budget allocated through the Joint Financing Arrangement (JFA)		29%				33.75%				29%			
		Goal (5): Partnership with stakeholders developed and activated	6.10	Degree of local community's participation in school activities and events		41.9	33.3	37.1	37.5	45.58	53.5	49.01	49.41	51.9	56	52	53.9

		Goal (6): Emergency/crisis management system activated within the education	**6.11**	**Degree of ministry readiness for emergencies and crisis management**		(3.4%)/ (3.4%)	(6.8%) / (13.6%)	(13.6%)/ (13.6)

2. Mid-Term Review (2017-2019) for NPA 2017-2022

National Policy (20): Improving Early Childhood Education

The key policy intervention was developing for Early Childhood Development programs that are available for all as well as expanding preschool education and improving its quality.

Table (15): Strategic Results Framework for National Policy 20

Indicator	Verification source	2016 Baseline	2017 Achieved Value	2018 Target	2018 Achieved Value	2019 Target
Result 1: Preschool Gross Enrollment Rate Increased						
Preschool (KG2 only) GER	MoE	74.9%	72.49%	83.5%	71%	85.9%

National Policy (21): Improving Enrollment and Survival in Education

To achieve this national policy, several interventions were set that represented maintaining high rates of enrollment in Basic Education for females and males, whilst delimiting dropout from schools. In Secondary Education, the intervention represented improving male and female enrollment within all Secondary tracks (scientific, literary, vocational) as well as creating a balance in track enrollments. Meanwhile, interventions promoted enrolling in the Non-Formal Education, including literacy programs, for those who exited the educational system prior to completing their education. Policy interventions to achieve Policy 21 included the provision of support and protection for education in Jerusalem, the so-called "Area C", and the Gaza Strip while guaranteeing equity in access to education, particularly for marginalized areas and groups.

Table (16): Strategic Results Framework for National Policy 21

Indicator	Verification source	2016 Baseline	2017 Achieved Value	2018 Target	2018 Achieved Value	2019 Target
Result 1: Basic Cycle Student Enrollment Rate						
Adjusted Net Enrollment Rate (NERA) for the Basic Cycle	MoE	96.3%	99%	99.08%	98.5%	99.1%
Number of students with disability in public basic schools	MoE	-	6510	6510	7772	6966
Degree of Appropriateness of school buildings (classrooms, specialized rooms and facilities) that meet the standards	MoE	84.8	85	85.2	85.5	85.4
Result 2: Student Transition (Survival) Rate from Basic to Secondary Cycle Increased						
Adjusted Net Enrollment Rate (NERA) for the Secondary Cycle	MoE	66%	77.4%	77.8%	78.8%	78.4%
Transition rate from the Basic Cycle to the Secondary Cycle	MoE	88.8%	90.9%	90.4%	92.4%	90.7%

Indicator	Verification source	2016 Baseline	2017 Achieved Value	2018 Target	2018 Achieved Value	2019 Target
Number of students with disability in public Secondary schools	**MoE**	**-**	**1540**	**1617**	**1611**	**1648**
Degree of appropriateness of school buildings (classrooms, specialized rooms and facilities) that meet the standards of secondary schools	**MoE**	**84.6**	**84.7**	**84.9**	**84.9**	**85.1**
Result 3: Illiteracy Rate (aged 15 years and above) decreased and Rate of Parallel Education Students Increased						
Literacy rate in Palestine (15 years and above)	**MoE**	**96.9%**	**96.7%**	**96.8%**	**-**	**97%**
Result 4: Vocational Education Student Rate Increased						
Entry Rate to vocational Secondary Stage (grade 11)	**MoE**	**2.4%**	**2.99%**	**4.02%**	**3.9%**	**5.13%**
Result 6: Students Safe Access						
Number of schools exposed to infra-structure attacks	**MoE**	**60**	**110**	**0**	**323**	**0**
Number of students & teachers exposed to physical violations by the Israeli military or settlers in the northern governorates	**MoE**	**3105**	**2647**	**0**	**2072**	**0**
Average of school delay hours (educational time lost) for students and teachers caused by Israeli violations	**MoE**	**7990 classes**	**9153.5 classes**	**0**	**8364.5 classes**	**0**
Number of Resilience and Challenge schools	**MoE**	**0**	**13**	**14**	**17**	**15**

National Policy (22): Improving School Quality Education

The policy interventions to achieve this policy consisted of reforming and developing educational curricula; developing e-learning programs; qualifying and continuing training for teachers and support staff, developing educational facilities; providing a safe and healthy educational environment; and, developing and promoting free activity as an integral part of curriculum implementation.

Table (17): Strategic Results Framework for National Policy 22

Indicator	Verification source	2016 Baseline	2017 Achieved Value	2018 Target	2018 Achieved Value	2019 Target
Result 1: Number of qualified Preschool teachers and principals increased						
Percentage of qualified preschool teachers according to TES	MoE	31.6%	31.6%	37.6%	38.4%	40.6%
Result 2: Student-centered quality education service inside the classroom guaranteed to all children /Preschool Program						
Degree of possession of a preschool child (5-6 years old) to basic developmental skills (lingual, movement, cognitive, social, emotional and self-care)	MoE	-	68.1	69.1	(NA)	70.1
Result 3: Preschool curricula developed to suit Palestinian children's needs						
Execution rate of what is annually planned to assess and develop the preschool curriculum	MoE	28.6%	14.3%	28.6%	28%	28.6%
Result 4: Percent of Qualified teachers and support staff increased according to TES / Basic and Secondary						
Percentage of qualified basic cycle teachers in accordance with TES	MoE	57.4%	48%	-	68.3%	-
Percentage of qualified secondary cycle teachers in accordance with TES	MoE	24%	31%	36.8%	38.3%	42.6%
Result 5: Student-centered quality education service inside the classroom guaranteed to all children /Basic and Secondary Program						
Average performance of students in standardized national (science) tests	MoE	43	44.3	46.3	(NA)	48.3
Percentage of Basic Stage student participation in extra-curricular activities that support and link learning to daily life	MoE	85.3%	89.3%	90.6%	89.3%	92.2%
Percentage of student participation in extra-curricular activities that support and link learning to daily life	MoE	93.5%	91.7%	93.5%	89.6%	95%
Degree of grade 10 student possession of ICT skills according to type of skill	MoE	-	46.2	48.2	(NA)	50.2
Number of schools participating in the Free Activity	MoE	-	1500	1600	1256	1700
Result 6: Basic Stage Curricula Developed						
Actual Execution rate compared to what was	MoE	100%	100%	100%	100%	100%

planned in the annual work plans to develop the Basic Stage curricula						
Indicator	**Verification source**	**2016 Baseline**	**2017 Achieved Value**	**2018 Target**	**2018 Achieved Value**	**2019 Target**
Result 7: Secondary Stage Curricula developed to meet student needs						
Actual Execution rate compared to what was planned in the annual work plans to develop the Secondary Stage curricula	**MoE**	**100%**	**100%**	**100%**	**100%**	**100%**
Result 8: National Strategy for Adult Education implemented in coordination with the relevant institutions / Non-Formal Program						
Actual Execution rate compared to what was planned in the annual work plans to implement the Adult Education Strategy	**MoE**	**50%**	**100%**	**100%**	**75%**	**100%**
Result 9: Percent of Qualified Teachers and Supervisors in the Literacy and Adult Education Program and the Parallel Education Program according to TES standards						
Percent of qualified teachers and supervisors in Literacy and Parallel Education Centers	**MoE**	**5.7%**	**11%**	**22%**	**22%**	**33%**
Result 10: Curricula Framework for the Literacy and Adult Education Programs and other new programs developed to meet Palestinian adults' needs						
Execution rate compared to what was planned in the annual work plans to develop the Non-Formal Education curricula	**MoE**	**-**	**20%**	**20%**	**20%**	**20%**
Result 11: National Strategy for the Qualification and Training of all Vocational Education teams in all public vocational schools until end of 2019						
Percentage of qualified vocational education staff (teachers, principal, vocational counselor) according to the Vocational Education National Strategy standards	**MoE**	**-**	**-**	**-**	**12%**	**-**

National Policy (23): From Education to Work

The policy interventions to achieve this national policy consisted of trying to align TVET with the needs of the labor market; ensuring equal opportunities for everyone to obtain employment; developing and expanding the TVET base; and, developing capabilities in the field of scientific research.

Interventions included: Fifty-five new divisions were opened for the tenth grade of vocational schools in 143 public education schools; rehabilitation of the Beit Hanoun Industrial School;

completion of the first phase of expanding Nablus Industrial School and Hebron Industrial School; issuing tenders for the maintenance of vocational schools and provision of furniture and educational tools for the vocational workshops; and, a number of industrial schools were provided with modern equipment and means for checking vehicles, computers and smart boards.

Results for the education sector

• Poor achievement levels of higher basic stage students in mathematics and science subjects, and the cessation of participating in international examinations that test students of this stage in the aforementioned subjects that compare countries of the region and the world.

• The difficulty of keeping pace with the development of professions in the labor market, as the development is rapid and large due to rapid technological developments, and the difficulty of evaluating practical skills in line with the requirements of the constantly changing labor market.

Recommendations for the education sector:

• The return of the Ministry of Education to participate in international examinations, which aim to test the abilities of school students in the higher basic stage in mathematics and science subjects and compare them with the countries of the region and the world.

3. Recommendations of consultative meetings with partners

The Ministry of Education held two workshops to consult with local partners from civil society institutions, universities, and partner government institutions in order to update the ESSP 2017-2022. One workshop was held in the northern governorates (National Institute for Educational Training on 12 January 2020), and the second in the southern governorates (Al-Azhar University on 25 February 2020) with the aim of enhancing the involvement of national institutions in drawing up future national policies for the education sector in line with the orientations of the Ministry and the 18th government.

In-depth discussions were conducted within seven working groups that discussed the educational objectives and interventions in the related issues, and the outputs for each group were as follows:

1. The Basic and Secondary Education Group: The most prominent recommendations for this group are:

a) Strengthening the partnership between civil institutions and civil society institutions with the Ministry of Education, and integrating the axes in which these institutions operate within the ministry's sectoral plan and according to its needs.
b) Attracting and training teachers by making the teaching profession attractive, while adopting a system of motivations.
c) Paying attention to social issues related to the lives of the learners by learning through life contexts affecting their reality. Development of indicators related to this aspect.
d) Developing the educational assessment system, including instructions for passing and failing, and the General Secondary Matriculation Examination system.
e) The expansion of vocational education in terms of tracks to serve students and the needs of the labor market.
f) Supporting education in Jerusalem and making public education attractive to the largest number of students.

2. The Vocational Education Group: The most prominent recommendations for this group are:

a) Preparing a system for examining the vocational tendencies of ninth grade students.
b) Coordination with universities to link students of secondary vocational education with business incubators in universities, and the establishment of business incubators in a number of vocational schools.
c) Expanding the number of apprenticeship programs and developing the curricula for the apprenticeship path.
d) Opening vocational units and vocational schools within groups defined by geography and specialization.
e) Considering vocational schools as production centers to allow them to sell some of their productions and utilize the sales income by spending it on developing those schools.

3. Non-Formal Education Group: The most prominent recommendations for this group are:

a) Reviewing and developing the National Strategy for Adult Education in Palestine in partnership with local community institutions.
b) Activating the current three community centers for lifelong education for youth and adults. Expansion of establishing new community centers in partnership with the relevant authorities.

4. The Preschool Education Group (preschool): The most prominent recommendations for this group are:

a) Conducting a media campaign to educate parents about the significance of Preschool enrollment.
b) Expanding public preschool (KG2) classes in areas where childhood care services are not available.
c) Striving to establish an inclusive governmental preschool in every district as a role model for integrating children with disabilities.

5. The Cross-Sectoral Interventions Group (Youth): The most prominent recommendations for this group are:

a) Paying attention to the youth's vision and perspective on the curriculum and the educational process; It is imperative that the voice of students and youth be heard with regards to the entire curriculum and the educational process, and this can be achieved through focus groups around the country as well as investing in the technological advancement for those that have a passion for technology.
b) Investing in schools as community learning centers to promote educational activities beyond the classroom, especially as schools are transformed into vacant places after school hours and are considered frozen assets at a time when schools can be invested in, financially (environmental) and qualitatively (programs).
c) Changing the stereotype about technical and vocational education and uplifting the appreciation of students enrolled in it within society.
d) Attention and care needs to be given for physical education and art classes and refraining from sacrificing those classes for other subjects.
e) Strengthening schools as essential centers for clubs and youth centers; coordinating between schools and clubs and partnering with them so that schools serve as sports centers,

hospitalization centers, centers for resistance to occupation, and educational process incubators.

f) Promoting the concept of volunteering within the curriculum and student activities, and the need to incorporate student volunteer activities to serve the community, the village, the town and the country. Benefit from universities experiences in promoting voluntary and cooperative work hours.
g) Focusing on activities that support the disadvantaged youth (people with disabilities, youth in marginalized areas, and youth in conflict with the law).

6. The Cross-Sectoral Interventions Group (Environment): The most prominent recommendations for this group are:

a) Work to achieve a smoke-free educational environment in all schools.
b) Achieving public safety requirements in all schools.
c) All schools have a green aesthetic school environment.

7. The Cross-Sectoral Interventions Group (Gender): The most prominent recommendations for this group are:

a) Developing the competence of the educational, administrative, and support staff in the field of gender, women's rights, combating school violence, and changing the prevailing stereotypes.
b) Developing curricula in line with gender issues and focusing on occupation practices against curricula in Jerusalem and marginalized areas.
c) Increasing the enrollment of girls in vocational education and providing them with the skills required in entrepreneurship

4. Situation analysis and priorities at the Educational Directorates (districts) level

The Education Directorates conducted a study and diagnosed the educational reality therein, where a SWOT analysis was conducted and priorities were set for the years 2020-2022 for each district. The following is a summary of the Directorates' most prominent priorities:

First Domain: General Education (Basic Education, Secondary Education)

1. Raising the enrollment rate in Basic Grade 1, through: workshops to educate parents about the necessity of enrollment at the specified age for the first grade; activate the compulsory education law, and hold accountable parents who fail to enroll their children in the first grade.
2. Raise the level of achievement, by taking the following actions:
   a) At the student level: Analyzing students' weaknesses based on the results of school and national tests' analysis, and then setting remedial and improvement plans for all elements of the educational process.
   b) At the teacher level: Holding workshops to improve teachers' performance and raise their professional competence through the implementation and application of strategies and mechanisms for implementing activities; focusing on the employment of educational aids while activating the use of laboratories and technological tools in the classroom.
   c) At the level of school principals: Principals to attend courses on modern educational programs in order to keep pace with its latest developments so that their impact on teachers and students is reflected (skills of the 21st century).

d) At the level of the Directorate and Division Heads: Coordinate with the Ministry's DGs to improve the performance of division staff; focus supervisory visits on creating an interest in active learning.

3. Improving the degree of students' possession of thinking patterns, life skills, and positive values, through: Structuring educational goals with their diversified levels; diversity in the levels of classroom questions asked and raised that develop connection skills, analysis, thinking and conclusion; and, developing educational activities that fit the individual differences among students as well as suit their developmental and cognitive characteristics.
4. Engaging through: Training teachers in terms of maintaining the student as the focus of the educational learning process while the teacher is its facilitator; implementing the active learning strategies (groups, peers, drama, and the technology that supports it).
5. Utilizing activities as a means to implement the curriculum and considering it as a source of educational means; developing the spirit of scientific research; enhancing cultural activity, including employing the school radio, and encouraging students to read.
6. Activating the role of counseling and special education, specifically in the following areas:
   a) Reducing violence in all its forms and types.
   b) Monitoring cases of violence in all its forms, and identifying causes of violence through a targeted questionnaire (for students, parents, teaching and administrative staff). Qualifying of all parties that deal with students (teachers, counselors, parents, administrators).
   c) Reducing the percentage of students exposed to neglect, through: Activating the morning radio to introduce students to children's rights and duties; meetings and workshops with stakeholders to promote interest in child's protection from any violation.
   d) Reducing school dropout, through: Strengthening the career guidance program, early detection of students 'professional tendencies and determining their goal path in life, awareness-raising workshops on the importance of education (students and parents), strengthening students and raising their motivation, following up on dropout every case.
7. Increase the percentage of classroom classes that use digital and non-digital teaching aids, activate, produce, use and employ educational aids.
8. Providing the school's needs in terms of equipment, furniture and educational facilities, through: Establishing new laboratories and libraries, furnishing them, equipping them with devices and means, providing computer equipment, improving existing laboratories, training teachers on the use of educational equipment, laboratories and libraries.
9. Increasing the enrollment rate of students with disabilities in public education.
10. Directing projects for what serves the teacher, the learner and the school, according to the monitored needs and the ministry's policy.
11. School levels; rearranging school levels through: Expanding the building of schools or adding classrooms, providing transportation for students in cooperation with the local community, working to change the school's gender at this stage into co-ed as much as possible, redistributing the school map and moving towards establishing central schools, while providing transportation for students, and merging some schools close to each other in one school to make use of classrooms as much as possible.
12. Follow up on private schools by: Ensuring that they adhere to the instructions; that they do not violate matters of public safety for students and their workers.
13. Following up on the impact of training, through: Supervisory visits, the quality coordinator, the resident supervising principal, and the increase in the number of supervisors of one specialty for all subjects, in order to strengthen the follow-up. Maintaining the sustainability of the training effect. Exchange visits between teachers.

Second Domain: School Buildings
1. Building new schools, finishing existing schools, carrying out maintenance work for existing schools, including: maintenance of walls, squares and playgrounds, insulation of school roofs, and external works. Provide protective umbrellas.
2. Building training centers, multi-purpose halls, warehouses, and administrative buildings.
3. Addition of classrooms, specialized and administrative rooms.

Third Domain: Inclusive Education.
1. Harmonization of schools to integrate children with special needs, through: Providing resource rooms equipped with furniture and educational aids (smart board), providing a portable talking computer for blind students and Ministry employees. Appointing specialized teachers.
2. Establishing sensory rooms and establishing resource centers at the district level.
3. Providing a shadow teacher (support education) in every school to help students with disabilities.
4. Opening a compact classroom in every geographical area to accommodate students with mild and moderate intellectual disabilities to provide them with basic life skills.

Fourth Domain: Examinations and Evaluation
Developing a system for implementing national and international examinations and paying attention to their results, through: Training students on national and international exam models, analyzing the results of those exams to enhance achievement, and developing a system for evaluating elements of the educational process.

Fifth Domain: Digitization of Education:
1. Activating digitalization in education, through: Activating the STEM Program and educating students about its importance, smart learning, establishing math and science laboratories, developing learning strategies (brainstorming, problem solving, learning designs, communicating with universities), implementing the TIMSS exam for the fourth and eighth grade, introducing students to the value of sciences to persuade them to choose scientific subjects, invite people from diverse professional backgrounds to speak with students and exchange ideas with them about the importance of science in the future, focus on materials and experiments that make science an interesting subject.
2. Developing the technical infrastructure, through: Increasing technology laboratories, converting computer laboratories into technology ones, providing schools with a wireless computer network, providing schools with interactive display devices, providing schools with tablets, increasing the number of scientific laboratories, increasing the speed of the Internet in schools, and increasing the number of IT employees, developing the capabilities of the IT department staff (specialized courses in maintenance of digital and interactive display devices, drawing and imaging machines, printers, and courses in programming [Python, LINK to SQL] and graphic design).
3. Training and capacity development: Training teachers on how to design and employ interactive educational content, usage of the Smart Notebook program, usage of the Palestinian e-learning portal (www.elearn.ed.ps), usage of e-learning platforms and electronic communication mechanisms with students and parents, and mainstream the culture of digital awareness for students and the local community.

Sixth Domain: Challenge schools, Seamline Points (hot spots), and Israeli Violations
1. Building new Challenge (*Tahadi*) schools and providing all requirements for the educational process to be facilitated, considering these schools as sovereignty symbols and motivating their

students and teachers to confront challenges, supporting the steadfastness of our students in hot spot areas which are located at seamline points or behind the Apartheid Barrier.
2. Monitoring and documenting Israeli violations, and forming emergency management cells.

Seventh Domain: Preschool and Early Childhood sector:
1. Raise the enrollment rate in governmental preschools through: Adding preschool classes in existing basic schools, especially in remote areas where childhood services are completely unavailable.
2. Licensing all private preschools that operate without a license, through: Sending official letters to the owners of unlicensed preschools and urging them to obtain a license; educating parents about the dangers of registering their children in unlicensed preschools; directing an official letter to the competent authorities of the need to take legal measures against preschools that do not comply with licensing regulations.
3. Improving the quality of education in the early childhood sector, through: Utilizing the preschool teachers' guide in an appropriate manner by developing an appropriate action plan and supporting it with appropriate working papers.
4. Quality control in the early childhood sector, through: Developing a system for controlling and institutionalizing unified quality standards for private and governmental preschools (qualified teachers, qualified environment); preparing tools for collecting consistent information to measure quality, and activating organized field visits to measure quality.

Eighth Domain: Human Resources:
1. Work on providing stability for the teacher, and reduce the appointment transfers to different regions.
2. Providing supervisory, administrative and development centers for directorates and schools by appointing health personnel, supervisors, janitors, guards, drivers, counsellor and counseling supervisors, university educated teachers, technical personnel, civil engineers, maintenance personnel, physical education teachers, music teachers, and theater and arts teachers.

Ninth Domain: Governance, management and delegation of powers (orientation towards decentralization)
1. Establishing a department in each directorate specialized in complaints and verification committees due to the increased number of complaints, in order to have efficient field visits and reporting.
2. Developing a plan for school construction and maintenance to be conducted during holidays or after school hours out of fear for the safety of students; coordination amongst DGs, especially DG Health and DG Buildings, to agree on health standards for school facilities, while taking into account matters of public safety.
3. Restructuring and organizing the directorates: Distributing the divisions' staff according to specializations in order to facilitate projects and activities follow-up within each directorate; increasing the number of cadres in all divisions to increase support for all directorate schools.
4. Performance evaluation, accountability and incentives system: Review and approve performance evaluation according to the ministry's regulations; activate the civil service law with regard to the incentives and grades system; deal with teachers and school administrators according to school levels and student numbers; grant powers to district education directors to form investigation committees and its recommendations.
5. Educational database: Adopting a single database to be a single source of educational data.
6. Decision-making and empowerment through: Granting broader administrative and technical powers to school principals as well as their relationship with the local community; raising the

competencies of school principals and administrative staff; activating the principle of reward and responsibility, and activating the education tax in all population groups.
7. Work on the establishment of an independent body for parents' councils at the ministry and district level, through: Allowing parents' councils in each directorate to collaborate with schools in terms of professional and financial needs.

Tenth Domain: Development of Vocational Education:
1. Development of the infrastructure of existing vocational schools, which includes developing the existing vocational units, developing the tenth-grade vocational workshops, creating new divisions ideal vocational workshop for males and females and providing them with the necessary equipment and tools, and opening new vocational agricultural, automobile microtronics and clothing manufacturing units.
2. Building new vocational schools and new professional workshops.
3. Increasing the number of students enrolled in vocational education, through: Vocational awareness of the local community by circulating printed leaflets, holding lectures and seminars, marketing vocational education, and educating educational counselors.
4. Activating the apprenticeship path in line with the needs of the labor market, and opening new professional specializations and new apprenticeship streams.
5. Increasing the percentage of students with disabilities in vocational schools through: Providing students with disabilities with support aides, educating and preparing teachers to deal with students with disabilities.

Eleventh Domain: Improving School Health Environment:
1. Improving the physical health environment: building wells, building and rehabilitating school canteens, building and rehabilitating sanitary units, adding plastic water tanks (with a separation between sanitary unit and drinking fountains), constructing and rehabilitating school gardens, building new drinking fountain, painting school walls, providing emergency exits, activating the fire extinguishing system and increasing the number of fire extinguishers.
2. Ensuring students' health throughout the school stages, and setting a clear budget with a clear spending criteria for school health in directorates and schools.

Twelfth Domain: Activating Extracurricular Activities:
This includes student parliaments; implementation of specialized summer camps, and the establishment of specialized sports clubs for individual and collective games that targets all stages and age groups separately.

Thirteenth Domain: Improving School Environment and its Facilities:
Increasing solar energy projects in schools, setting unified standards regarding public safety aspects in schools, engaging the private sector in the nutritional aspects of schools, removing schools from city centers with nearby markets because of their noise and environmental pollution, adopting a clear mechanism for distributing school janitor.

5. Annual and Semi-Annual Progress Reports for MoE's Action Plan

1. Preschool:

a) Continuation to develop and adopt the Preschool Teacher Qualification Diploma.
b) Contact the Ministry of Finance to reduce the tax on private pre-schools where some of them had to close as a result of sustaining material losses.
c) Develop and implement standards for opening preschool classes (KG2) in poor localities.

d) The need to look for external donors and sign agreements with local community organizations that will achieve the program's objectives and policies.

2. Basic and Secondary Education:

a) Increase efforts to obtain local and international funding to support and protect education in Jerusalem
b) Increase the rate of student benefiting from remedial and support education programs by allocating annual budgets for those programs.
c) Adopting the Professional Work License for teachers and support staff according to the standards.
d) Increasing the number of public and private school classrooms in the southern governorates to decrease the levels of over-crowdedness.
e) Increasing efforts to adopt the Specialized Professional Diploma for grades 11-12 by AQAC.
f) Exerting further effort to improve the educational services for students with disability, particularly in the northern governorates as well as implementing planned outputs within the annual plans including the provision of building ramps for the disable since only 50.9% of northern governorates' schools has such services.
g) Activating coordination and partnership with institution focusing on gender, particularly in the northern governorates.
h) Allocating budgets for extra-curricular activities.

3. Vocational Education:

a) Continuing to implement the policy for schools that include only the vocational tenth grade to fully benefit from school donations.
b) Continuing outreach with the local community, municipalities and the international community in order to provide support for vocational schools and nits.
c) Ensure ownership rights for the lands wherein schools will be built by referring to the outline plans approved by the Ministry of Local Government.
d) Continuing with the apprenticeship program and the policy of integrating vocational education into general education for grades 7-9 and vocational grade 10 through mobilizing funding from municipalities and the local and international community.
e) The need to support the vocational units that were newly-created during the past two years to ensure their optimal operation in the year 2020-2021.
f) Continuing the procedures for approving and implementing the National Qualifications Framework in the formal, semi-formal and informal system.
g) Preparing studies to update the TVET strategy.

4. Non-Formal Education:

1) Planning for a specialized diploma in qualifying adult education facilitators in cooperation with NIET.
2) Providing additional bonuses for literacy and parallel education teachers in the Jerusalem Directorate due to their low wages relative to the standard of living there.
3) The new structure of the ministry gives special attention to adult education due to the shortage of specialized staff in the directorates.
4) Activating the activities of the Arab Decade for the Elimination of Illiteracy, in cooperation with partners.
5) Development of an accelerated program for exiting illiteracy.
6) Supporting and activating community centers for lifelong education for youth and adults and expanding their establishment in all governorates.

Recommendations of the Adult Education Status Diagnosis Study in Palestine, 2019:

a) Update the current National Strategy for Adult Education, and develop an implementation plan for it.
b) Establishing a national high commission for adult education in Palestine to lead the development process within a community-development horizon.
c) Work to unify the concepts and visions of adult education and circulate them among institutions working in this field to localize the concept in Palestine.
d) Serious efforts to attract volunteers from youth and professional groups, especially retirees and university graduates.
e) The need to create programs that deal with civilized illiteracy corresponding to the developments of contemporary life in addition to reading, writing and numeracy skill.

5. <u>Educational Governance:</u>

1) Prepare the technical requirements for DG projects before the budget implementation year, in order not to delay the approvals from the donors.
2) Work to prepare an approved priority system to ensure the allocation of financial resources in accordance with the Ministry's most important policies, and focus on quality issues.
3) The need to search for external funders and local community institutions and sign agreements that would achieve the ministry's goals and policies.
4) Involving the private sector in financing the ministry's plan and filling its financial gaps.
5) Finalizing the work on updating and approving the organizational structure of the ministry to achieve the goals of the ministry's strategic and annual plans.
6) Preparing a clear and approved training plan for engineers in the ministry and directorates.
7) Conducting a study on the reality of un-harmonized schools according to the Strategy of School Separation Levels; identifying non-separable schools according to agreed standards, and conducting awareness campaigns for the local community in coordination with the directorates.
8) Developing a computerized system to follow up the implementation process in school and administrative buildings and the maintenance process.
9) Speeding up internal procedures for bids and financial transactions, and updating systems and procedures to ensure the speedy completion of those transactions.
10) Consider financial transactions completed by DGs, which are payable, as completed on the basis of commitment in a manner that does not make the Ministry of Education responsible for Ministry of Finance procedures for actual disbursements or the availability of financial liquidity; thus, considering these allocations as "arrears on the Ministry of Finance."
11) Update the prices of goods and services according to the historical data for implementation available in the Ministry of Education. This shall form an updated indicative database, in order to accurately price goods and services included in tenders in order to avoid discrepancies in estimates.
12) Harmonization of the Bisan Financial Management Information System to provide users with financial reports for expenditures according to the structure of the annual plan, which contain outputs, goals and strategic objectives in accordance with the principles of accrual and cash basis.

Recommendations of NIET's Management Training Strategy 2019:

a) Developing the organizational structure of the Ministry of Education, directorates, and schools, in a way that promotes decentralization in educational management and encourages community participation in the process of developing and managing education.
b) Developing and institutionalizing training programs and tracks for administrators and technicians to serve the needs of different job positions and responsibilities according to the job descriptions.
c) Adopting leadership programs for job categories at the middle and upper management levels, wherein passing the training program for each job title shall be a condition (requirement) for progression to a higher job title.
d) A computerized human resource training system that documents and monitors the courses of each staff in each program.
e) Increase the number of NIET training supervisors to include the various categories of educational and public administration programs.
f) Preparing and empowering training teams from the Ministry in the field of public administration and other specialized fields in order to create in-house cadres to minimize the acquisition of external trainers when possible.
g) Increase and equip training rooms to accommodate the numbers of trainees: Training centers in the directorates can be relied upon and attached to the National Institute to distribute the training burden from the central building.

6. Report on the Risks of Israeli Annexation

Annexation is defined as a State's use of force to append the territory of another state to its territory. This situation presupposes that the state intending to annex the lands of another state actually occupies this land. Consequently, since the occupation is a temporary situation according to international law, annexation violates the law of occupation, because it aims to impose permanent sovereignty over the lands it seized.

The official Israeli annexation of Jerusalem in 1967 and its current plans to annex more lands belonging to the State of Palestine deny and threaten the national rights of the Palestinian people and human rights. The facts imposed on the ground today in occupied Palestine are the result of a systematic and comprehensive annexation process that Israel has sought to achieve throughout its 53-year-old occupation. In order to consolidate its settler colonial project, Israel continues to confiscate Palestinian lands, destroy and seize Palestinian property, build more of its illegal settlements, and exploit Palestinian water and other natural resources. Israel is already committing clearly defined war crimes, including as defined in the International Criminal Court (Rome) Statute, by: "the transfer, directly or indirectly, by the Occupying Power of parts of its own civilian population into the territory it occupies," or "deporting or transferring the population of the occupied territories within these territories or outside."

The Palestinian people are virtually denied access to and control over their lands, borders, and natural resources, including water. The reality that de facto annexation today is expressed mainly through the establishment of Israeli colonial settlements, the annexation wall that divides Palestinian cities, villages, towns, and settlements, and a system of military checkpoints and settlements.

The current Israeli annexation plans that aim to formally declare its permanent sovereignty over Palestinian land are known as legal annexation, and it is an affirmation of the one-state reality that already exists in which two legal systems apply: Israeli law applied on Israeli

settlers, and Israeli military orders applied on Palestinians. Israel's assertion of full control over the territories of the State of Palestine, recognized by 139 countries around the world, nullifies the inalienable right of the Palestinian people to self-determination. The annexation establishes the reality of complete and open apartheid in which the Palestinian people will endure more violence, incitement, injustice, racism and institutional discrimination.

Henceforth, it does not matter what part (or parts) that Israel threatens to annex, whether small or large, and regardless of whether the process of annexing more Palestinian land gradually or once, the Israeli colonial settlement project is a witness to Israel's plan to extend its sovereignty over all of Palestine The principle of annexation in and of itself is a threat to the international order based on the rules of international law, and the ongoing Israeli violations of international law clearly express Israel's blatant denial of the right of the Palestinian people to exist on its land. Possible annexation scenarios, which are: the Jordan Valley (the eastern gate of Palestine), all Israeli settlements in the West Bank, settlements around Jerusalem (to embody its colonial project of "Greater Jerusalem"), settlements around Bethlehem, or its settlements in Hebron.

The annexation plan presented by President Trump explicitly proposes annexation of the entire occupied West Bank, and contained in the text of the plan in Section Seven which states that, "the State of Israel will retain the supreme security responsibility in the State of Palestine…". The plan accepts the unlawful facts that already exist in which Israel has established in occupied Palestine, and it also presents a conceptual map that corresponds to the annexation maps that Israel drew up in the early days of Israeli occupation in 1967, wherein it maintains control of all territory west of the Jordan River to the Mediterranean Sea. According to the plan, the State of Palestine does not share an eastern international border with Jordan, and security control will remain over all the border crossings, including the crossings with the Arab Republic of Egypt. The plan also envisions a Palestinian state lacking sovereignty, divided into enclaves, intermittent and isolated, and not geographically connected, linked by a transportation network through bridges and tunnels, and the construction of which is subject to the security requirements that are harmonious with the annexation wall and expansions in line with the new borders. Thus, Israel would retain the upper hand in security control as well as complete Israeli control over the air and sea space. This plan only means the continuation of the Israeli occupation and making it permanent, and this is fully consistent with the Israeli plans for annexation.

The Israeli annexation plans pose a threat to the existence of the State of Palestine, and the formal annexation of any additional part of occupied Palestine, regardless of its level, would have dire consequences. The Israeli idea of annexation is to control the land without being directly responsible for the residents. The situation of the Palestinian citizens of occupied Jerusalem indicates how their "permanent residence" allowed them to be controlled by Israel through a series of repressive and discriminatory policies. In this context, Israel considers the presence of these citizens to be temporary, while its control over their lands and lives is permanent. The annexation revokes the right of the Palestinian people to embody their state, guarantees the permanent separation between the occupied West Bank and the besieged Gaza Strip, and further consolidates the Israeli colonial project and erases the green line, which is the foundation of the internationally-adopted two-state solution. Hence, this illustrates a rejection of every international effort during the past 27 years seeking to achieve peace, end the Israeli occupation, and achieve Palestine's independence.

In addition to the situation resulting from the legal annexation of occupied Jerusalem, the Israeli annexation plans will further divide Palestinian cities and villages in the West Bank and deprive them of the right to grow and develop. It will pave the way for Israel to confiscate additional Palestinian territory, demolish more homes and extradite more Palestinian families through forced displacement and replace them with a larger number of their Israeli civilian population (settlers). In order to achieve this heinous goal, the State of Israel will limit the movement of Palestinians and intensify the range of its aggressive and repressive attacks against them, including through incursions and arrests, while maintaining its continuous coordination and cooperation with its illegal settlers.

In response to the Israeli annexation plans for the Palestinian territories, the Palestinian leadership announced on May 19, 2020 the decision of the Palestine Liberation Organization and the State of Palestine that they are absolved of all agreements and understandings with Israel. Consequently, it informed the Israeli and American sides of ending cooperation between them, including the immediate cessation of security coordination.

The Palestinian leadership is currently preparing plans to address practical steps related to every aspect of Palestinian life, especially with regard to services, education, health and security, in order to continue maintaining public order and providing services to Palestinians. Palestine is also moving from the era of interim authority to strengthening and empowering state institutions towards independence.

The majority of countries in the world have expressed their rejection and concern about the Israeli annexation plans, but there was no unified international position on these measures that must be taken to hold Israel accountable for its long record of violations of the rules of international law. The Israeli annexation plans can only be deterred by concrete measures, including the imposition of sanctions on Israel.

7. Regional and International Publications on the impact of Covid-19 on Education

At the beginning of 2020, the world witnessed a momentous event that could threaten education with a grave crisis, perhaps the most dangerous in our contemporary time. The Coronavirus pandemic has threatened progress in education around the world through two major shocks:

1. The almost-global closure of schools at the level of all stages:
Since March 2020, the Coronavirus (COVID-19) pandemic caused the interruption of schooling for more than 1.6 billion children and youth in 161 countries, that is, nearly 80% of students enrolled in school around the world. As countries began to take measures to address and adapt to this crisis, several countries began imposing social distancing through school closures, which represented a logical solution to limit the spread of the virus within local communities, but closing them for a long period had a disproportionate negative impact on students.
2. Economic recession caused by measures to combat the pandemic:
Unless great efforts are made to counter these effects, the shock of school closures will cause learning losses, increased drop-out rates, and increased inequality, and the economic shock will exacerbate the damage, by reducing the supply and demand sides of education, given the damage it inflicts on families' livelihood. Both would damage human capital and well-being in the long run.

How have countries dealt with the spread of the Covid-19 virus:

Many countries have implemented various forms of these strategies, including the following:

- Enhancing preparedness while keeping schools open: This includes imposing preventive measures in schools and supporting them (Afghanistan). Establishing protocols for schools to deal with potential diseases and conditions (Egypt, Russia, and Belarus). Use the infrastructure and human resources of the educational system to combat the spread of infection in local communities (Liberia, Sierra Leone). Limiting physical contact by reducing social and extracurricular activities (Singapore, Russia).
- Selective closure of schools: By resorting to isolating treatment areas, some governments have chosen to close local schools as a temporary measure (for example, India).
- School closure at the national level (the most used option globally): With the spread of the Coronavirus (COVID-19), many countries have announced school closures at the national level. Indeed, many are concerned that children and young adults - although they appear to be less vulnerable to contracting the virus and have much lower mortality rates among them than other groups - may be carriers of the disease, putting their older family members at risk in communities around the world where multi-generational families are spread.
- Using distance learning and education resources to alleviate the loss of learning: Many countries have resorted to distance learning as a way to reduce lost time in schools (entirely online in China, Italy, France, Germany, and Saudi Arabia; and mobile phones or televisions in Vietnam, Mongolia). In addition to infrastructure and connectivity, teachers 'and administrators' knowledge of the necessary tools and processes are also key factors in providing distance learning (Singapore). Other countries send lessons to children at home as homework (Lebanon). In Bulgaria, more than 800,000 accounts were created for all teachers and parents, publishing houses were mobilized to make textbooks and educational materials available in digital content for grades one to ten, and two channels broadcast educational programs on national television.

Looking to the future:

What we learn from the emerging corona virus crisis is that preparedness is critical. Although there are different scenarios, many of them assume that the spread of the Coronavirus will occur in waves, which means that the process of addressing it must be cyclical, and this would facilitate the process of "adaptation" once the crisis occurs and reduce its negative effects to a minimum.

Measures could include introducing protocols for inspections within schools, disseminating hygiene practices campaigns, enforcing school closures, providing distance learning, and using closed schools for emergency purposes, etc.

Since the most important and fundamental investment is in the human element, every effort is made for the benefit of the learning and teaching process that aims for learners to reach a degree of awareness of life skills, ability to deal with problems, and remain updated with the technological and knowledge developments. Therefore, and in light of the current pandemic, it is imperative to rethink the teaching process and educational philosophy and the envisaged goals as an integrated system. It is imperative to find solutions for these challenges that constituted major obstacles for those in charge of the educational process.

2.4 Key Challenges Facing the Education Sector

First Challenge: Israeli Occupation and the Reality of Education

The Palestinian people have been going through tragic situations due to the life-threatening policies and practices adopted by the Israeli occupation. It exercises intransigence, arrogance and armed violence against men, women, children and the elderly in addition to disrupting the life and development of all people. It also caused big damage to the education system by prohibiting many teachers and students from reaching schools for long periods of time. In many cases, it denied schools the right to be supplied with computers[1]. Israel is determined to obstruct the Palestinian education process through its policies of closure, siege, schools and education centers demolition. Moreover, it denies students access to schools and universities, prohibits schools' construction in "Area C" and Jerusalem, censures the Palestinian curricula in Jerusalem as well as places pressure on private schools there to adopt Israeli curricula in place of the Palestinian curricula. Its practices include imposing a siege on the Gaza Strip and banning entry of construction materials necessary for building and rehabilitating schools, obstructing entry of textbooks and disrupting communications and movement between the West Bank and the Gaza Strip.

Education in Jerusalem: Obstacles and Challenges:

1. <u>Buildings and Classrooms:</u>

A large number of schools in Jerusalem suffer shortage of buildings suitable for educational use due to:

1. Difficulty of securing suitable land for building schools.
2. Difficulty of obtaining construction licenses from the Israeli occupation municipality.
3. Shortage of the number of available classrooms combined with the small present classrooms led to an overcrowding of students, hence making it difficult to secure appropriate educational environment.
4. Some schools face demolition orders.
5. Prohibiting schools' expansion and imposing high fines and taxes on schools, which drains the MoE financially.

2. <u>Leased Buildings</u>

MoE leases some apartments, as a practical solution. However, these buildings lack school specifications and are located in separate areas, making it difficult for teachers and students to move from one section to another. This adversely affects students' discipline and so the education process in general.

3. <u>Restoration and Maintenance:</u>

Many schools in Jerusalem lack regular maintenance and restoration, particularly within the walls of the old city. Most of these schools are ancient and cracked and lack ventilation and natural light. Despite these difficult conditions, most of them are overcrowded reflecting Palestinians tenacity to hold on to their right to the old city. In short, most of governmental\Waqf schools in Jerusalem are in need of restoration and maintenance.

[1] Arab Knowledge Report 2010-2011.

4. The Education Sector in Jerusalem is subject to Multiple Authorities:

This could be the most serious problem facing the education sector. Multiple authorities mean the absence of a single supervising party responsible for setting the philosophical vision and or education strategy for schools, which leaves opportunities open for the Israeli occupation authorities to interfere in the affairs of Palestinian schools in Jerusalem to serve their interests and goals.

5. Israeli Occupation Interference with the Education Sector and Curricula:

Israeli occupation authorities control the Palestinian education curricula in Jerusalem. They are responsible for the printing of textbooks used in Arab schools. The printing is executed post review and changes of the texts to suit their views and ideology (i.e., deleting all that relates to the Palestinian identity, and citizens' rights as well as rights to the al-Aqsa Mosque.

6. School Dropout:

Main causes of students' dropout:

- Israeli occupation municipality encourages students to drop out by tolerating and ignoring students' absence.
- Deteriorating economic conditions push families to take their children out of school into the labor workforce instead of continuing their education.
- Automatic upgrading of students regardless of his/her academic achievement or ratio of attendance; a policy adopted and applied on Arab schools by the occupation municipality.
- Shortage of school buildings, overcrowded classrooms, and its poor conditions.
- The apartheid wall and military check-points are serious obstacles obstructing students from continuing their education.

Fragile and Marginalized Areas ("Area C"):

The Interim Agreements between the PLO and Israel in 1994, divided the West Bank into three categories: Areas A, B and C. Area A and Area B comprise approximately 36% of the West. "Area C" covers 64% of the West Bank where 5.8% of the Palestinian population lives; Israel has retained complete control of this area, including security and administrative matters such as land-related civil matters, land allocation, planning and construction as well as water and infrastructure.

There are 2,074 Palestinian schools of which 1,782 are in the West Bank with 179 in "Area C." These schools are subject to systematic Israeli violations since they are located near the Israeli built apartheid wall, colonial settlements and military checkpoints or are located in Jerusalem and Hebron. Israeli occupation authorities allow Palestinians to build only on 1% of the area of this part of the Palestinian territory. The citizens who apply for permits to restore buildings can hardly get these permits. Such a policy is a major obstacle to building new schools or restoring old ones.

Main Israeli violations affecting schools in "Area C":

- Deprivation of the State of Palestine from having full sovereignty over its land.
- Political instability and spread of military checkpoints and electronic gates in the whole area of the West Bank.
- Israeli colonizers' violence towards Palestinians.
- The physical presence of the apartheid wall, withholding the issuance of construction permits, and shortage of school buildings.

- Lack of adequate capital for these areas.
- The spread of poverty, unemployment, and the phenomenon of dropping out of school, especially among girls.

Second Challenge: Inadequate External Support to Palestinian Education

In recent years, decline in external financial support provided to Palestinian education has begun to emerge, and it does not depart from being one of the challenges associated with the occupation and incitement carried out by against the Palestinian educational curricula and institutions. Some countries decreased its support within the Joint Financing Arrangement, while Belgium withdrew its contributions to the JFA. Other countries, such as the United States, completely cut off its funding.
Other manifestations of this challenge include the reduction of support directed to UNRWA, especially education, and the emergence of some voices calling for an end to its role in the relief, operation and education of refugees, which constitutes a great burden on the Palestinian education in the event that the education services of UNRWA are reduced or stopped.

Third Challenge: Political Division Between the West Bank and the Gaza Strip

Events of the political division between the northern governorates (the West Bank) and the southern governorates (the Gaza Strip) in 2007 had a direct impact on education, as measures were taken by the authorities controlling the Gaza Strip greatly affected education, including:
1. A large part of employees and teachers have been removed from their posts in schools and offices, and were replaced by employees and teachers loyal to the controlling party.
2. Lack of coordination between the northern and southern governorates in many educational projects and programs, and in the application of some regulations and instructions on both parts of the country.

Fourth Challenge: Weak Student Achievements in Palestine

National tests showed low levels of student achievement for the year 2017-2018 in basic subjects. This included the following averages: Science (grade 5: 44.3, grade 9: 33.9), mathematics (grade 5: 42.2, grade 9: 30.1) and Arabic (grade 5: 48.1, grade 9: 51.8). Palestine has stopped participating in international tests (TIMMS) since 2011, which made it difficult to make comparisons between Palestinian students and students in the region and the world.

Fifth Challenge: School violence phenomenon

Despite continuous efforts made by the Ministry of Education to reduce the phenomenon of violence in schools, the rates of violence in its various forms still constitute a challenge to Palestinian education. The violence index for the year 2018-2019 showed that the percentage of physical violence is 46%, verbal violence 53%, violence resulting from neglect 35.9%, and sexual violence 13.8%.

Sixth Challenge: Teacher-centered education and curriculum

Despite the Ministry's adoption of a student-centered education model as a strategic goal for education since the third strategic plan 2014-2019, including training teachers accordingly and providing schools with many educational equipment and means to enhance this approach, learning is still centered around the textbook, memorization and indoctrination that are oriented

towards exams. Relevant indicators also indicate that educational practices in the classroom are traditional, including the following:
1. The degree of students' active participation in the classroom for the year 2018-2019 was (13.8%).
2. The percentage of classes in which educational aids (digital, non-digital, specialized) during 2018-2019 are used (54%).
3. The percentage of technology classes in which specialized technological means are employed during 2018-2019 was (28.2%).
4. The percentage of science classes in which teaching aids are employed during 2018-2019 was (36.6%).

Seventh Challenge: Imbalance in Secondary Education Tracks Enrollment and Weak Enrollment in Vocational Education

The percentage of students in vocational branches out of the total number of secondary school students reached 2.3% in 2017, and increased to 3.04% in 2018. This negatively affects the distribution of students in higher education institutions in terms of specialization and labor market needs, and increases the gap between specializations and the need for skilled professionals and technicians. The most prominent challenges facing vocational education are:

a) The management of the education and vocational training system is dispersed between a number of ministries.
b) Effort, time and money are wasted, awhile the private sector and civil society are absent from contributing to the management of the sector.
c) Low quality of TVET programs, the lack of harmony with market need, and the high unemployment rate among graduates.
d) Contradiction and selectivity of funders' policies.
e) Low turnout for vocational and technical education and training.
f) Low societal value for vocational and technical education.
g) Limited professional and technical specializations related to the needs of the labor market.
h) Weakness of the existing infrastructure (curricula, staff, equipment, systems, buildings, etc.).

Eighth Challenge: Providing adequate School Buildings

There are several obstacles or challenges in terms of providing adequate school buildings, including:

a) The Israeli occupation authorities do not allow or impede the construction of new schools in Jerusalem and “Area C”, or their expansion and maintenance.
b) Inappropriateness of the lands donated by local communities or the municipalities. Moreover, land lots are not provided according to regional or population needs, which negatively affects the geographical distribution of schools according to the population density and needs.
c) A study conducted by the United Nations Population Fund with the Prime Minister's Office in 2016 showed the necessity to provide about (00 schools annually to accommodate the increase in the number of students until 2030, and this is not possible within the current annual budgets of the Ministry of Education.

Ninth Challenge: Challenges facing the Education Sector in the Field of Governance and Management

a) Incomplete structural framework of the educational system: The Ministry of Education operates according to an organizational structure that was approved in the year 2005, with minor modifications that were made during subsequent years. This organizational structure preceded the adoption of the second strategic plan 2008-2012; thus, the structure is not in line with the ministry's strategies. This is reflected by having an overlap in tasks and responsibilities between the various DGs. Work has been underway for more than three years to develop an organizational structure in line with the current strategic plan of the ministry; however, it remains incomplete.
b) Incomplete legal framework for the educational system: Despite the adoption of the Education Law in 2017, the regulations related to it are still in the process of preparation and have not been approved yet, which weakens the legal framework that the Ministry operates accordingly. These regulations include the education tax system, the licensing system for private educational institutions, and the system of the Advisory Council for Education.
c) Multiplicity in information sources and databases and lack of interconnection between the different information systems through a single electronic platform, which creates confusion in the accuracy of information due to the different mechanism for collecting information and its time reference.
d) The dispersion of computerized systems for administrative work at the Ministry of Education, and their inconsistency and incompatibility within a unified computerized system.
e) Absence of a clear and specific strategy for the training and development of administrative staff within the educational system in accordance with developmental tracks of administrative, which distracts the efforts and funds allocated for training and does not achieve the desired results.
f) Strengthening accountability mechanisms within the educational system. Improvement of transparency in administrative, financial and educational fields did not reach the required due to the absence of a clear policy for decentralization, in addition to not fully employing the results of evaluation reports, and the absence of a clear methodology for benefiting from them.
g) Enhancing cooperation opportunities with the private sector and encouraging it to invest in education, which is still weak due to the absence of a clear strategy towards attracting the private sector. Despite progress in recent years, it remains limited, or absent from important fields such as adult education and preschools--especially in marginalized areas and villages. Thus, it is necessary to hold periodic meetings with donors and supporters of the education sector, with the participation of the private sector to encourage investment in education.

Tenth Challenge: The Covid-19 Pandemic and its Impact on the Educational Learning Process

Palestine, like other countries, faces the continuation of the Corona pandemic (Covid 19) with precautionary measures; these measures began with the declaration of a state of emergency, starting from 3 May 2020, and included the closure of schools, preschools, and all educational institutions. The Ministry of Education has worked to implement a set of programs with the aim of reaching to students, and keeping them in contact with the educational process in various

ways and means. One of the key procedures during the pandemic included the implementation of the General Secondary Matriculation Exams for about 78,000 students all over the country. Necessary measures were taken to ensure the completion of the exams, despite the continuation of the pandemic.

With the end of the pandemic not expected with a short term, while the opening of the new school year 2020-2021 was approaching, the continuation of the pandemic and the increase in the number of infected people have been among the most critical challenges faced has been preparing for a Back to School plan, which included the methods of returning to schools, its content, and the health and administrative procedures necessary to ensure comprehensive and safe access for all students, regardless of their circumstances and technical capabilities.

The decision to reopen schools is an extremely complex one, and it often puts policymakers, school administrations, parents and teachers in heated debates about missed opportunities and risk control. Child and community health has also been placed at the forefront of discussions, along with long-term consequences for children's health / well-being and learning losses, while inequalities that harm the most vulnerable and disadvantaged groups have been exacerbated. Consultations with teachers, parents, students and local communities are also important to ensure that the decision is specific in its own context and is informed or tailored to the concerns and suggestions of key actors.

As a measure to mitigate the impact of school closures on learning, and to support students more than 160 countries have switched to some form of distance learning by the end of March 2020. In the coming weeks, as educational systems resume or start a new school year, many of them plan to continue this mode, either exclusively or as a complementary measure, through supporting smaller class sizes with less physical presence in classrooms. However, as recent global human experience has shown, distance learning poses many challenges in implementing and measuring its effectiveness and in reaching disadvantaged children. It is therefore not surprising that variations in the regularity of such methodology and its quality persist. The United Nations Institute for Statistics and the International Telecommunication Union (ITU) estimated that 40% of students whose schools closed today do not have access to the Internet. To address these gaps, most countries have chosen multimedia approaches that include high technology, low-tech and / or traditional paper-based publishing.

The whole or partial opening of schools requires protection measures to be taken to maintain the safety of students, teachers and school personnel, and it is important to determine the number of cases that may be at risk of developing a serious disease or a critical health condition if infected by the Coronavirus. Therefore, the education system must plan for the following:

1) How to respond to teacher shortage, either if they get sick or if more is needed to comply with smaller class sizes,
2) The readiness to cover teacher absence (those infected or had contacted an infected person) with substitutes if they are quarantined for a long time.

Since material factors contribute to improving the infrastructure and providing a safer learning environment for students and teachers, the Coronavirus crisis has revealed weaknesses, including in advanced educational systems schools, where the lack of adequate ventilation causing air stagnation which could create opportunities for the spread of the virus. Some of the measures that countries could consider include promoting proper ventilation, providing handwashing facilities and other sterilization measures within school buildings while educating

people on their use, as well as developing clear guidance on whether personal protective equipment is required and under what conditions it will be established. The bright side of this crisis for schools is that learning environments are beginning to be viewed through IT infrastructure and distance learning, which may lead to an expansion of learning methods and collaborations.

The return of students to physical classrooms on a global scale remains the exception rather than the rule, as more than one billion students (about two-thirds of the world's literate) in more than 110 countries continue to be affected by school closures and may not see their classrooms for some time. This will have a detrimental effect on student achievement and learning, and on human capital accumulation in all countries. According to World Bank estimates, school closures so far could lead to the loss of 0.6 years of education, after adjusting for quality, leading to reducing the actual years of basic education that children achieve during their school life from 7.9 to 7.3 years' thus, resulting in billions of dollars' loss of future wages. (World Bank: *Simulating the potential impacts of Covid-19 school closures on schooling and learning outcomes: a set of global estimates*, June 2020).

For students around the world, the Covid-19 pandemic has already changed the way they learn and where they learn. Resilience appears to be the basis for any strategy to reopen schools: To cautiously reopen schools, and prepare to close again if the pandemic breaks out again. This is not easy in education systems historically steeped in tradition and rigidity. To balance safety and learning, a more effective approach has been to integrate face-to-face and distance education by allowing for switching between the two with minimal disruption and risk.

Gaps in the provision of services to citizens in various regions:
1. Education in Jerusalem suffers from poor infrastructure due to the overcrowding of schools and the failure of the occupation to allow the building of new schools. It also faces great challenges in its educational and administrative human cadres, exposing them to impeding their movement and access to their schools and workplaces by the occupation.
2. Marginalized areas and small communities are still deprived of the preschool stage due to the private sector's reluctance to invest in these areas, and the efforts made by the Ministry to open government introductory classes in these areas are limited by the financial and financial capabilities on the one hand, and obstructing the occupation by not allowing the building or expansion of schools in these areas. These areas.
3. More than 40% of children aged 4-6 are still not enrolled in the education program in preschools, and this will constitute a major challenge to compulsory education at this stage in accordance with the Education Law 2017.
4. There is a gap in the percentage of schools that have resource rooms between the West Bank (17.7%) and Gaza (13.2%) for the year 2018/2019.
5. There is a gap in the percentage of teachers qualified according to the strategy of preparing and qualifying teachers in the basic stage, as the percentage of qualified teachers reached (65.1%), while the percentage of qualified teachers reached (75.1%) in the year 2018/2019.
Despite a decrease with the achievement rates of students in the national test for the year 2017/2018 in the Arabic language, mathematics and science studies for the fifth and ninth grades, the achievement rates of female students are always higher than those of students. This applies to other qualitative indicators: the degree to which students have moral values and positive attitudes, the degree to which students have different types of thinking patterns, and the degree of students 'ownership of life skills and citizenship.

Gaps in the Provision of Educational Services to in Various Regions:

1. Education in Jerusalem suffers from poor infrastructure due to the overcrowding of schools and the failure of the Israeli occupation to allow the building of new schools. It also faces great challenges in its educational and administrative human cadres, wherein the occupation impedes their movement and access to their schools and workplaces.
2. Marginalized areas and small communities are still deprived of the preschool stage due to the private sector's reluctance to invest in these areas. Ministry efforts made to open government KG classes in these areas are limited by financial capabilities on the one hand, and Israeli occupation obstructions by not allowing the building or expansion of schools in these areas.
3. More than 40% of children aged 4-6 are still not enrolled in the preschool education program. This constitutes a major challenge to compulsory education at this stage in accordance with the Education Law 2017.
4. There is a gap in the percentage of schools with resource rooms between the West Bank (17.7%) and Gaza (13.2%) for the scholastic year 2018-2019.
5. There is a gap in the percentage of basic stage qualified teachers according to the Teacher Education Strategy, as the percentage of qualified male teachers reached (65.1%), while the percentage of qualified female teachers reached (75.1%) in 2018-2019.
6. Despite a drop in the achievement rates of students in 2017-2018 national test in the Arabic language, mathematics and sciences for the fifth and ninth grades, the achievement rates of female students are always higher than those of male students. This also applies to other qualitative indicators: The degree to which students possess moral values and positive attitudes; the degree to which students possess different types of thinking patterns; and, the degree to which students possess life skills and citizenship.
7. Violence, in all its forms, appears as a blatant phenomenon amongst males more than females in both the Basic and Secondary cycles, according to the violence indicator of 2019-2018 as shown in the table below.

	Basic Cycle		Secondary Cycle	
	Male	**Female**	**Male**	**Female**
Physical Violence	56%	38.3%	%54.4	%31.7
Verbal Violence	57.5%	49.4%	%63.6	%57.9
Negligence-based Violence	39.6%	33%	%46.2	%36.7
Sexual Violence	19.1%	9.8%	%36.3	%9.9

8. There is a gap in the adjusted net enrollment in the secondary cycle between males and females in 2018-2019, as it reached (69.6%) for males, while it reached (88.9%) for females.
9. There is a gap between male and female enrollment in vocational education, as the enrollment rate for males was (5.1%) and for females (1.36%) for the academic year 2018-2019. There is also a gap in terms of geographical locations, where the rate of student enrollment in the vocational track in the West Bank reached (4.73%) and (0.73%) in the Gaza Strip for the academic year 2018-2019.
10. The percentage of qualified vocational education staff (vocational teacher, school principal, and vocational counsellor) according to the National Strategy for Vocational Education standard reached (12%) in 2018-2019, which negatively affects the quality of vocational education.

11. There is a gap between males and females within the literacy rate, which reached (98.7%) for males and (95.7%) for females in 2018-2019.
12. There is a gap in the capabilities available to students to implement distance learning, as the MICS 2019-2020 survey showed. Families who have internet at home amount to 82.3% (in the West Bank 84.6%, and in Gaza 78.3%), while families that have at least a computer is 35.2% (41.5% in the West Bank and 24% in Gaza).

2.5 Targets and Results that were Achieved During 2017-2019

Preschool Education:

1. The Gross Enrolment Rate (GER) for pre-school children in KG2 classes slightly increased to 72.7% in 2018-2019 from 72.5% in 2017-2018. It is worth noting that the actual numbers of enrolled children are higher, since private preschools do not reveal their actual numbers because of taxes or licensing violations. This issue has been dealt with and actual numbers shall be reflected in the future.
2. During 2017-2018 and 2018-2019, 234 public preschools were opened.
3. A unified Preschool Manual has been developed, mainstreamed, and staff trained.
4. The percentage of qualified pre-school teachers (all women) according to the Teacher Education Strategy increased from 31.6% in 2017 to 38.4% in 2018.

Basic Education:

1. The Adjusted Net Enrolment Rate (NERA) remained during 2018-2019 at 99%, which is one of the highest rates regionally and internationally.
2. The dropout rate was merely 0.46%, which is one of the lowest rates regionally and internationally.
3. The Palestinian curriculum for the Basic Cycle was developed.
4. The number of students with disability increased from 6510 in 2017 to 7772 in 2018, and the percentage of schools with resource rooms increased from 11% in 2017 to 16.9% in 2018.
5. The percentage of qualified teachers of the Basic Cycle increased from 68.3% in 2017 to 70.1% in 2018.

Secondary Education:

1. The Adjusted Net Enrolment Rate Average (NERA) was at 79% in 2018 compared with 77.4% in 2017.
2. The Palestinian curriculum for the Secondary Cycle was developed.
3. The percentage of qualified secondary school teachers, based on the Teacher Qualification Strategy (TES) increased from 38.8% in 2017 to 39.9% in 2018.

Vocational Education:

1. Expansion of integrating Vocational Education within Basic Education in terms of classrooms and subjects introduced to students. The percentage of General Education schools that are qualified to integrate vocational education within it reached 43% in 2018-2019.
2. Opening of Grade 10 Vocational track, which became part of the Secondary stage according to the Education Law.
3. Facilitating the enrollment of vocational students in larger numbers of university specializations.
4. Encouraging female students to enroll in the various vocational education programs, while opening other specializations geared to them as well as establishing new vocational schools.

Non-Formal Education:

1. Literacy Rate in Palestine reached 97.2% in 2018-2019, which is considered high regionally and internationally.

Governance:

1. Education Law 2017 was adopted.
2. Degree of local community participation in school activities and events improved from 37.5% in 2017-2018 to 49.41% in 2018-2019.

3 Vision of the Education Sector

3.1 Educational Vision

Since the Palestinian education system requires a clear and agreed upon vision with obvious skills, knowledge and values that are suitable for the 21st century, and would be considered a springboard for restructuring the education strategies and activities, the following vision was adopted for the educational sector in Palestine: "**A Palestinian society that has values, culture and technology to produce knowledge and employ it for its liberation and development."**

Transforming the education system to realize this vision requires that the educational system and schools be viewed as:

- Community-based schools owned by the society and designed and established to be educational organizations where employees are knowledge-producers and students are treated as key individuals of the educational process.
- Schools free from the bureaucratic structures which hinder utilizing multiple paths necessary for achieving targets.
- Schools encouraging all students on free reading, research and self-learning.
- Open-minded and developed leadership that respects the other.
- All operational processes of the system are subject to development and continuing improvement.
- The leaders of the system and schools concentrate on prevalent social norms which govern the behavior, including those related to beliefs, development, knowledge and those that orient the employees and the students towards the values and the vision.

Based on this context, we look forward to achieving:

- A society where governmental, non-governmental and private organizations can work together to provide quality education at all levels.
- Safe child-friendly schools with diversified education and technology methods able to build effective relations with the society to meet students' needs.
- Qualified and committed schools 'staff that enjoy respect and appreciation, knowing that their first priority is to provide service for students.
- Schools working in partnership with the directorates and the ministry which, in turn, supplies them with financial and human resources as well as technical support. They also set forth learning standards and objectives and empower assessment and accountability systems which inform the society of the education quality at schools and the levels of successes achieved by students.
- Schools promoting citizenship and affiliation to the society, in which the local community feels that schools are their property and that they bear responsibility for the quality of education they provide. Also, that schools are responsible for creating the conditions in society that lead to their prosperity.
- Schools with appropriate self-management that enables them to independently take decisions and measures related to educational issues and school life management in accordance with the appropriate mandate and powers.
- Schools that support professional development of their staff by concentrating on continuing improvements that lead to students' success.
- Schools and leaders that serve, support and emphasize integration of students and keep them at the center of the educational process.
- The ministry and the directorates build integrated relationships and coordination with teacher training institutions, and ensure that student teachers have practical experience

qualifying them for a teaching degree in education hence enable them to teach after graduation.

Mission of the Ministry of Education

The mission of the Ministry of Education is "to build an educational system that contributes to the consolidation of national and human moral values, constitutes an incubator for critical thinking, and develops the foundations of research, passion and knowledge, by empowering distinguished educational cadres capable of making a positive change in the educational process. The outputs of the new educational system contribute to meeting the requirements of comprehensive development and creating promising economic opportunities that achieve the goals of the modern enlightened Palestinian society.

4 Education Sector Strategic Goals and Targets

4.1 Strategic Goals

The Education Sector Strategic Plan 2017-2022 adopted three main general goals for the education system in Palestine. These Goals include all educational targets under 2030 SDG 4 as well as the national priorities related to education in the National Policy Agenda of 2017-2022:

Sector Goal (1): Ensuring safe, inclusive, and equitable access to education at all levels of the system

The first goal of the Palestinian education sector aims to ensure safe, inclusive and equitable access to education. This goal also includes providing safe access to schools and educational institutions as well as a safe and violence free educational environment for students and teachers, particularly in the areas threatened by the Israeli occupation military and settlers; such as "Area C", and the Old City of Jerusalem and Hebron where that need to feel safe and protected is most vital.

The Palestinian education seeks to achieve inclusion and equality at all educational levels (preschool, basic education, secondary academic, vocational education, and non-formal education). This goal serves as a commitment to challenging all forms of exclusion, marginalization, inequity and inequality related to teaching and learning opportunities. It is oriented towards making the necessary changes in the educational policies and concentrating efforts to serve the deprived categories of the society, mainly the persons with disabilities to ensure that no person is deprived of their right to education.

This goal has two dimensions: The first is to improve enrollment in all the educational stages (preschools, basic, secondary) and the educational tracks (vocational track, scientific and technology track, human sciences track, and entrepreneurship track) and find a balance between them. The second dimension aims to maintain enrollment and survival rates and good participation in education (such as literacy and others).

Sector Goal (2): Developing a student-centered teaching and learning pedagogy and environment

The second goal aims to ensure quality education, improve educational outcomes, promote inputs and processes, evaluate outcomes and set forth progress measuring mechanisms. This goal can be achieved by ensuring teachers and educators good employment conditions and appropriate professional training as well as support and incentives within genuine educational systems administered and resourced effectively.

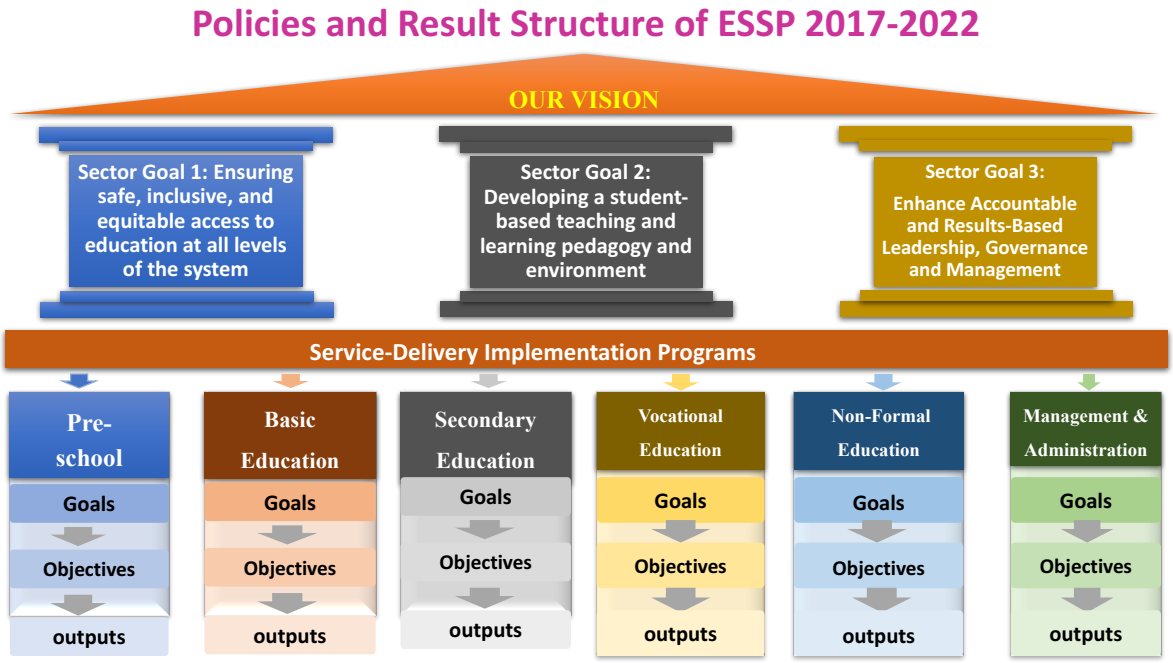
It is sought to promote quality education which enhances creativity and knowledge and ensures acquisition of basic literacy skills, analytical skills and problem-solving skills. as well as advanced social and communications skills. It is aimed to enhance a Palestinian education system that develops the skills and values which help citizens enjoy good health and decent life; face up to local and international challenges by means of education for sustainable development and international citizenship; arms students with science, knowledge, creativity, excellence and loyalty; and strengthens citizens' steadfastness and attitude towards local, regional and international development.

Sector Goal (3): Enhance Accountability and Results-Based Leadership, Governance and Management

The Ministry of Education seeks to strengthen its monitoring and organizational role in the educational sector by institutionalizing the educational strategic planning process; ensure that the necessary legislations for the education sector's management and development are in place; ensure proper application of the national educational plans and policies, change the ministry's inputs-based approach into results and accountability–based one towards decentralization and local community participation; develop financial management towards optimal use of potential resources.

The ministry has adopted a clear objective to institutionalize the procedures and approaches of the sector-wide concept through the financial agreements of the Joint Financing Arrangement and promoting coordination with the different partners. This is accompanied by extensive capacity building and training programs for the sectoral and administrative staff.

Figure (2): Logical Framework linking vision, goals and service programs



4.2 Strategic Goals and Targets

6. Targets for Strategic Goal One according to Programs:

Strategic Goal One: ***Ensuring safe, inclusive and equitable access to education at all levels***

Program 1: Preschool

1. **Increasing the gross enrollment rate in preschool for children (Bustan KG1, and Tamhidi KG2) from (54.2%) in 2017 to (70%) at the end of the Education Sector Strategic Plan in 2022, through:**

- Licensing criteria eased for Jerusalem and marginalized areas.
- Unlicensed preschools have rectified their status.
- Government preschools have been furnished and equipped with the necessary games.
- Schools receiving students with disability have been identified, buildings were rehabilitated, and equipment and tools provided to facilitate their integration.
- Government preschools opened in areas threatened with Israeli annexation; private preschools were encouraged to open as well.

Program 2: Basic Education

1. To increase the enrollment rate for male and female students in the Basic Stage (grades 1-9) from (95.9%) in 2017 to (100.9%) at end of 2022, through:

• Establishing a basic school in the Jericho and the Jordan Valley area to face the Israeli annexation plans and to strengthen the resilience of the citizens.
• Improving the infrastructure of (12) basic schools in the Jericho area and the Jordan Valley, which are threatened with annexation.
• Supplying and installing air conditioners for 160 classrooms in the Jericho area and the Jordan Valley, which are threatened with annexation.
• Preparing and developing school sanitation facilities (building and rehabilitating sanitary units and drinking water units) in 320 existing schools.
• 300 classrooms were constructed, furnished and equipped in Palestine: 35 rooms for natural increase, 40 rooms instead of rent, 40 rooms replacing overcrowding and 60 rooms replacing evening shift, 47 rooms replacing ones unfit for use, 30 rooms for the provision of education in geographical areas where no educational services are provided, and 10 rooms in “Area C”, 18 rooms to be used as specialized rooms, and 20 rooms for separating school levels.
• 4 Challenge and Determination Schools were built, equipped, and furnished annually until the end of 2022
• 18181 students and teachers were provided with furniture replacing damaged and old ones.
• Spare parts were provided for maintenance of 5% of school furniture (34,000 units).
• 86 existing schools have been rehabilitated and maintained, including schools in Jerusalem and “Area C". This included the installation of solar cells in 300 schools, rehabilitation of electricity networks to heat schools, and the provision of heating radiators for 550 schools.
• 3 resource rooms were opened and equipped in governmental schools in the West Bank only.
• School canteens rehabilitated in line with the health protocol to confront Corona virus.
• Students provided with sufficient quantities of water, at least 10 liters per student, in all schools, daily.
• Provided all schools with hygiene and disinfection materials (hand sanitizer, hand soap, toilet paper, floor soap and disinfectant).

• Provided schools with sterilization pumps and a special dress.
• Provided schools with masks for students and school personnel.
• Provided appropriate educational and counseling services for all integrated students, while ensuring of their health status.
• 17 meetings were held for new school principals on resource room's work mechanism.
• 44 new teachers of inclusive education resource rooms have been trained and qualified.
• 8 regional meetings for special education supervisors and inclusive education counselors in the directorates, implemented to follow up and discuss inclusive education.
• The safety and protection system is operating efficiently in 10 schools in Jerusalem.
• Students who were under house-detention in Jerusalem received psychological, academic and media support.
• The education system and public and private schools in Jerusalem are supported.
• 60 principals and teachers trained on the comprehensive contingency plan strategy and emergency plan.
• 1186 government schools (grades 1-9) were operated with educational and field supervision.

Program 3: Secondary Education

1. Increase the Transfer Rate for male and female students from the Basic Stage (grades 1-9) to the Secondary Stage (grades 10-12) at a rate of 0.23% annually until the end of 2022, through:
• Establishing a secondary school in the Jericho and the Jordan Valley area to face the Israeli annexation plans and to strengthen citizens' steadfastness.
• Improving the infrastructure of (3) secondary schools in Jericho and the Jordan Valley, which is threatened with annexation
• Supplying and installing air conditioners for 85 school classrooms in Jericho and the Jordan Valley, which are threatened with annexation.
• Preparing and developing school sanitation facilities (building and rehabilitating sanitary units and drinking water units) in 80 existing schools.
• 140 classrooms were built, furnished and equipped in Palestine: 30 rooms for natural increase, 15 rooms replacing rent, 20 rooms replacing over-crowdedness, and 20 rooms replacing evening shift, 20 rooms replacing ones unfit for use, 15 rooms for the provision of education in geographical areas where there is no education service, 10 rooms in fragile areas, and 10 rooms to be used as specialized rooms.
• Providing furniture to replace damaged and old ones for 12,122 students and teachers (7,450 banks, 4,381 Gaza, and 291 units in Jerusalem).
• Spare parts were provided for the maintenance of 5% of school furniture (15,000 units) (9450 West Bank and 5259 Gaza and Jerusalem 291).
Rehabilitation of school canteens in line with the health protocol for Covid-19.
• Provide students with sufficient quantities of water, at least 10 liters per student, in all schools, daily.
• Providing all schools with hygiene and disinfection materials (hand sanitizer, hand soap, toilet paper, floor soap and disinfectant).
• Providing schools with sterilization pumps and a special clothing for it.
• Providing schools with masks for students and school personnel.
• Providing appropriate educational and counseling services for all integrated students, and ensuring their health status.
• 50 existing schools have been rehabilitated and maintained in line with the school's physical environment policy standards (including schools in Jerusalem and the troubled area).

• 50 teachers were made aware about vocational rehabilitation for people with disabilities, according to 5 meetings in the West Bank only.
• 30 principals and teachers trained on the Contingency Plan (20 WB, 10 Jerusalem).
• The education system and public and private schools in Jerusalem are supported.
• An awareness session for 20 personnel (teachers, teachers, counselors and counsellors) held as exceptional special measures with the target groups of the marginalized minorities.
• 5 schools provided with equipment as special measures for students of racial or ethnic minorities (marginalized) origins, to enhance their integration into secondary schools.
• 5 school buildings that have been adapted as exceptional special measures for students of racial or ethnic minority backgrounds (marginalized) to enhance their integration into secondary schools.
• 1095 governmental secondary schools (grades 10-12) that were operated with the provision of educational and field supervision.

Program 4: Vocational Education

1. Increasing the percentage of entry into vocational education from (2.8%) of the total eleventh grade male and female students (excluding the commercial branch) to 4.9% males, 1% females in 2019 to 3.5% in 2022, through:
• (12) vocational schools and vocational units have been maintained, rehabilitated and equipped to serve as cluster development approach, and to ensure an infrastructure that is qualified for use for all levels of vocational education.
• Provision of equipment and furniture to replace damaged and spare parts, and modernization of old equipment for (4) vocational schools and (4) vocational units.
• (2) governmental vocational school whose educational environment has been adapted to suit individual needs of people with disabilities.
• Completion of (8) new schools (Ramallah Vocational, 'Araba Agricultural, Soureef, Beit Ula, Qalqilya, Nablus, Sabastia), and 4 schools (Beit Lahiya, Toubas, Jericho, Rafah, Yatta, Bir Nabala,); expansion of (3) schools (Kufr Ni'meh, Al-'Aroub, Jenin).
• Rehabilitation of school canteens in line with the health protocol for Covid-19.
• Provide students with sufficient quantities of water, at least 10 liters per student, in all schools, daily.
• Providing all schools with hygiene and disinfection materials (hand sanitizer, hand soap, toilet paper, floor soap and disinfectant).
• Providing schools with sterilization pumps and a special dress for it.
• Providing schools with masks for students and school personnel.
• A memorandum of understanding was reached with the Chambers of Commerce and the Garage Owners Syndicate in 10 governorates to train vocational school students.
• 200 visits annually for tenth grade students by 15 professional counselors in the West Bank and Gaza.
• Visits for grade ten students were carried out to vocational schools at a rate of 70 schools (West Bank 10 + 60 Gaza).
• 17 vocational schools participated in 3 central exhibitions (North and South Bank and Gaza) for vocational schools and students of the higher basic stage products.
• Training (500) male and female students in leadership to support them in their transition between education and the labor market (grades 10-11).
• 5 awareness campaigns were implemented for parents about the importance of enrolling their children with disabilities in education.
• Developing a system of professional supervision based on training and work-related education in (22) vocational schools.

• (20) governmental vocational schools as well as 45 vocational units have been operated and provided with educational and field supervision.
• Training programs were implemented for 30 teachers in various vocational fields, from all vocational schools.
• 17 career counselors trained in problem-solving skills.
• Completion of an academy for vocational and technical education that was established in the West Bank, and the opening of (7) specialized centers for training within vocational schools, distributed geographically to ensure optimal utilization of these centers based on actual need until the completion of the establishment of the Academy for Vocational and Technical Education.

Program 5: Non-Formal Education

1. Reducing the illiteracy rate for those aged 15 and over from (2.8%) to (2%) by the end of 2022, through:
• Opening new literacy classes at a rate of 10 classes per year.
• Awareness campaigns for those enrolled in the program to reduce dropout.
• Activating the current three community centers as life-long education for youth and adults.
• Opening new classes for parallel education at a rate of 4 classes annually.
• Awareness campaigns for those enrolled in the parallel program to reduce dropout.
• Providing adult education centers with all their requirements (books, stationery and equipment).
• Providing and producing the necessary educational learning tools for the centers.
• Easing enrollment requirements in literacy centers and parallel education centers in Jerusalem and marginalized areas.

2. Development and implementation of the National Strategy for Adult Education in coordination with the relevant institutions during the years 2017 to 2022:
• Reviewing and developing the National Strategy for Adult Education in Palestine in partnership with local community institutions.

7. Targets for Strategic Goal Two according to Programs

Strategic Goal Two: ***Developing a student-centered learning and teaching pedagogy and environment***

Program 1: Preschool Education

1. Increasing the percentage of qualified nannies, principals and supervisors in private and government preschools from 36.2% in 2017 to 40% in 2022 according to the Teacher Training Strategy, through:
• Offering and executing a contracting tender with experts in this field.
• Conducting two workshops in each directorate to train preschool principals and nannies.
• Holding 4 training workshops for preschool supervisors on topics related to childhood.

2. Ensuring quality student-based education annually in the classroom for all children, boys and girls, for (32) governmental preschools with (800) children.
• Publishing a tender for the required devices.
• Supplying devices for targeted preschools

• Preparing and designing educational bags / packages by preschool supervisors and distinguished teachers to incorporate the basic skills mentioned in the preschool teacher manual after defining the basic concepts and skills within the manual.
• Forming four committees from preschool supervisors to design bags, so that three committees review and scrutinize the work of the fourth group; thus, the bags would be reviewed by neutral committees (those who did not develop the bag).
• Holding a meeting for the Early Childhood Thematic Group to receive feedback on the educational bags.
• Holding an expanded meeting that included all preschool supervisors to present the educational bags and agree on a mechanism for training preschool teachers on them.
• Preparing electronic copies of the educational bags.
• Training all government preschool teachers, as well as all private preschool principals with a distinguished teacher from each preschool on the mechanism of utilizing the educational bags on days children are not enrolled in the preschools.
• Providing 20,000 children in preschool in marginalized areas with an educational bag to enable them to implement the activities proposed in the educational packages at home under the supervision of parents and under the guidance of the educator (the cost of the bag is $ 20).
• Providing (840) governmental and private preschools in marginalized areas with an educational bag (the cost of the bag is $ 100).
• Establishing an educational television channel to broadcast programs concerned with the preschool sector. (Note: The Ministry is currently working on establishing this channel, and the proposal is to allocate programs targeting the childhood sector)
• Training preschool supervisors on the mechanism of following up the health protocol within preschools.

Program 2: Basic Education

1. Increase the percentage of qualified educational staff and support teams according to the Strategy of Preparing and Qualifying male and female Teachers from (60.4%) in 2017 to 75.4% at the end of 2022, through:
• 150 teachers from grades 1-4 have been trained according to the teacher's professional competencies and standards, in cooperation with universities.
• 600 teachers from grades 5-10 have been trained according to the teacher's professional competencies and standards.
• 650 teachers nominated for the position of school principal, who were trained with basic leadership skills (preparation).
• 30 newly-appointed school principals who have completed a professional diploma in school leadership.
• 2 studies conducted on the Professional Diploma Program in Education and on achieving educational competencies, in the West Bank.
• 34 educational counselors obtained a diploma in supervising professional education, 456 hours.
• Training of 200 new teachers as part of the Professional Diploma Program in Education.
• Distinguished research competition on standards and performance evaluation for teachers and support staff in order to develop and update them.
• 33 school principals nationwide have been motivated and honored according to pre-set and announced standards.
• 360 male and female teachers were interviewed to select school principals according to published principles and instructions.
• 130 teachers have been appointed as basic school principals.

• Teachers and support staff were classified according to the professional standards and the Professional Practice License system.
• 4000 teachers annually trained on educational needs and developments in accordance with the Ministry's policy of teachers and educational supervision development (25 training hours).
• 320 basic school principals trained on the skills of a resident supervisor and the technical role of the school principal according to their educational needs, (20 training hours).
• 300 teachers, supervisors, and administrators from all directorates trained in 6 central workshops as sports referees, sport games and sports media. (2 days/trainee).
• (6) workshops were held at cluster level for all directorates on the concept and instructions for school trips, with the participation of 600 teachers in the West Bank.
• 60 basic school principals from 24 districts were briefed on developments in the educational field in 3 workshops.
• 1200 new teachers have completed a regional training course in the form of 3-hour workshops per day designed for the preparation of new teachers.
• 50 teachers were trained in 3 sessions on hearing impairment, West Bank only.
• 250 educational supervisors trained for (20) hours on the concept of educational supervision and its mechanisms, training evaluation and field follow-up of its impact.
• 2 central training courses held for musical education supervisors (34 supervisors and teachers per session), during and outside official working hours in (17) districts in the West Bank.
• 80 educational supervisors (60 WB, 20 Gaza), 960 school principals (643 WB, 317 Gaza), 120 teachers in the West Bank and 40 teachers in Gaza were trained to follow up and support teachers for grades 1-9 in applying interactive learning strategies for key subjects: Arabic language, science and mathematics.
• 30 educational counselors trained in school counseling skills, (456 hours).

2. Ensuring quality student-based education in the classroom for all students of basic education age, male and female, at a rate of 6% for both active learning and extracurricular activities, and 2% annually for a healthy environment until the end of the year 2022, through:
• Developing a teacher's manual for designing distance learning.
• Developing a manual for distance learning for teachers, school administrators, parents, educational supervisors and students.
• Preparing a training manual for web tools such as ZOOM and TEAMS
• Preparing a manual for scientific experiments by simulation for all grades 5-12 scientific.
• Developing 5 online supervision and management manuals.
• List the training materials that have been prepared and sorted according to the main training axes, and archive them on the electronic portal.
• Training all teachers, educational supervisors, school administrators and private school teachers in visual communication techniques such as ZOOM, and Google Classroom.
• Developing the capabilities of teachers in educational directorates to produce distance learning materials.
• Training teams of teachers and supervisors to prepare educational sessions remotely, through video recording programs for grades 1-11.
• Training of all science teachers and supervisors on the scientific experiments manual.
• Training of trainers and teachers on electronic evaluation tools and their preparation.
• Training of school principals on distance learning techniques.
• Training of all school principals on the techniques needed for remote management.
• Training of school principals on their roles during emergencies and follow-up mechanism.
• Utilizing digital tools in communication and in education: Zoom, Google classroom.

• Training of 68 classroom families in schools to follow up the implementation of the health protocol in schools.
• Training staff in the ministry, directorates, schools' health staff and teachers (56,000 participants) in 2,203 schools (West Bank and Gaza), on health protocol procedures (464 sessions).
• Implementation of two workshops for the Ministry's staff and health institutions on the mechanism of following up health protocol procedures, and the implementation of supportive awareness activities.
• Developing remote monitoring and evaluation models, training central trainers, and holding briefings for supervisors and school principals on the forms.
• 18 scouting camps held at the level of the northern directorates (West Bank).
• 17 districts were provided with special tools for scouting guidance activities.
• Competitions for leadership, creativity, and guiding scout distinctions were carried out at the level of the ministry for all basic stage directorates in the northern governorates.
• 2 scout guiding camp for males and females centrally held at the ministry level with the participation of 224 scout guides and their supervisors.
• A scout camp was held during Ramadan in Jerusalem.
• 2 training courses for male and female teachers, leaders of guide teams, were held in the West Bank only.
• 40 female student activities counseling supervisors participated in 2 training workshops to evaluate and develop guidance activities programs.
• 20 sporting events in all districts implemented for both sexes, equivalent to 3200 students, teachers and supervisors in sports activities.
• Honoring 50 male and female students / teacher / supervisor / principal and 17 schools who won the innovation and sports excellence competition.
• 24 students and administrators participated in the activities of the external summer camps activities (Arab and foreign).
• 962 students and coaches participated in establishing 19 clubs for the gifted in sports.
• 800 students, teachers, and sports activity supervisor from all directorates participated in a central festival for sports activities.
• 80 summer clubs were set up during the summer vacation in all directorates, with the participation of 8000 students.
• A football field built to hold the central tournaments in the West Bank.
• 50 schools were provided with sports equipment.
• 20 members of the physical education union team and international trainers, local and international, hosted in Palestine to participate in the school sports union workshop (4 days/ workshop).
• Central teams formed to represent the Ministry in all internal and external musical activities.
• 30 teachers in Jerusalem trained in drama and playing percussion instruments skills.
• 5 schools equipped with musical instruments, and sound and isolation systems.
• 60 students participated in 5 artistic, musical and theatrical events in Arab countries.
• 36 students and 8 leaders participated in (5) activities for cultural student activities in Arab and foreign countries.
• 100 schools were provided with different tools and materials to practice cultural activities (scientific, artistic, musical, and expressive).
• 12 cultural, scientific and musical competitions held (3 central at the ministry), and an annual central day for poetry, theater and music at the ministry and each directorate.
• 1500 students have been empowered with gender skills (informational, creative, developmental, cultural, legal and academic).
• Initiatives for cultural and scientific activities implemented in schools.

• 384 supervisors and teachers from all directorates trained in central training courses on student activities (scientific, artistic, cultural, literary, and musical) during and outside the official working hours.
• 15,000 students remotely participated in participatory projects through training 350 teachers / supervisors / school principals on project learning and basic skills on in-depth teaching.
• 100 people from different Arab countries were hosted to participate in the Arab Forum for School Theater.
• West Bank students (grades 4-9) visited Jerusalem at a rate of (1000) students.
• 150,000 students participated in the Arab Reading Challenge competition in the Arab World by reading at least 50 books for each student.
• 1,200 schools held free activity as an extra class in the after-school program.
• Safia family was honored with the attendance of 200 people.
• 15,000 students (grades 1-9) life skills were enhanced.
• 7500 students (grades 1-4) improved their reading skills, understanding readings, and writing.
• 7500 students (grades 1-4) improved their higher-order thinking skills (creative critic).
• Investigative examinations and vaccinations were provided to all targeted students as approved by the Ministry of Health.
• 150 students from each of the 17 directorates belonging to a health employee / directorate were provided with medical packages (hygiene packages, dental hygiene).
• 200 medical devices were provided to support students.
• Field staff (100 people) provided with a water test device measure chlorine in school water.
• First grade students in 110 schools were provided with a personal hygiene kit.
• Providing 224 schools with general safety supplies ($ 200 first aid materials, 4 extinguishers per school for $ 600 = $ 800 per school).
• 1400 awareness-raising activities on school bag overweight disadvantages were carried out in 700 schools.
• 20 schools in 17 districts were provided with general cleaning materials, in the West Bank only.
• 190 schools have improved aesthetic and environmental appearance.
• 190 schools promoted and educated students on sound environmental practices.
• Awareness and educational activities about personal and general hygiene carried out in 102 schools in 17 districts (WASH project).
• 80 schools affiliated with the Field Health Officer have implemented traffic safety initiatives.
• 80 health committees activated to achieve holistic health aspects.
• 1700 students led 170 traffic safety teams in the most dangerous schools in cooperation with the local community.
• 15,300 group Ramadan Iftar (breaking the fast meal) were implemented in schools, at the expense of the local community.
• 420 school canteens were run by 110 women's associations.
• 900 schools implemented educational activities to enhance knowledge, attitudes and sound nutritional behaviors (breakfast, fruits, balanced food, drinking water and milk, physical activity and obesity risks) at a rate of at least 4 activities per school.
• 93 school canteens were provided with the necessary tools for preserving and preparing food.
• Students became accustomed to practicing proper physical activity and nutritional orientation in 68 schools targeted by the field employee.
• 5,000 students, parents and teachers trained within the protection program on sexual assault and harassment.
• 1500 students trained in emotional conditioning in the West Bank.
• 13,404 students trained on forming student parliaments.

• 1200 students trained in the vocational orientation program.
• 600 students and 300 parents were educated about electronic blackmail, and 50 educational counselors were trained on how to raise awareness and deal with electronic blackmail.
• 6000 students in all directorates were trained on the psychosocial support program.
5,000 students trained to deal with exam anxieties and fears in the basic stage (grades 1-9).
• 400 counselors in basic schools trained in psychological release skills.
5,000 students were empowered to obtain rights during arrest, violation or injury (wounded).
• 500 students, 50 teachers, counselors, and school principals trained within the medical educational initiative, in Jerusalem only.
• 17 distinguished educational counselors and 7 counseling supervisors were honored on the educational counseling day
• Remedial learning program for (20,000) students (grades 1-4) and the recovery program for grades (5-9) were conducted.
• (1500) male and female students (grades 7-9) made aware of the importance of education and the dangers of school dropout.
• Palestine Technology and Science Fair conducted with the production of 233 creative student projects.
• Promoted creative educational initiatives for educational supervisors with the participation of their teachers and 600 students from basic schools who were trained on the young journalist skills.
• Applied educational development supervision in basic schools by conducting competitions for the best projects (trained supervision teachers for 1,200 schools).
• The cluster strategy is a development unit implemented in 15 clusters in the Jerusalem District.
• Results of studies evaluating the impact of development programs for educational supervision according to the results of the 2018 National Assessment Studies published.
• 150 schools developed under the (E4F) (Educational for Future) program.
• 25 trainers trained to train 100 teachers who will implement E4F technology labs activities with students.
• 500 teachers trained in designing actual education and evaluations for producing computerized modules and lessons, and training 200 principals on ICT employment strategies in education and school administrative work.
• Strategy of quantification and smart learning implemented in public schools and providing students in all remote governmental schools, behind the wall, and Jerusalem (students who cannot afford it) with tablets for grades 3-6.
• 17 existing computer labs in basic schools transformed into technology laboratories.
• Producing and supplying 25 schools with educational teaching aids for multi-purpose learning technology, in Gaza only.
• 4 computer labs for private schools in Jerusalem equipped and furnished.
• 20 existing computer labs in basic schools have been modernized, with 10 computers per laboratory.
• 103 schools were provided with internet infrastructure.
• 75 scientific laboratory rooms in existing schools, with a newly-established scientific laboratory room, were equipped with laboratory equipment and tools.
• 75 library rooms in existing schools were developed and supplied with books and references in addition to 10 new libraries were established and supplied with books and references.
• (1250000) textbook packages and (15000) teacher manuals provided.
• (34) schools were provided with electronic drawing machines, and (32) schools were provided with photocopiers.

• (108) students with special needs were provided with curriculum books in Braille (40 WB and Jerusalem, 10 GS), at an average of 40 volumes for each student.

3. Basic Cycle curricula assessment and development in accordance to male and female students' needs, based on the competency curve at a rate of 70 subjects at the end of 2022:

• Preparing and designing educational packages for basic skills by specialized teams (curriculum + supervision) after defining the basic concepts and skills in the main subjects.
• Forming teams of textbook authors to work with supervisors and teachers who are not involved in textbook composition to prepare mixed educational modules.
• Holding four workshops to define the basic concepts and skills for the scientific content within the curricula's basic subjects (Arabic language, English language, mathematics, and science).
• Selection from the teacher's manual and the curriculum document of enrichment activities, working papers, various assessment forms, performance standards and indicators, and final examination of the mixed module.
• Preparing electronic worksheets.
• Preparing, designing, and uploading all video lessons on the educational and the ministry's YouTube channel.
• Activating the educational platforms of each Educational Directorate and introducing the required adaptations to suit the disabled.
• Producing video lessons for the Arabic language and mathematics researchers, similar to "High School Online" (Thanawiyah Online).
• Providing directorates with electronic CD copies of the mixed educational modules for those who do not have technological capabilities for distance learning.
• Establishing an educational satellite channel for the Ministry.
• Developing and operating the Palestinian educational portal and continuing to upload videos to the ministry's YouTube channel.
• A platform for administrative communication and training (Tamkeen) established.
• Production, broadcasting and promotion of online high school video sessions.
• Internet speed in all government schools raised to 16 megabytes (12 schools 4 megabytes, 22 schools 8 megabytes). Provide marginalized schools that do not have a telephone line with 3G SIM card.
• An evaluation study to examine lower basic stage (grades 1-4) user satisfaction with the new Palestinian curriculum conducted.
• Grades 5-9 Curricula, outlines and manuals developed for 65 topics after evaluation results were received. (curricula second edition - Enrichment)
• 2018 National Assessment Study published.
• (35,000) students participated in the School Olympiad in the fields of Arabic, English, science and mathematics.
• The National Assessment Study 2020 has been applied for fifth and ninth grades in the Arabic language, mathematics and science, for sixth grade in the English language and the tenth grade in technological skills.

4. Strengthening the Wellbeing of Basic Stage Students:

• Issuing digital brochures (designs) that contain educational and attractive slogans for students; in addition to specialized educational brochures.
• Preparing a booklet, CD-ROM, and educational leaflets on the Palestinian narrative that are appropriate for the age group.
• Holding workshops to consolidate affiliation and awareness of the Palestinian narrative.
• Adapting the curriculum to the Palestinian narrative.

• Preparing a brochure, a CD, and educational leaflets covering social, cultural, ethical, and human dimensions.
• Increase the inclusion of social, cultural, values, ethical and human dimensions in the curriculum.
• 30 educational counselors from the psychological support team have been trained in dealing with psychological trauma and recovery in Hebron and Yatta.
• 100 new educational counselors who have been annually trained in psychological first aid.
• 100 educational counselors from the psychological support teams, 17 department heads and 30 supervisors trained on the primary psychological support manual.
• 180 educational counselors trained in drama and expressive arts and theater provide psychological support in "Area C: an H2 (Hebron).
• 30,000 basic students (grades 1-9) have enhanced life skills and citizenship.
• Educational cadres trained in schools on the life skills and holistic child-centered education training manual.
• 100 school agricultural scout stations established to practice agricultural scouting activities, in which 4000 scout guides participated and were supervised by 100 teacher leaders.
• 250 students (grades 1-4) participated in the Cubs and Flowers Scout.
• 22 scouts and their supervisors participated in external scouting activities in Arab and foreign countries.
• A summer music cultural forum for the children of Ministry staff conducted.
• 400 supervisors and teachers from all directorates trained in central training courses on expressive and artistic activities during and outside official working hours.
• Honoring 50 students, supervisors and administrators, and 17 schools who won the Creativity and Sports Excellence competition.
• 400 students and trainers participated in establishing 17 clubs for the gifted in cultural and musical fields.
• 50 schools participated in the Free Activity program on Saturdays. 20 meetings were conducted annually, with 10 meetings each semester (outside the official working hours).
• 60,000 students (grades 1-4) improved their reading and writing skills.
• 30,000 students from (grades 5-9) have enhanced higher-order thinking skills and deep learning.
• 30 counseling supervisors and 30 educational counselors trained on cognitive behavioral therapy.
• 69 educational counselors and counseling supervisors trained in nightmares recovery.
• 180 educational counselors in 180 most Israeli violations-vulnerable schools have been trained in positive coping skills and positive education.
• 7 educational counselors trained in clinical treatment.
2000 Student Handouts on the role of the educational counselor was circulated.

Program 3: Secondary Education

1. Increasing the percentage of qualified educational staff and support teams according to the strategy of preparing and qualifying male and female teachers from 38.8% in 2017 to 51.7% at the end of 2022, through:
• Developing a teacher's manual for designing distance learning.
• Developing a manual for distance learning for teachers, school administrators, parents, educational supervisors and students.
• Preparing a training manual for web tools such as ZOOM and TEAMS
• Preparing a manual for scientific experiments by simulation for all grades 5-12 scientific.
• Developing 5 online supervision and management manuals.

• List the training materials that have been prepared and sorted according to the main training axes, and archive them on the electronic portal.
• Training all teachers, educational supervisors, school administrators and private school teachers in visual communication techniques such as ZOOM, and Google Classroom.
• Developing the capabilities of teachers in educational directorates to produce distance learning materials.
• Training teams of teachers and supervisors to prepare educational sessions remotely, through video recording programs for grades 1-11.
• Training of all science teachers and supervisors on the scientific experiments manual.
• Training of trainers and teachers on electronic evaluation tools and their preparation.
• Training of school principals on distance learning techniques.
• Training of all school principals on the techniques needed for remote management.
• Training of school principals on their roles during emergencies and follow-up mechanism.
• Utilizing digital tools in communication and in education: Zoom, Google classroom.
• Training of 68 classroom families in schools to follow up the implementation of the health protocol in schools.
• Training staff in the ministry, directorates, schools' health staff and teachers (56,000 participants) in 2,203 schools (West Bank and Gaza), on health protocol procedures (464 sessions).
• Implementation of two workshops for the Ministry's staff and health institutions on the mechanism of following up health protocol procedures, and the implementation of supportive awareness activities.
• 100 unqualified teachers (grades 10-12) have been qualified according to the teacher qualification and training standards.
• 200 new teachers prepared according to the professional competencies (specialized, social, and methodological) for new teachers.
• 25 new principals trained on basic leadership skills (induction course).
• 40 school principals completed the school leadership program.
• 25 school principals have been motivated and honored according to pre-set and announced standards.
• 90 male and female teachers interviewed to select school principals according to published principles and instructions.
• 48 teachers were honored for their excellence and creativity within Teacher's Day celebrations (West Bank and Gaza).
• Secondary school teachers have been classified according to professional standards and professional practice license at an annual rate of (16.7%) for government, (3%) for the UNRWA, and (3%) for private schools
• 4,500 teachers annually trained on educational developments, active learning, and education-related to life contexts, in line with the Strategy of Preparing and Qualifying Teachers, taking into account gender, at a rate of (20) training hours. (3840 in the West Bank, 500 in Gaza, 160 Jerusalem)
• 100 school principals trained according to their educational needs for (20) training hours (60 WB, 30 Gaza 10 Jerusalem).
• 3 meetings were held for school principals, each for 15 high school principals, to learn about developments in the educational field (1 WB, 1 Jerusalem, 1 Gaza)
• 60 educational supervisors trained for (12) hours on the concept of educational supervision and its mechanisms, as well as on training follow-up and its impact in the field (47 in the West Bank and 10 in Gaza +3 Jerusalem), taking into account gender.

2. Ensuring quality student-based education in the classroom for all students of secondary school age, male and female, at an annual rate (until end of 2022) of 5.7% for active education and 4% for students' participation in extracurricular activities supporting education, through:

• 60 scout squad leaders, female guides' supervisors, and an international trainer participated in 2 workshop for Scouting guidance programs and curricula at the Ministry's level.
• Providing 24 scouting guidance teams in secondary schools with scouting tools and supplies.
• 17 departments have evaluated pilot scouting projects at the ministry's level.
• 100 scouts, supervisors / leaders of scout teams, participated in a workshop to evaluate pilot scouting projects at the ministry's level with the participation of 17 West Bank directorates.
• A central ceremony was held to honor 48 parent councils from all directorates, with the presence of 100 people.
• 34 scouting teams in secondary schools were provided with scouting tools and supplies.
• An award ceremony honoring innovation and guiding scout excellence for school teams was held with 200 students and a supervisor.
• 40 cultural and musical activities supervisors participated in two training workshops to evaluate and develop cultural activities.
• 7 TV instructional sessions aiming at discussing problems that students face in school and the family, and a suggested episode from the students' point of view (5 in the West Bank, 2 in Gaza).
• 5,000 students, parents and teachers trained within the protection program on sexual assault and harassment.
• 600 students and 300 parents were educated about electronic blackmail, and 50 educational counselors were trained on how to raise awareness and deal with electronic blackmail.
• 1500 students trained in emotional conditioning in the West Bank, and 1000 students in Jerusalem
• 13,404 students trained on forming student parliaments (660 in Jerusalem, 12744 in the West Bank).
• 1200 students trained in vocational orientation program (800 banks, 400 Jerusalem).
• 6000 students in all directorates trained on the psychosocial support program (2000 Jerusalem and 4000 West Bank).
• 1000 students trained in violence reduction program.
• 1500 copies of the "hot file" brochure printed.
•280 counselors and 100 school principals trained in counselling methodologies and "hot file" introduction to public and private secondary schools.
• 30 educational counselors from the psychological support team have been trained in dealing with psychological trauma and recovery in Hebron and Yatta.
• 100 new educational counselors who have been annually trained in psychological first aid.
• 30 counseling supervisors and 30 educational counselors trained on cognitive behavioral therapy.
• 69 educational counselors and counseling supervisors trained in nightmares recovery.
• 180 educational counselors in 180 most Israeli violations-vulnerable schools have been trained in positive coping skills and positive education.
• 100 educational counselors from psychological support teams, 17 department heads and 30 supervisors have been trained on the initial psychological support manual.
• 180 educational counselors have been trained in drama, expressive arts and theater to provide psychological support in fragile areas.
• 180 new educational counselors introduced to the concept of inclusive education.
• 60 educational counselors, 17 department heads from 17 districts, have been trained to conduct studies.

5,000 students trained to deal with high school exam anxiety and fears (grades 11 + 12) (West Bank: 4000, 1000 Jerusalem).
• 400 counselors in secondary schools trained in psychological release skills.
• 5,000 students were empowered to understand their rights during arrest, violation or injury (wounded).
• 466 innovative projects produced in the fields of science and technology based on scientific research methodology by students with the support of their teachers.
• Positive initiatives, leadership and scientific creativity (such as the Palestine Inspiration Program) for secondary school teachers and their support staff are mainstreamed and reinforced.
• A central exhibition for grades 8-12 students' creative educational products using mobile application held.
• 350 students / teachers trained to write a business plan in entrepreneurship.
• Student Programmer Competition held (70%, West Bank, 30%, Gaza).
• Educational developmental and resident supervision in all secondary schools (830) applied, (550, West Bank, 280, Gaza).
• (300) teachers trained on twenty-first century and the use of technology in education skills through the Intel Education program, West Bank only.
• 25 high schools equipped with a STEM laboratory.
• (29) schools were equipped with electronic drawing machines (18 banks + 9 Gaza and 2 Jerusalem) and (30) schools were provided with photocopiers (18 banks + 10 Gaza and 2 Jerusalem).
• Providing specialized tools and devices for combined hearing, motor and visual disabilities (10 hearing aids, 5 Perkins machines, 20 magnifying lenses, etc.).
• 20 existing computer labs have been upgraded in secondary schools (13 in the West Bank, 6 in Gaza, and 1 in Jerusalem).
• 30 secondary schools' infrastructure for networks and Internet service developed (20 WB, 10 Gaza).
• 15 new scientific laboratories were established and supplied with laboratory equipment and tools at a rate of $ 6000 / laboratory, (10 WB, 3 Gaza, 2 Jlm.) +15 new scientific laboratories were equipped with a laptop device (10 WB, 3 Gaza, 2 Jerusalem).
• 15 existing library rooms were constructed and supplied with books and references at a rate of 4000 $ / library (10 in the West Bank, 3 in Gaza and 2 Jerusalem), + 15 libraries were provided with a laptop computer (10 WB, 3 Gaza, 2 Jerusalem).

3. Secondary Cycle curricula assessment and development in accordance to male and female students' needs, based on the competency curve at an annual rate of 100% until the end of 2022:
• Preparing and designing educational packages for basic skills by specialized teams (curriculum + supervision) after defining the basic concepts and skills in the main subjects.
• Forming teams of textbook authors to work with supervisors and teachers who are not involved in textbook composition to prepare mixed educational modules.
• Holding four workshops to define the basic concepts and skills for the scientific content within the curricula's basic subjects (Arabic language, English language, mathematics, and science).
• Selection from the teacher's manual and the curriculum document of enrichment activities, working papers, various assessment forms, performance standards and indicators, and final examination of the mixed module.
• Preparing electronic worksheets.

• Preparing, designing, and uploading all video lessons on the educational and the ministry's YouTube channel.
• Activating the educational platforms of each Educational Directorate and introducing the required adaptations to suit the disabled.
• Producing video lessons for the Arabic language and mathematics researchers, similar to "High School Online" (Thanawiyah Online).
• Providing directorates with electronic CD copies of the mixed educational modules for those who do not have technological capabilities for distance learning.
• Establishing an educational satellite channel for the Ministry.
• Developing and operating the Palestinian educational portal and continuing to upload videos to the ministry's YouTube channel.
• A platform for administrative communication and training (Tamkeen) established.
• Production, broadcasting and promotion of online high school video sessions.
• Internet speed in all government schools raised to 16 megabytes (12 schools 4 megabytes, 22 schools 8 megabytes). Provide marginalized schools that do not have a telephone line with 3G SIM card.
• Completing the development (enrichment) of grade 12 curricula for all subjects and various disciplines, which number 30 subjects.
• Curricula modified according to the annual feedback.
• 3 curriculum forums were held.
• 3 workshops and introductory meetings for the curricula were held with the local community and teachers.
• 20 teacher manuals developed for twelfth grade subjects.
• (250,000) textbook packages ($ 14.4/package) and (1000) teacher manuals ($ 3.5/manual) printed.
• General Secondary Exams file has been developed.
• General Secondary Examination held for 75,000 students.
• (5000) students participated in the school Olympiad in the fields of chemistry, IT, Arabic language and English language (West Bank and Gaza), of whom (1200) students participated in the Mathematics Olympiad for the eleventh grade at the school and directorate level, and Khadouri University (West Bank only).

4. Strengthening the Wellbeing of Secondary Stage Students:
• Issuing digital brochures (designs) that contain educational and attractive slogans for students; in addition to specialized educational brochures.
• Preparing a booklet, CD-ROM, and educational leaflets on the Palestinian narrative that are appropriate for the age group.
• Holding workshops to consolidate affiliation and awareness of the Palestinian narrative.
• Adapting the curriculum to the Palestinian narrative.
• Preparing a brochure, a CD, and educational leaflets covering social, cultural, ethical, and human dimensions.
• Conducting workshops to focus on social, cultural, values, ethical and human dimensions in for secondary students.
• Adapting the curriculum to be in line with the social, cultural, value, ethical and human dimensions of the secondary stage.
• 15,000 students (grades 10-12), enhanced their life skills and citizenship.
• Extracurricular activities (peer to peer) were implemented in 50 schools at an average of 15 students / schools about reproductive health and adolescents' health needs (personal hygiene, drugs, smoking).
• 100 secondary schools declared "smoke free".

• 100 wounded students were provided with educational service and educational counselling at school, home and hospital through the Wounded Education Program.
• 15,000 students (grades 10-12) enhanced leadership and entrepreneurship skills.
• 30,000 students (grades 10-12) enhanced higher thinking skills and deep learning.
• 2 exploratory scout guiding camp for males and females were held centrally at the ministry level with the participation of 224 scouts / guides and their supervisors.
• 720 female students / mentors participated in 17 courses for the pioneering leaders of scouting guidance teams in the northern governorates.
720 male students / scouts participated in 17 courses for the pioneering leaders of scouting guidance teams in the northern governorates Directorates.
• 16 female guides, scouts, and 4 escorts, participated in activities for scouting guidance in Arab and foreign countries.
• 10 sporting events were held for 1,600 male and female students, teachers, and a supervisor in West Bank.
• 160 students, male and female teachers, participated in the establishment of central 2 clubs for talented athletes with an overnight stay for 6 days.
• 100,000 students participated in the Arab Reading Challenge competition in the Arab World by reading at least 50 books for every student.

Program 4: Vocational Education

1. The implementation of the national strategy for the qualification and training of 141 vocational education staff by the end of 2022:
• Developing a system of professional supervision based on training and work-related education in (22) vocational schools.
• (20) governmental vocational schools have been operated with educational and field supervision, as well as 45 vocational units.
• Training programs have been implemented for 30 teachers in vocational fields, all vocational schools.
• 17 career counselors trained in problem-solving skills.
• Completion of an academy for vocational and technical education established in the West Bank, and the opening of (7) specialized training centers within vocational schools, distributed geographically to ensure optimal use of these centers based on actual needs until the establishment of the Academy for Vocational and Technical Education is completed, considering these centers the bases of the Academy.
• 100 male and female teachers have been trained in the field of vocational branches.

2. Quality assurance of student-based learning in the classroom and the job market at a rate of 100% by the end of 2022:
• Health insurance has been implemented for all students and teachers in vocational schools.
• Certain aids have been introduced for 5 schools, LCD and training modules.
• 25 vocational schools and one vocational unit employed hand tools and raw materials for training.
• 5 specialized vocational scouting camps (cluster) were implemented for 5 days, equally between males and females, at a rate of 100 participants and 5 trainers in each camp.
• Apprenticeship program implemented in 6 vocational schools at a rate of 1-3 programs in each school, according to the strategy.
• 85 schools of general education (grades 7-9) have been qualified to integrate vocational education.

• 100 basic schools have implemented the strategy of integrating vocational education into the tenth-grade academic education.

3. Assessing and developing all vocational and technical education curricula, its educational programs according to the needs of the labor market, depending on the competency curve or the goal curve until the end of the plan in 2022:
• Enriching and developing the vocational 12th grade textbooks based on the feedback.
• Developing training modules (curricula) for new specializations.
• Training of 200 persons centrally on the vocational curricula for grade 12 (introductory workshop).
• 3700 students took the General Secondary Examination.
• The National Qualifications Framework in the formal, semi-formal and informal system have been applied.
• The National Classification of Professions for the approved specializations implemented.

Program 5: Non-Formal Education
1. Increase the percentage of qualified male and female teachers and supervisors in literacy programs, Adult Education and Parallel Education, according to the Teacher Training Strategy standards from (0%) to (50%) in 2022, thorough:
• Preparing and accrediting the Specialized Professional Diploma for Adult Education facilitators based on the Curriculum GlobALE to suit the Palestinian context.
• Training of teachers / facilitators targeted for the professional diploma program.
• Workshops for General Education division heads on the professional diploma program.
• Training community centers staff on utilizing digital tools for youth and adults in life-long education.

2. Evaluating and redeveloping the curriculum framework for Literacy and Adult Education programs and new programs commensurate with the needs of Palestinian adults at the end of the 2022 five-year plan:
• Developing an accelerated Illiteracy Exit Program within Non-Formal Education and lifelong learning programs for youth and adults.
• Illiteracy Exit Program applied to a sample of centers for a year.
• Illiteracy Exit Program evaluated to study its mainstreaming possibility.
• Community centers for youth and adult lifelong education adopt initiatives that contribute to facing the Covid-19 pandemic, such as developing courses for cloth mask production and soap making to distributed to schools in the vicinity of these centers.

8. Targets for Strategic Goal Three

Third Strategic Goal: ***Promoting accountability, result-based leadership, governance and management***

Program 6: Governance and Management

1. Development of human resource capacities in the field of planning and management and other areas of specialization at the level of the ministry, education directorates and schools, (1,397 trainees and beneficiaries annually):
• Applying and evaluating the management training strategy based on the training needs and impact.

• Training NIET's staff according to their training needs in order to develop their general and specialized capabilities and skills.
• Performance evaluation and professional licenses for support staff and teachers in schools based on developed standards (West Bank only).
• Professional standards for support staff and teachers and their ethics are updated and developed through a designated committee. (30) meetings and workshops).
• 200 technical and administrative staff the ministry and directorates trained in general skills.
• 400 technical and administrative staff in the ministry and directorates trained in specialized and technical skills to enhance the educational system efficacy.
• 47 engineers and technicians in the ministry and directorates trained to follow up and apply the latest developments in computerized programs and technological tools.
• Extension, maintenance and development of the ministry's and directorates' digital network.
• New e-programs developed and applied at the ministry and directorates.
• A teachers' portal developed to provide e-learning support materials.
• Directorates' training centers provided with the necessary equipment, furniture and tools.

2. Development of legal and structural frameworks governing functions within the education sector at all levels:
• Building and developing a school health protocol.
• The ministry's service management system updated.
• Educational regulations and instructions manual developed, printed and distributed.
• 2000 copies of the sports laws document and sports magazines printed and distributed to directorates.
• Financial and administrative regulations developed to serve the work of the Takaful Fund.
• Health-promoting school standards approved and achieved in 17 schools.
• DG Textbooks work mechanisms for ministry and directorates were discussed and circulated.
• The organizational structure of the ministry, directorates and schools is updated according to new developments and the requirements of the separation process between the Ministry of Education and the Ministry of Higher Education and Scientific Research.
• Job descriptions have been developed, updated, and approved for all staff at ministry, the directorate and the school.
• (4) manuals for the educational supervision system developed.
• 200 copies of the new educational guidebook were circulated.
• Implementing the government's directions regarding the establishment of the National Authority for Vocational and Technical Education and Training, and the laws that emanate from the National Authority for Technical and Vocational Education and Training Law, the TVET Law, etc.

3. Physical environment necessary to manage the educational system at all levels and use it efficiently and effectively annually improved by 38% for administrative buildings and 9 systems:
• 10% of the ministry and directorates' staff have been motivated financially and in-kind according to the evaluation and performance criteria.
• Computer systems have been updated, maintained and developed.
• The Teachers Training College (NIET) website has been updated and developed to meet new developments according to training programs.
• 156 office equipment units were provided to Ministry and directorates staff (55 Gaza, Jerusalem, 98 West Bank, and Jerusalem 3 units)
• 36 computers provided to ministry and directorates staff.

• Provision of 250 office furniture units for Ministry and directorates (216 WB, 97 Gaza, 11 Jerusalem).
• Ministry administrative buildings in West Bank maintained.
• Teacher training center in Jenin completed.
• Tubas, Southern Nablus, Jerusalem suburbs and Salfit directorates' buildings expanded.
• Nablus Directorate building completed.
• Birzeit Research and Development Center building completed.
• One Resource Center opened in the southern West Bank.
• Construction work for a scout camp completed.
• 34 administrative buildings in the directorates and Ministry were operated and managed.
• A comprehensive school information management system that works efficiently and effectively in accordance with technical and operational requirements operated.
• The Diwan (Operations Bureau) computer program has been updated and maintained.
• DG Administrative Affairs electronic archiving system provided.
• Computerization of the Takaful Fund archive completed.
• Computerized financial systems have been monitored and maintained.
• National Question Bank developed.
• the Jerusalem Directorate schools' administrative computer system (Almurshid program) maintained.
• Maintenance contracts entered into force with companies developing NIET's computerized systems (MIS and e-library).
• Completing the application of computerized attendance in 24% of schools (fingerprint system).
• Computerized program for general exams maintained in a manner that incorporates data from previous years to be entered into the system in the West Bank and Gaza.
• Computerized program for the General Secondary Matriculation Exam maintained.

4. Development and activation of policy-making, decision-making, follow-up and accountability frameworks at all levels in order to enhance the process of delegating powers to field administrations:
• The first educational scouting forum held in the field of educational scouting studies and research.
• An international conference on inclusive education in Palestine held in the West Bank.
• Educational studies conducted to serve the strategic plan and the Monitoring and Evaluation system.
• Specialized studies carried out for vocational education needs assessment in accordance with labor market requirements.
• An educational policy conference held annually to review strategic goals and modern educational trends.
• An educational conference held annually on the promotion of educational media.
• Data of educational surveys and statistical censuses were collected, analyzed and published.
• Annual Work Plan and Budget 2020 developed and published in both Arabic and English.
• A study human resources planning (school formations) for 2020 conducted.
• DG General Education principles and regulations developed and issued.
• The School Level Separation Strategy applied using the electronic Atlas and GIS programs in coordination with the School Levels Committee in the Ministry and the directorates.
• The electronic Atlas and the school map system have been developed, operated, and supported by a navigation system and mobile application.
• Monitoring and Evaluation indicators (14 qualitative indicators) were monitored for the six operational programs and indicators for Fragile Areas.

• An annual evaluation of the planning system was carried out at the central level.
• The annual M&E Report issued in both Arabic and, in addition to preparing brochures for the educational field
• Planning indicators monitoring maps were prepared for the various administrative levels.
• Teacher Preparation and Qualification Strategy monitored and evaluated.
• An external audit of the financial system and the five-year plan implementation, including the JFA mechanism, was conducted.
• Internal auditing mechanisms reviewed and updated.
• An educational exhibition in the Jerusalem District was held.
• Developing, institutionalizing and activating the performance and accountability evaluation system at all levels and setting up a fair and transparent system of incentives and penalties (new proposal awaits approval).

5. Developing and activating the relationship with all educational process stakeholders in Palestine through international and regional partnership.
• Directing school administrations to conduct periodic simple maintenance in all existing government schools using school budgets with the support of local authorities and parent councils.
• Educating parents about their role in following up the education of their children through face and electronic communications and social media (WhatsApp, Facebook, etc.).
• Publishing specialized videos (educational - entertainment) produced by Ministry's partners and official bodies (Ministry of Health).
• Holding meetings with parent councils in order to maintain a healthy and safe school environment during students' return to schools and throughout the school year, as well as to provide health and safety needs such as disinfection, sterilization and masks in every school.
• 2 seminars on various issues held to communicate with the local community at the national level only.
• Awareness meetings with civil and local community organizations held in (30) schools (22 West Bank 2 Jerusalem, Gaza 6)
• Parents' manual on student activities was presented and discussed in workshops with the participation of 200 parents.
• 2000 brochures for parents on the role of the educational counselor circulated.
• An educational documentary film produced and presented to the local community and at the ministry level.
• Ministry of Education participated in international, regional and local conferences, events and symposia on educational issues.
• 100 Ministry staff participated in international and local conferences, and carried out local and foreign missions.
• M&E results on the strategic plan were published at all levels.
• *Maseerat AlTarbiyeh* (The Education Process) newspaper, publications, and brochures on published as introductory publications on educational service. (WB only)
• Hosting partner institutions at a rate of 50 meetings per year to determine the needs of counselors and department heads in directorates and schools.
• Methodology or the Participatory Scope in Supporting Education (SWAP) developed, and the Annual Sector Review (ASR) conducted.
• Developing a strategic plan to communicate with the international community and all relevant parties (new proposal awaits approval).
• Developing a national strategy to provide sustainable financing for the educational sector (new proposal awaits approval).

6. Activating the education emergency management system at the three levels (the ministry, directorates and schools) to ensure the continuity of education.

• Implementing the school health protocol and other supportive awareness-raising activities in all schools.

• Monitoring students with Covid-19 and following up on their treatment and education.

• Violations and educational conditions in marginalized and Fragile areas were documented and presented.

• The reality and conditions of remote schools and schools that exposed to Israeli occupation violations have been exposed with official, media, and local and international participation.

• 5 educational meetings with 150 participants, including school principals, secretaries, and teachers were held on monitoring and documentation mechanisms of Israeli violations in the educational system in "", Jerusalem and the Old City of Hebron.

• A comprehensive crisis management strategy and plan (CCP) has been implemented and trained. (WB 210 people and 30 Jerusalem).

• Securing student access in "Area C", H2 in Hebron and near the Separation Barrier, by procuring vehicles or/and renting buses services.

• 20 schools in fragile areas have rented buses to transport students from their residential areas to the school to protect students from attacks by settlers and the occupation military.

5 Correlation of Strategic Goals with the National Policy Agenda and Sustainable Development Goals

5.1 National Policy Agenda (NPA) 2017-2022

Theme 1: The way towards independence:
- First national priority: building an independent state, ending the occupation.
- Second national priority: national unity.
- Third national priority: promoting the international status of the State of Palestine.

Theme 2: Reforming and improving the quality of public services.
- Fourth national priority: citizens-needs sensitive government.
- Fifth national priority: effective government.

Theme 3: Sustainable development:
- Sixth national development: achieving economic independence.
- Seventh national priority: social justice and the rule of law.
- Eighth national priority: quality and inclusive education for all.
- Ninth national priority: quality health care for all.
- Tenth national priority: a society capable of steadfastness and development.

Figure (3): National Policy Agenda priorities:



National policies that are directly related to the education sector

The Palestinian government has approved the National Policy Agenda of the National Development Plan, and the eighth national priority, *quality and inclusive education for all*, which directly relates to the education sector. Since then, five priorities have surfaced, each one of which has a set of interventions as follows:

1. **First Policy Priority: Early education for our children**

a) Development of early childhood development care programs that are available to all.
b) Expanding the scope of preschool education available to all, especially to the less fortunate. This is in preparation for the gradual implementation of compulsory early childhood education one year before entering the first grade (KG2) according to the Education Law 2017. The Ministry of Education is working to open KG2 classes attached to basic schools, especially in regions and towns far from city centers where private preschools are not available Additionally, preschools and teacher training centers shall be opened, and the private sector shall be encouraged to invest in preschool education.
c) Developing and upgrading the preschool education system in accordance with adopted national and international standards.

2. **Second Policy Priority: Improving enrolment and survival in education**

a) The development of school facilities with all its components according to the approved standards, with special attention to the development and modernization of school buildings and facilities in Jerusalem. The Ministry of Education works to provide appropriate and adequate school buildings that contain specialized rooms, and appropriate and safe facilities such as yards, playgrounds, health units and other facilities within the approved standards for school construction at all educational levels.
b) Adopting methodologies and teaching techniques that are more inclusive that take into account individual differences. To ensure the enrolment of all Palestinian children in education in accordance with the law and human rights, whereas providing the means to increase the integration of students with disabilities in schools and adapting the infrastructure of health facilities, corridors, elevators, resource rooms, devices, books printed in Braille and other issues to facilitate the integration and assimilation of students with disabilities, and the provision of specialized teachers. Moreover, use of teaching methods that take into account individual differences between students and allow each of them to participate, express and reach their fullest potential, will be a strong link for the student in the school.
c) Making the school environment safer, supportive and stimulating, and providing students with adequate psychological and social support. The Ministry works diligently to provide security and safety within the educational environment, by providing, within its financial and administrative capabilities, all schools and educational institutions requirements to accommodate the appropriate conditions to create an attractive and stimulating environment for all levels of students, including talented and creative students, in a way that guarantees their development.

   This includes making education more interesting and more relevant to life contexts. Where the appropriate educational environment, attractive and rich in sensory and mental stimuli, is an interesting factor and a catalyst for active interaction between the student and the school. It also makes the school an enjoyable place, saturated with students' movement, sensory and mental needs, in which the students do not feel alienated from the reality they live in. Consequently, the student's enrolment and survival in the school until the end of the school educational phase will be based on one's own desire, rather than being imposed.
d) Ensuring fair access to educational opportunities, especially for marginalized regions and groups. The Ministry of Education adopts the opening of Challenge Schools in marginalized, remote and areas targeted by the Israeli occupation, while Resilience Schools are opened in hospitals for students whose health condition requires long periods of stay for hospital treatment. Additionally, the Ministry provides home education for students

sentenced to home detention by the Israeli occupation, especially in Jerusalem. The Ministry is also taking measures to confront the policies and procedures of the Israeli occupation violating the rights of children, by protecting their right to free and safe education, and seeking to provide effective solutions that guarantee the right of children to enroll in education in areas under Israeli control. This is in addition to maintaining an observance of school buildings and facilities to be appropriate for both sexes; providing professional specializations for both sexes within the vocational education track; and, the incorporation of gender issues in the curricula, teacher training, student activities and all aspects of educational work are also emphasized.

e) Encouraging enrolment in Non-Formal Education and lifelong learning programs for youth and adults. Although Palestine has achieved high rates of literacy rates, and there is a continuous expansion of the centers that are opened for non-formal education and literacy programs, there is a need to develop the learning and teaching methods and techniques used to be more appropriate to the needs of adults, and to develop and employ modern applications in the integration of adult education according to the adopted curriculum competencies.

3. Third Policy Priority: Strengthening the Wellbeing of Students

a) Consolidating affiliation and awareness of the Palestinian narrative.
b) Focusing on the social, cultural, values, ethical and human dimensions, commensurate with age groups.
c) Enhancing holistic health of students, including interest in sports, artistic and cultural activities of all kinds.
d) Promoting active student participation in school and community life.
e) Adequate focus on life skills and refining the student's personality in all its aspects

4. Forth Policy Priority: Improving the Quality of General Education

a) Continuously developing curricula, protecting the Palestinian curriculum in Jerusalem, and confronting the policy of Israelization.
b) Upgrading the status of teachers and school principals in all aspects, including the educational staff in Jerusalem.
c) Developing educational assessment principles and system, including updating the General Secondary Examination system, to make it more inclusive for both sexes, more flexible and more enabling to enroll in higher education and technical and vocational education, and more compatible with current and future labor needs.
d) Developing the teaching of science, technology, engineering and mathematics education.
e) The development of higher-order thinking skills of all kinds, including critical thinking, exploration, research and analysis, and deepening the culture of leadership and innovation.
f) Using technology to individualize and improve education as well as utilizing it in the transition from teaching to learning.
g) Developing the educational system's human cadres, especially the teachers, in order to be more able to perform their vital role in educating and raising children.
h) Developing non-formal education programs and lifelong education for youth and adults.

5. Fifth Policy Priority: Improving Education to Work Opportunities

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

c) Developing TVET system and expanding its base in line with the government's orientation of cluster development.
d) Upholding scientific research capacities.

Table (18) National Priorities and Educational Policy Interventions of NPA

Policy Priority	Policy Interventions
Improving Early education for our children	a) Development of early childhood development care programs that are available to all. b) Expanding the scope of preschool education available to all, especially to the less fortunate. c) Developing and upgrading the preschool education system in accordance with adopted national and international standards.
Improving enrolment and survival in education	a) Development of school facilities with all its components according to the approved standards, with special attention to the development and modernization of school buildings and facilities in Jerusalem. f) Adopting methodologies and teaching techniques that are more inclusive that take into account individual differences. g) Making the school environment safer, supportive and stimulating, and providing students with adequate psycho-social support. h) Ensuring fair access to educational opportunities, especially for marginalized regions and groups. i) Encouraging enrollment in Non-Formal Education and lifelong learning programs for youth and adults.
Strengthening the Wellbeing of Students	a) Consolidating affiliation and awareness of the Palestinian narrative. b) Focusing on the social, cultural, values, ethical and human dimensions, commensurate with age groups. c) Enhancing holistic health of students, including interest in sports, artistic and cultural activities of all kinds. d) Promoting active student participation in school and community life. e) Adequate focus on life skills and refining the student's personality in all its aspects.
Improving the Quality of General Education	a) Continuously developing curricula, protecting the Palestinian curriculum in Jerusalem, and confronting the policy of Israelization. b) Upgrading the status of teachers and school principals in all aspects, including the educational staff in Jerusalem. c) Developing educational assessment principles and system, including updating the General Secondary Examination system. d) Developing the teaching of science, technology, engineering and mathematics education.

	e) The development of higher-order thinking skills of all kinds, including critical thinking, exploration, research and analysis, and deepening the culture of leadership and innovation. f) Using technology to individualize and improve education as well as utilizing it in the transition from teaching to learning. g) Developing the educational system's human cadres, especially the teachers, in order to be more able to perform their vital role in educating and raising children. h) Developing non-formal education programs and lifelong education for youth and adults.
Improving Education to Work Opportunities	a) Ensuring that technical and vocational education and training, and higher education are in line with the developmental needs and labor market, and ensuring equitable opportunities of access to education for all. b) Strengthening the promotion of technical education. c) Developing TVET system and expanding its base in line with the government's orientation of cluster development. d) Upholding scientific research capacities.

5.2 National policies that are indirectly related to the Education Sector

1. Upholding national and international efforts to end the occupation:
2. Boosting accountability mechanisms to hold the Israeli occupation accountable.
3. Achieving unity of the Palestinian people and land.
4. Fostering the practice of democracy in the State of Palestine.
5. Reinforcing participation in the international arena.
6. Boosting local authorities' response to the citizen.
7. Promoting public service delivery to citizens.
8. Enhancing accountability and transparency.
9. Efficiency and effectiveness of available resource management.
10. Building the foundations of the Palestinian economy based on cluster development.
11. Creating appropriate job opportunities for all.
12. Nurturing an investment-friendly environment.
13. Promoting Palestinian industry.
14. Multi-faceted poverty alleviation.
15. Providing social protection to the poor and marginalized.
16. Upholding citizen's access to justice.
17. Promoting gender equality and women empowerment.
18. Providing holistic and quality health care for all.
19. Improving citizens' health and wellbeing.
20. Upholding security and safety and reinforcing the rule of law:
21. Providing populated areas with basic needs.
22. Ensuring environmental sustainability, and adapting to climate change phenomenon.
23. Promoting agriculture and rural communities.
24. Protection of the Palestinian identity and cultural heritage.

5.3 Strategic Goals and their Correlation with NPA and SDG4

The following table illustrates linkages between Education Sector Strategic Goals, policy interventions within the National Policy Agenda and 2030 Sustainable Development Goal 4 for education:

Goal No.	Strategic Goal	NPA policy intervention	SDG4 Objectives and Targets
1	**Ensuring safe, inclusive and equitable access to education at all levels of the system**	Expanding the scope of preschool education available to all, especially to the less fortunate. Development of school facilities with all its components according to the approved standards, with special attention to the development and modernization of school buildings and facilities in Jerusalem.	Goal4.2: Ensuring that all girls and boys have access to quality development and care in the early childhood and pre-school education level, so that the children become ready for basic education, by 2030
		Adopting methodologies and teaching techniques that are more inclusive that take into account individual differences.	Goal 4-A: Building educational facilities that take into account gender differences, disability and child differences; upgrading existing educational facilities; and creating an effective, safe and non-violent education environment for all.
		Making the school environment safer, supportive and stimulating, and providing students with adequate psychological and social support.	Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030
		Ensuring fair access to educational opportunities, especially for marginalized regions and groups.	Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030
		Encouraging enrollment in Non-Formal Education and lifelong learning programs for youth and adults.	Goal 4.6: Ensuring that all young people and a large proportion of adults, both men and women, are good at reading, writing and numeracy, by 2030
		Developing TVET system and expanding its base in line with the government's orientation of cluster development.	Goal 4.5: Eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for vulnerable

			groups, including persons with disabilities, indigenous peoples and children living in vulnerable situations, by 2030
2	**Developing a student-centered teaching and learning pedagogy and environment**	Development of early childhood development care programs that are available to all.	Goal4.2: Ensuring that all girls and boys have access to quality development and care in the early childhood and pre-school education level, so that the children become ready for basic education, by 2030
		Developing and upgrading the preschool education system in accordance with adopted national and international standards.	Goal4.2: Ensuring that all girls and boys have access to quality development and care in the early childhood and pre-school education level, so that the children become ready for basic education, by 2030
		Consolidating affiliation and awareness of the Palestinian narrative.	Goal 4.7: Ensuring that all learners acquire the knowledge and skills necessary to support sustainable development, including, inter alia, education for sustainable development and means of sustainable livelihoods, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity, and appreciation of the contribution of culture to sustainable development by 2030
		Focusing on the social, cultural, values, ethical and human dimensions, commensurate with age groups.	Goal 4.7: Ensuring that all learners acquire the knowledge and skills necessary to support sustainable development, including, inter alia, education for sustainable development and means of sustainable livelihoods, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity, and appreciation of the contribution of culture to sustainable development by 2030

		Enhancing holistic health of students, including interest in sports, artistic and cultural activities of all kinds.	Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030
		Promoting active student participation in school and community life.	Goal 4.7: Ensuring that all learners acquire the knowledge and skills necessary to support sustainable development, including, inter alia, education for sustainable development and means of sustainable livelihoods, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity, and appreciation of the contribution of culture to sustainable development by 2030
		Adequate focus on life skills and refining the student's personality in all its aspects.	Goal4.4: Achieving a significant increase in the number of young people and adults with appropriate skills, including technical and vocational skills, enabling them to have decent jobs and work as entrepreneurs by 2030
		Promoting various sports, artistic and cultural activities.	Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030
		Continuously developing curricula, protecting the Palestinian curriculum in Jerusalem, and confronting the policy of Israelization.	Goal 4.7: Ensuring that all learners acquire the knowledge and skills necessary to support sustainable development, including, inter alia, education for sustainable development and means of sustainable livelihoods, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity, and appreciation of the contribution

			of culture to sustainable development by 2030
		Upgrading the status of teachers and school principals in all aspects, including the educational staff in Jerusalem.	Goal 4-C: Achieving a significant increase in the number of qualified teachers, including through international cooperation in teacher training in developing countries, particularly in the least developed countries and small island developing states, by 2030
		Developing educational assessment principles and system, including updating the General Secondary Examination system to become more gender inclusive, flexible, enabling to access higher education, technical and vocational education and more compatible with current and future employment needs.	Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030
		Developing the teaching of science, technology, engineering and mathematics education.	Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030
		The development of higher-order thinking skills of all kinds, including critical thinking, exploration, research and analysis, and deepening the culture of leadership and innovation.	Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030. Goal4.4: Achieving a significant increase in the number of young people and adults with appropriate skills, including technical and vocational skills, enabling them to have decent jobs and work as entrepreneurs by 2030
		Using technology to individualize and improve education as well as utilizing it in the transition from teaching to learning.	Goal4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030

		Developing the educational system's human cadres, especially the teachers, in order to be more able to perform their vital role in educating and raising children.	Goal 4-C: Achieving a significant increase in the number of qualified teachers, including through international cooperation in teacher training in developing countries, particularly in the least developed countries and small island developing states, by 2030
		Developing non-formal education programs and lifelong education for youth and adults.	Goal 4.6: Ensuring that all young people and a large proportion of adults, both men and women, are good at reading, writing and numeracy, by 2030
		Ensuring that technical and vocational education and training, and higher education are in line with the developmental needs and labor market, and ensuring equitable opportunities of access to education for all.	Goal4.4: Achieving a significant increase in the number of young people and adults with appropriate skills, including technical and vocational skills, enabling them to have decent jobs and work as entrepreneurs by 2030

5.4 Contribution of the Education Sector Strategy 2017-2022 to cross-sector strategies

1. **Cross-Sector Gender Strategy:**

First: Studies and assessment of the educational situation and the National Education Report 2000-2015 revealed that Palestine is one of the countries that place great emphasis on gender equality and justice. It also revealed that females outperform males on many issues whether regard to higher enrollment at all levels of education, mentioned in the first strategic goal, or in regard to quality education, which is mentioned in the second strategic goal.

Second: The Ministry of Education has taken into account gender issues in all of its interventions to achieve its strategic goals: enrollment and access to education, quality of education, and governance of the education system.

Third: The monitoring and evaluation system will include the gender variable in all relevant indices to tackle any issues arising during implementation.

2. **Cross-Sector Environment Strategy:**

The Ministry takes into account environmental issues in its interventions to achieve the strategic goals. Examples of this include the following:

- To achieve the first strategic goal, which is access to education and a safe education environment (through interventions), the Ministry takes advantage of renewable energy, where the use of solar cells has been included as an essential component of new school buildings. It also reinforced the concept of green buildings.
- To achieve the second strategic goal of improving quality of education, the Ministry has taken into account environmental issues and the protection of biodiversity, as part of its

efforts to enhance the Palestinian curriculum. The Ministry will also launch multiple school activities to encourage protection of the environment through scout activities at schools.

- Concerning governance and management, the Ministry conducts a comprehensive environmental survey every two years at all educational facilities (preschools, basic, secondary and vocational schools) in cooperation with the Central Bureau of Statistics (PCBS). The Ministry also monitors environmental issues through its assessment and evaluation system which the Ministry has approved for its annual and strategic plans.

3. Cross-Sector Youth Strategy:

First: Youth constitutes an important part of the categories targeted in the Education Sector Strategy. The Ministry endeavors to address all issues pertaining to this category through its interventions to achieve the strategic goals. These interventions include:

- Providing youth with educational and vocational guidance to help them choose suitable careers for their future.
- Providing sport and free activity facilities for the youth to allow them to express their talents and interests at schools and universities.
- Promoting voluntary activities for the benefit of society and to preserve the environment and enhance ethical values.
- Providing learning tracks that suit youth's interests and needs to allow them to find suitable jobs.
- Addressing the psychological, physical and mental needs of the youth through a variety of educational activities that are implemented at all levels of education.

6 Budget Programs

This chapter lists the budget programs, their policy objectives, targets and strategic goal outcomes.

Name: Preschool Education Program
Program Code: 0709

Program Policy Goal	Program Objective	Activity	Responsible Party
1. **Increasing the gross enrollment rate in preschool for children (KG1 [*Bustan*], and KG2 [*Tamhidi*]) from (54.2%) in 2017 to (70%) by end of 2022**	1.1 The number of licensed preschools in the private sector increased to 1616 by the end of 2022	1. Licensing criteria eased for Jerusalem and marginalized areas. 2. Field visits to private preschools to get licensed. 3. Field visits to unlicensed preschools to urge them to proceed with licensing	MoE
	1.2 Number of public preschool KG2 classes increased in marginalized areas deprived of preschool education service at an annual rate of 50 classrooms	1. Follow up on preparing, publishing and implementing tenders. 2. Operational expenses for government preschools provided. 3. Governmental preschool furniture and games provided through the established procedures (tendering and implementation). 4. Government preschools opened in areas threatened with Israeli annexation; private preschools were encouraged to open as well.	
	1.3 Maintenance and restoration of buildings and furniture in the existing government preschools, at an annual rate of (40) classrooms by the end of 2022.	1. Coordination with DG of Buildings to conduct the necessary maintenance. 2. Coordination with DG of Supplies to do procure furniture. 3. Coordinate with institutions working in the field of Early Childhood Development to conduct the necessary maintenance and rehabilitation of preschools and provide them with furniture.	
	1.4 Integration of students with	1. Preschools receiving students with special needs identified.	

	disabilities and special needs at an annual rate of 2%	2. Coordination with DG Buildings to rehabilitate school buildings in accordance with the requirements for children with special needs.	
	1.5 Community and guardians' awareness on the significance of Early Childhood education and issues increased at an annual rate of 600 guardians.	1. 17 awareness workshops held for guardians.	
	1.6 The number of government and private preschools benefiting from international and local protection and support in Areas C and Jerusalem, at an annual rate of (10) preschools	1. Meetings with international NGOs held to provide the necessary protection and support to threatened preschools. 2. Field visits conducted to preschools affected by the Separation Wall or threatened by the occupation	
2. The number of qualified women teachers, supervisors and principals in private and public preschools increased from (36.2%) to (40%) by the end of 2020	2.1 Competency of women teachers, supervisors and principals of private and public preschools (continuing education) developed at an annual rate of [1393] teachers and principals, and (17) supervisors	1. Offering and executing a contracting tender with experts in this field. 2. Conducting two workshops in each directorate to train preschool principals and nannies. 3. Holding 4 training workshops for preschool supervisors on topics related to childhood	
3. **Ensuring quality student-based education annually in the classroom for all children, boys and girls, for (32) governmental preschools with (800) children.**	3.1 Number of preschools utilizing educational techniques and learning technology during the teaching/learning process inside the classroom at an annual rate of 100 preschools	1. Tendering for required devices. 2. Supplying targeted preschools with the needed devices.	
4. Management systems and policy-making and decision-making frameworks developed and activated at all levels	4.1 Preschool regulations and instructions updated.	1. Central workshops held to update preschool licensing regulations. 2. Field visits conducted to preschools	
	4.2 Preschool electronic databases developed at a rate of one system until end of 2022	1. Programing company contracted. 2. Database uploaded onto system. 3. Database program piloted.	

		4. Training on program conducted.	
	4.3 Coordination system between preschool governmental and non-governmental sectors developed at an annual rate of 20 institutions	1. Ten annual meetings held with partners. 2. Four meetings to Directorates' preschool supervisors held to update on working conditions and urgent issues.	

Name: Basic Education Program
Program Code: 0710

Program Policy Goal	Program Objective	Activity	Responsible Party
1. Enrollment rate for male and female students in the basic stage (grades 1-9) increased from (95.9%) in 2017 to (100%) at end of 2022	1.1 Number of classrooms that meet physical educational standards in Basic schools increased at an annual rate of 310.	1. 300 classrooms were constructed, furnished and equipped in Palestine: 35 rooms for natural increase, 40 rooms instead of rent, 40 rooms replacing overcrowding and 60 rooms replacing evening shift, 47 rooms replacing ones unfit for use, 30 rooms for the provision of education in geographical areas where no educational services are provided, and 10 rooms in "Area C", 18 rooms to be used as specialized rooms, and 20 rooms for separating school levels. 2. 4 Challenge and Determination Schools were built, equipped, and furnished annually until the end of 2022 3. Establishing a basic school in the Jericho and the Jordan Valley area to face the Israeli annexation plans and to strengthen the resilience of the citizens.	MoE
	1.2 School facilities and environment improved according to adopted standards to become safer, more supportive and stimulating at an annual rate of 5% (86 school buildings)	1. 18181 students and teachers were provided with furniture replacing damaged and old ones. 2. Spare parts were provided for maintenance of 5% of school furniture (34,000 units). 3. 86 existing schools have been rehabilitated and maintained, including schools in Jerusalem and "Area C". This included the installation of solar cells in 300 schools, rehabilitation of electricity networks to heat schools, and the provision of heating radiators for 550 schools.	

		4. Improving the infrastructure of (12) basic schools in the Jericho area and the Jordan Valley, which are threatened with annexation. 5. Supplying and installing air conditioners for 160 classrooms in the Jericho area and the Jordan Valley, which are threatened with annexation. 6. Preparing and developing school sanitation facilities (building and rehabilitating sanitary units and drinking water units) in 320 existing schools. 7. School canteens rehabilitated in line with the health protocol to confront Corona virus. 8. Students provided with sufficient quantities of water, at least 10 liters per student, in all schools, daily. 9. Provided all schools with hygiene and disinfection materials (hand sanitizer, hand soap, toilet paper, floor soap and disinfectant). 10. Provided schools with sterilization pumps and a special dress. 11. Provided schools with masks for students and school personnel.	
	1.3 Number of integrated students with disability and special needs in public Basic schools through the adoption of more integrative educational methodologies and approaches at an annual rate of 0.05%	1. 3 resource rooms were opened and equipped in governmental schools 2. 17 meetings were held for new school principals on resource room's work mechanism. 3. 44 new teachers of inclusive education resource rooms have been trained and qualified. 4. 8 regional meetings for special education supervisors and inclusive education counselors in the directorates, implemented to follow up and discuss inclusive education. 5. Provided appropriate educational and counseling services for all integrated students, while ensuring of their health status.	
	1.4 Separation Strategy of Basic Stage students from Secondary Stage students continued according to the curricula philosophy	School Level Separation Strategy applied at an annual rate of ()%.	

	1.5 Protection, support and safe access ensured to all students and teachers at an annual rate of 100%	1. The safety and protection system is operating efficiently in 10 schools in Jerusalem. 2. Students who were under house-detention in Jerusalem received psychological, academic and media support. 3. The education system and public and private schools in Jerusalem are supported. 4. 60 principals and teachers trained on the comprehensive contingency plan strategy and emergency plan.	
	1.6 Supervision and operational services guaranteed and strengthened for 1186 Basic public schools (grades 1-9)	1186 public schools (grades 1-9) were operated with educational and field supervision.	
2. Percentage of qualified educational staff and support teams according to the Strategy of Preparing and Qualifying male and female Teachers increased from (60.4%) in 2017 to 75.4% at the end of 2022	2.1 Educational cadres' capacity built including Basic public school teachers and principal at an annual rate of 4%	1. 150 teachers from grades 1-4 have been trained according to the teacher's professional competencies and standards, in cooperation with universities. 2. 600 teachers from grades 5-10 have been trained according to the teacher's professional competencies and standards. 3. 650 teachers nominated for the position of school principal, who were trained with basic leadership skills (preparation). 4. 500 teacher (grades 1-4) were prepared according to the Educational Profession Standards. 5. 30 newly-appointed school principals who have completed a professional diploma in school leadership. 6. 2 studies conducted on the Professional Diploma Program in Education and on achieving educational competencies, in the West Bank. 7. 34 educational counselors obtained a diploma in supervising professional education, 456 hours. 8. Training of 200 new teachers as part of the Professional Diploma Program in Education. 9. Developing a teacher's manual for designing distance learning.	

		10. Developing a manual for distance learning for teachers, school administrators, parents, educational supervisors and students. 11. Preparing a training manual for web tools such as ZOOM and TEAMS 12. Preparing a manual for scientific experiments by simulation for all grades 5-12 scientific. 13. Developing 5 online supervision and management manuals. 14. List the training materials that have been prepared and sorted according to the main training axes, and archive them on the electronic portal. 15. Training all teachers, educational supervisors, school administrators and private school teachers in visual communication techniques such as ZOOM, and Google Classroom. 16. Developing the capabilities of teachers in educational directorates to produce distance learning materials. 17. Training teams of teachers and supervisors to prepare educational sessions remotely, through video recording programs for grades 1-11. 18. Training of all science teachers and supervisors on the scientific experiments manual. 19. Training of trainers and teachers on electronic evaluation tools and their preparation. 20. Training of school principals on distance learning techniques. 21. Training of all school principals on the techniques needed for remote management. 22. Training of school principals on their roles during emergencies and follow-up mechanism. 23. Utilizing digital tools in communication and in education: Zoom, Google classroom. 24. Training of 68 classroom families in schools to follow up the implementation of the health protocol in schools. 25. Training staff in the ministry, directorates, schools' health staff and teachers (56,000 participants) in 2,203 schools (West Bank and Gaza), on health protocol procedures (464 sessions).	

		26. Implementation of two workshops for the Ministry's staff and health institutions on the mechanism of following up health protocol procedures, and the implementation of supportive awareness activities. 27. Developing remote monitoring and evaluation models, training central trainers, and holding briefings for supervisors and school principals on the forms.	
	2.2 Teacher and support staff Preparation and Qualification standards and policies continuously developed at an annual rate of 523 teachers and principals	1. Distinguished research competition on standards and performance evaluation for teachers and support staff in order to develop and update them. 2. 33 school principals nationwide have been motivated and honored according to pre-set and announced standards. 3. 360 male and female teachers were interviewed to select school principals according to published principles and instructions. 4. 130 teachers have been appointed as basic school principals.	
	2.3 Teaching Profession Program applied for all Basic Stage teachers at a rate of 100%	Teachers and support staff categorized according to the Profession Practice License and standards.	
	2.4 Continuous Professional Development Program implemented for Basic Stage teachers and support staff at an annual rate of 15864 teachers and staff	1. 4000 teachers annually trained on educational needs and developments in accordance with the Ministry's policy of teachers and educational supervision development (25 training hours). 2. 320 basic school principals trained on the skills of a resident supervisor and the technical role of the school principal according to their educational needs, (20 training hours). 3. 300 teachers, supervisors, and administrators from all directorates trained in 6 central workshops as sports referees, sport games and sports media. (2 days/trainee). 4. (6) workshops were held at cluster level for all directorates on the concept and instructions for school	

		trips, with the participation of 600 teachers in the West Bank. 5. 60 basic school principals from 24 districts were briefed on developments in the educational field in 3 workshops. 6. 1200 new teachers have completed a regional training course in the form of 3-hour workshops per day designed for the preparation of new teachers. 7. 50 teachers were trained in 3 sessions on hearing impairment, West Bank only. 8. 250 educational supervisors trained for (20) hours on the concept of educational supervision and its mechanisms, training evaluation and field follow-up of its impact. 9. 2 central training courses held for musical education supervisors (34 supervisors and teachers per session), during and outside official working hours in (17) districts in the West Bank. 10. 80 educational supervisors (60 WB, 20 Gaza), 960 school principals (643 WB, 317 Gaza), 120 teachers in the West Bank and 40 teachers in Gaza were trained to follow up and support teachers for grades 1-9 in applying interactive learning strategies for key subjects: Arabic language, science and mathematics. 11. 30 educational counselors trained in school counseling skills, (456 hours).	
3. Ensure student-based quality education inside the classroom for all students within the age of Basic Education at an annual rate of 6% for active learning and extracurricular activities, and 2% for healthy environment	3.1 Upholding and following up on educational, health, and professional aspects that provide teaching/learning incentives and psycho-social support as well as upholding gender aspects for 263529 students and school staff in 6501 schools annually	1. 18 scouting camps held at the level of the northern directorates (West Bank). 2. 17 districts were provided with special tools for scouting guidance activities. 3. Competitions for leadership, creativity, and guiding scout distinctions were carried out at the level of the ministry for all basic stage directorates in the northern governorates. 4. 2 scout guiding camp for males and females centrally held at the ministry level with the participation of 224 scout guides and their supervisors. 5. A scout camp was held during Ramadan in Jerusalem.	

until the end of 2022		6. 2 training courses for male and female teachers, leaders of guide teams, were held in the West Bank only. 7. 40 female student activities counseling supervisors participated in 2 training workshops to evaluate and develop guidance activities programs. 8. 20 sporting events in all districts implemented for both sexes, equivalent to 3200 students, teachers and supervisors in sports activities. 9. Honoring 50 male and female students / teacher / supervisor / principal and 17 schools who won the innovation and sports excellence competition. 10. 24 students and administrators participated in the activities of the external summer camps activities (Arab and foreign). 11. 962 students and coaches participated in establishing 19 clubs for the gifted in sports. 12. 800 students, teachers, and sports activity supervisor from all directorates participated in a central festival for sports activities. 13. 80 summer clubs were set up during the summer vacation in all directorates, with the participation of 8000 students. 14. A football field built to hold the central tournaments in the West Bank. 15. 50 schools were provided with sports equipment. 16. 20 members of the physical education union team and international trainers, local and international, hosted in Palestine to participate in the school sports union workshop (4 days/ workshop). 17. Central teams formed to represent the Ministry in all internal and external musical activities. 18. 30 teachers in Jerusalem trained in drama and playing percussion instruments skills. 19. 5 schools equipped with musical instruments, and sound and isolation systems. 20. 60 students participated in 5 artistic, musical and theatrical events in Arab countries. 21. 36 students and 8 leaders participated in (5) activities for cultural student	

		activities in Arab and foreign countries. 22. 100 schools were provided with different tools and materials to practice cultural activities (scientific, artistic, musical, and expressive). 23. 12 cultural, scientific and musical competitions held (3 central at the ministry), and an annual central day for poetry, theater and music at the ministry and each directorate. 24. 1500 students have been empowered with gender skills (informational, creative, developmental, cultural, legal and academic). 25. Initiatives for cultural and scientific activities implemented in schools. 26. 384 supervisors and teachers from all directorates trained in central training courses on student activities (scientific, artistic, cultural, literary, and musical) during and outside the official working hours. 27. 15,000 students remotely participated in participatory projects through training 350 teachers / supervisors / school principals on project learning and basic skills on in-depth teaching. 28. 100 people from different Arab countries were hosted to participate in the Arab Forum for School Theater. 29. West Bank students (grades 4-9) visited Jerusalem at a rate of (1000) students. 30. 150,000 students participated in the Arab Reading Challenge competition in the Arab World by reading at least 50 books for each student. 31. 1,200 schools held free activity as an extra class in the after-school program. 32. Safia family was honored with the attendance of 200 people. 33. 15,000 students (grades 1-9) life skills were enhanced. 34. 7500 students (grades 1-4) improved their reading skills, understanding readings, and writing. 35. 7500 students (grades 1-4) improved their higher-order thinking skills (creative critic). 36. Investigative examinations and vaccinations were provided to all targeted students as approved by the Ministry of Health.	

		37. 150 students from each of the 17 directorates belonging to a health employee / directorate were provided with medical packages (hygiene packages, dental hygiene). 38. 200 medical devices were provided to support students. 39. Field staff (100 people) provided with a water test device measure chlorine in school water. 40. First grade students in 110 schools were provided with a personal hygiene kit. 41. Providing 224 schools with general safety supplies ($ 200 first aid materials, 4 extinguishers per school for $ 600 = $ 800 per school). 42. 1400 awareness-raising activities on school bag overweight disadvantages were carried out in 700 schools. 43. 20 schools in 17 districts were provided with general cleaning materials, in the West Bank only. 44. 190 schools have improved aesthetic and environmental appearance. 45. 190 schools promoted and educated students on sound environmental practices. 46. Awareness and educational activities about personal and general hygiene carried out in 102 schools in 17 districts (WASH project). 47. 80 schools affiliated with the Field Health Officer have implemented traffic safety initiatives. 48. 80 health committees activated to achieve holistic health aspects. 49. 1700 students led 170 traffic safety teams in the most dangerous schools in cooperation with the local community. 50. 15,300 group Ramadan Iftar (breaking the fast meal) were implemented in schools, at the expense of the local community. 51. 420 school canteens were run by 110 women's associations. 52. 900 schools implemented educational activities to enhance knowledge, attitudes and sound nutritional behaviors (breakfast, fruits, balanced food, drinking water and milk, physical activity and obesity risks) at a rate of at least 4 activities per school.	

		53. 93 school canteens were provided with the necessary tools for preserving and preparing food. 54. Students became accustomed to practicing proper physical activity and nutritional orientation in 68 schools targeted by the field employee. 55. 5,000 students, parents and teachers trained within the protection program on sexual assault and harassment. 56. 1500 students trained in emotional conditioning in the West Bank. 57. 13,404 students trained on forming student parliaments. 58. 1200 students trained in the vocational orientation program. 59. 600 students and 300 parents were educated about electronic blackmail, and 50 educational counselors were trained on how to raise awareness and deal with electronic blackmail. 60. 6000 students in all directorates were trained on the psychosocial support program. 61. 5,000 students trained to deal with exam anxieties and fears in the basic stage (grades 1-9). 62. 400 counselors in basic schools trained in psychological release skills. 63. 5,000 students were empowered to obtain rights during arrest, violation or injury (wounded). 64. 500 students, 50 teachers, counselors, and school principals trained within the medical educational initiative, in Jerusalem only. 65. 17 distinguished educational counselors and 7 counseling supervisors were honored on the educational counseling day	
	3.2 Number of students benefiting from Remedial and Supportive Education Programs increased by 21,500 students annually	1. Remedial Education Program for 20,000 students (grades 1-4) and Recovery Program for grades 5-9 upheld. 2. 1500 students (grades 7-9) made aware of significance of education and risks of school dropout	

	3.3 Positive Initiatives, Entrepreneurship and Scientific Innovation Program mainstreamed and strengthened to develop meta-cognitive skills for students and educational staff at a rate of 233 programs	1. Palestine Technology and Science Fair conducted with the production of 233 creative student projects. 2. Promoted creative educational initiatives for educational supervisors with the participation of their teachers 3. 600 students from basic schools who were trained on the young journalist skills.	
	3.4 Educational developmental supervision reinforced and applied to all Basic public schools at a rate of 100%	1. Applied educational development supervision in basic schools by conducting competitions for the best projects (trained supervision teachers for 1,200 schools). 2. The cluster strategy is a development unit implemented in 15 clusters in the Jerusalem District. 3. Results of studies evaluating the impact of development programs for educational supervision according to the results of the 2018 National Assessment Studies published. 4. 150 schools developed under the (E4F) (Educational for Future) program.	
	3.5 Percentage of classrooms adopting student-centered strategies and approaches in the teaching/learning process and employing technology and active learning inside the classroom to make education more exciting increased at a rate of 3%	1. 25 trainers trained to train 100 teachers who will implement E4F technology labs activities with students. 2. 500 teachers trained in designing actual education and evaluations for producing computerized modules and lessons, and training 200 principals on ICT employment strategies in education and school administrative work. 3. Strategy of quantification and smart learning implemented in public schools and providing students in all remote governmental schools, behind the wall, and Jerusalem (students who cannot afford it) with tablets for grades 3-6. 4. 17 existing computer labs in basic schools transformed into technology laboratories. 5. Producing and supplying 25 schools with educational teaching aids for	

		multi-purpose learning technology, in Gaza only.	
	3.6 Percentage of existing schools with specialized rooms and teaching/learning aids increased at an annual rate of 2% to strengthen the culture of entrepreneurship and innovation	1. 4 computer labs for private schools in Jerusalem equipped and furnished. 2. 20 existing computer labs in basic schools have been modernized, with 10 computers per laboratory. 3. 103 schools were provided with internet infrastructure. 4. 75 scientific laboratory rooms in existing schools, with a newly-established scientific laboratory room, were equipped with laboratory equipment and tools. 5. 75 library rooms in existing schools were developed and supplied with books and references in addition to 10 new libraries were established and supplied with books and references. 6. (1250000) textbook packages and (15000) teacher manuals provided. 7. (34) schools were provided with electronic drawing machines, and (32) schools were provided with photocopiers. 8. (108) students with special needs were provided with curriculum books in Braille (40 WB and Jerusalem, 10 GS), at an average of 40 volumes for each student.	
4. Basic Cycle curricula assessment and development in accordance to male and female students' needs, based on the competency curve at a rate of 70 subjects at the end of 2022	4.1 Grades 1-4 curricula studied and methodologically analyzed to measure the extent of achieving the desired educational goals	Assessment study conducted to examine new Palestinian curriculum user satisfaction for grades 1-4.	
	4.2 Basic Stage curricula (grades 5-9) enriched at a rate of 70 subjects according to field feedback and studies results until end of 2022	1. Grades 5-9 Curricula, outlines and manuals developed for 65 topics after evaluation results were received. (curricula second edition - Enrichment) 2. Preparing and designing educational packages for basic skills by specialized teams (curriculum + supervision) after defining the basic concepts and skills in the main subjects. 3. Forming teams of textbook authors to work with supervisors and teachers	

		who are not involved in textbook composition to prepare mixed educational modules. 4. Holding four workshops to define the basic concepts and skills for the scientific content within the curricula's basic subjects (Arabic language, English language, mathematics, and science). 5. Selection from the teacher's manual and the curriculum document of enrichment activities, working papers, various assessment forms, performance standards and indicators, and final examination of the mixed module. 6. Preparing electronic worksheets. 7. Preparing, designing, and uploading all video lessons on the educational and the ministry's YouTube channel. 8. Activating the educational platforms of each Educational Directorate and introducing the required adaptations to suit the disabled. 9. Producing video lessons for the Arabic language and mathematics researchers, similar to "High School Online" (Thanawiyah Online). 10. Providing directorates with electronic CD copies of the mixed educational modules for those who do not have technological capabilities for distance learning. 11. Establishing an educational satellite channel for the Ministry. 12. Developing and operating the Palestinian educational portal and continuing to upload videos to the ministry's YouTube channel. 13. A platform for administrative communication and training (Tamkeen) established. 14. Production, broadcasting and promotion of online high school video sessions. 15. Internet speed in all government schools raised to 16 megabytes (12 schools 4 megabytes, 22 schools 8 megabytes). Provide marginalized schools that do not have a telephone line with 3G SIM card.	
	4.3 Alignment of the curriculum to be consistent		

	with the needs students with special needs for grades 8-10 completed for 2 basic education subjects		
	4.4 Assessment and diagnosis methods for all learning dimensions developed according to the curricula philosophy and student-centered learning and training strategy for 35,000 students in 6 unified tests and 3 national tests	1. 2018 National Assessment Study published. 2. (35,000) students participated in the School Olympiad in the fields of Arabic, English, science and mathematics. 3. The National Assessment Study 2020 has been applied for fifth and ninth grades in the Arabic language, mathematics and science, for sixth grade in the English language and the tenth grade in technological skills.	
5. Strengthening the Wellbeing of Basic Stage Students at an annual rate of (%)	5.1 Consolidating affiliation and awareness of the Palestinian narrative	1. Preparing a booklet, CD-ROM, and educational leaflets on the Palestinian narrative that are appropriate for the age group. 2. Holding workshops to consolidate affiliation and awareness of the Palestinian narrative. 3. Adapting the curriculum to the Palestinian narrative.	
	5.2 Focusing on social, cultural, values, ethical, humanitarian and psychological dimensions for grades 1-9	1. Preparing a brochure, a CD, and educational leaflets covering social, cultural, ethical, and human dimensions. 2. Increase the inclusion of social, cultural, values, ethical and human dimensions in the curriculum. 3. 30 educational counselors from the psychological support team have been trained in dealing with psychological trauma and recovery in Hebron and Yatta. 4. 100 new educational counselors who have been annually trained in psychological first aid. 5. 100 educational counselors from the psychological support teams, 17 department heads and 30 supervisors trained on the primary psychological support manual. 6. 180 educational counselors trained in drama and expressive arts and theater	

		provide psychological support in "Area C: an H2 (Hebron). 7. 30,000 basic students (grades 1-9) have enhanced life skills and citizenship.	
	5.3 Enhancing active student participation in school and community life by focusing on life skills and paying attention to various types of activities for Basic school students.	1. Educational cadres trained in schools on the life skills and holistic child-centered education training manual. 2. 100 school agricultural scout stations established to practice agricultural scouting activities, in which 4000 scout guides participated and were supervised by 100 teacher leaders. 3. 250 students (grades 1-4) participated in the Cubs and Flowers Scout. 4. 22 scouts and their supervisors participated in external scouting activities in Arab and foreign countries. 5. A summer music cultural forum for the children of Ministry staff conducted. 6. 400 supervisors and teachers from all directorates trained in central training courses on expressive and artistic activities during and outside official working hours. 7. Honoring 50 students, supervisors and administrators, and 17 schools who won the Creativity and Sports Excellence competition. 8. 400 students and trainers participated in establishing 17 clubs for the gifted in cultural and musical fields. 9. 50 schools participated in the Free Activity program on Saturdays. 20 meetings were conducted annually, with 10 meetings each semester (outside the official working hours). 10. 60,000 students (grades 1-4) improved their reading and writing skills. 11. 30,000 students from (grades 5-9) have enhanced higher-order thinking skills and deep learning.	

Program Name: Secondary Education Program
Program Code: 0711

Program Policy Goal	Program Objective	Activity	Responsible Party
1. Increase the Transfer Rate for male and female students from the Basic Stage (grades 1-9) to the Secondary Stage (grades 10-12) at a rate of 0.23% annually until the end of 2022	1.1 Number of classrooms that meet physical educational standards in Secondary schools increased at an annual rate of 140 (100 WB, 40 GS).	**1.** 140 classrooms were built, furnished and equipped in Palestine: 30 rooms for natural increase, 15 rooms replacing rent, 20 rooms replacing over-crowdedness, and 20 rooms replacing evening shift, 20 rooms replacing ones unfit for use, 15 rooms for the provision of education in geographical areas where there is no education service, 10 rooms in fragile areas, and 10 rooms to be used as specialized rooms. **2.** Establishing a secondary school in the Jericho and the Jordan Valley area to face the Israeli annexation plans and to strengthen citizens' steadfastness.	MoE
	1.2 School facilities and environment improved according to adopted standards to become safer, more supportive and stimulating at an annual rate of 5% (50 school buildings)	**1.** Providing furniture to replace damaged and old ones for 12,122 students and teachers (7,450 banks, 4,381 Gaza, and 291 units in Jerusalem). **2.** Spare parts were provided for the maintenance of 5% of school furniture (15,000 units) (9450 West Bank and 5259 Gaza and Jerusalem 291). **3.** 50 existing schools have been rehabilitated and maintained in line with the school's physical environment policy standards (including schools in Jerusalem and the troubled area). **4.** Improving the infrastructure of (3) secondary schools in Jericho and the Jordan Valley, which is threatened with annexation **5.** Supplying and installing air conditioners for 85 school classrooms in Jericho and the Jordan Valley, which are threatened with annexation. **6.** Preparing and developing school sanitation facilities (building and rehabilitating sanitary units and drinking water units) in 80 existing schools. **7.** Rehabilitation of school canteens in line with the health protocol for Covid-19. **8.** Provide students with sufficient quantities of water, at least 10 liters per student, in all schools, daily. **9.** Providing all schools with hygiene and disinfection materials (hand sanitizer,	

		hand soap, toilet paper, floor soap and disinfectant). **10.** Providing schools with sterilization pumps and a special clothing for it. **11.** Providing schools with masks for students and school personnel.	
	1.3 Number of integrated students with disability and special needs in public Secondary schools through the adoption of more integrative educational methodologies and approaches at an annual rate of 0.05%	**1.** Providing appropriate educational and counseling services for all integrated students, and ensuring their health status. **2.** 50 teachers were made aware about vocational rehabilitation for people with disabilities, according to 5 meetings in the West Bank only.	
	1.4 Separation Strategy of Secondary Stage students from Basic Stage students continued according to the curricula philosophy		
	1.5 Protection, support and safe access ensured to all students and teachers at an annual rate of 100%	**1.** 30 principals and teachers trained on the Contingency Plan (20 WB, 10 Jerusalem). **2.** The education system and public and private schools in Jerusalem are supported. **3.** An awareness session for 20 personnel (teachers, teachers, counselors and counsellors) held as exceptional special measures with the target groups of the marginalized minorities. **4.** 5 schools provided with equipment as special measures for students of racial or ethnic minorities (marginalized) origins, to enhance their integration into secondary schools. **5.** 5 school buildings that have been adapted as exceptional special measures for students of racial or ethnic minority backgrounds (marginalized) to enhance their integration into secondary schools.	

	1.6 Supervision and operational services guaranteed and strengthened for 1095 Secondary public schools (grades 10-12)	• 1095 governmental secondary schools (grades 10-12) that were operated with the provision of educational and field supervision.	
2 Increasing the percentage of qualified educational staff and support teams according to the strategy of preparing and qualifying male and female teachers from 38.8% in 2017 to 51.7% at the end of 2022	2.1 Educational cadres' capacity built including Secondary public school teachers and principal at an annual rate of 9%	**1.** 100 unqualified teachers (grades 10-12) have been qualified according to the teacher qualification and training standards. **2.** 200 new teachers prepared according to the professional competencies (specialized, social, and methodological) for new teachers. **3.** 25 new principals trained on basic leadership skills (induction course). **4.** 40 school principals completed the school leadership program. **5.** Developing a teacher's manual for designing distance learning. **6.** Developing a manual for distance learning for teachers, school administrators, parents, educational supervisors and students. **7.** Preparing a training manual for web tools such as ZOOM and TEAMS **8.** Preparing a manual for scientific experiments by simulation for all grades 5-12 scientific. **9.** Developing 5 online supervision and management manuals. **10.** List the training materials that have been prepared and sorted according to the main training axes, and archive them on the electronic portal. **11.** Training all teachers, educational supervisors, school administrators and private school teachers in visual communication techniques such as ZOOM, and Google Classroom. **12.** Developing the capabilities of teachers in educational directorates to produce distance learning materials. **13.** Training teams of teachers and supervisors to prepare educational sessions remotely, through video recording programs for grades 1-11. **14.** Training of all science teachers and supervisors on the scientific experiments manual. **15.** Training of trainers and teachers on electronic evaluation tools and their preparation.	

		16. Training of school principals on distance learning techniques. **17.** Training of all school principals on the techniques needed for remote management. **18.** Training of school principals on their roles during emergencies and follow-up mechanism. **19.** Utilizing digital tools in communication and in education: Zoom, Google classroom. **20.** Training of 68 classroom families in schools to follow up the implementation of the health protocol in schools. **21.** Training staff in the ministry, directorates, schools' health staff and teachers (56,000 participants) in 2,203 schools (West Bank and Gaza), on health protocol procedures (464 sessions). **22.** Implementation of two workshops for the Ministry's staff and health institutions on the mechanism of following up health protocol procedures, and the implementation of supportive awareness activities. **23.** 25 school principals have been motivated and honored according to pre-set and announced standards. **24.** 90 male and female teachers interviewed to select school principals according to published principles and instructions. **25.** 48 teachers were honored for their excellence and creativity within Teacher's Day celebrations (West Bank and Gaza).	
	2.2 Teacher and support staff Preparation and Qualification standards and policies continuously developed at an annual rate of () teachers and principals	**1.** 25 school principals were awarded as means of incentives according to set and published standards. **2.** 90 teachers interviewed to be chosen as principals according to set and published standards. **3.** 48 teachers awarded for their distinguished and innovative work during Teacher's Day (WBGS)	
	2.3 Teaching Profession Program applied for all Secondary Stage teachers at a rate of 16.7% for public	Secondary school teachers have been classified according to professional standards and professional practice license at an annual rate of (16.7%) for government, (3%) for UNRWA, and (3%) for private schools	

	schools, 3% for private schools and 3% for UNRWA schools		
	2.4 Continuous Professional Development Program implemented for Secondary Stage teachers and support staff at an annual rate of () teachers and staff	1. 4,500 teachers annually trained on educational developments, active learning, and education-related to life contexts, in line with the Strategy of Preparing and Qualifying Teachers, taking into account gender, at a rate of (20) training hours. (3840 in the West Bank, 500 in Gaza, 160 Jerusalem) 2. 100 school principals trained according to their educational needs for (20) training hours (60 WB, 30 Gaza 10 Jerusalem). **3** meetings were held for school principals, each for 15 high school principals, to learn about developments in the educational field (1 WB, 1 Jerusalem, 1 Gaza) 3. 60 educational supervisors trained for (12) hours on the concept of educational supervision and its mechanisms, as well as on training follow-up and its impact in the field (47 in the West Bank and 10 in Gaza +3 Jerusalem), taking into account gender.	
3 Ensuring quality student-based education in the classroom for all students of secondary school age, male and female, at an annual rate (until end of 2022) of 5.7% for active education and 4% for students' participation in extracurricular activities supporting education	3.1 Upholding and following up on educational, health, and professional aspects that provide teaching/learning incentives and psycho-social support as well as upholding gender aspects for () students and school staff in () schools annually	**1.** 60 scout squad leaders, female guides' supervisors, and an international trainer participated in 2 workshop for Scouting guidance programs and curricula at the Ministry's level. **2.** Providing 24 scouting guidance teams in secondary schools with scouting tools and supplies. **3.** 17 departments have evaluated pilot scouting projects at the ministry's level. **4.** 100 scouts, supervisors / leaders of scout teams, participated in a workshop to evaluate pilot scouting projects at the ministry's level with the participation of 17 West Bank directorates. **5.** A central ceremony was held to honor 48 parent councils from all directorates, with the presence of 100 people. **6.** 34 scouting teams in secondary schools were provided with scouting tools and supplies. **7.** An award ceremony honoring innovation and guiding scout excellence for school teams was held with 200 students and a supervisor.	

		8. 40 cultural and musical activities supervisors participated in two training workshops to evaluate and develop cultural activities. **9.** Developing a teacher's manual for designing distance learning. **10.** Developing a manual for distance learning for teachers, school administrators, parents, educational supervisors and students. **11.** Preparing a training manual for web tools such as ZOOM and TEAMS **12.** Preparing a manual for scientific experiments by simulation for all grades 5-12 scientific. **13.** Developing 5 online supervision and management manuals. **14.** List the training materials that have been prepared and sorted according to the main training axes, and archive them on the electronic portal. **15.** Training all teachers, educational supervisors, school administrators and private school teachers in visual communication techniques such as ZOOM, and Google Classroom. **16.** Developing the capabilities of teachers in educational directorates to produce distance learning materials. **17.** Training teams of teachers and supervisors to prepare educational sessions remotely, through video recording programs for grades 1-11. **18.** Training of all science teachers and supervisors on the scientific experiments manual. **19.** Training of trainers and teachers on electronic evaluation tools and their preparation. **20.** Training of school principals on distance learning techniques. **21.** Training of all school principals on the techniques needed for remote management. **22.** Training of school principals on their roles during emergencies and follow-up mechanism. **23.** Utilizing digital tools in communication and in education: Zoom, Google classroom. **24.** Training of 68 classroom families in schools to follow up the implementation of the health protocol in schools. **25.** Training staff in the ministry, directorates, schools' health staff and	

		teachers (56,000 participants) in 2,203 schools (West Bank and Gaza), on health protocol procedures (464 sessions). **26.** Implementation of two workshops for the Ministry's staff and health institutions on the mechanism of following up health protocol procedures, and the implementation of supportive awareness activities.	
	3.2 Psycho-social support strengthened and provided through Educational Counselling and School Health Program for Secondary students (male and female) in "Area C" and Jerusalem with () counselors and () students annually.	1. 7 TV instructional sessions aiming at discussing problems that students face in school and the family, and a suggested episode from the students' point of view (5 in the West Bank, 2 in Gaza). 2. 5,000 students, parents and teachers trained within the protection program on sexual assault and harassment. 3. 600 students and 300 parents were educated about electronic blackmail, and 50 educational counselors were trained on how to raise awareness and deal with electronic blackmail. 4. 1500 students trained in emotional conditioning in the West Bank, and 1000 students in Jerusalem 5. 13,404 students trained on forming student parliaments (660 in Jerusalem, 12744 in the West Bank). 6. 1200 students trained in vocational orientation program (800 banks, 400 Jerusalem). 7. 6000 students in all directorates trained on the psychosocial support program (2000 Jerusalem and 4000 West Bank). 8. 1000 students trained in violence reduction program. 9. 1500 copies of the "hot file" brochure printed. 10. 280 counselors and 100 school principals trained in counselling methodologies and "hot file" introduction to public and private secondary schools. 11. 30 educational counselors from the psychological support team have been trained in dealing with psychological trauma and recovery in Hebron and Yatta. 12. 100 new educational counselors who have been annually trained in psychological first aid. 13. 30 counseling supervisors and 30 educational counselors trained on cognitive behavioral therapy.	

		14. 69 educational counselors and counseling supervisors trained in nightmares recovery. 15. 180 educational counselors in 180 most Israeli violations-vulnerable schools have been trained in positive coping skills and positive education. 16. 100 educational counselors from psychological support teams, 17 department heads and 30 supervisors have been trained on the initial psychological support manual. 17. 180 educational counselors have been trained in drama, expressive arts and theater to provide psychological support in fragile areas. 18. 180 new educational counselors introduced to the concept of inclusive education. 19. 60 educational counselors, 17 department heads from 17 districts, have been trained to conduct studies. 20. 5,000 students trained to deal with high school exam anxiety and fears (grades 11 + 12) (West Bank: 4000, 1000 Jerusalem). 21. 400 counselors in secondary schools trained in psychological release skills. 22. 5,000 students were empowered to understand their rights during arrest, violation or injury (wounded).	
	3.3 Science, Technology and Mathematics teaching developed through the production of initiatives, talents, and scientific, technological, cultural and artistic innovations for students and teachers at an annual rate of 466 projects	1. 466 innovative projects produced in the fields of science and technology based on scientific research methodology by students with the support of their teachers. 2. Positive initiatives, leadership and scientific creativity (such as the Palestine Inspiration Program) for secondary school teachers and their support staff are mainstreamed and reinforced. 3. A central exhibition for grades 8-12 students' creative educational products using mobile application held. 4. 350 students / teachers trained to write a business plan in entrepreneurship. 5. Student Programmer Competition held (70%, West Bank, 30%, Gaza).	
	3.4 Educational developmental supervision reinforced and applied in 800 Secondary public schools	Educational developmental and resident supervision in all secondary schools (830) applied, (550, West Bank, 280, Gaza).	

	3.5 Percentage of classrooms adopting student-centered strategies and approaches in the teaching/learning process and employing technology and active learning inside the classroom to make education more exciting increased at a rate of 6%	(300) teachers trained on twenty-first century and the use of technology in education skills through the Intel Education program, West Bank only.	
	3.6 Percentage of existing schools with specialized rooms and teaching/learning aids increased at an annual rate of 0.7% to strengthen the culture of entrepreneurship and innovation	1. 25 high schools equipped with a STEM laboratory. 2. (29) schools were equipped with electronic drawing machines (18 banks + 9 Gaza and 2 Jerusalem) and (30) schools were provided with photocopiers (18 banks + 10 Gaza and 2 Jerusalem). 3. Providing specialized tools and devices for combined hearing, motor and visual disabilities (10 hearing aids, 5 Perkins machines, 20 magnifying lenses, etc.). 4. 20 existing computer labs have been upgraded in secondary schools (13 in the West Bank, 6 in Gaza, and 1 in Jerusalem). 5. 30 secondary school infrastructure for networks and Internet service developed (20 WB, 10 Gaza). 6. 15 new scientific laboratories were established and supplied with laboratory equipment and tools at a rate of $ 6000 / laboratory, (10 WB, 3 Gaza, 2 Jlm.) +15 new scientific laboratories were equipped with a laptop device (10 WB, 3 Gaza, 2 Jerusalem). 7. 15 existing library rooms were constructed and supplied with books and references at a rate of 4000 $ / library (10 in the West Bank, 3 in Gaza and 2 Jerusalem), + 15 libraries were provided with a laptop computer (10 WB, 3 Gaza, 2 Jerusalem).	

4. **Secondary Cycle curricula assessment and development in accordance to male and female students' needs, based on the competency curve at an annual rate of 100% until the end of 2022**	4.1 Grades 10-12 curricula developed and enriched at an annual rate of 38 subjects and 20 manuals based on the methodological analysis to measure the extent of its achieving the desired educational goals	1. Completing the development (enrichment) of grade 12 curricula for all subjects and various disciplines, which number 30 subjects. 2. Curricula modified according to the annual feedback. 3. Curriculum forums were held. 4. 3 workshops and introductory meetings for the curricula were held with the local community and teachers. 5. 20 teacher manuals developed for twelfth grade subjects. 6. (250,000) textbook packages ($ 14.4/package) and (1000) teacher manuals ($3.5/manual) printed.	
	4.2 Curriculum harmonized, by one Secondary Education subject, to meet students with special needs requirements for grades 10-12		
	4.3 Secondary Education streams and tracks developed in a manner that creates more opportunities for students according to their competencies and enhances enrollment rate in Scientific, Vocational and Commercial streams.		

	4.4 Assessment and diagnosis methods developed for all educational aspects according to the curriculum philosophy and student-centered education and training strategy with an annual rate of 2 national tests.	1. General Secondary Exams file has been developed. 2. General Secondary Examination held for 75,000 students. 3. (5000) students participated in the school Olympiad in the fields of chemistry, IT, Arabic language and English language (West Bank and Gaza), of whom (1200) students participated in the Mathematics Olympiad for the eleventh grade at the school and directorate level, and Khadouri University (West Bank only).	
5. **Strengthening the Wellbeing of Secondary Stage Students at a rate of () until end of 2022**	5.1 Affiliation and Awareness of the Palestinian narrative consolidated	1. Preparing a booklet, CD-ROM, and educational leaflets on the Palestinian narrative that are appropriate for the age group. 2. Holding workshops to consolidate affiliation and awareness of the Palestinian narrative. 3. Adapting the curriculum to consolidate affiliation and awareness of the Palestinian narrative.	
	5.2 Concentrating on social, cultural, values, ethical and humanitarian dimensions in the Secondary Cycle	1. Preparing a brochure, a CD, and educational leaflets covering social, cultural, ethical, and human dimensions. 2. Conducting workshops to focus on social, cultural, values, ethical and human dimensions in for secondary students. 3. Adapting the curriculum to be in line with the social, cultural, value, ethical and human dimensions of the secondary stage. 4. 15,000 students (grades 10-12), enhanced their life skills and citizenship.	

	5.3 Upholding student holistic health	1. Issuing digital brochures (designs) that contain educational and attractive slogans for students; in addition to specialized educational brochures. 2. Extracurricular activities (peer to peer) were implemented in 50 schools at an average of 15 students / schools about reproductive health and adolescents' health needs (personal hygiene, drugs, smoking). 3. 100 secondary schools declared "smoke free". 4. 100 wounded students were provided with educational service and educational counselling at school, home and hospital through the Wounded Education Program.	
	5.4 Student active participation in school and community life enhanced through concentrating on life skills and the various Secondary student activities	1. 15,000 students (grades 10-12) enhanced leadership and entrepreneurship skills. 2. 30,000 students (grades 10-12) enhanced higher thinking skills and deep learning. 3. 2 exploratory scout guiding camp for males and females were held centrally at the ministry level with the participation of 224 scouts / guides and their supervisors. 4. 720 female students / mentors participated in 17 courses for the pioneering leaders of scouting guidance teams in the northern governorates. 5. 720 male students / scouts participated in 17 courses for the pioneering leaders of scouting guidance teams in the northern governorates Directorates. 6. 16 female guides, scouts, and 4 escorts, participated in activities for scouting guidance in Arab and foreign countries. 7. 10 sporting events were held for 1,600 male and female students, teachers, and a supervisor in West Bank. 8. 160 students, male and female teachers, participated in the establishment of central 2 clubs for talented athletes with an overnight stay for 6 days. 9. 100,000 students participated in the Arab Reading Challenge competition in the Arab World by reading at least 50 books for every student.	

Program Name: Vocational Education Program
Program Code: 0712

Program Policy Goal	Program Objective	Activity	Responsible Party
1. Increasing the percentage of entry into vocational education from (2.8%) of the total eleventh grade male and female students (excluding the commercial branch) to 4.9% males, 1% females in 2019 to 3.5% in 2022	1.1 Buildings, furniture and equipment maintenance, rehabilitation and upgrading in 25 vocational schools and units, annually	**1.** (12) vocational schools and vocational units have been maintained, rehabilitated and equipped to serve as cluster development approach, and to ensure an infrastructure that is qualified for use for all levels of vocational education. **2.** Provision of equipment and furniture to replace damaged and spare parts, and modernization of old equipment for (4) vocational schools and (4) vocational units. **3.** Rehabilitation of school canteens in line with the health protocol for Covid-19. **4.** Provide students with sufficient quantities of water, at least 10 liters per student, in all schools, daily. **5.** Providing all schools with hygiene and disinfection materials (hand sanitizer, hand soap, toilet paper, floor soap and disinfectant). **6.** Providing schools with sterilization pumps and a special dress for it. **7.** Providing schools with masks for students and school personnel.	MoE
	1.2 Integration of students with disability into vocational schools and units increased at an annual rate of 0.1%	• (2) governmental vocational school whose educational environment has been adapted to suit individual needs of people with disabilities.	
	1.3 Number of vocational schools increased at a rate of 2 schools and 9 vocational units by end of 2022	• Completion of (8) new schools (Ramallah Vocational, 'Araba Agricultural, Soureef, Beit Ula, Qalqilya, Nablus, Sabastia), and 4 schools (Beit Lahiya, Toubas, Jericho, Rafah, Yatta, Bir Nabala,); expansion of (3) schools (Kufr Ni'meh, Al-'Aroub, Jenin).	
	1.4 Partnership and networking between public and private vocational education institutions and labor market	• A memorandum of understanding was reached with the Chambers of Commerce and the Garage Owners Syndicate in 10 governorates to train vocational school students.	

	institutions activated and developed in 10 governorates annually		
	1.5 Awareness of students and teachers of all educational cycles and local community of the significance of vocational education at an annual rate of 769 awareness activity	**1.** 200 visits annually for tenth grade students by 15 professional counselors in the West Bank and Gaza. **2.** Visits for grade ten students were carried out to vocational schools at a rate of 70 schools (West Bank 10 + 60 Gaza). **3.** 17 vocational schools participated in 3 central exhibitions (North and South Bank and Gaza) for vocational schools and students of the higher basic stage products. **4.** Training (500) male and female students in leadership to support them in their transition between education and the labor market (grades 10-11). **5.** 5 awareness campaigns were implemented for parents about the importance of enrolling their children with disabilities in education.	
	1.6 Supervision and monitoring system in vocational schools developed and reformed (22 schools)	**1.** Developing a system of vocational supervision based on training and work-related education in (22) vocational schools. **2.** (20) governmental vocational schools as well as 45 vocational units have been operated and provided with educational and field supervision.	
2. The implementation of the national strategy for the qualification and training of 141 vocational education staff by the end of 2022	2.1 47 Vocational school teacher and counsellor annually qualified in accordance with the In-Service Qualification Strategy	**1.** Training programs were implemented for 30 teachers in various vocational fields, from all vocational schools. **2.** 17 career counselors trained in problem-solving skills. **3.** Completion of an academy for vocational and technical education that was established in the West Bank, and the opening of (7) specialized centers for training within vocational schools, distributed geographically to ensure optimal utilization of these centers based on actual need until the completion of the establishment of the Academy for Vocational and Technical Education.	
	2.2 Specialized training of vocational education teachers and	• 100 male and female teachers have been trained in the field of vocational branches.	

	support staff conducted according to TVET Strategy at an annual rate of 100 teachers (specialized qualification)		
3. Quality assurance of student-based learning in the classroom and the job market at a rate of 100% by the end of 2022	3.1 Screening tests and accidents insurance services provided to students especially students with special needs at an annual rate of 100%	Health insurance has been implemented for all students and teachers in vocational schools.	
	3.2 Percentage of existing schools with educational aids increased at an annual rate of 42 schools	**1.** Certain aids have been introduced for 5 schools, LCD and training modules. **2.** 25 vocational schools and one vocational unit employed hand tools and raw materials for training.	
	3.3 Educational, health, psychological and professional aspects that stimulate teaching/learning and innovation enhanced and followed up for 260 vocational students annually	• 5 specialized vocational scouting camps (cluster) were implemented for 5 days, equally between males and females, at a rate of 100 participants and 5 trainers in each camp.	
	3.4 National Apprenticeship Strategy mainstreamed in 6 vocational schools annually	• Apprenticeship program implemented in 6 vocational schools at a rate of 1-3 programs in each school, according to the strategy.	
	3.5 Integration of vocational education in 85 general education schools (grades 7-9) and 100 schools (grade	• 85 schools of general education (grades 7-9) have been qualified to integrate vocational education. • 100 basic schools have implemented the strategy of integrating vocational education into the tenth-grade academic education.	

	10) developed and applied annually		
4. Assessing and developing all vocational and technical education curricula, its educational programs according to the needs of the labor market, depending on the competency curve or the goal curve until the end of the plan in 2022	4.1 Assessment and analysis study conducted on the current curricula to measure the extent of achieving the desired educational goals		
	4.2 Grade 12 curricula developed to meet labor market needs and modern technology levels at an annual rate of 100%	**1.** Enriching and developing the vocational 12th grade textbooks based on the feedback. **2.** Developing training modules (curricula) for new specializations. **3.** Training of 200 persons centrally on the vocational curricula for grade 12 (introductory workshop).	
	4.3 Assessment and diagnosis methods developed for all educational aspects according to the curricula philosophy and TVET Strategy	• 3700 students took the General Secondary Examination.	
	4.4 TVET curricula (grades 11-12) harmonized to meet students with disability needs at an annual rate of 3 subjects		
	4.5 National Qualification Framework and National Classification of	• The National Qualifications Framework in the formal, semi-formal and informal system have been applied. • The National Classification of Professions for the approved specializations implemented.	

	Professions applied at an annual rate of 100% to meet Arab and international classifications		
	4.6 Assessment and analysis study conducted on the current curricula to measure the extent of achieving the desired educational goals		
5.Vocational Education Administrative and Financial System developed by 100% at the end of 2022	5.1 An Administrative and Planning system for Vocational Education developed at an annual rate of 25%	1. Specialized study on vocational education requirements according to labor market needs conducted. 2. A governance system (administrative and planning) in line with government orientations to establish a National Commission for TVET and with the relevant laws (National Commission for TVET Law, TVET Law, National Qualification Framework)	

Program Name: Non-Formal Education Program
Program Code: 0713

Program Policy Goal	Program Objective	Activity	Responsible Party
1. Reducing the illiteracy rate for those aged 15 and over from (2.8%) to (2%) by the end of 2022	1.1 Absorption capacity increased for 76 literacy classes	**1.** Opening new literacy classes at a rate of 10 classes per year. **2.** Awareness campaigns for those enrolled in the program to reduce dropout. **3.** Activating the current three community centers as life-long education for youth and adults.	MoE
	1.2 Absorption capacity increased for 32 Parallel Education classes	**1.** Opening new classes for parallel education at a rate of 4 classes annually. **2.** Awareness campaigns for those enrolled in the parallel program to reduce dropout. **3.** Activating the current three community centers as life-long education for youth and adults.	

	1.3 Educational services to Non-Formal Education Programs provided to those enrolled	**1.** Providing adult education centers with all their requirements (books, stationery and equipment). **2.** Providing and producing the necessary educational learning tools for the centers.	
2. Development and implementation of the National Strategy for Adult Education in coordination with the relevant institutions during the years 2017 to 2022	2.1 Adult Education Strategy's Annual Work Plans 2020-2022 developed and applied in Palestine in cooperation with local community institutions at a rate of 80%	**1.** Reviewing and developing the National Strategy for Adult Education in Palestine in partnership with local community institutions. **2.** National Committee for Adult Education adopted by the Council of Ministers. **3.** New community centers established in partnership with relevant stakeholders	
3. Increase the percentage of qualified male and female teachers and supervisors in literacy programs, Adult Education and Parallel Education, according to the Teacher Training Strategy standards from (0%) to (50%) in 2022	3.1 Literacy Centers and Parallel Education qualified teachers increased at an annual rate of 300 teachers	**1.** Preparing and accrediting the Specialized Professional Diploma for Adult Education facilitators based on the Curriculum GlobALE to suit the Palestinian context. **2.** Training of teachers / facilitators targeted for the professional diploma program. **3.** Workshops for General Education division heads on the professional diploma program.	
	3.2 New adult education and parallel education curricula and tracks developed and applied in line with Palestinian adult's needs according to Andragogy methods	Non-Formal Education and Lifelong Learning programs developed for youth and adults. Proposed program piloted on a sample of centers for a year. Proposed program evaluated to study feasibility of mainstreaming it.	

Program Name: Governance and Management Program
Program Code: 0714

Program Policy Goal	Program Objective	Activity	Responsible Party
1. Development of human resource capacities in the field of planning and management and other areas of specialization at the level of the ministry, education directorates and schools, (1,397 trainees and beneficiaries annually)	1.1 Administrative Capacity Building Strategy applied annually in line with results-based sustainable management and job descriptions	• Applying and evaluating the management training strategy based on the training needs and impact.	MoE
	1.2 Administrative and technical staff training programs and tracks developed at an annual rate of 32 staff and 5 training manuals	**1.** Training NIET's staff according to their training needs in order to develop their general and specialized capabilities and skills. **2.** Performance evaluation and professional licenses for support staff and teachers in schools based on developed standards (West Bank only). **3.** Professional standards for support staff and teachers and their ethics are updated and developed through a designated committee. (30) meetings and workshops).	
	1.3 Number of male and female administrative and technical staff with required qualifications increased at an annual rate of 5%		
	1.4 Number of administrative and technical staff who received specialized training in their area of work increased at an annual rate of 803 staff members	**1.** 200 technical and administrative staff the ministry and directorates trained in general skills. **2.** 150 technical and administrative staff in the ministry and directorates trained in specialized and technical skills to enhance the educational system efficacy. **3.** 47 engineers and technicians in the ministry and directorates trained to follow up and apply the latest developments in computerized programs and technological tools.	
	1.5 Physical / material capabilities necessary to develop	**1.** Extension, maintenance and development of the ministry's and directorates' digital network.	

	educational system human capacities developed at an annual rate of 594 furniture and office units and 5 administrative systems	**2.** New e-programs developed and applied at the ministry and directorates. **3.** A teachers' portal developed to provide e-learning support materials. **4.** Directorates' training centers provided with the necessary equipment, furniture and tools. **5.** Services management system at the ministry updated	
2. Development of legal and structural frameworks governing functions within the education sector at all levels	2.1 Education Law applied according with modern global orientations	**1.** Educational regulations and instructions manual developed, printed and distributed. **2.** 2000 copies of the sports laws document and sports magazines printed and distributed to directorates. **3.** Financial and administrative regulations developed to serve the work of the Takaful Fund. **4.** Health-promoting school standards approved and achieved in 17 schools.	
	2.2 Reviewing and updating the regulations and instructions for the various fields of work in line with the Education Law annually	**1.** DG Textbooks work mechanisms for ministry and directorates were discussed and circulated. **2.** School health protocol developed	
	2.3 Modify the organizational structure and job descriptions of the Ministry and its affiliated institutions in a manner that is consistent with the objectives of the strategic plan and programs according to the service	**1.** The organizational structure of the ministry, directorates and schools is updated according to new developments and the requirements of the separation process between the Ministry of Education and the Ministry of Higher Education and Scientific Research. **2.** Job descriptions have been developed, updated, and approved for all staff at ministry, the directorate and the school.	
	2.4 Administrative, financial and technical procedures manuals and follow up / monitoring mechanisms at all levels developed at an annual rate of 5 manuals	**1.** (4) manuals for the educational supervision system developed. **2.** 200 copies of the new educational counselor manual were circulated. **3.** 10% of the ministry and directorates' staff have been motivated financially and in-kind according to the evaluation and performance criteria.	

	2.5 Administrative buildings infrastructure at the Ministry and Educational Directorates improved or replaced at an annual rate of 38%	**1.** Ministry administrative buildings in West Bank maintained. **2.** Teacher training center in Jenin completed. **3.** Tubas, Southern Nablus, Jerusalem suburbs and Salfit directorates' buildings expanded. **4.** Nablus Directorate building completed. **5.** Birzeit Research and Development Center building completed. **6.** One Resource Center opened in the southern West Bank. **7.** Construction work for a scout camp completed. **8.** 34 administrative buildings in the directorates and Ministry were operated and managed. **9.** A comprehensive school information management system that works efficiently and effectively in accordance with technical and operational requirements operated. **10.** 156 office equipment units were provided to Ministry and directorates staff (55 Gaza, Jerusalem, 98 West Bank, and Jerusalem 3 units) **11.** 36 computers provided to ministry and directorates staff. **12.** Provision of 250 office furniture units for Ministry and directorates (216 WB, 97 Gaza, 11 Jerusalem).	
	2. Administrative and financial electronic system completed and harmonized in line with government's electronic orientation at an annual rate of 9 systems	**1.** A comprehensive school MIS is well functioning effectively and competently according to technical and operational requirements. **2.** The Diwan (Operations Bureau) computer program has been updated and maintained. **3.** DG Administrative Affairs electronic archiving system provided. **4.** Computerization of the Takaful Fund archive completed. **5.** Computerized financial systems have been monitored and maintained. **6.** National Question Bank developed. **7.** the Jerusalem Directorate schools' administrative computer system (Almurshid program) maintained. **8.** Maintenance contracts entered into force with companies developing	

		NIET's computerized systems (MIS and e-library). **9.** Completing the application of computerized attendance in 24% of schools (fingerprint system). **10.** Computerized program for general exams maintained in a manner that incorporates data from previous years to be entered into the system in the West Bank and Gaza.	
3. Development and activation of policy-making, decision-making, follow-up and accountability frameworks at all levels in order to enhance the process of delegating powers to field administrations	3.1 Policy-formulation and decision-making mechanisms and frameworks developed for all levels annually to be harmonized with strategic goals, programs according to service, and schools according to levels	**1.** The first educational scouting forum held in the field of educational scouting studies and research. **2.** An international conference on inclusive education in Palestine held in the West Bank. **3.** Educational studies conducted to serve the strategic plan and the Monitoring and Evaluation system. **4.** Specialized studies carried out for vocational education needs assessment in accordance with labor market requirements. **5.** An educational policy conference held annually to review strategic goals and modern educational trends. **6.** An educational conference held annually on the promotion of educational media.	
	3.2 Educational information systems developed and its use activated at all levels	Data of educational surveys and statistical censuses were collected, analyzed and published.	
	3.3 Harmony with governmental systems and procedures in the fields of personnel, financial and planning management achieved	**1.** Annual Work Plan and Budget 2020 developed and published in both Arabic and English. **2.** A study human resources planning (school formations) for 2020 conducted. **3.** DG General Education principles and regulations developed and issued. **4.** The School Level Separation Strategy applied using the electronic Atlas and GIS programs in coordination with the School Levels Committee in the Ministry and the directorates. **5.** The electronic Atlas and the school map system have been developed,	

		operated, and supported by a navigation system and mobile application.	
	3.4 Field administrations (Directorates and schools) are mandated with responsibilities that efficiently and effectively achieve the Plan's goals		
	3.5 Monitoring and Evaluation system strengthened and employed at the levels of the Ministry, Directorates, schools and all local and international partners	**1.** Monitoring and Evaluation indicators (14 qualitative indicators) were monitored for the six operational programs and indicators for Fragile Areas. **2.** An annual evaluation of the planning system was carried out at the central level. **3.** The annual M&E Report issued in both Arabic and, in addition to preparing brochures for the educational field **4.** Planning indicators monitoring maps were prepared for the various administrative levels. **5.** Teacher Preparation and Qualification Strategy monitored and evaluated.	
	3.6 Accountability mechanisms within the educational system strengthened, transparency in educational administrative and financial fields improved at an annual rate of 3 fields	**1.** An external audit of the financial system and the five-year plan implementation, including the JFA mechanism, was conducted. **2.** Internal auditing mechanisms reviewed and updated. **3.** Developing, institutionalizing and activating the performance and accountability evaluation system at all levels and setting up a fair and transparent system of incentives and penalties (new proposal awaits approval).	
4. Developing and activating the relationship with all educational process stakeholders in Palestine through	4.1 Community participatory levels improved at all levels and in all aspects of the educational process	**1.** An educational exhibition in the Jerusalem District was held. **2** seminars on various issues held to communicate with the local community at the national level only. **2.** Awareness meetings with civil and local community organizations held in (30) schools (22 West Bank 2 Jerusalem, Gaza 6)	

international and regional partnership.		**3.** Parents' manual on student activities was presented and discussed in workshops with the participation of 200 parents. **4.** 2000 brochures for parents on the role of the educational counselor circulated. **5.** An educational documentary film produced and presented to the local community and at the ministry level. **6.** Educating parents about their role in following up the education of their children through face and electronic communications and social media (WhatsApp, Facebook, etc.). **7.** Publishing specialized videos (educational - entertainment) produced by Ministry's partners and official bodies (Ministry of Health). **8.** Holding meetings with parent councils in order to maintain a healthy and safe school environment during students' return to schools and throughout the school year, as well as to provide health and safety needs such as disinfection, sterilization and masks in every school.	
	4.2 Communication mechanisms between the Ministry and the field, and the ministry and local and international partners strengthened and activated through the participation of 240 members annually on educational issues	**1.** Ministry of Education participated in international, regional and local conferences, events and symposia on educational issues. **2.** 100 Ministry staff participated in international and local conferences, and carried out local and foreign missions. **3.** M&E results on the strategic plan were published at all levels. **4.** *Maseerat AlTarbiyeh* (The Education Process) newspaper, publications, and brochures on published as introductory publications on educational service. (WB only)	
	4.3 Israeli military occupation violations against children's rights in free and safe education documented and exposed particularly in Jerusalem, areas behind the Separation Barrier,	**1.** Violations and educational conditions in marginalized and Fragile areas were documented and presented. **2.** The reality and conditions of remote schools and schools that exposed to Israeli occupation violations have been exposed with official, media, and local and international participation.	

	and “Area C” at an annual rate of 3 activities	**4** educational meetings with 150 participants, including school principals, secretaries, and teachers were held on monitoring and documentation mechanisms of Israeli violations in the educational system in “”, Jerusalem and the Old City of Hebron.	
	4.4 Exchange of information on educational success stories strengthened between the Ministry and its partners at an annual rate of 2 educational fields	Exchange of experiences and disseminating success stories in the field of teaching and administrative staff training. Success stories of the educational counselling team management at the Directorates were awarded, documented and published	
	4.5 Coordination and cooperation mechanisms and relationship between the Ministry and UNRWA reinforced and improved		
	4.6 Cooperation opportunities with the private sector strengthened and promoted in terms of investing in education at an annual rate of 3 fields	**1.** Hosting partner institutions at a rate of 50 meetings per year to determine the needs of counselors and department heads in directorates and schools. **2.** Methodology or the Participatory Scope in Supporting Education developed, and the Annual Sector Review (ASR) conducted. **3.** Developing a strategic plan to communicate with the international community and all relevant parties (new proposal awaits approval). **4.** Developing a national strategy to provide sustainable financing for the educational sector (new proposal awaits approval).	
	4.7 Participatory Scope in Supporting Education on the financial and coordination levels strengthened and expanded to achieve the strategic goals		
	4.8 Local and international funding of the educational system (particularly in Jerusalem)		

	increased and coordinated to achieve the strategic goals		
	4.9 Directing the local community with regards to orientation towards programs by service and organizing schools by levels		
5. Activating the education emergency management system at the three levels (the ministry, directorates and schools) to ensure the continuity of education.	5.1 Decentralization systems and regulations developed, responsibilities delegated during emergencies		
	5.2 Educational environment at Ministry, Directorates and school levels annually supported during emergencies	**1.** A comprehensive crisis management strategy and plan (CCP) has been implemented and trained. (WB 210 people and 30 Jerusalem). **2.** Securing student access in "Area C", H2 in Hebron and near the Separation Barrier, by procuring vehicles or/and renting buses services. **3.** 20 schools in fragile areas have rented buses to transport students from their residential areas to the school to protect students from attacks by settlers and the occupation military.	

7 Financial Resources Envelopes for the Education Sector

The expected or available developmental and operational financial resources for the Annual Work Plans of 2020, 2021 and 2022 are distributed according to funding sources as follows:

Available Financial Resources for the Education Sector for 2020-2022 (US$000)

Funding Source	2020 ($000)			2021 ($000)			2022 ($000)		
	Developmental	Operational	Total	Developmental	Operational	Total	Developmental	Operational	Total
Gov. (MoF: Op & Dev) *	51,859.7	732,843.6	784,703.3	52,203.7	750,805.9	803,009.6	54,640.1	773,330.1	827,970.2
Edu Budget (MoF: Op & Dev)	48,905.3	728,937.8	777,843.1	47,306.6	750,805.9	798,112.5	47,686.5	773,330.1	821,016.6
Partner Gov. bodies	2,954.4	3,905.8	6,860.3	4,897.1		4,897.1	6,953.6		6,953.6
Donor Country	92,117.8	-	92,117.8	83,904.8	-	83,904.8	83,120.1	-	83,120.1
FCA: JFA+1 **	64,420.0		64,420.0	65,128.2		65,128.2	65,679.3		65,679.3
Other Partner Projects: Local Donor)	13,558.9		13,558.9	9,098.3		9,098.3	8,430.4		8,430.4
UN Agencies ***	4,030.3		4,030.3	1,862.1		1,862.1	1,962.1		1,962.1
Civil Society Org (local)	5,591.1		5,591.1	3,885.1		3,885.1	3,885.1		3,885.1
iNGOs (Donor 0)	4,517.5		4,517.5	3,931.1		3,931.1	3,163.3		3,163.3
Private Sector ****	14,117.6		14,117.6	14,117.6		14,117.6	14,117.6		14,117.6
Total	158,095.1	732,843.6	890,938.7	150,226.1	750,805.9	901,032.0	151,877.9	773,330.1	925,208.0

* First: Ministry of Finance funding for the Ministry of Labor vocational training, through:

1- Using 2 vocational training centers affiliated with the Ministry of Labor in some governorates in order to implement practical exercises for secondary vocational education (grades 11-12) students in governmental schools.
2- 2- Executing visits to the tenth-grade vocational students in vocational schools to conduct Vocational Sciences textbook activities, as well as field visits for the integration of TVET in General Education grades (7-9)
3- Ministry of Health funding for NIS1.8 million as a 2020 Development Budget (with an annual increase of 3%), and NIS 61,000 for the Operational Budget for 2020 only.

Second: Local government financing of school buildings from the Education Tax.

** Joint Financing Arrangement (JFA) fund remains uncertain.

*** Vocational Education was added for $168,000.

**** Expected municipality expenditures

8 Work Plan

Based on the National Policy Agenda, the Programs of ESSP 2017-2022 and its goals and objectives, the need for the following initiatives arose, which require approval of the Council of Ministers:

1. **Preschool Program**

Year	Initiative	Description	Category	
2020	National High Commission for Early Childhood	A national high commission to be established that coordinates and supervises governmental bodies implementing service programs for Palestinian children	Council of Ministers decision to adopt the commission according to the document describing the organizational structure and responsibilities	
2020	Compulsory Preschool (KG2)	Decision to be taken to make KG2 in public schools compulsory; to be gradually implemented in 5-7 years	Council of Ministers decision to amend the compulsory stage	

2. **Basic Education Program**

Year	Initiative	Description	Category	
2017-2022	Recovery Program	A program that includes supportive education, empowering students in the main competencies for each grade's main materials, while automatically supporting advanced students and directing them according to their abilities.	Policy Paper	2017-2022
2022	Updated Strategy for Teacher Preparation and Qualification	The strategy of preparing and qualifying teachers according to the results and recommendations of the previous strategy evaluation, with a vision to raise teachers' social and economic status, including the Profession Practice License, the ranks of teachers, and the development of professional competencies.	Strategy	2018-2020-2021

3. Vocational Education Program

Year	Initiative	Description	Category	
2020	Updated National Strategy for Vocational Education and Training			
2021	National Qualifications Framework			

4. Non-Formal Education Program

Year	Initiative	Description	Category	
2020-2021	National Commission for Adult Education adopted	Establishing a national high commission to coordinate adult education programs	Council of Ministers' decision to adopt the commission according to the document describing the organizational structure and responsibilities	
2017	Arab Decade to end Illiteracy by 2024	All Arab states agreed in 2014 through their education ministers to consider 2015-2014 decade as an Arab Decade to end illiteracy. A national team was formed to implement activities		

5. Governance and Management Program

Year	Initiative	Description	Category
2020-2021	Decentralization strengthened at 3 levels: Ministry, Directorates, schools	Approving the organizational structure and job descriptions of the Ministry of Education in a manner consistent with achieving the objectives of the sector plan at all levels. This contributes to clarity of roles and speeds up the completion of projects subject to donor requirements and development plan spending, especially with regard to financing administrative buildings in directorates.	MoE Organizational Structure
2020-2021	Adoption of bylaws and regulations	Bylaws and regulations related to the Education Law are adopted	Education Law

	pertaining to operational aspects in line with the Education Law		
2021-2022	Education Profession Practice License approved	Education Profession Practice License is adopted based on implementing the Teacher Qualification Strategy in terms of ranks and financial raises as well as contributing to applying decentralization and improving quality education	Profession Practice License
2021	Linking career track with training programs	Adopting a clear policy regarding linking career progression with training programs that motivate staff to adhere to professional growth and encourages them to join training programs related to improving performance. This would be reflected in the quality of services provided to the public, enhances affiliation to the institution and provides professional equity. In addition, this policy also replaces the current sterile system (employment exam and interview) which leaves a negative impact on employees of the institution and deprives them from promotions, despite having the experience and competencies necessary to boost work and increase productivity.	Adopting a clear policy linking professional track progression with training programs
2020-2022	Separating schools according to levels	School leveling system contributes to achieving decentralization and organizes the work of schools according to the adopted levels. To implement this system, it is necessary to provide government-supported transportation for students to reach their schools. This shall be reflected in improving quality and promoting vocational specializations in accordance with ESSP	Adopting a clear policy on regulating schools according to levels.
2020-2021	Finding a complementary mechanism between the Ministry and higher education institutes in the field of teacher professional development	Adopting special modules for the preparation and qualification of teachers in public universities that would provide qualified cadres while saving on expenditures such as hospitality, transportation, stationary, and hall rentals.	Adopting special modules for teacher qualification in public universities
2020-2021	Completing digitizing and harmonizing	This shall contribute to uniformity between the electronic systems in the ministry and serves the efficacy of the operations between the	Adopting e-government

	administrative and financial systems in accordance with e-government directions	ministry, directorates and schools as well as the other relevant ministries.	
2020-2022	Developing Administrative and financial procedures manuals	Introducing manuals that regulate the work process facilitates the implementation of activities, initiatives and decentralization. This requires the development of a clear strategy for organizing daily work in regard to the policy concerning financial expenditures. The policy should also clarify powers granted for spending by the Minister of Education to school principals and within specific ceiling.	Expenditure policies that take into consideration MoE's special working status
2020-2022	Giving attention to the work environment, and providing new buildings	Approving and adopting a clear policy concerning the administrative buildings in the directorates will accelerate implementation of the projects, since this policy is linked to the decentralization of authority and donors' conditions on decentralization as a prerequisite for funding.	Directorates' administrative buildings policy
2020-2022	Constructing sustainable energy-saving school buildings	Adopting clear mechanisms based on a clear policy to adopt renewable energy in schools through developing a green buildings manual and coordinating with relevant institutions to fund projects based on renewable energy resources	Adopting a clear policy for using renewable energy in schools
2020-2021	Exposing Israeli military occupation arbitrary measures against education in Jerusalem and "Area C"	There should be a clear mechanism to oblige human rights organizations to uphold their responsibilities in this regard, which contributes to exposing the policies of the occupation at all levels. It also encourages human rights organizations to mobilize international support to curb the arbitrary policies of the occupation against education and increase local and international assistance to the education system in Jerusalem and marginalized areas.	A clear mechanism to oblige human rights organizations to uphold their responsibilities to provide safe education for students in Jerusalem and marginalized areas

9 Management Plan

Monitoring and Evaluation System

The Education Sector plan along with its goals, policies and programs has been based on the organizational structure developed by the Education Development Strategic Plan III of the Ministry of Education and Higher Education (2014-2019), which encompasses a system of result-based monitoring and evaluation. This system helps shareholders get to know whether the plan has succeeded or if there are any changes regarding related conditions. The system also highlights intervention recommendations affected by these changes, if any. More importantly, in the event of failure, the system provides early warnings to detect the causes of failure, and offers suggestions for timely adjustment and evidence-based decision-making. In 2009, the Ministry established a special monitoring and evaluation system within the Directorate General of Planning. The M&E system helps all stakeholders, partners and decision-makers contribute effectively to the education system reforms with a view to achieve a greater goal of nurturing well-educated citizens who are qualified for the labor market. In recent years, the M&E system has been strengthened and developed both in terms of operations and reporting with a special attention to school, teacher, and student performance. Furthermore, monitoring and evaluation reports are distributed annually to the central Ministry that covers the entire education system, as well as to each directorate.

During preparations of the third strategy 2014-2019, and after a comprehensive review, the M&E system was harmonized and adjusted to the new planning rationale which includes indicators at the output levels, objectives, targets, results and impact. Linking the M&E system directly to service delivery programs provides an opportunity to institutionalize the RBM approach, which is gradually adopted by the Ministry in all its operations and management. The program-wide output, goals and objectives are all designed to be SMART and can be fully controlled through this approach.

The Ministry will rely on this system after adapting it to the changes introduced in the Education Sector Plan 2017-2022 to provide accurate information and data to assess progress, and to agree on corrective actions when needed. This system provides annual indicators that assist in the yearly review of progress in order that corrective actions are taken to ensure that the correct track is maintained.

Key objectives of the Monitoring and Evaluation System of the Education Sector Strategic Plan 2017-2022:

1. Strengthening results-based management and accountability through the education system.
2. Measuring the suitability of the policies adopted by demonstrating the inter-relationship between application and results (goals, objectives, and program outcomes) and by providing solutions in the event of a defect.
3. Following up on achievements at the level of outputs, goals and objectives of the plan.
4. Using monitoring and evaluation reports as reference during the annual planning cycle, policy-making and management.

As the Ministry has adopted and institutionalized direct service programs, the monitoring and evaluation system has been reorganized to track the level of results, goals and objectives, and

to track the level of implementation of outputs and expenditures for each program, as shown in the following figure:



M&E indicators were classified into 3 levels according to the results series. The first level includes key performance indicators (KPIs) for each program, linked with the purpose of the program; for example, the results. The second level presents indicators of the level of the program's objectives or goals, while the third level presents indicators of outputs and expenditures.

Each indicator of the system addresses three points:

- Answer of "what?": Measures the circumstances surrounding the indicators that are based on collected data.
- Answer of "why?": Analyzes the gaps between actual data and targeted data, and identifies the reasons in the event of failure to achieve the approved targets.
- Answer of "how?": Provides policy recommendations and interventions at the stage of the annual planning cycle.

In addition to analyzing and evaluating indicators, broad sector assessments will be conducted annually. As part of the 2017 objectives, the Ministry will seek to revise some indicators and develop appropriate theoretical frameworks as well as tools for levels of monitoring and evaluation of: early childhood (pre-school), basic school education, secondary school education, vocational education, non-formal education, and management. Through this process, the ministry aims to manage strategic programs spanning 6 years (2017-2022). Vulnerability will be measured in all programs implemented in "Area C", Jerusalem and disadvantaged areas. The indicators will highlight the degree of gender sensitivity and existing gaps. Last but not least, indicators of marginalized groups and people with special needs will constitute a key part of the system.

M&E Groups

To ensure progress as planned in the Strategic Plan and annual plans, the Ministry of Education and Higher Education has adopted several monitoring and evaluation structures, including:

1. **The Strategy, Planning, and Budget Management Group**: It consists of: Chairman of the Group (Minister of Education), Vice- Chairman (Deputy-Minister), and membership of the Assistant Deputies, Program Managers, the Director General of Planning and the Director General of Finance. The group meets periodically to follow up on preparations of the annual plans, implementation, spending and decision-making which contribute towards achieving the goals set as well as overcoming difficulties facing the implementation process.

2. **The Education Sector Working Group (ESWG)**: The group consists of specialized technical groups (Thematic Working Groups – TWG) that are "equipped" with technical knowledge and are formed according to the main challenges and priorities needed, or based on the new programs approved under the third strategic plan EDSP III (2014-2019). ESWG Forum is the main reference to those Thematic Working Groups. This structure ensures a deeper level of understanding and a higher level of information quality. The group consists of international institutions such as UNESCO, UNICEF and others, in addition to supporters of the education sector, including JFA, AMIDEAST and others.

3. **The National Education Group 2030**: It is a national educational group that includes the Ministry of Education (presidency and coordination) and governmental, civil and international institutions concerned with education. The nomination for membership is issued by the Minister of Education. The task of the group is to achieve SDG4 (Quality Education) and its targets that were adopted by the Incheon / Korea Summit to be achieved by 2030. The team also ensures integration of the proposed global, regional and national policies; policy interventions adopted in the Education for All 2014 National Assessment Report in national development plans; strategic plans for the education sector until 2030; and monitoring and evaluation of what is periodically accomplished.

10 Linking the Strategy Goals with SDG's and International

The following figure illustrates the logical sequence of the relationship between SDGs, the National Policy Agenda and the Education Sector Plan:

First: The New York Summit mobilized the entire world towards 17 goals for sustainable development in order to advance humanity towards a better future. The goals included 169 targets and 229 indicators. The Fourth Goal aims to achieve quality and equitable education for all.
Second: Palestine signed the Incheon / Korea Declaration to achieve the 2030 educational objectives under the SDG4. The declaration contains 7 goals and 3 requirements:

Target4.1: Ensuring that all girls, boys, girls and young women and men have free, equitable and quality basic and secondary education, resulting in appropriate and effective educational outcomes by 2030
Target 4.2: Ensuring that all girls and boys have access to quality development and care in the early childhood and pre-school education level, so that the children become ready for basic education, by 2030
Target 4.3: Ensuring that all women and men have equal access to quality and affordable vocational and higher education, including university education, by 2030
Target 4.4: Achieving a significant increase in the number of young people and adults with appropriate skills, including technical and vocational skills, enabling them to have decent jobs and work as entrepreneurs by 2030
Target 4.5: Eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for vulnerable groups, including persons with disabilities, indigenous peoples and children living in vulnerable situations, by 2030
Target 4.6: Ensuring that all young people and a large proportion of adults, both men and women, are good at reading, writing and numeracy, by 2030
Target 4.7: Ensuring that all learners acquire the knowledge and skills necessary to support sustainable development, including, inter alia, education for sustainable development and means of sustainable livelihoods, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity, and appreciation of the contribution of culture to sustainable development by 2030
Target 4-A: Building educational facilities that take into account gender differences, disability and child differences; upgrading existing educational facilities; and creating an effective, safe and non-violent education environment for all.
Target 4-B: Achieving a significant increase in the number of global scholarships available to the developing countries, especially for the least developed countries, small island developing states and African countries. The aim of this increase is to enhance access to higher education, including access to scholarships of vocational training, ICT, technical, engineering and scientific programs in both the developed and developing countries, by 2030
Target 4-C: Achieving a significant increase in the number of qualified teachers, including through international cooperation in teacher training in developing countries, particularly in the least developed countries and small island developing states, by 2030

Third: The National Policy Agenda has been defined in relation to the SDGs 2030 according to the following:

a. National priorities for Palestine.
b. What can be achieved within the available resources.

Fourth: The Ministry of Education operates according to the Education Sector Strategic Plan 2017-2022. The monitoring and evaluation system helps the Ministry verify the course of the plan and conduct annual corrections to maintain progress towards the specific results.

Fifth: The Ministry of Education as the coordinator of the Education Sector Strategic Plan 2017-2022 began reviewing its strategic plan
In terms of eight considerations set by the government, which are: (1) The cluster approach in order to benefit from the competitive advantage of each governorate, and the effective use of the capabilities and resources available to the governorates; (2) the adjustment of sectoral priorities by taking into account the agenda and priorities of the current government, and adding new priorities for the sector as well as amending existing priorities or deleting priorities that have been achieved; (3) the mid-term review conducted by the General Secretariat of the Council of Ministers, which provided information on the implementation of the National Policy Agenda, sectoral and cross-sectoral strategies, and the progress in achieving its goals. This represents a reference baseline for updating the sectoral and cross-sectoral strategy, including modifying the strategic objectives and their results, and reflecting them in the general budget; (4) the process of updating sectoral and cross-sectoral plans reflected the geographical dimension and highlighted gaps and differences between regions (including the Gaza Strip and Jerusalem); (5) the sectoral strategies, their results and targets for the next three years are more realistic, clearly defined and measurable, with realistic budgets that are in line with the financial resources available to the government; (6) improving the quality of services provided to the citizen in a manner that sectoral strategies provide goals, results and targets for further improvement of the provision of quality services to citizens; (7) that sectoral strategies express cross-sectoral issues--particularly gender, youth and the environment--by working closely with agencies responsible for cross-sectoral strategies; (8) alignment with treaties and the international development agenda, especially those that the State of Palestine signed and committed to following the approval of the sectoral plans in 2017. In light of the updated NPA 2017-2022, and international commitments at the New York Summit which adopted the Sustainable Development Goals and the Incheon / Korea Declaration to achieve the education goals 2030, the strategic plan was reviewed with stakeholders in the education sector, including governmental and civil society institutions, higher education institutions, international institutions, and international supporters and partners. The review was carried out utilizing the monitoring and evaluation reports, the mid-term review report of the National Policy Agenda 2017-2022, the progress reports of the annual work plans, and the results of discussions with partners.

Linking education goals with SDGs 2030 and international obligations:

Education has a recognized role in achieving other SDGs. Therefore, it is important for policy to reflect this interdependence. Several reports issued by United Nations organizations such as the UNESCO, UNDP, UNICEF, WHO, FAO, ILO, UNFPA, UN-Women, and UN Habitat, as

well as reports by the World Bank, UNIDO, WTO, UNC, TAD, UNEP and CBD illustrate the connection between education and several other SDGs. The most important parts of these reports are explained as follows:

SDG1: Eradicating poverty in all its manifestations everywhere: closely linked to the first and second strategic goals of the education sector, as illustrated below:

Goal 1 calls for an end to poverty in all its manifestations by 2030. It also aims to ensure social protection for the poor and the vulnerable; increasing access to basic services; supporting those affected by extreme weather conditions and other economic, social and environmental shocks and disasters.

The reports show that there is a reciprocal relationship between education and poverty, as education reduces poverty by increasing the income of individuals, and by reinforcing the ability to resist negative shocks. Education of girls also prevents the succession of poverty from generation to generation by reducing early marriage, early childbirth, and other risks associated with these events. Enrollment in education is usually lower among poor groups.

Challenges and obstacles to poverty reduction include raising the educational requirements for access to the labor market in low- and middle-income countries, and limited access to education for people with special needs.

Policy recommendations in international reports focused on the need to create and expand educational opportunities as part of a multidimensional approach that combines income support, job creation, better healthcare, education, social protection, and access to energy. These recommendations have also focused on other community development interventions.

SDG2: Eliminating hunger, providing improved food security, nutrition, and promoting sustainable agriculture: this is closely linked to the first and second strategic goals of the education sector, as illustrated below:

Goal 2 aims to eliminate hunger and malnutrition in all its forms by 2030. It also aims to ensure access to safe, nutritious and adequate food at all times of the year for all. This will require sustainable food production systems, resilient agricultural practices against shocks, equitable access to land use, access to technology and market, and international cooperation in investment, infrastructure and technology to increase agricultural productivity.

Reports show that education is an essential element of the efforts to reduce malnutrition and hunger. They also emphasize the importance of basic education in improving income and agricultural productivity. For instance, agricultural education and training is seen in the reports as an incentive for agricultural productivity through developing the capacities of producers and promoting the development of skills and competencies for innovation.

Farmers need to reach more advanced levels of education to take advantage of new sources of ICT-based information, provide technical advice and respond to new market opportunities and environmental change. Furthermore, education also plays a key role in helping people move to more sustainable agricultural practices and understand improved nutrition.

Many reports point to the detrimental effects of undernourishment on educational outcomes, and those most affected are those who come from marginalized groups suffering malnutrition and poverty. An ILO report concludes that social protection programs, including cash transfers, school fees, food and school feeding programs, have been found to be effective in increasing school enrollment rates and reducing dropout rates and child labor.

SDG3: Ensuring that everyone enjoys a healthy lifestyle and well-being at all ages: this is closely linked to the second strategic goal of the education sector as shown below:

Goal 3 aims at ensuring health and well-being for all people at all stages of life, and addresses all major health priorities, including reproductive health, maternal and child health; communicable, non-communicable and environmental diseases; comprehensive coverage of health insurance; universal access to safe, effective, quality and affordable medicines and vaccines. The goal also aims to boost research and development, increase health financing and strengthen the capacity of all countries to reduce and manage health risks.

Many reports have confirmed that education affects health and well-being, reflecting a common understanding that education is a powerful tool for improving people's health. The reports found that learners are better informed about diseases, and that they can take preventive measures, identify early signs of disease and use health care services in many occasions.

Reports also showed that basic education supports comprehensive health coverage by enabling healthy lifestyle choices and implementing health care recommendations. Better education for women results in better health outcomes for themselves and their children, and for faster transition of their countries to stable population growth. The reports found that the most educated young people (especially women) are more willing to control the size of the family and invest in the health and well-being of their children. Moreover, evidence collected by the reports confirms that education is a means of protecting young people from engaging in dangerous behaviors.

In addition, reports recommend that education programs should provide students with values and skills that support not only success to join the labor market, but also enable them to have healthier and more prosperous lives. Schools can further be the main centers for the provision of basic healthcare and the sources of medical and educational information. Reproductive health education programs in schools can also be effective in increasing knowledge and adoption of safe sexual behavior. These programs can serve as a central component of health promotion and education to change youth behavior and encourage adoption of healthy behaviors.

SDG5: Achieving gender equality and empowerment of all women and girls: this is closely linked to the first and second strategic goals of the education sector, as illustrated below:

The goal of gender equality and empowerment of women has been advancing in recent decades. Girls' access to education has improved, as the rate of child marriage has decreased and progress has been made in sexual and reproductive health and reproductive rights, including a reduction in the number of maternal deaths. However, gender equality continues to be a constant challenge to the countries of the world, and its absence constitutes an obstacle to sustainable development.

Several reports have discussed the relationship between education and gender equality in both directions. The reports describe how education affects gender equality and the empowerment of women. For instance, education expands opportunities for girls and young women and raises their aspirations to work outside the home. The more education women gain, the more they move outside the framework of domestic or traditional agricultural production activities and go to work for pay. Policies ensuring that women and girls who have access to services, including health and education, have contributed to the significant progress in women's standard of living.

The greater the educational achievement, then the more the attitudes of both girls and boys towards gender equality, leading to more positive attitudes towards achieving gender equality for both males and females. Education empowers women to overcome discrimination, claim their rights and overcome obstacles that prevent them from obtaining a fair share of public progress. Secondary education is particularly critical for women to be able to claim their rights and participate in decision-making, in addition to being a path to decent work. The reports also show that the high educational achievement of women expands their freedom by enhancing their ability to question, think and act according to their circumstances and increase access to information. Education enhances the social status of girls and increases their ability to influence within marriage. In addition, investing in education can help accelerate the demographic transition.

Some reports suggest that technical and vocational training for sustainable development in general lacks a gender perspective. The reports also showed three clear links on how education affects gender equality and the empowerment of women:

First: Women do not have enough time, which reduces their access to education.
Second: Early marriage limits girls access to education. Increasing the ability of women to plan for their children will lead to a real improvement in their children's education, social and economic success and improved wages. Children are affected by their mothers' education and by being poor.

Third: Increasing family income with the participation of women often leads to an improvement in the educational achievement of children, as women tend to allocate more of their income to food and education than men.

Policy recommendations in a sample of reports on several regions addressed a set of points to be taken into consideration:

1. To achieve all-inclusive basic education; greater attention should be paid to the excluded children (especially poor girls in rural areas).
2. Coupon programs have traditionally been used to make education more equitable by targeting disadvantaged groups such as women, youth and low-income students.
3. Clean energy options, especially in rural areas, can save time for girls to study and improve their academic performance.
4. Ensuring that young women have access to voluntary family planning has the greatest impact on achieving good levels of education.

SDG6: Ensuring sustainable availability and management of water and sanitation for all: It is closely linked to the first and second strategic goals of the education sector as illustrated below:

Water and sanitation are an issue at the heart of sustainable development and a vital requirement for the survival of people and the planet. Millennium Development Goal 6 addresses not only drinking water, sanitation and hygiene, but also the quality and sustainability of water resources around the world.

A report has indicated that education and training develop skills and the capacity to use natural resources more sustainably, as well as promote public health. Education and information programs are therefore seen as a prerequisite for creating the conditions for integrated water resources management. The report emphasizes the need for cultural change through education and economic incentives for water users.

Investment in education is a possible policy to improve access to safe drinking water and reduce water waste, by raising awareness of the need for water supply and the relationship between potable water and disease. Many children go to school in conditions that are not conducive to learning, such as lack of potable drinking water, safe laundries and clean toilets.

SDG7: Ensuring affordable access for all to modern, reliable and sustainable energy services: this is closely linked to the first, second and third strategic goals of the education sector as illustrated below:

Energy is critical to achieving almost all goals of sustainable development. It eradicates poverty, enhances health, education, water supply and industrialization, and addresses climate change.

Looking at the links between education and access to safe and renewable energy sources (derived from hydropower, solid and liquid biofuels, wind, solar, biogas, geothermal, marine sources, and waste), education is very important to reduce carbon levels leading to global warming. It is therefore necessary to target young people to provide them with the knowledge and skills about energy use, to allow them to make informed decisions as energy users. Educational programs, especially non-formal programs, can promote better conservation of energy and increases demand for renewable energy sources.

On the other hand, the availability of energy improves the quality of the educational services provided and increases the likelihood of students attending or completing their studies in school. In particular, electricity is vital to education, since it operates educational media and provides communication between schools and homes. Electricity can also increase use of distance learning units and provide the opportunity to use more advanced equipment for education, which allows for use of more sophisticated means and materials. Furthermore, clean energy options can save time for women and girls to study and improve their academic performance. For example, affordable sanitation and energy can enhance access to water and sanitation, lighting, heating / cooling space, and clean energy to cook. Finally, supplying the countryside with electricity helps retain qualified teachers in rural areas, which is a key lever for improving the quality of education there.

SDG8: Promoting steady, inclusive and sustainable economic growth for all, in addition to full and productive employment and decent work for all: this is closely linked to the first and second strategic goals of the education sector, as illustrated below:

Steady and all-inclusive economic growth is essential for sustainable development

The links between education, economic growth and job creation seem to be very clear in global reports. Several reports emphasize the importance of education for employment and growth in general. They have underlined the impact of education, particularly at the secondary and university levels, on the productive capacities and productivity of workers, as well as on achieving higher returns. The reports also pointed to the importance of education as a determinant of knowledge and entrepreneurship, both in wage and non-wage work. Education is expected to enhance international competitiveness and skilled manpower in the manufacturing industries, as investment in education has a positive impact on export growth. Further, the high level of education has a critical impact on the supply options in the labor market for women. The more education women gain, the more they move away from domestic work or traditional agricultural production and go to work for pay. Education for girls and women enhances their chances of finding jobs, staying healthy and fully engaged in the society, and the better the level of education for rural youth, the more they enter a wide range of non-agricultural occupations. Reports indicate the importance of skills for the labor market through high-level and specialized training for companies.

Reports indicate two types of challenges: the *first* is linked to the supply-demand relationship with the widening gap between skills acquired in education and the nature of jobs available, in addition to the needs of the labor market. A report has found out that in some countries, labor market returns for those who have completed basic or secondary level sharply declined, while returns for those who completed higher education increased. *Second*, girls are often left out of school and are not ready to work, or do not reach the level of education that prepares them for rewarding jobs. In some areas, high levels of female education have not reflected a significant increase in the rates of young women's participation in the labor force.

Many reports call for further investment in education to stimulate growth and encourage innovation. Recommendations range from general investment advice to increasing pre-school enrollment among economically and socially disadvantaged families, and raising educational achievement to at least secondary level. Some reports also indicate a particular focus on the promotion of formal technical and vocational training, with closer interaction and relationship between educational, industrial and other institutions in the labor market while ensuring continuous training.

It is worthy to note that there is a need for balance and sequencing of educational policies at three dimensions: post-basic educational opportunities, tools to enhance educational decision-making, and options of the second opportunity for education. Priorities should also be identified among the three dimensions (basic skills rather than post-basic skills).

Several reports highlight the relevance of learning content to life and labor market needs, in terms of skills that focus on facilitating movement from school to work and preventing mismatches in the labor market. The first link between growth and employment opportunities in education is embodied at the macroeconomic level. A report by World Trade Organization (WTO) notes that economic growth is a necessary precondition for development – which

explains why many countries with strong economic growth are seeking to achieve a leap in improvement of health, educational achievement, living standards, and reducing poverty.

In terms of causal linkages, there is a strong correlation between high levels of education and economic shifts, such as the shift from agriculture to industry and productive services, and the increasing demand for skilled workers as a result of higher levels of education. For instance, competition has led to higher demand for innovation and high-tech. Economic changes have also driven changes in curricula and their content, while business interests have increased the importance of action-based learning and formal education.

There are other links at the household level. Child labor in agriculture and other sectors can limit children's enrollment in education. Paid work and household work, especially for girls, increase the likelihood of repetition (retention) or drop out of school. Economic recession can also hinder children's continuing their education because of their parents losing their jobs. Long-term unemployment may pose further a serious threat to children's learning. On the other hand, women's work increases household income, improves their spending on health and education and improves the achievement of children. Finally, migration and remittances can enhance human capital through expanding education options, especially in higher education, and stimulating investment in education.

Reports have discussed some obstacles and challenges, especially regarding the lack of harmony between skills acquired through education and needs of the labor market, which leads to unemployment. Although there has been good progress in the education of women and girls, progress in employment and representation has been much slower. Women still earn less than men.

SDG9: Building resilient infrastructure, promoting inclusive and sustainable industrialization, and promoting innovation: this is closely linked to the second strategic goal of the education sector, as illustrated below:

Goal 9 includes three important aspects of sustainable development: infrastructure, industrialization and innovation. Infrastructure provides the basic physical systems and structures necessary for the operation of any community or institution. Industrialization promotes economic growth and provides jobs, thereby reducing poverty caused by low incomes. Innovation contributes to the advancement of technological capabilities of industrial sectors and encourages the development of new skills.

International reports have shown many links between industrialization, infrastructure and education. Education bolsters industrial development and economic transformation, along with other factors the reports focused on the role of education as a strong catalyst of innovation and a basis for technology uptake and diversification. The development of wireless communications and digital and technological education has enabled backward countries to overcome the hurdles associated with the costly financial investment in infrastructure mobilized by developed countries in the 20thcentury.

Technological innovations and development have allowed many countries to improve education at low cost. Education is therefore necessary to develop the skills needed to build a more flexible and more sustainable infrastructure.

SDG10: Reducing inequality within and between countries: this is closely linked to the first and second strategic goals of the education sector, as illustrated below:

Goal 10 calls for reducing inequalities based on income, age, disability, ethnicity, origin, religion, economic status or any other factor within the country. The goal also addresses inequalities among countries, including representation, migration and development assistance.

International reports show that there are many linkages between education and inequality, and education is seen as having two life-long effects later:

The **first** effect is to obtain formal jobs.
The **Second** effect is a powerful tool for promoting justice. Unequal opportunities in education for children have a negative impact on per capita income. Several reports point to the importance of education as a tool for empowering individuals in all fields.
A real challenge is that there is no correlation between high average levels of education and narrowing inequalities.

Policy recommendations in this field confirm that raising educational achievement up to the secondary level or more helps reduce income inequality and promotes intergenerational transmission of competencies, such as education within families, which can have long-term benefits. Education policies also need to focus on improving low-performing schools and classrooms by providing a quality educational experience for the disadvantaged. Officials must reflect on opportunities for education or training that can help and encourage children to be creative or to think critically. These opportunities should include the poor and the marginalized categories.
On the other hand, equality in access to education is seen as the key to opening wider horizons of education, and disparity in the quality of education between the rich and the poor is the main factor behind the unequal opportunities between them.

As far as the challenges are concerned, reports indicate that despite the progress achieved, major inequalities in education outcomes continue to exist among groups within countries. Social and cultural norms in many countries exclude certain categories from education, especially girls and young women, in addition to other classes based on race, social class, or disability. Moreover, increase in income inequality leads to an increase in polarization in education outcomes, which in turn leads to a vicious cycle of marginalization and inequality.
Global policy recommendations confirm that high quality public education can reduce gaps in the education of children between poor and rich households. These recommendations also confirm the need to prioritize investment in young children to reach the most disadvantaged groups (including girls).

SDG 11: Making cities all-inclusive, safe, resilient and sustainable: this is closely linked to the first, second and third strategic goals of the education sector as described below:

More than half of the world's population lives in cities. By 2030, urban populations are expected to represent 6 out of 10 people. Despite many challenges in planning, cities and other well-managed human clusters can serve as incubators for innovation, creativity and key drivers of sustainable development.

Linkages between education and cities focus on disaster risk reduction and management, and disaster preparedness requires significant long-term investments in education. The higher the levels of learning than just literacy and basic education, then the better the people's understanding of warnings and disaster preparedness plans. Meanwhile, urbanization has a major positive impact on changes in education, with emphasis on the vital role of cities in transmitting ideas and mobilizing political action.

In urban areas, children are exposed almost 5 times more than children in rural areas to completing secondary education. Another positive effect of urbanization – mentioned in the reports – is the growing business earnings which increase the opportunity cost of raising children, and which may raise the marriage age of women, educational achievement and participation in the labor market.
Reports suggest that education can give people the skills to participate in shaping and maintaining more sustainable cities, villages and camps, and to achieve resilience in disasters, wars and armed attacks.

SDG12: Ensuring sustainable consumption and production patterns: this is closely linked to the second and third strategic goals of the education sector as illustrated below:

Economic growth and development require the production of goods and services that improve the quality of life. Sustainable growth and development require minimizing use of natural resources, toxic substances, generation of waste and pollutants at all stages of the production and consumption process.

Education is the main pillar of global efforts to bring about a paradigm shift in sustainability patterns by changing behaviors and lifestyles, and by achieving communities with low carbon production. Consumer education can promote lifestyle change and more well-informed choices.
Several reports have addressed the need for consumers to target green energy options, housing options and green home-based goods to move towards environment- friendly economies worldwide.

Many governments, non-governmental organizations, United Nations agencies and companies are increasingly emphasizing the importance of learning and capacity building in their search for solutions to sustainability challenges, including climate change, disaster risk management, loss of biodiversity and sustainable production and consumption. Among the challenges identified is the lack of appropriate limits of education and training in management of chemicals and wastes in many developing countries. The reports also show an ambiguous role of the media (such as television, radio, newspapers, magazines and the internet), which can promote awareness and sustainability and promote sustainable consumption.

Public policy recommendations focus on the need to promote education for sustainable consumption in developed countries – particularly by promoting literacy, the role of the media, education for consumption and public awareness. They also focus on education on the importance of biodiversity and the effects of unsustainable consumption and production patterns, and the health benefits of a moderate and diverse diet. All of these are seen as key instruments for easing the overall demand increases for food by reducing excessive consumption, especially meat, through the wealthiest sectors of the society. The common task of all countries on the long run is to improve and redirect education systems to enhance the

knowledge, skills and directions needed to deal with the current and future challenges. This requires improving the quantity and quality of training and teaching of green skills and education for sustainable development, including specific skills in certain sectors such as sustainable design of green buildings and renewable and clean energy.

Reports on education by the World Bank refer to education as one of the levers of government's efforts to create an economic environment that facilitates well-informed decision-making (such as long-term weather forecasts and agricultural extension services). UNESCO also emphasizes the role of "interrelated multi-level development responses", which address consumption through raising awareness and promoting environmental production by moving to more environmentally sensitive practices (through training programs).

As for the inverse relationship between education and responsible consumption and production, UNESCO's report on education for sustainable development has indicated that global trends to promote education for sustainable development, including changes in the physical environment; changes in international guidelines and government regulations; changes in demand for environmentally-friendly consumer goods and services; and increased demand for goods and services related to sustainability have put pressure on educational facilities to implement sustainability policies. The report also notes that the lack of awareness among households about their food and water consumption patterns has been an obstacle to behavioral change, which could have been overcome through adequate information.

In terms of policy making, the reports indicate that the education sector should have long been adapting and cooperating with sustainable development partnerships and networks in such areas as climate change, biodiversity, water, fight against poverty, and consumption.

SDG13: Taking urgent action to address climate change and its impacts: this is closely linked to the second strategic goal of the education sector as illustrated below:

Climate change represents the greatest threat to development at all, and its widespread and unprecedented effects disproportionately affect the poorest and most vulnerable categories. Urgent action to address climate change and minimize its impact is an integral part of the successful implementation of sustainable development goals.

Many reports stress the importance of education for climate change. In general, education plays a vital role in reducing the causes and effects of climate change. The effects of climate change and extreme events depend on education as one of the important factors. Reports indicate that education and finance, especially for young people, can prepare people for adaptation when a natural disaster significantly affects their livelihoods. Therefore, education is critical to helping people adapt to the effects of climate change, especially in the poorest countries where farmers depend on rain fed agriculture and where they are more strongly threatened. Reports also indicate that education can help drive the behavioral change needed to combat climate change, and that basic education can provide the basis for absorbing environmentally friendly technology. The presence of a large number of qualified engineers and researchers is also essential to achieving this.

In terms of constraints, research shows that both students and the public have a misunderstanding about the various aspects of climate change, the effects of global warming and the depletion of the ozone layer. In addition, the information, education and awareness

provided so far have proved to be insufficient to motivate people to work, and may have been counterproductive.

The recommendations on education for sustainable development – addressing climate change among other issues – call for the need to develop a common framework for promoting the climate response through education and advocacy for education as a largely untapped strategic resource for building resilient and sustainable societies. "Integrating climate change into the curriculum is the first step to be taken, development of a new cadre of professionals to address the complex problems of climate change is equally important, and education of citizens is essential to facilitate change," says one World Bank report. The report also noted to the need for a different approach to providing information on climate change.

Reports by international institutions indicate two links between climate change and education. **First**, the search for solutions to climate change by governments, NGOs and companies stimulates the demand for adapting education and building capacity in this regard. **Second**, climate variability can permanently affect people's health and education.
Education is often cited as the key to a comprehensive understanding of the impact of climate change, to adaptation and to mitigation of climate change, particularly at the local level.

SDG14: Conservation and sustainable use of oceans, seas and marine resources to achieve sustainable development: this is closely linked to the second strategic goal of the education sector, as illustrated below:

Oceans, along with coastal and marine resources, play an essential role in human well-being and social and economic development worldwide. They are of particular importance to people living in coastal communities. Oceans provide livelihoods and tourist benefits, as well as a source of subsistence and income. It also helps regulate the global ecosystem by absorbing heat and carbon dioxide from the atmosphere and protecting coastal areas from flooding. The sustainable use, conservation and protection of marine and coastal ecosystems are essential for the achievement of the 2030 Plan, in particular for small island developing states.

Education is important to enhancing awareness of the marine environment, moving towards marine agriculture and building a proactive consensus on wise and sustainable use.

SDG15: Protection, restoration and sustainable use of terrestrial ecosystems, sustainable forest management, combating desertification, halting and reversing land degradation, and halting loss of biodiversity: this is closely linked to the second strategic goal of the education sector, as illustrated below:

Conservation of various wildlife forms requires specific efforts to protect and restore terrestrial and other ecosystems and promote their conservation and sustainable use. Goal 15 specifically focuses on sustainable forest management, restoration of degraded lands, successful desertification control, reduction of natural habitat degradation and loss of biodiversity.

Various reports have emphasized the importance of education in raising awareness and changing beliefs, attitudes and behaviors towards environmental issues. Education is seen as a key element in efforts to promote more effective environmental management, including for protected areas. Reports on various challenges in this regard indicate that educational efforts

are insufficient to engage key actors and stakeholders in integrating biodiversity issues into sectors outside environment. This is due to the weak relationship between higher levels of education and increased environmental attention, and to the inadequate use of traditional knowledge in policies and environmental programs.

Reports have provided several recommendations on environment and sustainable development in general, and the following areas were highlighted:

Understanding biodiversity and its relationship to human well-being needs to be included in basic educational programs and promoted through public media. Reports pointed to the possibility of providing a broader share for the public and decision-makers to recognize the role and value of biodiversity, and that the steps necessary to preserve biodiversity can be done through education and more effective dissemination of scientific knowledge. The reports also called for supporting the development of new scientific research and educational and vocational skills for young students so that they can deal with global environmental challenges and sustainability. In its reports, UNESCO called for the promotion of new forms of international cooperation in science and education that are jointly organized to address the needs and practices of environmental change and sustainability. They also called for enhancing the skills of the related staff and developing national environmental information management systems. Education can be used to support the customary sustainable use of agriculture, aqua culture and forestry to achieve goal 7 of the Convention on Biological Diversity.

Reports also indicate that environmental degradation hampers people's capabilities in many ways and makes them go beyond income and livelihoods, reflecting impacts on health, education and other dimensions of well-being. It impedes the progress of education for disadvantaged children, especially girls. The World Trade Organization considers that "increased reliance on natural resources is associated with lower levels of health and education".

Reports also indicate that environmental degradation hampers people's capabilities in many ways and makes them strive for income and livelihoods, therefore affecting health, education and other dimensions of well-being. Degradation further impedes the progress of education for disadvantaged children, especially girls. The World Trade Organization considers that "increased reliance on natural resources is associated with lower levels of health and education".

SDG16: Encouraging the establishment of inclusive communities where no one is marginalized in order to achieve sustainable development, universal access to justice and building of effective and all-inclusive institutions that are subject to accountability at all levels. This is closely related to the first and second strategic goals of the education sector as described below:

Peace, justice and the building of effective, accountable and all-inclusive institutions are at the heart of sustainable development. In recent decades, many regions have enjoyed increasing and sustained levels of peace and security. However, many countries continue to face armed conflicts and prolonged violent situations. Too many people face difficult situations as a result of weak institutions, lack of access to justice, access to information and other fundamental freedoms.

Reports have indicated many links between education and inclusive societies. Education is widely seen as a tool to promote peace, justice and equality for sustainable development. Humanitarian agencies offer multiple possibilities, especially in education, to expand options for human capacities. Education is also recognized as being important to shaping values for future generations, reorienting priorities and social tendencies, and instilling empowerment skills at an appropriate age. Moreover, education helps people understand and deepen democracy, promotes tolerance and the underlying trust, and motivates people to participate in political life. Education of girls and women in particular has an unparalleled transformation force by increasing their access to jobs, maintaining their good health and full participation in society.

There are many links between education and inclusive societies:

1. Building resilience requires strengthening the capacity of individuals, communities and countries to address setbacks.
2. Crimes are directly related to unemployment and poverty at the local level, and decreases with family income and education.
3. Murder and armed violence often occur in poor urban areas characterized by a lack of employment, low standards of housing, overcrowding, low levels of education and social facilities.
4. Studies indicate a greater prevalence of physical violence by parents towards children in less educated, illiterate countries with low income.
5. Social and cultural norms in many countries exclude certain categories from education, including girls and young women in the first place. Exclusion in many occasions is also based on race, social class and disability.

With regard to policy recommendations, UNESCO points to the need to advocate for education as a largely untapped strategic resource for building flexible and sustainable societies. The links between education and access to justice for all and peaceful societies need further study, programs and curricula to achieve these goals. On the other hand, reports indicate that democratic governments in general are more capable of achieving human development goals such as raising levels of education. Nevertheless, physical prosperity and good achievements in health and education can coexist with non-democratic practices. The same reports suggest that "democracy may have the strongest impact on basic education, and that decentralization can have a strong impact on higher levels of education." They also warn that conflicts disrupt basic public services such as education and permanently harm people at all stages of their lives. Countries suffering from armed conflict have the world's worst indicators of education, and children in conflict-affected countries account for half of the world's children out of school.

SDG17: Enhancing means of implementation and revitalizing the Global Partnership for Sustainable Development. This is closely linked to the first, second and third strategic goals of the education sector as illustrated below:

Achieving the ambitious goals of the 2030 Agenda requires the revitalization and strengthening of global partnership between governments, civil society, the private sector, the United Nations system and other actors, and the mobilization of all available resources. Upholding support to the developing countries, in particular the least developed countries and small island developing states, is essential for the achievement of equitable progress for all.

Many reports point to the relationship between education, the promotion of means of implementation and the revitalization of the global partnership for sustainable development. Significant public investment in social infrastructure such as education is a prerequisite for effective sustainable development, and therefore an important component of sustainable development goals. Investment in education must occur in childhood and adolescence, and failure to invest at this stage is too costly to deal with later. Reports show that countries with higher spending on health and education were more resilient to financial crises. They also pointed out that the private sector has not shown real interest in investment in education at the global level, and most of the expenditure and investment came from governments.

With regard to challenges and constraints, UNESCO reports that insufficient funding is one of the main obstacles to achieving education for all. UNESCO regrets the lack of adequate investment, finance or incentives in specific areas such as environment, sustainable development, and agricultural education and training. Several reports have discussed the challenges related to the role of the private sector in providing education.

Policy recommendations in many areas call for increasing resources for the education sector, and note to the different ways in which these can be achieved: for countries with lower per capita GDP the focus should be on public investments that would yield long-term productivity gains, including improving the quality of the education system and the proportion of children completing basic and secondary education.

The gap can be filled by increasing domestic revenue, dedicating an adequate share of government spending to education and increasing the concentration of foreign aid. Many educational systems can expand and improve the way to diversify sources of funding through households, fees, public-private partnerships, income-generating activities, donor support, etc. Meanwhile, governments, donors and international organizations must focus their priorities on the most vulnerable places and children.

UNESCO's post-2015 framework reports recommend the inclusion of clear funding targets for education. The reports focus on the various priority groups that require enhanced access, including:

1) The most vulnerable children who are often not enrolled in education, such as children with disabilities, children in conflict areas or those who face barriers hampering their way to education, in addition to language, gender or poverty.
2) Agricultural education and training.
3) Unemployed workers in crisis areas.

The second area of policy-making addresses how to mobilize the private sector to contribute to the provision of education. Public-private partnerships, expansion and improvement of post-basic education, and involvement of the private sector in technical and vocational training can be critical since the private sector is more involved in the most effective ways of linking skills with the labor market. Specific proposals were made for the agricultural sector and urban transport. Reports emphasize the need for communication with local community stakeholders in case of private investment in education.