



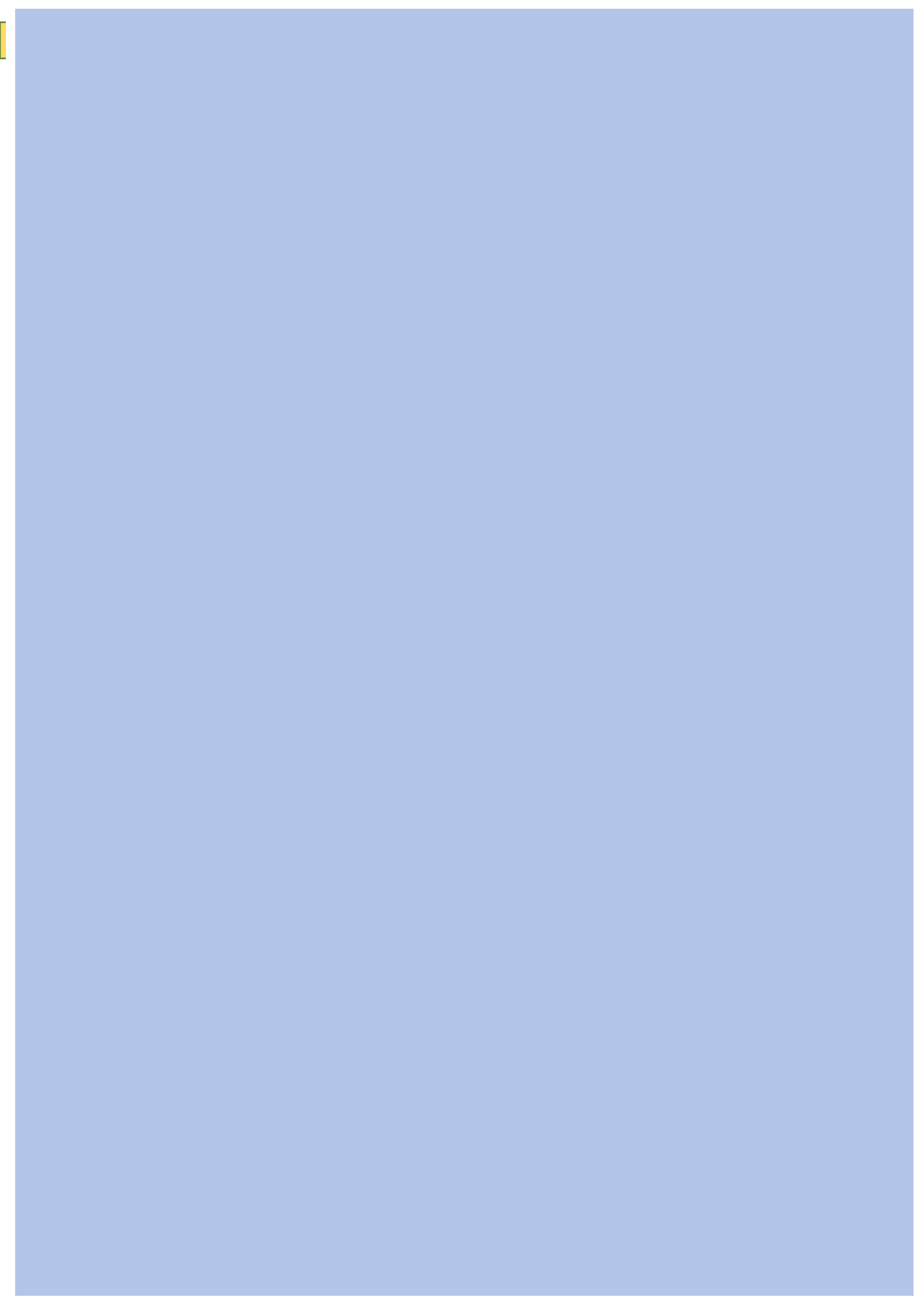
Ministry of Education and Higher Education  
General Directorate of Educational Planning  
Monitoring and Evaluation Department

Monitoring and Evaluation Report  
2025

for the  
Education Development Strategic Plan  
2025-2027



March 2026



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### Acronyms

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

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## Introduction

In line with national efforts to develop the education system and ensure the effectiveness of its programs, the Ministry of Education and Higher Education has focused on strengthening the monitoring and evaluation system as a key tool for measuring progress in implementing the Education Development Strategic Plan (EDSP) 2025–2027. This system aims to monitor the level of achievement compared to the approved targets, analyze gaps and challenges hindering implementation, and provide accurate results that support decision-makers in reinforcing strengths and addressing weaknesses. It also seeks to ensure the optimal use of available resources, enhance accountability, and establish a culture of results-based institutional performance.

The monitoring and evaluation process relies on a scientific methodology based on a set of key performance indicators and clear measurement criteria, along with the analysis of periodic reports and the results of relevant field visits to verify data quality.

This report consists of two chapters that evaluate the EDSP 2025–2027 from two complementary perspectives. The first chapter focuses on evaluating the plan according to the approved evaluation criteria, which include the relevance criterion and the efficiency criterion for this year. This aims to analyze the efficiency with which available resources are utilized to achieve the desired outcomes, as well as to examine the relationship between the plan's outputs and the policies that stemmed from it. The second chapter evaluates the strategic plan based on key performance indicators (KPIs) linked to the main strategic objectives: enrollment, quality, governance, and educational recovery.

Monitoring and evaluating the 2025–2027 Strategic Plan is not merely an administrative procedure; it is a fundamental tool for ensuring the sustainability of development and continuous improvement in the education sector. This contributes to preparing generations capable of competing and innovating, and to achieving national goals that seek to promote comprehensive development.



## Summary of the evaluation results for the Education Development Strategic Plan (2025–2027) according to Key Performance Indicators

### Key findings according to the policies of the Strategic Plan:

#### Strategic Objective One (Enrollment) Indicators Results for the 2024-2025 academic year in the northern governorates:

1. Preschool buildings appropriateness and their compliance with educational toys and resources standards reached 51.2%, furniture standards 52.0%, and construction standards 67.6%.
2. The suitability of school buildings and their compliance with construction standards reached 61.8 in basic schools and 61.6 in secondary schools, according to the percentile scale.
3. The classroom density rate (over-crowdedness) in basic schools reached 27.2%, while it reached 23.9% in secondary schools.
4. The percentage of government schools with a computer lab reached 91.2%, while the average number of usable desktop computers with internet access in computer and technology labs was 13%. The student-to-computer ratio in the school was approximately 13%.
5. The gross enrollment rate (GER) was as follows: 90.3% in preschool stage (KG2), 104.4% in the basic stage, and 81.9% in the secondary stage.
6. The adjusted net enrollment rate (ANER) in the basic stage was 103.5%, while in the secondary stage was 80.3%.
7. The gender parity index (male/female) in the basic stage was 0.97, while in the secondary stage it was 1.32.
8. The percentage of students enrolled in public preschool programs was 10.9%.
9. The number of licensed preschools was 1,637 (423 government preschools and 1,214 private preschools).
10. The transition rate from basic to secondary education was 94.2%.
11. The percentage of secondary school students taking the General Secondary Education Matriculation Exam (Tawjihi) was 92.9% in the academic track, 5.0% in the vocational track, and 2.0% in the professional competency track.
12. The percentage of students enrolled in vocational education out of the total number of students enrolled in secondary education was 8.7%.
13. The dropout rate in basic education was 0.32%, while in secondary education it was 1.87%.
14. The survival rate up to the fifth grade was 97.7%, while to the ninth grade was 85.0%.
15. The dropout rate from schools in the Jerusalem Governorate was 0.08% (0.07% in basic education and 0.13% in secondary education).
16. The number of schools subjected to Israeli attacks on their infrastructure reached 141. The number of students/teachers who suffered physical assaults by the Israeli military or settlers reached 508 students and 426 teachers.
17. The dropout rate in schools most vulnerable to Israeli violations reached 1.03%, while in areas of unrest (fragile areas) it reached 0.68% in the basic stage and 3.18% in the secondary stage.

### **Strategic Objective Two (Quality) Indicator Results for 2024-2025 academic year in the northern governorates:**

1. The percentage of teachers qualified according to the teacher education strategy reached: 66.6% for preschool teachers, 77.8% for basic school teachers, and 44.9% for secondary school teachers.
2. The percentage of vocational education staff (vocational teachers, school principals, and vocational counselors) qualified according to the standards of the National Strategy for Vocational Education reached 98%.
3. The percentage of preschool children who acquired basic developmental skills (linguistic, motor, cognitive, socio-emotional, and self-care) reached 72.6%.
4. The percentage of fifth-grade students who achieved the minimum proficiency level in reading reached 42.3%, and in arithmetic, 26.9%.
5. The percentage of students actively participating in class reached 22.0 in the basic stage and 21.7 in the secondary stage.
6. The value of the diversity index in teacher questions during classroom sessions, according to the cognitive domains in the basic stage, was as follows: (58.0 in the knowledge domain, 30.6 in the application domain, and 11.4 in the reasoning domain). In the secondary stage, the values were as follows: (56.4 in the knowledge domain, 28.7 in the application domain, and 14.9 in the reasoning domain).
7. The percentage of classroom sessions using educational resources (digital, non-digital, and specialized) in the basic stage was 45.2%, and in the secondary stage, it was 44.3%.
8. The value of tenth-grade students' possession of information and communication technology skills index was 75.1.
9. The percentage of students in vocational schools who receive on-the-job training was 7.4%.
10. The degree of inclusion of students with disabilities in public schools was 58.1, according to the percentile scale.
11. The adult literacy rate in Palestine (aged 15 and above) reached 97.9%.
12. The index measuring students' possession of moral values and positive attitudes was 53.6 for fifth-grade students, 58.2 for ninth-grade students, and 56.6 for eleventh-grade students, according to the percentile scale.
13. The index measuring students' possession of thinking patterns was 58.1 for fifth-grade students, 45.8 for ninth-grade students, and 47.2 for eleventh-grade students, according to the percentile scale.
14. The index measuring students' possession of life and citizenship skills was 49.3 for fifth-grade students, 65.9 for ninth-grade students, and 64.9 for eleventh-grade students, according to the percentile scale.
15. The index measuring schools' achievement of the standards for a healthy school environment that promotes learning was 76.0 in basic education schools and 75.7 in secondary education schools, according to the percentile scale.
16. The student-to-teacher ratio was approximately 19.0% students.

17. Student participation rates in extracurricular activities that support learning and link it to real-life situations were: 96.8% for fifth-grade students, 97.2% for ninth-grade students, and 95.2% for eleventh-grade students

**Strategic Objective Three (Governance) Indicator Results for 2025:**

1. The degree of governance and accountability performed within the education system reached 49.7.
2. The degree of technology integration in administrative work reached 68.1.
3. Actual public spending on education as a percentage of government spending reached 20.9%.
4. The education budget as a percentage of the general budget reached 17.0%.
5. The cost per student in school education reached \$1084.42.
6. The degree of community participation in school activities and events for the 2024-2025 academic year reached: 54.2 in preschool, 53.9 in basic school, and 50.2 in secondary school.
7. The number of development projects, according to donor agencies, reached 64 in 2024.
8. The distribution of the development project budget, according to donor agencies, for 2024 was as follows: 14.5% international (states), 74.3% international (organizations), 8.9% local (NGOs), 2.3% local (ministries, government institutions, and municipalities), and 0.02% local (private institutions).
9. The percentage of administrators trained in administrative capacity-building programs at the Ministry of Education and Higher Education was as follows: 12.1% in internal programs and 6.7% in external programs.

**Strategic Objective Four (Education Recovery and Reconstruction) Indicator Results for the academic year 2024-2025:**

1. The number of licensed preschools in the Jerusalem Governorate reached 54.
2. The percentage of students enrolled in government preschool programs in the Jerusalem Governorate reached 5.2%.
3. The transition rate from basic to secondary school in the Jerusalem Governorate reached 117.1%.
4. All teachers in 1,119 schools, representing 49 schools in the northern governorates, were trained on evacuation drills. Additionally, 515 teachers received first aid training.
5. The average score on the national Arabic language test was 51.0 for fifth-grade students and 44.9 for ninth-grade students in the northern governorates.
6. The average score on the national science test was 33.1 for fifth-grade students and 27.7 for ninth-grade students in the northern governorates.
7. The average score on the national mathematics test was 32.2 for fifth-grade students and 27.2 for ninth-grade students in the northern governorates.
8. The number of class periods lost (educational wastage) for students and teachers due to Israeli violations reached approximately 106,222.

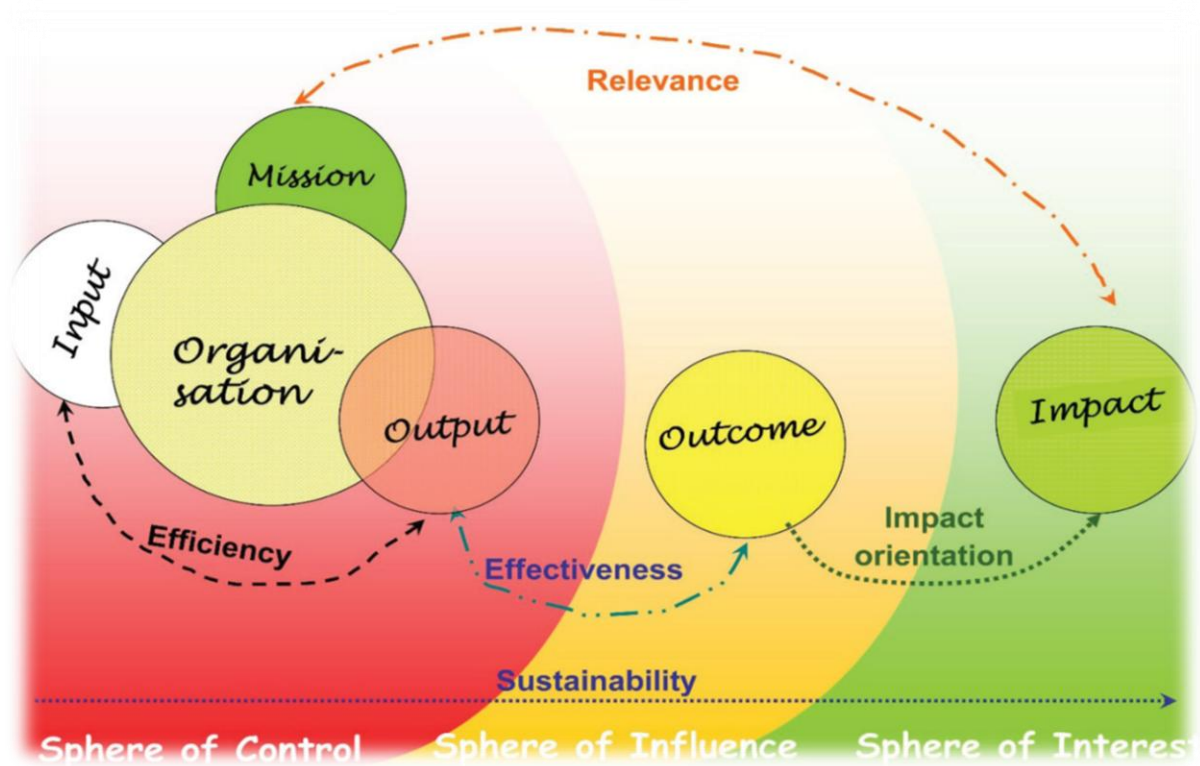
## Chapter One

### Evaluating the 2025 Implementation Plan

emanating from the EDSP (2025–2027)

according to evaluation criteria.

**"Learning-oriented and performance-development focused evaluation"**



## Introduction

Evaluation is the starting point for understanding the impact of programs and services on target groups. It provides reliable data that supports decision-making for development and performance improvement. Furthermore, it serves as a methodology for ensuring quality, accountability, and improved outcomes within a framework of national and international standards aligned with the Sustainable Development Goals. In a context where knowledge and innovation are at the forefront of growth, prosperity, and global competitiveness, regular evaluation has become a strategic tool for monitoring progress, managing change, and achieving development objectives in a measurable and sustainable manner.

This section, which evaluates the 2025 Annual Work Plan and Budget (AWPB) implementation according to established evaluation criteria, presents decision-makers at the Ministry of Education and Higher Education and the Policy Committee with clear and specific facts about the current planning process and how to improve it. The report analyzes the outputs of the 2025 annual work plan, which stems from EDSP 2025-2027. It examines the efficiency of utilizing available human and financial resources to achieve objectives and deliver results, as well as the relevance of the implementation plan's outputs with the policies and objectives derived from it. The report offers interpretations of the results and proposes procedures for learning and development aimed at enhancing the educational process.

## Methodology

International standards were adopted, based on the results-based management approach and educational and administrative standards related to the mechanisms for evaluating educational programs, in studying and evaluating the targeted annual plans.

### Evaluation Criteria Examined<sup>1</sup>:

- **Relevance:** Was the intervention appropriate? It is the extent to which the objectives and design of the intervention (output) align with the needs, policies, and priorities of the beneficiaries.
- **Efficiency:** Are resources being used effectively? It is the extent to which the intervention achieves, or is likely to achieve, its results in an economical and timely manner.

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<sup>1</sup> "[Better Criteria for Better Evaluation](#): Revised Evaluation Criteria – Definitions and Principles for Use", OECD.

## 1. Relevance Criterion

Indicator: The degree to which the outputs included in the 2025 Annual Plan, derived from the EDSP 2025-2027 align with the planned objectives.

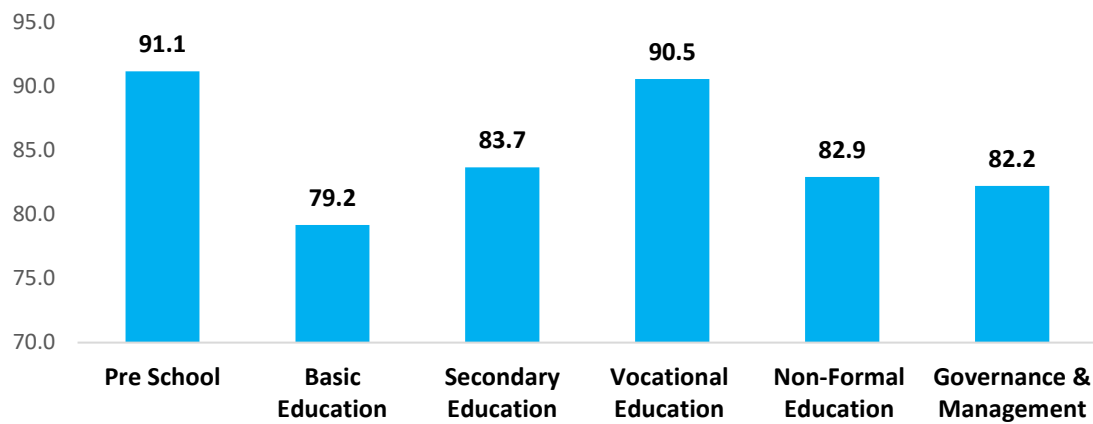
### Measurement Methodology

The descriptive and analytical approaches were adopted in evaluating the indicator by examining each output of the plan's programs (preschool, basic education, secondary education, vocational education, non-formal education, governance and management) and its relationship to the policies from which it stemmed. The indicator was quantified based on four main criteria: the extent to which the output relates to the objective in terms of content and concepts (50); the output clearly targets the group it serves (15); the output is formulated in a specific, uncomplicated, and quantifiable manner (15); and the output falls within the general framework of results-based management, focusing on the outcome and effecting change (20). The outputs were also analyzed and compared with the results-based management approach.

### Results:

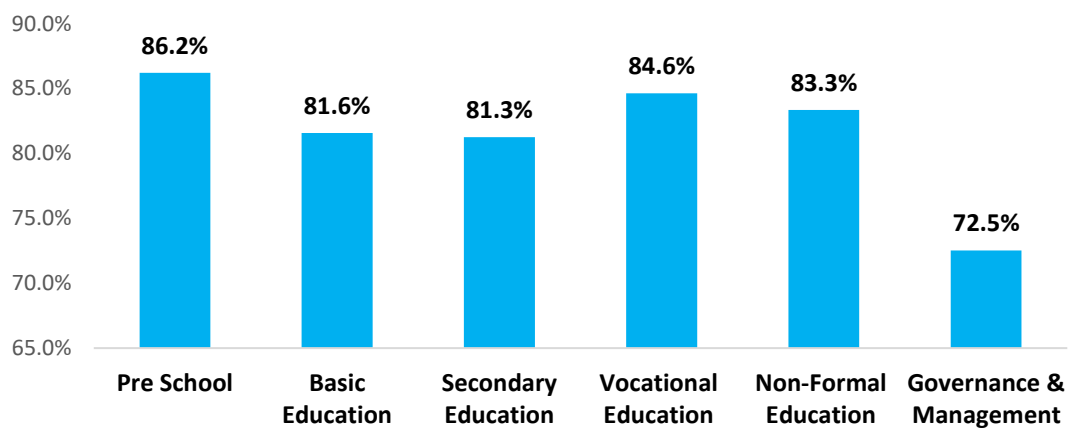
The overall average degree of alignment between outputs and objectives across all programs of the plan reached 84.9 on the percentile scale. This is a significant increase compared to the results in the previous 2017-2022 strategic plan monitoring and evaluation reports. The results indicated that the highest degree of alignment between outputs and objectives was for the preschool program, reaching 91.1, while the lowest was for the basic education program at 79.2, as shown in Figure (1) below:

**Figure (1): Degree of relevance of the work plan outputs emanating from the EDSP 2025-2027 to achieve the planned goals, according to EDSP educational programs**



It should be noted that the Ministry is proceeding with the application of the results-based management approach, through the analysis and study of the outputs of the targeted executive plans programs in terms of the results-based management approach. It is observed from the results that there is an increase in the percentage of outputs of the plan programs that focus on results and bringing about change compared to previous plans, as the value of the general indicator reached 81.6% in the year 2025 as in the following figure (2):

**Figure (2): Percentage of Outputs that focus on results and creating change according to EDSP educational programs**



## Results

The results generally indicated a high degree of alignment between the outputs and their corresponding objectives. However, some observations were noted regarding results-based management and certain aspects of output formulation. These observations, if incorporated into future policy formulations, could enhance the indicator's value. To accurately interpret the results, all observations made by the evaluation team concerning the outputs and plan objectives were reviewed and summarized as follows:

1. Some outputs were poorly formulated, and others were too general and overly complex.
2. Some outputs did not align with the objective they were intended to serve.
3. Some outputs within a single objective were insufficient to achieve the target.
4. There was a lack of alignment between the targets and their corresponding outputs in terms of quantity and unit of measurement.

### Suggestions and Actions to Enhance the Planning Process:

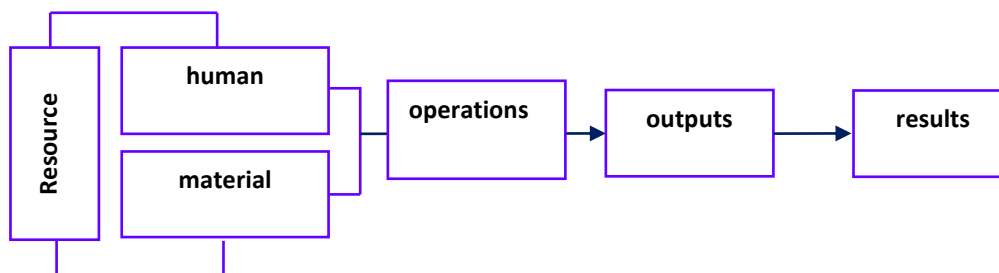
1. Strengthen the results-based approach.
2. Enhance the Ministry's results-based accountability system.
3. Ensure that output targets are clear and consistent with the targets of the objective or policy under which they fall.
4. Formulate outputs in a way that mirrors the scientific content of the output, rather than presenting them as activities and procedures.
5. Reformulate objectives to ensure they are specific, clear, and linked to a specific percentage of implementation.

### 1. Efficiency Standard

**Indicator: The degree of efficiency in utilizing resources (human and material) to achieve the annual plan's targets.**

### Measurement Methodology

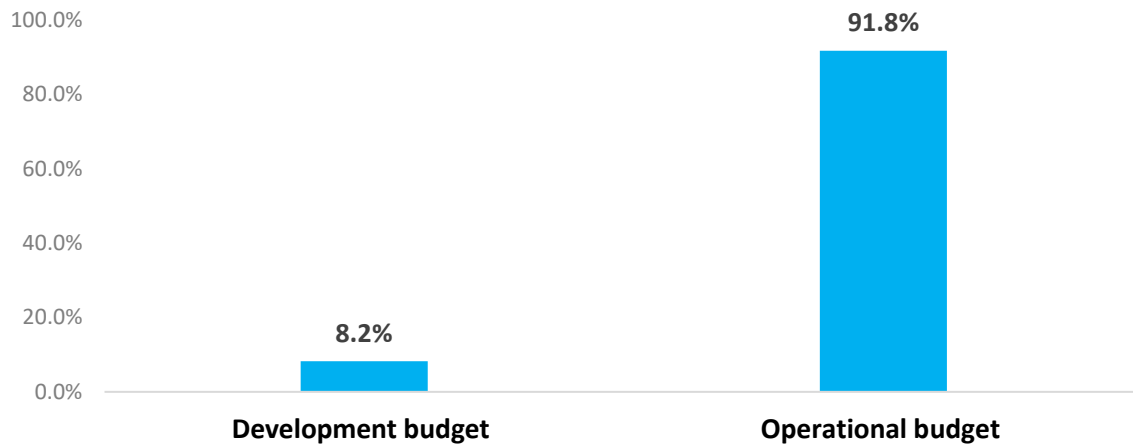
The descriptive and analytical approaches were adopted to evaluate the indicator by examining the Ministry's AWPB outputs in terms of the percentage of completion, the percentage of expenditure, and the extent to which human resources were utilized to achieve the results.



## 1. General Results

The results<sup>2</sup>, as shown in Figure (3), indicate that the average percentage of the development budget<sup>3</sup> from all funding sources for EDSP (2025-2027) of the total budget for the education sector reached 8.2% in 2025, while the operational budget<sup>4</sup> reached 91.8%.

**Figure (3): The proportion of the developmental budget and the operational budget from the total budget of the education sector**



As shown in Figure (4), the results also revealed a decline in the efficiency of investing financial and human resources in achieving the annual objectives of the plan's programs in general. This was demonstrated by comparing inputs (financial and human resources) with outputs (the rate of completion). The overall technical execution rate<sup>5</sup> for the 2025 plan's program outputs reached 42.1%, while the expenditure rate reached 49.7%, a difference of 7.6 percentage points in favor of the expenditure rate<sup>6</sup>. It is also worth noting the repercussions of the economic situation, specifically the salary cuts and their impact on the educational process within schools and the regular attendance of administrative staff in educational institutions in general. This was a consequence of the emergency plan announced by the government, which affected the general budget and Both Sexes the expenditure and implementation rates.

<sup>2</sup> Financial reports were used to monitor the budgets issued by the Bisan financial program, and the accrual accounting principle (what was actually spent in addition to the outstanding unpaid liabilities) was used to produce the results.

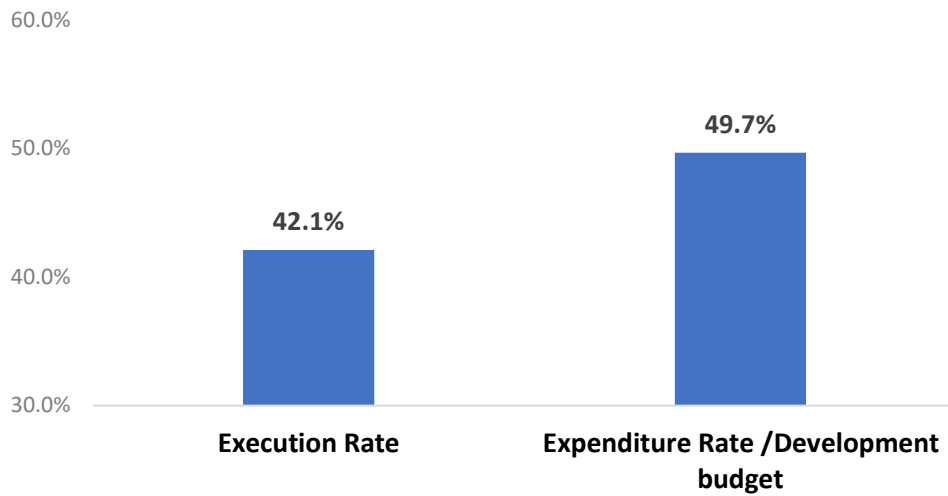
<sup>3</sup> Development budget: It is current and capital expenditures allocated to achieve a specific goal that contributes to tangible change in the institution and has a specific time period that ends with the completion of the goal for which it was allocated / Reference: Budget Department in the General Administration of Planning.

<sup>4</sup> Operating budget: It is ongoing current and capital expenditures as the institution continues to operate, subject to increase and decrease according to the priorities and financial situation of the institution.

<sup>5</sup> Execution Rate: Refers to the percentage of annual outputs achieved/executed by relevant departments.

<sup>6</sup> Expenditure Rate: The expenditure ratio index indicates the percentage of paid and due expenses according to the accounting accrual principle compared to the development budget for all sources of funding.

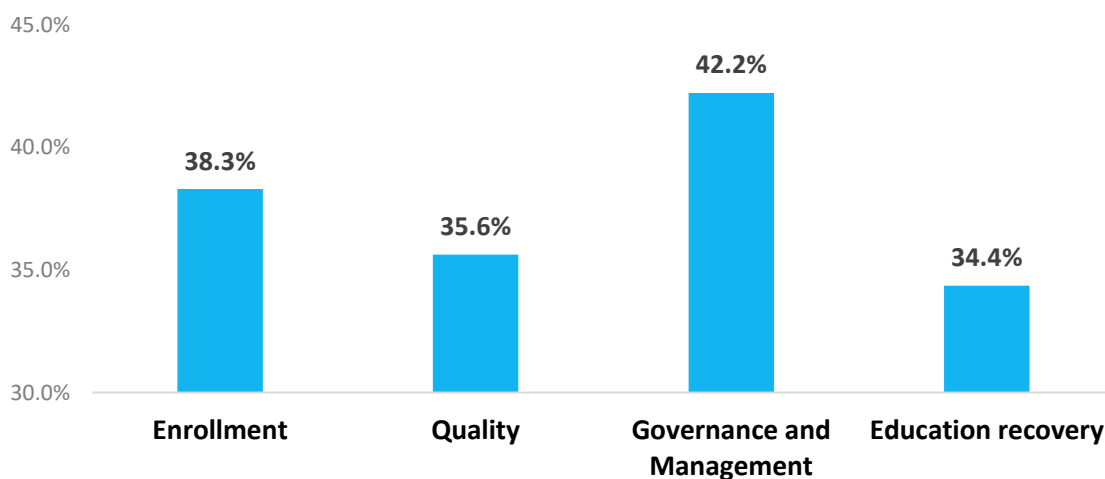
**Figure (4): Expenditure Rate from the development budget and Execution Rate during the year 2025**



It is also important to note the significance of calculating the implementation rate according to the plan's policies. Obtaining the disbursement rate according to the policies and for each of the plan's outputs has proven difficult, and this in itself is one of the gaps that needs development and updating in the approved Bisan financial program.

Figure (5) below shows the implementation rates according to the plan's policies. A lack of consistency in policy implementation is observed due to the economic and political situation, which has affected the educational process, particularly with regard to the education recovery policy, whose interventions are mostly focused on the Gaza Strip.

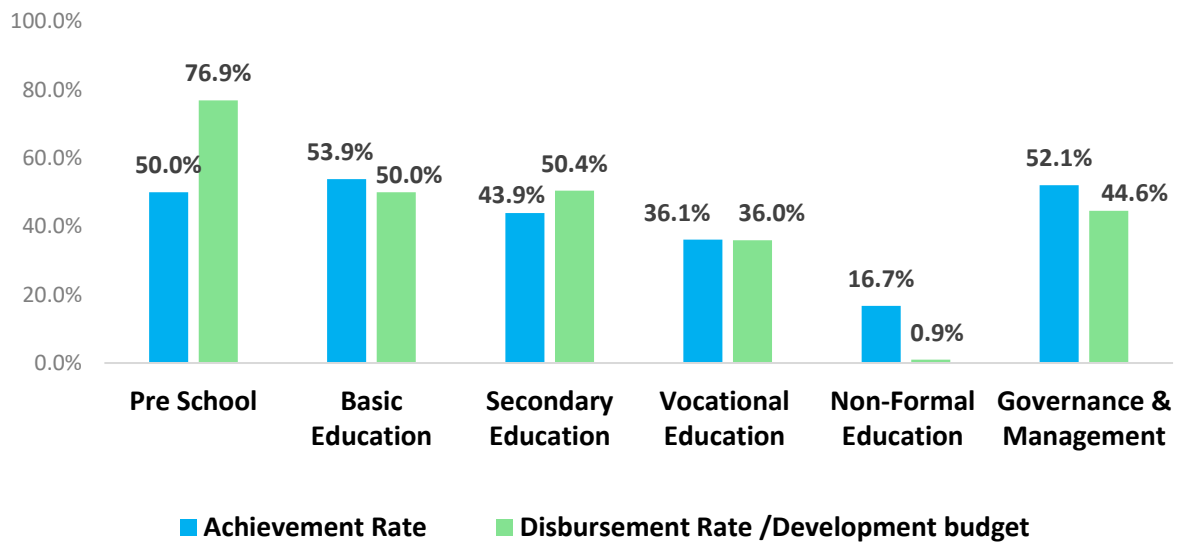
**Figure (5): Output Implementation Rate according to ESP Policies for 2025**



## 2. Results according to the plan programs

Figure (6) shows the percentage of technical implementation of the outputs compared to the expenditure rates according to the approved plan programs.

**Figure (6): Disbursement Rate from the development albudget and Achievement Rate according to EDSP educational programs during 2025**



## Chapter Two

### Evaluating the Education Development Strategic (2025-2027)

#### According to Key Performance Indicators



## Indicators for Strategic Objective One (Enrollment)

***“Enhancing the fundamental requirements to ensure equitable and safe enrollment and retention within the national education system”***



### Indicators for Strategic Objective One (Enrollment)

*“Enhancing the fundamental requirements to ensure equitable and safe enrollment and retention within the national education system”*

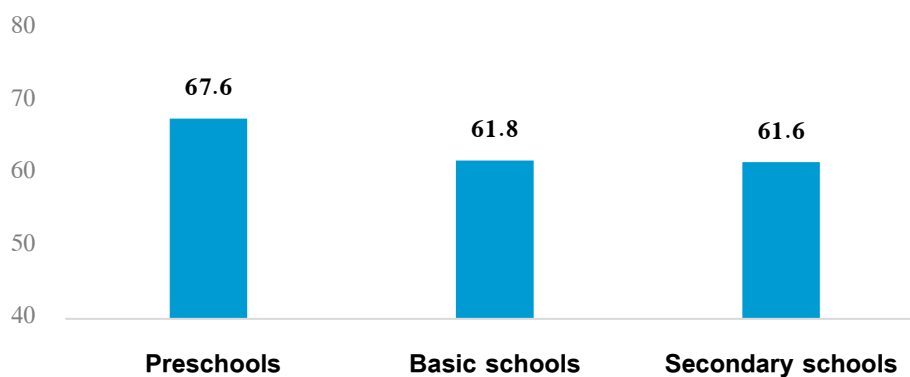
#### 1.1 Degree of school buildings appropriateness in meeting the standards

The index measures the level of service provided by school buildings to students in basic and secondary schools according to specific standards. The more suitable the school building is, and the more it is equipped with all amenities and facilities, the more positive the impact will be on the entire educational process. This index is used as a benchmark for evaluating existing school buildings and improving them to achieve a safe and suitable environment.

**Table (1) : Degree of school buildings appropriateness in meeting the standards according to educational stage**

Region	Educational Stage	School year 2024-2025
Northern Governorates	Preschool	67.6
	Basic Schools	61.8
	Secondary Schools	61.6

**Figure (7): Degree of school buildings appropriateness in meeting the standards (northern governorates)**

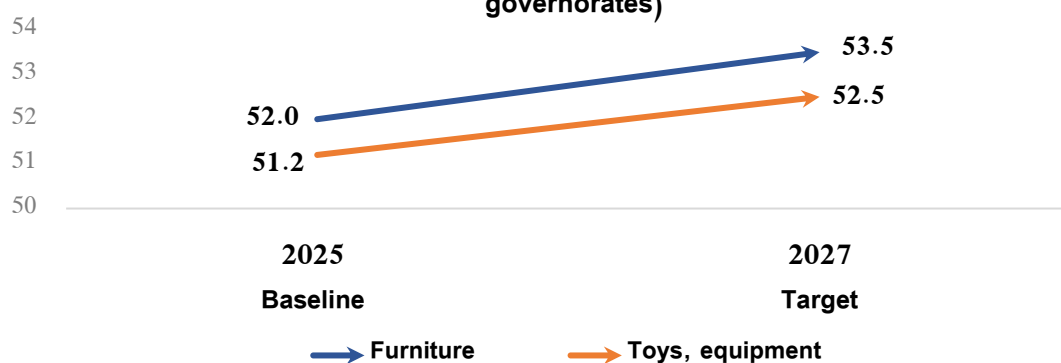


### 1.1.1 Degree of preschool buildings appropriateness in meeting the standards for educational toys, tools, furniture

**Table (2): Degree of preschool buildings appropriateness in meeting the standards for educational toys, tools, furniture**

Region	Standard	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Toys, equipment	51.2	52.5
	Furniture	52.0	53.5

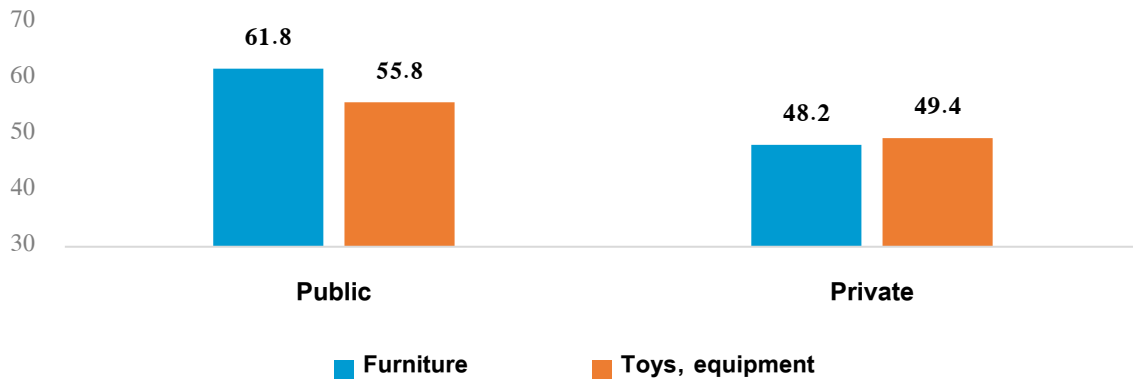
**Figure (8): Degree of preschool buildings appropriateness in meeting the standards educational toys, tools, furniture (northern governorates)**



**Table (3): Degree of preschool buildings appropriateness in meeting the standards for educational toys, tools, furniture according to the supervising authority**

Region	Standard	Academic year 2024-2025		
		Public	Private	Total
Northern Governorates	Toys, equipment	55.8	49.4	51.2
	Furniture	61.8	48.2	52.0

**Figure (9): Degree of preschool buildings appropriateness in meeting the standards educational toys, tools, furniture (In accordance with the supervising authority) (northern governorates)**



### **Interpretation of Results:**

The impact of reduced budgets and decreased support from early childhood organizations on the purchase of furniture, equipment, and indoor and outdoor toys for preschools was significant. The focus was primarily on essential furniture such as tables, chairs, and eyeglasses, and on training, as children's tuition fees were insufficient to cover the preschool's needs and staff salaries.

### **Recommendations:**

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

#### **1.1.2. Degree of appropriateness of preschool building in meeting the building standards**

This indicator measures the level of service provided by the preschool building and its facilities, and its role in providing a safe, student-centered learning environment. The following standards for preschools are attached:

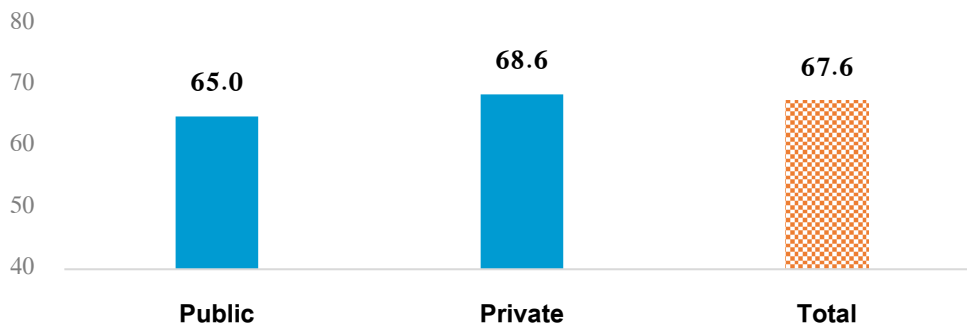
1. The space allocated per student in each classroom is 2 m<sup>2</sup>.
2. The space allocated per student in playgrounds, side areas, and gardens is at least 2 m<sup>2</sup>.
3. The space allocated per student in covered areas is at least 0.1 m<sup>2</sup>.
4. The number of sanitary facilities: one sanitary facility per classroom.
5. The number of classrooms operating in the afternoon.
6. The physical condition of classrooms in terms of ventilation, lighting, finishing, ceiling height, etc.

7. The number of rented rooms.
8. The distance traveled does not exceed 1 km.
9. The level of safety in the preschool and its accessibility for people with disabilities.
10. Provide outdoor play equipment in the playground, in accordance with the standards of the Ministry of Education and Higher Education.
11. Provide outdoor play areas with a minimum of stationary play equipment such as swings, slides, and seesaws, ensuring safe flooring (PVC tiles) to guarantee children's safety.

**Table (4): Degree of appropriateness of preschool building in meeting the building standards according to the supervising authority (Northern Governorates)**

No.	Standard/Preschool	Academic year 2024-2025		
		Public	Private	Total
1	The space allocated per student in each classroom is 2 m <sup>2</sup> .	4.3	13.4	10.8
2	The space allocated per student in playgrounds, side areas, and gardens is at least 2 m <sup>2</sup> .	20.6	22.2	21.7
3	The space allocated per student in covered areas is at least 0.1 m	71.4	91.8	86.1
4	The number of sanitary facilities: one sanitary facility per classroom	95.3	92.3	93.1
5	The number of classrooms operating in the afternoon	100.0	99.1	99.4
6	The physical condition of classrooms in terms of ventilation, lighting, finishing, ceiling height, etc.	93.0	92.0	92.3
7	Number of rented rooms	100.0	85.9	89.9
8	The distance traveled does not exceed 1 km	85.7	91.6	90.0
9	The level of safety in preschool and its accessibility for people with disabilities	67.5	50.4	55.1
10	Provide outdoor play equipment in the playground, in accordance with the standards of the Ministry of Education and Higher Education.	62.3	79.8	74.9
11	Provide outdoor play areas with a minimum of stationary play equipment such as swings, slides, and seesaws, ensuring safe flooring (PVC tiles) to guarantee children's safety	48.3	71.4	65.0
<b>Total</b>		65.0	68.6	67.6

**Figure (10): Degree of preschool buildings appropriateness in meeting the standards educational According to the supervising authority (northern governorates)**



### 1.1.3 Degree of Basic school buildings appropriateness in meeting building standards

### 1.1.4 Degree of Secondary school buildings appropriateness in meeting building standards

This indicator measures the level of service provided to students in basic and secondary schools by school buildings, according to specific standards. The more suitable and well-equipped a school building is, the more positively it will impact the entire educational process. This indicator serves as a benchmark for evaluating and improving existing school buildings to create a safe and suitable learning environment.

#### School Building Standards:

1. The space allocated per student in classrooms is as follows:
  - Grades (1-4): 1.25 m<sup>2</sup>/student
  - Grades (5-9): 1.2 m<sup>2</sup>/student
  - Grades (10-12): 1 m<sup>2</sup>/student
2. The space allocated per student in playgrounds, side areas, and gardens is no less than 2m<sup>2</sup>.
3. The space allocated per student in covered areas is no less than 0.03 m<sup>2</sup>.
4. Number of sanitary facilities: one sanitary facility per classroom.
5. Space allocated per teacher in the teachers' room: no less than 2 m<sup>2</sup>.
6. Technology rooms: no less than 1.3 m<sup>2</sup> per student.
7. Science lab rooms: no less than 1.7 m<sup>2</sup> per student.
8. Library rooms: no less than 1.3 m<sup>2</sup> per student.
9. Number of classrooms with afternoon sessions.
10. Physical condition of classrooms in terms of ventilation, lighting, finishing, ceiling height, etc.
11. Number of rented rooms.
12. Distance traveled for each educational stage:

- Grades 1-4: no more than 1 km.
- Grades 5-9: no more than 2 km.
- Grades 10-12: no more than 3 km.

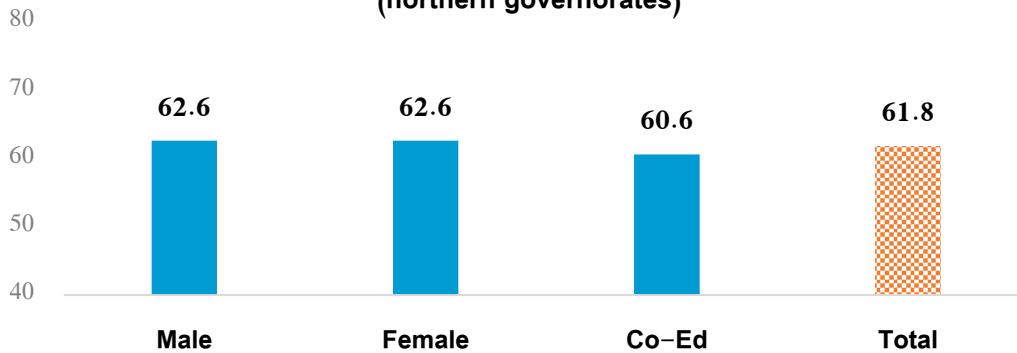
13. The need for segregation of the school by gender and educational stage.

14. The level of safety in the school and the school's suitability for people with special needs.

**Table (5): Degree of basic school buildings appropriateness in meeting the building standards according to the gender of the school (Northern Governorates)**

No.	Standard/Basic	Academic year 2024-2025			
		Male	Female	Co-ed	Total
1	space allocated per student in classroom	58.0	58.3	50.9	55.1
2	space allocated per student in playgrounds, side areas, and gardens is no less than 2 m <sup>2</sup>	20.0	21.7	22.9	21.6
3	space allocated per student in covered areas is no less than 0.03 m <sup>2</sup> .	74.1	69.6	71.4	71.8
4	Number of sanitary facilities: one sanitary facility per classroom	63.7	78.3	92.6	79.5
5	Space allocated per teacher in the teachers' room: no less than 2 m <sup>2</sup> .	23.0	19.1	19.4	20.5
6	Technology rooms: no less than 1.3 m <sup>2</sup> per student.	85.2	87.0	57.1	74.1
7	Science lab rooms: no less than 1.7 m <sup>2</sup> per student.	88.9	78.3	50.3	70.1
8	Library rooms: no less than 1.3 m <sup>2</sup> per student	88.9	91.3	65.7	80.0
9	Number of classrooms with afternoon sessions.	100.0	96.5	96.6	97.6
10	Physical condition of classrooms in terms of ventilation, lighting, finishing, ceiling height, etc.	64.5	63.4	67.3	65.4
11	Number of rented rooms	94.1	93.0	85.9	90.5
12	Distance traveled for each educational stage	44.3	43.6	40.1	42.4
13	The need for segregation of the school by gender and educational stage.	75.6	85.2	86.3	82.6
14	The level of safety in the school and the school's suitability for people with special needs.	71.9	65.2	68.6	68.7
<b>Total</b>		62.6	62.6	60.6	61.8

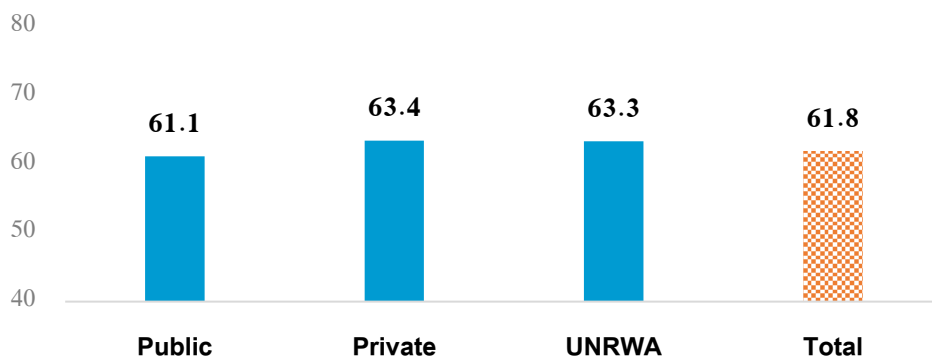
**Figure (11): Degree of Basic school buildings appropriateness in  
According to the School's Gender meeting the standard  
(northern governorates)**



**Table (6): Degree of Basic school buildings appropriateness in meeting the building standards according to the supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	61.1	63.4	63.3	61.8

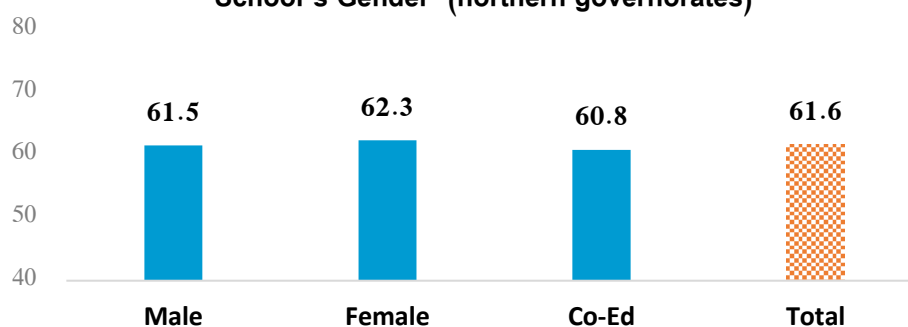
**Figure (12): Degree of Basic school buildings appropriateness in meeting the standards According to the Supervising Authority (northern governorates)**



**Table (7): Degree of Secondary school buildings appropriateness in meeting the building standards according to the gender of the school (Northern Governorates)**

No	Standard	Academic year 2024-2025			
		Male	Female	Co-ed	Total
1	space allocated per student in classrooms	48.8	53.0	45.6	49.6
2	space allocated per student in playgrounds, side areas, and gardens is no less than 2 m <sup>2</sup>	20.8	24.6	22.4	22.7
3	space allocated per student in covered areas is no less than 0.03 m <sup>2</sup> .	50.0	69.2	47.1	56.7
4	Number of sanitary facilities: one sanitary facility per classroom.	44.2	57.7	67.1	55.2
5	Space allocated per teacher in the teachers' room: no less than 2 m <sup>2</sup>	20.8	20.0	24.7	21.5
6	Technology rooms: no less than 1.3 m <sup>2</sup> per student.	95.8	88.5	94.1	92.5
7	Science lab rooms: no less than 1.7 m <sup>2</sup> per student.	100.0	96.2	88.2	95.5
8	Library rooms: no less than 1.3 m <sup>2</sup> per student	91.7	96.2	94.1	94.0
9	Number of classrooms with afternoon sessions.	100.0	100.0	100.0	100.0
10	Physical condition of classrooms in terms of ventilation, lighting, finishing, ceiling height, etc.	65.0	64.1	68.2	65.4
11	Number of rented rooms	100.0	100.0	95.3	98.8
12	Distance traveled for each educational stage	54.2	53.6	54.8	54.1
13	The need for segregation of the school by gender and educational stage	67.5	69.2	43.5	62.1
14	The level of safety in the school and the school's suitability for people with special needs.	75.8	66.9	65.3	69.7
<b>Total</b>		<b>61.5</b>	<b>62.3</b>	<b>60.8</b>	<b>61.6</b>

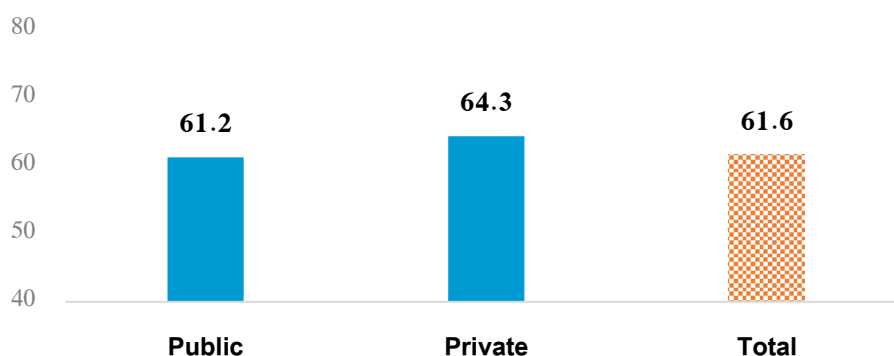
**Figure (13): Degree of High schools buildings According to the meeting the standard appropriateness in School's Gender (northern governorates)**



**Table (8): Degree of Secondary school buildings appropriateness in meeting the building standards according to the supervising authority**

Region	Academic year 2024-2025		
	Public	Private	Total
Northern Governorates	61.2	64.3	61.6

**Figure (14): Degree of Secondary school buildings appropriateness in meeting the standards According to the Supervising Authority (northern governorates)**



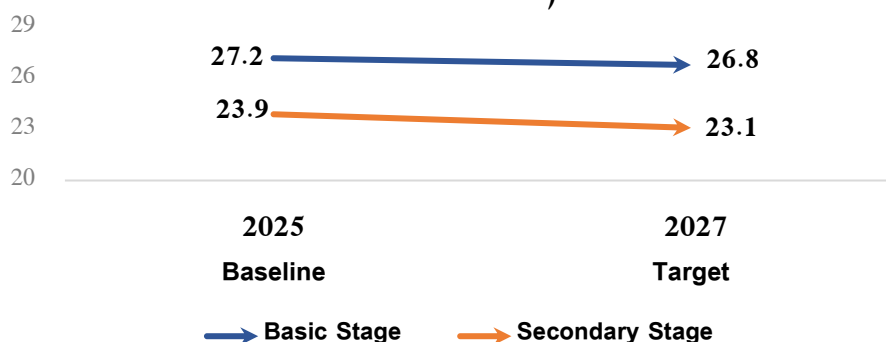
## 1.2 Classroom Density Rate (Class Overcrowding)

**Definition:** Classroom overcrowding rate represents the average number of students in a class.

**Table (9): Classroom Density Rate (Class Overcrowding) by Educational stage**

Region	Educational Stage	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Basic	27.2	26.8
	Secondary	23.9	23.1

**Figure (15): Classroom Density Rate (Overcrowding) according to the Educational Stage (Northern Governorates)**

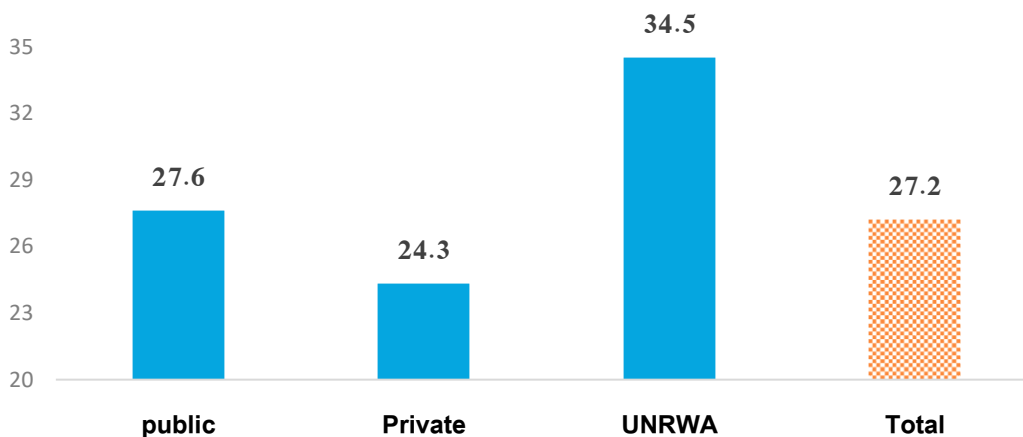


**1.2.1 Classroom Density Rate (Class Overcrowding) in the Basic Stage**

**Table (10): Classroom Density Rate (Class Overcrowding) in the Basic Stage According to the Supervising Authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	27.6	24.3	34.5	27.2

**Figure (16): Classroom Density Rate in Basic stage according to the Supervising Authority (Northern Governorates)**

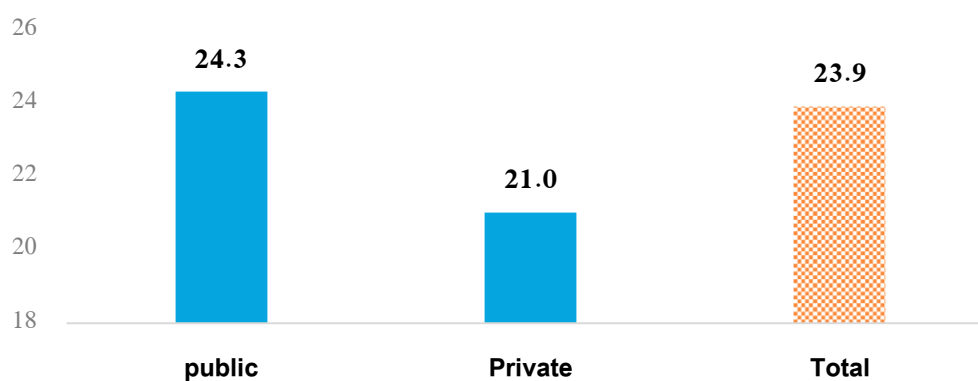


### 1.2.2 Classroom Density Rate (Class Overcrowding) in Secondary Schools

**Table (11): Classroom Density Rate (Class Overcrowding) in Secondary Schools According to the Supervising Authority**

Region	Academic year 2024 -2025		
	Public	Private	Total
Northern Governorates	24.3	21.0	23.9

**Figure (17): Classroom Density Rate (Class Overcrowding) in Secondary Schools According to the Supervising Authority**

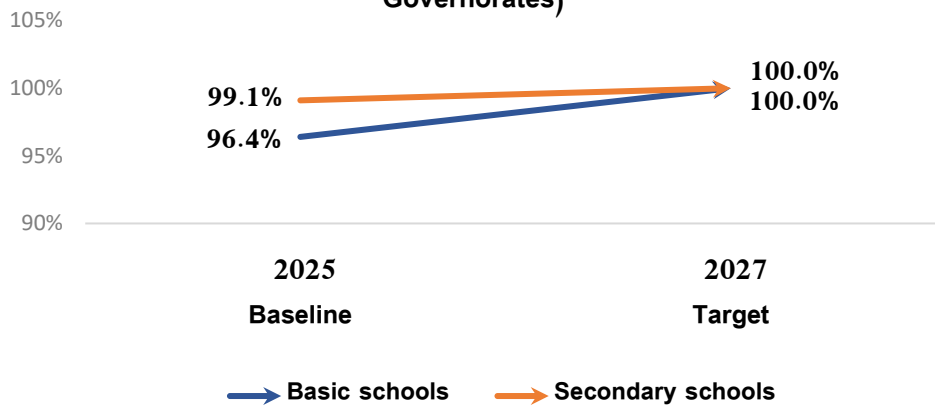


### 1.3. Percentage of schools connected to the internet

**Table (12): Percentage of government schools connected to the internet by educational stage**

Region	Educational Stage	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Basic	96.4%	100.0%
	Secondary	99.1%	100.0%
	Total	97.7%	100.0%

**Figure (18): Percentage of Government Schools Connected to the Internet by Educational Stage (Northern Governorates)**

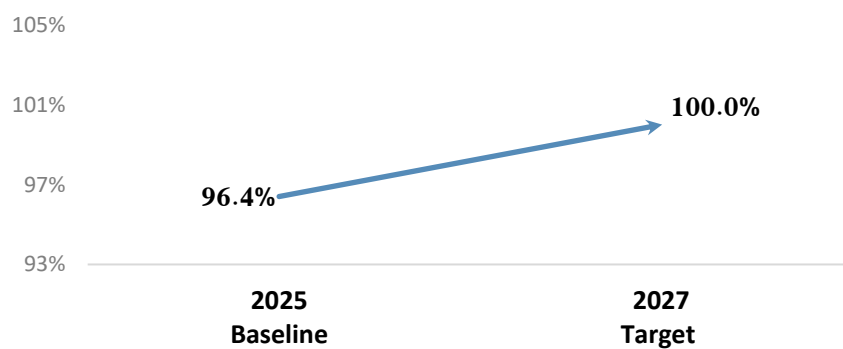


### 1.3.1. Percentage of basic schools connected to the internet

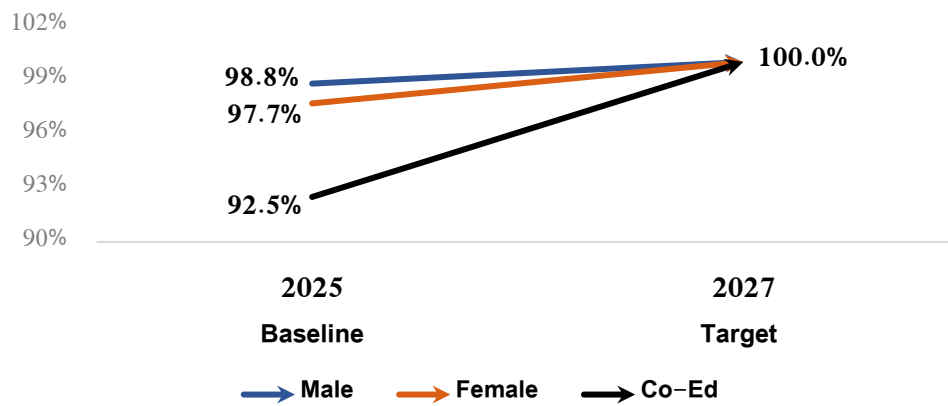
**Table (13): Percentage of government basic schools connected to the internet by school gender**

Region	Academic year 2024-2025				Target 2026-2027			
	Male	Female	Co-ed	Total	Male	Female	Co-ed	Total
Northern Governorates	98.8%	97.7%	92.5%	96.4%	100.0%	100.0%	100.0%	100.0%

**Figure (19): Percentage of Government Basic Schools Connected to the Internet (Northern Governorates)**



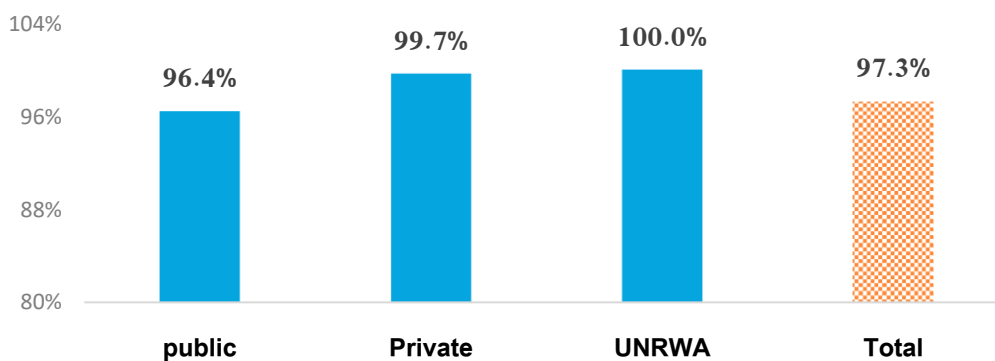
**Figure (20): Percentage of Government Basic Schools Connected to the Internet by School Gender (Northern Governorates)**



**Table (14): Percentage of basic schools connected to the internet according to the supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorate	96.4 %	99.7 %	100.0 %	97.3 %

**Figure (21): Percentage of Basic Schools Connected to the Internet by the Supervising Authority (Northern Governorates)**

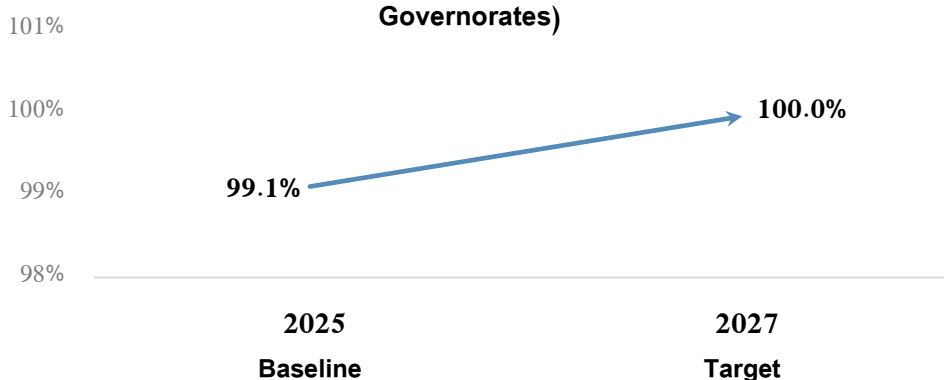


### 1.3.2. Percentage of secondary schools connected to the internet

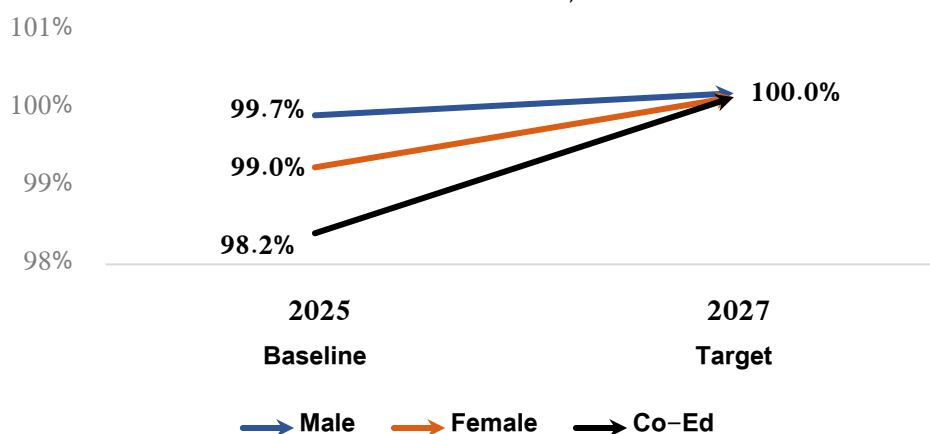
**Table (15): Percentage of government secondary schools connected to the internet by school gender**

Region	Academic year 2024-2025				Target 2026-2027			
	Male	Female	Co-ed	Total	Male	Female	Co-ed	Total
Northern Governorates	99.7%	99.0%	98.2%	99.1%	100.0 %	100.0 %	100.0 %	100.0 %

**Figure (22): Percentage of Government Secondary Schools Connected to the Internet (Northern Governorates)**



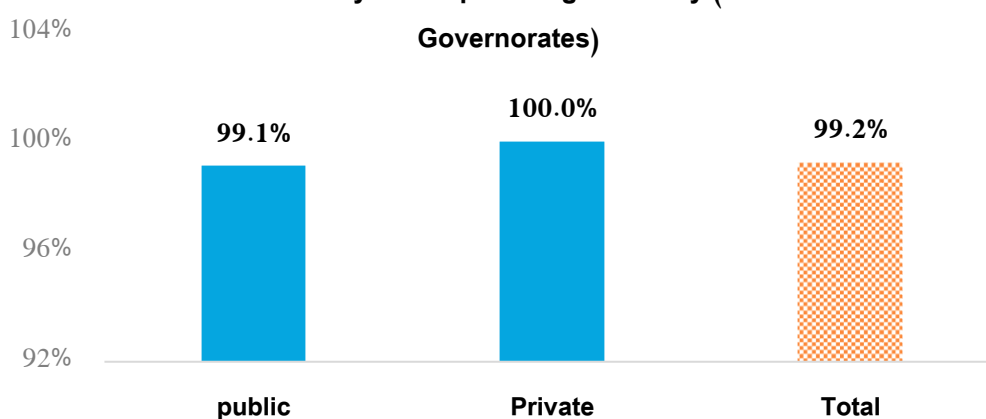
**Figure (23): Percentage of Government Secondary Schools Connected to the Internet by School Gender (Northern Governorates)**



**Table (16): Percentage of secondary schools connected to the internet according to the supervising authority**

Region	Academic year 2024-2025		
	Public	Private	Total
Northern Governorates	99.1%	100.0%	99.2%

**Figure (24): Percentage of Secondary Schools Connected to the Internet by the Supervising Authority (Northern Governorates)**



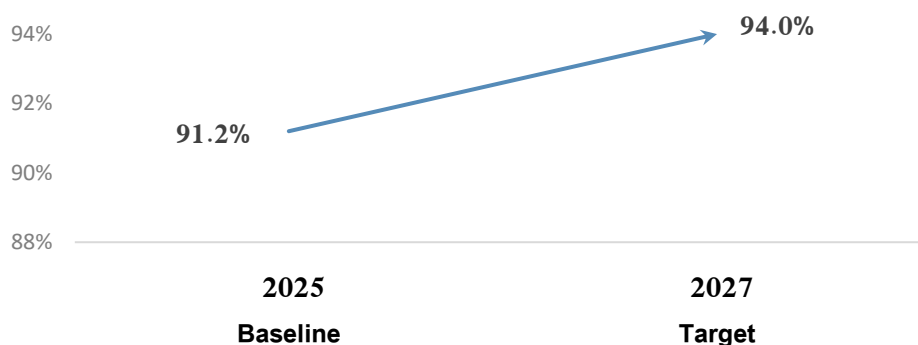
#### 1.4. Percentage of Schools Equipped with a Computer Lab

This indicator measures the percentage of schools with a computer lab that have Grade 5 or higher.

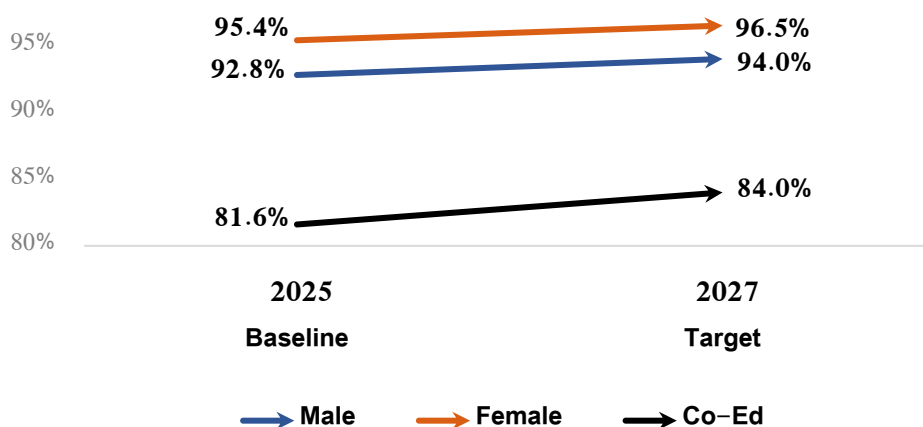
**Table (17): Percentage of Public Schools Equipped with a Computer Lab by School Gender**

Region	Academic year 2024-2025				Target 2026-2027			
	Male	Female	Co-ed	Total	Male	Female	Co-ed	Total
Northern Governorates	92.8%	95.4%	81.6%	91.2%	94.0%	96.5%	84.0%	94.0%

**Figure (25): Percentage of Government Schools with Computer Labs (Northern Governorates)**



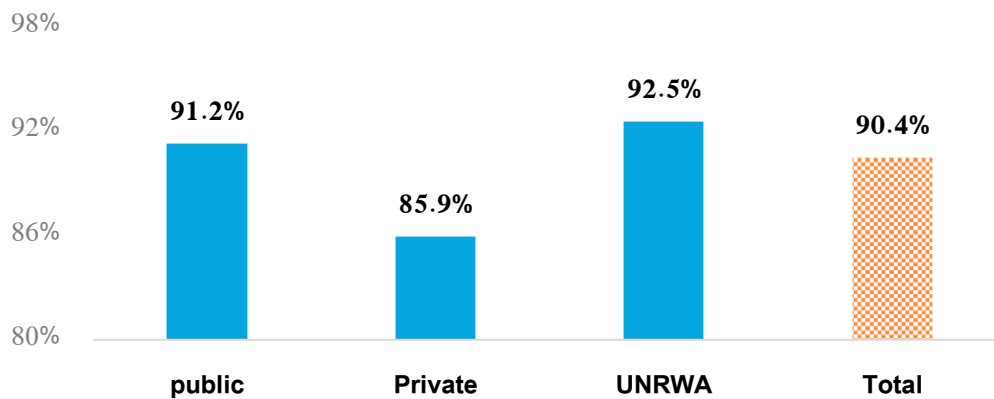
**Figure (26): Percentage of Government Schools with Computer Labs by School Gender (Northern Governorates)**



**Table (18): Percentage of schools equipped with a computer lab according to the supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	91.2%	85.9%	92.5%	90.4%

**Figure (27): Percentage of Schools Schools with Computer Labs by the Supervising Authority (Northern Governorates)**

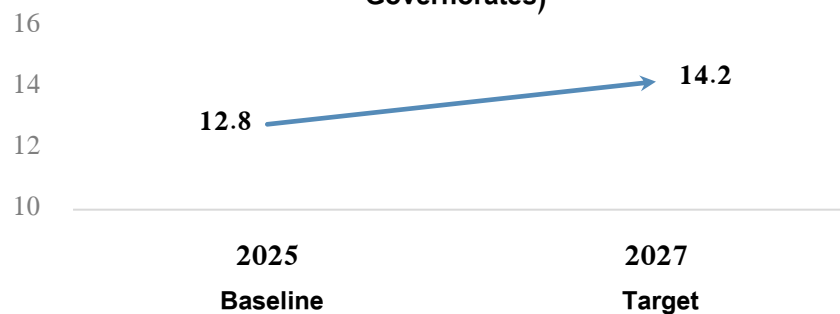


### 1.5 Average number of functional, internet-connected desktop computers in school computer and technology labs

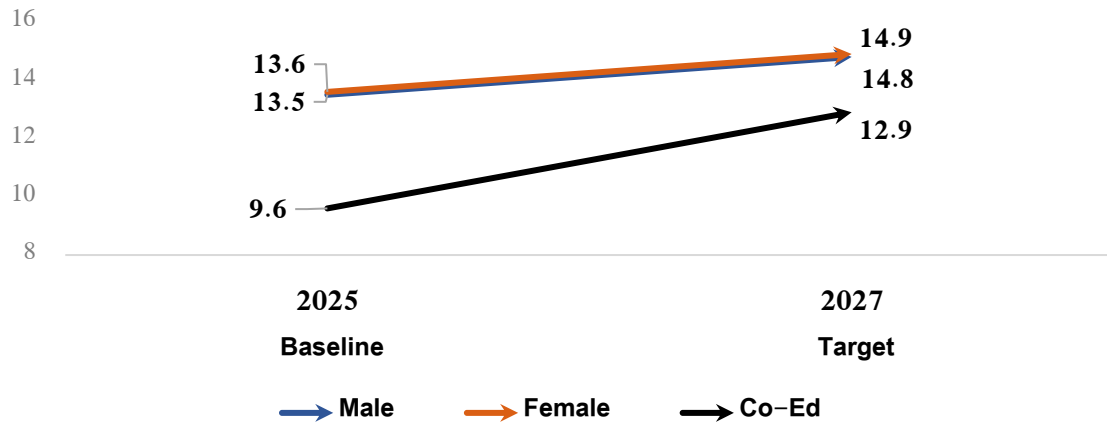
**Table (19): Average number of functional, internet-connected desktop computers in government school computer and technology labs, by school gender**

Region	Academic year 2024-2025				Target 2026-2027			
	Male	Female	Co-ed	Total	Male	Female	Co-ed	Total
Northern Governorates	13.5	13.6	9.6	12.8	14.8	14.9	12.9	14.2

**Figure (28): Average of Functional Desktop Computers Connected to the Internet in Computer and Technology Labs in Public Schools (Northern Governorates)**



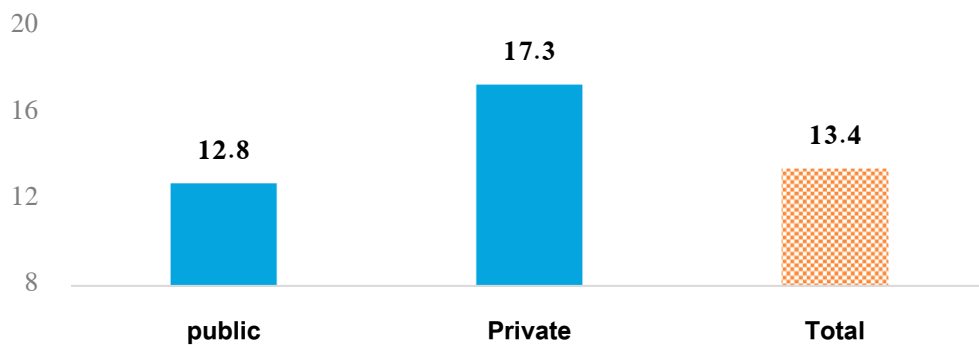
**Figure (29): Average of Functional Desktop Computers Connected to the Internet in Computer and Technology Labs in Public Schools by School Gender (Northern Governorates)**



**Table (20): Average number of functional desktop computers with internet access in school computer and technology labs, according to the supervising authority**

Region	Academic year 2024-2025		
	Public	Private	Total
Northern Governorates	12.8	17.3	13.4

**Figure (30): Average of Functional Desktop Computers Connected to the Internet in Computer and Technology Labs in Schools by the Supervising Authority (Northern Governorates)**



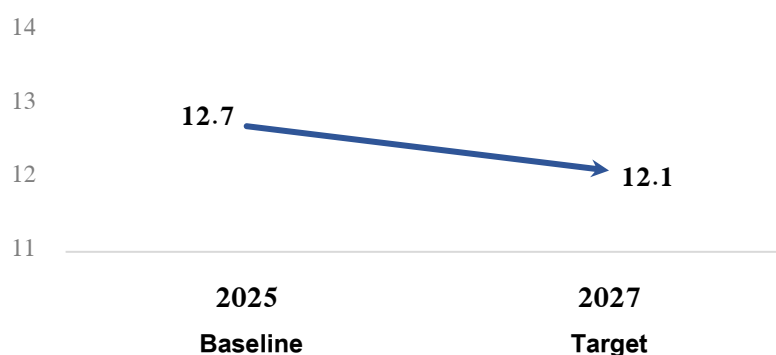
## 1.6 Student-to-Computer Ratio

**Definition:** This metric is calculated by dividing the number of students by the number of computers they use.

**Table (21): Student-to-Computer Ratio in Public Schools**

Region	Academic year 2024-2025	Target 2026-2027
Northern Governorates	12.7	12.1

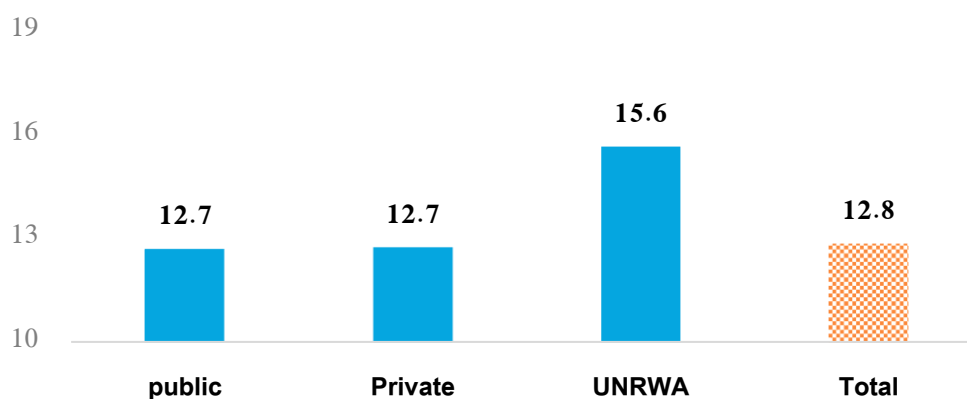
**Figure (31): Student-to-Computer Ratio in Public Schools (Northern Governorates)**



**Table (22): Average number of students per computer according to the supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	12.7	12.7	15.6	12.8

**Figure (32): Student-to-Computer Ratio in Government Schools to the Supervising Authority (Northern Governorates)**



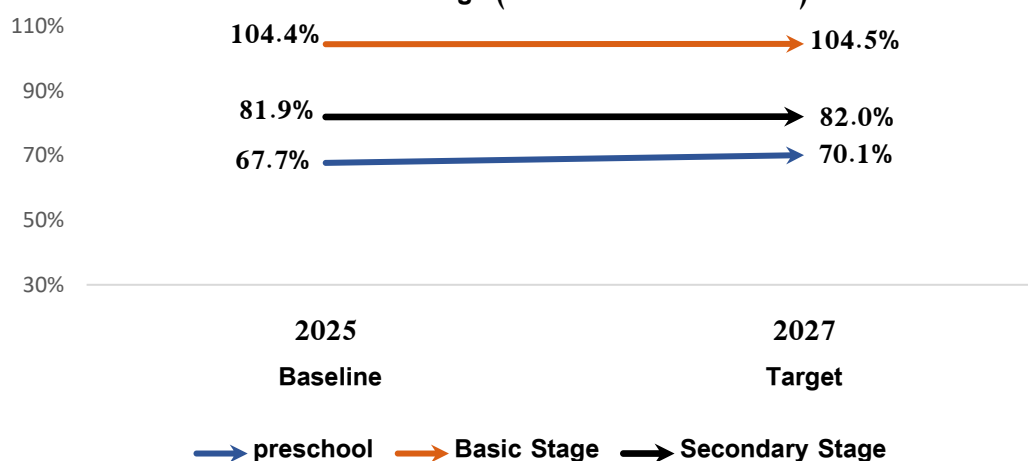
## 1.7. Gross Enrollment Rate (GER)

**Definition:** The total number of students within a specific (target) educational stage, regardless of age, expressed as a percentage of the population of the official educational stage for entry into that target educational stage in the same year.

**Table (23): Gross Enrollment Rate (GER) by Educational Stage**

Region	Educational Stage	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Preschool	67.7%	70.1%
	Basic	104.4%	104.5%
	Secondary	81.9%	82.0%

**Figure (33): Gross Enrollment Rate (GER) of Students by Educational Stage (Northern Governorates)**



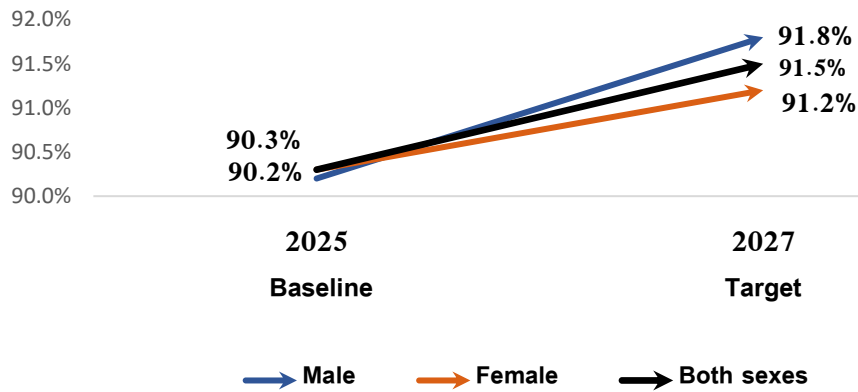
### 1.7.1 Gross Enrollment Rate in Preschool (KG2)

**Definition:** The group of children in the KG2 class, regardless of their age, expressed as a percentage of the population in the official preschool enrollment age group (5 years) in the same year.

**Table (24): Gross Enrollment Rate in Preschool (KG2) by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	90.2%	90.3%	90.3%	91.8%	91.2%	91.5%

**Figure (34): Gross Enrollment Rate of Students in Preschool (KG2) by Student Gender (Northern Governorates)**



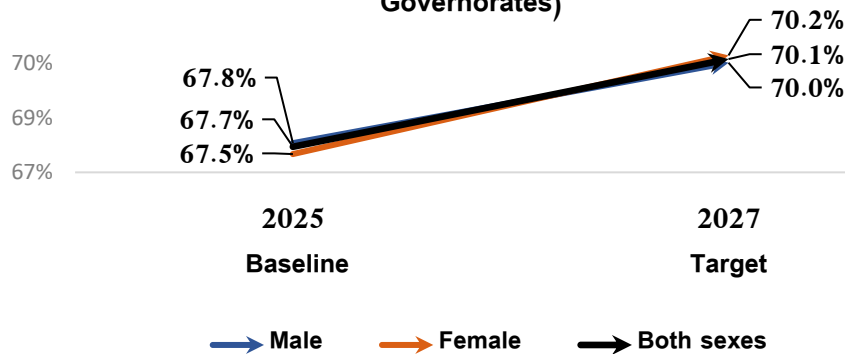
### 1.7.2 Gross Enrollment Rate (GER) in Preschools (KG1 & KG2)

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

**Table (25): Gross Enrollment Rate in Preschools (KG1+KG2) by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorate	67.8%	67.5%	67.7%	70.0%	70.2%	70.1%

**Figure (35): Gross Enrollment Rate of Students in preschool (KG1,KG2) by Student Gender (Northern Governorates)**



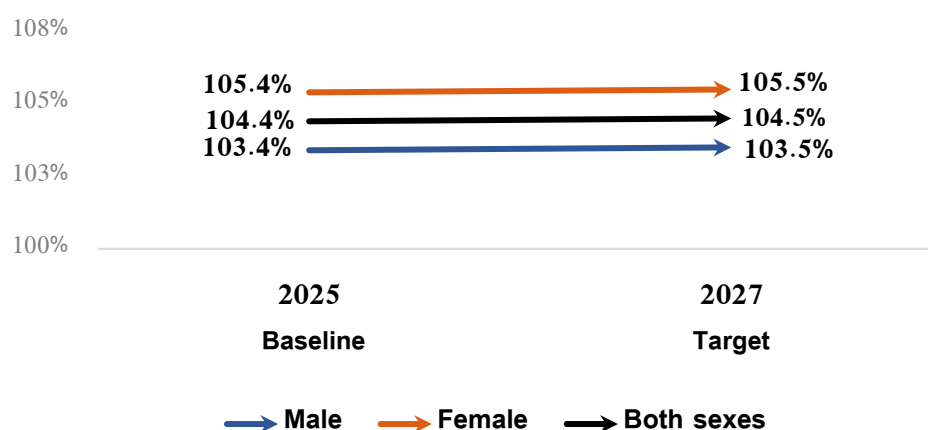
### 1.7.3 Gross Enrollment Rate (GER) in Basic Education

**Definition:** The total number of students in basic education, regardless of age, expressed as a percentage of the total population in the official basic education enrollment age group (6-14 years). This indicator aims to show the overall level of participation in basic education and the capacity of this level.

**Table (26): Gross Enrollment Rate (GER) in Basic Education by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	103.4%	105.4%	104.4%	103.5%	105.5%	104.5%

**Figure (36): Gross Enrollment Rate (GER) in Basic Education by Student Gender (Northern Governorates)**

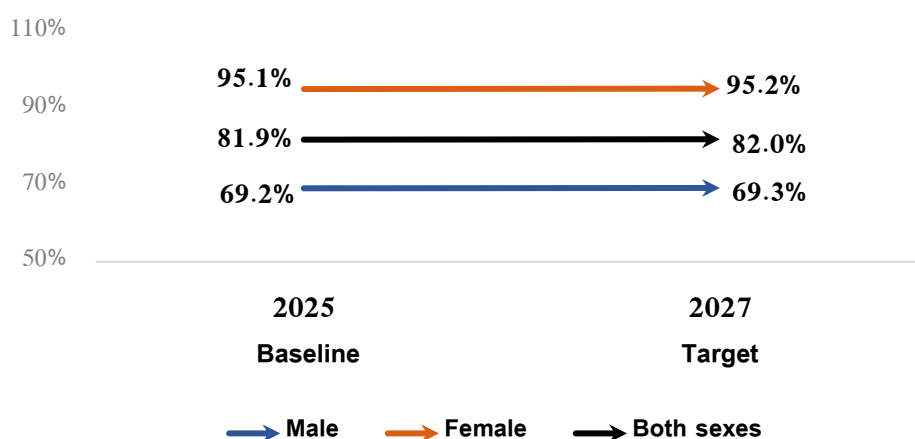


### 1.7.4 Gross Enrollment Rate (GER) in Secondary Education

**Definition:** The total number of students in secondary education, regardless of age, expressed as a percentage of the total population in the official secondary education entry age group (15-17 years). This indicator aims to show the overall level of participation in secondary education and the capacity of this level.

**Table (27): Gross Enrollment Rate (GER) in Secondary Education by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorate	69.2%	95.1%	81.9%	69.3%	95.2%	82.0%

**Figure (37): Gross Enrollment Rate (GER) in Secondary Education by Student Gender (Northern Governorates)**

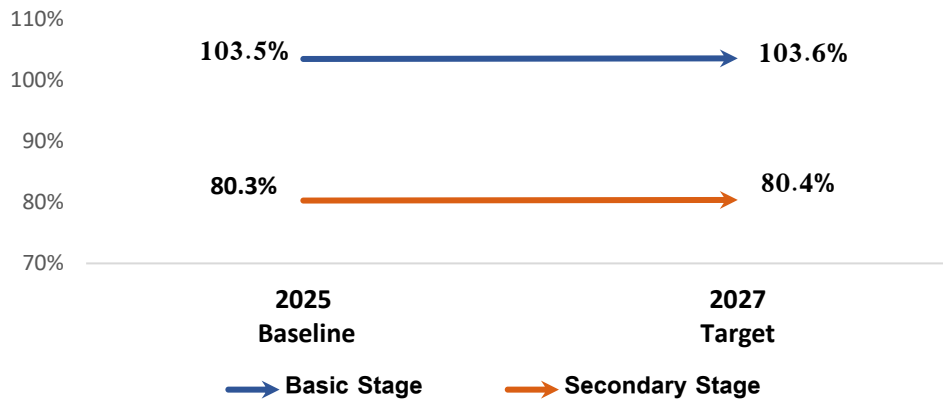
### 1.8 Adjusted Net Enrollment Rate (ANER)

**Definition:** This is the total number of students of official school age within a specific (target) educational stage, regardless of the stage they are enrolled in, expressed as a percentage of the total population corresponding to that target educational stage.

**Table (28): Adjusted Net Enrollment Rate (ANER) by Educational Stage**

Region	Educational Stage	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Basic	103.5%	103.6%
	Secondary	80.3%	80.4%

**Figure (38): Adjusted Net Enrollment Rate (ANER) by Educational Stage (Northern Governorates)**



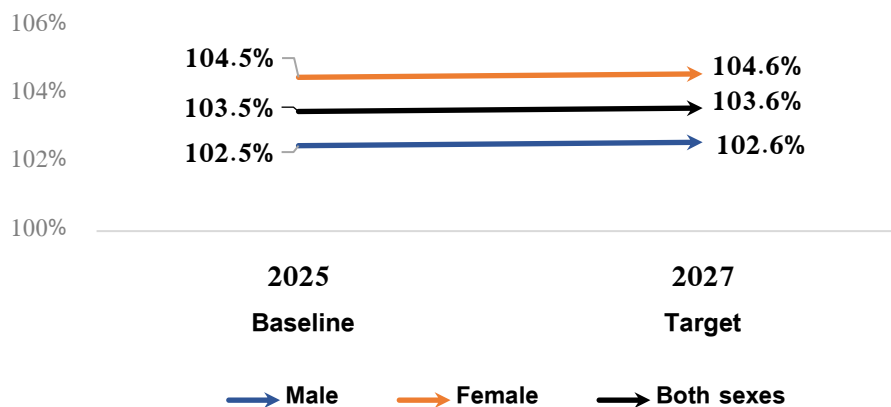
### 1.8.1 Adjusted Net Enrollment Rate (ANER) in Basic Education

**Definition:** The total number of students of official enrollment age in basic education (6-14 years), regardless of their educational stage, expressed as a percentage of the total population in the corresponding age group (6-14 years).

**Table (29): Adjusted Net Enrollment Rate (ANER) in Basic Education by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	102.5 %	104.5%	103.5 %	102.6 %	104.6%	103.6 %

**Figure (39): Adjusted Net Enrollment Rate (ANER) in Basic stage by Student Gender (Northern Governorates)**



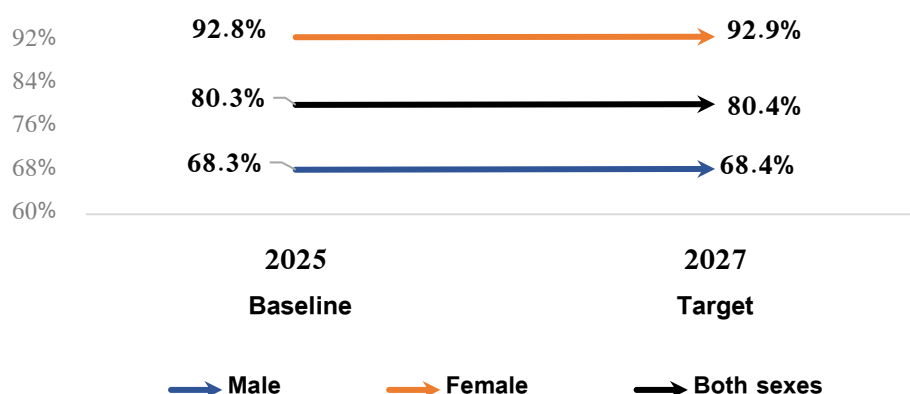
## 1.8.2 Adjusted Net Enrollment Rate (ANER) in Secondary Education

**Definition:** The total number of students of official secondary school enrollment age (15-17 years), regardless of their educational stage, expressed as a percentage of the total population in the same age group (15-17 years).

**Table (30): Adjusted Net Enrollment Rate (ANER) in Secondary Education by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorate	68.3%	92.8%	80.3%	68.4%	92.9%	80.4%

**Figure (40): Adjusted Net Enrollment Rate (ANER) in Secondary Education by Student Gender (Northern Governorates)**



## 1.9 Parity Index (Female/Male)

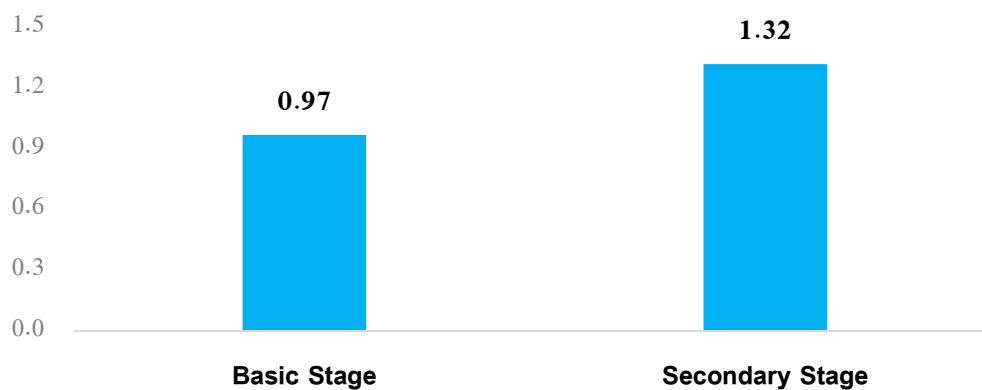
### 1.9.1 Parity Index (Female/Male) in Basic Education

### 1.9.2 Parity Index (Female/Male) in Secondary Education

**Definition:** The average value of an index for females compared to that for males. The index measures progress towards gender parity in participation and learning opportunities available to females compared to those available to males. It also reflects the level of empowerment of women in society.

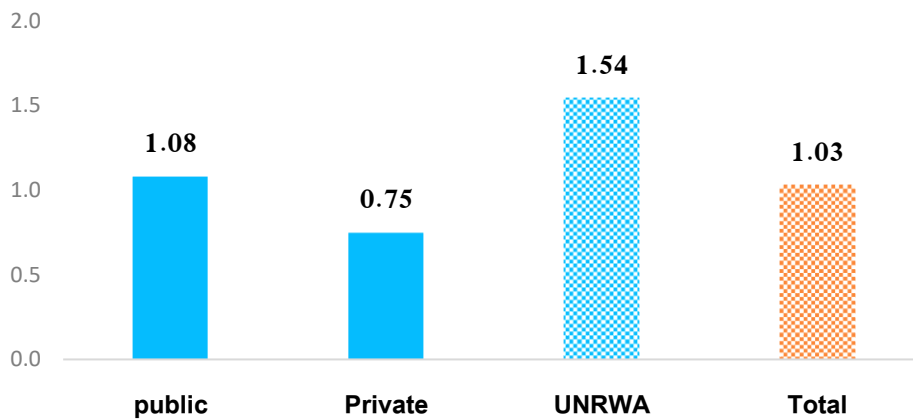
**Table (31): Parity Index (Female/Male) by Educational Stage**

Region	Educational Stage	Academic year 2024-2025
Northern Governorates	Basic	0.97
	Secondary	1.32

**Figure (41): Parity Index (Female/Male) by Educational Stage (Northern Governorates)****Table (32): Parity Index (Female/Male) according to the supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	1.08	0.75	1.54	1.03

**Figure (42): Parity Index (Male/Female) by Supervising Authority**



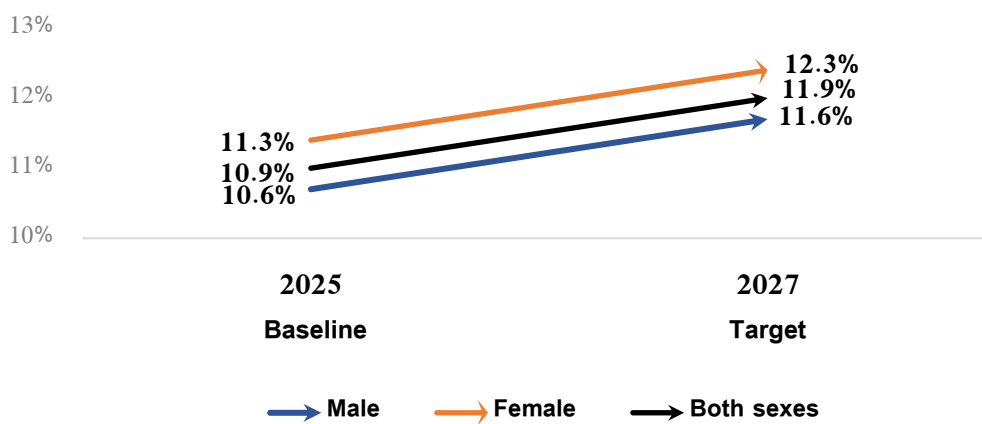
### 1.10 Percentage of Students Enrolled in Government Preschool Programs

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

**Table (33): Percentage of Students Enrolled in Government Preschool Programs by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	10.6%	11.3%	10.9%	11.6%	12.3%	11.9%

**Figure (43): Percentage of Students Enrolled in Government preschool Programs by Student Gender (Northern Governorates)**



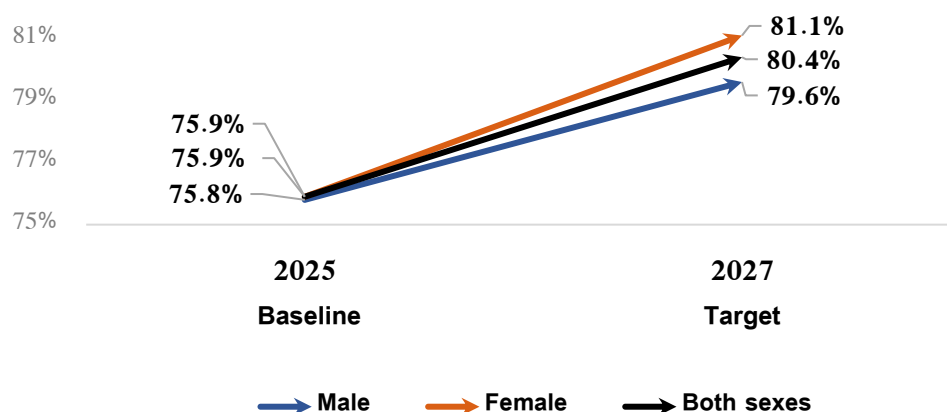
### 1.11. Rate of Participation in Organized Learning One Year Before the Formal Enrollment Age of Basic Education

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

**Table (34): Rate of Participation in Organized Learning One Year Before the Formal Enrollment Age of Basic Education by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
Northern Governorates	Male	Female	Both Sexes	Male	Female	Both Sexes
		75.8%	75.9%	75.9%	79.6%	81.1%

**Figure (44): Rate of Participation in Organized Learning One Year Before the Formal Enrollment Age of Basic Education by Student Gender (Northern Governorates)**



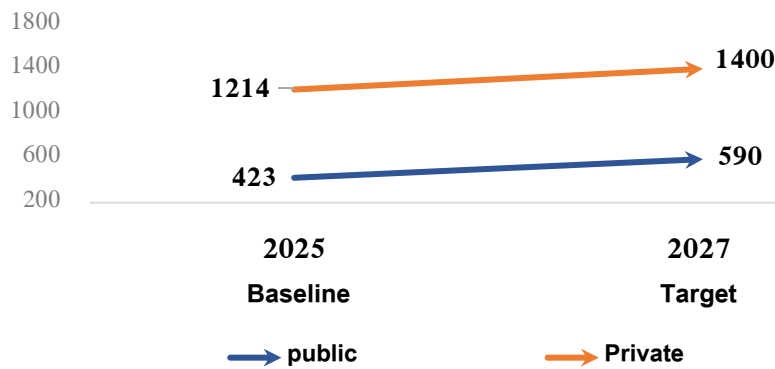
### 1.12 Number of Licensed Preschools

**Definition:** A licensed preschool is one that meets the licensing criteria, which include building requirements, the number of children, staffing standards, and specific specifications for the learning environment, as approved by the Ministry of Education and Higher Education.

**Table (35): Number of Licensed Preschools**

Region	Preschool	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Public	423	590
	Private	1214	1400
	Total	1637	1990

**Figure(45):Number of licensed preschools by Supervising Authority (Northern Governorates)**



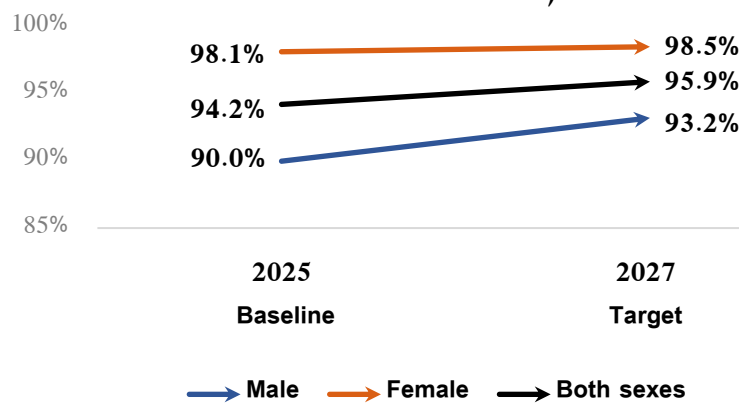
### 1.13 Transition Rate from Basic to Secondary Stage

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

**Table (36): Transition Rate from Basic to Secondary Stage by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern governorates	90.0%	98.1%	94.2%	93.2%	98.5%	95.9%

**Figure (46): Transition Rate from Basic to Secondary Education by Student Gender (Northern Governorates)**



### 1.14 Percent of secondary school students, according to academic and vocational tracks, sitting for the General Secondary Matriculation Examination

The Ministry of Education and Higher Education announced the outlines of the new General Secondary Matriculation system it intends to adopt in the coming years after extensive research and discussion with relevant stakeholders. The year in which the new system is implemented will see two parallel General Secondary Matriculation systems running for one year only, to facilitate the transition. The first is the current regular system for eleventh-grade students who have already enrolled, and the second is the new two-year system for new students progressing from tenth to eleventh grade.

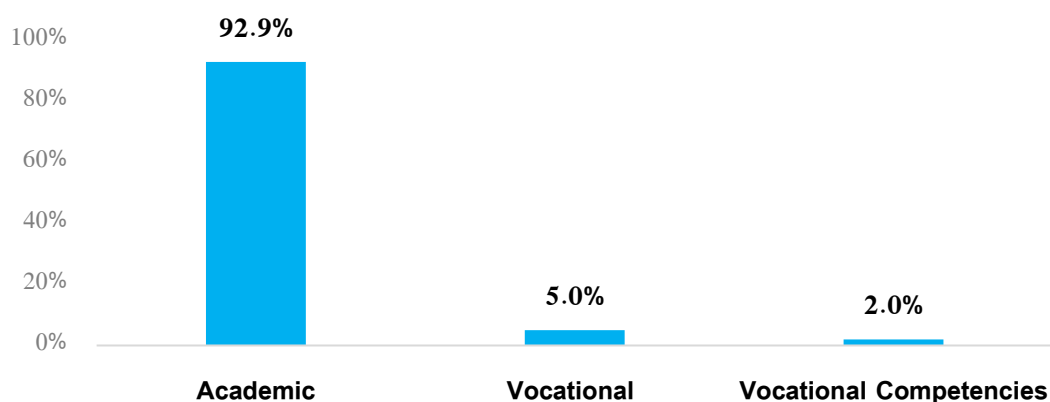
The Ministry also clarified that the new system will focus on educational tracks. Students will study general subjects in eleventh grade and then specialize in various tracks in twelfth grade, including: medicine, engineering, humanities, Islamic studies, entrepreneurship, and vocational education, as currently practiced.

The development of the General Secondary Education system is part of the Ministry's plan to provide diverse educational options that suit students' various academic and vocational interests, in accordance with international assessment systems and within the framework of the Education for Sustainable Development plan.

**Table (37): Percent of secondary school students, according to academic and vocational tracks, sitting for the General Secondary Matriculation Examination, according to student gender**

Region	Track	Academic year 2024-2025		
		Male	Female	Both Sexes
Northern Governorates	Academic	88.7%	95.9%	92.9%
	Vocational	8.4%	2.7%	5.0%
	Vocational Competencies	2.9%	1.4%	2.0%

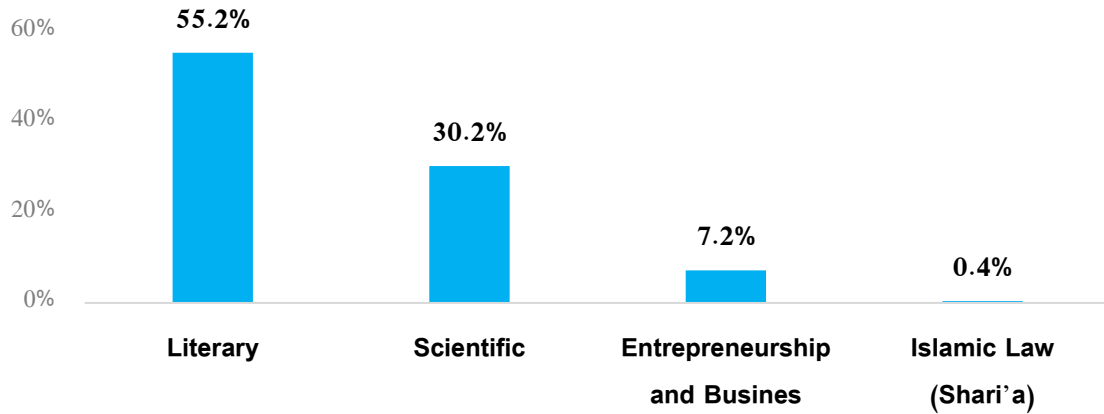
**Figure (47): Percent of secondary school students, according to academic and vocational tracks, sitting for the General Secondary Matriculation Examination (Northern Governorates)**



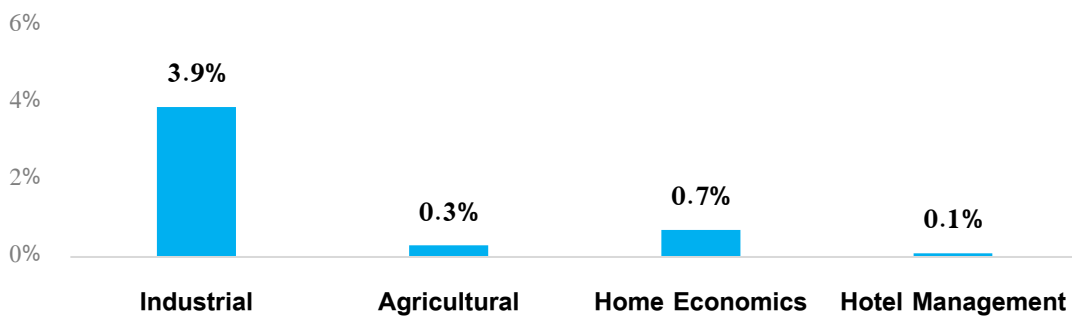
**Table (38): Percent of secondary school students, according to academic and vocational branch, sitting for the General Secondary Matriculation Examination according to student gender**

Region	Track	Branch	Academic year 2024-2025		
			Male	Female	Both Sexes
Northern Governorates	Academic	Literary	48.9%	59.5%	55.2%
		Scientific	30.7%	29.8%	30.2%
		Entrepreneurship & Business	8.6%	6.3%	7.2%
		Islamic Law (Shari'a)	0.5%	0.3%	0.4%
	Vocational	Industrial	7.8%	1.3%	3.9%
		Agricultural	0.5%	0.1%	0.3%
		Home Economics	0.03%	1.2%	0.7%
		Hotel	0.1%	0.1%	0.1%
	Vocational Competencies	Home Economics Competency	0.0%	1.1%	0.7%
		Agricultural Competency	0.1%	0.0%	0.0%
		Industrial Competency	2.7%	0.2%	1.3%
		Hotel Competency	0.1%	0.1%	0.1%

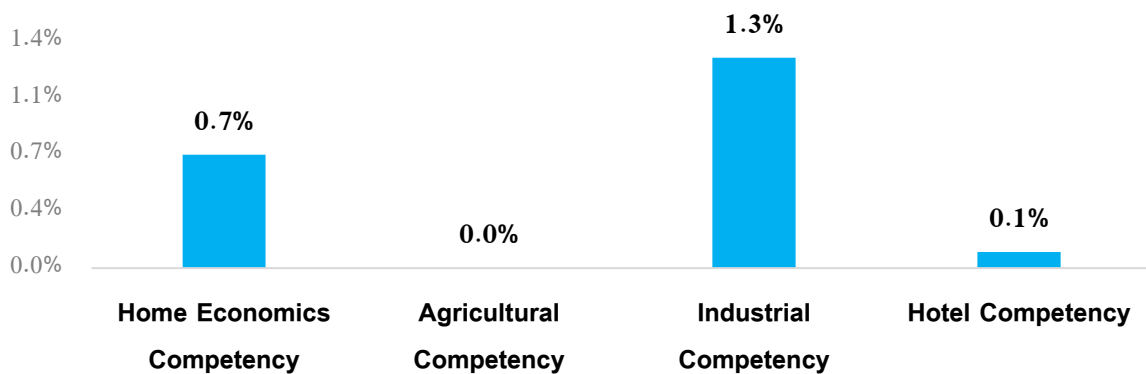
**Figure (48): Percent of secondary school students, in the academic track, sitting for the General Secondary Matriculation Examination according to academic branches (Northern Governorates)**



**Figure (49): Percent of secondary school students, in the vocational track, sitting for the General Secondary Matriculation Examination according to vocational branches (Northern Governorates)**



**Figure (50): Percent of secondary school students in the vocational competency track, sitting for the General Secondary Matriculation Examination according to competency branches (Northern Governorates)**



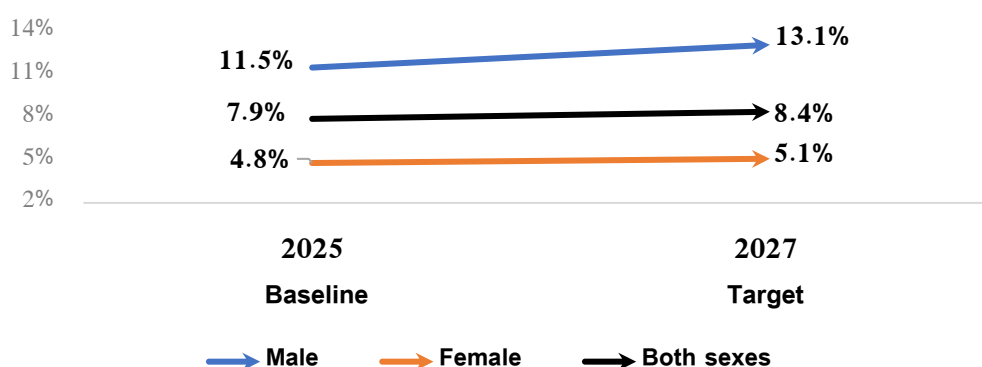
### 1.15. Entry Rate into Vocational Secondary Education (Grade 11)

**Definition:** The number of students admitted to the 11th grade of vocational school, expressed as a percentage of the total number of students admitted to the 11th grade across all its branches.

**Table (39): Entry Rate into Vocational Secondary Education (Grade 11) by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	11.5%	4.8%	7.9%	13.1%	5.1%	8.4%

**Figure (51): Entry Rate into Vocational Secondary Education (Grade 11) by Student Gender (Northern Governorates)**



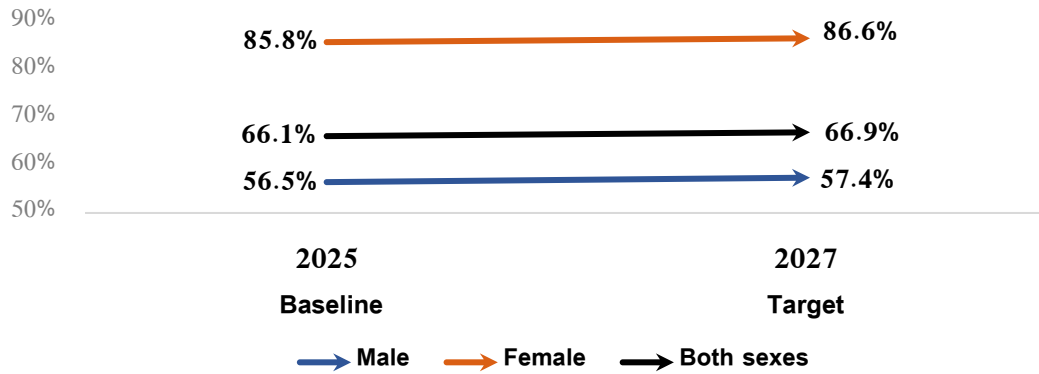
### 1.16 Percentage of students entering vocational secondary school (11th grade) from those who completed vocational 10th grade

**Definition:** The number of students entering vocational 11th grade, expressed as a percentage of the total number of students who completed vocational 10th grade.

**Table (40): Percentage of students entering Grade 11 vocational secondary school from those who completed vocational grade 10, by gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	56.5%	85.8%	66.1%	57.4%	86.6%	66.9%

**Figure (52): Percentage of Students Entering Grade 11 Vocational Secondary stage After Completing Grade 10 Vocational Education by Student Gender (Northern Governorates)**



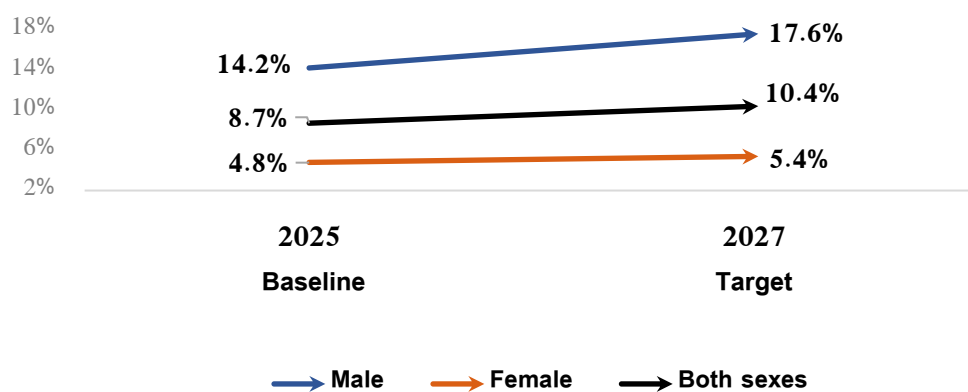
### 1.17. Percentage of students enrolled in vocational education out of the total number of students enrolled in secondary education

**Definition:** The number of students entering a vocational branch, expressed as a percentage of the total number of students entering secondary education across all its branches.

**Table (41): Percentage of students enrolled in vocational education out of the total number of students enrolled in secondary education, according to student gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	14.2%	4.8%	8.7%	17.6%	5.4%	10.4%

**Figure (53): Percentage of Students Enrolled in Vocational Education out of the Total Number of Students enrolled in Secondary Education by Student Gender (Northern Governorates)**



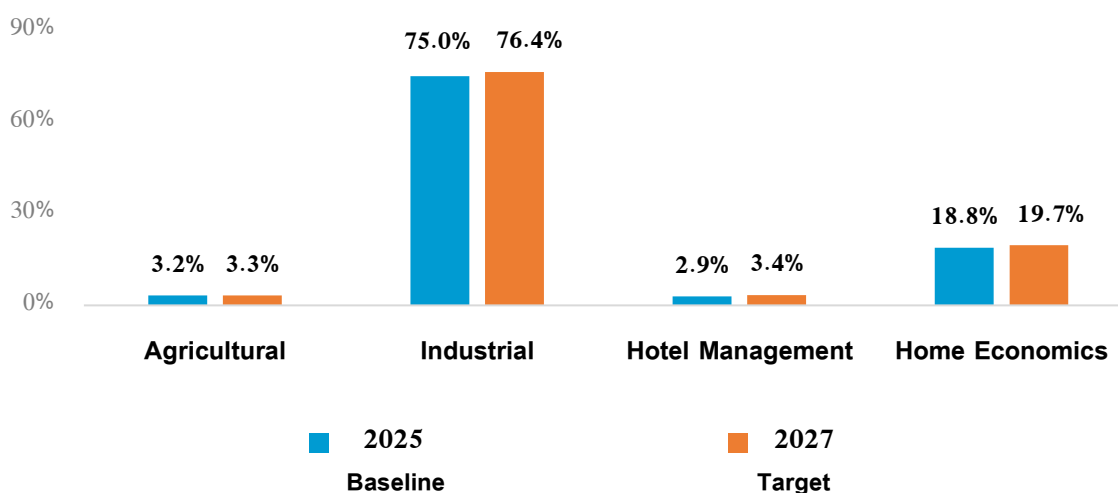
### 1.18. Percentage Distribution of Students in Vocational Branches by Specialization from the total Enrolled in Vocational Stream (Grades 11-12)

**Definition:** The number of students in vocational branches by specialization in grades 11 and 12 in a given year, expressed as a percentage of the total number of students enrolled in vocational branches in grades 11 and 12 that year.

**Table (42): Percentage Distribution of Students in Vocational Branches by Specialization from the total Enrolled in Vocational Stream (Grades 11-12) by Student Gender**

Region	Branch	Academic year 2024-2025			Target 2026-2027		
		Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	Agricultural	3.9%	1.9%	3.2%	4.1%	2.0%	3.3%
	Industrial	93.5%	36.4%	75.0%	94.2%	37.6%	76.4%
	Hotel	2.2%	4.4%	2.9%	2.8%	4.7%	3.4%
	Home Economics	0.5%	57.3%	18.8%	0.6%	58.6%	19.7%

**Figure (54): Percentage Distribution of Students in Vocational Branches by Specialization from the total Enrolled in Vocational Stream (Grades 11-12) by Student Gender (Northern Governorates)**

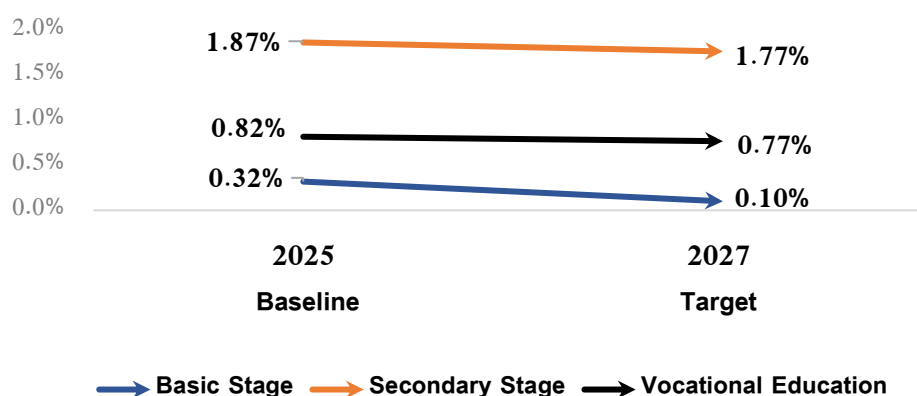


### 1.19. Student Dropout Rate

**Definition:** The number of students who drop out of a specific educational stage (leaving the formal education system) in a given year, expressed as a percentage of the total number of students enrolled in the target stage that year.

**Table (43): Student Dropout Rate by Educational Stage**

Region	Educational Stage	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Basic	0.32%	0.10%
	Secondary	1.87%	1.77%
	Vocational	0.82%	0.77%

**Figure (55): Student Dropout Rate by Educational Stage (Northern Governorates)**

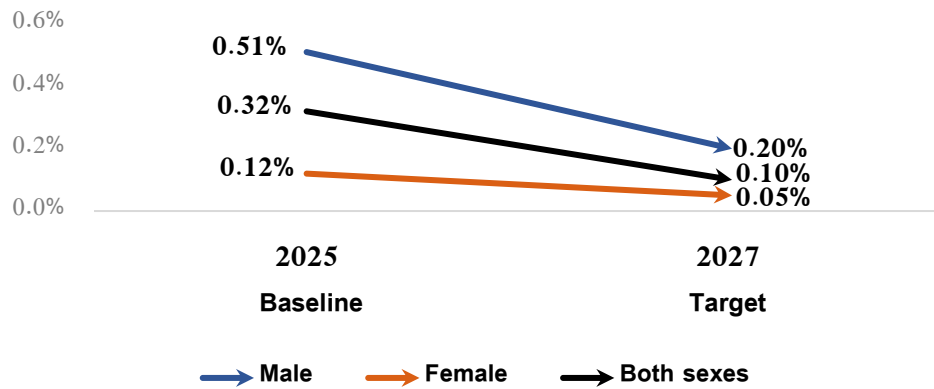
### 1.19.1. Student Dropout Rate in Basic Stage

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

**Table (44): Student Dropout Rate in Basic Stage by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	0.51%	0.12%	0.32%	0.20%	0.05%	0.10%

**Figure(56): Student Dropout Rate in Basic Stage (Northern Governorates)**



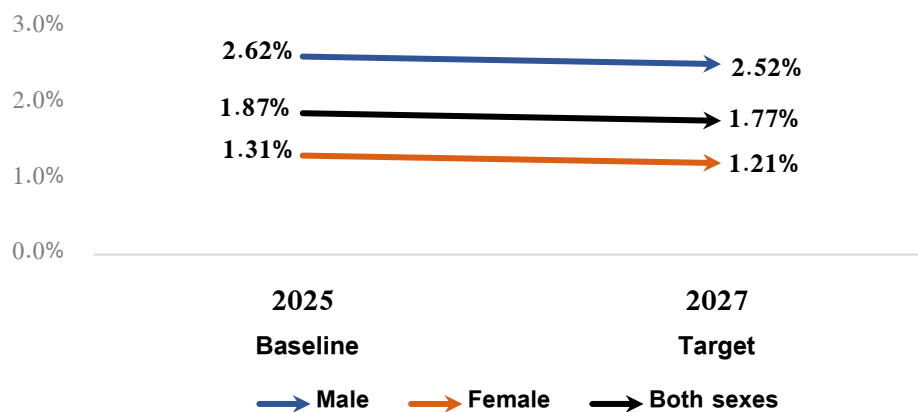
### 1.19.2. Student Dropout Rate in Secondary Stage

**Definition:** The number of students who drop out of secondary stage (leaving the formal education system before completing the twelfth grade) in a given year, expressed as a percentage of the total number of secondary students enrolled that year. Its purpose is to measure the phenomenon of secondary stage dropout in a specific academic year before completion.

**Table (45): Secondary Stage Dropout Rate by Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	2.62%	1.31%	1.87 %	2.52%	1.21%	1.77%

**Figure (57): Student Dropout Rate (Secondary) by Gender (Northern Governorates)**



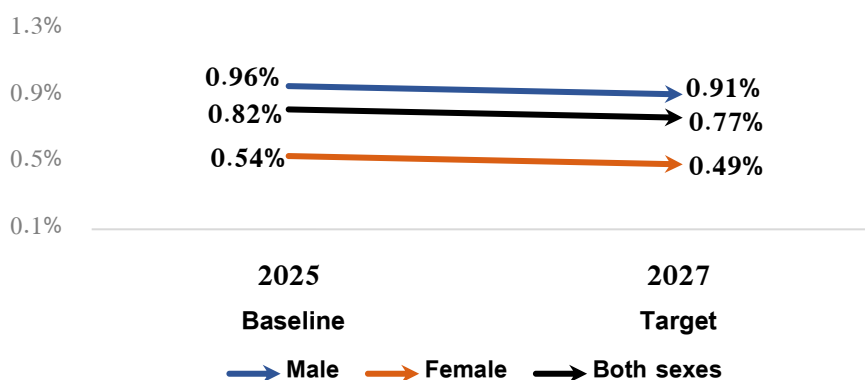
### 1.19.3 Student Dropout Rate in TVET (Grades 11,12)

**Definition:** The number of students who drop out of vocational grades 11 and 12 (leaving the formal education system before completing vocational grade 12) in a given year, expressed as a percentage of the total number of vocational grade 11 and 12 students enrolled in that year.

**Table (46): Student Dropout Rate in Vocational Education Grades 11 and 12 by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	0.96%	0.54%	0.82 %	0.91%	0.49%	0.77%

**Figure (58): Student Dropout Rate in TVET (Grades 11,12) by Gender (Northern Governorates)**



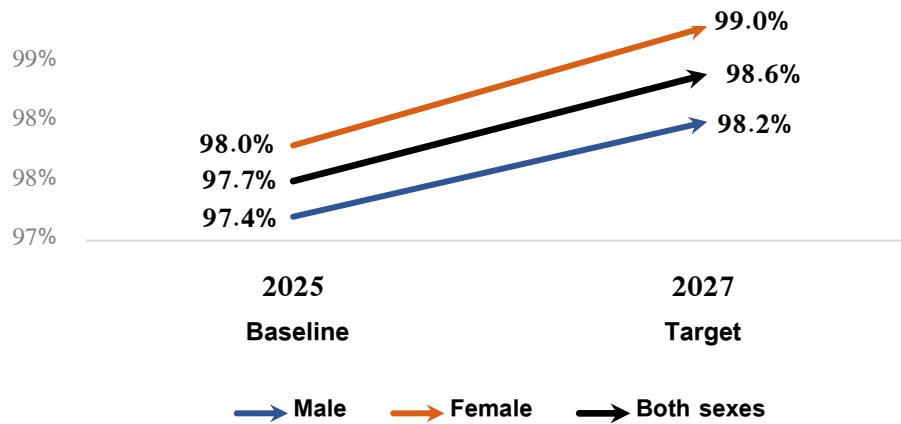
### 1.20 Survival Rate to Grade 5

**Definition:** The percentage of students in a cohort who entered Grade 1 in a given academic year and are expected to continue their studies to Grade 5.

**Table (47): Survival Rate to Grade 5 by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	97.4%	98.0%	97.7%	98.2%	99.0%	98.6%

**Figure (59): Survival Rate to Grade 5 by Student Gender  
(Northern Governorates)**



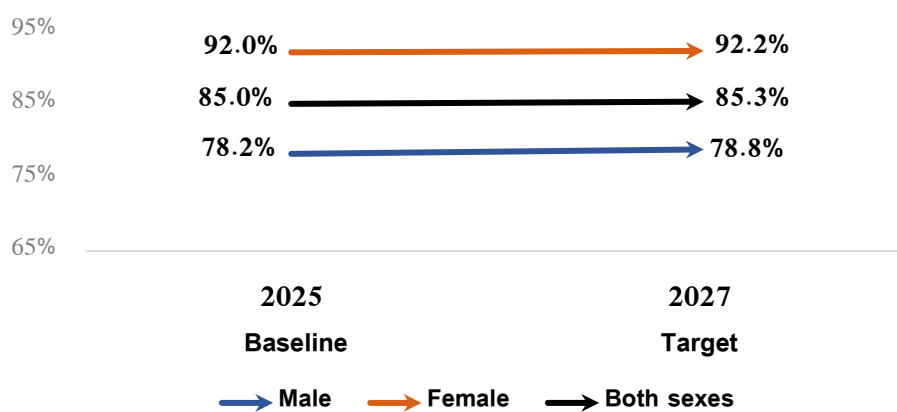
### 1.21 Survival Rate to Grade 9

**Definition:** The percentage of students in a cohort who entered first grade in a given academic year and are expected to continue their studies until reaching ninth grade.

**Table (48): Survival Rate to Grade 9 by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	78.2%	92.0%	85.0%	78.8%	92.2%	85.3%

**Figure (60): Survival Rate to Grade 9 by Gender  
(Northern Governorates)**



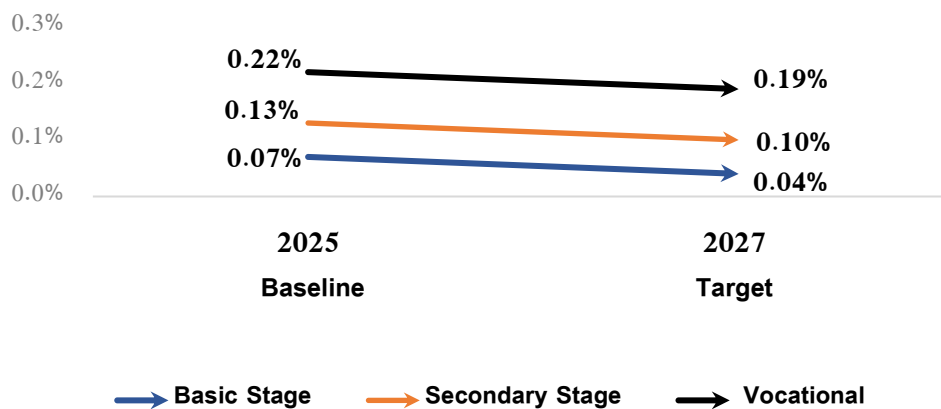
## 1.22 Student Dropout Rate in Jerusalem Governorate

**Definition:** The number of students who permanently left school during the previous academic year and did not transfer to another school, divided by the total number of students in Jerusalem Governorate.

**Table (49): Student Dropout Rate in Jerusalem Governorate by Educational stage**

Educational Stage	Academic year 2024-2025	Target 2026-2027
Basic	0.07%	0.04%
Secondary	0.13%	0.10%
TVET	0.22%	0.19%

**Figure (61): Student Dropout Rate in the Jerusalem by Educational Stage**

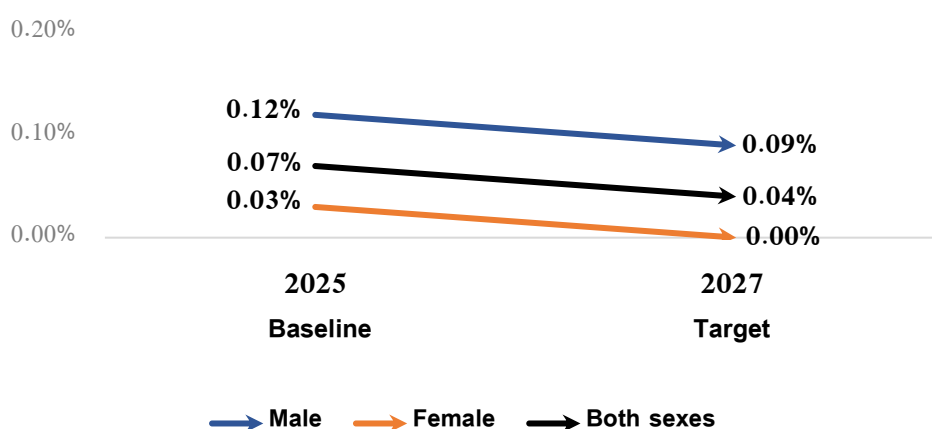


### 1.22.1. Student Dropout Rate from Basic Education Schools in Jerusalem Governorate

**Definition:** The number of students who drop out of basic education (leaving the formal education system before completing the ninth grade) in a specific year in Jerusalem Governorate, expressed as a percentage of the total number of basic education students enrolled in that year. Its purpose is to measure the phenomenon of student dropout from basic education in a given academic year before completion.

**Table (50): Student Dropout Rate from Basic Education Schools in Jerusalem Governorate by Student Gender**

Academic year 2024-2025			Target 2026-2027		
Male	Female	Both Sexes	Male	Female	Both Sexes
0.12%	0.03%	0.07%	0.09%	0.00%	0.04%

**Figure (62): Student Dropout Rate in Basic Education Schools in Jerusalem Area by Gender**

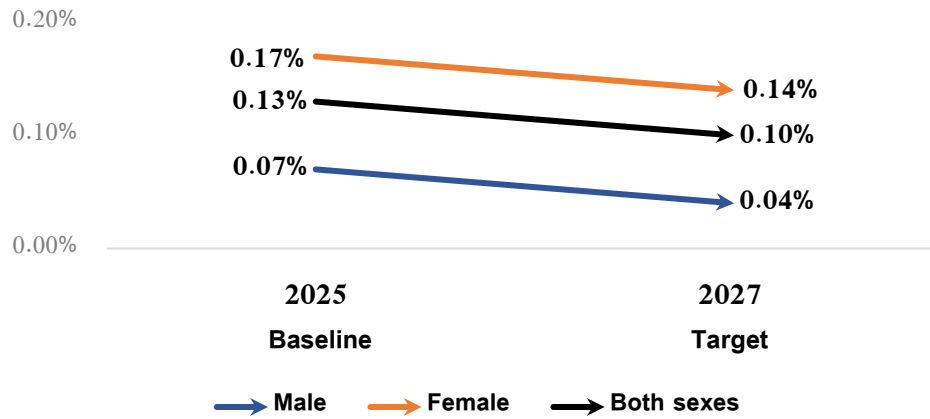
### 1.22.2 Student Dropout Rate from Secondary Schools in Jerusalem Governorate

**Definition:** The number of students who drop out of secondary school (leaving the formal education system before completing the twelfth grade) in Jerusalem Governorate in a specific year, expressed as a percentage of the total number of secondary school students enrolled that year. Its purpose is to measure the phenomenon of student dropout from secondary school in a given academic year before completion.

**Table (51): Student Dropout Rate from Secondary Schools in Jerusalem Governorate by Student Gender**

Academic year 2024-2025			Target 2026-2027		
Male	Female	Both Sexes	Male	Female	Both Sexes
0.07%	0.17%	0.13%	0.04%	0.14%	0.10%

**Figure (63): Student Dropout Rate in Secondary Education  
Schools in Jerusalem Area by Gender**

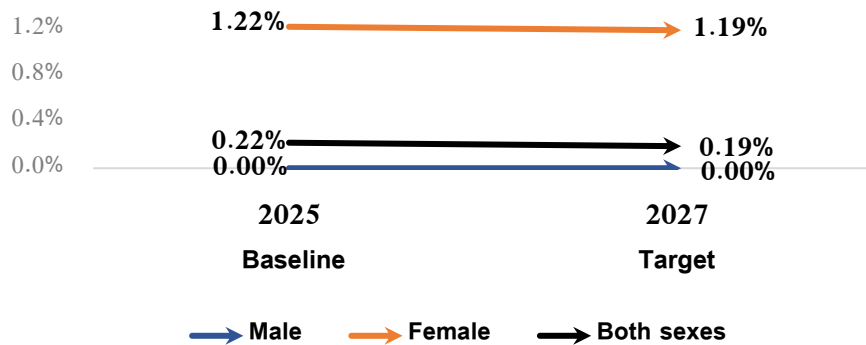


### 1.22.3. Student Dropout Rate from Vocational Education (grades 11, 12) in Jerusalem Governorate

**Table (52): Student Dropout Rate from Vocational Education (12.11)  
in Jerusalem Governorate by Student Gender**

Academic year 2024-2025			Target 2026-2027		
Male	Female	Both Sexes	Male	Female	Both Sexes
0.00%	1.22%	0.22%	0.00%	1.19%	0.19%

**Figure (64): Student Dropout Rate in Vocational  
Education (Grades 11–12) in the Jerusalem Area by  
Gender**



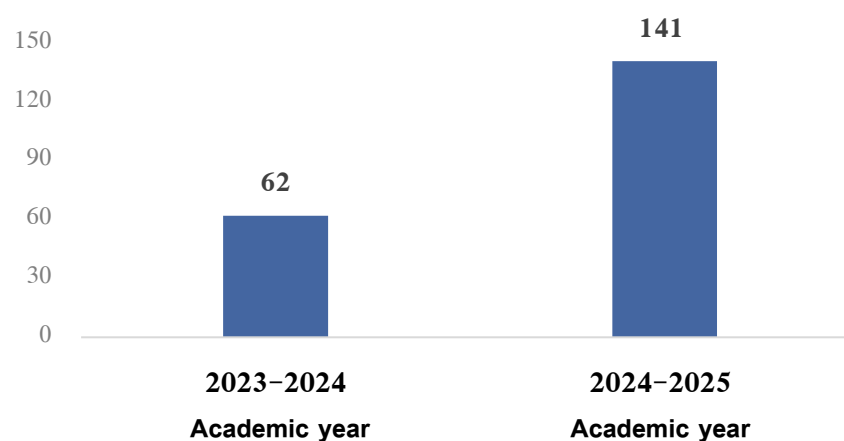
### 1.23. Number of school exposed to Israeli attacks on infrastructure

**Definition:** This indicator includes the number of schools that have been attacked or notified of impending demolition.

**Table (53): Number of Schools Subjected to Israeli Attacks on Infrastructure**

Region	Academic year 2023-2024	Academic year 2024-2025
Northern Governorates	62	141

**Figure (65): Number of Schools Affected by Israeli Attacks on Infrastructure (Northern Governorates)**



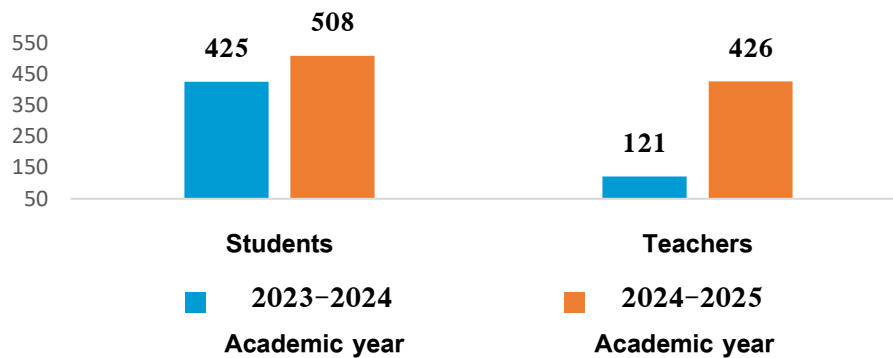
### 1.24 Number of students/teachers exposed to physical violations by the Israeli military and settlers

**Definition:** This indicator includes the number of students who were detained, arrested, beaten, injured, or killed, as well as the number of teachers.

**Table (54): Number of students/teachers exposed to physical violations by the Israeli military and settlers**

Region	Targeted Group	Academic year 2023-2024	Academic year 2024-2025
Northern Governorates	Students	425	508
	Teachers	121	426

**Figure (66): Number of students/teachers exposed to physical violations by the Israeli military and settlers (Northern Governorates)**



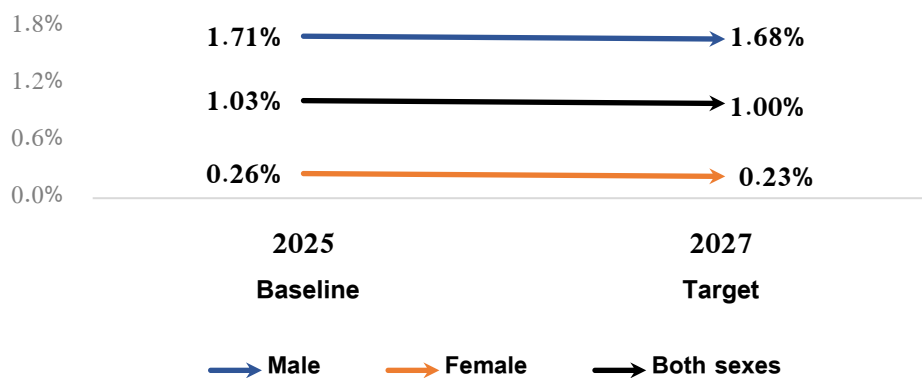
### 1.25 Dropout Rate in schools most exposed to Israeli violations

**Definition:** The number of students who drop out of schools classified as schools vulnerable to violations, expressed as a percentage of the students enrolled in those schools for that academic year.

**Table (55): Dropout Rate in schools most exposed to Israeli violations by Student Gender**

Region	Academic year 2024-2025			Targets 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	1.71%	0.26%	1.03%	1.68%	0.23%	1.00%

**Figure (67): Dropout Rate in schools most exposed to Israeli violations by Gender (Northern Governorates)**

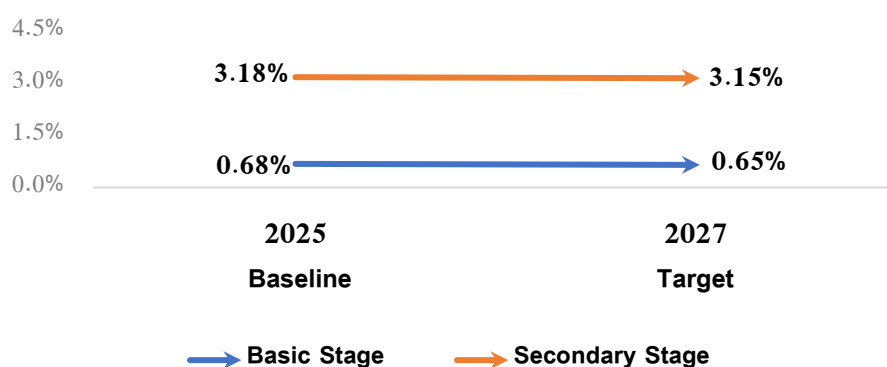


## 1.26 Student Dropout Rates in Fragile Areas

**Table (56): Student Dropout Rates in Fragile Areas by Academic Stage**

Region	Educational Stage	Academic year 2024-2025	Target 2026-2027
Northern Regions	Basic	0.68%	0.65%
	Secondary	3.18%	3.15%

**Figure (68): Student Dropout Rates in Fragile Areas by Educational Stage (Northern Governorates)**

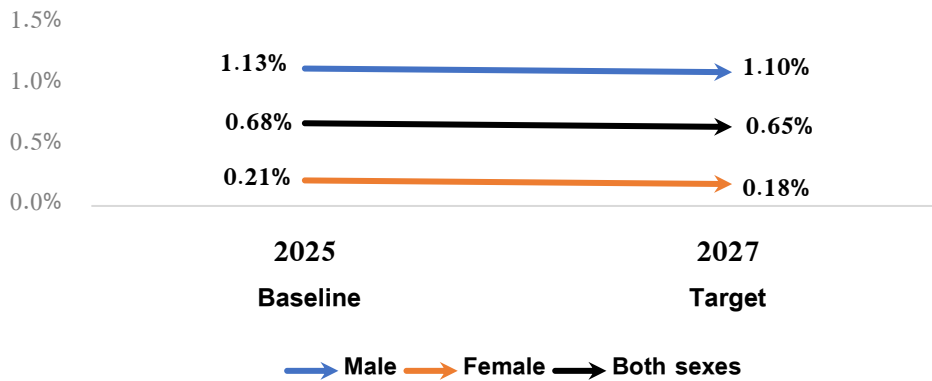


### 1.26.1 Student Dropout Rates from Basic Education in Fragile Areas

**Table (57): Student Dropout Rates from Basic Education in Fragile Areas by Student Gender**

Region	Academic year 2024-2027			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	1.13%	0.21%	0.68%	1.10%	0.18%	0.65%

**Figure (69): Student Dropout Rate in Fragile Areas in Basic Education Schools by Gender (Northern Governorates)**

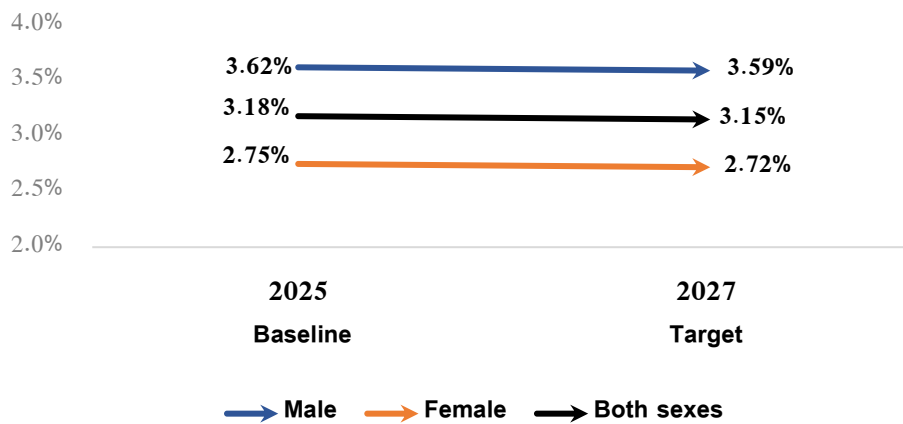


### 1.26.2 Student Dropout Rates from Secondary Education in Fragile Areas

**Table (58): Secondary School Dropout Rate in Fragile Areas by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorate	3.62%	2.75%	3.18%	3.59%	2.72%	3.15%

**Figure (70): Student Dropout Rate in Fragile Areas in Secondary Education Schools by Gender (Northern Governorates)**



## Indicators of the Second Strategic Objective (Quality)

**Improving the quality of the education system through the development of the core elements of the educational process.**



### Indicators for Strategic Objective Two (Quality):

**Improving the quality of the education system by developing the core components of the learning process.**

#### 2.1 Percentage of Qualified Teachers According to the Teacher Education Strategy (TES)

**Definition:** The total number of childcare providers holding an academic qualification (diploma or higher) in the following specializations: (Elementary Education, Early Childhood Education, Preschool, and Classroom Teacher) divided by the total number of caregivers working in preschools.

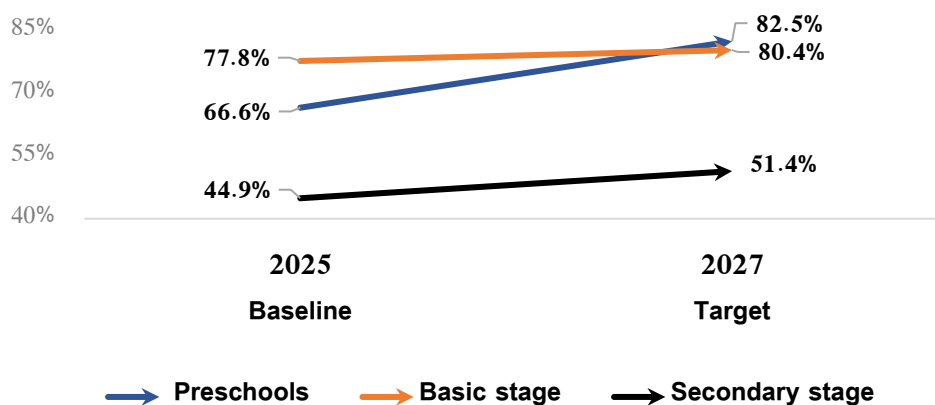
**Qualified Teacher/Educator:** A teacher holding a diploma in early childhood education, a bachelor's degree in early childhood education (preschool)/a diploma in elementary education, or a bachelor's degree in elementary education/a bachelor's degree in classroom education.

**Qualified Teacher:** A teacher is considered qualified if they hold a postgraduate diploma in education or a university degree in a specialization that is considered educationally qualified.

**Table (59): Percentage of Qualified Teachers According to the Teacher Educational Strategy (TES) by Educational Stage**

Region	Educational Stage	Academic year 2024-2025	Target 2026-2027
Northern governorates	Preschool	66.6%	82.5%
	Basic	77.8%	80.4%
	Secondary	44.9%	51.4%

**Figure (71): Percentage of qualified teachers according to TES by Educational Stage (Northern Governorates)**

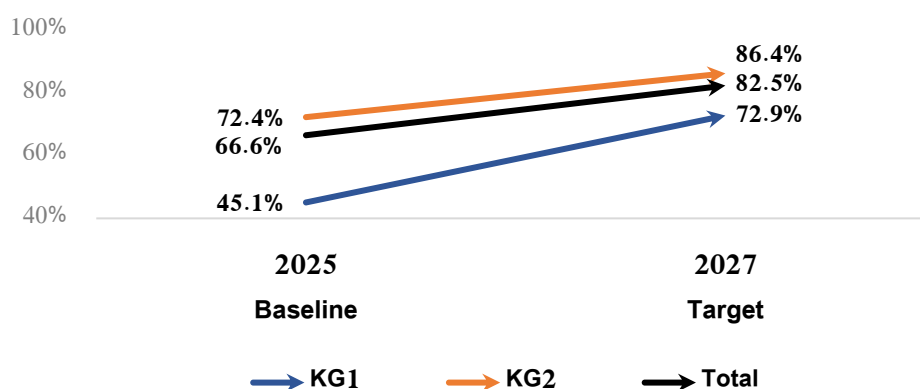


### 2.1.1 Percentage of qualified Preschool teachers according to the Teacher Education Strategy (TES)

**Table (60): Percentage of qualified preschool teachers according to TES**

Region	Grade	Academic year 2024-2025	Target 2026-2027
Northern Governorates	KG1	45.1%	72.9%
	KG2	72.4%	86.4%
	Total	66.6%	82.5%

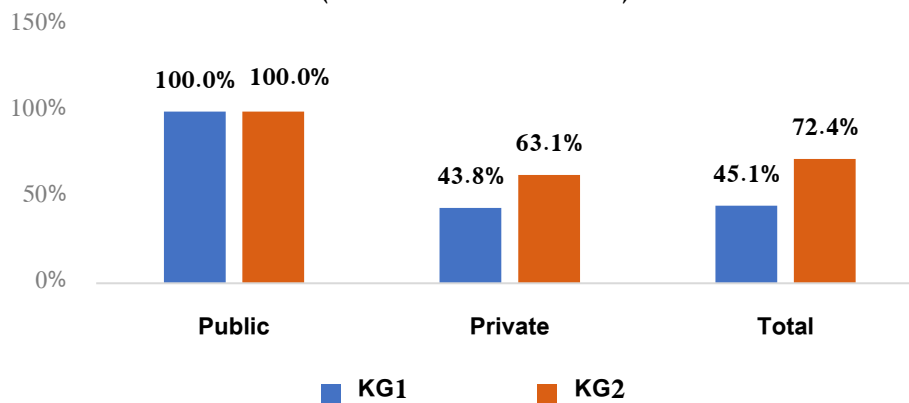
**Figure (72): Percentage of qualified preschool teachers according to TES (Northern Governorates)**



**Table (61): Percentage of qualified preschool teachers according to the Teacher Education Strategy according to supervisory authority**

Region	Grade	Academic year 2024-2025		
		Public	Private	Total
Northern Governorates	KG1	100.0%	43.8%	45.1%
	KG2	100.0%	63.1%	72.4%
	Total	100.0%	55.4%	66.6%

**Figure (73): Percentage of qualified preschool teachers according to TES according to supervisory authority (Northern Governorates)**

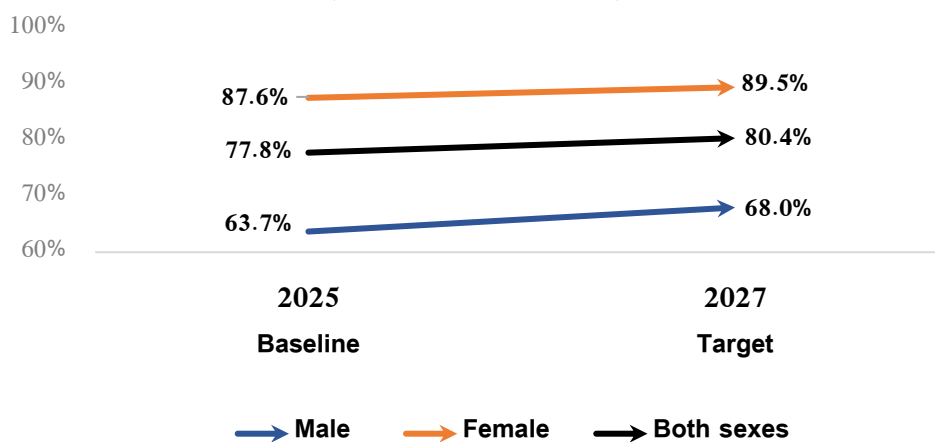


### 2.1.2 Percentage of Basic School Teachers Qualified according to the Teacher Education Strategy (TES)

**Table (62): Percentage of Basic stage Teachers Qualified according to the Teacher Education Strategy (TES) according to gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	63.7%	87.6%	77.8%	68.0%	89.5%	80.4%

**Figure (74): Percentage of qualified teachers in Basic stage according to the Teacher Education Strategy (TES) By Gender (Northern Governorates)**

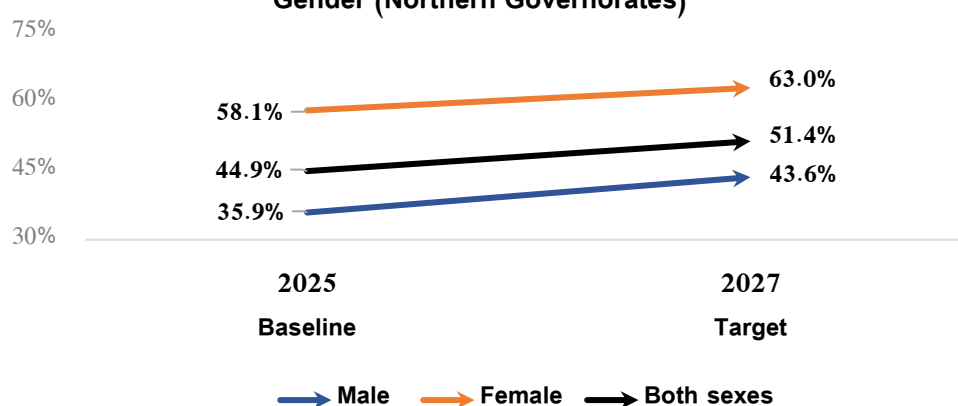


### 2.1.3 Percentage of secondary school teachers qualified according to the Teacher Education Strategy (TES)

**Table (63): Percentage of secondary stage teachers qualified according to the Teacher Education Strategy by gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	35.9%	58.1%	44.9%	43.6%	63.0%	51.4%

**Figure (75): Percentage of qualified teachers in secondary stage according to the Teacher Education Strategy (TES) by Gender (Northern Governorates)**



### 2.2 Percentage of Qualified Vocational Education Staff (Vocational Teacher, School Principal, and Career Counselor) According to the National Strategy for Vocational Education Standards

**Definition:** This indicator measures the percentage of vocational education staff who have completed the qualification and training requirements approved according to the standards of the National Strategy for Vocational Education.

**Definition of Vocational Education Staff:** All human resources officially accredited by the Ministry of Education and Higher Education to work in schools and vocational units, and who are responsible for implementing, managing, and monitoring the educational, training, and guidance processes in vocational education programs.

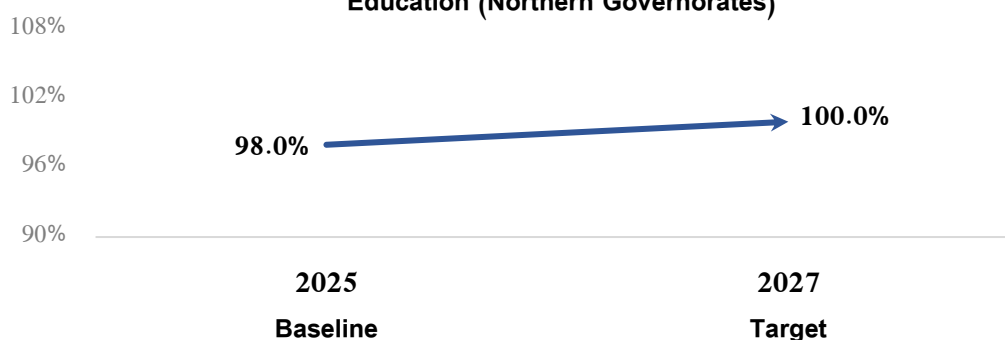
This includes, in particular:

- **Vocational Teacher:** The teacher specializing in practical and theoretical instruction in a vocational specialization, and responsible for implementing training plans according to the approved curriculum.
- **Vocational School Principal:** The administrative and educational official responsible for managing the school or vocational unit, ensuring the quality implementation of vocational programs, and achieving strategic objectives.
- **Career Counselor:** The specialist in guiding students academically and vocationally, monitoring their career paths, and strengthening their connection to the labor market.

**Table (64): Percentage of Qualified Vocational Education Staff (Vocational Teacher, School Principal, and Career Counselor) According to the National Strategy for Vocational Education Standards**

Region	Academic year 2024-2025	Target 2026-2027
Northern Governorates	98.0%	100.0%

**Figure (76): Percentage of qualified vocational staff (TVET teacher, school principal vocational supervisor) according to the National Strategy for Vocational Education (Northern Governorates)**



### 2.3 Percentage of Facilitators Qualified to Work in Literacy and Parallel Education Centers

**A qualified facilitator** is defined as any teacher holding an educational qualification who has completed (60) hours of training in adult education psychology (adult education strategies) and methods.

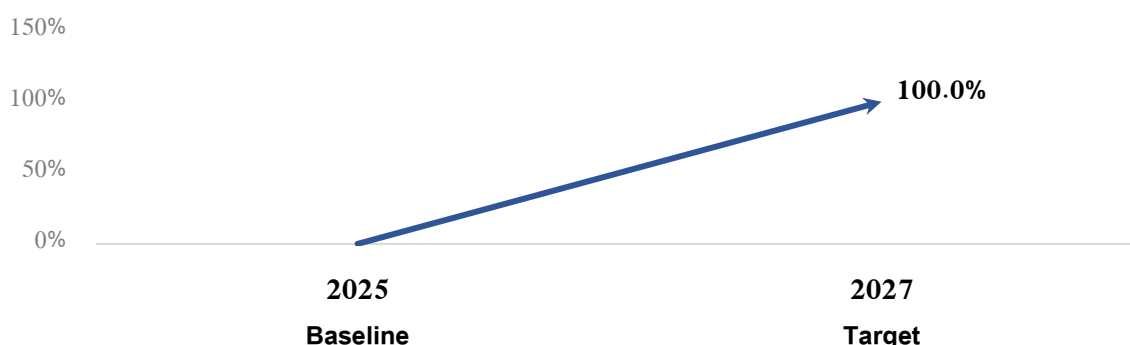
This indicator was calculated from the database of the Non-Formal Education Department within the General Directorate of Public Education.

**Table (65): Percentage of Facilitators Qualified to Work in Literacy and Parallel Education Centers by Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Total	Male	Female	Total
Northern Governorates	-	-	-	100.0%	100.0%	100.0%

- There were no adult education and parallel education centers in 2024-2025

**Figure (77): Percentage of facilitators qualified to work in Literacy and Parallel Education centers (Northern Governorates)**



\*There were no staff working in literacy centers during the 2024/2025 academic year.

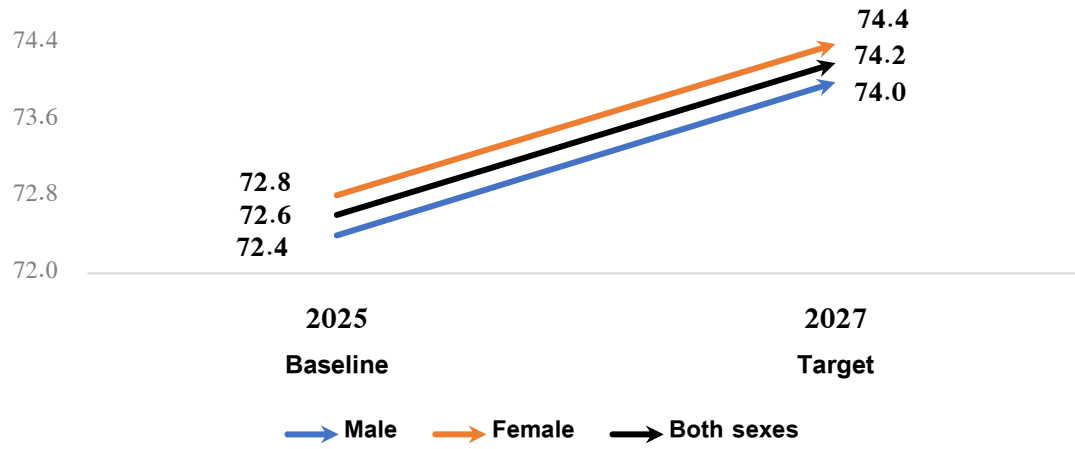
#### 2.4 Degree to which preschool child acquire basic developmental skills (linguistic, motor, cognitive, socio-emotional, and self-care)

The Child Behavioral Development Scale, developed by UNICEF in collaboration with the Ministry of Health and several institutions in Sarajevo, was applied. This scale was translated into Arabic by UNICEF and adapted to the Palestinian context. Following its official adoption, the Ministry trained preschool supervisors on its use. The scale comprises five domains: speech and communication, motor and skill development, cognitive development, socio-emotional development, and self-regulation or self-care.

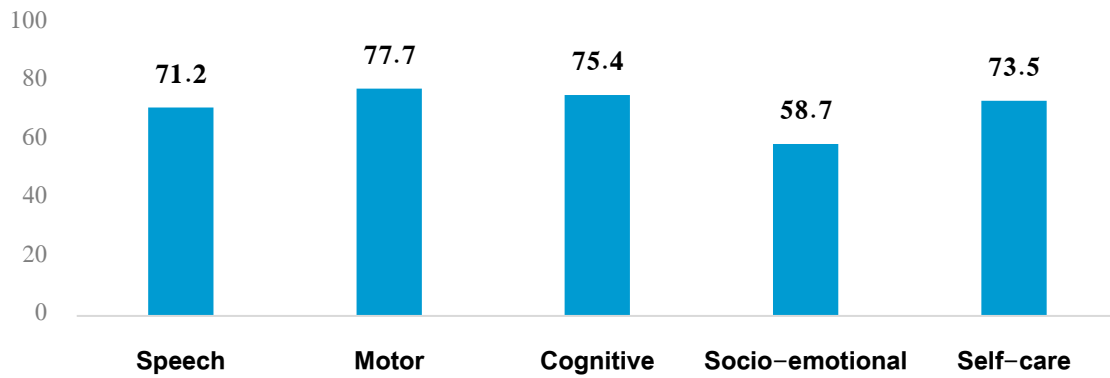
**Table (66): Degree to which a preschool child acquires basic developmental skills (linguistic, motor, cognitive, socio-emotional, and self-care) according to the student's gender**

Region	Basic Developmental skills	Academic year 2024-2025			Target 2026-2027		
		Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	Speech	71.0	71.3	71.2	72.5	73.0	72.7
	Motor	76.3	78.9	77.7	77.8	80.0	79.2
	Cognitive	75.1	75.7	75.4	76.6	77.6	76.9
	Socio-emotional	58.9	58.5	58.7	60.6	60.2	60.4
	Self-care	74.6	72.5	73.5	76.1	74.0	75.0
	Total	72.4	72.8	72.6	74.0	74.4	74.2

**Figure (78): Degree to which a preschool child acquires basic developmental skills by Gender (Northern Governorates)**



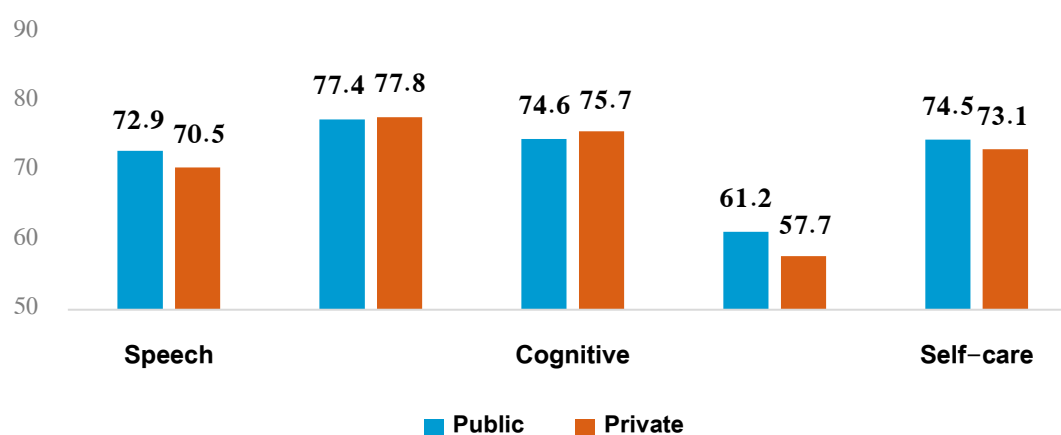
**Figure (79): Degree to which a preschool child acquires basic developmental skills (Northern Governorates)**



**Table (67): Degree to which a preschool child acquires basic developmental skills (linguistic, motor, cognitive, socio-emotional, and self-care) according to the supervising authority**

Region	Basic Developmental skills	Academic year 2024-2025		
		Public	Private	Total
Northern Governorates	Speech	72.9	70.5	71.2
	Motor	77.4	77.8	77.7
	Cognitive	74.6	75.7	75.4
	Socio-emotional	61.2	57.7	58.7
	Self-care	74.5	73.1	73.5
	Total	73.2	72.4	72.6

**Figure (80): Degree to which a preschool child acquires basic developmental skills by Supervising Authority (Northern Governorates)**



### **Interpretation of Results:**

The results indicate a marked improvement in the development of children in public and private preschools during the 2024/2025 academic year compared to previous years. General indicators show a rise in the acquisition of basic developmental skills. This improvement reflects a positive development in the performance of children of Both Sexes genders and is an indicator of the effectiveness of efforts to develop the educational environment and enhance educational practices within preschools. However, this vital sector still requires continued support and funding through allocated budgets to further its development and quality improvement.

The results also point to the impact of successive educational interventions by the Ministry of Education and Higher Education, along with the growing awareness among preschool teachers of the importance of supporting children's holistic development through ongoing professional development via the specialized diploma program. These factors have contributed to improved developmental outcomes compared to previous periods.

Based on the results of the developmental skills assessment of children in the targeted preschools, and with reference to data from the preschools and teachers in whose classrooms the assessment tool was implemented, it became clear that the low performance of children in the areas of social-emotional learning, language development, and cognitive development is due to a set of overlapping educational and contextual factors, which can be summarized as follows:

First: The impact of the Palestinian context and the current situation on children's developmental progress:

The results of the developmental assessment cannot be separated from the general Palestinian context in light of the repercussions of the war on the Gaza Strip, which created a general state of anxiety, fear, and insecurity among children, along with constant psychological and emotional tension, and a loss of stability and daily routine.

This psychological state has directly affected children's ability to learn, interact, and acquire basic developmental skills.

Second: Instability and Irregularity in Preschool Hours:

Most preschools have been subjected to repeated closures and retools in recent times, in addition to the violence children have experienced in many areas due to the current political situation. This has led to irregular attendance and prolonged interruptions in the educational process, negatively impacting students' developmental skills.

Third: Inadequate Specialized Training of Preschool Teachers:

Data indicates that only a limited percentage of teachers have completed the specialized professional diploma in early childhood education. This has resulted in:

- A limited understanding of children's developmental characteristics.
- Weak planning and implementation of activities that support emotional and social development.
- Infrequent use of language and thinking development strategies.

This has directly affected the quality of teaching practices in classrooms and, consequently, the development of children's developmental skills.

Fourth: Limited Educational and Supportive Partnerships:

Data showed that a very small percentage of preschools operate within educational partnership projects, which deprives these preschools of:

- Technical and educational support.
- Modern educational resources.
- Early developmental intervention programs.

Fifth: Mismatch between the educational environment and children's developmental needs:

The mismatch between the educational environment and children's developmental needs, whether in public or private preschools, results in several negative effects, the most prominent of which can be summarized as follows:

1. **Slowed Development:** The absence of appropriate activities and experiences leads to delays or deficiencies in acquiring basic skills (linguistic, social, cognitive, and motor).
2. **Weakened Motivation to Learn:** A child who does not find a stimulating and engaging environment loses enthusiasm for participation and discovery, which is reflected in their participation and concentration in class.
3. **Increased Behavioral Problems:** An unsuitable environment may generate feelings of frustration or anxiety in the child, leading them to engage in undesirable behaviors to express their unmet needs.
4. **Decline in Social Interaction Skills:** A lack of spaces and tools that allow for collaboration and group play limits opportunities to build positive relationships with peers.
5. **Weakness of Self-Confidence and Competence:** When a child does not find educational experiences that suit their developmental level, they feel inadequate and unable to achieve, which affects their self-image.
6. **Future Learning Gaps:** Failure to meet developmental needs early on can lead to an accumulation of weaknesses in basic skills, which will be reflected in their academic achievement later on.
7. **Impediment to Early Detection and Timely Intervention:** A disorganized environment reduces the opportunities to observe children's individual needs, thus delaying appropriate intervention.

In conclusion, it is worth noting that the educational environment has a long-term impact on a child's holistic development and their future opportunities for learning and social integration. All of the above points were among the main reasons for the decline in some aspects, especially the socio-emotional aspect, self-regulation/self-care, and speech and communication.

## 2.5 Percentage of fifth-grade students who achieved the minimum proficiency level in Literacy and Numeracy

**Literacy Proficiency Level:** The percentage of fifth-grade students who reached the basic standard level in reading, demonstrating their ability to recognize and recall details and information, and to make simple and direct inferences about character and feelings in literary and informational texts.

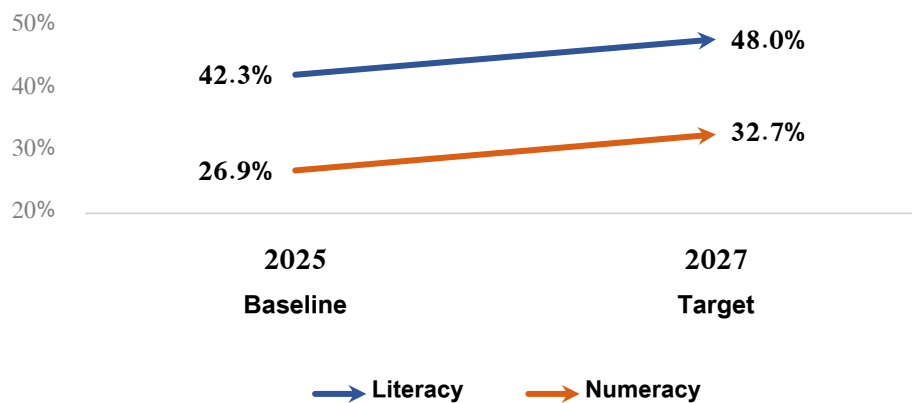
**Numeracy Proficiency Level:** The percentage of fifth-grade students who reached the basic standard level in arithmetic, demonstrating their ability to perform basic arithmetic operations (addition, subtraction, and multiplication) within specified numerical limits, distinguish between basic geometric shapes, calculate their perimeter and area using a unit

grid, and interpret quantities in bar graphs and diagrams. This indicator is calculated by dividing the number of students who demonstrated these skills by the total number of students who took the test (fifth-grade students), expressed as a percentage. The calculation relied on the fifth-grade students' results in the national tests for Arabic and mathematics. Reading comprehension was included in the Arabic language test, with a minimum proficiency threshold of 50. Similarly, all areas of mathematics (number theory and fractions, geometry and measurement, and statistics and probability) were included in the calculation of the fifth-grade students' arithmetic skills, with a minimum proficiency threshold of 40, according to the percentile scale.

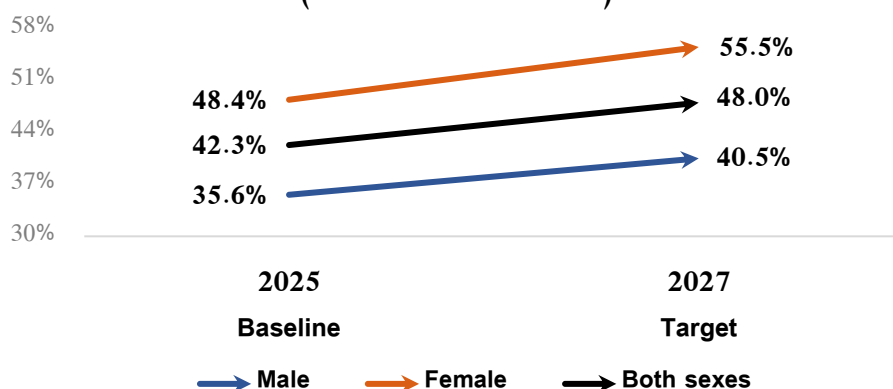
**Table (68): Percentage of Grade 5 students who achieved the minimum proficiency level in Literacy and Numeracy according to the student gender.**

Region	Content	Academic year 2024-2025			Target 2026-2027		
		Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	Literacy	35.6%	48.4%	42.3%	40.5%	55.5%	48.0%
	Numeracy	23.4%	30.9%	26.9%	29.5%	35.9%	32.7%

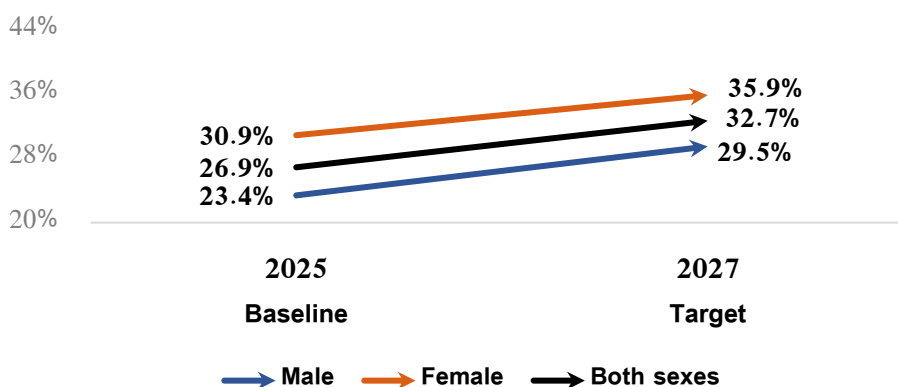
**Figure (81): Percentage of Grade 5 Students Achieving the Minimum Proficiency Level in Literacy and Numeracy (Northern Governorates)**



**Figure (82): Percentage of Grade 5 Students Achieving the Minimum Proficiency Level in Literacy by Gender (Northern Governorates)**



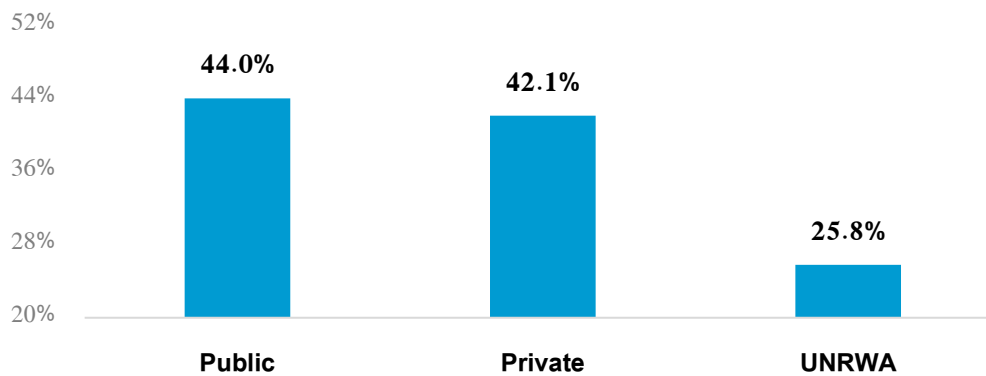
**Figure (83): Percentage of Grade 5 Students Achieving the Minimum Proficiency Level in Numeracy by Gender (Northern Governorates)**



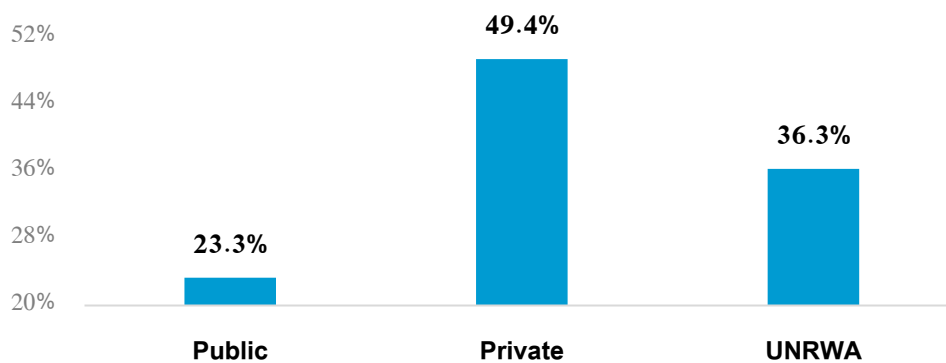
**Table (69): Percentage of fifth-grade students who achieved the minimum proficiency level in reading and arithmetic according to the supervising authority**

Region	Content	Academic year 2024-2025		
		Public	Private	UNRWA
Northern Governorates	Literacy	44.0%	42.1%	25.8%
	Numeracy	23.3%	49.4%	36.3%

**Figure (84): Percentage of Grade 5 Students Achieving the Minimum Proficiency Level in Literacy by Supervising Authority (Northern Governorates)**



**Figure (85): Percentage of Grade 5 Students Achieving the Minimum Proficiency Level in Numeracy by Supervising Authority (Northern Governorates)**



## 2.6 Degree of active student engagement in the classroom

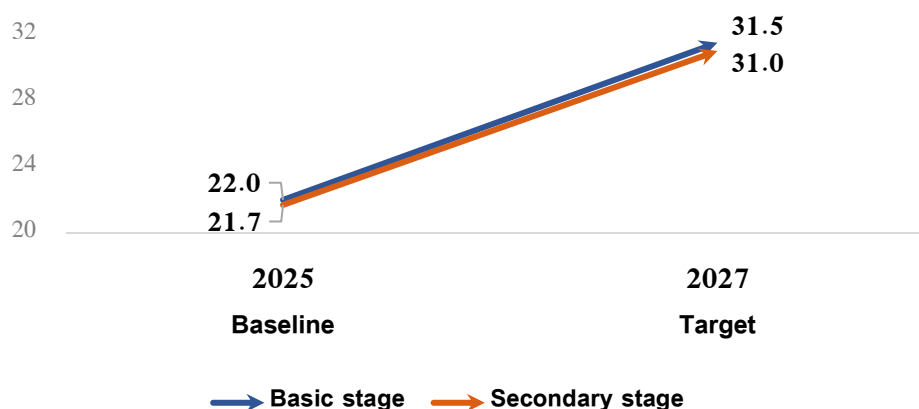
**Definition:** This refers to all the words, statements, and actions that students initiate with the teacher or among themselves in the classroom, along with any accompanying actions, gestures, hints, and responses related to the learning process. All these words and actions must be observable and evaluable. It also measures the relative weight of each behavior that occurs within the classroom, Both Sexes from the teacher and the students. This includes:

- Indirect (Encouraging) Teacher Behaviors: 1- Accepting students' feelings. 2- Encouraging and reinforcing students. 3- Accepting and building upon their ideas. 4- Asking questions at different levels. 5- Conducting practical activities.
- Direct Teacher Behaviors: 1- Explaining and lecturing. 2- Criticizing and asserting authority. 3- Giving instructions/offering criticism.
- Student responses to the teacher's questions.
- Student initiative without reacting to external stimuli, such as asking questions, sharing ideas, expressing opinions, and analyzing (active engagement).
- Instances of silence, disruption, and indirect discussion of the content.

**Table (70): Degree of active student engagement in the classroom according to educational stage**

Region	Educational Stage	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Basic	22.0	31.5
	Secondary	21.7	31.0

**Figure (86): Degree of active student engagement in the classroom by Educational Stage (Northern Governorates)**



### Interpretation of Results:

One of the most important reasons for the low index values is the lack of focus within the classroom on implementing remedial programs and intervention plans to the greatest extent possible to reduce learning loss.

### Recommendations:

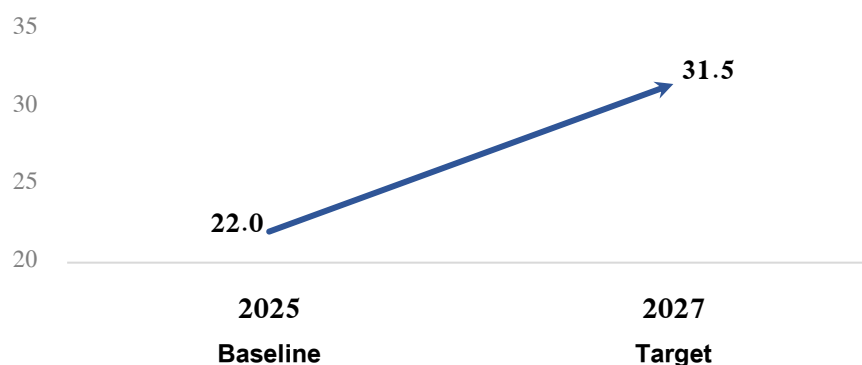
1. Train teachers on modern teaching strategies tailored to individual needs, in addition to training on modern assessment methods and integrating technology into education.
2. Develop the capabilities of educational supervisors and school principals in monitoring teachers.

### 2.6.1 Degree of Active Student Engagement in Classrooms at the Basic Stage

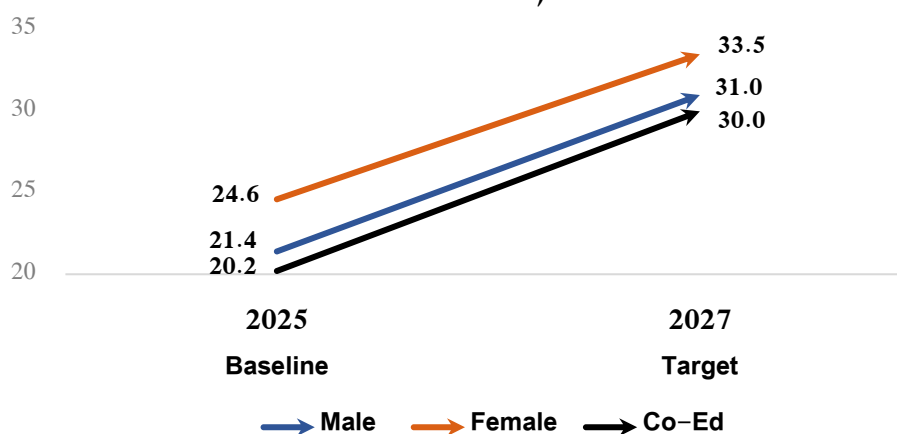
**Table (71): Degree of Active Student Engagement in Classrooms at the Basic Stage by School Gender**

Region	Academic year 2024-2025				Target 2026-2027			
	Male	Female	Co-ed	Total	Male	Female	Co-ed	Total
Northern Governorates	21.4	24.6	20.2	22.0	31.0	33.5	30.0	31.5

**Figure (87): Degree of active in Basic stage student engagement in the classroom (Northern Governorates)**



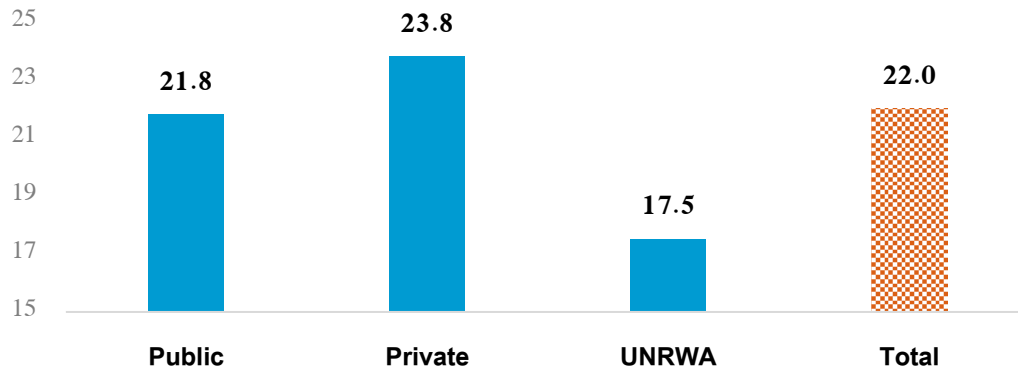
**Figure(88):Degree of active in Basic stage student engagement in the classroom by Gender (Northern Governorates)**



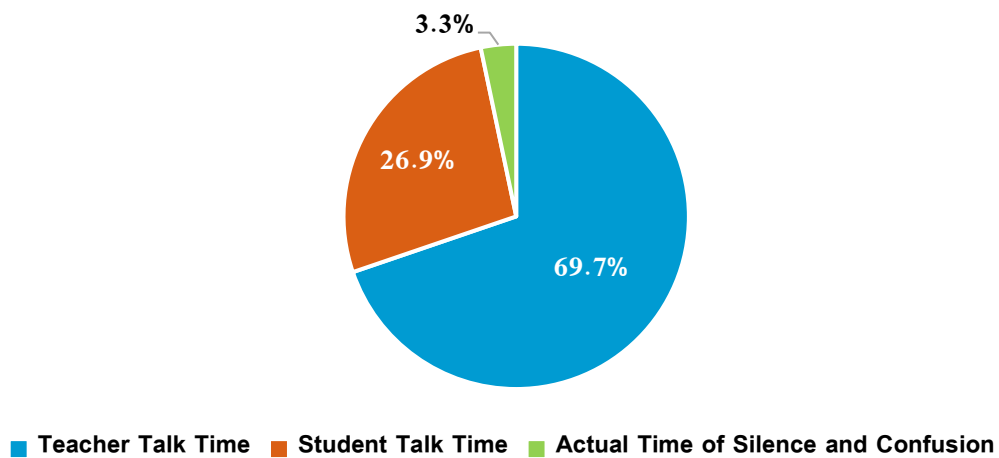
**Table (72): Degree of Active Student Engagement in Classrooms at the Basic Stage by supervising authority**

Region	Supervising Authority	Academic year 2024-2025			
		Male	Female	Co-ed	Total
Northern Governorates	Public	22.2	24.5	17.9	21.8
	Private	24.7	20.5	24.0	23.8
	UNRWA	4.4	27.6	13.5	17.5
	Total	21.4	24.6	20.2	22.0

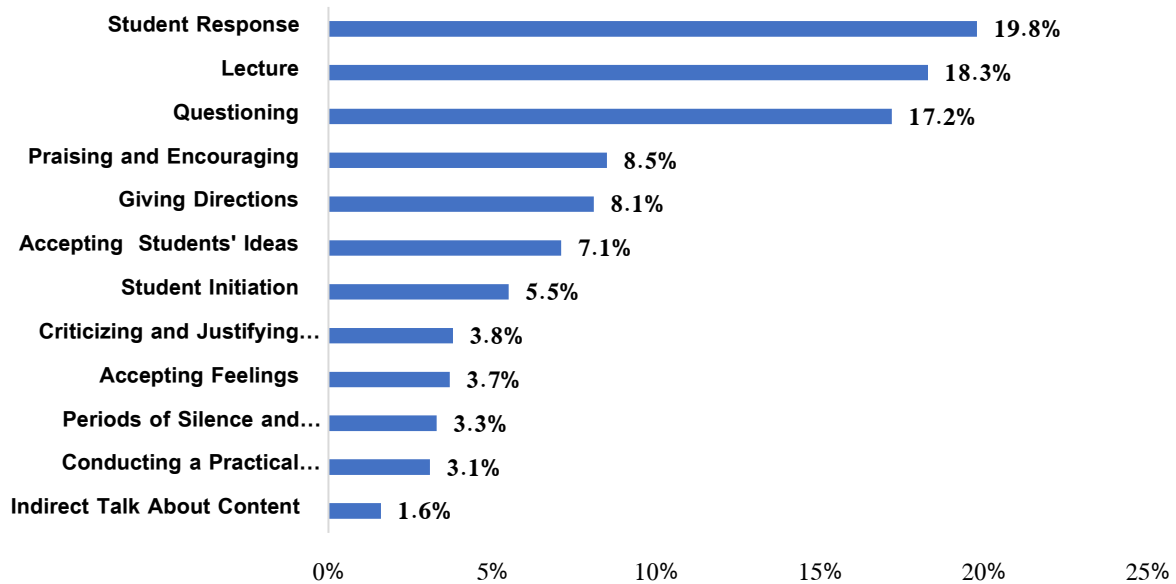
**Figure (89): Degree of active Basic stage student engagement in the classroom by Supervising Authority (Northern Governorates)**



**Figure (90): Percentage of Lesson Time Utilization in Basic Stage (Northern Governorates)**



**Figure (91): Relative Weight of Each Behavior Occurring in the Classroom by Teachers and Students in Basic Stage (Northern Governorates)**

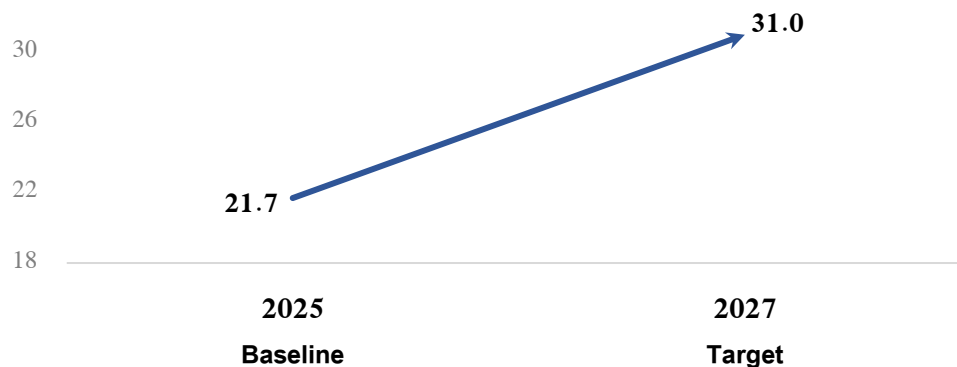


### 2.6.2. Degree of Active Student Engagement in Classrooms at the Secondary Stage

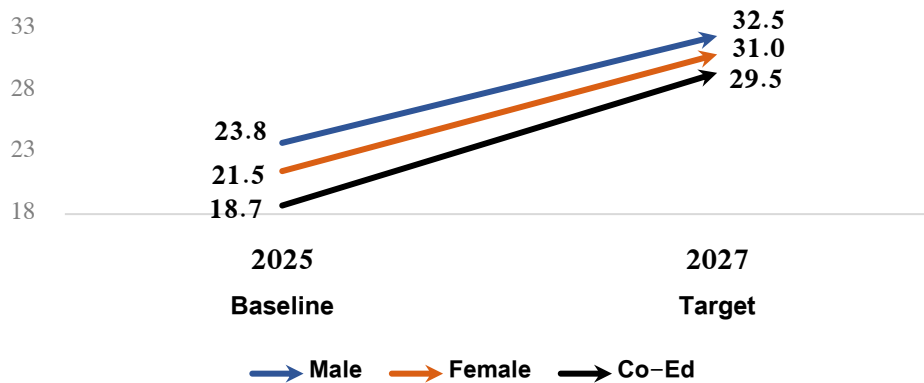
**Table (73): Degree of active secondary student engagement in classrooms according to school gender**

Region	Academic year 2024-2025				Target 2026-2027			
	Male	Female	Co-ed	Total	Male	Female	Co-ed	Total
Northern Region	23.8	21.5	18.7	21.7	32.5	31.0	29.5	31.0

**Figure (92): Degree of active Secondary stage student engagement in the classroom (Northern Governorates)**



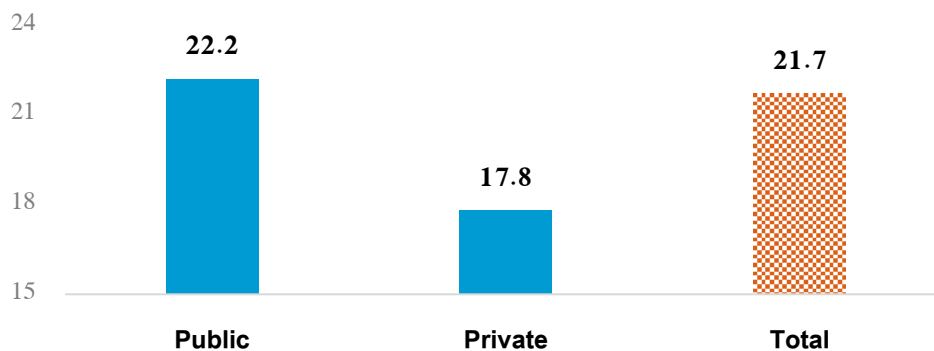
**Figure (93): Degree of active Secondary stage student engagement in the classroom by School Gender (Northern Governorates)**



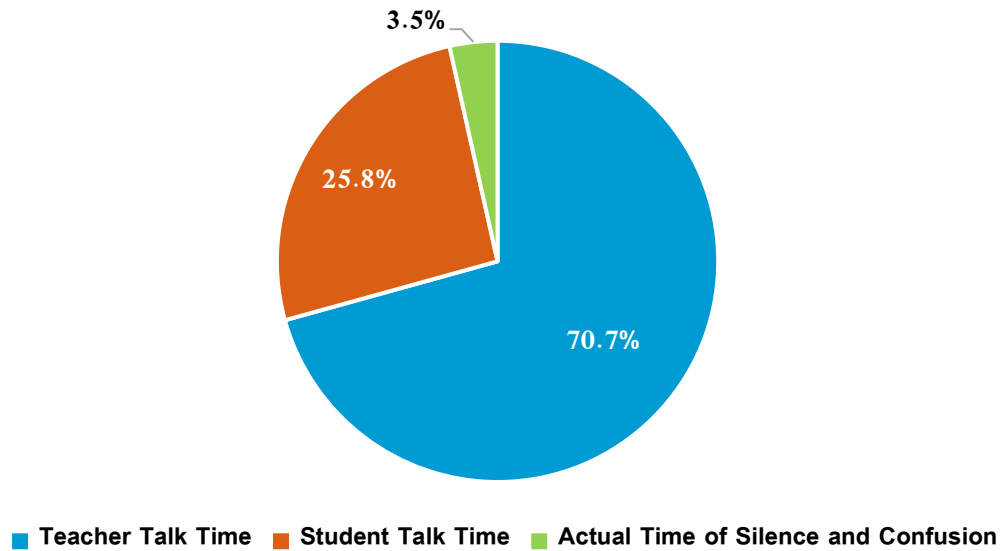
**Table (74): Degree of active secondary student engagement in classrooms according to supervisory authority**

Region	Authority	Academic year 2024-2025			
		Male	Female	Co-ed	Total
Northern Governorates	Public	24.1	21.9	18.3	22.2
	Private	16.3	3.6	19.4	17.8
	Total	23.8	21.5	18.7	21.7

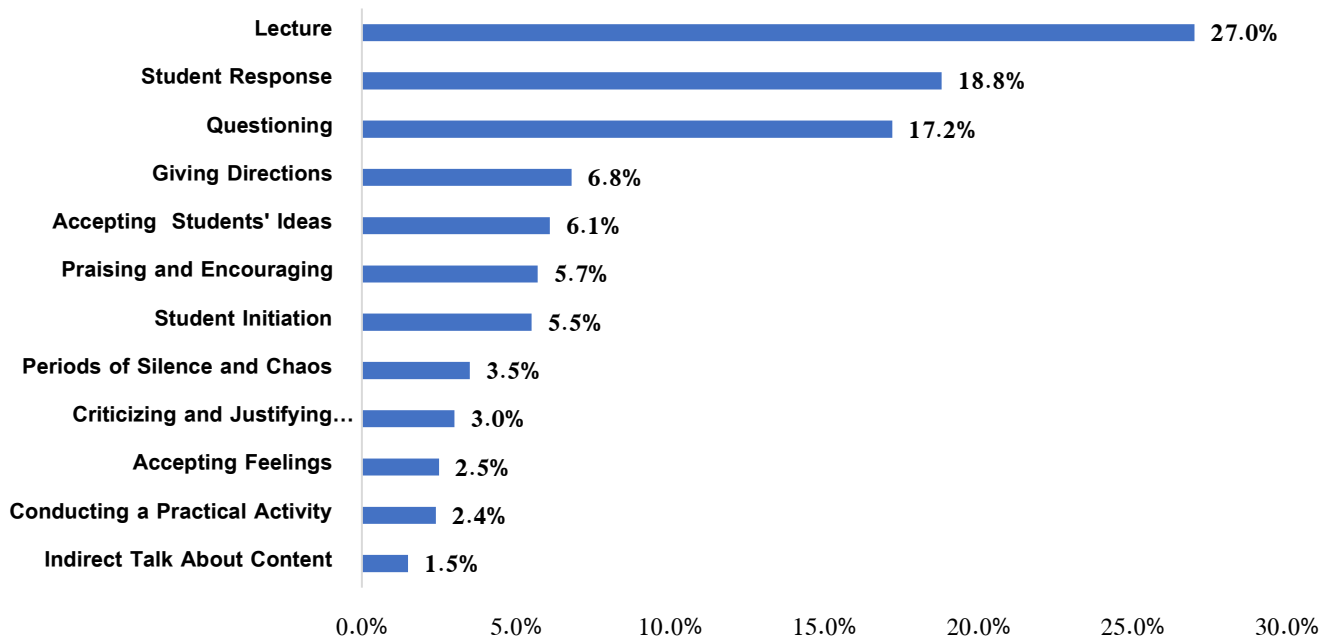
**Figure (94): Degree of active Secondary stage student engagement in the classroom by Supervising Authority (Northern Governorates)**



**Figure (95): Percentage of Lesson Time Utilization in Secondary Education Stage (Northern Governorates)**



**Figure (96): Relative Weight of Each Behavior Occurring in the Classroom by Teachers and Students in Secondary Stage (Northern Governorates)**



## 2.7 Degree of Diversity in Teacher Questions During Classroom Lessons According to Cognitive Domains

Asking questions is a key component of effective classroom teaching skills. The questions teachers pose to students during class directly influence their thinking skills. Numerous educational studies have demonstrated a strong correlation between the levels of thinking displayed in students' responses to teacher questions and the types of questions the teacher asks. If teachers focus their questions on recalling facts, students are unlikely to think creatively. To measure this indicator, a classroom observation tool was used, classifying the questions teachers ask during class according to the following cognitive domains:

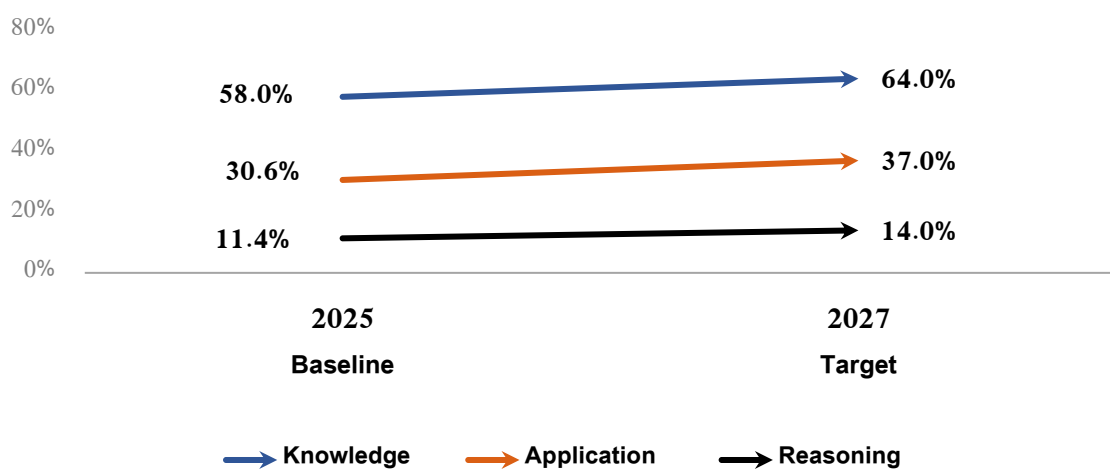
1- Questions that measure the level of knowledge. 2- Questions that measure the level of application. 3- Questions that measure the level of reasoning.

### 2.7.1 Degree of Diversity in Teacher Questions During Classroom Lessons According to Cognitive Domains in the Basic Stage

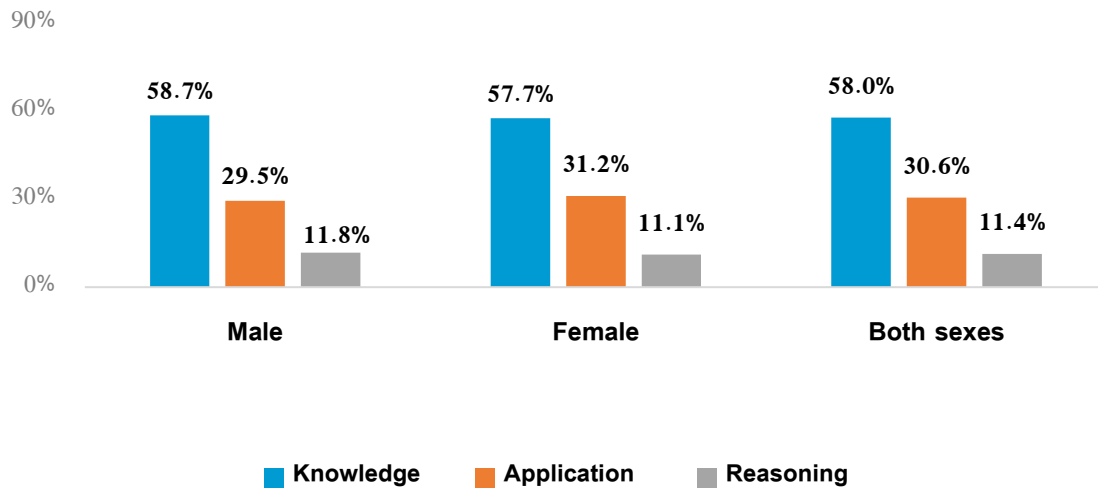
**Table (75): Degree of Diversity in Teacher Questions During Classroom Lessons According to Cognitive Domains in the Basic Stage and teacher's gender.**

Region	Field	Academic year 2024-2025			Target 2026-2027		
		Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	Knowledge	58.7%	57.7%	58.0%	65.0%	63.0%	64.0%
	Application	29.5%	31.2%	30.6%	37.5%	36.5%	37.0%
	Reasoning	11.8%	11.1%	11.4%	14.0%	14.0%	14.0%

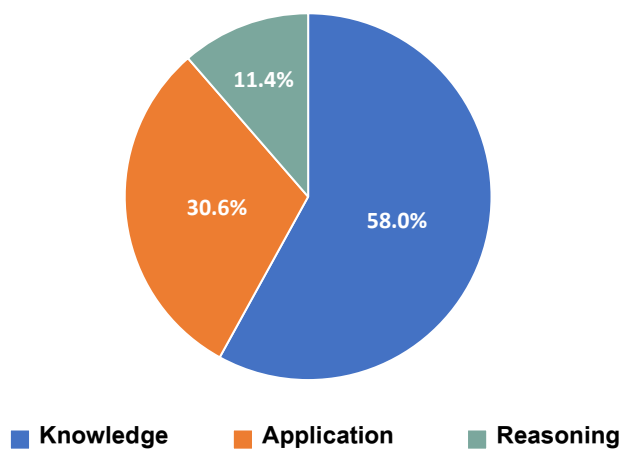
**Figure (97): Degree to which questions posed by the Basic Stage teacher in the classroom are diversified according to the Cognitive Domain Levels(Northern Governorates)**



**Figure (98): Degree to which questions posed by teacher in the classroom are diversified according to the Cognitive Domains and Teacher Gender in the Basic Stage (Northern Governorates)**



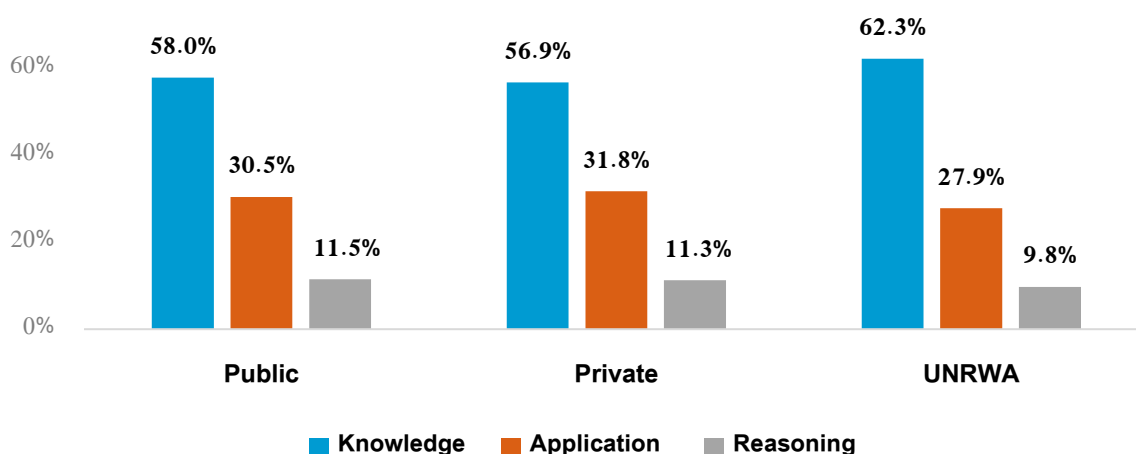
**Figure (99): Relative Distribution of Questions Asked by Teachers During the Lesson According to Cognitive Domains in Basic Stage (Northern Governorates)**



**(76): Degree of Diversity in Teacher Questions During Classroom Lessons According to Cognitive Domains in the Basic Stage and supervisory authority**

Region	Authority	Academic year 2024-2025		
		Knowledge	Application	Reasoning
Northern Governorates	Public	58.0%	30.5%	11.5%
	Private	56.9%	31.8%	11.3%
	UNRWA	62.3%	27.9%	9.8%
	Total	58.0%	30.6%	11.4%

**Figure (100): Degree to which questions posed by teacher in the classroom are diversified according to the Cognitive Doman Levels and Supervising Authority in Basic Stage (Northern Governorates)**

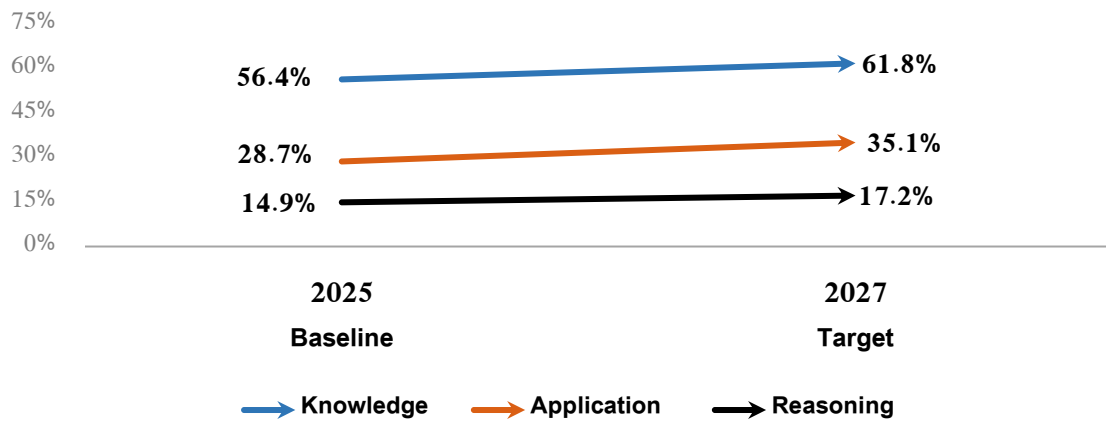


### 2.7.2. The degree of diversity in teacher questions during class according to cognitive domains in secondary school

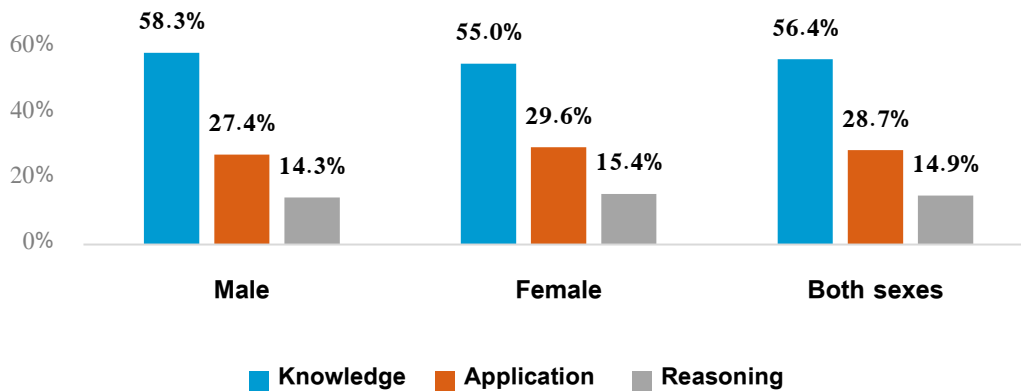
**Table (77): Relative distribution of teacher questions during class according to cognitive domains and teacher gender in secondary school**

Region	Field	Academic year 2024-2025			Target 2026-2027		
		Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	Knowledge	58.3%	55.0%	56.4%	63.0%	60.5%	61.8%
	Application	27.4%	29.6%	28.7%	34.6%	35.5%	35.1%
	Reasoning	14.3%	15.4%	14.9%	16.8%	17.5%	17.2%

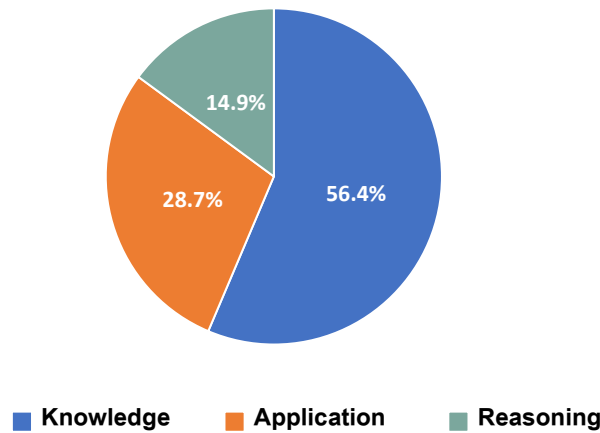
**Figure (101): Degree to which questions posed by the Secondary Stage teacher in the classroom are diversified according to the Thinking Skill Levels(Northern Governorates)**



**Figure (102): Degree to which questions posed by teacher in the classroom are diversified according to the Thinking Skill Levels and Teacher Gender in Secondary Stage (Northern Governorates)**



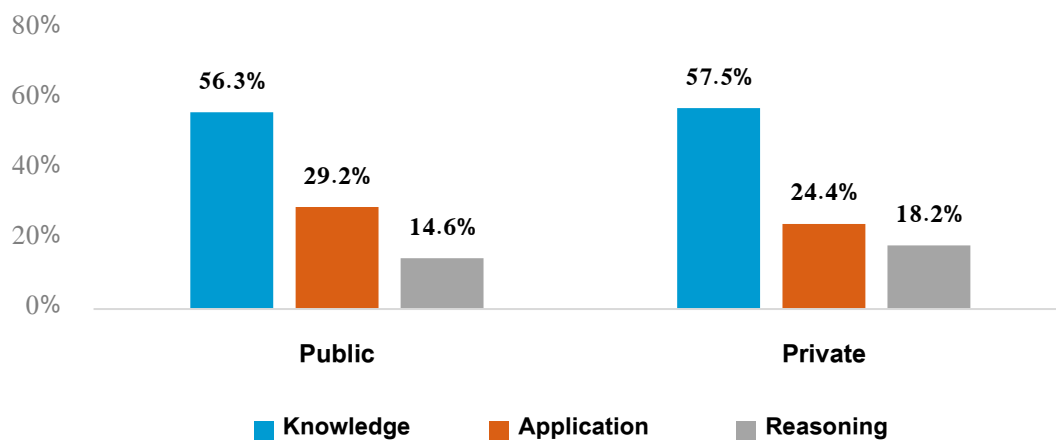
**Figure (103): Relative Distribution of Questions Asked by Teachers During the Lesson According to Cognitive Domains in Secondary Stage (Northern Governorates)**



**Table (78): Relative distribution of teacher questions during class according to cognitive domains and supervisory authority in secondary school**

Region	Authority	Academic year 2024-2025		
		Knowledge	Application	Reasoning
Northern Governorates	Public	56.3%	29.2%	14.6%
	Private	57.5%	24.4%	18.2%
	Total	56.4%	28.7%	14.9%

**Figure (104): Degree to which questions posed by teacher in the classroom are diversified according to the Thinking Skill Levels and Supervising Authority in Secondary Stage (Northern Governorates)**



## 2.8 Percentage of classrooms that use educational tools (digital, non-digital, specialized)

Educational tools are a component of educational technology when used effectively. They enhance student participation in acquiring experience, develop critical thinking and observation skills, and promote scientific reasoning. This positively impacts the quality of learning and raises student performance. This indicator aims to measure the degree of use of various types of educational tools in classroom sessions.

Educational tools are defined as educational resources, tools, and instruments for transmitting knowledge, employed by the teacher, the learner, or Both Sexes, directly or indirectly, within classroom teaching strategies. They are considered a link in the chain of educational technology and an integral part of the learning process. Their use varies according to student characteristics, learning environments, and available resources.

**The indicator covers the following classification of tools:**

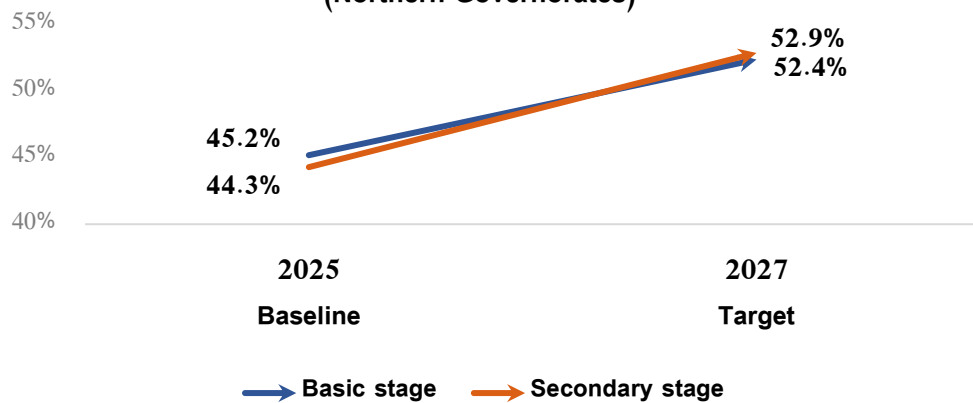
- **Digital Educational tools:** Laptop, LCD Projector, Tablet (iPad/Tablets), Smartphones, Camera, Interactive Whiteboard, Television, Video, and others.
- **Non-digital teaching tools:** Slide projector (OHP), recorder, pocket charts, map or poster boards, various models, educational kits, educational games, and others.
- **Specialized teaching tools:** Equipment from the science lab, equipment from the computer lab, equipment specific to technology classes, and equipment specific to sports and art.

To calculate the index, the number of classes in which teaching tools are used is divided by the total number of classes observed.

**Table (79): Percentage of classes utilizing teaching tools (digital, non-digital, and specialized) by educational stage**

Region	Educational Stage	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Basic	45.2%	52.4%
	Secondary	44.3%	52.9%

**Figure (105): Percentage of classrooms that use educational tools (digital, non-digital, specialized by Educational Stage (Northern Governorates)**

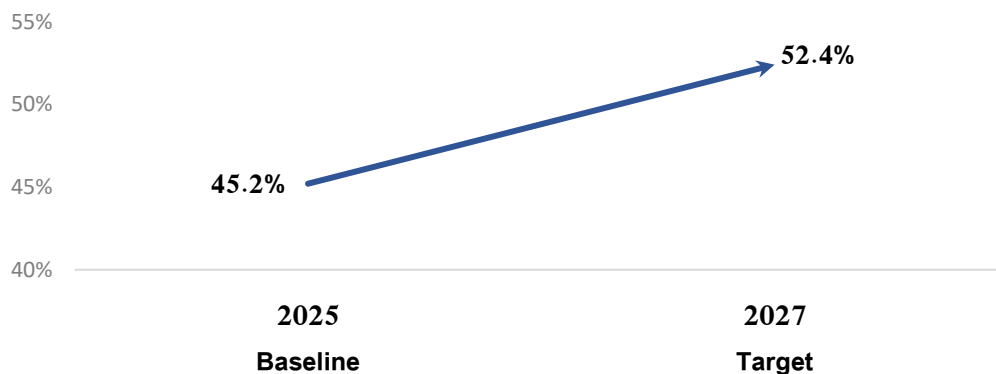


### 2.8.1 Percentage of Basic Stage classrooms that use educational tools (digital, non-digital, specialized)

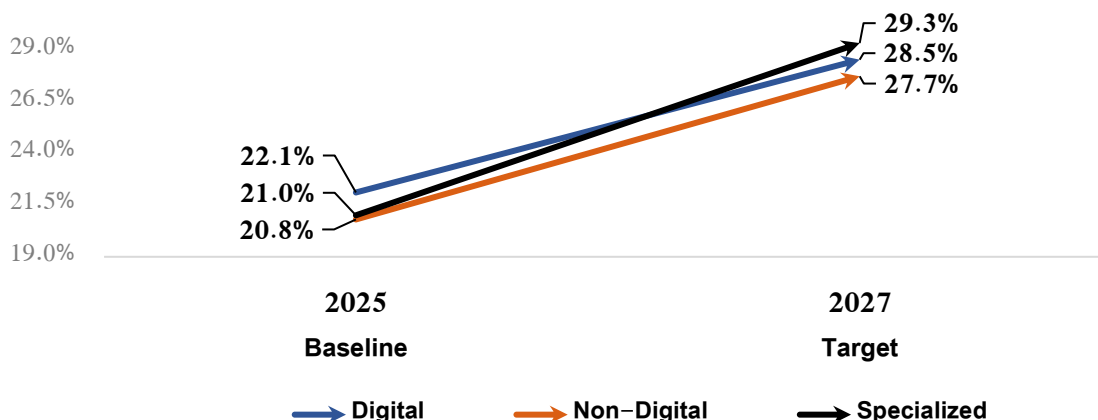
**Table (80): Percentage of class utilizing teaching tools (digital, non-digital, and specialized) in the basic stage, according to school gender**

Region	Educational Tools	Academic year 2024-2025				Target 2026-2027			
		Male	Female	Co-ed	Total	Male	Female	Co-ed	Total
Northern Governorates	Digital	19.8%	21.8%	24.7%	22.1%	26.6%	27.9%	31.0%	28.5%
	Non-Digital	17.9%	20.0%	24.1%	20.8%	24.5%	27.0%	31.5%	27.7%
	Specialized	23.5%	18.7%	20.2%	21.0%	32.1%	26.8%	29.0%	29.3%
	<b>Total</b>	<b>41.4%</b>	<b>41.1%</b>	<b>51.8%</b>	<b>45.2%</b>	<b>48.8%</b>	<b>48.2%</b>	<b>59.4%</b>	<b>52.4%</b>

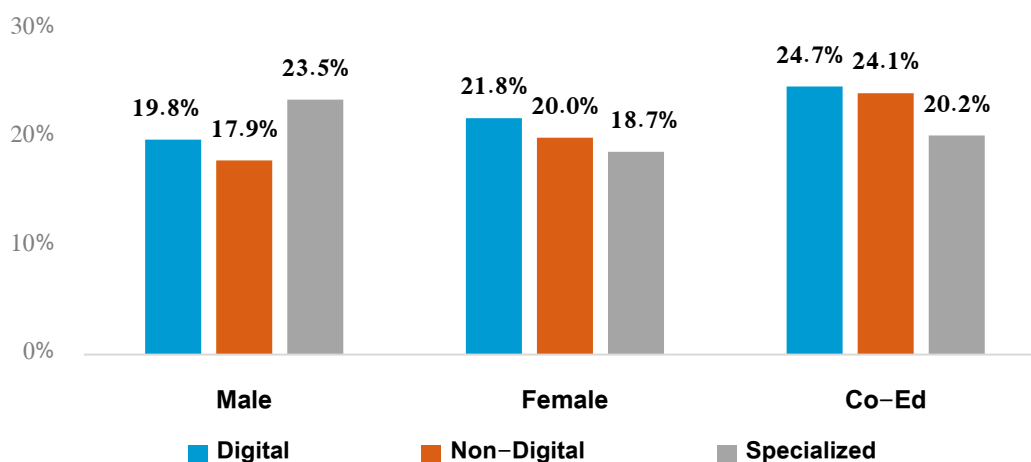
**Figure (106): Percentage of classes utilizing educational tools in Basic stage (Northern Governorates)**



**Figure (107): Percentage of classes utilizing educational tools in Basic stage (Northern Governorates)**



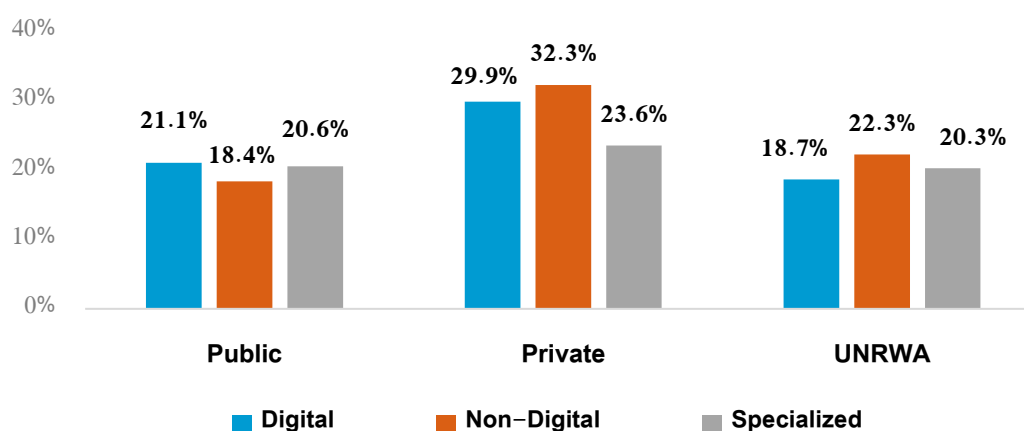
**Figure (108): Percentage of classes utilizing educational tools in Basic stage by School Gender (Northern Governorates)**



**Table (81): Percentage of class utilizing teaching tools (digital, non-digital, and specialized) in the basic stage, according to supervisory authority**

Region	Authority	Academic year 2024-2025			
		Digital	Non-Digital	Specialized	Total
Northern Governorates	Public	21.1%	18.4%	20.6%	42.4%
	Private	29.9%	32.3%	23.6%	62.9%
	UNRWA	18.7%	22.3%	20.3%	41.2%
	Total	22.1%	20.8%	21.0%	45.2%

**Figure (109): Percentage of classes utilizing educational tools in Basic stage by Supervising Authority (Northern Governorates)**

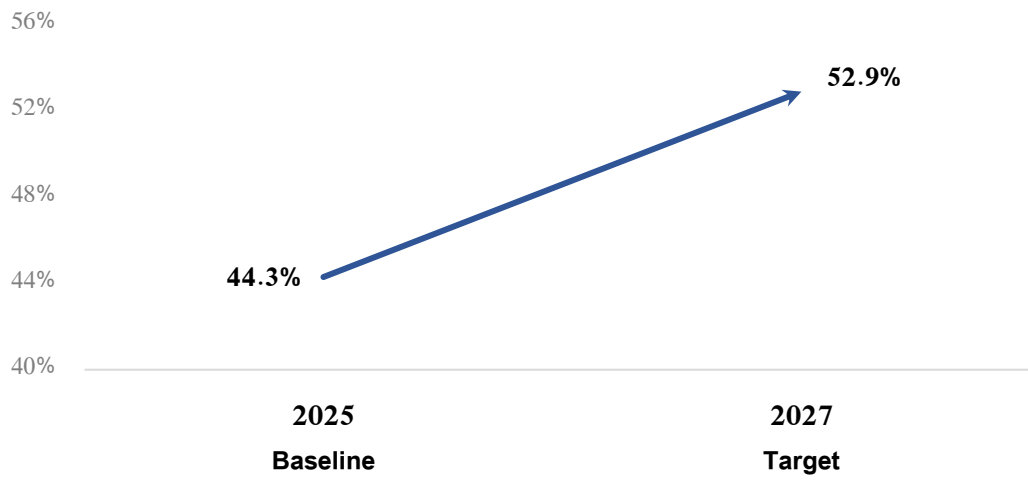


### 2.8.2. Percentage of Secondary Stage classrooms that use educational tools (digital, non-digital, specialized)

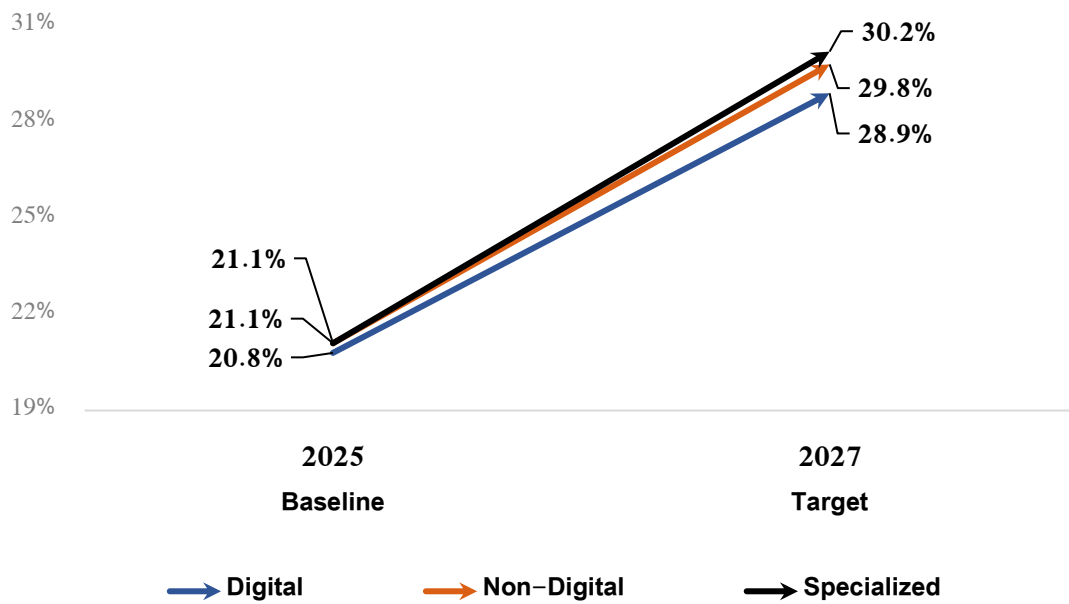
**Table (82): Percentage of class utilizing teaching tools (digital, non-digital, and specialized) in the secondary stage, according to school gender**

Region	Educational Tools	Academic year 2024-2025				Target 2026-2027			
		Male	Female	Co-ed	Total	Male	Female	Co-ed	Total
Northern Governorates	Digital	23.9%	21.7%	16.3%	20.8%	32.0%	30.5%	24.2%	28.9%
	Non-Digital	22.5%	23.1%	17.4%	21.1%	31.2%	32.8%	25.3%	29.8%
	Specialized	22.8%	21.7%	18.8%	21.1%	32.5%	31.0%	27.0%	30.2%
	Total	48.5%	45.7%	38.1%	44.3%	57.4%	54.9%	46.1%	52.9%

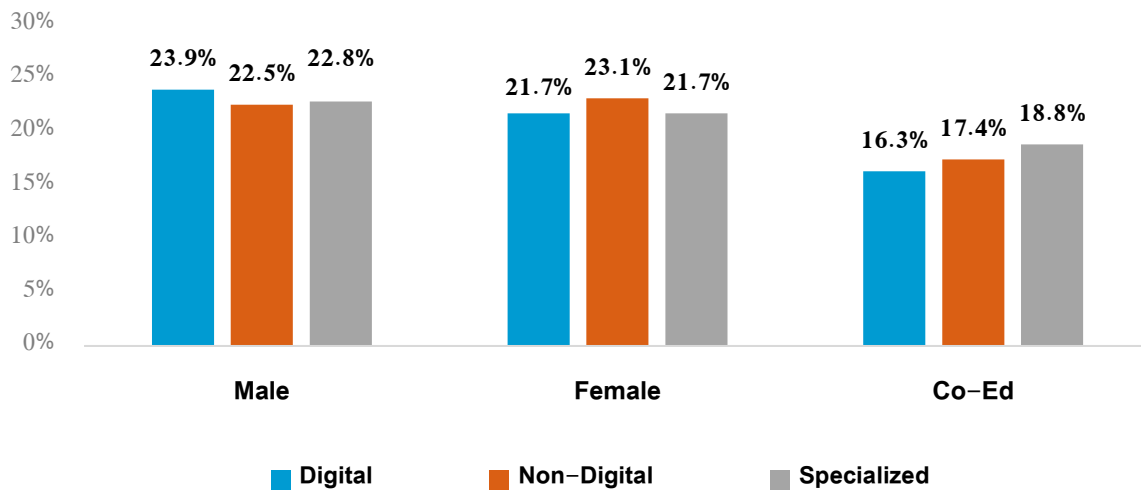
**Figure (110): Percentage of classes utilizing educational tools in Secondary stage (Northern Governorates)**



**Figure (111): Percentage of classes utilizing educational tools in Secondary stage (Northern Governorates)**



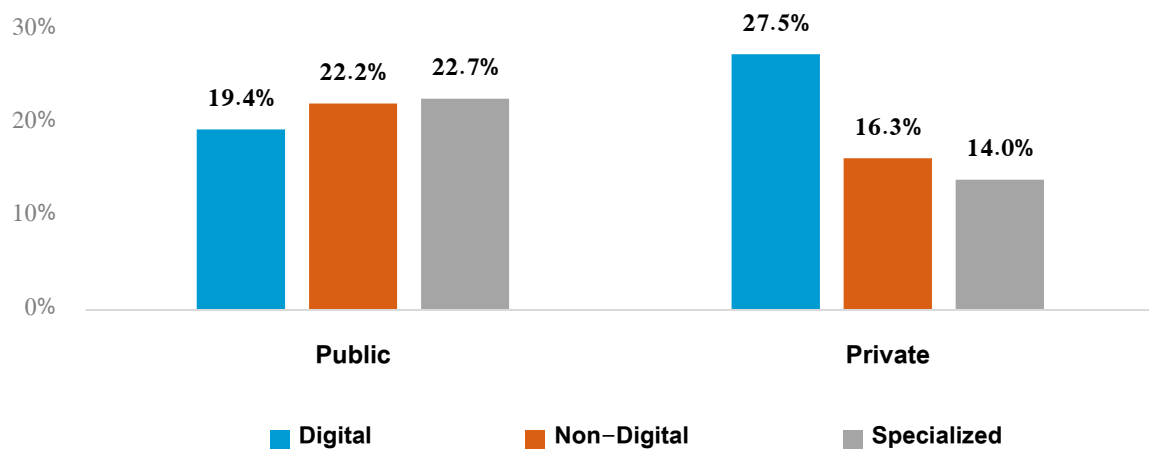
**Figure (112): Percentage of classes utilizing educational tools in Secondary stage by School Gender (Northern Governorates)**



**Table (83): Percentage of class utilizing teaching tools (digital, non-digital, and specialized) in the secondary stage, according to supervisory authority**

Region	Authority	Academic year 2024-2025			
		Digital	Non-Digital	Specialized	Total
Northern Governorates	Public	19.4%	22.2%	22.7%	43.8%
	Private	27.5%	16.3%	14.0%	46.3%
	Total	20.8%	21.1%	21.1%	44.3%

**Figure (113): Percentage of classes utilizing educational tools in Secondary stage by School Gender by Supervising Authority (Northern Governorates)**



### 2.8.3 Percentage of vocational education workshop sessions that use educational tools (digital, non-digital, specialized).

**Definition:** This indicator measures the percentage of practical sessions in vocational training workshops that utilize educational resources (digital, non-digital, and specialized) out of the total sessions conducted, categorized by school type (male, female, and co-educational).

#### Explanation of the Concept of Educational Resources:

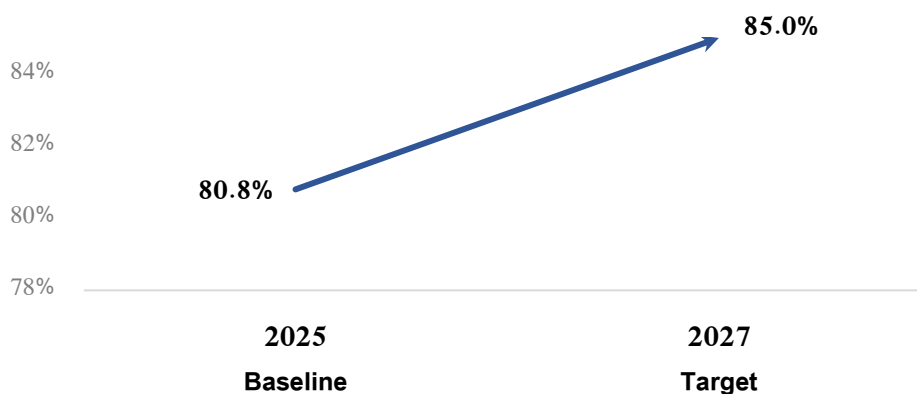
In vocational education, educational resources refer to all tools, technologies, and materials used to support the educational and training process within vocational workshops. These include:

- **Digital resources:** such as electronic presentations, digital simulations, educational videos, interactive whiteboards, specialized software, and computers connected to training.
- **Non-digital resources:** such as illustrative charts, educational models, printed manuals, engineering drawings, diagrams, and worksheets.
- **Specialized (Professional) resources:** such as professional equipment, tools, and devices used for practical training, measuring devices, and practical simulation models specific to each specialization.

**Table (84): Percentage of Vocational Workshop Utilizing Educational Tools (Digital, Non-Digital, and Specialized) according to School Gender**

Region	Academic year 2024-2025				Target 2026-2027			
	Male	Female	Co-ed	Total	Male	Female	Co-ed	Total
Northern Governorates	81.5%	85.8%	77.5%	80.8%	83.0%	87.0%	83.0%	85.0%

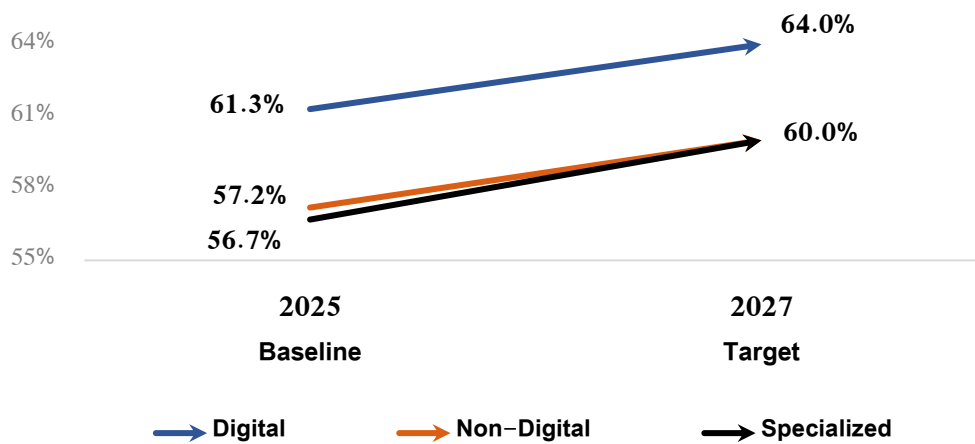
**Figure (114): Percentage of Vocational Workshop Utilizing Educational Resources (Northern Governorates)**



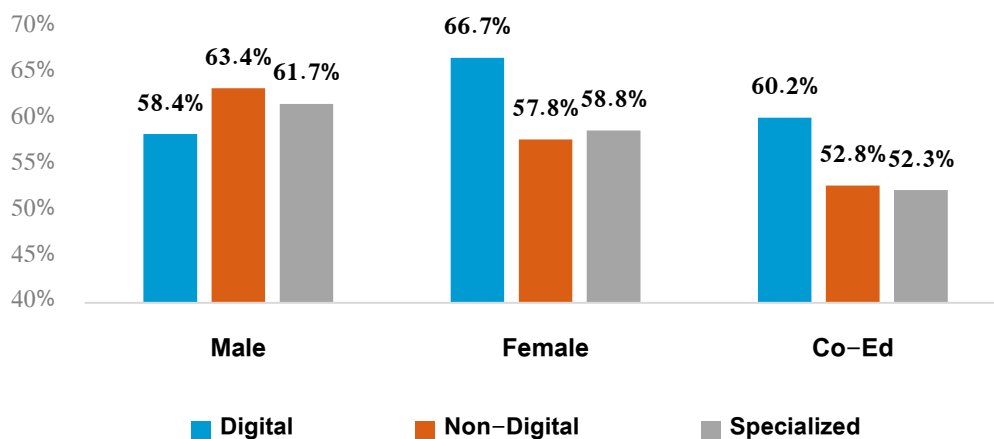
**Table (85): Percentage of Vocational Workshop Utilizing Educational Tools (digital, non-digital, and specialized) according to the gender of the school**

Region	Educational Tools	Academic year 2024-2025				Target 2026-2027			
		Male	Female	Coe-d	Total	Male	Female	Co-ed	Total
Northern Governorates	Digital	58.4%	66.7%	60.2%	61.3%	60.0%	70.0%	62.0%	64.0%
	Non-Digital	63.4%	57.8%	52.8%	57.2%	65.0%	60.0%	54.0%	60.0%
	Specialized	61.7%	58.8%	52.3%	56.7%	63.0%	60.0%	55.0%	60.0%
	Total	81.5%	85.8%	77.5%	80.8%	83.0%	87.0%	83.0%	85.0%

**Figure (115): Percentage of Vocational Education Workshop Periods in Which Instructional Aids Are Used (Northern Governorates)**



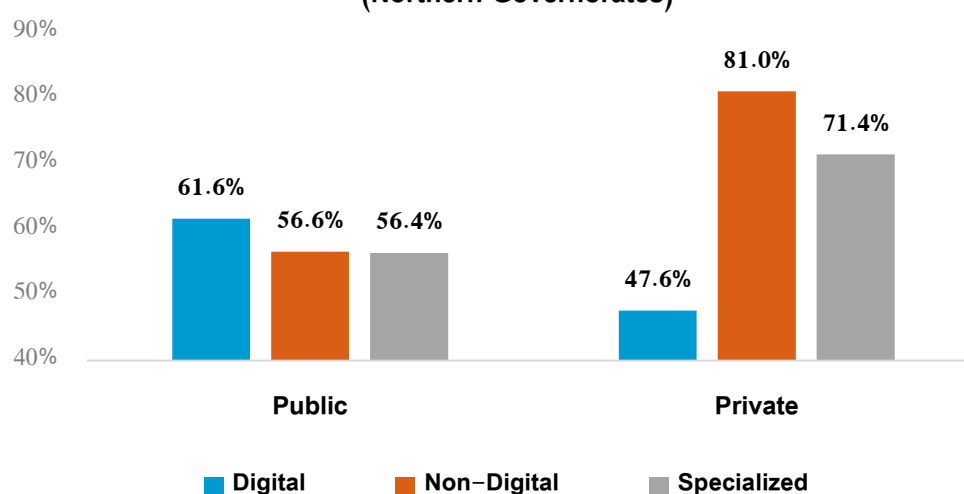
**Figure (116): Percentage of Vocational Education Workshop Classes Utilizing Educational Aids by School Gender (Northern Governorates)**



**Table (86): Percentage of vocational workshop classes utilizing educational tools (digital, non-digital, and specialized) according to supervising authority**

Region	Authority	Academic year 2024-2025			
		Digital	Non-Digital	Specialized	Total
Northern Governorates	Public	61.6%	56.6%	56.4%	80.8%
	Private	47.6%	81.0%	71.4%	81.0%
	Total	61.3%	57.2%	56.7%	80.8%

**Figure (117): Percentage of Vocational Education Workshop classes utilizing educational Aids by Supervising Authority (Northern Governorates)**

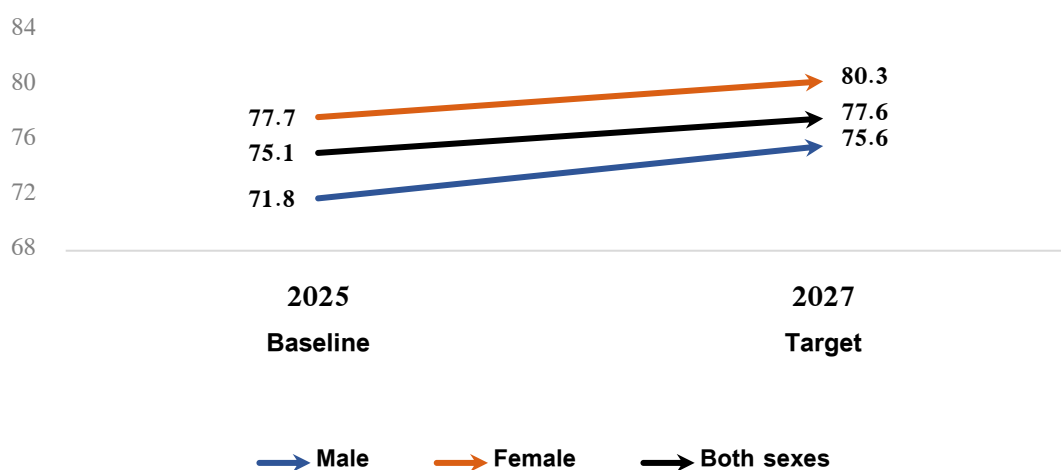


## 2.9 Degree to which Grade 10 Students' possess ICT Skills

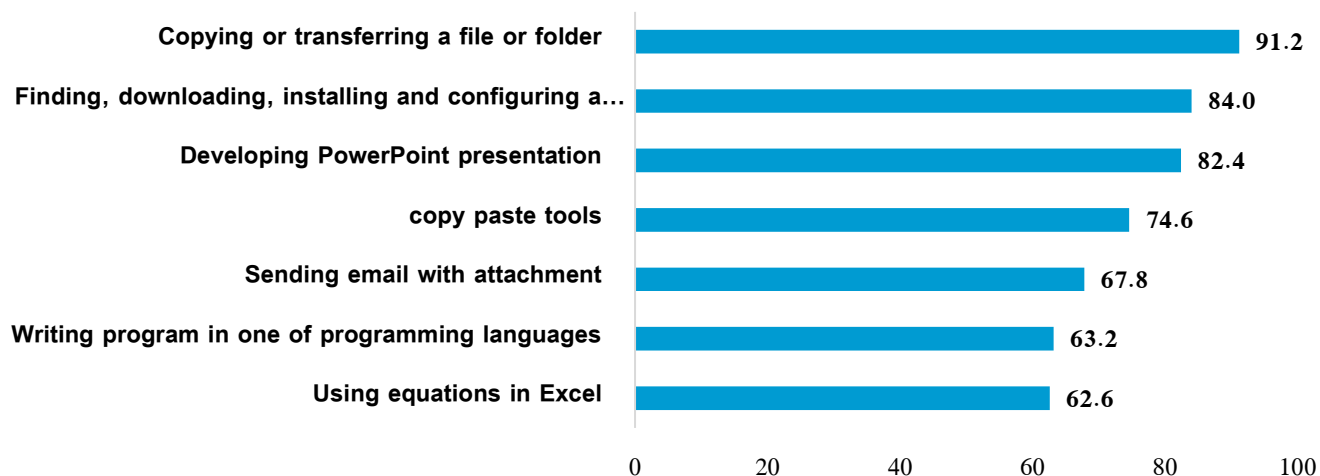
ICT skills have become essential for modern life, facilitating communication between people in general and students in particular. In this context, a key indicator within the Sustainable Development Goals (SDGs) was developed to monitor the percentage of young people and adults possessing ICT skills, categorized by skill type. This indicator was measured practically in computer labs at targeted Palestinian schools, in collaboration with the Ministry's General Directorate of Educational Research and Development. The measurement was based on the skills included in the global indicator, and the target group was identified as tenth-grade students.

**Table (87): Degree to which Tenth-Grade Students' possess ICT Skills according to Gender**

Region	ICT Skills	Academic year 2024-2025			Target 2026-2027		
		Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	Copy Paste tools	71.1	77.4	74.6	77.0	80.0	78.5
	Using equations in Excel	58.4	66.0	62.6	62.0	70.0	65.0
	Developing PowerPoint presentation	80.2	84.2	82.4	84.0	87.0	85.5
	Copying or transferring a file or folder	89.6	92.5	91.2	92.0	94.0	93.0
	Writing program in one of programming languages	56.6	68.2	63.2	63.0	71.0	66.5
	Sending email with attachment	62.4	71.9	67.8	65.0	74.0	69.0
	Finding, downloading, installing and configuring a program	84.0	84.0	84.0	86.0	86.0	86.0
	Total	71.8	77.7	75.1	75.6	80.3	77.6

**Figure (118): Degree to which Grade 10 students possess ICT skills by Gender (Northern Governorates)**

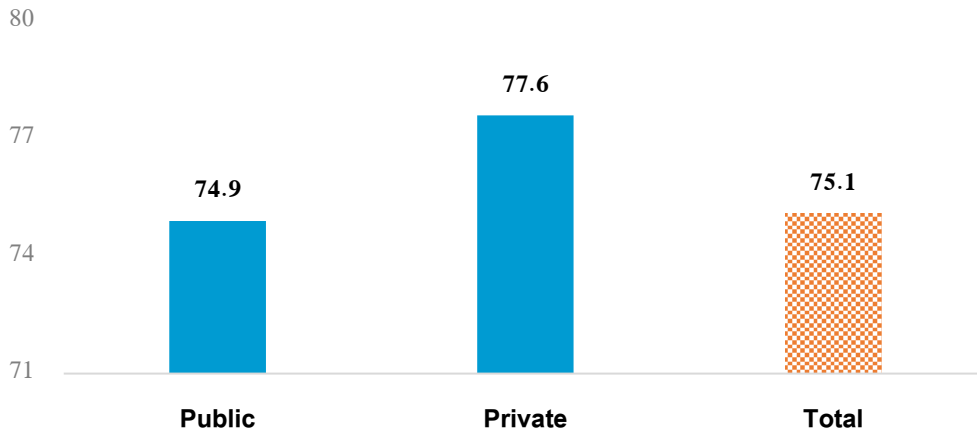
**Figure (119): Degree to which Grade 10 students possess ICT skills by Skill Type(Northern Governorates)**



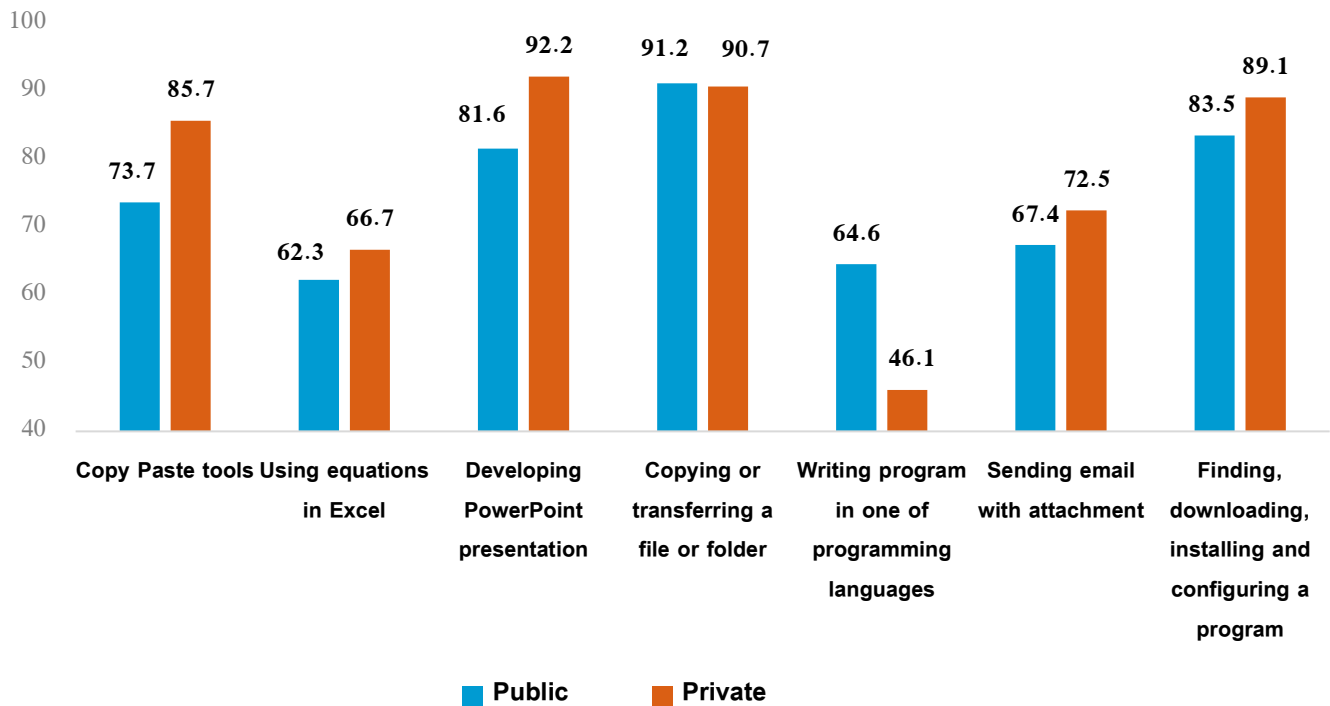
**Table (88): Degree to which Grade 10 Students' possess ICT Skills according to supervising authority**

Region	ICT Skill	Academic year 2024-2025		
		Public	Private	Total
Northern Governorates	Copy Paste tools	73.7	85.7	74.6
	Using equations in Excel	62.3	66.7	62.6
	Developing PowerPoint presentation	81.6	92.2	82.4
	Copying or transferring a file or folder	91.2	90.7	91.2
	Writing program in one of programming languages	64.6	46.1	63.2
	Sending email with attachment	67.4	72.5	67.8
	Finding, downloading, installing and configuring a program	83.5	89.1	84.0
	Total	74.9	77.6	75.1

**Figure (120): Degree to which Grade 10 students possess ICT skills by Supervising Authority (Northern Governorates)**



**Figure (121): Degree to which Grade 10 students possess ICT skills by Supervising Authority (Northern Governorates)**



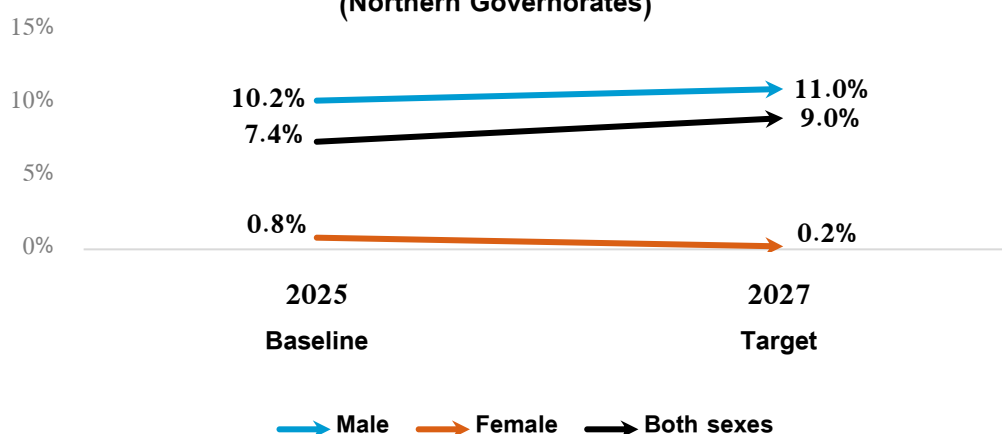
## 2.10 Percentage of Vocational School Students Enrolled in Labor Market Training

**Definition:** This indicator measures the percentage of vocational education students enrolled in practical labor market training programs (including apprenticeship tracks) out of the total student population, broken down by gender.

**Table (89): Percentage of Vocational School Students Enrolled in Labor Market Training by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	10.2%	0.8%	7.4%	11.0%	2.0%	9.0%

**Figure (122): Percentage of Vocational School Students Receiving Training in the Labor Market by Student Gender (Northern Governorates)**



### Interpretation of Results:

Students enrolled in the vocational apprenticeship track at various schools and vocational units receive practical training in the labor market. However, due to current circumstances, female student enrollment declined for the 2024-2025 academic year. The General Directorate of Vocational Education is working to establish a vocational apprenticeship track in schools and vocational units targeting Both Sexes male and female students during the 2026-2027 academic year.

### **Recommendations:**

Open workshops within the vocational apprenticeship track at vocational schools, where students can train for 2-3 days a week in labor market institutions.

## 2.11 Number of Schools with Resource Rooms

**Definition of a Resource Room:** A resource room is a room attached to a school that targets students with learning difficulties (learning disabilities and mild intellectual disabilities). This room is equipped with the necessary resources, educational games, and appropriate furniture to facilitate the learning process for this group. Students attend the resource room part-time, focusing on Arabic language and mathematics. (To master the three basic skills: reading, writing, and arithmetic), while in the remaining classes, these students work individually or in small groups of no more than 4-5 students in the regular classroom.

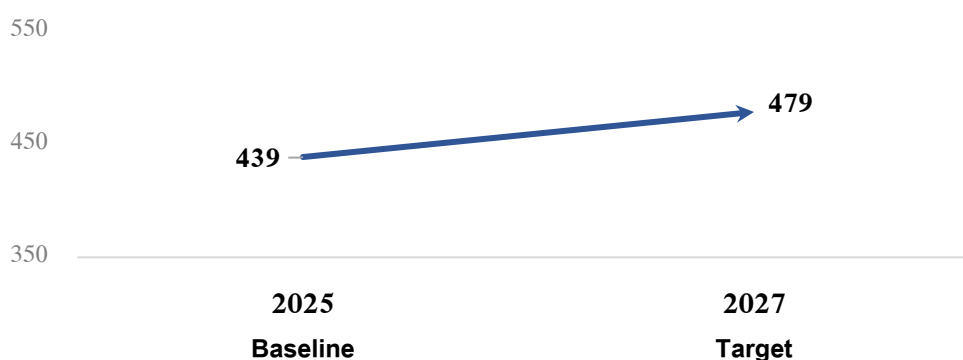
### **Note:**

- Active Resource Room: A room for which a special education teacher has been assigned.
- Inactive Resource Room: A room that has been established, equipped, and furnished, but for which a special education teacher has not yet been assigned.

**Table (90): Number of Schools with a Resource Room**

Region	Academic year 2024-2025		Target 2026-2027
	No. of schools with Active Resource Rooms	No. of schools with inactive resource rooms	No. of schools with active resource rooms
Northern Governorates	439	57	479

**Figure (123): Number of Schools with a Resource Room  
(Northern Governorates)**



### **Recommendations:**

1. Update and improve the mechanism for collecting data on students enrolled in resource rooms.
2. The need to open a new resource room that meets the needs of students.
3. Allocate budgets from supporting entities to open additional resource rooms.
4. Appoint special education teachers to activate and operate the currently inactive resource rooms.

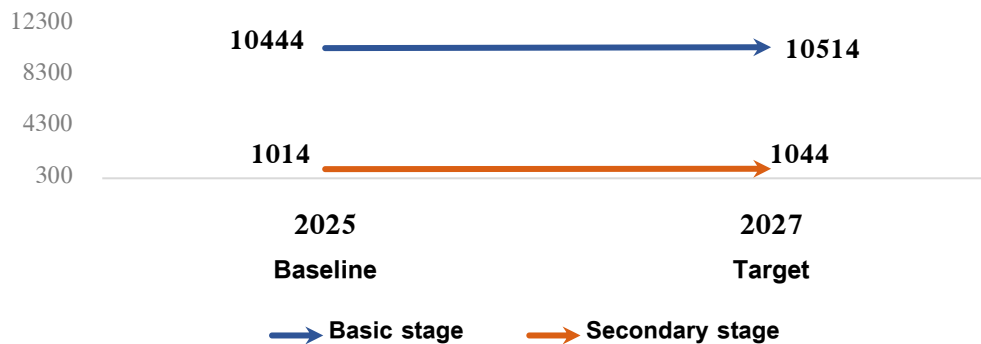
## 2.12 Number of Students with Disabilities in Public Schools

**Definition:** This indicator tracks the number of students with disabilities integrated into public schools within the following disability categories: blindness, visual impairment, hearing impairment, physical disability, speech and language disorders, intellectual disability (mild and moderate), and learning difficulties.

**Table (91): Number of Students with Disabilities in Public Schools by Educational Stage**

Region	Educational Stage	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Basic	10444	10514
	Secondary	1014	1044

**Figure (124): Number of students with disability in Government Schools by Educational Stage(Northern Governorates)**



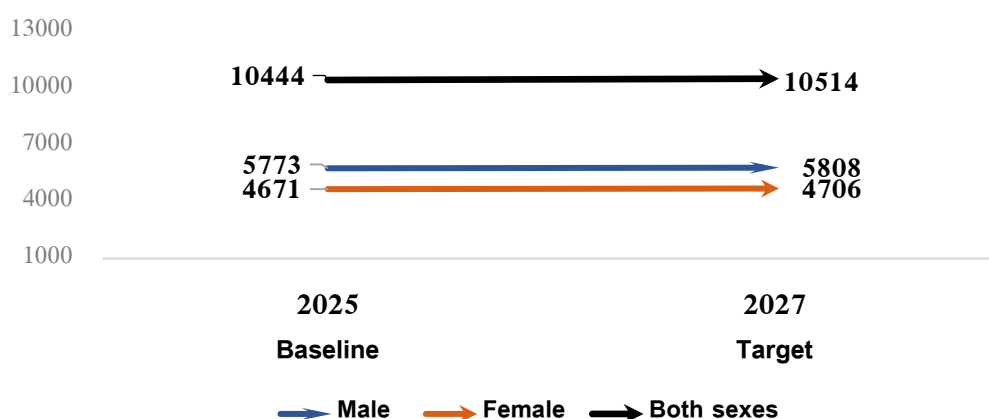
### 2.12.1 Number of Students with Disabilities in Public Schools at the Basic Stage

**Definition:** This indicator tracks the number of students with disabilities integrated into public schools in grades 1-9, within the following disability categories: blindness, visual impairment, hearing impairment, physical disability, speech and language disorders, intellectual disability (mild and moderate), and learning difficulties.

**Table (92): Number of Students with Disabilities in Public Schools at the Basic Stage by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	5773	4671	10444	5808	4706	10514

**Figure (125): Number of students with disability in public schools (Basic) by Gender (Northern Governorates)**



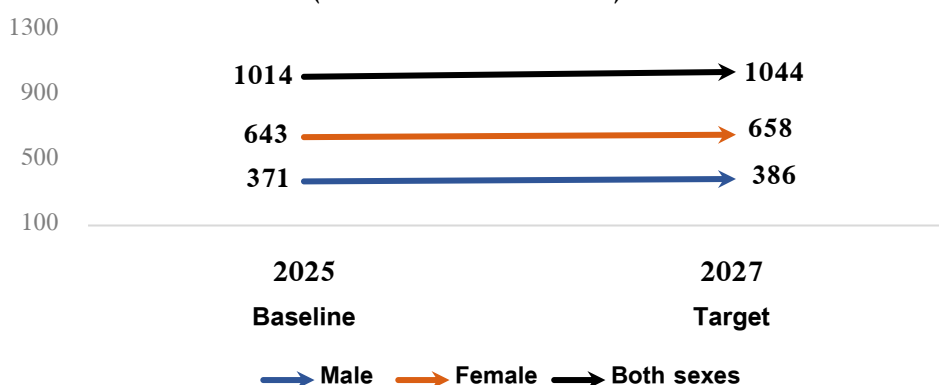
### 2.12.2 Number of Students with Disabilities in Public at the Secondary Stage

This indicator tracks the number of students with disabilities integrated into public secondary schools in grades 10-12, within the following disability categories: blindness, visual impairment, hearing impairment, physical disability, speech and language disorders, intellectual disability (mild and moderate), and learning difficulties.

**Table (93): Number of Students with Disabilities in Public Secondary Schools by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	371	643	1014	386	658	1044

**Figure (126): Number of students with disability in Government Schools in Secondary stage by Gender (Northern Governorates)**



### 2.13. Degree of Integration of Students with Disabilities in Public Schools

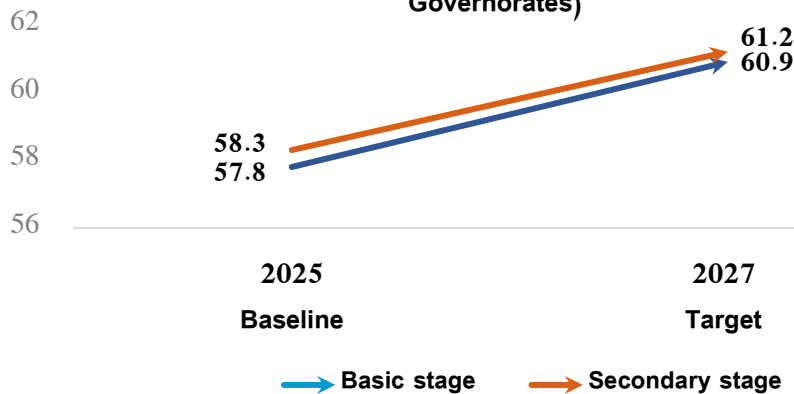
**Definition:** This indicator aims to measure the integration of students with disabilities in schools, highlighting the psychological and guidance support and accommodations provided to these students, which positively impact their love for and motivation towards the educational institution.

To measure the indicator, an instrument was developed containing several items that reflect integration, including the presence of friends, participation in work groups and activities, equal treatment, freedom of expression, and others.

**Table (94): Degree of Integration of Students with Disabilities in Public Schools by Educational Stage**

Region	Educational Stage	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Basic	57.8	60.9
	Secondary	58.3	61.2

**Figure (127): Degree of Integration of Students with Disabilities in Government Schools by Educational Stage (Northern Governorates)**



### **Recommendations:**

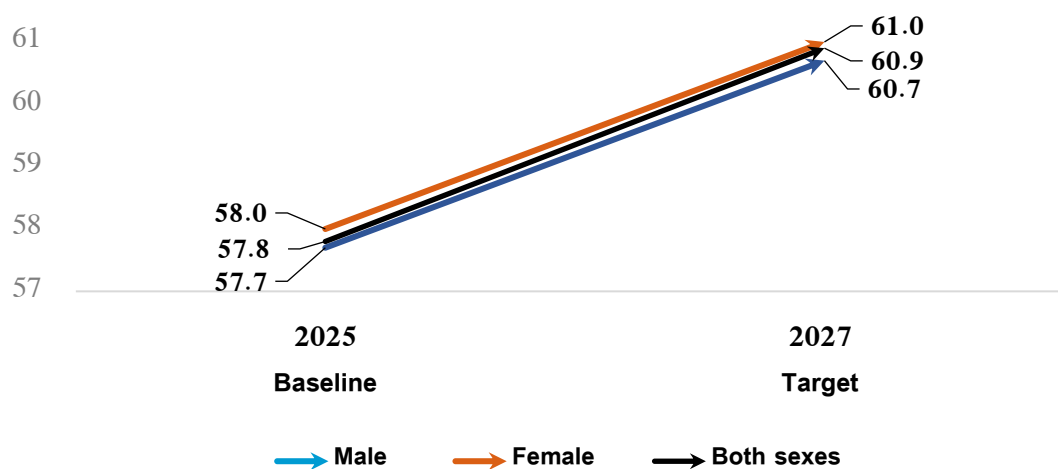
1. Provide communication mechanisms for students with disabilities at the school level (Braille, sign language, etc.).
2. Ensure access to all services provided by the Ministry and its directorates using digital communication methods.
3. Provide incentives for students with disabilities and involve them in all activities and conferences related to people with disabilities, Both Sexes locally and internationally.
4. Ensure that all students with disabilities have access to assistive devices and equipment that support the educational process and facilitate their inclusion without any challenges.

### **2.13.1 Degree of Integration of Students with Disabilities in Public Schools at the Basic Stage**

**Table (95): Degree of Integration of Students with Disabilities in Public Schools at the Basic Stage by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	57.7	58.0	57.8	60.7	61.0	60.9

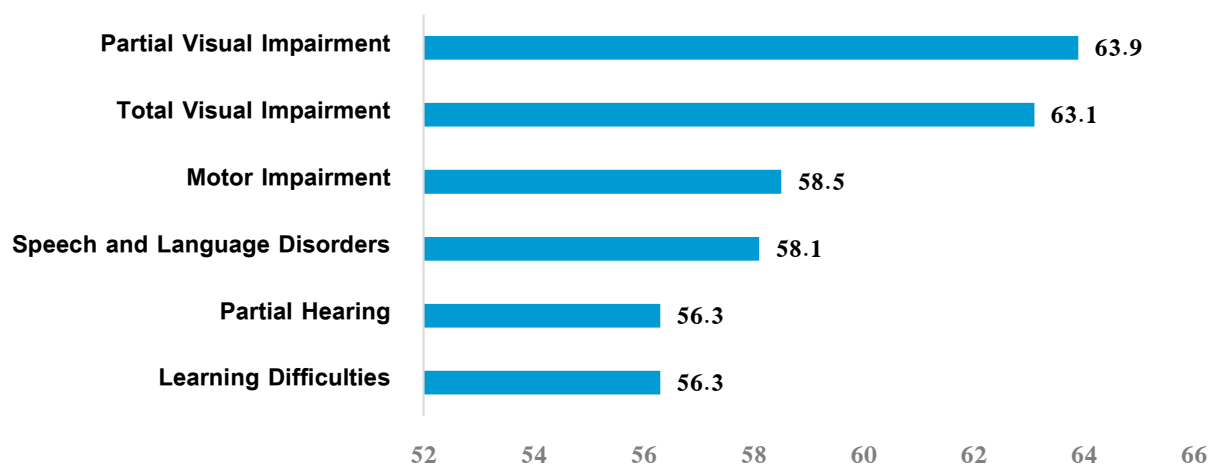
**Figure (128): Degree of Inclusion of Students with Disabilities in Government Schools in Basic Stage by Student Gender (Northern Governorates)**



**Table (96): Degree of Integration of Students with Disabilities in Public Schools at the Basic Stage according to disability**

Region	Disability	Academic year 2024-2025		
		Male	Female	Both Sexes
Northern Governorates	Partial Vision	58.6	68.3	63.9
	Total Vision	53.1	73.1	63.1
	Partial Hearing	62.1	52.6	56.3
	Motor	56.9	60.2	58.5
	Speech and Language	56.8	59.8	58.1
	Learning	57.8	54.1	56.3

**Figure (129): Degree of integration of students with disabilities in Government schools according to disability category in Basic stage (Northern Governorates)**

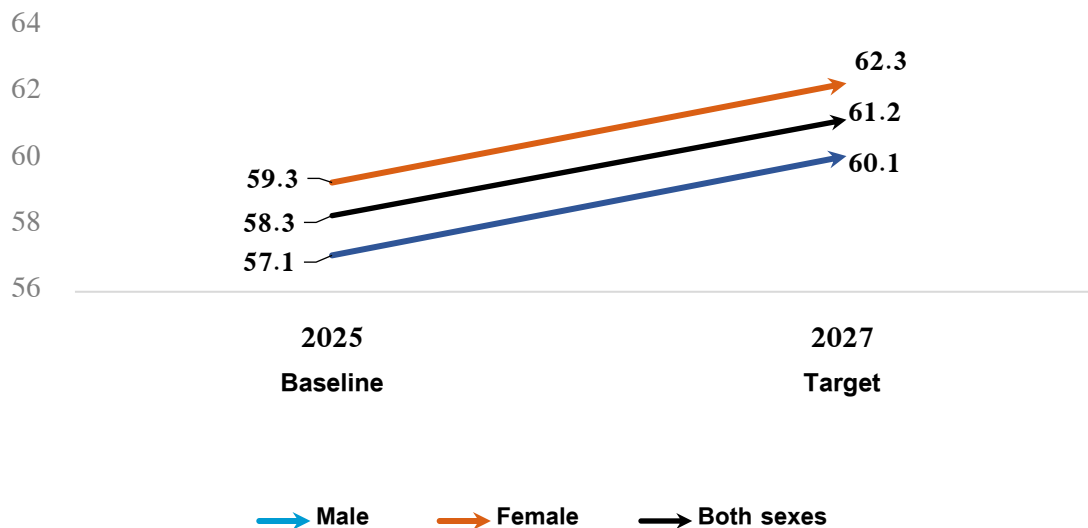


### 2.13.2 Degree of Integration of Students with Disabilities in Public Schools at the Secondary Stage

**Table (97): Degree of Integration of Students with Disabilities in Public Schools at the Secondary Stage by Student Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	57.1	59.3	58.3	60.1	62.3	61.2

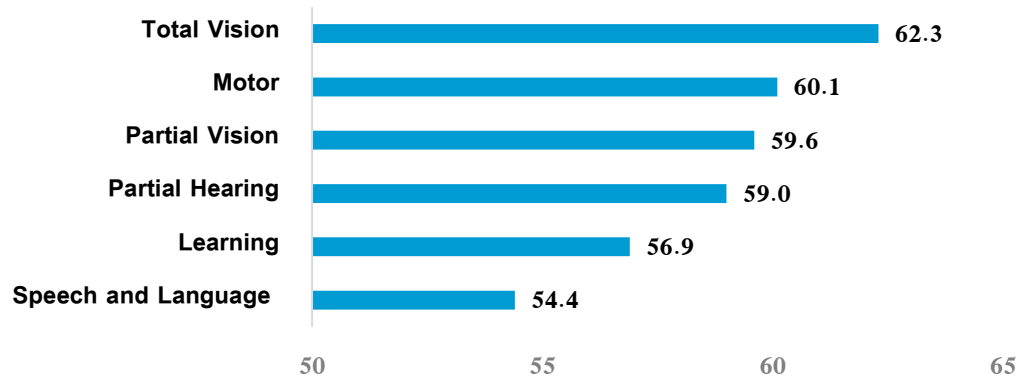
**Figure (130): Degree of Inclusion of Students with Disabilities in Public Schools in Secondary Stage by Student Gender (Northern Governorates)**



**Table (98): Degree of Integration of Students with Disabilities in Public Schools at the Secondary Stage according to disability**

Region	Disability	Academic year 2024-2025		
		Male	Female	Both Sexes
Northern Governorates	Partial Vision	57.2	61.0	59.6
	Total Vision	62.1	62.4	62.3
	Partial Hearing	60.0	58.0	59.0
	Motor	57.2	63.3	60.1
	Speech and Language	53.4	55.9	54.4
	Learning	56.5	57.0	56.9

**Figure (131): Degree of integration of students with disabilities in Government schools according to disability category in Secondary stage (Northern Governorates)**



#### 2.14 Number of Students Enrolled in Non-Formal Learning Programs (Literacy and Parallel Programs)

**Definition:** This refers to the number of students enrolled in non-formal education programs (literacy and parallel programs) in Palestine who have not had the opportunity to attend formal schooling. This indicator aims to monitor enrollment in literacy and parallel education programs to track the increase in participation in non-formal education programs.

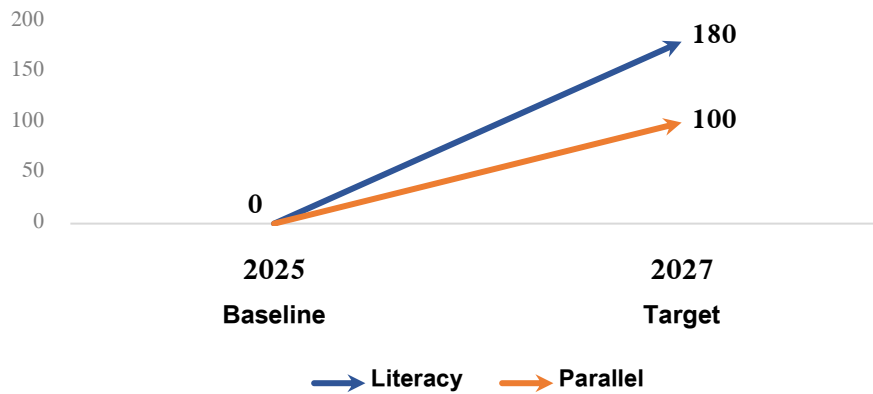
**Parallel Education:** This is an adult education program offered by the Ministry to students aged 13 and above who have dropped out of school and to those who have become literate. Students enrolled in parallel education receive a ninth-grade certificate after passing the parallel education completion exam.

**Table (99): Number of Students Enrolled in Non-Formal Learning Programs (Literacy and Parallel Programs)**

Region	Non-Formal Program	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Literacy	0	180
	Parallel	0	100

There were no learners in the Non-Formal Program during 2024-25.

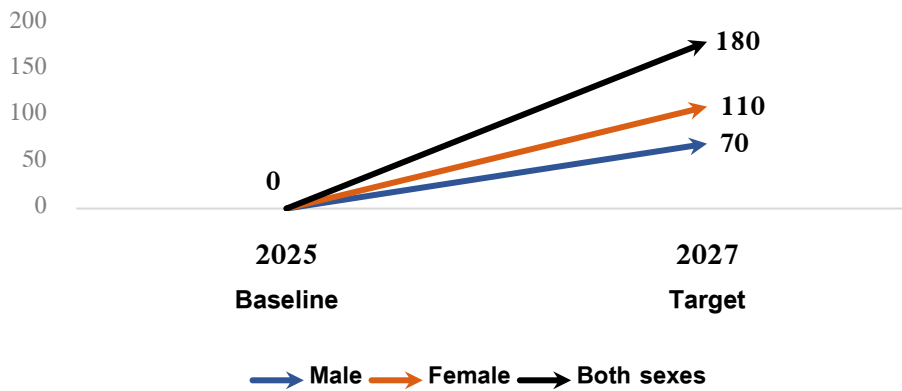
**Figure (132): Number of learners in non-formal education (parallel and adult)(Northern Governorates)**



**Table (100): Number of Students Enrolled in Non-Formal Learning Programs (Literacy Program) according to Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	0	0	0	70	110	180

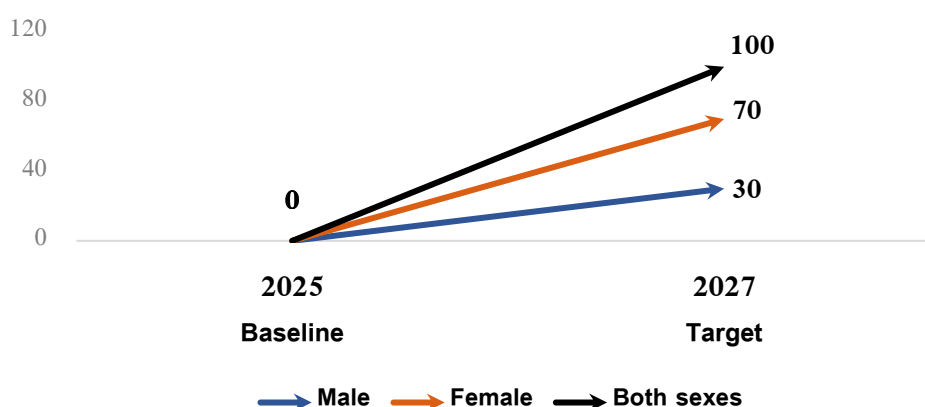
**Figure (133): Number of learners in non-formal education (adult) by Gender (Northern Governorates)**



**Table (101): Number of Students Enrolled in Non-Formal Learning Programs (Parallel Program) according to Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	0	0	0	30	70	100

**Figure (134): Number of learners in non-formal education (parallel) by Gender (Northern Governorates)**



## 2.15 Percentage of Students Enrolled in Parallel Education Programs Who Have Become Literate

**Definition:** The total number of students enrolled in parallel education programs who have graduated from literacy programs, expressed as a percentage of the total number of students enrolled in literacy programs for the same year.

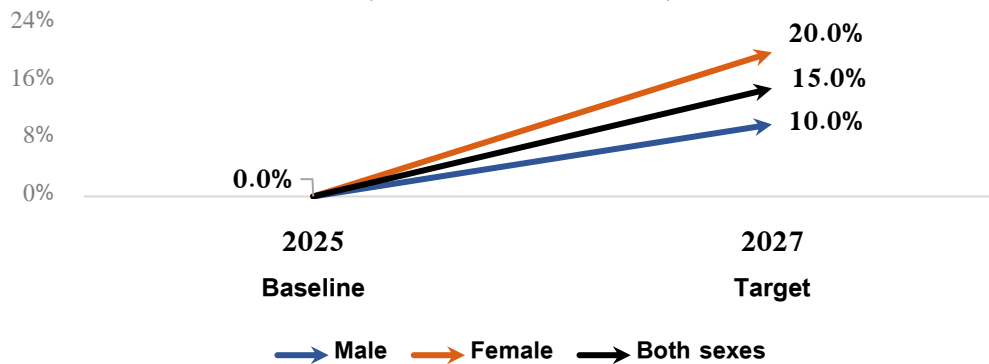
This indicator aims to measure the degree of integration among non-formal education programs supervised by the Ministry of Education and Higher Education.

**Table (102): Percentage of Students Enrolled in Parallel Education Programs Who Have Become Literate, by Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	0.0%	0.0%	0.0%	10.0%	20.0%	15.0%

There were no learners in the Non-Formal Program during 2024-25.

**Figure (135): Percentage of literacy graduates enrolled in the Parallel Education program according gender (Northern Governorates)**



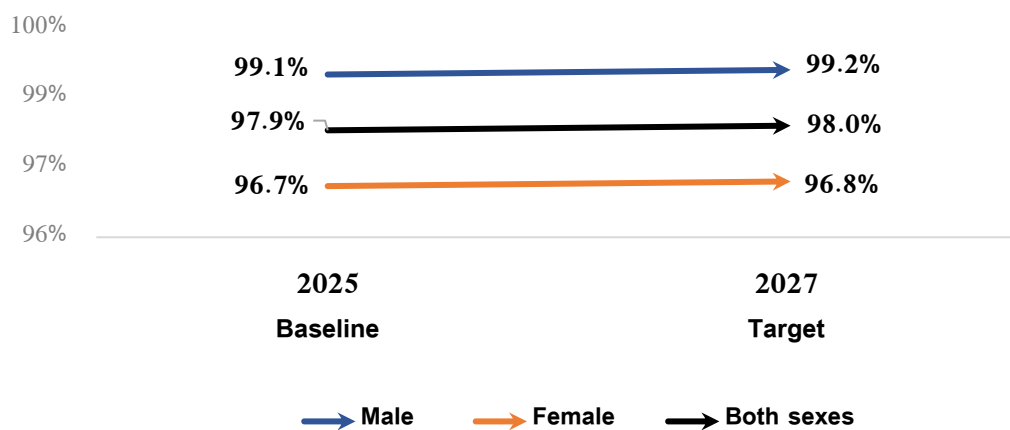
## 2.16 Adult Literacy Rate in Palestine (15 Years and Above)

**Definition:** The number of adults aged 15 and above who are literate, expressed as a percentage of the total population aged 15 and above. The adult literacy rate reflects cumulative educational attainment, and literacy programs aim to equip the population with basic reading and writing skills.

**Table (103): Adult Literacy Rate in Palestine (15 Years and Above) by Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	99.1%	96.7%	97.9%	99.2%	96.8%	98.0%

**Figure (136): Adult Literacy Rate (15 years and above) by Gender (Northern Governorates)**



## 2.17 Degree to which Students Possess Moral Values and Positive Attitudes

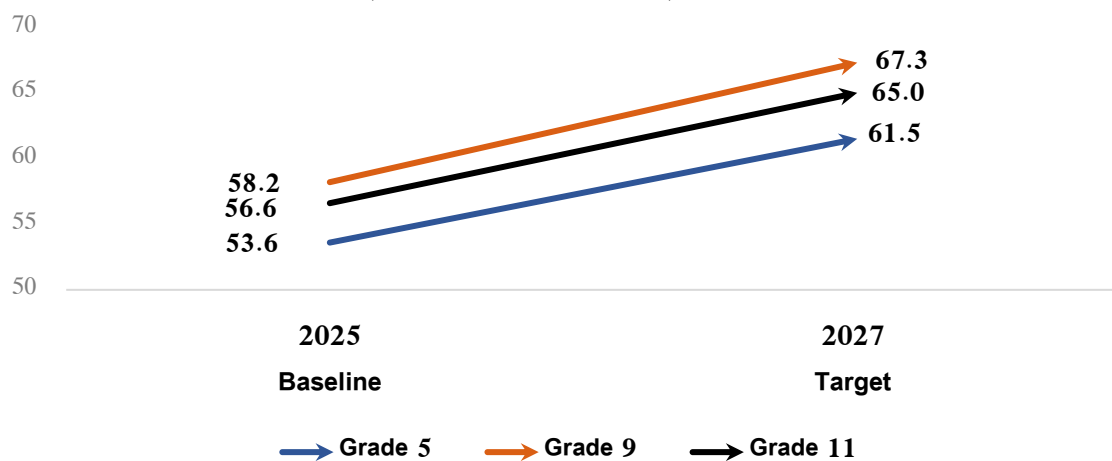
Values and attitudes contribute to developing a balanced mindset and personality capable of dealing with oneself and others in various situations effectively and appropriately.

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

**Table (104): Students' Possession of Moral Values and Positive Attitudes by Target Grade Level**

Region	Grade	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Five	53.6	61.5
	Nine	58.2	67.3
	Eleven	56.6	65.0

**Figure (137): Degree to which students possess moral values and positive attitudes according to the target grade (Northern Governorates)**

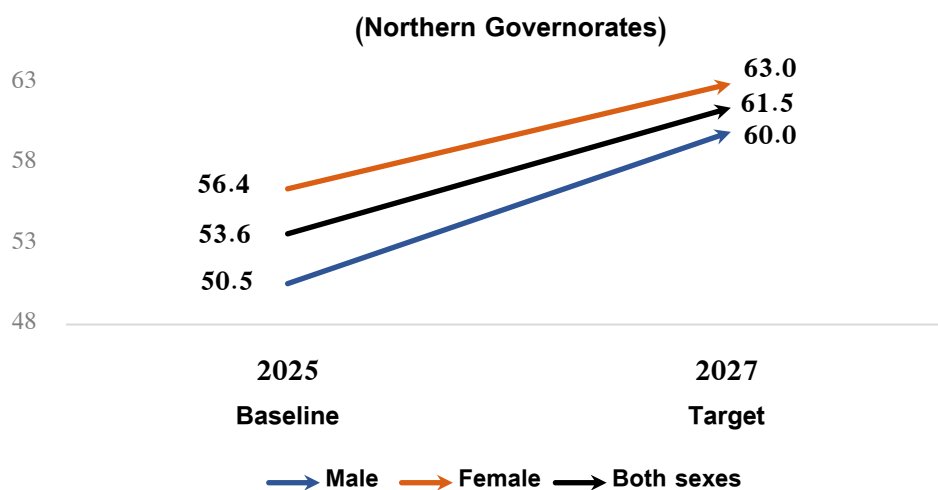


### 2.17.1 Degree to which Grade 5 Students' Possess Moral Values and Positive Attitudes

**Table (105): Degree of Grade 5 Students' Possession of Moral Values and Positive Attitudes according to Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern	50.5	56.4	53.6	60.0	63.0	61.5

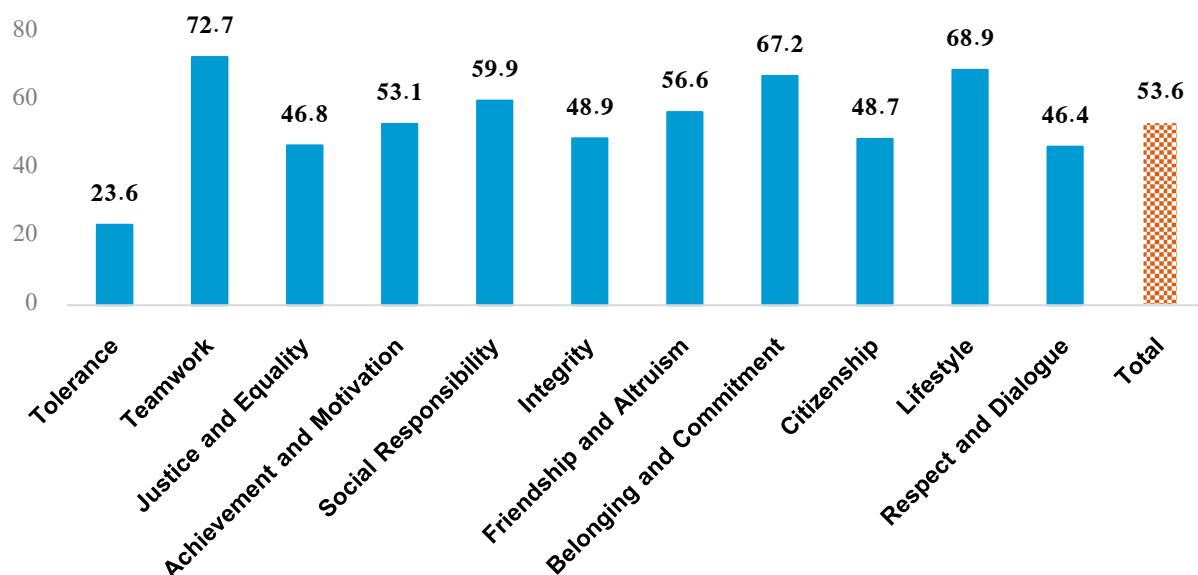
**Figure (138): Degree to which Grade 5 students possess moral values and positive attitude by Student Gender**



**Table (106): Degree to which Grade 5 Students Possess Moral Values and Positive Attitudes according to value**

Region	Values and Attitudes	Academic year 2024-2025		
		Male	Female	Both Sexes
Northern Governorates	Tolerance	23.3	23.8	23.6
	Team work	68.4	76.5	72.7
	Justice and Equality	43.5	49.8	46.8
	Achievement & motivation	50.7	55.2	53.1
	Social Responsibility	56.5	63.0	59.9
	Integrity	46.0	51.4	48.9
	Friendship and Altruism	54.2	58.8	56.6
	Belonging and Commitment	63.3	70.8	67.2
	Citizenship	45.8	51.4	48.7
	Lifestyle	64.5	72.8	68.9
	Respect and Dialogue	42.7	49.6	46.4
<b>Total</b>	<b>50.5</b>	<b>56.4</b>	<b>53.6</b>	

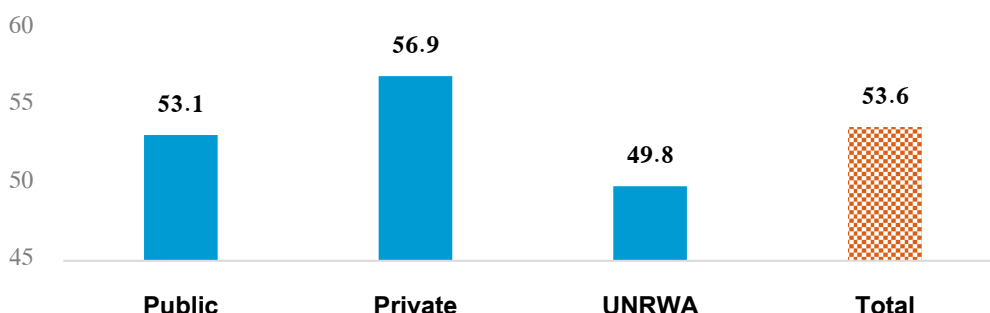
**Figure (139): Degree to which Grade 5 students possess moral values and positive attitude (Northern Governorates)**



**Table (107): Degree to which Grade 5 Students’ Possess Moral Values and Positive Attitudes according to supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	53.1	56.9	49.8	53.6

**Figure (140):Degree to which Grade 5 students possess moral values and positive attitude by the supervising authority (Northern Governorates)**

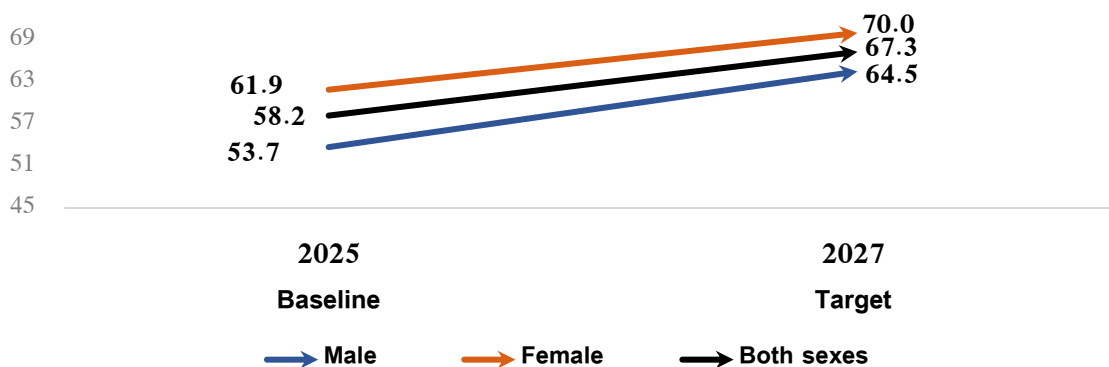


**2.17.2 Degree to which Grade 9 Students’ Possess Moral Values and Positive Attitudes**

**Table (108): Degree to which Grade 9 Students’ Possess Moral Values and Positive Attitudes according to Gender**

Region	School year 2024-25			Target 2026-27		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	53.7	61.9	58.2	64.5	70.0	67.3

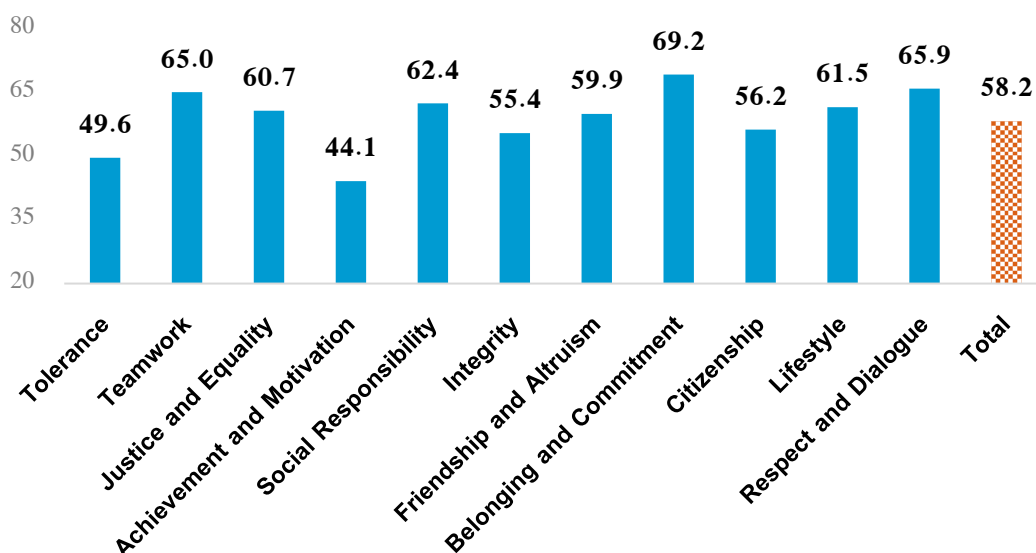
**Figure (141):Degree to which Grade 9 students possess moral values and positive attitude by Student Gender (Northern Governorates)**



**Table (109): Degree to which Grade 9 Students' Possess Moral Values and Positive Attitudes according to value**

Region	Values and Attitudes	Academic year 2024-2025		
		Male	Female	Both Sexes
Northern Governorates	Tolerance	49.6	49.6	49.6
	Teamwork	62.2	67.4	65.0
	Justice and Equality	56.1	64.6	60.7
	Achievement and motivation	39.4	48.0	44.1
	Social Responsibility	57.1	66.8	62.4
	Integrity	50.4	59.6	55.4
	Friendship and Altruism	55.9	63.2	59.9
	Belonging and Commitment	62.4	74.9	69.2
	Citizenship	50.5	61.0	56.2
	Lifestyle	55.5	66.6	61.5
	Respect and Dialogue	61.9	69.3	65.9
	Total	53.7	61.9	58.2

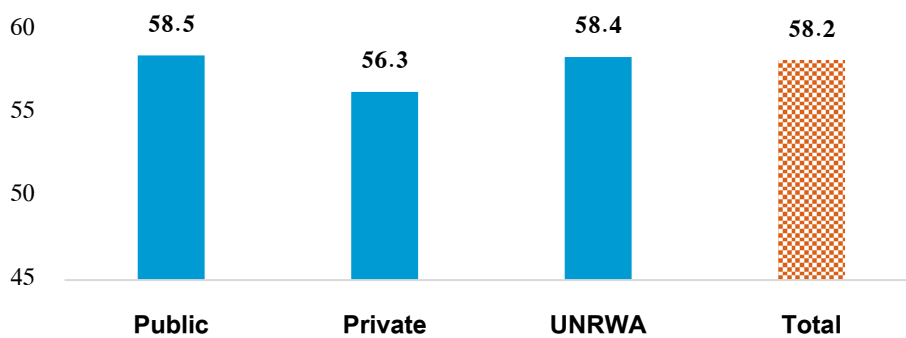
**Figure (142): Degree to which Grade 9 students possess moral values and positive attitude**



**Table (110): Degree to which Grade 9 Students' Possess Moral Values and Positive Attitudes according supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	58.5	56.3	58.4	58.2

**Figure (143): Degree to which Grade 9 students possess moral values and positive attitude by the supervising authority (Northern Governorates)**

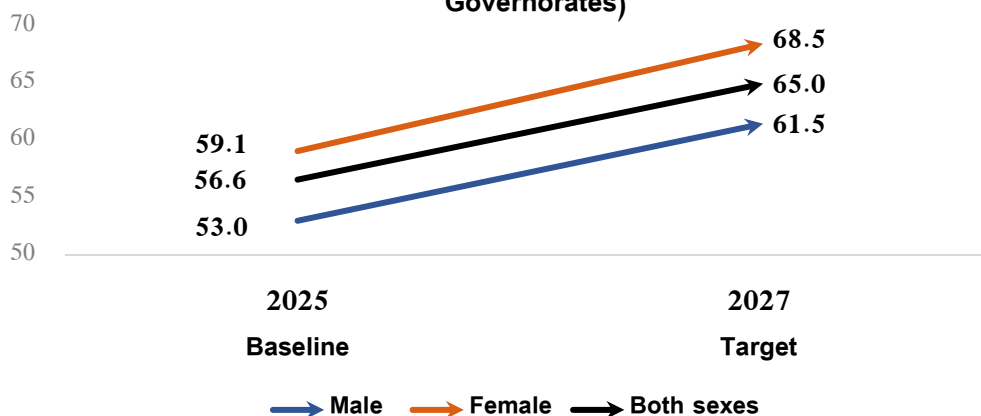


### 2.17.3 Degree to which Grade 11 Students' Possess Moral Values and Positive Attitudes

**Table (111): Degree to which Grade 11 Students' Possess Moral Values and Positive Attitudes according to Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	53.0	59.1	56.6	61.5	68.5	65.0

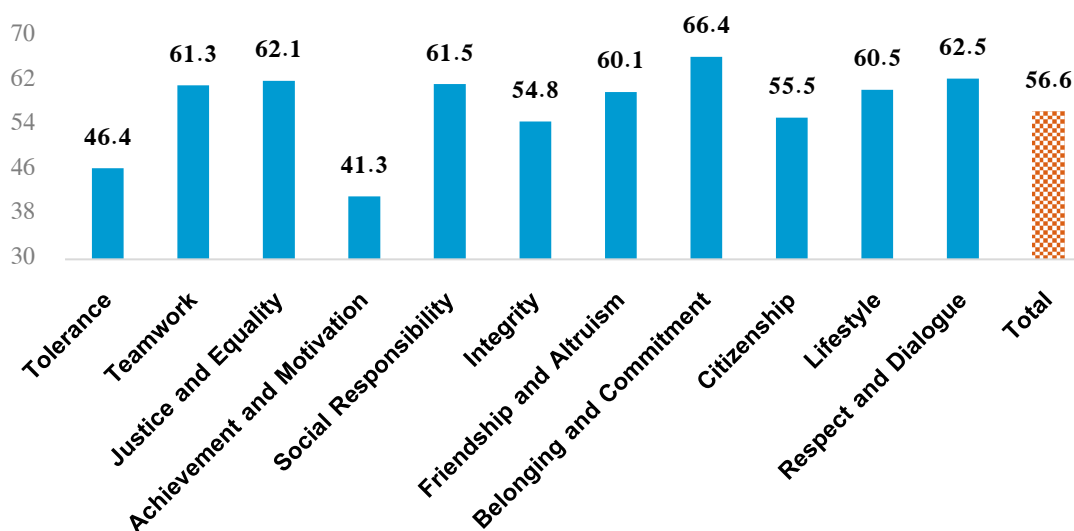
**Figure (144): Degree to which Grade 11 students possess moral values and positive attitude by Student Gender (Northern Governorates)**



**Table (112): Degree to which Grade 11 Students' Possess Moral Values and Positive Attitudes according to Value**

Region	Values and Attitudes	Academic year 2024-2025		
		Male	Female	Both Sexes
Northern Governorates	Tolerance	44.5	47.6	46.4
	Teamwork	59.2	62.7	61.3
	Justice and Equality	60.0	63.5	62.1
	Achievement and motivation	39.6	42.5	41.3
	Social Responsibility	58.6	63.5	61.5
	Integrity	50.1	58.1	54.8
	Friendship and Altruism	56.7	62.5	60.1
	Belonging and Commitment	58.6	71.9	66.4
	Citizenship	51.7	58.2	55.5
	Lifestyle	55.4	64.1	60.5
	Respect and Dialogue	59.4	64.7	62.5
	Total	53.0	59.1	56.6

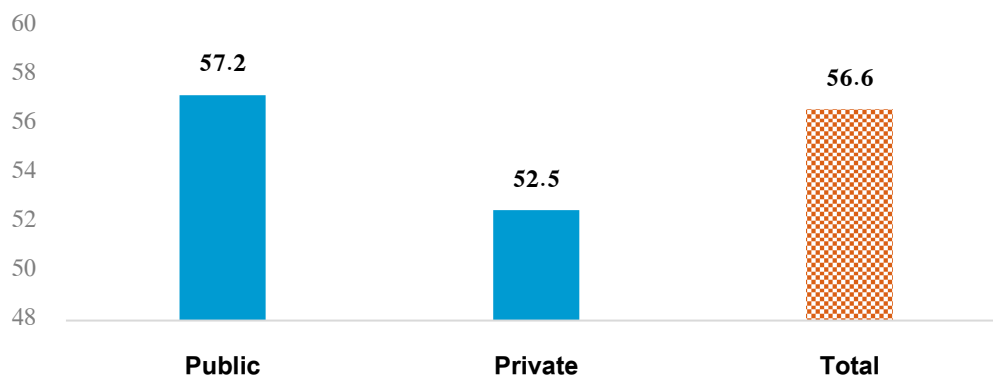
**Figure (145): Degree to which Grade 11 students possess moral values and positive attitude**



**Table (113): Degree to which Grade 11 Students' Possess Moral Values and Positive Attitudes according to Supervising Authority**

Region	Academic year 2024-2025		
	Public	Private	Total
Northern Governorates	57.2	52.5	56.6

**Figure (146): Degree to which Grade 11 students possess moral values and positive attitude by the supervising authority (Northern Governorates)**



## 2.18 Degree to which Students Possess Thinking Patterns

Thinking is the foundation of productivity, preceding the acquisition of knowledge. Students' possession of diverse thinking patterns enables them to compete effectively in today's fast-paced world, where success and excellence are linked to sound thinking skills. This contributes to their psychological well-being and allows them to adapt to changing circumstances.

Thinking styles included in the index:

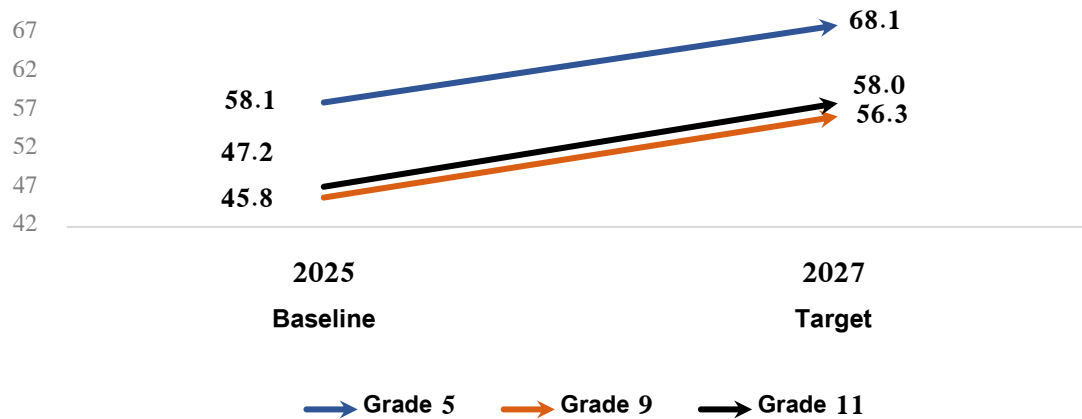
- **Creative thinking:** Thinking outside the box in problem-solving, or a combination of abilities, aptitudes, and personal characteristics that, when provided with a suitable environment, can elevate mental processes to produce original and beneficial results.
- **Critical thinking:** Careful and thorough examination and evaluation of events. It is a process of analyzing and considering alternatives and assessing knowledge (using the rules of logic and logical reasoning based on the objective analysis of information and experiences).
- **Reflective thinking:** An investigative process in which an individual reflects on how a situation was implemented, reconsiders it, and identifies the effective and less successful aspects.
- **Metacognitive thinking:** Students' awareness of their cognitive processes and their ability to plan and manage these processes through organization and monitoring during performance, followed by the evaluation of their learning outcomes.

To measure the indicator, case-based tools were used. A tool consisting of a set of multiple-choice questions representing a number of written real-life situations was adopted. Students expressed their logical reasoning for the correct choice in these situations. A multi-stage stratified cluster sampling method was used to target the population represented by the indicator (students in grades 5, 9, and 11).

**Table (114): Degree to which students possess thinking patterns according to the target grade Level**

Region	Grade	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Five	58.1	68.1
	Nine	45.8	56.3
	Eleven	47.2	58.0

**Figure (147): The Degree to Which Students Possess Thinking Patterns According to the Targeted Grade (Northern Governorates)**

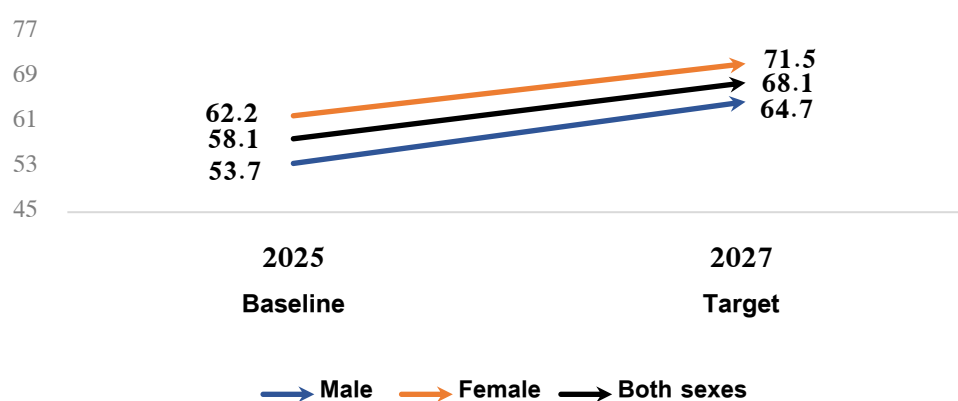


### 2.18.1 Degree to which Grade 5 Students Possess Thinking Patterns

**Table (115): Degree to which Grade 5 Students Possess Thinking Patterns according to Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	53.7	62.2	58.1	64.7	71.5	68.1

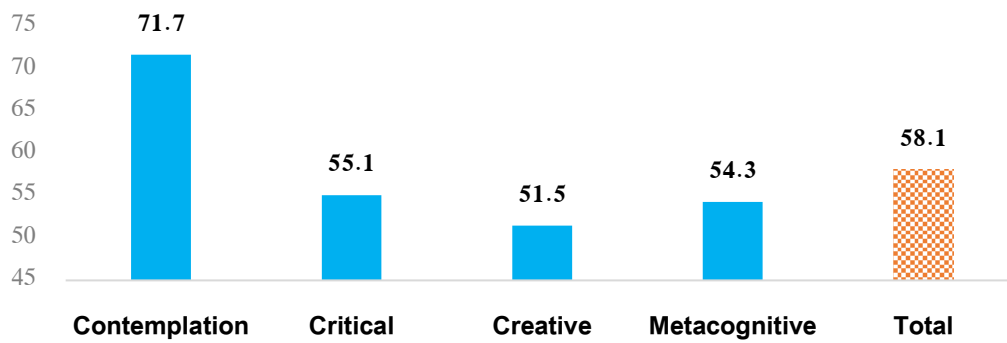
**Figure (148): Degree to which Grade 5 students possess thinking pattern by Student Gender (Northern Governorates)**



**Table (116): Degree to which Grade 5 Students Possess Thinking Patterns according to Thinking Pattern**

Region	Thinking Pattern	Academic year 2024-2025		
		Male	Female	Both Sexes
Northern Governorates	Contemplation	66.1	76.8	71.7
	Critical	50.7	59.1	55.1
	Creative	48.0	54.6	51.5
	Metacognitive	50.1	58.1	54.3
	Total	53.7	62.2	58.1

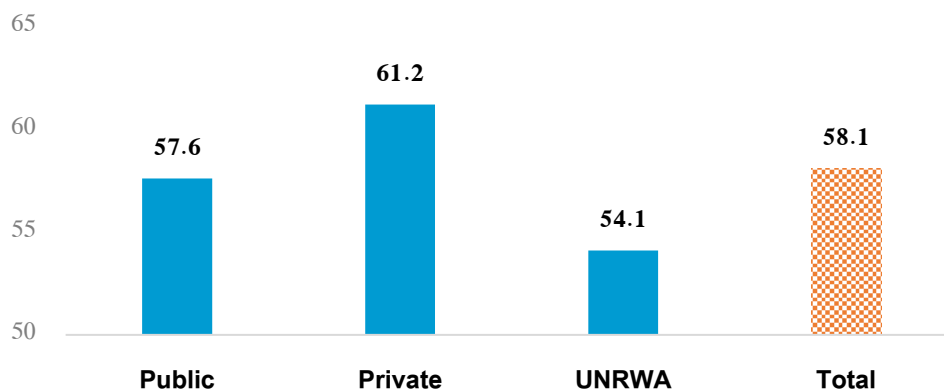
**Figure (149): Degree to which Grade 5 students possess thinking pattern (Northern Governorates)**



**Table (117): Degree to which Grade 5 Students Possess Thinking Patterns according to supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	57.6	61.2	54.1	58.1

**Figure (150): Degree to which Grade 5 students possess thinking pattern By the Supervising Authority (Northern Governorates)**

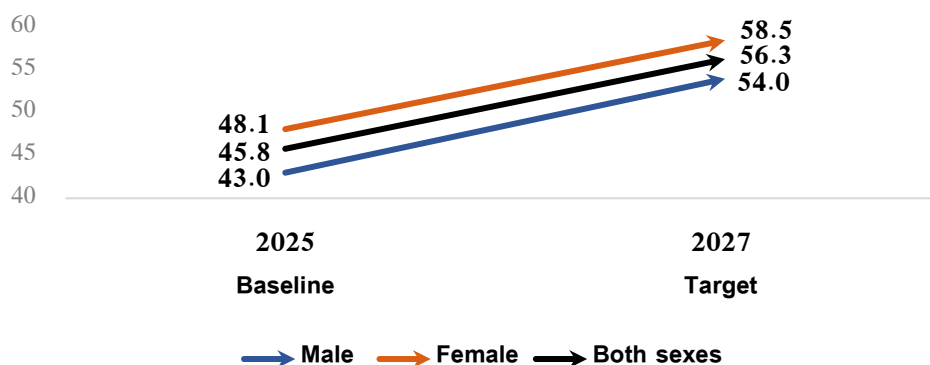


## 2.18.2 Degree to which Grade 9 Students Possess Thinking Patterns

**Table (118): Degree to which Grade 9 Students Possess Thinking Patterns according to Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	43.0	48.1	45.8	54.0	58.5	56.3

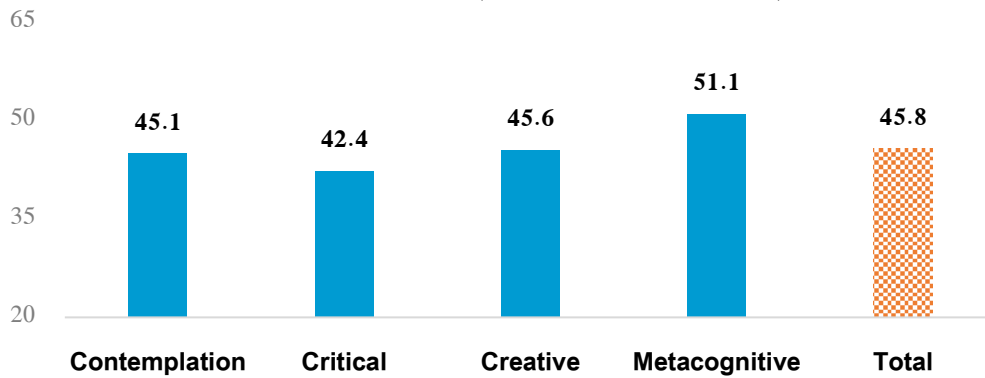
**Figure (151): Degree to which Grade 9 students possess thinking pattern by Student Gender (Northern Governorates)**



**Table (119): Degree Grade 9 Students' Possession of Thinking Patterns according to Thinking Pattern**

Region	Thinking Pattern	Academic year 2024-2025		
		Male	Female	Both Sexes
Northern Governorates	Contemplation	42.5	47.3	45.1
	Critical	41.7	43.0	42.4
	Creative	41.9	48.7	45.6
	Metacognitive	46.3	55.1	51.1
	Total	43.0	48.1	45.8

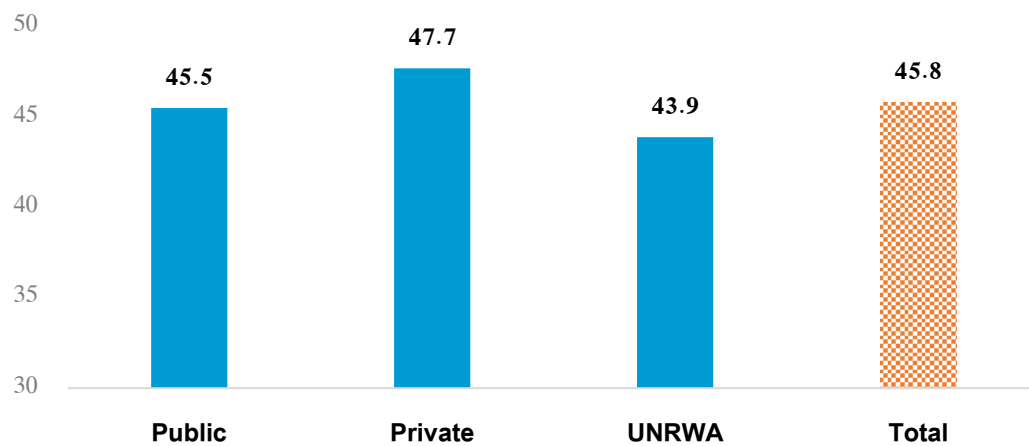
**Figure (152): Degree to which Grade 9 students possess thinking pattern (Northern Governorates)**



**Table (120): Degree to which Grade 9 Students Possess Thinking Patterns according to supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	45.5	47.7	43.9	45.8

**Figure (153): Degree to which Grade 9 students possess thinking pattern By the Supervising Authority (Northern Governorates)**

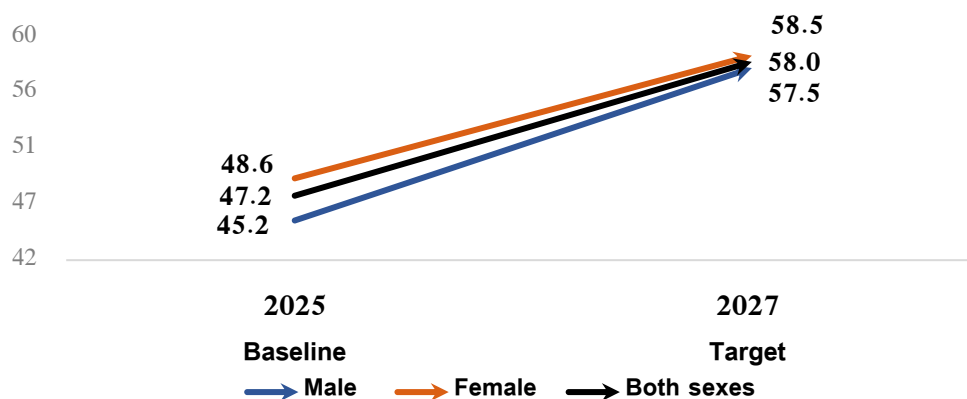


### 2.18.3 Degree to which Grade 11 Student Possess Thinking Patterns

**Table (121): Degree to which Grade 11 Students Possess Thinking Patterns according to Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	45.2	48.6	47.2	57.5	58.5	58.0

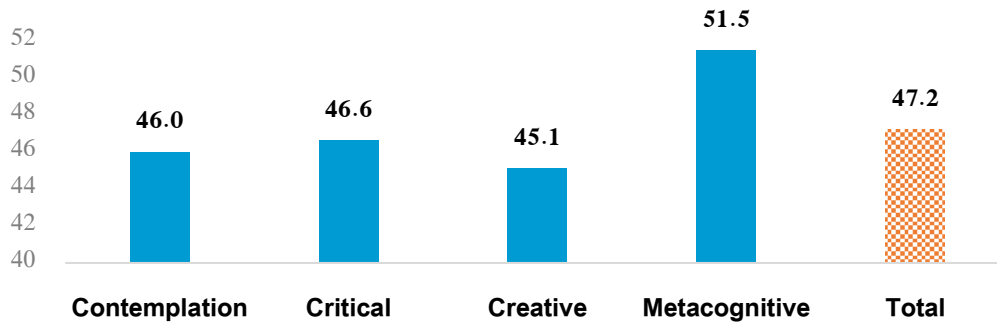
**Figure (154): Degree to which Grade 11 students possess thinking pattern by Student Gender (Northern Governorates)**



**Table (122): Degree to which Grade 11 Students Possess Thinking Patterns according to Thinking Pattern**

Region	Thinking Pattern	Academic year 2024-2025		
		Male	Female	Both Sexes
Northern Governorates	Contemplation	44.7	46.9	46.0
	Critical	45.0	47.7	46.6
	Creative	42.4	47.0	45.1
	Metacognitive	48.8	53.4	51.5
	Total	45.2	48.6	47.2

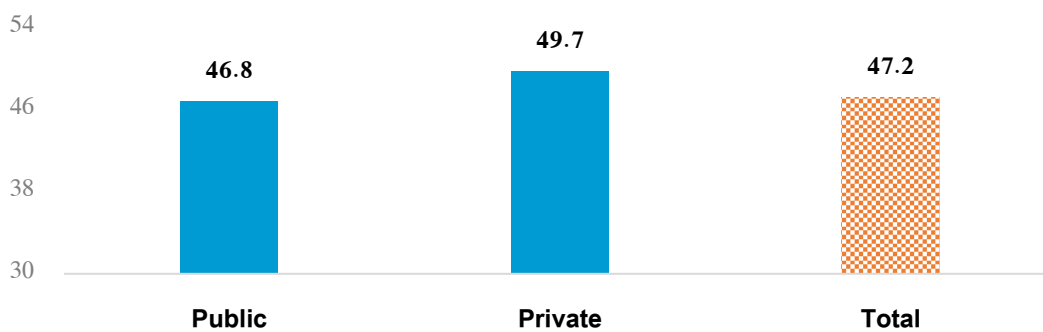
**Figure (155): Degree to which Grade 11 students possess thinking pattern (Northern Governorates)**



**Table (123): Degree to which Grade 11 Students Possess Thinking Patterns according to supervising authority**

Region	Academic year 2024-2025		
	Public	Private	Total
Northern Governorates	46.8	49.7	47.2

**Figure (156): Degree to which Grade 11 students possess thinking pattern By the Supervising Authority (Northern Governorates)**



### 2.19 Degree to which Students Possess Life and Citizenship

Life skills are defined as the set of processes and procedures through which an individual can solve a problem, face a challenge, or make adjustments in various aspects of their life. The World Health Organization (2007) defines them as the abilities necessary for individuals to adapt, act positively, and deal effectively with the demands and challenges of daily life.

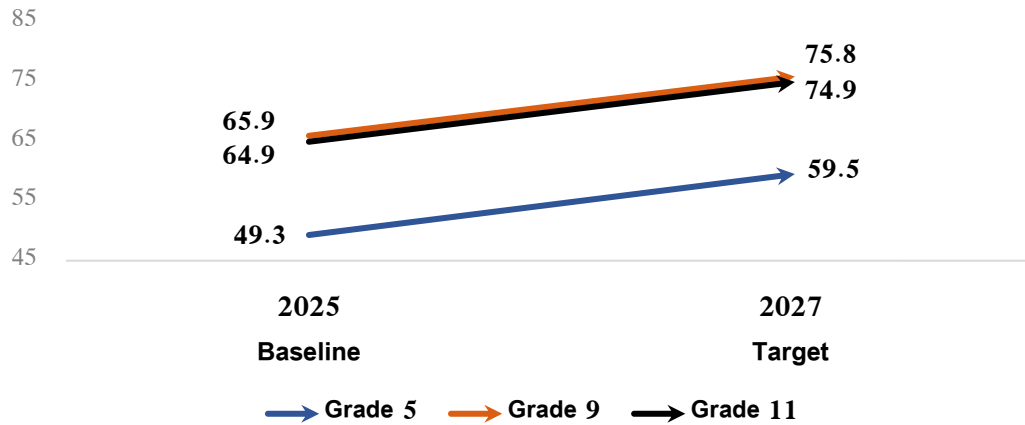
**Life skills included in the indicator:**

- **Communication:** The skill of verbally and nonverbally expressing opinions, desires, needs, and concerns in a manner appropriate to the culture and situation. This helps individuals seek advice and assistance at the right time and enables the two-way exchange of information, ideas, emotions, and feelings with others to achieve a common goal, without necessarily implying agreement.
- **Problem-solving:** The intellectual ability of a person to constructively deal with problems they encounter. This includes the skill of identifying and analyzing the problem and formulating hypotheses to solve it. It is the highest level of thinking skills, requiring mastery and control over basic and intermediate thinking skills.
- **Decision-making:** This skill involves evaluating information and advice to make informed decisions, assessing the pros and cons of different opinions, adapting decisions to new situations, and the ability to anticipate, set goals, and plan for the future.
- **Self-confidence:** This refers to an individual's self-perception, self-esteem, and sense of self-worth, enabling them to navigate daily life comfortably and without undue stress.
- **Stress resistance:** This skill involves identifying sources of stress and frustration and managing them positively and effectively. This allows individuals to successfully resist peer pressure, media influence, and propaganda by making sound decisions independent of their immediate circumstances. To measure the indicator, case-based tools were adopted. A tool consisting of a set of multiple-choice questions representing a number of written life situations was used, in which students expressed their perceptions of optimal behavior in those situations. A multi-stage stratified cluster sampling method was used to target the population represented by the indicator (students in grades 5, 9, and 11).

**Table (124): Degree of Students' possession of life skills and citizenship according to the targeted grade level**

Region	Grade	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Five	49.3	59.5
	Nine	65.9	75.8
	Eleven	64.9	74.9

**Figure (157): Degree to which students possess life skills and citizenship by Targeted Grade (Northern Governorates)**

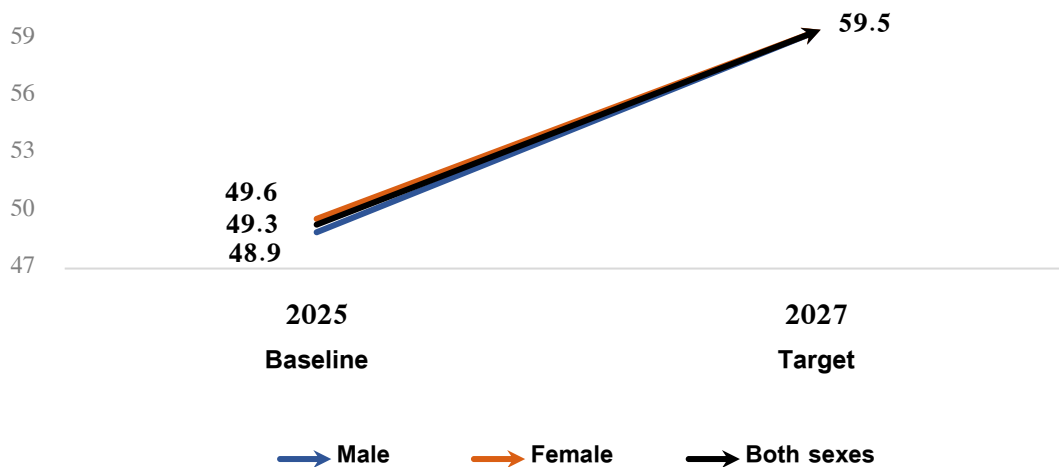


### 2.19.1 Degree to which Grade 5 Students Possess Life and Citizenship

**Table (125): Degree to which Grade 5 Students Possess Life and Citizenship according to Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	48.9	49.6	49.3	59.5	59.5	59.5

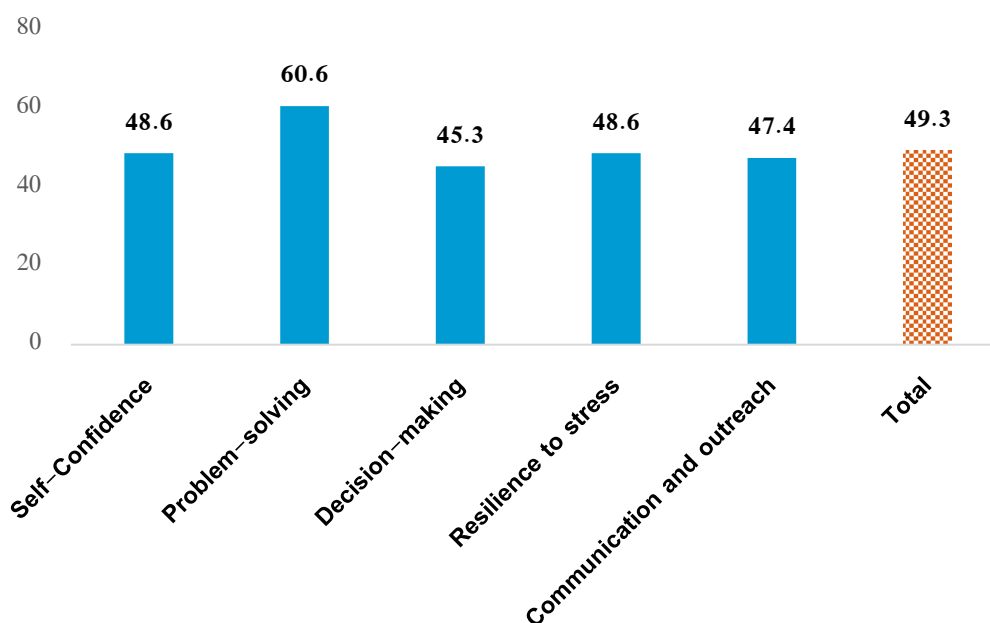
**Figure (158): Degree to which Grade 5 students possess life skills and citizenship by Student Gender (Northern Governorates)**



**Table (126): Degree to which Grade 5 Students Possess Life and Citizenship according to skill**

Region	Thinking Pattern	Academic year 2024-2025		
		Male	Female	Both Sexes
Northern Governorates	Self-Confidence	49.4	48.0	48.6
	Problem-solving	58.3	62.6	60.6
	Decision-making	45.7	45.0	45.3
	Resilience to stress	49.4	48.0	48.6
	Communication and outreach	47.4	47.3	47.4
	<b>Total</b>	48.9	49.6	49.3

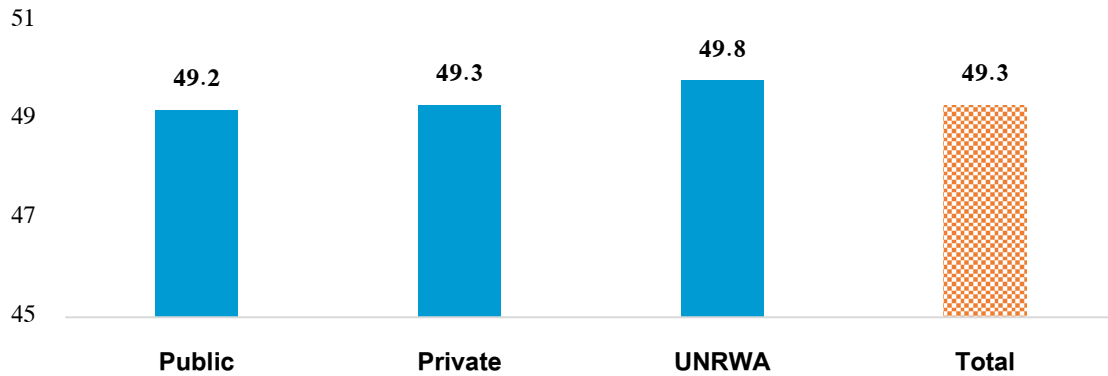
**Figure (159): Degree to which Grade 5 students possess life skills and citizenship (Northern Governorates)**



**Table (127): Degree to which Grade 5 Students Possess Life and Citizenship according to supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	49.2	49.3	49.8	49.3

**Figure (160): Degree to which Grade 5 students possess life skills and citizenship By the Supervising Authority (Northern Governorates)**

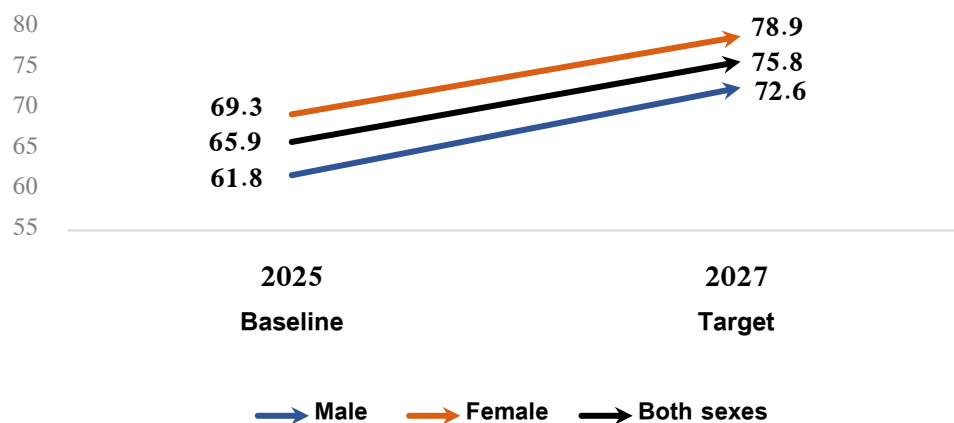


### 2.19.2 Degree to which Grade 9 Students Possess Life and Citizenship

**Table (128): Degree to which Grade 9 Students Possess Life and Citizenship according to Gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	61.8	69.3	65.9	72.6	78.9	75.8

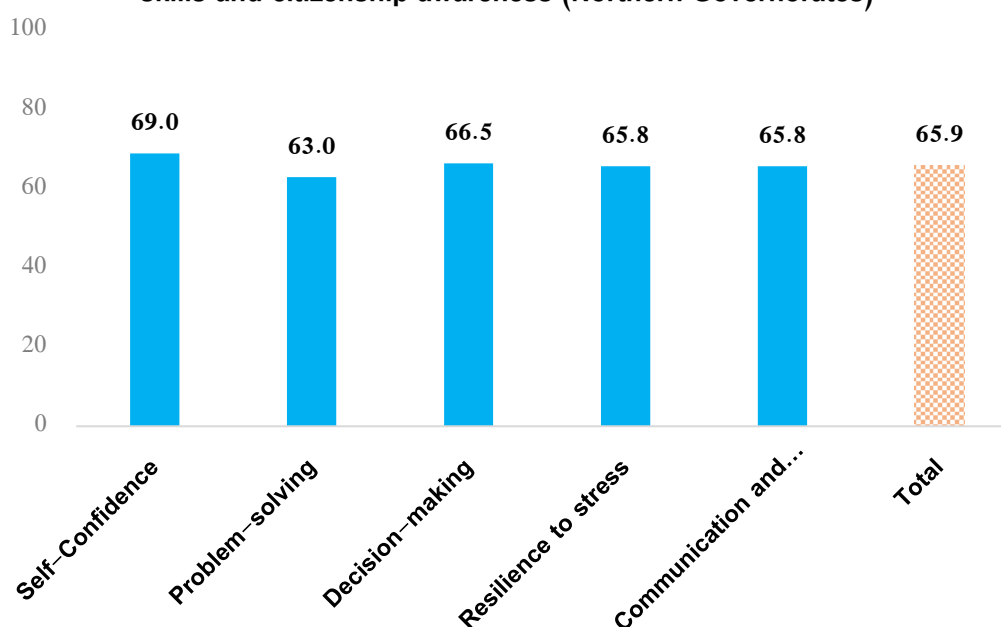
**Figure (161): Degree to which Grade 9 students possess life skills and citizenship by Student Gender (Northern Governorates)**



**Table (129): Degree to which Grade 9 Students Possess Life and Citizenship Skills according to skill**

Region	Thinking Pattern	Academic year 2024-2025		
		Male	Female	Both Sexes
Northern Governorates	Self-Confidence	64.9	72.5	69.0
	Problem-solving	58.7	66.6	63.0
	Decision-making	61.2	71.0	66.5
	Resilience to stress	62.2	68.8	65.8
	Communication and outreach	62.2	68.8	65.8
	Total	61.8	69.3	65.9

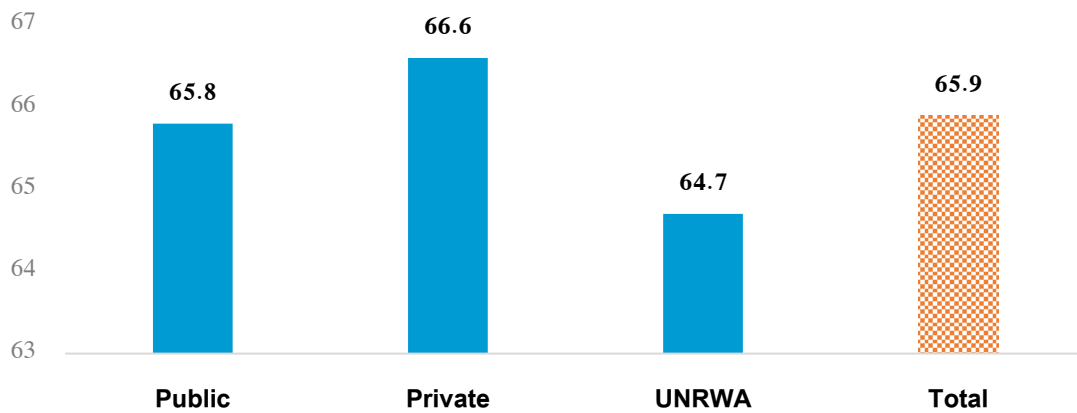
**Figure (162): Degree to which Grade 9 students possess life skills and citizenship awareness (Northern Governorates)**



**Table (130): Degree to which Grade 9 Students Possess Life and Citizenship according to supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	65.8	66.6	64.7	65.9

**Figure (163): Degree to which Grade 9 students possess life skills and citizenship By the Supervising Authority (Northern Governorates)**

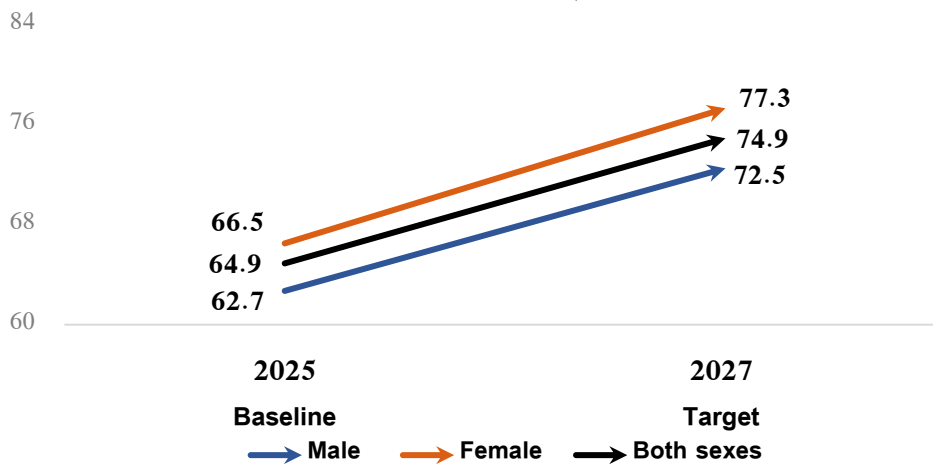


### 2.19.3 Degree to which Grade 11 Students Possess Life and Citizenship

**Table (131): Degree to which Grade 11 Students Possess Life and Citizenship according to Gender**

Region	Academic year 2024-2025			Target 2026-2025		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	62.7	66.5	64.9	72.5	77.3	74.9

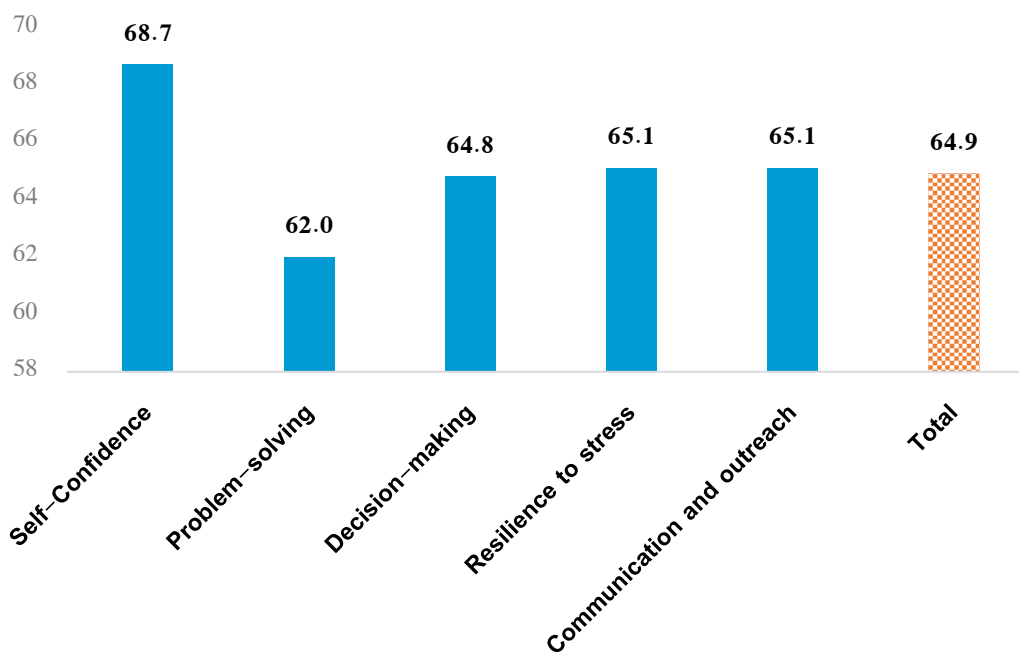
**Figure (164): Degree to which Grade 11 students possess life skills and citizenship by Student Gender (Northern Governorates)**



**Table (132): Degree to which Grade 11 Students Possess Life and Citizenship according to skill**

Region	Thinking Pattern	Academic year 2024-2025		
		Male	Female	Both Sexes
Northern Governorates	Self-Confidence	66.0	70.6	68.7
	Problem-solving	59.8	63.5	62.0
	Decision-making	61.0	67.5	64.8
	Resilience to stress	63.8	66.0	65.1
	Communication and outreach	63.8	66.0	65.1
	<b>Total</b>	62.7	66.5	64.9

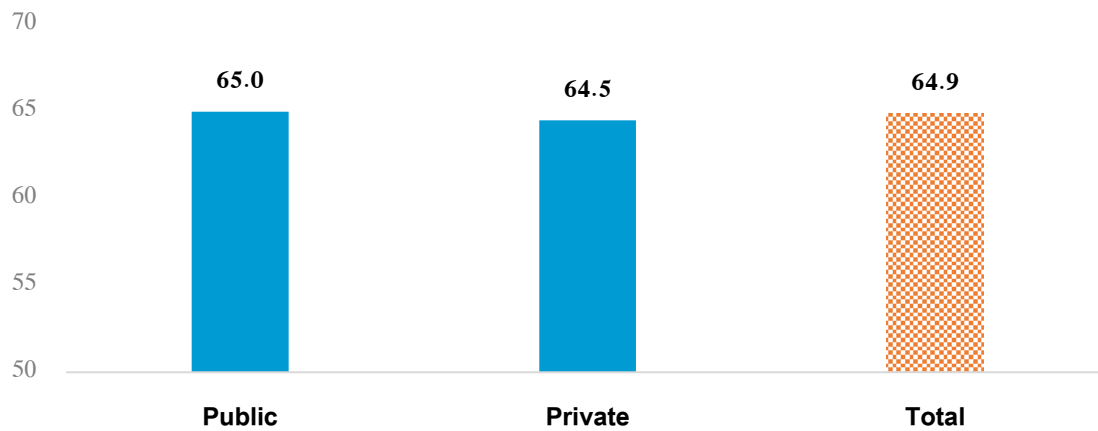
**Figure (165): Degree to which Grade 11 students possess life skills and citizenship (Northern Governorates)**



**Table (133): Degree to which Grade 11 Students Possess Life and Citizenship according to supervising authority**

Region	Academic year 2024-2025		
	Public	Private	Total
Northern Governorates	65.0	64.5	64.9

**Figure (166): Degree to which Grade 11 students possess life skills and citizenship By the Supervising Authority (Northern Governorates)**



## 2.20 Percentage of Basic Concepts and Key Skills Taught in Learning Packages out of the Total Textbooks in the Gaza Strip

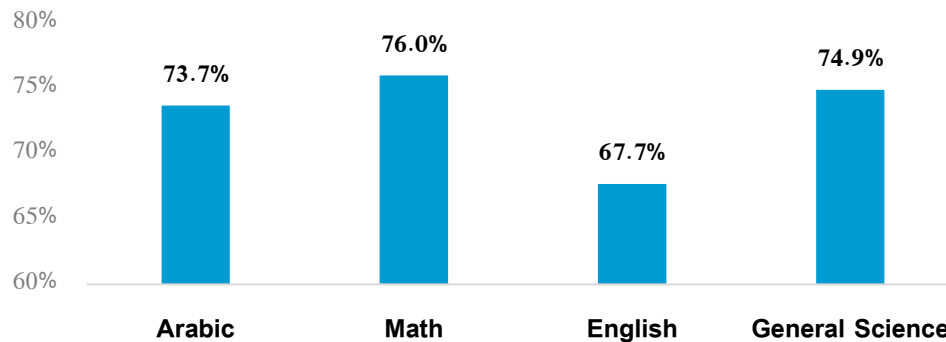
This indicator aims to measure the percentage of the Ministry's planned educational content implemented through learning packages compared with the total textbook content during the 2024-2025 academic year.

### 2.20.1 Percentage of Core Concepts and Key Skills Taught in Grades 1-4 Learning Packages out of the Total Textbook content in the Gaza Strip

**Table (134): Percentage of Core Concepts and Key Skills Taught in Grades 1-4 Learning Packages out of the Total Textbook content in the Gaza Strip according to Textbook Subject**

School Textbook	Academic year 2024-2025
Arabic	73.7%
Math	76.0%
English	67.7%
General Science	74.9%

**Figure (167): Percentage of core concepts and key skills delivered through the educational packages out of the total textbook content for grades (1–4) in the Gaza Strip**

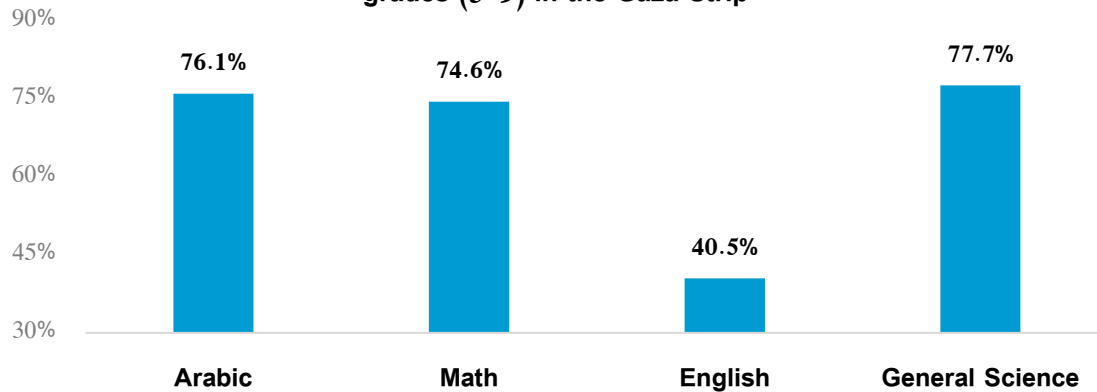


### 2.20.2 Percentage of Core Concepts and Key Skills Taught in Grades 5-9 Learning Packages out of the Total Textbook content in the Gaza Strip

**Table (135): Percentage of Core Concepts and Key Skills Taught in Grades 5-9 Learning Packages out of the Total Textbook content in the Gaza Strip according to Textbook Subject**

School Textbook	Academic year 2024-2025
Arabic	76.1%
Math	74.6%
English	40.5%
General Science	77.7%

**Figure (168): Percentage of core concepts and key skills delivered through the educational bundles out of the total textbook content for grades (5–9) in the Gaza Strip**

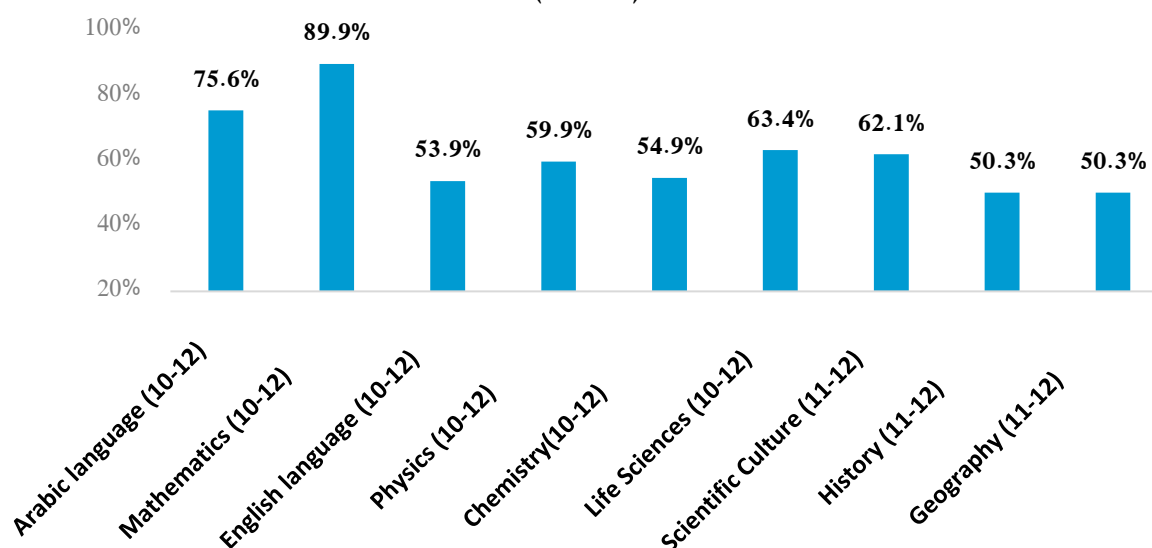


### 2.20.3 Percentage of Basic Concepts and Key Skills Taught in Grades 10-12 Learning Packages out of the Total Textbooks in the Gaza Strip

**Table (136): Percentage of Core Concepts and Key Skills Taught in Grades 10-12 Learning Packages out of the Total Textbook content in the Gaza Strip according to Textbook Subject**

School Textbook	Academic year 2024-2025
Arabic	75.6%
Math	89.9%
English	53.9%
Physics	59.9%
Chemistry	54.9%
Life Sciences	63.4%
Scientific culture	62.1%
History	50.3%
Geography	50.3%

**Figure (169): Percentage of core concepts and key skills delivered through the educational bundles relative out of the total textbook content for grades(10 –12) in the Gaza Strip**



## 2.21 Percentage of Chosen Content from Learning Packages Taught in the Gaza Strip.

**Table (137): Percentage of Chosen Content from Learning Packages Taught in the Gaza Strip**

Region	Academic year 2024-2025
Southern Governorates	100.0%

### Interpretation of Results:

The educational process in the Gaza Strip has faced unprecedented challenges, creating a complex educational reality that necessitated the adoption of alternative teaching methods, most notably virtual schools. Thirty virtual schools were established to simulate real-world environments, staffed by administrators, counselors, and teachers from all disciplines. These schools operate under the supervision and monitoring of the Ministry of Education, with students attending for three hours daily, five days a week. Students undergo daily assessment and monitoring through approved evaluation and monitoring systems, serving as an alternative to ensure the continuity of education and uphold students' right to learn.

The aforementioned indicators, particularly those related to the percentage of teachers implementing educational packages and the percentage of students receiving educational content, reflect a high level of commitment and national responsibility. They also highlight the significant efforts exerted by the Ministry of Education and Higher Education to maintain the quality and continuity of education despite all the challenges.

## 2.22 Degree Schools Achieve the School Healthy Environment Standards that Enhance Learning

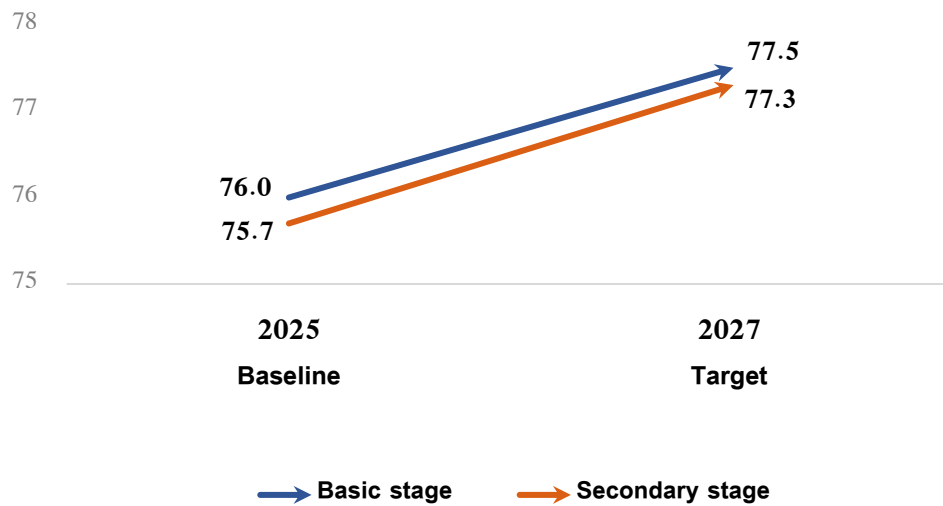
The focus on developing a healthy school environment aligns with the modern educational perspective that emphasizes holistic human development (physical, mental, and psychological aspects). Undoubtedly, a student's ability to learn and acquire practical knowledge is enhanced when they are in good health, and this is directly proportional to their physical, mental, and social well-being.

The indicator monitors standards that reflect the school healthy environment, according to six axes: general hygiene, availability of general and personal hygiene tools, management of drinking water and wastewater, cafeteria environment, public safety, and solid waste management.

**Table (138): Degree Schools Achieve the School Healthy Environment Standards that Enhance Learning by Educational Stage**

Region	Educational Stage	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Basic	76.0	77.5
	Secondary	75.7	77.3

**Figure (170): Degree schools achieve healthy environment standards that enhance learning by Educational Stage (Northern Governorates)**



### **Interpretation of Results:**

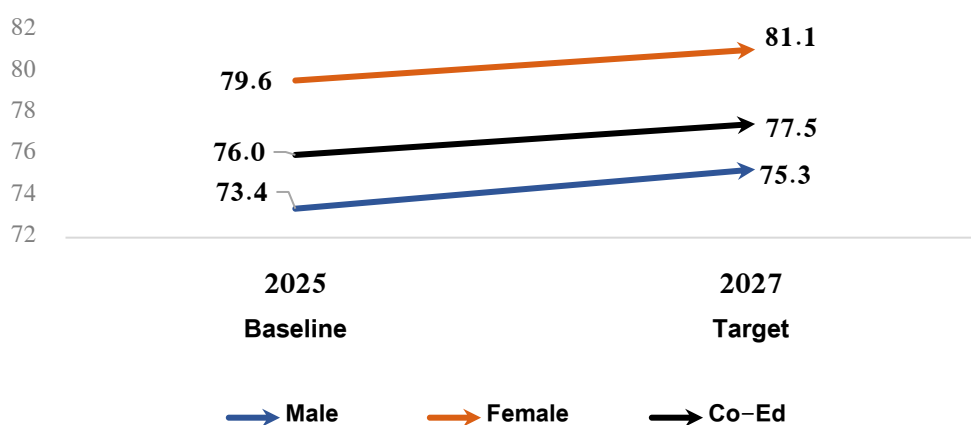
The focus on developing a healthy school environment aligns with the modern educational perspective that emphasizes holistic human development (physical, mental, and psychological aspects). Undoubtedly, a student in good health is better equipped to learn and acquire practical knowledge, and this is directly proportional to their physical, mental, and social well-being. The indicator monitors criteria that reflect the school's healthy environment, according to six axes: general hygiene, availability of general and personal hygiene tools, management of drinking water and wastewater, cafeteria environment, public safety, and solid waste management.

### 2.22.1 Degree Basic Stage Schools Achieve the School Healthy Environment Standards that Enhance Learning

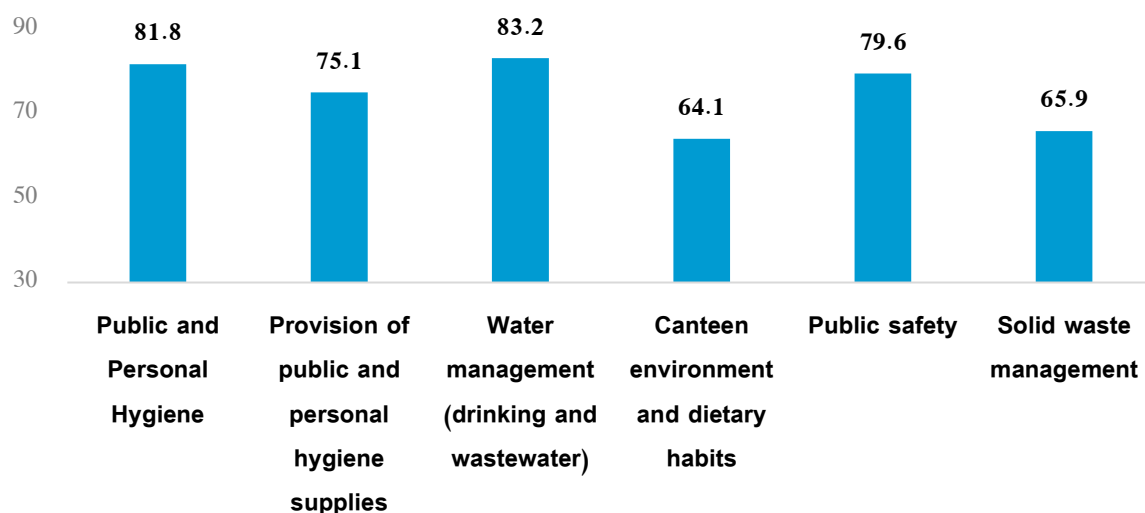
**Table (139): Degree Basic Stage Schools Achieve the School Healthy Environment Standards that Enhance Learning according to Gender**

Region	Health Standard	Academic year 2024-2025				Target 2026-2027			
		Male	Female	Co-ed	Total	Male	Female	Co-ed	Total
Northern Governorates	Public and Personal Hygiene	76.8	86.3	83.2	81.8	79.0	88.0	84.0	82.5
	Provision of public and personal hygiene supplies	67.0	80.6	78.5	75.1	70.0	81.0	80.0	77.0
	Water management (drinking and wastewater)	82.8	85.7	82.2	83.2	84.0	87.0	84.0	84.0
	Canteen environment and dietary habits	65.7	68.1	60.2	64.1	67.5	70.1	62.2	66.1
	Public safety	78.3	82.4	79.0	79.6	80.0	85.0	80.0	81.0
	Solid waste management	63.7	68.7	65.9	65.9	65.0	70.0	68.0	68.0
	<b>Total</b>	<b>73.4</b>	<b>79.6</b>	<b>76.0</b>	<b>76.0</b>	<b>75.3</b>	<b>81.1</b>	<b>77.5</b>	<b>77.5</b>

**Figure (171): Degree schools achieve healthy environment standards that enhance learning in Basic Stage by School Gender (Northern Governorates)**



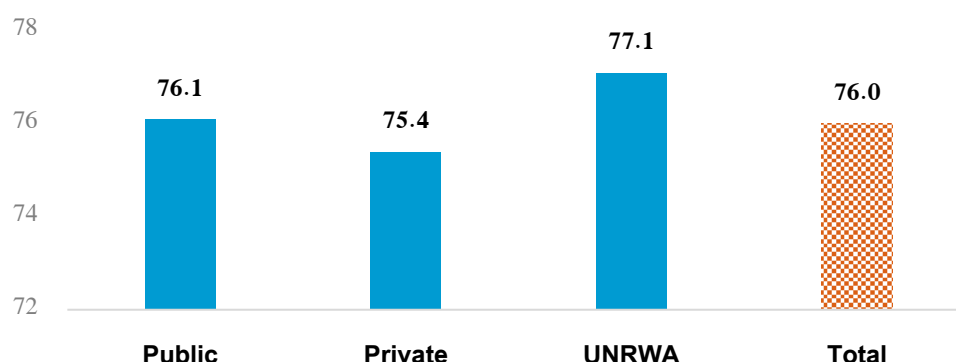
**Figure (172): Degree schools achieve healthy environment standards that enhance learning in Basic Stage (Northern Governorates)**



**Table (140): Degree Basic Stage Schools Achieve the School Healthy Environment Standards that Enhance Learning according to Supervising Authority**

Region	Health Standards	Academic year 2024-2025			
		Public	Private	UNRWA	Total
Northern Governorates	Public & Personal Hygiene	81.4	81.7	86.6	81.8
	Provision of public & personal hygiene supplies	74.6	75.9	77.1	75.1
	Water management (drinking & wastewater)	82.9	83.3	86.2	83.2
	Canteen environment & dietary habits	66.3	57.1	61.9	64.1
	Public safety	80.0	78.5	78.9	79.6
	Solid waste management	64.2	72.3	62.8	65.9
	<b>Total</b>	<b>76.1</b>	<b>75.4</b>	<b>77.1</b>	<b>76.0</b>

**Figure (173): Degree schools achieve healthy environment standards that enhance learning in Basic Stage By the Supervising Authority (Northern Governorates)**

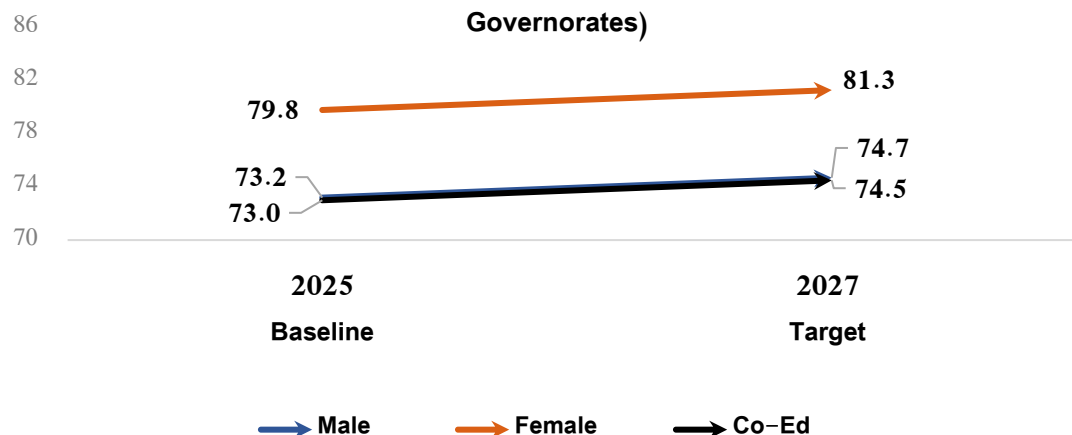


### 2.22.2 Degree Secondary Stage Schools Achieve the School Healthy Environment Standards that Enhance Learning

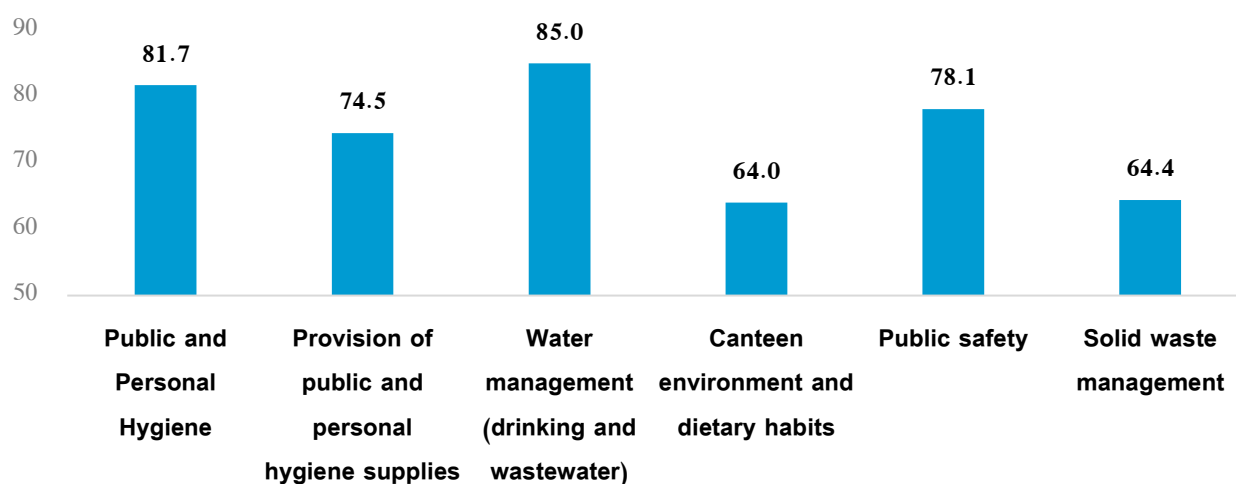
**Table (141): Degree Secondary Stage Schools Achieve the School Healthy Environment Standards that Enhance Learning according to Gender**

Region	Health Standard	Academic year 2024-2025				Target 2026-2027			
		Male	Female	Co-ed	Total	Male	Female	Co-ed	Total
Northern Governorates	Public & Personal Hygiene	77.4	88.9	76.7	81.7	79.0	90.0	78.0	83.0
	Provision of public & personal hygiene supplies	67.3	78.1	78.7	74.5	69.0	80.0	80.0	76.0
	Water management (drinking & wastewater)	83.1	86.6	84.9	85.0	84.0	88.0	86.0	86.0
	Canteen environment & dietary habits	66.1	67.3	56.3	64.0	68.1	69.3	58.3	66.0
	Public safety	74.7	82.4	76.1	78.1	76.0	84.0	78.0	80.0
	Solid waste management	64.5	64.9	63.3	64.4	66.0	66.0	65.0	66.0
	<b>Total</b>	<b>73.2</b>	<b>79.8</b>	<b>73.0</b>	<b>75.7</b>	<b>74.7</b>	<b>81.3</b>	<b>74.5</b>	<b>77.3</b>

**Figure (174): Degree schools achieve healthy environment standards that enhance learning in Secondary Stage by School Gender (Northern Governorates)**



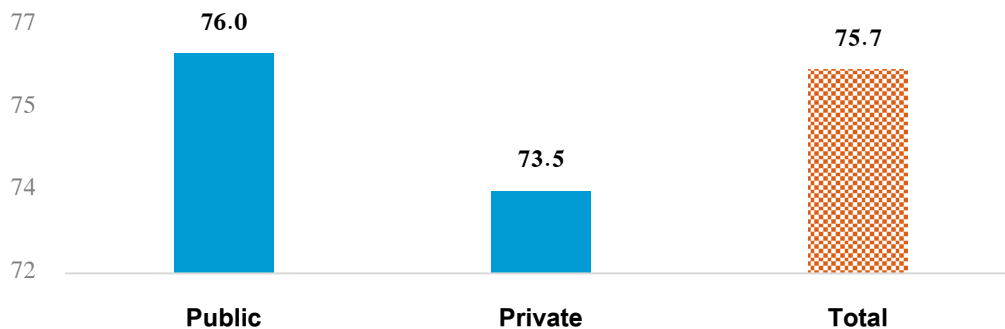
**Figure (175): Degree schools achieve healthy environment standards that enhance learning in Secondary Stage (Northern Governorates)**



**Table (142): Degree Secondary Stage Schools Achieve the School Healthy Environment Standards that Enhance Learning according to Supervising Authority**

Region	Health Standards	Academic year 2024-2025		
		Public	Private	Total
Northern Governorates	Public & Personal Hygiene	82.3	77.3	81.7
	Provision of public & personal hygiene supplies	73.7	80.0	74.5
	Water management (drinking & wastewater)	84.8	86.2	85.0
	Canteen environment & dietary habits	65.7	52.0	64.0
	Public safety	78.3	76.9	78.1
	Solid waste management	63.9	67.3	64.4
	Total	76.0	73.5	75.7

**Figure (176): Degree schools achieve healthy environment standards that enhance learning in Secondary Stage By the Supervising Authority (Northern Governorates)**



### 2.23 Percentage of Students Exposed to Violence in Schools

**Definition:** Violence encompasses any behavior that causes harm to an individual, others, or property, whether verbal, physical, psychological, or through deprivation and neglect. According to the World Health Organization, violence is defined as: “The intentional use of physical force, or the ability to use it, whether through threats or actual use, by a person against themselves, another person, a group, or a community, resulting in, or the potential for, injury, death, psychological harm, or deprivation of rights.” The reality of violence experienced by students in schools, in its various forms, has been observed as follows:

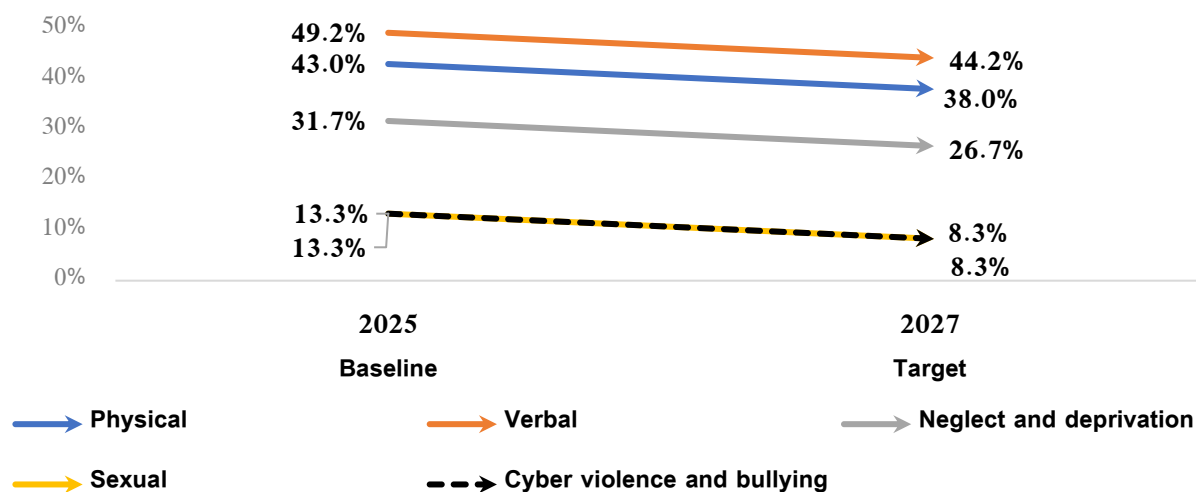
- **Physical Violence:** This includes hitting with hands or objects, slapping the face, kicking, and forcibly pushing the child.
- **Verbal Violence:** This includes shouting, cursing, insults, slander, and using profanity.
- **Violence resulting from neglect and deprivation:** This includes stealing or breaking belongings, being confined near the trash can, being denied recess, and being prevented from participating in activities.
- **Sexual violence:** This includes using obscene language, making indecent gestures or actions, exposing a student to pornography, or forcing them to use sexual language.
- **Cyberbullying and violence:** This involves threatening and intimidating a victim by publishing photos or videos, leaking confidential information in exchange for money, or exploiting them to perform illegal acts.

### 2.23.1 Percentage of students exposed to violence in basic schools

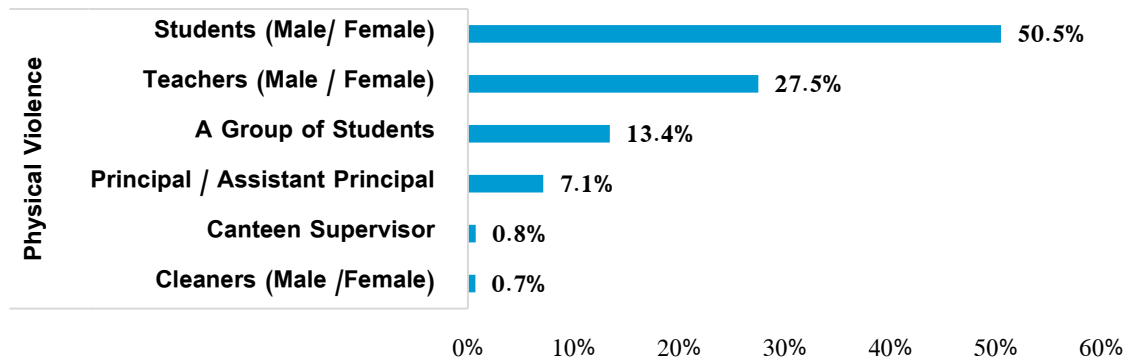
**Table (143): Percentage of students exposed to violence in basic schools according to the type of violence and the student's gender**

Region	Type of Violence	Academic year 2024-2025			Target 2026-2027		
		Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorate	Physical	55.8%	32.0%	43.0%	50.8%	27.0%	38.0%
	Verbal	57.8%	41.9%	49.2%	52.7%	36.9%	44.2%
	Neglect and deprivation	39.8%	24.7%	31.7%	34.8%	19.7%	26.7%
	Sexual	20.4%	7.2%	13.3%	15.4%	2.2%	8.3%
	Cyber violence and bullying	18.8%	8.7%	13.3%	13.8%	3.7%	8.3%

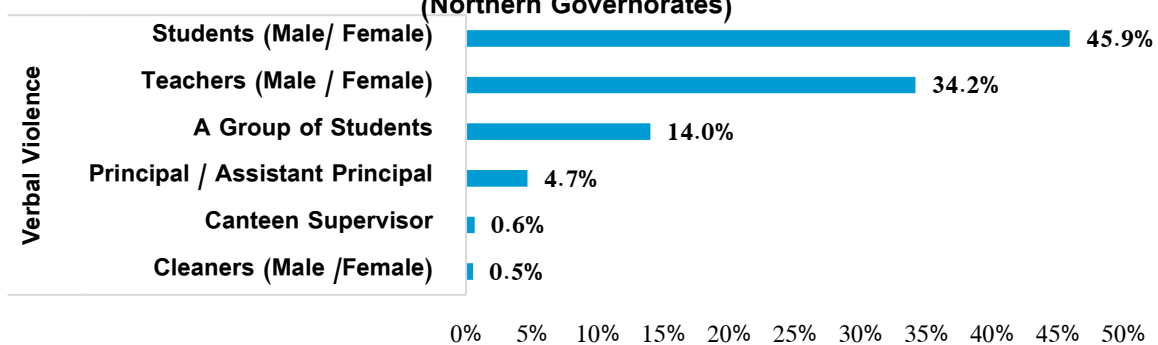
**Figure (177): Percentage of students exposed to violence in Basic schools (Northern Governorates)**



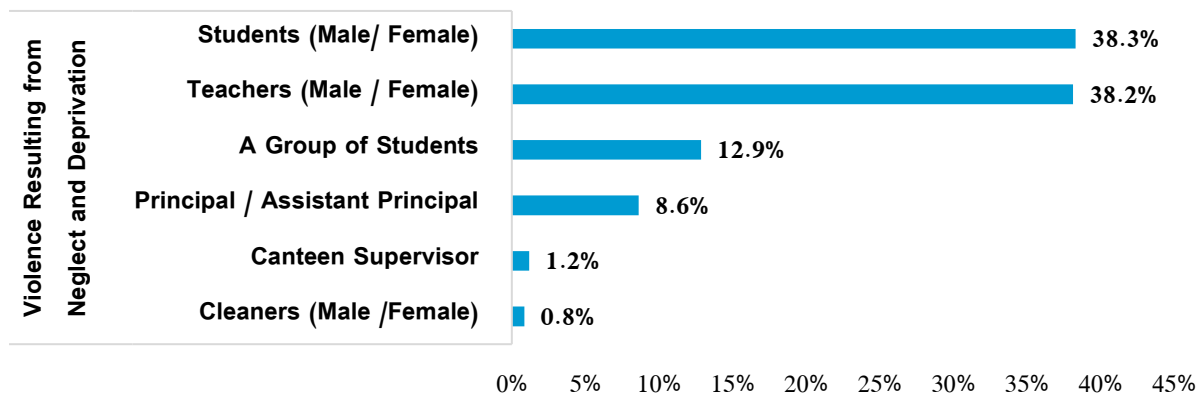
**Figure (178): The Relative Distribution of Students According to the Source of Physical Violence They Are Exposed to in Basic Schools (Northern Governorates)**



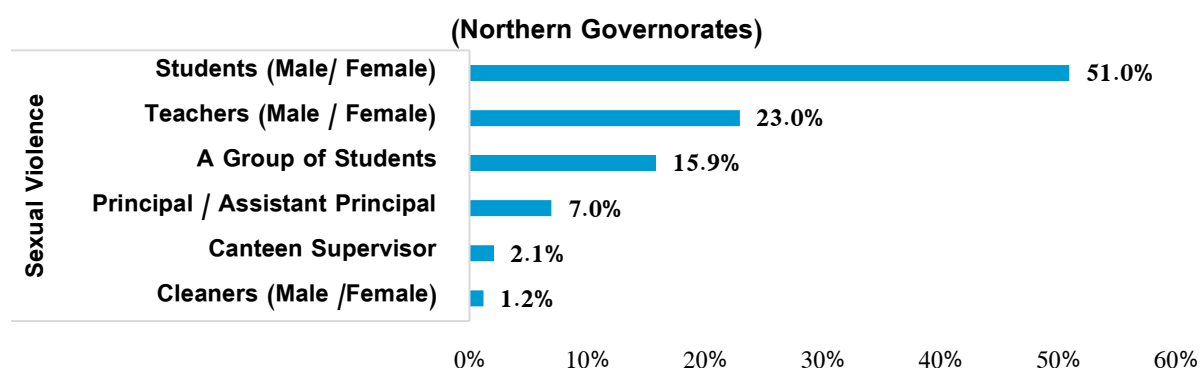
**Figure (179): The Relative Distribution of Students According to the Source of Verbal Violence They Are Exposed to in Basic Schools (Northern Governorates)**



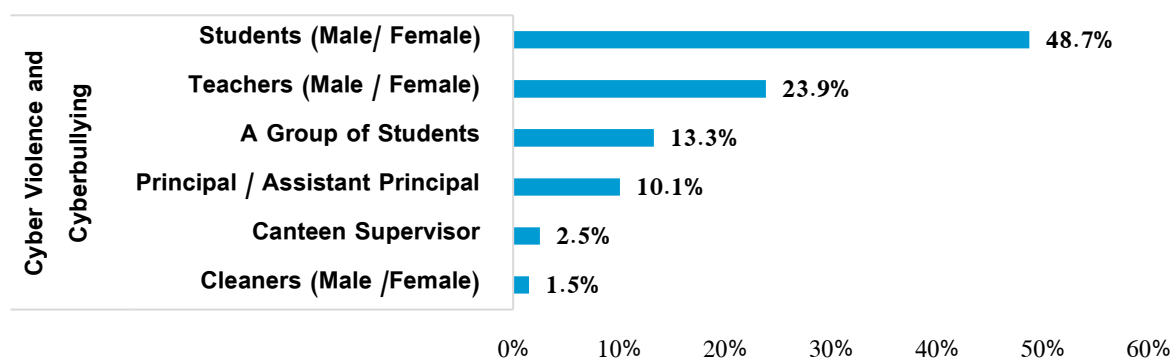
**Figure (180): The Relative Distribution of Students According to the Source of Violence Resulting from Neglect They Are Exposed to in Basic Schools (Northern Governorates)**



**Figure (181): The Relative Distribution of Students According to the Source of Sexual Violence They Are Exposed to in Basic Schools**



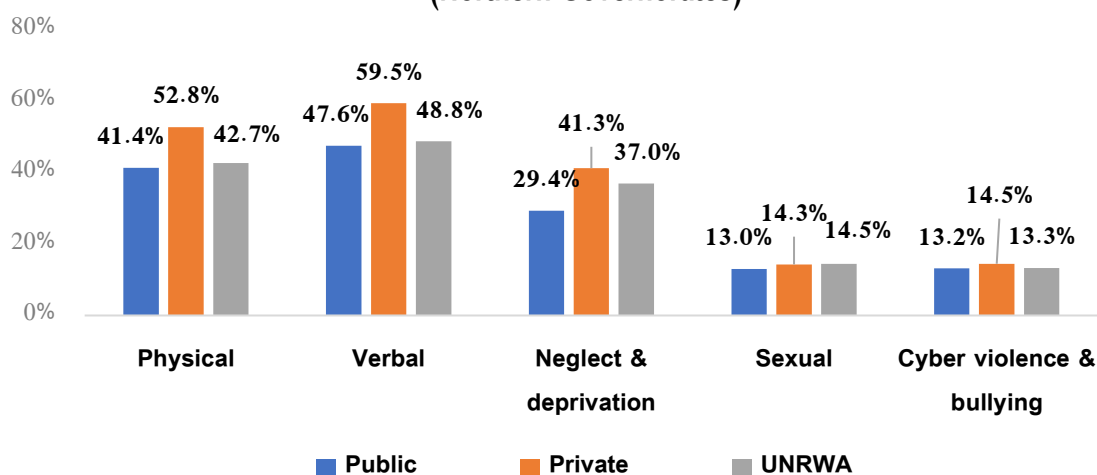
**Figure (182): The Relative Distribution of Students According to the Source of (Cyberbullying) They Are Exposed in Basic Schools (Northern Governorates)**



**Table (144): Percentage of students exposed to violence in basic schools according to the type of violence and supervising authority**

Region	Type of Violence	Academic year 2024-2025			
		Public	Private	UNRWA	Total
Northern Governorates	Physical	41.4%	52.8%	42.7%	43.0%
	Verbal	47.6%	59.5%	48.8%	49.2%
	Neglect & deprivation	29.4%	41.3%	37.0%	31.7%
	Sexual	13.0%	14.3%	14.5%	13.3%
	Cyber violence & bullying	13.2%	14.5%	13.3%	13.3%

**Figure (183): Percentage of students exposed to violence in basic schools according to type of violence and supervising authority (Northern Governorates)**

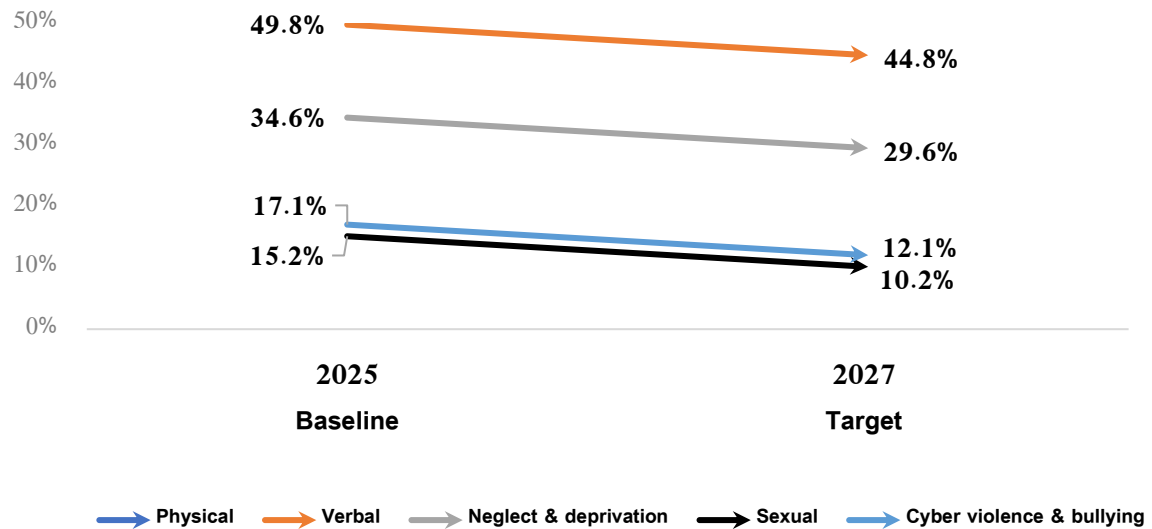


### 2.23.2 Percentage of students exposed to violence in secondary schools

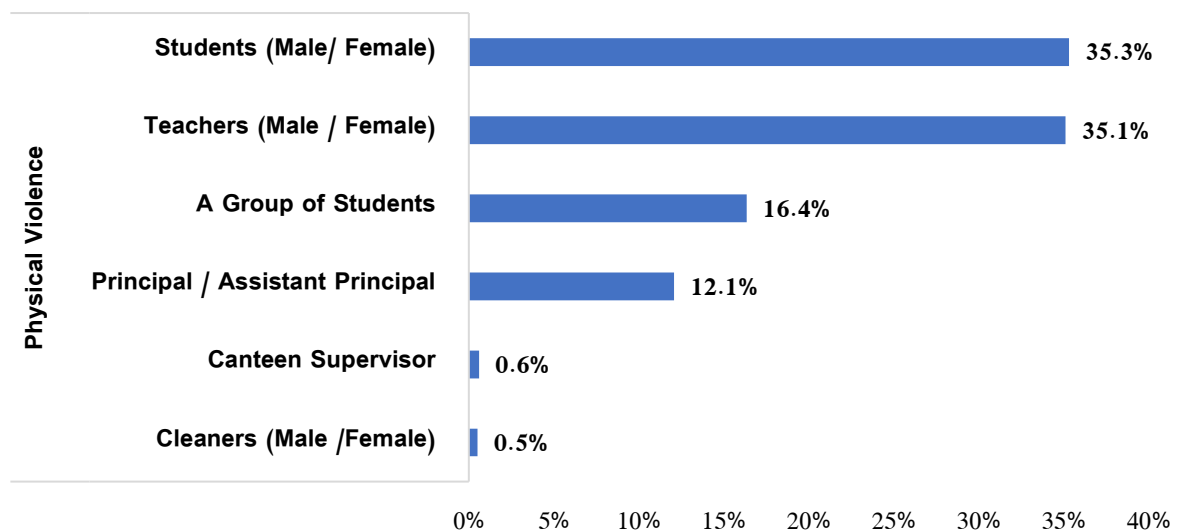
**Table (145): Percentage of students exposed to violence in secondary schools according to the type of violence and student's gender**

Region	Type of Violence	Academic year 2024-2025			Target 2026-2027		
		Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorate	Physical	53.8%	27.0%	41.0%	48.8%	22.0%	36.0%
	Verbal	57.2%	41.8%	49.8%	52.2%	36.8%	44.8%
	Neglect & deprivation	42.0%	26.5%	34.6%	37.0%	21.5%	29.6%
	Sexual	22.1%	7.7%	15.2%	17.1%	2.7%	10.2%
	Cyber violence & bullying	23.2%	10.4%	17.1%	18.2%	5.4%	12.1%

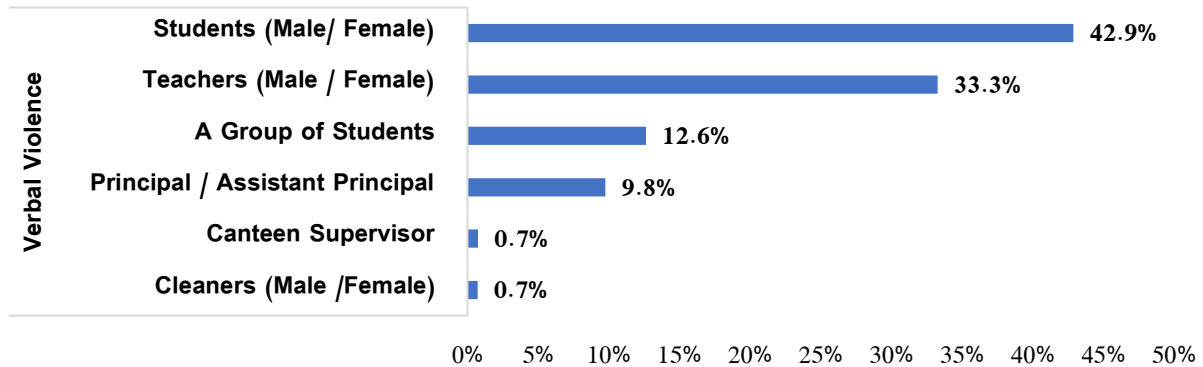
**Figure (184): Percentage of students exposed to violence inside the Secondary school (Northern Governorates)**



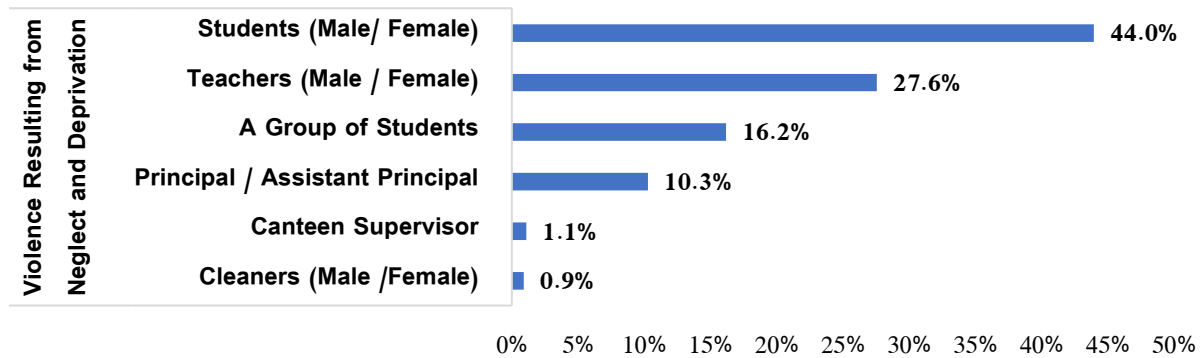
**Figure (185): The Relative Distribution of Students According to the Source of Physical Violence They Are Exposed to in Secondary Schools (Northern Governorates)**



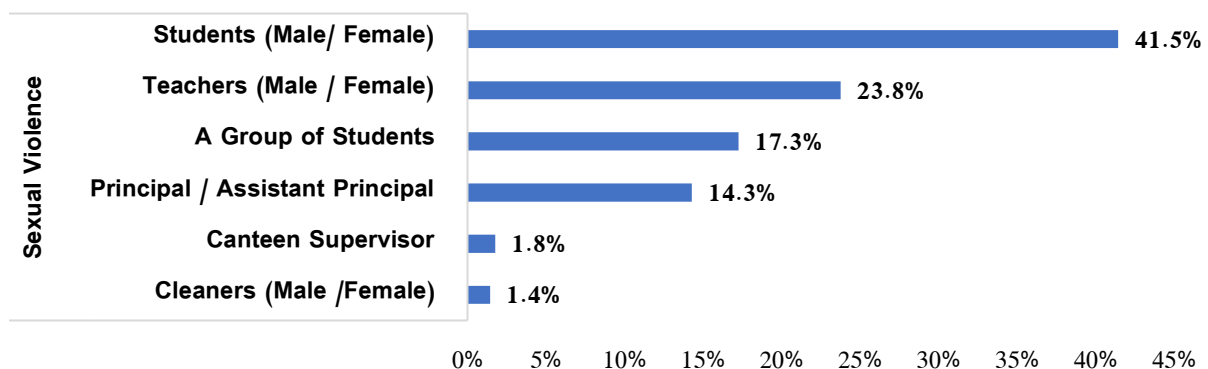
**Figure (186): The Relative Distribution of Students According to the Source of Verbal Violence They Are Exposed to in Secondary Schools (Northern Governorates)**



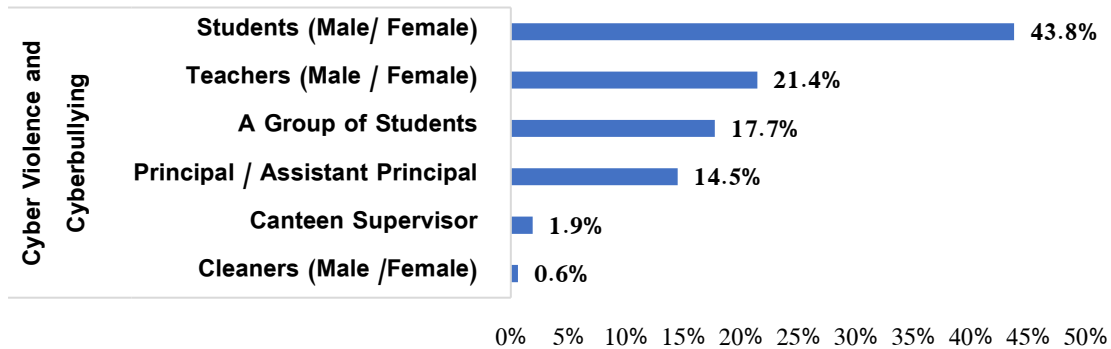
**Figure (187): The Relative Distribution of Students According to the Source of Violence Resulting from Neglect and Deprivation They Are Exposed to in Secondary Schools (Northern Governorates)**



**Figure (188): The Relative Distribution of Students According to the Source of Sexual Violence They Are Exposed to in Secondary Schools (Northern Governorates)**



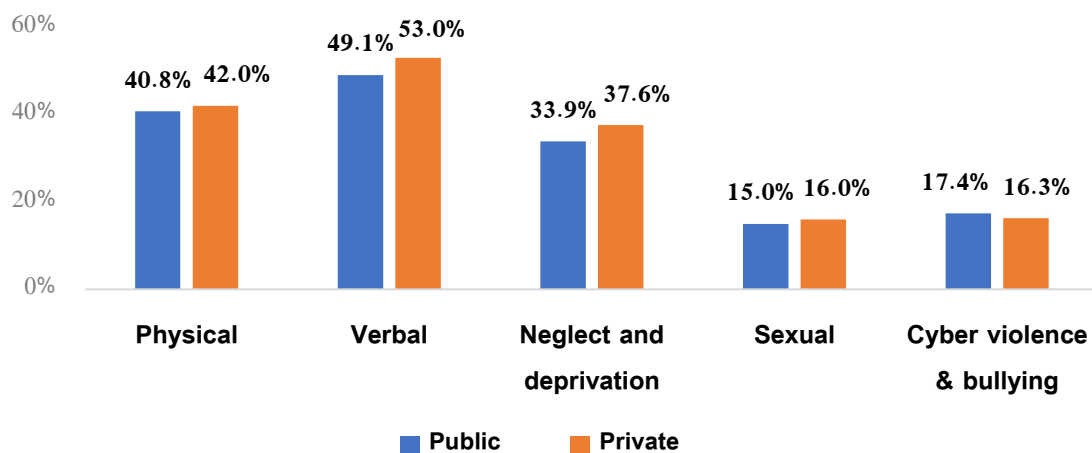
**Figure (189): The Relative Distribution of Students According to the Source of Cyber Violence and Cyberbullying They Are Exposed to in Secondary Schools (Northern Governorates)**



**Table (146): Percentage of students exposed to violence in secondary schools according to the type of violence and supervising authority**

Region	Type of Violence	Academic year 2024-2025		
		Public	Private	Total
Northern Governorates	Physical	40.8%	42.0%	41.0%
	Verbal	49.1%	53.0%	49.8%
	Neglect & deprivation	33.9%	37.6%	34.6%
	Sexual	15.0%	16.0%	15.2%
	Cyber violence & bullying	17.4%	16.3%	17.1%

**Figure (190): Percentage of students exposed to violence in secondary schools according to the type of violence and supervising autho (Northern Governorates)**



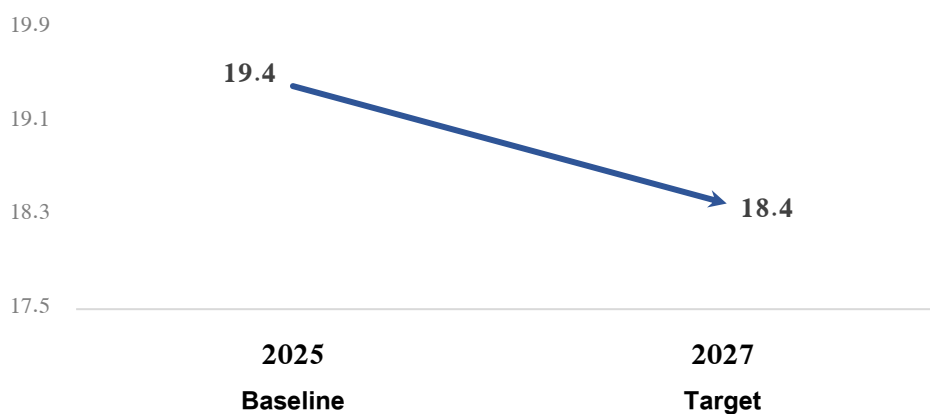
## 2.24 Average number of students per teacher

**Definition:** This indicator is calculated by dividing the number of students in a given year by the number of teachers in that year.

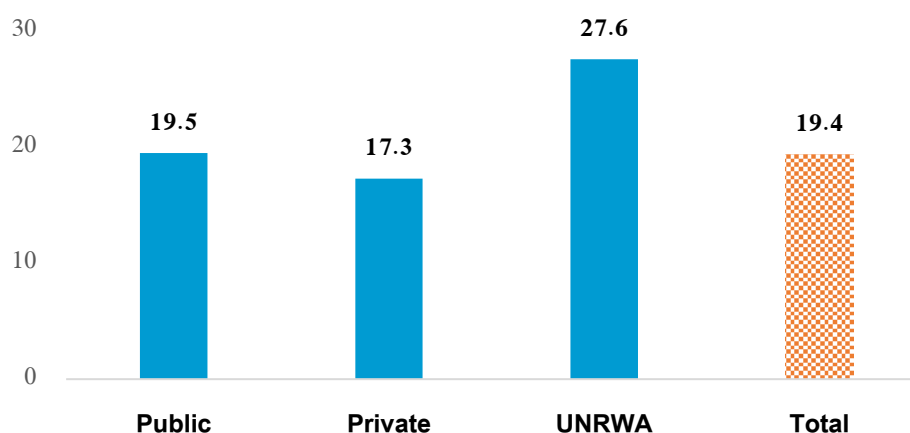
**Table (147): Average number of students per teacher according to the supervising authority**

Region	Academic year 2024-2025				Target 2026-2027
	Public	Private	UNRWA	Total	
Northern Governorates	19.5	17.3	27.6	19.4	18.4

**Figure (191): Average Number of Students per Teacher (Northern Governorates)**



**Figure (192): Average Number of Students per Teacher by Supervising Authority (Northern Governorates)**



## 2.25 Percent of Student Participation in Extracurricular Activities that Support Learning and Link it to Real Life

Extracurricular school activities of all types and fields are a crucial factor in developing students' personalities and their psychological, social, physical, and intellectual development. They cultivate positive character traits such as respect, altruism, love for others, pride in religion, ethics, and values, and enhance self-confidence and responsibility.

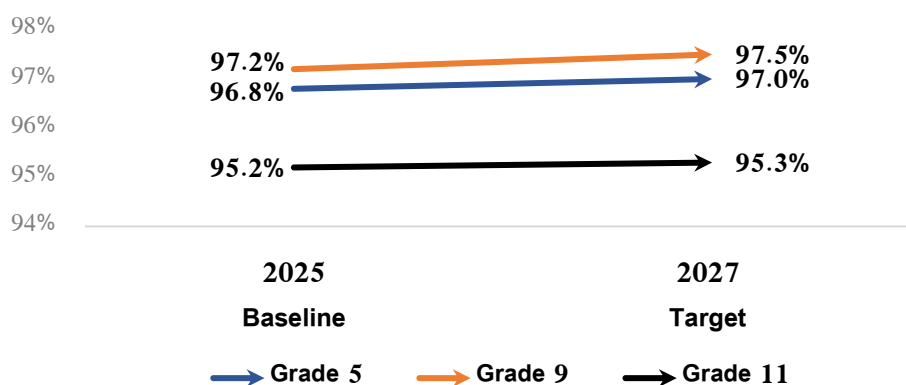
**Definition of Extracurricular Activities:** These are all planned activities that students participate in outside the classroom, providing a positive environment that allows them to fulfill their needs and showcase their talents, while also providing enjoyment. These activities are linked to multiple educational resources and aim to refine the student's personality and promote their holistic development. They include cultural, scientific, artistic, and musical competitions; scouting activities; volunteer work; summer clubs and social work; sports activities (excluding physical education classes); and health activities.

**Indicator Calculation Method:** The overall indicator was calculated by dividing the number of students who participated in at least one activity by the total number of activities implemented by the Ministry of Education and Higher Education.

**Table (148): Percentage of student participation in extracurricular activities that support learning and link it to real life, according to the targeted grade level**

Region	Grade	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Five	96.8%	97.0%
	Nine	97.2%	97.5%
	Eleven	95.2%	95.3%

**Figure (193): Percentage of students participation in extra-curricular activities that support learning and link it to real life By Targeted Grade (Northern Governorates)**

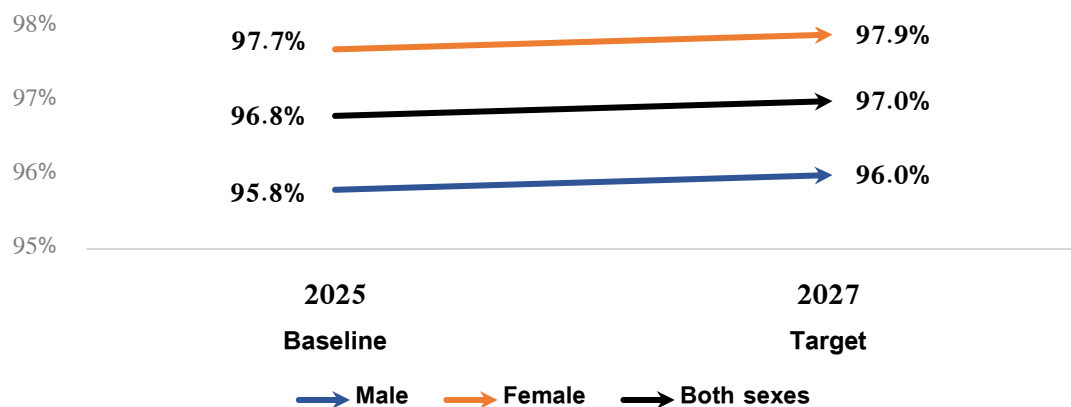


### 2.25.1 Percentage of Grade 5 student participation in extracurricular activities that support learning and link it to real life

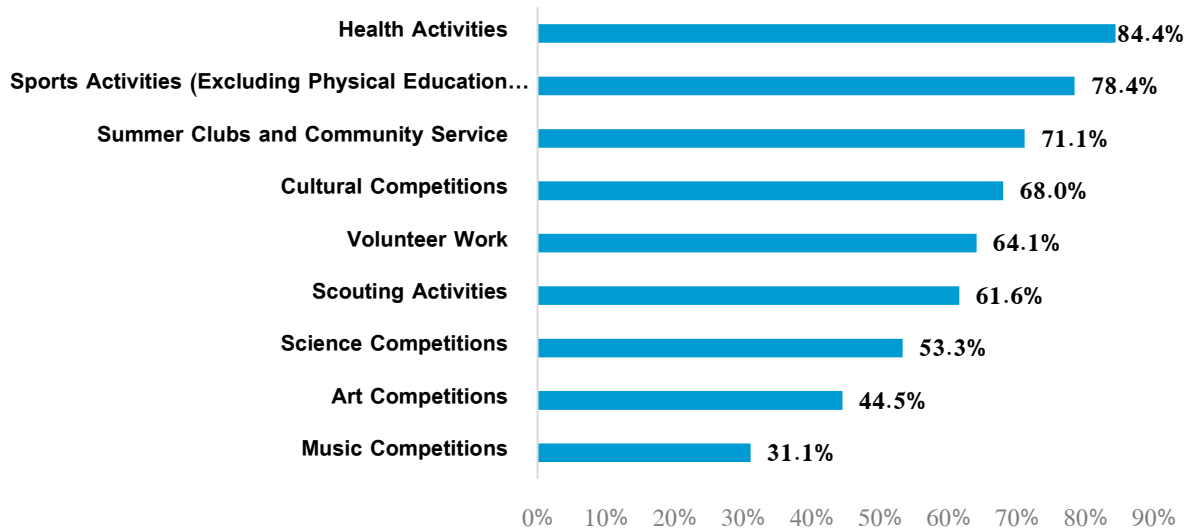
**Table (149): Percentage of Grade 5 student participation in extracurricular activities that support learning and link it to real life, according to activity and student gender**

Region	Extracurricular Activity	Academic year 2024-2025			Target 2026-2027		
		Participated in at least one activity					
		Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	Cultural competitions	67.5%	68.5%	68.0%	73.0%	75.0%	74.0%
	Scientific competitions	57.7%	49.0%	53.3%	62.0%	66.0%	64.0%
	Arts competitions	44.3%	44.6%	44.5%	50.0%	50.0%	50.0%
	Musical competitions	33.4%	28.9%	31.1%	38.0%	34.0%	36.0%
	Scouts activities	63.4%	59.9%	61.6%	68.0%	68.0%	68.0%
	Voluntary work	63.3%	64.8%	64.1%	70.0%	70.0%	70.0%
	Summer camps & social work	70.0%	72.1%	71.1%	75.0%	78.0%	76.5%
	Sports activities (other than physical education classes)	83.1%	73.8%	78.4%	85.0%	80.0%	83.5%
	Health activities	80.3%	88.4%	84.4%	80.5%	88.5%	84.5%
	<b>Total</b>	<b>95.8%</b>	<b>97.7%</b>	<b>96.8%</b>	<b>96.0%</b>	<b>97.9%</b>	<b>97.0%</b>

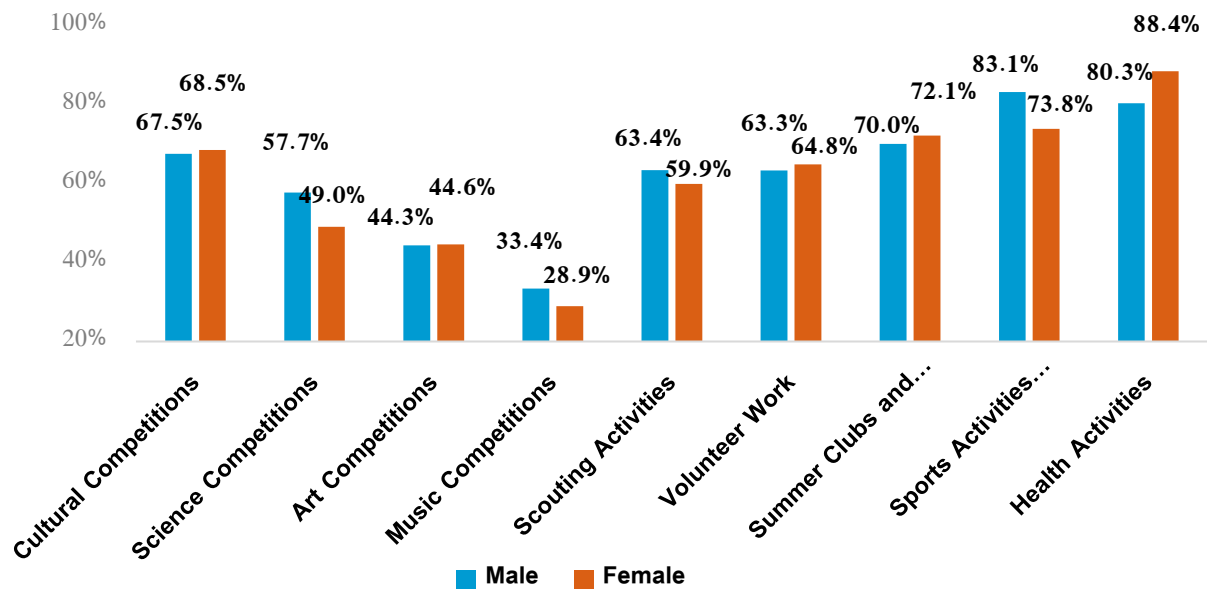
**Figure (194): Percentage of Grade 5 students participation in extracurricular activities that support and link learning with daily life by Student Gender (Northern Governorates)**



**Figure (195): Percentage of Grade5 students participation in extra-curricular activities that support learning and link it to real life (Northern Governorates)**



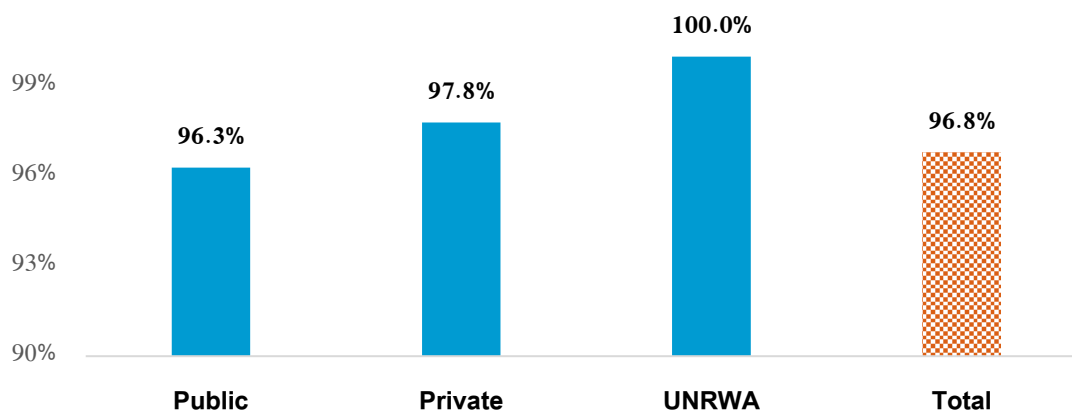
**Figure (196): Percentage of Grade5 students participation in extra-curricular activities that support learning and link it to real life by Student Gender (Northern Governorates)**



**Table (150): Percentage of Grade 5 student participation in extracurricular activities that support learning and link it to real life, according to activity and supervisory authority**

Region	Extracurricular Activity	Academic year 2024-2025			
		Participated in at least one activity			
		Public	Private	UNRWA	Total
Northern Governorates	Cultural competitions	64.5%	79.8%	78.8%	68.0%
	Scientific competitions	46.8%	74.1%	76.3%	53.3%
	Arts competitions	41.5%	53.1%	58.5%	44.5%
	Musical competitions	29.2%	36.1%	43.2%	31.1%
	Scouts activities	60.0%	67.1%	65.3%	61.6%
	Voluntary work	61.5%	70.9%	78.0%	64.1%
	Summer camps & social work	66.6%	84.8%	89.8%	71.1%
	Sports activities (other than physical education classes)	76.3%	83.0%	94.9%	78.4%
	Health activities	82.6%	89.0%	95.8%	84.4%
	<b>Total</b>	<b>96.3%</b>	<b>97.8%</b>	<b>100.0%</b>	<b>96.8%</b>

**Figure (197): Percentage of Grade5 students participation in extra-curricular activities that support learning and link it to real life by Supervising Authority (Northern Governorates)**

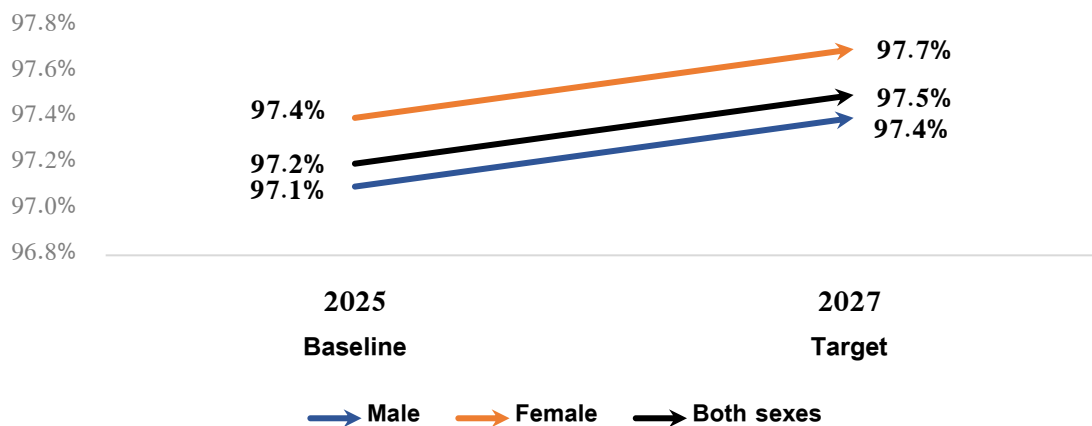


## 2.25.2 Percentage of Grade 9 student participation in extracurricular activities that support learning and link it to real life

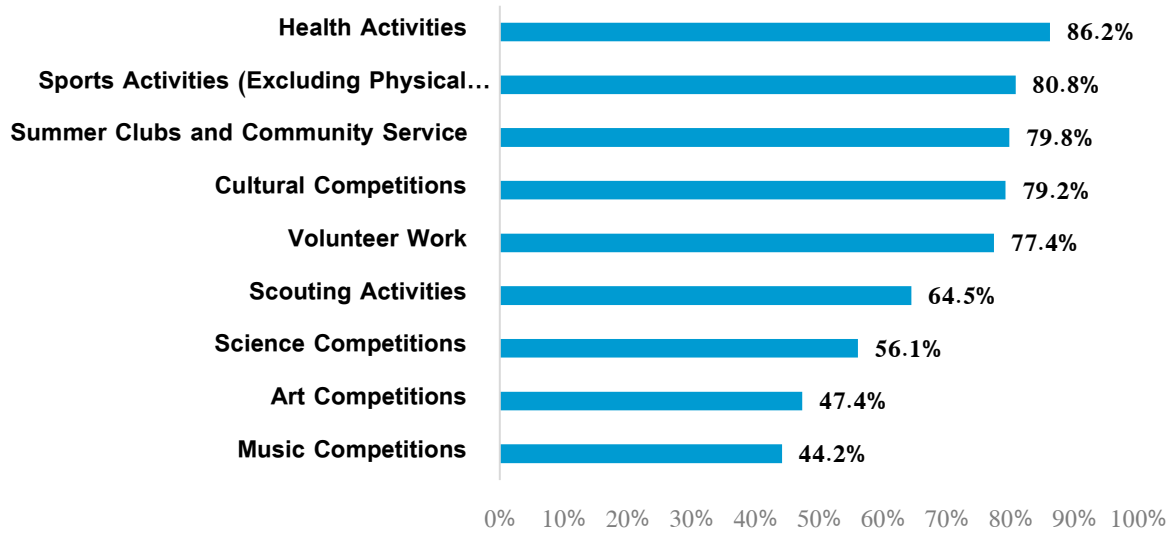
**Table (151): Percentage of Grade 9 student participation in extracurricular activities that support learning and link it to real life, according to activity and student gender**

Region	Extracurricular Activity	Academic year 2024-2025			Target 2026-2027		
		Participated in at least one activity					
		Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	Cultural competitions	79.2%	82.2%	80.8%	84.0%	88.0%	86.0%
	Scientific competitions	77.6%	81.7%	79.8%	82.0%	84.0%	83.0%
	Arts competitions	43.3%	51.0%	47.4%	50.0%	55.0%	52.5%
	Musical competitions	43.5%	44.8%	44.2%	49.0%	50.0%	49.0%
	Scouts activities	66.7%	62.6%	64.5%	74.0%	74.0%	74.0%
	Voluntary work	76.0%	82.0%	79.2%	82.0%	82.0%	82.0%
	Summer camps & social work	56.6%	55.6%	56.1%	63.0%	65.0%	64.0%
	Sports activities (other than physical education classes)	86.8%	69.1%	77.4%	88.0%	75.0%	81.5%
	Health activities	83.2%	88.9%	86.2%	84.0%	89.0%	86.5%
	<b>Total</b>	<b>97.1%</b>	<b>97.4%</b>	<b>97.2%</b>	<b>97.4%</b>	<b>97.7%</b>	<b>97.5%</b>

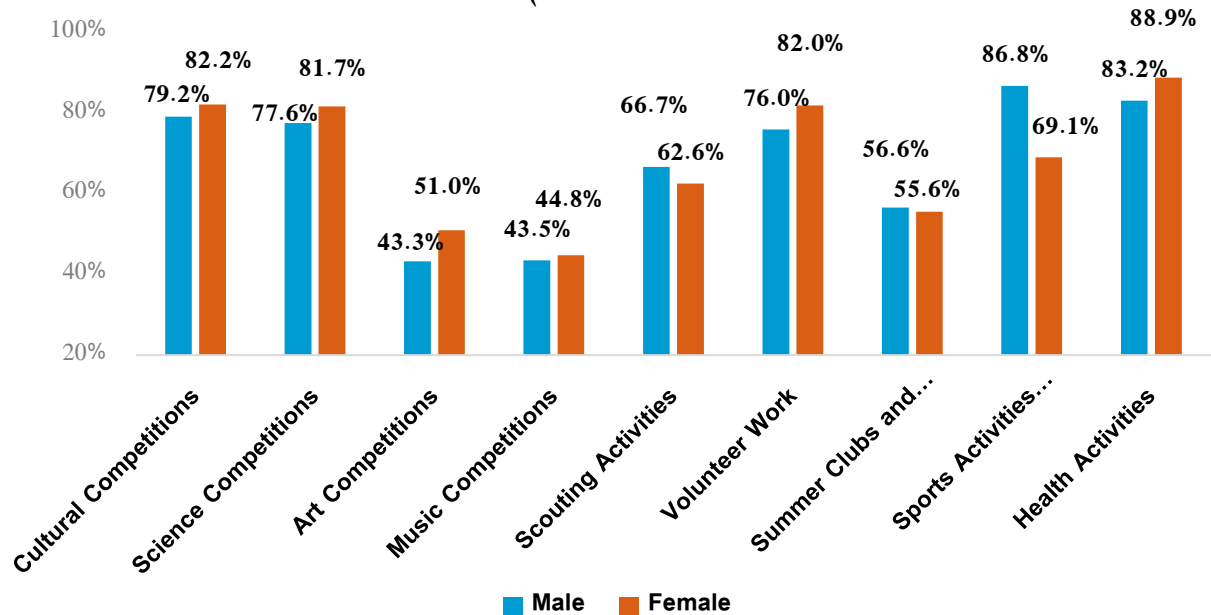
**Figure (198): Percentage of Grade9 students participation in extra-curricular activities that support and link learning with daily life by Student Gender (Northern Governorates)**



**Figure (199): Percentage of Grade9 students participation in extra-curricular activities that support learning and link it to real life (Northern Governorates)**



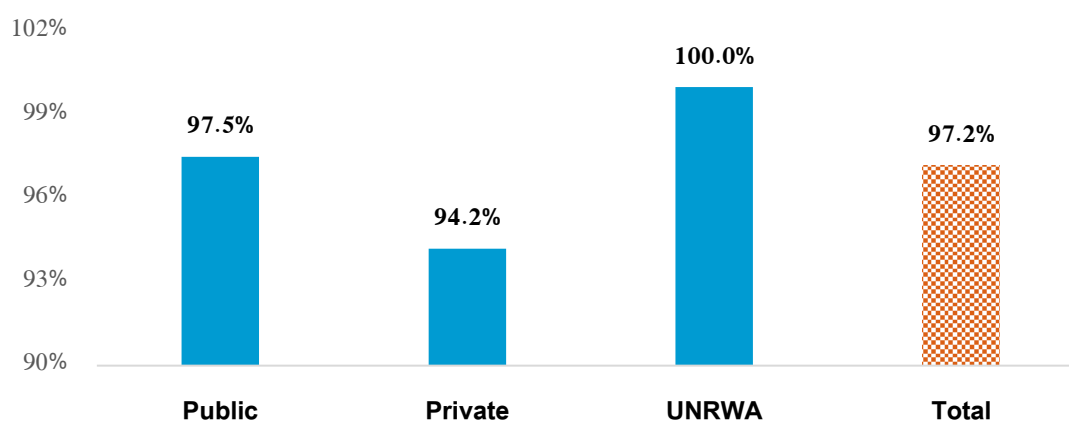
**Figure (200): Percentage of Grade9 students participation in extra-curricular activities that support learning and link it to real life by Student Gender (Northern Governorates)**



**Table (152): Percentage of Grade 9 student participation in extracurricular activities that support learning and link it to real life, according to activity and supervisory authority**

Region	Extracurricular Activity	Academic year 2024-2025			
		Participated in at least one activity			
		Public	Private	UNRWA	Total
Northern Governorates	Cultural competitions	80.7%	78.7%	87.3%	80.8%
	Scientific competitions	79.3%	79.4%	87.9%	79.8%
	Arts competitions	48.3%	37.6%	59.2%	47.4%
	Musical competitions	45.0%	38.3%	47.8%	44.2%
	Scouts activities	67.1%	50.6%	62.4%	64.5%
	Voluntary work	80.3%	68.9%	89.2%	79.2%
	Summer camps & social work	56.6%	46.6%	72.6%	56.1%
	Sports activities (other than physical education classes)	75.8%	83.0%	85.4%	77.4%
	Health activities	87.3%	78.9%	89.2%	86.2%
	<b>Total</b>	<b>97.5%</b>	<b>94.2%</b>	<b>100.0%</b>	<b>97.2%</b>

**Figure (201): Percentage of Grade 9 students participation in extracurricular activities that support learning and link it to real life by Supervising Authority (Northern Governorates)**

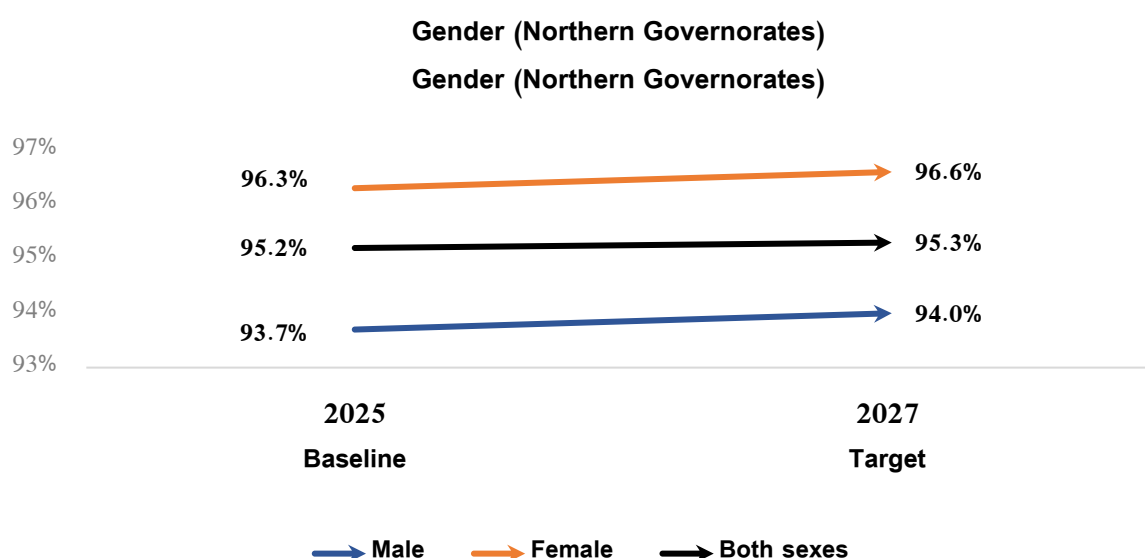


### 2.25.3 Percentage of Grade 11 student participation in extracurricular activities that support learning and link it to real life

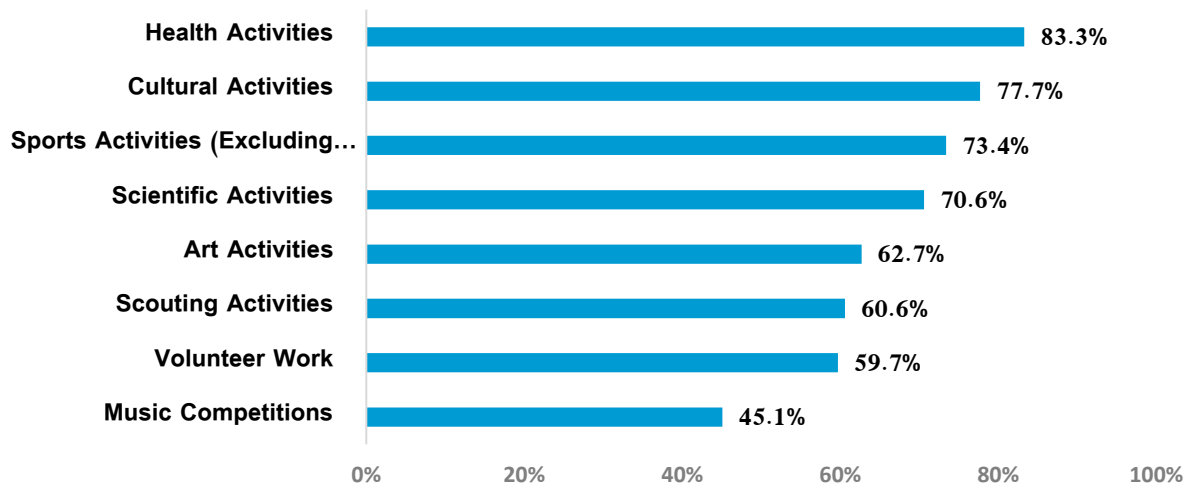
**Table (153): Percentage of Grade 11 student participation in extracurricular activities that support learning and link it to real life, according to activity and student gender**

Region	Extracurricular Activity	Academic year 2024-2025			Target 2026-2027		
		Participated in at least one activity					
		Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	Cultural competitions	75.9%	79.0%	77.7%	80.0%	84.0%	82.0%
	Scientific competitions	68.7%	71.9%	70.6%	70.0%	75.0%	72.5%
	Arts competitions	56.9%	66.9%	62.7%	60.0%	70.0%	75.0%
	Musical competitions	41.6%	47.6%	45.1%	47.0%	53.0%	50.0%
	Scouts activities	60.8%	60.5%	60.6%	70.0%	70.0%	70.0%
	Voluntary work	55.4%	62.8%	59.7%	72.0%	72.0%	72.0%
	Sports activities (other than physical education classes)	81.3%	67.7%	73.4%	85.0%	75.0%	80.0%
	Health activities	77.5%	87.5%	83.3%	80.0%	88.0%	84.0%
	<b>Total</b>	<b>93.7%</b>	<b>96.3%</b>	<b>95.2%</b>	<b>94.0%</b>	<b>96.6%</b>	<b>95.3%</b>

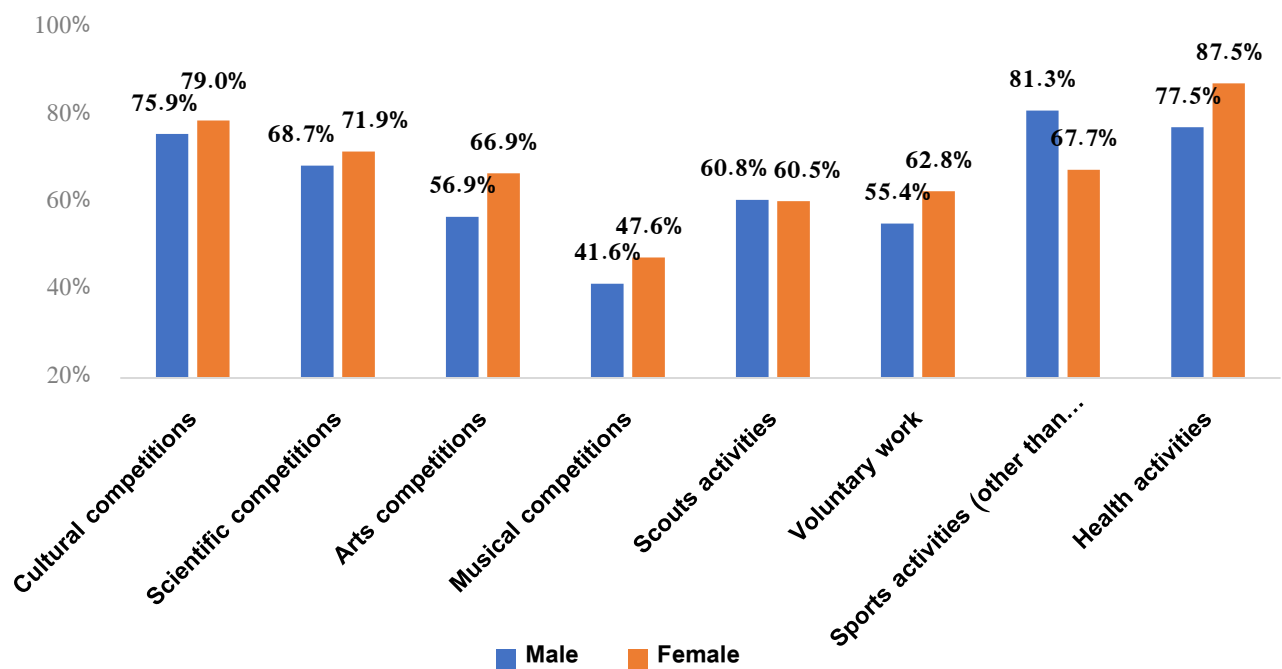
**Figure (202): Percentage of Grade 11 students participation in extra-curricular activities that support learning and link it to real life by Student**



**Figure (203): Percentage of Grade 11 students participation in extra-curricular activities that support learning and link it to real life (Northern Governorates)**



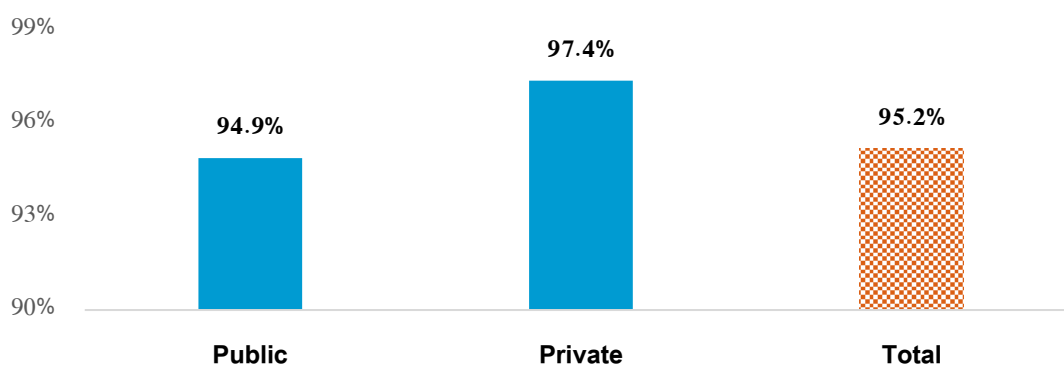
**Figure (204): Percentage of Grade 11 students participation in extra-curricular activities that support learning and link it to real life by Student Gender (Northern Governorates)**



**Table (154): Percentage of Grade 11 student participation in extracurricular activities that support learning and link it to real life, according to activity and supervisory authority**

Region	Extracurricular Activity	Academic year 2024-2025		
		Participated in at least one activity		
		Public	Private	Total
Northern Governorates	Cultural competitions	76.6%	84.7%	77.7%
	Scientific competitions	70.0%	74.0%	70.6%
	Arts competitions	63.4%	57.8%	62.7%
	Musical competitions	45.6%	41.2%	45.1%
	Scouts activities	61.8%	52.6%	60.6%
	Voluntary work	62.0%	44.2%	59.7%
	Sports activities (other than physical education classes)	72.3%	80.8%	73.4%
	Health activities	82.6%	88.0%	83.3%
	<b>Total</b>	<b>94.9%</b>	<b>97.4%</b>	<b>95.2%</b>

**Figure (205): Percentage of Grade 11 students participation in extra-curricular activities that support learning and link it to real life by Supervising Authority (Northern Governorates)**



## Indicators of Strategic Objective Three (Governance and management)

### Strengthening Governance and Management of the National Education System



### 3.1 Degree Governance and Accountability Dimensions are practiced in the Education System

To measure the indicator, 37 items were developed, distributed across four areas as follows:

**1. The Legal, Regulatory, and Public Policy Environment:** This includes the legal framework governing the educational process, the availability of accountability mechanisms, resources, advocacy for the rights of marginalized children and those with special needs, the Ministry's nationally originated regulations and operational manuals, and the organizational structure and its alignment with the results-based management approach.

**2. Leadership:** This encompasses empowerment and decision-making according to established standards (such as transparency and objectivity), policy development, leadership decisions based on objectivity, transparency, and fulfillment of commitments, the complaints system and its effectiveness, budget preparation, and the Ministry's website.

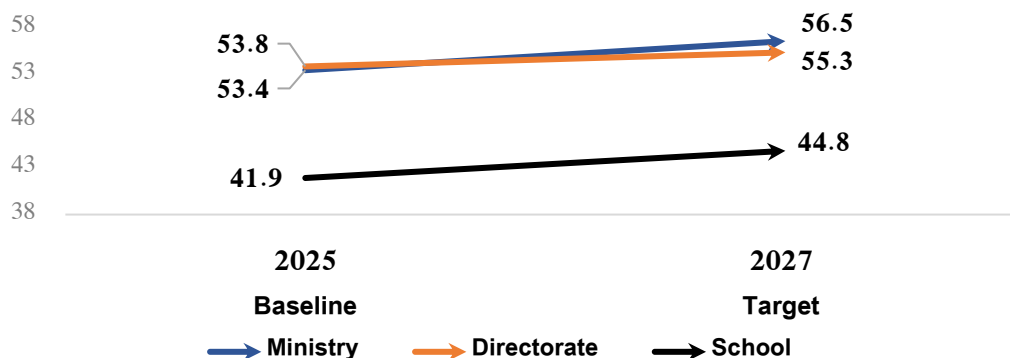
**3. Institutional Culture:** This includes resource management, accountability practices, reward and punishment systems, clarity of responsibilities, alignment of jobs with a service-oriented approach, adherence to job descriptions, and the performance evaluation system.

**4. Monitoring, Evaluation, and Learning:** The existence of monitoring and evaluation systems at all levels and the utilization of their results; the provision of quality training based on needs; satisfaction with working conditions; and a culture of learning from the results of monitoring and evaluation.

**Table (155): Degree Governance and Accountability Dimensions are practiced in the Education System According to Administrative Level**

Region	Administrative Level	2025	2027 Target
Northern Governorates	Ministry	53.4	56.5
	Directorate	53.8	55.3
	School	41.9	44.8
	Total	49.7	52.2

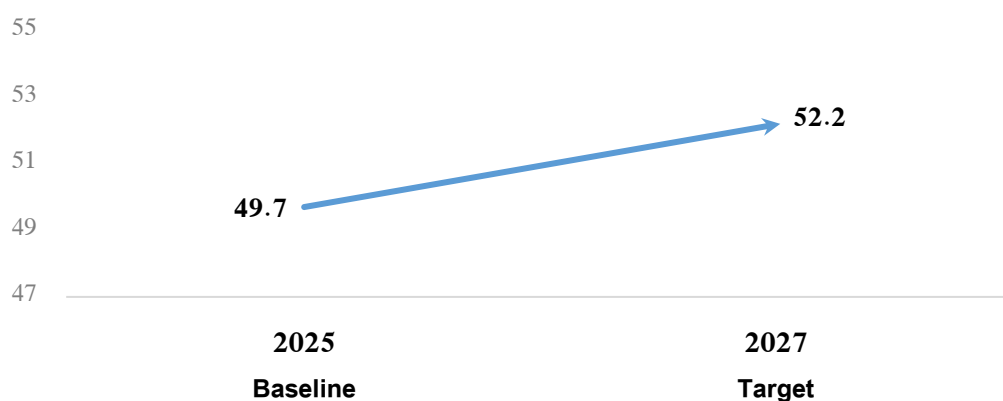
**Figure (206): Degree of Practice of Governance and Accountability Dimensions are practiced in the Education System by Administrative Level (Northern Governorates)**



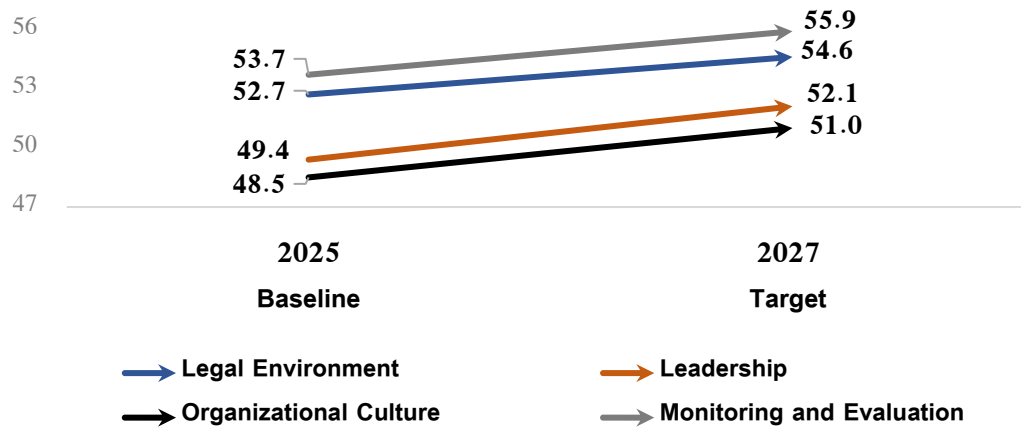
**Table (156): Degree Governance and Accountability Dimensions are practiced in the Education System According to category and administrative level**

Region	Category	2025				2027 Target
		Ministry	Directorate	School	Total	Total
Northern Governorates	Legal environment	57.3	55.2	45.7	52.7	54.6
	Leadership	53.5	53.2	41.5	49.4	52.1
	Institute culture	51.1	52.9	41.4	48.5	51.0
	M&E	61.9	59.4	39.7	53.7	55.9
	<b>Total</b>	53.4	53.8	41.9	49.7	52.2

**Figure (207): Degree of Practice of Governance and Accountability Dimensions are practiced in the Education System (Northern Governorates)**



**Figure (208): Degree of Practice of Governance and Accountability Dimensions are practiced in the Education System by Domain (Northern Governorates)**



### **Interpretation of Results:**

The main reasons for the low index value are:

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

### **Recommendations:**

1. Activate and develop the performance quality system.
2. Activate and develop a results-based accountability system at all levels.
3. Conduct a comprehensive review of policies involving the legal and risk management departments.
4. Implement an annual self-assessment by the Board of Directors and committees.
5. Implement a mandatory annual training program for all employees.
6. Integrate the behavior of managers into the annual employee evaluation.
7. Promote a culture of evidence-based learning and change and monitor the implementation of recommendations.

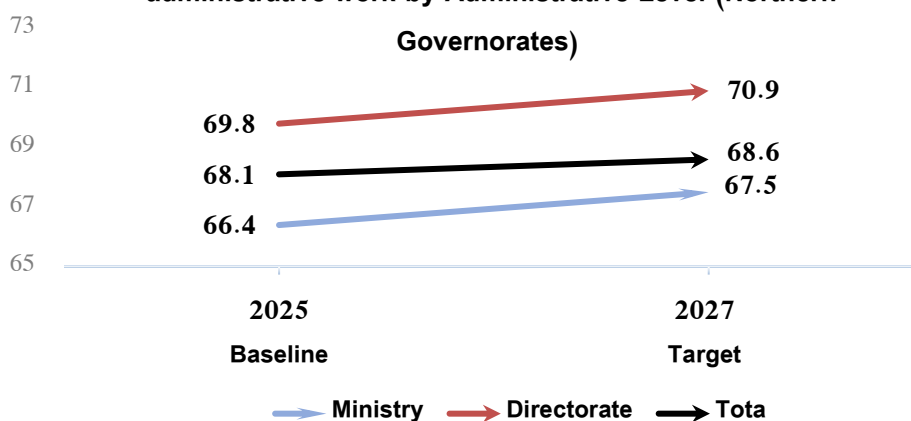
### 3.2 Degree Technology is Employed in Administrative Work

This indicator reflects the availability of communication tools and digital and non-digital information technology, including computerized administrative and financial programs, in the work environment, and the extent to which administrative staff utilize them to accomplish their assigned tasks. This contributes to achieving the Ministry's strategic objectives efficiently and effectively at all administrative levels (Ministry, Directorate, and School).

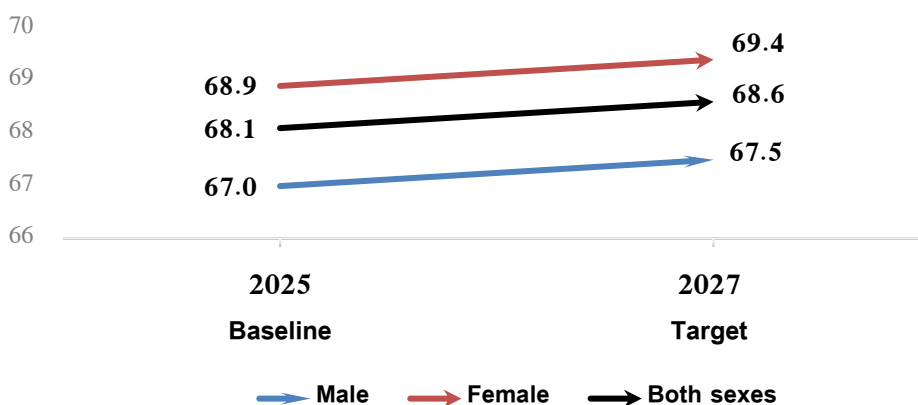
**Table (157): Degree Technology is Employed in Administrative Work**

Region	Admin Level	2025			2027 Target		
		Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	Ministry	63.7	68.5	66.4	64.0	70.7	67.5
	Directorate	70.2	69.2	69.8	72.4	69.6	70.9
	Total	67.0	68.9	68.1	67.5	69.4	68.6

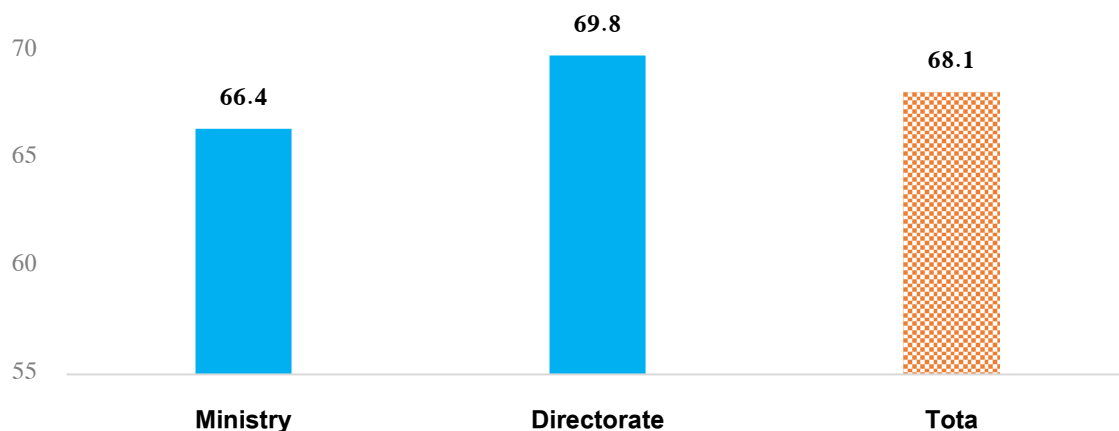
**Figure (209): Degree of employing technology in administrative work by Administrative Level (Northern Governorates)**



**Figure (210): Degree of employing technology in administrative work by Gender (Northern Governorates)**



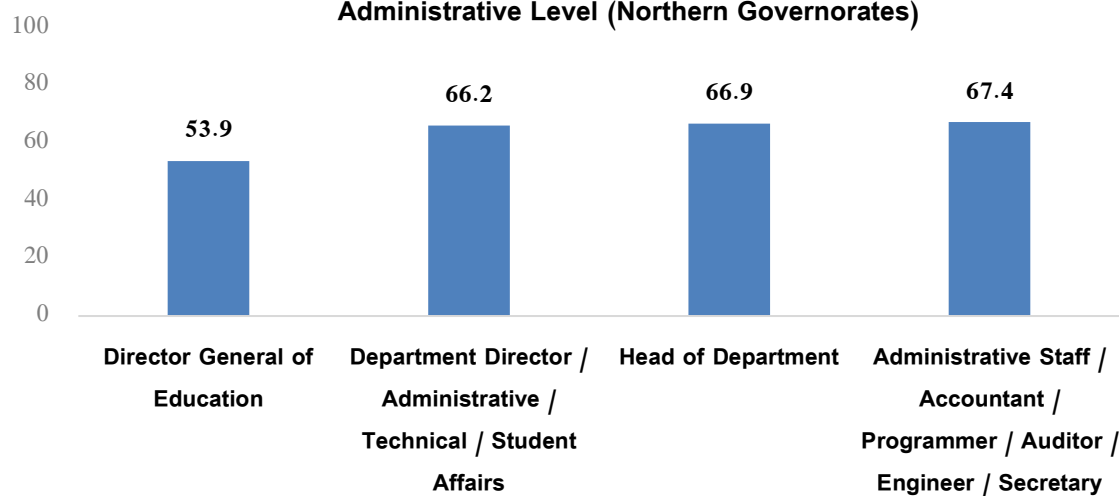
**Figure (211): Degree of employing technology in administrative work by Administrative Level (Northern Governorates)**



**Table (158): Degree Technology is Employed in Ministry’s Administrative Work according to gender and job title**

Region	Job Title	2025		
		Male	Female	Both Sexes
Northern governorates	Director General / Head of Unit	58.4	21.8	53.9
	Department Manager	63.2	72.0	66.2
	Head of Section	65.9	68.3	66.9
	Administrative staff/ accountant/ programmer/ auditor/ engineer/ secretary	63.3	69.0	67.4
	<b>Total</b>	<b>63.7</b>	<b>68.5</b>	<b>66.4</b>

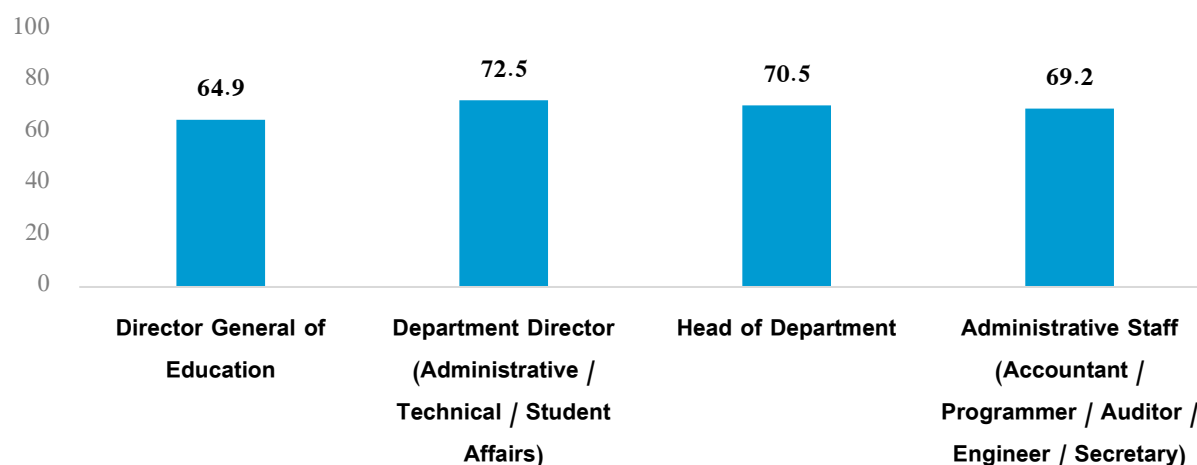
**Figure (212): Degree of employing technology in administrative work by Administrative Level (Northern Governorates)**



**Table (159): Degree Technology is Employed in Directorate's Administrative Work according to gender and job title**

Region	Job Title	2025		
		Male	Female	Both Sexes
Northern governorates	Director General of Educational Directorate	64.9	0.0	64.9
	Department Manage/ administrator/ technical staff/ students affairs	71.9	73.3	72.5
	Head of Section	70.6	70.2	70.5
	Administrative staff/ accountant/ programmer/ auditor/ engineer/ secretary	70.2	68.2	69.2
	Total	70.2	69.2	69.8

**Figure (213): Degree of employing technology in administrative work by Job Title (Northern Governorates)**



### **Interpretation of Results:**

The main reasons for the low index value are:

1. System fragmentation and lack of data integration between departments.
2. Weak automation of repetitive processes and the absence of clear workflows.
3. A skills gap among users.

### **Recommendations:**

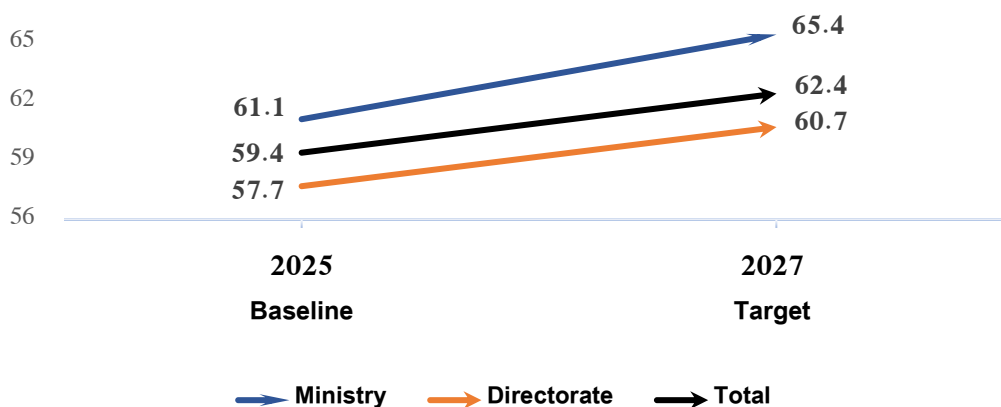
1. Continue implementing the e-transformation strategy for managing the education system.
2. Complete the computerization and standardization of administrative systems.
3. Unify computerized administrative programs into a single interface and link the planning system with budgeting, projects, and general departments.

### 3.3 Employee Satisfaction (Ministry and Directorates) with the Physical Work Environment

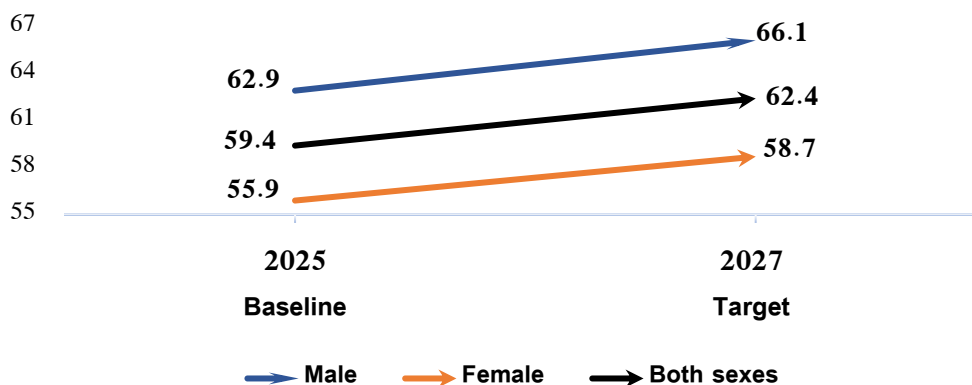
**Table (160): Employee Satisfaction (Ministry and Directorates) with the Physical Work Environment by Administrative Level and Gender**

Region	Admin Level	2025			2027 Target		
		Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	Ministry	65.8	57.0	61.1	70.4	61.0	65.4
	Directorate	59.9	54.8	57.7	62.8	58.3	60.7
	Total	62.9	55.9	59.4	66.1	58.7	62.4

**Figure (214): Degree of staff (ministry, directorate) satisfaction with the physical work environment By Administrative Level (Northern Governorates)**



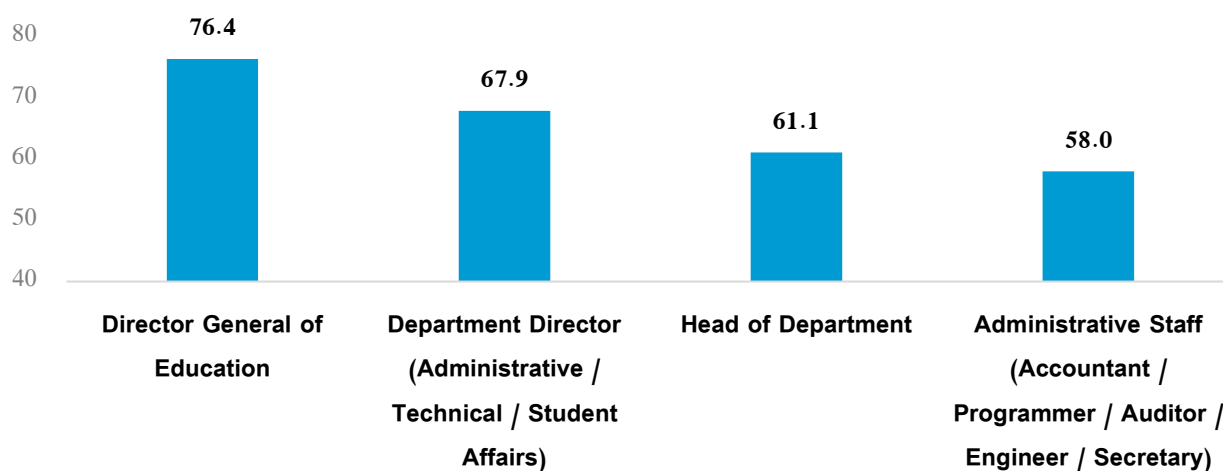
**Figure (215): Degree of staff (ministry, directorate) satisfaction with the physical work environment By Gender (Northern Governorates)**



**Table (161): Ministry Employee Satisfaction with the Physical Work Environment according to job title and Gender**

Region	Job Title	2025		
		Male	Female	Both Sexes
Northern Governorates	Director General / Head of Unit	74.1	91.9	76.4
	Department Manager	70.7	62.7	67.9
	Head of Section	64.3	56.3	61.1
	Administrative staff/ accountant/ programmer/ auditor/ engineer/ secretary	62.8	55.9	58.0
	Total	65.8	57.0	61.1

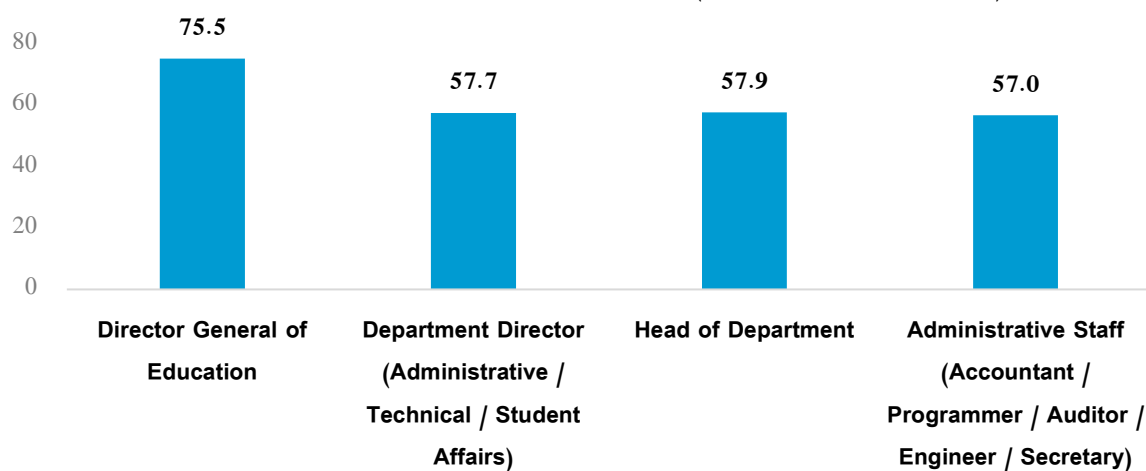
**Figure (216): Degree of staff satisfaction with the physical work environment at the Ministry by Job Title (Northern Governorates)**



**Table (162): Directorate Employee Satisfaction with the Physical Work Environment according to job title and Gender**

Region	Job Title	2025		
		Male	Female	Both Sexes
Northern Governorates	Director General of Educational Directorate	75.5	0.0	75.5
	Department Manage/ administrator/ technical staff/ students affairs	53.4	62.9	57.7
	Head of Section	60.8	52.6	57.9
	Administrative staff/ accountant/ programmer/ auditor/ engineer/ secretary	59.1	54.8	57.0
	<b>Total</b>	59.9	54.8	57.7

**Figure (217): Degree of staff satisfaction with the physical work environment at the directorate by Job Title (Northern Governorates)**



### Interpretation of Results:

The results indicate a gap between expectations and reality in one or more of the key indicator elements (space, lighting and ventilation, furniture and equipment, cleanliness and maintenance, and public health and safety).

### Recommendations:

1. Redistribute spaces and reduce density.
2. Prompt maintenance and repair of malfunctions.
3. Adhere to facility cleaning schedules and enhance cleanliness.

### 3.4 Percentage of Students Benefiting from Blended and Distance Learning Out of the Total Number of Students Transferred to This Type of Education

**Blended Learning:** This is education that combines face-to-face and distance learning.

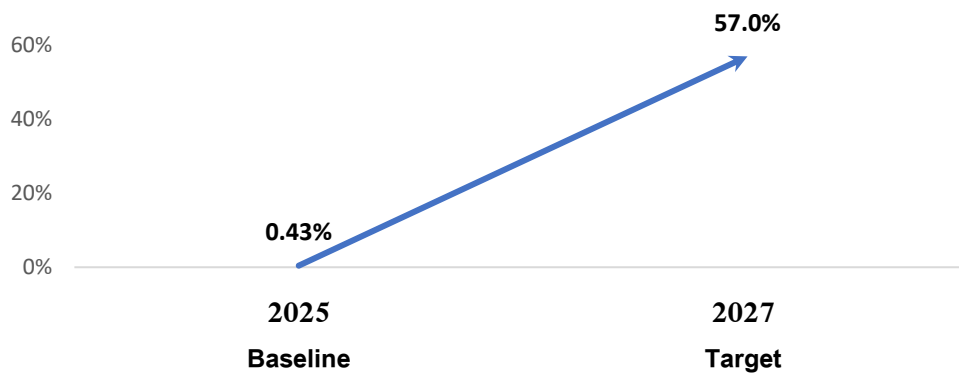
This indicator measured the percentage of students benefiting from blended and distance learning out of the total number of students transferred to this type of education during the period from mid-September to mid-December of 2025-2026 academic year. This was due to the lack of previous data for the indicator, as the server does not retain data for more than three consecutive months.

**Table (163): Percentage of Students Benefiting from Blended and Distance Learning Out of the Total Number of Students Transferred to This approach to Education**

Region	Academic year 2025-2026*	Target 2026-2027
Northern Governorates	0.43%	57.0%

*\*No data available for 2024-2025 Academic year*

**Figure (218): Percentage of Students Benefiting from Blended and Distance Education out of the Total Number of Students Transferred to This Type of Education (Northern Governorates)**

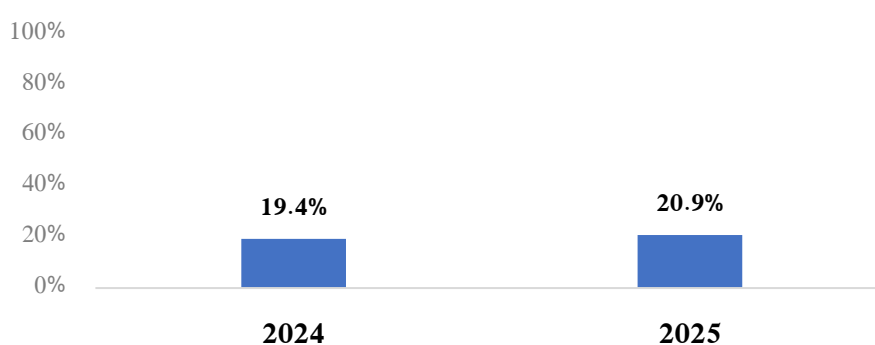


### 3.5 Percentage of Actual Public Spending on Education out of Government Spending

**Table (164): Percentage of Actual Public Spending on Education out of Government Spending**

2025	2024
20.9%	19.4%

**Figure (219): Percentage of Actual Public Spending on Education out of Government Spending**

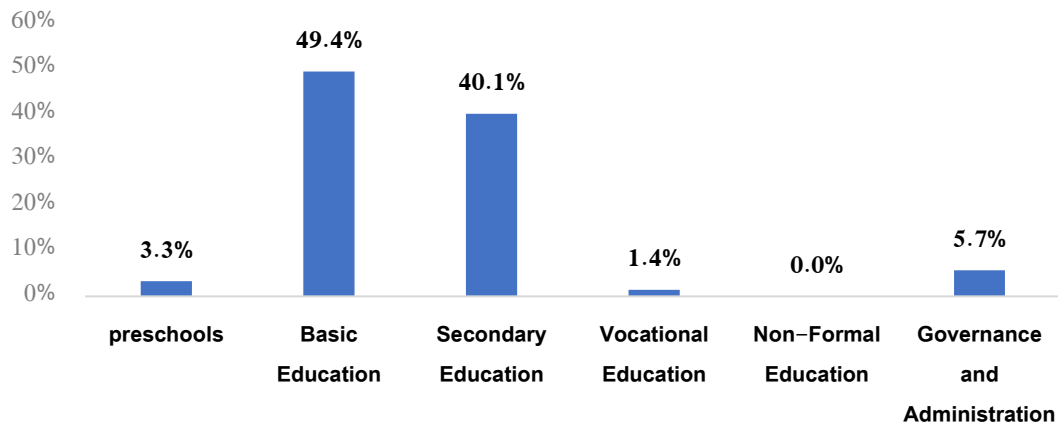


### 3.6 Percentage of Public Spending on Education According to Strategic Plan Programs

**Table (165): Percentage of Public Spending on Education According to Strategic Plan Programs**

EDSP Program	2025
Preschool	3.3%
Basic Education	49.4%
Secondary Education	40.1%
TVET	1.4%
Non-Formal Education	0.0%
Governance	5.7%

**Figure (220): Percentage of Government Spending on Education by Plan Programs**



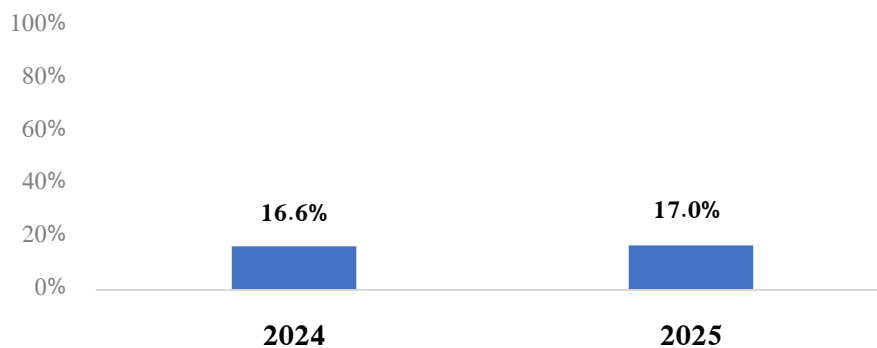
### 3.7 Percentage of Education Budget out of General Budget

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

**Table (166): Percentage of Education Budget out of General Budget**

2025	2024
17.0%	16.6%

**Figure (221): Percentage of educational budget from total national budget**



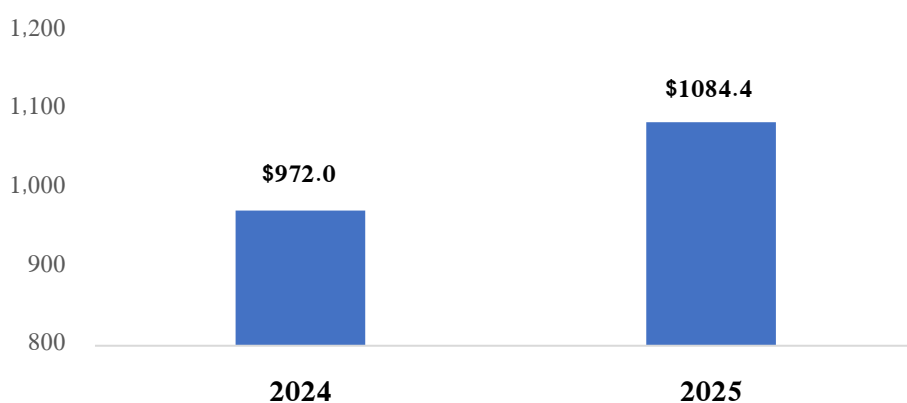
### 3.8 Cost of Student in School Education

**Definition:** The amount allocated to education from the development and operational budget from various approved funding sources, divided by the total number of students enrolled in government education.

**Table (167): Cost of Student in School Education**

2025	2024
1084.4\$	\$972.0

**Figure (222): Student Cost in School Education**



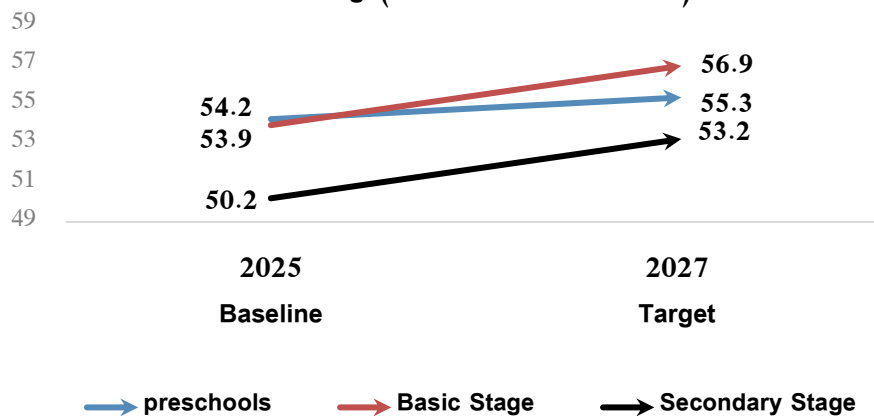
### 3.9 Degree of Local Community Participation in School Activities and Events

This indicator aims to measure the degree of community participation in school activities and events by calculating the interaction between the number of participants and the frequency of participation in the areas monitored by the indicator. These areas include participation in (open days, planning, identifying school needs, periodic meetings, educational seminars/lectures, and parent council elections).

**Table (168): Degree of Local Community Participation in School Activities and Events by Educational Stage**

Region	Educational Stage	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Preschool	54.2	55.3
	Basic	53.9	56.9
	Secondary	50.2	53.2

**Figure (223): Degree of local community participation in school activities and events By Educational Stage(Northern Governorates)**



### Interpretation of Results:

The main reasons for the low index value are:

1. Low attendance at school events or their limitation to small groups.
2. Limited or superficial partnerships with no tangible impact on student learning.
3. The absence of clear roles for the Parents' Council or school councils.
4. Events that do not consider community needs.

### Recommendations:

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

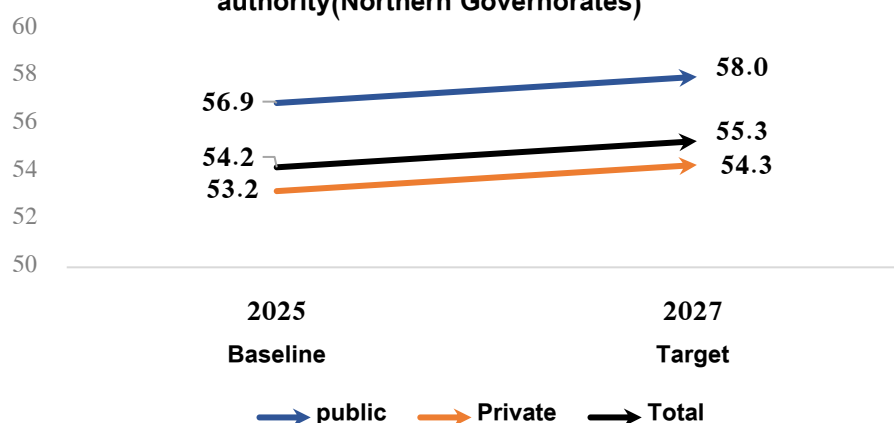
### **3.9.1 Degree of Local Community Participation in Preschool Activities and Events**

This indicator aims to measure the degree of local community participation in preschool activities by calculating the interaction between the number of participants and the frequency of participation in the areas monitored by the indicator. These areas include participation in open days, planning, identifying preschool needs, periodic meetings, seminars, educational lectures, and the election of the Parents' Council.

**Table (169): Degree of local community participation in preschool activities and events according to the supervising authority**

Region	Academic year 2024-2025			Target 2026-2027		
	Public	Private	Total	Public	Private	Total
Northern Governorates	56.9	53.2	54.2	58.0	54.3	55.3

**Figure (224): Degree of local community participation in preschool activities and events by supervising authority(Northern Governorates)**



### **Interpretation of Results:**

Reasons for the low participation of the local community in the activities and events of public and private preschools include:

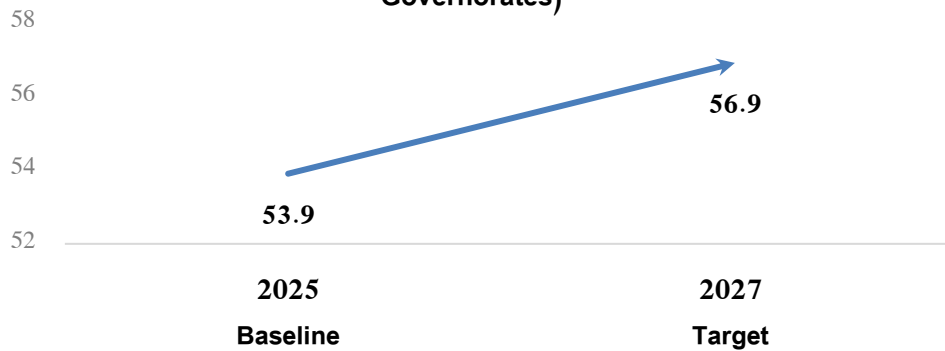
1. Economic pressures: Families preoccupied with securing basic needs, and high rates of unemployment and poverty, reduce the time and effort available for active participation in preschool activities.
2. Weak awareness of the importance of participation: Many parents and members of the local community do not realize the role of their participation in promoting child development and improving the quality of education in preschools.
3. Lack of a partnership culture: A gap exists between preschool administrations and the local community, and there are weak practices that encourage effective communication between the two parties.
4. Limited resources and capabilities: A shortage of staff, space, and equipment hinders preschools from organizing broad and diverse community events, especially since most preschools have limited space.
5. Weak coordination between institutions: There is a lack of effective collaborative networks between preschools and local authorities or civil society organizations to support joint activities.

### 3.9.2 Degree of local community participation in school activities and events at the Basic Stage

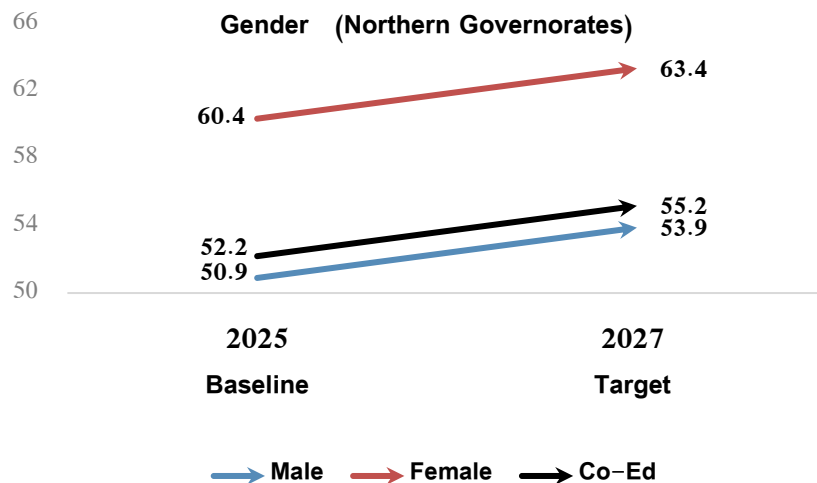
**Table (170): Degree of local community participation in school activities and events at the basic stage, according to school gender**

Region	Academic year 2024-2025				Target 2026-2027			
	Male	Female	Co-ed	Total	Male	Female	Co-ed	Total
Northern Governorates	50.9	60.4	52.2	53.9	53.9	63.4	55.2	56.9

**Figure (225): Degree of local community participation in school activities and events at the Basic Stage (Northern Governorates)**



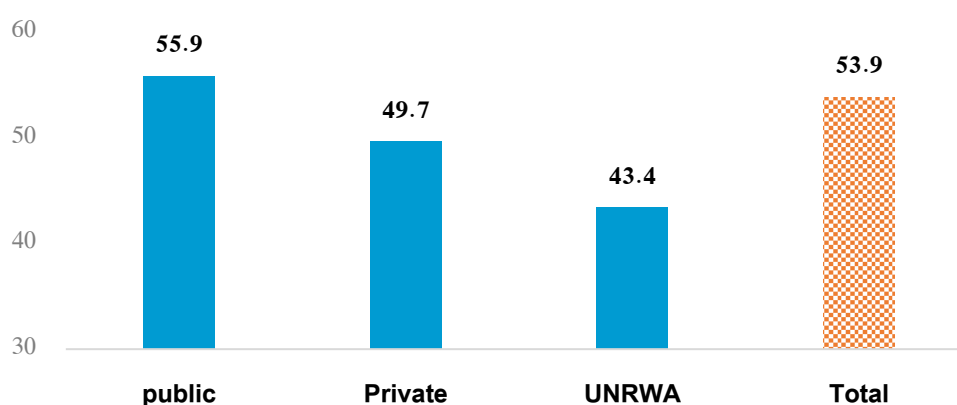
**Figure (226): Degree local community participation in school activities and events in Basic Stage by School Gender (Northern Governorates)**



**Table (171): Degree of local community participation in school activities and events at the basic stage, according to supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	55.9	49.7	43.4	53.9

**Figure (227): Degree local community participation in school activities and events in Basic Stage By Supervising Authority (Northern Governorates)**

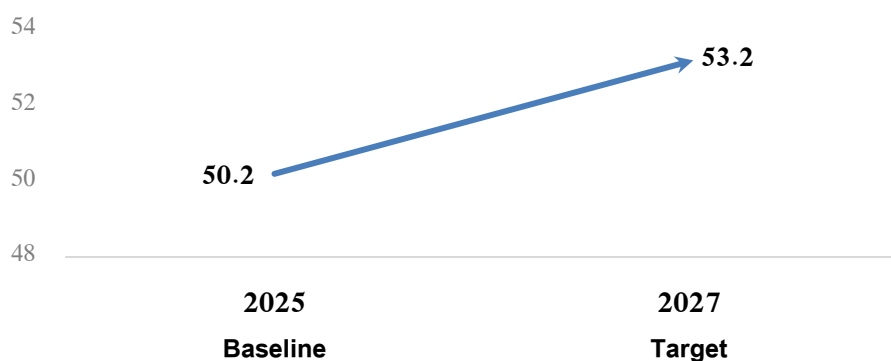


### 3.9.3 Degree of local community participation in school activities and events at the Secondary Stage

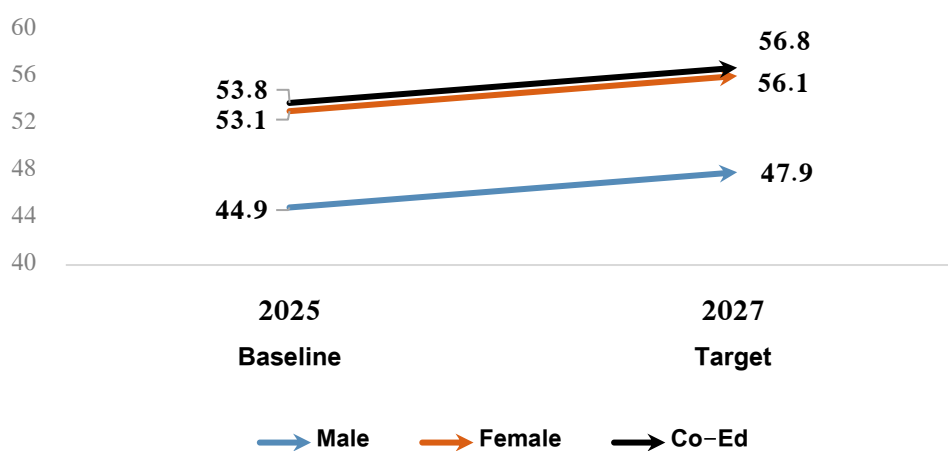
**Table (172): Degree of local community participation in school activities and events at the secondary stage, according to school gender**

Region	Academic year 2024-2025				Target 2026-2027			
	Male	Female	Co-ed	Total	Male	Female	Co-ed	Total
Northern Governorates	44.9	53.1	53.8	50.2	47.9	56.1	56.8	53.2

**Figure (228): Degree of local community participation in school activities and events in Secondary Stage (Northern Governorates)**



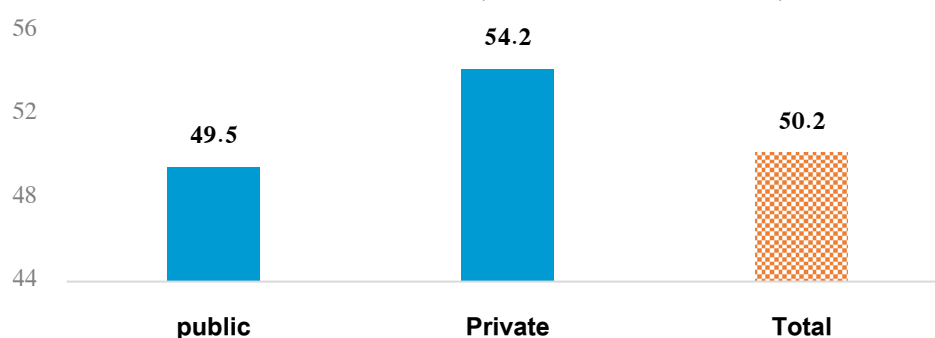
**Figure (229): Degree of local community participation in school activities and events in Secondary Stage by School Gender (Northern Governorates)**



**Table (173): Degree of local community participation in school activities and events at the secondary stage, according to supervising authority**

Region	Academic year 2024-2025		
	Public	Private	Total
Northern Governorates	49.5	54.2	50.2

**Figure (230): Degree of local community participation in school activities and events in Secondary Stage By Supervising Authority (Northern Governorates)**



### 3.10 Distribution of Developmental Projects According to Strategic Plan Programs

The General Directorate of Projects at the Ministry of Education and Higher Education oversees the implementation of developmental projects in cooperation with other relevant departments within the Ministry and partner organizations. This aims to help bridge the funding gap, thereby contributing to the achievement of the Ministry's objectives and policies, and ensuring the continued impact of these projects on the target groups.

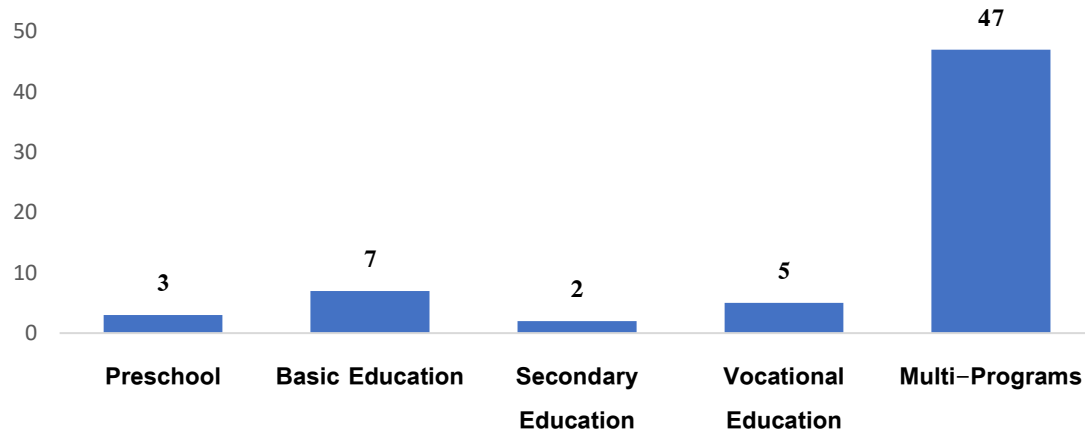
**Educational Developmental Projects:** These are a set of educational activities linked to bilateral agreements, with specific budgets and objectives aligned with the Ministry's developmental and operational policies. They are designed to enhance educational aspects within a defined timeframe, allowing for the measurement of their outcomes through a set of performance indicators.

**Table (174): Distribution of Projects According to Strategic Plan Programs**

Region	2024		
	No.	EDSP Program	No. of Projects
Northern Governorates	1	Preschool	3
	2	Basic Education	7
	3	Secondary Education	2
	4	Vocational Education	5
	5	Multi-Programs *	47
		<b>Total</b>	

\*Multi-Programs groups include the following EDSP programs: Preschool, basic, secondary, vocational, non-formal, and governance.

**Figure (231): Frequency of Development Projects by Strategic Plan Programs (Northern Governorates)**

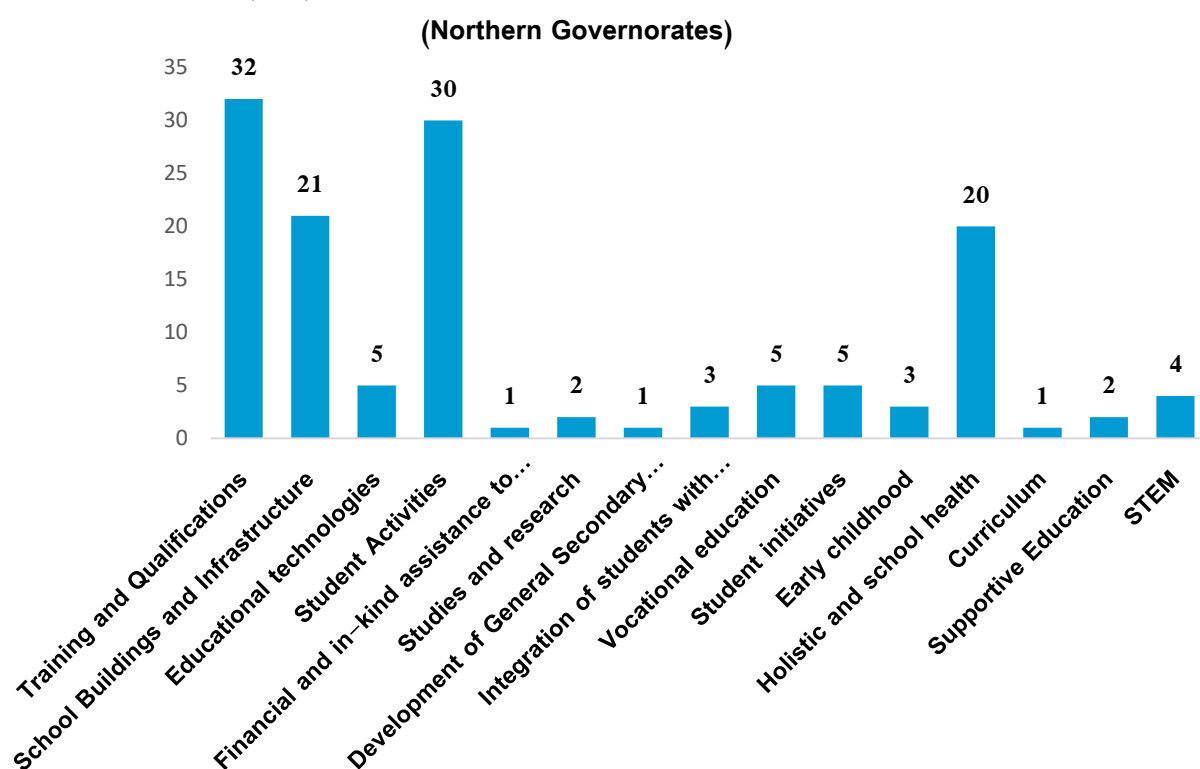


### 3.11 Frequency of Developmental Projects according to main Project fields

The General Directorate of Projects implements and monitors existing projects according to key areas, in order to facilitate the monitoring and evaluation process with relevant parties

**Table (175): Projects Frequency according to main Project fields**

Region	2024		
	No.	Project Areas	No. of Projects
Northern Governorates	1	Training and Qualifications	32
	2	School Buildings & Infrastructure	21
	3	Educational technologies	5
	4	Student Activities	30
	5	Financial and in-kind assistance to students	1
	6	Studies and research	2
	7	Development of General Secondary Matriculation	1
	8	Integration of students with disability & learning difficulties	3
	9	Vocational education	5
	10	Student initiatives	5
	11	Early childhood	3
	12	Holistic and school health	20
	13	Curriculum	1
	14	Supportive Education	2
	15	STEM	4

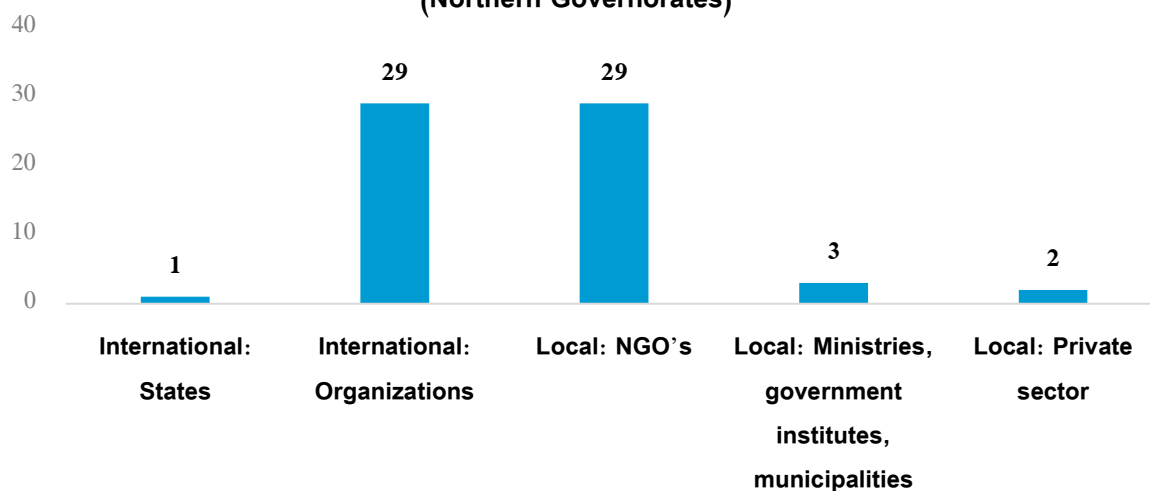
**Figure (232): Projects Frequency according to main Project fields**

### 3.12 Number of developmental projects according to funding source

**Table (176): Number of developmental projects according to funding source**

Region	2024		
	No.	Funder	No. of Projects
Northern Governorates	1	International: States	1
	2	International: Organizations	29
	3	Local: NGO's	29
	4	Local: Ministries, government institutes, municipalities	3
	5	Local: Private sector	2
	Total		64

**Figure (233): Number of Development Projects by funding source  
(Northern Governorates)**



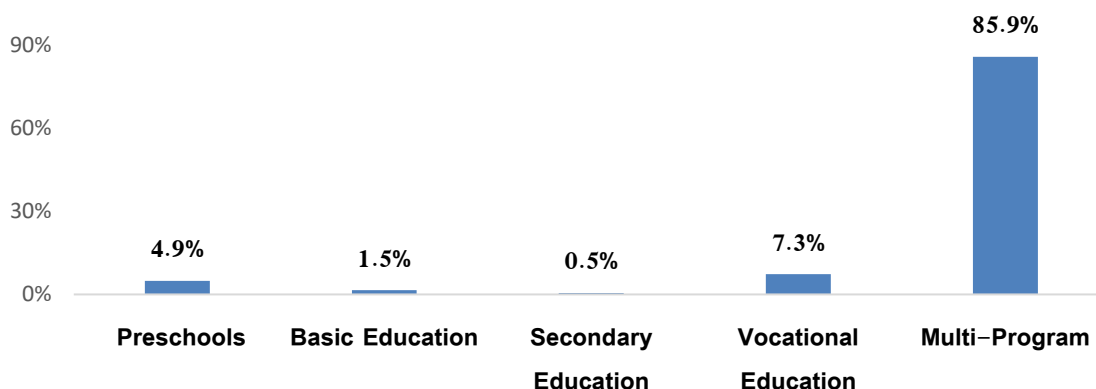
### 3.13 Distribution of Developmental Projects Budget according to EDSP Programs

**Table (177): Distribution of Developmental Projects Budget according to EDSP Programs**

Region	2024		
	No.	EDSP Program	Projects Budget Contributions %
Northern Governorates	1	Preschool	4.9%
	2	Basic	1.5%
	3	Secondary	0.5%
	4	Vocational	7.3%
	5	Multi-Program*	85.9%

\*Multi-Programs groups include the following EDSP programs: Preschool, basic, secondary, vocational, non-formal, and governance.

**Figure (234): Distribution of Developmental Projects Budget by Plan Programs (Northern Governorates)**



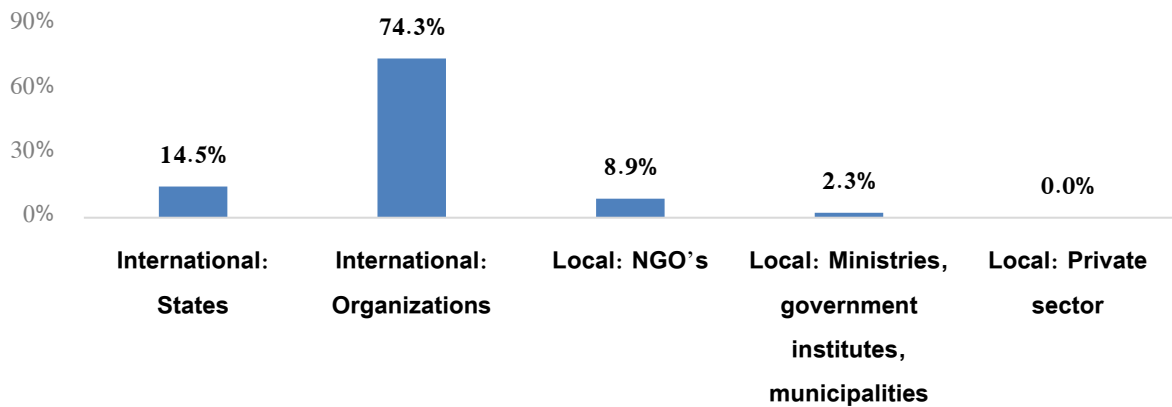
\*The Program Cluster includes the following plan programs: Kindergartens, Basic Education, Secondary Education, Vocational Education, and Governance and Administration.

### 3.14 Distribution of Developmental Projects Budget according to Funding Source

**Table (178): Distribution of Developmental Projects Budget according to Funding Source**

Region	2024		
	No.	Funder	Projects Budget Contributions %
Northern Governorates	1	International: States	14.5%
	2	International: Organizations	74.3%
	3	Local: NGO's	8.9%
	4	Local: Ministries, government institutes, municipalities	2.3%
	5	Local: Private sector	0.0%

**Figure (235): Distribution of Developmental Projects Budget by funding source (Northern Governorates)**



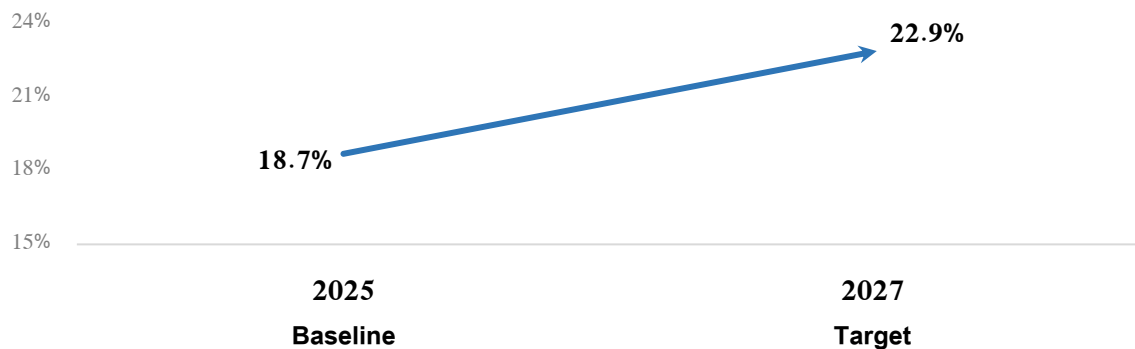
### 3.15 Percentage of Administrative Staff Trained in Administrative Capacity Building Programs (Internal and External Programs)

This indicator measures the number of administrative staff within the Ministry who have received at least one training course, whether hosted or not, Both Sexes domestically and internationally, out of the total number of administrative employees in the Ministry, broken down by gender.

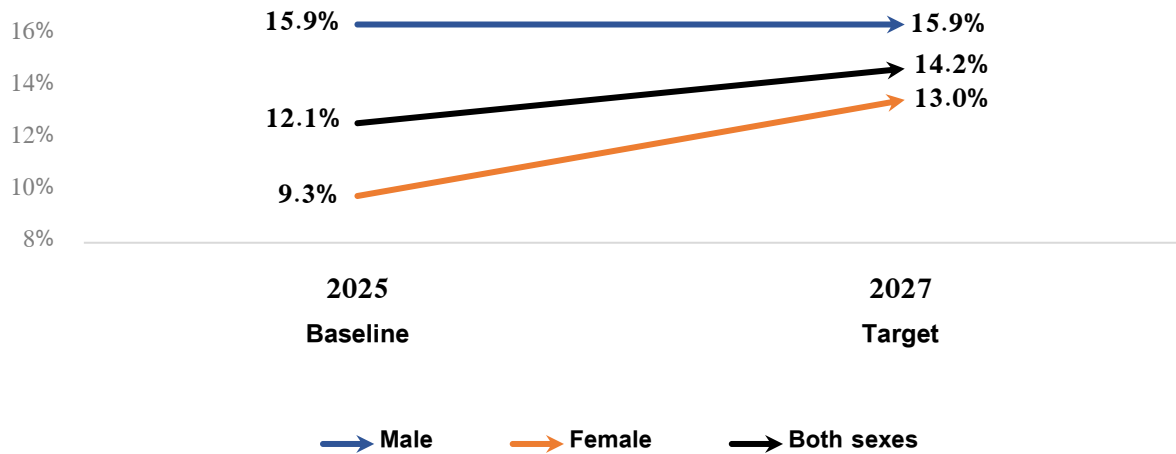
**Table (179): Percentage of Administrative Staff Trained in Administrative Capacity Building Programs (Internal and External Programs) by Gender**

Region	Training Program	Academic year 2024-2025			Target 2026-2027		
		Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	Internal	15.9%	9.3%	12.1%	15.9%	13.0%	14.2%
	External	6.7%	6.6%	6.7%	9.6%	8.1%	8.8%
	Total	22.6%	16.0%	18.7%	25.5%	21.1%	22.9%

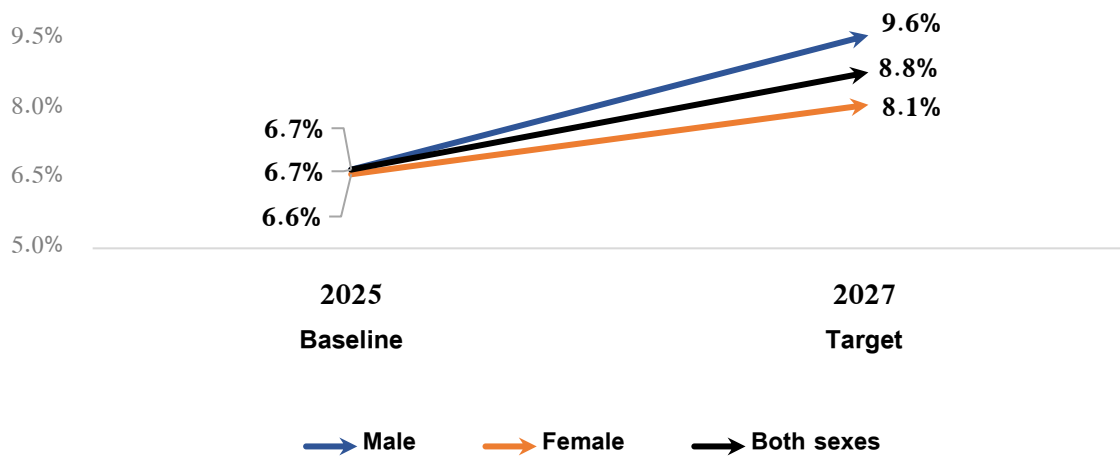
**Figure (236): Percentage of administrative staff trained in capacity building programs (Internal and External Programs) (Northern Governorates)**



**Figure (237): Percentage of administrative staff trained in capacity building programs (Internal Programs) By Gender (Northern Governorates)**



**Figure (238): Percentage of administrative staff trained in capacity building programs (Internal Programs) By Gender (Northern Governorates)**



## Indicators for Strategic Objective Four

### Educational Recovery and Reconstruction

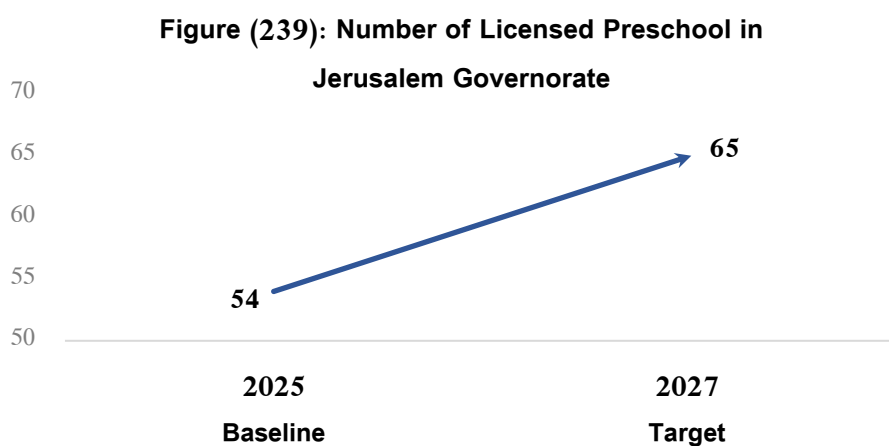


#### 4.1 Number of Licensed Preschools in Jerusalem

A licensed preschool is one that meets the licensing criteria, which include building requirements, the number of children, staffing standards, and specific specifications for the learning environment, as approved by the Ministry of Education and Higher Education in Jerusalem Governorate.

**Table (180): Number of Licensed Preschools in Jerusalem Governorate**

Academic year 2024-2025	Target 2026-2027
54	65



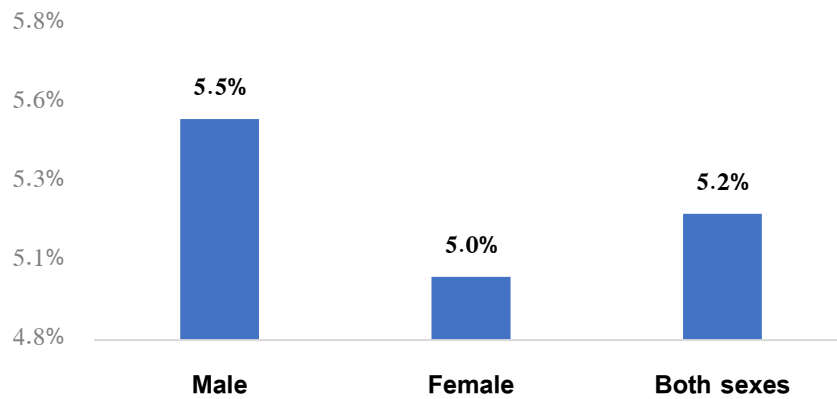
#### 4.2 Percentage of Students Enrolled in Government Preschool Programs in Jerusalem

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

**Table (181): Percentage of Students Enrolled in Government Preschools Programs in Jerusalem according to Gender**

Academic year 2024-2025		
Male	Female	Both Sexes
5.5%	5.0%	5.2%

**Figure (240): Percentage of Enrolled students in Government Preschools in Jerusalem Governorate**



### 4.3 Transition Rate from basic to secondary education in Jerusalem

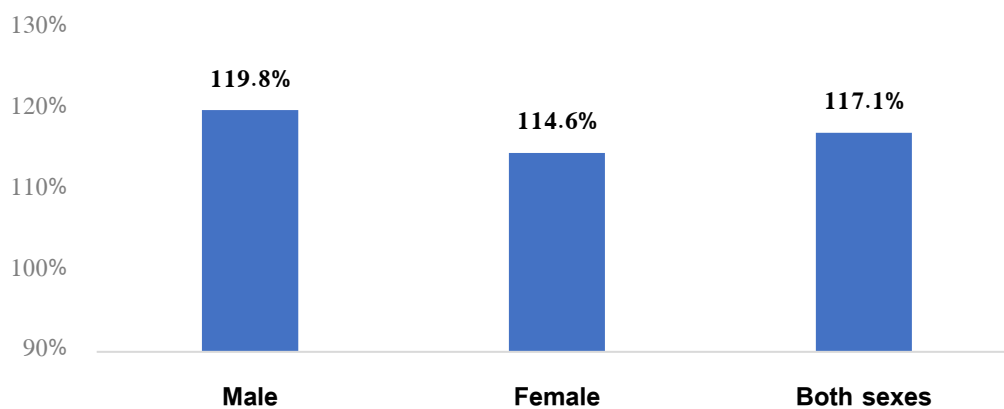
**Definition:** The number of new students entering the tenth grade in a given year in Jerusalem Governorate, expressed as a percentage of the total number of students enrolled in the ninth grade in the previous year.

**Table (182): Transition Rate from basic to secondary education in Jerusalem according to gender**

Academic year 2024-2025		
Male	Female	Both Sexes
119.8%	114.6%	117.1%

*Indicator value surpassed 100% due to transfer of private school students to public schools*

**Figure (241): Transition Rate from Basic to Secondary in Jerusalem Governorate**



#### 4.4 Number of Educational, Support, and Administrative Staff Trained in Emergency Response

This indicator measures the number of trainees in public safety and risk prevention during emergencies. The aim is to provide a safe environment that ensures the safety of students and staff in schools and protects them from various risks, injuries, and illnesses. This involves monitoring compliance with public safety requirements and training school and support staff on emergency and public safety concepts.

The safety training included three modules:

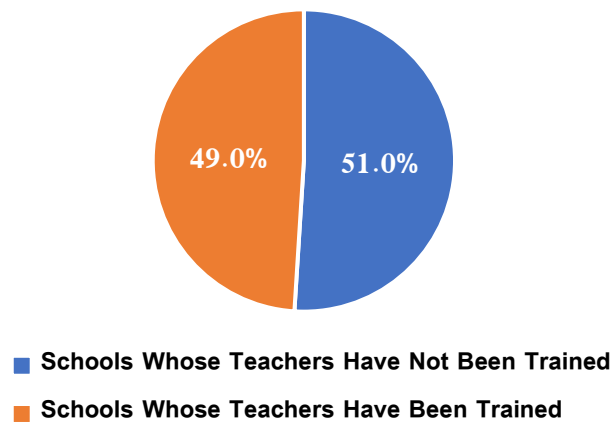
1. Risk Analysis and Ensuring Compliance with Public Safety Standards (Specialized Category)
2. Evacuation and Firefighting Simulation Training (All School Staff)
3. First Aid Training (Specialized Category)

Through the General Directorate of Comprehensive Health, the Ministry has consistently worked to develop and enhance the knowledge of teachers, particularly health committee coordinators and members, regarding the skills necessary to address emergency challenges. These skills encompass public safety, road safety, first aid, and the formation and activation of emergency committees in schools.

**Table (183): Number of teaching, support and administrative staff trained to deal with emergencies in 2024-2025**

Region	Type of Training	No. of Teachers	No. of Support Staff (admin./ field in Ministry and Directorates)
Northern Governorates	Evacuation and Fire Simulations	All teachers in 1119 schools (49% of schools)	72
	Emergency committees formed, risks identified	3876	144
	First Aid	515	186
	Traffic safety skills	162	36

**Figure (242): Percentage of Schools Whose Teachers Have Been Trained in Evacuation and Fire Drill Simulation Courses (Northern Governorates)**



### **Interpretation of Results:**

1,938 school principals and 72 support staff members in the directorates were trained on forming and activating emergency committees at the beginning of the academic year, in accordance with the instructions in the Public Safety Manual. This training covered 99.5% of the country's schools. School emergency plans were developed in collaboration with the school's field health officer, in coordination with Civil Defense, the police, the Red Crescent, and other partner organizations.

Evacuation and fire drills were conducted, including simulations of evacuation and firefighting operations involving the entire school community. These simulations were carried out in 1,119 schools (with the participation of all teaching staff), representing 49% of the schools. Additionally, 515 teachers received first aid training.

### **Recommendations:**

1. Establish specialized committees at the directorate level and maintain continuous coordination with governorate representatives to manage and monitor safety and emergency management at the school level.
2. Establish specialized emergency committees comprised of five members, including representatives from the local community, to ensure compliance with public safety requirements.
3. Providing a reference guide for a safe school environment to be used in the annual training process.

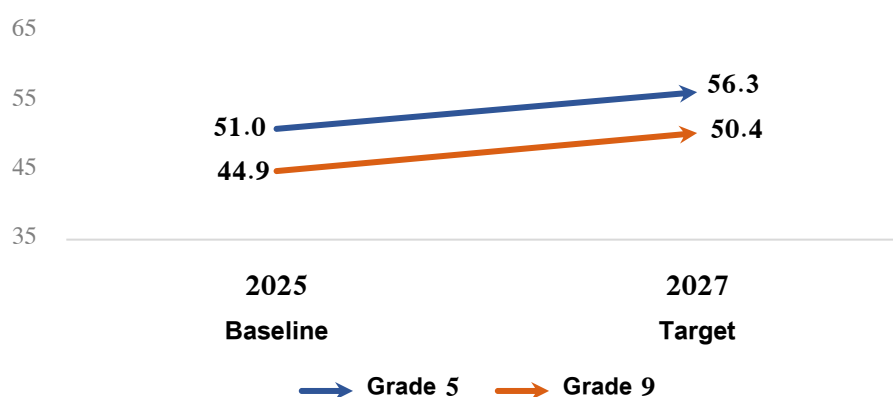
#### 4.5 Average student achievement in the Arabic language national test

The Ministry of Education and Higher Education adopted this indicator as part of its vision for evaluating the outcomes of the Palestinian education system. The Ministry administers the test once every two years to nationally representative samples of students in the fifth and ninth grades in Arabic language, mathematics, and science across all educational authorities.

**Table (184): Average student achievement in the Arabic language national test by targeted grade level**

Region	Grade	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Five	51.0	56.3
	Nine	44.9	50.4

**Figure (243): Average student achievement in Arabic (Northern Governorates) Language By Target Grade**

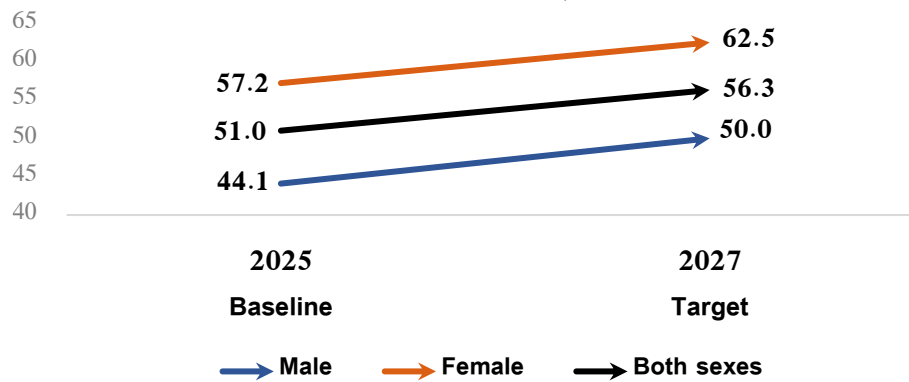


##### 4.5.1 Average Grade 5 student achievement in the Arabic language national test

**Table (185): Average Grade 5 student achievement in the Arabic language national test according to gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	44.1	57.2	51.0	50.0	62.5	56.3

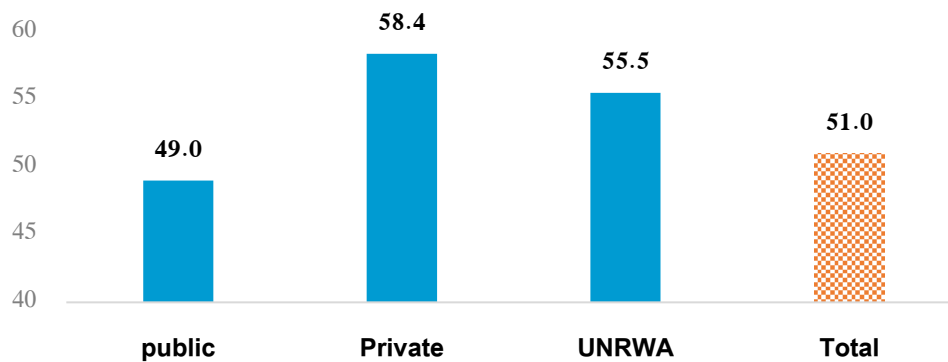
**Figure (244): Average Grade 5 student achievement in Arabic Language By Student Gender (Northern Governorates)**



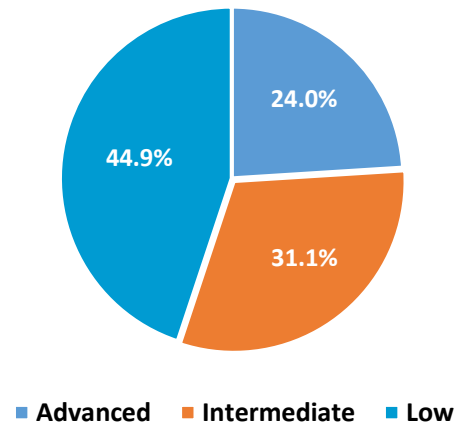
**Table (186): Average Grade 5 student achievement in the Arabic language national test according to supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	49.0	58.4	55.5	51.0

**Figure (245): Average Grade 5 student achievement in Arabic Language By upervising Authority (Northern Governorates)**



**Figure (246): Distribution of Grade 5 Students in the National Arabic Language Test According to Proficiency Levels (Northern Governorates)**

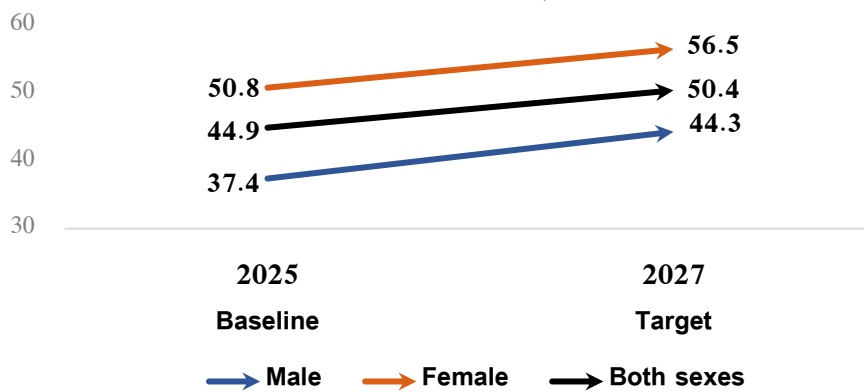


#### 4.5.2 Average Grade 9 student achievement in the Arabic language national test

**Table (187): Average Grade 9 student achievement in the Arabic language national test according to gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	37.4	50.8	44.9	44.3	56.5	50.4

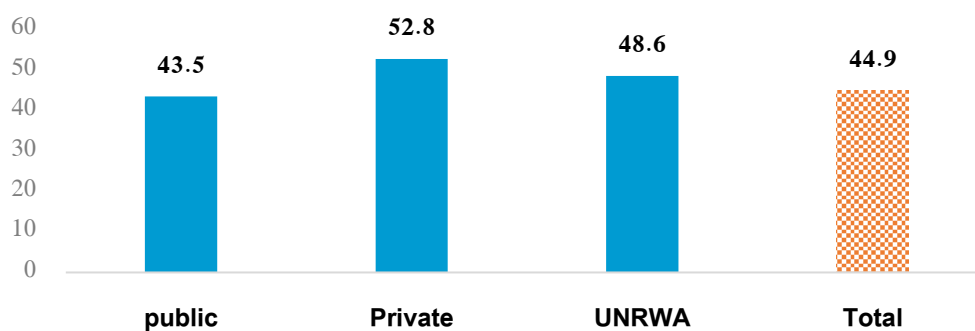
**Figure (247): Average Grade 9 student achievement in Arabic Language By Student Gender (Northern Governorates)**



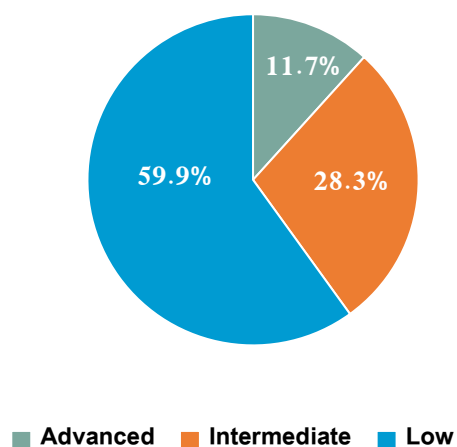
**Table (188): Average Grade 9 student achievement in the Arabic language national test according to supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	43.5	52.8	48.6	44.9

**Figure (248): Average Grade 9 student achievement in Arabic Language By Supervising Authority (Northern Governorates)**



**Figure (249): Distribution of Grade 9 Students in the National Arabic Language Test According to Proficiency Levels (Northern Governorates)**

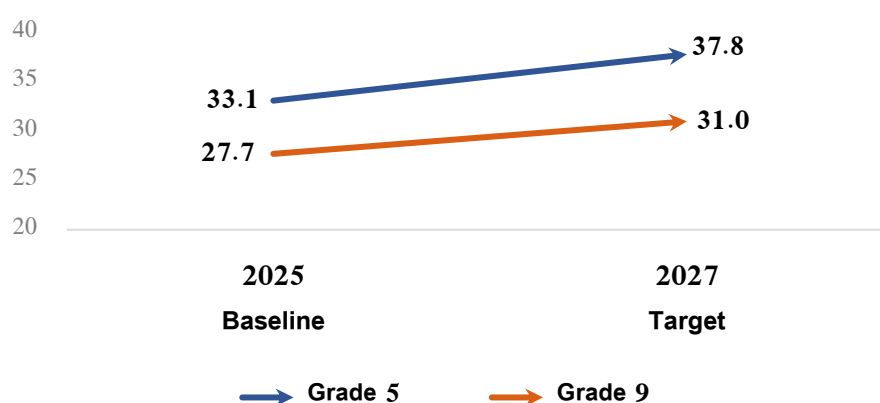


#### 4.6 Average student achievement in the Science national test

**Table (189): Average student achievement in the Science national test by targeted grade level**

Region	Grade	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Five	33.1	37.8
	Nine	27.7	31.0

**Figure (250): Average student achievement in Science by Target Grade (Northern Governorates)**

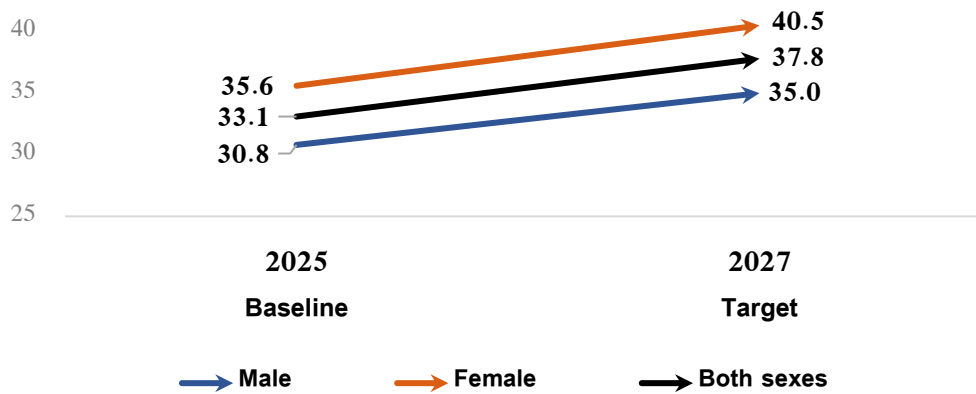


##### 4.6.1 Average Grade 5 student achievement in the Science national test

**Table (190): Average Grade 5 student achievement in the Science national test according to gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	30.8	35.6	33.1	35.0	40.5	37.8

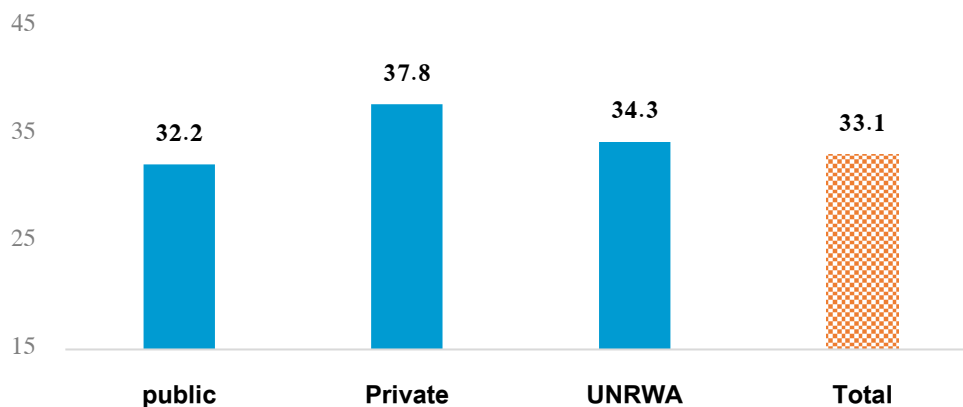
**Figure (251): Average Grade 5 student achievement in Science By Student Gender (Northern Governorates)**



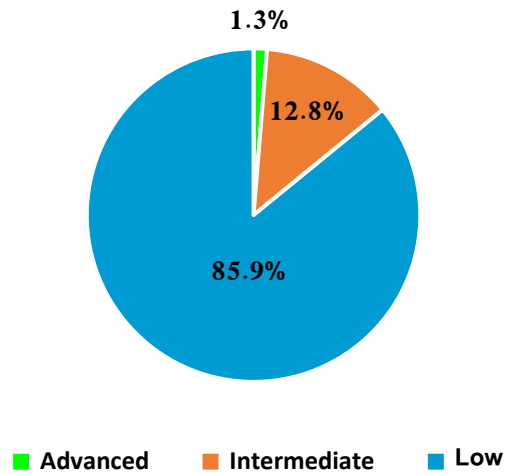
**Table (191): Average Grade 5 student achievement in the Science national test according to supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	32.2	37.8	34.3	33.1

**Figure (252): Average Grade 5 student achievement in Science By Supervising Authority (Northern Governorates)**



**Figure (253): Distribution of Grade 5 Students in the National Science Test According to Proficiency Levels (Northern Governorates)**

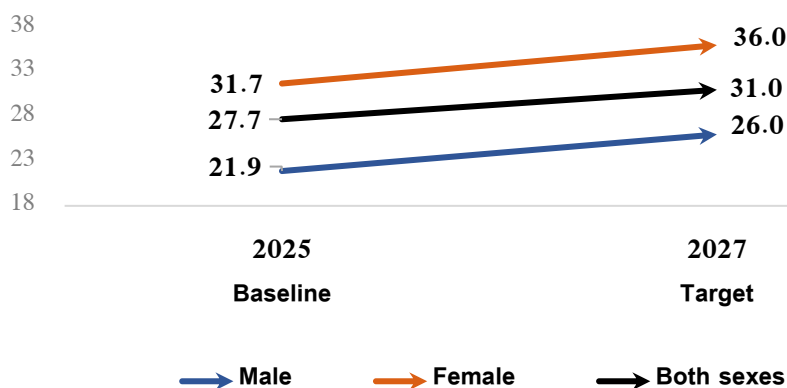


#### 4.6.2 Average Grade 9 student achievement in the Science national test

**Table (192): Average Grade 9 student achievement in the Science national test according to gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	21.9	31.7	27.7	26.0	36.0	31.0

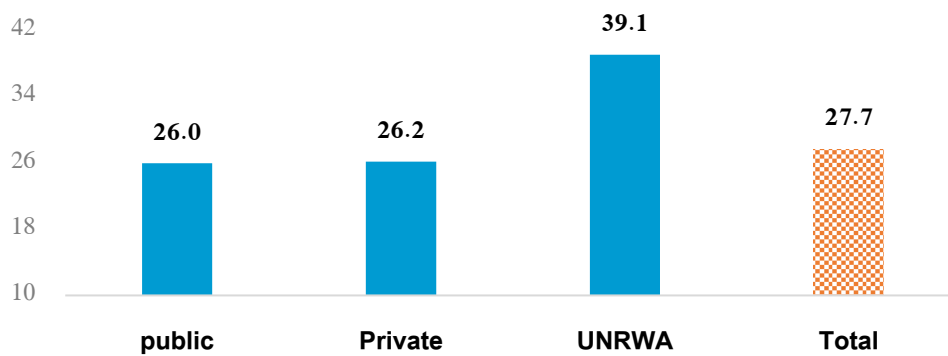
**Figure (254): Average Grade 9 student achievement in Science By Student Gender (Northern Governorates)**



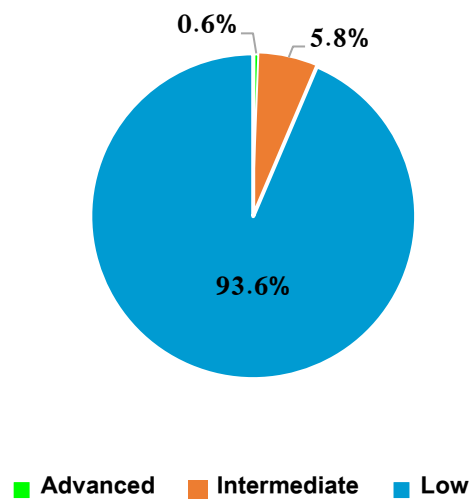
**Table (193): Average Grade 9 student achievement in the Science national test according to supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	26.0	26.2	39.1	27.7

**Figure (255): Average Grade 9 student achievement in Science By Supervising Authority (Northern Governorates)**



**Figure (256): Distribution of Grade 9 Students in the National Science Test According to Proficiency Levels (Northern Governorates)**

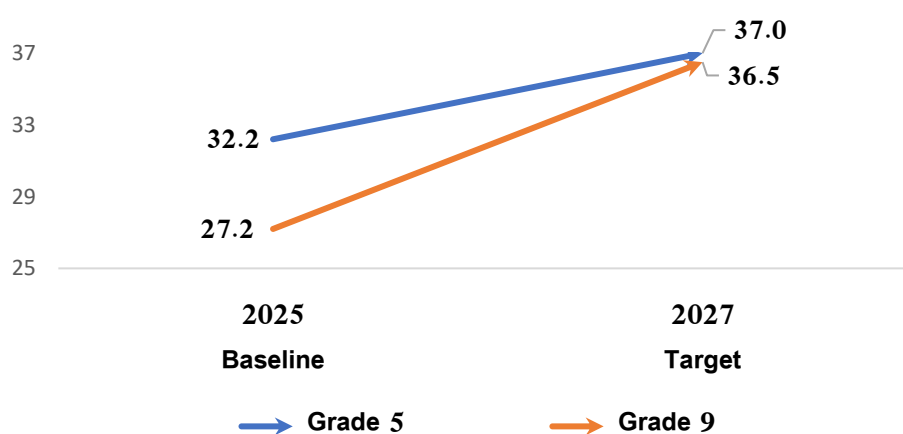


#### 4.7 Average student achievement in the Mathematics national test

**Table (194): Average student achievement in the Mathematics national test by targeted grade level**

Region	Grade	Academic year 2024-2025	Target 2026-2027
Northern Governorates	Five	32.2	37.0
	Nine	27.2	36.5

**Figure (257): Average student achievement in math by Target Grade (Northern Governorates)**

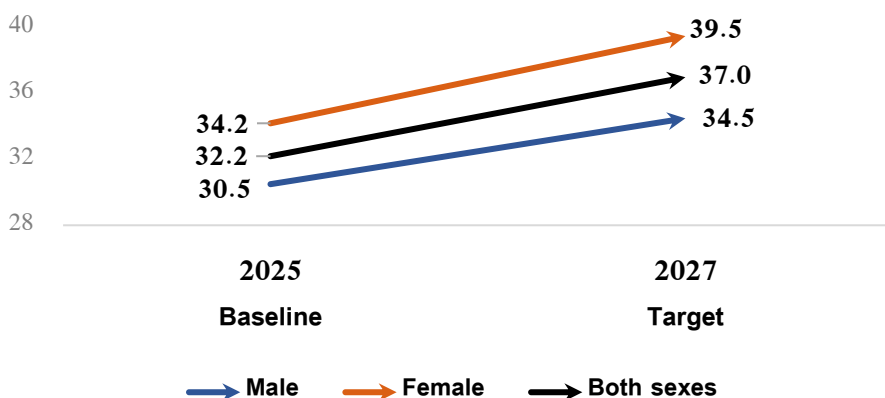


##### 4.7.1 Average Grade 5 student achievement in the Mathematics national test

**Table (195): Average Grade 5 student achievement in the Mathematics national test according to gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	30.5	34.2	32.2	34.5	39.5	37.0

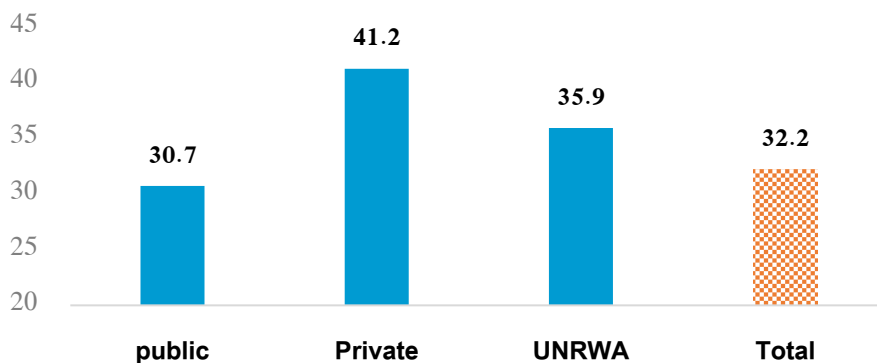
**Figure (258): Average Grade 5 student achievement in math By Student Gender (Northern Governorates)**



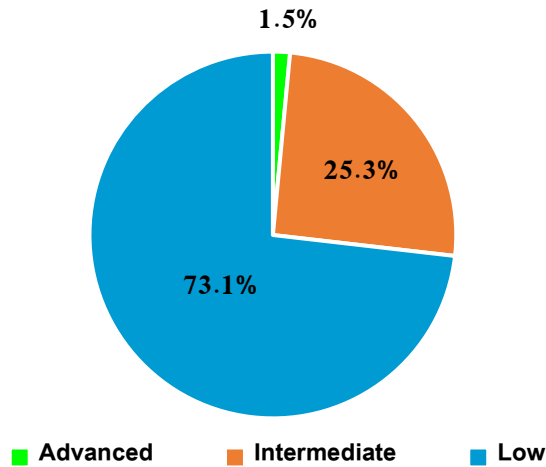
**Table (196): Average Grade 5 student achievement in the Mathematics national test according to supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	30.7	41.2	35.9	32.2

**Figure (259): Average Grade 5 student achievement in math By Supervising Authority (Northern Governorates)**



**Figure (260): Distribution of Grade 5 Students in the National mathTest According to Proficiency Levels (Northern Governorates)**

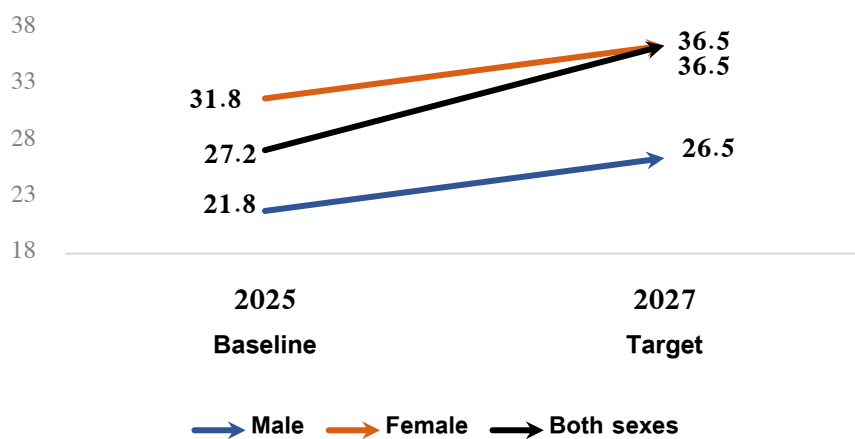


#### 4.7.2 Average Grade 9 student achievement in the Mathematics national test

**Table (197): Average Grade 9 student achievement in the Mathematics national test according to gender**

Region	Academic year 2024-2025			Target 2026-2027		
	Male	Female	Both Sexes	Male	Female	Both Sexes
Northern Governorates	21.8	31.8	27.2	26.5	36.5	36.5

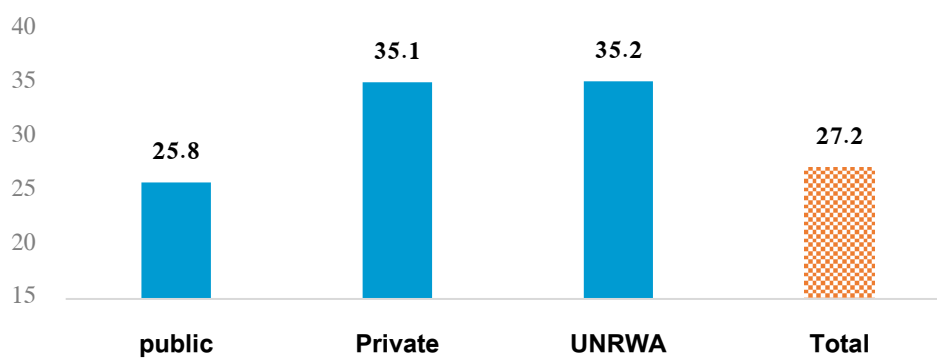
**Figure (261): Average Grade 9 student achievement in math By Student Gender (Northern Governorates)**



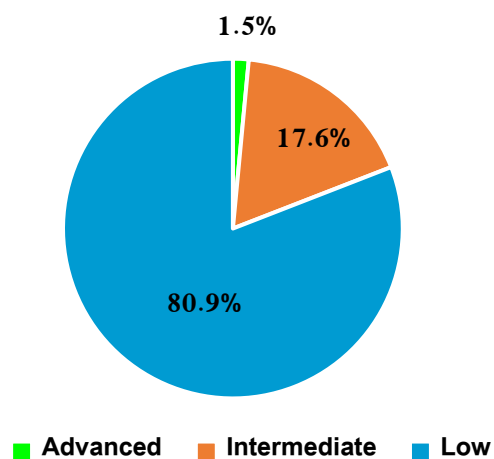
**Table (198): Average Grade 9 student achievement in the Mathematics national test according to supervising authority**

Region	Academic year 2024-2025			
	Public	Private	UNRWA	Total
Northern Governorates	25.8	35.1	35.2	27.2

**Figure (262): Average Grade 9 student achievement in math By Supervising Authority (Northern Governorates)**



**Figure (263): Distribution of Grade 9 Students in the National math Test According to Proficiency Levels (Northern Governorates)**



#### 4.8 Number of School Lessons Lost (Educational wastage for Students and Teachers Due to Israeli Violations)

This indicator includes the total and partial number of school lesson delays experienced by students and teachers (each lesson session lasting 40 minutes).

**Table (199): Number of School Lessons Lost (Educational wastage) for Students and Teachers Due to Israeli Violations**

Region	Academic year 2023-2024	Academic year 2024-2025
Northern Governorates	38609	106222

**Figure (264): Number of school lessons lost (educational wastage) for students and teachers due to Israeli violations (Northern Governorates)**

