



**Palestinian Ministry  
of Education and Higher Education  
General Directorate of Education Planning**

**Monitoring and Evaluation Report  
2024**



September 2025



**Report preparation team:**

This report was prepared by the following staff of the Monitoring and Evaluation Department:

**Mr. Mohammad Said****Ms. Haifaa Almadi****Ms. Maryam Alkhateeb****Ms. Dema Awadallah****General Review:****Mr. Nasif Amira****General Directorate of Educational Planning****Copyright:**

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General Directorate of Education Planning, Ministry of Education and Higher Education

P.O. Box: 576

Ramallah, Palestine

**Tel:** 00 970 2 2983200

**Fax:** 00 970 2 2983222

**Website:** [www.moehe.gov.ps](http://www.moehe.gov.ps)

**Email:** [planning@moe.edu.ps](mailto:planning@moe.edu.ps)

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## Introduction

The Monitoring and Evaluation Department follows up on and evaluates the policies of the strategic plan by monitoring and evaluating the implementation plans. The system and its reports function as tools to track and assess the strategic plan, as well as to monitor its indicator data in order to diagnose the educational reality and present it to the decision-makers at the Ministry of Education.

After completing the implementation of the Education Sector Strategic Plan 2017–2022, the Ministry proceeded to implement an emergency plan aligned with the political situation that had affected all aspects of economic and educational life. This was due to the inability to pay teachers' salaries as a result of the Israeli occupation's confiscation of clearance revenues, and the inability to implement the interventions and policies of the 2017–2022 strategic plan because of Israeli restrictions—particularly in Jerusalem and Area (C). This situation negatively impacted both the execution rates and financial expenditure rate of the inputs of the implementation plans for 2023 and 2024.

This report provides an analysis of the results of a set of key performance indicators within the main sector policies (enrollment, quality, governance and administration), starting with enrollment indicators, followed by quality indicators, governance and administration indicators in the northern governorates<sup>1</sup> (West Bank), and concluding with Israeli violations against education that directly affect the educational process. These reflect the effectiveness of the educational policies and development programs implemented during the past period. Moreover, the report aims to provide a knowledge base that supports decision-making and highlights challenges and recommendations in order to further develop the education system in light of the current challenges.

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<sup>1</sup> Access to data from the southern governorates (Gaza) has been impeded as a result of the war on Gaza.



**Enrollment Indicators**

**Ensuring safe, inclusive and equitable enrolment in the education sector at all levels of the system**



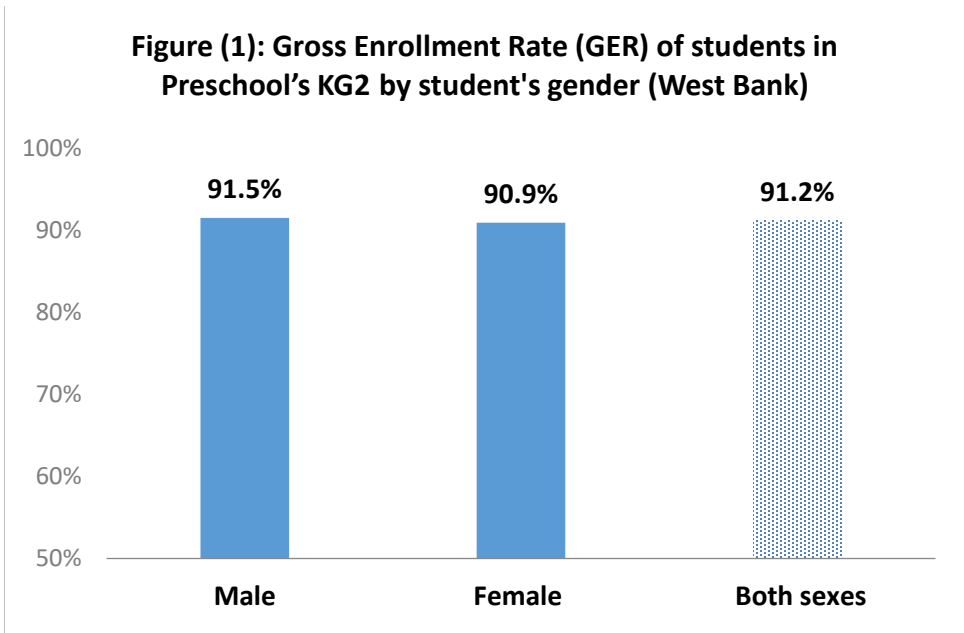
Enrollment Indicators<sup>2</sup>

1.1 Gross Enrollment Rate (KG2)

**Definition:** The total number of children in the preschool class, regardless of their age, expressed as a percentage of the population in the official age group for entering preschool (5 years-old) in the same year.

Table (1): Gross Enrollment Rate (GER) of students in Preschool’s KG2

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | %91.5                   | %90.9  | %91.2      |



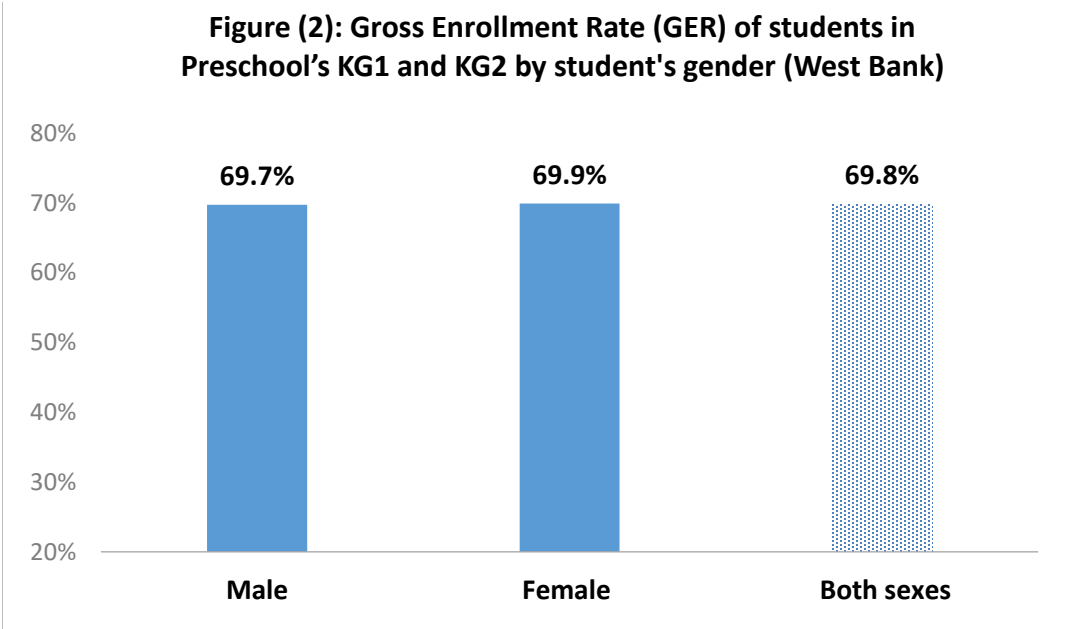
<sup>2</sup> Data Source: Data and Information Department / General Directorate of Educational Planning

1.2 Gross Enrollment Rate for Preschool Students (KG1+KG2)

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

Table (2): Gross Enrollment Rate (GER) of students in Preschool’s KG1 and KG2

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | %69.7                   | 69.9%  | %69.8      |



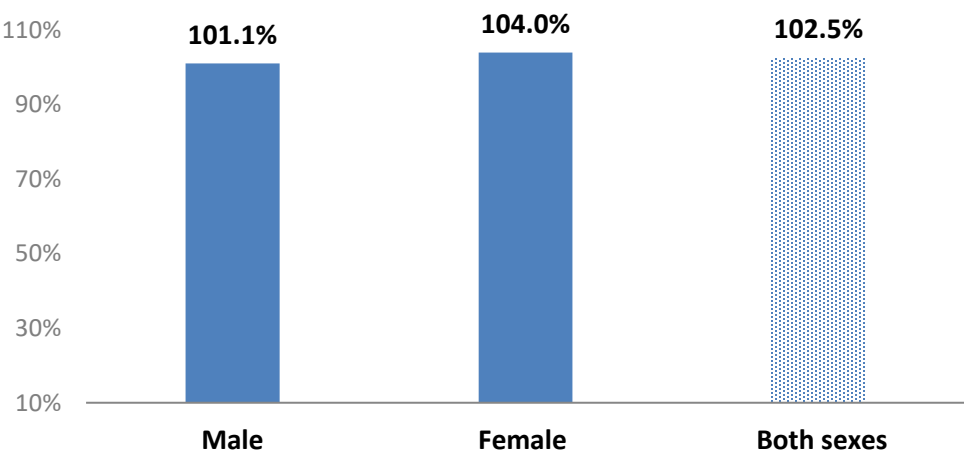
1.3 Gross Enrollment Rate (GER) in Basic Stage

**Definition:** It is the total number of students in the basic stage, regardless of age, expressed as a percentage of the total population in the official age group for enrollment in the basic stage (6-14 years-old). This indicator aims to indicate the general level of participation in the basic education level. And the absorptive capacity of this level.

Table (3): Gross Enrollment Rate (GER) in Basic Stage

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | %101.1                  | %104.0 | %102.5     |

Figure (3): Gross Enrollment Rate (GER) in Basic Stage by student's gender (West Bank)

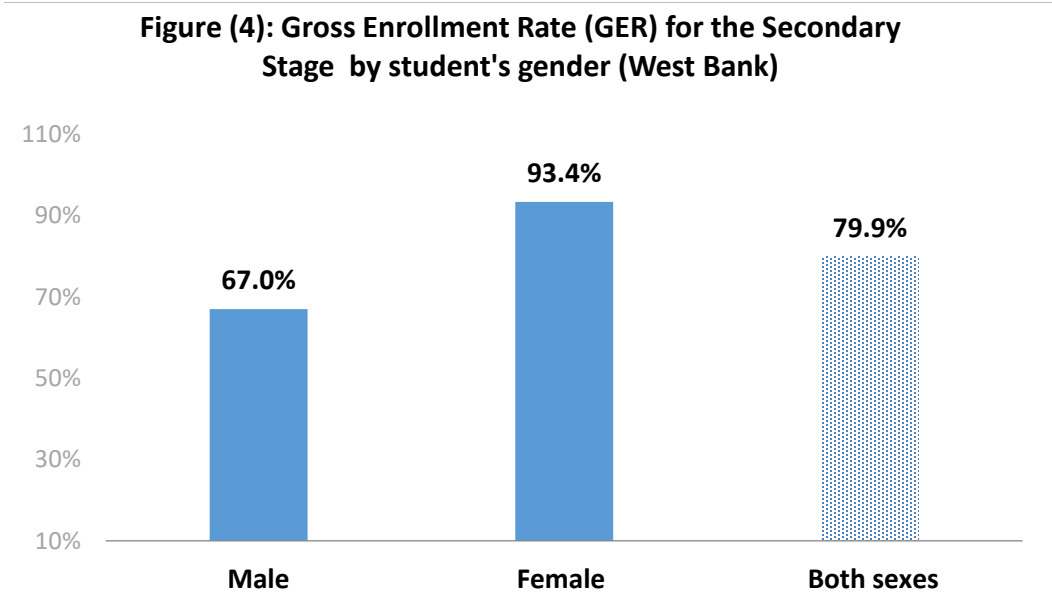


1.4 Gross Enrollment Rate (GER) in Secondary Stage

**Definition:** The total number of students in the secondary stage, regardless of age, expressed as a percentage of the total population in the official age group for entering secondary school (15-17 years-old). This indicator aims to indicate the general level of participation in the secondary education level, and the absorptive capacity of this level.

Table (4): Gross Enrollment Rate (GER) in Secondary Stage

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | 67 %                    | 93.4%  | 79.9 %     |



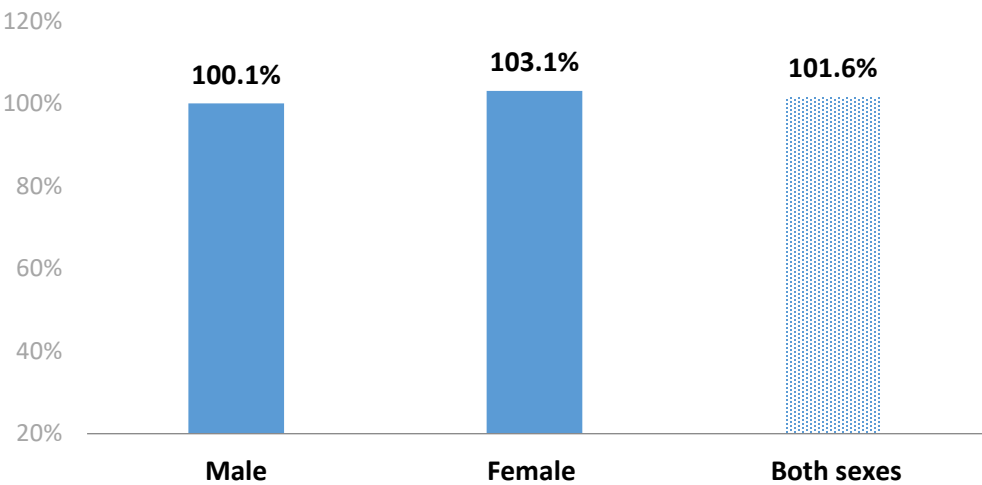
1.5 Adjusted Net Enrollment Rate (ANER) in Basic Stage

**Definition:** It is the total number of students who are of official entry age in the basic stage (6-14 years-old), regardless of the stage in which they are enrolled, expressed as a percentage of the total members of the corresponding population category (6-14 years-old).

Table (5): Adjusted Net Enrolment Rate (NERA) in Basic Stage

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | %100.1                  | %103.1 | %101.6     |

Figure (5): Adjusted Net Enrolment Rate (NERA) in Basic Stage by student's gender (West Bank)



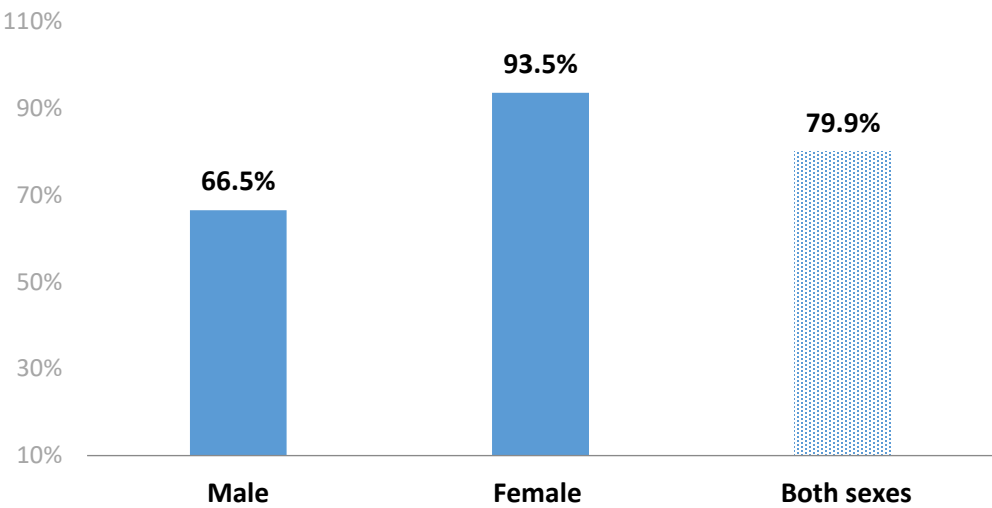
1.6 Adjusted Net Enrollment Rate (ANER) in Secondary Stage

**Definition:** It is the total number of students who are of official secondary school enrollment age (15-17 years-old), regardless of the stage they are enrolled in, expressed as a percentage of the total members of the corresponding population category (15-17 years-old).

Table (6): Adjusted Net Enrolment Rate (NERA) in Secondary Stage

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | %66.5                   | %93.5  | %79.9      |

Figure (6): Adjusted Net Enrolment Rate (NERA) in Secondary Stage by student's gender (West Bank)



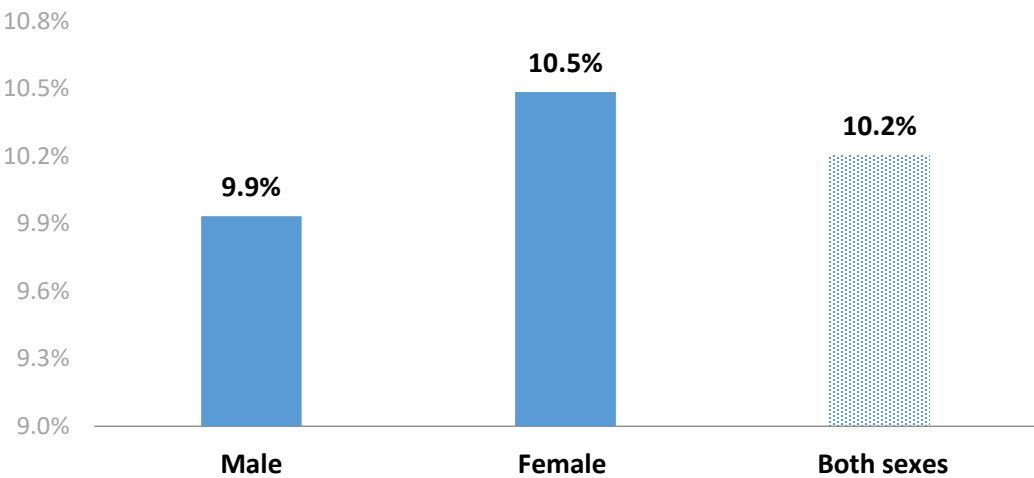
1.7 Percentage of Enrolled Students in Public Preschools

**Definition:** The total number of children enrolled in government preschools, or 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 (7): Percentage of students enrolled in governmental preschool programs

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | 9.9%                    | 10.5%  | 10.2%      |

Figure (7): Percentage of students enrolled in governmental preschool programs by student's gender (West Bank)



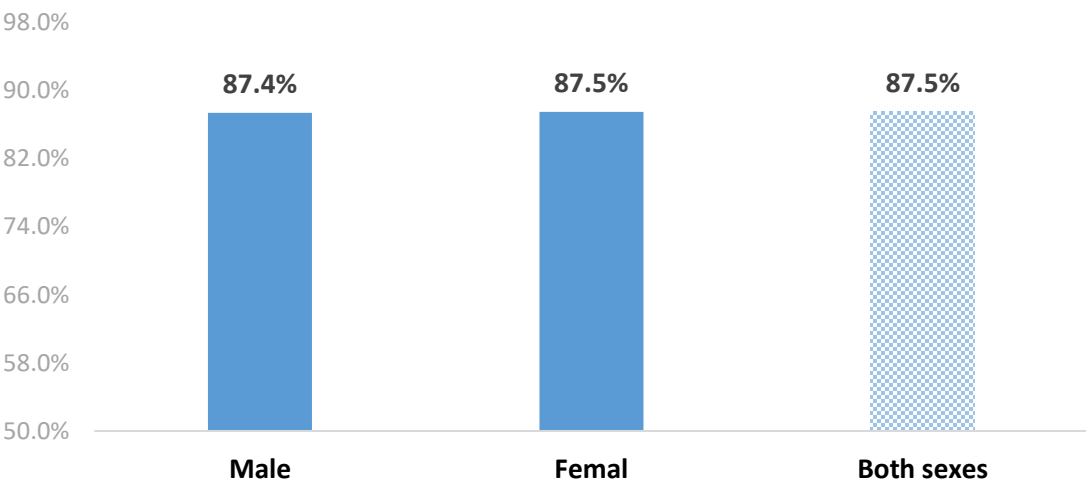
1.8 Participation rate in organized learning one year before official enrollment in basic education

**Definition:** The total number of children enrolled in the KG2 and the first grade of basic education, aged (5 years), expressed as a percentage of the population in the official age group for enrollment in preschool (5 years) in the same year.

Table (8): Participation rate in organized learning one year before official enrollment in basic education

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | %87.4                   | %87.5  | 87.5%      |

Figure (8): Participation rate in organized learning one year before official enrollment in basic education (West Bank)



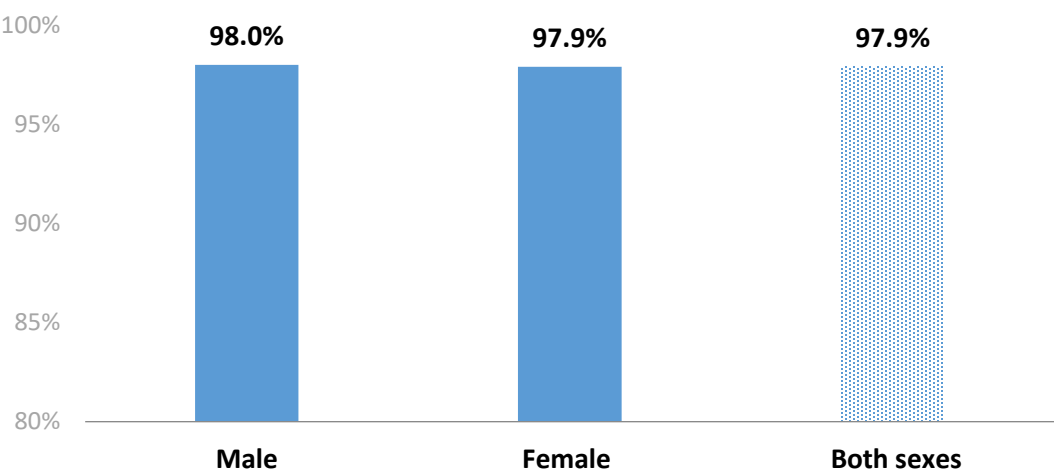
1.9 Survival Rate to Grade 5

**Definition:** The percentage of students belonging to a cohort who enrolled in the first grade of basic education in a given academic year, and who are expected to continue studying until they reach the fifth grade.

Table (9): Survival Rate to Grade 5

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | %98.0                   | %97.9  | %97.9      |

Figure (9): Survival Rate to Grade 5 by student's gender (West Bank)



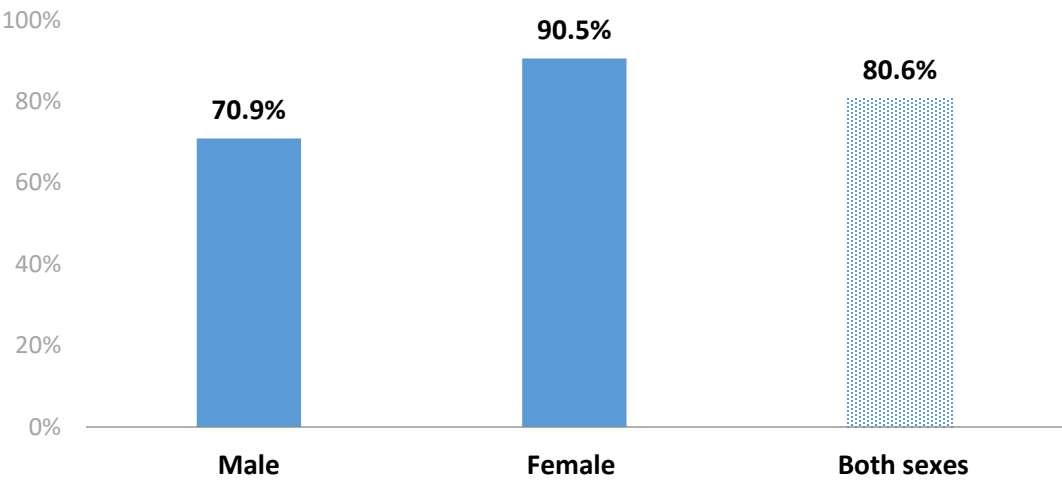
1.10 Survival Rate to Grade 9

**Definition:** The percentage of students belonging to a cohort who enrolled in the first grade of basic education in a given academic year, and who are expected to continue studying until they reach the ninth grade.

Table (10): Survival Rate to Grade 9

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | %70.9                   | %90.5  | %80.6      |

Figure (10): Survival Rate to Grade 9 by student's gender (West Bank)



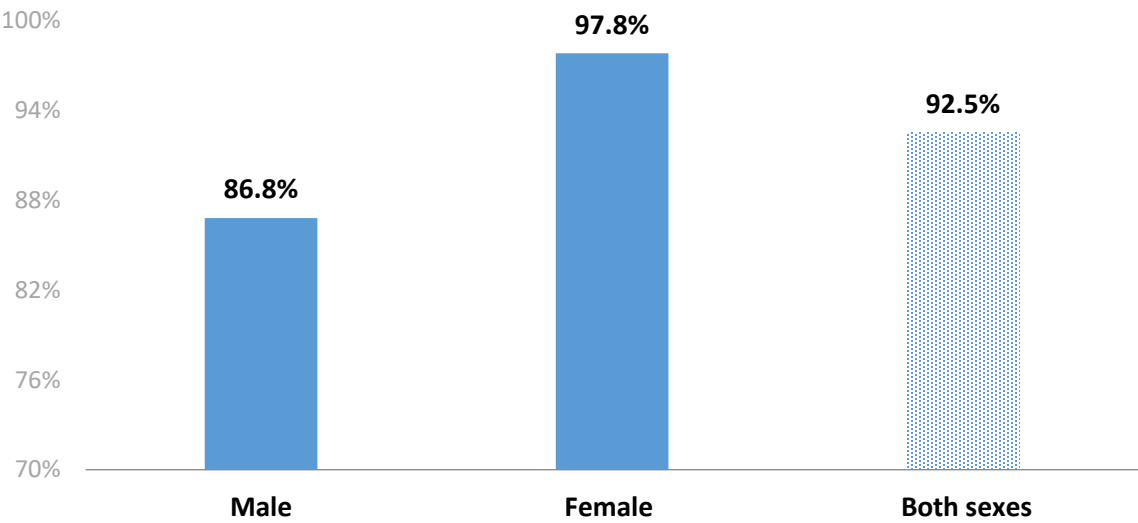
1.11 Transition Rate from the Basic Stage to the Secondary Stage

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

Table (11): Transition Rate from the Basic Stage to the Secondary Stage

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | %86.8                   | %97.8  | %92.5      |

Figure (11): Transition Rate from the Basic stage to the Secondary stage by student's gender (West Bank)



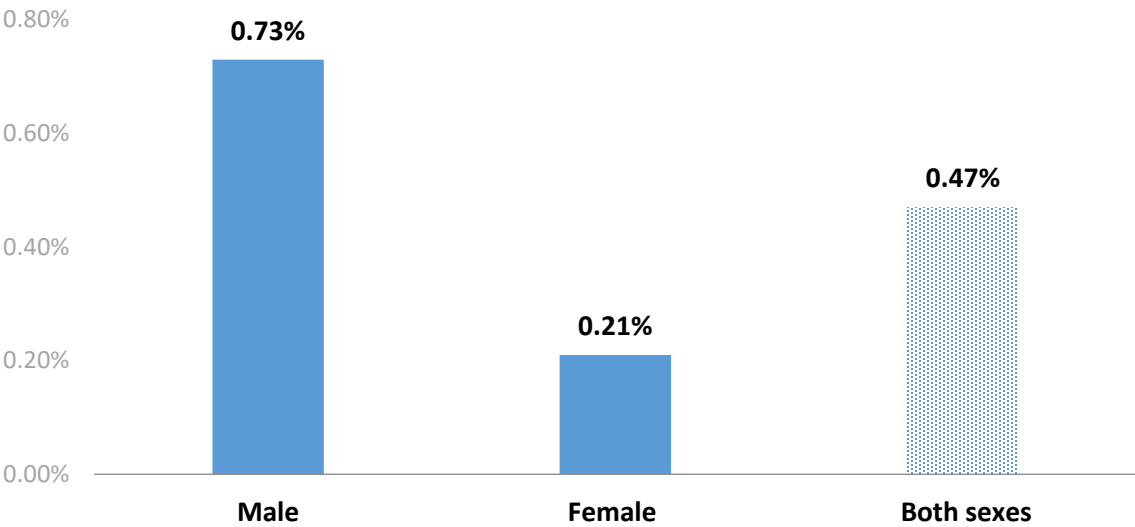
1.12 Student Dropout Rates in the Basic Stage

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

Table (12): Dropout Rate in the Basic Stage

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | 0.73%                   | %0.21  | %0.47      |

Figure (12): Dropout Rate in the Basic stage by student's gender (West Bank)



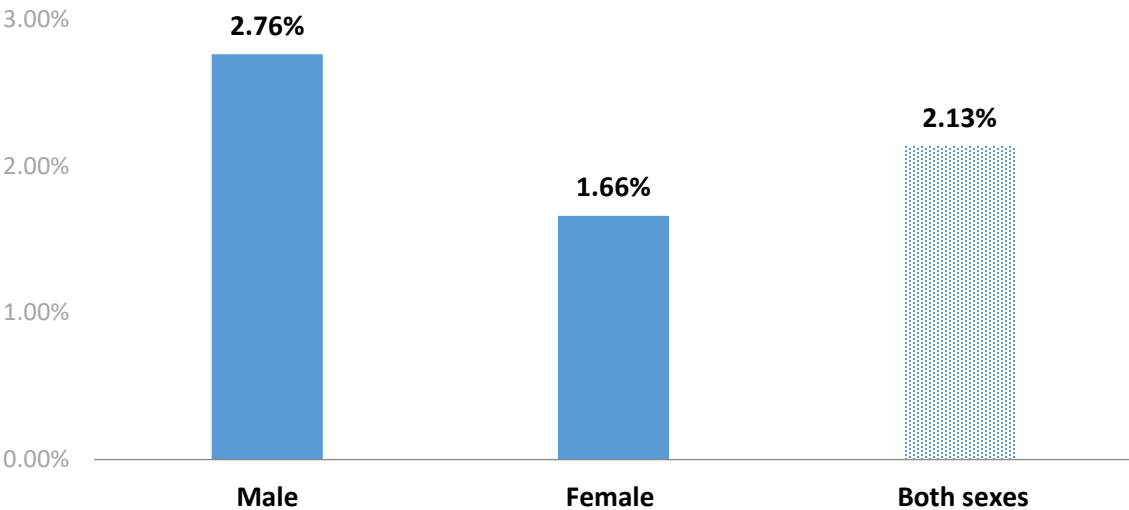
1.13 Students Dropout Rates in the Secondary Stage

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

Table (13): Dropout Rate in the Secondary Stage

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | %2.76                   | %1.66  | %2.13      |

Figure (13): Dropout Rate in the Secondary stage by student's gender (West Bank)



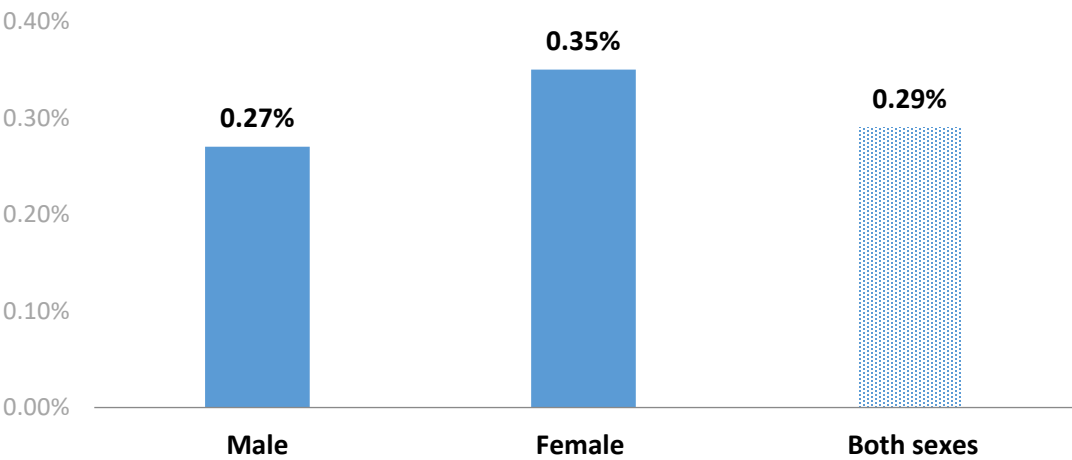
1.14 Student Dropout Rate in TVET Grades 11 and 12

**Definition:** The number of students who dropped out of the eleventh and twelfth vocational grades (who left the formal educational system before completing the twelfth vocational grade), in a given year, expressed as a percentage of the total number of eleventh and twelfth vocational grade students enrolled in that year.

Table (14): Dropout Rate in vocational education Stage (11,12)

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | %0.27                   | %0.35  | %0.29      |

Figure (14): Dropout Rate in vocational education stage (11,12) by student's gender (West Bank)



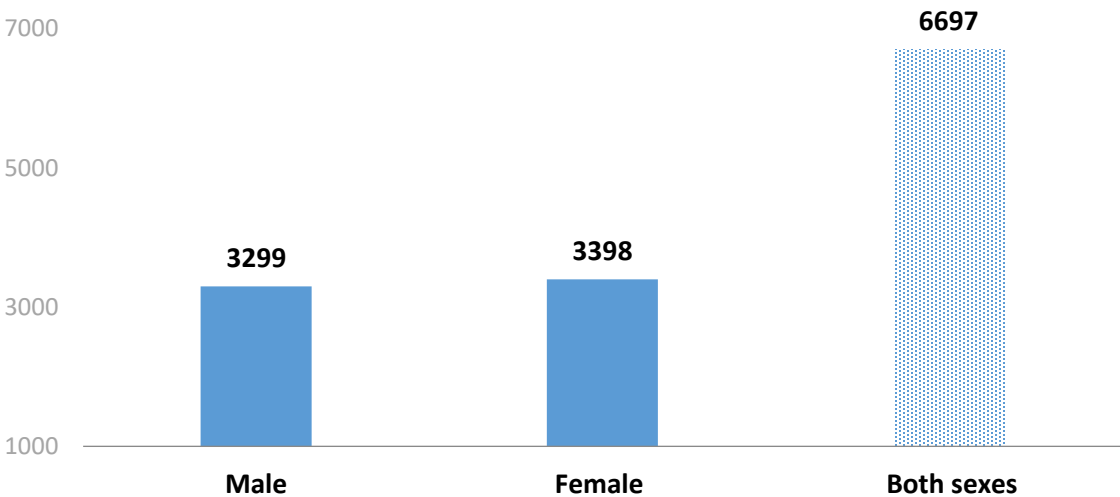
1.15 Number of Students with Disability in Public Schools<sup>3</sup>

**Definition:** This indicator monitors the number of students with disabilities integrated into governmental schools within the following disability categories: blind, visually impaired, hearing impaired, motor disabilities, speech and language disorders, mental disabilities (mild and moderate), and learning difficulties.

Table (15): Number of students with disability in public basic schools

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | 3299                    | 3398   | 6697       |

Figure (15): Number of students with disability in public schools ) by student's gender (West Bank)



<sup>3</sup> Data Source: General Directorate of Special Education

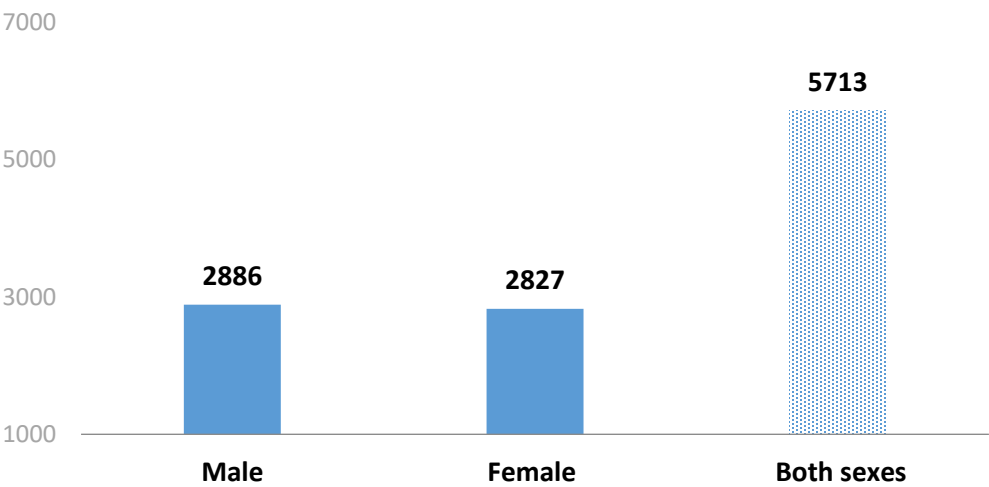
1.15.1 Number of Students with Disability in Public Basic Schools

**Definition:** This indicator monitors the number of students with disabilities integrated into government schools for grades (1-9) within the following disability categories: blind, visually impaired, hearing impaired, motor disabilities, speech and language disorders, mental disabilities (mild), and learning difficulties

Table (16): Number of students with disability in public basic schools

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | 2886                    | 2827   | 5713       |

Figure (16): Number of students with disability in public basic schools by student's gender (West Bank)



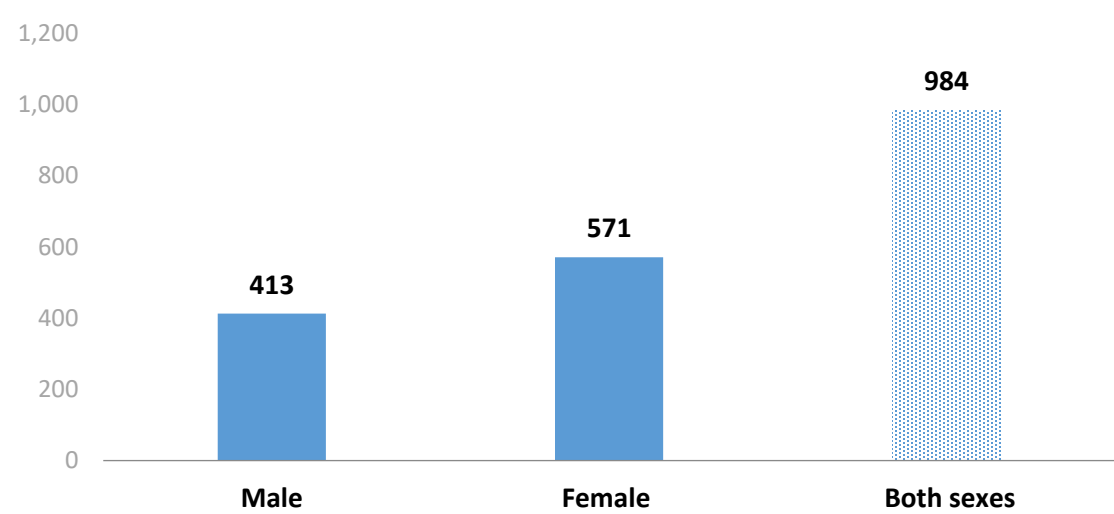
1.15.2 Number of Students with Disability in Public Secondary Schools

**Definition:** This indicator monitors the number of students with disabilities integrated into public schools for grades (10-12) within the following disability categories: blind, visually impaired, hearing impaired, motor disabilities, speech and language disorders, mental disabilities (mild and moderate), and learning difficulties.

Table (17): Number of students with disability in public secondary schools

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | 413                     | 571    | 984        |

Figure (17): Number of students with disability in public schools (Secondary) (West Bank)



1.16 Percentage of Schools with Resource Rooms<sup>4</sup>

**Definition of the resource room:** It is a room attached to the school targeting students with educational problems (learning difficulties and mild mental disabilities).

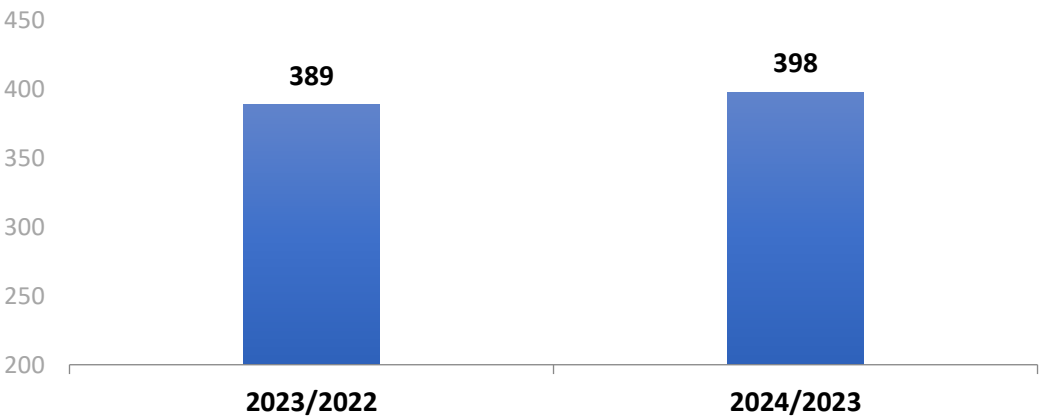
**Note:**

- **Active Resource Room:** A room that has been assigned a resource teacher.
- **Inactive Resource Room:** A room that has been established, equipped, and furnished, but no resource teacher has been assigned to it.

Table (18): Percentage of schools with resource room

| Region    | Academic year 2022/2023                      |                                                | Academic year 2023/2024                      |                                                |
|-----------|----------------------------------------------|------------------------------------------------|----------------------------------------------|------------------------------------------------|
|           | Number of schools with active resource rooms | Number of schools with inactive resource rooms | Number of schools with active resource rooms | Number of schools with inactive resource rooms |
| West Bank | 389                                          | 65                                             | 398                                          | 67                                             |

Figure (18): Percentage of schools with resource room  
(West Bank)



<sup>4</sup> Data Source: General Directorate of Special Education

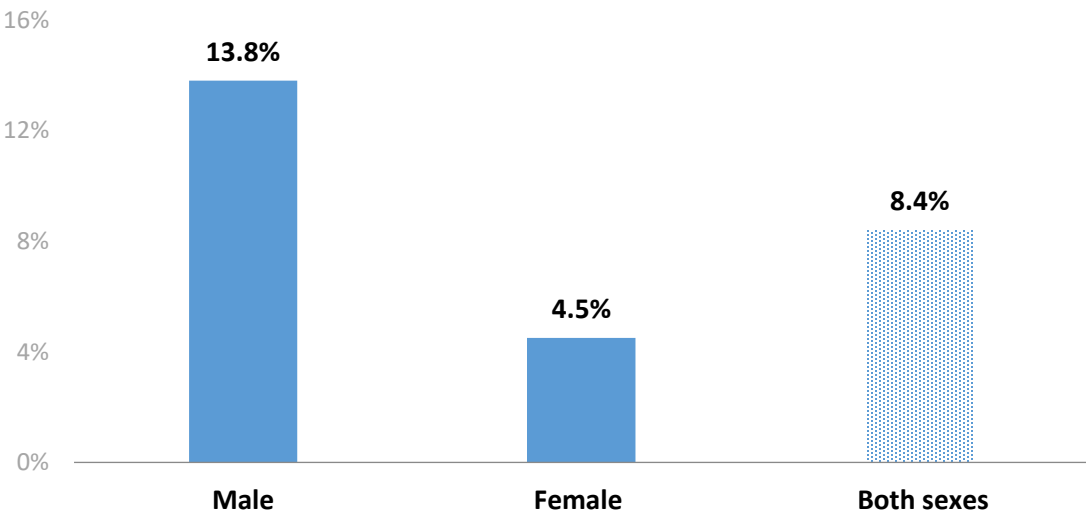
1.17 Entry Rate to Vocational Secondary Stage (Grade 11)

**Definition:** The number of students entering the eleventh vocational grade, expressed as a percentage of the total number of students entering the eleventh grade in all its branches.

Table (19): Entry Rate to TVET secondary Stage (Grade 11)

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | 13.8%                   | 4.5%   | 8.4%       |

Figure (19): Entry Rate to Vocational Secondary Stage (Grade 11)  
(West Bank)



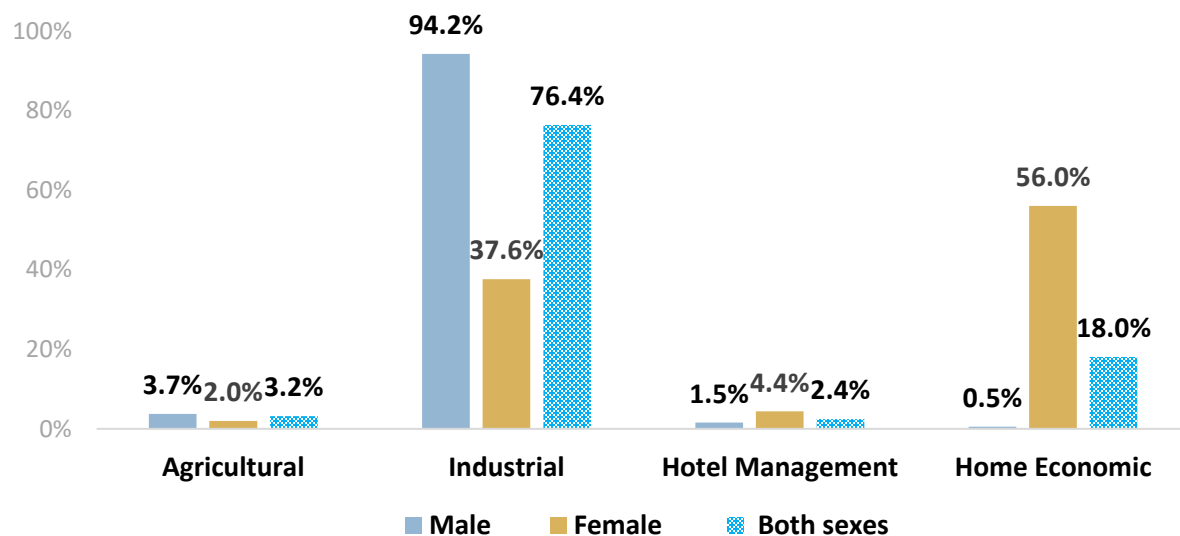
### 1.18 Percentage of Students Distributed within Vocational Branches According to Specialization Out of Total Number of Students Enrolled in Vocational Branches (Grades 11-12)

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

**Table (20): Percentage of Students Distributed within Vocational Branches According to Specialization Out of Total Number of Students Enrolled in Vocational Branches (Grades 11-12)**

| Region    | Branch         | Academic year 2023/2024 |        |            |
|-----------|----------------|-------------------------|--------|------------|
|           |                | Male                    | Female | Both sexes |
| West Bank | Agricultural   | 3.7%                    | 2.0%   | 3.2%       |
|           | Industrial     | 94.2%                   | 37.6%  | 76.4%      |
|           | Hotel          | 1.5%                    | 4.4%   | 2.4%       |
|           | Home Economics | 0.5%                    | 56.0%  | 18.0%      |

**Figure (20): Percentage of Students Distributed within Vocational Branches According to Specialization Out of Total Number of Students Enrolled in Vocational Branches (Grades 11-12).**



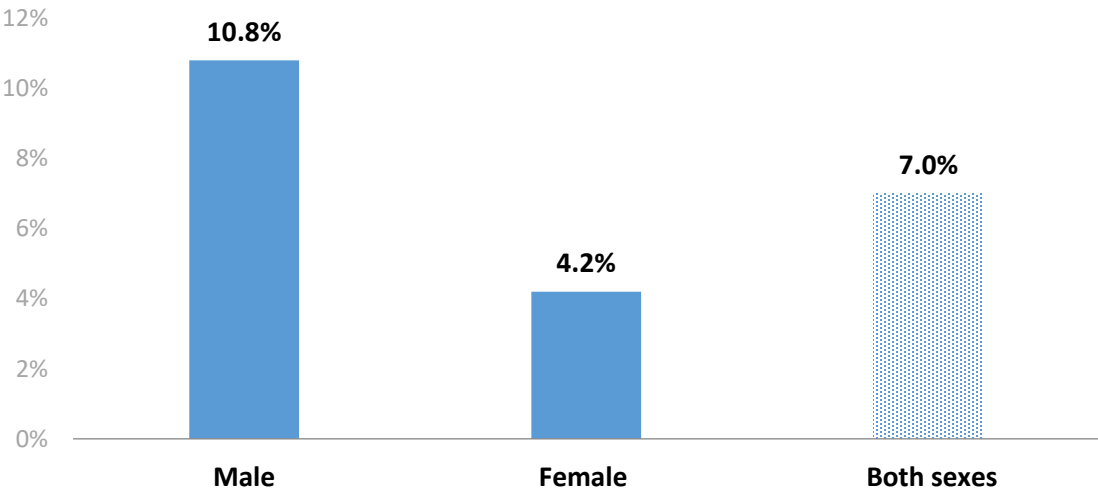
1.19 Percentage of vocational branches students out of the total secondary school students

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

Table (21): Percentage of vocational Branches students out of the total secondary school students

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | 10.8%                   | 4.2%   | 7.0%       |

Figure (21): Percentage of vocational Branches students out of the total secondary school students (West Bank)





### **Quality Indicators**

**Developing a student-centered teaching and learning pedagogy  
and environment**



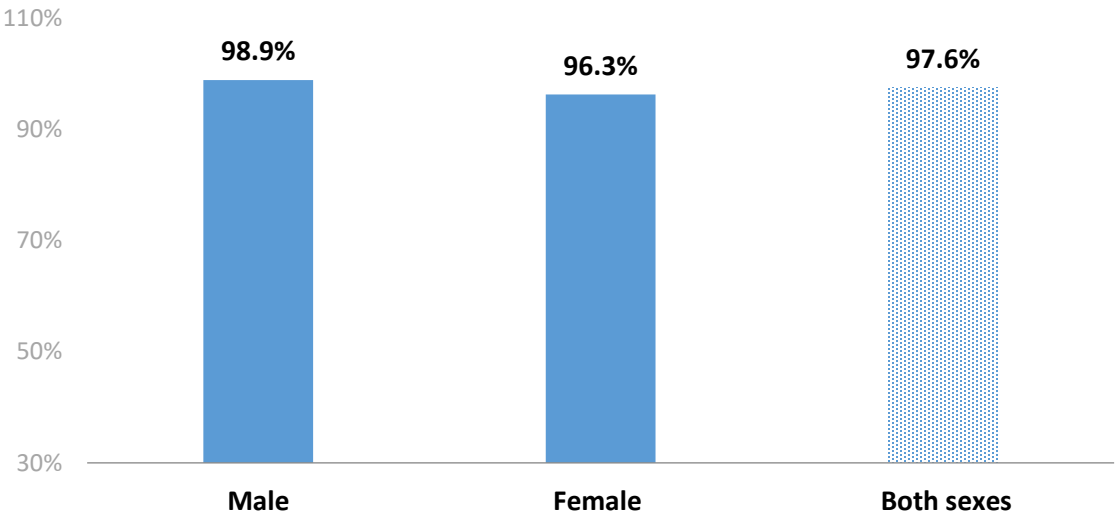
2.1 Literacy Rate in Palestine (15 years and above)

**Definition:** The number of people aged 15 years and over who are literate, expressed as a percentage of the total population aged 15 years and over. The adult literacy rate reflects the cumulative achievement of education and literacy programs to provide the population with the basic skills of reading and writing.

Table (22): Literacy Rate in Palestine (15 years and above)

| Region    | Academic year 2023/2024 |        |            |
|-----------|-------------------------|--------|------------|
|           | Male                    | Female | Both sexes |
| West Bank | 98.9%                   | 96.3%  | 97.6%      |

Figure (22): Literacy Rate in Palestine (15 years and above (West Bank)



2.2 International Achievement Indicators – TIMSS 2023<sup>5</sup>

2.2.1 Average Achievement of Palestinian Students’ in Mathematics and Science – TIMSS 2023

The Trends in International Mathematics and Science Study (TIMSS), conducted by the International Association for the Evaluation of Educational Achievement (IEA), assesses students’ performance in mathematics and science using a standardized international scale.

TIMSS began in 1995 and is administered every four years. The 2023 cycle, the eighth in the series, included 44 countries and educational systems, of which nine are Arab.

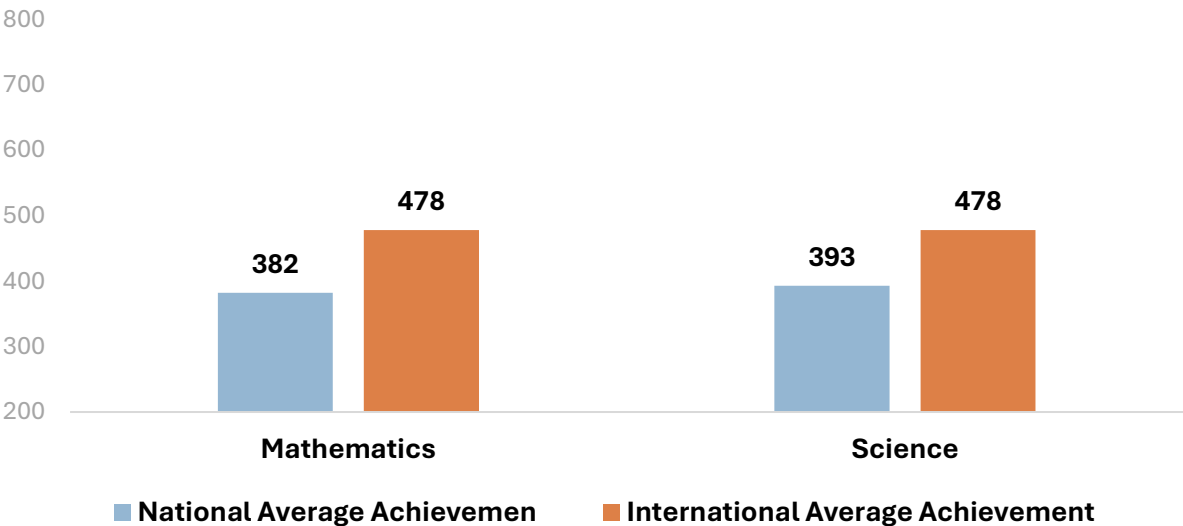
Palestine first participated in TIMSS in 2003, followed by 2007 and 2011. The 2023 assessment marks Palestine’s fourth participation.

Table (23): Average Achievement of Palestinian Students in Mathematics and Science - TIMSS 2023

| Subjects    | National Average achievement | International Average achievement* | Globally ranked among 44 countries | Arab ranking among 9 countries |
|-------------|------------------------------|------------------------------------|------------------------------------|--------------------------------|
| Mathematics | 382                          | 478                                | 41                                 | 8                              |
| Science     | 393                          | 478                                | 41                                 | 8                              |

- The average achievement for international students’ in mathematics and science is equal.

Figure (23): Average Achievement of Palestinian Students in Mathematics and Science - TIMSS 2023



<sup>5</sup> Data source: Trends in International Mathematics and Science Study (TIMSS) 2023 / Educational Research and Development Center.

### 2.2.2 Average Achievement of Palestinian Students in Mathematics and Science - TIMSS 2023 Compared to the Highest- and Lowest-Performing Countries and Participating Arab Countries

figure (24): Student achievement in **mathematics** compared to the highest-performing and lowest-performing countries and Arab countries - TIMSS 2023

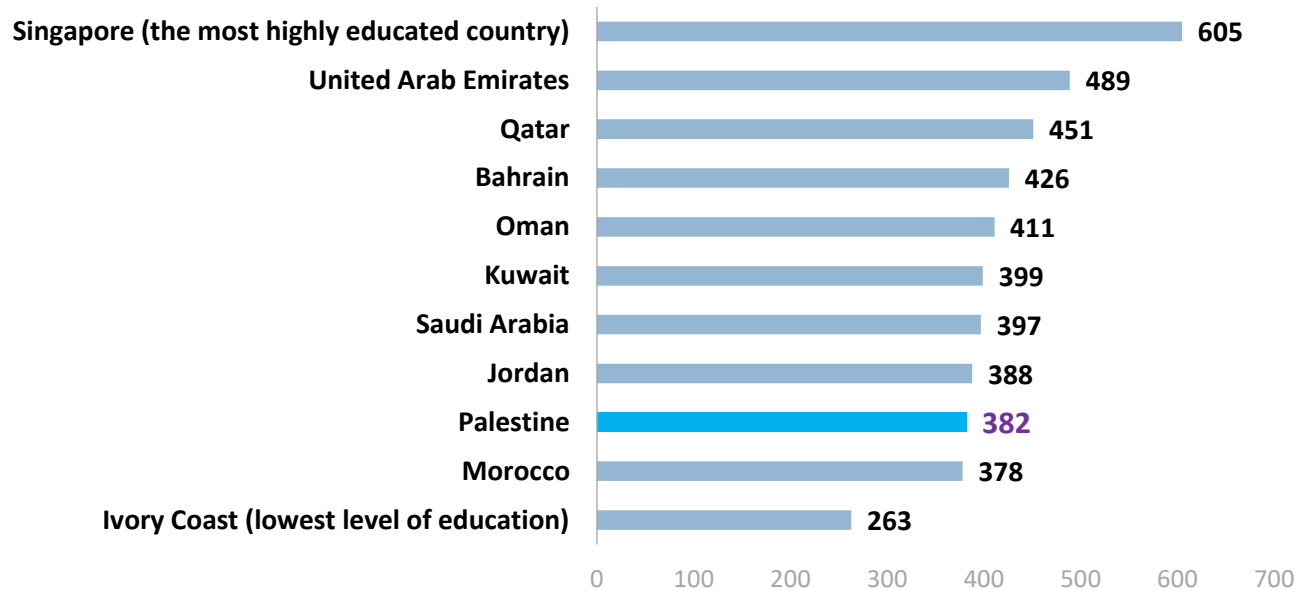
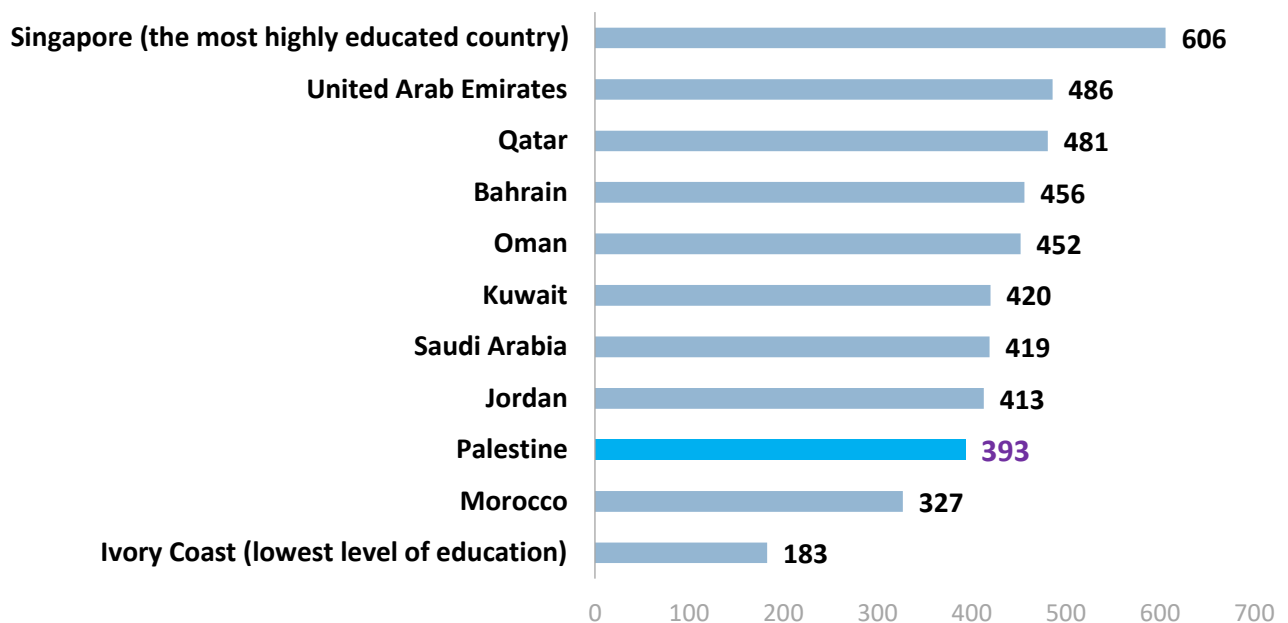


figure (25): Student achievement in **science** compared to the highest-performing and lowest-performing countries and Arab countries - TIMSS 2023

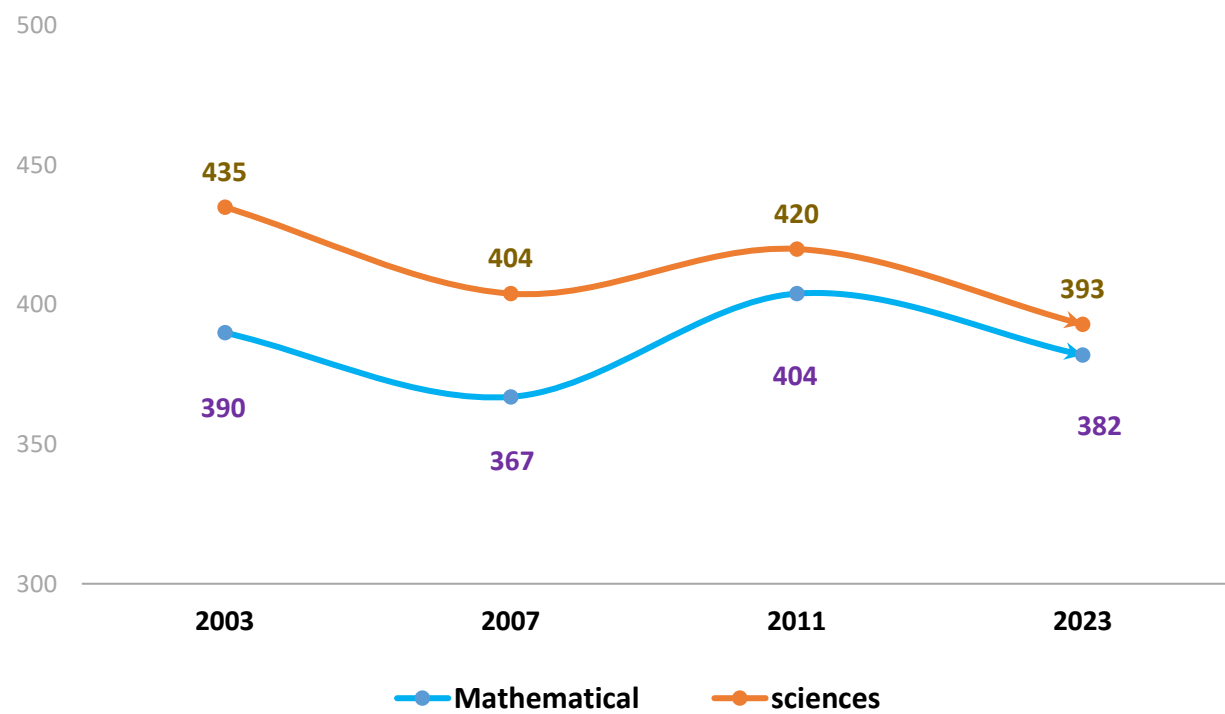


2.2.3 Average Achievement of Palestinian Students in Mathematics and Science – TIMSS 2023 According to Previous Participation Years

Table (24): Average Achievement of Palestinian Students in Mathematics and Science – TIMSS 2023 Across Previous Participation Years

| Subjects    | 2003 | 2007 | 2011 | 2023 |
|-------------|------|------|------|------|
| Mathematics | 390  | 367  | 404  | 382  |
| Science     | 435  | 404  | 420  | 393  |

Figure (26): Average Achievement of Palestinian Students in Mathematics and Science - TIMSS 2023 Across Previous Participation Years

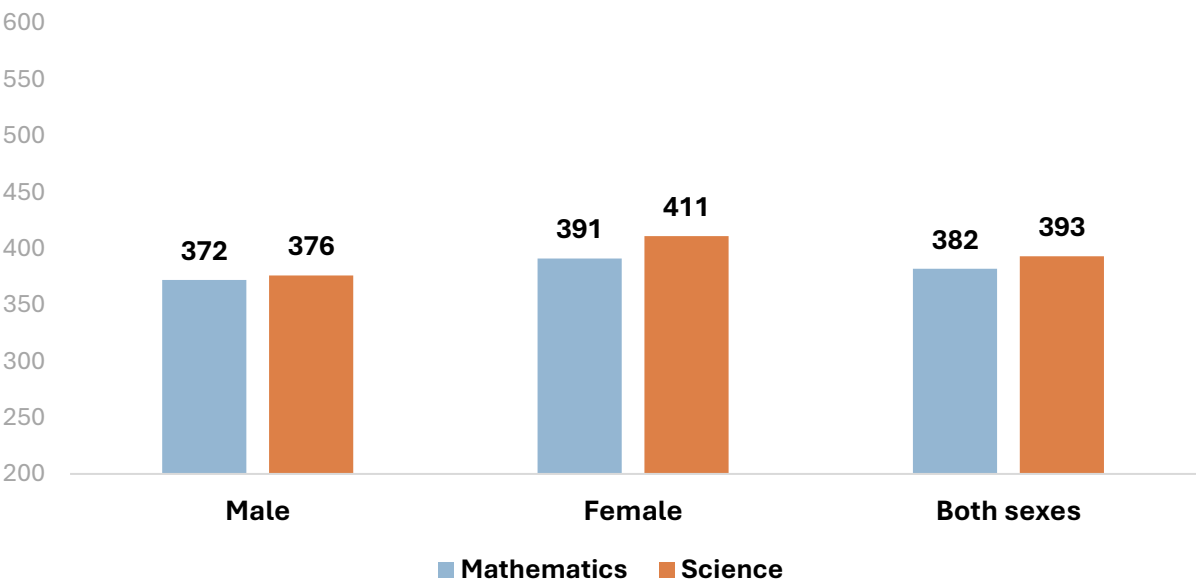


2.2.4 Average Achievement of Palestinian Students in Mathematics and Science -  
TIMSS 2023 by Gender

Table (25): Average Achievement of Palestinian Students in Mathematics and  
Science – TIMSS 2023 by Gender

| Subjects    | Male | Female | Both sexes |
|-------------|------|--------|------------|
| Mathematics | 372  | 391    | 382        |
| Science     | 376  | 411    | 393        |

Figure (27): Average Achievement of Palestinian Students in  
Mathematics and Science - TIMSS 2023 by Gender





### **Governance and Management Indicators**

**Enhance Accountability and Results-Based Leadership,  
Governance and Management**



Governance and Management Indicators<sup>6</sup>

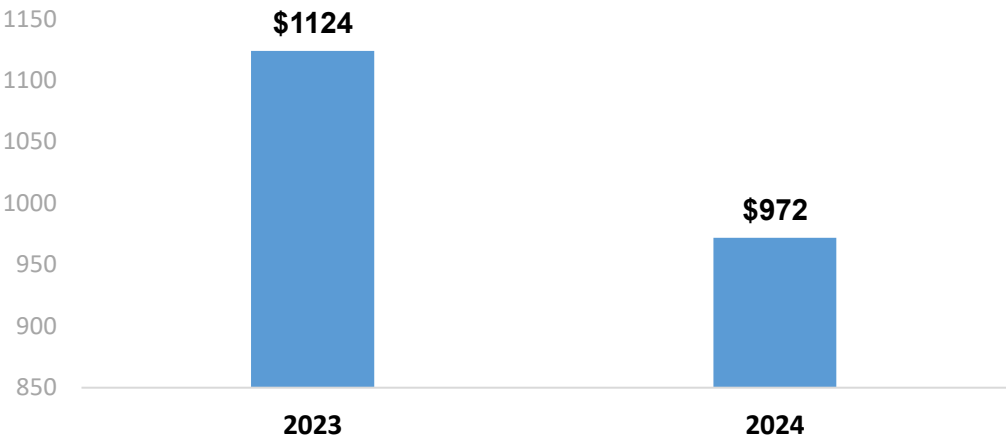
3.1 Public expenditure per student in school education

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

Table (26): Public expenditure per student in school education in US Dollars

| Year 2023 | Year 2024 |
|-----------|-----------|
| \$1124    | \$972     |

Figure (28): Public expenditure per student in school education in US Dollars



The decrease in the per-student cost in 2024 compared to 2023 is due to the reduction in the Ministry of Education and Higher Education’s budget from all funding sources over the years, as a result of the withholding of clearance revenues, the decline in funding sources, and the government’s shift toward spending on priority sectors.

<sup>6</sup> Data source: Financial indicators from the Annual Achievement Report 2024 / General Directorate of Educational Planning.  
Data source for indicator: Percentage of education budget from the general budget; Budget Department / General Directorate of Educational Planning.

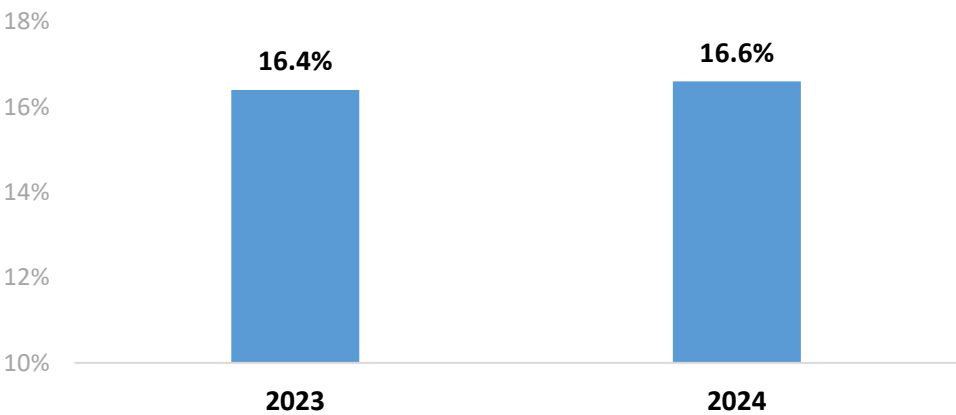
3.2 Percentage of Education Budget from total National Budget

**Definition:** What is allocated to education from the development and operational budget from various approved funding sources, divided by the total state budget.

Table (27): Percentage of the education budget from total national budget

| Year 2023 | Year 2024 |
|-----------|-----------|
| 16.4%     | 16.6%     |

Figure (29): Percentage of the education budget from total national budget



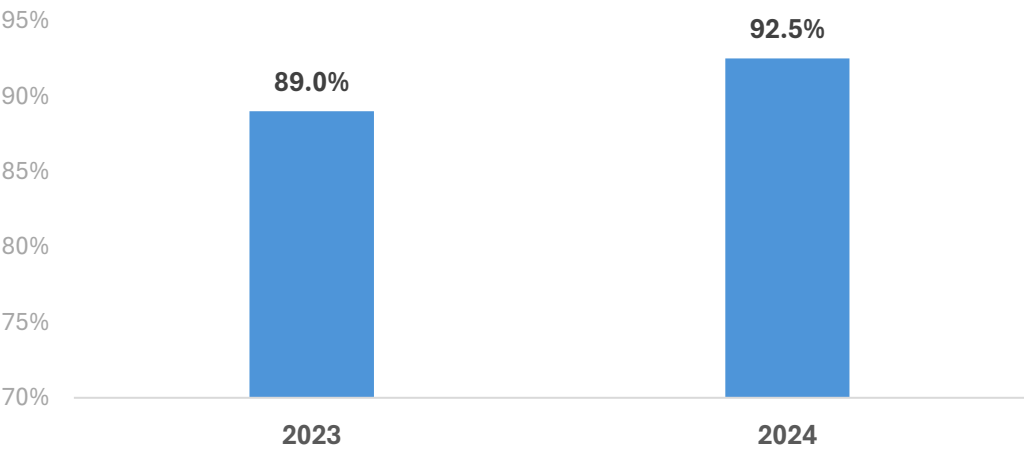
3.3 Overall expenditure rate from the education budget (operational and developmental)

**Definition:** This indicator refers to the ratio of expenses paid and accrued, in accordance with the accrual accounting principle, relative to the overall budget (operational and developmental) across all funding sources.

Table (28): Overall expenditure rate from the education budget (operational and developmental)

| Year 2023 | Year 2024 |
|-----------|-----------|
| 89.0%     | 92.5%     |

Figure (30): Overall expenditure rate from the education budget (operational and developmental)



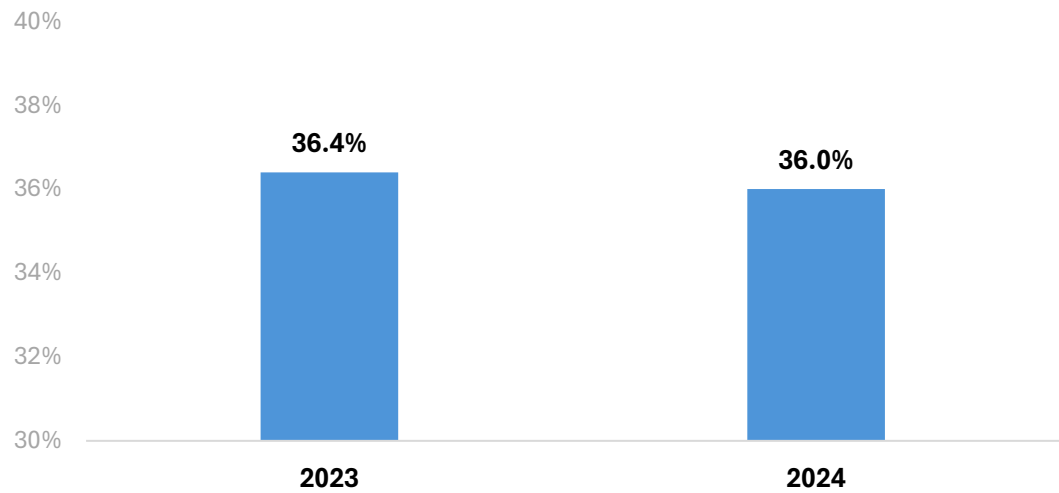
3.3.1 Developmental expenditure rate from the allocated developmental budget

**Definition:** Total actual developmental expenditures divided by the annually approved developmental budget of the Ministry of Education and Higher Education.

Table (29): Developmental expenditure rate from the allocated developmental budget

| Year 2023 | Year 2024 |
|-----------|-----------|
| 36.4%     | 36.0%     |

Figure (31): Developmental expenditure rate from the allocated developmental budge



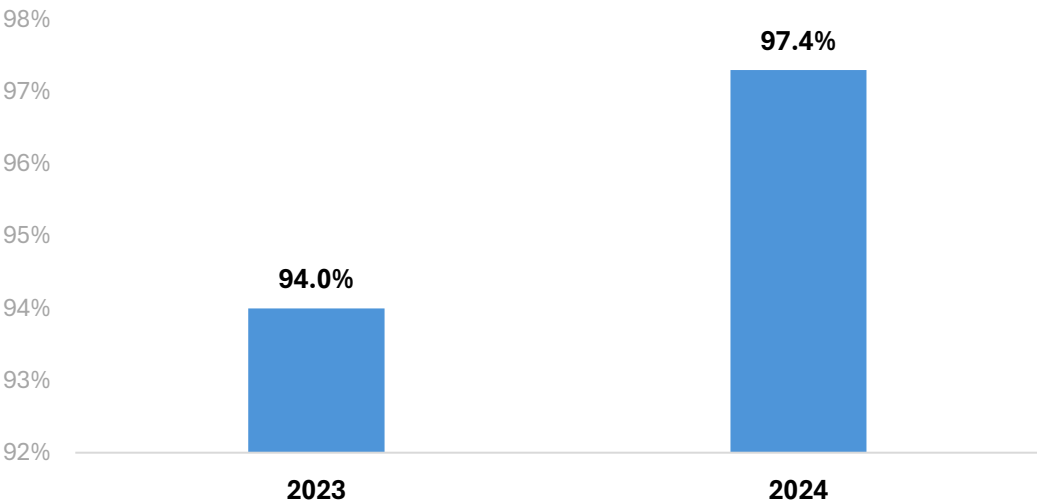
3.3.2 Operational expenditure rate from the allocated operational budget

**Definition:** Total actual operational expenditures divided by the annually approved operational budget of the Ministry of Education and Higher Education.

Table (30): Operational expenditure rate from the allocated operational budget

| Year 2023 | Year 2024 |
|-----------|-----------|
| 94.0%     | 97.4%     |

Figure (32): Operational expenditure rate from the allocated operational budget



3.4 Execution rate and expenditure rate for plan outputs

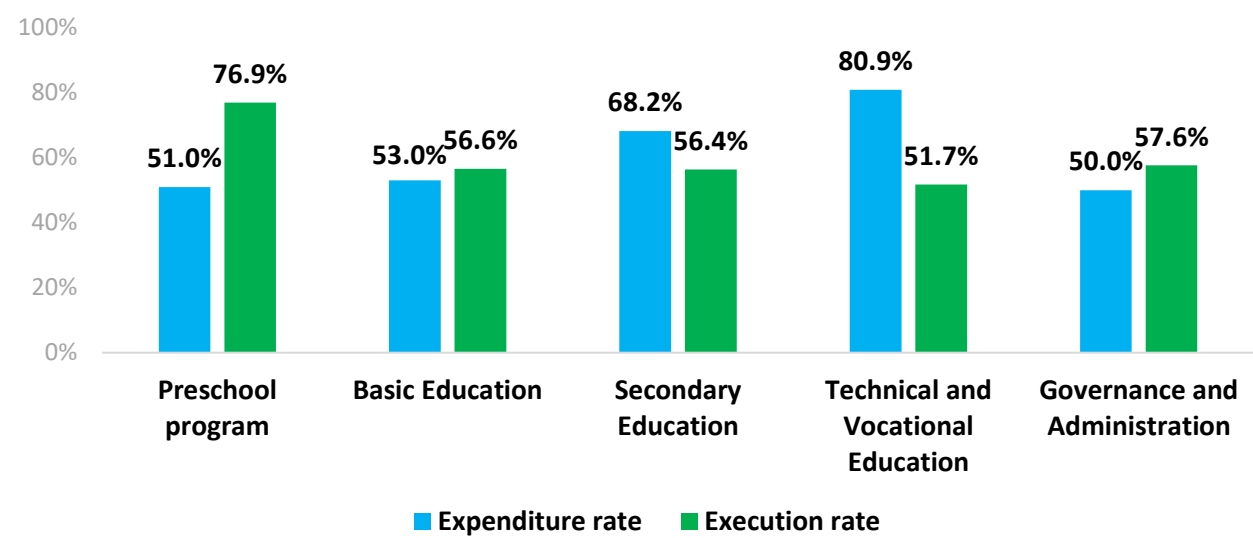
**Definition:** Execution rate refers to the percentage of annual outputs implemented by the departments responsible for the output. The expenditure rate, based on the cash basis of accounting, refers to the expenses actually paid during the year, regardless of whether these expenses pertain to the same fiscal year or a previous one, in alignment with the approved annual plan.

Table (31): Execution rate and expenditure rate for plans outputs by Program

| Program                            | Year 2024        |                |
|------------------------------------|------------------|----------------|
|                                    | Expenditure rate | Execution rate |
| Preschool program                  | 51.0%            | 76.9%          |
| Basic Education                    | 53.0%            | 56.6%          |
| Secondary Education                | 68.2%            | 56.4%          |
| Technical and Vocational Education | 80.9%            | 51.7%          |
| Governance and Administration      | 50.0%            | 57.6%          |

**Note:** In 2024, no policy intervention was implemented under the Non-Formal Education program.

Figure (33): Execution rate and expenditure rate for plans outputs by Program



### 3.5 Number of projects according to donor agencies<sup>7</sup>

The General Directorate of Projects at the Ministry of Education is responsible for monitoring the implementation of developmental projects in collaboration with other relevant directorates within the ministry and partner organizations. The aim is to assist in achieving the goals and policies of the ministry and ensuring the ongoing impact of these projects on the targeted groups.

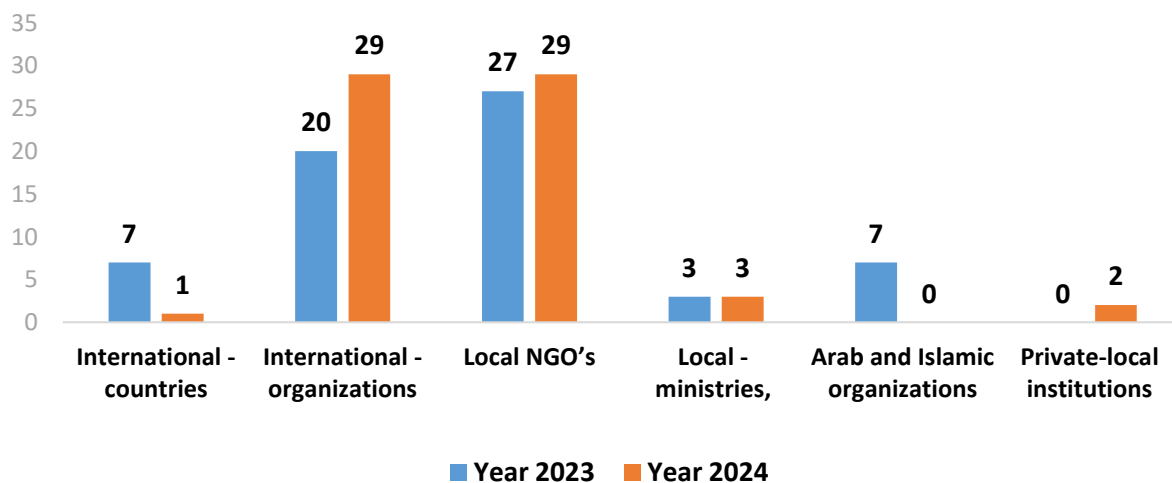
There are many donors and friends to the Palestinian people from all countries of the world, which provide the Ministry with a range of assistance, whether financial, advisory, or through development projects that help achieve the Ministry's objectives.

**Educational projects:** A set of activities associated with mutually signed agreements, each with specific budgets and goals linked to the ministry's policies for developing educational aspects within a specified timeframe. Their outputs can be measured through a set of performance indicators.

**Table (32): Projects numbers according to donors (West Bank)**

| No.          | Donor classification                                           | Project numbers |           |
|--------------|----------------------------------------------------------------|-----------------|-----------|
|              |                                                                | Year 2023       | Year 2024 |
| 1            | International - countries                                      | 7               | 1         |
| 2            | International - organizations                                  | 20              | 29        |
| 3            | Local NGO's                                                    | 27              | 29        |
| 4            | Local - ministries, government institutions and municipalities | 3               | 3         |
| 5            | Arab and Islamic organizations, funds, and banks               | 7               | –         |
| 6            | Private-local institutions                                     | –               | 2         |
| <b>Total</b> |                                                                | <b>64</b>       | <b>64</b> |

**Figure (34): Projects numbers according to donors (West Bank)**



<sup>7</sup> Data source: General Directorate of Projects.

### 3.6 Frequency of projects according to the main project's fields<sup>8</sup>

The General Directorate of Projects implements and monitors ongoing projects according to main thematic areas, in order to facilitate monitoring and evaluation with the relevant stakeholders.

**Table (33): Projects frequency according to main fields (West Bank)**

| No. | Main project fields                                               | Project frequency |           |
|-----|-------------------------------------------------------------------|-------------------|-----------|
|     |                                                                   | Year 2023         | Year 2024 |
| 1   | Training and capacity-building                                    | 33                | 32        |
| 2   | School buildings and infrastructure                               | 26                | 21        |
| 3   | Educational technologies                                          | 10                | 5         |
| 4   | Student activities                                                | 16                | 30        |
| 5   | Financial and in-kind assistance for students                     | 3                 | 1         |
| 6   | Studies and research                                              | 1                 | 2         |
| 7   | Development of the General Secondary Examination (Tawjihi)        | 1                 | 1         |
| 8   | Inclusion of students with disabilities and learning difficulties | 1                 | 3         |
| 9   | Vocational education                                              | 7                 | 5         |
| 10  | Student initiatives                                               | 3                 | 5         |
| 11  | Early childhood                                                   | 7                 | 3         |
| 12  | School health and inclusivity                                     | 12                | 20        |
| 13  | Curricula                                                         | –                 | 1         |
| 14  | Remedial/supportive education                                     | –                 | 2         |
| 15  | STEM                                                              | 3                 | 4         |
| 16  | Administrative equipment                                          | 2                 | –         |
| 17  | School accessibility for persons with disabilities                | 4                 | –         |
| 18  | Languages                                                         | 1                 | –         |
| 19  | School environment                                                | 5                 | –         |

<sup>8</sup> Data source: General Directorate of Projects.

Figure (35): Projects frequency according to main fields -Year 2024  
(West Bank)

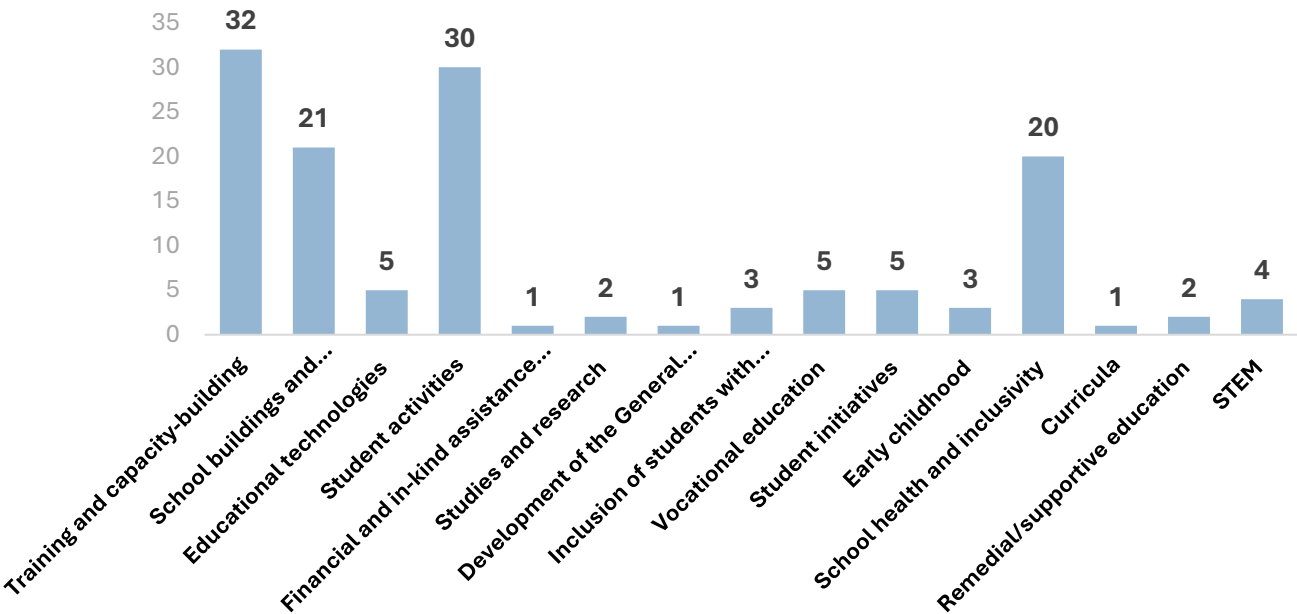
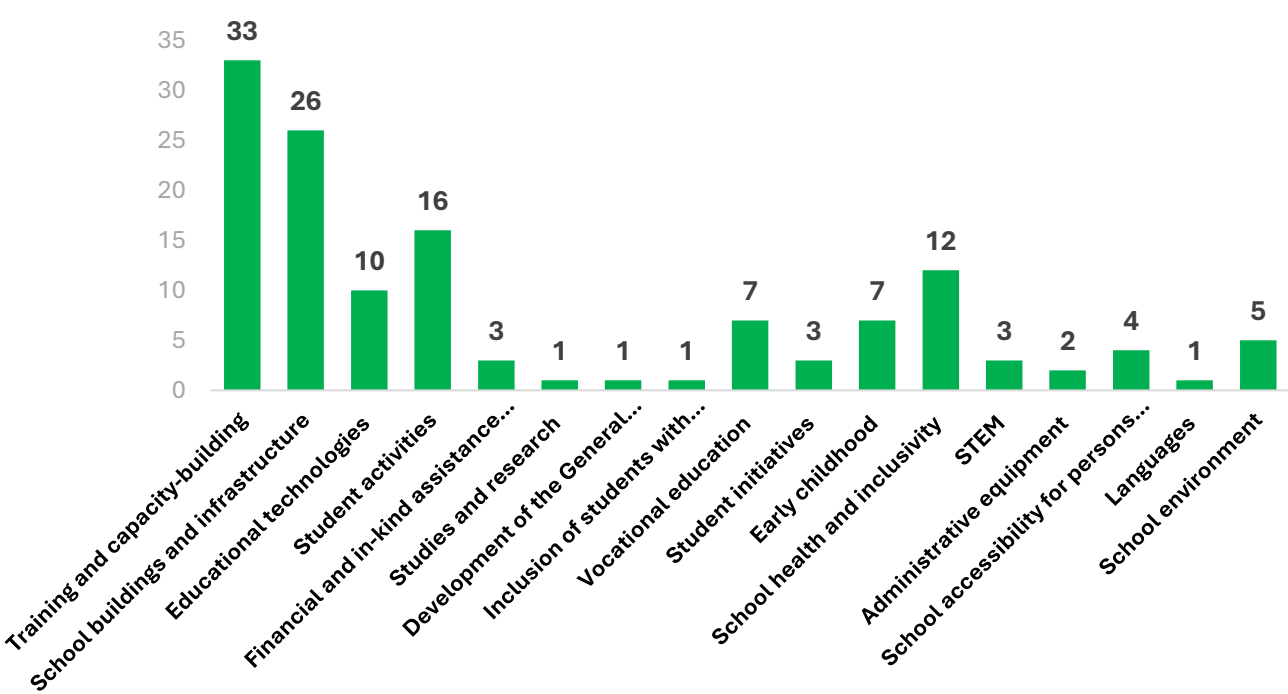


Figure (36): Projects frequency according to main fields -Year 2023  
(West Bank)





**General**

**Challenges and Recommendations**



## 4.1 General Challenges<sup>9</sup>

### Key general challenges the Ministry faced in implementing the plan:

1. Ongoing Israeli violations against the education sector in the northern and southern governorates.
2. Difficulty and inability of students and teachers to access their schools across and within cities and villages.
3. Inability to obtain data from the Gaza Strip due to the war.
4. The financial crisis experienced by the Palestinian government as a result of the occupation's confiscation of clearance revenues.
5. Limited funding in the Joint Financing Arrangement (JFA) prevented the start of constructing new classrooms or buildings (schools and kindergartens) and administrative facilities as planned.
6. Low disbursement from the Ministry of Finance's account and the reallocation of the development budget to an emergency budget due to the financial crisis facing the Palestinian government as a result of Israeli violations.
7. Delayed approval of the plan by donors (JFA) hindered full implementation of activities, especially those linked to tenders.
8. The Ministry of Finance's difficulty in paying contractors' dues for projects funded by the Ministry impeded progress, completion, and timely operation—particularly in the area of school buildings.
9. JFA's non-approval to fund the vocational education program, along with the lack of treasury financing, led to the inability to implement any new construction, maintenance, or furnishing in vocational units and schools.
10. No dedicated budgets were allocated for the inclusion and education of students with disabilities and disorders.
11. The limited number of posts allocated to vocational education resulted in the non-approval to open new streams in 10th grade (vocational), and affected the opening of new vocational units in governorates and areas lacking vocational education.
12. These challenges also affected the re-prioritization of educational and financial priorities in the plan, giving precedence to financing rolled-over financial commitments from previous years. During the year, the Ministry secured funding for some projects from the local community, school donations, external donors, and by signing new agreements to implement newly listed projects that had no financing.

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<sup>9</sup> Source: Annual Achievement Report for 2024 / General Directorate of Educational Planning.

## 4.2 General Recommendations<sup>10</sup>

### Key general recommendations to address the challenges in plan implementation:

1. Intensify efforts to secure domestic and international funding to support and protect education in Jerusalem.
2. Seek external and domestic funding to meet the need for school buildings, improve educational infrastructure, and provide a safe and suitable environment for students.
3. Sign new agreements and identify funders to implement projects with financing gaps, particularly those related to Ministry of Finance allocations, and establish partnerships with the private sector.
4. Approve dedicated budgets for the kindergarten sector to improve quality and increase enrollment rates.
5. Increase the number of posts allocated to vocational education to enable opening new 10th-grade vocational streams and new vocational units.
6. Support student activities across their various fields and specialties, as they reflect the teaching–learning process and serve as a platform for comprehensive educational and community engagement (students, teachers, parents, institutions, etc.).
7. Approve the plan and the general budget at the beginning of each year to facilitate payment of contractors' dues and ensure continuity of contractual works, thereby avoiding delays in completion.
8. Allocate dedicated budgets for the inclusion and education of students with disabilities, especially since the cost per student with a disability is more than three times that of a typical student.

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<sup>10</sup> Source: Annual Achievement Report for 2024 / General Directorate of Educational Planning.

**Indicators on Israeli Violations**

**Against Education in Fragile Areas (Areas of Instability)**



Indicators of Israeli violations against education in areas of instability<sup>11</sup>

Several Palestinian schools face exceptional circumstances due to being placed under Israeli security control under so-called “security necessities,” aimed at constraining Palestinian citizens and disrupting all aspects of their daily lives. This, in turn, has a negative impact on the entire educational process.

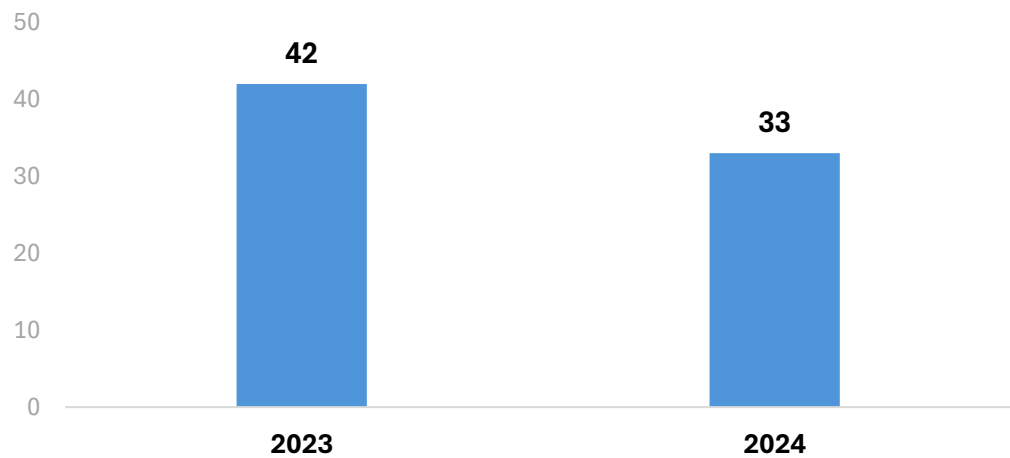
5.1 Number of Schools exposed to Israeli attacks on Infrastructure

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

Table (34): Number of schools exposed to Israeli attacks on infrastructure

| Region    | Year 2023 | Year 2024 |
|-----------|-----------|-----------|
| West Bank | 42        | 33        |

Figure (37):Number of schools exposed to Israeli attacks on infrastructure (West Bank)



<sup>11</sup> Data source: Field Monitoring Unit.

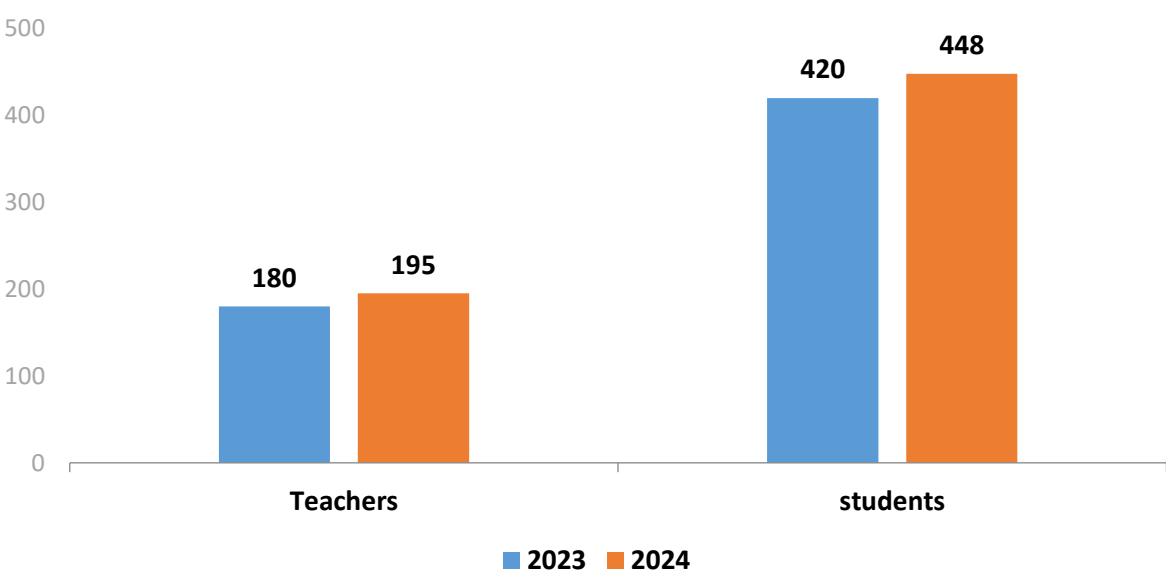
5.2 Number of students and teachers exposed to physical violations by the Israeli military or settlers

**Definition:** This indicator includes the number of students who were detained, arrested, injured, or martyred, and the same applies to the teachers’ indicator.

Table (35): Number of students and teachers exposed to physical violations by the Israeli military or settlers

| Region    | Year 2023 |          | Year 2024 |          |
|-----------|-----------|----------|-----------|----------|
|           | Teachers  | Students | Teachers  | Students |
| West Bank | 180       | 420      | 195       | 448      |

Figure (38): Number of students and teachers exposed to physical violations by the Israeli military or settlers (West Bank)



5.3 Rate of lost class (educational waste) for students and teachers due to Israeli violations

**Definition:** This indicator includes the number of full and partial class periods of delay experienced by students and teachers (class period = 40 minutes).

Table (36): Rate of lost classes/lessons (educational waste) for students and teachers due to Israeli violations

| Region    | Year 2023 | Year 2024 |
|-----------|-----------|-----------|
| West Bank | 23793     | 30968     |

Figure (39): Rate of lost classes/lessons (educational waste) for students and teachers due to Israeli violations

