

## Acknowledgement

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## Introduction

## What is MICS?

UNICEF launched Multiple Indicator Cluster Surveys (MICS) in 1995 to monitor the status of children around the world. Over the past twenty-five years, this household survey has become the largest source of statistically sound and internationally comparable data on women and children worldwide, and more than 330 MICS surveys have been carried out in more than 115 countries.

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. MICS was a major data source for the Millennium Development Goals indicators and continues to inform more than 150 Sustainable Development Goals (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries. MICS6 includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), Early Childhood Development and Education (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT-SDG4.4.1), and child functioning (child disability-SDG4.5.1), as well as parental involvement in education.

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems - gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and
- Build on the global data foundation provided by MICS6 to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.


## What is profiling?

One of the characteristics of these fact sheets is profiling Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category, and answers questions such as "what percentage of a key population group is male and what percentage is female?" or "what percentage of a key population group lives in rural and what percentage lives in urban areas?" Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent (although rounding may affect this).

For example, a profile of children not completing basic education will highlight some of the main characteristics of children in the target population group for this indicator. Basic education completion rates look at children aged 3-5 years older than the entry age for children for the last grade of basic education, so the target population on this indicator will be young adults aged 18-20 years who have not completed basic education. In the State of Palestine, 14 per cent of young adults aged between 18 and 20 have not completed basic education. Among this 14 percent who have not completed basic education, 80 per cent are males and 20 peř cent are females.

## How is this fact sheet structured?

The MICS-EAGLE Initiative offers activities at the national, regional, and global level. The eight topics listed below are analyzed through an equity lens (gender, socio-economic status, ethnicity, etc.):


Access and Completion


## Skills

(learning outcomes, ICT skills and literacy rate)


Inclusive Education
(with a focus on disability)

Early Learning

Out -of-School Children

## Repetition and Dropouts

(Internal Efficiency)

## Child Protection

(child labour and child marriage)

Remote Learning

## Topic 1

What is completion rate?
The completion rate reflects the percentage of a cohort of children or young people three to five years older than the intended age for the last grade of each level of education (basic or secondary) who have completed that level of education. For example, the official age of entry into basic education is 6 years and basic school has 9 grades (although 10 grades are considered compulsory), then the intended age for the last grade of compulsory education is 15 years. In this case, the reference age group for calculation of the basic completion rate would be $18-20$ years $(15+3=18$ and $15+5=20)$. This indicator is used to calculate SDG 4.1.2 - Completion rate (basic education, secondary education).

## Topic 2 Out of School rate

Who are out-of-school children?
Out-of-school children are children and young people in the official age range for a given level of education who are not attending either pre-primary, primary, secondary or higher levels of education. The objective of the out-of-school children rate is to identify the part of the population in the official age range for a given level of education not attending school, in order to formulate targeted policies that can be put in place to ensure they have access to education. It is used to calculate SDG 4.1.4 - Out-of-school rate for different levels of education, including kindergarten, basic and secondary education.

## Topic 3 <br> Skills

What are foundational learning skills?
Foundational learning skills in the MICS module are learning outcomes expected for Grades 2 and 3 in numeracy and reading. They are measured for children aged 7 to 14 years This data can be used to calculate SDG4.1.1.a to measure the proportion of children in Grade 2/3 achieving minimum proficiency in (i)reading and (ii) numeracy, by sex.

How are ICT skills were measured?
ICT skills were based on the information of women and men age 15-49 about whether they carried out at least one of nine specific computer related activities in the last three months prior to the survey.

## Topic 4

What is repetition rate?
The repetition rate measures the share of children in a given grade in a given school year who repeated that grade as a percentage of total number of children who attended the grade in the previous year. Information provided by household head on the grade attended by child in the previous and current school year is used to calculate this indicator.

What is dropout rate?
The dropout rate measures the proportion of children from a cohort attending a given grade in a given school year who are no longer attending school in the following year. It is worth clarifying that children who repeat are still considered to be in school and are therefore not included in the calculation for dropout rate

## Topic 5 Early learning

What is Early Child Development Index (ECDI)?
ECDI is a 10 -item module implemented in MICS6 to measure the percentage of children aged 3-4 who are developmentally on track in 4 domains, namely: literacy-numeracy, physical, socialemotional, and learning domains.

## Topic 6 Child protection

What is child marriage?
Child Marriage is a marriage of a girl or boy before the age of 18 and refers to both formal marriages and informal unions in which children under the age of 18 live with a partner as if married.

What is child labor?
In the MICS module, children are considered to be in child labor if they engage in at least one of two categories: economic activities and household chores. For each category, there is a time threshold based on different age groups.

## Topic 7 Child discipline

What is child discipline?
Although teaching children self-control and acceptable behaviour is an integral part of child discipline in all cultures,
in some instances children are raised using punitive methods that rely on the use of physical force or verbal intimidation to obtain desired behaviours.
In MICS, mothers or caretakers of children under age five and of one randomly selected child aged 5-17 were asked a series of questions on the methods adults in the household used to discipline the child during the past month and if the respondent believes that physical punishment is a necessary part of childrearing.

Topic 8 Functional difficulties
What are functional difficulties?
MICS collected data on child functioning for all children under 18 through either the questionnaire for children under 5 or the questionnaire for children aged 5-17 years.

Relationship between functional difficulty and disability


In the case of children under 5, data on functional difficulties are collected on the following functional domains: seeing, hearing, walking, fine motor, communication, learning, playing, and controlling behaviour.
For children aged 5-17 years, data on functional difficulties are collected on the following functional domains: seeing, hearing, walking, self-care, communication, learning, remembering, concentrating, accepting change, controlling behaviour, making friends, and affect (or children with difficulties controlling their emotions, which is calculated using metrics for anxiety and depression).

## Topic 9 Remote learning

What are remote learning tools?
MICS collected data on the availability of tools in the household that could be used to support remote learning. These include having access to radio, television, and computers with internet. Of note, however, not all members of a given household may in fact have access to whatever devices may be present.

| Guiding | 1. At which level of <br> education is the completion <br> questions the lowest? |
| :--- | :--- |

2. What are the characteristics of children who do not complete each level of education?
3. What governorates have the lowest completion rates at each level of education?
4. What is the profile of children who do not complete each level of education?

## Overview

Figure 1 Completion rate, Basic education



Figure 3


## Findings

- The completion rate as presented here reflects the percentage of children three to five years older than the intended age of completion for each level of education (i.e., basic or secondary) who have completed that level. As education is compulsory in the State of Palestine for grades 1-10, completion of grade 10 is considered requisite for the completion of basic education, despite the fact that basic education officially concludes with completion of grade 9.
- A full 86 percent of Palestinian children-and an impressive 94 percent of Palestinian young women-complete basic education by age 20 .
- Completion rates decline significantly for secondary education, however, with only 62 percent attending secondary school to completion, overall, and just half of young men (51 percent).
- This significant decrease in completion rates suggests that once students have finished their compulsory basic education, they become more prone to dropping out of school or completing with significant delay as a result of gaps in attendance or grade repetition.
- Disparities along lines of sex, region, and socio-economic status are clearly reflected in the share of children from different groups completing each level of education. Starting with basic education, one of the most striking disparities in completion reflected in the data is the gap which separates young men and young women. Nearly all young women ( 94 percent) complete their basic education, but only 78 percent of young men. The gap widens at the secondary level, which is completed by three quarters ( 73 percent) of young women but just half (51 percent) of young men.
- While this suggests that efforts to improve school attendance among girls and women have been successful, it is a reminder that challenges to attendance faced specifically by boys and young men require increased attention. Obstacles to completion may include the pressure to begin working at a young age as a means of contributing to family income.
- Attendance is remarkably stable across areas: similar proportions of children from the West Bank and the Gaza Strip-as well as from cities, rural zones, and camps-complete both basic and secondary education.
- Socio-economic disparities are, however, quite apparent. The basic school completion rate of the wealthiest children is 15 percentage points higher than that of the poorest ( 94 percent versus 81 percent), while at the upper secondary level, the gap in completion rates widens to 27 percentage points ( 75 percent versus 48 percent).



## Findings

- While the region-level completion rates of young people in the West Bank and the Gaza Strip are quite similar at both the basic and secondary levels of education, disparities can be observed among the various governorates of each region.
- In the West Bank, completion rates for basic education are highest in Jerusalem and Tubas ( 90 percent), and fall between 80 and 90 percent for all but one other governorate, Ariha (Jericho) and al-Aghwar, where just 69 percent of children complete basic education.
- In the Gaza Strip, completion rates for basic education are in the vicinity of 90 percent for all governorates except North Gaza, where 81 percent of young people complete basic education.
- Completion rates decline by at least 20 percentage points from the basic to secondary level in all governorates but three (Nablus, Ariha and al-Aghwar, and Tulkarm) which already trailed behind the others at the basic level.
- The largest decline is seen in Jenin, where completions rates fall from 88 percent to 59 percent ( 29 percentage points). Tulkarm and Deir al-Balah maintain the highest secondarylevel completion rates, and are the only governorates in which secondary-level completion rates exceed the 70 percent threshold.

Regional disaggregation

Figure $4 \quad$ Basic completion rates by governorate


Figure 5 Secondary completion rates by governorate



## Profile of children not completing school



## Findings

 and 65 percent of all those who do not complete secondary education.

- The distribution of non-completers by area (urban, rural, camps) is roughly consistent with the percentage of the Palestinian population living in each area, at both the basic and the secondary levels. The majority of the population being urban, a preponderance (around three quarters) of those who do not complete each level are city-dwellers.
- The poorest quintile is overrepresented among non-completers at both the basic and the secondary levels, making up 25 and 28 percent of those who do not complete each level, respectively.
- The proportions of non-completers who hail from the West Bank and the Gaza Strip correspond closely to the weight of each region in the overall population, with the West Bank contributing the majority of non-completers at just over 60 percent.
- More than half of the non-completers at both educational levels come from just four of its sixteen governorates: Hebron, Gaza, North Gaza, and Nablus.


## Topic 2 Out-of-school Children

## Guiding

 questions1. Which level of education has the highest out-of-school children rate?
2. How many children are out of school at each level?
3. What geographical areas have the highest out of school rates?
4. Where do most children out of school live and what is their background?

## Overview

## Figure 11

Out-of-school population in 2020 (estimated)


## Findings

- Less than 5 percent of children of age to be attending basic, compulsory education (i.e., children aged 6-15) are out of school.
- There is a sharp increase in out-of-school children at the secondary level, however, with overall more than one fifth of children aged 16 to 17 out of school.
- This increase is most marked among rural children and children from the poorest quintile, who present out-of-school rates at the secondary level of 28 percent and 30 percent, respectively.
- The majority out-of-school children are of secondary-school age, despite the fact that they constitute a small minority of all children aged 6 to 17 years old.



## Findings

- Out-of-school rates are quite low at the basic education level, across groups. That said, boys are more likely to be out of school than girls (4 percent versus 1 percent), and children from the poorer quintiles are generally out of school in greater proportion than those from higher wealth brackets.
- At the secondary level, out-of-school rates are higher across the board, and disparities between groups are put into sharper relief. Young men are more than twice as likely to be out of school than young women ( 30 percent versus 12 percent), and children living in rural areas present an out-of-school rate 8 percentage points higher than children living in urban areas or camps ( 28 percent for the former, versus 20 percent for the latter two).
- Lower household wealth is strongly associated with non-attendance: children from the poorest quintile of the population are out of school at rates more than twice as high as children from the richest quintile ( 30 percent versus 13 percent)


## Findings

- Significant disparities can be observed between regions and between governorates as regards secondary school attendance. Out-of-school rates among young people of this age range are significantly higher in the West Bank than in the Gaza Strip ( 25 percent versus 17 percent), with out-of-school rates ranging from 19 percent (Nablus) to 34 percent (Hebron) in the former, and from 13 percent (Deir-al-Balah) to just 19 percent in the latter.

Out-of-school children by level of education



## Regional disaggregation



## Profile of out-of-school children

Figure 16 Profile of children out of school, by sex


Figure 19 Profile of children out of school, by region


Figure 17 Profile of children out of school, by area


Figure 18 Profile of children out of school by wealth quintile


Figure 20 Profile of children out of school, by governorate


## Findings

 at all ages block their full participation in the educational system relative to girls and young women.
 but only around 15 percent the population overall. Urban children are predominant among out-of-school children.
 half of children who are out of school.

- More than a third of all out-of-school children at both the basic and secondary levels of education hail from just two governorates: Hebron and Gaza.

Guiding questions

1. By which grade do most children acquire foundational learning skills?
2. What characteristics are linked to higher reading and numeracy skills?
3. What is the percentage of each group of young women who have ICT skills?
4. What is the profile of children who are not learning?

Foundational reading and numeracy skills (based on expectations for grades 2 and 3)

Figure 22 Share of children with foundational reading skills
Figure 21 Share of children with foundational skills by grade




Figure 23 Share of children with foundational numeracy skills



## Findings

- The MICS module on foundational learning skills measures achievement of learning outcomes in numeracy and reading expected for children in grades 2 and 3 . As such it is a measure of basic educational outcomes.
- Among children aged 7 to 14 years old, 53 percent demonstrate minimal learning outcomes for reading and 46 percent demonstrate the same for numeracy. 32 percent of children in grade 3 present the expected level of reading competencies for that grade, and 29 percent the expected competencies in numeracy.
- The proportion of children with foundational skills rises in more advanced grades. The percentage of children with foundational reading skills rises to 62 percent by grade 5 and to 69 percent by grade 8 . Acquisition of numeracy skills lags broadly lags behind that of reading skills, with 42 percent of children mastering minimum numeracy skills by Grade 5 and 61 percent by grade 8.
- A sizable majority of children who are not attending school lack foundational skills in both reading and numeracy, with only around a third demonstrating expected outcomes for grade 3.
- Overall, a higher percentage of 7 - to 14 -year-old boys present foundational reading skills than do girls of the same age range ( 57 percent versus 48 percent), while similar proportions of both groups present foundational skills in numeracy (46 percent).
- Children living in rural areas have the highest rates of skill acquisition for both reading (59 percent) and numeracy (54 percent) compared with children living in urban areas and camps.
- The percentage of children possessing foundational skills is significantly higher among children from the wealthier quintiles compared those from poorer quintiles. 64 percent of children from the richest quintile demonstrate basic reading skills, but only 40 percent of children from the poorest quintile, for a gap of 24 percentage points. For numeracy, the association between household wealth and foundational skill acquisition is even more stark: a child from the richest quintile is twice as likely as a child from the poorest quintile to demonstrate foundational skills in this area, with rates of these two quintiles at 60 percent and 30 percent, respectively.
- Children in the West Bank acquire foundational skills at higher rates than those in the Gaza Strip for both reading and numeracy, although acquisition rates vary significantly within regions.


## Findings

- ICT skills are measured based on whether an individual carried out computer-related activities in the three months preceding the survey.
- These skills are attested by nearly half (45 percent) of the female population aged 15 to 24 years old. ICT skills are strongly associated with household wealth: women from the richest quintile carry out activities on ICT devices at rates twice as high as those of women from the poorest quintile ( 65 percent versus 28 percent), with ICT use rising steadily as a function of women's household wealth.
- Women with higher education levels possess ICT skills at higher rates than those with lower levels of educational attainment. 65 percent of women who have attended postsecondary education possess ICT skills, but only around a third of women who have attained only basic or secondary school.
- A greater share of women in the West Bank use ICT devices (49 percent) compared with women in the Gaza Strip ( 39 percent). Among the governorates of the West Bank, ICT penetration among women is lowest in Hebron and Jericho (39 percent for both), and highest in Bethlehem and Tulkam (58 percent and 59 percent, respectively). In the Gaza Strip, ICT penetration among women is relatively high in Deir al-Balah ( 53 percent), but falls at or below 38 percent for all other governorates in the region.

ICT skills among young women (15-24 years old)


Figure 27 Prevalence of ICT skills among young women (15-24 years old) by governorate


Profile of children ages 7-14 who are not learning

Figure 28 Profile of children who are not learning, by sex


Figure 31 Profile of children who are not learning, by region


Figure 29 Profile of children who are not learning, by area


Figure 30 Profile of children out of school, by wealth quintile


Figure 32 Profile of children who are not learning, by governorate


## Findings

- Girls and boys are similarly represented among children lacking foundational skills, although boys constitute a slight majority of those who have not acquired basic skills in reading (54 percent).
- The bottom two wealth quintiles are over-represented among children who are not learning, jointly accounting for around half (52 percent) of children lacking reading and numeracy skills.
- Children from the Gaza Strip are over-represented among children lacking foundational skills given their share in the overall population. Indeed, children in the Gaza Strip constitute a slight majority of all children who are not learning, despite comprising less than 40 percent of all children in the State of Palestine. Children in the governorates of Gaza, Hebron, and North Gaza alone comprise more than 40 percent of all children not learning.


## Guiding

 questions1. Which levels of education or grades present the highest rates of repetition and dropouts?
2. What is the profile of children who repeat grades?
3. What is the profile of children who drop out of school?

## Overview





## Findings

- Overall, repetition rates are relatively low, falling between under 3 percent for all grades of both basic and secondary school. The highest repetition rates are seen in the last grade of secondary school and the first grade of basic.
- Dropout rates remain extremely low-indeed, at or under 1 percent-until the latter years of basic school, but climb steadily after that point, before skyrocketing in grade 12, the last year of secondary school. The data thus suggest that students face more challenges to continued school attendance as they grow older, and that finishing secondary school, in particular, proves difficult for a significant proportion of young people, with as many as a third ( 32 percent) leaving school without having completed their last year.
- As seen in the chart presenting the level of education attended by children of each age group, more than a third (36 percent) of children enter basic school early, at age 5 rather than the official starting age of 6 , with by age 6 the mass majority ( 96 percent) attending basic school, a proportion that nears 100 percent in the following years, with a gradual decrease in attendance rates beginning only at 13.
- The transition to secondary school proves difficult for many children, with just over a third attending secondary school at the official starting age of 15 . The highest secondary school attendance rate by age is presented by 16 -year-olds, 75 percent of whom attend that level of education.
- Around a fifth ( 21 percent) of 16 -year-olds and a quarter ( 24 percent) of 17 -year-olds are out of school. Yet more than a fifth (22 percent) of 17-year-olds have already made the transition from secondary school to higher education.



## Profile of repeaters and dropouts

Figure 36 Profiling of repeaters and dropouts, by sex,


Figure 39 Profiling of repeaters and dropouts, by region


## Figure 37 Profiling of repeaters and dropouts, by area



Figure 38 Profiling of repeaters and dropouts, by wealth quintile


Figure 40 Profiling of repeaters and dropouts, by governorate


## Findings

- Boys and young men represent a slight majority of both repeaters and dropouts ( 52 percent and 52 percent, respectively), while repetition and dropout rates by area are roughly consistent with the shares of the population which inhabit urban areas, rural zones, and camps. Accordingly, repeaters and dropouts are largely concentrated in urban areas, with urban children constituting 77 percent of all dropouts and 74 percent of all repetitions.
- Looking at children who repeat a grade, children from the richest quintile are somewhat over-represented (at 24 percent of the total), while children from the poorest two quintiles are somewhat under-represented (jointly representing 36 percent of the total). For dropouts, the opposite dynamic can be seen to be in play. This would suggest that when facing difficulties in attendance, children from richer socio-economic milieux are more likely to repeat a grade, while poorer children are more likely to drop out.
- Children in the Gaza Strip are over-represented among dropouts and grade repetitions relative to their share in the population, at over 40 percent for both. In terms of governorate-level data, there is a rough correspondence between the number of dropouts and repetitions occurring, with some exceptions. The most dropouts take place in Hebron and Gaza, which jointly account for around a third of the total, while Gaza and Jerusalem see the highest numbers as regards grade repetition.

Guiding questions

1. Which children are developmentally on track as measured by ECDI?
2. Which level of education is attended by young children?
3. Do children attend grade 1 of basic education at the right age?
4. What is the profile of children not attending kindergarten?
5. What is the profile of children not developmentally on track as measured by ECDI?

## Overview

Figure 41 Early Childhood Development Index (ECDI) for children age 3 to 4


Figure 42 Percentage of children age 36-59 months attending early childhood education


Figure 43
Level of education attended by age


## Findings

- The MICS Early Childhood Development Index (ECDI) is a multidimensional measure of well-being for children aged 3-4. Through a series of basic tasks, it provides an indication of a child's literacy-numeracy, physical development, social-emotional development, and learning capacity.
- Overall, 84 percent of children aged 3-4 are developmentally on track according to this measure.
- The share of children developmentally on track is higher among girls than among boys ( 86 percent versus 82 percent), while similar proportions of children in urban areas, rural zones, and camps are on track, relatively speaking.
- Importantly, he proportion of 3- and 4-year-olds who are developmentally on track is much greater among those attending kindergarten than that of those not attending, for a gap of 12 percentage points ( 92 percent versus 80 percent).
- This is a critical difference to track, especially given that only 12 percent of 3-year-olds and 61 percent of 4 -year-olds nation-wide attend kindergarten.
- Kindergarten attendance is five times higher much among 4-year-olds than among 3-year-olds ( 61 percent versus 12 percent). Children whose mothers attended higher levels of education are also more likely to be attending kindergarten: 40 percent of children whose mothers attended secondary education or higher are in kindergarten, but just 28 percent of those whose mothers' highest level of attainment was lower than basic school.
- As a rule, children aged 3-5 years should be attending kindergarten, which can contribute greatly to readiness for basic education. But in Palestine, 73 percent of 3 -year-olds are out of school altogether. Among 4-year-olds, however, the share of children attending kindergarten increases significantly, to 75 percent.
- By age 5 , the mass majority ( 94 percent) of children are in school, with nearly 60 percent attending kindergarten, and just over a third ( 36 percent) attending basic education.
- At 6 years old the official starting age for basic education in Palestine, 96 percent of children attend basic education.
- Looking at the age profile of children attending grade 1 of basic education, a significant proportion are either the intended age (60 percent) or one year younger (37 percent).


Profile of children not developmentally on track or not attending kindergarten

Figure 45
Profiling of young children aged 3 to 4 not attending kindergarten or not developmentally on track, by sex

$0 \% \quad 10 \% \quad 20 \% \quad 30 \% \quad 40 \% \quad 50 \% \quad 60 \% \quad 70 \% \quad 80 \% \quad 90 \% \quad 100 \%$
$\square$ Male Female

Figure 48
Profiling of young children aged 3 to 4 not attending
kindergarten or not developmentally on track, by region Not attending


Figure 46
Profiling of young children aged 3 to 4 not attending kindergarten or not developmentally on track, by area


Figure 47
Profiling of young children aged 3 to 4 not attending kindergarten or not developmentally on track, by wealth quintile

$0 \% \quad 10 \% \quad 20 \% \quad 30 \% \quad 40 \% \quad 50 \% \quad 60 \% \quad 70 \% \quad 80 \% \quad 90 \% \quad 100 \%$
Poorest $\square$
Middle
Fourt

Figure 49
Profiling of young children aged 3 to 4 not attending kindergarten or not developmentally on track, by governorate


## Findings

- Boys represent 60 percent of all children aged 3-4 who are not on developmentally track, despite the fact that similar numbers of boys and girls attend kindergarten.
- The poorest quintile is significantly over-represented both among children who are developmentally not on track and among those who are not attending kindergarten, constituting more than 26 percent of the former, and 26 percent of those who are not attending kindergarten.
- Children in the Gaza Strip are similarly over-represented both among children who are not on track developmentally ( 42 percent) and among those who are not attending kindergarten 44 percent).
- Nearly half of all children who are not on track developmentally are concentrated in the two governorates of Hebron (24 percent) and Gaza ( 23 percent), the two governorates which also contribute the highest shares of children not attending kindergarten.


## Guiding questions

1. For which groups is early marriage higher and how does it connect to literacy and ICT skills?
2. Which groups of children are more frequently engaged in child labor?
3. How is child labor linked to education attendance and foundational skill acquisition?
4. How might child labor explain the profile of children who are out of school or not learning in school?

Child marriage and education (women only)

Figure 50 Prevalence of child marriage among young women aged 20-24 years old


Figure 51
ICT skills of young women aged 20-24 by marriage status


## Findings

- While it is rare for a young Palestinian woman aged 20-24 years old to have been married or to have entered into a union before the age of 15 (under 1 percent, overall), it is more common for a young woman to have been married between the ages of 15 and 18: this is the case for 13 percent of all young women in this age range, or nearly 1 in 7 .
- Early marriage is most prevalent among women in poorer households and among those who do not attain secondary education. Indeed, more than half ( 52 percent) of women whose highest level of educational attainment is basic school marry before the age of 18 , and just over a fifth ( 22 percent) of women who attain at most secondary school.
- A low level of education is strongly associated with early marriage, as young women who marry early are less likely to stay in school, and those who remain in school longer are less likely to marry early.
- Rates of ICT use among women are also highly associated with early marriage: nearly half of young women aged 20-24 who did not marry early attest ICT skills, but only 7 percent of those married before the age of 18 .


## Child labor and education




Figure 54
Foundational skills by child labor status (children age 7 to 14)


## Findings

- 10 percent of all children aged 5-17 years old are engaged in some form of child labor. Rates of child labor are more than twice as high for boys are as for girls, and are also higher for rural children (14 percent) than for urban ones ( 10 percent) and those in camps ( 9 percent).
- Children from poorer families tend to be engaged in child labor than those from relatively wealthier families, as do older children relative to younger children.
- While rate of school attendance among children engaged in child labor tracks closely with that of children not engaged in child labor until age 12, after that age there is a marked and progressive decline in school attendance among the former compared to the latter. There is strong correlation between child labor and non-attendance, as children who are under pressure to work may have difficulty devoting time to school, and those who leave school for a given reason may then experience pressure to begin working. By age 17, only 38 percent of young people engaged in child labor still attend school, compared to 79 percent of those who are not working.
- Children engaged in child labor have somewhat lower rates of skill acquisition in the area of reading than other children, but are actually more likely to have basic numeracy skills than. This can be explained in part by the fact that working children are generally older, which makes them likely to have already acquired foundational skills in these domains. In addition, working children whose responsibilities involve, for example, cashier-type work or other tasks which involve calculation may receive on-the-job training and in numeracy.


Profile of children not learning and out of school by child labor and of uneducated or unskilled young women by early marriage

Figure 55 Profile of uneducated or unskilled women (2024 years old) by date of marriage


Figure 56
Profile of children out of school or not learning by child labor status


## Findings

- Around half of all women aged 20-24 years old who never attended basic education married before the age of 18, a significant finding given that nonattendance is low in the general population.
- As seen in the above, 10 percent of all children aged 5-17 years are engaged in child labor. The share of children lacking basic literacy and numeracy skills who are engaged in child labor is comparable to their share in the total population, at just over 10 percent for both subjects.
- However, children engaged in child labor comprise a full third (34 percent) of all children who are out of school at the secondary level and 27 percent of those who are out of school at the basic level.


Guiding questions

1. For which groups are physically violent forms of child discipline the most prevalent?
2. How are physically violent forms of child discipline associated with children's acquisition of foundational skills?
3. What connections can be made to the presence of physical violence at home and learning in school?

## Child discipline and education

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\begin{array}{ll}
\text { Figure } 57 & \begin{array}{l}
\text { Percentage of children aged 5-14 years who were subject to physically } \\
\text { violent discipline methods over the preceding month }
\end{array}
\end{array}
$$



## Figure 58

School attendance per age and child discipline


Figure 59
Foundational skills by child discipline method (7 to 14)


## Findings

- Domestic violence, especially severe forms such as hitting the face of the child or unrestrained beating, hinder children's development in ways that are reflected in educational outcomes.
- More than two thirds (69 percent) of Palestinian children aged 5-14 years old are subject to physically violent forms of discipline at home, with more than one fifth ( 22 percent) of all children of this age range subject to severe forms thereof.
- Boys, in particular, fall victim to physically violent forms of discipline: 74 percent to domestic physical violence broadly speaking, and 26 percent to severe forms thereof, compared to 63 percent and 18 percent, respectively, for girls.
- Children in the Gaza Strip are subject to physical violence at home in greater proportion than those living in the West Bank, and to severe violence in particular. Indeed, 31 percent of children in the Gaza Strip were subjected to severe forms of physical violence at home over the month preceding the survey, compared to 14 percent of children in the West Bank.
- Younger children (aged 5 to 9 years old) are more likely to be subjected to domestic violence than older children, as are poorer children compared to older ones. Violence at home is strongly associated with poverty: 33 percent of children in the poorest quintile were subject to severe violence at home over the preceding month, as opposed to just 12 percent of children from the richest quintile.
- There is no clear relationship between physically violent forms of child discipline in a given household and children's school attendance rates. Despite similar attendance rates between children who are subject to violence at home and those who are not, however, learning outcomes between these groups differ markedly.
- 63 percent of children (aged 7 to 14) who are not subject to physically violent forms of discipline demonstrate foundational reading skills, but only 47 percent of those subject to physically violent forms of discipline, and 41 percent of those subject to severe violence. A similar, if slightly less pronounced, dynamic is at play as regards numeracy.


Profile of children out of school or not learning by child discipline method


## Findings

- Children subject to physical violence at home are over-represented among children who are not learning relative to their share of the general population.
- As far as out-of-school children are concerned, the profile depends very much on the age group in question. The preponderance of children subject to physical violence among all children who are out of school is highest for the 9 -to-11-year-old group, followed by the 5 -to- 8 -year-olds group. As children grow older and are less likely to be subject to physical forms of discipline, children not subject to physical violence begin to constitute a higher proportion of children out of school.

Guiding questions

1. Which groups of children have higher rates of functional difficulty?
2. What are the most common functional difficulties among children?
3. How is functional difficulty linked to school attendance and learning?
4. How might functional difficulty explain the profile of children who are out of school or not learning in school?

## Overview

Figure 61 Share of children 5 to 17 with functional difficulties


Figure 62 Share of children 5 to 17 with functional difficulties, by domains


## Findings

- Across the State of Palestine, 15 percent of all children aged 5-17 years old are reported by their parents to have at least one functional difficulty.
- The share of children with functional difficulties is significantly higher among boys ( 18 percent) than among girls (12 percent), and is also higher in the West Bank than in the Gaza Strip.
- Similar proportions of children with functional difficulties are found across the urban-rural-camp divide, and also across socio-demographic echelons.
- The most common functional difficulties are emotional, cognitive, or behavioral, although the proportions vary by sex. A full 12.4 percent of boys and 7.9 percent of girls are reported to show signs of anxiety; 3.0 percent of boys and 1.5 percent of girls are reported to have difficulty controlling their behavior; 2.6 percent of boys and 2.3 percent of girls are reported to show signs of depression. The most common physical difficulties relate to walking and seeing.


## Inclusive education (5 to 17 years old)

Figure 63
Foundational skills by functional difficulties (children age 7 to 14)


Figure 64
Adjusted net attendance rate by functional difficulties (children age 5 to 17)


## Findings

- The school attendance rates of children with functional difficulties trail by 4 percentage points those of children without functional difficulties both one year before the starting age for basic school, and for the duration of basic school itself. More significant disparities in attendance become apparent at the secondary level, which is attended by 60 percent of children with no functional difficulties, but only 44 percent of those with one or more.
- Dropout rates are comparable between children with one or more functional difficulties and those without, whether it be at the basic or secondary level.
- Disparities are more evident when it comes to repetition rates: at both the basic and secondary levels, 3 percent of children with at least one functional difficulty were repeating the preceding grade in school, versus only 1 percent of those without any functional difficulties.
- When it comes to foundational learning, children with functional difficulties generally do not fare as well as those without functional difficulties, particularly in reading: 55 percent of children with no functional difficulties have foundational reading skills, but 39 percent of those with some functional difficulty, for a gap of 16 percentage points. In terms of numeracy skill acquisition, a gap of 10 percentage points separates children with at least one functional difficulty from those who have none at all.


## Profile of children not learning or out of school by disability

Figure $65 \quad$ Profile of children out of school or not learning by functional difficulties


## Findings

- Children with functional difficulties are over-represented among children who are not learning or who are out of school relative to their share in the general population.
- Though children with functional difficulties represent 15 percent of all children, they constitute nearly two fifths ( 39 percent) of all those who are out of school at the basic level of education, and one fifth ( 20 percent) of those who are out of school at the secondary level.

Guiding questions

1. What share of students live in households with access to remote learning tools?
2. How are remote learning tools associated with foundational learning?
3. hat is the profile of children who do not have remote learning tools?

## Access to remote learning tools aged 3 to 24

Figure 66 Share of students with access to remote learning tools


Figure 67 Share of out school children ( 3 to 17 years old) with access to remote learning tools


Figure 68 Share of students ( 3 to 24 year olds) who have access neither to TV, nor to radio,



## Findings

- Having access to remote tools which can be used for learning, including radio, television, and computers with internet, is here defined as living in a household where such tools are available. It should be noted, however, that not all members of a given household may in fact have access to whatever devices may be present. In addition, when a household has no electricity, due for example to power outages or rolling blackouts, children's ability to use a mobile internet connection or television for pedagogical purposes may also be compromised.
- Overall, computers with internet are the most widespread remote learning tool: 40 percent of all children attending school in the survey year live in households which feature both a computer and an internet connection, compared with 35 percent which have a television and only 16 percent which have radio.
- Access to different tools varies by region, however. In the West Bank, computers with internet are the most widespread ( 50 percent) of remote learning tools, while in the Gaza Strip, television is the most commonly available (52 percent).
- Access also varies by socio-economic status. Two thirds of students from the richest quintile ( 77 percent) have access to computers with internet, but only a quarter ( 24 percent) have access to access to radio and 13 percent to television. Nearly two thirds ( 64 percent) of students from the poorest quintile, on the other hand, have access to television, but only 11 percent to radio and 6 percent to television.
- Access to computers with internet is positively associated with household wealth, while access to television is negatively associated with the same. Access to radio is relatively low across groups.
- Children in rural areas and those attending lower levels of education are the most often without access to remote learning tools.
- Of the remote learning tools discussed here, out-of-school children have the highest levels of access to television ( 38 percent), as compared to computers with internet ( 24 percent) and television (13 percent). The access patterns of out-of-school children from different areas and wealth quintiles mirror those of children attending school: poorer children generally have access principally to television, while richer children have access to computers with internet.
- Given access rates to remote learning tools, children who are not attending any level of education may benefit from remote learning programs.

Foundational skills by access to remote learning tools aged 7 to 14

Figure 69
Foundational reading skills of students aged 7 to 14 by access to remote learning tools


Figure 70
Foundational reading skills of students aged 7 to 14 by access to remote learning tools


## Findings

- When it comes to radio and computers with internet, an association can be observed between access to remote learning tools and acquisition of foundational skills in reading and numeracy. Children with access to internet-enabled computers, in particular, demonstrate higher levels of competence in both areas than those without access



## Findings

- Around two thirds (65 percent) of children in the State of Palestine live in households where no children's books are present. Boys are more likely than girls to live in households lacking children's books, as are children in the West Bank compared to those in the Gaza Strip.
- There is a strong positive association that can be observed between poverty and the absence of children's books at home: a full 82 percent of children from the poorest households do not have access to children's books at home, compared to 48 percent of children from the richest quintile.
- Likewise, a larger proportion of children whose mothers have attained higher levels of education have children's books at home than do children whose mothers have lower educational attainment.
- Access to children's books varies widely by governorate: a relatively low proportion of children in Jerusalem (39 percent) have no access to children's books at home, compared to over 70 percent in Salfit, Jericho, and Tubas. In thee Gaza Strip, similar discrepancies between governorates can be observed.
- For more than two thirds (71 percent) of Palestinian children, someone at home helps with homework. Children from rural areas are the least likely to get help ( 64 percent), and access to help varies significantly by governorate.
- Higher percentages of children whose mothers have higher levels of educational attainment get help with homework than do those whose mothers have lower rates of educational attainment.

Figure $71 \quad$ Share of children 7 to 14 who receive help with homework


Figure 72 Share of children 7 to 14 with no child-oriented books in the household


Profile of children with no access to remote learning tools aged 5 to 17





Figure 77 Profile of children with no access to remote vlearning tools, by governorate


## Findings

- Lack of access to remote learning is distributed proportionately to population shares for boys and girls, as well as for children living in urban and rural areas and camps.
- The poorest children represent 30 percent of all children who lack access to any of the three remote learning tools discussed in the above (radio, television, and computers with internet).
- While children in the West Bank comprise a majority ( 67 percent) of children lacking access to television, children in the Gaza Strip comprise a majority of those without access to computers with internet ( 53 percent), despite representing just over one third of the total population.


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