

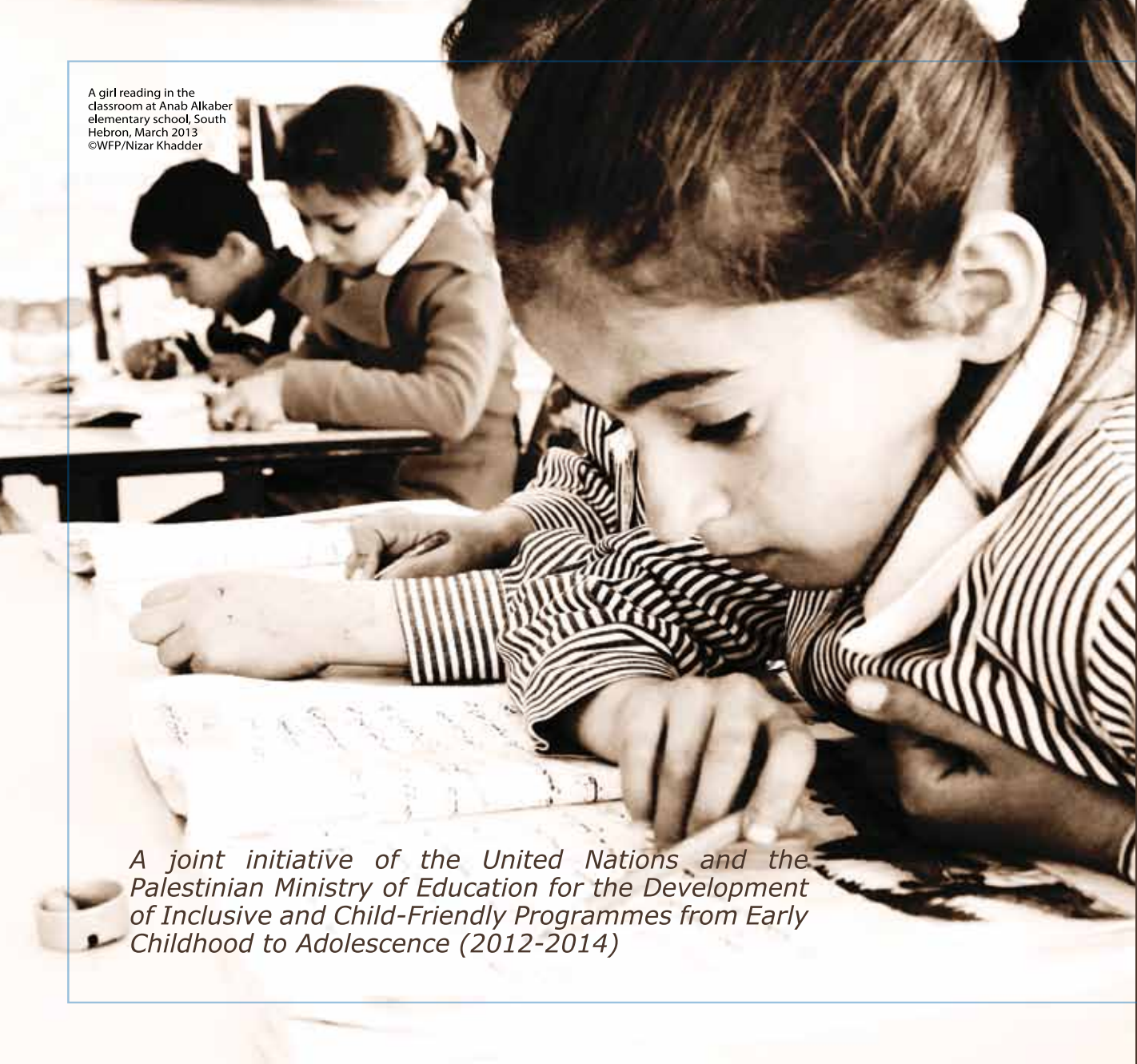
# Education for All Package

*All children regardless of gender, abilities, disabilities, backgrounds and circumstances have the right to quality education in their neighbourhood schools*



State of Palestine  
Ministry of Education  
دولة فلسطين  
وزارة التربية والتعليم



A young girl with dark hair, wearing a black and white striped shirt, is focused on reading a book. She is sitting at a desk. In the background, other children are also working at their desks, and an adult is partially visible, possibly supervising. The setting is a classroom.

A girl reading in the classroom at Anab Alkaber elementary school, South Hebron, March 2013  
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*A joint initiative of the United Nations and the Palestinian Ministry of Education for the Development of Inclusive and Child-Friendly Programmes from Early Childhood to Adolescence (2012-2014)*

# Education

for All Package




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# Education for All (EFA) Package

*All children regardless of gender, abilities, disabilities, backgrounds and circumstances have the right to quality education in their neighbourhood schools*



The EFA Package is the result of intensive consultations initiated by the Ministry of Education (MoE) and UN agencies in 2011 with key stakeholders in Gaza and the West Bank, including East Jerusalem (Universities, civil society organizations, Disabled Persons' Organizations-DPOs).

**Overall objective:** strengthening the capacities of the Ministry of Education and education personnel to promote quality basic education for all children, particularly for those who are most vulnerable to exclusion from and within education.

**Main objectives:**

- Two main focus areas identified by MoE in line with the Education Development Strategic Plan (EDSP), and the Education for All (EFA) and Millennium Development Goals (MDG): Inclusive and child-friendly education; Early childhood development (ECD).
- Pilot implementation of ECD programmes (Grade 0) and inclusive and child-friendly education in 47 Palestinian schools (2 schools in every educational district in Gaza and the West Bank, including East Jerusalem).
- Building on existing foundations, strengthening and developing competences within the MoE, universities and schools in cooperation with national, regional and international partners.



Students playing at Uqba Ibn Nafi Co-Basic School in Rafah, May 2012, ©UNESCO/Bilal Hamaydah

- Nine UN agencies (FAO, UNDP, UNFPA, UNICEF, UNRWA, UNSCO, WFP and WHO-coordinated by UNESCO) are providing support to the MoE through joint programming in different educational fields such as science education; rehabilitation/construction of the 47 preschool classrooms, resource rooms, sanitation facilities and playgrounds; capacity development within the Ministry of Education and universities on early childhood development (ECD), inclusive and child-friendly education, and special educational needs; school feeding programme; and strengthening the capacity among teachers by raising awareness on health and nutrition.



Children at Anab Alkaber elementary school, South Hebron, March 2013, ©WFP/Quique Kierszenbaum

# Why?

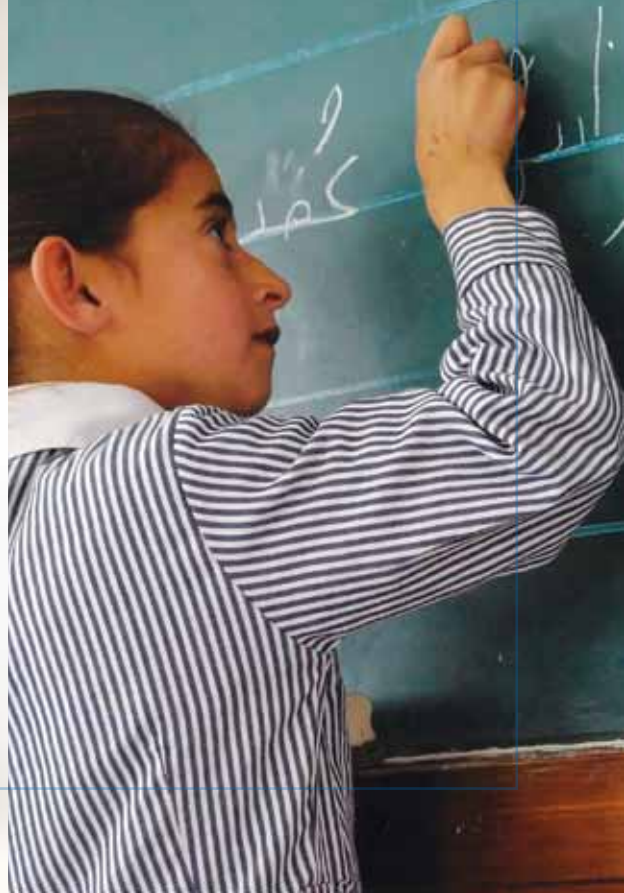
A strong, competent and effective MoE is a prerequisite for the development of sustainable and affordable quality early childhood development (ECD) programmes and access to quality Education for All (EFA). The Package supports the goals and objectives of the Palestinian Education Development Strategic Plan (EDSP):

- **Goal 1: Access** – To increase access of school-aged children and students of all education levels and improve the ability of the education system to retain them.
- **Goal 2: Quality** – To improve the quality of teaching and learning.
- **Goal 3: Management** – To develop the capacity for planning and management.
- **Goal 4: Relevance** – To realize a gradual conversion from a supply to a demand-oriented education sector leading to more compatibility between outputs and labour market(s) needs.

The vast majority of children in Palestine have access to basic education. However, many children underperform and drop out of school before they complete a full cycle of education. Figures from 2010 indicate that more than 95,000 school-aged children (ages 6-17) are out of school, e.g. most children with disabilities remain excluded from the regular education system.



A girl writing on the board at Anab Alkaber elementary school, South Hebron, March 2013, ©WFP/Nizar Khadder



# What?



The EFA Package has two main components:

## **Component 1. Early Childhood Development (ECD)**

The first years of a child's life is critical for his/her development and lay the foundation for the rest of his/her life. The focus of quality ECD programmes should therefore be on the social, emotional, physical, spiritual and cognitive development. Approximately 70% of Palestinian children do not have access to kindergarten services, a majority of children will therefore start school without having been to a kindergarten first and are therefore denied the foundation in life and learning that ECD provides.

## **Component 2. Inclusive and Child-Friendly Education**

Implementation of Child-Friendly Schools (CFS) and Inclusive education (IE) will strengthen capacity to provide quality education to all Palestinian children, responding to the individual needs of children. Inclusive and child-friendly classrooms are all based on the same three principles:

1. Child-centred – Effective with, and healthy and protective of children;
2. Democratic – Participatory of children, parents, families and communities;
3. Inclusive – Embrace diversity of abilities and backgrounds among students as well as promote gender equity and sensitivity.



Teacher and students at Anab Alkaber elementary school, South Hebron, March 2013, ©WFP/Nizar Khadder



# Where?



The Ministry of Education and the Education Directorates have selected 47 pilot schools in Area C and other vulnerable areas in the West Bank and Gaza – Two schools in every district.

The EFA Package is specifically **targeting groups of children considered to be most vulnerable to exclusion from and within education**, e.g. girls, children affected by conflict, occupation and war, who are under-performing (academically) in school, with disabilities and learning difficulties, and from Bedouins and herders communities. Most Palestinian children fall within one or more of these groups, which means that they are potentially vulnerable to exclusion from and within education.

## **Jeloud Primary Co-educational School:**

*In the small village of Jeloud in the District of South Nablus there is only one school. 137 children are enrolled in the village school, 58 girls and 79 boys in Grade 1 to Grade 10. The village is surrounded by settlements. The formerly wealthy agricultural community has lost 80% of its land to the settlements and now suffer from poverty. Many of the children experience harassment from the settlers but without access to counselling they are left to struggle alone with their worries. There is one young boy with a physical disability enrolled in the school while two girls with developmental disability have already dropped out of school and are now at home without any form of support. More than 20% of the children struggle with reading and writing. There is no kindergarten in the village, so an establishment of a pre-school will greatly benefit the children. Implementation of inclusive and child-friendly education will benefit all the children, especially the 3 school-aged children with disabilities, the children who experience reading and writing difficulties to succeed with their education, as well as provide much needed counselling support for children with additional psycho-social needs. At the same time diverse and effective after-school programmes, vocational training and a junior farmer programme will help to revitalise life in the village and bring much needed growth and optimism to a small community threatened from depopulation and continued expansion of settlements.*

# How?



Focusing on piloting ECD and inclusive and child friendly education in 47 schools, the EFA Package is achieving its goals through:

- Capacity development within the MoE and universities through training of education planners and supervisors and training of principals, class teachers and ECD teachers;
- Development of support systems for children with special educational needs;
- Development of new and improvement of existing Diploma and Degree Programmes in Education at the National Institute for Educational Training (NIET) as well as at Palestinian universities (including curriculum development);
- Development of education and awareness materials;
- School construction or rehabilitation for the 47 pilot schools to improve learning environments;
- Development of community awareness and education programmes (e.g. after-school programmes);
- Support community involvement and public-private partnerships.



Special Needs Education international expert through her visit to Fahad Al-Sabah Basic Girls School in East of Gaza, October 2012, ©UNESCO/Bilal Hamaydah



ICT training implemented at Al-Azhar University, involving teachers from the pilot schools, Gaza, November 2012, ©UNESCO/Bilal Hamaydah

# Achievements in 2012

- **Awareness increased on inclusive and child-friendly education** within UN agencies, MoE, universities and civil society organizations (MoE, all UN partner agencies).
- **Assessment and selection of 47 pilot schools in the West Bank and Gaza** (MoE/UNESCO/UNICEF/UNDP).
- **School feeding programme** initiated in September 2012 in the 14 pilot schools in Gaza and almost all 33 schools in the West Bank (MoE/WFP).
- **Pilot implementation for ECD programmes (Grade 0) initiated** (MoE/UNESCO/UNICEF/UNDP/UNRWA/WFP).
- **Capacity development programmes** designed and implemented through the pilot schools focusing on innovation in education, education leadership, inclusive and child-friendly education, special educational needs, Information and Communication Technology (ICT), and action research with universities and MoE (MoE/NIET/UNESCO/UNICEF).



Boys playing football at Anab Alkaber elementary school, South Hebron, March 2013, ©WFP/Quique Kierszenbaum



Teacher (who benefited from the Education Leadership Training) organizing an interactive session in her classroom, Ein El-Helwa Co-Basic School, Gaza, March 2013, ©UNESCO/Bilal Hamaydah

- Action plans developed to strengthen **teacher education programmes at universities** (UNESCO/UNRWA).
- **UN Disability proposal** developed and to be implemented mid-2013 through the 47 pilot schools (MoE/WHO/UNESCO/UNICEF).
- UN/MoE EFA Package fully integrated in the first **UN Development Assistance Framework (UNDAF) for Palestine** (MoE/all UN partner agencies).
- **Resource mobilization** efforts coordinated and strengthened (UNESCO/UNESCO).



Grade 0 (pre-school) at Taher Al-Abed Basic School,  
Jenin Directorate, April 2013, ©UNESCO/Marina Patrier

# Who?



Partnerships between MoE, other relevant ministries, universities, NGOs, disabled person's organizations, UN agencies and other national and international partners are essential for the further development of ECD and inclusive and child-friendly education.

Joint programming is the collective effort through which the UN agencies and national partners work together to prepare, implement, monitor and evaluate the activities aimed at effectively and efficiently achieving the MDGs, EFA goals and other international commitments arising from UN conferences, summits, conventions and human rights instruments.



## How can you help?

An estimated 10 million USD is still needed to achieve the goals of the EFA Package in the 47 pilot schools by the end of 2014 in order to serve as a quality model for scaling up in Palestine. The next phase of the joint programming will work on achieving:

- Further awareness-raising and capacity development on ECD, inclusive and child-friendly education and special educational needs at school, MoE and university levels;
- Protective, healthy and inclusive and child-friendly environments in the 47 pilot schools, including construction and rehabilitation to improve learning environments;
- Establishment of ECD programmes (Grade 0) in 47 schools in Gaza and the West Bank, including East Jerusalem (e.g. equipment, training of teachers, teaching and learning materials);
- Improvement of teacher skills to meet the diverse needs of children, including through upgrading teacher education programmes to integrate inclusive and child-friendly education, ECD, and special educational needs (e.g. psychosocial needs and learning difficulties).



For more information on the EFA UN/MoE Package, please contact the joint programming focal point: Ms. Marina Patrier, Education Programme Specialist at UNESCO Ramallah Office

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A young boy in one of the pilot schools in Gaza, 2012, ©UNESCO/Terje Watterdal





Children at Anab Alkaber  
elementary school, South  
Hebron, March 2013  
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