THE RIGHT TO QUALITY EDUCATION FOR ALL IN PALESTINE

INCLUSIVE EDUCATION TO REACH MARGINALIZED AND EXCLUDED CHILDREN

CHALLENGES AND GAPS

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Basri Saleh, MoEHE

International Commitments for the Right to Education for All

- **Universal Human Rights Declaration (1948)**
- **Convention against Discrimination in Education (1960)**
- **UN Convention on the Rights of the Child (1989)**
- **World Conference on EFA (Jomtien, 1990)**
- **Statement & Framework for Action on Special Needs Education (Salamanca, 1994)**
- **UN Convention on the Rights of Persons with Disabilities (1996)**
- **Dakar framework for Action on EFA (2000)**
- **Millennium Development Goals for UPE & Gender Equality (2000)**
- **Related UN resolution (1612 /2005)**

National Commitments for the Right to Education for All

- **Palestine Basic Law.**
- **Palestinian Educational Law.**
- **Palestinian Child Law.**
- **The National Reform and Development Plan (2008-2010).**
- **PA doc.(Palestine: Ending Occupation and Building the State)**
- **National Education Development Strategic Plan (2008-2012).**
- **Ed. Strategy (2011-2013)**

Vision of the MoEHE (EDSP)

A sector-wide and a nation-wide strategy:

- **Access: To increase access of school-aged and improve the ability of the education system to retain them. (Universal Education for ALL)**

- **Quality: To improve the quality of teaching and learning (Learning for the 21st century skills)**

- **Management: To develop the capacity for planning and management (Enhancing the system and its human resources)**

- **Relevance: To enhance the connection between the outcomes of the system and the needs of social and economic development.**

- **Enhance opportunity for better coordination with partners and stakeholders.**

Building inclusive education system/ current situation/challenges

- 7% of basic education age group are out side schools.
- Equal access for both males and females in basic education.
- 45% of all schooling facilities are less than 16 years old.
- 25% of boys and 16% of girls in secondary education age group are not in schools.
- Low dropout rate(1%-2%) in early basic education higher as students get closer to secondary(6% in 9th grade)
- 85% transition rate from basic to secondary.
- 22% of secondary are in scientific stream, only 4% in vocational.
- 35% of higher education age group are in HEI's(57% are Female.
- 60% of students in HE (120000) are in Humanities.
- 15% of students are engaged in the learning process.
- 70% of government teachers in the West Bank need further qualification.

Achievement in TIMSS 2007
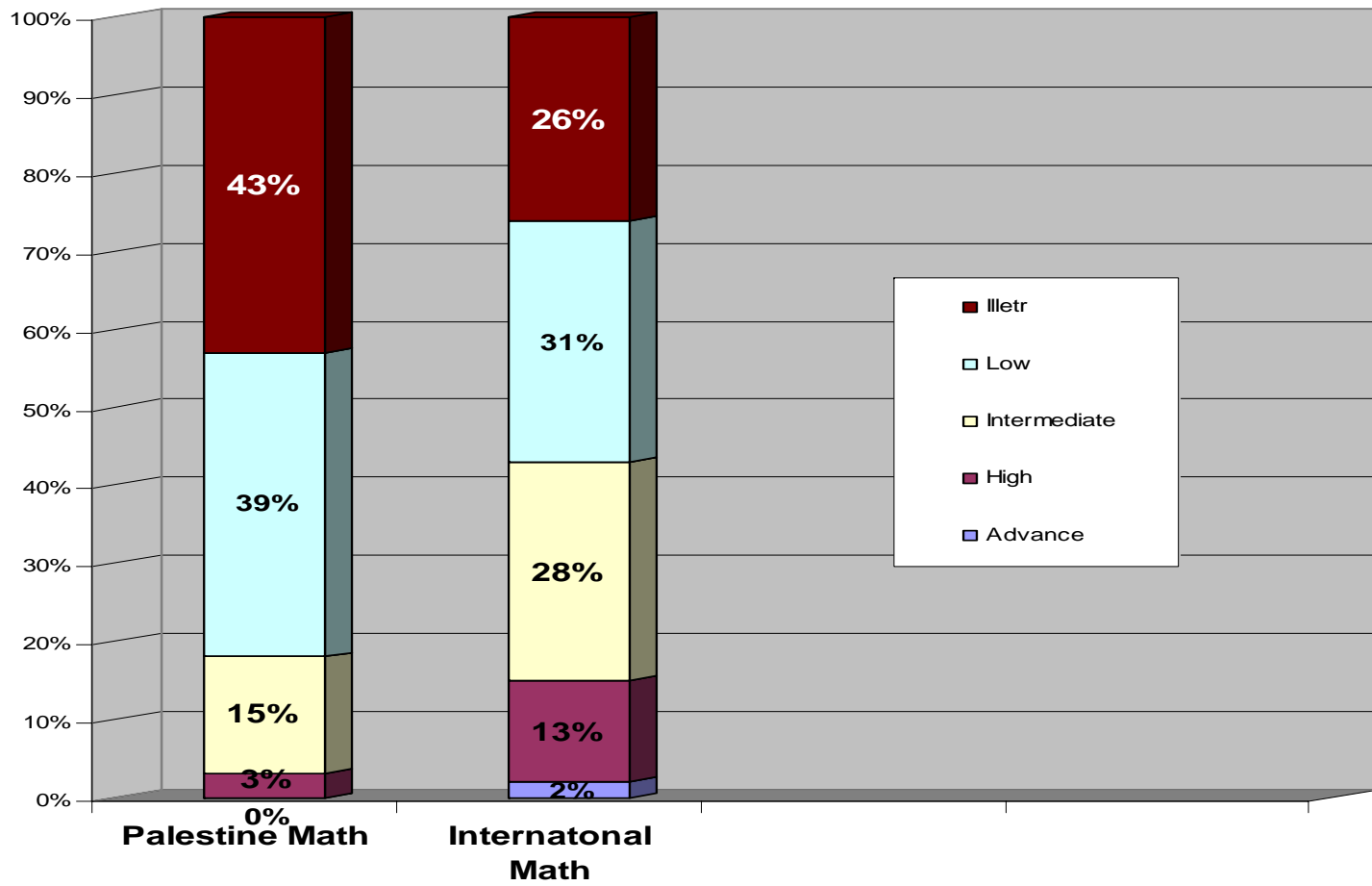
Building inclusive education system/ current situation/challenges

- 9% of school age population are in Jerusalem & area C.

- 5000 students in Jerusalem with no satisfying schooling facilities. Expensive measures in the 38 public school to maintain or improve learning environment.

- West Bank teachers were not granted entry to public schools in Jerusalem this year.

- 4 school locations in area C are threatened to be demolish. 20 location in area C are not granted permits for construction and maintenance.

- An average of 1000 students are crossing the wall gates in daily.

- 36 schools in 8 districts are directly affected by the wall.

ECCE- Current situation/challenges

- Enrolment rate of 4-5 years children is 40%, only 5% in nursery.

- Very limited government involvement in the service, wide community and parents involvement, active as a regulator.

- Disparity in access and quality of the service between rural and urban areas.

- Lack of national strategy and curricula framework to guarantee coordination .

- Limited opportunity for specialized pre-service education, and ad hock and scattered in-service training.

- Diversified and limited resources knowledge and skills.

Building Inclusive Education System/ Major strategies for the next 3 years

- Adopt measures to enhance free and safe access for all including in Jerusalem, Gaza and Area C.
- Continue efforts to enhance infrastructure.
- Pay attention to access and quality of ECCD.
- Enhance quality of student learning achievement.
- Promote accountability measures at all levels.
- Targeting students well-being as apriority, and pre-requisite for quality improvement.
- Use new strategies for evaluation.
- Utilize ICT in education development.
- Review the curricula.
- Adopt a comprehensive school development approach.
- Enhance partnerships within a SWAP.

Building Inclusive Education System/ Gaps & technical assistance needed

□ **Legal and policy framework.**

□ **Needs and Rights Assessment on Inclusive Education (who are the children excluded from and marginalized within the education system? What are the main obstacles to reach the right to education?)**

□ **Monitoring & Reporting .**

□ **Advocacy for the right to education for all/inclusive education system**

□ **Involvement of communities**

□ **Curriculum/materials development**

□ **Coordination**

Prioritisation Criteria for ESDP

	Priority 1	Priority 2	Priority 3	Priority 4
Main Policies:				
Education for all	Maintain access to GE in line with natural increase	Essential activities for retention of students in GE	Access related activities for PS and NF education Complementary activities for GE	Physical infrastructure for education management
Quality	Essential testing and school health issues	Implementation of teacher education strategy Revision of curriculum Main health and counselling programme	Increasing quality in PS and NF education	Non essential activities (e.g. sport events, study tours, student competitions, media campaigns)
Planning and management	Planning and management with existing capacity (no additional resource requirement)	Improvement of basic information management and decision making processes, instruments and equipment for GE	Complementary planning and management activities for GE Planning and management in PS and NF	Non essential activities (e.g. management evaluation studies, additional training, conferences and study trips)

Prioritisation Criteria for ESDP

	Priority 1	Priority 2	Priority 3	Priority 4
Education in Jerusalem		Improving school condition and maintaining Palestinian curriculum		
Special needs	Maintain basic infrastructure, equipment and teaching materials	Training teachers and counsellors	Provision of additional services and facilities at schools	Participation in student activities
Gender	Cross cutting			
Poverty reduction		Providing basic learning materials for NF education	Needs assessment and improving teaching/learning methods and curriculum for NF	Awareness raising activities