



United Nations  
Educational, Scientific and  
Cultural Organization



Sustainable  
Development  
Goals

Country Plan

# Palestine

*UNESCO's country plan for Palestine, is a costed, two year plan (2018-2019), which aims to respond to the education needs of the country. It is in line with the UNESCO Strategic Framework for Education in Emergencies in the Arab Region (2018-2021) and its strategic goals and expected results.*



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## Context & Data

According to the UNCT Common Country Analysis<sup>1</sup> for Palestine, all Palestinians are, to some degree, vulnerable on account of the occupation. The occupation impacts the movement of people and goods, fragments the territory geographically and socio-politically, stunts economic growth and restricts Palestinian use of critical resources. This undoubtedly affects access to equitable and quality education for all students in the West Bank and Gaza. One of the strategic priorities of the UNDAF for 2018-2022<sup>2</sup> is therefore framed around social development and protection, which includes ensuring access to safe, inclusive, equitable and quality services. In the current political context, barriers to the right to education are increasing, especially during recurrent political violence and discrimination.

The 2016 Humanitarian Needs Overview<sup>3</sup> states that attacks on education in Area C, in East Jerusalem and Gaza have tripled since

2013 affecting more than 33,000 children. The Ministry of Education and Higher Education (MoEHE) has documented that in September and October 2015, over 10,000 students and teachers' access to education were compromised due to checkpoints, detention, settler harassments, threats and attacks on schools with rubber bullets and live ammunition, the majority of them taking place in East-Jerusalem, Hebron and ARA in Gaza. In light of such rising tensions, thousands of students are left to feel unsafe in and on the way to school, and parents are afraid of sending their children to school. These fatal and traumatizing assaults on students and teachers affect learning results and restrict the physical integrity and mental health of Palestinian children.

In 2016, Palestine had 1.2 million school students and a high-level of basic educational attainment. The net-enrollment rate for basic education is 93.8%, while for secondary education

1.2M  
School-Aged Students

96.7%  
Literary Rate

93.8% (Basic)  
61.1% (Secondary)  
Net Enrollment

2M  
Need Humanitarian  
Assistance

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# UNESCO Key Achievements

## 2015-2017



30,000 children  
benefitted from inclusive  
and child-friendly education



119 pilot schools  
implementing inclusive and  
child-friendly teaching methods



48,000  
vulnerable higher education  
students benefited from 12  
Community Libraries



1,600 teachers and supervisors  
trained on innovative teaching  
methods in 119 pilot schools



Skills Forecasting Model  
developed to bridge the gap  
between supply and demand of  
the labour market



it is lower at 61.1%<sup>4</sup>. The literacy rate in Palestine is 96.7% for persons of 15 years and over<sup>5</sup>. In Gaza, the main years of schooling increased from 9.17 to 10.66 years and is actually higher than in the West Bank. The overall dropout rate in Palestine, for boys and girls of 6 years and over is 24.6%, majority of them being over 18 years old<sup>6</sup>.

Despite the high levels of primary education, both the infrastructure and the quality of learning have deteriorated significantly over the past ten years, especially in Gaza where to keep up with the student enrolment rate, 369 new schools should have been built over the past decade, however, only 137 schools were built, leaving a gap of 232 schools. In addition, many schools were damaged or destroyed during the escalations of hostilities, further increasing the pressure on education facilities. As a result,

classrooms now have an average of 38.9 students in public schools and 39.3 in UNRWA schools, with an increase in the number students of nearly 4% each year. Moreover, 61.7% of government schools and 70.4% of UNRWA schools in Gaza currently operate on a double shift system, limiting students' access to the classroom to only four hours per day.

<sup>1</sup> UNCT Common Country Analysis 2016: "Leave no One Behind: A perspective on Vulnerability and Structural Disadvantage in Palestine": [https://unsc.unmissions.org/sites/default/files/ccr\\_report\\_en.pdf](https://unsc.unmissions.org/sites/default/files/ccr_report_en.pdf)

<sup>2</sup> United Nations Development Assistance Framework State of Palestine 2018-2022: [http://www.ps.undp.org/content/dam/papp/docs/Publications/UNDP-papp-research-undaf\\_2018-2022.pdf](http://www.ps.undp.org/content/dam/papp/docs/Publications/UNDP-papp-research-undaf_2018-2022.pdf)

<sup>3</sup> Humanitarian Needs Overview 2016: [https://www.ochaopt.org/sites/default/files/hno\\_december29\\_final.pdf](https://www.ochaopt.org/sites/default/files/hno_december29_final.pdf)

<sup>4</sup> PCBS-Ministry of Education and Higher Education 2014/2015

<sup>5</sup> PCBS: [http://www.pcbs.gov.ps/Portals/\\_Rainbow/Documents/Educ\\_MI\\_E.htm](http://www.pcbs.gov.ps/Portals/_Rainbow/Documents/Educ_MI_E.htm)

<sup>6</sup> PCBS: [http://www.pcbs.gov.ps/Portals/\\_Rainbow/Documents/Education-1994-2013-09E.htm](http://www.pcbs.gov.ps/Portals/_Rainbow/Documents/Education-1994-2013-09E.htm)





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In the current context of Palestine, support for inclusive education and inclusive education systems appear to be even more critical than before. All children regardless of gender, ethnicity, disabilities, backgrounds and circumstances have the right to safe and accessible quality education.

The National Teacher Education Strategy (2008) revealed that 70% of teachers are not qualified, meaning that they lack an additional educational diploma, in addition to their subject matter degree. In addition, more training should be provided for teachers on child-centered approach (rather than the more traditional teacher centered training) by using innovative teaching methods like child-led activities and project-based learning, especially in times of emergency. UNESCO's roles as the technical advisor to the ESWG and as the Co-Chair of the Inclusive Education Thematic Working Group, facilitate the opportunity to support the MoEHE with the implementation of its Inclusive Education Policy by providing professional development programmes for teachers.

Accessing the right to higher education and lifelong learning opportunities is not always self-evident for vulnerable and disadvantaged students and should be enhanced. As the Co-Chair of the higher education thematic working group, UNESCO will provide technical support to the MoEHE, which is currently developing a Higher Education Policy.

High unemployment is another major cause of vulnerability among youth in Palestine. Unequal access to decent work is often associated with unequal access to the right networks and/or affiliation with political parties. The unemployment rate in Palestine, for persons 15 years and above, has reached 25.9% . Vulnerable students and youth who are unemployed due to the mismatch between their education and the labour market need to be supported through the development of a skills forecasting model, which will specify what vocations will be relevant in Palestine in the future. This can further feed into the TVET strategy of the MoEHE.



## Key Partnership and Coordination Initiatives

As the technical advisor to the Education Sector Working Group (ESWG), a national platform for all education stakeholders, UNESCO continues to support the Ministry of Education and Higher Education (MoEHE) by providing technical assistance, building capacities of national institutions and providing support in the areas of planning, management and coordination in the education sector.

Within the ESWG, UNESCO is the Co-Chair of the Sub-Thematic Working Groups on Inclusive and Higher Education cooperating with a variety of development partners and stakeholders, supporting the MoEHE with the implementation of the Inclusive Education Policy and the development of a higher education policy. In addition, together with national stakeholders, UNESCO is an active member of sub- thematic working groups on Early Childhood Development and Education in Emergencies.

Through Strategic Priority 4 of the new United Nations Development Assistance Framework (UNDAF), UNESCO will collaborate with all UN agencies to ensure that all Palestinians, have access to quality services, including health, education, and social protection systems, such as social insurance.

Within the Framework of the Joint UN Strategy for Hebron, which is a joint response to the persistent challenging development conditions and violence in the Hebron Governorate, UNESCO has developed two joint proposals with UNICEF.

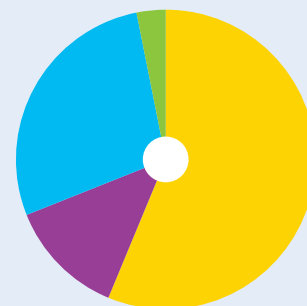
# Response Plan



Strategic Goals	Activities by Expected Results
<p><b>SG1: Children and youth affected by crisis access inclusive and quality learning opportunities</b></p>	<p><b>ER1 Increased support to access, and remain in, relevant educational opportunities</b></p> <p><b>1.1.1</b> Provide tuition support/ fee waivers to vulnerable higher education students in Gaza (Target: 6000 students; 50% female)</p> <p><b>ER2 Improved access to recognized and certified diverse learning pathways</b></p> <p><b>1.2.1</b> Provide lifelong learning opportunities to vulnerable communities through the establishment of community libraries in the West Bank and Gaza</p>
<p><b>SG2: Learners affected by crisis are empowered with values, knowledge, and skills for life and work</b></p>	<p><b>ER1 Enhanced learner knowledge, values and skills to prevent violent extremism and promote social cohesion and global citizenship</b></p> <p><b>2.1.1</b> Provide higher education students with training on emergency preparedness and INEE</p> <p><b>2.1.2</b> Provide vocational and entrepreneurial skills training for unemployed youth (Target 1500; 50% female)</p> <p><b>ER2 Enhanced learner preparedness for better livelihood opportunities</b></p> <p><b>2.2.1</b> Provide TVET opportunities to youth based on the outcomes of the Skills Forecasting Model</p>
<p><b>SG3: Education actors provide quality education for better learning outcomes</b></p>	<p><b>ER1 Enhanced educator capacity to respond to learner needs</b></p> <p><b>3.1.1</b> Provide training to teachers on innovative teaching methods such as inclusive and child-friendly education</p> <p><b>3.1.2</b> Provide training to teachers and awareness-raising sessions for students and community members on education in emergencies according to INEE standards</p> <p><b>3.1.3</b> Provide training to teachers on psychosocial interventions using play, sports and drama</p> <p><b>3.1.4</b> Provide capacity building support to teachers and principals to strengthen emergency preparedness and response</p>
<p><b>SG4: Education systems are responsive and resilient to crisis</b></p>	<p><b>ER1 Strengthened national capacities to plan, monitor and evaluate evidence-based resilient education systems</b></p> <p><b>4.1.1</b> Support the MoEHE with implementation of the Education Contingency Plan</p> <p><b>4.1.2</b> Provide capacity building trainings to MoEHE officials at regional &amp; national level</p> <p><b>ER2 Enhanced national capacities to develop and operationalize sector-wide policies and strategies</b></p> <p><b>4.2.1</b> Develop Skills Forecasting Model</p> <p><b>4.2.2</b> Strengthen capacities of national institutions in emergency preparedness and INEE</p> <p><b>4.2.3</b> Support development of the national policy agenda</p> <p><b>4.2.4</b> Support strengthening the existing EMIS system</p> <p><b>4.2.5</b> Support MoEHE to implement the Inclusive Education Policy</p> <p><b>4.2.6</b> Support MoEHE with the development of a higher education policy</p>

## Resource Requirements (2018-2019)

UNESCO resource requirements for the implementation of its response plan in Palestine



SG1	\$8,998,642.00
SG2	\$2,026,645.00
SG3	\$4,457,888.00
SG4	\$50,000.00
<b>Total</b>	<b>\$15,533,175.00</b>

