



مركز إبداع المعلم
Teacher Creativity Center

Achievements Report 2018

In Terms of National Education Policies & Reform

Teacher Creativity Center -TCC

Theoretical framework for education in Palestine

- I. A factsheet paper on the status of the right to education in Gaza Strip in light of the dominant political and socio-economic circumstances. This factsheet addresses three basic challenges to the right to education in Gaza Strip including challenges related to domestic legal framework for education in Palestine, violations of this right in Gaza Strip and the in-effect accountability measurements.



- II. A shadow report on the status of the right to education in Palestine from the standpoint of SDG4.
- III. Formation of the national Parents' Council to represent parents' councils and local communities in terms of monitoring and providing feedbacks on the government performance when it comes to various education issues.

Educational Curricula & Textbooks:



- I. Conducting a survey on the extent of the Palestinian Curriculum's response to the Sustainable Development Goal # 4 "SDG4".
- II. Conducting a survey to identify the positions of the various Palestinian social sectors towards the Palestinian curriculum with a focus on the new textbooks, teaching methods, and the school environment.
- III. An analysis of the Palestinian curriculum from the standpoint of Human Rights & Gender Equality

Quality education outcomes in terms of Human Rights, Equality and Justice:



I. The announcement of a financial award for the best media work devoted to holding the government accountable for its obligations related to one or more of education issues.

II. A joint position paper with the MoEHE concerned with increasing financial allocations by the MoEHE for the fulfillment of the right of persons with disabilities to education. *The Ministry announced the reallocation of 3,000,000.00 USD annually for the fulfillment of this right in response to this paper.*



III. Conducting a qualitative research study on quality education outcomes from the standpoint of the local labour market needs.

IV. Production & distribution of the “Inclusive Education Guidance for Children with Intellectual Disabilities” with best action and practises to promote inclusive education learning

environment for children with disabilities in Palestine. *The guidance was approved by the MoEHE and it is actually used by classteachers in 17 education directorates.*

- V. Producing a joint scientific paper with the MoEHE under the title “Fulfillment of inclusive Education for Children with Intellectual Disabilities in Palestine”.
- VI. Establishment of the “*Mothers Committee for the Rights of Children with Disabilities-MCRD*” in the northern WB. This committee is mainly devoted to increase persons with disabilities’ involvement in defending their rights. It commenced its advocacy & community mobilization activities in the mid of 2018.
- VII. Establishment of 14 resources rooms for the enhancement of inclusive education for children with disabilities in 14 schools in the northern WB.
- VIII. Conducting and releasing the research study: Socio-emotional learning in Palestine-Priority & Necessity.
- IX. Establishment of the SEL Teachers e-Forum jointly with the supervision department of the MoEHE.
SEL= Socio-Emotional Learning
- X. Empowerment of 131 Jerusalemite Classteachers working in 39 governmental school in East Jerusalem (Al-Awqaf Schools) in using the Socio-Emotional Learning Theory & Skills to overcome the effects of various socio-emotional learning challenges faced by Jerusalemite students -in the age 7-12 years- including poverty, divorce, addiction of one family member, forced displacement,...etc.





XI. 598 Palestinian children –in the age 7-12 years- from Al-Awqaf Schools in Jerusalem have shown evidence of improving their socio-emotional wellbeing and academic performance as a result of their involvement in the extracurricular, home-based and class-based socio-emotional learning programmes that were implemented by TCC at these schools over 2018.

- XII. Production & distribution of the “Jerusalemite Teacher Protocol” with best action and practises that can be used to equip children with socio-emotional learning skills.
- XIII. Production & distribution of TCC’s Annual Agenda, which contains about one hundred short media messages aimed at raising citizens’ awareness of various concepts and theses related to the socio-emotional learning theory and skills.

- XIV. Engaging more than 500 female and male students, 15 Integrity Clubs were established by TCC- *in joint cooperation with local communities and target schools*- in 15 schools in WB in order to increase students’ involvement in promoting integrity in the public service-delivery in their communities.



- XV. Attractive, inclusive, safe and stimulating school environment was created in 8 female and male schools in the northern, central and southern West Bank. The creation of this environment was accomplished through influencing three overlapped core elements of school environment at each school: 1) attractive and stimulating school infrastructures capable of improving students’ emotional well-being and increasing their motivation for learning, 2) qualified and motivated teachers able to apply a child-centered approach to learning and a violence-free class learning environment and 3) responsible students with skills and abilities to think critically and to resolve conflicts peacefully. It’s worth noting that community mobilization activities applied by TCC in the target neighborhoods fruited a noticeable community involvement in the creation of such a learning environment in the target schools. The magnitude of material and financial contributions of these communities was evident

Local Financing for Education:

A position paper on *“Local Financing for Education- Tax Justice & Education Tax”*. The paper mainly addressed the challenges to using education tax as a means to increase local financing for education: lack of executive regulations for the relevant articles in the Palestinian education law; unwillingness of a significant portion of local councils to collect this tax; lack of separate accounts for this tax in some local councils and collection efficiency.



Local, regional and international representation.

The active participation of TCC in the following national, regional and international networks and mechanisms continued over 2018:

- ❖ The Palestinian Network of Nongovernmental Organizations “PNGO”;
- ❖ The Arab Campaign for Education for All (ACEA);
- ❖ The Global Campaign for Education for All (GCE);
- ❖ The Regional Secretariat of the Civil Society Education Fund (CSEF) for MENA and East Europe. The role of the Secretariat is to support and provide grants for education coalitions in MENA and East Europe to implement activities that contribute to the achievement of SDG4
- ❖ The World Social Forum (WSF)
- ❖ El-JOUSSOUR Mashreq-Maghreb Regional Network
- ❖ The International Council for Adult Education (ICAE)
- ❖ The Collective Consultation of NGOs on Education 2030 (CCNGO/Education 2030)
- ❖ SDG-Education 2030 Steering Committee

- ❖ The Steering Committee of the Regional Partnership for SDG4
- ❖ The Global Action Week (GAW) in Palestine and the Arab World.
- ❖ Presidency of the Global campaign for Education (GCE) through TCC's general director Mr. Refat Sabbah, who became the president of the GCE IN 2018.
- ❖ The UN High-Level Political Forum on Sustainable Development (HLPF), which is a subsidiary body of both the United Nations General Assembly and the United Nations Economic and Social Council responsible for the entire organization's policy on sustainable development
- ❖ Steering Committee of the Mediterranean New Chance (MedNC)

For further details

- <http://www.pal-pec.ps/>
- <http://www.teachercc.org/>
- <http://www.arabcampaignforeducation.org/index-en.html>
- <https://www.campaignforeducation.org/en/>