

Achievements Report 2019

*In Terms of Improving Social Outcomes of Quality Education*

*In Palestine*

**Teacher Creativity Center –TCC**



**First: TCC as a key player in the policy changes related to the promotion of SDG4 & the Right to Education & as a source of information on Education in Palestine:**

#### A) Contribution to National Policies & Policy Changes



- 1) A position paper on education tax and its contribution to the improvement of school environment.
- 2) A claim paper submitted to the Ministry of Education in relation to the adaptation of school curricula & textbooks to become usable by children with intellectual disabilities.
- 3) Commitment of the Ministry of Education to make a thorough review of annual and biannual evaluation tools applied by it in relation to the needs of children with disabilities. As a result of TCC's continuous advocacy effort, there is a growing tendency in the Ministry to develop these evaluation tools to become CWDs-oriented and more responsive to the variations among their needs.
- 4) Ministry of Education seemed so interested in the Cinema clubs created by TCC in 20 schools in 2019 and is planning to organize similar activities in future annual winter and summer camps organized by it.
- 5) Contribution to the development of the articles related to the Right to Education in the draft of the "Persons with Disabilities" law, in cooperation with Institute of Law/ Birzeit University and the Ministry of Social Development.
- 6) A position paper on the Right to Education within the framework of the Global Action Week- Palestine.
- 7) A position paper on UNRWA's financial crisis and its impacts on the right of Palestinian refugees to education.

## B) TCC as a source of information on education for other relevant stakeholders nationally and internationally

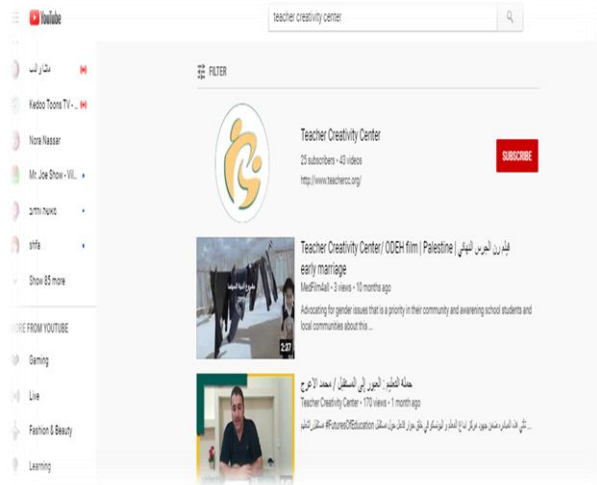
Visual, audio and written productions:



- A training manual for science teachers within the framework of the “Right to Education” Programme
- A training manual for school teachers on the international legal & policy frameworks that govern and regulate women’s rights, advocacy and in how to use audio-visuals productions in promoting women’s rights and G.E in Palestine.
- A code of conduct for female and male journalists and media institutions operating in Palestine within the framework of the “Right to Education” programme.
- Internal procedures manual for media clubs that were established by the center in a number of Palestinian universities in WB & Gaza Strip
- A documentary booklet documenting students’ achievements through the integrity clubs established within the framework of “Citizenship” programme.

- A documentary booklet documenting students’ social initiatives aimed at promoting rights-based alternatives to challenges to women’s rights and G.E in Palestine using audio-visual productions/ Within the framework of “Citizenship” programme.
- Research Study: Reality of Education & National Education Coalitions in Arab Countries in MENA
- Research Study: Analysis of School Curricula & Textbooks from the Standpoints of Gender Justice & Equality.
- Research Study: The Israeli Aggression on Gaza Strip & its Effects on Sustainable Development.
- A report based on polling citizens’ opinions on the national education curricula & textbooks from various perspectives (Mainly Human Rights) within the framework of “Ask the Government” campaign.
- A report on the violations of the right to education in the Jordan Valley, especially in the Bedouin Communities.
- Working jointly with the Palestinian Disability Coalition on the development of the Spotlight Report concerned with Palestinian government’s commitment to rights of PwDs in light of the UN Convention on the Rights of Persons with Disabilities.
- Participation in the development of the Spotlight Report concerned with the Palestinian government’s commitment to the rights of children in light of the UN Convention on the Rights of Child.
- Four short films promoting gender justice were produced by four cinema clubs within the framework of “Citizenship” Programme

- o) A promotional film summarizing the accomplishments of “Cinema Clubs” project within the framework of “Citizenship” programme.  
<https://www.youtube.com/watch?v=BGvfPOGsTY8&t=7s>
- p) A promotional film summarizing the achievements of Ta'allom project with the “Right to Education” programme.
- q) Nine short documentary films on the violations of women’s rights in Gaza Strip
- r) A film concerned with enacting the role of parents’ council in holding duty-bearers accountable to their obligations in the field of the Right to Education in Gaza Strip.



- s) Development of the new webpage of Teacher Creativity Center.
- t) Development of the new webpage of the Education Palestine Coalition
- u) Improvement of the Socio-emotional Learning (SEL) Teachers’ e-Forum
- v) Creating of TCC’s Youtube Channel
- w) Improvements on the social media channels of TCC and the Palestinian Education Coalition.



**Second: Social Outcomes of Quality Education TCC focused on in 2019**

**a) Promoting social responsibility & citizenship among Palestinian students.**

1. Within the framework of “Citizenship” programme, 49 Integrity Clubs and shadow councils were formed from school students in 49 Schools in WB to monitor integrity and transparency in the public service-delivery projects implemented by the government or local authorities in the target neighborhoods.
2. 49 female and male teachers and 14843 female and male students were empowered to monitor integrity and transparency in the public service-delivery projects implemented by the government or local authorities in the target neighborhoods through a series of TOTs and school-based trainings in the social audit technique.



3. 14843 female and male students have been engaged in monitoring integrity and transparency in public service-delivery projects through 49 initiatives launched by the aforementioned integrity clubs. All of the launched initiatives were HRs-oriented and Gender-sensitive. A significant portion of them, especially those implemented by female integrity clubs were gender-transformative.
4. In terms of the 34 clubs formed within the framework of the “Integrity Clubs” project supported by Integrity Action, a fix rate of 41% was achieved.
5. Communities, where the integrity clubs and shadow councils were formed, were mobilized by these clubs to participate in the Government Accountability Campaign that was launched by the Palestinian Civil Society and other community stakeholders to hold the government accountable for its first 100-day plan.

**b) Promoting Gender Justice & Equality**



1) 20 female and male teachers from 20 schools in WB & Gaza Strip, 20 school managements, 5 education supervisors and 500 female and male children were empowered in the international legal & policy frameworks that govern and regulate women's rights, advocacy and in how to use audio-visuals productions in promoting women's rights and G.E in Palestine.

2) 500 female and male youth from the 20 schools in WB & Gaza Strip were engaged in promoting rights-based alternatives to various challenges to women's rights & G.E in Palestine through 19 social initiatives that were organized by 19 student

groups using audio-visual productions and filmscreening (18 screenings) to promote these alternatives.

3) 20 Cinema Clubs were created in 20 female and male schools in WB & Gaza Strip. Integrating school youth, educational cadres, parents' councils and other social stakeholders, the creation of these clubs aimed at creating and promoting the use of audio-visual productions and filmscreening to the end of reducing challenges to women's rights and G.E. In Palestine.

**c) Promoting the rights to freedoms of thought, expression and assembly:**

1) Empowerment of 30 female and male young journalists and media students from three local universities in the field of digital security and protections means applied in webpages and social media channels through a series of capacity development trainings.

2) Establishment of three media clubs in three local universities: Arab-American University, Palestine Technical University (Kadoori) and Gaza University. The establishment of these clubs aims to keep promoting the application of digital security means among young journalists and media undergraduates through periodic training workshops in this field.

3) Improvement of the internal procedures and governance of three associations (Journalists Association, Teachers' Union and the General Union of Palestinian Women) to allow more representation and influence of youth and women in the decision-making structures and mechanisms of these associations through:

- I. A specialized capacity development training for new members of these associations.
- II. Three social dialogue initiatives launched by new youth members of these associations to these ends.



d) Promoting socio-emotional & cognitive well-being of Palestinian Children.

**Note: Cognitive well-being implies increasing children understanding of natural systems and equipping them with various associated skills like analytical, reasoning and problem solving skills. Science education strongly contributes to both.**

- 1) Improved science education for Palestinian children in WB & Gaza Strip through:
  - a) Rehabilitation of 14 science labs in 14 schools in both WB and Gaza Strip.
  - b) Building the capacities of 32 science teachers (from those who teach science for the primary schooling stage) in running science experiments making use of the raw materials available in the surroundings and through a child-centered approach.
  - c) Building the capacities of 16 school principals in monitoring science education in their schools
  - d) Organization of two science exhibitions: One in WB and one in Gaza Strip. Children made use of these exhibitions to offer their achievements and innovative (alternative) ideas and experiments to approve certain scientific concepts and notions.



- 2) Improved the cognitive and socio-emotional well-being of 1280 children from Gaza Strip through remedial education, socio-emotional learning skills, therapeutic camps and counselling sessions.
- 3) Increased parents' understanding in Gaza Strip of socio-emotional learning challenges, the most prevalent psychological symptoms experienced by their children and coping mechanisms and practises to overcome these challenges and symptoms.
- 4) Reinforcing partnerships between Community-based Organizations and schools in eight neighborhoods in WB as a means to strengthen the school/community partnership in the Palestinian society, which was manifested in the implementation of various joint extracurricular programmes aimed to promote quality education outcomes through enhancing children's right to play.
- 5) Eight extracurricular programmes concerned with promoting children's right to play were launched by 8 CBOs in joint cooperation with 8 schools in 8 neighborhoods in WB.



**e) Inclusiveness in education facilities, learning environment, curricula & textbooks and positions of schools' cadres.**

- 1) A claim paper submitted to the Ministry of Education in relation to the adaptation of school curricula & textbooks to become usable by children with intellectual disabilities.
- 2) Working jointly with the Palestinian Disability Coalition on the development of the Spotlight Report concerned with Palestinian government's commitment to rights of PwDs in light of the UN Convention on the Rights of Persons with Disabilities.
- 3) Participation in the development of the Spotlight Report concerned with the Palestinian government's commitment to the rights of children in light of the UN Convention on the Rights of Child.



**f) Jobs' Creation & improving living conditions.**

- 1) Providing temporary 6-month jobs for 104 unemployed Gazan graduates from specializations like Mathematics, English, Science, Arabic, Psychosocial Counselling and Social Working.
- 2) 379 female and male teachers benefited from the various capacity development programmes offered by TCC, which will contribute to their career development and thus the living conditions of their families.
- 3) Securing three scholarships for three female students experiencing harsh living conditions



### Third: TCC Stimulating Educational Renaissance in MENA



Organization of the educational CSOs sector in MENA in the Arab Education Movement –led by ACEA- to increase its influence and participation in planning and monitoring national policies related to the promotion of SDG4 and quality education outcomes.

- 1) Institutionalized the Arab Campaign for Education for All (ACEA) to be able to lead the Arab Education Movement in MENA, through:
  - a) Developing ACEA’s participatory strategic plan for 2020-2022.
  - b) Restructuring ACEA to be a unit-based organization
  - c) Electing a new board of directors
  
- 2) Member organizations of the newly emergent education movement (education coalitions and organizations) were empowered to efficiently, effectively and sustainably participate in planning and monitoring quality education outcomes in MENA countries through:
  - a) Having their capacities built in strategic planning and spotlight reporting.
  - b) Being restructured and having their memberships widened to include organizations representing women, youth and children from the most marginalized areas.
  - c) The establishment of an electronic regional forum to strengthen knowledge share, experience-exchange and mutual support among member coalitions of the newly emergent Arab Education Movement.
  - d) Carrying out the global action week by member coalitions in seven MENA countries.



#### Fourth: Local, regional & international representation & participations



##### a) Local, regional and international representation.

The active participation of TCC in the following national, regional and international networks and mechanisms continued over 2019:

- ❖ 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)



- ❖ Membership in the Palestinian Disability Coalition.

#### b) Local, regional and international participations by the General Director: Mr. Refat Sabbah

1. The meeting of the Coordination Group of the CCNGO, which took place on the 7<sup>th</sup> and 8<sup>th</sup> of March 2019 at UNESCO headquarters/ Paris.
2. Meetings of the SDG Education 2030 Steering Committee
  - 2.1 The 6<sup>th</sup> SDG Education 2030 Steering Committee (SC) meeting took place at the UNESCO Headquarters (Paris, 11-12 March 2019).
  - 2.2 The 7<sup>th</sup> meeting of the SDG-Education 2030 Steering Committee (SC) took place on the eve of the last SDG decade and followed an in-depth review of SDG 4 at the High-level Political Forum (HLPF) in July 2019.
3. **Arab Regional Partners Support Group on SDG 4 – Education 2030:** The Sixth Regional SDG4-Education 2030 Partners Meeting took place in Dubai, in the period from the 23 to 24 of April 2019.



4. **Adult Education and Development Conference (AEDC)** that took place in Weimar, Germany in the period from 7 to 8 May 2019.

5. **Advisory Board of the Global Education Monitoring (GEM) Report:** In April 2019 Refat sabbah was appointed to become a member of the advisory board of the GEM report, and was invited to attend its 4<sup>th</sup>. meeting that took place at the UNESCO Headquarters, Paris on June 13-14, 2019.

#### 6. **Arab Regional Meeting on Education 2030 (ARMED)**

The Arab Regional Partners Support Group on SDG 4–Education 2030 implemented a series of activities, meetings and training workshops at large scale in order to expand the scope of participation in the Arab Region, and sometimes to even reach some African countries, aiming to secure broad participation of SDG4 national coordinators in the Arab Region and selected African countries. The most recent activity implemented during its 4<sup>th</sup>. meeting was a training workshop about the importance ED-ALIGN, meaning the importance of aligning Curriculum/Learning, Teacher Policies and Practices, and Assessment. This workshop took place in Beirut, Lebanon for a period of 3 days (17-19 June, 2019) and was a continuation of a previous one on the same theme.

7. **The 8th Education International (EI) World Congress**, which took place in Thailand in the period from 21-26 July, 2019.
8. **ASPABAE Annual Regional Coalitions Meeting**, which took place during the period 20-23 August in Da Nang, Vietnam that was hosted by the Vietnam Association for Education for All (VAEFA).



9. **Convergences World Forum 2019 (12th. Edition)**

Invited by Convergences as guest of honor, Refat attended the 12<sup>th</sup> edition of the “Convergences World Forum 2019”; A global event that gathers over 5000 French and international stakeholders committed to achieving the Sustainable Development Goals and building a 3Zero World (Zero Exclusion, Zero Carbon, Zero Poverty).

10. **International Forum on Inclusion and Equity in Education (Every Learner Matters)**, which took place in the city of Cali in Colombia during the period 11-13 September 2019.

11. **Inter-Regional Meeting for the CSEF Programme**, which was organized by the GCE during the period 16-18 September 2019 in Johannesburg, South Africa.

12. **Global Teacher Prize Celebration in Georgia**

Refat was invited by the Georgian Coalition for Education for All to attend the event organized by the coalition to celebrate the selection of teachers’ winners in Georgia, on October 4-5, 2019 in Tbilisi, Georgia.

Refat met the 5 finalists’ teachers and offered a speech during the celebration day.

13. **Consultation Meeting on Adult Education (Branding ALE)** that took place during the period 14-17 October 2019 in Bangkok, Thailand

14. **World International Summit for Education (WISE)**



Refat attended the launch of the Arab States 2019 GEM Report that took place on November 21, 2019 during the World International Summit for Education (WISE). I also wrote an article for the blog (World Education Blog) concerned with education and migration.

**15. CCNGO 9th. Global Meeting**

The CCNGO Global Meeting took place in the period from 2-4 December, 2019 in Hammamet, Tunisia in a full partnership between UNESCO and GCE.

**16. GCE Board Meeting** that took place in the period from 6-8 December 2019 in Hammamet, Tunisia.

**17. 11<sup>th</sup> International Forum of NGOs (Challenging Inequalities)**, which was organized by the NGO Liaison Committee in partnership with UNESCO.

**For further details**

<http://www.pal-pec.ps/>

<http://www.teachercc.org/>

<http://www.arabcampaignforeducation.org/index-en.html>

<https://www.campaignforeducation.org/en/>

