



Teacher Creativity Center-TCC

Strategic Plan (2020-2022)

Introduction:

The purpose of this Strategic Plan 2020-2022 is to establish the overall strategic direction of TCC in terms of the most effective, efficient, impactful and sustainable interventions that can best contribute to the promotion of social outcomes of quality education over the next three years. This plan provides the highest level of guidance to the governing bodies of TCC as well as its administrative and executive teams, as it establishes the basis for effective and efficient working strategies and methodologies in light of the current political and socio-economic circumstances, the available funding opportunities and the limited human and financial resources.

TCC has always sought to maintain a unique positioning among Palestinian CSOs as an advocator for the right of Palestinian children, youth and elderly to inclusive and equitable quality education, a fundamental actor in promoting a healthy, stimulating and attractive school learning environment, and a driving force for change in the societal and public officials' attitudes towards education and its assumed role according to the relevant provisions of the international law including Article 26 of the Universal Declaration on Human Rights, Vienna Declaration & Programme of Action 1993 and the sustainable development goal 4 (SDG4). To this end, TCC wages much effort to develop innovative projects, effective work methodologies and models aimed at promoting this right.

TCC's strategic plan is updated every three-years, within a fluctuating political context that has left none of the Human Rights of the Palestinian human being without negatively influencing it, including the right to education. And despite the efforts made at local, regional and international levels to promote this right, such unstable political conditions have always forced a sharp decline in terms of quality education outcomes, especially those outcomes related to decent work, Gender Equity & Equality, social justice, democratic participation, respect for pluralism and mutual understanding and friendship with all nations, racial and religious groups, a fact that means, in other words, that the fulfillment of Palestinians' right to education is still elusive. TCC's Strategic Plan 2020-2022 is not an exception to the rule; it's been developed to respond to the increasing challenges to the right to education in light of the seesaw political conditions, the ambiguity surrounding the fate of peace agreements between the Palestinians and Israelis, a national economy brought to a standstill and an eruption of poverty and unemployment rates. Further, the new Strategy comes while the internal political division is the dominant case, a fact that constitutes an added challenge to the fulfillment of the right to education as well as other Human Rights, especially in Gaza Strip, where hunger, poverty and unemployment have proved to be capable of disrupting any effort made to promote the right to education. On the other hand, TCC launches this Plan in light of a continuing global financial crisis accompanied by a decline in the budgetary allocations developed countries used to devote to help developing countries, which intensifies competition for funding between various CSOs, and increases the ferocity of competition between CSOs and governmental and international organizations for these sources as well.

Under such circumstances, TCC presents its strategic plan 2020-2022 in an attempt to enhance Palestinians' right to education in a manner that ensures no deviation from the international laws and HRs standards in this regard.

First: On the Teacher Creativity Center (TCC)

The Teacher Creativity Center "TCC" is defined as a non-for-profit, non-governmental Palestinian registered organization that is mainly devoted to transforming the role of education in Palestine and MENA to become a socially-responsible education.

Added-Value Statement:

TCC is the only organization in Palestine that is committed to promoting the social outcomes of quality education in Palestine and MENA, transforming by that education purposes, goals and strategies- in these countries- to become more socially-responsible. In alignment with target 4.7 under SDG4 and article 26 of the Universal Declaration on Human Rights, ***Socially-responsible education*** implies that education shall be directed to the full development of Human Personality and the acquisition of knowledge and life skills needed

to promote sustainable development and sustainable lifestyles, global citizenship, respect for Human Rights and International Law, culture of peace and non-violence, appreciation of cultural diversity and mutual understanding, tolerance and friendship with all nations, racial and religious groups. In alignment with these mutually-reinforcing and guiding visions of *Quality Education Outcomes & Socially-Responsible Education*, TCC advocates for a community-driven, rights-based and outcome-oriented planning for education in Palestine and MENA. And in so doing, the center takes advantage of its membership in various local and regional alliances, partnerships and campaigns “*Like the Palestinian Education Coalition, The Arab campaign for Education, ANHRE Network and the Arab Regional SDG-Education 2030 Partners*” to empower education coalitions in Palestine and MENA and build their capacities in planning, monitoring and reporting on quality education outcomes, advocacy & social accountability, international advocacy and resources’ mobilization to maintain institutional and financial sustainability. TCC also takes advantage of its membership and strong influence in the regional and international alliances and partnerships concerned with education (Like the Presidency of GCE and the UNESCO’s Collective Consultation of NGOs on Education -CCNGOs) to increase support for education coalitions in MENA and to strengthen the presence of these coalitions in these alliances and partnerships.

Official Status:

TCC is registered officially to the specialized department of the Ministry of Interior according to the regulations of the charitable societies’ law No. 1 for the year 2000 under the serial number RA-2247-E
Registration & License date: 18/8/2002

History:

Established in 1995 by a group of primary and secondary school teachers working in public, private, and UNRWA schools to the end of transforming the purposes of education in Palestine to become more socially-responsible, the center has demonstrated professionalism and keenness in the delivery of its services since its beginnings, which, in 1997, pushed the Ministry of Education & Higher Education to invite TCC to participate in the “*Preparation & actualization of the Palestinian school curricula*”, a project that was being carried out at that time, and to introduce its vision on how education can be more socially-responsible. In 2000, TCC participated in evaluating the civic education curriculum for the 6th grade upon a request from the Ministry of Education and Higher Education. In 2001, the centre developed its first 5-year participatory strategic plan. Through that plan the centre defined and adopted its vision and mission statements. In terms of long and short-term strategies, the plan gave a special attention to the extent of the Ministry of Education’s commitment to integrate concepts of democracy, citizenship and equality, as well as the

values and principles of Human Rights into the curricula and school environment, a fact that was manifested in the plan's special focus on monitoring the governmental performance in terms of the aforementioned themes. The plan also gave a focus on enhancing the competencies and skills of the educational cadre especially in themes like: Role of education based on article 26 of the Universal Declaration on Human Rights, Citizenship, participatory management of public schools and democratic practises at school environment level. Since 2001, the centre passed through four strategic planning cycles. The last three plans added new developmental themes to the work of TCC including: improving livelihoods through forming active civil positions and attitudes of school students and youth towards corruption and values of transparency, accountability and integrity in the public service- delivery, strengthening the role of education in promoting respect for IHRL/IHL especially among female and male youth, enhancing inclusion and equity in the national education system, promoting the rights of HRs defenders, vocational training for school dropouts, mainstreaming citizenship values and HRs into the vocational education, combating school dropout and child labour, gender equality and socio-emotional learning theory and skills.

Vision

Productive, tolerant, initiative-taking, and responsible Palestinians who are committed to their national identity and actively participating in building a democratic and civic society

Mission Statement

TCC is a Palestinian socially-responsible educational NGO working on the empowerment of key actors and communities to achieve quality education outcomes and promote the rights to equity, equality and inclusion.

Core Values:

Values	Internal	External
Responsibility and accountability	<ul style="list-style-type: none"> • Administrative and financial system that is clear and used by everyone • Archiving of all organizational support documents 	<ul style="list-style-type: none"> • Social responsibility, response to social and educational issues present in social life • Responsibility towards TCC and stakeholders • Information and report

		sharing on website and other communications channels
Fairness	<ul style="list-style-type: none"> • Fair financial and administrative system connected to fair salary scale • Job descriptions, structure, expectations • Staff evaluation system that is fair • Fair and incentive system based on evaluation system • Fairness in rules and duties distribution • Fairness in capacity building and staff development opportunities 	<ul style="list-style-type: none"> • Fairness in selecting target areas and groups • Fairness in beneficiaries' participation in capacity building and other activities
Transparency and integrity	<ul style="list-style-type: none"> • Transparent reporting and information sharing for all stakeholders, key actors and target groups • Accurate information used and published in reports • Integrity in use of funds • Integrity in staff evaluation and flow of information/communica 	<ul style="list-style-type: none"> • Transparent reporting and information sharing for all stakeholders, key actors and target groups • Accurate information used and published in reports • Integrity in use of funds • Integrity in staff evaluation and flow of information/communica

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<p>Respect and acceptance</p>	<ul style="list-style-type: none"> • Avoid unhealthy internal relations (gossips) • Clear boundaries, responsibilities, lines of responsibility without overlapping • Create culture of respect in organization that is reflected in the work with external stakeholders 	<ul style="list-style-type: none"> • Complaints feedback mechanisms • Assessment attitudes and views towards TCC • Create culture of respect in organization that is reflected in the work with external stakeholders • Ensure that in all activities, participants will be respected in their ways of thinking, doing. Evaluation of event will ensure respect component
<p>Participation</p>	<ul style="list-style-type: none"> • Participatory process at all levels, including proposals, needs assessments, reporting, evaluation, etc • Sharing information to people to ensure awareness and ownership • Sharing of information, responsibilities, engaging staff in development of 	<ul style="list-style-type: none"> • Development approach based on community participation instead of top-down approach • Sharing information to people to ensure awareness and ownership

	<p>projects and reporting on activities and achievements</p> <ul style="list-style-type: none"> • 	
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Strategic Goals:

- 1) Promoting commitment to SDG4 in Palestine & MENA region as a main vehicle for the promotion of quality education outcomes, which constitute the essence of the right to education.
- 2) Enhancing the engagement and influence of Palestinian youth in the social change
- 3) Improving the socio-emotional and academic performance of children facing difficult circumstances
- 4) Achieving operational excellence of the center administratively and financially.

Programs:

1) Right to Education Program: This program is mainly concerned with promoting national and regional commitment to SDG4 as the main vehicle for the promotion of social outcomes of quality education, which collectively constitute the essence of the right to education. These outcomes include among others: Future generations with the adequate knowledge and life skills needed to promote sustainable development and lifestyles, culture of peace & non-violence and respect for Human Rights; the extent of education responsiveness to the society’s developmental concerns, the sensitivity of education to the labour market needs, the social inclusion of less advantaged female and male children and youth (Like children and youth with disabilities), Gender Equality, social justice and equal opportunities. In so doing, this program works on empowering CSOs, youth and women in Palestine and MENA to get actively engaged in planning, monitoring and advocating for quality education outcomes as enshrined in SDG4, ameliorating school environment, especially in Palestine, to ensure enhanced accessibility for marginalized children including children with disabilities, increasing the sensitivity & responsiveness of educational policies in Palestine and MENA to SDG4 & the international legal policy framework related to education and strengthened the role and presence of TCC and education CSOs in MENA in local, regional and international lobbying networks, instruments, partnerships and

campaigns concerned with SDG4, with a focus on under-emergency countries including Palestine, Yemen, Sudan and Somalia.

Areas of intervention:

The Arab Education Movement/ Empowerment of CSOs in Palestine & MENA/ School environment/ educational policies' development in Palestine & MENA/ inclusive education/ networking/ regional & international advocacy/ women's rights/ curricula & textbooks/ community engagement in monitoring schools' performance.

2) Citizenship Program: This program is mainly concerned with helping young Palestinians to develop 1) private and public civic orientations to participate in civic life; take up the roles, rights and responsibilities that are associated with active citizenship; internalize basic democratic values such as tolerance, fairness and transparency and exercise their rights and responsibilities in a responsible manner; 2) civic Knowledge and understanding of their political context as well as their social, economic, political and civil rights and 3) civic skills including the ability to explain, analyze, interact, evaluate, defend a position, and monitor inputs and outputs. In so doing, the program works with the Ministry of Education, UNRWA, local communities, the private sector and other relevant stakeholders to create educational environments that adequately respond to youth concern to be active citizens. Basic elements of this environment include school curricula, school environment, teachers' capacities and attitudes, social awareness and society-school complementary roles.

Areas of intervention:

Responsible citizenship/ integration of citizenship values, skills and practises in Palestinian curricula and textbooks/ youth civic participation/ social responsibility/ social accountability/ social auditing/ child-centered learning approach/ teachers' professional development/ education policies' development/ global citizenship/ research

3) Psychosocial Support Program

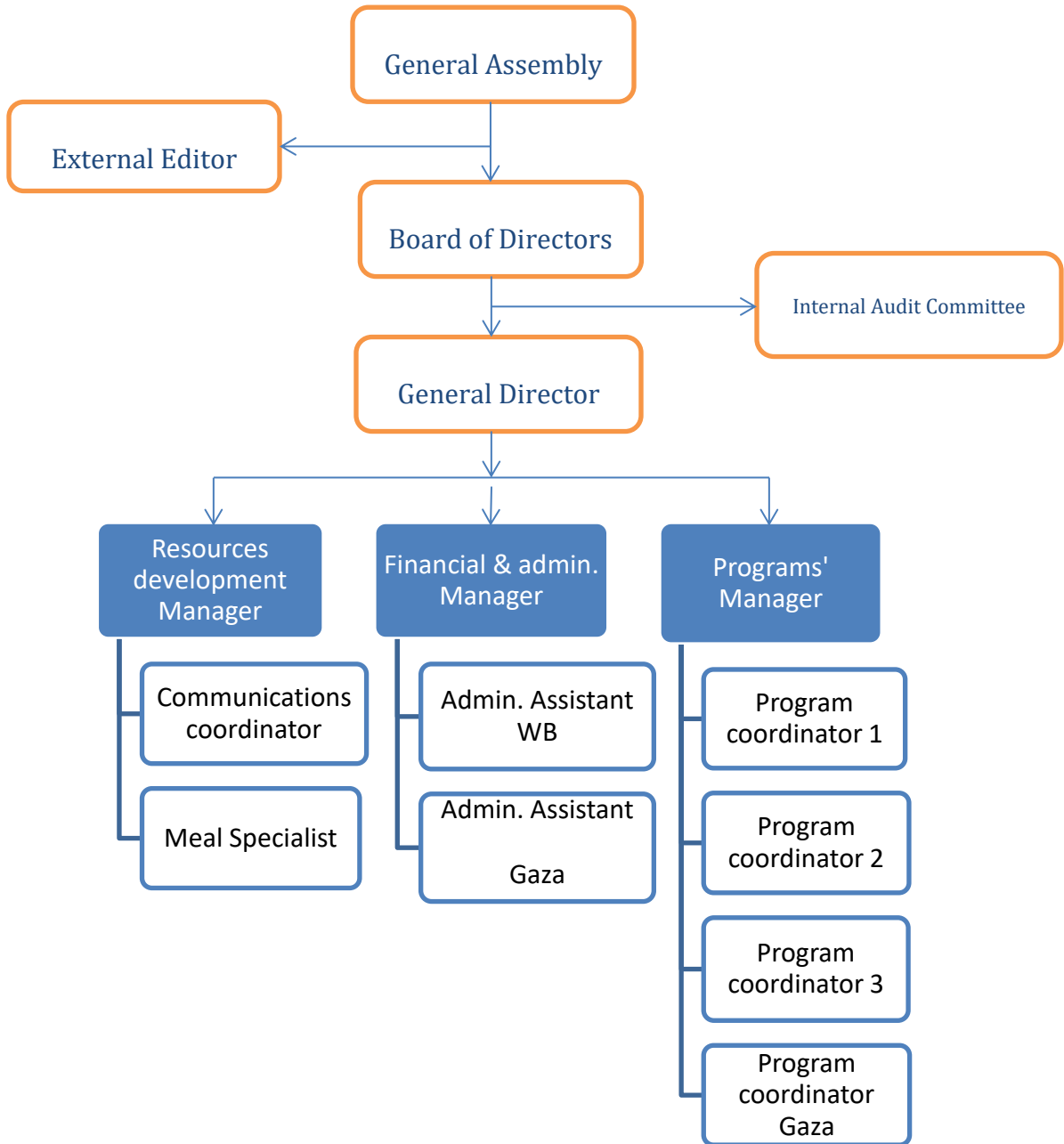
This program is mainly concerned with helping Palestinian children experiencing war-related traumas and socio-emotional learning challenges associated with the miserable living conditions and political violence restore their normal life conditions including their normal socio-academic performance. In so doing, the program provides psychosocial support for traumatized children, child prisoners (or ex-detainees), families, caregivers and schools' cadres. It also works on equipping teachers, children and parents with effective coping mechanisms and strategies as well as socio-emotional learning skills like self-efficacy, self-regulation, perseverance, grit, social intelligence, social awareness, collaboration, reasoning, planning and decision-making. Moreover, the program works on raising local communities' awareness of various relevant themes and issues. It also

cooperates with the MoE and UNRWA to integrate such coping mechanisms and skills into the Palestinian curricula.

Program focus/ Areas of intervention:

Community response to Education under emergency conditions/ psychosocial support for traumatized children and child ex-detainees/ equipping children facing socio-emotional learning challenges with socio-emotional learning skills/ Building the capacities of the Ministry's cadre, supervisors, school counsellors and teachers in Socio-emotional learning theory and skills and psychosocial support including effective psychotherapy modalities like EMDR, Narrative therapy and Cognitive-behaviour therapy/Equipping caregivers with coping mechanisms and tools to overcome psychological symptoms of their children as well as other socio-emotional learning challenges/Increasing communities' awareness of psychological health and socio-emotional learning/ research/ education policies' development.

Organizational Structure



Membership in Local, Regional and International Networks & Organizations:

- ❖ TCC is a member of the Palestinian Network of Nongovernmental Organizations “PNGO”;
- ❖ TCC is the founder and actual coordinator of the Palestinian Education Coalition;
- ❖ A co-founder and a leading member of the Arab Campaign for Education for All (ACEA);
- ❖ Member of the Global Campaign for Education for All (GCE);
- ❖ The chair organization of the *Regional Secretariat of the Civil Society Education Fund (CSEF) for MENA and Eastern Europe*. The role of the Secretariat is to support and channel grants for education coalitions in MENA and East Europe to implement activities that contribute to the achievement of the SDG4.
- ❖ A member of the World Social Forum (WSF) through its presidency to Alternatives International Network;
- ❖ *A founding organization of El-JOUSSOUR Mashreq-Maghreb Regional Network and*
- ❖ *A member of the International Council for Adult Education (ICAE)*
- ❖ *Presidency of the Global campaign for Education (GCE)* through its general director Mr. Refat Sabbah.
- ❖ TCC is the focal point for the Arab CSOs in the UNESCO’s Collective Consultation of NGOs on Education (CCNGOs).
- ❖ It’s also the focal point for the Arab CSOs in the Arab Regional SDG-Education 2030 Partners and a member of the Arab Regional Arab SDG-Education 2030 Support Group, which is a key mechanism to strengthen coordinated support for education 2030 across the Arab region.
- ❖ In addition, TCC is a member of the Multi-Stakeholder SDG-Education 2030 Steering Committee/ UNESCO, as well as the Advisory Board for the GEM report.

Partnership with the Ministry of Education (MoE) & UNRWA

TCC continues to maintain a very fruitful cooperation with the MoE and UNRWA. Cooperation takes place on various levels, namely: education policies’ development, especially those policies concerned with quality education outcomes, research and knowledge-share, capacity building and the joint design, implementation and monitoring of projects aimed at promoting quality education outcomes. Till 2017, projects implemented jointly with the MoE and UNRWA were limited to projects concerned with promoting Human Rights principles and values among youth and children, democratic practises including citizenship and social accountability, remedial education, teacher professional

development, child labour and school dropout, inclusive education and curricula adaptation to the international law, SDG4 and developmental concerns of the Palestinian society. In 2018, cooperation with both was extended to include projects concerned with equipping children with socio-emotional learning and life skills and improving science education in Palestinian primary schools.

Second: Preparation Methodology

The process of strategic planning was preceded by a thorough analysis of the current status of the right to education in Palestine & MENA as well as a comprehensive assessment of the organization's work in terms of programs and organizational structure efficiency. The assessment also took into consideration the organization's position as a pioneer CSO concerned with advancing quality education outcomes in Palestine. A beneficiary-driven, participatory and right-based approach was applied to the development of this strategic plan, commencing at the target audiences level (Teachers, school principals, youth, parents' councils and community-based organizations) and ending at the General Assembly & Board of Directors level. Relevant stakeholders (Ministry of Education, UNRWA, UNICEF, UNESCO, Palestinian Curriculum Development Center, Donors (Oxfam Quebec, The Swedish Organization for Individual Relief) were also involved in this process. In some detail, the process ran as follow:

1. A full analysis of the current status of the right to education and SDG4 in Palestine& MENA based on local and international research; reports issued by Ministries of Education, UNRWA, UNICEF, UNESCO, OCHA and GCE; research studies, need assessments and evaluation reports produced by TCC, partner organizations, education coalitions and donors; and Education Under Attack report 2018.
2. A full review of the Education Sector Strategic Plan 2017-2022 set by the Ministry of Education/ Palestine as well as the strategic plans of other sectors like health and social development. A full review of the UNRWA's Med-term Strategy 2016-2021, the Strategy Note-UNICEF-State of Palestine-Country Programme 2018-2022, MOE's Inclusive Education Policy and UNRWA's Teacher and Inclusive Education Policies was also held.
3. Two strategic planning workshops were organized in Amman with the participation of representatives of ACEA and education coalitions operating in the MENA countries targeted by TCC, regional educationalists and members of TCC's board of directors and executive staff. Education reality in MENA in general and the target countries in particular, challenges to the right to education, SDG4 and the coalitions' performance, governments' strategic trends and priorities from the standpoints of the right to education and SDG4, and the institutional and financial capacities of participating education coalitions were the focus areas of these workshops.

4. Two strategic planning workshops were organized in the cities of Ramallah and Gaza with the participation of teachers, school principals, heads of education directorates, youth, women and educational CSOs and representatives of the Palestinian Teachers' Union. Challenges to the right to education and SDG4 in Palestine, teachers and schools' attitudes towards SDG4 and the right to education, teachers' capacity development needs, schools' environment, threats faced by students and living conditions of teachers and students were the focus areas of both workshops.
5. One-day workshop was held to analyze both the internal and external environments of the organization. On the internal environment level, elements of strength and weakness in the areas of governance, human resources, administrative & financial systems and internal information flow were discussed. Challenges facing the organization in these areas were highlighted and the recommendations necessary to meet these challenges and improve the organizational performance were made.
6. Three strategic planning workshops were held at TCC's headquarters in Ramallah city with the participation of members of the board of directors, projects' coordinators, programs' managers, the general director and a local expert in strategic planning. Problem/Objective analyses (Problem/Objective trees) for TCC's programs (Right to Education, Citizenship, Psychosocial Assistance and Institutional) as well as a thorough stakeholder analysis made.
7. One Workshop to formulate the organizational values, strategic objectives, mission statement and vision. A cost-benefit analysis for each program was also made during this workshop, which was held in Jericho with the participation of members of the board of directors, projects' coordinators, programs' managers, the general director and a local expert in strategic planning.
8. The final planning workshop was held at TCC's main headquarters in Ramallah. It was attended by members of the Board of Directors, members of the general assembly, project coordinators, programmes' managers, the general directors and representatives of two of our partner organizations (Oxfam and the Swedish organization for Individual Relief (IM-SOIR). In this workshop, the following tasks were accomplished:
 - The adoption of the final versions of the organization's vision and mission statement
 - A discussion on the strategic objectives as formulated based on the results of the previous workshops
 - An analysis of all stakeholders.
 - Analysis of the cost/benefit at the program level.
9. The planning team put the finishing touches on the problem and objective trees; defined the main problems using the cause-effect relationship, and formulated the matching intermediate outcomes and outputs.

10. Formulation and approval the final strategic plan by the Board of Directors.

Third: SWOT Analysis

The Internal Environment:

The internal environment of the organization has carefully been analyzed in order to accurately identify strengths and weaknesses in the following areas:

Organizational governance: Governance is one of the main elements of strength in the organization. This judgment can be justified by several facts including the fair representation of the target audiences, educational institutions, community stakeholders concerned with education, social movements and the private sector in TCC's governing bodies including the general assembly and board of directors, with a balanced gender-structure maintained. In addition, the organization is politically, religiously and socially neutral, providing its services without any consideration for social, religious, ethnic or political variations. The constituent bodies of TCC (GOVERNANCE AND EXECUTIVE BODIES) operate with full commitment to the organization's statutes, bylaws, anti-corruption code of conduct, administrative, financial and procurement guidance manuals, gender and anti-harassment procedures. The main weaknesses concerning governance are manifested in the fact that members of the general assembly and board of directors lack some necessary skills to carry out supervision and guidance, financial analysis and communications. TCC will overcome these deficiencies by 1) allocate parts of its financial resources to build the capacities of members of both governing bodies in the aforementioned thematic areas. In addition, TCC will keep working on attracting new members with diversified experience to its General Assembly and Board of Directors.

Human Resources and management: Human resources constitute an essential element of TCC's strength. Diversity in professional disciplines and experience, accumulated experience in the field of the right to education and the existence of a well-equipped branch office in Gaza Strip and coordinators in the north and south of the West Bank is another

element of organizational strengths at the Human Resources level. However, there is some shortage in areas like media & communications, programs' management and logistic support, which sometimes disturbs the organization's performance and leads to a delay in performing certain tasks. Some job descriptions, especially at the coordination level, are in need for reevaluation in order to take advantage of the staff's strength elements in the best way possible. On the other hand, a salary scale that considers qualifications, experience, performance and the organizational hierarchy exists. There is also a reasonable professional incentive and bonus system. However, both should be subject to reevaluation in a manner that ensures full responsiveness to professional development, accumulated experience and achievements. TCC is working nowadays on bridging all the aforementioned gaps by increasing budgetary allocations for the staffs in such a way as to bring new experiences; updating job descriptions and reevaluating the incentive and bonus system.

Administrative and financial systems: They are present and effective. TCC believes, however, that despite their effectiveness at the various levels "administratively, financially and technically", there is a need for a comprehensive review of the related policies and procedures in line with the best civil practices and in harmony with the structural changes expected to occur during the first year of the strategy. This is an important step due to the significant and rapid change in the civil work environment and the emerging requirements that characterize the external funding environment. TCC is committed to remain civil society organization and to assume a bigger role in the coming years.

The External Environment:

The external environment has deeply been analyzed as well. Conclusions and recommendations on the most significant opportunities and serious threats have been summarized as follow:

a) The Most Significant Opportunities:

1. Presidency of the Global Campaign for Education: Refat Sabbah's winning of the presidency of the Global Campaign for Education constitutes one of the most significant opportunities. It will help TCC keep upgrading knowledge of the latest international developments in relation to education, SDG4 and the international movement concerned with both. Moreover, this winning is expected to enhance the international recognition of TCC as a key actor in advancing quality education outcomes, which in turn, would lead to increasing support for education in Palestine and MENA and expanding TCC's donors' community and partnerships.
2. The Palestinian Educational Coalition & the Arab Campaign for Education: TCC is a co-founder and the actual coordinator of the Palestinian Education Coalition. This coalition includes in its membership 72 CSOs including women, youth, disability and rural development organizations. Having this leading role in the coalition is strongly capable of widening TCC's target audiences, increasing social support for its programmes and activities and increasing awareness of local CSOs of SDG4 and education issues, which would contribute to increasing support for education in Palestine.
3. Local, regional and international alliances and partnerships: Being an active member in various regional and international alliances and mechanisms concerned with education and SDG4 (like the UNESCO's Collective Consultation of NGOs on Education and the Arab Regional SDG-Education 2030 Partners) is also one of the most crucially significant opportunities. Enjoying such an active role is also capable of promoting TCC at regional and international levels, which would help increase support for its programmes at local, regional and international levels.
4. Credibility of TCC among Palestinian and Arab citizens in general and educational stakeholders (Including education coalitions, ministries of education, educationalists, teachers' unions and universities) in particular is another significant opportunity. It's worth noting that this credibility is attributed to TCC's full commitment to education issues –regionally and locally- as well as the quality of its support and programmes at both levels.
5. Attractive and innovative projects and programs undertaken by TCC, a fact that facilitates the process of mobilizing funds.

6. Adopting community-driven development and community-based HRs activism regarding the designing and implementation of our programmes and initiatives is capable of increasing our target audiences and diversifying our developmental sectors, which is also capable of mobilizing support.
7. We further do not seek to compete with other organizations, but rather seek their engagement, building networks and establishing partnerships, so as to facilitate success of our and their programs.
8. There is an increasing demand for TCC's interference, programmes and activities at local and regional levels, especially in light of the worsening political and socio-economic conditions, which constitute the basic threat for the right to education at both levels.

b) The Most Significant Threats:

1. Dominance of the traditional vision on the role of education in some Arab societies, which may generate resistance to change in concepts regarding the role of education. Teachers' negative attitudes towards the role of education as enshrined in SDG4 are a product of this traditional vision in some societies.
2. Limited mobility and access due to the security conditions in Palestine and some of MENA countries.
3. The negative perception of civil work as a result of the failure of some organizations to clarify their objectives and the outcomes of their work to the public, or due to lack of transparency in the work of others.
4. Severe competition with foreign and local organizations for scarce sources of funding
5. Some of the in-effect laws and procedures related to the civil society in Palestine and some MENA countries like Egypt may seriously hinder the work of TCC.

Fourth: Right to Education's Status in Palestine:

Education under occupation:

Conflict and insecurity situations will continue representing major obstacles to the realization of the right to education as well as the Sustainable Development Goal 4 (SDG4), which was adopted by world leaders (as part of the 2030 agenda for development) in September 2015 at an historic UN summit. The Palestinian case represents no exception to this rule. Both the right to education and SDG4 are expected to encounter a wide range of challenges that could hamper their full realization as a result of the ongoing conflict and military occupation. The frequent military attacks on Gaza Strip and discriminatory policies inflicted upon the Palestinians in the west Bank have so far hindered investments in education and are expected to continue doing so in the future. Schools are still not available in adequate numbers and are difficult to access by thousands of students. The barriers related to accessing education are varied and may be physical, administrative and socio-economic in nature. Children are unprotected and at risk of violence from the armed conflict while on their way to and from and also inside their classrooms. The learning environment for children is difficult, with negative consequences for the outcomes of quality education.

Spending On Education/ Educational Budgeting Processes & allocations:

Spending on education in Palestine constituted approximately 21% of total public expenditure in 2017. About 85% of this percentage has been allocated for running costs and salaries. UNESCO provides that in 2015 only 1.32% of national GDP was allocated for education. The limited spending on educational development programs in Palestine against what is really needed to achieve quality education outcomes as required by 2030 agenda has negatively influenced development and reform of education. With the increase in student enrolment rates, the budget per student is decreasing in a manner that endangers the achievement of quality education outcomes for students and for the society. Such budget limitations are also capable of hampering the efforts made to integrate marginalized groups like persons with disabilities to the education system and to achieve gender justice at both the inputs and outcomes levels of quality education. Ensuring enrolment of children with disabilities for example, needs obvious financial policies that allow for more spending on inclusive school and classroom learning environment, resource rooms, teachers capacities and attitudes and the infrastructures needed to reinforce inclusive learning environment. Ensuring girls equal access to education, on the other hand requires implementation of policies and programs that are capable of repositioning teachers, parents and families in terms of girl education. Such policies should include the development of a rights-based curricula and school environment. At the level of needed infrastructures, a significant portion of schools (especially in the marginalized and Bedouin

areas) suffer from inadequate sanitary facilities (sinks and toilets); their condition is in most cases significantly below international standards. The percentage of schools that have computer laboratories does not exceed 56 % in the West Bank and 62% in the Gaza Strip. Audio visual equipment such as TVs, VCRs and projectors, which are important educational tools are also limited. In areas like East Jerusalem and Gaza Strip, the majority of schools experience an overcrowding in classrooms, which is one of the most serious challenges to quality education outcomes in the these areas and in Palestine in General.

Early childhood and Preschool Education

International standards of preschool education give the criteria of all aspects of education such as curriculum, teaching methods, communication techniques, infrastructure requirements and teacher education. Educational psychology research shows that care given to children in their early years can have great impacts on development of their personalities and their socio-emotional and cognitive skills. The Ministry of Education's Statistics (2016) reveal that less than 40% of Palestinian children receive preschool education. This leaves the majority of children in the childhood age without education. MoE states that this has significant impact on children and cause behavioral problems. According to the study, parents don't send their children to kindergartens because of the required fees on enrolment, which is relatively expensive as the vast majority of kindergartens, are private businesses. Other reasons also include lack of nearby kindergartens in many locations and lack of awareness about the importance of preschool education on parents' part. In addition, lack of qualified teachers for this phase of education is referred to the lack of college degrees in the Palestinian Universities. MoE's statistics show that most of the teachers in kindergartens are not qualified and do not carry a college degree. As for the infrastructure of kindergartens, the standards put by MoE specify a group of criteria for a child friendly accessible safe and reinforcing environment. However, most of the existing kindergartens don't implement these standards.

Education, Citizenship & Human Rights:

The role of education "general or tertiary" as a powerful tool for the long-term prevention of human rights abuses and violent conflicts and the promotion of global citizenship values, sense of belonging, cultural heritage preservation and sustainable development is enshrined in various international conventions and instruments including SDG4. According to Article 26 (2) of the Universal Declaration of Human Rights, "*Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace*". This role assigned to education is also emphasized in Vienna Declaration and Programme of Action, which was adopted by the

World Conference on Human Rights in Vienna on the 25th of June 1993. Article 33 "Part I" of this declaration provides: "The World Conference on Human Rights reaffirms that States are duty-bound, as stipulated in the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights and in other international human rights instruments, to ensure that education is aimed at strengthening the respect of human rights and fundamental freedoms"

Once again, and in contrast to the global trends regarding the role of education, the Palestinian education system has so far had no significant role in promoting respect for Human Rights, fundamental freedoms, citizenship and participation. A research study published by Law & Public Policy Program/ Northeastern University in 2011 under the title *"Human Rights & Democracy in Palestine: their value for the new generation"* found that schools have had almost no effect on the importance of Human Rights and citizenship practises to West Bank and Gaza youth. According to the study, this finding indicates that there is a need to re-examine the in-effect educational curricula and textbooks, the core elements of the educational process "including school environment and teaching methodologies" and even the attitudes of those in charge of teaching and managing the educational system from the point of view of democracy values and Human Rights. In addition, the study emphasizes the necessity to enhance the ability of the Palestinian education system to develop greater knowledge and appreciation of the importance of HRs and global citizenship values among Palestinian youth through equipping students with the knowledge and skills regarding the various values of HRs and global citizenship. The study also pays attention to the importance of introducing these values to students not only in a traditional manner, but also through practise on daily basis.

In fact, greater attention is being paid by new literature and research to the Palestinian educational curricula and textbooks proceeding from the fact that school curricula and textbooks are one of the most important elements of socialization and reshaping approaches towards various issues like Human Rights, democracy values and Gender Equality. An analysis and evaluation of the new Palestinian Curricula and textbooks performed by the Israel/Palestine Center for Research & Information "IPCRI" concludes that despite the fact that the content of Palestinian school textbooks introduces the concepts of human rights and points to Human Rights conventions and treaties; still this coverage is not comprehensive. In other words, textbooks ignore or bypass sensitive components of the International law including components related to peace, tolerance, denouncement of violence and gender equality. Moreover, the analysis reveals that the teaching methodologies through which these concepts are introduced to learners rely on indoctrination, which reinforce the postulate that the content of the Palestinian curriculum and textbooks and the way this content is introduced to learners are to a large extent isolated from the socio-cultural, political and economic surroundings and cannot, thus, be

in-serve of community concerns, nor can they contribute to *strengthening of respect for human rights and fundamental freedoms*.

Gender & Girls Education:

In the Palestinian case, there should be no question in terms of the educational gains made by women and girls and the existence of a motivated pool of women well prepared to contribute to society. Despite such a magnitude of educational achievements however, Palestinian women are still marginalized and their participation at various levels is limited. Women and girls' presence has increased at all education levels in Palestine. There is evidence that the enrollment of girls in secondary and tertiary education "except vocational education" nowadays exceeds that of boys. According to statistical data drawn from the Palestinian Central Bureau of Statistics' publications on school attendance in 2016, 92% of girls aged from 15 to 17 were enrolled in school, compared to 83.5% for boys. The higher presence of girls in education is also reflected at the university level. During the academic year 2011/2012, out of 158,132 students, 86,098 were female and 72,034 were male. The failure to turn these educational advances into reality in terms of women's empowerment, protection and participation is indeed manifested in all public life domains in Palestine. As for the labour force participation, the PCBS statistics in the 1st quarter of 2015 show that the gender gap in the labor force participation in Palestine is still among the highest in the world, as men's participation rate exceeded women's by over 52 percentage points "71.7% for males; 18.8% for females"¹. The same statistical reports highlighted the persistent gap between both sexes in the unemployment rates "22.8% for males; 36.2% for females". On the other hand, employment prospects are very limited for those women who do enter the labour market. A gender gap between both sexes in relation to wages also exists. According to a report issued by the International Labour Office in 2012 under the title: the Situation of Workers of the Occupied Arab Territories, the average daily wage earned by Palestinian women from the West Bank is equivalent to only 77 per cent of that of their male counterparts. As for the decision making, women are still largely outnumbered by men in positions of responsibility in all fields. For instance, women comprise only 8.3% of all ministers, 0% of ministerial representatives and 6% of assistants to the ministerial representatives. Within all ministries, women comprise 30.6% of staff. Additionally, women account for 11% of all judges, 12% of all prosecutors, and 11% of all lawyers.

Another indicator of the negligible impact the Palestinian education system has on the lives of Palestinian women is GBV at family settings. Indeed, there are slight differences in levels of family violence between highly educated and less-educated women, but the differences are not substantial enough to conclude that education protects women from violence in the home. Statistics show that 62.5% of women with primary education or less report

¹ Rates for males and females aged 15 years and above

psychological violence by their husbands compared to 58.4% of women with secondary and tertiary education. Reported instances of physical abuse for women with primary education or less are 25.8% compared to 19.1% for women with higher education levels. According to local and international research, the limited impact of education on the lives of Palestinian women can be interpreted in terms of the fact that the in Palestine education of girls is not viewed as a Human Right, an investment or a form of social security. Additionally, gender stereotypes are still dominant in the in-effect Palestinian education system. In school curricula, for instance, women image is till limited to that traditional image viewing women's roles limited to household activities. Another example is the lack of investment in girls' education as they are less prioritized in terms of grants and scholarships to study locally and abroad. Furthermore, the lack of effective legislation capable of eradicating gender-based discrimination in the various domains of public life is a strong contributor to women's unequal participation despite educational gains

Inclusive Education for children with disabilities

The Palestinian Central Bureau of Statistics (PCBS) indicates in its disability survey (2011)² that more than one third of the Palestinians with disabilities didn't receive any education (37.6%), 35% of them in West Bank and 42% in Gaza. The survey findings show also that one third of those who were enrolled to schools dropped out again, and that 22% of the dropouts were attributed to the individuals' disability. In addition, the report shows that 53.3% of the persons with disabilities in Palestine are illiterate. Palestinian Ministry of Education reported in 2012 that 60% of the children with disabilities are not enrolled in education.³ According to the MoE statistics, in the academic year (2011-2012) there were 5019 students with disabilities in the schools. The Ministry states that the general circumstances' of discrimination and marginalization of persons with disability cause low levels of enrolment of PWD in education, dropout or low academic achievement. According to the MoE the unprepared school environment would increase psychosocial problems for PWD and would affect their wellbeing. Therefore, the Ministry is putting increased efforts towards making the school environment more accessible for PWD and towards increasing school preparedness in terms of resource rooms, counseling and inclusive classes. The Ministry states that there is ongoing cooperation with other stakeholders such as the Ministry of Social Affairs and civil society organizations in this regard. However, the Ministry of Education also points out considerable challenges that need to be addressed such as dependency of developmental programs on external funding and projects that has limitations in targeted locations, timeframes and/ or beneficiary groups. There is also the challenge of duplicity and lack of clarity of laws and regulations regarding PWD education.⁴

² PCBS (2011) Disability Survey: Report of Major Findings.
<http://www.pcbs.gov.ps/Portals/PCBS/Downloads/book1812.pdf>

Since 2007, MoE has started a partnership with UNESCO in developing the formal teacher qualification programs and systems and in developing child friendly and inclusive educational programs. In the pilot of this project, more than 1000 teachers received training on concepts of inclusive education. However, the strategic plans that have been developed by the Ministry don't reflect the policies and practical procedures needed to mainstream and implement such program in all schools.

Psychosocial assistance & socio-emotional learning:

Numerous studies have addressed the emotional and behavioral effects of traumatic experiences among children and youth. They have revealed that children living in war zones are at high risk of mental health problems, Such as: PTSD, insomnia, depression, low self-efficacy and self-esteem, anxiety and symptoms of depression, cognitive malformations, behavioral disorders, and disturbing psychological effects. These studies have also indicated that children and youth show problems in social relationships, Social phobia, Enuresis, social withdrawal, negative social interaction, aggressive behavior, insecure attachment, forgetfulness, physical disorders and psychological behavioral problems.

62% of the West Bank is located in Area C, where Israel retains its full administrative and military authority over these areas, and imposes policies that have exacerbated living conditions in a way that is difficult to address. The occupation has posed many challenges to the administration and the progress of the educational process in these areas, such as the policy of demolition of buildings, the complex the planning process, and the difficulty of obtaining the necessary licenses. The difficulty of obtaining permits to build schools or to renovate the already-existing ones have limited access to adequate education and to restrictions on the provision of basic education services to about 150,000 Palestinians. It also forced residents to build new schools without obtaining the necessary permits and making them vulnerable to demolition by the occupation authorities any time. It should be noted that the policies imposed on the construction process does not only mean the inability to provide the necessary services to the current population but also the inability to meet the needs resulting from the natural increase in population in those areas. Moreover, the construction of houses with insulating ceilings or the use of mobile tents is also prohibited (OCHA, 2010).

In addition, the Israeli settlers' attacks have become a serious threat to children's ability to reach their schools, especially in the Palestinian communities that are adjacent or near the settlements, and lead to psychological reflections and impact on children on early ages. Problems related to barriers, road blocks and separation wall have all delayed teachers and students to reach their schools, and have made it difficult for them to move towards their educational centers and reach their final destination, that consequently led to higher

dropout rates, particularly among girls in Area C compared with other areas in the West Bank. The report supplied by the Ministry of Education indicated that many Palestinians require permits from Israeli military forces to reach their schools, universities or work stations. The presence of the Separation Wall disrupts the system at schools. Teachers and students have to wait on the gates of the Separation Wall for long hours till they are allowed in. Students spend more time on the barriers and checkpoints than the time they spent in classrooms (Ministry of Education, 2017).

The situation in the Gaza Strip is not very different. Actually, it is more complicated for the education sector. Studies and development reports analyzing the Palestinian Territories indicate a decrease in the number of days of attendance for students and deterioration in their academic performance due to inadequate infrastructure, overcrowded classrooms and chaos caused by military operations IDF forces.

Many risk factors and indicators are present in schools; some of which are associated with the low academic performance which leads to academic failure and dropout from the educational system. Indicators on the growth of anti-social behavior and violent behaviors and aggression within schools were also identified, which requires the use of preventive intervention programs to reduce risk indicators and improve students' academic achievement in basic education. Children living in violent societies and undergoing social struggles are not only exposed to mental health problems such as depression and anxiety, but are also at risk of developing anti-social behavior. The low level of academic performance, and social skills among students, are a strong stimulus for scholastic failure (Mitchell, 2003).

In a survey conducted by the Palestinian Developmental Feminist Studies association (2008) entitled "The Impact of the Siege on the Palestinian Family", the women stressed that the siege led to an increase in early marriages of girls due to poverty, increased rates of divorce, high levels of domestic violence, especially against women and children. In addition to problems related to family separation resulting from the repeated arrests of one of the parents and the loss of the breadwinner, all of which have had a significant impact on the increase in the level of psychological and behavioral problems, especially nervousness of tension, anxiety, decline in the level of achievement and increased dropout rates among children. This study also shows high rates of child labor and school dropout due to economic reasons, increased rates of absenteeism, low success and achievement rates, and a steady increase in aggressive behavior and bullying among students, as well as a high rate of poor understanding and lack of concentration and attention among students. The blockade imposed on the Gaza Strip deprived its students to communicate with the outside world and local groups in the West Bank or the world, which means depriving them of opportunities for academic and professional development.

In a study conducted by Habayeb (2016) on the problems of education in the basic stage in Palestine, he pointed out a number of pertaining obstacles including: the multiplicity of programs and curricula which are not linked to the learner's life and the reality of his/her environment or the economic, social, historical, and political situation of the Palestinian community, the theoretical part predominates at the expense of the practical one, the increase of literary disciplines at the expense of other specializations, and practical and scientific skills. The obstacles includes also the fact that the educational system follows methods focusing on introducing theoretical information and development of the ability of automatic memorization and dictation through the system of examinations in force based on the classification and competition. And the classification of students as intelligent, stupid, and strong and weak, increased negative phenomena within our society such as selfishness, self-love and individual work and led to a lack of collective work, both within the school or other community institutions.

All this led to alienating students from learning and increased their hatred of the school, which led to problems and challenges that still stand in the way of the progress of basic education and made it difficult for the philosophy of education to achieve its objectives well.

As the school is one of the main factors that affect the socialization of students, which has a lot of tasks in the construction of contemporary personality, not only in terms of scientific aspects, but in other social, emotional, cultural and health aspects. The exclusive focus of the school on the educational role only, leads to undermining its essential essence. Thus, in addition to paying attention to the educational role, the school should focus on providing students with the socio-emotional skills necessary to create a good citizen capable of effective communication with others. Integrated efforts to improve and enhance academic learning and socio-emotional learning would lead to more successful schools (Hejab, 2013).

Many young students have not acquired the basic emotional and social skills necessary to sustain effective social relations, which is necessary for the growth of students as productive members of society. The basic stage of education is central to the development of these skills at a critical age stage which faces many challenges in psychosocial, biological, social and emotional development (Payton et al., 2000; Ross & Tolan, 2017).

Socio-emotional learning plays a significant role in improving the health of students, enhancing the sense of security, and consolidating citizenship. Although it plays an important role in improving past non-academic outcomes, socio-emotional learning plays a crucial role in improving academic performance and lifelong learning. It helps students to engage in positive social interactions, take good decisions, understand and manage emotions, and solve problems effectively; which help students to improve their academic

performance (Pellitteri & Smith, 2007). Socio-emotional learning acts as a protective shield for many indicators of risk experienced by a large segment of students in schools.

<p>Palestine and MENA to SDG4 & the international legal policy framework related to education</p>	<p>Number of project proposals developed and submitted per Coalition</p> <p>Number & quality of strategic plans developed by coalitions.</p> <p>What policy changes have happened at national levels in relation to the commitment and implementation of SDG4? (Qualitative)</p>	<p>0</p> <p>Descriptive analysis before</p>	<p>8</p> <p>Descriptive analysis after</p>	
<p><u>1.3.</u> Reinforced the influence of TCC and education CSOs in MENA in local, regional and international lobbying networks, alliances, partnerships and campaigns concerned with SDG4</p>	<p>Quality and credibility of country reports produced by coalitions tackling the right to education (Qualitative)</p> <p>Number of researches, reports and case studies uploaded on the regional e-forum by coalitions.</p> <p>Number of participations (per coalition or organization) in regional and international events organized by regional, international networks, alliances and partnerships</p>	<p>Descriptive analysis before</p> <p>0</p> <p>12/year</p>	<p>Descriptive analysis after</p> <p>30</p> <p>22/year</p>	

		concerned with SDG4						
1.4 Enhanced Palestinian education system's outreach and accessibility in a manner that ensures the right of all children to inclusive and equitable quality education		<p>What policy changes have happened at national level in relation to inclusive education? (Qualitative)</p> <p>Number of schools committed to the inclusive education plans developed at education directorate level.</p>	Descriptive analysis before	Descriptive analysis after				
			14	65				
	Outputs	Activities	1st year	2nd year	3rd year	Budget 2020	Budget 2021	Budget 2022
Oc.1.1	OP.1.1.1. Bridged the information gap in relation to the status of the right to education in MENA and the empowerment needs of education coalitions and organizations in MENA	<p>AC.1.1.1.1: Three need assessments on the emergent capacity development needs of education coalitions and organizations in MENA</p> <p>AC.1.1.1.3: A roadmap research on the most effective national, regional and international strategies needed to reinforce the implementation of SDG4 in MENA</p> <p>AC.1.1.1.4: A thorough</p>	1	1	1	1500	1500	1500
				1			15000	
					1			15000

		evaluation of TCC programme at the end of the strategic planning cycle						
	OP.1.1.2. Empowered education coalitions and organizations in MENA to get actively engaged in planning and monitoring governments' commitment to SDG4 and quality education outcomes.	<p>AC.1.1.2.1: Three regional TOT courses in 1) advocacy, social accountability and social accountability mechanisms; 2) Monitoring SDG4 implementation, analysis of national reports and developing spotlight reports and 3) international advocacy and regional and international mechanisms concerned with SDG4 development.</p> <p>AC.1.1.2.2: Six webinars in response to emergent capacity development needs using the regional e-forum</p> <p>AC.1.1.2.3: Country-based capacity development trainings for members of the coalitions who didn't participate in the TOT trainings. Trainings will be provided by the TOT trainees.</p> <p>AC.1.1.2.4: On-the-Job training sessions for the TOT trainees</p>	1	1	1	30000	30000	30000
			2	2	2	600	600	600
			6	6	6	15000	15000	15000
			6	6	6	6000	6000	6000

		while providing trainings for other members of the coalition.						
Oc.1.2	OP.1.2.1. Enhanced the financial and institutional sustainability of education coalitions and organizations in MENA	<p>AC.1.2.1.1: Three regional capacity development courses in 1) Institutional building & strategic thinking; 2) Rights-based approach and 3) Fundraising, proposal writing & result-based management.</p> <p>AC.1.2.1.2: Donors' networking meeting (Regional)</p> <p>AC.1.2.1.3: 3-day Country-based institutional building and strategic planning workshops.</p>	1	1	1	30000	30000	30000
				1			28000	
			6			9000		
	OP.1.2.2. Promoted the social accountability in relation to SDG4 and quality education outcomes in MENA	<p>AC.1.2.2.1: One regional advocacy campaign</p> <p>AC.1.2.2.2: Annual subgrants for education coalitions in MENA (For local advocacy)</p>		1			9000	
			6	6	6	36000	36000	36000

		<p>AC.1.2.2.3: Annual Country-based advocacy and social accountability campaigns.</p> <p>AC.1.2.2.4: Establishment of six country-based accountability mechanisms to hold governments accountable for their obligations regarding SDG4</p> <p>AC.1.2.2.5: One regional conference</p>	6	6	6	Included in AC.1.2.2.2	Included in AC.1.2.2.2	Included in AC.1.2.2.2
					6			3600
					1			70000
Oc.1.3	OP.1.3.1. Increased knowledge production of education coalitions and organizations in MENA as well as knowledge share among these coalitions and organizations.	<p>AC.1.3.1.1: Six country reports on the status of the right to education (Palestine, Tunisia, Morocco, Lebanon, Iraq and Egypt)</p> <p>AC.1.3.1.2: On-line knowledge-share activities using the regional e-forum: on-line meetings, monitoring activities,</p>	10	-	-	30000		
			Open	Open	Open			12000

	<p>chatting, uploading researches, reports and case studies,...etc</p> <p>AC.1.3.1.3: Three regional seminars to present the results and conclusions of country-based reports and to announce the annual achievements of TCC's regional program (knowledge share)</p>	1	1	1	25000	25000	25000
OP.1.3.2.Enhanced membership of MENA educational coalitions and organizations in local, regional and international alliances, partnerships and instruments concerned with SDG4.	<p>AC.1.3.2.1: A paper on membership opportunities in regional and international alliance, partnerships and instruments concerned with SDG4</p> <p>AC.1.3.2.2: Networking activities and filling membership applications</p> <p>AC.1.3.2.3: Country-based and regional participations by coalitions in regional and international alliances or</p>	1	-	-	1000		
		Open	Open	Open	0	0	0
		Open	Open	Open	0	0	0

		events concerned with SDG4						
Oc.1.4	OP.1.4.1. Public policies and practises are more responsive to right to inclusive education	AC.1.4.1.1: One training course for the cadre of the MoE, mainly inclusive education supervisors on inclusion and equity in education	1			13000		
		AC.1.4.1.2: Three advocacy campaigns aimed at encouraging the MoE to fully respond to the international policy framework in terms of the right to inclusive education	1	1	1	1500	1500	1500
	OP.1.4.2. Ameliorated school environment to ensure enhanced accessibility for marginalized children including children with disabilities.	Three 2-day Training Workshop for 10 School Principals on monitoring the application of inclusive education.	1	1	1	2400	2400	2400
		30 school-based capacity development courses for school counsellors and teachers on inclusion and equity in education.	10	10	10	3000	3000	3000
		17 2-day workshops to plan	5	6	6	3500	4200	4200

	<p>inclusive education for Palestinian schools at directorate level</p> <p>Extracurricular Programmes & Activities Implemented by School Children and youth</p> <p>Establishment and equipping of 15 resources rooms</p>	10	10	10	2000	2000	2000
		3	3	3	15000	15000	15000
OP.1.4.3. local communities are actively engaged in planning and monitoring the implementation of inclusive education at school level.	AC.1.4.3.1: Three public awareness campaigns targeting 30 neighborhoods	1	1	1	4500	4500	4500
	AC.1.4.3.2: Three capacity development courses for parents' councils in 30 schools in monitoring schools' performance	1	1	1	600	600	600
	AC.1.4.3.3: Establishing local accountability mechanisms in 30 schools/communities	10	10	10	0	0	0

Second: Citizenship Program

Strategic Objective 2: Enhanced the engagement and influence of Palestinian youth in the social change				
Intermediate Outcomes	Outcome indicators	Baseline value	Target value	Sources of verification
<p><u>2.1.</u> Enhanced- in Palestinian schools- the employment of educational methodologies, techniques and tools that promote responsible citizenship values, skills and practises among children and youth</p>	<p>Number of target teachers employing modern teaching strategies capable of promoting citizenship values and practises.</p>	0	72	
	<p>Quality, effectiveness and innovativeness of social accountability mechanisms developed by target school youth as a result of responsible citizenship education. (Qualitative Indicator)</p>	Descriptive analysis before	Descriptive analysis after	
	<p>Number of teachers applying for an annual best-teacher award,</p>	0	8/year	

	which is imparted for the teacher who best employs the modern teaching strategies associated with the promotion of citizenship values and practises.			
<u>2.2.</u> Reinforced the national argument on Palestinian curricula and textbooks, teaching methods and practises and teachers' professional development from the standpoint of responsible citizenship education.	<p>Number of research papers – tackling the Palestinian curricula from the standpoint of citizenship education- in which TCC has participated.</p> <p>An electronic / physical platform for national dialogue on the national curricula from the standpoint of citizenship education.</p> <p>Number of polls conducted to tackle the extent of responsiveness of national curricula to citizenship-associated values and practises.</p>	2	5	
		0	1	
		1	3	
<u>2.3.</u> Reinforced the participation of Palestinian youth, especially girls, in public life as responsible citizens.	Number of citizenship-associated school/community initiatives proposed, designed and led by target school youth as a result of citizenship education.	0	70	

		<p>Number of social awareness and accountability mechanisms (platforms, forums, clubs, and cinema clubs) formed in the marginalized areas of WB and Gaza Strip.</p> <p>Percentage of school/community initiatives led by girls.</p> <p>A youth e-forum to enhance knowledge share among youth who participated in the implementation of school/community initiatives.</p>	0	20				
		0	55%					
		0	1					
	2.4. Increased local communities' support to school/community initiative carried out by youth.	<p>Number of community committees supporting student work and initiatives</p> <p>Number of initiatives adopted by local authorities</p> <p>Improvement in the Quality of public services provided as a result of youth initiatives. (Qualitative Indicator)</p>	0	11				
			0	23				
			Descriptive analysis before	Descriptive analysis after				
	Outputs	Activities	1st year	2nd year	3rd year	Budget 2020	Budget 2021	Budget 2022

Oc 1	OP.2.1.1. Empowered 116 teachers and 60 university undergraduates from WB & Gaza in the provision of theoretical and practical training sessions for school students in the social auditing methodology, advocacy and mobilizing citizens and resources in support of students' social auditing projects.	AC.2.1.1.1: An 8-day training package for 86 teachers from WB on the social auditing methodology	1			23912		
		AC.2.1.1.2: A 4-day training package for 30 teachers from Gaza on the social auditing methodology	1			4990		
		AC.2.1.1.3: Two training courses for 60 university undergraduates from WB and Gaza in advocacy and mobilizing citizens and resources in support of students' social auditing projects.	2			6180		
	OP.2.1.2. Built the capacities of 25 primary stage supervisors and 25 classteachers in the methodologies of "Young Citizen" and "Foundations of Democracy" projects, respectively.	AC.2.1.2.1: A 4-day training course for 25 Arabic language teachers on the "Foundations of Democracy" methodology	1			5630		
		AC.2.1.2.2: Preparation of the stories that will be applied with 1 st , 2 nd , 3 rd and 4 th graders as part of the "Young Citizen" project. The preparation	-			0		

		process will be in joint cooperation with supervisor trainees (trained in 2014) and target school teachers.						
OP.2.1.3. Equipped 90 school teachers with the skills and methods that would enable them from using science education in promoting a child-centered learning approach to learning and responsible citizenship	AC.2.1.3.1: 4 training courses for 90 science teachers in using science education to promote a child-centered learning approach to learning and responsible citizenship	2	2	0	33270	33270	0	
	AC.2.1.3.2: The science teacher trainees (90) are engaged in developing teaching aids that would promote responsible citizenship among students.	90	90	0	6750	6750	0	
OP.2.1.4. Strengthened the role of school managements in supporting and monitoring citizenship education and maintaining a supportive democratic school environment.	AC.2.1.4.1: A training course for 20 newly-contracted school principals in democratic leadership	1	0	0	2300	0	0	
	AC.2.1.4.2: Jointly with external educators, developing a training manual guidance in the field of democratic leadership.	1	0	0	1500	0	0	

		AC.2.1.4.3: Educational initiatives led by school principal trainees (20)	20			3000		
		AC.2.1.4.4: A 4-day training package for 86 school principals and 10 supervisors from WB in the social auditing methodology and monitoring its application.	1	0	0	15777		
		AC.2.1.4.5: A 2-day training package for 30 school principals and 6 supervisors from Gaza in the social auditing methodology and monitoring its application.	1			4128		
		AC.2.1.4.6: 4 training courses for 45 school principals in the field of supporting and monitoring the application of citizenship-oriented science education.	2	2		4225	4225	
		AC.2.1.4.7: Monitoring visits for the 45 schools that use science education to promote responsible citizenship.	-	-		990	990	

	OP.2.1.5. Improvement of school facilities in targeted schools to enable a child-centered approach to learning and citizenship education	AC.2.1.5.1: Install needed equipment in science laboratories in 45 schools	22	23		242000	253000	
Oc 2	OP.2.2.1. Upgraded qualitative & quantitative information on the extent of responsiveness of the in-effect education curricula, teachers' development programs and schools' management systems to the requirements of responsible citizenship education.	AC.2.2.1.1: A research study on the extent of responsiveness of the in-effect education curricula, teachers' development programs and schools' management systems to the requirements of responsible citizenship education.	1			2500		
		AC.2.2.1.2: An analytical research study for the civic education curricula (7 th to 10 th grades) from the standpoint of citizenship education.		1		2000		
	OP.2.2.2. Promoted the achievements of principals', teachers' and students'	AC.2.2.2.1: Two central hearing sessions to allow student groups who implemented the	2			1996		

	<p>initiatives at national and policy-making levels.</p>	<p>social audit projects in WB to introduce the decision-making level to the achievements of their projects.</p> <p>AC.2.2.2.2: Two central hearing sessions to allow student groups who implemented the social audit projects in Gaza to introduce the decision-making level to the achievements of their projects.</p> <p>AC.2.2.2.3: A national conference in Ramallah on duties of the various public and community stakeholders in relation to the reinforcement of citizenship-associated values like integrity and transparency among youth</p> <p>AC.2.2.2.4: A national conference in Gaza city to be held with the participation of youth, CSOs and international Human Rights and donor agencies working in Gaza to</p>	<p>2</p> <p>1</p> <p>1</p>			<p>1700</p> <p>3500</p> <p>2650</p>		
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		<p>highlight the importance of engaging communities and youth in the social auditing of relief and reconstruction projects in Gaza Strip.</p> <p>AC.2.2.2.5: A national celebration in Ramallah city to honor the creative and innovative democratic leadership initiatives implemented by target school managements.</p>	1			15983		
Oc 3	<p>OP.2.3.1. More than 2000 female and male school youth have developed the civic knowledge, orientations and skills that would enable them to participate in public life as responsible citizens.</p>	<p>AC.2.3.1.1: Implementation of 40 social auditing projects by 40 student groups in 30 localities in WB.</p> <p>AC.2.3.1.2: Implementation of 30 social auditing projects by 30 student groups in 30 localities in Gaza.</p>	40			6000		
	<p>OP.2.3.2. 1500 primary stage children (1st to 4th grades)</p>	<p>AC.2.3.2.1: Implementation of “Foundations of Democracy”</p>	-			2500		

	have developed responsible citizenship skills through storytelling.	project in the target schools AC.2.3.2.2: Implementation of the “Young Citizen” project using storytelling in the target schools	0	0	0	0	0	0
	OP.2.3.3. 2700 primary stage children have developed responsible citizenship skills through science education.	AC.2.3.3.1: Implementation of 90 scientific projects (experiments) by 90 student groups from the 45 target schools using raw materials from the environment (recycling).	45	45	0	6750	6750	0
Oc 4	OP.2.4.1. A community mobilization campaign in support of students, teachers and principals’ initiatives associated with the promotion of responsible citizenship has been launched	Social Auditing: AC.2.4.1.1: 62 local hearing sessions (50 in WB and 12 in Gaza) AC.2.4.1.2: 18 raising awareness workshops for target local communities (12 in WB and 6 in Gaza) AC.2.4.1.3: Production and distribution of two success	62			1240		5400

		stories books.	2			3500		
		AC.2.4.1.4: Production of two films documenting the achievements made by student groups in WB and Gaza.	2			4000		
		Foundations of Democracy:						
		AC.2.4.1.5: An open panel to expose the achievements made by teachers and student groups	1			1160		
		Democratic Leadership:						
		AC.2.4.1.5: Activation the role of 30 parents' councils	30			8400		
		AC.2.4.1.6: Formation of 20 supportive community committees in the target neighborhoods.	20			0		
OC. 5	OP.2.5.1 Supporting Women Journalists and Human Rights Defenders in Yemen,, Iraq, Sudan, West Bank and Gaza	AC.2.5.1.1: An in country training workshops (\$1960)				1960		

		AC.2.5.1.2: A training workshops for media literacy (\$1960)				1960		
		AC.2.5.1.3: 4 Training workshops for 60 students (in-country) (\$3920)				3920		
		AC.2.5.1.4: 4 Training workshops for secondary stakeholders (\$2410)				2410		
		AC.2.5.1.5: A 2 days national consultations (\$2600)				1600		
		AC.2.5.1.6: Production of media awareness campaigns and tools (\$700)				700		

Third: Psychosocial Support Program

Strategic Objective 3: Improving socio-emotional and academic performance of children facing difficult circumstances				
Intermediate Outcomes	Outcome Indicators	Baseline value	Target value	Sources of verification

<p><u>3.1.</u> Empowered female and male classteachers in 80 primary schools in WB and Gaza Strip in assessing socio-emotional learning challenges and using SEL theory and skills to reduce these challenges.</p>	Number of teachers' SEL initiatives submitted through the e-forum	0	130	
	Number of teachers SEL initiatives approved.	0	90	
	Number of teachers who apply SEL at class settings	0	208	
	Number of teacher members of the e-forum	62	480	
	Number of teachers who have benefited from the Webinars & consultations that have been provided via the e-forum	0	180	
<p><u>3.2.</u> Reduced socio-emotional learning challenges <i>"including psychological symptoms associated with socio-political challenges like PTSD, depression, avoidance, fear and anxiety"</i></p>	Behaviour Screening Scale reports show a positive change in behaviors of 70% of target	To be identified following the	70%	

<p>of 900 affected school children including 90 children with disabilities.</p>	<p>students.</p> <p>SUDS reports of Target Students show that 70% of target students have their SUDS numbers below 4 as a result of the project.</p> <p><i>SUDS (Subjective Units of Distress Scale)</i></p>	<p>screening of students</p> <p>To be identified following the screening of students</p>	<p>70%</p>	
<p>3.3. Palestinian citizens, parents, caregivers, CSOs, grassroots organizations and the decision-making level are more aware of and more responsive the needs of children who face difficult social, emotional and economic conditions</p>	<p>At least 60% of target caregivers use the intervention strategies -they were trained on- to overcome cognitive and socio-emotional learning challenges their children face.</p> <p># of people who have watched the Youtube programme</p> <p># of people who demand TCC to implement the project in their</p>	<p>5%</p> <p>0</p> <p>0</p>	<p>60%</p> <p>9000</p> <p>180</p>	

		areas						
		The Ministry's monitoring plan regarding SEL activities is activated	0		1			
		Inclusion of the needs of children facing difficult conditions in the intervention plans of 27 social institutions (local councils- CSOs - private sector - grassroots organizations	0		27			
	Output	Activities	1st year	2nd year	3rd year	Budget 2020	Budget 2021	Budget 2022

	<p>OP.3.1.1. Built the capacities of additional 520 female and male classteachers from 80 primary schools in WB and Gaza Strip in assessing socio-emotional learning challenges and using SEL theory and skills to reduce these challenges.</p>	<p>AC.3.1.1.1: Two Review-information Workshops for the 40 classteachers who received the TOT trainings in SEL theory and skills in 2018.</p> <p>AC.3.1.1.2: Four TOT Training courses for another 80 class teachers in the field of SEL theory and skills. Two of these courses will be organized for 40 classteachers from Gaza Strip and two for 40 classteachers from WB</p> <p>AC.3.1.1.3: 80 Trainings at School Settings to be organized by the TOT teacher trainees for another 400 class teachers from the 80 target schools in the field of SEL theory and skills</p> <p>AC.3.1.1.4: On-the-Job Training & Support for the 120 TOT teacher trainees while training other groups of classteachers at school settings.</p>	<p>2</p> <p>20</p> <p>Open</p>	<p></p> <p>30</p> <p>Open</p>	<p></p> <p>30</p> <p>Open</p>	<p>7755</p> <p>0</p> <p>21600</p> <p>3000</p>	<p>0</p> <p>23340</p> <p>24500</p> <p>4500</p>	<p>0</p> <p>23340</p> <p>24500</p> <p>4500</p>
	<p>OP.3.1.2. Built the capacities of 80 school managements in the field of monitoring the</p>	<p>AC.3.1.2.1: Twelve Training Workshops for 80 School Managements in the field of</p>	<p>4</p>	<p>4</p>	<p>4</p>	<p>4380</p>	<p>5730</p>	<p>5730</p>

	application of SEL theory and skills at class settings.	monitoring the application of SEL theory and skills at class settings. Six of these workshops will be organized in Gaza and six in Gaza Strip.						
	OP.3.1.3. Enhanced mutual learning and knowledge share among SEL teachers from West Bank, Jerusalem and Gaza Strip through the SEL Teachers Forum, SEL Teachers Protocols and other resources of mutual learning that will be developed through this 3-year action.	AC.3.1.3.1: Expansion of the membership of SEL Teachers' Forum (e-forum)	Open	Open	Open	2790	1240	1240
		Six Periodic Mutual Learning Workshops for Members of the Forum	2	2	2	9880	9880	9880
		AC.3.1.3.2: Webinars for Members of the e-Forum	3	3	3	900	900	900
		AC.3.1.3.3: 6-episode Youtube Programme Showing Typical Classes in Which Teachers Use SEL Theory & Skills in Teaching	2	2	2	6600	6600	6600
		AC.3.1.3.4: Developing of the West Bank & Gaza Teachers Protocols	1	1	0	5800	5800	0
	OP.3.2.1. Individual and group	AC.3.2.1.1: Screening of children	Open	Open	Open	0	0	0

	<p>SEL intervention plans are developed for 900 children experiencing socio-emotional learning challenges.</p>	<p>facing socio-emotional learning challenges</p> <p>AC.3.2.1.2: Developing & Submission of SEL Intervention Plans through the E-Forum</p> <p>AC.3.2.1.3: Reviewing & Approving Submitted Plans by a committee including in its membership the project trainers, members of the project's staff and members of General Directorate of Educational Supervision and Rehabilitation/ Ministry of Education.</p>	<p>Open</p> <p>Open</p>	<p>Open</p> <p>Open</p>	<p>Open</p> <p>Open</p>	<p>0</p> <p>0</p>	<p>0</p> <p>0</p>	<p>0</p> <p>0</p>
	<p>OP.3.2.2. 13000 children have benefited from SEL programs at class level, whereas 900 have benefited from these programs at extracurricular programs' level.</p>	<p>AC.3.2.2.1: Implementation of SEL Plans by Teachers</p> <p>AC.3.2.2.2: On-the-Job support for teachers while implementing their SEL plans. This kind of support will be provided through the same aforementioned committee, which includes in its membership the project trainers, members of the</p>	<p>26</p> <p>Open</p>	<p>32</p> <p>Open</p>	<p>32</p> <p>Open</p>	<p>28340</p> <p>0</p>	<p>34880</p> <p>0</p>	<p>34880</p> <p>0</p>

		project's staff and members of General Directorate of Educational Supervision and Rehabilitation/ Ministry of Education.							
		AC.3.2.2.3: Teachers' Reporting on Their SEL Intervention Plans through the E-Forum	Open	Open	Open	0	0	0	
	OP.3.3.1. Equipped Palestinian citizens, parents and caregivers with SEL skills needed to overcome the socio-emotional learning challenges their children face.	AC.3.3.1.1: Organizing 160 Psychoeducation workshops for 900 caregivers	40	60	60	7400	11100	11100	
		AC.3.3.1.2: Youtube Programme That Will Offer Palestinian Caregivers Scenes on How to Assess & Overcome Socio-Emotional Learning Challenges through SEL Theory and Skills at Home Settings	1	1	1	2200	2200	2200	
		AC.3.3.1.3: TCC Agenda		1		0	6800	0	
	OP.3.3.2. Influenced attitudes of the Palestinian decision-making level in relation to the SEL theory and skills.	AC.3.3.2.1: A National Seminar to promote the project's outcomes and lessons learnt at national level; creating and enacting			1	0	0	15890	

		policies and procedures to ensure the successful implementation and effectiveness of socio-emotional learning models and increasing the visibility of the donating agency and the implementer.						
	Programme Final Evaluation	Programme Final Evaluation			1	0	0	12500
	Visibility actions:	T-shirts	470	470	470	4000	4000	4000
		Project's Film	0	0	1	0	0	7500
		Street banners	1	1	1	3000	3000	3000
		Leaflets	0	0	0	0	0	0
		Activity banners	0	0	0	0	0	0

