

Supporting Inclusive Education for all Palestinian children



Every child has **the right to quality education**, but disability remains one of the most serious barriers to learning for children. World Vision is supporting the Palestinian Ministry of Education, village councils and local schools to ensure that **all Palestinians children** can benefit from a quality education.

World Vision Education programmes (2019 – 2022)



300,000
Unique students reached



402
Schools participating



1,300
Teachers involved



5.1M US\$
Invested

The Challenge

- 15% of 5–17-year-old children have **disabilities** (Palestinian Central Bureau of Statistics, 2020).
- One third (33%) of the 6–9-year-old children with **disabilities** are **out of school** compared to less than 1% of their peers without disabilities (UNICEF, 2018).
- **Girls** are more impacted than **boys**.

Children 10–15-year-old out of schools	
Girls	Boys
37%	26%

- Children with disabilities are at significantly increased risk of **violence and bullying** compared to children without disabilities.
- Only 61% of schools in the West Bank have **accessible stairs** for children with disabilities while only 69% schools are equipped with **toilets facilities adapted** to them (Ministry of Education, 2022).

- 21% of (10 years+) people with disability are **illiterate** (Palestinian Central Bureau of Statistics, 2020).
- **Less than 1 in 4 schools** in the West Bank (470 out of 1,878) is equipped with a **resource room** to support students with special needs (Ministry of Education, 2022).
- **Around 1 in 5 schools** equipped with a resource room in the West Bank (100 out of 470) have not been allocated a **special education teacher** (Ministry of Education, 2022).



Our Approach

World Vision implements a **comprehensive and integrated approach** supporting more than 400 schools in the occupied Palestinian Territory with a focus on the most vulnerable children (especially in Area C). To ensure **sustainability**, World Vision's approach is implemented with the technical and financial support of the Ministry of Education, village councils and local partners.

Our approach includes the following components:

- **Rehabilitation of 100 schools and kindergartens** (2019 - 2022) to ensure accessibility for children with disabilities including to the **toilet facilities**
- Supporting the creation of **resource rooms** in 12 schools (2022) in partnership with the Ministry of Education and village councils
- With a partner, training and deployment of 29 **shadow teachers** (2022) supporting children with special needs or with disability
- Supporting the adoption and implementation of the 2020 School Violence Reduction Policy to promote **child protection** in schools
- **Changing perception and attitudes** on disability working with families and children to address stigma and discriminations
- Provision of **Mental Health and Psychosocial** support to children with disabilities and their families
- Support the development of **inclusive emergency preparedness plans** for schools



Our Recommendations

The Ministry of Education has developed a **solid policy framework** on inclusive education over the recent years, especially through the adoption of the Inclusive Education Policy (2015) and the Education Sector Strategic Plan 2017-2022. World Vision calls on the Ministry and its partners to strengthen their efforts toward a **full implementation** of this policy framework. This will require to:

- Promote the implementation of an **integrated approach** that addresses the multiple challenges facing children with disability.
- Increase **funding** from national and local authorities to support the creation of resource rooms and the deployment of shadow teachers.
- Allocate **adequate human resources**, prioritizing schools with existing resource rooms.
- Speed up the **rehabilitation of infrastructures** giving the priority to the areas with the higher number of children with disability and special needs.
- Prioritize **child protection** interventions, **community engagement** and **awareness raising** to prevent bullying and discriminations.
- Improve the **collection and analysis of data** on education of children with disability, especially on dropout and learning achievements.

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