



Ministry of Education & Higher Education

Palestine Inclusive Education Policy



October 2015



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The Palestine Inclusive Education Policy is also available on the Ministry's web page: www.moehe.gov.ps

Foreword by the Minister

Since its establishment, the Ministry of Education and Higher Education (MOEHE) has sought to advance the educational process and improve the quality of education as a non-derogable human right. Students with disability have not been overlooked, as the MOEHE in 1994 adopted the Education for All initiative and in 1997 adopted Inclusive Education as a philosophy that cares for all students, particularly those who are marginalized without discriminating on the basis of gender, difficulty or disability.

More specifically, inclusive education is “education that does not exclude any student irrespective of difficulty, disability, gender or colour, while taking into consideration individual differences and responding to individual needs.” This requires making radical changes in the education system in line with the globally recognized principles.

In order to meet the requirements of successful inclusive education, MOEHE has appointed teams of inclusive education counselors and developed their capacity, as well as the capacity of school teachers and administrators, and has made adjustments to school buildings to accommodate all students. The development of the present Inclusive Education Policy is a culmination of the persistent comprehensive work of the past years, building on past achievements and laying the grounds for sustainable future work.

There is no doubt that the promotion of this Policy towards child-friendly, inclusive education requires concerted efforts of education stakeholders in the public sector and civil society through effective and constant coordination, which defines roles, responsibilities and tasks of the different actors and the mechanisms necessary to achieve quality education.

We are hopeful that this Policy will contribute to making significant achievements for the interest of all students in general and those with disabilities and the marginalized in particular. The Ministry will provide all what is needed for successful implementation of this Policy that would create vast spaces for the future of our children.



**Minister of Education and Higher Education
State of Palestine**

Abbreviations and acronyms

EDSP	Education Development Strategic Plan
NGO	Non-governmental organisation
MOEHE	Ministry of Education and Higher Education
UN CRPD	United Nations Convention on the Rights of Persons with Disabilities

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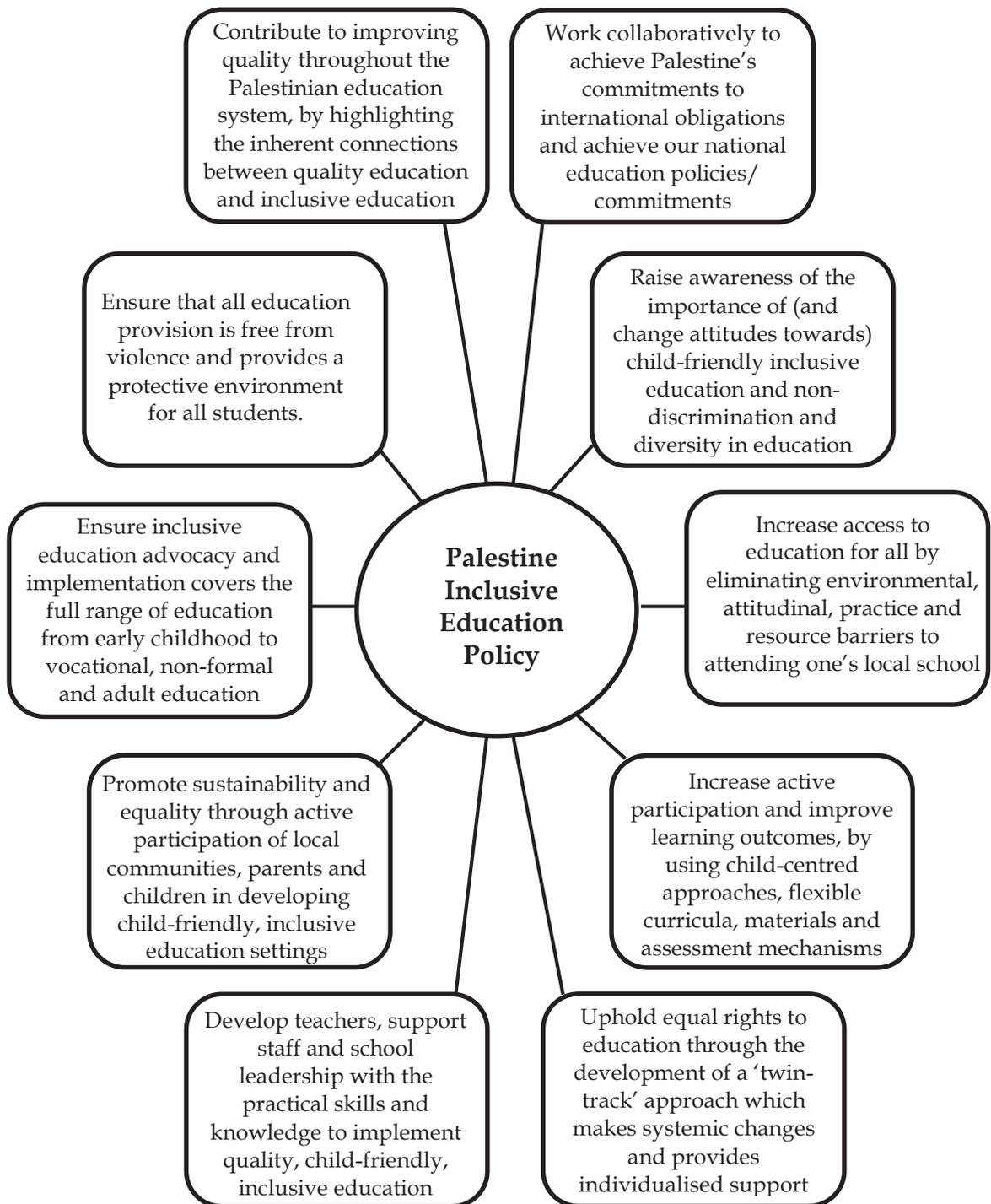
1. Policy in brief

This policy, which is set within the context of national and international legislation, outlines the commitment to inclusive education made by the Ministry of Education and Higher Education (MOEHE).

Inclusive education is about making fundamental changes to the entire education system, following a principle of universal design.¹ This means making changes to policies, resource allocation, teaching practices, curricula, assessment, infrastructure, etc, so that education/schools become flexible and able to adapt to the needs of every learner. The policy follows a ‘twin-track’ approach by seeking to make systemic changes as well as providing support on an individual basis. It acknowledges that both tracks are needed simultaneously for inclusive education to become a reality.

The policy contains ten overarching goals, which are summarised in the following diagram. Each goal contains several specific commitments (see Section 7). A separate document will provide a prioritised outline of actions to be taken towards raising awareness of, and achieving, these commitments.

¹ Universal design involves designing products, facilities, systems, buildings, etc, so that they can be used by the widest range of people possible (rather than designing and making separate provisions for different groups of people).



2. Statement of commitment: the need for action

The MOEHE, since its establishment in 1994, has been committed to the principle of Education for All. We acknowledge, however, that both globally and in Palestine ‘all’ has often not truly meant everyone. Many vulnerable groups are still missing out on their right to education enshrined in numerous international instruments and commitments.

People around the world are being denied their educational rights for many reasons: poverty, conflicts and crises, discrimination on the basis of gender, disability, race, religion, language, and so on. Many Palestinian citizens are not accessing and completing a good quality education, and gaining the foundations for being a productive part of an inclusive society, for similar reasons, in particular due to the ongoing occupation of Palestine.

While we have legislation in place which outlines educational rights and obligations, there is a need for greater clarity in our message about the right to education for everyone (including those at risk of being excluded from or within education). We also need to clarify our approach for achieving genuine good quality education for *all*.

Our approach shall be an inclusive approach. We believe that delivering quality education to every citizen of Palestine – regardless of their personal and social status – will be achieved through reforming our education system into an inclusive, learner-friendly education system. That is, a system built around principles of universal design, which welcomes and supports all learners in regular education settings; provides responsive learning opportunities (through flexible and adaptive teaching and learning methods, curricula and assessment systems, within an infrastructure that is accessible, safe and welcoming); and actively strives to challenge and stop discrimination in any form within education (and thus also within society).

This policy sets out the commitment to inclusive education made by MOEHE and the expected commitments of other ministries, and of international and local non-governmental organisations (NGOs) working on education in Palestine, the West Bank and Gaza. It is our intention that this policy will be regularly reviewed and that, over time, its core messages about inclusion will become integral to all other MOEHE policies and future Education Development Strategic Plans.

The details for the implementation of this policy will be developed in a separate document through which we will outline how the MOEHE will:

- Ensure that the policy is effectively disseminated
 - The policy will be shared with all MOEHE departments, and discussions will be held to identify the ways in which the policy is relevant to the work of each department.
 - Civil society organisations and grassroots education stakeholders (teachers, parents, students, etc) will be made aware of the policy, so that they can

play a role in promoting it, and can carry out activities that contribute to the policy's implementation, as well as having a role in monitoring the implementation of the policy.

- Develop and prioritise a detailed implementation action plan
 - This will involve understanding what has already been done/achieved in relation to each policy commitment, and conducting participatory consultations within the ministry and with civil society/grassroots stakeholders to gather ideas for the most relevant actions for moving forward with each commitment.

3. Guiding principles

Globally, and even within Palestine, there are varied understandings of the concept of inclusive education. It is vital therefore that this policy clearly outlines the interpretation upon which the policy commitments (and subsequent implementation strategies) are based.

UNESCO highlights that inclusive education is “a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies... and a conviction that it is the responsibility of the regular system to educate all children”.² UNESCO also states that inclusive education is “central to the achievement of high quality education for all learners and the development of more inclusive societies”.³

The MOEHE therefore understands inclusive education as a philosophy, approach and continuous process which values diversity among students, seeks to enhance their capabilities and maximize their potential within a safe learning environment, and stimulate and provide them with the life skills necessary to be productive members of society.

This policy makes a clear distinction between the concepts of special education, integrated education and inclusive education, and seeks to ensure that this clarity is extended to all MOEHE documentation.

Special education is a concept that assumes there is a distinctly separate group of learners who have ‘special educational needs’ and for whom special, often separate/segregated services are needed. Special education tends to perceive the problem as located within the child, rather than within the education system. It does not acknowledge that many of the ‘special’ needs that learners have can in fact be

² UNESCO (2009) Policy Guidelines on Inclusion in Education, p8-9

³ UNESCO (2009) Policy Guidelines on Inclusion in Education, p4

addressed by making fundamental improvements to the quality of teaching and learning within the regular education system, without the need for parallel or segregated provision. The concept of special education also does not acknowledge that every child at some point may have a 'special' need when it comes to accessing, participating or achieving in education. In Palestine, many children who could be participating and learning effectively in regular schools (if the quality of those schools/teachers were improved) are instead placed in 'special education' settings. As a result, many children with the most severe impairments, who may need more specialist support, are not able to access places in specialist settings, and are thus missing out on education entirely.

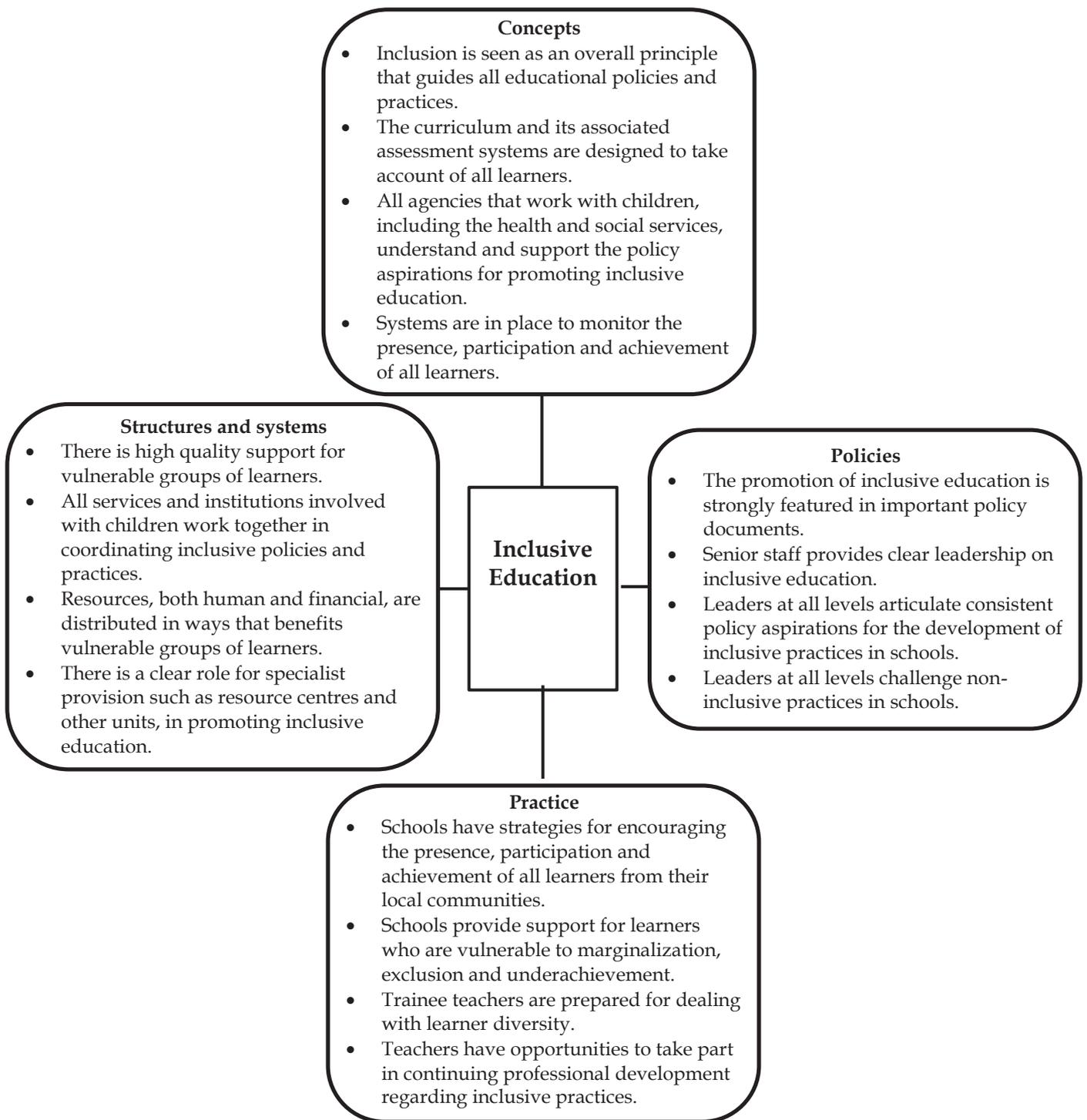
Integrated education does not mean the same as inclusive education. Integrated education refers to the process of bringing excluded children (usually those with disabilities) into the regular education system. Integrated education, however, does not involve fundamental changes to teaching and learning approaches or to the overall education system. The child is expected to adapt and 'cope' with the existing education system, but steps are not taken to change the system (i.e change the way teachers teach, change the curriculum, etc). In a school that practises integrated education, a child may be present (attending school), yet still excluded from participation and achievement. Integrated education is often an intermediary step towards the development of inclusive education. In Palestine, many efforts to date have focused on integrated education, and this is acknowledged as an important step along the path towards developing an inclusive education system.

Inclusive education acknowledges that when children are not accessing, participating in or achieving in education, it is not their fault. Rather it is a problem with the system. Inclusive education is therefore about making fundamental changes to the entire education system (policies and resource allocation, teaching practices, curricula, assessment, infrastructure, etc) so that education/schools become flexible and able to adapt to the needs of every learner – they become learner-centred.

Inclusive education should have a '**twin-track**' approach, which ensures that – simultaneously – general, systemic barriers to inclusion are tackled, and specific steps are taken to provide resources or support to children who are particularly vulnerable to exclusion. This is a vision of the future of inclusive education that is shared in Palestine and which builds on the spirit of existing legislation and on existing inclusive education initiatives.

The following are the key components of inclusive education⁴:

⁴ Source: Ainscow & Miles adapted by Dr. Tuomo Vilppola, Department of Educational Sciences and Teacher Education, The UNIVERSITY of Oulu Finland. (2009).



Inclusive education is focused on building an education system that embraces diversity and prevents discrimination. As such it is a vital step in creating a just and inclusive society. It needs to be recognised as much more important for Palestine than just a model for delivering education.

Our Palestinian vision of inclusive education highlights clearly that an inclusive school is one which is child-friendly and child-centred. A child-friendly school recognizes and supports the child's basic rights, not only in education, but also in social equality, protection, health, nutrition, cultural education, and the right to a voice within a democratic educational environment. Such recognition of children's basic rights further contributes to the development of a society that respects diversity and differences and encourages innovation.

Provision of separate, parallel education systems for different categories of children – as well as being discriminatory – is also expensive. While there is a common perception that including all children, especially those with disabilities, in regular schools will be expensive, in reality the cost of inclusive education is still likely to be less than creating sufficient numbers of separate special schools with the capacity to accommodate all children with disabilities. The UN's Convention on the Rights of Persons with Disability (CRPD) 'Handbook for Parliamentarians' notes that "Inclusive educational settings are generally less expensive than segregated systems. ...a single, integrated educational system tends to be cheaper than two separate ones. A single system lowers management and administration costs".⁵

4. International context

The right to education is enshrined in various [international conventions and treaties \(appendix 1\)](#), beginning with the 1948 Universal Declaration of Human Rights which asserts in Article 26 that "Everyone has the right to education". Subsequent international instruments have elaborated on educational rights.

The Education for All (EFA) movement, starting from the World Declaration on Education for All in 1990, had the overall vision of "universalizing access to [basic] education for all children, youth and adults, and promoting equity". The Dakar Framework for Action reinforced the EFA commitments and sought "To ensure that by 2015 all children, particularly girls, have access to free and compulsory primary education of good quality". The Millennium Development Goals also aimed to achieve universal primary education by 2015. The EFA and MDG movements have often been criticised, however, for not reinforcing that education for children with disabilities is a vital element of ensuring universal primary education for *all*. The post-2015 Sustainable Development Goals, however, look set to be more explicit about achieving "inclusive and equitable quality education" for all, including the most vulnerable children (specifically mentioning children with disabilities).

⁵ <http://www.un.org/disabilities/default.asp?id=240>

The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994) emphasised the right of all children to participate in a meaningful, child-centred, quality education, which meets their individual needs and which is delivered at a school in their home community in inclusive and learner-friendly classrooms.

The 2006 UN CRPD makes another clear (and more high profile) commitment to the principle of inclusive education. Article 24 asserts that “States Parties shall ensure an inclusive education system at all levels”. Article 24 has been used as one of the bases for the framework for this inclusive education policy. It is not, however, the only basis, since this policy assumes a broad definition of inclusive education as a process of education system improvements to enable everyone (including those with disabilities) to access, participate in and benefit from/achieve in education.

5. Palestinian context

5.1. Palestinian legal and policy framework

Basic Law Amendment (2005)

This guarantees the equality of all individuals in society and their right to access education.

Jordanian Education Law No. 16 (1964)

This law (which is still in force in the West Bank) and the proposed Palestinian Education Law (which has been approved in the second reading), confirm compulsory and free education in the basic grades.

Palestinian Child Law No. 7 (2004)

This constitutes a solid framework to protect the child’s right to education. Articles 37, 38, 39 and 41 call for the state to:

- provide free and compulsory basic education for all children
- take the necessary measures to prevent withdrawal of children from schools
- eliminate various forms of discrimination against the right to education and work
- realize real opportunities for all children
- promote the participation of children in decision-making processes regarding their lives
- maintain the dignity of the child
- prevent all forms of violence against students
- ensure access to regular schools for children with disabilities.

The law also highlights the state’s responsibility to ‘care’ for ‘children with special needs’ in education and vocational training (among other sectors), so as to enhance

their self-reliance and participation in society (Article 8). It confirms that Palestinian children have the right to be educated and trained in the same education settings as their non-disabled peers (Article 41). However, it also commits Palestine to provide special classes, schools or centres for children with 'exceptional cases of disability' – a term which is not defined by the law. The law stipulates that these segregated settings need to be: linked to regular education settings; near to and accessible to the child's home; able to offer all types and levels of education to respond to learners' needs; and use staff who are suitably qualified to work with learners with disabilities. The law potentially is not sufficiently in line with the UN CRPD commitment to "ensure an inclusive education system at all levels".

Disability Rights Law No. 4 (1999)

This law stresses the rights (and obligations) of persons with disabilities to a free and dignified life and to access services on an equal basis with non-disabled citizens, and proscribes the denial of rights on the basis of disability. The Palestinian state is obliged to guarantee rights for persons with disabilities and conduct awareness-raising about these rights. It must also guarantee persons with disabilities equal opportunities to enrol in education of all levels and types; provide appropriate curricula, approaches, facilities and qualified educators; and provide assessments of the person's disability(ies). There are, however, concerns about the Disability Rights Law (and consequent Cabinet Decision No.40), and both need updating in terms of their terminology and definitions, and in terms of their commitments, to bring them in line with the UN CRPD.

Cabinet Decision No. 40 (2004) on the Bylaws of the Disability Rights Law No. 4 (1999)

This Cabinet Decision, at the time, was an important step in the application of the Disability Rights Law and clarified the role of the MOEHE. It stated that the Ministry should support special education "only in cases in which it is difficult to secure learning in the regular classroom environment". It also called on universities to "develop special education programs and provide specialized training programs for technical staff". It further stressed that disability is not a reason for rejecting access to any educational institution and that the MOEHE will make adaptations to educational institutions to meet the needs of persons with disabilities (providing details in Article 16 about the environmental adaptations/improvements that should be implemented).

As stated above, the Cabinet Decision No.40 needs to be revised to bring it in line with the language and inclusive education approaches expected by the UN CRPD.

Education Development Strategic Plan (EDSP) 2014-2019

The EDSP 3 offers a progressive vision of education reform which logically offers a foundation for an inclusive education system. An [analysis of key statements and commitments made in the EDSP 3 \(appendix 2\)](#) in relation to inclusive education is available. The EDSP in general is 'thinking inclusively' in terms of the core systemic changes needed within the Palestinian education system. However, the EDSP 3 is not sufficiently well oriented to inclusive education to be able to guide the necessary

systemic changes on its own. Hence there is a need for this inclusive education policy. However, longer term, the EDSP and general legislation on education in Palestine should aim to embed inclusive education as a core principle, eventually eliminating the need for a separate inclusive education policy.

The Palestinian Education Law (approved in the second reading)

If enacted, this Law will give the MOEHE the right to take legal action if parents fail to send their children to, or keep them enrolled in, school.

Gaps in the legal framework

There is a clear political will in Palestine to provide education for all, without discrimination, and to uphold the educational rights of persons with disabilities in particular. However, there remain policy/legislative gaps, as well as implementation challenges, leaving marginalised students in particular at risk of not accessing or completing their education.

Palestinian law offers a basis for moving forward with delivering UN CRPD obligations, as well as containing some existing legislative provisions that do not match well with the Convention's expectations. The extent to which inclusive education is defined in existing legislation as a system of providing quality, learner-centred education *for everyone*, however, remains limited. Laws such as the Palestinian Child Law offer a foundation (e.g. calling for education without discrimination and equal opportunities for all children). In the existing legislation, however, inclusive education tends to be perceived in terms of special education and disability issues, and not as a broader concept of improving the education system to welcome and support all learners more effectively. The current policy seeks to address that.

5.2. The state of inclusive education in Palestine

5.2.1. Key data

For the year 2012/2013, the gross enrolment rate for first grade was 99.7% (99.3% male and 100.1% female). The net enrolment of 6-year-olds in 2012/2013 was 98% (97% male, 99% female). For 7-year-olds it was 100% and for 17-year-olds, 69%.⁶

Among 7-9-year-olds there was a lack of parity in enrolment rates in favour of males. For 10-11-year-olds there was no difference, and for 12-17-year-olds, more girls were enrolled than boys, reflecting higher male drop-out rates in secondary school.⁷ The Education for All Global Monitoring Report 2013/14 data also indicates that girls are experiencing, on average, a longer school lifespan than boys, and a better transition

⁶ Net enrolment rate refers to the share of children of a particular age group who are enrolled in the grade appropriate to their age. Net enrolment cannot exceed 100%. Gross enrollment rate is the share of children of *any age* who are enrolled in school. In countries where many children enter school late or repeat a grade the gross enrolment can exceed 100%.

⁷ Data from EDSP 3, p37

rate to secondary school.⁸ Drop-out rates increased annually (2008-2012) in West Bank, for primary and secondary levels, and over the same period in Gaza drop-outs increased for primary but decreased for secondary. For East Jerusalem, high drop-out rates have been reported to mean that 36% of Palestinian children here do not complete 12 years of education.⁹

The EDSP 3 indicates that “37.6 % of individuals with disabilities of any kind (including mental disabilities) did not access education at all, while 33.8% of them were enrolled and had some education, but dropped out before completing secondary stage education”.¹⁰ The EDSP 3 also noted that just under 1% of the total number of students in public schools in the West Bank had disabilities. A 2011 Palestinian Central Bureau of Statistics survey found that 7% of the overall population of Palestine had a disability. These figures suggest that there are potentially many children with disabilities not currently accessing public schools in Palestine. However, there is no accurately updated database recording information on children with disabilities.

Drop-out rates, gender disparities and low enrolment rates by children with disabilities in public schools indicate the need for increased focus on understanding why some children are not accessing or staying in education, and what can be done to make education more relevant, responsive to their needs, and beneficial (i.e. more inclusive).

Much of the school infrastructure is old, and according to the EDSP 3 “not compatible with current standards and measurements and with no civil defence conditions and anti-earthquake defences, in addition to non-compliance with space and ventilation standards, lighting and the availability of roofed corridors”. Inevitably, such schools will also not be meeting key standards in terms of accessibility and universal design. Adaptations to schools to make them more accessible have usually been quite limited in nature (e.g. to basic entrance ramps).

The quality of the education on offer plays a significant role in determining how many (and which) children will enrol or stay in education. The quality of an education system is measured according to many factors, but one important factor should be ‘inclusivity’. While ‘quality education’ and ‘inclusive education’ are often perceived to be different goals (addressed through separate initiatives), in reality it is not possible to have one without the other. An inclusive education system is built upon child-friendly, learner-centred, flexible approaches to teaching and learning that are able to respond to the needs of diverse learners. The same approaches characterise a quality education system. If the system is not flexible or responding to diverse needs in an inclusive way, then it should not be considered a high quality education system.

⁸ UNESCO & UNGEI (2014) EFA Global Monitoring Report 2013/14. Teaching and Learning: achieving quality for all, p.341

⁹ ACRI (2013) Annual Status Report: The Failing East Jerusalem Education System, p.10

¹⁰ The source of this data is the 2011 disability survey conducted by the Palestinian Central Bureau of Statistics.

To date, Palestine has allocated a small amount of budget specifically to improve education quality (5% of the education budget, according to the Global Monitoring Report 2013/14).¹¹ However, the MOEHE has had a strong focus on special education, moving towards inclusive education, in recent years. It is logical therefore for Palestine to develop an approach to educational improvement which strives simultaneously for quality and inclusivity, maximising the impact of available (limited) budgets.

5.2.2. MOEHE interventions towards inclusive education

Since its establishment in 1994 the MOEHE has been committed to Education for All. As part of this, it has supported various efforts to ensure that people with disabilities access their right to education – a commitment born from the Israeli Occupation which continuously adds to the numbers of Palestinian citizens with disabilities.

A three-year pilot project, started in 1997, involved 36 teachers receiving inclusive education training from UNESCO, and then forming inclusive education teams in each district which trained teachers and administrators in public schools. From 2000 onwards, the MOEHE introduced inclusive education as a principle for all Palestinian public schools. The inclusive education teams were sustained by the MOEHE, beyond the donor-supported pilot period.

A more comprehensive interpretation of inclusive education emerged with the development of the 'Education for All Package on Inclusive and Child Friendly Education and Early Childhood Development in Palestine' – a package of interventions in partnership with nine UN agencies¹² and in consultation with NGOs and universities. The package aims to strengthen the capacity of MOEHE staff and educational cadre to promote access to quality early development and education for all children, especially the most vulnerable and those at risk of exclusion from/within education. Within this package, the aim is to develop education that is child-centred, democratic and participatory, and inclusive – with inclusive being used to mean that education embraces the wide diversity of learners' backgrounds and abilities, and promotes gender equality (i.e. inclusive education is not interpreted just in terms of an approach for educating children with disabilities).

The Package seeks to: develop/strengthen structures within MOEHE; build capacity within MOEHE (including education planners, supervisors, resource teachers and regular teachers and school leadership) and its partners; strengthen private-public partnership to ensure that all children have access to quality services; pilot innovative projects; strengthen existing child-friendly schools; and develop strong community links.

¹¹ UNESCO & UNGEI (2014) EFA Global Monitoring Report 2013/14. Teaching and Learning: achieving quality for all, p.23

¹² FAO, UNDP, UNESCO, UNFPA, UNICEF, UNRWA, UNSCO, WFP and WHO.

Other systems and infrastructure have been put in place that could support inclusive education, but which to date have focused more on integration. For instance, three resource centres¹³ have been established in Ramallah, Hebron and Gaza, each staffed by five specialists who assist with individual education plans and referrals for students. A further 108 resource rooms have been created in schools, each with a specialist teacher, and 26 inclusive education counsellors and 4 special education supervisors have been appointed to work throughout the districts. The MOEHE has also been mandated to provide Braille textbooks for all stages and has sought to adapt the mathematics curriculum for students with visual disabilities. This is only for grades 1-3 and it still needs testing and evaluating. Various education technology projects focused on students with disabilities have also been implemented.

While inclusive education is taking on a wider interpretation in Palestine, to date it has been largely interpreted more narrowly as a system for supporting the integrated education of children with disabilities in mainstream schools. Elements of more segregated education infrastructure have also therefore been developed. For instance, 'integrated classrooms' attached to regular schools have been established for students with intellectual disabilities. These enable increased opportunities for social interaction with their peers, but do not facilitate learning in the same classrooms. The integrated classroom and resource room infrastructure currently serve students only up to fourth grade, while resource centres support the whole school.

The basis of an inclusive education system exists within the MOEHE's interventions to date. The time is now right to fine-tune these interventions to deliver a progressive vision of inclusive education. This policy seeks to guide that fine-tuning.

6. Overall goals for the inclusive education policy

This policy outlines the inclusive education commitments of the MOEHE and its expectations for all actors¹⁴ working within the Palestine education system to:

1. Work collaboratively to achieve Palestine's commitments to international obligations (Education for All, the Post-2015 Sustainable Development Goals, the Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities, and others), and achieve our national education policies/commitments.
2. Raise awareness of the importance of (and change attitudes towards) child-friendly inclusive education and non-discrimination and diversity in education.

¹³ See [Glossary of key terms \(appendix 3\)](#).

¹⁴ NGOs, mainstream schools, special schools, government institutions, MOEHE central and directorate levels, UN agencies such as UNRWA, UNESCO and UNICEF, etc.

3. Increase access to education for all, by making systemic changes that eliminate the environmental, attitudinal, policy, practice and resource barriers that prevent some students from attending their local school with their peers.
4. Increase active participation of all students in the learning process, and improve their social and academic learning outcomes, through the use of child-centred approaches, and by developing flexible curricula, teaching and learning materials and assessment mechanisms that can be adapted to the individual needs of learners.
5. Uphold equal rights to education through the development of a 'twin-track' approach, through which both systemic changes are made and individualised support is provided to those most at risk of exclusion from/within the education system.
6. Develop a cadre of teachers, support staff and school leadership who have the practical skills, as well as theoretical knowledge, to implement quality, child-friendly, inclusive education within the regular education system.
7. Promote sustainability and equality in the wider society, by ensuring the active participation of local communities, parents/caregivers and children in the development of child-friendly, inclusive education settings.
8. Ensure that efforts to advocate for and implement inclusive education cover the full range of education from early childhood to vocational, non-formal and adult education.
9. Ensure that all education provision is free from violence and provides a protective environment for all students.
10. Contribute to overall improvements in quality throughout the Palestinian education system, by highlighting the inherent connections between quality education and inclusive education, and promoting a universal design approach to all education system changes.

7. Policy commitments

7.1. Implement international and national commitments

Work collaboratively to achieve Palestine's commitments to international obligations (Education for All, the Post-2015 Sustainable Development Goals, the Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities, and others), and achieve our national education policies/commitments.

- 7.1.1 The MOEHE considers itself part of the global educational movement. It seeks to adopt global modern educational trends and approaches as endorsed by UN organizations and stipulated by international agreements. This includes adoption of child-friendly, inclusive education approaches.
- 7.1.2. The MOEHE will work with all relevant stakeholders to overcome gaps in the national legal framework relevant to the commitment to develop an inclusive education system.
- 7.1.3. The MOEHE will co-ordinate and collaborate with other relevant ministries (Health, Social Affairs, Labour, Culture, Transportation, Communication, Planning, Finance) to ensure that efforts to develop a child-friendly, inclusive education system are comprehensive and multi-sectoral.
- 7.1.4 The MOEHE will co-ordinate and collaborate with the main stakeholders in the field of education (including UNRWA, private sector institutions, and civil society organizations) towards establishing a shared vision, approaches, and practical partnerships to design, develop and implement child-friendly, inclusive education initiatives.
- 7.1.5. The Inclusive Education Technical Committee will continue to provide technical support in relation to inclusive education policy. It will continue to co-ordinate and collaborate with external partners to enhance their role and contribution in the implementation of inclusive education.

7.2. Promote understanding and attitude change

Raise awareness of the importance of (and change attitudes towards) child-friendly, inclusive education and of non-discrimination and diversity in education.

- 7.2.1. This policy emphasises the principle of non-discrimination in education. The MOEHE (along with community-based actors, disabled people's organisations, children's and women's rights organisations, among others) will actively work towards eliminating negative attitudes towards any and all groups in education, particularly those most at risk of exclusion such as students with disabilities.

- 7.2.2. The MOEHE will co-operate with civil society, local and international NGOs and UN partners to raise awareness about the importance of child-friendly, inclusive education among students, families and the community, through workshops, media, and public awareness campaigns, both at local and national levels.

7.3. Promote access to education for all

Increase access to education for all, by making systemic changes to eliminate the environmental, attitudinal, policy, practice and resource barriers that prevent some students from attending their local school with their peers.

- 7.3.1. The MOEHE acknowledges and will uphold its responsibility to provide access to education for *all* students as a basic human right and in accordance with the law.
- 7.3.2. The MOEHE will ensure that particular attention is given to ensuring that enrolment procedures promote and enable education access for those groups most vulnerable to marginalization and exclusion, due to political realities, economic or social status, or disability.
- 7.3.3. The MOEHE will provide the necessary means and facilities to enable all students to access education within the regular education system, regardless of the diversity of their abilities and learning or other support needs.
- 7.3.4. The MOEHE will continue to develop practical measures for identifying students with specific access and learning needs, and those most at risk of exclusion, to ensure that they are accessing and participating in education. This will build on experience from existing NGO and government initiatives.
- 7.3.5. The MOEHE will ensure that teams already in place in each directorate within the existing inclusive education programme will be used to promote, monitor and evaluate the implementation of the inclusive education policy, including monitoring access for all.

7.4. Ensure participation and achievement for all

Increase active participation of all students in the learning process, and improve their social and academic learning outcomes, through the use of child-centred approaches, and by developing flexible curricula, teaching and learning materials and assessment mechanisms that can be adapted to the individual needs of students.

- 7.4.1. The MOEHE will continue to strengthen the development of child-centred approaches throughout all levels of the mainstream education system, as a key means of making education more welcoming and adaptive to the individual learning needs of every student, and enabling every student to develop their skills and competencies.
- 7.4.2. The MOEHE's curriculum development plan will ensure that educational curricula continue to be developed so as to be flexible to the needs of students with different abilities, skills and competencies. Ultimately the aim is for teachers to have the freedom and capacity to adapt the curriculum to the specific needs of the students in their class.
- 7.4.3. The MOEHE will develop a system for assessing student learning that is coherent with its commitment to child-friendly inclusive education. Such an assessment/examination system will be flexible, enabling all students' performance to be assessed not just according to performance in final exams, but through ongoing monitoring of learning progress/achievements. Where final exams are used, the system will follow clear protocols for adaptations to the content and methods of examination in line with students' specific needs as documented in their individual education plans.

7.5. Provide individualised support via a twin-track approach

Uphold equal rights to education through the development of a 'twin-track' approach, through which both systemic changes are made and individualised support is provided to those most at risk of exclusion from/within the education system.

- 7.5.1. The MOEHE understands that inclusive education requires efforts to be made simultaneously to a) address the systemic reasons why some students are excluded from/within education,¹⁵ and b) provide targeted support to meet the individual needs of students most at risk of exclusion and to facilitate their participation and achievement within their local regular school.
- 7.5.2. As part of the 'track' to support individual students' needs, the MOEHE will continue to develop health, rehabilitation, psychosocial and educational support services to be available to all students who need them. Such services will be developed through partnerships with relevant local and international institutions, with existing special education settings and with the local community and parents.
- 7.5.3. The MOEHE will develop a system for assessing and identifying the educational needs of students and developing individual educational plans which will outline the specific support they need in order to access, participate

¹⁵ Such as inflexible curricula and examination systems, inaccessible infrastructure, poor quality teaching and learning methods and materials, inadequate teacher training, etc.

and achieve in their local regular school. This system will be used to support any students with specific learning support needs, but may be particularly useful for supporting the inclusion of students with disabilities in their local regular schools.

- 7.5.4. The MOEHE will establish an Inclusive Education Resource Centre in every directorate office. These centres will provide specialist support in the development of individual education plans, with the aim of facilitating and supporting the inclusion of students within the regular school system by removing systemic barriers and addressing individual needs. Inclusive Education Resource Centres will include a multidisciplinary team (physiotherapist, occupational therapist, speech and language therapist, social worker, and special education specialist). The team will make assessments, provide educational and rehabilitation interventions, and make referrals where necessary to other governmental and non-governmental assessment centres. It is anticipated that the identification of support needs will start with a teacher-led assessment, with assistance from a resource teacher if necessary. The identified needs will be raised with the school management committee, and upwards to the district education supervision level or ministry level, as necessary. Additional support will be sought from civil society or private institutions and other ministries, as needed. Parents and the student will play a central role throughout this process. A key focus for the MOEHE will be on organising/co-ordinating existing, fragmented assessment and referral systems, rather than developing only a new mechanism from scratch.
- 7.5.5. The MOEHE will develop a national database which compiles school-level data on children assessed and identified as having impairments, specific learning needs, health or psychosocial needs.

7.6. Develop inclusion-oriented human resources

Develop a cadre of teachers, support staff and school leadership who have the practical skills, as well as theoretical knowledge, to implement quality, child-friendly, inclusive education within the regular education system.

- 7.6.1. The MOEHE will work to ensure that its own departments are staffed by personnel with relevant qualifications, skills and experience to oversee the development of child-friendly, inclusive education, support the professional development of teachers, and provide ongoing technical support at school level.
- 7.6.2. The MOEHE is committed to ensuring that every teacher receives theoretical and practical training in child-friendly, inclusive education, at pre-service level and through ongoing professional development. Routes for enabling teachers to gain more creative, practical skills may include encouraging teacher trainees

to carry out voluntary work in the community with marginalised groups, and ensuring that people with disabilities are engaged as trainers or resource people during the courses.

- 7.6.3. The MOEHE, in co-operation with Palestinian universities, will ensure that child development, early intervention, inclusive education and the provision of support to students with specific access and learning needs are integrated into all core teacher education programmes/courses.
- 7.6.4. The MOEHE will train local support personnel (teachers/supervisors) who will be able to provide schools with more technical support in specific issues (e.g. working with students with specific disabilities, or working with gifted students). Ultimately this training role will transfer to local teacher training colleges and universities.
- 7.6.5. The MOEHE will ensure that school principals are included in initiatives to train education personnel in child-friendly, inclusive education. This will be prioritised so that school principals can provide effective leadership and motivation for inclusive education to be implemented throughout their school and with the support of the school community; can make effective connections with assessment and support mechanisms; and can effectively plan and budget for the needs of their students, for the professional development needs of their staff, and for necessary infrastructural adjustments.

7.7. Participatory development of sustainable inclusive education

Promote sustainability and equality in the wider society, by ensuring the active participation of local communities, parents/caregivers and children in the development of child-friendly, inclusive education settings.

- 7.7.1. The MOEHE, through this policy and other education policies, encourages participation, freedom of expression, and democracy in schools as well as within the local community.
- 7.7.2. The MOEHE will actively encourage the involvement of community members and community-based organisations, parents and students in initiatives to plan, implement and monitor the development of child-friendly, inclusive schools, teaching and learning approaches, curricula and assessment. As part of this commitment, the MOEHE will actively seek to ensure that the voices of those most at risk of exclusion from/within education, such as students with disabilities and their families, are heard.
- 7.7.3. The MOEHE will encourage innovation in the development of local government and non-governmental/civil society and private sector

partnerships that promote and help to implement child-friendly inclusive education.

- 7.7.4. The MOEHE will seek to 'streamline' or simplify existing structures, programmes and actors in order to enhance co-ordination and sustainability.

7.8. Inclusive life-long learning

Ensure that efforts to advocate for and implement inclusive education cover the full range of education sectors, from early childhood to vocational, non-formal and adult education.

- 7.8.1. The MOEHE is committed to ensuring that education opportunities are available for all students, including those most at risk of exclusion, such as students with disabilities, at all levels, from early childhood education, through to vocational and adult education and other life-long and non-formal learning opportunities.
- 7.8.2. The MOEHE recognizes the particular importance of early childhood education in ensuring the early identification of disabilities and specific learning needs, capabilities and talents.
- 7.8.3. The MOEHE will seek to ensure that the support systems outlined in section 7.5 will be available in the early stages of education, as well as at subsequent stages; and that the professional development commitments outlined in section 7.6 will be available for personnel working in early stages of education as well as subsequent stages.

7.9. Safe, protective learning environment

Ensure that all education provision is free from violence and provides a protective environment for all students.

- 7.9.1. The MOEHE will endeavour to provide protection for all students, especially in the places most vulnerable to violent practices of the Occupation, and especially for the most vulnerable students, such as those with disabilities.
- 7.9.2. The MOEHE will work through advocacy and partnerships with international organisations and local communities to provide safe places for education. Safety will be considered from diverse perspectives, such as gender (ensuring places are as safe as possible for both boys and girls, and male and female teachers); and disability (ensuring places are as safe as possible for children with physical, sensory, intellectual or multiple impairments).

- 7.9.3. The MOEHE is committed to a policy of schools free from all forms of violence. The MOEHE will take steps at all levels to end any form of violence in education, through education management and supervision mechanisms as well as using awareness programmes within schools, communities and nationally.

7.10. Embedding principles of inclusive education throughout the education sector

Contribute to overall improvements in quality throughout the Palestinian education system, by highlighting the inherent connections between quality education and inclusive education, and promoting a universal design approach to all education system changes.

- 7.10.1. The MOEHE is committed to improving the quality of education for Palestinian citizens. It is also committed to making the education system inclusive for all by ensuring that everyone can access their right to education at their local regular school. The MOEHE understands that the two concepts of quality and inclusive education cannot be separated, and therefore seeks to ensure that, moving forward, it will eventually embed quality, child-friendly, inclusive education as core principles throughout all education legislation, policy and guidance documents.
- 7.10.2. The MOEHE will ensure that its budget encompasses inclusive education and the needs of all learners throughout all budget elements, and not just as separate projects. This will help to embed inclusive education throughout the education sector and also support sustainability of inclusive education efforts.
- 7.10.3. The MOEHE will further develop, apply and monitor guidance and standards for school building and education infrastructure, equipment and teaching and learning material improvements following universal design principles.

Appendix I

International conventions and treaties with relevance to inclusive education

Conventions	Date	Features relevant to quality inclusive education
Human rights		
United Nations Declaration on Human Rights Education and Training	2011	The right to education needs to be enjoyed by all children in order for all children to access human rights education and training. Learning and teaching must take place in a way that respects the rights of both educators and learners.
Vienna Declaration and Programme of Action	1993	All children's rights to survival, protection, development and participation need to be promoted. Emphasis on the rights of children in particularly difficult circumstances, girl children and children in armed conflict.
Universal Declaration of Human Rights	1948	<i>Everyone</i> has the right to education. Education shall be <i>free</i> , at least in the elementary and fundamental stages. Elementary education shall be <i>compulsory</i> .
Education		
Revised Recommendation concerning Technical and Vocational Education	2001	Technical and vocational education programmes should be designed as comprehensive and inclusive systems to accommodate the needs of all learners, particularly girls and women.
Dakar Framework for Action	2000	Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality; Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes; Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.
The Hamburg Declaration on Adult Learning	1997	The State as essential vehicle for ensuring the right to education for all, particularly for the most vulnerable groups of society, such as minorities and indigenous people.
Recommendation concerning the Status of Higher-Education Teaching Personnel	1997	Equitable treatment of women and minorities and elimination of sexual and racial harassment.

Conventions	Date	Features relevant to quality inclusive education
Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy	1995	Respect for the educational rights of persons belonging to ethnic, religious and linguistic minorities, as well as indigenous people, and this must also have implications in curricula and methods as well as in the way education is organized.
The Salamanca Statement and Framework for Action	1994	Education systems should take into account the wide diversity of children's different characteristics and needs. Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system.
World Declaration on Education for All	1990	Every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs.
Recommendation on the Development of Adult Education	1976	Norms and standards for wider access and inclusive approaches to education. Provision of continuing education and learning opportunities for youth and adults.
Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms	1974	Need for understanding and respect for all peoples, their cultures, civilizations, values and ways of life.
Convention against Discrimination in Education	1960	Right of access to education and to quality of education.
Recommendation Against Discrimination in Education	1960	<i>Elimination of discrimination in Education</i> , and also the adoption of measures aimed at promoting <i>equality of opportunity and treatment</i> in this field.
Children		
Convention on the Rights of the Child	1989	Right to free and compulsory primary schooling without any type of discrimination. Emphasis on child well-being and development, and measures to support child care.
International Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour	1999	Access to free basic education and to vocational training for all children removed from the worst forms of child labour.

Conventions	Date	Features relevant to quality inclusive education
Disability		
UN Convention on the Rights of Persons with Disabilities	2006	No exclusion from free and compulsory primary education, or from secondary education, on the basis of disability. Assurance of an inclusive education system at all levels and in lifelong learning (2014).
UN Standards rules, rule 6.		States should ensure that the education of persons with disabilities is 'an integral part of the educational system; general education authorities are responsible for disabled persons'; education in mainstream schools presupposes provision of appropriate support services ;states need to a) have a clear policy, b) have a flexible curriculum, c) provide quality materials, and on-going teacher training and support; community-based programmes should be seen as complimentary to integrated education; in cases where the general school system does not adequately meet the needs of all disabled persons, special education may be considered; and deaf and deaf/blind students may receive more appropriate education in separate schools, special classes or units.
Gender		
Convention on the Elimination of All Forms of Discrimination against Women (1979)		Elimination of discrimination against women in the field of education. Elimination of stereotyped concept of the roles of men and women by encouraging co-education, the revision of textbooks, school programmes and the adaptation of teaching methods.
Culture, ethnicity, language, religion		
United Nations Declaration on the Rights of Indigenous Peoples	2007	Recognizes the right of indigenous families and communities to retain shared responsibility for the upbringing, training, education and well-being of their children, consistent with the rights of the child; indigenous peoples have the right to establish and control their education systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
Universal Declaration on Cultural Diversity ()	2005	Encouraging linguistic diversity - while respecting the mother tongue - at all levels of education; Incorporating, where appropriate, traditional pedagogies into the education process with a view to preserving and making full use of culturally appropriate methods of

Conventions	Date	Features relevant to quality inclusive education
		communication and transmission of knowledge.
UN Convention on the Protection and Promotion of Diversity in Cultural Expressions	2005	Equal dignity of and respect for all cultures, including the cultures of persons belonging to linguistic minorities.
International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families	1990	Facilitation of teaching of mother tongue and culture for the children of migrant workers.
Convention concerning Indigenous and Tribal Peoples in Independent Countries	1989	Right to education that is responsive to culture and needs of indigenous peoples. Elimination of prejudices ensuring that textbooks and other educational materials provide a fair, accurate and informative portrayal of the societies and cultures of these peoples.
International Convention on the Elimination of All Forms of Racial Discrimination	1965	Adoption of measures, particularly in the fields of teaching, education, culture and information, to combat prejudices that lead to racial discrimination.
Other		
International Covenant on Civil and Political Rights	1966	Elimination of discrimination to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
International Covenant on Economic, Social and Cultural Rights	1966	Right of everyone to access all levels of education, including technical and vocational education.

Appendix 2

Analyses of key statements and commitments from the Palestine Education Development Strategic Plan 3 in relation to inclusive education

The following table highlights ways in which Palestine’s EDSP 3 offers a foundation for inclusive education:

EDSP 3 statements	Relevance to the development of an inclusive education system
EDSP 3 vision includes “build up an education system which is accessible, diversified, multiple, flexible, effective, efficient, sustainable, responsive to local needs and qualitative”	An inclusive education system is accessible to all, diverse and welcoming of all, flexible in adapting to the learning and social needs of every student.
EDSP 3 is committed to “transform the education system from a textbook transmission/memorization model to student-centered dynamic pedagogies with the teacher as a facilitator of learning and skill development as opposed to a provider of factual knowledge”	Inclusive education uses flexible, student-centred approaches to teaching and learning that welcome and adjust to the needs of every learner, regardless of gender, (dis)ability or other status.
EDSP 3 aims to make “deep structural reforms ranging from the Palestinian curriculum to the further improvement of teacher education to the enhancement of accountability and results-based management. Any reform intervention must closely integrate with all main ‘quality’ pillars - assessment, supervision, curriculum, and teacher education - of the education system”	These pillars of education reform do not just form the core of quality education, but are at the heart of developing an inclusive education system.
As part of the goal to “ensur[e] safe, inclusive, and equitable access to education at all levels of the system”, the EDSP 3 aims to “Provide the means to increase inclusion of students with special needs in schools <i>with focus on all groups, including the gifted...</i> ” (emphasis added).	This statement indicates a commitment to <i>look at inclusive education from a broader perspective</i> , not just as an issue relevant to people with disabilities. However, there needs to be clarity about what ‘special needs’ means (i.e. there needs to be clarity that ‘special needs’ means any learner who has a particular/special learning need at any point in their education, and it is not simply another term for ‘child with disability’).

EDSP 3 statements	Relevance to the development of an inclusive education system
<p>EDSP 3 sector goals include: “Provide the means to increase inclusion of students with special needs in schools with focus on all groups, including the gifted, within a national strategy that defines relations with all concerned stakeholders, the role of each stakeholder and requirements to achieve such inclusion.”</p>	<p>This is a definite statement about inclusion, but remains rather vague.</p>
<p>EDSP 3 sector goals include: “Track the out of the system students after grade 8 so as to increase the enrolment rate in high basic and in secondary level”</p>	<p>A system for tracking children who are out of education offers a clear opportunity for locating and supporting children with disabilities and those from other marginalised groups who are not enrolled in or regularly attending school. Such a system just needs to have a clear remit to find the most invisible and hard-to-reach out-of-school children.</p>
<p>EDSP 3 sector goals include: “Promote a learner-centered education and respect of differences and diversity, and adopt all measures needed in this direction in terms of curriculum development, teacher qualification and provision of appropriate teaching and learning resources.”</p>	<p>This goal is the foundation for an inclusive education system. If the goal is to carry out extensive reforms to the curricula, teaching methods/materials and teacher training, it is logical and cost-effective to ensure that all of those reforms are done through an ‘inclusive education lens’. For instance, if teacher training is being reformed, it makes financial and qualitative sense to ensure that inclusive education theory and practice is woven throughout all teacher training (for all teachers, of all subjects, at all levels). It is far more efficient and cost-effective to train all teachers to be inclusive from the start of their careers, than to rely on reorienting their attitudes and practices in-service at a later date.</p>
<p>EDSP 3 sector goals include: “Maintain efforts to reform the supervision system on the provision of technical support to teachers within the framework of the school clusters’ and teachers’ professional learning communities.”</p>	<p>These supervision and support roles are ideally placed to champion and guide the development of inclusive education. Ensuring that supervisors have inclusive education expertise, and are able to provide or access technical</p>

EDSP 3 statements	Relevance to the development of an inclusive education system
	expertise on inclusion issues, can be integral to the reform of supervision systems.
ESDP3 sector goals include: “Conduct a thorough and comprehensive reform of the general education curricula and assessment and evaluation system to equip the students with the 21st century skills”	If an extensive reform like this is being invested in, it makes financial and qualitative sense to ensure that the new curricula and assessment systems are inclusive and flexible for learners with diverse needs.
EDSP 3 sector goals include: “Enable all students to employ technology to support teaching practices”	Whilst investing in teaching/learning support technology, it makes financial and qualitative sense to ensure that this includes accessible technology and assistive devices.
EDSP 3 sector goals include: “Development of the Palestinian education law and review the related regulations and instructions.”	Whilst developing the law, clear steps can be taken to ensure that the law incorporates inclusive education rather than keeping it as a separate policy.
EDSP 3 sector goals include: “Strengthening the engagement of all stakeholders in education at all levels, and promote community participation”.	It will be a relatively simple step to ensure that participation is diverse and accessible to representatives from all groups in society.

The above table illustrates that the EDSP 3 is already, in general, ‘thinking inclusively’ in terms of the fundamental systemic changes needed in the Palestine education system. The challenge will be to ensure that the opportunities presented by the proposed system reforms are maximised. These reforms need to be approached from an inclusive education perspective, so that one comprehensive reform process can achieve the goals of improved access (for all), quality teaching and learning (for all), and participation and achievement in learning (for all).

While the EDSP 3 presents some important foundations of inclusive education, it is not sufficiently well oriented to inclusive education to be able to guide the necessary systemic changes on its own. For instance, the EDSP 3 does not offer complete clarity on the difference between ‘inclusion’ and ‘integration’. It contains a separate section on ‘students with special needs’, but does not consistently and thoroughly embed inclusive education, ‘special needs’ or disability issues throughout the main body of the plan.

In some places (beyond the separate chapter) the EDSP 3 does refer to ‘learners with special needs’, but tends to offer only broad or vague suggested strategies.

EDSP 3 offers inclusive education foundations but leaves gaps which make the current inclusive education policy necessary.

Appendix 3

Glossary of key terms

<p>Disability</p>	<p>Increasingly the explanation of disability used in the International Classification of Functioning, Disability and Health (ICF) is being used in state and NGO documentation. ICF says that disability refers to difficulties in any of the 3 areas of functioning:</p> <ul style="list-style-type: none"> • Impairments (problems with body function or alterations to body structure) • Activity imitations (difficulties executing activities) • Participation restrictions (problems with involvement in any area of life, e.g. facing discrimination in employment). <p>The UN Convention on the Rights of Persons with Disabilities states that “disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others”.</p>
<p>Inclusive education</p>	<p>Acknowledges that when children are not accessing, participating in or achieving in education, it is not their fault. Rather it is a problem with the system. Inclusive education is about making fundamental changes to the entire education system (policies and resource allocation, teaching practices, curricula, assessment, infrastructure, etc) so that education/schools become flexible and able to adapt to the needs of every learner</p>
<p>Individual education plan</p>	<p>A plan designed for a particular student, ideally outlining their learning goals, strengths and needs, and ideally developed through participation of the child, parents, teachers and support staff. It enables/ guides the teacher and/or support staff to monitor a child’s learning progress and make necessary adaptations to the curriculum, teaching and learning methods, environment etc.</p>
<p>Integrated education</p>	<p>Does not mean the same as inclusive education. Integrated education refers to the process of bringing excluded children (usually those with disabilities) into the regular education system. Integrated education, however, does not involve fundamental changes to teaching and learning approaches or to the overall education system. The child is expected to adapt and</p>

	<p>'cope' with the existing education system, but steps are not taken to change the system (i.e change the way teachers teach, change the curriculum, etc). In a school that practises integrated education, a child may be present (attending school), yet still excluded from participation and achievement. Integrated education is often an intermediary step towards the development of inclusive education.</p>
Resource centre	<p>In the Palestinian context a resource centre provides psycho-social counseling, speech therapy, physiotherapy, occupational therapy via a specialized mobile team which conducts assessments, develops rehabilitation plans and supports parents and teachers.</p>
Resource room	<p>In the Palestinian context these are specially equipped classrooms attached to regular schools and staffed by special education teacher. Students use the resource room individually or in groups, for some of the time, while taking other lessons in regular classrooms.</p>
Special education	<p>Is a concept that assumes there is a distinctly separate group of learners who have 'special educational needs' and for whom special, often separate/segregated services are needed. Special education tends to perceive the problem as located within the child, rather than within the education system. It does not acknowledge that many of the 'special' needs that learners have can in fact be addressed by making fundamental improvements to the quality of teaching and learning within the regular education system, without the need for parallel or segregated provision. The concept of special education also does not acknowledge that every child at some point may have a 'special' need when it comes to accessing, participating or achieving in education.</p>
Universal design	<p>Universal design involves designing products, facilities, systems, buildings, etc, so that they can be used by the widest range of people possible (rather than designing and making separate provisions for different groups of people).</p>

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