

Report



Report

Inclusion for All: Research Case Study

June 2018: Occupied Palestinian Territories

Report

Table of Contents

Executive summary.....	3
Recommendations.....	6
Background and description.....	9
Rationale: scope and purpose of review.....	11
Methodology.....	13
Research governance and ethics.....	17
Findings.....	18
Conclusions.....	48
Recommendations.....	50
Case studies.....	53
Baghdad El Salhy, Former President of Palestine Children’s Council – CRG.....	53
Atta Sharayka, Former Vice-President of Palestine Children’s Council – CRG.....	55
Nada Al-Ghalban, Islamic religion teacher.....	57
Adeli Abu Luli, Student.....	59
Noha Hamad, Parent.....	60
Sabreen Zaben, Defense for Children International- Palestine (DCIP) staff.....	61
Ameen Inabi, Director of the Department for Persons with Disabilities at the Ministry of Social Development (MoSD).....	63
Annex 1: Data collection instruments.....	66
Implementing Partner Meeting Questions.....	66
Inclusion for All Program Research Areas.....	67
Principal Interview Questions.....	69
Teacher Interview Questions.....	71
Counselor Interview Questions.....	73
Student Focus Group Questions – Older Students.....	75
Student Focus Group Questions – Younger Students.....	77
Parent Focus Group Questions.....	78
Policymaker Interview Questions.....	80
Workshop Observation.....	81
Sampling Instructions Letter.....	83
Sampling Instructions: Sample School.....	84

List of acronyms

Report

ACCE	(See PCC below)
BZU	Birzeit University
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
CwD	Children with disabilities
DCI	Defence for Children International
EGRA	Early Grade Reading Assessment
ICHR	Independent Commission for Human Rights
MoEHE	Ministry of Education and Higher Education
MoH	Ministry of Health
MoSA	Ministry of Social Affairs
NORAD	Norwegian Agency for Development Cooperation
OPT	Occupied Palestinian Territories
PCBS	Palestinian Central Bureau of Statistics
PCC	Palestinian Counseling Center
PCDCR	Palestinian Center for Democracy and Conflict Resolution
QLE	Quality Learning Environment
SC	Save the Children
SCN	Save the Children Norway
SYFS	Save Youth Future Society
TCC	Teacher Creativity Center
UNRWA	United Nations Relief and Works Agency

Executive summary

The Inclusion for All program, funded by the Norwegian Agency for Development Cooperation (NORAD) and implemented by Save the Children and its partners, seeks to increase the access of children with

Report

disabilities (CwD) to quality education and to strengthen child rights in the Occupied Palestinian Territories (OPT). The program works with children, parents, teachers, counselors, and principals at 30 public, UNRWA, and private schools in the West Bank, Jerusalem, and Gaza, since 2015. In addition, the program supports full inclusion of CwD in education and child rights governance through extracurricular activities run by a host of partner organizations and promotes policies and mechanisms that support such inclusion and child rights. This review of the Inclusion for All program, completed between February and May 2018, utilizes previously-collected quantitative data, in addition to data from focus group discussions and interviews with children, parents, teachers, counselors, principals, policymakers, and program implementers and observations of program activities. The review is intended for program implementers, donor, as well as target groups, as they seek to identify the most successful parts of the program, and to design future programs. This review is not intended to serve as an endline evaluation, and such an evaluation is planned for the end of the program.

Key findings of this review include:

- Though children, parents, and teachers all felt – and in some cases, had grades to support their sentiments - that CwD had improved their academic achievement, these improvements were not captured in the math and literacy (EGRA) exams among CwD in the West Bank¹. The Arabic exams did show improvement, however, meeting the midline target.
- Parents were enthusiastic about the parent awareness sessions, reporting that they helped them understand and support their children better. There was clear demand for the expansion of this program activity.
- The Palestine Children’s Council can be considered a key success of the program. Children elected to this council represented a diverse group of Palestinian children, and they made their voices heard among decision-makers, both through their participation in the CRC and CRPD reporting and in a change they convinced the MoEHE to make to the Palestinian curriculum.
- Teacher training under the program succeeded in increasing the attainment of Quality Learning Environment (QLE) targets in the targeted schools, but teachers often felt that the training served more as a refresher course than training on new ideas. In addition, many teachers were eager to apply the skills from the training but reported having no CwD in their classes with whom they could apply them.
- The program’s student activities, such as HEART and other activities designed to promote the inclusion of all children, were popular with students with disabilities and without. CwD reported increased confidence in themselves, and teachers and parents reported reductions in child violence and other behavioral problems.
- Inclusion for All successfully worked with the MoEHE to develop a strategy and action plan based on the existing MoEHE Inclusive Education (IE) policy.

¹ Gaza students could not be tested at midline because of changes in school structure in Gaza that moved the relevant grade levels to different schools outside the target group.

Report

- Support to resource centers and resource rooms, through the provision of assistive devices and training for ministry officials, teachers, parents, and students was widely viewed as beneficial by all program participants.
- The complaints mechanism developed under the program in cooperation with the MoSD functions well but requires more work to make teachers, parents, children, and the general public aware of its existence.
- The case management system (CMS) has been established and has entered 1600 cases of CwD in order to provide them with assistive devices and/or other services. The provision of devices, both for the CMS and for the resource centers/rooms listed above, needs continued funding to make it a sustainable activity that can be written into MoSD policy.
- The analysis of the Palestinian General Budget's allocations for child services in the fields of health, education, social protection, disability, and recreation was utilized in the annual state Convention on the Rights of the Child (CRC) reporting process, and could become a valuable ongoing activity to support, as such analysis is not available elsewhere.

The participants interviewed for this report identified the activities directly implemented with children to be some of the most beneficial of the program's work. Participants noted increases in students' confidence and tolerance as a result of the extracurricular activities, and children themselves often reported benefitting from such activities. In addition, the National Council, created to amplify children's voices, has successfully won a change to the Palestinian curriculum, drawing the attention of the Ministry of Education and Higher Education (MoEHE) in the process, and modeled inclusion among students, and it is important to invest in the sustainability of this council.

Educationally, change is slower. The outcomes of the math, Arabic, and literacy tests used to measure achievement for the Inclusion for All program did not show change among CwD except in Arabic in the West Bank and Jerusalem. (There was no available mid-term data for Gaza schools because grades 1-2, the subject of the baseline, had been moved from the targeted schools to non-targeted schools.) However, both teachers and parents felt strongly that the program activities had strengthened their CwDs' academic performance, and it is possible that for individual students, there has been improvement that simply cannot be detected on standardized tests at such a scale over such a short term. The schools participating in the Inclusion for All program did, however, exceed the Quality Learning Environment (QLE) targets set for mid-term (target: 35%; actual 66%), showing great increases in the number of schools meeting the minimum QLE standards over the short term of the program.

Principals, teachers, counselors, and parents also commended the parent awareness sessions undertaken by the project. Parents noted multiple skills they gained from the sessions, and educators were pleased with the increased engagement they saw from parents regarding their children's educations. All of these groups believed that the parent awareness sessions were beneficial, but that there were an insufficient number of them and recommended that the parent awareness sessions part of the program be expanded.

Report

The policy work of the program represented positive early steps but requires more attention. None of the policymakers the research team interviewed could identify, without assistance from the team, the activities included in this project, though they were at least somewhat familiar with them once the team listed the program activities. Though this lack of awareness may exist because program staff may be unaware of precise funding mechanisms, especially in the case of direct implementation of multiple projects in partnership with the same partner, it may also be advisable to increase engagement with relevant policymakers to pursue policy-level work that can sustain the most effective of the program's activities and outcomes.

For the ease of the reader, the recommendations section of this report immediately follows this executive summary. More detail on the findings and conclusions of this review can be found in the pages that follow. It is important to remember, however, that qualitative data often reflects the most visible or frequent activities of a program as the most effective; additional, updated quantitative data is needed, as a part of a future evaluation, to triangulate the findings of this review.

Recommendations

1. Implement school-driven, school-wide needs assessment strategies to identify the strengths and weaknesses of each school – including physical infrastructure, resources, and human capacity - with regard to inclusive education, with a focus on CwD. Put structures in place that encourage school leadership to continue these inclusive education capacity-building strategies after the end of funded programming. To do this, the QLF needs to be seamlessly integrated into existing MoEHE and UNRWA frameworks for school and classroom environments; such integration requires close, daily cooperation with the MoEHE and UNRWA.
2. Utilize resource rooms and resource centers in schools and communities for a variety of student activities, not only for CwD. Taking all students to resource rooms for school and community

activities can reduce the visibility of CwD-specific activities taking place in those spaces and reduce stigma for CwD.

3. Cooperate with the MoEHE and UNRWA to mainstream some of the program's most effective extracurricular activities into existing MoEHE and UNRWA systems at schools themselves.
4. Promote inclusion by expanding school-community initiatives in which CwD can participate alongside other children to showcase their strengths and role in the community at large. These initiatives could involve parents but should also target the larger community.
5. Expand program activities to include CwD who are part of the targeted communities but not enrolled in the schools. Encourage implementing partners to include non-participating CwD and their parents in their activities.
6. Increase the frequency of parent awareness sessions on inclusive education and other relevant topics and write material for additional topics based on data collected from parents and teachers. Expand parent awareness sessions to additional schools and consider holding such parent awareness sessions at varying times and locations to accommodate parents who may not be able to access the school building during school hours, or at all (eg, mothers in boys' schools, or fathers in girls', parents with physical disabilities, etc). Coordinate parent initiatives with the MoEHE and UNRWA, making use of existing policy documents on the engagement of parents, and work with the MoEHE and UNRWA to submit good practices for addition to those policy documents.
7. Embed future teacher trainings within the relevant existing structures at the MoEHE and UNRWA. Wherever possible, teachers should be able to attend training as a part of their normal work day, and trainers should be consistent over the life of the program. Homework should be specific and tested in teachers' current classrooms between training sessions. Training should also provide opportunities for reflection and feedback on the tasks they've tried in their real-life classrooms, such as classroom observation by their regular trainers. The first priority teachers for IE-related

Report

training should be teachers that have CwD in their schools and classrooms, and who are aware of identifications of these CwD.

8. Promote understanding among children without disabilities by expanding activities teaching inclusion and providing additional opportunities for children without disabilities to interact with CwD in extracurricular, recreational, and community service activities.
9. Expand the provision of literature and other publications that discuss the concepts of disability and inclusion to school libraries. Encourage teachers and other educators to incorporate the use of these materials into class activities, and to take students to the library to read such stories.
10. Increase child-friendly literacy activities in schools generally. Provide additional support to libraries in the acquisition of books and child-friendly furnishings, and train principals and teachers on good practices in promoting literacy through both classroom-based and school-wide libraries.
11. Collect longitudinal data on CwD achievement and motivation. Reducing stigma and promoting achievement requires long-term, large-scale samples unlikely to be possible with a small handful of participating schools. Invest in in-depth, long-term data collection; make use of the case management system for such research if and when possible.
12. Continue to strengthen the work of the Palestine Children's Council and the child-led monitoring groups by supporting the efforts of these initiatives - including utilizing a participatory approach in response to reporting mechanisms and complaints processes. In addition, consider expanding the opportunities for the Palestine Children's Council to the pan-Arab and/or global arenas.
13. Develop a collaborative structure of communication and implementation of services that includes all stakeholders, considers their individual and group contributions thus far, and promotes their continued efforts under one single vision. Ideally, this structure would be centrally-coordinated through the MoEHE. Use the standard program name in all written and verbal communication with all levels of staff from strategic partner institutions. If possible, design a program logo or stylized way of writing the program name and use that image on all program documents circulated to strategic partners.
14. Continue and expand the budget analysis process to include additional fields. Push to incorporate it into all future state CRC reporting processes.
15. Conduct a broad awareness campaign on the complaints mechanism, both for the general public and, in a more targeted way, among teachers, parents, and children.
16. Plan future activities to support the institutionalization of the case management system across the MoH, MoEHE, and MoSD. In cooperation with these ministries, identify and support mechanisms for the sustainable funding of (including maintenance for) assistive devices for CwD.

Background and description

CwDs in the Palestinian territory, face a wide range of challenges almost in all aspects of their lives. These include limited access to quality services, lack of skills and capacity, increased cost and burden of disability due to the harsh political and economic situation, unfriendly physical environment, and negative social attitudes, limited opportunities for livelihood and income generation, and exclusion from social and cultural aspects of life. While Palestine has made substantial progress in the field of basic education in recent years, there are still gaps in the access and quality of education to key marginalized groups. Access to basic rights structures and complaints has improved, and basic education enrolment rates (up to grade 10) are high for children in the West Bank (95%) and Gaza (93%). However, children in East Jerusalem, Area C and Gaza have poorer quality learning environments compared to the other areas of the West Bank and Gaza. This phenomenon is easily illustrated in children attending school in unsuitable “apartments,” tents, or temporary structures, for many of whom the poor learning conditions are exacerbated due to their physical and learning disabilities. Children with disabilities (CwD constitute one of the most marginalized and excluded groups) in these communities. According to the Palestine Central Bureau of Statistics, there are 23,825 CwD between the ages of 6-17 in Palestine. Of these, only about 8,032 are integrated into the formal education system and 2,000 are enrolled in specialized institutions. Accordingly, the enrollment rate for CwD sits at just 42%. Although the most prevalent type of disability is mobility (49.6%), other prevalent disabilities include learning, concentration, memory, visual, communication, mental health, and hearing.

Because CwD are often excluded from formal education, the illiteracy rate among those with disabilities is extremely high. The literacy rate among individuals with disabilities is a staggeringly-low 53.1%. In fact, 37.6% of individuals with disabilities aged 15 and above have never been enrolled in schools, and of the children that enrolled in schools, approximately 33.8% dropped out of school for various reasons, including not being supported by the schools’ learning environments. Clearly, children with disabilities face cultural and socio-economic barriers within Palestine—all these barriers are worsened by the ongoing and traumatic violations caused by the Israeli occupation.

CwD tend to represent the poorest segments of the Palestinian population and they have limited access to basic services such as health, education and protection services. There are limited resources – facilities, human, material, and financial that support children’s equal and equitable access to education, health, protection and recreation. The lack of accessible transportation also makes it difficult for CwD to access community centers for support. In addition, the gaps in early detection and intervention further aggravate the conditions faced by CwD. Families of CwD are also typically overprotective of them because it can be difficult for them to perform some tasks outside the home because of inaccessible infrastructure. They are hesitant to allow them to leave the safety of the home and they also have low expectations for their future outcomes and potentials. CwD may also require special equipment, in addition to infrastructure, or various forms of therapy, depending on their disabilities, and in most cases, these types of equipment and therapy are not available. In addition, others’ attitudes toward CwD can

Report

inhibit CwD children's desire to interact with other people. Therefore, investing in their CwD's educational and developmental needs is of low priority.

Analyses conducted in 2010, 2012, and 2013 identified children living in Gaza, Area C, East Jerusalem and in refugee camps as the most marginalized children, with more limited access to basic needs and services and resources, and greater exposure to violence than other children. Those children with disabilities were at greater risk than their able-bodied counterparts and girls with disabilities were specifically highlighted as particular target groups experiencing multiple layers of discrimination. It was on the basis of these analyses that the particular groups of children addressed in the project were selected.

In addition, in 2012/2013, Save the Children, in cooperation with the PCBS, conducted a study to identify the priorities and needs of children. A follow-up analysis was conducted in cooperation with Palestinian NGOs PYALARA, Mezan and DCI in which children were also asked to identify their needs and priorities with greater sample representation afforded to children living in marginalized regions of the country. Results indicated that the main concerns were: increasing levels of personal violence, occupation-related violence, lack of access to education and poverty, and lack of representation in forums that allow them to share their views or decide on actions needed to support them. In cooperation with the YMCA, Save the Children also conducted a study on assessing access to education, health, and protection services by children with disabilities and their families. That report indicated that CwD are the most marginalized group of children in Palestine, and that marginalization of CwD is exacerbated when the child is female, from a poor socioeconomic background, or from a remote area.

For these reasons, it is incumbent upon the government and civil society to improve conditions for integrating children into national and community-based programs in order for them to enjoy equal rights. Accordingly, the Inclusion for All Program was developed in an attempt to address the significant challenges facing children with disabilities (CwD) in Palestine. These children are often subject to layers of intersecting barriers, including the social, cultural and economic barriers, which are further exacerbated by the ongoing Occupation. In addition, the Palestinian Authority lacks both financial and technical resources (such as assessment capacity, early detection and intervention, and provision of tailored resources) in the field of disability, and political will to include disability issues in laws and policies is weak. The program has expanded and aims to continue expansion of inclusive education through a holistic and comprehensive approach on the individual, school, and national levels in the oPt.

Under the Inclusion for All program, 30 schools and their surrounding communities, in the most marginalized areas in the West Bank and Gaza, were targeted. The Project Steering Committee (PSC) made up of all project partners (MoEHE, MoH, UNRWA, partner CSOs, relevant NGOs and INGOs and UN agencies including UNICEF, NRC, and NPA) were responsible for the target schools' selection based on a number of criteria.

Report

The program design focused on two thematic areas: Education and Child Rights Governance (CRG). Each thematic area is included the following outcomes:

Education:

Outcome 1: Effective and relevant inclusive education policies and tools applied across the education system

Outcome 2: Access of vulnerable children to schools enhanced

Outcome 3: Vulnerable children retention & achievement at schools enhanced

CRG:

Outcome 1: CRC monitoring system by government and civil society is established

Outcome 2: National CRC related systems for child rights budgeting, inclusive service delivery for children with disabilities, and ombudsman services are enhanced

Outcome 3: Improved capacity and awareness raising on rights of child to participation and representation on national and local initiatives, legislative, and planning boards

Rationale: scope and purpose of review

The purpose of the study is to **document the success** and lessons learnt of the NORAD Project through the collection of qualitative data of the program and linking it to the existing quantitative data. The study should cover all the targeted schools of the West Bank (including Jerusalem) and Gaza.

The study must focus on the following areas:

- A. How have remedial education/support sessions supported children with learning difficulties/disabilities? How have program activities enhanced the overall achievement and support for those children in terms of both literacy and non-literacy outcomes?
- B. How did parents/community awareness sessions enhance parent's ability to deal with and support their CwD? How has their knowledge influenced the system at school level?
- C. What added value did the child led monitoring groups and the enhancement of child led reporting have on improving active child participation at the local, national, and global levels?
- D. How did capacity development of teachers & counselors on inclusive techniques improve performance in the classroom? Based on our pre and post observation and assessments of trainees, what impact did the inclusive education training have on the achievement of children and the teacher's vision, planning & teaching methods?

Report

- E. What impact did the utilization of art interventions, the HEART² mechanism and other activities providing a space for children to understand difference and disability have in promoting inclusion and equality in the life of the children?
- F. How did our institutional capacity and work with the MoEHE on developing a plan for the IE policy and referral system influence quality and inclusion within the system and on the school level? How did it support the children?
- G. What added value had the support to private or CSOs resource centers and to CWD at MoEHE resource centers?
- H. How did the awareness raising materials with ICHR and the computerized complaints template support inclusive education? How would this activity contribute to improving the understanding and implementation of the on-line complaints mechanism?
- I. How did the developed case management system and smart devices with MoSD in identifying the different needs of children, their rights and the essential support/assistive devices required to ensure inclusion- specifically in education?
- J. How did the CRG work with the MoEHE in provision of assistive devices, supporting resource centers, and training of teachers and counselors enhance inclusive education on a national level and in the targeted locations? What was the impact?
- K. What success stories can be drawn from the interventions of this program that can shed light on and support children with learning disabilities?
- L. Which approaches worked well and which not so well?
- M. How have the partners involved in the program increase program impact?
- N. What are the results achieved to date with regards to the set indicators and targets. Are we on track? Are there are adjustments which should be made moving forward in order to increase impact of program. What are the overall recommendations for the program?

The research was conducted in the West Bank/Jerusalem, using a sample based on the following schools, which participated in the Inclusion for All program:

List of schools in the targeted areas of Area C, Jerusalem, and Gaza:

No	West Bank Schools	Gaza Schools
1	Jabal Al Mukabber School	Al Boureej Boys' Prep School

² HEART (Healing and Education through the Arts) is an arts-based approach to providing psychosocial support for children affected by serious or chronic stress. It uses the arts to help children process and communicate feelings related to experiences.

Report

2	Omar Bin Abdul Aziz School	Al Maghazi Boys' Prep School
3	Dar Al-Aytam Basic Islamic School (B)	Al Shouka Mixed School
4	Al-Jeel Al-Jadid School	Al Shouka Boys' Prep School
5	Al-Huda Basic Mixed School	Khouza'a Boys' Prep School
6	Siraj Al-Quds School (Private School)	Beit Hanoun Girls' Prep School
7	Riyad El-Aqsa Mixed School	Beit Hanoun Boys' Prep School
8	Doma Basic Mixed school	Al Fakhoura Boys' Prep School
9	Al-Sawiyeh Basic Mixed School	Khalil Ewida Girls' Prep School
10	Osareen School for Boys	Al Shoujaia Boys' Elementary School
11	Hamzeh Ibn Abdul-Mutaleb School for Girls	Al Remal Girls' Prep School
12	Yasseed Basic School for Girls	Deir Al Balah Girls' Prep School
13	Der Sharaf Basic School for Boys	Al Nosirat Girls' Prep School
14	Al-Razy School	Abou Teima Mixed School
15	Al-Shorouq School (Private School)	Al Fokhari Girls' Prep School

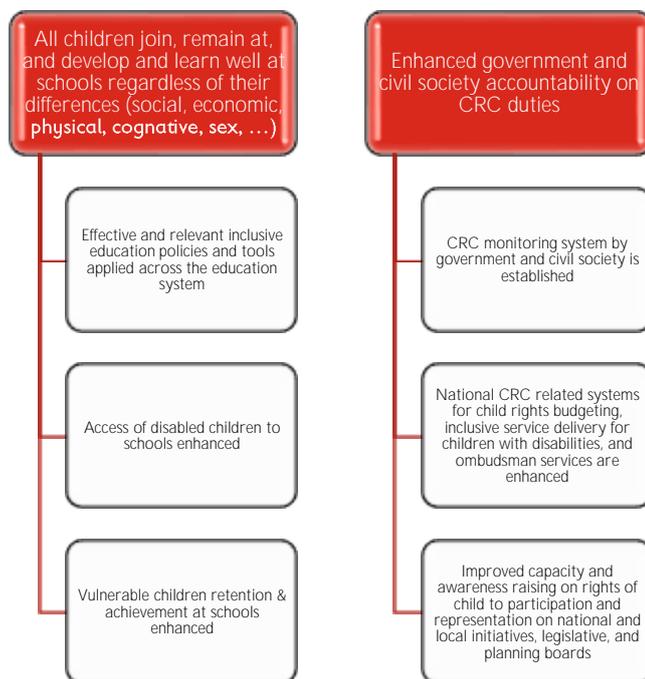
Methodology

The research for this report included two parts: a research report and case studies showcasing program successes. The research and case studies utilized an inclusive and gender-sensitive, evidence-based approach. The research report made use of a mixed-methods design, but it should be noted that only the qualitative data was collected by the evaluation team, via focus group discussions (FGDs), interviews and observations. Findings were linked to existing quantitative data in order to document the success and lessons learned of the Inclusion for All program. The OECD/DAC Criteria for International Development Evaluations was utilized to inform the research portion of the study.

The research part of this report employed a utilization-focused, participatory research approach. Based on Patton (2008), utilization-focused evaluation aims to conduct evaluations and present the findings from them in a way that ensures their use by the program's key stakeholders. In this research, the utilization-focused methodology included engagement and participation by stakeholders during the data collection and reporting processes, a mechanism which increases use of research findings by bolstering their comprehensibility and credibility.

Report

The framework below presents a simplified overview of the program's theory of change (TOC):



Based on the theory of change above, this research will make use of a pre-/post- methodology that will examine progress and identify particular successes of the project, acknowledging that a full evaluation of the project will be done at a later stage. While such a methodology can indicate improvements from the beginning of the program (baseline) until the end (endline) of the program, one limitation of such a methodology is that a pre-/post- methodology alone cannot definitively attribute any change to the intervention without the utilization of a control group, which is not included in this study and should be left for the final evaluation. Baseline data was collected by a separate team, and the data from the baseline was made available to this research team for use in analysis and reporting. In addition, quantitative data has already been collected for this research by SC and partners, and the research team made use of both that quantitative data and additional, qualitative data collected as a part of this research.

The research was structured around the research questions set out in the ToR, listed in the Rationale section earlier in this report.

The research team also produced case studies to highlight the project's success stories. As a part of the qualitative data collection and in cooperation with SC and other partners as relevant, the research team identified and interviewed appropriate program participants for the case studies to be used for communications purposes. Per SC guidance, nine case studies were developed, focusing on different groups of project participants: children; local community members (parents/caregivers); local partners; and policymakers.

The research methodology was designed to capture sufficient data from program participants with a minimum amount of disruption to program participant daily life and activities. The research team began data collection with a series of meetings with key implementing partners to discuss a) their roles in the program; b) the identification of case study participants; and c) the selection and scheduling of program activities for observation. These discussions guided the selection of specific participants, as well as scheduling, for the rest of the data collection. The research team coordinated with SC and other project partners to ensure that the data collection was undertaken rapidly and efficiently, allowing partners to participate in data collection and then return to the daily work of implementing the program.

The following documents were reviewed as a part of the desk review:

- NORAD MEAL plan and results framework
- NORAD annual plans and implementation timelines
- NORAD annual reports
- NORAD interim report
- NORAD MTR narrative report and database
- Evaluation report of the Central Inclusive Education Unit
- BZU inclusive education training modules

Qualitative data was collected using the following methods:

- A. Focus groups with children and parents.** The research team conducted 16 focus groups – one each with students and parents - in each of the eight schools in the sample. Focus groups were no larger than 10 participants each, and the composition of each group ensured diversity based on gender, disability, grade level, and academic achievement. Children and parents participated in separate focus groups, and participants were identified in cooperation with the appropriate implementing partners and the participating schools based on a brief, clear, written sampling chart developed and provided by the research team to school principals. Focus groups met at schools and participants in each focus group were selected from within that school community. The research team worked with SC to identify a cut-off age for child participants, with the youngest participating students in grade 2 and the oldest in grade 9. Focus groups with children were designed with their age groups in mind. Researchers made every attempt to create a warm atmosphere and to avoid manipulative, tokenistic or the decorative use of the children. The purpose and aim of the research was described in Arabic in comprehensible and age-appropriate language. For more detail, please see the data collection instrument for younger children in Annex 1.
- B. Interviews with children, teachers, principals, and counselors, as well as the MoEHE and UNRWA.** In coordination with SC, the research team conducted one-on-one interviews with

Report

teachers, principals, and counselors at each school in the sample. In addition, the research team conducted interviews with representatives from UNRWA and the MoEHE. The research team also interviewed children participating in the CRG component activities one-on-one at CRG activities. All children interviewed were interviewed within view of but out of earshot of adult implementing partners to protect the children's safety and confidentiality.

- C. **Observations.** The research team observed a sample of program activities selected based on the recommendations of the implementing partners and the possibility of observation with no or minimal impact on the parties being observed. The observations included a discussion component in which the research team asked participants in the activity about what they observed before finalizing their observation notes. The discussion component of the observation was designed to ensure that the research team did not misinterpret activities they observed and that participants had the opportunity to clarify any unclear aspects of the activities.

Of the 30 participating schools, the research team sampled 8: 4 in East Jerusalem and Area C, and 4 in Gaza. The research team used a modified purposive cluster sample in order to sample schools; schools were selected on the basis of location and gender of students served. The schools selected represented different student populations in terms of gender and grade levels served, as well as geographical locations and governing authorities (MoEHE or UNRWA). Within each school, the research team sampled between 10 students and 10 parents, plus the principal, two teachers, and, where applicable, the school counselor for focus groups and interviews. In order to sample for the focus groups, the research team developed a chart for schools to use to assist in the sampling of parents, students, and teachers before the day of the data collection. This document provided criteria for the selection of the parents, students, and teachers, and schools then assisted in selecting parents, students, and teachers who met those criteria. This approach mitigated for selection bias by ensuring diversity of students in the focus group according to relevant variables. The sampling framework can be found in Annex 1.

Teachers from the sampled schools were selected for interviews based on their participation in the program and in consultation with their principals. All interviews were confidential, so no school names will be released when attributing quotes to principals, teachers, and counselors, unless they have granted explicit permission for their names and/or school names to be used.

Representatives of the stakeholder institutions listed in point B above were identified in cooperation with SC. Though the research team initially planned for one interview per institution, upon beginning the research, the team found that some institutions originally listed in program documents were not very involved in the implementation of the program as it evolved, and limited interviews to stakeholders from the MoEHE and UNRWA, as well as informational meetings with implementing partners that informed the research, though those meetings were not considered formal interviews.

Report

In order to sample for the interviews to be used in creating the case studies, the research team used a modified snowball sample, in which implementing partners nominated case study candidates based on their experiences in the targeted schools and communities. Due to the non-random sampling methodologies used in this study, some selection bias is to be expected, especially with regard to the case studies. To completely eliminate such selection bias, the study would need to sample case study participants randomly from the beginning of the program and follow them over the lifetime of the program, which was not possible in this study. The research asked implementing partners to nominate more than the necessary number of participants for the case studies, and the decision on final case study participants was made by the research team in order to mitigate sampling bias to the extent possible.

The observations were conducted during program activities. Observations took place as a part of program activities such as teacher trainings and CRG activities. The research team conducted a total of 5 observations, both in schools forming part of the sample for other data collection methods and at out-of-school activities such as CRG-related National Student Council elections in which many program participants were participating. The observations consisted of a three-hour teacher training conducted by Birzeit University, a three-hour teacher training conducted by Tamer Institute, a one-hour and thirty minute parent and child training conducted by Tamer Institute, a three-hour leadership and elections training conducted by DCI, for children and youth participating in the child-led monitoring groups, protection teams and National Council, and a four-hour event led by DCI highlighting the accomplishments of the child-led monitoring groups and outgoing National Council, and culminating in the elections for the upcoming National Council.

Data analysis reflected the case study criteria, research questions, and matrix. Qualitative data was reviewed and analyzed using a codebook based on the research matrix. The results from each dataset were triangulated where appropriate and used to respond to the research questions according to the research matrix. Linkages between quantitative and qualitative data sets were identified and the results were integrated for the preparation of the draft report, focusing on success stories and lessons learned, and including the case studies.

Research governance and ethics

The research and case study design and process was independently constructed and conducted by the research team in cooperation with SC, which provided critical information to the research team and ensured that the research approach and data collection strategy was realistic given the local contexts and work of the stakeholder institutions. The research team provided an independent study of the SCI Inclusion for All program in Palestine; the research was aligned with the work of SC and its partners and stakeholders. The research team coordinated closely with SC, and final decisions were governed and approved by SC.

Report

The research team adhered to the Ethical Research Involving Children (ERIC) guiding principles while planning and conducting all research activities in order to ensure that the respect for, beneficence to and justice towards the targeted children and other vulnerable population was upheld throughout this study. The team also signed and adhered to Save the Children's child safeguarding policy, and attended Save the Children's safeguarding training prior to the beginning of the data collection. In the West Bank, parental consent was not always possible to obtain in advance of the researchers' arrival; in some cases, schools or other participating institutions had not circulated the parental consent form to parents. In these cases, researchers called the parents by telephone, outlined the nature of the research, explaining clearly that participation was not mandatory and would not in any way impact current or future access to activities. For case study interviews and FGDs, the researcher was explicit about whether the child's identifying information would be used. For the case study interviewees, the researcher explained that the child's identifying information would be published. In addition, the parents of the children interviewed for the case studies, Atta and Baghdad, gave their consent in the physical presence of the researcher. The children interviewed also verbally consented in the presence of the researcher. In Gaza, partners facilitated parental consent with school administration in advance after the researcher had shared the sampling procedures and parental consent forms, although in some cases, permission was obtained by school administrations verbally, as well. For case studies, consent was obtained directly from parents, facilitated by school administrators.

Findings

In order to fully consider the findings below, it is necessary to understand the differences in implementation of the Inclusion for All program between the West Bank and East Jerusalem, and Gaza. While there were many overlapping activities, such as teacher training, parent awareness sessions, and extracurricular activities for children that promoted more inclusive schools, there were also several major differences in both the activities and the process of implementation.

The first difference was that Inclusion for All was not permitted to work with the MoEHE, and as a result, any of the public schools, in Gaza. Instead, the program worked with UNRWA schools, operating within a totally different system and structure than public schools do. Unsurprisingly, then, the way the program was implemented in the UN system differed from the way it was implemented in the government system.

Similarly, implementation partners differed between the West Bank/East Jerusalem and Gaza, and as a result, some activities were conducted only in one geographical location, given that partners were sometimes chosen based on programmatic selection criteria and mandate. In other cases, similar activities were conducted, but conducted differently, depending on which organization implemented them.

In the West Bank/East Jerusalem, Tamer Institute for Community Education implemented a series of workshops for all teachers in the targeted schools and the students and parents in each of the targeted

Report

grade levels. In addition, Birzeit University implemented a 12-module training program for teachers in the West Bank (which was condensed to 8 sessions covering the same content as the 12-modules for Jerusalem teachers, due to mobility difficulties for the teachers and trainers, as well as time constraints)³. Four staff members from each of the participating schools were invited to attend- the principal, a counselor, a math teacher and an Arabic teacher. These trainings covered different topics but involved some of the same teachers, and the Tamer Institute training was locally-driven, with training covering different topics for each school. Finally, the Arab Counseling Center for Education (ACCE) was primarily responsible for providing resource centers and resource center staff in the schools, in addition to establishing two additional resource centers over the course of the program.

In partnership with the International Center for Human Rights (ICHR), Save the Children enhanced the child-rights surveillance and complaints mechanism, which provide minors with a child-friendly website through which to self-report abuse or threats of abuse. In addition, Save the Children conducted an awareness raising campaign on the system and trained field workers on its usage.

Through partnerships with DCI-Palestine in the West Bank and PCDCR in Gaza, child-led monitoring groups were established and received specialized trainings on data collection, quantitative and qualitative analysis, laws, International Conventions, advocacy and lobbying, communication skills, developing initiatives and reporting. The groups submitted two annual reports in the West Bank and Gaza. They underwent elections for the National Child Council and a select few were appointed to the MoEHE advisory board and participated in the Ministry's strategic planning sessions. They also held accountability sessions with decision makers and had the opportunity to submit initiatives.

Finally, Save the Children conducted a large-scale analysis of the allocations for children in the education, health, protection, disability and recreation portions of the General Budget. As a result of the study, a child-friendly brochure and informative video was developed on investing in children, child participation and accountability.

In Gaza, Tamer Institute for Community Education conducted activities with parents in the target locations. The Teacher Creativity Center (TCC) conducted training sessions for 46 teachers from the 15 schools. The trainings were designed to enhance the teachers' skills and capacities to develop inclusive environments and to use active learning methods in their classes. Teachers were split into two groups and each participated in a 2-day introductory training followed by field observation visits.

In addition, the Save Youth Future Society (SYFS) supported the program through a number of initiatives targeting the students in the 15 schools. The Supplementary Education initiative and the Early Detection

³ Birzeit trainers were largely unable to obtain permits to conduct training in Jerusalem, meaning that teachers from Jerusalem schools had to travel to Ramallah, on average 30-90 minutes away from their workplaces, for training. This obstacle to mobility led to the reduction of the number of sessions from 12 to 8.

Report

and Referral systems were aimed at children in need of remedial classes in Arabic, English and mathematics. Children were selected to participate in the initiatives based on subpar academic achievement and school averages. These children were also marked as at risk of drop out due to their academic struggles.

Students also participated in an "After & Out of School" program that encouraged participation in expressive writing & critical thinking through arts. The activities were based on stories about diversity and accepting difference; they were aimed at reinforcing children's confidence in their different capabilities as well as challenging stereotypes about the capabilities of CwD, promoting diversity, and accepting difference at the school level.

In the West Bank and East Jerusalem, DCI- Palestine spearheaded the CRG component of the project, while in Gaza, PCDCR facilitated these activities.

The two program components, Education and CRG, were interlinked by activities that supported outcomes across the components. The provision of assistive devices, for example, implemented under the CRG component, supported Education Outcome 2 by enhancing access of vulnerable children to schools. However, these linkages are especially visible in institutionalization and policy work. For example, the application of IE policy through a strategy and an action plan supports CRG in schools. Similarly, the strengthening of the case management system, under the CRG component, is linked to Education Outcome 1 by creating an effective and relevant inclusive education tool that can, in the future, be applied across the education system. CRG reporting, by both program implementers working with ministry staff and the child-led monitoring groups, strengthened the rights of children in school and in society more generally. In addition, the budget analysis identified government funding allocations for child services in several fields, including education. In all these ways, the two components worked in tandem to strengthen and reinforce one another.

A. How have remedial education/support sessions supported children with learning difficulties/disabilities? How have program activities enhanced the overall achievement and support for those children in terms of both literacy and non-literacy outcomes?

In both the West Bank and the Gaza Strip, the Inclusion for All Program provided remedial education and support sessions for children with learning difficulties/disabilities. In the West Bank/Jerusalem, the ACCE developed and ran educational support groups to help the identified children, including individualized learning plans and resource centers staffed with qualified resource center staff. In the Gaza Strip, children with learning difficulties and identified low achievers were targeted in the supplementary education program facilitated by SYFS. Training programs were also conducted with teachers and principals in both locations to empower them with appropriate teaching methodologies for planning and carrying out lessons that ensure inclusivity in their classrooms.

Report

In the West Bank, the math and Arabic tests used were national tests based on the Palestinian curriculum, while in Gaza, the math and Arabic tests were based on the UNRWA testing system. While it was not possible to compare improvement across the West Bank/Jerusalem and Gaza, as the tests used in both locations were different tests, in both math and Arabic, subjects in which the assessments for the program mirrored the Palestinian or UNRWA curriculum, children without disabilities improved their performance and hit the targets set by the program. However, the same was not true for CwD. No valid data was collected for Gaza at the mid-term because the timing of the program did not fit together with the UNRWA testing timetable, but the math and Arabic in the West Bank/Jerusalem tests indicate no effect of the program on CwD achievement.

Location	Baseline value	Mid-term target	Mid-term actual
West Bank/Jerusalem	0% (0% F, 0% M)	0.5% (0.5% F, 0.5% M)	0% (0% F, 0% M)
Gaza	50% (80% F; 20% M)	55% (85% F, 25% M)	No data available for CWD

Table 3: CwD Arabic pass rates, 4th grade

Location	Baseline value	Mid-term target	Mid-term actual
West Bank/Jerusalem	20% (100% F, 0% M)	22% (22% F, 22% M)	33% (0% F, 100% M)
Gaza	50% (60% F; 40% M)	53% (63% F, 43% M)	No data available for CWD

In addition, mid-term literacy tests in the participating schools do not indicate any increase in achievement among CwD, either. The table below shows the targets and actuals in comparison to baseline values for the literacy tests among CwD in the West Bank and Gaza:

Location	Baseline value	Mid-term target	Mid-term actual
West Bank/Jerusalem	0% (0% F, 0% M)	2% (2% F, 2% M)	0% (0% F, 0% M)
Gaza	50% (50% F)	70% (70% F)	Grade 1 and 2 don't exist in targeted schools in Gaza

Report

After this mid-term testing, the Inclusion for All program redoubled efforts into remedial education. In

“Remedial education increased the abilities of my daughter in her educational achievement, especially in math. Her grades were low, but later on she started to solve mathematical exercises.”
-Parent, Gaza

Gaza, particularly, funding was redirected from CwD early detection and referral into additional remedial education activities. In both locations, school staff responded predominantly positively to the outcomes of the remedial education and support sessions.

In the West Bank and East Jerusalem, school staff and parents report observing enhanced academic performance of their students and children, including claims of improved literacy and numeracy, as well as the confidence that has come along with these achievements. One educator in Nablus noted, “We have a few students who have special needs - mostly in terms of learning disabilities or who are behind and we really worked a lot with them until they became great students. For example, Suhaib and Mohammad⁴. In the last three years these students have mostly benefitted by gaining increased self-confidence. They have a newfound excitement and encouragement for learning and they would be excited about Tamer's lessons - particularly those that included a lot of activities with lots of movement.” Another West Bank educator observed “With the students with learning disabilities, in particular, they have had an experience of their own abilities,” while

In fact, parents and educators consistently believed they were seeing improved achievement particularly among CwD, regardless of whether the literacy or other tests detect any achievement, and students also indicated that they felt they had improved academically. Teachers in Beit Hanoun even reported “significant improvement in educational attainment” among their students. In Gaza, students reported that remedial education had improved their ability to focus and participate in class. “I had a hard time focusing but after attending the remedial and afterschool activities, I am better now and I participate in classes with more interaction.” Some students also reported improvements in their abilities in languages and math. One group of students reported that previously, they “did not know how to read, write, or understand,” and credited remedial education and psychosocial support for their improved literacy. Another mentioned that she “was not able to write in English but [has] now memorized all the letters and can write.” Similarly, in the West Bank, students reported improvements in abilities to read, speak and participate with their classmates. In one group, a student who had been supported in the resource room asked to demonstrate his much-improved reading ability. In another group, students talked about

⁴ Student names have been changed to protect their privacy.

Report

classmates who had previously refused to participate when called on but who had started to increase their level of participation over time. Two students remarked that they knew that their academic situation would have continued to deteriorate without remedial education.

School staff noted several examples of students who suffered from extensive learning difficulties, and the accompanying shyness and introversion, who have successfully enhanced their abilities and their social interactions through the programs. They also feel that the increased academic achievements have also had the added bonus of increasing students' excitement about school and their interest in learning and the learning process. However, one principal noted that the movement of the children to the resource rooms during class time meant that some children missed out on "regular class." A few parents also commented that enrolment in the remedial classes were a source of embarrassment and discomfort for their children, a point which violates the QLE guiding principle around children's emotional and psycho-social protection.

In Gaza, though parents generally agreed that resource centers have helped their children's achievement in school, one principal commented that he had noted only average improvement among children in remedial classes when comparing pre- and post-test results. However, as one educator in Gaza noted, "Three months is not a long-enough time period, and it is only one selected class of 30 students [that participates in Inclusion for All]." Most educators, however, could not be specific in terms of grades or test scores about the impact of the remedial education classes, and they simply stated that they were certain participating children were improving their academic performance.

"These activities have had a positive impact so that students' confidence increased and creative thinking skills are improved."

-Educator, Gaza

B. How did parents/community awareness sessions enhance parents' ability to deal with and support their children with disabilities (CwD)? How has their knowledge influenced the system at the school level?

The continued stigmatization and stereotyping of CwD serves as a significant barrier to quality educational opportunities for these children. Often, out of the desire to protect and shield vulnerable children, CwD are excluded from available educational opportunities and, due to misconceptions about their possible future potential, parents have little impetus to engage fully in their academic capabilities.

In the West Bank and East Jerusalem, Tamer Institute conducted a number of awareness and capacity-building workshops for parents. In the first set of workshops, parents were asked to think about their own childhood experiences as students, and what factors encouraged a love of school and learning and what factors prevented them. Later, joint activities were introduced in which children and parents worked together to find tools and methods to best support the children in their learning processes.

In the West Bank, the MoEHE, in partnership with Save the Children and the MoSD, worked on providing assistive devices, trainings and resource centers to visually impaired students with the long-term goal of scaling this intervention to the national level. The MoEHE and Save the Children worked directly with

Report

students of one institution, the Al Qabas School for the Visually Impaired. One element of this intervention involved training parents on Braille language and operation of the Perkins Braille typewriter in order to increase the parents' capacities to support their children's academic advancements.

"The awareness sessions increased our experiences in dealing with our children."
-Parent, Gaza

In Gaza, Tamer carried out awareness sessions for parents and caregivers on learning difficulties and the psychosocial problems faced by children with learning disabilities. They focused on empowering parents with strategies and skills to support such children, along with emphasizing the importance of active communication and cooperation with the children's schools. Finally, Tamer offered tools and methods to help parents support their children in their learning processes. In both locations, interviewees reported increases in the involvement of parents in their children's education as a result of the program.

The parents interviewed valued the workshops and recognized the importance of learning more effective ways of dealing with their children, generally, and engaging in their learning processes, specifically. The parents interviewed felt that they became more involved and more supportive in the education of their children. For example, in the West Bank, parents reported taking a more active role in supporting their children. Many described more regular visits to the schools and more regular contact with the teachers in connection with their children's progress and difficulties. One group of parents discussed the way in which the awareness activities led to a greater understanding of different ways to support their children and, simultaneously, the discovery that increased levels of support were available at the schools be they via remedial education, parent trainings, or increased attention from school administration.

The parents also reported feeling empowered by the project's workshops and support; they felt more informed about the services available to their children and were more comfortable addressing issues relating to their children's education. Many of the parents who participated in focus group discussions mentioned that they have become better advocates for their children's rights as a result of the project. Parents also noted an increased desire to help their children and a personal willingness to change their behaviors and attitudes for the benefit of their children. One mother admitted to using violence as a way of correcting her daughter's troubling behavior; through the joint sessions she learned the inappropriateness of her actions and discovered more positive, child-friendly strategies for correcting behavior.

In Gaza, educators from all four schools in the sample reported increases in parent attendance at school events, such as large-scale parent attendance at joint awareness sessions focusing on stress release with their children at Al Remal Girls' School. In addition, Gaza educators unanimously reported increased parent *interest* in their children's learning, and improved parent skills at motivating their children to continue learning as a result of the parent awareness sessions.

However, many participating parents were concerned about the challenges associated with integrating their CwD with their peers. They feared that the children's inability to focus in an integrated classroom

would result in low academic achievements and early dropouts. They also feared that their children would be subjected to bullying or harassment, especially in response to participation in the resource rooms. This sentiment was especially prevalent in Gaza, where widespread instability and insecurity lends itself to increased rates of violence. (To attempt to combat such peer responses, the Inclusion for All program also worked with children without disabilities to become more accepting of CwD and difference in general. These activities are discussed in section E below.)

C. What added value did the child led monitoring groups and the enhancement of child led reporting have on improving active child participation at the local, national, and global levels?

The child-led monitoring groups and child-led reporting mechanisms have served a unique function in the improvement and enhancement of child participation at the local, national, and global levels. The CRG Thematic Program was initially established as a mechanism through which to create systems and tools to monitor and safeguard children's rights and to target government and civil society groups who are accountable and responsible for the most vulnerable and marginalized groups of children within the country. Seventy child-led monitoring groups were established in the West Bank and sixty in Gaza. Each group consists of 10-12 children between the ages of 12 and 17 years old. The groups are diverse - representing a variety of different geographical locations and socio-economic backgrounds. In addition, CwD are represented in the groups. Save the Children worked within the framework of the NORAD program to develop the Palestine Children's Council. The stated goal of this Council was to play a key role in advocating for mainstreaming and adopting of child rights-based approaches and to raise the awareness of government and civil society on the rights of children.

The implementation of this component of the study was significantly different in each of the locations.

In the West Bank/East Jerusalem, DCI Palestine spearheaded the activities for the CRG component, targeting children who were not students in the 15 targeted schools, partially because the children in those schools were young, from 1st to 6th grades. DCI Palestine facilitated and supervised the establishment of the Palestine Children's Council, including providing trainings on election processes, leadership and child rights. They also trained select groups of children on conducting research, collecting data, and analyzing findings.

The Palestine Children's Council represents a particularly unique forum for the enhancement of child participation from the micro- to the macro- levels of society. The children who participated in the council have developed strong and critical voices. They have demonstrated the ability to speak eloquently about the various topics plaguing their communities. They have become empowered to raise their concerns to the appropriate parties, including civil society organizations, school administrations, and key government officials.

Report

The five accountability sessions facilitated by DCI Palestine exemplify this empowerment, in which the council met with key decision-makers. Twenty-one children (11 girls and 10 boys) met with the head of the Counseling Department Unit at the MoEHE to discuss the educational and social problems that children face in their schools and the suggested action plans that might remedy the problems. The council also met with the MoEHE to present the results of a study they conducted that documents many of the issues children face in schools, including the concerns of and violations against CwD. Select members of the council continued on to serve as a part of an advisory body to the MoEHE, highlighting challenges facing Palestinian students and lobbying for change. They successfully wrote a proposal demanding that the ministry ensure that place names included in the curriculum reflected the Arabic, not Hebrew or English, names. In addition, the children met with the Minister of Social Development and, when he was unable to attend a follow-up meeting, they wrote a letter requesting his participation, which he obliged. The children also met with the Minister of the Commission of Detainees and Ex-detainees to discuss the infractions against child detainees in Israeli prisons and the importance of allocating resources aimed at their reintegration into society upon release. Finally, council members met with several decision-makers at the DCIP 14th National Child Conference, including the Minister of Education, Undersecretary of the MoSD, representative to the Minister of Women's Affairs, Deputy Director of the Family and Child Protection Police, Deputy Mayor of Jenin, and several CSOs. At this meeting, they gave a speech calling on institutional and legislative support of Palestinian children in accessing their full and legitimate rights in light of the Israeli Occupation's policies against children.

In addition, the Palestine Children's Council has organically engendered diversity of gender and disability status; in the first council, the president was a young woman and the vice-president a young man who uses a wheelchair. In the second council, the newly-elected president is a young man from one of the refugee camps and the vice-president a young woman from an orphanage. Without any explicit instructions from adults to do so, children elected a very diverse group of representatives.

In the Gaza schools visited, child-led monitoring groups were responsible for documenting and reporting on any challenges and incidents involving their peers. They represented the student body and sought to address child protection risks and concerns. For example, at Al Remal Girls' School, the students complained about the sun in the eastern classrooms in one of the school buildings. The student-monitoring group presented the case to the principal and curtains were then hung in the eastern wing of the building. The child-led monitoring group at Al-Remal Girls' also implemented a hygiene initiative. This group has also made outside visits in cooperation with the school administration and with the consent of the parents, such as visiting the Legislative Council and visiting local community institutions and learning about them.

According to the mid-term reporting, children also participated in national reporting for the Universal Periodic Review (UPR) on the Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD), collecting data for both reports. For the CRC, 1400 children were trained on the process of UPR for the CRC, and children will submit shadow or alternative reports

Report

on both the CRC and CRPD. The mid-term report also found that 38% of SC-supported projects in Palestine both involved child participation and complied with minimum SC Practice Standards quality criteria, against a mid-term target of 30%. The endline target is 70%, and which is within a reasonable estimation of progress over the course of the last year of the program.

D. How did capacity development of teachers & counselors on inclusive techniques improve performance in the classroom? Based on our pre- and post- observation and assessments of trainees, what impact did the inclusive education training have on the achievement of children and the teacher's vision, planning & teaching methods?

Birzeit University (BZU) and the Teacher Creativity Center (TCC) designed and taught training for two teachers – math and Arabic language - principals, and counselors in the participating schools. The training was designed based on the Palestinian curriculum, in cooperation with the MoEHE, and SCI's Quality Learning Environment (QLE) framework. In the West Bank/Jerusalem, BZU conducted the training in the Ramallah and Nablus areas, and the TCC conducted the training in Gaza.

The mid-term report assessed school and classroom environments using indices based on the QLE and QLE+. The QLE utilizes four guiding principles:

1. Learning environments must ensure children's emotional and psycho-social protection;
2. Learning environments must be physically safe;
3. There must be an active, child-centered learning process; and
4. Parents and communities must actively support children's learning process.

The QLE+ includes additional criteria for inclusive learning environments with regard to teaching methods, school policies, accessibility to school services, and physical environments. The table below shows the mid-term results for quality learning environments in the supported schools:

Baseline value	Mid-term target	Mid-term actual
QLE: 23%	QLE: 35%	QLE: 66%
QLE+: 0%	QLE+: 14%	QLE+: 6.7%

As the table shows, the mid-term assessment found that 66% of the participating schools met all four guiding principles of the QLE framework, an increase of 43 points over baseline, and which exceeded the target by 31 percentage points. However, only 6.7% of schools met the terms of the QLE+; while this

number represented an increase in schools meeting QLE+ standards, it fell short of the target by 7.3 percentage points.

Many teachers who participated in the FGDs reported having an inclusive philosophy toward students with disabilities prior to the Inclusion for All teacher training conducted by BZU. A few of the teachers said they learned new approaches to teaching students with disabilities but most did not provide more specific information about the new approaches. In the West Bank, two teachers mentioned that the trainings reminded them of the particular struggles facing CwD and that this reminder led to an increased sense of respect for the challenges and strengths of the children. Though this knowledge may not have changed their specific teaching plans, it has reminded them to approach these students with more patience and kindness. Finally, three teachers in the West Bank/Jerusalem noted that though they were happy to participate in trainings on inclusive techniques, the fact that their schools did not have students with major disabilities prevented them from practicing what they learned in the trainings. According to one counselor in the West Bank/Jerusalem, "I think if the program stays as it was, just activities with the children when we don't have disabled students in the schools, then we won't reach the goal that we want. We have to have real inclusivity between able-bodied and differently-abled student and then we can work on a wider scale. Also to continue working with teachers on inclusive education and then they come back to schools without disabled students then 'the use? At the very least we can work on joint programs and activities with students in the special needs institutions."

In Gaza, one of the teachers interviewed noted that, "The trainings provided by TCC affected the development of our teaching plans by sending homework to the home with the answers (covered with a piece of paper). We use this method with those with learning disabilities and parents who are not educated or not specialized in some subjects such as English and mathematics. This method has improved the way they learn and makes it easier for the parents."

E. What impact did the utilization of art interventions, the HEART⁵ mechanism and other activities providing a space for children to understand difference and disability have in promoting inclusion and equality in the life of the children?

The various art interventions and the HEART mechanism strengthened the children's understanding of the inclusive education concept, raised their awareness of diversity, difference and inclusion and provided students with a space to express themselves creatively. The Healing and Education through Arts (HEART)

⁵ HEART (Healing and Education through the Arts) is an arts-based approach to providing psychosocial support for children affected by serious or chronic stress. It uses the arts to help children process and communicate feelings related to experiences.

Report

supported the children at-risk of drop out and offered psychological support services, and social services in cooperation with the project partners.

Tamer Institute implemented activities with children revolving around the expressive arts (drama, expressive writing, and art), which allowed the children to discover new talents and develop new skills. Tamer Institute also developed and shared stories focusing on disabilities, inclusion, and acceptance of others and self.

In the West Bank/East Jerusalem, students highlighted the increased self-confidence that the expressive arts help build. When asked to imagine having differently-abled students as classmates, students quickly responded that it would be completely normal, that they would help the student and that they would include them in activities. As one counselor from the West Bank/Jerusalem said, "'The kids participated in a number of activities revolving around stories about children who were different. And they really started to ask themselves, seriously if we had a classmate who was different how would we interact with him? Would we accept him or not? They started to discuss the issue amongst themselves. In the last 7 months with the school, I felt like the children had a sense for what "difference" means." However, in more than one focus group, the interviewer noted that children without disabilities were still, at times, snickering at the participation and responses of CwD in the focus groups, so children may be able to respond to FGD questions with the "right answer," but still struggle to be inclusive even when an adult talking about inclusion is directly observing them.

In Gaza, one parent said that he had previously been receiving a weekly complaint that his son was violent toward other children and was not engaged or motivated to attend school. After the inclusive education and psychosocial activities, he noted that his son now feels positively toward the school and other children and has become calmer than before.

Another Gaza parent reported that his son was subjected to verbal violence and mockery because of a severe physical disability with the curvature of his legs, and such reactions from other children were very detrimental to the mental health of his child. After engaging in the joint workshops with children without disabilities and remedial classes, he said, "There was a noticeable change toward my son, and children have helped him to go to the laboratory and helped him do the homework, and these actions have been reflected in a positive change in the mental health of my son."

Another parent said that his son, who fell from the second floor and sustained an injury causing a cognitive disability, had, through the Inclusion for All Program, discovered his talent in drawing. He has now become a source of guidance for his fellow students and has encouraged them to paint.

Another parent in Gaza said that the phenomenon of violence among children is widespread because of the nature of school catchment zone, near a border area, where extreme poverty, unemployment, and illiteracy among families impacts student schooling. The Inclusion for All activities have limited this type

of violence among children due to both children's activities such as remedial education and HEART and training of parents to monitor and deal with their children's behavior and the area's psychological impact on their children.

F. How did our institutional capacity and work with the Ministry of Education (MoEHE) on developing a plan for the Inclusive Education (IE) policy and referral system influence quality and inclusion within the system and on the school level? How did it support the children?

The Inclusion for All program refined and elaborated on the existing MoEHE policy on inclusive education and participated with other stakeholders to translate the policy into a strategic plan and an action plan.

The mid-term data reveal that Inclusion for All met its midterm target for the Outcome 1 indicator “# of policies, programs, manuals, systems officially adopted by MoEHE that include reference to rights and needs of children with disabilities” and seems to be on track to meet the endline target of 4.

In addition, regarding Outcome 1 indicator “% of IE plan implemented,” the mid-term report found that the IE plan not finalized until December 2016, leaving implementation to begin in 2017. There was no data available for 2017's progress, and it seems unlikely that the plan would be 100% implemented in its first year after rollout. However, it is not possible to project with certainty, due to the lack of additional quantitative data after 2017.

Interviews with representatives from the Counseling Directorate of the MoEHE reflected some impact on policy as a part of the Inclusion for All initiative. One interviewee noted that due to the preliminary success and the significant potential of the talking laptops, their availability would be included in the upcoming strategic plan. Another mentioned that the activities conducted by Save the Children and other implementing partners under the Inclusion for All initiative was successful in working within the Ministry's existing Inclusive Education policy.

Both of these indicators relate to the West Bank/Jerusalem schools that fall under the MoEHE system. In Gaza, however, Inclusion for All worked with UNRWA schools rather than the MoEHE, and UNRWA already had an IE policy in place, so this question, as it is worded, is not particularly relevant to the Gaza schools. One school official in Gaza reported a theoretical referral system that is in place, but that “has not been used yet,” due to more informal methods of dealing with CwD; the official notes that under the current, informal system, “We are working on solving student issues in cooperation with the school administration and parents directly and continuously.” The other three schools in Gaza had no information or comments related to an UNRWA system-wide referral mechanism for CwD.

G. What added value did the support to private or civil society organization (CSO) resource centers and to CwD at MoEHE resource centers have?

Report

Many educators noted the impact support to resource centers had had on their students. According to one Jerusalem educator, “In the last three years, we had students who basically couldn't read or write and then we got the resource rooms and the students really saw some great improvements. I have one student who really couldn't read even his name and now he is reciting in front of his whole class with such courage and pride.”

Save the Children also worked with the MoEHE to support Inclusive Resource Centers in specialized schools supervised by the MoEHE. Two schools for the visually impaired were chosen in the pilot phase. The schools received a number of assistive devices in the form of white canes, Braille printers and Braille paper to print the curricula and exams. In addition, staff participated in specialized training to increase capacities on providing after-school support for CwD and staff, and ministry disability counselors participated in training on inclusive techniques and pedagogical methodologies for CwD. Visually impaired students participated in training on using talking laptops and other forms of specialized technology that allowed them to sit for the Tawjihi (high school matriculation) exam independently, and Save the Children provided students with talking laptops in order to make use of their training. The MoEHE worked with parents of the visually impaired to provide training in Braille language. Save the Children also provided the MoEHE central resource center with devices to facilitate schools' improved responsiveness to the needs of students with disabilities.

None of the school staff interviewed in Gaza reported having a resource center in their schools, but officials from three schools mentioned community-based resource centers in their areas. However, not all of the educators interviewed were aware of these community-based resources; in two schools, knowledge of the availability of these resources among the educators was uneven. In a third school – Deir Al-Balah Girls Prep – however, several educators mentioned a resource center in a neighboring school, and work that Tamer Institute was doing with students there. This linkage between Tamer Institute's activities and the use of the resource center space, even in a different school, illustrates one type of added value private organizations and CSOs can have in service provision to CwD. Using resource centers as gathering places for activities targeting all children can get CwD in the doors of resource centers without singling them out, and once they are inside, can provide access to many types of resources to which they may not otherwise have access in the course of their everyday lives at their schools.

“There is also an association for the rehabilitation of the disabled in the Deir al-Balah refugee camp. There is good cooperation between us. They work with Tamer Institute, which worked in therapeutic education. It has helped to increase the educational attainment of the participating class in this program. The program has worked to discover talents such as reading and writing for female students participating in this program.”

– School official, Gaza

Report

It is important to note, however, that three of the four Gaza schools did not report benefiting from any resource centers affiliated with the program, at least as the interviewees remember.

H. How did the awareness raising materials with the Independent Commission for Human Rights (ICHR) and the computerized complaints template support inclusive education? How would this activity contribute to improving the understanding and implementation of the on-line complaints mechanism?

Raising awareness on inclusion, particularly among parents, formed one of the most successful elements of the Inclusion for All program. As discussed in Findings section B above, parents reported feeling more empowered and engaged in their children's education as a result of the parent awareness seminars due to their increased understanding of their CWD's needs, and techniques for parenting and motivating CWD, and both educators and parents requested the continuation and expansion of parent awareness workshops among one of the most important recommendations for the implementers.

The Independent Commission for Human Rights (ICHR) took an important first step in supporting inclusive education with the creation of the computerized complaints template. This mechanism enables CwD themselves, other children, families and any other relevant persons to file complaints in cases of violations and/or in instances where CwD are unable to access the services entitled to them by law. The complaint templates are child-friendly and the system includes many documents on their rights and responsibilities. This mechanism is especially useful for CwD who may lack the physical ability to go to the offices of the ICHR or other relevant agencies. The ICHR is aware that much work is yet to be done to further support CwD in this regard and there is an interest in working to expand access for all children regardless of disability.

In addition, the ICHR, as part of the Inclusion for All initiative, produced a child-friendly poster explaining the process of registering a complaint on the computerized template, with the aim of launching a national awareness campaign. Such an initiative is particularly relevant in the West Bank/Jerusalem, where the parents interviewed were not aware of a complaint process outside their local schools with regard to the inclusion of their CwD. Gaza schools, however, did report some mechanisms for registering complaints, at the local school level. At one school, Al Shoka Boys' Prep, educators noted that "[Students] can complain to us but we study the complaint. Either it is resolved by us or is transferred to the educational counselor and this is related to the type of the complaint. But we consider complaint confidentiality if it is personal and related to the child."

I. How did the developed case management system and smart devices with the Ministry of Social Development (MoSD) assist in identifying the different needs of children, their rights and the essential support/assistive devices required to ensure inclusion- specifically in education?

Report

SC partnered with the Ministry of Social Development (MoSD) to strengthen and expand a comprehensive case management system targeting people with disabilities. The overall goal of this system is to capture data on people with disabilities nationwide and make it available to pertinent parties in order to identify needs and to streamline treatment and assistance. The Inclusion for All program developed and computerized a reception template for the Android system to work both on and offline. Tablets were issued to disability social workers for the collection of data in the field. Visually impaired students also received assistive devices (laptops enabled with voice recognition) through the MoSD to enable them to take exams independently, without the need for an escort or someone to write on their behalves. Through these laptops, students have the opportunity to sit for a broad range of exams including the Tawjihi (the nationwide high school matriculation exam). The mid-term report indicated that the first two years of the Inclusion for All program saw 1600 cases of CwD entered into the newly-developed case management system. Training on inclusion was also conducted for 100 children and 193 adults, including social workers and case managers.

The Inclusion for All program had laid the groundwork, through this initiative, for a significant impact on the educational needs of CwD in the future. The case management system is designed to be shared across various agencies including the MoEHE, MoSD and MoH - the latter of which is responsible for diagnosing CwD. Such sharing would mean that once the MoH diagnoses a child, the MoEHE could mobilize to provide the necessary services and assistance at the school level and the MoSD would be able to provide the required assistive devices. In this way, the template can effectively streamline and simplify the provision of services and resources to best support CwD across the country.

In Gaza, the case management system at the MoSD was not developed under this program. However, Al Shoka Boys' School did report receiving assistive devices both years of the program. Students in Beit Hanoun reported that within the last three years, their school had received learning aids such as "glasses and an ear set," and students in Deir Al-Balah reported the presence of "eyeglasses, boards, paper magnifiers for those with visual impairments, an iPad, and a computer center," all of which are intended to assist CwD exclusively or along with other children. Students at Al Remal also reported "There is an iPad to help the visually impaired. There is also an LCD device for the visually impaired." However, neither the Deir Al Balah students nor the Al Remal students knew which of these supports had arrived over the last three years of the program. School officials also did not always know who had funded the purchase of such items, and so it was not always possible to tell if these assistive devices and other learning aids were provided under Inclusion for All.

J. How did the CRG work with the MoEHE in provision of assistive devices, supporting resource centers, and training of teachers and counselors enhance inclusive education on a national level and in the targeted locations? What was the impact?

In the West Bank, the CRG work with MoEHE supported the provision of assistive devices, the equipping of resource centers, and the training of teachers and counselors on inclusive education. Inclusion for All

established a case management system for CwD at the MoSD, and to date, 1600 cases have been entered. This system assists in the identification of CwD in order to provide them with assistive devices and other services, and in developing the system, Inclusion for All has set up a mechanism through which the MoSD can coordinate with the MoEHE and MoH to support CwD.

The CRG has also worked to institutionalize other mechanisms for the support of CwD within the Palestinian government. Under Inclusion for All, Save the Children supported writing of a strategy and action plan for the MoEHE's existing IE policy. Inclusion for All also conducted a budget analysis of the Palestinian Authority budget in the areas of health, education, social protection, disability, and recreation, and this budget analysis was included in the annual state CRC reporting process.

Child-led monitoring groups also contributed to the annual state CRC reporting process in both the West Bank and Gaza.

Further detail on this work can be found above under Findings C, G, and I.

K. What success stories can be drawn from the interventions of this program that can shed light on and support children with learning disabilities?

In addition to the key successes described in this section, key individual success stories from the Inclusion for All program are broken out in the case studies section at the end of this report.

Respondents indicated that the most significant outcomes of the Inclusion for All program were the impacts on students themselves. The qualitative data shows that respondents in schools (students, parents, principals, teachers, and counsellors) most highly valued the activities that had direct impact on students, listing increased student motivation and confidence and student achievement, as well as reduction in student violence, as critical outcomes of the Inclusion for All activities. In addition, many respondents mentioned the upgrade of facilities and provision of assistive devices, both in support of CwD, as some of the most useful activities undertaken by Inclusion for All.

By far the most popular inclusive education activities undertaken as a part of the Inclusion for All program were the extracurricular activities for children, with all groups of respondents pointing to them as some of the best parts of the program. Respondents believed that these activities cultivated student expression, supported student confidence and motivation, and led to higher student achievement. The animation activities were mentioned by at least five different groups of respondents as the best extracurricular activity of the program.

Report

In the West Bank/Jerusalem, the Palestine Children's Council represents one of the clearest success stories of the Inclusion for All program. The Palestine Children's Council, as discussed in Findings, sections C and J above, was, at first, viewed with some trepidation by the MoEHE, who appeared to be concerned about the direction students may take their CRG work. However, by the time of the elections for the second year of the council, high-level MoEHE representatives had become involved and attended the elections event to support the council's work. In addition, as noted above, the council's elected membership has provided a model of student leadership on inclusion, with elected members including both girls and boys, CwD and children without disabilities, and both Muslims and Christians over the two years of its existence.

In both the West Bank/Jerusalem and Gaza, both parents and educators noted the usefulness of parent awareness seminars. While these workshops were not reported as the most beneficial parts of the program, a large majority of educators and parents requested the continuation of this piece of the Inclusion for All program specifically, indicating that the reason why they viewed it as less effective than other parts was simply because there was not enough of it. The necessity of additional parent awareness workshops constituted one of the popular requests for future activities, with multiple parents and school officials requesting their continuation into the future. For example, at one school in Gaza, parents requested "more awareness raising for parents (especially men) on how to treat their daughters, as some of them are very violent at home (domestic violence) given the current deteriorating economic situation." Almost all schools reported that the parent awareness workshops had improved parents' understanding and engagements in three key ways: a) understanding their children's needs; b) providing appropriate support to their children's learning and academic careers; and c) motivating their children and strengthening their confidence. Several school officials also specifically suggested that the "Baba, Read to Me" campaign, aimed at getting fathers involved in reading to their children, was an important awareness activity that served to engage fathers in their children's education in ways they'd not previously seen as possible or important.

It is important to note that a) students and parents may not be aware of all program activities, so their knowledge of the activities closest to them may have skewed the data presented above; and b) tangible program inputs, such as the provision of activities and supplies, are often more easily identifiable to all interviewees than more abstract activities such as training, and so the nature of the activities may also have skewed all respondents' perceptions of the effectiveness of various program activities.

Save the Children staff interviewed for this report also considered the budget analysis conducted under the Inclusion for All program on the share of the Palestinian General Budget allocated to children's needs and activities in the fields of health, education, social protection, disability, and recreation a success story. This budget analysis was used the Palestinian Authority in its annual state reporting process to the CRC. To date, it is the only publicly-available document that reflects the percentage of the Palestinian General Budget allocated to children's services.

L. Which approaches worked well and which not so well?

The program found success in revising the vision of inclusive education to mean a broader form of tolerance of difference, as opposed to a strict focus on CwD. However, as some groups benefitted from this revisioning, others – namely CwD – may have lost out in some ways, as some focus was, in some locations, shifted away from their particular needs.

This report has also noted elsewhere, such as in Findings section M below, that due to the geographical and institutional separation of the West Bank/Jerusalem and Gaza, activities were not implemented in both locations in the same way. These differences, while locally driven, made it difficult to track progress relevant to both locations in the same way, given the different strategic and implementing partners in the different locations. Israeli movement restrictions posed significant challenges to coordination across the West Bank/Jerusalem and Gaza, and it would have been easier to implement a more unified program if SC staff and partners could move between the West Bank/Jerusalem, and Gaza, as well as between the West Bank and Jerusalem more easily. In addition, this separation, combined with the large number of institutional partners working largely independently of each other, heightened the need for a stronger coordinating body or mechanism through SC or other institution. While SC did serve to coordinate with each partner, and the Project Steering Committee, comprised of representatives from all partners, met several times per year, the research team did encounter multiple instances of various implementers not fully knowing or understanding what other partners were doing. The lack of understanding by some partners, at the implementation level, of what others were doing also pointed to missed opportunities for true, tight collaboration that built different activities on each other toward the achievement of the two program goals. Part of the reason for this lack of understanding may be in the failure of an information trickle-down effect; Project Steering Committee members may have had a better understanding of each partner's role than those who were in charge of day-to-day implementation of program activities, or because of direct implementation that combined funding pools so that partners were not aware of each separate source of funding.

The parent awareness sessions were popular and, based on parent comments, appeared successful. It would be useful to focus further attention on the impact of these parent awareness sessions through additional quantitative and qualitative data collection on the reach of such sessions (eg, who participated, in terms of key demographic variables, and how they are using what they learned). A simple, multiple-choice survey for parents on what topics they found most useful and how they used what they learned, combined with another straightforward quiz for parents on their new knowledge – even if no baseline number exists – would be helpful in evaluating the results of the parent awareness seminars in more concrete terms.

Report

Resource center support was highlighted by the MoEHE and the families and children as important support and directly addresses the needs. In particular, interviewees highlighted the impact the support of visually impaired children with Braille devices, as well as the training for MoEHE officials, teachers, parents, and children on those devices and other assistive equipment, provided as a part of the work with resource rooms and centers, made for CwD.

The decentralized nature of the program implementation led to some overlap in teacher training efforts, which were carried out by two different partners doing different types of training. This overlap in training, with two different trainings run by two different partners – BZU and Tamer Institute – at different times, created a burden on schools to supply teachers, and a more coordinated approach would have been better. The MoEHE and any other relevant ministries or institutions (such as UNRWA) should be closely involved in any work with schools in order to establish sustainability for the most successful program components.

The teacher trainings conducted by BZU, offering a rotating pool of trainers, eroded consistency for teachers and made it difficult to track teacher progress over a long-term. While the BZU content was good and trainers, individually, were as well, the lack of consistency undermined the success of the program. Though the program included a follow-up visit and an observation of each participating teacher, the overarching structure of rotating trainers made it difficult for trainers to follow up teacher improvement on a continuous basis, as they were unable to track week-to-week teacher experiences with practices teachers were asked to test in their classrooms. This structure also eliminated opportunities for reflection and feedback from the trainer specialized in each topical area of the training, as that trainer was no longer present with the teachers in the training after the teachers were supposed to test the practices the trainer taught in their classrooms.

The CRG component and creation of the Palestine Children’s Council was more successful than initial, official appraisals appeared. High-level MoEHE stakeholders endorsed and attended the second-year Palestine Children’s Council elections after initially expressing skepticism of the Palestine Children’s Council concept.

The elected National Child Council served in an advisory capacity to many Ministers. They participated actively on national forums, held accountability sessions with decision makers, conducted research to document challenges and lobby for change, developed initiatives and campaigns, and participated in strategic planning (in education and social protection in particular).

M. How have the partners involved in the program increased program impact?

Report

As described above, this program has involved the efforts of a number of partners who have each worked to increase program impact. The different partners have conducted a number of overlapping activities, such as teacher training, parent awareness sessions, and extracurricular activities for children that promoted more inclusive schools. However, it is important to note that, while several parallel strategies and activities, which implicitly and explicitly support inclusive practices, have been developed in the different schools, there is no holistic plan or framework that encompasses these practices. As a result, the activities have been conducted in a rather fragmented fashion- without the benefit of a clear framework or coordinating body to ensure that a framework is mainstreamed. While SCI served as the lead implementing partner, other partners often seemed not to understand clearly what other partners were doing; this lack of clarity weakened the program's ability to tightly target its two objectives, as day-to-day implementers could not or did not necessarily always build their activities to align with their roles in achieving the program's objective. In addition, as happened with the teacher trainings with BZU and Tamer Institute, partners sometimes implemented activities within the same short timeframe, a practice which some participants noted created burdens on their time. In addition, SCI's model of implementing through existing institutions such as the MoEHE instead of creating large, temporary project staffs within its own offices is certainly a more ethical and sustainable model of development than can be seen at some other institutions. However, at times, with regard to this specific program, the qualitative data indicates that such an approach led to key strategic partners not always remembering exactly what the program was doing, paradoxically leading to reduced engagement with program efforts. At both of the relevant ministries, no one interviewed for this research study could remember what activities were included under this program, and the research team had to list each activity for the interviewees before beginning the interview. As noted above, the research team believes this lack of clarity may paradoxically result from the program's lack of separate staff specifically dedicated to its implementation. Other factors may also include ministry staff's tendency to remember organizations as a whole without separating among different program budgets, or minimal use of the program's name, "Inclusion for All," among the day-to-day implementers of the program, in favor of "Save the Children" or "NORAD," both in official documentation or informal communication. Part of the fragmented nature of the implementation is due to the particularities of working in the OPT, across the West Bank/Jerusalem and Gaza - the political difficulties, geographical separation, access restrictions and (to a lesser degree) cultural considerations. However, developing a stronger policy to mainstream the diverse activities of the various partners in the different locations is likely to add a sense of cohesion to future efforts.

Report

N. What are the results achieved to date with regards to the set indicators and targets. Are we on track? Are there are adjustments which should be made moving forward in order to increase impact of program. What are the overall recommendations for the program?

Outcomes per themes	Indicators	Baseline values	Mid-term target (2017)	Mid-term Actual (2017)	End line target (2018)	Comments
Education						
Outcome 1: Effective and relevant inclusive education policies and tools applied across the education system	1.1 # of policies, programs, manuals, systems officially adopted by MoEHE that include reference to rights and needs of children with disabilities	0	2	2	4	Possible to be met
	1.2 % of IE plan implemented	0%	20%	The IE and 2017 operational plans were finalized in Dec 2016 and the implementation started in 2017	100%	Unlikely to be met

Report

Outcomes per themes	Indicators	Baseline values	Mid-term target (2017)	Mid-term Actual (2017)	End line target (2018)	Comments
Outcome 2: Access of disabled children to schools enhanced	2.1 # of students (F/M) enrolled in SCN supported education facilities and learning centers	20,578 (F: 10521 (51.1%), M: 10057) Poor economic status: 81.6% (F:87.0%, M: 75.9%) CWD: 2.7% (F: 1.5%, M: 3.9%)	20,628 (F: 50%) CWD: 3.0% (F: 1.8%, M: 4.3%)	19,761 (F: 10,540 (53.3 %), M: 9,221(46.7%). ⁶	20,678 (F: 50%) CWD: 3.45% (F: 2.2%, M: 4.7%)	Unlikely to be met (overall) Likely to be met (female) Unknown (CwD target)
	2.2 % of disabled children (disaggregated by type of disability and gender) in targeted communities enrolled in schools (indicator deleted) INDICATOR ADDED: # of out of school children (M/F)	0	50	Gaza: 26 (F: 6, M: 20)	100	Unlikely to be met

⁶ Percentage of CwD is not disaggregated in MTR actual data.

Report

Outcomes per themes	Indicators	Baseline values	Mid-term target (2017)	Mid-term Actual (2017)	End line target (2018)	Comments
	enrolled in school (by CWD)					
	2.3 % of disabled children (disaggregated by type of disability and gender) enrolled in targeted schools	2.7% (F:1.5%, M: 3.9%) Hearing impairment: 22.6%; Visual impairment 61.8%; Physical impairment: 10.4%; Development impairment: 2.2%; Speech impairment: 3.0%.	CWD: 3.0% (F: 1.8%, M: 4.3%)	CWD: 4.5% (F: 2.8%, 1.7%)	32.7% (F: 31.5%, M: 33.9%)	Met (overall) Met (female)
	2.4 Dropout rate of vulnerable children enrolled in targeted primary schools (disaggregated by type of vulnerability -	0.7% (for all students in target schools)	0.5% (F:0.5, M: 0.5)	1% Gaza 1.07% (F: 25.4%, M: 74.6%) ⁷ WB 0.46%	1.6% (F 2.1%, M 1.1%)	On track (overall) Unclear (female)

⁷ The gender disaggregation here refers to a percent of the total dropout rate.

Report

Outcomes per themes	Indicators	Baseline values	Mid-term target (2017)	Mid-term Actual (2017)	End line target (2018)	Comments
	disability, gender, academic achievement, economic status)					
Outcome 3: Vulnerable children retention & achievement at schools enhanced	3.1 % SCN supported formal schools achieving all four guiding principles as assessed through QLE methodology	QLE and QLE+: 0% (QLE+: 0%, QLE: 23%)	12% for QLE and QLE+ (QLE+: 14%, QLE: 35%)	QLE and QLE+: 6.7% (QLE+: 6.7%, QLE: 66%)	30% for QLE and QLE+ (QLE+: 30%, QLE: 53%)	Unlikely to be met
	3.2 % increase in literacy test pass rate (F/M) in SCN supported schools by testing students at grade 2 (by CWD)	1.2% (F: 1.2%, M: 1.2%) (CWD: 0% (F:0%, M: 0%))	2% (F: 2%, M:2%) (CWD: 0.5% (F:0.5%, M: 0.5%))	WB: 0.4% (F: 0%, M: 0.6%) CWD: 0% (F: 0%, M: 0%)	3% (F:3%, M: 3%) (CWD: 1% (F:1%, M: 1%))	Unlikely to be met (overall) Unlikely to be met (female) Unlikely to be met (CwD)
	3.3 4th grade students achievement (disaggregated by type of vulnerability)	Math: 2.2% (F: 1.0%, M: 3.1%) (CWD: 0%(F: 0%, 0%)) Arabic: 34.4% (F:	Math: 3% (F: 3%, M: 3%) (CWD: 0.5% (F:0.5%, M: 0.5%))	Math: 30% (F: 37%, M: 26%) (CWD: 0%, F: 0%, M: 0%) Arabic: 85.6% (F:	Math: 5% (F:5%, M: 5%) (CWD: 1% (F:1%, M: 1%)) Arabic: 40% (F: 40, M:	Math: Met (overall) Possible to be met (CwD)

Report

Outcomes per themes	Indicators	Baseline values	Mid-term target (2017)	Mid-term Actual (2017)	End line target (2018)	Comments
	in math, Arabic language, and science in supported schools	41.6%, M:28.2%) (CWD: 16.7% (F:50%, M: 0%)	Arabic: 37.4% (F: 37.4%, M: 37.4%) (CWD: 22% (F:22%, M: 22%)	93.8%, M: 80%) (CWD: 33%, F: 0%, M: 100%)	40) (CWD: 25% (F:25%, M: 25%)	Arabic: Met (overall) Met (CwD)
	3.4 % of teachers trained that develop, follow and adopt lesson plans to the needs and abilities of learners in their classes	0	30%	WB 51% G 44%	60%	Possible to be met (WB)
CRG						
Outcome 1: CRC monitoring system by government and civil society is established	1.1 Child-informed supplementary reports are being prepared or have been submitted by civil society partners and children's networks supported	CRC and UPR supplementary reports were submitted in 2013; no child informed supplementary reports submitted	Alternative report on CRC/CRPD will be submitted in 2016	Concept note on UPR submitted, the data for 2 reports collected . 1400 children trained on CRC UPR, 120 CBOs trained on CR	Four annual children reports and alternative report on CRC/CRPD will be submitted	Possible to be met

Report

Outcomes per themes	Indicators	Baseline values	Mid-term target (2017)	Mid-term Actual (2017)	End line target (2018)	Comments
	by or partnering with Save the Children			Monitoring and Reporting Child groups are part of national reports and systems in their areas, case studies submitted to decision makers and some actions were taken to change the situation in that area (usually in marginalized areas)		

Report

Outcomes per themes	Indicators	Baseline values	Mid-term target (2017)	Mid-term Actual (2017)	End line target (2018)	Comments
Outcome 2: National CRC related systems for child rights budgeting, inclusive service delivery for children with disabilities, and ombudsman services are enhanced	# of policy or legislative changes to institutionalize children's rights has taken place with the support of Save the Children	Child Law amendment in 2012: 5 policy papers in education, disability, health and participation produced. One legislative review from CRC perspective	Budget analysis will be carried out; agreement for the establishment of the resource center will be in place	Budget analysis was carried out. Child friendly budgeting document was developed. Al-Qabas Resource Center support formalized with the MoEHE.	At least two policy or legislative changes (inclusive education & budget allocations) to institutionalize children's rights have taken place	Met (on the basis of MoF allocation of money for assistive devices and complaints system launched)
	Disability case management system and policy	Child rights policy paper exists: policy implementation within MoEHE and MoSA started to put the solid ground with MoH to a lesser extent	Computerised case management system will be piloted and case files starts to be entered within the system	Around 600 cases entered. Online and paper disability questionnaire for case reception developed. iPads provided to case managers to enter data.	Disability policy will be developed and implemented	Possible to be met

Report

Outcomes per themes	Indicators	Baseline values	Mid-term target (2017)	Mid-term Actual (2017)	End line target (2018)	Comments
	Independent, strong and effective Ombudsman institution	Ombudsman institution as part of the human rights commissioner office	20 field officers will be trained on complaint mechanisms; online pilot testing	Complaint mechanism in place, 25 field workers trained on CM. awareness material (poster on CM) developed	The complaints system will be institutionalized and running effectively	Possible to be met
Improved capacity and awareness raising on rights of child to participation and representation on national and local initiatives, legislative, and planning boards	% SC supported project involving child participation and complying with SC minimum practice standards quality criteria: voluntary, safe and inclusive	0% have 100% child participation, 94% had child participation between 80-99%.	30%	38%	70%	Possible to be met

Report

Report

Conclusions

Based on the findings outlined in the previous section, this report can draw several conclusions on the outcomes of the Inclusion for All program thus far.

The literacy outcomes, as well as the math results, to a lesser degree, should concern the program implementers, with a few caveats. The math results are linked to the Palestinian curriculum, and results are probably better for the subject than for literacy because of that link. However, the target for math was still not met. With regard to literacy, it is to be expected that the test results are lower or perhaps even less reliable because they are not linked to the Palestinian curriculum, but the EGRA is a globally-recognized reading test, and findings should be generally be considered valid. The test data from mid-term paints an alarming picture for all students, but certainly there are fewer gains for CwD. Essentially, the program did not move test scores in literacy in any tangible way, particularly for CwD. The other caveat, though, is that three years is a very short time to measure achievement data in a population, and for most programs on such a short timeline, the results would not have been different on a global test like the EGRA.

The qualitative data from both parents and educators, as well as some of the observations by the research team, indicated mixed feelings about the various stigmas facing CwD. On one hand, there was some evidence and discussion of CwD being ostracized by children without disabilities when they were integrated into classes and other groups with them, and on the other hand, they were also stigmatized when they attended remedial classes or visited the resource centers. Though children generally reported that they would accept and include CwD in their classes and peer groups, adult observation of child behavior indicated otherwise according to several educators and parents. In addition, because some classes had no identified CwD, student responses on inclusion were often very theoretical.

The reporting by teachers in the West Bank that they are unaware of CwD in their classes points to an issue underscored by the ongoing challenges of the case management system and referral systems: identification of CwD. The focus on children with visible (usually physical) disabilities has been prioritized in Palestinian strategies for supporting CwD, when it is in fact very likely that there are many more children with learning-related disabilities in the general population. Identification of children with learning-related disabilities is still a work in progress and continues to appear like a lower priority for many local institutions working with CwD. Programs focused on CwD will need to continue to be aware of and, where possible, advance the cause of children with learning-related disabilities.

The extracurricular activities that worked directly with students represented one of the most popular and immediately-beneficial aspects of the program. Children reporting loving the activities – especially the animation program - and the positive effect on their confidence, motivation, and behavior was observed by all of the educators and parents around them. Though multitudes of extracurricular activities exist in Palestine, they are often concentrated in cities and at private institutions outside of schools, some of them

Report

similar to the partners of this program. For extracurricular activities to be truly sustainable and accessible to all children, however, they must be integrated into existing MoEHE and UNRWA school systems.

There is also much potential among parents of all children, and especially parents with CwD. Parents of CwD may be unusually responsive to parent awareness workshops, feeling that they are in greater need of such information. As the qualitative data shows, too, there is much demand among both parents and educators for additional parent awareness and engagement with their children's schooling, and future programming should consider and make use of this potential.

The inclusive education policy developed in cooperation with the MoEHE in the West Bank/Jerusalem, as well as the inclusive education policy already theoretically in place in the UNRWA schools in Gaza, needs additional time to be truly put into practice. It is a step forward that these policies now exist but applying them will take additional time – it is still early to measure their effect.

The program's work to form and support the Palestine Children's Council has been a highlight of the Inclusion for All program, and there is potential for the council to continue and expand its work. The council has grabbed the attention of high-level policymakers in the MoEHE and has successfully made a change in the Palestinian curriculum. It has also chosen diverse, representative leadership of children's own accord, and CwD – including female CwD - are represented on the council. Its work under this program should be just the beginning.

The complaints mechanism enables CwD themselves, other children, families and any other relevant person to file complaints in cases of violations and in cases in which CwD did not receive the services entitled to them by law. The complaint templates are child-friendly and the system has many documents on rights and responsibilities available. However, there is a need to raise awareness on the complaints mechanism among children, counselors, parents, and the general public before launching it nationally.

The case management system at the MoSD also saw a large number of cases entered – 1600 – for the beginning of such an initiative, and together with the funding from the Inclusion for All program, it enabled the central identification of CwD and the provision of assistive devices to CwD who could benefit from them. The greater impact of the case management system lies in the future, if the MoH, MoEHE, and MoSD can implement the smooth information sharing mechanism and leverage funding for the provision of assistive devices based on the identification of CwD. But the Inclusion for All program has laid the groundwork for such a system to become a reality through the case management system.

Due to the geographical and systemic separation that exists between the West Bank/Jerusalem and Gaza, the program partners often worked in varying degrees of isolation from each other. In addition, the partners within the West Bank/Jerusalem and Gaza often had only general knowledge of other parts of the program and how their own activities could build on and strengthen other components. More

systematic ways of coordinating such a large group of implementing partners, spread out over multiple geographical areas and operating under different systems, would be useful.

Recommendations

17. Implement school-driven, school-wide needs assessment strategies to identify the strengths and weaknesses of each school – including physical infrastructure, resources, and human capacity - with regard to inclusive education, with a focus on CwD. Put structures in place that encourage school leadership to continue these inclusive education capacity-building strategies after the end of funded programming. To do this, the QLF needs to be seamlessly integrated into existing MoEHE and UNRWA frameworks for school and classroom environments; such integration requires close, daily cooperation with the MoEHE and UNRWA.
18. Utilize resource rooms and resource centers in schools and communities for a variety of student activities, not only for CwD. Taking all students to resource rooms for school and community activities can reduce the visibility of CwD-specific activities taking place in those spaces and reduce stigma for CwD.
19. Cooperate with the MoEHE and UNRWA to mainstream some of the program’s most effective extracurricular activities into existing MoEHE and UNRWA systems at schools themselves.
20. Promote inclusion by expanding school-community initiatives in which CwD can participate alongside other children to showcase their strengths and role in the community at large. These initiatives could involve parents but should also target the larger community.
21. Expand program activities to include CwD who are part of the targeted communities but not enrolled in the schools. Encourage implementing partners to include non-participating CwD and their parents in their activities.
22. Increase the frequency of parent awareness sessions on inclusive education and other relevant topics and write material for additional topics based on data collected from parents and teachers. Expand parent awareness sessions to additional schools and consider holding such parent awareness sessions at varying times and locations to accommodate parents who may not be able to access the school building during school hours, or at all (eg, mothers in boys’ schools, or fathers in girls’, parents with physical disabilities, etc). Coordinate parent initiatives with the MoEHE and UNRWA, making use of existing policy documents on the engagement of parents, and work with the MoEHE and UNRWA to submit good practices for addition to those policy documents.
23. Embed future teacher trainings within the relevant existing structures at the MoEHE and UNRWA. Wherever possible, teachers should be able to attend training as a part of their normal work day, and trainers should be consistent over the life of the program. Homework should be specific and tested in teachers’ current classrooms between training sessions. Training should also provide

opportunities for reflection and feedback on the tasks they've tried in their real-life classrooms, such as classroom observation by their regular trainers. The first priority teachers for IE-related training should be teachers that have CwD in their schools and classrooms, and who are aware of identifications of these CwD.

24. Promote understanding among children without disabilities by expanding activities teaching inclusion and providing additional opportunities for children without disabilities to interact with CwD in extracurricular, recreational, and community service activities.
25. Expand the provision of literature and other publications that discuss the concepts of disability and inclusion to school libraries. Encourage teachers and other educators to incorporate the use of these materials into class activities, and to take students to the library to read such stories.
26. Increase child-friendly literacy activities in schools generally. Provide additional support to libraries in the acquisition of books and child-friendly furnishings, and train principals and teachers on good practices in promoting literacy through both classroom-based and school-wide libraries.
27. Collect longitudinal data on CwD achievement and motivation. Reducing stigma and promoting achievement requires long-term, large-scale samples unlikely to be possible with a small handful of participating schools. Invest in in-depth, long-term data collection; make use of the case management system for such research if and when possible.
28. Continue to strengthen the work of the Palestine Children's Council and the child-led monitoring groups by supporting the efforts of these initiatives - including utilizing a participatory approach in response to reporting mechanisms and complaints processes. In addition, consider expanding the opportunities for the Palestine Children's Council to the pan-Arab and/or global arenas.
29. Develop a collaborative structure of communication and implementation of services that includes all stakeholders, considers their individual and group contributions thus far, and promotes their continued efforts under one single vision. Ideally, this structure would be centrally-coordinated through the MoEHE. Use the standard program name in all written and verbal communication with all levels of staff from strategic partner institutions. If possible, design a program logo or

stylized way of writing the program name and use that image on all program documents circulated to strategic partners.

30. Continue and expand the budget analysis process to include additional fields. Push to incorporate it into all future state CRC reporting processes.
31. Conduct a broad awareness campaign on the complaints mechanism, both for the general public and, in a more targeted way, among teachers, parents, and children.
32. Plan future activities to support the institutionalization of the case management system across the MoH, MoEHE, and MoSD. In cooperation with these ministries, identify and support mechanisms for the sustainable funding of (including maintenance for) assistive devices for CwD.

Report

Case studies

Baghdad El Salhy, Former President of **Palestine Children's Council – CRG**

(14 years old; 8th Grade)

Bagdad El Salhy was President of the Palestine Children's Council from 2015-2018. Prior to her participation on the Council, she was aware of many infractions against the rights of children; she observed school violence, school discrimination and politically motivated violence and disruption. When she had an altercation with a teacher that involved physical or verbal attacks, she accepted it because she had no knowledge of what her options were and no tools with which to address the situation at school or at home.

In addition, as a young girl from a village in Ramallah governorate, she faced many explicit and implicit barriers to active participation in local or national bodies. Though she credits her supportive family she recognizes that her participation in something as important as the Palestine Children's Council was beyond what she could have imagined. Her participation taught her what it meant to have rights and how to successfully negotiate and fight for them. Her participation even transformed the relationships between herself and her teachers; her teachers are aware that she knows her rights and that there are mechanisms in place for her to enforce them and that has actually resulted in much better relationships. She has also found an ability to defend others and now she is unable to remain silent when faced with unfair treatment. She has a reputation of being a whistleblower, though she acknowledges that her challenge now is to go about asserting her rights in the correct way.

"I never imagined that I could be a successful person and that people could look at me as if I was an important person."

During her years on the Council, she started to build relationships with new people in her community. She gained respect for differently-abled students who she recognizes as a vital part of the community's landscape and who often have ignored skills and talents. She learned, as part of her work with DCI, how you can work well with students who have special needs and how you can integrate them in all activities. Part of her role on the Council was to take part in conversations with some key decision makers. She was invited to participate on the Palestinian Ministry of Education's Advisory Board and had many conversations with the Minister of Education about the challenges facing children in the educational system. She felt empowered to speak frankly and openly about the difficulties facing Palestinian children: the Occupation, the poor relationships between teacher and student and the lack of appropriate physical and emotional environments for learning. The Council was successful in changing the official curriculum to better represent the identity of Palestinian students. It also successfully lobbied for the opening of new resource rooms and it gave the students themselves a newfound sense that they can create change.

Report

"As part of the advisory board, we discussed the challenges facing Palestinian youth with the Minister of Education; what problems we are seeing, what we would like to improve on, what effects the education in Palestine. He really listened to us and he made some changes. He changed part of the curriculum. It used to never include anything about the Palestinian issue, there were some sections on the "Palestinians in Israel" referring to Palestinians in the '48 territories and it included a map of historical Palestine which was titled "Israel". We had a long conversation about that and about how we wanted to include lessons about Palestinian identity."

"This program has transformed me from regular Baghdad to Baghdad the leader. I have changed the community, I have imprinted my personality on to the community, and I have won new relationships with the people around me."

When asked about her key take-aways from her experience on the Council, she says:

"Being on the Council is not about being honored, it's about being able to adapt. You have 20 children all with different opinions and you have to respect and voice their opinions in a democratic manner. This issue of democracy includes a lot of pieces; these elections are just the symbols of our democracy. We elected the Council and the President is our voice. He has to listen to all of our opinions; he needs to be a person who is respectful of time and responsive to all the information that comes in and willing to work on different issue in cooperation with many partners."

Report

Atta Sharayka, Former Vice-President of **Palestine Children's Council – CRG**

(17 years old; 12th Grade)

Atta Sharayka was Vice President of the Palestine Children's Council from 2015-2018. He is not seeking re-election, as he is embarking on his senior year in high school and will spend the year focusing on the tawjihi (high-school matriculation) exam.

About five years ago, when he was twelve years old, Atta and a classmate were playing a game on their school's grounds that involved throwing a school bag back and forth. The bag landed past the school's walls, where Israeli soldiers were standing. When Atta went to retrieve the bag, a soldier opened fire. A bullet struck Atta in the back causing permanent paralysis of his legs. He has used a wheelchair ever since.

“At first, I didn't want to go back to school. The trauma had changed me. But some time after what happened, I decided I would try to return to the school.”

Then in 2015, he became a part of the Palestine Children's Council. Atta recognizes that prior to his participation on the council, he had no knowledge or awareness of what was meant by children's rights. However, through this work, he feels he has become “older than his age.” He has become knowledgeable about the different movements and organizations working on children's rights. He recalls journalists and organizations coming to his school to report and document violations against children and thinking that it was all a useless process, but now he is aware that these systems are important and can cause change.

“My experience on the council has strengthened my personality in a big way. I have found a capacity and an ability to articulate opinions with courage and without fear.”

In Atta's opinion, one of the most effective activities of the council was a campaign aimed at documenting violations committed against children by the community or the Israeli occupation. He remembers the lessons they learned when approaching decision-makers with their concerns about the schools and the national curriculum, and how decision-makers would try to circumvent their questions. He also remembers working with CwD to increase their potentials and to lobby for infrastructure changes in any new schools or classrooms so that CwD could have easier access.

In particular, he recalls the lack of discrimination from other kids and the respectful treatment from facilitators during his time on the council:

“I never felt like I was lacking in anything. I was being treated like any other child. When there was a meeting scheduled, they [facilitators] would take every possible step to make sure I could gain access with the wheelchair easily. They really made every effort to make sure I would be comfortable.”

Report

He compares this experience to the experiences of so many other children in the community. With regret, he notes that in his community there isn't a similar level of acceptance of children with disabilities even though the violence of the Israeli occupation guarantees increasing numbers of CwD. In the community, children who use wheelchairs are often relegated to a life at home without opportunities to study or work. He points to the need to expand the opportunities for CwD to pursue academic educations instead of vocational training that might require physical exertions beyond their physical capacities.

Report

Nada Al-Ghalban, Islamic religion teacher

“New teachers need more than luck to do their jobs well.” she said. **“I taught Islamic religion, in a high-poverty area and I did not go blindly into teaching in a tough area like this. I was excited to help my students see the opportunities around them and to know their own potential. I believed I could rise to the challenge.”**

Nada is one of the teachers who is well aware of the different challenges teachers face in the Gaza Strip given the general socio-economic context. She is also aware that Gaza struggles to meet the needs of students with disabilities. She believes that teachers lose a great deal of class time managing students' behaviour because teachers have trouble engaging students in learning and the class environment.

Nada was one of the selected teachers to attend trainings provided by the Creative Teacher Center (CTC). The CTC trained 46 teachers for 6 intensive training days on teaching methods for working with students with learning difficulties.

“We have been trained on the Inclusive Education approach in order to enable us to identify and respond to the diverse needs of students in a professional manner.”

The Creative Teacher Center followed up with teachers in schools to assess how they were applying the skills they learned. Through the training, Nada found a way to deliver lesson content so that it serves the learning of all students in the classroom. The students and Nada are actively involved in the lessons. They all play the role of students and teachers at the same time- providing support to each other and accomplishing the tasks assigned to them in an interesting and smooth manner. Nada shares plans and educational goals with the students and together they complete an assessment of learning at the end of each lesson so that they can discuss the extent to which the set educational goals were met.

Inside the classroom, Nada has made a number of educational aids available, all developed in partnership with her students. The environment in the class can be characterized as a friendly learning environment, which aims to enrich the academic, social and psychological developments of the students in her class. Nada has adopted an active learning philosophy, which is the style and approach that frames the methodology of the class and the content of the lessons.

Nada also works closely with her peer teachers as they plan lessons, look for resources, communicate with parents and teach. The other teachers tell her they appreciate the transfer of knowledge and new skills to them. Nada, and her peers, are aiming to be role models for commitment and enthusiasm towards using activities in an atmosphere of participation, interaction and joy during learning.

Report

“ I have become always keen to implement an interactive lesson using various learning techniques and encourage for a positive classroom environment. Throughout the lesson, you can see that the interaction and participation levels of the students is high.”

Report

Adeli Abu Luli, Student

Adeli is a 9th grade student with special needs attending an UNRWA school in the Al Shoka area of Rafah governorate. Adeli suffers from severe arches in his two legs and, as a consequence, was subject to frequent discrimination, ridicule and verbal abuse from other students. Over time, he became introverted and isolated, disinterested in schoolwork and any extracurricular activities.

Adeli lacked the confidence and structure he needed to succeed. His parents had no idea how to encourage him to study or to participate in any activities. The entire community has an unfair picture towards people with disabilities, he felt.

Fortunately, Adeli's school was selected as one of the 15 UNRWA schools in the Gaza Strip to participate in the Inclusion for All project. Adeli started by attending after-school activities and remedial sessions. Also, he joined the workshops implemented by Tamer Institute aimed at promoting acceptance of all children. Tamer Institute also ran a number of trainings in using different kinds of art for self-expression. Adeli enjoyed the storytelling, drawing, music and theatre. He found that he started to feel more confident and to build a sense of self-esteem. He felt that he belonged to a safe environment where he could express his feelings without any pressure. Additionally, Adeli participated in the national reading campaign and the "Papa, Read To Me Campaign" with his parents.

Many of the activities he participated in dealt with the subjects of diversity and accepting differences. But perhaps most importantly, he suddenly had access to stories- not something that was common for him. Now, he loves the school and considers it one of his favourite places. His grades have improved and he no longer acts out in class.

"I like the school, unlike before, because the activities are fun and you get to do things with friends, like study together and also play."

His academic achievements have increased, as has the support he gets from his parents. Furthermore, the attention of the teachers and the staff at the school has increased - they even came to visit him at home. Some of the other students offer to help him climb the stairs, go up to the science lab, and get back and forth from his house.

Although Adeli doesn't yet know what he wants to be when he grows up, he now has the opportunity to be whatever he sets his mind to. Through the project's different interventions, he's gaining the knowledge, skills and awareness he needs to be engaged and successful in school, and the confidence he needs to succeed in life.

Report

Noha Hamad, Parent

“It is very difficult for me to cope with all our daily needs. My husband works hard from early morning till late in the night and he barely gets to see his children.”

Noha is a 37 year- old mother of 4 children. She struggles to manage all the household duties and consistently worries about the family’s financial situation. She has never had the time to work on her children’s learning process but has instead had to focus her attention on household affairs and meeting her children’s basic needs. She has a tenth-grade education, but she is well aware of the importance of learning. So, when two of her children were struggling in school, she was willing to learn everything she could about how best to support them.

Noha was an active participant in the workshops at the school. Actually, she was one of the few mothers who attended all three workshops. She was motivated to play a positive and key role in her children’s learning process and she also felt that the workshops gave mothers/parents a chance to experience some stress release and relaxation from the demands of the home and the family.

Noha’s son, Momen, was not at all interested in education or homework- just playing in the street. Noha was very interested in finding ways to increase his level of motivation in school. In the workshop she learned about the connections between games, educational aids and doing homework. She soon started to create her own educational aids and exercises to help Momen and he responded with a willingness to engage and to work on his homework with her. In addition, Noha worked on strengthening the reading and writing skills of another of her children, who has challenges with literacy.

Noha hopes she can continue for more than 3 workshops. **“Without the awareness workshops and workshops on supporting children’s learning, I would have remained at home with no access to such knowledge and skills. I would never have been able to produce educational aids to help my children. I would appreciate it if there would be more workshops to increase my role in relation to my children learning.”**

Report

Sabreen Zaben, Defense for Children International- Palestine (DCIP) staff

Defense for Children International- Palestine (DCIP) spearheaded the implementation of activities to establish a CRC monitoring system by government and civil society institutions. In particular, DCIP worked on promoting higher levels of children's participation, developing advocacy and child-led monitoring skills and helping children to become active change agents in their communities. DCIP supported the establishment of both Provincial and National Children's Councils, whose members were democratically elected by their peers and who represented the voices of children all across Palestine. Council members came from refugee camps, villages and cities; they represented both genders; and they included both able-bodied and differently-abled children.

Sabreen Zaben played a key part in implementing DCIP activities. She served as a focal point for the participating children and their parents, lead many of the trainings and coordinated the Palestine Children's Council elections.

When asked to address some of the key successes of the program, Sabreen says,

"In the first year of our activities, the children participated without really knowing what they were doing; they were really just going along with the program. After the first year and into the second year, the children really started to see themselves as agents of change; they really got a sense of how impactful they could be."

Part of the success of the CRG component of the program has to do with its far-reaching effect on inclusivity in Palestine. She notes that the program has had an empowering effect on girls in particular, who consistently outperform their male counterparts.

"We are in an eastern society. We don't raise children to believe that girls are equal to the boys; we raise them to believe that the boys are better. So he doesn't have to work as hard, he has more opportunities open to him just by being male. As a result, she is prepared to work on herself more. Also, if you notice, the boys here are externally focused- they might be loud and active at school but if you ask him about his own internal sense of self, he wont know. In that way patriarchal society hurts both girls and boys. "

She explains that DCIP didn't specifically target gender roles and gender equality in the trainings but that they approached the issue from the perspective of inclusivity and equal rights.

"All of our activities have been gender desegregated. And Since DCI has been able to build trust with parents from many of the most marginalized communities, including from villages where a girl would never be allowed to leave her village, we have been able to confront huge barriers to the equal

Report

participation of girls. We worked on inclusivity between the genders as a matter of rights and respect- from the perspective that all humans have equal rights and all humans are worthy of respect.”

“We also had a few children who were hearing impaired. And at a sleep away training the other kids didn’t want to share rooms with them – they felt like they wouldn’t be able to communicate with them. But that all changed through our work on respecting difference and equality. Now, if you look at their [the hearing-impaired children’s] comments on our Facebook page... how impactful their time with us was, how much they miss us...its really something.”

The results are clear in the election outcomes. The last Council’s President was a young girl in her early teens and her Vice President, a boy, several years her senior, who is wheelchair bound. This year, a young girl, an orphan from the SOS villages in Bethlehem, is the new Vice President and the President is a young boy from Balata refugee camp in Nablus.

However, Sabreen recognizes that much work is still to be done to strengthen CRG particularly at the policy level.

“It’s really difficult to make change at the policy and legislative levels but there has been some success. For example, initially teachers were concerned about the work with the Palestine Children’s Council and the CRG part of the program. They felt that we would be raising the children’s awareness to a level that was higher than they wanted, that the children would fight with their teachers and other authority figures and that we were importing western ideas. But after seeing the results of the work with the kids, the MoEHE has fully supported the program. In 2016-2017 we had to recruit child participants from the local CBOs, we didn’t have authority to recruit from the schools, but as of 2018 we were granted permission to enter the schools. Currently, 30% of the children who participate on the Councils are from MoEHE schools. We are also seeing a big difference in terms of child-led monitoring and the referral mechanism in the schools. This is not new, the system has been around since 2008, but it was rarely utilized. Now, I think close to 90% of the reports that come in from within the schools are referred to a School Counselor and then to the Counselor for Child Protection and action is being taken as a result of the reporting. “

In closing, Sabreen muses over what the future holds for the alumni of the CRG training. She is certain that the impact on their lives has been significant and she wonders how they will use their skills and their capacities in adulthood.

Report

Ameen Inabi, Director of the Department for Persons with Disabilities at the Ministry of Social Development (MoSD)

The Department for Persons with Disabilities worked closely with Save the Children on providing inclusive service delivery for children with disabilities (CwD) as well as raising awareness on the needs of CwD in the West Bank.

Department director Ameen Inabi, highlights the key efforts undertaken by the Ministry in partnership with Save the Children as part of the NORAD project:

First, assistive devices in the form of “talking” laptops were made available for students with visual impairments. The recipients of the laptops were visually impaired students completing their high school programs and students at the university levels.

Second, the Ministry worked with Save the Children to enhance and expand a case management system aimed at capturing and organizing the large body of data available on people with disabilities into a central database. To strengthen this system, iPads were provided to enable inclusive education counselors to enter data immediately while working in the field. An important feature of the software allows counselors to enter data even when in remote areas where Internet connectivity is poor or unavailable. The offline data is then stored until connectivity is possible, at which time the data is uploaded to the database.

“The goal [of the case management system] is to store all this information in one place; to know the exact status of people of disabilities, what their needs are, what their different categories are, their ages, levels of disability, etc..... We are then gathering this information and what comes in on the iPads into one central location so that the information can be utilized by anyone who is involved in the care of an individual with disability.”

The third activity that was conducted with Save the Children, was an awareness-raising program for individuals working with CwD, which targeted everyone from their parents to the various organizations and institutions offering support and services. The awareness program was implemented across all the governorates in the West Bank and support for transportation services and refreshments came from the NORAD program.

Mr. Inabi highlights the impact that NORAD supported activities have had on the National Strategic Framework for Disability and the future impact it may have on legislature pertaining to people with disabilities.

“So we have now been providing the assistive devices and the awareness raising programs. Now, obviously, we cannot include activities and services in the Strategic Framework [which guarantees

Report

certain rights and privileges to people with disabilities] unless we are sure that we can find the means to provide them. The NORAD project's support means that we can now include the services in the framework and guarantee their continued provision."

He goes on to discuss the ongoing negotiations concerning possible amendments to The Palestinian Disability Law No. 4 for the year 1999, which provides people with disabilities the right to equality before the law and to non-discrimination, the right to housing, to health care, and to travel, to work, the right to participate in cultural life and sport.

"The work that we have done with Save the Children and the NORAD project has given us insight into what needs are here and how they can be met with these different devices and programs, which may impact how we change Law no 4 of 1999. Since there is a funder, we can guarantee the services by law. And once we guarantee it by law, using a rights-based approach, the country is obliged to make the service available in the future. And the case management system will be extremely helpful in implementing the law; it gives us all the information we need to locate people with disabilities and give them access to the services."

For Mr. Inabi, one of the most important aspects of this project was the focus on the practical delivery of inclusive assistive services instead of a focus on trainings or workshops or even negotiations at the policy level.

"There has really been enough talking about policies and programs and workshops. These people [people with disabilities] are in need of real services. This program allowed us to provide assistive devices that had a direct impact on people with disabilities.....And the success can be seen at several levels across the community; I mean when a visually impaired student can now complete their Tawjihi [the local matriculation exam], attend university and then go on to find a job with their degree, that's strong proof that this program has had a positive impact on students with disabilities. There are still lots of assistive devices that we need. Of course, our ongoing challenge is that the size of the demand is larger than the resources we have. This is a big problem. This is our ongoing problem. In the recent years the situation has been getting better and we have to ensure that there is sustainability regardless of where the funding comes."

In addition, the program has required consistent partnership and relationship building across civil society and governmental institutions.

"We work closely with the Ministry of Education, which works directly with the students and teachers in the schools. If there is a need for a specific device, they communicate with us so we can help provide it. The Ministry of Health plays a large part in the case management system, they provide the diagnoses

Report

and treatment plans, and we need the different ministries, municipalities and organizations to have access to the people we are trying to help.”

In closing, Mr. Inabi is thankful for the participatory nature in which the program was designed and implemented.

“We understand that the policies of the donor community are important, but in the end the policies need to be adapted to the needs of the Palestinian people. Its important to me that services continue to be provided, that there is sustainability to these programs but also that the organizations utilize our opinions as people working in the field. We are grateful that Save the Children and the NORAD program worked with us to identify real needs.”

Report

Annex 1: Data collection instruments

Implementing Partner Meeting Questions

Inclusion for All Program - Palestine

Hi, name is [first name]. I'm an independent researcher hired by Save the Children in cooperation with the implementing partners. I'm here to ask you some questions about inclusive education. My research team is talking to implementing partners and others affiliated with schools and youth organizations in Palestine for the purpose of a report on inclusive education; this report will help the Ministry of Education, UNRWA, and the several organizations working with schools, as well as schools themselves, learn about the state of inclusive education in schools over the last three years, and will also help those institutions design future inclusive education programs in schools in Palestine. It is not an evaluation, but a research study. This is not a formal interview but is intended as background to help our research team understand your organization's role in the implementation process and identify potential subjects of case studies. I'd like to record it, but only so I can listen to it later when I'm writing the research report. Is it ok if I record this interview?

1. What was your role in the program and how do you see it changing in the future?
2. Who would you nominate as a case study candidate (student, parent, teacher, school counselor and/or administrators)?
3. What are some stories that you could share about your experiences with the program? What stories keep coming back to you?
4. What is some important contextual information about the program that you don't think could be found in any written document?

Report

Inclusion for All Program Research Areas
NORAD/Save the Children Palestine

		Student	Parent	Teacher	Counselor	Principal	Ministry staff	Document(s)
Research Area								
A	Remedial support to CWD							
B	Parent awareness & influence at school							
C	Child monitoring groups & reporting							
D	IE capacity development for teachers & counselors							
E	Art, HEART, & other activities							
F	IE policy & referral system at MoEHE							

Report

		Student	Parent	Teacher	Counselor	Principal	Ministry staff	Document(s)
Research Area								
G	Resource centers							
H	Awareness materials & online complaints mechanism							
I	Case management system & smart devices							
J	CRG-MoEHE work & relationship							
K	Success stories							
L	Program approaches							
M	Partnerships							

Report

Principal Interview Questions

Inclusion for All Program - Palestine

Hi, name is [first name]. I'm an independent researcher hired by Save the Children in cooperation with Tamer Institute, Birzeit University, ACCE, DCI, PCDHR, and the Ministries of Education and Social Affairs⁸. I'm here to ask you some questions about inclusive education at your school. My research team is talking to principals and others affiliated with schools in Palestine for the purpose of a report on inclusive education; this report will help both the Ministry of Education, UNRWA, and the several organizations working with schools, as well as schools themselves, learn about the state of inclusive education in schools over the last three years, and will also help those institutions design future inclusive education programs in schools in Palestine. It is not an evaluation, but a research study. This interview is confidential; I'd like to record it, but only so I can listen to it later when I'm writing the research report. Everything you tell me will be anonymous, so I can use what you say, but without any identifying information, like your name or the name of your school, connected to it, unless I return to you later to ask your permission to use specific quotes with your name attached. If I want to use specific quotes, I will come back and ask you for permission in writing to use those quotes. Is it ok if I record this interview?

1. How long have you been an educator? How many years have you been a principal? How many years have you been a principal at this school?
2. Think about the last three school years, since AY2015-2016. Has anything changed for students in your school for children with learning difficulties or disabilities? If so, what?
3. Think about the last three school years, since AY2015-2016. Has anything changed about the way parents/caregivers of children with learning difficulties or disabilities interact with the school? If so, what?
 - i. Probe: Did parents ever come to the school to attend a workshop or an activity? What? When?
4. Do you have a child-led monitoring group at this school? If so, what has it done? (Probe: What about beyond the school level, at the level of the West Bank/Gaza/East Jerusalem, or all of Palestine, or beyond?)
 - i. Probe: Who can students talk to, at this school, about problems they face in their lives?
5. You participated in a training on inclusive education, correct? Did it affect the way you plan for and/or lead your school? If so, how? How have your students reacted to the changes? How have your teachers reacted? How have parents/caregivers reacted?
6. How has this training affected teachers/the counselor in your school?
7. Have there been new afterschool activities available to students at this school over the last three years? If so, what are they? How have they affected your students?
 - i. Probe: Art, storytelling, animation activities?
8. Have you noticed any changes in the way the students treat each other – and especially the students with learning difficulties or disabilities - over the last three years? If so, what? Why do you think it's changed?
9. Has the MoEHE or MoSA made any changes in terms of students with learning difficulties and disabilities over the last three years? If so, how did those changes affect your students and school?

⁸ For Gaza, replace Birzeit and ACCE with Save Youth Future Society, the Teacher Creativity Center, and UNRWA.

Report

- i. Probe: Case management system
- 10. Do you have a resource center for students with learning difficulties and disabilities in this school? If not, is there one in your community that students can use? Have there been any changes to this resource center over the last three years? If so, what? How have these changes affected your students?
- 11. Over the last three years, has your school worked in any other way with any organizations working with children with learning difficulties or disabilities? If so, what was the activity/project? What was the activity/project's effect on your students?
- 12. Have there been any changes in the equipment or facilities available to work with students with disabilities at your schools or in your district? If so, what? Did your students use them? How? Did anything change for your students as a result of using them? What?
- 13. What were the three best things that happened for students with learning difficulties or disabilities at your school over the last three years?
- 14. What were the three worst things that happened for students with learning difficulties or disabilities at your school over the last three years?
- 15. What would you like to see happen to help students with learning difficulties or disabilities at your school?

Report

Teacher Interview Questions

Inclusion for All Program - Palestine

Hi, name is [first name]. I'm an independent researcher hired by Save the Children in cooperation with Tamer Institute, Birzeit University, ACCE, DCI, PCDHR, and the Ministries of Education and Social Affairs⁹. I'm here to ask you some questions about inclusive education at your school. My research team is talking to teachers and others affiliated with schools in Palestine for the purpose of a report on inclusive education; this report will help both the Ministry of Education, UNRWA, and the several organizations working with schools, as well as schools themselves, learn about the state of inclusive education in schools over the last three years, and will also help those institutions design future inclusive education programs in schools in Palestine. It is not an evaluation, but a research study. This interview is confidential; I'd like to record it, but only so I can listen to it later when I'm writing the research report. Everything you tell me will be anonymous, so I can use what you say, but without any identifying information, like your name or the name of your school, connected to it, unless I return to you later to ask your permission to use specific quotes with your name attached. If I want to use specific quotes, I will come back and ask you for permission in writing to use those quotes. Is it ok if I record this interview?

1. How long have you been teaching? How long have you been teaching at this school?
2. Think about the last three school years, since AY2015-2016. Has anything changed for students in your school for children with learning difficulties or disabilities? If so, what?
3. Think about the last three school years, since AY2015-2016. Has anything changed about the way parents/caregivers of children with learning difficulties or disabilities interact with the school? If so, what?
 - i. Probe: Did parents/caregivers ever come to the school to attend a workshop or an activity? What? When?
4. Do you have a child-led monitoring group at this school? If so, what has it done? (Probe: What about beyond the school level, at the level of the West Bank/Gaza/East Jerusalem, or all of Palestine, or beyond?)
 - i. Probe: Who can students talk to, at this school, about problems they face in their lives?
5. A teacher or teachers, as well as the principal and counselor, from this school participated in a training on inclusive education, correct? Did you participate? If yes, did it affect the way you plan your classes or teach them? If so, how? How have your students reacted to the changes? If you didn't participate, did you know about it? What did you know? What have the participating teachers shared with you? What have the counselor and principal shared with you about it?
6. Have there been new afterschool activities available to students at this school over the last three years? If so, what are they? How have they affected your students?
 - i. Probe: Art, storytelling, animation activities?
7. Have you noticed any changes in the way the students treat each other – and especially the students with learning difficulties or disabilities - over the last three years? If so, what? Why do you think it's changed?

⁹ For Gaza, replace Birzeit and ACCE with Save Youth Future Society, the Teacher Creativity Center, and UNRWA.

Report

8. Has the MoEHE or MoSA made any changes in terms of students with learning difficulties and disabilities over the last three years? If so, how did those changes affect your students and classroom? How did they affect your school in general?
 - i. Probe: Case management system
9. Do you have a resource center for students with learning difficulties and disabilities in this school? If not, is there one in your community that students can use? Have there been any changes to this resource center over the last three years? If so, what? How have these changes affected your students?
10. Have there been any changes in the equipment or facilities available to work with students with disabilities at your schools or in your district? If so, what? Did your students use them? How? Did anything change for your students as a result of using them? What?
11. What were the three best things that happened for students with learning difficulties or disabilities at your school over the last three years?
12. What were the three worst things that happened for students with learning difficulties or disabilities at your school over the last three years?
13. What would you like to see happen to help students with learning difficulties or disabilities at your school?

Report

Counselor Interview Questions

Inclusion for All Program - Palestine

Hi, name is [first name]. I'm an independent researcher hired by Save the Children in cooperation with Tamer Institute, Birzeit University, ACCE, DCI, PCDHR, and the Ministries of Education and Social Affairs¹⁰. I'm here to ask you some questions about inclusive education at your school. My research team is talking to counselors and others affiliated with schools in Palestine for the purpose of a report on inclusive education; this report will help both the Ministry of Education, UNRWA, and the several organizations working with schools, as well as schools themselves, learn about the state of inclusive education in schools over the last three years, and will also help those institutions design future inclusive education programs in schools in Palestine. It is not an evaluation, but a research study. This interview is confidential; I'd like to record it, but only so I can listen to it later when I'm writing the research report. Everything you tell me will be anonymous, so I can use what you say, but without any identifying information, like your name or the name of your school, connected to it, unless I return to you later to ask your permission to use specific quotes with your name attached. If I want to use specific quotes, I will come back and ask you for permission in writing to use those quotes. Is it ok if I record this interview?

1. How long have you been a school counselor? How long have you been at this school?
2. Think about the last three school years, since AY2015-2016. Has anything changed for students in your school for children with learning difficulties or disabilities? If so, what?
3. Think about the last three school years, since AY2015-2016. Has anything changed about the way parents/caregivers of children with learning difficulties or disabilities interact with the school? If so, what?
 - i. Probe: Did parents/caregivers ever come to the school to attend a workshop or an activity? What? When?
4. Do you have a child-led monitoring group at this school? If so, what has it done? (Probe: What about beyond the school level, at the level of the West Bank/Gaza/East Jerusalem, or all of Palestine, or beyond?)
 - i. Probe: Who can students talk to, at this school, about problems they face in their lives?
5. You participated in a training on inclusive education, correct? Did it affect the way you plan your work with students? If so, how? How have your students reacted to the changes?
6. Have there been new afterschool activities available to students at this school over the last three years? If so, what are they? How have they affected your students?
 - i. Probe: Art, storytelling, animation activities?
7. Have you noticed any changes in the way the students treat each other – and especially the students with learning difficulties or disabilities - over the last three years? If so, what? Why do you think it's changed?

¹⁰ For Gaza, replace Birzeit and ACCE with Save Youth Future Society, the Teacher Creativity Center, and UNRWA.

Report

8. Has the MoEHE or MoSA made any changes in terms of students with learning difficulties and disabilities over the last three years? If so, how did those changes affect your students and classroom? How did they affect your school in general?
 - i. Probe: Case management system
9. Do you have a resource center for students with learning difficulties and disabilities in this school? If not, is there one in your community that students can use? Have there been any changes to this resource center over the last three years? If so, what? How have these changes affected your students?
10. Have there been any changes in the equipment or facilities available to work with students with disabilities at your schools or in your district? If so, what? Did your students use them? How? Did anything change for your students as a result of using them? What?
11. What were the three best things that happened for students with learning difficulties or disabilities at your school over the last three years?
12. What were the three worst things that happened for students with learning difficulties or disabilities at your school over the last three years?
13. What would you like to see happen to help students with learning difficulties or disabilities at your school?

Report

Student Focus Group Questions – Older Students

Inclusion for All Program - Palestine

Hi, name is [first name]. I'm an independent researcher hired by Save the Children in cooperation with Tamer Institute, Birzeit University, ACCE, DCI, PCDHR, and the Ministries of Education and Social Affairs¹¹. I'm here to ask you some questions about inclusive education – the idea that *everybody* should be able to participate equally and that *everybody's* needs are taken care of - at your school. My research team is talking to students and other people connected to schools in Palestine for the purpose of a report on inclusive education; this report will help both the Ministry of Education, UNRWA, and the several organizations working with schools, as well as schools themselves, learn about the state of inclusive education in schools over the last three years, and will also help those institutions design future inclusive education programs in schools in Palestine. It is not an evaluation, but a research study. This interview is confidential; I'd like to record it, but only so I can listen to it later when I'm writing the research report. Everything you tell me will be anonymous, so I can use what you say, but without any identifying information, like your name or the name of your school, connected to it, unless I return to you later to ask your permission to use specific quotes with your name attached. If I want to use specific quotes, I will come back and ask you and your parents/caregivers for permission in writing to use those quotes. Is it ok if I record this interview?

1. Think about the last three school years, since AY2015-2016. Has anything changed for students in your school for children with learning difficulties or disabilities? If so, what?
2. Think about the last three school years, since AY2015-2016. Has anything about the way your parents/caregivers or other parents/caregivers interact with the school? If so, what?
 - i. Probe: Did your parents/caregivers ever come to the school to attend a workshop or an activity? What? When?
3. Do you have a child-led monitoring group at this school? If so, what has it done? (Probe: What about beyond the school level, at the level of the West Bank/Gaza/East Jerusalem, or all of Palestine, or beyond?)
 - i. Probe: Who can students talk to, at this school, about problems they face in their lives?
4. Have you noticed any changes in the way teachers, the counselor, and/or the principal at this school interact with students with learning difficulties or disabilities, with you, or with students in general?
 - i. Probe: Do you know if your teacher has participated in any training recently? Your counselor? Your principal? Have they used any activities from that training in your class? If so, what?
5. Have there been new afterschool activities available to students at this school over the last three years? If so, what are they? Have you participated in them? How have they affected you and other students at your school?
 - i. Probe: Art, storytelling, animation activities?
6. Have you noticed any changes in the way the students treat each other – and especially the students with learning difficulties or disabilities - over the last three years? If so, what? Why do you think it's changed?

¹¹ For Gaza, replace Birzeit and ACCE with Save Youth Future Society, the Teacher Creativity Center, and UNRWA.

Report

7. Do you have a resource center or equipment for students with learning difficulties and disabilities in this school? If not, is there one in your community that students can use? Have there been any changes to this resource center or this equipment over the last three years? If so, what? How have these changes affected you and other students at your school?
8. What were the three best things that happened for students with learning difficulties or disabilities at your school over the last three years?
9. What were the three worst things that happened for students with learning difficulties or disabilities at your school over the last three years?
10. What would you like to see happen to help students with learning difficulties or disabilities at your school?

Report

Student Focus Group Questions – Younger Students

Inclusion for All Program – Palestine

PROPS: Blank printer paper, colors (markers or crayons), the books (Bedtime Story and Rico).

Do you remember this story? (Hold up “A Bedtime Story”). I haven’t read it yet, can you tell me what it’s about? I think there is a girl called Manal, right? (point to Manal).

I see in the pictures that her eyes are always closed and she has a cane here. (Point to page 3) Why is that? Is she different from her brothers and sisters?

What kind of a person is Manal? What do you think of her?

(As students reflect on the characters and respond to the questions, the researcher will be finding ways to move from these figures to their lived school experience)

Do you think Manal could be a student in this school?

Would it be easy for her to get to her class? Has it always been that way or has something changed?

How do you think the teachers would treat her? Has it always been that way or has something changed?

What do you think her parents would have to do for her to come to this school? Does that happen here at the school? Why, why not?

What about this story? (Hold up “Rico”). Who can tell me what happens in this story?

What happens between Rico and this boy (point to page 5)? What do you think about that? What kind of person is Rico?

(As students reflect on the characters and respond to the questions, the researcher will be finding ways to move from these figures to their lived school experience)

Do you think Rico could be a student in this school?

Would it be easy for her to get to her class? Has it always been that way or has something changed?

How do you think the teachers would treat him? Has it always been that way or has something changed?

What do you think his parents would have to do for him to come to this school? Does that happen here at the school? Why, why not?

I want us to imagine something together, ok? Let’s imagine that Rico and Manal are students here in school. Let’s imagine they are even with us in this room. Can you imagine them? What would you say to them? How would you behave (tet3amalou) with them? You can choose to tell me using your words or by drawing or by using the play dough, whichever is better for you.

Report

Parent Focus Group Questions

Inclusion for All Program - Palestine

Hi, name is [first name]. I'm an independent researcher hired by Save the Children in cooperation with Tamer Institute, Birzeit University, ACCE, DCI, PCDHR, and the Ministries of Education and Social Affairs¹². I'm here to ask you some questions about inclusive education – the idea that all students should be able to participate equally and that all students' learning needs should be met - at your children's school. My research team is talking to parents/caregivers and others affiliated with schools in Palestine for the purpose of a report on inclusive education; this report will help both the Ministry of Education, UNRWA, and the several organizations working with schools, as well as school communities themselves, learn about the state of inclusive education in schools over the last three years, and will also help those institutions design future inclusive education programs in schools in Palestine. It is not an evaluation, but a research study. This focus group is confidential; I'd like to record it, but only so I can listen to it later when I'm writing the research report. Everything you tell me will be anonymous, so I can use what you say, but without any identifying information, like your name, your child's name, or the name of your school, connected to it, unless I return to you later to ask your permission to use specific quotes with your name attached. If I want to use specific quotes, I will come back and ask you for permission in writing to use those quotes. Is it ok if I record this focus group?

1. Think about the last three school years, since AY2015-2016. Are you aware of any changes for children with learning difficulties or disabilities at this school? If so, what?
2. Think about the last three school years, since AY2015-2016. Has the way school officials interact with parents of children with learning difficulties or disabilities changed over the last three years? If so, what? What roles do parents/caregivers of children with learning difficulties or disabilities play in the life of this school?
3. Probe: Did you ever come to the school to attend a workshop or an activity? What? When? Have you noticed any changes in the way teachers, the counselor, and/or the principal at this school interact with children with learning difficulties or disabilities, with your children specifically, or with children in general?
 - i. Probe: Do you know if your child's teacher has participated in any training recently? The counselor? The principal? Have they used any activities from that training in your child's class or elsewhere? If so, what?
4. Have there been new afterschool activities available to students at this school over the last three years? If so, what are they? How have they affected your child and/or other students?
5. Probe: Art, storytelling, animation activities? Have you noticed any changes in the way the students treat each other – and especially the students with learning difficulties or disabilities - over the last three years? If so, what? Why do you think it's changed?
6. Do you have a resource center for students with learning difficulties and disabilities in this school? If not, is there one in your community that students can use? Have there been any changes to this resource center over the last three years? If so, what? How have these changes affected your child and/or other students?

¹² For Gaza, replace Birzeit and ACCE with Save Youth Future Society, the Teacher Creativity Center, and UNRWA.

Report

7. Have there been any changes in the equipment or facilities available to work with students with learning difficulties or disabilities at this school? If so, what? Did your students use them? How? Did anything change for your students as a result of using them? What?
8. What is the best thing that happened for students with learning difficulties or disabilities at this school over the last three years?
9. What is the worst thing that happened for students with learning difficulties or disabilities at this school over the last three years?
10. What would you like to see happen to help students with learning difficulties or disabilities at this school?

Report

Policy maker Interview Questions

Inclusion for All Program - Palestine

Hi, name is [first name]. I'm an independent researcher hired by Save the Children in cooperation with Tamer Institute, Birzeit University, ACCE, DCI, PCDHR, and the Ministries of Education and Social Affairs¹³. I'm here to ask you some questions about inclusive education. My research team is talking to policymakers and others affiliated with schools and youth organizations in Palestine for the purpose of a report on inclusive education; this report will help the Ministry of Education, UNRWA, and the several organizations working with schools, as well as schools themselves, learn about the state of inclusive education in schools over the last three years, and will also help those institutions design future inclusive education programs in schools in Palestine. It is not an evaluation, but a research study. This interview is confidential; I'd like to record it, but only so I can listen to it later when I'm writing the research report. Everything you tell me will be anonymous, so I can use what you say, but without any identifying information, like your name, connected to it, unless I return to you later to ask your permission to use specific quotes with your name attached. If I want to use specific quotes with your name attached, I will come back and ask you for permission in writing to use those quotes. Is it ok if I record this interview?

1. Have you as MoEHE /UNRWA undertaken/issued/ witnessed any policy changes on IE in the West Bank and Gaza over the last three years? If so, describe.
2. To what extent does this program work on your IE approach to meet the needs and priorities of targeted children in OPT?
 - a. Prompt with/probe specific project activities for interviewee's role if necessary
3. To what extent do schools comprehensively address student inclusion needs?
4. How well are teachers prepared to approach IE and its content?
5. How well are counselors prepared to approach IE and its content?
6. How well are parents engaged as education partners?
7. According to your familiarity with this project, what are the successes of the project?
 - a. Prompt with/probe specific project activities for interviewee's role if necessary
8. What are challenges that have faced you in your work with this project?
 - a. Prompt with/probe specific project activities for interviewee's role if necessary
9. How do MOEHE /UNRWA policies support or limit IE success?

¹³ For Gaza, replace Birzeit and ACCE with Save Youth Future Society, the Teacher Creativity Center, and UNRWA.

Report

Workshop Observation

Inclusion for All Program - Palestine

School:

Workshop presented name:

Workshop subject:

Participant group:

Grade level (if applicable):

Number of participants:

Observer name:

Duration of observation in minutes:

	For the questions below, make a mark every time you observe the presenter engage in the listed behavior:	
1	The presenter uses visual aids.	
2	The presenter has adapted the workshop content to the needs of different participants in the workshop.	
3	The presenter asks an individual participant a learning-related question (include comprehension checks).	
4	The presenter uses a formal or informal assessment to learn if a participant understands a point.	
5	The presenter does something to undermine participant feelings of safety in the workshop.	
6	The presenter assigns an activity in which students actively participate.	

Report

7	List the activities included in the workshop (with brief descriptions as necessary):
8	Notes/Comments:

Report

Sampling Instructions Letter Inclusion for All Program – Palestine

Dear principal:

As you know, your school is participating in an inclusive education program funded by NORAD and implemented by Save the Children and several other partners. Save the Children has organized a research project into the effects of the program, and your school has been chosen to participate in this research. Our research team will visit schools in the upcoming weeks and plans to conduct interviews and focus groups with the following groups: principals; teachers; counselors; students; and caregivers. We need your help in identifying individuals with whom we should speak, and to assist you in identifying these individuals, we have attached a sampling frame to guide you. If there are any problems with fulfilling the criteria in the attached document, please contact Nora El Zokm at 0543-284-258.

Best regards,

DARNA research team

Report

Sampling Instructions: Sample School Inclusion for All Program – Palestine

	Grade	Sex	Disability/Learning Difficulty	Average	Student Name	Caregiver	Caregiver Name
Student 1	4	F	x	Any		F	
Student 2	4	M		Between 70%-80%		M	
Student 3	4	M	x	Any		F	
Student 4	3	M		Higher than 90%		M	
Student 5	3	F	x	Any		F	
Student 6	3	F		Lower than 70%		M	
Student 7	2	M	x	Any		F	
Student 8	2	F		Between 80%-90%		M	
Teacher description:	One participating teacher and one non-participating teacher (one male and one female, if possible)						
Teacher names:							
Principal Name:							
Counselor Name:							