



United Nations
Educational, Scientific, and
Cultural Organization
منظمة الأمم المتحدة
للتربية والعلم والثقافة

UNESCO

Country Programming Document

for Palestine 2014 - 2017



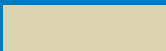


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Faysal school, Jordan valley,
photo by Anne Paq, ©UNESCO

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LIST OF ACRONYMS

CEC	Central Elections Committee
CDTP	Commission for Developing the Teaching Profession
CFS	Child-Friendly Schools
CRC	Convention on the Rights of the Child
CSOs	Civil Society Organizations
ECD	Early Childhood Development
EDSP	Education Development Strategic Plan
EFA	Education for All
ESWG	Education Sector Working Group
EU	European Union
FAO	Food and Agriculture Organization of the United Nations
GBV	Gender Based Violence
GDP	Gross Domestic Product
HDIP	Health, Development, Information and Policy Institute
JFA	Joint Financing Arrangement
IE	Inclusive Education
IIEP	UNESCO International Institute for Educational Planning
ILO	International Labour Organization
INEE	Interagency Network for Education in Emergencies
IPDC	International Programme for the Development of Communication
LACS	Local Aid Coordination Secretariat
MoC	Ministry of Culture
MoEHE	Ministry of Education and Higher Education
MoTA	Ministry of Tourism and Antiquities
MoWA	Ministry of Women's Affairs
NIET	National Institute for Educational Training
NRC	Norwegian Refugee Council
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
oPt	occupied Palestinian territory
PA	Palestinian Authority
PCBS	Palestinian Central Bureau of Statistics
PLC	Palestinian Legislative Council
PLO	Palestine Liberation Organization
PRDP	Palestinian Reform and Development Plan
PWRDC	Palestinian Women's Research and Documentation Centre
SIDA	Swedish Development and Cooperation Agency
TES	Teacher Education Strategy
TVET	Technical and Vocational Education and Training
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDEF	United Nations Democracy Fund
UNDOF	United Nations Disengagement Observer Force
UNDP/PAPP	United Nations Development Programme/ Programme of Assistance to the Palestinian People
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestinian Refugees in the Near East
UNSCO	United Nations Special Coordinator Office for the Middle East Peace Process
UNTFHS	United Nations Trust Fund for Human Security
VAW	Violence against Women
WHO	World Health Organization

FOREWORD

The UNESCO office in Ramallah was established in 1997 building upon programming which had commenced in 1994, to support the nascent Palestinian Authority in the context of the implementation of the Oslo Accords. Since then and within the domains of its mandates, UNESCO has consistently supported the efforts of the Palestinian Authority to exercise its temporary civil responsibilities until a final status accord will be reached.

Palestine became the most recent Member of UNESCO when the 36th session of the General Conference voted to admit Palestine during the plenary session of 31 October 2011. This first UNESCO Country Programming Document for Palestine 2014 – 2017 outlines the Organization's strategic cooperation framework and programmes in the occupied Palestinian territory¹. Importantly, the current document makes extensive reference to, and is aligned with, the first United Nations Development Assistance Framework for Palestine (UNDAF) which has been developed for 2014 – 2016. The UNDAF was launched in Ramallah on August 15, 2013 in the presence of the United Nations Secretary General Ban Ki-moon and Prime Minister Rami Hamdallah.

The Palestinian Authority and its institutions are both the primary partner and the focus of UNESCO's action as a specialized agency of the UN system. As a member of UNESCO Palestine benefits from technical assistance for its participation in all relevant intergovernmental fora under UNESCO's aegis, as well as technical assistance as appropriate for the implementation of all international conventions Palestine has subscribed to. Long-term partnerships exist with the relevant line ministries and remain focused on the development of capacities essential for the viability of both government institutions and civil society.

The UNESCO Country Programming Document is an important overview of activities which offers appropriate guidance for all of our partners not only on our implementation strategy but to additionally highlight areas where we may further collaborate to leverage future entry points. Through a situational analysis the document offers a coherent overview to further engage and invite reflection from donors, line agencies, civil society and academia on both current and proposed contributions to the development of a Palestinian State.

Derek Elias

Head and Representative
UNESCO Ramallah

PART I:

SITUATION ANALYSIS



United Nations Office for the Coordination of Humanitarian Affairs

OCCUPIED PALESTINIAN TERRITORY

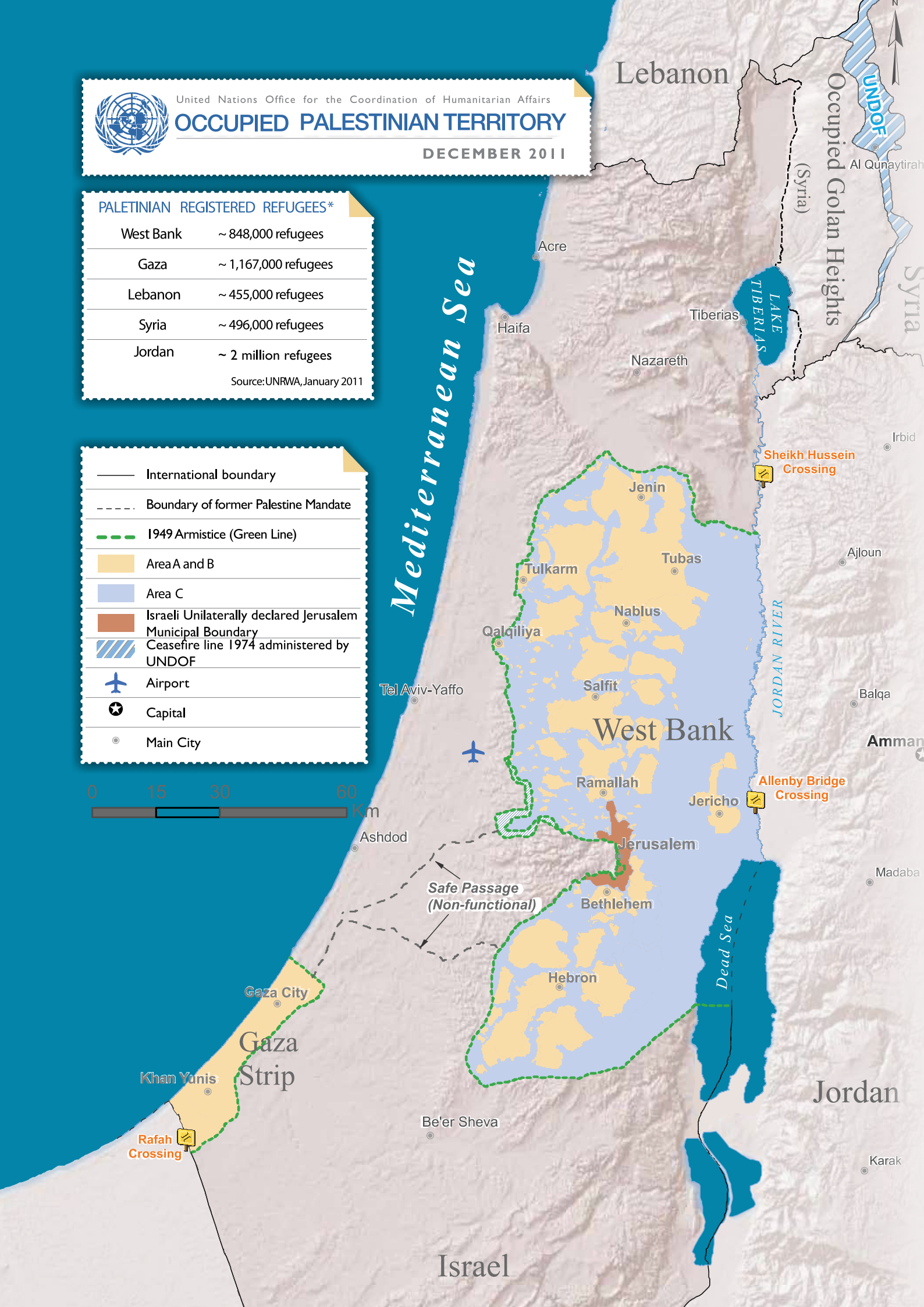
DECEMBER 2011

PALESTINIAN REGISTERED REFUGEES*

West Bank	~ 848,000 refugees
Gaza	~ 1,167,000 refugees
Lebanon	~ 455,000 refugees
Syria	~ 496,000 refugees
Jordan	~ 2 million refugees

Source: UNRWA, January 2011

- International boundary
- Boundary of former Palestine Mandate
- 1949 Armistice (Green Line)
- Area A and B
- Area C
- Israeli Unilaterally declared Jerusalem Municipal Boundary
- Ceasefire line 1974 administered by UNDOF
- Airport
- Capital
- Main City



Lebanon

Occupied Golan Heights (Syria)

UNDOF

Al Qunaytirah

Syria

Acre

Haifa

Tiberias

Nazareth

Irbid

Sheikh Hussein Crossing

Jenin

Tubas

Ajloun

Tulkarm

Nablus

Balqa

Qalqiliya

Salfit

Tel Aviv-Yaffo

West Bank

JORDAN RIVER

Amman

Ramallah

Allenby Bridge Crossing

Jericho

Madaba

Ashdod

Safe Passage (Non-functional)

Jerusalem

Bethlehem

Dead Sea

Gaza City

Gaza Strip

Jordan

Khan Yunis

Rafah Crossing

Be'er Sheva

Karak

Israel

SOCIO ECONOMIC CONTEXT

While Palestine falls within the lower middle-income category of economic indicators, considerable internal disparities exist in terms of income measured by gross domestic product per capita. It is estimated that Gaza's GDP per capita is 60% of the West Bank's². Since 1967 the economy has been heavily dependent on the State of Israel's, its main market and, up until the second intifada, the main source of employment as well. The foundation of the economy is thus vulnerable,

with low productive investment and a small and a shrinking productive base. It is also fragmented, with the economies of East Jerusalem, the rest of West Bank and the Gaza Strip isolated from each other by restrictions on the movement of goods and people.

Current economic activity revolves mostly around public expenditure, with a considerable proportion for the civil service³.

Some basic facts⁴

	West Bank		Gaza		Total	
	Male	Female	Male	Female	Male	Female
Total population	2,649,020		1,644,293		4,293,313	
Natural growth rate	3.48%		2.65%		2.96%	
Population density	468 people/Km2		4,505 people/Km2			
% of population under 18 years of age	46%		61%			
Participation in labour force					68.7%	16.6%
Unemployment	15.9%	25.8%	22.6%	44.0%	19.2%	28.4%
Poverty rate of individuals	17.8%		38.8%		25.8%	
Extreme poverty rate of individuals	7.8%		21.1%		12.9%	

The rapidly growing and urbanizing population exerts increased pressure on the economy to create decent and productive employment, reduce poverty and provide economic security on an equal basis for all social groups. Addressing these challenges through a green economy remains a complicated endeavour in a situation of limited control over land and natural resources.

The right to freedom from want is not fulfilled for a large proportion of the population. Limited participation and empowerment, the low purchasing power of Palestinian incomes, and reduced access to employment and economic opportunities in general result in widespread income poverty exacerbated by vulnerability to poverty. Income poverty in turn, is a major factor behind the high levels of food insecurity found in Palestine. The slow-onset, protracted food security crisis in Palestine

requires a comprehensive, coherent strategy to build the resilience and livelihoods of the Palestinian people particularly when considered alongside reduced access to basic social services such as Health and Education.

PART I: SITUATION ANALYSIS

EDUCATION



Since the establishment of the Ministry of Education and Higher Education in 1994, steady progress has been made in education planning and management. The first years were dedicated to setting up basic mechanisms for the proper organization and management of a previously neglected and dilapidated system. Subsequently, the move towards an increasing focus on quality was hindered by the consequences of the second Intifada, characterized by political instability and a greatly deteriorated security situation, which negatively impacted access to Education⁵.

More recently, and with dedicated support by development partners, the Ministry of Education and Higher Education (MoEHE) progressively developed its capacity to implement and monitor the Education Development Strategic Plan (EDSP/2008-12).

Within the framework of the Education Sector Working Group (ESWG), the MoEHE and key donors signed the Joint Financing Arrangement (JFA) as a first step towards a sector wide approach. These processes demonstrate national ownership to drive reform and

development in the education sector. This included an increased focus on quality through thematic strategies such as the National Teacher Education Strategy, the draft Early Childhood Development (ECD) Strategy and the Technical and Vocational Education and Training (TVET) Strategy.

Despite the positive realizations in terms of access, with a 96% Net Enrolment Rate in primary education which places Palestine at the upper end of the Arab region⁶, challenges remain in order to fulfil the Education for All (EFA) goals. Quality remains an issue, and the right to education is difficult to fully realize in some areas (Area C, seam Zones and East Jerusalem in the West Bank; the Gaza Strip as a result of the closure) and for some groups of marginalized children. Progress and remaining challenges in the education sector are described below through the right to education framework (availability, accessibility, acceptability and adaptability)⁷.

Availability⁸

Despite being an integral part of the EFA Goals and recognized in the Convention on the Rights of the Child (CRC), Early Childhood Development is not part yet of Palestine's formal education system. The existing kindergartens are mostly private and availability of ECD facilities is a major issue, particularly in non-urban areas. The MoEHE also lacks monitoring capacity. The ECD Strategy, currently being finalized, will give a clear policy framework. The MoEHE, with support of UN agencies, also initiated the piloting of Grade 0 classrooms (one year pre-school before Grade 1) in some public schools.

There are three main service providers of education: the MoEHE, UNRWA, and private sector schools. The table below shows the number of schools by service provider and area.⁹

Table 1: Schools in Palestine by service provider and area¹⁰

# of schools	West Bank	Gaza	Total
MoEHE	1609	396	2005
UNRWA	99	244	343
Private	311	48	359
Total	2019	688	2707

The MoEHE is thus the major educational service provider; delivering education to approximately 67.4 % of all students in Palestine¹¹.

Basic education in government and private schools comprises grades 1 to 10, while secondary education covers grades 11 to 12. UNRWA provides education to 24% of students in Palestine, to registered refugees and non-refugee students living near their schools. In Gaza this figure rises to 47.4% of all children enrolled in schools due to the higher number of refugees. UNRWA schools primarily service grades 1 to 9. There are also 350 private schools catering for approximately 8.6% of all students. 1,129,538 students are registered in schools in 2011/2012 from grades 1 to 12 in 2707 schools throughout Palestine¹² (59.2% in the West Bank and 40.8% in Gaza; 50.2% girls and 49.8% boys). The table below offers details disaggregated by area, sex and service provider:

Table 2: MoEHE: 2011/2012 enrolment figures¹³

# of children enrolled in schools	West Bank			Gaza			Palestine
	boys	girls	total	boys	girls	total	total
MoEHE	262,765	273,183	535,948	106,281	119,462	225,743	761,691
UNRWA	21,875	30,588	52,463	113,751	104,577	218,328	270,791
Private	46,642	33,701	80,343	10,848	5,865	16,713	97,056

The Net Enrolment Rate (NER) in basic education is 93.5% for girls and 91.8% for boys. Enrolment rates in secondary education are lower: 73.8% for Palestine; they are particularly lower for boys - 73.9% in Gaza and only 62.4% in the West Bank.

Thus nearly 30% of youth of the official school age at secondary level (16-17 years old) are out of school. Table 3 presents NER for Palestine for 2009/10 disaggregated by region, educational level and sex¹⁴:

Table 3: Net Enrolment Rate, Palestine

NER	West Bank			Gaza			Palestine		
	boys	girls	total	boys	girls	total	boys	girls	total
Basic and Secondary education	86.9%	92.6%	89.7%	89.5%	90.0%	89.7%	87.9%	91.6%	89.7%
Basic education	91.5%	95.1%	93.2%	92.2%	91.1%	91.7%	91.8%	93.5%	92.6%
Secondary education	62.4%	79.6%	70.8%	73.9%	83.6%	78.7%	66.8%	81.1%	73.8%

In 2012, about 76,000 children were enrolled in East Jerusalem schools, including both basic and secondary education. These schools are run by five education providers: the Municipality of Jerusalem (52)¹⁵, the Islamic Waqf (31)¹⁶, UNRWA (8), private facilities (62) and the Sakhneen¹⁷ (164), with wide discrepancies in the quality of education provided and no coordination between the different providers. This lack of coordination hinders long-term educational planning and management.

In East Jerusalem, there is a chronic shortage of 1,000 classrooms¹⁸, while estimates vary that between 2,800 and 20,500 children and youth are left out of the system as a consequence. In the Gaza Strip, an estimated 250 new schools are needed immediately, and an additional 70 schools by 2016, to accommodate the increase in student population¹⁹. Double-shift (80% of public schools) and crowded classrooms make learning difficult for children. Education facilities may also be subject to attacks. Availability of educational facilities is a major issue especially in non-urban areas

such as Area C and the seam zones.

Nine universities and one Open University operate in the West Bank and the Gaza Strip. In addition, there are 14 community colleges, 12 technical colleges and one arts and music institute. Most universities are non-profit and rely on students' tuition fees to cover expenditure.

Availability of qualified teachers is another important determinant of the quality of education. Despite the MoEHE's progress in implementation of the Teacher Education Strategy, still some 70% of in-service teachers lack appropriate qualifications²⁰, and the target of 50% by 2014 is not likely to be reached. However, steady progress has been made as far as newly trained teachers are concerned; 60% are qualified according to the Teacher Education Strategy (TES) and the 2014 target of 70% is within reach. In spite of progress made, low salaries and the absence of regular fellowship and scholarship programs to upgrade the teachers' qualifications are added pressures on quality.

Accessibility²¹

In Palestine, ECD is neither free nor compulsory. Only 38% of children (85,200) in the relevant age group were enrolled in kindergarten in 2010/11.²² A majority of children therefore start school without having been to a kindergarten²³ and Palestinian children, particularly the most vulnerable, are being denied the foundation in life and learning that ECD provides. The net enrolment rate for basic education is 94.4% for girls and 92.5% for boys.²⁴ The survival rate at grade 5 is high (97.8%).²⁵ Still, school fees and the significant costs of transportation are affecting access to school. In East Jerusalem, many families send their children to private schools because of limited space in public schools.

Extended commutes to school leave children vulnerable to violence and other hazards that make their journey to school unsafe. Over 1,700 children in the West Bank vulnerable areas (i.e. Area C, seam zones, Area B) commute more than five kilometres to school.²⁶ Threat of harassment by Israeli settlers and Israeli Security Forces on the way to and from school, and fear of harm and humiliation at checkpoints, violate the children's human rights, and create stress and fear amongst them and their families.²⁷

Out-of-school children remains a serious concern in order to realize the Education for All goals. In 2010 there were 95,652 school-aged children out of school in Palestine, which amounts to 7.7% of the school-age population (6 to 17). Of these children and youth, 9.9% were boys and 5.4% were girls. The number includes children and youth who dropped out of school, and those who were never enrolled²⁸. Furthermore cultural constraints pose a challenge to equal access for girls, married children, children with disabilities, children in detention (who continue to be denied education), nomadic children and children in East Jerusalem.

At the post-secondary level, 54% of students in higher education institutions are female, whereas the female enrolment rate in technical institutions is 42%. Enrolment in higher education reached 90,9²⁹ students in the Gaza Strip and 123,043 in the West Bank in 2011. While enrolment is high in higher education institutions, access by students with special needs and from poorer segments of society still needs further attention, especially through the improvement of student loan programs. It is also worth mentioning that the blockade in Gaza has totally impeded any student mobility between the strip and the West Bank and vice versa since 2007.

Acceptability²⁹

As mentioned above, teacher qualifications are an important determinant of quality. Still, a majority of teachers in Palestine do not use active learning techniques effectively in the classroom, resulting in merely 10% of students actively involved in the teaching and learning process.³⁰ The MoEHE, with the help of national and international partners, has integrated this low rate in its monitoring and evaluation framework, which is already a first step in addressing the problem. Evidence shows that most schools provide a traditional form of education or "chalk and talk" and rote memorisation to pass exams rather than learning for life and critical thinking. Subject matter integration, project work and problem-based learning are part of the curriculum. However, teachers often find difficulties to implement such techniques due to examination oriented teaching, insufficient teaching time and a rigid curriculum schedule. This has contributed to the decline in academic achievement over the last five to ten years across Palestine as a whole. In terms of learning achievements, targets for achievement in standardized tests for Arabic, Mathematics and Science in Grade 4 remain elusive³¹. The MoEHE is committed to focus its interventions on the quality aspect of education. During the past years, inclusive and child-friendly education has been implemented in some pilot schools and recently the MoEHE has initiated the development of an inclusive education policy.

In East Jerusalem, about 720 classrooms in Municipality schools (52 per cent of the total) do not meet official Israeli standards. Conditions in private providers are not much better due to multiple factors³². Standards of classrooms are also a concern in Area C. In Palestine, of the 26 cases of attacks on schools which damaged school buildings and disrupted learning that were reported in 2011, almost 33% of them in the Gaza Strip.³³

Schools are unfortunately not isolated from an environment where several forms of violence are prevalent. More than 20% of students aged 12 to 17 years were exposed to violence at school (22% in West Bank and 23% in the Gaza Strip). Psychological violence was the most practiced form of violence against students by their peers (25%) and by teachers (28%). The proportion of students who experienced physical violence by their teachers was 21% compared to 14% by fellow students³⁴. Based on a recently developed policy on non-violence in schools, teachers benefited from trainings on this topic.

Adaptability³⁵

As demonstrated above, the vast majority of children in Palestine have access to basic education. However, many children underperform and drop out of school before they complete a full cycle of education. Figures from 2010 indicate that more than 95,000 school-aged children (ages 6-17) are out of school³⁶. Factors behind dropping out are multifaceted. Some practitioners point at low achievement, which becomes apparent when national and unified exams appear. In this regard, the Tawjihi³⁷ at the end of secondary education is widely seen as a factor of pressure. There is evidence of social and economic pressure, with young girls marrying early as a result of dropping out of school, while many young boys drop out of school to work and help support their families. This situation is also pushing out of the system children with disabilities, children with learning difficulties, Bedouin children, children in detention, and children at work. While 93.1 per cent of girls who completed grade 10 transition to grade 11, only 86 per cent of boys transition to secondary education.

There is a partial disconnect between the developments within schools and teacher education programmes, which needs to be addressed by the MoEHE and their university partners. Some universities in Gaza and the West Bank offer programmes in special needs education, mainly for teachers of children with

disabilities; yet they do not offer specialization in different disabilities nor are integrated into the regular teacher education programmes. To adapt to the diversity of children in the classrooms, all teachers should be taught about inclusive and child-friendly education, child development and special educational needs such as psychosocial needs or reading/writing difficulties. Furthermore no Palestinian universities offer comprehensive kindergarten or pre-school teacher education programmes, due to lack of demand. This is symptomatic of structural challenges regarding the qualifications and labour market prospects for preschool teachers.

While there is a National Strategy to formalize the TVET system, currently TVET centres are operating under limited and fragmented certification and oversight from several ministries. The relevance of TVET to the labour market and the socioeconomic development needs is weak. The proportion of students in the secondary cycle in TVET is noticeably low (5%). A better link is needed between TVET and tertiary education with the widely diversified needs of the labour market. Furthermore, private sector partnerships with training institutions and participation in the development of vocational education and training would help increase its relevance.

PART I: SITUATION ANALYSIS

CULTURE



Wishah popular dance troupe, Ramallah,
Photo by Reyad Hamad, ©UNESCO

Historic Palestine is place of great importance to three major monotheistic religions: Christianity; Islam and Judaism. Protecting, conserving and promoting heritage and history for dialogue and development are thus essential. At the same time, cultural heritage and creative industries contain considerable potential for the economic development and sustainability of a Palestinian state.

As of 2011, there were in Palestine 597 cultural centres in operation, 14 museums and two cinemas³⁸. According to the Ministry of Culture (MoC), around 85% of those lacked adequate premises to host activities. Challenges in terms of technical and communication equipment also persist. Such institutions are relatively concentrated in major urban centres. At the same time, there are no reliable statistics on the economic impact of the culture sector, both in terms of cultural production and of share of the labour market.

Despite the paucity of physical infrastructure, since its establishment the PA has made steady progress in terms of institutional capacity, in an environment where Culture tended to be regarded as more of a matter of luxury than of necessity. UNESCO has consistently supported capacity development efforts, particularly on heritage, with a view to helping set up a structure that could gather the necessary information and establish the appropriate partnerships to determine the what and the how of a wider cultural policy. Significant milestones were the publication in 2005 of the Inventory of cultural and natural heritage sites of potential outstanding universal value in Palestine (2005), the inscription in 2008 of the "Palestinian Hikaye" narrative expression practiced by women on the Representative List of the Intangible Cultural Heritage of Humanity (originally proclaimed as a Masterpiece of Oral and Intangible Heritage of Humanity in 2005).

Subsequently, and after a broad consultation process, the MoC and the Higher Council for Education and Culture jointly drafted the 2008 National Plan for Palestinian Culture. The plan devised the minimum legal framework necessary for cultural action, in terms of protection of intellectual property rights, a law offering a grant scheme for creativity, state awards for excellence, and cultural heritage protection. The plan included priorities for work in nine cultural sectors: literature, arts, popular heritage, scripts, cultural

heritage, cultural industries, libraries, educational curricula, development and democratic culture. While the plan was a significant achievement in terms of establishing a vision, it fell short of providing a solid implementation and monitoring framework.

The National Plan was followed by the Palestinian Reform and Development Plan (PRDP, 2008-2010) presented to donors in Paris on December 17, 2007. It included the "Culture, Creativity and Heritage" programme, which offered support to preserve, produce and promote Palestinian arts and literature on the basis of a national strategic plan drawn up by the Ministry of Culture. The strategic goals included promoting awareness of culture and the arts, encouraging public participation in cultural activities and the preservation of heritage and culture. This strategic plan for culture was considered as an update and development of the Ministry's plan but encompassed the entire cultural sector and was not limited to the MoC.

The lack of quantitative data also concerns the contribution of creative industries (arts and crafts) to Palestinian economic growth. Creative industries suffer from mobility restrictions, weak institutional and political support, low levels of entrepreneurial capability, over-dependence on Israeli firms and export limitations imposed by the Protocol on Economic Relationships between the Government of Israel and the PLO. At the same time, the quality and variety of arts and crafts, the design, packaging and quality of the products need to be addressed and significantly improved.

While the impact of the tourism industry on the economy is rated as not exceeding 3% of GDP, in part due to the lack of effective control, the further development of the tourism industry in Palestine has the potential to become a major contributor to national Palestinian economic development³⁹. In spite of the present signs of recovery and cautious optimism through internal tourism and regional cooperation, the Palestinian tourism industry remains vulnerable to Israeli actions and mobility restrictions.

Following its accession to UNESCO in December 2011, Palestine ratified six international conventions and two protocols on heritage protection:

Convention	Date of deposit	Type of deposit
Convention concerning the Protection of the World Cultural and Natural Heritage. Paris, 16 November 1972.	08/12/2011	Ratification
Convention on the Protection of the Underwater Cultural Heritage. Paris, 2 November 2001.	08/12/2011	Ratification
Convention for the Safeguarding of the Intangible Cultural Heritage. Paris, 17 October 2003.	08/12/2011	Ratification
Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Paris, 20 October 2005.	08/12/2011	Ratification
Convention for the Protection of Cultural Property in the Event of Armed Conflict with Regulations for the Execution of the Convention. The Hague, 14 May 1954.	22/03/2012	Accession
Protocol to the Convention for the Protection of Cultural Property in the Event of Armed Conflict. The Hague, 14 May 1954.	22/03/2012	Accession
Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. Paris, 14 November 1970.	22/03/2012	Ratification
Second Protocol to the Hague Convention of 1954 for the Protection of Cultural Property in the Event of Armed Conflict. The Hague, 26 March 1999.	22/03/2012	Accession



Khan al Wakala (before & after), Nablus, ©UNESCO

Accordingly Palestine membership to UNESCO and its ratification of the 1972 Convention allowed for the submission of the nomination file of the Church of the Nativity and the Pilgrimage Route in Bethlehem and its inscription in June 2012 on the World Heritage List.

This recognition requires a rigorous approach to mapping and assessing the state of conservation of this site to ensure its safeguarding for future generations, but also for all Palestinian cultural and natural heritage sites.

The Inventory of Cultural and Natural Heritage Sites of Potential Outstanding Universal Value in Palestine was published by the Ministry of Tourism and Antiquities with the support of UNESCO in 2005 and 2009. Most of the sites in this inventory were included into the Palestinian Tentative List in 2012, a list of inventory of those properties which each State Party intends to consider for nomination for World Heritage List in the future. The List serves as a reference for the safeguarding cultural heritage projects in Palestine contributing to boosting cultural and eco-tourism. In an important step, the draft of the Palestinian Heritage Law, aiming at protecting and safeguarding cultural

sites and features, was finalized in June 2012.

The proclamation of the Charter on the Conservation of Cultural Heritage in Palestine in February 2013 highlights the commitment of the PA in this field. Furthermore a draft law for the safeguarding of the intangible cultural heritage was drawn up in 2012. The first Sector Strategy for Culture and Heritage in Palestine was developed and included in the Palestinian National Plan (2011-2013), representing a recognition of culture as a priority area on the national agenda as a means to foster social cohesion and economic growth. It also highlights the important role of Palestinian institutions, organizations and professionals in terms of cultural heritage management.

The recent accession to the 1999 Second Protocol to the Hague Convention of 1954 for the Protection of Cultural Property in the Event of Armed Conflict, would enable Palestine to be eligible for the Committee for the Protection of Cultural Property in the Event of Armed Conflict, to submit cultural property for the granting of enhanced protection and to submit a request for international or other categories of assistance.



PART I: SITUATION ANALYSIS

COMMUNICATION AND INFORMATION



The period after the signing of the Oslo peace agreements witnessed a noticeable increase in the number of media entities (approximately 123 TV and radio stations, daily newspapers, tens of magazines, press agencies, and news websites). This was a promising development in terms of increased participation spaces for an independent public opinion. However, a more qualitative approach reveals significant pressure on freedom of expression owing to political interest, a deteriorated economic outlook and shortfalls in the media curricula in the universities.

Media freedom in the occupied Palestinian territory is challenged. The Palestinian Centre for Development and Media Freedoms (MADA) identified a total of 238 violations against media freedoms in Palestine during 2012. These violations are the result of Israel's continued occupation of the Palestinian territory, and on-going internal divisions within Palestine. Israeli Security Forces were responsible for approximately 70% of the overall total with 164 violations (of which 3 killings and 80 physical attacks), while different Palestinian factions committed 74 violations (of which 11 were physical attacks), the equivalent of about 30% of the total. In comparison with 2011 violations increased approximately by about 11.5 % (32 violations).

The curricula of media departments of Palestinian Universities lack courses about local media laws or international conventions, laws and resolutions related to freedom of expression and press freedom. Consequently students are not sufficiently trained on their rights and obligations, increasing their exposure to violations.

The Palestinian Basic Law of 2003 includes guarantees related to press freedom, media pluralism and the protection of journalists; yet these have not been accompanied by enforcement measures ensuring their respect in practice. According to Reporters without Borders, Palestine ranks 146 over 179 in its Press Freedom Index⁴⁰.

According to the report from IREX that accompanied the publication of the 2008 Media Sustainability Index, media and consequently news in Palestine are often linked to political parties and overall there is a low adherence to professional standards, impartiality, balance and objectivity. Furthermore, limitations related to the political situation and social norms undermine press freedom and often cause self-censorship among journalists. A recurrent example is self-censorship about honour killings, which are often reported as a suicide or accident.⁴¹

In addition, a male perspective dominates the news market in Palestine and in the region. Women are considered passive recipients of media content, in which they rarely act as positive protagonists. Women's image is often stereotyped, and news tends to focus on topics that portray women as victims of violence and abuse. Like their male colleagues, many female journalists in the West Bank and Gaza endure intimidation, harassment, physical violence, detention and forced limitations on their movement. Furthermore, women journalists often face social restrictions and gender-related threats to their safety. They also continue to face discrimination when choosing to pursue a career in the media sector, only a few of them having media management positions or a presence in newsrooms. All of this impacts on pluralism and public discussion, as female perspectives end up being underrepresented in media content, where a stereotyped image of them prevails.

Given the limited mobility in Palestine, a more sustainable and professional news system and enhanced access to accurate and relevant information on humanitarian and development issues are vital to guarantee to the Palestinian population the right to be informed in an unbiased and objective manner, and to receive news from a plurality of perspectives in order to ground their own opinions on facts.

Internet, blogs, social networks, mobile and other information and communication technologies have expanded the ways in which people around the world can seek, receive and impart information. They have impacted on democracy, civic engagement and social change, and perhaps nowhere has this been clearer than in the Arab world today. Blogs and social media have in some cases become the only way for individuals to disseminate key information on what is happening on the ground, including human rights abuses, for example. These tools have also shown to be powerful advocacy platforms, and enablers of social and political participation of youth, women and marginalized groups. In Palestine, when international media was barred from entering Gaza, Palestinian bloggers were often the main sources of information. Moreover, blogs often represent forums to bring up and discuss topics that have been neglected, marginalized or even banned from public discussion and mainstream media for diverse reasons; and have given voice to people who would have otherwise been completely isolated and unable to communicate with others in Palestine and the rest of the world. Along with technological advances, however, have also emerged new risks for freedom of expression, privacy and personal safety.

PART I: SITUATION ANALYSIS

GENDER EQUALITY



Palestinian girls and young women are integrated in the education system. As already documented, EFA goal 5 has been attained in statistical terms, and at secondary education level the NER for females is significantly higher than for males. Furthermore, between 2000 and 2007 women accounted for 54% of the enrolment in tertiary education⁴². However, such presence in the education system does not translate into its equivalent in the labour market. Participation of female students is also very low in TVET. Only 16.6% of women participate in the labour force, as opposed to 68.7% of men.

Considering the teaching profession only, women's share of teaching staff is 67% for primary, yet it drops significantly at higher levels with 49% at secondary and only 17% at tertiary⁴³. Some other examples: women were, respectively, 13.2% of members of the Palestinian Legislative Council (PLC), 24.3% of members of student councils, 16.9% of engineers, 30% of journalists and 10% of editors⁴⁴.

According to the gender legal review undertaken in 2011, Palestinian society still perceives women's presence in the labor market as a threat to men's work opportunities, and women workers as being more onerous to the employer than men because of perceived higher costs owing to marital status and maternity leave. This review recommended a number of measures to be taken to tackle this situation⁴⁵.

Other prevalent issues are Gender Based Violence and access to justice, as well as the persistence of gender inequality despite the PA's effort at the legislative level. The social groups most vulnerable to gender-based violence include children under the age of 15, female adolescents, elderly women and females with disabilities⁴⁶. Furthermore, in view of the occupation and the blockade, women suffer disproportionately from separation from their families, agricultural lands, water

sources and health services⁴⁷.

Prior to the establishment of the Ministry of Women's Affairs (MoWA) in November 2003, gender and women's issues were under the responsibility of the Ministry of Planning. While the Ministry of Planning played an essential role in the integration of gender into national strategies and plans, it lacked the capacity to influence national policies and to propose laws and legislation. The PA established the MoWA in order to facilitate the mainstreaming of gender issues at the national level and throughout all ministries, as well as the introduction of gender-sensitive legislation. During that same year, UNESCO commissioned a research report entitled *In Support of Palestinian Women*⁴⁸. The report revealed a critical knowledge gap in terms of the status of women in Palestinian society, and recommended the establishment of a central women's observation centre. The centre would promote studies and research on the status of women in Palestinian society and participate in the sharing of resources and infrastructure with key women's organizations.

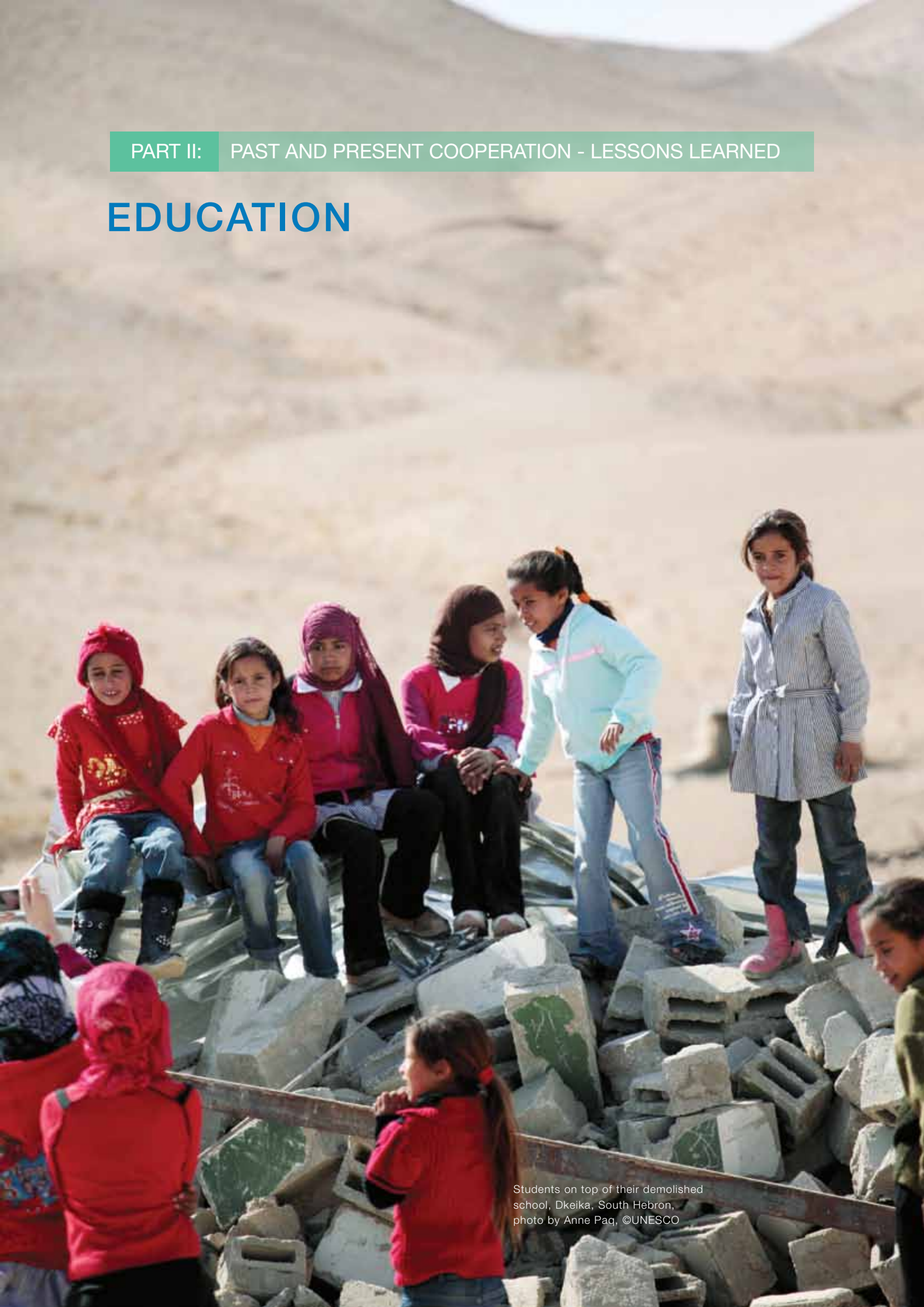
Since then positive progress has been made. The Palestinian authorities have established a National Committee. A Cross-Sectoral National Gender Strategy (2011-2013) was developed as well as a National Strategic Plan for Combating Violence against Women in 2011. Gender units have been established in PA ministries, Family Protection Units within the Palestinian Civil Police (PCP), and most recently the National Security Forces. However, in spite of these efforts significant inequalities remain and further work is necessary for Palestinian society to achieve gender equality. Recently, the MoWA has initiated a consultation process with its main partners, including the UN agencies, to identify strategic objectives and policies for the new Cross-Sectoral National Gender Strategy (2014-16).

PART II:

PAST AND PRESENT COOPERATION - LESSONS LEARNED

UNESCO's support to Palestine has been realized through three modalities of intervention, always as part of the wider UN effort: firstly, capacity development and policy advice at the PA level, in order to strengthen its planning and policy-making capacities according to its development priorities and international commitments; secondly, piloting of innovating initiatives and projects involving civil society organizations and beneficiary communities; thirdly, emergency interventions in cases of crisis, always with emphasis on capacity development for as seamless transition as possible between emergencies, recovery and development.

EDUCATION



Students on top of their demolished school, Dkeika, South Hebron, photo by Anne Paq, ©UNESCO

As explained in the situation analysis, UNESCO Ramallah provided technical support to the PA since its inception for the setting up of an effective Ministry of Education and Higher Education. This long-term partnership went through different phases linked to the stages of development of the Ministry and to the evolution of the political and security situation.

In the most recent past, UNESCO's work to promote the fundamental right to education for all Palestinian children, youth and adults focused on addressing issues of quality throughout the education system particularly for those most vulnerable to exclusion and marginalization, in support of global and national frameworks such as Education for All and the Palestinian Education Development Strategic Plan (EDSP/2008-2012).

Activities are designed to provide support to the Palestinian Authority through a well-established development assistance programme, as well as responding to more urgent education needs through emergency education interventions in the Gaza Strip

and vulnerable West Bank communities.

This work builds upon a long trajectory of supporting sector-wide planning and donor harmonization.

UNESCO acts as a Technical Advisor to the Sector Working Group on Education and coordinates the UN Education Thematic Group.

UNESCO also coordinates with a wide range of development partners –donor agencies, UN agencies, NGOs- through other mechanisms such as the Cluster system for humanitarian assistance and emergencies. A close collaboration has been developed between UNRWA and UNESCO. UNESCO is seconding the position of Director of the Education Department at UNRWA Headquarters. Coordination efforts also focused on strengthening the coordination between the MoEHE and UNRWA systems, notably regarding teacher education.

As such UNESCO Ramallah has been providing technical assistance for the following themes to support the implementation of the EDSP:

Education planning and management

UNESCO supported the implementation of the MoEHE's Five-Year Education Development Strategic Plan (EDSP 2008-2013), developed with UNESCO/ IIEP technical assistance, and focus on strengthening national capacities in planning, administrative and managerial skills, at the central, district and school levels. Building on medium-term plans (including the Palestinian National Plan 2011-2013) and based on longer-term needs identified with the relevant line ministries, the UN, with partners, committed to mobilize the necessary resources, comprising technical assistance and support for infrastructure development, to enable implementation in Area C. In this context, UNESCO supported the MoEHE to assess the needs in Area C highlighting determining factors that hinder the provision/protection of education and develop new monitoring indicators as part of their monitoring and evaluation system.

In line with the objective of building national capacities, UNESCO, under the UN Education Thematic Group, also coordinates the United Nations response package

addressing capacity-building needs at the MoEHE in inclusive and child-friendly education and early childhood development. This package is addressing needs of 47 schools in marginalized areas of the West Bank, including East Jerusalem, and Gaza.

As mentioned above, UNESCO is also supporting education planning and management through its role of technical advisor of the ESWG. A major achievement was the signing of the Joint Financing Arrangement by the MoEHE with five donor countries. The JFA represents a concrete step towards moving in the direction of a more programmatic and Sector Wide Approach in the MoEHE's implementation planning. More recently UNESCO initiated support to the MoEHE and national partners regarding the National EFA 2015 review.

Implementation of the National Teacher Education Strategy

The MoEHE identified teacher training as a central priority of its reform agenda towards quality education. From late 2006 and with support from the Government

of Norway, UNESCO provided technical assistance for the development of the National Teacher Education Strategy (TES). Subsequently the strategy was supported in its implementation through a three-year technical assistance programme funded by the European Union (€3.6 million), "Quality Systems for Quality Teachers".

The programme aimed at strengthening institutional capacity for the management of the teacher education system (for pre-service, in-service and career development); improving the status and motivation of the teachers; and enhancing relevance and coherence of teacher training and professional development. UNESCO provided specific technical assistance and support to the Commission for Developing the Teaching Profession (CDTP). Major achievements to improve the professionalization, status and motivation of teachers included the development of a set of teaching standards (for teachers, new teachers and school principals). A code of conduct was developed, as well as a professional licensing scheme, a qualifications framework for in-service courses and research on teachers' working conditions, motivation and retention.

Coordination of the EFA Package on inclusive and child-friendly education and early childhood development

Nine UN agencies (FAO, UNDP, UNFPA, UNICEF, UNRWA, UNSCO, WFP and WHO, coordinated by UNESCO) have been supporting the Ministry of Education and Higher Education in Palestine through the UN/MoEHE 'Education for All' Package on inclusive and child-friendly education and early childhood development which aims at strengthening the capacities of the Ministry and education personnel to promote quality basic education for all children, regardless of their gender, abilities, disabilities, backgrounds and circumstances. This Package is responding to the MoEHE's goals to increase access and retention of school-aged children in the education system and improve the quality of teaching and learning. Pilot implementation is done through 47 schools (33 in the West Bank, including East Jerusalem, and 14 in Gaza).

These schools benefited from a school feeding programme; different capacity development programmes focusing on ICT in Education, inclusive and child-friendly education as well as special educational needs; innovative education programmes

on EFA and educational leadership were designed and implemented as part of the development of pre-service teacher courses, benefiting school principals, teachers and supervisors.

Plans have been developed with partner universities in Gaza to improve the relevance of teacher education programmes in order to prepare student teachers to better address the diverse needs and abilities of children. This includes components on special educational needs such as psychosocial support.

Moreover for the first time in Palestine, the Ministry of Education and Higher Education opened Grade 0 classrooms (one year pre-school before Grade 1) in the pilot schools in the West Bank. In Gaza, the installation of fourteen classrooms in the pilot schools is being finalized in order to mainstream inclusive education approaches to teaching and open a Grade 0. This will be linked to capacity development at institutional and teacher training levels, as well as to efforts to improve linkages between schools and communities, particularly through after-school programmes. The EFA Package has been fully integrated in the first UN Development Assistance Framework (UNDAF) for Palestine. The Education component of the UNDAF, coordinated by UNESCO, contributes largely to the implementation of the EFA Package for the next three years. Among the main achievements is the increased awareness on inclusive and child-friendly education within UN agencies, MoEHE, universities and civil society organizations. Without establishing inclusive and child-friendly education systems, Palestine will not be able to reach the EFA goals.

Support to vulnerable students and Higher Education Institutions

UNESCO has provided significant support to the well-developed higher education sector in Palestine. Activities have focused on mitigating the impact of the deteriorating socio-economic situation and the protracted conflict on access to higher education and its quality.

UNESCO has supported access to higher education in Gaza through the provision of fee waiver grants for some of the most vulnerable students, which was also instrumental in keeping the universities running after the operation Cast Lead. UNESCO also addressed the quality of teaching and research through support to the reconstruction of scientific laboratories as well as the

replacement of other technical learning and teaching materials that were lost during Cast Lead, and which were highly difficult to replace owing to the ongoing blockade. These activities were implemented with financial support of Her Highness Sheikha Moza Bint Nasser of Qatar and the Islamic Development Bank.

In addition, in the framework of the EU-funded QSQT programme UNESCO supported 22 PhD students in teacher education to pursue their studies abroad. These were key individuals selected with respect to their professional and academic background, and specifically their involvement in design and implementation of teacher policies. Moreover, with financial support from the Saudi Committee for the Relief of Palestinian People, UNESCO recently initiated support to vulnerable students through a new initiative which will focus on expanding access to resources materials and books through libraries and on developing a right to education advocacy strategy.

UNESCO also supports higher education and research institutions to contribute to the advancement of UNESCO's programme and goals on a culture of peace and non-violence, as well as teaching, learning and research that supports the development of sustainable knowledge societies. For instance, the UNITWIN/ UNESCO Chairs Programme provides a platform for global governance of knowledge production, dissemination and application.

In Palestine, over the past years, a UNESCO Chair on Human Rights, Democracy and Peace was established in 1997 at An Najah National University, a UNESCO Chair in Mathematics and Theoretical Physics in 2006 at Birzeit University and a UNESCO Chair in Astronomy, Astrophysics and Space Sciences at the Islamic University in Gaza in 2012.

Support through education in emergency

(Emergency support to the education system in Gaza)

The UNESCO office in Ramallah implemented a programme of education in emergencies in Gaza, funded with 2.8 million U.S. dollars received from Her Highness Sheikha Moza Bint Nasser Al Missned, First Lady of Qatar and UNESCO Special Envoy for Basic Education and Higher Education, and of 1.4 million U.S. dollars received from the Islamic Development Bank. Launched in 2009, it consisted of five projects

which provided continued support for higher education institutions and the most vulnerable primary and secondary schools. It was primarily aimed at improving the quality of teaching and learning, and reinforcing the safety of the school environment.

Among the achievements, over 3,200 twelfth grade students benefitted from two months of intensive Tawjihi exam preparation classes, as well as other remedial responses. In higher education institutions, a total of 437 vulnerable students were provided with fee waivers that allowed them to continue their studies while guaranteeing the sustainability of the institutions themselves.

Education in Emergencies activities were underpinned by the establishment of an Arabic language community of practice on the INEE Minimum Standards for Education in Emergencies, on which 1,239 educational staff were trained and which provided support for the development of emergency education contingency plans in communities at risk.

Furthermore, the "Entitled to Education" Report was developed with a focus on increasing knowledge of International Human Rights Law to advocate for the right to education.

UNESCO is focusing on ensuring sustainability of its activities on Education in Emergencies while gradually integrating capacity development elements into regular teacher training as part of the wider strategic aim to develop quality teachers. Further support should explore the adaptation of good practices from the Gaza Education in Emergencies programme to the West Bank, and map out strategies to move from an emergency/humanitarian framework to an early recovery/developmental perspective. In this regard, UNESCO's experience and network in Gaza have been instrumental for the Education Cluster efforts to use the INEE Minimum Standards in the West Bank, generating a positive dynamic with the MoEHE and other partners. Recently, UNESCO supported the co-facilitation of consultative workshops for the conceptualization of the INEE Minimum Standards for Palestine.

(Protecting education from attack)

Within the framework of a pilot crisis-Disaster Risk Reduction programme, UNESCO promoted schools as safe zones in 29 schools of the Access Restricted Area and other vulnerable locations of the Gaza strip through key activities.

These included first aid training for teachers and students, improving safety awareness and familiarizing with best safety practices through training and the creation of school-based safety committees, providing psychosocial support to teachers and students, and improving the monitoring and reporting of grave violations against children.

The programme also included the introduction of an SMS alert system to enable real time protection in cases of incidents.

Building on the 2009 Protecting Education from Attack conference held in Paris, UNESCO is working with the Global Coalition to protect education from attack and sharing good practices, particularly regarding monitoring and reporting of attacks on education.

Promotion of Science Education

In support to the development of science education and research, UNESCO has been supporting the MoEHE to strengthen capacities of Palestinian students in scientific subjects, mainly chemistry, biology and physics.

UNESCO provided micro science kits in marginalized and isolated Palestinian schools, enabling students and teachers to interact, explore and gain knowledge through experimental learning.

270 Kits were provided to cover the levels from 1-9 Grades benefiting a total of 18 schools. Support for the science sector has also been implemented through an integrative science – education approach in Gaza through the provision of support to science faculties of several higher education institutions.

Moreover UNESCO, together with the Ministry of Education and Higher Education, the French Consulate and Al-Nayzak for Supportive Education and Scientific Innovation, has been supporting the organization of the Palestinian Science Festival since 2010 to promote a scientific culture among students, teachers and parents in the West Bank and the Gaza strip.



Grade 0 pilot at Khalid Ben Al-Waleed school, Jericho, ©UNESCO

PART II: PAST AND PRESENT COOPERATION - LESSONS LEARNED

CULTURE



Institutional and Policy Development

Since its establishment in 1997 the UNESCO Office in Ramallah has focused on developing and reinforcing capacities of the institutions responsible for culture in Palestine.

UNESCO has actively supported the Ministry of Culture, the Ministry of Tourism and Antiquities, and relevant Civil Society Organizations with a view to improving the quality and sustainability of cultural policies and strategic planning.

From 2009 to 2012 UNESCO led the UN Joint Programme “Culture and Development in Palestine” where four UN agencies came together with respective line ministry and civil society counterparts around Culture and Development. The programme concentrated on two main outcomes:

- Institutional development, aiming to establish policies and practices for safeguarding cultural heritage, with a focus on tangible heritage including cultural landscapes, intangible heritage and creative industries. This included pilot activities in selected areas.
- Socio-economic development, aiming to identify and enhance the potential of cultural and eco-tourism as well as of creative industries for inclusive economic growth and social cohesion.

The programme was a key enabler towards achieving the first Palestinian Culture Sector Strategy, upgrading the National Cultural Heritage Law, devising a model integrated management plan, developing and endorsing

the Charter on the Conservation of Cultural Heritage in Palestine, and developing, for the first time, Cultural Indicators.

Cultural Heritage

Cultural Heritage constitutes the cornerstone of activities, projects and programmes of the UNESCO Office in Ramallah in the culture sector.

Besides interventions at the policy level, UNESCO has also engaged with local actors in project implementation.

Work has included the development of master plans for archaeological parks, conservation, rehabilitation and adaptive re-use of historic buildings, and conservation and management plans for historic towns and villages as well as cultural landscapes.

The UNESCO Ramallah Office provided the PA with technical assistance and financial support for the preparation of the Inventory of cultural and natural heritage sites of potential outstanding universal value in Palestine (2005). After Palestine’s ratification of the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage in 2011, the Palestine Tentative List was finalized in 2012 based on the inventory. This list constitutes an inventory of those properties which Palestine intends to consider for nomination on the World Heritage List.

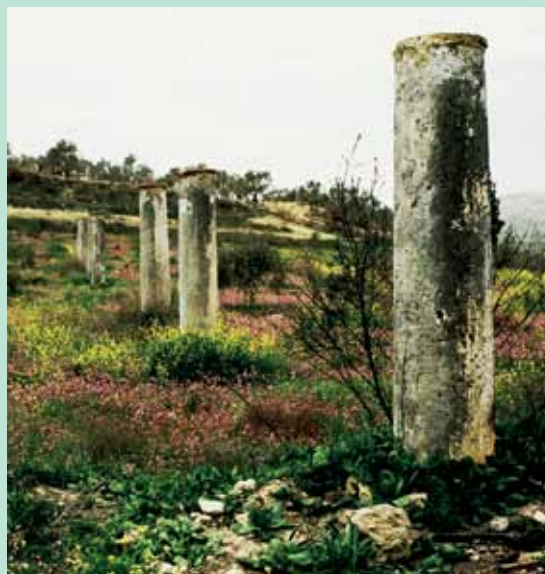
Subsequently on 29 June 2012 the Church of the Nativity and the Pilgrimage Route in Bethlehem were inscribed on the World Heritage List as the first Palestinian cultural site.



Gaza City, Photo by Alessio Romenzi ©UNESCO

UNESCO has also implemented major activities related to the:

- Adaptive re-use of the Khan al Wakala in Nablus (funded by the European Commission);
- Emergency conservation activities of the Tell Umm Amer/Saint Hilarion Monastery in the Gaza Strip;
- Conservation and management plan of Bethlehem, Beit Jala and Beit Sahour, and landscape protection plan of Battir⁴⁹ (funded by the Government of Italy);
- Integrated plan for the safeguarding of Sabastiya (MDG Achievement Fund).



Sabastiya, Nablus, Photo by Federico Busonero ©UNESCO

In 2012 UNESCO signed an important agreement with the Swedish International Development Cooperation Agency (SIDA) for the safeguarding of cultural heritage as a means for local development in the West Bank and the Gaza Strip, to be promoted through partnerships with Palestinian civil society organizations. This agreement enables effective implementation and follow up of an existing programme funded by SIDA in Palestine for several years. UNESCO's role, as the only UN agency mandated in the field of culture and heritage preservation, is key to ensure coordination between Civil Society partners and PA institutions, in order to achieve more comprehensive institutional development and increased awareness on the importance of cultural heritage assets in Palestine.

UNESCO Ramallah will work with the Riwaq Centre for Architectural Conservation, the Centre for Cultural Heritage Preservation, the Hebron Rehabilitation Committee and the Welfare Association. The programme aims at the renovation of historic buildings and areas in historic centres for public use, while building local capacities in cultural heritage preservation in the West Bank and the Gaza Strip. This will be done through enhancing conservation skills and knowledge with emphasis on young architects and workers, promoting cultural tourism, raising public awareness on the values

of cultural heritage and introducing the socioeconomic aspect of cultural heritage preservation by creating job opportunities and providing facilities for public use.

In the archaeological site of Tell Balata, which is a site of cultural and historical significance and a key component of the potential World Heritage site "Old Town of Nablus and its environs", UNESCO will continue the implementation of the "Tell Balata Archaeological Park: Scientific Research, Conservation and Site Management" in cooperation with Ministry of Tourism and Antiquities (MoTA) and University of Leiden (UL). This project, initiated in December 2009 and funded by the Kingdom of the Netherlands, contributes to safeguarding the Tell Balata cultural heritage site from further deterioration and to transforming it to a more visitor-friendly cultural venue. Major activities of the project include scientific research and the formulation and implementation of a Management Plan as well as the construction of a visitors' facility. The project comes in continuity with previous successful cooperation between the Ministry of Tourism and Antiquities, Department of Antiquities and Cultural Heritage (MoTA-DACH), and the Faculty of Archaeology at the University of Leiden (UL), through the Dutch Representative Office in Ramallah. Activities implemented thus far were undertaking two excavation seasons (2010 and 2011) with an emphasis

on experience exchanges and know-how transfers between MoTA and UL; an architectural competition for the visitor's facilities leading to the facilities' further development and construction; emergency measures and conservation works; drafting a conservation and management plan, awareness activities especially for youth and the local community and data collection. Following up on past efforts, future activities will concern a publication related to this project.

Culture and Human Security

The UNESCO Ramallah Office has explored the linkages between Culture and Human Security and piloted successfully two joint programmes within the framework of the United Nations Trust Fund for Human Security (UNTFHS). In 2010 UNESCO devised an innovative approach to Human Security through the Reviving of earthen architecture in the Jordan Valley towards adequate housing for marginalized communities and improvement of their physical living conditions. The on-going programme aims at providing targeted beneficiaries with the know-how necessary to regain traditional construction methods as well as up-to-date building techniques to enhance their housing standards and alleviate poverty by reducing household energy costs.

A user-friendly Handbook for the production of Compressed and Stabilized Earth Blocks and their employment for self-construction is under preparation.

Movable Heritage and Museums

Palestine's rich cultural heritage is exposed to a high risk of looting and trafficking of archaeological artefacts. The UNESCO Office in Ramallah, in cooperation with Interpol, delivered specialized training courses in "Police networking aspects and Object ID" for PA officials of different police forces, including Civil and Tourism Police, Customs as well as staff of the Department of Antiquities and Cultural Heritage of the Ministry of Tourism and Antiquities. The National Database of Uncovered and Moved Artefacts in Palestine since 1967 is under construction.

UNESCO assisted the Ministry of Tourism and Antiquities in the formulation of the National Museum Policy and the establishment of a number of museums, such as the Archaeological Museum in Ramallah, the Samaritan Museum in Mount Gerizim near Nablus, the Dura Museum near Hebron and the Riwaya Museum

in Bethlehem. The latter, funded by the Government of Norway, is an innovative museum based on interactive multimedia displays on stories (riwayat) narrated according to different themes, to serve as a venue for safeguarding and promoting Palestinian cultural diversity and fostering intercultural dialogue.

The Riwaya Museum will be a space for interaction and dialogue, a place where people of different age, sex, origin and beliefs can reflect over the past, present and future. UNESCO continues its assistance in supporting the institutionalisation of the Riwaya Museum and explores with the donor the possibility of funding to achieve the renovation works.

Cultural Expressions and Creative Industries

Through the MDG-F "Culture and Development in the oPt" Joint Programme, UNESCO, UNDP, UN Women, and FAO joined efforts with the PA Ministries of Tourism and Antiquities, Culture, Agriculture and Women's Affairs to foster policies and practices for safeguarding of tangible and intangible cultural heritage, develop best practices to promote social cohesion and utilize the potential of cultural heritage and creative industries for inclusive economic growth.

Intangible Cultural Heritage

UNESCO's work on the safeguarding and promotion of Intangible Heritage in Palestine started in 2005.

The office has delivered technical assistance to the Ministry of Culture for the preparation of the first candidature file for the Proclamation of Masterpieces of Oral and Intangible Heritage of Humanity.

The Palestinian Hikaye (folktales), a particular form of oral tradition that entails the transmission of knowledge from women to youth and children through narrations, was proclaimed as Masterpiece of Humanity in November 2005.

Through the MDG-F programme on "Culture and Development in the occupied Palestinian territory" (2009-12) and complemented by its core funds, UNESCO assisted the Ministry of Culture to initiate the foundation of Palestine National Archive through the development of an inventory related to various forms of intangible cultural heritage such as folktales, traditional dance, fishing culture and agricultural knowledge.

PART II: PAST AND PRESENT COOPERATION - LESSONS LEARNED

COMMUNICATION AND INFORMATION



UNESCO is the only UN agency with a specific mandate to promote freedom of expression. The UNESCO Office in Ramallah implements projects to guarantee this fundamental right and its corollaries, press freedom and freedom of information, as enshrined in Article 19 of the Universal Declaration of Human Rights.

Through its different lines of work in the field of communication and information, UNESCO Ramallah promotes gender equality and the self-expression and participation of women, youth and members of marginalized communities, strengthening pluralism and public debate.

Promoting Freedom of Expression and an Enabling Environment for Media in Palestine

UNESCO Ramallah supports advocacy and facilitates technical assistance toward the adoption and implementation of a legal and regulatory framework in accordance to internationally-recognized freedom of expression standards. A priority within this work is advocacy about the importance of this basic human right, including the annual commemoration of World Press Freedom Day by local partners every May 3rd. In 2012, for example, celebrations of World Press Freedom Day were held in the West Bank and in Gaza, organized by the Birzeit University's Media Development Centre with support of UNESCO and Canal France International. These events promoted awareness-raising, advocacy and multi-stakeholder dialogue to improve the legal framework impacting on media and to strengthen professional and ethical standards in journalism. In turn, the participation of four Palestinians – representing UNESCO key local partner organizations – was facilitated at the main UNESCO 2012 World Press Freedom Day held in Tunisia, allowing Palestinians to share their views and experiences.

As part of its efforts to foster a more enabling environment for free, independent and pluralistic media in Palestine, UNESCO Ramallah is carrying out a comprehensive, in-depth assessment of the media sector using UNESCO's Media Development Indicators (MDIs), in partnership with the Birzeit University's Media Development Centre. The project, which has received funding from Canal France International and the International Programme for the Development of Communication, was launched in October 2012 through a national workshop, followed by a legal and literature review, widespread consultations with key media actors and a survey involving 510 journalists undertaken in the West Bank and Gaza. A multi-stakeholder national conference which involved some 60-70

participants in the West Bank and another 40-50 in Gaza (via videoconference) and included high-level government representation, was organized in Ramallah in July 2013, to present the initial findings of the assessment. It is expected that the recommendations of the final report, planned to be published in December 2013, will feed into ongoing discussions on the definition of a National Media Strategy.

Promoting the Safety of Journalists

As part of a project funded by the Government of Finland to advance freedom of expression, the safety of journalists and empowerment of women in media in West Bank and Gaza, UNESCO has collaborated with the Palestinian Centre for Development and Media Freedoms (MADA) to foster monitoring and reporting of violations of media freedoms, enable peer support networking and provide legal aid for journalists, including through the establishment of a legal unit in 2009.

MADA contributed to forming a united coalition defending freedom of expression and organized an awareness-raising campaign, an award competition and the distribution of a special poster on the occasion of World Press Freedom Day 2011 (which was celebrated with events held in Ramallah, Jerusalem and Gaza). A special photo gallery on attacks against journalists was also set up. MADA also conducted workshops for lawyers, lectures for media students in West Bank and Gaza, and three studies on media issues. World Press Freedom Day events held in the West Bank and Gaza in 2012 also included experts' presentations specifically addressing challenges related to the safety of journalists. Significantly, the commemoration of this international date in 2013 was heavily focused on safety issues, in line with the theme chosen for UNESCO's main celebration held in Costa Rica ("Safe to Speak: Securing Freedom of Expression in all Media"), which the Organization

encouraged to explore in local events as well.

UNESCO Ramallah has also supported, thanks to funds received from Finland, the Ma'an Network in the delivery of safety training courses for Palestinian journalists, photographers and cameramen in the West Bank and in Gaza. The trainings concentrated on practical and professional aspects of media coverage in hazardous situations. First aid kits, helmets and flak jackets were distributed among media professionals as a complement. In 2012, with the support of the International Programme for the Development of Communication (IPDC) and Canal France International, Ma'an Network continued to build the skills of journalists in the West Bank and Gaza in facing the dangers of reporting in a volatile environment, through safety modules included in a broader training that also focused on conflict-sensitive media coverage, including on electoral matters.

Empowering Women in Media



Female Journalists training, Ramallah, ©UNESCO

UNESCO is committed to fostering the free expression of women's opinions, concerns, needs, and aspirations. For example, through a project financed by IPDC, UNESCO Ramallah supported in 2011 NISAA FM, the first commercial and independent radio station in Palestine that is managed by women and dedicated to women. The initiative facilitated training on radio and broadcasting reporting techniques for journalists from rural communities.

Moreover, within the framework of the above-mentioned project financed by the Government of Finland,

UNESCO Ramallah partnered with Birzeit University's Media Development Centre and Filastiniyat to advance women's empowerment in the media sector. Birzeit University's Media Development Centre implemented a training programme to strengthen cross-platform reporting and writing skills, as well an internship scheme. The programme was directed at new graduates and mid-career female journalists from the West Bank and Gaza, and paid special attention to the inclusion of women from marginalized groups, such as Bedouin, rural and refugees' communities.

In turn, Filastiniyat established a peer support group for women journalists in West Bank and Gaza —the Female Journalists' Club. The Club organized several meetings, workshops and special activities strengthening the connections between its members. It also facilitated a number of internships, defended female journalists' rights and denounced instances in which they were infringed upon.

Journalism Education and Training

Building journalistic capacities through training opportunities, and supporting academic institutions offering courses focused on developing media professionals' skills are central elements underpinning freedom of expression, media pluralism and diversity – as recognized by UNESCO's Media Development Indicators. Accordingly, UNESCO Ramallah works to advance ethical and professional standards in journalism both by facilitating media training and projects reinforcing the capacity of journalism education institutions.

UNESCO has cooperated with four Palestinian universities -Al-Quds, An-Najah, Birzeit and Hebron-toward the strengthening of their journalism and media studies departments' curricula, taking stock of UNESCO's Model Curricula on Journalism Education (also available in Arabic). This collaboration has included the organization of roundtable meetings, a study tour by three Palestinian journalism professors to the Turku University of Applied Sciences in Finland, and a mission by a Finnish expert to Ramallah that resulted in recommendations to improve the media and journalism studies curricula of the four participating Palestinian universities.

UNESCO Ramallah also provided training on ethical guidelines and conflict-sensitive reporting to media professionals in West Bank and in Gaza. Moreover, it

supported WATTAN TV in the delivery of specialized workshops and trainings on climate change reporting, and in the production of a six-episode magazine raising environmental awareness.

Funds mobilized through the IPDC enabled the implementation of several media capacity-building actions throughout recent years. For instance, reporters from the Palestine News and Info Agency, WAFA, were trained on audio and video coverage of humanitarian news, in a project that also facilitated the provision of equipment to run WAFA's humanitarian news desk. Also through IPDC financing, a video documentary course for young filmmakers in Gaza was conducted by famous Swedish filmmaker Pea Holmqvist (in a project implemented by Birzeit's University Media Development Centre).

Six short documentaries were produced by the trainees, on issues like Parkour sport, little kids and art in Gaza. In 2011, IPDC projects in West Bank and Gaza focused on the empowerment of women journalists and on citizen media. In 2012, the IPDC contributed to strengthening the Wattan News Department by building the capacity, knowledge, and skills of key staff members in various fields, towards the integration of traditional media tools with new media. Moreover, through a project co-financed by the IPDC and Canal France International, training workshops on conflict sensitive reporting, electoral coverage and safety issues were in Gaza City and in Jericho.

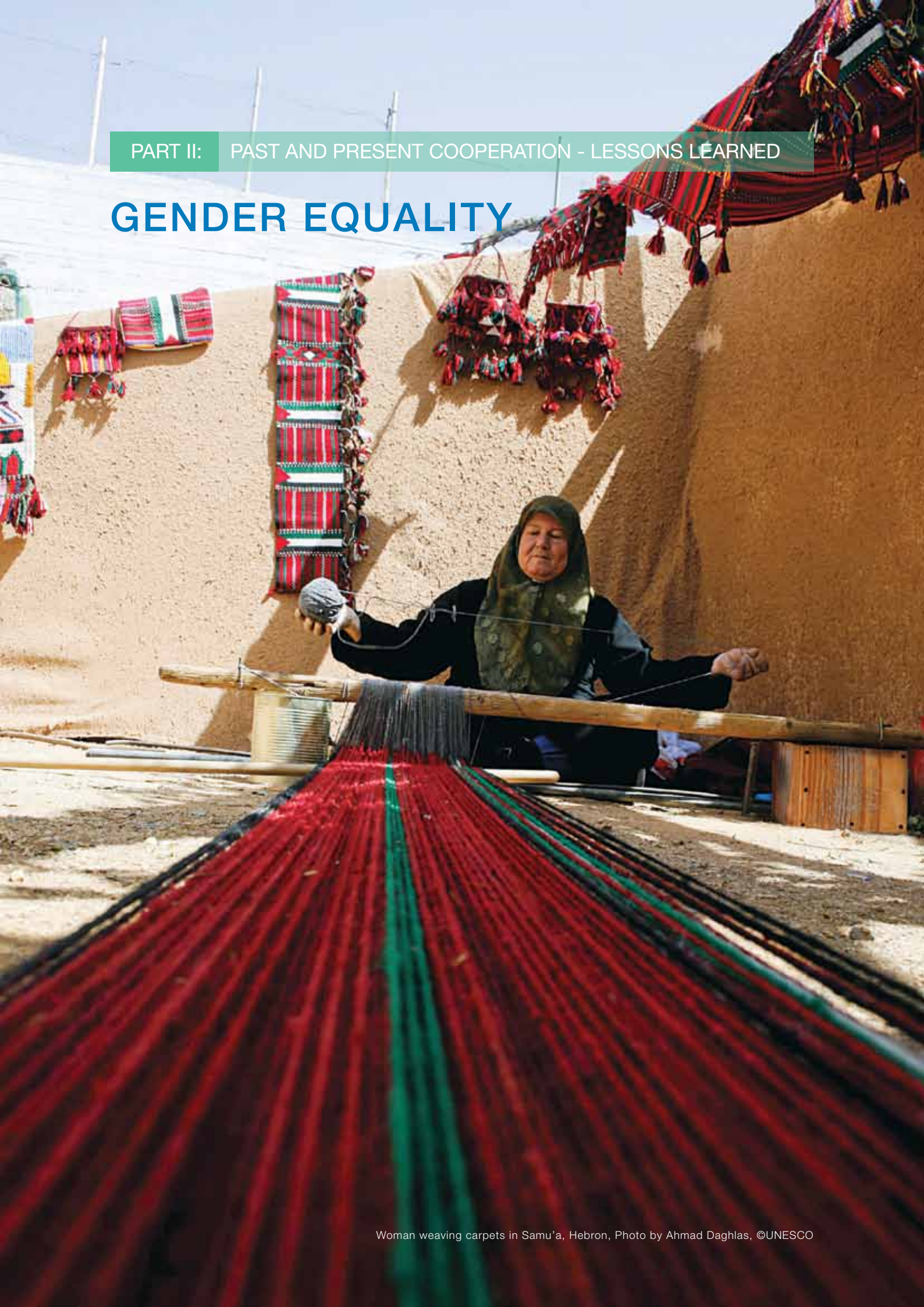
The trainings equipped participants with knowledge and practical skills on blogging and citizen journalism techniques such as video, photography, audio, print and other social media tools. Covering theoretical aspects but emphasizing practical learning --for instance on how to blog safely, run a blogging advocacy campaigns, cross-post and integrate online activities-- the workshops also sought to familiarize participants with experiences from other countries, particularly in the Arab world. Handbooks on blogging and on citizen journalism were produced in Arabic. AMIN implemented training workshops on radio and TV talk shows on topics of concern to the Palestinian community, and facilitated their production and broadcast. AMIN also launched a blog portal, assisted in the creation of blogs, facilitated discussion forums and organized videoconference meetings between Gaza and West Bank bloggers.

Online Freedom of Expression, Blogging and Social Media

Thousands of bloggers and journalists across the West Bank and Gaza understand the power of blogs and social networks like Twitter and Facebook, but access to quality training and learning materials with regard to these new communication platforms is rare. In this context, UNESCO supported the AMIN Media Network in the implementation of workshops on blogging and citizen journalism in various regions across the West Bank and Gaza, to promote freedom of expression and enhance democracy through increased public discussion, and communication between decision makers, communities and individuals. These activities were implemented with funding from the United Nations Democracy Fund (UNDEF) and the IPDC. Partners and trainees included journalists, universities, women and youth organizations, refugee camp committees, rural communities and public officials.

PART II: PAST AND PRESENT COOPERATION - LESSONS LEARNED

GENDER EQUALITY



Support of UNESCO to promote gender equality and women's empowerment in Palestine includes gender mainstreaming through education, culture and communication sectors, as well as through the support to the Palestinian Women's Research and Documentation Centre (PWRDC). UNESCO is also an active member of the UN Country Team (UNCT) Gender Task Force and collaborates with the Local Aid Coordination Secretariat (LACS) regarding knowledge and information sharing.

In January 2006, in collaboration with the Ministry of Women's Affairs and with support from the government of Norway, UNESCO Ramallah established the PWRDC. The Centre was the first of its kind in an Arab country outside of North Africa. Its vision was to assist in the realization of a Palestinian society where the production of information and data acts as a catalyst for change and gender justice, thus empowering Palestinian women to claim and exercise their full human rights and enable government organizations to fulfill their obligations. For this purpose the centre has the mission to serve as the primary clearinghouse and resource centre on information related to the situation of Palestinian women so that governmental, international and civil society organizations, media, and research institutions, are able to better advocate for and realize gender equality. Thus, the Centre commissions, collects, analyzes and disseminates research on Palestinian women, including fact sheets and policy briefs. Furthermore, the Centre maintains online databases, organizes training courses and provides vital information to decision-makers, local and international NGOs, media outlets, researchers, and students.

The PWRDC is committed to national and international dialogue, partnerships and collaborative work at different levels including the design and implementation of programs and projects. It seeks to popularize international conventions and declarations pertaining to human rights in general and women's rights in particular, including the Universal Declaration on Human Rights; the International Covenant on Civil and Political Rights; the International Covenant on Economic, Social, and Cultural Rights, the International Labour Organization's core labour standards; the Convention on the Elimination of All Forms of Discrimination Against Women; and the Beijing Declaration and Platform for Action. It engages with national legal frameworks and encourages regional cooperation for the advancement of women and society.

Since its establishment, the Centre has produced more

than fifty publications: thirty-six monographic studies, as well as policy briefs action papers, and books. This material has been instrumental in providing an evidence base for the MoWA's strategic plans in particular and the PA in general, in their efforts to respond to the needs of Palestinian women. The PWRDC studies, as well as its library, documentation, observatory and database constituted a clearinghouse for civil society actors. The PWRDC has thus fulfilled an essential task in terms of bridging the information gap in terms of the condition and needs of Palestinian girls and women. The PWRDC also became a reference point for similar research centres elsewhere, such as when UNESCO set up a women's research centre in the Lake region in Africa. In the Arab region it has supported the start-up of a similar UNESCO centre in Iraq (placed in Jordan), and one in Kuwait.

Between March 2009 and March 2013 UNESCO Ramallah, together with UNDP/PAPP, UN Women, ILO, UNRWA and UNFPA, was part of the Spanish MDG-F funded UN Joint Programme Gender Equality - Social, Political and Economic in the oPt. UNESCO's PWRDC co-led with UN Women a programme output aiming to increase the capacity of gender advocates to influence policy makers and legislators.

Activities consisted in upgrading capacities of gender advocates at the central level (MoWA, Ministry of Health, CEC, women NGO's and PLC members) by training them in research and data analysis on Gender Based Violence and Violence Against Women and to link it with the development of policies through action plans, as well as in supporting the capacities of women organizations in Gaza and the West Bank on networking to develop a single advocacy action plan to influence decision makers all outcomes of the Joint Programme.

These two activities were complementary focusing on a top-down approach to increase capacities of policy makers on GBV, VAW, statistical indicators and integration of gender sensitive indicators into various

laws, in order to develop action plans that could be subsequently followed up. In parallel UN Women emphasized a bottom up approach by engaging CBO's in a single advocacy strategy to influence decision makers at the central level in both Gaza and the West Bank.

UNESCO's work in favour of gender equality has a special focus on its support to the PWRDC, yet it is not restricted to it. UNESCO Ramallah applies throughout its programmes and projects the principles of the Gender Equality Action Plan and as such implements gender mainstreaming.

Examples of gender-sensitive and gender-transformative activities are:

<p>In Education:</p> <p>special emphasis on ensuring that girls benefit from education in emergencies in conditions equal to boys; promotion and implementation of inclusive and child-friendly education programmes to provide quality education for all, particularly for children most vulnerable to exclusion and marginalization such as girls, children with disabilities or Bedouin children. This includes the establishment of inclusive and child-friendly learning environments in schools; capacity development of teachers, school principals and counsellors; and the upgrading of teacher education programmes at university to integrate inclusive and child-friendly education approaches in programmes. Increasing availability of ECD services that will enable mothers and fathers to improve work-life balance.</p>	<p>In Culture:</p> <p>promotion of the role of women as depositors and vehicles of Intangible Heritage (the Hikaye tales), and promotion of cultural production activities led by women. Enhancing the skills of women handicraft producers, through placement programmes to transfer their knowledge to women associations, and by linking them up with national galleries and available markets. Empowering women's through institutions that support the cultural tourism.</p>	<p>In Communication and Information:</p> <p>UNESCO implements an integrated approach to promote the training of female journalists and the equal presence of women and women's issues across all types of media. The Organization supports experience exchange among women working in media sector and protection of their rights while they perform their work.</p>
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Lessons learned

- The main lessons learned from past cooperation relate to four closely interrelated areas: donor funding and prioritisation of the development agenda, cooperation at the national level, collaboration with sister agencies of the UN system, and planning future interventions through monitoring and evaluation of progress made.
- Culture, for example, is presently not a priority in national development plans, which entails challenges in funding culture related projects. While the safeguarding of culture has great intrinsic value, linking culture to social and economic development, as well as presenting access to culture as a human right should further increase the chances for successful fundraising in this key area of human development. It is important to note that, in close cooperation with the PA, culture has been integrated in the first UNDAF for Palestine.
- UNESCO is an intergovernmental agency working at the national level with national governmental bodies, research institutions, academia and civil society organizations alike. This broad mode of cooperation facilitates an effective exchange of know-how and knowledge, contributing to mainstreaming sector wide approach related efforts on the development agenda and enhancing their sustainability. For instance, as the sole UN agency mandated to work in the fields of culture and higher education, UNESCO has a key role in establishing linkages between sectors and stakeholders (e.g. among MoEHE, universities, schools and communities).
- Further cooperation with other UN agencies (joint programmes or programming) is a priority in order to exercise and emphasize the role of UNESCO and its complementarity to the mandates of other agencies. Experiences of joint programming through the MDG Funds or the UN/ MoEHE EFA Package have demonstrated the high value of coordination to establish sustainable and promising practices with both medium and long term objectives. Investing in developing and strengthening capacities at institutional level remains the priority to ensure sustainability and cost-effectiveness of interventions.
- Finally, further strengthened monitoring and evaluation mechanisms, including assessing risks and indentifying mitigating measures for implementation of projects, are major elements to successfully ensuring the timely delivery of expected results of excellent quality. The planning phase is therefore critical to design flexible projects adapting to the national context and partners.



Grade 0 (pre-school) at Taher Al-Abed Basic School, Jenin, photo by Marina Patrier, ©UNESCO

PART III:

PROPOSED COOPERATION FRAMEWORK

During the 2014-2017 period UNESCO Ramallah, within its domains of action, will continue supporting Palestine in response to its development strategies through three main modalities of intervention: capacity development and policy advice at the PA level; piloting of innovative initiatives and projects with civil society organizations and other actors at community level; and emergency interventions revolving around eventual damage assessment and promotion of preparedness and recovery when and where applicable.

UNESCO will conduct its efforts as an integral part of the United Nations in Palestine. As such, a significant part of its activities are integrated in the first UNDAF⁵⁰ for Palestine (2014-2017), which is the result of an extensive consultation process with government and non-government stakeholders and therefore in line with national priorities. This document summarizes UN engagement in political, development and humanitarian work, all based on the international human rights framework. The UNDAF also supports the implementation of UNESCO's own Strategic Framework, including the Organization's priority to promote Gender Equality.

UNESCO's cooperation in Palestine makes active use of the broad spectrum of its areas of expertise, and employs an intersectoral approach to programming wherever possible. For example, in the field of Education and crisis-Disaster Risk Reduction (c-DRR) and crisis-disaster risk preparedness, management and response, complementary links to efforts safeguarding world heritage and archaeological cultural artefacts become evident. In culture sector's efforts to safeguard and promote cultural heritage sites and cultural institutions as a venue for socio-economic development and tourism, communication and information support creates significant added value in amplifying the important message to wider audiences. The communication and information sector's own efforts to train journalists involve curricular changes, in part affected by, in part contributing to a wider education sector reform.



Al Mawasi Basic School for Boys, Gaza, ©UNESCO/ Right to Play

EDUCATION

UNESCO Ramallah coordinates the UN thematic group on education, which has agreed on priorities in support of Palestine national development goals, MDGs and EFA Goals through the following UNDAF outcome: “By 2016, Palestinian children and youth in the oPt have more equitable access to and completion of quality education in an inclusive child-friendly learning environment”. A large number of education interventions within the UNDAF directly support implementation of the EFA package for Palestine (involving nine UN agencies, coordinated by UNESCO).

UNESCO continues to support the goals and objectives of the Palestinian Education Development Strategic Plan (EDSP 2008-2013)⁵¹ through the UNDAF:

- **Goal 1: Access** – To increase access of school-aged children and students of all education levels and improve the ability of the education system to retain them.
- **Goal 2: Quality** – To improve the quality of teaching and learning.
- **Goal 3: Management** – To develop the capacity for planning and management.
- **Goal 4: Relevance** – To realize a gradual conversion from a supply to a demand-oriented education sector leading to more compatibility between outputs and labour market(s) needs.

In line with the EDSP and the UNDAF, the cooperation framework supported by UNESCO focuses on priorities towards the achievement of the following four outputs and related interventions in the West Bank, including East Jerusalem, and in Gaza:

Basic and secondary school learning environments are improved to be more protective, inclusive and child-friendly (UNDAF, Output 3.1).

- Provision of inclusive and child-friendly education programmes in schools, through the coordination of the EFA Package in pilot schools.

Early childhood development services are improved to higher quality standards and are increasingly available and accessible for communities (UNDAF, Output 3.2).

- Technical support for the implementation of the new ECD policy for Palestine.
- Coordination of the EFA Package for Palestine/ technical support for the establishment of Grade 0 classrooms (one year pre-school before Grade 1) in pilot schools.

Children and youth, especially those vulnerable to exclusion and marginalisation, have increased learning opportunities, including through non-formal education and TVET (UNDAF, output 3.3).

- Provision of after-school programmes and non-formal education programmes for children and youth.
- Support vulnerable students to access higher education.

Capacities of teachers and education service providers are strengthened to plan, deliver and monitor quality education for all (UNDAF, Output 3.4).

- Upgrading teacher education programmes at universities to include ECD, special educational needs including psychosocial needs, and inclusive and child-friendly education approaches (pre-service training).
- Training of teachers, school principals and counsellors on applying inclusive and child-friendly education approaches (in-service training).

The above interventions all follow activities supported by Ramallah Office and were jointly defined with the MoEHE in close collaboration with other UN agencies, NGOs and universities. UNESCO's main commitment continues to be coordination of the EFA Package implementation. The EFA Package for Palestine is a successful model of cooperation among nine UN agencies, MoEHE, NGOs and universities; and a model of coordination for the education sector in Palestine. Furthermore, the EFA Package is a sustainable model mapping out key priorities for the MoEHE and partners to invest in for increased inclusiveness and child-friendliness of the education system, and rapid progress towards the EFA goals. Under the overall umbrella of the right to education, UNESCO continues to support the strengthening and development of capacities to promote quality education for all children and youth. As mentioned previously in Part II, the EFA Package focuses on two priority areas: Early Childhood Development; and Inclusive and Child-Friendly Education.

The MoEHE and the Education Directorates have selected 47 pilot schools in Area C and other vulnerable areas of the West Bank (33) and Gaza (14) – two schools in every district. The EFA Package is specifically targeting groups of children considered to be most vulnerable to exclusion from and within education, including girls, children affected by conflict, occupation and war, (academically) under-performing children in schools, children with disabilities and learning difficulties, and children from Bedouin and herder communities. The fundamental challenge is that most Palestinian children fall within one or more of these groups, making them potentially vulnerable to exclusion from and within education.

As highlighted in the situation analysis section, the first years of a child's life are critical for his/her development and lay the foundation for the rest of his/her life. The focus of all quality ECD programmes should consequently be on the social, emotional, physical, spiritual and cognitive development of the child. Approximately 70% of Palestinian children do not have access to kindergarten services, and the majority of children will therefore start school without having been to a kindergarten and are denied the foundation in life and learning that quality ECD can provide. Implementation of Child-Friendly Schools (CFS) and Inclusive education (IE) will strengthen the capacity of the education system to provide quality education to all Palestinian children responding to their individual needs. Inclusive and child-friendly classrooms are all based on the same three principles: they are child-centred, democratic and inclusive. In addition to establishing protective, inclusive and child-friendly systems, it is critical to increase learning opportunities for the most vulnerable children and youth, including at the level of higher education. System-wide challenges such as those related to transition and dropouts also remain areas of concern in Palestine. Strengthening of capacities at the MoEHE and education personnel is also essential in improving the quality of teaching and reaching the EFA goals. Teacher educators (university professors and lecturers) require comprehensive training and re-orientation for more effective training of teachers responding to the needs of all children.

UNESCO Ramallah will support the implementation of the components listed below according to the four priorities areas mentioned above, and within the framework of the EDSP, the UNDAF and the EFA Package for Palestine. It is important to emphasize that Crisis-Disaster Risk Reduction (c-DRR) and crisis-disaster risk preparedness, management and response permeate all the project components and priority areas⁵². UNESCO remains committed to supporting the interventions of the Education Cluster, including through the Humanitarian Programme Cycle (HPC).

○ **‘Improving Access to Quality Education for Palestinian Children in the West Bank and Gaza Strip’**, (2013-2015; OPEC Fund for International Development-OFID) and **‘Promoting Inclusive and Child-Friendly Programmes for all Palestinian children from Early Childhood to Adolescence’** (2013-2015; Arab Gulf Programme for Development-AGFUND)

Objectives:

- Improve the quality of education in Palestinian schools through pilot implementation of inclusive and child-friendly education in 42 schools in East Jerusalem and the West Bank and 24 schools in Gaza; strengthen the linkages between schools and communities through the implementation of effective and relevant afterschool programs targeting children, youth, parents and community members.

Expected results:

- Implementation of inclusive and child-friendly education strengthened in the existing 47 pilot schools of the EFA Package.
- Inclusive and child-friendly education introduced in 20 additional schools in Gaza and in the West Bank (10 public and 10 UNRWA schools).
- Effectiveness of education assessed through action research in the targeted schools and communities.
- Need for school based community development programmes assessed in view of promoting more sustainable development in both rural and urban communities in Palestine.
- Targeted after-school programmes (innovative teaching and learning) implemented for children and youth in the pilot schools providing recreation (e.g. sports and cultural activities), tutoring (e.g. preparation for the Tawjihi), life and livelihood skills improved to strengthen the ownership of children, youth and their families in education.
- Wide range of after-school programmes implemented for parents and community members in the targeted communities to strengthen ties between schools and communities.

○ **‘Raising awareness on the rights of persons with disabilities and developing capacities to mainstream disability in the State of Palestine’**

(2013-2014; UN Partnership to Promote the Rights of People with Disabilities/ILO, UNDP, UNESCO, UNICEF and WHO; as part of the education outcome)

Objectives:

- Create equal opportunities for children with and without disabilities in selected pilot schools (under the EFA Package).

Expected results:

- Assessment of 46 schools (buildings, school gardens and playgrounds) in Gaza and the West Bank on their accessibility for children and teachers with disabilities completed.
- Survey-based data on out-of-school children with disabilities in the targeted school communities collected (child-led initiatives).
- School placement programmes initiated for out-of-school children with disabilities in the targeted school communities.
- Headmasters and teachers trained on inclusive education and child-friendly teaching-and-learning methodologies.

○ **‘Towards Inclusion in conflict and post conflict areas: Strengthening the education of teachers to meet the diverse needs of children in Gaza’** (2014-2016; to be presented to donors)

Objectives:

- Strengthen the capacities of teacher educators to design and implement inclusive and child-friendly education programmes; improve the relevance of teacher education programmes to prepare student teachers to better address the diverse needs and abilities of children.

Expected results:

- Awareness of key education stakeholders of inclusive and child-friendly practices and approaches enhanced.
- Teacher educators’ need for reorientation assessed; comprehensive reorientation courses for teacher educators in place in four Palestinian Universities in Gaza.
- Comprehensive evaluation and review of current teacher education programmes conducted in four Universities.
- Bachelor’s degrees in education improved in four Palestinian Universities to better incorporate key elements of inclusive and child-friendly education, special educational needs, psychosocial support, and early childhood development.
- Relevant and appropriate school practica for student teachers implemented in 47 pilot schools of the EFA Package as an integral part of existing Bachelor’s degree programmes.

○ **‘Support Program For Palestinian University Students under Conditions of Severe Poverty’** (2013-2016; The Saudi Committee for the Relief of the Palestinian People)

This project is implemented through a partnership agreement with the Health, Development, Information and Policy Institute (HDIP), building on the experience of partner student libraries piloted since 2005 throughout the West Bank and Gaza Strip in order to provide university students from disadvantaged backgrounds with access to essential course materials.

Objectives:

- Support the right to education of university students, particularly those from the most disadvantaged socio-economic backgrounds and living in marginalized areas; provide underprivileged university students with access to essential course materials and equipment such as key course texts, reference books, and computer and internet facilities.

Expected results:

- Network of libraries expanded to cover 12 districts in West Bank and Gaza in order to reach a wider number of university students from impoverished and marginalized areas.
- Capacity development activities supported through the provision of local and international training activities as well as study tours.
- Services provided by libraries to 36,000 students (12,000 students each year).
- Comprehensive Advocacy Strategy on the right to education developed and implemented; UNESCO Convention against Discrimination in Education promoted.



Battir Landscape, Bethlehem, Photo by Federico Busonero, ©UNESCO

CULTURE

In 2014-2017 UNESCO Ramallah will continue its work to support the Palestinian Authority and Palestinian Cultural Heritage Organisations in the field of Culture with a two-pronged approach. Firstly, efforts will continue for the effective and sustainable safeguarding of Palestinian tangible and intangible cultural heritage as well as the promotion of cultural diversity as an important means to foster social cohesion through the implementation of the related cultural conventions and based on the assessment of needs. Secondly, support to related cultural production continues, as an important mode of fostering inclusive economic growth.

The Ramallah Office supports its partners with technical assistance to government authorities and civil society actors to achieve the following overall strategic objectives:

- Contribute to rehabilitating and revitalizing the historic built environment in Palestine; promoting the preservation of cultural heritage sites and cultural institutions as a venue for socio-economic development including tourism;
- Strengthen local technical capacities for the management, protection, preservation and promotion of the Palestinian tangible and intangible heritage and creative industries;
- Facilitate access to culture and cultural institutions and raise public awareness on Palestinian culture and heritage through support to cultural organizations and professionals;

These objectives have been set forth by UNESCO to ensure sustained efforts to support the development of the culture sector in Palestine as a key vehicle for social cohesion and inclusive economic growth. The importance of cultural development is also reflected in the new UNDAF, where culture takes a significant place in several outcomes and outputs (see references below). In terms of capacity development for cultural policies and strategic planning, and as part of the UN collective effort (UNDAF), UNESCO Ramallah will be implementing activities in the following fields:

Cultural Indicators

UNDAF output 2.2: Palestinian institutions have improved capacities for data generation, analysis and use for evidence-based gender-sensitive planning and policy formulation.

Lack of data and indicators related to culture, as well as the absence of related national strategies have relegated the culture sector to a position of low articulation and visibility over time. As part of its comprehensive approach to the culture sector development, UNESCO worked jointly with MoC in 2012 on developing Palestinian Cultural Indicators.

These were submitted to the Palestinian Central Bureau of Statistics for data collection beginning in 2014. A well-

articulated and comprehensive set of cultural indicators is crucial to visualize culture as a sector and realise/redeem its full potential, particularly as relates to the wealth of economic opportunities it contains.

Such information is also fundamental to the formulation of evidence-based, sustainable policies. UNESCO continues to support the relevant PA institutions to collect and analyse the data to feed into the relevant sectoral strategies and national plans.

Cultural Heritage

UNDAF output 6.4: The capacity of Palestinian institutions is further improved to ensure protection of the environment and cultural heritage sites.

The admission of Palestine to UNESCO and the ratification of the six culture conventions and two protocols in 2011 and 2012 have created new opportunities to articulate heritage protection work.

UNESCO consistently worked with the Ministry of Tourism and Antiquities (MoTA) on further developing the Cultural Heritage Law for future endorsement and the "Charter on the Conservation of Cultural Heritage in Palestine, the (Palestine Charter)" adopted on 6 February 2013. Education, training and awareness-raising on cultural properties are essential factors for the conservation process among governmental institutions, civil society organizations and individuals.

Enhanced knowledge and awareness

are the preconditions not only for conservation but also for increased capitalization in social and economic terms.

It is necessary to strengthen the capacities and knowledge of local partners to be able to meet commitments and obligations deriving from the international conventions.

A series of tailor-made capacity development workshops, including on-the-job training providing the necessary tools, skills and equipment, shall target selected ministry officials and other actors during 2014-2016.

Specific technical support will be provided to the Palestinian authorities responsible for the preparation of nomination files for sites on the Tentative List of Palestine.

UNDAF output 2.5: Palestinian institutional capacity is strengthened to implement, promote and monitor commitments with respect to international legal instruments, including on human rights and ratified conventions on culture.

UNDAF output 1.3: The Palestinian productive sectors are able to improve quality, quantity and value of goods and services with diversified access to markets.

Intangible Cultural Heritage

UNESCO has been cooperating with the Ministry of Culture for several years on the safeguarding of the Palestinian intangible cultural heritage (ICH).

UNESCO supported the MoC in establishing the National Inventory of the Palestinian Intangible Cultural

Heritage and in the publication of five books concerning ICH in Palestine. In 2012, the MoC created an ICH unit with the mission of institutionalizing and sustaining this realization.

The basic structure and database were created to form the basis for the

National Inventory, which will serve later as a main reference of the Palestinian ICH for students, researchers, scholars, the public etc who can utilize the materials to generate stories, books, researches, films etc.

Within the framework of the Convention for the Safeguarding of the Intangible Cultural Heritage (2003), UNESCO Ramallah Office and the Intangible Cultural Heritage Section continues to support the Palestinian authorities within the scope of UNESCO's global capacity-building programme for implementation of the 2003 Convention. A project aiming at strengthening national capacities for safeguarding intangible cultural heritage in Palestine

together with seven countries from the Arab Region and Africa was prepared in 2013, contributing to the assessment of needs and developing a multi-year project proposal to support Palestine in the 2003 Convention implementation.

Funds have been earmarked for this purpose through a framework agreement between UNESCO and the United Arab Emirates.

UNESCO will provide specialized expertise to carry out on-site consultations and identify the objectives and key activities of the future projects in close collaboration with the Ministry of Culture (also in line with UNDAF output 2.5).

Culture as a venue for economic growth and socio-economic development

Building on the recent experience of the Joint Programme "MDG Culture and Development in the oPt", UNESCO will pursue its strategic approach to promote culture as a venue for economic growth and socio-economic development. The approach focuses on enhancing technical local capacities in cultural heritage protection, conservation, management and promotion upgrading cultural tourism trails, including renovated sites for public use, or as destinations for cultural tourism. Interventions will be aligned with the Palestinian National Plans and cooperation with line ministries is essential to ensure national institutional development.

UNESCO targets the renovation of historic buildings and areas in historic

centres for public use while building local capacities in cultural heritage preservation in the West Bank and the Gaza Strip, which contributes to:

- Enhancing conservation skills and knowledge with emphasis on young architects and workers;
- Promoting cultural tourism;
- Raising public awareness on the values of cultural heritage preservations;
- Introducing the socioeconomic aspect of cultural heritage preservation by creating job opportunities;
- Facilitating access to the facilities that will be used for public purposes.

UNDAF output 1.1: Capacities of Palestinian institutions are enhanced to develop and apply more equitable policies, plans, legislation and services to support increased economic activity in the private sector.

UNDAF output 6.3: More Palestinians in the oPt gain enhanced access for the utilization and management of natural and heritage resources on an equitable basis.

Therefore, UNESCO continues its efforts to achieve the above through the implementation of the following projects:

‘Local Development through the Rehabilitation and Revitalization of the Historic Built Environment in Palestine’

With financial support from the Government of Sweden through the Swedish International Development Cooperation Agency (SIDA), Partners: Riwaq Centre for Architectural Conservation, the Centre for Cultural Heritage Preservation (CCHP), the Hebron Rehabilitation Committee (HRC) and the Welfare Association, four Cultural Heritage organizations in Palestine (CHOs)

UNESCO's support through this sizeable and inclusive project aiming at site rehabilitation, protection and management involving several national partners builds on the first year's implementation experience. The programme follows a preceding one likewise funded by SIDA in Palestine for several years.

UNESCO's role as the only UN agency mandated in the field of culture heritage preservation is central in strengthening the coordination efforts between Civil Society and the PA institutions, towards State-building, as well as attaining more comprehensive institutional development and increased awareness on the importance of historical assets in Palestine.

The significance of this particular project is accentuated by attention shifting both nationally and internationally from investing in cultural development to the imminent and chronic humanitarian crisis caused by the deteriorating socio-economic conditions following the occupation. This remains a major challenge for the Palestinian culture sector in urgent need for protection and development. As an intergovernmental agency, UNESCO primarily works with the government in alignment with national priorities, while coordinating efforts with other national counterparts already active in the sector. UNESCO's primary strategic approach in this project is to enhance coordination and cooperation between the four CHOs, and with relevant governmental institutions, and particularly the MoTA.

This coordination and cooperation includes exchange of knowledge and know-how within the four organizations and with MoTA and other relevant governmental institutions.

This will be manifested in ways such as interactive workshops, joint visits, highlighting success stories and demonstrating best practices and shall also contribute to developing the capacities of the project's stakeholders.

The project will highlight national practices and approaches in relation to utilizing culture as a venue for development and mainstream cultural heritage preservation methodologies and techniques that can feed into upcoming sector strategies and the national plan for 2014-2016. The project shall provide the necessary impetus and complement the MoTA/UNESCO initiative conducted in 2012 for operationalizing the updated draft cultural heritage law.

‘Livelihood Protection and Sustainable Empowerment of Vulnerable, Rural and Refugee Communities in the Jordan Valley’ (Partners:

UNRWA, FAO, UNESCO and UN WOMEN; The United Nations Trust Fund for Human Security, funded by the government of Japan)

UNRWA, FAO, UNESCO and UN Women proposed a joint programme to the UN Trust Fund for Human Security addressing five inter-related threats to human security in the Jordan Valley aligned to the four agencies respective mandates: poverty and acute livelihood crisis, restriction of movement and access (which has created many of the human security threats this program seeks to address), severe water crisis, inadequate housing, and discrimination and exclusion of women and young girls. The main aim of the programme is to improve the life and dignity of Palestinians in the Jordan Valley

UNESCO's component of the project focuses on improving the physical living conditions and housing standards in the Valley, where some 30 per cent of its inhabitants, including refugees, Bedouins and economic migrants, are deprived of their right to adequate housing due to the continuously deteriorating living conditions. The main objectives of the project are:

1. To improve economic security and livelihoods of local communities in the Jordan Valley, through in-kind support to enhance and diversify water efficient agricultural production and income generating activities;
2. To enhance skills and knowledge base of farmers, women and youth through vocational and technical support in good agricultural practices, agricultural machinery, food processing as well as traditional

and environment friendly construction methods;

3. To support vulnerable families and internally displaced persons in ensuring adequate housing using local resources and improved skills, as well as preserve cultural heritage and stimulate the local economy through tourism and creative industries.

Past activities have involved the construction of three community and women's centres, the training of close to 200 workers, architectural engineering students and architects in mud-brick production and traditional building techniques, production of mud-bricks, effective employment locally as well as significantly increased awareness on the techniques.

Following up on past efforts, future activities will concern:

- Construction of three mud-brick structures in Aqrabaniyah, Bardalah and an emergency shelter;
- Production of an illustrated user friendly handbook "how to construct you house of mud-bricks";
- Approval of the mud-brick block in the Palestine institute of standards as an acceptable building material;
- Developing a strategic document to explore the future opportunities of applying the Human Security concept into sustainable development programmes.

COMMUNICATION AND INFORMATION

UNESCO Ramallah will continue to facilitate awareness raising, monitoring and advocacy actions, and promote the safety of journalists in partnership with local media organizations. It will also back efforts towards developing a legal and regulatory environment conducive to freedom of expression, and promote the development of free, pluralistic and independent media. Key areas of focus will be supporting the Media Development Indicators assessment and carrying out follow-up activities to promote the implementation of the recommendations emerging from its findings; continued collaboration with Palestinian universities in building journalists' capacities; and supporting the representation of women in and through media.

UNDAF Output 2.3 Palestinians in the oPt are increasingly able to advocate for their rights, exercise public oversight and participate in policy and decision-making

The journalists working in the occupied Palestinian territory face unique risks because of the complicated environment in which they work in light of the ongoing occupation. In advancing safer working conditions for journalists and gender equality in Palestine, UNESCO's work follows two main areas in and through the local media: the safety of journalists and media students, and the promotion of women's views in the news and, indirectly, society at large. The Government of Finland has extended its support in both of these critical key areas.

UNESCO initiated activities before this UCPD will be continued to promote the achievement of the UNDAF 2014-2016 outcomes.



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*** ‘Promoting freedom of expression and the safety of journalists in the West Bank and Gaza’**

Partners: (Palestinian Journalists’ Syndicate, six universities in Palestine in the West Bank and Gaza, International Federation of Journalists).

UNESCO launched in 2013 a project in partnership with the Palestinian Journalists’ Syndicate aimed at organizing six safety training courses targeting a total of 120 media students in six universities in Palestine in the West Bank and Gaza (Al-Najah, Birzeit, Hebron, Nablus, Al Quds, the Arab-American University in Jerusalem and Bethlehem). The training courses will be based on safety modules developed by the International Federation of Journalists (IFJ) and will be carried out by IFJ-accredited local trainers, following a strategic approach on safety elaborated by IFJ for the Arab region. The project will complement existing efforts of PJS and IFJ in this area, which have to date been centred on safety training workshops for practising media professionals, following a similar approach to the one now being proposed for students. The project will also contribute to the implementation of the UN Inter-Agency Plan of Action on the Safety of Journalists and the Issue of Impunity endorsed by the UN Chief Executives Board in April 2012. One of the longer-term objectives of this project is to promote the integration of a course on journalists’ safety in the universities’ curricula.

• ‘Safety Training for Media Students’

Partners: (Palestinian Centre for Development and Media Freedoms (MADA), Palestinian universities in the West Bank and Gaza).

Complementary to the initiative above, UNESCO is supporting MADA in the delivery of 6 training courses for 120 media students in Palestinian universities in the West Bank and Gaza (Birzeit, Hebron, Al-Najah, Abu Dees, Al-Aqsa – Birzeit) on freedom of expression and access to information, the related international standards, media laws and the use of social media in journalism. Moreover, this IPDC project that is being implemented in the course of 2013 includes the organization of a media campaign on impunity surrounding the crimes committed against journalists, freedom of expression and the related international conventions and resolutions, including students’

engagement in the campaign by wearing T-shirts and badges, and writing about these issues in the media, online websites and social media groups, as well as through radio spots.

• ‘Promotion of Palestinian Women’s views in the news’

Partners: (NISAA FM).

Activities under this initiative implemented by NISAA FM in 2013 as a follow-up to a previous IPDC project, included training professional women reporters to produce and present news in a gender-sensitive manner to increase the perspectives and quality of information developed and distributed through the media in Palestine; setting up professional newsroom in NISAA FM, enabling the journalists to produce and present daily news for the Palestinian population, and the development of daily bulletins enhancing the Palestinian population’s access to objective and professionally-delivered news.

UNDAF Output 2.4 Capacities of Palestinian institutions are enhanced to legislate, ensure rule of law and access to justice, and provide security according to international standards and good practices.

Palestine’s admission as a UNESCO Member State represented a key opportunity for the Organization to reinforce its support to the Palestinian media sector by facilitating the effective use of the Media Development Indicators (MDIs). In its effort to advance the use of Media Development Indicators, UNESCO is partnering closely with Birzeit University’s Media Development Centre (BZUMDC), an institution with overall responsibility for the coordination of the project both in West Bank and Gaza.

The BZUMDC is one of Birzeit University’s community outreach institutes and Centres.

• ‘Creation of an enabling environment for freedom of expression by promoting activities which foster policies and regulatory partnerships conducive to freedom of expression in regards to all types of media and social communication platforms’

Partners: (Birzeit University (BZUMDC), Canal France International (CFI), IPDC).

Under this project, UNESCO finalizes the

implementation of the MDIs launched in October 2012 in partnership with the Media Development Centre at Birzeit University.

The MDIs, endorsed by the Intergovernmental Council of the International Programme for the Development of Communication (IPDC) in 2008, were developed with a view to defining a framework within which the media can best contribute to, and benefit from, good governance and democratic development.

Covering all aspects of media development,

the MDIs create a holistic picture of the media environment, and enable a comprehensive map of the media ecology to be constructed. The final report to be produced through this process in Palestine will serve as an important tool for guiding the efforts of actors working in the area of media development, including policy makers.

It is expected that the recommendations emerging from this comprehensive, in-depth and participatory assessment will represent a key input into discussions that are taking place toward the elaboration of a National Media Strategy.

GENDER EQUALITY

UNESCO is an active member of the UNCT Gender Task Force. The Task Force plays a critical role in mainstreaming gender equality, a cross-cutting goal in the UNDAF, in all UN programming. The different UN thematic groups support both gender mainstreaming and specific targeted interventions in their respective domains. UNESCO, as per its mandate, continues to mainstream gender equality through its interventions in education, culture, and communication and information. For instance, together with the Education Thematic Group, UNESCO Ramallah supports the promotion of inclusive and child-friendly education systems to ensure equitable access and completion of quality education for all children irrespective of gender; and the increase in availability of ECD services that will enable mothers and fathers to improve their work-life balance. UNESCO also contributes to gender equality by ensuring that gender equality concerns are mainstreamed in the work of Palestinian institutions through reinforced national mechanisms in planning, monitoring, evaluation and budgeting as well as in policies, and by empowering women to participate effectively at the national and local levels in rights advocacy and decision making. In the field of culture, UNESCO promotes the participation of women in capacity development activities concerning the implementation of cultural preservation related activities as well as in the UNESCO cultural conventions. Furthermore, the organization promotes women journalist presence in media.

In particular, UNESCO Ramallah will continue supporting the Palestinian Women Research and Documentation Centre in its efforts to contribute to the successful implementation of the Cross-Sectoral National Gender Strategy of the Palestinian Authority⁵³, which highlights the lack of research and studies to inform policy-making, particularly on the causes of violence against women and points to the need to build capacity amongst government and civil society to support its implementation. The PWRDC is also involved in the



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implementation of the National Strategy to Combat Violence against Women 2011-2019 to which it was a contributing partner. In fulfilling these roles and in building capacity for research and documentation, PWRDC also provides an important link between MoWA, Civil Society Organisations, and UN Agencies working on gender equality and women's empowerment.

In spite of the PWRDC's achievements in terms of research and reports on the situation of gender equality in Palestine, access to and knowledge of this research remain limited and fragmentary. The PWRDC is in a position to fill this gap by becoming the repository of research, reports and data on gender in Palestine. This calls for production of its own as well as that of research institutions and CSOs, and will enable open access both for policy makers and the general public, as well as identifying persisting key knowledge gaps.

The PWRDC will also continue developing capacity for high quality research to support policy-making and implementation, and to permit the evaluation of policy impact. Training efforts will increasingly concentrate on building research skills for carrying out specifically policy-focused research, and to train those who will be involved in selecting and overseeing research projects and applying the results to policy-making. The PWRDC aims to be the cornerstone for research and capacity development through links between MoWA and other Ministries, and other research institutions and civil society organisations engaged in research and programme implementation to advance gender equality

and women's empowerment. A stronger network will result in increased exchange of information, as well as a rationalized and useful setting of research priorities, and sharing of results. The PWRDC also creates and strengthens regional ties through networking with other research institutions, in order to share Palestinian experiences within the Region, and to learn from the research and policies of other countries.

Following the outcome of an external evaluation of the PWRDC and in close consultation with the MoWA and other key stakeholders, UNESCO is working to clarify the strategic direction of the PWRDC, and to refocus and restructure its activities. At the end of 2014, the PWRDC should have the capacities necessary for a sustainable contribution to policy-making and implementation for gender equality in Palestine. The aim is to consolidate the PWRDC as a viable and sustainable resource to continuously support the work of the MoWA and other stakeholders in policy and programming for gender equality. The Government of Norway will support this transitional phase, managed by UNESCO in collaboration with MoWA, in order to create a financially and intellectually autonomous structure. A technical team composed of representatives from UNESCO (Ramallah Office and Headquarters), MoWA, UN Women and Norway will be established to follow up on the centre's activities.

The following expected results and related interventions have been defined to support the Palestinian Women's Research and Documentation Center (PWRDC) (2013-2014; Partners: MoWA; Government of Norway)



Photo by Abed Alraheem Qusini, ©UNESCO

- PWRDC's role as a documentation and research centre strengthened to provide data for policy-making on gender equality for PA and for other stakeholders (civil society, UN) in Palestine.
 - Creation of an online library and database collecting all available data and research on gender equality in Palestine, and training of a core group of qualified persons to follow up.
 - Review of all existing research reports and publications to provide a "state of the art" on research on gender equality in Palestine identify gaps for future research.
 - Publication of a regular newsletter/update to diffuse details of all the latest research and data on gender equality in Palestine.
- Capacities related to research on gender equality in Palestine developed and strengthened.
 - Training of researchers from various organisations across Palestine in order to carry out policy oriented research. Twenty researchers will be trained to a sufficient level for them to become master trainers for future researchers.
 - Development of a training manual for researchers wishing to carry out policy oriented research and policy analysis.
- Training of librarians in the use of Greenstone software for building and maintaining online libraries and databases.
- Role of the PWRDC in networking for gender equality at a national and regional level enhanced.
 - Creation of a research network for academic, policy and gender units as relevant within line ministries, and civil society NGOs and CBOs to encourage development and diffusion of new research.
 - Mapping of existing research and documentation centres on gender equality and women's empowerment at the regional level and establishment of a means of networking and sharing good practices across the region.
- Sustainability of the PWRDC ensured through adequate resource mobilization and increased capacity in research and documentation management
 - Organising a regional conference while promoting Palestinian participation in others. Proposed themes are tentatively related to effective strategies for preventing gender-based violence or on promoting women's leadership.

UNESCO in the UNDAF

UNESCO in the UNDAF

UNDAF output	Agency contribution towards the UNDAF output	Status of funding	Amount (US\$)
OUTCOME 1: By 2016, Palestinians in the oPt benefit from greater economic empowerment, improved livelihoods, access to decent work and food security			
1.1 Capacities of Palestinian institutions are enhanced to develop and apply more equitable policies, plans, legislation and services to support increased economic activity in the private sector	UNESCO organizes international cooperation for servicing its stakeholders in building human and institutional capacities in all its fields of competence. Building on the recent experience of the Joint Programme «MDG Culture and Development in the oPt», UNESCO continues in its strategic approach to promote culture as a venue for economic growth and therefore socio-economic development. The approach depends on enhancing technical local capacities by in cultural heritage protection, conservation, management and promotion upgrading cultural tourism trails including renovated sites for public use or as destinations for cultural tourism. Alignment to the Palestinian National Plans and cooperation with line ministries is key to ensure national institutional development.	Available	\$200.000
		To be mobilized	
1.3 The Palestinian productive sectors are able to improve quality, quantity and value of goods and services with diversified access to markets	UNESCO has been cooperating with the Ministry of Culture (MoC) for several years on the preservation of the Palestinian intangible cultural heritage (ICH) and the establishment of the National Inventory of the Palestinian Intangible Cultural Heritage within the framework of the Convention for the Safeguarding of the Intangible Cultural Heritage, 2003. MoC created an ICH unit in 2012 in order to institutionalize the effort and sustain it. The basic structure and database were created to form the basis for the National Inventory. However, the research, sorting and archiving in the inventory are to be further developed in order to feed in the inventory which will serve later as a main reference of the Palestinian ICH for students, researchers, scholars, the public etc who can utilize the materials to generate stories, books, researches, films etc.	Available	
		To be mobilized	\$950.000

OUTCOME 2: By 2016, Palestinians in the oPt benefit from more efficient, accountable and participatory governance, enhanced justice and security, and greater protection of human rights

2.2 Palestinian institutions have improved capacities for data generation, analysis and use for evidence-based gender-sensitive planning and policy formulation	The lack of data and indicators related to culture as well as the absence of related national strategies led the culture sector to be among the least organized sectors in Palestine. In 2012 UNESCO in cooperation with MoC worked jointly on developing the Palestinian Cultural Indicators which were submitted to the Palestinian Central Bureau of Statistics to start the collection in 2014. UNESCO supports the relevant PA institutions to collect the data as well as to analyse the generated data to feed into the relevant sectoral strategies and national plans.	Available	
		To be mobilized	\$300.000
2.3 Palestinians in the oPt are increasingly able to advocate for their rights, exercise public oversight and participate in policy and decision-making	The journalists working in the Palestinian territories face several different risks because of the extremely complicated work environment they have in light of the ongoing occupation. While the Israeli occupation constitutes the main source of the violations and assaults committed against the journalists in the Palestinian territories. UNESCO will hold several trainings sessions as part of the Universities curricula for Safety of Journalists.	Available	\$36.000
		To be mobilized	
2.4 Capacities of Palestinian institutions are enhanced to legislate, ensure rule of law and access to justice, and provide security according to international standards and good practices	Following Palestine's admission as a UNESCO member represents a key opportunity for the Organization to reinforce its support to the Palestinian media sector, by facilitating the implementation of the Media Development Indicators. UNESCO partnering with Birzeit University's Media Development Centre (BZUMDC) for the implementation of this project. This institution will have overall responsibility for the coordination of the project both in West Bank and Gaza, in close consultation with UNESCO. The BZUMDC is one of Birzeit University's community outreach institutes and centres.	Available	\$49.000
		To be mobilized	
2.5 Palestinian institutional capacity is strengthened to implement, promote and monitor commitments with respect to international legal instruments, including on human rights and ratified conventions on culture	Following the ratification of Palestine of the six UNESCO conventions and two protocols on culture late 2011 and early 2012, the capacities and knowledge of local partners need to be strengthened in order to be able to meet the commitments and obligations of the conventions. Series of tailor-made capacity building workshop including on-the-job training providing the necessary tools, skills and equipment shall target selected ministries officials during 2014-2016.	Available	
		To be mobilized	\$1.200.000

OUTCOME 3: By 2016, Palestinian children and youth in the oPt have more equitable access to and completion of quality education in an inclusive child-friendly learning environment

3.1 Basic and secondary school learning environments are improved to be more protective, inclusive and child-friendly	Support to soft components of the UN/MoEHE EFA Package to promote Inclusive and Child-Friendly Education in the 47 + 20 pilot schools of the Package in the West Bank and Gaza, with also a focus on special educational needs	Available	\$630.000
		To be mobilized	\$60.000
3.3 Children and youth, especially those vulnerable to exclusion and marginalization, have increased learning opportunities, including through non-formal education and TVET	1) Support Programme for Palestinian University Students under conditions of severe poverty to promote their right to education and improve their access to educational materials and facilities ; 2) Support to UN/MoEHE EFA Package: focus on after-school programmes for students, teachers in the 47 + 20 pilot schools and communities of the Package.	Available	\$3.300.000
		To be mobilized	
3.4 Teachers and education service providers are better able to plan, deliver and monitor quality education for all	Support to soft components of the UN/MoEHE EFA Package to strengthen the education of teachers to meet the diverse needs of children, mainly through upgrading teacher education programmes in four universities in Gaza	Available	
		To be mobilized	\$1.800.000

OUTCOME 6: By 2016, Palestinian institutions more effectively manage and regulate urban development and natural resources⁵⁴ to ensure the equitable provision of sustainable infrastructure and to safeguard cultural heritage

6.3 More Palestinians in the oPt gain enhanced access for the utilization and management of natural and heritage resources on an equitable basis	UNESCO works jointly with four major players in the field of Cultural Heritage Preservation: Riwaq, the Centre for Cultural Heritage Preservation (CCHP), the Hebron Rehabilitation Committee (HRC) and the Old City of Jerusalem Revitalization Plan (OCJRP) utilizing cultural heritage preservation as a venue for socioeconomic development in the West Bank and the Gaza Strip. UNESCO mainly targets renovation of historic buildings and areas in historic centres for public use while building local capacities in cultural heritage preservation in the West Bank and the Gaza Strip, which contribute to: 1) enhancing conservation skills and knowledge with emphasis on young architects and workers, 2) promoting cultural tourism, 3) raising public awareness on the values of cultural heritage preservation, 4) introducing the socioeconomic aspect of cultural heritage preservation by creating job opportunities and 5) facilitating access to the facilities which will be used for public purposes.	Available	\$4.000.000
		To be mobilized	\$4.000.000

6.4 The capacity of Palestinian institutions is further improved to ensure protection of the environment and cultural heritage sites	Following the admission of Palestine to UNESCO and the ratification of the six culture conventions and two protocols in 2011 and 2012, UNESCO worked with the Ministry of Tourism and Antiquities (MoTA) on further developing the Cultural Heritage Law and the «Charter on the Conservation of Cultural Heritage in Palestine, the (Palestine Charter)» adopted on 6 February 2013. Education, training and raising awareness about cultural properties are essential factors for the conservation process among governmental institutions, civil society organizations and individuals.	Available	
		To be mobilized	\$500.000
Total available		\$8.215.000	
Total to be mobilized		\$8.810.000	
Total US\$		\$17.025.000	

Notes:

- 1 The occupied Palestinian territory is referenced in this document as defined by the United Nations Security Council and General Assembly in a number of resolutions adopted after the 1967 War when the armed Forces of the State of Israel occupied the West Bank including East Jerusalem as well as the Gaza Strip.
- 2 Data from Palestinian National Accounts.
- 3 Responsible for the public education and health systems as well as security forces.
- 4 Data from the PCBS. Population data for mid-2012, all other data from 2011. Sex-disaggregated data shown when available.
- 5 See Nicolai, Susan (2007), *Fragmented Foundations. Education and chronic crisis in the occupied Palestinian territory*, UNESCO-IIEP/Save the Children.
- 6 Data from UNESCO (2012), *Education for All Global Monitoring Report*.
- 7 See Hyll-Larsen, Peter and Melchiorre, Angela (2012), *Entitled to Education, Using international human rights law to advocate for the right to education in the occupied Palestinian territory*, UNESCO.
- 8 Availability means that human, material and budgetary resources should be sufficient and adequate to ensure education for all. Hyll-Larsen and Melchiorre, *op. cit.*, p. 21.
- 9 MoEHE (2012), *Educational Statistical Yearbook 2011/2012*.
- 10 The total number covers all schools licensed by MoEHE and therefore does not take account of all schools in East Jerusalem. The schools in East Jerusalem supervised by the Israeli Ministry of Education and the Municipality are not included.
- 11 MoEHE (2012), *Educational Statistical Yearbook 2011/2012*.
- 12 Ibid
- 13 Ibid
- 14 Source MoEHE; NET enrolment rates calculated using PCBS 2009 population projections and enrolment figures for 2009/10 (for children with specific official school age).
- 15 Schools financed and supervised by the Jerusalem Education Administration (a joint body of the Municipality of Jerusalem and the Israeli Ministry of Education). See UNESCO and UNICEF (2013), *Quality and Equity in Education in east Jerusalem*.
- 16 Schools established in 1968-1969 by the Islamic Makassed Society as a response to Israeli attempts to impose a new curriculum on Palestinian schools. They were later attached to the Jordanian Ministry of the Waqf. When the Palestinian Authority took control of the education sector in the West Bank and Gaza in 1994, they were placed under the supervision of the Palestinian MoEHE, which operates them through the Directorate of Education. Although the Directorate of Education does not have any supervisory function on other education providers, it validates Tawjihi exams (the Palestinian school leaving certificate at grade 12) for all children in schools under all providers. Source: Ibid.
- 17 Sakhneen schools are a specific type of "recognised unofficial" schools. They are recognized and financed by the Israeli Ministry of Education, and run by a centralized Sakhneen administration. In East Jerusalem, they have been established as a response to the scarcity of resources and are perceived to be profit-oriented. Source: Ibid.
- 18 EFA Global Monitoring Report 2011. Since then, the Municipality of Jerusalem raised this figure to 1,100. Source: Ibid.
- 19 United Nations Country Team (2012), *Gaza in 2020 – A Liveable place?*
- 20 26.4% of male in-service teachers and 33.7% of female have been accredited according to the criteria of the TES. Data on teachers from Ministry of Education. March 2013. *Monitoring and Evaluation System for the Education Development Strategic Plan 2008-2012. Annual Report 2012*.
- 21 Accessibility means that the education system should not discriminate on any ground and positive steps should be taken to reach the most marginalized. It also includes physical and economic accessibility. Hyll-Larsen and Melchiorre, *op. cit.*, p21.
- 22 Ministry of Education. *Early Childhood Policy Framework (draft)*.
- 23 Based on information from Mr Omar Anbar, Director General of General Education, MoEHE, as quoted in the needs analysis of the UN/MoEHE EFA Package.
- 24 Ministry of Education (2012), *Annual Report 2012*.

- 25 Ibid
- 26 Protection and Education Cluster (2011), Protection issues affecting access to education in the West Bank.
- 27 UNICEF (2012), My Right to Education Fact Sheet.
- 28 Source MoEHE; "children out of school" indicator calculated using the PCBS 2009 population projections and enrolment figures from MoE for 2009/10.
- 29 Acceptability requires that the content of education and teaching methods should be relevant, culturally appropriate and of quality. It refers to the provision of education of good quality - inclusive and child-friendly. It also entails that the human rights of all those involved should be upheld in education. Hyll-Larsen and Melchiorre, op. cit., p. 21.
- 30 Ministry of Education (2012), Annual Report 2012.
- 31 These are respectively of 59% for Arabic (vs. 70% target), 33% for Mathematics (vs. 55%) and 47% for Science (vs. 55%). Targets set for 2013-2014. Ministry of Education (2012), Annual Report 2012.
- 32 See UNESCO and UNICEF (2013), Quality and Equity in Education in East Jerusalem.
- 33 CAAC (2011), Annual Report 2011
- 34 PCBS (2011), Press Release Main Findings of Violence survey in the Palestinian Society.
- 35 Adaptability means that education should be flexible so as to respond to the needs and abilities of students, meet the best interests of the child and adapt to different contexts and changing societies. Hyll-Larsen and Melchiorre, op. cit., p. 22.
- 36 Source for calculation: PCBS 2009 projections for enrolment figures and MOE 2009/10 enrolment data
- 37 Palestinian school leaving certificate at grade 12
- 38 Data by the Palestinian Central Bureau of Statistics.
- 39 PCBS (2011), Performance of Palestinian Economy 2010; Ministry of Tourism and Antiquities and UNESCO (2009), The Inventory of Cultural and Natural Heritage Sites of Potential Outstanding Universal Value in Palestine. www.bethlehemwhs.pna.ps/index.php?option=com_content&view=article&id=50&Itemid=59
- 40 See <http://en.rsf.org/press-freedom-index-2013,1054.html>
- 41 See http://www.irex.org/system/files/MSIMENA08_Palestinian_Terr.pdf
- 42 See UN Department of Economic and Social Affairs (2010), Women of the world, Trends and Statistics.
- 43 Ibid
- 44 Women and Men in Palestine: Issues and Statistics, 2011
- 45 See UNDAF Comprehensive Analysis, November 2012, p. 11.
- 46 See Cross-Sectoral National Gender Strategy: promoting Gender Equality and Equity (2011-2013), p.20.
- 47 Ibid, p.15.
- 48 Authored by Janet M. Powers.
- 49 The Battir Landscape Plan was awarded the Melina Mercouri International Prize for the Safeguarding and Management of Cultural Landscapes in May 2011.
- 50 Annex 1 offers a specific presentation on UNESCO's contribution to the UNDAF.
- 51 A new EDSP will be developed soon after publication of this UCPD. While it is not expected to introduce major changes in terms of priorities, the UCPD may be updated accordingly as necessary.
- 52 UNESCO's global education priorities include strengthening Member States' responsiveness to disaster risk and integrating DRR into sectoral policies, as well as focusing on education policy and planning in contexts of emergency and fragility.
- 53 As mentioned in the situation analysis, a new cross-sectoral strategy is being developed by MoWA.
- 54 Natural resources include air, land and water.



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