

Palestine National Arabic Literacy Strategy

Phase 2023 – 2026



State of Palestine
Ministry of Education

Introduction

Reading is a gateway and the key to learning. Reading fosters citizens' sense of commitment to the values of living together, and it is a means of acquiring human capital that stimulates the economy, creates job opportunities, and nurtures prosperous families.

National target

The actions adopted in Phase 1 of the strategy, organized across five pillars, work toward the longer-term target for all children to make sufficient progress in early literacy skills and to be on track to become fluent and competent readers.

The specific target of this strategy is for

Second grade students reach minimum levels of fluency when reading in classical Arabic by a percentage

30% By 2030

in comparison

16%
in 2014

This strategy is based on an objective diagnosis of the present situation in Palestine and includes strategic actions and practical solutions to improve students' reading levels.



Pillar 1. Early childhood literacy development

The first pillar relates to developing early childhood literacy through adopting measures to provide early stimulating physical and educational environments, most notably through the following strategic actions:

- Expanding children's enrollment in Kindergarten (KG)
- Increasing the number of qualified female KG teachers
- Adopting a structured pedagogy approach in which teaching steps are organized and unified among all KG 2 teachers



Pillar 2. Curriculum, instruction, and assessment

The second pillar tackles the curriculum, teaching, and assessment, and hinges on a number of strategic actions that primarily entail:

- Developing Arabic language arts standards and proficiency indicators for KG 2 to grade 6, building on the existing curriculum expectations and the evidence on best practices in teaching and learning, such as developing oral reading fluency and talking in MSA
- Providing guides to support teachers on how to enrich the curriculum
- Conducting a stock take of reading materials available and providing schools in need with reading resources
- Increasing class time devoted to high-quality reading and writing instruction



Pillar 3. Literacy for all and closing achievement gaps

The third pillar focuses on literacy for all and closing achievement gaps through a number of strategic actions mainly involving:

- Ensuring continuous communication with districts and schools
- Setting explicit and clear expectations around the need for children to meet minimum proficiencies in Arabic literacy
- Identifying schools with large proportions of children needing additional support and supporting schools to develop remediation plans
- Including clear suggestions within teachers' guides on which teaching strategies to adopt
- Determining proficiency indicators to help teachers assess and support students on a continuous basis.



Pillar 4. Educator and leadership preparation and training

The fourth pillar pertains to educator and leadership preparation and training, and is based on a number of strategic actions which primarily encompass:

- Reviewing teacher preparation programs in universities and the National Institute for Educational Training (NIET)
- Ensuring that these programs include: the science of reading, phonological awareness, vocabulary, fluency, reading comprehension strategies, writing processes, and the use of children's literature; as well as taking into account individual differences among students.



Pillar 5. Reading together: family & community engagement

The fifth pillar fosters family engagement in reading activities through a set of strategic initiatives, mainly consisting of:

- Organizing campaigns to promote reading and literacy awareness via various media outlets
- Collaborating with local governmental and nongovernmental institutions to help facilitate access to books
- Developing trainings, infographics, and guides to help parents support children's literacy development at home.



For More Information

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