

# EQUITY VS JUSTICE

## THE LEVEL OF COMMON EDUCATIONAL EQUITY VALUES OF SOCIAL STUDIES TEXTBOOKS OF UPPER BASIC STAGE

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# PALESTINIAN DECLARATION OF INDEPENDENCE (1988)

- At a time when the modern world was fashioning its new system of values, the prevailing balance of power in the local and international arenas excluded the Palestinians from the common destiny, and it was shown once more that it was **not justice** alone that turned the wheels of history.
- Despite the historical **injustice** done to the Palestinian Arab people in its displacement and in being deprived of the right to self-determination following the adoption of General Assembly resolution 181 (II) of 1947.



# PALESTINIAN DECLARATION OF INDEPENDENCE (1988)

- The State of Palestine shall be for Palestinians, wherever they may be therein to develop their national and cultural identity and therein to enjoy full equality of rights. Their religious and political beliefs and human dignity shall therein be safeguarded under a democratic parliamentary system based on freedom of opinion and the freedom to form parties, on the heed of the majority for minority rights and the respect of minorities for majority decisions, on social **justice** and equality.
  - The State of Palestine, in declaring that it is a peace-loving State committed to the principles of peaceful coexistence, shall strive, together with all other States and peoples, for the achievement of a lasting peace based on **justice** and respect for rights, under which the human potential for constructive activity may flourish, mutual competition may centre on life-sustaining innovation and there is no fear for the future, since the future bears only assurance for those who have acted justly or made amends to justice
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# EQUITY

EQUITY IN EDUCATION CAN BE DEFINED IN MANY DIFFERENT WAYS. BUILDING ON THE CONCEPTUAL FRAMEWORK DEFINED IN THE OECD REPORT *NO MORE FAILURES*, EQUITY IN EDUCATION CAN BE SEEN THROUGH TWO DIMENSIONS: FAIRNESS AND INCLUSION (FIELD, KUCZERA AND PONT, 2007).

EQUITY AS INCLUSION MEANS ENSURING THAT ALL STUDENTS REACH AT LEAST A BASIC MINIMUM LEVEL OF SKILLS. EQUITABLE EDUCATION SYSTEMS ARE FAIR AND INCLUSIVE AND SUPPORT THEIR STUDENTS TO REACH THEIR LEARNING POTENTIAL WITHOUT EITHER FORMALLY OR INFORMALLY PRE-SETTING BARRIERS OR LOWERING EXPECTATIONS. EQUITY AS FAIRNESS IMPLIES THAT PERSONAL OR SOCIO-ECONOMIC CIRCUMSTANCES, SUCH AS GENDER, ETHNIC ORIGIN OR FAMILY BACKGROUND ARE NOT OBSTACLES TO EDUCATIONAL SUCCESS.

## JUSTICE IS A CENTRAL PRINCIPLE IN PALESTINE CURRICULUM FRAMEWORK.

It is the students' right to get a high quality education that agrees with their interests and considers individual differences among them. To achieve that, educators should have high expectation for all students and provide opportunities for their learning. The students should get benefit from high quality educational resources. Educators should also focus on students with low ability level and special needs

## **FIFTH GRADE - INTRODUCTION**

**Because curriculum is an educational tool that improves the educational settings. It is the science in its concepts and rules. It is a complete plan that deals with all basis and aspects of education. It has a role in dealing with quality challenges and raising a generation that is capable of facing the knowledge requirements era without being involved in scattering around globalization looking for originality, belonging, moving toward active participation in a world that is more justice and humanistic, and living happily and comfortably in a country that all of us admire and respect.**



## **GENDER & EQUITY :**

**MALAK (GIRL) AND HER GRANDFATHER.**

**ROLE : MALAK ASKS (SHE DOESN'T KNOW) AND GRANDFATHER ANSWERS**

**HANI (BOY) AND HIS MOTHER.**

**ROLE : THE MOTHER ASKS (SHE DOESN'T KNOW) AND HANI ANSWERS.**

**ALI (BOY) AND HIS FATHER.**

**ROLE : ALI ASKS (HE DOESN'T KNOW) AND FATHER ANSWERS.**

**SAEED (BOY) AND HIS MOTHER AND FATHER.**

**ROLE : SAEED ASKS (HE DOESN'T KNOW) AND MOTHER ANSWERED ONCE BUT FATHER IS THE MAIN REFERENCE.**

**RANA (GIRL) AND HER BROTHER (SAMEER)**

**ROLE : SAMEER ASKS (HE DOESN'T KNOW) AND RANA ANSWERS.**



EQUITY : RIGHTS AND RESPONSIBILITIES (DUTIES).

EQUITY : PLACE EQUITY.





Good social relations made good citizens.

## Social relations :

any relation between a group of people, based on respect, ethics, appreciation, cooperation, **equity and justice???**

Reflect on photo

Equity?

Justice?

