

WORLD HISTORY
SECTION II
Question 1 (Document-Based Question)
Suggested reading and writing time: 60 minutes

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

1. **Using the documents provided and your knowledge of World History, analyze the relationship between politics and education in North Africa and the Middle East.**

GO ON TO THE NEXT PAGE.

Document 1

UNICEF. "Overview - UNICEF Education Data." December 2017. Accessed June 22, 2018. <https://data.unicef.org/topic/education/overview/>.



Education: Primary net attendance rate - Percentage

Prepared by the Data and Analytics Section; Division of Data, Research and Policy, UNICEF

Last update: December 2017

Regional Aggregates (2011-2016) for the Middle East and North Africa

	Total	Male	Female	Urban	Rural	Poorest	Poorer	Third	Fourth	Richest
Primary	93	94	93	96	91	86	92	95	95	97
Lower Secondary	72	72	72	77	65	60	67	73	77	87
Upper secondary	50	50	51	no data	46	35	42	50	53	72

Source: UNICEF Global databases 2017 based on MICS, DHS and other national household surveys.

Document 2

Press & Public Relations Department. "Press Statement." Turkish Ministry of National Education. December 18, 2015. Accessed June 20, 2018. <https://www.meb.gov.tr/press-statement/haber/10104/en>.

It has been known that some difficulties have been experienced in our institutions amidst the education year and we have temporarily suspended formal education in certain provinces due to various reasons [*sic*].

Due to failure in carrying out formal education activities as planned for the 2015-2016 academic year; some of our teachers have been recalled to the center in order to receive [*sic*] in service training about the measures and methods that will be used to compensate the lost period.

Issues such as extension or renewal of training of mentioned teachers, if required, will be determined by the governorships as duration of measures will vary according to the characteristics and conditions of each province.

The Ministry plans to extend academic year for 180 days in order to compensate the lost time according to the decision of the governorships. Our Ministry has been taking measures in an effort to prevent our students and teachers from all kinds of damages.

We respectfully bring this to the attention of the public.

Document 3

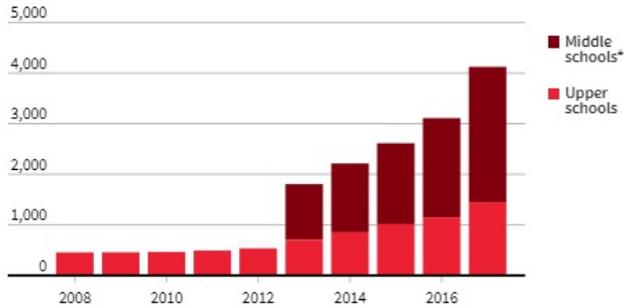
Butler, Daren. "With More Islamic Schooling, Erdogan Aims to Reshape Turkey." Reuters. January 25, 2018. Accessed June 20, 2018. <https://www.reuters.com/investigates/special-report/turkey-erdogan-education/#interactives-turkey>.

Religious education in Turkey

The number of students attending Imam Hatip schools, where religious education lessons account for around a quarter to a third of the curriculum on average, has increased sharply since 2012. The government is aiming to double its spending at religious upper schools to 6.57 billion lira (\$1.68 billion) this year, nearly a quarter of the total allocated for all state upper schools.

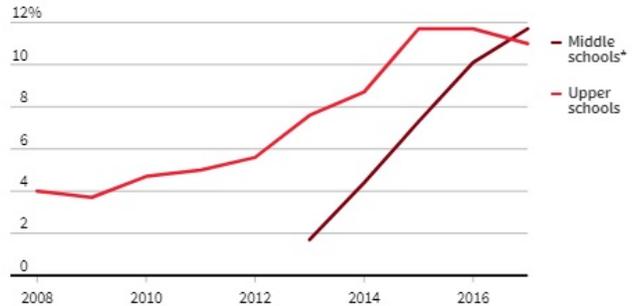
IMAM HATIP SCHOOLS

Number by school year



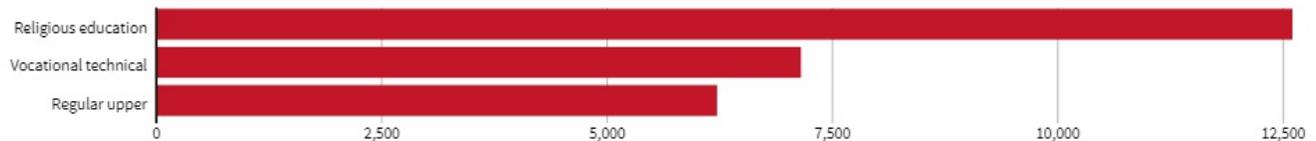
RELIGIOUS SCHOOL STUDENTS

As a percentage of all Turkish students by school year



GOVERNMENT SPENDING PER UPPER SCHOOL STUDENT

Budget plans for 2018, by type of school. Amounts in Turkish lira.



*Imam Hatip education extended in 2012 to middle schools, which are attended by pupils aged 10-14.

Note: School year from September to June with end of school year shown. Government spending per student based on 2018 budget spending by type of upper school and student numbers at formal state upper schools.

Source: Turkish Ministry of Education

By Daren Butler and Lea Desrayaud | REUTERS GRAPHICS

Document 4:

Al Abed, Mahmoud. "Jordan Allows Syrian Children with No Documents to Join Schools - Officials." Jordan Times. September 25, 2017. Accessed June 22, 2018.
<http://jordantimes.com/news/local/jordan-allows-syrian-children-no-documents-join-schools---officials>.

Prime Minister Hani Mulki has approved a recommendation by concerned officials to allow Syrian refugees who do not possess the required documents to enroll in government schools, officials have announced.

To be able to join formal education in the Kingdom, Syrians have to present a special ID card issued by the Interior Ministry indicating their status as refugees.

In exclusive remarks to Al Rai and The Jordan Times, Education Minister Omar Razzaz said that the decision is consistent with the government's policy not to leave any children without education "because we do not want anyone to lose their right to education."

...

In addition to expanding schools in Syrian refugee camps, the Ministry of Education has opened a total of 200 schools operating double shifts to offer formal education to young refugees, according to UNICEF. Catch-up education programmes are also being rolled out to reach children who have missed more than three years of schooling, for them to accelerate their learning, and enroll in the formal system, the agency has said in a report.

In Jordan, according to official figures, more than 126,000 Syrian children were receiving education in public schools last year, while 80,000 were out of school, for different reasons, including the fact that they did not have the necessary identification documents. There is no official estimate of how many children would benefit from the new policy.

According to a report by Save the Children, 35 per cent of the 4.8 million Syrian refugees in the region are of school age. Whereas before the conflict 94 per cent of Syrians attended primary or lower secondary school by June 2017, 43 per cent of Syrian refugees were out of school. "This is in fact an increase from 34 per cent in December 2016," according to the organisation.

Document 5

"Education in Iran." World Education News + Reviews. 2013. Accessed June 22, 2018.

<http://wenr.wes.org/wp-content/uploads/2017/02/WENR-0413-Country-Profile-Iran-new.png>

EDUCATION IN IRAN

QUICK FACTS

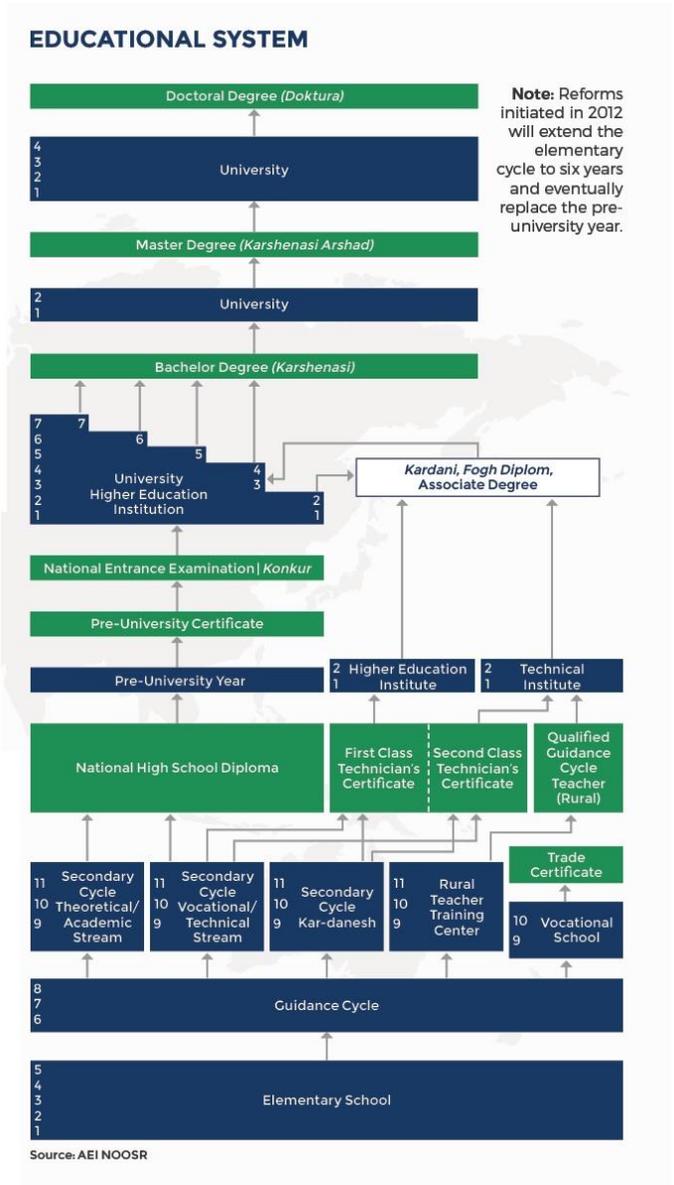
- Population:** 79,110,000 (2015, World Bank)
- Compulsory Education:** 8 years
- Language of Instruction:** Persian (Farsi)
- Academic Year:** September - June

NUMBER OF IRANIAN STUDENTS IN THE UNITED STATES

2014/2015
Total: 11,338

2015/2016
Total: 12,269

Source: IIE Open Doors Data, 2015/2016. OPT: Optional Practical Training



Document 6

Segal, Corinne. "'We Are All Humans' - Young Israelis and Palestinians Speak Out." PBS. August 29, 2014. Accessed June 22, 2018. <https://www.pbs.org/newshour/world/humans-young-israelis-palestinians-speak>.

Rockets have landed in the Tel Aviv area where Israeli sisters Einat, 15, and Adi, 13, live. Before the first attack on Tel Aviv, Adi had never heard a warning siren before.

Adi

I was really, really, really scared. I was at home. I didn't know exactly what was happening, I was just really scared.

Einat

Adi was nervous that first day. There was a siren. I let her sleep in my room because she was really nervous and I explained to her that everything was going to be okay and that the army protects us.

I was at my boyfriend's house and we had just finished a movie. It was a really sad movie, so I was crying, and then there was a siren, and we all went down to the shelter. After 10 minutes, we all got out and I went home fast. At school they tell us to get in the shelter. My mom told me that I have to go near a wall and lie on my side and cover my head.

Adi

I like to watch the news. When it started, I watched the news a lot. Before that, I did not watch the news.

Einat

It hasn't really affected my daily life, but it's on my mind. I'm not really scared because we have Iron Dome.* There's an Iron Dome really near our house, pretty close, so we hear the rocket, and we hear the *boom*. We know what's going on.

*"The Iron Dome Weapon System works to detect, assess and intercept incoming rockets, artillery and mortars." – Raytheon, Rafael Advanced Defense Systems

Document 7

"Egypt Increases Spending on Education and Improves Quality and Access." Oxford Business Group. February 11, 2016. Accessed June 23, 2018.

<https://oxfordbusinessgroup.com/overview/focus-point-increase-spending-should-support-aim-improving-quality-well-access>.

Following the 2011 revolution, which highlighted socioeconomic grievances among other things, the current [Egyptian] government has prioritised reform of the country's education sector. This includes expanding accessibility and raising quality; training teachers and raising their salaries; and boosting vocational and technical offerings. It will also entail support from the private sector, including through the use of IT and in construction and maintenance, among other things...

The country's effort to expand access to education at primary school age has come, "in many cases... at the expense of quality". The push to boost capacity has limited investment in teacher training, course curriculum and infrastructure and, according to UNICEF, has led to overcrowded classrooms and poor performance. According to a survey conducted by non-governmental organisation CARE Egypt, illiteracy rates were found to be as high as 80% in some schools.

In response, the MoE's strategic plan includes improving the learning environment in schools through teacher training and – in a departure from the tradition of rote learning – new, active learning techniques to help students develop critical thinking and problem-solving skills. A priority has been placed on reducing classroom sizes, building new classrooms, curbing double shifts for teachers and increasing the number of new hires. According to UNICEF estimates, less than 10% of schools in Egypt meet the national standards for quality education and 20% of buildings used for educational purposes are not fit for use and lack functional water and sanitation facilities.

In late 2014, the MoE noted that it had increased the number of classes by 44,000 in 2014 to ease the density of students in each class in accordance with the ministry's plan. Current primary school classroom density, according to UNICEF (2013/14), stands at 43 in rural areas and 42.7 in urban locations. A UNDP report in September 2015 found that primary school density in private schools averages 32 students per class, while the figure is 44 in public primary schools.