

Quality schools for quality teaching in Palestine

Teaching and Learning for Development

NORAD, NRC, UIO, UNESCO,

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Education



context: education in protracted conflict...



UNRWA establishment

- UN General Assembly resolution 302 (IV) of 8 December 1949
- UNRWA is a subsidiary organ of the General Assembly
- Operations began on 1 May 1950



United Nations Relief & Works Agency (UNRWA)

- UNRWA (the United Nations Relief and Works Agency for Palestine Refugees in the Near East) provides assistance, protection and advocacy for some 4.7 million registered Palestine refugees in Jordan, Lebanon, Syria and the occupied Palestinian territory, pending a solution to the situation.





mission

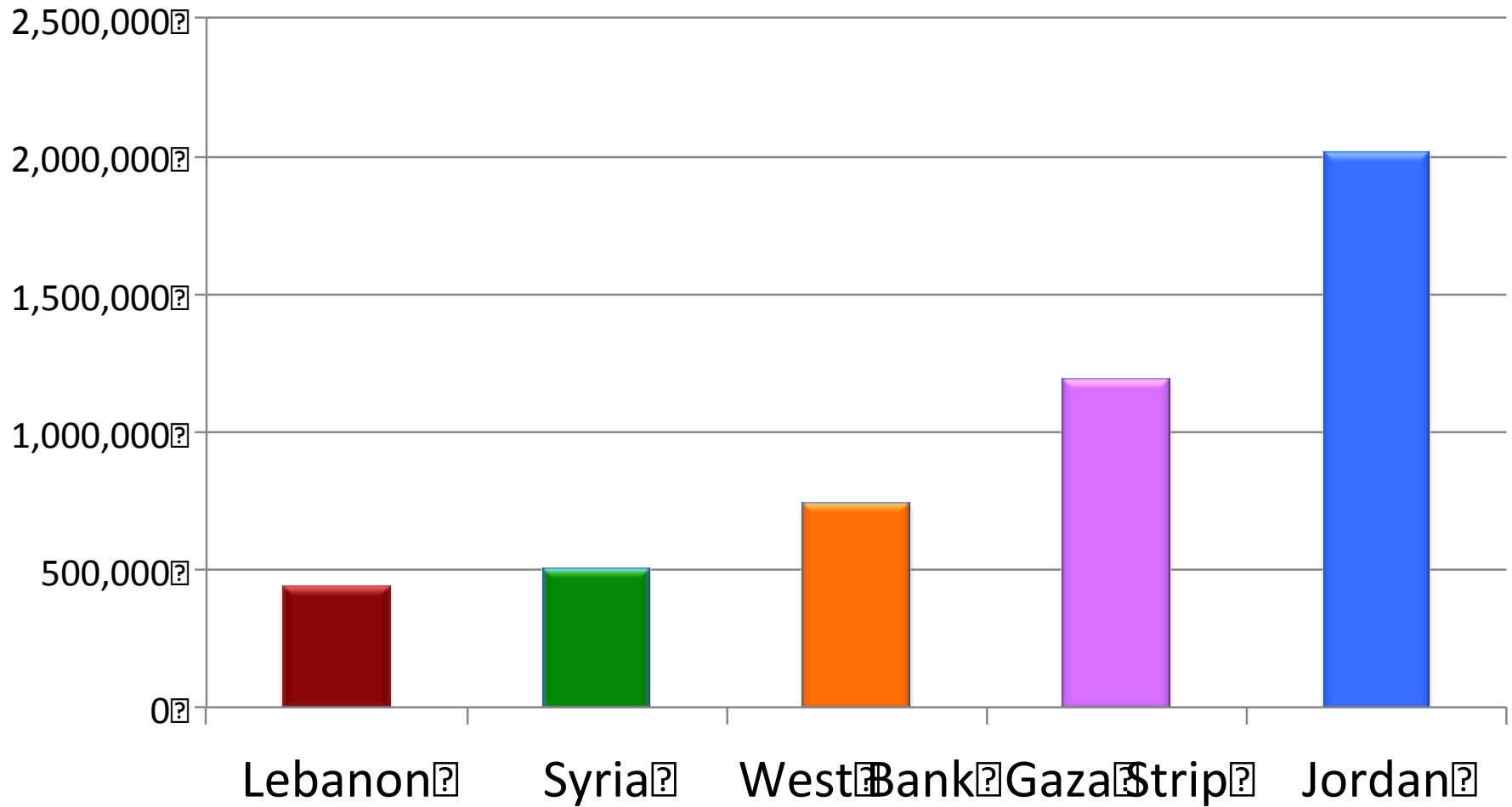
*The mission of UNRWA is to help
Palestine refugees achieve their full
potential in human development*



unrwa at a glance

- Assistance, protection, advocacy and human development
- Close to 5 million registered refugees
- Five Fields of operations: Jordan, Lebanon, Syria, Gaza and the West Bank
- 58 recognized refugee camps
- Some 33,000 staff – most of them refugees
- 701 schools
- 139 primary health-care centres

palestine refugees



education delivery

- Around 500,000 students in schools
- 703 schools
 - Elementary – Preparatory – Secondary (Lebanon)
- 9 Vocational Training Centers (6,652 places)
 - Semi Professional – Trade Courses
- 2 Educational Science Faculties
 - University Degree
- 22,000 teachers and educators (Palestinians)

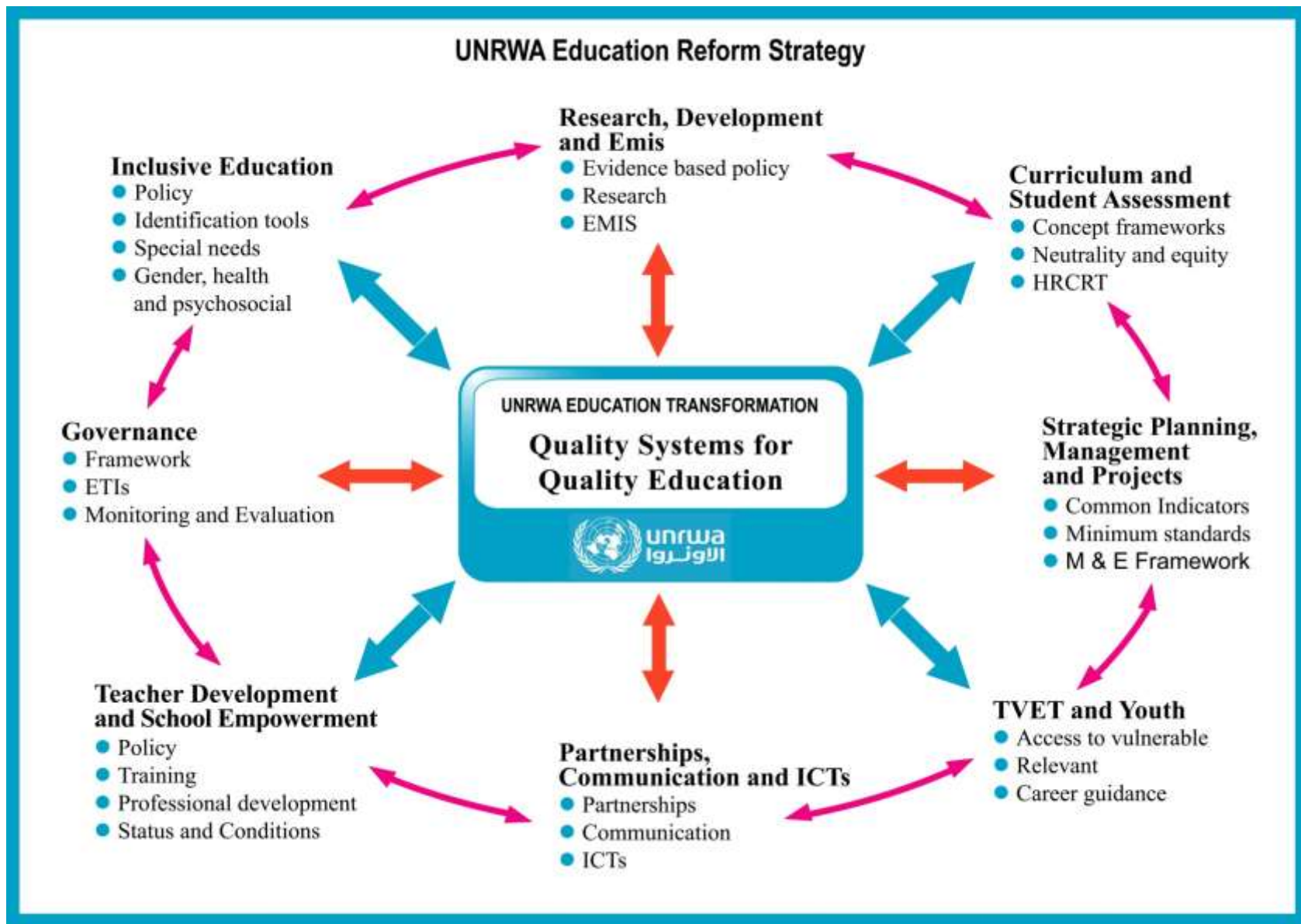


unrwa education quality: articulating the vision

To provide quality education for Palestinian refugees to achieve their full potential, individually as a member of local and global community towards active and productive participation in social, political, economic, technical, and cultural life.



education reform strategy



Teacher Professionalisation

- Teachers at the heart of quality education (EFA GMR 2005)
- Quality education is inclusive education
- Integrated support:
 - Policy
 - Organisational structures
 - Individual capacity (professional development, tools and frameworks)
 - Learning from evidence
- Emphasise school leadership and participatory forms of school governance
- Ensure regular, effective monitoring of teacher performance and accountability and support
- Create coherence between Fields (AEO, AHT, HT)

Inclusive Education

- The heart of the reform and the education programme aspirations
- Define what we mean
 - For all children, for some children, for a few children
- Determine what is possible
- Commitment as an Agency to providing it
- Support teachers in diagnosis
- Put in places systems and structures
- Develop teachers capacity in harnessing the potential of all learners

Teacher Policy

- **Professionally meaningful**
 - Clear JD and roles and responsibilities
 - Career progression
 - Support structures
 - Agency wide coherence
- **Financially feasible**
 - Limited costs through trade-offs
 - Accepting 'good enough' not ideal
 - Modality of increase
 - Phased implementation
- **Politically acceptable**
 - Different stakeholders
 - Cadres and status
 - Field specific versus agency wide
 - Timing
- **Logistically possible**
 - Phased approach and timing
 - Selection process (criteria/modalities)



professional development

School Based Teacher Development (SBTD)

- Teacher Package
 - 6 Modules
 - Handbook
 - Notebook
- Teacher Portfolio Package
- Headteacher/Education Specialist Package
 - Handbook
 - 6 Support Sessions
- 6 DVDs SBTD DVD
- Advocacy DVD and Leaflets
- Website, SMS to teachers & advocacy material
 - Welcoming SMS sent to all SBTD participants and support cadres



School Based Teacher Development (SBTD)



Leading for the Future (L4F)

Blended Leading for the Future (L4F) learning material developed, including:

- 4 learning modules
- Change Toolkit
- 2 Handbooks, for Education Specialists & Area Education Officers
- Learning log, Baseline Folder and Inserts
- Website with additional resources to enhance learning experience

L4F facilitator training from all Fields

Face to face sessions in all Fields implemented and planned:

- Preparation Events: for ES/AEO
- Engagement Event: for HT/SP
- Development Event: 4 events for HT/SP
- Impact Events forthcoming

Monitoring and Evaluation visits



Leading for the Future (L4F)



tools and frameworks

Curriculum and student assessment



Curriculum Framework

UNRWA Framework for the Analysis and Quality Implementation of the Curriculum

- A framework for evaluation
- A framework for enrichment
- Support EDCs, ES and schools in the work they already do
- Support sharing and avoid duplication

Tools include

- Planning Guidelines for Field Implementation
- School Level Analysis Tool
- Field Level Analysis Tool

Training package developed (multi media) - to ensure consistency of quality of training



Values and principles

Host country curriculum

The enhanced curriculum

Student competencies & cross-curricular themes

Human rights, conflict resolution and tolerance (HRCRT)



Human rights, conflict resolution and tolerance (HRCRT)

- Concepts of HRCRT integrated into the curriculum and as a stand-alone programme
- Students learn about their rights and the rights of others
- Common approach to teaching of HRCRT through a teacher toolkit
- In action: school parliaments

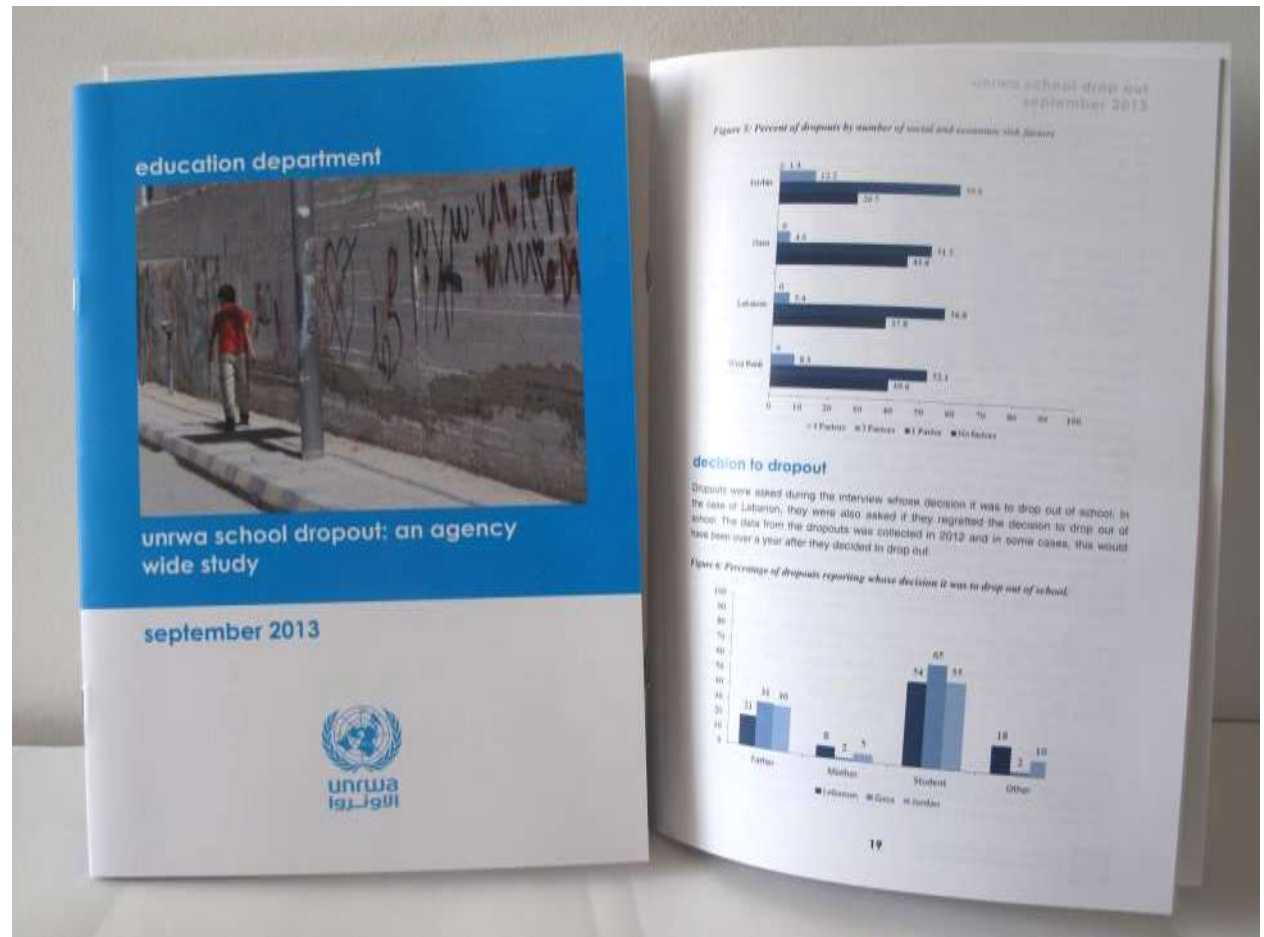
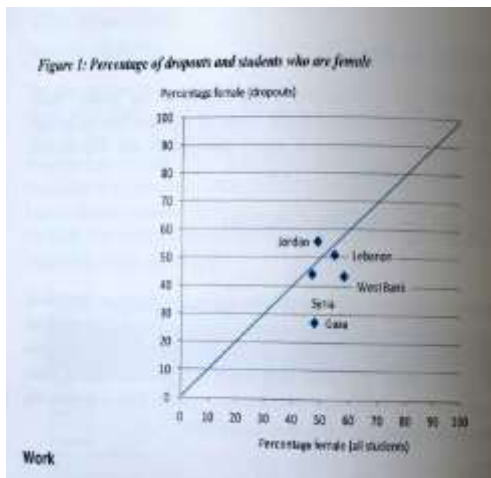
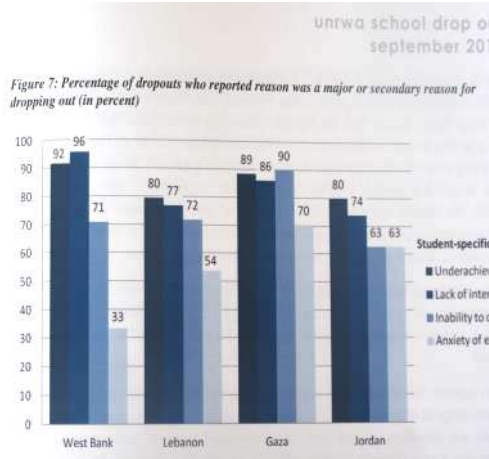
learning from evidence

Evidence

- Agency wide EMIS
 - School level data on drop out and absenteeism
- Projections – students and teachers up to 2021
- Research
 - Classroom observation
 - Drop Out
 - Leadership practices
- MLA
- Triangulating the results
- Research Briefs



School dropout study



Research Briefs



determined to learn



Overview of threats to the right to education

- **Different forms of threats:**
 - **Direct:** hostilities and conflict affecting children, installations and teachers (Syria); occupation and related military operations, including incursions (oPt).
 - **Indirect:** context/situation (blockade of the Gaza Strip).
- **Different sources of threats:**
 - State actors
 - Non-State actors
 - Private individuals

Education for Palestine refugees from Syria (PRS)

- Approximately 47,000 children are receiving emergency education inside Syria, out of the original 67,000.
- Only one third of UNRWA schools in Syria are open (39 of 118), and many schools damaged or unsafe (71).
- Two thirds of the 47,000 Palestine refugees in Syria are receiving emergency education from UNRWA in afternoon shifts at alternative locations, in emergency shelters for IDPs (9) or other safe spaces.
- In Lebanon, of 11,848 school-aged PRS children, 40% are out of school, only 25% receive regular education and 45% are enrolled in special classes for PRS.
- In Jordan, out of 2,694 school-aged PRS children, 1200 are enrolled in UNRWA schools, the rest are in government schools or are out-of-school.

Responding through quality and innovation teachers at the heart

- **Location and roles**
 - Schools, Teachers, Parents
- **Quality education**
 - Policies, strategies/frameworks, capacity
 - Inclusive education
 - Psychosocial support
 - Curriculum
 - Self learning
 - Survival skills and recreational
- **Human rights education**
 - Awareness and empowerment
- **Partnerships**
 - Hosts, UN, NGOs, Institutions, private sector



Measuring impact and reporting

At all levels

- Programmatic to strategic
- Quantitative and qualitative

Two monitoring frameworks:

- Core common indicators (27 streamlined indicators from the activity to the outcome level, focuses on core areas of the reform), reflected in the FIPs and HIPs
- Efficiency and effectiveness indicators
- Reform monitoring framework (no activity indicator, covers all areas of the reform, including support areas)

Reporting:

- Internally: Agency wide RBM reporting, Quarterly management review in the Fields; Results Review
- Externally: Reports to SG, IMDIS (NY), Harmonised donors report;

Improving data sources: Agency-wide EMIS





united nations relief and works agency
for palestine refugees in the near east

وكالة الأمم المتحدة لإغاثة وتشغيل
اللاجئين الفلسطينيين في الشرق الأدنى