

# education department



## education reform

*final report 2015*

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## About UNRWA

UNRWA is a United Nations agency established by the General Assembly in 1949 and mandated to provide assistance and protection to some 5 million registered Palestine refugees. Its mission is to help Palestine refugees in Jordan, Lebanon, Syria, West Bank and the Gaza Strip achieve their full human development potential, pending a just and lasting solution to their plight. UNRWA services encompass education, health care, relief and social services, camp infrastructure and improvement, and microfinance.

**Cover Photo:** A teacher works with her students in an UNRWA school in Arroub camp, West Bank.

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# acronyms and abbreviations

<b>ADG</b>	Assistant director-general	<b>L4F</b>	Leading for the Future
<b>AEO</b>	Area education officer	<b>MHPSS</b>	Mental health and psychosocial support
<b>BPRM</b>	Bureau of Population, Refugees, and Migration (USA)	<b>MLA</b>	Monitoring of Learning Achievement
<b>DFID</b>	Department for International Development (UK)	<b>MoU</b>	Memorandum of Understanding
<b>ED</b>	Education Department	<b>MTS</b>	Medium Term Strategy
<b>EDSWG</b>	Education Sector Working Group	<b>M&amp;E</b>	Monitoring and evaluation
<b>EiE</b>	Education in Emergencies	<b>NRC</b>	Norwegian Refugee Council
<b>EMIS</b>	Education Management Information System	<b>PA MOEHE</b>	Palestinian Authority Ministry of Education and Higher Education
<b>ES</b>	Education specialist	<b>PCG</b>	Placement and Career Guidance
<b>ESF</b>	Education Science Faculty	<b>PS</b>	Perceptual Survey
<b>ESF/WB</b>	Education Science Faculty/West Bank	<b>PSS</b>	Psychosocial support
<b>ERP</b>	Enterprise Resource Planning	<b>QA</b>	Quality assurance
<b>ERS</b>	Education Reform Strategy	<b>SBTD</b>	School-Based Teacher Development
<b>ETI</b>	Education Technical Instruction	<b>SDC</b>	Swiss Development Cooperation
<b>FESA/J</b>	Faculty of Educational Sciences and Arts/Jordan	<b>SFO</b>	Syria Field Office
<b>GFO</b>	Gaza Field Office	<b>SP</b>	School principal
<b>GIZ</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (German Society for International Cooperation)	<b>SSD</b>	Safety and Security Division (UNRWA)
<b>HQ</b>	Headquarters	<b>TVET</b>	Technical and vocational education and training
<b>HRCRT</b>	Human Rights, Conflict Resolution and Tolerance	<b>UNICEF</b>	United Nations Children's Fund
<b>ICT</b>	Information and communication technology	<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>IMG</b>	Implementation Management Group	<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>INEE</b>	Inter-Agency Network for Education in Emergencies	<b>UNRWA</b>	United Nations Relief and Works Agency for Palestine Refugees in the Near East
<b>ISD</b>	Information Systems Division (UNRWA)	<b>VTC</b>	Vocational Training Centre
<b>JFO</b>	Jordan Field Office	<b>WBFO</b>	West Bank Field Office
<b>LFO</b>	Lebanon Field Office		

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# executive summary

This is the final report of UNRWA Education Reform (2011-2015), as although work must continue to embed, sustain and build upon its achievements in the Medium Term Strategy (MTS) period, the funded implementation period of the Reform ended in December 2015. The Education Reform Strategy (ERS) was designed to bring about transformational change to classroom practices and thus improve children's learning outcomes through the adoption of a systemic and interrelated approach. It was formally endorsed by the UNRWA Senior Management and the UNRWA Advisory Committee in 2011.

Over the past four years, the Reform has been vehicle for change at three key levels – policy level, strategy or structural level, and individual capacity development level – and in eight interrelated programmatic areas, addressing teachers, curriculum, student assessment, student inclusion and well-being. All levels were underpinned by strengthened planning, monitoring and evaluation, and measurement of impact. This systemic approach reflects global evidence that educational reform cannot be achieved by concentrating on one element only, as articulated in the call to “strengthen education systems” (World Bank, 2010) and to “promote education in a holistic manner” (BMZ, 2010).

There have been numerous achievements of the Reform, from the clearly articulated strategic direction, through the Agency-wide policies – Teacher, HRCRT, and Inclusive Education (IE) – to the strategies that guide the policy implementation – HRCRT, IE, the Common Monitoring Framework, Research Strategy, the Curriculum Framework, and the TVET Strategy. Within this clearly articulated direction there has been much achieved with regard to the strengthening of the capacity of teachers, school principals and other education cadre, to better enable them to deliver quality education; this has been through key professional development programmes, e.g. School Based Teacher Development (SBTD) programmes I and II, Leading for the Future (L4F) and Core Knowledge, and Skills and Competences for Strategic Support Staff.

The ultimate test of the effectiveness of the Reform design and implementation is, of course, education-system-level change where students drop out less frequently, do not repeat grades and their learning outcomes improve; this leads to a more efficient and effective system. The key indicators of an efficient and effective system are: student dropout; student survival; co-efficient of internal efficiency; and student achievement. This 2015 Reform progress report shows that across all fields there have been gains in these areas, with:

- Student survival rates at the highest they have been in the last five years in the basic education cycle (93.5 per cent for boys against the target of 91.8 per cent and

95.5 per cent for girls against a target of 95.5 per cent).

- Cumulative dropout rates for elementary boys and girls and preparatory boys are at their lowest rate in the last five years, with a slight decrease in the preparatory girls' rate, despite a small increase in Jordan since the last reporting period. Overall, the rate still remains lower for girls than since the beginning of the Reform. Agency-wide dropout for elementary boys is 1.95 per cent and the 2015 Reform target was 2.4 per cent; for elementary girls, the dropout rate is 0.96 per cent against the Agency target of 1.4 per cent. For preparatory boys Agency-wide, the dropout rate is 3.55 per cent against a target of 5.5 per cent, and for preparatory girls, it is 2.92 per cent against a target of 3 per cent.
- The coefficient of internal efficiency is at its highest since the Reform began (0.91). This means that the UNRWA education system has become more efficient with more students graduating on time; this exceeds the reform target of 0.90.

With regards to the achievement of students, the Monitoring and Learning Achievement (MLA) of 2013 showed an increase in student mean score, but most crucially as part of the Reform, the MLA has become a means of providing far greater insight into how the UNRWA education system is impacting on its students' learning outcomes. The design of the MLA test and the way in which it is subsequently analyzed now generate information about student performance levels, i.e. in relation to the expected performance at the tested grade levels; about student learning skills and competences, i.e. if they are able to reason and apply knowledge or if their competencies are limited to knowledge recall; and about the way in which a subject is taught with regard to its content domains, for example grammar and dictation content domains in Arabic and geometry, numbers and operations content domains in math. The findings of the 2013 MLA were disseminated to all fields with each school receiving a 'School Sheet' which detailed its own students' performance in these key areas. Baselines and target indicators have also been generated from the 2013 MLA and the 2016 MLA, which will be implemented in all fields, including Syria, which was not included in 2013 due to the conflict, and will give a very clear indication of how UNRWA is supporting its students with regards to quality, equity and inclusiveness of the education provision.

There has been recognition of the quality and innovativeness of the UNRWA Education Reform in the host countries, the region and even at a global level among key education stakeholders, in relation to the design, development and operationalization of the process and the modalities of its teacher training programmes. From the outset, the active engagement of educationalists from all fields, and



colleagues from other programmes and departments, led to high-quality products, wide ownership and enhanced capacity. At the programmatic level, the multimedia, blended learning approach, adopted for the flagship training programmes, enabled teachers, school principals and education support cadre to learn as they worked, i.e. in situ, trying out new ideas on a day-to-day basis. Similarly, the Toolkits developed to support teachers in the classroom in delivering human rights education, to identify and address the special needs of their pupils, and to review the textbook they were about to use in the lesson – to see if it supports the development of student competencies and is in line with UN values – have been widely showcased for their innovative approach.

What was perhaps unexpected was the way in which the Reform would help those educationalists impacted by the Syria crisis better respond to the evolving needs. When the crisis began the Syria education team continued determinedly to implement the Reform, likely due more to a need for a level of normalcy and to not be left behind, rather than as a means to help mitigate the impact of the crisis. However, the process of undertaking the programmes and of implementing the policies and strategies empowered the teachers, school principals and education cadre – as individuals and as a community. This provided a strong foundation for the schools to better respond to the needs of the students impacted by the emergency, by changing their classroom and school practices to being more inclusive and child-friendly and by engaging with each other, and with parents, to meet the new challenges together. In this way the system, most specifically in Syria but also in Lebanon, was better able to embrace the (project-funded) innovative UNRWA Education in Emergencies (EiE) interventions.

The additional costs of the reform, i.e. over and above the salaries of key staff, are detailed in the full report. The reform was mainly funded by the Swiss Development Cooperation (SDC) project, 'Implementation of UNRWA's Education Reform Strategy', which was finalized in December 2015 with all funds having been spent. The French Government provided funding specifically for the Agency-wide Education Management Information System (EMIS) and, although progress here was impacted by a number of factors, with the funding extended to October 2016, the project will go-live in all fields in September 2016. There was also key support from Irish Aid in the early phase

of the Reform, namely for the development of the research strategy and then the subsequent Agency-wide research into classroom practices and reasons for student dropout.

The ongoing support of the United States Bureau of Population, Refugees, and Migration (BPRM) (USA) for Human Rights, Conflict Resolution and Tolerance (HRCRT) education has enabled the HQ Education Department to strengthen the existing programme – in line with the overall Education Reform, through the development and implementation of an HRCRT Policy, Strategy and Teacher Toolkit, as well as specific support to strengthening School Parliaments – with a culture of human rights, non-violent conflict resolution and tolerance now firmly in place in UNRWA schools. There has also been support to Inclusive Education, and since 2014 support from GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit) to strengthen psychosocial support provided to children. Funds were also received from Diakonia/NAD (and NGO) for inclusive education advocacy and awareness-raising activities.

The Reform has led to a rethinking of the way education is delivered in UNRWA schools. Not only has it changed the discourse and practices of the educationalists and built capacity at all levels across the Agency, but it also served as a model of reform and helped to better articulate the roles and responsibilities of the Headquarter and Field staff in line with the UNRWA Operational Development (OD) process of 2008. However, the Reform cannot be said to be over. Programmes that were developed in 2015, using the remaining funds of the SDC project (SBTD II for teachers of Arabic, English, Maths and Science and the training package of the new Field-level strategic support staff) still have to be fully implemented, as do a number of policies and frameworks. But crucially, it is the principles and practices of the reform that must be sustained, embedded and enriched over the 2016-2021 MTS period. There are already concerns that the austerity measures of 2015, which led to larger class sizes and impacted negatively on educationalists, will take their toll and that this will be reflected in the performance of the 2015/16 school year.

The Reform was ambitious and has not always been easy to implement, due to impatience for change at some levels and resistance at others, but nothing like it has been undertaken in the region, and the value of the lessons learned in the process go well beyond UNRWA.

# background

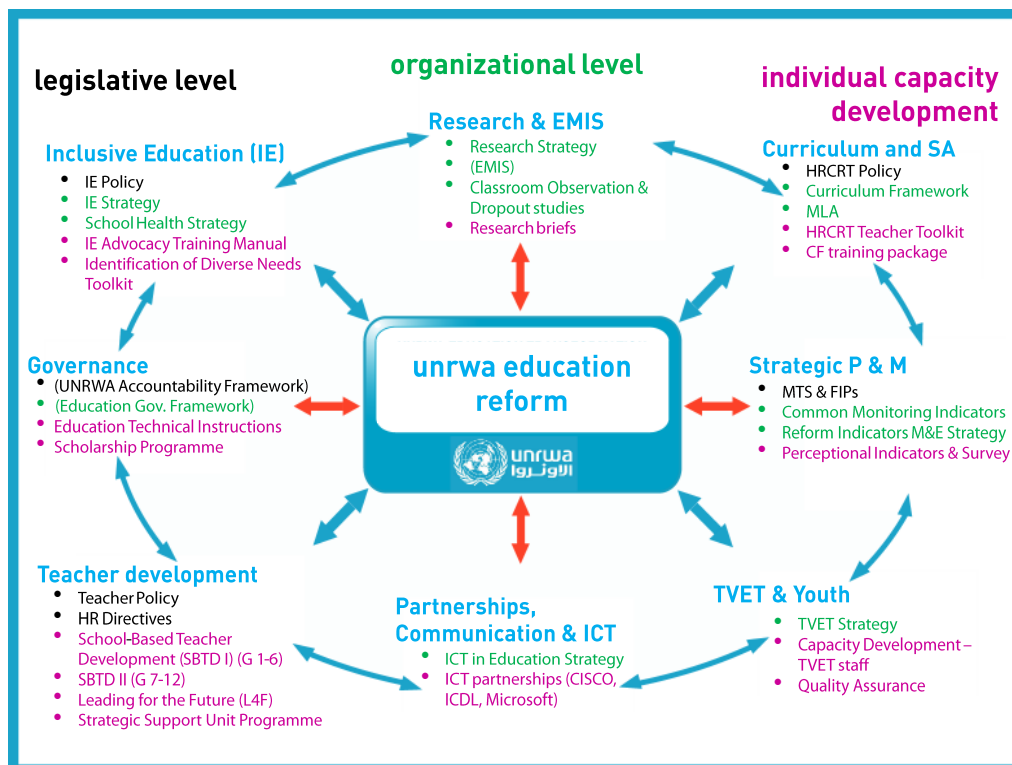
UNRWA operates 692<sup>1</sup> elementary and preparatory schools across its five fields of operations, as well as eight secondary schools in Lebanon, providing free basic education for around half a million Palestine refugee children. In addition, vocational training and higher education is provided at eight vocational training centres (VTCs) for 7,000 Palestine refugees in all fields, and for 2,100 students in two educational science faculties (ESFs) teacher training institutes in the West Bank and Jordan. Literacy rates among Palestine refugees compare well with regional and global levels. Additionally, gender equity in enrolment has been achieved since the 1960s.

In order to ensure that UNRWA continues to provide quality education, a comprehensive evaluation of the education programme was undertaken in 2009 as part of the Organizational Development process. This evaluation identified strengths and weaknesses in the education system, highlighted the lack of policies and frameworks, and emphasized the role of the Department of Education with regard to the provision of evidence-based strategic policies and direction for the UNRWA education programme. It also cited the fragmented and an ad-hoc provision of teacher professional development programmes and stressed the

importance of inclusive education approaches that would identify and address the needs of all children.

In order to address the evaluation findings and meet the new demands of the twenty-first century, the Department of Education led the process of developing an Education Reform Strategy (ERS). Representatives of all fields and departments of the Agency and external stakeholders were engaged throughout the process. The ERS was formally launched on World Teachers Day in October 2011. Due to union concerns, there was a delay of one calendar year in the rolling out of some of the flagship programmes, but work continued on the development of material, pre-testing and overall planning with the field education teams.

The ERS seeks to change classroom practices with the goal of enhanced student learning outcomes. To achieve this, and in line with global and regional research on educational reform, it lays out a systemic approach to change. It addresses three key levels: the legislative or policy level, the organizational or framework level, and the capacity development level, in eight inter-connected programmatic areas (see diagram below).



**Reform Vision:** An UNRWA education system that develops the full potential of Palestine refugees to enable them to be confident, innovative, questioning, thoughtful, tolerant and open-minded; upholding human values and religious tolerance; proud of their Palestinian identity; and contributing positively to the development of their society and the global community.

<sup>1</sup> In Syria, 74 schools are unusable due to the ongoing conflict and 55 alternative schools provided by the government are used in afternoon shifts.



# progress

Over the past four years, the Reform has been vehicle for change in the quality of the delivery of education to 500,000 children and their learning outcomes. This has been through its coherent and systemic design, which seeks to ensure that real change takes place and is sustained. Most specifically, the reform was designed and implemented to operate at three key levels – the policy or legislative level, the organizational or framework level and at the individual (and cadre) capacity development level – and in eight interrelated programmatic areas: teacher development and school empowerment; curriculum and student assessment; inclusive education; technical and vocational education and training and youth; administration and governance; strategic planning; research and development; and partnerships, communication and information technology.

## Teachers

The approach to teacher development was in itself holistic and coherent, moving beyond the usual focus of professional development and teacher training – albeit a key feature of the reform – to address issues of policy, including organisational structures and career progression. This broader focus reflects global evidence on the relatively low impact of a sole emphasis on teacher training, particularly delivered through the cascade approach and what is known about how teachers 'learn' best.

The Teacher Policy, which was endorsed by the Management in November 2013, further professionalises the 22,000-strong education work force. Through the Policy, career progression opportunities for teachers have been extended; now, a teacher with ten years' experience at the grade 10 level (i.e. fully qualified status), good performance

appraisal, and who has successfully completed the School Based Teacher Development (SBTD) programme will move to grade 11. The prior anomalies of the grading of school principals (or head teachers) and their deputies across the five fields was addressed – an upgrade of school principals and deputies had taken place in Gaza and the West Bank, but not in other fields, and this had led to disparities within the education programme structure in the field, between fields and in relation to other programmes. A new layer of the field-based teacher professional support structure was added – the Strategic Support Units – whose work will help ensure that support to education in the field is evidence-based and effectively operationalized.

Within this overall approach to teacher development, specific training and professional development programmes are more likely to have an impact and even more so if the modality of the training reflects what is known about effective learning in the classroom and crucially how teachers themselves 'learn'. Here, the flagship teacher and head teacher development programmes – School Based Teacher Development Programme: Transforming Classroom Practices (SBTD 1 and 2) and Leading for the Future (L4F) – use a multimedia, blended learning and self-study (over a period of at least six months) approach to enable teachers to try out new approaches in the classroom and school and reflect upon their impact, individually and with colleagues. The School Based Teacher Development (SBTD) 1 programme targeted teachers of children from grades 1 to 6 and in all subjects. It was rolled out in the fields in three cohorts and achievements are as in the table below, with a total of 8,205 teachers successfully completing the course and 2,348 currently undertaking it.

## Teachers Participating in SBTD

Fields	Cohort 1		Cohort 2		Cohort 3		Total Graduated
	Enrolled	Graduated	Enrolled	Graduated	Enrolled	Graduated	
<b>Jordan</b>	839	802	963	943	327		1,745
<b>Syria</b>	528	515	585	483	118		998
<b>Lebanon</b>	131	126	587	543	44		669
<b>WB</b>	516	501	976	976	-	-	1,477
<b>Gaza</b>	964	962	2,452	2,354	1,917		3,316
<b>Totals</b>	<b>2,978</b>	<b>2,906</b>	<b>5,563</b>	<b>5,299</b>	<b>2,348</b>	<b>Not yet</b>	<b>8,205</b>

In addition to teacher training, the capacity of the support cadres, education specialists and school principals was also developed with training and material (Handbooks)

provided to better enable them to effectively support and evaluate the teachers who were undertaking the programme (see table below).

### Support Cadre Trained to Support SBTD

Field	Education Specialists	School Principals
<b>Lebanon</b>	32	54
<b>WB</b>	28	91
<b>Gaza</b>	65	209
<b>Syria</b>	32	118
<b>Jordan</b>	65	173
<b>Totals</b>	<b>222</b>	<b>645</b>

Another flagship professional development programme, which is part of the Reform, is the Leading for the Future (L4F) programme for school principals. This programme is cutting edge, again using a multimedia and self-study approach with online links to further engage the school

principals in reflecting on their own leadership and learning new approaches. The achievements to date in this programme are as below, with a total of 517 school principals and 212 deputy school principals successfully completing the programme to date.

### School Principals and Deputy School Principals Participating in Leading for the Future

Fields	Cohort 1				Cohort 2				Cohort 3				Total Enrolled		Total Graduated	
	Enrolled		Graduated		Enrolled		Graduated		Enrolled		Graduated					
	SP	DSP	SP	DSP	SP	DSP	SP	DSP	SP	DSP	SP	DSP	SP	DSP	SP	DSP
<b>Jordan</b>	173	133	162	123	0	0	0	0	0	0	0	0	173	133	162	123
<b>Syria</b>	65	30	61	30	31	0							96	30	61	30
<b>Lebanon</b>	48	27	48	26	18	8	18	8					66	35	66	34
<b>WB</b>	65	17	64	17	29	8	29	8	0	0	0	0	94	25	93	25
<b>Gaza</b>	41	0	41	0	94	0	94	0	120	0			255	0	135	0
<b>Totals</b>	<b>392</b>	<b>207</b>	<b>376</b>	<b>196</b>	<b>172</b>	<b>16</b>	<b>141</b>	<b>16</b>	<b>120</b>				<b>684</b>	<b>223</b>	<b>517</b>	<b>212</b>

### Support Cadre Trained to Support Leading for the Future

Field	Education Specialists	Area Education Officers and H/EDCs
<b>Lebanon</b>	32	6
<b>WB</b>	28	3
<b>Gaza</b>	65	7
<b>Syria</b>	32	6
<b>Jordan</b>	65	5
<b>Totals</b>	<b>222</b>	<b>27</b>

As highlighted above, the Teacher Policy introduced a new layer of support to teaching and learning to the field structure and here, what is key, is how this new layer and the education specialists will work together to strengthen the support given to schools and to enhance students' learning outcomes. The three new Strategic Support Units – the Quality Assurance Unit (QAU), the Assessment Unit (AU), and the Professional Development and Curriculum Unit (PDCU) – are staffed with coordinators and unit heads. With the establishment of the new units, there is also a reduction of the number of education specialists to offset some of the additional costs that the new units may incur. The process of the establishment of the new units was impacted by the financial measures of 2015, with Jordan Field only finalising its recruitment in 2016 and the West Bank yet to complete it. Where a field had moved ahead earlier – Lebanon and Syria – in late 2014, they were not able to replace the education specialists who were successful in their application to the new post. This meant that in 2015 into 2016 there have been variations in the professional support structures across the fields, as follows:

- Gaza: Full structure since February 2015
- Syria: New units, no education specialists since January 2015
- Lebanon: New units, no education specialists since December 2014
- Jordan: Education units in place since summer 2015 and some education specialists
- West Bank: Some education specialists and some unit staff in place since 2015

It is hoped that the full field professional support structure, as envisaged in the Policy, will be in place soon, as the structure was designed to function as a whole, i.e. in order to impact positively on student learning outcomes.

Despite these anomalies, the Education Department (ED) at HQ Amman (HQA) moved forward on ensuring capacity development for the newly established Unit staff. An induction workshop was held in each field and a programme has been developed; this comprises a comprehensive Competency Framework and a Core Module – again using a self-study approach with text and online links to further enhance learning. Materials were shipped to all fields in February 2016, and by the end of 2016, all 180 participants, which is the estimated number of new Unit cadre, will be graduated from the programme in the five fields. The ED at HQA will provide ongoing support for the implementation and monitoring of the programme in the five fields.

## Inclusive Education

At the heart of the Reform is inclusive education, that is an education which addresses the needs of all children and realises their potential, whatever their socioeconomic

status; gender; or intellectual, physical, and psychosocial strengths or challenges. The principles and practices of inclusive education are reflected in all of the Reform's policies, strategies and training, but are explicitly addressed in the specific policies on inclusive education and human rights education and in various teacher programmes and tools. In the first stage of implementation, the emphasis was on reaching a common understanding as to what inclusive education actually means and capturing this in the Policy document and advocacy material. Subsequently, an Advocacy Package was developed and used as the basis for awareness-raising across the fields.

The second stage was to equip the teachers with the means to identify and support children with special needs. Here a Teacher Toolkit was produced, which addresses the different kinds of disabilities: physical impairments, intellectual impairments, visual impairments and sight problems; hearing impairments; and speech, language and communication impairments. The Toolkit includes 19 tools, each related to a specific area of student need, for example with regards to literacy, numeracy, reading, behaviour, health issues and disabilities. To date 9,500 Toolkits have been printed and disseminated to the fields, and an additional 2,500 are currently being printed. Advocacy and training workshops and sessions specifically for training on the 'Teacher's Toolkit for Identifying and Responding to the Diverse Needs of Students' have been held in all fields since the beginning of the Reform and will continue during 2016. To date, over 2,000 education staff have been trained on the Toolkit and over 1,000 have participated in awareness and advocacy training.

A specific dimension of identifying and addressing student needs is with regard to the provision of psychosocial support. Although, as the 'PSS Framework for UNRWA Schools' emphasises, all schools should promote the psychosocial well-being of all children, and there is a need to be able to address the needs of children who need specific support; this may be due to their own home, family or individual context, but also due to the impact of the environment they live in, such as the Syria conflict, the Gaza conflicts, and the ongoing turbulence of the West Bank. The Education Psychosocial Support (PSS) Framework was finalized in 2015 and is in line with the Agency-sector-wide Mental Health PSS Framework. Workshops of staff from all fields, to raise awareness of the Education Framework and to build capacity in its implementation, will be held in first quarter of 2016.

Another dimension of the inclusive approach is school health, and here, working with the Health Department and colleagues from all fields, education led on the development of a School Health Strategy. To date over 400 staff, including education cadre, health tutors and medical officers, have been trained on the application of this Strategy.

## Curriculum

Although the Reform policies, strategies and teacher professional development programmes focus on innovative and new ways to organise the learning within the classroom, the curriculum itself can hinder the teacher putting these approaches into practice. The work on the Curriculum Framework for the Analysis and Quality Implementation of the Curriculum is intended to directly help teachers use the host curriculum in a way that promotes the same type of learning emphasized throughout the Reform policies, strategies and professional development programmes. The Framework facilitates the analysis of textbooks with regard to key competencies, such as those of critical and creative thinking, communication and collaboration. It also helps ensure that the curriculum delivered in UNRWA schools reflects UN values and is free from bias and stereotypes.

The Framework was completed in 2013, with the engagement of all UNRWA Fields and the technical support of international curriculum experts from the UNESCO International Bureau of Education (IBE). It includes both field- and school-level analysis tools, and fields have to report on the number of textbooks reviewed annually, as a key indicator in the Agency Common Monitoring Framework. A total of 20,730 Curriculum Frameworks were distributed across the five fields and 5,185 staff have been trained in its use. With the establishment of the new units, one of which focuses on curriculum, a field-level structure to ensure a systematic and meaningful review of textbooks has been designed and training provided to support its effectiveness.

## Textbook Review

Textbooks	Lebanon	Syria	Jordan	Gaza	West Bank	Total
# of textbooks used in UNRWA schools	204	130	187	143	143	664*
# of analyzed textbooks	33	68	79	0	60	240

\*The West Bank Field Office and Gaza Field Office share the same textbooks, and the total number of textbooks reflects this.

## Student Assessment

The improvement of student assessment is another dimension of the Reform, with regard to both 'summative' assessment – that is the assessment, most usually through tests and exams, at the end of a learning period – and 'formative' assessment, which is the ongoing, day-to-day assessment by the teacher of a student's performance. Within the Reform's professional development programmes, 'formative' assessment is addressed explicitly in both the School Based Teacher Development and the Leading for the Future programmes. For summative assessment, there has been much work to improve the bi/triannual Monitoring and Learning Achievement (MLA) test, which is carried out in all fields for grade 4 and 8 students in Maths and Arabic (67,000 students in 2013). To this effect, the 2013 MLA was designed and analyzed – with the engagement of all fields – in a way that would provide far greater insight into the learning of UNRWA students.

The MLA results are no longer given as 'mean score', which in itself could be said to be meaningless with regard to issues of equity and cognitive skill development. Rather analysis of students' achievement is with regard to 'performance levels' – two levels which are 'at and above' what a student in that specific grade should achieve and two levels which are 'below' what a student in that specific grade should achieve. In addition, the MLA analysis generates data on the 'cognitive' and 'content' domains of the students' learning

– this provides insight into the nature of the teaching and learning process, i.e. whether the learning focuses on rote learning and memorisation or whether children are asked to 'reason' and 'apply' their knowledge. The ability of the children to think critically is also assessed through questions that require 'higher-order thinking skills' in answering. The analysis of the 2013 MLA has generated baselines and enabled Agency-wide and field-specific targets with regard to 'performance levels' and 'higher-order thinking skills'; this new focus should positively impact the nature of the teaching and learning in the UNRWA classrooms.

## Human Rights

UNRWA has been delivering Human Rights, Conflict Resolution and Tolerance (HRCRT) education in its schools since 2000. In line with the Education Reform, UNRWA reviewed its HRCRT Programme between 2010 and 2012. The main recommendation of this review process was the need to update and harmonize the HRCRT Programme across all fields. In 2012, as part of the Agency's Education Reform, an HRCRT Policy was developed to strengthen the delivery of HRCRT education in all its schools. This was followed by a Strategy and a practical HRCRT Toolkit for teachers and school management, which facilitated a consistent delivery of HRCRT in all schools in line with international best practices and most effective approaches to HRCRT education.

From 2013 to 2016, with BPRM's support, a three-phase approach was adopted to ensure the successful implementation of the Policy and the Toolkit at the school level:

1. Phase One (July 2013-June 2014) launched the 'implementation phase' with the development of a training strategy and subsequent teacher training on the HRCRT Toolkit;
2. Phase Two (July 2014-June 2015) addressed the rollout of the Toolkit in all schools;
3. Phase Three (July 2015-June 2016) ensured top-up trainings on the Toolkit for all teachers and put in place stronger systems for the overall quality assurance and sustainability of the Programme.

School Parliament activities were also strengthened through the new tools and guidelines that were developed, which empowered them to apply the HRCRT competencies and promote democratic values in their schools and in the wider community.

## Monitoring, Evaluation and Measuring Impact

The Reform also led to a strengthening of the monitoring and evaluation of the education programme as a whole. There are two key strands to the strengthened monitoring and evaluation system – one is the development of an Agency-wide EMIS system, the other is the undertaking and wide dissemination of Agency-wide studies.

First and foremost, as part of the Reform, there was much emphasis by the ED at HQA on ensuring that universal education indicators were adopted and applied consistency across all fields, i.e. in order to measure the performance of the education programme. Prior to this, there was a limited number of common indicators, and here their definition often varied, with none necessarily in line with universal definitions. There were also, as highlighted in the Research Report, too many indicators, with most of these being field-specific and not SMART, i.e. specific, measurable, attainable, relevant, and time-bound. To address this, Universal education indicators were adopted in 2011, with ongoing support provided to fields by HQA towards their effective use – the Agency-wide EMIS will further consolidate the application of universal and common indicators at all levels.

In 2011, the EMIS specification for an Agency-wide EMIS was developed through an Agency-wide inclusive process, led by HQ Education and the Programme Coordination and Support Unit. However, there were initially technical and infrastructure capacity constraints, and this led in 2012 to a review (ED working with the HQ Information Services Division or ISD and the fields) of the project execution model. Subsequent to this review, the Gaza Field Office was vested with taking a lead role, working with HQA, on the development and deployment of the EMIS. The lead

role of GFO recognized the competencies in that field with regard to information and communication technology (ICT), as well as an Agency priority of creating livelihood opportunities for the Palestine refugees in Gaza. Although the conflict in Gaza in the summer of 2014 subsequently impacted on the progress of the project, substantive progress was made in 2015 and the system will be fully operational in all fields for the 2016/17 school year.

The other dimension of the Reform-led strengthening of the monitoring and evaluation of the education programme was the Agency-wide research studies. These focused on key issues that impact on the performance of individual students and on the education system as a whole, such as: why children drop out; what actually happens in the classroom and what this means for children's learning and their overall well-being; and what key stakeholders – namely, children, parents, teachers, and education support staff – think about the UNRWA education programme

The findings of these studies have been 'triangulated' with other data and with students' achievement in the MLA. This has enabled a consideration of what these factors tell us about the impact of the UNRWA teaching and learning approaches on students' achievement, their overall well-being, and on the efficiency and effectiveness of the system as a whole. The research findings have been captured in user-friendly 'Briefs' which summarise key findings and their implications at both an Agency and field-specific level. Sessions with educationalists on these findings have also been carried out in all fields.

The studies have also enabled the Department of Education to develop baselines and indicators for the MTS Common Monitoring Framework, which will enable the measurement of progress in the key areas of classroom practices and prevalence of human rights and inclusive education culture.

## Governance and ICT

The areas of Governance and ICT have seen slower progress than the other areas of focus; this was mainly due to the need to ensure coherence with existing, and emerging, Agency-wide policies and frameworks. For example, although the ICT in Education Strategy was finalized in April 2015, its endorsement was not possible until the establishment of the Agency-wide ICT Governance Board and the latter's new structures were in place. Similarly, the Education Governance Framework was identified at the onset of the Reform as a means to set out clearly, in one place, the parameters and accountability for the governance of the education system. It has been challenging to finalise the Framework in two respects: firstly, that the overarching Agency-wide regulatory framework is complex and evolving, and secondly, the existing Education Technical Instructions (ETIs) include aspects that go beyond the responsibility of education – finance, human resources, safety and security, and programmatically, for example



with regard to relief and social services (RSS) and Health. Agency-wide reform in 2015 and 2016 has also led to a focus on specific ETIs – for instance school canteens and TVET-related ETIs – and the outcomes of this process, and its implications for other ETIs, will now need to be taken into account.

## Education in Emergencies

The Syria crisis, which began in 2011, has impacted on the education programme in three fields – most specifically Syria, but also in Lebanon and, to a lesser extent, Jordan. What was perhaps unexpected was the way in which the Reform would help educationalists impacted by the Syria crisis to better respond to the evolving needs. When the crisis began, the Syria education team continued determinedly to implement the Reform, likely due more to a need for a level of normalcy and to not be left behind, rather than as a means to help mitigate the impact of the crisis. However, the process of undertaking the programmes and of implementing the policies and strategies empowered the teachers, school principals and education cadre – as individuals and as a community. This provided a strong foundation for the schools to better respond to the needs of the students impacted by the emergency, by changing their classroom and school practices to be more inclusive and child-friendly and by engaging with each other, and with parents, to meet the new challenges together. In this way, the system, most specifically in Syria but also in Lebanon, was better able to embrace the (project-

funded) innovative UNRWA Education in Emergencies (EiE) interventions, a discussion of which goes beyond the remit of this report.

The conflict in Gaza also affected education programme delivery in terms of physical loss, but also with regard to the trauma experienced by the children, their parents and teachers, and other education staff, with hundreds of students killed, injured or having lost family members

It also increased pressure on Gaza's already-strained education system, with at least 83 UNRWA school buildings directly impacted and the presence of thousands of internally displaced persons (IDPs) in approximately 90 UNRWA school buildings (18 were used as collective centres until June 2015), causing further operational challenges. The schools that could be used were in bad need of maintenance, with school furniture, equipment and teaching aids that had been destroyed or lost.

The beginning of the 2014/15 school year was delayed by three weeks to 14 September, and the opening at this time was a huge achievement by the Gaza team. A 'Back to School' campaign was planned by the HQ and Gaza education teams to try to ensure that the transition back to school in some way reflected the needs of Gaza pupils. This approach drew from the experience of providing education in the Syria crisis and comprised of three progressive phases of education: a week of psychosocial activities, three weeks of enhancing learning skills, and a transitional period into the resumption of the normal curriculum.

## risks and assumptions

The stability of the operating environment continues to be affected by the ongoing conflict in Syria, which has also impacted the UNRWA education system in Lebanon and, to a lesser extent, Jordan. UNRWA strives to deliver inclusive, equitable, quality and safe education to Palestine refugee children and youth, even during times of emergencies. Over the period of Reform implementation, the education programme has built on its strong foundation with new and innovative ways of delivering education – most specifically self-learning materials, UNRWA TV programmes, safe spaces and additional psychosocial support.

The impact of the financial challenges that faced the Agency in 2015 was immediate in terms of the well-being and motivation of education staff across all fields and at the HQ Department of Education. To parents and the wider community, it also caused great uncertainty, not only because of the threat it posed to the provision of education by UNRWA – which has always been one area of stability that Palestine refugees have relied upon – but for what they saw as the wider implications with regard to the future of the Agency.

Any longer-term impact on the achievements of the education programme will be reflected in the reports on the 2015/16 academic year onwards. What will be more difficult to measure is the impact the challenges have had on the 'take-off' of the education reform. After five years of the five fields working together, led by HQ education, to determine a vision of quality education for UNRWA students and to put in place mechanisms at all levels to achieve this, the Reform was taking hold across the Agency. The nature of discourse had altered, and the commitment to a coherent, systemic approach to quality education was a shared one. These changes were very much being reflected in classroom practices in all fields, and the positive results of these on children's learning during the 2014/15 school year are shown in the attached monitoring framework. Whether the Reform will maintain or regain the momentum it had achieved will be difficult to measure.

# sustainability

The sustainability of the Reform will not be in the ongoing implementation of specific programmes, but in the embedding, enriching and building upon of its principles and practices. The policies, strategies and strengthened organisational teacher/school support structures will continue to provide a strategic direction for the education programme, but it will be crucial that the institutional

memory of the Agency supports their continued implementation. It will also be crucial that the Agency continues to insist on harmonization and coherence between its five fields to ensure that investments, both in education staff and in programmatic initiatives, have the most impact.

## financial status update

**Table 6.1 Budget outline by output: Reform available in 2014 vs. expenditures in 2013 and expenditures and hard commitments as of March 2015**

#	Outputs	Budget (US\$)	Expenditures (US\$)	Obligations (US\$)	Available Funds (US\$)
1	Professional, qualified and motivated teaching force and empowered schools in place	1,511,456	1,511,456	0	0
2	Equal access for all children to quality education regardless of gender, abilities, disabilities, impairments, health conditions and socioeconomic status assured	285,870	222,097	4,853	58,920
3	Relevant and quality technical vocational education and training structures/programmes in place*	0	0	0	0
4	Curricula to support holistic approach to learning and personal development strengthened	1,070,313	653,450	24,178	392,685
5	Evidence-based policymaking and informed decision-making at all levels in place (EMIS)	2,593,194	1,248,009	264,465	1,080,721
6	Effective educational governance system at all levels in place	10,850.00	10,850.00	0	0
<b>TOTAL</b>		<b>5,471,683</b>	<b>3,645,861</b>	<b>293,495</b>	<b>1,532,326</b>
SDC fund (PQ11D06, PQ11D07 and PQ11915)					
GIZ fund (PQ13D14) and Diakonia (PQB26)					
SDC (PQ11D09) and PRM-HRCRT (PQ14D68) and PRM-HRCRT (PQ15E59)					
SDC (PQ13D08) and France (PQ12954)					
DFID Project					

\* SDC and GIZ have supported with technical expertise

# other

## Interlinkages with Other UNRWA Programmes/Departments

The Education Reform was developed and is being implemented through the engagement of UNRWA fields and other departments. The Teacher Policy was developed in close cooperation with both the departments of Finance and Human Resources and with the full engagement of the Executive Office, including the Staff Relations Advisor. The Department of Legal Affairs played an active role in the development of the HRCRT Policy, as well as the Inclusive Education Policy and the Curriculum Framework. The Gender Unit and the Disability Officer were actively engaged in all aspects of the Reform and the programmatic development. The School Health Strategy was developed in collaboration with the Department of Health.

The Department of Education initiated the Child Protection Framework, working closely with the Protection Team, and similarly worked with Protection to lead the UNICEF-funded project, 'Mapping Child Protection Systems and Initiatives in UNRWA'. In addition, the Department of Education led the development of a Psychosocial Support Framework for Education, which required coordination with all programmes and the support of the Department of Planning, which oversees and manages the development of the Agency-wide framework for Mental Health and Psychosocial Support (MHPSS). The Education Framework dovetails with the Agency-wide framework for MHPSS, and here education has also been an active contributor. The Education PSS Framework was launched in March 2016.

There has been ongoing cooperation with the Safety and Security Division (SSD) as part of the Agency-wide EiE response, where SSD has led on school-based safety and security training, including the evacuation drill elements of the Educate A Child and EU projects – the projects were implemented in Syria, Lebanon and Jordan and included funding to Gaza for the UNRWA TV. There was also close cooperation with the Department of Planning throughout with regard to the development of the MTS and Agency Strategic Response Plans, as well as the definition of Agency-wide education and protection indicators.

## Interlinkages with External Partners (UN Agencies, Host Countries and Regional Bodies)

### UNESCO

UNESCO support to UNRWA education over the past 64 years has been key to the Agency's ability to provide quality basic education to Palestine refugees and most recently in the Education Reform. The Department of Education led a review of the Memorandum of Understanding (MoU)

between the two agencies. Through cooperation with the office of the UNESCO Assistant Director-General for Education (ADG), a new MoU was signed in March 2014. This formalized the continued commitment of UNESCO to support the UNRWA Department of Education by providing the Director (D2) of the Department and full financial contribution for the Deputy Director position (P5). The latter post had not been funded for four years, but has been in place since October 2014. The technical cooperation between the Department of Education and UNESCO has also gained momentum, with the Director of Education an active member of the UNESCO Senior Education Management team and thus contributing to the regional forum on the post-2015 education agenda.

In 2014 and 2015, the Director of Education (a UNESCO staff member) participated in regional forums led by UNESCO to formulate and adopt the Sustainable Development Goal (SDG) for Education. UNRWA inputs and presentations have focused on quality education, resilience, and education in times of emergencies. These dimensions were fully addressed in the adopted SDG 4, 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

A specific area of technical collaboration is the UNRWA Human Rights Education Programme, where UNRWA has been part of a high-level UNESCO technical group, leading on the development of global guidelines for conflict-sensitive education, and has contributed twice to Global Citizenship Education Forums.

### Norwegian Refugee Council (NRC)

The strong relationship with the Norwegian Refugee Council (NRC) continues. Following a joint UNRWA/NRC regional meeting, held with NRC on 27-28 October 2015, the regional MoU in Education was signed for 2016/17. This MOU builds upon the collaboration between UNRWA and NRC under the two preceding regional Memoranda of Understanding, signed on 1 September 2011 and 1 September 2013. The main objectives of the MOU are: (1) support to embedding, sustaining, and enriching the principles and achievements of the UNRWA Education Reform and relevant strategies and policies and (2) support to the UNRWA education programme in responding to the different phases of emergencies. The objectives will be achieved through future projects in the thematic areas of (1) Equity and Inclusive Education; (2) Quality Education; and (3) Advocacy. To this effect, work has continued in the different fields, with NRC working to support UNRWA teachers through the establishment of communities of practice; by strengthening parental involvement and community engagement in education; by providing direct support to UNRWA students through school activities;

by supporting the psychosocial well-being of UNRWA students and teachers through specialized programmes; and by promoting and protecting the international law rights of Palestine refugee children and youth through enhanced advocacy.

### UNHCR, UNICEF, INEE, War Child

In the area of EiE, UNRWA is playing an increasingly prominent regional role. UNRWA is a member of the Inter-Agency Network for Education in Emergencies (INEE) Global Working Group and, together with UNESCO, convened a regional INEE consultation event in May 2014. The regional INEE consultation event was part of a global consultation process to develop a network-wide vision of EiE for post-2015. UNRWA also contributed to the INEE Global Strategy and is a member of the Working Group. In March 2016, UNRWA will host the annual meeting of the global INEE Working Group; this will be a further opportunity to flag up the context and achievements of UNRWA education and its EiE response. UNRWA is involved at the regional level, together with UNICEF, UNHCR, Save the Children, World Vision, Mercy Corps, ACTED and OCHA, in the No Lost Generation (NLG) Initiative, which is a strategic framework for critical interventions in education, child protection, and youth as part of the Syria response. The Department of Education also engaged in the preparations for the Syria-focused London Conference in February 2016 by contributing to the Syria Crisis Education Strategic Paper and highlighting Palestine refugee needs as part of the document.

In the occupied Palestinian territory (oPt), UNRWA continues to participate in the meetings of the oPt Education Cluster on monthly basis and provided input for the PA MEHE's Advocacy and Protection Plan for 2016.

### Ministries of Education and Arab League

There is active, operational and strategic cooperation with the Ministries of Education in all UNRWA fields of operations, with the engagement of field office educationalists in key technical panels and dialogue. It is also important that UNRWA engages with the Ministries at an Agency-wide level, and this takes place through HQ/ED involvement in regional, UNESCO-led forums, but also through direct engagement with specific Ministries. Specific examples here are the substantive coordination that took place between the Palestinian Authority Ministry of Education and Higher Education (PA MOE) and HQ/ED to ensure a common back-to-school approach at UNRWA schools. In August 2015, the Department of Education shared the UNRWA experience of teacher development at a high-level panel at a Ministry of Education conference on education in Jordan.

Recent discussions were also held between the Minister of Education, the Palestinian Authority (PA) and the UNRWA HQ/ED on sharing the UNRWA experience of education reform. There has been engagement of the HQ/ED, with the support of Legal Affairs, in the shaping of the new Palestinian Education Law and lessons from this were shared with the Jordan Field Office (JFO) representative on a similar exercise in Jordan.

The Department of Education also participates in an annual meeting at the Arab League that brings together regional ministerial representatives to review the status of education of Palestine refugees in the region.

### World Bank

The Department of Education engaged with the recently published World Bank Report, 'Learning in the Face of Adversity: The UNRWA Education Program for Palestine Refugees' (published in November 2014). The report concluded that Palestinian students attending UNRWA schools for refugees in the West Bank, Gaza and Jordan are achieving higher-than-average results in international assessments, despite the challenging and adverse circumstances they live under. The Director of Education also participated in a panel at the report's launch event in Amman. UNRWA engages technically with the World Bank through its engagement in the PA Education Sector Working Group (EDSWG) and has also had a number of separate discussions in 2015/16 about strengthening the collaboration between the two organisations.

### Cross-Cutting Issues (Gender, Protection, Disability, Youth)

The Department of Education has been actively involved in the formulation of the UNRWA Protection Framework and played a lead role in the process of mapping child protection needs and practices, as well as in the development of an Agency-wide psychosocial support framework. The department is also working closely with colleagues in the areas of disability and are represented on the Gender Task Force.

For the area of youth, UNRWA provides technical and vocational training for 7,000 young people. The Agency also provides teacher training to 1,200 youth through two teacher training institutions, one in Jordan and another in the West Bank. The Department of Education has also been active with UNRWA colleagues in the development of the UN Inter-Agency Technical Task Team on Young People (UN IATTYP) 'Regional Framework of Joint Strategic Actions for the MENA Region (2016-2017)'.

# annex 1: indicator matrix – baselines, targets, actual results

Goal	Indicators	Unit of measure	Baseline 2011 (2010/11)	Actual 2012 (2011/12)	Actual 2013 (2012/13)	Actual 2014 (2013/14)	Actual 2015 (2014/15)	Target 2015 (2014/15)	
1	1.a 1.b	Pupil survival rate for basic education Boys Girls	89.0 per cent 94.1 per cent	89.8 per cent 94.1 per cent	92.3 per cent 94.9 per cent	90.89 per cent 94.59 per cent	93.5 per cent 95.5 per cent	91.8 per cent 95.5 per cent	
	1.e 1.f 1.g 1.h	Cumulative dropout rate Boys – Elementary Girls – Elementary Boys – Preparatory Girls – Preparatory	2.4 1.5 7.4 3.9	2.4 1.4 7.6 5.0	2.6 1.3 4.0 3.39	3.3 1.78 4.75 2.99	1.95 0.96 3.55 2.92	2 1 6 3	
Outcomes									
1.1	1.1.a 1.1.b 1.1.c 1.1.d	Student achievement in MLA (boys & girls)* Grade 4 – Maths Grade 4 – Arabic Grade 8 – Maths Grade 8 – Arabic	#    			224.80 258.190 226.33 252.15	No MLA was carried out in 2015	244.90 239.60 225.71 207.43	
	1.1.e	Input unit costs in the education programme	US\$	686 direct only (951.61 including indirect costs; excl. Syria)	702 direct only (991.63 including indirect costs; excl. Syria)	934 (976.17 including indirect costs; excl. Syria)	934.54 (including indirect costs; excl. Syria) <sup>2</sup>	862	
	1.1.f	Output unit costs in the education programme	US\$	768 direct only	786 direct only	1,037	1,028	956	
	1.1.g	Coefficient of internal efficiency for the basic education cycle	#	0.88	0.89	0.90	0.91	0.90	
	1.1.h 1.1.i	Percentage of Large classes (>40) Small classes (≤25)	per cent	25 7	19.9 6.2	25.8 7.0	29.1 7.2	21.26 (>40) 5.98 (less than or equal to 25)	25 6
	1.1.j	Percentage of graduates employed or continuing their studies among active job seekers Boys Girls	per cent	84 73	84 70	78 (83 excl. Syria) 75 (76 excl. Syria)	72 (72 excl. Syria) 61 (63 excl. Syria)	79.66 (80.14 excl. Syria) 76.06 (77.26 excl. Syria)	83 76

<sup>2</sup> Input costs included retroactively to align with the 2014 Harmonized Donor Report due to change in methodology to include indirect costs.



Goal	Indicators	Unit of measure	Baseline 2011 (2010/11)	Actual 2012 (2011/12)	Actual 2013 (2012/13)	Actual 2014 (2013/14)	Actual 2015 (2014/15)	Target 2015 (2014/15)
1.1.1 Output 1: Professional, qualified and motivated teaching force and empowered schools in place	1.1.1.a Number of unqualified teachers	#	2,004	1,834	1,241 (given absence of Syria data)	1,501 (with Syria data)	1,376	1,000
	1.1.1.b Teachers professionally accredited	per cent	85	86	87	90	92	95
	1.1.1.c Teaching and learning practices aligned with the Education Reform	per cent	New	TBD	2.22 (perceptual score)	Next study planned for 2016	Next study planned for 2016	Next study planned for 2016
1.1.2 Output 2: Equal access for all children to quality education regardless of gender, abilities, disabilities, impairments, health conditions and socioeconomic status assured	1.1.2.a Degree of inclusive approaches mainstreamed in education practice	per cent	New	TBD	2.31 (perceptual score)	Next study planned for 2016	Next study planned for 2016	Next study planned for 2016
	1.1.2.b Percentage of all children enrolled in UNRWA schools identified as having a disability	per cent	4.1	3.1	3.6	3.62 (excl. Syria)	1.88 (excl. Syria)	2.9
1.1.3 Output 3: Relevant and quality technical vocational education and training structures and programmes in place	1.1.3.a Percentage of graduates working in a job in relation to their training or studying in a relevant field Male Female	per cent	64.5 65.6	64.5 65.2	64.8 (72.6 excl. Syria) 66.7 (68.1 excl. Syria)	57.89 with Syria (58.89 excl. Syria) 52.89 with Syria (56.85 excl. Syria)	67.36 (68.87 excl. Syria) 67.28 (69.15 excl. Syria)	66.5 67.5
	1.1.3.b Percentage of VTC courses that are using the Competency-Based Training methodology	per cent	46.5	69.3	70.1	52.38	100	80
	1.1.3.c Degree of employer satisfaction with UNRWA TVET		New	TBD	2.01 (perceptual score)	Next survey planned for 2016	Next survey planned for 2016	Next survey planned for 2016
1.1.4 Output 4: Curricula to support holistic approach to learning and personal development strengthened	1.1.4.a Percentage of areas where all teachers have been trained in the use of the HRCRT Teacher Toolkit	per cent	0	0	10 (per cent of staff not areas)	76 (per cent of staff not areas)	100 (per cent of staff not areas)	100
	1.1.4.b Prevalence of human rights culture (as defined by UNRWA Policy) and practices at school level		New	TBD	2.13 (perceptual score)	Next study planned for 2016	Next study planned for 2016	Next study planned for 2016

1.1.5	Output 5: Evidence-based policy making and informed decision- making at all levels in place	1.1.5.a	Percentage of schools Implementing the school based Agency-wide EMIS to report and plan	per cent	0 per cent	0 per cent	0 per cent	0 per cent	0 per cent	1.6 per cent (11 schools in Gaza only)	75 per cent
		1.1.5.b	Degree of stakeholder satisfaction with EMIS services		New	TBD	2.09 (perceptual score)	Next survey planned for 2016	Next survey planned for 2016	Next survey planned for 2016	
1.1.6	Output 6: Effective educational governance system at all levels in place	1.1.6.a	Percentage of schools in compliance with governance system	per cent	New	TBD	99.7 2.67 (perceptual score)	Moving into the 2016-2021 MTS, the Agency will no longer collect data on this indicator in an effort to streamline Reform indicators with common monitoring indicators used for all reporting requirements.			
1.1.7	Output 7: Education programme planning management and strengthened	1.1.7.a	Degree of compliance of reporting against the common monitoring matrix for the education programme across the Agency	per cent	61	58	77	82 (66 including Syria)	87 (77 including Syria)	100	
1.1.8	Output 8: Partnerships, communication and use of education ICTs strengthened	1.1.8.a	Effective communication across all levels		New	TBD	2.27 (perceptual score)	Next survey planned for 2016	Moving into the 2016-2021 MTS, the Agency will no longer collect data on this indicator in an effort to streamline Reform indicators with common monitoring indicators used for all reporting requirements.		
		1.1.8.b	Usage of ICT tools for learning and teaching	per cent	New	TBD	2.81 (perceptual score)	Next survey planned for 2016	Next survey planned for 2016	Next survey planned for 2016	

# annex 2: education reform implementation update table

Dimensions of Change	Area	Deliverables & Status	Indicators
Legislative/Regulatory Framework (Policies)	Education Reform Strategy	<ul style="list-style-type: none"> <li>Developed (2010)</li> <li>Endorsed (2011)</li> </ul>	Inclusive approaches mainstreamed in education practice (PS/Classroom Observation Study)
	Inclusive Education Policy	<ul style="list-style-type: none"> <li>Policy developed (2011-2012), endorsed (2012)</li> <li>Implementation started (2013)</li> </ul>	Percentages of all children enrolled in UNRWA schools identified as having a disability
	HRCRT in Education Policy	<ul style="list-style-type: none"> <li>Policy endorsed (2012)</li> </ul>	Prevalence of human rights culture and practices at school level (PS/Classroom Observation Study)
	Teacher Policy	<ul style="list-style-type: none"> <li>Policy developed (2011-2013)</li> <li>Implementation started (2014)</li> </ul>	Number of qualified teachers
			Teachers professionally accredited (percentage)
			Teaching/learning practices aligned with the Reform (PS/Classroom Observation Study)
Structures/Strategies and Frameworks (System)	Governance Framework	<ul style="list-style-type: none"> <li>Education Governance Framework drafted (2013) and further consultations at field level ongoing;</li> <li>ETIs reviewed at HQ-level and shared with fields for final feedback; finalization ongoing</li> <li>Quality Assurance Framework for UNRWA schools under development</li> </ul>	Percentages of schools in compliance with governance system (PS)
	Performance Evaluation System for teachers, head teachers	<ul style="list-style-type: none"> <li>Competency Framework for Teachers, Education Specialists and School Principals developed (2010-2011)</li> </ul>	Percentage of head teachers/principals that meet or exceed rating at their annual performance review (PS)
	Education Management Information System – EMIS	<ul style="list-style-type: none"> <li>EMIS vision and specification developed (2011-2012);</li> <li>Review of Gaza Field Office (GFO)/Lebanon Field Office (LFO) systems completed (2012);</li> <li>Letter of Agreement between ED and GFO developed reflecting Information Systems Division (ISD)/Enterprise Resource Planning (ERP)/ Fields roles (2013)</li> <li>EMIS project manager hired (2014) and inception plan completed; EMIS development ongoing.</li> <li>EMIS specifications and business processes finalized for student module (2015)</li> <li>Pilot rolled out in Gaza Field (2015); go-live date set for September 2016 in all fields</li> <li>Training of field staff ongoing in all fields in 2016</li> </ul>	Percentage of schools implementing the school-based Agency-wide EMIS
			Degree of stakeholder satisfaction with EMIS (PS)

Structures/ Strategies and Frameworks (System)		Cumulative dropout rate			
Education Research Strategy	<ul style="list-style-type: none"> <li>Research strategy developed (2011)</li> <li>Four education research briefs (2011–2013)</li> <li>School dropout study completed and published (May 2013)</li> <li>Baseline Study of Classroom Practices in UNRWA Elementary Schools (published in June 2014)</li> <li>Triangulation Report</li> <li>30 research reports and briefs produced and disseminated in 2015</li> </ul>	Cumulative dropout rate, boys, elementary			
		Cumulative dropout rate, girls, elementary			
		Cumulative dropout rate, boys, preparatory			
		Cumulative dropout rate, girls, preparatory			
Curriculum and Student Assessment	<ul style="list-style-type: none"> <li>Curriculum Framework finalized and produced (2013)</li> <li>First phase of implementation at field level and trainings of all educators specialists (2013)</li> <li>Second phase of implementation with training of school principals and teachers started (2014)</li> <li>Reporting Structure for Curriculum Framework finalized in 2015 and training of Senior Education Management Teams in fields commenced in late 2015</li> <li>MLA survey developed (2012), piloted and, implemented (2013) testing 57,800 students in grades 4 and 8</li> <li>Final MLA analysis report published</li> <li>2016 MLA pilot conducted in May 2015</li> </ul>	Pupil survival rate for basic education			
		Boys			
		Girls			
		Teaching/learning practices aligned with the Reform (PS/Classroom Observation Study)			
Monitoring Frameworks	<ul style="list-style-type: none"> <li>Common Monitoring Framework (2011)</li> <li>Reform Monitoring and Evaluation (M&amp;E) Framework (2013)</li> <li>Perceptual Framework &amp; Survey developed and conducted (2013) targeting 27,000 education stakeholders in all fields. Analysis of results completed (2014);</li> <li>Cost Efficiency Indicators (DFID) developed (2012–2013); final report issued in April 2013</li> <li>New 2016–2021 Common Monitoring Framework finalized, including streamlining of some Reform Report indicators to be phased out</li> </ul>	Number of textbooks reviewed using curriculum framework at field level			
		Degree of compliance of reporting against the common monitoring matrix for the education programme across the Agency			
		Employer satisfaction UNRWA TVET graduates (PS)			
		Percentage of VTC courses using competency-based training methodologies			
TVET Strategy	<ul style="list-style-type: none"> <li>TVET Review (2011)</li> <li>TVET Strategy developed and endorsed (2014)</li> <li>ICT in Education Strategy finalized in April 2015 and waiting final endorsement from new Agency-wide ICT Governance board – to be endorsed by the Implementation Management Group (IMG) in first quarter of 2016</li> <li>One Laptop per Child Initiative (2010)</li> <li>MoU with Al Jazeera (2011); MoU renewed in January 2016</li> <li>E-library specifications designed (2011); piloted in JFO (2012). E-library network in each field and database established (2013); further capacity development in all fields ongoing</li> <li>Portal for EiE under development with Intel support</li> </ul>	Usage of ICT tools for learning and teaching (PS)			

Dimensions of Change	Area	Deliverables & Status	Indicators
Structures/Strategies and Frameworks (System)	Inclusive Education Strategy	<ul style="list-style-type: none"> <li>Developed (2012) and endorsed (2013)</li> </ul>	<p>Inclusive approaches mainstreamed in education practice (PS/Classroom Observation Study)</p> <p>Percentages of all children enrolled in UNRWA schools identified as having a disability (New indicator in 2016-2021 MTS):</p> <p>Percentage of students identified with a disability receiving support meeting their specific needs</p>
	School Health Strategy	<ul style="list-style-type: none"> <li>Developed (2012) (Education and Health), launched May 2013 with Department of Health</li> </ul>	<p>Inclusive approaches mainstreamed in education practice (PS/Classroom Observation Study)</p> <p>Specific sub-indicators related to school health developed for MTS 2016-2021</p>
	Conceptual Framework for Psychosocial Support in UNRWA Education	<ul style="list-style-type: none"> <li>First draft of framework developed to support EIE (June 2013);</li> <li>GIZ partnership established (2014);</li> <li>Forum on Agency-wide Psychosocial Support Framework with Department of Planning (September 2014);</li> <li>Forum on the development of Conceptual Framework for Psychosocial Support in UNRWA Education (October 2014)</li> <li>'PSS Framework for UNRWA Schools' finalized in 2015</li> </ul>	
Capacity Development (Individual)	SBDT	<ul style="list-style-type: none"> <li>Full SBDT I programme and materials developed for teachers for grades 1-6 (2011-2012);</li> <li>First cohort graduated (2014);</li> <li>Second-cohort graduated (2015);</li> <li>Third Cohort currently enrolled</li> <li>Development of programme and materials for SBDT II, teachers for grades 7-12 finalized</li> <li>Newly Appointed Teacher Training being updated</li> </ul>	<p>Number of areas where all teachers have been trained through the UNRWA-wide SBDT programme</p>
	L4F	<ul style="list-style-type: none"> <li>Developed (2011-2012) with WBFO and LFO</li> <li>Pretested in all fields (2012)</li> <li>School principals registration and certification developed (2013)</li> <li>First cohort graduated (2014)</li> <li>Second cohort graduated (2015)</li> <li>Third cohort currently enrolled</li> </ul>	<p>Percentage of areas where all head teachers/principals have been trained through the L4F programme</p>



Capacity Development (Individual)		
HRCRT	<ul style="list-style-type: none"> <li>• <b>HRCRT Teacher toolkit:</b> implemented in all fields. So far 18,769 education staff trained (teachers, school principals, education specialists and counsellors);</li> <li>• Supplementary Toolkit video finalized and distributed (2014);</li> <li>• Top-up training for teachers began first semester of 2015/16 school year. Workshops with new strategic units conducted in Gaza and Jordan to introduce them to the HRCRT Programme and initiate discussion on their roles and responsibilities regarding quality assurance, monitoring and sustainability of HRCRT programme began in 2015/16 school year</li> <li>• <b>Advocacy:</b> Fact sheets and other advocacy materials developed and disseminated (2013); bi-monthly HRCRT bulletin: five new issues produced in 2014/15 school year</li> <li>• Three animated advocacy videos and a video on School Parliament elections produced in 2015;</li> <li>• Open Day in UNRWA schools for the celebration of Human Rights Day in 2015</li> <li>• <b>School Parliaments:</b> Elected school parliaments active in all schools and implementing activities to spread HRCRT. 'UNRWA School Parliament: Good Practices' Booklet developed</li> </ul>	Percentage of areas where all teachers have been trained in the use of the HRCRT teacher toolkit
	<ul style="list-style-type: none"> <li>• <b>Advocacy:</b> Inclusive Education policy briefs and fact sheets disseminated to all education installations 2013;</li> <li>• IE advocacy package and advocacy training manuals for educators produced and disseminated (2013)</li> <li>• <b>Teacher Toolkit for Identifying and Responding to Diverse Needs of Students:</b> Toolkit finalized, printed and distributed to all fields except Gaza (2014) and currently reprinting and distributing additional copies</li> <li>• Capacity development of education staff (education specialists, school principals, area education officers, counsellors) started in JFO, Syria Field Office (SFO) and LFO. GFO and WBFO to follow in 2015</li> <li>• Gender Guide for Teachers was drafted and will be finalized in 2016.</li> <li>• <b>School Health Strategy Awareness:</b> Sessions held in Lebanon and Jordan for school principals, health tutors and education specialists</li> </ul>	<p>The mean score obtained by students from MLA testing (Grade 4 – Maths) (percentage)</p> <p>New indicators to be used in 2016–2021 MTS:</p> <ul style="list-style-type: none"> <li>• Percentage of students meeting required levels in MLA tests</li> <li>• Mean score of students in MLA HOTS (higher-order thinking skills) items</li> <li>• Gap in student performance levels in MLA testing</li> </ul> <p>The mean score obtained by students from MLA testing (Grade 4 – Arabic) (percentage)</p> <p>New indicators to be used in 2016–2021 MTS:</p> <ul style="list-style-type: none"> <li>• Percentage of students meeting required levels in MLA tests</li> <li>• Mean score of students in MLA HOTS (higher-order thinking skills) items</li> <li>• Gap in student performance levels in MLA testing</li> </ul> <p>The mean score obtained by students from MLA testing (Grade 8 – Maths) (percentage)</p> <p>New indicators to be used in 2016–2021 MTS:</p> <ul style="list-style-type: none"> <li>• Percentage of students meeting required levels in MLA tests</li> <li>• Mean score of students in MLA HOTS (higher-order thinking skills) items</li> <li>• Gap in student performance levels in MLA testing</li> </ul> <p>The mean score obtained by students from MLA testing (Grade 8 – Arabic) (percentage)</p> <p>New indicators to be used in 2016–2021 MTS:</p> <ul style="list-style-type: none"> <li>• Percentage of students meeting required levels in MLA tests</li> <li>• Mean score of students in MLA HOTS (higher-order thinking skills) items</li> <li>• Gap in student performance levels in MLA testing</li> </ul>
TVET	<ul style="list-style-type: none"> <li>• Training for Human Capacity Development, 'Management of TVET Institutions at UNRWA' (2014)</li> <li>• New Electronic Placement and Career Guidance System (e-PCG), finalized and implemented in 2015</li> <li>• Quality Assurance Framework being piloted</li> </ul>	Relevant and quality technical vocational education and training structures/programmes in place



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اللاجئين الفلسطينيين في الشرق الأدنى

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