UNRWA – UNESCO Education Programme

Using SMS to Support Teacher Training

Dr. Ayman Murad
Head of Partnerships, Communication & ICT Unit
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Following the 1948 Arab-Israeli conflict, UNRWA was established by United Nations General Assembly resolution 302 (IV) of 8 December 1949 to carry out direct relief and works programmes for Palestine refugees. The Agency began operations on 1 May 1950.

In the absence of a solution to the Palestine refugee problem, the General Assembly has repeatedly renewed UNRWA's mandate, most recently extending it until 30 June 2014.
UNRWA is unique in terms of its long-standing commitment to one group of refugees. It has contributed to the welfare and human development of four generations of Palestine refugees.

UNRWA services are available to all refugees who are registered with the Agency.

When the Agency began operations in 1950, it was responding to the needs of about 750,000 Palestine refugees. Today, some 5 million Palestine refugees are eligible for UNRWA services.
In 2007, UNRWA began a comprehensive reform programme to strengthen its management capacity and provide more effective and efficient services to Palestine refugees.

This reform, known as organizational development, has focused on building capacity in four key areas:
- Human resources management
- Programme management
- Organizational processes
- Leadership and management
The UNRWA Education programme is undergoing a transformation.

To meet the evolving demands of an education system in the twenty-first century.

This will lead to improved quality of learning for Palestine refugee students in UNRWA schools, vocational training centres and education faculties.
UNRWA EDUCATION 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.
• The education reform strategy sets out a comprehensive, interrelated plan of action.
• Optimal benefits and sustainable impact will be achieved through this approach, which ensures that students are at the centre of the system, teachers are supported, schools are empowered and the whole UNRWA education system is strengthened.
• After being pre-tested and implemented within UNRWA fields, reform components will be mainstreamed across the Agency’s education system by 2015.
A CHANGE PROCESS

VISION

STRATEGY & POLICY

LEADING

DEVELOPMENT PHASE

LEADING

OPERATIONAL PLANNING + BUDGETING (+ CAPACITY BUILDING)

LEADING

IMPLEMENTATION PHASE

LEADING & MANAGING

MONITORING & EVALUATION

OVERSIGHT

2010

April 2010

December 2010

2011

2012

2015

Ed

FO

MC Approval

Contributing

Managing

Leading & Managing
UNIQUE ENVIRONMENT

• UNRWA provides education in varied contexts and different host-country education systems, and it is important therefore to ensure that the delivery of education in its schools aligns with the broader development goals of the Education programme.

• The programme must also reflect the values, principles, and purposes of the United Nations.

• One of the key elements of the reform, therefore, is a system to maintain high-quality standards across all fields, and the framework for quality analysis and implementation of the curriculum will enable this by identifying and fulfilling needs for enrichment material.
UNRWA’S TEACHER POLICY

• Teachers are UNRWA’s single most important educational resource, central to the provision of quality education.

• Following formal adoption in 2013, a teacher professionalization policy and a teacher career path policy will provide a framework for the Agency to support and motivate teachers as valued professionals to deliver the highest-quality education.
THE SCHOOL-BASED TEACHER DEVELOPMENT (SBTD) PROGRAMME

• Launched in October 2012
• Shows teachers how to embrace new methods of supporting student learning away from a didactic approach (focusing on a process of memorization) towards holistic styles and approaches ('active learning').
LEADING FOR FUTURE L4F PROGRAMME

• Global research evidence shows that school leadership is a key factor in the quality of education a school provides.
• L4F builds on head teachers’ and principals’ existing knowledge of leading and managing people and strengthens competent and confident leadership through the acquisition of practical skills, tools and techniques to support effective, efficient and equitable education.
CURRICULUM AND STUDENT ASSESSMENT
UNRWA Framework for the Analysis and Quality Implementation of the Curriculum developed (includes the following tools):

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

Training package developed (multi media)

Implementation launched in November with trainings of all ED Specialists at Field level
UNRWA has been teaching human rights, conflict resolution and tolerance (HRCRT) in its schools for many years.

Guided by the HRCRT policy adopted in 2012, UNRWA’s teaching in these areas is being updated, building upon past successes and drawing from international best practices in human rights education in schools.

The HRCRT policy sets out the commitment for common objectives and outcomes for all UNRWA schools on teaching and learning about human rights, conflict resolution and tolerance.

Integration within all fields of operations taking place between 2013 and 2015.
HUMAN RIGHTS, CONFLICT RESOLUTION AND TOLERANCE
763 interviews Agency-wide by UNRWA

University of York undertook in-depth analysis towards:

— Understanding reasons - students, parent and staff perspective

— Warning signals and risk factors in school data to define meaningful “at risk of drop-out” alert

— Taking action and strategies to prevent drop out
ICT in Education Strategy: Catch up or lead the way?

• ICT in Education Strategy is under development,
• is NOT to follow the ICT trends,
• is to set the educational trends inspired and enabled by ICT
• it is to build education to harness ICT.
• is NOT a matter of “WHY NOT”.
• It is a matter of “HOW RIGHT”, and how to “make the right for all UNRWA Teachers and all Palestine Refugees Students”.
• If we do so, education and ICT win-win;
• If we fail, education will be consumed or misled by ICT
ICT & ODL in Teacher Education

Historically, it has been widely accepted

The use of ICT and ODL in teacher education

When applied appropriately and

Accompanied by a host of supportive education system reforms,

Can catalyse an improvement in the supply and quality of qualified and capable teachers in the region.
Perraton (2007) suggests that ODL is increasingly being used to:

- Provide cost-effective pre-service and in-service teacher education
- Support school-based pre-service and continuing professional development programmes for teachers
- Certify unqualified teachers and enable qualified teachers to acquire higher teaching qualifications
- Provide teachers in remote or rural areas with access to professional training, thereby meeting their continuing professional development needs
- Ensure the quick dissemination of information to large numbers of teachers about curricular innovations, new teaching methodologies and practices, and new professional standards for teaching
Why Mobile projects?

- less time is devoted to training teachers on how to use mobile phones
- SMS has a high acceptability, coverage and ownership amongst teachers
- SMS is socially inclusive
- SMS can give a sense of local ‘ownership’ and control
- The costs of SMS
  - Capital: negligible, unlike other ICT interventions students buy or already own the necessary hardware
  - Running: minimal, basically SMS messages
- In general, SMS is personal, mobile and flexible and is low-tech, accessible, universal and scalable
Why Mobile projects?

- SMS texting is potentially an creative component of SBTD delivery and support.
- The resources, expertise, systems and technology to develop this potential all exist locally and cheaply.
- There are simple arguments in favour of SMS in terms of its cost, speed and accuracy, and in terms of its educational power and flexibility and some reservations about current network coverage and reliability.
- There is therefore a strong case for further discussion and interaction between policy makers, budget holders, technical experts and teaching professionals to create and sustain the necessary synergy.
UNRWA SMS System

- Education Department has procured a system to compose and send messages over the mobile phones network using a Short Messaging System (SMS) to UNRWA teachers who will be enrolled in the SBTD programme and the HT/SP and ES who are supporting those Teachers.

- The system will allow the SBTD Management to send short messages to teachers on a predefined schedule.

- The system will be managed by UNRWA HQ and therefore will not add any burden on field staff.
SMS Types

- Informational
- Motivational
- Instructional
Dear teachers and educationists:

Welcome in Transforming Classroom Practices programme SBTD:TCP which aims to promote classroom practices in order to reach the highest levels of quality.

عزيزي المعلم:

إن توثيقك لإنجازاتك ونماذج التأمل للأنشطة والخطط الدراسية في الورتفلولي الخاص بك بعد إنهائك المجمع التدريبي الأول يساعدك على إدارة وتنظيم دراستك لبرنامج SBTD.
ICT in Education Strategy to be finalized in 2014
UNRWA and the use of Mobile in Teacher Training Development

- Emerging Stage
- Applying Stage
- Infusing Stage
- Transforming Stage
UNRWA education

Thank You