

Evaluation of UNRWA's Primary Schools in Jordan

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We were welcomed by five schools – Al-Manshiyeh Boys' School, Swelieh Girls' School (afternoon shift), Baqaa Girls' School (morning shift), Jerash Boys' School (afternoon shift) and Jerash Girls' school (morning shift). We would like to extend our thanks to the head teachers, teachers, parents and students for taking their time to speak with us, showing us their schools and encouraging our work. We could not have obtained as much insight without the candid interviews with you all – thank you.

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Executive Summary

This research aims at providing an evaluation of UNRWA's educational services through an analysis of 5 schools (covering both males and females) in Amman, Jordan. The areas covered are representative of the geographical distribution of Palestinian refugees in Jordan: 2 schools were located in Amman proper, 2 schools in Jerash (1 hour north of Amman), and 1 school in Al-Manshiyeh (2 hours north of Amman).

The evaluation of UNRWA's educational services in Jordan was based on the Minimum Standards for Education in Emergencies Handbook issued by the **INEE** (Inter Agency Network for Education in Emergencies). The study covered 14 of the 19 minimum standards relevant to the situation of Palestinian refugees in Jordan. These standards touch on several crucial elements of any educational process, from the physical appearance of facilities to community participation in schools. Consequently, our analysis of each UNRWA school provides qualitative and quantitative perspectives as to the extent of meeting each of the covered standards. The targeted stakeholders were parents, students, teachers, head teachers (principals), and UNRWA regional staff from both genders.

Through a scoring rubric, we determined that UNRWA met 10 of the minimum standards and 4 standards were not met. Starting with the 10 educational standards that were met by UNRWA schools in total, it was observed that the UN agency does in fact utilize on the presence of Palestinian refugees in these areas to integrate them in the educational system; most teachers are Palestinian refugees who belong to the same political and social background as most students in UNRWA schools.

With regards to the concept of "Equal Access", it was clearly noticed that no barriers exist in the educational system to prevent any Palestinian refugee from enrolling into any of UNRWA's schools in Jordan. In fact, the required documentations are available to all candidates and can be easily issued by Jordanian authorities.

The standard related to “Monitoring” was only partially met by UNRWA. Although, it is true that each school compiles educational data, whether about students’ performance in class or their outside class activities on a constant basis, data are not shared with UNRWA for further analysis. Moreover, no official training is provided to personnel on how to best gather information on students and analyze key trends.

Despite the fact that UNRWA schools, similar to other public and private schools, apply the Jordanian curricula that is imposed on them by the ministry of education, it was noticed that they heavily value their “hidden curricula”. These curricula are based on enrichment plans prepared by teachers to emphasize the Palestinian identity, whether by celebrating national occasions such as Al-Nakhba (1948) and Al-Naksa (1967) or by opening discussions about key political issues. Meeting this standard correlates highly with meeting the “Instruction” standard, whereby it was seen that teachers encourage students to be actively engaged in their own learning, either by asking questions or by participating in groups.

As for students’ assessment, all stakeholders stressed the point that not only are assessments fair and transparent, but also the process itself is built on evaluating students on many aspects other than their academic performance (class participation, progress, and outside class activities).

Touching on the issue of teachers training, our research revealed that although the vast majority of teachers at UNRWA schools sit for the “EP” training upon employment, systematic follow up trainings are absent from the educational process. Furthermore, many teachers commented that even if they were offered follow up trainings later on, the content of these trainings is general and does not accommodate to the specific needs of each teacher (not stream oriented).

Although teachers are monitored and evaluated constantly (relating to the standard on Support & Supervision), their recruitment process seems to be lacking many crucial aspects. First, there is no direct relation between the number of hired teachers and the size of each class (the ratio of students to teachers) - many classes contain more than 50 students. Second, there is not a role for the community in selecting teachers or in recommending potential candidates.

As for the other 4 standards that were not met by most UNRWA schools under study, our research revealed that “Community Participation” in the educational process was weak. Community members are neither involved in enhancing the curricula nor in maintaining school facilities.

As for the “Protection and Wellbeing” and “Facilities” of schools, it was observed that UNRWA schools do not implement needed safety measures to prevent accidents and hazards while children travel to school. Students commented that the drinking water provided at school is not clean and teachers mentioned many students come to class hungry, unprepared, or ill-equipped for the weather conditions. Classes are also extremely big, a problem that affects student and teacher performance.

Finally, there is no place in the system for comprehensive and community-based “Evaluations”, meaning that an overall evaluation of each school is not conducted. This standard requires that information is transparently collected from all stakeholders, including affected population, teachers, and learners, but this is not happening.

This report is organized as follows: first, we provide a brief introduction into the research topic and methodology; subsequently, we discuss in detail the 10 standards met by UNRWA followed by the 4 standards that were not met; we then discuss limitations to our research and provide suggestions for further study; finally, we provide recommendations to UNRWA based on our field work. We have also included an appendix which has detailed evaluations of each of the 5 schools. We recommend that the reader browse the appendix first to become familiar with the primary issues in the schools.

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I. Introduction

a. About 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 their plight. UNRWA is funded almost entirely by voluntary contributions from UN member states, as it does not receive an annual budget from the UN to support its activities in the Levant area.

The organization estimates that 1.9 million registered refugees live in Jordan, occupying 10 official refugee camps. Refugee camps are often overcrowded with high levels of poverty and unemployment. Infrastructure is old and in need of repair, jobs are irregular, and health services are lacking. UNRWA works to address these challenges through its comprehensive services in the fields of education, health, social services, microfinance, and infrastructure. Yet, UNRWA is severely lacking funding – limiting the number of refugees the organization can support and the number of staff it can employ.¹

As for the Educational services provided by UNRWA, the agency operates more than 170 schools in Jordan up to 10th grade. The Jordanian educational system guarantees free education for all citizens up to this level. In addition, UNRWA runs 2 vocational training centers in the capital Amman for more than 1500 students per year.

UNRWA's current educational strategy was formed in the early 2000s and is based heavily on investing in human capital. Moreover, the agency is moving towards having their schools take more responsibility for their own development and build stronger links with their local communities.

¹ See www.unrwa.org

b. Research Objectives

This analytical effort aims to evaluate the educational services provided by UNRWA in Jordan based on the Minimum Standards Handbook² issued by the **INEE** (Inter Agency Network for Education in Emergencies³). The study covered 14 of the standards relevant to the situation of Palestinian refugees in Jordan in 5 schools with an eye on the geographical distribution of refugees in Jordan, as shown in the map below:



As a result of our field work, we would like to gain insight on the following questions:

² The INEE Minimum Standards for Education in Emergencies Handbook was created in 2003 and has recently been updated in 2010. The Handbook consists of 19 Minimum Standards for Education which are to be applied in emergencies, chronic crisis or humanitarian assistance situations. According to INEE's website, the Handbook is a tool that can be used by various stakeholders, including "UN agencies, NGOs and community based organizations." For a full copy of the report, please visit http://www.ineesite.org/index.php/post/know_updated_inee_minimum_standards_handbook/

³ The Inter-Agency Network for Education in Emergencies is "an open global network of representatives from NGOs, UN agencies, donor agencies, governments, academic institutions, schools and affected populations working together to ensure all persons the right to quality and safe education in emergencies and post-crisis recovery." INEE is led by a Steering Group, which consists of a number of UN entities such as UNHCR, UNICEF and UNESCO. For more information about the Network, please see www.ineesite.org.

- What are the differences between UNRWA staff perceptions of program services and refugee perceptions?
- What aspects of the program are working? What is not working? What are the challenges?
- What are UNRWA's goals for each program?
- Where do they stand in reaching these goals?

c. Targeted Schools

The specific Schools below were included in the study:

School	Stakeholders Met	Date of Visit	Area
Al-Manshiyeh Boys School	➤ Teacher	4 th of June, 2010	Manshiyeh Village (Jordan Valley)
	➤ Head		
	➤ Students		
	➤ Teachers		
Baqaa Girls School	➤ Parents	13 th of June, 2010	Baqaa Refugee Camp (Suburbs of Amman)
	➤ Teacher		
	➤ Students		
	➤ Teachers		
Swelieh Girls School	➤ Parents	17 th of June, 2010	Amman
	➤ Teacher		
	➤ Head		
	➤ Students		
Jerash Girls School	➤ Teachers	18 th of June, 2010	Gaza Camp (North of Jordan)
	➤ Teacher		
	➤ Head		
	➤ Students		
Jerash Boys School	➤ Teachers	22 nd of June, 2010	Gaza Camp (North of Jordan)
	➤ Teacher		
	➤ Head		
	➤ Parents		

d. Fieldwork Methodology

In addition to on-field observations of educational institutions, qualitative Face-to-Face interviews and focus groups were the basis for data collection. The developed

questionnaire followed a standardized flow of questions. On average, the questionnaire administration time did not exceed **45 minutes** with each of the stakeholders.

e. Analytical Framework

Our analysis was based on the standards set by the Inter-Agency Network for Education in Emergencies (INEEE). These standards are designed to articulate the minimum level of educational access and provision to be attained in a situation of emergency, chronic crisis or humanitarian assistance. They are qualitative in nature and are meant to be universal and applicable in any environment. The table below summarizes the standards that were relevant to the situation of Palestinian refugees in Jordan.

Standard	Area
1	Community Participation
2	Use of Local Resources
3	Monitoring
4	Evaluation
5	Equal Access
6	Protection and Wellbeing
7	Facilities
8	Curricula
9	Training
10	Instruction

11	Learner Assessment
12	Teacher Recruitment
13	Conditions of Work
14	Support and Supervision

II. Standards Met By UNRWA

Analysis of Standards Met by UNRWA

This section is a review of the standards which, as a whole, scored above 50% on the indicator scale. Following a brief review of the findings, we provide hypotheses as to why these standards were met by UNRWA. For further data on each school, please see the individual school evaluations located in Appendix A.

Standard 2

Use of Local Resources		
	Indicators	
School	2.1	Total Possible: 1*5=5
Al Manshiyeh Boys	0.5	0.5
Baqaa	0.5	0.5
Swelieh Girls	1	1
Jerash Girls	0.5	0.5
Jerash Boys	0.5	0.5
UNRWA Total	3	3
UNRWA Score (Total/Total Possible*5)		60%

The attainment of standard 2 merely depends on the identification and utilization of Local Resources to implement education programs. The sole indicator introduced by the INEE report specify that (2.1) Stakeholders recognize capacity of communities and education programming is designed to maximize use of local skills and capacities

The chart above shows that with the exception of the Swelieh Girls School, which is located in the capital Amman, all schools covered under this study have partially met **Indicator 2.1.**

According to the stakeholders, utilizing community capacity and resources was limited to the recruitment of local staff, whether teachers or other administrative personnel. On one hand, most teachers in UNRWA Schools are Palestinian refugees, who have fled their homes in the wake of the 1948 Arab-Israeli war. Being part of the same political context that students face in these camps, UNRWA teachers were better able to connect with these students in adjusting curricula and organizing school activities.

On the other hand, it was observed that when it comes to developing new facilities and providing for necessary provisions, none of the above schools had in place a systemized plan to cooperate with local businesses and community individuals in order to undertake needed projects.

Only the Swelieh Girls School was found to have implemented a comprehensive strategy that involves the local community. The Principal of the school stated that for the last five years, large Jordanian Corporations, such as Nuqul Group and CCC, have invested time and money to paint the school, repair facilities, and provide for crucial equipments.

Analysis: Based on our discussion with UNRWA's Education Director at the Amman Field Office, two main conclusions can be derived regarding this matter.

First, UNRWA schools have managed to utilize on local human resources to build a unique educational environment that is based on complete dependency between Palestinian students and their teachers.

Although the manner by which these teachers are officially recruited was vague for most UNRWA schools' head teachers, end results clearly show that the delicate structure of these schools is enriched by having Palestinian teachers for Palestinian students.

Second, obstacles to getting local businesses to be more involved in investing in these schools is mainly due to the deep rooted political realities in Jordan.

In most Palestinian refugee camps in Jordan, the process of bringing human or capital resources from non UNRWA organizations or individuals is anything but an easy task. For example, the civil status of the Gaza Camp residents in Jerash, who are not given full rights to employment, health, and education, makes it difficult for local community members to mobilize resources in an official way to aid civil society institutions, including UNRWA schools.

Moreover and in most cases, major human and financial investments to refugee camps in Jordan are strictly monitored by Jordanian authorities due to fears of "Jordanizing Palestinian Refugees" in a country that faces serious political divisions between its inhabitants.

Standard 3

Monitoring						
	Indicators					
School	3.1	3.2	3.3	3.4	3.5	Total Possible: 5*5=25
Al Manshiyeh Boys	1	0	1	0	1	3
Baqaa	1	0.5	1	0	1	3.5
Swelieh Girls	1	0.5	1	0	1	3.5
Jerash Girls	1	0.5	1	0	1	3.5
Jerash Boys	1	0.5	1	0	1	3.5
UNRWA Total	5	2	5	0	5	17
UNRWA Score (Total/Total Possible*5)						68%

The **goal** of Standard 3 is to have all relevant stakeholders regularly monitor the activities of the education program and the evolving needs of the population. The indicators stipulate that (3.1) education data are systematically and regularly conducted, including tracking of trends and changes, (3.2) education data are analyzed and shared with stakeholders at pre-determined, regular intervals, (3.3) data that identify changes, new trends, needs and resources are provided to education program managers on a regular basis, (3.4) personnel are trained in data collection methodologies and analysis and (3.5) program adjustments are made as a result of monitoring.

As seen in the chart above, all schools fully met **Indicator 3.1 and Indicator 3.3**. According to UNRWA staff, the school Area Education Officer and the Educational Development Center are charged with analyzing the individual school data and comparing UNRWA figures with public schools. Further, there is a unified test prepared by UNRWA. This is given at 3, 4, 6, 8 and 10 grades. UNRWA selects a sample of completed tests and looks at different factors against student performance (Is the school rented? Is it a shift school? Is it for girls or boys?).

The Education Development Center, which is comprised of UNRWA Educational Supervisors, creates an action plan (based on the results of the unified tests), discusses the plan with the head teacher, and the students are tested again after a period of time.

Indicator 3.2 was only partially met. At all schools, there did not appear to be a system for sharing education data at pre-determined, regular intervals. Although there was no mechanism for data sharing, most parents and teachers commented that schools were very transparent and they felt comfortable asking for data.

More information should be sought regarding **Indicator 3.4**. In speaking with school staff, we were not informed that they have received formal training on data collection. All schools met **Indicator 3.5**, as program adjustments are put in place following UNRWA's Educational Development Center. Also, teachers are given the freedom to adjust their own annual plans based on students' yearly results.

Analysis: UNRWA's school monitoring is successful due to the existence of the Educational Development Center and due to the motivation and dedication of school staff. Having an external center where all school data is collected and analyzed allows UNRWA to track trends in student performance and compare it with Jordan public school student performance.

Further, giving teachers the leeway to create and adjust their annual classroom plans allows program adjustments to be implemented quickly.

Standard 5

Equal Access			
	Indicators		
School	5.1	5.2	Total Possible: 2*5=10
Al Manshiyeh Boys	1	1	2
Baqaa Girls	1	1	2
Swelieh Girls	1	1	2
Jerash Girls	1	1	2
Jerash Boys	1	1	2
UNRWA Total	5	5	10
UNRWA Score (Total/Total Possible*5)			100%

The goal of Standard 5 is to pledge all individuals with equal access to quality and relevant education services. The indicators stipulate that (5.1) Documents or other requirements are not a barrier to enrollment, and (5.2) that the education program is recognized by the education authorities of the host country

The chart above demonstrates that both indicators have been fully met by all 5 schools covered in this study.

The fulfillment of **Indicator 5.1** is clearly evident in the fact that all 5 schools do not require anything more than what is usually possessed by an average household in a Palestinian refugee camp.

Upon their acceptance, all girls' schools, Baqaa, Jerash, and Swelieh, require that students submit their original birth certificate, a copy of their Jordanian passport, their vaccination report, and most importantly their Palestinian Refugee card. This refugee card is normally issued by UNRWA for the head of the household in order to facilitate the process of distributing food supplies.

As for the other 2 schools, Jerash Boys School and Manshiyeh Boys School, the Palestinian Refugee Card is only required, and in some cases providing it is not mandatory.

As for **Indicator 5.2**, stakeholders in all five schools unanimously stated that transcripts, certificates, and official letters issued by UNRWA schools are recognized by both the Ministry of Education and the Ministry of higher Education in Jordan.

Since UNRWA schools abide by the same laws of the education system in the country, students do not face significant barriers in moving up to higher grades (11th and 12th) in public schools and consequently public universities, after they have completed their mandatory level in UNRWA schools (10th Grade).

Analysis: The logic behind meeting this standard is entirely related to the macro political environment that differentiates Jordan from its neighboring countries and is irrelevant to any specific measures adopted by UNRWA to facilitate the process of ensuring equal access to education.

The official position of the Jordanian Government since 1949 is to guarantee full citizenship for the majority of Palestinian refugees as part of integrating them in the Jordanian society. By law, these refugees are allowed full access to free education, up to 10th grade, and are allowed to work in most of public institutions.

Having said so, it would always be of ease for any student to issue necessary documents needed to enroll in or transfer from different schools, whether UNRWA schools or public and private schools.

Since the Jordanian Ministry of Education applies the same curricula on all schools in Jordan, including UNRWA schools, it would only be logical that entry requirements are standardized and recognized by different educational bodies.

The case of Jordan proved to have been an exception in the region. Neighboring countries with high concentration of Palestinian refugees do not offer similar privileges to these refugees. Taking the case of Lebanon as an example, it is extremely difficult for Palestinian refugees to issue necessary documentations needed to enroll in or transfer from schools. In fact, Palestinians in Lebanon are not allowed to leave their refugee camps except in case of emergency. The Lebanese government does not control UNRWA schools and there was no evidence that the latter provided a good case for the need to integrate its clients in the education system of the host country.

Standard 8

Curricula			
	Indicators		
School	8.1	8.2	Total possible: 2*5=10
Al Manshiyeh Boys	1	0.5	1.5
Baqaa Girls	1	1	2
Swelieh Girls	1	1	2
Jerash Girls	1	1	2
Jerash Boys	1	0.5	1.5
UNRWA Total	5	4	9
UNRWA Score (Total/Total Possible*5)			90%

Based on the INEE report, fulfilling standard 8 requires that culturally, socially and linguistically relevant curricula provide formal and non-formal education, appropriate to the community.

The first indicator (8.1) demands that Existing curricula are reviewed for appropriateness to the age or developmental level, language, culture, capacities and needs of the learners. Under the second indicator (8.2), curricula must address life skills, literacy, numeracy, and core competencies of basic education relevant to given stages of an emergency.

When shedding light on the implementation of **indicator 8.1**, it was observed that UNRWA schools, similar to other public and private schools, have little authority over the modification of the curricula. Overall, national curriculum is set by the Jordanian Ministry of Education and cannot be altered.

This indicator has been fully met by all schools covered in study because despite the fact that they have no say over the nature of topics taught at school, they were successful in embedding topics that are relevant to their clients (Palestinian Refugees) in many of the subjects.

In justifying why this indicator was met, one must look at the issue from two interconnected angles; variety and relevancy. When it comes to the issue of variety, all stakeholders mentioned that sufficient school hours were dedicated to cover a variety

of subjects, namely History, Arabic and English language, Math, physics, chemistry, social education, and Islamic Religion.

As for relevancy, all stakeholders also mentioned that the Palestinian identity is celebrated in almost every occasion. Teachers have the ability to incorporate this theme into the curriculum by organizing certain activities that communicate important Palestinian concepts such as the “Right of Return” and the “Nakhba in 1948”, where most Palestinians were forced out of their homes, in addition to discussing recent political developments. When speaking with the head teacher of the Jerash Boys School, he mentioned that the school tries to remind students that they shall never forget Palestine.

In that regard, teachers in most schools are asked to submit a daily or a weekly educational plan to be approved by the head teacher.

Finally, it can be concluded that all stakeholders are involved in the process of enriching the curricula. However, since the core subjects are imposed on them by the Ministry of education, their role in that regard becomes limited to developing what was referred to by head teachers as “The Hidden Curricula”.

Based on the chat above, **indicator 8.2** was also met. With the exception of two schools, Manshiyeh and Jerash Boys, all stakeholders in the remaining three schools stated that they are satisfied with the quality of education offered in terms of providing students with necessary skills for the job market and in terms of exposing them to specific scenarios that will help in molding their characters.

Parents in all schools unanimously expressed concerns over the academic future of their children as a result of moving to Jordanian public schools after 10th grade. They say that whatever skills students might have gained during their primary education at UNRWA schools might be at risk once they move to public schools because the latter do not invest on their students. According to them, teaching at public schools is of lower quality and students cannot work in groups even though the average number of students per classroom could reach 55 students.

Eventually, this might jeopardize chances of UNRWA students to enroll in good universities, thus placing them at a disadvantage since they already belong to one of the unfortunate groups in society.

As for the two schools that have partially met this indicator (Manshiyeh and Jerash Boys), both students and parents in these schools stated that they would like to see

their children get exposed to more skills that will help in molding their characters, such as computer skills as well as mastering English.

Analysis All analyzed schools offer their students a wide variety of subjects, from language classes and Islamic religion to advanced mathematics, physics, and chemistry. High satisfaction with the quality of education in general stems from the fact that all UNRWA schools must apply similar educational policies imposed on them by the Ministry of Education.

UNRWA schools encourage students to work in pairs in order to tackle the issue of class over-crowdedness. The positive feedback from many stakeholders regarding the quality of education in these schools implies that UNRWA is fulfilling its obligations by providing students with a chance to apprehend crucial tools such as computer skills and presentation and language skills.

As for the schools that have partially met this standard, again, the problem there is related to the macro political situation for some Palestinian concentrations in Jordan. Teachers, students, and parents in both the Jerash and Manshiyeh areas stated that the curriculum does not appear to address the limited employment options for the students.

Since residents of these areas are mostly from Gaza, and thus they are not entitled to officially work in Jordan, UNRWA was found to have not invested heavily on modern equipments in these schools.

While students can enter Jordanian universities, they would need to leave Jordan to pursue careers in fields such as medicine, Engineering, or Accounting.

Standard 9

Training				
	Indicators			
School	9.1	9.2	9.3	Total Possible: 3*5=15
Al Manshiyeh Boys	0.5	1	0	1.5
Baqaa Girls	0.5	1	1	2.5
Swelieh Girls	0.5	1	0.5	2
Jerash Girls	1	1	0.5	2.5
Jerash Boys	1	1	0	2
UNRWA Total	3.5	5	2	10.5
UNRWA Score (Total/Total Possible*5)				70%

Standard 9 is comprised of three main indicators and is related to teachers' training. The main goal of this standard is to provide teachers and other education personnel with periodic, relevant and structured training according to need circumstances.

Indicator (9.1) specifies that training must correspond to prioritized needs, objectives of education activities and learning content. Where appropriate, indicator (9.2) requires that training is recognized and approved by relevant education authorities. The third indicator (9.3) specifies that Training, including follow-up monitoring, encourages the teacher to be a facilitator in the learning environment, promotes participatory methods of teaching, and demonstrates the use of teaching aids.

First, **indicator 9.1** was partially met by 3 of the 5 schools and fully met by the remaining others. In all cases, teachers are required to attend the "EP" training in the UNRWA University in Amman. This primary training is offered to teachers to touch on certain needs and skills that they must possess in each subject before they excel in their career.

Based on the chart above, the first three schools, Al-Manshiyeh, Baqaa Girls and Swelieh Girls, did not exceed the minimum requirements whereby they only offered teachers the "EP" training. Teachers in these schools mentioned that they were not offered follow up training sessions that are relevant to their streams. All of them stressed on the fact that even the mandatory "EP" training was general in nature and did not lay a hand on some crucial tools on how to deal with students.

The other two schools, Jerash Girls and Jerash Boys, have fully met this indicator. In addition to the “EP” training that is offered when teachers are first recruited to the job, a combination of voluntary and mandatory workshops were offered in specific areas such as “Authentic Assessment”. Other teachers praised the idea of being able to attend classes given by other more experienced teachers in order to learn from their skills.

In conclusion, teachers in these two schools mentioned that they felt they have received adequate training from UNRWA.

On one hand, **Indicator 9.2** was the only indicator that was fully met by all schools. The EP training is recognized by all educational authorities in Jordan. However, it is uncertain whether other workshops offered by the school are recognized or not.

On the other hand, **indicator 9.3** was the only indicator that was not met by UNRWA under this standard. On a school level, the Baqaa School was the only one to fully meet this indicator whereby teachers mentioned that training sessions are provided to them throughout the year in UNRWA facilities. Teachers receive trainings on how to adopt UNRWA standards in the classroom. Moreover, these teachers also received numerous practical sessions by their head teachers, relevant to their specific fields.

With regards to the remaining two schools, there was no evidence that either the Al-Manshiyeh Boys School or the Jerash Boys schools met this indicator. Teachers there mentioned that they did not receive follow-up training despite the fact that head teachers stated otherwise.

This indicator was only partially met by the Jerash Girls and Swelieh Girls schools. Teachers mentioned that they have received general training sessions on how to integrate concepts such as “Human Rights in Education” with their classes. However, no specific sessions were organized to enhance the quality of teaching for individual fields (Arabic, English, Mathematics, etc...).

Analysis: Based on our meeting with the UNRWA staff in Amman, it was observed that the EP program is given to persons who do not have an education qualification. They must complete the EP within their first 3 years with UNRWA. It is an in-service training, and it is free of charge.

UNRWA faces a hard time accommodating all teachers for training, so they are beginning to offer different options: either they can take the EP, or they can do a parallel degree and pay a minimal amount. Another option is to join classes at a local university.

The EP program also qualifies a teacher to teach at a public school. This training program attracts the local market because it reflects positively on the teacher's abilities. UNRWA does not have a clause saying a teacher must remain with UNRWA for a specified amount of time once they complete the EP. They are thinking of adding something like this in the future to minimize lost investments on human resources.

"One of the strengths of UNRWA is our training methods" said Dr. Abbas, the head of the educational program at UNRWA.

Future plans encompass that UNRWA coordinates with the British Council to train teachers in Sciences and English. They also coordinate with the American Embassy (RELO) program for English training.

Based on what was mentioned, it became clear to us that UNRWA concentrates heavily on the "Human Factor" to cover shortages in funding necessary expansions in infrastructure and needed equipments. As it stands today, the agency's unique positioning comes from its ability to provide educational institutions in Jordan with qualified teachers who are able to motivate students to succeed both academically and professionally.

Standard 10

Instruction			
	Indicators		
School	10.1	10.2	Total Possible: 2*5=10
Al Manshiyeh Boys	1	1	2
Baqaa Girls	1	0.5	1.5
Swelieh Girls	1	1	2
Jerash Girls	1	0.5	1.5
Jerash Boys	0.5	1	1.5
UNRWA Total	4.5	4	8.5
UNRWA Score (Total/Total Possible*5)			85%

Through standard 10, the INEE advocates for Instruction to be learner-centered, participatory and inclusive.

Under indicator (10.1), participatory methods are used to facilitate learner involvement in their own learning and to improve the learning environment. Indicator (10.2) requires that learners are provided with opportunities to be actively engaged in their own learning.

Indicator 10.1 was fully met by all schools covered in this study with the exception of the Jerash School for boys north of the country.

Teachers, in most of these schools, described their methods of teaching as being “Participatory”. Some teachers for example support students to ask questions about previous lessons before starting new ones. Most of them intend to utilize words such as “What do you think” or “What do you believe” instead of asking “What is right or what is wrong”, in an attempt to encourage students to express their opinions freely.

Other teachers stated that as they attempt to instill feelings of friendship with their students and to make it more interesting for them to participate in class, they utilize modern techniques such as drama and games.

Despite class over crowdedness, teachers in most schools were able to overcome this problem by encouraging participation from all students. Only teachers from the Jerash Boys School voiced concerns over their inability to encourage participatory techniques because the large size of class demotivates both students and teachers.

Upon touching on **indicator 10.2**, it was observed that on one hand 3 of the 5 schools, Al-Manshiyeh Boys, Jerash Boys, and Swelieh Girls, have fully met this indicator. On the

other hand, the remaining two schools, Jerash Girls and Baqaa Girls, have only partially met this indicator.

Looking at schools that have fully met this indicator, it was found that students are often asked to work in groups and are encouraged to ask questions in class. Teachers there mentioned that they try to initiate “Open Discussions” with an aim to build a healthy relationship with students, one that is built on mutual respect.

However, some students in these schools complained about the “Lack of Motivation” on behalf of both teachers and students when it comes to working in groups since it is difficult to control the problem of free riding, especially in a class of more than 45 students.

As for schools that have not met this indicator, students mentioned that the concept of “Group Work” is selectively encouraged in some classes such as Math, English, and Computer classes whereas other classes lack a systematic strategy that would utilize on this concept.

Analysis: Since its establishment in the late 1940s, UNRWA was able to sustain its reputation of providing high quality educational services which by far exceeded services provided by national governments.

In recent years and with the growing number of Palestinian refugees, one of the highest birth rates in the world, UNRWA had to deal with increasing demand with scarce financial and human resources, please refer to the financial statement on UNRWA’s website for further information.

The inability of the agency to develop its infrastructure and provide new facilities for its clients constituted a serious obstacle in maintaining high quality of education. Hence, UNRWA has adopted a new strategy that focuses on human resources. Clearly, this strategy depends on encouraging all stakeholders to be more involved in the educational process in schools.

On one hand, teachers are required to apply more participatory approaches with students to overcome tough realities; limited spaces for large number of students. Such approaches include using games, drama, and open discussions in classrooms.

On the other hand, students are encouraged to learn their subjects in a more participatory setting, such as working in groups and presenting findings of their individual work in public.

Although applying these techniques have helped in preserving the image of UNRWA in Jordan, especially when no similar tactics are adopted by public schools in Jordan, it is unknown whether these limited financial resources will be sufficient to enhance the long term educational plans of UNRWA.

Standard 11

Learner Assessment				
	Indicators			
School	11.1	11.2	11.3	Total Possible: 3*5=15
Al Manshiyeh Boys	1	1	1	3
Baqaa Girls	1	1	1	3
Swelieh Girls	1	1	1	3
Jerash Girls	1	1	1	3
Jerash Boys	1	0.5	1	2.5
UNRWA Total	5	4.5	5	14.5
UNRWA Score (Total/Total Possible*5)				96.67%

Standard 11, advocates for the application of appropriate methods that are used to evaluate and validate learning achievements.

Indicator (11.1) stipulates that differentiated continuous assessment and evaluation methods are in place to assess learning periodically and appropriately. Procedures are in place to use this information to improve the quality of instruction. Indicator (11.2) requires that learner achievement is recognized and credits or course completion documents are provided accordingly. Finally, indicator (11.3) guarantees that assessment and evaluation methods are considered fair, reliable and non-threatening to the learner.

Firstly, **indicator 11.1** was fully met by all 5 schools in this study. All stakeholders unanimously stated that exams are never the only basis for evaluating students. In fact, the concept of “Authentic Assessment” is officially adopted by UNRWA whereby, in addition to grades, students are evaluated on the basis of their class participation and discipline and their outside class activities.

Secondly, **indicator 11.2** was almost fully met by all 5 schools in this study. The assessment structure in UNRWA schools follows the same scheme set by the Ministry of education whereby if a student fails up to 3 classes in a given year, he/she will be asked to sit for complementary (make up) exams during the summer.

Students in all schools stated that each semester, they receive report cards on their performance which has to be signed by their parents as a mean of involving the latter in

the education of their children. Students of the Jerash Boys School were the only ones to mention that it is not obligatory for them to get these report cards signed by their parents.

Since all schools in Jordan follow the instructions of the Ministry of Education, it is only logical that documentations issued by UNRWA schools will be acknowledged and accredited by the all educational authorities in the country.

Finally, **indicator 11.3** was fully met by all 5 schools. The assessment structure adopts the theme followed by the Ministry of Education. If a student fails up to 3 courses, he/she will be asked to sit for complementary (Makeup) exams during the summer period. However, if the student fails more than 3 courses, he/she will be required to repeat the entire academic year.

In general, students are aware of the rules of assessment and are also aware of the remedial plans offered in their schools in case they needed help. Most of them perceive this “Authentic Assessment” to be extremely fair since they normally can ask questions about their past exams.

Analysis: As part of modernizing the educational services at UNRWA schools, the agency has adopted an assessment theme that is by far different from what is currently applied in public schools under the direct authority of the Ministry of Education.

For example, the “Authentic Assessment” approach applied by UNRWA, for grading students is based on their discipline and class participation, their outside class activities, and their academic exams. In contrast, public schools still base their student evaluations entirely on academic exams.

As in the case of the previous standard (Instruction), applying modern techniques have helped in preserving the image of UNRWA in Jordan, especially when no similar approaches are adopted by public schools in Jordan. However, it is unknown whether these limited financial resources will be sufficient to enhance the long term educational plans of UNRWA.

Standard 12

Teacher Recruitment					
	Indicators				
School	12.1	12.2	12.3	12.4	Total Possible: 4*5=20
Al Manshiyeh Boys	1	1	0	1	3
Baqaa	1	0	0	1	2
Swelieh Girls	1	1	0	1	3
Jerash Girls	1	0	0	1	2
Jerash Boys	1	0	0	1	2
UNRWA Total	5	2	0	5	12
UNRWA Score (Total/Total Possible*5)					60%

The goal of standard 12 is to ensure that a sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process based on selection criteria that reflect diversity and equity.

Fulfilling indicator (12.1) entails that clear and appropriate job descriptions are developed prior to the recruitment process. Indicator (12.2) specifies that the number of teachers recruited and deployed is sufficient to prevent over-sized classes. Indicator (12.3) requires that a selection committee, including community representatives, selects teachers whereas the last indicator (12.4) is concerned about the recruitment process whereby this process should be based on a transparent assessment of candidates' competencies and considerations of gender, diversity and acceptance by the community.

Upon analyzing **indicator 12.1**, it was observed that all five schools have fully met this indicator. Although the content of job descriptions at UNRWA seems to be outdated, as stated by the director of Education at UNRWAs Head quarters in Amman, UNRWA schools do provide in theory all staff with a clear job description specifying their expected duties.

As for **indicator 12.2**, the story changes completely in which two schools, Manshiyeh Boys and Swelieh Girls, have fully met this indicator and the remaining three have not at all.

In the case of the schools that have met this indicator on one hand, it is not clear whether assigning teachers takes into consideration the size of the class. However, in the case of Manshiyeh, neither the principal nor the teachers raised concerns over the need to have more teachers to cover any possible deficiencies.

On the other hand, schools that have not met this indicator raised concerns over the teacher to student ratio i.e. the over crowdedness of classrooms.

In one case, the head teacher at the Jerash Boys School mentioned that the ratio of teacher to student is, on average, 1:44, which is significantly higher than the national average; 1:37⁴. Not being able to tackle this issue systematically is related to financial constraints faced by UNRWA today in which the agency is unable to build new facilities, a solution that would drastically help in creating a healthier environment in the classrooms.

Similarly, both teachers interviewed in the Baqaa School stated that they do not need more teachers. In fact, they need more classrooms. They should have only 20 students in one classroom, not 2 teachers for 45 students

All schools covered in this study failed to meet **indicator 12.3** which is related to the availability of a “Selection Committee”. Only UNRWA HR is involved in selecting the teachers after they pass a special exam. Teachers can apply to change schools but they are assigned based on the needs of each educational area. Teachers sign a 3-year contract to be renewed automatically unless their contract is terminated.

Finally, **indicator 12.4**, which is related to the recruitment process, was met by all schools. Despite the fact that head teachers are not involved in the selection process, all of them are aware of the necessary procedures needed to recruit new teachers and school staff. This is usually done by submitting an official request to UNRWAs head offices, after which, a teacher will be sent to take on his/her responsibilities at the school.

Analysis: Although standard 12 has been met by most UNRWA schools, it became clear to us that participatory approaches promoted by UNRWA are not fully applied to teachers’ recruitment because neither head teachers nor parents are involved in the selection process.

Teacher recruitment is handled by Human Resources department. People can apply through the internet, HR reviews the applications and then teachers do written tests.

⁴ www.moe.gov.jo

The interview is done by an UNRWA panel, but does not include the head teachers or parents. The interview is a competency based interview.

"We would love for head teachers to have more input in this process, but this has not been decided yet", said the deputy education chief at UNRWA.

Regarding job descriptions: UNRWA has recently re-vamped the post-descriptions for teachers, since the old one was outdated. They are aiming to clarify teacher responsibilities in the new descriptions. Teachers will know exactly what competencies they need.

Although Schools head teachers are aware of the recruitment procedures, the fact that they are absent from further consultations and candidate assessment places many question marks on the serious intentions on behalf of UNRWA to seriously promote the theme of working together with all stakeholders.

Standard 13

Conditions of Work			
	Indicators		
School	13.1	13.2	Total possible: 2*5=10
Al Manshiyeh Boys	0.5	1	1.5
Baqaa	0	1	1
Swelieh Girls	0.5	0	0.5
Jerash Girls	0.5	1	1.5
Jerash Boys	0.5	1	1.5
UNRWA Total	2	4	6
UNRWA Score (Total/Total Possible*5)			60%

The main goal of standard 13 is to ensure that teachers and other education personnel have clearly defined conditions of work, follow a code of conduct and are appropriately compensated.

Indicator (13.1) stipulates that job contracts should specify compensation and conditions, and compensation is provided on a regular basis, related to the level of professionalism and efficiency of work. The second indicator (13.2) stipulates that the code of conduct is signed and followed by education personnel, and appropriate measures are documented and applied in cases of misconduct and/or violation of the code of conduct.

In total, **Indicator 13.1** was not met by UNRWA schools in which all schools except the Baqaa Girls School have only partially met this indicator.

In the case of the Al-Manshiyeh School, teachers stated that the contract did contain clauses on inflationary increases. However, the contract, which is a 3 years long legal document to be signed at the beginning of employment, did not come across performance related increases.

As for the Swelieh Girls School, teachers complained that the amount of the annual increase (JD 10; \$ 13) is outdated and does not take into consideration high inflationary prices in the country, a matter that could be extremely discouraging for most teachers.

Similarly, teachers in the Jerash Boys and Jerash Girls Schools noted to the fact that UNRWA employees are one of the few workers in Jordan who can use strikes in order to pressure decision makers into considering their demands. However, they also accuse

UNRWA of not respecting the clause in the contract that states that UNRWA teachers are entitled to a raise equal to that obtained by teachers of public schools.

Only the Baqaa school teachers stated that their employment contracts did not stipulate the salary amount, whereby it is left to negotiations between the head teacher and the employees.

In general, teachers in all five schools showed discomfort with the amount of compensation, in which it is perceived that what they end up doing exceeds by far their initial expectations about the Job.

Except for the Sweilieh School for girls, **Standard 13.2** was met by all schools. Teachers in general have to sign a “circulars” that disseminate information about their behavior.

Analysis: There are some veiled reasons for why UNRWA failed to meet indicator 13.1. Many teachers expressed anger over the absence of fiscal responsibility on behalf of UNRWA’s management. These teachers accuse UNRWA of transferring all financial burdens, such as budget cuts and salary freezes, to them while millions were still pouring on constructing fancy buildings and covering lavish expenses for top UNRWA executives.

Most of them also complained about the lack of a systemized salary scheme, one that also gives more weight to performance based raises.

The response we obtained from UNRWAs educational directory in Amman was not sufficient to explain why salary freezes were applied to teachers only. According to UNRWAs deputy education chief, salary is initially determined by the teacher's education level. Then, after 5 years of service their level is upgraded. UNRWA is now creating an incentive system, which will make responsibilities and compensation levels more clear.

The fulfillment of the second indicator (13.2) follows the pattern of “Participatory techniques” applied by UNRWA to involve all stakeholders, teachers, parents, and students, in the process of laying down a clear set of rights and responsibilities at schools.

Standard 14

Support and Supervision			
	Indicators		
School	14.1	14.2	Total Possible: 2*5=10
Al Manshiyeh Boys	1	1	2
Baqaa	1	1	2
Swelieh Girls	1	1	2
Jerash Girls	1	1	2
Jerash Boys	1	1	2
UNRWA Total	5	5	10
UNRWA Score (Total/Total Possible*5)			100%

The main goal of standard 14 is to ensure that supervision and support mechanisms are established for teachers and other education personnel and are used on a regular basis.

Indicator 14.1 stipulates that schools should apply supervisory mechanism for regular assessment, monitoring and support for teachers and other education personnel. Indicator 14.2 requires that staff performance appraisals are conducted, written up and discussed with the individual(s) concerned on a regular basis.

The two previously described indicators were fully met by all stakeholders in the five schools analyzed in this study.

Starting with **indicator 14.1**, all school teachers are evaluated by the head teacher and the regional supervisor for each subject. They are assessed once a year by a regional supervisor who comes randomly to observe classes.

Through these visits, the supervisor provides comments and notes on the teacher and discusses the evaluation with him/her or the supervisor could test the students directly and build a case for whether the teacher is capable of communicating efficiently with his/her students. The head teacher also arranges for periodic in-class observations for teachers in order to evaluate whether they meet the standards or not

As for **indicator 14.2**, it was observed that at the end of each academic year, head teachers will conduct an official session with each teacher in order to discuss their written evaluations. Head teachers usually use 3-4 main criteria to assess teachers: the

grades of students, teachers' likeability, and the degree to which they exert effort in trying to explain things to students. This application of this approach was almost identical in all 5 schools.

Analysis: As in the case of many educational standards, UNRWA is applying specific modern measures in order to differentiate itself from other educational bodies in Jordan.

In that sense, ensuring that UNRWA schools adopt standardized support and evaluation measures for teachers constitutes what is referred to in business literature as a unique selling proposition for the agency in Jordan. Teachers in these schools possess many rights, one of which is the right to be officially evaluated by their direct managers (head teachers) as well as their area coordinators and supervisors.

Although many assume the presence of these rights in all schools, research shows that the vast majority of public schools in Jordan do not conduct constant evaluations for teachers.

Most importantly, the criteria used to evaluate teachers are clearly defined by UNRWA. Basing the evaluation on components such as the likeability of the teacher amongst students, his teaching style, students' academic performance, and effort to excel in the career have helped in strengthening the participatory approach between all stakeholders in each school.

It is important to note that although evaluations are conducted for all teachers on an annual basis, no evidence exist to support the claim, made by some head teachers, that salary increases is based on these evaluations.

III. Standards Not Met By UNRWA

Analysis of Standards Not Met by UNRWA

This section is a review of the standards which, as a whole, scored below 50% on the indicator scale. Following a brief review of the findings, we provide hypotheses as to why these standards were not met by UNRWA. For further data on each school, please see the individual school evaluations located in Appendix A.

Standard 1

Community Participation	Indicators		
School	1.1	1.2	Total Points Possible: 2*5 = 10
Al Manshiyeh Boys	0	0	0
Baqaa Girls	0	0.5	0.5
Swelieh Girls	0	0	0
Jerash Girls	1	0	1
Jerash Boys	0	0	0
UNRWA Total	1	0.5	1.5/10
UNRWA Score (Total/Total Possible*5)			15%

The over-arching goal of Standard 1 is to have community members actively participating in assessing, planning, implementing, monitoring and evaluating the education program of the school. The indicators set forth by the INEE report stipulate that (1.1) community members, including youth, are involved in the development and implementation of the education program and (1.2) there exists a community education committee that conducts community-based evaluations of the schools.

From the chart above, our findings show that a majority of the schools did not meet **Indicator 1.1**. Community members, especially children and youth, were not systematically involved in the development or implementation of education programs. Most parents commented that while they felt the school's administration was transparent, it was up to them to become involved in the school. Students stated that they could raise their voice to make suggestions regarding the education programs, but, they did not expect their suggestions to be accepted. For example, one student we spoke with at the Baqaa Girls school stated she would like to have more diverse classes

– in music or French, she suggested. We also heard comments from parents that the English courses at the schools were not as rigorous as they would like. In most schools, curriculum and activity development and implementation is led by the school principal and teachers, with the occasional input of the UNRWA supervisor. In the case of Jerash Girls school, which met this indicator, the principal emphasized that the community members are ‘heavily involved’ in the development of the annual plan.

Indicator 1.2 corresponds to the existence of a community education committee and their regular ‘social audit’ of the school. While many schools did have a parent-teacher committee in place, often these committees existed only as a communication avenue between teachers and parents – these committees did not actively pursue an evaluation of the school. Further, some schools mentioned that PTA members are occasionally contacted to give feedback on school programs; however, since PTA members are elected, not all parents are given the opportunity to evaluate or provide feedback on programs.

Analysis We discussed this standard when we met with UNRWA’s Education Director at the Amman Field Office. The Director stated that UNRWA encourages each school to have a PTA. Out of 173 schools, 97 of Jordan’s UNRWA schools have PTAs (56%). The Director stated, “We want parents to participate in school development plan. The head-teacher has most responsibility to facilitate the relationship with the local community.” One challenge that hinders UNRWA from meeting this standard is the difficulty in motivating parental involvement. Many students’ families are extremely poor and parents do not have the time to devote to the school. In addition, some teachers we spoke with mentioned that many parents are not educated themselves, which often means education is not a high priority for them or even for their children. A second challenge requires a cultural shift in the relationship between students and school administrators. Traditionally, students are not seen as an active participant in a school’s development; rather, they are vessels which require guidance and regulations. UNRWA recognizes the need to transform this role so that students are perceived as valid contributors to their own education.

Although UNRWA did not meet this Standard according to our research, UNRWA has begun a training program where they aim to increase participation of all actors: parents, students, and teachers. They want children to advocate for their needs and wants; want to teach them how to coordinate with local organizations and how to strategically organize and implement changes. This training program is done in coordination with

UNICEF⁵. UNICEF anticipates the program will cover 50% of UNRWA’s Jordan schools by mid-2011. The program provides tools for students and community members to take action on issues with their school. Some schools have had additional classrooms and computers provided as a result of their own advocacy; some schools have even been able to change to 1 shift schools with additional classrooms built.

Standard 4

Evaluation				
School	Indicators			Total Possible: 3*5=15
	4.1	4.2	4.3	
Al Manshiyeh Boys	0	0	0	0
Baqaa Girls	0	0	0	0
Swelieh Girls	0	0	0	0
Jerash Girls	0	0	0	0
Jerash Boys	1	0	0	1
UNRWA Total	1	0	0	1/15
UNRWA Score (Total/Total Possible*5)				7%

The goal of Standard 4 is to have in place a systematic and impartial evaluation of the education system in order to improve practice and enhance sustainability. The indicators stipulate that (4.1) policy and program evaluations are conducted at regular intervals, (4.2) information is transparently collected from all stakeholders, including affected population, and (4.3) that teachers, learners, and community members are involved in evaluations.

From the chart above, we can see that only the Jerash Boys’ school met Indicator 4.1, and all other schools and indicators were not met. At the Jerash Boys’ school, the principal mentioned that he personally conducts an evaluation of the school in coordination with the head teacher of each subject. Unfortunately, he did not give further detail into how the evaluation was conducted. Most students are not asked to evaluate their classes or teachers on a regular basis and parents we spoke with mentioned that they are not asked to provide feedback on the school. Overall, we found that while UNRWA requires teachers to be evaluated, we did not find evidence that a systematic evaluation existed of the policies and programs of the school. Further, there was no evidence that information was sought from all stakeholders – including students and parents.

⁵ United Nations Children’s Fund

Analysis Obstacles to attaining Standard 4 are similar to those found with regard to Standard 1. Successfully encouraging community involvement in the school is difficult when the population is in extreme poverty and under stress. Teachers across the schools often commented that parents are not involved in their child's education, nor do they care to be. Some parents would prefer their child work than attend school in order to increase the family's monthly income. It is difficult to determine whether this obstacle is rooted in the financial stress of the refugees or whether there is a cultural difference in the importance of education. Another obstacle is simply that a comprehensive, systematic and all-inclusive evaluation mechanism does not appear to exist. Most principals mentioned different ways that they informally evaluate the school; however, there does not appear to be top-down regulation set forth requiring an impartial and regular evaluation of school policies that includes all stakeholders.

Standard 6

Protection and Well-being					
	Indicators				
School	6.1	6.2	6.3	6.4	Total Possible: 4*5=20
Al Manshiyeh Boys	1	1	0	0.5	2.5
Baqaa Girls	1	0	0	0	0
Swelieh Girls	1	1	0	1	3
Jerash Girls	1	0.5	0	0	1.5
Jerash Boys	1	0.5	0	0	1.5
UNRWA Total	5	3	0	1.5	8.5/20
UNRWA Score (Total/Total Possible*5)					42.50%

The goal of Standard 6 is that learning environments are secure, and promote the protection and mental and emotional well-being of learners. Indicators include: (6.1) Schools are located in close proximity to populations they serve, (6.2) Access routes to schools are safe and secure, (6.3) Training programs for teachers, learners and community are in place to promote safety, security and protection, (6.4) The nutrition and short-term hunger needs of learners are addressed to allow for effective learning to take place at the learning site.

It is essential that UNRWA work to meet Standard 6, as the standard requires the short-term hunger needs of students are addressed and that access routes to schools are safe. This standard refers to the safety of students and the ability for UNRWA to foster an environment where students are able to learn.

Indicator 6.1 was met by all schools – students live in close proximity to schools. UNRWA operates multiple schools in each camp, in addition to schools located outside of camps (such as Swelieh school or Al-Manshiyeh school).

Access routes to schools, in reference to **Indicator 6.2**, often do not provide safe routes for children. Schools are surrounded by busy streets with auto traffic. Further, there are no signs warning drivers that they are near a school or that children may be crossing the road. In Baqaa Girls school, for example, parents we spoke with mentioned

that it can be very dangerous for their child to walk to school because there is a highway that crosses the refugee camp.

Regarding **Indicator 6.3**, teachers we spoke with indicated that they had not received any training on safety precautions or first aid. Further, there were no formal programs that encouraged teachers to promote security or safety.

Indicator 6.4, which requires that students nutritional and short-term hunger needs are met in order to facilitate learning. This standard was rarely met. Teachers mentioned many students go hungry during the day as their families do not have the money to purchase food from the school canteen. In addition, the two-shift school system makes scheduling your child's meals difficult – students return home in the middle of the day when parents are at work (morning shift), or leave for school before lunch at home is prepared (afternoon shift). Teachers at Jerash Boys' School mentioned extreme cases where students have fainted during the day due to hunger or fatigue. It is interesting to note that while the situation is poor across all 5 schools, the situation within the refugee camps is more extreme. Previously, in both Baqaa and Jerash camps, the Jordanian government ran a program that would provide a snack to students during the school day. This program has been reduced to serve only younger students in some schools. It does not appear that UNRWA has ever historically provided free food programs for refugee students in Jordan. While most principals we spoke with said they would like to see the school provide food for students, they have never pursued this issue. The primary reason holding principals back from raising the issue is their knowledge of UNRWA's financial stress – if they are constantly told to cut back on costs, they know a food program is not a viable suggestion.

Analysis The primary reason why schools are unable to attain Standard 6 appears to be due to a lack of resources. In speaking with UNRWA regarding Standard 6, the Director and his staff mentioned, "Our Relief department tries to tackle the issue of hunger by giving rations to needy families, but our resources are never enough." The Director noted that Jerash camp is one of the poorest in Jordan. UNRWA attempts to address the issues related to Standard 6 through cross-cutting initiatives, such as rations for families; however, the organization does not have the resources to meet the ever-growing need. UNRWA staff at the Amman field office commented that UNRWA's resources are not growing at a rate fast enough to meet the birth rate of Palestinian refugees. UNRWA's Director of Education stated, "UNRWA has had to cut down on some services due to a lack of financial resources." Some services that have been cut are rations, services to pregnant women, textbooks, and dorms for vocational students. It should also be noted here that the situation in Jordan is typically seen as 'better off'

than other fields, such as refugee camps in Lebanon. For example, the Jordanian government food program, while limited, is a benefit that the Lebanese camps would not receive. Therefore, because the Jordan camps are seen by UNRWA as better than other UNRWA camps, there is a possibility that the Jordan camps receive fewer resources. If UNRWA had the appropriate resources, perhaps students would be better prepared for school as their families would receive food rations. UNRWA may also consider coordinating with the 3rd party NGO to provide food for students.

In reference to the safety of the schools, improvements can be made to make access routes to schools safer. For example, at the Jerash Boys school, the school has attempted to address this issue by promoting Road Safety amongst the students. This initiative is comprised of presentations to students about the importance of road safety, putting up temporary road signs warning drivers of student crossings, and training older students to be crossing guards. This initiative is something that can be replicated at other schools.

Standard 7

Facilities					
	Indicators				
School	7.1*	7.2	7.3	7.4	Total Possible: 4*5=20
Al Manshiyeh Boys	0.5	1	0.5	0	1.5
Baqaa Girls	0.5	0	0.5	0	0.5
Swelieh Girls	0.5	1	1	0.5	3
Jerash Girls	0.5	0	0	0	0.5
Jerash Boys	0.5	0	1	0	1.5
UNRWA Total	2.5	2	3	0.5	7/20
UNRWA Score (Total/Total Possible*5)					35%
*All schools get 0.5 for 7.1 for having concrete walls surrounding school building					

The goal of Standard 7 is that education facilities are conducive to the physical well-being of learners. Indicators include: (7.1) the learning environment is marked by visible boundaries and signs, (7.2) class space is in line with agreed ratios of space per learner and teacher, (7.3) basic health and hygiene are promoted in the learning environment, (7.4) adequate sanitation facilities and safe drinking water are provided.

As previously mentioned, each school had a clear boundary wall of concrete; hence, each school received at least 0.5 for **Indicator 7.1**. What was lacking at each site was marking the learning environment by visible signs. This also relates back to Standard 6 in promoting a safe and secure learning environment. Each school we visited was in need of signs alerting traffic that this was a school zone and that children would be crossing the street or playing nearby.

Indicator 7.2, regarding class size and space, was an issue at most schools – especially those located inside camps. As seen in the chart above, the two schools we visited outside the camps met this Indicator. The schools outside the camps were significantly smaller than those inside the camps and class sizes reflected this. Inside the camps, teachers and students commented that large class sizes were a problem for the learning environment. Some classes in the camps we visited were up to 50 students for 1 teacher. Teachers commented that the large classes hinder students’ participation and a teacher’s ability to address student’s concerns individually.

Indicators 7.3 and 7.4 are closely related. While schools promoted health and hygiene in some ways, the conditions of the school facilities impedes staff and students from meeting hygienic conditions. Most schools we visited provide water through taps in the courtyard. Students and teachers commented that water was often polluted. In the camps, the situation tends to be worse. In Jerash camp, for example, water is brought in only twice a month and is a scarce commodity. In most schools water is available for purchase at the canteen. Sanitation facilities are often dirty due to lack of water and overuse. UNRWA indicates that they provide 1 toilet for every 50 students. At Jerash Boys school, one teacher commented, “They [the toilets] are not suitable for human usage, at all!” The lack of sewage in the camp and the bi-monthly water delivery lead to dirty and unhygienic sanitation facilities. Further, schools are not heated in the winter, nor are sufficient fans for the summer months. Teachers in Jerash, Baqaa and Al-Manshiyeh noted that students are often ill-prepared for winter months. One teacher in Baqaa noted that students will sit shivering in class in the winter. At the Al-Manshiyeh school, one teacher noted that the double shift system makes teaching in the summer difficult – if you are teaching during the 12-4pm shift, the classrooms are incredibly hot.

Analysis UNRWA realizes the need to improve their school facilities. One UNRWA Field Office staff stated, “When it comes to infrastructure, we [UNRWA] cannot compare with public schools. We believe in training, monitoring and investing in human resources. UNRWA is poor when it comes to infrastructure.” When questioned about the availability of safe drinking water at schools, UNRWA claimed a Camp Service Officer is charged with testing tap water and monitoring the sanitation facilities. Again, the primary obstacle to attaining Standard 7 is resources. Many school buildings are rented facilities and UNRWA does not have control over improving building conditions. Buying school buildings is a challenge because land is limited within refugee camps. Although UNRWA may not have the resources to provide safe drinking water or acceptable sanitation facilities at their schools, perhaps a 3rd party would be willing to assist in this matter.

IV. Research Limitations

Suggestions for Improvement and Further Study

The purpose of this study was to take a snapshot of UNRWA's schools in Amman and determine whether schools are meeting the standards for education in humanitarian assistance situations as set forth in the INEE Report. The situation of the Palestinian refugees is unique and is an interesting case in which to apply the INEE Report since the report is typically used for education in emergencies. However, the report also claims to be a guide for education in humanitarian assistance situations. What makes the Palestinian case so interesting is the length of time that refugees have been receiving humanitarian assistance and the existence of a singular, primary assistance provider: UNRWA. Therefore, seeing that Palestinian refugees have been living in Jordan for over 50 years, it is, in our opinion, even more critical for UNRWA to be meeting the INEE Standards.

The value of a study of this sort is threefold. First, UNRWA is able to obtain a third-party evaluation of their education system which, at the same time, is provided by their own staff, students and constituents. Second, results of this study can be used as a tool for improving UNRWA's procedures and goals. Third, by developing goals aimed at attaining specific INEE Standards, UNRWA can seek appropriate funding.

In the spirit of utilizing this initial study as a jumping off point for further study and to create greater value on behalf of UNRWA's students, below we make recommendations of how to improve on this preliminary work.

Timing & Groundwork

We prepared this study with the plan to compare schools in three refugee camps – Jerash, Baqaa and Amman New Camp. Unfortunately, we ran into some roadblocks and were unable to proceed with the interviews within the camps as soon as we would have liked. In order to take advantage of our time in Jordan, we amended our plan and decided to speak with schools that were outside of camps, such as Al-Manshiyeh school and Swelieh school. If we were to conduct a similar study in the future, we would conduct more groundwork before arriving in the field. We recommend establishing a relationship with UNRWA's field office as soon as possible, as they were critical in assisting us with scheduling school visits. We also had only the month of June to complete our field work. UNRWA schools in Jordan finish for the summer on June 24. This shortened our time by one week. Having a contact at UNRWA's field office prior to arriving in the field would have helped us maximize the use of our time in Jordan.

Breadth & Depth of Study

If we were to repeat this study, we suggest expanding the study to include more schools within refugee camps. Our initial goal was to gain insight on the status of schools inside refugee camps and we recommend continuing along this line of thought. We also recognize that interviewing and visiting 5 schools is not representative of UNRWA's 173 schools in Jordan. Therefore, future studies would need to be more methodical in the choice of school to attain a representative sample.

Further, we would include an even breakdown of Girls' and Boys' schools. For example, it was useful to visit both a boys' and girls' school in Jerash camp. In fact, the schools were directly across from each other. This gave the study an additional element, as we were able to compare whether there were differences due to gender.

The value of our study also expands beyond Jordan to UNRWA's other fields: Lebanon, Syria, Gaza and the West Bank. We recognize that the economic and political circumstances of Palestinian refugees differs greatly between fields, and Jordan is a relatively more welcoming country towards Palestinian refugees. For example, refugees in Jordan are able to complete their secondary education (up to 12th grade) at Jordanian public schools. Hence, UNRWA only provides primary education, up to 10th grade. In Lebanon, however, refugees are not entitled to enroll at public schools. In this case, UNRWA provides education up to 12th grade. Extending the study to other countries would allow for greater comparison and add value by increasing the potential for improvements following the study's results.

Finally, we were unable to interview all stakeholders at each school. For example, when schools were out of session we were unable to speak with parents. We recommend that future studies ensure that the widest possible population is interviewed and that each school is represented by all stakeholders: principals, teachers, parents and students.

V. Recommendations

Recommendations:

As students of Public Policy, we have introduced a brief “To-Do” list that we recommend UNRWA concentrates on in the near future. Based on our research, the following are the areas of concerns in the education field:

Funding

As it stands today, UNRWA obtains most of its funding from international donors, mainly western governments and nongovernmental organizations. Since the annual budget is entirely based on these funds, past experiences show that there is no link between funding and the increasing demands of Palestinian refugees. Thus, we recommend UNRWA adopt an efficient approach to utilize local funds.

- The Agency needs to apply a **business mindset** in approaching local corporations and non governmental agencies. Many of the flourishing businesses in Jordan are owned by **people from Palestinian origins**, thus, UNRWA may approach these corporations to request constant funds in order to support necessary educational provisions.
- In order to ensure fair distribution of resources, especially financial resources, on all UNRWA schools, the agency must **systematically** try to ensure funds for each school **prior** to the beginning of the academic year. UNRWA must encourage local corporations to **sponsor one school in Jordan**. By doing so, this corporation will be responsible for ensuring the school has resources to function for the school year. This could involve supplying necessary provisions, such as stationary and textbooks, and maintaining buildings and amenities. In return, these companies will get the chance to brand themselves and strengthen their corporate social responsibility programs.

Community Participation

Based on our analysis, many parents and local community members complained that they are not being involved in school concerns. It is strongly recommended that UNRWA schools reach out more with these key stakeholders in order to ensure a healthier and more beneficial educational environment.

- It is highly recommended that a committee from the school, the principal and other teachers, conduct **monthly meetings** with parents and active members of the local community in order to brief them on the latest about the school.
- Assigning **specific tasks** for community members will be essential to encourage efficient participation. These tasks could take the form of organizing traffic in roads adjacent to schools, organizing ceremonies, conducting workgroups to encourage students to learn and practice second languages, such as English, or leading after school activities, such as music or sports

Teachers Performance & Working Environment

Despite the fact that UNRWA's cadres, specifically teachers, are one of the most trained in the country, certain measures must be undertaken immediately to strengthen the sense of ownership so teachers continue to be motivated and invested in UNRWA schools.

- Modernizing the "EP" training is highly required in order to reflect teachers' expertise on Palestinian students. On one hand, it is highly recommended that teachers be exposed to specific areas relevant to their stream. In addition to the general skills attained at this training (Human Rights issues and teaching skills), more attention should be given to separate streams such as modern mathematical techniques for math teachers or advanced language skills for English and Arabic teachers.
- Teachers must be offered **continuous** training sessions and workshops in order to keep them up to date with modern techniques and knowledge, all in his/her field.
- Regarding working conditions, UNRWA is advised to quickly work on standardizing the job contract. A new contract should stipulate **clearly** in terms of teachers' rights and responsibilities and in terms of **basic compensation and expected future raises**.
- UNRWA is strongly advised to adopt a unified mechanism to ensure that salary increases are based on **performance**. This could be achieved by informing the teacher, in written, about his/her expected tasks each year, whereby if he/she

managed to distinguish himself/herself from other teachers, they are entitled to a higher salary increase.

Students

It was observed based on the findings of this report that a variation exists in the level of academic and professional performance amongst students of different UNRWA schools. Some schools were more successful in preparing students for University and consequently a better career in the future. Based on the analyzed variations, we recommend that the below measure be applied in schools.

- Students must be encouraged to **participate** in class in order to develop their people skills and mold their characters for the future.
- UNRWAs administrative body should monitor school's work by conducting **special exams** to test language skills, especially English, and computer abilities. (DELETE: they already conduct the national exams...how would this be different?)
- Students should be encouraged, by teachers and administrators, to form student groups regarding different special interests: technology, English practice, music, dance, etc. Encouraging the number of student groups that are active within and outside of school will empower students and motivate them to take action in their own lives. Students should be seen as active voices in the school, which in turn will increase their involvement in classes and their education path.
- Administrators should charge Student Council with solving some school challenges. For example, if the school is in a high traffic zone, the school administration should work with the Student Council to establish a Road Safety Team. By involving students in resolving issues at the school, this will instill a greater sense of student ownership over the school.
- We commend UNRWA's partnership with UNICEF, which works to develop student's voice and involvement in school policies. We recommend this program be expanded as quickly as possible to reach all UNRWA schools in Jordan and potentially all 5 field areas.

Third Party Partnerships

We realize UNRWA's financial capabilities are limited and that their greater concern is on the quality of education, rather than facility maintenance. However, given the long-term nature of the Palestinian refugee crisis, we recommend that sustainable and long-term solutions are sought for areas where UNRWA lacks funding or other resources.

- We recommend UNRWA work to partner with third party organizations, such as nongovernmental organizations, to address the following issues:
 - Availability and quality of water and latrines at schools
 - Provision of food at schools with students in need
 - Maintenance and structural improvement of school buildings
 - Provision of clothes for students, such as coats in the winter

VI. Appendix A

Individual School Evaluations

a. Al-Manshieh Boys School

Evaluation of Al-Manshiyeh School

School Name	Al Manshiyeh Prep – Boys School
Location	2 hours north of Amman (not in a camp)
Shifts?	Yes. Girls: 7-1130am; Boys: 11:30-4pm
Size	200 boy students
Grades	1-10
Grade Size	Approximately 20 students
Tuition	1.4 JD
Food offered?	No. Snack shop open during breaks.

Standard 1: Community Participation

Goal: Community members actively participate in assessing, planning, implementing, monitoring and evaluating the education program

Standard 1 Indicators

1.1) Community members (including children and youth) are involved in development and implementation of education programs

Involvement in developing education programs seems to be on an individual basis. Parents can choose to be involved in their child’s school, if they would like to be. Of the three parents we spoke with, all stated that they conduct monthly visits to the school in order to check in on their child’s progress and to ensure that weaknesses are being addressed. There is also a committee of parents that is elected annually and meets regularly.

Students expressed that they are comfortable telling teachers what they would like to learn; however, it does not appear that their input is sought after. Teachers seem to have the greatest responsibility for developing and implementing the annual curriculum and daily plans.

There is a great deal of transparency between the administrators and parents. While parents mentioned the school does not usually contact them to obtain feedback on curriculum, changes, etc., they did note that recently changes have been made to increase the communication between administrators and parents. The school’s principal mentioned that community members are mostly involved in disciplinary issues, and occasionally community members will provide feedback on curriculum - particularly to stress what weaknesses need to be addressed.

Indicator 1.1 Not Met

1.2) The community education committee holds public meetings to conduct social audits of education activities (community-based evaluations)

There is a committee of parents that meet regularly regarding the Al-Manshiyeh school. It does not appear that the parents conduct a true evaluation of the school; rather problems are addressed as they arise. Further, this committee is elected and appears to function as a go-between for parents and administrators. An open committee of parents does not exist.

Indicator 1.2 Not Met

Standard 2: Use of local resources

Goal: Local resources are identified, utilized to implement education programs

Standard 2 Indicators

2.1) Stakeholders recognize capacity of communities and education programming is designed to maximize use of local skills and capacities.

All of the school's staff are Palestinian, whose family came to Jordan in 1948. All of the staff, however, are not from the Al-Manshiyeh town. It does appear that the school uses local resources for a majority of activities, including staffing, obtaining provisions for the school store. The curriculum follows Jordan's national curriculum, and is rarely modified to maximize use of local skills. One teacher we spoke with was concerned with the students' ability to find employment after school - it seems there is a disconnect between education and applicable job opportunities in Al-Manshiyeh.

Indicator 2.1 Partially Met

Standard 3: Monitoring

Goal: All relevant stakeholders regularly monitor the activities of the education program and the evolving needs of the population

Standard 3 Indicators

3.1) Education data are systematically and regularly conducted, including tracking of trends and changes

Each student has a file that holds records of their performance at school. Trends and changes do not seem to be tracked by the school. Rather, teachers will adjust their annual plan as they see fit, based on student performance and response.

According to UNRWA staff, the school Area Education Officer and the Educational Development Center are charged with analyzing the individual school data and comparing UNRWA figures with public schools. Further, there is a unified test prepared by UNRWA. This is given at 3, 4, 6, 8 and 10 grades. UNRWA selects a sample of completed tests and looks at different factors against student performance (Is the school rented? Is it a shift school? Is it for girls or boys?).

The Education Development Center, which is comprised of UNRWA Educational Supervisors, creates an action plan (based on the results of the unified tests), discusses the plan with the head teacher, and the students are tested again after a period of time.

Indicator 3.1 Fully Met

3.2) Education data are analyzed and shared with stakeholders at pre-determined, regular intervals

The school's administration mentioned that each student's data is not fully shared with UNRWA. The principal sends only the final transcript to UNRWA to track the overall performance of the grade, but the agency is not very involved in tracking each student's performance.

There do not seem to be pre-determined, regular intervals where education data are shared and analyzed with stakeholders. Teachers are not in touch with UNRWA staff regarding program changes or new trends - the responsibility to respond to student needs falls on them. According to parents, data regarding the school's performance is shared with them in a transparent manner, if they ask. The parents we spoke with said they feel their needs as parents are being met, especially in light of existing financial constraints.

Indicator 3.2 Not Met

3.3) Data that identify changes, new trends, needs and resources are provided to education program managers on a regular basis

According to UNRWA, the school Area Education Officer and the Educational Development Center are charged with analyzing the individual data and comparing UNRWA figures with public schools.

At the school level, the teacher and UNRWA supervisor review student data at the end of the school year and create the remedial plan based on this. They look at student strengths and weaknesses to see what changes should be made next year. The Supervisor monitors

the progress of the students. There are also 2 exams per semester, which teachers and supervisors draw from.

At the field level, there is a unified test prepared by UNRWA. This is given at 3, 4, 6, 8 and 10 grades. UNRWA selects a sample of completed tests and looks at different factors against the student performance, such as: is the school rented? is it a shift school? Is it a girls' or boys' school?

The Education Development Center, which is comprised of UNRWA Educational Supervisors, creates an action plan (based on the results of the unified tests), discusses the plan with the head teacher, and the students are tested again after a period of time.

Indicator 3.3 Fully Met

3.4) Personnel are trained in data collection methodologies and analysis

We did not find evidence that teachers and administrators are trained in data collection methodologies and analysis.

Indicator 3.4 Not Met

3.5) Program adjustments are made as a result of monitoring

Programs are not adjusted entirely since they follow same curricula set forth by the Jordan Ministry of Education. Certain elements, such as additional assignments, are added to some subjects based on students' needs as determined by teachers and parents.

It appears that teachers have the greatest responsibility for making program adjustments. Parents are not in touch with UNRWA to request program adjustments; if the needs of their child change, they contact the school administration, which then communicates with the teacher. If there is a problem with school administration, however, parents will contact UNRWA.

Indicator 3.5 Fully Met

Standard 4: Evaluation

Goal: There is a systematic and impartial evaluation of the education system in order to improve practice and enhance sustainability.

Standard 4 Indicators

4.1) Evaluation of policies, programs, and outcomes of interventions is conducted at appropriate intervals against program objectives and minimum standards

Evaluations seem to be focused on student and teacher performance, rather than the school as a whole. According to the principal, evaluations of teachers are conducted twice a year. An UNRWA representative comes unannounced and randomly tests a class.

The teachers we spoke with mentioned they are evaluated once a year by their UNRWA Supervisor, who is located in the nearby city of Irbid. The UNRWA supervisor is assigned according to subject - for example, the science teacher we spoke with is supervised by the Sciences Supervisor in Irbid. The teacher evaluation is random and unannounced. The supervisor comes and observes a class, or chooses to give the students a test. The evaluation is discussed between the teacher and supervisor.

Parents do not formally evaluate teachers. There are no regularly scheduled parent-teacher conferences. Parents can informally evaluate the teacher by speaking with the principal if their child has told them of a problem.

Indicator 4.1 Not Met

4.2) Information is collected in a transparent and impartial manner from all stakeholders, including affected population

As mentioned, there do not seem to be comprehensive evaluations of the school by all relevant stakeholders, including parents and students. Parents, for example, are not contacted for formal evaluations. Overall, there is limited contact with UNRWA and parents. The parents we spoke with said they are not aware whether UNRWA evaluates the schools. Evaluations mostly occur between teachers, principals and the teacher's UNRWA supervisor.

Indicator 4.2 Not Met

4.3) All stakeholders (including teachers, staff, learners, community education committees) are involved in evaluation

No. Parents and students are not involved in evaluating the school or teachers. Parents can choose to give input through the parent committee.

Indicator 4.3 Not Met

Standard 5: Equal Access

Goal: All individuals have equal access to quality and relevant education services

Standard 5 Indicators

5.1) Documents or other requirements are not a barrier to enrollment

The school requires a student provide their refugee card to be enrolled. If the student cannot provide this, the school will make exceptions by obtaining approval from UNRWA's field office. There do not appear to be barriers to enrollment in the form of documents or requirements.

Indicator 5.1 Fully Met

5.2) The education program is recognized by the education authorities of the host country

Yes. When a student completes their schooling with UNRWA (up to 10th grade), they can attend a public school to finish their secondary education (through 12th grade). Jordan law only requires a child complete up until 10th grade.

Indicator 5.2 Fully Met

Standard 6: Protection and Well-Being

Goal: Learning environments are secure, and promote the protection and mental and emotional well-being of learners

Standard 6 Indicators

6.1) Schools are located in close proximity to populations they serve

According to the principal, most students live within 2 km of the school. The 4 students we spoke with noted it takes between 5-30 minutes to get to school - some use public transportation and others walk.

Indicator 6.1 Fully Met

6.2) Access routes to schools are safe and secure

According to parents, it is not dangerous or difficult for child to walk to school - the town is small and roads are safe. Parents we spoke with indicated they feel it is 'extremely safe' for their child to travel alone to and from school.

Indicator 6.2 Fully Met

6.3) Training programs for teachers, learners and community are in place to promote safety, security and protection

The two teachers we spoke with have not received formal training on safety, security and protection. Sometimes the school will invite Civil Defense Officers to give lectures on different safety aspects.

Indicator 6.3 Not Met

6.4) The nutrition and short-term hunger needs of learners are addressed to allow for effective learning to take place at the learning site.

The school does not provide food for students. There is a small canteen at the school, where students can purchase snacks and sandwiches during their break. According to the principal, a food program would be very beneficial at this school since the population in Al-Manshiyeh is very poor. The principal noted that he is hesitant to officially pursue this need because of the constant pressure from UNRWA to cut costs. According to parents, their children eat lunch at home, but the two-shift system and the timing of the school day it makes it difficult to prepare meals at home.

Indicator 6.4 Partially Met

Standard 7: Facilities

Goal: Education facilities are conducive to the physical well-being of learners

Standard 7 Indicators

7.1) The learning environment is marked by visible boundaries and signs

The school does have visible boundaries - there is a surrounding wall and a gate marking the school entrance. There are not signs in the area indicating a school is nearby, nor are there obvious signs on the building that it is a school.

Indicator 7.1 Partially Met

7.2) Class space is in line with agreed ratios of space per learner and teacher

According to the principal, the average class size is 20 students. The teachers we spoke with mentioned their classes are about 25-30 students. According to one teacher, "Most teachers are aware of UNRWA class sizes before they come. If you don't like it, you can leave."

Indicator 7.2 Fully Met

7.3) Basic health and hygiene are promoted in the learning environment

According to the parents we spoke with, the classrooms are very cold in the winter and extremely hot in the summer. They are not aware as to whether a heating system exists in the school.

Indicator 7.3 Partially Met

7.4) Adequate sanitation facilities and safe drinking water are provided

The sanitation facilities are separated between teachers and students. According to parents, the bathrooms are extremely dirty and old. Drinking water is provided through taps in the courtyard. Students noted that they used to have coolers with water, but they broke 2 years ago and have not been replaced.

Indicator 7.4 Not Met

Standard 8: Curricula

Goal: Culturally, socially and linguistically relevant curricula provide formal and non-formal education, appropriate to the community.

Standard 8 Indicators

8.1) Existing curricula are reviewed for appropriateness to the age or developmental level, language, culture, capacities and needs of the learners

The reality of education in Jordan is that only the Ministry of Education (MOE) is responsible for setting and reviewing curricula for elementary, primary, and secondary levels. Parents expressed concerns over the intensity of the English teaching at the Al-Manshiyeh School especially when no English Lab exists to help students practice the language. The principal of the school stated that minor enrichments are added to the curricula to make it more relevant to students' background as Palestinian Refugees.

Indicator 8.1 Fully Met

8.2) Curricula address life skills, literacy, numeracy and core competencies of basic education relevant to given stages of an emergency

There was a general feeling amongst parents that the skills gained in UNRWA schools will enable their children to compete in the Jordanian job market. However, some were concerned over the ability of Public schools to maintain their children's academic level after 10th grade. Moreover, these parents demanded that their children must receive more attention when it comes to English and computer skills, especially when these two criteria are definitive in the selection process for employees in both the public and private sector.

Taking into consideration all the previous, parents demanded that they must have a say in deciding what needs to be improved in their children's' curricula because as it stands today, no one but the Ministry of Education is in charge of all educational curricula.

Indicator 8.2 Partially Met

Standard 9: Training

Goal: Teachers and other education personnel receive periodic, relevant and structured training according to need circumstances.

Standard 9 Indicators

9.1) Training corresponds to prioritized needs, objectives of education activities and learning content

When they first start, teachers at UNRWA receive a 2-year long training session in Amman on how to apply modern standards of teaching at the schools. The first year of this training session is conducted by the “University of UNRWA” in Amman in the form of weekly lectures whereas the second year is in the form of observations at the schools. This training is general in nature and does not correspond to subject-specific needs of future teachers.

Indicator 9.1 Partially Met

9.2) Where appropriate, training is recognized and approved by relevant education authorities

UNRWA teachers who do not have a degree in education are required to take an “EP” training course within the first 3 years of their employment with UNRWA. This course enables them to teach with UNRWA and with other Jordan public schools.

Indicator 9.2 Fully Met

9.3) Training, including follow-up monitoring, encourages the teacher to be a facilitator in the learning environment, promotes participatory methods of teaching, and demonstrates the use of teaching aids

On one hand, the principle of the school claims that every year, some teachers are asked to attend general training sessions provided by UNRWA on issues such as modern planning techniques, grading, etc. On the other hand, teachers covered in this study stated that they have not received any follow up training since they first started working at the Al-Manshiyeh school.

Indicator 9.3 Not Met

Standard 10: Instruction

Goal: Instruction is learner-centered, participatory and inclusive

Standard 10 Indicators

10.1) Participatory methods are used to facilitate learner involvement in their own learning and to improve the learning environment

The teaching style in the Al-Manshiyeh school varies by class. One of the participating teachers stated that he will always ask the students about the last lecture, before he starts a new one. Students are encouraged to communicate with the teacher in a casual manner (Friendship Spirit); however, the teacher still tries to maintain a balance between being a student's friend and maintaining authority in class. In general, teaching style in the Al-Manshiyeh school depends on the class size, whereby a smaller class will enhance the ability of the teacher to apply class room management properly.

Indicator 10.1 Fully Met

10.2) Participatory methods are used to facilitate learner involvement in their own learning and to improve the learning environment

Students mentioned they are often asked to work in groups and are encouraged to ask questions in class. Teachers stated they try to initiate "Open Discussions" with their students and they try to form a relationship with students that is built on mutual respect.

Indicator 10.2 Fully Met

Standard 11: Learner Assessment

Goal: Appropriate methods are used to evaluate and validate learning achievements

Standard 11 Indicators

11.1) Differentiated continuous assessment and evaluation methods are in place to assess learning periodically and appropriately. Procedures are in place to use this information to improve the quality of instruction

In the Al Manshiyeh School, students are mainly assessed on the basis of their academic performance. However, other criteria such as "Class Discipline & Participation" and "Outside Class Activities" are each assigned a weight for end of year evaluation.

Based on the previous criteria, special tutoring sessions are offered to the academically weak students in order to improve their performance.

Indicator 11.1 Fully Met

11.2) Learner achievement is recognized and credits or course completion documents are provided accordingly

The assessment structure adopts the theme followed by the Ministry of Education. If a student fails up to 3 courses, he/she will be asked to sit for complementary (Makeup) exams during the summer period. However, if the student fails more than 3 courses, he/she will be required to repeat the entire academic year.

Based on the government's standards, only 3% of students can fail a class. If this happens, teachers are obliged to encourage their students to perform better and help them in overcoming any difficulties. The main concern for teachers in this regard is that students in the area of Al-Manshiyeh are not motivated at all in pursuing future dreams.

Indicator 11.2 Fully Met

11.3) Assessment and evaluation methods are considered fair, reliable and non-threatening to the learner

Students stated that they generally feel comfortable approaching their teachers and asking them about grades, if they receive a mark that is unsatisfactory or surprising. The authentic assessment technique appears to be a fair, reliable and non-threatening evaluation method.

Indicator 11.3 Fully Met

Standard 12: Teacher Recruitment

Goal: A sufficient number of appropriately qualified teachers and other education personnel is recruited through a participatory and transparent process based on selection criteria that reflect diversity and equity

Standard 12 Indicators

12.1) Clear and appropriate job descriptions are developed prior to the recruitment process

UNRWA does provide job descriptions to staff; however, in speaking with the Director of Education, he mentioned that the job descriptions are currently being updated to be clearer on teacher responsibilities. He commented that the job descriptions are out dated,

and teacher responsibility needs to be clarified so teachers are aware exactly what capacity is needed to perform the job.

Indicator 12.1 Fully Met

12.2) The number of teachers recruited and deployed is sufficient to prevent over-sized classes

It is not clear whether assigning teachers takes into consideration the size of the class. However, in the case of Manshiyeh, neither the principal nor the teachers raised concerns over the need to have more teachers to cover any possible deficiencies.

Indicator 12.2 Fully Met

12.3) A selection committee, including community representatives, selects teachers based on a transparent assessment of candidates' competencies and considerations of gender, diversity and acceptance by the community.

Only UNRWA HR is involved in selecting the teachers after they pass a special exam. Teachers can apply to change schools but they are assigned based on the needs of each educational area. Teachers sign a 3-year contract to be renewed automatically unless their contract is terminated.

The principal of the school usually submits a request to UNRWA for a new teacher. However, he/she is neither involved in the selection process nor does he interview potential candidates.

Indicator 12.3 Not Met

Standard 13: Conditions of Work

Goal: Teachers and other education personnel have clearly defined conditions of work, follow a code of conduct and are appropriately compensated.

Standard 13 Indicators

13.1) Compensation and conditions of work are specified in a job contract, and compensation is provided on a regular basis, related to the level of professionalism and efficiency of work

Although the contract specifies a wage range starting from the entry salary and possible inflationary based raises, the contract does not specify possible raises for reasons related to job performance.

Indicator 13.1 Partially Met

13.2) The code of conduct is signed and followed by education personnel, and appropriate measures are documented and applied in cases of misconduct and/or violation of the code of conduct

Teachers are often asked to sign a “circulars” that disseminate information about teacher behavior.

Indicator 13.2 Fully Met

Standard 14: Support and Supervision

Goal: Supervision and support mechanisms are established for teachers and other education personnel and are used on a regular basis

Standard 14 Indicators

14.1) A supervisory mechanism provides for regular assessment, monitoring and support for teachers and other education personnel

Teachers in the Al-Manshiyeh school are evaluated by the Headmaster and the Irbid supervisor for each subject. They are assessed once a year by a regional supervisor who comes randomly to observe classes.

Through these visits, the supervisor provides comments and notes on the teacher and discusses the evaluation with him/her or the supervisor could test the students directly and build a case for whether the teacher is capable of communicating efficiently with his/her students. The school’s principal also arranges for periodic in-class observations for teachers in order to evaluate whether they meet the standards or not.

Indicator 14.1 Fully Met

14.2) Staff performance appraisals are conducted, written up and discussed with the individual(s) concerned on a regular basis

At the end of each academic year, the principal of the school will conduct an official session with each teacher in order to discuss their written evaluations. The principal uses 3 main criteria to assess teachers: the grades of students, teachers’ likeability, and the degree to which they exert effort in trying to explain things to students.

Indicator 14.2 Fully Met

b. Baqaa Girls School

Evaluation of Baqaa Girls' School

School Name	Baqaa Girls' School
Location	Baqaa Refugee Camp
Shifts?	Yes – both shifts are for girls
Size	1200 girl students per shift
Grades	First shift: 1-9; Second shift: 1-10
Grade Size	50 students per section; multiple sections per grade
Tuition	1 JD for primary; 1.5JD for secondary
Food offered?	Only for purchase through canteen

Standard 1: Community Participation

Goal: Community members actively participate in assessing, planning, implementing, monitoring and evaluating the education program

Standard 1 Indicators

1.1) Community members (including children and youth) are involved in development and implementation of education programs

According to the Principal, the local community is involved in organizing special activities and attending workshops at the school. There is no financial involvement by the community. She also commented that the community is not involved in developing and implementing education programs.

The parent we spoke with is the President of the Parent-Teacher Association. She stated she enjoys being involved in the school, noting that she monitors teaching styles, her child's homework, and the progress of the curriculum.

Both students we spoke with said they feel open to make suggestions to their teachers and principal regarding school curriculum and lessons. One 7th grade student mentioned that although she can tell her teachers what she would like to learn, she does not expect her requests to be fulfilled. Specifically, she would like to see additional classes offered (such as Music or French), but she does not see this happening. Hence, although the student-teacher relationship is an open line of communication, it does not appear that students are formally involved in developing and implementing education programs.

Indicator 1.1 Not Met

1.2) The community education committee holds public meetings to conduct social audits of education activities (community-based evaluations)

There is no formal evaluation of the school by the community, although a Parent-Teacher Association exists. The President of the PTA stated that the school contacts her only to inform her of activities or PTA meetings, but not to obtain feedback on curriculum and changes.

Indicator 1.2 Partially Met

Standard 2: Use of local resources

Goal: Local resources are identified, utilized to implement education programs

Standard 2 Indicators

2.1) Stakeholders recognize capacity of communities and education programming is designed to maximize use of local skills and capacities.

All of the school's staff are Palestinian refugees, which is a means of utilizing local skills and capacities. In speaking with UNRWA representatives, it appears that other than staff, local resources are not utilized as much as they could be. School construction is done by the UN and local capacities are not specifically encouraged to be involved in school maintenance. This involvement is done on an ad-hoc basis.

Indicator 2.1 Partially Met

Standard 3: Monitoring

Goal: All relevant stakeholders regularly monitor the activities of the education program and the evolving needs of the population

Standard 3 Indicators

3.1) Education data are systematically and regularly conducted, including tracking of trends and changes

The school keeps individual records on each student, and sends these records to UNRWA each semester for 'final evaluation.'

According to UNRWA staff, the school Area Education Officer and the Educational Development Center are charged with analyzing the individual school data and comparing UNRWA figures with public schools. Further, there is a unified test prepared by UNRWA. This is given at 3, 4, 6, 8 and 10 grades. UNRWA selects a sample of completed tests and looks at different factors against student performance (Is the school rented? Is it a shift school? Is it for girls or boys?).

The Education Development Center, which is comprised of UNRWA Educational Supervisors, creates an action plan (based on the results of the unified tests), discusses the plan with the head teacher, and the students are tested again after a period of time.

Indicator 3.1 Fully Met

3.2) Education data are analyzed and shared with stakeholders at pre-determined, regular intervals

When asked whether education data are shared, the principal stated that UNRWA conducts exams amongst their schools to compare student performance.

Data does not seem to be actively shared with community members. In speaking with one parent, she mentioned that the school does not share data with parents, but this is mostly because parents “aren’t cooperative”. While she feels that overall her needs as a parent are being met, she is concerned about the school’s ability to instill a sense of competitiveness in their students.

Indicator 3.2 Partially Met

3.3) Data that identify changes, new trends, needs and resources are provided to education program managers on a regular basis

The two teachers we spoke with mentioned that program changes would come through their UNRWA Supervisor, with whom they are in touch with on a regular basis. There does not appear to be an over-arching data analysis system, which identifies trends and changes in needs. This seems to be done between teachers and their UNRWA Supervisors, which would then translate into the Remedial Plan for weaker students.

Indicator 3.3 Fully Met

3.4) Personnel are trained in data collection methodologies and analysis

We did not find evidence that teachers and administrators are trained in data collection methodologies and analysis.

Indicator 3.4 Not Met

3.5) Program adjustments are made as a result of monitoring

Yes. According to the Principal, remedial plans, which address the needs of weak students, are based on data collection and monitoring. Program adjustments are suggested by UNRWA Supervisors or Principals, and teachers are responsible for their implementation.

One parent we spoke with commented that she does not feel that UNRWA responds to her child's changing needs. She cited the lack of investment in technology as one example.

Indicator 3.5 Fully Met

Standard 4: Evaluation

Goal: There is a systematic and impartial evaluation of the education system in order to improve practice and enhance sustainability.

Standard 4 Indicators

4.1) Evaluation of policies, programs, and outcomes of interventions is conducted at appropriate intervals against program objectives and minimum standards

When asked whether she conducts an overall evaluation of the school, the Principal stated that she continually evaluates the school looking at teachers, facilities, and equipment. Teachers are evaluated 1-2 times a year by their UNRWA supervisor. This will be covered in more detail in Standard 14, Support & Supervision. It is unclear whether UNRWA field office staff conduct over-arching evaluations of the school against program objectives and minimum standards.

Indicator 4.1 Not Met

4.2) Information is collected in a transparent and impartial manner from all stakeholders, including affected population

The parent we spoke with said she is not involved in evaluating the school at all. She is not contacted by UNRWA to conduct an evaluation of the school and she is unaware whether UNRWA conducts an evaluation of the school. Information for evaluations is mostly taken from teachers and principals.

Indicator 4.2 Not Met

4.3) All stakeholders (including teachers, staff, learners, community education committees) are involved in evaluation

It appears that only teachers, principals and UNRWA supervisors are involved in evaluations. Involvement of parents and students are lacking. Although one student mentioned she is asked to evaluate her classes annually, a second student said she has never been asked to evaluate her classes.

Indicator 4.3 Not Met

Standard 5: Equal Access

Goal: All individuals have equal access to quality and relevant education services

Standard 5 Indicators

5.1) Documents or other requirements are not a barrier to enrollment

The school requires that a student present their refugee registration card, Jordanian passport, original birth certificate and vaccination report to enroll. There do not appear to be barriers to enrollment in the form of documents or requirements.

Indicator 5.1 Fully Met

5.2) The education program is recognized by the education authorities of the host country

Yes. When a student completes their schooling with UNRWA (up to 10th grade), they can attend a public school to finish their secondary education (through 12th grade). Jordan law only requires a child complete up until 10th grade.

Indicator 5.2 Fully Met

Standard 6: Protection and Well-Being

Goal: Learning environments are secure, and promote the protection and mental and emotional well-being of learners

Standard 6 Indicators

6.1) Schools are located in close proximity to populations they serve

Yes - most students live in the refugee camp. The two students we spoke with said it takes them 10-20 minutes to walk to school. The school appears to be located in close proximity to the student population.

Indicator 6.1 Fully Met

6.2) Access routes to schools are safe and secure

Most students walk to school. Parents we spoke with mentioned that it can be very dangerous for their child to walk to school because there is a highway that crosses the refugee camp. Within the camp the streets are also very busy with traffic.

Indicator 6.2 Not Met

6.3) Training programs for teachers, learners and community are in place to promote safety, security and protection

Teachers do not receive formal training on safety precautions. The Jordanian Civil Defense occasionally visit's the school and presents lectures to teachers and students regarding safety measures. It is unclear whether UNRWA provides training programs in safety, security and protection to community members.

Indicator 6.3 Not Met

6.4) The nutrition and short-term hunger needs of learners are addressed to allow for effective learning to take place at the learning site.

Teachers noted that their students are affected by hunger during the day. Previously, the Jordanian government provided a small snack for the younger students, but this program is no longer operating. The teachers have created a donation fund for students who cannot afford food. Students mostly eat lunch before coming to school, but sometimes they purchase a snack at school. The parent we spoke with noted the difficulty caused by the two-shift system in timing their child's meal.

Indicator 6.4 Not Met

Standard 7: Facilities

Goal: Education facilities are conducive to the physical well-being of learners

Standard 7 Indicators**7.1) The learning environment is marked by visible boundaries and signs**

Like other UNRWA schools, the school has a concrete boundary wall. There are no street signs warning drivers of the nearby school.

Indicator 7.1 Partially Met

7.2) Class space is in line with agreed ratios of space per learner and teacher

According to the Principal, the average class size is 44-49 students. This is much larger than many other schools. Public schools in Jordan have about 20-25 students. The large class sizes are very problematic for both teachers and learners. One teacher we spoke with said she was very surprised with the large class size when she first began at the school. The following are some issues noted by teachers with regard to large classes: classes are very noisy; takes a lot of energy to control the class; there are large classes with many weak students; there is little time for a teacher to explain things to individual students; classroom is not clean.

Students also noted the large classes as a problem. Students find it difficult to concentrate and participate in such large classes.

Indicator 7.2 Not Met

7.3) Basic health and hygiene are promoted in the learning environment

While the school appears to promote health and hygiene through signs around school, it seems that a primary problem stems from the lack of facilities, which can lead to health and hygiene problems. For example, overcrowded classrooms and poor sanitation facilities can pose health problems. Further, the school is not heated and some students are ill-prepared for winter weather.

Indicator 7.3 Partially Met

7.4) Adequate sanitation facilities and safe drinking water are provided

Bathrooms at the school are dirty and old, according to one parent. Teachers noted that the bathrooms are always in need of maintenance, and sometimes there are boys from the adjacent school loitering around the girls' bathrooms.

Drinking water is not provided at the school. Students noted that they get their water from home, as the water from the taps at school is not clean and there are no coolers. Students also have the option of buying water from the canteen.

Indicator 7.4 Not Met

Standard 8: Curricula

Goal: Culturally, socially and linguistically relevant curricula provide formal and non-formal education, appropriate to the community.

Standard 8 Indicators

8.1) Existing curricula are reviewed for appropriateness to the age or developmental level, language, culture, capacities and needs of the learners

As in the case of most public, private, and UN schools in Jordan, the curricula in the Baqaa School are imposed on them by the Ministry of Education. The Palestinian identity is only unofficially celebrated through specific workshops and exhibitions that are held under the direct supervision of the school's administration. Teachers in the school stated that they are only responsible for forming the daily plan for their classrooms. Afterwards, the head mistress approves her plans weekly.

Indicator 8.1 Fully Met

8.2) Curricula address life skills, literacy, numeracy and core competencies of basic education relevant to given stages of an emergency

As mentioned earlier, teachers do not interfere in the process of developing the curricula since it is imposed on them by the MOE. On a different note, students are encouraged to work in groups to better absorb concepts that are difficult to comprehend in a very large classroom. Finally, parents expressed that they are very satisfied as to the quality of skills attained by their children in UNRWA schools. They stated that they would like to see their children get exposed to more activities that will help in molding their characters.

Indicator 8.2 Fully Met

Standard 9: Training

Goal: Teachers and other education personnel receive periodic, relevant and structured training according to need circumstances.

Standard 9 Indicators

9.1) Training corresponds to prioritized needs, objectives of education activities and learning content

Some teachers were only exposed to the “EP” training when they first start working. Other teachers who had a degree in the field they teach in were not offered any training. Apart from the “EP” training, teachers in the Baqaa School are not offered specific training sessions on modern teaching techniques relevant to their stream (Math, Sciences, Languages, etc.).

Indicator 9.1 Partially Met

9.2) Where appropriate, training is recognized and approved by relevant education authorities

The EP training is recognized by all educational authorities in Jordan. However, it is uncertain whether other workshops offered by the school are recognized or not.

Indicator 9.2 Fully Met

9.3) Training, including follow-up monitoring, encourages the teacher to be a facilitator in the learning environment, promotes participatory methods of teaching, and demonstrates the use of teaching aids

Training sessions are provided to teachers throughout the year in UNRWA facilities. Teachers receive trainings on how to adopt UNRWA standards in the classroom. Moreover, these teachers also receive numerous technical sessions, relevant to their field, by their head teacher.

Indicator 9.3 Fully Met

Standard 10: Instruction

Goal: Instruction is learner-centered, participatory and inclusive

Standard 10 Indicators

10.1) Participatory methods are used to facilitate learner involvement in their own learning and to improve the learning environment

Regarding the teaching style, both teachers interviewed at the Baqaa school stated that they employ participatory techniques on a daily basis. They ask students to work in pairs in order to create a participatory environment in the classroom. Moreover, some teachers work on asking students questions and utilize drama along with other techniques in order to make it more interesting for students to participate in the class.

Indicator 10.1 Fully Met

10.2) Participatory methods are used to facilitate learner involvement in their own learning and to improve the learning environment

Students stated that sometimes they are encouraged to work in groups, specifically in math, English, and computer courses. However, students did not feel that the group work process is organized in a systematic way.

Indicator 10.2 Partially Met

Standard 11: Learner Assessment

Goal: Appropriate methods are used to evaluate and validate learning achievements

Standard 11 Indicators

11.1) Differentiated continuous assessment and evaluation methods are in place to assess learning periodically and appropriately. Procedures are in place to use this information to improve the quality of instruction

The concept of “Authentic Assessment” is heavily used for evaluating students in the school. According to the Principal, students are assessed based on their following criteria: participation in class, academic performance (Grades), other activities, discipline.

Indicator 11.1 Fully Met

11.2) Learner achievement is recognized and credits or course completion documents are provided accordingly

All results are acknowledged by the Jordanian Government since most of the students would want to pursue their education in public schools. At the end of each semester, students are issued an official report card that has to be signed by their parents.

Indicator 11.2 Fully Met

11.3) Assessment and evaluation methods are considered fair, reliable and non-threatening to the learner

The assessment structure adopts the theme followed by the Ministry of Education. If a student fails up to 3 courses, he/she will be asked to sit for complementary (Makeup) exams during the summer period. However, if the student fails more than 3 courses, he/she will be required to repeat the entire academic year.

In addition to the remedial plans that are prepared for weak students each semester, the principal will call the parents in order to examine the effects of possible social and parental problems on students. As for students, the entire process seems to be fair since they are entitled to review their past exams and discuss the results openly with their instructors.

Indicator 11.3 Fully Met

Standard 12: Teacher Recruitment

Goal: A sufficient number of appropriately qualified teachers and other education personnel is recruited through a participatory and transparent process based on selection criteria that reflect diversity and equity

Standard 12 Indicators

12.1) Clear and appropriate job descriptions are developed prior to the recruitment process

UNRWA does provide job descriptions to staff; however, in speaking with the Director of Education, he mentioned that the job descriptions are currently being updated to be clearer on teacher responsibilities. He commented that the job descriptions are out dated, and teacher responsibility needs to be clarified so teachers are aware exactly what capacity is needed to perform the job.

Indicator 12.1 Fully Met

12.2) The number of teachers recruited and deployed is sufficient to prevent oversized classes

Both teachers interviewed in the Baqaa school stated that they do not need more teachers. In fact, they need more classrooms. They should have only 20 students in one classroom, not 2 teachers for 45 students

Indicator 12.2 Not Met

12.3) A selection committee, including community representatives, selects teachers based on a transparent assessment of candidates' competencies and considerations of gender, diversity and acceptance by the community.

As in the case of most UNRWA schools, only UNRWA HR is involved in selecting the teachers after they pass a specific exam. Teachers can apply to change schools but they are assigned based on the needs of each educational area. Teachers sign a 3 year contract to be renewed automatically unless their contract is terminated.

The principal of the school usually submits a request to UNRWA for a new teacher. However, he/she is neither involved in the selection process nor does he/she interview potential candidates.

Indicator 12.3 Not Met

Standard 13: Conditions of Work

Goal: Teachers and other education personnel have clearly defined conditions of work, follow a code of conduct and are appropriately compensated.

Standard 13 Indicators

13.1) Compensation and conditions of work are specified in a job contract, and compensation is provided on a regular basis, related to the level of professionalism and efficiency of work

One of the teachers interviewed stated that her compensation is not defined in her job

contract, she sees it only through her salary slip. The other teacher said that the compensation is indeed mentioned in her 5 year contract. However, both of the teachers agreed on the fact that they end up doing much more work in the classroom than what they initially had in mind before starting their jobs.

As for work conditions, one of the teachers said that there are not enough supplies for teachers, sometimes the electricity goes out during the day, there is no space for teachers to store things, no heating in the winter. She would like to see schools be more comfortable for students

Indicator 13.1 Not Met

13.2) The code of conduct is signed and followed by education personnel, and appropriate measures are documented and applied in cases of misconduct and/or violation of the code of conduct

Although the principal stated that teachers had to sign a code of conduct upon their arrival to the school, neither of the teachers recalled being asked to sign any code of conduct.

Indicator 13.2 Fully Met

Standard 14: Support and Supervision

Goal: Supervision and support mechanisms are established for teachers and other education personnel and are used on a regular basis

Standard 14 Indicators

14.1) A supervisory mechanism provides for regular assessment, monitoring and support for teachers and other education personnel

All teachers in the Baqaa school are supervised by the headmistress and the regional subject supervisor in UNRWA. According to the principal, the UNRWA evaluation form is the only basis to evaluate teachers at this school. The Evaluation is based on meeting specific criteria set by UNRWA. In addition to that, UNRWA regional officers usually conduct semi-annual visits to each class in order to provide a comprehensive review, to be discussed with the teacher.

Indicator 14.1 Fully Met

14.2) Staff performance appraisals are conducted, written up and discussed with the individual(s) concerned on a regular basis

At the end of each academic year, the principal of the school will conduct an official session with each teacher in order to discuss their written evaluations.

Indicator 14.2 Fully Met

c. Swelieh Girls School

Evaluation of Swelieh Girls' School

School Name	Swelieh Girls' School
Location	Swelieh (neighborhood in Amman)
Shifts?	Yes – boys: 7am-1130am; girls: 1130-4pm
Size	435 girl students
Grades	1-10
Grade Size	25-30 students per classroom
Tuition	1JD
Food offered?	For purchase at canteen.

Standard 1: Community Participation

Goal: Community members actively participate in assessing, planning, implementing, monitoring and evaluating the education program

Standard 1 Indicators

1.3) Community members (including children and youth) are involved in development and implementation of education programs

Unfortunately, we were unable to meet with parents at the Swelieh school. Our data, therefore, comes only from students, teachers and administrators. The principal said that community members participate through the Parent-Teachers Council, but this council does not discuss curriculum development.

Of the students we spoke with, 10th grade students said they do have a chance to express their opinions about the class program and give input on what they would like to learn. 9th graders, however, mentioned that only in Shop class are they comfortable enough to tell their teacher what they would like to learn.

There does not appear to be a system in place for community members to provide formal feedback to UNRWA staff or the school administration regarding the development and implementation of education programs. Rather, these channels are informal and there is a general feeling of openness and transparency between the groups of actors in the school: administrators, teachers, parents, students.

Indicator 1.1 Not Met

1.4) The community education committee holds public meetings to conduct social audits of education activities (community-based evaluations)

The principal indicated that there is a Parent-Teacher Council. Unfortunately, we were unable to meet with parents of this school, and did not obtain further information regarding its activities.

Indicator 1.2 Not Met

Standard 2: Use of local resources

Goal: Local resources are identified, utilized to implement education programs

Standard 2 Indicators

2.1) Stakeholders recognize capacity of communities and education programming is designed to maximize use of local skills and capacities.

All of the school's staff are Palestinian, most whose family came to Jordan in 1948. It appears that the school uses local resources for a majority of activities, including staffing and obtaining provisions for the school store. Further, the school depends on local businesses to donate labor, time, and supplies to help improve school facilities. For example, local businesses will volunteer to paint the school, provide new chairs, etc. These efforts are coordinated by the school administration. The curriculum follows Jordan's national curriculum, and is rarely modified to maximize use of local skills.

Indicator 2.1 Fully Met

Standard 3: Monitoring

Goal: All relevant stakeholders regularly monitor the activities of the education program and the evolving needs of the population

Standard 3 Indicators

3.1) Education data are systematically and regularly conducted, including tracking of trends and changes

Each student has a file that holds records of their performance at school. It does not appear that trends and changes are tracked; rather, overall student performance at the end of the year is collectively analyzed. For example, the school will look at how the entire 7th grade class is doing as a whole.

According to UNRWA staff, the school Area Education Officer and the Educational Development Center are charged with analyzing the individual school data and comparing UNRWA figures with public schools. Further, there is a unified test prepared by UNRWA. This is given at 3, 4, 6, 8 and 10 grades. UNRWA selects a sample of

completed tests and looks at different factors against student performance (Is the school rented? Is it a shift school? Is it for girls or boys?).

The Education Development Center, which is comprised of UNRWA Educational Supervisors, creates an action plan (based on the results of the unified tests), discusses the plan with the head teacher, and the students are tested again after a period of time.

Indicator 3.1 Fully Met

3.2) Education data are analyzed and shared with stakeholders at pre-determined, regular intervals

Every semester, student records are sent to UNRWA for final evaluation. Data on overall student and teacher performance is not shared at regular intervals with parents and other stakeholders.

Indicator 3.2 Partially Met

3.3) Data that identify changes, new trends, needs and resources are provided to education program managers on a regular basis

Teachers are only in touch with their UNRWA Supervisors, who will occasionally provide recommendations for changes based on new trends and needs. According to the two teachers we spoke with, it is rare that UNRWA will contact them and ask for changes. Mostly teachers hold the responsibility to adjust their lesson plans accordingly.

Indicator 3.3 Fully Met

3.4) Personnel are trained in data collection methodologies and analysis

We did not find evidence that teachers and administrators are trained in data collection methodologies and analysis.

Indicator 3.4 Not Met

3.5) Program adjustments are made as a result of monitoring

According to the principal, “UNRWA does not interfere in the daily operations of the school.” Swelieh has a less than 1% drop-out rate, which is significantly lower than other schools. It appears that since the students perform well, the school is given more responsibility to make its own adjustments as necessary. Further, the two teachers we spoke with both answered positively when asked, “Do you feel your classroom is monitored by UNRWA?” The primary means of monitoring comes from the headmistress and each teacher’s UNRWA Supervisor. The curriculum is planned by the Ministry of Education, and the school does not make many adjustments to this plan.

Indicator 3.5 Fully Met

Standard 4: Evaluation

Goal: There is a systematic and impartial evaluation of the education system in order to improve practice and enhance sustainability.

Standard 4 Indicators

4.1) Evaluation of policies, programs, and outcomes of interventions is conducted at appropriate intervals against program objectives and minimum standards

According to the principal, teachers are evaluated each month. However, a comprehensive evaluation of policies, programs and outcomes does not seem to be conducted at regular intervals. Mostly teacher performance is evaluated by the UNRWA supervisor and the principal.

According to one English teacher, principal and supervisor evaluate her annually. She discusses this report with them and must sign it. A second English teacher also mentioned an annual evaluation from the UNRWA supervisor.

Indicator 4.1 Not Met

4.2) Information is collected in a transparent and impartial manner from all stakeholders, including affected population

All stakeholders are not involved in providing information for school evaluations. According to the two groups of students we spoke with, they are not asked to evaluate their classes. Teachers are evaluated, but they are not involved in evaluating the program or their school. Unfortunately, we do not have information from parents about their role in evaluations.

Indicator 4.2 Not Met

4.3) All stakeholders (including teachers, staff, learners, community education committees) are involved in evaluation

As stated in 4.2, students are not involved in evaluations. When we spoke with 9th and 10th grade students, they mentioned a number of things they would like to change about the school - including, additional books and resources for English, and sports facilities.

Teachers also commented that they are not involved in an overall evaluation of the school.

Indicator 4.3 Not Met

Standard 5: Equal Access

Goal: All individuals have equal access to quality and relevant education services

Standard 5 Indicators

5.1) Documents or other requirements are not a barrier to enrollment

The school requires a refugee card, Jordanian passport, original birth certificate and vaccination report for enrollment. As is the case in other UNRWA schools, if these documents are not available, special acceptance is requested from the UNRWA Field Office. The principal commented that they rarely have issues collecting these documents from new students.

There do not appear to be barriers to enrollment in the form of documents or requirements.

Indicator 5.1 Fully Met

5.2) The education program is recognized by the education authorities of the host country

Yes. When a student completes their schooling with UNRWA (up to 10th grade), they can attend a public school to finish their secondary education (through 12th grade). Jordan law only requires a child complete up until 10th grade.

Indicator 5.2 Fully Met

Standard 6: Protection and Well-Being

Goal: Learning environments are secure, and promote the protection and mental and emotional well-being of learners

Standard 6 Indicators

6.1) Schools are located in close proximity to populations they serve

Of the six students we spoke with, none walks more than 10 minutes to reach school. The school is located in close proximity to the student population.

Indicator 6.1 Fully Met

6.2) Access routes to schools are safe and secure

Students we spoke with said they walk in groups to school. They are not concerned for their safety when going to and from school.

Indicator 6.2 Fully Met

6.3) Training programs for teachers, learners and community are in place to promote safety, security and protection

Teachers do not receive formal training on safety precautions. It is unclear whether UNRWA provides training programs in safety, security and protection to community members.

Indicator 6.3 Not Met

6.4) The nutrition and short-term hunger needs of learners are addressed to allow for effective learning to take place at the learning site.

Students have the option of purchasing food and snacks from the school's canteen. The students we spoke with do not each lunch at school - sometimes they bring something from home and occasionally they buy a snack from cafeteria.

The teachers we spoke with mentioned that most of their students can afford to purchase snacks at the canteen, and they are not aware of any student being affected by hunger in the classroom.

One teacher mentioned that if a student cannot afford to buy food at school, the religious committee sometimes donates for this cause.

The principal estimated that a food program is not really necessary for Swelieh school, since less than 5% of students are in need of this.

It appears the nutrition and short-term hunger needs of learners are addressed to allow effective learning.

Indicator 6.4 Fully Met

Standard 7: Facilities

Goal: Education facilities are conducive to the physical well-being of learners

Standard 7 Indicators

7.1) The learning environment is marked by visible boundaries and signs

The school is surrounded by a concrete wall, providing a safe and secure place for students.

There did not appear to be visible signs around the neighborhood indicating a school was nearby.

Indicator 7.1 Partially Met

7.2) Class space is in line with agreed ratios of space per learner and teacher

The average class size is 25-30 students. According to teachers we spoke with, the class size in

Sweileh is 'better than expected'. In the private school one teacher taught at, she had 33 students. Also, the teachers are aware that in other UNRWA schools, specifically those within camps, can have classes with up to 50 students. Class space and size appears to be in-line with agreed ratios of space per learner and teacher.

Indicator 7.2 Fully Met

7.3) Basic health and hygiene are promoted in the learning environment

Health and hygiene lessons are posted throughout the school, along with the school mission and vision. Basic health and hygiene is promoted in the learning environment.

Indicator 7.3 Fully Met

7.4) Adequate sanitation facilities and safe drinking water are provided

Sanitation facilities are relatively clean, however, we did not ask for further information from teachers or students. Drinking water is not freely provided to students - they can purchase bottled water at the canteen for 0.25 JD. Coolers of water are only available for teachers.

Indicator 7.4 Partially Met

Standard 8: Curricula

Goal: Culturally, socially and linguistically relevant curricula provide formal and non-formal education, appropriate to the community.

Standard 8 Indicators

8.1) Existing curricula are reviewed for appropriateness to the age or developmental level, language, culture, capacities and needs of the learners

As in the case of most public, private, and UN schools in Jordan, the curricula in the Sweileh School are imposed by the Ministry of Education. The Palestinian identity is only unofficially celebrated through specific workshops and exhibitions that are held under the direct supervision of the school's administration.

Teachers in the school stated that they are only responsible for forming the annual plan for their classrooms. The government textbooks represent the base for these plans and nothing else is usually adopted outside from these books.

Indicator 8.1 Fully Met

8.2) Curricula address life skills, literacy, numeracy and core competencies of basic education relevant to given stages of an emergency

As mentioned earlier, teachers do not interfere in the process of developing the curricula since it is imposed on them by the MOE. Although specific enrichment measures are undertaken in order to emphasize on the Palestinian identity for refugees, these measures are limited to seasonal

activities that commemorate specific dates (The Palestinian Nakba, The intifada, Land's Day, etc..).

Indicator 8.2 Fully Met

Standard 9: Training

Goal: Teachers and other education personnel receive periodic, relevant and structured training according to need circumstances.

Standard 9 Indicators

9.1) Training corresponds to prioritized needs, objectives of education activities and learning content

Teachers at this UNRWA school are only exposed to the “EP” training when they first start working. This is the primary training since it touches on certain needs and skills that teachers must possess in each subject before they excel in their career. Apart from this training, teachers in the Swelieh School are not offered specific training sessions on modern teaching techniques relevant to their stream (Math, Sciences, Languages, etc.).

Indicator 9.1 Partially Met

9.2) Where appropriate, training is recognized and approved by relevant education authorities

The EP training is recognized by all educational authorities in Jordan. However, it is uncertain whether other workshops offered by the school are recognized or not.

Indicator 9.2 Fully Met

9.3) Training, including follow-up monitoring, encourages the teacher to be a facilitator in the learning environment, promotes participatory methods of teaching, and demonstrates the use of teaching aids

On average, each teacher is asked to attend 2-3 workshops a year where they get training on general issues such as modern teaching techniques. However, these workshops do not cover specific needs for teachers in math, English, geography, etc.

Indicator 9.3 Partially Met

Standard 10: Instruction

Goal: Instruction is learner-centered, participatory and inclusive

Standard 10 Indicators

10.1) Participatory methods are used to facilitate learner involvement in their own learning and to improve the learning environment

Both of the teachers interviewed in the Sweileh School stated that their teaching method is best described as participatory. They ask students questions as warm up to the topic. Moreover, they always like to ask them about what they think or believe about each subject especially when explanatory tools are used such as cassettes, flashcards, wall charts, etc...

Indicator 10.1 Fully Met

10.2) Participatory methods are used to facilitate learner involvement in their own learning and to improve the learning environment

Students are generally content about working in groups. However, since the class size is relatively big, they complained about the “Lack of Motivation” on behalf of both teachers and students when it comes to working in groups since it is difficult for teachers to control the problem of free riding.

Indicator 10.2 Fully Met

Standard 11: Learner Assessment

Goal: Appropriate methods are used to evaluate and validate learning achievements

Standard 11 Indicators

11.1) Differentiated continuous assessment and evaluation methods are in place to assess learning periodically and appropriately. Procedures are in place to use this information to improve the quality of instruction

The concept of “Authentic Assessment” is heavily used for evaluating students in the school. According to the Principal, students are assessed based on their following criteria: participation in class, academic performance (Grades), other activities, and discipline.

Indicator 11.1 Fully Met

11.2) Learner achievement is recognized and credits or course completion documents are provided accordingly

All results are acknowledged by the Jordanian Government since most of the students would want to pursue their education in public schools. At the end of each semester, students are issued an official report card that has to be signed by their parents.

Indicator 11.2 Partially Met

11.3) Assessment and evaluation methods are considered fair, reliable and non-threatening to the learner

The assessment structure adopts the theme followed by the Ministry of Education. If a student fails up to 3 courses, he/she will be asked to sit for complementary (Makeup) exams during the

summer period. However, if the student fails more than 3 courses, he will be required to repeat the entire academic year.

Based on the government's standards, only 3% of students can fail a class and if this happened, teachers are obliged to encourage their students to perform better and help them in overcoming any difficulties.

As for students, the entire process seems to be fair since they are entitled to review their past exams and discuss the results openly with their instructors

Indicator 11.3 Fully Met

Standard 12: Teacher Recruitment

Goal: A sufficient number of appropriately qualified teachers and other education personnel is recruited through a participatory and transparent process based on selection criteria that reflect diversity and equity

Standard 12 Indicators

12.1) Clear and appropriate job descriptions are developed prior to the recruitment process

UNRWA does provide job descriptions to staff; however, in speaking with the Director of Education, he mentioned that the job descriptions are currently being updated to be clearer on teacher responsibilities. He commented that the job descriptions are out dated, and teacher responsibility needs to be clarified so teachers are aware exactly what capacity is needed to perform the job.

Indicator 12.1 Fully Met

12.2) The number of teachers recruited and deployed is sufficient to prevent over-sized classes

Based on their previous experiences, both teachers and the principal did not raise concerns over the issue of over-sized classes since the average size of the class in the Swelieh School is about 40 students, which is significantly lower than other UNRWA schools.

Indicator 12.2 Fully Met

12.3) A selection committee, including community representatives, selects teachers based on a transparent assessment of candidates' competencies and considerations of gender, diversity and acceptance by the community.

Only UNRWA HR is involved in selecting the teachers after they pass a specific exam. Teachers can apply to change schools but they are assigned based on the needs of each educational area.

Teachers sign a 3 years contract to be renewed automatically unless their contract is terminated.

The principal of the school usually submits a request to UNRWA for a new teacher. However, he is neither involved in the selection process nor he interviews potential candidates.

Indicator 12.3 Not Met

Standard 13: Conditions of Work

Goal: Teachers and other education personnel have clearly defined conditions of work, follow a code of conduct and are appropriately compensated.

Standard 13 Indicators

13.1) Compensation and conditions of work are specified in a job contract, and compensation is provided on a regular basis, related to the level of professionalism and efficiency of work

Teachers stated that their work contract did indeed specify the starting compensation level. However, most of them complained that the raise (10 JDs per month) does not take into consideration high inflationary prices in the country during the past 10 years, making the compensation level unfair overall.

Indicator 13.1 Partially Met

13.2) The code of conduct is signed and followed by education personnel, and appropriate measures are documented and applied in cases of misconduct and/or violation of the code of conduct

Neither the teacher nor the principal remembered signing a code of conduct that indicates teachers' rights and responsibilities in the school.

Indicator 13.2 Not Met

Standard 14: Support and Supervision

Goal: Supervision and support mechanisms are established for teachers and other education personnel and are used on a regular basis

Standard 14 Indicators

14.1) A supervisory mechanism provides for regular assessment, monitoring and support for teachers and other education personnel

All teachers in the Sweileh school are supervised by the headmistress and the regional subject supervisor in the UNRWA.

The regional supervisor usually conducts occasional visits to the school to attend classes. He/she would evaluate the teacher's teaching techniques, preparation level, and the level of students' engagement in addition to their academic performance. A special meeting between the teacher and the regional supervisor is held in order to obtain feedback on possible ways to improve the teaching process. However, the teachers did not mention being offered any specific workshops or training sessions that would help them improve their teaching methods or tools.

Indicator 14.1 Fully Met

14.2) Staff performance appraisals are conducted, written up and discussed with the individual(s) concerned on a regular basis

At the end of each academic year, the principal of the school will conduct an official session with each teacher in order to discuss their written evaluations. The principal uses 4 main criteria to assess teachers: students' academic performance, teacher's likeability, their applied methods, and the degree to which they exert effort in trying to explain things to students.

Indicator 14.2 Fully Met

d.Jerash Girls School

Evaluation of Jerash Girls' School

School Name	Jerash Girls' School
Location	Jerash Refugee Camp (24,000 registered refugees)
Shifts?	Yes. Both for girls.
Size	1240 girl students in each shift
Grades	First shift: 1-10; Second shift: 1-6
Grade Size	45 students per section (multiple sections per grade)
Tuition	1JD for primary; 1.5JD for secondary
Food offered?	Snack provided for 1-6 grade

Standard 1: Community Participation

Goal: Community members actively participate in assessing, planning, implementing, monitoring and evaluating the education program

Standard 1 Indicators

1.5) Community members (including children and youth) are involved in development and implementation of education programs

The principal commented that community members are 'heavily involved' in creating the annual development plan, which sets forth the goals of school administration and techniques for working with students. She also mentioned that the community does not have any input in curricula development.

In speaking with 9th grade students, they mentioned that they are often encouraged to voice their opinion in class about what they would like to learn. Unfortunately, we were unable to speak with parents from Jerash Girls' School.

Indicator 1.1 Fully Met

1.6) The community education committee holds public meetings to conduct social audits of education activities (community-based evaluations)

This indicator was not covered as we were unable to speak with parents from Jerash Girls' school.

Indicator 1.2 Not Met

Standard 2: Use of local resources

Goal: Local resources are identified, utilized to implement education programs

Standard 2 Indicators

2.1) Stakeholders recognize capacity of communities and education programming is designed to maximize use of local skills and capacities.

All of the school's staff are Palestinian refugees, which is a means of utilizing local skills and capacities. In speaking with UNRWA representatives, it appears that other than staff, local resources are not utilized as much as they could be. School construction is done by the UN and local capacities are not specifically encouraged to be involved in school maintenance. This involvement is done on an ad-hoc basis.

Indicator 2.1 Partially Met

Standard 3: Monitoring

Goal: All relevant stakeholders regularly monitor the activities of the education program and the evolving needs of the population

Standard 3 Indicators

3.1) Education data are systematically and regularly conducted, including tracking of trends and changes

The school keeps individual records on each student, and sends these records to UNRWA each semester for 'final evaluation.' In terms of tracking trends and changes, the principal mentioned that the student records are used to construct remedial plans for weaker students. Mostly the program is adjusted to meet the needs of weaker students. The principal also mentioned that her primary concern is the high percentage of dropouts.

According to UNRWA staff, the school Area Education Officer and the Educational Development Center are charged with analyzing the individual school data and comparing UNRWA figures with public schools. Further, there is a unified test prepared by UNRWA. This is given at 3, 4, 6, 8 and 10 grades. UNRWA selects a sample of completed tests and looks at different factors against student performance (Is the school rented? Is it a shift school? Is it for girls or boys?).

The Education Development Center, which is comprised of UNRWA Educational Supervisors, creates an action plan (based on the results of the unified tests), discusses the plan with the head teacher, and the students are tested again after a period of time.

Indicator 3.1 Fully Met

3.2) Education data are analyzed and shared with stakeholders at pre-determined, regular intervals

Data regarding student performance is sent to UNRWA twice a year. It does not appear that data is shared with parents on a regular, scheduled basis.

Indicator 3.2 Partially Met

3.3) Data that identify changes, new trends, needs and resources are provided to education program managers on a regular basis

Teachers receive guidance from the principal and their UNRWA supervisor. Like other schools, teachers have the responsibility to create their annual plan and sometimes will receive circulated flyers from UNRWA regarding program changes. Changes in trends and needs seem to be monitored on an individual basis - by class or by student.

Indicator 3.3 Fully Met

3.4) Personnel are trained in data collection methodologies and analysis

We did not find evidence that teachers and administrators are trained in data collection methodologies and analysis.

Indicator 3.4 Not Met

3.5) Program adjustments are made as a result of monitoring

As mentioned in 3.1, remedial plans are created based on student records. The school will provide additional classes for weaker students.

Indicator 3.5 Fully Met

Standard 4: Evaluation

Goal: There is a systematic and impartial evaluation of the education system in order to improve practice and enhance sustainability.

Standard 4 Indicators

4.1) Evaluation of policies, programs, and outcomes of interventions is conducted at appropriate intervals against program objectives and minimum standards

In speaking with the principal, she noted that an annual evaluation is conducted for teachers, but there is not a general evaluation of the school. Moreover, no attempts are made to evaluate the status of students whose families are severely impoverished.

Indicator 4.1 Not Met

4.2) Information is collected in a transparent and impartial manner from all stakeholders, including affected population

One teacher we spoke with mentioned that she is given a questionnaire once a year through which she can express her opinions or suggestions about the school's programming and objectives. She also commented that she feels free to speak with the principal about any issues.

Students are not asked to evaluate their classes or teachers. In speaking with students, they had a number of suggestions about changes for the school. Specifically, they would like to have a music class, additional computers, and more school ceremonies, for example.

We were unable to speak with parents at this school.

Indicator 4.2 Not Met

4.3) All stakeholders (including teachers, staff, learners, community education committees) are involved in evaluation

As seen in 4.2, evaluations are primarily conducted by UNRWA subject supervisors and the principal and they focus on teacher performance. Students do not seem to be involved in evaluations. We were unable to speak with parents at this school, so it is unknown whether community members are involved in evaluating the school.

Indicator 4.3 Not Met

Standard 5: Equal Access

Goal: All individuals have equal access to quality and relevant education services

Standard 5 Indicators

5.1) Documents or other requirements are not a barrier to enrollment

Students must present their refugee registration card, original birth certificate, Jordanian passport and vaccination report for enrollment. There does not appear to be barriers to enrollment in the form of documents.

While an UNRWA education is recognized by the Ministry of Education, the fact that the school only reaches 10th grade may pose as a barrier to a student continuing their education. One teacher commented that many students cannot afford to pay for transportation to the public school to continue through 12th grade.

Indicator 5.1 Fully Met

5.2) The education program is recognized by the education authorities of the host country

Yes. When a student completes their schooling with UNRWA (up to 10th grade), they can attend a public school to finish their secondary education (through 12th grade). Jordan law only requires a child complete up until 10th grade.

Indicator 5.2 Fully Met

Standard 6: Protection and Well-Being

Goal: Learning environments are secure, and promote the protection and mental and emotional well-being of learners

Standard 6 Indicators

6.1) Schools are located in close proximity to populations they serve

Most students live within Jerash camp. The students we spoke with live within 5 minutes walking distance from school. The school appears to be located in close proximity to the student population.

Indicator 6.1 Fully Met

6.2) Access routes to schools are safe and secure

The school is situated on a main road, which does not have signs warning drivers that there are students crossing. Aside from traffic congestions, the routes to school are safe - many girls walk in groups to school. Speaking with parents would have been a good means of gaining insight on this issue.

Indicator 6.2 Partially Met

6.3) Training programs for teachers, learners and community are in place to promote safety, security and protection

Teachers do not receive formal training on safety precautions. The Jordanian Civil Defense occasionally visit's the school and presents lectures to teachers and students regarding safety measures. It is unclear whether UNRWA provides training programs in safety, security and protection to community members.

Indicator 6.3 Not Met

6.4) The nutrition and short-term hunger needs of learners are addressed to allow for effective learning to take place at the learning site.

From 1st-6th grade, students receive a small snack from the school: fruit or biscuits. This program is provided by the Jordanian government. After 6th grade, food can be purchased at the school canteen. One teacher we spoke with estimated that 60-80% of students are too poor to afford buying food at school. In her opinion, she would like to see the current food program offered to younger students extended for older children. She mentioned that sometimes students will offer to help the teacher with small chores in return for food. According to the principal, a food program would positively impact student achievements. The students we spoke with do not eat lunch at school.

Indicator 6.4 Not Met

Standard 7: Facilities

Goal: Education facilities are conducive to the physical well-being of learners

Standard 7 Indicators

7.1) The learning environment is marked by visible boundaries and signs

The school is surrounded by a concrete wall; however, there are not signs in the roadways warning drivers it is a school area. The school is located adjacent to a Boys' school, and approximately 4,000 students come and go from the two school grounds during the day.

Road signs would be helpful to prevent injuries when crossing the busy road to school.

Indicator 7.1 Partially Met

7.2) Class space is in line with agreed ratios of space per learner and teacher

The average class size at this school is 40-45 students. One teacher mentioned that she was warned that class sizes at this school were large, but when she first entered the classroom, she was ‘astonished’. Encouraging student participation is challenging with so many students in the classroom, and the teacher cannot provide extra supplies to those who arrive unprepared. For example, one teacher we spoke with mentioned that she will bring extra notebooks or pencils to give to students who do not bring them. With 50 students in a class, she cannot provide enough supplies.

Indicator 7.2 Not Met

7.3) Basic health and hygiene are promoted in the learning environment

While health and hygiene appear to be promoted, it is hard for students to be healthy and hygienic when facilities are lacking in this arena. For example, the school is not heated and many students arrive in winter without jackets or wearing sandals. One teacher commented, “Students will sit shivering in class - they cannot learn like that.” Further, teachers are forbidden from bringing electric heaters to class because of the effect they would have on the school’s electricity bill.

Another example of an obstacle to health and hygiene is the sanitation facilities, which are often dirty and in need of maintenance.

Indicator 7.3 Not Met

7.4) Adequate sanitation facilities and safe drinking water are provided

One teacher mentioned that the number of sanitation facilities is inadequate and the facilities are not clean. “Since the school is a double-shift school, sometimes in between shifts, there is a line to use the bathrooms,” one teacher stated.

Clean and safe drinking water is not provided at the school. Students stated that they always bring water from home, since the water at the school is polluted and there are no water coolers at the school.

Indicator 7.4 Not Met

Standard 8: Curricula

Goal: Culturally, socially and linguistically relevant curricula provide formal and non-formal education, appropriate to the community.

Standard 8 Indicators

8.1) Existing curricula are reviewed for appropriateness to the age or developmental level, language, culture, capacities and needs of the learners

As in the case of most public, private, and UN schools in Jordan, the curricula in the Jerash School are imposed by the Ministry of Education. Teachers in this camp stated that they almost have no role when it comes to amending the curricula. However, they only develop an annual plan that includes extra work/material to be taught to the student throughout the year. This plan is approved by the principal and shared with the regional supervisor. Specific subjects such as the Refugee issue are incorporated in many classes. However, it is difficult to embed it in some classes such as “English” since priority is given to practicing spoken and written English. Finally, the principal of the school stated that she tries her best to celebrate Palestinian National occasions during school festivities.

Indicator 8.1 Fully Met

8.2) Curricula address life skills, literacy, numeracy and core competencies of basic education relevant to given stages of an emergency

As mentioned earlier, teachers do not interfere in the process of developing the curricula since it is imposed on them by the MOE. Although specific enrichment measures are undertaken in order to emphasize on the Palestinian identity for refugees, these measures are limited to seasonal activities that commemorate specific occasions.

Indicator 8.2 Fully Met

Standard 9: Training

Goal: Teachers and other education personnel receive periodic, relevant and structured training according to need circumstances.

Standard 9 Indicators

9.1) Training corresponds to prioritized needs, objectives of education activities and learning content

Teachers at this UNRWA school are only exposed to the “EP” training when they first start working. This is the primary training since it touches on certain needs and skills that teachers must possess in each subject before they excel in their career. Apart from this training, teachers in the Jerash School are offered free non-mandatory workshops about general topics. They are also encouraged to attend classes given by other teachers in order to learn from their teaching style and techniques.

Indicator 9.1 Fully Met

9.2) Where appropriate, training is recognized and approved by relevant education authorities

The EP training is recognized by all educational authorities in Jordan. However, it is uncertain whether other workshops offered by the school are recognized or not.

Indicator 9.2 Fully Met

9.3) Training, including follow-up monitoring, encourages the teacher to be a facilitator in the learning environment, promotes participatory methods of teaching, and demonstrates the use of teaching aids

As mentioned earlier, the non mandatory workshops offer teachers an opportunity to attain knowledge on general topics not related to their specialties. The principal confirmed this when she said that no specific follow up training sessions are provided to teachers.

Indicator 9.3 Partially Met

Standard 10: Instruction

Goal: Instruction is learner-centered, participatory and inclusive

Standard 10 Indicators

10.1) Participatory methods are used to facilitate learner involvement in their own learning and to improve the learning environment

Teachers stated that they can generally partner students together, and have the stronger students be the 'teacher' and help out weaker students. Weaker students often don't speak English at home. One of the teachers work on giving extra periods to weak students, does games - seems to have a participatory style.

Indicator 10.1 Fully Met

10.2) Participatory methods are used to facilitate learner involvement in their own learning and to improve the learning environment

Teachers encourage the idea of group work in classes. However, some restrictions on this issue arise since students are not entirely receptive to the idea. Most of them are not motivated to work in groups since it is difficult to deal with the problem of free-riding.

Indicator 10.2 Partially Met

Standard 11: Learner Assessment

Goal: Appropriate methods are used to evaluate and validate learning achievements

Standard 11 Indicators

11.1) Differentiated continuous assessment and evaluation methods are in place to assess learning periodically and appropriately. Procedures are in place to use this information to improve the quality of instruction

When evaluating students, teachers in the Jerash Girl's School prefer to not depend entirely on term exams in the evaluation process. They look at participation, presentation and skills, too.

Indicator 11.1 Fully Met

11.2) Learner achievement is recognized and credits or course completion documents are provided accordingly

All results are acknowledged by the Jordanian Government since most of the students would want to pursue their education in public schools. At the end of each semester, students are issued an official report card that has to be signed by their parents.

Indicator 11.2 Fully Met

11.3) Assessment and evaluation methods are considered fair, reliable and non-threatening to the learner

The assessment structure adopts the theme followed by the Ministry of Education. If a student fails up to 3 courses, he/she will be asked to sit for complementary (Makeup) exams during the summer period. However, if the student fails more than 3 courses, he/she will be required to repeat the entire academic year.

Based on the government's standards, only 3% of students can fail a class and if this happened, teachers are obliged to encourage their students to perform better and help them in overcoming any difficulties. As for students, the entire process seems to be fair since they are entitled to review their past exams and discuss the results openly with their instructors.

Indicator 11.3 Fully Met

Standard 12: Teacher Recruitment

Goal: A sufficient number of appropriately qualified teachers and other education

personnel is recruited through a participatory and transparent process based on selection criteria that reflect diversity and equity

Standard 12 Indicators

12.1) Clear and appropriate job descriptions are developed prior to the recruitment process

UNRWA does provide job descriptions to staff; however, in speaking with the Director of Education, he mentioned that the job descriptions are currently being updated to be clearer on teacher responsibilities. He commented that the job descriptions are out dated, and teacher responsibility needs to be clarified so teachers are aware exactly what capacity is needed to perform the job.

Indicator 12.1 Fully Met

12.2) The number of teachers recruited and deployed is sufficient to prevent over-sized classes

Neither the principal nor the teachers commented on this issue. However, it can be concluded that the issue is not really the availability of qualified teachers; it is rather the extremely large number of students per classroom.

Indicator 12.2 Not Met

12.3) A selection committee, including community representatives, selects teachers based on a transparent assessment of candidates' competencies and considerations of gender, diversity and acceptance by the community.

As in the case of most UNRWA schools, only UNRWA HR is involved in selecting the teachers after they pass a specific exam. Teachers can apply to change schools but they are assigned based on the needs of each educational area. Teachers sign a 3 year contract to be renewed automatically unless their contract is terminated.

The principal of the school usually submits a request to UNRWA for a new teacher. However, he/she is neither involved in the selection process nor does he/she interview potential candidates.

Indicator 12.3 Not Met

Standard 13: Conditions of Work

Goal: Teachers and other education personnel have clearly defined conditions of work, follow a code of conduct and are appropriately compensated.

Standard 13 Indicators

13.1) Compensation and conditions of work are specified in a job contract, and compensation is provided on a regular basis, related to the level of professionalism and efficiency of work

Teachers stated that their work contract did indeed specify the starting compensation level. However, the contract did not touch on the issue of work conditions. In general, teachers were not satisfied about salaries in the school. They are one of the few workers in Jordan who can use strikes in order to pressure decision makers and stakeholders. They accuse UNRWA of not respecting the clause in the contract that states that UNRWA teachers are entitled to a raise equal to that obtained by teachers of public schools.

Indicator 13.1 Partially Met

13.2) The code of conduct is signed and followed by education personnel, and appropriate measures are documented and applied in cases of misconduct and/or violation of the code of conduct

There is a code of conduct that regulates treatment of students in the school.

Indicator 13.2 Fully Met

Standard 14: Support and Supervision

Goal: Supervision and support mechanisms are established for teachers and other education personnel and are used on a regular basis

Standard 14 Indicators

14.1) A supervisory mechanism provides for regular assessment, monitoring and support for teachers and other education personnel

All teachers in the Jerash school are supervised by the headmistress and the regional subject supervisor in the UNRWA.

Indicator 14.1 Fully Met

14.2) Staff performance appraisals are conducted, written up and discussed with the individual(s) concerned on a regular basis

At the end of each academic year, the principal of the school will conduct an official session with each teacher in order to discuss their written evaluations. The principal uses 4 main criteria to assess teachers: students' academic performance, teacher's likeability, their applied methods, and the degree to which they exert effort in trying to explain things

to students.

Indicator 14.2 Fully Met

Notes: The biggest challenge facing this school is the issue of continuing education. The principal mentioned that of the students who make it up to 10th grade, 70% would go to public schools to complete their secondary education. Only 20% of students are expected to make it to higher education. This problem directly affects the level of motivation that all stakeholders are willing to provide for a better education in the camp, especially for females.

e.Jerash Boys School

Evaluation of Jerash Boys' School

School Name	Jerash Boys' School
Location	Jerash Refugee Camp
Shifts?	Yes. Both shifts are boy students.
Size	1200 per shift
Grades	First shift: 1-7; second shift: 1-10
Grade Size	42 students per section (multiple sections per grade)
Tuition	1.4 JD for 7-10 grade
Food offered?	For purchase at canteen only.

Standard 1: Community Participation

Goal: Community members actively participate in assessing, planning, implementing, monitoring and evaluating the education program

Standard 1 Indicators

1.7) Community members (including children and youth) are involved in development and implementation of education programs

According to the school's principal, there is not very much community participation in the school, which he believe stems from parent's poverty. The principal tries to encourage parents to participate by offering that they come observe the school for a day, but there is low participation in this activity. The principal noted that the only involvement from outsiders in the school is through Non-governmental organizations or other similar establishments. Such organizations coordinate with the school to promote a safer environment for the students.

While a parent-teacher association exists, the principal noted that they are not involved in developing, modifying or enriching curricula. Students mentioned that they do feel they can tell their teachers what they would like to learn, but this is an informal request.

Overall, it does not appear that all community members (including children and youth) are involved in developing education programs.

Indicator 1.1 Not Met

1.8) The community education committee holds public meetings to conduct social

audits of education activities (community-based evaluations)

The Parent-Teacher Association meets twice a semester, and is the main means for communication between the school administration and parents. The parent we spoke with said that only PTA members are contacted for feedback on school programs. There does not appear to be a systemized community-based evaluation of the school.

Indicator 1.2 Not Met

Standard 2: Use of local resources

Goal: Local resources are identified, utilized to implement education programs

Standard 2 Indicators

2.1) Stakeholders recognize capacity of communities and education programming is designed to maximize use of local skills and capacities.

All of the school's staff are Palestinian refugees, which is a means of utilizing local skills and capacities. In speaking with UNRWA representatives, it appears that other than staff, local resources are not utilized as much as they could be. School construction is done by the UN and local capacities are not specifically encouraged to be involved in school maintenance. This involvement is done on an ad-hoc basis.

Indicator 2.1 Partially Met

Standard 3: Monitoring

Goal: All relevant stakeholders regularly monitor the activities of the education program and the evolving needs of the population

Standard 3 Indicators

3.1) Education data are systematically and regularly conducted, including tracking of trends and changes

The school records each student's performance and sends this information to UNRWA's field office. The principal is unaware as to how UNRWA uses this data, and whether changes are made based on this data. Changes and trends seem to be tracked on an individual student basis, and teachers have the responsibility to monitor and react to new trends.

According to UNRWA staff, the school Area Education Officer and the Educational Development Center are charged with analyzing the individual school data and comparing UNRWA figures with public schools. Further, there is a unified test prepared

by UNRWA. This is given at 3, 4, 6, 8 and 10 grades. UNRWA selects a sample of completed tests and looks at different factors against student performance (Is the school rented? Is it a shift school? Is it for girls or boys?).

The Education Development Center, which is comprised of UNRWA Educational Supervisors, creates an action plan (based on the results of the unified tests), discusses the plan with the head teacher, and the students are tested again after a period of time.

Indicator 3.1 Fully Met

3.2) Education data are analyzed and shared with stakeholders at pre-determined, regular intervals

There does not appear to be a system for sharing data with parents or other stakeholders. The parent we spoke with commented that data is not shared with parents; however, he also mentioned that, in general, parents in Jerash camp are not very involved in their student's performance.

Indicator 3.2 Partially Met

3.3) Data that identify changes, new trends, needs and resources are provided to education program managers on a regular basis

Changes and trends seem to be tracked on an individual student basis, and teachers have the responsibility to monitor and react to new trends.

Indicator 3.3 Fully Met

3.4) Personnel are trained in data collection methodologies and analysis

We did not find evidence that teachers and administrators are trained in data collection methodologies and analysis.

Indicator 3.4 Not Met

3.5) Program adjustments are made as a result of monitoring

Based on their own records and analysis of student performance, the school will utilize the school councilor to address issues with weaker students. Speaking with one parent, he mentioned that he did not feel that the school responded to his children's changing needs. He specifically cited that lack of technology as one need that is not met.

Indicator 3.5 Fully Met

Standard 4: Evaluation

Goal: There is a systematic and impartial evaluation of the education system in order to improve practice and enhance sustainability.

Standard 4 Indicators

4.1) Evaluation of policies, programs, and outcomes of interventions is conducted at appropriate intervals against program objectives and minimum standards

The principal mentioned that he personally conducts an evaluation of the school in coordination with the head teacher of each subject. He commented that UNRWA's involvement in this process is minimal. Unfortunately, he did not provide further details regarding how and how often evaluations are conducted.

Teachers mentioned they are evaluated by the principal, their UNRWA supervisor and the Area Education Officer. Further information regarding teacher assessment is discussed below in Standard 14.

Indicator 4.1 Fully Met

4.2) Information is collected in a transparent and impartial manner from all stakeholders, including affected population

Each year the principal sends out questionnaires to a random sample of parents to complete and provide feedback. Other than this method, community members are not involved in formally evaluating the school.

Students mentioned that they have never been asked to evaluate their teachers or classes. The parent we spoke with said he feels he is somewhat involved in evaluating the school, but 'most parents are not.'

When asked whether they have a role in evaluating their school, teachers mentioned they can make suggestions, but there is no formal means of evaluation requested.

Indicator 4.2 Not Met

4.3) All stakeholders (including teachers, staff, learners, community education committees) are involved in evaluation

Evaluations are conducted by the principal, UNRWA supervisor (according to subject) and the Area Education Officer. It does not appear that students, parents, and teachers are involved in formally evaluating the school as a whole. See 4.2 for more details.

Indicator 4.3 Not Met

Standard 5: Equal Access

Goal: All individuals have equal access to quality and relevant education services

Standard 5 Indicators

5.1) Documents or other requirements are not a barrier to enrollment

The school requires that students show their refugee registration card, or the registration card of their parents, to enroll. There do not appear to be barriers to enrollment in the form of documents or other requirements.

Indicator 5.1 Fully Met

5.2) The education program is recognized by the education authorities of the host country

Yes. When a student completes their schooling with UNRWA (up to 10th grade), they can attend a public school to finish their secondary education (through 12th grade). Jordan law only requires a child complete up until 10th grade.

Although the program is recognized by Jordanian authorities, the parent we spoke with said he would like the school to put more emphasis on technology, so students are well-prepared to enter the Jordanian workforce. Also, he would like to have foreign languages (specifically English) emphasized in the curriculum.

Indicator 5.2 Fully Met

Standard 6: Protection and Well-Being

Goal: Learning environments are secure, and promote the protection and mental and emotional well-being of learners

Standard 6 Indicators

6.1) Schools are located in close proximity to populations they serve

Most students live within Jerash camp. Students we spoke with live within 5 minutes from the school, walking. The parent we spoke with said he felt his children were safe walking to school since it is a close-knit community.

Indicator 6.1 Fully Met

6.2) Access routes to schools are safe and secure

The school is situated on a main road, with a lot of traffic. The principal and teachers expressed concern that the route to school was not safe for the children. The school has attempted to address this issue by promoting Road Safety amongst the students. This initiative is comprised of presentations to students about the importance of road safety, putting up temporary road signs warning drivers of student crossings, and training older students to be crossing guards.

Indicator 6.2 Partially Met

6.3) Training programs for teachers, learners and community are in place to promote safety, security and protection

Teachers do not receive formal training on safety precautions. It is unclear whether UNRWA provides training programs in safety, security and protection to community members.

Indicator 6.3 Not Met

6.4) The nutrition and short-term hunger needs of learners are addressed to allow for effective learning to take place at the learning site.

Like many of the other schools we evaluated, this is an issue at the Jerash camp boys' school. Food is available for purchase at the school canteen, however, many of the students come from very poor families and cannot afford to purchase food. Teachers commented that sometimes students faint in class because of hunger. The principal noted that there is a need for a food program because many students are malnourished. He has not approached UNRWA regarding this issue because he is aware that the organization only has minimum resources.

The parent we spoke with mentioned that his children did not eat during the school day. He believes that there is a great need for food to be provided to students, as it will enhance academic performance.

Overall, the nutrition and short-term hunger needs of learners are not addressed to allow for effective learning to take place at the learning site.

Indicator 6.4 Not Met

Standard 7: Facilities

Goal: Education facilities are conducive to the physical well-being of learners

Standard 7 Indicators

7.1) The learning environment is marked by visible boundaries and signs

There is a concrete wall boundary surrounding the school, but road signs are not present to alert drivers they are nearby a school. See 6.2 for details on how the school is trying to address this issue.

Indicator 7.1 Partially Met

7.2) Class space is in line with agreed ratios of space per learner and teacher

Over-crowded classrooms is a problem in Jerash Camp Boys' School. The average class is 44 students. Some teachers we spoke with have classes with 50 students. The teachers we spoke with perceive the large class sizes as the 'biggest obstacle to a better education'. One issue is that students cannot participate if there are so many in the classroom. Students also complained that the class size is too large.

Indicator 7.2 Not Met

7.3) Basic health and hygiene are promoted in the learning environment

Health and hygiene are promoted through signs in the hallways. See 7.4 for additional details.

Indicator 7.3 Fully Met

7.4) Adequate sanitation facilities and safe drinking water are provided

When asked about the sanitation facilities at the school teachers commented, "They are not suitable for human usage, at all!" The lack of sewage in the camp and the bi-monthly water delivery lead to dirty and unhygienic sanitation facilities.

Students are not provided with safe drinking water at school.

Indicator 7.4 Not Met

Standard 8: Curricula

Goal: Culturally, socially and linguistically relevant curricula provide formal and non-formal education, appropriate to the community.

Standard 8 Indicators

8.1) Existing curricula are reviewed for appropriateness to the age or developmental

level, language, culture, capacities and needs of the learners

Curriculum is determined by the Jordanian Ministry of Education and enriched by the teachers of the school. For example, teachers are encouraged to embed topics such as Human Rights and Women's Rights into their classes. Further, teachers have the ability to incorporate Palestinian identity into the curriculum by incorporating certain activities, such as celebrating Palestinian holidays. In speaking with the school's head teacher, he mentioned that the school tries to remind students they will not forget Palestine and the school offers books about Palestinian history.

Overall, basic curriculum is set by the Ministry of Education and cannot be altered. Teachers may enrich curriculum by incorporating the Palestinian identity at their discretion. Specifically, language, culture and capacities of learners are addressed. Students learn English and Arabic, which two languages are spoken most within the camps. The students we spoke with did not speak any other languages with their families. Cultural activities focus on developing the children's Palestinian identity. Different learner capacities are addressed through remedial planning, which aims to improve the teachers' plan to assist weaker students.

Indicator 8.1 Fully Met

8.2) Curricula address life skills, literacy, numeracy and core competencies of basic education relevant to given stages of an emergency

Students learn a number of relevant subjects: Maths, Sciences, English, Arabic, Religion, History, etc. The curriculum appears to be relevant to the state of the camps, since students are most likely to remain in Jordan to work. Therefore, students are given a broad basic education to prepare them for university.

One issue that affects the Jerash Boys' School is the inability for refugees from Jerash camp to enter the Jordanian workforce. As refugees from Gaza, they are refused full Jordanian citizenship. Hence, refugees can only work in UNRWA positions or in agricultural or manual labor jobs. The curriculum does not appear to address the limited employment options for the students. , business, and engineering - unless they were to find a position with UNRWA While students can enter Jordanian universities, they would need to leave Jordan to pursue careers in fields such as medicine in this field.

Parents expressed concern that their children do not receive relevant skills in technology. The parent we spoke with highlighted the lack of computers and modern technology as detrimental to his students' ability to be employed in the future. Further, he would like to see more emphasis on English.

Indicator 8.2 Partially Met

Standard 9: Training

Goal: Teachers and other education personnel receive periodic, relevant and structured training according to need circumstances.

Standard 9 Indicators

9.1) Training corresponds to prioritized needs, objectives of education activities and learning content

Initial teacher training is provided by UNRWA's field office. Follow-up training is provided through workshops, which are often created at the request of the head teacher. Teachers can discuss their needs for training with the head teacher, who then contacts UNRWA's field office requesting training.

In speaking with teachers at Jerash Boys' School, they mentioned they receive continual training on how to use "Authentic Assessment" grading techniques and how to involve students in class. When we spoke with UNRWA's Director of Education, he also mentioned teachers are trained on how to manage large class sizes.

Training does appear to correspond to needs of the teachers, objectives of education activities and learning content. The teachers we spoke with stated that they felt they have received adequate training from UNRWA.

Indicator 9.1 Fully Met

9.2) Where appropriate, training is recognized and approved by relevant education authorities

UNRWA teachers who do not have a degree in education are required to take an "EP" training course within the first 3 years of their employment with UNRWA. This course enables them to teach with UNRWA and with other Jordan public schools.

Indicator 9.2 Fully Met

9.3) Training, including follow-up monitoring, encourages the teacher to be a facilitator in the learning environment, promotes participatory methods of teaching, and demonstrates the use of teaching aids

The response to this inquiry was unclear or not provided.

Indicator 9.3 Not Met

Standard 10: Instruction

Goal: Instruction is learner-centered, participatory and inclusive

Standard 10 Indicators

10.1) Participatory methods are used to facilitate learner involvement in their own learning and to improve the learning environment

It appears that teachers are using participatory methods to facilitate learner involvement; however, this standard also ties back to Standard 7, Indicator 7.2 regarding class size. Teachers commented that it is difficult to have all students participate in a class of 40+ students. Students also commented that not all of their classmates are motivated in their studies, making group work difficult. While UNRWA appears to be encouraging a participatory environment in its teaching methods, and while teachers are attempting to implement these techniques, large class sizes and de-motivated students may hinder the success of this process.

Indicator 10.1 Partially Met

10.2) Participatory methods are used to facilitate learner involvement in their own learning and to improve the learning environment

Students mentioned they are often asked to work in groups and are encouraged to ask questions in class. Teachers stated they try to initiate “Open Discussions” with their students and they try to form a relationship with students that is built on mutual respect. Teachers also commented that UNRWA’s encouraged teaching techniques are ‘excellent’ and sometimes adopted by the Jordanian authorities.

Indicator 10.2 Fully Met

Standard 11: Learner Assessment

Goal: Appropriate methods are used to evaluate and validate learning achievements

Standard 11 Indicators

11.1) Differentiated continuous assessment and evaluation methods are in place to assess learning periodically and appropriately. Procedures are in place to use this information to improve the quality of instruction

UNRWA uses an “Authentic Assessment” technique, which tries to comprehensively

assess the student based on participation, discipline, teamwork, and grades. Students commented that they are assessed on 3 exams for each class, in addition to participation and discipline. Teachers record student assessments in individual folders, which are kept with the head teacher and forwarded to UNRWA's Education Development Center.

Indicator 11.1 Fully Met

11.2) Learner achievement is recognized and credits or course completion documents are provided accordingly

Students are provided with a report card each semester, but, according to the students we spoke with, they are not required to have their parents sign the report card. While learner achievement is recognized and course completion documents are provided, there should be greater parent involvement in this process.

Indicator 11.2 Partially Met

11.3) Assessment and evaluation methods are considered fair, reliable and non-threatening to the learner

Students stated that they generally feel comfortable approaching their teachers and asking them about grades, if they receive a mark that is unsatisfactory or surprising. The authentic assessment technique appears to be a fair, reliable and non-threatening evaluation method.

Indicator 11.3 Fully Met

Standard 12: Teacher Recruitment

Goal: A sufficient number of appropriately qualified teachers and other education personnel is recruited through a participatory and transparent process based on selection criteria that reflect diversity and equity

Standard 12 Indicators

12.1) Clear and appropriate job descriptions are developed prior to the recruitment process

UNRWA does provide job descriptions to staff, however, in speaking with the Director of Education, he mentioned that the job descriptions are currently being updated to be more clear on teacher responsibilities. He commented that the job descriptions are out dated, and teacher responsibility needs to be clarified so teachers are aware exactly what capacity is needed to perform the job.

Indicator 12.1 Fully Met

12.2) The number of teachers recruited and deployed is sufficient to prevent over-sized classes

UNRWA is constrained by financial resources and facilities in this matter. The teacher to student ratio at the Jerash Boys' School is, on average, 1:44. When we spoke with UNRWA's Deputy Director of Education, she commented that UNRWA cannot refuse children from enrolling in schools, yet it is difficult to find buildings or land for schools within the camps. She mentioned that even worse than over-sized classes were 'floating classes', which are a problem at Jerash Boys' School. A floating class is one which does not have an assigned classroom, and must move throughout the day based on available classrooms.

The number of teachers recruited and deployed is not sufficient to prevent over-sized classes. UNRWA recognizes this, and are working within their constraints to try and improve the situation. Specifically, they are trying to find additional spaces for schools and are encouraging community members to participate by coordinating with other organizations to have facilities built.

Indicator 12.2 Not Met

12.3) A selection committee, including community representatives, selects teachers based on a transparent assessment of candidates' competencies and considerations of gender, diversity and acceptance by the community.

As in the case of most UNRWA schools, only UNRWA HR is involved in selecting the teachers after they pass a specific exam. Teachers can apply to change schools but they are assigned based on the needs of each educational area. Teachers sign a 3 year contract to be renewed automatically unless their contract is terminated.

The principal of the school usually submits a request to UNRWA for a new teacher. However, he/she is neither involved in the selection process nor does he/she interview potential candidates.

Indicator 12.3 Not Met

Standard 13: Conditions of Work

Goal: Teachers and other education personnel have clearly defined conditions of work, follow a code of conduct and are appropriately compensated.

Standard 13 Indicators

13.1) Compensation and conditions of work are specified in a job contract, and compensation is provided on a regular basis, related to the level of professionalism and efficiency of work

Teachers have job contracts which specify their compensation. Teachers are provided compensation on a regular basis, however compensation does not appear to relate to the level of professionalism and efficiency of work. Rather, compensation is given based on tenure with UNRWA. Teachers commented that they are not comfortable with their compensation - they feel it is not appropriately raised in response to inflation.

Indicator 13.1 Partially Met

13.2) The code of conduct is signed and followed by education personnel, and appropriate measures are documented and applied in cases of misconduct and/or violation of the code of conduct

A code of conduct was created by the head teacher, in coordination with teachers, community members and students. All staff members and students are required to sign the code of conduct. From speaking with students and staff, it appears the code of conduct is followed and appropriate measures are documented and applied in cases of misconduct.

Indicator 13.2 Fully Met

Standard 14: Support and Supervision

Goal: Supervision and support mechanisms are established for teachers and other education personnel and are used on a regular basis

Standard 14 Indicators

14.1) A supervisory mechanism provides for regular assessment, monitoring and support for teachers and other education personnel

Teachers are supervised, monitored, and assessed by their head teacher and their UNRWA Subject Supervisor. Teachers also can rely on both parties for support. For more details, see Standard 4, Evaluation.

Indicator 14.1 Fully Met

14.2) Staff performance appraisals are conducted, written up and discussed with the individual(s) concerned on a regular basis

Staff performance assessments are conducted on an annual basis. They are discussed with the teachers and teachers are required to sign their evaluation. Staff are assessed on criteria provided by UNRWA, which include reliability, punctuality, initiative, judgment, quality and quantity of work, and administrative performance.

Indicator 14.2 Fully Met

Thank you!

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