



## Education for Palestine Refugees

### “Education Disrupted, Education Reimagined”

Dr Caroline Pontefract and Ms Frosse Dabit  
UNRWA

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# UNRWA education programme

- For 70 years UNRWA has worked to ensure that Palestine refugee children have access to quality, inclusive and equitable education
  - UNRWA education programme was **born of conflict** and operated through a number of conflict
  - **High demand for education** from the Palestine refugee community
  - Long standing relationship with **Host Governments**
  - Host country curriculum, study plans and academic calendar to enable Palestine refugee children to transition to secondary and higher education, and receive accredited education



# UNRWA education: today

- **533,342** Palestine refugee children and **22,000** education staff
- **709** schools
- **8** Vocational Training Centres for **8,270** youth
- **2** educational science faculties (teacher training institutes) for **1,890** students



# Education in emergencies response

## ✓ Psycho-social support

- Counsellors support
- Recreational activities
- Referrals

## ✓ Teaching and Learning

- Self Learning Programme
- Support to teachers
- Alternative learning spaces

## ✓ Safety and security

- School risk assessments
- Safety and security training

## ✓ Parental and student engagement

## ✓ Monitoring and Evaluation

- EiE indicators





# COVID-19 - a different type of emergency

## What happened?

- All the UNRWA schools and VTCs closed by mid-March
- Impact on 533,342 UNRWA students and 8,270 youth
- Almost half way through the second semester of the school year
- A new challenge with high level of uncertainty
- The need to continue to provide quality, inclusive, and equitable education

## So what did we do?

- Drew on our own experience in delivering EiE
- Adapted/ adjusted the EiE programme to respond to new challenges of new emergency.
  - Introduced new areas of focus like TVET.
  - Did some things as before, Self Learning
  - Did some things differently like PSS, Safety & Security, M&E.
  - Did more of some things like hygiene and sanitation.

# COVID-19 Education Response: Psychosocial Support

## Initially through:

- Deployment of School Counselors
- Recreational activities and spaces
- Referral to external expertise

## New Issues/ additional challenges:

- No face-to-face counselling
- Social distancing/ no gatherings
- No group recreational activities
- Limited recreational material distribution

## New modalities/ response:

- PSS through online platforms
- Integrated in Self Learning Programme
- Agency-wide PSS Group



# COVID-19 Education Response: continuity of learning

## Initially through:

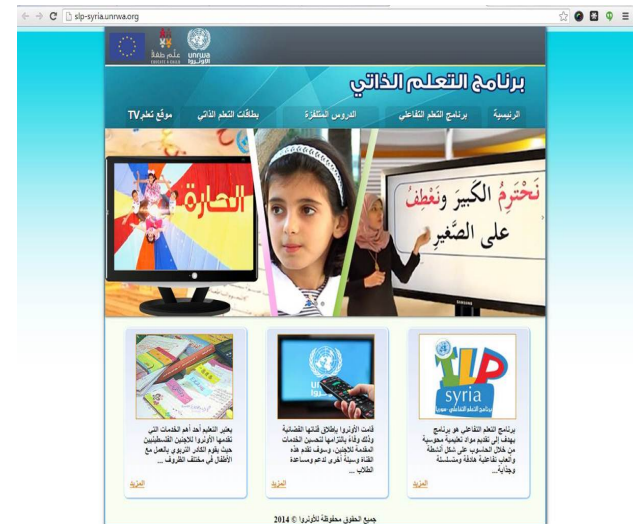
- UNRWA Self Learning Programme (TV, ILP, print)
- Guidelines for parents and teachers on use of the SLP
- Delivered in alternative safe learning places

## New Issues/ additional challenges:

- No face to face teaching
- Risks of having material in print distributed
- Equity: Online access impacted by limited devices in large families, electricity cuts, internet connectivity and speed.
- Follow-up and student assessment.

## New modalities/ response:

- Host countries engaged in developing material.
- Wrap Around (making use of student textbooks).
- Evaluate the SLM against criteria
- Student follow-up (What's App, SMS).
- Review accessibility and develop solutions accordingly.
- PTAs activated to support SLM distribution



# COVID-19 Education Response: safety and security

## Initially through:

- Safety and security trainings
- School safety and security risk assessments
- Evacuation drills
- School rehabilitation

## New Issues/ additional challenges:

- Health safety
- Schools used as quarantine centers/ as an extension to health clinics.

## New modalities/ response:

- Awareness raising on prevention and transmission of COVID-19 (child friendly messages/ video)
- Purchase of hygiene and sanitation kits
- Disinfection of education premises.





# COVID-19 Education Response: TVET

## Initially through:

- Face-to-face education and training (theory and practice)
- On the Job training for TVET trainees in the labour market
- Performance evaluation & assessment
- Boarding facilities for some vulnerable TVET students



## New Issues/ additional challenges:

- No face-to-face teaching and practical training.
- Online access not always possible
- Online student assessment and fulfilling graduation requirements are challenging



## New modalities/ response:

- Providing a framework for the TVET Emergency Response Plan
- Developing an alternate self-learning approach to facilitate continuation of students' learning.
- Building capacity for a TVET Self-Learning Approach (SLA)
- Technical solutions to facilitate students' online learning (UNRWA TVET i-Learn Portal and other online platforms/communication tools)

# COVID-19 Education Response: evidence and measurement of impact

## Initially through:

- Measurement of the impact of the education programme overall – outcome level indicators – survival, dropout, achievement, etc.
- Measure the impact of the EiE approach within education and beyond – bank of EiE indicators\
- Agency-wide studies: Perceptual Survey, Classroom Observation Study, Monitoring Learning Achievement

## New Issues/ additional challenges:

- Agency-wide studies due this year on hold
- EiE indicators speak of conflicts
- New types of assessments such as accessibility of SLP
- New ways to implement assessments/ survey

## New modalities/ response:

- Review of EiE Bank of Indicators
- Strengthen the monitoring and evaluation of the response
- Emphasis on evidence in determining policy decisions.



# Some reflections...

- System approach / building on and adapting what is there
- Communication at all levels
- Opportunity to build back better – thinking long term/ schools re-opening
- Maintain equity in the response (not one-size fits all)
- Advocate for education in emergencies especially where other needs seem to be more pertinent.
- Technical and operational sharing and coordination among Agencies – maximize the use of resources
- Ongoing monitoring and evaluation and evidence based responses
- Document the response



