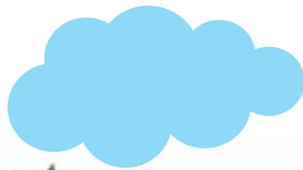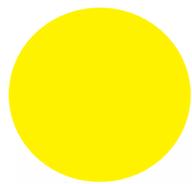# UNRWA framework

## for the analysis and quality implementation of the curriculum



Palestinian culture

values and principles

host country curriculum

the enhanced curriculum

student competencies and cross-curricular themes

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

# Foreword

Assuring quality curriculum in UNRWA schools is a key component of the Education Reform Strategy (2011-2015). UNRWA has always strived to ensure that the delivery of education to its nearly 500,000 students aligns with the broader UN development goals, reflecting values, principles and purposes of the United Nations. The Agency further works to encourage deep learning, understanding, and balancing of children's learning experiences as a combination of knowledge, understanding, skills, attitudes, and values.
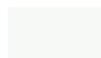
To this end, the Quality Framework for Quality Analysis and Implementation of Curriculum (Curriculum Framework) has been developed to support Fields, schools and teachers in enriching the curriculum and the learning experiences of the students.

The Curriculum Framework serves as a policy reference document, an evaluation tool, a framework for analysis, and a tool for professional development. As a policy reference document the Framework describes UNRWA's approach to enhancing the curriculum of the host countries. As an evaluation tool it establishes standard criteria for analyzing and enhancing textbooks across all Fields. The Framework further includes analysis tools to guide analysis of host country curricula, textbooks, and other learning material to ensure they reflect UNRWA values and expectations. As a professional development tool, training on the use of the Framework, and its deployment at school and Field level will develop the awareness and capacity of teachers with regard to key competencies, principles, and values.

The implementation of the Curriculum Framework will help UNRWA in making a positive difference within all its schools. At Agency level it will ensure that the same quality standards are observed in all Fields to fully meet the learning needs of UNRWA students.

## Dr. Caroline Pontefract

Director Department of Education
UNRWA HQ  Amman

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

# Contents

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for palestine refugees in the near east

# 1. Introduction

## 1.1 Background

The UNRWA Framework for Analysis and Quality Implementation of the Curriculum (the "Framework") is integral to UNWRA's Education Reform Strategy (ERS) aiming towards an UNRWA education system which "develops the full potential of Palestine refugees to enable them to be confident, innovative, questioning, thoughtful, tolerant and open minded, upholding human values and religious tolerance, proud of their Palestinian identity, and contributing positively to the development of their society and the global community. "

The Framework will provide a structure to support the analysis of teaching and learning materials and methods to ensure the development of enrichment materials and the implementation of a high quality curriculum in UNRWA schools, in line with the Education Reform Strategy Vision.

## 1.2 A Framework for Quality and Implementation

UNWRA schools follow the host country/authority curriculum in each Field of operation. Following host country/authority curriculum was agreed upon in 1953 to more easily facilitate UNRWA students proceeding to secondary schooling.

In this context, the Framework provides an important element of commonality across UNRWA Fields and an opportunity to analyze and enrich the host country/authority curriculum to ensure that curriculum delivery in UNRWA schools:

- reflects UN values and the UNRWA Education Reform Vision
- is rooted in the Palestinian heritage and culture
- meets the learning needs of Palestine refugee students

The curriculum operates at two key levels:

- the curriculum as set out at national level by host countries/authorities(the national curriculum)
- the set of learning experiences that schools provide for their students (the school curriculum)

This Framework will be relevant to all levels within UNRWA (HQ, Fields and schools).  It will underpin and guide policy and training on teaching, learning and the curriculum and will provide a basis for analysis and evaluation.  It will enable enhancement of the national curriculum of the host country/authority, and set out a way in which schools and teachers can provide the types of learning experiences that meet the needs of all Palestinian refugee students.

In this regard, the Framework will facilitate curriculum delivery beyond the subject content set out by host countries/authorities to address cross curricular themes, reflect the UNRWA Education Reform vision and facilitate the acquisition of broad competencies which will support the personal, social and intellectual development of the Palestine refugee students.

## 1.3 UNRWA Education Reform Strategy

The Framework will add quality to the host country/authority curricula by reflecting the aspirations of the UNWRA Education Reform Strategy that envisages a curriculum that:

- develops the full potential of all Palestinian refugees
- supports an holistic approach to learning, personal and social development
- combines subject learning, skills and attitudes to develop competencies
- provides equal access for all students to quality education
- promotes critical thinking, problem-solving, team work and creativity
-   engages students in active learning that excites imaginations and extends their horizons
- promotes a culture of human rights, conflict resolution and tolerance.

The Curriculum Framework is aligned with, and supported by all areas of the Education Reform Strategy. This involves the substantive reform programmes:

→ Teacher Development and School Empowerment
→ Inclusive Education
→ Technical and Vocational Training and Youth
→ Curriculum and Student Assessment

and the Education Reform Strategy support areas:

→ Research, Development and EMIS
→ Governance
→ Strategic Planning, Management and Projects
→ Partnerships, Communication and ICT

## 1.4 Reflecting UN Values

It is important for UNRWA schools to reflect the values of the UN. The Framework incorporates these values and provides ways of ensuring that they are reflected in the delivery of the curriculum. The UN values are embedded in the overall curriculum principles articulated by UNRWA and are part of the structure of criteria through which host country/authority curricula, textbooks and other materials can be analyzed and enhanced to ensure the UN Values are reflected and incorporated in students' learning. These UN Values are set out in Annex 1.

## 1.5 UNRWA "Cross-cutting Issues" and "Cross Curriculum Themes"

The Education Reform Strategy identifies a number of **cross cutting issues** for curriculum delivery in UNRWA schools. These form lenses through which educators can analyze and address issues in the curriculum. Two cross-cutting issues of particular importance are inclusion and gender equality. The **inclusive approach** to curriculum delivery requires enrichment, differentiation and adaptation of curriculum content, materials, methods and assessment to meet the individual needs of all students. Gender analysis of curriculum requires recognition and the addressing of behaviors, attitudes, teaching practices, textbooks and other materials that enforce gender stereotypes and bias.

**Cross-curriculum themes** are contemporary concerns that should be reflected in all subjects of the curriculum. These themes have important learning (knowledge, skills, values and attitudes) in their own right, and also provide connections between subjects and ways in which subjects can be made relevant to students' lives.

The UNRWA cross-curriculum themes are:

- Environmental Education
- Human Rights Education
- Health and Life Skills
- Palestinian Culture and Heritage
- Information and Communication Technology

The way in which these themes operate is outlined in section 5 below.

## 1.6  The Functions of the Framework

The Framework has been developed to be used as a:

- policy reference document
- framework for curriculum analysis and enhancement
- way of ensuring curriculum reflects UN values and UNRWA expectations
- framework to support the professional development of teachers, particularly in the analysis of curriculum materials and the development of competencies in their students Each of these functions is described in detail in Section 3 below.

# 2. The Framework

This Framework for Analysis and Quality Implementation of the Curriculum sets out the aims, values and principles through which the host country/authority curriculum can be reviewed. It also sets out a structure within which the curriculum can be enhanced to meet the aspirations of the UNRWA Education Reform Strategy.

## 2.1 The Curriculum Aims

A high quality curriculum should enable all young people in UNRWA institutions to become:

- proud Palestinians who cherish their identity, culture and heritage
- successful life-long learners who fulfil their potential
- confident young people with the life skills to achieve personal wellbeing, and face an increasingly complex future
- active citizens who can contribute positively to their local and global communities

## 2.2 The Curriculum Values

A high quality curriculum is underpinned by clear values that ensure that education is consistent with these aims, and also that the young people themselves espouse these values in their lives. The values underpinning the UNWRA curriculum are:

- achievement of every students' full potential
- commitment to justice, tolerance, inclusiveness, diversity and human rights
- pride in Palestinian identity, heritage and culture
- respect for nature, the environment and sustainable development
- adherence to UN values

## 2.3 The Curriculum Principles

A high quality curriculum is based on a clear set of principles that must pervade every part of education. These principles will assure the curriculum's quality and will ensure that young people receive the very best education. A high quality curriculum should be:

- broad and balanced, integrating learning and emphasising connectivity between subjects
- learner-centred, active, practical and encouraging independent thinking and creativity
- relevant to students' lives, responsive to their needs and set within the context of the Palestinian refugee community
- flexible and providing a variety of learning opportunities
- inclusive, and free of bias, respecting diversity and human rights

A high quality curriculum should:

- promote high standards of attainment
- focus on depth of learning and quality of understanding
- promote the key competencies that enhance learning
- enhance students' personal development and support their wellbeing
- enable students to value their Palestinian culture, heritage and identity
- reflect UN values

## 2.4 The Student Competences

The development of student competencies is a key part of the Education Reform Strategy ("promotes critical thinking, problem-solving, team work and creativity") and also of the UN Convention on the Rights of the Child ("the preparation of the child for life in a free society").

Competencies are a combination of knowledge, skills and attitudes that learners can apply in a range of situations in school, in work and in life generally. Competencies are the skills and the attitudes necessary to deploy the knowledge and understanding gained. The development of competencies is a key part of the curriculum as it is through the acquisition of a range of competencies that young people will be able to make use of their learning throughout their lives.

```
            Competency
                =
Knowledge and    +    Skill    +    Attitude
Understanding
```
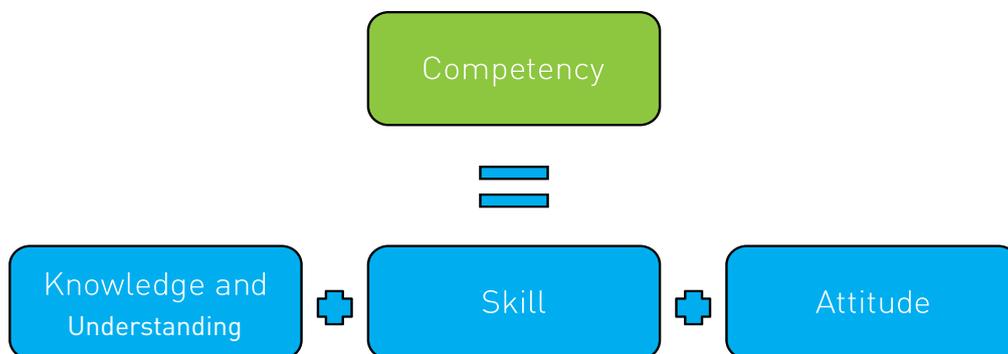
The competences within the Framework are those which are considered crucial to creating autonomous, independent, but individually and socially aware citizens. Their acquisition by UNRWA students is central to the vision of the Reform. They are:

- **Critical and Creative Thinking**
- **Constructive Learning**
- **Communication and Literacy**
- **Co-operation**
- **Citizenship**

These competencies cannot be taught separately, but are learned in the context of the subjects of the curriculum and in the everyday classroom and school practices. The subjects provide the knowledge part of the competencies and the context for developing the competencies. Skills and attitudes will be developed by the students through the way in which the subject knowledge of the host country/authority curricula is approached. The teacher's role is to use curriculum materials in such a way that subject matter provides opportunities for students to develop the competencies. Every subject can provide a context for the development of one or other of the competencies.

Some subjects or subject units may well lend themselves more to one competency than another. All will provide a context for at least one competency, as students will inevitably communicate or think. Opportunities for co-operation or citizenship and culture may not occur so frequently. What is important for educators to ensure is that there are opportunities to develop all the competencies over time, and that there is a good balance over a semester and a year.



This aspiration has significant implications for the nature of the learning experiences that students need and for the ways in which teachers teach. The development of competencies will of necessity involve active learning and the use of a range of teaching and learning strategies. This is consistent with the principles of this Framework and the aspirations of the UNRWA Education Reform Strategy. In this way:

- students will develop competencies that will be useful to them through their lives and which will promote life-long learning
- students' learning of the subjects themselves will be deepened and enhanced.

Active learning approaches require students to understand the subject knowledge well in order to be able to apply it. In this way, an emphasis on the development of competencies contributes to the quality of subject learning.

The expectations of each competency are set out below:

## Critical and Creative Thinking

Students learn to use their minds creatively, effectively and independently, to solve problems rationally and to develop new ideas.  They:
- **plan and carry out investigations,** using a range of sources to find information
- **sort and analyse** information and come to conclusions
- **suggest and develop solutions** to problems, using their imaginations to create new approaches
- **evaluate** different suggested solutions

## Constructive learning

Students engage actively in the learning process, learn to work independently, and recognise the steps they need to take to improve.  They:
- **set goals and monitor** own progress
- **invite feedback** and make changes to own learning
- **take the initiative and work independently**
- **persist** when learning is difficult

## Communication and literacy

Students learn to communicate in a variety of forms and contexts with a range of audiences.  They:
- **read** fluently and critically texts of all kinds on paper and screen
- **speak** clearly and confidently, and listen carefully and respectfully to others
- **write and present** a range of ideas, in a wide variety of forms and with awareness of different audiences
- **use a range of media** to communicate their ideas

## Co-operation

Students learn to work co-operatively and constructively with others in a variety of situations.  They:
- **work collaboratively** towards common goals
- **are tolerant** of others and respectful of differing views
- **adapt behaviour** to suit different situations
- **negotiate**, respecting others' rights and responsibilities, and use strategies to resolve disputes and conflicts

## Citizenship

Students learn to be good citizens of Palestine, their host country and the world.  As good citizens, they understand to care for the environment.  They learn to appreciate the importance of their own culture and heritage and also other cultures and beliefs. They:
- **recognise** their social responsibilities and rights and the need to contribute to society
- **act responsibly** towards the environment
- **value** and **respect** their own and other cultures and beliefs
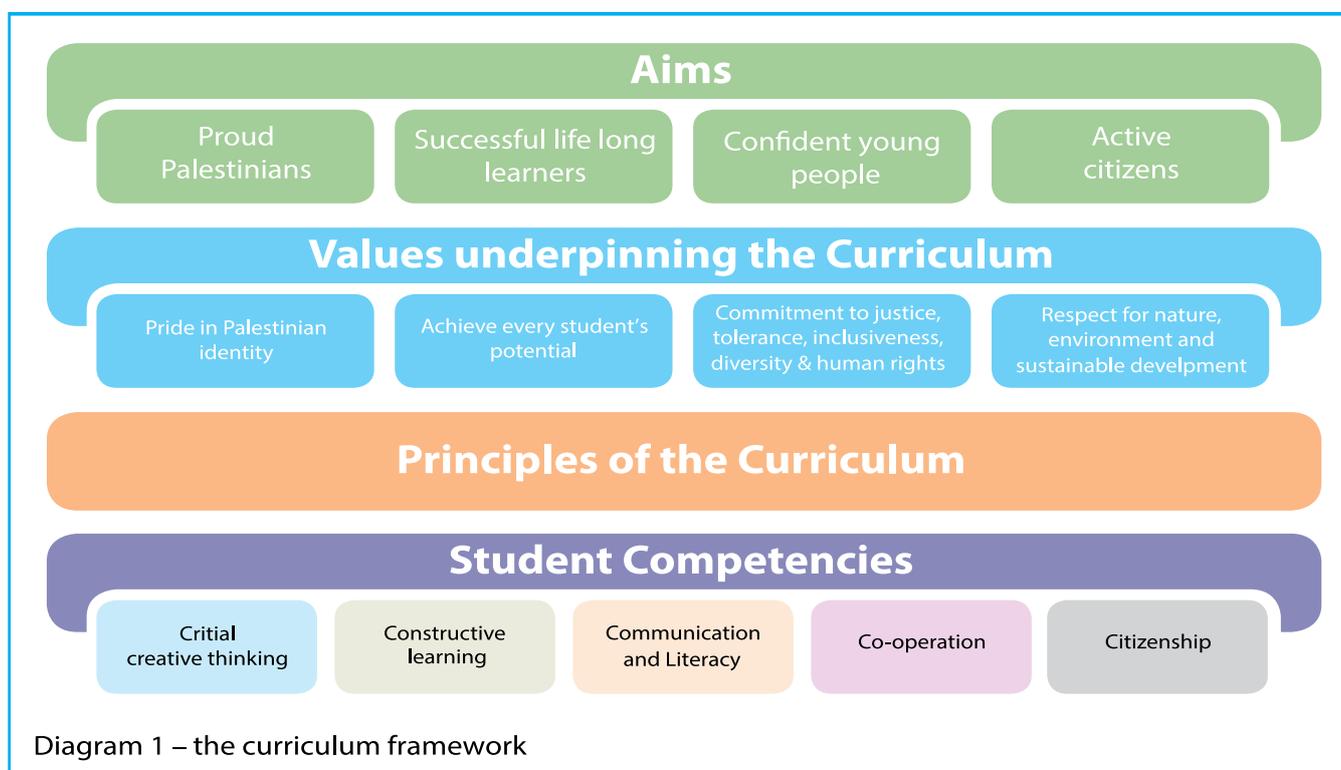- **respect UN values** and human rights

The competencies are set out as overall expectations, but apply differently at each stage or Grade. For example, students might be "reading fluently and critically" or "working collaboratively" in Grade 1, and also in Grade 9, but the context for doing so changes. In Grade 1, the texts they read will be relatively simple and straightforward, but by Grade 9, the texts they will be using will be more advanced and complex. The same is true about the way in which students work collaboratively, the contexts of teams and groups and the tasks they will work together becoming more complex and demanding.
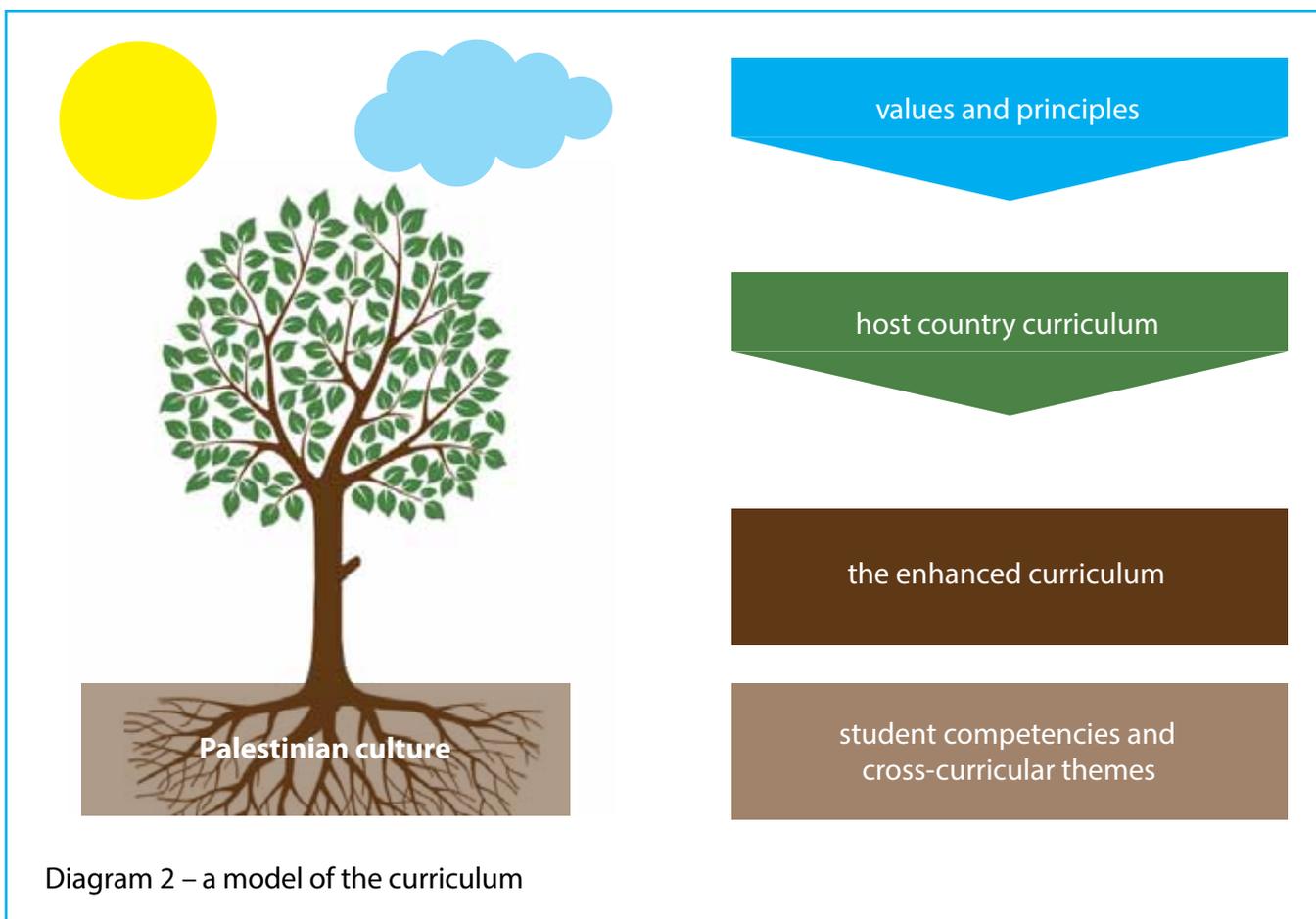
Within curriculum delivery, all teaching and learning processes must be competency-based; aiming to develop the competencies outlined above. This needs to be reflected in lesson plans and daily classroom activities. Teachers will evaluate host country curricula and textbooks and where necessary enrich and differentiate these in order to support students to develop the competencies at an age and developmentally appropriate level taking into account the evolving capacities of the child. Developing a solid foundation in these basic competencies is a priority as this foundation will act as a tool to enable further learning and development.

## 2.5 The Framework Model

The Framework consists of the Aims, Values, Principles and Student Competencies. The way in which these can impact on the host country/authority curriculum is shown in Diagram 1, below. The subjects of the host country/authority curriculum are linked together by the UNRWA cross curriculum themes.



**Aims**

| Proud Palestinians | Successful life long learners | Confident young people | Active citizens |

**Values underpinning the Curriculum**

| Pride in Palestinian identity | Achieve every student's potential | Commitment to justice, tolerance, inclusiveness, diversity & human rights | Respect for nature, environment and sustainable develpment |

**Principles of the Curriculum**

**Student Competencies**

| Critial creative thinking | Constructive learning | Communication and Literacy | Co-operation | Citizenship |

Diagram 1 – the curriculum framework

The model of the curriculum as a tree (Diagram 2) has also been used to illustrate how these elements can come together to promote a dynamic curriculum that, if successful, will bring forth the fruit of the aims being achieved.  In this model, the competencies are the roots of learning and the subjects the leaves.  Both are essential to the plant's growth. The enhanced curriculum is the trunk joining the two together.



values and principles

host country curriculum

the enhanced curriculum

student competencies and cross-curricular themes

Palestinian culture

Diagram 2 – a model of the curriculum

A high quality curriculum will ensure that students' study meets the subject requirements of the host curriculum, but will also promote the aims, enshrine the values and principles, and will help develop the competencies and understanding of the cross-curriculum themes.  This Framework then provides an evaluation structure for enhancing curriculum quality. The four elements become analysis questions that can be applied at a general level to whole programmes and at a specific level to lessons.  The questions are:

- Dose the Curriculum Promote the Framework aims?
- Dose the Curriculum Enshrine the Framework values and principles?
- Dose the Curriculum Help develop the student competencies?

The ways in which the Framework interacts with host country/authority curriculum is shown in the model below (Diagram 1).  In this model, the enhanced curriculum is shown as being:

- shaped by clear aims, values and principles
- formed by the addition of competencies to the host country/authority curricula and
- enriched by cross curriculum themes
- rooted in the Palestinian culture and heritage

The impact comes from the use of the framework to analyze the host country/authority curriculum at the general and specific level, and then to amend the learning experiences to take account of the analysis.  Thus the impact stems from the analysis that stems from the Framework.



Diagram 3–interaction between the Framework and host curriculum
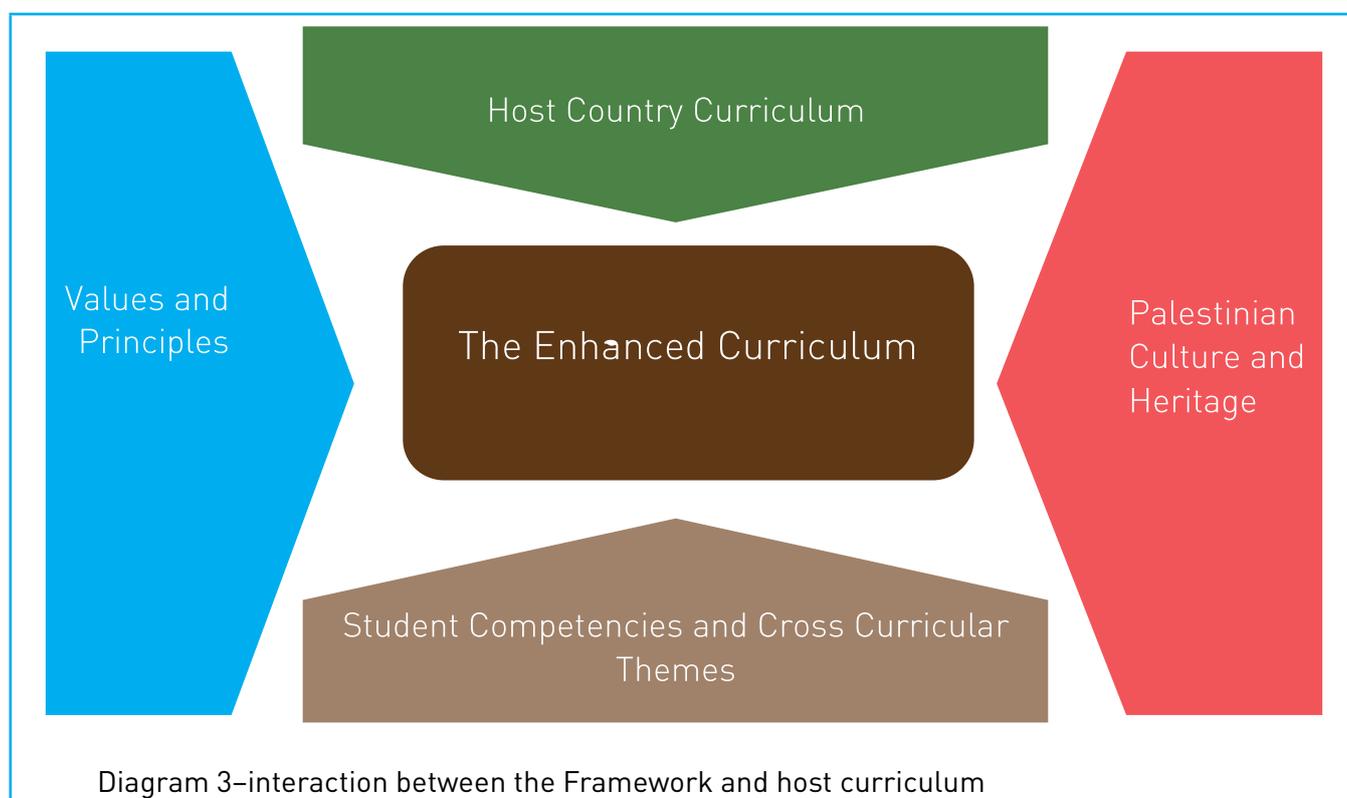
# 3. The functions of the Framework

As highlighted, the Framework has four main functions. To provide a:

- Policy Reference document
- Framework for curriculum analysis and enhancement
- Way of ensuring curriculum reflects UN values and UNRWA expectations
- Framework to support the professional development of teachers, particularly in the analysis of curriculum materials and the development of competencies in their students

 Each of these functions in described in detail below.

## 3.1 A Policy Reference Document

The Framework describes UNRWA's policy position on school curriculum, in particular its approach to enhancing the curriculum of the host countries/authorities in its schools. This document can therefore be used to articulate UNRWA perspective on quality learning and its compliance with UN values to its stakeholders and partners.

## 3.2 A Framework for Curriculum Analysis and Enhancement

The aims, principles, values and competencies set out in the Framework become an evaluation tool when they are applied as criteria to a host country/authority curriculum, or to text books or units of study within text books.

These criteria can be categorized under three key questions about the text book, or specific unit / topic in the curriculum:

- Does it contribute to the aims set out in the Framework?
- Is it consistent with the values and principles of the Framework?
- Does it help develop the student competencies articulated in the Framework?

The Framework would most appropriately be deployed at two levels within the UNRWA system:

- at HQ and Field level
- at school / teacher level.

**Field Level**

Field personnel can use the evaluation tool to analyse host country/authority textbooks and other learning materials with the support of HQ staff.  This will be carried out mainly by Field Subject Committees, and will enable issues to be identified at the Agency and Field level.  The Field Analysis Tool will facilitate this analysis.  Based on this analysis, the Fields will then take appropriate action where necessary.

There are three possible actions to be taken in this process:

- refer issues with controversial political implications to HQ
- produce and disseminate enhancement / enrichment materials
- issue guidance to teachers on approaches that might be taken to enhance specific curriculum units.

It is not anticipated that every curriculum unit or lesson will provide a context for the development of all the UNRWA Framework competencies, or all the values.  However, it is expected that the UNRWA education team, from schools to Headquarters, will work to ensure a balance of opportunities across a course, semester or year.

If enhancement materials are deemed necessary, it will not always lead to the development of new material, because many already exist and can be referenced. The Headquarters will need to play a key co-coordinating, ensuring that appropriate materials are developed. In many cases, enhancement materials will not be necessary as it is the teacher's approach that will be the key to enhancing learning.

The professional responsibilities of teachers to design effective learning for their students remains paramount, but it is the responsibility of the Fields to ensure that none of the curriculum materials in use contains controversial elements, contrary to UN values or UNRWA expectations and aspirations.

**School Level**

The schools themselves can use the evaluation tool to look more specifically at their own teaching programmes and lessons, including the curriculum materials that they use.  They do not need to replicate the analyse work of the Fields, but focus on their own teaching to take account of the Framework, their own context and the diversity of needs. This is where the professional creativity of teachers can be expressed.  The School Analysis Tool will facilitate this process.  Using this tool, teachers can identify the extent to which any unit or lesson will contribute to the development of students' competencies.  They will then be able to adjust their approaches to the unit or lesson in order to create opportunities to enhance learning and competency development.  How to do so will be the focus of guidance from the Field Subject Committees and Educational Specialists at Field level, and will be the focus of continuing professional development.

Training materials have been developed to assist the use of the analysis tools at both Field and School level.

## 3.3 A Way of Ensuring That the Curriculum Embodies UN Values

The values and principles of the Framework, together with the developed analysis tools, provide a way of analyzing host country/authority curricula, textbooks and other learning materials to ensure their compliance with UN values.  The chart in Annex 1 reflects how all the relevant UN Values are included in the values and principles of this Framework and are in both Field and school level analysis tools.

Where a text book or other learning material contains a controversial political element that causes concern then it should be referred to the Field Office who in turn will refer to HQ who will follow up accordingly and issues appropriate guidance.

## 3.4  A Framework to Support the Professional Development of Teachers

The Framework has significant implications for teaching and learning, and this provides a conceptual basis and focus for continuing professional development. A key focus for professional development will be how to base teaching and learning on the aims, values and principles, how to develop the student competencies and how to use the cross-curriculum themes articulated in the Framework.

# 4. Assessment and Testing

The principles of the Framework and the development of students' competencies broaden the range of learning within the curriculum, and increase its depth.   If students develop deeper understanding and are able to apply their subject knowledge, competencies and values to their learning, then assessment practices must take account of these wider aspirations.

## 4.1 Implications for Assessment and Testing

Tests of memorisation will not be sufficient to ascertain whether students have developed understanding, or whether they can apply that understanding in different contexts. Tests will also be unlikely to reflect the diverse capacities of children and do justice to student learning.  UNRWA has to ensure, therefore, that assessment takes account of the broader learning which the Framework will facilitate.  As with the curriculum, there are two levels at which assessment operates:

- Field level / national arrangements, often leading to qualifications and awards
- School and classroom procedures

Teachers can, and should, make assessments in practical, classroom situations where students are applying their learning. In particular, the assessment of competencies is best carried out by teachers in practical, day to day situations ("authentic assessment").  Some written tests have been developed to try to measure competencies, but less formal teacher assessments against the competencies and their criteria are likely to be most effective. This means teachers observing, listening, asking questions, and checking what they see and hear against the framework grade criteria.

## 4.2 Effective Assessment

Assessment is most effective when:

- It is understood as a "process" which reflects the multifaceted nature of the curriculum and learning, and is not simply an "event".
- The purposes are clearly defined (i.e. are they formative, summative, or diagnostic?)
- Appropriate instruments and procedures are used for information gathering, judgment, and follow-up action.
- Continuous, classroom- and teacher-based assessment is well balanced with assessment events, such as testing and/or national examinations.
- Assessment of learning (i.e. of what is required by the curriculum) is well balanced with assessment for learning, (i.e. formative assessment to motivate and support learners in making progresses and overcoming difficulties/problems)

- A culture of meaningful, relevant and reliable assessment is developed based on a shared understanding of the need of aligning curriculum, teaching and learning and assessment practices.



## 4.3 Flexible and Individual Assessment Methods

Most informal assessment methods can be more easily adapted to students with disabilities and special needs, and when formal tests are being used, these learners may need to be given the opportunity for flexible examination arrangements to demonstrate their progress.  These flexible arrangements may include more time, oral examinations, allowing the use of a keyboard, Braille or large print.  In national examinations, host countries/authorities should be requested to allow these arrangements.

# 5. Cross Curriculum Themes

## 5.1 Clarification of Terms

UNRWA identifies "Cross Cutting Issues" and "Cross Curriculum Themes" within the curriculum. The difference between these is explained below.

## 5.2 Cross-cutting Issues

Inclusion and Gender are identified in the Education Reform Strategy as cross cutting issues for the curriculum in UNRWA schools. These issues provide a lens through which educators can analyze the curriculum and enrich, differentiate and adapt material and improve learning experiences. They are an integral part of the values and principles and are included in the Curriculum Analysis Tool.

An inclusive approach is also one of the key principles, and needs to be addressed throughout the assessment, teaching and learning processes. The inclusive approach requires that teachers identify and respond to the diverse learning needs of all students.

Gender analysis of curriculum requires being aware of and addressing behaviours, attitudes, teaching practices, textbooks and other teaching and learning materials that enforce gender stereotypes and bias. In addition to mainstreaming the gender perspective across curricula some specific gender related topics will be raised within the Human Rights cross curricular theme.`
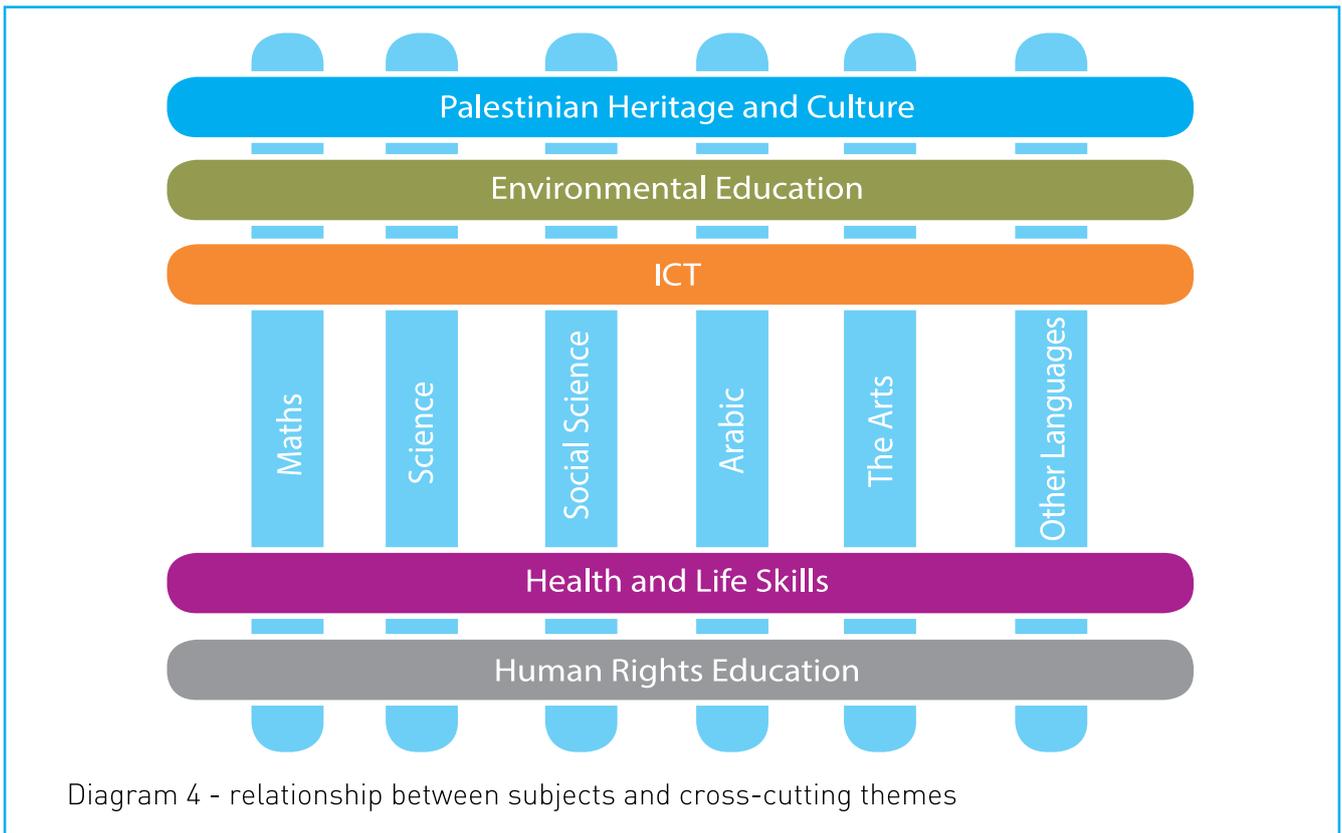
## 5.3 Cross-curriculum Themes

Cross-curriculum themes are educational themes that occur across different subjects. They therefore create connections between subjects, and between subjects and real life skills/situations.These themes of learning occur naturally across different subjects of the curriculum, although there may be times when specific content needs to be added to what already exists.

They provide connections between the subjects and ways in which the subjects can be made relevant to students lives.  The themes also provide a way of ensuring a Palestinian context to learning. The cross curriculum themes will also help unify UNRWA's educational programs in the five Fields of operation, while accounting for Field-specific needs.

The following themes are particularly relevant to Palestine refugee students:

- Human Rights Education
- Health and Life Skills
- Environmental Education
- Palestinian Culture and History
- Information and Communication Technology.

Diagram 4 - relationship between subjects and cross-cutting themes

It is up to schools and teachers to decide how cross-curriculum themes will be integrated into the curriculum. There is no fixed number of relationships, and there are a number of approaches to doing this. There is no single correct approach for this and schools will need to make decisions based on their priorities and needs. They may:

- Agree that the cross curriculum themes will be addressed whenever a related topic is discussed within the subjects. This approach will allow flexibility.
- Agree for teams of teachers to be responsible for specific cross curricular themes. This approach will allow project work and collaboration across subjects.
- Decide to dedicate a theme for the week/month/semester. This approach will allow the deepening of students' skills and knowledge with regard to one theme at a time and will help to make learning more focused.
- Decide that a cross curriculum theme will be additionally delivered through extracurricular activities.
- Teach a specific cross curriculum theme as a stand-alone subject as well. This has been the case with Human Rights Education in Gaza. This approach should not, however, mean that the theme is not addressed in other subjects.

Whichever approach is selected, it is important that the students' learning of these themes is planned and monitored, and that students see that the content of the various subjects is interrelated, and can recognize the relevance of the learning for their lives.

The details of the cross curriculum themes and their application are set out in Annex 2, these are set out in terms of:

- The key concepts, values and principles of cross-curriculum themes
- The strategies and implications of cross-curriculum themes

In Annex 2, the first box (key concepts, values and principles) outlines the main aims of the theme in bringing together learning from different subjects. The second box (strategies an d implications) refers to how the themes can be translated into classroom practice.

# 6. Conclusion

This Framework underpins UNRWA's approach to curriculum provision and provides a structure for ensuring that our students receive a high quality education that is based on the host country or authority curriculum, but which is also relevant to their lives and aspirations as Palestinian refugees. The Framework brings together many elements of the Education Reform Strategy, and will provide a co-coordinating structure for the implementation of policies, the training of teachers and the evaluation of schools and programmes.

Its success depends upon the extent to which it impacts on classroom practice. It cannot only serve as a policy document that sets out vision of a better curriculum. That vision must become a classroom reality so that all UNRWA students can be provided with a rich and stimulating curriculum that excites their imaginations, inspires their ambitions and challenges their intellects. A curriculum that is able to fulfill its aims of enabling UNRWA young people to become successful lifelong learners, confident young people, active citizens and proud Palestinians.

# Annex 1: United Nations Values

UNRWA is committed to reflecting UN values in the ways schools are run, in the curriculum of its schools, and the way in which it is delivered. UN values underpin the values that students develop through attending UNRWA schools and following the curriculum. The UN values relating to schools and the curriculum are listed below.

**Principles and purposes of the United Nations (Charter of the United Nations)**

### Article 1

- To develop friendly relations among nations based on respect for the principles of equal rights and self-determination of peoples.
- To develop respect for human rights and for fundamental freedoms without distinctions as to race, sex, language or religion.

**Convention on the Rights of the Child (CRC)** (referred to in GA resolutions on Operations of UNRWA, e.g., GA res. 66/74, operative para 12)

### Article 29

The education of the child shall be directed to:

a) The development of the child's personality, talents and mental and physical abilities to their fullest potential.

b) The development of respect for human rights and fundamental freedoms and for the principles enshrined in the Charter of the United Nations.

c) The development of respect for the child's parents, his or her cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own.

d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.

e) The development of respect for the natural environment.

**Convention on the Elimination of All Forms of Discrimination against Women** (referred to in GA resolutions on Operations of UNRWA, e.g., GA res. 66/74, operative para 12)

### *Article 10*

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

a) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality.

b) The elimination of any stereotyped concept of roles of men and women at all levels and in all forms of education, by encouraging co-education and other types of education that will achieve this, and in particular by the revision of textbooks and school programmes and the adaptation of teaching methods.

**Convention on the Rights of Persons with Disabilities** (referred to in GA resolutions on Operations of UNRWA, e.g., GA res. 66/74, operative para 12)

### *Article 8*

States Parties undertake to adopt immediate, effective and appropriate measures:

a). To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities.

b). To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age in all areas of life.

c). To promote awareness of the capabilities and contributions of persons with disabilities

d). To foster at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities.

### **UN values and the Framework**

The UN values that are listed above are embedded in the UNRWA *Framework for Analysis and Quality Implementation of the Curriculum*. They form the basis of the Aims, Values and Principles, and even underpin the Competencies. Each Aim, Value, and Principle can be linked to a specific element of the UN Values. While some do not relate directly to UN Values, they have been included in the Framework for educational reasons (for example the principle of a "broad and balanced curriculum that integrates learning"). The 'Convention on the Rights of the Child' has as it first aim, "The development of the child's personality, talents and mental and physical abilities to their fullest potential", and the whole Framework is rooted in this value.

| Framework | UN values |
|---|---|
| **Aims** | |
| • Proud Palestinians who cherish their identity, culture and heritage<br>• Successful life-long learners who fulfil their potential academically and creatively<br>• Confident young people with the life skills to achieve personal wellbeing, and face the future<br>• Active citizens who can contribute positively to their local, regional and global community | *UN Charter, Article 1; CRC c*<br>*CRC a*<br><br>*CRC a*<br><br>*CRC d* |
| **Values** | |
| • Pride in Palestinian identity, heritage and culture<br>• Achievement of every students' full potential<br>• Commitment to justice, tolerance, inclusiveness, diversity and human rights<br>• Respect for nature, the environment and sustainable development | *CRC c*<br>*Values concerning gender & disabilities*<br>*UN Charter, CRC, gender & disability values*<br>*CRC e* |
| **Principles** | |
| • Broad and balanced, integrating learning and emphasising connectivity between subjects<br>• Learner-centred, active, practical and encouraging independent thinking and creativity<br>• Relevant to students' lives, responsive to their needs and set within the context of the Palestinian refugee community<br>• Flexible and providing a variety of learning opportunities<br>• Promote high standards of attainment<br>• Focus on depth of learning and quality of understanding<br>• Balance knowledge, understanding, skills, attitudes and values<br>• Promote key competencies that enhance learning<br>• Promote co-operative learning and team work<br>• Enhance students' confidence and supporting their wellbeing<br>• Be inclusive, be free of bias, respect diversity, and reflect UN values | *CRC a*<br>*CRC a*<br>*CRC c*<br>*CRC a, gender and disability values*<br>*CRC a*<br>*CRC a*<br>*CRC a*<br>*CRC d*<br>*CRC d*<br>*CRC d*<br>*UN Charter, CRC and gender and disability values* |
| **Competencies** | |
| • Critical and creative thinking<br>• Co-operation<br>• Communication and literacy<br>• Constructive learning<br>• Citizenship | *The competencies relate to the element of the CRC that states that education should be directed to "The preparation of the child for responsible life in a free society". The competencies all help prepare the UNRWA student for such a life.* |

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# Annex 2: Cross Curriculum Themes

These themes of learning occur naturally across different subjects of the curriculum. They provide connections between the subjects and ways in which the subjects can be made relevant to students' lives. The themes also provide a way of creating a Palestinian context for learning.

| Palestinian History and Culture | |
| --- | --- |
| **Concepts, Values and Principles** | **Strategies and Implications** |
| <ul><li>Knowledge and awareness of Palestinian history and culture</li><li>Respect of and interest in Palestinian national events</li><li>Knowledge of relevant UN Resolutions, including GA resolution 194* pertaining to the Question of Palestine</li><li>Appreciation of Palestinian heritage and culture</li><li>Preserving Palestinian heritage and culture</li></ul> | <ul><li>Integration throughout the co-curricular activities such as school contests, lectures, presentations, wall magazines, drama, folkloric dance, brochures, etc.</li><li>Organizing and Participating in Palestinian national celebrations and events</li><li>Celebrating the key events in national history of Palestine</li><li>Enrichment of the school textbooks with topics about Palestinian history</li></ul> |

| Human Rights Education | |
| --- | --- |
| **Concepts, Values and Principles** | **Strategies and Implications** |
| <ul><li>Understanding of and respect for UN values</li><li>Respect of human dignity and life</li><li>Non-discrimination</li><li>Tolerance and respect</li><li>Rights and responsibilities</li><li>Understanding rights of Palestine refugees under the Universal Declaration of Human Rights and other General Assembly resolutions, including GA resolution 194*</li></ul> | <ul><li>Integration throughout the curriculum; integration in carrier subjects; stand-alone approach</li><li>Extra-curricular activities (camps, play, exhibitions, visits, inviting visitors)</li><li>Celebrations of Palestinian and Human Rights Days</li><li>Simulation activities</li><li>Participation of students in school parliaments, school committees</li></ul> |

| Information and Communication Technology | |
| --- | --- |
| **concepts, values and principles** | **strategies and implications** |
| <ul><li>Knowledge of ICT uses in facilitating communication</li><li>Capability to use ICT competently safely in life</li><li>Keeping abreast of latest advances in ICT</li><li>Internet use (competence and safety)</li></ul> | <ul><li>Incorporating ICT into school subjects and co-curricular activities</li><li>Building on what students do outside the school</li><li>Participating in related exhibitions and contests</li></ul> |

## Environmental Education

| concepts, values and principles | strategies and implications |
|---|---|
| • Climate change<br>• Environmental problems:<br>  - Pollution<br>  - Ozone depletion<br>  - Desertification and de-forestation<br>• Recycling<br>• Energy use<br>• Diversity of environmental system<br>• Environmental Planning<br>• Sustainable development. | • Integration throughout the curriculum (science, social studies, Arabic language, Health, ….etc),<br>• Celebration of universal days of: ---- Environment etc.<br>• Coordinate between schools and local community in these issues in:<br>  - Symposium.<br>  - Festivals.<br>  - Exhibitions.<br>  - Field visits<br>  - Competitions between schools and students.<br>  - Projects and initiatives.<br>  - Positive practice in schools |

## Health and Life Skills

| concepts, values and principles | strategies and implications |
|---|---|
| • Advocacy skills (reporting & leadership skills)<br>• Community cognitive skills (self-esteem/ anger management/ protection from abuse)<br>• Risk & self management<br>• Communication ( social/ inter- intrapersonal)<br>• Decision- making (critical & creative thinking)<br>• Personal hygiene, hand washing and tooth brushing<br>• Physical exercise and fitness<br>• Health risks associated with smoking and substance abuse<br>• Age and developmentally appropriate reproductive health education<br>• Healthy nutrition and diet | • Integration throughout the curriculum<br>• Focus days and lessons on specific skills<br>• Extra- curricular activities(role-play / awareness seminars & symposiums/ campaigns/community projects etc)<br>• Participation in school committees<br>• Skills based education (learning by doing) |

*In paragraph 11 of General Assembly resolution 194, adopted on 11 December 1948, the General Assembly "Resolves that the refugees wishing to return to their homes and live at peace with their neighbours should be permitted to do so at the earliest practicable date, and that compensation should be paid for the property of those choosing not to return and for loss of or damage to property which, under principles of international law or in equity, should be made good by the Governments or authorities responsible."

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