UNRWA Teacher Policy

UNRWA Education Department

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Foreword

Teachers are the main asset of any education system and for UNRWA its 20,000 teachers and education staff play a central role in the delivery of quality education to the Palestine refugee students in its five Fields of operation. From the onset the UNRWA Teacher Policy sought to build upon this key asset and to further strengthen and enhance the professionalization of the UNRWA teachers and the education cadres.

Over a three-year period, led by the Department of Education (HQ, Amman) and the Chiefs of Education, key stakeholders were engaged with the on-going conceptualization of a Teacher Policy. From the onset the emphasis was to develop a policy, which was professionally viable, financially feasible, administratively achievable and politically acceptable. To this effect the Department of Human Resources, the Department of Finance, at HQ and in the Fields, other senior education managers in the Fields and the staff union, all played a key role its development. The support of Dr Yusuf Sayed, in the whole process was of particular value.

The Teacher Policy represents a key strand of UNRWA overall Education Reform Strategy 2011-2015. It is a milestone in the UNRWA education programme, through its recognition of UNRWA teachers as the backbone of quality education and in its provision of a framework with which to address the key issues of teacher recruitment, professional development, on-going support and career progression.

The Teacher Policy was formally endorsed and accepted in November 2013 with its implementation to begin in 2014. It will further pave the way for the longer term effective management of, and support to, the UNRWA teaching profession towards quality education for all UNRWA students.

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Section 1: Introduction

The need for the Teacher Policy

1. An UNRWA Teacher Policy is imperative for several reasons. First, globally and regionally the importance of teachers for improving education quality is widely acknowledged. According to a review by the World Bank (2012) studies have found that teacher effectiveness is one of the most important school-based predictors of student learning and that several years of teaching by outstanding teachers can offset the learning deficits of disadvantaged students. Some emerging research suggests that a group of 50 students taught by the most effective teacher will learn in six months what those taught by the average teacher learn in a year (Hanushek & Rivkin, 2006). Furthermore, in the classrooms of the most effective teachers, students from disadvantaged backgrounds learn at the same rate as those from advantaged backgrounds (Hamre & Pianta, 2005). This evidence suggests there is a strong need to pay much more attention to teachers and to develop coherent teacher policies. Research (Hanushek & Woessmann 2008, 2009) shows that it is the quality rather than the quantity of education that is important for economic growth.

2. Research from the UK and the USA indicates that having the right teacher really matters. Hattie (2009) reviewed over 800 meta-analyses of research into student learning and concluded that the strategies used by the teacher and the quality of teacher-student relationships had large effects on student learning. Other recent research suggests that what matters most in enhancing education quality is teacher preparation (Mourshed et al., 2010) and teacher classroom performance (William, 2011). Research in the USA (Darling-Hammond 2000 & Darling-Hammond and Berry 2006) found that teacher preparation and certification was an important predictor of student learning, especially for low performing students. Darling-Hammond (2001) note that:

   The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. This analysis suggests that policies adopted by states [in the USA] regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work.

3. Given the crucial role of teachers in quality education many countries in the region have recently developed teacher policies which pay particular attention to teacher career progression and teacher professional development. The Palestinian Authority developed a teacher policy in 2009 which addressed teacher career progression, professional development and teacher governance. The Ministry of Education in Jordan has recently developed a Teacher Policy which identified multiple career progression rungs for teachers, including at least four promotion possibilities whilst still remaining as a teacher in the classroom. A fundamental premise of such policies is that teachers and teacher motivation are key to education quality and effective learning in the classroom.

4. With specific regard to UNRWA the Universalia Review of UNRWA’s Education Programme (2010) identified a need for a single coherent Teacher Policy which supports the education

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1 Although none have been costed as the UNRWA policy has done.
programme of UNRWA. The absence of a unified and single policy on teachers addressing their career progression and professional development needs was identified as a gap and a recommendation for future action.

5. In addition, and as noted in the DFID Health and Education Efficiency in UNRWA report, UNRWA teachers’ salaries, make up a very high proportion of UNRWA spending at Field level in education, usually exceeding 90 per cent of education programme spending and rising as high as 97 per cent. International standards suggest an ideal figure would be 80-85 per cent. This high figure is not indicative of high salaries in UNRWA, or low pupil teacher ratios, but rather of a constrained overall resource envelope. Given the limited resources and the investment in teachers in UNRWA it is thus even more key that these teachers are well equipped to make a difference, that is in terms of their own skills, the overall structure that they operate within and with regard to their motivation. This means that maximizing the professionalism and support of teachers to enhance ‘returns on investment’ is crucial. There is no better cost efficiency within the UNRWA resource constrained education environment than paying attention to teacher motivation and performance to ensure delivery of high quality learning.

6. In response to this, the Education Department sought to maximise the investment in UNRWA teachers through strengthening their capacity, the education operational structure and their motivation, through an overall education reform. There are eight interrelated areas in the education reform, four substantive and four supportive and one of the substantive areas relates specifically to teachers and school empowerment. Within this area there are several strands: namely professional development for teachers and the Teacher Policy. The Education Reform is described more fully in Section 2.

7. As the conceptualisation and development of the education reform as a whole moved forward work began in 2011 on the Teacher Policy. Here the process for developing the Teacher Policy was in line with that of the other areas of the reform – inclusiveness with regard to engagement of all fields, in order to build on the existing strengths and the experience of UNRWA, and also drawing on international experience. More specifically the Teacher Policy development, from the onset, sought to ensure that it was:
   a. professionally sound
   b. politically acceptable
   c. financially feasible and
   d. administratively manageable.

8. The resultant Policy outlines key recommendations for taking forward, further strengthening and motivating, the most valued resource in UNRWA’s education programme to enhance students’ learning. It specifically addresses the twin imperative of quality teacher professional development and career progression.

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2 The policy paper does not focus on Vocational Training Centre instructors which is the subject of a separate review process. The policies recommended draw from international experiences, a review of existing policies and practices in UNRWA, consultation with the five Field offices and staff, and consultation with HQ staff, the Palestinian Authority, Jordan MoE and relevant stakeholders. (The policies reviewed and those recommended are based on the current school and teaching arrangement, namely a generalist teaching model up until Grade 3/4 followed by subject-based teaching thereafter).
Process

9. Work on the Teacher Policy began in early 2011. Wide ranging and extensive meetings with Chiefs and key UNRWA staff (HQ and Fields), including Human Resources, took place to develop the Policy. Subsequent to broad agreement on the framework and principles of the Policy, detailed Field specific financial simulations for Policy implementation were undertaken. These drew on an analysis of trends of the past decade, as well as on future projections until 2020. The financial simulations served to identify trade-offs which would enable the Agency to implement the Policy at zero-additional cost.

10. In each Field, finance, human resources and education staff were then engaged in customizing the Policy to their specific Field context. As part of this process, appropriate adjustments were made to some elements of the Policy to further reflect financial constraints and Field context. The Financial Simulation was presented to management in November 2011 and work was undertaken to consider how to operationalize the trade-offs in each Field in early 2012.

11. Throughout the process Education Field Chiefs played a central role and also specifically considered how best to implement the Policy in their own Field. Three Fields were ready to implement in the 2012 school year (GFO, WBFO and SFO). However, JFO had some reservations regarding the reaction of the Unions whilst the LFO management felt that it was not feasible, particularly in relation to the possibility of increasing class size in schools. Thus the Policy was not endorsed at an IMG in June 2012. Subsequently some of the identified potential Policy trade-offs were deployed as part of the Workforce Management exercise – reflecting the Agency’s financial constraints.

12. The Policy was then discussed at an Education Cluster Meeting (Operational Planning Meeting) in July 2012 chaired by the Chief of Staff (CoS). Here management suggested that the Teacher Policy be divided into two parts: a “Teacher Professionalization Policy (TPP)”, and a “Teacher Career Path Policy (TCPy)”, with the first being implemented immediately, and the second to be implemented later on. Given the centrality of the Teacher Policy to the Education Reform, the support of Field Education Chiefs and the interest of Unions it was agreed at the Education Cluster Meeting that the work would continue on the teacher career elements of the Policy.

13. This was thus the context in which the Field Education Chiefs and HQ key education staff, including HR, met in December 2012. From the onset of the meeting the Chiefs reiterated their commitment to the Teacher Policy as they felt it to be the backbone of the Education Reform. They also strongly expressed the need for the Teacher Policy to be one integrated, coherent and holistic set of proposals for creating better teachers as part of the overall UNRWA Education reform Strategy, rather than be divided into two separate parts. This is consistent with host country and international best practices whereby a Teacher Policy is an integrated set of recommendations with respect to teacher professionalization to improve quality – thus covering teacher career pathing, teacher recruitment, and professional enhancement.

14. The Policy parameters were addressed again in December with DE and HQ representatives and the Education Chiefs. The outcomes of these discussions were shared at a Forum with the Unions, as part of a broader consideration of the education reform (April 2013). Following general acceptance of the principles of the revised Policy - although there were expressed desires for the Policy to go further - detailed costing was carried out by Education Department with the engagement of Finance to ensure the financial feasibility of the Policy. Subsequently Agency wide discussions took place, led by the Chief of Staff and Staff
Relations Officer. The agreed main elements of the Teacher Policy, and their impact on career progression opportunities for teachers and education staff, was then were presented to the Inter-Staff Union Conference (ISUC) meeting of August 2013. These elements were officially endorsed in a joint communiqué of the ISUC and HR.

15. Throughout the policy development process there were difficult choices to be made, with the need to address both the tight financial constraints of the organization and political acceptability of the Policy. It was important that, despite these choices, the commitment to provide good quality education to all learners through sound investment in teachers was maintained. Thus the choices noted and recommended in this document represent the minimum building blocks for a more professionalized UNRWA teaching force and, should the financial situation improve, a more expanded career progression path could be considered for implementation progressively over time.

Section 2: Background and context

16. Any policy has to be set in context and this section outlines the UNRWA education context. In addition, it also provides a summary of the multi-faceted UNRWA Education Reform of which the Teacher Policy is one key aspect, as highlighted below.

The UNRWA education context

17. The UNRWA Education Programme operates in five Fields (Jordan, West Bank, Gaza, Lebanon and Syria) headed by Chiefs Field Education Programme responsible for leading on the delivery of quality education at Field level. The Chief reports directly to the Field Director regarding administrative matters, and to the Director of Education at Headquarters regarding technical matters. Professional training and development is the responsibility of Education Development Centres (EDC) at the Field level, together with two higher education institutions: a Faculty of Educational Sciences and Arts (FESA) in Jordan and Educational Sciences Faculties (ESF) in West Bank (which includes the Field EDC) (Universalia, 2010, HQ data 2012).

18. The UNRWA Education Department at Headquarters Amman is headed by the Director of Education and comprises eight Units each focusing on strategic leadership in key aspects of education quality (including teachers, curricula, inclusive education, TVET, research, strategic planning, governance and communication) providing advice, and setting Agency wide norms and standards informed by evidence.

19. Currently there are 703 UNRWA schools of which 285 are elementary, 398 are preparatory (of the 398 preparatory schools, 344 include elementary) and 8 are secondary. The total pupil enrolment is 424,349 (excluding SAR Field), with an almost equal number of girls and boys. In 2012/2013, girls were about 50.04% of the total of 424,349 pupils. The 703 schools operate in 431 buildings (of which 74 are rented while the rest are owned by UNRWA). Seventy-three per cent of schools operate a double-shift schooling system.

20. The current enrolment pattern suggests that about 52% of registered refugee students of Grade 1 to 9 school age were studying in UNRWA schools in 2012-2013 (based on data from December 2012 registered refugees by age). Over a ten-year period, student numbers have been decreasing in Lebanon, West Bank (after an increase at the start of the period) and Jordan, and increasing in Syria and Gaza. Overall, the total student population in the Agency has been almost stable.
21. In 2012/2013 there were approximately 21,500 educators employed by UNRWA and 18,688 teaching staff (including teachers, Headteachers and Assistant headteachers). The teacher: pupil ratio in 2012/2013 was 1:28. The distribution of teachers by Field is outlined in Table 1 below, with the majority of teaching staff located in Gaza, followed by Jordan. The teacher: Head/Assistant headteacher ratio is 16:1. The Education Specialist: teacher ratio is 1:83.

22. These ratios have been significantly reduced as compared to 10 years ago. Overall, during the 2000-2011 period, student numbers increased by 1.7% and class sections increased by 24.2% with teacher numbers following that trend. With the workforce management exercise, the number of teachers decreased by 0.88% Agency wide between 2011/2012 and 2012/2013, while student numbers have increased by around 1.5%.

Table 1: Overall profile and distribution of education staff

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Gaza</th>
<th>Jordan</th>
<th>Lebanon</th>
<th>Syria</th>
<th>West Bank</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (including support staff)</td>
<td>9,096</td>
<td>5,247</td>
<td>1,918</td>
<td>2,564</td>
<td>2,769</td>
<td>21,598</td>
</tr>
<tr>
<td>Teaching staff (Teacher, HT, AHT)</td>
<td>8,067</td>
<td>4,715</td>
<td>1,524</td>
<td>2,282</td>
<td>2,100</td>
<td>18,688</td>
</tr>
<tr>
<td>Teachers</td>
<td>7,630</td>
<td>4,411</td>
<td>1,442</td>
<td>2,130</td>
<td>1,990</td>
<td>17,603</td>
</tr>
<tr>
<td>Headteachers / principals</td>
<td>186</td>
<td>169</td>
<td>58</td>
<td>111</td>
<td>84</td>
<td>608</td>
</tr>
<tr>
<td>Assistant headteachers / deputy principals</td>
<td>251</td>
<td>135</td>
<td>24</td>
<td>41</td>
<td>26</td>
<td>477</td>
</tr>
<tr>
<td>Education specialists</td>
<td>59</td>
<td>65</td>
<td>31</td>
<td>32</td>
<td>26</td>
<td>213</td>
</tr>
</tbody>
</table>

*Source: HQ Data 2012/2013*
23. Currently teacher professional development in UNRWA encompasses pre-service teacher training and continuing professional development (referred to as ‘in-service education’). The former focuses mainly on training for lower elementary schooling, while the latter encompasses both ‘professional upgrading’ (pedagogic training) and ad hoc training.

24. Table 2 below summarises the data on the number of trainees and outputs from the UNRWA teacher training institutes over a three-year period. The output of the UNRWA training institutes varies between around 200 and 350 graduates annually, of which Siblin Training Centre produced around 50. However, UNRWA teacher training graduates do not necessarily teach in UNRWA schools, as they are neither bonded nor given preference in their applications.

<table>
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<th></th>
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</thead>
<tbody>
<tr>
<td>ESF/FESA</td>
<td>1 274</td>
<td>1 282</td>
<td>1 324</td>
<td>1 864</td>
<td>1 688</td>
</tr>
<tr>
<td>Siblin Training Centre</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>88</td>
<td>No intake</td>
</tr>
<tr>
<td>Graduation/output</td>
<td>354</td>
<td>332</td>
<td>331</td>
<td>268</td>
<td>214</td>
</tr>
<tr>
<td>(of which 58 from Siblin)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(of which 48 from Siblin)</td>
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<td>(of which 50 from Siblin)</td>
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<td>(of which 56 from Siblin)</td>
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<td>(of which 32 from Siblin)</td>
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</table>

*Source: HQ Data 2006/2011*

25. UNRWA schools have a high pass rate at the end of elementary education (Grade 6) and at the end of preparatory education (Grade 9). Comparisons with host countries suggest that the UNRWA students do better than their counterparts in government schools in Jordan, PA and Syria, but have a lower performance than students in Lebanon government schools. International comparisons from the Trends in International Maths and Science Studies (TIMSS) data for West Bank, Gaza and Jordan (testing grade 8 students) show scores in mathematics and science at an intermediate level, and better than the average for Arab countries as a whole (Universalia, 2010).

26. However, achievement in the Arab region is lower than expected given its average GDP and UNRWA students’ achievement can be said to be lower than what could be expected from a UN system which has had consistent support over decades. In UNRWA, as in the region in general, much emphasis is placed on didactic learning and as a result UNRWA and host government students perform better on knowledge-related tasks than on higher order thinking skills and competencies. Such competences are key for effective participation in a rapidly changing national and global context where flexible and transversal 21st century skills are imperative.

27. UNRWA’s 2009 Monitoring of Learning Achievement (MLA) found that Grade 4 students scored 61% on reading isolated words and sentences, but only 36% on reading and interpreting short texts, and only 15.6% of them could answer a simple question on sentence structure. Similarly, in Mathematics, 56% of Grade 8 students could not place a number with two decimal places on a number line. Furthermore, repetition and drop-out are still too common: for each child who enters UNRWA, 0.35 years on average are lost through repetition and 0.78 years as a result of drop-out.
28. The findings of the MLA, the perceptions of the UNRWA stakeholders themselves and the new demands of the 21st century contributed to the call for education reform. The Universalia review of the UNRWA education programme then further highlighted the challenges that the current education programme faced and emphasised the need for reform towards improved quality and effectiveness of education.

**Education Reform Strategy**

29. In response to the issues highlighted, the HQ Education Department led on an inclusive process of reform conceptualisation, development, and implementation. The Education Reform presents a holistic and coherent approach to transformational change in the quality of children’s learning in line with the demands of the 21st century. It has become increasingly obvious globally that educational reform cannot be achieved by concentrating on one element only, reflected in the call to ‘strengthen education systems’ (World Bank, 2010) and to ‘promote education in a holistic manner’ (BMZ, 2010). As highlighted in a recent study entitled ‘Strengthening of education systems’ (IIIEP, GIZ, UNESCO, 2012) there is no doubting the need for a system-wide approach to educational development and enhancement.

30. The Education Reform Strategy thus reflects this knowledge and aims to change classroom practices, and impact on student outcomes, through a coherent, interrelated approach to change. Similarly the development of the reform itself reflects key lessons with regard to change processes – i.e. the importance of involving all key stakeholders (in UNRWA’s case its education staff from all five Fields, other departments, and external stakeholders), build on the strengths and experience of UNRWA, as well as harnessing external expertise in order to enhance capacity and support the process.

31. The focus of the reform on quality will help to ensure that the potential of each Palestinian refugee child is fully realised. Quality education will also reduce the current wastage due to student drop out and repetition of school years. In particular the reform seeks to:

   developed 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 Palestine identity and contributing positively to the development of their society and the global community (UNRWA Education Reform Strategy 2011).

32. The education reform comprises eight components – four are ‘substantive’ (teachers; curriculum and human rights education; inclusive education; and TVET), while four are ‘support’, i.e. the backbone of any educational system (governance; educational management and information systems and research; ICT and communication; and overall strategic planning).

33. The Reform seeks to change current teaching and learning practices through its various strands, most specifically its teacher and curriculum related policies, strategies and Teacher Toolkits, as well as through school-based approaches to teacher and Headteacher professional development and the strengthening of school support cadres. The Teacher Policy and its direct link to the Human Resources Teacher Performance system are important components of the Education Reform Strategy focusing on enhanced progression, continuous professional development opportunities for all teachers and more rigorous performance evaluation against teacher competencies.

34. Teachers are key to enhancing education quality and improving learning. Supporting teachers to improve quality is thus crucial to enhancing and enabling children to lead
meaningful, productive and valued lives. This is why, from the onset, the Teacher Policy was a key dimension of the Education Reform Strategy which has at its core a vision of a unified and integrated UNRWA education system in the context of the broader Organisational Development (OD) process. It is underpinned by a commitment to ensuring that UNRWA teachers are effective and motivated to enhance the quality of education producing learners with higher order thinking skills and competencies necessary to become effective and productive individuals in the 21st century.

Section 3: Teacher Policy principles

35. The aim of the Teacher Policy is to professionalise the teaching force within UNRWA to improve the quality of teaching and learning in the schools, recognizing the key role teachers play in ensuring quality education. The Policy seeks to provide support to teachers at school level and on-going professional development, whilst ensuring diversified, motivating career opportunities. It introduces new roles to facilitate school quality assurance, monitoring and assessment, and the overall coordination of professional development. The Teacher Policy also recognizes the need for enhanced support to the Chiefs’ office.

36. The vision of the Teacher Policy builds upon UNRWA’s mandate to provide free education for all of the children of Palestinian refugees. It is intended to create a teaching force that is committed to delivering the highest standards of education with high levels of performance and professional conduct to prepare Palestinian refugee children and youth for the 21st century in which they can live fulfilled, productive, creative and valued lives, contributing to their own development and that of the community, society and world.

37. The Teacher Policy is intended to ensure that:
   - The most able, talented and motivated individuals seek to be recruited to teach in UNRWA schools.
   - There are career progression points for teacher providing them with meaningful promotion opportunities to incentivise performance.
   - Teachers are supported to engage in lifelong professional learning so that they are empowered to meet the needs of the UNRWA education system.
   - There are clear and transparent mechanisms for monitoring teacher performance and school quality.

38. Building upon these principles the next two sections of the Teacher Policy describe how the Policy will address challenges of career progression and strengthen the overall UNRWA system of professional support and development towards enhanced quality of education.

Section 4: Career progression

39. Prior to the Teacher Policy there were limited career progression points for teachers in UNRWA and limited incentives for experienced and high performing staff to remain in teaching at the school level. Further, some key education quality strands, such as quality assurance were not clearly specified and organisationally developed. The UNRWA Teacher Policy thus aims to establish an agency-wide diversified career structure and ensure consistency in roles and functions and hence grades across all fields. This will include progression opportunities that recognise and reward teachers who wish to remain close to teaching whilst advancing their careers. The career path expressed in the Policy serves also
to provide more school based support, quality assurance, and monitoring. It also will clarify roles and functions of professional staff, such as Education Specialists and staff in EDCs and to ensure increased professional and technical support to the Chiefs.

40. In light of these considerations a proposed career progression path, at the school and Area/Field level, is proposed in the subsequent sections. The career paths are described in Annex 3 which summarises the current situation and the proposed changes.

School career progression

41. Under the current system, teachers with a first university degree, but without any pedagogic training are appointed at the Grade 8 level. On completion of a one-year in-service training programme (to be completed 3 years from appointment), the teacher can be promoted to Grade 9, progressing to Grade 10 after five years of teaching experience. If a newly appointed teacher already has pedagogic training, that teacher is appointed directly at Grade 9.

42. In order to reflect the experience gained by individual teachers, the Teacher Policy introduces the opportunity for teachers to progress to Grade 11. The criteria for this progression will be years of experience in teaching (10 years) and sound performance.

43. In addition the creation of a Teacher Coordinator position at Grade 11, with a 80% teaching load at the school level, will allow for another route of career progression for teachers whilst they remain in school – this is to be piloted for a year in the West Bank beginning in September 2014. The lessening of the teaching work load of Teacher Coordinators will enable them to provide a level of professional support to Newly Qualified Teachers, as well as give general advice and support to teachers in their school for the implementation of the generic reform policies, tools and programmes. When subject specific support is required, the Teacher Coordinators will serve as the professional conduit to access this support from the Education Specialists and any other support cadres.

44. The Teacher Coordinator post at Grade 11 will be a different post from that of the other Grade 11 teachers (whose progression reflects their experience) and as such will have specific criteria reflecting the specific requirements of the post.

45. Also at the school level, the Teacher Policy reflects an UNRWA move towards employing fully qualified and professionally trained teachers (called Newly Qualified Teachers - NQT) at Grade 9, as compared to entry at Grade 8 as is currently the case in most Fields. In some Fields this may not be possible so there will still be a need to continue to recruit teachers at Grade 8 who do not yet have a professional qualification.

46. Until recently, Headteachers and Assistant headteachers were appointed at Grade 12 and 11 respectively. The Teacher Policy seeks to change the role to the Principal and Deputy Principal with new grades of 15 and 13 respectively, reflecting an increase in responsibility and a change in understanding of functions. This is a process which had already occurred in two of the fields - West Bank and Gaza. This alignment and refocusing of the roles across all Fields was authorised by the Commissioner General in September 2013.

47. Until 2011, the professional support structure for teachers consisted mainly of School Supervisors who were employed at Grade 12, and took on multiple roles across the different Field offices. These included, advisory support to teachers, producing learning resources and
materials, and carrying out management and administrative functions, including administering exams, and interviewing new applicants (in some cases).

48. With the establishment of the Education Specialist role in 2011 (at a higher grade of Grade 13), the aspiration was to refocus the work of Supervisors such that priority was accorded to the core function of professional support and development of teachers at the school level. The Job Description of the Education Specialist therefore now emphasises their role as front-line providers of professional support and curriculum renewal, i.e. for teachers at the school level.

Area and Field level structures

49. The Area and Field offices play a vital role in providing strategic advice and support to those working at the school level, particularly in relation to planning, quality assurance, assessment, and professional development and curriculum enhancement to improve quality. As such it is important to renew the organisational processes that Field and Areas Offices, including EDCs, play in enhancing quality and work to further strengthen their roles.

50. The Policy therefore puts in place a new structure which makes the capacity of the Fields and AEOs stronger with regards to the professional development of teachers, the provision of curriculum support and enrichment, support to student formative and summative assessment and overall school quality assurance. The structure is of three units and will be established in each Field, as follows:
   a. Professional Development and Curriculum (PDC) Unit
   b. Assessment Unit
   c. School Quality Assurance (SQA) Unit.

It is proposed that these Units are staffed by competent staff at Grade 15 and each is led by a Grade 16 Head of Unit.

51. In addition to strengthening the capacity within the Area and Field office, the new structure will also create multiple promotion possibilities for Education Specialists and Headteachers.

52. The new structure is summarised in Annex 2. The Annex also provides a brief description of the functions and responsibilities of the new posts resulting from the policy. As emphasised, the proposed changes offer enhanced career progression opportunities to teachers and provide more streamlined, integrated and dedicated functions and units to enhance professional development and monitor education quality.

Technical Support Unit

53. A Technical Support Unit should also be established in each of the Chiefs’ Offices with technical support staff who will play a key function with regard to overall planning and management of the education programme and Education Reform Strategy and also address other important cross Field functions such as, EMIS, research, and managing projects. It is proposed that the Unit should comprise about 3-6 such support officers.
Section 5: Integrating and streamlining professional support

54. The three aspects of strengthening professional support, which are also closely linked to the career progression structure, namely, professional and curriculum support, quality assurance, and assessment, are addressed in this Section.

Linking pre- and in-service education

55. The Teacher Policy identifies the need for greater coherence and seeks to create synergies between pre (initial training) and in-service training, with on-going professional development opportunities for teachers to upgrade skills and competencies throughout their careers. The evidence shows that teacher development works best when it involves teachers, is geared toward improving practice, is recognised, and rewarded, is of high quality, and is offered at the school level (Schwille, Dembélé 2007, Sayed et al 2012).

56. In the current UNRWA system, pre and in-service are not coordinated adequately. In-service programmes are offered by the EDC, whilst the FESA/ESF in Jordan and the West Bank focus mainly on pre-service. In three Fields (Gaza, Lebanon and Syria), there is no FESA or ESF. To bridge the gap between in and pre-service education, to create better links between EDCs and the ESF/FESA, where they exist, and to ensure that there is a strategic approach to planning, implementing, and evaluating professional development, it is proposed that a dedicated Professional Development and Curriculum Unit be established. The Unit will serve to better link pre-and in-service education and pay particular attention to supporting the work of the Education Specialists at the Area Level (as they are the front-line staff working with individual teachers and schools).

57. For West Bank the diagram in Annex 4c shows how the structure they will put in place will in the first instance establish an organisational link between these two areas and a means to strengthen the link programmatically. In Jordan the link between the FESA pre-service and the in-service, provided through the EDC, will not be structural; here it will therefore be important that JFO ensures that programmatic links are in place.

58. For all Fields the link between pre-service and in-service in the future will be more firmly established through the move to take only fully qualified teachers. This will ensure that all UNRWA teachers have some level of professional qualification. Although it is recognised that recruiting fully qualified teachers will continue to present problems in several of UNRWA Fields and thus the Education Psychology (EP) course will need to continue to be offered for those newly recruited teachers – and within three years of their recruitment - who do not have the required professional qualification.

59. In 2012-2013 there were 164 Grade 8 teachers enrolled on the EP with the majority of those in JFO (130). In the other Fields the EP is either needed for a smaller number of teachers as they already enter UNRWA with full teaching qualification (for example virtually all new teachers in Gaza and West Bank were hired directly at Grade 9), or the programme itself may not be followed. It is also to be noted that the need for new teachers has also decreased with the greater attention Fields have paid to maintaining class sizes. It is suggested that, over time, the current EP programme be modified to update its content and focus, drawing on the current EP course and also the School Based Teacher Development (SBTD) and other current developments in the field of teacher education².

² Such a qualification would focus on enhancing the pedagogic skills of intending teachers and should ideally include a strong school based component.
60. An Agency wide teacher Induction course for all newly qualified teachers should be
developed, drawing on existing courses (EP, SBTD and others). With regards to on-going
professional development this will be more coherently addressed through Agency wide and
Field specific programmes. Flagship programmes developed as part of the Education
Reform, namely School Based Teacher Development (SBTD) and Leading for the Future, will
continue to be a requirement for teachers (in the first instance Grades 1-6) and for
Headteachers with a course for Grade 7-10 teachers to be developed. The courses will be
reviewed and updated as necessary following the full first phase of implementation.

61. The Agency will also strive to put in place a system of accreditation for in-service which will
ensure quality assurance and relevance of training and the most effective use of funds for
professional development. Fields currently spend little from operational funds on training
per staff member: spending varies within a narrow range from USD 8 [Lebanon] to USD 22
[West Bank]. Currently, other than the EP course, the EDCs run a number of professional
training programmes mainly focusing on training Headteachers with other programmes for
refreshing knowledge and skills for teachers for certain subjects and phases. In the West
Bank there is no EP course as the EDC has been integrated with the ESF, although the post of
Head EDC remains vacant.

62. Such provision should continue, but be monitored to ensure that the programmes are
relevant, and updated, and that overall they present a coherent model of professional
development. Their implementation should also be planned to ensure that they are fairly
and appropriately distributed, and where feasible, duly accredited. This will also contribute
to greater sharing, less duplication and cost effectiveness.

Quality assurance and assessment supporting professional development

63. The Teacher Policy proposes that a greater professional functional integration and
coherence be achieved by establishing across all Fields a further two dedicated professional
units that support education quality at the school level:

a. The School Quality Assurance Unit: responsible for school quality assurance.

b. The Assessment Unit: responsible for all assessment, formative and summative,
including unified examinations, MLA, TIMSS and school based assessment.

64. Collectively the three units (i.e. with the Professional Development and Curriculum Unit)
would formalise current functions performed by the EDCs and provide a more
organisationally coherent and focused approach without any loss of function and identity.
In the case of the West Bank, the EDC is now part of the ESF and it is proposed that the Head
position, which is vacant, become a post of Deputy-Dean (in-service) in line with the policy.
In this case pre- and in-service is the responsibility of the FESA. As such the West Bank would
have two units: Quality Assurance and Assessment, both reporting to the Chief.

65. These changes would build on the many strengths of the current EDCs and provide a clear
and more focused strategic direction to their work and enable appropriate capacity
development to be provided. Together the Units would play a key role in ensuring effective
and efficient education delivery at the Field level for improving education quality at the
schools.

66. Staffing of these units will provide promotion opportunity for Education Specialists
including those currently in the EDCs. The final organization of these three units will vary
across the Fields.
Section 6: Costing

67. Financial computations were undertaken at every step of the Teacher Policy development process to ensure that that the Policy would be financially sustainable in UNRWA’s constrained financial environment. An Agency-wide financial simulation model was developed in 2011, enabling Education to identify a professionally sound policy which could be implemented at zero additional cost, as long as a number of ‘trade-offs’ were factored in. These ‘trade-offs’ were discussed and contextualized in each Field through a series of missions during the first half of 2012.

68. However, the financial situation of the Agency has meant that part of the identified ‘trade-offs’ were deployed for the ‘workforce management exercise’. As a consequence, the Teacher Policy had to be further revised, adjusting norms to ensure financial sustainability alongside professional soundness in the evolving financial context. Final computations were developed in line with the proposals discussed at the ISUC meeting and the Memo circulated by HR, and validated by Finance. These detail the budgetary implications of all elements of the Teacher Policy per Field and year.

Section 7: Implementation

Timing and coherence in implementation

69. A first necessary step towards Teacher Policy implementation is to ensure that the positions of Principal and Deputy Principal are regularised and made consistent. Headteachers and Assistant headteachers who are at Grades 11 and 12 in Jordan, Lebanon and Syria should be reclassified to Grade 15 and 13 respectively (as is already the case in Gaza and West Bank). This discrepancy which pre-dates the Teacher Policy needs to be regularized and made consistent across all Fields. This is not the role of this Policy but serves as a foundation for implementation. At the time of the finalisation of the Teacher Policy this harmonisation of grading had been approved by the Commissioner General to come into effect in January, 2014.

70. Coherence must be ensured between Fields in the key aspects of the Teacher Policy. For example, all Fields should ensure that the same criteria are applied for specific posts and that the same job titles are given and that no additional posts are established. All Fields should maintain a ratio of staff within the range prescribed in this Policy.

Managing the transition process

71. The career progression element of the Teacher Policy, most specifically the progression of teachers from Grade 10 to Grade 11, according to set criteria, could easily be accommodated, once approved, as part of the annual class-formation exercise. The date for this process to begin has been agreed as September 2014 (school year 2014/2015).

72. When installing the new posts, it is necessary that minimum eligibility criteria in the transition period be identical in all Fields. The minimum eligibility criteria include: (i) an appropriate qualification/s; (ii) years of experience; (iii) performance and (iv) on-going professional development. Minimum eligibility criteria for each of these dimensions will be finalised by CFEPs once the Policy is approved.
73. HQ ED and HR should support the Fields in implementing the Policy by:
   - Supporting the development of a coherent selection process.
   - Adjusting the current performance evaluation system to include a professional development module. This should include an Individual Professional Development Plan (IPDP) for all teachers.

74. For teachers to move from Grade 10 to 11, the following eligibility criteria will apply: i) 10 years at Grade 10, ii) completion of SBTD (Grades 1-6 available in 2013 with Grades 7-10 to be developed), and iii) satisfactory performance in PERs.

75. In implementing the Teacher Policy there will also be transitional training needs to ensure that staff are equipped for specific roles, i.e. Education Specialists, Teacher Coordinators, School Quality Assurance Coordinators, Assessment Coordinators, and Professional Development and Curriculum Coordinators. The HQ, EDCs and ESF/FESA will play a key role in this process.

**Implementation timetable**

76. It is envisaged that the system would be fully operational and stable by the end of the school year 2014/2015 with the period 2015/2016 devoted to a formative review. However, prior to the Policy being implemented, there will be a need for further Field level operational planning to develop Field specific implementation plans. This should begin once the policy is endorsed.

**Section 8: Moving forward with endorsement and advocacy**

77. The Chiefs of Field Education Programmes (CFEPs) strongly endorsed this Policy and requested that Senior Management of UNRWA to sign it off. The support in 2013, through the Chief of Staff, the Staff Relations Officer and finally the engagement and endorsement by the Commissioner General, of the new structures and career progression opportunities is recognised. It is now imperative that the Teacher Policy, which provides the professional rationale for the changes and more detail, is taken forward by the Senior Management. It is recommended that in moving the Teacher Policy to full implementation, the participation of CFEPs in meetings of management and Area Staff Unions, including any IMGs will help to ensure effective dialogue and implementation.

78. Advocacy and communication prior to the start of the implementation of the Teacher Policy is essential. This shall include:
   - Field level advocacy and communication towards education stakeholders, including education staff, parents, and communities.
   - Headquarters to support Fields through i) Meetings with the unions; ii) Production and dissemination to the Fields of materials regarding the Education Reform in general and the Teacher Policy in particular; and iii) Advocacy meetings in the Field.
Annex 1: Teacher Policy organogram

Teacher Policy: career progression

- Chief
  - Deputy Chief
    - Head EDC
      - Head SQA
      - Head of Assessment
    - Head PDC
      - SQAC
      - Assessment Coordinator
    - Education Specialist
  - Area Education Officer
    - School Principal
      - Deputy School Principal
  - Teacher Coordinator
    - Teacher: with degree plus professional teaching qualification
    - Teacher: with degree plus professional teaching qualification
    - Teacher: with degree plus professional teaching qualification
    - Unqualified teacher: with degree but no professional teaching qualification
## Annex 2: Teacher Policy grade and post opportunities

<table>
<thead>
<tr>
<th>Position title</th>
<th>Old Grade(s)</th>
<th>New Grade(s)</th>
<th>Field</th>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Teachers                                            | 8, 9, 10     | 8, 9, 10, 11 | All Fields                     | 1-Jan-14| Career progression. Grade 10 teachers to be promoted to Grade 11 after 10 years at Grade 10, completion of SBTD, and satisfactory performance in PERs, more specifically;  
• All PER grading must be 3 or above (in the old system) or 2 or above (in the new system) for the past five years.  
• No OTI (opportunity to Improve) process initiated in the past two years of performance. |
<p>| Teacher Coordinators                                | New position | 11 (20% mentoring time) | West Bank (pilot) | 1-Sep-14| Competitive position. Teacher Coordinators will be selected through a competitive process. This position will provide promotion opportunities for highly effective Grade 10 teachers. Teacher Coordinators will be expected to support new teachers, provide school level support for the Reform, including identifying teacher professional development needs in the school and access specialist support from Education Specialists as appropriate. |
| Deputy School Principals (formerly Assistant headteachers) | 11           | 13           | JFO, SFO, LFO                  | 1-Jan-14| Grade Harmonisation. Upgrades will be dependent on training (installation management) and supporting education reform implementation, experience and performance. |
| School Principals (formerly Headteachers)           | 12           | 15           | JFO, SFO, LFO                  | 1-Jan-14| Grade Harmonisation. Upgrades will be dependent on training (installation management and Leading for the Future), supporting education reform, experience and performance. |
| Assessment Coordinators                              | New position | 15           | All Fields                     | 1-Sep-14| Competitive position (criteria to be developed but to include implementation of the reform). Assessment Coordinators will be selected through a competitive process. This position will provide promotion opportunities for Education Specialists. Assessment Coordinators will provide strategic support to formative assessment (including with regard to HOTS) and coordinate examinations and tests. |
| Professional Development and Curriculum Coordinators | New position | 15           | All Fields                     | 1-Sep-14| Competitive position (criteria to be developed but to include implementation of the reform). Professional Development and Curriculum Coordinators will be selected through a competitive process. This position will provide promotion opportunities for Education Specialists. Professional Development and Curriculum Coordinators will provide strategic planning, management and evaluation of professional development activities at Field level. |</p>
<table>
<thead>
<tr>
<th>Position title</th>
<th>Old Grade(s)</th>
<th>New Grade(s)</th>
<th>Field</th>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Quality Assurance Coordinators</td>
<td>New position</td>
<td>15</td>
<td>All Fields</td>
<td>1-Sep-14</td>
<td><strong>Competitive position</strong> (criteria to be developed but to include implementation of the reform). School Quality Assurance Coordinators will be selected through a competitive process. This position will provide promotion opportunities for Education Specialists. School Quality Assurance Coordinators will play a strategic role in school quality assurance and support to school improvement.</td>
</tr>
<tr>
<td>Head, Assessment Unit</td>
<td>New position</td>
<td>16</td>
<td>All Fields</td>
<td>1-Sep-14</td>
<td><strong>Competitive position</strong>. Head of the Unit - criteria to be developed but include implementation of the reform, experience, performance and leadership qualities.</td>
</tr>
<tr>
<td>Head, Professional Development and Curriculum Unit</td>
<td>New position</td>
<td>16</td>
<td>All Fields</td>
<td>1-Sep-14</td>
<td><strong>Competitive position</strong>. Head of the Unit - criteria to be developed but include implementation of the reform, experience, performance and leadership qualities.</td>
</tr>
<tr>
<td>Head, School Quality Assurance</td>
<td>New position</td>
<td>16</td>
<td>All Fields</td>
<td>1-Sep-14</td>
<td><strong>Competitive position</strong>. Head of the Unit - criteria to be developed but include implementation of the reform, experience, performance and leadership qualities.</td>
</tr>
<tr>
<td>Head, Education Development Centre</td>
<td>15</td>
<td>17</td>
<td>All Fields</td>
<td>1-Sep-14</td>
<td><strong>Reclassified</strong> following the creation of the three Units (expected to have a good professional record and support implementation of the Education Reform).</td>
</tr>
<tr>
<td>Technical Support Officers</td>
<td>New position</td>
<td>15</td>
<td>All Fields</td>
<td>1-Sep-14</td>
<td><strong>Competitive position</strong> (criteria to be developed - but include implementation of the reform, experience and performance). Technical Support Officers will be selected through a competitive process. This position will provide promotion opportunities for Education Specialists. Technical Support Officers will play a strategic role in supporting Chiefs in the overall management of the Field programme (currently many Fields resort to temporary positions to address these needs).</td>
</tr>
</tbody>
</table>
### Annex 3: Comparison of current and Teacher Policy status at school, area and field level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Current system</th>
<th>Changes as per policy</th>
<th>Rationale / expected impact of the Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School level</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8</td>
<td>New teachers usually enter at Grade 8 but increasingly many fields are recruiting teachers at Grade 9. After successful completion of the EP course, Grade 8 teachers are promoted to Grade 9.</td>
<td>Over time fully qualified teachers entering at Grade 9 to be recruited</td>
<td>Professionalization of teacher cadre. Faster career progression of teachers should enhance teacher motivation.</td>
</tr>
<tr>
<td>Grade 9: Newly Qualified Teachers</td>
<td>Grade 9 teachers can be promoted to Grade 10 after 5 years, providing they meet minimum eligibility criteria.</td>
<td>New teachers increasingly come to UNRWA after completion of (accredited) professional training, as Newly Qualified Teachers at Grade 9.</td>
<td>Professionalization of teacher cadre. Faster career progression of teachers should enhance teacher motivation.</td>
</tr>
<tr>
<td>Grade 10: Teacher</td>
<td>Teachers at Grade 10 can only achieve promotion through moving to non-teaching jobs.</td>
<td>Teachers at Grade 10 can apply for promotion to Grade 11 Teacher or Teacher Coordinator positions and remain teaching, providing they meet minimum eligibility criteria.</td>
<td>Motivate the best teachers and keep them in teaching positions.</td>
</tr>
<tr>
<td>Grade 11: Teacher</td>
<td>No provision in current system</td>
<td>Promotion to rank of Grade 11 after 10 years as Grade 10 teacher, SBTD completion, and subject to satisfactory performance.</td>
<td>More motivating career opportunities provided for teachers, who will remain in teaching positions for a longer period of time.</td>
</tr>
<tr>
<td>Grade 11: Teacher Coordinator</td>
<td>No provision in current system</td>
<td>New post Grade 11. 1 per school, with a 80% teaching load. Teacher Coordinators are hired from Grade 10 teachers through a competitive process.</td>
<td>School-based support of teachers enhanced.</td>
</tr>
<tr>
<td>Grade 13: Assistant Principal</td>
<td>AHTs, Grade 11 in Jordan, Lebanon, and Syria. At Grade 13 as Assistant Principals in Gaza and West Bank</td>
<td>Inconsistencies to be removed with Assistant Principals, Grade 13, to be in place in all Fields.</td>
<td>Remove grading inconsistencies. Enhance the role of school leadership (away from administrative management, towards educational leadership). Supports the School Principal in the delivery of quality basic inclusive education services to all students including those with special needs in order to ensure that the overall academic objectives are achieved.</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Current System</td>
<td>Changes as per Policy</td>
<td>Rationale / Expected Impact of the Policy</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------</td>
<td>-----------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Grade 15: Principal</td>
<td>AHTs, Grade 12 in Jordan, Lebanon, and Syria. At Grade 15 as Principals in Gaza and West Bank</td>
<td>Inconsistencies to be removed with Principals, Grade 15, to be in place in all Fields.</td>
<td>Remove grading inconsistencies Enhance the role of school leadership (away from administrative management, towards educational leadership). The school principal is responsible for the delivery of good quality education to all learners and that the school environment is safe and inclusive. All teachers in the school report to the Principal including the Assistant Principal.</td>
</tr>
<tr>
<td>Area Level</td>
<td>Education Specialists (ES) at Grade 13 (formerly School Supervisors Grade 12)</td>
<td>The ratio of Education Specialists to teaching staff is of 1 Education Specialist for 120 teaching staff (including AHT and HT), plus 5 Education Specialists for specific subjects like health, library, AVM, etc. More Education Specialist posts may be retained if the Field chooses a low norm, within the agreed ranges, for some of the new Units. ES are eligible for promotion to (i) Assessment Coordinator (ii) School Quality Assurance Coordinators and (iii) Professional Development Coordinators through a competitive process providing they meet minimum eligibility criteria.</td>
<td>The incumbent reports to the Area Education Officer or Head EDC as assigned. His/her role is to support school teachers and schools to improve teaching and learning. He/she is also responsible for curriculum enrichment and providing professional development support for Teacher Coordinators.</td>
</tr>
<tr>
<td>Grade 15: Schools Quality Assurance Coordinators</td>
<td>No provision in current system</td>
<td>New post 1 for 10 to 15 schools</td>
<td>Formalize and reinforce School Quality Assurance work which has been ad-hoc to date. He/she reports to Head: School Quality Assurance. He/she is responsible for conducting annual evaluations of selected schools in an area.</td>
</tr>
<tr>
<td>Grade 17: Area Education Officer</td>
<td>Area Education Officers are not yet at Grade 17 in all Fields (by end 2012, Lebanon is the only Field that has not finalized the upgrades)</td>
<td>All Area Education Officers at Grade 17</td>
<td>Remove grading inconsistencies. She/he is responsible for the management of all School Principals and Education Specialist within his/her area. He/she is supposed to monitor the development of all schools under his/her supervision and ensure continuous learning improvement.</td>
</tr>
<tr>
<td>Field Level</td>
<td>Assessment Coordinator</td>
<td>New post 4-8 per Field as norm (Field to decide exact number)</td>
<td>Formalize and reinforce Assessment work which had been ad-hoc and responsive to date. All Assessment Coordinators report to the Head: Assessment. He/she coordinates, supports and monitors the development, administration, marking and feedback of all of all assessment (school, national, regional and international) within UNRWA. They work closely with Education Specialists who are to be involved in the development, administration, marking and feedback of assessment.</td>
</tr>
<tr>
<td>Grade 15: Professional Development and Curriculum Coordinators</td>
<td>No provision in current system</td>
<td>New post 5-10 per Field (exact number to be determined by field)</td>
<td>In line with the increased integration of in-service and pre-service, Professional Development Coordinators play a key role in monitoring and overseeing all forms of professional support provided to for teachers in fields including that of ES who operate at the Area Level. All PDCC report directly to the Head: Professional Development and Curriculum Unit or Deputy Dean In-Service at FESA in the case of the West Bank. They are also responsible for providing professional development support for area level education specialists.</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>Grade 16: Assessment Head</td>
<td>No provision in current system</td>
<td>New post One Head, Assessment Unit</td>
<td>A crucial post for coordinating a key area of education work at the field level. The incumbent reports to the Head: EDC or CFEP as assigned. He/she is the reporting officer for all the Assessment Coordinators and oversees their work. He/she is responsible for setting the overall framework and ensuring the smooth implementation of all assessment (school, national, regional, and international) within UNRWA.</td>
</tr>
<tr>
<td>Grade 16: School Quality Assurance Head</td>
<td>No provision in current system</td>
<td>New post One Head, School Quality Assurance Unit.</td>
<td>A crucial post for coordinating a key area of education work at the field level. The incumbent reports to the CFEP. He/she is the reporting officer for all the SQACs and oversees their work. He/she is responsible for setting the overall framework of SQA and for tasks relating to school quality assurance.</td>
</tr>
<tr>
<td>Grade 16: Professional Development and Curriculum Head</td>
<td>No provision in current system</td>
<td>New post (Gaza, Jordan, Lebanon, Syria) One Head, Professional Development and Curriculum</td>
<td>A crucial post for coordinating a key area of education work at the field level. The incumbent reports to the Head: EDC or CFEP as assigned. He/she is the reporting officer for all the PDCCs and oversees their work. In West Bank the Deputy Dean will play this role.</td>
</tr>
<tr>
<td>Grade 17: Head EDC</td>
<td>4 fields (Gaza, Jordan, Lebanon, Syria) have a head EDC. In West Bank EDC merged with FESA but there is vacant post of Head EDC.</td>
<td>Retained but upgraded to Grade 17 in light of the new roles and units that are suggested in the Policy.</td>
<td>A crucial post for coordinating professional development training and support at the field level. The incumbent of this post reports directly to the Chief Field Education Programme. He/she is responsible for overseeing, identifying, coordinating, monitoring, and evaluating all field level pre and in-service programs in the field.</td>
</tr>
<tr>
<td>Grade 16: Deputy Dean In-Service</td>
<td>No provision in current system</td>
<td>West Bank position. For the ESF in West Bank this post in essence is equivalent to the Head of the Professional Development and Curriculum Unit in the other four fields.</td>
<td>The incumbent of this post reports directly to the Dean ESF. He/she is responsible for identifying, coordinating, monitoring, and evaluating all field level and in-service programs in the field. All Professional Development and Curriculum Coordinators report to the incumbent. He/she works closely with the Deputy Dean (Initial Training) in delivering pre-service teacher education programmes.</td>
</tr>
<tr>
<td>Grade 18: Dean</td>
<td>As per current system</td>
<td>Retained</td>
<td>Incumbent reports to the Chief. Responsible for all functions relating to the ESF and FESA.</td>
</tr>
<tr>
<td>Grade</td>
<td>Current system</td>
<td>Changes as per policy</td>
<td>Rationale / expected impact of the Policy</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------</td>
<td>-----------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Grade 18: Deputy Chief (DCEFP)</td>
<td>2 Deputy Chiefs per Field</td>
<td>Retained</td>
<td>The incumbent reports to the CFEP. Programme. He/she assists the CFEP in managing all issues related to the entire Field Education Programme, prepares the budget of the Field Education. Acts as CFEP in cases of his/her absence.</td>
</tr>
<tr>
<td>Grade 20: Chief (CFEP)</td>
<td>1 per Field</td>
<td>Retained</td>
<td>The incumbent is responsible administratively to the Field Office Director and technically to the Director of Education, HQ (Amman). Is responsible for administering the Agency’s approved Education Programme in the field.</td>
</tr>
<tr>
<td>Technical Support Unit in the Chief’s Office including Project Officers, Monitoring and Evaluation Officer, and Research Officer</td>
<td>No provision in current system</td>
<td>3-6 support officers at Grade 15, Number to be decided by fields.</td>
<td>Technical support staff to support the Education Reform Strategy and cover important cross Field functions such as EMIS, Research, and Managing Projects. Staff report to Chief.</td>
</tr>
</tbody>
</table>
Annex 4: Field plans

Annex 4a: Jordan Field

Teacher Policy Reporting Structure: Jordan Field

Chief 20

- Deputy Chief Administration 18
- Area Education Officer 17
- Education Specialist 13
- School Principal 15
  - Deputy School Principal 13
  - Teacher Coordinator 11
  - Teacher 11
  - Teachers 8-10

- Dean FESA 18
- Deputy Dean 16
- Head SQAC 15
- TSU 15
- POCC 15
- Assessment Coordinator 15

- Deputy Chief Technical 18
- Head EDC 17
- Head PDC 16
- Head Assessment 16
Annex 4b: Gaza Field

Teacher Policy Reporting Structure: Gaza Field

Chief 20

- Deputy Chief Administration 18
  - Admin
  - Finance

- Deputy Chief Technical 18
  - Head EDC 17
    - Head Assessment 16
      - Assessment Coordinator 16
    - Head RDC 16
      - Head PDCC 16
        - PDCC 16

- Area Education Officer 17
  - Education Specialist 13
    - School Principal 15
      - Deputy School Principal 13
      - Teacher Coordinator 11
      - Teacher 11
      - Teachers 8-10
  - Head SQA 16
    - SQAC 16
    - TSU 16
Annex 4c: West Bank Field

Teacher Policy Reporting Structure: West Bank Field

Chief 20
- Deputy Chief Administration 18
- Deputy Chief 18
- Area Education Officer 17
  - Head of Assessment 16
  - Assessment Coordinator 15
  - Admin
  - Finance
  - TSU
  - Scholarships
  - Deputy School Principal 13
  - Teacher Coordinator 11
  - Teacher 11
  - Teachers 8-10
- Dean ESF 18
  - Head SQA 16
  - Head PDC 16
  - Deputy Dean Pre-Service 16
- School Principal 15
  - SQAC 15
  - PDCC 15
Annex 4d: Lebanon and Syria Fields

Teacher Policy Reporting Structure: Lebanon and Syria Fields

Chief 20

Deputy Chief Administration 18

Deputy Chief Technical 18

Admin

Finance

TSU

Scholarships

Area Education Officer 17

Education Specialist 13

School Principal 15

Head SQA 16

SQAC 15

Head PDC 16

PDCC 15

Head EDC 17

Head Assessment 16

Deputy School Principal 13

Teacher Coordinator 11

Teacher 11

Teachers 8-10
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