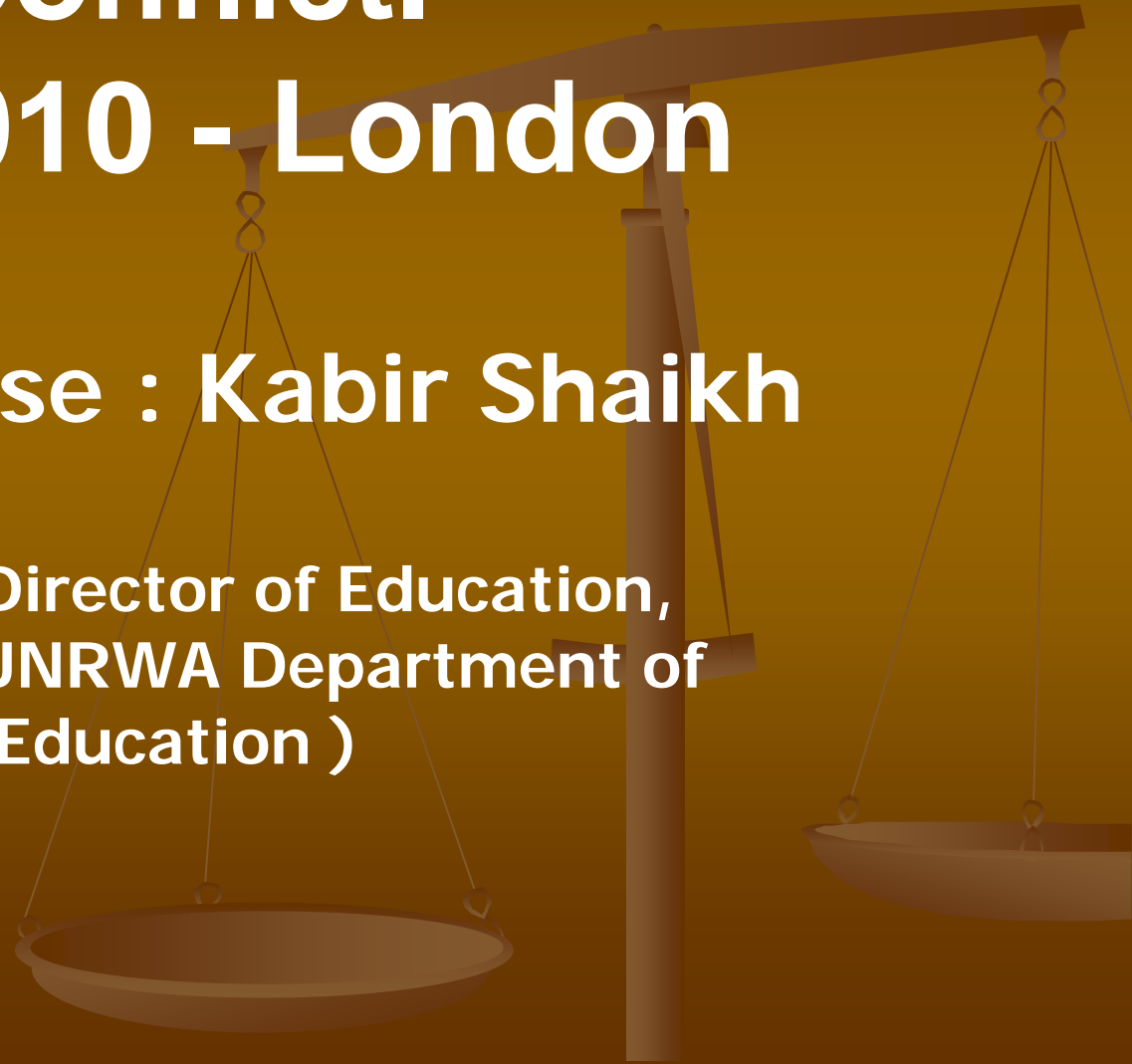


Education and Violent Conflict.

Jan.2010 - London

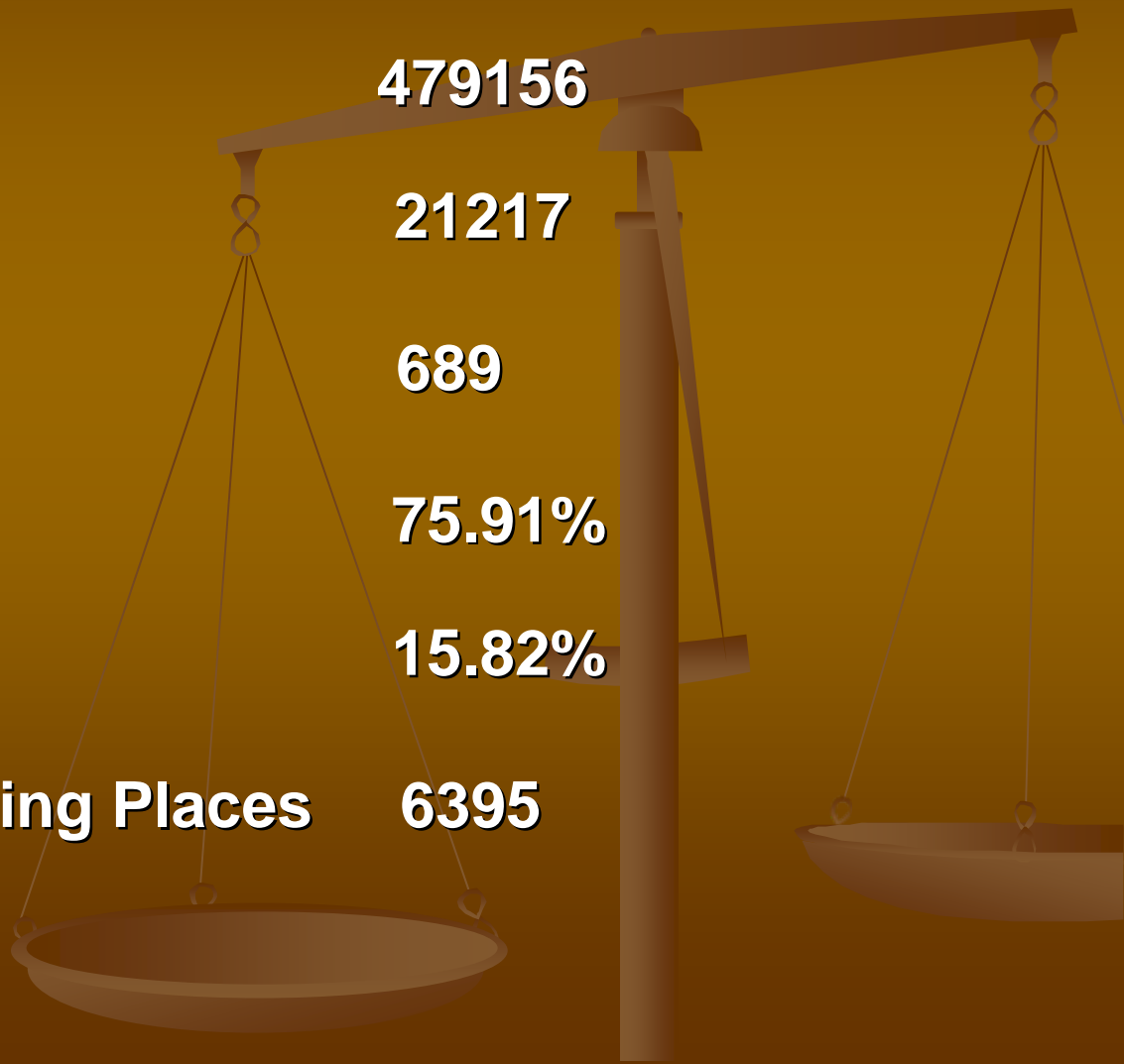
A response : Kabir Shaikh

**(Former Director of Education,
UNESCO/ UNRWA Department of
Education)**



UNRWA Education Facts and Figures 2008/9

- Pupils 479156
- Staff 21217
- Schools 689
- Double Shift 75.91%
- Rented Bldgs. 15.82%
- VTC 8/3: Training Places 6395



The Crisis!

- 50,578 Teaching days lost in Gaza alone
 - 52831 days lost in West Bank
 - 9742 students affected in mid year
 - Complete destruction of school premises
 - 30,000 students receiving regular counseling in Gaza
 - 12,000 Children receiving regular counseling in West Bank
 - More than 60% students underperforming in Maths and Arabic
 - Increased violence in schools
- 

The Silent Casualty! What is lost?

- Emotional base/stability Trauma/ Fear/ Insecurity
- Personal security / Sense of protection
- Behavioral norms
- Physical well being – health (mental / physical)
- Relationships and social togetherness
 - Hope, aspirations, trust, striving

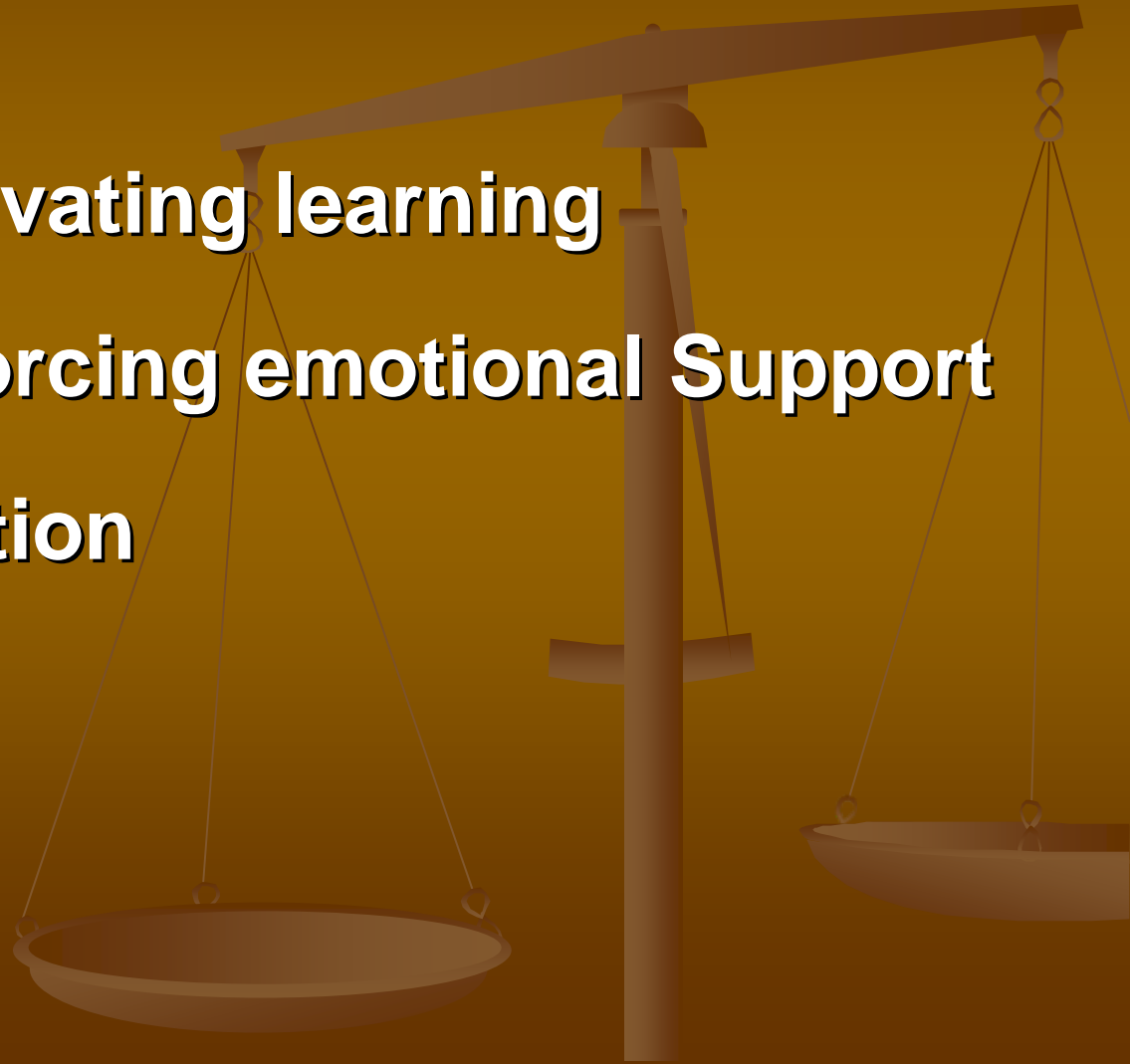
Affecting

- Continuity and Progression in learning
- Will and capacity to learn / succeed
- Fatigue
- Violence



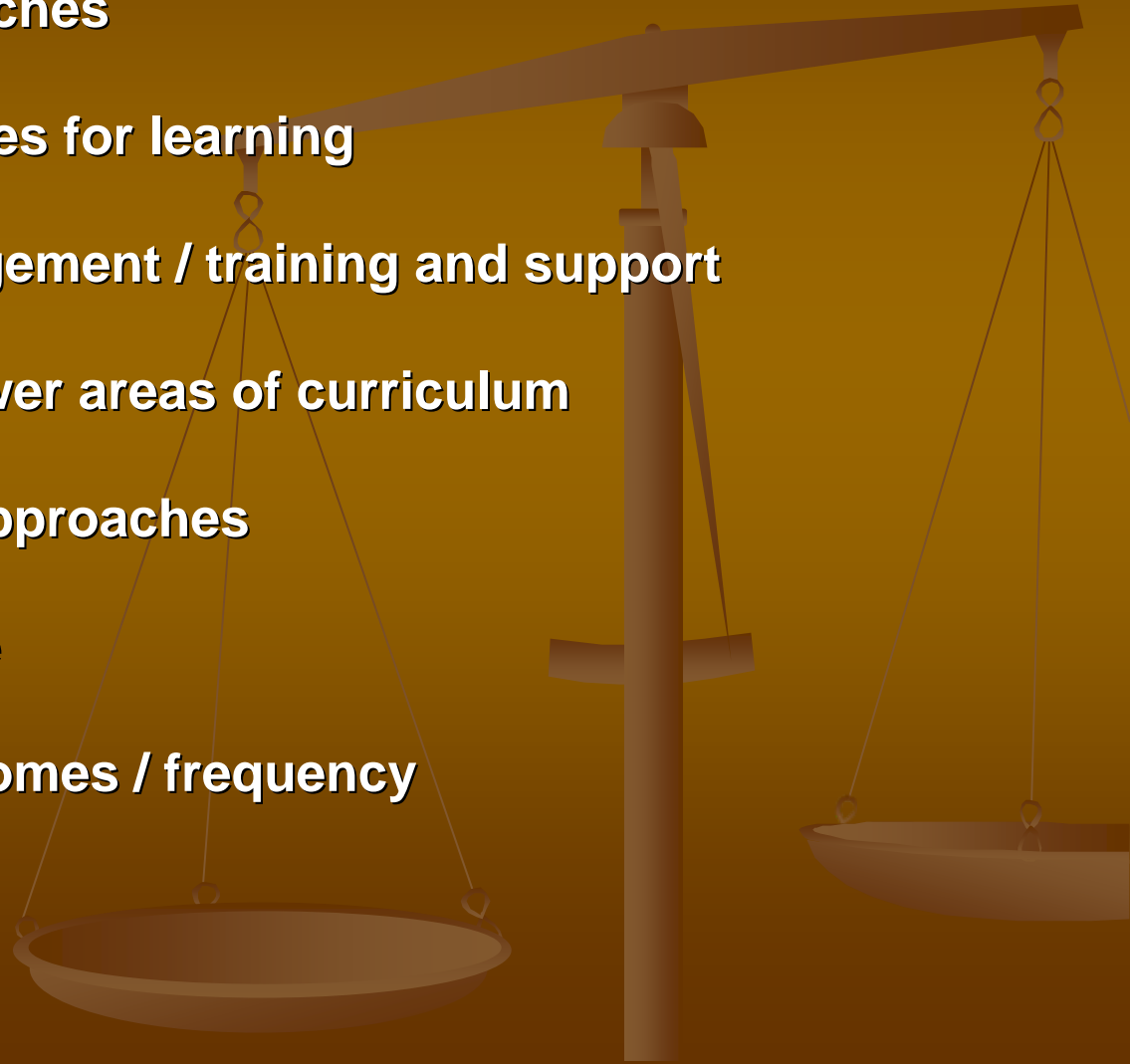
Re-engagement (the 3 R's)

- **Re-motivating learning**
- **Re-enforcing emotional Support**
- **Recreation**



Re-learning

- Different approaches
- Multiple resources for learning
- Teacher reengagement / training and support
- Emphasis on fewer areas of curriculum
- Open learning approaches
- IT infra structure
- Monitoring outcomes / frequency
- External testing



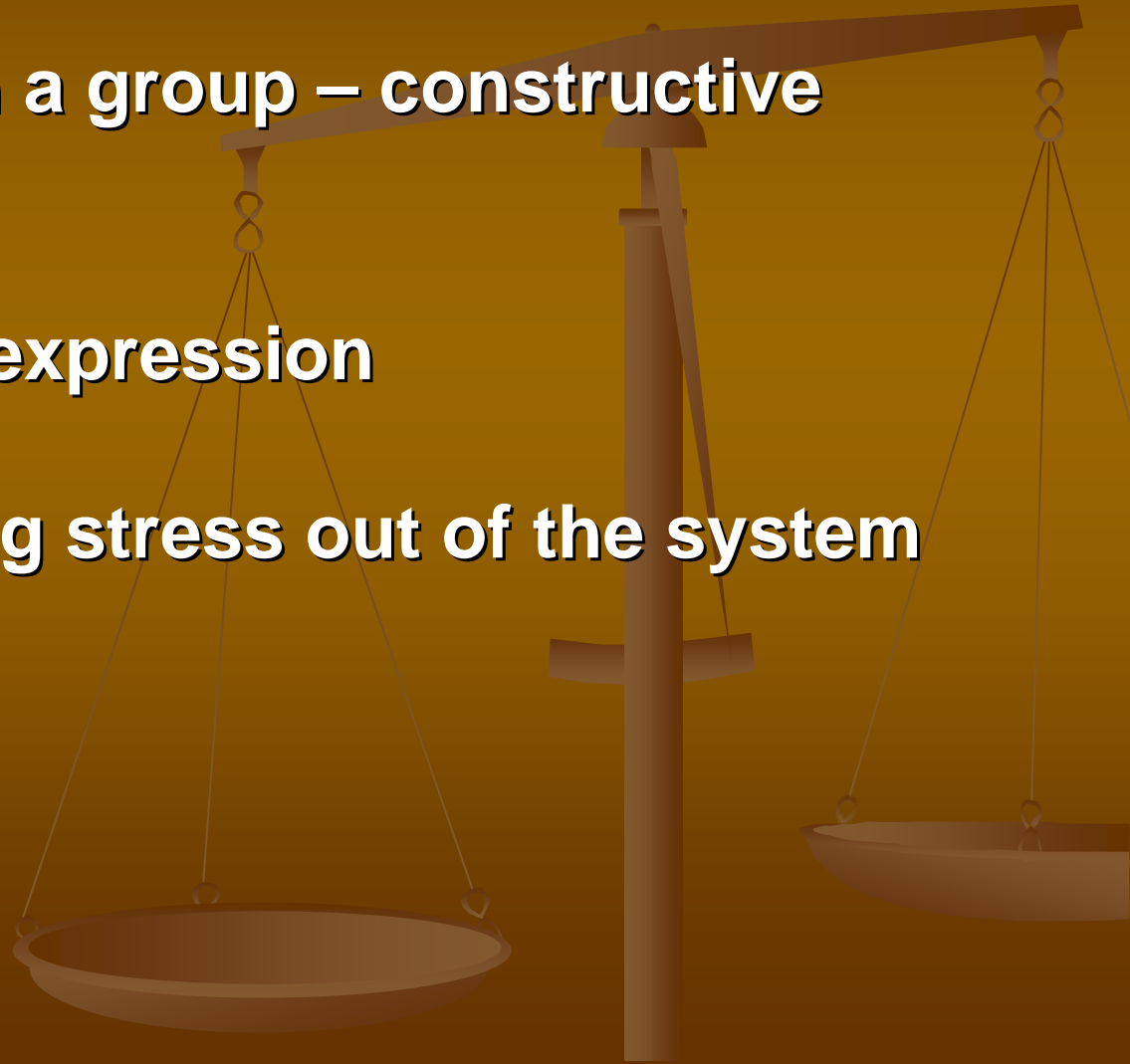
Re-enforcing Emotional Support

- **Counseling Professional**
- **Community Engagement**
- **Close monitoring**
- **Safe, secure learning environment**
- **Rewards**



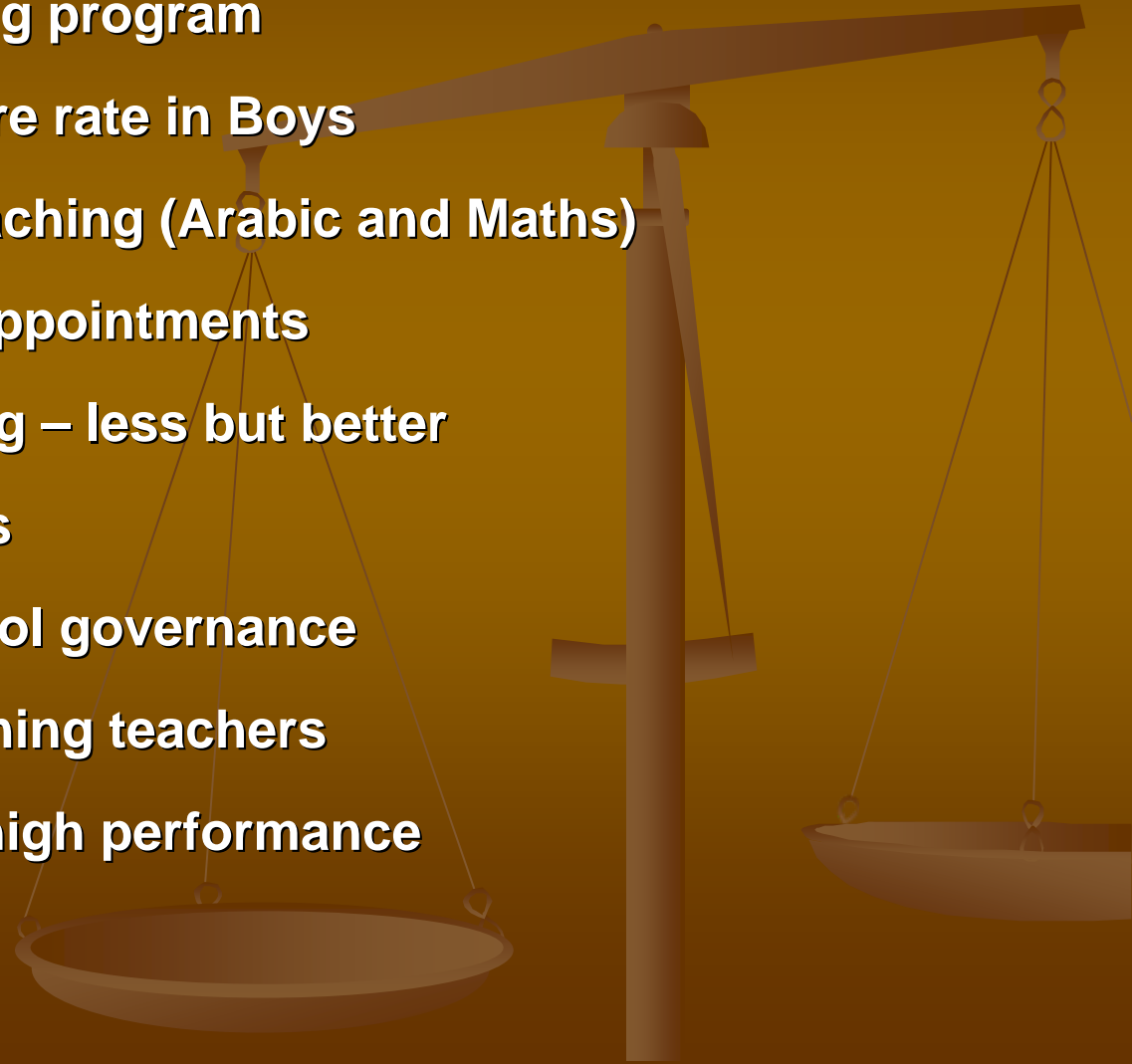
Recreation:

- Re-establishing group interaction
- Safety in a group – constructive approach
- Finding expression
- Releasing stress out of the system



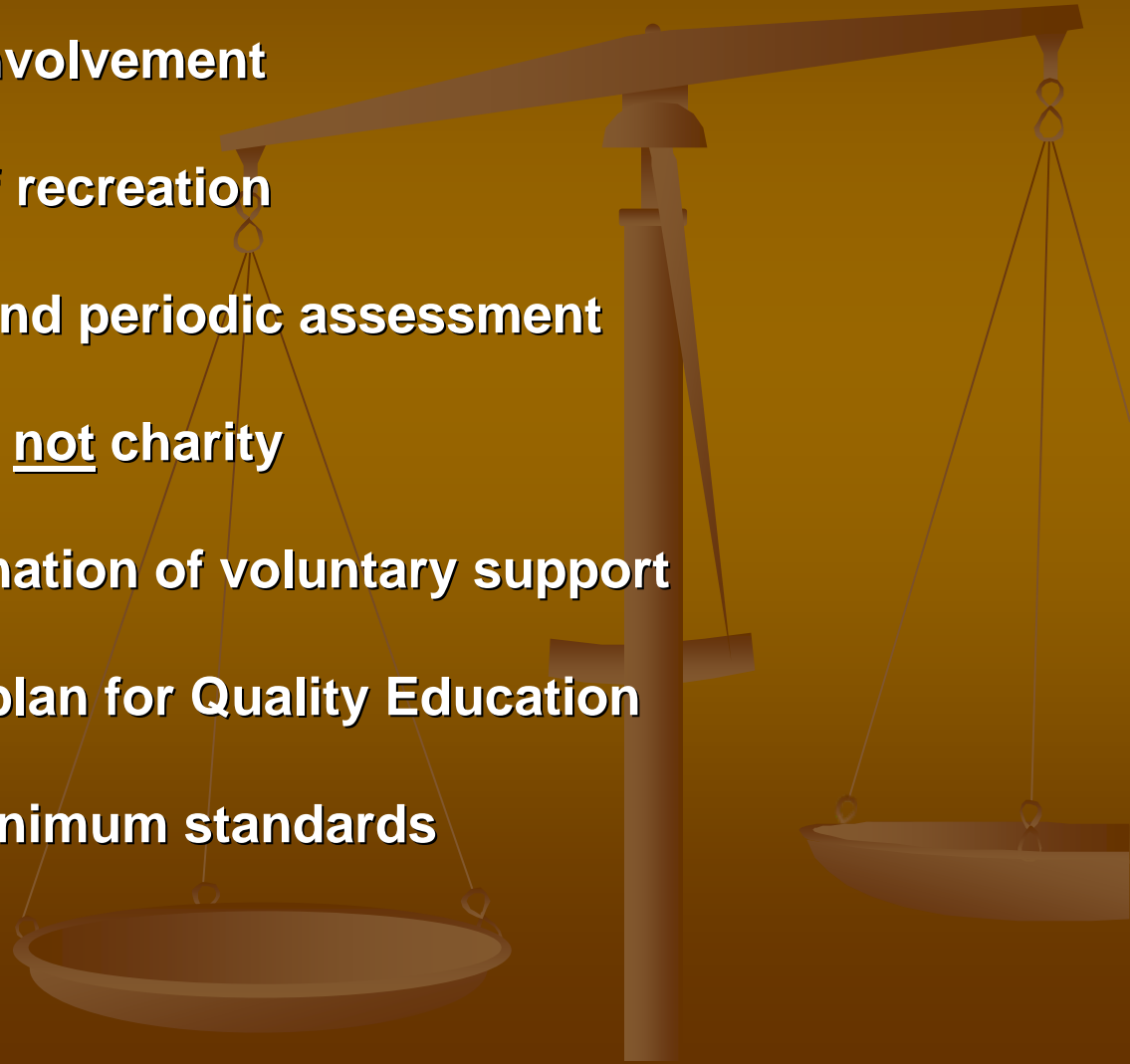
Initiatives: Schools of Excellence and a Recovery Plan:

- Extra help for the poor and underperforming
- School feeding program
- Address failure rate in Boys
- Additional teaching (Arabic and Maths)
- Merit based appointments
- Reform testing – less but better
- Human Rights
- Improve school governance
- Support / training teachers
- Rewards for high performance



Lessons Learned!

- External testing
- Community Involvement
- Importance of recreation
- More formal and periodic assessment
- Sense of duty not charity
- Better coordination of voluntary support
- Sound basic plan for Quality Education
- Regard for minimum standards



What would help?

- A network for sharing approach and advocacy
- More focused approach to education in crisis
- International commitment to keeping education out of conflict
- Wider Human Rights education
- Training and support for teachers



Issues / Paradoxes

- Zero mobility
- Quality of teaching force/ capacity limitations
- Teachers as victims
- Quality prerogative
- Re-educating teachers
- Politicisation of pupils/ teachers
- Rapid response / quick fix

