

# human rights, conflict resolution and tolerance (hrcrt) programme



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

وكالة الأمم المتحدة لإغاثة وتشغيل  
اللاجئين الفلسطينيين في الشرق الأدنى

Ms Özlem Eskiocak Oguzertem | Programme Coordinator | 29 January 2015

# Context | Education in Protracted Conflict



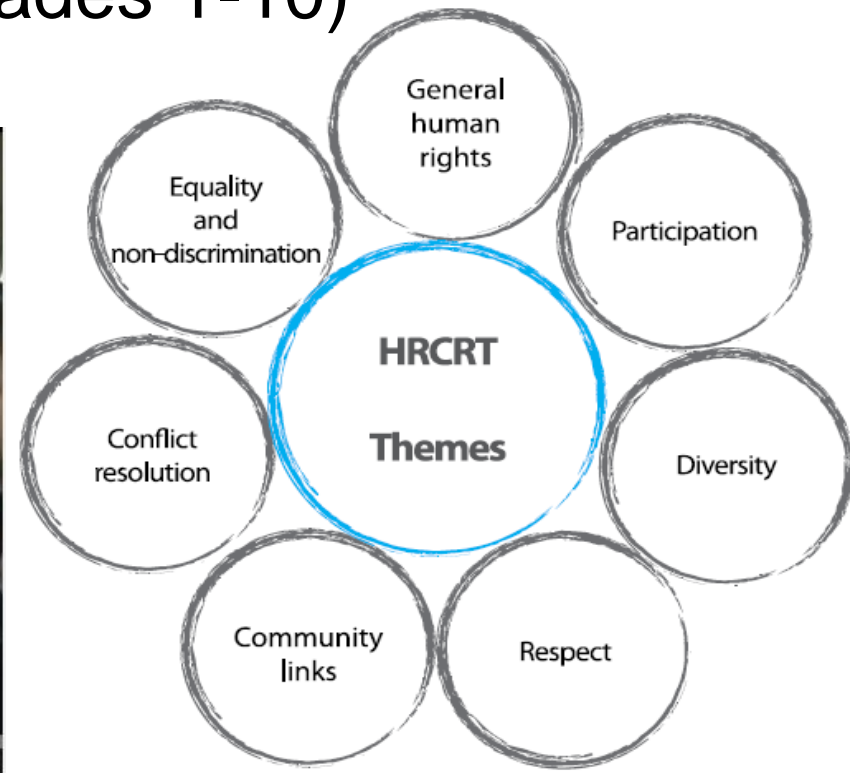
**22 000**  
**educators**  
**703 schools**  
**500,000**  
**children**

**9 VTC**  
**2 Faculties**



# Human Rights Conflict Resolution and Tolerance Programme Overview

- Vision
- Implemented since 2000, revised in 2012 with new Policy
- Integrated in all subjects (Grades 1-10)
- Elected School Parliaments





# What have we learned?: General principles

## 1. Participatory process

Policy → dissemination → practical implementation tool → test → adjust → capacity building

## 2. Relevance and quality

- International best practices, tailored to specific context
- Pre-testing at school level: even illustrations matter!

## 3. Integration rather than stand alone



UNRWA's HRCRT  
Toolkit

# What else have we learned at each level?

<b>Teacher</b>	<ul style="list-style-type: none"><li>• Planning tools needed to support integration</li><li>• Prepare for sensitive questions</li></ul>
<b>Classroom</b>	<ul style="list-style-type: none"><li>• Start young</li><li>• Story books not enough (link child's life experiences instead)</li><li>• Practical learning crucial: experience → reflect → apply</li><li>• During conflict adapt activities for PSS</li></ul>
<b>School</b>	<ul style="list-style-type: none"><li>• Help schools develop democratic environment</li><li>• Encourage School Parliaments to initiate activities</li></ul>
<b>Community</b>	<ul style="list-style-type: none"><li>• Work with PTAs and community organizations</li><li>• Link school and community: open days, cartoons</li></ul>

# Challenges specific to conflict settings

## Challenge

Contradictions:  
Human rights  
values we  
promote  
vs.  
realities on the  
ground

## Response

“We may not be able to achieve living in a safe environment, but at least we will make the classroom and the school environment safe. At least we can achieve that through these activities.”

Empowerment to change realities  
Disseminate concrete HRE

Prepare FAQ and provide space to discuss

# Challenges continued

## Challenge

**Changing attitudes and practices:**

**Teacher  
Student  
Community**

## Response

### Teacher

Continuous support, school-based “learning sessions”, supplementary training materials, newsletter with tips, incentives

### Student

Exposing students to global issues

### Community

Awareness raising

# Challenges continued

## Challenge

Measuring impact

### Examples of perceptual survey questions

I am bullied at school  
[inverted]

I vote in the school  
parliament elections

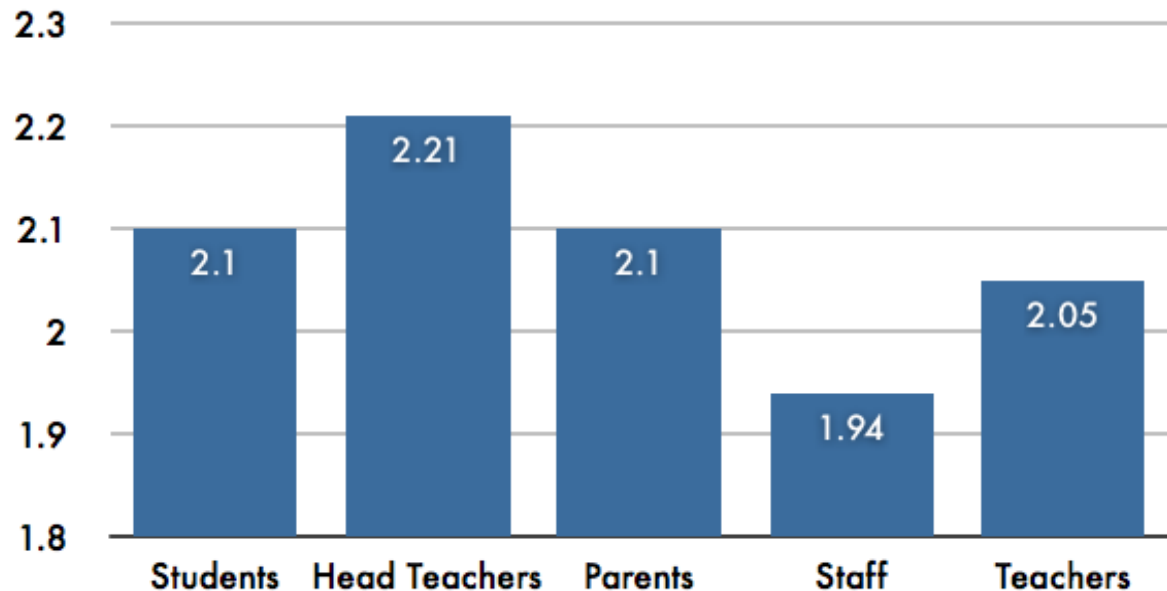
I take part in activities to  
help my community

My teachers discuss human  
rights in their lessons

I avoid children if they are  
different from me [inverted]

## Response

Perceptual surveys  
Classroom Observations



*Aggregated results of the survey (0-3)*



# Reflections from students, parents, teachers on the HRCRT Programme

We parents were not fully aware of most of these rights. It was very informative and an important experience to learn about these rights. The celebration today was very special... We saw how our children were discussing their rights as mature and empowered people.

*Parent during Human Rights Day, Ramallah*

I learned how to behave to solve a dispute when I get angry. I also learned that it is my right to live in dignity and to respect others and not to mock them.

*Grade 2 student, Gaza*

I am happy because the approach of teaching human rights is practical. Activities and practice are better than theoretical teaching by itself.

*Teacher, Nablus*

UNRWA/UNESCO Education  
Department,  
Headquarters Amman



Thank you!

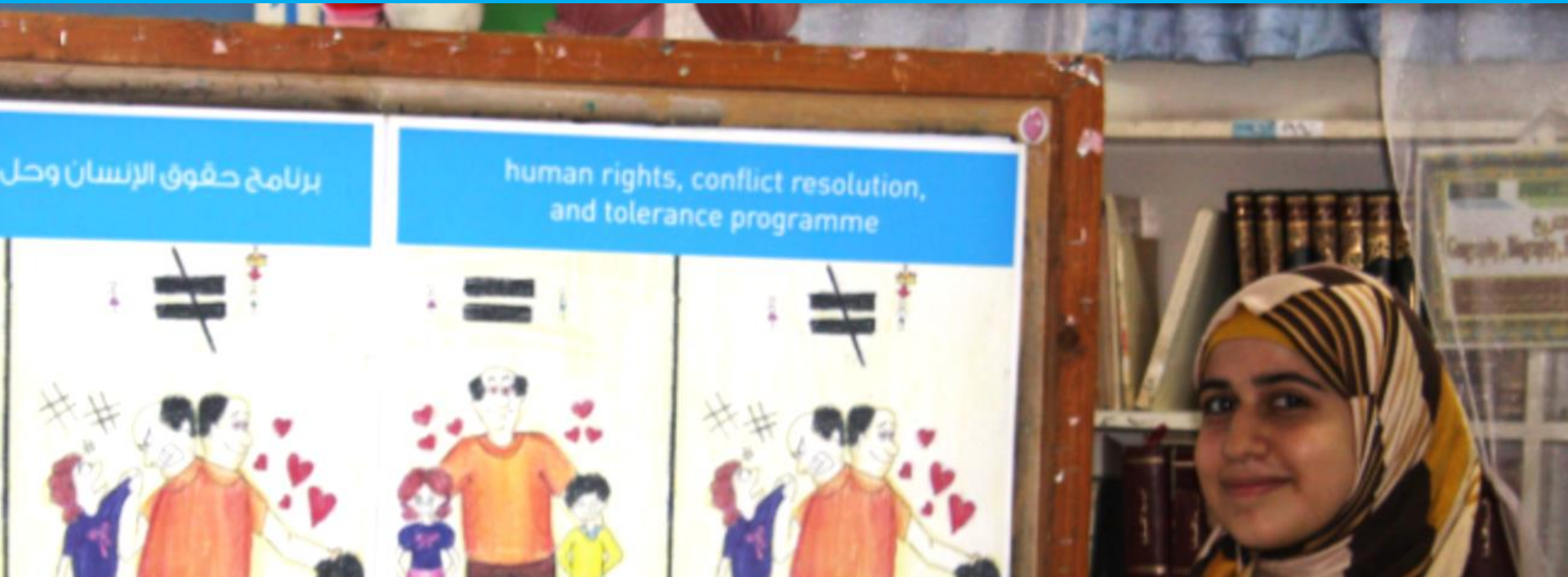
[o.eskiocak@unrwa.org](mailto:o.eskiocak@unrwa.org)

<http://www.unrwa.org/what-we-do/human-rights-education>

<http://www.unrwa.org/human-rights-day-2014>

[www.unrwa.org](http://www.unrwa.org)

# Human Rights Conflict Resolution and Tolerance Programme

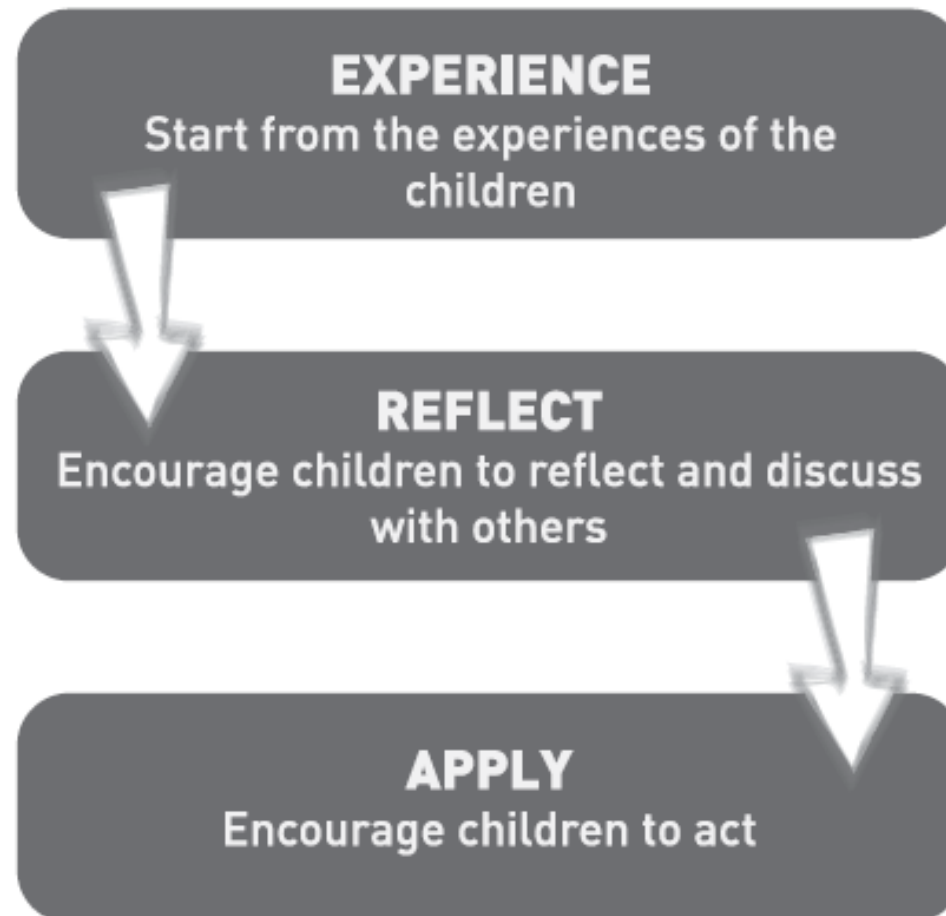


*I noticed that many rights enjoyed by men are not available to women. This is what prompted me to draw this painting. To draw attention to this inequality. If awareness of this issue is spread, we can be rid of it. Adhering to human rights principles – for all people – is the best way to maintain human dignity. Shuruq, student, 16*

# Extra slides

# Educational Approach of the Toolkit

## Toolkit Educational Approach





# Perceptual Survey questions

Question		Mean	SD
49	Girls and boys should have equal rights	2.48	.80
35	I vote in the school parliament elections	2.30	.87
46	To solve arguments, I talk rather than fight	2.25	.86
37	I am respected by my classmates	2.24	.84
47	I take part in activities to help the local community (e.g. keeping my community clean, helping elderly people)	2.20	.91
20	At school, I am involved in activities that celebrate the Palestinian heritage and culture	2.18	.90
39	My teachers discuss human rights in their lessons	2.16	.87
44A	Bullying is a problem in girls' schools (Staff only)	2.12	.61
48	I help decide upon our classroom agreement/ code of conduct	2.08	.89
44	At school, I am repeatedly hit or mocked (- data inverted)	2.07	1.02
41	I participate in activities organized by the school parliament	2.01	.94
43	At school, I am often left out of activities (- data inverted)	1.61	1.02
52	I avoid other children if they are different from me (- data inverted)	1.61	1.05
<b>HRCRT SUBSCALE MEAN</b>		<b>2.09</b>	<b>.46</b>