human rights, conflict resolution and tolerance (hrcrt) programme

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

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**
| Teacher | • Planning tools needed to support integration  
|         | • Prepare for sensitive questions |
| Classroom | • Start young  
|           | • Story books not enough (link child’s life experiences instead)  
|           | • Practical learning crucial: experience \( \rightarrow \) reflect \( \rightarrow \) apply  
|           | • During conflict adapt activities for PSS |
| School | • Help schools develop democratic environment  
|         | • Encourage School Parliaments to initiate activities |
| Community | • Work with PTAs and community organizations  
|          | • Link school and community: open days, cartoons |
### Challenges specific to conflict settings

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>Contradictions: Human rights values we promote vs. realities on the ground</td>
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“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 perceptional 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
Perceptional 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!

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

www.unrwa.org
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
Educational Approach of the Toolkit

**EXPERIENCE**
Start from the experiences of the children

**REFLECT**
Encourage children to reflect and discuss with others

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