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KEY=SCHOOLS - MATA COHEN

THE INCREASED DROPOUT RATES IN UNRWA PRIMARY SCHOOLS IN LEBANON

A CASE STUDY FOR DROP-OUTS BASED ON RANDOM SAMPLING

UNRWA

THE UNRWA SCHOOL SYSTEM AND THE PALESTINE ARAB REFUGEE PROBLEM

LEARNING IN THE FACE OF ADVERSITY

THE UNRWA EDUCATION PROGRAM FOR PALESTINE REFUGEES

World Bank Publications The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) operates one of the largest nongovernmental school systems in the Middle East. Palestine refugees in UNRWA schools are achieving higher-than-average learning outcomes in spite of the adverse circumstances they live under. This study uses a mixed methods research approach to address the complexity of the research question and its exploratory nature, namely, How do UNRWA schools continually and consistently outperform public schools? This study used the following data collection techniques: econometric techniques to analyze learning achievement data from international and national assessments; the Systems Approach for Better Education Results tools were used to assess different system components, such as teacher effectiveness, school autonomy, and student assessments; Stallings classroom observations provided a structured method to compare teachers' and students' interactions; qualitative data collected through interviews captured the lived experiences of a sample of students. Contrary to what might be expected from a resource-constrained administration serving refugee students who continually face a multitude of adversities, UNRWA students outperform public schools in the three regions-- West Bank and Gaza and Jordan-- by a year's worth of learning. The achievement is a result of the way these schools recruit, prepare, and support teachers; because of instructional practices and pedagogy in the classroom; and because of school leadership, accountability, and mutual support. This has created a distinguished learning community centered on the student. Of note: • UNRWA selects, prepares, and supports its education staff to pursue high learning outcomes. • Time-on-task is high in UNRWA schools, and is used more effectively than in public schools.

MUSLIM WOMEN SEEKING POWER, MUSLIM YOUTH SEEKING JUSTICE

STUDIES FROM EUROPE, MIDDLE EAST AND ASIA

Cambridge Scholars Publishing This volume explores the two themes of equity in employment for Muslim women, and the identity and aspirations of Muslim youth in an age of Islamophobia in Western countries through conceptual and empirical studies of employment discrimination and alienation in the UK and the Netherlands. To these accounts are added a worldwide perspective on how women (and especially ethnic minority and Muslim women) experience, and try to overcome ethno-religious discrimination in entry to employment. The themes of Muslim women and youth struggling to survive are illustrated by accounts of teachers from Gaza who are providing 'alternative families' for children traumatised and orphaned through Israeli attacks. The idea of peaceful resistance, and Islamic patience in the face of persecution is developed throughout the book, and applied in a variety of settings.

POLITICAL CONFLICT AND EXCLUSION IN JERUSALEM

THE PROVISION OF EDUCATION AND SOCIAL SERVICES

Routledge The political conflict over the city of Jerusalem has resulted in the breach of Palestinian Jerusalemites' civil, political and social rights. While Israel claims sovereignty over East Jerusalem, it neglects to provide adequate services to the Palestinian residents of the city. The Israeli Jerusalem Municipality provides insufficient and highly politicised educational services to the Palestinians residents of the city, at the same time discriminating against the other Palestinian systems that provide educational services. Political Conflict and Exclusion in Jerusalem offers a detailed description of the structure of the education sector in East Jerusalem with its four main providers; the Palestinian Authority through Awqaf schools, the Israeli Authority through municipal schools, the United Nations Relief and Works Agency and private schools. Its study reveals that there is no single body that oversees the provision of educational services in the city to ensure that the services provided are sufficient and of quality. Employing a qualitative research strategy with semi-structured interviews and focus groups in Palestinian and Israeli schools, this book offers a comprehensive and revealing comparison of the educational services provided to both their students. It explores how Palestinian and Israeli students routinely receive vastly different learning opportunities, in terms of school funding, qualified staff, school facilities and school programmes, which as a result disempowers Palestinians and ensures an Israeli Jewish hegemony over the city. One of the few academic books on a highly pertinent topic, this book will be of interest to students and scholars of Middle East Studies, and a key resource for those studying the social impacts of the Israeli-Palestinian conflict.

PRIMARY EDUCATION IN PALESTINIAN REFUGEE CAMPS

This thesis discusses primary education in the Palestinian Refugee Camps in Lebanon. It examines whether the provision of primary education in the Palestinian Refugee Camps is relevant to the needs of the refugee population. In addition, it examines the challenges that NGOs and UNRWA face in their attempt to provide formal education for Palestinian refugees. Since its creation in 1948, UNRWA has provided educational services for the Palestinian refugees in Lebanon. UNRWA schools have adopted the curriculum of the host country, thus it is not clear whether the education in the Refugee Camps is relevant to the needs of the Palestinian population. Moreover, UNRWA and NGOs face challenges in providing formal primary education due to financial and political restrictions as well as challenges arising from the complex political and socio-economic context of the Palestinian Refugee Camps. This thesis uses data derived from qualitative empirical research and primary documentary research as well as secondary sources. The empirical research is comprised of interviewees with various parties about the primary education system as well as the situation of Palestinian Refugees in Lebanon. The researcher conducted interviewees with NGO and UNRWA officials, head teachers and Palestinians working and living in the Refugee Camps in Lebanon in order to arrive at the general understanding of the situation and identify challenges and causing factors of the formal primary education system in the Refugee Camps. The results of this thesis demonstrate that the primary education system does not meet the needs of the Palestinian Refugee students in Lebanon. It also indicates that the limited financial resources of UNRWA and other UN Agencies as well as the complex political and socio-economic reality of Palestinian Refugees in Lebanon limits and constrains the ability to provide adequate formal primary education.

FOREIGN ASSISTANCE LEGISLATION FOR FISCAL YEAR 1978

HEARINGS BEFORE THE COMMITTEE ON INTERNATIONAL RELATIONS, HOUSE OF REPRESENTATIVES, NINETY-FIFTH CONGRESS, FIRST SESSION ...

FOREIGN ASSISTANCE AND RELATED AGENCIES APPROPRIATIONS FOR 1978

HEARINGS BEFORE A SUBCOMMITTEE OF THE COMMITTEE ON APPROPRIATIONS, HOUSE OF REPRESENTATIVES, NINETY-FIFTY CONGRESS, FIRST SESSION

FOREIGN ASSISTANCE AND RELATED AGENCIES APPROPRIATIONS FOR 1978

HEARINGS BEFORE A SUBCOMMITTEE OF THE COMMITTEE ON APPROPRIATIONS, HOUSE OF REPRESENTATIVES, NINETY-FIFTY CONGRESS, FIRST SESSION

CONGRESSIONAL RECORD

PROCEEDINGS AND DEBATES OF THE ... CONGRESS

PALESTINIAN REFUGEES

IDENTITY, SPACE AND PLACE IN THE LEVANT

Routledge More than four million Palestinian refugees live in protracted exile across the Middle East. Taking a regional approach to Palestinian refugee exile and alienation across the Levant, this book proposes a new understanding of the spatial and political dimensions of refugee camps across the Middle East. Combining critical scholarship with ethnographic insight, the essays uncover host states' marginalisation of stateless refugees and shed light on new terminology on refugees, migration and diaspora studies. The impact on the refugee community is detailed in novel studies of refugee identity, memory and practice and new legal approaches to compensation and "right of return". The book opens a critical debate on key concepts and proposes a new understanding of the spatial and political dimensions of refugee camps, better understood as laboratories of Palestinian society and "state-in-making". This strong collection of original essays is an essential resource for scholars and students in refugee studies, forced migration, disaster studies, legal anthropology, urban studies, international law and Middle East history.

PALESTINIAN REFUGEES

MYTHOLOGY, IDENTITY, AND THE SEARCH FOR PEACE

Lynne Rienner Publishers Encompassing history, politics, and political culture, Bowker grapples with fundamental issues of Palestinian identity in the context of the peace process.

UNRWA REPORT

CONFRONTING THE OCCUPATION

WORK, EDUCATION, AND POLITICAL ACTIVISM OF PALESTINIAN FAMILIES IN A REFUGEE CAMP

Stanford University Press *Confronting the Occupation* is a study of work, education, political-national resistance, family, and community relations in a Palestinian refugee camp under conditions of Israeli military occupation. It is based on extended field research carried out by an Israeli sociologist-anthropologist in Dheisheh camp, south of Bethlehem, between 1992 and 1996. Emphasis is placed on how men and women, families, and the local refugee community confront the occupation regime as they seek livelihoods, invest in the education of younger generations, and mount a political and often militant struggle. In the process, men lose their jobs in the Israeli labor market, women, old and young, enter the workforce, university graduates are compelled to migrate to the Gulf, and political cadres challenge harsh prison circumstances by establishing their own comprehensive counterorder. While directed against the occupation, patterns of coping and resistance adopted by Dheishehians introduced tensions and conflicts into family life, furthering the transformation of gender and generational relationships.

INTERPRETING WELFARE AND RELIEF IN THE MIDDLE EAST

BRILL Based on different problematic and methodological perspectives and new sources, this book's contributions lie in the close study of welfare beyond the religious divides, codifications and indoctrinations. The time span - from 1850 to the present day - represents moments of colonisations, occupations, wars and conflicts which resulted in un-met needs and broken down institutions. What are the stories behind health care, schools, orphanages and vocational schools, maternity homes and hostels? The collection of chapters examine different involvements in welfare activities not only as contextualised in stable communities and nations, but also as they emerge in vulnerable states and disintegrating societies. Furthermore, this volume brings forth the historical and contemporary voices of those who provide relief and the beneficiaries of such efforts. At the core of this book are themes concerned with humanitarianism in relation to people's unique experiences, state and non-governmental organisations, gender and modernity.

SPAN LEBANON 1963

LIGHTING CANDLES, NOT CURSING DARKNESS

Xlibris Corporation SPAN had begun in 1948 as a consortium between the University of Minnesota and about a dozen colleges that cultivated international understanding through practical academic research. Each year four (sometimes three) countries were selected as destinations. It was— and is, because SPAN continues today—a self-financed program through voluntary donations by businesses in

the Upper Midwest as well as by contributions from the participants themselves (known as SPANners). The program was oriented toward upper classmen (in that age of gender insensitive terminology) so applicants were usually students in their Junior (or third) year of undergraduate studies.

WORLD SURVEY OF EDUCATION

PALESTINIAN REFUGEES IN INTERNATIONAL LAW

Oxford University Press The Palestinian refugee question, resulting from the events surrounding the birth of the state of Israel seventy years ago, remains one of the largest and most protracted refugee crises of the post-WWII era. Numbering over six million in the Middle East alone, Palestinian refugees' status varies considerably according to the state or territory 'hosting' them, the UN agency assisting them and political circumstances surrounding the Israeli-Palestinian conflict these refugees are naturally associated with. Despite being foundational to both the experience of the Palestinian refugees and the resolution of their plight, international law is often side-lined in political discussions concerning their fate. This compelling new book, building on the seminal contribution of the first edition (1998), offers a clear and comprehensive analysis of various areas of international law (including refugee law, human rights law, humanitarian law, the law relating to stateless persons, principles related to internally displaced persons, as well as notions of international criminal law), and probes their relevance to the provision of international protection for Palestinian refugees and their quest for durable solutions.

REPORTS AND DOCUMENTS

PAPERS IN PUBLIC ADMINISTRATION

PALESTINE REFUGEES IN THE NEAR EAST. UNRWA REVIEWS

A BACKGROUND INFORMATION SERIES

COMPASITO

MANUAL ON HUMAN RIGHTS EDUCATION FOR CHILDREN

Council of Europe Living among other people, in their families and communities, children become aware from a very early age of questions related to justice, and they search for the meaning of the world. By fostering an understanding of human rights, shaping opinion and developing attitudes, human rights education strongly supports this natural interest and learning process. This is what human rights education is about and this is what 'Compasito manual on human rights education for children' is for. 'Compasito' is a starting point for educators, teachers and trainers who are ready to deal with human rights education with children of 7-13 years. The book covers the key concepts of human rights and children's rights, and provides substantial theoretical background to 13 key human rights issues, such as democracy, citizenship, gender equality, environment, media, poverty, and violence. The 42 practical activities serve to engage and motivate children to recognise human rights issues in their own environment. They help children to develop critical thinking, responsibility and a sense of justice, and help them learn how to take action to contribute to the betterment of their school or community. The manual also gives practical tips on how it can be used in various formal and non-formal educational settings.

CHILDREN AND YOUTH IN ARMED CONFLICT

Martinus Nijhoff Publishers This is a book that students and professionals from different disciplines and backgrounds, including from academia, international organisations, non-governmental organisations, the medical community, governments, etc., will find to be a valuable resource in their quest to learn more about an area of study that has long been neglected.

A REPORT ON UNITED STATES FOREIGN OPERATIONS

REPORT COVERS INFORMATION OBTAINED FROM TWO TRIPS ABROAD IN 1960 TO DENMARK AND OTHERS

WEST BANK AND GAZA STRIP

ECONOMIC DEVELOPMENTS IN THE FIVE YEARS SINCE OSLO

International Monetary Fund This paper assesses macroeconomic developments and progress in institution building during 1994-1998. The five year interim period envisaged in the peace accords has ended, and the paper takes stock of what happened in this period. The paper was prepared in the Spring of 1999 and draws on work done by IMF staff visits to West Bank and Gaza in the fall of 1998 and Spring of 1999. It analyzes developments in a number of areas and draws lessons for the future.

KENYA GAZETTE

The Kenya Gazette is an official publication of the government of the Republic of Kenya. It contains notices of new legislation, notices required to be published by law or policy as well as other announcements that are published for general public information. It is published every week, usually on Friday, with occasional releases of special or supplementary editions within the week.

AREA HANDBOOK FOR SYRIA

Attempts to provide a comprehensive study of the dominant social, political and economic aspects of Syrian society and to identify the pattern of behaviour characteristic of its members.

COMPARATIVE PERSPECTIVES ON REFUGEE YOUTH EDUCATION

DREAMS AND REALITIES IN EDUCATIONAL SYSTEMS WORLDWIDE

Routledge This volume explores the shared expectations that education is a panacea for the difficulties that refugees and their receiving countries face. This book investigates the ways in which education is both a dream solution as well as a contested landscape for refugee families and students. Using comparative, cross-national perspectives across five continents, the editors and contributors critically analyze the educational structures, policies, and practices intended to support refugee youth transition from conflict and post-conflict zones to mainstream classrooms and schools in their new communities.

UNRWA/UNESCO EDUCATION SERVICES FOR PALESTINE REFUGEES

BELIZE GOVERNMENT GAZETTE

POLITICS AND SOCIOLINGUISTIC REFLEXES

PALESTINIAN BORDER VILLAGES

John Benjamins Publishing This sociolinguistic study describes and analyzes an Israeli Palestinian border village in the Little Triangle and another village artificially divided between Israel and the West Bank, tracing the political transformations that they have undergone, and the accompanying social and cultural changes. These political, social and cultural forces have resulted in distinctive sociolinguistic patterns. The primary explanation offered for the persisting linguistic frontier found in rural Palestinian communities is the continuing social, political, economic and cultural differences between Palestinian villages in Israel, and Palestinian villages in the West Bank. In the geopolitical and economic history of the villages, these distinctions have been maintained by the dissimilar treatment received by the two communities and their inhabitants under Israeli government policy. Exacerbated by the Palestinian Intifada, the relations of the Palestinian divided communities to each other and to the rest of the world have produced noticeable differences in economic, educational and cultural development. The sociolinguistic facts revealed in the language situation in the villages are study shown to be correlated with political and demographic differences.

PALESTINE & THE UN

MONTHLY BULLETIN ISSUED BY THE PERMANENT OBSERVER MISSION OF PALESTINE TO THE UNITED NATIONS

PALESTINE ACROSS MILLENNIA

A HISTORY OF LITERACY, LEARNING AND EDUCATIONAL REVOLUTIONS

Bloomsbury Publishing In this magisterial cultural history of the Palestinians, Nur Masalha illuminates the entire history of Palestinian learning with specific reference to writing, education, literary production and the intellectual revolutions in the country. The book introduces this long cultural heritage to demonstrate that Palestine was not just a 'holy land' for the four monotheistic religions – Islam, Christianity, Judaism and Samaritanism – rather, the country evolved to become a major international site of classical education and knowledge production in multiple languages including Sumerian, Proto-Canaanite, Greek, Syriac, Arabic, Hebrew and Latin. The cultural saturation of the country is found then, not solely in landmark mosques, churches and synagogues, but in scholarship, historic schools, colleges, famous international libraries and archival centres. This unique book unites these renowned institutions, movements and multiple historical periods for the first time, presenting them as part of a cumulative and incremental intellectual advancement rather than disconnected periods of educational excellence. In doing so, this multifaceted intellectual history transforms the orientations of scholarly research on Palestine and propels current historical knowledge on education and literacy in Palestine to new heights.

GENERATION IN WAITING

THE UNFULFILLED PROMISE OF YOUNG PEOPLE IN THE MIDDLE EAST

Brookings Institution Press Young people in the Middle East (15–29 years old) constitute about one-third of the region's population. Growth rates for this age group trail only sub-Saharan Africa. This presents the region with an historic opportunity to build a lasting foundation for prosperity by harnessing the full potential of its young population. Yet young people in the Middle East face severe economic and social exclusion due to substandard education, high unemployment, and poverty. Thus the inclusion of youth is the most critical development challenge facing the Middle East today. A Generation in Waiting portrays the plight of young people, urging greater investment designed to improve the lives of this critical group. It brings together perspectives from the Maghreb to the Levant. Each chapter addresses the complex challenges facing young people in many areas of their lives: access to decent education, opportunities for quality employment, availability of housing and credit, and transitioning to marriage and family formation. This volume presents policy implications and sets an agenda for economic development, creating a more hopeful future for this and future generations in the Middle East. Selected contributors include Ragui Assaad (University of Minnesota), Brahim Boudarbat (University of Montreal), Jad Chaaban (American University in Beirut), Nader Kabbani (Syria Trust for Development), Taher Kanaan (Jordan Center for Public Policy Research and Dialogue), Djavad Salehi-Isfahani (Wolfensohn Center for Development and Virginia Tech), and Edward Sayre (University of Southern Mississippi).

MENTAL HEALTH AND WELLBEING THROUGH SCHOOLS

THE WAY FORWARD

Routledge Mental Health and Wellbeing through Schools brings together international experts from various disciplines to identify and address a range of current challenges in this rapidly-developing field of endeavour. The opening chapter details lessons learned from research and practice, outlining some emerging challenges for the effective implementation of mental health initiatives in schools. Subsequent chapters take up the various issues, exploring problems and proposing solutions. Topics fall within four broad areas: Organisational and leadership issues such as dealing with 'wicked' or 'hard-to-tame' (complex and resistant) problems and taking a broad public health approach; Teacher-related issues, such as how to integrate programs successfully into schools, and teacher skills and professional learning; The challenges and opportunities of new technologies, including cyberbullying and the use of online, multimedia and mobile resources for both student and teacher learning and support; The need for a greater focus on targeted interventions for at-risk students, such as those with disabilities; also addressing 'hard-to-tame' problems such as bullying, youth suicide and depression. Mental Health and Wellbeing through Schools will be of interest to those involved in researching, developing, evaluating and implementing mental health initiatives in schools, including academics, practitioners, educators and educational and Mental Health policy makers. It will also be of use to professionals, such as nurses and social workers, concerned with the wellbeing of children and adolescents. The book will have international appeal, with contributors from around the world, experienced in a range of contexts. Rosalyn H. Shute is Adjunct Professor of Psychology at both Flinders and Federation Universities (Australia). Her research expertise lies broadly in clinical child psychology and paediatric psychology/child health and wellbeing. She is an experienced teacher of Developmental Psychology, educational and clinical child/paediatric psychology. Phillip T. Slee is a Professor in Human Development in the School of Education at Flinders University, Adelaide, Australia. He is a trained teacher and registered psychologist. His main areas of interest include childhood bullying/aggression, mental health and wellbeing, stress and teacher education. He has a particular interest in the practical and policy implications of his research. He and Shute recently co-authored Child Development: Theories and Critical Perspectives.

UNRWA/UNESCO EDUCATION PROGRAMME FACTS & FIGURES

IN HUMAN TERMS

THE 1959 STORY OF THE UNRWA-UNESCO ARAB REFUGEE SCHOOLS

POLITICS AND THE MILITARY IN JORDAN

A STUDY OF THE ARAB LEGION, 1921-1957

Routledge Amidst the turmoil in the Middle East, Jordan has presented a striking example of relative stability, and in this study, first published in 1967, Professor Vatikiotis sets out to show just how far Jordan's stability depends on its army. The Jordan Arab Army, for long better known as the Arab Legion, was one of the best small fighting forces in the Middle East. Raised in 1921 by the late King Abdullah, the legion helped him to pacify the tribes and establish and extend his rule and authority over a fractious society in a region of vast desert expanses. The Legion then expanded into a disciplined military institution, but whereas the armies of several Arab states were involved in coups, the Jordan Arab Army has no such record. In this book, the author examines the particular historical conditions from which a state emerged in Jordan, and the role of the Arab Legion in its creation and consolidation.

EDUCATION, REFUGEES AND ASYLUM SEEKERS

Bloomsbury Publishing What is the relationship between education and those seeking asylum or refuge? What is the impact of education being marginalized during conflict situations? Drawing on international research in numerous countries, including Thailand, North Korea, Lebanon, Africa, the USA and the UK, the contributors consider, conceptually and empirically, the provision of education to refugees and asylum seekers in their homeland or in host countries, analyzing the internal and external factors affecting educational provision during and after emergencies. Each chapter contains a summary of the key points and issues within the chapter to enable easy navigation, key contemporary questions to encourage you to actively engage with the material and an annotated list of suggested further reading to support you to take your exploration further. A companion website supports the text and provides updates and additional resources.