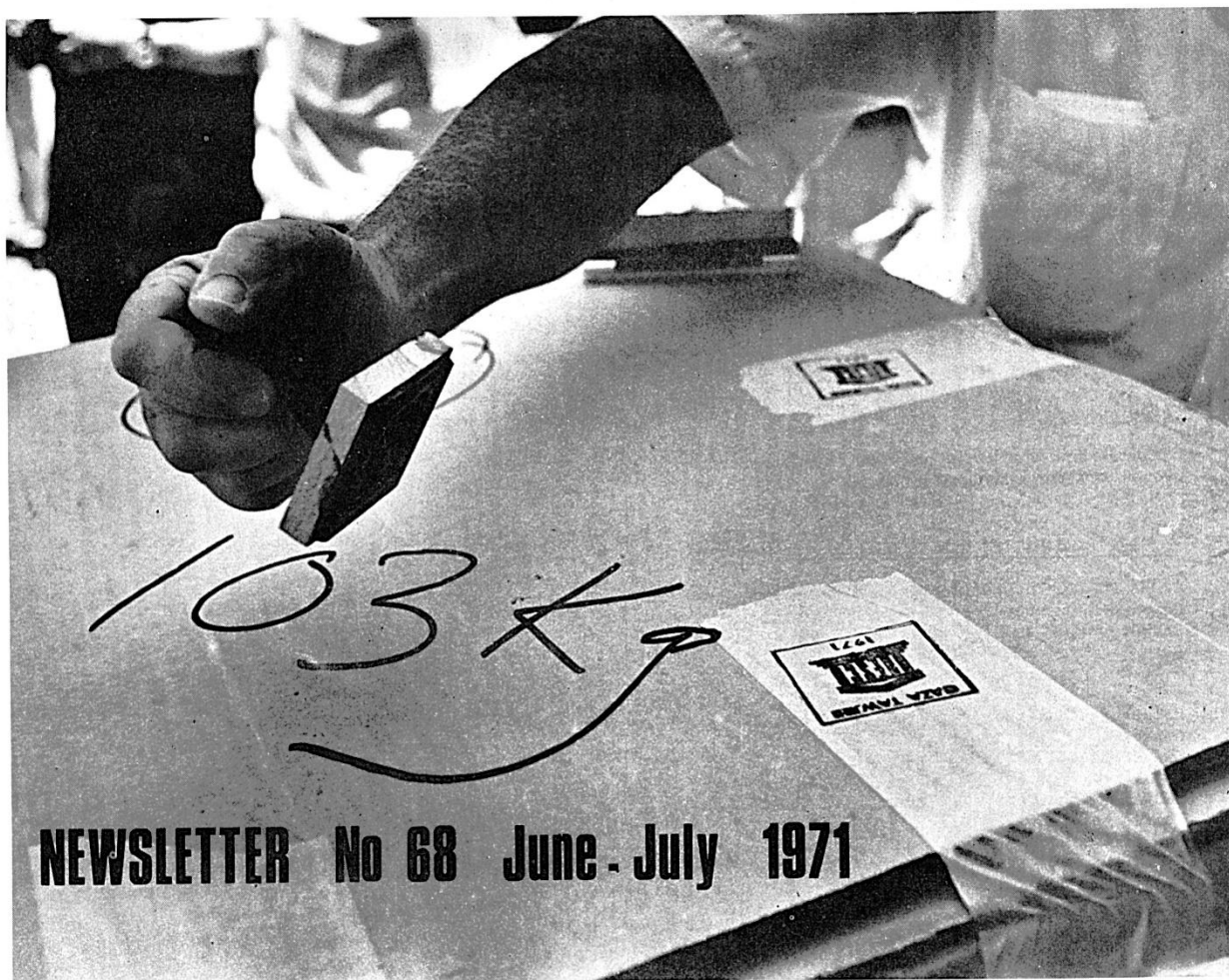


PALESTINE REFUGEES TODAY



NEWSLETTER No 68 June - July 1971



**UNITED NATIONS RELIEF AND WORKS AGENCY
FOR PALESTINE REFUGEES IN THE NEAR EAST**

Commentary

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Cover Picture

*Tawjihi examination papers from the Gaza Strip
are packed for shipment to Cairo.*

FURTHER INFORMATION MAY BE OBTAINED FROM:

UNRWA Public Information Office
Museitbeh Quarter
Beirut
Lebanon

UNRWA Liaison Office
Palais des Nations
Geneva
Switzerland

UNRWA Liaison Office
United Nations
New York
U.S.A.

April - Some 200,000 volunteer workers participated in an April collection as part of Nordic '71, a Scandinavian fund-raising drive conducted on behalf of world refugees. So far approximately \$145,600 has been designated for use by UNRWA in the Gaza Strip by the Swedish Free Church Aid and the Norwegian Refugee Council.

The Free Church Aid funds will be used to replace the health centre at Bureij Camp in the Gaza Strip, for constructing and equipping four laboratories for science teaching in UNRWA/Unesco schools, for a variety of self-help projects among the refugees and for prosthetic devices and wheelchairs for disabled refugees.

Funds provided by the Norwegian Refugee Council will cover part of the 1971 operating expenses of the Rafah health centre in the Gaza Strip and 32 one-year scholarships for young men at the Gaza Vocational Training Centre.

June - Ten ambulances were recently donated to UNRWA's Health Department by voluntary agencies: three from German Caritas, three from Oxfam, two from the Gulbenkian Foundation and two from War on Want. These new ambulances now constitute 37% of UNRWA's working ambulance fleet.

21 June - A donation of \$110,000 received from the Arabian American Oil Company (ARAMCO) will be used by UNRWA to provide 127 one-year scholarships for Palestine refugees at the UNRWA/Unesco vocational training centres and also for a number of university scholarships. ARAMCO's total donation to UNRWA since 1960 has been \$892,523, all devoted to educational projects.

27 July - UNRWA issued a denial to press reports stating that the movement of Palestine refugees in the Gaza Strip by the Israeli authorities was being carried out with the agreement of UNRWA.

16 August - "An expression of the concern of the Swedish people for the plight of the Palestine refugees" - a contribution of \$2,200,000 from the Government of Sweden brought to \$2,392,000 Sweden's total contribution to UNRWA for 1971.

Since 1950, Sweden has contributed \$15.5 million to UNRWA: expressing deep appreciation for Sweden's "continued, most generous support", the Commissioner-General emphasized that the Agency still faced a deficit of \$2.4 million this year and a prospective deficit of \$6 million in 1972.



*Education: nearly half
the UNRWA budget*

The Commissioner-General Reports on UNRWA Finances to the Working Group *

As had been foreseen, UNRWA finished the year 1970 with a large deficit, and a further reduction in working capital. The actual deficit was nearly \$4.9 million. Income, particularly from Governments, was above earlier estimates, but expenditures were also higher, because of increased prices and wages and because of unforeseen emergency costs, especially those resulting from the disturbances in Jordan in September 1970.

Emergency costs were some \$635,000, against which only \$267,000 of special contributions (Government and non-governmental) were received. The difference, \$368,000, added to the Agency's deficit.

(In addition to costs chargeable to the Agency's own accounts, losses and damages totalling some \$59,000 were sustained in respect of the Amman Training Centre being constructed with NEED funds and therefore accounted for separately. Total emergency costs incurred in 1970 therefore approached \$700,000.)

The following table summarizes the Agency's financial operations in 1970:

<u>Income in 1970:</u>	<u>\$1,000s</u>
Contributions by individual Governments	40,954
Contributions from other sources	1,509
Miscellaneous income	608
Total income	<u>43,071</u>

*

18 May 1971

Expenditure in 1970:

\$1,000s

	Recurrent costs	Non-recurrent costs	Total
Relief services	18,416	835	19,251
Health services	6,078	210	6,288
Education services	20,602	1,162	21,764
Emergency costs	-	635	635
Total expenditure	<u>45,096</u>	<u>2,842</u>	<u>47,938</u>

Excess of expenditure over income (deficit)

(4,867)

The effect of this deficit of \$4.9 million in 1970 was to reduce the Agency's working capital to only \$5.6 million at 31 December 1970, less than the amount (\$5.9 million) invested in the supply "pipe-line". Moreover, by 31 December 1970, actual cash in hand had been reduced to only \$2.1 million, much less than one month's requirements. As a consequence, the Agency was in serious danger of being unable to pay, first, its December payrolls and, later, its January payrolls. Fortunately, a number of Governments made special efforts to pay in December and January contributions pledged either for 1970 or for 1971, so that the immediate crisis was averted.

Although since the 1970 session of the General Assembly there has been some improvement in the financial situation for 1971, at the beginning of May it was still far from satisfactory, as the following summary clearly reveals:

Estimated income in 1971:

\$1,000s

Contributions by individual Governments	42,249
Contributions from other sources	1,610
Miscellaneous income	650
Total estimated income	<u>44,509</u>

Estimated expenditure in 1971:

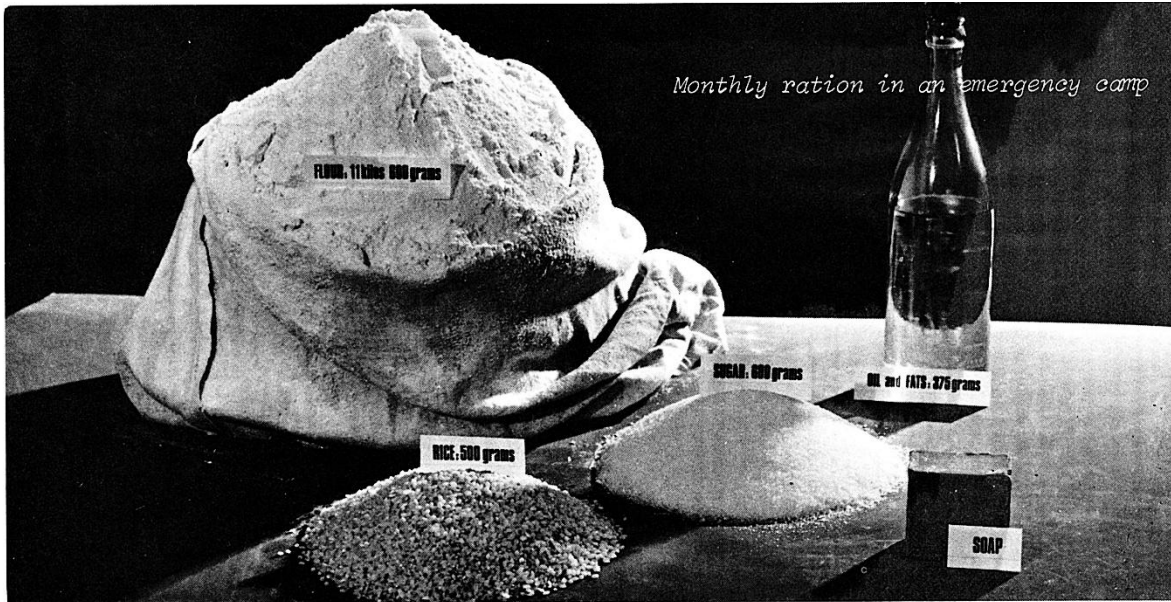
\$1,000s

	Recurrent costs	Non-recurrent costs	Total
Relief services	18,817	356	19,173
Health services	6,211	98	6,309
Education services	<u>21,925</u>	<u>509</u>	<u>22,434</u>
Total estimated expenditure	<u>46,953</u>	<u>963</u>	<u>47,916</u>

Estimated deficit 1971

(3,407)

The reduction of the estimated deficit from \$6.5/7.0 million (the estimate at the time of presentation of the Agency's budget for 1971 to the General Assembly) to the figure of \$3.4 million is largely attributable to increased contributions pledged or anticipated from some twenty-three individual Governments as well as a contribution in kind from the European Economic Community, and to the acceptance by certain Governments of greater flexibility in the use of their contributions.



As regards further changes in the estimates that may be expected, on the expenditure side some increase seems inescapable to provide additional compensation to locally recruited staff because of higher costs of living. The increase in living costs has been particularly marked in the West Bank and Gaza areas, and the staff have presented a convincing case for some relief. A final decision has been deferred pending clarification of the financial outlook, but an assurance has been given that any increase in compensation will be effective from 1 April 1971, and the impact on the 1971 budget may be of the order of \$0.5 million. (Increases in the salaries of all United Nations international staff were authorized by the twenty-fifth session of the United Nations General Assembly and are provided for, in respect of UNRWA personnel, in the present financial estimates.)

On the income side, the Chairman of the Working Group has made approaches to Governments, other United Nations organizations and private and other non-governmental sources of funds and his efforts continue. Simultaneously, the appeal made by the Director-General of Unesco is being followed up by a further series of visits by Ambassador Mansour Khalid, his Special Consultant for this purpose. So far, however, the only contribution not included in the estimate of income given in paragraph 6 on which it would be prudent to count is the agreement of the World Food Programme to supply, as an emergency measure, up to \$2 million worth of food-stuffs (on the basis of donors' prices), provided applications are made by host countries and supplies are available. It is hoped that 14,000 tons of flour and 1,000 tons of edible oil will be made available to the Agency in this way. If so, the effect will be, on the basis of Agency costing, to increase income by \$1.3 million approximately.

These changes in expenditure and income will reduce the deficit to \$2.6 million. The effect will still be, however, to leave the Agency with a working capital of no more than \$3 million at the end of 1971, far less than required to finance the supply "pipeline". Even if the cash position, which has temporarily improved as a result of prompt payment of contributions, develops favourably enough to bring the Agency through 1971 without a payments crisis - and this is not yet assured - reduction of working capital to this level is incompatible with continued financial viability.

In need of help and hope



It would be possible by withholding again subventions due to host Governments, amounting to \$1.4 million in 1971, to reduce the shortfall of income in relation to other expenditure from \$2.6 million to \$1.2 million. To eliminate the 1971 deficit entirely would require recourse to some of the measures referred to in Mr. Michelmore's statement to the Special Political Committee on 1 December 1970, unless further increases in income are obtained.

While the progress that has been made in increasing the Agency's income, and the efforts that continue, justify deferment for a little longer of decisions on the 1971 programmes, the outlook for 1972 remains ominous. Much of the increased income in 1971 is pledged for this year only and some, notably the WFP allocation of foodstuffs, representing about \$1.3 million of income, will definitely not be repeated in 1972. On the other hand, the inexorable rise in the number of school children and inflationary trends

will increase the operating costs of the Agency's programmes. On the basis of the programmes included in the 1971 budget, expenditure in 1972 will be of the order of \$51.5 million on the best estimate that can be made at present. If income did not fall below the level estimated in paragraph 6 above (\$44.5 million), there would be a deficit of about \$7 million (\$5.6 if subventions were excluded). Even if the deficit for 1971 had been eliminated, the situation would be no less grave than at the beginning of 1971, and to reduce expenditure in 1972 to the level of income postulated would require drastic reductions from which basic educational services could no longer be spared.

It will be clear to the Working Group from previous reports by the Commissioner-General, in particular his statement on 1 December 1970 to the Special Political Committee, that the scope for reductions in expenditure on the scale required to meet deficits of this order does not exist outside the education programme. Reductions in that programme, quite apart from their deplorable consequences for the Palestine refugee population, would present complex problems requiring advance planning and co-ordination with the host Governments. The school year runs from September to June but at this stage when extraordinary efforts are being made to increase Agency income, the Working Group has yet to report to the General Assembly and the General Assembly to consider the Group's report and also the Agency's mandate beyond June 1972, it would not seem proper to make reductions for school year 1971-72. Because of the serious administrative problems (to say nothing of other problems) that curtailment of the UNRWA/Unesco education system would create for the host countries, on whom the responsibility would inevitably fall, and the UNRWA/Unesco, it is, however, essential that there should be early clarification of the longer-term financial outlook for 1972 and succeeding years. The Commissioner-General expresses the hope that the Working Group's understandable immediate preoccupation with the 1971 crisis will not obscure this aspect of the Agency's financial situation.

Teaching Teachers . an In-Service Training Institute

Teaching teachers how to teach is never an easy task, but it is made especially difficult when these teachers are spread over four countries including two occupied zones. Nonetheless, the UNRWA/Unesco Institute of Education in Beirut reaches out via in-service training to the 6,706 teachers who teach in the 497 UNRWA/Unesco schools in all areas of UNRWA's operation.

Nearly 1,500 teachers currently enrolled by the Institute will take two-week vacation courses this summer (a minimum of four weeks in two years) for concentrated instruction and practical experience in subjects which cannot be adequately covered during the year. Courses are being held from 20 June to 5 August, followed by examinations.

The Practical, Creative Approach

Courses offered this summer include some for elementary teachers, made as practical as possible by inclusion of instructions on lesson planning, with specific aims and discussion of child activities both inside and outside the classroom. There are also classes for preparatory teachers in mathematics, social studies, Arabic and English. Another course, for head teachers, covers problems of encouraging children to read, improving school environments and preparing tests and records.

The Institute of Education's approach is to stress the practical. One aim is to replace rote learning, which has lingered from the traditional education methods. The Institute encourages teachers to use, within UNRWA's budget limits, audio-visual methods such as films and recordings, as

well as pictures, puppets and other simple teaching aids, to arouse the child's interest. Lectures for preparatory teachers this summer include "Creativity and Intelligence" and "Problem-solving Approach to Mathematics".

A Need to Train and Retrain

The UNRWA/Unesco education system enrolled 231,803 elementary and preparatory school children during the 1970-71 school year (nine years of education are offered to all qualified refugee children). Yet like other aspects of UNRWA's operations, the UNRWA/Unesco programme grew gradually, in response to changing circumstances. The first classes in 1950 were held in tents, in sheds, or in the open.

Few of the early teachers had any previous experience or training. Later, like other educational systems in the throes of development, the UNRWA/Unesco programme reached a stage at which something needed to be done to make fully qualified teachers of untrained staff who remained from the early days. Graduates of UNRWA's pre-service teacher-training centres also needed refresher courses.

As late as 1964, 90% of the teachers in the UNRWA/Unesco system were either professionally unqualified or under-qualified. When the Institute of Education was begun under joint financing by UNRWA, Unesco and the Swiss Government's Development Aid Programme (Schweizerische Entwicklungshilfe), the first thrust of its efforts was improvement in the quality of elementary teaching. By May 1971, 3,647 teachers, representing 87% of the UNRWA/Unesco elementary teachers, had been involved in the Institute's programme. Of these, 2,328 have completed training and another 458 are still enrolled.

Phase two, begun in 1967, was the upgrading of the qualified school teachers in the preparatory cycle. Since then, 1,400 teachers - representing 73% of the teaching force in the preparatory cycle - have been involved in this aspect of the Institute's programme: 334 have successfully completed all requirements for certification and 722 are still being trained.

Instruction to Fit the Individual

Institute courses, of which there are 11, vary to meet the needs of teachers of different levels, subjects and backgrounds. Depending upon the level of academic achievement of the teacher, course lengths also vary. Preparatory school teachers are usually university graduates or have had two years of college training and therefore require only one year of study with an emphasis on educational methods and psychology.

The Institute has an annual budget of \$400,000, an international staff of five Unesco experts in various branches of education, a local administrative and professional staff of 39 and a field staff of 20 representatives who have been headmasters or school supervisors or have had considerable experience in education.

All instruction follows the same pattern. Trainees receive two or three self-study work assignments fortnightly as correspondence instruction. The lessons are distributed by the local field representatives, each of whom is expected personally to supervise 70 to 80 of the trainees. All this calls for outside specialists and a large consultative staff.

At Institute headquarters, there are 50 work assignment writers, most of them UNRWA/Unesco specialists, university professors or senior Ministry of Education officers: 26 translators, 10 proof-readers and editors, and 23 paper graders. Some 900,000 pages are assembled and dispatched every two weeks.

Trainees also attend weekly seminars conducted at Agency schools by field representatives or locally recruited specialists. In these seminars teachers discuss application of their new training to their individual situations and are encouraged to devise practical audio-visual teaching aids.

Teachers who pass examination on completion of the series in which they have enrolled are awarded the UNRWA Teaching Certificate, the equivalent of that granted to graduates from the regular two-year

course at the pre-service teacher training centres.

Already, cooperation between the UNRWA/Unesco Institute of Education and certain host governments has been close. The Jordanian Government plans to begin in-service teacher training for its teachers during the 1971-72 school year using a programme patterned after the UNRWA/Unesco system. The Institute of Education trained the 15 Jordanians who will conduct the programme.

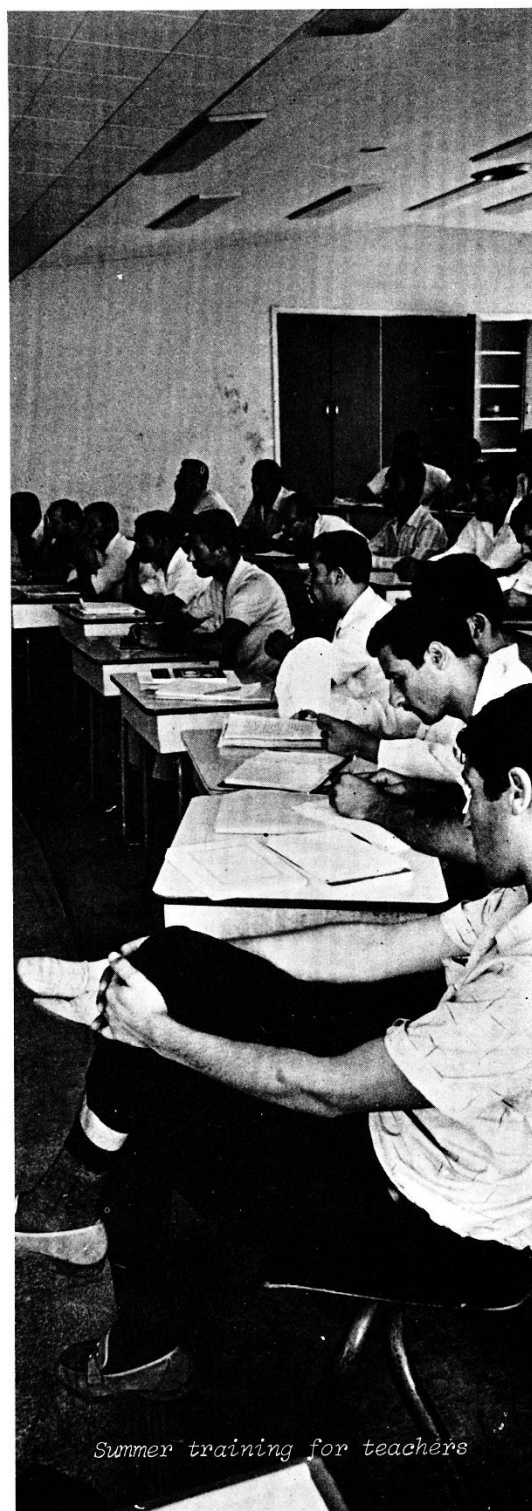
Phase Three: Specialised Courses

Phase three of the Institute of Education's operations, titled "Other Training Activities", began in 1969. As an experiment the Institute introduced a course in school administration for head teachers and a course on the global method of teaching Arabic to children in first grade.

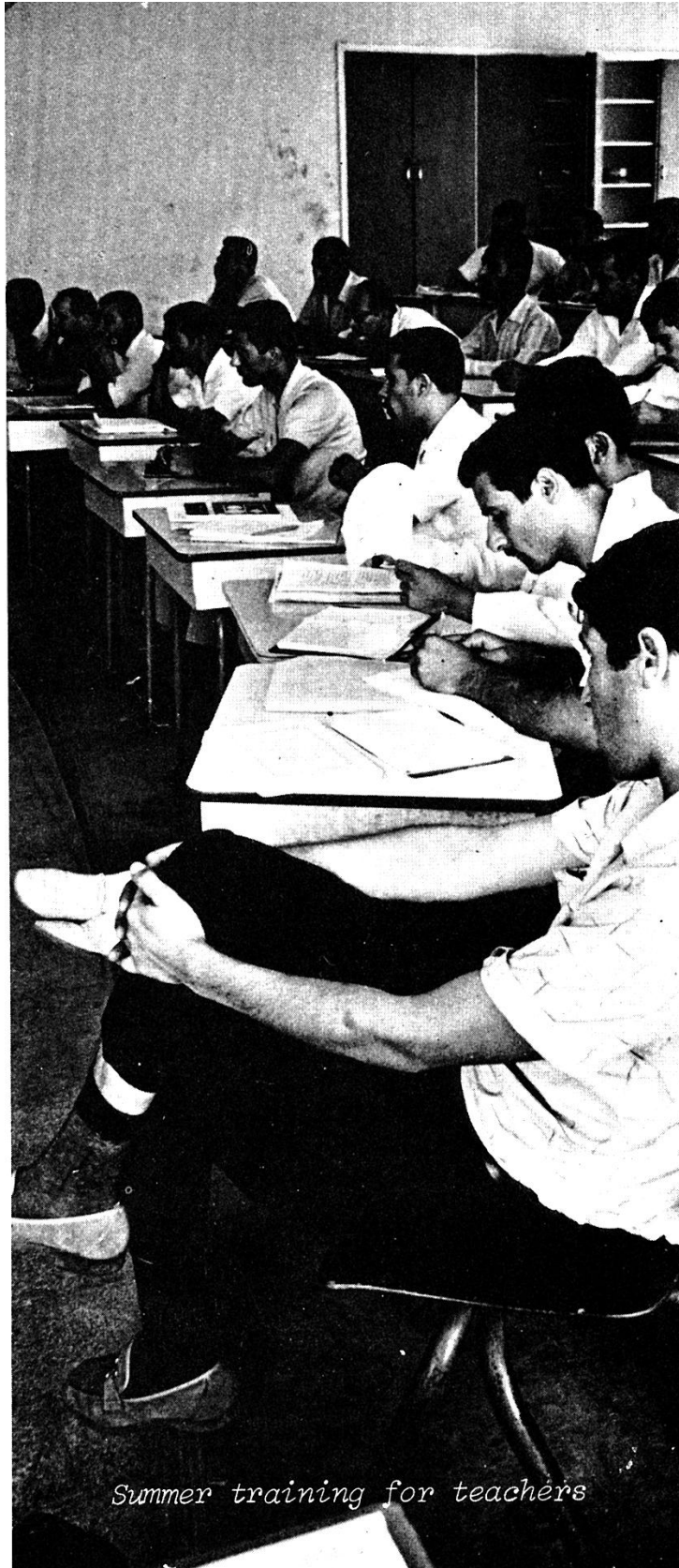
Phase three now includes short-term courses in arts and crafts and in language teaching methods and a course for teacher-training instructors. New courses to be offered in the coming year include a course for teachers of multigrade classes, a re-orientation course for first-grade teachers stressing new teaching concepts, and a course in testing and evaluation.

In addition to its teaching function, the Institute of Education plays an increasingly important role in improving the quality of education in the UNRWA/Unesco system by other means. It can investigate areas of weakness, suggest remedies and help to apply them. The rapid changes in education in the Middle East necessitate a continuous re-examination of the UNRWA/Unesco programme with a view to up-dating wherever necessary. A Unesco expert in educational research, planning and documentation has joined the Institute.

Children in school today will spend many years of their lives in the 21st century. Yet throughout the world many of them are taught according to 19th century education concepts and by teachers with a 19th century preparation. The UNRWA/Unesco Institute of Education seeks in its own sphere to overcome this educational deficit.

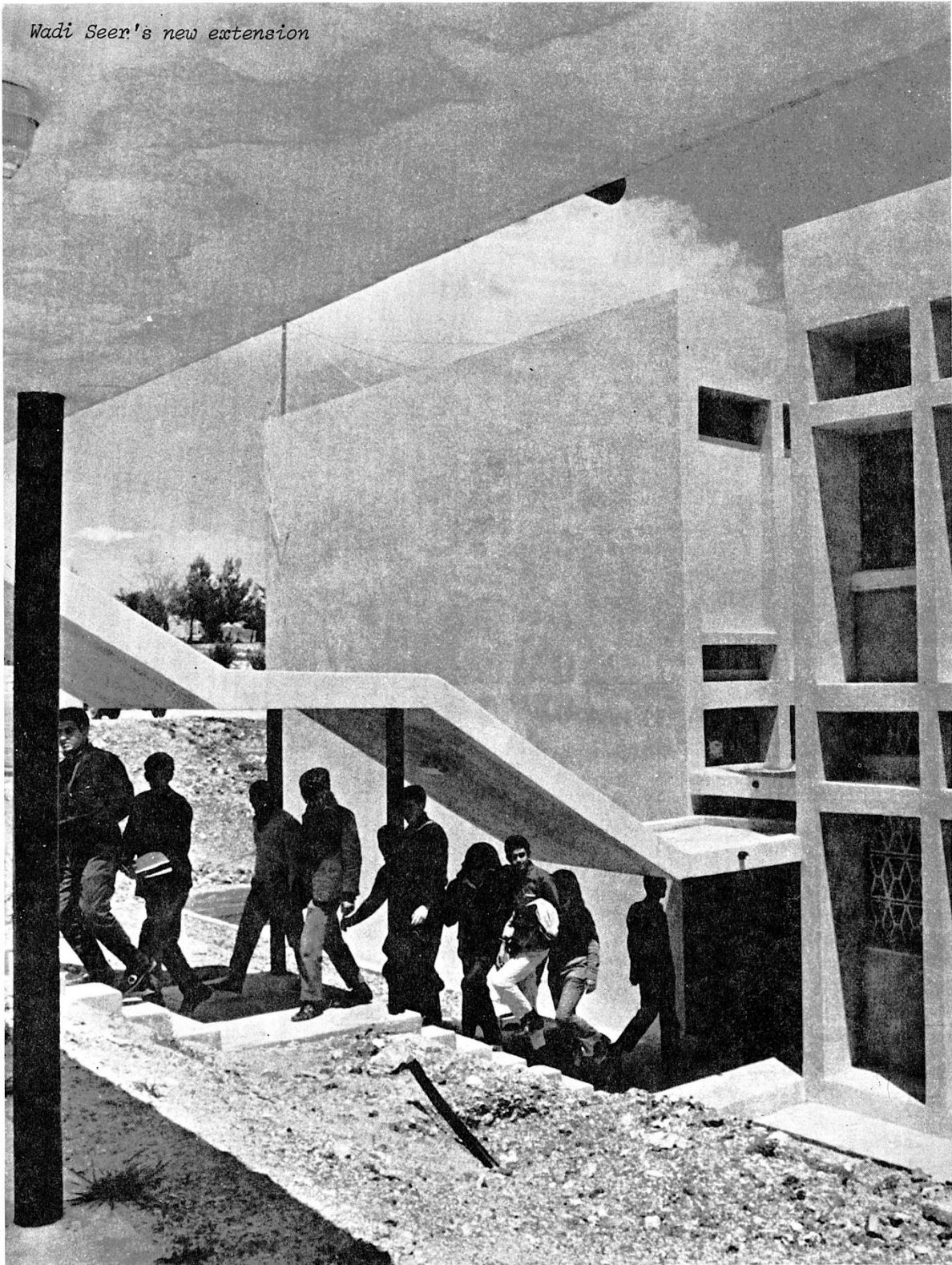


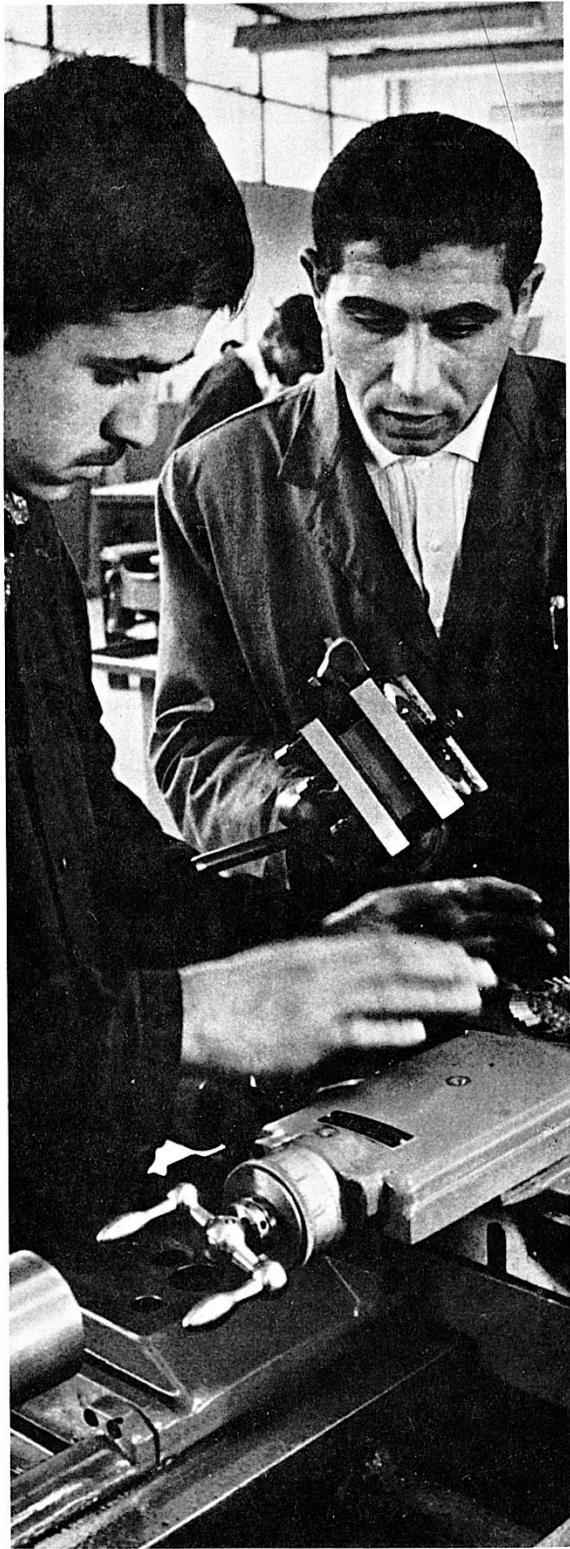
Summer training for teachers



Summer training for teachers

Wadi Seer's new extension





Wadi Seer Doubles in Size

The UNRWA/Unesco vocational training centre for Palestine refugees in Wadi Seer, near Amman in Jordan, had a new workshop and dormitory complex inaugurated in July which will double the centre's present training capacity to 800 young men by 1973. The \$1 million extension was paid for by the Federal Republic of Germany out of a special \$13.5 million fund for aid to Palestine refugees. The Federal German Government has also agreed to pay an additional \$2 million to cover the centre's running costs for four years, from 1970 to 1973.

The new buildings were inaugurated by the Jordanian Minister of Development and Reconstruction at a ceremony attended by other high Government officials, by the Federal German Ambassador in Jordan, senior UNRWA officials, including the Commissioner-General, and refugee representatives.

UNRWA's Commissioner-General, Sir John Rennie, said that it might seem surprising that UNRWA should be constructing new buildings and expanding its training programme at a time when the Agency was facing the most serious financial crisis in its history and when appeals were being made and efforts undertaken far and wide to avert threatened reductions in services to the Palestine refugees. The fact was, he said, that both the extension to Wadi Seer and the new Amman training centre (due to open in October) had been constructed with funds that were only available for capital expenditure.

The Federal German Government had first agreed to meet the additional running

costs resulting from the Wadi Seer extension until the end of the period for which the special contributions had been authorized. They had then gone much further and agreed that the operating costs of the whole of the centre should be met from successive special contributions. (The 1971/72 running costs of the new Amman training centre will be met from a special contribution from the U.S. Government.)

The representative of the donor Government, H.E. Mr. Alois Schlegl, Ambassador of the Federal Republic of Germany to the Hashemite Kingdom of Jordan, spoke of his country's concern to repay the help Germany had received after World War II and of the concern of the German people to prepare Palestine refugees for a better life and equip them to contribute to development in the area.

The Jordanian Minister of Development and Reconstruction, H.E. Dr. Subhi Amr, reviewed the friendly cooperation existing between his country and the Federal Republic and asked the Ambassador to transmit to his Government Jordan's gratitude for their support of UNRWA's valuable work.

Wadi Seer centre, one of seven UNRWA vocational training centres, opened 10 years ago. Its original capacity of 200 was quickly doubled, in 1962, with funds from Kuwait, Morocco and the Australian World Refugee Year Committee. Fitter machinists, welders, mechanics, plasterers and other skilled artisans who graduated from the UNRWA centre contributed to the economic boom in Jordan in the 1960s, which benefited the whole refugee community as well as the families of the students.

The June 1967 hostilities wrecked the Jordanian economy. A new wave of displaced persons and refugees added to the burden. The refugees were cut off from UNRWA training centres in the occupied territories: teacher training students in east Jordan could no longer return to West Bank centres and had to be accommodated in Wadi Seer (men) and at a new temporary training centre for girls. At the same time demand for vocational training con-

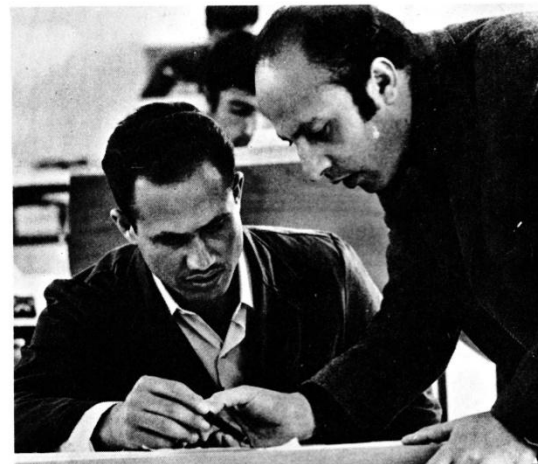
tinued to rise. The overcrowding produced many problems: recreational facilities, for instance, had to be sacrificed.

With the new extension, training at Wadi Seer will be modernized. The new work areas are grouped in a large factory-floor workshop where several courses can be taught simultaneously. Instead of taking all their training with a single instructor, the boys will move from machine to machine, getting expert instruction from a series of specialists.

The new machines, the most modern yet provided for an UNRWA centre, will enable students to gain experience on larger, more difficult projects.

Although dormitories are still spartan, central heating has been installed in the workshops because Wadi Seer is located on an exposed hilltop where snow falls in winter.

New courses have been added, including two which are unique in UNRWA's vocational training programme -- for precision mechanics and office machine repair. Their appearance in the curriculum reflects the continuing development of light industry in Jordan and the other Arab countries. Eventually, it is hoped that these two



"Today's instructors are men who have received a systematic training in modern methods, a broad grounding in their trade and industrial experience."

courses will lead to advanced training in tool and die making and office machine repair.

An encouraging identification with the Centre was seen this year among the students during the construction of the new facilities. Again and again, to avoid delays and extra cost for last-minute adjustments, the boys have pitched in to help, either as a practical exercise or in their own time. When there were delays in getting an extra mainline connection, trainees in the electricians course tapped the existing system under the supervision of their instructor, to bring power into the new shops. As heavy machines arrived, the boys installed them themselves. Cupboards and lockers, retaining walls and light fixtures were made and installed by the trainees, with considerable saving of time and money.

Another encouraging sign is the comparative ease with which UNRWA has been able to staff the new instructors' posts. A decade ago when UNRWA first committed itself to a large-scale vocational training programme, artisans were seldom teachers, having picked up their trade as apprentices under old-fashioned journeymen. Today's instructors are men who have received a systematic training in modern methods, a broad grounding in their trade and industrial experience.

Several instructors at Wadi Seer, themselves graduates of UNRWA centres, had a year of on-the-job experience in Europe and then returned to work in industry in the Arab world before joining the vocational training instructors' course at the Agency's centre in Sibliin, Lebanon. They are a new breed in the Middle East and their students get the benefit.

By 1975, the total training capacity for Palestine refugees will have risen by nearly 50%, from the present 2,300 to 3,300. The number of graduates will have doubled, from 10,000 to 20,000. Industrial development, a base for the prosperity which is needed for any secure peace in the Middle East, will have advanced still further. The expanded training centre at Wadi Seer promises a modest but solid contribution to a better future.

Unesco Organizes Examinations in Occupied Gaza Strip

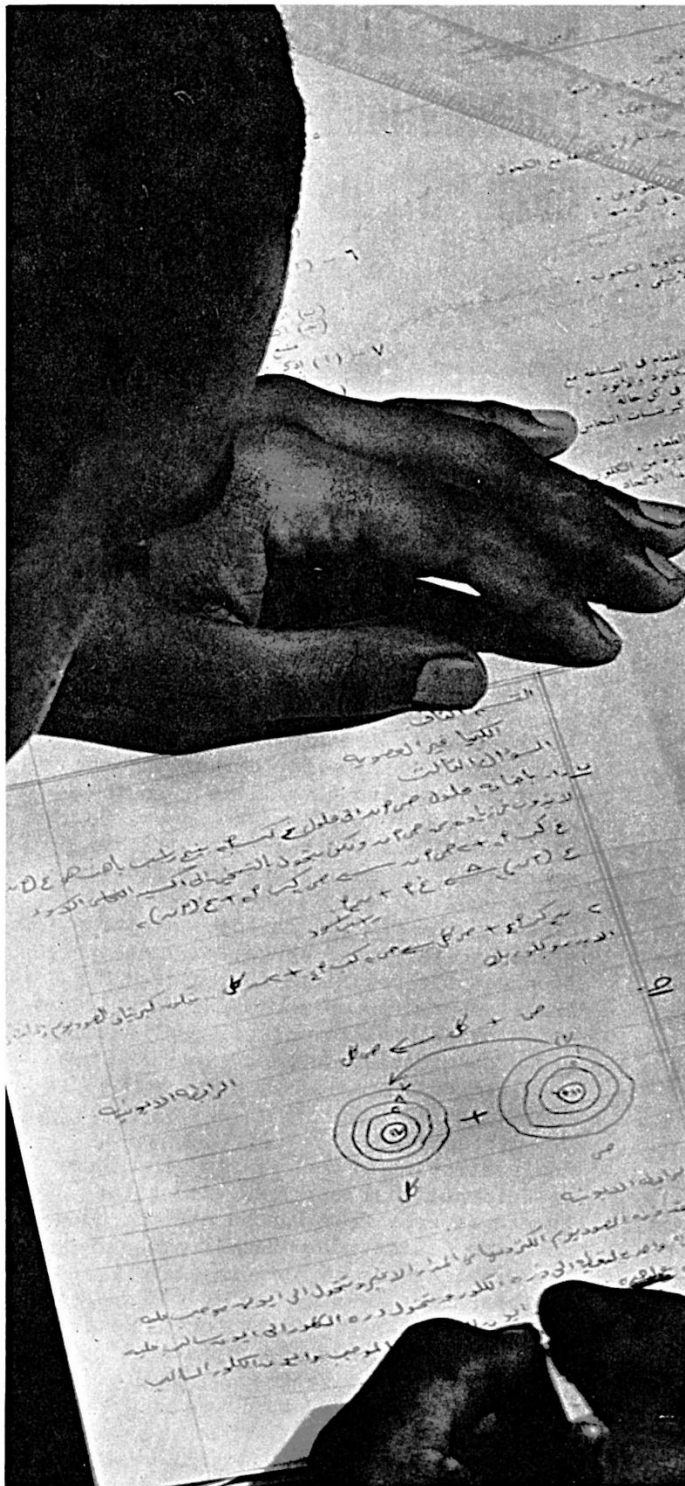
On one of the Gaza Strip's usual sweltering mornings this July, UNRWA and Unesco officials worked hurriedly in the large compound of the UNRWA Field Office. By noon several large boxes had been sealed and loaded on trucks for the trip to Lydda Airport, near Tel Aviv, Israel. The next day the boxes, accompanied by two Unesco officials, were in Nicosia, Cyprus, and on the following day in Cairo, the United Arab Republic. There they were officially handed over to UAR Government education authorities.

In those boxes rode the hopes of 7,000 young Arabs - hopes for career opportunities and constructive lives. In the boxes were 2.6 tons of answer papers to the Egyptian tawjihi, a high school leaving and university entrance examination.

"Holding the tawjihi in the Gaza Strip is a unique example of educational co-operation despite political obstacles," R.H. Ardill, Director of the UNRWA/Unesco education programme, commented. Mr. Ardill, a Unesco official seconded to UNRWA, was co-director of the 17-25 July tawjihi examination.

Administration of the tawjihi is clearly an international venture. Among the 35 Unesco experts from Europe and the Middle East who journeyed to Gaza to supervise the examination, 15 nationalities were represented. Testing lasted six days for the arts stream and eight for the science, and included such subjects as Arabic, a foreign language, geography, philosophy, mechanics, algebra, physics and history.

The other co-director was William Conton of Sierra Leone, Chief of the Division of



Equality of Access to Education in the Department for Advancement of Education, Unesco, Paris. According to Mr. Conton, equality of access to education means extending the right of education to under-privileged groups - in this case to refugees and other Palestinian inhabitants of the occupied Gaza Strip, as well as a small number of Egyptians in the town of El-Arish, in Sinai.

The Gaza Strip is a narrow slice of land 25 miles long by 5 miles wide, surrounded on the north and east by Israel, on the south by the occupied Sinai Peninsula and on the west by the blue Mediterranean. At first sight its physical endowment - fine sandy beaches, luxuriant citrus groves and a Mediterranean climate - would seem to make it a vacationer's paradise, but its political situation and the fact that it is one of the most over-populated areas in the world make life harsh for most of its 400,000 inhabitants.

Nearly three-quarters of these inhabitants are UNRWA-registered refugees who fled to the area in 1948 and their children. In the 1967 fighting, Israel occupied the Gaza Strip. Largely isolated from the rest of the Arab world, Strip residents live under military occupation in an atmosphere of constant tension and frequent violence.

Disturbances during the examinations were fortunately few. A home-made bomb was tossed into a school in Gaza Town where one examination was in progress and 12 staff and students were slightly wounded. Gaza Town remained tense and an encounter between Israeli security forces and Arab fedayeen one night left five Arabs dead in another school building.

In Arab countries the tawjihi is a government examination given at the end of secondary school. It is both a high school diploma and a key to entrance to higher education. Before

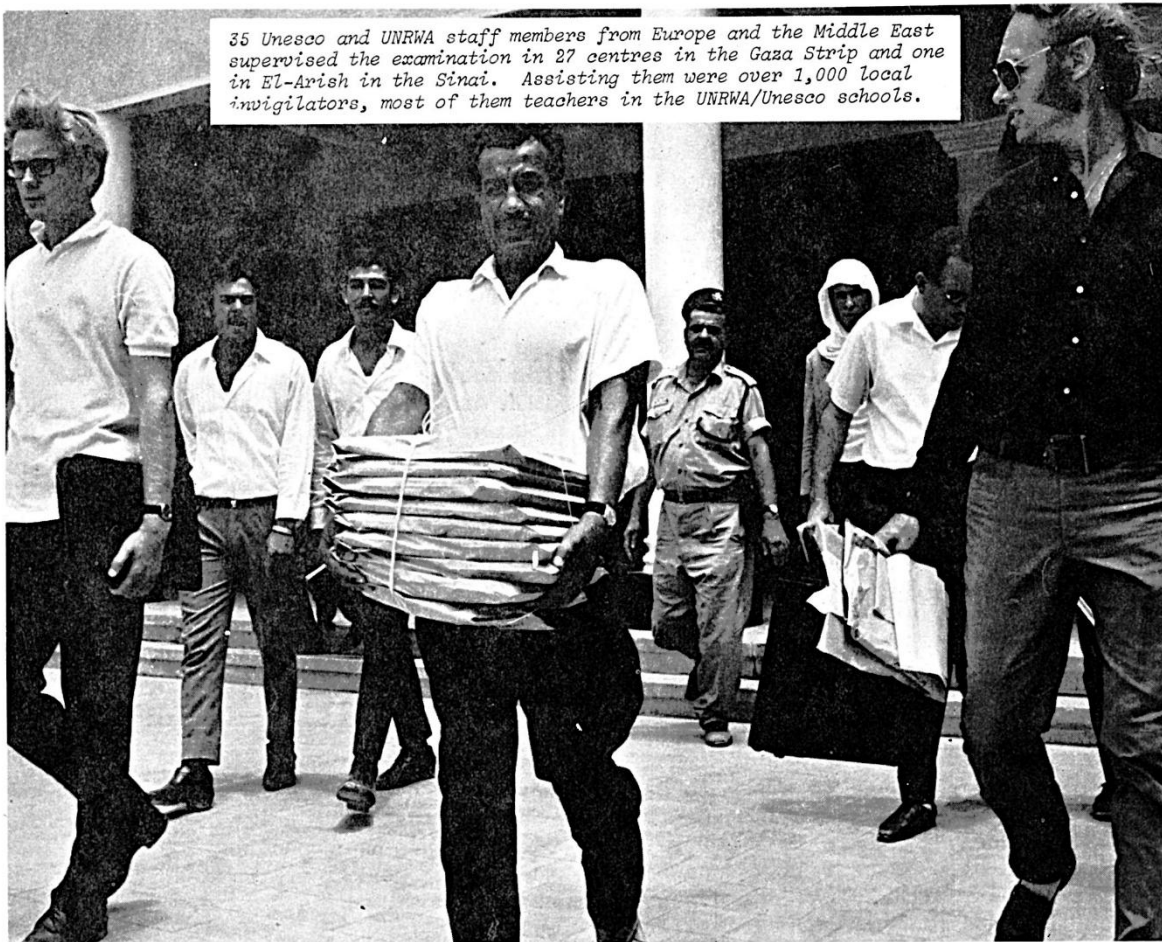
1967 the tawjihi was held in Gaza by the Egyptian authorities, who administered the Strip from 1948 to 1967.

After the June 1967 hostilities an attempt was made by the Gaza Department of Education and Culture, with the agreement of the Government of Israel, to operate its own tawjihi examinations. However, they could not be recognized as valid for entrance to Arab universities and the educational and economic future of the Gaza Strip's brightest students was placed in doubt. (The situation was much less complex in the occupied West Bank where a local education committee keeps some contact with Amman. The secondary school leaving examinations are conducted by West Bank educators and recognized by the Government of Jordan.)

In Gaza, Unesco came to the rescue.

Mr. René Maheu, Director-General of Unesco, negotiated with the UAR and the Israeli Governments, proposing that the Egyptian tawjihi be held under Unesco auspices. He arranged for test papers to be brought from Cairo and returned under Unesco seal, guaranteed independent supervision of the examination to meet the UAR's standards and was able to guarantee also that no question in the papers would conflict with the ideals of Unesco, of which both the UAR and Israel are members.

On this basis, the Egyptian tawjihi was held in the Gaza Strip, in 1969 - for the first time since 1966. In 1969 and 1970, a total of 16,000 candidates sat for the examination. Each time the answer papers were returned to Cairo and a few months later a Unesco official returned to Gaza with diplomas for the approximately 60 percent who passed the examination.



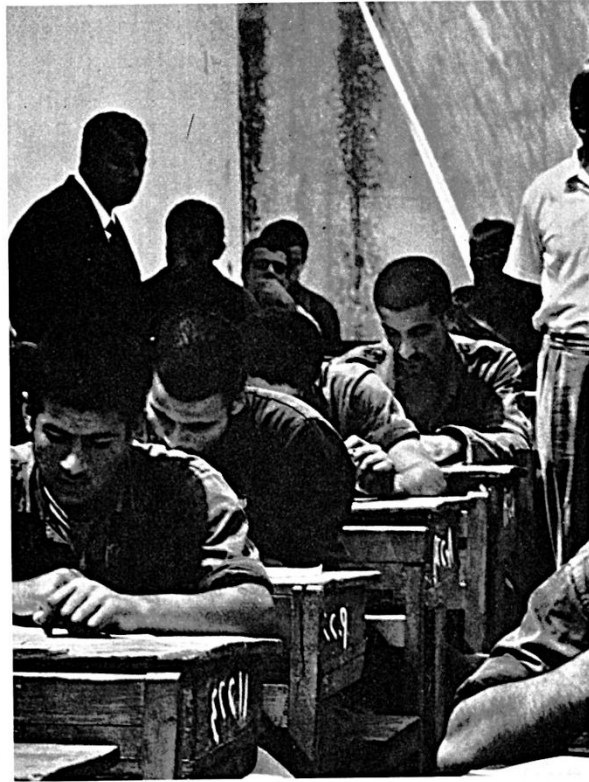
Another practical problem remained, however. How were those students who had secured university places to travel to Cairo to begin their studies? The International Committee of the Red Cross was called upon and in the fall of 1969 worked out travel arrangements over the Suez Canal. Students were taken in Israeli trucks to the Canal, ferried across and picked up by Egyptian vehicles for the remainder of the trip. (The 1,000 students awarded UAR scholarships in 1970 did not cross the Canal that year because announcement of examination results was unavoidably delayed until after the fall semester had begun.)

A Last Service

The majority of the young people who sit for the tawjihi in Gaza each year have spent nine years of the 12 they have been in school in the UNRWA/Unesco educational system. Mr. Maheu describes the UNRWA/Unesco programme as "the most ambitious educational undertaking under international administration." This undertaking now extends to the arrangements for holding the tawjihi examination regularly in the Gaza Strip. For many young refugees, the chance of taking the tawjihi is the last service they will need from the international community.

The candidates this year were competing for the 1,000 university places, accompanied by scholarships, generously offered by the UAR to Palestinians from the Gaza Strip. They also sat because holders of the tawjihi, whether in the arts or sciences sections, have more hope of finding work and, for instance, are eligible for admission to technician level courses at UNRWA/Unesco vocational training centres and to teacher training centres.

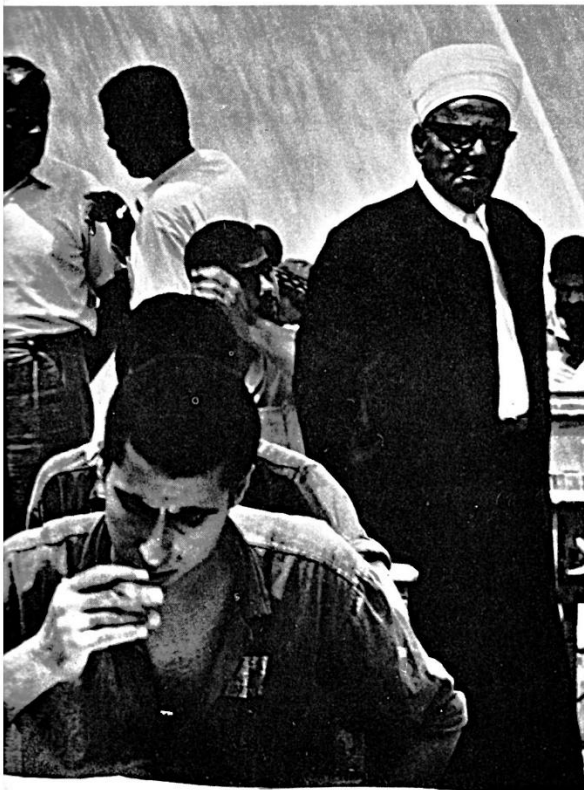
A sixteen-year-old taking the examination at the UNRWA school in Gaza Town's old Turkish citadel (where Napoleon slept on his way from Cairo to Acre), smiled confidently when asked why she was taking the examination. "I want to study to be a journalist. My friend," indicating the girl next to her, "wants to be a lawyer. We will return here or we will go anywhere there are Arabs." Thirty percent of those who took the tawjihi this year are girls.



Hope through Education

The most unusual examination centre in 1971 was the Gaza Municipal Prison. Here 150 candidates, most of them charged with or convicted of membership in or activities with Arab resistance groups, were allowed to sit for the tawjihi. Some had taken the examination before but, because the UAR tawjihi is valid for university entrance for only one year, with infinite hope they were sitting for the examinations once more.

This summer on 15 August, convoys will again start to transport students from Gaza across the Sinai to the Canal. Four or five convoys will be needed for those accepted last year but unable to go. Unesco hopes that another 1,000 will be admitted to UAR universities from among this year's candidates and that they, too, will be allowed to cross the Canal.



*Supervising the examination
at the Gaza Prison*

But welcome as these scholarships are, many other young people in the Strip who are qualified for university training have no way to obtain it. University places are scarce but, even if a place can be found, few Gaza parents earn enough to send a child to university. Unesco's Director-General Maheu recently appealed to the other Arab States "to admit on a partial or full scholarship basis a substantial number of students from the Gaza Strip in institutions of higher learning in your country..."

"Perhaps," said a young man who had been accepted last year for medical school in Cairo and is now in the Gaza prison, "peace will come soon - and we will all be free. So we take the tawjihi."

Health Education - an Undramatic but Positive Approach

Ignorance and prejudice combined with poverty are the greatest causes of sickness in underdeveloped communities. A large proportion of the diseases in Palestine refugee communities - undernutrition and diarrhoea of infants, intestinal parasites, eye and skin infections - are in some measure due to inadequacy of personal and domestic hygiene and lack of knowledge about infant and child nutrition. To combat these and other problems, health education has since 1953 become an integral part of UNRWA's health services. In May 1971 there were 19 health education workers (HEW) working in the refugee communities in Lebanon, Syria, Gaza, east Jordan and the West Bank.

The work of the HEW is not dramatic. Persuading a mother not to put traditional remedies in the eye of a child with measles or convincing an old man's relatives that a hot iron bar applied to the skin does not cure rheumatism is the least of it. Generally, the HEW focuses his persuasive efforts on more positive goals - convincing housewives to cover the garbage or arousing community spirit for an anti-fly campaign. Results are seldom immediately obvious. Yet if a few housewives can be persuaded to adopt new habits, the health standard of the entire community will gradually improve.

The Agency's first training course for health education workers was held during 1953-55, when a World Health Organization specialist began training 10 HEW's in one-year courses. Since then, other HEWs have been trained in three-month in-service "crash" courses oriented towards the specific health problems of the refugee community.

The objectives of UNRWA's Health education give an idea of the task involved:

- 1) *Motivate the public to adopt health habits.*
- 2) *Obtain the active participation of the public in promoting health and improving environment.*
- 3) *Create public awareness of health needs and problems and a willingness to participate in activities aimed at meeting them.*
- 4) *Increase public awareness of available health services and how to use them.*



Health education makes sense only if it is geared to actual living conditions. Major community health needs - for example those for sanitation, nutrition, immunization - are common to all the refugee camps, even though emergency situations may arise locally and require special campaigns. HEWs are therefore assigned on an area basis, allowing financial savings, uniformity in approach and standardization of materials.

This "area approach" obliges each HEW to rely heavily on the efforts of other UNRWA personnel and on committees of refugees to help run health drives, etc. Physicians, public health nurses, clinical nurses, midwives, sanitation staff, food-handling personnel, social service and community development workers and school-teachers all have a part in the operation of the health education programme.

Camp elders and other influential persons are invaluable in drawing attention to problems and getting response. Mosque preachers have used the Koran to combat the fatalistic idea that sickness and death "are sent by God" and are thus inevitable.

For services to the 650,000 refugees whom the health education programme reaches in camps, and an equally large number living outside camps, the 1971 budget is only \$57,670.

Abdul-Al is one of the 19 HEWs. He has been with the Agency since 1959 and is now UNRWA's senior health education worker in Lebanon. Over the past 10 years he has seen a distinct improvement in health practices in the camps and reports a positive response to health education programmes among school children and young adults and especially among mothers.

"Link the subject to her child, and she will listen", he says, remarking that he might remind a toddler's mother to keep her floors cleaner or urge an expectant mother to eat a more balanced diet for the sake of her child. During the last few years, health education has been in part responsible for increased attendance of young mothers at ante-natal clinics and infant clinics, as well as growing receptivity to advice on child care, home and food hygiene and general cleanliness.

The Health Education programme combines simple methods of "getting over the message" into a complex total approach. A yearly health theme (for 1971 "The Pre-School Child") concentrates on one topic each month (March - mental development; April - nutrition; May - health supervision, etc.). Monthly "health promotion days" provide the finale.

Colourful visual aids are used to promote the monthly theme. Thousands of wall posters, pamphlets, leaflets, flannelgraphs,

calendars (with illustrated monthly themes) and health slogans are prepared by UNRWA's Audio-Visual Division in Beirut.

The posters convey ideas on subjects of topical interest (such as a World Health Day theme) or continuing long-term interest - attending the infant health clinic, immunization, balanced diet. Such slogans as "Fight flies and you fight disease" and "Drink milk daily" deal concisely with specific aspects of the subjects. Modern methods of hygiene are sometimes presented in combination with acceptable traditional ones: whether you clean your teeth with a brush or with a cloth and salt makes little difference, as long as you clean them. The pamphlets and longer leaflets provide information on problems such as tuberculosis and gastro-intestinal infections.

Since health education is auxiliary to the total UNRWA health programme, it is difficult to pinpoint specific results - such as drops in a particular disease or improved camp sanitation measures - and attribute them to health education. Nonetheless, the contribution of health education is discernable in a number of areas. For example, a drop in the number of refugees under treatment for tuberculosis in the Gaza Strip from 1,212 in 1964 to 523 in 1970 is attributed in part to health education.

And while changes in mental outlook are difficult to determine, the health education programme has certainly helped overcome the refugees' reluctance to accept immunizations - a condition still evident in the camps in the early 1960's. During the cholera immunization campaigns of this summer and last, the problem has been to control the masses seeking immunization.

The most difficult problem facing the health education programme, says Abdul-Al, is the attitude that UNRWA, rather than the individual, is responsible for health in a refugee community. Health education helps integrate all UNRWA's health activities and performs service to both the Agency and the refugees by seeking to change attitudes.

Supplementary Feeding Keeps Malnutrition at Bay

The poor environmental conditions in the camps and the inadequacy of UNRWA rations to provide a nutritionally-balanced diet keep the threat of malnutrition on a wide scale constantly before the UNRWA Health Department.

Famine oedema, the swelling of the extremities due to accumulation of fluids, which was observed on a limited level following the 1948 exodus, is no longer evident. However, one does find a high incidence of mild protein deficiency, especially among children. The average Middle Eastern diet relies heavily on cereals, seasonal vegetables and sugar, while animal protein may be reduced to a daily intake of as low as 15 grams, as compared with 60 grams in countries such as Holland and the United States.

Anaemia and vitamin deficiencies (e.g. of Riboflavin, A, C and D) are specific examples of diet-induced malnutrition found among Palestine refugees. Not infrequently Middle Easterners -- including the refugees -- have "night blindness" or in extreme cases, xerophthalmia associated with vitamin A deficiency and protein-calorie malnutrition.

Diseases Produce Malnutrition

Infants and children are the group most likely to be hit by malnutrition. According to the World Health Organization (WHO), every third child in the Middle East dies before the age of five, due to poor nutrition in early childhood. 1/

*A victim of gastro-enteritis,
the largest infant killer
in the Middle East*



In Jordan and the United Arab Republic, diarrhoeal disease causes over 50% of deaths in children under four. Infants are particularly vulnerable to diarrhoea-induced malnutrition because they lose immunity as they are weaned (between six months and two years), and as they learn to crawl and walk they begin putting soiled objects into their mouths.

UNRWA programmes of prevention and cure have helped lower the death rate from diarrhoeal disease among the refugees but the refugees' living conditions make them constantly vulnerable to intestinal disorders. Gastro-enteritis, the number one infant-killer in the Middle East, often leads to dehydration and to malnutrition - if not death. During the long summers, dehydration and malnutrition are normally the most severe medical problems faced by UNRWA staff. Some 32% (593) of all reported deaths of refugee children age six and younger during 1970 were due to diarrhoeal disease.

An UNRWA innovation in the Middle East has been the establishment of 22 rehydration/nutrition centres, with 243 cots, for infants. Simple cases of dehydration/malnutrition are treated by anti-diarrhoeal drugs, fluid loss replacement and a special high-protein/high-calorie diet. Moderate cases are treated in the rehydration/nutrition centres where care can be given daily. Severe cases require hospitalization.

Rations Not Enough

The basic daily ration provides 1,500 calories and 42 grams of vegetable protein during the seven summer months and 1,600 calories and 44 grams of vegetable protein during the winter months against an average adult daily requirement of 2,500 calories. (The current financial crisis has obliged the Agency to substitute an additional flour allotment for pulses in the ration, thereby lowering the protein component.)

The refugees must therefore supplement their diet in any way they can -- by raising their own vegetables, barter or employment when available. To the 10 kilograms of flour, 600 grams of sugar, 500

grams of rice and 375 grams of oil or fats which those on basic rations (i.e. 60% of the refugee population) receive every month, most refugees manage to add eggs, vegetables, fruit and a little meat.

For some 250,000 refugees, however, the Agency supplements the basic ration by other feeding and by milk distribution programmes, which are vital safeguards for the health of those who because of special difficulties or circumstances require additional assistance. These programmes include milk for infants, children and pregnant and nursing women, CSM (corn, soya and milk powder mixture) for certain children, a special high-protein diet for infants and children suffering from gastro-enteritis and malnutrition (post-diarrhoea menu), daily vitamin A and D capsules for children, extra dry-rations for expectant mothers from the fifth month of pregnancy to a year after delivery, a monthly supplement for tuberculosis outpatients -- and the large, daily hot meal programme.

The hot meal programme, now endangered by UNRWA's precarious financial situation, is provided through the Agency's supplementary feeding centres six days a week. These nutritionally balanced meals provide about 250-700 calories and 15-30 grams of protein per meal according to the age of the individual. Those eligible are all children up to six, children 6-15 on medical recommendation and sick adults.

In the UNRWA-constructed supplementary feeding centres, the children eat in sanitary conditions under supervision to ensure that the hot meals go to the persons for whom they are intended.

After the 1967 hostilities, an emergency supplementary feeding programme was introduced to assist the refugees directly affected by the conflict and its aftermath. Still in effect despite financial worries, this programme includes a daily issue of reconstituted whole/skim milk for infants of four to six months in displaced families of east Jordan and Syria and a daily skim milk ration and admittance to the hot meal programme of displaced refugee children age 6-15 in east Jordan and Syria

and of children in the same age group in Gaza. In addition, one 12-ounce tin of meat and 500 grams of CSM are issued to displaced refugees in Syria and those in emergency camps in east Jordan and to pregnant women and nursing mothers and tuberculous outpatients in Gaza and east Jordan.

UNRWA's Comprehensive Approach

According to Dr. A. Jabra, who heads UNRWA's nutrition and supplementary feeding division, the long-range effects of chronic mild protein/calorie malnutrition include the diminution of every body value: weight, height, health and mental ability are stunted.

While severe malnutrition is evidenced by hair loss and sores on the skin and eyes, the first index is weight loss. Infant Health centres tabulate data periodically on the numbers and proportions of underweight infants under two years old. In 1970, 13% of the 26,000 children aged 0-1 attending UNRWA clinics were underweight. Among children 1-2, the total was 19% with some degrees of malnutrition.

Limited data are available on refugee children aged 2-3, but figures from east Jordan, where a sample revealed underweight in over 30 percent of that age group, may be indicative. Data from all Fields show a continual gradual improvement or no change in percentages of underweight children except in Gaza, where prevalence of undernutrition among children 1-2 increased in 1970 from 16.4% to 25%.

It is difficult to single out malnutrition as a cause of death because malnutrition is a conditioner for many other diseases, but of 659 deaths in hospital of children aged 0-5 years in 1970, 6.1% were primarily due to nutritional deficiency and nutritional deficits were associated with 6.7% of the other deaths.

The UNRWA health department checks regularly on growth and weight of all school-children, selecting undernourished children for supplementary feeding in addition

to the school milk programme. In the scholastic year 1970-71, a study of first year pupils revealed undernutrition in 4.6% and anaemia in 3.1%. Riboflavin deficiency was found in 9% of the same group in Lebanon and 4.5% in Gaza. A programme of iodide prophylaxis was begun in 1970 after a study revealed simple goitre in 8.6% of school children in the Damascus Area and 15.7% of the preparatory school girls.

Importance Of Health Education

According to Dr. Jabra, some causes of malnutrition are more socio-economic than environmental. For example, some mothers further protein deficiency by treating their post-diarrhoeal children with a diet of rice water. Often newborn infants become victims of malnutrition because of a young mother's ignorance of feeding methods. In Syria and the West Bank, UNRWA studies of cultural and economic factors in the malnutrition of infants are in process. UNRWA's health education programme plays an important role in childcare education.

UNRWA's efforts have helped lower the incidence of malnutrition in the area since 1950, according to a survey of nutritional conditions made in Lebanon and Jordan in 1962 and 1963 by the Interdepartmental Committee on Nutrition for National Defence (ICNND) and a maternal and child health/nutrition survey conducted by WHO in 1968.

As in other health areas, UNRWA favours prevention and education over cure. According to the World Health Organization, "the ultimate aim is to teach people, through nutritional education, to feed themselves adequately by giving them enough of the right kind of food."

1/ *MEN AND MEDICINE IN THE MIDDLE EAST.*
Published by the WHO Regional Office
for the Eastern Mediterranean, 1969,
p. 144.

Self-Help on the West Bank

Kalandia refugee camp, north of Jerusalem, looks very much like a village. The more than 3,000 refugees of 1948 who live in Kalandia, have, as part of a self-help project, donated much time and effort toward improving their community. The residents of Kalandia have contributed unpaid labour to construct wind shelters at the schools where children can wait before class, to improve the school playgrounds, establish a school canteen and recondition a domestic science room, and to provide structural improvements to the supplementary feeding centre, the sewing centre and a water point.

Much of the unskilled work has been done by school children. In the yard of the Kalandia Boys' School, the rocky soil carefully landscaped and replete with summer flowers, a small boy cheerfully points out a waist-high pine tree with his name on it. This is his reward for hours of carrying stones and helping mix mortar.

The West Bank self-help project, for which there are no budgeted UNRWA funds, was started in Jericho in 1960 by Antranig Bakarjian, now Jerusalem Area Officer, in order to save UNRWA's funds while at the same time providing community rehabilitation or useful occupation and self-respect for the refugees. Before the Jericho refugee camps were left virtually empty in 1967, such camps as Aqabat Jaber (population 29,000) were showplaces of cooperative effort on road building, school improvements and landscaping.

"At first for every 10 ideas I gave, one was acted on. Now for five ideas I give,

the refugees give five", Mr. Bakarjian says of the self-help programme. After 1967 the programme caught on in other areas of the West Bank. Area officers were told that for projects to build or improve facilities, where possible 50-70% of the cost would be provided from the Field Director's Reserve fund. The balance would be provided by voluntary labour and contributions.

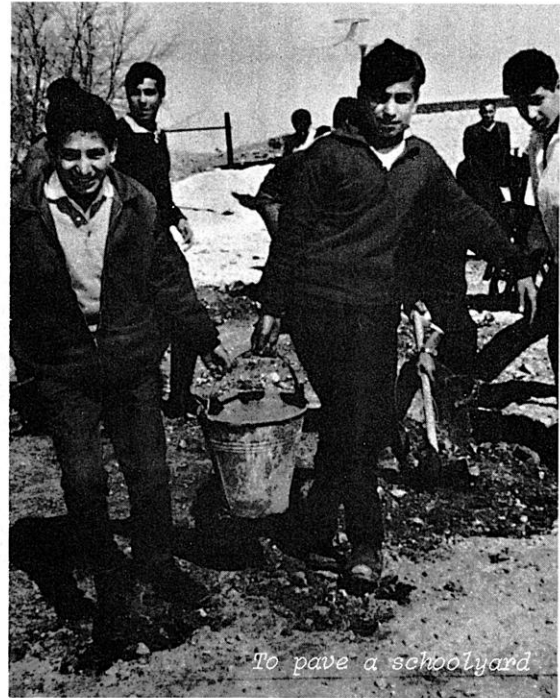
The total value of self-help projects completed between 1967 and 30 June 1971 is \$43,890, while the cost to the Agency has been only \$23,628. Major projects have included asphaltting a road to the boys' school at Deir Ammar Camp, building and improving the ration distribution centre yard at Kalandia Camp.

Alan Graham, Director of UNRWA Operations, West Bank, says: "For too long there has been an attitude on the part of many refugees that the Agency is here to provide everything required. It is good to see signs of attempts on the part of refugees to help themselves on the way to self-determination."

In the Jerusalem Area refugee communities, a value of approximately \$6,300 can be assigned to 44 self-help projects, some large, some small, completed since 1967 for which no funds at all were allocated by UNRWA.

Although material costs and skilled labour - an electrician, a plumber, a mason - are sometimes paid for under the self-help programme, unskilled labour never is. No self-help project is undertaken unless the residents of the community feel a need for the project, which must also have an aesthetic or educational value.

Camp improvement, especially tree planting, was opposed by the refugees when community rehabilitation efforts were first begun. The refugees hesitated to do anything which might be construed to mean that they were settling down in the areas to which they had fled. However, using the slogan, "This is part of Palestine, we will improve it", the refugees have been encouraged in planting tens of thousands of trees, in addition to other pro-



jects. At Deir Ammar Camp, located rather remotely in the rolling hills of the West Bank, is one of the six nurseries started to provide trees for landscaping.

Deir Ammar is of particular interest as the site of a summer camp for West Bank boys. During their stay, each group of boys is assigned a project to improve the school area in which the summer camp is held. The pride which has come from improvement of pathways and playing fields and construction of a small swimming pool is carried by the boys back to their own communities.

Perhaps the most important result of the West Bank self-help projects has been the sense of pride and belongings which they generate. There is less incidental damage and more concern with upkeep of UNRWA structures when refugees themselves have had a hand in improving them. And the programme does save money: when UNRWA headquarters estimated that it would take \$7,000 to finance needed improvements at the Jalazone supplementary feeding centre, the refugees asked that the materials be provided and did the job themselves for only \$1,000.



To pave a schoolyard

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