EDUCATION FOR PALESTINIAN REFUGEES
IN LEBAHON

A Thesis
Presented to the Faculty of the Beirut College for Women
in Partial Fulfilment of the Requirement
for the
Degree of Bachelor of Arts

By
SQUAD HUSEIN SAHINNINI

June, 1960
BIOGRAPHICAL SKETCH

The writer was born in Haifa, Palestine, where she received her elementary education in Haifa Government School for Girls. In 1948, she came with her family to Lebanon and continued her secondary education. She was then granted an UNRWA scholarship to pursue a teacher training course at the British Lebanese Training College, then, the British Syrian Training College.

The writer first taught in "Beirut High Institute" and then in the UNRWA schools in Beirut, 1953-1959. Meanwhile she joined the Beirut College for Women as an irregular student, graduated with an A.A. in September, 1958.

Following that a Bachelor of Arts program was undertaken with a major in Education. Work was discontinued in the fall of 1959 in order to study full time.
ACKNOWLEDGEMENT

The writer wishes to express her deep gratitude to Dr. Alya Halawi for her wise guidance and help. She also wishes to thank Mrs. Ward, Head of Education Department for her help and encouragement.

Thanks are also due to Dr. Van Biffelen, Mr. Fouad Farah and all employees in UNRWA HQ. and Lebanon Office Education Division for the indispensable help and cooperation.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II</td>
<td>REVIEW OF THE LITERATURE</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>A. Historical background of Refugee Problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Development of the Educational System</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Facilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4) Vocational training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5) Observed conditions in present schools</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>PROCEDURE</td>
<td>43</td>
</tr>
<tr>
<td>IV</td>
<td>FINDINGS</td>
<td>47</td>
</tr>
<tr>
<td>V</td>
<td>SUMMARY, CONCLUSION &amp; IMPLICATIONS</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>APPENDICES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appendix A</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Appendix B</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>BIBLIOGRAPHY</td>
<td>66</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The present study is concerned with the Palestinian refugees' education in Lebanon and the extent to which this education is serving its purposes in preparing the young refugees for later life. It should be admitted that the people of the Near East, refugees being some of them, are becoming more and more aware of the advantages of education. The Near East people are realizing that education is helpful in meeting effectively the problems of life. Dewey described education as a "foster ing, a nurturing, a cultivating process". (1) Inherent in this description is an emphasis on environmental conditions which influence growth. The Palestinian refugees, at first, had no means to get an education which is considered internationally a right of every individual, and which is expected to yield valuable knowledge and experience that would help in future life.

It is obvious that neither the refugees' conditions for growth nor their social atmosphere are favorable for any kind of education. The unfavorable conditions of the refugees were caused by the 1948 disturbances in the Holy Land. During this time most of the Palestinian natives left their

homes and farms which were in the war areas. The Jewish terror obliged the majority of the Palestinians to leave their homes, in great numbers, to the neighbouring Arab countries. "War" and "Refugee" had very bad physical and psychological outcomes. In the physical sense, the Palestinians lost their land plus every other source of income. Psychologically, many families were broken; there was uncertainty and insecurity with regard to their future. The refugees had an unhappy and miserable life, which contributed to their mental unrest. Meanwhile, both national and international organizations attempted to meet the physical needs of the people. Food and shelter were provided; there were, however, no schools for refugees' children. These children were idly roaming the streets until individual teachers, themselves, refugees, sensed this problem, and took the initiative into their own hands. The teachers gathered the children and began teaching them in the open land with no facilities. Then followed the starting of new classes by the Red Cross. Education was begun on a limited and elementary level, but gradually progressed with the help of the United Nations Relief and Works Agency and the United Nations Social and Cultural Organization. The former organization emerged from the latter one. The personnel of the administrative offices and the teaching
staff increased in number. More premises were hired and school equipment became available. Inspite of these improvements the "system of education" is still inadequate. This system or "The plan of arranging refugees' education" is meant to manage about fifty schools in Lebanon. A number of 24,867 students are attending the different classes. (1) Classes run up to the sixth elementary in most of the schools and to the second secondary in few of them. The policy of the system is drawn in the UNRWA Headquarters by a UNESCO representative. A separate department is set to carry out and administer this system. The curriculum of the schools is based upon that of the host country. In Lebanon, the Lebanese curriculum is followed with the exception of the foreign language which is English in the UNRWA schools and French in the Lebanese schools. John Dewey had said that the child's intellect and physique should determine the kind of education he receives. (2) In order to apply the democratic view of John Dewey, a special type of education is needed for the Palestinian refugees for the same reasons Dewey mentions: intellect and physique.

Other factors which account for the need for this particular type of education are:

1. The instability of the refugees present life and the unpredictable future.

2. The inability of the present Agency to support high secondary or college education.

3. The inability of the present system to ensure for its graduates any chance of work because students are not prepared to do any kind of work and are not fit educationally for any office work. Thus vocational training in such a situation is very important.

Refugees have very little, if any, substantial support in order to prepare the student and direct him towards learning a way to earn a living. This should be the aim of education in all its stages in refugees schools. Agriculture and manual skills are all fields which these students could pursue. The present study is devoted to trace back the gradual development of the educational system in Lebanon. It points out what will be most worthy to include and care for in setting or reviewing the present curriculum, such as:

(a) adding courses which arouse interest in different vocations or professions in the higher elementary and first two secondary classes, and
(b) founding more vocational training centers and taking in more students to be trained.

These things are the main topics to be dealt with in this study, that is, the refugees education in Lebanon and its effectiveness in enabling the young refugees go into life, be responsible and independent.

The following chapters discuss in detail the different aspects of education. Chapter II deals more fully with the historical background of the refugee problem and the development of the educational system, how it started, its goals, facilities, and curriculum, the vocational trends, and some of the writer's observations in different schools of the Agency. It gives brief information about the education given to refugees in schools other than UNRWA schools. Chapter III describes the procedure used in the study. Chapter IV presents the results of this survey and the interpretations of the findings. In Chapter V there is a summary for the study and implications for education are discussed.
CHAPTER II

REVIEW OF THE LITERATURE

The present chapter attempts to discuss the following:

a) the historical background of the refugees problem, b) the development of the educational system in Lebanon, c) the present conditions in UNRWA schools as observed by the writer, d) Vocational trends in the curriculum, and e) Education given in schools other than UNRWA schools.

Historical Background:

One of the outcomes of the Palestine disturbances is the refugees problem. Politically speaking, this Palestine conflict had dangerous influences which affected and continues to effect the whole area of the Middle and Near East. The conflict started back in 1917. All before 1917, Palestine was completely an Arab country belonging to the Arabs who lived in it. In 1917 the population of Palestine was something like 650,000, 96 per cent of which are Arabs. The Palestinians had been in full passion of the country since the seventh century of the Christian era. (1) They even had an older title to the country for they have been the descendants of the original native population which had

inhabited the country far back in history. By the end of World War I, the Arab nationalists were disgusted by the long Turkish rule. They discussed with the Allies the future of the Arab countries. The Allies were England, France, the United States of America and other European countries; they were against Germany who was a central power at that time with Turkey as its ally. The Arab countries were parts of the Turkish-Ottoman empire. The Arabs negotiated mainly with England which has the most important member of the Allies. The Allies promised the Arab countries freedom should they (Allies) win the war. They won the war but failed to keep their promises.

Instead, Great Britain, who was the leading power made pledges against the Arabs. The pledges were made to the Zionists organization. Palestine, an Arab country, was promised to be made a Jewish National Home. The Jews were influential elements in Britain and in the United States of America. They held posts of financial importance in both countries. Accordingly Britain made all possible preparations for the execution of the promise. (1) In 1920, the Supreme Council of the Allied Powers agreed to put Palestine under the British Mandate with the understanding that the Balfour Declaration would be put into effect. During the Mandate

---

(1) Mousa Khouri, op. cit., p. 4.
period the civilian administration was held by a high commissioner ultimately responsible to the secretary of state for the colonies in Great Britain. The British rule was established in Palestine. (1) The Balfour Declaration which was pro-Jewish, ignored the Arab rights and had bad effects on the Arabs and on their faith and trust of the Western Countries, especially that of Britain.

The British administration was arranged in such a way as to:

1. Place the country under such political, administrative and economic conditions as will secure the establishment of a Jewish National Home.

2. Facilitate Jewish immigration to Palestine and encourage the settlement of the Jews on the land, including state and uncultivated lands not required for public purpose. The settlement was done in cooperation with the Jewish Agency. (2)

The results of this policy which was decided by the Balfour pledge was that:

1. Eventual troubles and bloodshed took place in 1930.
2. A six month strike and opposition took place in 1936.

(1) Mousa Khouri, _Palestine_, p.4.

(2) United Nations Special Committee on Palestine, pp.18-19.
Along with this strike, assassinations and destruction of life and property occurred in the different parts of the country. (1) These troubles and strikes led to the placing of the problem in an international level. From the beginning of the conflict and on, the British Government and later the American government continued to make it difficult for the Arabs to rule their own country, Palestine; instead they helped to pave the way for the Zionists' advance and their strength. The British Mandate gave the Jews lands and put economic pressure on the Arab villagers who, due to that pressure, were obliged sometimes to sell their lands. (2)

The British gave the Jews all possible and important monopolies and concessions as electricity and mining. The Jews were also helped in the political sphere. The United States of America first helped the Zionists financially and then supported them politically. The help was achieved mainly by American Zionists and the false propaganda of the International Jewish Organization. In 1944 a resolution was introduced into the houses of Senate and into the Congress of the United States of America calling for unlimited

---


Jewish immigration to Palestine and the establishment of a Jewish state. In 1946 the United States of America, due to the troubles in Palestine, formed with Britain a Committee to go to Palestine and investigate about the situation. (1) An Anglo-American report emerged out of the investigation. According to this report, Palestine was to be divided into areas: One for the Jews, a second for the Arabs and a third area was to be international. This international area constitutes mainly the Holy Places and the ports such as Haifa. The Anglo-American Committee said that the resolution taken was to satisfy the conflicting national aspirations of Arabs and Jews, and proposals were submitted to the United Nations. (2) The United Nations members were subjected to much pressure, especially by the delegates of the United States of America. The American delegates were in turn under the pressure of the American Zionists and, accordingly, wanted the partition plan to be accepted and passed in the United Nations Assembly. During the session of the U.N., the Pakistan and Uruguay delegates spoke frankly; they said that the partition plan was neither right nor practical; they declared that it will lead to war and instability in the whole area of the Middle East and not


(2) Ibid., pp.10-11.
only in Palestine alone. The Pakistan delegate said that the Arabs, people of the Near East, are greatly important for the peace of the World and Westerners will sooner or later need them for supporting the Western democratic ideas and regime. (1) This was not considered and the partition plan was passed in the United Nations after much of dishonest and questionable efforts. (2) The war followed soon after pressing the partition plan; in 1948. An armistice was then enforced; its lines were marked without consideration of the existing village boundaries, especially in the case of wheat fields. The people sometimes stayed in their homes and were prevented from stepping to their fields or getting water from their springs which were a few yards away. (3) Israel was thus erected upon injustice and cruelty. It became a source of tension in the Arab Near East; Palestine and its population were sacrificed on the altar of power politics. Israel had done and continues to do actions of terror and she broke laws which nations acknowledged as sacred. A million of the Palestine natives were uprooted from their homes and were left wandering in a state of misery in the neighbouring Arab countries. (4).

(2) Mousa Khouri, *op. cit.*, p.11.
Of these natives an estimated number of 140,000 took refuge in Lebanon as a result of that conflict. This number of the refugees continues to receive assistance from the United Nations Relief and Works Agency (UNRWA). A Palestinian refugee, as recognised by the Agency is "a person whose normal residence was Palestine for a minimum period of two years preceding the outbreak of hostilities in 1948, and who, as a result of this conflict lost both his home and means of livelihood". (1) The assistance given by UNRWA in Lebanon depends upon the amount of income earned by the refugee family. Some refugees get full assistance including: rations, health care, housing in camps, education, welfare, placement services and vocational training while others are only entitled to either education and medical services and welfare or to medical services and welfare only. Refugees are distributed all over Lebanon, but mainly concentrated in and around Beirut and in the southern part of the country. (2) The living conditions of these refugees are not good; financial hardships and unemployment are difficulties the refugees face and are always prevalent amongst them. Of 101,202 which is the total number of refugees entitled to full relief in Lebanon about 59,626 live in camps while the rest have found accommodations

(1) Marilyn Sutton, Education Provided for Palestinian Refugees In Lebanon, p.*
(2) UNRWA Publication, Activities in Lebanon, p.1.
elsewhere. Increasing poverty, however, is driving more refugees to apply for admission to UNRWA camps. According to statistics, 1500 requests have been received to date which make approximately 7,500 persons. (1) Whenever possible the Agency has sought to replace tents by huts which afford much better protection against weather hazards. (2) Housing, disease, unemployment and poverty are not the only difficulties that refugees face; education of the young refugees is another insisting problem.

Development of the educational system

The problem of education had been sensed very early in the refugee period. The educated Palestinians, and the previous teachers of Palestine who had also come out of the homes, noted the importance of this problem. They volunteered to teach, and gathered all the students of their old villages resuming classes under very difficult circumstances. The teaching was done first on a very limited scale; schools (if we can use this term) were badly equipped, teachers were offered some kind of compensation which was in fact a piece of soap added to their rations. This compensation developed into salaries ranging from LL,50 to 75 per month. The money came out of the prices of empty

(1) Activities in Lebanon, UNRWA, p.2.
(2) Ibid., p.4.
containers which were used for monthly rations. Such
teaching conditions did not last very long. The National
and international organizations were busy providing the
refugees with the basic needs such as food and shelter.
The United Nations was holding its third general conference
in Beirut, in November and December, 1948. (1) The
members requested the Director General to pay special
attention to the problems of the Palestinian refugees.
According to a resolution passed in November 11, 1948 the
Palestinian refugees became entitled to get help from the
UNESCO emergency fund. Schools were opened by the league
of the Red Cross societies in Mar Elias in March, in Furn
Eshubbek in May, in Mia wa Mia, Ein El Hilwah, Anjar and
Mina-Tripoli in July, 1949; in El Buss, Tyre in October and
in Nahr El Bared in January, 1950. These schools were set
in camps where no schools were available in the immediate
vicinity. (2) On December 8, 1949 the fourth session of
the United Nations General Assembly passed a resolution
302;IV, providing for the creation of the United Nations
Relief and Works Agency for Palestinian Refugees in the Near
East. This organization took over in May, 1950. A member

(1) Marilyn Sutton, Education Provided for Palestinian Refugees
In Lebanon, p.
(2) UNRWA Publications, Activities in Lebanon, p.34.
of the United Nations Educational, Social and Cultural Organization Secretariat was to be provided to assist in the administration of the educational program; other employees were to be Palestinians. (1)

Goals of the Educational Program:

The educational program aimed to educate the increasing number of the refugee children and to create of them not scholars but people able to earn a living. Elementary education over six years of schooling was to be given for all boys and girls who desire to come to school. The system also aimed at providing secondary education for a limited number of pupils, a 15 per cent of the total elementary school population.

Facilities:

The schools with all their means have gone under a gradual improvement process. Schools were located first, in tents with very little equipment like desks and blackboards. At present schools have special premises either in Agency built premises or in rented buildings. Rooms used for educational purposes are about 554, 393 of which are used as classes.

(1) Marilyn Sutton, op. cit., p.79.
Supplies are made sufficiently available to Agency schools. Classrooms are adequately equipped with desks, benches, tables and chalk-boards. Students are provided with books, copy books and all other school requirements. (1)

Health care is provided. A doctor and a nurse visit the schools occasionally. They examine and inoculate students against diseases. Examinations, though quick and superficial, help to detect anemia, malnutrition and diseases of ear, eye and skin. The doctor makes reports of the cases found in schools and sometimes prescribe additional meals to the children. These meals are provided by UNRWA Social Division in feeding centers which are located near camps and schools. Milk used to be served as supplementary feeding but recently it had stopped. While cod liver oil is given to students in lower grades.

UNRWA's funds come solely from voluntary contributions for each year. During 1958, UNRWA's total income was $34,191,457 which came from 25 member nations of the United Nations and four non-members and other sources. The U.S.A. contributes a great part of UNRWA funds. (2)

(1) Activities in Lebanon, op.cit., p.34.
(2) In Human Terms, The 1959 Story of the UNRWA-UNESCO Arab Refugee Schools, p.77.
Administration:

At the beginning, the Education Department was a part of the Welfare Division. It then became autonomous with all its departments and secretariat independent of other branches. In 1954 its name was changed to Division of Education and Training and its staff increased in number. The present arrangement of the administration have the technical guidance body; these are educators who do their work at the UNRWA Headquarters in Beirut. This body is headed by a Dutch Educator. Two assistants, a Canadian deputy, a Jordanian consultant, a consultant of fundamental education, a vocational training Scottish deputy, a Anglo-Irish consultant, and two educational assistants, one American and the other an Arab carry out the work of all refugees. Their work is the:

1) formulation of policy
2) compilation of statistical data
3) arrangement and distribution of the budget. (1)

Administration has also a second division in the UNRWA Lebanon Office. It operates under the field education officer.
The administrative body met many difficulties or problems in the field. The first one was a technical one. The Palestinian refugees children were, at first, used to the traditional type of education. This traditional way was followed in Palestine schools under the strict supervision of the British Mandate. When these children came to Lebanon, they were introduced to a completely different type of education, namely the French. (1) But the UNRWA people in the light of these two types of education, had to and did create a unique type of education which is a mixture of both French and British type. The second problem was that of introducing new Western ideas to schools. These ideas are those of democracy, sociability, different outlooks to education such as a complete avoiding of corporal punishment, and respect for the individual worth and freedom. Movies, books and lectures were some of the means which introduced the students to these ideas. A special kind of behavior came out of these ideas. A conflict between old and new arose and accordingly the difficulties of adapting a curriculum to meet all needs of present life were very numerous. (2) The third problem is the attitude of the refugees to any measures the administration takes

(1) Marilyn Sutton, The Education provided for refugees in Lebanon by UNRWA in the Near East, pp.233.

(2) Ibid., p.234.
and applies in the life of the schools. Such an attitude is not a favourable one because the refugees suspect the intentions of the UNRWA from a political point of view. Thus whenever an issue arises, boycotts and school strikes follow. The refugees are effective with respect to such strikes; for instance if the refugees want something or feel that their rights, political or otherwise, are endangered, they cut their relations with the Agency and go to schools and stop the teaching. In a sense the schools become mostly affected by any kind of an issue. (1) A fourth problem of education comes from one of the UNRWA regulations. These regulations forbid one special group of UNRWA employees to form a union of themselves to defend their rights and show up their petitions. The regulations recognize only one union of all UNRWA employees integrated together. These employees include UNRWA and UNESCO people. The school teachers feel that their needs will not be understood clearly in such a big union, and their rights will be influenced by the points of view of others which might be of a completely different nature. Thus dissatisfaction can be sensed among the UNRWA teachers, though it is decreasing nowadays due to

improvements in salary scales, and abundance of other
needed equipment. The UNRWA administration tries to over-
come this dissatisfaction by a close supervision of
schools. One last problem of education is that of
formulating a suitable type of life for refugees students.
Refugees education should prepare them to the rehabilitation
process until their special problem is solved. (1)

Schools and their curricula:

UNRWA schools in Lebanon were about eight in number,
with 49 teachers and about 1800 students. By 1956 the
enrolment mounted to 14,294 students in 46 schools under
367 teachers. Most of the schools had been coeducational,
but a tendency to segregation is prevalent; of these schools
some have become sex-typed. During 1957-58 this split of
schools took place and there are now six schools for boys
and five for girls. (2)

The teachers of the Agency had been somehow
unqualified. But the introduction of the new salary scale
for teachers in July 1955, made possible for the Agency to
attract qualified teachers and to retain some of the good
ones in service. Good teachers used to leave UNRWA service

(1) Sutton, op.cit., p.236.
(2) Ibid., p.225.
and go to the Persian Gulf countries and Saudi Arabia and other Arab countries where they receive very high salaries. In 1954-55 only 37 per cent of the Agency teachers in Lebanon possessed qualifications equivalent to full secondary education or higher while in 1958-59 this percentage reached 60. Teachers of high qualifications, full secondary and college education are now many in the Agency service. (1) A Committee chooses the Agency teachers in accordance with the following requirements: The applicant should have satisfactory academic qualifications, a good personality and good character. There is a salary scale set up for the Agency employees. The starting point for the teaching staff salaries ranges from LL.150 for grade two and LL.360 for grade eight. Every year the teacher usually gains one step higher in the salary scale if his or her work is satisfactory according to the reports of the principals and supervisors. (2) As to the schools' curricula UNRWA schools have to follow the curricula of the host countries. Accordingly the Agency follows the Lebanese curriculum. There is a slight change, however, in the foreign language used; UNRWA schools teach English while the Lebanese teach

---

(1) UNRWA Activities in Lebanon, p.34.
(2) UNRWA Staff Rules, p.9, 16.
French. In addition to the Lebanese curriculum the UNRWA
schools offer an introduction of Palestine history and
Geography. The same books of the host country schools are
used in UNRWA-UNESCO schools so as to make it possible for
pupils to sit for state examinations. (1) A new trend has
been seen in the traditional curriculum which is the
addition of regular instruction for boys in wood-work,
metal work and technical drawing. The following chart
shows the distribution of courses and periods allotted to
each course in UNRWA schools. (2)

(1) Sutton, op.cit., p.186.
(2) In Human Terms, op.cit., p.75.
## Distribution of Sub-matter Class Periods

<table>
<thead>
<tr>
<th>Sub</th>
<th>Class</th>
<th>No. of periods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td>1, 2</td>
<td>14</td>
</tr>
<tr>
<td>&quot;</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>&quot;</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>&quot;</td>
<td>5, 6</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>&quot;</td>
<td>4, 5, 6</td>
<td>8</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>1, 2</td>
<td>5</td>
</tr>
<tr>
<td>&quot;</td>
<td>3, 4, 5, 6</td>
<td>6</td>
</tr>
<tr>
<td>History</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>&quot;</td>
<td>2, 3, 4, 5, 6</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>2</td>
</tr>
<tr>
<td>H.W. drawing</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>2</td>
</tr>
<tr>
<td>Religion</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>2</td>
</tr>
<tr>
<td><strong>Secondary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td>1, 2</td>
<td>8</td>
</tr>
<tr>
<td>English</td>
<td>1, 2</td>
<td>8</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>1, 2</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>1, 2</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>1, 2</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>1, 2</td>
<td>2</td>
</tr>
<tr>
<td>Geometry</td>
<td>1, 2</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>1, 2</td>
<td>2</td>
</tr>
<tr>
<td>Biology</td>
<td>1, 2</td>
<td>1</td>
</tr>
</tbody>
</table>
Levels of Education:

This system or "the plan of arranging refugees education", (1) provides instruction mainly for elementary schools and some secondary classes which have been introduced recently. Such classes are first and second secondary in Beirut and a third secondary class in the Northern part of Lebanon where no secondary schools are available near the refugees camps. The system, as was mentioned before, provides for elementary and secondary education and gives grants-in-aid for secondary students other than those attending UNRWA schools as well as to university students. A limited number of students are given these grants. A glance to the number of schools, classes, students and teachers in different years shows the gradual development and enlargement of the system. Such a development appears in the following chart:

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of schools</th>
<th>Classes</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1952</td>
<td>21</td>
<td>144</td>
<td>190</td>
<td>6,699</td>
</tr>
<tr>
<td>1954</td>
<td>35</td>
<td>302</td>
<td>285</td>
<td>12,079</td>
</tr>
<tr>
<td>1956</td>
<td>47</td>
<td>339</td>
<td>369</td>
<td>13,931</td>
</tr>
<tr>
<td>1958</td>
<td>50</td>
<td>360</td>
<td>425</td>
<td>14,932</td>
</tr>
<tr>
<td>1960</td>
<td>57</td>
<td>450</td>
<td>536</td>
<td>17,670</td>
</tr>
</tbody>
</table>

The number of schools in 1960 has increased to more than double its number in 1952, while the number of teachers has increased to three times its number. The number of students has become nearly triple their number; in 1952 it was 6,699 and in 1960 it became 17,670. Thus the number of the refugees is increasing very quickly; such an increase leads to more difficulties with respect to education. (1)

Elementary Education:

Elementary education is provided for refugees children. All Palestine Arab refugees children, as from the age of six, who wish to learn can find a place either in UNRWA schools or in government private schools through UNRWA grants. Schools have been established in places where refugees are mostly concentrated and in camps. These schools give equal opportunities to both boys and girls. (2)

The number of boys attending UNRWA schools is, however, nearly double that of girls. In 1952 there were only six girls in all UNRWA secondary classes. The attitude towards teaching girls is not very good. The increasing number of girl students shows the gradual change of attitude, however,

---

(1) Interview, Mr. N. Sayegh, Registration & Statistics Clerk, March 4, 1960.

(2) UNESCO Publication, Annex, E: 53/357.
Such an increase demands more women teachers year after year and this is somehow a difficult matter. The boys as well as the girls spend six years in the elementary school after which they sit for a government examination to get the elementary certificate. (1) At the beginning of the UNRWA–UNESCO schools students were older than they would normally be, but, at the present, that schooling is made better available the population of elementary schools is of normal ages. (2)

**Secondary education:**

Although elementary classes are open to all who wish to attend, secondary schooling is only for a fixed proportion of the total elementary population (UNRWA schools, government schools and private elementary schools). This proportion is calculated, for each host country, on the basis of the proportion of secondary to elementary (non-refugees) in the country. Most UNRWA secondary schools have only first and second year classes except for Nahal El Barid and Sidoen where a third secondary class is opened. Increasing facilities for secondary education are being provided by the Agency for deserving Palestinian students. (3)

---

(1) *In Human Terms, op.cit.*, p.37.
(2) *UNRWA Activities, op.cit.*, p.34.
The number of pupils assisted by the Agency for the year 1957-1958 was 3724 of whom 1424 were attending UNRWA schools and 2300 were attending and pursuing their studies in private schools. There were about 4500 pupils receiving secondary education in Lebanon during the year 1958-1959 of whom only 4207 may be financially assisted by the Agency. Nevertheless there is a system of grant-in-aid which is extended to refugees secondary schools students to help them cover their needs in this period of their study. (1)

University Education:

The Agency does not provide for higher secondary or university education. At the college level the Agency grants scholarships for outstanding refugee students to go on for specified work such as medicine, engineering, pharmacy, arts and sciences, commerce and economics. (2) Sixty-five students are being awarded full scholarships which, among other things, included full tuition fees, cost of books and hospitalization fees. In the first three years of the UNRWA's period grants were given regardless of the refugees ration receiving status; but in 1953 this policy was changed and the Agency gave grants only to those

(1) In Human Terms, op.cit., p.73.
(2) Activities in Lebanon, op.cit., p.34.
receiving rations. Again in 1956 this second policy was changed; the eligibility for university assistance was separated from ration receiving status and was dependent upon high academic standing and upon financial need. There is some control exerted over the type of the studies which the refugees can pursue with these grants. Attention is paid to the supply and demand within the profession. (1)

Along with the educational program efforts are made to develop and promote extra-curricular activities in Agency schools. Sports are given a great deal of attention. (2) There are groups for sports in many of the Agency schools who play against each other or with other schools and many times strong Agency groups win the play. There are also well organized scouts and guides who are an excellent example to their schoolmates and who do an effective role in the discipline of the school. Setting up of school libraries is very much encouraged. Teachers and students equally participate and cooperate in the work. Meetings of students in a kind of literary clubs are held, this type of meetings helps the students' writing, initiative and creativity a great deal.

(1) Sutton, op.cit., pp.78-82.
(2) UNRWA Activities in Lebanon, p.11.
Observed conditions in UNRWA Present Schools:

The writer visited four of the UNRWA schools in Beirut, Shatila and Burj Elbarajneh and she observed some of the lessons which were conducted at the time of the visit. The first school was the Beirut boys' Secondary School. (1)
The place is a rented house of six rooms. One of the rooms is a part of the house parlor. The classes observed were: Second Secondary "A" at the time of their Arabic reading meeting, Second Secondary "B" during their chemistry lesson. The class period was 35 minutes because of Ramadan (fasting month of Moslems) special schedule. On the whole this hired house does not fit to be a school because it lacks hygienic factors as ventilation and light. As to equipment it would be appropriate if it was not for lack of desk space.

When the second secondary was observed by the writer the following was noted: The work was done in a monotonous way; one student reading after the other with the teacher asking questions about grammar. No illustrations or appropriate visual aids were used. Even the blackboard was not used neither by the students nor by the teacher. There were no thought or challenging

(1) Visited on March 6, 1960.
questions inspite of the fact that most of the students participated in answering those grammatical questions. The other class observed in this school was second secondary "B" and the lesson was chemistry. Though the period was very short, only 35 minutes, the teacher divided it into two parts, in the first he explained the chemistry lesson which was about emulsion. The class did not participate in the discussion. No experiment was done though that might have been simple to do. And during the second part of this period the teacher took up Algebra.

The second school visited was Burj El-Barajneh elementary school for boys. (1) Upon entering this school one would see that it is a very good and a model school, clean schoolyard, painted walls decorated by pictures, posters and bulletin boards which show the different sides of schools activities. One striking picture, the Palestine map, is seen upon entering the school on the front wall. Not only that, but the rooms are all decorated with pictures, honorary charts and maps of the school activities and paper

(1) Visited on March 9, 1960.
lanterns on which the class motto is written such as "knowledge is light". The school especially the principal's room is very well equipped and arranged. In the principal's office, there are comfortable modern chairs, a table, and artistic pictures. It was mentioned to the writer that these extra things, such as the principal's room furniture, curtains and the stencil machine are all bought from the school's budget. A school day is appointed where teachers and students give contributions with which needed things are bought. The third school visited was Shatila Elementary Girls School. (1) The school has grades from the first up to the sixth. It is situated in Shatila camp. The headmistress of the school, able and active, showed the writer the whole school and pointed out its different activities. The most interesting things are the students committees, one is for first aid, another is the social and literary and the third is the cleanliness committee. The names of each committee members are written on a bulletin board and a place is reserved for the announcements of these committees. All the classes of school are attractive and

(1) Visited on March 5, 1960.
have pictures and visual aids for the different subjects. One class period was observed, it was an English reading class in the third grade. The class has 34 students of ages ranging between eight and eleven years. All the students participated and seemed to be interested and to know the material well. Though there were some mistakes of pronunciation on the part of the teacher, and her questions were in Arabic, the lesson was successful. A fourth school was also visited. It was Burj El Barajneh secondary school for girls. (1) This school is purely for girls and has classes from first grade elementary up to second secondary. The school was clean. The girls were well dressed with white shirts and dark blue skirts. The writer was impressed to see the good care the schools are giving to such matters of arrangement and decoration. On questioning it was known that the school's supervisor had arranged visits of men and women principals to different schools in the area. Thus each principal was trying very hard with his teachers to have the best conditions possible. The principals, teachers and students participated in the work.

(1) Visited on March 8, 1960
It is worthwhile to mention that program of fundamental education was extended by the UNRWA whereby classes were held for grown-ups who had no chance of formal education. The classes held were Arabic and English. This helped to reduce illiteracy. With the Arabic and English lessons given, embroidery and dress-making were taught to girl students while carpentry, tailoring and sports took place in boys centers. Later, due to lack of funds this section of educational program was omitted.

It is also important to note that there are other places other than UNRWA schools where refugees children can get education. Private schools accept Palestinian students and help them in one way or another. They sometimes reduce the tuition fees and help outstanding students a great deal. There are also the Joint Christian Committee Schools (J.C.C.). This organization has many schools, one in Burj El-Barajneh, another in Bourj Hammoud and a third one in Musaitbeh. These schools are supported by the J.C.C. budget which comes mainly from three different sources: (1) 30 per cent from UNRWA, (2) 30 per cent come through American contributions and (3) The rest 40 per cent comes through the students. Students pay very low fees in
accordance with what they can afford. It is worth mentioning that the UNRWA also provides feeding centers for the undernourished children and pays annually LL.35 for every elementary student and LL.225 for each secondary student who is rationed. (1)

**Vocational Training**

**Basis of Vocational Emphasis:**

Curricula in UNRWA schools as was mentioned before follow the host country's curricula. Accordingly one can notice that the curricula content of these host countries especially that of Lebanon fails to encourage vocational training, inspite of the fact that schools have courses such as embroidery for girls and drawing for boys. These courses are insufficient for encouraging or channeling students' talents. They do not, either satisfy the aims of education which have been described by Herbert Spencer as being the things which prepare for a complete living. Complete living is based upon five leading kinds of activity that would constitute human life. (2) These activities are: 1) maintaining health, 2) earning a living, 3) bringing up a family, 4) maintaining social and political relations, and 5) using leisure time.

(1) Interview, Miss Baba, March 15, 1960.

It is also important to note that students activities in schools have great vocational value. Participation in group activities would give an idea about the human relations of that particular person and also shows his or her social attitudes and skill habits. In UNRWA schools such considerations do not get complete attention. The curriculum itself does not provide for or emphasize these trends; but a very important innovation has been introduced to these schools recently; handicraft training is begun only in boys schools. (1) This training was introduced earlier to UNRWA schools in places other than Lebanon. It was first started in Gaza Strip by a UNESCO expert, Mr. Milligan. It is said that Mr. Milligan met many difficulties in developing this training and putting it into action. The reasons for such difficulties were:

1. The refugees opposed the program very much and thought that it will lead to stopping short students' education and making of these students carpenters or metal workers. So demonstrations took place and petitions were sent in order to cancel the program.

2. The second difficulty was the attitudes of the new trained handicraft teachers. These teachers, though trained, did not believe in the program and looked at it indifferently and without enthusiasm. They were recruited from different sources such as industry workers, graduates of V.T.C. and UNRWA practicing teachers. Despite these difficulties Mr. Milligan succeeded by being an example for teachers and by explaining clearly to the people that the aim of handicraft training is not to make carpenters or metal workers but is merely to introduce to UNRWA schools more balanced and modern methods of education. Through these methods it will be possible to train the brain as well as the hands of the pupils and to encourage them when possible to continue in vocational training centers. (1)

In Lebanon this handicraft training has begun very recently, in August 1959 while in other places such as Jordan and Gaza it began in 1956. The training is given to boys of ages from 10 – 15, i.e. fifth elementary up to second secondary. They are given six periods a week, each period ranging from 45 – 60 minutes. Here the students are taught woodwork, metal work and technical drawing, each subject twice a week. The Agency has built special T-shaped buildings,

(1) UNRWA Publication, (Pamphlet) pp.3-5.
called units, where students get their training. (1) The handicraft program can be considered a useful and helpful trend in the curriculum of UNRWA schools though it is not general, and it is not for everybody — girls are excluded from the benefit of the program. There could be other types of handicrafts which suit girls and serve them as much as drawing, woodwork and metal work do to boys.

Although this is the case in schools the UNRWA responsible people had sensed that the refugees special situation demands paying attention for finding means by which young refugees can study and learn a job so as to be able to support themselves. So Vocational Training was started, and though a part of the Agency's policy is to decrease the number of the refugees holding rations, nevertheless, the Agency has become a pioneer in this field in the Middle East especially if we consider: 1) Big and equipped centers it has opened (though there is none in Lebanon) 2) big number of trainees who had graduated from its centers. 3) great change of attitude towards vocational training.

(2) At first the attitudes were to look down at working people, but the development of vocational training centers had been a good

(1) UNRWA Publication, (Pamphlet), p.6.
(2) Sutton, op. cit., p.216.
way to part with this mentality. That change took place when the people saw that the graduates of these centers, though working men, are getting very good jobs and high salaries. So an understanding and appreciation of the worth of skilled workers had come to existence and a new attitude emerged.

Kind of Adequacy:

There are special centers, which UNRWA founded to give actual preparation for jobs in artisan and mechanical trades. These are called Vocational Training Centers. There are centers in Gaza, in Jordan at Kalandia and Amman. The schools are for those boys who have made a choice of trades for their future and who devote full time to earning them. The courses taught there are of the following groups: land group which includes land surveyors, quantity surveyors, draughtsmen, carpenters, plumbers and builders; the electrical group includes electricians, fitters, cable joiners, and radio mechanics. In the mechanical group there are; fitter machinists, blacksmiths, welders, auto mechanics. Also plant site fitting is offered. Other commercial courses under business administration are offered. (1)

Most of the above mentioned groups are not given in Lebanon

---

(1) In Human Terms, op.cit., p.50
because there are no special or official UNRWA centers in the country. But here, in Lebanon, vocational training was first attempted by the Social Welfare Division of UNRWA. This division provided courses in agriculture, gardening, weaving, shoemaking, bookbinding, broom making and tailoring. These courses were for boys who could not be assimilated into the schools and not for those choosing the jobs. In December 1950 these centers were handed to the education division and were about 89 classes in 58 centers with 1,364 apprentices. This training had good results in the relief of the refugees. (1) Agriculture training which is a very important field is not taking place in Lebanon because of the following factors:

1. Lack of land available in Lebanon. There is no extra land which can be given to refugees in order to cultivate it and live on it.

2. The refugees' fear of the policy of settlement which is very much opposed by refugees themselves. The fear is based on the fact that in giving refugees some land to cultivate in the host countries, their problem of returning to their country would be solved by that settlement.

(1) Sutton, op.cit., p.67.
3. Lebanese policy which is based on political grounds. The Lebanese government is elected to be representative of the various religious sects of Lebanese population. Government officials fear that by allowing the Palestinians to settle in Lebanon, they would be up setting the ratio of the Moslem-Christian population.

Mechanical and technical training have a better chance than agriculture. Professions offered here include training in surveying, diesel mechanics, welding, auto mechanics, electricity, radio, carpentry and blacksmithing. Secretarial and commercial courses are also offered. (1)

It is important to note that these kinds of training are carried in existing Lebanese private institutions with the supervision of UNRWA specialists and are not available always and at every time because one year electricity was offered and another year a different kind of training is offered. There is no consistency in relation to kinds of training to be provided. (2)

Some of the Lebanese centers and institutions used for the purpose are:

1. A.U.B. engineering school, surveying courses, near Zgharta.

---

(1) Sutton, op.cit., p.211.

(2) UNRWA, Activities in Lebanon, p.32.
2. The Maronite Cité d'Apprentis at Hammieh
3. The Société d'Air Liquide in Beirut
4. Benedictine Fathers at Kubbeh
5. Y.M.C.A. Institute - Beirut
6. The New Evening School - Ras Beirut
7. R.L.T.C. - Teacher training
8. Cortbawi - Hammieh
9. UNRWA schools also had some inservice teacher training. (1)

Responsibility for & degree of Placement:

It is well known that in advanced countries, where vocational training is a fundamental factor in their system of education, there is a special department which takes care of graduates of vocational training centers and of students upon leaving secondary school. The reason is that many students need assistance in getting placed in an occupation or in another educational institution. In UNRWA educational system the case is different. There is no such special office or division; instead there is a general placement department for all refugees in Lebanon. This department takes care of them all. There is no fixed responsibility on this

(1) Sutton, op. cit., p.218.
division, because this division does not try to contact or seek jobs for applicants. The way of going on with the work is as follows: Companies and Governments who need employees contact the Headquarters of UNRWA in Beirut. The Headquarters then send a note to the Placement Officer whereby written circulars are distributed among the different official departments and sometimes to schools announcing about vacant jobs. The Placement Division also has another job which is to receive the applications from refugees. Upon receiving any notice about suitable jobs, this Placement Division contacts and selects those who are fit and do satisfy the conditions of that particular job. It acts as an intermediate between applicants and agencies or governments asking for employees. (1)

The following chapter will discuss the procedure used in the study.

---

(1) Interview, Mr. Tawil, Placement Assistant, on March 19, 1960
CHAPTER III
PROCEDURE

The present chapter discusses the procedure used by writer. It deals mainly with: a) description of the subjects, and b) construction and administration of the instrument.

Description of the Subjects:

The subjects can be grouped into two major groups:

1. Educated and responsible people in the different offices of the education department. These people are education officers, experts, supervisors and teachers. They are of different nationalities: Americans, English, Dutch, French and Arabs. Their ages range from 30 - 60 years.

2. People with less education than the former group, i.e. elementary or a little higher such as first, second, or third secondary. They are students, apprentices and graduates of vocational training courses. (The graduates were only those of the Arc Welding Course). Their ages range between 18-24 years.
Construction and Administration of the Instrument.

Construction:

Interview schedules (Appendix A), questionnaire, (Appendix B) and observations were carried on. Interview schedules aimed to cover the following areas: a) the attitude of refugees towards vocational training, b) the policy of the Agency in relation to vocational training, c) eligibility, effects, and development of the program and d) the role of the placement division in helping vocational training graduates.

Questionnaires and observations aimed to cover different areas from those of interviews. The areas are: a) the attitude of students and apprentices to the vocation and the reason for their selection of the job. b) Teaching methods present and conditions in vocational centers and handicraft unit and the ways of predicting students talents and abilities and c) the development of the educational system and its present conditions.

Administration:

Interviews were administered upon proceeding appointments except those of graduates. The first interview took place in UNRWA Headquarters. The Chief of the Education and Training Division, Vocational Training and handicraft
experts and employees in the statistics division were interviewed. The interview began at 11 a.m. and ended by 2 p.m.

The second and third interviews were in the UNRWA Lebanon Office. The second one took twenty minutes with the Field Education Officer. The writer was then referred to the Vocational Training Supervisor who answered questions concerning vocational training. The third interview was carried out with two employees in the Placement Division.

Questionnaires were distributed to students in the Evening School upon receiving permission from UNRWA people, (those studying commerce and secretarial courses by the help of UNRWA). Questionnaires were also given to apprentices of the Vocational Training course (are welding) and to some graduates of the same course.

The writer visited UNRWA elementary and secondary schools in Beirut. She also visited a handicraft unit and a vocational training course in Tripoli, Lebanon. A permission was obtained from the Chief, Education Division and the Field Education Officer. Then a special program was scheduled with the Area School Supervisor and the Handicraft Supervisor. Schools were then visited and classes observed
after special arrangement with the schools' principals. The handicraft unit in Tripoli and the Arc Welding Course in Kubbah were also visited. The writer visited five graduates of vocational training courses; four of the Shatila camp – Beirut and the fifth in Shayyah.

The writer wished to contact persons who graduated in other vocations but that was not possible because many of them work outside Lebanon.
CHAPTER IV

THE FINDINGS

The present chapter presents and discusses the results of the study. The findings come under two main headings: a) Interview schedules, b) Questionnaires and observations.

Interviews

The results obtained by means of interviews are discussed under the following headings, a) Attitudes of refugees towards vocational training, b) The Policy of the Agency in relation to vocational training, c) Eligibility, effects and development of the program and d) The role of the Placement Division in helping the Vocational Training Graduates.

The Attitude of Refugees towards Vocational Training:

During the first interview Mr. Hansen, Vocational Training Adviser, talked about refugees' attitude towards vocational training. He mentioned the fact that the people of the Near Eastern countries do not have complete respect and appreciation of skills and they look down at those who do manual work. The introduction of vocational training is
a good way to part with this mentality, especially when one sees the good outcomes of the training in both ethical and financial situation of the trainees. On one hand when people see that there are many who join the centers and who, by doing that, gain knowledge and experience they come to respect them. On the other hand the attitude of the people also changes when they see that one particular skilled job can give a salary equivalent to that of an educated person. (1)

This situation did occur and as a result of the good salaries received by Vocational training centers graduates, applications were continually increasing.

It is also worthwhile stating the opinion of Mr. Amad, Vocational Training Supervisor, who said: "The attitude of the refugees towards vocational training is very receptive and the demand and appreciation is quite high." (2) This favourable attitude of refugees towards vocational training can be interpreted in two different ways: The first is their need, poverty and little opportunities they have, so they have no money for providing their children

(1) Interview, Mr. Hansen, Vocational Training Adviser, March 4, 1960.
(2) Interview, Mr. Amad, Vocational Training Supervisor, March 15, 1960.
for higher education and the Agency cannot help them in that. Thus vocational training would be the only possible way to follow especially that a trainee gets pocket money of LL,110 per month in addition to his training.

The second interpretation is that idea of Easterners which says "A profession is a safeguard from Poverty". Thus the respect of vocations and skills is not a new idea in the Middle East countries, though many changes have come over it. To refugees, this proverb sounded logical and a flow of applications to vocational training centers is sensed.

The Policy of the Agency in Relation to Vocational Training:

Dr. Van Diffliken who is the Chief of Education and Training Division in UNRWA Headquarters, had mentioned the fact that the general policy of UNRWA is that of encouraging vocational training wherever possible. When asked about the reason for not having a vocational training center in Lebanon, he said that the difficulty is due to three important reasons: The first is the opposition of the Lebanese government. The justification of that opposition,
he said, is the Government's fear of having a big number of men of the same job which will certainly endanger the Lebanese labourers and cause competition. The second reason is also a result of the Government's policy towards refugees. The Government is preventing refugees from going into any governmental works or enterprises. A third reason is the unstable conditions of the Near East countries which had been an excellent place for refugees trained young men. (1) Thus it can be concluded as Mr. Amin said that the Agency policy is to found centers for vocational training in order to enable refugees young men learn a useful trade and find employment, so as to become self-supporting and independent instead of staying idle.

**Eligibility, Effects and Development of Vocational Trainings**

Vocational training students are selected by a committee after sitting for an R.K.A. test (Reason, knowledge and Arithmetic). The test is based on psychological principles. Following the test a medical examination is done for the applicants chosen. Eligibility for any trade depends on the age, education and ration-status of the applicant. Age should not be less than 16 years. Education

---

(1) Interview, Dr. Van Biffelem, Chief, Education & Training Division, HQ., March 4, 1960
depends on the trade chosen. In commercial training
the student must be third secondary; in manual trades
elementary education is enough, and in surveying, high
school education is needed. Much schooling is not favoured
in manual trades such as Arc Welding. (1)

Vocational training proved to be effective but
not in all trades. Its effectiveness depends on the kind
of trade and work possibilities. Graduates of crafts get
jobs easier than those graduating in Arc Welding. The
reason is that this trade needs only two months for its
perfection, and in oil producing countries such as Kuwait,
Qatar and Bahrain. Pakistani and Indian workers do the
work much cheaper. Therefore, there is no demand for
welding graduates. Thus it is estimated that 70 per cent
of the crafts graduates get jobs while not more than 20 or
30 per cent of arc welding graduates get jobs.

Vocational training program is developing slowly.
It is interesting to mention that more than one vocations
is offered in Lebanon. Arc Welding apprentices begin with
24 in number and by the end of the year, 104 persons would

(1) Interview, Mr. Hansen, Vocational Training Adviser,
    March 4, 1960.
have graduated. An English course is also offered. The refugees demanded this course because the English language is very much needed for getting a job. Commerce and secretarial courses are also given. In the following chart shows the number of graduates in Lebanon up to December 1959. It also shows the number of students attending in 1959-1960.

<table>
<thead>
<tr>
<th>Graduates upto Dec. 1959</th>
<th>Students Attending - 1960</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trade</strong></td>
<td><strong>No. of Students</strong></td>
</tr>
<tr>
<td>Commercial Training</td>
<td>264</td>
</tr>
<tr>
<td>Secretarial Training</td>
<td>263</td>
</tr>
<tr>
<td>Statistical Training</td>
<td>8</td>
</tr>
<tr>
<td>Land Surveying</td>
<td>37</td>
</tr>
<tr>
<td>Pipe-line Welding</td>
<td>124</td>
</tr>
<tr>
<td>Mechanic or auto mechanic</td>
<td>67</td>
</tr>
<tr>
<td>English language</td>
<td>48</td>
</tr>
<tr>
<td>Miscellaneous trades</td>
<td>120</td>
</tr>
</tbody>
</table>

The Role of the Placement Division in Helping Vocational Training Graduates:

The Placement Division helps all refugees, graduates of vocational training included. (1) The role of the Division is not much effective because there is no special

---

(1) Interview, Mr. G. Jabbour, Placement Officer, Lebanon Field Office, March 25, 1960
care given to vocational training graduates. These graduates are supposed to get their jobs by their own endeavor and the little help (if any) from the Placement Division. Many of vocational training graduates are without work.

**Questionnaires and Observations:**

The results of questionnaires and observations are discussed under three main headings: a) The attitude of students and apprentices to the vocation, the reason for their selection of the job, b) the teaching methods and present conditions in vocational center and the handicraft unit and the ways of predicting students talents and abilities, and c) the development of the educational system and its present conditions.

**The Attitude of Students and Apprentices to the Vocation Chosen:**

One of the answers of the questionnaires was that of Mr. Khoury, Senior Instructor in Welding. He said that respect of labor is felt among apprentices. This respect is shown in their discipline and enthusiasm towards their job. (1)

Students’ attitudes can be felt through their answers. Reasons for selecting the job also show the...
the attitude of the students and apprentices. Five students three girls and two young men, of the commercial and secretarial course, were questioned. It is interesting to know that one of the young men is leaving the job temporarily and he wants to become a lawyer while the other is willing to go further in his commercial studies. Questionnaires were also given to ten apprentices in Rubbeh area welding course. Two of them had their fathers work in the same field so they chose it. The rest had chosen the trade because of their need to have any work to earn their living and help their families. The writer visited five graduates at their homes which show poverty. She was almost convinced that the choice of the trade was simply a result of need rather than that of interest or talent.

The Teaching Methods in Vocational Center and

The Handicraft Unit:

Practice is more important that the theory in both vocational training and handicraft work. Group work is encouraged whenever possible. In Arc Welding the Senior Instructor said that they apply the same methods adopted by big companies such as I.F.C. Funds do not permit having other educational courses with the training.
Mr. Khoury said also that the students come after they choose their trade. An effort is done to have cooperation and to make possible the best of social life. This cooperation surely will help the students good human relationships together with the skill. But inspite of this good attitude disciplinary problems are not absent. These are dealt with either mildly, such as talking privately to the individual student or taking away some of his allotted allowance or severely such as suspending the apprentice from work.

Teachers of handicraft had acknowledged the importance of the training and said that students talents could be detected very quickly. The reason is the nature of the training which gives opportunities for self-expression. Many students apply and practice outside school what they learn inside. Here the teachers give the students all possible facilities and encouragement and observe them carefully. After the close observation they do, they can direct the student to the field he is most suited. The school, where the welding course is given, is in Rubbah. A special place of four big rooms with motors, one for two students who learn at one time. The writer was impressed with the discipline which was noted among the students. She was also pleased with the
discipline, arrangements and cleanliness noted in the handicraft unit at Beddawi.

The Development of the Educational System And Its present Conditions:

The writer visited four of UNRWA schools in Beirut. These were described earlier in the second chapter.

The following chapter presents a summary of the study, some conclusions and implications for education.
CHAPTER V

A summary and the writer's suggestions with regard to the present study are the contents of this final chapter.

The Palestinian refugees problem is an outcome of the Arab-Jewish conflict and the war in Palestine in 1948. The problem is many-sided but the writer is concerned with refugees "education", particularly, its vocational training aspect. The educational system had developed gradually with the help of the United Nations Relief and Works Agency for Palestine Refugees (UNRWA). The Agency provides for all Palestinian refugees elementary education and for some secondary and university education in Lebanon and in other Arab countries. The UNRWA also provides for vocational training and had found centers in countries other than Lebanon. In Lebanon the political and social factors do not permit for founding a vocational training center for Palestinian refugees. Local institutes and schools are used for the purpose of providing some vocational training. Because of the absence of these centers, trades are taught without any additional educational courses which will help forming good human relations and better skilled persons. A new
innovation was recently introduced to refugees schools. This is handicraft teaching, which helps in developing the child’s mind as well as his muscles and helps his creativity and initiative. Educationalis also available for refugees in schools other than those directed by UNRRA such as the Joint Christian Committee Government and Private schools, these give some financial aid to the refugees.

To obtain satisfactory information about education the writer resorted to three different means. The first was interviewing responsible people in the education department and a number of vocational training apprentices and graduates. The second step was distributing questionnaires and the third was visiting and observing some of the UNRRA schools, Vocational Training course, handicraft unit and a number of graduates of Vocational Training.

The findings obtained for this study were about refugees and apprentices attitude towards vocational training, the Agency policy, eligibility and methods of teaching in vocational training centers, role of the Placement Division and formal education of the refugees.

Two points of view were obtained concerning the attitude of refugees; one which says that they do not yet
respect and appreciate vocational training completely
and the other which says that their attitude is that of
receptiveness and appreciation. Apprentices also show
respect of labor. The reason for selecting their jobs is
mainly the need to earn a living.

The policy of UNRWA towards vocational training
is to encourage and build centers whenever possible, but
due to social and political factors in Lebanon there is
opposition from the Lebanese government.

Eligibility for vocational training is related
to three important things: first age which should not be
less than 16 and not more than 25 years. Second, is
education, this depends on the apprentices' desire of trade,
and third, ration status which says that the applicant
must be rationed.

In Lebanon there is not one center for vocational
training but local institutes are used for the purpose.
Here the methods of teaching are those of emphasizing
practical work and giving the student or the apprentice
opportunities for self-expression and practice. There is
also a Placement Division in the Lebanon office of UNRWA.

The refugees formal education had developed.
More premises are either built or hired. Teachers' salaries
are raised and more equipment became available.
In conclusion it can be said that the findings of the study were promising of a better development of the system. The general education program has become wider and more suited to fulfill its goals. The quality of teachers and of teaching is becoming better. Vocational training is not well developed though the attitude of refugees and that of the UNRWA people is to encourage vocational training, but they face difficulties and therefore cannot accomplish much.

These difficulties hinder the development of the program, thus its effects are limited. And though there is a Placement Division, it does not take special care of vocational training graduates. Graduates get their jobs by their own endeavor and by the little help extended by the Placement Division.

An important finding concerning selecting the job emerged; the choice, many times, is a result of despair and the need to earn a living rather than interest or talent. The conclusion withdrawn from this study confirms and stresses the writer's belief in the importance of vocational training for Palestinian refugees young people.
Implications for Education

The writer believes that there is a need for adjusting the school curriculum to meet vocational needs and to increase the likeness and respect for the different skills. This can be done by adapting some of the school courses to meet that end.

The refugees in Lebanon need to have a vocational training center which will take in an increased number of refugees young people. The Agency can sponsor an industrial program whereby vocational training graduates are employed. Their pay would come out of the income of these industries. A difficulty may arise here in respect to the selling of the products of the industries in the Lebanese markets. The Lebanese government may oppose to that. The problem, perhaps, can be solved by selling the manufactures of these industries outside the local Lebanese markets; they could be sold in markets of newly developing countries such as Kuwait, Libya, Qatar and Bahrain.

Learning a vocation does not mean success in earning one's living. Respect and value of the skill and some knowledge of human psychology and principles of the good social life is very much needed to the trainees of vocational training. Thus the writer believes that the introduction of such courses with the vocational training would be far more effective in creating responsible and beneficial persons to any society.
APPENDIX A

These questions are set for the purpose of finding out what vocational training means to responsible people in UNRWA Education Department and to refugees and the ways of developing this part of education. We will appreciate greatly your cooperation in this matter. Any information you submit will be used in a thesis.

Questions for responsible persons

1. What is the general policy of UNRWA in relation to vocational training?

2. To what extent does the school curriculum meet the needs of vocational training of students?

3. What do you think is the attitude of refugees towards vocational training?

4. What is provided by UNRWA institutions?

5. On what basis do you choose students?
   a. Age ..........  
   b. Education ........

6. How many students have graduated until now?

7. What is the number of students joining the center now?

8. How many applicants for vocational training do you get in each session?
9. What is the proportion of the vocational training fund in relation to that of education as a whole?

10. What is the range of salaries given to these teachers?

11. It is understood that trainees get practical training in the vocation chosen; do they get educational courses along with the practical courses? If yes, what are these?

12. How do trainees get employment after graduation?
APPENDIX B

This questionnaire is made for the purpose of knowing the methods used, the vocational program and social life offered in a vocational training course. It aims also at finding the reasons for choosing any vocation and the extent of its effectiveness. Your cooperation will be appreciated.

Questions for Students

1. Education ........ Sex ........ Age ........
   Vocational selected .............
   Purpose .............

2. Family data ....
   a. How many persons are there in your family?
   b. What is the father's occupation?
   c. What is the mother's occupation?
   d. Do you have older brothers or sisters? What kind of work each of them does?

3. Is Life interesting in the center? Why?

4. Are you finding any difficulty in your study? If any, in what part of the training?

5. Do you like to work in a group or alone? Why?

Questions for Graduates

1. Education ........ Sex ........ Age ........
   Date of graduation .... Vocational selected ........
   Place of graduation .............

2. What is the purpose of selecting your particular vocation?

3. a. Are you working in the same vocation you chose before you graduated? If yes
b. What is the range of salaries in the field?

c. Are you finding any difficulty in your work? if yes

d. What kind of difficulties?

e. Do you have any suggestion which you think will make the training more beneficial?

4. If not working in the same field or vocation chosen

a. What is the reason for that?

b. What is your present occupation?

**Instructor's Questions**

1. What is the purpose around which the training is centered?

2. What are the courses given in the center?

3. What courses would you like to add to the program?

4. What courses would you like to see taken out? why?

5. In what ways are you helping the students to meet the rapid and technological changes in the phase of vocational training?

6. What kind of attitude do the students show to this vocational training?

7. Are there some students who do not seem to apply themselves well to this kind of training? If so, in what way?

8. Why do you think this is so?

9. How do you think it should be handled?
BIBLIOGRAPHY


4. Lelianthal, Alfred, There Goes the Middle East, Devinadair Company, New York, 1937.


UNPUBLISHED MATERIALS


3. UNRWA Staff Rules, UNRWA, Beirut, 1959.


5. Activities in Lebanon, UNRWA, Spring 1959, Beirut.
INTERVIEWS

1. Dr. Van Diffelem, Chief, Education & Training Division, UNRWA Headquarters, Beirut, March 11, 1960.


4. Mr. Farah, Field Education Officer, UNRWA Lebanon Field Office, Beirut, March 8, 1960.

