

A Critical Analysis by Karen Cook (2213741) of Case Study Number 7 in the UNICEF Report: All In: Towards Tangible Solutions for Equity and Inclusion in Education

[Group Link](#)

Case 7: State of Palestine: Addressing learning loss through remedial learning classes

Intersectionalities and barriers: Children who are refugees; children affected by armed conflict; Under-resourced schools

Programme title: Addressing Learning Loss through EiE and Remedial Education for Children in Gaza

Organization: Ministry of Education; UNICEF; with support from the Government of Poland

Location: Gaza Target group: Children in Grades 1-4 in 50 primary schools



[Link to video](#)

Restoring learning, rebuilding futures: education amid crisis in Gaza

Education in a Time of Polycrisis: Addressing Disruption in Gaza

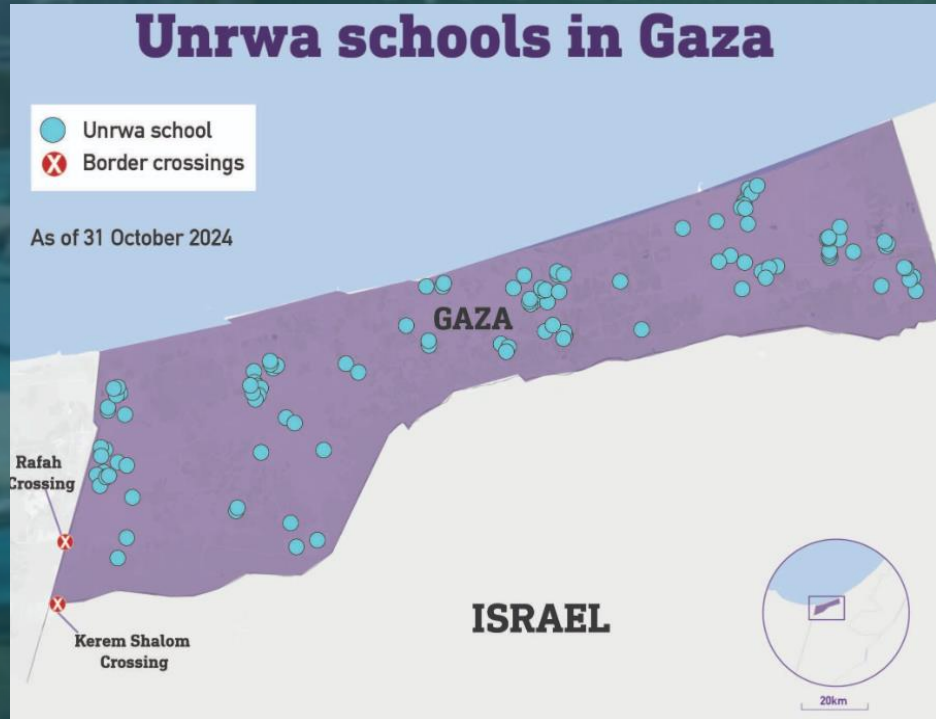
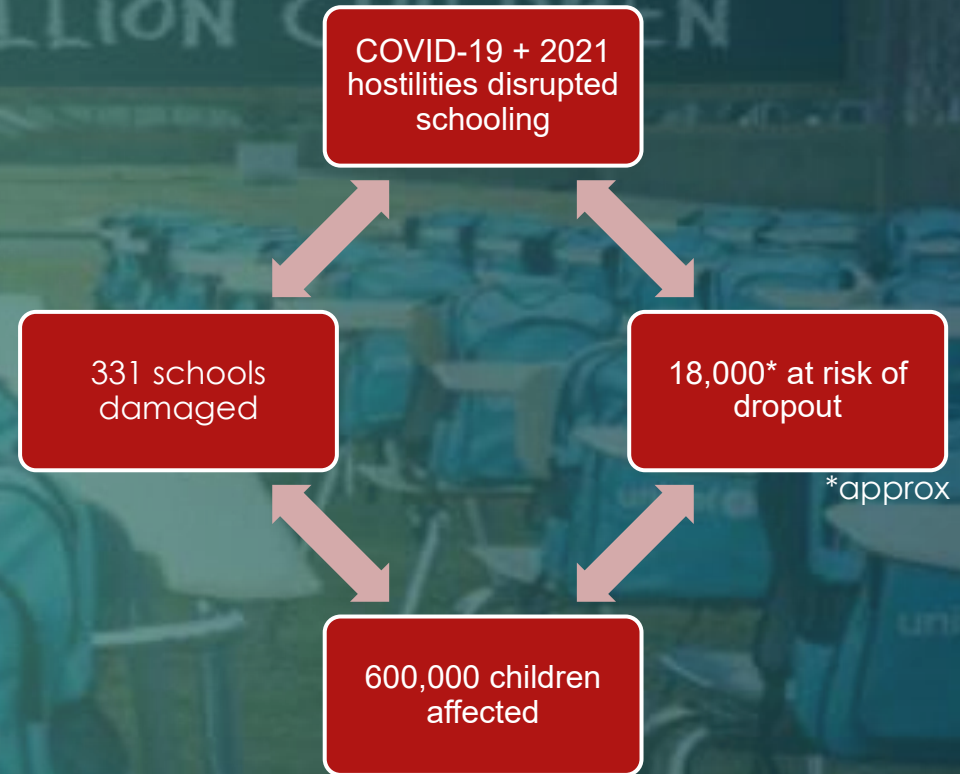


Photo of Gaza, Blue dots highlight schools.



(UNICEF, 2024)

This slide situates the case study within the wider context of disruption to education in the Gaza Strip. The crisis was not temporary — it threatened an entire generation's education.

Barriers to Learning



Children in the Gaza Strip face overlapping barriers that limit their ability to access and benefit from education. Armed conflict, displacement, poverty, and psychological trauma intersect to deepen exclusion and contribute to significant learning loss. For refugee and conflict-affected children, these compounded challenges mean that returning to school does not guarantee meaningful learning without targeted academic and psychosocial support (UNICEF, 2024).



UNICEF's Multi-Layered Intervention



5,000 children supported



50 primary schools



150 newly trained teachers



Mental Health & Psychosocial Support (MHPSS)



Remedial education (Arabic & maths)



Sustainable Practice: Building Local Capacity



Training local
graduates

Strengthening
future education
workforce

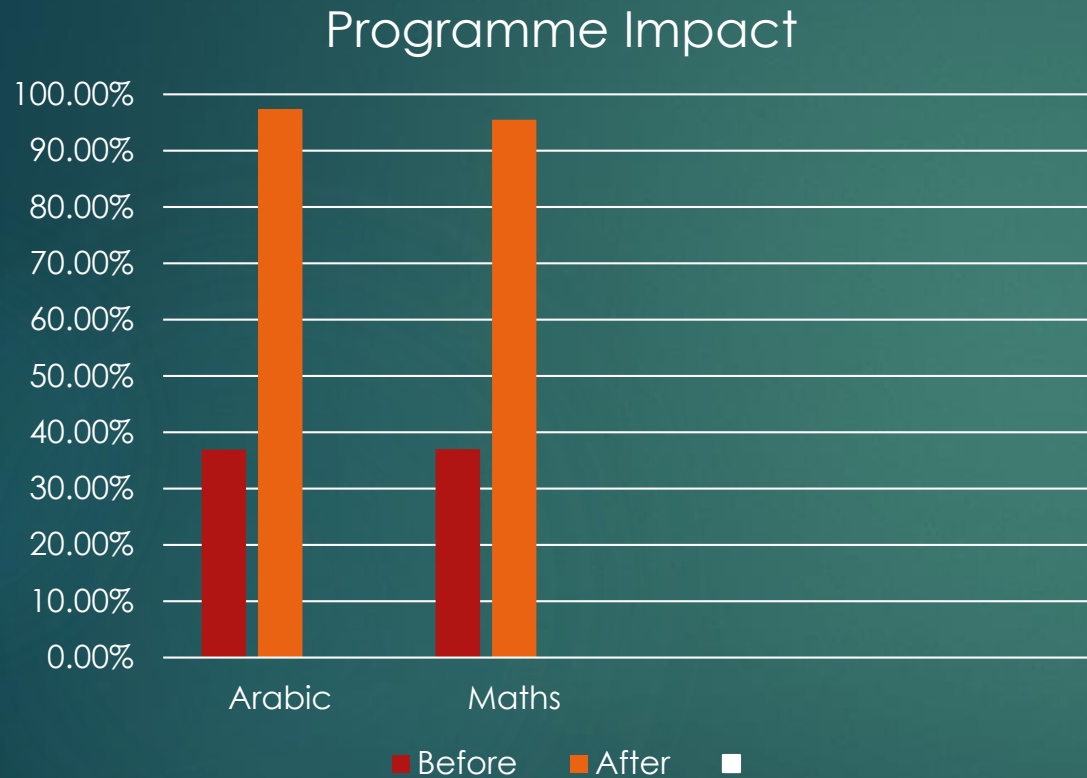
Embedding
psychosocial
support in
teaching

By prioritising systemic strength over short-term relief, UNICEF's work in Gaza embodies true sustainability. Rather than providing temporary aid, the program fortified the Ministry of Education by training local teachers and "pre-positioning" resilient learning tools. This ensures the system can withstand future shocks, shifting the focus from transient assistance to long-term institutional empowerment.

Human capital sustainability (Tikly, 2020)

Programme Impact

Targeted emergency education
can dramatically improve
learning outcomes.



5,000 children completed programme

(UNICEF, 2024)



Speed & Preparedness



Rapid Emergency Response



Pre-positioned EiE tools enabled rapid deployment (UNICEF, 2024).

Community Participation

Community Engagement

- 4,300 parents engaged
- Reduced stigma of remedial learning
- Improved attendance & retention

Before



After



Critical Evaluation & Limitations

Strengths

- Local capacity building
- Psychosocial integration
- Evidence-based approach

Limitations

- Infrastructure remains vulnerable
- Ongoing conflict threatens continuity

Education requires protective policy frameworks
(Nicolai & Triplehorn, 2003)

Conclusion

Lessons for Sustainable Education

- Inclusive & intersectional design
- Evidence-based interventions
- Community collaboration
- Preparedness & rapid response

UNICEF created a resilient education model that can inform future humanitarian responses. Essential to achieving SDG 4 (UNICEF 2024; UNESCO 2023; Tikly 2020)

Sustainable education in crisis must be:

- ✓ Inclusive
- ✓ Locally grounded
- ✓ Psychosocially informed
- ✓ Crisis-ready

References:

UNICEF (2024) All In: Towards Tangible Solutions for Equity and Inclusion in Education.

UNICEF (2021) Education in Emergencies Programme Reports.

United Nations (2015) Sustainable Development Goal 4: Quality Education.

Inter-Agency Network for Education in Emergencies (2010) Minimum Standards for Education in Emergencies.

United Nations (1989) Convention on the Rights of the Child.

UNESCO (2023) Global Education Monitoring Report.

Tikly, L. (2020) Education for Sustainable Development.

Nicolai & Triplehorn (2003) Education in Emergencies.