



European Training Foundation

# THE IMPACT OF THE GAZA CRISIS ON HUMAN CAPITAL

28 JUNE 2024

Data and analyses collected by the ETF from various sources.

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# Overview

**~75%**

of population  
internally  
displaced  
(1.7m)\*

**100%**

of students with  
no access  
to education  
(625k)\*\*

**88%**

school buildings with  
sustained damages  
(497/563 schools)\*\*

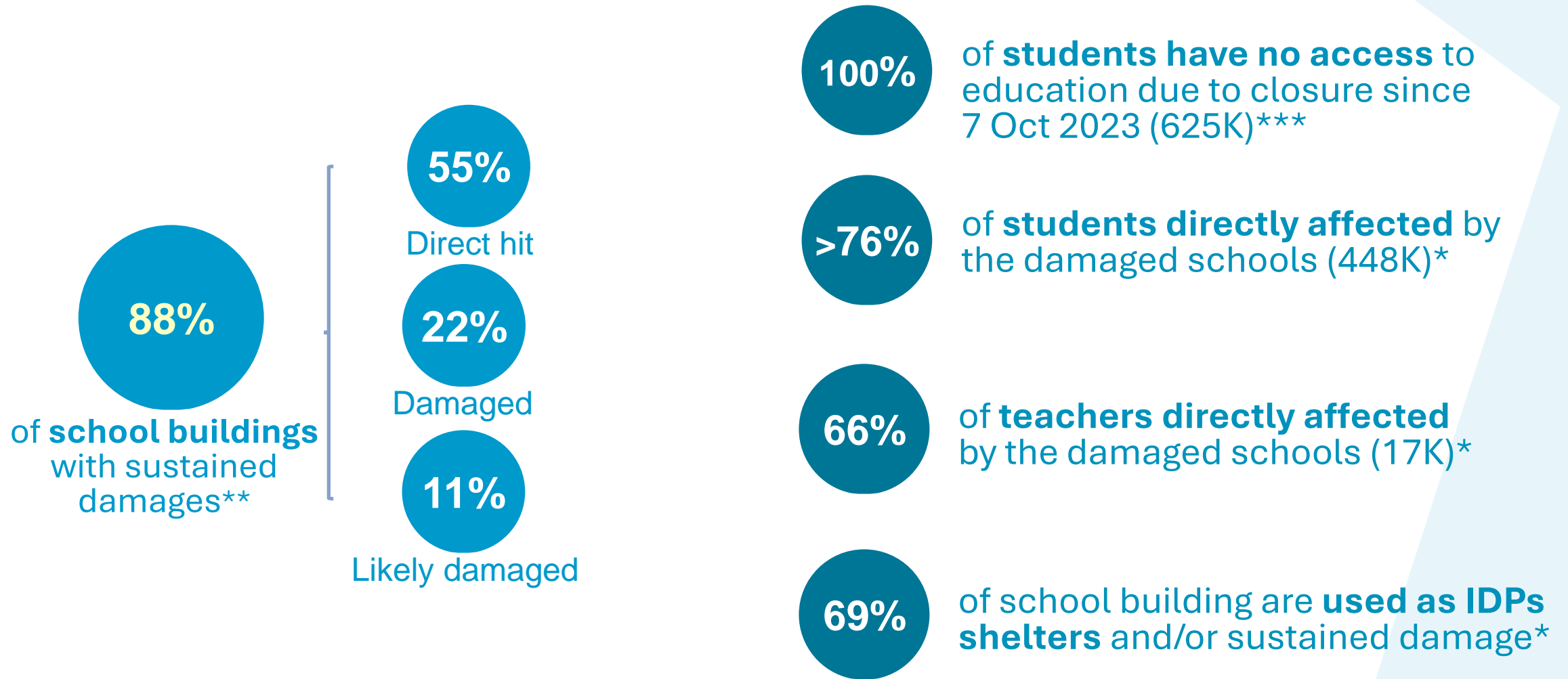
**\$341m**

damages to  
education  
infrastructure\*\*\*

# 1. Population & internally displaced people (IDPs)



## 2. Damaged school buildings and affected students & teachers\*



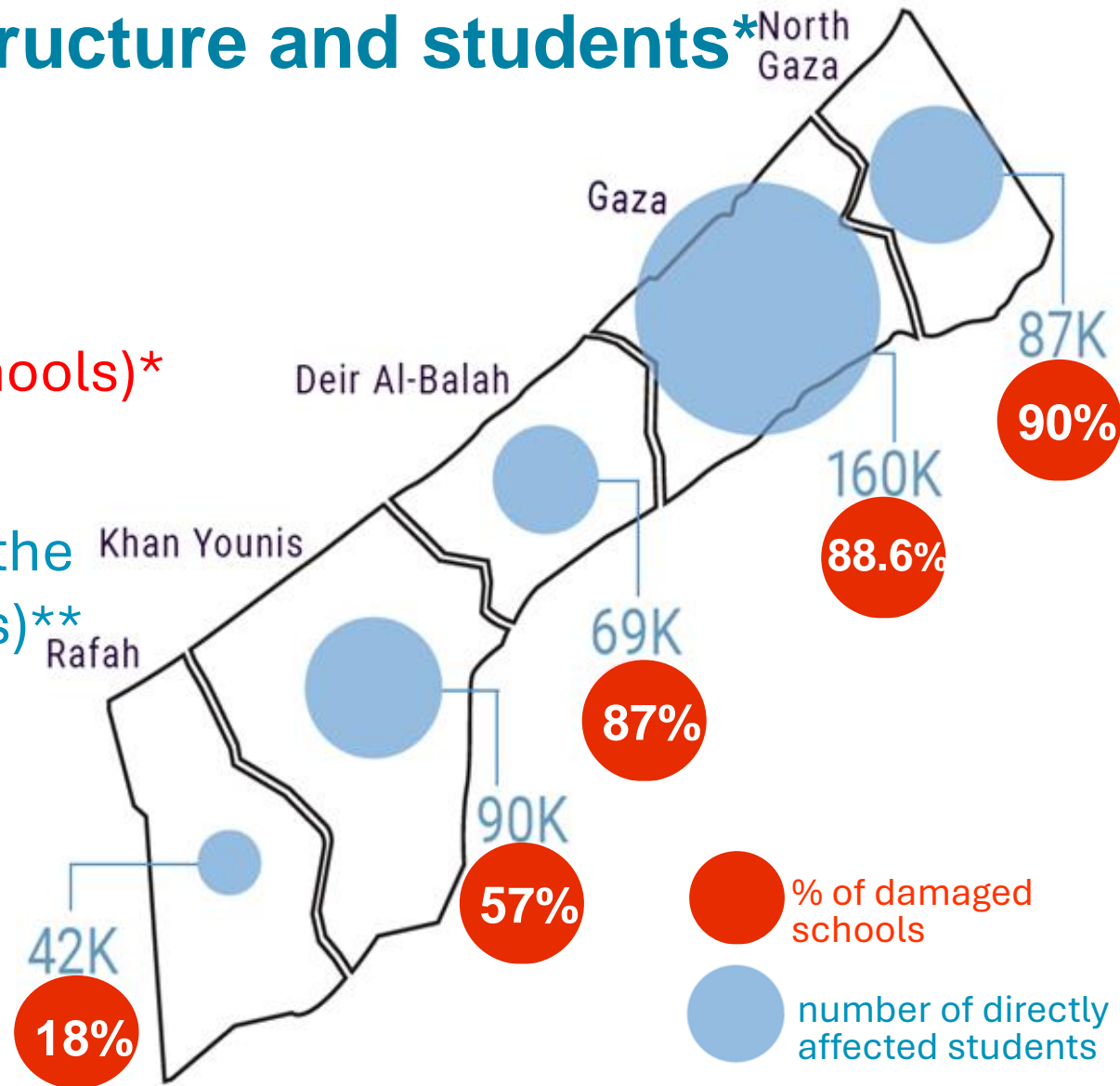
\* Source: [Damaged Schools Dashboard - Gaza 2023](#) (Updated on 28 June 2024). Based on initial reports from Cluster partners, UNOCHA, UNRWA, and results of observation exercise by ECAT. **Direct hit**: at least one school building has been directly hit and at least one damaged school structure has been identified within school premises; **Damaged**: at least one school building has been identified within 30m of the school building. This could indicate severe damage to school structures. A hit within school premises but not directly to a building (for example: a hit to school playground) is classified under this category. **Likely damaged**: at least one damaged site has been identified within 70-100m of the school buildings, this could indicate minor damages to school infrastructure.

\*\* [OCHA](#) 26 June 2024, Day 264

## 2.1: Impact on education infrastructure and students\*<sup>North Gaza</sup>

**88%** of total **school buildings** with sustained damages (497/563 schools)\*

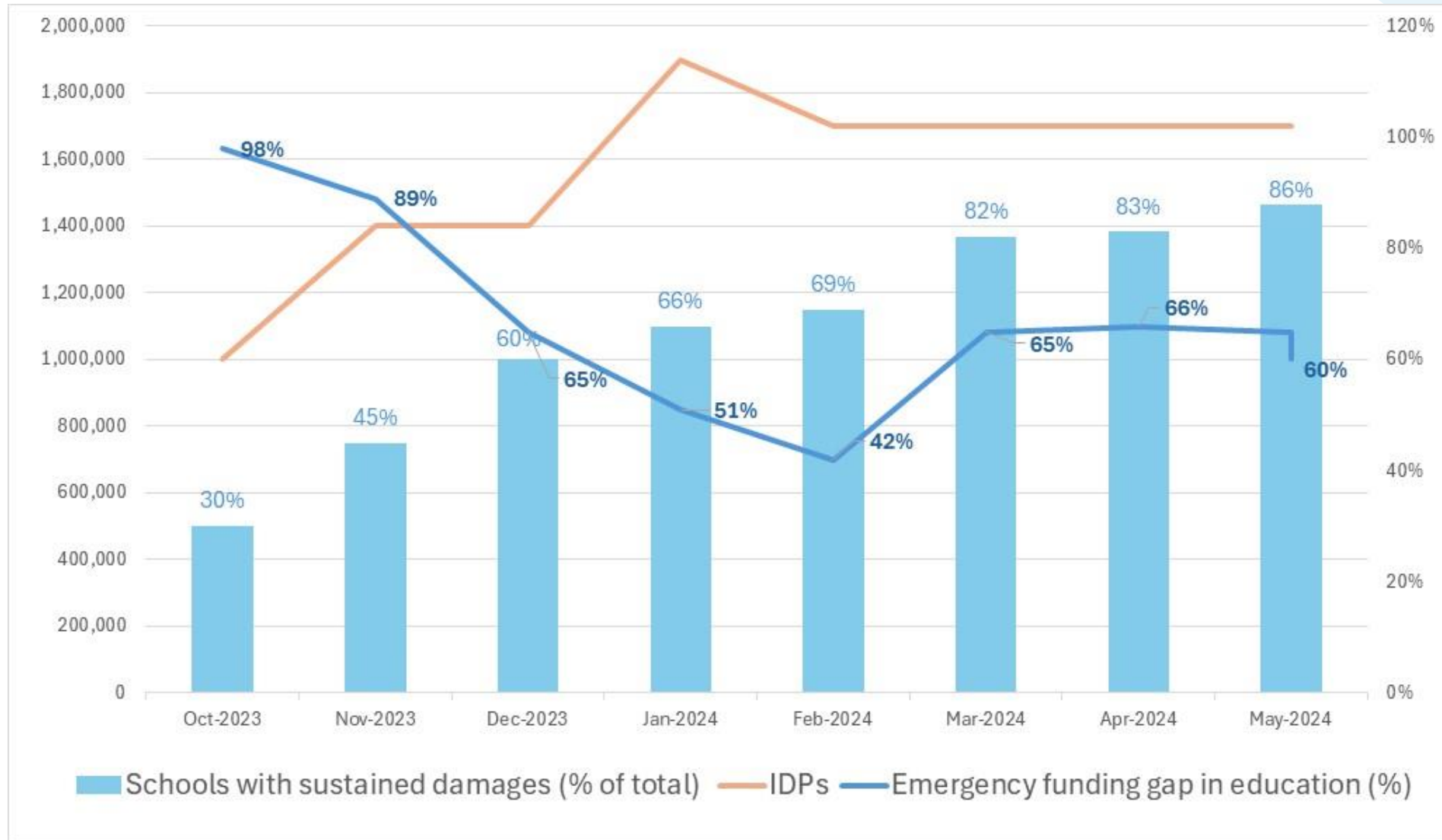
**>76%** of students **directly affected** by the damaged schools (448K students)\*\*



\* [Education under attack in the Gaza Strip](#), Education Cluster, Save the Children, UNICEF, 31 Jan 2024. Map provided by the same source. As indicated, data sources are provided by cluster partners, UNOCHA, UNRWA and results of observation exercise conducted by the Education Cluster Assessment Team. See [Damaged Schools Dashboard - Gaza 2023](#) (Updated 28 June 2024) and [Education Cluster](#), Verification of damages to schools (3 June 2024).

\*\* The percentage of directly affected students is calculated by ETF using the total number of students that used to attend the schools with sustained damages in Gaza (as % of total students; the [Statistical Yearbook of Palestine \(2003\)](#), Palestinian Central Bureau of Statistics (PCBS).

## 2.2: IDPs, damaged schools, emergency funding gap in education



# 3: Emergency needs and infrastructure damage assessment in education

## Emergency needs\*

**\$29.6m** emergency funding needs requirements in education

**60%** Funding gap in education

## Damage assessment\*\*

**\$341m** in direct damages in **education infrastructure**

**\$18.5b** in direct damages to the **overall infrastructure** (equal to 97% of total 2022 GDP) \*\*

## 4.1: Other insights

95%

of the population are **projected to face crisis or worse level of food insecurity\***

0  
hours

**of electricity availability – full blackout\***

65%

**of the road network is damaged\*\***

80%

**of the business facilities have been destroyed or damaged\*\*\***



## 4.2: Further insights

### Current situation:

- Education partners highlight the **need for the protection of schools and education facilities** from attacks, and the prioritization of education as an essential programme, for the protection and well-being of children\*
- Public education infrastructure **had already deteriorated significantly** before 7 October. Many schools had been damaged or destroyed in successive rounds of hostilities, further increasing pressure on education facilities due the increased number of students. The shortage had an **impact on the quality of education.**\*\*
- According to a study by Save the Children International, after 15 years of blockade, **four out of five children** in Gaza say they are **living with depression, grief and fear** \*\*

### Gaps:

- Education response **remains significantly underfunded**, receiving only **40%** of its requirements (\$29.6M)\*

### Impact

- The impact of the ongoing Israeli military operation in Gaza **is equivalent to the impact of a 17-year blockade** and previous military operations combined ([UNCTAD, 2024](#)).
- The unprecedented level of destruction has **made most parts of Gaza uninhabitable** – as shown by satellite images of the damages, combined with nighttime lights (see p.9 [UNCTAD, 2024](#)).
- Even under an optimistic scenario of 10 per cent average annual growth in Gaza, **it will take over a decade for GDP to return to its 2006 level** (see p.13, [UNCTAD, 2024](#)).

# Gaza: education and labour market indicators (2022)

	Gaza	Palestine (Total)
Completion rate, Basic education *	88%	86%
Completion rate, Secondary level*	62%	62%
Out of school rate, Secondary level*	25%	22%
Unemployment rate (female)**	45.3% (67.4%)	24.4% (40.4%)
Youth Employment (unemployment)**	35.9% (62.6%)	62.3% (36.1%)
Employed in Service Sector **	49.8%	34.1%

# Gaza: selected indicators

	2006	2022	2023	2006–2023 (% change)	2022–2023 (% change)
Population (thousands)	1 349	2 166	2 227	<b>+65%</b>	<b>+3%</b>
GDP per capita (2015\$)	2 691	2 723	2 068	<b>-23%</b>	<b>-24%</b>
Unemployed workers (%)	35%	45%	79%	<b>+128%</b>	<b>+75%</b>
Poverty (%)	39%	65%	96%	<b>+146%</b>	<b>+48%</b>
Completion rate, Secondary level*		63%			
Out of school rate, Secondary level*		17%			

# The effects of conflicts on education & labour markets: Evidence from Palestine and Gaza

Title	Conclusions	Area	Period of analysis	Source
“Conflict exposure and labour market outcomes: Evidence from longitudinal data for the Gaza Strip”	<ul style="list-style-type: none"> <li>• <b>Conflict reduces labour income and the number of hours worked</b> in the private sector.</li> <li>• <b>Conflict reduces the labour supply</b> by worsening the workers' health conditions.</li> <li>• Conflict reduces the labour demand by lowering the local-level economic activity.</li> </ul>	Labour markets	2013-2018	<a href="#">Michele Di Maio &amp; Valerio Leone Sciabolazza (2023)</a>
“Learning The Hard Way: The Effect of Violent Conflict on Student Academic Achievement”	<ul style="list-style-type: none"> <li>• <b>Conflict reduces the probability of passing the final exam</b>, the total test score, and the probability of being admitted to university.</li> <li>• <b>The effect of conflict varies with the type and the timing of the violent events</b> the student is exposed to and it is not significant for students in the upper tail of the test score distribution.</li> </ul>	Education	2000–2006	<a href="#">Tilman Brück, Michele Di Maio, Sami H Miaari (2019)</a>
“How educational choices respond to large labor market shocks: Evidence from a natural experiment”	<ul style="list-style-type: none"> <li>• Examine the <b>effect of a negative shock to work in Israel on Palestinian youths schooling outcomes</b>.</li> <li>• The <b>high school dropout rates</b> in the West Bank <b>declined among male but not female students</b> following the closure of Israeli labor market.</li> <li>• The <b>closure reduced the opportunity cost of attending school</b> by lowering job employment prospects for school dropouts.</li> </ul>	Education / Labour markets	1999 to 2006	<a href="#">Ayhab F. Saad, Belal Fallah</a>