

## مجموعة الرقابة الفلسطينية



## PALESTINIAN MONITORING GROUP

## TREND ANALYSIS

EDUCATION UNDER OCCUPATION:**Disruptions to Palestinian Education Stemming from Israeli Military and Settler Activity, 01 September 2003 – 30 June 2005**

From its onset in 1967, Israel's occupation of the West Bank, including East Jerusalem, and Gaza Strip has had a negative impact on Palestinian education. **Israeli military and settler activity in the Occupied Palestinian Territory (OPT) has resulted in killings, injuries, and arrests within the Palestinian student population**, which currently comprises some 28 per cent of the Palestinian population of the OPT. Direct military attacks on and raids of Palestinian schools, or their immediate environs, has resulted in **injury to students, damage to Palestinian educational facilities, and disruptions to the educational process**. Measures of collective punishment, such as restrictions on Palestinian freedom of movement have **repeatedly hindered or made impossible, students' and teachers' access to schools**.

These activities have intensified since the beginning of the current *Intifada* (Uprising) in September 2000 and **continue to occur to date**. During the past two academic years, the Palestinian Ministry of Education and Higher Education (MOE) reports that incursions and curfew imposition by the Israeli army caused the loss of some 1,525 schooling days for students in government schools in the West Bank and Gaza Strip.<sup>1</sup> Combined these measures have adversely affected **Palestinian students' ability to concentrate**.

The quality of education received by Palestinian students will be a determining factor in the future development of Palestinian society. Israeli military and settler activity that repeatedly disrupts and causes harm to Palestinian students, teachers, and schools thus **constitutes a significant attack on Palestinian society itself**.

This Trend Analysis examines disruptions to education in Palestinian schools (grades 1-12) resulting from Israeli military and settler activity in the OPT, during the periods September 2003 - June 2004 and September 2004 - June 2005. It features select information indicative of trends and represents only a portion of activity during that period. It is based on data from Palestinian Monitoring Group (PMG) Daily Situation Reports, the Palestinian Ministry of Education, and PMG field work.<sup>2</sup>

<sup>1</sup> Ministry of Education and Higher Education (MOE), "Summary of Lost Schooling Days in 2003 - 2004" and "Summary of Lost Schooling Days in 2004-2005." On file at the PMG. In calculating the total number of lost schooling days, 1 day is counted for each school, each time a school day is lost.

<sup>2</sup> Data included in this report is from PMG daily Situation Reports or field work, unless otherwise noted. MOE data covers government schools only. Data from PMG daily Situation Reports *includes only figures that were explicitly reported as affecting*

## The 2005 – 2006 Academic Year

From 03 September 2005 – 29 October 2005, the Israeli army shelled 1 school, injuring 10 civilians; arrested 23 school students, 9 school teachers, and 3 school principals; raided 2 schools; detained school students and teachers on 6 separate occasions; beat 1 teacher in front of students, and prohibited the construction of 1 school. Moreover, access of students and teachers to schools has been obstructed on a regular basis by curfews, checkpoints (including those at Wall gates), and road closures. In late September 2005, the playground of the ‘Anata Boys School in the Jerusalem Governorate was severed in two by an 8.5 meter high, concrete wall, erected to provide protection to labourers constructing Israel’s Wall in the area.

## Background

From 1967 until 1994, Palestinian public and private schools were under the direct control of the Israeli Civil Administration in the West Bank and Gaza Strip. In 1994, responsibility for Palestinian education was transferred to the Palestinian Authority and, currently, **education is the largest public service sector within the PA**. Despite the end of Israel’s direct control over Palestinian public and private schools, **disruptions of the Palestinian educational process have continued unabated as a result of Israel’s occupation**.

At present, there are 1,044,766 Palestinian school students, 69.75 per cent of whom attend government schools.<sup>3</sup> The remaining student population attend either private schools (5.88 per cent) or schools administered by UNRWA – the United Nations Relief and Works Agency – (24.37 per cent).<sup>4</sup> In each governorate, about 50 per cent of the student population is male and 50 per cent is female.<sup>5</sup> The school system comprises two educational cycles: basic (1<sup>st</sup> through 9<sup>th</sup> Grade), which is often divided into elementary and preparatory cycles; and secondary (10<sup>th</sup> through 12<sup>th</sup> Grade), at the end of which students sit for the high school matriculation examination (“*Tawjih*”).

## Summary of Trends

During the 2003 - 2004 and 2004 - 2005 academic years, Israeli military and settler activity negatively impacted Palestinian education in all areas of the West Bank and Gaza Strip. Forms of activity included:

- Killings, injuries, physical assaults and harassment of students and school staff, both inside and outside of school;
- Arrests and detentions of students and school staff, both inside and outside of school;
- Transformation of Palestinian schools into mass, detention facilities for Palestinian civilians;
- Israeli military raids, incursions, and attacks on Palestinian locales, some of which resulted in physical damage to Palestinian schools;<sup>6</sup> and

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*students, teachers or schools*. For example, incidents that referred to “a child” or “children” without it being evident that they are in fact students, or information about an event that did not explicitly indicate that it affected a school, were excluded from the calculated figures. PMG daily Situation Reports are a survey of events collated from information provided by Palestinian Authority civilian ministries and security agencies. The information reported through the PMG Daily Report process *only represents data available at the time of distribution*.

<sup>3</sup> Schools in Jerusalem belonging to the Muslim Endowment, or *Waqf*, are included in MOE figures on government schools.

<sup>4</sup> Figures on student enrolment from Palestinian Ministry of Education, “Statistics about General Education in Palestine” (a brochure), 2004—2005. Since 1950, UNRWA has provided educational services to Palestinian refugee children from 1<sup>st</sup> through 9<sup>th</sup> Grade, with the only exception being Shu’fat Basic Boys’ School in Shu’fat refugee camp, Jerusalem, which offers 10<sup>th</sup> Grade classes. There are currently some 254,000 students attending UNRWA schools in the West Bank and Gaza Strip.

<sup>5</sup> Please see Annex for more detailed breakdown of figures featured in this report.

<sup>6</sup> Incursions are defined as long-term military operations that target specific localities and almost always involve attacks in the form of opening fire and firing tear gas and sound grenades. Raids, by contrast, are short-term military operations involving a fewer number of armed forces and are usually carried out within a smaller target area.

- Restrictions on Palestinian freedom of movement – including checkpoints, Wall gates, curfew, and closures of schools, roads, or Palestinian locales – which obstructed students’ and teachers’ access to schools, and often resulted in their absence.

Israeli military and settler activity affecting the Palestinian educational process included that which **directly targeted Palestinian education**, such as attacks on and raids of schools, or killing and injury of students while at school. Additionally, the educational process was negatively affected by general Israeli military and settler activity that **targeted broader segments of the Palestinian population**, such as restrictions on freedom of movement, including curfews and checkpoints, or general attacks on or raids of Palestinian communities.

In many cases, **Israeli military and settler activity had an impact on Palestinian education that extended beyond the immediate harm caused by a particular activity**; this is exemplified by the impact that the killing, injury or arrest of an individual student had on the student’s classmates or that a violent military incursion had on students’ ability to concentrate on their studies beyond an incursion’s duration.

An analysis of PMG and MOE data concerning the 2003 – 2004 and 2004 – 2005 academic years indicates the following:

- The **number of students and teachers killed and injured increased**, which can be partially attributed to an increased frequency of raids and incursions into Gaza Strip governorates.
- The **number of arrests of students and teachers approached closely the combined numbers of killings and injuries** among students and teachers.
- Out of 54 detention incidents targeting school students and staff, 66.7 per cent occurred outside of school grounds. Also, the number of detention incidents slightly increased during the second year under review.
- The number of schooling days lost as a result of Israeli-imposed curfew decreased significantly during the 2004 – 2005 academic year, whereas **the number of incidents wherein Israeli military activity at checkpoints obstructed students’ or teachers’ access to schools increased**.
- The Wall had a significant impact on students’ and teachers’ ability to access schools in Wall-adjacent areas.

Palestinian school students in both the West Bank and Gaza Strip confirm the negative impact of Israeli military and settler activity. Beyond the immediate, direct result of such activity, students report that it has **generated a systematic inability to concentrate**, a lack of comfort and desire to participate in class, and an inability to study with colleagues at home because of curfew and closures. Perhaps more importantly, students report that **they have been experiencing involuntary bed-wetting and insomnia, stuttering when they speak, and refusing to sleep alone in their rooms**.

#### *Impact of the Wall on Education*

Construction of the Wall has profoundly shaped and altered the life of Palestinian civilians in the West Bank. In areas adjacent to it, the Wall has had a serious impact on the educational process, primarily by obstructing the movement of students and teachers in four main areas of the West Bank: Jenin, Tulkarem, Qalqiliya, and Jerusalem.

In many of these areas, Palestinian students and teachers spend more time travelling to school. If reaching school requires entering or exiting the “Closed Zone”, they must obtain access permits from the Israeli military. Many are subject to daily searches at Wall gates and are frequently delayed, or miss school altogether, as a result. Some students and teachers have been forced to change schools or their place of residence as a result of the Wall.

The Palestinian Central Bureau of Statistics (PCBS) October 2003 household survey on the impact of the Wall estimated that the **percentage of households intending to change their places of residence for educational reasons was approximately 17 per cent.**<sup>7</sup> In October 2004, PCBS published a summary of the percentage of households facing educational difficulties because of the Wall: 77.6 per cent of those surveyed had been absent from school due to the Wall, whereas 48.1 per cent were forced to use longer alternate roads en route to school.<sup>8</sup>

One of the bases for the International Court of Justice's (ICJ) July 2004 advisory opinion deeming the Wall and its associated regime illegal was its impact on a variety of Palestinian rights, including the right to education. **Despite the ICJ's advisory opinion, the Wall continues to negatively impact Palestinian education on a daily basis.** As evidence of this, over 1 year after the ICJ opinion, the Israeli High Court of Justice ruled on 15 September 2005 that the Wall route around the Alfe Menashe enclave – which isolates 5 Palestinian villages in the Qalqiliya governorate – must be altered as **the Wall there does not fulfil the “proportionality requirement” that balances Israeli security needs with humanitarian ones, including Palestinian education.**<sup>9</sup>

## **A. FORMS OF ISRAELI MILITARY AND SETTLER ACTIVITY TARGETING THE PALESTINIAN EDUCATIONAL PROCESS**

### *Killings*

During the 2003 - 2004 and 2004 - 2005 academic years, the Palestinian Ministry of Education (MOE) reports **the killing of 174 school students and 7 school teachers in government schools** by the Israeli army.<sup>10</sup> Of these, 76 students and 3 teachers were killed during the 2003 - 2004 academic year, while 98 students and 4 teachers were killed during the 2004 - 2005 academic year.

Incidents of students and teachers killed while inside school included:<sup>11</sup>

- On 27 September 2004, 1 school teacher was killed when the Israeli army opened intensive fire towards **Al Hourani School** in West Khan Yunis refugee camp.
- On 12 October 2004, an 11-year-old female student was injured inside her classroom, and died a day later, when the Israeli army opened fire towards **Al Khalidiya UNRWA School in West Khan Yunis refugee camp.**
- On 31 January 2005, 1 10-year-old female student was killed in the school yard when the Israeli army opened intensive fire towards **UNRWA Rafah Elementary School** in Al Barazil neighbourhood in Rafah refugee camp. Another student was injured in the same incident.

### *Injuries*

During the examined period, MOE reports **the injury of 426 students and 28 school teachers in government schools** by the Israeli army.

According to MOE data, the number of injuries among students attending government schools **increased** from 175 in 2003 - 2004 to 251 in 2004 - 2005. PMG data from the same period indicates that the rise in

<sup>7</sup> Palestinian Central Bureau of Statistics (PCBS), “Impact of the Separation Wall on the Socioeconomic Conditions of Palestinian Households in the Localities in which the Wall Passes Through (October 2003),” December 2003, p.20.

<sup>8</sup> PCBS, “Impact of the Expansion and Annexation Wall on the Socioeconomic Conditions of Palestinian Households in the Localities in which the Wall Passes Through (July 2004),” October 2004, p. 16.

<sup>9</sup> See HCJ 7975/04 *Mara'abe v. The Prime Minister of Israel*.

<sup>10</sup> MOE, Monthly Reports for the 2003 - 2004 and 2004 - 2005 academic years. Total figures calculated by the PMG. MOE figures on killings of “teachers”, include teaching staff, principals, school supervisors, and janitors. UNRWA data on West Bank schools during the 2004 - 2005 academic year reports the killing of 2 students.

<sup>11</sup> Source: PMG daily Situation Reports.

the number of overall injuries can be **largely attributed to Israeli army incursions and raids into Gaza Strip governorates**. During the same period, MOE data indicates that the number of injuries among teachers decreased, from 26 during the first year under review, to 2 during the second.

Incidents of students injured inside school included:<sup>12</sup>

- On 19 February 2004, Israeli jeeps raided the town of Beit Rima, opened indiscriminate fire and fired tear gas grenades towards students in **Al Balda School playground**, injuring 2 with rubber-coated steel bullets and another who sustained injuries due to tear gas inhalation.
- On 26 May 2004, the Israeli army fired tear gas grenades towards **Dar as Salam Girls' School** in the town of Dura in Hebron, injuring 30 female students by tear gas inhalation during final exams.
- On 19 December 2004, a male student was injured when the Israeli army surrounded **Beituniya Boys School** during a town raid and opened fire towards the students.

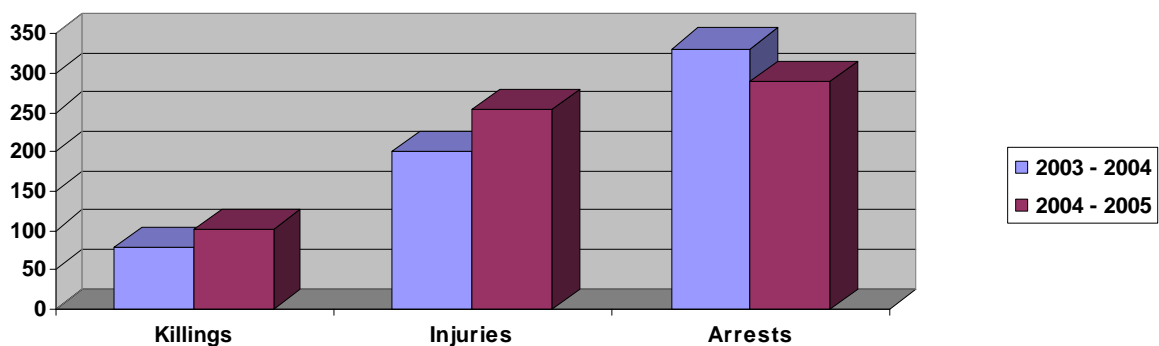
#### *Arrests and Detentions*

During the period under study, MOE data indicates **the arrest of 543 students and 77 teachers**. Of these, 53.4 per cent were arrested during the 2003 - 2004 academic year. **The total number of students and teachers arrested (620) approaches closely the combined numbers of killings and injuries among students and teachers (635)**.

During the same period, the PMG reported 54 incidents wherein school students or teachers were detained inside and outside of school, including cases where a school was used as a detention facility. Of these, 26 incidents occurred during the 2003 - 2004 academic year, slightly increasing to 28 incidents during the second year under review.

Of the 54 incidents for the 2 years, 66.7 per cent (36 incidents) occurred outside school grounds. These incidents **targeted school students and teachers at checkpoints or during raids**, whereas the 18 detention incidents inside schools included 4 cases wherein school teachers were detained and 14 cases where the **school was used as a detention centre for Palestinian civilians**, usually between the ages of 15 and 50.

***GRAPH 1: Killings, Injuries and Arrests of Students and Teachers by Year<sup>13</sup>***



#### *Restricted Access*

Israeli restrictions on Palestinian freedom of movement, such as checkpoints, curfew, and closures of roads, Wall gates, schools and Palestinian locales, have directly and drastically obstructed access to education. These forms of restrictions amount to collective punishment; they affect all sectors of

<sup>12</sup> Source: PMG daily Situation Reports.

<sup>13</sup> Source: MOE data. See Annex.

Palestinian society in the OPT and all aspects of Palestinian civilian life. Without doubt, they constitute **the most pervasive Israeli activity that disrupts the Palestinian educational process.**

During the academic years under review, students' and teachers' access to schools was obstructed by Israeli checkpoints (both permanent and flying) on at least 73 separate occasions.<sup>14</sup> Such incidents include being delayed or refused passage, detained, or being the target of physical assault, open fire, or the firing of tear gas grenades by Israeli soldiers positioned at checkpoints. All of these incidents occurred in the West Bank, occurring most frequently in the Nablus Governorate (19) and the Ramallah and El Bireh Governorate (13). Other areas with a high rate of such events include the governorates of Jenin (12), Jerusalem (9), and Hebron (7). The number of checkpoint-related incidents **increased over the two-year period**, from 30 in the first year to 43 in the second.

Moreover, Israel's imposition of curfew has had a critical impact on Palestinian students and the number of schooling days they lose as a result. According to MOE data, during the 2003 – 2004 academic year, curfew caused the loss of 1,152 schooling days in the West Bank and Gaza Strip, affecting 197,527 Palestinians students in approximately 26 per cent of government schools. Curfew incidents that caused the loss of schooling days decreased dramatically, to 373, during the second year under review, yet continued to have a negative impact.

The Israeli army's closure of districts, roads, and schools, along with closure of Wall gates, also impedes the ability of students and teachers to reach schools. During the 2 years under review, these types of closures occurred on at least 93 separate occasions, mainly within the northern West Bank governorates—Qalqiliya (29), Jenin (18), Tulkarem (18), and Nablus (9)—as well as in Hebron (9).<sup>15</sup>

The total number of closure incidents **decreased** during the 2004 – 2005 academic year, primarily because of decreases in Hebron, Jenin, and Tulkarem, despite a significant increase in Wall-related closure incidents in Qalqiliya.

**The high closure figure in Qalqiliya**, which went up from 3 closure incidents in 2003 - 2004 to 26 in 2004 - 2005, can be partially explained by the completion of Wall construction in and around the Qalqiliya governorate, the relatively larger number of Palestinian communities located in the "Closed Zone" there, and the intensification of restrictions at Wall gates, where civilians, including students, undergo thorough searches.

#### *Incursions, Raids, and Attacks Affecting the Educational Process*

While checkpoints, curfew, and closures adversely affect the movement of students and teachers to and from school, incursions, raids, and attacks represent relatively more violent measures. These "assaults" can paralyze all aspects of educational life in a given locality when they occur.

During the period under review, there were a total of **180 assaults** wherein the Israeli army or settlers opened fire or fired tear gas canisters on or near school premises; physically assaulted students or teachers; and/or caused physical damage to school property. The largest numbers of incidents took place in Nablus (39), Hebron (26), Jenin (18), and Northern Gaza (17).

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<sup>14</sup> This number reflects only instances wherein it was explicitly reported in PMG daily Situation Reports that students and/or teachers were affected. Situations wherein school-aged children were affected, but not noted explicitly as "students" were not included. Therefore, the figure is likely to be much greater.

<sup>15</sup> Source: PMG daily Situation Reports. As with the number of checkpoint incidents, this figure reflects only instances where it was explicitly reported that students and/or teachers were affected. School closure figures *exclude* cases when schools closed in mourning of the assassination of a Palestinian leader or the killing of a school student.

Additionally, there were at least **116 incidents wherein the Israeli army or Israeli settlers carried out raids on Palestinian locales that affected the Palestinian educational process**. The Nablus and Hebron governorates experienced 20 such assaults each, while the Jenin governorate sustained 19, and the Bethlehem governorate, 14. In cases such as these, even though there is no physical damage caused to students or school property, there is often a significant impact on the educational process in terms of impeding students' and teachers' access to school, frightening students, disrupting class sessions, and impeding the ability of students to concentrate on their studies.

There is **no substantial difference in the number of assaults with physical damage** between the two years under review (89 in 2003 - 2004 and 91 in 2004 - 2005). However, **the number of assaults without physical damage increased** from 46 to 70 incidents; the most significant increase can be observed in the Jenin governorate (5 to 14 incidents). Other increases occurred in the governorates of Khan Yunis (0 to 6); Bethlehem (from 5 to 9); Gaza (0 to 3); and Ramallah and El Bireh (from 5 to 8).

The following represent typical "assaults" affecting the Palestinian educational process:<sup>16</sup>

- Between 15 December and 30 December 2003, the Nablus governorate faced repeated assaults on its schools, including: using explosives to destroy school gates and turning a school into an interrogation centre; long periods of curfew; raiding school dorms; and raiding schools to remove Palestinian flags hoisted on their roofs.
- On 21 December 2003, 19 January 2004, and 25 February 2005, among other dates, Israeli settlers used stones, empty bottles, and sticks to physically assault school students in the old city of Hebron (especially at Qurtuba and Al Ibrahimiyeh schools) on their way to and from school.
- Between 28 September and 15 October 2004, the Israeli army launched a massive incursion into the Northern Gaza governorate, which resulted in the closure of up to 15 schools in the area for an extended period of time.
- On 21 April 2004, the Israeli army raided the town of Ya'bad, imposed curfew, fired sound and tear gas grenades towards an elementary school, and forced school students to evacuate the school premises.

#### **A Note on *Tawjihi* Students**

Students sitting for the annual high school matriculation examination ("*Tawjihi*") experience significant difficulties as a result of Israeli military activity in the OPT. Successful completion of the series of exams that make up the *Tawjihi* is a pre-requisite for Palestinian students wishing to attend college locally or regionally. *Tawjihi* scores are a significant factor in determining admittance to particular fields of study.

In some cases, *Tawjihi* students have been forced to take an exam while their city or village is under curfew or when there is open fire by the Israeli army near, or towards, the school in which they are taking the exam. In other cases, a scheduled exam had to be re-scheduled for a later date due to an Israeli-imposed curfew. At checkpoints, students, and teachers proctoring *Tawjihi* exams, are often delayed or detained for several hours.

In addition, the Israeli authorities refuse to allow many Palestinian political prisoners, held in Israeli prisons and detention centres, to sit for the *Tawjihi* exam. On 19 June 2005, the Israeli prison administration in Nafha Prison allowed only 50 political prisoners to sit for the exam. An additional 300 had requested to do so, but were refused.

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<sup>16</sup> Source: PMG daily Situation Reports

## B. STUDYING UNDER ISRAELI OCCUPATION

Palestinian students confirm that Israeli military and settler activity in the OPT has a negative effect on their ability to successfully fulfil their right to education. Group discussions held with students in 5 West Bank and Gaza Strip schools indicated that students' concerns revolve around 2 focal points: the **immediate effect of events** outlined in the first section of this report (including, *inter alia*, closures, incursions, raids, harassment at checkpoints and Wall gates, and restricted movement due to the Wall, incidents of open-fire, and/or harassment by Israeli settlers); and the **subsequent psychological toll** such events have on students' well-being.

In both the West Bank and Gaza Strip, students stressed their **inability to concentrate** and their **constant state of anxiety and fear**. They indicated that on a daily basis **they are anxious about whether they will be able to arrive home safely**. Most students expressed their **sorrow about the killing, injury, or arrest of a fellow student or a family member**. They mentioned that events such as these often lead them to be absent from school or, if there, unable to focus on their studies. They reported that, often, after a specific event has occurred – for example, an Israeli military incursion – it may take days before they are able, once again, to concentrate in school.

According to students, Israeli military and settler activity in the OPT has generated a **systematic lack of concentration**, a lack of comfort and desire to participate in class, and an inability to study with colleagues at home because of curfew and closures. Perhaps more importantly, students conveyed that they have been experiencing **involuntary bed-wetting, insomnia, stuttering, and refusing to sleep alone** in their rooms.

Another issue impacting Palestinian children's education is the socio-economic situation prompted by years of Israeli-imposed curfew and closure. Students recounted that their parents are sometimes unable to provide the basic necessities to their children, culminating in **tense family environments**, which affects students' ability to concentrate in school.

Many students, especially those living in the "Closed Zone", described daily military procedures at Wall gates as "incessant humiliation...racism". Female students spoke of being sexually harassed by Israeli soldiers at the gates. Referring to the Israeli military's requirement that students possess permits to cross through Wall gates, one student asserted "Now, one has to acquire a permit to reach his/her own home...what can I say? No comment". Moreover, students noted that Israeli soldiers' inability to communicate effectively in Arabic makes the procedures at the Wall gates, and other checkpoints, more cumbersome.

Some students have changed schools in an attempt to minimize the obstacles they face en route to school and some teachers have been relocated to places closer to their homes. Nonetheless, Israeli disruptions of the Palestinian educational process clearly persist.

### *Attendance*

Attendance levels in 4 out of the 5 visited schools was similar across the 2003 - 2004 and 2004 - 2005 academic years, with an average of less than 10 per cent of irregular attendance. The main reasons for irregular attendance were attributed to the Wall and its associated regime (Qalqiliya), settler violence (Hebron), socio-economic problems, including child labour (Jerusalem), and incursions and curfew (Northern Gaza).

The only exception to this trend was in Rafah where the percentage of irregular attendance increased from less than 10 per cent in 2003 – 2004 to 20-30 per cent in 2004 - 2005, a difference which the students attributed to incursions, house and school raids, open fire incidents, house demolitions and curfew, in addition to schooling days lost in mourning of those killed or assassinated by the Israeli army.



## *Case Studies: Students' Experiences*

### **1. Ras 'Atiya Secondary Co-educational School**

Supervising Authority: Palestinian Authority

Number of Students: 445

Location: Ras 'Atiya village, Qalqiliya Governorate

The Wall is the primary obstacle impacting the educational process for students at Ras 'Atiya Secondary school. Numerous procedures have been imposed on students crossing the Ras 'Atiya Wall gate, such as being searched with a metal detector, having to acquire access permits to cross, and being questioned on a daily basis by Israeli soldiers.

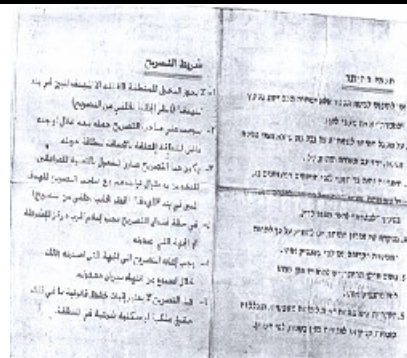
The limited hours during which the gate has been open for much of the time since the Wall was constructed, along with procedures at the gate, has led to students repeatedly missing, or being late for, class sessions. When the Wall gate is closed, students must go through the checkpoint near Qalqiliya city, incurring higher travel costs and additional checkpoint restrictions. **Students indicated that the procedures for crossing the Wall gate are humiliating, and that they are frequently mocked and hassled by Israeli soldiers.** Female students reported that they are sexually harassed.

Until May 2005, the Ras 'Atiya Wall gate was opened 3 times daily, from 07:00 - 7:45, 13:00 - 14:00, and 17:00 - 18:00. Since May 2005, the gate has been open from 06:00 to 18:00 daily. In order to pass through the gate, students under the age of 12 must carry an original copy of their birth certificate and a photocopy of their father's ID card. Their father must be present with them, though in some cases, the presence of another family member, such as an uncle, may be sufficient. Those between the ages of 12 and 16 must possess an access permit, in addition to their birth certificate and a copy of their father's ID card. Students indicated that there have been incidents wherein the Israeli soldiers present at the Wall gate do not believe that the student is under 16 years of age and have demanded that the student's father proceed to the gate to confirm the child's age. Students above the age of 16 must possess access permits.

In early July 2005, the Israeli army installed new technology at the gate and began **requiring all Palestinian civilians aged 12 years and over to place their index finger into a scanning machine each time they pass through the Wall gate.** During the first or second time passing through the gate, an Israeli soldier attaches an adhesive image of the Palestinian civilians' scanned fingerprint to their ID card. This image is then compared to that generated by the scan taken when passing through the gate, as a means of verifying the identity of the person wishing to pass. Students who regularly pass through the gate reported that Israeli soldiers photograph each person who crosses the gate around once a week.

According to students, since the Wall's construction there has been an increase in the number of Israeli army jeeps along roads leading to the school and a rise in the number of days during which curfew is imposed – days that are often accompanied by the firing of tear gas grenades. They also noted that there has been an increased frequency of Israeli army raids of the school and private homes in the area.

The Wall gate, along with other checkpoints, often results in delaying the transportation of school textbooks from Ramallah to Qalqiliya. Students noted that the Wall has also adversely affected the ability of students to play in the school playground adjacent to the Wall. **One student summarized all these obstacles by describing the Wall as "like a monster...like a jail".**



Round stickers of scanned fingerprints

Front Side of Wall Gate Access Permit

Back Side of Wall Gate Access Permit

Source: 16-year-old student at Ras 'Atiya Secondary Co-educational School

## 2. Qurtuba Basic Girls' School

Supervising Authority: Palestinian Authority

Number of Students: 97

Location: Old City of Hebron, Hebron Governorate

Students attending Qurtuba Basic Girls' School in the Old City of Hebron, located across the street from the Israeli settlement of Beit Hadassah, indicated that their daily life is shaped by the existence of Israeli settlers and the large deployment of Israeli soldiers stationed in the Old City to protect the settlers.

According to these girls, **student life revolves around Israeli settlers' violence against students and Israeli army attacks against the school.** The existence of Israeli settlers nearby is strikingly clear each day as students proceed to school. The main street that runs in front of the school, and where the facility's main entrance is located, is closed to Palestinian civilians; only Israeli settlers are allowed access to the street. Consequently, in order to reach school each day, Qurtuba students must climb up the side of a hill that runs along the main road and walk along a rocky, narrow path to reach the school's entrance.

Students reported a variety of forms of settler violence against students, including:

- Rocks, eggs, and dirty water thrown at students on their way to and from school;
- Dumping garbage on and/or blocking roads leading to school;
- Threatening students with knives;
- Pursuing students when they leave school, including forcing them onto unsafe routes, which has resulted in leg injuries among several students; and
- Verbal and physical assaults of students, especially when they leave school.

Furthermore, students are affected by the tense political situation in the Old City, characterized by routine settler violence against the Palestinian community as-a-whole, as well as Israeli military activity. For example, students recounted how Israeli settlers regularly throw Molotov cocktails at Palestinian civilian houses. They also spoke of being subjected to numerous measures of collective punishment, such as tight restrictions at checkpoints, repeated curfew, and the firing of tear gas grenades.

Often times, general Israeli military activity in the Old City is interlinked with a direct attack on Palestinian education. Recalling one such incident, the principal of Qurtuba School noted that during the 2001 – 2002 academic year the Israeli army lifted for a 2-hour period a curfew that had been imposed on the Old City. During the lifting, students went to school. The Israeli army subsequently raided the school

and evacuated the students. The Israeli soldier responsible for the operation told the school principal: “**We lifted the curfew so that you could eat, not for you to go to school. We have a military order to evacuate the school**”. The principal noted, however, that Qurtuba students are currently allowed to attend school even when a curfew is imposed on the area.

#### **Female Student at Qurtuba Basic Girls’ School:**

“On the first day of the second semester in January 2005, a settler followed me while I was leaving school. I tried to walk as quickly as I could to get away, but I ended up falling and breaking my leg. I had to miss school for two weeks. Right before I was supposed to return to school, settlers threw stones at me while I was studying on the balcony of our house, injuring my leg again. I missed the first month of the second semester. *Since then, I feel as if someone is always following me*”.

### **3. Shu’fat Basic Boys’ School**

Supervising Authority: UNRWA

Number of Students: 485

Location: Shu’fat Refugee Camp, Jerusalem Governorate

The complexity of the political and economic situation in Shu’fat refugee camp impacts students’ ability and desire to concentrate on their studies. Since the beginning of Wall construction around the camp, students indicated that there has been an **increased frequency of Israeli Border Patrol raids on the school, house raids in search of weapons, and tear gas injuries during demonstrations against the Wall in the camp**. Students expected that with the completion of Wall construction around Shu’fat, there will be a migration of families out of the camp to areas where there may not be UNRWA schools.<sup>17</sup>

A significant obstacle impeding Palestinian education at Shu’fat Basic Boys’ School regards Israeli measures restricting access of Palestinian West Bank identity card holders to Jerusalem. Seven of 18 teachers at the school come from other parts of the West Bank. These teachers are sometimes unable to reach the school, due to checkpoints located at the entrances to the city.

Additionally, students stressed the influence of the camp’s poor socio-economic situation on their level of enthusiasm towards education. While living standards are relatively lower in Shu’fat refugee camp than in other parts of Jerusalem, the ease of movement between the camp and the surrounding areas, including Israel, **makes the option of finding work easier and, often times, students leave school in order to find employment**.

### **4. Hamza Bin Abdul Muttaleb Basic Coeducational School**

Supervising Authority: Palestinian Authority

Number of Students: 527

Location: Al Qarya al Badawiya, Northern Gaza Governorate

Prior to Israel’s withdrawal of its military forces from the Gaza Strip, Israeli military activity had a direct, often daily, impact on education at Hamza Bin Abdul Muttaleb School in Northern Gaza. Students at the school categorized the obstacles they faced prior to the withdrawal of Israeli forces under four main headings:

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<sup>17</sup> According to the Palestinian Ministry of State for Jerusalem Affairs, Wall construction in Jerusalem threatens to increase the number of Palestinian families forced to relocate to areas west of the Wall in order to minimize the risk of having their Jerusalem residency revoked. The influx would expectedly enlarge the student population in the city and, hence, place significant pressure on East Jerusalem schools. Ministry of State for Jerusalem Affairs, “*Tearing the Social Fabric of East Jerusalem: Israel’s Wall and Palestinian Education*,” August 2005.

- Indiscriminate open fire towards the school on an almost daily basis;
- The presence of Israeli army tanks on roads leading to the school;
- Frequent incursions into areas adjacent to the school or students' houses; and
- Israeli army raids of the school.

Students reported that it had become a daily habit to **hide under their desks** when the Israeli army opened intensive fire towards the school and its surroundings. Students noted that they were often left in a state of panic and fear and possessed little ability to regain their concentration.

Offering an example of the type of Israeli military activity affecting their studies, students recounted how, on 06 September 2003, the Israeli army carried out a 3-hour raid of the school that lasted from 07:30 until 10:30. During this time, students were forced to remain in their classrooms, each of which was guarded by 2 Israeli soldiers. At 10:30, the Israeli army evacuated the students from the school, but continued to detain the school's teachers and employees until 14:00. Students stressed that the raid distracted them for days and left them unable to concentrate on school.

During the 2004 - 2005 academic year, the Israeli army launched an incursion into the school area, resulting in the loss of 21 consecutive days of school. When class sessions resumed, students spent days talking about what had happened. By and large, students indicated that **the extent to which incursions disrupted and impacted their lives lasted far longer than the duration of the incursions themselves.**

## 5. Rab'a Al 'Adawiyeh Secondary Girls' School

Supervising Authority: Palestinian Authority

Number of Students: 623

Location: Rafah Refugee Camp, Rafah Governorate

Prior to the withdrawal of Israeli forces from the Gaza Strip, Rab'a Al 'Adawiyeh Secondary Girls' School in Rafah refugee camp incurred multiple forms of violence, including daily open fire, which negatively impacted the school's ability to function normally. According to students, **daily fire was opened from Israeli military surveillance towers along the Gaza-Egypt border towards the school and its surroundings for an average of 10 consecutive minutes every day.**

Ongoing instances of open fire affected students' ability to concentrate and led to repeated damage of the facility, to the extent that the school ceased replacing its glass windows as they were constantly shattered by Israeli army fire. The Israeli army also had demolished the school's gate, principal's office, bathroom, and 2 classrooms filled with furniture and equipment.

**Irregular attendance of students and teachers was a common phenomenon.** In addition to direct Israeli military activity that made impossible class sessions, students noted that their parents often prevented them from going to school on days when there were incursions or raids in the areas adjacent to the school, due to fear that their children may be harmed. Moreover, teachers' access to the school was constantly hindered due to delays and restrictions at Abu Holi Checkpoint.

Irregular attendance and inability of students and teachers to concentrate impacted the educational process in a variety of significant ways. Often times, **numerous sessions worth of material needed to be compressed into a couple of class periods**, or additional class sessions were necessary throughout the year. In some cases, students needed to take multiple exams on the same day, though the exams originally had been administered on a 1 exam per day schedule. As-a-whole, the ability of students to maintain pace with the annual curriculum was impeded.

## ANNEX

### A. Number of Students by Supervising Authority and Schooling Level<sup>18</sup>

Location	Number of Students by Supervising Authority & Schooling Level (*excluding vocational schools from secondary education) <sup>19</sup>														
	Government				UNRWA		Private				Total No. of Students	Percentage of Students			
	Basic	Secondary	Total	Percentage	Basic	Percentage	Basic	Secondary	Total	Percentage		Gov't	UNRWA	Private	Total
<b>West Bank</b>	443568	58709	502277	<b>68.92</b>	59697 <sup>20</sup>	<b>23.45</b>	-	-	52843	<b>85.99</b>	614817	81.70	9.71	8.59	<b>58.85</b>
<b>Gaza Strip</b>	180120	46333	226453	<b>31.08</b>	194885	<b>76.55</b>	-	-	8611	<b>14.01</b>	429949	52.67	45.33	2.00	<b>41.15</b>
<b>PT Grand Total</b>	623688	105042	728730	<b>100.00</b>	254582	<b>100.00</b>	57872	3582	61454	<b>100.00</b>	1044766	<b>69.75</b>	<b>24.37</b>	<b>5.88</b>	<b>100.00</b>

### B. Number of Teachers and Schools by Supervising Authority<sup>21</sup>

Location	Number of Teachers by Supervising Authority <sup>22</sup>				Number of Schools by Supervising Authority (*excluding vocational schools)			
	Gov't	UNRWA <sup>23</sup>	Private	Total	Gov't	UNRWA	Private	Total
<b>West Bank</b>	20746	2226	4280	27252	1262	93	224	1579
<b>Gaza Strip</b>	7792	5872	665	14329	317	180	26	523
<b>PT Grand Total</b>	28538	8098	4945	<b>41581</b>	1579	273	250	<b>2102</b>

<sup>18</sup> Source: MOE, "Statistics about General Education in Palestine" (a brochure), 2004 – 2005.

<sup>19</sup> This number excludes MOE data on the number of students attending vocational schools.

<sup>20</sup> This figure excludes the number of 10<sup>th</sup>-Grade students at Shu'fat Basic Boys' School in Shu'fat refugee camp, Jerusalem.

<sup>21</sup> Source: MOE, "Statistics about General Education in Palestine" (a brochure), 2004 – 2005, except where noted.

<sup>22</sup> This includes teaching and non-teaching staff in schools, except employees and janitors. Also, the figures include teachers at vocational schools in the West Bank (9 private and 75 government schools) and in the Gaza Strip (5 government schools).

<sup>23</sup> Figures concerning UNRWA schools featured in this table are from UNRWA data.

### C. Killings, Injuries, & Arrests<sup>24</sup>

Time Period	Killings			Injuries			Arrests		
	Students	Teachers	Total	Students	Teachers	Total	Students	Teachers	Total
2003 - 2004	76	3	79	175	26	201	278	53	331
2004 - 2005	98	4	102	251	2	253	265	24	289
<b>Total 03-05</b>	<b>174</b>	<b>7</b>	<b>181</b>	<b>426</b>	<b>28</b>	<b>454</b>	<b>543</b>	<b>77</b>	<b>620</b>

### D. School Days Lost Due to Curfew & Number of Affected Students and Schools<sup>25</sup>

Time Period and Governorate	School Days Lost due to Curfew	Affected Student Population	Total No. of Students in Gov't Schools	% of Affected Students	No. of Affected Schools	Total No. of Gov't Schools	Percentage of Affected Schools
West Bank 03-04	887	141952	502277	28.26	331	1262	26.23
Gaza Strip 03-04	265	55575	226453	24.54	85	317	26.81
<b>Total 2003 - 2004</b>	<b>1152</b>	<b>197527</b>	<b>728730</b>	<b>27.11</b>	<b>416</b>	<b>1579</b>	<b>26.35</b>
West Bank 04-05	321	73957	502277	14.72	174	1262	13.79
Gaza Strip 04-05	52	22251	226453	9.83	30	317	9.46
<b>Total 2004 - 2005</b>	<b>373</b>	<b>96208</b>	<b>728730</b>	<b>13.20</b>	<b>204</b>	<b>1579</b>	<b>12.92</b>

<sup>24</sup> Source: MOE, Monthly Reports covering September 2003 – May 2004 and September 2004 – May 2005 & Yearly Reports for 2003 - 2004 and 2004 - 2005.

<sup>25</sup> Ibid.

## E. Detentions, Restricted Access and Assaults by Governorate<sup>26</sup>

Governorate	Detentions		Restricted Access		Assaults that Impact Schools	
	Outside School Grounds	Inside School Grounds	Obstructed Access due to Events at Checkpoints	Obstructed Access due to Closures (city/ village/ camp, Wall gates, road, or school closure)	Incursions/Raids/Attacks or Setter Violence w/ Fire, Tear Gas, Physical Assaults or Physical Damage to the School	Raids w/ Curfew & w/out Attacks, Physical Assaults, or Physical Damage to the School
Jerusalem 2003 - 2004	1	0	2	0	3	4
Jerusalem 2004 - 2005	4	0	7	2	3	0
Ramallah & El Bireh 2003 - 2004	2	3	4	0	7	5
Ramallah & El Bireh 2004 - 2005	0	0	9	0	10	8
Jenin 2003 - 2004	3	0	5	15	11	5
Jenin 2004 - 2005	7	1	7	3	7	14
Tulkarem 2003 - 2004	1	0	1	17	7	4
Tulkarem 2004 - 2005	2	0	4	1	5	6
Qalqiliya 2003 - 2004	2	1	0	3	1	0
Qalqiliya 2004 - 2005	3	1	0	26	0	0
Nablus 2003 - 2004	3	1	11	9	17	10
Nablus 2004 - 2005	1	3	8	0	22	10
Salfit 2003 - 2004	1	1	2	1	7	1
Salfit 2004 - 2005	1	0	2	0	3	3
Jericho 2003 - 2004	0	0	2	0	1	1
Jericho 2004 - 2005	0	0	0	3	0	0
Bethlehem 2003 - 2004	1	1	0	1	7	5
Bethlehem 2004 - 2005	0	0	2	1	3	9
Hebron 2003 - 2004	2	1	3	9	13	11
Hebron 2004 - 2005	2	1	4	0	13	9

<sup>26</sup> Source: PMG daily Situation Reports, September 2003 – June 2004 and September 2004 – June 2005.

<b>TOTAL WB 2003 - 2004</b>	<b>16</b>	<b>8</b>	<b>30</b>	<b>55</b>	<b>74</b>	<b>46</b>
<b>TOTAL WB 2004 - 2005</b>	<b>20</b>	<b>6</b>	<b>43</b>	<b>36</b>	<b>66</b>	<b>59</b>
<b>TOTAL WB 2003 - 2005</b>	<b>36</b>	<b>14</b>	<b>73</b>	<b>91</b>	<b>140</b>	<b>105</b>
<b>Northern Gaza 2003 - 2004</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Northern Gaza 2004 - 2005</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>1</b>
<b>Gaza 2003 - 2004</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>
<b>Gaza 2004 - 2005</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Central Gaza 2003 - 2004</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Central Gaza 2004 - 2005</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Khan Yunis 2003 - 2004</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>
<b>Khan Yunis 2004 - 2005</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>9</b>	<b>6</b>
<b>Rafah 2003 - 2004</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>0</b>
<b>Rafah 2004 - 2005</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>
<b>TOTAL GS 2003 - 2004</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>15</b>	<b>0</b>
<b>TOTAL GS 2004 - 2005</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>25</b>	<b>11</b>
<b>TOTAL GS 2003 - 2005</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>40</b>	<b>11</b>
<b>TOTAL 2003 - 2004</b>	<b>16</b>	<b>10</b>	<b>30</b>	<b>56</b>	<b>89</b>	<b>46</b>
<b>TOTAL 2004 - 2005</b>	<b>20</b>	<b>8</b>	<b>43</b>	<b>37</b>	<b>91</b>	<b>70</b>
<b>GRAND TOTAL 2003 - 2005</b>	<b>36</b>	<b>18</b>	<b>73</b>	<b>93</b>	<b>180</b>	<b>116</b>