



DIVERSITY IN EAST JERUSALEM

Newsletter of the EU Project "Advancing the Rights of Vulnerable
Palestinian Women and Children in East Jerusalem"



ADVANCING
THE RIGHTS OF
CHILDREN AND WOMEN
JERUSALEM

HEINRICH BÖLL STIFTUNG
PALESTINE & JORDAN

4th edition | March 2017

Dr. Bettina Marx
hbs Director

Dear Friends,

This is the fourth edition of our bi-annual electronic newsletter on Jerusalem. With this publication hbs Palestine & Jordan based in Ramallah is happy to present to you new information about our EU-funded project “Advancing the rights of Vulnerable Palestinian Women and Children in East Jerusalem”.

Through this project, hbs and its partners provide support to the marginalized communities of East Jerusalem that suffer from neglect, poverty and lack of basic services. Our special focus is mostly on women and children who face most of the challenges in their daily life. Their rights are too often violated and they have no space to express themselves, feel safe and be creative. Our project is an effort to support these people and provide what is missing for the Palestinian Jerusalemites, namely psychosocial and educational support, cultural activities, services and facilities for the disabled and economic opportunities for women entrepreneurs. With our five main partners, Right to Play, War Child Holland, ArtLab, ACAD and Sawa, and many smaller community based organizations, we work together towards the well being of these vulnerable groups.

The situation in East Jerusalem is getting worse every day and a political solution is not even discussed nowadays. In order to assess the impact of this situation on the marginalized communities of East Jerusalem, hbs will be soon publishing a study, which was conducted by the researcher Dr. Safa Dhaheer. The study will be sent to you electronically, but you can have a brief preview as a small part of it is included in this Newsletter. In an article format it tackles the educational challenges in East Jerusalem.

Since our last newsletter plenty of activities have been implemented for our beneficiaries. The highlight was the Open Day in Jerusalem, on 19th October 2016 in the building of the YWCA. On this day all the project partners presented their work and hundreds of beneficiaries attended and participated in shows, games, bazaars and many more activities. The YWCA was full of children running and playing around and women entrepreneurs presenting and selling their products to the public. The EU ambassador, Mr. Ralph Tarraf, and the Jerusalem Governor, Mr. Adnan Al Hussein, honored us with their presence on that special day.

This issue of the Newsletter in front of you focuses on the educational sector in East Jerusalem. With hundreds of schoolrooms and teachers lacking, with a high dropout rate and many social problems created by the occupation the elementary and high school sector faces a sincere crisis. Therefore, we have included relevant contributions, as the abovementioned article by Dr. Dhaheer, but also a personal story from a teacher in one of the East Jerusalem schools. Moreover, you will find a contribution from our partner ArtLab on how our project provides artistic skill training for students, filling the gaps of the educational system in Jerusalem.

Furthermore, we have prepared for you a collection of useful links to additional articles and publications.

I trust that you will find this Newsletter useful and that it will keep you interested and involved in Palestinian Jerusalem.

Open Day – Burj Luq Luq



During the last year of the project, the first greenhouse in the Old City of Jerusalem has been installed at Burjal Laq Laq Social Center Society, where beneficiaries pursue their vocational training in agriculture focusing on decorative plants and medicinal herbs. Similarly, the kitchen equipment has been installed at Domari Center of Gypsies in Jerusalem, where the vocational training with the renowned Chef Odeh Abul Hawa of the Seven Arches Hotel in Jerusalem will resume. Beneficiaries from these CBOs were able to reap benefits of their work during the project Open Day that took place on 19th October 2016 at the YWCA, as well as at the Christmas Bazaar at the French Institute of Jerusalem on 12th November 2016 by successfully selling medicinal herbs

in colorful and hand-made ceramic pots, as well as different kind of deserts & sweets.

ACAD started its work with a new CBO, the Aizarieh Charitable Society where most of the beneficiaries are from vulnerable Bedouin communities between the city and the settlement of Ma’ale Adumim. The beneficiaries successfully completed the training to strengthen women’s assertiveness and self-confidence and are currently exploring concepts & tools required to write a business plan for their collective micro-enterprise. Meanwhile, the beneficiaries of Al Thuri women Center (Silwan) will open a micro-enterprise of fashion design & sewing in the heart of Silwan after taking the vocational training.



ArtLab Jerusalem



Increasing Jerusalemite youth job opportunities using alternative education and providing a safe space for self-empowerment

ARTLAB is one of the partners of the Consortium and it is implementing a specific component called “Youth StArt Up” (YSU). Marwan Baghdadi is a 25 years old from East Jerusalem. He was enrolled in the YSU project in Year 1 (2014/2015). He was recently appointed at UNRWA as Photographer and Photo Archivist at the Photodesk Unit in the External Relations and Communications Department (ERCD). In this Newsletter we take the chance of interviewing Marwan as a “beneficiary” who changed his life also thank to the YSU Project. We believe his story can be a reference for other young Palestinians as a success story.

What was the impact of YSU training on your life?

YSU is a programme that allows youth from East-Jerusalem to learn, interact and produce in an environment that is certainly missing from East-Jerusalem. The fact that YSU learners, as

students and friends, know that there is a space for us which we can use at any time has been incredibly useful throughout my years in the project. I’d say that YSU trainers and productions absolutely gave me the chance to sharpen and develop my skills which now serve as a source of employment at the UNRWA Headquarters in Jerusalem.

Do you think that your job opportunities are better off after YSU? If yes, why?

Absolutely, I believe that without YSU, my job opportunities would have been much less. YSU taught me the essentials of all multimedia fields, including cinematography, filmmaking, animation and design. Without the exposure to these fields, I would have faced tremendous difficulties when dealing with unexplored fields.

Would you like to be a professional in the audio-visual field?

3 years ago I wanted to be a professional. I surely consider myself a professional in the audio-visual field now!

<https://www.facebook.com/artlabjerusalem/?fref=ts>



Do you think that such a work can benefit the Palestinian/Jerusalemite situation? If yes, how?

I believe that as Palestinians, and especially as Jerusalemites, we don’t have space or the right to freedom of expression. A project like YSU fills in the space where Jerusalem youth can talk, create and produce things that eventually reflect their views. The students do not have to let go of their Jerusalemite identity in order to be a part of the team, which is something I highly value in a city full of unending violence and tension.

Did you find a job related to the audio-visual field after being enrolled in YSU?

After finishing the YSU programme, I successfully joined the UNRWA Photodesk division, part of the External Relations and Communications Department, which is in charge of receiving, co-coordinating and publishing all the UNRWA photographs from all fields of operations in the occupied Palestinian territories, Lebanon and Syria. In addition to organizing and actively publishing photos, I am also in charge of the UNRWA

photo-archive, which contains all the photographs of Palestinian refugees documented by UNRWA photographers from approximately 1948 up until today.

What about gender issues? Did YSU increase your sensitivity towards this topic? If yes, how?

I wouldn’t say that I wasn’t sensitive to the issue of gender in Jerusalem before. Due to the fact that Jerusalem is a city with 3 religions, all having different ideas, rules and perspectives about gender, it was increasingly difficult to relay and discuss ideas with students from different backgrounds. However, this only highlighted the cultural differences that students had with one another and allowed us to directly address these issues in an open-minded space. The experience that I had during YSU was certainly enriching in that sense, as it gave me tools to work with people that still refuse to approach the issue. Furthermore, despite our differences, YSU was truly an encompassing project that still managed to bring everyone together and create products that were unseen and unheard of in the Jerusalemite art space.



**“WE KNOW
AND WE CAN REACT”**

www.righttoplay.com

**RIGHT
TOPLAY**

At Right To Play, we believe that it's not only important that our children are academically successful, but we believe that building our children's life skills and equipping them with the needed abilities to protect themselves will affect their academic success and hence affect their future personal, social and professional lives.

Right To Play believes that sports and play activities are essential for giving children and youth the opportunities to have a wide range of skills, knowledge and values, especially regarding their rights and responsibilities in the society.

Therefore, through the EU funded project “Advancing the Rights of Vulnerable Women and Children”, RTP implemented two child led awareness sessions in partnership with Burj al Laq Laq Social Centre Society. The sessions focused on raising the awareness of children towards their rights and forms of abuse (physical, sexual, psychological) that they might face in the community. Through team work and play activities, children learnt how to react towards each form of abuse, to whom and how to report, in case they get exposed to abuse at school, on the street, at home or in community centres.

Right To Play's well-designed games helped 44 boys and girls from the Old City of Jerusalem to differentiate between their roles in their communities and their responsibilities. Moreover, they learnt how to deal with mistreatment from their peers or from adults. Additionally, through the sessions children learnt the difference between their needs and their desires. Children were very active and enthusiastic; they worked in teams, played and expressed their feelings and different experiences.

Mohamad Ameera one of the children that participated in the awareness sessions said that “the awareness session was very interesting; I enjoyed participating in it, as it provided us with new information about our rights and how to be active citizens in the society. Mohamad continued: “The most enjoyable thing was that the session was exciting and full of play activities, we learnt everything while we were playing”

HEINRICH BOELL FOUNDATION

**HEINRICH BÖLL STIFTUNG
PALESTINE & JORDAN**



Hbs organized the Open Day in Jerusalem, hosted at the YWCA, on 19th October 2016. At this special event, the project partners celebrated and proudly presented to the public their work and achievements. Hundreds of beneficiaries attended and participated in the different activities, engaging children and adults. The Open Day was also attended by the EU Representative Mr Ralph Tarraf, the Palestinian Governor of Jerusalem, Mr. Adnan Al Hussein, as well as representatives from the Ministry of Education and Higher Education/ Jerusalem district.

All the project partners and CBOs were represented in the Open Day with their own booth. Some of them were selling their products, such as delicious cakes and pastries made by the women of Domari Association of Gypsies, beautiful decorative plants grown at the greenhouse of Burj Luq Luq or fashionable handmade jewelry designed by the beneficiaries of Al Mortaqa

Women Organization. Others, including Right to Play and Sabreen Association, organized activities and games for the children, while the rest of the partners participated in various shows. The Old City Youth Association and Al Thori Women center presented contemporary and dabkah dancing, while the women beneficiaries of Spafford Center performed a puppet show. The students from Al Razi Association presented a theatrical play and young Mohammad Faiez Al-Aa'war from Nibras Al Quds Association entertained the audience with his beautiful voice. A scouts' performance was held by Al Bustan Center and the children did not stop laughing thanks to the special Open Day guests, Semsem and Zaatar.

Everybody fully enjoyed the event that gave the opportunity to the Palestinian Jerusalemites to forget for a while all the difficulties of their daily life and enjoy the moment.



S

A

W

A



Sawa has worked with a total of 3 groups of bus drivers from the Jerusalem Bus Company for two years, in the framework of the project “Advancing Rights for the Vulnerable Palestinian Women and Children in East Jerusalem”. In total, 22 men took part in workshops on violence in general and violence against women and children in particular, in addition to discussing issues of sexual violence targeting children and within the family. Moreover, the workshops included debriefing sessions using therapy cards, a session related to sports and health issues, as well as healthy eating habits for drivers working long hours.

Workshops were held in the evenings (after working hours), typically from 6:00pm until 8:30pm. In general, bus drivers shared how much they have benefitted from Sawa’s sessions. One driver commented that “we never thought that we would discuss these issues with our sons and daughters, but we came to appreciate how important it was to do so.” Another driver stated that “the fact that we don’t talk about these issues doesn’t mean that sexual abuse does not exist in our society.”

Success stories from working with these drivers demonstrate the extent to which including men - as well as women - in our work can achieve positive

results. Ahmad told us that he was happy that Sawa thought of working with bus drivers, as they feel marginalized and no-one had thought of working with them before. Fouad said that after the first workshop, he felt that his colleagues, who had participated in the session, seemed to have more positive energy and even treated each other differently. Tarek mentioned that he has now more sympathy for the pressure that his colleagues face. Two other drivers told us how they had found a new way to de-stress during a hard day: one began drumming on a large empty pot, and his colleague started singing, positively surprising passers-by.

In addition, as a result of our collaboration with the Bus Company, a remarkable achievement has been made: information about our Helpline has been printed on the back of more than 100,000 bus tickets for the Jerusalem- Ramallah line. Additionally, 500 stickers carrying the Helpline’s logo and phone number have also

been prepared and distributed among bus drivers and placed on buses. The tickets and stickers have significantly contributed to our outreach work, as they are seen by thousands of commuters every day.

It is important to note that Sawa decided to work with the bus drivers as they are in daily contact and interaction with people, and it turned out that they felt a huge need for debriefing, and for being given a chance to talk. They may notice cases of sexual abuse taking place on their bus: sometimes they may not diagnose such behavior as sexual abuse, or alternatively they may not know how to react to such cases. During workshops, we emphasized the fact that if the victim does not react towards sexual abuse directed at her, this does not mean that she accepts this behavior, and that it is important to take this into consideration when noticing cases of sexual abuse.


www.sawa.ps



War Child Holland: Empowering Children to Shape Their Own Future

www.warchildlearning.org

EMPOWERING CHILDREN TO SHAPE THEIR OWN FUTURE

Every year, War Child Holland enables children in East Jerusalem to design and advocate for their own solutions to the problems that affect them, as part of the project "Advancing the Rights of Vulnerable Palestinian Women and Children in East Jerusalem." Children Creating Change (CCC) is a newly developed methodology by War Child.

As the name implies, children are the ones leading the initiatives, based on their thoughts, opinions and perspectives; coaches are present to provide support, make sure the participation of the children is meaningful and safe, but not to take decisions on behalf of the children.

Best suited for children aged 14 and above, the method first trains these coaches, who then adapt their training to support children in their communities to develop and implement their chosen initiatives.

Training was delivered for 12 coaches within three targeted community organisations by War Child Holland. The coaches were selected from the group of community volunteers previously trained on I-DEAL methodology, Child rights and Child Safety in the 2nd year of the project. Through this training, coaches were introduced to the CCC methodology and received additional training on related concepts (children's rights, child safety, and awareness-raising).

Through this training several questions were addressed (how to keep the children safe, how to keep children interested, and how ambitious their initiatives could be).

The following step was for coaches to deliver the training to two groups of children:

- **Step One:** Children choose a problem that affects them.

This problem/issue has to affect a large number of children in their neighbourhood.

- **Step two:** Formulating the desired change: Selecting an achievable, realistic goal for change
- **Step three:** Identifying and choosing a target: a person or group who can help them solve their problem.
- **Step four:** Developing the action

Children have to agree on one action per group. The action is up to them, but it has to be something that can be used to influence the target they selected.

Children were divided into two groups, each of which selected a specific issue negatively affecting children in their community, and proposed an initiative.

The two initiatives were reviewed by WCH staff, in order to assess the safety and possible risks of the proposed action, before being approved. WCH staff and coaches also discussed possible ways to sustain the initiatives and methods to empower children to create change in the longer term.

The topic of the 1st initiative was that voices of the children in Silwan are not heard so they wanted to send many messages

about issues that concern them as children like lack of playgrounds and violence at schools in their community to the general public through radio spots. A training by two youth journalists was delivered to the 10 children who took the lead in this initiative and accordingly 4 radio spots were written by the children, recorded and broadcasted through 24 FM.

As for the 2nd initiative, it was on the garbage and hygiene in Athori neighbourhood where children initiated to work on a video where they can film the garbage in the streets and express their sadness and hopes for a change in their community and decided to have this video as a tool to raise the awareness of their colleagues and young people in their community.

Child safety: Through the whole process of those child-led initiatives, WCH staff ensured the safety measures in place, starting with a briefing for the technical team on WCH child code of conduct and media guidelines. Consent forms were also signed by the children as well as their parents as approval to be part of those initiatives.



Artistic expression is an under-appreciated need of Jerusalemite youth:

by providing them with high quality trainings they are able to better define their identity and they will be better off in the job market.



Founded in early 2014 in Jerusalem, ARTLAB promotes self-expression, cultural and professional empowerment by training youth in the field of artistic multimedia.

Why? Because ARTLAB aims at contributing to fill a big gap in the traditional educational system, to better serve the basic needs of children and youth and to support them in increasing their future job opportunities in the market.

The condition of young Palestinians living in East Jerusalem is extremely fragile and challenging. In particular, young Jerusalemites lack opportunities in seeking their self-determination as individuals and as a people. It is therefore necessary to contribute to increase the possibilities of self-definition and self-narration in order to counterbalance the loss of identity that young Palestinians, and Jerusalemites in particular, are facing because of the situation they are live in.

Palestinian youth are willing to understand who they are, they want to mark the difference between them and the older generations but they get lost somewhere in the process. There is a gap to be filled.

Art is an efficient tool for children and youth to express themselves freely. To provide youth with a safe space in which their voice is heard has a tremendous positive impact on them and this is an important process, no matter if later they will become professionals in art-related job or not.

Unfortunately Art is rarely included in curricular activities so youth are not encouraged regarding their self-expression and

creativity at school and they need to look for that element somewhere else. Artistic education is considered in most of the cases an alternative education field and it falls under the category of "extra-curricular activities". Jerusalemite children and youth can join courses, workshops and summer camps among the variety of those offered by Jerusalemite cultural institutions.

On average the quality of the offer is high, most of those opportunities are for free or quite cheap because as in many other aspects of the city under occupation, NGOs and Humanitarian Agencies are covering the costs of those services provided to the community.

Still to be involved or to work in the artistic field it is not well considered culturally and socially within the community. So if the only chance to access artistic trainings is through extra-curricular activities, it means that parents and families in general must be involved and agree. This might be a problem in those households that don't really give a value to that aspect of education even if their children are interested and talented. When it comes to girls, the consequences might be that they are simply not allowed to join or they are not taken seriously the moment they decide that art could be their professional field in the future.

The perception changes a bit if we consider the audio-visual field. Thanks to the large use of video tools in our daily life and due to the high presence of news agencies and press professionals in the city, the audio-visual field is somehow considered differently, more serious in terms of job opportunity rate.

Under this perspective, the lack of artistic development in the

traditional school system (up to university level) has a negative impact in the balance between the number of students graduated and the number of students employed.

According to a comprehensive studies conducted by CARE in 2015, it clearly appears the gap between educational institutions and labour market. In particular it highlights the lack of skills of graduated students to be able to respond to the market needs, and the lack of harmonization between academic and labour world.

ARTLAB is providing with professional trainings in the audio-visual field and it is contributing to serve to fill both the two big gaps here mentioned. On one side, it offers a safe space in which students can express themselves freely trying to define their identity at risk outside. On the other side, it is contributes to enrich the education and the skills of youth in order to increase their job opportunity rate in the artistic field.





Education in East Jerusalem is faces many types of challenges; political, social and economic. Since the annexation of East Jerusalem in 1967, the Israeli primary goal has been to create demographic and geographic conditions that will prevent any future attempt to challenge the Israeli sovereignty over the city. To achieve this aim, Israeli governments have been taking actions to increase the number of Jews and reduce the number of Palestinians living in the city. Therefore, all the Israeli policies are based on discrimination and neglect against the Palestinians in East Jerusalem to force them to leave. This includes Education, which suffers not only from lack of needed classrooms but also Israel had interfered in the type of curriculum that the Palestinian students are learning. Schools in East Jerusalem are the public schools maintained by the Jerusalem municipality and the non-municipal schools; the first teach a separate “Arab educational system” meaning that it was designed for the Palestinian

students of East Jerusalem, while the second are owned and ran by either churches, the Waqf¹ in coordination with the PA, UNRWA² or private bodies. The status quo of education in East Jerusalem reflects the Israeli policy of the deliberate neglect and deterioration over the decades; only 41% of Jerusalemites students are enrolled in the official municipal education system, due to the shortage of the number of classrooms, although the Palestinian students constitute 40% of all students in Jerusalem. In addition, 43% of the existing classrooms are defined as inadequate, and the school dropout has reached 26% in 11th

- 1 Waqf means a mortmain property is, under the context of charity «sadaqah», an inalienable religious endowment in Islamic law, typically donating a building or plot of land or even cash for Muslim religious or charitable purposes with no intention of reclaiming the assets.
- 2 The United Nations Relief and Works Agency for Palestine Refugees (UNRWA), was created in 1949 to provide education, health care and social services to the Palestinian refugees from the 1948 and 1967 wars in the West Bank, the Gaza Strip and elsewhere.

grade and 33% in 12th grade, according to the report of the Association for Civil Rights in Israel in May 2015³. Since the Oslo Accords of 1993, schools in East Jerusalem have used the Palestinian curriculum instead of the Jordanian curriculum that had been used since 1967. This was the case till September 2011 where these schools were ordered to limit themselves to certain text books that are purchased only from the municipality. These forced text books were without the logo of the PA Education Ministry, and the contents were censored; they erased any reference to the Palestinian identity, culture and heritage, they also removed all the expressions regarding the Palestinian history and contemporary narrative. Many have opposed this move and called for protests and strikes against the distortion of the Palestinian curriculum. However, some private schools

³ See “East Jerusalem 2015: Facts and Figures”. <http://www.acri.org.il/en/12/05/2015/ej2015/>

eventually obeyed the Israeli instructions out of fear of losing the municipality financial aid. This has raised concern regarding the Israeli implicit plan; the Palestinian identity and narrative will be forgotten by the younger generation and eventually will die the old generation.

Socio-economic and political factors also influence school enrolment; most of the males who dropped out of school do that for economic reasons; mainly to work in Israel where salaries are relatively high. In addition to the fact that many of the students who participated in the dynamics of the “Intifadas” and were jailed by Israel for periods ranging from several months to several years, usually do not go back to school when released. For the females, due to the socio-economic pressure, drop out of school usually happened because the girl is getting married:



"I started working in al-Isawiya municipal girls' school sixteen years ago; the locals did not appreciate much girls' education in the past; many girls were engaged after the ninth grade because their families would not allow them to pursue their education in the East Jerusalem high schools. Now more girls are studying in the city, and starting from next year the Jerusalem municipality will establish a high school for girls in al-Isawiya (Afaf Shihabi Qaddoumi, August 16, 2016).

The above testimony points out that people in what used to be rural areas around Jerusalem, al-fellaheen (the countryside people), are more conservative. They accept that their daughters/sisters pursue their education as long as it is in the village, even though the schools in Jerusalem are only fifteen minutes' drive. From the headmistress experience, the locals became more open over time; one of the explanations is that the headmistress herself, who is from the city, has presented an excellent role model over the years, by her devoted work, not only to educate the girls but also to build their characters and raise their awareness regarding their rights in Education among others. This progress in social values inside the Wall around East Jerusalem was held back in the suburbs that are located outside the separation Wall such as al-'Eizariyah:

"When I was a student in al-'Eizariyah girls school many years ago; our teachers were mostly from Jerusalem and other cities of Palestine such Bethlehem. I was inspired by their level of education, independence and their modern look that represented another model than our mothers, aunts from the village. In my opinion, we were more advanced than today's students who face mobility restrictions. The teachers nowadays are local or from the nearby villages, no diversity in the teachers' lifestyle or character, therefore no inspiration as well" (Fatmah, November 12, 2016).

Before the Wall many of the West Bank suburbs students were studying in East Jerusalem schools too. For many observers, the new generation is less open to differences than those who enjoyed free movement ten years ago. The students of other

neighborhoods that are considered within the municipality boundaries but were excluded by the Wall, such as Kafr A'keb and the Shua'fat refugee camp, still have the right to attend their schools in East Jerusalem as they hold an Israeli identity card (Blue ID). However, they have to go through security inspection on the checkpoint on daily basis on their way to school. This has an impact on their psychological status. These challenges are shaped by the political context of East Jerusalem. However, education faces also other challenges at the social (gender) level. Although education for both sexes became one of the key Palestinian social values especially after losing the land by war and occupation, and the gap between boys' and girls' enrolments in schools has disappeared in the Palestinian society, a closer look into statistical charts⁴ shows that female students out-number their male counterparts in school enrolment except in private schools. This reveals that Palestinian parents generally are more willing to invest in the education of their sons, rather than their daughters:

"I was top of my class. I was sent to the UNRWA school while my brother was sent to a private school; there he was able to study English and French from kindergarten until high school. I did not feel angry because the general belief is that sons are a greater asset to the family. A good education will lead to better job opportunities for them and they can help the family financially, while daughters will get married and even if they work, their money will contribute to their husbands after marriage." (Rasha, November 29, 2016).

What is remarkable despite all these challenges, females were and still are more committed to education. Girls are more likely to progress on to university while boys most likely dropout of school. The complex socio-economic and political context had an impact on the level, type and quality of education in East Jerusalem. The challenges that education in East Jerusalem is facing are as big as the struggle over city itself and need urgent intervention before it's too late.

⁴ See http://www.pcbs.gov.ps/Portals/_Rainbow/Documents/Education-201503E.htm



"Being a teacher in East Jerusalem Aya's personal story"



Aya Abu Sirrieh

My name is Aya Abu Sirrieh. I am an English teacher at a high school in Jerusalem. I have been a teacher for five years. I have always taught boys and I love it. Being a female teacher at boys' high school is a daily challenge for many different reasons, such as the different backgrounds of the students, the students' motivation towards education and even losing a student, due to imprisonment.

Teaching in general is a difficult career that needs a lot of patience and passion. However, teaching in Jerusalem has a different face than in any other city. It needs a teacher who can stand pressure most of the time, a teacher who can legitimize the students worries about their present and future from getting killed, jailed and dragged into drugs. It is obvious that education is affected by the surrounded social environment. The students who suffer from social problems will probably have difficulties in the learning process.

I have always wondered about the reasons behind the Jerusalemite students who drop out from school. During the discussions with my students about their daily lives and their leisure time, I found out that the main reason is poverty and the low income of the family. At a certain age, the student would choose to leave school in order to help his family financially, as the family has no longer the means to cover his needs. Jerusalemite students also fall often into depression which controls their thoughts and convinces them of their failure in education, so they must skip school since it is worthless to continue. Moreover, the Jerusalemite community is falling apart due to the non-clear political future for the city, which also has a negative impact on the educational sector. The illegal Israeli occupation and neglect for East Jerusalem and the absence of the Palestinian authorities from the city has created a chaos for which nobody cares or is able to solve.

USEFUL RESOURCES ON JERUSALEM

Articles

- +972Magazine 2nd Sep, 2016 City Hall gets more creative in ignoring east Jerusalem school shortage Aviv Tatarsky from Ir Armin explains how the Jerusalem Municipality continues evading its responsibility by evading the reality of on the ground. <https://972mag.com/city-hall-gets-ever-more-creative-in-ignoring-east-jerusalem-school-shortage/121691/>
- Electronic Intifada 3rd January 2016 Jerusalem Children Squeezed out of School by Israeli Discrimination Charlotte Silver addresses the shortages of schools and the resulting rise in dropouts. She also touches on the discriminatory planning and fund allocation for schools in East Jerusalem. <https://electronicintifada.net/blogs/charlotte-silver/jerusalem-children-squeezed-out-school-israeli-discrimination>
- The Association for Civil Rights in Israel 1st February 2016 5 year grace period for education in East Jerusalem has ended The article addresses the ruling of the high court of Justice to address the classroom shortage in East Jerusalem in a 5 year period and how much has or has not been achieved. <http://www.acri.org.il/en/2016/02/01/5-year-grace-period-for-education-in-east-jerusalem-has-ended/>
- Aljazeera September 2016 Israel tells Palestinians- Our textbooks or no funding Nigel Wilson discusses the discriminatory plan to implement the Israeli school curriculum in exchange for better funding in East Jerusalem. September 2016. <http://www.aljazeera.com/news/2016/08/israel-tells-palestinians-textbooks-funding-160829114956237.html>

Reports

- Ir Amim Falling between the Cracks Student Dropout and the Shortage of Classrooms in East Jerusalem. Annual Update December 2015 Detailed report focusing on the shortage of classrooms and the pace of classroom construction in East Jerusalem. <http://www.altro.co.il/uploads/252/File/Falling%20between%20the%20Cracks.2015.pdf>
- The Alternative Information Center Shir Hever the Economy of the Occupation – Education in East Jerusalem Report on the Educational System in East Jerusalem September 2007. A detailed report related to issues in the current educational system in East Jerusalem including situations of teachers and pupils. https://www.ochaopt.org/documents/opt_educ_aic_education_eastjerus_sept_2007.pdf

- The Association for Civil Rights in Israel and Ir Amim Annual Status Report: the failing East Jerusalem Education System August 2013. <http://www.acri.org.il/en/wp-content/uploads/2013/09/EJ-edu-report-2013.pdf>
- United Nations – Office for the Coordination of Humanitarian Affairs (OCHA) July 2007 The Humanitarian Impact on the West Bank Barrier on Palestinian Communities See p.30-35 on The Barrier and access to education Report informing about the obstacles faced by students and teachers in East Jerusalem living behind the separation wall. <http://www.ochaopt.org/documents/Jerusalem-30July2007.pdf>

General Websites

- Ir Amim-an NGO concerned with the wellbeing of all citizens of Jerusalem providing in depth coverage of human rights violations the organizations publishes annual reports on the situation of the educational system in East Jerusalem. <http://www.ir-amim.org.il/en>
- Jerusalem Quarterly focuses on social, political and historical topics in Jerusalem the journal can be accessed for free on their website. <http://www.palestine-studies.org/jq>

Association for Civil Rights in Israel

- A human rights organization dealing with human rights violations in Israel. Their focus on east Jerusalem is to highlight current violations of international law. <http://www.acri.org.il/en/category/east-jerusalem/>

Further Reading

- Political Conflict and Exclusion in Jerusalem: The Provision of Education and Social Services Rawan Asali Nuseibeh Routledge (Routledge Studies on the Arab-Israeli Conflict) Oct 2015. A 165 pages a detailed description of the structures of the education sector in East Jerusalem with its four main providers; the Palestinian Authority through Awaqf schools, the Israeli Authority through municipal schools, the United Nations Relief, Works Agency and private schools.

This Project is Funded by



EUROPEAN UNION

This publication has been produced with the assistance of the European Union. The contents of this publication do not necessarily reflect the views of Heinrich Böll Stiftung or the partners and can in no way be taken to reflect the views of the European Union.



ADVANCING
THE RIGHTS OF
CHILDREN AND WOMEN
JERUSALEM

IMPRINT:

This is a newsletter by the Heinrich-Böll-Stiftung Ramallah

📍 (Palestine/Jordan Office): Tal az-Zaatar St. 6

Ramallah, Palestinian Territories

☎ Phone: (00972) 02 296 1121

✉ Email: info@ps.boell.org

📘 Join the Facebook page: www.facebook.com/WomenRightsJerusalem.hbs/