



MA'AN Development Center



2011  
DIARY  
2011





Existence  
is  
Resistance  
البقاء مقاومة

Save The Jordan Valley  
أنقذوا الأغوار

MAAN Development Center & Jordan Valley Popular Committees





# DIARY

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# 2011

## *Personal Data*

Name

Address

Office Tel. No.

Home Tel. No.

Mobile No.

Blood Group

Passport No.

Bank Account No.

## *Annual Renewals*

Date Due

Driving Licence

Passport

Car Registration Licence

## 2011 Year Planning Calender

	Sat.	Sun.	Mon.	Tue.	Wed.	Thu.	Fri.
JANUARY							
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				
FEBRUARY				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28				
MARCH				1	2	3	4
	5	6	7	8	9	10	11
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	19	20	21	22	23	24	25
	26	27	28	29	30	30	
APRIL							1
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	30						
MAY		1	2	3	4	5	6
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	28	29	30	31			
JUNE					1	2	3
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	18	19	20	21	22	23	24
	25	26	27	28	29	30	

## 2011 Year Planning Calender

	Sat.	Sun.	Mon.	Tue.	Wed.	Thu.	Fri.
JULY							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					
AUGUST			1	2	3	4	5
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	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
SEPTEMBER						1	2
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	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
OCTOBER	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				
NOVEMBER				1	2	3	4
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	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30		
DECEMBER						1	2
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	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						

# ***Palestine in Figures***

## **Area:**

**Land Area:** 26, 323 km<sup>2</sup>

**Occupied Palestinian Territories:** 6,020 km<sup>2</sup>

**West Bank:** 5,655 km<sup>2</sup> - 130 km long, 40-65 km wide

**Gaza Strip:** 365 km<sup>2</sup> – 45km long and 5-12 km wide

**Water Area:** 438 km

**Green Line:** approx. 320km

## **Population and Demography (2010):**

**Occupied Palestinian Territory:** 4,048,403

**West Bank:** 2,513,283

**Gaza Strip:** 1,535,120

**Jerusalem Governorate:** 382,041

**Growth Rate:** 3.2%

**Population by Gender (Male/Female):**

*Palestinian Territories:* approx. 2,049,000/1,996,000

*West Bank:* approx. 1.27 million / 1.24 million

*Gaza:* approx. 779,000/756,000

**Fertility Rate:** 5.1%

**Population Density (capita/km<sup>2</sup>):**

*Palestinians Territories:* 654

*West Bank:* 433

*Gaza:* 4,073

**Crude Birth Rate:** 32.7

**Crude Death Rate:** 4.3

**Average family size in the Occupied Palestinian Territory:** 5.8 persons (2007)

**Average family size in the West Bank:** 5.5 persons (2007)

**Average family size in the Gaza Strip:** 6.5 persons (2007)

## **Land Use and Agriculture**

**Occupied Palestinian Territory Area:** 6,033 km<sup>2</sup>

**Area of PT by Type of Use:**

*Cultivated Land:* 30.6%

*Forested Land:* 1.5%

*Cultivated Land Lost to Apartheid Wall:* 15%

*Total Area under Jurisdiction of Settlements:* 9.28%

## ***Education***

**Illiteracy rate for persons 15 years and over:** 5.6% (2008)

**No. of Students:** 1,141,828

**No. of Teachers:** 43,559

**No. of Classes:** 34,352

**Enrolment in Basic – grades 1 through 10:** 98.2% (2009)

**Enrolment in University:** 33% (2009)

**Students per teacher:** 25.2

**No. of University students:** 167,984 ('07-'08)

**No. of University graduates:** 21,779 ('06-'07)

## ***Health***

**No. of Hospitals:** 75

**Beds available:** 5058

**No. of Physicians per 1000:** 1.90

**No. of Dentists per 1000:** 0.60

## ***Labor (2009)***

**Unemployment rate in Occupied Palestinian Territories:**

*Male:* 26.5% *Female* 23.8%

**Unemployment rate in West Bank:** 17.8%

**Unemployment rate in Gaza:** 38.6

**Labor Force Participation Rate:**

*West Bank:* 43.8%

*Gaza:* 37.6%

*Palestinian Territories:* 41.6%

**Average net daily wage for employees in Occupied Palestinian Territories:**

*Males:* \$19.80 *Females:* \$17.9

**Percentage of employed children, whether being paid or unpaid:**

*Palestinian Territories:* 3.7%

*West Bank:* 5.4%

*Gaza:* 0.9%

**Percentage of employed children classified as unpaid family members: 67.3%**

*Male: 63.3%; Female: 98.0%*

**The percentage of employed children classified as paid working for others: 27.6%**

*Male: 31.0%; Female: 1.3%*

### ***Economics (2010)***

**GDP: \$1,365,400,000**

**GDP per capita:**

*Palestinian Territories: \$1,340.40*

*West Bank: \$1,718.40*

*Gaza: \$774.50*

**Total exports: \$558,000,000**

**Total imports: \$3,466,000,000**

### ***Environment***

**Available quantities of water: 308.7 million m<sup>2</sup> (2008)**

**Annual Quantity of Water Purchased from Israeli Water Company (Mekorot) for Domestic Use: 52.8 million m<sup>2</sup>**

**Percentage of Households Connected to the Public Water Network: 88.2%**

Sources:

*Palestinian Central Bureau of Statistics*

*[www.pcbs.gov.ps](http://www.pcbs.gov.ps)*

Distances from Jerusalem		
Place	Distance	Direction
Akka	181 km	NW
Bethlehem	10 km	S
Gaza City	104 km	SW
Haifa	157 km	NW
Khalil (Hebron)	36 km	S
Jenin	106 km	N
Jericho	35 km	E
Nablus	63 km	N
Nazareth	135 km	N
Rafah	142 km	SW
Ramallah	16 km	N
Safad	234 km	N
Tiberias	198 km	N
Tulkarem	85 km	NW

### Conversions

Length		
1 centimeter (cm)	= 10 millimeters (mm)	= .03937 inches (in)
1 decimeter (dm)	= 10 cm	= 3.937 in
1 meter (m)	= 10 dm = 100 cm	= 1.0936 yards (yd)
1 kilometer (km)	= 1000m	= .6214 miles (M)
1 inch (in)		= 2.54 cm
1 foot (ft)	= 12 in	= 30.48 cm
1 yd	= 3 ft = 36 in	= 0.9144 m
1 mile	= 1760 yd	= 1.6093 km

Area		
1 sq cm	= 100 sq mm	= 0.155 sq in
1 sq meter	= 10,000 sq cm	= 1.196 sq yd
1 hectare (ha)	= 1000 sq m	= 0.2471 acres
1 sq km	= 100 hectares (ha)	= .03861 sq M
1 sq in		= 6.4516 sq cm
1 sq yd	= 9 square ft	= 0.8361 sq m
1 sq M	= 640 acres	= 2.59 sq km
1 acre	= 4.0468 dunams	



### Capacity and volume

1 cu cm (cc)		= 0.0610 cu in
1 cu m	= 1000 cu dm	= 1.3080 cu yd
1 liter (l)	= 1 cu dm = 1000cc	= .2200 gallons (gal)
1 hectoliter (hl)	= 100 l	= 21.997 gal
1 cu in		= 16.387 cc
1 cu ft	= 6.23 gal	= 49.86 pints (pt)
1 cu yd	= 27 cu ft	= 0.7646 cu m
1 pt		= 20 ounces (oz)
1 gal	= 8 pt	= .16 cu ft

### Weight

1 gram (g)	= 1000 milligrams (mg)	= 0.0353 (oz)
1 kilogram (kg)	= 1000 g	= 2.2046 pounds (lb)
1 ton (t)	= 1000 kg	= 2,204.6226 lb
1 oz	= 437.5 grains	= 28.35 g
1 lb	= 16 oz	= 0.4536 kg

### Temperature

Temperature conversion	Degree C	Degree F
	0	32
	5	41
Degree F = (1.8*degree C) + 32	20	68
Degree C = (degree F - 32) / 1.8	50	122
	100	212

## **What is MA'AN?**

MA'AN Development Center is an independent Palestinian development and training institution established in January 1989, registered by law as a non-profit organization. The main office is located in Ramallah and the four branch offices are located in Gaza, Khan Younis, Tulkarem and Jenin. MA'AN's work is informed by the necessity of creating independent, self-reliant initiatives that lead to the development of human resources for sustainable development, which incorporate values of self-sufficiency and self-empowerment.

## **MA'AN's Mission**

To partner and work hand in hand with Palestinian NGOs, Community Based organizations, committees and grassroots groups in the poorest and most marginalized areas to improve the quality of their lives and empower them to take a lead in developing their communities and achieving self reliance, steadfastness and sustainable development based on freedom, participation equity & equality, respect for human rights, democracy, and social justice through achieving the following five goals: Improving the food security situation of the poorest and most marginalized sectors of the Palestinian society at the family & community level

### **Mission Statement:**

*To improve the quality of life for Palestinians and empower them to take a lead in developing their communities and achieving self reliance and sustainable development.*

1. Improving the food security situation of the poorest and most marginalized sectors of the Palestinian society at the family & community level
2. To develop and enhance the capacities of the Palestinian NGOs, CBOs and grassroots organizations to be able to fulfill their missions and goals so as to contribute to building a Palestinian civil and democratic society based on political pluralism and respect of human rights
3. To enhance community development and decrease poverty in rural and the most disadvantaged areas
4. To protect and develop the Palestinian environment

5. To raise awareness and advocate for and with the Palestinian community on their national rights at the local, national, and international level

These goals are realized though the following programs:

1. Agricultural and Food Security Program
2. Community Development Program
3. Women Development Program
4. Youth and Adolescent Development Program
5. Environment Protection Program



*Capacity Building, Advocacy and Lobbying are cross cutting issues that are tools used throughout MA'AN's programs*

Ma'an seeks to reach certain key target groups through their programs and activities. The target groups can be characterized as:

Target Group/Beneficiaries	Programs for this Group
Rural Women	Women Development Program
Youth and Adolescents	Youth and adolescent Development Program
Farmers	Agricultural and Food Security Program
CBOs and their members	Community Development Program
Jordan Valley Citizens	Environment Protection Program Community Development Program



# *Introduction:*

Since the beginning of the Israeli occupation and, particularly for the past twenty five years, the Palestinian education system has experienced several tremendous setbacks. Massive Israeli closures and the military's population control measures during the first and second Intifadas as well as the governmental paralysis that accompanied the elections of 2006 have stifled Palestinian education progress. In recent years, though, the adoption of a new five year strategic plan by the Ministry of Education and Higher Education as well as the renewed efforts of Palestinian Prime Minister Salam Fayyad to emphasize education has led to a renaissance of sorts of the Palestinian education system. In the past several years, new schools have been constructed around the West Bank, existing schools have been modernized and the entire system has been digitized.



Introduction





Yet, despite the efforts of the Ministry and the Prime Minister, a significant number of Palestinian children have been left behind, forced to attend schools in tents and tin shacks with old and out-dated educational material. The weaknesses of schools in the Jordan Valley are largely due to the classification of most of the area as Area C. Nearly 95% of the Jordan Valley is classified as Area C or as closed zones, giving complete administrative and security control to the Israeli Occupational Forces and leaving Palestinian children living in the Valley without educational support. Indeed, the tremendous progress in the Palestinian education system in Area A and B demonstrates a sincere commitment to the future of both the children and the country. Juxtaposed to the remarkably inhumane conditions in Area C of the Jordan Valley, however, Fayyad's efforts also reveal the extent to which the children of the Valley are being neglected and abused by the occupying force.

"We always knew that life was tough in these areas, but...new research has shown just how bad things are. Many families we spoke to were at breaking point. Without a secure future, children's lives are blighted. Constant fear of upheaval, combined with a daily struggle for basics, has left children depressed and traumatized," says Salam Kanaan, country director for Save the Children UK in the Occupied Palestinian Territories.<sup>1</sup> As a result, the dropout rate tends to be much higher in Area C than elsewhere in the West Bank. Achievement is also lower than in other areas. UN OCHA Project Coordinator Ros Willey says "They are in an unsafe, unpleasant, uncomfortable environment. Education is a very important tool to develop the human being. If you deny people of this, what will be the outcome, what kind of generation do you produce?"<sup>2</sup>

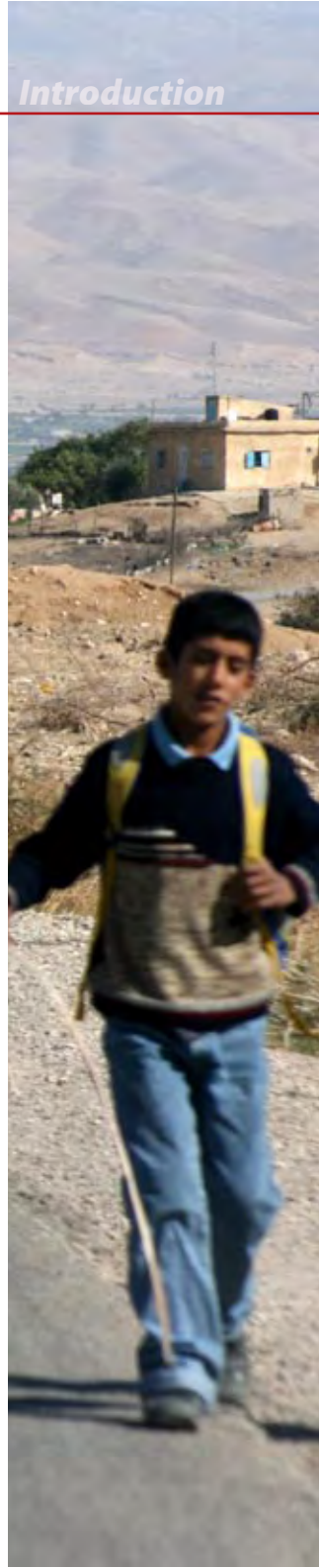
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1 <http://www.jmcc.org/news.aspx?id=1195>

2 <http://www.jmcc.org/news.aspx?id=1195>

MA'AN believes that all Palestinian children deserve the type of modern education that is increasingly available. Palestinian schools must be greatly improved and given the tools necessary to prepare the next generation. Yet, this progress should not be geographically limited. The Palestinian Authority's inability to reach out to schools in Area C of the Jordan Valley and Israel's refusal to provide the educational services required under international law is unacceptable. To ensure that Israel fulfills its legal requirements to the children of the Jordan Valley, or allows the PA to do so, the dilapidated state of education in this part of Palestine needs to be brought to the attention of the international community and world leaders.

As part of MA'AN's advocacy efforts, the 2011 agenda will focus on the ruinous state of the education system in the Jordan Valley as well as the Israeli efforts to prevent the improvement of the schools and the consequences for the Palestinian children. Specifically, this agenda will explore the difficulties in transportation, the inadequacy of the educational infrastructure, the dearth of extra-curricular activities and clubs and the legal right to education. It will also highlight the efforts of the Ministry of Education, the effects of Area C, the reasons for the higher drop-out rate as well as a closer look at four schools in the Valley and the challenges they face. MA'AN hopes to spread awareness about the educational deficiencies in the Jordan Valley in order to prevent Palestinians children from being left behind. Moreover, MA'AN hopes to mobilize voices in the international community to push for a change to this immense injustice.



## *The Jordan Valley*

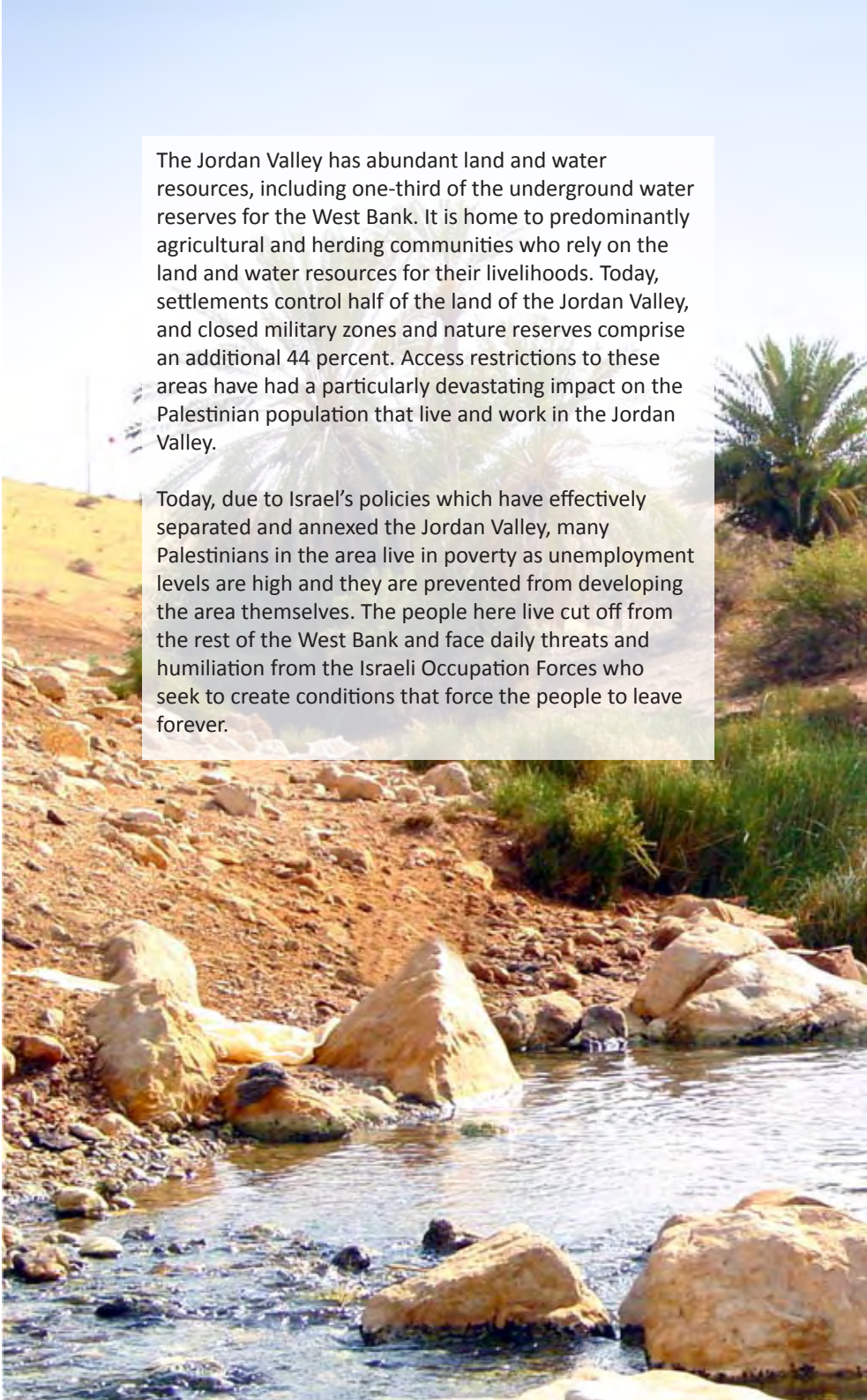
**T**he Jordan Valley is located in a stretch of land that lies adjacent to the Jordan River up to the base of the mountain ridge, east of the West Bank. It is part of the Afro-Asian Great Rift Valley and is the lowest point on Earth at around 400 meters below sea level. The area extends on the eastern side of the West Bank from Ein Gedi in the south, near the Dead Sea to the Green Line border in the north at Bisan and from the Jordan River on the east to the mountain slopes West Bank, accounting for about 2,400 km<sup>2</sup> or 28.5% of the total area of the West Bank. After Jerusalem, the Jordan Valley is the second most popular tourist attraction in the region with many historical and cultural sites. Its pleasant year-round climate, wide green fields and religious and historical sites, which give the area a magical aura and inspiring view, have the potential to foster tourism and sustainable development. Its location also completes the triangle with Jerusalem and Bethlehem and connects Palestine to Jordan, conveniently attracting tourists worldwide.





For the Palestinians, the Jordan Valley offers great potential for a viable state in terms of its strategic location and economic success. Its borders with Jordan are the only foreseeable entrance/exit for a future Palestinian state. It serves as the conduit for Arab-Palestinian communication and is the only real option for movement and trade with the Middle East and the rest of the world. Moreover, its abundance of water resources, fertile soil and natural minerals offer competitive economic advantages in agriculture, industry and tourism. It also constitutes the geographical “reservoir” of land where the Palestinians could establish housing projects and public facilities. These same features are the reason Israel has maintained the occupation so forcefully in the area and why the Jordan Valley is such a contentious point of the conflict between Israel and the Palestinians. Despite its advantages and potential, the Jordan Valley has suffered significantly from the consequences of isolation and Israel’s colonization.



The background image shows a landscape of the Jordan Valley. In the foreground, a river flows over large, light-colored rocks. The banks are composed of reddish-brown soil and smaller stones. In the distance, there are palm trees and some greenery under a clear sky.

The Jordan Valley has abundant land and water resources, including one-third of the underground water reserves for the West Bank. It is home to predominantly agricultural and herding communities who rely on the land and water resources for their livelihoods. Today, settlements control half of the land of the Jordan Valley, and closed military zones and nature reserves comprise an additional 44 percent. Access restrictions to these areas have had a particularly devastating impact on the Palestinian population that live and work in the Jordan Valley.

Today, due to Israel's policies which have effectively separated and annexed the Jordan Valley, many Palestinians in the area live in poverty as unemployment levels are high and they are prevented from developing the area themselves. The people here live cut off from the rest of the West Bank and face daily threats and humiliation from the Israeli Occupation Forces who seek to create conditions that force the people to leave forever.

















*January*

# **The Legal Right to Education**

# *The Legal Right to Education*

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**T**he legal right of all children to a free and safe education is not new, not vague and not flexible. Indeed, it is a right that has been repeatedly and clearly enshrined in international law for over 60 years. In addition to the illegality of Israel's occupation of Palestine, preventing Palestinian children from receiving the proper and unhindered education that is ensured by international law is, in itself, a violation of several international conventions and agreements. Not only does Israel violate its responsibilities as an occupying power, its occupational policies continually violate, often with intent, the right to education of Palestinian children, particularly in the Jordan Valley. Education is an inalienable right, and the occupational policies in place in the Jordan Valley actively prevent Palestinian children from attaining this universal right.

The Universal Declaration of Human Rights (UDHR), drafted

and accepted by all members of the United Nations in 1949, declares indisputably in Article 26 that '[e]veryone has that right to education.' It continues to note that elementary education shall be compulsory and free while secondary education should be readily available. The International Covenant on Economic, Social and Cultural Rights (ICESCR), drafted in 1966, expanded upon the definition of the right to education given in the UDHR. In addition to explicitly repeating the right to education, the ICESCR includes the right to secondary and higher education while noting that signatory states must actively pursue a system of schools increasing availability of education and ensuring that the 'material conditions of teaching staff shall be continuously improved.'

These principles were once again reiterated in the Convention Against Discrimination in Education (CADE - 1960) as well as the Convention on the Rights of the Child (CRC - 1989) Both



of these latter conventions require appropriate training of teachers as well as appropriate measures to increase retention to be taken. Additionally, the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW - 1979) requires states to actively pursue gender equality in education and specifically targets the retention of female students. Israel is a signatory of all of these international agreements and is therefore held accountable for implementing them in occupied Palestine due to its role as an occupying force under international law.

The Fourth Geneva Convention, ratified by Israel in 1951, outlines the requirements of an occupying force with regards to the occupied civilian population, including specific provisions concerning the right to education. In Article 50, it is stipulated that the occupying power is required to work with national and local authorities in order to ensure that all educational facilities are adequate for the 'care and education of children.'

The restrictive policies of the Israeli occupation make it impossible for the Palestinian Authority to adequately meet the educational requirements etched in international law. Moreover, by actively maintaining a high level of poverty in the Jordan Valley, As an occupying force, Israel is required to work with the Palestinian government to ensure that the basic right to safe education is shared by all Palestinian youth. This right is severely curtailed for many Palestinian children and young people in the Jordan Valley.

*"Education is both a human right in itself and an indispensable means of realizing other human rights."*

- International Convention on Economic, Social and Culture Rights, ratified by Israel in 1991

January

كانون الثاني

1

Saturday

السبت

2

Sunday

الأحد

3

Monday

الاثنين

NOTES

ملاحظات

JANUARY

كانون الثاني

S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

4 Tuesday

الثلاثاء

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5 Wednesday

الأربعاء

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6 Thursday

الخميس

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7 Friday

الجمعة

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"The Occupying Power shall... facilitate the proper working of all institutions devoted to the care and education of children..."

-Article 50, 4th Geneva Convention, 1949.

January

كانون الثاني

8Saturdayالسبت

9Sundayالأحد

10Mondayالأثنين

NOTESملاحظات

JANUARY														كانون الثاني																
S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

11 Tuesday

الثلاثاء

12 Wednesday

الأربعاء

13 Thursday

الخميس

14 Friday

الجمعة

JANUARY

كانون الثاني

S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

January  
كانون الثاني

15 Saturday السبت

16 Sunday الأحد

17 Monday الاثنين

NOTES ملاحظات

JANUARY														كانون الثاني																
S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
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18 Tuesday

الثلاثاء

19 Wednesday

الأربعاء

20 Thursday

الخميس

21 Friday

الجمعة

JANUARY

كانون الثاني

S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M							
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January

كانون الثاني

22

Saturday

السبت

23

Sunday

الأحد

24

Monday

الاثنين

NOTES

ملاحظات

JANUARY

كانون الثاني

S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31



January  
كانون الثاني

2011

25 Tuesday

الثلاثاء

26 Wednesday

الأربعاء

27 Thursday

الخميس

28 Friday

الجمعة

JANUARY

كانون الثاني

S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M							
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January

كانون الثاني

29

Saturday

السبت

30

Sunday

الأحد

31

Monday

الاثنين

NOTES

ملاحظات

He who opens a school door, closes a prison. -Victor Hugo

JANUARY

كانون الثاني

S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31









KIDU

*February*  
**Area C**

# Area C

When Israel began occupying the fertile Jordan Valley in 1967, 320,000 Palestinians lived in the region. Over the past 40 years, Israel has instituted a creeping ethnic cleansing campaign, severely reducing the number of Palestinians residing in the Valley in order to prepare the Palestinian land for annexation. Israel has used the classification of nearly 95% of the Jordan Valley as Area C or restricted land – where Israel has security and administrative control – as a means to restrict the lives of the Palestinians in the Valley and to extend the process of annexation. Today, Palestine has control of merely 135 km<sup>2</sup> of the 2,400 km<sup>2</sup> of the Valley while Israel has subsidized the livelihood of 9,400 settlers and confiscated over half of the Jordan Valley for military purposes. Since 1967, Israel has managed to decrease the Palestinian population in the Valley by 82.5% to only 56,000.

In addition to the slow, forced transfer of the Jordan Valley's Palestinian population, the classification of most of the

Valley as Area C has had enormous consequences for the Palestinians who continue to reside there. Severe restrictions on movement, labor and commerce have isolated Palestinian communities and forced many into the deepest depths of poverty. Poverty levels in the Jordan Valley reach up to 60% compared to 46% for the rest of the West Bank and 70% for Gaza. Despite the economic hardships forced onto the Gaza Strip by the Israeli blockade, a report by Save the Children UK revealed that poverty in many rural parts of the Jordan Valley is worse than in most of Gaza.<sup>1</sup> These horrendous living standards imposed on the Palestinians of the Jordan Valley by the Israeli occupation have disastrous consequences on the Palestinian education system in the region.

A major part of the Israeli occupation of the Jordan Valley is the active struggle against Palestinian development of any kind. In addition

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1 <http://english.aljazeera.net/news/middleeast/2010/06/201062916845576597.html>

to the refusal to allow Palestinian construction, Israel systematically demolishes Palestinian structures across the Valley. Israeli activist organization Peace Now has documented that between 2000 and 2007 only 6% of Palestinian permit applications were accepted; in the seven years, 91 permits were granted to Palestinians while 18,472 Jewish housing units were approved and built. Likewise, during the same seven year period, 1,663 Palestinian structures were demolished compared to 199 in the settlements. Put another way, for every building permit issued to Palestinians, Israel issues 55 demolition orders. Palestinian schools have not been able to escape the heavy hand of the Israeli annexation effort.

In the Palestinian communities in the Jordan Valley, there are 38 schools that serve over 13,000 students. Nearly all the education institutions lack infrastructure and supplies while efforts to build new schools to service more

remote communities are denied. In addition to the threat of demolition, schools are typically unable to receive the proper authorization from the Israeli Occupation Forces (IOF) to make much needed repairs to meet basic health and safety regulations. Indeed, simple construction projects such as toilets or play areas are rendered illegal and are subject to demolition, severely limiting the ability of schools in the Jordan Valley to provide adequate education for Palestinian children. Of the 135 governmental schools in Area C, 24 are considered to be completely sub-standard.<sup>3</sup> This year, over 13,000 Palestinians in the Jordan Valley returned to school in a tent, caravan or tin shack.<sup>4</sup> Unfortunately, the tight grip of the occupation on the Jordan Valley relegates thousands of Palestinian children to unacceptably poor schools without the hope of improvement.

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2 <http://peacenow.org/entries/archive4575>

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3 [http://www.unicef.org/infobycountry/oPt\\_56276.html](http://www.unicef.org/infobycountry/oPt_56276.html)

4 <http://www.maannews.net/eng/ViewDetails.aspx?ID=315426>





1 Tuesday

الثلاثاء

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2 Wednesday

الأربعاء

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3 Thursday

الخميس

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4 Friday

الجمعة

"For apart from inquiry, apart from the praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other."

-Paulo Freire

FEBRUARY

شباط

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# February

شباط

5

Saturday

السبت

6

Sunday

الأحد

7

Monday

الاثنين

NOTES

ملاحظات

FEBRUARY														شباط																
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February  
شباط

2011

8

Tuesday

الثلاثاء

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9

Wednesday

الأربعاء

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10

Thursday

الخميس

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11

Friday

الجمعة

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FEBRUARY

شباط

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February

شباط

12

Saturday

السبت

13

Sunday

الأحد

14

Monday

الاثنين

NOTES

ملاحظات

FEBRUARY																					شباط									
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February  
شباط

2011

15 Tuesday

الثلاثاء

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16 Wednesday

الأربعاء

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17 Thursday

الخميس

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18 Friday

الجمعة

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FEBRUARY

شباط

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February  
شباط

19 Saturday السبت

20 Sunday الأحد

21 Monday الاثنين

NOTESملاحظات

FEBRUARYشباط

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February  
شباط

2011

22 Tuesday

الثلاثاء

23 Wednesday

الأربعاء

24 Thursday

الخميس

25 Friday

الجمعة

FEBRUARY

شباط

S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M							
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# February

شباط

26 Saturday السبت

27 Sunday الأحد

28 Monday الاثنين

NOTES

ملاحظات

«Any situation in which some men prevent others from engaging in the process of inquiry is one of violence;... to alienate humans from their own decision making is to change them into objects.»  
-Paulo Freire

FEBRUARY																					شباط									
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31 March

*March*

**Ka'abineh**

# Ka'abineh

**T**he Ka'abineh school is located on a dirt path littered with boulders, divots and ditches. While navigating the obstacles of the path, the school is visible in the distance, sitting at the base of a large hill, next to an enormous Israeli water tank servicing the surrounding settlements. From the path to the school, temporary tents and tin shacks that serve as homes for the small Bedouin community can be seen dotting the brown landscape. From these modest homes, 66 children are educated in the Ka'abineh school, an L-shaped structure made from tin, concrete and small portable caravans.

Although the Palestinian Authority pays the salaries of the teachers and offers occasional teacher trainings, it is unable to improve the school's insufficient infrastructure. Located in Israeli controlled Area C, the Ka'abineh school has depended on the charity of independent organizations to build and maintain what little and fragile facilities it currently has. The building consists of

three small, portable caravans and a number of concrete and tin structures as well as a small, separate bathroom holding four toilets. Although the infrastructure is small and entirely inadequate for an educational institution, the Ka'abineh school has received six demolition orders in the last three years for construction without an Israeli permit. In October of 2010, the recently constructed bathroom, the only one in the village, received a stop-work order and is likely to receive a demolition order. Unfortunately, legal improvement of the school is impossible as the community is consistently denied building permits.

Despite the inadequacy of the building, Ka'abineh's students attend the school from first to ninth grade but are unable to complete their secondary education without traveling a great distance everyday to Al Auja or Jericho. Indeed, because of the financial limitations of the schools and the families of Ka'abineh, very few students are able



to prepare for or take the important *Tawjihi* exam that is required for admittance into university as well as most employment opportunities.

Without electricity, the Ka'abineh school not only lacks the educational technology that is increasingly required, but also becomes unbearably hot in the summer and bitterly cold in the winter. Although the school does own a generator, the cost of providing electricity to the school is prohibitive. In addition to lacking a computer or science lab, there is no library or canteen and the desks and chalkboards are small, old and decrepit. Although some charities have become more active in donating school supplies to the Ka'abineh village, the school remains far too underequipped and under-resourced to provide the children of the village with a suitable education.

Despite attending such a limited school, the students of Ka'abineh, dressed in blue and white uniforms, fill the area with laughter and shouts

of excitement. Away from the main building, a class takes place in a plain concrete structure that doubles as a classroom and a shed. With rusted wire dividing the room in two, students read from old, worn-out textbooks, somehow maintaining a cheery outlook, despite what surrounds them. Although the children and their education are victims of blatant violations of international law, few children in the village complain about the state of their school. Yet day after day, these children attend classes in sheds and shacks looking for a better future. It is the schools like Ka'abineh and the students that attend them that are slowly being forgotten and left behind as the unfortunate victims of Area C and the occupation.



March  
أذار

2011

1 Tuesday

الثلاثاء

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2 Wednesday

الأربعاء

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3 Thursday

الخميس

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4 Friday

الجمعة

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MARCH

أذار

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March

## أذار

## 5 Saturday

## السيت

## 6 Sunday

الأحد

## 7 Monday

## الأثنين

## NOTES

### ملاحظات

Education is the most powerful weapon which you can use to change the world.

*-Nelson Mandela*

MARCH

آذا

T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T
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March  
أذار

2011

8

Tuesday

الثلاثاء

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9

Wednesday

الأربعاء

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Thursday

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11

Friday

الجمعة

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MARCH

أذار

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March  
أذار

12 Saturday السبت

13 Sunday الأحد

14 Monday الاثنين

NOTES ملاحظات

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March  
أذار

2011

15 Tuesday

الثلاثاء

16 Wednesday

الأربعاء

17 Thursday

الخميس

18 Friday

الجمعة

MARCH

أذار

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March  
أذار

19 Saturday السبت

20 Sunday الأحد

21 Monday الاثنين

NOTES ملاحظات

MARCH																												آذار		
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March  
أذار

2011

22 Tuesday

الثلاثاء

23 Wednesday

الأربعاء

24 Thursday

الخميس

25 Friday

الجمعة

MARCH

أذار

T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T
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March

## أذار

26 Saturday

السبت

27 Sunday

الأحد

28 Monday

## الأثنين

## NOTES

### ملاحظات

MARCH

## آذار

T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T
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March  
أذار

2011

29 Tuesday

الثلاثاء

30 Wednesday

الأربعاء

31 Thursday

الخميس

All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth.

-Aristotle

MARCH

أذار

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MoEHE

*April*

# The Goals and Capabilities of the MoEHE

# *The Goals and Capabilities of the MoEHE*

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Understanding that a prosperous education is the only means to a successful future, the Ministry of Education and Higher Education (MoEHE) is aiming to improve the Palestinian educational system through concrete goals and steps. The Ministry has expressed two main goals for the Palestinian education system. First, the MoEHE aims to increase the access of all educational levels to all school-aged children throughout Palestine and to improve the ability of the educational system to retain students and reduce the drop-out rate. Secondly, the Ministry intends to improve the quality of the teaching and learning, construct new educational institutions, promote a special needs program, introduce an expanded career guidance service, improve the existing educational facilities and develop more student services and activities. The Ministry also intends to ensure that all Palestinian schools are equipped with an updated computer lab and science lab as well as a library in order to completely modernize Palestinian education and to

provide the children with the tools and knowledge necessary to succeed.

While the MoEHE has made strides towards achieving these goals throughout much of the West Bank, its inability to truly reach many of the schools located in the Jordan Valley has made many of these goals unattainable. The Ministry's strategic plan stipulates that "special attention will be given to the poor. Classrooms, schools and non-formal education programs will be established in geographical locations where poverty is higher or where people are isolated due to Israeli restrictions."<sup>1</sup> The classification of 95% of the Jordan Valley as Area C or restricted zones under the Oslo Accords not only isolates communities within the region, restricts the movement of Palestinians and creates outrageous levels of poverty, it also severely restricts the ability of the Ministry to develop schools in the area.

Prime Minister Salam Fayyad's idea of a comprehensive

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***For Mohamad Hawash, the Minister of Education for the Jericho District, perhaps the most frustrating aspect of working in the Jordan Valley is the restrictions on the services he can provide to Palestinian students. Several years ago, Mr. Hawash had successfully found donors for a new girls school in the village of Zubeidat. After securing the funding and drawing up the plans, the project was delayed indefinitely because of an Israeli refusal to provide a building permit. Eventually, the Ministry lost the donors and the school was never built. Although the girls of the village are forced to attend school in the building of Municipality Council, the Ministry in Jericho has finally received a permit to build a school in a nearby village. It took Mr. Hawash and the Ministry three years of petitioning the Israeli government to secure the correct permit.***

Palestinian strategy, though rife with symbolic Palestinian unity, unfortunately results in the schools of Area C lacking many of the benefits provided to other Palestinian schools. Under Fayyad's plan, the government does not give preference to schools in Area C – indeed, it sees only Palestinian schools, with no division into the Oslo Areas. Therefore the same plans are developed for every school, regardless of the school's location or the possibility of attaining the correct permits. Without any authority in Area C, the Ministry is severely limited. The Ministry of Education for the Jericho Governorate, for example, is able to provide school supplies and food, but is prohibited from providing help with the Tawjihi or with transportation for students or teachers. Such restrictions make it impossible to develop schools equally throughout Palestine. Indeed, development in Area C is so restricted that the Ministry needs special permits to simply plant a tree<sup>2</sup>.

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2 "Israel will not allow us to even plant a tree." – Mosa Aboromi, Head of Public Relations, Ministry of Education, Jericho Governorate. 25.11.2010

Despite the pressing needs of the schools in the Jordan Valley, and although the MoEHE has determined that these schools have the greatest need for governmental assistance, the Ministry does not have the authority to make significant, required improvements to Palestinian schools in the Jordan Valley. Although it is charged with the education of all Palestinians, the Ministry is only able to provide the salaries of and offer trainings to the teachers of schools in Area C. Nearly all the schools in the Jordan Valley are in need of some kind of renovation, while many villages lack a school altogether. Moreover, most schools in the Valley, and particularly in those communities located in Area C, struggle to provide the most basic of services to its students.

The Ministry of Education and Higher Education has set some very ambitious goals for the next five years, looking to drastically improve the Palestinian educational system. Left behind, unfortunately, are the children who happen to live in Area C. Although the Ministry has a clear plan for Palestinian education, the limitations imposed on the Ministry's capacities by the occupation have immense consequences for the children of the Jordan Valley.

NOTES

ملاحظات

APRIL

نيسان

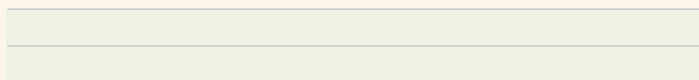
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April



1 Friday

الجمعة



APRIL

نيسان

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April  
نيسان

2 Saturday السبت

3 Sunday الأحد

4 Monday الاثنين

NOTES ملاحظات

APRIL																												نيسان	
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5 Tuesday

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6 Wednesday

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7 Thursday

الخميس

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8 Friday

الجمعة

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"The liberation of the oppressed is a liberation of women and men, not things. Accordingly, while no one liberates himself by his own efforts alone, neither is he liberated by others. Liberation, a human phenomenon, cannot be achieved by semihumans. Any attempt to treat people as semihumans only dehumanizes them.»

-Paulo Freire

April  
نيسان

9 Saturday السبت

10 Sunday الأحد

11 Monday الاثنين

NOTES ملاحظات

APRIL																												نيسان	
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April  
نيسان

2011

12 Tuesday

الثلاثاء

13 Wednesday

الأربعاء

14 Thursday

الخميس

15 Friday

الجمعة

APRIL

نيسان

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April  
نيسان

16 Saturday السبت

17 Sunday الأحد

18 Monday الاثنين

NOTESملاحظات

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April  
نيسان

2011

19 Tuesday

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20 Wednesday

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21 Thursday

الخميس

22 Friday

الجمعة

APRIL

نيسان

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April  
نيسان

23 Saturday السبت

24 Sunday الأحد

25 Monday الاثنين

NOTESملاحظات

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April  
نيسان

2011

26 Tuesday

الثلاثاء

27 Wednesday

الأربعاء

28 Thursday

الخميس

29 Friday

الجمعة

APRIL

نيسان

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April  
نيسان

30 Saturday

السبت

NOTES

ملاحظات

APRIL

نيسان

F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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WOLV



*May*

**Infrastructure**

# Infrastructure

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In the last few years, Palestinian Prime Minister Salam Fayyad has worked to make education paramount for the government, specifically tackling, in conjunction with the Ministry of Education and Higher Education, the problems of student retention and overcrowding. The Fayyad administration has thus implemented programs that aim to reduce the dropout rate and has also constructed dozens of new schools to meet the demand of the Palestinian youth. Unfortunately, due to the Area C classification, most villages in the Jordan Valley have been excluded from the progressive educational initiatives of the PA.

For over the past forty years, the Israeli government has been leading a campaign of ethnic cleaning in the Jordan Valley aimed at preparing the Palestinian territory for annexation. Part of the Israeli strategy in this egregious plan is to deny Palestinians permission to build, expand and develop. While this restriction has drastically eliminated the ability of communities and individuals to ameliorate their economies that struggle under the occupation, it has also been heavily enforced against educational institutions. By

eliminating the ability of Palestinians to construct or rehabilitate schools, Israel is essentially weakening the future of the Jordan Valley and thus tightening its grip on some of the most marginalized Palestinians. Schools in Area C are unable to expand with the growing population or provide the current school-age children with adequate facilities. Many villages in the Jordan Valley are forced to educate their children in tents or tin shacks or have parts or even entire schools demolished. Issuing demolition orders to schools is not uncommon. Of the schools profiled, the Ka'abineh school has received six demolition orders in three years, the Jiftlik school was destroyed seven times in five years, the Fasayel school is currently fighting a demolition order in court and the Zubeidat school watched Israeli bulldozers destroy its modest sports field. Yet villages in the Jordan Valley continue to fight for the right to education in the face of Israeli oppression. Knowing that receiving a permit to construct a school or even make needed improvements to ensure safety is nearly impossible, Palestinians have actively risked demolition orders by constructing schools, making important additions and

fixing health risks without the required Israeli permits. Many of these structures are subsequently destroyed by Israel; between 2000 and 2007 1,663 Palestinian structures were demolished while in July 2010, and again in August 2010, the Israeli bulldozers completely razed the entire village of Al Farisiya. At the end of 2009, the United Nations Office for the Coordination of Humanitarian Affairs (UN OCHA) together with other humanitarian organizations present in the area compiled 26 schools in a Humanitarian Response Plan stressing the priority of intervention. These schools, serving over 6,000 children were facing severe difficulties due to “lengthy delays in the granting of permits, or because stop-work or demolition orders have been issued against schools or school infrastructure.”<sup>1</sup>

Moreover, living in an area where schools, homes and, indeed, entire villages could be demolished has dramatic psychological effects on the Palestinian children. A UN OCHA report from July of 2010 found that “demolitions lead to a significant deterioration in living conditions, increased poverty

and long-term instability, as well as limited access to basic services, such as education, health care and water and sanitation. The impact on children can be particularly devastating, including, for example, post-traumatic stress disorder, depression, anxiety and reduced academic achievement.”<sup>2</sup>

The result of the consistent barrage of demolition orders and demolitions is that villages are left without adequate infrastructure that is often unsafe and unhealthy. Many schools throughout the Jordan Valley are plagued by uneven floors, dirty and dangerous metal scraps surrounding the schools and even in the classrooms in addition to a lack of electricity and running water. Many more schools only consist of temporary caravans, tin shacks or tents. With numerous schools in the Jordan Valley lacking libraries, computer labs, science labs and working bathrooms the resources available to the Jordan Valley students pale in comparison to those whose education is properly administered by the Palestinian Authority.

1 [http://www.ochaopt.org/doc -ments/special\\_focus\\_area\\_c\\_demolitions\\_december\\_2009.pdf](http://www.ochaopt.org/doc -ments/special_focus_area_c_demolitions_december_2009.pdf)

2 [http://www.ochaopt.org/doc -ments/ocha\\_opt\\_demolitions\\_update\\_july\\_2010\\_english.pdf](http://www.ochaopt.org/doc -ments/ocha_opt_demolitions_update_july_2010_english.pdf)



1

Sunday

الأحد


2

Monday

الاثنين


NOTES

ملاحظات

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MAY

أيار

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

May  
أيار

2011

3 Tuesday

الثلاثاء

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4 Wednesday

الأربعاء

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5 Thursday

الخميس

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6 Friday

الجمعة

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If you have a garden and a library,  
you have everything you need.

—Cicero

MAY

أيار

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

May  
أيار

7 Saturday السبت

8 Sunday الأحد

9 Monday الاثنين

NOTESملاحظات

May  
أيار

2011

10 Tuesday

الثلاثاء

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11 Wednesday

الأربعاء

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12 Thursday

الخميس

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13 Friday

الجمعة

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MAY

أيار

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T							
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May  
أيار

14 Saturday السبت

15 Sunday الأحد

16 Monday الاثنين

NOTESملاحظات

10,000 children in the West Bank returned to school in September to classrooms made of tents, caravans and tin shacks



May  
أيار

2011

17 Tuesday

الثلاثاء

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18 Wednesday

الأربعاء

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19 Thursday

الخميس

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20 Friday

الجمعة

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MAY

أيار

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T
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May  
أيار

21 Saturday السبت

22 Sunday الأحد

23 Monday الاثنين

NOTES ملاحظات

MAY																												أيار		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	F	S	S	M	T		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

May  
أيار

2011

24 Tuesday

الثلاثاء

25 Wednesday

الأربعاء

26 Thursday

الخميس

27 Friday

الجمعة

MAY

أيار

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

May  
أيار

28 Saturday السبت

29 Sunday الأحد

30 Monday الاثنين

NOTES ملاحظات

May  
أيار

2011

31 Tuesday

الثلاثاء

"It is possible to store the mind with a million facts and still be entirely uneducated."

-Alec Bourne







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م  
ع  
ر

June  
Fasayel

# Fasayel

**F**asayel is a small village located north of Jericho and is particularly unique because it is divided into Area B – where security is controlled by Israel and the administrative control by the PA – and Area C – where both security and administration are controlled by Israel. Because it is nearly impossible for Palestinians to obtain construction permits in Area C, the difference between the two sides of town is stark. Indeed, when crossing from Area B to C the demarcation is not a checkpoint or a sign, but rather the end of paved roads and the drastic change from houses to shacks. Animal shelters mix with residences, electricity is scarce and water must be bought and brought in at exorbitant prices from Israeli companies.

Unfortunately for the children and the future of Fasayel, Israel has refused to grant permits for the construction of a school. The current school building, therefore, was constructed without permits and risks being destroyed by the Israeli military, leaving the children of Fasayel, once again, without a school.

The school was completed in 2009, built by MA'AN with support from the Norwegian Representative Office, Jordan Valley Solidarity Campaign and Paltel, and services 150 students in nine grade levels. Despite being the educational facility for Fasayel and the surrounding area, the school does not have the resources to provide complete secondary education and is unable to provide preparation for the Tawjihi, for which the students are forced to travel nine km to the village of Al Auja.

The lack of funding from the PA leaves the Fasayel school not only in danger of being torn down, but without the proper materials to provide a truly sufficient education to the village children. The school is lacking a library, a science lab and computer lab, has no afterschool activities or programs and is able to provide only unhealthy snacks in its small and dirty canteen. The classrooms have electricity, but are left with bare walls, uneven floors and small, old and occasionally broken desks and chairs. While there is a small



play area, including a basketball court that was constructed by MA'AN, the school is surrounded by sharp metal scraps and rusty fences.

Standing at the center of the school's basketball court, the children of Fasayel can easily observe three separate Israeli settlements that surround the small Palestinian village. Above the makeshift wire fence and the roofs of corrugated tin of their houses, children can see opulence of the Tomar, Fasayel and Ma'ale Efraim settlements overlooking the crippling poverty of the town. Since the school admits children from the entire area, many students must pass by these settlements every morning and afternoon, facing possible harassment from settlers. Most days, settlers prohibit those Palestinian children living far from the school from taking a direct route through the hills, forcing them to take a longer path interrupting the education of the students.

On the back of the school building, children, teachers and volunteers have drawn a

colorful mural that depicts the villages of the Jordan Valley, ranging from Tiberias to Jericho. Unfortunately, the educational situation in Fasayel is far too similar to other villages in the Jordan Valley. The limitations of the Area C designation has not only impoverished the town, but has also severely restricted the ability of Palestinians to provide a decent education to their children. Yet the Fasayel school is a testament to what can be achieved if Palestinians were given construction permits – indeed, if Palestinians were allowed to live with a modicum of freedom. Although the school lacks certain amenities that are available in Area A and B schools and is liable to be demolished, the Fasayel community now has an educational institution in which to educate the children of the village. The construction of the school, albeit without a permit, is yet another demonstration of the determination of a community not to allow Israel to erase the Palestinians and a commitment to education, ensuring that Palestinians have a future in the Jordan Valley.







1 Wednesday الأربعاء

2 Thursday الخميس

3 Friday الجمعة

JUNE										حزيران																			
W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T							
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June  
حزيران

4 Saturday السبت

5 Sunday الأحد

6 Monday الاثنين

NOTES ملاحظات

JUNE																								حزيران					
W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T
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June  
حزيران

2011

7 Tuesday

الثلاثاء

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8 Wednesday

الأربعاء

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9 Thursday

الخميس

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10 Friday

الجمعة

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«If the structure does not permit  
dialogue the structure must be changed»

Paulo Freire-

JUNE

حزيران

W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T
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June  
حزيران

11 Saturday

## السيت

## 12 Sunday

الأحد

13 Monday

## الأثنين

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## NOTES

### ملاحظات

JUNE

## حزيران

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June  
حزيران

2011

14 Tuesday

الثلاثاء

15 Wednesday

الأربعاء

16 Thursday

الخميس

17 Friday

الجمعة

JUNE

حزيران

W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T
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June  
حزيران

18 Saturday السبت

19 Sunday الأحد

20 Monday الاثنين

NOTES ملاحظات

JUNE																								حزيران					
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June  
حزيران

2011

21 Tuesday

الثلاثاء

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22 Wednesday

الأربعاء

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23 Thursday

الخميس

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24 Friday

الجمعة

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JUNE

حزيران

W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T
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June  
حزيران

25 Saturday السبت

26 Sunday الأحد

27 Monday الاثنين

NOTESملاحظات

JUNE																								حزيران					
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28 Tuesday

الثلاثاء

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29 Wednesday

الأربعاء

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30 Thursday

الخميس

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*In Area C, the vast majority of communities reported that distance to school and transport cost are the main obstacles for children in accessing their school. The distance that children have to walk to school reaches as high as 25 km.*





*July*  
**Demolitions**

# Demolitions

**B**etween January 2000 and September 2007 Israel issued almost 5,000 demolition orders against Palestinian structures. Of those 1,663 demolitions were carried out - Israeli bulldozers tore down houses, schools, animal shelters and even entire villages. The official justification for demolition acts is either "security," or a lack of the appropriate permit from the Israeli military authority. Israel consistently uses settlement planning tactics, the building permit application process and house demolitions to threaten Palestinians and force them from their land. Sadly, forced displacement and ethnic cleansing are nothing new in Palestine. Since the beginning of the occupation, Israel has repeatedly used demolitions of private and communal property as a means to shape Palestinian behavior. That a structure serves children and does not pose a threat to Israel hardly enters the demolition deliberations. Schools, therefore, are not spared from the destruction of Israeli bulldozers.

According to the Israeli Committee Against House Demolitions, there are three reasons for the demolitions. Punitive demolitions are used as a punishment against one

or more of the inhabitants. Representing 8.5% of demolitions, these are illegal under Article 33 of the Geneva Conventions. Administrative demolitions are carried out if the structure lacks the correct permit. As noted above, these permits are nearly impossible to obtain and the consequent demolitions, nearly 26% of the total, are illegal under article 53 of the Geneva Conventions. Finally, military demolitions are used to clear Palestinian land of its inhabitants, using a pretext of security or military necessity. A full 65.5% of demolitions, military demolitions are also illegal under article 53. Overall, since the West Bank occupation began in 1967, Israel has demolished 24,813 Palestinian structures<sup>1</sup>.

In Khirbet Tana, a village east of Nablus with a population of about 300, thirty structures were destroyed earlier this year, including a school, homes, and shelter for farm animals. Out of the 40 children who used to attend its primary school, only 17 still do so. They study in a small tent, with desks and a blackboard salvaged from the ruins of the old school. Similar cases occur in the different Jordan Valley villages. Demolishing

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<sup>1</sup> [http://www.icahd.org/?page\\_id=5508](http://www.icahd.org/?page_id=5508)



schools is a means to eliminate the educational opportunities of Palestinian children, thus vastly reducing their future possibilities. Indeed, keeping Palestinians from reaching their full educational potential is an indirect way to prolong the occupation and to ensure Palestinian compliance. In this way, demolishing Palestinian schools is more than simply a violation of Article 50 of the Fourth Geneva Convention, requiring an occupying force to “facilitate the proper working” of schools. It is also a means to ensure the sustainability of the illegal occupation while greatly damaging future generations of Palestinians.

“We have been refused permits to build new homes or schools, and even to install electricity!” says Dr Yosef, who runs 2 clinics in the village of Jiftlik, “the Israeli government offers the settlers every incentive to come here and live on our land.”<sup>2</sup> It is a complex issue for the Palestinian Authority. Officially, its duty is to provide educational and health services to Palestinians in Area C, however in practice, the matter is not so simple. “In Area C, it is extremely difficult,” comments Minister of Education Lamis al-Alami. “It’s

not easy to get permits for the construction of schools. There are so many excuses for not granting the permits. So either we deprive the children of education, or we construct schools that risk being demolished.” Deputy Minister Basri Saleh adds by saying that “the only way we can challenge their decisions, is by insisting - using all the diplomatic channels available to us.”<sup>3</sup>

UNICEF estimates that out of a total of 217 schools in East Jerusalem and Area C, 26 currently face difficulties due to refused building permits, stop-work orders, or, at worst, demolition orders. Many of these orders also affect badly-needed sanitation facilities. Over 13,000 students attend these threatened schools, nearly all of whom also live in high risk areas below the poverty line. “Their only announced reason is that it is an illegal construction,” explains a UNICEF coordinator, “but for us what is legal and illegal? This is a right and a humanitarian need for these children. They [Israeli officials] are the ones who approve the master plans, they issue the permits, and they give out the demolition orders. What can we do?”<sup>4</sup>

2 <http://www.palestinemonitor.org/spip/spip.php?article140>

3 <http://www.jmcc.org/news.aspx?id=1195>

4 <http://www.jmcc.org/news.aspx?id=1195>



NOTES

ملاحظات

JULY

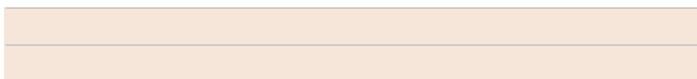
تموز

F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
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1 Friday

الجمعة



JULY

تموز

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July  
تموز

2 Saturday السبت

3 Sunday الأحد

4 Monday الاثنين

NOTES ملاحظات

JULY																												تموز		
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5 Tuesday

الثلاثاء

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6 Wednesday

الأربعاء

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7 Thursday

الخميس

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8 Friday

الجمعة

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Popular education is essential in developing new leadership to build today's bottom-up movement for fundamental social change, justice and equality; see liberation, revolution, social and economic equality

July  
تموز

9 Saturday السبت

10 Sunday الأحد

11 Monday الاثنين

NOTES ملاحظات

JULY																												تموز		
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July  
تموز

2011

12 Tuesday

الثلاثاء

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13 Wednesday

الأربعاء

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14 Thursday

الخميس

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15 Friday

الجمعة

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JULY

تموز

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July  
تموز

16 Saturday السبت

17 Sunday الأحد

18 Monday الاثنين

NOTES ملاحظات



July  
تموز

2011

19 Tuesday

الثلاثاء

20 Wednesday

الأربعاء

21 Thursday

الخميس

22 Friday

الجمعة

JULY

تموز

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July  
تموز

23 Saturday السبت

24 Sunday الأحد

25 Monday الاثنين

NOTES ملاحظات

July  
تموز

2011

26 Tuesday

الثلاثاء

27 Wednesday

الأربعاء

28 Thursday

الخميس

29 Friday

الجمعة

JULY

تموز

F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S							
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30 Saturday السبت

31 Sunday الأحد

In Area C, one school serving 40 students in grades 1-4 was demolished on 10 January and another school serving 73 students, received demolition orders against five newly built caravans on 26 January.

Between January and August 2010, 247 Palestinian structures have been demolished in Area C, displacing 282 people and undermining the livelihoods of additional 696 people

NOTESملاحظات









2024

*August*  
**Student  
Services**

# Student Services

Perhaps the defining characteristic of communities in the Jordan Valley is poverty. There is a menacing dearth of decent job opportunities in the Valley – due mainly to the Israeli military restrictions on movement and increasing settler expansion – leading many to acquiesce to wages far below what is needed to live and giving way to unemployment rates of over 30% and poverty rates soaring to 60%. In addition to the other consequences of such a dire economic outlook – such as food insecurity, poor health and sanitation and a lack of essential community services – the schools of the Jordan Valley have struggled to provide the most basic of services to the Palestinian children. Many services that students around the world and in other parts of Palestine have come to think of as absolutely necessary for education are absent in many Jordan Valley schools.

Access to information, both current and historic, has always been one of the most essential aspects of education. Today, with the computerization of

information, the ability to access libraries and computer labs are increasingly important for students in order to connect with others and gain invaluable technological skills. In addition to the growing necessity of computer literacy in employment opportunities, studies have shown that access to a library leads to more educational success.<sup>1</sup> Understanding this, the Ministry of Education and Higher Education requires all Palestinian schools to have a library and both computer and science labs. Despite this importance and the Ministry's requirements, most schools in the Jordan Valley have none of these invaluable resource centers. The resource labs of the few lucky schools are often subpar and out of date. For other schools lacking electricity or running water, such research services are impossible.

Likewise, schools in the Jordan Valley lag far behind the rest of Palestine in teaching and administrative technology. With more and more school systems across the globe

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1 <http://www.alliancelibrarysystem.com/illinoisstudy/PressRelease.pdf>



utilizing advanced educational technology, more classrooms offer video and audio technology as well as access to wireless internet. Across the globe, laptops are often given to every student and entire classes can be reviewed online from home. With such technology becoming common and expected in many places around the world, many schools in the Jordan Valley lack power, internet connectivity and even functioning toilets. It is easy to see how the technological evolution of education benefits students and it is depressingly clear that the children of the Jordan Valley are being left behind.

Yet more than simply during school hours, the education of youth continues past the last bell of the day. It is for this reason that schools offer a variety of afterschool activities in order to develop not only the academic aptitude of children, but also to guide their emotional and psychological development. For a variety of reasons, such services are unavailable at most schools in the Jordan Valley, leaving schools empty in the afternoon.

Unfortunately, there is a lack of demand for afterschool programs. The high poverty rates often force children to work after, or even before, school – often in the harsh fields of settlement plantations. Joining the underpaid workforce prohibits them from joining productive afterschool programs. Potential clubs and services also require further construction of, for example, sports fields or safe play areas, and Israel's refusal to issue building permits to Palestinians has led to such projects being repeatedly demolished.

Schools also lack the ability to provide services outside of the normal school hours. Very few Jordan Valley teachers actually reside in the town in which they teach, preferring instead the Palestinian Authority administered towns of Tubas, Nablus and Jericho. To commute to work, most teachers have to pass through invasive and time consuming checkpoints, creating many delays. This often leads to teachers being unable to attend school and in nearly every case provides an important disincentive to remaining at

# August

## آب

school later than necessary. With Israeli checkpoints forcing teachers out of the villages early, there is very little adult supervision available for after school programs.

A great number of children around the world and, increasingly, in Palestine come to expect certain services to be provided from the school, such as the latest technology, developed libraries and vibrant arts and athletic programs as well

as other extracurricular activities. Palestinians in the Jordan Valley are expected to develop and mature without any of these advantages. The tight grip of the Israeli occupation and the refusal to allow Palestinian development in the Valley has taken away the ability of schools to provide the services and extracurricular activities that have been proven to enhance the academic and personal development of the next generation.

## 1 Monday

الأثنين

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NOTES

ملاحظات

“Your living is determined not so much by what life brings to you as by the attitude you bring to life; not so much by what happens to you as by the way your mind looks at what happens.”

—Khalil Gibran

August

آب

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

August  
آب

2011

2 Tuesday

الثلاثاء

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3 Wednesday

الأربعاء

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4 Thursday

الخميس

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5 Friday

الجمعة

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August

آب

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

August  
آب

## 6 Saturday

## السيت

## 7 Sunday

الأحد

## 8 Monday

## الأثنين

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## NOTES

### ملاحظات

## August

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M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

August  
آب

2011

9 Tuesday

الثلاثاء

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10 Wednesday

الأربعاء

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11 Thursday

الخميس

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12 Friday

الجمعة

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August

آب

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

August  
آب

13 Saturday السبت

14 Sunday الأحد

15 Monday الاثنين

NOTES ملاحظات

August																												آب		
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

August  
آب

2011

16 Tuesday

الثلاثاء

17 Wednesday

الأربعاء

18 Thursday

الخميس

19 Friday

الجمعة

August

آب

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

August  
آب

20 Saturday السبت

21 Sunday الأحد

22 Monday الاثنين

NOTESملاحظات

August																												آب		
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31



August  
آب

2011

23 Tuesday

الثلاثاء

24 Wednesday

الأربعاء

25 Thursday

الخميس

26 Friday

الجمعة

August

آب

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

August  
آب

27 Saturday السبت

28 Sunday الأحد

29 Monday الاثنين

NOTES

ملاحظات

"Live as if you were to die tomorrow.  
Learn as if you were to live forever."  
– Gandhi

August

آب

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

August  
آب

2011

30 Tuesday

الثلاثاء

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31 Wednesday

الأربعاء

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September

*September*

**Jiftlik**

# Jiftlik

**L**ocated about forty minutes north of Jericho, the village of Jiftlik is one of the larger villages in the Jordan Valley with a population of around 5,000 people. In addition to being located deep in Area C, Jiftlik is surrounded by the Hamra and Mekhora settlements as well as numerous checkpoints dissecting the Jordan Valley. The school in Jiftlik is a perfect example of bleak success in a region nearly completely stifled by the IOF. As recently as 2003, there was no school in Jiftlik and students were forced to travel to Beit Hassan to attend class. After the establishment of the Hamra checkpoint, there were numerous reports of students, particularly young girls, being harassed by Israeli soldiers. Consequently, families stopped sending their daughters to school, leading Jiftlik residents to set up several tents to act as a local school. After teaching Jiftlik students in tents for two years, the village constructed a small and simple concrete building to act

as an interim school. In 2005, due to pressure on the Israeli authorities from UNESCO, Jiftlik received the elusive building permit to construct the current school, which was funded by the Malaysian government. Between the establishment of the tent school in 2003 and the opening of the current school in 2008, Jiftlik saw its educational institute demolished seven times by the Israeli occupational forces.

Looking at the current Jiftlik school, it is surprising to imagine that the students of the village were so recently watching Israeli forces repeatedly tear down their school. The school is a large, horseshoe-shaped, white building with bars covering the windows. Students play volleyball outside the school against the backdrop of white walls covered in red, green, white and black art, hiding the poverty of the village. The new school building is an impressive example of Palestinian persistence resulting in the legal



construction of a much-needed educational institute. Yet, upon entering the building, it is clear that shimmering white, three-story façade is hiding the true reality of education in Jiftlik. The school's new impressive classrooms are, in effect, empty. A handful of old desks and decrepit chalkboards demonstrate that the needs of the Jiftlik community expand far beyond the construction of a school.

There is no computer lab and while the school does have a library, there are virtually no books to fill the shelves. Walls are decorated with several hand-drawn motivational posters and unused coat hooks. The teacher's lounge is completely empty with the exception of three small desks – of the same type shared by the students – covered with paper. The inspiration of the outside of the building can only be used to highlight the off-white vapidness of each empty room, completely devoid of the most basic of educational

tools. The Palestinian Authority is unable to provide much help to the Jiftlik students due to the school's location in area C, giving all administrative control to the occupational forces. Thus, while Jiftlik is looking to add a computer lab and a playground, the school is unable to afford the cost of computers and is prohibited from further construction. The canteen for the school is a small, windowless cement structure outside of the main building. Inside, the school only sells cola, juice, chips and other unhealthy snacks, further punishing the students.

Moreover, the children of Jiftlik are not given opportunity to participate in any afterschool activities. Although there is a great demand for afterschool clubs and activities from the students, every teacher at the school is forced to leave immediately after school due to Israeli transportation restrictions. All of the 15 staff members of the village school live in the larger towns

of Jericho, Nablus or Tubas requiring them to pass through inconvenient Israeli checkpoints that often close unexpectedly or cause long delays, eliminating the possibility for the creation of afterschool programs.

The building that houses the Jiftlik school is an impressive monument to the persistence with which the people of the village worked for their basic human right to education. Yet the façade that projects the appearance of uninhibited educational progress serves only to mask the limits of education imposed by the school's location in area C. Without the proper equipment to teach the children of Jiftlik and the ability of the PA to play a more meaningful role, the vacuous Jiftlik school will continue to be an example of how the Israeli occupation has many ways to inhibit the progress of Palestinian education.

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*The building that houses the Jiftlik school is an impressive monument to the persistence with which the people of the village worked for their basic human right to education.*  
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## 1 Thursday

الخميس

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## 2 Friday

الجمعة

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SEPTEMBER

أيلول

T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

# September

## أيلول

3 Saturday السبت

4 Sunday الأحد

5 Monday الاثنين

NOTES ملاحظات

SEPTEMBER														أيلول															
T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

September  
أيلول

2011

6

Tuesday

الثلاثاء

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7

Wednesday

الأربعاء

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8

Thursday

الخميس

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9

Friday

الجمعة

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"Plants are shaped by cultivation and men by education.

- Jean Jacques Rousseau

SEPTEMBER

أيلول

T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

# September

## أيلول

10 Saturday السبت

11 Sunday الأحد

12 Monday الاثنين

NOTES ملاحظات

SEPTEMBER																												أيلول	
T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

September  
أيلول

2011

13 Tuesday

الثلاثاء

14 Wednesday

الأربعاء

15 Thursday

الخميس

16 Friday

الجمعة

SEPTEMBER

أيلول

T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

September  
أيلول

17 Saturday السبت

18 Sunday الأحد

19 Monday الاثنين

NOTESملاحظات

SEPTEMBER																												أيلول	
T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30



September  
أيلول

2011

20 Tuesday

الثلاثاء

21 Wednesday

الأربعاء

22 Thursday

الخميس

23 Friday

الجمعة

SEPTEMBER

أيلول

T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

September  
أيلول

24 Saturday السبت

25 Sunday الأحد

26 Monday الاثنين

NOTES ملاحظات

Only the educated are free.  
- Epictetus

SEPTEMBER														أيلول															
T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

September  
أيلول

2011

27 Tuesday

الثلاثاء

28 Wednesday

الأربعاء

29 Thursday

الخميس

30 Friday

الجمعة

SEPTEMBER

أيلول

T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30





*October*  
**Transportation**

# Transportation

**T**he Bedouin of the Jordan Valley have seen their freedom of movement and right to maintain their indigenous livelihood gravely constrained by a matrix of Israeli restrictions. The strategic combination of Israeli checkpoints, permits, land seizures, illegal settlements and de-development has driven hundreds of thousands of Palestinians from their own land.<sup>1</sup> Children have been denied their right to education because of the demolition of their unregistered schools or the lack of them as a result of building restrictions.

Many children are forced to travel long distances in order to reach schools which are located outside of their villages. They travel under harsh climates (the scorching heat in the summer, and bitter cold winters) and at times wait long hours for transportation to take them to school and back home. Of course this is expensive for both teachers and students.

Ofentimes, parents don't

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<sup>1</sup> <http://www.palestinemonitor.org/spip/spip.php?article140>

have the cash to pay for their children's fares, and teachers find it difficult to travel long distances to reach a checkpoint where they might be forced to return or wait for long hours delaying them from getting to school on time.

Dangerous roads and security fences which block access roads make this journey very difficult. Students also face harassment from settlers, either while traveling to and from schools, or even during school hours. In areas close to settlements, Israeli settlers will often not allow students to pass close the settlement, forcing them to take longer routes. Indeed the Israeli military and militant settlers represent a serious threat to Palestinian children, particularly those who live outside of the village centers. Walking to school often involves passing by settlements or crossing through permanent or makeshift roadblocks and checkpoints, further harassing Palestinian children.

As if the harassment of Palestinian children was not

bad enough, the appropriation of nearly half of the Jordan Valley for military purposes has dissected the land, forcing children to either take extraordinarily long routes to school or risk being shot by Israeli soldiers while passing through the arbitrary military free-fire zones. Indeed, because Israel divided the land between settlers and the military without regard for the Palestinian inhabitants, there are many Palestinian families who live inside these military zones, risking the possibility of being shot upon leaving their house.

The checkpoints, road blocks, settler harassment and military zones are all obstacles that Israel creates in order to make the lives of Palestinians in the Jordan Valley more difficult. All of these obstacles affect the entire Palestinian community, but they are particularly odious when they are used to prevent children from safely reaching school.

*Kashef, a six year old boy from Hadidya, was studying at the nearest school in Al Jiftlik village - 2 kilometers away- due to the absence of schools within his own area. He stayed at his relatives' there during school days to avoid the daily harassment that school students are subjected to at the Hamra checkpoint, one of the most severe checkpoints in the JV. One day, when he was back home on the weekend, he fell off of the tractor that his father was driving & was injured badly. There were no hospitals located within the area. His father, Abu Saqr, called an ambulance in a desperate attempt to save the life of his son. Abu Saqr waited six hours for the ambulance that was being delayed by the complex Israeli movement and access restrictions, cradling his injured son in his arms. As Abu Saqr held his dying son, the Israeli Civil Administration offered to take Kashaf to an Israeli hospital in exchange for the eviction of 10 Palestinian families, of which Abu Saqr was the head. Abu Saqr refused and the Israeli Authorities watched young Keshaf die in the arms of his father.*

October  
تشرين الأول

1 Saturday السبت

2 Sunday الأحد

3 Monday الاثنين

NOTES ملاحظات

OCTOBER																					تشرين الأول									
S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31



4

Tuesday

الثلاثاء

5

Wednesday

الأربعاء

6

Thursday

الخميس

7

Friday

الجمعة

The foundation of every state is the education of its youth.  
-Diogenes Laertius

OCTOBER														تشرين الأول																
S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

October  
تشرين الأول

8 Saturday السبت

9 Sunday الأحد

10 Monday الاثنين

NOTES ملاحظات

OCTOBER														تشرين الأول																
S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

11 Tuesday الثلاثاء

12 Wednesday الأربعاء

13 Thursday الخميس

14 Friday الجمعة

OCTOBER														تشرين الأول																
S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

October  
تشرين الأول

15 Saturday السبت

16 Sunday الأحد

17 Monday الاثنين

NOTESملاحظات

There were 550 obstacles to movement in the West Bank as at end June 2010, making it hard for students and teachers to reach their schools.

OCTOBER																					تشرين الأول									
S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

18 Tuesday الثلاثاء

19 Wednesday الأربعاء

20 Thursday الخميس

21 Friday الجمعة

OCTOBER														تشرين الأول																
S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

October  
تشرين الأول

22 Saturday السبت

23 Sunday الأحد

24 Monday الاثنين

NOTES ملاحظات

OCTOBER														تشرين الأول																
S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

25 Tuesday الثلاثاء

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26 Wednesday الأربعاء

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27 Thursday الخميس

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28 Friday الجمعة

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OCTOBER							تشرين الأول																							
S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

October  
تشرين الأول

29 Saturday السبت

30 Sunday الأحد

31 Monday الاثنين

NOTES ملاحظات

OCTOBER														تشرين الأول																
S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31



*Between January and June 2010, there were 23 reported incidents where more than 800 students' access to schools were denied or delayed. Between January and June 2010, there were 14 incidents against schools (4 Gaza and 10 West Bank), affecting more than 5,000 students. Eleven out of the 14 reported cases involved Israeli forces and / or settlers.*







*November*  
**Student  
Retention**

# Student Retention

In addition to the negligence of the educational system of Area C in the Jordan Valley, retention rates among students there are among the lowest in Palestine and far exceed the rates of the PA controlled Area A. Unfortunately, as the poverty rate in the Jordan Valley continues to grow due to the strict limitations of the occupation as well as the economic exploitation of Palestinians by settlement farms, the retention rate for Palestinian schools will continue to drop as well. One of the main goals of the Palestinian Ministry of Education and Higher Education is to increase the retention rate in schools across Palestine. Unfortunately, the classification of much of the Jordan Valley as Area C prevents the PA from implementing many educational programs aiming to increase retention. In the Jordan Valley there are two main reasons for students to drop out of school.

Firstly, The Palestinians of the Jordan Valley have been largely pushed into small communities by the tightening Israeli grip

on the region. Consequently, the job opportunities available to Palestinians in the Valley are rare and unvaried. Due to Israeli restrictions, there has been very little industrialization of the Jordan Valley by Palestinians, leaving field work and animal husbandry as the main sources of employment for Palestinians. Facing meager future employment opportunities in the Jordan Valley, Palestinian students become frustrated with the educational system. In this way, Israel has been able to indirectly cultivate a culture of educational fatalism among Palestinian youth in the Jordan Valley. Due to the circumstances in which they live a number of children simply 'know' that they will inevitably be employed in farms and thus feel no incentive to continue their education.

Likewise, the economic plight of the Palestinians in the Jordan Valley creates a disincentive for attending school. With 60% of families under the poverty line, many parents in the Valley struggle to earn an



income suitable enough to live and provide for their families. Facing economic disaster, many parents are forced to encourage their children to leave school and work in low paying jobs in order to help support the family. Pressure from family members to drop out of school for economic reasons often complements the fatalism felt by the youth, leading to high dropout rates.

Secondly, there is still a resistance to formal education within some sectors of the Jordan Valley population, particularly among the Bedouin community. Most Bedouin families make their livelihoods through animal husbandry, leading many in the community to question the relevance of a formal education. Moreover, young women in Bedouin communities often leave school early in order to get married. Like those Palestinians who are unable to see any other future than working on a farm, many Bedouins cannot see a future in which formal education would be valuable. While the PA has implemented programs

to combat this opposition to education, the majority of the Bedouin community is located in Area C. Consequently, there is very little action taken to encourage formal education and to integrate the Bedouin communities into the general Palestinian society

With such poverty and facing a lack of future options, there is hardly any incentive for Palestinians to remain in school. By imposing limitations on the Jordan Valley that create such a dreary future in the eyes of Palestinians, Intentional or not, the consequence of the tight Israel grip on the Valley has led to a stagnation in the development of the Palestinian education system and a collective disbelief in the value of formal education. With such a view pervading society in the Jordan Valley, dropout rates are significantly higher than the rest of Palestine.

***"Children must have safe and unrestricted access to education, [...] every child has the right to learn and grow in an environment where their health and safety are paramount."***

-Jean Gough, UNICEF Special Representative



1

Tuesday

الثلاثاء

2

Wednesday

الأربعاء

3

Thursday

الخميس

4

Friday

الجمعة

NOVEMBER

تشرين الثاني

T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

# November

## تشرين الثاني

5 Saturday السبت

6 Sunday الأحد

7 Monday الاثنين

NOTESملاحظات

NOVEMBER																												تشرين الثاني				
T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W			
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8 Tuesday الثلاثاء

9 Wednesday الأربعاء

10 Thursday الخميس

11 Friday الجمعة

NOVEMBER														تشرين الثاني															
T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W
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November  
تشرين الثاني

12 Saturday السبت

13 Sunday الأحد

14 Monday الاثنين

NOTES ملاحظات

NOVEMBER														تشرين الثاني															
T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W
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15 Tuesday الثلاثاء

16 Wednesday الأربعاء

17 Thursday الخميس

18 Friday الجمعة

NOVEMBER														تشرين الثاني															
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November

تشرين الثاني

19

Saturday

السبت

20

Sunday

الأحد

21

Monday

الاثنين

NOTES

ملاحظات

NOVEMBER														تشرين الثاني															
T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W
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22 Tuesday الثلاثاء

23 Wednesday الأربعاء

24 Thursday الخميس

25 Friday الجمعة

November  
تشرين الثاني

26 Saturday السبت

27 Sunday الأحد

28 Monday الاثنين

NOTES ملاحظات

NOVEMBER														تشرين الثاني															
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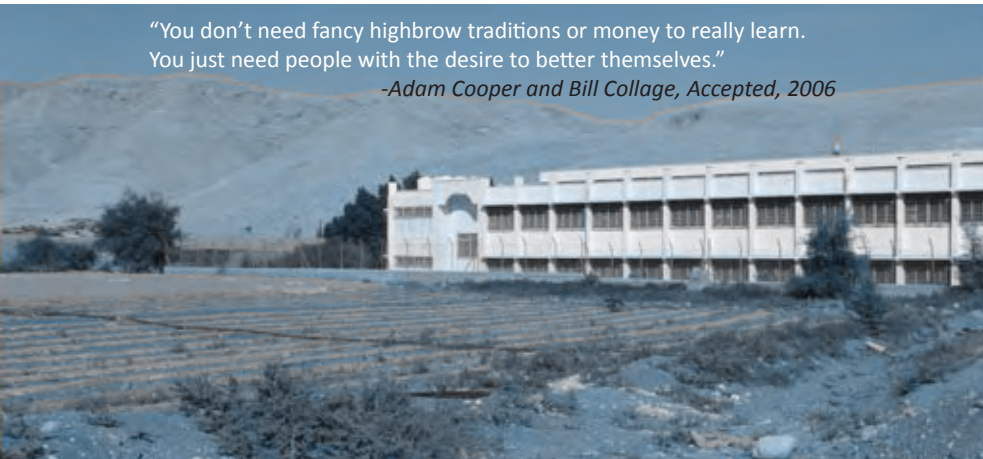
29 Tuesday

الثلاثاء

30 Wednesday

الأربعاء

“You don’t need fancy highbrow traditions or money to really learn.  
You just need people with the desire to better themselves.”  
-Adam Cooper and Bill Collage, Accepted, 2006



NOVEMBER

تشرين الثاني

T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W
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Jamil

December

Zubeidat

# Zubeidat

**M**uch like the Jiftlik School, the school in Zubeidat is a large, legally-built building that looks capable of providing a good education for the children of the village. Though not completely wrong, this impression does not reveal the true ills that are found in the streets and in the schools of this town. The poverty caused by Israel's restriction of movement and the subsequent poverty are major obstacles to good education in the town.

The population of the Zubeidat village comprises the descendents of Palestinian refugees ethnically cleansed in 1948 from the town of Beer al-Sabe' (currently Beer Sheva), yet the town has been denied refugee status from the UN. In 1995, Oslo II was signed and the built up area of the village was classified as Area B, though all the surrounding agricultural land – previously rented to the Palestinians by the Israeli government – was labeled Area C, boxing in the Palestinians of this impoverished town. The irony lays in the notion that villagers of Zubeidat are only

able to receive building permits in the area where there is no room for expansion, though Israel constantly denies building permits for the open spaces immediately outside of the town center.

Families in Zubeidat are similarly pinched by the surrounding Area C. Before 1967, families were able to make a good living by farming in the fertile lands that surround the village and stretch to the Jordan River. In 1968, though, Israel established the Argaman settlement by confiscating valuable farm land from Zubeidat residents. Today, the Palestinians of this village are locked in by Area C and in the shadow of the settlement located on the hilltops above. Consequently, 2000 Palestinians are packed into a village area of no more than 42 dunums (slightly over 10 acres). The high population density caused by Israeli policies has resulted in an incredibly high rate of poverty of 40% - an economic handicap that trickles down to drastically effect the education system in the village.

The Zubeidat school is located in Area B within the village and thus receives funds from the Palestinian Authority. A large white building with green and yellow trim, the school features a small play area and soccer nets on the paved school yard. Although outdated, the school has both a computer lab and library, continues through 12<sup>th</sup> grade and offers the *Tawjihi*. The main problem in Zubeidat is that the increasing poverty that plagues the village is causing the school's dropout rate to drastically increase. As 60% of the inhabitants of Zubeidat are school-aged youths, a massive economic burden falls to a small percentage of the population in the labor force. Due to the small labor force, the percentage of children that are encouraged to work in addition to school, or quit all together, is rising.

The dearth of available land for agricultural development for Palestinians has forced a large proportion of villagers to work in settlement farms, which offer a daily salary of between 30-60 shekels for eight hours of labor – a wage that has not increased since 2003 and is

less than a third of the Israeli minimum wage. Low wages in settlement farms – stagnant despite annual inflation – leave families in Zubeidat with consistently diminishing real income, increasing the already astronomical poverty levels. The inability of Palestinians in Zubeidat to collect a fair wage in the settlement farms has forced many children to balance school with work on the farm in order to help their families. It is estimated that 90% of the students work on farms in addition to school while 60% of the students arrive at work at 4:00 in the morning to work before school.

The dependence on child labor in Zubeidat has led to an unacceptable dropout rate and an even more unacceptable success rate. While the graduating class of 2009 had a 20% dropout rate, the 2009 success rate – which was hovering around 85% in the 1990's – has plummeted to 30% today. Even those lucky few who leave Zubeidat to attain a university degree often return to cheap farm labor, leading many to question the benefit of ever aspiring to university study.

December

كانون الأول

Indeed, the likelihood that a Palestinian from Zubeidat works in a settlement farm is so high that children often refer to such work as 'leaving school early to attend Argaman University.'

The Zubeidat school has no afterschool programs, no youth center and no true community play area. While it lacks the resources and space to provide these essentials for the children and the community, the policies of the Israeli government and the Argaman settlement have led to an economic and social situation in Zubeidat that forces children to prematurely end their education. The education system in Zubeidat is stunted by its need for another school, a community center, a play area and a new kindergarten, but, perhaps more importantly, the village needs more land and better incomes. Without the means to effectively combat the soaring poverty levels caused by unjust wages in settlement plantations and the dearth of other opportunities, Palestinians in Zubeidat are left unable to fight the negative dropout trends and fatalism that has engulfed the children's psyche.

*The irony lays in the notion that villagers of Zubeidat are only able to receive building permits in the area where there is no room for expansion, though Israel constantly denies building permits for the open spaces immediately outside of the town center.*



## 1 Thursday

الخميس

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## 2 Friday

الجمعة

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DECEMBER

كانون الأول

T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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December

كانون الأول

3

Saturday

السبت

4

Sunday

الأحد

5

Monday

الاثنين

NOTES

ملاحظات

DECEMBER																												كانون الأول		
T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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December  
كانون الأول

2011

6 Tuesday

الثلاثاء

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7 Wednesday

الأربعاء

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8 Thursday

الخميس

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9 Friday

الجمعة

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"Remember the solidarity shown to Palestine here and everywhere... and remember also that there is a cause to which many people have committed themselves, difficulties and terrible obstacles notwithstanding. Why? Because it is a just cause, a noble ideal, a moral quest for equality and human rights."

- Edward Said

December  
كانون الأول

10 Saturday السبت

11 Sunday الأحد

12 Monday الإثنين

NOTESملاحظات

DECEMBER																كانون الأول															
T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S								
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13 Tuesday الثلاثاء

14 Wednesday الأربعاء

15 Thursday الخميس

16 Friday الجمعة

December

كانون الأول

17

Saturday

السبت

18

Sunday

الأحد

19

Monday

الاثنين

NOTES

ملاحظات

DECEMBER																												كانون الأول						
T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S				
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20 Tuesday الثلاثاء

21 Wednesday الأربعاء

22 Thursday الخميس

23 Friday الجمعة

December  
كانون الأول

24 Saturday السبت

25 Sunday الأحد

26 Monday الإثنين

NOTES

ملاحظات

DECEMBER																												كانون الأول		
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December  
كانون الأول

2011

27 Tuesday

الثلاثاء

28 Wednesday

الأربعاء

29 Thursday

الخميس

30 Friday

الجمعة

DECEMBER

كانون الأول

T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
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# December

كانون الأول

31 Saturday السبت

1 Sunday الأحد

2012

*In Area C, among herding communities, food insecurity is three folds the average food insecurity in the West Bank, standing at 79 per cent in comparison with 25 percent. Nutritional problems can lead students to underachieve, repeat grades, and even impair their ability to learn*

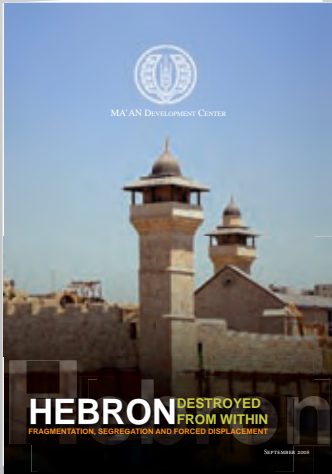
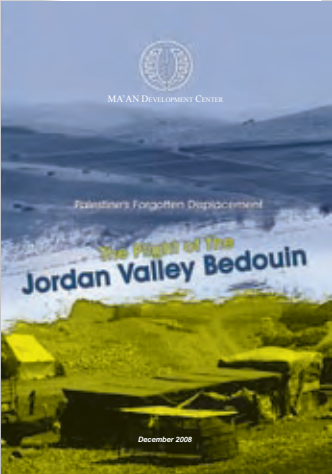
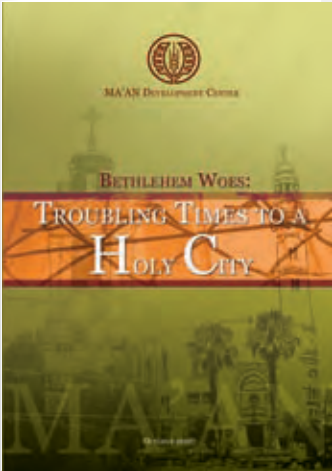
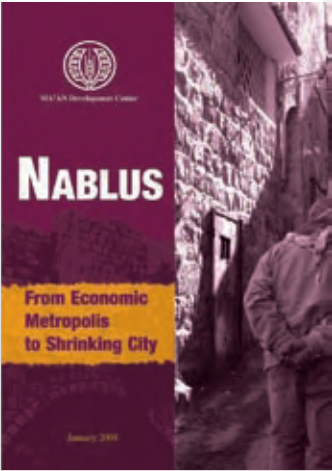
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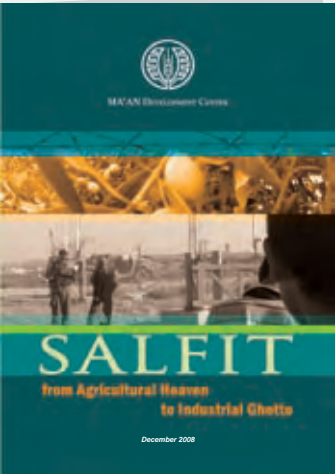
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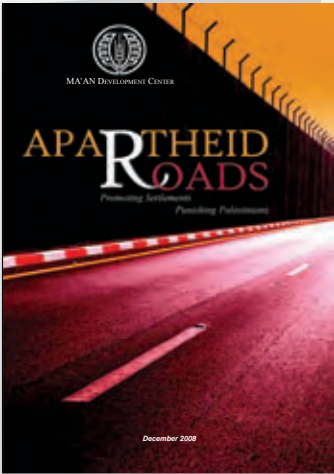
*MA'AN*  
*Recent Publications*



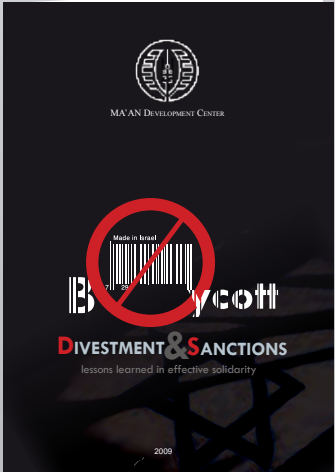




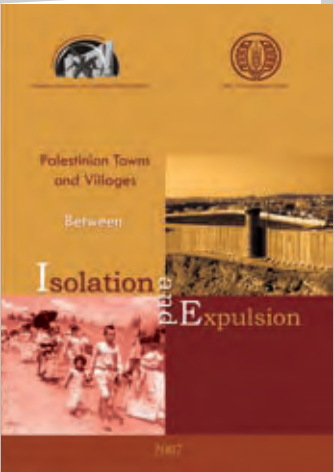
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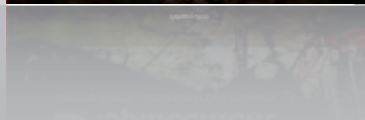
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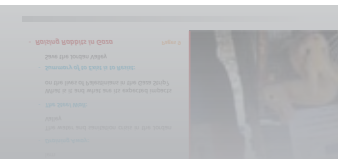
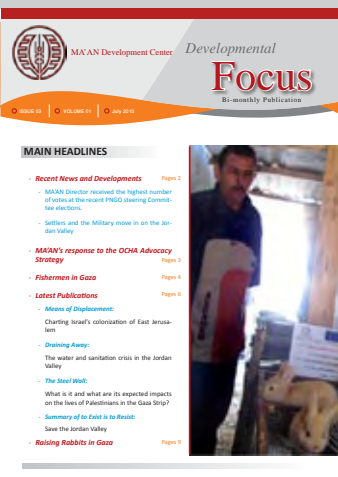
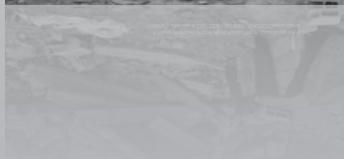
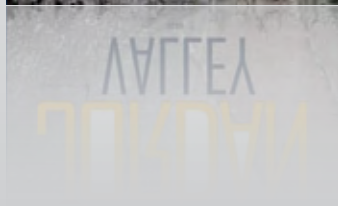
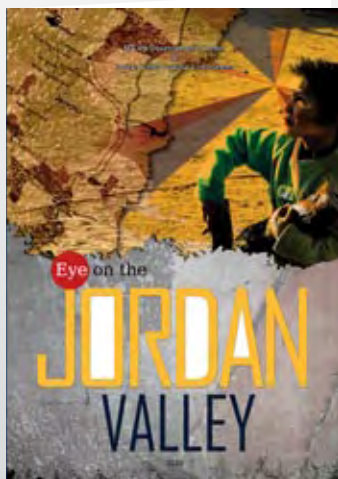
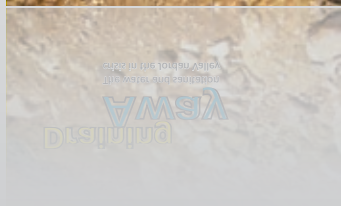
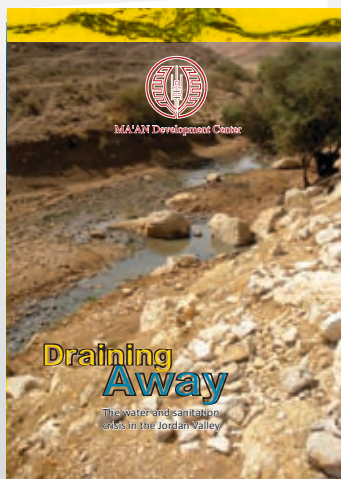


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## MA'AN Arabic Publications



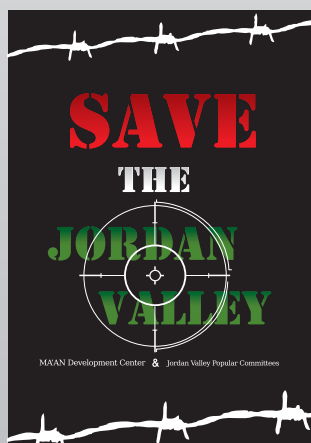




MA'AN Arabic Newspaper Supplements



## MA'AN Posters





## Notes

## Notes

## Notes

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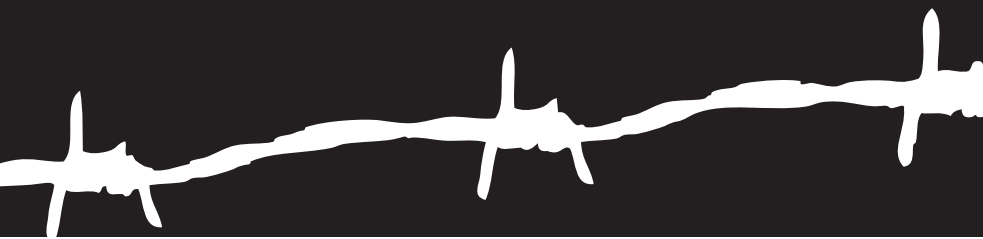
## THE



# JORDAN

# VALLEY

MA'AN Development Center & Jordan Valley Popular Committees



## MA'AN Development Center

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## Jordan Valley Popular Committees

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[www.jordanvalleysolidarity.org](http://www.jordanvalleysolidarity.org)

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