



Received: 2019-03-28

Accepted: 2019-05-09

Published: 2019-08-30

Original Article

Israeli Practices against the Primary Schools in the Eastern Part of the City of Islamicjerusalem (2000-2016)

Sabreen Awawda^{a*} Aminurraasyid Yatiban^a & Abd Al-Fattah El-Awaisi^b

^a Institute of Excellence for Islamicjerusalem Studies (IEIJS), Universiti Utara Malaysia (UUM)

^b International relationship department, Ankara Social Science University, Palestine

* Corresponding author, email; sabreenawawda@hotmail.com

ABSTRACT

The study aims to identify the Israeli measures against primary schools in East Islamicjerusalem. To do so, this research reviewed references about Israeli government policies on the primary education system in the eastern part of the city of Islamicjerusalem, obtained statistics from a 78 validate survey out of 80, which were distributed to different schools' staff. The methodology of statistical analysis was used through means and standard deviations and one sample t-test. T Findings of the study revealed that Israel's actions have a negative effect on the development of the primary schools process in East Islamicjerusalem. Based on the findings the author recommended Palestinian Ministry of Education of both the strengthen students and teachers resilience in Arab schools in the eastern part of the city of Islamicjerusalem; in addition to, the need to find a plan to protect students, teachers and primary schools in the eastern part of the city of Islamicjerusalem. The author also recommended Schools management to work on promoting the Palestinian national identity and support the education of Palestinian culture, and to introduce students to the Palestinian issue (of national identity) verbally without relying on the curriculum. Moreover, the author recommended that Palestinian people in the eastern part of the city of Islamicjerusalem must continue to fight for their rights to education with the Israel occupation. Finally, she recommended the Palestinian National Authority to provide adequate financial support to educational institutions in the eastern part of the city of Islamicjerusalem.

Keywords: Primary schools, East Islamicjerusalem, occupation, violation

Introduction

As a result of the 1948 Nakba, the city of Islamicjerusalem was divided into two parts: the western part was under Israeli control, while the West Bank and the Eastern part of the city were subject to the Hashemite Kingdom of Jordan. Since the occupation of the West Bank, including Islamicjerusalem in 1967, the occupation authorities have imposed the "doctrine of the land of the biblical promise", in order to achieve its objectives of changing the reality of the city and the full control of the city - including the amendment of the demographic balance; To

create a new political identity to serve to strengthen his presence , And the removal of Islamicjerusalem from the Arab identity within the framework of the policy of the family, including the primary schools system, and the achievement of the interim balanced with political plans that adopt tactics consistent with the strategic objectives in the occupation state.

The Jerusalemites expressed their dissatisfaction with the failure of the Oslo Accords in 1993 as a Palestinian-Israeli interim solution and the failure to deal with the status of Islamicjerusalem and the Jerusalemites. These agreements did not give them the attention and prestige required by the new phase and its challenges. On the one hand, to the community of Islamicjerusalem at all levels, which emerged clearly in the daily life of citizens, many of whom are forced to walk in the mold of the family, to conduct their lives in light of leaving them alone struggling arrogant occupation, and it seemed clear in increasing their demand to learn Hebrew¹.

However, the Palestinian policy itself continued to be adopted, and Islamicjerusalem remained absent from the list of "priorities of power at all levels. This shows that the budget allocated to Islamicjerusalem in the PA budget is negligible, and it exists almost invisibly so as not to punish" Israel " The authority to allocate respectable budgets to Islamicjerusalem².

In the framework of its five-year plan, the Israeli government allocated NIS 68.7 million to support primary schools institutions that study the Israeli curriculum, NIS 57.4 million for the development and maintenance of schools that chose the Israeli curriculum, NIS 67 million for new buildings, And to encourage them to move from the Palestinian curriculum to the Israeli one, all in a way that serves to control the contents of the Palestinian curriculum, as a component of the national consciousness in the face of the occupation, and for Jerusalemites to people who have distorted national identity, through the reformulation of their awareness in line with the interests of the Jewish state³.

The primary schools system in occupied Islamicjerusalem faced a number of challenges, most notably:

Structural challenges, which are reflected in the severe shortage of schools and classrooms, in the absence of maintenance or expansion of existing ones, lack of minimal health and primary schools conditions, and the continued exposure of the national curriculum to adjustment and distortion. *Occupation practices*, primarily the construction of the apartheid wall, the policy of barricades, the separation of Arab villages and towns surrounding Islamicjerusalem, the arrest and deportation of students and teachers, or placing them under house arrest. The city *lacks a unified reference to the management* of the primary schools process. *Lack of funding sources* based on the promotion and development of the national primary schools system in the city in the face of the schemes of family. *The drop in school dropout rates*, which exceeded more than 50% among the city's students, resulted from attracting the Israeli labor market due to higher wages , as the economic situation of most of the Islamicjerusalem families deteriorated. *The spread of the drug phenomenon*, promoted by the encouragement of the occupation authorities, with an estimated number of abusers more than 29 thousand, and they are young

¹ Elayan, A. M. (2012a). Eastern part of the city of Islamicjerusalem *throughout eras till the Jewish, Zionist Occupation* (vol.1, 1st ed) 3000 B.C.-1967 AD. Amman: Arwa Printing Press

² هاني المصري، الأداء الفلسطيني تجاه القدس، ورقة مقدمة إلى ورشة "تهويد القدس وآليات المواجهة السياسية والإعلامية" التي نظمتها مؤسسة القدس الدولية في بيروت، مركز مسارات، تشرين الأول 2016. cutt.us/rJRB6

³ 2010/10/21 cutt.us/KqV2C مهادي السيد، فلسطينيو 48 من مواجهة الأسرلة إلى تحدي يهودية الدولة، الأخبار،

people and adolescents who left primary schools and entered the labor market⁴. *Continuing the efforts to target the Arabic language and reshaping the Palestinian consciousness*. The Israeli Ministry of Primary schools celebrated the announcement of a new primary schools plan to deepen Zionist values within the primary and preparatory schools, including the Arab schools in Islamicjerusalem.

According to Ya'akov Katz, one of the settlers' leaders, the plan aims to crystallize the means to deepen Zionist values among the generations, by including Zionist values in the curricula of Jewish and Arab students such as (the National Anthem, the Law of Return, the declaration of statehood, Eliezer Ben Yehuda, , Eli Cohen, Herzl, the IDF, Haim Weizmann, David Ben-Gurion, Ze'ev Jabotinsky, Menachem Begin, the Balfour Declaration, Yitzhak Rabin) and other terms.

Multiple administrative supervisors of schools in occupied Islamicjerusalem In light of the current situation in the Holy City, and as a result of all the above, the supervision of its schools is distributed to the following bodies: **Awqaf schools**, administratively follow the Palestinian Ministry of Primary schools, but operate under the umbrella of the Jordanian Ministry of Awqaf. **UNRWA schools**, are affiliated with the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) and are especially threatened by the recent US administration decisions on UNRWA and Islamicjerusalem. The statements of Nir Barkat, the former mayor of the Israeli occupation, Relief from Islamicjerusalem [abu holi, 2018], is a practical demonstration of the magnitude of threats. *Private schools*; administratively follow churches, charities and individuals. **Israeli Ma'arif schools and the municipality of the occupation**, administratively follow the occupation government. **Construction Schools**, Schools run by individuals on behalf and with the support of the Israeli Knowledge Administration.

Thus, primary schools in occupied Islamicjerusalem has suffered more than ever before, with the promotion of the Israeli curriculum and the material and moral temptations that have succeeded, to some extent, in breaking the consensus on boycotting this curriculum

Problem statement

Since Israeli occupation and the annexation of the east part of the city of Islamicjerusalem in 1948, discriminating government policy aimed to impose a new status quo on the city⁵. Education has also been facing various policies of discrimination. one of which is restricting the financial resources.

This research investigates the impacts of Israeli practices on the elementary school system in the eastern part of the city of Islamicjerusalem, which started after 2000. For instance some examples involve controlling social and cultural activities, issuing new laws in favor of Israelis, the deliberate demolition of schools, a refusal to issue new licenses, and depreciating curricula content; not to mention, the cancellation of Arab law that existed in the region before the occupation, including the Jordanian education law (No. 16 of 1964). Primary and elementary

⁴ .cutt.us/MJSHcسمير جبريل، معركة التعليم في القدس، الجزيرة نت، أيار 2016.

⁵ Palestinian Ministry of Education . Palestinian plan to face education Israelization, 2018. Retrieved March, 9, 2018, from, <https://www.aljazeera.net/news/alquds/2019/1/29/%D8%AE%D8%B7%D8%A9-%D9%81%D9%84%D8%B3%D8%B7%D9%8A%D9%86-%D8%A3%D8%B3%D8%B1%D9%84%D8%A9-%D8%A7%D9%84%D8%AA%D8%B9%D9%84%D9%8A%D9%85-%D8%A7%D9%84%D9%82%D8%AF%D8%B3>

government schools were placed under the dominion of the Israeli Ministry of Education, and secondary schools were placed under the dominion of the municipality of the occupation government in the city⁶.

The occupation government has pursued many strategies as parts of its practices on the primary schools in East Islamicjerusalem. For a long-time those strategies affected education in the eastern part of the city of Islamicjerusalem, e.g. the subversive strategy, which impaired education's role to revive social and cultural activities in the city, and the deliberate demolition of educational institutions, including primary schools. Occupation Authorities issued laws and legislations, with a discrimination in allocating budgets between the eastern part compared with the western part of the city of Islamicjerusalem an imposition of occupation-set curricula. Under the above frameworks, Israel tried to control schools in Eastern Jerusalem by issuing laws that allowed the government to supervise these schools. This law (No. 564 of 1968) aims to place all private schools under the supervision of the occupation Ministry of Education, to connect the administration and organization of Arab schools with schools of the occupation.

In addition to elementary education being inflicted with "Al Mareef" administration, the occupation government strives through these measures against Palestinian and Arabic schools to continue applying the Israeli curriculum, especially in the humanitarian sciences, such as history, geography and social science (Education Ministry of Palestine, 1999, p.38).

Many other sectors in Eastern Jerusalem have been affected by the Israeli practices. To illustrate this, for example, Israeli occupation made continuous attempts to separate the city from its surroundings and other Palestinian cities, which largely affected primary schools. Many students and teachers could not reach their schools. In addition, a shortage of classrooms in municipal schools has affected various educational stages in a negative manner: kindergarten, primary, preparatory, secondary and even special education.

There has been a shortage of 1,000 classrooms in 2001, with 257 added since⁷ Note that this acute shortage in classrooms has continued, despite the declaration of the Israeli Supreme Court of Justice in 2011 that the failure of the government to provide classrooms and the disability of their legal obligation caused disastrous results on primary school provision in Eastern Jerusalem. Thus, a large number of students who try to register for primary school every year have been refused by the Municipality due to a lack of classrooms. Less than half of a total of 109,391 students were recorded in municipal schools, with the remaining students obliged to pay a heavy price for private education or simply deprived of their educational rights – as is the case for 3,500 students in the year 2011⁸The Association for Civil Rights in Israel (2014) states that the occupation government has opposed international human rights law by not building the infrastructure to provide free and compulsory education to all students of primary age in the eastern part of the city of Islamicjerusalem. Thus, Besides the lack of qualified teachers, many schools are stuck because they find it a challenge to recruit specialized teachers while operating on an insufficient budget. As well as a shortage of tools, equipment and laboratories, the

⁶ Palestinian News & Info Agency-Wafa. *the methods of Judaizing The Eastern part of the city of Islamicjerusalem*, 2011. Retrieved May 5, 2015, from <http://www.wafainfo.ps/atemplate.aspx?id=4222>

⁷ Civic Coalition for Palestinian Right, 2014. Retrieved January 1, 2017, from <https://bdsmovement.net/files/2014/05/Fact-Sheet-Jerusalem-1948-present.pdf>

⁸ Ahmad Elayan. *Eastern part of the city of Islamicjerusalem throughout eras till the Jewish, Zionist Occupation* (vol.1, 1st ed) 3000 B.C.-1967 AD. Amman: Arwa Printing Press, (2012a).

occupation government undermines the recruitment process of the West Bank, thus affecting primary schools and other stages of compulsory education. Based on the complexities of the above situation, this research will address the following research objectives:

1. To identify the status of primary schools in East Islamicjerusalem and the obstacles faced by them.
2. To investigate Israeli violations against primary schools in East Islamicjerusalem.
3. To examine the impact of lacking financial resources on the development of primary schools in East Islamicjerusalem.

Research Methodology

The researcher used the descriptive method of analysis based on the theoretical literature and related studies, this allowed to access to scientific results. The statistical methods were used by designing a questionnaire to measure Israel's measures towards primary schools in East Islamicjerusalem, where this study is considered a social study.

Hypothesis

The first hypothesis: Israel's actions contributed to the negative impact of the lack of financial resources on the academic achievement in schools in East Islamicjerusalem

The second hypothesis: Israel's actions have a negative effect on the lack of financial resources on the efficiency of teachers in East Islamicjerusalem

The third hypothesis: There is a negative impact of the occupation measures on the lack of financial resources on the number of classrooms in East Islamicjerusalem.

The fourth hypothesis: There is a negative impact of the Israeli restrictions on the adoption of the Palestinian curriculum in East Islamicjerusalem.

The fifth hypothesis: There is a negative impact of Israeli practices on primary schools in East Islamicjerusalem

Literature review

A study examined by Mohsen (2012) reported that under the dominance of the Ministry of Education discrimination was indicated by low salaries being paid to staff in primary schools. The education system operates under the dominance of the Islamic Waqf (a kind of religious endowment or charity in Islam; a "Foundation") to prevent Arabs from working there, instead transferring them to the Israeli Ministry and Municipality in Eastern Jerusalem or towards private schools. Private schools, however, receive financial support from the occupation Municipality, whereas salaries in schools of the Palestinian Authority do not meet the minimum standard of living for teachers – all controlled by the educational politicalization policy.

Compulsory high taxes, rents and high living costs, have made Jerusalemites look for an alternative cost-of-living in Eastern Jerusalem. Mohsen recommended in his research that Eastern Jerusalem requires a comprehensive strategy to maintain their remaining active national organizations. Based on previous study above there is a clear message from Israeli government states: either accept the occupation-imposed status quo that seeks to obliterate Palestinian identity or undertake a battle from all sides targeting primary schools in Eastern Jerusalem. By accepting the educational politicalization policy, any decision regarding the

students, teachers or stakeholders in Eastern Jerusalem is restricted by a politically-implemented policy.

According to Adalah's (2011, p.4) report, political policy structures in the State of Israel institutionalize discrimination against Palestinian citizens. Specific laws and policies work to exclude the Palestinian minority from State resources and services, as well as structures of power. The State established 600 new Jewish Municipalities since 1948, compared with none being established for Palestinians. Adalah's report also shows that Palestinian Arab Municipalities have control over only 2.5% of the State's land. According to Okun and Friedlandr, (2005) Palestinian Arab residential areas are excluded from the State's national planning projects, resulting in an inadequate infrastructure and the inability to obtain zoning approval for commercial and industrial development and quality education, leading to a lack of economic opportunity in Palestinian areas, and making Palestinians dependent on the Jewish market for employment.

Shalhoub-Kevorkian (2010) addressed the effects of militarization in East IslamicJerusalem as it relates to community, family, and individual disorganization. Shalhoub-Kevorkian conducted several interviews with Palestinians living in East IslamicJerusalem. The result revealed that militarization in East IslamicJerusalem was very disruptive and negatively influenced people's social ties, social and familial network, and led to a feeling of social exclusion. Families in IslamicJerusalem faced difficulties commuting back and forth to the West Bank to visit other family members, leading eventually to a sense of exclusion. Parents became fearful of allowing their children to play in the neighborhood because of settlers' invasions. Militarization is a form of suppression that leads to internal conflicts within the community itself. These internal conflicts eventually lead to lost sense of cohesion and belonging within the community. Being humiliated by soldiers at checkpoints leads to a loss of respect and credibility; students expressed witnessing their teachers being humiliated by soldiers and how that triggered awareness in them of the vulnerability of their teachers. Based on these interviews, it is evident that political disorganization leads to community disorganization and to individual disorganization.

Moreover, study by the Palestinian Ministry of Higher primary schools (2005) revealed that parents' inability to pay for their children's primary schools due to financial difficulties was one of the reasons that lead to students' dropout. Female students were at risk of getting married at a young age while male students joined the work force at a young age to help provide for the family. The financial difficulties were a result of the disorganization within the community mainly due to political pressures. As a result, disorganization within the community also affected children's primary schools.

Analysis and Discussion

Schools Classified in terms of their Supervising Authority

In the school year 2013-2014, the number of schools in the eastern part of the city of IslamicJerusalem was 230 schools compared to 225, 226 and 221 schools for the school years 2010-2011, 2011-2012, and 2012-2013 respectively (excluding schools under the supervision of the Israeli Ministry of Education and Municipality). Table 5.2 below illustrates the number of schools according to the authority that supervises them, in both the eastern part of the city of IslamicJerusalem.

Table 1.1: Number of schools in the eastern part of the city of Islamicjerusalem according to the supervising authority in 2014

School type	Number of schools	Students per teacher ratio	Students per classroom ratio
Public schools	111	17.6	23.9
Private schools	103	18.6	24.5
UNRWA schools	16	22.7	31.5
Total	230	18.4	24.7

(Palestinian Central Bureau of Statistics, 2014, p.75)

The table above also illustrates the density of the students in the different types of schools based on their supervising authority. The highest ratios of student to teacher density (per teacher and per classroom) were found in UNRWA schools: respectively 22.7 students per teacher, and 31.5 students per classroom. These high ratios negatively affect the educational process; since the average number for students per classroom is 21-24⁹. However, ratios in the private schools were less dense: 18.6 students per teacher and 24.5 students per classroom. Unlike public schools which had the highest number of schools but the lowest in student density ratios, as the student per teacher ratio was 17.6, and each classroom held 23.9 students.

Table 1.2: Number of schools in the eastern part of the city of Islamicjerusalem in 2014

School type	Number of schools	Students per teacher ratio	Students per classroom ratio
Public schools	32	8.227	22.5
Private schools	55	19.610	25.3
UNRWA schools	7	2.011	25.5
Total	94	18.4	24.5

(Palestinian Central Bureau of Statistics, 2014, p.75)

It is obvious from the table above that there are 32 public schools which are supposed to be under the supervision of the Palestinian Authority. However, the Israeli Occupation Authorities

⁹ OECD. (2011). <http://www.oecd.org>. Retrieved Decembar Sunday, 2016, from <http://www.oecd.org/edu/skills-beyond-school>: <http://www.oecd.org/edu/skillsbeyond-school/48631144.pdf>

consider these schools to be administratively under their supervision and remove from the Jordanian curriculum any word that promotes patriotism, even if it is related to Palestinian history. These words are replaced with words from the Israeli teachings. Moreover, it is important to mention according to the table above that private schools come out on top in terms of the number of schools which are private, and in terms of students numbers per classroom: 55 schools and 25.3 students per classroom, respectively. These facts indicate that in spite of their expensive education fees private schools are preferred by Arabian students in the eastern part of the city of Islamicjerusalem, an act to avoid the curriculum of the Israeli Occupation Authorities and their attempts to Judaize the Palestinian one. Thirty-two public schools in the eastern part of the city of Islamicjerusalem are supervised by the Israeli Occupation Authorities, and are poorly funded (which will be highlighted further later in this research). The student-teacher ratio in public schools is about 8.227, half the 19.610 student per teacher ratio when compared to private schools. For seven UNRWA schools in the the eastern part of the city of Islamicjerusalem, which is the lowest number among the school types, the student-teacher ratio is 2.011, and the number of students per class ratio was 24.5.

Table 1.3: Number of schools in the western part of the city of Islamicjerusalem in 2014

School type	Number of schools	Students per teacher ratio	Students per classroom ratio
Public schools (Waqf)	79	21.594	24.5
Private schools	48	12.837	23.3
UNRWA schools	9	43.82	35.3
Total	136	18.5	25.0

(Palestinian Central Bureau of Statistics, 2014, p.80)

Despite families preferring private schools to the Israeli Ministry of Education and Municipal schools, the education fees in private schools are highly expensive compared to public schools, this is beside the fact that 48 private schools are facing a tremendous load of pressure and harsh restrictions. When it come to their student per teacher ratio, Public Waqf schools come second right after public schools, as their students per classroom ratio is 24.5.

What can be easily notice here, when we compare Table 5.3 and 5.4, is that the number of schools in the western part of the city of Islamicjerusalem is more than it is in the east (according to the Palestinian Central Bureau of Statistics, 2014). There is a lack of teachers in the eastern part of the city of Islamicjerusalem, where there are 94 schools in the eastern part of the city of Islamicjerusalem, but still the student per teacher ratio is almost the same as it is in the west, where the number of schools is higher (136). These indicators mean that the educational environment in the western part of the city of Islamicjerusalem is much better than the one in the east (Palestinian Central Bureau of Statistics, 2014, pp.74-78).

Table 1.4: Education figures in the eastern part of the city of Islamicjerusalem in 2016

Type of school system	% of Palestinian students enrolled
Eastern part of the city of Islamicjerusalem Municipality and Ministry of Education	43.8
Private	32.91
Sub-contracting schools	7.3
Al-waqf	14.23

UNRWA	1.76
-------	------

Based on the information in Table 5.5, it is possible to see a great tendency among the Palestinian students from the eastern part of the city of Islamicjerusalem to study in schools affiliated to the eastern part of the city of Islamicjerusalem Municipality. Thus, the result of measurements taken by the Israeli Occupation Authorities through their various institutions has been to restrict the Palestinian population and force them to study in Municipal schools. Which in turn forces them to study the Israeli curriculum. It can be said that there has been a great success of the policy led by the Israeli Authorities in the eastern part of the city of Islamicjerusalem to change the educational situation in line with their political and economic steps.

Since the annexation of the eastern part of the city of Islamicjerusalem, Israel has sought direct control over education. A policy that has gradually been implemented in a systematic way to eventually bring educational institutions under Israeli law, and annexed by the long-term goals of Israeli educational institutions to achieve the general goals of the Israeli government for full control of the eastern part of the city of Islamicjerusalem so as to remove it from any future negotiation process.

The number of Municipal schools in the eastern part of the city of Islamicjerusalem is 54: they hold 37,604 students, 53% of all students in the eastern part for the school year 2010-2011. The number of schools increased to 56 in 2013 (including students in contractors' schools, which are called Arabic Moqawalat schools of "Sekhnin." The Municipality publishes their data one year later than all of the other authorities¹⁰. Thus, Municipal schools represent almost half of the total student population in the eastern part of the city of Islamicjerusalem.

Considering rates of school attendance, the number of students enrolled in public schools grew from 51.7% in 1994-1995 to 53.7% in 1999-2000, and reached 65% 2005. This growth had been in the Israeli Ministry of Education's favour, as well as Municipal schools because the rate of students enrolled in private schools declined from 28% in 1994-1995 to 21.8% in 2005. This downturn for private schools was not only because students moved from private schools to Municipal and public schools, but also due to the expansion of endowment (waqf) schools when four private schools collaborated with them. Endowment schools student attendance increased from 13.5% to 18.5% in 1994-1995 and in 2005, respectively.

Primary schools in the Eastern Part of the City of Islamicjerusalem

When the eastern part of eastern part of the city of Islamicjerusalem was annexed after 1967, primary schools coordination was transferred to Israeli administration. Primary schools was placed under Israeli military supervision, and secondary primary schools under the supervision of the Israeli Municipality in the eastern part of the city of Islamicjerusalem. Foreign schools were allowed to manage their own affairs. However, they were subject to direct pressure, and they have to follow the advice of the Israeli security authority, especially in the curricula.

In light of Israel's racist policies, primary schools has been neglected significantly, especially in the context of the Israeli agenda imposing primary schools curricula in order to distort

¹⁰ Saed Al-Hasanat. *The impact of occupation policy on primary schools institutions in the eastern part of the city of Islamicjerusalem according to the Palestinian youth*. Gaza, Palestine: Alquds International Institution, 2012.

Palestinian identity and historical facts, particularly with regard to the eastern part of the city of Islamicjerusalem. For example, the occupation has changed some school names because it reminds the people of their legal rights and deliberately obliterates the word “refugee” so that this word will not remind the students of the Palestinian tragedy. Dozens of students lost their rights to continue secondary primary schools as they didn't fulfill the Israeli new standards of age and grades –in addition to the violation of the occupation for the rights of workers in the primary schools sector, reflected by the lack of teacher trainees compared to other government departments.

In 1989, the Occupation Authorities closed many schools in the eastern part of the city of Islamicjerusalem on the pretext of those schools’ participation in national events and their commitment, like other primary schools institutions in the West Bank, to national committees supervising the First Intifada (1989-1993). In the aftermath of the disengagement from Jordan and Palestine, the Israeli government tried to implement the Israeli curriculum for primary schools in the eastern part of the city of Islamicjerusalem, and took steps to enforce the curriculum in secondary schools under the control of the occupation. However, there was strong resistance from the residents, leading to punitive measures against schools, teachers and students: for example, schools were closed, and teachers faced expulsion and arrest.

The Palestinian Ministry of Education was established on 28th August 1994. Based on the 1994 Cairo Accord or the Oslo Accords, the ministry took over all education responsibility in the West Bank and the Gaza Strip, but excluded the eastern part of the city of Islamicjerusalem. The ministry took control over Endowed Schools only, in the eastern part, while private and UNRWA schools adopted a Palestinian vision, in general, for their curriculum.

Despite the fact that there was no regulation or law stating that the private and UNRWA schools were legally under the Palestinian Authority's supervision¹¹. The ministry had to deal with deteriorated conditions these schools had been going through: several deficiencies in basic instruments and devices, and repeated forced closure by the Israeli Army during the First Intifada. Moreover, teachers suffered from the insufficient management of their vocational education¹².

With regards to the curriculum, the Jordanian curriculum remained the official curriculum in Endowed Schools, Palestinian private schools, and UNRWA schools in the eastern part of the city of Islamicjerusalem. However, it is important to mention that Palestinian Ministry of Education established a “Palestinian Curriculum Development Center” in 1995, in which was assigned with the tasks of preparing and implementing schools book, and the Palestinian curriculum in general.

In 1993-2000, Israel used funding for educational institutions to distort education in order to create a large gap between the Palestinian population in the eastern part of the city of Islamicjerusalem and educational institutions in the West Bank. This educational distortion contributed a state of intellectual confusion to the situation of the Jerusalemites; despite the fact that Jews partially oversee many schools in the eastern part of the city of Islamicjerusalem. Thus, the Israeli Authorities used policy to create an inaccurate picture among the residents that

¹¹ Ahmad Elayan. *Eastern part of the city of Islamicjerusalem throughout eras till the Jewish, Zionist Occupation* (vol.1, 1st ed) 3000 B.C.-1967 AD. Amman: Arwa Printing Press, 2012

¹² Palestinian Central Bureau of Statistics. *Islamicjerusalem statistical book*. Ramallah, Palestine: Palestinian Central Bureau of Statistics (15), 2015.

the future of education in the eastern part of the city of Islamicjerusalem would be subject to Israeli authority.

Study population and sample

The study population includes school staff in East Islamicjerusalem who are not subject to the authority of the Islamicjerusalem Municipality. The researcher worked on a random sample of 80 employees in a school in East Islamicjerusalem. 78 valid statistical analysis.

Table 3.1: Demographic information

		Frequencies	Percentages
Sex	Male	50	.64
	Female	28	0.36
primary schools	Diploma	20	0.26
	Bachelor	40	0.51
	Master	18	0.23
Experience	1-5	16	0.20
	6-10	32	0.41
	10 and more	30	0.39
Residence	Islamicjerusalem Ide	55	0.70
	West bank ID	23	0.30
School	Elementary	20	0.27
	Preparatory	30	0.38
	Secondary	28	0.35
Total		78	100%

The results showed that the majority of the respondents were bachelor holders with 51%. The results of the experience indicated that 41% of the employees have experience. From 6-10 years, as well as 39% with more than ten years of experience. As for identity cards, 70% of the respondents are Islamicjerusalem identity holders and the rest are West Bank identity holders. Finally, 27% Primary schools as well there are 38% in junior high schools as well as there are 35% in secondary schools.

Tool reliability

The value of Alpha Cronbach 0.65 is a high value and this indicates the stability of the study tool.

Means and standard deviation

No	Item	Mean	Std
1	Israel has blocked access to schools in East Islamicjerusalem	1.7200	.45356
2	Use of force against teachers and students	3.0600	1.78897
3	The occupation measures contributed to a gap between primary schools in East Islamicjerusalem and technological primary schools	1.4600	.61312

4	The Israeli occupation authorities have imposed many restrictions on students and teachers	3.9103	.80881
5	Israel's occupation measures have deepened racial discrimination in the primary schools sector	3.2436	1.09528
6	The absence of a Palestinian administration in East Islamicjerusalem schools has contributed to increased school drop-outs	4.3205	.87525
7	Israel has encouraged students to engage in drug addiction	3.7692	1.04351
8	Israel has tampered with primary schools by subjecting it to Israeli security standards	3.2436	1.18635
9	Israel has adopted a de facto policy to force schools to accept Israeli curricula	4.4359	.52446
10	Israel has not allowed the construction of new schools in East Islamicjerusalem	2.6667	.65795
11	Israel has forced some residents to leave their places of residence in East Islamicjerusalem	4.3205	.63437
12	Israel has not allowed the practice of Palestinian national culture in schools in East Islamicjerusalem	3.5513	.89221
13	The Palestinian curriculum has been subject to the recommendations of the Israeli security apparatus	3.5513	1.04007
14	The collapse of primary schools in East Islamicjerusalem is a systematic Israeli policy	3.9487	.91022
15	There is no clear support from Arab and Islamic countries to pressure Israel into primary schools in East Islamicjerusalem	4.1282	.84298
16	Israel has obstructed human development and the development of primary schools institutions in East Islamicjerusalem	3.9231	.92258
17	Israel's actions over the years have resulted in a lack of classrooms	4.0513	1.16103
18	Israel's plans for curriculum approaches have worked on primary schools in East Islamicjerusalem	4.4359	.52446
19	Israel's actions towards Islamicjerusalem primary schools have led to leaks from schools	2.6667	.65795
20	Israel's actions contributed to the low efficiency of primary schools in East Islamicjerusalem	4.3205	.63437
Total			

Hypothesis Testing

The first hypothesis. Israel's actions contributed to the negative impact of the lack of financial resources on the academic achievement in schools in East Islamicjerusalem

T computed	t-tabulated	Sig	Accepted or not
13.54	1.68	0.00	Accepted

The results of the (T) test showed that the calculated values is greater than the T-bulated and this requires the acceptance of the alternative hypothesis; that shows Israel's actions contributed to the negative impact of the lack of financial resources on the academic achievement in schools in East Islamicjerusalem; which, confirms the primary schools status quo in East Islamicjerusalem. Over the past years, Israel has adopted policies and measures that have led to a low level of primary schools. The Occupation Authorities practice financial extortion by linking the issue of financial support with the need to adopt its curriculum (e.g. offering incentives), controlling the Palestinian curriculum, and deleting everything that runs counter to its colonial policies based on the Judaization and recapture of the Holy city. The Israeli occupation forces continue to attack school buildings and storm university campuses in the Holy city.

Thus, in addition to the severe shortage of classrooms with more than 2,200 classrooms needed to meet the number of students present in the city, or travelling to the city to study, so the actual number of classrooms is much lower than the number of students. The dropout rate in the schools of the eastern part of the city of Islamicjerusalem is generally around 13% for primary schools, and in secondary schools alone it reaches 50%.

The budget allocated to treat the dropout phenomenon in schools under the Israeli Municipality of 2017 in the eastern part of the city of Islamicjerusalem did not exceed one third of the budget required to radically deal with this phenomenon. The occupation Municipality employs 17 officers in schools in the western part of the city of Islamicjerusalem to control the leakage of students in exchange for the presence of only four employees in schools in the eastern part of the city of Islamicjerusalem.

The second hypothesis. Israel's actions have a negative effect on the lack of financial resources on the efficiency of teachers in East Islamicjerusalem

T computed	t-tabulated	Sig	Accepted or not
13.24	1.68	0.00	Accepted

The results of the (T) test showed that the calculated values is greater than the T-bulated and this requires the acceptance of the alternative hypothesis, that summaries Israel's actions have a negative effect on the lack of financial resources on the efficiency of teachers in East Islamicjerusalem, this result consistent with the core of primary schools requirements that indicates shortage in financial resources has negative impact on primary schools efficiency. Having a high number of students in a classroom increases the instructional burden on a teacher, resulting in bad performance and a drop in teaching quality. Other factors related to psychological conditions of the teacher affect teaching styles, as too many students in the classroom affects the efficiency of the teacher to lead the students through the education process, placing a high psychological burden on the teacher. Such conditions can be demonstrated when a teacher’s method of educating their students shifts towards cruelty or towards passivity – neither ideal¹³.

According to the National Education Association in Washington DC, many studies have revealed that, teachers’ orientations are, unsurprisingly, more positive about their jobs when the number of students in their classrooms is low. The studies claimed that when a classroom is highly

¹³ Amal Al-Khalili. *Managing classrooms in schools*. Amman: Dar Safa for Publishing and Distributing, 2005.

populated the achievement level of the students becomes lower and when the classroom is less populated the achievement level of the students improves¹⁴.

Besides the above, other factors that have an effect on the psychological condition of the teacher are fear and anxiety. Which were exacerbated after the Israeli Occupation due to the atmosphere of war which involved bombings, invasions, detentions, and the continuous fear of teachers that they might be killed or kidnapped. Such an on-going situation naturally leads to an increased amount of stress that might leave the teacher distracted, and unable to deliver an effective and efficient performance in the classroom. Thus, their psychological condition will be reflected in their students achievements (Ali, 2003, p.58).

The economic and financial situation of the teacher, the low salary and the low standards of living for Jerusalemite families, the high prices of goods and services, and the high rental rates for residential houses, all of these are other factors that could directly and adversely affect the psychological conditions of teachers, reducing their productivity, and indirectly having an effect on the students.

The third hypothesis. There is a negative impact of the occupation measures on the lack of financial resources on the number of classrooms in East Islamicjerusalem

T computed	t-tabulated	Sig	Accepted or not
13.14	1.68	0.00	Accepted

The results of the (T) test showed that the calculated values is greater than the T-bulated and this requires the acceptance of the alternative hypothesis, more than 70 years Palestinian schools in east Islamicjerusalem faced occupation practices which not allow to establish new schools or added new class rooms. Dr. Hanna Esaa, during an interview with him by the Donia Al-Watan newspaper, said that of the serious problems in education in the occupied eastern part of the city of Islamicjerusalem are the lack of secured and fixed funding and insufficient frequent budgeting that are essential for the education sector. He also said that the main issue is the existing shortage in school numbers, compared to what is required for the growing numbers of students. Moreover, not repairing old schools leads to the leasing of inadequate buildings to act as schools, such as containers, mobile buildings, shelters, warehouses, and corridors; all of which have been used as spaces for teaching. Shocking, considering the fact that they do not meet the minimum standards for a healthy, and properly designed school that contains all the required educational facilities.

Even when the Israeli Occupation Authorities decided to build some classrooms, there was high level of discrimination in their construction: since the year 2015, 123 classrooms were opened under the “Shahher” program to fulfil the need for 2,471 Jewish students in the eastern part of the city of Islamicjerusalem; during that time only 41 classrooms were available to teach 785 students in the eastern part of the city of Islamicjerusalem. In a message from the Ir Amim Association and the Law Clinic for Education Policy in the University of Haifa, to the Israeli Ministry of Education and the Israeli Municipality, Dr. Hanna commented that this way of administering things caused overly-crowded already small classrooms, with the inability of expanding, to build new schools or renew some of the old rickety ones. He mentioned that the student per classroom rate reached 30 to one classroom, as well as additional problems in the

¹⁴ Mohammad Bahar. *Student Perception of Academic Achievement Factors at High School*. European Journal of Educational Research, 5(2), 85-100. doi: 10.12973/eu-jer.5.2.85, 2016.

infrastructure of schools and the regression of many of them, due to a lack of facilities: no yards, no laboratory equipment, no administrative and educational staff, and even no basic services that are essential requirements for a decent learning environment in schools or in kindergartens. Not to mention, the absence of disabled-friendly spaces and spaces for extracurricular activities, such as libraries, halls, lounges, playgrounds and others that were not available¹⁵.

The fourth hypothesis. There is a negative impact of the Israeli restrictions on the adoption of the Palestinian curriculum in East Islamicjerusalem

T computed	t-tabulated	Sig	Accepted or not
13.17	1.68	0.00	Accepted

The results of the (T) test showed that the calculated values is greater than the T-bulated and this requires the acceptance of the alternative hypothesis, There is a negative impact of the Israeli restrictions on the adoption of the Palestinian curriculum in East Islamicjerusalem, Israel restriction lead to many violation In primary schools in east Islamicjerusalem. Thus, the first step the Israeli Occupation Authorities took in order to falsify and manipulate the historical facts was to re-print the students' school books after deleting everything related to their Zionist evil plans. Over and above this action, the Israeli Occupation Authorities issued a resolution enforcing schools in the western part of the city of Islamicjerusalem to teach the "Israeli Declaration of Independence."

Furthermore, some Jerusalemites school principals pointed out that providing schools with student textbooks was assigned under the authority of the Education Strategic Management Department in the Israeli Municipality of the eastern part of the city of Islamicjerusalem, as a way to replace the Palestinian curriculum with an Israeli one that promoted the idea of a "Hebrew State" in support of the Judaization of the eastern part of the city of Islamicjerusalem. More than that, changes in textbooks targeted the Arabic language; as the Israeli Ministry of Education purposely tried to obliterate the formal Arabic language of schools by replacing it with an informal Arabic dialect. Also, after a survey conducted by the Arab Culture Association, it was found that of 400 stories books for children only 80 of those books were found to be suitable for children in terms of complying with a set of basic language standards and values for a child¹⁶.

In addition, the Israeli government and Municipality in the eastern part of the city of Islamicjerusalem gave the permission for some related organizations to open many schools to teach the Israeli curriculum in several different areas in the eastern part of the city of Islamicjerusalem.

The "national education" school subject was not allowed to be used in teaching, and it was replaced with study materials that falsified and fabricated the geographical, demographic, and historical facts of the nation. A fact in defiance of the Convention of Children's Rights which states that all legislatives and administrative steps should be taken protect the social, cultural

¹⁵ Yahya Hijazi & Amad Masarwa. (2012). *School dropouts in the schools of East Islamicjerusalem: causes and motives*. Islamicjerusalem: Arab Thought Forum.

¹⁶ Etedal Al-Ashhab. *Resisting the cultural and primary schools Judaisation in the city of the eastern part of the city of Islamicjerusalem*. Doha, Qatar: A paper submitted for the Global Seminar for the eastern part of the city of Islamicjerusalem 's Affairs, (2012).

and economic rights of children. In contrast, with the thirtieth article of the same convention which gives all children and their families the right to practice and keep their culture.

The fifth hypothesis. There is a negative impact of Israeli practices on primary schools in East Islamicjerusalem

T computed	t-tabulated	Sig	Accepted or not
17.25	1.68	0.00	Accepted

The results of the (T) test showed that the calculated values is greater than the T-bulated and this requires the acceptance of the alternative hypothesis, over all Israeli practices deepened violation and restricted the development process in primary schools of East Islamicjerusalem city. Jerusalemites primary education system has been subjected to continuous Judaic schemes by attempting to impose the Israeli curriculum on Palestinian students, essentially in order to falsify the Palestinian narrative and create a generation that is ignorant of its identity, culture and national cause. The Occupation Authorities practice financial extortion by linking the issue of financial support with the need to adopt its curriculum (e.g. offering incentives), controlling the Palestinian curriculum, and deleting everything that runs counter to its colonial policies based on the Judaization and recapture of the Holy city. The Israeli occupation forces continue to attack school buildings and storm university campuses in the Holy city.

There is a severe shortage of classrooms with more than 2,200 classrooms needed to meet the number of students present in the city, or travelling to the city to study, so the actual number of classrooms is much lower than the number of students. The dropout rate in the schools of the eastern part of the city of Islamicjerusalem is generally around 13% for primary schools, and in secondary schools alone it reaches 50%.

The budget allocated to treat the dropout phenomenon in schools under the Israeli Municipality of 2017 in the eastern part of the city of Islamicjerusalem did not exceed one third of the budget required to radically deal with this phenomenon. The occupation Municipality employs 17 officers in schools in the western part of the city of Islamicjerusalem to control the leakage of students in exchange for the presence of only four employees in schools in the eastern part of the city of Islamicjerusalem.

The construction of the annexation and expansion wall isolated 140,000 Palestinians from the heart of their city. Military checkpoints at the city’s main entrances obstructed the access of students and teachers to and from their schools, and many students were searched and detained at checkpoints. In August, the Israeli occupation forces prevented students from entering the Al-Aqsa School for Boys from entering their school in Al-Aqsa Mosque after receiving textbooks claiming that Israel had written the Palestinian curriculum. Occupation forces stormed the school in the occupied east part of the city of Islamicjerusalem, and arrested two students from the school under the pretext of throwing stones. In November 2017, the Israeli occupation forces stormed a school in the town of Beit Hanina. They raided a number of classrooms and arrested four teachers (including the school principal). The school also closed and parents were informed to transfer their children elsewhere.

Findings and Conclusion

The findings evidence the large deficiencies in Israel's provision of educational services for Palestinian residents, both in terms of access and quality. The fragmented structure of the education sector in the eastern part of the city of Islamicjerusalem is caused and perpetuated by political conflict in the city.

Israel places many restrictions on Palestinian institutions offering educational services such as the Awqaf, UNRWA and unrecognized private schools. The restrictions include, preventing Palestinian educational institutions from expanding and building more classrooms; preventing West Bank teachers from entering the eastern part of the city of Islamicjerusalem; restricting access to resources for residents in the eastern part of the city of Islamicjerusalem; restricting students and teachers commute in and out of the eastern part of the city of Islamicjerusalem; imposing high taxes and fines on Palestinian educational institutions; and, not recognizing, while at the same time undermining, the degrees of Palestinian academic institutions. These restrictions and the lack of cooperation between the Palestinian and Israeli Ministries of Education harm and fragment the primary education sector in the eastern part of the city of Islamicjerusalem. This lack of recognition and lack of collaboration between the Palestinian and Israeli ministries results in a lack of reliable data and statistics, which in turn means there is a lack of strategic planning and meaningful interventions to develop the education sector to meet the needs of the population in the eastern part of the city of Islamicjerusalem.

To conclude, Palestinian Jerusalemites suffer from three areas of educational exclusion. The first form of exclusion is their restricted physical access to schools due to a lack of classrooms. The second form of exclusion they suffer from is that the quality of education they receive is poor and does not serve their needs. Therefore, their achievement levels are poor, and primary and secondary education student retention is low. The third exclusion is that even when students earn their degrees they find it difficult to penetrate the labor market due to the ethnocentric State that excludes them, and so they become clustered in low paid employment. Lowenberg and Kaempfer (1998) state that, historically, educational exclusion has often served as an important mechanism for collective discrimination. This is definitely reflected in the educational context of the eastern part of the city of Islamicjerusalem.

Israel's restrictions on Palestinian primary educational institutions cannot be justified. Allowing this state of affairs to continue will only destroy the Palestinian community and thus fuel more social and political problems in the city, which will affect the security of both Palestinian and Israeli populations in the eastern part of the city of Islamicjerusalem. Therefore, as long as the conflict persists, all the sectors in the eastern part of the city of Islamicjerusalem will remain in a dire status quo, not just the education sector.

The findings in this study demonstrate how different negotiations on the status of the eastern part of the city of Islamicjerusalem, and the restrictions placed on the Palestinian Authority and its institutions from functioning in the eastern part of the city of Islamicjerusalem has affected the social fabric of the city. Since the annexation of the eastern part of the city of Islamicjerusalem, Israel has shifted borders, implanted Jewish settlements, transformed whole Palestinian neighborhoods into ones with overcrowded homes, reduced land allotments and reduced essential services. Actions appear to be towards the Israeli aim of ensuring Jewish hegemony over the city to prevent any chance of returning the eastern part of the city of Islamicjerusalem to the Palestinians. Dumper and Pullman (2010, p.34) stressed that if the negotiations over the eastern part of the city of Islamicjerusalem by the Israeli government,

differ any further, then this will not only destroy the fabric of the city as an urban entity, but will also render the prospect of a negotiated sharing of the city unfeasible.

When a political solution is reached, it will make sense to apply educational reform in the context of the eastern part of the city of IslamicJerusalem. Thinking about educational reform in the current political chaos cannot have a big impact on the education sector, because of the restrictions made by the Israeli government there. Educational reform starts by boosting the teachers' qualifications and training before they enter schools, as well as raising the conditions of teaching professionals in schools. As stressed in this study, teachers are the number one factor in improving the quality of education for students. According to Darling-Hammond (1990), reform to boost teacher training can be achieved by professionalizing teaching, for instance by raising teachers' overall knowledge base for their occupation, thus improving the quality of educational services. Teachers' conditions can be improved by strengthening the teaching profession through boosting teachers' salaries and providing incentives, thus attracting more qualified personnel. In addition, investing in education faculties at Palestinian Universities and to improve the overall primary school environment will attract more qualified teachers, as well as more qualified school principals.

This study has reflected on the seriousness consequences of Israel's educational policies for the Palestinian community in the eastern part of the city of IslamicJerusalem. It has presented people's cries of frustration verbatim. This study stresses the importance of intervention by the international community to protect and safeguard the Palestinian residents under occupation.

The forms and types of the policies that are revealed in this study include the existence of policies that are being practice by the Israeli occupation on primary schools and the educational system in the eastern part of the city of IslamicJerusalem. To be more specific they are: (A) practices relating to the curriculum applied in primary schools in the eastern part of the city of IslamicJerusalem; (B) practices against primary schools environmental conditions in the eastern part of the city of IslamicJerusalem; (C) practices against the community and its people in areas where Arab schools are present in the eastern part of the city of IslamicJerusalem, (D) practices by the occupation to discriminate between Arab students and schools, and between Israeli students and schools. These policies implemented by the occupation work on students to affect the survival of the Palestinian national identity, and, in particular, to strengthen their affiliation to Israel; they control the school curricula applied in schools, and work to modify and distort it. Thus, for instance, educational textbooks do not contain any images, drawings or expressions concerning Palestinian Arab identity and culture. Thus, education is being transformed into a political act, as Freire mentioned in his "Theory of Transmission" (1980) where he asked the following questions: "Who is to teach?", "By what methods?" and "What will the curriculum be?" that I mentioned in section 3.1.5.

Another of the types of politicization policies related to the creation of difficulties facing students and teachers is the physical attack and assault on schools, preventing them from reaching their schools, or arresting them. The occupation forcibly prevents Palestinian national celebrations or the use of the Palestinian flag on national occasions.

All principals and teachers stressed that these policies affect students by increasing the orientation of students and parents towards Israeli schools that follow the municipality; the occupation provides them with quality education in these schools compared to the Arab schools, which are subject to such restrictions and difficulties that students are prevented from regular attendance and learning. Thus, it is easier for them to attend schools that follow the Israeli Municipality.

The adoption of such policies affects the Palestinian national identity and creates a generation that is neither educated nor aware of the Palestinian cause (to protect its identity), since the schools and curriculum in these schools is the first to be learned and influences students. On one hand, the study showed frequent attempts by the school administration to repel these policies and reduce their impact on students while, on the other hand, some teachers and principals indicated that they were unable to do anything about these policies.

References

- Adalah. *Discrimination against Palestinian arab children in the Israeli primary schools system*. New York: Children's Rights Division, Human Rights Watch, 2011.
- Ahmad Elayan. *Eastern part of the city of Islamicjerusalem throughout eras till the Jewish, Zionist Occupation* (vol.1, 1st ed) 3000 B.C.-1967 AD. Amman: Arwa Printing Press, 2012.
- Ahmad Elayan. *Eastern part of the city of Islamicjerusalem throughout eras till the Jewish, Zionist Occupation* (vol.1, 1st ed) 3000 B.C.-1967 AD. Amman: Arwa Printing Press, (2012a).
- Ahmad Kanaan . *The problems and the requirements of public and high primary schools in the eastern part of Islamicjerusalem and the Palestinian City*, 2009. Unpublished Master dissertation, Damascus University.
- Amal Al-Khalili. *Managing classrooms in schools*. Amman: Dar Safa for Publishing and Distributing, 2005.
- B'tselem. *East Islamicjerusalem: Neglect of infrastructure and services in Palestinian neighbourhoods, 2011*. Retrived 12, October, 2015 from: http://www.btselem.org/english/Islamicjerusalem/Infrastructure_and_Services.asp.
- Barbara Okun, and Dov Friedlander. *Primary schools Stratification among Arabs and Jews in Israel: Historical Disadvantage, Discrimination, and Opportunity, 2005*.
- Civic Coalition for Palestinian Right, 2014. Retrieved January 1, 2017, from <https://bdsmovement.net/files/2014/05/Fact-Sheet-Jerusalem-1948-present.pdf>
- Etedal Al-Ashhab. *Resisting the cultural and primary schools Judaisation in the city of the eastern part of the city of Islamicjerusalem*. Doha, Qatar: A paper submitted for the Global Seminar for the eastern part of the city of Islamicjerusalem 's Affairs, (2012).
- Linda Darling-Hammod. *Teacher Quality and Equality*. In J. Goodlad and P., Keating (eds), *Access to Knowledge: An Agenda for Our Nation's Schools* (pp.237-258). New York: College Entrance Examination Board, 1990.
- Michael Dumper. and Wendy Pullan. *Jerusalem: The Cost of Failer*, Chatham House Briefing Papers. London: Chatham House, 2010.
- Mohammad Bahar. *Student Perception of Academic Achievement Factors at High School*. *European Journal of Educational Research*, 5(2), 85-100. doi: 10.12973/eu-jer.5.2.85, 2016.
- OECD. (2011). <http://www.oecd.org>. Retrieved Decembar Sunday, 2016, from <http://www.oecd.org/edu/skills-beyond-school>: <http://www.oecd.org/edu/skillsbeyond-school/48631144.pdf>
- Palestinian Central Bureau of Statistics. *Islamicjerusalem statistical book*. Ramallah, Palestine: Palestinian Central Bureau of Statistics (15), 2015.

Palestinian Ministry of Education . Palestinian plan to face education Israelization, 2018. Retrieved March, 9, 2018, from, <https://www.aljazeera.net/news/alquds/2019/1/29/%D8%AE%D8%B7%D8%A9-%D9%81%D9%84%D8%B3%D8%B7%D9%8A%D9%86-%D8%A3%D8%B3%D8%B1%D9%84%D8%A9-%D8%A7%D9%84%D8%AA%D8%B9%D9%84%D9%8A%D9%85-%D8%A7%D9%84%D9%82%D8%AF%D8%B3>

Palestinian News & Info Agency-Wafa. *the methods of Judaizing The Eastern part of the city of Islamicjerusalem*, 2011. Retrieved May 5, 2015, from <http://www.wafainfo.ps/atemplate.aspx?id=4222>

Paulo Freire, P. (1980). *Educating the oppressed*. Beirut, Lebanon: Dar Al-Qalam.

Saed Al-Hasanat. *The impact of occupation policy on primary schools institutions in the eastern part of the city of Islamicjerusalem according to the Palestinian youth*. Gaza, Palestine: Alquds International Institution, 2012.

Sameer Jebreel. *Reality and challenges of the primary schools in the Eastern part of the city of Islamicjerusalem*, 2012. Retrieved November 18, 2015

Shapiro Judah. The degradation of the primary schools process in the occupied part of the eastern part of the city of Islamicjerusalem. The eastern part of the city of Islamicjerusalem : *Balsam Magazine*, March, 2004.

Shir Hever . *The Economy of the Occupation Socioeconomic Bulletin*, 2007. http://www.ochaopt.org/documents/opt_econ_aic_separation_wall_eastjerus_apr_2007.pdf

Tawfiq Al-Medani . *The battle for Judaizing theeastern part of the city of Islamicjerusalem* (1st ed). Damascus: Dar Al-Fikr, (2013).

Yahya Hijazi. Amad Masarwa. (2012). *School dropouts in the schools of East Islamicjerusalem: causes and motives*. Islamicjerusalem: Arab Thought Forum.

أبو هولي يحذر من خطورة طرد الاحتلال "الأونروا" من القدس، وكالة صدئ الإعلام، أيلول 2018. cutt.us/6M5Oj
رازي نابلسي، القدس بين تحديات "اليومي" و"الوطني"، المركز الفلسطيني لأبحاث السياسات والدراسات الإستراتيجية (مسارات)، تشرين الثاني 2018. cutt.us/dBsHJ
سامر أبو سير، السياسات الإسرائيلية وأثرها على إشكالية الهوية في القدس، (رسالة ماجستير)، جامعة الأزهر، غزة، 2018، ص 50.

سمير جبريل، معركة التعليم في القدس، الجزيرة نت، أيار 2016. cutt.us/MJSHc
صائب عريقات: قانون القومية هو الابن الشرعي لوعد بلفور وأداة تنفيذه، وكالة معًا الإخبارية، تشرين الثاني 2018. cutt.us/NPgHb

مهدي السيد، فلسطينيو 48 من مواجهة الأسرلة إلى تحدي يهودية الدولة، الأخبار، 2010/10/21. cutt.us/KqV2C
هاني المصري، الأداء الفلسطيني تجاه القدس، ورقة مقدمة إلى ورشة "تهويد القدس وآليات المواجهة السياسية والإعلامية" التي نظمتها مؤسسة القدس الدولية في بيروت، مركز مسارات، تشرين الأول 2016. cutt.us/rJRB6