



Arab American University
Faculty of Graduate Studies

**The Role of Education Sector Development in Strengthening
the Resilience of Palestinians Living in Area C: EU's
Perspective**

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**This thesis was submitted in partial fulfillment of the
requirements for the Master's degree in Conflict Resolution
and Development**

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The Role of Education Sector Development in Strengthening the Resilience of Palestinians Living in Area C: EU's Perspective

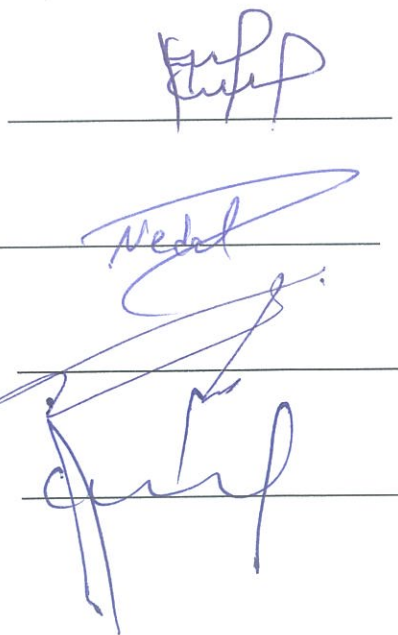
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DECLARATION

I Lara Petro Ghawi, student of the Faculty of Graduate Studies of the Arab American University, aware of my responsibility of the penal law, declare and certify with my signature that my thesis entitled **“The Role of Education Sector Development in Strengthening the Resilience of Palestinians Living in Area C: EU’s Perspective”**, is entirely the result of my work. I have faithfully and accurately cited all my sources, including books, journals, handouts and unpublished manuscripts, as well as any other media, such as the Internet, letters or significant personal communication.

I declare that I understood the concept of plagiarism and I acknowledge that my thesis will be rejected in case of plagiarism.

Lara Petro Ghawi

Signature:

A handwritten signature in blue ink that reads "Lara Petro". The signature is written in a cursive, flowing style.

Date:

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First and foremost, I would like to express my very sincere thanks to my parents, who supported me to get an education from the first grade to the higher education. Without them, I would not have had the chance to have continuous success in life.

It remains my pleasure to acknowledge the contributions of many people to the successful completion of this work. I must thank my supervisors Prof. Ayman Yousef and Dr. Nedal Jayousi for their input, advice, encouragement and sincere help in completing this work with patience and sincerity in the reasonable span of time. I am also grateful to all the participants of this study, who extended their full co-operation through sparing their precious time for interviews.

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Last, but not the least, I would like to give warm thanks and deep gratitude to my loving, supportive, encouraging, and patient husband Khalil Ghawi whose faithful support is so appreciated. On top of that, this thesis would not have been possible without the motivation from my three children who always give me smiles.

Thank you!

Lara Petro Ghawi

ABSTRACT

Education is a great investment in the future of Palestinian people! Palestinians need to have a resilient education system that is responsive to the rapidly changing situations and prepares students, schools and communities to better cope with conflicts for a better future. The necessity to create safe and protective environments for education in area C is severely urgent.

Methodology in this thesis research is a qualitative, whereas the researcher collected and analyzed primary and secondary data from different resources. The aim of this thesis research is to explore how the role of education sector development in strengthening the resilience of Palestinians living in area “C” will enable them to remain on their land and to advocate for increased investment in education continuity and sustainability in area C from EU’s perspective. Consequently, this will help the Palestinian Authority to plan, channel resources and implement actions to strengthen resilience and builds initiatives that are of local development nature for Palestinians living in area C. Furthermore, this research aimed at identifying and analyzing the educational challenges facing the development partners, and how they can create a culture of peace and contribute to peacebuilding and trust building to strengthen the resilience of Palestinians living in area C, as resilience is very important to preserve the Palestinian identity and cultural heritage.

All donors' work over the years has led to better alignment of aid with national priorities and development of comprehensive education sector strategies. This has translated into better development results benefitting Palestinian children and students, and their access to quality inclusive education.

As this research showed, Palestine’s education sector is performing well in regional and international comparison. However, more work lies ahead. The EU and the international community should address violations of international law, including international humanitarian law in a consistent manner. One of the important variables is the challenging financial situation of the Palestinian Authority which calls for additional resource mobilization and continued assistance to the education sector. It is highly recommended that the EU and its member states in Palestine propose new influencing strategies that could go beyond traditional development tools and bring about a change in the way EU's development partners address the Palestinian context and priorities. Yet the Israeli occupation remains the single most destructive impediment in Palestine, undermining the prospects for sustainable development. Faced by diminishing prospects for a two-state solution, it is crucial to focus on resilience building, as Palestinians will continue to be steadfast and resilient, and we need to build bridges not walls between migration, displacement resilience and education.

“To safeguard the rights of children to education, schools need to be inviolable safe spaces for children, restrictions to access must be removed, and measures taken to avoid conflict or confrontation. Every child has the right to protected access to education. Israeli authorities must ensure that this right is fulfilled and that those responsible for attacks against defenseless children are brought to account”

*-Humanitarian Coordinator for the occupied
Palestinian territory, James W. Rawley, February
2015, Jerusalem.*

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CHAPTER 1

General Introduction

This first chapter introduces the reader to the Master's Thesis Research topic chosen and highlight the research problem, questions, objectives, importance and justifications, research methodology, literature review as well as the structure (outline) of the research.

1.1 Introduction

Education is a fundamental human right; it promotes peace, tolerance and social inclusion. It is key to eradicating poverty; it enables children and young people to fulfil their potential. A well-educated, skillful nation forms the key to a country's success and is able to build a strong and resilient Palestinian society. Palestinians live under the Israeli occupation and are deprived from the basic human rights most importantly is education and mobility.

It is such a treasure to research about the role of education sector development in strengthening the resilience of Palestinians living in area "C" to enable them to remain on their land and to advocate for increased investment in education continuity and sustainability in area C, and hopefully it will have a lasting impact on the Palestinian students as well as the Palestinian educators and the way they approach teaching and learning. Furthermore, the researcher would like to send a message to the world to stand up to the continuing violations of the occupation against the education sector and the need to focus on strengthening resilience, especially in area C.

The process of developing the state of Palestine has been supported by several international organizations, either governmental or established by the civil society. Their contribution played and still plays a major role in improving the Palestinian economic, social and cultural dimensions which take place in a complex political, economic, and institutional environment, which poses significant challenges in order to strengthen the

resilience and its related concept of Sumud (in the Arabic language) of Palestinians living in the OPT under the Israeli occupation, which is the longest military occupation in the world that lasts from 1967, thus resilience is “practiced” by Palestinians living in chronic conflict almost in everyday life.

Palestine is a fragile, difficult, unique and risky context for development due to : Political Sensitivity, High risk (political, operational, strategic), access constraints, instability, geopolitical concerns, the legitimacy of national authority, diverse external interests and priorities, but Palestinians resist to exist in dignity and they never gave up hope, they have experienced ongoing collective punishment and suffering as well as the social difficulties and political oppression, though they create innovative way to cope with the prolonged occupation practices and they have responded in a resilient way¹, we always look towards the future with optimism and indefinite confidence, depending on the abilities, potentials and loyalty of the new generation. The international community could no longer accept the abuse as well as the deteriorating situation in Palestine, thus they channeled all their development aids to support Palestinian state and nation building for the sake of peacebuilding.

It is, however, crucial to explore and monitor the resilience of Palestinians living in Area C, so far my major concern is to raise the PA and the international donor community awareness about the urgency of addressing the development issues in general and the development of education sector in specific in the marginalized areas of the Palestinian Occupied territories such as area “C” which forming 61% from the West Bank area

¹ Marie, Mohammad, Ben Hannigan, and Aled Jones. "Social ecology of resilience and Sumud of Palestinians." *Health* 22, no. 1 (2018): 21.

excluding East Jerusalem where Palestinian Authority has limited jurisdiction in order to strengthen the resilience of the Palestinians living in it.

As recalled in the Council Conclusions on the Middle East Peace Process "a fundamental change of policy by Israel with regard to the occupied Palestinian territory, particularly in Area C, will significantly increase economic opportunities, empower Palestinian institutions and enhance stability and security for both Israelis and Palestinians".²

At this point it's worth noting that in accordance with Oslo agreement the west bank was provisionally divided into Areas A, B and C. The Palestinian Authority was granted full civil and security authority only in Area A (18% of the West Bank). In East Jerusalem and Area C which represents over than 61% of the West Bank, where the Palestinian Authority has limited jurisdiction., as Israel decides over the building permits and the use of natural resources in area C, consequently Israel hardly ever granting these permits for Palestinians: 97% of Palestinian applications for building permits are rejected.³

EU Donors orientation nowadays were directed towards prioritizing resilience building, they have contributed to the resilience of the Palestinian society especially through education, development of education sector serves as a strong basis for continuous and sustainable efforts to develop and improve resilience of Palestinians living in Area C.⁴ Accordingly this research is presenting the development of education Sector and its role in strengthening the resilience of Palestinians living in Area C , as It's such a great achievement to present this generation with all what they can to enable it to restore

² Paragraph 3 of the Council Conclusions on the Middle East Peace Process of 18 January 2016.

³ The Ministry for Foreign Affairs of Finland" Country Strategy for Development Cooperation OCCUPIED PALESTINIAN TERRITORY 2016–2019":

⁴ Silvia Cano Diaz. "The Road to Resilience: Challenges, vulnerabilities and risks in the protection and empowerment of Palestinian refugee children." (2017),4.

and defend its rights, to arm it with science and knowledge as well as values and ethics so that it could start the course of life with the ability to compete in the labor markets which are getting narrower.

1.2 Statement of Problem

The core of the research is streamlined with the core of the Palestinian problem which lies in the cause of people and the fate of a homeland; the cause of the Israeli military occupation who is destroying Palestinian culture, confiscating the property of the majority of indigenous people displacing the rest and subjected them to settler colonialism.

Palestine is a complex environment for development as there are growing gaps to development across the PA and eroding trust between the Palestinian people and the government in the absence of a clear political and economic vision. Different polls indicate that the top three major problems confronting Palestinian society today are the occupation, the poor economic situation reflected by high poverty and unemployment rates, and corruption.⁵

The actual problem represented by violations against education, and the fierce attack led by the occupation to our educational institutions, our students and teachers who are subjected to a series of daily attacks by the occupation , as no day passes without a direct attack on students, teachers and schools especially in area C, where Palestinians have a restricted right to education, and the Israeli occupation act with impunity and their attacks on area C are continuous and regular enough to create an atmosphere of fear and terror

⁵AMAN (2019) The Annual Public Opinion Poll on the State of Corruption in State of Palestine.

for children and their teachers, creating big psychological suffering, concern, helplessness, and severely diminishing levels of educational achievement.

Fragmentation is a key challenge to overcome, which has produced changing community needs and capacities to meet those needs across the West Bank, the lack of Palestinian sovereignty in Area C has resulted in risky and ongoing vulnerability that characterize the daily lives of these communities and limited the ability of the PA to provide needed services to all its citizens.⁶

My research problem stems out from the fact that Palestinian government lacks access and policy privilege over Area C, besides the risk of forced displacement by the Israeli authorities on Bedouin and herder populations living in Area C who face inevitable restrictions on their movement and access to resources and services , as well as settler violence direct impact on vulnerable groups in area C such as children facing obstacles in accessing schools; children in the labor force; children exposed to settler violence; out-of-school children.⁷

The situation of the Bedouin schools in Area C, where since 1967, the Israeli government has prohibited the Palestinians to build, is a wound that is getting worse. The Israeli army has increased pressure on local communities, to force them to leave their locations. For the Bedouins to leave their locations would mean leaving their traditions and their culture behind. Subsequently, this also negatively affects school`s environment. New schools in Area C are not allowed to be built, and the infrastructure of the existing schools suffer

⁶ United Nations Development Program. Sustainable Development under Israeli occupation: Achievements and Challenges. Palestine's Report to the United Nations Conference on Sustainable Development, Rio de Janeiro, 20 - 22 June 2012.

⁷ UNSCO (2016). Common Country Analysis 2016. Leave No One Behind: A Perspective on Vulnerability and Structural Disadvantage in Palestine. United Nations Country Team, OPT.

from inadequate learning environment; poor insulation, inadequate wash facilities, badly constructed classrooms, lack of basic services, etc.⁸

The researcher would like to send a message to the world to stand up to the continuing violations of the occupation against the education sector and the need to focus on strengthening resilience, especially in area C, as the researcher believe that education in Palestine is just for knowledge, whereas we need education for empowerment.

Another part of the problem materialize in the intensified campaign in European capitals, media, parliaments, to delegitimize and defame donors funding Palestinian education sector, consequently this will negatively affect partners contribution and support and development to the education sector, unfortunately and under this circumstances Belgium cut funds to the education sector, EU parliament budget committee proposed cuts which however were not approved. Accordingly, comprehensive study and researches as well as knowledge of the Palestinian education sector are much needed in order to be able to assess and respond to critique.

Developments aids were channeled to the Palestinian people in different forms to support Palestinian state and nation building through strengthening the education sector in a context where is a huge democracy deficit and violations of human rights are structural and systematic under occupation circumstance. The Palestinian internal division adds another layer of challenges for the respect and fulfilment of human rights.

Furthermore, the improvement of educational quality and equality needs political support of the donors. For example, the restrictions on building schools and classrooms for

⁸ Interview with Jamal Al Aref, Programme Manager, Community Resilience & Development Programme (CRDP), UNDP, Jerusalem, 14.3. 2019.

Palestinian children in East Jerusalem and Area C have a negative impact both on quality and equality of education. Considering international humanitarian law and international principles of aid, and as the Palestinian Authority does not have the authority to fully serve and protect its beneficiaries, this responsibility falls on the international community, which should address violations of international law, including international humanitarian law in a consistent manner.

Based on the background of the problem this overview thesis explores the conflicting findings, political, cultural, social and economic concerns as well as the unresolved issues that influence the education sector development of Palestinians living in area C. Therefore, the researcher will shed the light on the barriers and bottlenecks that prevent Palestinian children access to school in area C and to propose practical ways of removing these barriers to get children back to school, and to keep the children who are at risk of dropping out in school.

Within the scope of this thesis and on the basis of the above discussion and analysis and in order to rationalise the process, the researcher is intended to limit the scope of his study and the sampling approach representatives collectively towards the EU and its member states only, as well as the funds given by EU countries due to the fact that the EU is the major donor of foreign aid to Palestine.⁹

⁹ NOTE: During the first stage of writing the thesis proposal as well as the first two chapters, the Ministry was both for education and higher education (MoEHE). However, by the time the thesis was finalized, the Palestinian Ministry of Education (MoE) became separate from the Ministry of Higher Education (MoHE).

1.3 Thesis Questions

Attuned with the EU and its member states's shared perspectives; support for Palestinians living in area C is a significant political signal highlighting the importance of the area, therefore my thesis will be examining the education sector development of Palestinians living in area C, thus it is substantially important to analyze the EU and its member states's development cooperation role in the education field to strengthen the resilience of Palestinians living in area C both on a theoretical and a practical level by answering my research following key questions:

- To what extent the EU and its member states development cooperation roles and functions in the education sector contribute to strengthen the resilience of Palestinians living in area C? and what is the impact of the EU developmental funds on the resilience of Palestinians living in area C?
- How the EU and its member states political support to the education sector can be used as leverage to strengthen the Palestinians living in area C resilience to stay on their land?
- To what extent have the EU interventions been effective in developing the education sector and strengthening the resilience of Palestinians living in area C?
- What are donors' perspectives on education sector development in area C?
- What is the relationship between education sector development in area C and state Building?
- What methodologies donors manage to accommodate in order to measure resilience of Palestinians living in area C in a methodological fashion?

1.4 Thesis Objectives

This research will address and analyze the challenges and difficulties faced the development partners in general and the EU partners in specific in the education field and how the development partners can contribute to overcoming these challenges and create a culture of peace and contribute to peacebuilding, trust building, dialogue and advocacy to strengthen the resilience of Palestinians living in area C to sustain a productive presence on their land, in the context of the Palestinians prolonged crisis, resilience is very important to preserve the Palestinian identity and cultural heritage.

Consequently, the researcher will explore how the EU and its member states can actively participate in the development and strengthening of the Palestinians resilience in area “C” to reduce their vulnerability through education sector development and strengthening education’s resilience and role in mitigating conflict, thus improve the overall education sector and quality of education, as political participation and education are essential to a sense of identity and political resistance.

Without resilience, schools and societies cannot bear the weight of conflict, thus there is a strong link between education and a community's ability to cope with conflict, as the education sector can better prepare tomorrow’s schools and communities to better cope with conflicts.

The Palestinian Ministry of Education and Higher Education, the EU and its member states, other donors as well as educators in all positions can be part of the Palestinian government’s front line to confront the challenges of conflicts while also strengthening the resilience of children, communities and education systems.

Involving children and youth in education sector planning, policy formation and programme development and expanding opportunities for them to promote social cohesion and comprehensive school safety are crucial for reducing inequalities and ultimately preventing conflict.¹⁰

The overall objectives of this research are to measure and analyze the EU role in the development of the education sector to better improve ways of supporting Palestinian communities and the state of Palestine for continuous and sustainable efforts to better strengthen resilience in area C in the current context of the oPt. Through this process it is hoped that effective strategies become better understood in order to improve outcomes, as the Palestinian authority does not have the authority to fully serve and protect its beneficiaries, this responsibility falls on the international community, which should address violations of international law, including international humanitarian law in a consistent manner.

Accordingly, the research objectives stem out from the researcher belief that schools must be protected and children given an opportunity to learn! The international community needs to act to stop school's demolition in Palestine and to save our schools and education sector which are under fierce attack led by the occupation. The researcher ensure that normalization of Israeli crimes already caused considerable damage to the Palestinian education sector over the years, consequently the EU and its member states backlash against normalization is very much needed, thus we need to remind the world that it is not normal that children are being detained, that it's not normal to violently

¹⁰ UNICEF (April 2015). "Education and Resilience, nine priority paths for making schools safer and societies more cohesive" 2-3.

restrict the entire Palestinian population in all aspects of daily life including their efforts to build their future besides restrictions on building schools and classrooms. That it's not normal to demolish houses and schools, steal people's land and to build illegal settlements and so on.

Every child has the right to protected access to education. We must ensure that this right is fulfilled and that those responsible for attacks against defenseless children are brought to account. Furthermore the researcher major concern is to raise the PA and the international donor community awareness about the urgency of addressing the development issues in general and the development of education sector in specific in the marginalized areas of the Palestinian Occupied territories such as area "C" which forming 61% from the west bank area excluding East Jerusalem where Palestinian Authority has limited jurisdiction in order to strengthen the resilience of the Palestinians living in it. Additionally, this research will assist the Palestinian Authority to plan, channel resources and implement actions to strengthen resilience and builds initiatives that are of local development nature for Palestinians living in area C.

At this point the researcher would like to echo the words of the UN Special Coordinator for the Middle East Peace Process Nickolay E. MLADENOV that "the United Nations has consistently stated that we cannot hope to bring sustainable peace to the Middle East without taking firm action to resolve the Israeli-Palestinian conflict and achieve a two-State solution based on international law, relevant United Nations resolutions and the Arab Peace Initiative and prior agreements."¹¹

¹¹ Security Council Briefing on the situation in the Middle East (as delivered by USG Rosemary Dicarlo) , UNSCO, 21.1.2020.

Achievement of this objective requires analyzing the following main objectives of this research:

- To increase local and national ownership of the development of Area C by raising awareness on the urgency of addressing the development issues of this area of the oPt, both with the PA and with the international donor community.
- To identify the main challenges faced by donors and influenced the education sector development of Palestinians living in and Area C, including the ways in which they have explore to overcome them. Describe and analyze current challenges to implementing development interventions in education sector in area C.
- To shed the light on resilience and the education sector development to increase donor's engagement in advocacy for Area C at the international level and with the Israeli government.
- To identify how educational vulnerability (including key dimensions of risk and resilience) are currently understood by a range of educational stakeholders (service providers, implementing partners, students).
- To enhance education sector by struggling the geographical and social fragmentation in the occupied Palestinian territory.
- To examine how resilience and development facility is about coordination and advocacy between partners in order to bridge the humanitarian and development spectrum.
- To highlight that sustainable development and living under Israeli occupation are two mutually exclusive concepts by analyzing how occupation is the most visible constraint on Palestinian development and sustainable development.

- To achieve substantial and sustainable reduction in the number of out of school children in area C, identifying the barriers and bottlenecks that prevent Palestinian children access to school in area C and to propose practical ways of removing these barriers to get children back to school, and to keep the children who are at risk of dropping out in school.

The researcher hope that all relevant stakeholders will use the results and the practical recommendations of this research. It will help every child in area C to fully realize their right to safe and quality education, to the benefit of all.

1.5 Justifications and Importance

Since 1967 and Palestine is resisting the Israeli military occupation. Over the years, Israel has continued to confiscate Palestinian land and property and to support settlers in moving to the occupied territory, despite this being illegal under international law. The humanitarian and human rights situation has deteriorated and economic prospects worsened. Instead of paving the way to peace, the Oslo peace agreements including the division of the West Bank into Areas A, B and C, which was meant to be temporary, have created a context that hampers development in Palestine and the development of a Palestinian state.

The changing political conditions, besides the ongoing Israeli occupation and the struggle to achieve national independence, in addition to the strive to achieve the national unity affect the different aspects of life in Palestine. With these imposed factors and the EU donors support to address the Education Sector Developmental challenges in area C, the research would be a basic reference for the PA and the international donor community to help Palestinians to develop a resilient education system that is responsive to the rapidly

changing situations and prepares individuals for a better future in order to build a resilient and strong Palestinian society.

The Palestinian Education sector should be enabled to keep pace with all the challenges facing its way, it should support and rehabilitate students to acquire new knowledge, technical and life skills, in order to acquire human values and attitudes on the road to preserving their national identity and the Palestinian cultural heritage.¹²

Addressing the needs of Palestinians living in area C is essential for their wellbeing and social development; and has a significant impact on achieving their primary goals and safeguarding their property and source of livelihoods and staying on their land.

This thesis is designed to address the Education Sector Developmental challenges in area C and to act with resilience to respond to threats that affect Palestinians life on their land, thus will serve several functions contribute to prevent decreasing Palestinian development capital in area C, protect Palestinian land and property, and mitigate migration flow by increasing human security. The intention is to assist the Palestinian Authority to plan, channel resources and implement actions to strengthen resilience and builds initiatives that are of local development nature for Palestinians living in area C.

Education is about who we are, how we want to develop our societies, and what we want the world to be about. Education is both very personal and very collective. It is about our children; it is about our future. It is about a lifelong journey, for each and every one of us. Education is a great investment in the future of Palestinian people! There is a critical need to invest in the future of Palestinian children and equal access to quality and

¹² Education Sector Strategic Plan 2017-2022: An Elaboration of The Education Development Strategic Plan III (2014-2019), April 2017: 54.

inclusive education. We might get overwhelmed with the grim news from this region but then again there is reason for joy seeing these children so happy and engaged in their learning.

Developing Palestinian Education Sector to meet the challenges of today and the future is a central issue in the survival and success of Palestinians.

With Regards to donors' cooperation in the field of education Palestine has done, and is doing, remarkable, committed work in developing its education system under extremely challenging circumstances, from pre-schools to higher education.

In short, it is our shared experience that education is one of the key elements for nation-building.

EU donors in partnership with Palestinians do their best to develop the educational system and put it on a good track, also to keep pace with international changes and modern educational attitudes. We hope this will help develop the Palestinian society and build a generation which has the right skills and knowledge for the future. A generation which is also capable of developing their lives, and solving problems. We are, all in all, pleased that we have been able to contribute to the improvement of educational quality and equality.¹³

As the Minister of education and higher education Dr. Sabri Saidam pointed out in the annual education sector review meeting on 8.4.2019 the MoEHE raised the slogan of “Pens for bullets” which confirms that the students of Palestine committed to science despite all the obstacles imposed by the occupation and this how Palestinians in

¹³ Interview with Anna-Kaisa Heikkinen, Ambassador of Finland, Representative Office of Finland, April 2019.

cooperation with the sustainable support of donors for the Palestinian education sector can contribute to build community resilience.

My research vision is in line with the -Humanitarian Coordinator for the occupied Palestinian territory, James W. Rawley below vision:

“To safeguard the rights of children to education, schools need to be safe spaces for children, restrictions to access must be removed, and measures taken to avoid conflict or confrontation. Every child has the right to protected access to education. Israeli authorities must ensure that this right is fulfilled and that those responsible for attacks against defenseless children are brought to account”¹⁴

1.6 Thesis Methodology

Methodology is a systematic process of data collection, data analysis and data interpretation to reach final conclusions and recommendations. Methodology in this thesis research is a qualitative, whereas the researcher collected and analyzed primary and secondary data from different resources.

A qualitative research is a suitable tool when a problem needs to be explored; or when the researcher needs to study a population such as area C where variables can be measured. It is necessary to use a qualitative research when the existing information from the literature in the field is not enough as it the case in this thesis.¹⁵

¹⁴ Ma'an Development Center. "Attacks on Education ; A focus on 10 schools in area C.", 2015: 3.

¹⁵ John W. Creswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. Sage Publications, (2007), 40

This research will be adapting the interpretive school of research (interpretive methodology) to understand the context of this research is of crucial importance, in order to analyze it in depth and to draw the conclusion.

The research will be conducted according to the following methodology:

- (i) Desk review: desk review and close observation of existing literature and secondary data, theoretical backgrounds, previous studies covering a comprehensive review of all documentation provided by the EU, PA, UNDP, publications of bilateral and multilateral agencies, press releases.
- (ii) Interviews: as primary data will conduct structured and semi-structured qualitative interviews (conducted by telephone or face-to-face interviews), who included donors, implementers, beneficiaries, and other relevant informants.
- (iii) Focus groups, seminars, workshops and debriefings: To attend several focus group discussions, workshops and debriefings with representatives of implementing donors in Area C and with a group of beneficiaries.
- (iv) Field visits: will arrange field visits in area C (which included interviews with stakeholders).

CHAPTER 2

Theoretical, Conceptual Framework & Literature Review

Chapter two sets up the theoretical framework and related studies, literature review on theories and concepts that are needed as a foundation for the thesis, such as theories of development, explores concepts such as resilience; overview of the resilience concept, resilience in developmental context and furthermore it introduces the concept of resilience in the context of area C, the social ecology of resilience, the Palestinian concept of resilience “Sumud”, additionally a focus is put on the resilience strategic approach in the EU’s external action and finally the resilience approach to migration and forced displacement for a deeper understanding of the complexities embedded within development discourse in area C context. As it sets up the theoretical basis and related studies that are needed as a foundation for the thesis research and from which the data will be analyzed.

2.1 Theories of Development

Through the years, several development theories presented on a mixed bag of social science disciplines and approaches and how desirable change in society is best achieved, with regards to the research topic The Role of Education Sector Development in Strengthening Resilience of Palestinians Living in Area C and after reviewing literature related to theories of Development the researcher feels that the following theories are more relevant to this thesis.

The theoretical and conceptual framework sits on four major pillars of theory and conceptual basis:

Modernization theory; Human Development theory, Poverty approaches and the concept of Resilience.

“**Modernization theory** is used to analyze in which modernization processes in societies take place. The theory looks at which aspects of body politics are useful and which are not and create obstacles for economic developing.” We can say that it is used to explain the mental process of modernization within societies and refers to a model of a progressive transition from a 'pre-modern' or 'traditional' to a 'modern' society.

“The theory tries to identify the social variables that contribute to social progress, and seeks to explain the outcome of social evolution. It does not only enhance the unconscious process of variation, but also the responses to that change. It also looks at internal dynamics while pointing out to social and cultural structures and the adaptation of new applied science. Traditional religious notion and cultural traits, according to the theory, usually become less important as modernization return hold.”¹⁶.

“Modernization was observed as an inevitable and irreversible universal process and it was anticipated that modernity would be attained sooner or later by all mankind. Indeed, modernization can be equated with westernization, through which other societies are expected to move away from their traditional values and adopt those linked with western countries.

Modernization turn out to be the major lecture in the international development agenda in the 1950s and 1960s. In this lecture economic growth considered to be a pre-requisite for development and at times synonymous with it. Consequently, it is not shocking that most development policies at the time were adjusted towards promoting economic growth and removal of what were perceived to be the barriers to achieving this objective, including traditional customs and values. A range of policies was promoted by

¹⁶Encyclopedia Britannica,(<http://www.britannica.com/topic/modernization>)

modernization theory, including training of an entrepreneurial elite to promote free enterprise; expansion of education programmes; the development of mass media to circulate ideas and encourage increased awareness about society; the substitute of forms of authority based on traditional loyalties with a rational system of law besides representative national government; and providing assistance only to 'democratic' countries.”¹⁷

“Countries that are perceived as modern are also seen as developed, which mean that those common wealth are generally more respected by institutions such as the United Nations and even as possible patronage partners for other nation. The extent to which a country has modernized or developed leads its power and importance on the international level.

Historians link modernization to the processes of urbanization and industrialization, as well as to the paste of education. As Kendall (2007) notes, "Urbanization accompanied modernization and the rapid process of industrialization".”¹⁸

“Supporters of modernization theory claim that modern states are wealthier and more powerful, and that their citizen are welcome to enjoy a higher standard of living.

Based on the world bank leading economist Mahbub ul Haq, who acknowledged that poverty will not be eradicated by providing a high growth rate, besides the exclusive focus on economic growth was wrong. As he pointed out development goals must be

¹⁷Emmanuel, Nukurunziza. “An overview of development studies: background paper.” International Development Department, School of Public Policy, University of Birmingham, working paper 2 (2007): 6-9.

¹⁸Diana Kendall, *Sociology in Our Times* (2007) p. 11

reconsidered in terms of reduction of malnutrition, disease, illiteracy, unemployment and inequalities.”

“Utilizing Ul- Haq influence in 1970s debates in the international financial institutions, he made a significant contribution towards a shift in the development debate from a blind faith in economic development towards paying more direct attention to poverty and social development issues. Yet, when inequality and poverty acknowledged as concerns for development economists in the 1990s, a link can be traced to some of the new perspectives such as the Human Development and capabilities approaches.”¹⁹

Human development theory “is a theory which uses themes from different fields, such as ecology, sustainable development, feminism and welfare economics. It wants to avoid standard politics and is focused on how social and instructional capital can be organized to develop the total value of human capital in an economy.

Amartya Sen and Mahbub Ul-Haq are the most famous human development theorists. Sen focused on capability: what people can do, and be. It is these capabilities, rather than the income or goods that they receive (as in the Basic Needs approach), that determine their wellbeing. This main idea also inspires the construction of the Human Development Index, a human-focused measure of development initiated by the UNDP in its Human Development Reports. The economic side of Sen's work can best be examined under welfare economics, which assesses the properties of economic policies on the well-being of peoples. Sen wrote the significant book 'Development as freedom' which added a vital ethical side to development economics.”²⁰

¹⁹ Emmanuel, Nukurunziza. “An overview of development studies: background paper.” International Development Department, School of Public Policy, University of Birmingham, working paper 2 (2007): 11-12.

²⁰Development as Freedom - Amartya Sen - Google Boeken. Books.google.nl. Retrieved 2013-05-24.

Attuned with many development studies Human Development is known as “a process of expanding people's choices, the most critical being those that lead to a long and healthy life, attaining Life Long Learning (LLL) education, and having access to the resources needed for a decent standard of living. Further choices include political freedom, guaranteed human rights and self-respect. Human development has two parts: the development of capabilities, such as improved health, knowledge and skills; and the use people make of their achieved capabilities - for leisure, productive objectives or being active in cultural, social and political affairs.”

“Further to the human development concept, income is one selection which is significant for people. However, development must be more than just the expansion of income and wealth. Gross National Product (GNP) growth considered essential but not sufficient for human development.”

“Measuring human development demands construction of a complex index; human needs and shortage of needs and development has many features; thus, any index of human progress should take account of a range of indicators to control this complexity. The most generally used is the Human Development Index (HDI), which was developed by the United Nations Development Programme (UNDP) and is essential to its annual report, the Human Development Report. The HDI is a complex index resulting from indicators of three types of deficiency: life expectancy, literacy and the income needed for a decent living standard. The ranking of countries according to the HDI is different from their ranking in terms of GNP per capita, indicating that well-being is influenced not only by income and wealth but also by the characteristics of economic growth.”

“Many development theorists, of whom the researcher found the greatest is Amartya Sen,

debate that human development is incomplete without human freedom. Arguing against the utilitarianism theory supported by those who equate development with the expansion of income, Sen argues that such an interpretation of development is not responsive to human difference and thus to the diverse needs and capabilities of individuals. With regards to Sen, development is freedom and the development process involves the removal of various types of 'unfreedoms' that leave people with little power to select and little opportunity to examine. After assuring that development is described as a process of expanding real freedoms, Sen is able to get under control the weaknesses that he recognizes in utilitarianism and libertarianism. He operationalizes 'freedom' as individual capabilities to do things that a person has reason to value. Sen does not dismiss either the influential role of freely functioning markets in facilitating economic growth or the fundamental value of an individual's freedom to take part in voluntary exchange. However, he is very clear that market freedoms by themselves are far from satisfactory. His work has resulted in the formulation of the capabilities approach to understanding poverty.”²¹

2.2 The Concept of Resilience

With regards to the concept of resilience, the researcher will shed the lights on several topics as the followings: overview of the resilience concept, resilience in developmental context, the concept of resilience in the context of area C, the social ecology of resilience and the Palestinian concept of resilience “Sumud”

²¹Emmanuel, Nukurunziza. “An overview of development studies: background paper.” International Development Department, School of Public Policy, University of Birmingham, working paper 2 (2007): 17-21

Overview of the Resilience Concept

Starting with a brief overview of how resilience has been theorized over the past decades:

“In Europe, research into resilience extends back to the 1800s the word Resilience comes from the Latin ‘resilire’ defined as to rebuild/recoil. ‘Resilience’ initially used in psychiatric writing to describe children whose parents have a mental illness, live in hostile conditions and yet are invulnerable to mental illness. In this context, resilience is replacing the word ‘invulnerability’”²²

The concept of Resilience has deeply rooted to the 10th century when arabic scholars proposed strategies to cope with life adversity.²³

Some researchers such as Garmezy, 1983; Masten, 2001; Murphy & Moriarty, 1976; Rutter, 1987, describe resilience as: “a quality of individuals that reflects their capacity to engage in processes that make it likely they will overcome adversity and achieve normal or exceptional levels of psychosocial development e.g., they will go to school, maintain a prosocial peer group, and avoid law-breaking and misbehavior.”

“Internationally, the purpose of the Resilience Research Centre (RRC) and its network of collaborators has been to explore both etic (homogeneous) and emic (heterogeneous, indigenous) conceptualizations of resilience rather than a quality of the individual, a social ecological interpretation of resilience is hypothesized according to Ungar, 2008: “In the context of significant adversity, resilience is both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that

²² Marie, Mohammad, Ben Hannigan, and Aled Jones. "Social ecology of resilience and Sumud of Palestinians." *Health* 22, no. 1 (2018): 21-22.

²³ Marie, Mohammad, Ben Hannigan, and Aled Jones. "Social ecology of resilience and Sumud n Palestinians." *Health* 22, no. 1 (2018): 20.

support their well-being, and their capacity individually and collectively to negotiate for these resources to be provided and experienced in culturally meaningful ways.”

Understood this way, resilience is the qualities of both the individual and the individual’s environment that increase the positive power of development. ”²⁴

2.3 Resilience in Developmental Context

“Resilience is a wide conceptual umbrella, highlighting many concepts related to positive plans of adaptation in the context of suffering, the idea of resilience can be enforced to any functional system, but in developmental science it has been applied continuously to individuals as living systems and less regularly to higher level social systems, including families, classrooms, and schools: In order to judge the resilience of a system, a criteria is needed for identifying whether the system is doing whatever it is supposed to be doing, and also whether there is or has been a possible threat to the system. Accordingly, if one identifies a child as resilient, two judgments have been made: the first judgement if the child meets expectations for positive adaptation, whereas the second judgement if there has been a substantial threat to the adaptation of the child.

With regards to children lives, there have been lots of criteria for external adaptation, ranging from school achievement to getting along with friend; and also, criteria for internal adaptation, such as psychological well-being or physical health.”

“One of the most significant contributions of the early resilience researchers in behavioral sciences was their attention to the criteria for judging positive adaptation. Focusing on efficient criteria for positive adaptation in their studies of resilience and

²⁴ Ungar, Michael, and Linda Liebenberg. "Assessing resilience across cultures using mixed methods: Construction of the child and youth resilience measure." *Journal of Mixed Methods Research* 5, no. 2 (2011): 126-127.

particularly on competence in age-remarkable developmental tasks. Consequently, researchers built an evolving conceptual framework for defining positive adaptation in children that focused on obviously effective behavior expected for children in multiple fields of achievement; these expectations varied over the course of development, as well as across cultural and historical contexts.

The above-mentioned developmental task approach focused on external adaptation from a developmental perspective, rather than internal well-being, without ignoring the emotional health, which they studied streamlined with developmental tasks. However, resilience was operationally defined in terms of successful adaptation to the environment in age-remarkable developmental tasks, rather than happiness or symptoms related to internal well-being. Other investigators of resilience chose to include emotional health in their defining criteria.

As a consequence of the above-mentioned researchers highlights, the developmental task theory, which emerged in the mid-20th century, has been processed and a number of its assumptions exposed to experimental test. Accordingly, the following conclusions stemmed out of these recent researches:

- ✓ Adaptation is multidimensional and developmental in nature.
- ✓ Success in tasks of specific developmental periods plan and predict success in future age tasks, even in new fields.
- ✓ Interventions to promote success in these tasks have protective effects on behavioral and emotional problems.”²⁵

²⁵ Masten, Ann S., and Jelena Obradović. "Competence and resilience in development." *Annals of the New York Academy of Sciences* 1094, no. 1 (2006): 14-16.

2.4 The Concept of Resilience in the context of Area C

As part of the conceptualization of a framework to strengthen the resilience of Palestinians living in Area C, Resilience as a basic concept used to design this research which has been defined in the context of Area C by the United Nations Development Program (UNDP) as “ the ability of Palestinians, at the individual or collective level; to recover from the chronic stress of occupation, such as the lack of permits to develop infrastructure to meet basic needs, or from periodic crises such as destruction of physical assets and confiscations of land and water resources. To continue to develop without losing their national identity; and to access assets (physical, financial, and human capital) as well as services to recover from crises and succeed.” ²⁶

“Based on the most current literature on resilience. The researcher ensured that the definition of resilience could be improved to stress the ‘transformative capacity’ of empowered individuals, households or communities and a nation, to take charge of their own destiny and march forward. In conclusion, the researcher refers to resilience in the context of Area C, as the ability of Palestinians, at the individual or collective level:

(a) to absorb the chronic stresses of occupation, such as movement restrictions, or from periodic crises such as demolition of physical assets (housing and equipment) and confiscations of land and water resources;

(b) to adapt to the continuing changes in their environment (through accessing physical, financial and human assets, e.g., solar panels for electricity, repairing water cisterns for irrigation, reclaiming land) and continue to develop without losing their national identity (through cultural activities);

²⁶ UNDP , Community Resilience Development Program (CRDP), Evaluation Report Annexes, Annex 2, Arab World for Research and Development (AWRAD), (October 2017): 6.

(c) to *transform* their situation through creating an enabling environment (building economic and social connections across communities, with Areas B and A, and with LGUs and line ministry directorates).”²⁷

This research is looking forward to integrate the notion of ‘**transformation**’ rather than just ‘recovery’ and ‘adaptation’, and is close to the definition of the United States Institute for Peace (USIP):

*“resilient people, communities and systems are, over time, empowered to transform themselves to no longer be vulnerable to existing or future risks.”*²⁸

“Resilience’ has only recently gained attention in development circles, from a development perspective, interventions that increase resilience by enhancing people’s ability to manage risk over time are needed to strengthen the fundamentals for a viable two-state solution, thus greater levels of resilience are important to the current context of the oPt.

The PA’s own definition of resilience is still weakly defined in its most recent strategy document for Area C²⁹, although it does indicate in the National Agricultural Sector Strategy, that the concept of resilience is multi-dimensional and includes the idea of reducing the risk of migration of Palestinians from their land in the face of Israeli attacks.”³⁰

²⁷ UNDP , Community Resilience Development Program (CRDP), Evaluation Report, Arab World for Research and Development (AWRAD), (October 2017): 11-23.

²⁸ USIP, Rebuilding Societies: Strategies for Resilience and Recovery in Times of Conflict. Washington: Atlantic Council, 2016, quoted in ‘Sumud, Transformative Resilience, and the Changing Face of Aid in the State of Palestine’, paper presented to the Palestinian Resilience Conference, 2016, Amman, Jordan.

²⁹ National Strategic Development Framework for Development Policies and Interventions in Area C, (2014-2016)

³⁰ National Agriculture Sector Strategy: “Resilience and Development”, 2014-2016, Palestinian Ministry of Agriculture.

The most recent UNDP thinking considers building resilience as “*a transformative process which draws on the innate strength of individuals, communities, and institutions to prevent, mitigate the impacts of, and learn from the experience of different types of shocks –whether they be internal or external; natural or man-made; economic, political, social, or other*”.³¹ “This idea builds on the concept of resilience defined in UNDP’s 2012-2014 plan of assistance to Palestine by which the economic and institutional vulnerabilities guided by a range of macroeconomic and structural factors, are addressed and communities and individuals are enabled to develop autonomy beyond dependence on food assistance and temporary employment generation programmes. Thus, activating self-organization to build local resilience is also taken into account.”.³²

Resilience is not an end in itself but is part of a process for state and civil society building under the two-state solution. This definition also integrates three essential cross-cutting requirements: human capacity development and institutional development at all levels of resilience-building to promote local involvement and ownership; besides the significance of a gendered understanding of the social and economic operational environment

It is essential to ensure that the impact of resilience interventions take into account the specific vulnerabilities of women who face particular historical and cultural barriers to building their individual and collective resilience, through lack of ownership of productive assets and weak involvement in political debates at community and national level.³³

³¹ Helen Clark, UNDP Administrator in ‘Sumud, Transformative Resilience, and the Changing Face of Aid in the State of Palestine’, paper presented to the Palestinian Resilience Conference, 2016, Amman, Jordan.

³² Development for freedom; Empowered lives, resilient nation, UNDPs consolidated plan of assistance to the Palestinian People, 2012- 2014

³³ UNDP , Community Resilience Development Program (CRDP), Evaluation Report, Arab World for Research and Development (AWRAD), (October 2017): 1-71.

“Applied to area C, this definition indicates that expected outcomes from the research would be that the social, economic, environmental and political/institutional conditions are in place to meet the needs of the Palestinians presently living in area C as well as the needs of the future generations of Palestinians under the two-state solution, in order to strengthening resilience of Palestinians living in area C taking into account the sustainable development background.”

2.5 The Social Ecology of Resilience

It has been more than two decades since “Werner and Smith (1982), Garmezy (1983), and Rutter (1987) identified the dynamic nature of protective processes related to resilience. Their findings shifted the field’s focus from features of what were thought to be invulnerable children (Anthony, 1987) to interactional processes in challenging environments such as poverty, the mental illness of a parent.

Ongoing debates was held about whether resilience is a useful concept or a repetition. Similar to many related psychological principles, the literature that study resilience remains complicated. Resilience can refer to a trait of individuals, characteristics of the individual’s environment, as well as a set of processes through which internal and external strengths employed when adversity presented. Studies of resilience limit their focus to a narrow set of traits or processes such as intelligence, attachment, educational performance, or civic engagement.

Researchers measured resilience at individual, family, and community levels. Thus, the multidimensional expressions of resilience have helped researchers like Masten in 2001 to identify resilience among children living in poverty as a characteristic that is more familiar. Masten is well known for finding that many children who are exposed to

adversity show the “‘ordinary magic’” of successful development. The children’s success results from a combination of personal capacities and environmental supports, such as helpful parenting practices and improved socioeconomic conditions for the family.”³⁴

“In light of the previous efforts to define and study resilience which implicitly focused on the child’s environment as either facilitating or restricting the positive developmental channels. Nevertheless, the evidence that is most often presented is in support of a **child-focused theory of development**. The researcher fully supported the idea that resilience is less an individual trait and more a quality of the child’s social and physical environment (ecology). Accordingly, the ecological understanding of resilience has the potential to resolve both definitional and measurement problems. Accordingly, the researcher is searching for the active qualities of the environment that take part in the Palestinian children’s well-being, Consequently the sustainability of environmental resources, their availability and accessibility over time, such as neighborhood safety are substantial for the child well-being.”

“Within the Palestinian context a practical example on that is: by providing well-subsidized quality education for all children living in area C we could create the best conditions for more resilient children.

In the above-mentioned example, the focus of measurement should be as much on the quality and accessibility of education as on the outcomes for individual children. Arguably, the more accessible quality education there is, the more a population of children at risk will develop well over time. Quality education strengthen the

³⁴ Ungar, Michael. "The social ecology of resilience: addressing contextual and cultural ambiguity of a nascent construct." *American Journal of Orthopsychiatry* 81, no. 1 (2011): 1.

development of resilience. Whether an individual child benefits specifically is not the main issue; rather, the fact that the schools are there, and the possibilities for change it provides for working and socially isolated parents, creates a social ecology where more positive development can be expected. Therefore, the development of education and schools are at least as important as the child's subsequent use of them."

"Based on the ecological understanding of the concept of resilience and in line with the social ecological understanding of positive development, it's worth pointing out to Lewin's (1951) ecological definition of resilience: expression of behavior as the role of the person in interaction with his or her environment.³⁵

"Our understanding of resilience is shifting from a perspective of positive development to a broader focus on processes in complex environments that interact to promote good developmental outcomes (i.e., biological, psychological, and social) in interaction with culturally various communities."

"This research argues that, because resilience occurs even when risk factors are many, greater emphasis needs to be placed on the role social and physical ecologies play in positive developmental outcomes when individuals experience significant amounts of stress. Four principles are presented as the basis for an ecological interpretation of the resilience construct: decentrality, complexity, atypicality, and cultural relativity."

The Social Ecological Conceptualization of Resilience has **"four principles decentrality, complexity, atypicality, and cultural relativity"**. By combining these four principles will provide a framework to account for resilience that can help resolve the

³⁵ Ungar, Michael. "The social ecology of resilience: addressing contextual and cultural ambiguity of a nascent construct." *American Journal of Orthopsychiatry* 81, no. 1 (2011): 2.

trait-process debate that continues to undermine the utility of the concept. Attention to these four principles may also help explain much of the variability in why some children succeed and others don't. Based on this framework, individual qualities associated with coping under crisis are activated to the extent there is capacity in the child's social and physical ecologies to facilitate processes that protect against risk and promote positive development."³⁶

An Ecological Definition of Resilience

"The challenge for resilience researcher is to identify processes that are systemic and variable, at the same time avoiding excessive focus on individual characteristics that are not under an individual's control.

A definition of resilience that explain this ontological and ecological variability and that reflects the four principles decentrality, complexity, atypicality, and cultural relativity that broaden our conceptualization of positive development under stress, according to Ungar is as follows:"

"In the context of exposure to significant adversity, resilience is both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their wellbeing, and their capacity individually and collectively to negotiate for these resources to be provided and experienced in culturally meaningful ways."

³⁶ Ungar, Michael. "The social ecology of resilience: addressing contextual and cultural ambiguity of a nascent construct." *American Journal of Orthopsychiatry* 81, no. 1 (2011): 4.

“Both processes of navigation and negotiation require that the arrangement of control for positive development be a shared experience of both individuals and their social and physical ecologies.

The first component of an ecological definition of resilience is navigation which indicates movement toward resources that are made both available and accessible by those in power to those who are disadvantaged.

Studies proved that positive development is much more likely to result when social and physical conditions surrounding an individual at risk make their needed resources applicable.

The process of resource provision and its significance is a useful tool by which to examine many studies of child development.”

“The second component of an ecological definition of resilience is the process of negotiation by individuals and in groups to describe meaning to the resources that are available and accessible.

With regards to child development and its relation to aggression, studies demonstrated that the child is socialized out of aggressive patterns and into prosocial alternatives that meet his or her psychosocial needs. As aggression cannot be described by the child’s actual nature alone, as all children are to changing degrees and at some time aggressive. Actually, it is the capacity of the environment, particularly the parental system and the child’s educators, to challenge negative development and encourage socially adaptive patterns of coping that ensure the child greater social inclusion.

Evidence from different studies demonstrated that, when educators and parents are provided with the skills needed to raise children without aggression, and communities are better monitored and administered by government, where people's safety is assured, children's caregivers change the way they raise children."

"Shifting the focus from the child to the child's social and physical ecology places the discussion of resilience as one of process and resource provision. Once navigation is unfulfilled, or the provided resources lack meaning, then it is more likely that the environment will fail in its facilitative role.

Such studies notify that well-resourced families and communities produce better child outcomes than poorly resourced ones, even if the children face much the same barriers to development.³⁷

The developmental path of the child count on the degree of environmental facilitation, taking into consideration changes in outcomes varying to the degree the environment provides resources the child needs."

"Remarkably, Individual factors may influence the environment, but the individual cannot be the focus of a theory of resilience in case the ground is to gain conceptual base. To better theorize resilience, we will need greater sensitivity to ecological factors connected with protective processes, with these factors likely to account for more change in outcomes than individual factors as the child's disadvantage increases.

³⁷ Ungar, Michael. "The social ecology of resilience: addressing contextual and cultural ambiguity of a nascent construct." *American Journal of Orthopsychiatry* 81, no. 1 (2011): 10-11.

Thus, researchers need to shift much more of their focus and resources to measurements of complex environments rather than complex individuals.

An ecological focus, rather than child-centered focus, can ensure that provided resources are sufficiently great, culturally appropriate, and meaningful enough to determine children well-being and to result in the greatest number of children growing up well.”³⁸

2.6 The Palestinian Concept of Resilience “Sumud”

“Within the Palestinian context people live and work in a crucially challenging environment under Israeli occupation for decades, due to these challenges they managed to develop resilient responses which become rooted in their cultural context. The Palestinian concept of resilience ‘Sumud’, in particular, is a socio-political concept which refers to ways of surviving in the context of Israeli occupation, there are **many sources of resilience** one of them is “Education” due to the fact that Education is used as a resource for empowerment for the nation to resist the more powerful occupier. Families, teachers, parental and donors support contribute to children’s resilience as they are inspired by the surrounding Sumud culture, while the Sumud culture motivated Palestinians to learn and be educated to the best of their ability, whereas the Islamic culture also contains instructions to motivate people to learn because they will be rewarded in the afterlife if they do so.

“Sumud and Islamic cultures is another source of resilience, in the context of resilience Palestinians have created a culture of ‘Sumud’ which is derived from Islamic culture and has been promoted by the Palestine Liberation Organization (PLO) since the 1970s

³⁸ Ungar, Michael. "The social ecology of resilience: addressing contextual and cultural ambiguity of a nascent construct." *American Journal of Orthopsychiatry* 81, no. 1 (2011):11-13.

accordingly Sumud being described as a cultural phenomenon, as it is close to the soul of Palestinians which reflect the Palestinian resilience in the face of social suffering. Thus, the Palestinian concept of Sumud is a determination to exist through being steadfast and rooted to their land and this represent the heart of resilience.”

“Based on the Current approaches to the study of ‘resilience’ and streamlined with Ungar (2008) resilience can be defined as being: “In the context of exposure to significant adversity, whether psychological or environmental, is both the capacity of individuals to navigate their way to health-sustaining resources, including opportunities to experience feelings of well-being, and a condition of the individual's family, community and culture to provide these health resources and experiences in culturally meaningful ways. ”³⁹

“According to Teeffelen (2009), Sumud culture can be educational and associated with keeping going, maintaining hope, existence and being caring and humane.

In conclusion and based on the above summary of literature on the concept of Resilience and Sumud, ‘Sumud’ is a Palestinian idea connected with the ideas of personal and collective resilience and steadfastness. Thus, it is a socio-political concept that refers to ways of surviving in the context of occupation, chronic crisis, lack of resources and limited infrastructure.

Sumud is linked to the surrounding cultural context and can be thought of as an innovative, social ecological, approach to promoting resilience. Resilience is a

³⁹ Marie, Mohammad, Ben Hannigan, and Aled Jones. "Resilience of nurses who work in community mental health workplaces in Palestine." *International journal of mental health nursing* 26, no. 4 (2017): 344-349.

prerequisite to 'Sumud'; thus, individual has to be resilient in order to stay and not to leave their land or community. ''⁴⁰

2.7 Resilience Strategic Approach in the EU's External Action

"The EU as well as the EU Member States have established a strong policy framework to guide the EU's external action, in line with the EU global strategy and Security Policy, and connected to commitments they have taken at global and regional level.

The purpose of the EU Joint Communication on Resilience is to identify how a strategic approach to resilience can develop the impact of EU external action and maintain progress towards EU development, humanitarian, foreign and security policy goals, It discuss that considering the rapidly changing environment, a political approach is needed, supported by a clear mobilization of political dialogue, the diplomatic resources of the EU and its Member States, EU assistance and sectoral policy dialogue and bilateral initiatives. "⁴¹

"Aligned with the 2012 Commission Communication on the EU approach to resilience. Resilience was defined as "the ability of an individual, a household, a community, a country or a region to withstand, adapt and quickly recover from stresses and shocks". The EU global strategy takes the concept further. It speaks of resilience as "a broad concept including all individuals and the whole of society" that features "democracy, trust in institutions and sustainable development, and the capacity to reform".⁴²

⁴⁰ Marie, Mohammad, Ben Hannigan, and Aled Jones. "Social ecology of resilience and Sumud of Palestinians." *Health* 22, no. 1 (2018): 1.

⁴¹ High Representative of the Union for Foreign Affairs and Security Policy. A strategic Approach to Resiliencies in the EU's external action – Joint Communication EU Parliament and Council 2017, Brussels, 7.6.2017: 1.

⁴² High Representative of the Union for Foreign Affairs and Security Policy. A strategic Approach to Resiliencies in the EU's external action – Joint Communication EU Parliament and Council 2017, Brussels, 7.6.2017: 3.

The EU's strategic approach to resilience desires to achieve and maintain the ambitious set of objectives in the EU's external action, this work can be achieved by strengthening the following three issues":

“- The adaptability of states, societies, communities and individuals to political, economic, environmental, demographic or societal pressures, so as to maintain progress towards national development goals.

- The capacity of a state regardless of significant pressures to build, maintain or restore its core functions, and the key social and political unity, in a manner that guarantees respect for democracy, rule of law, human and fundamental rights and supports inclusive long-term security and progress.

- The capacity of societies, communities and individuals to accomplish opportunities and risks in a peaceful and constant manner, and to build, sustain or restore livelihoods in spite of major pressures.”⁴³

"It's worth remarking that the EU will continue to put into action the 2013-2020 Resilience Action Plan, led by the 2013 Council Conclusions on an EU approach to resilience. However, the EU's resilience approach will develop to approach state, societal and community resilience. Furthermore, it will address a greater emphasis on prolonged crises, the risks of violent conflict and other structural burdens including environmental deterioration, climate change, migration and forced displacement. This approach will be streamlined with EU commitments in the 2030 Agenda, remarkably to "leave no one behind" besides the pledge in Sustainable Development Goal No. 16 to promote

⁴³ High Representative of the Union for Foreign Affairs and Security Policy. A strategic Approach to Resiliencies in the EU's external action – Joint Communication EU Parliament and Council 2017, Brussels, 7.6.2017: 3.

"peaceful and inclusive societies for sustainable development, provide access to justice and build effective, accountable and inclusive institutions".

With regards to the EU's approach to state and societal resilience, it explicitly highlights that resilient societies are supported by sustainable and balanced socioeconomic development that addresses socioeconomic inequalities, vulnerabilities, and their root causes.⁴⁴

Based on the EU's experience, and the perceptions gained from the wide consultation process during the preparation of 2012 Communication, the below ten guiding considerations for an effective and strategic approach to resilience identify some of the major methodological visions that will shape the framework of the above-mentioned EU work":

1. "Strengthening resilience is a means not an end.
2. Understanding the factors of resilience in a certain context can help us plan against pressures and emergencies in a more effective manner.
3. Resilience is context-specific, and demands tailor-made approaches.
4. Detecting and building upon existing positive causes of resilience is as important as tracking and responding to vulnerabilities, as Resilience has to be addressed at various levels state, society and community.
5. Resilience is about transformation not keeping the status quo.
6. Resilience requires a political approach.
7. Resilience requires risk-informed programming.

⁴⁴ High Representative of the Union for Foreign Affairs and Security Policy. A strategic Approach to Resiliencies in the EU's external action – Joint Communication EU Parliament and Council 2017, Brussels, 7.6.2017: 4.

8. Building flexibility and adaptability to change into programme design from the beginning.
9. Decision makers have to be able to identify early warning needs and to take effective early action.
10. The operational opening point is a broader analysis of strengths, vulnerabilities and burdens.”⁴⁵

2.8 Resilience Approach to Migration and Forced Displacement

“Aligned with the resilience approach to migration and forced displacement, the EU should work to further develop the below presented key dimensions of a resilience approach to migration and forced displacement by: ”

- “Assuring that work on migration is completely embedded in the EU overall political relationship with partner countries. Based on the principles of ownership, shared responsibility as well as full respect of humanitarian and refugee law, and human rights obligations, including the right to protection.
- Considering the root causes of irregular migration, including poverty, inequality, demographic growth, lack of employment, education and economic opportunities, instability, conflict, climate change and environmental deterioration, besides the long-term results of forced displacement.
- Supporting self-reliance and empowering the displaced to live in dignity. Accordingly, this requires a new people-centered development-oriented approach for the forcibly displaced that reinforce access to education, housing, decent

⁴⁵ High Representative of the Union for Foreign Affairs and Security Policy. A strategic Approach to Resiliencies in the EU's external action – Joint Communication EU Parliament and Council 2017, Brussels, 7.6.2017: 24

work, livelihoods and services, and plans to end dependence on humanitarian assistance.

- Enhance the evidence base for interventions, including specific attention to forced displacement, causes of migration and cooperation with non-EU countries in the EU framework programme for research and innovation.”⁴⁶

“With regards to all the efforts to incorporating a strategic approach to resilience in the EU's external action, aligned with the EU objective to combine political dialogue, sectoral policy dialogue, as well as technical and financial assistance in a productive way.

All this wants a rethink of the EU's problem analysis and design of programmes, as well as of the methods of assessment of the sustainability of EU's interventions. That's why and in order to move forward, four basic building-blocks to integrating a resilience approach in a systematic way into the EU's external action are suggested:

- Developing and sharing analysis of risk at country and regional level to improve strategy and political dialogue.
- Establishing a more dynamic monitoring of external pressures to allow early action.
- Integrating the resilience approach in EU programming and financing of external action.
- Developing an international policy and practice on resilience.”⁴⁷

⁴⁶ High Representative of the Union for Foreign Affairs and Security Policy. A strategic Approach to Resiliencies in the EU's external action – Joint Communication EU Parliament and Council 2017, Brussels, 7.6.2017: 11.

⁴⁷ High Representative of the Union for Foreign Affairs and Security Policy. A strategic Approach to Resiliencies in the EU's external action – Joint Communication EU Parliament and Council 2017, Brussels, 7.6.2017: 18.

2.9 Conclusion

Along these lines and attuned with many development studies, it can be concluded that Human Development is understood as “a process of expanding people's choices, the most critical being those that lead to a long and healthy life, attaining education, and having access to the resources needed to enjoy a decent standard of living, further choices include political freedom, guaranteed human rights and self-respect. Human development has two parts: the development of capabilities, such as improved health, knowledge and skills; and the use people make of their attained capabilities - for leisure, productive purposes or being active in cultural, social and political affairs.”

“The most famous human development theorist are Amartya Sen and Mahbub Ul Haq who provide a clear picture that human development is incomplete without human freedom.

Even with the many challenges associated with studying resilience, a growing frame of evidence is helping to explain the processes that lead to children’s positive development when facing substantial amounts of difficulty. These developing studies across cultures and contexts point to the need for a more process oriented and less child-focused understanding of the resilience construct, highlighting the need for better understanding and study of the environment in which child development takes place.

Assuming that the science of resilience is moving forward realistically, the focus of our attention needs to be more often on ecological conditions that contribute to good growth under adversity.”⁴⁸

⁴⁸ Ungar, Michael. "The social ecology of resilience: addressing contextual and cultural ambiguity of a nascent construct." *American Journal of Orthopsychiatry* 81, no. 1 (2011): 13.

“The researcher assures that in order to strengthen the resilience of Palestinians living area C we need to shift our focus to processes rather than individual characteristics in order to get good and positive developmental outcomes (i.e., biological, psychological, and social).

However, there is a near absence of studies that have examined resilience from a social ecological perspective within a Palestinian cultural context (Marie et al., 2017).

Building on the research of other scholars and the Resilience Research Centre (Dalhousie University), the researcher would like to shed the light on the importance of understanding resilience as a contextually and culturally embedded construct and the need to capture what people mean when they say:” “doing well when facing adversity.”

“ The Palestinian concept of resilience ‘Sumud’, in particular, is a socio-political concept which refers to ways of surviving in the context of Israeli occupation, there are many sources of resilience one of them is “Education” due to the fact that Education is used as a resource for empowerment for the nation to resist the more powerful occupier. Families, teachers, parental and donors support contribute to children’s resilience as they are inspired by the surrounding Sumud culture, while the Sumud culture motivated Palestinians to learn and be educated to the best of their ability, whereas the Islamic culture also contains instructions to motivate people to learn because they will be rewarded in the afterlife if they do so. ”

Consequently this will be used as an analytical framework within this research and drawn from the understanding of the resilience concept and in order to achieve the strategic orientation of the research Resilience was introduced as a basic concept in this research, and based on the EU approach to resilience, the researcher will build his research on the

following two definitions of Resilience which can provides him with an excellent guide "the ability of an individual, a household, a community, a country or a region to withstand, cope, adapt and quickly recover from stresses and shocks". Furthermore, the EU global strategy takes the concept further. It speaks of resilience as "a broad concept including all individuals and the whole of society" that features "democracy, trust in institutions and sustainable development, and the capacity to reform".

More significantly, As part of the conceptualization of a framework to strengthen the resilience of Palestinians living in Area C, the second definition of Resilience as a basic concept used to design this research has been defined in the context of Area C by the United Nations Development Program (UNDP) as “ the ability of Palestinians, at the individual or collective level; to recover from the chronic stress of occupation, such as the lack of permits to develop infrastructure to meet basic needs, or from periodic crises such as destruction of physical assets and confiscations of land and water resources. To continue to develop without losing their national identity; and to access assets (physical, financial, and human capital) as well as services to recover from crises and succeed.”

Furthermore, this research is looking forward to integrate the notion of ‘**transformation**’ rather than just ‘recovery’ and ‘adaptation’, and is close to the definition of the United States Institute for Peace (USIP): “*resilient people, communities and systems are, over time, empowered to transform themselves to no longer be vulnerable to existing or future risks.*”⁴⁹

⁴⁹ USIP, *Rebuilding Societies: Strategies for Resilience and Recovery in Times of Conflict*, Washington: Atlantic Council, 2016, quoted in ‘Sumud, Transformative Resilience, and the Changing Face of Aid in the State of Palestine’, paper presented to the Palestinian Resilience Conference, 2016, Amman, Jordan.

Resilience' has only recently gained attention in development circles, from a development perspective, interventions that increase resilience by enhancing people's ability to manage risk over time are needed to strengthen the fundamentals for a viable two-state solution, thus greater levels of resilience are important to the current context of the oPt.

CHAPTER 3
An Overview of the state of Palestine Education Sector in
Area C

Through reviewing some of the literature already written about the Palestinian education system, chapter three aims at providing a more in-depth overview of the education system in Palestine, a brief on the education sector in Palestine, strategic goals of the education sector, situation analysis and furthermore it provides a brief about the Israeli occupation and the reality of education, as well as an overview of area C context, non-sovereignty over area C hinders the development process and threatens the two-state solution, general priorities and policies for area C in general and for education sector in specific to strengthen the resilience of Palestinians living in area C, and finally the Palestinian education sector in area C: obstacles and challenges.

3.1 A Brief on the Education Sector in Palestine

The changing political conditions, besides the ongoing Israeli occupation and the struggle to achieve national independence, in addition to the strive to achieve the national unity affect the different aspects of life in Palestine. These imposed factors require that Palestinians have a resilient education system that is responsive to the rapidly changing situations such as labor market, technology development, urbanization, migration, political uncertainty, environmental disasters, lack of natural resources, demographic challenges, poverty, increasing disparity and risks threatening peace and security , consequently education is essential to prepare individuals for a better future.

The Palestinian Education sector should be enabled to keep pace with all the challenges facing its way, it should support students to acquire new knowledge and life skills, in

order to acquire human values and attitudes on the road to preserving their national identity and Arab heritage and culture.⁵⁰

Based on the Palestinian Ministry of Education vision of a **“Palestinian society that has values, knowledge, science, culture and technology and is able to employ it for liberation and development”**. The MoE is responsible to provide the Palestinian generations with the best possible educational system in order to enable them to defend their rights, and to arm them with the needed education and knowledge while preserving the values and good ethics that would assist them in starting their life in the right direction, in order to advance the Palestinian society and to compete in labor markets which are getting narrower. A generation that is resilient and able to deal with life’s challenges, able to contribute to research and scientific inventions, and is able to resolve problems.⁵¹

“Education is the right of every child, that’s why every child should be in school and every child must have access to quality education, so they can accomplish their potential. Education empowers children to succeed. It encourages greater civic engagement and peaceful communities.”⁵²

Back to 1994 when Palestinians took over the education system, the MoEHE faced two key challenges: “first, to build the foundations of a new education system; and second, to bring unity to a system characterized by fragmentation, by the separated Occupied

⁵⁰ Education Sector Strategic Plan 2017-2022: An Elaboration of The Education Development Strategic Plan III (2014-2019), April 2017:54.

⁵¹ Education Sector Strategic Plan 2017-2022: An Elaboration of The Education Development Strategic Plan III (2014-2019), April 2017: 5-7.

⁵² State of Palestine, country report on out of school children, UNICEF, July 2018.

Palestinian Territory (OPT) geography of the West Bank and Gaza Strip, with their separate Jordanian and Egyptian education systems.”

“In this context, it’s important to highlight that one of the most challenging issues the MoEHE has had to struggle with, along with the rest of the PA, is the divided geography of the OPT. The likely for fragmentation of any system was noticeable. The West Bank and Gaza Strip are themselves unconnected geographical areas, and during 1967-1994 fell under separate Jordanian and Egyptian administrations. Accordingly, the separate education systems in Gaza and Westbank needed to be harmonized and transformed into a new, unified, education system.”⁵³

“With regards to the Palestinian teachers they have played a strong role in keeping schools running at all costs despite the challenging circumstances, over the years; teachers have shown dedication and resilience, coping with increasing class sizes, changes and ambiguity in curriculum, besides the impact of the prolonged occupation on teachers and students. Teachers have afforded changes in recruitment and accreditation in the in-service training, lack of consistency over the pre-service training, and in top of all this, the relatively low salaries.”

“Beside these challenges, there was tension with civil society and the MoEHE, as the new authority increasingly wanted to control civil society and their actions, whereas CSOs wanted both a central role and clear autonomy in their work.

Palestinian education system is functioning under extremely challenging circumstances, from pre-schools to higher education, sometimes it has been interpreted as unbalanced,

⁵³ Nicolai, Susan. *Fragmented Foundations: Education and Chronic Crisis in the Occupied Palestinian Territory*. International Institute for Educational Planning (IIEP) UNESCO. 7-9 rue Eugene-Delacroix, 75116 Paris, France, 2007: 43-46.

anti-Semitic or pro-terrorist. However, progress made in the last decade in developing a largely secular and modern Palestinian education system would not have been possible without strong domestic leadership and donor's attention and support.”⁵⁴

The MoEHE is the official body responsible for running, organizing and developing the educational sector through direct management or through supervision for all its sectors pre-school education, school education (1-12 grades), technical and vocational education, non-formal education and higher education. The MoEHE is responsible for the strategic planning of the education sector, additionally it engages the relevant governmental, civil society and international organizations in the process of planning.⁵⁵

The structure of the education system in Palestine is consisted of multiple subsectors, these are pre-school education, basic education, secondary education and non-formal education, as illustrated on Figure (1).

⁵⁴ Nicolai, Susan. *Fragmented Foundations: Education and Chronic Crisis in the Occupied Palestinian Territory*. International Institute for Educational Planning (IIEP) UNESCO. 7-9 rue Eugene-Delacroix, 75116 Paris, France, 2007: 21.

⁵⁵ Education Sector Strategic Plan 2017-2022: An Elaboration of The Education Development Strategic Plan III (2014-2019), April 2017: 25.

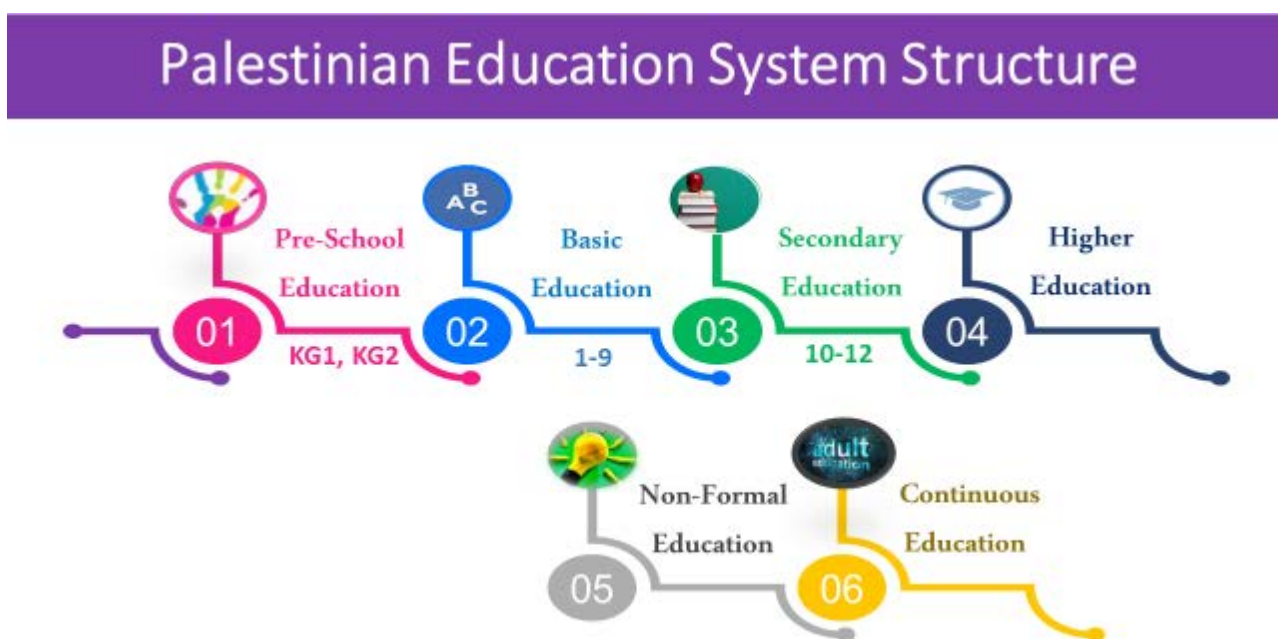


Figure (1): Palestinian Education System Subsectors⁵⁶

⁵⁶ Education Sector Strategic Plan 2017-2022: An Elaboration of The Education Development Strategic Plan III (2014-2019), April 2017: 26.

Pre-school Education:

Pre-School education aims to provide proper environment where child personality can physically, mentally and socially evolve and get ready to basic school. It provides children with appropriate opportunities to develop their personality through play and other activities such as drawing, picnicking, relating stories and performing poems suitable to their age and environment.

“Pre-school education is primarily delivered by for-profit or non-profit private providers, unfortunately not all private providers of pre-school education are registered with the MoEHE, the majority of preschools are privately operated.”

The Ministry of Education has indirect supervision of pre-school education. It licenses preschools streamlined with certain conditions and specifications, its policy today is directed towards integrating preschools into the formal education system and adopting a standard curriculum, the two-year pre-school education stage is not compulsory. Yet, the new Law of Education requires that the one year of preschool education (KG2, sometimes called Grade 0) is compulsory, for that reason, the ministry will establish kindergartens in public schools.⁵⁷

School Education:

School Education consists of **Basic and Secondary Education**, whereas the Basic Education is compulsory in Palestine and its cycle starts from first grade through ninth grade and it is divided into two stages:

⁵⁷ Education Sector Strategic Plan 2017-2022: An Elaboration of The Education Development Strategic Plan III (2014-2019), April 2017: 25.

First stage of Basic Education is the preparatory stage (1st-4th grades): This is considered the primary and the foundation stage to guarantee balance and complete development of the personality of the child (mentally, emotionally and physically).

“Second stage of Basic Education is the empowerment stage (5th-9th grades): This stage is designed to enable the child to acquire various knowledge and sciences.

Basic education it is provided by three types of schools: public schools managed by the MoEHE; schools managed by UNRWA; and private schools managed by for-profit and non-profit entities which are registered with and monitored by the MoEHE. ”⁵⁸

Secondary Education (Acquisition):

This stage consists of academic, vocational and technical streams for 10th, 11th and 12th grades. It provides students with specialized scientific, professional and cultural experiences and knowledge which help them continue their higher education or join the labor market, it is the bridge between basic education, higher education and labor market.

Higher Education:

Higher Education provided by universities, academic and technical colleges that grant students with university certificate. It provides students with specialized disciplines that qualify them to enter the labor market.

⁵⁸ State of Palestine, country report on out of school children, UNICEF, July 2018:10-11

Non-Formal Education:

Non-formal education is any educational activity organized outside the normal education frameworks. The Ministry of Education has programs of non-formal education such as the Parallel educational program arranged for students who dropped out after 5-6 years from basic school; besides the literacy and adult education program proposed for illiterate people, aged 15 years and above.

“Additionally, non-formal education includes other programs implemented in vocational training centers handled by the Ministry of Social Development (MoSD) or the Ministry of Social Affairs (MoSA), the Ministry of Labour (MoL), UNRWA, as well as profit and non-profit non-governmental actors.

Unfortunately, Palestine’s education sector is fragmented, reflecting the wide-ranging administrative fragmentation described earlier in this research; due to the political separation between the West Bank and Gaza.”

“At the national level, the MoEHE based in in Ramallah is responsible for managing the education sector across Palestine. Besides supervising the provision of education services in public schools in the West Bank through its seventeen (17) district offices, the MoEHE office in Ramallah also monitors the provision of education by private schools.

Whereas, in Gaza there is a parallel MoEHE office that supervises the provision of education services in public schools in Gaza through its 7 district offices.”

“UNRWA also provides education services to children registered as refugees in the WB and Gaza, UNRWA’s headquarters located in Amman is responsible for providing education services delivered by field offices across Syria, Lebanon, Jordan, and

Palestine. The two UNRWA field offices in East Jerusalem and Gaza City manage the provision of education services in the West Bank and the Gaza Strip, accordingly 8% of basic education students in the West Bank and 60 % of basic education students in the Gaza Strip are going to UNRWA schools. Thus, the two UNRWA field offices have working relationships with the respective MoEHE offices in Ramallah and in Gaza City, mainly for information sharing and coordination. UNRWA provides education services only for Grades 1st-9th, after which students are expected to transfer to public or private schools, whereas the only exceptions are the UNRWA schools in Shufat Camp in East Jerusalem, where 10th grade is available. ”⁵⁹

3.2 Strategic Goals of the Education Sector

With regards to the strategic goals of the Palestinian education sector, the current education sectoral plan for 2017-2022 adopted following three strategic goals for the education system in Palestine which are built on the EDSP III (2014-2019) besides all the targets under 2030 SDG 4 and the national priorities related to the National Policy Agenda of 2017-2022.

First Strategic Sector Goal: Assure Inclusive, Equitable and Safe Access to Quality Education at All Levels of the Education System.

This goal address safe access to schools and educational institutions as well as safe educational environment free from violence for both students and teachers, mainly in the areas exposed to the Israeli occupation and settlers violence; such as “Area C”, in

⁵⁹ State of Palestine, country report on out of school children, UNICEF, July 2018:11

addition to the Old City of Jerusalem and Hebron where safe and protected environment is most critical and much needed.

The Palestinian education looks to ensure inclusion and equality at all educational levels; this strategic goal represents the commitment to challenging all forms of exclusion, marginalization, inequity as well as inequality connected with teaching and learning opportunities. It is focused on doing the necessary changes in the educational policies to assist the people in need, principally people with disabilities in order to guarantee that no person is prevented of their right to education.⁶⁰

Priorities of the Education Sector Strategic Plan 2017-2022 for the First Strategic Sector Goal can be Classified in Three Areas:

- Improving enrollment in education at all educational levels and maintaining good enrollment rates
- Providing protection and safe access to education at all stages and to all premises
- Equity and justice⁶¹

Second Strategic Sector Goal: Developing a Student-Centered Teaching and learning Pedagogy and Environment.

This goal aims to ensure quality education, raise educational outcomes, develop inputs and procedures, assess outcomes and set out progress measuring instruments. It can be accomplished by ensuring teachers good working conditions and proper professional

⁶⁰ Education Sector Strategic Plan 2017-2022: An Elaboration of The Education Development Strategic Plan III (2014-2019), April 2017:38.

⁶¹ Education Sector Strategic Plan 2017-2022: An Elaboration of The Education Development Strategic Plan III (2014-2019), April 2017:110-111.

training besides support and incentives within appropriate educational systems directed and resourced effectively.

This goal promotes quality education which develops creativity and knowledge and reinforces acquisition of basic literacy skills, analytical skills and problem-solving skills. Besides advanced social and communications skills. This goal intended to develop a Palestinian education system that enhances the skills and values that help citizens enjoy good health and decent life; facing local and international challenges by use of education for sustainable development and international citizenship; in order to provide Palestinian students with science, knowledge, creativity, excellence and loyalty; and strengthens citizens' steadfastness and resilience towards local, regional and international development.⁶²

Second Strategic Sector Goal Priorities Aligned with the Education Sector Strategic Plan 2017-2022 Can Be Categorized into Four Areas:

- Developing programs, curricula and evaluation systems.
- Training and qualifying human resources working in the educational system.
- Adapting education and labor market needs.
- Developing capacities in the field of scientific research.⁶³

Third Strategic Sector Goal: Develop Accountability and Results-Based Leadership, Governance and Management.

⁶² Education Sector Strategic Plan 2017-2022: An Elaboration of The Education Development Strategic Plan III (2014-2019), April 2017:39.

⁶³ Education Sector Strategic Plan 2017-2022: An Elaboration of The Education Development Strategic Plan III (2014-2019), April 2017:112-115

The MoEHE aims to empower its monitoring and organizational duty in the educational sector by institutionalizing the educational strategic planning operation; in order to insure that the essential legislations for the education sector's management and development are in place; to make sure that there is a proper application of the national educational plans and policies, change the ministry's inputs-based approach into results and accountability based one in order to achieve decentralization and local community participation; develop decentralized financial management as the financial management in Palestine is centralized to the Ministry of Finance, as the MoEHE is not considered by the Ministry of Finance as a fully independent budget entity, this will support the ideal use of potential resources.⁶⁴

Priorities of the Education Sector Strategic Plan 2017-2022 for the third strategic sector goal can be categorized into four areas:

- Developing the legal and legislative framework of the Palestinian educational system.
- Developing the administrative and governing environment.
- Partnership, Coordination and Cooperation.
- Education in emergencies and difficult situations.⁶⁵

⁶⁴ Education Sector Strategic Plan 2017-2022: An Elaboration of The Education Development Strategic Plan III (2014-2019), April 2017:39-40.

⁶⁵ Education Sector Strategic Plan 2017-2022: An Elaboration of The Education Development Strategic Plan III (2014-2019), April 2017:115-118.

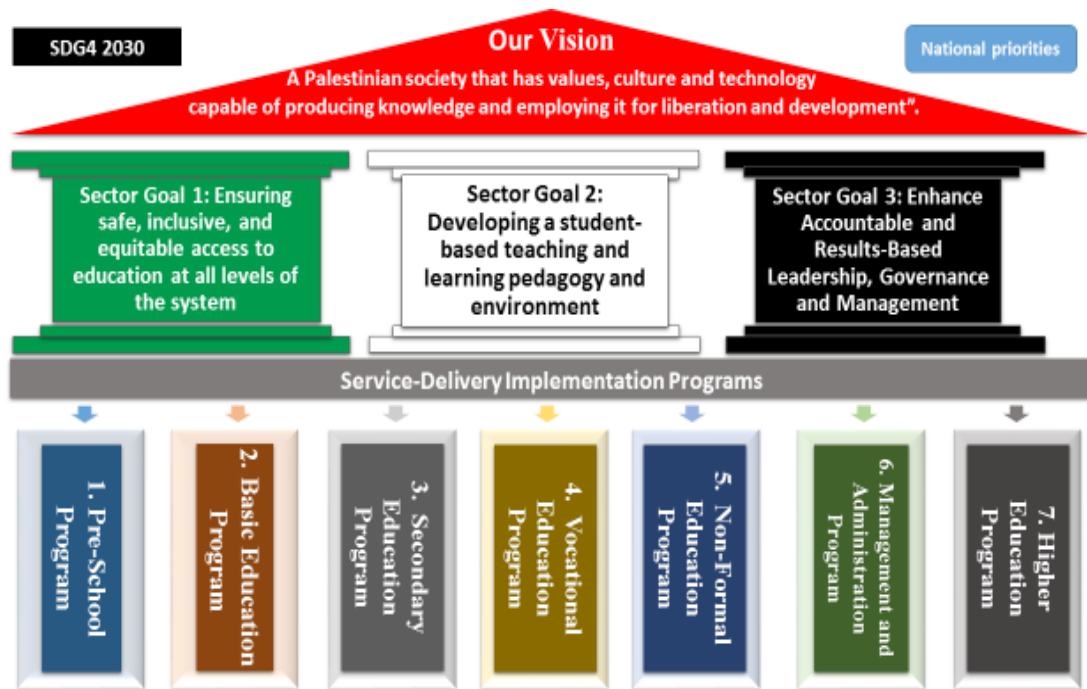


Figure (2): shows the Logical Framework linking the educational vision, strategic goals and service program of the education sector in Palestine.⁶⁶

3.3 Situation Analysis: The Israeli Occupation and the Reality of Education

The changing political conditions, besides the ongoing Israeli occupation and the struggle to achieve national independence, in addition to the strive to achieve the national unity affect the different aspects of life in Palestine. These imposed factors require that Palestinians have a resilient education system that is responsive to the rapidly changing situations and prepares individuals for a better future.

Politically speaking, Palestine has the most unstable security situation in the world because of the Israeli occupation violations of Palestinians rights besides the physical presence of the colonial settlements that are built on confiscated Palestinian land;

⁶⁶ Education Sector Strategic Plan 2017-2022: An Elaboration of The Education Development Strategic Plan III (2014-2019), April 2017:40.

breaching all international conventions and laws. Furthermore, the apartheid wall that Israel built on Palestinian lands in the West Bank, besides the violations against the Gaza Strip characterized by the blockade, makes the situation bad. These Israeli policies and measures, which it has expanded since the beginning of the Palestinian National Authority in 1993, deteriorated the security situation in Palestine.⁶⁷

Economically speaking the Palestinian economic growth is under the control and domination of Israel due to the Israeli occupation, particularly in area (C) and the Gaza Strip. Israeli occupation confiscated the Palestinian land, controlling natural resources, blockading the Gaza Strip and restricting the freedom of movement of the Palestinians for years. Despite all these obstacles, economic indicators show some improvement.

The Palestinian government seeks to expand revenue collection capabilities and rationalize expenditures. It introduces a scheme to reform revenues by implementing a revenues strategy intended to expand the tax base, increasing the number of taxpayers, encouraging registered taxpayers' commitment, reviewing tax exemptions and developing commercial and financial relations with Israel by specialized committees to solve pending complications and progress transfer of clearance taxes.

Consequently, Palestinians believe that removing restrictions and procedures imposed by the Israeli occupation, besides ensuring adequate support needed to establish needed companies as well as medium, small and micro projects in area C will contribute in enhancing the development and resilience of the people living there, besides supporting the Palestinian private sector in general, in order to guarantee an equitable and mutual

⁶⁷ Education Sector Strategic Plan 2017-2022: An Elaboration of The Education Development Strategic Plan III (2014-2019), April 2017: 50-51.

future to all our Palestinian people we have to get rid of the existed developmental gap between the Palestinian different areas and area C in specific, thus we need to start developing and re-building our own national independent Palestinian economy. Building on that Palestinians are looking forward to support the Palestinian economy to reach to area C despite all the Israeli occupation imposed restrictions in order to accomplish two correlated targets , the first target is to strengthen the resilience of Palestinians living in area C through creating a convenient environment to enhance their economic activities and ensuring decent work opportunities, whereas the second target is to build an independent Palestinian economy that needs to include area C in all our economic plans and programs.

With regards to the economic sphere, the Palestinians strategy in area C depends on developing area C infrastructure to serve various economic activities, and strengthening a productive base using the available resources in area C , besides encouraging local and foreign direct investment, focusing on different sectors such as agricultural, energy, construction, industrial, tourism, communication and information technology, by ensuring a convenient environment for investment aligned with area C urgent needs and priorities.⁶⁸

With regards to the reality of education in Palestine under the Israeli occupation, unfortunately it has been going through tragic situations because of the life-threatening policies and practices implemented by the Israeli occupation. It exercises rigidity, pride and armed violence, besides disturbing the life and development of all people.

⁶⁸ دعم الصمود والتنمية، "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018"، دولة فلسطين – كانون ثاني 2018، ص 18-19.

The occupation caused big damage to the education system by preventing many teachers and students from accessing schools for long periods of time. Besides restricting and preventing schools from the right to be supplied with computers. Israel is strong-willed to hinder the Palestinian education process by its policies of closure, siege, schools and education centers demolition. Furthermore, Israel denies students access to schools and universities, obstruct schools' construction in area (C) and Jerusalem, besides attacking the Palestinian curricula in Jerusalem and imposing pressure on private schools there to adopt Israeli curricula to replace the Palestinian curricula. Israeli practices involve imposing a blockade on the Gaza Strip and preventing entrance of construction materials essential for building and rehabilitating schools, besides blocking entrance of textbooks and interrupting communications between the West Bank and the Gaza Strip.⁶⁹

However, Education sector should be empowered to keep pace with all these changes. It should develop and rehabilitate students to obtain new knowledge, technical and life skills, in addition to acquire human values and attitudes towards preserving their national identity and Arab heritage and culture.

3.4 An Overview of Area C Context

The Palestinian Authority (PA) was established by the Oslo Accords in 1993, at first it was supposed to be a temporary institution only for five years, pending the decision of final status issues to be negotiated, with the main objective of laying the foundation of an independent Palestinian state, the PA has a limited authority over the Palestinian

⁶⁹ Education Sector Strategic Plan 2017-2022: An Elaboration of The Education Development Strategic Plan III (2014-2019), April 2017:52.

population living in the Palestinian Territories, interpreted as the West Bank, East Jerusalem and the Gaza Strip.

“With regards to the West Bank it is divided administratively into three zones in line with the Oslo II Accord. Area A is exclusively administered by the Palestinian government; Area B is under Palestinian civil control and joint Israeli-Palestinian security control; Area C is under Israeli security and administrative control, except for education and health services which are provided by the Palestinian government.”

Area C is the only contiguous piece of land in the West Bank and comprises the largest area 61% from the West Bank area excluding East Jerusalem where Palestinian Authority has limited jurisdiction. It is also the most fertile and rich in natural resources and cultural heritage, and represent the largest area available for development in the future Palestinian state, whereas the areas under limited PA rule are not close, but rather are separated by 102 Israeli checkpoints in the WB.⁷⁰

From the Palestinian government side, it conducts huge interest in supporting the marginalized areas in General and area C in specific, in order to enhance the resilience and steadfastness of Palestinians living there, the Palestinian government and its partners are seeking to provide all the needed support to these people in order to face the structural racism policies of the Israeli occupation imposed on the Palestinian citizens living in area C, starting with demolition of buildings and facilities to confiscation of properties, as well as the Israeli control stealing of the natural resources, building and expansion of the Israeli illegal settlements, building and expanding the separation wall, as the Israeli main target behind their structural racism policies is to keep its control over area C which

⁷⁰ State of Palestine, country report on out of school children, UNICEF, July 2018: 9

characterized by its rich natural resources, which prevent the development process of the local communities in area C besides being an obstacle for the possibility of achieving the two-state solution.⁷¹

Area C compose around 61% from the West Bank including East Jerusalem, whereas based on the national coordination office for area C reports there around 900,000 Palestinian citizens living in 612 gathering which partially or totally located in area C including East Jerusalem. Area C is characterized by its strategic important role in building an independent state of Palestine on 1967 borders and its capital East Jerusalem, its main part forming the eastern border of Palestine, as it has all the ingredients to enhance the geographical and social communication in the West Bank, as well as the actual capabilities to enhance the sustainable development.⁷²

Palestinian areas that are located outside the Palestinian control are areas including area C and East Jerusalem and H2 area in Hebron, whereas the total demographic gatherings located outside the Palestinian control are 612 gatherings. As illustrated on Figure (3) that shows numbers of the demographic gatherings located partially or completely outside the Palestinians control.

⁷¹ دعم الصمود والتنمية، "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018"، دولة فلسطين – كانون ثاني 2018، ص5

⁷² دعم الصمود والتنمية، "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018"، دولة فلسطين – كانون ثاني 2018، ص5-6

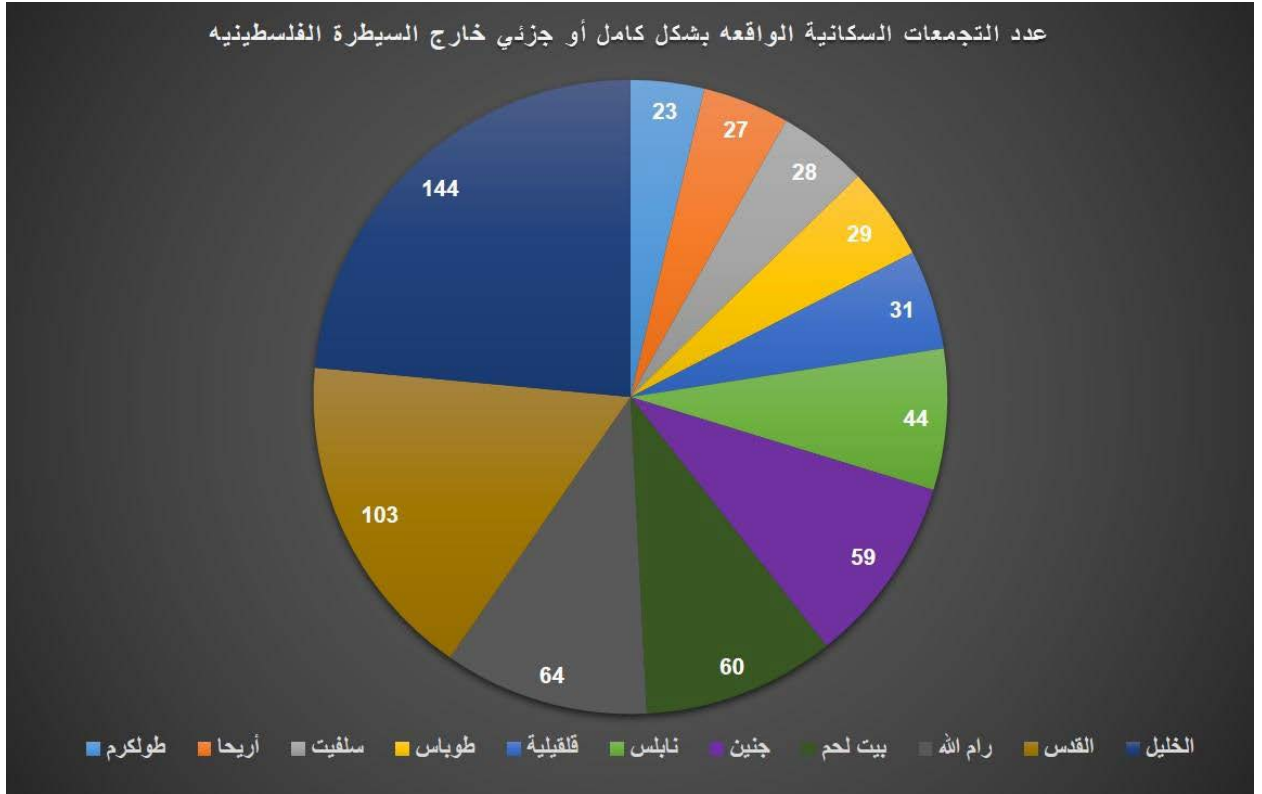


Figure (3): Numbers of the demographic gatherings located partially or completely outside the Palestinians control⁷³

Area C Include 585 demographic gatherings located partially or completely in 11 west bank governorates, of which 301 demographic gatherings located completely in area C and 284 demographic gatherings located partly in area C, whereas the estimated population in these demographic gatherings is approximately 300,000 inhabitants, however the population in **East Jerusalem** is approximately 560,000 inhabitants, 399,000 inhabitants are living inside the separation wall and 161,000 inhabitants are living outside the separation wall mainly in Shu'fat camp and Kufour Aqqab, whereas East Jerusalem has 27 demographic gatherings. **H2** area estimated population is approximately 40,000 inhabitants.⁷⁴

⁷³ دعم الصمود والتنمية، "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018"، دولة فلسطين - كانون ثاني 2018، 52

⁷⁴ دعم الصمود والتنمية، "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018"، دولة فلسطين - كانون ثاني 2018، 54-52

The below West Bank map clarifies the demographic gatherings located outside the Palestinians control as illustrated in **Figure (4)**:

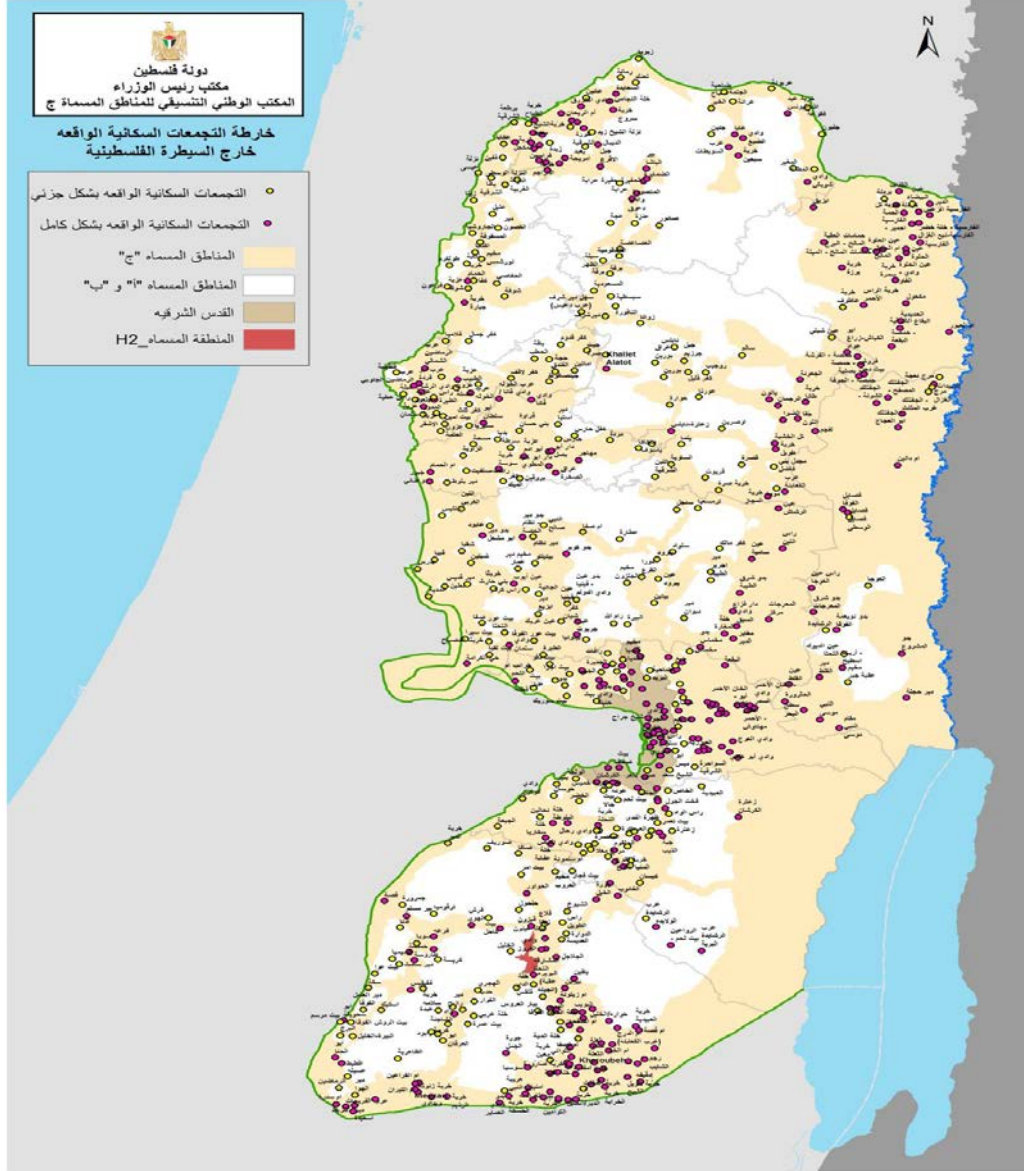


Figure (4): West Bank map clarifies the demographic gatherings located outside the Palestinians control⁷⁵

Due to the fact that area C forming a large area from the west bank, it provides the actual possibilities for urbanization to absorb the natural increase in population as well as the needs for the economic development, furthermore it is rich in natural resources, and

⁷⁵ دعم الصمود والتنمية، "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018"، دولة فلسطين – كانون ثاني 2018، 55.

possible resources of oil and natural gas, besides 60% from the available agricultural lands in the West Bank, and the existence of tourists attractions and historical locations, besides water resources in the dead sea and the Jordan valley and what it provides from salts and minerals as well as Groundwater sources of wells and springs, and great fortunes of stone and marble, all these forming the basic ingredients for the Palestinian Development.

The past twenty years witnessed a tangible progress in public services and living conditions as well as an improvement in some of the social indicators in the majority of the population within the mandate of the Palestinian National Authority, except East Jerusalem and area C, despite the obstacles imposed by the Israeli occupation, yet , the achieved positive development was not inclusive or enough to close the social and regional gaps in area C in specific due to the challenges imposed by the colonialism.⁷⁶

We are totally aware that it is very important to employ our available human and financial resources in an effective way to enhance our control and development of area C , and to work side by side with our local and international partners to implement the needed intervention to face the imposed challenges in area C, accordingly both of the Palestinian government and the local and international partners worked together to provide the basic services for the Palestinians living in area C despite all the obstacles imposed by the Israeli occupation. Working on the development of area C and strengthening the resilience of the Palestinians living there is a high priority for the current and successive Palestinian governments, in order to keep the Palestinians right to live ,control and invest

⁷⁶ دعم الصمود والتنمية, "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018", دولة فلسطين – كانون ثاني 2018، 5.

in area C, in addition to provide the needed protection as well as the basic services which represents the resilience components for the Palestinians living in area C.

Palestinian governments' interests in the marginalized areas in general and in area C in specific was reflected in the successive national plans, the latest was the national policy agenda for the years 2017-2022 and its related sectorial strategies , that was based on three main pillars; the road to independent; reform and improvement of the public services and the sustainable development, which has a special focus on area C, and accordingly they assure on the importance of strengthening the resilience of Palestinians living in area C as well as the importance of area C for the social, economic development in order to build an independent state of Palestine. Based on that the strategic framework and the operational action plan of area C for the year 2018-2019 was emerged and which complement the national action plans.⁷⁷

3.5 Non- Sovereignty over area C hinders the development process and threatens the two-state solution

After signing Oslo agreement and the foundation of the Palestinian National Authority, Israeli colonialism kept area C land ownership records, as a result of that any land registration or a transfer of land ownership in area C should be processed in the civil administration offices, this issue facilitated the implementation of the Israeli government targets of land confiscation, in reality this become a basic obstacle for any inclusive developmental process due to the lack of Palestinians sovereignty and control over issuing documents related to land authority which is required to achieve building licensing or for getting investment funds or establishing projects in area C.

⁷⁷ دعم الصمود والتنمية, "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018", دولة فلسطين – كانون ثاني 2018، 6 - 8

The local government sector considered to be the most sector influenced by the restrictions and procedures imposed by settler's colonialism on area C.⁷⁸

Based on the World Bank report, "the current way in which area C managed actually preventing the Palestinians from investing in it, as it is entirely subject to the control of Israeli colonization, whereas only small part of area C is accessible by the Palestinian institutions. The Israeli government allow the Palestinians to use less than 1% of area C which is the built areas, the rest of the area C is under severe restrictions or outside the borders permitted for Palestinians to build in, around 70% from area C is under the Israeli control. In practice it is impossible for Palestinians to receive permissions for residential or economic purposes, even inside the Palestinian villages in area C, whereas the process of submitting permissions is filled with ambiguity, complications and high costs, and same issue applied on the extraction of natural resources and development of public infrastructure."

Further to the World Bank reports, it was agreed on 3.5% of the Palestinians submitted permissions to the civil administrations to build in area C, whereas no commercial permissions were provided for Palestinians in area C in the latest years except for one date farm. It was agreed to open 12 stone crushers only by the Palestinian companies since 1994 in area C. Despite the fact that some Palestinian companies received international funding and prepared tourism project plans on the dead sea beach yet until now it is not implemented due to the restrictions on this area.⁷⁹

⁷⁸ دعم الصمود والتنمية, "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018", دولة فلسطين – كانون ثاني 2018، 9

⁷⁹ دعم الصمود والتنمية, "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018", دولة فلسطين – كانون ثاني 2018، 10

Imposed restrictions on accessing area C hinder the law enforcement in many parts of the west bank, despite the availability of 64 police stations in area A and B of the west bank, the Palestinians civil policemen are unable to enforce the law effectively in area A and B due to their connection to area C through the ways passed by area C, and this is due to the movement restrictions imposed by the Israeli colonialism on accessing area C.

Consequently, the inability of the Palestinian police to provide effective services in large areas of the west bank affecting the community safety and the general security situation as well as the investment environment negatively.

Along with the increase in the Israeli restrictions to the Palestinian development, in return the Israeli direct control and confiscation of the Palestinian natural resources land and water will increase.

Settlements continues to expand in all the west bank areas specially in area C, when signing Oslo agreement, the number of Israeli settlers in the west bank without east Jerusalem around 111 thousands settlers, now the estimated number of Israeli settlements in area C including east Jerusalem 174 settlements, while the number of outposts are 107, where 620 thousands settlers living in it. At the same time the occupied areas for settlements are largely expanded to form 4.47% from area C, additionally the actual lands controlled by the settlements and which inside the settlements municipality borders form around 15.54% from area C, additionally the separation wall occupy 16.43% from

area C, blockade more than 335 thousands Palestinian citizens, including Palestinians in east Jerusalem, and Palestinians between the wall and the green line.⁸⁰

Non-sovereignty on the Palestinians water resources forming a basic challenge, providing sufficient, secure and sustainable water resources to all areas, citizens and services are the most important challenges facing the Palestinian government, this specifically applied on area C due to the agricultural investments' opportunities, consequently there is an urgent need to settle the Palestinians water rights, and to get the full and independent control of the water resources, including the dead sea surface water as well as the Jordan valley besides the underground water, and to stop the Israeli violations of the Palestinians water rights , in order to guarantee the freedom of access to the water resources which represent the main key for to stop the deterioration of the water resources as well as the key for the social and economic sustainable development.

Israeli control and restrictions over land and water resources are directly linked with pressures over the Palestinians agricultural sector which forms the main resource for work opportunities and income for the Palestinian families living in area C.⁸¹

The Israeli authorities disregard the basic services provided for Palestinians population gatherings, especially those located in area C, and seek to displace the Palestinian people due to continuous Israeli control and restrictive policies over area C even after the foundation of the Palestinian authority.

With regards to the educational services , many gatherings in area C are facing difficulties to access and receive education., and doesn't have enough educational facilities due to

⁸⁰ دعم الصمود والتنمية، "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018"، دولة فلسطين – كانون ثاني 2018، 11

⁸¹ دعم الصمود والتنمية، "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018"، دولة فلسطين – كانون ثاني 2018، 11-13-

the planning and licensing Israeli implemented policies , based on that more than 9% of the total Palestinians in area C facing permanent challenges in receiving educational services, consequently the majority of the Palestinian gatherings in area C suffering from low scientific achievements due to their location as more than half of the students in area C have to walk more than 4 Km to reach their schools besides the Israeli occupations forces and settlers attacks on schools and students, as well as closure and checkpoints, resulting in many human and material losses, besides disturbing the learning process.⁸²

3.6 General Priorities and Policies for area C in general and for Education Sector in specific to strengthen the resilience of Palestinians living in area C

Based on the national vision set by the National Policy Agenda aimed at achieving freedom and independence , sovereignty over the complete occupied Palestinian territories since 1967, we have to put all our efforts to achieve the Palestinian sovereignty and control over area C and benefit from the available human and natural resources, and this need the support of the international community.

The strategic framework and the operational action plan of area C for the year 2018-2019 aimed at determining priorities and the political orientation to enhance the Palestinians control over area C, and to enhance Palestinians' resilience and their life quality and integration into sustainable development for all the Palestinian people in all areas.

First Priority: Activating the legal mechanisms, mobilization and advocacy to promote Palestinian sovereignty over area C.

⁸² دعم الصمود والتنمية، "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018"، دولة فلسطين – كانون ثاني 2018، 13-14

Palestinians confirm their rights for absolute sovereignty on 1967 borders including East Jerusalem and they are looking forward to remove all the territorial fragmentation, and for the embodiment of an independent Palestinian state, and to put a limit for the Israeli colonization practices as well as their illegal, systematic and continuous takeover for our land, and natural resources, without control on area C all the Palestinian efforts to building their independent state will be hindered and that's why it is one of our main priorities' to resist the Israeli colonization policy by implementing the needed interventions to support the economic development, and enhancing the resilience of Palestinians living in area C. ⁸³

Subsequently, enhancing the state of Palestine relations with other countries in the world not on the political level only, yet on the economic and humanitarian level can be achieved by the control over area C, East Jerusalem and Jordan valley as they are forming the broader borders with the neighboring countries, and representing the convenient area to establish a Palestinian airport in the West Bank. Thus, the continuous Israeli control over these areas limit the Palestinians' communication with the external world on the economic and humanitarian level, accordingly Palestinian sovereignty over area C provide us with the essential components to enhance our relations with other countries.

To enhance the Palestinian sovereignty over area C, lots of efforts need to be employed by the Palestinians from one side and by the international community from the other side to hold Israel accountable and subject it to international laws and norms as a colonial regime, the world has long recognized that the colonization of Palestine and its violations are contrary to the rules of international law. The united nations and the international law

⁸³ دعم الصمود والتنمية، "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018"، دولة فلسطين – كانون ثاني 2018، 15

decisions assured that there is no legal framework for the Israeli colonization. Accordingly Palestinians need to put a framework to support and activate the legal mechanisms, mobilization, lobbying and advocacy on national and international level to promote Palestinian sovereignty over area C politically , economically, legally, financially aligned with the international law, and this considered to be one of the most important priorities for area C for the upcoming years.⁸⁴

Second Priority: Ensure that all communities in Area C are included in the frameworks of local government bodies, activate the organizing committees and expand the powers of local bodies to enhance their response to the needs of citizens.

Due to the fact that the Palestinian central government is facing serious difficulties in accessing the citizens in area C, it is part of our strategy to depend on the local bodies, thus we need to develop the local bodies and expand its power and role to develop the Palestinian economy, and improve the quality of the provided services as well as enhancing the resilience and social cohesion to improve their response to the needs and priorities of citizens, in addition to that activate the organizing committees and provide them with the needed financial support to make structural plans and implement regulatory powers, accordingly the strategic framework and the operational action plan of area C interested in developing the local government bodies in area C to improve the provided services at all levels and set to be one of its main priorities to strengthen Palestinian control and resilience in area C.

In order to expand the provided services as well as the quality of services in area C we need to enhance the partnership between the central government, local government

⁸⁴ دعم الصمود والتنمية، "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018"، دولة فلسطين – كانون ثاني 2018، 16

bodies and partners from the non-government organization, private sector and international partners , we are looking forward to develop the operational planning process as well as the provided services at all levels to strengthen the resilience of Palestinians living in area C.

To enhance the provided services the development of a comprehensive land management for area C is considered one of the important priorities as it represent the larger area of the west bank, whereas a comprehensive land management for area C include land registration, enhance a qualified management of the state of Palestine as well as Al-Waqf land, enhance the use of the existed land for urbanization or for the agricultural sector economic development , or any other developmental purposes in line with the local communities or the national developmental needs , to protect the Palestinians property rights and encourage investments.⁸⁵

Third Priority: Integration of Area C into the Sustainable Development

The Palestinian national agenda 2017-2022 assured on the strong relations between the sustainable development and the political & economic development, and it almost impossible to achieve the sustainable development along with the Israeli imposed geographical fragmentation, and it very difficult to achieve the sustainable development within the Israeli colonization continuous control and use of the Palestinian natural resources, even under the colonization Palestinians should require for permissions to develop the infrastructure work and importing goods in area C in specific. As Palestinians facing lots of developmental challenges in area C such as the developmental gap between area C and the different Palestinian areas, as area C is marginalized and the Palestinian

⁸⁵ دعم الصمود والتنمية، "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018"، دولة فلسطين – كانون ثاني 2018، 17

government is not able to implement its policies and needed interventions to reduce the developmental gap existed in area C. Subsequently Palestinians considering developing area C from their main priorities to guarantee the resilience of Palestinians living there and increasing their numbers, besides developing partnership with non-governmental partners and international partners to implement the needed interventions in area C and lobbying on the international community to realize our indivisible rights.

In order to achieve the integration of area C into the sustainable development, besides enhancing the role of local government to link the Palestinian gatherings with each other's, and in order to form the backbone of the Palestinian development aligned with the structural and development plans, Palestinians are looking forward to achieve this through the inclusiveness among the economic interventions, as well as the social and infrastructure services interventions , and from here we are building our strategy for the integration of area C into the sustainable development confirming its status in strengthening the resilience of Palestinians in area C besides the essential components area C have to support the building of the national independent economy.

With regards to the social and infrastructure services, we totally consider the importance of these services to improve the quality of citizens living in area C and strengthening their resilience and contribution to build an independent state of Palestine. Accordingly, the integration of area C into the sustainable development can be achieved through two types of interventions the economic interventions, besides the social and infrastructure services interventions.⁸⁶

⁸⁶ دعم الصمود والتنمية، "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018"، دولة فلسطين – كانون ثاني 2018، 17-18

Improving the Quality of the Educational Services in Area C

Many localities in area C facing difficulties in achieving the educational services, while in some cases they don't have the sufficient educational facilities due to the planning and licensing policies enforced by the Israeli authorities, as it is almost impossible to buildings permits in these localities, consequently this is preventing the development of its basic services including education services.

According to OCHA more than third of the demographics gatherings in area C lack basic schools, as students have to travel long distance and sometimes waking long distance to reach the closest school, whereas in H2 area in Hebron students have to pass by the Israeli checkpoints on a daily basis on their way back and to school and they are exposed to the Israeli forces and settlers abuse and harassment. Unfortunately students families considering negative coping mechanisms such as withdrawing students from schools and mainly female students, as a result of that many demographics gatherings are suffering from low educational attainment and this directly linked to the locations of these gatherings with regards to the schools, as more than half of the students in area C have to walk more than 4 kilometers to reach their schools.

Attuned with the united nations report in 2016, the main issue affecting student achievement and access to education is linked to settler violence, as around 25 thousand incidents were reported in 2014 about the settlers' attack on students. Furthermore, many students especially those who are living next by settlements in area C have to pass by the settlements and to walk long distance to reach their schools and they face attacks abuse and harassments by the Israeli forces and settlers, which has a bad effect on students such

as stress, trauma and extreme fear. The UN report also indicated that the schools incursion by the Israeli soldiers have increased in 2015.⁸⁷

Targets and Policies Related to the Educational Services in area C:

First Target: Developing the educational infrastructure in area C, this can be achieved through the below policies:

- Continue school's construction work in area C especially in the localities that lacks school.
- Provide sufficient financial support to implement Construction, development and expansion of schools and educational facilities to accommodate higher number of students.

Second Target: Ensure Safe, inclusive and equitable access to education for all students at all levels in area C, this can be achieved through the below policies:

- Ensure the necessary measures to face the Israeli policies practiced against children's rights, and providing practical solutions to guarantee children's rights to education enrollment, as well as safe access to schools for teachers and students, especially to the marginalized schools, which is far away more than 4 km from the nearest school.
- Ensure safe environment for equitable education in area C and East Jerusalem, through intensive national and international advocacy campaign to expose the

⁸⁷ دعم الصمود والتنمية، "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018"، دولة فلسطين – كانون ثاني 2018، 42.

actual amounts of Israeli violations practiced against the educational process besides arresting students and imposing house arrest on them.

- Approval of risk premium for employees working in area C, similar to the premium approved by the council of ministers for employees working in H2 area in Hebron.
- Provide psychological support, guidance, health and entertainment programs.
- Raising social awareness about the importance of education, and promoting the preservation of Palestinian identity.⁸⁸

3.7 Israeli Practices in Area C: Education Sector Obstacles and Challenges

Palestinians have a restricted right to education in area C in specific, as area C most at risk of attacks due to the Israeli violations of children's rights to education and development.

“The Israeli occupation act with impunity and their attacks on area C are continuous and regular enough to create an atmosphere of fear and terror for children and their teachers, creating big psychological suffering, concern, helplessness, and severely diminishing levels of educational achievement.

The necessity to create safe and protective environments for education in area C is severely urgent, as its enforcement will hold Israel accountable for its practices, besides

⁸⁸ دعم الصمود والتنمية، "الإطار الإستراتيجي وبرنامج العمل التنفيذي للمنطقة المسماة ج 2019 - 2018"، دولة فلسطين – كانون ثاني 2018، 43.

guarantees to end all attacks on schools, in order to ensure that Palestinian children are able to realize their rights to a safe and quality education.”⁸⁹

“Unfortunately, on a daily basis children’s rights to education are being violated, warning the significant advances made in education in Palestine over the last 20 years. More and more schools have become targets of attacks by Israeli military forces as well as Israeli settlers, children and their teachers are regularly harassed, humiliated, and physically abused by the Israeli military forces and settlers while travelling to and from school. Consequently, when children are not allowed to feel safe at school or while travelling to school, their education achievements, and the futures of their families and communities are undermined.”

At this point it’s worth mentioning that the researcher is totally agree with the - Humanitarian Coordinator for the occupied Palestinian territory, James W. Rawley below vision:

“To safeguard the rights of children to education, schools need to be inviolable safe spaces for children, restrictions to access must be removed, and measures taken to avoid conflict or confrontation. Every child has the right to protected access to education. Israeli authorities must ensure that this right is fulfilled and that those responsible for attacks against defenseless children are brought to account”

The 2005 UN resolution 1612 reflects the shortage of state responses to address essential violations of the rights of children, in spite of the obligations contained in the Convention

⁸⁹ Ma’an Development Center. “Attacks on Education ; A focus on 10 schools in area C.”, 2015: 2.

of the Rights of the Child (November, 1989), 1612 states that “the deliberate targeting of schools.... may amount to grave breaches of international law.”

“With regards to the legal framework for accountability, and in order to activate the accountability framework of 1612, one way to enforce accountability for non-repetition of violence and international humanitarian law (IHL) violations would be to have Israel listed in the annexes of the Global Annual Report of the Secretary General for Children and Armed Conflict. Whereas listing is based on the decision of the Secretary General in line with the strength of the evidence submitted and presented in the report. Even with the particularly strong evidence against Israel that should be entitled to this listing, Israel was not listed in 2015. Such documentation is highly important for improving rapid response, recovery measures and efforts to prevent future attacks and violations against children in conflict. ”⁹⁰

“Regarding the Israeli practices towards the Palestinians in area C, main obstacles and challenges towards the Education Sector in area C, characterized by the children’s safe and continued access to education in area C starts with the movement and access restrictions imposed by the Israelis throughout the West Bank since 2000, then the building of the Separation Wall begun in 2002, the expansion of settlements in Area C, and Israel’s lack of respect for international laws and conventions, besides getting permits for school construction in Area C is strictly hampered by the discriminatory planning regime enforced by the Israeli authorities, whereas schools built without permits are exposed to demolition.

⁹⁰ Ma’an Development Center. “Attacks on Education ; A focus on 10 schools in area C.”, 2015: 3-5.

Arguably the most important factors impacting education are the Israeli forces and settlers act with impunity and their physical and verbal attacks, harassment and abuse occurred on a daily basis on the students and teachers way to and from school, as Israeli soldiers frequently use checkpoints as mechanisms to harass, detain and arrest students and teachers, which make a lasting climate of fear among school children, producing psychological distress, hampering the functioning of schools, hampering access, reducing attendance and weakening levels of educational attainment.”⁹¹

“In addition to that further challenges of the education sector in area C are related to the Palestinian schools at risk of demolition, as according to OCHA publication in February 2019, a total of 44 Palestinian schools across the West Bank, have pending "stop work" or demolition orders, which spot them at risk of being fully or partially demolished, as a result of lack of building permits which are near impossible to obtain. These include 36 schools in Area C, affecting 3,708 students, and 8 in East Jerusalem, affecting 1,138 students. The orders prevent both the maintenance and extension of school infrastructure.”⁹²

Based on UNICEF State of Palestine Education Cluster Data Base, below is the detailed table updated on 19.9.2019 including information and status of Area C schools under threat of demolitions, data collected and compiled by the UNICEF office in Palestine:

⁹¹ Ibid., p. 6-7.

⁹² UN Office for the Coordination of Humanitarian Affairs, “Palestinian Schools at Risk of Demolition, February 2018”.

Area C Schools Under threat of Demolitions							
#	اسم المديرية Governorate	التجمع/ال قرية/المد ينة Community	اسم المدرسة School name	تاريخ اخر امر هدم/وقف عمل تم استلامه Date of last demoliti on order	اخطار بأمر هدم Demolition order	اخطار بوقف العمل Stop-work order	ملاحظات Comments
1	Hebron	Khirbet Qalqas	Qalqas Basic Girls School	Aug-17	Demolition Order for the whole building consisted of three floors		St. Yves Foundation is legally following the case, and they have been notified of a precautionary order 8/2017 to 10/2017, in which 310 students will be affected by the demolition.
2	Hebron	Al Jalajel	Al Haram Al Ibrahimi Martyrs Basic School	2014	Demolition Order for the whole building consisted of three floors		The school building was built by the residents, and its situation is bad, there is a request from the Directorate to demolish it and authorize its re-building, but no approval has been obtained yet. The number of students affected is 400.
3	North Hebron	Beit Anon	Ismaeil Ahmed Al-Froukh Basic School for boys	2010		Stop work order for the third floor	The third floor is used in spite of the stop work order and has 1 st -4 th grade classes (200 students), the school has a total of 400 students (1 st -10 th grade), 26 teachers.

4	North Hebron	Beirein	Beirein Mixed Basic School	27/12/2017		Military order to stop construction work for caravans added 2015 and 2016	The school consists of a concrete building and another building (with a stop work order) consisting of 2 caravans (3 classrooms with 25 students), (the school as a whole consists of 11 classrooms, a room for a principal, teachers, a garden and a kitchen, and the total No. of students are 33 students from the first to the eighth grade) . The case is legally followed by St. Yves and a license can be obtained by the Civil Administration.
5	South Hebron	Deir Razeh	Deir Razeh Mixed Basic School	2010 & 2013		Stop the construction of 3 classrooms in one floor for the fifth, sixth and seventh grades and prevent the ceiling of existing rooms	One old building is owned by the ministry. It has 5 classrooms without administration rooms. There are 3 rooms in the caravans, also, there are 3 non-roofed rooms with a stop work order, and the number of students affected by the stop order is: 40 students.
6	South Hebron	Al-Zahrieh / Zanota	Zanota Mixed Basic School	27/8/2018		Stop work order for the entire school	One building is built of bricks and covered with insulating material. There are outdoor bathrooms and the building has 7 rooms. The school serves about 25 students
7	South Hebron	Um Sedra	Um Sedra Mixed Basic School	18/9/2019		Stop work order for the entire school	A caravans building, built by ACF and the ministry in 2018, consisted of one floor that has 6 rooms, and the number of students under the threat of demolition is 24 students (10 girls).

8	South Hebron	Al-Somou' Kherbet Ghawein	Ghawein Mixed Basic School	24/8/2017		Stop construction work and not change the features of construction	A caravans building built through ACF, a one floor building consisted of 6 rooms , including 3 classrooms, a kitchen and a teacher room, in which 15 students will be affected by the demolition
9	Jericho (Al-Moarajat)	East of Al-Moarajat	Bido Al-Ka'abneh Mixed Basic School	, 10/2018, 14/6/2017	4 classrooms in 2017 and two rooms in 2018		26students will be affected by the demolition. The classrooms are caravans and the rest are Zinco. The Jerusalem Center follows the case legally.
10	Jericho	Al-Fasayel Al-Foqa	Khaled Ben Al-Waleed Mixed basic School	2013	Demolition Order for the whole building		There are 153 students from KG-9 th grade, who will all be affected by the demolition. Every year a classroom is added and therefore they are given an order to demolish and stop construction since 2008 until 2013 every year, Ma'an Foundation is the supervisor of construction.
11	Tulkarem	Fer'on	Fer'on Male Secondary School	2013		Playground / western side located in Area C, and prevented the establishment of a new playground, and did not receive any order from the education or civil administration	Upon rehabilitating the playground with an area of 2 dunums and a 5-dunum park, the Ministry informed them that it must be stopped and rehabilitated and used until a political solution is agreed.The school has 3 buildings of the 7 th -12 th grade, 280 students. (The school is located in Area B and the playground in Area C)

12	Bethlehem	Madar eb Badaweya, East Bethlehem	Kesan Mixed Basic School	1992	Demolition order for the basic building is the property of the local council		The school consists of 3 localities (a building belonging to the local council and has a demolition order and it has 21 students), and 2 caravans of financiers (no demolition orders) were transferred to a nearby area on the sidelines of the street and the demolition order was frozen in coordination with the Civil Administration). The school has 141 students as a whole.
13	Bethlehem	Nahaleen	Jab'a Male Basic School	,2010 2013 2016,		A stop building order in the eastern school section located in Area C.	In 2009, a stop order was first received for the eastern half of the school in Area C, and also in 2010, 2013 and 2016. The number of students affected is: 8 male students in 10 th grade and there is a technology lab in the eastern section as well.
14	Bethlehem	Bateir	Bateir Male Secondary School	2000	A precautionary order not to demolish the new building: Library, Computer, Science Lab and bathrooms		The school is built of old and new stone, consisting of an old building and a new building, from 7 th -12 th grade, 175 students. The football stadium is threatened with demolition if the wall is built. Since 2000 there have been court hearings, but the lawyer is following through the municipality and there are no new orders. The number of students affected is 60.
15	Bethlehem	Beit Ta'mar	AL-Tahade 5 Mixed Basic School	Oct-17	Precautionary order not to demolish (for the entire school building)		The school building is made of bricks owned by the ministry. It is a one-floor building, consisting of 5 rooms, with 4 classrooms 1 st -4 th grade, and the fifth room is an administration and a teacher. There are 52 students. Lawyer from the Ministry. Applying for a license.

16	Jerusalem's Suburbs	Wadi Abu Hindi	Arab Al-Jahaleen Mixed Basic School	2001	The whole school		The demolition order has been frozen since 2001, involving 80 students.
17	Jerusalem's Suburbs	Khan Al-Ahmar – Abu El-Helou	Khan El-Ahmar Basic School	19/2/2017	The whole school		Total number of students are 157, lawyer is Shlomo Lakar.
18	Jerusalem's Suburbs	Al Mintar	Al Mintar Mixed Basic School	20/2/2017	The whole school		The Supreme Court issued a decision on 27/12/2017 to demolish the whole school (3 caravans), will be demolished on 1 February 2018, and will be affected 33 students. NRC is still following the case legally in order to protect the school from demolition.
19	Jerusalem's Suburbs	Al Nabi Samuel	Al Nabi Samuel Mixed Basic School	20/10/2013		3 caravans	There are 21 students (grades 1, 2, 5 and 6) in the three threatened caravans. NRC following the case.
20	Jerusalem's Suburbs	Jaba' Bedouin Community	Badeyat Al-Quds Mixed Basic School	10/1/2014	The whole school		There is a precautionary order not to demolish and should not add any building to the building, it has 46 students.

21	Jerusalem's Suburbs	Abu Nowar	Abu Nowar Mixed Basic School	12/2017	The demolition and evacuation of the new building (third and fourth grade) 25 students in the last month 12/2017		A building was demolished on 21/2/2016, consisting of 6 caravans and two health units, 25 students affected. The existing school is made up of Zinco, divided into two sections (management room, first and second grade) and third and fourth grades added in 2017, including 56 students (first-fourth grades) by ACF. Students threatened with the demolition order are currently in two buildings belonging to the residents, pending a court order to stop the demolition order. Lawyer through NRC and MoE. New building was added on 10/2017. Number of students affected by the demolition 25 students.
22	Ramallah and Al-Bireh	Wadi Al-Seeq	Al-Tahadi 2 Mixed Basic school (Wadi Al-Seeq school previously)	9\2017	Precautionary decision not to demolish the whole school		During a 12-month court hearing, the appeal was overturned by the court, the court gave them a certain period to submit the licensing procedure, and this information was submitted to the civil administration by the NRC lawyer. They are legally protected. The school building is caravans with concrete. It has 80 students.
23	Ramallah and Al-Bireh	Beit Sira	Beit Sira Male Secondary School	2011		The whole school	The building is owned by the Ministry, and has 4 floors with classrooms (5-12), 280 students. The building is not licensed and the building was stopped and violations during 2011 and since then no order has been received and has not yet been licensed.

24	Ramallah and Al-Bireh	Al-Tireh	Itihad Al-Tireh Beit Ur Al-Fauqa Mixed Secondary School			29/1/2013 New Building	The building belongs to the Ministry, consisting of two buildings, a two-floor building and a one-floor building, 200 students. A license was issued but a demolition and stop work order for the new two-floor building was received which includes (120 Students) 5 th – 8 th grades, computer, science, administration, Library and consular rooms. Construction is forbidden in this area. Lawyer through UNDP and the MoEHE.
25	Ramallah	Silwad	Al-Salam Typical Mixed Secondary School (private)	8/2017	The whole building		The building belongs to the owners of the school, it has 3 floors with 340 students. Lawyer through the Jerusalem Committee of the Department of Jerusalem Affairs. The school is located in Area C, although the school is registered in the Palestinian Territory Department. During 14/12/2017 a license was submitted in Beit Eil and so far no reply.
26	Qalqilya	Arab Al-Ramadin	Al-Ramadin Mixed Basic School	17/7/2017	The demolition order of five classrooms built of concrete in 2016		A 13-room building, made of mud, hay and wood-boards, 94 students, in (12/2017) there will be a new project of the Ministry to build fences, paved yards) because it does not need a license. 45 students in five rooms threatened with demolition are affected. In 2012 a demolition order was received for all the school, and the construction was timely by the Italians (of mud and wood).

27	Qalqilya	Azon Atma	Azon Beit Amin Secondary School	2016		Oral notification to stop the construction of the ground floor	The building is owned by the Ministry, which consists of two floors, from fifth to Tawjihi, mixed, 210 students. In 2016, a 120-meter square yard was added, after which they were informed by the civil administration, the foundations existed and funded by the Development Bank through the Ministry of Finance. The area of the school is 13 dunums. A dunum and a half were cut off for the construction of the wall. The stop construction order of the ground floor area of 140 m in which there are two classrooms 40 students. In 2014, a school canteen roof ban was received, and in 2005, girls and boys' health units were built, then construction was halted and a demolition order was received, after which the construction was completed without permission from the Canadian government....
28	Qalqilya	Jet	Jet Secondary Mixed School	2017	Oral notification from the Civil Administration for each building		The school is owned by the ministry. Unfit for students as it is threatened to collapse, they asked for licenses, but they were denied, and they contacted funding institutions. There are classes from 1 st grade – Tawjihi with 400 students, consisting of 3 floors. The communication with the engineer in the directorate since a year, the school will be demolished and a new building will be constructed if license received for the same place.

29	Yatta	Edqiqat , Kherbet Taweel Al-Sheikh	Edqiqat Mixed Basic School	2016	Written notification to demolish the whole school and any classrooms to be built		The school building is caravan and bricks, one floor of 6 classrooms, 55 students from 1 st -6 th grade. Every year there is a demolition order for the whole school. In 2011, the fifth classroom was demolished
30	Yatta	Zeif	Zeif Male Basic School	2014		The third building (consisting of 3 classrooms) 3 rd and 4 th grade and a resource room	The school building consists of 3 parts, the main part of two floors, the second part has four rooms, and the third (consisting of 3 classrooms) 3 rd and 4 th grades and resource room the number of students is 63, the school has 1 st -10 th grades, 250 students. In 1991, the first demolition order was received for the main building, and in 2002 a stop work order was received for the second part of the building.
31	Yatta	Sosya	Sosya Basic Mixed School	12/2017	Oral notification of demolition for the whole school		The school is built of blocks, Zinco and one caravan, first-ninth grades, 9 classrooms, 41 students. The last oral notification was received on 12/2017 from the lawyer and the presence of OCHA (Diana), after which no formal notification was received. In 2011 and 2013, a demolition order was received for the construction of the school, the well, the mashrabiya, the health unit and the classrooms.

32	Yatta	Al Rifaya	Al-Rifaya Mixed Basic School	20/8/2017	Demolition orders (management room and kitchen) were built at the beginning of 2017		A building of bricks and tin, from 1 st -6 th grade with 65 students. The school was placed on the list of challenge schools in the ministry's current plan. In 2016, an order to stop work was received on the construction of the management room and the kitchen
33	Yatta	Janba Msafer Ben Naem	Janba Mixed Basic School	2014	Demolition order for two caravans (management room and warehouse)		The school is made up of two caravans, composed of the management room and the store, and there are no classes. The school is seasonal (currently 12/2017 with 32 students from 1 st -7 th grades)
34	Yatta	Sha'b Al-Battem	Sha'b Al-Battem Mixed Basic School	9/2015		Stop work order of the building because there was no license	Skoret Building, consisting of 10 rooms of 1 st -7 th grades, 41 students, lawyer from St. Yves and the Wall and Settlement Committee.
35	Yatta	Al Majaz	Al Majaz Mixed Basic School	2014		Stop work order for the building	The school is a caravan and Zinco, consisting of 1 st -6 th grade , 4 classrooms, 35 students, the school is seasonal, management room, store, and yard. Stop work order on the yard (casting and classrooms). Lawyer Neta Amar.
36	Yatta	Al-Fakheit	Al-Fakheit Mixed Secondary School	2013	A precautionary order not to demolish as long as there is no new construction		The school building is made up of tin and block, with 9 classrooms of 1 st -12 th grade, 70 students. Currently lawyer from the Wall Committee and from St. Yves, Wakri, and special lawyer Shlomo Walker from NRC.

37	Yatta	Khelet Al-Dabe'	Khelet Al-Dabe' Mixed Basic School	5/11/2018		Stop-work order	Securit building consists of one block divided into two classrooms and a management office. The school serves 12 children from grades 1 to 4. The school was opened in October 2018
38	Nablus	Beit Foreek	Tana Al-Motahareka Basic School	19/2/2017		Stop work order for caravans (the whole school)	Two caravans consist of two classrooms (15 students), for 1 st -4 th grades, the school is seasonal because the school is far from the place of residence. From 2005 to 2012, the school received a demolition order for the whole school each year.
39	South Nablus	Boreen	Boreen Mixed Secomdary School	1996	The east wing of the school		The school is composed of two buildings (two floor and one floor building), 5 th grade-Tawjihi, 220 students, and 55 dunums. Two dunums were confiscated in favor of a military tower after 1996, but no order has been given. On 11 January 2018, the IDF forces were present in the area to confiscate 20 dunums of school land, and on 14 January 2018, the bulldozers came to implement the confiscation decision, but did not do anything. The village council freezes this decision. The east wing of the school has 100 students.
40	Tubas	Ebzeik	Ebzeik Basic School	The school caravans were confiscated in 10/2018 without issuing a removal order	confiscation of 2 caravans serve as a classroom and a room for teachers, the rest of the old school building exists		The school serves 49 students in 1 st - 6 th grade and opened in September 2019

41	Jenin	Zahr Al-Maleh	Zahr Al-Maleh School	14/10/2018		Stop work order	The school is under construction
42	Nablus	Frosh Beit Dajan	Frosh Beit Dajan Mixed Secondary School	11/12/2018		Stop work order	Stop work order for an additional class under construction to expand the school space, which covers 150 students
43	Ramallah	Wadi Salaman	Wadi Salman Mixed Basic School	9/12/2018		Stop work order	School recently built, started work a week before receiving the stop work order. The school serves 40 students from KG to sixth grade

3.8 Conclusion

Based on chapter three overview of the state of Palestine education sector in Area C it can be concluded that unfortunately, Palestine's education sector is fragmented, reflecting the wide-ranging administrative fragmentation described earlier in this research; the changing political conditions, besides the ongoing Israeli occupation and the struggle to achieve national independence, in addition to the strive to achieve the national unity affect the different aspects of life in Palestine. These imposed factors require that Palestinians have a resilient education system that is responsive to the rapidly changing situations and prepares individuals for a better future.

“Palestinians have a restricted right to education in area C in specific, as area C most at risk of attacks due to the Israeli violations of children's rights to education and development. The Israeli occupation act with impunity and their attacks on area C are continuous and regular enough to create an atmosphere of fear and terror for children and their teachers, creating big psychological suffering, concern, helplessness, and severely diminishing levels of educational achievement.

The necessity to create safe and protective environments for education in area C is severely urgent, as its enforcement will hold Israel accountable for its practices, besides guarantees to end all attacks on schools, in order to ensure that Palestinian children are able to realize their rights to a safe and quality education. ”⁹³

We have to put all our efforts to achieve the Palestinian sovereignty and control over area C and benefit from the available human and natural resources, to enhance the Palestinian sovereignty over area C, lots of efforts need to be employed by the Palestinians from one side and by the international community from the other side to hold Israel accountable and subject it to international laws and norms as a colonial regime, the world has long recognized that the colonization of Palestine and its violations are contrary to the rules of international law. The united nations and the international law decisions assured that there is no legal framework for the Israeli colonization. Accordingly Palestinians along with the support of the EU and its member states need to put a framework to support and activate the legal mechanisms, mobilization, lobbying and advocacy on national and international level to promote Palestinian sovereignty over area C politically, economically, legally, financially aligned with the international law, and this considered to be one of the most important priorities for area C for the upcoming years.

Eventually, the researcher recalled what Mahmoud Darwish once said: “Palestinians suffer from an incurable disease called hope.”

⁹³ Ma'an Development Center. “Attacks on Education ; A focus on 10 schools in area C.”, 2015: 2.

CHAPTER 4

Analysis of EU Policy in Developing the Palestinian Education Sector and Strengthening the Resilience of Palestinians Living in Area C

“The EU is the most important donor for the Palestinian people, and a reliable partner. It is existing at all levels of Palestinian life, from supporting the establishment of the future Palestinian state and building new infrastructure across Palestine to supporting the Education Sector”, thus in this chapter and drawn from the theoretical and conceptual framework which is used as an analytical framework within this chapter and based on the understanding of the resilience concept, the researcher will present the result of his research in a rather descriptive manner and he will reflect his observations, analysis and interpretations on the conducted field visits to area C, focus group discussions, interviews and debriefing meetings with different EU partners, representatives of implementing donors in area C, beneficiaries, and other relevant informants who explains their ideas by defining, explaining, informing, or elaborating on points to allow the researcher as well as the reader to analyze both on a theoretical and a practical level by answering the research key questions, and to clearly understand the context of this research as well as the EU perspective on the role of education sector development in strengthening the Resilience of Palestinians living in Area C, starting with an overview of the operational context and the (EJS) in support of Palestine (2017-2020), then going through the Joint Financing Arrangement (JFA)support to the Palestinian education sector (2010-2022), and finally analyzing donors development cooperation role in the development of the education sector, and the resilience of Palestinians living in area C from EU’s perspectives.

4.1 Operational Context

“The operational context for development in the occupied Palestinian territory is characterized by the Israeli-Palestinian conflict and the Israeli occupation. The UN

Office for the Coordination of Humanitarian Affairs (OCHA) describes the humanitarian situation as a protracted protection crisis. The increase of Israeli settlement expansion and the related restrictions of Palestinian development in Area C and East Jerusalem, beside the continued Israeli blockade of Gaza, the deepened political divide between Fatah-led West Bank and Hamas-led Gaza as well as the changes in US policy towards Palestine, caused increasing concern for the prospects of realizing the two state solution.”

“Demolitions of residential, livelihood and service infrastructure represent one factor of a coercive environment affecting many Palestinians across the West Bank, including East Jerusalem, which include restrictions on access to natural resources; the denial of basic service infrastructure; and the lack of secure residency, besides the lack of Israeli-issued permits. These practices are often implemented to establish and expand the Israeli settlements. The coercive environment has also resulted in Israeli’s forcible transfer of Palestinians from their homes. ”⁹⁴

“In West Bank including East Jerusalem access to education is heavily affected by the increase in education-related violations, affecting about 40,0000 students and teachers. This includes 26,387 in Area C, 11,481 in East Jerusalem and 1,377 in other areas of the West Bank, where children are exposed to conflict-related violence and delays, which is massively contributing to increased school dropout rates. In addition, 46 schools at risk of full and partial demolition in East Jerusalem and Area C, following the issuance of the demolition orders against these schools. This is expected to affect more than 5000 children enrolled in these schools, as illustrated in **Figure (5)** ”⁹⁵:

⁹⁴ OCHA, UN. "Humanitarian Needs Overview 2019." United Nations Office for the Coordination of Humanitarian Affairs, Occupied Palestinian Territory, December 2018: 9-10.

⁹⁵ Ibid, p.32.

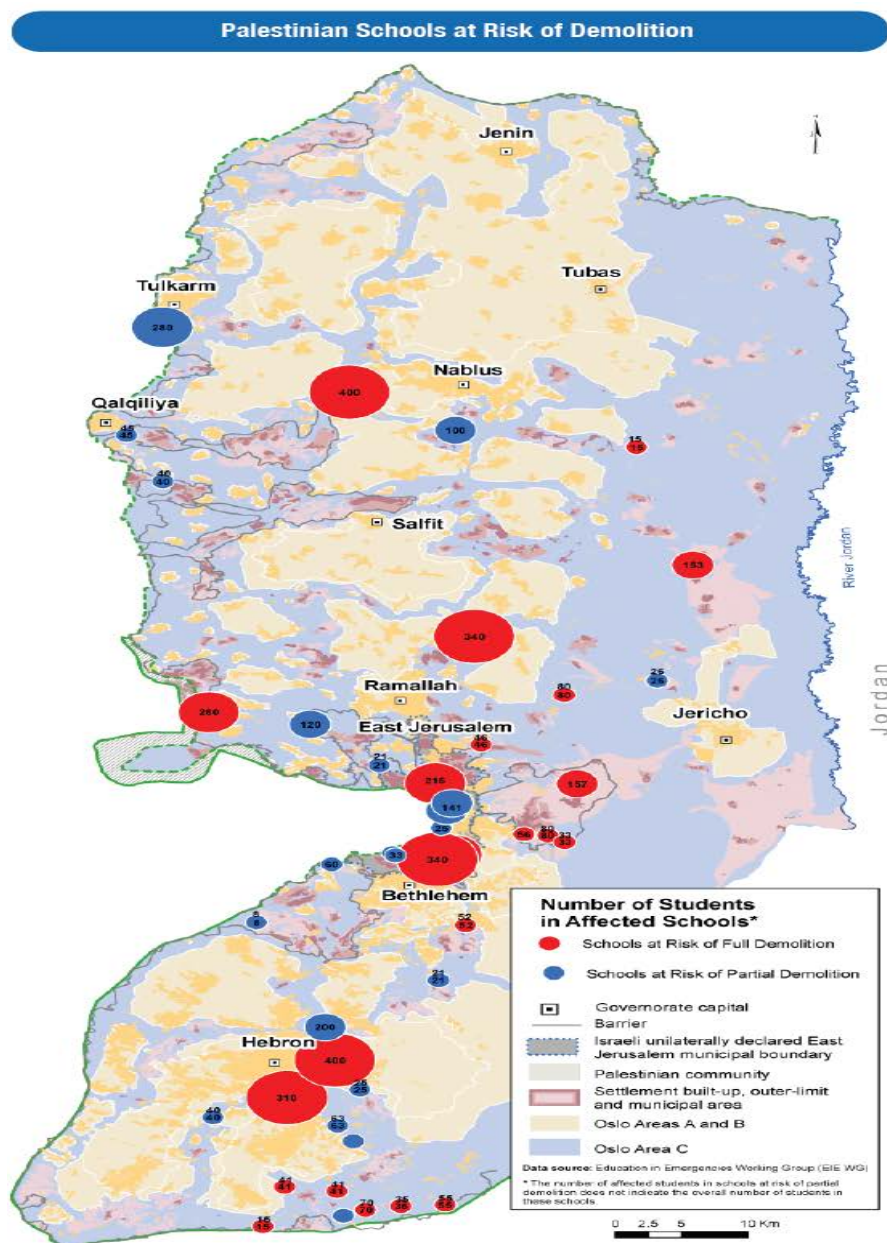


Figure (5): Palestinian Schools at risk of full and partial demolition in East Jerusalem and Area C⁹⁶

“Challenges children face in accessing quality education influence their learning outcomes and may lead to increase in school drop-out. The rate of exclusion from

⁹⁶ OCHA, UN. "Humanitarian Needs Overview 2019." United Nations Office for the Coordination of Humanitarian Affairs, Occupied Palestinian Territory, December 2018: 32.

education is higher for boys at all levels of education mainly in basic and lower secondary education and is higher in the West Bank than Gaza for students in basic and lower secondary education.”⁹⁷

The Financial Status of MoE’s and the Budget Challenges for 2019

The MoE is working in a very challenging atmosphere, particularly because of the current financial crises caused by Israel withholding transfers. This makes it challenging for the PA to bridge gaps and to implement commitments.

The total 2019 budget reaches about 1 billion USD, with basic and secondary education constituting 90 % of the total budget. Of this, 165 million USD is development budget, and around 800 million USD recurrent.

One third of the development budget comes from the MoF. If this is not delivered, the budget will be strongly affected.

⁹⁷ OCHA, UN. "Humanitarian Needs Overview 2019." United Nations Office for the Coordination of Humanitarian Affairs, Occupied Palestinian Territory, December 2018: 30.

MoE's General Budget for 2019 is \$969 million which is about 1 billion USD, distributed amongst the 6 Programs, as illustrated in **Figure (6)**:

Program	Total Budget (US\$ million)	Percentage from total MoE's Budget
Preschool	6.3	0.65%
Basic Education	492.8	50.86%
Secondary Education	360.8	37.23%
TVET	36	3.72%
Non-Formal Education	1	0.10%
Management & Governance	72.1	7.44%
TOTAL	969	100%

Figure (6): MoE's General Budget for 2019 is \$969 Million Distributed Amongst the 6 Programs.⁹⁸

Development Budget according of Program, Year, and Financial Sources for 2019 illustrated in **Figure (7)**:

Donors	Pre-School Education	Basic Education	Secondary Education	Non-Formal Education	Vocational Education	Management	Total programs (GE)
JFA	420.7	14,342.2	4,073.4	134.5	2,707.7	3,435.6	25,114.1
MOF Dev(Total)	1,700.0	41,593.9	10,563.0	146.2	4,203.3	4,861.2	63,067.6
Local Donor	15.0	4,939.4	575.5	-	1,370.0	15.6	6,915.412
External Donor (0)	1,206.2	29,007.2	8,311.2	611.2	6,105.9	3,744.1	48,985.673
Amount External Donor (1)	125.0	12,248.0	3,120.6	-	5,920.0	55.5	21,469.1
All donors	3,466.9	102,130.7	26,643.6	891.9	20,306.9	12,111.9	165,551.9

Figure (7): Capital (Development) Budget According of Program, Year, and Financial Sources for 2019 (000 \$)⁹⁹

⁹⁸ Dr. Basri Saleh, Deputy Minister of Education presentation on the Education Sector Working Group meeting, 2 July 2019 at the MoEHE.

⁹⁹ Dr. Basri Saleh, Deputy Minister of Education presentation on the Education Sector Working Group meeting, 2 July 2019 at the MoEHE.

Area	Percentage
Jerusalem	21.38%
Gaza Strip	11.53%
West Bank	67.09%
TOTAL	100%

Figure (8): Geographical Distribution of Developmental Budget.¹⁰⁰

Several difficult factors that affected the development and execution of 2019

Budget included:

1. The JFA-Developmental Budget decreased for the year 2019 (15% of Dev Budget) compared to 2018 (%33 of Dev Budget). The available budget covers financial commitments and rolled-over activities from 2018.
2. The absence of major funders for the 2019 AWPB, such as USAID & Belgium.
3. Governmental funding (MoF) of many developmental projects stopped. This is due to Israeli occupation's piracy on Palestinian money. Consequently, spending has been restricted to both, recurrent and development expenditures.
4. Sharp decrease in MoF's operational budget; thus, forcing government to pay half salaries to public servants.

¹⁰⁰ Dr. Basri Saleh, Deputy Minister of Education presentation on the Education Sector Working Group meeting, 2 July 2019 at the MoEHE.

The main funding gaps for the sector for the new scholastic year are: Opening of 4 new schools; Replacing furniture; Training of new teachers; Construction of Directorate for Education building, Educational Development Center and the Scouts Center; Outstanding payment for curriculum development; and Upgrading computer labs, science labs and libraries.¹⁰¹

4.2 European Joint Strategy (EJS) in Support of Palestine¹⁰² 2017-2020

“The Office of the European Union Representative along with the European Union Member States (EU MS) have worked towards an EU Joint Programming (EU JP) in Palestine since 2011. Two like-minded countries (Norway and Switzerland) joined the process in October 2013.

The EU Joint Programming has two dimensions: First dimension is the aid effectiveness which indicates how to improve the efficiency and effectiveness of the significant EU member states financial effort in Palestine, Second dimension is the political dimension which confirm and defend the shared vision of European actors in Palestine and ensure the union between the development work and the political objectives of the EU. Taking into consideration that despite a strong political commitment and a predictable and substantial aid, the EU has been failing Palestinians in various ways.

The EU JP approach adopted in Palestine has been pragmatic, transparent, gradual and stand on the adoption of locally-owned, flexible, and solid tools.

The EU has been a strong supporter of the Palestinians and their cause for self-determination for more than twenty years, whereas the European Joint Strategy is

¹⁰¹ Dr. Basri Saleh, Deputy Minister of Education presentation on the Education Sector Working Group meeting, 2 July 2019 at the MoEHE.

¹⁰² This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individuals positions of the Member States on this issue.

considered as an additional tool for the EU member states to improve and strengthen the unity between the political objective of the EU in Palestine which is about the protection of the viability of two-state solution, and the development policy goals.”¹⁰³

“The EJS in Palestine recognizes that development in the context of the occupied Palestinian territory is dependent on political progress and thus there is a huge need for enhanced coherence and alignment of political and development interventions, especially with regard to agenda setting and messaging.

It proposes new influencing strategies that could go beyond traditional development tools and cause a change in the European Development Partners techniques to address the Palestinian context concerns and priorities. Consequently, The EJS identifies the following tools:

- A stronger framework for monitoring and evaluation and a better systematic use of the rights-based approach to development, a results-oriented framework and annual high-level policy dialogue with the Palestinian Authority
- More systematic and regular use of mutual messaging
- Stronger presence in the field and visibility.
- A stepped-up approach vis-à-vis the Government of Israel. ”¹⁰⁴

“The European Joint Strategy proposes a European joint response to the Palestinian National Policy Agenda (NPA) 2017-2022 'Putting Citizens First'. The EJS brings together EU Member States (EU MS) as well as the two like-minded countries Norway and Switzerland and was endorsed by Heads of Mission in December 2016.

¹⁰³ European Joint Strategy in support of Palestine, 2017-2020: 6-7.

¹⁰⁴ Interview with Stephanie Rousseau, Programme Manager, Office of the European Union Representative, Ramallah July 2019.

The European Joint Strategy (EJS) objective is to protect the viability of the two-state solution with an independent, democratic, accountable, contiguous and viable Palestinian State, living side by side in peace and security with the State of Israel. Furthermore, the Strategy recognizes the specific needs of East Jerusalem, Gaza and Area C, where the role of the Palestinian Authority is strictly limited due to different political, administrative and security challenges and arrangements.”¹⁰⁵

The European Joint Strategy is articulated to focus interventions under five interrelated strategic pillars which are closely interrelated and are seen to best represent the linkage of European and Palestinian priorities as well as some cross-cutting themes as illustrated in **Figure (9)**:

<i>Pillar 1: Governance Reform, Fiscal Consolidation and Policy Reform</i>	1.1 Public Financial Management and Macroeconomic Support
	1.2 Public Administration Reform - Central Government
	1.3 Public Administration Reform - Local Government
<i>Pillar 2: Rule of law, Justice, Citizen safety and Human rights</i>	2.1 Security
	2.2 Justice
<i>Pillar 3: Sustainable service delivery</i>	3.1 Education
	3.2 Health
	3.3 Social Protection
<i>Pillar 4: Self-sufficient water and energy services</i>	4.1 Water
	4.2 Energy
<i>Pillar 5: Sustainable Economic Development</i>	5.1 Private Sector
	5.2 Labour
	5.3 Agriculture
<i>Crosscutting Themes</i>	6.1 Gender

¹⁰⁵ European Joint Strategy in support of Palestine, 2017-2020: 28.

	6.2 Environment
	6.3 Youth

Figure (9): European Joint Strategy 2017-2020 Pillars and sectors¹⁰⁶

“The above mentioned five Pillars of the European Joint Strategy are aligned to the three Pillars of the NPA's Matrix which are Path to Independence; Government Reform; and Sustainable Development, additionally the pillars are aligned .to EU's political objective. The two first Pillars focus on supporting the Palestinian ambitions for Statehood and state-building besides the delivery of accountable institutions, whereas the third Pillar sets exceptional attention on service delivery to Palestinians, particularly to the most vulnerable, streamlined with the 2030 Development Agenda's goal of leaving no one behind. The two final Pillars are about the sustainable economic development of Palestine with focus on inclusive economic growth and grabbing opportunities for Palestinians youth.”¹⁰⁷

European Joint Strategy Core Messages for the Palestinian Education Sector:

Ms. Nelly Hussary underlined the importance of the following EJS Core Messages for the Education Sector, developed by the European development partners supporting the education sector in the occupied Palestinian territory.

The First Core Message: "Education is a fundamental human right and essential for the exercise of all other human rights. It promotes freedom and empowerment and produces important development benefits."

¹⁰⁶European Joint Strategy in Support of Palestine 2017-2020, Results-Oriented Framework 2018-2020, Guidance Note, 21 December 2018, 4.

¹⁰⁷ European Joint Strategy in support of Palestine, 2017-2020: 8.

The Second Core Message: “The EU and its Member States recognise the core importance of education in our overall aim of building of a viable, sovereign and democratic Palestinian state, living side by side in peace with Israel.”

The Third Core Message: “The EU and its Member States call for the protection of children which includes ensuring the right to education in a safe and secure school environment.” (Council Conclusions 18 January 2016).¹⁰⁸

4.3 Joint Financing Arrangement Support to the Palestinian Education Sector (2010-2022)

Following several focus group discussions and interviews with the Joint Financing Partners (JFP), the researcher confirmed that the Joint Financing Agreement (JFA) considered as the foundational cornerstone that enables and opens up space for developing the education sector in Palestine, it’s such a great reassurance to all that there are still a wide amount of partners committed to working in coordination and alignment to support the Palestinian education system.. Key highlights of the discussions and interviews are reflected below:

The Joint financing arrangement is a pooled/ basket fund in which 4 European countries, MFA of Finland, KFW Development/ German Federal Ministry for Development Cooperation, Department of Foreign Affairs and trade of Ireland, ministry of Foreign Affairs of Norway, provide support to the Palestinian Authority in a joint funding arrangement to its Education Sector Strategy Plan. However, during the period 2010 to 2018 they were five EU countries in the JFA but in 2018 Belgium pulled out (withdraw).

¹⁰⁸ Interview with Nelly Hussary, Education Coordinator, Representative Office of Finland, September 2019.

JFA Started in 2010 and has been signed twice (JFAI + JFAII) and on 2.7.2019 the JFP and the PA have signed the third consecutive Joint Financing Arrangement, for the period of the education sector strategic plan until 2022, pledging to continue financial assistance to the development of the education sector.

Contributions are deposited to a foreign currency account especially set up for the JFA in the MOF and the MOE account is replenished based on request, with regards to the JFA financing the MoEHE expenditure financed through the JFA (2011-2016) is approximately 82 million EUR as listed below, whereas available funding until 2019 is approximately 110 million EUR :

- 2016: 29.4 million USD (59% of approved AWPB)
- 2015: 18.6 million USD (41% of approved AWPB)
- 2014: 20.2 million USD (37% of approved AWPB)
- 2013: 13.7 million USD (23% of approved AWPB)

JFPs commit themselves to follow the aid effectiveness principles and strive to align with budgetary and accountability systems and regulations of the PA. The joint commitment to aid effectiveness is expressed in the “partnership principles for the education sector”.

JFA implemented through the local Palestinian system and procedures (NOT donor procedures), thus strengthening of inner-ministerial processes of planning, budgeting, procurement, financial reporting, and management.

Granting of funds is based on financial needs of ESSP and measured through indicators in a Performance Assessment Framework (PAF) agreed by JFPs and MOE.

The funding is directed to the development budget of the ministry and activities to be funded from the JFA are agreed upon annually from the AWPB of the MOE.

JFPs assign a donor as a JFP focal point. The focal point is responsible for official correspondence between the MOE/MOF and JFPs. The focal point also communicates joint messages in policy dialogue.¹⁰⁹

Whereas the Palestinian Authority has updated the EDSP III, now called the ‘Education Sector Strategic Plan 2017-2022’ (ESSP), to take on board the priorities and align to the timeline of the 2017-2022 National Policy Agenda (NPA) “Putting Citizens First”; the Palestinian Authority has requested the support of the Joint Financing Partners to contribute towards the funding of the ESSP by providing technical and financial assistance.

“The ESSP provides the overarching strategic framework for the Palestinian education sector. It is based on three main general objectives for the education system in Palestine, as follows:

- Ensuring safe, inclusive, and equitable access to education at all levels of the system,
- Developing a student-based teaching and learning pedagogy and environment,
- Enhancing Accountable and Results-Based Leadership, Governance and Management.”¹¹⁰

As UNESCO is the Technical Adviser to the education sector and co-chair of the Higher Education Thematic Working Group, it provides technical advice and assistance to the

¹⁰⁹ JFA presentation on the Annual Sector Review meeting, 25 April 2018 at 9:00 at the MoEHE.

¹¹⁰ Interview with Paula Malan, Head of Development Cooperation, Representative Office of Finland, July 2019.

ESWG and the core group. The Technical Advisor provides technical inputs as required for policy documents, M&E indicators and sector performance assessments, analysis of commitments and disbursements of development partners and other documents, as well as assisting with the effective functioning of the thematic working groups.

Dr. Tap Raj Pant reiterated UNESCO's technical support to the Ministry in the effective implementation of the SDG 4 targets within the Education Sector Strategy besides UNESCO's continued support towards quality education in Palestine within the framework of education 2030 agenda. He considered the Annual Sector Review as a necessary forum for policy discussions and a unique opportunity to take time for reflection, both looking back and forward, and ensuring stakeholders are on the same path, re-identifying priorities and steering forward together towards the same goals as set in the Education Sector Strategy, the National Policy Agenda (NPA), aligning with SDG4 targets.

He complimented the Ministry for their achievements within the education sector despite the ever-growing challenges that children, families, teachers and educational personnel were facing in Palestine. He said he was pleased to see that progress made with Injaz, the curriculum reform, digitization of some pilot schools, integrating TVET in the general education for grades from 7-9. Moreover, he congratulated the Ministry on the opening of the first TVET Pre-school class in Palestine; reaffirming to continue working with the ministry to increase entry rates to TVET by ensuring that more schools become eligible for the integration of a TVET stream.

As in every sector, challenges needed to be tackled. In addition to access to education, there was a need to see more students going into the scientific streams or to see more

innovations and students enjoying 21st Century Skills. There was also a need to aim for better academic achievements for boys, but also for girls and lower dropout rates including for children with disabilities. He stressed the need for more targeted interventions to ensure access and retention of students in Hebron, Jerusalem and Gaza.

He reiterated the principal that strong pre-schooling systems create strong foundations for future learning. “Without quality, free and compulsory preschool education, Palestine cannot claim inclusiveness”. Preschool education still needed some work with regards to quality assurance, especially in terms of ensuring child-friendly preschools including more qualified preschool teachers as well as the need to build more government preschools.

He added that as the Technical Adviser to the education sector and co-chair of the Higher Education Thematic Working Group, UNESCO was trying to enhance policies that bridge the gap between what is produced by the Higher Education Institutions (HEIs) and what was requested by the employers (i.e. the supply and demand of the labor market). Thus, he stressed the need for more Work-Based Learning, Apprenticeship programs and dual programs to enhance a pool of skilled talents. ”¹¹¹

Ms. Paula Malan stressed the importance of ensuring the availability of educational facilities in the whole occupied Palestinian territory including Gaza, Jerusalem, “Area C” and the rest of the West Bank. Ms. Malan reiterated the expectation to ensure that schools were inclusive, supported students with disabilities, girls and boys alike and that resources and investments would be allocated in such a way that would reduce inequalities. She highlighted the two main European funding mechanisms that were in

¹¹¹ Interview with Dr. Tap Raj Pant, Head of Education Unit, Education Programme Specialist, UNESCO Palestine, April 2019.

use for the long-standing support to the education sector in Palestine, namely the Joint Financing Arrangement (JFA) that supports the developmental budget, and the PEGASE payments to salaries and pensions. She also noted the essential support of UN agencies namely UNESCO, UNICEF, UNRWA and UNDP and the numerous projects by civil society organizations.¹¹²

4.4 Analyzing Donors Development Cooperation Role in Education Sector Development

Education is a great investment in the future of Palestinian people! There is a critical need to invest in the future of Palestinian children and equal access to quality and inclusive education. We might get overwhelmed with the grim news from this region but then again there is reason for joy seeing these children so happy and engaged in their learning.

Education has been and remains the main contribution of Finland to Palestine's development and state-building, which we hope to materialize in a two-state solution in the years to come. Finland's support to the education sector, indeed, remains the main item of its development policy support to the Palestinian Authority. This includes supporting system wide reforms to enhance educational quality and equality. We believe that high-quality education supports the development of a democratic society, as well as human rights and stability. Education is, all in all, among the key services that a state is expected to provide. And, education has to be a lifelong process.

Finland was the deputy chair of the Palestinian Education Sector Working Group from 2017-2019. In this duty, Finland represented the donor community of the education

¹¹² Interview with Paula Malan, Head of Development Cooperation, Representative Office of Finland, July 2019.

sector and enjoyed a key position in steering policy dialogue with stakeholders, especially with the Palestinian Ministry of Education.

Finland had the responsibility to coordinate and facilitate dialogue, as well as take part in events and discussions important for the sector. Finland aimed to make the sector wide policy dialogue more effective and goal-oriented by rationalizing working processes and procedures, enhancing mutual transparency and accountability, and enhancing coordination and information sharing.

The Government of Finland has been supporting the development of the Palestinian education sector for more than 20 years. The Finnish education system is famous around the world for its high quality and for the equal educational opportunities it provides for every citizen. Finland's excellent learning outcomes are the result of research-based pedagogy and its innovative approach to teaching and learning. Some of the features of Finland's education system are the high-quality training of teachers who also enjoy professional freedom and trust; new technologies and learning environments that engage students; and programmes tailored to meet individual needs of all learners.¹¹³

Positive results were accomplished regarding the quality of education. Finland contributed to improved coordination of EU dialogue in the education sector. The dialogue, reporting and monitoring functions of the Education Sector Working Group were systematically strengthened with Finland's input as a sector working group deputy chair. The education sector reform advanced on a number of aspects, remarkably the adoption of the higher education law, roll out of the vocational subjects as part of the

¹¹³ Interview with Anna-Kaisa Heikkinen, Ambassador of Finland, Representative Office of Finland, January 2020.

curriculum in grades 7-9 and roll out of digitalization and smart learning pilots in schools. New preschool classes were opened, the overall progress towards enhancing and expanding the quality of pre-school education was good. Educational equality remains a challenge. In general education boys' educational attainment is significantly lower than girls. Vocational education options for girls are limited. School facilities in Area C and East Jerusalem go under the average in the occupied Palestinian territory and children attending school in these areas face high vulnerabilities. Inclusive education is a policy priority of the Ministry of Education, yet progress related to the operationalization of the policy is absent. Finland's financial contributions to education were channeled via the Joint Financing Arrangement (JFA) and a project implemented by UNICEF. Yet, Safe and unhindered access to education and the protection of educational facilities from attacks continued to be a concern.¹¹⁴

The equal right of all children to access education in a safe and secure school environment is a major objective that Finland promotes both through policy dialogue and funding.

Finland is specifically active in the education sector. Finland's policy dialogue is held both on a bilateral and a multilateral level, a lot through the EU, but also through other multilateral fora.

Finland is the European lead donor in the education sector, representing the EU donors in policy dialogue with the Palestinian Authority within the framework of the European Joint Strategy. As a lead EU donor in the education sector, Finland coordinates education related EU joint messaging together with the focal point of the Joint Financing

¹¹⁴ Interview with Paula Malan, Head of Development Cooperation, Representative Office of Finland, May 2019.

Arrangement (JFA). As a lead donor Finland will also keep EU member states informed (EU HOMs and EUREP) on strategic priorities and developments in the sector and ensure that education is a priority addressed in EU's work and strategic communication.¹¹⁵

Almost all Palestinian students attend basic education and gender parity has been achieved. latest data indicates that 54% of students in the first grade of secondary education (grade 10) were female¹¹⁶. The net enrolment rate in 10th grade was approximately 80% (male 73%, female 88%) with a significant increase from the previous year. Even if the results point out to positive progress. On the other hand, the rather large difference in enrolment rates between boys and girls remains a concern.

There is a need to improve learning achievements, mainly for boys in public schools. The combined low enrolment and low achievement rates particularly in the West Bank, indicates that boys' attainment may be settled due to a heavier consequence of occupation on boys compared to girls.

In the education sector much focus needed on evaluating the connection of education to labour market needs emphasizing the high youth unemployment rate and the need to increase access to labour market in line with the relevant vocational and higher education programmes. Additionally, the need to enhance equal access for girls to traditionally male dominant vocational streams was highlighted.

Overall, progress towards the output of improved teaching and learning conditions was good. Finland's support to the Ministry of Education through the Joint Financing Arrangement (JFA) contributed effectively towards improving learning and teaching

¹¹⁵ Interview with Anna-Kaisa Heikkinen, Ambassador of Finland, Representative Office of Finland, January 2020.

¹¹⁶ All quantitative figures unless otherwise stated are obtained from the Results Based Monitoring and Evaluation Report 2017 of the Ministry of Education and Higher Education. For simplicity and clarity, figures are rounded up to remove decimals.

conditions with a significant amount of funding directed to renovations and construction of school infrastructure and facilities. In Area C and East Jerusalem, school's renovation and construction were hindered by restrictive planning policies imposed by Israel.

The curriculum reform process continued to progress. In the 2018-2019 school year the pilot curriculum for grade 12 was launched. Furthermore, the new TVET curriculum for the secondary grades (10-12) and related teacher manuals were rolled out as a pilot. The ministry decided to continue the pilot for the general education curriculum for grades 5-11 until the findings of the comprehensive curriculum evaluation, implemented by the MOEHE would be finalized and discussed.¹¹⁷

The European Joint Strategy along with the Education Sector Strategic Plan and the National Policy Agenda aims to ensure that children and youth in Palestine enjoy inclusive and equitable quality education and lifelong learning opportunities. Accordingly, the researcher stated below the main progress and challenges in the Palestinian education sector over the last two years:

Expanding access to pre-school education is a National Policy Agenda priority. Therefore, eighty-three (83) governmental pre-school classes were opened in 2017-2018. However, at the same time the official gross enrolment rate (GER) to KG2 has dropped from the previous year. Yet, it was indicated that private providers were not reporting enrolment figures and the actual GER is significantly higher. Stronger partnership of public and private providers is needed to accomplish the set target of 93% enrolment by 2022, besides ensuring equal quality standards across providers. There are no major differences in the KG2 enrolment rates of boys or girls, nor between Gaza and West

¹¹⁷ Interview with Nelly Hussary, Education Coordinator, Representative Office of Finland, August 2019.

Bank. Though, in Gaza public provision of pre-schools is limited to one governmental pre-school and 11 currently operating pre-school classes in public schools.

Palestine maintains almost universal enrolment rates in basic education (1-9) and gender parity has been achieved. Yet, unfortunately, a third of children with disabilities do not access education. The net enrolment rate for 10th, 11th and 12th grades (secondary education) was 77,4% with significant gender inequality in favor of girls (boys 68,2%, girls 86,9%). The percentage of schools with resource rooms to support students with special needs has not increased and it is not obvious to which extend the inclusive education policy is recognized. Additionally, there is a positive development in the reduction of violence in schools compared to the previous year, even though violence in schools continues to be a concern, especially among boys.

“Monitoring is essential to protect education and to end impunity, because without monitoring, the resulting silence on the issue can serve to legitimize the attacks, consequently the Ministry of Education and Higher Education (MoEHE) monitors the number of public-school students and teachers arrested, injured or killed by Israeli security forces. These figures decreased in 2017-2018 compared to the previous year. However, safe and unrestricted access to education and the protection of educational facilities from attacks continued to be a concern. The United Nations recorded one hundred eleven (111) obstructions to education in the West Bank affecting nineteen thousand one hundred ninety-six (19196) children in 2018 with a sharp increase of incidents during the second half of the year. More than half of the incidents involved live ammunition, tear gas and stun grenades fired into or near schools by Israeli forces. Furthermore, five schools in Area C were demolished by Israeli authorities in 2018 and 50 schools have pending stop work and demolition orders.”

One of the three objectives in the education sector strategy is to improve student centered teaching and learning pedagogy and environments. In 2017-2018 all schools were supplied with resources for presenting vocational curricula in 7th, 8th and 9th grades and the curriculum reform advanced on a number of aspects, involving the completion of pilot curricula and teacher guides for general education for all grades. A significant contribution from European development partners is pledged to school construction, renovation and equipping classrooms with suitable educational technology and resources. The percentage of classes using a diversity of educational technologies and resources has raised by two percentage points from the previous year to 43,7%. The average score of schools in meeting health environment standards was 68,4, with male schools and schools in fragile areas (area C) falling short in these standards of the national average. However, this indicator is not measured in Gaza.

Extended access to the labor market with appropriate Technical and Vocational Education Training (TVET), whereas the need to enhance equal access for girls to traditionally male dominant vocational streams was highlighted. The percentage of students enrolled in vocational secondary streams compared to academic in 11th grade has slightly increased from 2,4% to 3%. However only 1% of girls against 5,6% of boys attend vocational secondary education and only 22% of students are trained with work-based learning. Enrolment to higher education was 45,4% (35.2% male and 56.1% female). Whereas female enrolment to higher education is much higher than male enrolment, yet female unemployment remains high.¹¹⁸

¹¹⁸ European Joint Strategy in Support of Palestine 2017-2020, Results-Oriented Framework Annual Report 2018, 26-28.

The importance of education deploys the Palestinians consciousness, during the researcher field visits to different schools and meeting students, constantly they were linking their accomplishments with their education and their need to maintain their Palestinian identity through investing in their education , “as investment in education system reflect the investment in human resources in place of land, and a hope that education can be used in a positive way to fight the occupation. Accordingly, the researcher further emphasized on the importance of partnership, as one cannot build education without inclusive national partnership - with students themselves, with parents, with civil society, with universities and with governmental partners.

A safe educational environment is key to empowering Palestinian children in order to secure their futures and develop themselves in order to become productive members of Palestinian society. The EU should ensure accountability for violations and give the United Nations the evidence it needs to request Israel to protect the Palestinian children and education. ”¹¹⁹

4.5 Analyzing the Resilience of Palestinians Living in Area C from EU’s Perspectives

In line with the former Minister of Education and Higher Education Dr. Sabri Saidam perspective that despite all obstacles due to the Israeli occupation, the MoEHE would continue stressing the importance of education in the spirit of “pens against bullets”.

“The situation in the West Bank characterized by a prolonged protection crisis with humanitarian consequences guided by a lack of compliance with IHL and IHRL on the part of Israel as Occupying Power. Reducing vulnerability, mitigating impact of crisis

¹¹⁹ Interview with Alessandra Viezzer, Head of Cooperation, The Office of the European Union Representative, April 2019.

and enhancing resilience is a joint responsibility of humanitarian and development communities as well as national and international peace and security actors. In area C and East Jerusalem and in Bedouin communities in particular, Israel has created a reality of a growing settlement enterprise alongside a coercive environment struggling to push Palestinians out of the settlements' track and limit their physical and social space to area C. The coercive environment which gives rise to forcible transfer exposes itself through a discriminatory permit system for construction, lack of access to basic services, forced displacement, confiscation and demolition of civilian property, impediment of humanitarian assistance, land confiscation, settlement expansion, construction of the Wall, movement and access restrictions, declarations of live fire zones and closed areas, settler violence and military operations. These policies and practices make Palestinian communities gradually uninhabitable by forbidding the development and maintenance of physical structures, community life and livelihoods, eroding their resilience and making them dependent on humanitarian aid ('de-development process'). Forcible transfer has a serious immediate and longer term physical, socio-economic and emotional impact, as it removes Palestinians of their home and results in trouble to livelihoods, a reduced standard of living and limited access to elementary services.”¹²⁰

After conducting several meetings and interviews with Austrians, Swedish and Finnish Development practitioners in Palestine it was a great chance to collectively point out that there seems to be interest among a number of donors to look at a future mechanism to support resilience, in East Jerusalem, Hebron H2, Area C and Gaza.

¹²⁰ Interview with Dr Lodovico Folin Calabi, Head of Office and Representative, UNESCO Ramallah Office (West Bank and Gaza), December 2018.

As such, they collectively agree that strengthening the resilience of Palestinians living in Area C and East Jerusalem to enable them to remain on their land will contribute to the following:

- “Preventing the erosion of living conditions of Palestinians in Area C and East Jerusalem that undermine their development capital;
- Protecting Palestinian land and property in Area C and East Jerusalem.
- Mitigating and ideally reversing migration flow from Area C and East Jerusalem by enhancing human security and livelihood of Palestinians.”

Highlighting that a greater focus on equity, inclusion, meaningful civil society participation and building cooperative behavior is needed to reduce vulnerability and risk of greater violence. As such, there is a responsibility of all actors at the country, regional and national level to take advantage of the humanitarian, development and peacebuilding nexus to reduce need, risk and vulnerability, and work together more continuously towards merging humanitarian, development and peacebuilding goals across different levels of the Palestinian society.

Finland supports the resilience, including the right to stay on their land, of Palestinians living in Gaza, Area C, and East Jerusalem. The resilience of these Palestinians is strengthened by better living conditions, achieved through facilitating access for vulnerable people and for people in areas in the “confrontation line” such as area C, Hebron and East Jerusalem, in addition to enhancing the quality of, basic services and better means of livelihood. Finland engages in dialogue about developments in Area C and East Jerusalem and about respect of international law.

Resilience programming aims to enhance the capacity of Palestinian people to build the blocks of self-reliance through addressing multidimensional needs, to become agents of change within their respective functions of society rather than recipients of relief.

Palestinians living in Area C are vulnerable due to a coercive environment: a discriminatory planning and division policy, threats of demolitions of property, movement restrictions impeding access to lands, livelihoods and basic services and violence by settlers.

The Palestinian Authority has set out “resilient communities” as one of the main goals in the National Policy Agenda and launched its sectoral development strategies for East Jerusalem and Area C in 2018.

At the same time the political developments challenging the viability of a two-state solution and increasing protection concerns in Area C, Hebron and East Jerusalem require an increased need for targeted actions towards supporting the communities most vulnerable to the coercive environment and the risk of forcible transfer.

Furthermore, Supporting the resilience of Palestinian teachers in area “C” schools is highly important to support quality education as these teachers continue to be teachers despite the difficult conditions of low wages in underprivileged schools with limited resources, where many students and teachers are often exposed to discriminatory measures by the Israeli authorities.¹²¹

¹²¹ Interview with Dr. Andrea Nasi, Representative, Representative Office of Austria, March, 2019

“Palestinians living in Area C have frequently shown to be resilient while living with daily challenges and injustices of the occupation. Yet, Israel’s discriminatory policies have led to the continuing erosion of resilience and development capacity over time, in order to overcome challenges in Area C, development practitioners and donors must utilize a transformative resilience approach, as transformative resilience aims to empower communities to recognize the root causes of problems, and presenting active solutions that form lasting change through closer community engagement, long-term vision, and problem analysis rather than needs assessment. Eventually, transformative resilience intends to address the various economic, social, and political barriers to the development of Area C directly, with measures considered to reduce restrictions and thus achieve attainable development.”

“Ultimately, transformative resilience in Area C must encourage programmes that flexibly bridge the gap between development and humanitarianism, in order to transform the communities in Area C for the better and thus achieve attainable development.” When students believe that they are worthy and capable of overcoming challenges, they become resilient.¹²² Transformative resilience consortium (framework) aims to bring interested actors together to ensure consistency and a more holistic approach to operationalizing the H-D nexus to link short term interventions with longer term results.

At this point the researcher express his pride about the two key cultural characteristics of Palestinian society which are the Palestinians resilience and the Palestinians social solidarity to help each other, despite the extremely difficult time. Yet the Israeli occupation remains the single most destructive impediment in Palestine, but Palestinians

¹²²Interview with Mr. Jamal Al Aref, Programme Manager, Community Resilience & Development Programme (CRDP), UNDP, March 2019.

will continue to be steadfast and resilient, and we need to build bridges not walls between migration, displacement and education.

4.6 Conclusion

As seen through this chapter, all work over the years has led to better alignment of aid with national priorities, an enhanced coordination of the work of various donors and partners, and a strengthened monitoring and evaluation system. It has also led to the development of comprehensive education sector strategies. This has translated into better development results benefitting Palestinian children and students, and their access to quality inclusive education. As this research showed, Palestine's education sector is performing well in regional and international comparison.

However, more work lies ahead. One of the important variables is the challenging financial situation of the Palestinian Authority which calls for additional resource mobilization and continued assistance to the education sector.

We the EU countries need to continue to further improve the coordination of our joint work and we need to do better in coordinating our assistance also to the most vulnerable schools, and the most vulnerable areas, namely Area C, East Jerusalem and Gaza. We also can do better in enhancing coordination with other related sectors and line ministries, for example as regards to labor-market relevant technical and vocational education and training. We can do better in ensuring that the assistance of all partners and projects is mapped and integrated into the plans and budgets of the ministries.

Today more than ever the Palestinian Authority needs partners who are committed to the longstanding support to the development of the education sector, in line with a national vision of Palestinian state-building.¹²³

¹²³ Anna-Kaisa Heikkinen, Ambassador of Finland, Representative Office of Finland speech at the meeting of the Education Sector Working Group, 2 July 2019.

CHAPTER 5

Conclusions & Recommendations

This Master's Thesis Research gave me the opportunity to travel widely to area C of the west bank and to go through Israeli checkpoints in order to visit several schools in area C which are under threat of full and partial demolitions, besides meeting the rural Palestinians in the Israeli-controlled Area C who suffer from harsh conditions lacking even the most basic commodities such as water and electricity and of course gave me the opportunity to meet the Palestinian education sector development partners .

In this last chapter of the thesis research a review of the conclusions and recommendations are presented. The researcher believed that these conclusions and recommendations are very useful and important and hopefully it will have a lasting impact on the Palestinian students as well as the Palestinian educators and the way they approach teaching and learning, as they reflect real academic understanding based on research and drawn from the researcher's objectives.

5.1 Conclusions

"The EU is the most important donor for the Palestinian people, and a reliable and predictable partner. It is existing at all levels of Palestinian life, from supporting the establishment of the future Palestinian state and building new infrastructure across Palestine to supporting the Education Sector. "

Palestine is a complex environment for development as there are growing gaps to development across the PA and eroding trust between the Palestinian people and the government in the absence of a clear political and economic vision. Different polls indicate that the top three major problems confronting Palestinian society today are the

occupation, the poor economic situation reflected by high poverty and unemployment rates, and corruption.¹²⁴

In order to advance the Palestinian society, the MoE is responsible to provide the Palestinian generations with the best possible educational system that has values, knowledge, science, culture and technology and is able to employ it for liberation and development.

All work over the years has led to better alignment of aid with national priorities, an enhanced coordination of the work of the EU and its member states, and a strengthened monitoring and evaluation system. It has also led to the development of comprehensive education sector strategies. This has translated into better development results benefitting Palestinian children and students, and their access to quality inclusive education. As this research showed, Palestine's education sector is performing well in regional and international comparison.

Education is a great investment in the future of Palestinian people! Palestinians live under the Israeli occupation and are deprived from their basic human rights most importantly is education and mobility.

There is a critical need to invest in the future of Palestinian children and equal access to quality and inclusive education. We might get overwhelmed with the grim news from area C, but then again there is reason for joy seeing these children so happy and engaged in their learning. "As every child has the right to protected access to education, and we must ensure that this right is fulfilled and that those responsible for attacks against defenseless children are brought to account, therefore the researcher would like to send

¹²⁴AMAN (2019) The Annual Public Opinion Poll on the State of Corruption in State of Palestine.

a message to the world to stand up to the continuing violations of the occupation against the education sector and the need to focus on strengthening resilience, especially in area C.

Consequently, knowledge of the education sector development role in strengthening the resilience of Palestinians living in area C from the EU's perspective will encourage Palestinian's to build their road to resilience towards their social integration, which allows them to become actors of their own protection and be empowered," we should always remember what Mahmoud Darwish once said: "Palestinians suffer from an incurable disease called hope."¹²⁵

"The aim of this thesis research has been to explore how the role of education sector development in strengthening the resilience of Palestinians living in area "C" will enable them to remain on their land and to advocate for increased investment in education continuity and sustainability in area C, in order to increase local and national ownership of the development of Area C by raising awareness on the urgency of addressing the development issues of this area of the oPt, both with the PA and with the international donor community. Consequently, this will assist the Palestinian Authority to plan, channel resources and implement actions to strengthen resilience and builds initiatives that are of local development nature for Palestinians living in area C."

The overall objective of this research is to analyze the EU role in the development of the education sector strategies to better improve ways of supporting Palestinian communities and the state of Palestine for continuous and sustainable efforts to better strengthen resilience in area C in the current context of the oPt. Through this process it is hoped that

¹²⁵ Silvia Cano Diaz. "The Road to Resilience: Challenges, vulnerabilities and risks in the protection and empowerment of Palestinian refugee children." (2017),4.

effective strategies become better understood in order to improve outcomes, as the Palestinian authority does not have the authority to fully serve and protect its beneficiaries, this responsibility falls on the international community, which should address violations of international law, including international humanitarian law in a consistent manner.

It's worth noting that the Palestinians' education sector is fragmented, reflecting the wide-ranging administrative fragmentation described earlier in this research. Fragmentation is a key challenge to overcome, which has produced changing community needs and capacities to meet those needs across the West Bank, the lack of Palestinian sovereignty in Area C has resulted in risky and ongoing vulnerability that characterize the daily lives of these communities.

The changing political conditions, besides the ongoing Israeli occupation and the struggle to achieve national independence, in addition to the strive to achieve the national unity affect the different aspects of life in Palestine. These imposed factors require that Palestinians have a resilient education system that is responsive to the rapidly changing situations and prepares individuals for a better future.

“Palestinians have a restricted right to education in area C in specific, as area C most at risk of attacks due to the Israeli violations of children's rights to education and development. The Israeli occupation act with impunity and their attacks on area C are continuous and regular enough to create an atmosphere of fear and terror for children and their teachers, creating big psychological suffering, concern, helplessness, and severely diminishing levels of educational achievement.

The necessity to create safe and protective environments for education in area C is severely urgent, as its enforcement will hold Israel accountable for its practices, besides guarantees to end all attacks on schools, in order to ensure that Palestinian children are able to realize their rights to a safe and quality education. ”

As recalled in the Council Conclusions on the Middle East Peace Process "a fundamental change of policy by Israel with regard to the occupied Palestinian territory, particularly in Area C, will significantly increase economic opportunities, empower Palestinian institutions and enhance stability and security for both Israelis and Palestinians".¹²⁶

Accordingly, the research objectives stem out from the researcher belief that schools must be protected and children given an opportunity to learn! the EU and its member states needs to act to stop school's demolition in Palestine and to save the Palestinian schools and education sector which are under fierce attack led by the occupation. The researcher ensure that normalization of Israeli crimes already caused considerable damage to the Palestinian education sector over the years, consequently the EU and its member states backlash against normalization is very much needed, thus we need to remind the world that it is not normal that children are being detained, that it's not normal to violently restrict the entire Palestinian population in all aspects of daily life including their efforts to build their future besides restrictions on building schools and classrooms. That it's not normal to demolish houses and schools, steal people's land and to build illegal settlements and so on.

Furthermore, this research aimed at identifying and analyzing the challenges and difficulties faced the development partners in general and the EU partners in specific in

¹²⁶ Paragraph 3 of the Council Conclusions on the Middle East Peace Process of 18 January 2016.

the education field and how the development partners can contribute to overcoming these challenges and create a culture of peace and contribute to peacebuilding, trust building, dialogue and advocacy to strengthen the resilience of Palestinians living in area C to sustain a productive presence on their land, in the context of the Palestinians prolonged crisis, resilience is very important to preserve the Palestinian identity and cultural heritage.

“More critically, the researcher explored how donors can actively participate in the development and strengthening of the Palestinians resilience in area “C” to reduce their vulnerability through education sector development and strengthening education’s resilience role in mitigating conflict, thus improve the overall education sector and quality of education, as political participation and education are essential to a sense of identity and political resistance. ”

“Without resilience, schools and societies cannot bear the weight of conflict, thus there is a strong link between education and a community's ability to cope with conflict, as the education sector can better prepare tomorrow’s schools and communities to better cope with conflicts.”

Strengthening the quality and equality of education is important for the state building agenda and peace process, while it is worthwhile to conclude that managing education under occupation is an extremely difficult process, whereas building resilience requires strengthening the human capacities, as well as the communities in area C in order to address problems, as the vast majority of Palestinian children believe that education is

the main mean to improve their situation presently and in the future.”¹²⁷, yet the researcher notes with strong concern the impact of Israeli policies and practices on children as frustration among them for the lack of democracy and worsening humanitarian, social and economic conditions is deep.

So far, the researcher analysis also suggests that, while well intended and relevant in its objectives, and tangible in many of its results, development aid on its own, without challenging the occupation and advancing the peace process, is unsustainable and may even be counterproductive. Area C is vital for the viability of an independent Palestinian state, and in this area in specific, more than anywhere else, where occupation and conflict have also led to de-development. At this point its worth mentioning that there will be no Peace without development and Vise Versa.

Nevertheless, strong grounds exist to continue the EU development aid to Palestine as a way of supporting stability and human development.

“Moreover, it is needless to say that the political objective of the EU and its member states in Palestine is “to protect the viability of the two-state solution with an independent, democratic, contiguous and viable Palestinian State, living side by side in peace and security with the State of Israel”¹²⁸. However, the EU Attempts to achieve a long-standing political solution have so far failed, therefore within the current reality, the EU and its member states have to be realistic about the context and the political reality and the viability of the two state solution, as the potential for the two-state solution are weak because of the unprecedented US support for Israel and the continued settlement

¹²⁷ Nicolai, Susan. *Fragmented Foundations: Education and Chronic Crisis in the Occupied Palestinian Territory*. International Institute for Educational Planning (IIEP) UNESCO. 7-9 rue Eugene-Delacroix, 75116 Paris, France, 2007: 115-116.

¹²⁸ European Joint Strategy in support of Palestine, 2017-2020:6.

expansion. Yet, there seems to be no viable alternative to having two states. At this point the researcher assure that all settlements are illegal under international law and remain an obstacle to the peace process. The annexation of some or all of Area C, if implemented, would deal a devastating hit to the potential of reviving negotiations, progressing the peace process, and the core of the two-state solution.”

In the absence of a solution to the conflict, Palestine has become deeply dependent on development aid and on humanitarian assistance. This led the researcher to conclude that it has been easier for the EU and its member states to seek to mitigate Palestinian distress through aid than to put pressure on Israel in order to end the occupation and hold it accountable for violating Palestinian rights and freedoms starting with land expropriation, house demolitions, forcible transfers, extrajudicial killings and movement restrictions (e.g. separation barrier and check points). At this point the researcher would like to echo the words of the UN Special Coordinator for the Middle East Peace Process Nickolay E. MLADENOV that “the United Nations has consistently stated that we cannot hope to bring sustainable peace to the Middle East without taking firm action to resolve the Israeli-Palestinian conflict and achieve a two-State solution based on international law, relevant United Nations resolutions and prior agreements.”¹²⁹

Furthermore, due to Palestine aid dependency, unfortunately, the government is to a great extent implementing donor driven plans and may appear to be more accountable towards donors than to its own citizens.

In other words, the EU and its member states often finds itself in a situation where its development and humanitarian objectives and its political action are incoherent and even

¹²⁹ Security Council Briefing on the situation in the Middle East (as delivered by USG Rosemary Dicarlo) , UNSCO, 21.1.2020.

contradictory. The humanitarian principle demands that Palestinians living in Area C have, for instance, the right for housing and education, and for access to water. Yet, many international actors take a legalistic view and stay waiting for Israeli permits to take their projects forward, in vain. Permits are hardly ever granted because Israeli actions are geared towards the removal of Palestinians from Area C. Palestinians therefore speak of ethnic cleansing in Area C. The researcher assured Advocating for adherence to international humanitarian law (IHL) and international human rights law (IHRL) is complex in Palestine, particularly as EU development partners are reluctant to hold Israel accountable for its obligations under international law.

“The Palestinian concept of resilience ‘Sumud’, in particular, is a socio-political concept which refers to ways of surviving in the context of Israeli occupation, there are many sources of resilience one of them is “Education” due to the fact that Education is used as a resource for empowerment for the nation to resist the more powerful occupier. Families, teachers, parental and donors support contribute to children’s resilience as they are inspired by the surrounding Sumud culture, while the Sumud culture motivated Palestinians to learn and be educated to the best of their ability, whereas the Islamic culture also contains instructions to motivate people to learn because they will be rewarded in the afterlife if they do so.”

Resilience’ has only recently gained attention in development circles, from a development perspective, interventions that increase resilience and build community resilience by enhancing people’s ability to manage risk over time are needed to strengthen the fundamentals for a viable two-state solution. Thus, greater levels of resilience are important to the current context of the oPt.

Consequently, Resilience was introduced as a basic concept in this research, thus resilience needs to be defined in the Palestinian context, whereas resilience has different meaning for the West Bank, East Jerusalem and Gaza, and based on the EU approach to resilience, the researcher built his research on the following two definitions of resilience which can provides him with an excellent guide "the ability of an individual, a household, a community, a country or a region to withstand, cope, adapt and quickly recover from stresses and shocks". Furthermore, the EU global strategy takes the concept further. It speaks of resilience as "a broad concept including all individuals and the whole of society" that features "democracy, trust in institutions and sustainable development, and the capacity to reform".

More significantly, As part of the conceptualization of a framework to strengthen the resilience of Palestinians living in Area C, the second definition of resilience used to design this research has been defined in the context of Area C by the United Nations Development Program (UNDP) as “ the ability of Palestinians, at the individual or collective level; to recover from the chronic stress of occupation, such as the lack of permits to develop infrastructure to meet basic needs, or from periodic crises such as demolition of physical assets and confiscations of land and water resources. To continue to develop without losing their national identity; and to access assets (physical, financial, and human capital) as well as services to recover from crises and succeed.”

So far, this research is looking forward to integrate the notion of ‘**transformation**’ rather than just ‘recovery’ and ‘adaptation’, and is close to the definition of the United States Institute for Peace (USIP): “*resilient people, communities and systems are, over time,*

empowered to transform themselves to no longer be vulnerable to existing or future risks."¹³⁰

Consequently, Resilience doesn't mean only to cope with challenges, yet it is meaning is to transform the society to be able to build a better future, knowledge of the education sector development role in strengthening the resilience of Palestinians living in area C from the EU's perspective will encourage Palestinian's to build their road to resilience towards their social integration, which allows them to become actors of their own protection and be empowered, we should always remember what Mahmoud Darwish once said: "Palestinians suffer from an incurable disease called hope."¹³¹

"With respect to sustainable development, and after analyzing how occupation is the most visible constraint on Palestinian development and sustainable development, whereas education is at the heart of the 2030 agenda for sustainable development and essential for the success of all sustainable development goals. The researcher assured that achieving Palestinian sustainable development and living under Israeli occupation is very challenging as for the Palestinian people; achieving sustainable development means first of all achieving freedom, and it is almost impossible to achieve the sustainable development along with the Israeli imposed geographical fragmentation. The only way to lay ground for sustainable Palestinian development is the end of occupation and a peace agreement between Israel and Palestine. This is where the international community has lately done little."

¹³⁰ USIP, *Rebuilding Societies: Strategies for Resilience and Recovery in Times of Conflict*, Washington: Atlantic Council, 2016, quoted in 'Sumud, Transformative Resilience, and the Changing Face of Aid in the State of Palestine', paper presented to the Palestinian Resilience Conference, 2016, Amman, Jordan.

¹³¹ Silvia Cano Diaz. "The Road to Resilience: Challenges, vulnerabilities and risks in the protection and empowerment of Palestinian refugee children." (2017),4.

Yet the Israeli occupation remains the single most destructive impediment in Palestine, undermining the prospects for sustainable development. Faced by diminishing prospects for a two-state solution, it is crucial to focus on resilience building, as Palestinians will continue to be steadfast and resilient, and we need to build bridges not walls between migration, displacement resilience and education. Education in Palestine can contribute to conflict resolution.

5.2 Recommendations:

“As this research showed, Palestine’s education sector is performing well in regional and international comparison. However, more work lies ahead. One of the important variables for the EU and its member states is the challenging financial situation of the Palestinian Authority which calls for additional resource mobilization and continued assistance to the education sector. It is highly recommended that the EU and its member states in Palestine propose new influencing strategies that could go beyond traditional development tools and bring about a change in the way EU's development partners address the Palestinian context and priorities.”

Based on this research, the following recommendations can be made for further research for improving the role of education sector development in strengthening the resilience of Palestinians living in area C:

1. Development in the context of the occupied Palestinian territory is dependent on political progress and thus, EU's development partners should enhance coherence and alignment of political action and development interventions and its humanitarian objectives, especially with regard to agenda setting and messaging.

- So, without any doubts the improvement of educational quality and equality needs political support of the donors.
2. There are an increasing demand from the EU states to improve the coherence, influence and quality of its political and policy dialogue for influencing and put pressure on Israel , in order to challenge occupation and human rights violations perpetrated by Israel and hold Israel accountable for violating Palestinian rights and freedoms, and to seriously working for a solution to the conflict and for a peace agreement between Israel and Palestine through the EU states embassies, headquarters and in Brussels.
 3. The EU and its member states are advised to support the long-term development of the education sector, in line with the national vision of Palestinian state-building.
 4. “Recalling that settlements are illegal under international law, relevant United Nations resolutions and prior agreements, constitute an obstacle to peace and threaten to make a two-state solution impossible, the EU should emphasize its strong opposition to Israel's settlement policy and actions taken in this context, and it urges Israel to end all settlement activity and to remove the outposts, in line with prior obligations.”
 5. Palestinians along with the support of the EU and its member states and in cooperation with non-EU countries need to develop a framework to support and activate the legal mechanisms, mobilization, lobbying and advocacy on national and international level to promote Palestinian sovereignty over area C politically, economically, legally, financially aligned with the international law, and this

- considered to be one of the most important priorities for area C for the upcoming years.
6. Greater levels of resilience are important to the current context of the oPt due to the fact that Palestinian State is largely unable to “contribute to the reduction in vulnerability of Palestinian communities, thus it is recommended to increase EU interventions that build community resilience by enhancing people’s ability to manage risk over time and to navigate shocks to strengthen the fundamentals for a viable two-state solution.
 7. Aligned with the EU objective to combine political dialogue, sectoral policy dialogue, as well as technical and financial assistance in a productive way. The EU wants a rethink of the methods of assessment of the sustainability of its interventions by integrating the resilience approach in EU programming and financing of external action, and by developing an international policy and practice on resilience.
 8. Development practitioners and EU donors must utilize a transformative resilience approach, as transformative resilience aims to empower communities to recognize the root causes of problems, and presenting active solutions that form lasting change through closer community engagement, long-term vision, and problem analysis rather than needs assessment.
 9. EU donors should encourage transformative resilience programmes in area C, in order to operationalizing the H-D nexus to link short term interventions with longer term results, to achieve actual empowerment, attainable development and reducing vulnerability in area C.

10. It is essential to ensure that the impact of resilience interventions take into account the specific vulnerabilities of women who face particular historical and cultural barriers to building their individual and collective resilience, through lack of ownership of productive assets and weak involvement in political debates at community and national level.
11. Increased supply of qualified teachers in area C.
12. Continued attention would be needed from all parties to ensure safe access to education and protection for students in Hebron H2 and Area C.
13. Strengthen coordination, networks, joint demarches and mutual messages on various key issues affecting development cooperation among education sector actors at all levels and across UN agencies, NGOs and community-based organizations is highly recommended to strengthen the resilience of Palestinians living in area C, as coordination needs to be institutionalized.
14. EU countries need to ensure coordination and better use of resources and they need to do better in coordinating their assistance to the most vulnerable schools, and the most vulnerable areas, namely area C, East Jerusalem and Gaza. They need to do better in enhancing coordination with other related sectors and line ministries. They need to do better in ensuring that the assistance of all partners and projects is mapped and integrated into the plans and budgets of the ministries.
15. “The Palestinian Ministry of Education and Higher Education, the EU and its member states, other donors as well as educators in all positions should be part in the front line to confront the challenges of conflicts while also strengthening the resilience of children, communities and education systems, and strengthening

- their presence in the field and visibility (press releases, newsletters, social media) to achieve further development in the education sector.”
16. Enhanced focus should be placed on student participation through student-centered learning and inclusive education.; involving children and youth in education sector planning, policy formation and programme development and expanding opportunities for them to promote social cohesion and comprehensive school safety, resilience and peace-building curricula and to adopt peace education plans in the Palestinian curriculum, which are crucial for reducing inequalities and ultimately preventing conflict. Education existed in Palestine is just for knowledge, yet we need education for empowerment.
 17. More work needed to be done to ensure inclusion of students with disability, about 40%, of students with disability are out of school.¹³²
 18. “The Palestinian Ministry of Education and Higher Education should strengthen its engagement with organizations and communities in area C in an inclusive sector-planning process to decide and articulate preparedness and response interventions that reduce the risk and impact of conflict to make the Palestinian education system more resilient.”
 19. “The EU and its member states should provide quality technical assistance and tools for integrating initiatives on conflict risk reduction into education sector planning through a consultative and participatory approach, additionally they should align and coordinate support strategies and provide resources and more funding as well as other assistance as needed.

¹³² Annual Education Sector Review Meeting Aid Memoir, 8-10 April 2019: 15.

20. To Advocate for the prevention of the military use of schools by providing information on children's rights and international humanitarian law IHL and International Human Rights Law IHRL."
21. "Supporting self-reliance and empowering the displaced to live in dignity. Accordingly, this requires a new people-centered development-oriented approach for the forcibly displaced that reinforce access to education, housing, decent work, livelihoods and services, and plans to end dependence on humanitarian assistance."
22. To facilitate the intra-Palestinian reconciliation in order to end the internal division and developing a unified Palestinian action strategy and support a Palestinian national unity capable of hindering the challenges and difficulties facing the education sector development in area C.
23. Further research on resilience from a social ecological perspective within a Palestinian cultural context could be conducted.
24. comprehensive study and researches as well as knowledge of the Palestinian education sector are much needed in order to be able to assess and respond to critique: to delegitimize and defame donors funding Palestinian education sector.

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الخلاصة

التعليم أفضل استثمار في مستقبل الشعب الفلسطيني! يحتاج الفلسطينيون إلى نظام تعليمي مرن يستجيب للأوضاع المتغيرة بسرعة ويهيئ الطلاب والمدارس والمجتمعات للتأقلم بشكل أفضل مع الصراعات من أجل مستقبل أفضل. إن ضرورة خلق بيئة آمنة ووقائية للتعليم في مناطق (ج) أمر ملح للغاية.

تعتبر المنهجية في هذه الرسالة البحثية نوعية ، حيث قام الباحث بجمع وتحليل البيانات الأولية والثانوية من مصادر مختلفة. الهدف من هذه الرسالة البحثية هو استكشاف دور تطوير قطاع التعليم في تعزيز صمود الفلسطينيين الذين يعيشون في مناطق (ج) سيمكنهم من البقاء على أراضيهم والدعوة لزيادة الاستثمار في استمرارية التعليم واستدامته في مناطق (ج) من منظور الاتحاد الأوروبي. فهذا سيساعد السلطة الفلسطينية على التخطيط وتوجيه الموارد وتنفيذ الإجراءات لتعزيز المرونة وبناء مبادرات ذات طبيعة تنموية محلية للفلسطينيين الذين يعيشون في مناطق (ج). علاوة على ذلك ، يهدف هذا البحث إلى تحديد وتحليل التحديات التعليمية التي تواجه شركاء التنمية ، وكيف يمكنهم خلق ثقافة سلام والمساهمة في بناء السلام وبناء الثقة لتعزيز صمود الفلسطينيين الذين يعيشون في المنطقة ج ، حيث أن الصمود مهم جدًا للحفاظ على الهوية الفلسطينية والتراث الثقافي.

أدى عمل جميع الجهات المانحة على مر السنين إلى مواءمة أفضل للمساعدات مع الأولويات الوطنية وتطوير استراتيجيات شاملة لقطاع التعليم. وقد ترجم ذلك إلى نتائج إنمائية أفضل تعود بالفائدة على الأطفال والطلاب الفلسطينيين ، وإمكانية حصولهم على تعليم شامل جيد.

كما أظهر هذا البحث ، فإن أداء قطاع التعليم في فلسطين جيد في المقارنة الإقليمية والدولية. ومع ذلك ، فإن المزيد من العمل ينتظرنا. يجب على الاتحاد الأوروبي والمجتمع الدولي معالجة انتهاكات القانون الدولي ، بما في ذلك القانون الإنساني الدولي بطريقة متناسقة. أحد المتغيرات المهمة هو الوضع

المالي الصعب للسلطة الفلسطينية والذي يتطلب تعبئة موارد إضافية ومساعدة ودعم مستمر لقطاع التعليم.

يوصى بشدة أن يقترح الاتحاد الأوروبي والدول الأعضاء فيه في فلسطين استراتيجيات جديدة للتأثير والتمكن من تجاوز أدوات التنمية التقليدية وتحدث تغييراً في الطريقة التي يتعامل بها شركاء التنمية في الاتحاد الأوروبي مع السياق والأولويات الفلسطينية.

ومع ذلك ، لا يزال الاحتلال الإسرائيلي هو أكثر العوائق تدميراً في فلسطين ، ويقوض آفاق التنمية المستدامة. في مواجهة تضائل احتمالات حل الدولتين ، من الضروري التركيز على بناء القدرة على الصمود ، حيث سيستمر الفلسطينيون في الثبات والصمود ، ونحن بحاجة إلى بناء جسور وليس حواجز بين الهجرة والتعليم. والقدرة على الصمود ضد النزوح .