



# East Jerusalem “Education Sector Overview”



2020

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## Executive Summary

The education sector in East Jerusalem suffers from many problems; most importantly the lack of classrooms and restrictions on construction imposed by the Jerusalem Municipality to build schools that address the needs of the community.

This report aims to examine and analyze the education sector in East Jerusalem; it is based on a comprehensive study of the existing potential for the development of educational facilities to meet the requirements of the Jerusalemite population. Therefore, the International Peace and Cooperation Center (IPCC) has evaluated the educational facilities in East Jerusalem. This assessment involved a comprehensive survey of schools to illustrate the number and location of schools, as well as the number of students and classrooms in each school. IPCC established a list of priority projects consisting of the construction of new schools based on the need's assessment. Furthermore, IPCC developed planning tools to identify ways of improving the education sector. This study will encourage stakeholders to begin implementing several projects that seek to contribute to the development of the educational facilities.

The field survey and needs assessment emphasized the dire need to create opportunities in order to develop projects to bridge the gap and meet the needs of the population in East Jerusalem.

Also, a comprehensive physical survey was conducted to identify vacant lands in the city that could be used to develop educational facilities. As a result, IPCC identified three different categories of land that may be exploited for the implementation of several projects: municipal lands, lands belonging to private institutions, and lands proposed through the structural plans of IPCC.

## Introduction

After the occupation of East Jerusalem in 1967, the Israeli occupation issued a law in which it transferred the authority of the government, jurisdiction, and administration of East Jerusalem to the State of Israel in an attempt to annex it illegally. Under this law, the Israeli authorities have applied Israeli law, jurisdiction, and administration to East Jerusalem with its new municipal boundaries, which have been expanded from 6.5 km<sup>2</sup> to approximately 72 km<sup>2</sup>.

Later in 1980, Israel issued the Basic Law: declaring Jerusalem the complete and united capital of Israel. The Palestinians refused and resisted, and the UN Security Council along with the UN General Assembly refused to unilaterally annex East Jerusalem. East Jerusalem was, therefore, declared occupied territory. Therefore, any claim made by the occupying Israeli authority to extend its sovereignty and influence over East Jerusalem is null and void under international law<sup>1</sup>.

Accordingly, East Jerusalem is considered occupied territory to which the rules of international law apply. Simultaneously, through the Israeli annexation, Israeli civil law is applied in Jerusalem, contrary to the military laws and orders that apply in the West Bank after its occupation in 1967.

The right to education is a fundamental right in international conventions: the UN Convention on the Rights of the Child (UNCRC) (Article 28)<sup>2</sup>, and the International Covenant on Economic, Social, and Cultural Rights (Article 13)<sup>3</sup>. Furthermore, it is also a basic right according to the Israeli Basic Law: Human Dignity and Liberty, whereupon all children are entitled to free education until the completion of secondary schooling.

The reality in the city of Jerusalem in terms of education reflects the policy of Israel, which has neglected to develop any educational resources for Palestinian Jerusalemites since the occupation of the city. This exhibits the intentional negligence of the field of education, as well as the deterioration of the status of educational attainment of Palestinian students in Jerusalem.

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<sup>1</sup> UN Security Council Resolution 476 (1980), expressing concern over Israel's approval of a "basic law", suggesting that any alteration in the character and status of Jerusalem will have serious implications regarding peace and security. Also note the Security Council's Resolution 478 (1980) in which the International Court of Justice (ICJ) has also strongly maintained this position. The ICJ has issued a statement pertaining to the legal consequences of the construction of a wall in the Occupied Palestinian Territories, ICJ, 9 July 2004, paragraph 77.

<sup>2</sup> UN Convention on the Rights of the Child (1989), <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>.

<sup>3</sup>International Covenant on Economic, Social, and Cultural Rights (1976), <https://www.ohchr.org/en/professionalinterest/pages/cescr.aspx>.

The most prominent issues caused by this policy are the lack of classrooms, the increase in private schools that are recognized by the Israeli authorities, and the alarming school dropout rates. Furthermore, Israel attempts to impose the Israeli curriculum on Palestinian schools through financial inducements. The policies and practices implemented by Israel in East Jerusalem are not only contrary to international law and violations of its rules. In many aspects, Israeli policies are aimed at changing the character of the Arab-Palestinian city.

Jerusalem lacks a unified reference to the administration of the education sector. On the one hand, the Israeli occupational authorities impose their policies through the schools administered by the Palestinian Ministry of Education and Higher Education and the Jerusalem Municipality. On the other hand, the Palestinian Authority (PA) considers East Jerusalem an administrative region of the West Bank. At the same time, the Palestinian Ministry of Education and Higher Education does not administer schools in the city except for the Waqf schools. But also the UNRWA schools cooperate with the Ministry's rules and regulations. As for the private schools, they must adhere to the guidelines of multiple references. Some of these schools cooperate with the Palestinian Ministry of Education, while others enjoy the support of the Israeli Ministry of Education. There are also private schools that are administered by other private, Arab, international, or religious bodies.

Israeli authorities make a clear distinction between schools in East Jerusalem and schools in West Jerusalem. This applies to the allocation of budgets, facilities and equipment, and the efficiency of the educational system, in addition to the application of the Israel Compulsory Education Law passed by the Israeli Knesset in 1949. As for the schools administered by the PA, they are faced with numerous challenges. The PA does not have authority within the city of Jerusalem, and as a result the PA is unable to introduce its regulations on these schools.

Israeli authorities work to systematically tighten their control of the education sector in East Jerusalem. The Israeli authorities increasingly pressurize and impose arbitrary measures against Palestinian schools and teachers, while they also seek to attract students and staff to the Jerusalem Municipality and Israeli Ministry of Education schools. They also confiscate land that are specifically allocated for educational facilities, and not build additional schools that would bridge the "deficit" gap in the number of classrooms.

Since 1967, successive governments have sought to pursue a policy of systematic Judaization and a clamping down on Jerusalemites to force them to emigrate, as well as to clear the city of its Palestinian population by creating new 'facts on the ground' that cannot be remedied in any future settlement negotiations.

Within this context, the apparent neglect of school dropout rates, and the tightening of restrictions on schools and curricula under the five-year plan recently approved by the Israeli government. This plan, with an estimated budget of NIS 2 billion, is dedicated to strengthen

Israel's sovereignty in East Jerusalem. This budget will be granted until 2023 and the bulk of its total will be allocated to the diminishing of the Palestinian education system and the Jerusalem curriculum. This plan aims to encourage Palestinian schools to shift from the Palestinian to the Israeli curriculum<sup>4</sup>.

In 2015 the Israeli Jerusalem Municipality imposed the Israeli curriculum on many Palestinian schools. A valuable example of these politics is the case of Al-Sahl primary school in Shu'fat. The Jerusalem Municipality converted Al-Sahl school into a school that incorporates the Israeli curriculum preparing the students for the Israeli matriculation exams (Bagrut) and forced parents to register their children at the school after the closure of other schools in the Northern part of Jerusalem. Further, an entire section for the teaching of the Israeli curriculum was established at the Ibn Khaldoun School in the neighborhood of Beit Hanina. Also, this curriculum has been established in schools located in Sur Baher, such as the Ibn Rushd Secondary School for boys<sup>5</sup>.

## Main Objective

The aim of this study is to examine the physical reality of education of all supervisory authorities of schools in East Jerusalem. The study aims to examine the gap between the present situation and the needs for the present and future generations. This is done through a need assessment of the present situation. Furthermore, this study evaluates the physical potential of school buildings in the city of Jerusalem, and finally, assesses areas for potential development for other schools in order to meet current needs and fill the gaps within these data.

## Study Problem

Israeli policies in East Jerusalem restrict the development and construction of necessary infrastructure for Palestinian neighborhoods. These policies become effective through their imposition of the planning and building laws, and as a result spatial development to improve the level of services, particularly the field of education is barely possible.

The city of Jerusalem, which comprises of over 100,000 Palestinian students, is in dire need of an additional 2,500 classrooms to meet the current needs. The challenges of allocating land for the construction of schools and educational facilities are among the most pressing issues in East Jerusalem. Most lands that have been designated for public services are small plots of about one dunum only (1,000m<sup>2</sup>). The Israeli Jerusalem Municipality refuses to allocate greater spaces for the construction and expansion of public Palestinian schools and institutions.

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<sup>4</sup> The New Plan for Financial Occupation of Jerusalem, Al-Assas, 14 May 2018. <https://alassas.net/2095/>.

<sup>5</sup> The Schools of Jerusalem... Israel Continues to Curtail Palestinian Curricula, The New Arab, 31 January 2016. <https://www.alaraby.co.uk/society/2016/1/31/مدارس-القدس-الاحتلال-يواصل-أسرلة-المناهج>.

## Needs Assessment Methodology

In 2016 a team of fieldworkers from IPCC conducted a field survey of 214 schools in East Jerusalem. This research was based on a questionnaire incorporating questions related to school location, number of students, teachers, and classrooms, as well as laboratories, computer rooms, available space, etc. (see **Appendix A**). The collected datasets were analyzed through the geographic information systems (GIS). All data were updated in 2020 and used for this study.

Data on schools in each East Jerusalem neighborhoods obtained from the field survey were arranged depending on type (Private, Jerusalem Municipality, Palestinian Ministry of Education and Higher Education, UNRWA) and were then rearranged according to levels of education (kindergarten, primary, secondary). This was accomplished to determine how many classrooms are currently available for each educational stage. This is considered an essential input to demonstrate the gap in the number of classrooms for 2020.

Data on schools were obtained from the Jerusalem Municipality as well as the Jerusalem Directorate of Education.

## Study Area

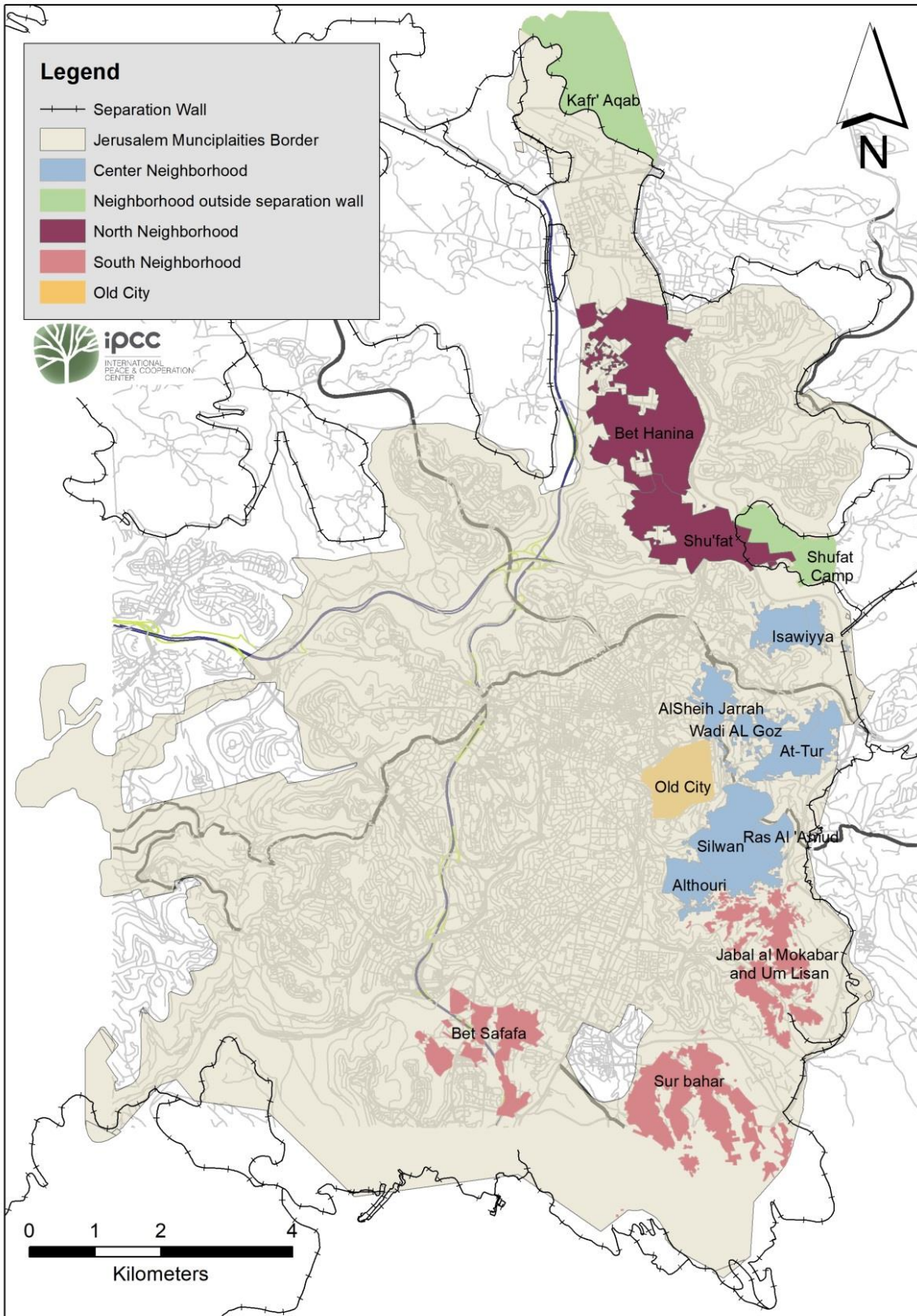
The study incorporated all neighborhoods in East Jerusalem. To facilitate this study, the city had been divided into three regions (north, central, south) as is shown in Table 1 below. The following map shows the northern, central and southern neighborhoods of East Jerusalem.

**Table 1: List of Neighborhoods according to Geographical Distribution of East Jerusalem**

<b>Geographical Distribution</b>	<b>Neighborhoods</b>
North	Beit Hanina and Shu'fat
Central	Old City, At Tur & Mount of Olives, Wadi al Joz& Al-Sheikh Jarrah, Silwan, Ath Thuri & Ras Al 'Amud
South	Jabal Mukabber, Umm Tuba, Sur Baher, Beit Safafa
Neighborhoods behind the Separation Wall	Kafr Aqab, New Anata (Dahiyat As-Salam), Ras Khamis, Ras Shehada, Shu'fat Refugee Camp



**Map 1: Classification of East Jerusalem Neighborhoods into Three Sections: North, Center, and South**



## Chapter 1: History of Education in Jerusalem

It is not possible to discuss education in Jerusalem without mentioning a brief historical background of the most critical stages it has moved through.

The education sector has been one of the sectors most affected by the various political transformations and the accompanying social, cultural, and economic environments; Jerusalem experienced five successive occupying powers that governed the city within the last decade: the Ottoman, British, Jordanian, and Israeli until the establishment of the Palestinian National Authority. Each government left its footprints in the educational sector, which explains the multiple supervisory authorities and curricula adopted today.

### Education under Ottoman Rule (1517-1917)

The Ottoman Empire introduced the Ministry of Education in 1857 and drafted the detailed Ottoman Education Law mandating education be free and obligatory in 1869, but only became reality in 1878. It was stipulated that a primary school should be established in each village and a secondary school in each town with a population exceeding 1,000 inhabitants. The law divided education into three stages<sup>6</sup>:

1. Primary stage: three years of education, and four years in the villages.
2. Rushdiya stage (middle stage): three years of education in all the governorates.
3. Preparatory stage which was divided into two types:
  - a. Five years (three rushdiya and two preparatory) in all the governorates.
  - b. Seven years (three rushdiya and four preparatory).

At the end of the Ottoman Period, schooling consisted of 12 years of education.

The Education Law permitted all communities to establish their own private and religious schools, which paved the way for many Western and missionary schools in Jerusalem to be established in Jerusalem during the Ottoman period. At the end of the 19<sup>th</sup> century, there were about 54 Christian schools in Jerusalem. The most prominent of these schools were: The Schneller Orphanage (also called the Syrian Orphanage) founded by the German Lutheran missionary Johann Ludwig Schneller in 1860; the Bishop Gobat School for Boys (now the Jerusalem University College) established by Reverend Samuel Gobat in 1853; and the College des Freres Beit Hanina established in 1892.

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<sup>6</sup> Al-Quds International Institution (2010). A Brief History of Education in Jerusalem.

Feeling frustrated of public schools that did not fulfill their needs and expectations, Jerusalemites began to establish their own Arab-Islamic schools. These schools became popular because of the language of instruction (Arabic), in addition to the teaching of scientific subjects and the focus on civic education, alongside religious education.

### Education in Mandate Palestine (1918-1948)

The figures available indicate a virtual development of free education during the British occupation of Palestine, where the number of schools increased from less than 100 in 1917 to 550 schools in 1947. 30% of the school-age population was enrolled in schools at the end of the British rule, compared with 8% at the end of the Ottoman period. The spread of secondary education during that period gave rise to nationally conscious and politically active elite.

Of the schools that arose during that period in Jerusalem were: the Arab College which was established in 1918 as a teachers' training college for males, followed by the establishment of a teachers' training college for females a year later (1919); and Al-Rashidiyah School built between 1905 and 1906 which expanded its services to include two years of education at university level.

By the end of the British period, a number of Arab schools were founded, including: Al-Nahda, Al-Maaref Kindergarten, Al-Ummah School, and Al-Ibrahimieh College. There were also a number of international/foreign schools, including: Schmidt-Shule Jerusalem for Girls, St. George's School, Terra Sancta School, and the Ecole Biblique.

However, despite the apparent improvements of the education sector under British rule, Arabs did not receive independence of education nor the same attention the British provided to the Jewish schools. The demands of Arab teachers for emancipatory education were rejected by the British Department of Education, while they granted Jews educational autonomy. The proportion of Arab children enrolled in schools was about 30%, whereas the percentage of Jewish children was about 97%<sup>7</sup>.

### Education between 1948 and 1967

As a result of the Nakba in 1948, the city of Jerusalem was divided into two parts: the western part which was under Israeli control, and the eastern part which, along with the West Bank, was integrated with the Hashemite Kingdom of Jordan. Thus, Palestinian students in the West Bank and East Jerusalem followed the Jordanian educational system.

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<sup>7</sup> Itidal Al-Ashhab, 'Resistance of Cultural and Educational Judaization in Jerusalem', in International Conference on Jerusalem. Qatar, 2009.

In 1950, the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) was established. The agency provided 9-year education for children registered as refugees, as well as health and social services in refugee camps in the West Bank, including East Jerusalem, the Gaza Strip, and neighboring Arab states.

During the Jordanian period (1950-1967), several schools were established where teachers and school principals were recruited. This resulted in an increase in the number of school enrollment to 87% of school-age children. During this period, schools operated under the direct supervision of the Jordanian Ministry of Education and according to the Jordanian Education Law, Article 16, educational stages were defined and considered compulsory education essential. Compulsory education was free by law, covering primary education (grade 1 – grade 6) and preparatory education (grade 7 – grade 9). Secondary education (grade 10 – grade 12) was not considered compulsory. This law, which was based on an Arab philosophy of education, laid the foundations for the development of education programs. At the end of the Jordanian era and before the complete occupation of Jerusalem in 1967, Jerusalem had 82 schools, 29 of which were governmental, 44 were private, and 9 were UNRWA schools<sup>8</sup>.

### Education between 1967 and 1971

After the defeat of the Arabs in the Six Day War of 1967 and the occupation of East Jerusalem by Israel, Israeli authorities annulled the Jordanian Education Law and placed primary education under the supervision of the Israeli Ministry of Education and secondary education under the supervision of the Israeli Jerusalem Municipality. Furthermore, Israeli authorities shut down the previous Ministry of Education in the Governorate of Jerusalem and arrested many education officials as well as teachers, including the Minister of Education. As for private schools (both local and foreign), Israeli authorities allowed them to manage their own affairs, albeit under direct and indirect pressures to favor Israeli policies, especially regarding the curricula.

At the time, the Israeli government attempted to impose the Israeli curriculum in order to dismiss the Palestinian national and Arab values in East Jerusalem. The curriculum was imposed on secondary schools under the control of Israeli authorities, but Palestinians resisted it, including teaching staff, which led to punitive Israeli measures against schools, teachers, and students, including the closure of schools, expulsion, and arrests.

Jerusalemites united in an effort to resist the ongoing attempts to Judaize education under the umbrella of the Private Schools Committee, which comprised of Awqaf schools, schools affiliated with charitable organizations, boards of trustees, churches, monasteries, and private schools (local and international), which continued to teach the Jordanian curriculum. This

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<sup>8</sup> Itidal Al-Ashhab, 2009.

committee acted as an educational reference in Jerusalem and was associated with the Ministry of Occupied Land Affairs in Jordan<sup>9</sup>.

Palestinians refused to send their children to public schools and instead sent them to private schools, where the Jordanian curriculum was still in place. On the other hand, private schools became overcrowded with students and the idea of finding alternative schools for Arabs flourished. This idea was adopted by Al-Makassed Islamic Charitable Society and was initiated in 1968-1969 with support from the Jordanian government, which continued to pay the salaries of teachers who were working with them prior to the Israeli occupation, while Al-Makassed covered the salaries of the newly-recruited teachers.

The table below summarizes the previously-mentioned changes according to the available figures, and illustrates the decline in the number of public school students who attended primary, preparatory, and secondary schools supervised by the Israeli authorities during the period 1966-1972. On the other hand, the table illustrates the increase in the demand for private schools, which have continued to enforce the Jordanian curriculum. The number of students had more than doubled between the academic years 1967/1968 and 1970/1971, whereas the average number of classes for all stages of schooling (primary, preparatory, secondary) increased by more than double, reaching 78.4%<sup>10</sup>.

**Table 2: Changes in School Enrolment from 1966 onwards**

Stage	Number of Students	
	1966/1967	Post 1967
Primary	8,100	7,070 (1969/1970)
Preparatory	4,100	1,450 (1971/1972)
Secondary	1,850	300 (1971/1972)

<sup>9</sup> Itidal Al-Ashhab, 2009.

<sup>10</sup> Al-Quds International Institution, 2010.

## Education between 1971 and 1994

In light of the resistance exhibited by Palestinian Jerusalemites to the implementation of the Israeli curriculum, and the failure of public schools during that period, a new curriculum was adopted known as the “standardized curriculum”. Parts of the Jordanian curriculum (Tawjihi) were added to the Israeli curriculum that was applied to Jewish schools; however, this curriculum increased pressure on students, as well as increased the number of weekly school hours from 28-34 to 43 hours per week, which had a negative effect on students whose success rates were low in both the Israeli (Bagrut) and Jordanian (Tawjihi) matriculation examinations, as well as the continued decline in enrollment in public schools.

In 1973, the Jordanian curriculum in Jerusalem was reapplied to the following stages: secondary in 1973, preparatory in 1978, and primary in 1981; yet, it was changed so that Palestine was removed from the maps of history and humanities books. Hebrew names were used for places such as Yerushalayim, Judea, and Samaria. The schools were also instructed to teach the Hebrew language and about the “City of Israel”, and were prevented from importing books from Arab countries.

Although Awqaf and private schools flourished until the late 1970s, yet, with the implementation of the amended Jordanian curriculum in schools affiliated with the Israeli Ministry of Education and the Jerusalem Municipality, the number of students transferred from Awqaf and private schools had increased, particularly in light of the difficulties private schools were facing, such as limited facilities, repeated closures, and difficult economic conditions for teachers compared with their colleagues employed by the Israeli Ministry of Education.

## Education after the Establishment of the Palestinian Authority in 1994 until Today

On 28 August 1994, the Palestinian Ministry of Education and Higher Education<sup>11</sup> was established, in accordance with the provisions of the Gaza-Jericho Agreement and the transfer of authority agreement. The ministry received responsibility for all aspects of education in the West Bank and Gaza Strip, with the exception of Jerusalem, where it was only responsible for Awqaf schools. As for the private and UNRWA schools, they adopted the overall Palestinian public vision and curriculum, although there is no provision proving that it is legally binding for the Palestinian National Authority<sup>12</sup>.

When the ministry took over the schools, it was in a very bad condition as the ministry lacked many basic tools and equipment and suffered from the ongoing closures due to the Israeli

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<sup>11</sup> In 1996, the ministry changed its name to the Ministry of Education and its responsibility was restricted to primary and secondary education after an independent Ministry of Higher Education was established.

<sup>12</sup> Ministry of Education and Higher Education (2017). Education Sector Strategic Plan 2017-2022: An Elaboration of the Education Development Strategic Plan III (2014-2019).

military occupation in the First Intifada, in addition to the lack of interest in vocational education.

As for the curriculum, the situation remained as it was. The Jordanian curriculum continued to be taught in Awqaf, private, and UNRWA schools in East Jerusalem. However, in the Israeli Ministry of Education and Jerusalem Municipality-supervised schools, Israeli authorities removed the Palestinian Authority's emblem from the covers of books and imposed the teaching of Hebrew as well as the history of Israel. It also distorted geographical and historical facts, the implications of the Islamic faith, and Arab cultural heritage within the curriculum<sup>13</sup>, primarily reflecting the central importance of education in the conflict over Jerusalem between the Israeli authorities and Palestinian Jerusalemites.

In spite of the ministry's attempt to support schools in East Jerusalem, including Awqaf schools and the measures taken in this regard, of which the most prominent were: all teachers at Awqaf schools were to be included on the ministry's payroll and provided with monthly salaries, and were to also receive an additional NIS 450 per month; to take into account all the years of educational experience for teachers for retirement purposes; and to permit teachers to possess health insurance coverage and to be a part of the Palestinian national insurance<sup>14</sup>. However, these attempts have remained modest compared to the needs of the education sector in East Jerusalem, which lacks the additional care and attention, in addition to the necessary supervision from the ministry, especially in light of the basic challenges the education sector suffers from such as the multiple educational references, the severe shortage in facilities and buildings, and the complex social and political situation in the city.

Undoubtedly, the pressures from Israeli authorities are the main cause of these problems, with their aim of controlling as much as possible the education sector and compelling students to enroll in Israeli Ministry of Education and Jerusalem Municipality-supervised schools, where the role of these schools has increased at the expense of other schools in the last four years<sup>15</sup>.

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<sup>13</sup> Itidal Al-Ashhab, 2009.

<sup>14</sup> Al-Quds International Institution, 2010.

<sup>15</sup> Ahmad Ali Kanaan (2009). Public and Higher Education in Jerusalem and the Palestinian Territories (Challenges and Requirements).

## Chapter 2: Current Situation of Education in East Jerusalem

The Jerusalem Municipality is taking control of the education sector by imposing the Israeli curriculum on schools in the neighborhoods of East Jerusalem. Moreover, the Municipality geographically focuses on some neighborhoods while neglecting others. For instance, the Municipality focuses on the neighborhoods of Beit Hanina and Shu’fat, which are considered high-end neighborhoods, while neglecting the city center, especially the Old City, as well as the southern neighborhoods, such as Jabal Mukabber and Sur Baher. The Municipality’s policy of concentrating on schools in Beit Hanina and Shu’fat must be put to an end since it has led to the creation of an unusual urban boom with high construction costs imposed through construction licenses which the Municipality immensely benefits from. Educational services should be fairly distributed by concentrating more on strengthening schools in the southern neighborhoods, as there are many possibilities for building new schools in these neighborhoods, especially for vocational and technical education. After analytically studying the shortage and needs of schools in the neighborhoods of East Jerusalem, disparities have been identified in the geographical distribution of educational services as the Municipality confiscates land and allocates it to education facilities, but does not fulfill its promises to build.

### School Supervisory Authorities

IPCC conducted a survey on 214 schools in East Jerusalem (Appendix B). There are several authorities that supervise educational institutions in East Jerusalem which are: Official public schools that are administered by the Jerusalem Education Ministry (JEA), Awqaf (Palestinian Ministry of Education and Higher Education), UNRWA, contracting schools as well as schools administered by private bodies (see Table 3, Map 2).

**Table 3: Distribution of Schools in Neighborhoods based on Supervisory Authority, 2020**

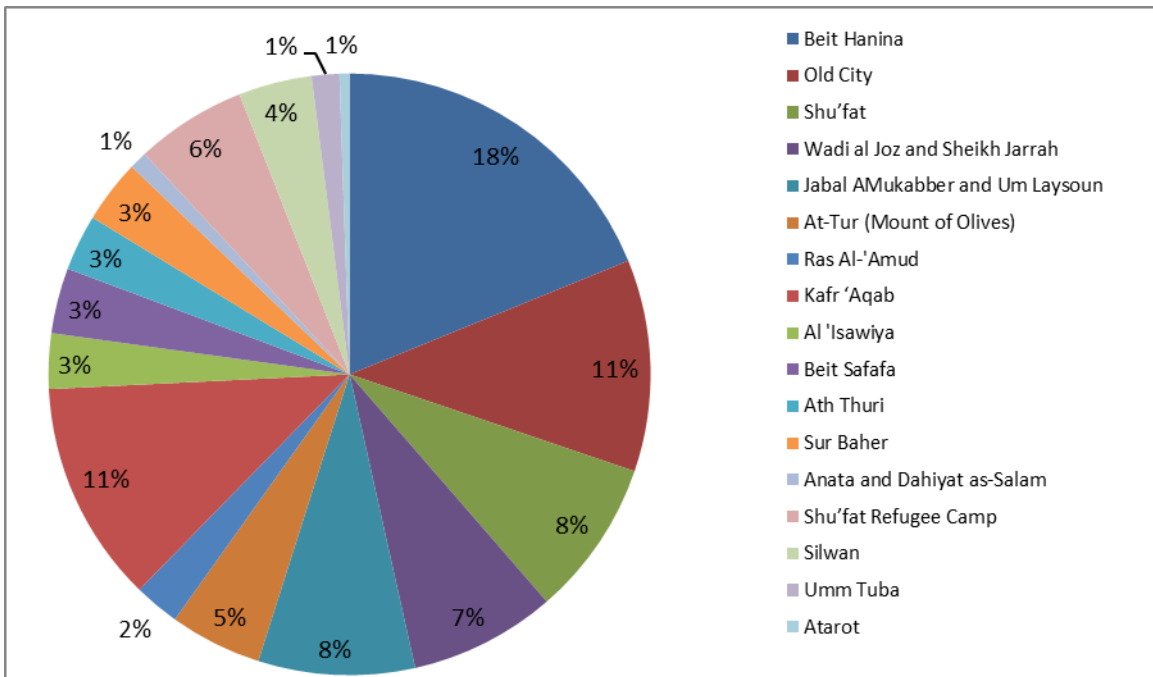
Neighborhood	Official Public	Private	Awqaf	UNRWA	Contracting Schools	Total Number of Schools
<b>Beit Hanina</b>	11	24	2	-	-	38
<b>Old City</b>	3	8	11	1	-	23
<b>Shu’fat</b>	8	5	1	-	3	17
<b>Wadi al Joz and Sheikh Jarrah</b>	5	5	6	-	-	16
<b>Jabal Mukabber</b>	14	2	1	-	-	17



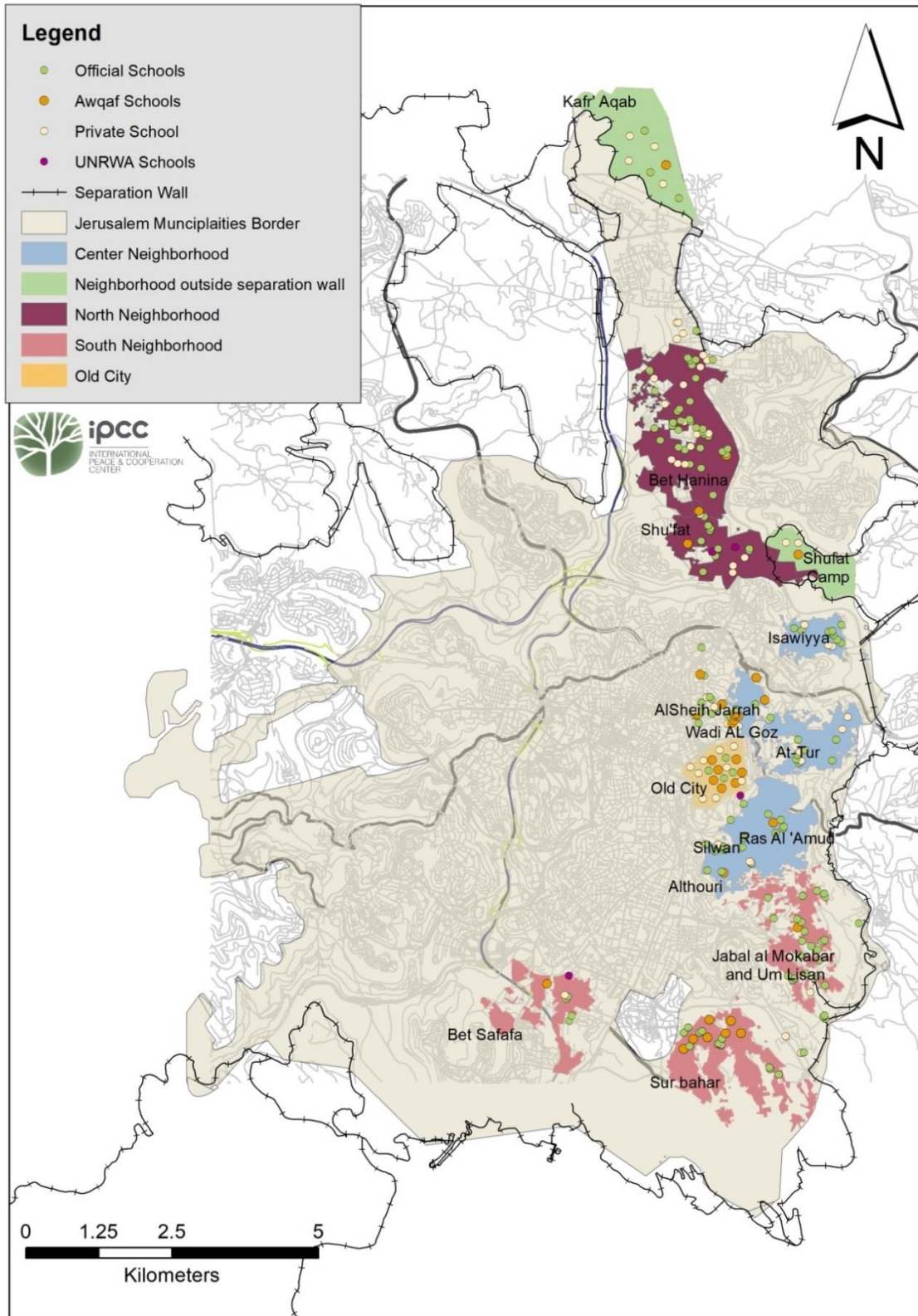
<b>and Um Laysoun</b>						
<b>At Tur (Mount of Olives)</b>	5	5	-	-	-	10
<b>Ras Al 'Amud</b>	3	1	1	-	-	5
<b>Kafr Aqab</b>	4	17	-	-	3	24
<b>Al 'Isawiya</b>	5	1	-	-	-	6
<b>Beit Safafa</b>	4	1	1	1	-	7
<b>Ath Thuri, Shayyah</b>	5	1	1	-	-	7
<b>Sur Baher</b>	5	6	6	1	1	19
<b>Anata and Dahiyat Al-Salam</b>	-	1	1	-	-	2
<b>Shu'fat Refugee Camp</b>	2	7	-	3	-	12
<b>Silwan</b>	5	-	-	1	2	8
<b>Umm Tuba</b>	2	-	1	-	-	3
<b>Atarot</b>	-	-	-	-	1	1
<b>Total</b>	<b>81</b>	<b>84</b>	<b>32</b>	<b>7</b>	<b>10</b>	<b>214</b>

Source: IPCC's survey on the education sector conducted in 2016, updated in 2020

Figure 1: Distribution of Schools in East Jerusalem at Neighborhood Level (%), 2020



**Map 2: Distribution of Schools based on School Type in East Jerusalem at Neighborhood Level, 2020**



## Types of Schools Based On Supervisory Authority:

### Official Public Schools

The Israeli Jerusalem Municipality administers these schools, where the JEA provides technical and professional support while financial support is shared between the JEA and the Jerusalem Municipality. The JEA financially supports the elementary schools while the Jerusalem Municipality supports the secondary schools. Furthermore, the Municipality is in charge of appointing teachers and administrators in secondary schools. It also provides school supplies, furniture, and pays the salaries of teachers. With respect to the primary and elementary schools, the JEA oversees teachers' affairs in terms of salaries and necessary inspections.

These schools are relatively stable due to the higher salaries of teachers and other employees, in comparison to the salaries of teachers of private as well as the Palestinian Ministry of Higher Education schools, in addition to the schools administered by UNRWA.

The number of public schools surveyed in East Jerusalem is 81 from a total of 214 surveyed and is distributed among all educational administrators. Regarding the number of students in public schools for the academic year 2020-2021, there were approximately 42,018 students throughout all educational stages<sup>16</sup>. Meanwhile, there were about 1,633 classrooms accommodating all these students (see Table 4, Figure 2). The average number of students in a classroom is 20. Number of Primary schools is 48 schools, 44 preparatory schools and 27 secondary schools (some of schools provide more than one education stage). These figures confirm that the Jerusalem Municipality allocates greater attention to primary schooling at the expense of other school stages as a result of the Israel Compulsory Education Law which is also applicable to all Palestinian children living in East Jerusalem between the ages of 5 and 15.

**Table 4: Number of Students and Classrooms at Official Public Schools at Neighborhood Level in East Jerusalem, 2020**

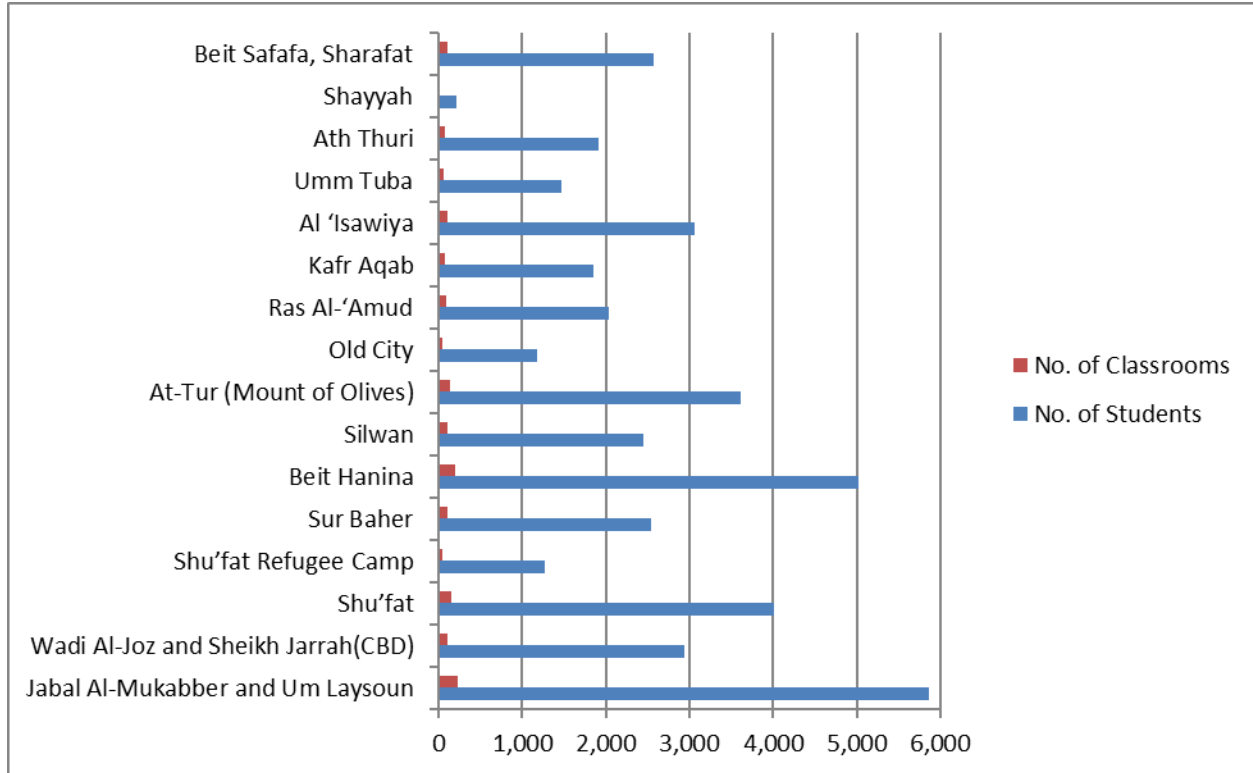
Neighborhood	No. of schools	No. of Students	No. of Classrooms
<b>Jabal Mukabber and Um Laysoun</b>	14	5,865	234
<b>Wadi al Joz and Sheikh Jarrah(CBD)</b>	5	2,944	106
<b>Shu'fat</b>	8	4,011	149

<sup>16</sup> IPCC survey of (2016) updated in 2020

<b>Shu'fat Refugee Camp</b>	2	1,264	47
<b>Sur Baher</b>	5	2,536	106
<b>Beit Hanina</b>	11	5,017	196
<b>Silwan</b>	5	2,454	102
<b>At Tur (Mount of Olives)</b>	5	3,618	133
<b>Old City</b>	3	1,185	48
<b>Ras Al-'Amud</b>	3	2,032	84
<b>Kafr Aqab</b>	4	1,857	71
<b>Al 'Isawiya</b>	5	3,057	113
<b>Umm Tuba</b>	2	1,477	56
<b>Ath Thuri</b>	4	1,911	79
<b>Shayyah</b>	1	216	8
<b>Beit Safafa, Sharafat</b>	4	2,574	101
<b>Total</b>	<b>81</b>	<b>42,018</b>	<b>1,633</b>

Source: IPCC's survey on the education sector conducted in 2016, updated in 2020

**Figure 2: Number of Students and Classrooms at Official Public Schools at Neighborhood Level in East Jerusalem, 2020**



The increase in the number of students in the Jerusalem Municipality-supervised schools is the result of two main reasons:

- The natural annual increase in population of about 2.4%, where new students attend these schools because of their tuition-free nature and the proximity to students' housing.
- The transfer of students from private schools to public schools due to the rising tuition fees, in addition to the rise in classroom overcrowding due to the high demand for public schools as opposed to private schools.

### Private Schools

Private schools are divided into two types, one of which receives financial support from the Israeli Jerusalem Municipality, while the other type does not. Private schools are found within the Old City including the surrounding neighborhoods. Some of these schools are located within Jerusalem's Old City walls and depend on tuition fees as well as financial support from churches to cover school expenses. Furthermore, some private schools are financially supported by Islamic

charitable organizations, while there are those who receive financial aid from the Jerusalem Municipality. These schools adopt the Palestinian curriculum that is applied in schools within the West Bank, with some modifications to the field of English teaching.

The number of private schools surveyed in East Jerusalem was 84 schools from a total of 214 schools surveyed. There were roughly 32,543 students attending these schools during the 2020/2021 academic school year. There were about 1,234 classrooms while the average number of students in a class was 26 students. From the survey, the number of private schools that receive financial support from the Jerusalem Municipality in East Jerusalem is about 83, while there was only one private school that does not receive financial support from the Jerusalem Municipality (see Table 5).

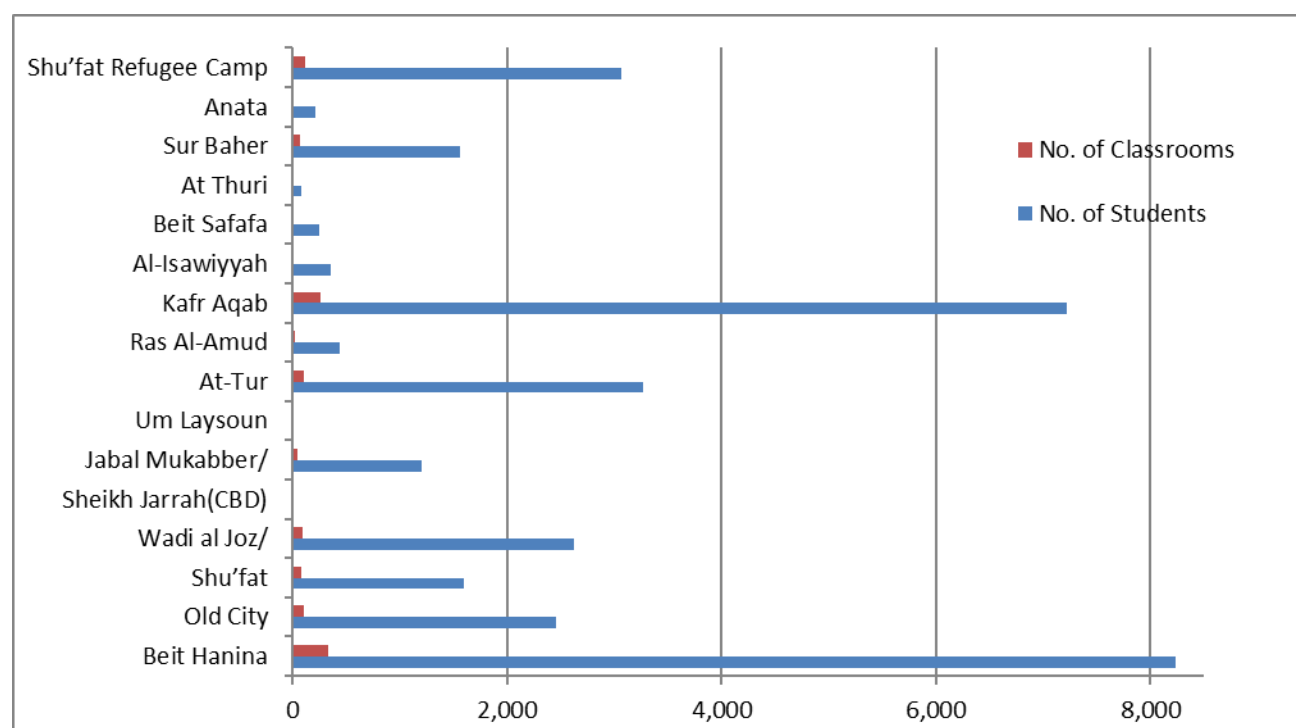
**Table 5: Number of Students and Classrooms at Private Schools at Neighborhood Level in East Jerusalem, 2020**

<b>Neighborhood</b>	<b>No. of schools</b>	<b>No. of Students</b>	<b>No. of Classrooms</b>
<b>Beit Hanina</b>	24	8,242	329
<b>Old City</b>	7	2,451	108
<b>Shu'fat</b>	5	1,596	73
<b>Wadi al Joz/</b>	6		
<b>Sheikh Jarrah(CBD)</b>		2,621	93
<b>Jabal Mukabber/</b>	2		
<b>Um Laysoun</b>		1,203	42
<b>At Tur</b>	5	3,262	105
<b>Ras Al-Amud</b>	1	436	14
<b>Kafr Aqab</b>	17	7,217	253
<b>Al 'Isawiya</b>	1	351	11
<b>Beit Safafa</b>	1	243	9
<b>At Thuri</b>	1	74	3

<b>Sur Baher</b>	6	1,564	71
<b>Anata</b>	1	216	11
<b>Shu'fat Refugee Camp</b>	7	3,067	112
<b>Total</b>	<b>84</b>	<b>32,543</b>	<b>1,234</b>

Source: IPCC's survey on the education sector conducted in 2016, updated in 2020

Figure 3: Number of Students and Classrooms at Private Schools at Neighborhood Level in East Jerusalem, 2020



### Awqaf (Palestinian Ministry of Education and Higher Education) Schools

These schools were established in 1969 where their presence spread within and outside the walls of Jerusalem. The Directorate of Education in Jerusalem is considered to be an extension of the directorate which used to operate as part of the Jordanian Ministry of Education at the time East Jerusalem was annexed to Jordan. The Minister of Education at that time was Hosni Al-Ashhab after whom the schools were named (the Hosni Al-Ashhab schools).

After the Israeli military took control of Jerusalem in that same year, Israel took control of the education sector and attempted to impose the Israeli curriculum, prompting educators and parents to establish schools in residential buildings to continue education in the Jordanian curriculum. The Directorate of Education is currently operating under the Jordanian Ministry of



Education and adopts the Palestinian curriculum, while it serves the students living in Jerusalem, documents the grades of all students, supervises the high school examination, and oversees teacher training.

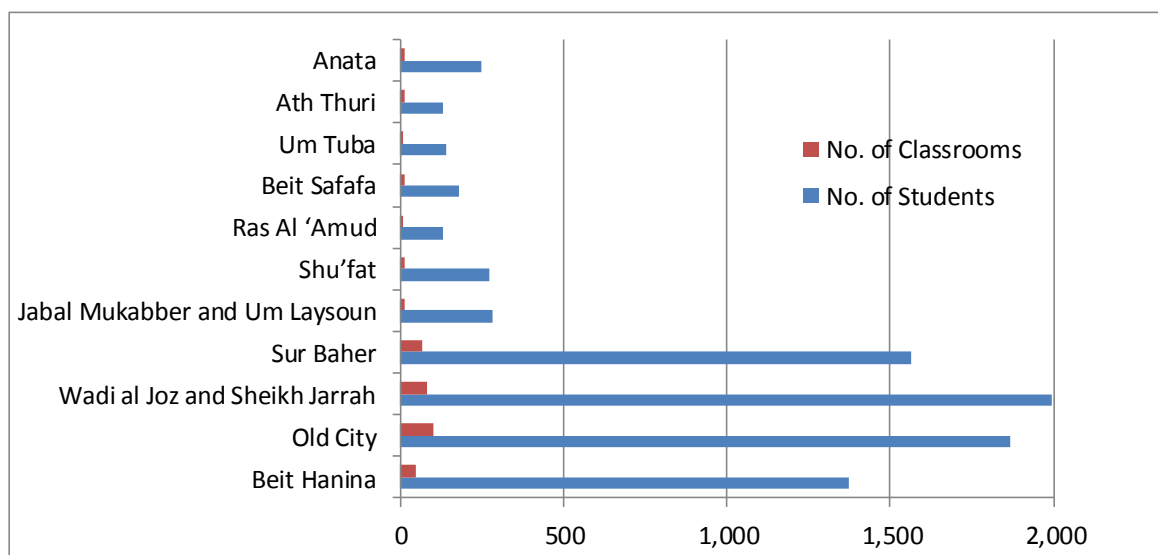
There are 32 Awqaf schools surveyed in East Jerusalem from a total of 214 schools surveyed. The number of students for the academic year 2019-2020 was approximately 8,177 students throughout all educational stages, while the average number of students in a class was 22 students. Meanwhile, there are only 371 classrooms accommodating these students (see Table 6, Figure 4).

**Table 6: Number of Students and Classrooms at Awqaf Schools at Neighborhood Level in East Jerusalem, 2020**

Neighborhood	No. of schools	No. of Students	No. of Classrooms
<b>Beit Hanina</b>	2	1,372	49
<b>Old City</b>	12	1,866	99
<b>Wadi Al Jozand Sheikh Jarrah</b>	6	1,995	82
<b>Sur Baher</b>	5	1,565	67
<b>Jabal Mukabberand Um Laysoun</b>	1	282	14
<b>Shu'fat</b>	1	273	10
<b>Ras Al-'Amud</b>	1	130	7
<b>Beit Safafa</b>	1	179	12
<b>Umm Tuba</b>	1	139	9
<b>Ath Thuri</b>	1	130	10
<b>Anata</b>	1	246	12
<b>Total</b>	<b>32</b>	<b>8,177</b>	<b>371</b>

Source: IPCC's survey on the education sector conducted in 2016, updated in 2020

**Figure 4: Number of Students and Classrooms at Awqaf Schools at Neighborhood Level in East Jerusalem, 2020**



### UNRWA Schools

These schools were established in the aftermath of the Nakba in 1948. After the occupation and annexation of Jerusalem to Israel, the UNRWA refused to adopt the Israeli curriculum to its schools where they continued to apply the Jordanian curriculum. However, Israeli authorities intervened to which they forced the subject of social studies in the UNRWA schools. The UNRWA was unable to build new schools for the students living in the Shu'fat Refugee Camp or to even add new classrooms and facilities to its existing schools, as a result of Israeli authorities' refusal to grant building permits. According to the survey conducted by IPCC, there are 7 UNRWA schools in East Jerusalem. The number of students for the academic year 2018-2019 was approximately 1,743 students throughout all educational stages. Meanwhile, the number of classrooms was 79 rooms accommodating these students (see Table 7, Figure 5), while the average number of students in a classroom was 23 students.

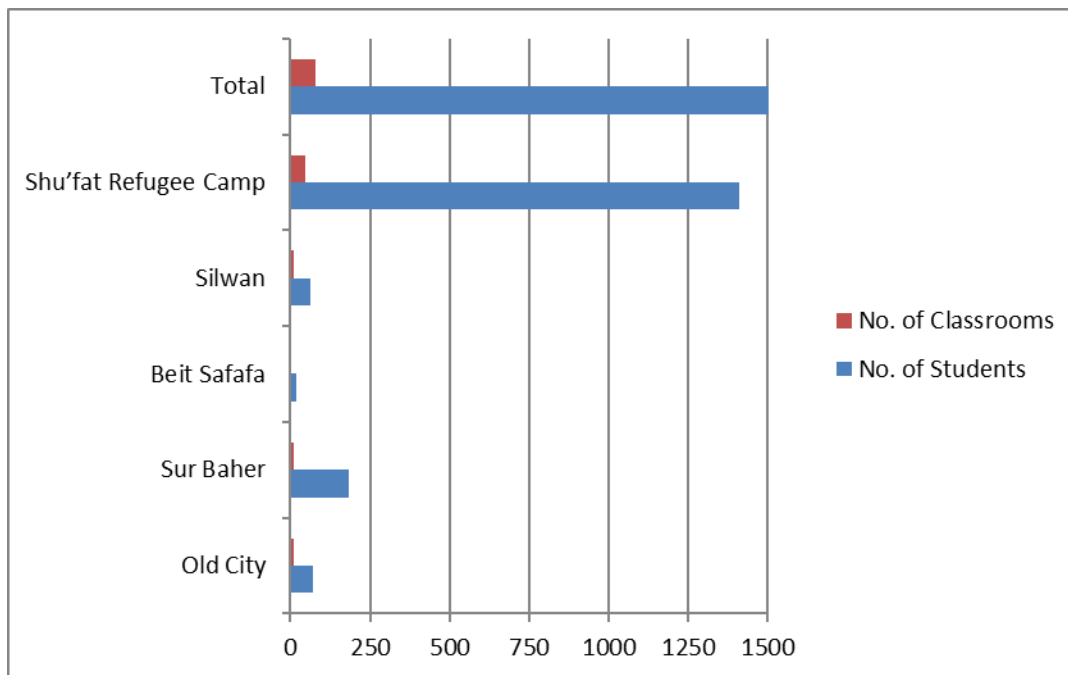
**Table 7: Number of Students and Classrooms at UNRWA Schools at Neighborhood Level in East Jerusalem, 2020**

Neighborhood	No. of schools	No. of Students	No. of Classrooms
Old City	1	72	9
Sur Baher	1	183	9
Beit Safafa	1	17	4

<b>Silwan</b>	1	61	9
<b>Shu'fat Refugee Camp</b>	3	1,410	48
<b>Total</b>	<b>7</b>	<b>1,743</b>	<b>79</b>

Source: IPCC's survey on the education sector conducted in 2016, updated in 2020

Figure 5: Number of Students and Classrooms at UNRWA Schools at Neighborhood Level in East Jerusalem, 2020



### Contracting Schools

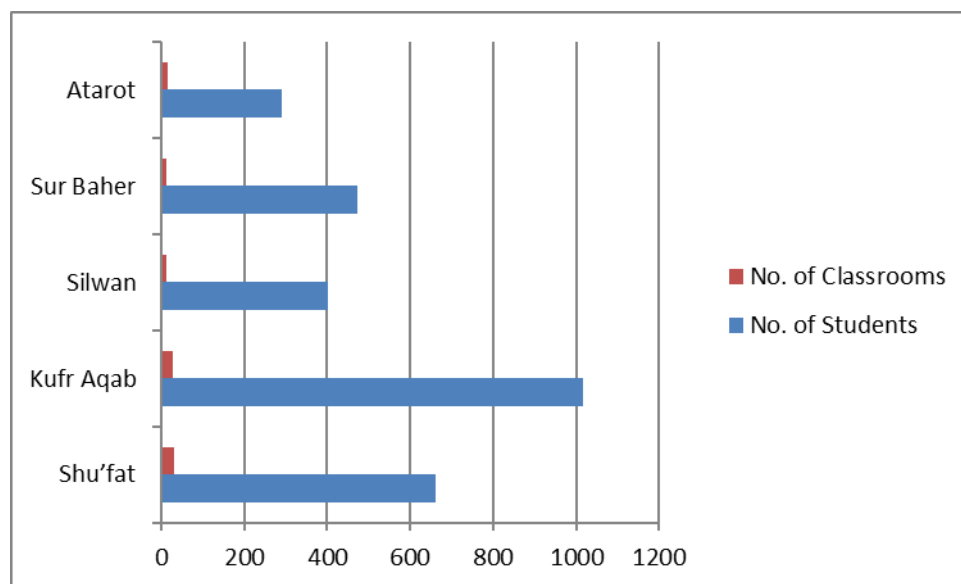
These contracting schools are schools founded by a group of individuals (family) and have spread throughout East Jerusalem in the last decade. These schools operate in residential buildings rented throughout all neighborhoods in East Jerusalem, where directors with professional backgrounds in the education field are appointed. Teachers employed in these schools receive their salaries from the Israeli Ministry of Education. The number of contracting schools surveyed is about 10 from a total of 214 schools surveyed. Regarding the number of students attending these schools, there were about 2,845 students during the 2018/2019 academic year in all educational stages. Meanwhile, the number of classes was 101 accommodating all these students (see Table 8, Figure 6), while the average number of students in a classroom was 28 students.

**Table 8: Number of Students and Classrooms at Contracting Schools at Neighbourhood Level in East Jerusalem, 2020**

Neighborhood	No. of schools	No. of Students	No. of Classrooms
<b>Shu'fat</b>	3	662	31
<b>Kafr Aqab</b>	3	1,015	29
<b>Silwan</b>	2	402	13
<b>Sur Baher</b>	1	474	13
<b>Atarot</b>	1	292	15
<b>Total</b>	<b>10</b>	<b>2,845</b>	<b>101</b>

Source: IPCC's survey on the education sector conducted in 2016, updated in 2020

**Figure 6: Number of Students and Classrooms at Contracting Schools at Neighborhood Level in East Jerusalem, 2020**



### Data about the Reality of Schools in East Jerusalem

The number of official schools in East Jerusalem is 81, while the number of Palestinian National Authority schools in East Jerusalem is 32. The number of private schools in East Jerusalem is 84 schools, the number of contracting schools in East Jerusalem is 10, and the total number of UNRWA schools in East Jerusalem is 7 (see Figure 7).

**Figure 7: Number of Schools under Different Supervisory Authorities**

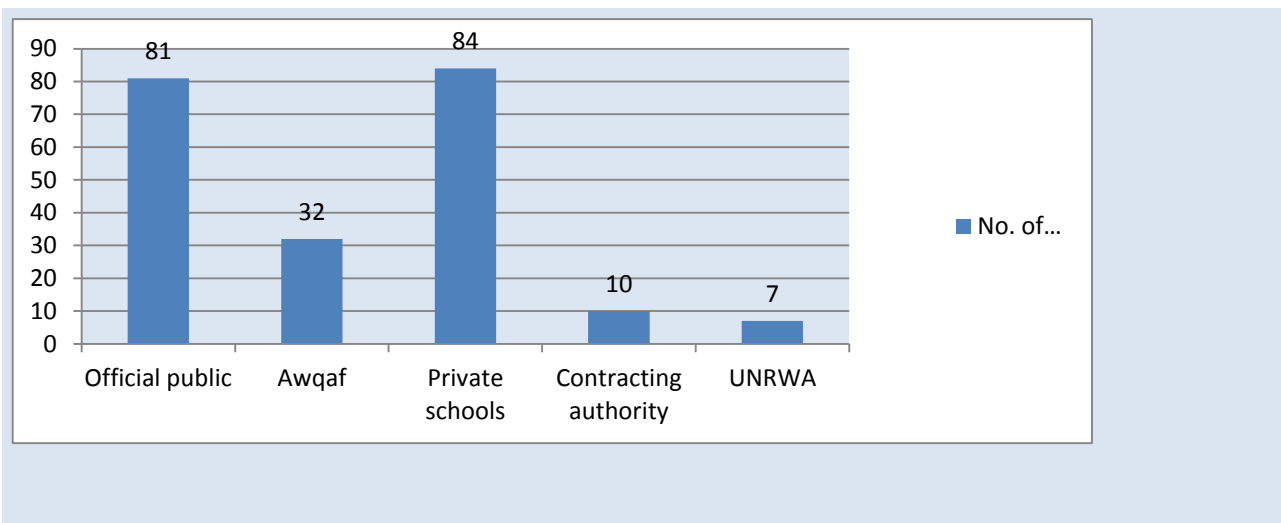


Table 9 shows the evolution of the number of students under all supervisory authorities from 94-95 through the academic year 97-98, to the current school year 2020-2021, as is the timetable for development in each area.

**Table 9: Evolution of the Number of Students from 1994/95 to 2020/21**

Supervisory Authority	94-95	97-98	2014-2015	2018-2019	2020-2021
Official Schools	18,796	23,784	38,603	38,603	42,018
Awqaf Schools	4,811	8,235	8,306	8,306	8,177
Private Schools	10,181	11,522	34,532	34,203	32,543
UNRWA Schools	3,124	3,077	1,746	1,743	-

**Figure 8: Evolution of the Number of Students in Schools under Different Supervisory Authorities between 1994-2019**

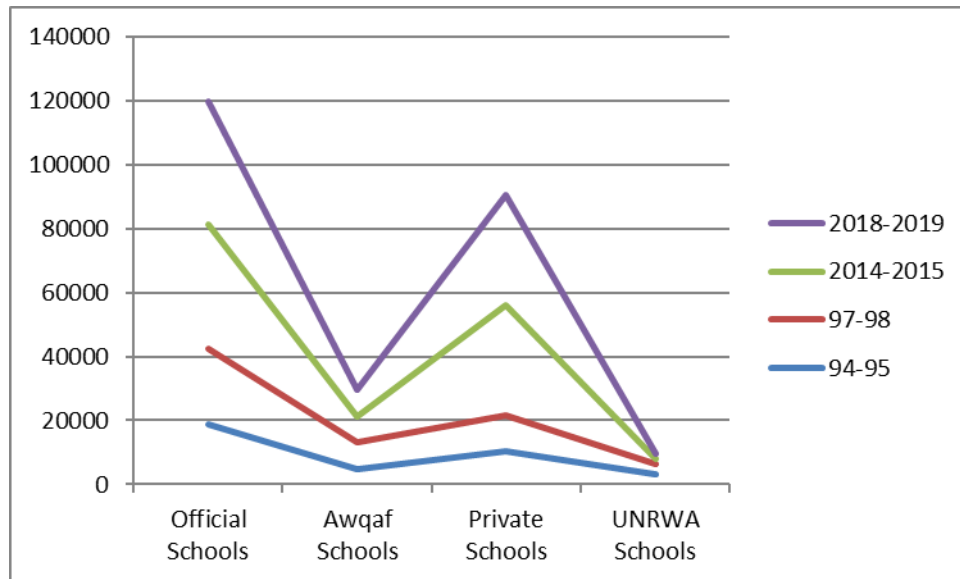


Figure 8 shows the significant growth in the number of students since 1994-1995 in the official schools of the Israeli Jerusalem Municipality. This gives a clear indication that Palestinian students in East Jerusalem tend to attend public schools due to the low fees offered by the Jerusalem Municipality and the right to education is a guaranteed right for all Palestinian students in East Jerusalem.

**The average number of students in grades under all supervisory authorities:**

In the official schools the average number of students per class is 30. In the Palestinian National Authority "Awqaf" schools, the number of students per class is 22, while the private schools receiving funding from the Israeli municipality of Jerusalem amount to 26, the contracting schools are 27.7, and UNRWA is the equivalent of 22.

## Chapter 3: Challenges to Education in East Jerusalem

Drawing special attention to the educational process means to primarily build a culture and generation capable of advancing the educational levels of the city and towards urbanized centers that meet the needs of society; therefore, the provision of a suitable and healthy environment for education is conducive to the improvement of education in Jerusalem. Education infrastructure ensures the quality of education, supplying additional classrooms ensures the education of as many generations as possible and building schools in East Jerusalem reduces dropout rates, thus making them productive members of society. Finally, the educational sector in Jerusalem has a fundamental role in maintaining the Palestinian and Arab identity of the city.

### Key Issues and Challenges in the Education Sector

#### School Buildings and Classrooms

A large number of schools in the city of Jerusalem under all supervisory authorities are not suitable for educational use. This is attributed to the failure of Israeli authorities to provide land allocated for the construction of schools in East Jerusalem, due to the classification of lands as “green space”. Construction on these lands is prohibited for any reason, and the possibility of obtaining a building permit is nearly impossible. In recent years, the Jerusalem Municipality has resorted to renting rooms in residential buildings in an attempt to bridge the gap of classrooms and schools as they are the responsible authority for the educational process in East Jerusalem. Nevertheless, these buildings lack the minimum conditions and educational requirements, where classrooms are not fit for educational purposes. Also, the classrooms are inadequate for the number of students, as they also lack playground and courtyards inside and outside the buildings.

It was observed that most buildings of Awqaf schools (90%) are rented. As for official public schools, most of the buildings are rented and suffer from a severe shortage of classrooms during the 2013/2014 academic year (see Table 10).

**Table 10: Number of Rented Classrooms in East Jerusalem Schools, 2013/2014**

Neighborhood	Number of Rented Classrooms
Kafr Aqab	56
Beit Hanina	58
Shu'fat	86
Al 'Isawiya	21
At Tur	99
Sheikh Jarrah	34
Wadi al Joz	27
City Center	44
Old City	73

Silwan, Ras Al'Amud, Ath Thuri	50
Shayyah	65
As Sawahira, Jabal Mukabber, Al-Sal'aa	72
Sur Baher, Umm Tuba	27

## Overview of Building Facilities

Many schools in East Jerusalem lack science laboratories. Through a random sample of a number of schools under different supervisory authorities located in the northern, central, and southern neighborhoods of East Jerusalem, it is apparent that many schools suffer from a severe shortage of scientific laboratories, in addition to the lack of needed equipment and materials. About 90% of Awqaf schools have science laboratories; however, many of these laboratories are basically single rooms with multiple cabinets that do not contain the required tools and materials, thus, they are not specialized laboratories. In private schools, only 40% have science laboratories.

## Shortage of Classrooms

The shortage of classrooms in Jerusalem is not a new theme; however, the situation worsened after the construction of the Separation Wall and the installation of Israeli military roadblocks that isolated Jerusalem, its residents, and students from the West Bank whose schools were an alternative for Jerusalemites (schools in the West Bank are still the only option for Jerusalemite students because of the lack of classrooms in the city).

The massive shortage of classrooms in the official school system in East Jerusalem constitutes a violation of the right to education for East Jerusalemites, despite the promises made by the Jerusalem Municipality to cover this shortfall, yet, it is not sufficient. The current pace of classroom construction is not commensurate with the growth in population. As a result, the number of classrooms required is growing each year, and the shortage is steadily increasing.

The Jerusalem Municipality attributes the shortage of classrooms to the lack of open space in East Jerusalem, which is an unacceptable interpretation. The (West) Jerusalem Municipality consistently supports initiatives for Israeli Jewish construction in East Jerusalem on space and lands that could have been utilized to build additional schools for Palestinian students. This indicates that the planning policy in East Jerusalem, in particular the expropriation of land for general purposes, is primarily employed to serve discriminatory demographic objectives, thus constituting a major cause of the shortage of classrooms in East Jerusalem.



## Kindergartens

It was estimated that in 2017, 28,924 children attended kindergarten in East Jerusalem, assuming that 70% of the 0-4 age group have gone to kindergarten<sup>17</sup>, especially since the Jerusalem Municipality has approved the Israel Compulsory Education Law for children between 3 and 4 years of age. In 2017, there was a need for 964 classrooms to accommodate this number of students whereby the average number of students per classroom was 30. The available classrooms were about 475, according to statistics from the Jerusalem Municipality. There was a shortage of approximately 460 classrooms for kindergartens in East Jerusalem, which required an area of about 230 dunums. Table 11 illustrates the number of classrooms for kindergartens in the different neighborhoods under the different supervisory authorities.

**Table 11: Number of Classrooms for Kindergartens in East Jerusalem**

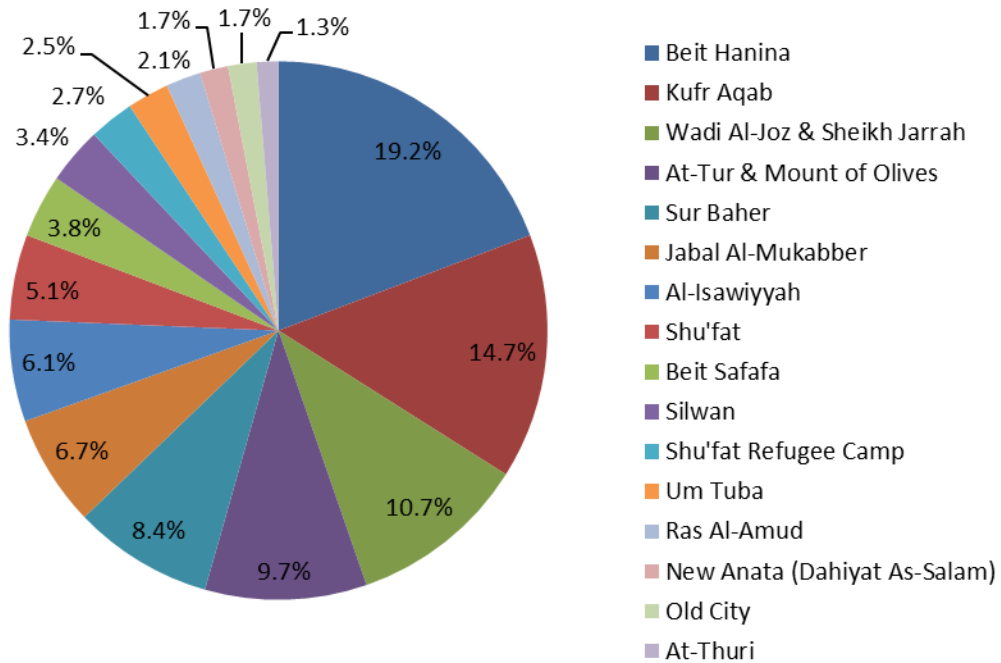
Neighborhood	Jerusalem Municipality	Private	Total available	No. of students	No. of classes required	Shortage in classrooms
Beit Hanina	15	77	92	3143	105	13
Kafr Aqab	5	65	70	2947	98	28
Wadi Al Joz & Sheikh Jarrah	3	48	51	1085	36	-15
At Tur & Mount of Olives	6	40	46	2219	74	28
Sur Baher	8	32	40	1792	60	20
Jabal Mukabber & Um Laysoun	6	26	32	2289	76	44
Al 'Isawiya	3	26	29	1624	54	25
Shu'fat	5	19	24	1764	59	35
Beit Safafa	4	14	18	966	32	14
Silwan	7	9	16	1701	57	41
Shu'fat Refugee Camp	-	13	13	2149	72	59
Umm Tuba	6	6	12	350	12	0
Ras Al-Amud	-	10	10	1988	66	56
Old City	-	8	8	1900	64	56
New Anata (Dahiyat As-Salam)	-	8	8	1050	35	27
Ath Thuri	2	4	6	35	35	29
<b>Total</b>	<b>70</b>	<b>405</b>	<b>475</b>	<b>27002</b>	<b>935</b>	<b>460</b>

As for the distribution of existing kindergartens at the neighborhood level, Figure 9 shows that the greatest concentration of kindergartens is in the neighborhood of Beit Hanina where 19.4% of the kindergartens in East Jerusalem are located in the neighborhood. The second highest

<sup>17</sup> JIIS (2019).

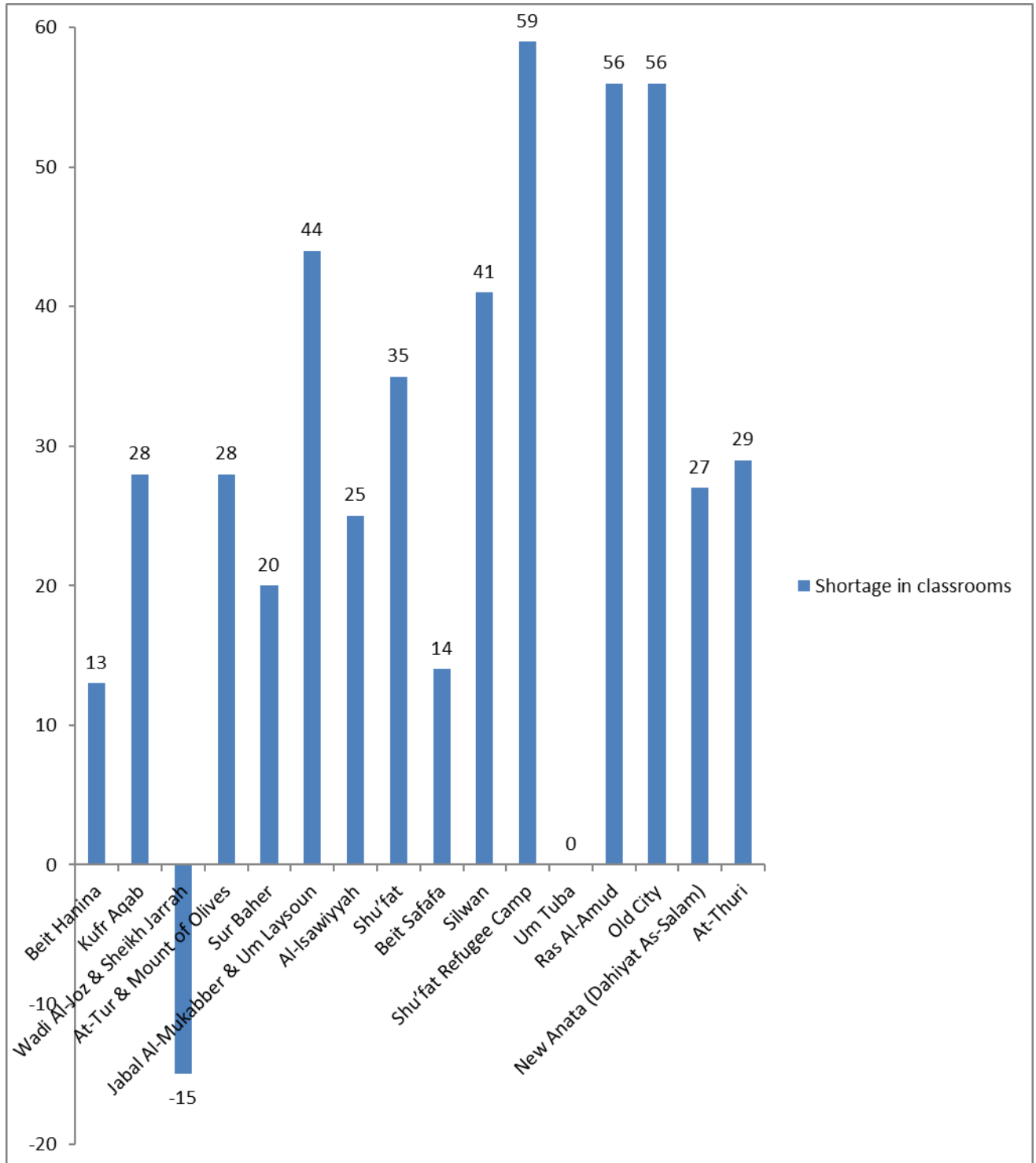
number of kindergartens is found in the neighborhood of Kafr Aqab (14.7%). This is due to the urban expansion that has occurred in Kafr Aqab. The neighborhoods with the least number of kindergartens is Ath Thuri (only 1.3%), followed by New Anata (Dahiyat As-Salam) and the Old City (1.7%).

**Figure 9: Percent Distribution of Kindergartens in East Jerusalem Neighborhoods**



Meanwhile, Figure 10 illustrates the substantial shortage of classrooms for kindergartens are found in Shu’fat Refugee Camp with a 12% shortage, followed by the neighborhoods of Ras Al ‘Amud and Old City with an 11% shortage. Moreover, there are no school shortages in Umm Tuba and Wadi al Joz as the neighborhoods have a sufficient number of schools to meet the needs of the students.

Figure 10: Shortage in Classrooms for Kindergartens in East Jerusalem Neighborhoods



Source: IPCC's General Masterplan for Education 2035 (2016)

As for the areas required to cover this shortage in each neighborhood, it is governed by the availability of land allocated for public places. The largest area required to cover this shortage is

the Old City, but because of the lack of availability of land, in this case rented rooms could substitute for construction, depending on the walking distance for this age group.

### Primary Schools

There were an estimated 80,530 students in primary education in 2020<sup>18</sup>. This group of students needed 2,684 classrooms (based on an average classroom of 30, of which 2,136 were available; in other words, there was a shortage of 2,613 classrooms required to meet the need of primary school students (from first to tenth grade). The shortage in each neighborhood was based on IPCC's statistics for the number of available classrooms. As for the number of available classrooms in 2020, there were 2,136 classrooms, as shown in Table 12.

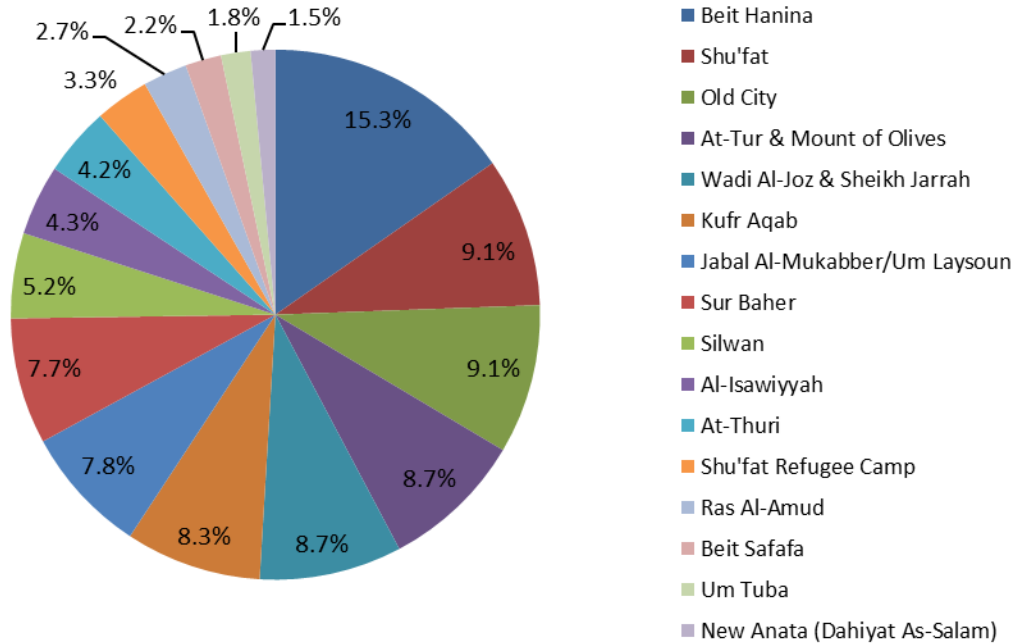
**Table 12: Number of Classrooms for Primary Schools in East Jerusalem**

Neighborhood	Awqaf	Jerusalem Municipality	Private	UNRWA	Total available	No. of students	No of classes required	Shortage in classes
Beit Hanina	41	96	190		327	9,240	308	-68
Shu'fat	10	122	62		194	5,120	171	-23
Old City	28	47	110	9	194	5420	184	-10
Wadi Al Joz& Sheikh Jarrah	98	32	57		187	2910	97	-90
At Tur (Mount of Olives)		102	84		186	6360	212	26
Kafr Aqab		54	124		178	7940	265	
Jabal Mukabber& Um Laysoun	14	152			166	6120	204	38
Sur Baher	56	76	23	9	164	4730	158	-6
Silwan		103		9	112	4740	158	46
Al 'Isawiya		78	14		92	4680	156	64
Ath Thuri	10	80			90	3110	104	14
Shu'fat Refugee Camp			22	48	70	5840	195	125
Ras Al-Amud	7	34	17		58	5660	189	131
Beit Safafa		37	5	4	46	2930	98	52
Umm Tuba		39			39	960	32	-7
New Anata (Dahiyat As-Salam)			32		32	2470	82	50
<b>Total</b>	<b>264</b>	<b>1,053</b>	<b>740</b>	<b>79</b>	<b>2,136</b>	<b>78230</b>	<b>2613</b>	<b>342</b>

<sup>18</sup>IPCC updated survey 2020

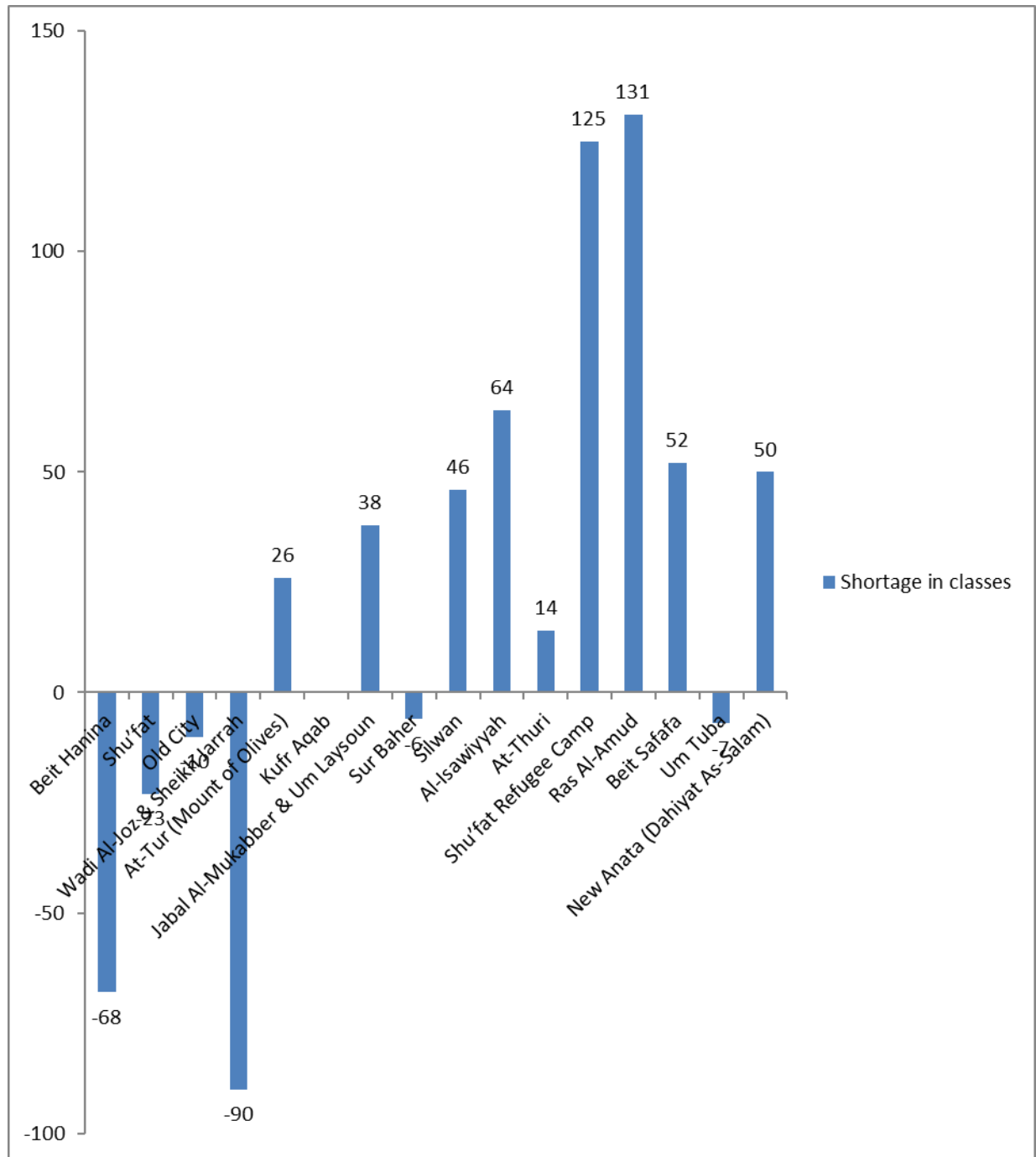
By looking at Figure 12 and data analysis at the neighborhood level, it is apparent that the largest number of classrooms available for primary schools is in Beit Hanina, followed by Wadi al Joz and Sheikh Jarrah, and Kafr Aqab. Anata and Umm Tuba have the lowest number of classrooms available.

**Figure 10: Percent Distribution of Primary Schools in East Jerusalem Neighborhoods, 2020**



The shortage of classrooms is greatest in Ras Al ‘Amud, followed by Shu’fat Refugee Camp (see Figure 13). Further, it is clear that the neighborhoods with the least shortage in classrooms are Wadi al Joz and Beit Hanina, indicating that they have the largest number of primary schools that cover the needs of students in those neighborhoods.

Figure 11: Shortage in Classrooms for Primary Schools in East Jerusalem Neighborhoods, 2020



There is clearly a surplus of classrooms in Wadi al Joz and Sheikh Jarrah, meaning that the number of classrooms available is more than required. However, this is not considered a surplus since the need for additional classrooms for 2017 was calculated based on population statistics in those neighborhoods during that same year, which in reality there are only a small number of available classrooms. In fact, Wadi Al Joz and Sheikh Jarrah absorb a great number of East

Jerusalemite students (such as the Old City, Ath Thuri, Silwan, Ras Al ‘Amud, At Tur, and others) because the neighborhoods have a greater number of schools.

## Secondary Schools

There were an estimated 36,490 students in secondary education in 2020. This group of students needed 1,216 classrooms (based on an average classroom of 30), of which 660 were available; in other words, there was a shortage of 555 classrooms required to meet the need of secondary school students.

It is clear from Table 13 that the neighborhoods of Beit Hanina, the Old City, Wadi al Joz, and Sheikh Jarrah have the highest number of secondary school classrooms. It can also be noted that UNRWA schools do not incorporate secondary schooling. Additionally, the neighborhood of Silwan is completely without any secondary schools, which may be attributed to the fact that Silwan is in close proximity to the Jerusalem city center as students travel to Jerusalem, Wadi al Joz, and Sheikh Jarrah to attend secondary schools there.

**Table 13: Number of Classrooms for Secondary Schools in East Jerusalem**

Neighborhood	Awqaf	Jerusalem Municipality	Private	UNRWA	Total available	No of students	No of classes required	Shortage of classes
Beit Hanina	8	11	116		135	3,488	116	-19
Old City	12	70	42		124	2,336	78	-46
Wadi al Joz & Sheikh Jarrah	37	16	60		113	1,048	35	-78
Sur Baher	28	15	6		49	1,720	57	8
At Tur & Mount of Olives		17	29		46	2,472	82	36
Kafr Aqab			40		40	2,760	92	52
Shu'fat		7	29		36	1,880	63	27
Beit Safafa	12	21	1		34	1,144	38	4
Ras Al ‘Amud		27	4		31	2,056	69	38
Jabal Mukabber & Um Laysoun		22			22	2,344	78	56
Umm Tuba	9				9	416	14	5
Anata & Dahiyat As-Salam			8		8	896	30	22
Ath Thuri			5		5	1,104	37	32
Shu'fat Refugee Camp			5		5	2,144	71	66
Al ‘Isawiya			4		4	1,784	59	55
Silwan	-	-	-	-	-	1,752	58	58
<b>Total</b>	<b>106</b>	<b>205</b>	<b>349</b>		<b>660</b>	<b>36,490</b>	<b>1,216</b>	<b>555</b>

Looking at Figure 14, it is apparent that the greatest number of classrooms available for secondary schooling is in Beit Hanina, Wadi al Joz, Sheikh Jarrah, and the Old City, while the lowest number of classrooms is in Silwan, Ath Thuri, and Al ‘Isawiya.

**Figure 12: Percent Distribution of Secondary Schools in East Jerusalem Neighborhoods, 2020**

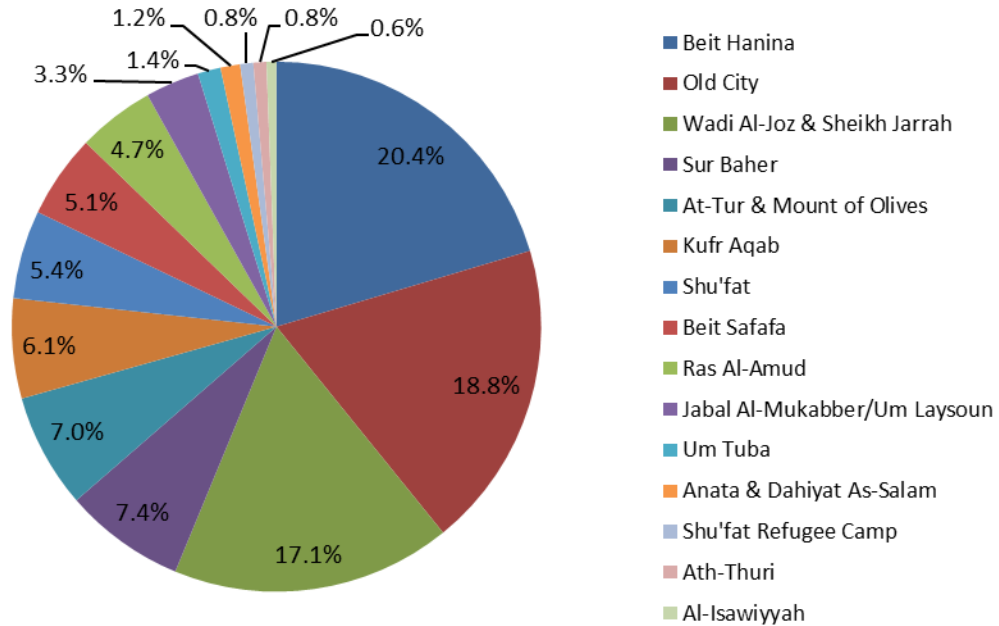
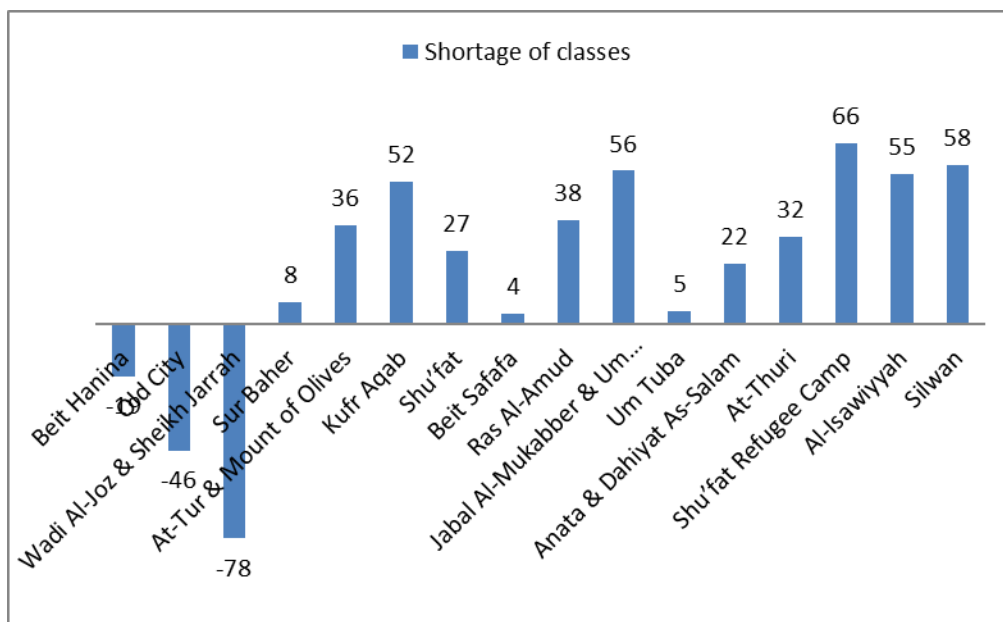


Figure 15 shows that the greatest lack of secondary school classrooms is in Shu’fat Refugee Camp, Jabal Mukabber and Silwan. Further, Wadi al Joz and the Old City have the highest number of secondary school classrooms.



Figure 13: Shortage in Classrooms for Secondary Schools in East Jerusalem Neighborhoods, 2020



The following table summarizes the number of classrooms required to cover the shortage for all educational stages at neighborhood level in East Jerusalem:

Table 14: Shortage of Classrooms at Neighborhood Level in East Jerusalem

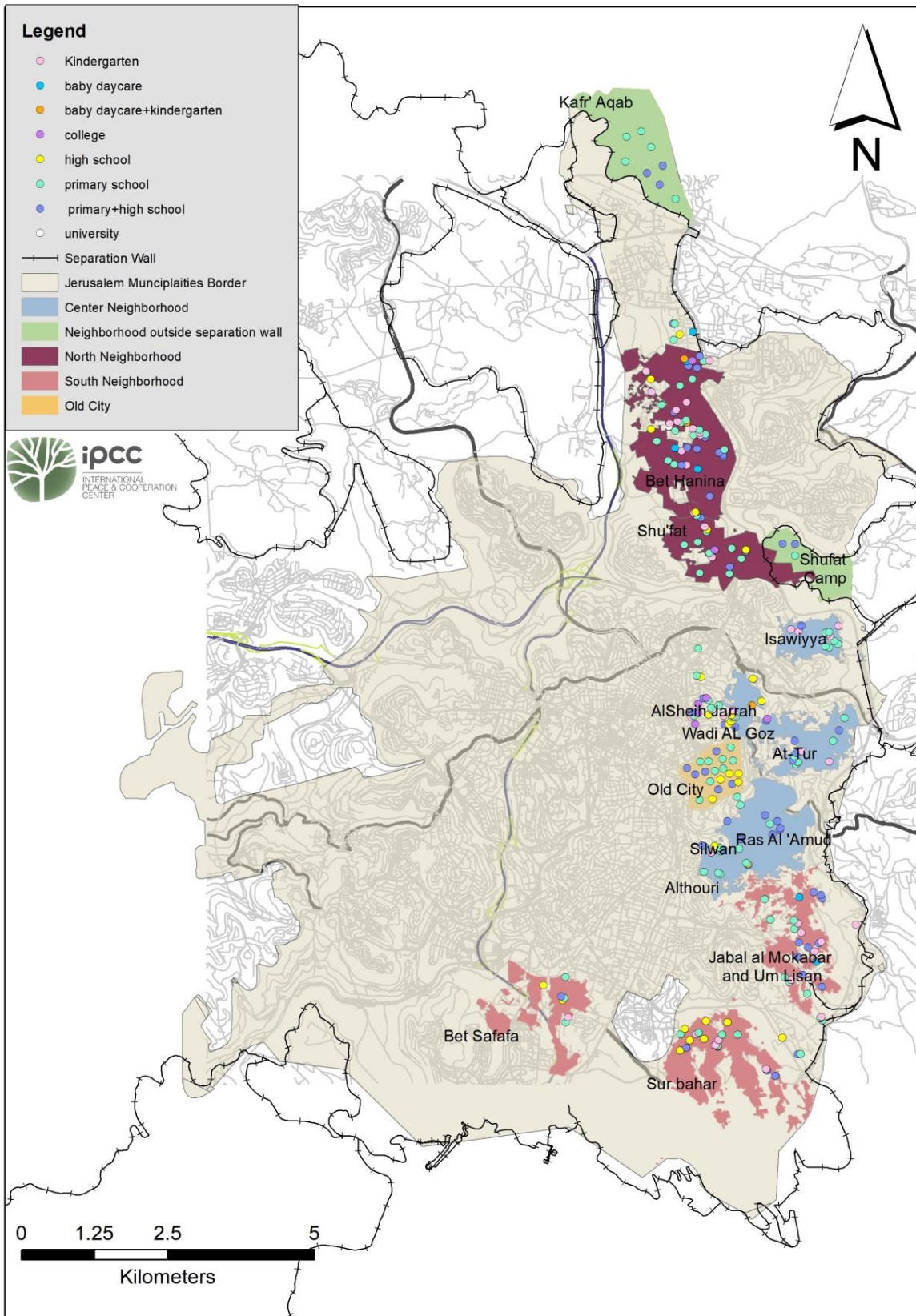
Neighborhood	Kindergarten	Primary and Preparatory	Secondary	Total of classrooms available	Total of classrooms required	Area required (Dunum)
Beit Hanina	105	308	116	554	529	-
Al 'Isawiya	54	156	59	125	269	72
Ath Thuri	35	104	30	104	169	32.5
At Tur & Mount of Olives	74	212	37	237	323	43
Beit Safafa	32	98	82	110	212	51
Jabal Mukabber & Um Laysoun	76	204	38	232	318	43
Kafr Aqab	98	265	78	270	441	85.5
New Anata (Dahiyat As-Salam)	35	82	92	80	209	64.5
Old City	64	184	78	326	326	-
Ras Al 'Amud	66	189	69	99	324	112.5
Shu'fat	59	171	63	254	293	19.5
Shu'fat Refugee Camp	72	195	71	88	338	125
Silwan	57	158	58	128	273	72.5
Sur Baher	60	158	57	253	275	11
Umm Tuba	12	32	14	60	58	-
Wadi Al Joz & Sheikh Jarrah	36	97	35	351	168	-

<b>Total</b>	<b>935</b>	<b>2,613</b>	<b>1,216</b>	<b>3,271</b>	<b>4,764</b>	<b>732</b>
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\*(required 0.5 dunum per classroom)

The following map shows the distribution of existing educational facilities at neighborhood level in East Jerusalem:

**Map 3: Distribution of Educational Facilities at the Neighborhood Level, 2020**



## Chapter 4: Potential and Opportunities at City Level

### Potential and Opportunities for Development

The previous chapters highlighted the great deal of issues and challenges that hinder the educational and teaching process in Jerusalem, which this report attempts to overcome in order to promote education in the Holy City. In this chapter, the needs assessment, pressing requirements and development of opportunities will be addressed.

### Availability of Land based on Priority of Projects

**The potential and opportunities of available land have been classified into three phases according to the priority of project implementation:**

- Current potential available in the short term, and are of two types: type one which are municipal land, implementation of projects on land allocated by the municipality to public facilities, priority is given to land that has not been expropriated. In 2001 most land allocated for public facilities were expropriated by the Jerusalem Municipality. Type two is land owned by private institutions which have been designated to public facilities.
- Future potential available in the medium term, which includes the neighborhoods that have been planned and approved with the local community. Work is also underway on the ratification of the plans by the Jerusalem Municipality such as Al-Ashkariyyah, Wadi Qaddum, Al-Aqaba, Deir Al-Amud and Al-Mintar, and Ein Al-Loze.
- Future potential available in the long-term, and are the opportunities that lie within the neighborhoods that have been planned but need ratification and approval by the community such as Al-Adasseh and Jabal Mukabber.

### Selection Criteria of Available Land for Development

Several factors must be taken into consideration when developing a project area for public use in East Jerusalem, and include the following:

1. Priorities for community needs (provision of schools based on educational stage in non-serviced areas),
2. Available land:
  - Location,
  - Area (space),
  - Accessibility (proximity to main roads/ability to access the land).
3. Administrative and managerial factors:
  - Land ownership,

- Administrative body responsible for development work, construction, operation, and maintenance of project.

## Priorities for Implementation

### Project Priorities Recommended for Implementation

Through a field survey and needs assessment of existing schools in East Jerusalem, a significant shortage in the number of schools at various educational stages was identified, where this shortage varies from one neighborhood to another. In order to improve the current situation as quickly as possible, it is necessary to assess the potential available to facilitate the implementation of the proposed projects. As has been discussed in the previous chapter, development of municipal land allocated for educational use is a priority, which are the projects recommended to be implemented in the short-run. The most effective method of implementing these projects is to involve the private sector and landowners who are keen to develop public facilities on their lands. On the basis of connections and established relationships with landowners and a review of priority needs, a list of priority projects has been established for immediate implementation. Item 5.3.2 shows the type and full details of these projects regarding the identification number of each land parcel and basin of proposed lands for implementation, while Map 49 illustrates the location of these projects based on priority.

### List of Projects

#### North

Serial No.	Educational Stage	Priority	Land Parcel	Basin	Area of Parcel	Type of Land	Name of Neighborhood
1	Secondary	1	30610	191	35703	Private	<b>Beit Hanina</b>
2		2	30548	29	13473	institutions	<b>Beit Hanina</b>
3		3	30614	207	20419	Private	<b>Beit Hanina</b>
4		4	30610	296	9848	institutions	<b>Beit Hanina</b>
5		5	30614	194	11312	Private	<b>Beit Hanina</b>
						institutions	
						Private	
						institutions	
						Private	
						institutions	
6	Primary	1	30615	113	8471	Municipal	<b>Beit Hanina</b>
7		2	30615	237	3288	Municipal	<b>Shu'fat</b>
8		3	No land settlement	No land settlement	3245	Municipal	<b>Beit Hanina</b>
9		4	30615	settlement	4226	Municipal	<b>Beit Hanina</b>
10		5	30607	208	7335	Municipal	<b>Beit Hanina</b>
				94			

11	Kindergarten	1	223	30615	1166	Municipal	<b>Beit Hanina</b> <b>Beit Hanina</b> <b>Shu'fat</b> <b>Shu'fat</b> <b>Beit Hanina</b>
12		2	93	30614	1143	Municipal	
13		3	236	30615	1640	Municipal	
14		4	No land settlement	No land settlement	1773	Municipal	
15		5	122	30611	1806	Municipal	

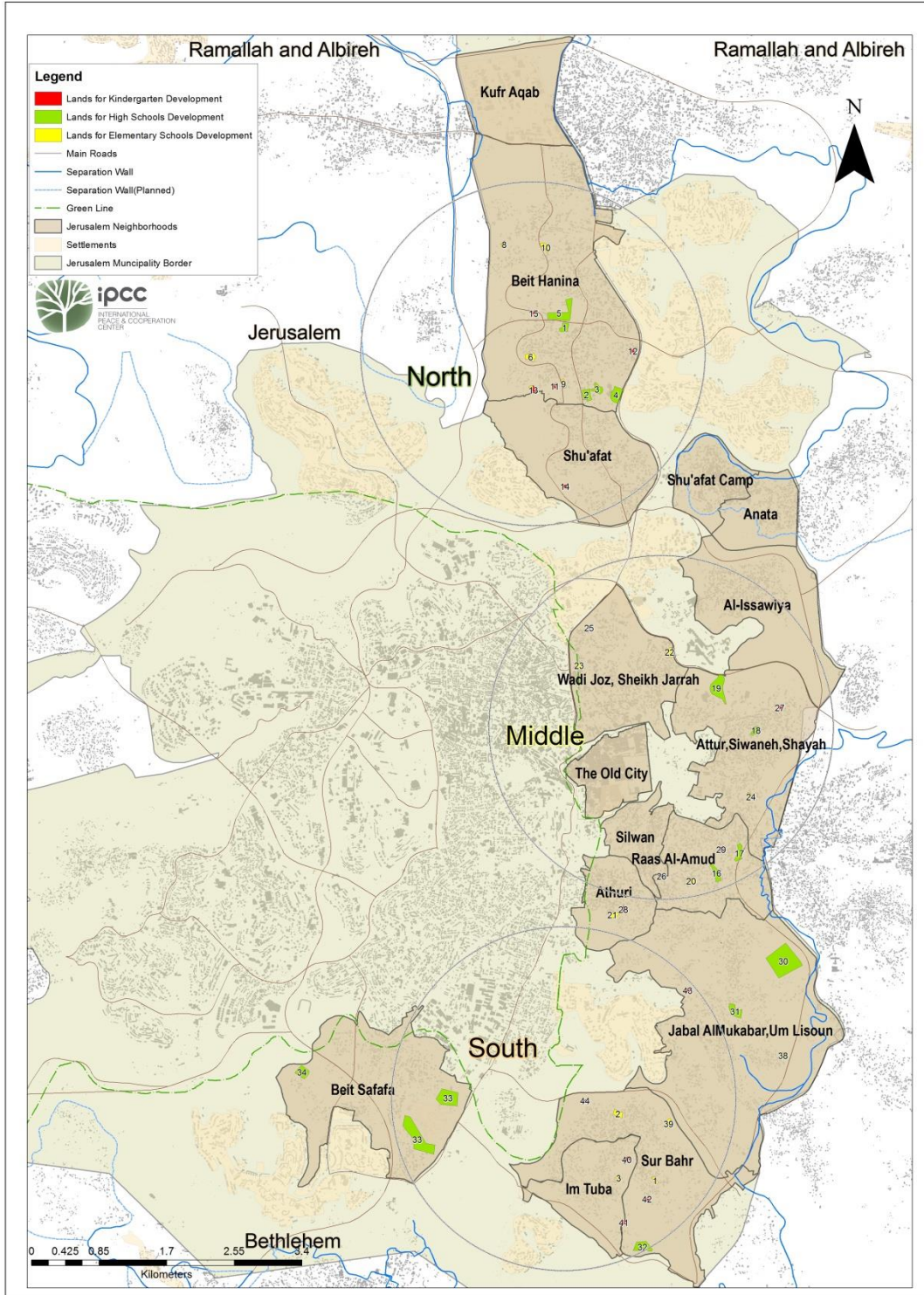
*Central*

Serial No.	Educational Stage	Priority	Land Parcel	Basin	Area of Parcel	Type of Land	Name of Neighborhood
16	Secondary	1	No land settlement	No land settlement	12866	Municipal	<b>Wadi Qaddum</b> <b>At Tur</b> <b>Wadi Qaddum</b> <b>At Tur</b>
17		2	settlement	settlement	34719	Municipal	
18		3	3	30521	13138	Municipal	
19		4	No land settlement	No land settlement	9595	Municipal	
20	Primary	1	No land settlement	No land settlement	3878	Municipal	<b>Ash-Shayyah</b> <b>Ein Al-Louza</b> <b>Wadi al Joz</b> <b>Sheikh Jarrah</b> <b>Ath Thuri</b>
21		2	settlement	settlement	6351	Municipal	
22		3	No land settlement	No land settlement	6287	Municipal	
23		4	settlement	settlement	4363	Municipal	
24		5	10	29997	6300	Municipal	
25	Kindergarten	1	34	30504	810	Private institutions	<b>Sheikh Jarrah</b> <b>Silwan</b> <b>Ash-Shayyah</b> <b>Ath Thuri</b> <b>Wadi Qaddum</b>
26		2	106	29987	2068	Municipal	
27		3	No land settlement	No land settlement	855	Municipal	
28		4	settlement	settlement	1503	Municipal	
29		5	100	29983	1390	Municipal	
			No land settlement	No land settlement		Municipal	

*South*

Serial No.	Educational Stage	Priority	Land Parcel	Basin	Area of Parcel	Type of Land	Name of Neighborhood
30 31 32 33 34	Secondary	1 2 3 4 5			10786 11558 22198 16765 17292	Land capable of development Land capable of development Land capable of development Land capable of development Land capable of development	<b>Jabal Mukabber</b> <b>Beit Safafa</b> <b>Sur Baher</b> <b>Jabal Mukabber</b> <b>Beit Safafa</b>
35 36 37 38 39	Primary	1 2 3 4 5	No land settlement No land settlement No land settlement No land settlement	No land settlement No land settlement No land settlement No land settlement	4216 3403 7885 3664 8109	Municipal Municipal Municipal Land capable of development Land capable of development	<b>Sur Baher</b> <b>Sur Baher</b> <b>Umm Tuba</b> <b>Jabal Mukabber</b> <b>Um Laysoun</b>
40 41 42 43 44	Kindergarten	1 2 3 4 5	5 No land settlement No land settlement No land settlement No land settlement No land settlement	No land settlement No land settlement No land settlement No land settlement No land settlement	2810 1642 2904 1902 1858	Private institutions Municipal Municipal Municipal Municipal	<b>Umm Tuba</b> <b>Umm Tuba</b> <b>Jabal Mukabber</b> <b>Sur Baher</b> <b>Sur Baher</b>

**Map 4: Project Implementation Priorities for Different Educational Stages**





## Conclusion

The education sector in East Jerusalem suffers from many problems; most importantly the lack of classrooms and restrictions on construction imposed by the Jerusalem Municipality to build schools that address the needs of the community.

The field survey and analytical maps of IPCC illustrated the large deficit in educational facilities in the central and southern neighborhoods compared to the northern neighborhoods of East Jerusalem; thus, it is necessary to develop educational facilities in these neighborhoods.

The number of schools surveyed was 214 schools under different supervisory authorities which were: Official public schools, Awqaf, UNRWA, contracting schools as well as schools administered by private bodies. The total number of students at all levels is 87,326.

The total number of classrooms required for all educational stages is 4,764 classrooms, which means 732 dunums of land is required to cover this shortage.

Educational services should be fairly distributed by concentrating more on strengthening schools in the southern neighborhoods, as there are many possibilities for building new schools in these neighborhoods, especially for vocational and technical education

Developing projects on municipal land may prove to be challenging during the planning phase; therefore, this should be considered an option in the long run. Nevertheless, such projects should be taken into account and considered within long-term strategies, whereby local authorities, through joint efforts with the international community and decision-makers, are able to exert influence on the Jerusalem Municipality to utilize the vacant land to meet the urgent needs of the population in East Jerusalem.

With regard to projects to be implemented in the long-run on lands owned by private institutions, there will be fewer constraints particularly with landowners. As a result, the implementation period will be considerably shorter in terms of formal procedures. These lands have been merged with the rest of the lands in the analysis phase to establish a list of priority projects for implementation.

# Appendices

## Appendix A: Field Survey Questionnaire



مركز التعاون والسلام الدولي / القدس  
International Peace and Cooperation Center – IPCC

### استمارة مبانى المراحل التعليمية

جميع المعلومات في هذه الاستمارة هي لأغراض إحصائية مسجلة وتجمع لغرض تخطيط المنطقة فقط و تحفظ سرعتها ولا يتم تدويرها لأي جهة أخرى.

البيانات التعريفية للمبنى:

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	رقم المبنى حسب الخريطة المرفقة	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	رقم الاستمارة المتسلسل
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	رقم الحوض المبنى عليه	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	منطقة التجمع السكني/الاستيطان
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	رقم القسيمة المبنى عليها		شهرة المبنى

سجل المقلبه :

تاريخ المقلبه :

اسم الباحث :

01- حالة المبنى:	
<input type="checkbox"/>	1- مكتمله 2- قيد البناء 3- مهجور (غير صالح للاستخدام) 4- مستغل وغير مكتمل
02- عرض المبنى:	
<input type="checkbox"/>	1- روضة أطفال 2- مدرسة ابتدائية 3- مدرسة أعدادية 4- مدرسة ثانوية 5- كلية 6- جامعة
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	03- ساعات الدوام : من الساعة _____ حتى الساعة _____
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	04- مساحة الأرض المقام عليها المبنى بالدوام : _____
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	05- المساحة الإجمالية للمبنى بالمتر المربع : _____
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	06- سنة تأسيس المبنى:
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	07- عدد الطوابق في المبنى :
08- ملكية المرحلة التعليمية :	
<input type="checkbox"/>	1- خاصة 2- حكومية 3- بلدية أو سلطة محلية 4- هيئة أو جمعية خيرية 5- وقف 6- وكالة غوث 7- غير ذلك حدد _____
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	09- مستخدم مبنى المرحلة :
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1- مالك 2- مستأجر 3- غير ذلك حدد _____
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	10- كم تبلغ قيمة الإيجار الشهري ( فقط للمستأجر ) بالشيكال ؟
<input type="checkbox"/>	11- نوعية الإستهجار :
<input type="checkbox"/>	1- جمعي 2- مفتاحية (خوارج) 3- غير ذلك حدد _____
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	12- ما هي عدد سنوات الإيجار ؟

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## Appendix B: List of Schools in East Jerusalem

Table B.1 List of Jerusalem Municipality Schools

No.	Name of School	Location	Total Number of Students	Number of classrooms	Total Number of Students	Number of classrooms	Total Number of Students	Number of classrooms	Total Number of Students	Number of classrooms
			Primary Sage		Preparatory		Secondary		Total	
1	Kufr Aqab Primary Boys School	Kafr Aqab	B. 447	17	B.374	13			<b>821</b>	<b>30</b>
2	Kafr Aqab Primary Girls School	Kafr Aqab	G.316	14	G.173	8			<b>489</b>	<b>22</b>
3	Kufr Aqab Mixed school(B)	Kafr Aqab	B.254 G.158	12					<b>412</b>	<b>12</b>
4	Kufr Aqab for Girls	Kafr Aqab			G.77	4	G. 58	3	<b>135</b>	<b>7</b>
5	Ibn Khaldoun Secondary Boys School	Beit Hanina			B. 391	16	B. 396	14	<b>787</b>	<b>30</b>
6	High-tech Scientific School	Beit Hanina			B.54 G.15	3	B.177 G.18	9	<b>264</b>	<b>12</b>
7	Beit Hanina Primary Boys	Beit Hanina	B. 611	26					<b>611</b>	<b>26</b>

	School									
8	Beit Hanina Primary School – Bagrut	Beit Hanina	B.106 G.58	7					<b>164</b>	<b>7</b>
9	Beit Hanina Primary Girls School	Beit Hanina	G.748	28					<b>748</b>	<b>28</b>
10	Beit Hanina Secondary Girls School	Beit Hanina			G.400	13	G.484	15	<b>884</b>	<b>28</b>
11	Beit Hanina Boys Shool	Beit Hanina			B.27	1	B.107	5	<b>134</b>	<b>6</b>
12	Alfa School	Beit Hanina	B.282 G.125	18	B.67 G.64	6			<b>538</b>	<b>24</b>
13	Al Qimma Tchnology School	Beit Hanina			B.226	7	B.177	8	<b>403</b>	<b>15</b>
14	Beit Hanina Secondary School (Bagrut)	Beit Hanina			B.23 G.25	2	B.29 G.16	2	<b>93</b>	4
15	Rowad Alquds	Beit Hanina			B.123 G.77	8	B.103 G.88	8	<b>391</b>	<b>16</b>
16	Shu'fat Secondary School	Shu'fat			B.590	19	B.576	19	<b>1,166</b>	<b>38</b>
17	Shu'fat School Sahel	Shu'fat			B.182	8			<b>182</b>	<b>8</b>
18	Ertekaa School(Bagrut)	Shu'fat	B.165 G.92	10					<b>257</b>	<b>10</b>
19	Alola School	Shu'fat	B.231 G.126	14	B.57 G.30	4			<b>444</b>	<b>18</b>

20	Sama Elementary School(B)	Shu'fat	B.143	6					<b>143</b>	<b>6</b>
21	Shu'fat Elementary Boys School(A)	Shu'fat	B.468	19					<b>468</b>	<b>19</b>
22	Shu'fat Elementary Girls School(B)	Shu'fat	G.494	20					<b>494</b>	<b>20</b>
23	Shu'fat school for Girls(A)	Shu'fat	G.332	12	G.525	18			<b>857</b>	<b>30</b>
24	Motanabi School	Shu'fat Refugee Camp			B.295	9	B.274	9	<b>569</b>	<b>18</b>
25	Shu'fat Elementary School(C)	Shu'fat Refugee Camp	B.637 G. 58	29					<b>695</b>	<b>29</b>
26	Al 'Isawiya Elementary School for Boys	Al 'Isawiya	B.748	27					<b>748</b>	<b>27</b>
27	Al'Isawiya Preparatory Boys School	Al 'Isawiya			B.423	16			<b>423</b>	<b>16</b>
28	Al 'Isawiya Elementary Girls School	Al 'Isawiya	G.728	27					<b>728</b>	<b>27</b>
29	Al 'Isawiya Secondary Boys School	Al 'Isawiya					B.325	12	<b>325</b>	<b>12</b>
30	Al'Isawiya Preparatory Girls School	Al'Isawiy a			G.442	18	G.391	13	<b>833</b>	<b>31</b>
31	At-Tur for Boys	At-Tur			B.640	22	B.634	22	<b>1,274</b>	<b>44</b>
32	Altal23 School	At-Tur	B.146	7					<b>146</b>	<b>7</b>
33	At Tur Primary Boys A	At Tur	B.682	28	B.55	2			<b>737</b>	<b>30</b>
34	At Tur Primary Boys B	At Tur	B.396	15					<b>396</b>	<b>15</b>
35	At Tur for Girls	At Tur	G.626	24	G.439	13			<b>1,065</b>	<b>37</b>
36	Eibda'a School	Sheikh Jarrah			B.76 G.63	6	B.53 G.31	4	<b>223</b>	<b>10</b>

37	Abdallah Secondary Girls School	Jerusalem/Sheikh Jarrah			G.27	2	G.253	14	<b>280</b>	<b>16</b>
38	Al-Wadi School for Excellence	Wadi Joz	B.291 G.152	18	B.50 G.19	3			<b>512</b>	<b>21</b>
39	Al-Ma'mouniyah Secondary Girls School	Jerusalem/Az-Zahra'a St.					G.1,091	35	<b>1,091</b>	<b>35</b>
40	Al-Rashidiyah Secondary Boys School	Jerusalem/Bab As-Sahirah					G.838	24	<b>838</b>	<b>24</b>
41	Al-Omariyyah Primary Boys School	Old City	B.248	9	B.238	12			<b>486</b>	<b>21</b>
42	Al-Mawlawiyeh Elementary Girls School	Old City	G.308	11	G.74	3			<b>382</b>	<b>14</b>
43	Khalil Sakakini Secondary Boys School	Old City			G.221	10	G.96	3	<b>317</b>	<b>13</b>
44	Ras Al Amud for Boys	Ras Al Amud			B.210	9	B.349	20	<b>559</b>	<b>29</b>
45	Ras Al Amud for Girls	Ras Al Amud			G.442	16	G.611	23	<b>1,053</b>	<b>39</b>

46	Ras Al Amud Shamela for Boys	Ras Al Amud			B.420	16			<b>420</b>	<b>16</b>
47	Silwan Elementary New School	Silwan	B.261 G.104	16					<b>365</b>	<b>16</b>
48	Silwan Elementary for Girls	Silwan	G.361	17					<b>361</b>	<b>17</b>
49	Silwan for Girls	Silwan	G.428	18	G.123	5			<b>551</b>	<b>23</b>
50	Silwan Elementary for Boys	Silwan	B.499	20					<b>499</b>	<b>20</b>
51	Silwan Elementary	Silwan	B.388 G.290	26					<b>678</b>	<b>26</b>
52	Athuri for Boys	Thuri			B.314	15	B.82	4	<b>396</b>	<b>19</b>
53	Ahmed Sameh Elementary for Boys	Thuri	B.354	16					<b>354</b>	<b>16</b>
54	Thuri Elementary for Girls	Thuri	G.631	24					<b>631</b>	<b>24</b>
55	Thuri Preparatory for Girls	Thuri			G.530	20			<b>530</b>	<b>20</b>
56	Ashbal Quds	Shayyah	B.147 G.69	8					<b>216</b>	<b>8</b>
57	Asma Bint Abu Bakr	Sawahira			G.212	9	G.219	9	<b>431</b>	<b>18</b>
58	Sala'a Elementary for Girls	Sawahira	G.448	18					<b>448</b>	<b>18</b>
59	Sala'a Elementary for Boys	Sawahira	B.650	26					<b>650</b>	<b>26</b>
60	Albayan School	Sawahira	B.144 G.53	8	B.20 G.4	1			<b>221</b>	<b>9</b>
61	Sawahira Elementary for Boys B	Sawahira	B.220	10					<b>220</b>	<b>10</b>

62	Sawahira Elementary for Boys	Sawahira	B.317	13					<b>317</b>	<b>13</b>
63	Sawahira Elementary for Girls B(Farouq)	Sawahira	G.355	14					<b>355</b>	<b>14</b>
64	Sawahira Elementary for Girls (Zahret Mada'en)	Sawahira	G.218	9					<b>218</b>	<b>9</b>
65	Sawahira Elementary for Girls	Sawahira	G.340	12					<b>340</b>	<b>12</b>
66	Jabal al Mukabbir Secondary school	Sawahira					B.472	16	<b>472</b>	<b>16</b>
67	Ibn Haytham for Boys	Sawahira			B.587	24			<b>587</b>	<b>24</b>
68	Abu Hamed Alghazale	Sawahira	B.222 G.200	21	B.3 G.93	5			<b>518</b>	<b>26</b>
69	Sawahira Preparatory for Girls	Sawahira			G.523	20			<b>523</b>	<b>20</b>
70	Jabal al Mukabbir Secondary for Girls	Sawahira					G.563	19	<b>563</b>	<b>19</b>
71	Sur Bahir for Boys(Ibn Rushd)	Sur Bahir			B.367	15	B.345	15	<b>712</b>	<b>30</b>
72	Sur Bahir secondary for Girls	Sur Bahir			G.112	4	G.391	17	<b>503</b>	<b>21</b>
73	Sur Bahir for Boys	Sur Bahir	B.406	20					<b>406</b>	<b>20</b>
74	Sur Bahir Elementary for Girls	Sur Bahir	G.165	7					<b>165</b>	<b>7</b>
75	Girls Sur Bahir	Sur Bahir	G.509	19	G.241	9			<b>750</b>	<b>28</b>
76	Umm Tuba for Girls	Umm Tuba	G.540	19	G.207	8			<b>747</b>	<b>27</b>
77	Umm Tuba for Boys	Umm Tuba	B.551	22	B.179	7			<b>730</b>	<b>29</b>



78	Beit Safafa Elementary B	Beit Safafa	B.320 G.272	22					<b>592</b>	<b>22</b>
79	Beit Safafa Elementary A	Beit Safafa	B.308 G.253	24					<b>561</b>	<b>24</b>
80	Beit Safafa Secondary School	Beit Safafa			B.335 G.262	21	B.331 G.272	24	<b>1,200</b>	<b>45</b>
81	Alhiwar	Sharafat	B.149 G.72	10					<b>221</b>	<b>10</b>
<b>Total</b>			B. 10,793 G.9,629	817	B. 6,304 G.5,420	450	B.5,268 G.4,582	365	<b>42,018</b>	<b>1,633</b>

**Table B.2: List of Private Schools**

	<b>Name of School</b>	<b>Location</b>	<b>Educational Stage</b>	<b>Total Number of Students</b>	<b>Number of classrooms</b>	
1	Al-Najah Academy School	Beit Hanina	Ele+pre	196	8	Mixed
2	Al-Sunnah Al-Islamiyyah School	Beit Hanina	Ele+pre	388	15	Mixed
3	Ahbab Al-Rahman Primary School	Beit Hanina	2(ele+pre)	208	8	Mixed
4	Al-Iman Elementary School for Girls	Beit Hanina	Ele	488	20	Girls
5	Al-Iman Elementary School for Boys	Beit Hanina	Ele+Pre	406	16	Boys

6	Al-Nourain School	Beit Hanina	Ele	169	6	Mixed
7	Al Mostaqbal Alahliyah	Beit Hanina	Ele	154	6	Mixed
8	Dar Al-Hekma School	Beit Hanina	Ele+Sec	271	13	Mixed
9	Middle East School	Beit Hanina	Ele+Pre	362	16	Mixed
10	College des Freres	Beit Hanina	Ele+pre+sec	963	28	Mixed
11	Rowa School	Beit Hanina	Ele+Pre	216	9	Boys
12	Renaissance School	Beit Hanina	Ele+Pre	423	18	Mixed
13	Renaissance School	Beit Hanina	Pe+sec		4	Mixed
14	Al-Iman Secondary School for Girls	Beit Hanina	Pre+Sec	214	12	Girls
15	Al-Iman Secondary School for Boys	Beit Hanina	2(Prep+Sec)	278	13	Boys
16	Lutheran School	Beit Hanina	Secondary	215	7	Mixed
17	Bridge International School	Beit Hanina	Ele+Pre+Sec	261	12	Mixed
18	Future School	Beit Hanina	Ele+Pre+Sec	435	12	Mixed
19	Al Haya School	Beit Hanina	Pre+secondary	262	14	Boys
20	Rosary Sisters School	Beit Hanina	Ele+pre+sec	1,687	63	Girls
21	Al-Hasaad Primary School	Beit Hanina	Ele	114	6	Mixed
22	Al-Sunnah Al-Islamiyyah School	Beit Hanina	Ele	209	10	Boys

23	Zu-Nourain Boys School	Beit Hanina	Pre+sec	247	10	Boys
24	Terra Sancta School	Beit Hanina	Ele	76	3	Mixed
25	Mar Mitri's School	Old City	Sec	300	14	Mixed
26	Saidat Albilar School	Old City	Ele+Pre+Sec	121	12	Girls
27	Terra Sancta School	Old City	Ele	269	12	Mixed
28	Terra Sancta School	Old city	Pre+sec	240	11	Boys
29	College des Freres	Old City	Ele+pre+sec	589	21	Mixed
30	Schmidt's Girls College	Old City	Ele+pre+sec	565	24	Girls
31	Al-Zahra'a Al-Shamila School	Old City	Ele+Pre+Sec	367	14	Mixed
32	Sisters of Ivrea School	Jerusalem CBD	Ele+pre	480	16	Mixed
33	Al-'Ahd School	Shu'fat	Ele	393	19	Mixed
34	Al-Furqan School	Shu'fat	Pre+sec	407	18	Boys
35	Al-Furqan Primary School	Shu'fat	Pre+sec	102	7	Girls
36	Jerusalem Elementary School	Shu'fat	Ele	514	21	Mixed
37	Jerusalem High School	Shu'fat	Pre+Sec	180	8	Mixed
38	Al-Zahra'a School	Wadi Al-Joz	Ele	116	7	Mixed
39	Dar Al-Awlad School	Wadi Al-Joz	Ele	304	13	

40	Al-Siraj School	Wadi Al-Joz	Ele	248	9	Mixed
41	St. George's School	Sheikh Jarrah	El+pre+sec	616	23	Mixed
42	Dar Al-Tifl Al-Araby	Sheikh Jarrah	Ele+Pre+Sec	857	25	
43	Emleson School	Jabal Al-Mukabber/Emleson	Ele	651	20	Mixed
44	Farooq Primary School	Jabal Al-Mukabber	Ele+pre	552	22	Girls
45	Al-Hidayah Primary School	At-Tur	Ele+pre	501	16	Mixed
46	Ibrahimieh College Primary	At-Tur	Ele+pre	972	30	Mixed
47	Samhar Girls School	At-Tur	El+Pre+Sec	1005	33	Girls
48	Ibrahimieh College	At-Tur	Pre+sec	295	11	Mixed
49	Mount of Olives School	At Tur	Ele	489	15	Mixed
50	Nour Al-Quds School	Ras Al-'Amud	Ele+pre	436	14	Mixed
51	Ajyal Al-Quds School	Kufr Aqab	Ele+pre	470	19	Mixed
52	Al-Ahd School	Kufr Aqab	Ele+pre	519	20	Mixed
53	Al-Aziziyah School	Kufr Aqab	Pre+sec	263	11	Girls
54	Jeel Al-Mustaqbal School	Kufr Aqab	Ele+Pre	486	16	Mixed
55	Ulama'a Al-Gaad School	Kufr Aqab/Samiramis	Ele+Pre	830	32	Mixed

56	Ulama'a Al-Gaad School	Kufr Aqab	Pre+Sec	105	4	Mixed
57	Ajyal Al-Quds Secondary School	Kufr Aqab	Pre+sec	292	11	Mixed
58	Alhaya School	Kufr Aqab	Ele+Pre+sec	676	18	Girls
59	Alhaya Primary School	Kufr Aqab	Ele	428	12	Mixed
60	Jeel Al-Mustaqbal School	Kufr Aqab	Pre+Sec	195	8	Girls
61	Al-Enjaz Primary School	Kufr Aqab	Ele	431	17	Mixed
62	Al-Enjaz Secondary	Kufr Aqab	Prer+Sec	323	10	Mixed
63	Zuhour Al-Aqsa Elementary School	Kufr Aqab	Ele	93	4	Mixed
64	Al-Farouq Omar Elementary School	Kufr Aqab	Ele	179	7	Mixed
65	Alfajr Aljadeed	Kufr Aqab	Ele+pre	375	15	Mixed
66	Dohat Alibda'a	Kufr Aqab	Ele+pre+sec	1,278	40	Mixed
67	Afaq Lmatar	Kufr Aqab	Ele+pre	274	9	Mixed
68	Al-Mustaqbal Academy	Al-Isawiyyah	Ele+pre	351	11	Mixed
69	Al Salam	Beit Safafa	Ele+pre	243	9	Mixed
70	Abu Tor Secondary Girls School	At-Thuri	sec	74	3	Girls
71	Riyad Al-Saliheen School	Sur Baher	Ele	93	5	Mixed
72	Sayedat Emleson Elementary School	Sur Baher	Ele	566	19	Mixed

73	Abu Obaidah Primary Boys School	Sur Baher	Ele+Pre	255	14	Boys
74	Renaissance technology School	Sur Baher	Pre+sec	122	8	Boys
75	Al-Mobde'in	Sur Baher	Ele+Pre	189	11	Boys
76	Alhaya Secondary Boys School	Sur Baher	Pre+Sec	339	14	Boys
77	Sawa Rbeena School	Anata	Ele+Pre+Sec	216	11	Mixed
78	Al-Mustaqbal Private School	Shu'fat Refugee Camp	Ele	169	6	Mixed
79	Al-Razi School	Shu'fat Refugee Camp	El+Pre+sec	1,073	40	Mixed
80	Nour Al-Huda Al-Maqdisi School	Shu'fat Refugee Camp	Ele+Prep	393	14	Mixed
81	Rowwad Al-Mustaqbal School	Shu'fat Refugee Camp	Ele+Pre	370	14	Mixed
82	Shams Al-Ma'aref School	Shu'fat Refugee Camp	Ele+Pre	289	11	Mixed
83	Al-Razi Secondary School	Shu'fat Refugee Camp	El+Pre+se	591	19	Mixed
84	Toyor Janneh(Sanabel)	Shu'fat Refugee Camp	Ele+Pre	182	8	Mixed
Total	--	--	--	<b>32,543</b>	<b>1,234</b>	

**Table B.3: List of Al-Awqaf Schools**

No.	Name of School	Location	Educational Stage	Total Number of Students	Number of classrooms
1	Al-Mawakeb American Internation School	Anata	Ele	246	12
2	Al-Nahda Al-Islamiyah Primary School	Ath Thuri	Ele	130	10
3	Al-Nithamiyah School	Beit Hanina	Ele+Pre+Sec	1176	40
4	Al-Jeel Al-Jadid School	Beit Hanina	Ele	196	9
5	Sharafat Secondary Co-educational School	Beit Safafa	Ele+Pre	179	12
6	Dar Al-Aytam Primary School 'C'	City Center	Ele	121	7
7	Al-Fatah Al-Laji'a Primary School 'D'	City Center	Ele	187	10
8	Al-Fatah Al-Laji'a Secondary School 'A'	City Center	Ele	260	12
9	Al-Shabbat Al-Muslimat Secondary School	City Center	Ele+Pre	366	17
10	Al-Fatah Al-Laji'ah Primary School 'C'	City Center	Ele	110	7
11	Al-Rawdah Al-Islamiyah Al-Haditha	City Center	Ele	401	16
12	Jabal Al-Mukabber Primary School	Jabal Al-Mukabber	Ele	282	14
13	Al-Shar'iyah Secondary School for Girls	Old City	Ele+Pre	101	6
14	Al-Nahda Primary School 'C'	Old City	Ele	60	4
15	Dar Al-Aytam Al-Islamiyah Secondary School	Old City	Ele+Pre	235	12
16	Al-Nahda Al-Islamiyah Primary School 'A'	Old City	Ele	178	10
17	Dar Al-Aytam Al-Islamiyah Primary School 'B'	Old City	Ele	114	6
18	Al-Nahda Al-Islamiyah Primary School 'B'	Old City	Ele	42	4
19	Dar Al-Aytam Primary School 'A'	Old City	Ele	92	4

20	Salah Al-Deen Primary Co-educational School	Ras Al 'Amud	Ele	130	7
21	Al-Nithamiyah Primary School	Shu'fat	Ele	273	10
22	Omar Bin Al-Khattab Boys School	Sur Baher	Ele+Pre	273	10
23	Abu Bakr As-Saddiq Girls School	Sur Baher	Ele+Pre	480	18
24	Omar ibn Abdel-Aziz Girls School	Sur Baher	Ele	196	11
25	Ali ibn Abi Taleb Boys Sschool	Sur Baher	Ele	224	13
26	Othman bin 'Affan Girls School	Sur Baher	Ele	392	15
27	Um Tuba Secondary School	Um Tuba	Ele+Pre	139	9
28	Al-Fatah Secondary School	Wadi Al-Joz	Ele+Pre	430	16
29	Hassan Al-Thani Boys School	Wadi al Joz	Ele	315	15
30	Al-Rawda School	Wadi al Joz	Ele	138	7
31	Al-Shabbat Al-Muslimat Secondary School	Wadi al Joz	Ele+Pre+Sec	562	21
32	Dar Al-Aytam Primary School 'D'	Wadi al Joz	Ele	149	7
<b>Total</b>	--	--	--	<b>8,177</b>	<b>371</b>



**Table B.4: List of UNRWA Schools**

<b>No.</b>	<b>Name of School</b>	<b>Location</b>	<b>School Classification</b>	<b>Educational Stage</b>	<b>Total Number of Students</b>	<b>Number of classrooms</b>
1	Al-Quds Primary Boys School	Bayt Al-Maqdis	1	1	72	9
2	Al-Quds Primary Girls School	Silwan	2	1	61	9
3	Sur Baher Primary Girls School	Sur Baher	2	1	183	9
4	Beit Safafa Primary Coeducational School	Beit Safafa	3	1	17	4
5	Shu'fat First Elementary Girls School	Shu'fat Refugee Camp	2	1	626	20
6	Shu'fat Second Elementary Girls School	Shu'fat Refugee Camp	2	1	337	11
7	Shu'fat Refugee Camp First Elementary Boys School	Shu'fat Refugee Camp	1	1	447	17
<b>Total</b>	--	--	--	--	<b>1,743</b>	<b>79</b>

**Table B.5: List of Contracting Schools**

No.	Name of School	Location	School Classification	Educational Stage	Total Number of Students	Number of classrooms
1	Al-Hayat – Sakhnin	Shu’fat	3	1	189	9
2	Al-Hayat – Sakhnin	Kufr Aqab	2	1	313	8
3	Al-Hayat – Sakhnin	Silwan	3	1	271	8
4	Al-Hayat – Sakhnin	Kufr Aqab	1	1	370	11
5	Al-Hayat – Sakhnin	Shu’fat	1	2	182	8
6	Al-Hayat – Sakhnin	Kufr Aqab	2	2	332	10
7	Al-Hayat – Sakhnin	Atarot	1	2	292	15
8	Al-Hayat – Sakhnin	Shu’fat	2	2	291	14
9	Al-Hayat – Sakhnin	Sur Baher	1	2	474	13
10	Al-Hayat – Sakhnin	Silwan	2	2	131	5
<b>Total</b>	--	--	--	--	<b>2,845</b>	<b>101</b>

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