



**The Right to Education Campaign's  
Submission to the  
United Nations Human Rights Council's  
Universal Periodic Review of Israel  
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The Right to Education Campaign is a collaborative project based in Birzeit, An-Najah and Bethlehem universities in the occupied Palestinian territories. The Campaign began in 1988 at Birzeit University with the provision of legal assistance to students and teachers who were arrested for carrying books and attending classes in people's homes and community centres during the first *intifada* - when all Palestinian universities were closed down by Israeli military order. Since then, the Campaign has sought to expose the systematic obstruction of Palestinian higher education in the West Bank and Gaza Strip. The Campaign opened at An-Najah National University in 2006 with a special focus on documentation of human rights violations, and in Bethlehem University in March 2008.

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**The Right to Education Campaign (R2E)<sup>1</sup>**  
**Submission to the UN Universal Periodic Review of Israel**  
**Third session of the UPR Working Group, December 2008**

In this submission, the Right to Education Campaign (R2E) provided information under Section C, **Promotion and Protection of Human Rights on the Ground: Implementation of international human rights obligations** of the Human Rights Council's Guidelines for the Preparation of Information under UPR.<sup>2</sup>

**Key words: Right to Education – Education of Palestinian Prisoners - Political Prisoners – The Wall – Freedom of Movement – Academic Freedom – Economic Blockade – Harassment.**

**Category: Right to Education**

**Topic 1:** Denial of education to young Palestinian detainees.

**Key Issues: Palestinian detainees from the occupied Palestinian territories (oPts) inside Israeli prisons are arbitrarily denied the same access to education as their Israeli counterparts. In 2007, 3,000 detainees were not permitted to sit their end of high-school exams.**

1. Israel is bound by instruments of international law to guarantee the right to education of students whilst in detention.<sup>3</sup> This right was also partly recognised by an Israeli court which held that Palestinian child detainees are entitled to the same level of education as Israeli child detainees, however, with the caveat that the right was “subject to the security situation”.<sup>4</sup> R2E shares the deep concern expressed by the children's rights organization, Defence for Children International – Palestine Section (DCI/PS)<sup>5</sup> over the absolute denial of education to Palestinian child detainees held in the seven detention centres in the West Bank,<sup>6</sup> and only two out of five prisons inside Israel offer any form of education at all.<sup>7</sup> In the two prisons where some education is provided, it is limited to two hours per week in Telmond prison, and nine hours per week in Addamoun prison. The Palestinian Ministry of Detainees and Ex-Detainees Affairs also confirms that in 2007, some 3,000 young Palestinians detained in Israeli prisons were not permitted to sit the final-year examinations for secondary schooling (the *tawjihi* exams).<sup>8</sup> R2E is particularly concerned with the double standards implied in this practice as Israeli child and young detainees are not denied these education rights.

<sup>1</sup> The Right to Education Campaign also endorses the UPR submissions of Al-Haq, Defence for Children International – Palestine Section (DCI/PS), Addameer, Civic Coalition to Defend Palestinian Rights in Jerusalem.

<sup>2</sup> UN Doc. A/HRC/6/L.24. 24 September 2007

<sup>3</sup> Fourth Geneva Convention, Article 94: "The education of children and young people shall be ensured; they shall be allowed to attend schools either within the place of internment or outside" and the UN Rules for the Protection of Juveniles Deprived of their Liberty, Rule 38: "Every juvenile of compulsory school age has the right to education suited to his or her needs and abilities and designed to prepare him or her for return to society. Such education should be provided ... by qualified teachers through programmes integrated with the education system of the country so that, after release, juveniles may continue their education without difficulty."

<sup>4</sup> *Mohammad Frehat and ors v IPS (1997) 400/97*

<sup>5</sup> See DCI/PS report, Palestinian Child Prisoners, 2007, pg. 33-34  
<http://www.dci-pal.org/english/publ/research/2008/PCPReport.pdf>.

<sup>6</sup> Huwarra, Etzion, Salem, Askelon, Jalama, Mascobiyya and Petah Tikva.

<sup>7</sup> The five prisons are: An Naqab, Ofer, Telmond, Megiddo and Addamoun, with Telmond and Addamoun being the exceptions.

<sup>8</sup> Confirmed by communications between the R2E and the Ministry of Detainees and Ex-Detainees Affairs on 16 July 2008.

**Category: Situations in or in relation to specific regions or territories**

**Topic 1:** Jerusalem.

**Key Issues: The Wall cuts off teachers and students from their schools in East Jerusalem, making schools vulnerable to closure.**

2. The application of International human rights law in times of armed conflict and occupation is universally accepted – with Israel being a notable exception – and has recently been confirmed by the International Court of Justice (ICJ).<sup>9</sup> Article 50 of the Fourth Geneva Convention also states that an occupying power shall "facilitate the proper working of all institutions devoted to the care and education of children."<sup>10</sup> Article 47 of the Convention further establishes that agreements between the authorities of the occupied territory and the occupying power do not exempt the latter from its duties under the Convention, and the ICRC's interpretation of Article 50 imposes a positive obligation on the occupying power whereby it must not only refrain from adversely affecting educational institutions but it must seek "to support them actively and even encourage them if the responsible authorities of the country fail in their duty."<sup>11</sup>

3. Moreover, the ICJ's Advisory Opinion on the Wall found that it illegally impeded not only the liberty of movement of Palestinians but also, as a consequence, the exercise of their right to education.<sup>12</sup> The Al-Haq case study of the Arab Orphan School in East Jerusalem, published in December 2006, reveals precisely how the Wall has such a negative impact on education.<sup>13</sup> The establishment of Qalandiya checkpoint in April 2006 cut off the school from its catchment areas of Bir Nabala and the rest of the West Bank,<sup>14</sup> 85% of its students and teachers hold Palestinian I.D.s and now face problems crossing the checkpoint to reach the school. In the academic year 2006-2007, 30 members of staff were unable to reach the school on a regular basis because they were forced to sneak through buildings in order to avoid checkpoints. Of those who did make it, many were sent home by the school's administration who were scared because police often raided the school, arresting 'illegal' staff and students. The founder of the School, Hasan al-Qeeq faced charges for allowing pupils with Palestinian I.D.s to reside in Israel without permits.<sup>15</sup> Those who were lucky enough to get permits (nine members of staff and a few students) had only 3 months of guaranteed access to the School; their right to education for that year remaining in limbo. The stifling conditions caused by the Wall<sup>16</sup> threaten the existence of the School, as one of the teachers explains:

<sup>9</sup> *Legal Consequences of the Construction of a Wall in the Occupied Palestinian Territories*, ICJ, 2004, para 111.

<sup>10</sup> Fourth Geneva Convention, Article 50: "The Occupying Power shall, with the cooperation of the national and local authorities, facilitate the proper working of all institutions devoted to the care and education of children."

<sup>11</sup> ICRC, *Commentary: IV Geneva Convention Relative to the Protection of Civilian Persons in Time of War* (Geneva, ICRC, 1958), p. 286.

<sup>12</sup> <sup>12</sup> *Legal Consequences of the Construction of a Wall in the Occupied Palestinian Territories*, ICJ, 2004, para 134.

<sup>13</sup> Al-Haq, *The Right to Education Under Occupation: A Case Study of the Arab Orphan School, East Jerusalem, December 2006*, <http://right2edu.birzeit.edu/downloads/pdfs/Al-HaqBriefDec2006.pdf>

<sup>14</sup> The Arab Orphan School in East Jerusalem also had a strong tradition of educating students from the Gaza Strip, but the restrictions on movement of Gazans since 2000 made it impossible for Gazans to attend the School, even as boarding students – see Al-Haq report, *supra* note 28, pg. 2.

<sup>15</sup> Mr Hasan al-Qeeq died in April 2004 before the end of his trial.

<sup>16</sup> In 2000 the school taught 250 students, by 2006 the numbers were cut by half to just 120 pupils.

*"I consider every day that I spend at school my last day there. Since the beginning of the academic year, I have been living in a state of emergency. The effects of this have been reflected in the students' performance and achievements."<sup>17</sup>*

**Topic 2:** Nablus.

**Key Issues: The system of checkpoints around Nablus exposes thousands of students in higher education to serious delays as well as verbal and physical harassment on a daily basis. One student was pepper-sprayed in the eyes for accidentally stepping forward in a queue, while another had his arm broken by a soldier when caught avoiding a checkpoint.**

4. An-Najah National University is located in Nablus, a town in the northern West Bank that is completely surrounded by 7 manned checkpoints. The University's student population of 17,000 and its 1,000 members of staff are regularly subjected to military invasions, arrests and closures, with over half of the campus population enduring further security checks, delays, closures and harassment because they must cross the boundaries of the checkpoints and roadblocks in order to reach their classrooms. In a random survey of 166 people conducted in May 2007, 95 said they have missed classes due to delays at checkpoints, suggesting that a high percentage of the 9,000 students and staff who cross checkpoints have endured the same fate. In a separate study, 28 students recorded their experiences traveling to and from university between September and December 2007. Collectively they reported 356 occasions of crossing checkpoints, of which, 10 involve incidents of the students experiencing physical and verbal harassment, while another 57 involved incidents in which the students witness harassment of other travelers, many of whom the observers recognised as students. They also found that men spent twice as long than women at checkpoints, on average waiting 90 minutes compared to zero to 45 minutes for women. Crossing checkpoints has become so difficult, both mentally and physically, that many students resort to taking long detours through the countryside in order to avoid them. One case shows a student was pepper-sprayed for accidentally stepping forward in a queue, which illustrates the extent of arbitrary abuse faced by An-Najah students [Annex I]. In another case a student had his arm broken as punishment for avoiding Beit Iba checkpoint – a typical example of the dangers faced when students avoid checkpoints [Annex II].

**Category: Freedom of religion and belief, expression,  
and right to participate in public and political life**

**Topic 1:** Detention of students taking part in political life.

**Key Issues: All student groups associated with political parties are banned by military order making student leaders particularly vulnerable to arrests based solely on their political activity. Since 2004, the Israeli army has arrested more than 8 elected representatives of the Student Council of Birzeit University, 5 of whom were presidents of the Council at the time of arrest.**

5. Under Israeli military law, all student blocs are outlawed, making membership to any student branch of a political party illegal – including Fatah – and subjecting thousands of students to arbitrary arrest and the denial of their freedom of opinion and expression. On Sunday 25th November 2007, the president of Birzeit University's Student Council, Fadi Hamad, was arrested by Israeli military Special Forces while travelling on the road between the al-Jalazon refugee camp and the city of

<sup>17</sup> Al-Haq affidavit no. 2955/2006, referenced in Al-Haq report, see *supra* note 38, pg. 8.

Ramallah. As a student leader, Fadi represented the interests of some 7,000 students before the university administration, and was responsible for welfare programmes for students, providing them with sports and cultural activities as well as help with registration, paying fees and their studies. Fadi's arrest was followed by the arrest of his replacement, Abdullah Owais, who was also arrested at a checkpoint in February 2008 and charged under the same count. Since 2004, the army has arrested more than 8 elected representatives of the Council, 5 of whom were presidents of the Council at the time of arrest. Before his arrest, Fadi Hamad had commented on the arrests of Student Council members:

*"The arrested students who worked for the Student Council focused solely on providing local academic support for students and nothing else. In reality, these arrests serve to discredit and obstruct the work of the Student Council as an institution and are not about providing security for Israel."*

6. R2E's data also shows that 21 out of 40 cases represented by Birzeit University's lawyer are political prisoners who are serving time solely for belonging to student societies or political parties, many of whom held positions of leadership in the Student Council at the time of their arrest. These students are not only being denied their freedoms of association, thought, and liberty; they are being denied their education.

**Category: Freedom of movement/ freedom to leave and come back to country**

**Topic 1:** Checkpoints and the isolation of the Gaza Strip from the West Bank.

**Key Issues:** **The system of checkpoints and the isolation of the Gaza Strip from the West Bank has changed the demographic composition of the student population in Palestinian universities, affecting their production of knowledge and the ability of students to access certain courses.**

7. The cantonisation of the West Bank has resulted in Birzeit losing some of its national character as students face increasing difficulties in accessing the University. For example, 20 per cent of Birzeit's students reside in Jerusalem and on average face delays of 2 hours at the Qalandiya checkpoint on a daily basis. Between 2004 and 2005, there was no intake from Jenin due to checkpoint closures and currently the intake from the northern and southern areas of the West Bank has dropped substantially. In 2000 there were 350 Gaza students at Birzeit University, of these, many were deported<sup>18</sup> while others were forced to reside 'illegally' in the West Bank in order to finish their studies.<sup>19</sup> By 2005 there were only 35 Gaza students in Birzeit, marking a ten-fold drop in five years, and today there are none. This also affects the production of local knowledge which is dependent on the sharing of experiences in classrooms and the ability to attend local conferences.

8. Since 2004, Israel has totally prohibited Palestinian residents of Gaza from studying in the West Bank. In 2006, a ruling in the Israeli High Court forbade 10 Palestinians from accessing Bethlehem University's Occupational Therapy Programme. The argument used by the state prosecutor, Haran Reicher, was that "there is a general phenomenon of attempts to harm state security by residents of

<sup>18</sup> Al-Haq intervention to Legal Advisor in Beit Il on behalf of Birzeit students deported to Gaza, march 2005, <http://right2edu.birzeit.edu/news/article269> .

<sup>19</sup> These ex-student still risk deportation at any moment.

Gaza between the ages of 16 and 35" which effectively laid the ground for an outright ban on all Gazan students from leaving Gaza because they belong to a so-called 'dangerous age group'.<sup>20</sup>

9. Israeli checkpoints in the West Bank also limit the options available to students who cannot afford to live outside the family home or do not obtain a permit to travel and therefore must attend local universities. The Arab American University of Jenin for example, does not yet offer engineering degrees, so students from Jenin are not able to study in this field. As well, the only medical schools in the oPts are at Al Quds University and An-Najah National University, both of which are difficult to reach as they are surrounded by the Wall and checkpoints, respectively.

**Topic 2:** Immigration controls.

**Key Issues: Israeli immigration controls deny access of academics and students holding foreign passports to Palestinian institutions of higher education, further isolating these institutions and pushing them into greater economic uncertainty. Birzeit University's Programme for foreign students was no longer self-sufficient as the flow of students reduced and became irregular.**

10. As the state of Israel controls the borders and population register of the oPts, it has *de facto* control over which foreign students and teachers can access Palestinian universities. At Birzeit University, in the academic year 2006-2007, there were 21 faculty members at risk of not making it to the end of the year due to visa insecurity, and from May 2006 to September 2006, there was a 50 per cent drop in staff holding foreign passports – from 52 to 27 – due to their visas being denied. Most of the staff affected were of Palestinian origin and many had been teaching in Birzeit for decades.<sup>21</sup> Also between 2006 and 2007, at least 13 students attending the Palestinian and Arabic Studies (PAS) Programme in Birzeit were not permitted entry to start or continue their studies. This put the PAS Programme at risk because it is entirely self-sufficient and dependent on foreign students' access to the University. By the start of the academic year 2007-2008, the PAS Programme was no longer self-sufficient placing a further burden on the university's budget.

11. In July 2007, the English department of the Arab American University of Jenin reported it was about to close due to difficulty in attracting native-speaking teachers from abroad. These difficulties are due to Israeli immigration practice which makes employment in West Bank universities such a gamble that many foreign teachers cannot afford the risk of leaving their jobs for new opportunities in the oPts.

**Category: Right to Life, liberty and security of person**

**Topic 2:** Harassment of students in student accommodation.

**Key Issues: The Israeli army regularly invades the homes of students, conducts arbitrary interrogations and restricts their movement as punishment for non-compliance.**

15. The increased lack of mobility due to checkpoints and the cantonisation of the West Bank means thousands of students in Birzeit University are forced to live in student accommodation in Birzeit

<sup>20</sup> See Gisha press release, 31 October 2006, 'Israeli Military to High Court: Gaza Students Pose a Threat to Security' <http://www.gisha.org/index.php?intLanguage=2&intItemId=222&intSiteSN=113&OldMenu=113> .

<sup>21</sup> See case studies of Sam Bahour <http://right2edu.birzeit.edu/news/article427> and Fadah Thum <http://right2edu.birzeit.edu/news/article448> .

village. The Israeli army has invaded the homes of about 30 per cent of the 2,200 students living in Birzeit village<sup>22</sup> and subjected these students to arbitrary interviewing,<sup>23</sup> [Annex III] regardless of whether they are suspected of being involved in political or security-related activities. The psychological pressure and anxiety generated from such interviews can amount to inhumane and degrading treatment. R2E has reports of students who object to such questioning being given papers calling them for interviews at a later time and if they do not attend they are then harassed at checkpoints as punishment for not attending such interviews [Annex IV].

**Recommended Questions to Israel:**

When will Israel ensure Palestinian child and young detainees receive the same standard of education commensurate to the standard of education provided to Israeli detainees?

What measures will Israel adopt to ensure that teachers and students can access their schools in East Jerusalem?

How and when will Israel recognize the right to the political expression of Palestinian students who are not engaged in security-related activities?

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<sup>22</sup> See statement by Fadi Hamad, Head of Birzeit Student Council 2006-2007, in R2E article <http://right2edu.birzeit.edu/news/article512> and Fact Sheet <http://right2edu.birzeit.edu/news/article495> .

<sup>23</sup> Such as in the case of Kareem Rabie: On 31<sup>st</sup> July around 2:30am, about 7 soldiers broke into his residence, apparently looking for a student. The commander asked him a series of questions about other inhabitants of the building; who the neighbours are and who his roommates are. He was allowed to go upstairs to put on more clothes and he saw his three roommates answering questions with guns pointed at them. All four were being asked the same questions. The incident lasted about 1.30 hrs. No one from Kareem's house was arrested.



**ANNEX I – Affidavit from student who was pepper-sprayed for accidentally stepping forward in a queue, 2007.**

**Name:** Ayman Qawariq

**Year of birth:** 1986

**Place of residence:** Huwwara village

**Course of study:** Mathematics

**Year of study:** 3rd year

**Institution:** An-Najah National University

**Date of Testimony:** March 2008

**Testimony collected by:** Right to Education Campaign, An-Najah University.

After committing and being obliged to tell the truth, the following statement is my testimony:

This incident happened over a year ago in 2007. I finished my day at the university and then headed to the checkpoint at Huwwarra. This checkpoint represents the suffering for all people in Palestine. I waited in line and as usual there was a lot of pushing especially on this day because it was a Thursday, the day students finish for the week. What a lot of people at the checkpoint. It felt like every Palestinian on earth was waiting to pass through.

The pushing continued and I was jammed in the middle of the crowd. Two hours later I reached the turnstile and the place where the soldiers check your ID. At the soldier's command, my turn came, at last. Of course plenty of time had been wasted and of course I could not study at this time, but what was most important was that I had finally reached the checking area.

I was thinking – finally, I am going home, away from the stinky smell of the cigarettes. Away from here. One cigarette here and another one there. People here smoke a lot because they want to kill the time even though they are damaging their health.

My turn had arrived and the turnstile was unlocked so I could pass through. But it got stuck just after I exited from it. I stood in front of it waiting to give my ID to the soldier who was talking to a female soldier and ignoring everything else, as though he was having fun. More people were coming through the turnstile by then, so I was pushed forward. The soldier saw me and tried to attack me and push me away to the back of the line. All I could think about was going home.

I tried to explain that I had been waiting for two hours and I that I had done nothing wrong, but he wasn't listening. Rather he started to push me hard, but I refused to go back. Then another three soldiers came and asked me to put my hands behind my back so they could handcuff me with the plastic bands. But my hands were hurting because of an injury the previous day. I told them this, but they didn't listen. They gathered around me and started to beat me. Every time they grabbed one hand I pulled the other one out of the handcuffs.



After a while, one of them turned on me and stood facing me. Then he sprayed a substance into my face. I felt like my face was on fire and that fire was much cooler than this feeling. My eyes were in unbearable pain. My face was almost melting from the heat.

While blinded by the pain they put me into a booth, like a lock-up, and it was very dark. They left me in this little prison fighting this tremendously painful feeling. It lasted for about 30 minutes.

Half an hour later, it started to ease off, but the pain was still in my eyes. I tried to the emergency number at Rafidia Hospital in Nablus. I told them what happened to me and asked them to give me advice on how to reduce the pain. Unfortunately they could not give me any advice, but they insisted that I should go to the hospital when I was released.

An hour and half or two hours later I was given back my ID which had been taken earlier. They told me to go to the back of the line. By then it was 9pm. I took my ID and went back to Nablus to the hospital where they gave me eye drops.

I headed to the checkpoint again, which by then was empty. I passed through easily and went home, arriving at about 11pm. Of course I had to walk home from the checkpoint because by that time there were no taxis, so I walked.

[Slip from Rafidia Hospital showing eye treatment was given as evidence.]

**ANNEX II – Affidavit from student whose arm broken by a soldier when he was avoiding Beit Iba Checkpoint, 12 June 2008.**

**Name:** Yazan Ahmad Muhammad Saleh

**Place of residence:** Anabta, Tulkarm

**I.D. number:** 401620315

**Nationality:** Palestinian

**Course of study:** Accounting

**Year of study:** 4th year

**Institution:** An-Najah National University

**Date of testimony:** June 2008

**Testimony collected by:** Right to Education Campaign, An-Najah University.

After committing and being obliged to tell the truth, the following statement is my testimony:

On 12th June 2008, I left the University to head home. I live in a village called Anabta near Tulkarm and I have to go through Beit Iba checkpoint on the way. Beit Iba lies at the west side of Nablus, controlling the flow of people to Tulkarm and Qalqilia. When I got close to the checkpoint I could see it was crowded. I had arrived at the busiest time of the week – it was 12.30 on a Thursday, the day when everyone who stays in Nablus during the week goes home for the weekend.

I decided to take an alternative route because it was going to take too long to queue up at the checkpoint. There is a way to avoid the checkpoint by going up the hill and behind a quarry. There isn't a road, only a rough track. And on the way there is a gully with a piece of wood across it like a bridge. I had cleared this bridge and was following behind two other students. Suddenly an Israeli army jeep appeared and we started to run. By this time we were approaching an olive grove. The other two were much faster than me and managed to get away, but behind me an Israeli soldier was shouting at me and chasing me.

He shouted at me to put up my hands. I had to stop and put them up. He yelled at me in Hebrew, but I couldn't understand. He threatened me with his gun. I heard the English word 'Shoot' and I thought he was going to shoot me. He was still running at me at full speed when he hit me on my left knee with his gun which made me collapse on the ground. He shouted at me to raise my arms, and then he started to hit and kick me. His boots seemed to be made of steel. I felt my right arm snap, and it started to wobble about of its own accord. The pain was intense. I was crying out with the pain but the soldier continued to hit and yell at me. I told him my arm was broken but he said in English, 'You have broken my foot'.

Then he asked me to get up and walk towards one of the olive trees. He asked me to stay there. Even though my arm was broken he insisted I keep it up in the air. I was detained by the olive tree for almost 45 minutes during which time he interrogated me and asked me about the other guys who

were with me. This was the first time I had met them and hardly knew them. He kept yelling at me and threatening me with his gun to tell him who they were. During this time I felt my arm swell and I could not move it at all. The Israeli soldier did not offer me any first aid and he kept yelling at me.

I could tell from the soldier's features that he was young, hardly 20 years old. After 45 minutes he told me to go back to Beit Iba checkpoint. He took my ID. I had difficulty walking because of the injury to my left knee.

When I got there, five Israeli soldiers interrogated me about who had hit me. I told them that it was an Israeli soldier. One of them said, 'Why didn't you follow his orders? If you had he would not have hit you' and I said, 'Actually, I did I follow his orders but he still attacked me and beat me.'

Amongst the soldiers there were two officers – I knew this by the badges on their shoulders. One of the soldiers talked to me and asked me what happened. I answered that the soldier hit me even though I followed his orders and then the soldier asked me to stand there and I heard them talk about first aid, but it was in Hebrew and I could not understand all of it. One of the officers told me to go through the checkpoint without offering me first aid. Then one of the soldiers gave back my ID.

I headed to the Dr Thabat Thabat Hospital in Tulkarm. I arrived at the hospital at about 3pm. The doctors at the hospital treated my injuries. They x-rayed my arm and put a plaster cast on it. Then I went home.

**ANNEX III – Account of incident written by Karrem Rabie whose apartment was invaded by the Israeli army and all students present were subjected to arbitrary questioning.**

**Name:** Kareem Rabie

**Nationality:** American

**Occupation:** PhD student at City University of New York's Graduate School

**Course of study in Palestine:** Student in PAS Programme in summer 2007.

**Institution:** Birzeit University

**Date of written account:** December 2007

**Account received by:** Right to Education Campaign, Birzeit University

It took place on 31 of July at 2:00 or 2:30 am.

I was in bed what it happened.

I woke up at around 2:00 or 2:30 to the sounds of them banging on the door to the basement apartment, directly under my bedroom. They were pounding on the door and screaming "Army" in Arabic. I woke up and tried to lay still hoping they would go away. I stayed in bed for a while, but it didn't seem like they were leaving so I got up, put on a shirt, and walked to the front of the apartment to wake up Jim. When I walked past the kitchen they saw me through the window (which was ground level), pointed lights at me, yelled, and had me open the door.

When I opened the door, I had my hands up, there were maybe 6 or 8 soldiers crouching behind a ledge pointing machine guns at me. I could see red laser pointers on my chest. One ran up to me and checked me (I was pretty clearly unarmed, being in my underpants and a t-shirt, with my hands up). At this point two took me down the hill to the entrance to the basement apartment, where the other soldiers were. Everyone was dressed as soldiers, and many were wearing face paint. Downstairs I started getting questioned by one of them. He was not wearing face paint and he spoke fluent English and Arabic. In general he was smarter, more polite, clean cut, and together than the others, he definitely seemed like he was in charge in some capacity (he remembered all of our names, he was the one I was taken to, he was the one that allowed me to get dressed, etc.). He spoke to me only in Arabic. I told him that I would prefer English, but he suggested that we speak in Arabic; you know, the same thing they do to us at the airport and checkpoints. He asked me a series of questions about who was in the building, who are neighbors are, who my roommates are, etc. At a certain point I told him that I was cold and wanted to go upstairs to put my pants on and get my passport. There was some confusion, I think, because they found an empty basement apartment and accidentally happened upon four American students instead. So I went back upstairs. Someone yelled at me, I told him the guy downstairs said I could come up and get dressed and he let me in.

Upstairs I found the three roommates sitting around the table, answering questions, guns pointed at them. I gather that the troops came in, pointed guns around and did a bit of ineffectual searching

(they moved the couch a bit, one of them took my Birzeit University I.D. card from my desk). Jim can fill in what happened during that time.

At that point they brought our neighbor downstairs and just generally hassled us, asked the same sorts of questions, etc. All in all I think the whole thing lasted an hour or an hour and a half, but I remember really having no sense of time at during the whole thing.

We felt, of course, horrible. Uncomfortable in our home, and unsafe; feeling like the separation between home and private space had disappeared. For days afterwards, Jim and I talked about this, we pictured their vehicles on our street, them crouching around pointing guns at us. Of course, with time, it goes away and it gets internalized and normalized. Immediately after they left, Jim and I couldn't sleep. We went outside, we paced, we talked, we looked around. Jim saw them arrest three people from the basement apartment next door, and they had been blindfolded. This is the reason why we suspected that they just had the wrong apartment (of course that doesn't do justice to the fact that they go wherever, whenever, for any reason). After they finally left our street we went for a bit of a walk and we saw one of our neighbors, an old woman, and her friend being walked home and chatted. We were very scared.

**ANNEX IV – Account of incident written by Omar Deriah whose apartment was invaded by the Israeli army and he and his flat-mate were given papers asking them to go to Ofer for an 'interview', they didn't go and his flat-mate was then stopped at a checkpoint because of this.**

**Name:** Omar Deriah

**Date of Birth:** 22 December 1983

**Course of study:** Business Administration

**Year of study:** graduated June 2007

**Institution:** Birzeit University

**Date of written account:** June 2008

**Account received by:** Right to Education Campaign, Birzeit University

In the summer of 2005, the Israeli army invaded my student house in the old city of Birzeit where I lived with another flat-mate, Ibrahim Al Jamal, who was also studying in Birzeit University at the time. He was a sociology student at the time.

The soldiers arrived between 11 and 1am at night, there were about 5 soldiers and they stayed in the house for about 20 minutes. One of them stood out as he was bald and I recognized him as being the soldier that many students have told me about; he is the one who usually asks students to 'talk' to him and is known by the names of 'Raouf' and 'Doodi'.

The soldiers looked around the house and then 'Raouf' asked me my name which has the same family name as a known Fatah man who was killed by the Israelis, Mohammad Deriah. When he heard my name, 'Raouf' told me "Do you know Mohammad (Deriah)?" I said no. he then told me "Don't think about being like him." I said I am not.

He then handed me an A5 sized paper with Hebrew writing on it and told me I had an interview with him in Ofer. He gave the same paper to Ibrahim.

I told him I couldn't go on that day because I had an exam. He offered to change the time but I didn't agree to this. In the end I didn't go to the interview and neither did Ibrahim.

A few months later, when Ibrahim was crossing a checkpoint to go to Bethlehem he was stopped at the checkpoint and told he had to go to this interview or they wouldn't let him pass. Luckily Ibrahim was accompanying some diplomats in their travels and when they intervened the soldiers let him pass this time.