

Learning Under Threat

School Report (Sep 2024 - Jan 2025)
Hebron H2 and Masafer Yatta



community peacemaker teams
PALESTINE

The background of the page is a photograph of a concrete wall under construction. The wall is made of large, light-colored concrete blocks. Some of the blocks have rebar (steel reinforcement bars) protruding from them. In the background, a person is visible, standing and looking towards the right. The overall scene is somewhat desaturated and has a gritty, documentary feel.

Content

Executive summary -----	1
Introduction -----	2
Methodology	
Data Quantitative -----	4
Data Qualitative -----	10
CPT’s Impact on the Ground -----	14
Team Learning and Challenges	
During Observation -----	19
Recommendations -----	20
Conclusion -----	23
Annexes -----	24

Executive summary

For over a decade, I watched Hebron’s children fight daily for their right to learn – now, more than ever, they need our support.



Photo 1: CPT team visiting Al-Ibrahimi School, Hebron, 2012.

It is the last time I will write for this report. I have been part of this report either by writing or editing for more than 10 years. I have monitored schools for around 4380 days, watching these children pass through checkpoints, sometimes twice a day.

I built relationships with children and teachers. Their daily persistence brings me hope.

I recall a girl I once watched in kindergarten, now entering her final year of school. I have watched her spend her entire life fighting for her right to learn. To my great joy, she has flourished against incredible odds.

Every day she has faced the threat of violence from Israeli soldiers, and settlers. She demonstrates a lifetime of tenacity and resilience.

But she shouldn’t have to.

In 2023, Tor Wennesland, United Nations Special Coordinator for the Middle East Peace Process said “A child’s right to education must be respected. I call on Israeli authorities to cease such demolitions and evictions which are illegal under international law, and to approve plans for Palestinian communities to build legally in Area C to address their development needs, including for schools,”

In Hebron, the right to education is continually eroded.

Since October 7 2023, the commute to school is riskier. There are more closures, and a constant fear of violence from both Israeli soldiers and settlers. From October 2023-April 2024 upwards of 2,000 Palestinian students in Hebron have been forced to study online. Online study is complicated by daily electricity outages across Hebron, and a telecommunications

bandwidth limited by Israel.

Further, the Israeli army has closed all roads leading to around 50 schools in the city.

Practically, the right to education no longer exists in Hebron.

In my last opening for this report I call people to stand for the right of Palestinian children to be able to learn, play and enjoy.

Introduction

In the face of occupation, even the path to education can be a struggle. This introduction outlines CPT’s mission to support Palestinian students in their daily pursuit of learning.



Photo 2: Group of schoolgirls returning from school, Hebron, 2025.

Community Peacemaker Teams (CPT) is an international organization dedicated to promoting peace and justice in areas affected by conflict and violence. Through nonviolent action and partnerships with local communities, CPT works to reduce oppression and support human rights.

CPT teams are present in several regions around the world, including Iraqi Kurdistan, Palestine, Colombia, Lesbos (Greece), and Indigenous communities on Turtle Island (North America). Their efforts focus on accompanying vulnerable populations, documenting abuses, and advocating for lasting change through peaceful means.

The Community Peacemaker Teams (CPT) Palestine team is based in the city of Al-Khalil/Hebron, where we work in solidarity with Palestinian communities, particularly in the H2 area and the South Hebron Hills. Our mission is to support Palestinian-led, nonviolent resistance to the Israeli occupation through presence, documentation, advocacy, and accompaniment.

Since being invited to Hebron after the 1994 Ibrahimi Mosque massacre, CPT has remained active, monitoring checkpoints, documenting human rights violations, and standing in solidarity with oppressed people. We also run creative projects like Stories Within Stones, which documents the oral history of the Old City, and Through Their Lens, a photography mentorship for children.

CPT’s work amplifies the voices of those resisting oppression and builds international awareness and advocacy around the situation in Hebron.

Since **2002**, the CPT Palestine team has been accompanying Palestinian children to and from school, ensuring their safety in the face of Israeli military checkpoints and settler harassment.

The **goal** of the school accompaniment project is to ensure the safety of Palestinian children as they pass through military checkpoints to access their right to education. The project also aims to raise awareness of the obstacles children face under occupation and advocate for their right to education.

The **vision** is to create a safe, supportive environment for students, enabling them to pursue education while fostering global solidarity and awareness of the challenges they endure.

Since October 7, 2023, the conditions for Palestinian children reaching their schools have worsened. Increased restrictions at Israeli checkpoints have made it harder for children to exercise their right to education. This report highlights the period of the last semester, from September 2024 to January 2025, detailing incidents and challenges children faced trying to pass through checkpoints to attend school, showing the growing obstacles in their daily lives.



Photo 3: CPT team accompanying students from Al-Faihaa School, Hebron, 2022.

Methodology

I. Data Quantitative: Quantitative Data on Checkpoints

This data provides a quantitative analysis of the movement through three checkpoints: Qitoun, Salaymeh, and Abed. The data includes girls, boys, teachers, and adults passing through each checkpoint, as well as significant anomalies observed during the monitoring period.

Data collection: Checkpoints H2

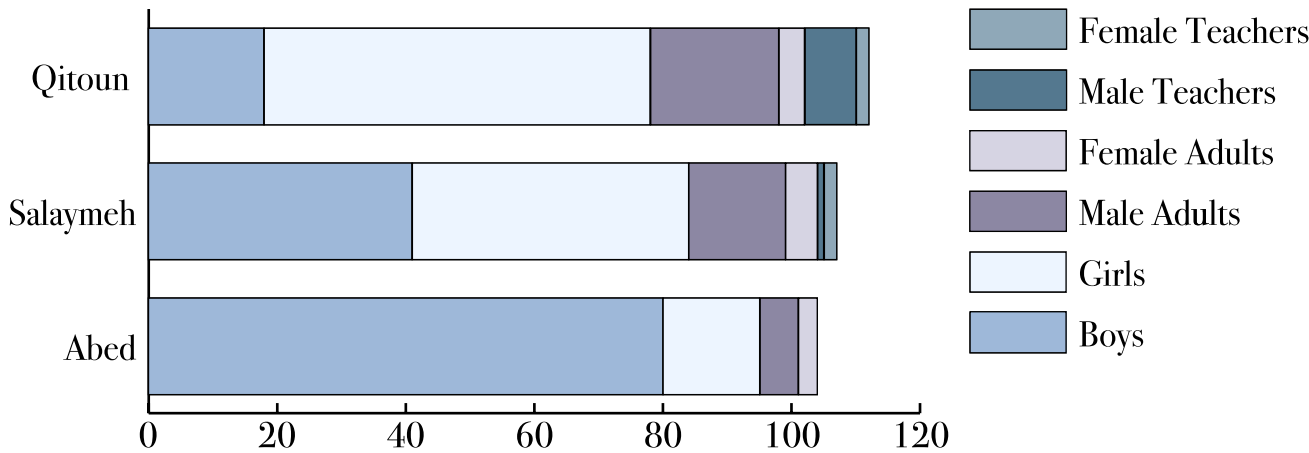


Chart 1: Number of students, teachers, and adults passing through Qitoun, Al-Salaymeh, and Abed checkpoints, Hebron (Sep 2024 - Jan 2025).

Qitoun Checkpoint

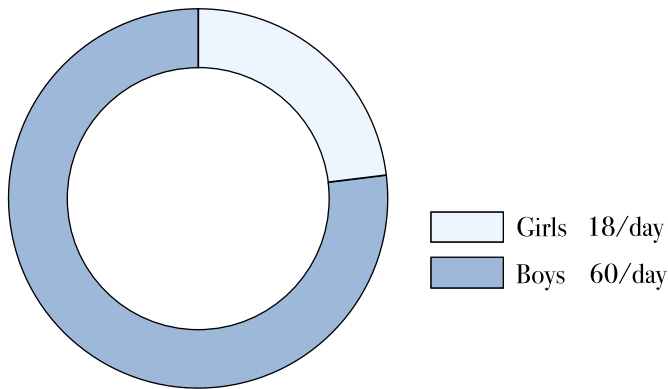


Chart 2: Average daily numbers of girls and boys passing through Qitoun checkpoint, Hebron (Sep 2024 - Jan 2025).

Anomalies:
- 12.09.2024: No girls passed through the checkpoint.
- 12.11.2024: Only 1 girl passed through.

Comparative Insights:
Qitoun checkpoint sees the highest average number of boys passing through (60/day), compared to Salaymeh (41/day).

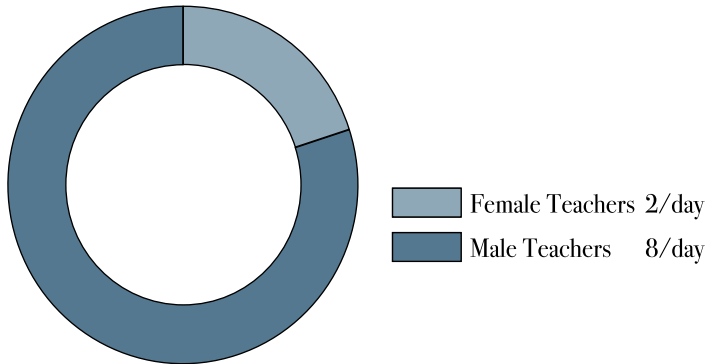


Chart 3: Average daily numbers of male and female teachers passing through Qitoun checkpoint, Hebron (Sep 2024 - Jan 2025).

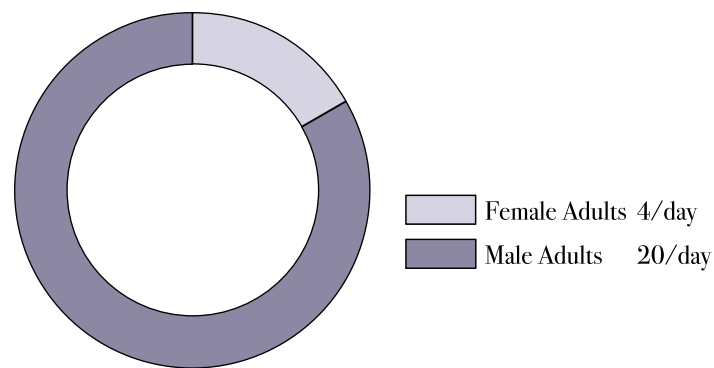


Chart 4: Average daily numbers of male and female adults passing through Qitoun checkpoint, Hebron (Sep 2024 - Jan 2025).

Observation:

- The checkpoint typically sees more boys than girls.
- Adult males passing through significantly outnumber adult females.

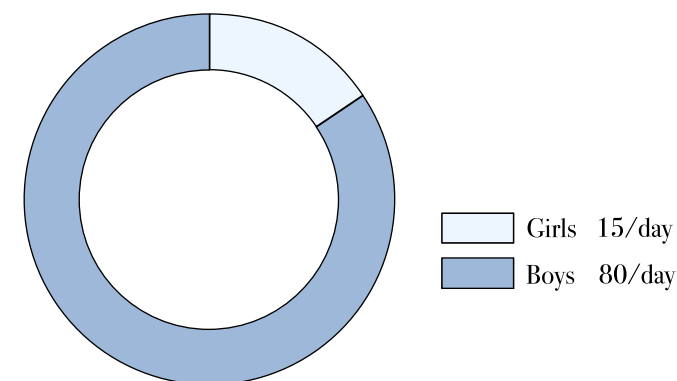


Chart 8: Average daily numbers of girls and boys passing through Abed checkpoint, Hebron (Sep 2024 - Jan 2025).

Comparative Insights:

Abed checkpoint, with limited data, shows high numbers of boys passing through relative to girls and adults.

Salaymeh Checkpoint

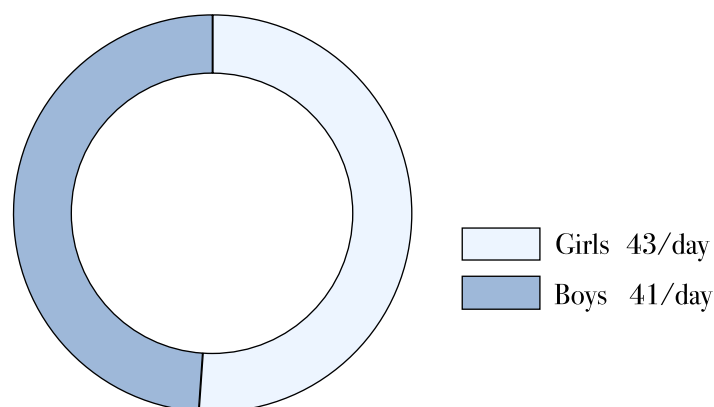


Chart 5: Average daily numbers of girls and boys passing through Salaymeh checkpoint, Hebron (Sep 2024 - Jan 2025).

Comparative Insights:

Salaymeh checkpoint has the highest average number of girls passing through (43/day), significantly more than Qitoun (18/day).

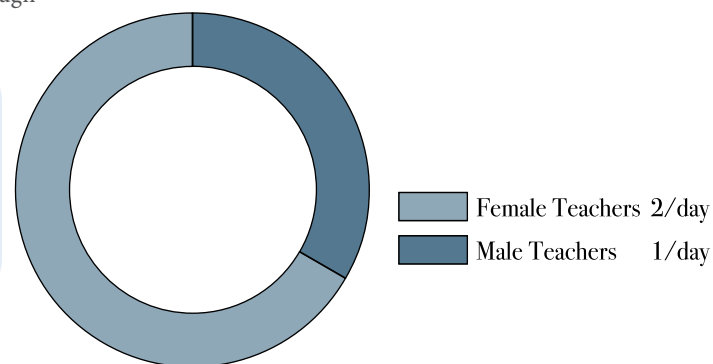


Chart 6: Average daily numbers of male and female teachers passing through Salaymeh checkpoint, Hebron (Sep 2024 - Jan 2025).

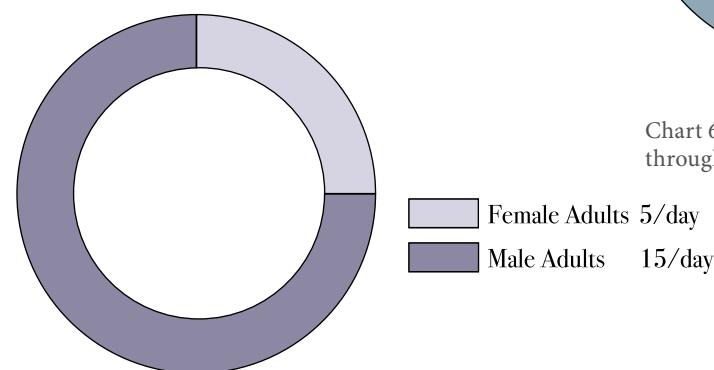


Chart 7: Average daily numbers of male and female adults passing through Qitoun checkpoint, Hebron (Sep 2024 - Jan 2025).

Comparative Insights:

Teachers and adult males passing through outnumber their female counterparts across all checkpoints.

Abed Checkpoint

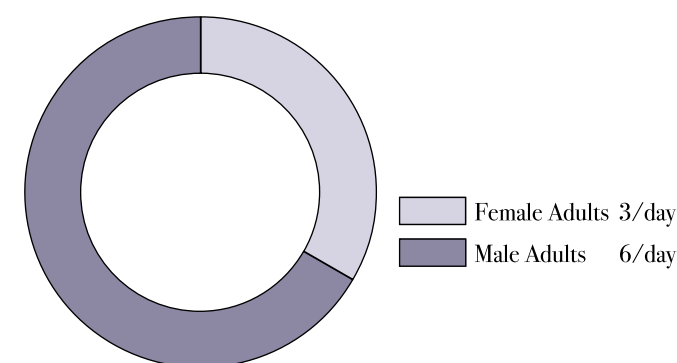


Chart 9: Average daily numbers of male and female adults passing through Abed checkpoint, Hebron (Sep 2024 - Jan 2025).

Ziad Jaber School Checkpoint

Access Restrictions:

Since October 7, a newly established checkpoint has severely restricted movement. Students must take a longer route to access the school due to checkpoint barriers.

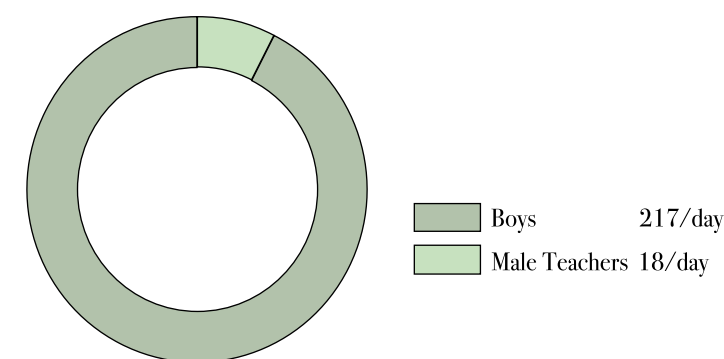


Chart 10: Average daily number of boys and male teachers crossing the Ziad Jaber School checkpoint, Hebron (Sep 2024 - Jan 2025) - Grades 1 to 7.

Qurtoba School Checkpoint

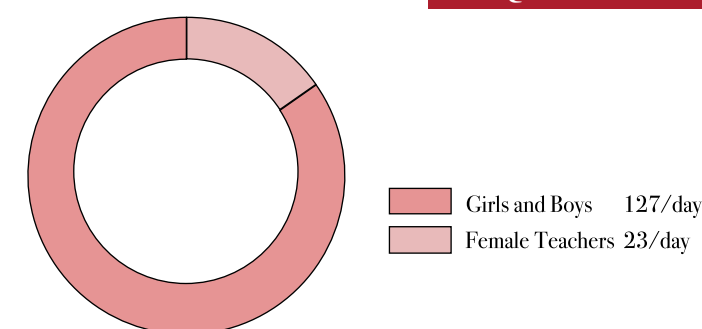


Chart 11: Average daily number of girls, boys, and female teachers crossing the Ziad Jaber School checkpoint, Hebron (Sep 2024 - Jan 2025) - Mixed-gender classes (Grades 1 to 6) and girls-only classes (Grades 7 to 9).

Access Restrictions:

- Since October 7, the main route to the school has been closed.
- Students are forced to take an alternative, longer, and more difficult route to reach the school.

Difference in student numbers passing through checkpoints from August 2022 to January 2023, compared to numbers from September 2024 to January 2025.

Qitoun Checkpoint

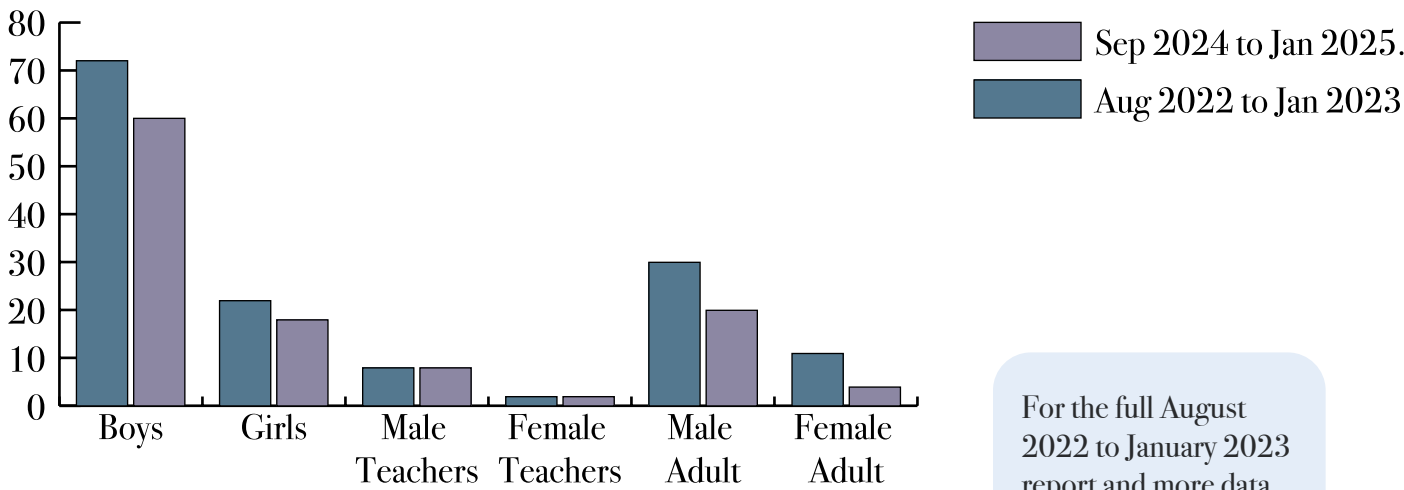


Chart 12: Student numbers crossing Qitoun checkpoint, August 2022 – January 2023 vs. September 2024 – January 2025.

For the full August 2022 to January 2023 report and more data, visit the CPT Palestine website.

Salaymeh Checkpoint

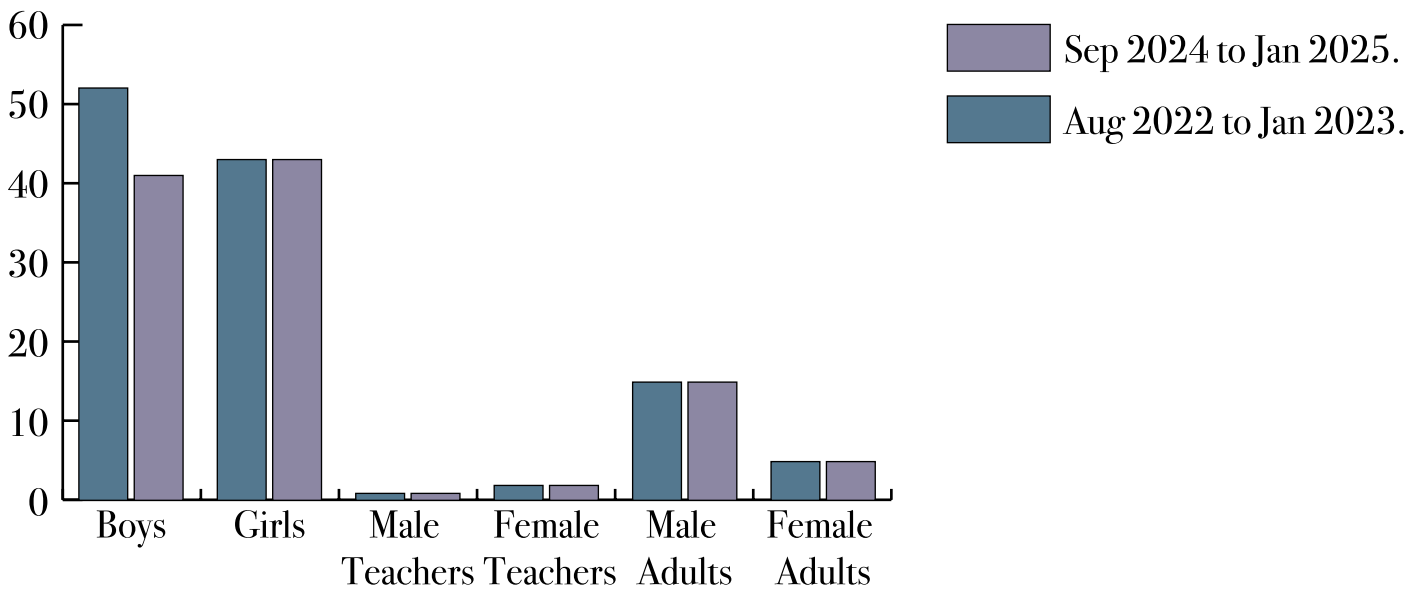


Chart 13: Student numbers crossing Salaymeh checkpoint, August 2022 – January 2023 vs. September 2024 – January 2025.

Data collection: Schools in Masafer Yatta

Susya School

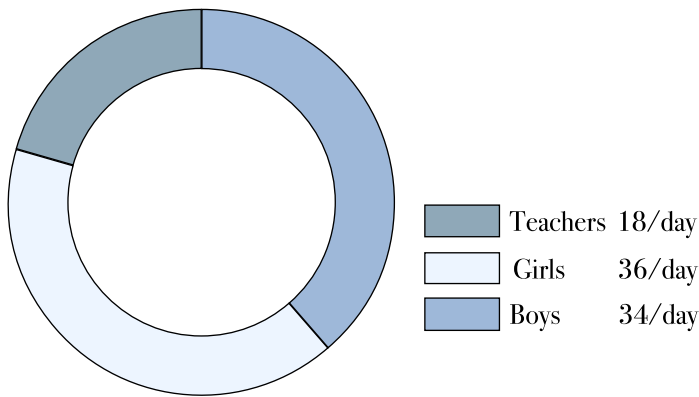


Chart 14: Number of Boys, Girls, and Teachers in Susya School.

Student Origins:

- 33% of students are from Susya village and frequently face settler attacks on their way to school.
- 67% come from Wadi Al-Rakhie.

Al-Majaz School

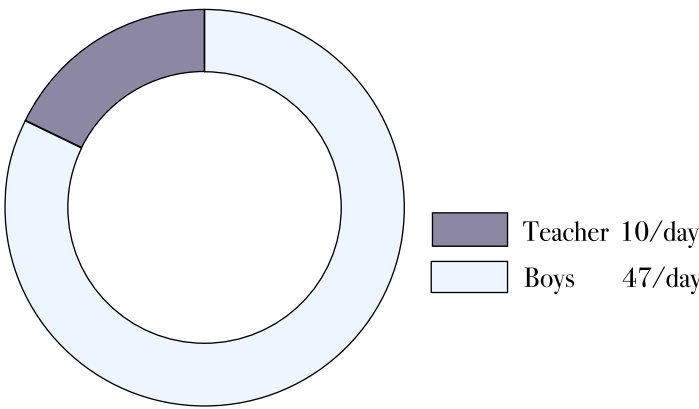


Chart 15: Number of Boys and Teachers in Al-Majaz School – Grades 1 to 7.

Incidents and Restrictions:

Qitoun and Salaymeh checkpoints

Delays and Searches:

The average waiting time at checkpoints was 10 minutes per day, occurring approximately 13 times during the semester.

On November 12, 2024, at Qitoun checkpoint:

- Seven students had their backpacks inspected.
- One student was subjected to a body search and was required to remove his belt.

Incidents:

During exam periods, there were two documented settler attacks targeting students at Ibrahimi School.

Access Restrictions:

- During Jewish holidays, movement through the checkpoints was completely restricted, with no individuals permitted to pass.
- On these occasions, schools were required to shift to online learning due to the inability of students and staff to reach their institutions.

Qurtoba School checkpoint

Teacher Challenges:

Teachers face nearly daily security checks at checkpoints, causing disruptions.

Impact of Jewish Holidays:

During Jewish holidays (six days), the school shifts to online learning due to movement restrictions and closures.

Susya School:

Security & Protection Measures:

- Two organizations accompany children on their way to school for safety.
- Most settler attacks occur during Jewish holidays.

Incidents:

During the olive harvest season, a settler attack targeted a student’s parent while harvesting olives. The parents fled to the schoolyard, where settlers followed and assaulted him.

Teacher Challenges:

- Most teachers commute from Yatta village.
- Travel time to the school has increased from **20 minutes to 40 minutes** due to movement restrictions.

Al-Majaz School:

Access Challenges:

- Since October 7, the situation has worsened significantly.
- Students must now walk nearly 6 km to reach school.
- Teachers report an increase in settler attacks.

Settler-Related Incidents:

Settlers have set up flying checkpoints, delaying teachers’ arrival.

Impact of Jewish Holidays:

- During closures, students could not access the school.
- Online learning was not possible due to a lack of internet and electronic devices.

Type of Violation	Al-Ibrahimi School	Al-Faihaa School	Ziad Jaber School	Qurtoba School	The Total
Checkpoint Closures / Access Obstruction	5	8	3	5	21
Bag Searches	3	15	0	0	18
Jewish Holidays / Closures	8	8	0	8	24
Physical Assault / Beating	3	1	0	0	4
Psychological Assault / Detention and Humiliation	10	1	6	4	21
Injury / Brutal Beating	1	0	0	0	1
The Total	30	33	9	17	89

Table 1: Number of Violations at School Checkpoints and Data from the Ministry of Education

2. Data Qualitative: Insights on Checkpoints

This data provides qualitative insights from the main schools, checkpoints and kindergartens that CPT monitors, gathered through interviews with principal, shopkeeper and teacher. However, we were unable to collect additional interviews due to access restrictions and permission requirements from the Ministry of Education.



Photo 4: Group of teachers attempting to cross Qitoun checkpoint, Hebron, 2025.

Al-Ibrahimi School

Interview with Al-Ibrahimi School Principal, Mr. Hasan:

Number of students in the school:

There are 140 children in the school from 1st to 9th grade.

The number of students is decreasing due to restrictions and closures. Some families have informed the principal that this is their last year, as they are moving out of the restricted area.

Settler Attacks:

The school has documented two incidents this semester. They have also noticed how the soldiers are attempting to control and prevent these attacks.

- The first attack occurred during exams when two settler children tried to attack the school, but the soldiers prevented them.
- The second attack involved three settler children attempting to attack three Palestinian children. The principal asked the soldiers to intervene, but they did not listen or stop the attack. Fortunately, the Palestinian children safely made it home.

Closure of the School’s Main Door:

The IOF closed the main door of the school, forcing the principal, teachers, workers, and children to pass through the playground to enter the school.

Checkpoints:

The checkpoints have become more difficult, with lengthy inspections, movement restrictions, and delays.

- The IOF forced the principal and teachers to obtain special ID cards from the Directorate of Education. However, even with these cards, soldiers frequently denied them entry, claiming their numbers were not in the system.
- At Checkpoint 160 and the Ibrahimi Checkpoint, teachers and students face closures, restrictions, long waits, and violent inspections. At times, they are completely denied entry.
- At Mafia Checkpoint, teacher H.F., who lives in the Al-Salaymeh neighborhood, was detained from 7 AM to 10 AM. Soldiers forced him to remove all his clothes.
- Soldiers at Mafia Checkpoint frequently check children’s bags and have been involved in shredding students’ books.

Jewish Holidays:

On Jewish holidays, the classes are online.

As a result, checkpoints were closed, and schools were not allowed to operate. However, schools have been operating under the Emergency System School Hours since the last war.

Emergency System School Hours:

This emergency system ensures the safety of students by adjusting school activities:

- Only main classes are taught; other subjects are canceled.
- Physical education classes are canceled due to fear that a ball might leave the playground and hit a soldier or settler. The school lacks an indoor sports hall, and the playground is too small, with half of it located on Al-Shuhada Street, an area closed to Palestinians.
- Older students walk with younger students to help them feel safer.
- The principal and teachers divide into groups to escort students safely.

The School’s Needs:

- The school building needs urgent renovation. There is a serious risk of collapse on Al-Shuhada Street, which could cause major issues with the IOF. The IOF blocks workers and materials from entering.
- Reopening the main school door.
- Allowing teachers, the principal, and students to enter through Abu A-Rish Checkpoint.
- Stopping the inspection of children’s bags and preventing soldiers from tearing students’ books.



Photo 5: Al-Salaymeh Checkpoint viewed from Musbah Al-Ajlouni’s shop, Hebron, 2025.

Al-Salaymeh checkpoint:

Interview with Musbah Al-Ajlouni, a Shopkeeper near the Salaymeh Checkpoint

“Every day, there’s a closure at the checkpoint – sometimes for one hour, other times for two, and sometimes the checkpoint is closed for the entire day for many days. Some children try to enter through another entrance that is surrounded by barbed wire, which hurts them and destroys their clothes.

The children are often prevented from returning from the checkpoint.

People, including children with disabilities, are greatly affected by the checkpoint daily. Sometimes, they have to wait for hours to enter. Soldiers have prevented them from using the special entrance, and they struggle to pass through the checkpoint.

The DCO (District Coordination Office) is no longer effective.

Female students have a higher percentage because they have to travel outside to secondary schools, while primary schools for girls are inside (Al-Faihaa).

He has witnessed many families leaving the area due to the increasing restrictions.

Before the war, he sold 100% of his products in the shop. Now, he’s only selling about 15%. The closures have led to job losses, placing pressure on the household budget. Parents must prioritise buying food and necessities. Families that used to buy 50 bread loaves a day now buy only 10 or even less at time. Children no longer buy treats such as chips or chocolate.

Musbah also explained that the number of stone-throwing incidents at the checkpoint has decreased significantly due to the widespread fear of the soldiers.

In the past, children would throw stones, and the response would be tear gas and sound bombs. But now, the soldiers shoot

immediately, without hesitation, and are ready to kill even young children.

Musbah used to have a path from his home, and when people were stuck outside, he would allow them to pass through it. However, when the soldiers found out about this, they closed it off with barbed wire.”



Photo 6: A teacher instructing a student at Al-Saraya Kindergarten, Hebron, 2024.

Al-Saraya Kindergarten:

Interview with Abeer Al-Ja’bari, Al-Saraya Kindergarten Teacher

Al-Saraya Kindergarten opened in October last year with 16 to 18 students, all aged 4 and 5. Most of them came from the Al-Salaymeh neighborhood, and every day, I walked with them to the main entrance to ensure they passed safely.

However, on December 14, when soldiers closed the Ein A-Hamra checkpoint,

16 students were unable to reach the kindergarten. Only two students from the Al-Ja’bari neighborhood could still attend. Despite this, I continued teaching them until February.

CPT’s Impact on the Ground

The 2024-2025 academic year has been among the most difficult for Hebron’s schools, as families face mounting risks and CPT continues its steadfast commitment to protective accompaniment in an increasingly volatile environment.



Photo 7: CPT member observing children crossing Al-Salaymeh checkpoint, Hebron, 2025.

The 2024-2025 academic year has been among the most difficult years faced by schools, students, and families in Hebron H2. Parents are increasingly contemplating relocation not due to lack of resilience, but out of urgent concern for the safety and dignity of their children. Though no official data currently tracks household departures, an undeniable shift is taking place: families are seeking places where their children can attend school without daily risk, and where parents can sustain their

livelihoods without navigating militarized checkpoints.

This instability has had a direct and profound impact on schools. Al Ibrahimi School, in particular, has seen heightened vulnerabilities, as families weigh transferring their children to educational environments that offer safer, more consistent access.

Since 2002, Community Peacemaker Teams



(CPT) has provided school accompaniment in Hebron, adapting over time to the evolving tactics, structures, and practices imposed by the Israeli military. However, following the events of October 7, 2023, the situation shifted dramatically and at an unprecedented pace.

Our core commitment is to offer a protective, solidarity based presence has remained unwavering.

Every morning and afternoon, CPT members whether local or international, volunteers or staff station themselves at critical checkpoints, walking routes, and school entrances. Our nonviolent, consistent presence has long served as a vital source of reassurance to families under occupation.

Yet this year compelled us to critically reflect:

Does our daily presence still constitute effective protective accompaniment?

Prior to October 7, CPT maintained strong communication channels with direct partners and international organizations, often facilitating immediate updates and interventions. Today, those pathways have deteriorated. Engagement with the Israeli District Coordination and Liaison (DCL) office and other actors has become fragmented, and accountability, which was already difficult to obtain, has grown even more elusive.

Nonetheless, CPT's relationship with the community schools, principals, teachers, parents, and students remains our strongest foundation. Our accompaniment extends beyond checkpoints; it is rooted in ongoing visits, mutual trust, and solidarity, particularly during the most intense periods of restriction.

Most critically, the voices of the community affirm the ongoing importance of our presence:

"Less Alone"

"When I send my son to school, I'm filled with fear. But when I know CPT is there, that fear softens. I can't stop worrying, but at least I know someone is watching—someone who will speak out if something happens. Your presence doesn't erase the danger, but it makes us feel less alone."

— *Um Amjad (a mother)*

"Someone Has My Back"

"When you're here, I feel like someone has my back. I don't know who these soldiers are or what they might do. But when I see you standing there, even quietly, you make me feel seen."

— *Shareef*

"We Are Not Invisible"

"Every day we walk to school not knowing if there will be a raid, an arrest, or a new checkpoint delay. But when we see CPT nearby, we feel cared for. It's not just about protection—it's about being seen, and knowing our struggle matters."

— *A School Teacher*

"You Give Us Strength"

"There are days when I feel like giving up. It's exhausting dealing with delays, intimidation, and fear. But then I see CPT standing at the corner, and I remember we are not alone. Even just seeing you there gives us strength."

— *Yousef*

"We Are Not Forgotten"

"You don't have weapons. You can't stop the soldiers. But your presence is powerful. You give us courage. You remind us we are not forgotten."

— *Abu Yehya (a father)*

"You Are Here Because You Care"

"When I see CPT in the morning, it's like seeing a member of my family. You're not just here to report—you care. You watch the children cross, and that makes a difference. You can't remove the checkpoint, but your presence gives us a sense of safety we don't have otherwise."

— *A Shopkeeper Near the Schools*



Photo 8: CPT volunteers visiting Khashm al-Karm School, Masafer Yatta, 2023.

Families tell us, again and again: **When CPT is present, they feel less afraid.**

We are deeply honored by the trust the community has placed in us to accompany, observe, and amplify their experiences.

In a reality where basic dignity is contested daily, our presence offers a consistent message: **they are seen, they are valued, and they are not alone.**

As long as students in Hebron must pass through militarized checkpoints to reach their classrooms, CPT's commitment affirms through every step, every day, that they are seen, valued, and never alone.

Feedback From People, Testimonies from Teachers, Partners, and Families:

1- Mohammad, 13 years old, Al-Salaymeh neighborhood

When I go to school alone, I feel terrified. As I leave my house and approach the checkpoint,

a flood of anxious thoughts fills my mind: Is the checkpoint open? Will the soldiers stop me? Will they search my bag? These questions haunt me almost daily, unless I am accompanied by my father or friends from school.

When I finally pass the Salaymeh checkpoint, I breathe a sigh of relief. But coming back is often worse. Sometimes, the checkpoint is closed, forcing us to wait endlessly or take a much longer route. Even when it's open, the soldiers search our bags, making the return journey more stressful than the morning.

Fear and insecurity shadow my daily life. Each morning on my way to school, I see soldiers and settlers, never knowing what the day will bring.

2- Muayad, 9th grade, Tel Rumeida

Every day, I cross Checkpoint 56 on my way to school in H1. Sometimes, the soldiers make us wait for a long time and conduct a body

search.

Once, a soldier forced me against the wall, searched me, and ordered me to raise my hands. He emptied my bag, throwing my books and belongings onto the ground. Then, he made me walk back and forth through the turnstile nearly ten times for no reason. He laughed and spat on me.

Every time I return home, I keep asking myself: Why does this happen?

It's hard to concentrate in school when I'm always thinking about what might happen at the checkpoint. It feels like they don't see us as kids just as suspects.

3- Father of Ahmad and Layan, Tel Rumeida

When my sons and daughters go to school, I remain anxious until they cross the checkpoint. I constantly fear that the checkpoint will suddenly close, forcing them to return home, or that they will be subjected to a body search.

My son has been searched multiple times and faced mistreatment—harsh language, provocation, and insults. It's not just him; most students in the area experience assault, beatings, and verbal abuse.

I wait for my daughters at the checkpoint to reassure them because I fear for their safety. Sometimes, I stand on one side of the checkpoint, waiting, while my children are stuck on the other side for hours, unable to pass because the soldiers sometimes close the checkpoint and keep the students waiting for one or two hours or more.

This is the daily reality for our children facing suffering, fear, and humiliation at the checkpoints when they go to their schools.

4- Umm Fahd (Mother of Fahed, living in a restricted area)

Like many students, my son, Fahed, 14 years

old, crosses the checkpoint daily to get to school. He is in ninth grade. One day, for no reason, a soldier called him over, searched him, blindfolded him, tied his hands, and left him on the ground at the checkpoint for hours before releasing him. My son was terrified. He stayed home from school for two days, too afraid to return.

I've learned to recognize his fear. When he's scared, he becomes quiet, withdrawn, and doesn't speak. To protect him, I now make him take a longer route, walking a greater distance just to avoid the soldiers.

Before he crosses the checkpoint, he calls me. When he makes it through, he calls again. On his way home, as he passes through the olive trees, he keeps me on the phone afraid that settlers might attack him.

I live in a constant state of anxiety, especially during their (Jewish) holidays. If my children are late, I call the school, fearing the worst. Our entire life revolves around fear and worry for our children

5- Zayd, 9th grade

I've been through a lot with the soldiers. They've attacked me several times, and it's always terrifying. One day, they grabbed me by the collar, slammed me against the wall, and searched me roughly. They didn't care that I'm just a child. It hurt, and I felt powerless.

Another time, they made me kneel on the ground and then kicked me in the legs. I was scared, really scared. I didn't want to go back to school after that. The thought of facing the soldiers again was too much.

Now, I can't walk anywhere by myself. If my dad or my mom aren't with me, they call me constantly, always worried about what might happen. The fear of being hurt again never goes away. It's exhausting to go to school with this constant threat.

Team Learning and Challenges During Observation

This section highlights the challenges faced by teams during checkpoint observation, including coordination issues, physical separation, and safety risks, along with the key lessons learned to improve effectiveness.



Photo 9: Children leaving school in H2, Hebron, 2025.

Challenges:

While observing checkpoints as a team, we encountered several challenges that affected our coordination and performance. One major challenge was the physical separation caused by limited visibility from outside the checkpoint, which sometimes led to different interpretations of the same incident. For example, during one school day, some team members saw soldiers stop and question a student, while others, standing at a different angle, missed the interaction entirely. Another challenge was inconsistencies about who was assigned to take photos, write notes, or time incidents, leading to confusion in post-observation reporting. We also observed increased risks faced by international volunteers from partner organisations. These volunteers, who often entered restricted areas to document violations, were sometimes targeted by settlers. In one instance, a foreign volunteer was physically attacked by a settler while documenting a situation.

Learning Points:

Clear role assignment: We learned the importance of defining roles before each observation (e.g., note-taker, photographer, timekeeper, spokesperson) to avoid overlap or gaps in documentation.

Shared experience: We realized how helpful it is to gather immediately after each shift for a short debrief comparing observations, filling in gaps, and understanding what we collectively witnessed.

Flexibility and humility: We learned to stay flexible and open to correction, acknowledging that none of us has the full picture alone. Working from outside the checkpoint limits our view, so collaboration and humility are key to producing accurate, meaningful reports.

Recommendations

Based on our field presence and the testimonies collected in the process of compiling this report, we urge partner organizations, stakeholders, and donors to take the following actions to enhance support for the schools and communities in Hebron's H2 area and Masafer Yatta:

- **Ensure consistent presence through rotational school visits**, strengthening accountability, offering ongoing support, and demonstrating solidarity with the affected communities.
- **Prioritize evidence driven advocacy and data collection**, with a focus on amplifying the voices of students, teachers, and parents. This will help inform policy decisions and increase visibility of the situation.
- **Establish and nurture direct relationships with parents' committees**, school principals, and teachers, ensuring open lines of communication and enabling a rapid, coordinated response to emerging needs.
- **Empower local communities through flexible support**, such as self-protection training, which aligns with the capacities of each organization while addressing the real and immediate challenges communities face.
- **Invest in educational empowerment programs**, providing workshops and awareness sessions that help communities understand their educational rights and how to advocate for them effectively.
- **Urgently advocate for the reopening of Al-Saraya Kindergarten**, ensuring that it receives the necessary support, including hiring qualified educational staff, to prevent its closure.
- **Call for intervention from international organizations and Palestinian authorities** to ensure the safety, dignity, and unhindered access to education for teachers and students at Ibrahimi School.
- **Build and sustain trust through transparent, consistent engagement**, with a focus on meaningful, long-term relationships between organizations and the community, to increase collective impact.
- **Foster interorganizational collaboration**, ensuring that each partner contributes based on their expertise, while coordinating resources and efforts to meet the specific needs of affected communities.
- **Create a shared platform or communication network for real-time updates**, resource sharing, and coordinated responses, increasing the effectiveness of support provided.
- **Conduct periodic evaluations with community representatives** to assess the impact of interventions and adapt strategies to ensure the sustainability of efforts and long-term success.

These recommendations are intended to catalyze action and foster a cohesive, accountable response to the ongoing crisis. Your collaboration and support are essential to securing the right to education for these children and ensuring their future is not lost.

ברוכים הבאים

למעבר 160

اهلا وسهلا الى معبر السلامة

Welcome to 160 crossing



Conclusion

Between September 2024 and January 2025, Palestinian children in Hebron’s H2 area and Masafer Yatta endured daily violence, militarization, and dehumanization simply for attempting to access their right to education. The road to school, a symbol of safety for children worldwide has, in these areas, become a path lined with fear, disruption, and trauma.

This report, grounded in testimonies, incident data, and field observations, exposes a deliberate, systematic campaign to obstruct, intimidate, and erase. These actions violate international law and strike at the heart of human dignity.

Each day, students are stopped, searched, harassed, their very presence treated as a threat. In Masafer Yatta, the struggle deepens as children walk miles across hostile terrain, with no reliable alternatives for remote learning. Schools are closed by military orders, roads are demolished, and their future education is at risk.

The violence is not only physical. It burrows into children’s psyches, teaching them that seeking an education is an act of defiance,

that their existence is suspicious, and that fear is their constant companion. This is not merely an educational crisis; it is an assault on the right to dream.

And yet, despite everything, they continue to walk. Sometimes with older siblings, often alone, hearts pounding but steps unwavering. Their persistence is more than courage, it is resistance.

Through this report, we bear witness to their struggle. We document it so it cannot be denied. We call on organizations, stakeholders, and advocates to take coordinated action. Collaboration must deepen, and continuous assessment of community impact with adaptive strategies is essential.

The children of Hebron and Masafer Yatta walk to school with incredible bravery. We must match their courage with commitment and concrete action.

Their persistence demands more than admiration; it demands response.

Annexes

CPT’s Monitoring and Documentation of Student Movement in the H2 Area

This annex outlines the efforts of the Community Peacemaker Teams (CPT) to monitor and document students’ movement, as well as the broader educational environment in the H2 area of Hebron. It also highlights the challenges faced by students, teachers, and schools’ conditions due to access restrictions, settler violence, soldier interference, and their cumulative impact on education. CPT’s presence at key checkpoints and ongoing engagement with local schools provide critical data to support advocacy efforts. CPT’s presence at key checkpoints and ongoing engagement with local schools provide critical data to support advocacy efforts.

Key Monitoring Areas:

- **Checkpoint Monitoring:** CPT teams are stationed at strategic checkpoints to monitor and document the movement of students, teachers, and other community members. Notable checkpoints include:
 1. **Abu Al-Rish, Ibrahimi, Al-Salaymeh, and 56 Checkpoints:** These locations are critical junctures where daily crossings occur. CPT records delays, searches, verbal and physical harassment, settler attacks, and other incidents.
 2. **Trends of Incident Documentation:** Specific incidents are documented, including settler attacks, delays, physical harassment, school closures, and any obstructions preventing students from reaching their schools.
 3. **CPT’s Role in Community Engagement:** CPT maintains constant communication with local schools, principals, and community members to ensure that urgent concerns are addressed in real-time. This ongoing dialogue helps highlight the

day-to-day struggles of students trying to access education in an environment characterized by occupation and restrictions.

4. **Emergency Contact Maintenance:** Constant updates are shared with relevant authorities and organizations, providing a comprehensive picture of the challenges in the region.
- **Engagement with Masafer Yatta Communities:** CPT extends its monitoring activities to the schools and communities of Masafer Yatta, where settler violence and movement restrictions further exacerbate the challenges faced by students. These reports serve as the basis for advocacy efforts and future action plans to address ongoing violations.

Recommendations for Immediate Action:

- **Immediate Re-opening of School Entrances:** The main entrance of schools, such as at Al-Ibrahimi, should be reopened to prevent unnecessary delays for students and staff.
- **Easing of ID Card Restrictions:** Teachers and staff should be allowed unrestricted access to their schools without frequent ID verifications.
- **Monitoring of Settler Violence:** Enhanced vigilance and prompt response mechanisms must be implemented to effectively address settler violence, especially during critical periods such as the olive harvest and Jewish holidays
- **Support for Online Learning:** When checkpoints are closed, schools should receive support to transition to online learning, ensuring that students’ education is not disrupted.



Community Peacemaker Teams (CPT) stands with communities in pursuit of justice, peace, and dignity.

Connect with Us:

Website: www.cpt.org

Email: cptheb@cpt.org