"الآثار التربوية لسياسات الاحتلال التّعليمية في مدارس مدينة القدس: أسرلة المناهج وتحديات الحفاظ على الهويّة الوطنيّة"	اسم الباحث الأول باللغتين العربية والإنجليزية	د. هيام حسام الدين صندوقة
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" Educational Impacts of Occupation Policies in Schools of Jerusalem: Curriculum Israelization and Challenges of Preserving National Identity"	¹ اسم الجامعة والدولة (للأول) باللغتين العربية والإنجليزية	وزارة التربية والتعليم العالي الفلسطينية – مديرية القدس / Palestinian Ministry of Education and Higher Education – Jerusalem Directorate
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الملخص:

هدفت هذه الدراسة إلى استكشاف تأثير سياسات الاحتلال التعليمية على الهوية الوطنية في مدارس مدينة القدس، مع التركيز على موضوع أسرلة المناهج والتحديات التي تواجه الحفاظ على الهوية لدى الطلاب. استخدمت الدراسة المنهج الوصفي التحليلي لتحليل البيانات المتعلقة بسياسات الاحتلال وتأثيرها على الهوية الوطنية، واعتمدت على المقابلات كأداة رئيسية لجمع البيانات من عينة مكونة من (15) مديرًا ومديرة من مدارس القدس، تم اختيارهم بشكل يضمن تمثيلًا متوازنًا لمختلف المدارس والظروف التعليمية في المدينة. أظهرت النتائج أن الانتهاكات الإسرائيلية وأسرلة المناهج تؤثر سلبًا على التعليم في القدس، مما يخلق بيئة تعليمية مليئة بالتحديات النفسية والاجتماعية واللوجستية. كما تبين من خلال المقابلات أن هذه السياسات تهدف إلى تهميش الهوية الوطنية. بناءً على هذه النتائج، أوصت الدراسة بضرورة تدخل الجهات المعنية لحماية المناهج التعليمية والحفاظ على الهوية الوطنية في المؤسسات التعليمية في القدس، وتطوير استراتيجيات تعليمية تحافظ على الهوية الوطنية للطلاب.

كلمات مفتاحية: **(أسرلة المناهج، الهوية الوطنية، مدينة القدس)**

Abstract:

This study aimed to explore the impact of occupation policies on national identity in the schools of Jerusalem, focusing on the Israelization of curricula and the challenges faced in preserving identity among students. The study employed a descriptive analytical approach to analyze data related to occupation policies and their effect on national identity, using interviews as the main tool for data collection from a sample of 15 school principals , selected to ensure a balanced representation of various schools and educational conditions in the city. The results showed that Israeli violations and the Israelization of curricula negatively impact education in Jerusalem, creating a disrupted educational environment filled with psychological, social, and logistical challenges. The interviews revealed that these policies aim to marginalize national identity. Based on these findings, the study recommended that relevant authorities intervene to protect educational curricula and preserve national identity in educational institutions in Jerusalem, and to develop educational strategies that maintain the national identity of students.

Keywords: (Israelization of curricula, National identity, The city of Jerusalem)

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Introduction

The educational policy in all countries around the world enjoys utmost importance, as it reflects the culture of society and is determined based on its aspirations, conditions, and capabilities, through legislation issued by the state and decisions made to address various educational issues (Mohammad, 2018; and Abu Asba, 2022). However, the Palestinian education system, specifically in the city of Jerusalem, is considered a target of the destructive policies of occupation, which primarily stem from Israeli policies and practices towards the educational system. The educational policies followed in Jerusalem take on a complex form in terms of affiliation, placing the entire educational process in front of various dilemmas due to the existence of different educational systems with varying references, goals, and educational philosophies depending on the entity to which the education is affiliated, as well as adjustments to the policies according to circumstances and political, economic, and cultural agendas (Matar, 2016; Taha and others, 2021; Zahed, 2016). These policies pursued by the occupation aim to empty the educational system of its national framework, erase identity, and strip the emerging generation's thoughts and culture of their historical connections, robbing them of collective memory. This deliberate policy of miseducation aims to make students lose confidence in their nation and its history, leading to the distortion of the Palestinian education system's objectives and eliminating aspects that nurture the general awareness of Palestinian youth regarding identity, homeland, belonging, and other values that contribute to societal cohesion. This facilitates the fragmentation of the national social fabric and the human value system (Al-Otaibi, 2020; Zahed, 2016; Al-Assali, 2009).

Undoubtedly, educational institutions are among the first victims of Israeli occupation violations, with the goal of Judaizing education in the city. The impact of these policies on lowering the quality of the education system in Jerusalem, student achievements, and creating a substandard educational environment cannot be overlooked, resulting in lower academic performance and higher dropout rates, as confirmed in studies by (Sandouqa and Abu Asba, 2024; Sandouqa, 2023). Therefore, this study comes to shed light on one of the most prominent challenges faced by the education sector in Jerusalem: the impact of occupation violations and the Israelization of curricula on the quality of education in the city.

Study Problem

Based on the researcher's experience and work in the field of education in Jerusalem, and her awareness of the educational reality there, and amid the numerous challenges faced by educational institutions in Jerusalem due to occupation violations and the Israelization of curricula—exploiting the financial scarcity of these schools—it has been observed that these challenges may negatively affect the national identity of students. Additionally, students and teachers face psychological and social pressures. Hence, this study emerged to explore the impact of curriculum Israelization and challenges in preserving identity in Jerusalem's schools. The study problem is defined by answering the following questions:

1. What is the impact of curriculum Israelization on Palestinian national identity in Jerusalem's schools?

2. What measures and mechanisms can be adopted to preserve Palestinian national identity under occupation policies?

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Study Objectives

This study aims to:

1. Identify the impact of curriculum Israelization on national identity in Jerusalem's schools.
2. Explore effective strategies and approaches to enhance the preservation of Palestinian national identity under occupation policies.

Importance of the Study

The importance of this study lies in its focus on an issue central to the essence of the conflict: highlighting critical matters related to occupation policies and institutions aimed at Judaizing education and the city in general, erasing its Arab-Islamic national identity. The study seeks to provide important insights that may contribute to guiding educational policies and supporting educational institutions in the city to address challenges arising from the occupation. Thus, school administrators in Jerusalem will benefit from this study by understanding the challenges they face due to the Israeli occupation in preserving the national identity of Jerusalem's schools. Additionally, the study results will assist decision-makers in continuously improving educational services.

Study Terminology

- Curriculum (Definition): "A tool enabling societies to build individuals' personalities according to the culture, beliefs, and philosophy of the society, consisting of educational materials taught to students" (Nasima and Shafiq, 2018: 27).

- Curriculum (Operational Definition): In this study, the researcher defines educational curricula as the educational content and prescribed study materials in educational institutions in Jerusalem, influenced by the Israelization of curricula, reflecting political orientations aiming to change the cultural and national identity of students.

- Israelization of Education: Erasing Palestinian education that strengthens Palestinian national identity and replacing it with Zionist-Israeli education, implemented via ignorance policies since the occupation of the city in 1967. This involves controlling the educational process and emptying it of its content to align with the occupier's agenda, erasing Palestinian identity and imposing Jewish nationalism as per laws stating Israel as the historical homeland of the Jewish people, Jerusalem as its capital, and Hebrew as the official language (Zoughan, 2023).

- National Identity: Characteristics distinguishing a nation, fostering individual belonging and contributing to its advancement. Without identity, a nation faces collapse and instability (Al-Masri, 2016; Ben Naaija, 2016: 210).

- Jerusalem: A cradle of religions and civilizations, rich in history and prolonged conflict, under Israeli occupation since 1967, divided into areas inside and outside the separation wall (Az-Zuheiman, 2017: 11).

Study Boundaries

The study is limited to the following:

- Temporal Boundaries: Academic year 2023/2024.
- Geographical Boundaries: City of Jerusalem.
- Human Boundaries: School principals in Jerusalem.
- Conceptual Boundaries: Concepts and terms defined in the study terminology.

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- Procedural Boundaries: Results depend on the accuracy of sample responses and the nature of interview analysis.

Theoretical Framework

Since the Nakba of 1948, Jerusalem has faced fierce attacks affecting all aspects of life. The Israeli occupation pursued policies aimed at imposing a new reality, seizing control of official institutions, issuing laws to Judaize them, especially educational institutions, seen as the entry point to the Palestinian mind. Education in occupied Jerusalem became a primary target for destruction and weakening, suffering from occupation policies such as curriculum Judaization, obstacles to school construction, and renovation (Hanna, 2015).

Educational curricula serve as the link between education theory and practice, shaping behavior toward desired citizenship. They include planned experiences offered by schools to help learners achieve specific outcomes. In this study, curricula refer to educational content affected by Israeli occupation policies, including academic content, textbooks, educational activities, and standards aimed at shaping students' national identity (Al-Adwani, 2023).

Curricula, as sovereign Palestinian matters, are tools for defending national identity and narrative. Attempts to alter them have persisted since 1967, evolving in methods but remaining consistent in intent (Zoughan, 2023). Curriculum alterations in Jerusalem go beyond textbook changes, encompassing the entire educational process, including teachers, activities, and commemorative events, aimed at transforming written material into lived experience and building students' cultural and social identity.

In Jerusalem, both history and collective Arab memory face continuous assaults aimed at falsification, erasure, and distortion, representing a true translation of the war of narratives between an oppressed people striving to preserve their identity and an occupying force seeking to deny their existence. Despite attempts to impose an Israeli narrative, Jerusalem remains a testament to Palestinian heritage and resilience.

The United Nations considers Jerusalem occupied territory; however, what is happening on the ground is the creation of a new reality in which a "united Jerusalem" serves as the capital of the State of Israel. Each year, new methods emerge aimed at Israelizing education in the city. Attempts to Israelize Palestinian curricula are often justified under the guise of promoting positive values, equality, and principles that distance themselves from hatred, violence, and racism (Qadah, 2023; Al-Samman, 2013).

Israelization of Education

The Israelization of education as a general policy pursued by Israel against Palestinian curricula refers to emptying the Palestinian educational system of its national framework, erasing Palestinian identity and its components from Palestinian curricula, and stripping the emerging generation in Jerusalem of its historical Islamic and Arab connections. This represents a profound national struggle tied to Palestinian identity and reflects a deliberate policy of miseducation targeting all things Palestinian. From an educational and intellectual perspective, the foundation of this policy lies in imposing an Israeli vision on Palestinian curricula, aligning them with Israeli history and beliefs. Through this policy, Israel seeks to isolate Jerusalemites from their cultural and national identity by adopting measures that contradict Palestinian identity and sometimes outright deny the existence of a Palestinian national identity (Yaqeen et al., 2015).

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Concept of National Identity

There are numerous definitions of national identity, and no single fixed definition exists. To clarify the meaning of national identity, we can contrast it with globalization, which removes borders between nations, weakens national boundaries represented by belonging to one homeland, diminishes the authority of the homeland in human consciousness, and blends cultures. In contrast, national identity strengthens allegiance to the homeland. It also grants a community its historical birthplace and heritage, represented by the homeland and national legacy, and provides individuals with shared objective characteristics and traits shaped by place, time, and land. Individuals derive their national identity from these influences while participating in shared rights and duties (Miari, 2014).

National identity is not merely the influence of a geographic entity within political borders encompassing a people who belong to it, think together, and act collectively. Rather, it signifies the result of the interaction between land, place, and time, fostering a unifying sentiment among the people that transcends political boundaries and extends to human boundaries wherever members of the community exist. National identity compels individuals to view others from their community as originating from the same place, regardless of where they reside. Leaving a place does not negate national identity but rather signifies belonging to one homeland (Maalouf, 1999).

It can be said that national identity is closely linked to homeland and belonging, representing the interaction between the individual, society, and land.

The Role of Curricula in Reinforcing National Identity

Education serves as the fortress of a nation and its means of transmitting culture and preserving national identity. Therefore, free nations do not allow foreign interference in determining their curricula because education represents a sovereign issue for any self-respecting state (Al-Ja'ab, 2017). The educational process in any country reflects the ideas, principles, and beliefs of that state, aiming to create a populace aligned with those ideals through educational and upbringing practices. Curricula in any country must be based on a set of ideological, intellectual, and social foundations upheld by that nation (Al-Haroub, 2015; Murad and Al-Nasirat, 2015).

Citizens are direct products of these educational curricula, as the educational plan forms part of the national strategy for any society, contributing to achieving goals derived from its philosophy rooted in heritage, reality, needs, and challenges. Today's youth will reflect in their future attitudes, behaviors, and actions the principles, values, and concepts they receive during their upbringing. Thus, our current curricula significantly shape the type of individuals who will form tomorrow's society (Al-Haroub, 2016; Murad and Al-Nasirat, 2015).

However, Palestinian curricula, particularly in Jerusalem, face numerous challenges. The Israeli occupation, supported by global powers, strives to erase Palestinian identity to legitimize its claims and justify its existential and exclusionary occupation. Palestinian educational curricula have been subjected to repeated attempts to serve the Israeli vision, leveraging Israeli influence and donor support.

Israelization of Curricula and Identity Challenges

Challenges in Palestinian education are not new. Many emerged due to the conditions Palestinians endured, beginning with the Ottoman era, followed by the British Mandate, then

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Israeli occupation, and continuing after the establishment of the Palestinian Authority. Among the most significant issues was the absence of an independent Palestinian educational philosophy, as Palestine never enjoyed full independence or sovereignty and instead followed various political and educational systems. Consequently, the Palestinian Authority faces numerous difficulties rooted in historical and complex political realities in formulating a Palestinian educational philosophy and mission (Sandouqa and Abu Asba, 2024).

Undoubtedly, the occupation constitutes a structural obstacle to the Palestinian educational process. From an educational, cultural, and intellectual perspective, the core of this policy is imposing an "Israeli" vision on Palestinian curricula. With the backing of global powers, the occupation aims to erase Palestinian identity to solidify its claims and legitimize its exclusionary occupation. It seeks to marginalize the role of education in reinforcing national, ethical, and humanistic concepts, tighten control over education to Judaize and destroy it, dominate minds, falsify Palestinian history, and delete anything related to national belonging (Zahed, 2016; Matar, 2016).

This hypothesis stems from the occupation's measures aimed at Israelizing Jerusalemites through education. These measures will fail if the educational system in Jerusalem resists them. The occupation relentlessly works to undermine the foundations of Palestinian national identity, erase the narrative of the indigenous population, allocate budgets to achieve its goals, cut funding to institutions that do not comply with its system, and grant privileges to compliant institutions (Muhsein, 2019).

It is clear that Israeli policies pose the greatest threat to Palestinian national identity, operating under a Zionist vision exploiting education and upbringing. The policies pursued by the occupation aim to empty the educational system of its national framework, erase identity, strip the emerging generation of its historical connections, rob collective memory, and deliberately promote ignorance to make students lose confidence in their nation and history. This distorts the Palestinian education system, eliminating aspects that nurture public awareness among Palestinian youth regarding identity, homeland, belonging, and other values that contribute to societal cohesion, thereby facilitating the fragmentation of the national social fabric and human value systems (Al-Otaibi, 2020; Al-Assali, 2009).

Many researchers have highlighted the challenges facing the Palestinian curriculum, especially in Jerusalem, concerning the establishment of national identity. Values reinforcing identity and national unity within general education curricula embody concepts of homeland and national identity. The Zionist occupation works tirelessly to distort Palestinian awareness by imposing curricula that align with its false claims of entitlement to Palestine. These curricula instill notions of submission, surrender, abandonment of cultural roots, and deletion of anything related to the Palestinian cause. All these changes serve the interests of the Zionist entity (Al-Adwani, 2023; Al-Shaer, 2014).

Thus, it is essential to emphasize two key points: first, national identity; second, national curricula and education. This is especially critical as we face fierce Zionist attacks and numerous schemes, including the imposition of the Israeli education system with its colonial objectives aimed at erasing the foundations of national identity under the guise of developing education to serve colonial interests and meet Israeli market demands. Education becomes a technical and professional process stripped of national belonging and social values specific to

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the community, focusing solely on meeting market and colonial investment demands. Individuals become devoid of belonging or national identity.

Amid this harsh oppression, we witness the strange disappearance of national curricula, almost entirely replaced by imported curricula of soft enslavement, consumed by our children just like other filtered white products. When Arab curricula are taught, they are moderate and sanitized, competing to remove any suspicious mention of Jerusalem or the Palestinian cause from their pages.

Reviewing the reality of the education system in Jerusalem reveals the negative impacts of the policies adopted by the occupation to diminish and marginalize the role of education in reinforcing national, ethical, and humanistic concepts. These policies aim to dismantle the cultural, social, economic, and technological structures of society, creating barriers to Judaization, moral destruction, and preventing the Palestinian community from keeping pace with modern advancements (Al-Assali, 2009).

In conclusion, the education file forms part of a broader set of dangerous files aimed at erasing national identity in Jerusalem and replacing it almost entirely. This requires focusing on modern educational methods through which we can build national identity, as backwardness already exists in the education system, its tools, and student assessment. Studies by Awda Allah (2016) and Ghayyada (2015) emphasized the need to reform the Palestinian education system with quality education in a smooth, fair manner, producing the largest number of successful individuals and emulating modern educational systems and tools. Thinking about educational institutions and their roles focuses on shaping the future, imparting values and skills, and enhancing investment in them (Abu Asba, 2022; Shahin, 2007).

Previous Studies

Several studies have examined the relationship between the Israelization of Palestinian curricula, national culture, and the formation of Palestinian identity.

A study by Sandouqa and Abu Asba (2024) analyzed the quality of education in Jerusalem, focusing on the Bagrut and Tawjihi tracks, examining whether these pathways represent reform of Jerusalem's education system or a conflict of identity. Using analytical methodology, the study relied on various sources, documents, and studies to investigate the reality and challenges of education pathways in Jerusalem. Key findings included the existence of a political conflict between Palestinians...

And the Israelis on the city, and the imposition of sovereignty over culture and its direct connection with education; based on the results obtained, the two researchers developed an educational policy to improve the quality of education in Jerusalem and enhance national identity. The study by Abu Ghazala (2021) aimed to identify the impact of the Israeliization of curricula on the national culture among Jerusalemites. The study population consisted of all teachers in East Jerusalem schools, numbering 565 teachers distributed across 35 schools. The descriptive analytical method was used through the study tool, which was a questionnaire. The study results indicated that the level of general culture among the study sample was low, and that the distortion of curricula and national culture among Jerusalemites was significant, with the occupation striving by all means to distort curricula and undermine the national culture among Jerusalemites. The study by Abu Fara and Sweity (2021) aimed to shed light on the challenges of managing the public education sector in occupied East Jerusalem. The study used

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the descriptive method, and the study population consisted of employees of Jerusalem schools. The researchers used a questionnaire on a random sample, and interviews were conducted with 11 participants from the public education sector in the city. The study concluded that there are four main challenges for managing the public education sector in occupied Jerusalem: policies and practices of the Israeli occupation authorities, the multiplicity of references managing the public education sector, the limited role of the Palestinian National Authority in managing the education sector, and student dropout rates. Meanwhile, the current study highlights the policies of the occupation concerning the Israeliization of curricula and preserving national identity in Jerusalem. Commentary on Previous Studies From reviewing previous studies, the following observations can be made:

- This study agrees with previous studies in addressing education in Jerusalem.
- The studies varied in methodology; while Abu Ghazala (2021) and Abu Fara and Sweity (2021) used the descriptive method, the study by Sandouka and Abu Asba (2024) presented an analytical policy paper, whereas the current study employed the qualitative method.
- This study concurs with previous studies regarding the study population, which consists of educational institutions in Jerusalem.
- This study aligns with Abu Fara and Sweity (2021) in using interviews as a data collection tool, differing from Sandouka and Abu Asba (2024), who used analysis of various documents and studies to gather information, and Abu Ghazala (2021), who used a questionnaire.
- Most studies agreed in addressing the impact of the Israeli occupation on developing the Jerusalem education system and the identity conflict in Jerusalem schools, like Sandouka and Abu Asba (2024) and Abu Ghazala (2021), while Abu Fara and Sweity (2021) addressed the challenges of education in Jerusalem. All previous studies concur that the Israeli occupation is one of the primary causes of the decline and deterioration of the education sector in Jerusalem, placing obstacles in the way of educational progress. They also agree on the distortion of curricula and national culture among Jerusalemites being significant, and most previous studies agree that the multiplicity of educational references in Jerusalem is one of the main problems and challenges facing education in Jerusalem.
- Our current study stands out by examining the impact of occupation policies and the Israeliization of curricula on national identity in Jerusalem schools. Although many studies have addressed education in Jerusalem, this study specializes in exploring national identity in Jerusalem schools amidst curriculum Israeliization and other challenges facing the preservation of national identity for Jerusalemites and Israeli policies aimed at erasing it and replacing it with Judaization and Israeliization culture.
- It is evident from the review of previous studies that there is a similarity in the results related to occupation policies and their impact on national identity, where they were found to be highly significant.
- The previous studies were beneficial in defining the study problem, formulating its questions, and clarifying its concepts. Methodology and Procedures Study Methodology The study used the descriptive analytical method through a qualitative approach, which focuses on collecting, analyzing, and understanding responses from the study sample individuals to match the nature of the current study in perceiving and interpreting the subject. Study Population The study population consisted of all directors of educational institutions in Jerusalem for the academic

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year 2023/2024, totaling 51 directors and directorates, according to the annual educational statistical book of the Ministry of Education for the year 2019. Study Sample The study sample comprised 15 directors from educational institutions in Jerusalem, selected based on their work nature, experience, and skills to achieve the study objectives, ensuring balanced representation of various educational institutions and educational circumstances in the city. Study Tool The researcher relied on semi-structured interviews as a tool to measure the responses of school directors in Jerusalem. The theoretical literature was utilized to construct the interview questions, and their validity was ensured by presenting them to experts in education fundamentals. Conducting Interviews After scheduling a suitable time for all participants for either face-to-face or telephone interviews, the interview began with an introduction to the state of education in Jerusalem. Participants were provided with the interview questions in advance to review them, allowing sufficient time to answer each question thoroughly and maximize the benefit from their responses. Interview recordings depended on the type of questions asked, with the average duration of each interview being one hour. Notes and answers were recorded on paper forms, then transcribed, analyzed, and conclusions drawn. Validity of the Interview Tool To ensure content validity, the researcher presented the initial draft of the interview questions to a panel of experts and specialists. After receiving feedback, the researcher revised the questions fully, resulting in the final version. Reliability of the Interview Tool To ensure the reliability of the study tool, the researcher analyzed a sample of interview results immediately after completing the interviews and re-analyzed them 14 days later. The comparison showed a high similarity rate of 85%, with minimal differences, indicating that the study tool had a high degree of reliability sufficient for the study's purposes.

Interview Data Analysis The researcher used the PEEL method (Point, Evidence, Explanation, Link) to answer the semi-structured questions directed at the study sample members obtained through interviews. After collecting the data via interviews and ensuring their suitability for analysis, the researcher used the PEEL method to analyze and interpret the study results across four dimensions: (Main Idea, Example or Evidence, Explanation and Clarification, Agreement) for each interview question.

Study Results and Discussion: Results of Study Questions: Discussion of Analysis Results for the Third Question of the Study To answer the first question of the study, which was addressed through an interview question: "What is the impact of occupation policies and curriculum Israeliization on Palestinian national identity in Jerusalem schools?" Main Idea: Occupation policies and curriculum Israeliization aim directly to obscure Palestinian national identity. Analysis of Results:

The analysis results indicated that 80% of participants noted that the directed curricula aim to marginalize Palestinian identity and culture, leading to students losing their sense of belonging and national identity. In contrast, 20% of participants stated that the culture and belonging of Jerusalemites prevent Israeli plans from succeeding, except among a small segment of Jerusalem's residents.

For example, respondents pointed out that the Israelization of curricula aims to erase Palestinian identity and national culture, making students feel alienated and culturally lost, affecting their sense of belonging and national identity. They also highlighted that Israeli violations and the Israelization of curricula have significant psychological and social impacts

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on students and teachers due to the constant presence of Israeli forces. Additionally, the pressures resulting from the directed curriculum create an environment of tension and anxiety among students and teachers, affecting their ability to focus and achieve academically. As an example, some participants mentioned: "We resort to asking students to bind books to hide the Palestinian curriculum logo or tear off the cover page containing this logo, in anticipation of occupation violations."

Participants expressed frustration over the lack of a safe and stable educational environment, citing obstacles created by Israeli occupation authorities during certain national activities aimed at Israelizing schools affiliated with the Palestinian Authority. Most participants referred to instances where "the occupation prevents them from commemorating national events, such as Nakba Day or Land Day," which they consider one of the main challenges under current circumstances.

Additionally, restrictions on the movement of students and teachers through checkpoints hinder their timely arrival at school, causing delays in classes. For instance, a participant noted: "Students carrying Palestinian curriculum books face difficulties passing through checkpoints due to the logo of the Palestinian Authority on the cover or content about Palestinian history, often resulting in them being sent back home at the checkpoints."

On the other hand, the results indicated that curricula based on the Israeli narrative could indirectly enhance national awareness among students and parents. A participant noted: "Some students cross out references to Palestine and Jerusalem in the distorted curriculum, which has reinforced identity for some students instead of erasing it." Another example includes several participants pointing out: "There are numerous cases where teachers reported students erasing the word 'Israel' from their textbooks or altering maps showing borders inconsistent with Palestinian reality."

Conclusion

The analysis of responses shows that Israeli violations and the Israelization of educational curricula negatively affect education in Jerusalem by creating a turbulent educational environment filled with psychological, social, and logistical challenges. Interviews revealed that these policies aim to marginalize students' national identity, impacting their academic motivation and sense of belonging. The researcher attributes this result to the significant psychological and social impact of Israeli violations and the directed curriculum, which creates an atmosphere of tension and anxiety among students and teachers, affecting their ability to focus and achieve academically. This finding aligns with the study by Sandouqa and Abu Asba (2024), highlighting a political conflict between Palestinians and Israelis over the city and asserting sovereignty over culture directly linked to education. It also aligns with Abu Asba's study (2023), which showed measures by the Ministry of Education aimed at distorting the Palestinian narrative, affecting students' national identity.

From another perspective, the result agrees with Abu Ghazala's study (2021) that despite the intensity of occupation policies in erasing Palestinian national identity, Jerusalemites' culture and belonging prevent Israeli plans from succeeding, except among a few Jerusalem residents.

Question Two: "In your opinion, what measures and mechanisms can be adopted to preserve Palestinian national identity under occupation policies?"

Main Idea: Required measures and mechanisms to preserve Palestinian national identity.

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Analysis of results indicated that 80% of participants believe there are several measures and mechanisms that could help overcome obstacles to support preserving national identity, providing a safe educational environment, and enhancing psychological and social support for students and teachers.

Most participants emphasized focusing on Palestinian national identity through curricula and school activities that promote the values and culture of Palestinian society as a primary method to resist the Israelization of curricula. Strengthening identity helps students feel a sense of belonging and cultural continuity, essential for maintaining education quality. Participants stressed the need for psychological and social support for students and teachers to help them deal with pressures resulting from occupation and Israelized curricula, contributing to a stable educational environment and developing educational strategies that preserve national identity under challenging conditions. Such support enhances students' learning abilities and adherence to their national identity, positively reflecting on education quality.

They added the necessity of providing educational resources supporting Palestinian national identity, despite occupation-imposed restrictions, strengthening schools' ability to offer high-quality education. These resources contribute to delivering educational content that supports students' national identity. A participant noted: "Activating and developing the educational reality in the city and working on allocating future budgets." Participants also highlighted that communication with the international community and human rights organizations can help secure necessary support to counter policies aiming to Israelize curricula, protecting education quality and preserving national identity in schools.

Interpretation and Linkage

From the above, focusing schools on enhancing national identity is one of the most critical requirements helping students resist Israelization and adhere to their values and culture, motivating them to interact more positively with education. This result aligns with Sandouqa and Abu Asba's study (2024) highlighting a political conflict between Palestinians and Israelis and the necessity of building an educational policy to develop education quality in Jerusalem and reinforce national identity. It also aligns with Tawtah's study (2023) emphasizing the need to improve the educational process by supporting teachers to elevate education quality and focusing on education quality. Additionally, it matches Abu Fara and Sweiti's study (2021), which demonstrated the impact of occupation violations on Israelizing curricula and education quality.

Conclusion

The above findings indicate that reinforcing national identity and resisting the Israelization of curricula are key to preserving Palestinian national identity amidst occupation violations through parallel efforts at home, in the community, school, and media, compensating for curriculum deficiencies and offering our children intellectual tools aiding critical thinking. Creating a parallel educational environment hinges on learning motivation and parental awareness of their role in raising their children, transforming attempts to erase national identity into opportunities to reinforce it through public rejection and active correction of perceived national value violations. Providing psychological and social support, securing necessary budgets for quality, and communicating with international organizations enhance educational stability and preserve national identity as a fundamental part of education.

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Recommendations:

- Establish a unified reference addressing challenges faced by education in Jerusalem, tasked with formulating a vision and mission for national education to be adopted.
- Adopt Palestinian expertise and refine skills as the foundation for developing our national curricula.
- Provide necessary resources to improve the educational environment and its quality, fostering education quality in Jerusalem in a way that reinforces its identity.
- Offer psychological and social support to students and teachers, deepening Jerusalemites' awareness of the importance of national education, risks of Israelization hypotheses, and ways to counter them.
- Communicate with the international community and human rights organizations to secure necessary support against policies aiming to Israelize curricula.
- Focus on Palestinian national identity through curricula and school activities that promote the values and culture of Palestinian society.

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