



SCHOOLS ONLINE

# Global Connections and Exchange

## West Bank & Gaza

November 2006

Each month, we publish a newsletter like this one to update schools in our network, our donors and other interested readers about the activities and progress taking place within our program in the West Bank and Gaza.

Do you have something you would like to add to the newsletter?

Please contact:  
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GCEP-West Bank & Gaza enhances local and global educational opportunities for youth in the Middle East. The project provides access to technology and the Internet for schools, extensive training and exchange programs for teachers to integrate technology into classrooms, and a network of collaborative online projects focusing on civic education and global citizenship for students.



*GCEP students interview the Governor of Jenin as part of the Global Citizen lesson in November.*

# International Education Week

During November, our students in Ramallah, Bethlehem, Hebron and Jenin all had the chance to participate in International Education Week, which ran from the 13th -17th of November. This is an annual event in which students from across the world come together to think about, discuss and carry out activities focused on education around the world. Our students wholeheartedly engaged in two separate projects for the event.

Students from Ramallah, Bethlehem, Hebron and Jenin were encouraged to think about the importance of education and moreover their global right to education. An online forum was held throughout the week to enable students to share their thoughts on the topic, leading to many thought-provoking postings. We invite you to read two examples provided on the next

page.

In addition to our “Right to Education” forum, students from Bethlehem, Hebron and Jenin competed in a national poster competition aimed at promoting the importance of ICT and connectivity in education. Through this project eleven posters were created, all showing students’ desire to reach out to other students across the world. The top three posters, also shown below are now being printed for use in schools, community centers and youth organizations across Palestine and perhaps even further abroad.

Thank you to everyone who made this week such a success!

## Students Participate Contest Supporting ICT use in Education

*News from the Hebron Community Based Learning Center  
By Omar Dahman, On-Site Monitor, Hebron*

As one of our activities for International Education Week, RI-SOL participated in a competition for students to design a poster promoting the use of ICT for education and connecting students in Palestine. Students from Jenin, Bethlehem and Hebron took part in this project.

In Hebron, six of our GCEP students participated in the project, working together to create 4 posters. RI-SOL tried to help the GCEP students by recruiting three university students trained in Photoshop to assist the GCEP students. However, we soon discovered that the university students were asking our students questions and being trained by them, not the other way around!



*The second prize poster created by GCEP students in Bethlehem.*

All of the posters produced were great and two of the posters from Hebron were placed in the top three in the competition! First prize went to three students from Huda school, aged 17, who participated in our program for two years.

The third prize went to a student who created a poster by himself. At only 14 years old, he is very advanced with his computer skills – he can use design programs at the same level of a professional graphics designer. Perhaps he can help me deliver training in the future!

# Right to Education

## The Right to Education: My Experience

By Aya Mahdi Abdel Nabi, Wedad School, Hebron

In the last months we have lived under very hard conditions due to the strike in all of the government corporations, especially in the educational sector, including schools. We sat in our homes for two months. We had no lessons and no schools during this long period. And we as students - especially Tawjihi (final year) students - had no choice except to press ahead the best we could despite this difficult situation.

So, we searched for a solution far away from our schools and found the Relief International-Schools Online Hebron Community Based Learning Center which runs the GCEP. This Center helped us to walk some steps forward in our studying. It gave us lessons during the strike time, especially in Information Technology and some other areas of our curriculum to help us prepare for our Tawjihi exams.



*GCEP student Dina Naser participates in an online forum.*

Although the strikes have now finished, we still have a connection with the Center, which helps us to complete our lessons and involves us in other activities such as the GCEP on-line projects. So, we really thank all the employees in the Center for their help during this hard time! Thank you!

## Education: Our Holy Right

By Dina Naser, Al-Najah Secondary School, Ramallah

Education is a basic right for everyone regardless of his religion, color, or origin. If everybody in society is entitled to education, at least a basic education, then

all of us will have a fair opportunity for employment and health care. Therefore, the society will advance and develop, and all its members will have good quality of life.

In spite of having the highest rate of educated people in the Middle East region here in the Palestinian Territories, there are many obstacles to the global right to education; many students cannot reach their own schools because of checkpoints, closures and shooting. In addition, there is another important obstacle which is quickly spreading poverty, which prevents families from sending their kids to school because they can't afford it. Instead, children have to work in the streets to earn their families' living. In some cases, cultural backgrounds deny women their right to education especially in villages, refugee camps and rural areas.

The security situation is unique in my country, but other obstacles to the right to education exist in different countries. To overcome all of these obstacles, students from different places need to start working in their own homes, schools and countries to enlighten people about the importance of education, to help younger students access and gain knowledge. In addition, if students can start acting internationally, students can establish networks and lobbies to influence governmental policies to support education process. Further, students can work together to be part of a worldwide movement against poverty, child labor and to call for free education for all. This is what a global right to education means.

# Welcome Nadiah Saba'neh

RI-SOL Palestine is excited to introduce you to Nadiah Saba'neh, our new On-Site Monitor for Ramallah. Nadiah will initially be working in Al-Najah Secondary School with her role expected to expand to include further Ramallah-based schools in the near future. She has already established strong relationships with the teachers and students and has initiated some exciting school activities, including a school clean-up day as part of the "Global Citizenship" November project. Nadiah brings with her more than 500 hours of community service work, which was gained during her time spent studying for her BA in Telecommunications Technology from the Arab American University in Jenin. Nadiah graduated from this course with excellent results and is now applying her knowledge to the great benefit of our programs in Ramallah. Welcome Nadiah - we all look forward to working with you over the coming year!



*Nadiah Saba'neh has joined the RI-SOL staff as the new On-Site Monitor for the Al-Najah Secondary School.*

## Global Citizens in the Community

*By Nadiah Saba'neh, On-Site Monitor, Al-Najah Secondary School, Ramallah-Palestine*

During my first days as an On-Site Monitor at Al-Najah secondary school in Ramallah, I started working on this month's lesson about Global Citizenship. This topic enlightened us, helping us to be aware of the whole world...love all people... care about all people... belong to the whole world and not to be limited to certain borders.

The students and I discussed this topic - the rights, the values, the issues and the communities that a global citizen cares about and contributes in. This helped my students realize many things including the importance of the environment as an issue that a global citizen must take care of. We decided to organize a clean-up day in our small community, comprised of our beloved school, to keep it safe from pollution. We cleaned the school buildings, classrooms, yard and the surrounding area. In addition, we hung up signs to encourage other students to take care of their environment.

GCEP has offered us a great experience - the chance to work together, exchange our culture with others abroad, and integrate ICT and active learning into our classes and lessons to make education more interesting and interactive. This month's experience was amazing - it gave us the passion to work more on other lessons with GCEP.



*GCEP On-Site Monitor Nadiah Saba'neh leads students in November's Global Citizen lesson to think about ways to give back to their communities.*



During November, GCEP students from across the Palestinian Territories have been engaged in a project to explore the meaning of Global Citizenship. The aim of this project was to show students that as the world grows smaller and smaller, we are becoming ever-more interconnected. It has therefore become increasingly important to keep the global perspective in mind, even when we are working just within our own communities. Here is what new student participants at the RI-SOL First Center of Excellence located in Jenin have to say:



*Students interview a global citizen as part of November's project.*

*By Ahmad Abudawood, 11th grade, Alsalam Secondary Boys School, Jenin*

This is the first GCEP project that I participated in and I feel I learned a lot from this subject. I had never before heard the term "global citizen," but now I know what being a global citizen means, who a global citizen is, and the values and rights that global citizens care about.

If I want to work for my community, I now know what issues I should care about and from where I should start. I know the different levels that I can work with (local, national, international) and how to do this. I have started to look at issues: the environment, human rights, poverty...in a different way. We can make a difference.

This project has given me the opportunity and ability to educate and work with my colleagues in a more interactive way, has given me the chance to learn how to meet people, particularly the people who I feel will work for our community in the best way.

I gained a lot of experience from this project and from the group I worked with. I gained a lot of experience from the people I met. Now I have the ability to develop myself in order to become truly global.

*By Abed Alrahaman, 11th grade, Alsalam Secondary Boys School*

We selected to interview the Governor of Jenin as our Global Citizen, because of his ability to participate in the implementation of local community projects such as new public parks and the creation of the Jenin district local solid waste treatment plant.

We also selected him according to his effective involvement in our local community since with his position he has the capability to help his community improve its socio-economic conditions, even when taking into consideration the existing political circumstances.

Through our experience working as a team, we learned how to deal with each other, and how to conduct a constructive, fruitful dialogue. But the most important benefit was to acquire the skills, attitudes, and proactive behavior to conduct a special personal interview and to then distribute this interview by email to others across the world.



*GCEP students interview the Governor of Jenin.*

*The Global Connections and Exchange Project - West Bank & Gaza is a project of Relief International - Schools Online's Global Citizenship and Youth Philanthropy Program and has been made possible with major funding from the Bureau for Education and Cultural Affairs of the US Department of State, the William and Flora Hewlett Foundation, the Microsoft Community Foundation and the Global Catalyst Foundation.*

For more information about our programs please visit [www.ri.org](http://www.ri.org)

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