

## Introduction

*The Center for Monitoring the Impact of Peace (CMIP) has been researching school textbooks and teacher guides of Middle Eastern nations for more than five years now, as a means of deciphering educational attitudes towards peace and towards the "other" in general. So far, the Center has issued some ten reports covering this important field among the Palestinians, Israelis, Syrians and, – with the cooperation of the American Jewish Committee (AJC) – Saudi Arabians. CMIP has now – again in cooperation with the AJC – directed its attention to Egypt, a leading country in the region and the first one to move in the direction of peace with Israel. For the purpose of this report, 119 school textbooks have been carefully scrutinized and references in them to the issues of peace and the "other" have been translated and organized according to themes\*. In the present research, like the previous one on Saudi Arabian textbooks, the attitude to the West and to Christians in general has been investigated, as part of the image of the "other" that is presented to school students.*

*This report follows the pattern of research adopted in all former CMIP reports, namely, presenting all the material in the books that deals with the issues under discussion as is, with minimal analysis, so that the material can speak for itself. Necessary remarks or clarifications appear in the text within brackets or in italics or as footnotes.*

*All the books studied were published in the years 1999-2002 in various subjects for all grades. Although the number of grades in the Primary Phase in Egypt was increased from five to six as of 1999, all the books still conform to the older system, which means that Grade 6 in this report is the first year of the Preparatory Phase (I'dadi). Of the total of 119 books, sixteen belong to the religious school system, which is under the supervision of the Al-Azhar Religious Institute, and cover the top five grades (7-11). All the rest were published by the Ministry of Education.*

*The material has been examined according to two sets of criteria as follows:*

*CMIP criteria of analysis:*

- 1. The image of other peoples, religions and communities: Are they recognized, accepted as equal, and respected; or are they presented in a stereotyped and prejudiced way?*

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\* The quotations in this report do not include all of the material examined, which is, in many instances, repetitious, but rather are representative examples of each theme. These can be viewed in the original Arabic on [www.edume.org](http://www.edume.org)

2. *Peace and the peace process: Does education foster peace? Does it support the peace process? Is there any room for improvement?*

*UNESCO relevant criteria:*

1. *Are the data given accurate and complete?*
2. *Are illustrations, maps and graphs up-to-date and accurate?*
3. *Are the achievements of others recognized?*
4. *Are equal standards applied?*
5. *Are political disputes presented objectively and honestly?*
6. *Is wording likely to create prejudice, misapprehension, and conflict avoided?*
7. *Are ideals of freedom, dignity, and fraternity being advocated?*
8. *Is the need for international cooperation, for the formation of common human ideals, and the advancement of the cause of peace, as well as for the enforcement of the law, emphasized?*

*The translation of Qur'anic verses follows in general N. J. Dawood's translation of the Qur'an, published in the "Penguin Classics" series. Texts of "Prophetic Sayings" (Hadith) have been freely translated.*