



Publications by IMPACT-SE (Formerly CMIP):

- ***Arabs and Palestinians in Israeli Textbooks*** (September 2000)
- ***Palestinian Authority School Textbooks*** (March 2001, Second edition)
- ***Jews, Zionism and Israel in Syrian Textbooks*** (June 2001)
- ***Jews, Israel and Peace in Palestinian School Textbooks, 2000-2001 and 2001-2001*** (November 2001)
- ***Arabs, Palestinians, Islam and Peace in Israeli School Textbooks, Update for 2000-2001, 2001-2002*** (July 2002)
- ***The West, Christians and Jews in Saudi Arabian Schoolbooks***, in cooperation with the AJC (January 2003)
- ***Jews, Israel and Peace in the Palestinian Authority Textbooks: the New Textbooks for Grade 3 and Grade 8*** (June 2003)
- ***The West, Christians, War and Peace in Egyptian School Textbooks*** (March 2004)
- ***Jews, Israel and Peace in the Palestinian Authority Textbooks, the New Textbooks for Grade 4 and Grade 9*** (October 2004)
- ***Jews, Israel and Peace in the Palestinian Authority Textbooks, the New Textbooks for Grade 5 and Grade 10*** (June 2005)
- ***The Attitude to the 'Other' and to Peace in Iranian School Books and Teachers' Guides***, in cooperation with the AJC, (January 2007)
- ***From Arafat to Abbas and Hamas: PA Textbooks for Grades 11 and 12 as Compared to their Predecessors***, in cooperation with the AJC, (March 2008)
- ***"Al-Fateh", The Hamas Website Magazine for Children, (forthcoming May 2008)***

Main Findings

- Iran considers itself a world power and NOT a regional power.
- Iran aspires to world dominance.
- Iran prepares for global Jihad (“initiative Jihad”):
 - As a religious precept
 - As a continuation of the Islamic Revolution
- The goal: bringing about Islam’s rule in the world.

اینک وظیفه‌ی ماست که برای تداوم انقلاب اسلامی با تمام قدرت، قیام خویش را علیه مستکبران و ستمگران ادامه دهیم و تا تحقق همه‌ی احکام اسلام و گسترش پیام رهایی‌بخش «لا اله الا الله» در تمام جهان از پا نشینیم.

Now, in order to continue the Islamic Revolution, it is our duty to continue with all [our] power our revolt against the Arrogant Ones [a term mostly used now in reference to the United States, see below] and the oppressors, and not cease until all Islam's commandments and the spread of the redeeming message of "there is no god except Allah" are realized in the whole world.

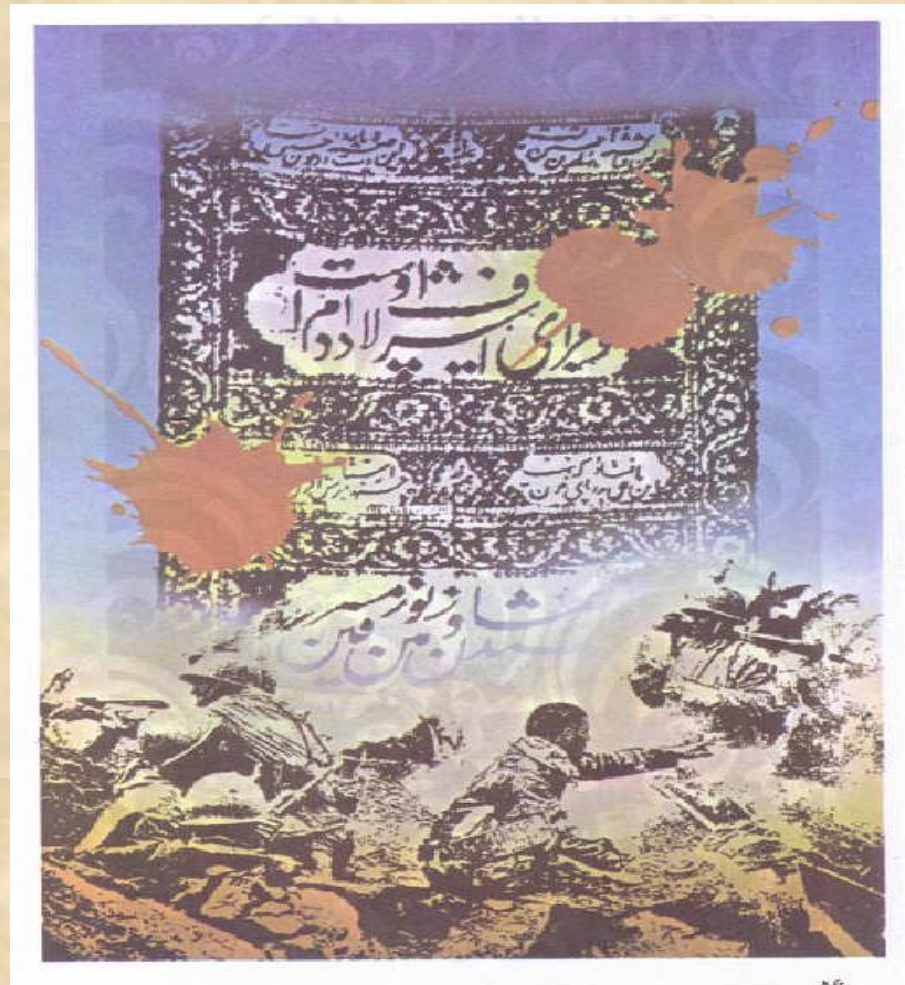
Islamic Culture and Religious Instruction,
Grade 7 (ages 12 -13), 2004, p. 29

* مسلمانان تمامی کشورهای جهان! از آنجا که شما در سلطه بیگانگان گرفتار مرگ تدریجی شده اید باید بر وحشت از مرگ غلبه کنید و از وجود جوانان پرشور و شهادت طلبی که حاضرند خطوط جبهه کفر را بشکنند استفاده نمایید. به فکر نگه داشتن وضع موجود نباشید بلکه به فکر فرار از اسارت و رهائی از بردگی و یورش به دشمنان اسلام باشید که عزت و حیات در سایه مبارزه است و اولین گام در مبارزه اراده است و پس از آن تصمیم بر اینکه سیادت کفر و شرک جهانی خصوصاً آمریکا را بر خود حرام کنید.

"O Muslims of all countries of the world! Since under the foreigners' dominance gradual death has been inflicted on you, you should overcome the fear of death and make use of the existence of the passionate and the martyrdom-seeking youths, who are ready to smash the borders of unbelief. Do not think of keeping the status quo. Rather, think of escape from captivity, of deliverance from slavery, and of attack against the enemies of Islam. Glory and life are in fighting, and the first step of fighting is [the existence of] will. After that, there is the decision that you forbid yourselves to [submit to] the supremacy of world unbelief and polytheism, especially America."

Islamic Viewpoint, Grade 11(ages 16-17),p. 29

The Nature of the War



Art Instruction, Grade 8 (2004) p. 56

این مبارزه... تا پیروزی کامل بر جهان کفر و استکبار و ریشه کن کردن هر گونه ظلم و ستم و ظهور حضرت ولی عصر و تحقق حکومت جهانی اسلام هم چنان ادامه دارد.

This struggle... will continue in this manner until the complete victory over the world of unbelief and arrogance, the eradication of any oppression, the appearance of the Master of the Age [the Shiite Hidden Imam], and the realization of the world government of Islam.

Islamic Culture and Religious Instruction,
Grade 8 (ages 13-14), 2004, p. 96

* من به تمام جهان با قاطعیت اعلام می‌کنم که اگر جهانخواران بخواهند در مقابل دین ما
بایستند ما در مقابل همهٔ دنیای آنان خواهیم ایستاد و تا نابودی تمام آنان از پای نخواهیم نشست. یا
همه آزاد می‌شویم یا به آزادی بزرگتری که شهادت است می‌رسیم

یا دست یکدیگر را در شادی پیروزی جهان اسلام در گیتی می‌فشاریم و یا همه به حیات ابدی
و شهادت روی می‌آوریم... و در هر دو حال پیروزی و موفقیت با ماست.

"I am decisively announcing to the whole world that if the World Devourers wish to stand against our religion, we will stand against their whole world and will not cease until the annihilation of all of them. Either we all become free, or we all go to the greater liberty which is martyrdom.. Either we shake one another's hand in joy at the victory of Islam in the world, or all of us will turn to eternal life and martyrdom. In both cases, victory and success are ours."

Islamic Viewpoint, Grade 11 (ages 16-17),
p.29

Hate indoctrination

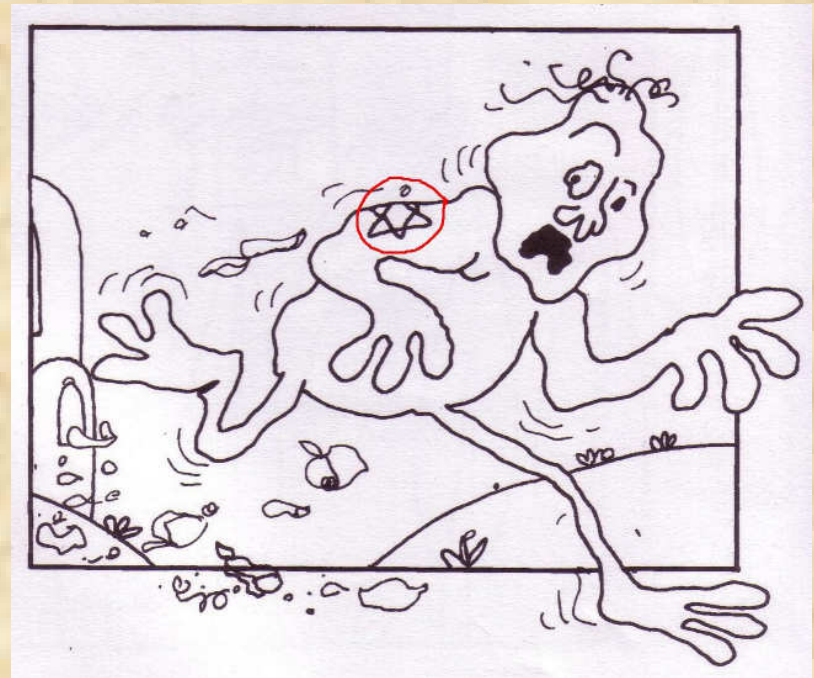
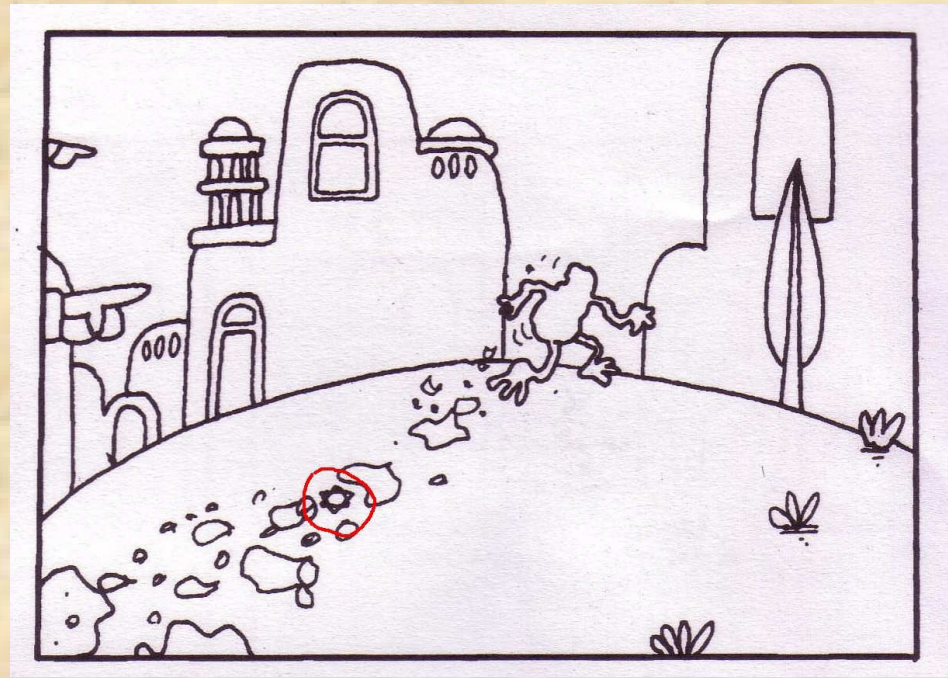


امریکا کشوری استعمارگر
سناخته می‌شود که هر جا منافع خود را در خطر ببیند، مداخله‌ی نظامی می‌کند و از کشتار
مردم، زنده به گورکردن سربازان طرف مقابل و استفاده از سلاح‌های کشتار جمعی
روی گردان نیست (کاری که با عراق کرد)؛ از بمب اتمی استفاده می‌کند (بمباران زاپن)؛
از حربه‌ی حقوق بشر برای سرکوبی حق طلبان استفاده می‌کند (نظیر سوء استفاده
علیه ایران اسلامی)؛
بزرگ‌ترین دیکتاتوری‌ها و نظام‌های امنیتی خشن و شکنجه‌گر را به وجود می‌آورد
و از آن‌ها دفاع می‌کند؛ از پایمال شدن حقوق بشر هم، هیچ احساس ناخوشایندی
ندارد (ایران زمان شاه بعد از سال ۱۳۳۲)؛
نظام امنیتی آن بزرگ‌ترین شبکه‌های قاچاق را اداره می‌کند اما برای دستگیری
مخالفان سیاست‌های خود در کشوری دیگر از مستمسک قاچاق مواد مخدر استفاده
می‌کند (مورد پاناما)؛
در این صورت، واکنش شما نسبت به امریکا چه خواهد بود و باید باشد؟

America is known as an Imperialist country, which embarks on military intervention wherever it sees that its interests are in danger. It does not refrain from massacring people, burying alive the soldiers of the opposite side and using weapons of mass destruction (as it did with Iraq). It makes use of atomic bombs (the bombardment of Japan). It uses the weapon of human rights in order to suppress the justice seekers (as it does in its abuses against Islamic Iran). It creates the greatest dictatorships and the most violent and torturing security-oriented regimes, and defends them. Nor does it feel uncomfortable at all while human rights are violated (Iran at the time of the Shah after 1953). Its security system runs the largest smuggling networks, but it makes use of the pretext of drug smuggling in order to arrest those who oppose its policies in other countries (the case of Panama).

Such being the case, what would, and should, be your reaction to America?

Sociology [Humanities], Grade 11 (ages 16-17),
2004, p. 20



Gifts of Heaven - Work Book, Grade 3 (ages 8-9)
,2004, pp. 13-15 (Circles added)

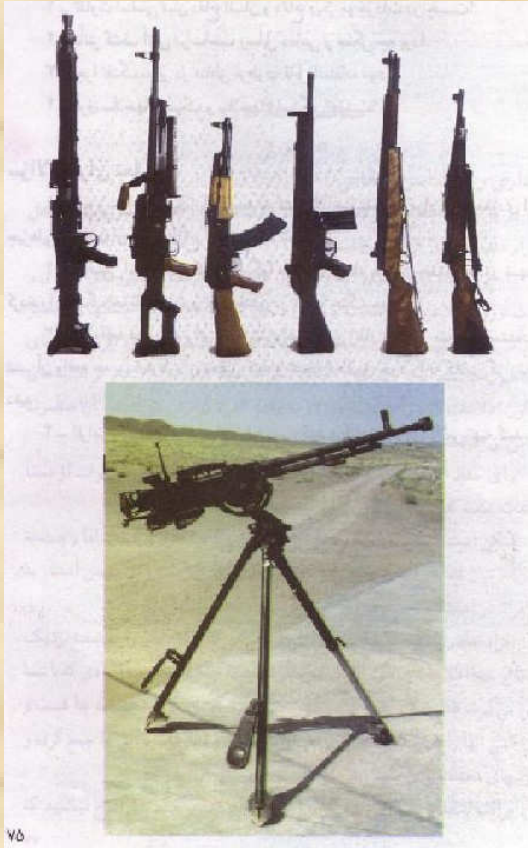


در همین موقع، افسر اسرائیلی با قنداق تفنگ خود بر سر محمد کوبید و خون گرم او روی دست‌های خالد پاشید.

...Then the Israeli officer pounded [three-year-old] Muhammad's head with his rifle's stock and his warm blood was sprinkled upon [his six-year-old brother] Khaled's hands.

Persian: Let's Read, Grade 3 (2004) p. 113

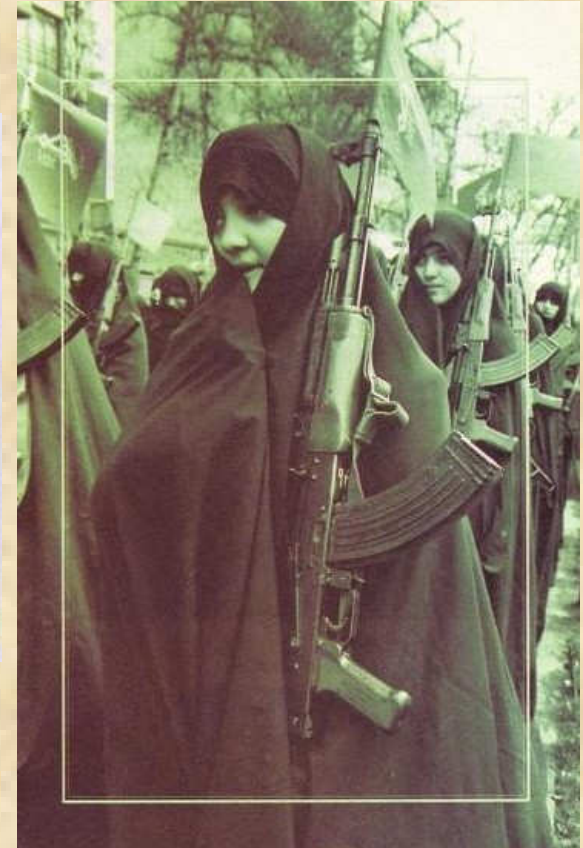
Preparation for War



Defense Readiness,
Grade 8 (2004) p. 75



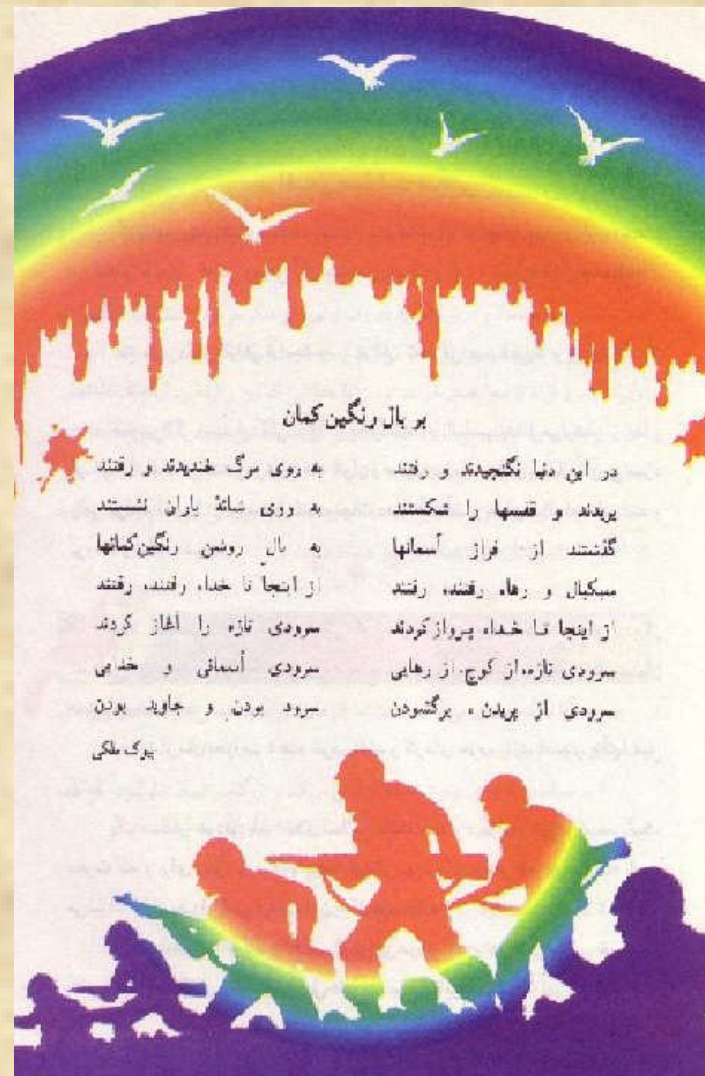
Defense Readiness,
Grade 8 (2004) p. 74



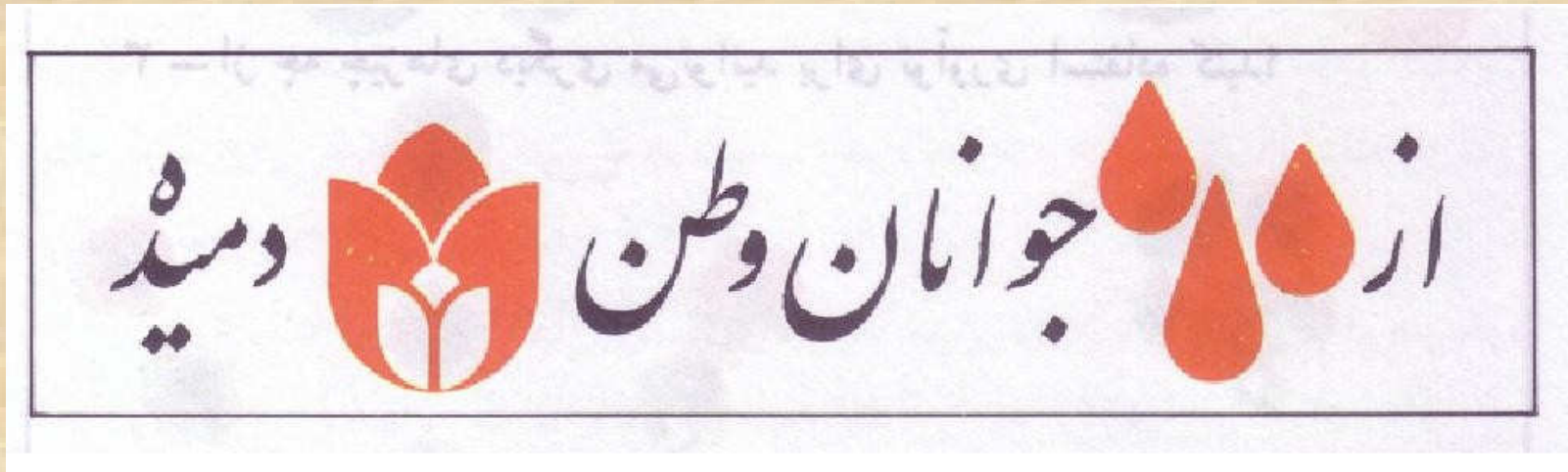
Religious Instruction,
Grade 5 (2004) p. 36

Martyrdom Seeking





Religious Instruction, Grade 5 (ages 10-11),
 2004, p. 39



"from [the Drops of blood of] the homeland youths [tulips] sprout"

Art Instruction, Grade 6 (ages 11-12), 2004 p. 68

در طول هشت سال دفاع مقدس بیش از ۵۰۰ هزار نفر از دانش‌آموزان به جبهه‌ها عزیمت و ۳۶۰۰۰ شهید، هزاران مفقودالاثر، جانباز و آزاده از این قشر فداکار تقدیم انقلاب اسلامی گردید.

During the eight years of Holy Defense [i.e., the war with Iraq] more than 500,000 school students were sent to the fronts. 36,000 martyrs, thousands of missing-in-action, invalids, and liberated [prisoners-of-war] of this sacrificing section were offered to the Islamic Revolution.

Defense Readiness, Grade 10 (ages 15-16)
2004, p. 11

Conclusions

- Iranian war curriculum constitutes a danger to world's peace, security and stability.
- Iranian war curriculum constitutes a danger to Iran's future.
- Iranian war curriculum constitutes a form of child abuse.
- The books reveal an alarming picture of an extremist regime bent on a global war to the point of self destruction.



About IMPACT-SE (Formerly CMIP).

- **IMPACT-SE** is a non-profit, non-political NGO dedicated to fostering peaceful relations between peoples and nations by accepting the "other" and rejecting violence as a means of resolving conflicts. Its purpose is to examine school curricula throughout the Middle East and determine whether the material conforms to international standards.

- **IMPACT-SE** concentrates on research of school textbooks, teachers' guides and syllabi used in the Middle East in order to find out whether the younger generations are being educated to accept 'the other,' especially minorities in their midst, and to solve conflicts with them through negotiations and compromise, rather than being incited to rejection, hatred and violence.

For additional information on IMPACT's activities and reports please visit our web site: www.edume.org

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