

Introduction

This report is a further complementary¹ survey of the latest school textbooks that were issued in 2002 by the Palestinian Authority, mainly for grades 3 and 8. Thirty-five books in various school subjects were examined (see the List of Sources at the end). The material contained therein was carefully scrutinized in the light of two sets of criteria:

CMIP criteria of analysis

- 1. The image of other peoples and communities. Are they recognized? Are they accepted? Or are they presented in a stereotyped and prejudiced way?*
- 2. Peace and the peace process. Does education, as reflected in the textbooks, foster peace? Does it support the peace process? Is there any room for improvement in this respect?*

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?*

In line with CMIP practice, the present report too consists of quotations from the textbooks with minimum analysis. Explanatory remarks appear either within brackets inside the quotations or in footnotes. The material is organized according to subjects with short prefaces (in italics) whenever necessary.

¹ It is a follow-up of CMIP report “Jews, Israel and Peace in Palestinian School Textbooks 2000-2001 and 2001-2002”, published in November 2001 and CMIP complementary report “Jews, Israel and Peace in the Palestinian Authority Textbooks and High School Final Examinations”, published in October 2002.