

# The Way to Peace in the Middle East: the Role of School Education and Cultural Tolerance through Schoolbooks

Institute for Monitoring Peace and Cultural  
Tolerance in School Education  
Europe Near East Forum

# Research Methodology

- UNESCO's recommended criteria:
  - 1. Is 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?
  - 7. Are the ideals of freedom, dignity and fraternity being promoted?
  - 8. Are the following needs being emphasized: international cooperation, elaboration of common human ideals, advancement of the cause of peace and enforcement of the law?
  
- IMPACT-SE's added criteria of analysis:
  - 9. How are other peoples, religions and communities perceived? Are they recognized, accepted as equal and respected? Or are they presented in a stereotyped and prejudiced way?
  - 10. Does education foster peace? Does it support a peace process? Is there room for improvement?

# Hamas Curriculum

“By your life! How come that snakes invade us  
And we [still] observe a protection covenant  
[*dhimma*], which respects commitments?”

*Arabic Language – Linguistic Sciences, Grade 12 (2006),  
page 67*

# Al-Fateh – The Hamas Web Magazine for Children



مجلة الفاتح

- “Al Quds (Jerusalem) will remain as a trust in our hands and the hands of all Muslims, and they are to unite and gather for its liberation and the liberation of the land of Palestine from the impurity of the Zionists, the descendents of apes and pigs.” *Issue 129, August 2008*
- “...with Allah’s help, the accursed Jewish state will be totally destroyed.” *Issue 43, January 1, 2005*



The inscription on the sack reads: “The Holocaust.”  
The Jew on the right says to his friend: “We lied a lie which was believed.” The Jew on the left responds: “Let us find a new lie, my friend.” *Issue 122, April 14, 2008*



"Her head was severed from her pure body;  
however, her veil remained in order to adorn it,  
To Paradise, O Zeynab, oh sister of the men."

*Issue 38, October 15, 2004*

- “The Jewish enemy kills our people in beloved Palestine, while America, Britain and the other European countries help it.”

*Issue 2, October 2002*

- “America is the terror, my child... she is the plague that destroys my liver ... she is the viper that scatters poison inside me.”

*Issue 15, October 15, 2003*

# The Saudi Arabian Curriculum

- “The struggle of this nation [i.e., the Muslim nation] with Jews and Christians goes on, and it will last for ever...Jews and Christians are enemies of the believers [i.e., the Muslims]...”  
*Hadith, Grade 9, pp. 148-149*

- “There is no doubt that the Muslims' power irritates the infidels and spreads envy in the hearts of Islam's enemies, namely, Christians, Jews and others. So they conspire against them, gather [their] forces against them, oppress them and seize every opportunity in order to eliminate the Muslims.”

*Geography of the Muslim World, Grade 8, p. 116*



- “[It is told] by Abu Hurayrah that God's Messenger said: "the Day of Judgment will not arrive until the Muslims fight the Jews and the Muslims will kill them. Even if a Jew hides behind a rock or a tree, the rock or the tree will say: 'O Muslim, O worshipper of God! There is a Jew behind me. Come and kill him', except the salt bush [*Gharqad*], for it is one of the Jews' trees.”  
*Hadith, Grade 9, p. 148*

# The Tunisian Curriculum

- “A funeral procession went by [in Medina] and the Prophet [Muhammad] stood up and we stood up [as well]. We said: “O Messenger of God, this is a Jew's funeral.” He said: “Is it not a soul? Whenever you see a funeral procession, stand up!” *Islamic Education, Grade 9 (2007) p. 32*

- “Tolerance, therefore, represents the basic idea in the Koran. How come, then, that some people have made the Book of God a tool of bigotry and narrow-mindedness?”  
*[Literary] Texts, Grade 9 (2007) p. 159*
- “It is impossible today to perceive our existence outside of the dialogue connection with the ‘other’... The ‘other’ is essential and the dialogue with him – in whatever form – is necessary.”  
*[Literary] Texts, Grade 13 – Sciences (?) p. 154*

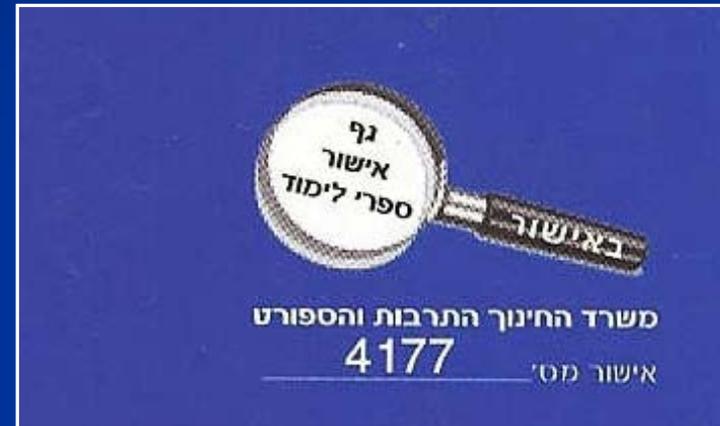
# Excerpts from guidelines issued by Israeli Ministry of Education, 1984

- *Our students must realize that a different and foreign culture is not inferior or superior to our culture, and that all peoples, religions and ethnic groups have a right to cultivate their culture, even within the boundaries of another state. Above all, we must implant in our students the firm awareness that every person is a human being, and that every human being must be respected, even if he belongs to another people, and even if he is a political enemy’.*

# Fundamentals of Israeli Education

- Fundamental 1: Regarding the “Other” first as a Human Being
- Fundamental 2: Overcoming Suspicion, Hatred and Prejudices
- Fundamental 3: Knowing and Respecting Islam and the Arabs
- Fundamental 4: Presenting the Conflict in an objective and honest way
- Fundamental 5: Admitting the Legitimacy of the Rival National Movement
- In other words, an active preparation for coexistence

# “Seal of Approval”



“Approved by”

“Schoolbooks’ Approval Wing”

“Ministry of Education, Culture and Sport”

# "The right of self determination, Ben Gurion, 1931 "

"There is no doubt that the Arab people of Eretz Israel [Palestine] is entitled to the right of self determination ... This cannot serve as a basis for blocking the rights of the Jewish people."

Shula Inbar, *Revolution and Change between the two World Wars 1920-1939*, Lilah', Upper Grade, 2005, p. 66.