



IMPACT - SE

Institute for Monitoring Peace and Cultural
Tolerance in School Education

IMPACT-SE Progress Report

2011-2012

www.impact-se.org

Who are we?

IMPACT-SE is a unique, registered nonprofit and non-partisan research institute, dedicated to peacemaking between peoples and nations through school education, by encouraging acceptance of the “other” and rejection of violent conflict resolution. Created in 1998 under the name of CMIP (Center for Monitoring the Impact of Peace), it was renamed IMPACT-SE in 2007. The organization is based in Jerusalem and receives academic and moral support from its International Advisory Board.¹

What do we do?

IMPACT-SE analyzes school curricula and textbooks throughout the Middle East and beyond to ascertain whether the material conforms to international standards on Education for Peace and Tolerance:² whether the “other” is recognized and accepted or stereotyped and demonized, and, where conflict exists, whether tolerance, negotiation, reconciliation, cooperation and peace are advocated.

¹ See Appendix I

² See Appendix II

If the findings of the institute's intensive academic research show that the schoolbooks do not conform to these standards, awareness is raised and pressure exerted to bring about positive change through outreach to policy makers, media and civil society worldwide. If the said findings show the schoolbooks to be in conformity to the standards, they are promoted as a model to be emulated by other countries.

A Period of Transition

2012 was a year of change for IMPACT-SE. Our long-time Chairman and Co-Founder Dr. Yohanan Manor has retired from office, although he continues to serve as an advisor and board member. In his stead as Chairman now resides Co-Founder Jean-Claude Niddam, a senior executive in the Israeli Ministry of Justice, who was involved in the Middle East peace process and particularly in the Wye River Plantation talks in 1998. We also said goodbye to our former CEO, Shelley Elkayam, and welcome our new Head of Research and Operations, Yael Teff-Seker, who has been the Head of Research for the Israeli textbooks project for the past three years.

We have also made other changes in order to make ourselves and our research more accessible to our friends and to the public: We now have a monthly newsletter with our latest updates, a Facebook page and a Twitter account. We have also completed a massive project of cataloging all our textbooks and computerizing our library, which contains over 4,000 schoolbooks.

Our Success Stories

Since its creation in 1998, IMPACT-SE issued more than twenty comprehensive reports and updates on the school curricula and schoolbooks of the Palestinian Authority, Israel, Syria, Saudi Arabia, Egypt, Iran, the HAMAS and Tunisia [3]. The presentation of these reports to policy makers, media, civil society and think tanks was instrumental not only in raising awareness but also in entailing concrete measures and effecting several positive changes. Here are some of our successes from the last few years:

2006: Protocols of Zion removed from PA schoolbooks

The June 2005 report, “Jews, Israel and Peace in the PA schoolbooks for Grades 5 and 10,” revealed that in one of the books, the Protocols of the Elders of Zion were presented in as if they were an actual resolution adopted by the First Zionist Conference, and not a forgery. IMPACT-SE also revealed at a press conference that the book was funded by the Belgian government. These revelations were addressed at length by *The Jerusalem Post* and *The Wall Street Journal* and they forced Belgium to demand from the PA that this passage be removed. In 2006, the PA re-published the book without this specific passage.



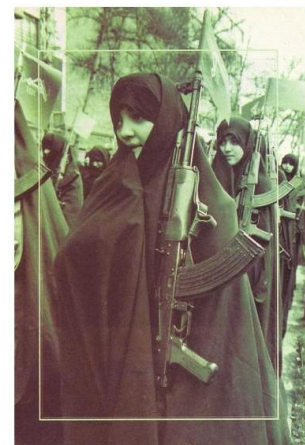
2003-2008: Saudi Arabia's pledge to remove offensive material



Our February 2003 report, “The West, Christians and Jews in Saudi Arabian Schoolbooks,” divulged extreme anti-Western and anti-Semitic content in addition to stated contempt of women. Briefings to the US Congress and State Department led to Saudi Arabia making repetitive pledges to purge these aspects from their schoolbooks. The July 2008 Research Update, however, showed that only a few minor changes were made. At an international conference held in Paris in December 2008, Prince Turki bin Faisal al Saud invoked IMPACT-SE's findings, stressing these changes were only first steps.

2007: Raising awareness and contributing to Iran Human Rights Act

The October 2006 report, “The Attitude to the “Other” and to Peace in Iranian Schoolbooks and Teachers' Guides,” unveiled the promotion of war against the West and the indoctrination of children toward hatred and martyrdom. The report was presented to the European Parliament, the British Parliament and the French National Assembly, as a result of which it received extensive press coverage in Europe. In the USA, IMPACT-SE presented its report with an Iranian co-presenter at the US Congress' Anti-Terrorism Caucus and at the Hudson Institute. Its main findings were broadcasted directly to the Iranian people via an Iranian TV station in Los Angeles. The report was instrumental in forging a working relation with Senator Sam Brownback, who was



preparing the Iran Human Rights Act and who agreed to include several IMPACT-SE suggestions on the issues of incitement to hatred and martyrdom.

2008: Raising awareness about the Hamas web magazine for children



The IMPACT-SE May 2008 report on “Al Fateh,” the Hamas web magazine for children, disclosed hatred and scorn of the West, an aspiration to annihilate Israel and a prime educational mission of breeding suicide bombers. The report was presented throughout 2009, along with Arab and Muslim co-partners, at the French National Assembly, the Spanish Cortes, the Belgian Parliament, the British House of Commons, several European think tanks and universities and at a press conference in Berlin. These presentations received extensive media coverage, notably by *Al Jazeera*, *TF1*, *El Pais*, *Cahiers de l'Orient* and *Middle East Quarterly*. Subsequently, a British MP called on Prime Minister Gordon Brown to block access to the “Al Fateh” website, invoking and quoting IMPACT-SE’s report.

2009-2011: Presenting the Tunisian school curriculum as a positive model

The November 2009 report on “Peace and the "Other" in Tunisian Schoolbooks” showed that the Tunisian school curriculum conformed by and large to the International Educational Standards. Upon publication, the report was presented at a European Parliament hearing convened by ALDE and entitled “The Challenges of Education for Peace and Tolerance and the Attitude towards Diversity - the Tunisian Model and the Role of the EU.” On various occasions in 2010 and 2011, the Tunisian curriculum was mentioned as a model of openness to the "other", as having put an end to the pervasiveness of Islam in school education and as nurturing critical thinking. On February 2, 2011, *The Los Angeles Times* published an article on IMPACT-SE’s findings entitled "Israel: Researchers See Tunisia as a Textbook Revolution".



2010: Steps towards overcoming UNESCO limitations



Article I 3 of UNESCO constitution states that "with a view to preserving the independence, integrity and fruitful diversity of the cultures and educational systems of the States Members [...] the Organization is prohibited from intervening in matters which are essentially within their domestic jurisdiction." Hence, UNESCO

monitoring is limited to sending non-mandatory questionnaires to which many member states do not respond, and it has no way to verify the submitted answers. In 2010, IMPACT-SE, an expert in schoolbook monitoring, was put in contact by the Chirac Foundation with UNESCO officials in charge of the Global Report “Education for All” in view of supplementing its mostly quantitative content with qualitative data referring to respect of others, promotion of tolerance and peaceful resolution of conflicts.

2011-2012: Briefing the House of Lords on Palestinian schoolbooks

In July 2011, Eldad Pardo, Head of the research group on Palestinian schoolbooks, presented IMPACT-SE's findings at the British House of Lords. . Following this briefing, he was invited again in February 2012 to report on the attitudes found in Palestinian schoolbooks regarding anti-



Elias Fattal, Lord Trimble, Dr Eldad J Pardo, Lord Bew and Baroness Deech

Semitism, Jihad, anti-Christian bigotry and incitement against the West.

The second briefing was also very successful; among the participants were Noble Prize Laureate David Trimble (who was highly involved in peace-oriented education in Northern Ireland) and Baroness Northover –Minister in the Department for International Development (DFID). The briefings raised much interest both in the House of Lords and in the House of Commons, and participants praised IMPACT-SE's unique methodology and high academic and professional standards, thanks to which the institute’s presentations were deemed superior to any former ones on the subject.

2012: Briefing the Quartet on Palestinian schoolbooks

In the beginning of 2012, Eldad Pardo, Head of the Palestinian research group, and Jean Claude Niddam, our new Chairman, gave an in depth briefing to Middle East Quartet representative Niel Kritz regarding our findings on Palestinian education. This briefing led to further discussions and ongoing contact with the Quartet, as part



of which IMPACT-SE has been assured that our findings have reached all relevant Quartet members and that the organization views them as important information on which future decisions will be based.

Our Research Projects in 2011-2012

Israeli and Palestinian Peace Education Studies

IMPACT-SE has completed two significant three-year studies on educational messages found in Israeli and Palestinian schoolbooks. These studies monitored the attitudes towards peace and tolerance in regard to the social and political "other", with an emphasis on attitudes pertaining to the Palestinian-Israeli conflict and peace process. Each study looked over a hundred schoolbooks



(117 Palestinian and 149 Israeli) taught in Israeli and Palestinian schools in 2009-2012. The two reports were recently released on IMPACT-SE's website (see www.impact-se.org).

The Israeli report reveals that although most books are often ethnocentric, Israeli education promotes peace as the only solution for the Arab-Israeli conflict, recognizes Palestinian national identity and attempts to portray Palestinians, Arabs and Islam in an objective and respectful manner.



However, the study of Palestinian textbooks shows that Palestinian education does not encourage peace and actually includes messages promoting violent conflict resolution through Jihad and Shahada (martyrdom) as the only way to solve the Arab-Israeli conflict. Very few Palestinian textbooks featuring Israel as a legitimate political or geographic entity were found; most books replace its physical and semantic existence with the term "Palestine."

East Jerusalem Textbooks

East Jerusalem textbooks differ from other Palestinian textbooks due to the fact that they are intended to be inspected, approved and re-printed by the Jerusalem municipality to ensure they do not let anti-Jewish or anti-Israel messages through. Still, IMPACT-SE uncovered many examples of inappropriate messages in these



books, which depict Israel in a negative light and contradict messages of peace and tolerance between Israel and the Palestinians. These shortcomings were reported to the Jerusalem municipality as well as to the Knesset Education Committee.

Egypt

Following the massive demonstrations and dramatic government change in Egypt, the institute studied the attitudes regarding peace, tolerance and national identity in Egyptian textbooks, including the newest textbooks approved by the Egyptian Ministry of Education. It was found that Egyptian schoolbooks



portray Islam as an integral part of Egyptian identity and members of other religions (Christianity or Judaism) are considered infidels. Before the change in government, these intolerant attitudes were planned to be erased from the newer textbooks. However, recent post-revolution textbooks show only very small changes in this direction.

Challenges for 2013

The institute continues to monitor messages of peace and tolerance towards social and political "others" in school education in the Middle East and elsewhere. Our ongoing research includes Palestinian and Israeli education, as well as textbooks in American and European Muslim schools. Studies of Iranian and Turkish textbooks have also been initiated but require further funding in order to be completed.

Palestinian Authority



Following the latest study, which included textbooks published up to 2010, further research and publications are required in order to update and broaden the findings on messages of peace and tolerance towards the (Jewish/Israeli) "other" in Palestinian textbooks.

HAMAS



Following its 2007 study of the HAMAS *Al-Fateh* website for children, which received a great amount of press coverage and led to international political results, IMPACT-SE will begin an update study for 2012-2013.

Israel



Following the report on the attitudes found in Israeli textbooks towards Palestinians and the Palestinian Authority, IMPACT-SE wishes to broaden its research scope and also address attitudes towards Arab and Muslim countries, Arab minorities in Israel, Sephardic Jews, new immigrants and women.

Muslim Schools in the USA



In August 2012 IMPACT-SE initiated a study of schoolbooks intended for Muslim schools in the United States, searching for messages regarding tolerance for other religions and ethnic groups, as well as attitudes towards peace, Israel and Jews.

Iran






IMPACT-SE realized the great importance of studying Iranian education and has acquired hundreds of new Iranian textbooks during 2011-2012. The institute has started its study using a small amount of funds allocated for this purpose. However, due to lack of additional funds, it may not be possible to continue the research.

Turkey



Following the election of Arduan (Erdoğan), Turkey has been taking a clear anti-Israel line. Hence, IMPACT-SE started to study the changes made to Turkish education, purchasing and analyzing dozens of the new regime's textbooks. Unfortunately, this research is greatly underfunded and is temporarily on hold until further funds are acquired.

IMPACT-SE in the News

- "Incitement or peace education?"
The Jerusalem Post
June 23, 2012

- "Report: PA Fails to Meet UNESCO's Education Standards"
Ynetnews, November 2, 2011
- "Чему учат палестинских детей"
("What is taught to Palestinian Children")
MIGnews, November 1, 2011
- "Books, Incitement and Incitement Reports"
The Commentator, June 11, 2012
Version française
publiée par *Metula*
News Agency

- NGO: PA doesn't meet UNESCO statehood guidelines
Jerusalem Post,
November 1,
2011

- "США запугивают Россию и Китай войной против Ирана"
("U.S. intimidates Russia and China to go to war against Iran")
Regnum, November 5, 2011
- "East Jerusalem school textbooks are a war of words"
Los Angeles Times, October 24, 2011
- "A pesar de aceptación a Palestina como miembro de la UNESCO la Autoridad Palestina no cumple con sus normas"
("Despite acceptance of Palestine as a member of UNESCO the Palestinian Authority does not meet its standards")
InfoPublico, November 5, 2011
- Do UNRWA schools encourage terror against Israel?
Jerusalem Post, August 21, 2011
- "Report: P.A. Does Not Meet UNESCO Standards"
CBN News, November 2, 2011
- Interview with Yohanan Manor and Eldad Pardo Following the Conference
IBA Broadcast Center, June 29, 2011
- "As He Pursues His U.N. Agenda, Has Abbas Stopped Caring About Anyone But Himself?"
Fox News, November 2, 2011
- "Egyptian Curricula States Christians and Jews Are Infidels"
Jerusalem Post, June 28, 2011
- "Egyptian curricula states 'Jews, Christians are infidels'"
Jerusalem Post, June 28, 2011
- "In Egypt They Teach Anti-Semitism"
Galei Zahal, June 27, 2011

- "Report: Egyptian Schoolbooks Continue to Promote Hate"
CFCA, June 27, 2011

- The Heart of the Matter in the Middle East / Interview with IMPACT-SE's Chairperson
IBA Broadcast Center, June 26, 2011



- "Egyptian Curricula has Anti-Semitic Remarks and it Requires a Thorough Reform, Says New Research of IMACT-SE"
Scooper News, June 26, 2011

- "Report: Egyptian Schoolbooks Continue to Promote Hate"
Arutz 7, June 26, 2011

- "Hate v hate as peace is sidelined"
The Australian, April 30, 2011

- "Israel absent or only negative presence in PA textbooks"
The Jerusalem Post, April 13, 2011



- "Palestinian Books are Openly Anti-Israeli"
Reformatorisch Dagblad, April 13, 2011

- "What Hides Behind the Condemnation"
Israel Hayom, April 1, 2011

- "Interview with IMPACT-SE CEO Shelley Elkayam"
Israel Heute (German online TV),
March 15, 2011

- "Researchers see Tunisia as a textbook revolution"
Los Angeles Times,
February 2, 2011



- "Tunisian curriculum is most progressive in Arab world"
Haaretz, February 2, 2011

- "Tunisia, Israel are Mideast's 'top teachers of tolerance'"
The Jerusalem Post, February 2, 2011

- "Intolerant textbooks may prevent democracy in Egypt"
Jerusalem Post, February 1, 2011

- The Tunisian Textbooks are the Most Democratic in the Muslim World
Haaretz, February 1, 2011 (In Hebrew)

- "PA has Been 'Renaming' Jewish Sites in Textbooks Since 2001"
Jerusalem Post, January 19, 2011

Briefings, Lectures and Conferences

Briefing the House of Lords on Palestinian Schoolbooks

July 2011 and February 2012

(See details above, page 5)

Lecture at GEI-Colloquium

May 2, 2012

(See details above, page 5)

IMPACT-SE Debates "School and Prejudices" at the French National Assembly

February 10, 2011

The conference on the theme "School and Prejudices - Does School Still Contribute to Combating Biases and Prejudices?" was chaired by MP and Former Minister Bernard Debré and moderated by IMPACT-SE representative Patrick Pilcer. The debate revolved around the testimonies of Yannick Trigance, Annick Azerhad, Edith Cresson, Michel Payen and a paper on pedagogic schemes for pinpointing and dispelling prejudices by Yohanan Manor.

IMPACT-SE Briefs EU Policy Makers on Palestinian Schoolbooks

Throughout 2011, IMPACT-SE briefed EU representatives and 16 European embassies on its findings about Palestinian textbooks. The Institute also briefed officials from the British Foreign Office, the German Federal Research and Education Office and the Turkish Deputy Ambassador. Additionally, the report on Palestinian textbooks was sent to various officials in the French, British and American governments and media. Following these briefings, the Head of the research group on Palestinian textbooks, Prof. Eldad Pardo, was interviewed by Israeli channel 2 (in Hebrew) and Al Jazeera (in Arabic).

Lectures at International Academic Conferences 2011-2012

- Religious Sciences Conference, Heidelberg University, Germany, September, 2011
- Hebrew University and Eckhard Institute: "School Textbooks in the Greater Middle East: National Identity and Images of Self and Other", Jerusalem, Israel, June 2011
- "Arab Spring" Conference, Istanbul, Turkey, May 2011
- UN Tolerance Week Conference, Seoul, Korea, February 2011

Contact Us

By phone or fax: +972-(0)2-5332497

By Email: info@impact-se.org

Visit our website and see our full reports: www.impact-se.org

Appendix I - IMPACT-SE International Advisory Board

Sheikh Dr. Muhammad Al-Hussaini

Senior Research Fellow in Islamic Studies at the Leo Baeck College and expert on comparative Islamic, Karaite and Rabbanite approaches to exegesis of Scripture in the Middle Ages.

Dr. Rosa Alonso

Director of International Development and Senior Pears Fellow at Tel Aviv University. Specialist in political economy of economic reforms, corruption and income distribution, and budgets and poverty reduction.

Rafael L. Bardaji Lopez

Founder of the Strategic Studies Group and National Security Advisor to former Spanish president José María Aznar. Director of International Politics, Fundación para el Analisis y los Estudios Sociales (FAES), Spain

Édith Cresson

Prime Minister of France (1991–1992), European Commissioner for Research, Innovation and Science (1995–1999). A member of the Council of Women World Leaders, she is the only woman in French history to serve as Prime Minister, France

Professor Dr. Hatice Dogan

Philosophy and History of Religions, Selçuk University in Konya, Author of *Osmanlı Devleti'nde Hahambasilik Müessesesi* (The Chief Rabbinate In The Ottoman Empire, 2003) and *Maymonides'in Hayati ve Eserleri* (The Life and Work of Maimonides, 2010), Turkey

Ambassador Luigi Vittorio Ferraris

Former Italian Deputy Minister of Foreign Affairs and Professor at the University of Rome

Professor Andreas Grünshloß

Department of Religious Studies at Göttingen University, Co-editor of the Marburg Journal of Religion, Author, among others, of *Religionswissenschaft als Welt-Theologie* (Religion as a World Theology, 1994). *Der eigene und der fremde Glaube. Studien zur interreligiösen Fremdwahrnehmung in Islam, Hinduismus, Buddhismus und Christentum* (The Individual and the Foreign Faith: Studies on Inter-Religious Perception of Others in Islam, Hinduism, Buddhism and Christianity, 1999), Germany

Ambassador Mezri Haddad

Diplomat, Journalist and Scholar, Former Tunisian Ambassador to UNESCO, Author of « Rôle du dialogue des religions pour asseoir les fondements de la paix », *Du dialogue euro-arabe, Exigences et perspectives*, éd. Arab League Educational Cultural and Scientific Organization (2003), *La face cachée de la révolution tunisienne. Islamisme et Occident, une alliance à haut risque*, (2011), Tunisia

Sheikh Dr. Tawfik Hamid

Senior Fellow and Chair for the Study of Islamic Radicalism at the Potomac Institute for Policy Studies, Author of *Inside Jihad: Understanding and Confronting Radical Islam* (2007), Egypt

Jana Hybášková

Ambassador of the European Union in Iraq (since 2011), Member of the European Parliament's Foreign Affairs Committee (2004-2009). Ambassador of the Czech Republic to Slovenia (1997–2001), Qatar and Kuwait (2002–2004). Member of the Steering Committee of the World Movement for Democracy, Czech Republic

Professor Orit Ichilov

Professor of Education at Tel Aviv University, Author of *Political Learning and Citizenship Education Under Conflict: The Political Socialization of Israeli and Palestinian Youngsters* (2004), Israel

Johannes "Hans" Jansen

Professor of Contemporary Islamic Thought, University of Utrecht and Leiden, Columnist, Author of *The Interpretation of the Koran in Modern Egypt* (1974), *The Neglected Duty: The Creed of Sadat's Assassins and Islamic Resurgence in the Middle East* (1986), *The Dual Nature of Islamic Fundamentalism* (1997), The Netherlands

Pierre Kipré

Former Minister of Education and Ambassador to France for the Ivory Coast, Historian and Author of *Villes de Côte d'Ivoire 1893-1940* (1985), *Côte d'Ivoire - La formation d'un peuple* (2008), *Histoire de la Côte d'Ivoire* (1992), Republic of Côte d'Ivoire

Kemal Kirisci

Professor of Political Science, Bogaziçi University, Istanbul, Author of Turkey in World Politics: An Emerging Multi-Regional Power (2001), Land of Diverse Migrations: Challenges of Emigration and Immigration in Turkey (2009), Getting to Zero: Turkey, its Neighborhood and the West (2010), Turkey

Dana Lindaman

Professor of Linguistics, University of Minnesota, Author of How Textbooks from around the World Portray US History (2004), PhD Harvard University, USA

Dr. Emanuele Ottolenghi

Political Scientist, Senior fellow at the Foundation for the Defense of Democracies, Director of the Transatlantic Institute, Brussels (2006-2010), Author of Autodafe: L'Europa, gli ebrei e l'antisemitismo (2007), Under a Mushroom Cloud: Europe, Iran and the Bomb (2009), Italy

Dr. Daniel Pipes

Founder and Director of the Middle East Forum in Philadelphia, Author of Slave Soldiers and Islam: The Genesis of a Military System (1981), Greater Syria (1990), Friendly Tyrants: An American Dilemma (1991), The Hidden Hand: Middle East Fears of Conspiracy (1997), In the Path of God: Islam and Political Power (2002), USA

Senator François Roelants du Vivier

Politician and Environmentalist, Chairman of the Committee on External Relations and Defense, Senate of Belgium (2000-2009), Belgium

Professor Rogan Randall

The Department of Communication, West Forest College, Author of Dynamic Processes of Crisis Negotiation: Theory, Research and Practice (1997) and Contemporary Theory, Research, and Practice of Crisis/Hostage Negotiations (2010), His analysis of written documents assisted in the investigation that resulted in the arrest of mega-terrorist Theodore Kaczynski (the "Unabomber") in 1996, USA

Dr. Jean-Christophe Rufin

Physician, Novelist, Diplomat and Human Rights Activist, Goncourt Laureate, President of Action Against Hunger and one of the

founders of Médecins Sans Frontières, Ambassador of France in Senegal, Author of the "Rufin Report" (2004) on Anti-Semitism and Racism, Author of Le Parfum d'Adam (2007), Globalia (2004), Brazil Red (Rouge Brésil 2001, winner of prix Goncourt), Lost Causes (Asmara et les causes perdues 1999, winner of prix Interallié), The Siege of Isfahan (1998), The Abyssinian (1997, winner of Prix Goncourt du Premier Roman and Prix Méditerranée), France

Professor Antoine Sfeir

Professor of International Relations at the Sorbonne university, Director, "Les Cahiers de l'Orient", President of the Centre d'études et de réflexions sur le Proche-Orient, Author of Vers l'Orient compliqué (2006), Les islamismes d'hier à aujourd'hui, Éditions Lignes de repères (2007), Chrétiens d'Orient : Et s'ils disparaissaient ? (2009), (with Christian Chesno,) Orient-Occident : Le choc ? (2009), France and Lebanon

Professor Shimon Sheetrit

Department of Law, Hebrew University of Jerusalem, Former Minister of Economics, Minister Planning and Minister of Science and Technology and Minister of Religious Affairs, Author of 20 books and more than 100 articles, Head of IMPACT-SE international board, Israel

Professor Emmanuel Sivan

Department of History, Hebrew University of Jerusalem, Author of Communisme Et Nationalisme En Algérie 1920-1962 (1976), Interpretations of Islam: Past and Present (1985), Radical Islam: Medieval Theology and Modern Politics (1990), Mythes politiques arabes (1990), and (with Almond and Appleby) Strong Religion: The Rise of Fundamentalisms around the World (2002), Israel

Dominique Sopo

Human Rights Activist and Writer, President of SOS Racisme, Author of Antiracisme (2005), France

Georges Tadonki

Diplomat and Human Rights Activist, United Nations OCHA, Manager for the Southern Africa, Humanitarian Information Management Network, Whistleblower on the Cholera epidemic in Zimbabwe, South Africa

Appendix II – IMPACT-SE's Applied International Educational Standards based on UNESCO Declarations and Recommendations

IMPACT-SE's forte is its research methodology, which focuses solely on the texts and their rhetoric, and analyzes them according to specific applied educational standards, founded on UNESCO declarations, recommendations and documents on education for peace and tolerance (see below). Our methodology is designed to take into account every detail within the textbooks; it does not paraphrase, rely on interpretations, or attempt to illustrate preconceived notions. The Research Director, who examines the books, also refers to previous IMPACT-SE reports based on the same criteria.

- 1. Do the curriculum and schoolbooks recognize the “other”? Do they promote tolerance [1], understanding and respect toward the “other,” its culture, achievements, values and ways of life? Does it address the sources of intolerance [2]?
- 2. Do the curriculum and schoolbooks develop capabilities of non-violent conflict resolution [3]?
- 3. Do the curriculum and schoolbooks promote peace [4] and peace processes? Does it promote international understanding and cooperation? Does it bring the pupil to understand and assume his or her responsibilities for the maintenance of peace [5]?
- 4. Are the curriculum and schoolbooks free of wording, imagery and ideologies that would likely create prejudices and misconceptions, stereotypes, misunderstandings, mistrust, racial hatred, religious bigotry, and national hatred, as well as any sort of hatred or contempt for other groups or peoples [6]?
- 5. Are all educational materials (textbooks, workbooks, teachers’ guides, maps, illustrations, aids) up-to-date, accurate, complete, balanced, and unprejudiced, and do they use equal standards so as to promote mutual knowledge and understanding between different peoples [7]?
- 6. Do the curriculum and schoolbooks include full, adequate and objective data and critical analysis of the historical and contemporary factors underlying the contradictions, disputes, conflicts and tensions between countries and groups, together with study of ways of overcoming these contradictions [8]?

[1] As defined in the Declaration of Principles on Tolerance Proclaimed and signed by Member States of UNESCO on 16 November 1995, Article 1.

[2] Based on *ibid*, Article 4.2.

[3] Based on the Integrated Framework for Action on Education for Peace, Human Rights and Democracy, approved by the General Conference of UNESCO at its twenty-eight session, Paris, November 1995, Article 9; and on the Declaration of Principles on Tolerance Proclaimed and signed by Member States of UNESCO on 16 November 1995, Article 5.

[4] The goal of education for peace is the development in an individual of values which are universally recognized, regardless of different socio-cultural contexts. See *ibid*, Article 6.

[5] Based on UNESCO Recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms, adopted by the General Conference at its eighteenth session, Paris, 19 November 1974, Articles III.6, and IV.7.

[6] Based on *ibid*, Articles III.6, IV.7 and VII.39; and on the Integrated Framework for Action on Education for Peace, Human Rights and Democracy, approved by the General Conference of UNESCO at its twenty-eight session, Paris, November 1995, Article 18.

[7] Based on *ibid*, Articles VI.39 and X.45; and the Declaration of Principles on Tolerance Proclaimed and signed by Member States of UNESCO on 16 November 1995, Article 4.3.

[8] Based on UNESCO Recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms, adopted by the General Conference at its eighteenth session, Paris, 19 November 1974, Article V.14.