



The IMPACT-SE's Methodology

IMPACT-SE's forte is its research methodology, which focuses solely on the texts and their rhetoric, accompanying illustrations, teachers guides etc., and analyzes them according to specific applied educational standards, founded on UNESCO and UN 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 following is an updated condensed version of the *IMPACT-SE UNESCO-derived standards for peace and tolerance in school education*.¹

(1) RESPECT: The curriculum should promote tolerance, understanding and respect toward the "Other," his or her culture, achievements, values and way of life.²

(2) INDIVIDUAL OTHER: The curriculum should foster personal attachment toward the "Other" as an individual, his or her desire to be familiar, loved and appreciated.³

(3) NO HATE: The curriculum should be free of wording, imagery and ideologies likely to create prejudices, misconceptions, stereotypes, misunderstandings, mistrust, racial hatred, religious bigotry and national hatred, as well as any other form of hatred or contempt for other groups or peoples.⁴

¹The methodology was initiated by Yohanan Manor. This is an updated version of the standards prepared by Eldad J. Pardo (May 2014).

²As defined in the Declaration of Principles on Tolerance Proclaimed and signed by Member States of UNESCO on 16 November 1995, Articles 1, 4.2. See also the UN Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding Between Peoples (1965), Principles I, III. Universal Declaration of Human Rights (1948): *Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial and religious groups, and shall further the activities of the United Nations for the maintenance of peace.*

³The 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. See also, on exchanges between youth, the UN Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples (1965), Principles IV, V.

⁴ 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.

(4) PEACE MAKING: The curriculum should develop capabilities for non-violent conflict resolution and promote peace.⁵

(5) UNBIASED INFORMATION: Educational materials (textbooks, workbooks, teachers' guides, maps, illustrations, aids) should be up-to-date, accurate, complete, balanced and unprejudiced, and use equal standards to promote mutual knowledge and understanding between different peoples.⁶

(6) GENDER: The curriculum should foster equality and mutual respect between women and men. It should refrain from stereotyped gender roles.⁷

(7) SOUND PROSPERITY and COOPERATION: The curriculum should educate for sound and sustainable economic conduct and preservation of the environment for future generations. It should encourage regional and local cooperation to that effect.⁸

⁵ 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.

⁶ 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.

⁷ The preamble to the Declaration of Principles on Tolerance Proclaimed and signed by Member States of UNESCO on 16 November 1995, notes the Convention on the Elimination of Any Form of Discrimination against Women and emphasizes respect for human rights and fundamental freedoms for all, without distinction as to gender.

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, Articles III.6, and IV.7. On the imperative for developing "systematic and rational tolerance teaching methods that will address the cultural, social, economic, political and religious sources of intolerance," see the Declaration of Principles on Tolerance Proclaimed and Signed by Member States of UNESCO on 16 November 1995, Article 4.2. On education for international cooperation, see also the UN Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples (1965), Principle II.