



PALESTINIAN CURRICULUM PUT TO THE TEST

The General Certificate of High School
Examination in Palestine (Tawjihi)

Executive Summary



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Executive Summary

This report studies the twenty-six tests comprising the Palestinian 2019 matriculation exam, known as The General Certificate of High School Examination in Palestine (*Tawjihi* or *Injaz*).

The questions test grade 12 material from the Palestinian curriculum. Overall this exam, given to twelfth-grade Palestinian students, is perhaps the most important in the lives of each graduate.

The tests are good indicators of the importance placed on the curriculum's core content: they require an arduous process of learning and memorization.

For this report, the exam was analyzed according to IMPACT-se's UNESCO-derived standards to research peace and tolerance in school education. We compared the relevant textbooks with the content that was memorized and tested in the exam.

To help us fully understand the expected correct answers, we also reviewed teaching presentations from official Ministry websites.

Our findings show that the Tawjihi exam is devised so that students must absorb and memorize the problematic content¹ of the current Palestinian curriculum. While the most troubling material includes only twenty-three percent of the total subject matter tested by students, three-quarters (75%) or six of the eight humanities and language tests contains such material.

Interestingly, science tests are free of problematic content. This is noteworthy because almost three-fourths (73%) of science and math textbooks in the PA curriculum include inciteful messaging.²

Problematic content students must memorize and are tested on includes:

- Radical narratives and conspiracy theories (WWI; WWII; **Arab Spring was plot by "US-British"** alliance to destroy Arab countries).
- Violent resistance/armed struggle: **"liberation** of the homeland can be done **only through resistance with arms."**
- Self-sacrifice "whatever the price." ***Jihad/ribat* to "sacrifice one's life** for Allah."
- "Return" to Israel-proper in a violent context. **"What was taken by force can only be recovered by force."**
- Praise of Saladin for his long-term strategy to reconquer "Palestine" through *jihad*.
- **Israel is the "Zionist Occupation,"** a child-murdering being, so evil that one should never call it by name. **It will disappear as the fog over the sea.**

¹ Problematic Content includes violence or incitement to violence; hatred of the Other; and radical, inappropriate or disturbing material.

² The Palestinian Curriculum: By The Numbers A Quantitative Analysis of the Current Palestinian Ministry of Education Curriculum, IMPACT-se, September 2019, p. 15,
<https://www.impact-se.org/wp-content/uploads/By-the-Numbers-Quantative-Analysis-on-PA-Curriculum.pdf>.

Methodology

IMPACT-se's research utilizes a content analysis research method to examine the textbooks according to the following criteria, which is a condensed version of UNESCO's standards for peace and tolerance in school education:

1. **RESPECT:** The curriculum should promote tolerance, understanding and respect toward the "Other," his or her culture, achievements, values and way of life.³
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.⁴
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.⁵
4. **NO INCITEMENT:** The curriculum should be free of language, content, and imagery that disseminate ideas or theories which justify or promote acts and expressions of violence, incitement to violence, hostility, harm and hatred toward other national, ethnic, racial or religious groups.⁶
5. **PEACEMAKING:** The curriculum should develop capabilities for non-violent conflict resolution and promote peace.⁷
6. **UNBIASED INFORMATION:** Educational materials (textbooks, workbooks, teachers' guides, maps, illustrations, aids) should be up-to-date, accurate, complete, balanced and

³ As defined in the Declaration of Principles on Tolerance Proclaimed and signed by Member States of UNESCO on November 16, 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.

⁴ The goal of education for peace is the development of universally recognized values in an individual, 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.

⁵ 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-eighth session, Paris, November 1995, Article 18.2.

⁶ As defined in Article 4 of the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), adopted by the United Nations General Assembly Resolution 2106 (XX) on December 21, 1965. See also Article 20 of the International Covenant on Civil and Political Rights (ICCPR), adopted by the United Nations General Assembly Resolution 2200A (XXI) on December 16, 1966.

⁷ 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-eighth session, Paris, November 1995, Article 9; and on the Declaration of Principles on Tolerance proclaimed and signed by member states of UNESCO on November 16, 1995, Article 5.

unprejudiced, and use equal standards to promote mutual knowledge and understanding between different peoples.⁸

7. **GENDER:** The curriculum should foster equality and mutual respect between women and men. It should refrain from stereotyped gender roles.⁹

8. **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.¹⁰

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, November 19, 1974, Article V.14.

⁹ The preamble to the Declaration of Principles on Tolerance proclaimed and signed by member states of UNESCO on November 16, 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.

¹⁰ 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, November 19, 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 November 16, 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.

List of Researched Textbooks for Tawjihi Exam

The following Palestinian curriculum textbooks form the basis of the Tawjihi Palestinian Matriculation Exam and were analyzed for the research in this study. Please feel free to contact IMPACT-se for access to textbooks contained in our research (<http://www.impact-se.org/about-us/contact-us/>). The titles both here and referenced in the text have been translated into English to aid the reader. The Arabic test titles for the Tawjihi Exam have also been included.

Grade 12:

1. *Accounting*, Grade 12, 2019.
2. *Arabic Language (1): Reading, Grammar, Presentations and Expression*, Grade 12, 2019.
3. *Arabic Language (2): Literature and Rhetoric*, Grade 12, 2019.
4. *Arabic Language (Vocational track)*, Grade 12, 2019.
5. *Chemistry*, Grade 12, 2019.
6. *Chemistry (Home Economics)*, Grade 12, 2019.
7. *Communications and Electronics*, Grade 12, 2019.
8. *English*, Vol. 1, Grade 12, 2019.
9. *English*, Vol. 2, Grade 12, 2019.
10. *Entrepreneurship (Technology)*, Grade 12, 2018.
11. *Geography*, Grade 12, 2019.
12. *History*, Grade 12, 2019.
13. *Islamic Education*, Grade 12, 2019.
14. *Life Sciences*, Grade 12, 2019.
15. *Management and Economics*, Grade 12, 2019.
16. *Mathematics (Business, Hotel, Home Economics, Agriculture)*, Grade 12, 2019.
17. *Mathematics (Literature and Sharia)*, Grade 12, 2019.
18. *Mathematics (Science and Industrial)*, Grade 12, 2019.
19. *Mathematics (Technology)*, Grade 12, 2019.
20. *Physics*, Grade 12, 2019.
21. *Programming and Automation*, Vol. 1, Grade 12, 2019.
22. *Programming and Automation*, Vol. 2, Grade 12, 2019.
23. *Scientific Education*, Grade 12, 2019.
24. *Small Businesses*, Grade 12, 2019.
25. *Technology (All Branches)*, Grade 12, 2019.
26. *Technology (Science and Industrial)*, Grade 12, 2019.

Tawjihi Exam: List of Tests

1. Ministerial Technology Exam for Scientific and Industrial Branch, 2019.
2. Information Technology Exam for all Science and Industrial Branches, 2019.
3. Programming and Pricing Exam for the Technology Branch, 2019.
4. Small Enterprises Exam for the Entrepreneurship Branch, 2019.
5. Scientific Culture Exam for the Literature and Technology Branch, 2019.
6. Qur'an and Its Sciences Exam/Second Version for the Forensic Branch, 2019.
7. Physics Exam for the Science Branch, 2019.
8. Mathematics Exam for the Entrepreneurship Branch, 2019.
9. Mathematics exam for the Technology Branch, 2019.
10. Mathematics Exam for the Scientific Branch, 2019.
11. Mathematics Exam for the Forensic Literature Branch, 2019.
12. Mathematics Exam for the Industrial Branch, 2019.
13. Management and Economics Exam for the Entrepreneurship and Business Branch, 2019.
14. Islamic Education Exam for all Forensic Branches, 2019.
15. History Exam for the Forensic Literature Branch, 2019.
16. Geography Exam for the Literary Faculty, Version 3, 2019.
17. Geography Exam for the Literary Faculty, Version 2, 2019.
18. Geography Exam for the Literary Faculty, Version 1, 2019.
19. Entrepreneurship Exam for the Technology Branch, 2019.
20. English Language Exam for the Literature Branch, 2019.
21. Communications and Technologies Exam for the Technology Branch, 2019.
22. Chemistry Exam for the Science Branch, 2019.
23. Biology Exam 3 for the Science Branch, 2019.
24. Biology Exam 1 for the Science Branch, 2019.
25. Arabic Language Exam for the Forensic Literature Branch, 2019.
26. Accounting Exam for the Entrepreneurship and Business Branch, 2019.

قائمة الامتحانات

١. امتحان تكنولوجيا الوزاري ٢٠١٩ للفرع العلمي والصناعي
٢. امتحان تكنولوجيا والمعلومات للجميع الفروع عدا العلمي الصناعي
٣. امتحان البرمجة والأتمنة للفرع التكنولوجي
٤. امتحان المشاريع الصغيرة للفرع الريادة والاعمال
٥. امتحان الثقافة العلمية للفرع الادبي والتكنولوجي
٦. امتحان القران الكريم وعلومه\ الورقة الثانية للفرع الشرعي
٧. امتحان الفيزياء للفرع العلمي
٨. امتحان الرياضيات للفرع الريادة والاعمال
٩. امتحان الرياضيات للفرع التكنولوجي
١٠. امتحان الرياضيات للفرع العلمي
١١. امتحان الرياضيات للفرع الادبي الشرعي
١٢. امتحان الرياضيات للفرع الصناعي
١٣. امتحان الإدارة والاقتصاد للفرع الريادة والاعمال
١٤. امتحان التربية الاسلامية لجميع الفروع ما عدا الشرعي
١٥. امتحان التاريخ للفرع الادبي الشرعي
١٦. امتحان الجغرافيا للفرع الادبي ٣
١٧. امتحان الجغرافيا للفرع الادبي ٢
١٨. امتحان الجغرافيا للفرع الادبي ١
١٩. امتحان الريادة في الاعمال للفرع التكنولوجي
٢٠. امتحان اللغة الإنجليزية للفرع الادبي
٢١. امتحان الاتصالات والتكنولوجيات للفرع التكنولوجي
٢٢. امتحان الكيمياء للفرع العلمي
٢٣. امتحان الاحياء ٣ للفرع العلمي
٢٤. امتحان الاحياء ١ للفرع العلمي
٢٥. امتحان اللغة العربية للفرع الادبي الشرعي
٢٦. امتحان المحاسبة للفرع الريادة والاعمال