The Rejection of Peace: References to Peace Agreements, Israel, and Jews, Now Removed from PA Curriculum

Grades 1–12—Pre-2016

Selected Examples

September 2019
Introduction:

This report includes selected positive content that existed in the Palestinian school curriculum (for the West Bank, Gaza, East Jerusalem and UNRWA) between 2000 and 2016 and subsequently removed from the restructured 2016–19 curriculum.

Some of the positive examples were removed even before 2016, but this "new" curriculum represents a quantum leap backward toward radicalizing the textbooks.

There were expectations that the curriculum would be more moderate compared with previous, radical textbooks of the Arafat-era. Such hope derived from the publication of comparatively moderate new books for eleventh graders, following the 2005 election of Mahmoud Abbas (Abu Mazen) as president of the Palestinian Authority (PA). These textbooks carried a slight shift in tone. However, this apparent change during the 2005–06 academic year was followed by more confrontational twelfth-grade textbooks after the January 2006 electoral victory of the Islamist Hamas movement.¹ With the curriculum's 2016–18 restructuring, more radicalization and an intensified combative tone ensued.

Some Removed Positive Examples Regarding Jews, Israel and Peace

In the following examples, one can find indirect references to peace, such as "Jordan signed a peace treaty with Israel" and "Palestine is the land of peace."

An interesting example is that of Arafat's letter to Rabin in 1993, forming the basis of the peace process. Arafat's letter was provided in full, with a caveat. Palestinian students learned that the "PLO condemns [yudinu] the use of terrorism and other acts of violence" (bold added). There was neither regret nor repentance, but the original letter contained an official renunciation of terrorism and an official commitment to fight against it.

The 2019 textbook no longer includes the following epochal PLO statement calling for coexistence, peace, and non-violence with Israel, which appeared in the old version of the curriculum².

The PLO considers that the signing of the Declaration of Principles constitutes a historic event, inaugurating a new epoch of peaceful coexistence free from violence and all other acts which endanger peace and stability. [bold added]

Instead, the new curriculum depicts the Oslo process as a "force-and-conquer" process.

Forcing the Zionist Occupation [Israel] to recognize the PLO after the first Intifada in 1987 contributed to the return of PLO cadres and institutions in 1994 to the West Bank and Gaza Strip.³

This goes hand-in-hand with the removal of other sentences stressing the importance and meaning of peace. Likewise, the textbook no longer includes Arafat's commitment to "assume responsibility over all PLO elements and personnel in order to assure their compliance, prevent violations and discipline violators."

All the enthusiasm and hopes of peace have been erased from this curriculum including references to all peace negotiations between Israel and the Palestinians post Oslo. Pre-2016 curricula reported Knesset meetings between Israelis and PLO representatives which led to both public and covert meetings between Israelis and Palestinians and provided substantially more details about agreements and peace treaties between the two sides.

Before the educational restructuring, "Israel" was mentioned more often, along with the pejorative: "Occupation State." With the emergence of the new curriculum, such derogatory names as "Zionist Occupation" are employed in the overwhelming majority of cases.

Erased from textbooks as well, are two maps that previously included the name "Israel" featured on them. This was the first time—and the last—in which the name Israel appeared on any map used in a Palestinian curriculum.

Also deleted from the new curriculum was the relatively substantial amount of information taught to Palestinian students about ancient Jewish history in "Palestine." In addition, Jewish presence and connection to Jerusalem is no longer mentioned as the Jews' capital for that period.

Another example—now completely missing—is the use of the term: "Jewish State," which appeared in an atlas showing boundaries in the 1937 Partition Plan, the 1947 Partition Resolution, and the 1949 armistice lines.

With the elimination in new Palestinian textbooks of any reference to Israel, the Jewish people and peace, reasonable hope for a reformation of the Palestinian curriculum was dashed.

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4 The PLO's commitment to UNSC resolutions 242 and 338 appears twice in Arafat's original letter and in the PA's 2014 textbook, but only once in the 2019 textbook. The latter explains in a different section (p. 37) that, "The Palestine Liberation Organization (PLO) rejected Resolution 242 when it was issued because it meant the liquidation of the Palestinian cause."
Selected Examples

1. **REMOVED from New Curriculum - Yasser Arafat’s call for coexistence, peace, and non-violence with Israel**

The new curriculum deliberately omits important messages of peace and non-violence in Yasser Arafat’s letter to Yitzhak Rabin such as calling the signing of the Declaration of Principles "a historic event opening a new era of coexistence in peace and stability, an era without violence."

Another important omission that appeared in Arafat’s letter in the old curriculum is the PLO’s commitment to "assume responsibility over all PLO elements and personnel in order to assure their compliance" (Modern and Contemporary History of Palestine, Vol. 2, Grade 11, 2014, p. 83).

*Shaded text is erased from the new Palestinian curriculum

Excerpts:

Mr. Prime Minister

The signing of the Declaration of Principles opens a new era in the history of the Middle East. I firmly affirm the following commitments of the Palestine Liberation Organization: The Palestine Liberation Organization recognizes the State of Israel's right to live in peace and security. The Organization accepts the [UN] Security Council's Resolutions Nos. 242 and 338.

The Organization is committed to the peace process in the Middle East and to a peaceful solution to the conflict between the two parties and declares that all the fundamental issues related to the permanent situation will be solved through negotiation. **The Organization considers the signing of the Declaration of Principles a historic event opening a new era of coexistence in peace and stability, an era without violence.** Consequently, the Organization condemns the use of terror and other violent actions and will assume responsibility over all PLO elements and personnel in order to assure their compliance, prevent violations and discipline violators.

In view of the promise of a new era and the signing of the Declaration of Principles and based on Palestinian acceptance of Security Council Resolutions 242 and 338, the PLO affirms that those articles of the Palestinian Covenant which deny Israel's right to exist, and the provisions of the Covenant which are inconsistent with the commitments of this letter are now inoperative and no longer valid. Consequently, the PLO undertakes to submit to the Palestinian National Council for formal approval the necessary changes in regard to the Palestinian Covenant.

Sincerely, Yasser Arafat

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9 NB: Italics represent English translations of the original Arabic.
2. **ELIMINATED from New Curriculum**- Study unit about peace agreements, summits and proposals with Israel

A full unit about previous peace negotiations with Israel since 1948 containing two chapters titled "Peace Plans and Initiatives" and "Peace Agreements." Almost all peace negotiation attempts in this unit were omitted from the new curriculum (National Education, Grade 10, 2012, pp. 43–56).

3. **DELETED from New Curriculum**- Recognition of the establishment of "the State of Israel" in 1948 is acknowledged

Israel is referred to as an ordinary state using the expression "The State of Israel" in a historical table 1948 on, entitled "Palestine throughout the Ages." The term "State of Israel" doesn’t appear even once in the new PA curriculum (National Education, Grade 7, 2013, p. 3; History of the Middle Ages, Grade 7, 2014, p. 74).
The name "Israel" appears in two maps on the same page of a history textbook for eleventh grade. The left map shows the 1968 Alon Plan for annexation of West Bank territories to Israel and the right map depicts the 1982 Sharon Plan of such annexation. The maps also include the Green Line mark which rarely exits on maps in the new PA curriculum (*Modern and Contemporary History of Palestine, Vol. 2, Grade 11, 2014, p. 51*).

*The name "Israel" in both maps has been marked for the sake of convenience.*

A passage about the Roadmap Plan brings important and detailed excerpts of the plan which teach about the end of conflict between the sides though negotiations resulting in a "Palestinian viable democratic state existing side-by-side with Israel and its other neighbors in peace and security." In the new PA curriculum, all peace negotiations between Israel and the Palestinians post Oslo have been removed. Oslo is taught as a neutral data point with no attempt to convince students that a peaceful resolution is preferred—or even necessary (*Modern and Contemporary History of Palestine, Vol. 2, Grade 11, 2014, pp. 88–89*).
6. **ELIMINATED from New Curriculum** - Israel’s peace treaty with Jordan

Pre-2016 curricula discuss the peace agreement between Israel and Jordan and the border between them (*History of the Arabs and the World in the Twentieth Century*, Grade 12, 2014, p. 65).

Jordan signed a peace treaty with Israel in 1994 and the two parties acknowledged the border between them in accordance with borderlines placed by the British Mandate [authorities].

7. **REMOVED from New Curriculum** - Jewish presence and connection to Jerusalem is mentioned

This textbook recognizes the Jewish connection to Jerusalem: it includes explanations about ancient Jewish history and the Jewish presence in Jerusalem: "The Jews in Jerusalem started several revolts . . . In 70 AD the Roman commander Titus attacked them." In the new curriculum, there is a tendency to erase this connection and to teach only about Christianity and Islam as religions with connections to the city (*Modern and Contemporary History of Palestine*, Vol. 1, Grade 11, 2015, p. 10).

The Jews in Jerusalem [Al-Quds] started several revolts to which the Romans reacted by force. In 70 AD the Roman commander Titus attacked them and captured Jerusalem [Al-Quds] with the support of Malik II, king of the Nabateans.

8. **ELIMINATED from New Curriculum** - Meetings between Israelis and PLO leading to peace negotiations

Knesset meetings between Israelis and PLO representatives which led to both public and covert meetings between Israelis and Palestinians (*Modern and Contemporary History of Palestine*, Vol. 2, Grade 11, 2014, pp. 82, 83–84).

The Israeli Knesset nullified the rules prohibiting communications between Israelis and the PLO in January, 1993. This in turn facilitated the public and covert negotiations between Israelis and Palestinians culminating with the signing of the mutual recognition documents between Israel and the PLO on September 10, 1993.
9. **ELIMINATED from New Curriculum** - Jerusalem's Jewish Quarter in the Old City

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"Activity: We will look at the following [city] map of [the] Old [City of] Jerusalem and answer the questions that follow it.
[Legend:] Jerusalem, Sections of the Old City, Muslim Quarter, Jewish Quarter, Armenian Quarter, Christian Quarter, Religious Sites, The Dome of the Rock, Al-Aqsa Mosque, The Church of the Holy Sepulcher"
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10. **REMOVED from New Curriculum** - The term "Jewish State"
11. **DELETED from New Curriculum**- The Bush administration's "Roadmap for Peace"

A detailed explanation of the Bush administration's "Roadmap for Peace" plan of 2002 and its phases is taught in tenth grade, including: passages about stopping all forms of violence; renewal of talks between Israel and Arab states; establishment of a Palestinian state within temporary borders; and negotiations of a final status agreement on core issues (*National Education*, Grade 10, 2012, p. 47).

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Roadmap Plan of 2002:

... US President George W. Bush initiated a plan to resolve the Palestinian issue called the "Roadmap" whose implementation is supervised by the Quartet that includes Russia, the United States, the European Union and the United Nations. The Roadmap has three steps:

- **Step one (Stopping violence and return to normal life, October 2002 to 2003):**
  At this stage, the Palestinian Authority is required to stop the Intifada and resistance in Palestine in exchange for the withdrawal of the Israeli army from the territories it has occupied since September 28, 2000.

- **Step two (The transition phase, from June 2003 to December 2003):**
  This stage includes convening an international conference to begin negotiations on the establishment of the Palestinian state within temporary borders by the end of 2003 and renewed relations between the Arab states and Israel.

- **Step three (Negotiations on the final solution, from 2003 to 2005):**
  This stage includes convening an international conference for discussions between the Palestinian Authority and Israel regarding the final status agreement that should be reached by 2005 on the issues of borders, Jerusalem, settlements, refugees and the establishment of normal relations between the Arab states and Israel.
12. **REMOVED from New Curriculum** - "Annapolis" negotiations

In a chapter called "Hot Political Issues," students learn about previous Israeli-Palestinian peace processes between 2002–10 which include the "Annapolis negotiations (Contemporary Issues, Grade 12, 2012, p. 25).

The United States has proposed a plan known as the "Roadmap Plan" to resolve the conflict between the two sides. It called for a cessation of violence and a return to the negotiating table that will end with the establishment of a Palestinian state, by 2005 A new series of negotiating sessions began between the parties which continued until 2010, but these, too, resulted in the same fate as the agreements of the post-Oslo period.

13. **TAKEN OUT of New Curriculum** - Drill on peace agreements with Israel

Students are asked to test themselves by discussing peace agreements with Israel while explaining various points and principles relating to both sides (National Education, Grade 10, 2012, p. 52).

Excerpts:

Test yourself:

2- I will mention three peace agreements relating to Palestine.

3- I will explain the key points of the Declaration of Principles in the 1993 Oslo Accords.

4- I will clarify what the 1995 Taba Agreement includes.

5- I will list the areas where the Declaration of Principles were first implemented.
14. **TAKEN OUT of New Curriculum** - Recognition of Israel and its establishment in 1948 are acknowledged

In a chapter titled "Palestinians in Israel" the establishment of Israel in 1948 is acknowledged along with demographic changes in Israel (*National Education*, Grade 9, pp. 62–63).

Excerpts:

*The establishment of Israel in 1948 led to the dispersion of the Palestinian people in Arab countries and left only 156,000 [residents] in their cities and villages, accounting for 12.5 percent of the total Palestinian people at the time.*

Excerpts:

*The number of Palestinians inside the Green Line is approximately 1,200,000 Palestinians which are about one fifth of the total number of the residents in Israel.* Table No. 7 shows that *most of the Palestinians in Israel* are centered in the periphery, especially in the areas of the Galil and Al-Muthalath [The triangle].

15. **TAKEN OUT of New Curriculum** - Israel ends policy of prohibited contact with the PLO

The old curriculum teaches that Israel ended its policy against contact with the PLO which *"which made it easier to conduct public and covert negotiations between Israelis and Palestinians,"* as preparation for talks. This important step toward reconciliation is no longer taught to Palestinian children (*Modern and Contemporary History of Palestine*, Vol. 2, Grade 11, 2014, p. 83).

On January 19, 1993, the Israeli Knesset [parliament] abolished the regulation that had prohibited any contacts between Israelis and PLO members, which made it easier to conduct public and covert negotiations between Israelis and Palestinians.
16. **ELIMINATED from New Curriculum** - Recognition of Jewish past and presence in Palestine

A chart entitled "Historical [Time] table: Palestine throughout the Ages" includes the Jewish kingdoms "The Jews—David's kingdom 1000–923 BC; the northern kingdom of Israel 923–722 BC; the Kingdom of Judea 923–586 BC" and the occupation of the Kingdom of Israel by the Assyrians and occupation of the Kingdom of Judea by the Babylonians (*National Education, Grade 7, 2013, p. 3; History of the Middle Ages, Grade 7, 2014, p. 74).

17. **DELETED from New Curriculum** - Cairo peace agreement of 1994

Students are taught about the details of the Cairo agreement of 1994 which legitimizes the security arrangements that were made between Israel and the Palestinian Authority (*National Education, Grade 10, 2012, p. 51).

Cairo Agreement of 1994:

The declaration of principles was first implemented when signing the Cairo Security Agreement on February 9, 1994. The agreement dealt with the issue of crossing points between regions of the [Palestinian] Autonomy and neighboring countries. It was decided that the international borders between Gaza and Egypt and between Jericho and Jordan would remain under Israeli responsibility where Israel would have the right to prevent people from entering the Palestinian territories.
18. **ELIMINATED from New Curriculum- Camp David 2000**

The Camp David summit between the Palestinian Authority and Israel "to create the general outlines of the final solution to the Palestinian problem" is mentioned in a passage teaching about the Second Intifada. The acknowledgment of the attempt to reach peace with Israel via negotiations was important, though it was taught as a failure and one of the reasons for the Intifada's eruption (Modern and Contemporary Arab History, Grade 9, 2014, p. 57).

The Second Intifada (the Al-Aqsa Mosque Intifada)
It erupted on September 28, 2000 for many reasons, such as the failure of the second Camp David summit convened by the American President Bill Clinton between the Palestinian Authority and Israel to establish the general outlines of the final solution of the Palestinian problem.[Another cause was] Israel's repeated postponement of the implementation of the signed agreements with the Palestinian leadership, and its attempt to impose a fait accompli by Zionist colonization [istitan] in the West Bank and the Gaza Strip. The immediate reason for it [the Intifada] was the entrance by Likud Party head [Ariel] Sharon the grounds of Al-Aqsa Mosque.

19. **ELIMINATED from New Curriculum- "Hebron agreement"**

Students are taught about the "Hebron agreement" which mentions Israeli concessions while legitimizing the security arrangements that were made between Israel and the Palestinian Authority (National Education, Grade 10, 2012, p. 51).

Hebron Agreement (January 16, 1997):
This agreement was signed between the Palestinian Authority and Israel, which removed its army from 80 percent of the city's territory. The partial Israeli withdrawal from Hebron was delayed due to Israeli settlements within the city.
20. **DELETED from New Curriculum**- History of Jews in the land

A Jewish presence in antiquity is explored. There is a brief review of Abraham and Lot's arrival (in Canaan) and the burial of Abraham, Sarah and Isaac in Hebron, and in "Palestine in the Reign of Prophet David," the following text is given (A map of the country bears the title: "Palestine in the reign of Prophet David" which appears next to the text) (Modern and Contemporary History of Palestine, Vol. 1, Grade 11, 2015, pp. 8–9).

Palestine's ancient history witnessed the entrance of the Children of Israel under the leadership of Joshua the son of Nun in the twelfth century BC. They fought the Canaanites and Palestinians [that is, the Philistines]. During the last third of the eleventh century BC, Saul the son of Kish assumed the leadership of the Children of Israel and fought the Palestinians [Philistines] under the leadership of Goliath. They managed to kill him with his sons at the end of the eleventh century BC.

After his death Prophet David, son of Jesse, assumed leadership of the Children of Israel and established a kingdom over part of Palestine under his command. Prophet Solomon came after him and ruled from 963 to 923 BC, and after his death his state was divided into two parts: the Kingdom of Israel in the north (Samaria) and the Kingdom of Judea in the south Al-Quds [Jerusalem]. The Kingdom of Judea faced an attack by Egyptian Pharaoh Shoshenq I] who besieged Urushalim (Al-Quds) [Palestine] under the command of Assyrian attack in 722 BC under the command of Sargon II who took most of the Jews living in the Kingdom of Samaria into captivity. He besieged the city of Al-Quds but did not enter it. Palestine faced a ruinous attack in 586 BC by the Babylonian Chaldean Nebuchadnezzar who destroyed Al-Quds and sent the Jews into exile in Iraq. The region soon submitted to Persian rule in 538 BC, so Cyrus, the Persian ruler, permitted the Jews who desired that to return to Palestine.
21. **ELIMINATED from New Curriculum - The Jewish revolt of Bar Kokhba**

This textbook recognizes early Jewish history in Israel (*Modern and Contemporary History of Palestine, Vol. 1, Grade 11, 2015, p. 10*).

The Jews revolted again under the leadership of Bar Kokhba in the reign of the Roman emperor Hadrian in 132 AD. He put an end to the revolt and destroyed Jerusalem [in fact, Titus had destroyed it earlier]. He established the city of Aelia Capitolina in its place and forbade the Jews to live there.

22. **TAKEN OUT of New Curriculum - Jews and Persians in Jerusalem**

In this paragraph, there is mention of a Jewish presence in Jerusalem in ancient times (*Modern and Contemporary History of Palestine, Vol. 1, Grade 11, 2015, p. 10*).

Palestine submitted to the rule of the [Sassanid] Persians who managed to take over Jerusalem with the Jews' help in 614 AD . . .

23. **DELETED from New Curriculum - The Return of the Jews by Cyrus**

Cyrus’s permission for the Jewish people who lived in Babylon to immigrate to Israel is covered. Cyrus’s Charter accepts the right of the Jews to live in their land – Palestine. Including this historical event notes the Jewish people’s history in Palestine and their connection to the land(*Modern and Contemporary History of Palestine, Vol. 1, Grade 11, 2015, p. 9*).

Cyrus believed that the Jews’ existence in Palestine would counterbalance those [local] inhabitants who supported Egypt's Pharaohs. In addition, the Jews assisted him against the Babylonians. Some say that his wife was Jewish and she influenced him to let the Jews return to Palestine.
24. **DELETED from New Curriculum** - Advocacy for dialogue and fruitful discourse with the West
Dialogue and "fruitful discourse between Western and Arab-Islamic culture" are advocated (*Contemporary Issues, Grade 12, 2012, p. 75)*.

We will discuss: Additional requirements for successful and fruitful discourse between Western and Arab-Islamic culture.

25. **ELIMINATED from New Curriculum** - Numerous other peace plans
American, Arab and Russian peace plans and initiatives with Israel from the second half of the twentieth century including: the "Rogers Plan" (1969–70); the "Reagan Plan" (1982); "Fez Plan" for Palestinian Independence (1982); "Brezhnev Plan" (1982); the "Schultz Plan" (1988); and the Bush administration's "Roadmap Plan" (2002). All have been eliminated from the new curriculum (*National Education, Grade 10, 2012, pp. 44–47)*.

Excerpts:
Since the beginning of the second half of the twentieth century, a number of peace plans and initiatives were launched which sought to find solutions to the Palestinian cause and to problems directly related to it. For example: refugees, Jerusalem, independent Palestinian state, Israeli settlements, borders and water.

**Roadmap Plan of 2002:**
. . . US President George W. Bush initiated a plan to resolve the Palestinian issue called the "Roadmap" which its implementation is supervise by the Quartet that includes Russia, the United States, the European Union and the United Nations. The Roadmap has three steps . . .

The United States has proposed a number of peace plans aimed at resolving the Arab-Israeli conflict, including: the first Rogers Plan on December 9, 1969, the Second Rogers Plan on July 18, 1970, the Reagan Plan on September 2, 1982 and the Schultz Plan in 1988.

**The Brezhnev Plan:**
Former Soviet Council Chairman of the Soviet Union Leonid Brezhnev gave a speech on September 15, 1982, during the Israeli aggression against Lebanon. In this speech, he presented the principles on which a just Middle East peace is based. . . .
26. DELETED from New Curriculum- Palestine is the land of peace
Students studied "The blessed tree" story. The subject of the story is the olive tree which represents Palestine’s traditional culture and agriculture. The text refers to Palestine as the land of peace—a peaceful and tolerant message (Our Beautiful Language, Vol. 1, Grade 6, 2014, pp. 38–39).

God bless the olive tree, the symbol of peace in the land of peace.
4. The olive tree is the symbol of peace

27. DELETED from New Curriculum- Wye River Agreement
This textbook provides details of the Wye River agreement regarding the partition of the city of Hebron into Israeli and Palestinian-controlled areas (Contemporary History of Palestine, Vol. 2, Grade 11, 2014, pp. 85–86).

Wye River agreement 1998:
Wye River agreement signed in the US by Mr. Yasser Arafat and the Israeli PM Binyamin Netanyahu in order to reanimate the peace process.

28. REMOVED from New Curriculum- The Old Testament and the Torah
An Islamic education textbook included a lesson entitled "The Belief in the Divine Books" in which students study the Islamic principle of divine books existing before the Qur'an. The text is objective and accurate, allowing students to learn about Jewish beliefs directly and not through an Islamic prism. (Islamic Education, Vol. 1, Grade 11, 2015, p. 43).

The Jews believe in what is called 'the Old Testament' which is made of 39 books divided into four parts:
1- The five books called 'Torah' by the Jews, are the books of Genesis, Exodus, Leviticus, Numbers and Deuteronomy.
2- The historical books which relate to the history of the Children of Israel.
3- The books of wisdom and poetry, which include hymns, proverbs, preaching and religious songs.
4- The books of the prophets, which tell of the missions of the prophets of the Children of Israel and their history from the Jewish point of view . . .
29. **ELIMINATED from New Curriculum** The name "Israel," appears without **de-legitimating quotation marks**.

The previous curricula use the name Israel, as is, without parentheses. The new curriculum puts the name Israel in parentheses (often used in Arabic as quotation marks). Such a change has the effect of heightening the non-recognition of Israel and efforts to delegitimize it. The images below show how the name Israel appears with and without quotation marks in the exact same passage about the 1991 Madrid conference (*Modern and Contemporary History of Palestine, Vol. 2, Grade 11, 2014, pp. 82, 83–84)*.

**Previous curricula:**

The Madrid Conference was convened with the participation of **Israel**, Syria, Lebanon, Jordan and Palestine within the Jordanian delegation" and included, following the general discussion, bilateral negotiations between **Israel** and each of the Arab states, in order to sign peace agreements with them. The negotiations between Israel and the Palestinians included two stages [...]  

The Israeli Knesset nullified the rules prohibiting communications between Israelis and the PLO in January, 1993. This in turn facilitated the public and covert negotiations between **Israelis** and Palestinians culminating with the signing of the mutual recognition documents between **Israel** and the PLO on September 10, 1993.

**New curriculum:**

The USA sent invitations to the following states: "**Israel,** Lebanon, Syria, Jordan... .

After the Madrid conference, there were negotiations between PLO and **Israel.** The negotiations resulted in the mutual recognition and the signing of Oslo Accords in 1993.