

IMPACT-se

**Main findings of IMPACT-se's reports on
the 2019-20 Palestinian School Curriculum
Grades 1–12**



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Website: www.impact-se.org

Main Findings

- For the third consecutive year, the new curriculum is being taught without changes made.
- The main findings of three separate **IMPACT-se** reports on the Palestinian curriculum from September 2019 indicate that the new Palestinian Authority curriculum is more radical than those previously taught, with a clear deterioration in content meeting UNESCO standards.

1. Palestinian Curriculum 2019-2020: Selected Examples

Sample selected examples based on research by **IMPACT-se** on the new Palestinian school curriculum for the 2019–20 academic year available [here](#).

2. The New Palestinian Curriculum - By the Numbers

Quantitative analysis of the 2019-20 Palestinian curriculum available [here](#).

3. The Rejection of Peace

References to Peace Agreements, Israel, and Jews, **now removed** from the new PA Curriculum available [here](#).

- There is a systematic insertion of violence, martyrdom and *jihad* across all grades and subjects in a more extensive and sophisticated manner, embracing a full spectrum of extreme nationalist ideas and Islamist ideologies that extend even into the teaching of mathematics and science, including: physics, chemistry and biology. The possibility of peace with Israel is rejected. Legitimacy of any historical Jewish presence in what is today Israel and the Palestinian Authority or of the current Jewish presence in Israel, is entirely absent from the curriculum.
- **Increased Radicalization-** [Newton's Second Law](#) is taught through the use of a slingshot targeting soldiers, to explain power, mass, and tensile strength with an image of a violent confrontation. [Calculus](#) is taught by counting the number of martyrs in Palestinian uprisings. Nine-year-old third graders recite a poem calling for "[sacrificing blood](#)" to remove the enemy from the land by "eliminating the usurper" and "annihilate the remnants of the foreigners." The curriculum is openly anti-Semitic, teaching children unsubstantiated myths and imagery that the Jews [control the world](#) and are [corrupt](#).

- Children are taught that [martyrdom and jihad](#) are "the most important things in life", and that "[dying](#) is better than living." Those who become martyrs are taught they will be rewarded with [72 virgin brides](#) in paradise. Terrorists such as [Dalal Mughrabi](#), who participated in the 1978 Coastal Road Massacre, which killed 38 Israelis including 13 children, are glorified as role models and heroes whose footsteps should be followed, while terror attacks, such as the [1972 Munich Olympics massacre](#), are justified as part of a legitimate tool of "Palestinian resistance". Ninth-grade Arabic students learn a story describing a firebomb attack on Israeli passengers traveling on a bus, reporting the terror incident as a "[barbecue party](#)." Palestine's contiguous territory is described as from the "[river to the sea](#)". [LGBTQ](#) parenthood is taught to lead to problems in children's mental state and education.
- **Rejection of Peace-** In contrast to previous Palestinian curricula, this new curriculum methodically omits discussion of peace education in the context of the conflict with Israel. The Two-State Solution, peace and coexistence with Israel as the ultimate goal to resolve conflict are not options to be advocated within textbooks. There is no hint at even a possibility of solving the conflict with Israel peacefully. Peace agreements, summits and proposals with Israel previously seen in PA schoolbooks are now [eliminated](#) such as: Yasser Arafat's call for a new era of coexistence, negotiations with Israel as the ultimate goal to live side-by-side in peace and security; meetings between Israelis and PLO leading to peace negotiations, the Annapolis Conference, "Roadmap Plan", Camp David Accords, Wye River agreement, Israel's peace treaty with Jordan.
- Legitimacy of any historical Jewish presence in what is today Israel and the Palestinian Authority or of the current Jewish presence in Israel, is entirely absent from the curriculum. Jewish history and heritage are repeatedly portrayed as forgeries; Jewish holy places are represented as Muslim areas usurped by the Zionists. Examples of now-eliminated lessons about Jewish presence and historical roots which previously appeared in PA schoolbooks include: Recognition and acknowledgement of Israel and its establishment in 1948, the name "Israel" on two maps of a history textbook, Jewish historical presence and connection to Jerusalem as the Jews' capital for that period, Ancient Jewish kingdoms in Palestine such as "The Jews' David's Kingdom," "the Northern Kingdom of Israel," "the Kingdom of Judea."
- For Grades 2–12, one hundred percent of social studies, history, Arabic language, and national education textbooks contain problematic content. Violent wording is spread across the Palestinian curriculum with over 2,795 references.

- 73% of science books contain problematic messaging including violence or incitement to violence; hatred of the Other; and radical, inappropriate or disturbing content including in mathematics, biology, chemistry, life sciences and physics

EU Efforts to Stop the Radicalization in the PA Curriculum

1. April 2019, European Union High Representative [Federica Mogherini](#) announced that the EU is taking the lead to investigate incitement and hate in the Palestinian curriculum.
2. In September 2018, the [European Parliament's](#) Budget Committee passed an amendment ([amendment 1718 – BUDG/3543 page 69-70](#)) recommending Plenary to **freeze €15 million in aid** to the PA Ministry of Education.
3. In April 2018, [European Parliament](#) passed legislation [adopted by plenary](#) (bullet 272, p. 54) designed to prevent EU aid from being used to teach hate in the Palestinian territories.

International Efforts to Stop the Radicalization in the PA Curriculum

4. In December 2019, the [Norwegian Parliament](#) instructed government to [withhold funding](#) to Palestinian Authority if incitement is not removed from textbooks.
5. In December 2019, the [U.S. House Foreign Affairs Committee](#) passed the bipartisan [Peace and Tolerance in Palestinian Education Act](#) (H.R. 2343) by **unanimous consent** and is moving through U.S. Congress.
6. In August 2019, the [United Nations](#) issued an unprecedented [report](#) calling on the Palestinian Authority to remove all Anti-Semitic material, hate speech, and incitement to violence from their school curriculum that perpetuate prejudices and hatred.
7. In January 2019, the [Parliament of the United Kingdom](#) passed the first hearing of legislation introduced by a Labour Party member demanding that taxpayer money not be used to teach hate while [denouncing incitement](#) in Palestinian textbooks.
8. In December 2018, the German government announced it will conduct an investigation into Palestinian textbooks following an [exposé of the curriculum in BILD](#).

The 2019–20 Palestinian School Curriculum Grades 1–12

Selected Examples

1. *Our Beautiful Language*, Vol. 2, Grade 1, 2019, p. 53

A reading exercise with the letter "h" (*hā'*, هـ) for first graders includes the word *shahid* (martyr) at the center with other words such as *hujum* (attack) and *harab* (run away).

نَقْرًا بِصَوْرَةٍ صَحِيحَةٍ: 

هَرَبَ	هَـ	هَانِي	هَا
هُنُود	هُـ	هُود	هُو
هِلَال	هِـ	شَهِيد	هِيَ
شَهِدَ		نَهْرٌ	
كَهْفَ	فَهْدَ	هَيْدَ	هَارُونَ
هَدِيلَ	نَهَارَ	هُجُومَ	هِنَادِي

2. *Mathematics*, Vol. 1, Grade 4, 2019, p. 27.

Violence is inserted into science and math exercises: calculus is taught by counting the number of martyrs in Palestinian uprisings. A photograph of a funeral is placed next to the question.

الدرس ١ ١ الجمع ضمن الملايين دون حملٍ



١. بَلَّغْ عَدَدَ شَهَدَاءِ الْإِنْتِظَافَةِ الْأُولَى (إِنْتِظَافَةُ الْحِجَارَةِ) ٢٠٢٦ شَهِيدًا، وَبَلَّغْ عَدَدَ شَهَدَاءِ الْإِنْتِظَافَةِ الْأَقْصَى ٥٠٥٠ شَهِيدًا.

عدد الشهداء في الانتفاضتين = _____ شهيداً

The number of martyrs of the First Intifada (the Intifada of Rocks) is 2026 martyrs, and the number of martyrs of the Al-Aqsa Intifada is 5,050. The number of martyrs in the two intifadas is _____ martyrs.

3. *Arabic Language*, Vol. 1, Grade 5, 2019, p. 20.

Martyrdom and *jihad* are mentioned as "**the most important meanings of life.**"

الْفِدَاءُ، وَالتَّضْحِيَّةُ، وَالتَّضَالُّ، وَالجِهَادُ، وَالكِفَاحُ أَهَمُّ مَعَانِي الْحَيَاةِ، خَاصَّةً لِشَعْبٍ يُعَانِي
وَيَلَاتِ الْإِحْتِلَالَ مِنْ جِصَارٍ، وَقَمْعٍ، وَمُضَابَقَةٍ، وَهَدْمٍ، وَاعْتِقَالٍ مِنْ أَجْلِ نَيْلِ الْحُرِّيَّةِ، وَإِقَامَةِ
الدَّوْلَةِ وَتَقْرِيرِ الْمَصِيرِ، هَذَا هُوَ الشَّعْبُ الْفِلَسْطِينِيُّ الَّذِي عَبَّرَ عَنْ أَجْمَلِ صُورِ الْإِنْتِمَاءِ وَالصُّمُودِ،
وَأَنْجَبَ أَبْطَالَاً يَتَسَلَّحُونَ بِالْإِيمَانِ وَالْعِلْمِ وَحُبِّ الْوَطَنِ.

Giving one's life [fida'], sacrifice, fight, jihad, and struggle are the most important meanings of life, especially for a people suffering from the scourge of occupation, of siege, repression, harassment, demolition, and arrest; [all] for freedom, the establishment of the state and self-determination. This is the Palestinian people who displayed the most beautiful pictures of belonging and steadfastness and gave birth to heroes armed with faith, knowledge and patriotism.

4. *History*, Vol. 1, Grade 11, 2019, p. 9.

An 11th Grade Palestinian history textbook implies that Jews control the world, using classic anti-Semitic imagery. The caption reads: "Cultural Colonialism: The Most Dangerous Type of Colonialism, Because It Attacks the Spirit of the Nation and Its Beliefs.



أخطر أشكال الاستعمار؛ لأنه
يهاجم روح الأمة ومعتقداتها.

5. *Science and Life*, Vol. 1, Grade 7, 2019, p. 57.

Newton's Second Law is taught through the image of a boy with a slingshot targeting soldiers, to explain power, mass and tensile strength.

الدرس الرابع

القانون الثاني لنيوتن



خلال الانتفاضة الفلسطينية الأولى، استعان الشبان الفلسطينيون بالبقيفة للتصدي لجنود الاحتلال الصهيوني والدفاع عن أنفسهم في مواجهة رصاصه العادر.

- ما العلاقة بين مقدار استطالة مطاط البقيفة وقوة الشد المؤثرة فيه؟
- ما القوى المؤثرة في الحجر بعد انطلاقه من البقيفة؟

Newton's Second Law:

During the first Palestinian uprising, Palestinian youths used slingshots to confront the soldiers of the Zionist Occupation and defend themselves from their treacherous bullets.

- **What is the relationship between the elongation of the slingshot's rubber and the tensile strength affecting it?**
- **What are the forces that influence the stone after its release from the slingshot?**

6. *Arabic Language*, Vol. 1, Grade 9, 2019, p. 61. (Previously- *Arabic Language*, Vol. 1, Grade 9, 2018, p. 61.)

Students in grade 9 Arabic study a story describing a firebomb attack on Israeli passengers traveling on a bus, reporting the terror incident as a "barbecue party" [haflat shiwaa'].

الجار: حَظَرَ التَّجَوُّلَ لَا يَشْمَلُنَا فِي (الشَّرَفَةِ) مَفْرُوضٌ عَلَى
(التَّارِيشِ) عَلَى مَا يَتَدَوُّ هُنَاكَ حَفْلَةٌ شِوَاءٍ بِالقَنَابِلِ الحَارِقَةِ لِإِخْدَى
حافلاتٍ مُسْتَعْمَرَةٍ (بساغوت) عَلَى الجَبَلِ الطَّوِيلِ.

*The "barbecue party" expression is highlighted in yellow.

*The neighbor: 'The curfew does not include us in Al-Sharafah [neighborhood]. It is imposed on Al-Natarish [neighborhood]. It seems that there is a **barbecue party [haflat shiwaa']** there with firebombs [Molotov cocktails] on one of the buses of the colonial settlement "Psagot" on Mount Al-Tawil.*

7. *Our Beautiful Language*, Vol. 2, Grade 3, 2019, p. 66.

The liberation of all of Palestine is described in a violent poem aimed at nine-year olds. It calls for "sacrificing blood" to remove the enemy from the land by "eliminating the usurper" and to "annihilate the remnants of the foreigners."

نُتْقِي وَنُحْفَطُ: أَرْضُ الْكُرْسَاءِ



قَسًّا سَأُضْحِي بِدِمَائِي بِأَرْضِي أَرْضِ الْكُرْسَاءِ
وَأَزِيلُ الْعَاصِبَ مِنْ بَلَدِي وَأُبِيدُ قُفُولَ الْكُرْسَاءِ
يَا بَلَدَ الْأَقْصَى وَالْحَرَمِ يَا مَهْدَ الشُّجُوَّةِ وَالْحَزَمِ
عَسِيرًا عَسِيرًا فَانْتَشُرْ لَنَا وَالْقَجْرُ يُعِيلُ مِنَ الْعَلَمِ

8. *Science and Life*, Vol. 1, Grade 8, 2019, p. 52.

A science exercise is entitled "*The Stones Uprising and Elastic Potential Energy*" the use of a slingshot against IDF soldiers teaches about elastic energy. Students are asked to answer specific questions as to the usefulness of the slingshot including the transfer of energy of the stone shot from the slingshot, and safety precautions that should be taken when using a slingshot.

نشاط (4) التفاتة الحجارة وطلاقة الوضع المرئية:

خلال التفاتة الحجارة الفلسطينية، التي انطلقت عام ١٩٨٧ استخدم شباب فلسطين (القبة)، أو (القبة) لمواجهتهم رماس حديد الاحلال، فلم تكن بأيدي الفلسطينيين أية وسيلة أخرى للدفاع عن أنفسهم. اجبت عن الاسئلة الآتية:

- ١- هل رأيت (قبة) في بيتك؟ ما استخداماتها؟
- ٢- ما فائدتها في رمي الحجر؟ وكيف تعمل؟
- ٣- سبب أشكال تمرؤلات الطاقة للحجر، عند وضعه في (القبة) وحسب انطلاقه نحو الهدف.
- ٤- استخدام القوس والسهاب قديماً وسيلة للدفاع عن النفس، ووضوح سبب عمله في إطلاق الشبه نحو الهدف، وارتبه سبباً على (القبة) التفاتة الحجارة الفلسطينية.
- ٥- ما أحيوانات الثلاثة الراعب براعها عند استخدام (القبة)؟






9. *Arabic Language*, Vol. 2, Grade 5, 2019, pp. 51–61.

Dalal al-Mughrabi, the perpetrator of the 1978 Coastal Road massacre is celebrated in an entire chapter teaching Arabic reading comprehension. A hijab-style kufiyah is added to her portrait, presumably for nationalistic and Islamic effect. Fifth graders are invited to follow in her footsteps and sacrifice their lives.

دلال المغرّبي

(مترجمون)

تُنِّي بَدِي الصُّلِّ

تخلل تاريخنا الفلسطيني بكثير من أسماء الشهداء الذين قدموا أرواحهم هداء للوطن، بينهم الشهيدة دلال المغرّبي التي سقطت بصفاتها صولة بين شوق الضمّي والحرّية، ما جعل وترها حليماً في قلوبنا وقولنا. والضمير الذي تبن أهدبا بنمحت من طرف بين سموا بصفاتها.



10. *History*, Vol. 2, Grade 11, 2019, p. 52.

The text openly endorses the Munich Massacre during the 1972 Munich Summer Olympics, when the Fatah's Black September group took eleven Israeli Olympic team members hostage, killing them along with a West German police officer. The text uses this attack as an example for justifying Palestinian warfare against "Zionist interests abroad."

لجأت المقاومة الفلسطينية إلى أساليب عديدة في مقاومتها للاحتلال الصهيوني؛ فقد انتهج الفدائيون أسلوب حرب العصابات في معظم مواجهاتهم للصهاينة داخل الأراضي الفلسطينية، كما لجؤوا إلى ضرب المصالح الصهيونية في الخارج، كعملية ميونخ عام ١٩٧٢م، والمواجهة المباشرة في معارك عديدة، مثل معركة الكرامة عام ١٩٦٨م، وحروب جنوب لبنان، وحصار بيروت عام ١٩٨٢م، إضافة إلى أساليب المقاومة السلمية الشعبية التي تمثلت في الإضرابات، وإغلاق الطرق، والامتناع عن دفع الضرائب، والمظاهرات، والمسيرات التي تُندد بالاحتلال، وغيرها، وقد جسدت الانتفاضة الشعبية عام ١٩٨٧م هذه الأساليب، التي دعت إليها القيادة الوطنية الموحدة في بياناتها.

المقاومة الشعبية من وجهة النظر السياسية، ص (٤٧)

11. *Geography and Modern and Contemporary History of Palestine*, Vol. 2, Grade 10, 2019, p. 61.

The PLO aircraft hijackings of Pam Am and Lufthansa in 1973 that killed 32 passengers are described as "operations against Zionist targets." No criticism is offered, nor encouragement to discussion about the legitimacy of attacking civilian targets.

أنا تعلمت:



استمرت الاعتداءات الصهيونية على القواعد والتجمعات الفلسطينية في لبنان، وبعض القرى والمدن والمراكز الاقتصادية اللبنانية، وردت الفصائل الفلسطينية بعدد من العمليات ضد الأهداف الصهيونية، من بينها عمليات اختطاف الطائرات، ونفذ الاحتلال الصهيوني عملية (فردان) عام ١٩٧٣م؛ نسبة للشاعر الذي نُفذت فيه، حيث اغتالت ثلاثة من قادة منظمة التحرير الفلسطينية، هم: كمال ناصر، وكمال عدوان، وأبو يوسف النجار في بيروت.

12. *Arabic Language*, Vol. 1, Grade 5, 2019, p. 15.

Dying is described as better than living in a chapter glorifying Palestinian martyrs. Those who seek to live fruitful, peaceful lives instead of taking the path of martyrs are criticized. "Drinking the cup of bitterness with glory is much sweeter than a pleasant long life accompanied by humiliation."

نَفْتَحِرُ بِهِمْ، وَنَتَعَنَّى بِأَمْجَادِهِمْ، وَنَدْرُسُ سِيرَهُمْ، وَنُسَمِّي
أَوْلَادَنَا بِأَسْمَائِهِمْ، وَنُطَلِّقُ أَسْمَاءَهُمْ عَلَى الشُّوَارِعِ وَالْمِيَادِينِ،
وَالْمَعَالِمِ الْحَضَارِيَّةِ، نَعَطِّرُ بِذِكْرِهِمُ الْمَجَالِسَ، وَيَتِمَّنِي كُلُّ مَنْ أَنَا
يَكُونُ مِثْلَهُمْ، فَقَدْ زَيْنُوا صَفْحَاتِ التَّارِيخِ، وَعَلَّمُوا النَّاسَ أَنَّ شُرْبَ
كَأْسِ الْحَنْظَلِ مَعَ الْعِزِّ أَلَدُّ بِكَثِيرٍ مِنْ حَيَاةٍ رَغِيدَةٍ مَدِيدَةٍ يُصَاحِبُهَا
ذُلٌّ، فَصَنَعُوا لِلْأُمَّةِ تَارِيخًا مَجِيدًا... إِنَّهُمْ الْأَبْرَاءُ.

13. *Islamic Education*, Vol. 1, Grade 9, 2019, p. 13.

Students are taught that those who die as martyrs (*shuhada'*) receive seventy-two virgin brides in paradise and other rewards.

الحكمة من قتال الكفار:

أخبر الله تعالى أنه قادرٌ على إهلاك الأعداء وقتلهم، إلا أنه أمر بمقاتلتهم؛ ليحكم عديده، منها:
١- أن الله تعالى يريد أن يميز بين الصادقين وغيرهم من المنافقين في مقاتلة الكفار.
٢- أن الله تعالى يريد أن يتخذ من المؤمنين شهداء يكرمهم بالشهادة؛ ليغفر ذنوبهم، ويرفع درجاتهم في الجنة، قال رسول الله ﷺ: "لشهداء عند الله سيئات خصال: يُغفر له في أول دفعة، ويرى مقعده من الجنة، ويبارئ من عذاب القبر، ويأمن من الفرع الأكبر، ويوضع على رأسه تاج الوقار، الياقوتة منها خير من الدنيا وما فيها، ويزوج اثنتين وسبعين زوجة من الحور العين، ويشفع في سبعين من أقاربه".

14. *Social Studies*, Vol. 2, Grade 8, 2019, p. 75, 78

In a chapter teaching about gender roles and procreation, LGBT parenthood and single parenthood are taught to lead to problems in children's mental state and education. Moreover, students are required to discuss and answer questions about gender roles, among them a question referring to family integrity, which is formulated in a way that implies that a family is not considered "complete" if its parents do not include both genders.

الدور الإنجابي:

اعتاد الأغلبية إلى اعتباره أهم الأدوار، وأقدسها التي تقوم به النساء منذ لحظة حمل الأطفال، وولادتهم، ويدخل فيه رعاية الأطفال، وتربيتهم، والأعمال المنزلية، إلا أنهم تسوا أن هذا الدور تحديداً هو دور مشترك بالأساس، فلا يمكن على الإطلاق أن تنجب المرأة دون رجل، كما أن تربية الأطفال هي مسؤولية عظيمة، وتحتاج إلى تعاون الأب والأم، ومشاركتهما لتحقيقها، حيث أفادت عديد من الدراسات أن الأسر التي ينشأ الأطفال فيها دون وجود الأب، والأم معاً تعاني من إشكاليات مرتبطة بتربية الأبناء، وواقعهم النفسي.

نشاط (١٨): نقسم إلى مجموعات عمل تعاونية، ثم نناقش الأسئلة الآتية:

- ١- ما الذي يميز الأنثى؟ وما الذي يميز الذكر؟ ومن الذي جعلكم تعتقدون ذلك؟
- ٢- ما الفروق البيولوجية بينهما؟ وما الفروق المرتبطة بما تربينا عليه؟
- ٣- ما الأمور المشتركة بين الجنسين؟
- ٤- ما علاقة كل منهما بتشكيل الأسرة؟
- ٥- هل يكتمل كيان الأسرة بغياب أحد الطرفين؟



15. *Social Studies*, Vol. 2, Grade 7, 2019, p. 49.

A dangerous blood libel teaches that "Zionists" deliberately tried to burn down the Al-Aqsa Mosque in 1969. As is very well known, an Australian Christian fundamentalist tourist named Denis Rohan was in fact responsible for the attack.

نشاط (٥): نتأمل الصورة، ونستنتج، ثم نجيب:



١. نصف ما نشاهده في الصورة.

٢. نستنتج إحراق الصهاينة المسجد الأقصى بتاريخ ٢١/آب/١٩٦٩م.

16. *Islamic Education*, Vol. 2, Grade 5, 2019, pp. 65–66

Children are taught an anti-Semitic myth that the Jews attempted to kill the Prophet Muhammad. This is largely rejected in mainstream Islam and it doesn't appear in the Quran. Jews are referred to as "enemies of Islam."



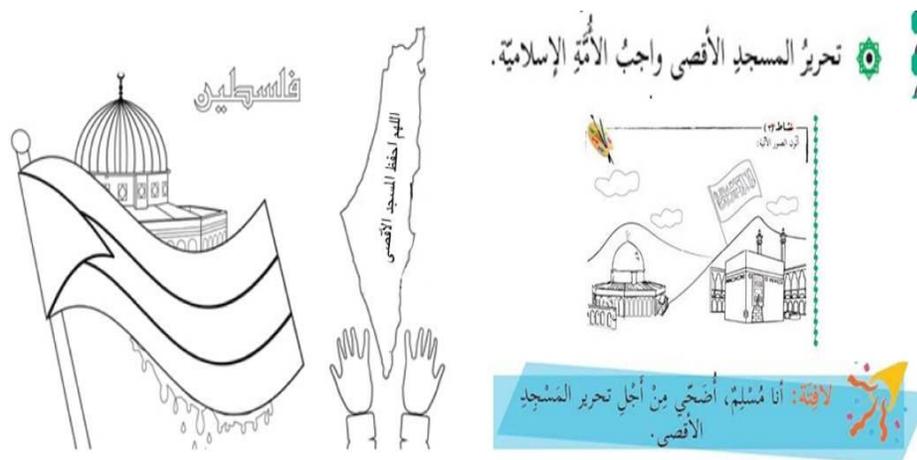
17. *Islamic Education*, Vol. 1, Grade 11, 2019, pp. 10–16.

An Islamic education chapter clearly teaches that according to the Qur'an, Jews are corrupt and are doomed to destruction both in the past and in the future by Allah's servants ("*The children of Israel's corruption of the land was and will be the cause of their annihilation*"). Some of the exercises use the word "Jews" instead of the historic Qur'anic term "Children of Israel," to emphasize the virtues of those who will defeat the Jews in the future.



18. *Islamic Education*, Vol. 1, Grade 5, 2019, pp. 65, 103.

Students are encouraged to "sacrifice" for liberation of the Al-Aqsa Mosque. They are also instructed to color a Palestinian flag, seemingly dripping in blood, against the backdrop of the Dome of the Rock. It is accompanied by a map of Palestine without Israel with the following caption embedded into it:



The New Palestinian Curriculum By the Numbers – Quantitative Analysis

The following data is taken from quantitative analysis by IMPACT-se of the current Palestinian Ministry of Education curriculum, applying UNESCO-derived standards¹ of peace and tolerance. All 2019–20 textbooks for the first semester were analyzed.

In this report, we define *Problematic Content* as: violent connotations, incitement to violence, hatred of the Other, and radical, inappropriate or disturbing content.

Most Troubling Subjects, Grades 2–12 (Problematic Content)

For grades 2–12, all textbooks (100%) in social studies, history, Arabic, and national education contain problematic content.

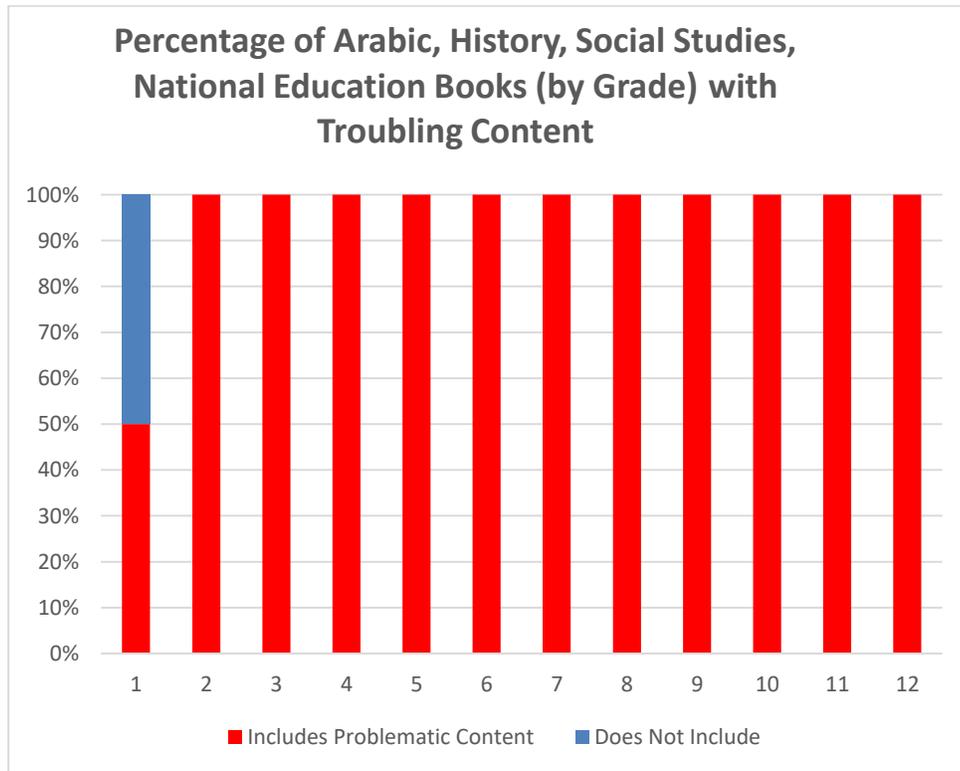


Chart 4: Percentage of Textbooks in Four Most Troubling Subjects, Grades 2–12

Problematic Content Includes:

Violence or incitement to violence; hatred of the Other; and radical, inappropriate or disturbing content.

¹ <https://www.impact-se.org/methodology-2/>

Violent References

Violent wording is spread across the Palestinian curriculum with over 2,795 references.

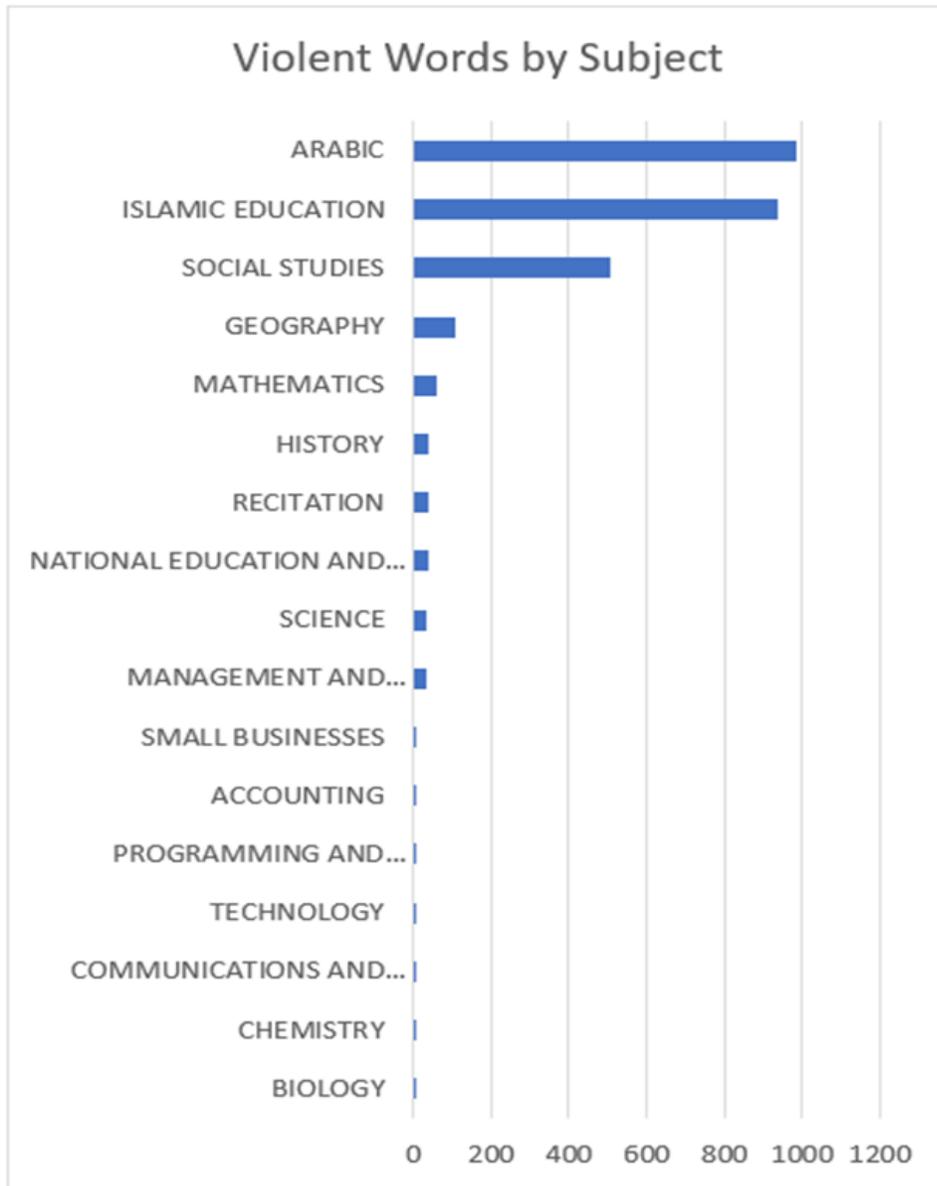


Chart 1: Violent References by Subject

Examples of Violent References Include:

Hatred (including anti-Semitism), *jihadi* fighting, martyrs and martyrdom, sacrifice and self-sacrifice, terror and terrorists, attack, blood (excluding in a biological context) fighting, *ribat*, beating, massacre, struggle, Intifada, assault, battle, resistance, war, demolition, destruction.

Problematic Material in Science

Three-Quarters of Science Books Have Problematic Messaging Including Mathematics, Biology, Chemistry, Life Sciences and Physics

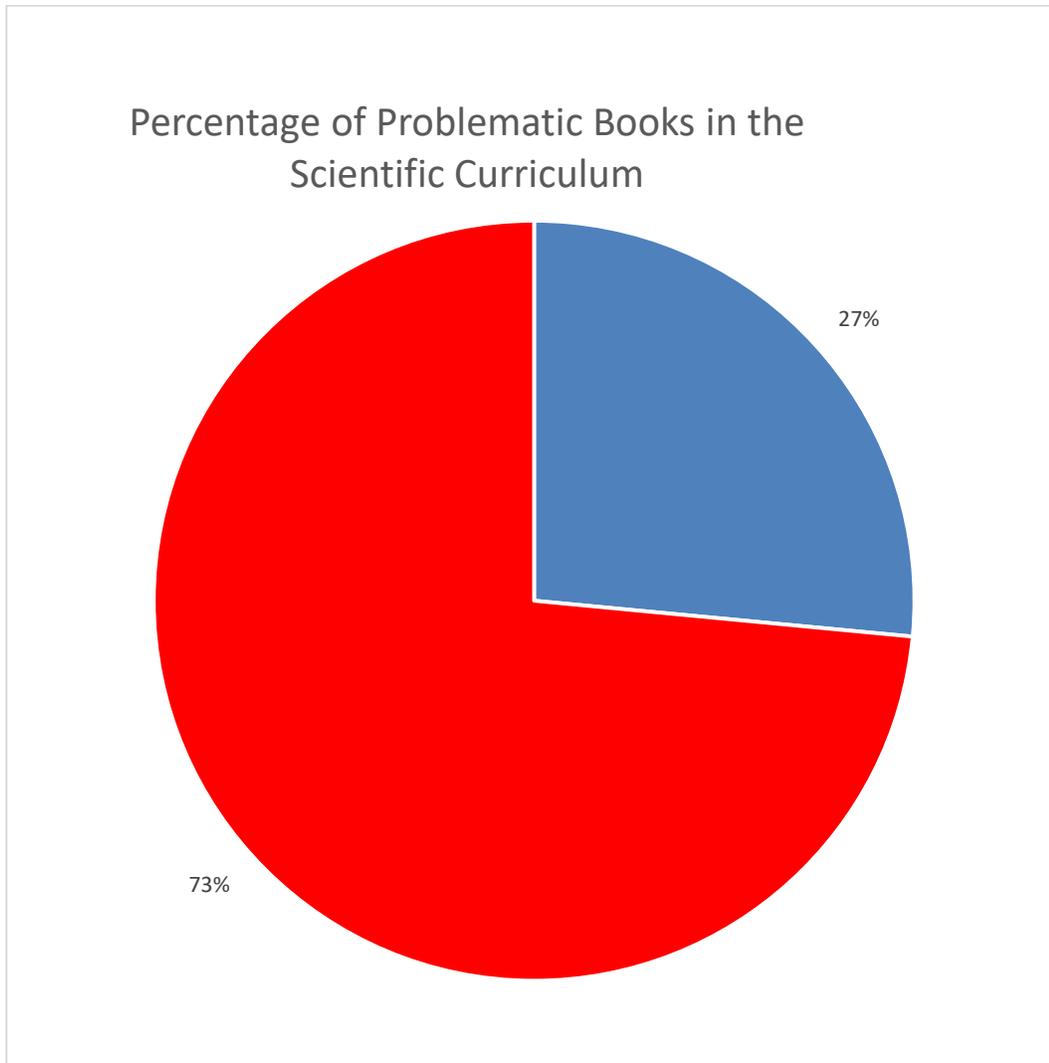


Chart 14: Problematic Content in Science Textbooks (73%)

Problematic Content Includes:

Violence or incitement to violence; hatred of the Other; and radical, inappropriate or disturbing content.