

## **The "Victims of Our Own Narratives" Study: Analysis and Response**

### **Israeli Ministry of Strategic Affairs**

#### **I. Analysis of "Victims of Our Own Narratives" study**

The "Victims of Our Own Narratives" study on Israeli and Palestinian school books correctly recognizes that education towards a culture of peace, and the cessation of incitement, are critical elements in achieving an Israeli-Palestinian peace.

**However, the report is highly-problematic and strongly-misleading for five reasons:**

- 1. The overall approach and tone of the study reflect an attempt to present an artificial and inaccurate picture of balance between the levels of incitement and peace culture development in Palestinian and Israeli textbooks.** In reality, there can be no comparison between Israeli state textbooks, which, while not perfect, educate for peace, and Palestinian textbooks which are pervaded by incitement, delegitimization of Israel, and education for the continuation of conflict. While the actual findings of the study do indeed point to the very significant differences between official Israeli and Palestinian books, and the widespread incitement in the latter, in order to create the impression of balance the study understates and obscures its findings,<sup>1</sup> presents results in a misleading manner,<sup>2</sup> provides excuses for the Palestinians, and couches its analysis in general terms which take as a given parallels and similarities between the educational systems.<sup>3</sup>
- 2. The study omits important examples of incitement and delegitimization of Israelis and Jews in official PA textbooks,** whether in an intentional attempt

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1 The first three out of four primary conclusions of the study equate the Israeli and Palestinian books and obscure the substantial differences between them. The fourth conclusion acknowledges that the negative portrayal and lack of information regarding the other, and the positive portrayal of the self-community were more emphasized in Palestinian and Israeli Ultra-Orthodox books than in Israeli state books. However, in order to maintain the motif of balance, the study immediately goes on to note that the books of the Israeli state-religious school system contained lower levels of self-criticism, similar to the levels found in Palestinian books. Interestingly this is the only finding in the study which presents information regarding the Israel state-religious school system independently of the secular system, raising the question as whether it was included for the sole purpose of 'softening' the unavoidable acknowledgment of the differences between the Israeli and Palestinian books in the conclusion.

to blur the differences between the two educational systems or due to poor research. At the same time, it categorizes as negatives examples from Israeli textbooks which do not deserve to be described as such.

3. **Its methodology is flawed in that it misses or obscures critical differences between Israeli and Palestinian texts.** For example, if one examines the examples categorized as negative descriptions of the acts of the other, one finds that while the Israeli examples primarily refer to pogroms and terrorist attacks against Israelis and Jews, such as the 1941 Farhud pogrom in Iraq and PLO terrorist attacks, many of the Palestinian examples describe Zionism and the foundation/existence of Israel as essentially illegitimate and immoral. Inculcating the message that Israel's existence is essentially illegitimate makes any kind of progress towards an end of the conflict and lasting peace impossible. Similarly, the study finds that in both Israeli and Palestinian textbooks martyrdom through self-sacrifice is the third most common value attributed to the self-community. This obscures the fact that the Palestinian

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2 For example, the Summary creates the impression of balance by stating "The Israeli and Palestinian books present a one-sided national narrative which presents the other as an enemy...Israeli books more often described Palestinians as aiming to destroy than to dominate Israel...Palestinian books more often described Israelis as seeking to dominate than to destroy Palestinians..." However, if one examines the actual findings presented in the Results section, one finds that while 6% of Israeli state school texts describing the ambitions of the others described them as aiming to destroy the self-community, and 5% as aiming to dominate it, 16% of Palestinian texts described the other as aiming to destroy the self-community (and 44% described them as aiming to dominate it.) Thus, while the "more often...more often" parallel in the Summary is correct on the most technical level, **it omits the fact that Palestinian texts were still 1.5 times more likely to describe the other as aiming to destroy the self-community, and more than 5 times more likely to ascribe extremely negative aspirations to the other.**

3 Another flaw in this context is the presentation of findings from the Israeli Ultra-Orthodox school system, independent of those from the Israeli state school system, while failing to present independent findings from the PA Islamic school system (under the auspices of the PA Ministry of Religious Affairs.) The inclusion of the religiously-conservative Ultra-Orthodox system contributes to the attempt to create a picture of balance, as the Ultra-Orthodox textbooks, while still superior to the Palestinian ones by nearly every measure, contain significantly less peace culture education than those of the Israeli state schools. However, the proper parallel to the Israeli Ultra-Orthodox books are those of the PA Islamic schools. School books from the PA Islamic schools are rife with the grossest examples of anti-Semitism and encouragement of violence.

examples glorify martyrdom while perpetuating acts against Israelis, while the Israeli examples describe historical victims of such attacks (Joseph Trumpeldor's death at the Tel Hai fortress in 1920.)

4. **The report provides a misleading picture regarding its sponsors.** The report states that the study received funding from the US State Department, creating the impression of official US support for the study. While the project did receive a State Department grant in 2008, the US government had no involvement with the methodology or findings of the study and has not lent its support to the actual report. Additionally the authors of the report attempt to provide it with an aura of respectability and authority by noting that it was commissioned by the 'Council of Religious Institutions of the Holy Land'. This too is misleading as the Jewish representative on the Council, the Israeli Chief Rabbinate, has retracted its support for the study. It should also be noted that the Palestinian representatives on the council, the PA Minister of Religious Affairs and the Chief Justice of the PA Sharia Courts, have themselves made publically-documented statements of incitement and delegitimization against Israel on a number of occasions, including denying the Jewish connection to the Western Wall. (see Appendix 1 for examples).
5. **Perhaps most importantly- The study provides a highly-flawed and distorted depiction of the PA's systematic efforts to educate and indoctrinate Palestinian children to hate, violence and non-acceptance of Israel's existence. This is a result of the fact that the study focuses only on a very specific and limited component of those efforts.** In addition to the material included in school books, official PA educational publications, matriculation exams, summer camps, children's media programs, cultural events and social media portals, all constitute key components of the PA system for inculcating messages which glorify terror, demonize Israelis and Jews, and teach that Israel's existence is illegitimate and transitory. Information regarding incitement in these other educational and youth-oriented arenas and platforms is readily available in the public domain. While the study's authors can perhaps justify these omissions by the narrow mandate given to the study, the inaccurate and misleading picture which results strongly compromises the study's utility as an investigation into the phenomenon of education for peace/conflict and its potential solutions.

Despite the report's many flaws which together produce a deceptive and misleading picture, its findings regarding the pervasiveness of incitement and education for conflict in the PA school system must give pause to those funding this system. The study finds that in Palestinian textbooks, 84% of the descriptions of the other are very negative or negative, 87% of the descriptions of the other's actions are very

negative or negative, and jihad is the number one value (together with cooperation) attributed to the self-community. Countries interested in promoting a viable Israeli-Palestinian peace should condition their support for Palestinian educational frameworks on their promotion of peace rather than conflict.

## **II. Incitement and education for conflict in PA educational frameworks and materials**

Official PA and PLO educational apparatuses, which include formal and informal educational frameworks and materials, and content in official PA media and cultural programming aimed at children, promote four main messages of incitement and education for conflict. These are:

1. The dispute with Israel is not over territory, but over the legitimacy of Israel's very existence (let alone Israel's existence as a Jewish state.)
2. The ultimate goal of Palestinian society is to eliminate the Jewish State and reclaim the historic Land of Palestine. The conflict will not end until this is achieved.
3. Jews/Zionists/Israelis possess demonic characteristics (demonization and dehumanization.)
4. All forms of struggle- including terrorism- are legitimate in pursuit of the ultimate goal. Terrorists are national heroes and role models. At times diplomatic or political struggle may be more expedient than terror.

**The Palestinian educational system, both formal and informal, contains no curriculum or materials encouraging a final and lasting peace leading to co-existence between a Palestinian state and an Israeli state with a Jewish character. As long as Palestinian children are taught that terror is legitimate and Israel's existence is not, a viable Israeli-Palestinian peace will remain beyond reach.**

## **III. Selected examples of incitement, non-acceptance of the other and education for conflict**

The following examples of incitement are not included in the study.<sup>4</sup> They are either from school textbooks which presumably were examined by the researchers, who

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4 At least in the version obtained by the Ministry of Strategic Affairs.

chose to omit the examples, from textbooks which were not examined by the researches due to their subject matter (e.g. mathematics or natural sciences<sup>5</sup>), or from other publications, outlets and platforms which make up key elements of the PA apparatus for educating and indoctrinating Palestinian youth.

It must be noted that the following examples constitute a very small sample of the hundreds of examples of official PA incitement.

**1. The dispute with Israel is not over territory, but over the legitimacy of Israel's existence, let alone Israel's existence of a Jewish state.**

- i. “The Levant countries [Al-Sham] presently consist of the states of Palestine, Jordan, Lebanon and Syria.”

[History of Ancient Civilizations textbook, Grade 5, (2012), p. 27]

- ii. In a 2012 book for 3<sup>rd</sup> graders, a text referring to the Palestinian state is accompanied by a small map of the country in its entirety—including pre-1967 Israel—shown as one political unit covered by a pattern of the Palestinian flag. The text asks "An independent Palestinian state was declared in 1988. How many years have passed since the declaration of independence?"

[Mathematics, Grade 3, Part 1 (2012), p. 80.]

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5 It is relevant to note that the PA inculcates messages of conflict and non-acceptance of the other through examples provided in textbooks on these subjects as well.

- iii. PA textbooks falsify historical documents in order to erase and deny the Jewish connection to the land. The front cover of the National Education textbook for second grade portrays a British Mandate-era stamp in which the original Hebrew writing has been erased leaving only the Arabic.

Stamp as portrayed on front page (and again on page 7) of Grade 2 National Education textbook (part 1, 2009), and actual stamp:



- iv. PA textbooks inculcate messages of non-acceptance of the other even when discussing seemingly innocuous topics. This education begins as early as first grade. In a first grade science textbook, a discussion of magnifying glasses includes the following image of a magnifying glass over a text reading "Palestine is Arabic." [Science, grade 1, Part 1, (2010), page 7]



- v. Official PA and PLO bodies publish educational magazines and bulletins whose intended audience is children and youth. These are an additional important component of the PA educational apparatus. The PA-funded and PLO-sponsored children's magazine "Zayzafuna" included the following drawing of the entire land from the Jordan to the Mediterranean covered by a Palestinian flag in its January 2012 issue:



The drawing includes the words "We are going to the UN, we are taking our fate in our hands." [Mira Sawalha, Al-J'mail Elementary School [Al-Bira], Grade 3, Zayzafuna. Jan. 2012, p. 11]

- vi. Poem in children's magazine "Al-Wa'ed" published by the Organizational and Recruitment Office of Fatah.<sup>6</sup>

*My name*<sup>7</sup>

My name is Palestinian  
From Acre, Haifa and Tiberius  
From Lod, Ramle and golden Jaffe  
From Gaza, and Arab Jerusalem  
My homeland is my glory, my strength,  
The symbol of my identity  
My name shall continue to be- Palestinian

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<sup>6</sup> Fatah is the dominant party in the PLO and the party of Mahmud Abbas and the senior PA leadership

<sup>7</sup> By Asma Khalid, 12-years old from Yatta in the Hebron hills area. December 2012, issue no. 16, p. 10.



**2. The ultimate goal of Palestinian society is to eliminate the Jewish State and reclaim the historic Land of Palestine. The conflict will not end until this is achieved.**

- vii. PA-funded and PLO sponsored "Zayzafuna"- Story for children written **by PA teacher**: We will return to the cities and villages which the Zionist occupier stole by force in 1948.

Story in Jan. 2013 issue of "Zayzafuna" by Isra Kalash, teacher and managing editor of the magazine, entitled "The State of Palestine". The story is a young girl's first person account of the eve of the UNGA vote on upgrading the Palestinians' status, including the reactions of her family members with whom she watched the event on TV. The following are the last two paragraphs of the story:

"My mother said: What occurred today is an important accomplishment for us. It gives us the ability to demand our rights as a state like all the other states. One of the most prominent of these rights is the removal of the Israeli settlements. I was happy to hear this. My father added "But this does not mean that we have neglected our land, historic Palestine which the Zionist

occupier stole by force in 1948. This is only the beginning of the path, and we will return to our cities and villages one day." My father's words made me joyful, calmed me, and filled my heart with gladness. I went to my room and wrote some of the comments in order to turn them into a topic for discussion between me and my friends at school: The declaration of our State, the non-neglect of our rights and dreams."

[Zayzafuna, Jan. 2013, issue 55, p. 20.]



- viii. **PA Education Ministry** magazine "Mesira", story for children written **by PA teacher**: We will return to our land (Haifa) when we will be ready and equipped like the Israelis

Story by Hiam Rashid Qaderi, a teacher at the Al-Khas wal-Nu'man school in Bethlehem:

"After the 2<sup>nd</sup> grade teacher read the Arabic Language lesson entitled "a journey to Haifa", Ahmed was amazed and asked: "Teacher, why does the school not take us on a trip to visit Haifa? We always go to Jericho, Ramallah or Tulkarem. From the moment that you begin to read us the story I am thinking about beautiful Haifa."

## رحلة إلى حيفا

المعلمة: هيام رشيد قادري

مدرسة الخاص والتعمان - تربية بيت لحم

- وقف أحمد مستغرباً بعد أن قرأت معلمة الصف الثاني درس اللغة العربية "رحلة إلى حيفا"، وسأل:
- معلمتي؟
- نعم يا أحمد.
- لماذا لا تأخذنا المدرسة لزيارة مدينة حيفا، نحن نذهب دائماً إلى أريحا أو رام الله أو طولكرم، منذ بدأت تشرح لنا الدرس وأنا أتأمل جمال مدينة حيفا.
- لمى: أتمنى أن أرى البحر والسفن.
- أحلام: يا الله ما أجمل الشاطئ وأصداق البحر! أتمنى أن تكون عندي مجموعة أصداق.
- أحمد: هل تعلمين متى نسترد بلادنا منهم؟
- ابتسمت المعلمة وقالت: متى يا أحمد؟
- أحمد: عندما نكون مجهزين ومدرسين مثلهم.
- لمى: عندما نكون صبورين.
- أحلام: عندما يوحدنا الله "نسللك طريق حب الأرض".
- أحمد: ما هو الاحتلال؟
- المعلمة: إنه مجموعة من الناس قاموا بمهاجمة بلادنا، وتخويف الناس وقتل بعضهم، وطردتهم من بلداتهم.
- أحمد: ولماذا لم يدافع الناس عن أنفسهم؟
- المعلمة: لقد حاولوا بقوة، لكن "الإسرائيليين" كانوا مجهزين ومدرسين أكثر. ويوماً ما سنعود إلى بلادنا حتماً يا أطفال.
- أحمد: هل تعلمين متى نسترد بلادنا منهم؟
- ابتسمت المعلمة وقالت: متى يا أحمد؟
- أحمد: عندما نكون مجهزين ومدرسين مثلهم.
- لمى: عندما نكون صبورين.
- أحلام: عندما يوحدنا الله "نسللك طريق حب الأرض".
- جلست المعلمة بصمت بضع دقائق وقالت: "إنه الاحتلال".

The teacher sat in silence for a few minutes and then said "It is the Occupation."

Ahmed: "What is the Occupation?"

Teacher: "It is a group of people that attacked our land, scared the people, killed some of them and exiled them from the place where they lived."

Ahmed: "Why didn't the people defend themselves?"

Teacher: "They tried to with force, but the 'Israelis' were better equipped and better trained. **One day we shall certainly return to our land, my students.**"

Ahmed: "Do you know when we will return our land to ourselves—"The teacher smiled and asked: "When, Ahmed?"

Ahmed: "When we will be equipped and ready like they are.""

[Mesira, June 2012, issue 79, p. 18]

### 3. Jews/Zionists/Israelis posses demonic characteristics (demonization and dehumanization.)

- ix. "By your life! How is it that **snakes** invade us and we still observe a protection covenant [dhimma] which respects commitments?" [Arabic Language, Grade 12, (2010), p. 61]

- x. **"Your enemies killed your children, split open your women's bellies, held your revered elderly men by the beard, and led them to the death pits."** [Reading and Texts, Grade 8, (2010), p. 16]
- xi. The questions on official PA matriculation exams are another means for propagating the PA's educational messages.

Headline in Palestinian daily newspaper "Al-Ayyam": "Sample questions and answers in preliminary [PA] matriculation exam"

"Al-Ayyam presents to its high-school readers sample questions and answers selected from the curriculum... under the supervision of a group of specialized teachers, with the aim of helping students to pass the examinations successfully

Arabic Language – part II: Punctuate the underlined phrase- **"Do not view the occupier as human"**

[Al-Ayyam, May 3, 2011. The same sentence appears in the textbook Arabic Language – Linguistic Sciences, Grade 12 (2006) p. 51]

- xii. PA Ministry of Religious Affairs school textbook:

"The preceding [Qur'anic] verses shed light on some of the qualities of the People of the Book and their disobedience, sinning, legalizing forbidden money and their scholars' neglect of the duty of ordering good and forbidding evil... **For this reason, the Jews have been known among the people as being greedy, avaricious, coward, weak, envious and humiliated.**"

**"Misery and avarice are among the Jews' prominent traits, alongside cowardliness and desire for this world's life....**Stirring up dissension and creating corruption in the land are among the Jews' traits." [Holy Qur'an and Its Studies, Grade 11 (1996) pp. 116-117]

The noble [Qur'anic] verses guide to the following:

"...Befriending the unbelievers is prohibited.

**Whoever befriends Jews or Christians becomes one of them.**

He goes out of the fold of Islam and renounces it." [Holy Qur'an and Its Studies, Grade 11 (1996) p. 107]

- xiii. A key component of the PA's system for educating and indoctrinating Palestinian children is television programs aimed at children on official PA TV. Through full-length programs and shorter video clips, the PA instills in children hatred for Israelis/Jews, the belief that Israel's existence is illegitimate, and the ideals of violent struggle and martyrdom.

**Girl on PA TV: They [Christians and Jews] are inferior and smaller, more cowardly and despised**

PA TV host: "You are going to recite a poem, which also teaches us responsibility and belonging."

Girl: "...Where is your sword, Khaled (Arab warrior)?

Where is your courage, Saladin (Muslim conqueror)?...

Where is my weapon? I found it - a stone. I took it and threw it at the enemies of destiny...

They challenge us with the White House, and we challenge them with the [Islamic] awakening and the Kaaba [in Mecca]. They aren't stronger than Khosrau and Caesar (rulers of Persian and Byzantine Empires).



They [Christians and Jews] are inferior and smaller, more cowardly and despised. They are remnants of the crusaders and Khaibar (i.e., Jewish village destroyed by Muslims in 629)..."

[PA TV, May 11 and June 2, 2012] <sup>8</sup>

- xiv. **Zayzafuna presents Hitler as a role model**

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<sup>8</sup> Clip can be viewed at [http://www.youtube.com/watch?feature=player\\_embedded&v=gq2P4e1acXM](http://www.youtube.com/watch?feature=player_embedded&v=gq2P4e1acXM)

In its Feb. 2011 issue, the children's magazine Zayzafuna published an essay by a girl who describes a dream in which she meets four prominent figures who are presented as role models. They are the 9th-century mathematician Al-Khwarizmi; the Egyptian author Naguib Mahfouz; the 12<sup>th</sup>-century conqueror Saladin, and Adolf Hitler.

Excerpt: "... and suddenly I saw four white doors in front of me...

I opened the first door...I asked him, 'Who are you?'

He said, 'I am Al-Khwarizmi.' I said: 'You're the one who invented mathematics and arithmetic?'

I turned to the next door; **there Hitler awaited me. I said, 'You're the one who killed the Jews?'**

**He said: 'Yes. I killed them so you would all know that they are a nation which spreads destruction all over the world.** And what I ask of you is to be resilient and patient, concerning the suffering that Palestine is experiencing at their hands.' I said: 'Thanks for the advice.'"

- xv. Facebook page of the PA 'Ekataba' high school for girls in Tulkarem:



'Hitler': "I could have killed all the Jews in the world, but I left a few so that the world would know why I killed them" (uploaded May 22, 2012)<sup>9</sup>

- xvi. The education to view Israelis as cruel and violent (as well as stereotypically religious) begins as early as first grade. A 2012 language textbook for Grade 1

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9 <http://www.facebook.com/ektabaschool>. Last accessed 31.1.13

describes a "beautiful play" performed by pupils in which an Israeli soldier with a religious head covering aims a rifle at an elderly Palestinian man and woman.  
with



Accompanying text: "The school arranged an open day...Some of the pupils performed a beautiful play" [Our Beautiful Language, Grade 1, Part 2 (2012), p. 132]

- xvii. School principal in PA Secondary School removed from his position by PA Ministry of Education for allowing his pupils to mingle with Israeli youngsters

The 33-year-old Mohammad Abu Samra, principal of Al-Salam Secondary School in the city of Qalqiliya, paid a heavy price for allowing his pupils to mix with Israelis on the Jaffa beach.



"I was thereafter given two choices: either be downgraded to the position of a teacher with a final warning or voluntarily seek transfer to a far-away school," he said.

A senior official from the Ministry of Education said that Abu Samra had committed several administrative mistakes during the outing, although the picnic was licensed by the ministry, mixing with Israelis on the beach should not have been allowed.

[source: [GULFNEWS](http://gulfnews.com/news/region/palestinian-territories/palestinian-school-principal-punished-after-scandalous-dance-with-israelis-1.1028903), June 1, 2012<sup>10</sup>]

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10 <http://gulfnews.com/news/region/palestinian-territories/palestinian-school-principal-punished-after-scandalous-dance-with-israelis-1.1028903>. Last accessed 31.1.13.

**4. All forms of struggle- including terrorism- are legitimate in pursuit of the ultimate goal. Terrorists are national heroes and role models. At times diplomatic or political struggle may be more expedient than terror.**

- xviii. Violence and martyrdom in poem from PA Education Ministry textbook: “The Martyr” by Abdel Rahim Mahmoud [Excerpts]

"The sound of the clashing [swords] is pleasant to my ear

And the flow of blood makes my soul happy

And a corpse thrown to the earth, over which the predators of the desert fight

**By your life! This is the death of men,**

**And those who would seek the death of the noble- here it is”**

[Our Beautiful Language, Grade 7, Part 1 (2010), p. 75]

- xix. **PA Education Ministry textbook: Fight the Jews and kill them**

“The fight against the Jews and the victory over them: The Messenger of Allah has already announced the end of the Jews’ oppression of this land and the removal of their corruption and conquest of it.

“... [God’s Messenger said] The Hour of Resurrection will not come until the Muslims fight the Jews. The Muslims will kill them, and when a Jew would hide behind a rock or a tree the rock or the tree would say: ‘O Muslim, O worshipper of God! There is a Jew behind me; come and kill him’, except the salt bush (Gharqad), which is the Jews’ tree.””

[PA Education Ministry, Islamic Studies, “Foundations of Belief” textbook, Grade 11, 2011, p. 94.]

It should be noted that the official Mufti of the PA quoted this Islamic tradition at a public ceremony celebrating the founding of Fatah. At the end he declared that this was the reason that many settlements have been surrounded by salt bushes. [PA TV, Jan. 9, 2012]<sup>11</sup>

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11 The Mufti's speech can be viewed at [http://www.youtube.com/watch?feature=player\\_embedded&v=kDoV8ZL9Xkc](http://www.youtube.com/watch?feature=player_embedded&v=kDoV8ZL9Xkc)

- xx. Activity at PA 'Tamun' Girls High School in Qalqilya in honor of International Woman's Day (March 8, 2012): **The teacher offers chocolates to the first pupils who are able to identify the suicide bomber in the picture posted to the Facebook page of the school.** (The suicide bomber is Ayat Al-Akhras, who bombed a Jerusalem supermarket on March 29, 2002, killing two- including 17-year old high school student Rachel Levy- and injuring twenty-eight.)<sup>12</sup>



- xxi. **Essay by fifth grade girl in Zayzafuna: "If one day you feel like you are a walking bomb...then you are Palestinian"**

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The following image illustrating this saying was uploaded to the Facebook page of the PA 'Ekataba' High School for Girls in Tulkarem on Jan. 22, 2012  
(<http://www.facebook.com/ektabaschool>, last accessed 31.1.13)

12 Facebook page- <http://www.facebook.com/pages/%D8%B5%D9%81%D8%AD%D8%A9-%D8%B7%D9%85%D9%88%D9%86-%D8%A7%D9%84%D8%AB%D8%A7%D9%86%D9%88%D9%8A%D8%A9-%D9%84%D9%84%D8%A8%D9%86%D8%A7%D8%AA/139469172823065>

Last accessed 31.1.13

Asil Khaled, a schoolgirl from Al-Bireh elementary school, fifth grade (10-11 years old), writes [Zayzafuna, January 2012, issue 43, p.12]:

“How do you know that you are Palestinian?...

**If your anthem is one of martyrdom** and death is birth for you, then you are Palestinian!

**If you love death and you recite the Shahada** (Muslim declaration of belief) as loud as you can, then you are Palestinian!

**If one day you feel like you are a walking bomb** and your spirit is eager to become a Shahid for your homeland, then you are Palestinian!...

**If you died as a martyr between rounds of firing machine guns**, between the shoulders of your friends and their tears blended with joy and ache of separation, then you are Palestinian!”

#### **Appendix 1: Statements by Palestinian members of the Council of Religious Institutions of the Holy Land**

**PA Minister of Religious Affairs (since June 200) Mahmoud Al-Habash- Denial of Jewish connection to the Western Wall:** "The latest declarations of [Prime Minister] Netanyahu regarding the occupations ownership of the Al-Buraq Wall (Islamic name for Western Wall) are nothing but 'fairy tales' and an attempt to maliciously manipulate both history and geography, they [Netanyahu's declarations] have no value from either a religious, historical or legal perspective.

[From Min. of Religious Affairs website, Dec. 17, 2012] <sup>13</sup>

**Former Supreme Judge of the Sharia Courts and Chairman of the Supreme Council of Islamic Law, Sheikh Tayser al-Tamimi (June 2003-December 2011):** Excavations under the Al-Aqsa Mosque are intended to cause its collapse

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<sup>13</sup> <http://www.pal-wakf.ps/ar/?p=2138> . Last accessed 31.1.13



In his Friday sermon at Hebron's Salehin Mosque, Sheikh Tayser al-Tamimi, former head of the PA Sharia Courts attacked Russian President Putin's statement that Jewish history is engraved in the stones of Jerusalem:

"This constitutes an unjust attempt to draw closer to the Zionist entity which steals the land of Palestine...All of Jerusalem and its environs are Islamic...it is not possible to forge its history even if all its stones would be stolen to build the fictitious Holy Temple. Al-Buraq Wall [i.e. the Western Wall] is a holy trust for Muslims only in accordance with the decision of UNESCO and the British Shaw Commission...

Tamimi condemned the continuation of intensive excavations under the foundations of the Al-Aqsa Mosque...which are intended to cause it to collapse in order to prepare the ground for building the fictitious temple..." [Sermon from June 29, 2012 and uploaded to Tamimi's website]<sup>14</sup>

### **Supreme Judge of the Sharia Courts and Chairman of the Supreme Council of Islamic Law, Sheikh Yusuf Ida'is (appointed Jan. 2012)- Israel plotting to destroy Al-Aqsa Mosque and build alleged temple in its stead:**

Press release published by Ida'is on the 43rd anniversary of the arson at the Al-Aqsa Mosque: "...[T]his painful anniversary comes in the shadow of an unprecedented attack by the Israeli occupation authorities, aimed at creating biblical parks in the plazas of the Al-Aqsa Mosque, in preparation for its division that in turn will be followed by its [the mosque's] destruction and the building of the alleged Temple in its stead." [Official PA daily newspaper Al-Hayat Al-Jadida, Aug. 23, 2012]

<sup>14</sup> Available at [http://www.tayseer-altamimi.com/index.php?option=com\\_content&view=article&id=368:2012-06-29-15-46-14&catid=2:2011-01-16-18-26-11&Itemid=4](http://www.tayseer-altamimi.com/index.php?option=com_content&view=article&id=368:2012-06-29-15-46-14&catid=2:2011-01-16-18-26-11&Itemid=4)

## **Appendix 2: PLO Palestine National Charter on education**<sup>15</sup>

Article 7:

There is a Palestinian community and that it has material, spiritual, and historical connection with Palestine are indisputable facts. It is a national duty to bring up individual Palestinians in an Arab revolutionary manner. **All means of information and education must be adopted** in order to acquaint the Palestinian with his country in the most profound manner, both spiritual and material, that is possible. **He must be prepared for the armed struggle** and ready to sacrifice his wealth and his life **in order to win back his homeland and bring about its liberation.**

المادة 7:

الانتماء الفلسطيني والارتباط المادي والروحي والتاريخي بفلسطين حقائق ثابتة، وإن تنشئة الفرد الفلسطيني تنشئة عربية ثورية واتخاذ كافة وسائل التوعية والتثقيف لتعريف الفلسطيني بوطنه تعريفاً روحياً ومادياً عميقاً وتأهيله للنضال والكفاح المسلح والتضحية بماله وحياته لاسترداد وطنه حتى التحرير، واجب قومي.

## **Appendix 3: Additional example of effects of PA education and indoctrination on Palestinian children**

Two young girls sing on PA TV "I want to carry a machine gun and a rifle...And we will strike Israel and return you, land of my ancestors" [PA TV, May 28, 2010<sup>16</sup>]

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15 In spite of the Palestinian claim that the articles contradicting the Oslo agreements were removed from the Palestinian National Charter in 1998, the original 1968 charter still appears in full on many PLO websites with no mention of any subsequent modifications:

PLO – Refugee Affairs Department - <http://plord.ps/ar/index.php?act=Show&id=500>;

PLO Executive Committee–The National Office for Defense of the Land and for Resistance to the Settlements- <http://www.nbprs.ps/page.php?do=show&action=plo4>

16 Available at [http://www.youtube.com/watch?feature=player\\_embedded&v=mo3EGPhV4h4](http://www.youtube.com/watch?feature=player_embedded&v=mo3EGPhV4h4)

