

Submission sheet

Individuals, groups and organizations wishing to submit information and documentation to the United Nations Independent International Commission of Inquiry on the occupied Palestinian Territory, including East Jerusalem, and Israel (hereafter the “COI”) are kindly asked to fill in this sheet with any information they are able to provide, and attach it to their submissions.

It is not a requirement to provide all requested information if not available, though particular attention should be given to filling in the section on consent.

Unless indicated otherwise in the form, the COI will consider all materials received to be usable in its reports, but without attribution as to the source

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| Name of submitting individual/entity | Shmuel Baron |
| Contact of submitting individual/entity | Email(s): baronshmuel65@gmail.com Telephone/WhatsApp/Signal/Other: Web Address: Agree to be contacted by the COI: Yes <input type="checkbox"/> No <input type="checkbox"/> Yes |
| Relationship of submitting entity/individual to the alleged victim/s | |
| Human rights violation/s or abuses alleged to have occurred | |
| Violations of the laws and customs of war (international humanitarian law) | Incitement to violence and antisemitism in Palestinian schoolbooks is a main root cause of violence coming from the Palestinian side. The latest IMPACT-se analysis of the new Palestinian curriculum found it has moved further from meeting UNESCO standards and the newly published textbooks were found to be more radical than those previously published. There is a systematic insertion of violence, martyrdom and jihad across all grades and subjects. Extreme nationalism and Islamist ideologies are widespread throughout the curriculum, including science and math textbooks. The possibility of peace with Israel is rejected. Any historical Jewish presence in the modern-day territories of Israel and the Palestinian Authority is entirely omitted from the textbooks. |

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| Date/s of incident/time period | |
| Place of incident | Village/township/city: Province: |
| Name/s of alleged victim/s gender, age | Name: Gender: Age: Father's name: Nationality: Profession: Phone number/email: Address: |
| Identification of those allegedly responsible | Name of alleged perpetrator if known: PA President Mahmoud Abbas Palestinian Prime Minister Mohammad Shtayyeh Palestinian Education Minister of Education Marwan Awartani State or non-state entity with which perpetrator is affiliated, if any: Any identifying marks of the perpetrator which indicate their affiliation, such as the colour or pattern of their uniform and uniform's insignia: |
| Description of the incident(s)/allegations (2000-word limit) | Detailed description of: <ul style="list-style-type: none"> - the incident(s) or alleged violation(s), including dates, specific locations (e.g. street, building) and number and types and name(s) of victim(s) - the context in which they took place - alleged perpetrators - alleged motive <p>Please also include information on the impact of these violations, as well as age and gender-sensitive considerations (e.g. how these violations affected women and men, girls and boys differently).</p> <p>The latest IMPACT-se analysis of the new Palestinian curriculum found it has moved further from meeting UNESCO standards and the newly published textbooks were found to be more radical than those previously published. There is a systematic insertion of violence, martyrdom and jihad across all grades and subjects. Extreme nationalism and Islamist ideologies are widespread throughout the curriculum, including science and math textbooks. The possibility of peace with Israel is rejected. Any historical Jewish presence in the modern-day territories of Israel and the Palestinian Authority is entirely omitted from the textbooks.</p> <p>The 2020–21 Palestinian School Curriculum Grades 1–12 includes the following examples of indoctrination to hatred, terrorism and violence:</p> <p>Antisemitism</p> |

- An eleventh-grade Palestinian history textbook implies that Jews control the world, using classic antisemitic imagery of an arm with a Star of David holding a globe (example 4)
- Students are taught an antisemitic canard that Jews control money, the media, and politics, and use them for their own benefit (example 6).
- Jews are characterized as sinful liars and fraudsters as they turned their backs on the Prophet in early Islam (example 51)
- Jews are understood to be the “enemies of Islam in all times and places” following a passage teaching about the Jews’ attempt to kill the Prophet Muhammad (example 13)
- An Islamic education chapter clearly teaches that Jews are corrupt and are doomed to destruction as their “corruption of the land was and will be the cause of their annihilation” (example 46)
- Khalil al-Sakakini, well known as an antisemite and Nazi supporter who applauded terror attacks against Jewish civilians, is described as a Palestinian hero and role model whose footsteps should be followed. Sakakini stated that Jews control the media and that Hitler opened the world’s eyes to the myth of Jewish power (example 16).
- “The Zionist Occupation” is accused of desecrating the tombs of Muslim leaders and “shoveling them away and removing them from Muslims’ cemeteries” (example 14).

Encouragement of Martyrdom and Jihad

- A reading exercise about the letter “h”[hā’, هـ] for first-graders includes the word shahid [martyr], placed in a list of other words that include hujum [attack] and harab [run away] (example 1).
- In fifth grade, 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” (example 17).
- Jihad “for the liberation of Palestine” is presented as a “private obligation for every Muslim” (example 11).
Students learn that giving their lives is a religious duty that carries great rewards and much honor. It amounts to the central meaning of life, the highest point toward which one can aspire (example 20).
- Children are encouraged to initiate jihad to protect the homeland and repel the enemies as they are “the safety valve of society” (example 29).
- Martyrdom, specifically dying in the battlefield as an act of jihad, is described as resulting in “rewards.” Students are encouraged to discuss the “goals of jihad in Islam,” but more specifically mention sites of jihad wars in Palestine while learning to define the concepts of jihad, jihad fighter (mujahid), martyr (shahid). No other interpretation of the meaning of jihad is offered (example 34).
- Death is described as unavoidable and predestined. This theological claim is connected directly with a call to engage in jihad, leaving no room for different interpretations (example 61).
- The word jihad is inserted into general Arabic grammar exercises that teach it is “one of the gates to paradise” (example 92).

• Jihad is considered “the crest of Islam” and “one of the gates to achieving martyrdom.” It is described as an individual duty in the event that an Islamic land is occupied, invoking the modern day context of the Palestinian-Israeli conflict (example 56).

• Students are taught that those who die as martyrs (shuhada') while killing infidels (Christians, Jews, polytheists) will go to paradise where Allah they will receive a special status from Allah. Rewards for faithful Muslims emphasize sexual incentives such as beautiful women (example 18, 64).

• Girls are encouraged to kill and be killed in a chapter that discusses the role of women in combat who, at the time of the inception of Islam, killed Jews as an “example of brave Muslim women in defense of the Muslims.” An image of a women warrior is introduced in the chapter along with a “topic for discussion” on the topic of the role of the Palestinian woman “facing the Zionist Occupation,” making a connection between women of early Islam fighting the Jews and the current conflict with Israel (example 21).

Glorification and Justification of Terrorism

• The 1972 Munich Massacre is openly endorsed. The kidnapping and murder of eleven Israeli Olympic team members in Fatah’s Black September is justified as an example of Palestinian warfare against “Zionist interests abroad” (example 7).

• Arabic language is taught through a violent and gruesome story promoting suicide bombings in which Palestinians “cut the necks of enemy soldiers” and “wore explosive belts.” Israeli forces are described as “leaving behind some of the bodies and body parts, to become food for wild animals on land and birds of prey in the sky.” An accompanying illustration depicts Israeli soldiers in a tank, shot dead by a Palestinian gunman (example 9).

• Terrorists, such as Dalal Mughrabi, who participated in the 1978 Coastal Road Massacre which killed thirty-eight Israelis including thirteen children on a civilian bus, are glorified as the “crown of the nation” (examples 5, 42, 78).

• Armed resistance is described as a “natural” right and “legitimate.” Images depicting violent confrontations with slingshots and rifles are described as non-violent, such as the 1929 Palestine riots which included the Hebron Massacre where sixty-nine Jewish civilians were murdered by Arabs (example 8).

• Terrorists and other Palestinians martyrs killed in the conflict are described in a poem as “embracing [their] happy future” as “they join to the heavens.” Graphic wording in the poem describes these martyrs as climbing up a “ladder of their gushing blood” and, while dying, “standing, blazing on the road, shining like stars.” Accompanying exercises ask students: “How do the martyrs face death?”; and to explain an artistic depiction of how the martyrs “stood up in the face of death;” and how “death charged and drove its scythe through them” (example 35).

• Martyrdom is encouraged and described positively as the “fuel that fed the Intifada and gave it the power to go on.” The text describes the

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| | vast number of casualties as the key to success for national liberation movements (example 57). |
| Description of the State's response, (500-word limit) | <p>Indicate whether the incident was reported to the authorities: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, which authorities:</p> <p>Information on any investigations, judicial processes, decision/judgements and sentences, including reparations, in response to the incident:</p> |
| Methodology employed in the collection of information | Please provide a description of the methodology employed in the collection of the information shared- primary, secondary sources, means of verification, etc., along with how informed consent was gained from the information provider. If needed, attach a copy of the relevant standard operating procedures followed. |
| Consent | <p>Please indicate whether you, the person submitting the information, agree to the following use of the information by the COI with or without personally identifiable data:</p> <p><u>INFORMED CONSENT TO USE THE INFORMATION:</u></p> <p>1. Use internally and publicly (e.g. public report, press release), with <input type="checkbox"/> without <input type="checkbox"/> personally identifiable data. Agree</p> <p>2. Use internally only (within the COI), with <input type="checkbox"/> without <input type="checkbox"/> personally identifiable data. Agree</p> <p><u>INFORMED CONSENT TO SHARE THE INFORMATION:</u></p> <p>1. Raise the case with national authorities, courts or accountability mechanisms that respect international standards (including due process) with <input type="checkbox"/> without <input type="checkbox"/> personally identifiable data. Agree</p> <p>2. Share info with national human rights institutions, with <input type="checkbox"/> without <input type="checkbox"/> personally identifiable data. Agree</p> <p>3. Refer to national or international organizations (including UN human rights mechanisms and other UN entities) providing victim assistance (e.g. ICRC, medical, legal), with <input type="checkbox"/> without <input type="checkbox"/> personally identifiable data. Agree</p> <p>5. Share info with international and regional courts – including the International Criminal Court (ICC) -, or accountability mechanisms of other States that respect international standards (including due process) with <input type="checkbox"/> without <input type="checkbox"/> personally identifiable data. Agree</p> |

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| | <p><u>Additional Details on Consent:</u></p> <p>Please indicate if consent to provide this information to the CoI has been received from the alleged victims (any consent given must be provided by the victim or by relatives or legal representatives on their behalf, or by a parent/legal guardian in case of a child) Yes <input type="checkbox"/> No <input type="checkbox"/>; consent provided by: _____</p> <p>If necessary, please explain:</p> |
| <p>Description of any broader issues not related to specific violations (2000-word limit)</p> | <p>Description should be succinct, highlighting issues of relevance to the mandate of the COI, and include concrete examples whenever possible.</p> <p>Please also include information on the impact of these violations, as well as age and gender-sensitive considerations (e.g. how these violations affected women and men, girls and boys differently) as relevant.</p> |
| <p>Any other human rights NGOs to whom you reported the incident</p> | <p>If appropriate, please provide name and contact information of any other person or organization to whom the incident was reported.</p> |
| <p>Additional materials (documents, images, videos, etc) relevant to the incident(s)/allegation(s)</p> | <p>Please indicate, if you are aware of, or in possession of, any additional materials from other sources (including the media and NGOs) in which the above incident(s)/allegations are cited, that are deemed relevant/useful. The COI may follow-up at a later date in order to receive the material(s) indicated.</p> <p>Date of publication: Published: May 2021</p> <p>Title: The 2020–21 Palestinian School Curriculum Grades 1–12</p> <p>Source (author/organisation): IMPACT-se</p> <p>Web link; https://www.impact-se.org/wp-content/uploads/PA-Reports_-Updated-Selected-Examples_May-2021.pdf</p> <p>Type of material: 1 Document <input type="checkbox"/> (total doc); Image <input type="checkbox"/> (total images); Video <input type="checkbox"/> (total videos); Other (please specify)</p> |
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