

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

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	Indoctrination to violent struggle in the Palestinian Authority (PA) curriculum is a major root-cause of the conflict, including the eruption of violence in 2021. This is an analysis of the Palestinian Authority (PA) curriculum to the Jewish-Israeli "other" within the ongoing conflict and to the possibility of solving that conflict peacefully. The present study touches this subject from a different perspective – that of the Palestinian teachers. It is based on 89 teachers' guides published in 2016-2018. While students' textbooks reveal the components of a certain world-view and the values a society would wish to instill in the minds of its younger generations, teachers' guides usually give us a hint as to how that is practically done. Indeed, the current study has made it possible to trace the lines of what we would call "the indoctrination process" as it has been designed by the Palestinian Authority and followed in all school, including those of UNRWA, which uses in the West Bank and Gaza the educational material provided by the PA. The initial outline of that indoctrination was already established in the framework of the former studies, as the schoolbooks' attitude to the rival "other" and to peace proved to be based on three fundamentals, namely, delegitimization, demonization, and war indoctrination instead of peace education. Thus, the present study was organized according to this outline and it follows the same method of presentation used in the three former ones, that is, giving the source material as is, with minimum analysis, so that it would speak for itself.
Human rights violation/s or abuses alleged to have occurred	The overall picture provided by the material given in the attached report is pretty dark. While physical education teachers' guides have proven to be purely professional with no trace of political indoctrination, and most guides of science-related school subjects

contain relatively little such material, other subjects, such as national and Islamic education, featured references to various aspects of the conflict which can be interpreted as problematic. However, language teachers' guides in particular were found imbued with such repeating references, which makes them the main anti-peace indoctrination tool. This indoctrination is based on the said three fundamentals:

1. Delegitimization of Israel's existence and of the Jews' very presence in the country. Palestine replaces Israel as the sovereign state in the region, Israel's pre-1967 territory is presented as a Palestinian occupied one, and the name "Israel" itself is often replaced by the term "the Occupation". Israel's Jewish citizens are considered colonialist settlers and their cities – including Tel Aviv – do not appear on the map, or are given Arabic names. Their history in the country is denied, as well as their holy places there, and their traditional aspirations regarding their ancient homeland are dubbed "greedy ambitions [atma]'".
2. Demonization of both Israel and the Jews. Both are depicted as aggressive, barbarous, full of hate and bent on extermination, thus forming an existential threat to the Palestinians. Derogatory terms, such as "Zionist gangs" and hateful language are used in their description and cases of de-humanization have also been found. Israel is described as the source of all evil and as solely responsible for the conflict while the Palestinians are presented as its ultimate victims. The Jews are also demonized outside the context of the conflict – as a corrupt nation from its very beginning and as enemies of Islam since its early days.
3. Call for a violent liberation struggle instead of advocacy for a peaceful resolution of the conflict. Peace and coexistence with Israel are not an option. The violent struggle is not restricted to the West Bank and Gaza, but rather encompasses the whole of Israel. It is given a religious color by stressing the need to liberate Al-Aqsa Mosque, the very existence of which is said to be in danger. Islamic traditional ideals of Jihad and martyrdom are exalted and given a special role in the liberation struggle. In fact, there is one language exercise that specifically encourages martyrdom. Terrorist activity is part and parcel of this struggle and a well-known female terrorist is elevated to a position of national heroine equivalent to Yasser Arafat and Aishah, the revered wife of Prophet Muhammad. The alleged Right of Return of the 1948 refugees' descendants is made as well part and parcel of the violent struggle of liberation, as they are supposed to return to their former residential places in liberated Palestine, not to the State of Israel. Extermination of the surviving Jews in the aftermath of the liberation war is insinuated.

The teachers' guides that follow these fundamentals use various mechanisms to inculcate them into the minds of young Palestinians. Points are made and repeated over and over again in various forms – statements, questions and assignments. A subject is fractured into numerous minute details to cover it amply. The teachers' guides also encourage non-textual activities, such as dramatic and journalistic work. Derogatory terms and hateful language are used in the description of the JewishIsraeli "other" to a point very close to incitement-to-kill. A special effort is made to bring the conflict closer to the students, by the presentation of stories in which children are involved, such as confrontations with Israeli soldiers, or the arrest of children's family members. Teachers are instructed to encourage their students to express their feelings vis-à-vis demonizing cases appearing in stories that are taught in class. The teachers' guides focus in each case on the students' expected achievements and, in certain cases, refer to a specific approach the teacher should take regarding students of various levels of understanding. Unlike the students' schoolbooks, the teachers' guides do not always stick to the dictated terminology: "Israel" and "Israeli" as well as "Jews" and "Jewish" often replace "Zionist", etc. One important aspect of the teachers' guides' role is their guardianship of the Palestinian fixed narrative of the Nakbah which is portrayed as a historical turning point that has made every Palestinian a permanent victim until this situation is rectified. The teachers' guides reject the rights of the other party to the conflict, foster the Palestinian national memory of the old homeland and stress the Right of Return. 72 The teachers' guides give us an opportunity not only to become familiar with the components of the PA indoctrination in school, as reflected in the schoolbooks, but rather to understand how it is done. Directives are given to the teachers about the ways certain topics should be presented to students of various ages and what questions they should ask them. Non-textual activity are tuned to achieve the desired results. The teachers' guides include the emphases the teacher should give to aspects of the studied material, the "right" answers to the questions appearing in the schoolbooks, and so on. From the teachers' guides we understand how the students are manipulated to walk along a premeditated course of getting the one-sided information, internalizing it, creating the appropriate feelings around it and thus becoming a blind tool in the hands of the system. No self-criticism, no attempt to trace some other sources of information that would raise questions, lead to deeper understanding and – in fact – build a healthy thinking person that would contribute to the wellbeing of his or her own society. A whole generation is thus being lost. The narrative is that of an eternal victim. No attempt is made to create a useful future for young Palestinians. Everything is tied to a fixed idea that the "other" is the source of their misfortune and, thus, that "other" should be eliminated. The part of the curriculum that refers to the conflict is build on war, not on peace and coexistence, and delegitimization and demonization are its main pillars. This way, the Palestinian educators are imposing on their students a bleak future of hatred and misery, with no hope other than becoming a martyr in an

	<p>endless struggle that is bound to bring pain and distress for years to come. The Palestinian Authority that has been existent for over 25 years by now is responsible for this situation. It could have done better, had it endorsed from the beginning a type of realistic education which was actually planned, prepared and, then, discarded. But its responsibility is shared to a great extent by non-Palestinian actors. Chief among these is UNRWA that uses in its schools in the West Bank and Gaza the educational material provided by the PA without the slightest effort to live up to the UN standards of peace education and to the expressed UN goal of solving the Middle East conflict peacefully. Thus, instead of caring for the safety and wellbeing of hundreds of thousands of Palestinian students under its sponsorship, it participates in the PA endeavor of turning them into gun fodder of the ongoing conflict. Instead of working towards the ending of the conflict, UNRWA's educational system and the donor states that sustain it contribute to its perpetuation. The protracted misery and distress of the Palestinian youth will remain their fault for long.</p>
Violations of the laws and customs of war (international humanitarian law)	
Date/s of incident/time period	
Place of incident	<p>Village/township/city: Province:</p>
Name/s of alleged victim/s gender, age	<p>Name: Gender: Age: Father's name: Nationality: Profession: Phone number/email: Address:</p>
Identification of those allegedly responsible	<p>Name of alleged perpetrator if known: 1. PA Chairman, Mahmoud Abbas</p> <p>State or non-state entity with which perpetrator is affiliated, if any: 1. Palestinian Authority</p> <p>Any identifying marks of the perpetrator which indicate their affiliation, such as the colour or pattern of their uniform and uniform's insignia:</p>
Description of the incident(s)/allegations (2000-word limit)	<p>Detailed description of:</p> <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

	<p>- alleged motive</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).</p>
<p>Description of the State’s response, (500-word limit)</p>	<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>
<p>Methodology employed in the collection of information</p>	<p>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.</p>
<p>Consent</p>	<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</p>

	<p>(including due process) with <input type="checkbox"/> without <input type="checkbox"/> personally identifiable data. Agree</p> <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: August 2019</p> <p>Title: Israel, Jews and Peace in Palestinian Authority Teachers' Guides</p> <p>Source (author/organisation): The Center for Near East Policy Research</p> <p>Web link; https://israelbehindthenews.com/wp-content/uploads/2019/09/Israel-Jews-and-Peace-in-Palestinian-Aut.pdf</p> <p>Type of material: 1 Documents <input type="checkbox"/> (total doc); Image <input type="checkbox"/> (total images); Video <input type="checkbox"/> (total videos); Other (please specify)</p>