



November 2023

Education for Terrorism in Palestinian Schools: 2023 Israel-Hamas War



IMPACT-se



Introduction

The Palestinian Authority (PA) curriculum is the core curriculum taught in Palestinian schools throughout the Gaza Strip, West Bank and East Jerusalem. The curriculum was published in 2016, and marked the first full restructuring of the Palestinian curriculum since 2000, following the Oslo Accords. Previously, schoolchildren in the West Bank and East Jerusalem were taught the Jordanian curriculum, while students in Gaza used Egyptian textbooks.

There were expectations that the new PA curriculum would be more moderate as compared to previous curricula taught between 2000 and 2016. IMPACT-se [research](#) into the new curriculum, which has examined the entire corpus of over 1000 textbooks published since September 2016, has demonstrated that the reformed curriculum has moved further away from meeting [UNESCO standards](#) on educating for peace and tolerance.

The newly published textbooks were found to be more radical than those previously published. They incorporate a systematic insertion of violence, martyrdom, and *jihad* across all grades and subjects. Extreme nationalism and Islamist ideologies are widespread throughout the curriculum, including in 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 PA is entirely omitted from the textbooks.

The overall and unmistakable message which permeates the current PA curriculum is a future filled with hatred, conflict and violence. This stands in stark contrast with the hopes of the international community for a future of peace and coexistence.

This report highlights the dissonance between these two visions. While the civilized world has reacted with horror to the atrocities committed by terrorists on 7 October, who massacred around 1,400 Israelis – mainly civilians – as documented in this report, at least 11 schools in the West Bank which are operated by the PA have openly and publicly celebrated the massacre.

The aim of this report is to provide a cursory look into attitudes in Palestinian schools in the immediate aftermath of the October 7 Hamas attacks on Israel. As the war is ongoing and areas of the Palestinian Territories are in turmoil, the examination of social media accounts remains one of the most instructive methods to obtain an up-to-date picture of how Palestinian schools are responding, in the face of what is one of the worst atrocities in the hundred-year history of the conflict. For this purpose, official Facebook accounts of Palestinian schools have been monitored for inflammatory content posted during or after October 7, 2023.

The following is a representative sample of the official Facebook accounts of 11 Palestinian schools. Schools were selected to cover as diverse a sample as possible, and include 8 schools run by the Palestinian Authority (PA) in six different governorates (districts) of the West Bank – one private West Bank school, one UNRWA-run West Bank school, and one Hamas-run Gaza

Strip school. The report includes elementary, middle and high schools; it also incorporates schools for each gender, as well as mixed-gender schools. The sample is by no means exhaustive, although it should be noted that most Gaza Strip schools have halted their social media activity following the October 7 attack. For each school, at least one example of inflammatory or hateful content uploaded to social media is provided, as well as details of the school and a link to its official account. Some schools, which have exhibited unusually inflammatory activity prior to October 7, are also noted.

The resulting picture is disturbing. It appears that many schools across the Palestinian Territories have seized the opportunity of the October 7 attacks to celebrate the massacre, glorifying Hamas terrorists and lauding their bravery and sacrifice. The imagery of gliders, used by Hamas militants to carry out the atrocity, is specifically invoked in some instances, including a social media post from one school showing second-grade students coloring in drawings which depicted Hamas terrorists on gliders, made by their art teacher, featuring the words “Glorious Gaza.” Many schools also took this opportunity to disseminate expressly antisemitic messages in the days after the Hamas attack, wishing for God to “punish the Jews” or calling the Jews “prophet killers” in the tradition of antisemitic deicide accusations, and asking fourth-graders to [sing](#) lyrics to the song “Our al-Aqsa” which included the words “place a dagger on your waist,” and “water us with martyrdom.” In addition, many schools chose to escalate and inflame the school environment in wartime, by having students express graphic imagery in speech, drawing or theatrical play, encouraging them to depict blood, gore and death, and generally exposing them to decidedly age-inappropriate material, all with no other purpose than to maximize hate for Jews and Israelis, and possibly incite Palestinian society to action.

These findings indicate that the next generation of Palestinians are being desensitized to violence and death, to see Jews and Israelis as inhuman creatures, and to perceive their own death in battle as an utmost goal. In light of this, one cannot escape the conclusion that should the status quo of Palestinian education continue, the next atrocity is all but assured.

Official Social Media Accounts of Palestinian Schools since October 7

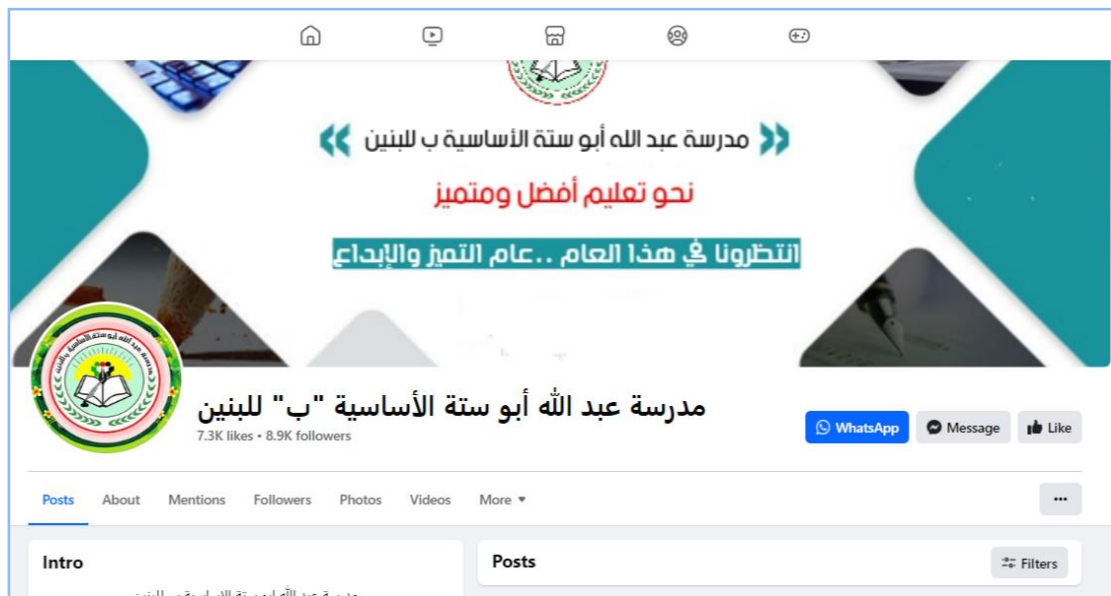
1. Abdallah Abu Seta Elementary Boys' School B¹

مدرسة عبد الله أبو ستة الأساسية "ب" للبنين

Location: Khan Yunis Governorate, Gaza Strip

Affiliation: Hamas government

Principal: Akram As'ad (أكرم أسعد)



¹ Facebook account: <https://www.facebook.com/abusetab>. Accessed November 7, 2023.

1.1 Posting Pro-Terrorism Content

On October 8, one day after the Hamas attack, the school page posted a cartoon showing masked militants raising a Palestinian flag with AK-47s and a rocket launcher, accompanied by fleeing IDF soldiers with a burning Israeli flag on the ground. The school account attached a topical quote to the image from the Qur'an, threatening "the Children of Israel" that God will send them "servants of great might, who would ravage [their] homes."² The cartoon and quote clearly allude to the attack, glorifying Hamas terrorists and portraying Israeli civilian victims as soldiers abandoning their posts.



#educational_media [Palestinian flag emoji]

The Almighty said: "And We [God] warned the Children of Israel in the Scripture, 'You will certainly cause corruption in the land twice, and you will become extremely arrogant.' When the first of the two warnings would come to pass, We would send against you some of Our servants of great might, who would ravage your homes. This would be a warning fulfilled." (17:4-5)

#Al-Aqsa Flood

²<https://www.facebook.com/abusetab/posts/pfbid0cdpmmZMKTs21352jDtM6GmBriWQtzrMYQJskLNvQnCkrBzHpoPyy2z6G293qioVI>. Accessed November 7, 2023.

1.2 Posting Antisemitic Content

On October 14, the school posted an obituary of four children (potentially the school's own students, although this is not made clear), stating that they were killed in a "bombardment." The harrowing message is finished with the school account wishing that "God punish the criminal Prophet-killers."³ This alludes to the antisemitic trope of deicide, which in its Islamic form accuses the Jews of attempting to murder the prophets Isa (Jesus) and Muhammad.



#educational_media [Palestinian flag emoji]

Tragic news follow one after the next, and our hearts are heavy with sadness. Indeed, God is almighty, and God will repay us.

Today our school bids final farewell to the Al-Agha family, who ascended to Heaven after a cowardly, traitorous bombardment of their home.

Child Yunis Khamis [...], 12 years

Child Ahmad [...], 11 years

Child Baraa [...], 8 years

Child Yunis Muhammad [...], 9 years

We send our full condolences to the Al-Agha family. We wish God would grant them the Highest Heaven, and punish the criminal Prophet-killers.

God compensate you all, and verily we are all destined to return to Him.

³<https://www.facebook.com/abusetab/posts/pfbid025ZJy7JYwJ3Ux79eNQVjMuGYWDJGfFQfk3UmyonSAp991rzFq8bo33G HQ9bgu3jl>. Accessed November 7, 2023.

1.3 (Pre-Attack) Inflammatory School Activities

On May 7, the school posted a video of a short school play made by first-grade students, which shows Israeli soldiers carrying guns and raiding a civilian home, asking them to evacuate. The play describes the “Occupation’s soldiers” as terrorists, and “enemies of God and humanity,” and promotes committing *jihad* against the enemy, and “redeem[ing] the homeland with our blood.”⁴

At the beginning of the sketch, Israeli soldiers raid the home of a Palestinian family, asking them to evacuate because they are terrorists. The father refuses, saying that they are not terrorists, and that the Israeli soldiers are the real terrorists. The father then goes on to say that his son died as a martyr to liberate the homeland from the Israeli soldiers, as they are “enemies of God and humanity.” The father then refuses to evacuate the house, saying that he prefers dying rather than leaving the homeland.

The sketch then shows a neighbor telling his wife that they should go out to help their neighbor who is being evacuated. When she tells him that if they do so the soldiers will kill them, he replies that the Palestinian people must commit “*jihad* against the enemy,” and “protect the homeland and redeem it with our blood.”



[Video title]

#educational_media [Palestinian flag emoji]

Under the supervision of Professor Zuhdi Abu Umrah [rose emoji]

First-grade students have prepared a theatrical sketch title:

#My_country_is_the_prettiest_we_will_stay_and_never_leave [flexing arm emoji]

⁴ <https://www.facebook.com/watch/?v=2804137559758966>. Accessed November 7, 2023.

1.4 (Pre-Attack) Use of Inflammatory Educational Materials

The school's Facebook account shows the distribution of PA-issued textbooks for the 2023–2024 school year.⁵ Photos posted on September 7 show students with identifiable individual textbooks, including *National and Life Education*, *Our Beautiful Language*, *Mathematics*, and *Islamic Education*, all for Grade 2, presumably for the first semester. IMPACT-se reports have repeatedly shown this curriculum to be inflammatory; for example, the latest edition of *Our Beautiful Language*, seen in the photos in a purple cover, includes a poem calling on students to spread the “revolt” to the Israeli cities of Haifa and Jaffa.⁶



⁵<https://www.facebook.com/abusetab/posts/pfbid02vCRfics6wM2FFmBNxGrFCtYkKucvn782sHNQWYkZuwqEzJzjiq6bcgWzhBQED9jXl>. Accessed November 5, 2023.

⁶ IMPACT-se, “The 2020–21 Palestinian School Curriculum Grades 1–12: Selected Examples (Updated),” May 2021, pp. 31-32.



2. Rafedeen Mixed Elementary School⁷

مدرسة الرفادين الأساسية المختلطة

Location: Hebron Governorate, West Bank

Affiliation: PA

Principal: Haytham Talahimah (هيثم تلاحمة)



⁷ Facebook account: <https://www.facebook.com/profile.php?id=100057473829276/>. Accessed November 8, 2023.



2.1 Jihadist School Activities

On October 16, the school's Facebook page posted videos from a school rally in which boys and girls read messages in support of Gaza. The rally was attended by teachers and school students. The following videos are taken from a Grade 2 rally, whose teacher is Tahrir Hawarin.⁸



⁸https://www.facebook.com/permalink.php?story_fbid=pfbid02BSbqwpArvKqCzoptbahW5Cftbv2cmQCW99EGDnJN6E1aWG D6sc8ZApHfjckcEipbl&id=100057473829276. Accessed November 8, 2023.

Continuing today's rally
We congratulate Grade 2 students
and congratulate the efforts of the teacher Tahrir Hawarin.

In one video, a young girl recites a poem charged with Islamic messaging which encourages freedom, rebellion, committing *jihad* against injustice and thereby following the line of "Husayn," the grandson of the Prophet Muhammad.⁹ Young students are thus involved in promoting and inciting violent, and arguably age-inappropriate, content.

The poem originates in a Shii eulogy published by the Iraqi Shii poet Murtada al-Sayyid al-Sindi "Abu al-Hasanayn," and praises the heroics and *jihad* of al-Qasim ibn al-Hasan, Muhammad's great-grandson, who was martyred at the age of 13 in the Battle of Karbala' (680 CE) against the Umayyad forces.¹⁰ The poem's enthusiastic reception among Palestinian liberation activists may be due to its emblematic rhetoric that exemplifies the spirit of *jihad* and martyrdom.



⁹ <https://www.facebook.com/watch/?v=1082032252779959>. Accessed November 8, 2023.

¹⁰ Murtada al-Sayyid al-Sindi, *Diwan al-Mada'ih al-Manzuma fi al-'Itra al-Mazluma*, Beirut: Dar al-Kutub wa-l-'Itra, 1992, p. 278ff. https://archive.org/details/thaer_201509/page/n3/mode/2up. Accessed October 22, 2023.

*"[We are] free, free, the world stands witness
[We are] rebels from the army of Muhammad
Do not submit to injustice
I will commit Jihad like al-Qasim
and the line is of Husayn"*

In another video, a young boy reads out part of a text praising Palestine, and its volatile threat to those who provoke it. The video does not present the entire text, but the one in full describes Palestine as "the Mother of the Fedayeen." The text read by the young student thus presents the Palestinians as an unyielding people, not a "thorn" that breaks at their enemy's feet, but rather "a bomb that will explode if they step on it."¹¹ Young students are therefore involved in promoting and inciting violent, and arguably age-inappropriate, content.

The text was apparently written by an Algerian named Muhammad al-Atrash, for the International Solidarity Day with the Palestinian People in October 2021.¹²



"[the Mother of the Fedayeen.... they think that the Palestinians are a thorn] that will break if they step on it, but we are a bomb that will explode if they step on it"

¹¹ <https://www.facebook.com/100057473829276/videos/311045871564152/>. Accessed November 8, 2023.

¹² Marah al-Wadiya, "Qī'dat 'Arab.. wa-hadith 'an umm al-fida'iyyin wa-bawsalat al-hurriyya," Shabakat Nawa, 29 November 2021. <https://www.nawa.ps/ar/post/47272>. Accessed October 22, 2023.

2.2 Inflammatory School Activities

On 23 October, the school's Facebook page posted videos from a school rally in which boys and girls read messages in support of Gaza. The rally was attended by teachers and school students. The following videos are taken from a Grade 4 rally, whose teacher is Maysar Hawarin.¹³



*Lion cubs and flowers in our yard. Their fragrant perfume widens our hearts.
Grade 4 students and the school rally about glorious Gaza, supervised by their teacher Maysar Hawarin.
We congratulate your efforts,
School administration*

¹³https://www.facebook.com/permalink.php?story_fbid=pfbid0QBQCpchTpQfJkVTasKhMy6V6fUnauQc16TftK4ciQkgEYHCHE nKdTL11FibANDJdl&id=100057473829276. Accessed November 8, 2023.

In the following video, a Grade 4 student recites a poem dedicated to the Palestinian flag and to Palestinians. The poem urges the flag to “be hoisted even by force, be hoisted even by blood”. The poem concludes with a call to Palestinians: “we shall water al-Quds with blood. Palestine is ours, ours, ours.”¹⁴



“[Be hoisted O flag of Palestine, in the highest skies, be hoisted despite the deception] of the spiteful and the enemies, be hoisted even by force, be hoisted even by blood. And you, the loyal Palestinian people, keep alive your symbol, the symbol of your glory in all honor and grandeur. Long live Palestine Arab and free, long live. Glory and eternity be upon our righteous martyrs. We shall water al-Quds with blood. Palestine is ours, ours, ours.”

¹⁴ <https://www.facebook.com/100057473829276/videos/pcb.802016978390756/1739754223164959>. Accessed November 8, 2023.

In another video, a Grade 4 student recites a poem in which he wishes the Palestinians “participating in *jihad* and *Ribat* [defensive form of *jihad*]” well. The poem invokes violent imagery, praising the martyrs with their “pure blood [that] lights the candles of freedom and pride.” The student then praises the acts of Hamas in Gaza, which were a “message to the entire world, that they will not give up a single inch of their land, no matter what terrorist means the enemy employs.” The student ends the poem saying that this “rebellion” will last until victory over Israel is achieved.¹⁵



“O brave, O wounded and imprisoned, [we wish upon] you freedom and health to return to the ranks of your brothers participating in Jihad and Ribat [defensive form of Jihad]. As to our righteous martyrs, their pure blood lights the candles of freedom and pride. And we say to our enemies: sell what you may from the houses and tents [which you raided]. A day will come that we will rebuild everything you have destroyed. With their strong standing, unity and the blood of their righteous martyrs, our brothers in Gaza sent a message to the entire world, that they will not give up a single inch of their land, no matter what terrorist means the enemy employs. This rebellion will last until victory [is achieved].”

¹⁵ <https://www.facebook.com/100057473829276/videos/pcb.802016978390756/887488469764396>. Accessed November 8, 2023.

3. Al-Nukhba School¹⁶

مدرسة النخبة

Location: Bethlehem Governorate, West Bank

Affiliation: Bethlehem Orphan's Welfare Organization

Principal: Yusuf Allan (يوسف علان)



مدرسة النخبة - بيت لحم

12K likes • 21K followers

¹⁶ Facebook account: <https://www.facebook.com/Alnukhba.School/>. Accessed November 8, 2023.

3.1 Inflammatory School Activities

On October 12, the school posted a number of videos of students delivering written speeches. The speeches are all held in the school courtyard. One of these videos features a male student praising the “Resistance” for “educating the youth to sacrifice for the sake of the Motherland as unwavering martyrs.” He immediately connects this to the October 7 massacre, describing how “*jihad* fighters” “stomped with pure shoes on the heads” of the “Zionists” with gliders and machine guns, killing 1,500 “soldiers,” as well as “imprisoning hundreds of soldiers.” The school account commented on this video, calling on Palestine to “rise up” and “take the Occupation off of you,” for “they are destined to vanish.”¹⁷



Palestine - O Land of glory and heroism

[...]

Rise up, confront, and take the Occupation off of you;

You are the one who will stay, while they are to vanish in the end.

#Al-Aqsa Flood

¹⁷ <https://www.facebook.com/Alnukhba.School/videos/622213596782066/>. Accessed November 8, 2023.



"The Al-Aqsa Flood:

The Palestinian people have been suffering under the Occupation for 75 years, suffering its injustice, aggression, expulsions, and desecration of all that is holy; the plundering of resources, the killing of youth and children, repeated attacks on worshippers and murabitat [women loitering around holy places to assert Muslim presence]; and it stops at nothing except through the language of force.

Yet the Resistance has posed a strong barrier, spending years and years on preparation and developing capabilities and experience, and educating the youth to love the Motherland and sacrifice for its sake: unwavering martyrs.

Thus, [the Resistance] entered the battle of the Al-Aqsa Flood, on Saturday morning, 7 October 2023. Shaking the ground beneath the Zionist Entity with gliders, rockets, machine guns and the zeal of youth, they managed to liberate the periphery of Gaza, an area estimated to be five times the area of Gaza.

They stomped with pure shoes on the heads of the Occupation's soldiers and officers. They killed approximately one thousand five hundred soldiers and officers, and imprisoned hundreds of soldiers and officers.

Your existence, Israel, is but feeble pauses between defeat and disaster, at the hands of a small number of jihad fighters.

They succeeded in covering [ground?] and in planning, in managing the battlefield and engaging [the enemy], even though great numbers of martyrs fell and buildings were destroyed.

They have achieved great miracles. This is the very thing that all Arab states have failed to do: for what has been taken by force, can only be retrieved by force."

3.2 Posting Inflammatory Content

On October 17, the school posted a message from the Bethlehem Orphan’s Welfare Organization, which runs the school, decrying “the fascist and Nazi world” supporting “the Zionist Enemy,” calling to “confront the aggression,” and condemning “every deserter and collaborator.”¹⁸



In sorrow and condemnation of the criminal war being waged by the Zionist Enemy with the support of the fascist and Nazi world, and with shameful silence from our Arab and Islamic world, the Orphan’s Welfare Organization in Bethlehem and all associated schools and partners are declaring a day of mourning for the souls of the martyrs of strong Gaza, until Wednesday, which is tomorrow.

In light of these circumstances, we call upon our Palestinian people to unite and confront the aggression with indivisible national unity.

Glory and immortality to our martyrs, and dishonor and shame on every deserter and collaborator

[Text in picture:]

Mourning

Indeed we are God’s and to Him shall we return

¹⁸<https://www.facebook.com/Alnukhba.School/posts/pfbid0vkD1242nN3JPNgtwuqLDeTHFEfepAZmiNqgRLw3nUD48BrHx2mRhBrQk5RHnYDI>. Accessed November 8, 2023.

4. Adnan Zaki al-Safarini Boys' High School¹⁹

مدرسة ذكور عدنان زكي السفاريني الثانوية

Location: Tulkarm Governorate, West Bank

Affiliation: PA

Principal: Azim Diqsh (عازم دقش)



4.1 Inflammatory School Activities

On October 12, the school held a rally in honor of Gaza following the Hamas attack, and posted a number of videos showing student speeches about the war. One video features a male student reciting a poem titled “In Gaza, glory and honor” by Palestinian writer Mu’ayyad Khalaf, in a video titled “Gaza of Hashim [the Prophet Muhammad’s ancestor said to be buried in Gaza], in spite of the bleeding injuries and the suffocating siege, Gaza still manufactures honor and victory.” One of the poem’s lines urges Gaza to “take pride, and raise the stones of *sijil* [clay fired in Hell] and smash the skulls of the enemies”.²⁰ Another video shows a speech by a male student titled “A day that will live forever in the history of the Arab Palestinian struggle: [...] the day of Al-Aqsa Flood,” praising the Hamas attack.²¹

¹⁹ Facebook account: <https://www.facebook.com/profile.php?id=100063748382778/>. Accessed November 8, 2023.

²⁰ <https://www.facebook.com/100063748382778/videos/-غزة-هاشم-رغم-الجرح-النازف-والحصار-الخائق-ما-زالت-غزة-تصنع-الكرامة-والنصر-قصيدة-في-232963443111428/>. Accessed November 8, 2023.

²¹ <https://www.facebook.com/100063748382778/videos/-يوم-سيخلد-في-تاريخ-النضال-الفلسطيني-العربي-وفي-ذاكرة-الصراع-العربي-الصهيوني-1340728803548761/>. Accessed November 8, 2023.

مدرسة : ذكور عدنان زكي السفاريني الثانوية
October 12 at 3:42 PM

Overview Comments

غزة هاشم... رغم الجرح النازف والحصار الخانق ما زالت غزة تصنع الكرامة والنصر..
قصيدة: في غزة.. مجد وعزة
للأستاذ مؤيد خلف يلقبها الطالب محمد صباح

1 Reply

AbuSaqr Sabbah
بارك الله فيك وجزاك الله خيرا حبيبي محمد صباح
Mohammad Sabbah

Like Reply 1w

Mohammad Sabbah replied · 1 Reply

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Write a comment...

غزة هاشم... رغم الجرح النازف والحصار الخانق ما زالت غزة تصنع الكرامة والنصر..
قصيدة: في غزة.. مجد وعزة للأستاذ مؤيد خلف يلقبها الطالب محمد صباح

[Video title:]

The Gaza of Hashim [the Prophet Muhammad's ancestor said to be buried there], in spite of the bleeding injuries and the suffocating siege, Gaza still manufactures honor and victory"

[Speech content, 0:45 minute mark:]

"Take pride, and raise the stones of sijil [clay fired in Hell] and smash the skulls of the enemies, thereby lighting the history of the Arabs."

مدرسة : ذكور عدنان زكي السفاريني الثانوية
October 14 at 14:33

يوم سيخلد في تاريخ النضال الفلسطيني العربي وفي ذاكرة الصراع العربي الصهيوني
إنه يوم (طوفان الأقصى)
مع الطالب طارق حمدان

See less

Most relevant

Mohand Ali
يا عمي نفسي تصيدو نفس المدارس الثانية ... نزلو اذا في دوام
ولا الكتروني نتقعد نتحزر احنا
3w

مصطفى عدنان أبو زينه
مدرسة الفاضليه وحلمي حنون قالوا بكرنا على التيمز احنا بكرنا
دوام عادي او لا
3w

View 1 more comment

يوم سيخلد في تاريخ النضال الفلسطيني العربي وفي ذاكرة الصراع العربي الصهيوني إنه يوم
(طوفان الأقصى) مع الطالب طارق حمدان

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10 · 7 comments · 438 views

[Video title:]

A day that will live forever in the history of the Arab Palestinian struggle, and in the memory of the Arab-Zionist conflict, that is the day of Al-Aqsa Flood; by student Tariq Hamdan

5. Fadwa Touqan Mixed Elementary School²²

مدرسة فدوى طوقان الأساسية المختلطة

Location: Nablus Governorate, West Bank

Affiliation: PA

Principal: Maysa' Al-Khudayrat (ميساء الخضيرات)



²² Facebook account: <https://www.facebook.com/profile.php?id=100057482379947>. Accessed November 8, 2023.

5.1 Pro-Terrorism School Activities

On October 15, the school uploaded images from an art activity for second-grade students. The images show 21 boys and girls coloring in drawings prepared by the art teacher Shuruq Al-Aysah, showing Hamas terrorists on gliders. This lionizes the gliders which were used by Hamas during its attack against Israel on October 7. Each student colored in an identical drawing of a gliding Hamas militant, and a verse from a poem by the Tunisian poet Aboul-Qacem Echebbi (died in 1934), who was a source of inspiration for demonstrators during the 2011 Arab Spring protests. The poem translates to “the night is bound to pass,” which in the current Palestinian context may read as an attempt to equate Israel to the night, indicating that it is bound to be destroyed. The drawings also feature the writing “Glorious Gaza” on the bottom right corner. The students were photographed holding their drawings, some of whom painted the word “Gaza” across their faces in red and green (the dominant colors of the Palestinian flag).²³



²³https://www.facebook.com/permalink.php?story_fbid=pfbid0idDKcLcWfgefuoHgLrvoYsQiiKdMbVW425M98vfWphWgoWYiX4voeN6UbanaPboul&id=100057482379947. Accessed November 8, 2023.

Among the activities of today: coloring in drawings about Gaza for Grade 2 Class C, supervised by the tutor, well done to her. Thanks to the teacher Shuruq Al-Aysah for the drawings.





5.2 (Pre-Attack) Inflammatory School Messages

A 2022 photo of the schoolyard shows what appears to be a vast representation of an irredentist map of Palestine, which completely erases Israel from existence. The map-garden labels neighboring countries without mentioning Israel, as well as cities such as Jaffa and Haifa located in Israel proper, depicting them as ostensibly Palestinian cities.²⁴



²⁴ <https://www.facebook.com/photo/?fbid=407223234537086>. Accessed November 8, 2023.

6. The Martyr Yassir Arafat High School for Girls²⁵

مدرسة الشهيد ياسر عرفات الثانوية للبنات

Location: Nablus Governorate, West Bank

Affiliation: PA

Principal: Fatimah Sus (فاطمة صوص)



²⁵ Facebook account: <https://www.facebook.com/yarafedia>. Accessed November 9, 2023.

6.1 Inflammatory School Activities

On October 23, the school account posted videos of a school rally held in support of Gaza. One of the videos features a female student reciting a self-composed prayer for Gaza. The girl asks God to “give victory to the people of Gaza [...] and guide their weapons [...]” against Israel. She further supplicates God to destroy “the enemies of religion,” being Israel, relieving the Palestinians of their “deception.”²⁶



[Post text:]

God safeguard the people of Gaza...

[Islamic prayer emoji]

A prayer in the words of the student

Lina Sha'bilu

[Video content:]

"[...] O God, we ask you [...] to give victory to the people of Gaza, and relieve them from injustice. God have mercy on our martyrs and heal our wounded. God guide their weapons and make them stand firmly [on the ground], and grant them victory over the enemies. O God, [destroy] the enemies of religion, relieve us from their deception, and give them no means [to harm] your faithful servants. O God, give victory to our people in Gaza, aim their weapons true, make firm the land below their feet, and grant us safety and security from the enemy..."

²⁶ <https://www.facebook.com/yarafedia/videos/1367448737528901>. Accessed November 9, 2023.

6.2 Posting Antisemitic Content

On November 8, the school account posted two cartoons with the hashtag “#I_boycott”, calling for a boycott of certain goods in the context of the Israel-Hamas war. The first depicts a minuscule Palestinian child standing on top of a can of Coca-Cola, with a rope tied around his neck branded with a Star of David, designed to resemble the Israeli flag. A giant hand is seen grabbing the can, representing a consumer seeking to buy it from a store, thereby knocking the Palestinian child off his feet and leaving him with a broken neck in the final panel.²⁷ The second cartoon shows a man carrying American consumer goods (McDonald’s, Pepsi, Starbucks, and Lays off-branded as “Lies”), saying “if I don’t buy it, someone else will,” and another man distinctly of Jewish appearance (wearing a *kippa* skull cap and with *pe’ot* sidelocks) similarly saying “if I don’t steal it, someone else will.”²⁸ This apparently references Jacob Fauci, a Jewish resident of Jerusalem, who was caught on camera taunting Palestinian residents. Both cartoons are imbued with strong undertones of antisemitism, associating Jews universally with theft and violence against Palestinians, as well as with American consumerism.



²⁷<https://www.facebook.com/yarafedia/posts/pfbid0ybEXSh9ZSa782z6P9wnpkuAjeT32Nfh43bxKXnH3qfLtZCCPRoSSFGEUJY6k2cLgl>. Accessed November 9, 2023.

²⁸<https://www.facebook.com/yarafedia/posts/pfbid02PbLQ46kiNHT8W2snHz1Jjz8iw4cFG2WqRPSgeXuhewii8p9UYFeWwr6VyDg7yMqyl>. Accessed November 9, 2023.



مدرسة الشهيد ياسر عرفات الثانوية للبنات / نابلس

17h · 🌐

#انا_مقاطع

إن لم أسرقه سيسرقه أحد غيري

إن لم أشتري سيشترى أحد غيري



👍 20

[Left:] "If I don't steal it, someone else will"

[Right:] "If I don't buy it, someone else will"

7. Azzun Boys' Elementary School²⁹

مدرسة ذكور عزون الأساسية

Location: Qalqilya Governorate, West Bank

Affiliation: PA

Principal: Nida' 'Adwan (نداء عدوان)



²⁹ Facebook account: <https://www.facebook.com/profile.php?id=100041893193480>. Accessed November 9, 2023.

7.2 Antisemitic School Activities

On November 7, the school account posted a school rally for fourth graders, in which students collectively sang the words to the song “Our Al-Aqsa” by Syrian artist Khaled Alhallak (b. 1989), which was played in the background. The song contains various incitive messages: the lyrics glorify violence and martyrdom, translating as “*place a dagger on your waist,*” “*water us with martyrdom,*” “*the days of Saladin shall return,*” “*the fighter’s weapons are stones,*” “*Jerusalem is ours, the land is ours,*” “*we will avenge the martyrs, one [martyred] hero for a million [Israelis],*” and “*I stand in the face of the enemies.*” Furthermore, the song features anti-Jewish content, stating that “*the Jew desecrated Jerusalem, acted unjustly and tyrannically.*”³¹



[Post text:]

The song “Aqsana” [“Our al-Aqsa”] by Grade 4 Class B students
You were outstanding, my students [applauding emoji]
Supervised by teacher Sahar Milhim

[Partial translation of song:]

“*place a dagger on your waist*” [...]
“*water us with martyrdom*” [...]
“*the days of Saladin shall return*” [...]
“*the Jew desecrated Jerusalem, acted unjustly and tyrannically*” [...]
“*the fighter’s weapons are stones*” [...]
“*Jerusalem is ours, the land is ours*” [...]
“*we will avenge the martyrs, one [martyred] hero for a million [Israelis]*” [...]
“*I stand in the face of the enemies*” [...]

³¹ <https://www.facebook.com/100041893193480/videos/303877882497241>. Accessed November 9, 2023.

8. Al-Halabi Mixed Elementary School³²

مدرسة الحلبي الأساسية المختلطة

Location: Bethlehem Governorate, West Bank

Affiliation: PA

Principal: Siham Hamad (سهام حماد)



³² Facebook account: <https://www.facebook.com/profile.php?id=100057212840048>. Accessed November 9, 2023.

8.1 Pro-Terrorism School Activities

On November 6, the school's Facebook page posted photos from a rally held in the school's courtyard, which included several extracurricular activities. Among the activities, illustrations and images were presented on posters to celebrate "Gaza, pride of the [Islamic] nation," one of which (mid-bottom) features gliders in the sky.³³ In this context, the image was presented with the intention to glorify the Hamas glider incursions into Israel on October 7. Other exhibits include a placard held by a male student which reads "Gaza resists," and a female student who holds a white bag stained red, ostensibly representing a dead child.³⁴

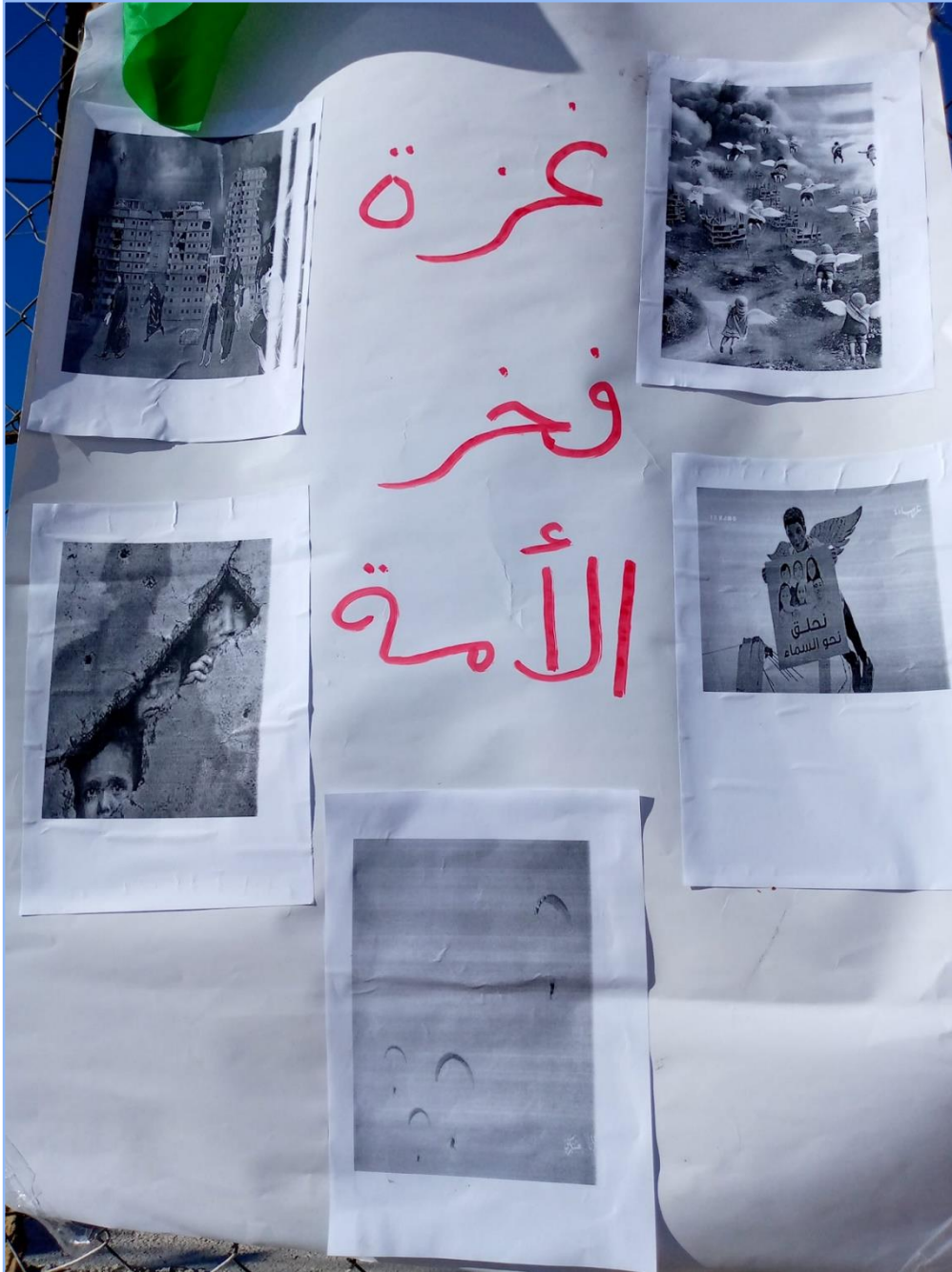


Gaza the glorious...

Gaza has taught us that the only way to the glory of the [Islamic] Nation is through faith. The people of Gaza have their heads held high, and their place in the hearts of Muslims is elevated, due to their audacity, steadfastness, and fortitude... Al-Halabi School activities in support of our people in Gaza

³³ <https://www.facebook.com/photo/?fbid=822363223014098&set=pcb.822363933014027>. Accessed November 9, 2023.

³⁴ https://www.facebook.com/permalink.php?story_fbid=pfbid02cEa8Cp3aSWZwemKH6W144Zw7vNrSc9pZVZxpz74urzZxM Y9Nv1fXZf86pEwCgEsl&id=100057212840048. Accessed November 9, 2023.



Gaza
Pride of the [Islamic] Nation

9. Ya'bad Middle School for Boys³⁵

مدرسة يعبد الثانوية للبنين

Location: Jenin Governorate, West Bank

Affiliation: PA

Principal: Nur Abu Shamlah (نور أبو شملة)



³⁵ Facebook account: <https://www.facebook.com/yabadsbs>. Accessed November 12, 2023.

9.1 Posting Antisemitic Content

On October 17, the school's Facebook page posted a notice informing of a school strike in solidarity with Gaza. The school's post refers to Israel as "the Nazi Occupation," and ends with a wish for God to "punish the Jews and those who support them."³⁶



³⁶<https://www.facebook.com/yabadsbs/posts/pfbid0rtsZkMxa1TmEN5NQ9wxCGYwzJs6RYLVA3qvDLNGvmJasSMziSYjH4aESEBycfNuvl>. Accessed November 12, 2023.



[Post text:]

Dear parents...

Dear students...

Out of respect for the pure blood of our martyrs, and in condemnation of the massacres carried out by the cowardly Nazi Occupation in the Gaza of Hashim [the Prophet Muhammad's ancestor, said to be buried in Gaza]...

It was decided to shut down school activity tomorrow, Wednesday 18/10/2023 in mourning for the martyrs of Palestine... [...]

May God protect the brave resistance, and may God protect the people of Palestine from any evil. There is no might and no power except by Allah. God punish the Jews and those who support them.

[Image text:]

God compensate you, O country of mine

MOURNING

10. Nur Shams Girls' Middle School³⁷

مدرسة بنات نور شمس الثانوية

Location: Tulkarm Governorate, West Bank

Affiliation: PA

Principal: Hanan Al-Qubbaj (حنان القبيج)



³⁷ Facebook account: <https://www.facebook.com/profile.php?id=100063525553543>. Accessed November 12, 2023.

10.1 Posting Antisemitic Content

On October 17, the school's Facebook account posted a message of support for Gaza, asking God to protect Gaza "from the filth of the oppressor Jews corrupting the earth."³⁸



[Post text:]

O God, we ask you to protect Gaza and its people

[...]

Protect it from the filth of the oppressor Jews who spread corruption on earth

God give our people in Gaza relief and peace

[Image text:]

Patience

people of Gaza

It is always darkest

before dawn

³⁸ <https://www.facebook.com/photo/?fbid=808736057920572&set=a.462416122552569>. Accessed November 13, 2023.

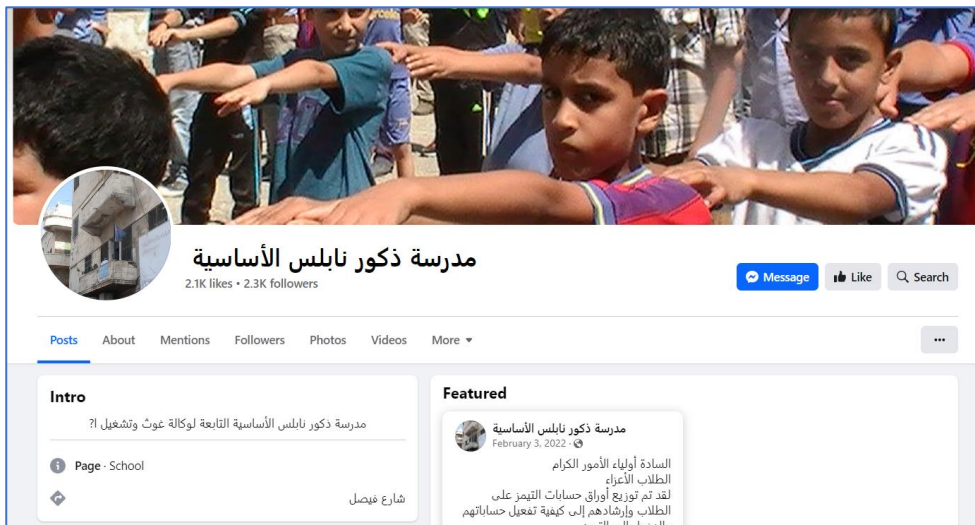
11. Nablus Elementary Boys' School³⁹

مدرسة ذكور نابلس الأساسية

Location: Nablus Governorate, West Bank

Affiliation: UNRWA

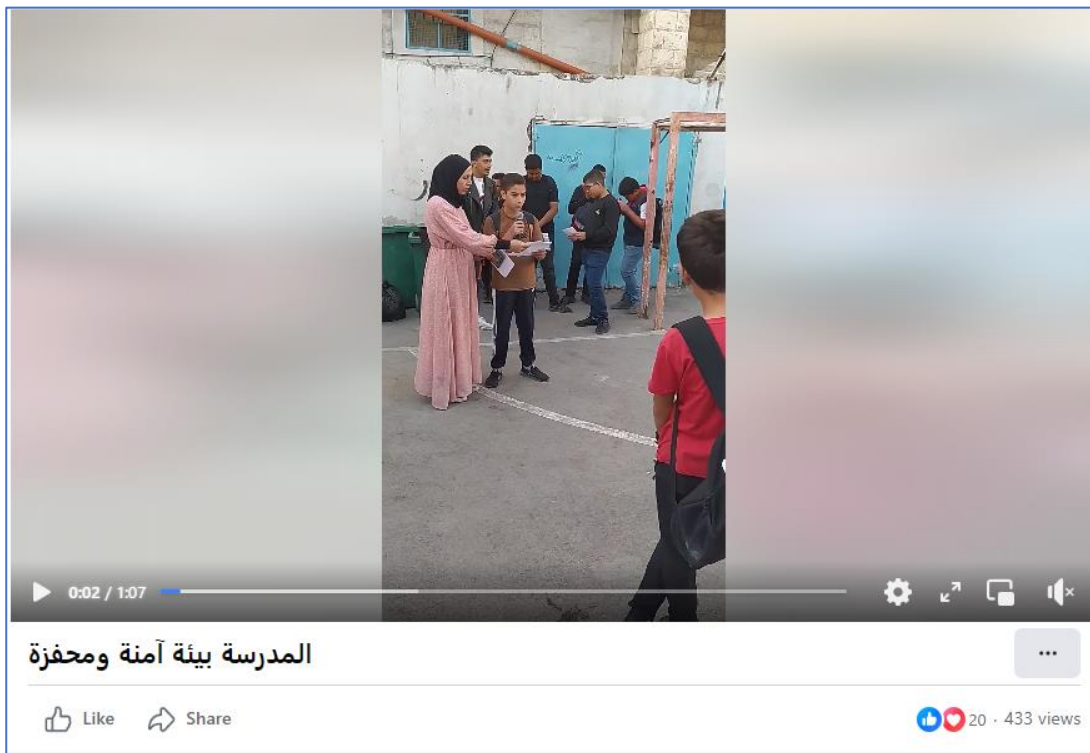
Principal: Bakr Hanun (بكر حنون)



³⁹ Facebook account: <https://www.facebook.com/NABLUSBS>. Accessed November 13, 2023.

11.1 Pro-Terrorism School Activities

On October 26, a video posted from a rally in the courtyard of this UNRWA school shows a young boy accompanied by what appears to be an UNRWA administrator from the school, who asks God to support the “*Jihad* warriors” in Gaza against “the enemies of religion” (i.e., Israel). He evokes traditional Islamic references to Muhammad’s forces defeating enemies in Mecca, and the Jews of Khaybar. The boy supplicates God to grant victory to the Muslim *jihad* warriors like the victories of “the Battle of Badr,” “Khaybar,” and enable them to take “war spoils like in the Battle of Hunayn.” The crowd of boys collectively responds “Amen” to each line.⁴⁰ The video published by the school is captioned “the school is a safe and stimulating environment.”

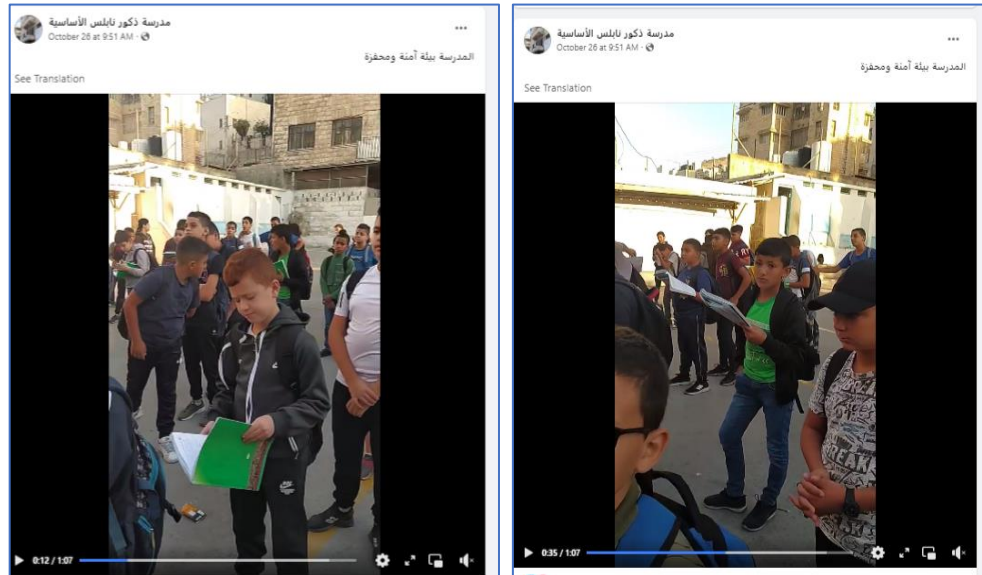


[...] God give victory to the Jihad warriors - Amen
[...] God defeat your enemies, the enemies of religion - Amen
God, the world is united against them - Amen
God defeat the factions [who fought against Muhammad] – Amen
God [give them] victory as [you have] in the Battle of Badr – Amen
And in the conquest of Khaybar – Amen
[and take] war spoils like in the Battle of Hunayn – Amen
[...]

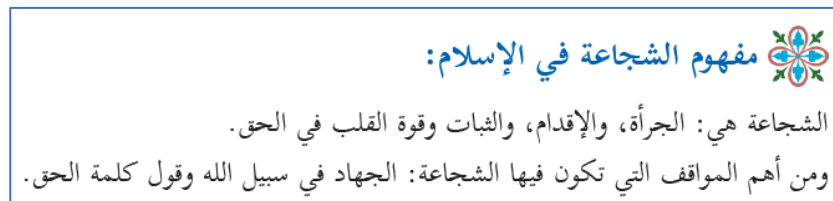
⁴⁰ <https://www.facebook.com/watch?v=869525281052992>. Accessed November 5, 2023.

11.2 Use of Inflammatory Educational Materials

In the same October 26 video, students are seen holding a Grade 5 Islamic Education textbook (Vol. 1),⁴¹ which contains material inciting to violence and *jihad* against Israel and others.



For example, this textbook teaches *that jihad* for Allah is among the prime examples of bravery.⁴²



The Meaning of bravery in Islam:

[...]

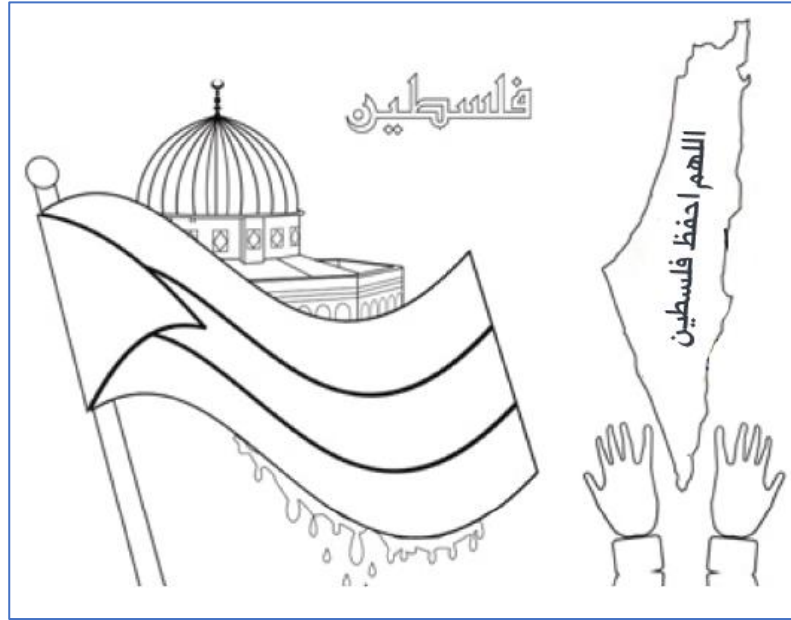
Among the prime instances of bravery are Jihad for Allah and saying the truth.

The textbook also encourages fifth-grade students to protect Palestine against Israel, by politicizing the religious significance of the Al-Aqsa Mosque and Jerusalem. The students are instructed to color in a Palestinian flag, seemingly dripping in blood, against the backdrop of the Dome of the Rock (adjacent to the Al-Aqsa Mosque in Jerusalem). The prayer “God, protect Palestine” is placed on a map encompassing the entirety of Israel’s internationally recognized territory.⁴³

⁴¹ <https://www.facebook.com/watch?v=869525281052992>. Accessed November 5, 2023.

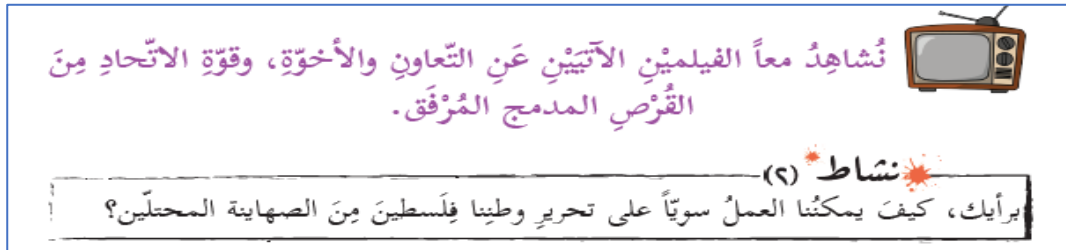
⁴² *Islamic Education, Grade 5, Vol. 1, 2023, p. 38.*

⁴³ *Islamic Education, Grade 5, Vol. 1, 2023, p. 103.*



[Writing on map:] "God, protect Palestine."

The students at this UNRWA school also learn in this textbook that they should work together "to free the homeland Palestine from the Zionist occupiers" in the name of Islamic unity, which given the context likely applies to all of Israel.⁴⁴



[...]

We will watch these two clips together about cooperation, fraternity, and the power of unity from the attached CD.

Activity 2:

In your opinion, how can we work together to free our homeland Palestine from the Zionist occupiers?

⁴⁴ *Islamic Education, Grade 5, Vol. 1, 2023, p. 106.*

Methodology

IMPACT-se applies methodological standards which are based on UNESCO and UN declarations, and international recommendations and documents on education for peace and tolerance (see notes). Our methodology is designed to consider every detail within the textbooks; it does not paraphrase, rely on interpretations, or attempt to illustrate preconceived notions.

The following is an updated, condensed version of the IMPACT-se UNESCO-derived standards for peace and tolerance in school education:

1 RESPECT

The curriculum should promote tolerance, understanding and respect toward the “Other,” his or her culture, achievements, values and way of life.⁴⁵

⁴⁵ As defined in the Declaration of Principles on Tolerance Proclaimed and signed by Member States of UNESCO on November 16, 1995, Articles 1, 4.2. See also the UN Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding Between Peoples (1965), Principles I, III. Universal Declaration of Human Rights (1948): Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial and religious groups and shall further the activities of the United Nations for the maintenance of peace. Based also on UN Security Council Resolution 2686 on “Tolerance and International Peace and Security” (unanimously adopted June 14, 2023), which urges Member States to promote tolerance and peaceful coexistence through education, consider inter-religious and intercultural dialogue as means of achieving it, and publicly condemn violence, hate speech and extremism to prevent the spread of intolerant ideology and incitement to hatred and discrimination based on race, sex, ethnicity or religion or belief (including Islamophobia, antisemitism or Christianophobia). See specifically Article 6: reaffirming

2 INDIVIDUAL OTHER

The curriculum should foster personal attachment toward the “Other” as an individual, his or her desire to be familiar, loved and appreciated.⁴⁶

3 NO HATE

The curriculum should be free of wording, imagery and ideologies likely to create prejudices, misconceptions, stereotypes, misunderstandings, mistrust, racial hatred, religious bigotry and national hatred, as well as any other form of hatred or contempt for other groups or peoples.⁴⁷

4 NO INCITEMENT

The curriculum should be free of language, content, and imagery that disseminate ideas or theories which justify or promote acts and expressions of violence, incitement to violence, hostility, harm and hatred toward other national, ethnic, racial or religious groups.⁴⁸

⁴⁸

States’ obligation to respect, promote and protect human rights and fundamental freedoms of all individuals.

⁴⁶ The goal of education for peace is the development of universally recognized values in an individual, regardless of different socio-cultural contexts. See *Ibid.*, Article 6. See also, on exchanges between youth, the UN Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples (1965), Principles IV, V.

⁴⁷ *Ibid.*, and based on Articles III.6, IV.7 and VII.39; and on the Integrated Framework for Action on Education for Peace, Human Rights and Democracy, approved by the General Conference of UNESCO at its twenty-eighth session, Paris, November 1995, Article 18.2.

⁴⁸ As defined in Article 4 of the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), adopted by the United Nations General Assembly Resolution 2106 (XX) on December 21, 1965. See also Article 20 of the International Covenant on Civil and Political Rights (ICCPR), adopted by the United Nations General Assembly Resolution 2200A (XXI) on December 16, 1966.

5 PEACEMAKING

The curriculum should develop capabilities for non-violent conflict resolution and promote peace.⁴⁹

6 UNBIASED INFORMATION

Educational materials (textbooks, workbooks, teachers' guides, maps, illustrations, aids) should be up-to-date, accurate, complete, balanced and unprejudiced, and use equal standards to promote mutual knowledge and understanding between different peoples.⁵⁰

7

GENDER IDENTITY AND REPRESENTATION

The curriculum should foster equality, mutual respect, and should aim for equal representation between individuals regardless of their gender identity. It should also refrain from language, content, and imagery that depicts limiting and/or exclusionary gender roles.⁵¹

8

SEXUAL ORIENTATION

The curriculum should be free of language, content, and imagery that promulgates violence or discrimination on the basis of sexual orientation.⁵²

9

SOUND PROSPERITY and COOPERATION:

The curriculum should educate for sound and sustainable economic conduct and preservation of the environment for future generations. It should encourage regional and local cooperation to that effect.

⁴⁹ Based on the Integrated Framework for Action on Education for Peace, Human Rights and Democracy, approved by the General Conference of UNESCO at its twenty-eighth session, Paris, November 1995, Article 9; and on the Declaration of Principles on Tolerance proclaimed and signed by member states of UNESCO on November 16, 1995, Article 5.

⁵⁰ Based on UNESCO recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms, adopted by the General Conference at its eighteenth session, Paris, November 19, 1974, Article V.14.

⁵¹ The preamble to the Declaration of Principles on Tolerance proclaimed and signed by member states of

UNESCO on November 16, 1995, notes the Convention on the Elimination of Any Form of Discrimination against Women and emphasizes respect for human rights and fundamental freedoms for all, without distinction as to gender.

⁵² Based on Resolutions 32/2 (adopted June 30, 2016) and 17/19 (adopted July 14, 2011) of the UN Human Rights Council, and numerous UN General Assembly resolutions expressing concern and condemnation of laws and practices around the world which target individuals based on their gender identity and/or sexual orientation for discrimination, violence, and even extrajudicial, summary or arbitrary executions—all of which contradict the most basic principles of the UN and have no place in education.