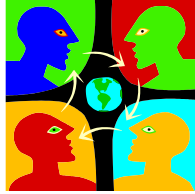


IPCRI

מרכז ישראל/פלסטין למחקר ולמידע

مركز إسرائيل فلسطين للأبحاث و المعلومات

Israel/Palestine Center for Research and Information



**PEACE EDUCATION TEXT BOOKS
FOR ISRAELIS AND PALESTINIAN SCHOOLS
GRADES 1-12**

PEACE EDUCATION TEXT BOOKS FOR ISRAELIS AND PALESTINIAN SCHOOLS

Title of the Project: **Educational Reform in Palestinian and Israeli Schools – The Development of Curricula and Text Books in Democracy & Peace**

Name of submitting organization: **IPCRI – Israel/Palestine Center for Research and Information**

Time period of project: **4 years**

Total Amount Requested: \$3,719,100

(\$3,719,100 (four years))

Year 1: \$837,660

Year 2: \$860,660

Year 3: \$860,660

Year 4: \$322,460

Short Summary of the Project:

Education for peace is the best vehicle to ensure that the next generation of Israelis and Palestinians will have the skills, the knowledge and the motivation to create a truly peaceful Middle East. Many analysts believe that one of the reasons for the failure of the Oslo Peace Process can be found in the continuation of a culture of hatred that exists in the region and that has not been translated into a culture of peace. Creating a culture of peace necessitate not only evaluating text books, as has been done until now, it must also include the development of new learning materials – curricula, text books, lesson plans, and teacher's guides. Now is the time to look towards the next generation and to empower them with the ability to live in peace with their neighbors. Until now we have taught our children and ourselves what is necessary to survive in times of conflict. Our children must be provided with the skills and knowledge to live in peace and to create mutual respect and understanding that will enable them to transform their lives and this region into one of cooperation, prosperity and freedom.

The text books used in Palestinian and Israelis schools have come under great criticism for their failure to assist in the creation of a culture of peace and for preserving a culture of hatred. Text books on both sides of the conflict have been found severing lacking in their failure to educate the young people of the Palestinian Authority and of Israel about each other through a perspective of mutual recognition and in line with agreements signed by both sides. The issue of educational reform has been highlighted within the framework of the Road Map for peace and requires significant revisions in the text books of both sides.

The final goal of this project proposal is the production of new multi-disciplinary text books for grades 1-12 for Palestinian and Israeli schools on issues concerning peace and democracy. The text books will be produced by a joint staff of Palestinian and Israeli educators. The books will be produced in three phases: (1) trial editions, (2) feedback from the field, and (3) first final edition. The text books will be identical for use in Israel and in the PA with the only difference being the language of publication – Hebrew and Arabic.

The Development of Text Books in Peace Education for Palestinian and Israeli Schools

IPCRI will produce a set of new multi-disciplinary text books for Palestinian and Israeli schools grades 1-12 on peace, mutual understanding, pluralism, diversity and democracy. The books to be produced will be multi-disciplinary in their approach including subject matter from social studies, history, literature, religion (or ethics), and civics. The aim of this project is to supply the Israeli and Palestinian school systems with a text book and teachers' guide that can be used in every grade of formal education in all schools. The text books will integrate diverse pedagogies and methodologies including the study of texts, values clarification exercises, the arts and music, literature, creative writing, historical documents, newspaper clippings, etc.

IPCRI's Experience in the Field of Peace and Democracy Education

IPCRI has been working in the field of peace and democracy education for the past ten years. IPCRI has developed one of the most successful peace education programs in the Palestinian Authority and in Israel. IPCRI program that included a curriculum for peace education for tenth grades was adopted and used in more than 70 Israeli and Palestinian schools. Additionally, IPCRI has developed lesson plans and teachers guides for AED – the Academy for Educational development on behalf of Search for Common Ground on the film series “A Force More Powerful” which teaches about non-violence. Under contract by the US Department of State, IPCRI has developed supplementary education lesson plans for Palestinian schools on pluralism, mutual understanding and peace education. Two hundred of the lesson plans have now been submitted to the Palestinian Ministry of Education for review. We expect to begin teacher training on the lesson plans in the coming months in PA governmental schools and in UNRWA schools. We hope that the lesson plans developed by Palestinian educators will also be translated to Hebrew for use in Israeli schools.

From our extensive work in peace education over the past decade we have learned that there is a need to create a clearly defined “space” in the curricula for peace and democracy studies. We believe that this must be done throughout the 12 years of formal education. We also believe that it is essential to develop a systemic approach to peace and democracy education that provides a holistic approach and that is targeted to elementary schools, middle schools and high schools.

In the past, IPCRI's Peace Education curricula development worked embraced the idea that we needed to develop different texts for the Israeli and Palestinian school systems, as we believed that the circumstances of each society were

different and therefore the needs were different as well. In our final evaluation, the existence of separate curriculum on both sides increased suspicions and did not serve the goals for which the curricula were written. There is a great challenge to be faced in preparing the same texts that can be taught on both sides. There is no doubt that we will face resistance from both sides in the writing on unified texts that will be taught on both sides, however, we believe that this challenge must be taken “head-on” and we should not compromise on our belief that education for peace text books in a conflict arena must be the same on both sides of the conflict. This will be a central philosophy underlying this proposal and the work that will ensue.

The materials developed by the joint teams for the various age groups will be diverse and will integrate the needs of both sides – that, in fact, is part of the learning process. The text book writers will spend a significant amount of time together (Israelis and Palestinians) in order to reach understandings amongst themselves that will enable them to produce the joint texts. IPCRI has specialized in the past 18 years in working with joint groups and in building consensus and understandings. Each of the four teams will be given almost a full year to produce their text book with a great deal of time being spent on working together. The language of work will be English and the joint text will be first written in English and then translated to Hebrew and Arabic. Assuming that the writers bring materials to be used in the text books in their native language, these materials will be translated into English to enable them to work together – the original language texts used will appear in their original form in the final text (not re-translated from English in either Hebrew or Arabic).

Work Plan

It is essential that the Israeli and Palestinian Ministries of Education be part of this effort from the very beginning. IPCRI is now forming a joint Israeli-Palestinian steering committee for leading the text book writing effort. The two Ministries of Education have agreed to appoint senior officials to the steering committee of the project. The Director of Education for UNRWA will also serve on the steering committee. This is a very important development as UNRWA is responsible for education in schools for Palestinian refugees throughout the region including West Bank, Gaza, Jordan, Lebanon, and Syria. Should UNRWA adopt the text books in their schools, they will be taught in all UNRWA schools. IPCRI is now in the process of identifying the other members of the steering committee which will be comprised of people with both academic experience in peace education and peace educator practitioners from the field.

The steering committee will determine the approach and the directives for the writing of the text books. The two project directors serving as the center of IPCRI's professional staff for the project will work directly with the steering committee and all of the text book writing teams. IPCRI will create four joint

teams of text book writers for each three grades groups (1-3, 4-6, 7-9, 10-12). In year one of the project, text books for grades 1, 4, 7, and 10 will be completed. In year two text books for grades 2, 5, 8, and 9 will be completed. In year three text books for grades 3, 6, 9, and 12 will be completed. During year 4 of the project, the text books will be reviewed and adjusted based on feedback from the field. The entire project will be accompanied by the research and evaluation component undertaken by the University of Haifa's Center for the Research of Peace Education and by Al-Quds University Education Department. The formal evaluation phase of the project conducted by outside research institutions will begin in Year 2. IPCRI will conduct an "action evaluation" from the beginning of the work (see annex on action evaluation).

IPCRI's approach will be to work with Palestinian and Israeli educators with experience in writing text books. Each completed text book will be distributed for peer and professional review and comments to some 100 people including educators, Ministry of Education officials, public personalities including people from the arts, journalists, non-governmental and civil society institutions. The feedback received from the field will be used in the preparation of the first final edition of the text books. IPCRI will seek to have the experimental version of the new text books taught in a minimum of 50 classes on each side during the year after publication. IPCRI will conduct a series of training workshops in the new text books during the summer months in order to enable groups of teachers to begin using the text books in the following school year. The evaluation of the text books will take place in all of the classes using the new text books each year.

IPCRI will develop the same text books for each grade for Palestinian and Israeli schools.

The Problem to Be Addressed

In a report issued by IPCRI in 2004 on Palestinian text books we wrote the following: *Text books issued by governments are an authoritative source to determine the values that any society lives by. Until now, the Palestinian Authority text books have not provided evidence that the Palestinian Authority has been implementing a policy of peace making.*

Palestinian text books have confused messages and it is not difficult to come to the understanding that the main political theme imparted to the students is that Israel should not exist and that is essentially the Palestinian goal. Assuming that this is not the political message that the Palestinian Authority adheres to, there is a need to make real revisions and amendments in the Palestinian text books.

Dr. Nurit Peled from the Hebrew University wrote the following on Israeli text books: *It isn't at all certain that on this test the Israeli education system would get a higher grade than its Palestinian neighbor. Although it is hard to find in Israeli textbooks incidences of blatant incitement, as is often found in Jordanian and Egyptian textbooks, Dr. Ruth Firer of Hebrew University, one of the pioneers of*

textbook research, argues that the indoctrination in the Israeli books is simply more sophisticated.¹ ... It is harder to detect a stereotype that is concealed by a seemingly innocent icon, she says, than one that is worded such that it "vulgarly pulls you by the nose." Both sides ignore periods of relative calm and coexistence between the nations - for instance in 1921-1929 - or mention them as a misleading interval in a prolonged conflict, the two sides do not reveal any tendency to tell the pupil the story of the conflict from the enemy's point of view, both skip over details of the human suffering of the other side, and each side gives a reckoning of its victims alone.²

Education has a duty to become involved in the resolution of conflicts. Education is sometimes blamed as being part of the problem; it, then, has to be part of the solution. Education should foster peaceful relations between Palestinian and Israelis. The educational system should be used as a primary vehicle for promoting the principles of tolerance, peace, respect for diversity, human rights and citizenship, and for promoting the peace process between the two nations. Opportunities should be provided for students to explore the relationships between the Israelis and the Palestinians, both historically and in the context of the present-day context.³

Educators should be aware of the far-reaching effect of education in the promotion of reconciliation, tolerance and peace. They should also be aware of the effect of education that is based on incitement and violence...⁴

There is a sense today of the beginning of a new era with new opportunities for breaking the impasse of the past four violent years. There is a need for concrete steps to be taken on both sides to indicate the possibilities for ending the violence and breaking the deadlock. Because of the inextricable link between education and values, Palestinian and Israeli actions taken regarding the revising of their respective text books or in the acceptance of new text books that teach peace and democracy in accord with IPCRI's reports (and others) would be an undeniable fact that could not be overlooked regarding their intentions for making peace. The decision of what to teach the young generation is perhaps the most accurate litmus paper of what the future may have in store. As we believe and assume that the Palestinian Authority and the majority of Palestinian citizens and the Government of Israel and the people of Israel are truly interested in reaching

¹ IPCRI Report on the Need for Educational Reform in the Palestinian Authority, <http://www.ipcri.org/files/paltextrecs.pdf>

² Learning all the Wrong Facts, Akiva Eldar, Haaretz: <http://news.haaretz.co.il/hasen/objects/pages/PrintArticleEn.jhtml?itemNo=511984>

³ IPCRI Report on Palestinian Text Books, March 2003, <http://www.ipcri.org/files/textbooks.pdf>

⁴ IPCRI Report of 4th & 9th Grade PA Text Books, April 2004, <http://www.ipcri.org/files/4&9report.pdf>

a peace, there must be a decision to reform education on both sides in accordance with a new philosophy of education that places peace and democracy in the center. This proposal aims to assist this process by providing the two educational systems with a set of text books that can be immediately adopted and implemented in the schools. It is essential that this work be done for both school systems, recognizing that the educational process necessarily must affect by societies. It is essential to create a set of text books that are identical or very similar that can be used in parallel in both Palestinian and Israeli schools. This will concretize the sense that both sides are stepping forward towards peace and democracy with equal strides and intentions.

Content and Approaches of the Proposed Text Books

Most citizens of conflict-affected populations long for peace but are affected also by the sentiments of hatred and revenge for past events that were activated by their leaders during the conflict. It is essential to intervene with life skills-based peace education that helps children and adults understand how conflicts arise and how to work towards peaceful non-violent solutions to the underlying problems. Democratization and democratic values will be central in the development of the text books.

- **Affirmation of self and others** -- valuing ourselves and others creates motivation and commitment to resolve conflict non-violently.
- **Cooperation** -- the recognition that we exist in this world together and that we will survive together or be destroyed together is central to finding solutions that benefit both sides.
- **Communication skills** -- listening skills and clear, assertive statements are essential to the non-violent resolution of problems with others.
- **Problem solving** -- learning practical techniques as well as having appropriate attitudes and approaches to conflict are crucial to resolving our disputes.

Armed with these tools, individuals can live the principles of non-violent conflict management, and also teach or assist others to find peaceful reconciliation to situations of conflict wherever they might occur.

AIMS OF PEACE EDUCATION

Education for peace should promote key values in various faiths and ethnic-national groups that have been recognized through interfaith and intercultural dialogue as a body of common and shared values for guiding peaceful conduct and relations among peoples, communities and nations, such peace, compassion, justice, love, respect, reciprocity, kindness, freedom, tolerance, empathy, responsibility, trustworthiness, discipline, patience, mercy, honor,

benevolence, fairness, equity, diversity, forgiveness, reconciliation, sharing, harmony, sincerity, acceptance, truthfulness, humaneness, harmony, integrity, truth, humility, generosity, gratitude, hope, solidarity, empowerment, and sustainability.

Curricula, formal or non-formal, for cultivating the building of a culture of peace need to be holistic and multi-dimensional encompassing various key themes and issues including overcoming wars and other forms of direct violence; transforming local and global injustices towards a fair and compassionate world; enhancing sustainable futures; creating a culture of human rights; weaving cultural harmony and solidarity.

Education for peace seeks to enable the student to:

- To understand the nature and origins of violence and its effects on both victim and perpetrator;
- To create frameworks for achieving peaceful, creative societies;
- To sharpen awareness about the existence of non-peaceful relationships between people and within and between nations;
- To investigate the causes of conflicts and violence embedded within perceptions, values and attitudes of individuals as well as within social and political structures of society;
- To encourage the search for alternative or possible nonviolent skills;
- To be equipped with personal conflict resolution skills.

KEY SKILLS, METHODS AND CONTENT

- Peace Education skills
- identifying bias
- problem solving
- sharing and co-operation
- shared decision-making
- analysis and critical thinking
- enhancing the self esteem of oneself and others
- creative self expression
- ability to imagine life beyond the present and work towards a vision
- understanding the links between the personal, local and global
- honest talk and sensitive listening
- positive emotional expression
- recognizing and expressing feelings in ways that are not aggressive or destructive
- conflict resolution strategies
- empathy
- nonviolent action in relation to problems both personal and societal
- ability to act on ideas
- self reflection
- independent research

Process and methodology for use in peace education

Active learning/participative methods, experiential learning, partnerships in learning with pupil participation, dialogue, self expression, story telling and response to stories, project work focused on identifying questions and researching answers, encouragement of use of source material, exchange with children from other cultures using their own medium, creative teaching and learning, whole school approach including all staff and links with the wider community.

Content of theory-based peace education

Could include: the role of values systems in religious and secular world views, the history and present day struggles for justice and equality in race and gender, the ethics of science and technology, understanding of the causes of violence and war and other local, national and international disputes, the theory of conflict resolution, visions of the future, political and social change, the economics of war and oppression, human rights and citizenship, violence, war and peacemaking in the media, nonviolence in literature and the arts.

Content of practical expressions of peace-making for use in peace education

Models of peace-making, peace history – local, national and international, the

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role of the United Nations and Non-governmental Organizations, how community groups affect peaceful change, vocations for social change, the role of personal and community health and nutrition in a healthy society, understanding other cultures through language, custom and stories, parenting and child care, bullying and anti-bullying methods, peer mediation and conflict resolution skills for children in the classroom.

The role of violence and conflict in peace education

We recognize that violence as a tool for achieving change is both widely used and feared. It comes in different forms and the fear of violence can be as damaging as violence itself. Violence is embedded in our society not only as a method to solve conflict but in sport, entertainment and literature. Conflict is not the same as violence. Conflict is inevitable in human affairs but violence is not. Conflict can be a positive and creative force for change. Conflict can be approached as a challenge, offering people the chance to be inventive and creative, and to develop in ways they might not have thought of. Dealing with conflict creatively is a vital part of peace education.

IPCRI is not going to reproduce the proverbial wheel. There has been much work done around the world designing curricula in peace and democracy education. IPCRI will utilize materials found to be appropriate and valuable and adapt them for use in the Palestinian Authority and in Israel.

Budget –

The following budget covers four years of the program. The application to MEPI is for year 1 only.

Annex I – Action Evaluation

Monitoring and Evaluation Plan

IPCRI will employ the methodologies of “action evaluation” throughout the course of this project.

Action Evaluation (AE) fosters participation and ownership by the participants. It gathers and organizes essential inputs to a project, by asking questions about:

- people's goals - What?
- their values and beliefs - Why? -- and
- suggested action strategies - How?

in the context of their identity groups for the current or future initiative.

By asking those most directly involved in a conflict-resolution initiative to collaboratively define their goals, articulate core values, and brainstorm action strategies, the group becomes more coherent and focused. Participants who might otherwise be at odds with one another about the purposes of their joint effort, can effectively walk in step with one another and reflect together on their practice as they engage in it. As such, action evaluation is a form of collaborative social intervention. Action Evaluation is also a form of conflict intervention, in that it brings to the surface any conflicts between participants' goals and strategies, and helps participants become more engaged and active. In summary, by asking stakeholders to collaboratively define their goals and objectives, Action Evaluation supports a central principle of conflict resolution: any process designed to effectively address a conflict must engender ownership and participation by those most directly affected by the conflict.

The Action Evaluation component of this proposal will be directed and supervised by the Co-Directors of IPCRI's Economic Unit in coordination with academic advisors. The Action Evaluation will be conducted by at least 2 graduate students in Conflict Resolution programs from various local and/or foreign universities. IPCRI has a vibrant and active program of internships with interns coming from local universities and from foreign universities from all over the world.

Annex II – CV's of IPCRI Co-CEOs