



The Rejection of Peace: References to Peace Agreements, Israel, and Jews, Now Removed from PA Curriculum

Grades 1–12—Pre-2016



Selected Examples

September 2019

Introduction:

This report includes selected positive content that existed in the Palestinian school curriculum (for the West Bank, Gaza, East Jerusalem and UNRWA) between 2000 and 2016 and subsequently removed from the restructured 2016–19 curriculum.

Some of the positive examples were removed even before 2016, but this "new" curriculum represents a quantum leap backward toward radicalizing the textbooks.

There were expectations that the curriculum would be more moderate compared with previous, radical textbooks of the Arafat-era. Such hope derived from the publication of comparatively moderate new books for eleventh graders, following the 2005 election of Mahmoud Abbas (Abu Mazen) as president of the Palestinian Authority (PA). These textbooks carried a slight shift in tone. However, this apparent change during the 2005–06 academic year was followed by more confrontational twelfth-grade textbooks after the January 2006 electoral victory of the Islamist Hamas movement.¹ With the curriculum's 2016–18 restructuring, more radicalization and an intensified combative tone ensued.

Some Removed Positive Examples Regarding Jews, Israel and Peace

In the following examples, one can find indirect references to peace, such as "Jordan signed a peace treaty with Israel" and "Palestine is the land of peace."

An interesting example is that of Arafat's letter to Rabin in 1993, forming the basis of the peace process. Arafat's letter was provided in full, with a caveat. Palestinian students learned that the "PLO **condemns** [yudinu] the use of terrorism and other acts of violence" (bold added). There was neither regret nor repentance, but the original letter contained an official renunciation of terrorism and an official commitment to fight against it.

The 2019 textbook no longer includes the following epochal PLO statement calling for coexistence, peace, and non-violence with Israel, which appeared in the old version of the curriculum².

The PLO considers that the signing of the Declaration of Principles constitutes a **historic event**, inaugurating a **new epoch of peaceful coexistence** free from violence and **all other acts which endanger peace** and stability. [bold added]

Instead, the new curriculum depicts the Oslo process as a "force-and-conquer" process.

Forcing the Zionist Occupation [Israel] to recognize the PLO after the first Intifada in 1987 contributed to the return of PLO cadres and institutions in 1994 to the West Bank and Gaza Strip.³

¹ Arnon Groiss, "Palestinian Textbooks: From Arafat to Abbas and Hamas," The Center for Monitoring the Impact of Peace and the American Jewish Committee, 2008, p. 17,

² <http://www.impact-se.org/wp-content/uploads/2016/04/PA2008.pdf>.

² *Modern and Contemporary History of Palestine*, Vol. 2, Grade 11, 2014, p. 83.

This goes hand-in-hand with the removal of other sentences stressing the importance and meaning of peace.⁴ Likewise, the textbook no longer includes Arafat's commitment to "assume responsibility over all PLO elements and personnel in order to assure their compliance, prevent violations and discipline violators."

All the enthusiasm and hopes of peace have been erased from this curriculum including references to all peace negotiations between Israel and the Palestinians post Oslo. Pre-2016 curricula reported Knesset meetings between Israelis and PLO representatives which led to both public and covert meetings between Israelis and Palestinians and provided substantially more details about agreements and peace treaties between the two sides.

Before the educational restructuring, "Israel" was mentioned more often, along with the pejorative: "Occupation State." With the emergence of the new curriculum, such derogatory names as "Zionist Occupation" are employed in the overwhelming majority of cases.

Erased from textbooks as well, are two maps that previously included the name "Israel" featured on them. This was the first time—and the last—in which the name Israel appeared on any map used in a Palestinian curriculum.

Also deleted from the new curriculum was the relatively substantial amount of information taught to Palestinian students about ancient Jewish history in "Palestine."⁵ In addition, Jewish presence and connection to Jerusalem is no longer mentioned⁶ as the Jews' capital for that period.⁷

Another example—now completely missing—is the use of the term: "Jewish State," which appeared in an atlas showing boundaries in the 1937 Partition Plan, the 1947 Partition Resolution, and the 1949 armistice lines.⁸

With the elimination in new Palestinian textbooks of any reference to Israel, the Jewish people and peace, reasonable hope for a reformation of the Palestinian curriculum was dashed.

³ *Geography and Modern History of Palestine*, Vol. 2, Grade 10, 2019, p. 29.

⁴ The PLO's commitment to UNSC resolutions 242 and 338 appears twice in Arafat's original letter and in the PA's 2014 textbook, but only once in the 2019 textbook. The latter explains in a different section (p. 37) that, "The Palestine Liberation Organization (PLO) rejected Resolution 242 when it was issued because it meant the liquidation of the Palestinian cause."

⁵ *Modern and Contemporary History of Palestine*, Vol. 1, Grade 11, 2005, pp. 9–11; *National Education*, Grade 7, 2013, p. 3; *History of the Middle Ages*, Grade 7, 2014, p. 74; *Modern and Contemporary History of Palestine*, Vol. 1, Grade 11, 2015, pp. 8–9.

⁶ *Modern and Contemporary History of Palestine*, Vol. 1, Grade 11, 2015, p. 10; *Modern and Contemporary History of Palestine*, Vol. 2, Grade 11, 2006, p. 34.

⁷ *Modern and Contemporary History of Palestine*, Vol. 1, Grade 11, 2005, pp. 9–11; *Islamic Education*, Vol. 1, Grade 11, 2005, p. 15.

⁸ *Atlas of Palestine, the Arab Homeland and the World*, 2002, p. 5.

Selected Examples⁹

1. REMOVED from New Curriculum- Yasser Arafat's call for coexistence, peace, and non-violence with Israel

The new curriculum deliberately omits important messages of peace and non-violence in Yasser Arafat's letter to Yitzhak Rabin such as calling the signing of the Declaration of Principles "*a historic event opening a new era of coexistence in peace and stability, an era without violence.*" Another important omission that appeared in Arafat's letter in the old curriculum is the PLO's commitment to "*assume responsibility over all PLO elements and personnel in order to assure their compliance*" (*Modern and Contemporary History of Palestine*, Vol. 2, Grade 11, 2014, p. 83).



*Shaded text is erased from the new Palestinian curriculum

Excerpts:

Mr. Prime Minister

The signing of the Declaration of Principles opens a new era in the history of the Middle East. I firmly affirm the following commitments of the Palestine Liberation Organization: The Palestine Liberation Organization recognizes the State of Israel's right to live in peace and security. The Organization accepts the [UN] Security Council's Resolutions Nos. 242 and 338.

The Organization is committed to the peace process in the Middle East and to a peaceful solution to the conflict between the two parties and declares that all the fundamental issues related to the permanent situation will be solved through negotiation. The Organization considers the signing of the Declaration of Principles a historic event opening a new era of coexistence in peace and stability, an era without violence. Consequently, the Organization condemns the use of terror and other violent actions and will assume responsibility over all PLO elements and personnel in order to assure their compliance, prevent violations and discipline violators.

In view of the promise of a new era and the signing of the Declaration of Principles and based on Palestinian acceptance of Security Council Resolutions 242 and 338, the PLO affirms that those articles of the Palestinian Covenant which deny Israel's right to exist, and the provisions of the Covenant which are inconsistent with the commitments of this letter are now inoperative and no longer valid. Consequently, the PLO undertakes to submit to the Palestinian National Council for formal approval the necessary changes in regard to the Palestinian Covenant.

Sincerely, Yasser Arafat

⁹ NB: Italics represent English translations of the original Arabic.

2. ELIMINATED from New Curriculum- Study unit about peace agreements, summits and proposals with Israel

A full unit about previous peace negotiations with Israel since 1948 containing two chapters titled "Peace Plans and Initiatives" and "Peace Agreements." Almost all peace negotiation attempts in this unit were omitted from the new curriculum (*National Education*, Grade 10, 2012, pp. 43–56).



Unit 3- The Palestinian Cause and the Peace Process

Lesson 1 - Peace Plans and Initiatives

Lesson 2 – Peace Agreements

3. DELETED from New Curriculum- Recognition of the establishment of "the State of Israel" in 1948 is acknowledged

Israel is referred to as an ordinary state using the expression "The State of Israel" in a historical table 1948 on, entitled "Palestine throughout the Ages." The term "State of Israel" doesn't appear even once in the new PA curriculum (*National Education*, Grade 7, 2013, p. 3; *History of the Middle Ages*, Grade 7, 2014, p. 74).



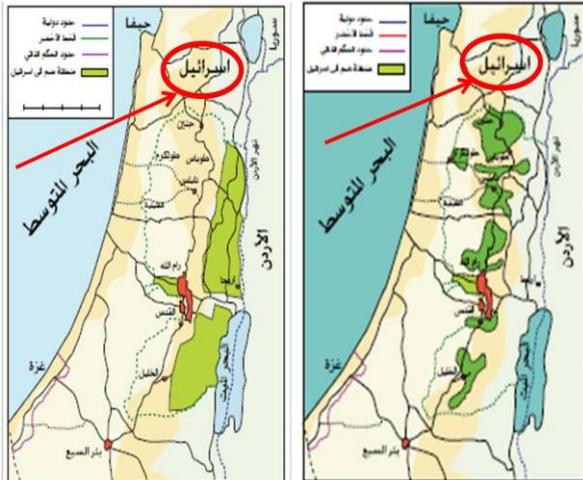
Timetable

Palestine throughout the Ages

The establishment of the State of Israel on Palestinian land

4. TAKEN OUT from New Curriculum- Israel in maps

The name "Israel" appears in two maps on the same page of a history textbook for eleventh grade. The left map shows the 1968 Alon Plan for annexation of West Bank territories to Israel and the right map depicts the 1982 Sharon Plan of such annexation. The maps also include the Green Line mark which rarely exists on maps in the new PA curriculum (*Modern and Contemporary History of Palestine*, Vol. 2, Grade 11, 2014, p. 51).



*The name "Israel" in both maps has been marked for the sake of convenience.

5. REMOVED from New Curriculum- Negotiations with Israel as the ultimate goal to live side-by-side in peace and security

A passage about the Roadmap Plan brings important and detailed excerpts of the plan which teach about the end of conflict between the sides through negotiations resulting in a "Palestinian viable democratic state existing side-by-side with Israel and its other neighbors in peace and security." In the new PA curriculum, all peace negotiations between Israel and the Palestinians post Oslo have been removed. Oslo is taught as a neutral data point with no attempt to convince students that a peaceful resolution is preferred—or even necessary (*Modern and Contemporary History of Palestine*, Vol. 2, Grade 11, 2014, pp. 88–89).

إن الهدف هو تسوية نهائية وشاملة للنزاع الإسرائيلي- الفلسطيني بحلول عام ٢٠٠٥ ، كما طرحت في خطاب الرئيس بوش في الرابع والعشرين من حزيران/يونيو، ورحب بها الاتحاد الأوروبي وروسيا والأمم المتحدة في بيانين وزاريين للمجموعة الرباعية في السادس عشر من تموز/يوليو والسابع عشر من آيلول/سبتمبر . . . وستؤدي تسوية تم التفاوض بشأنها بين الطرفين، إلى انشاء دولة فلسطينية مستقلة، ديمقراطية، قادرة على البقاء، تعيش جنباً إلى جنب بسلام وأمن مع إسرائيل وجيرانها الآخرين. وسوف تحل التسوية النزاع الإسرائيلي- الفلسطيني، وتنهي الاحتلال الذي بدأ في عام ١٩٦٧ ، بناء على الأسس المرجعية لمؤتمر قمة سلام مدريد، ومبدأ الأرض مقابل السلام، وقرارات الأمم المتحدة ٢٤٢ و ٣٣٨ و ١٣٩٧ ، والاتفاقات التي تم التوصل إليها ساپقاً بين الطرفين . . .

The goal is a final and comprehensive settlement of the Israeli-Palestinian conflict by the beginning of 2005, as was suggested in President Bush's speech on January 24 and was welcomed by the EU, Russia and the UN in two ministerial statements of the Quartet on July 16 and September 17. . . A settlement negotiated between the two parties will lead to the appearance of a viable Palestinian democratic state living side-by-side with Israel and its other neighbors in peace and security. The settlement will solve the Israeli-Palestinian conflict and terminate the occupation that began in 1967, on the basis of the powers [vested in] the Madrid Conference for Peace, the 'Land for Peace' Principle, UN Resolutions 242 and 338 and the past agreements agreed to by the two parties.

6. ELIMINATED from New Curriculum- Israel's peace treaty with Jordan

Pre-2016 curricula discuss the peace agreement between Israel and Jordan and the border between them (*History of the Arabs and the World in the Twentieth Century*, Grade 12, 2014, p. 65).

الكرامة، وتمكن القدائيون الفلسطينيون والجيش الأردني من صد العدوان. ووقعت الأردن معااهدة السلام مع إسرائيل عام ١٩٩٤م، واعترف الطرفان بالحدود بينهما وفقاً للحدود التي وضعها الانتداب البريطاني.

Jordan signed a peace treaty with Israel in 1994 and the two parties acknowledged the border between them in accordance with borderlines placed by the British Mandate [authorities].

7. REMOVED from New Curriculum- Jewish presence and connection to Jerusalem is mentioned

This textbook recognizes the Jewish connection to Jerusalem: it includes explanations about ancient Jewish history and the Jewish presence in Jerusalem: "*The Jews in Jerusalem started several revolts . . . In 70 AD the Roman commander Titus attacked them.*" In the new curriculum, there is a tendency to erase this connection and to teach only about Christianity and Islam as religions with connections to the city (*Modern and Contemporary History of Palestine*, Vol. 1, Grade 11, 2015, p. 10).

وقام اليهود في القدس بعدة ثورات تصدى لها الرومان بقوة، ففي عام ٧٠ م قام القائد الروماني تييطس بمحاجتهم، وفرض سيطرته على القدس ، بمساعدة مالك الثاني ملك الأنباط .

The Jews in Jerusalem [Al-Quds] started several revolts to which the Romans reacted by force. In 70 AD the Roman commander Titus attacked them and captured Jerusalem [Al-Quds] with the support of Malik II, king of the Nabateans.

8. ELIMINATED from New Curriculum- Meetings between Israelis and PLO leading to peace negotiations

Knesset meetings between Israelis and PLO representatives which led to both public and covert meetings between Israelis and Palestinians (*Modern and Contemporary History of Palestine*, Vol. 2, Grade 11, 2014, pp. 82, 83–84).

ألغى الكنيست الإسرائيلي الإجراء الذي كان يحظر الاتصالات بين الإسرائيليين ، وأعضاء منظمة التحرير الفلسطينية في ١٩ كانون الثاني عام ١٩٩٣م ، وهذا بدوره سهل التفاوض العلني والسريري بين الإسرائيليين والفلسطينيين ، والذي توج بتوقيع رسائل الاعتراف المتبادل بين إسرائيل ومنظمة التحرير الفلسطينية في ١٠ أيلول عام ١٩٩٣م الآتية :

The Israeli Knesset nullified the rules prohibiting communications between Israelis and the PLO in January, 1993. This in turn facilitated the public and covert negotiations between Israelis and Palestinians culminating with the signing of the mutual recognition documents between Israel and the PLO on September 10, 1993.

9. ELIMINATED from New Curriculum- Jerusalem's Jewish Quarter in the Old City

The following image mentions the Jewish Quarter in the old city acknowledging Jewish presence in the city (*National Education*, Vol. 1, Grade 3, 2002, p. 42).

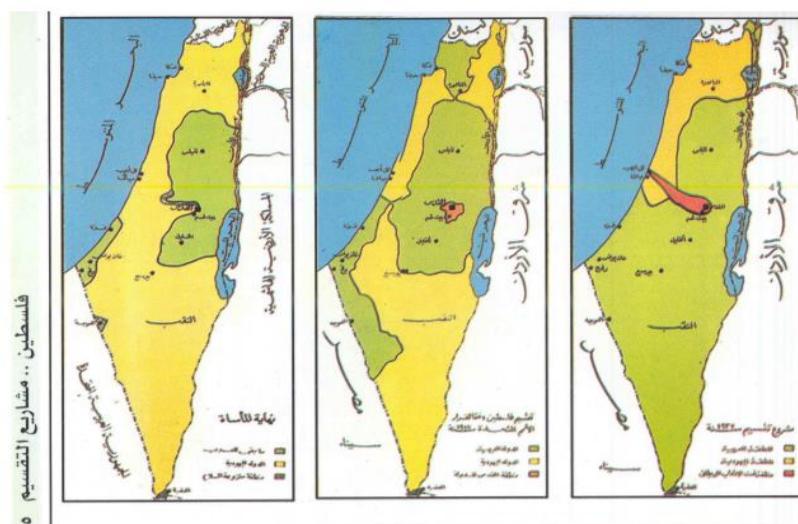


"Activity: We will look at the following [city] map of [the] Old [City of] Jerusalem and answer the questions that follow it."

[Legend:] Jerusalem, Sections of the Old City, Muslim Quarter, Jewish Quarter, Armenian Quarter, Christian Quarter, Religious Sites, The Dome of the Rock, Al-Aqsa Mosque, The Church of the Holy Sepulcher"

10. REMOVED from New Curriculum- The term "Jewish State"

A rare example use of term "Jewish State" appears in an atlas showing boundaries of the 1937 Partition Plan, the 1947 Partition Resolution, and the 1949 armistice lines (*Atlas of Palestine, The Arab Homeland and the World*, 2002, p. 5).



Palestine: Partition Plans

The End of the Tragedy	Partition of Palestine according to the UN Resolution, 1947	Partition Plan of 1937
What was left to the Arabs	Arab State	Arab Zone
The Jewish State	The Jewish State	The Jewish Zone
Demilitarized Zone	International Zone of Jerusalem	Zone under British Mandate

11. DELETED from New Curriculum- The Bush administration's "Roadmap for Peace"

A detailed explanation of the Bush administration's "Roadmap for Peace" plan of 2002 and its phases is taught in tenth grade, including: passages about stopping all forms of violence; renewal of talks between Israel and Arab states; establishment of a Palestinian state within temporary borders; and negotiations of a final status agreement on core issues (*National Education*, Grade 10, 2012, p. 47).

خطة خارطة الطريق ٢٠٠٢

نتيجة لمماطلة إسرائيل في تنفيذ اتفاقيات السلام ، والجihad الإسرائيلي للأراضي الفلسطينية المحتلة في نيسان عام ٢٠٠٢ م، قام الرئيس الأمريكي جورج بوش بإعداد تصور لحل القضية الفلسطينية سمي (بخارطة الطريق) ، وكلفت بمتابعتها اللجنة الرباعية التي تضم كل من روسيا ، والولايات المتحدة ، والاتحاد الأوروبي والأمم المتحدة. وقد تم تعديل ذلك التصور أكثر من مرة استجابة لضغط إسرائيلية ، ولا تختلف خطة خارطة الطريق عما سبقتها من مبادرات سلمية ، سوى أنها تحوي المزيد من الجداول الزمنية لتسهيل مسار القضية الفلسطينية وتنص على خارطة الطريق ثلاثة مراحل هي :

■ المرحلة الأولى (وقف العنف والعودة للحياة الطبيعية من أكتوبر ٢٠٠٢ إلى ٢٠٠٣ م):

ومن ملامح هذه المرحلة وقف السلطة الفلسطينية الإنفاضة والمقاومة في جميع أنحاء فلسطين مقابل انسحاب الجيش الإسرائيلي من المناطق التي احتلتها منذ ٢٨ سبتمبر لعام ٢٠٠٠ م .

■ المرحلة الثانية (المرحلة الانتقالية من يونيو ٢٠٠٣ إلى ديسمبر ٢٠٠٣ م):

ومن ملامح هذه المرحلة عقد مؤتمر دولي للبلدء بالمحاوضات بشأن إقامة الدولة الفلسطينية في حدود مؤقتة حتى نهاية عام ٢٠٠٣ م ، وعودة استئناف العلاقات بين العرب وإسرائيل .

■ المرحلة الثالثة (مفاوضات الحل النهائي من ٢٠٠٤ إلى ٢٠٠٥ م):

ومن ملامح هذه المرحلة عقد مؤتمر دولي للتفاوض بين السلطة الفلسطينية وإسرائيل بشأن الإتفاق الدائم والنهائي الذي يفترض أن ينجز عام ٢٠٠٥ م ، حول قضايا الحدود ، القدس ، والمستوطنات ، واللاجئين ، وإنشاء علاقات طبيعية بين العرب وإسرائيل .

Roadmap Plan of 2002:

... US President George W. Bush initiated a plan to resolve the Palestinian issue called the "Roadmap" whose implementation is supervised by the Quartet that includes Russia, the United States, the European Union and the United Nations. The Roadmap has three steps:

- Step one (Stopping violence and return to normal life, October 2002 to 2003):

At this stage, the Palestinian Authority is required to stop the Intifada and resistance in Palestine in exchange for the withdrawal of the Israeli army from the territories it has occupied since September 28, 2000.

- Step two (The transition phase, from June 2003 to December 2003):

This stage includes convening an international conference to begin negotiations on the establishment of the Palestinian state within temporary borders by the end of 2003 and renewed relations between the Arab states and Israel.

- Step three (Negotiations on the final solution, from 2003 to 2005):

This stage includes convening an international conference for discussions between the Palestinian Authority and Israel regarding the final status agreement that should be reached by 2005 on the issues of borders, Jerusalem, settlements, refugees and the establishment of normal relations between the Arab states and Israel.

12. REMOVED from New Curriculum- "Annapolis" negotiations

In a chapter called "*Hot Political Issues*," students learn about previous Israeli-Palestinian peace processes between 2002–10 which include the "Annapolis" negotiations (*Contemporary Issues*, Grade 12, 2012, p. 25).

وطرحت الولايات المتحدة الأمريكية خطة (خريطة الطريق) لحل الصراع بين الطرفين، وتدعو فيه إلى وقف العنف، والعودة إلى طاولة المفاوضات التي تنتهي بإقامة الدولة الفلسطينية بحلول عام ٢٠٠٥ م. وبدأت سلسلة جديدة من المفاوضات بين الطرفين، واستمرت حتى نهاية عام ٢٠١٠ م، ولكنها واجهت المصير نفسه الذي أعقب اتفاقيات ما بعد أوسلو.

The United States has proposed a plan known as the "Roadmap Plan" to resolve the conflict between the two sides. It called for a cessation of violence and a return to the negotiating table that will end with the establishment of a Palestinian state, by 2005 A new series of negotiating sessions began between the parties which continued until 2010, but these, too, resulted in the same fate as the agreements of the post-Oslo period.

13. TAKEN OUT of New Curriculum- Drill on peace agreements with Israel

Students are asked to test themselves by discussing peace agreements with Israel while explaining various points and principles relating to both sides (*National Education*, Grade 10, 2012, p. 52).

أختبر نفسك:

- ١- أنقل إلى دفتر، واجيب بـ (نعم) أو (لا)
 - ١- تطرق إتفاقية كامب ديفيد إلى إقامة حكم ذاتي إنقالي في الضفة الغربية، وقطاع غزة.
 - ٢- أقرب اتفاقية الخليل بالسيادة الفلسطينية عليها
 - ٣- من قضايا الوضع النهائي التي لا يمكن التنازل عنها: القدس، واللاجئين، والمياه، وإزالة المستوطنات، والحدود.
 - ٤- من الصالحات التي نقلت من إسرائيل إلى المجلس الفلسطيني التربية والتعليم فقط.
 - ٥- أعدد ثلاث اتفاقيات للسلام الخاصة بفلسطين.
 - ٦- أبين أبرز نقاط إعلان المبادئ في اتفاقية أوسلو عام ١٩٩٣ م.
 - ٧- أوضح ما نصت عليه اتفاقية طابا عام ١٩٩٥ م.
 - ٨- أذكر المناطق التي طبق عليها إعلان المبادئ في بداية الأمر.

Excerpts:

Test yourself:

2- I will mention three peace agreements relating to Palestine.

3- I will explain the key points of the Declaration of Principles in the 1993 Oslo Accords.

4- I will clarify what the 1995 Taba Agreement includes.

5- I will list the areas where the Declaration of Principles were first implemented.

14. TAKEN OUT of New Curriculum- Recognition of Israel and its establishment in 1948 are acknowledged

In a chapter titled "Palestinians in Israel" the establishment of Israel in 1948 is acknowledged along with demographic changes in Israel (*National Education*, Grade 9, pp. 62–63).

ملخص تعليمي

التحوال السكاني في إسرائيل:

أدى قيام إسرائيل في عام ١٩٤٨م إلى نشتت الشعب الفلسطيني في أقطار عربية عدة، ولم يبقَ منهم في فلسطين ٥٠٠,٠٠٠ (١٥٦٪)، شكلوا ما نسبته ١٢,٥٪ من مجموع الشعب الفلسطيني حينذاك. وبينما تمكن إسرائيل من تحويل أولئك الفلسطينيين الذين بقوا في الأراضي التي احتلتها عام ١٩٤٨م إلى أقليّة، بعد أن كانوا أكثرية سكان البلاد لفرون عديدة، عن طريق مضايقة إسرائيل من عدده سكانها اليهود، بعد تدفق أعداد كبيرة منهم بالغ نحو (٦٨٤,٠٠٠) مهاجر جديد في السنوات الثلاث الأولى التي تلت تكبة فلسطين عام ١٩٤٨م.

Excerpts:

The establishment of Israel in 1948 led to the dispersion of the Palestinian people in Arab countries and left only 156,000 [residents] in their cities and villages, accounting for 12.5 percent of the total Palestinian people at the time . . .

التوزيع الجغرافي:

جدول رقم (٧) توزيع السكان العرب بمغاربيّة إسرائيل
جبلون رقم (٧) توزيع الفلسطينيين في داخل الخط الأخضر ما يتوافر على مليون
ومن بين القبائل فلسطيني (إحصائية عام ٢٠٠٢)، يشكلون حوالي خمس
مجموع السكان في إسرائيل، ويتوزعون في ثلاث مناطق مركزية: انظر
الجدول رقم (٧). يظهر الجدول رقم (٧) أن أغلبية الفلسطينيين في إسرائيل
يتواجدون في الأرياف، خاصة في منطقتي الجليل والمثلث، في حين أن ما
نسبة ١٠٪ من البدو الذين يقطنون صحراء النقب، وبعيش الباقى في المدن
الكبيرى، مثل: عكا، وجينا، وينافا، واللد، والرملة، والناصرة، وصفد.
(ابراهيم أبو جابر، المجتمع العربي في إسرائيل، ص ٤٣)

Excerpts:

The number of Palestinians inside the Green Line is approximately 1,200,000 Palestinians which are about one fifth of the total number of the residents in Israel . . . Table No. 7 shows that most of the Palestinians in Israel are centered in the periphery, especially in the areas of the Galil and Al-Muthalath [The triangle].

15. TAKEN OUT of New Curriculum- Israel ends policy of prohibited contact with the PLO

The old curriculum teaches that Israel ended its policy against contact with the PLO which "which made it easier to conduct public and covert negotiations between Israelis and Palestinians," as preparation for talks. This important step toward reconciliation is no longer taught to Palestinian children (*Modern and Contemporary History of Palestine*, Vol. 2, Grade 11, 2014, p. 83).

الغى الكنيست الإسرائيلي الإجراء الذي كان يحظر الاتصالات بين الإسرائيليين ، وأعضاء منظمة التحرير الفلسطينية في ١٩ كانون الثاني عام ١٩٩٣م ، وهذا بدوره سهل التفاوض العلني والسرى بين الإسرائيليين والفلسطينيين ، والذي توج بتوقيع رسائل الاعتراف المتبادل بين إسرائيل ومنظمة التحرير الفلسطينية في ١٠ أيلول عام ١٩٩٣م الآتية :

On January 19, 1993, the Israeli Knesset [parliament] abolished the regulation that had prohibited any contacts between Israelis and PLO members, which made it easier to conduct public and covert negotiations between Israelis and Palestinians.

16. ELIMINATED from New Curriculum- Recognition of Jewish past and presence in Palestine

A chart entitled "Historical [Time] table: Palestine throughout the Ages" includes the Jewish kingdoms "The Jews—David's kingdom 1000–923 BC; the northern kingdom of Israel 923–722 BC; the Kingdom of Judea 923–586 BC" and the occupation of the Kingdom of Israel by the Assyrians and occupation of the Kingdom of Judea by the Babylonians (*National Education*, Grade 7, 2013, p. 3; *History of the Middle Ages*, Grade 7, 2014, p. 74).

المسطرة التاريخية		ملحق رقم (١)
فلسطين عبر العصور		
الروماني: 63 ق.م		
البيزنطيون: 395-636		
-637 فتح القدس والخلافة الراشدة 621		الكتمانيون: 4500-486 ق.م
الخلافة الأموية: 661-750		
الخلافة العباسية: 750-999		الفراخنة: 991-1200 ق.م
الفرنجية: 1291-1486		
الأيوبيون: 1187-1250	الفلسطينيون The Philistines	970-1200 ق.م
الماليك: 1203-1516	اليهود ملوك داود: 1000-923 ق.م	
العشانيون: 1516-1917	ملوك إسرائيل الشمالية: 923-722 ق.م	ملوك بيت سليمان: 923-700 ق.م
الاحتلال البريطاني: 1917-1948	الأشوريون: 700-622 ق.م	
قيام دولة إسرائيل على أرض فلسطينية: 1948	الفرس: 539-332 ق.م	
الاحتلال الإسرائيلي للضفة الغربية وقطاع غزة: 1967-1994	اليونانيون: 332-63 ق.م	
فلسطين 1994		

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17. DELETED from New Curriculum- Cairo peace agreement of 1994

Students are taught about the details of the Cairo agreement of 1994 which legitimizes the security arrangements that were made between Israel and the Palestinian Authority (*National Education*, Grade 10, 2012, p. 51).

اتفاقات القاهرة عام ١٩٩٤:

شهد إعلان المبادئ أول تطبيق عملي عند توقيع الاتفاق حول الأمن في القاهرة بتاريخ ٩ شباط، عام ١٩٩٤، وتناول الاتفاق مسألة نقاط العبور بين مناطق الحكم الذاتي، والدول المجاورة، وتقرر أن تبقى الحدود الدولية بين غزة ومصر، وبين أريحا والأردن في عهدة إسرائيل التي تمتلك حق الاعتراض على دخول الأشخاص إلى الأراضي الفلسطينية.

Cairo Agreement of 1994:

The declaration of principles was first implemented when signing the Cairo Security Agreement on February 9, 1994. The agreement dealt with the issue of crossing points between regions of the [Palestinian] Autonomy and neighboring countries. It was decided that the international borders between Gaza and Egypt and between Jericho and Jordan would remain under Israeli responsibility where Israel would have the right to prevent people from entering the Palestinian territories.

18. ELIMINATED from New Curriculum- Camp David 2000

The Camp David summit between the Palestinian Authority and Israel "to create the general outlines of the final solution to the Palestinian problem" is mentioned in a passage teaching about the Second Intifada. The acknowledgment of the attempt to reach peace with Israel via negotiations was important, though it was taught as a failure and one of the reasons for the Intifada's eruption (*Modern and Contemporary Arab History*, Grade 9, 2014, p. 57).

الانتفاضة الثانية (انتفاضة المسجد الأقصى):

اندلعت في ٢٨ أيلول عام ٢٠٠٠ م ، لأسباب عديدة منها: فشل قمة كامب ديفيد الثانية التي عقدها الرئيس الأمريكي «بيل كلينتون» بين السلطة الوطنية الفلسطينية وإسرائيل لوضع الخطوط العريضة للحل النهائي للقضية الفلسطينية، ومحاكمة إسرائيل في تنفيذ الاتفاques الموقعة مع القيادة الفلسطينية، ومحاولتها فرض الأمر الواقع من خلال الاستيطان الصهيوني في الضفة الغربية، وقطاع غزة، وكان السبب المباشر فيها هو دخول شارون رئيس حزب الليكود باحة المسجد الأقصى .

The Second Intifada (the Al-Aqsa Mosque Intifada)

It erupted on September 28, 2000 for many reasons, such as the failure of the second Camp David summit convened by the American President Bill Clinton between the Palestinian Authority and Israel to establish the general outlines of the final solution of the Palestinian problem. [Another cause was] Israel's repeated postponement of the implementation of the signed agreements with the Palestinian leadership, and its attempt to impose a fait accompli by Zionist colonization [istitan] in the West Bank and the Gaza Strip. The immediate reason for it [the Intifada] was the entrance by Likud Party head [Ariel] Sharon the grounds of Al-Aqsa Mosque.

19. ELIMINATED from New Curriculum- "Hebron agreement"

Students are taught about the "Hebron agreement" which mentions Israeli concessions while legitimizing the security arrangements that were made between Israel and the Palestinian Authority (*National Education*, Grade 10, 2012, p. 51).

اتفاق الخليل (١٦ كانون الثاني/ ١٩٩٧):

تم توقيع هذا الاتفاق بين السلطة الفلسطينية وإسرائيل التي أخلت جيشها عن ٨٠٪ من مساحة المدينة، وقد تأخر الانسحاب الإسرائيلي الجزئي من الخليل بسبب المستوطنات الإسرائيلية داخل المدينة، وأقرت بحق الفلسطينيين في السيادة على هذه المدينة .

Hebron Agreement (January 16, 1997):

This agreement was signed between the Palestinian Authority and Israel, which removed its army from 80 percent of the city's territory. The partial Israeli withdrawal from Hebron was delayed due to Israeli settlements within the city.

20. **DELETED from New Curriculum- History of Jews in the land**

A Jewish presence in antiquity is explored. There is a brief review of Abraham and Lot's arrival (in Canaan) and the burial of Abraham, Sarah and Isaac in Hebron, and in "Palestine in the Reign of Prophet David," the following text is given (A map of the country bears the title: "*Palestine in the reign of Prophet David*" which appears next to the text) (*Modern and Contemporary History of Palestine*, Vol. 1, Grade 11, 2015, pp. 8–9).

فِلَسْطِينُ فِي عَهْدِ النَّبِيِّ دَاوُدْ :

شَهَدَ تَارِيخُ فِلَسْطِينِ الْقَدِيمِ دُخُولَ بَنِي إِسْرَائِيلَ بِقِيَادَةِ يُوشَعَ بْنِ نُونٍ فِي الْقَرْنِ الثَّانِي عَشَرَ ق.م، وَحَارَبُوا الْكَعَانِيْنَ وَالْفَلَسْطِينِيْنَ. وَفِي الْثَّلَاثَ الْآخِيرَاتِ مِنَ الْقَرْنِ الْحَادِي عَشَرَ ق.م. تَوَلَّ شَاؤُولُ بْنَ قَيْسٍ (طَالُوتَ) بِقِيَادَةِ بَنِي إِسْرَائِيلَ، وَحَارَبَ الْفَلَسْطِينِيْنَ بِقِيَادَةِ (جَالُوتَ) الَّذِينَ تَمَكَّنُوا مِنْ قَتْلِهِ وَأَبْنَاهُ فِي نَهَايَةِ الْقَرْنِ الْحَادِي عَشَرَ ق.م. وَبَعْدَ وَفَاتَهُ

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تَوَلَّ النَّبِيُّ دَاوُدُ بْنُ يَسِّي بِقِيَادَةِ بَنِي إِسْرَائِيلَ، وَأَسْسَ مُمْلَكَةً عَلَى قَسْمٍ مِنَ الْأَرْضِ الْفَلَسْطِينِيَّةِ تَحْتَ قِيَادَتِهِ، وَمِنْ بَعْدِهِ جَاهَ النَّبِيُّ سَلِيمَانُ الَّذِي حَكَمَ مِنْذَ عَامِ ٩٦٣ ق.م. حَتَّى عَامِ ٩٢٣ ق.م. وَبَعْدَ وَفَاتَهُ اقْسَمَتْ دُولَتُهُ إِلَى قَسْمَيْنِ: مُمْلَكَةً إِسْرَائِيلَ فِي الشَّمَالِ (السَّامِرِيَّةِ)، وَمُمْلَكَةً يَهُودَيَا فِي الْجَنُوبِ (الْقَدِيسِ).

وَقَدْ تَعَرَّضَتْ مُمْلَكَةُ يَهُودَا لِلْهُجُومِ الْفَرَعَوْنِيِّ شِيشِنْتِ الَّذِي حَاصَرَ أُورْشَلِيمَ (الْقَدِيسَ)، وَتَعَرَّضَتْ فِلَسْطِينُ لِلْهُجُومِ آشُورِيِّ عَامِ ٧٢٢ ق.م. بِقِيَادَةِ سَرْجُونَ الثَّانِيِّ، وَسَيَّعَ عَظَمُ الْيَهُودِ الَّذِينَ كَانُوا يَقْطَنُونَ فِي مُمْلَكَةِ السَّامِرِيَّةِ، وَحَاصَرَ مَدِينَةَ الْقَدِيسِ وَلَكِنَّهُ لَمْ يَدْخُلْهَا.

وَتَعَرَّضَتْ فِلَسْطِينُ لِلْهُجُومِ مَدْعَرٍ عَلَى يَدِ الْقَادِيِّ الْكَلَدَانِيِّ الْبَابِلِيِّ بِوَخْذِ نَصْرَ عَامِ ٥٨٦ ق.م. الَّذِي قَامَ بِتَدمِيرِ الْقَدِيسِ، وَسَيَّعَ الْيَهُودَ إِلَى الْعَرَاقِ، وَلَمْ تَبْلُغْ تَلْكَ الْمِنْطَقَةَ إِنْ خَضَعَتْ لِلْحُكْمِ الْفَارَسِيِّ عَامِ ٥٣٨ ق.م، حَيْثُ سَمِحَ قَوْرُشُ الْحَاكِمُ الْفَارَسِيُّ لِمَنْ أَرَادَ مِنَ الْيَهُودِ الْمُوَدَّةِ إِلَى فِلَسْطِينَ.

Palestine's ancient history witnessed the entrance of the Children of Israel under the leadership of Joshua the son of Nun in the twelfth century BC. They fought the Canaanites and Palestinians [that is, the Philistines]. During the last third of the eleventh century BC, Saul the son of Kish assumed the leadership of the Children of Israel and fought the Palestinians [Philistines] under the leadership of Goliath. They managed to kill him with his sons at the end of the eleventh century BC.

After his death Prophet David, son of Jesse, assumed leadership of the Children of Israel and established a kingdom over part of Palestine under his command. Prophet Solomon came after him and ruled from 963 to 923 BC, and after his death his state was divided into two parts: the Kingdom of Israel in the north (Samaria) and the Kingdom of Judea in the south Al-Quds [Jerusalem]. The Kingdom of Judea faced an attack by Egyptian Pharaoh Shoshenq [I] who besieged Urushalim (Al-Quds); Palestine faced an Assyrian attack in 722 BC under the command of Sargon II who took most of the Jews living in the Kingdom of Samaria into captivity. He besieged the city of Al-Quds but did not enter it. Palestine faced a ruinous attack in 586 BC by the Babylonian Chaldean Nebuchadnezzar who destroyed Al-Quds and sent the Jews into exile in Iraq. The region soon submitted to Persian rule in 538 BC, so Cyrus, the Persian ruler, permitted the Jews who desired that to return to Palestine.

21. ELIMINATED from New Curriculum- The Jewish revolt of Bar Kokhba

This textbook recognizes early Jewish history in Israel (*Modern and Contemporary History of Palestine*, Vol. 1, Grade 11, 2015, p. 10).

وثار اليهود مرة أخرى بقيادة بار كوكببا في عهد الإمبراطور الروماني هادريان عام 132 م، الذي قام بالقضاء على الثورة، وتدمر أورشليم (القدس)، وأقام مكانها مدينة إيليا كابوتيلينا، وحرم اليهود من الإقامة فيها، وخضعت فلسطين خلال الفترة الرومانية لحكم مملكة تدمر أثناء حكم الملكة زنوبيا (272-267 م).

The Jews revolted again under the leadership of Bar Kokhba in the reign of the Roman emperor Hadrian in 132 AD. He put an end to the revolt and destroyed Jerusalem [in fact, Titus had destroyed it earlier]. He established the city of Aelia Capitolina in its place and forbade the Jews to live there.

22. TAKEN OUT of New Curriculum- Jews and Persians in Jerusalem

In this paragraph, there is mention of a Jewish presence in Jerusalem in ancient times (*Modern and Contemporary History of Palestine*, Vol. 1, Grade 11, 2015, p. 10).

خضعت فلسطين لحكم الفرس الذين تمكنا من الاستيلاء على القدس بمساعدة اليهود عام 614 م، وقد تم استباحة المدينة والاستيلاء على الصليب المقدس، وبقيت فلسطين تحت الحكم الفارسي حتى تمكن الرومان من استردادها عام 628 م، واستمرت تحت حكمهم إلى أن بدأ الفتح الإسلامي لفلسطين عام 634 م / 13 هـ.

Palestine submitted to the rule of the [Sassanid] Persians who managed to take over Jerusalem with the Jews' help in 614 AD . . .

23. DELETED from New Curriculum- The Return of the Jews by Cyrus

Cyrus's permission for the Jewish people who lived in Babylon to immigrate to Israel is covered. Cyrus's Charter accepts the right of the Jews to live in their land – Palestine. Including this historical event notes the Jewish people's history in Palestine and their connection to the land (*Modern and Contemporary History of Palestine*, Vol. 1, Grade 11, 2015, p. 9).

إعادة قورش اليهود

اعتقد قورش أن وجود اليهود في فلسطين سيشكل توازناً نحو قسم من السكان المؤيدن لفراعنة مصر، وفضلاً عن ذلك قام اليهود بمساعدته ضد البابليين، ويقال: إن زوجته كانت يهودية وأثرت عليه لإعادة اليهود إلى فلسطين.

Cyrus believed that the Jews' existence in Palestine would counterbalance those [local] inhabitants who supported Egypt's Pharaohs. In addition, the Jews assisted him against the Babylonians. Some say that his wife was Jewish and she influenced him to let the Jews return to Palestine.

24. DELETED from New Curriculum- Advocacy for dialogue and fruitful discourse with the West

Dialogue and "fruitful discourse between Western and Arab-Islamic culture" are advocated (*Contemporary Issues, Grade 12*, 2012, p. 75).

نناوش:

متطلبات أخرى لقيام حوار ناجح ومشمر بين الحضارة الغربية والحضارة العربية الإسلامية.

We will discuss: Additional requirements for successful and fruitful discourse between Western and Arab-Islamic culture.

25. ELIMINATED from New Curriculum- Numerous other peace plans

American, Arab and Russian peace plans and initiatives with Israel from the second half of the twentieth century including: the "Rogers Plan" (1969–70); the "Reagan Plan" (1982); "Fez Plan" for Palestinian Independence (1982); "Brezhnev Plan" (1982); the "Schultz Plan" (1988); and the Bush administration's "Roadmap Plan" (2002). All have been eliminated from the new curriculum (*National Education, Grade 10*, 2012, pp. 44–47).

مشروع بريجيفنف:	اقرأ النص الآتي:
<p>القى رئيس مجلس السوقىت الأعلى للاتحاد السوفيتى سابقًا ليونيد بريجيفنف خطاباً بتاريخ ٩/١٥/١٩٨٢ م أثناء العدوان الإسرائيلي على لبنان بين فيه المبادئ التي يقرّ عليها السلام العادل والراست فى الشرق الأوسط، وتناول هذا المشروع بعض المبادئ منها:</p>	<p>(منذ بداية النصف الثاني من القرن العشرين صدر العديد من المبادرات والمشاريع السلمية، التي حاولت إيجاد حلول لقضية الفلسطينية، والمشاكل المرتبطة بها بشكل مباشر، مثل: اللاجئين، القدس، الدولة الفلسطينية المستقلة، الاستيطان الإسرائيلي ، الحدود والمياه.</p>
<p>خطة خارطة الطريق ٢٠٠٢:</p> <p>نتيجة لمحاكمة إسرائيل في تفكيك اتفاقيات السلام ، والاجتياح الإسرائيلي للأراضي الفلسطينية المحتلة في يونيو عام ٢٠٠٢ م، قام الرئيس الأمريكي جورج بوش بإعلانه تصور حل القضية الفلسطينية سبي (خارطة الطريق) ، وكانت يمتدّعها اللجنة الرباعية التي تضم كل من روسيا، والولايات المتحدة، والاتحاد الأوروبي والأمم المتحدة. وقد تم تعديل ذلك التصور أكثر من مرة استجابة لضغط إسرائيلية، ولا تختلف خطة خارطة الطريق عمما يقتضيها مبادرات سلدية ، سوى أنها تحوي المزيد من الجداول الزمنية لتسير مسار القضية الفلسطينية وتتضمن خارطة الطريق ثلاثة مراحل هي :</p>	<p>عرضت الولايات المتحدة الأمريكية مشاريع سلدية عدة ؟ بهدف حل النزاع العربي الإسرائيلي ، ومنها: مشروع روجرز الأول بتاريخ ٩-١٢-١٩٦٩ ، ومشروع روجرز الثاني بتاريخ ٦-١٩-١٩٧٠ م ، ومشروع ريان بتاريخ ٢-٩-١٩٨٢ م ، ومشروع شولتز عام ١٩٨٨ م .</p>

Excerpts:

Since the beginning of the second half of the twentieth century, a number of peace plans and initiatives were launched which sought to find solutions to the Palestinian cause and to problems directly related to it. For example: refugees, Jerusalem, independent Palestinian state, Israeli settlements, borders and water.

Roadmap Plan of 2002:

... US President George W. Bush initiated a plan to resolve the Palestinian issue called the "Roadmap" which its implementation is supervise by the Quartet that includes Russia, the United States, the European Union and the United Nations. The Roadmap has three steps ...

The United States has proposed a number of peace plans aimed at resolving the Arab-Israeli conflict, including: the first Rogers Plan on December 9, 1969, the Second Rogers Plan on July 18, 1970, the Reagan Plan on September 2, 1982 and the Schultz Plan in 1988.

The Brezhnev Plan:

Former Soviet Council Chairman of the Soviet Union Leonid Brezhnev gave a speech on September 15, 1982, during the Israeli aggression against Lebanon. In this speech, he presented the principles on which a just Middle East peace is based. . . .

26. **DELETED from New Curriculum- Palestine is the land of peace**

Students studied "The blessed tree" story. The subject of the story is the olive tree which represents Palestine's traditional culture and agriculture. The text refers to Palestine as the land of peace—a peaceful and tolerant message (*Our Beautiful Language*, Vol. 1, Grade 6, 2014, pp. 38–39).

أَثْنَاةِ الْقَطْفِ وَالنَّقْلِ . بَارَكَ اللَّهُ فِي شَجَرَةِ

٤ شَجَرَةُ الرَّيْتُونِ رَمْزُ السَّلَامِ ، أُوضَّحَ ذَلِكَ فِي ضَوْءِ الْوَاقِعِ الْعَرَبِيِّ فِي فِلَسْطِينَ . الرَّيْتُونِ ، رَمْزُ السَّلَامِ فِي أَرْضِ السَّلَامِ .

God bless the olive tree, the symbol of peace in the land of peace.

4. *The olive tree is the symbol of peace*

27. **DELETED from New Curriculum- Wye River Agreement**

This textbook provides details of the Wye River agreement regarding the partition of the city of Hebron into Israeli and Palestinian-controlled areas (*Contemporary History of Palestine*, Vol. 2, Grade 11, 2014, pp. 85–86).

مذكرة واي ريفر عام ١٩٩٨ م:

تم توقيع مذكرة واي ريفر في الولايات المتحدة الأمريكية من قبل السيد ياسر عرفات ورئيس الوزراء الإسرائيلي بنيامين نتنياهو لإنعاش عملية السلام، ومما جاء فيها:

Wye River agreement 1998:

Wye River agreement signed in the US by Mr. Yasser Arafat and the Israeli PM Binyamin Netanyahu in order to reanimate the peace process.

28. **REMOVED from New Curriculum- The Old Testament and the Torah**

An Islamic education textbook included a lesson entitled "The Belief in the Divine Books" in which students study the Islamic principle of divine books existing before the Qur'an. The text is objective and accurate, allowing students to learn about Jewish beliefs directly and not through an Islamic prism. (*Islamic Education*, Vol. 1, Grade 11, 2015, p. 43).

يؤمن اليهود بما يسمى بالعهد القديم وهو عبارة عن تسعه وثلاثين سفرًا قسمت إلى أربعة أقسام، هي:

١- الأسفار الخمسة: التي يطلق عليها اليهود اسم التوراة، وهذه الأسفار هي التكوير، والخروج،
واللاويون، والعدد، والثنية.

٢- الأسفار التاريخية: وهي التي تحدث عن تاريخ بنى إسرائيل.

٣- أسفار الحكمة الشعرية: وهي أسفار تحوي أناشيد وأمثال ومواعظ وترانيم دينية.

٤-أسفار الأنبياء: وتتحدث عن رسالت أنبياء بنى إسرائيل وتاريخهم من وجهة النظر اليهودية.

The Jews believe in what is called 'the Old Testament' which is made of 39 books divided into four parts:

1- *The five books called 'Torah' by the Jews, are the books of Genesis, Exodus, Leviticus, Numbers and Deuteronomy.*

2- *The historical books which relate to the history of the Children of Israel.*

3- *The books of wisdom and poetry, which include hymns, proverbs, preaching and religious songs.*

4- *The books of the prophets, which tell of the missions of the prophets of the Children of Israel and their history from the Jewish point of view . . .*

29. ELIMINATED from New Curriculum The name "Israel," appears without **de-legitimizing quotation marks**.

The previous curricula use the name Israel, as is, without parentheses. The new curriculum puts the name Israel in parentheses (often used in Arabic as quotation marks). Such a change has the effect of heightening the non-recognition of Israel and efforts to delegitimize it. The images below show how the name Israel appears with and without quotation marks in the exact same passage about the 1991 Madrid conference (*Modern and Contemporary History of Palestine*, Vol. 2, Grade 11, 2014, pp. 82, 83–84).

Previous curricula:

من محاولة اغتيال إلى أن أغتيل
بتاريخ ٢٤ / ١٩٩١ في تونس.

مؤتمر مدريد ١٩٩١:

عقد مؤتمر مدريد للسلام في ٣٠ تشرين الأول عام ١٩٩١، ضمن أطراف التزاع في الشرق الأوسط (إسرائيل، سوريا، لبنان، والأردن، وفلسطين ضمن الوفد الأردني)، واتخذ شكل اجتماع واحد، رعاته الولايات المتحدة، والاتحاد السوفييتي، وأعقبته مفاوضات ثنائية بين إسرائيل وكل من الدول العربية، بهدف الوصول معها إلى عقد معاهدات سلام بينهما، وكانت المفاوضات بين إسرائيل والفلسطينيين تعتمد صيغة من مرحلتين:

The Madrid Conference was convened with the participation of Israel, Syria, Lebanon, Jordan and Palestine within the Jordanian delegation" and included, following the general discussion, bilateral negotiations between Israel and each of the Arab states, in order to sign peace agreements with them. The negotiations between Israel and the Palestinians included two stages [...]

ألغى الكنيست الإسرائيلي الإجراء الذي كان يحظر الاتصالات بين الإسرائيليين، وأعضاء منظمة التحرير الفلسطينية في ١٩ كانون الثاني عام ١٩٩٣، وهذا بدوره سهل التفاوض العلني والسريري بين الإسرائيليين والفلسطينيين، والذي توج بتوقيع رسائل الاعتراف المتبادل بين إسرائيل ومنظمة التحرير الفلسطينية في ١٠ أيلول عام ١٩٩٣ الآتية:

The Israeli Knesset nullified the rules prohibiting communications between Israelis and the PLO in January, 1993. This in turn facilitated the public and covert negotiations between Israelis and Palestinians culminating with the signing of the mutual recognition documents between Israel and the PLO on September 10, 1993.

New curriculum:

أنا تعلّمت:



ووجهت الولايات المتحدة الأمريكية دعوات إلى كل من (إسرائيل)، ولبنان، وسوريا، والأردن

The USA sent invitations to the following states: "Israel," Lebanon, Syria, Jordan . . .

الإسرائيلي. وبعد مؤتمر مدريد، دارت المفاوضات بين منظمة التحرير الفلسطينية، و(إسرائيل) **أسفرت عن الاعتراف المتبادل، وتوقيع اتفاقية أوسلو عام ١٩٩٣ م.**

After the Madrid conference, there were negotiations between PLO and "Israel." The negotiations resulted in the mutual recognition and the signing of Oslo Accords in 1993.