

UNRWA EDUCATION: REFORM OR REGRESSION?

**A REVIEW OF UNRWA TEACHERS AND SCHOOLS
CONCERNING INCITEMENT TO HATE AND VIOLENCE**

ABOUT UN WATCH

Founded in 1993, UN Watch is a non-governmental organization based in Geneva, Switzerland that monitors the United Nations by the yardstick of its charter and protects human rights worldwide. For more information, please visit: www.unwatch.org.

ABOUT IMPACT-SE

Founded in 1998, the Institute for Monitoring Peace and Cultural Tolerance in School Education (IMPACT-se) is a research and policy institute that analyzes curricula worldwide through UNESCO-defined standards of peace and tolerance. It presents research and policy recommendations to governments who find IMPACT-se an invaluable tool in monitoring, assessing, developing, and implementing education policies used to drive positive change in school textbooks. For more information, please visit: <https://www.impact-se.org/>.

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Introduction

The United Nations Relief and Works Agency for Palestine Refugees (UNRWA) claims that its schools teach Palestinian children about peace, tolerance and human rights. This joint report by United Nations Watch (UN Watch) and The Institute for Monitoring Peace and Cultural Tolerance in School Education (IMPACT-se) shows that the opposite is true.

In 100 pages of evidence exposing abuses by UNRWA teachers and schools, this report reveals compelling evidence of UNRWA's gross and systematic violations of neutrality and other UN rules in their hiring of teachers and in their use of curricula inside UNRWA schools that constitute incitement to hatred, antisemitism and terrorism.

UN Watch has published a series of reports in recent years that exposed over 100 UNRWA staff members who posted incitement to jihadi terrorism and antisemitism on Facebook, which in turn elicited praise and endorsement of their posts from their UNRWA students and fellow staff. Likewise, IMPACT-se has published three reports analyzing hundreds of pages of teaching materials revealing that content glorifying terrorism, inciting violence and promoting antisemitism (which UNRWA has consistently insisted it does not teach)¹ is actually included in UNRWA's own materials—created by UNRWA staff, for UNRWA students, and taught in UNRWA classrooms.

UN Watch's prior reports have emphasized that the problem is not the social media posts, which UNRWA often takes down after they are publicly exposed. Rather, the problem is that UNRWA deliberately and systematically hires teachers

who publicly praise Hitler, glorify terrorist attacks against Israeli children, and spread Goebbels-like conspiracy theories against Jews.

If Palestinian children matter, and they do, then donor countries should not be enabling the poisoning of their minds with hate, something they would never allow at home for their own children. In fact, the nations that provide millions of dollars to UNRWA like the United States, Canada and the UK, rightly ban teachers of hate from the classroom. In Canada, the US and the UK, just to give a few examples, teachers who teach antisemitic conspiracy theories, make jokes about gas chambers, or tweet about the need to kill Jews, have been fired.² There should be zero tolerance for hate in the classroom.

Yet this report documents how UNRWA continues to hire teachers of hate. Thus it is not surprising, as IMPACT-se has shown, that these UNRWA teachers prepare teaching materials for their students that glorify terrorism, encourage martyrdom, demonize Israel and deny its very existence, and spread antisemitism.

There are two parts to this joint report. Part I contains 10 new examples of UNRWA teachers and other staff posting support for hate or violence, including: conspiracy theories about Jews controlling the world; praising Hitler; glorifying terrorists such as Diaa Hamarsheh, who in a March 2022 attack in the Israeli city of Bnei Brak, shot to death five people³; praising Lion's Den Terrorists who perpetrated recent terrorist attacks in the West Bank; and celebrating other terrorists belonging to Hamas, Palestinian Islamic Jihad, and the Al-Aqsa Martyrs Brigades.

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- ¹ *Exchange of views with the European Parliament Foreign Affairs Committee, Introductory Remarks of the UNRWA Commissioner-General, UNRWA* (September 17, 2021), <https://www.unrwa.org/newsroom/official-statements/exchange-views-european-parliament-foreign-affairs-committee>; *New UNRWA head to 'Post': No glorifying terrorists in our schools*, *Jerusalem Post* (July 30, 2020), <https://www.jpost.com/arab-israeli-conflict/new-unrwa-head-to-post-no-glorifying-terrorists-in-our-schools-636946>.
 - ² *Northern Ontario teacher who taught anti-Semitic conspiracy theories loses teaching license*, *CTV News* (January 26, 022), <https://northernontario.ctvnews.ca/northern-ontario-teacher-who-taught-anti-semitic-conspiracy-theories-loses-teaching-licence-1.5753916>; *New York Private School fires teacher for anti-Israel posts, obscene gesture at rabbis*, *JNS* (January 13, 2020), <https://www.jns.org/new-york-private-school-fires-teacher-for-anti-israel-posts-obscene-gesture-at-rabbis/>; Matt Drake, *Teacher sacked 'after gas chamber joke to Jewish pupils'*, *Independent* (October 16, 2019), <https://www.independent.co.uk/news/uk/home-news/teacher-sacked-gas-chamber-newberries-primary-school-hertfordshire-a9157896.html>.
 - ³ The victims included Yaakov Shalom, a 36-year-old father of five, Rabbi Avishai Yehezkel, a 29-year-old father of one, who was shot while taking a walk and defended his baby with his own body; Victor Sorokopot, 32, and Dimitri Mitrik, 24, two Ukrainians working in Israel; and police officer Amir Khoury, a 32-year-old Israeli Arab from Nazareth, who rushed to the scene and saved the lives of many civilians.

Part II of the report provides 25 examples from 10 different UNRWA schools of hateful educational content that violates UN values,⁴ UNESCO standards,⁵ and UNRWA's supposed "zero-tolerance policy for discrimination or for incitement to hatred and violence in its schools, educational materials, or in any of its operations."⁶ These examples were taken from institutional teaching materials created by UNRWA's own education departments and staff, labeled for use during the current 2022-23 academic school year as well as the 2021-22 school year.

It is concerning that this institutional material was kept off UNRWA's new Digital Learning Portal (DLP),⁷ which UNRWA has claimed "is the sole supplementary source of UNRWA learning materials."⁸ According to UNRWA, the DLP is where UNRWA publishes all of its self-produced materials, following a review process to ensure adherence with UN values.⁹ Despite this UNRWA representation, the examples in this report show that a significant amount of UNRWA self-produced material was never published on UNRWA's DLP, and instead has been distributed to students through other channels and taught in classrooms.

These examples include teaching students to admire the terrorist Dalal Mughrabi, the infamous terrorist who participated in the 1978 Coastal Road Massacre, contradicting repeated claims by UNRWA that it does not teach about her¹⁰; encouraging martyrdom by teaching students that it is laudable to sacrifice oneself for Palestine; demonizing Israel as a thieving destroyer of Palestinian history, and Israeli soldiers as callous killers; deny-

ing the Jewish right to self-determination in Israel by repeatedly teaching that "Palestine" includes all Israeli territory, again contradicting UNRWA's own representations that it does not do this¹¹; and spreading modern-day antisemitic libels about Israel causing cancer among Palestinians.

Methodology and Scope of Research

Part I of this report is based on information that has been displayed publicly on Facebook, obtained by searching for UNRWA-related keywords. Because many Facebook users restrict their posts from the public, UN Watch was not able to examine most UNRWA staff profiles. Furthermore, because UNRWA does not provide a list of their staff, UN Watch researchers limited their review to Facebook users who specifically identified themselves as UNRWA employees.

Accordingly, in our assessment, the scope of neutrality breaches by UNRWA staff is significantly higher than that reflected in these 10 cases, or the 123 additional cases exposed in our previous reports. If one merely counts the additional UNRWA employees who publicly endorse or share the offending material identified in our reports, hundreds of UNRWA employees have been directly implicated. Were UNRWA itself to examine its employees, on and off Facebook and other social

media platforms, it can reasonably be estimated that thousands of UNRWA employees would be implicated in supporting hate or violence.

Part II of this report is based on UNRWA classroom photos and UNRWA-created material distributed online through various internet and social media channels, showing that UNRWA actually teaches hateful content that negates UN values, which it claims not to teach. Sources include the Zohor Al-Aqsa Library website; Iyad Library—Rafah Telegram Channel; Hamid Library Facebook group; and other Facebook and Telegram groups affiliated with the UNRWA schools identified in this report. For each example, the report explains the source of the material, confirming that it is from an UNRWA classroom and/or intended for use by UNRWA students. Furthermore, to assess adherence to UN values, the examples in Part II were examined through content-analysis research methodology according to the condensed criteria of UNESCO's standards for peace and tolerance in school education.¹²

This content proves that the Facebook posts by UNRWA teachers and other staff exposed in Part I of this report, and teaching materials in Part II of this report, are just the tip of the iceberg—and that UNRWA itself repeatedly violates neutrality in the classroom, despite its insistence to the contrary.

Background on UNRWA Education

UNRWA operates in the West Bank, the Gaza Strip, and Jerusalem, as well as in Lebanon, Jordan, and Syria. It reportedly provides education to 545,000 children in its schools.¹³ According to UNRWA's website, education alone takes up 58 percent of the organization's budget.¹⁴

As the only UN refugee agency that is solely devoted to one refugee group—the Palestinians—UNRWA is unique in that it provides governmental services like education and healthcare to its beneficiaries. This is in contrast to the UNHCR, the UN refugee agency for the rest of the world, which provides only emergency relief.¹⁵ To provide all these services, UNRWA employs a large staff of more than 30,000 employees, most of whom come from within the Palestinian refugee population.¹⁶ The bulk of this staff, approximately 20,000, are employed in education.¹⁷

Under its mandate, UNRWA schools teach the curriculum and textbooks of the "host country"—UNRWA does not produce its own curricula.¹⁸ The Palestinian Authority (PA) curriculum is taught in the approximately 370 UNRWA-run schools across the Gaza Strip, West Bank, and Jerusalem, educating over 320,000 students as of 2023, according to UNRWA's data.¹⁹ Numerous studies have found that these textbooks contain antisemitism and terrorist incitement.²⁰

4 UNRWA Improves Safeguards on Ensuring Adherence of Educational Materials with UN Principles; Prepares to Launch Secure Agencywide Self-Learning Platform, **UNRWA** (January 14, 2021), <https://www.unrwa.org/newsroom/official-statements/unrwa-improves-safeguards-ensuring-adherence-educational-materials-un>.

5 *Methodology*, **IMPACT-se** (last visited February 21, 2023), <https://www.impact-se.org/methodology-2/>.

6 UNRWA Improves Safeguards on Ensuring Adherence of Educational Materials with UN Principles; Prepares to Launch Secure Agencywide Self-Learning Platform, **UNRWA** (January 14, 2021), <https://www.unrwa.org/newsroom/official-statements/unrwa-improves-safeguards-ensuring-adherence-educational-materials-un>.

7 *Digital Learning Platform*, **UNRWA** (last visited February 21, 2023), <https://keeplearning.unrwa.org/>.

8 UNRWA, **Twitter** (August 29, 2022, 10:10 PM), <https://twitter.com/unrwa/status/1564329628256313344?s=46&t=m58gUWVtOTSJmIJ8hZNN8Q>.

9 *Exchange of views with the European Parliament Foreign Affairs Committee, Introductory Remarks of the UNRWA Commissioner-General*, **UNRWA** (September 17, 2021), <https://www.unrwa.org/newsroom/official-statements/exchange-views-european-parliament-foreign-affairs-committee>.

10 Donna Rachel Edmunds, *New UNRWA head to 'Post': No glorifying terrorists in our schools*, **Jerusalem Post** (July 30, 2022), <https://www.jpost.com/arab-israeli-conflict/new-unrwa-head-to-post-no-glorifying-terrorists-in-our-schools-636946>; *Committee on Foreign Affairs, European Parliament Multimedia Centre* (September 1, 2021), https://multimedia.europarl.europa.eu/en/webstreaming/committee-on-foreign-affairs_20210901-1345-COMMITTEE-AFET; Yardena Schwartz, *Palestinian Schools Have a Problem—and Are Running Out of Time*, **Foreign Policy** (November 5, 2021), <https://foreignpolicy.com/2021/11/05/unrwa-palestine-israel-refugees-united-states-funding-corruption-education/>.

11 *Committee on Foreign Affairs, European Parliament Multimedia Centre* (September 1, 2021), https://multimedia.europarl.europa.eu/en/webstreaming/event_20210901-1345-COMMITTEE-AFET?start=20210901124959&end=20210901125025.

12 *Methodology*, **IMPACT-se** (last visited February 21, 2023), <https://www.impact-se.org/methodology-2/>.

13 *What We Do*, **UNRWA** (last visited February 14, 2023), <https://www.unrwa.org/what-we-do/education>.

14 *How We Spend Funds*, **UNRWA** (last visited February 14, 2023), <https://www.unrwa.org/how-you-can-help/how-we-spend-funds>.

15 UNHCR serves 21.3 million refugees with a staff of under 19,000; UNRWA serves 5.8 million Palestinians with a staff of 30,000. At the UN, therefore a Palestinian refugee receives six times more staff than all other refugees in the world.

16 *Working at UNRWA*, **UNRWA** (last visited February 16, 2023), <https://www.unrwa.org/careers/working-unrwa>.

17 *What we do*, **UNRWA** (last visited February 16, 2023), <https://www.unrwa.org/what-we-do/education>.

18 *Curriculum*, **UNRWA** (last visited February 14, 2023), <https://www.unrwa.org/what-we-do/curriculum>.

19 *Where We Work*, **UNRWA** (last visited February 14, 2023), <https://www.unrwa.org/where-we-work>.

20 See, e.g., *Palestinian Authority Ministry of Education Study Cards 2021-22, Grades 1-11*, **IMPACT-se** (January 2022), <https://www.impact-se.org/wp-content/uploads/PA-MoE-Study-Cards-2021%E2%80%9322-Grades-1%E2%80%9311.pdf>; *Report on Palestinian Textbooks*, **Georg Eckert Institute for International Textbook Research** (June 2021), <https://www.gei.de/en/research/projects/report-on-palestinian-textbooks-paltex/faq-answers-to-frequently-asked-questions>; *The 2020-21 Palestinian School Curriculum Grades 1-12 Selected Examples*, **IMPACT-se**, (May 2021, updated), https://www.impact-se.org/wp-content/uploads/PA-Reports-Updated-Selected-Examples_May-2021.pdf ("There is a systematic insertion of violence, martyrdom and jihad across all grades and subjects... The possibility of peace with Israel is rejected..."); *Palestinian Authority textbooks: the attitude to Jews, Israel and peace*, **The Meir Amit Intelligence and Terrorism Information Center** (July 22, 2018), https://www.terrorism-info.org.il/app/uploads/2018/07/E_184_18.pdf.

In August 2019, the UN Committee on Elimination of Racial Discrimination (CERD) published *Concluding observations on the State of Palestine* finding that these Palestinian textbooks “fuel hatred and may incite violence, particularly hate speech against Israelis, which at times also fuels antisemitism.”²¹ UNRWA absolved itself of responsibility for this criticism, claiming that it was directed at the Palestinian government, not at UNRWA. The agency asserted that it takes care to ensure that “the education it delivers in its classroom ... is in line with UN values and principles.” At the same time, UNRWA acknowledged that it “has no mandate to alter any host government curriculum or textbooks.”²² Thus UNRWA effectively admitted that it does distribute the textbooks, including with content inciting antisemitism and terrorism, to its young Palestinian students.

A United States Government Accountability Office (GAO) report into UNRWA’s treatment of problematic PA material, released in 2019, found that while UNRWA had created complementary materials to address problematic content in the PA textbooks, it had not trained teachers on these materials nor had it distributed them in the classroom.²³ One of the reasons cited by UNRWA for failing to train teachers on these complementary materials was “staff refusal to attend training and workshops.” According to UNRWA, some staff opposed the use of these materials and others boycotted the training.²⁴

UNRWA’s Neutrality Violations are Systemic

UNRWA has repeatedly minimized its neutrality violations. For example, in a December 1, 2018 fact-sheet titled *UNRWA and neutrality* posted on UNRWA’s website, an apparent reaction to UN Watch’s reports, UNRWA touted its new social media policies and training, as well as a mandatory course on neutrality and social media.²⁵ However, information uncovered by UN Watch revealed that rather than addressing the underlying problem of antisemitism and support for terrorism among UNRWA staff, the social media training focused on encouraging staff to “limit online exposure” by “taking advantage of privacy and other settings.”²⁶ Thus, the *UNRWA and neutrality* fact sheet avoided the root problem—that UNRWA employs antisemitic and terrorist-supporting staff irrespective of whether such staff keeps these views public or private on social media.

UNRWA similarly minimized the issue in its responses to our latest reports. For example, in its August 5, 2021 statement, UNRWA emphasized that it had opened an investigation into whether 10 UNRWA staff “out of more than 28,000 personnel violated the Agency’s social media policies,” denying that the problem was “widespread.”²⁷ In essence, UNRWA refused to acknowledge the more serious issue of its hiring antisemitic and terror supporting staff in the first place. Moreover, UNRWA’s investigations of individual staff members have been completely lacking in transparency and UNRWA does not appear to have ever undertaken a through independent investigation of all its staff.

21 *Concluding observations on the combined initial and second periodic reports of the State of Palestine*, UN Doc. CERD/C/PSE/CO/1-2, ¶ 19 (c) (August 29, 2019).

22 *Demystifying the UNRWA approach to curriculum*, UNRWA (January 2020), https://www.unrwa.org/sites/default/files/demystifying_unrwa_approach_to_curriculum2020.pdf.

23 *State Has Taken Actions to Address Potentially Problematic Textbook Content but Should Improve Its Reporting to Congress*, United States Government Accountability Office (June 2019), p. 16, <https://www.gao.gov/assets/gao-19-448.pdf>.

24 *Id.* at pp. 16, 21.

25 *UNRWA and neutrality fact sheet*, UNRWA (November 2018), https://www.unrwa.org/sites/default/files/content/resources/unrwa_neutrality_factsheet_2018_final_eng.pdf.

26 *Social media & neutrality training for managers and supervisors*, UNRWA (2017), <https://www.unwatch.org/wp-content/uploads/2009/12/UNRWA-social-media-training.pdf>.

27 *UNRWA statement on UN Watch Allegations*, UNRWA (August 5, 2021), <https://www.unrwa.org/newsroom/official-statements/unrwa-statement-un-watch-allegations>.

In January 2020, UNRWA published a second fact sheet titled *Demystifying the UNRWA approach to curriculum*,²⁸ which UNRWA promoted in tweets like this one from November 12, 2020: “To be crystal clear: There is no place for anti-Semitism in UNRWA education.”²⁹ This fact sheet, however, did not address the problem of UNRWA staff antisemitism or support for terrorism. Instead, it defended UNRWA’s use of “host country” PA textbooks which, as noted, contain antisemitism and terrorist incitement.³⁰

UNRWA continues to acknowledge that the PA textbooks used in its schools do contain content that incites hate or violence, while maintaining that it addresses this issue by reviewing the textbooks and providing guidance to the teachers whenever such content is found.³¹ Currently on its website, UNRWA states that it “ensures that the way the host country curriculum is taught in its schools in all five fields of operation is in line with the Humanitarian Principles of humanity, neutrality, independence, and impartiality...”³² This is contradicted by our research, including the examples in this report.

A January 2021 study by IMPACT-se found that new supplementary material created by UNRWA itself during the coronavirus pandemic was rife with incitement to violence and hatred and support for terrorism, such as glorifying the infamous terrorist Dalal Mughrabi.³³ In response, UNRWA claimed the

material had been distributed “mistakenly” and the agency insisted it has “a zero-tolerance policy...for incitement to hatred and violence in its schools.”³⁴ UNRWA’s press release appeared to excuse the “mistake” on grounds that the material was put together in a “rush” by UNRWA teachers who “are refugees themselves,”³⁵ suggesting that because of their refugee status the teachers might not have been aware of the problematic nature of the material. By blaming the “mistake” on the teachers, UNRWA unwittingly acknowledged that the teachers themselves are part of the problem, as they apparently are incapable of determining what educational content goes against UN values and should not be taught.

After this incident, UNRWA claimed the mistake had been rectified.³⁶ Nevertheless, subsequent studies by IMPACT-se found that UNRWA-produced material continue to contain messages that endorse violence and jihad and were anti-peace.³⁷ IMPACT-se’s July 2022 report found that institutional UNRWA-branded and UNRWA-produced school materials labeled for use in 2022 contained content encouraging jihad, violence, and martyrdom, as well promoting antisemitism, conflict discourse, hate, and intolerance. The analyzed content included hundreds of documented pages of material listing dozens of UNRWA staff, including supervisors, educational experts, content coordinators, and teachers affiliated

28 *Demystifying the UNRWA approach to curriculum*, UNRWA (January 2020), https://www.unrwa.org/sites/default/files/demystifying_unrwa_approach_to_curriculum2020.pdf.

29 @UNRWA, **Twitter** (November 12, 2020, 5:59 PM), <https://twitter.com/UNRWA/status/1326917657422143488>; @UNRWA, **Twitter** (November 12, 2020, 2:40 PM), <https://twitter.com/UNRWA/status/1326867400441073664>.

30 See, e.g., *The 2020-21 Palestinian School Curriculum Grades 1-12 Selected Examples*, IMPACT-se (September 2020), https://www.impact-se.org/wp-content/uploads/PA-Reports--Selected-Examples_Update_Sept-2020.pdf (“There is a systematic insertion of violence, martyrdom and jihad across all grades and subjects... The possibility of peace with Israel is rejected...”); *Palestinian Authority textbooks: the attitude to Jews, Israel and peace*, **The Meir Amit Intelligence and Terrorism Information Center** (July 22, 2018), https://www.terrorism-info.org.il/app/uploads/2018/07/E_184_18.pdf.

31 See, e.g., *Committee on Foreign Affairs, European Parliament Multimedia Centre* (September 1, 2021), https://multimedia.europarl.europa.eu/en/webstreaming/committee-on-foreign-affairs_20210901-1345-COMMITTEE-AFET; *UNRWA Chief Acknowledges Antisemitism and Glorification of Terrorism in Palestinian Textbooks*, **EU Reporter**, (September 3, 2021), <https://www.eureporter.co/world/israel/2021/09/03/unrwa-chief-acknowledges-antisemitism-and-glorification-of-terrorism-in-palestinian-textbooks/>.

32 *Education & Neutrality*, UNRWA (last visited February 15, 2023), <https://www.unrwa.org/education-neutrality>.

33 *Review of UNRWA-Produced Study Materials in the Palestinian Territories*, IMPACT-se (January 2021), <https://www.impact-se.org/wp-content/uploads/UNRWA-Produced-Study-Materials-in-the-Palestinian-Territories%E2%80%94Jan-2021.pdf>; see also *Monitoring group: UNRWA textbooks glorify terror, deny Israel’s existence*, **Times of Israel** (January 14, 2021), <https://www.timesofisrael.com/monitoring-group-unrwa-textbooks-glorify-terror-deny-israels-existence/>.

34 *UNRWA Improves Safeguards on Ensuring Adherence of Educational Materials with UN Principles; Prepares to Launch Secure Agencywide Self-Learning Platform*, UNRWA (January 14, 2021), <https://www.unrwa.org/newsroom/official-statements/unrwa-improves-safeguards-ensuring-adherence-educational-materials-un>.

35 *Id.*

36 *Palestinians: Remoted Education*, **UK Parliament** (February 5, 2021), <https://questions-statements.parliament.uk/written-questions/detail/2021-02-01/146853>.

37 See, e.g., *Review of UNRWA-Produced Study Materials in the Palestinian Territories November 2020—January 2021*, IMPACT-se (February 2021), https://www.impact-se.org/wp-content/uploads/UNRWA-Produced-Study-Materials_Post-November-2020.pdf.

with over 30 UN schools in three verified UNRWA school districts who were involved in drafting, supervising, approving, printing, and distributing the material. The material also directed students to hateful passages in PA textbooks, contradicting UNRWA's claim that it instructs its teachers not to teach that content.³⁸

UNRWA responded by attempting to disassociate itself from the cited material on the grounds that it was not found on the DLP—"the sole supplementary source of UNRWA learning materials."³⁹ Even though the materials found by IMPACT-se contained the UNRWA logo and listed the names of UNRWA employees, UNRWA bizarrely insisted that these materials had originated from an unnamed, private commercial website, which had illegally utilized the agency's logo and employee names and that they were "not authorized for use in any UNRWA school." At the same time, the agency admitted that the names of those who had signed off on the materials listed in the report were indeed UNRWA staff.⁴⁰

While UNRWA insists that the DLP is the only official source of self-produced UNRWA content,⁴¹ this report (and IMPACT-se's July 2022 report) shows that institutional UNRWA teaching materials have been kept off the DLP. Regrettably, the absence of these materials from the DLP has enabled UNRWA to disassociate itself from these problematic UNRWA-branded teaching materials. By doing so, UNRWA also obscures its own long-standing teaching practices, where its education departments and employees routinely produce UNRWA-branded content not aligned with UN values—both before and after the April 2021 launch of the DLP.

Thus, it is clear that incitement to antisemitic hate or violence in UNRWA education is a deeply rooted systemic problem, and that UNRWA's internal auditing mechanisms are not capable of addressing the issue. It is not just about staff Facebook posts, or hateful content in PA textbooks. As the examples in this report show, it is about the fact that UNRWA

continues to hire antisemitic and terrorist-supporting teachers who expose impressionable Palestinian students to these views inside the classroom and who create UNRWA-branded content disseminating these views to students on a wide scale

UNRWA's Response to Our Work

UNRWA's contradictory approach toward oversight and accountability, including past reports by UN Watch and IMPACT-se is concerning. On the one hand, the agency insists that it has "zero-tolerance for incitement, hatred or discrimination" and that it "takes each allegation seriously," while on the other hand, on several occasions UNRWA has resorted to ad hominem attacks on the human rights work of UN Watch and IMPACT-se. For example:

Statement by UNRWA Commissioner-General Philippe Lazzarini to UNRWA's Virtual Advisory Commission (June 30, 2021)

Expressing concern about hate or violence: "The Agency has zero-tolerance for incitement, hatred or discrimination in any shape or form."

Attacking those who expose UNRWA incitement to hate or violence: In the same statement, he lashed out at unnamed organizations, presumably UN Watch and IMPACT-se, for making "irrational allegations such as incitement to violence or anti-Semitism" and asserted that UNRWA should be "shielded from political attacks that seek to undermine its legitimacy as a way to erode the rights of Palestine refugees."⁴²

UNRWA statement reacting to a UN Watch report (August 5, 2021)

Expressing concern about hate or violence: Reaffirming UNRWA's commitment to "upholding the values of the United Nations" and "zero-tolerance policy for hatred."

Attacking those who expose UNRWA incitement to hate or violence: Describing UN Watch as "an organization with a deep history of unfounded and politically-driven assertions against the Agency" and accusing UN Watch of making deliberate "sensationalist and politically-motivated attacks."⁴³

Speech by UNRWA Commissioner-General Philippe Lazzarini to the Arab League (September 9, 2021)

Expressing concern about hate or violence: UNRWA provides "quality education based on human rights and humanitarian values."

Attacking those who expose UNRWA incitement to hate or violence: Lazzarini lamented "the ferocious politically motivated campaigns the Agency faces," accusing "UNRWA's opponents"—presumably UN Watch and IMPACT-se—of trying to "harm its reputation."⁴⁴

Statement by Commissioner-General Philippe Lazzarini to the European Parliament (September 17, 2021)

Expressing concern about hate or violence: UNRWA has a "zero tolerance for hate speech, incitement to violence and discrimination, including anti-Semitism." The organization reviews all host country textbooks and "any passages where violence is praised, whatever the context, are not taught."

Attacking those who expose UNRWA incitement to hate or violence: Lazzarini complained about "growing attacks from politically motivated pressure groups on its education programme"—presumably referring to UN Watch and IMPACT-se—which he said were "aiming at delegitimizing the Agency."⁴⁵

Statement by Commissioner-General Philippe Lazzarini to the General Assembly's Fourth Committee (October 5, 2021)

Expressing concern about hate or violence: Lazzarini reiterated that UNRWA has "a zero-tolerance policy for hate speech, incitement to discrimination, hostility or violence" and added that the organization reviews all textbooks and "any passages that praise violence, whatever the context, are not taught."

Attacking those who expose UNRWA incitement to hate or violence: Lazzarini criticized "politically motivated attacks on our education system and more broadly against the Agency," claiming that "those behind these attacks"—presumably referring to UN Watch and IMPACT-se—"do not have the wellbeing of Palestine refugee children at heart."⁴⁶

Statement by Deputy Commissioner-General Leni Stenseth on UN Watch report (June 28, 2022)

Expressing concern about hate or violence: Stenseth emphasized UNRWA's "unwavering commitment to upholding UN humanitarian principles" and "zero tolerance of hate speech and incitement to discrimination, hostility, or violence."

38 *Review of 2022 UNRWA-Produced Study Materials in the Palestinian Territories, IMPACT-se* (July 2022), <https://www.impact-se.org/wp-content/uploads/Review-of-2022-UNRWA-Produced-School-Materials.pdf>.

39 UNRWA, *Twitter* (August 29, 2022, 10:10 PM), <https://twitter.com/unrwa/status/1564329628256313344?s=46&t=m58gUWVtOTSJmIJ8hZNN8Q>.

40 *UNRWA Reviews and Responds to Allegations Concerning Agency Educational Materials, UNRWA* (July 15, 2022), <https://www.unrwa.org/newsroom/press-releases/unrwa-reviews-and-responds-allegations-concerning-agency-educational>.

41 UNRWA, *Twitter* (August 29, 2022, 10:10 PM), <https://twitter.com/unrwa/status/1564329628256313344?s=46&t=m58gUWVtOTSJmIJ8hZNN8Q>.

42 *Commissioner-General Opening Statement, Virtual Advisory Commission, UNRWA* (June 30, 2021), <https://www.unrwa.org/newsroom/official-statements/commissioner-general-opening-statement-virtual-advisory-commission>.

43 *UNRWA Statement on UN Watch Allegations, UNRWA* (August 5, 2021), <https://www.unrwa.org/newsroom/official-statements/unrwa-statement-un-watch-allegations>.

44 *Speech of United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA Commissioner-General Philippe Lazzarini to the 156th Session of the League of Arab States Council, UNRWA* (September 9, 2021), <https://www.unrwa.org/newsroom/official-statements/speech-united-nations-relief-and-works-agency-palestine-refugees-near>.

45 *Exchange of Views with the European Parliament Foreign Affairs Committee, Introductory Remarks of the UNRWA Commissioner-General, UNRWA* (September 17, 2021), <https://www.unrwa.org/newsroom/official-statements/exchange-views-european-parliament-foreign-affairs-committee>.

46 *Statement by UNRWA Commissioner-General, Mr. Philippe Lazzarini, to the UN General Assembly's Fourth Committee, UNRWA* (October 5, 2021), <https://www.unrwa.org/newsroom/official-statements/statement-unrwa-commissioner-general-mr-philippe-lazzarini>.

Attacking those who expose UNRWA incitement to hate or violence: Stenseth followed this by attacking unnamed organizations—presumably UN Watch and IMPACT-se—for seeking “to destroy, not build, to invite conflict, not build a lasting peace.”⁴⁷ This charge is particularly ironic considering the proof in this and previous reports that UNRWA itself promotes terrorism and martyrdom and demonizes Israel in the classroom.

Statement by Deputy Commissioner-General Leni Stenseth on IMPACT-se report (July 15, 2022)

Expressing concern about hate or violence: Stenseth “emphasized the unwavering commitment of UNRWA to educating Palestine refugee children along the UN principles and values and zero tolerance of hate speech and incitement to discrimination, hostility, or violence.”

Attacking those who expose UNRWA incitement to hate or violence: Stenseth referred to IMPACT-se as “an organization already well known for its previous sensationalized attempts to delegitimize the Agency’s work.”; “Reports like these, premised upon smoke and mirrors—obfuscation, not truth—are indicative of an organization trying to garner attention for itself, rather than advancing the cause of refugee education.”⁴⁸

This approach is not productive and reflects a disturbing lack of willingness on the part of UNRWA to seriously address the issue.

Appeal to Donors

In 2021, UNRWA was funded by hundreds of millions of dollars of state donations, including \$338 million from the United States, \$177 million from Germany, \$118 million from the European Commission, \$54 million from Sweden, \$40 million from the UK, \$32 million from Switzerland, \$30 million from Norway, \$28 million from France, \$28 million from Canada, and \$27 million from the Netherlands.⁴⁹

We appeal to the U.S., EU, Germany, the UK, France, Canada and other donor states to exercise their duty of oversight by demanding basic accountability and transparency from the agency. At a minimum, they should:

- (a) Demand that UNRWA implement its stated “Zero Tolerance” policy for employees who incite racism or murder, by immediately terminating such employees, and prominently publicizing on its website and social media these and other actions it is taking to root out such insidious conduct by UN staff, including the perpetrators listed in the attached *Annexes*;
- (b) Establish, in concert with other like-minded donor states, an independent and impartial investigation with the mandate to examine the nature and extent of incitement to antisemitism and terrorism among UNRWA teachers and other staff, and in UNRWA educational materials, and to recommend remedial action;
- (c) Demand that UNRWA provide an explanation as to why some employees identified in UN Watch’s reports were placed on paid leave rather than unpaid leave, as well as an explanation of what criteria determines whether an UNRWA employee who incites antisemitic hatred or terrorism receives a warning, dismissal or other disciplinary measure;

- (d) Demand that UNRWA publicly disclose the names and records of completion of what it states is mandatory teacher training on neutrality, non-violence, tolerance, and conflict resolution, as well as on its teacher-centered approach;
- (e) Determine and disclose which of the people identified by UN Watch as having posted antisemitism and terrorist incitement on social media, in this report and all previous reports (*see full list in attached Annex A*), is still employed by UNRWA, and thereby potentially being funded by them;
- (f) Demand that UNRWA remove from host country textbooks all content that does not comply with UN values so that students are not exposed to this material and that it make the amended curriculum publicly available;
- (g) Demand that UNRWA make all its internal review procedures publicly available for external review. This includes the annual findings of its *Rapid Review* of textbooks in all areas of operation that determine which textbook pages do not meet UN values, and guide teachers to skip or teach these pages differently.⁵⁰ For each class and subject taught, UNRWA should indicate which exact pages from the host government’s textbooks are and are not taught in its schools, as well as which material UNRWA uses as a substitute or supplement to these pages;
- (h) Demand that UNRWA make publicly available all of its self-produced teaching materials, including materials UNRWA provides to teachers and/or students as substitutes or supplements to pages removed from host-country textbooks, as outlined in UNRWA’s *Teacher-Centered Approach* (including, but not limited to the *Guide for Educators*, the *Teacher Reference Grid*, and the *Teacher Training Manual*). UNRWA must be required to upload to the DLP all enrichment materials that supplement host country textbooks in

all subjects, which are produced by UNRWA’s employees—including teachers, inspectors and administrators—and which are taught in UNRWA schools across all areas of operations, and for all grades;

- (i) Demand that UNRWA’s review of host-country textbooks and production of its own UNRWA-branded content be subjected to independent oversight by a team of experts;
- (j) Demand that UNRWA conduct a thorough investigation of its facilities and put an immediate stop to all antisemitic or terrorist-inciting activities and images found there;
- (k) Determine and disclose which of the people identified by IMPACT-se as being involved in drafting, supervising, approving, printing, and distributing teaching materials that violate UN values and UNESCO standards of education, in this report and all previous reports (*see full list in attached Annex B*), is still employed by UNRWA, and thereby potentially being funded by them;
- (l) Work with UNRWA to implement effective monitoring and controls to ensure the neutrality of UNRWA facilities, UNRWA educational materials, and staff and make public its activities in this regard;
- (m) Demand that UNRWA be in full compliance with its neutrality obligations prior to releasing any further funds to UNRWA; and
- (n) Instruct UNRWA to stop defaming UN Watch and IMPACT-se for exposing UNRWA’s neutrality violations.

47 UNRWA Briefs Partners on Allegations of Staff Misconduct Over Humanitarian Principles, UNRWA (June 28, 2022), <https://www.unrwa.org/newsroom/press-releases/unrwa-briefs-partners-allegations-staff-misconduct-over-humanitarian>.

48 UNRWA Reviews and Responds to Allegations Concerning Agency Educational Materials, UNRWA (July 15, 2022), <https://www.unrwa.org/newsroom/press-releases/unrwa-reviews-and-responds-allegations-concerning-agency-educational>.

49 2021 Pledges to UNRWA’s Programmes (Cash and In-kind) – Overall Donor Ranking, UNRWA (December 31, 2021), https://www.unrwa.org/sites/default/files/overall_donor_ranking_2021.pdf.

50 We note that UNRWA’s review criteria of host country textbooks ignores most UNESCO standards for curricula analysis and must be expanded. For example, UNRWA states that its review criteria includes only three elements: neutrality/bias, gender, and age-appropriateness. Many other international education standards and vital research questions when reviewing textbooks of societies in conflict, relating to peacemaking and intolerance, such as the aspect of ‘No Incitement’, are not part of this review. *See, e.g., Research Questions, IMPACT-se* (last visited February 21, 2023), <https://www.impact-se.org/research-questions-2/>.

Part I

UNRWA Teacher Facebook Profiles Contain Incitement to Terrorism and Antisemitism

10 UNRWA Staff Exposed

- 1. Adnan Shteivi**
UNRWA Syria Math Teacher, Glorifies Terrorists
- 2. Mahmoud Khalil**
UNRWA Teacher and Translator, Praises Hamas
- 3. Riad Nimer**
UNRWA Lebanon Teacher, Praises Terrorists
- 4. Zaher Fanous**
UNRWA Syria Teacher, Endorses Terrorism
- 5. Arwa al-Najjar Umm Islam**
UNRWA West Bank Math Teacher, Endorses Terrorists
- 6. Nizar Khalil Abu Shaheen**
UNRWA West Bank Teacher, Posts Antisemitism
- 7. Ayman Dlash**
UNRWA West Bank Teacher, Supports Hamas
- 8. Abu Firas Azab**
UNRWA Syria Employee, Commemorates Terrorists
- 9. Ahmad Dawoud**
UNRWA West Bank Nurse, Glorifies Terrorist Commander
- 10. Labibeh Iskandarani**
UNRWA Syria Employee, Endorses Hitler

1 Adnan Shteivi

UNRWA Syria Math Teacher, Glorifies Terrorists⁵¹



Adnan Shteivi is a math teacher at UNRWA in Syria. His UNRWA employment is confirmed by his posting of his nomination as the head math teacher for the Damascus, North, South, and West regions of UNRWA in Syria.⁵² He also posted a photo of himself giving another math teacher a UN award.⁵³



دمشق في 27 تشرين الأول 2021

51 Adnan Shteivi Facebook Profile, Facebook (last visited January 9, 2023), <https://www.facebook.com/profile.php?id=100004233133829>.

52 Zain Mnawer (tagging Adnan Shteivi), Facebook (October 29, 2021), https://www.facebook.com/permalink.php?story_fbid=2065197046964713&id=100004233133829.

53 Adnan Shteivi, Facebook (March 16, 2022), https://www.facebook.com/permalink.php?story_fbid=2181617221989361&id=100004233133829.

1.1 Praises Diao Hamarsheh Perpetrator of Bnei Brak Attack⁵⁴



On March 30, 2022, Adnan Shteivi shared an image glorifying Diao Hamarsheh as a “martyr” who would be immortalized—“forever remain in letters of fire, might, and magnificence.” Hamarsheh perpetrated the March 29, 2022 Bnei Brak shooting attack, killing 4 civilians—Yaakov Shalom, 36, Avishai Yehezkel, 29, Viktor Sorokopot, 38, Dimitri Mitrik, 23, and 1 policeman—Amir Khoury, 32.

Translation

And what splendor is like you, o Diao!
 Glory to your spirit, and eternity in Paradise
 The martyr, Diao Hamarsheh, Palestine shall not forget you, and your name shall forever remain in letters of fire, might, and magnificence

54 Adnan Shteivi, Facebook (March 30, 2022), https://www.facebook.com/permalink.php?story_fbid=2192637494220667&id=100004233133829.

55 Adnan Shteivi, Facebook (October 25, 2022), https://www.facebook.com/permalink.php?story_fbid=2367811586703256&id=100004233133829.

1.2 Praises Lion's Den Terrorists⁵⁵



On October 25, 2022, Adnan Shteivi shared a photomontage venerating as “martyrs” “who rose to the heights of glory and eternity” members of the Lion’s Den terrorist group who were killed in an Israeli raid on their bomb-making factory in Nablus.

He also liked comments on his post endorsing their actions. The Lion's Den is a new Palestinian terror organization based in Nablus which is responsible for numerous shootings and other attacks against Israeli civilians and security forces in the West Bank, including at least one attempted shooting of a vehicle.

Translation of Facebook Post

May the Almighty Allah have mercy upon them and accept them with the martyrs

Translation of Text on Image

Moons of Nablus

And those who rose to the heights of glory and eternity

On the soil of Nablus, on Tuesday morning, October 10th, 2022

May Allah have mercy on you, sons of Nablus, mountain of the fire of the martyrs

Translation of First Four Comments

- Nablus is the wall of fire... its sons are the noblest of human beings
- Glory and eternity to their souls
- May Allah have mercy on them and may He make their abode in His spacious gardens
- Glory and eternity to the martyrs

1.3 Glorifies Terrorist Uday Tamimi⁵⁶

On October 20, 2022, Adnan Shteivi shared a post with a still frame from the footage of Uday Tamimi's last stand at a mall in Ariel accompanied by text glorifying him as a "martyr," and referring to "his pure body," as "a sacrifice to Allah." Tamimi perpetrated the Shuafat Checkpoint attack on October 8, 2022, killing 18-year-old IDF soldier Noa Lazar while she was changing shifts. Civilian guard David Morel, 30, was seriously wounded in the attack.



Translation

Until his last breath

Until the last frame of the last scene

Until the last bullet became lodged in his pure body

Until the last tremor in the shrouded body, a sacrifice to Allah

There are still those among us that have mastered the writing of the last scene of his blessed tale...

#Uday_Al-Tamimi

Peace unto you...

And peace unto you, the day you were born...

And the day you were struck, and the day you suffered pain...

And the day you were martyred...



Noa Lazar, 18-year-old IDF soldier killed by Tamimi

56 Adnan Shteivi, Facebook (October 20, 2022), https://www.facebook.com/permalink.php?story_fbid=2362377210580027&id=100004233133829.

2 Mahmoud Khalil

UNRWA Syria Teacher, Praises Hamas⁵⁷



Mahmoud Khalil lists himself as a teacher and translator at UNRWA. He also follows UNRWA Facebook pages, including the official UNRWA and UNRWA Staff in Syria pages, further confirming his UNRWA employment status.⁵⁸ In addition, Khalil's profile contains a photo of himself delivering a speech at an UNRWA event in 2012.⁵⁹



2.1 Shares Tweet of Video Glorifying Hamas⁶⁰



Translation

#Israel raises the banner of surrender and defeat by seeking assistance from its American ally to mediate with Hamas until the missile attack ceases, this war has changed all of the equations, it has ended the Zionist enterprise, destroyed its allies, and the terms of the cease fire that Hamas is preparing will be great and severe, and will reflect the starting point for the liberation of #Palestine #Gaze_the_Mighty



On May 15, 2021, Mahmoud Khalil shared a Tweet praising Hamas rocket attacks against Israeli civilians, which according to the tweet had “ended the Zionist enterprise,” referring to the State of Israel. It also referred to Hamas’ “victory” in May 2021 as the “starting point for the liberation of Palestine...” The tweet included a Hamas propaganda video, featuring Hamas rockets fired at Israeli civilians—a war crime under international law.

⁶⁰ Mahmoud Khalil, Facebook (May 15, 2021), <https://www.facebook.com/mahmoukh8/posts/4232894236730944>.

⁵⁷ Mahmoud Khalil Facebook Profile, Facebook (last visited January 9, 2023), <https://www.facebook.com/mahmoukh8>.

⁵⁸ UNRWA Staff in Syria Facebook page, Facebook (last visited January 9, 2023), <https://www.facebook.com/UnrwaStaffInSyria>.

⁵⁹ Mahmoud Khalil, Facebook (February 12, 2012), <https://www.facebook.com/photo?fbid=349439858409754&set=pb.100000312275761-2207520000>.

2.2 Venerates Terrorist Udai Tamimi⁶¹



On October 21, 2022, Mahmoud Khalil shared a poem venerating terrorist “martyr” Udai Tamimi, perpetrator of the Shuafat Checkpoint attack that killed 18-year-old IDF soldier Noa Lazar while she was changing shifts. Civilian guard David Morel, 30, was seriously wounded in the attack. Mahmoud Khalil captioned his post “For the honorable one is free and ageless.”

Translation of Text in Facebook Post Above Photo

For the honorable one is free and ageless.

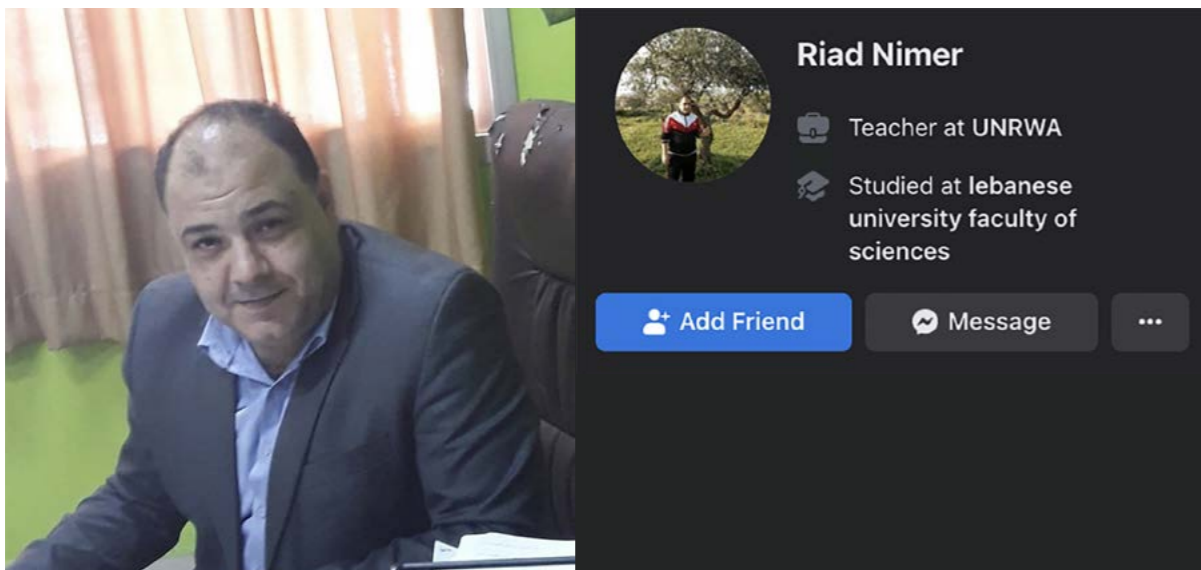
Partial Translation of Poem and Preceding Text

It is as though the poet “Abu Tamam” had written these ten verses in the elegy of the martyr #Uday_Al-Tamimi

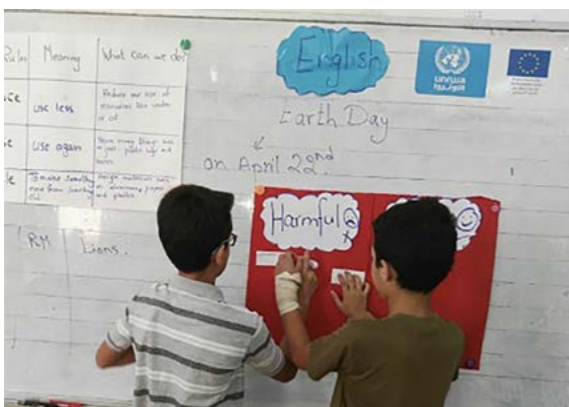
*For humiliation is as bad as heresy;
It remains with it, even in the quagmire of death,
and tells itself “stand”, even if the apocalypse is underfoot,
He marched forward and fought, clothed and wrapped in gratitude to Allah.
He did not withdraw, and his reward was the shrouds in which he was wrapped [i.e., he sacrificed himself]*

UNRWA teaches students to admire terrorists like Dalal Mughrabi as heroes and role models to emulate despite UNRWA’s insistence that it does not do this.

⁶¹ Mahmoud Khalil, Facebook (October 21, 2022), <https://www.facebook.com/mahmoudkh8/posts/5845646052122413>.



Riad Nimer lists himself as a teacher at UNRWA. His UNRWA employment is confirmed by photos of himself in UNRWA classrooms.⁶³ He also posted an announcement by the UNRWA Al-Manara Elementary School, which included a photo with an UNRWA logo.⁶⁴



3.1 Praises Terrorist Ibrahim al-Nabulsi⁶⁵

On August 9, 2022, Riad Nimer posted a video of terrorist Ibrahim al-Nabulsi's funeral procession with a caption lionizing Nabulsi as a "pure soul." The video likewise refers to Nabulsi's "pure soul," calls him a "martyr," and states that he is one of the "noblest of heroes." Furthermore, the video posted by UNRWA teacher Nimer concludes by endorsing a call for others to follow in Nabulsi's footsteps—"peace unto...martyrs who have commanded us to follow the path they had taken."

Nabulsi was an Al-Aqsa Martyrs' Brigades commander whose cell had been responsible for several terrorist attacks against Israeli soldiers and civilians in the West Bank, some in cooperation with the Iranian-backed Palestinian Islamic Jihad. One attack targeted the Jewish holy site Joseph's Tomb in Nablus.



Translation of Video

In the presence of your pure blood, O Ibrahim, and the blood of the martyrs of Gaza, Jenin, the eternal capital, and every other place in the Holy Land who came before you, the Earth feels ashamed, the sky of the homeland shudders when it accepts you, and those whose spirits fluttered in safety and tranquility. Rest at ease, O mother of the martyr, for your child lived, fought and became martyred in your love and the love of the homeland. Peace, peace unto the pure souls, peace unto the blood of the noblest heroes, their names were forgiven in the firmament of glory, martyrs who have commanded us to follow the path they had taken.

3.2 Likes Post Praising Gruesome 2014 Jerusalem Synagogue Attack⁶⁶



On November 18, 2014, Riad Nimer liked a post praising the gruesome Jerusalem synagogue axe and shooting attack, in which two Palestinian terrorists murdered five Jewish worshippers and a responding Druze police officer with axes, knives, and a gun. The post lauds the attack as "a unique and heroic act of self-sacrifice [suicide attack]." The post also rejects Israel's legitimacy as a state by claiming the attack was perpetrated in "occupied Jerusalem"—even though it was in the Har Nof neighborhood in West Jerusalem, part of Israel since 1948. The post Nimer liked was by an UNRWA teacher previously identified by UN Watch in its 2017 report.

Translation

When they ram us, they will be rammed, when they stab us, they will be stabbed, and when they hang us, they will be hanged.

The axe is extra.

This is Jerusalem. These are fortresses of the revolutionaries. This is the fortress of the suicide attackers and the heroes. A unique and heroic act of self-sacrifice [suicide attack] in occupied Jerusalem. The initial harvest: 7 bodies and 17 wounded.

⁶⁶ Lotfi Ghuneim (liked by Riad Nimer), Facebook (November 18, 2014), <https://www.facebook.com/lotfi.ghuneim.7/posts/401977753286745>.

⁶² Riad Nimer Facebook Profile, Facebook (last visited January 9, 2023), <https://www.facebook.com/riad.nimer>.

⁶³ Riad Nimer, Facebook (August 17, 2017), <https://www.facebook.com/azhar.wehbeh.9/posts/264119737407776>.

⁶⁴ Riad Nimer, Facebook (October 24, 2022), <https://www.facebook.com/riad.nimer/posts/5095798160525202>.

⁶⁵ Riad Nimer, Facebook (August 9, 2022), <https://www.facebook.com/riad.nimer/posts/4941912702580416>.

4 Zaher Fanous UNRWA Syria Teacher, Endorses Terrorism⁶⁷



Zaher Fanous lists himself as a teacher at UNRWA. His UNRWA employee status is confirmed by his posting of photo of himself inside a classroom with the caption “Juba3 school UNRWA.”⁶⁸ He also posts other photos with students in school with the caption “my students.”⁶⁹



4.1 Celebrates Hamas Rocket Attacks⁷⁰

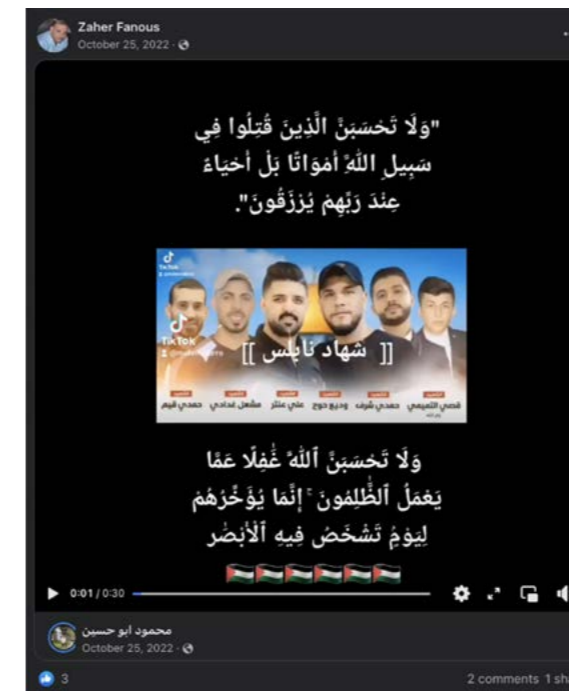


In the midst of the May 2021 conflict between Israel and Hamas, on May 11, 2021, Zaher Fanous posted a photo gallery depicting the destruction caused by Hamas rockets lobbed at Israeli civilians in the center of the country with the celebratory caption “Happy holidays, Tel Aviv,” endorsing the destruction.

Translation

Happy holidays, Tel Aviv

4.2 Honors Lion’s Den Terrorists⁷¹



On October 25, 2022, Zaher Fanous shared a video honoring the members of the Lion’s Den terrorist group who were killed in Nablus in an exchange of fire with Israeli security forces during a raid on the terrorists’ bomb making facility. The Lion’s Den is behind a number of attacks against Israeli civilians and security forces in the West Bank, including at least one attempted shooting of a vehicle. The text

refers to Israel as “evil-doers” and forebodes further violence against Israel that will cause its “eyes [to] continue to stare in horror.”

Translation

Think not of those who are slain in Allah’s way as dead. Nay, they live, finding their sustenance in the presence of their Lord;

[video clip]

Do not think Allah is heedless of the evil deeds in which the evil-doers are engaged. He is merely granting them respite until a Day when their eyes shall continue to stare in horror

4.3 Encourages Child Violence⁷²



On June 5, 2022, Zaher Fanous shared a video praising a teenage Palestinian boy who attacks Israeli soldiers with stones as a “righteous hero.” By deeming the Palestinian teenager a “hero,” the post encourages children to engage in violence.

Translation

These are the heroes, the righteous and the owners of the land

67 Zaher Fanous Facebook Profile, Facebook (last visited January 10, 2023), <https://www.facebook.com/profile.php?id=100007830150306>.

68 Zaher Fanous, Facebook (March 20, 2014), <https://www.facebook.com/photo?fbid=1399962310274761&set=a.1374306272840365>.

69 Zaher Fanous, Facebook (November 7, 2019), https://www.facebook.com/permalink.php?story_fbid=pfbid0nXZUC6Qzvp7DVwXprGgBMorr3aroPxf6dzDNK Vmghkfn53ibVcXcHd65NBcPQBAHl&id=100007830150306.

70 Zaher Fanous, Facebook (May 11, 2021), https://www.facebook.com/permalink.php?story_fbid=2957676091170034&id=100007830150306.

71 Zaher Fanous, Facebook (October 25, 2022), https://www.facebook.com/permalink.php?story_fbid=3369115410026098&id=100007830150306.

72 Zaher Fanous, Facebook (June 5, 2022), https://www.facebook.com/permalink.php?story_fbid=3252592765011697&id=100007830150306.

Arwa al-Najjar Umm Islam

UNRWA West Bank Math Teacher, Endorses Terrorists⁷³



Arwa al-Najjar lists herself as a teacher at UNRWA. Al-Najjar's UNRWA employment is further confirmed by a July 28, 2020 letter from Director of UNRWA Affairs Gwyn Lewis commending her on her professionalism and stating "we are proud that you are part of the UNRWA team."⁷⁴



⁷³ Arwa Al-Najjar Facebook Profile, Facebook (last visited January 10, 2023), <https://www.facebook.com/profile.php?id=100004512900198>.

⁷⁴ Arwa Al-Najjar, Facebook (September 1, 2020), https://www.facebook.com/permalink.php?story_fbid=1642014822625599&id=100004512900198.

5.1 Advocates for Release of Teen Terrorist⁷⁵



On June 12, 2022, Arwa al-Najjar posted support for Palestinian teen-terrorist Ahmad Mansara calling for his release. At the age of 13, Mansara, together with his teenage cousin, went on a stabbing rampage in the Jerusalem neighborhood of Pisgat Zeev, seriously wounding a twelve-year-old Israeli boy.

⁷⁵ Arwa Al-Najjar, Facebook (June 12, 2022), https://www.facebook.com/permalink.php?story_fbid=pfbid0qCYzT9HXnSEccrmtgeCjvkZYVsKTDJEoZqKa9whPhu2BXPp6dXrgssvcA9nyJb1l&id=100004512900198.

⁷⁶ Arwa Al-Najjar, Facebook (October 20, 2022), https://www.facebook.com/permalink.php?story_fbid=2268333076660434&id=100004512900198.

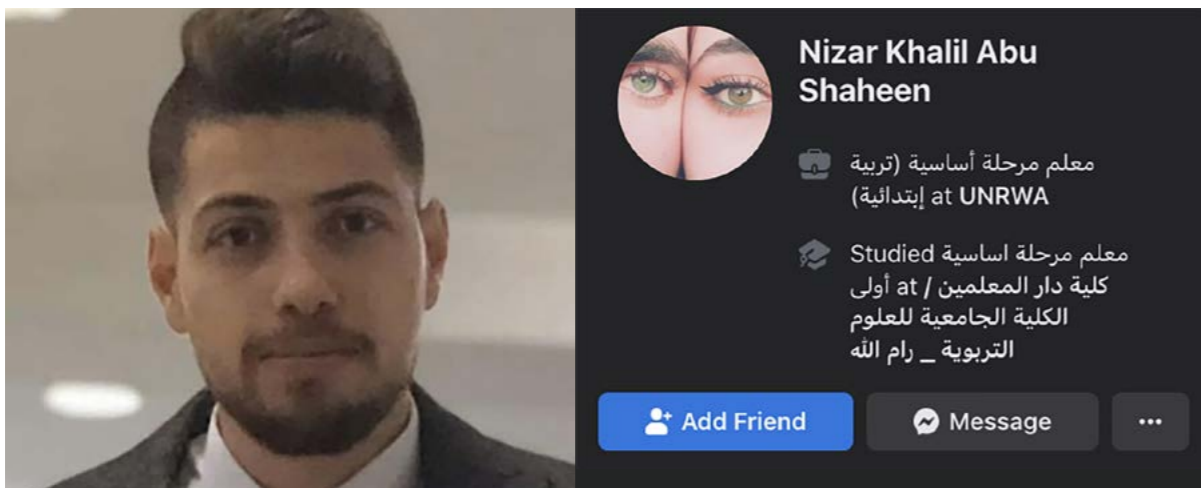
5.2 Praises Terrorist Udai Tamimi⁷⁶



On October 20, 2022, Arwa al-Najjar posted a photo praising terrorist Udai Tamimi for "curing the wounds of the homeland." Tamimi perpetrated the Shuafat Checkpoint attack on October 8, 2022, killing 18-year-old IDF soldier Noa Lazar while she was changing shifts. Civilian guard David Morel, 30, was seriously wounded in the attack.

Translation

His left-hand presses down on his wounds
And his right hand cures the wounds of the homeland



Nizar Khalil Abu Shaheen

معلم مرحلة أساسية (تربية) (إبتدائية) at UNRWA

معلم مرحلة اساسية Studied

كلية دار المعلمين / أولى

الكلية الجامعية للعلوم التربوية _ رام الله

Add Friend Message

Nizar Khalil Abu Shaheen lists himself as an elementary school teacher in the West Bank. His profile contains several pictures in UNRWA classrooms, teaching⁷⁸ and with students.⁷⁹

6.1 Posts Antisemitism⁸⁰

Partial Translation

Words that should be read.

The truth is that the Jews are behind the launch of the “UAE project”, in which “wealthy Jews” from the West thought to establish a Jewish settlement in the Middle East that would serve their financial interests and the flow of trade, without having to interact with the (home) country, for political reasons, and other reasons.

Does it make any sense that simple-minded and unambitious Emiratis are running this complex machine? The Emirates, and Abu Dhabi in particular, has the highest percentage of wealthy people in the world—an estimated 75,000 millionaires, most of which are rich Jews. This means a safe environment for this enormous coffer. So it shouldn't surprise us that it was Jewish millionaire Haim Saban who led Muhammed Bin Zayed to extend his arm to Israel [in friendship]. The UAE isn't just skyscrapers, fancy streets, trade movements, and as of recently, factories and workshops. It's a colony for conspiring against the nation... Question: Why don't the capitalists rule the UAE directly, instead of these desert Arabs and their titles? The answer to this question is given in Henry Ford's book, *The International Jew*, published in 1921, in which he states that “the Jews prefer to lead the world from behind.”



In June 2021, Nizar Khalil Abu Shaheen shared and endorsed as “words that should be read” an antisemitic conspiracy theory about wealthy Jews controlling the UAE, and in particular forcing it to make peace with Israel for their own financial gain. The antisemitic post also quotes “The International Jew” by notorious antisemite Henry Ford which claimed “the Jews prefer to lead the world from behind,” suggesting that the Jewish “capitalists” prefer to control the UAE indirectly. Furthermore, the post conflates the Jews with the State of Israel, which in itself is antisemitism.

⁸⁰ Nizar Khalil Abu Shaheen, Facebook (June 6, 2021), <https://www.facebook.com/nizar.shahin.39108/posts/pfbid02wB4rnkeSxJQyHGc5sdvsky2bWdWasL8vxcyug2ptiixAeuRPVcWpMjYJy31xnl>.

⁷⁷ Nizar Khalil Abu Shaheen Facebook Profile, Facebook (last visited February 1, 2023), <https://www.facebook.com/nizar.shahin.39108>.

⁷⁸ Nizar Khalil Abu Shaheen, Facebook (February 26, 2019), <https://www.facebook.com/nizar.shahin.39108/posts/pfbid02c1rWkcDenzbfVTapSrVckSCJT9ZaMYniAZhCcGLMXuHHjMM3AeUGrn4B1B2hSqfvl>.

⁷⁹ Nizar Khalil Abu Shaheen, Facebook (February 1, 2023), <https://www.facebook.com/photo/?fbid=1016811549170922&set=a.159093248276094>.

6.2 Praises Terrorist Zakaria Zubeidi⁸¹

In September 2021, when six convicted terrorists escaped from Israeli prison, Nizar Khalil Abu Shaheen posted praise and encouragement for the leader Zakaria Zubaidi, describing him as an “honest and humble person” who “stole our heart.” Zubaidi, considered a “symbol of the Intifada,” is the former Jenin chief of the Al-Aqsa Martyrs’ Brigades. In a 2005 interview, he assumed responsibility for the 2002 Beit She’an attack that killed 6 people—David Peretz, 48; Haim Amar, 56; Shaul Zilberstein, 36; Ehud (Yehuda) Avitan, 54; Mordechai Avraham, 44; and Yaakov Lary, 35. One of Abu Shaheen’s Facebook posts below endorsed a call to violently resist the Israeli army’s efforts to locate and re-arrest the escaped convicts.



Translation

Honest and humble person. You stole our heart in two days

From the Arabic archive.. #Watch | Zakaria Zubaidi, one of the escaped prisoners, talks about his family life, the military operations he carried out, and how he received the news of his mother’s death.



Translation

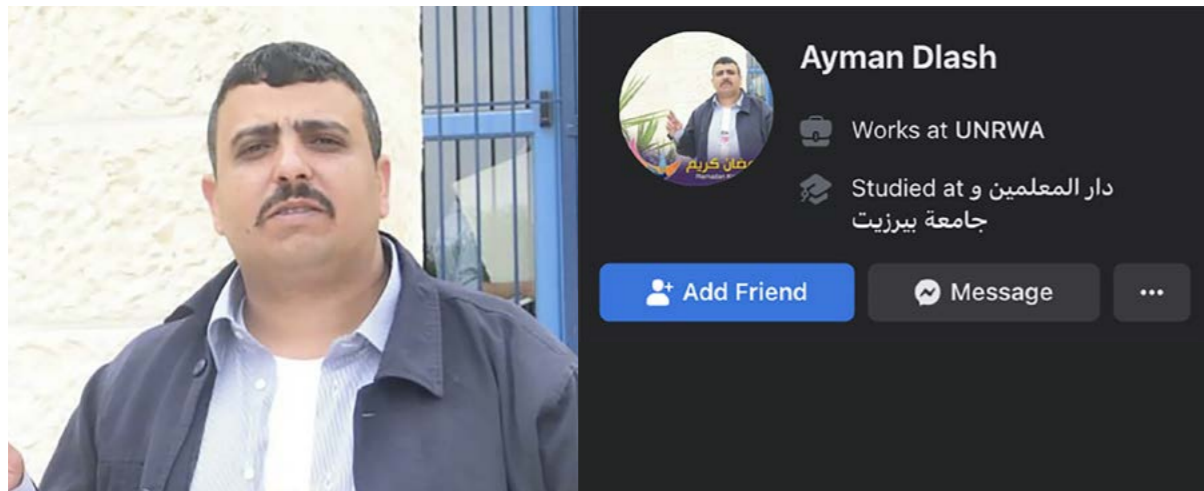
Now is supposed to be a time of general alarm, and a time of anger in all the cities of the West Bank, so that Israel’s search process becomes tense. We demand and appeal to the Islamic Resistance to respond quickly so that this prevents the searches from continuing and being completed. Oh God, save the rest and do not disturb their ranks. Oh God, grant them victory.

UNRWA routinely minimizes its staff neutrality violations on social media and in the classroom. While UNRWA insists it has a “zero-tolerance policy” for hatred and antisemitism, the agency has refused to acknowledge the more serious issue of its hiring antisemitic and terror supporting staff in the first place.

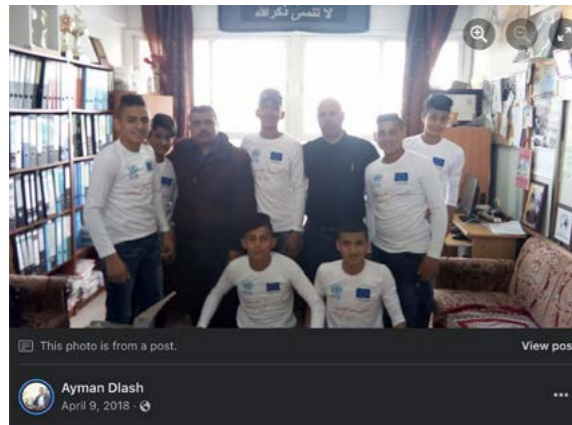
81 Nizar Khalil Abu Shaheen, Facebook, (September 11, 2021) <https://www.facebook.com/nizar.shahin.39108/posts/pfbid02zadQHnXkNrKvMpgXQh9YCYsQGTPBbwavGjmMiQpxyjAdsmXrStcaeVIEKSod12sl>; Nizar Khalil Abu Shaheen, Facebook, (September 9, 2021) <https://www.facebook.com/nizar.shahin.39108/posts/pfbid02wVJh9qKuq86G92FJPaE8FHR11KzFPNHHxRfgLdXB7d8HTrRkGfg7TnVosyuK4JX2l>; Nizar Khalil Abu Shaheen, Facebook, (September 10, 2021) <https://www.facebook.com/nizar.shahin.39108/posts/pfbid02VQdrVsrT9RWdVtd95XYdJSobnhnyi3T369jasdiWqA7Tzz8rCxIqa95j72sfTVg3l>.

7 Ayman Dlash

UNRWA West Bank Teacher, Supports Hamas⁸²



Ayman Dlash lists himself as a West Bank UNRWA employee. His Facebook profile, includes a post affirming that he is a teacher,⁸³ as well as photos of him among his students at the UNRWA Jalazoun Elementary School for Boys.⁸⁴ Dlash's profile also contains a post about the UNRWA Staff Union in the West Bank.⁸⁵ In addition, Dlash's profile contains several photos of math exercises, suggesting that his students follow him on Facebook.



82 Ayman Dlash Facebook Profile, Facebook (last visited February 1, 2023), <https://www.facebook.com/ayman.dlash>.
 83 Ayman Dlash, Facebook (December 26, 2022), <https://www.facebook.com/ayman.dlash/posts/pfbid0epgYmneawWktyN8HDRIUa156i19NRqSEh6Hb6n4rGshqLee49BuFbwJ4z4qdMSal>.
 84 Ayman Dlash, Facebook (April 9, 2018), <https://www.facebook.com/photo/?fbid=2163362783704495&set=a.956534821053970>.
 85 Ayman Dlash, Facebook (January 22, 2023), <https://www.facebook.com/ayman.dlash/posts/pfbid02X7Mw7RVcZ6cfWmx3W5LEtgdLUm7EZhnQhAGFLJvyWohLRYTbr2fRnPkKd29qn6Sml>.

7.1 Celebrates Prison Release of Hamas-Member⁸⁶



Translation of Image Text

He was truly kind to me when He freed me from prison

Celebration of the prison release
 Hamas (the Islamic Resistance Movement)—Ramallah & Al-Bira District offers its warmest congratulations and blessings from the released prisoner, Muhammad Ayoub Dalaysha, the Jalazoun refugee camp, on the occasion of his release from the prisons of the occupation, after a ten-month incarceration.

Date of release: September 3, 2020

In this August 2020 image, Ayman Dlash celebrates the release from prison of his Hamas brother Muhammad Ayoub Dalaysha by sharing this Hamas poster wishing Dalaysha “warmest congratulations and blessings” on his release. Muhammad Dalaysha had been arrested for his Hamas activities in the West Bank.

Dlash appears to be from a Hamas family. The top right image pictures Dlash with a group of Hamas members, including his Hamas brothers Muhammad and Maher. The bottom right image shows the middle person in the group photo—Maher Dalaysha—wearing a Hamas scarf. UNRWA teacher Ayman Dlash commented on that photo, calling Maher “beloved of the people.” In a previous post from 2015, Dlash is pictured taking his Hamas brother Maher and another friend to visit his UNRWA school.⁸⁷

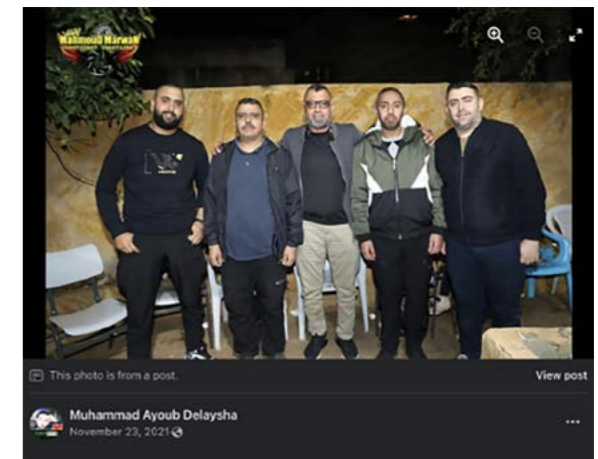


Photo of Dlash with Hamas Member Brothers Muhammad and Maher⁸⁸

Translation of Facebook Post

My brother, Muhammed Ayoub Dalaysha, will be released on Thursday, the 3rd of September, 2020, in good health, if Allah wills it. Hoping that all prisoners will get released soon.



Photo of Hamas Member Brother Maher with Hamas Flag⁸⁹

86 Ayman Dlash, Facebook (August 28, 2020), <https://www.facebook.com/photo/?fbid=4606189232755159&set=a.956534821053970>.
 87 Ayman Dlash, Facebook (December 11, 2015), <https://www.facebook.com/photo.php?fbid=1101796336527817&set=t.100000923839450&type=3>.
 88 Muhammad Ayoub Dalaysha, Facebook (November 23, 2021), <https://www.facebook.com/ayman.dlash/posts/pfbid08yVhHqxsWAgVgYcn8Dg2WzEkoHmPikRbM2gcCWVaQi6TkNKK74WNrBXAcUCgWyl>.
 89 Maher Dalaysha Abu Al-Walid, Facebook (December 9, 2021), <https://www.facebook.com/photo/?fbid=1562982884076123&set=a.127211190986640>.

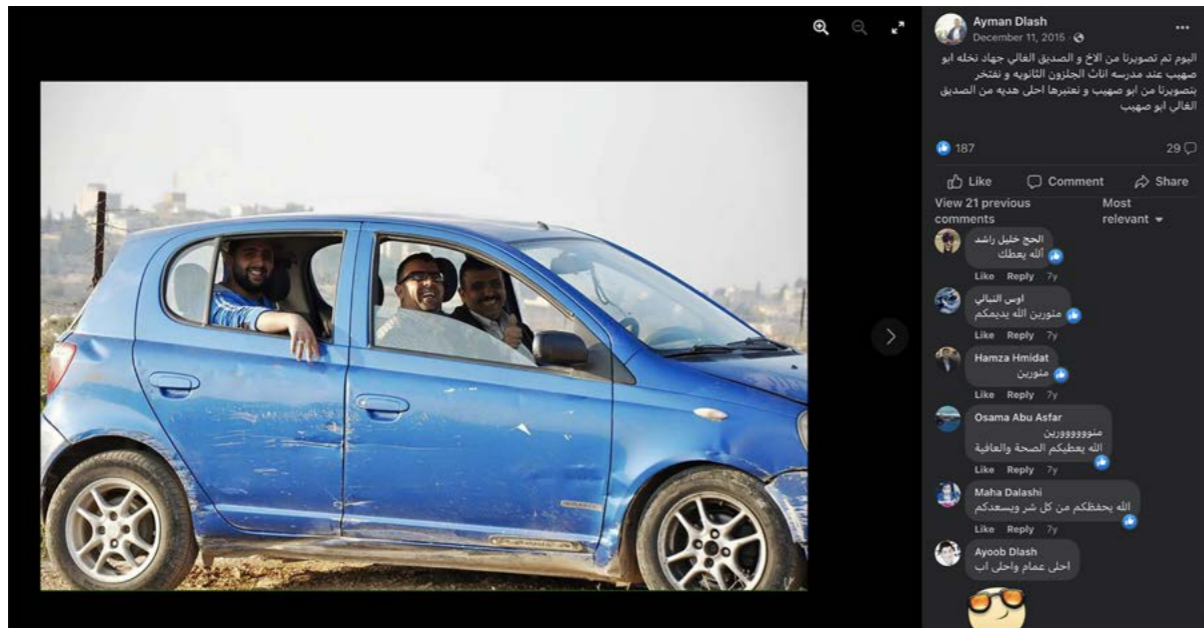


Photo of Dlash with Hamas Brother Maher Visiting UNRWA School

In this December 2015 photo, UNRWA teacher Ayman Dlash is visiting an UNRWA school, driving a car with his Hamas brother Maher in the front passenger seat. See larger photo of Maher above.

Translation

Today we were photographed by our dear brother and friend Jihad Nakhla Abu Suhaib at the Jalazoun High School for Girls, we are proud to have been photographed by Abu Suhaib, and we consider this the best gift from our dear brother, Abu Suhaib.

7.2 Tagged in Photo of Militants⁹⁰



This image, which was posted by Ahmed Al Satoura, who appears to have been one of Dlash's students at the Jalazoun Boys school, shows armed militants with text implying they need the weapons to make themselves "feel proud." The post tags Dlash, indicating that the student knows his teacher Dlash would support that kind of violent message.

Translation

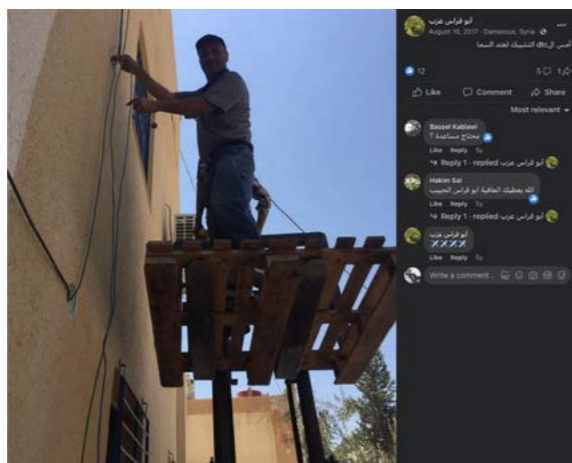
On your life, my friend, if the world humiliates you (lit.: "lowers your head"), I will make you feel proud (lit.: "I will raise it [your head] for you").

90 Ahmed Al Satoura (tagging Ayman Dlash), Facebook (July 25, 2014) <https://www.facebook.com/photo.php?fbid=1457657774511912&set=t.100000923839450&type=3>.

When UNRWA defended its teachers' "mistake" in distributing hateful content to students on grounds that the material was put together in a rush by the teachers who "are refugees themselves," UNRWA unwittingly acknowledged that the teachers are in fact part of the problem, as they apparently are incapable of determining what educational content goes against UN values and should not be taught.



Abu Firas Azab lists himself as a technical support employee at UNRWA and at Damascus Training Center (DTC Academy), which is an UNRWA school. He posted a photo of himself installing wires at DTC confirming his UNRWA employment status.⁹²



8.1 Glorifies Islamic Jihad Militant⁹³



In a May 2022 post, Abu Firas Azab venerated 17-year-old Palestinian Islamic Jihad fighter Amjad Fayed as a “little cub” who was “like a thousand lions.” Fayed was killed in Jenin during a clash between Israeli forces and armed Islamic Jihad militants. Fayed was known to be an Islamic Jihad fighter and is described in the post as a “special forces hunter” who guarded the camp against IDF raids. Fayed’s body was wrapped in an Islamic Jihad flag at his funeral which was attended by armed masked men.⁹⁴ In addition, there are many photos on the internet of Fayed dressed in Islamic Jihad gear and holding weapons in the streets of Jenin.⁹⁵

By glorifying this child-militant, UNRWA employee Azab also sends the message to other children that choosing to follow such a path is laudable.

Translation of Facebook Post

He’s a little cub, but he’s like a thousand lions.

Amjad Fayed, a Palestinian boy whom the residents of Jenin called “the refugee camp guard” and the “special forces hunter”, would avoid sleeping at home so that he could guard the camp against raids by the occupation army’s soldiers!! Yesterday, the occupation managed to get to him, and killed him, after 11 bullets had penetrated his little body!!

May Allah have mercy on you, and accept you, O hero of the people, your best wishes for the people of Palestine.



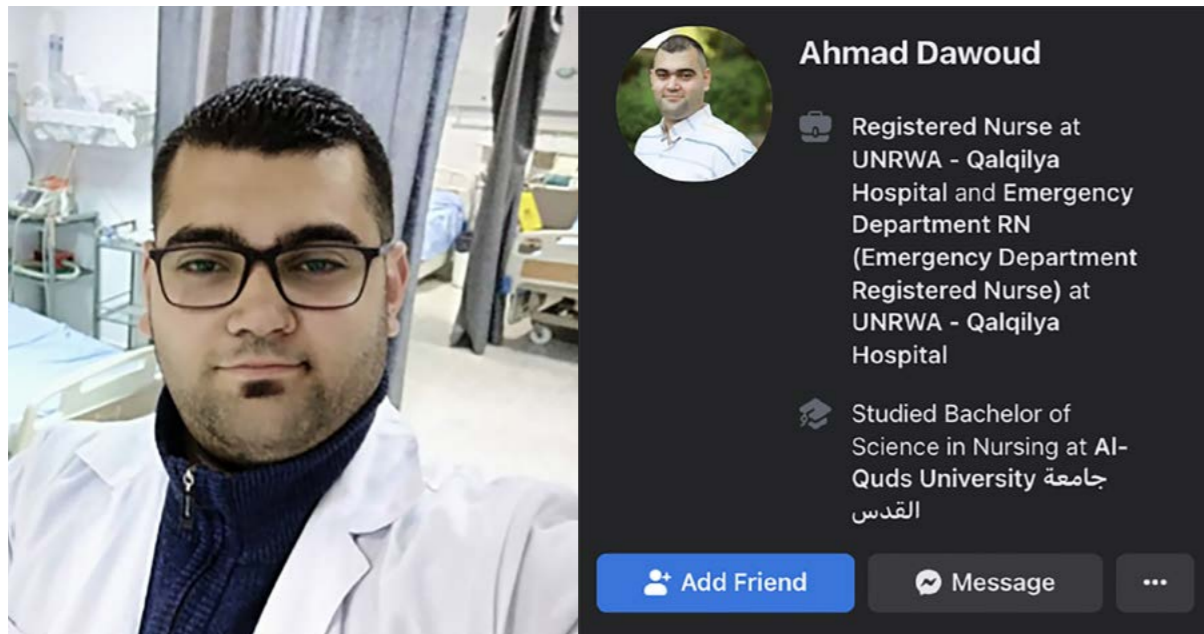
⁹⁴ *Palestinian adolescents in the service of the terrorist organizations in Judea and Samaria*, Meir Amit Intelligence and Terrorism Information Center (December 5, 2022), <https://www.terrorism-info.org.il/en/palestinian-adolescents-in-the-service-of-the-terrorist-organizations-in-judea-and-samaria/>.

⁹⁵ *17-year-old Palestinian killed in clashes with IDF forces in Jenin*, Jerusalem Post (May 22, 2022), <https://www.jpost.com/breaking-news/article-707291>; *Palestinian militant teen killed by Israelis in West Bank clash*, Al Monitor (May 20, 2022), <https://www.al-monitor.com/originals/2022/05/palestinian-militant-teen-killed-israelis-west-bank-clash>; *'17-year-old' Amjad Fayed 'killed' by Israeli forces was a member of Palestinian Islamic Jihad group, had fought Israeli forces*, OpIndia (May 22, 2022), <https://www.opindia.com/2022/05/17-year-old-amjad-fayed-palestinian-islamic-jihad-group-israeli-forces/>.

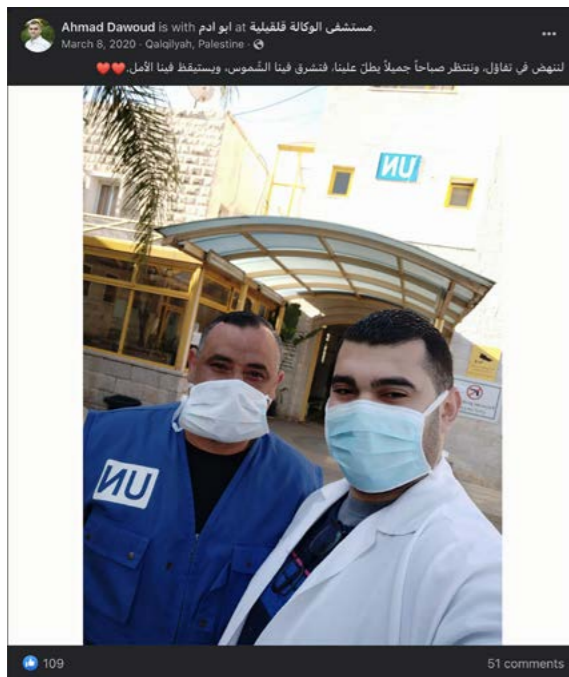
⁹¹ *Abu Firas Azab Facebook Profile*, Facebook (last visited February 13, 2023) <https://www.facebook.com/kahggf>.

⁹² *Abu Firas Azab*, Facebook (August 10, 2017), <https://www.facebook.com/kahggf/posts/pfbid02aftJPfa9NcvffhgHN6bXhHKPJR1zVM6TnZTyjtoB18zLNxC8LMJvrPsHTbYQFpYjl>.

⁹³ *Abu Firas Azab*, Facebook (May 24, 2022), <https://www.facebook.com/kahggf/posts/pfbid0VKwK7GbJaQnBjSX26mqDZHznxwzN7YDb2SiQCK1XH4nWgLxjVBkJK96mcQwGfszl>.

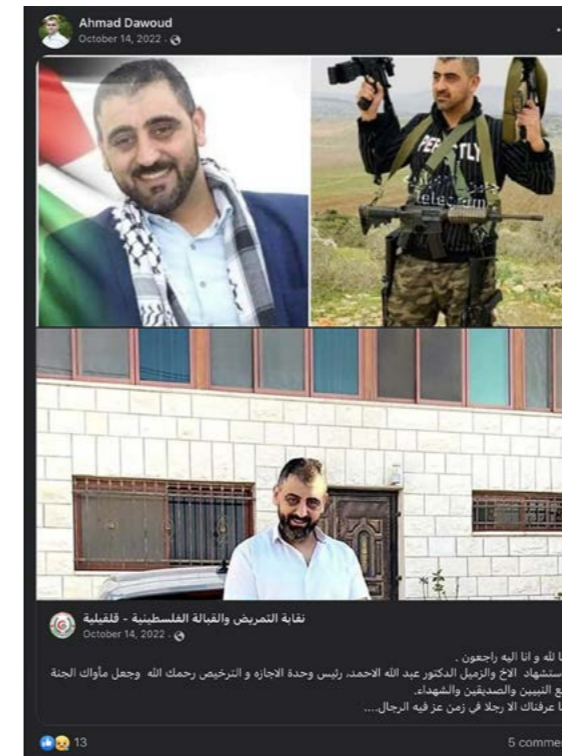


Ahmad Dawoud lists himself as Emergency Department RN (Registered Nurse) at UNRWA Qalqilya Hospital in the West Bank. His profile also contains several pictures inside and in front of the hospital clearly bearing the UN signage.⁹⁷



⁹⁶ Ahmad Dawoud Facebook Profile, Facebook (last visited February 1, 2023), <https://www.facebook.com/AhmadDawooud33>.

⁹⁷ Ahmad Dawoud, Facebook (March 8, 2020), <https://www.facebook.com/AhmadDawooud33/posts/pfbid02He5Bxmm2qMN8zWsZk6vHMoodKit1dF6nehvPmZY8vRFfBSKBP9EqFfTpgW34E4Col>.



In October 2022, Dawoud posted photos commemorating Dr. Abdullah Al-Ahmad who was killed during a firefight with the IDF. Fatah's military wing, the Al-Aqsa Martyrs' Brigades, described Dr. Ahmad as its "commander."⁹⁹ The text accompanying the photo glorifies Dr. Ahmad—who apparently was both a doctor at an UNRWA hospital and an Al-Aqsa Martyrs Brigades commander—as a "martyr," saying men like him "are scarce."

Translation

Surely, we belong to Allah and verily to Him do we return. The martyrdom of [our] brother and comrade, Dr. Abdullah Al-Ahmad, director of the Permit and Licensing Unit, may Allah have mercy on you and have you dwell in Paradise with the prophets, the righteous, and the martyrs. We knew you only as a man at a time when men like you are scarce.

⁹⁸ Ahmad Dawoud, Facebook (October 14, 2022), <https://www.facebook.com/AhmadDawooud33/posts/pfbid02E3GFUWM3dfYwup7RPdxaWcsp2xBNxJ9evYBB92StCpNkQnnzTdUYpghVRGidJs6l>.

⁹⁹ Palestinian Terrorists Linked with Fatah and Hamas Killed in Israeli Military Raid in Jenin, JNS (October 14, 2022), <https://www.jns.org/palestinian-terrorists-linked-with-fatah-and-hamas-killed-in-israeli-military-raid-in-jenin/>.

10 Labibeh Iskandarani

UNRWA Syria Employee, Endorses Hitler¹⁰⁰



Labibeh Iskandarani lists herself as an officer at the North Area field office of UNRWA in Aleppo, Syria. She has many UNRWA friends on Facebook as well as pictures of herself alongside other UNRWA employees wearing UNRWA badges.¹⁰¹ In addition, in a comment to a post by Iskandarani containing an image of the UNRWA logo along with a caption claiming there is “a systematic and coordinated campaign against UNRWA,” one of her UNRWA-employee friends confirmed Iskandarani’s “position” and “role in the [UNRWA] administration of Aleppo.”¹⁰²



Photo of Iskandarani with UN and UNRWA officials



Photo of UNRWA post

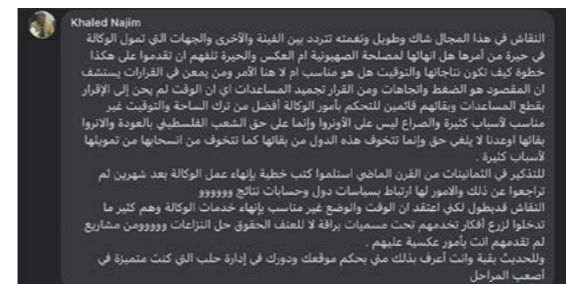


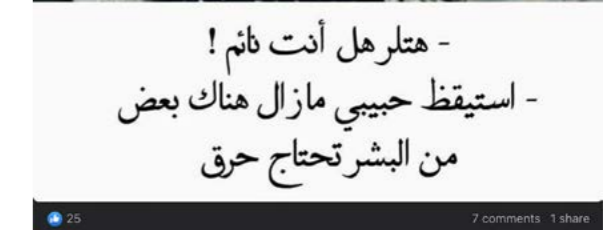
Photo of comment from UNRWA Employee Khaled Najim

Partial Translation of Comment

To be continued... know this, from me, due to your status and your role in the administration of Aleppo, which was outstanding, at the toughest times

100 Labibeh Iskandarani, Facebook (January 7, 2018), https://www.facebook.com/permalink.php?story_fbid=pfbid02ZwBgatkU4SUBQkys8jZV8XF7yVkBp8yc8XD1iqAihL5UY8bzGSnzsprgMzDGf1sJl&id=100008018569040.

10.1 Hitler Should “Burn More People”¹⁰³



In this October 2017 post, Labibeh Iskandarani endorses Adolf Hitler. She posted a photo of Hitler with a caption calling on him to wake up because “there are still some people you need to burn.” In the Facebook post itself she apologizes to Hitler. Notably, three UNRWA employees liked the post. Iskandarani also liked two comments by UNRWA employees endorsing the post.

Translation of Facebook Post

I hate blood and all bloodthirsty people
 I hate violence and all violent people
 I hate killing and all killers
 I hate oppression and all oppressors
 I have not changed, and I will not change... yet we are going through the darkest days and the toughest circumstances... I apologize to you and to peace and tranquility
 WAKE UP, Hitler!

Translation of Image Text

Hitler, are you sleeping? Wake up, honey, there are still some people you need to burn.



Comment by UNRWA Employee

Translation

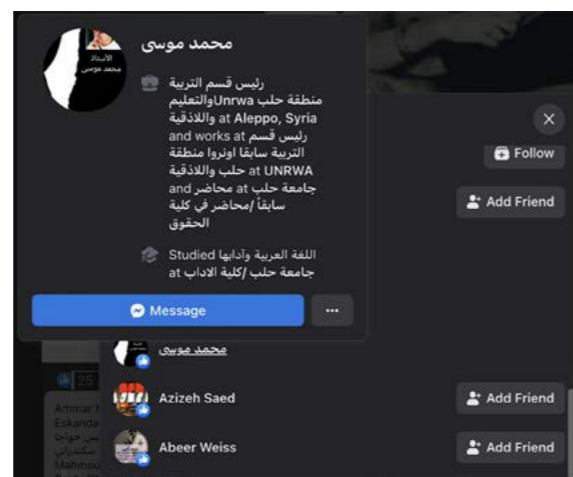
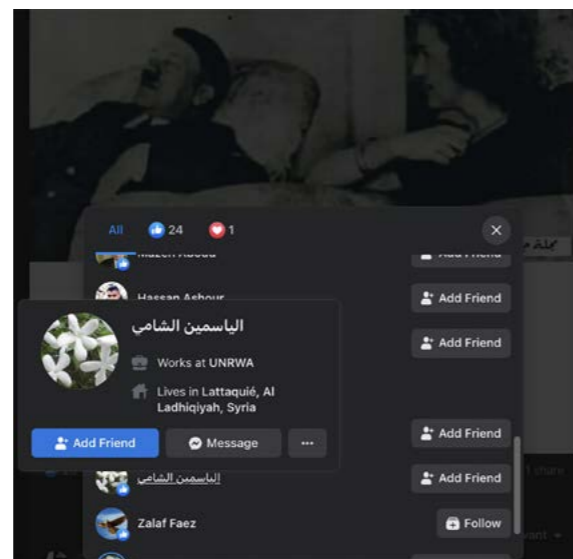
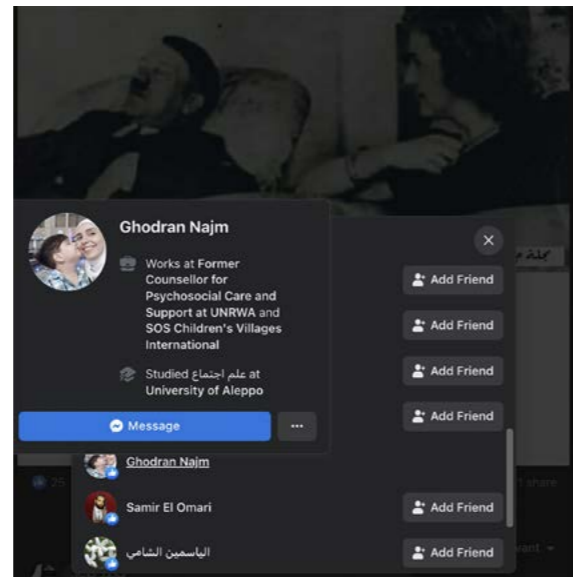
Wishing you a morning of love and peace, my dear, but unfortunately, instead of one Hitler, they've become thousands.



Comment by UNRWA Employee

Translation

Good morning, may your morning be filled with love, peace, and a life devoid of killing, blood or pain.



UNRWA employees who liked the post

Palestinian children matter. Therefore, donor countries should not be enabling the poisoning of their minds with hate, something they would never allow at home for their own children.

Part II

UNRWA-Created Content Taught in UNRWA Schools Glorifies Terrorism, Incites to Violence, Demonizes Israel, Denies Israel's Existence, and Promotes Antisemitism

1. Glorifying Terrorists/Endorsing Violence
2. Encouraging Martyrdom
3. Demonizing Israel
4. Rejecting Israel's Right to Exist
5. Promoting Antisemitism

1 Glorifying Terrorists/Endorsing Violence

SCHOOL 1

Al-Zaytun Elementary School

EXAMPLE 1.1.1

Glorifying Terrorist Dalal Mughrabi in the Classroom

Source

Classroom photos posted on March 2 and 3, 2022 in the Telegram group for the 5th grade, class 1¹⁰⁴ which is meant for 5th graders at Al-Zaytun Elementary School.¹⁰⁵ Various documents with the name “Al-Zaytun Boys,” some also with an UNRWA logo have been uploaded to the group. For example, on September 11, 2021 a user whose name includes the words “The Al-Zaytun Boys” uploaded a list of the class teachers to the group.¹⁰⁶



On September 20, 2021, a list of upcoming tests with the name of the Al-Zaytun Elementary School for Boys A at the top was uploaded to the Telegram group.¹⁰⁷ It was forwarded from the school administration's Telegram group.



On September 29, 2021, an UNRWA document was sent to the Telegram group, organizing the school periods in the entire South Gaza educational area.¹⁰⁸

104 Telegram group for the 5th grade class 1, Telegram <https://t.me/joinchat/9N-odxm37zViZThi>.

105 To access this Telegram group and other Telegram groups of Al-Zaytun Boys' Elementary School, first join Al Zaytun Boys' Elementary School notices, <https://t.me/+9iyjZG14ketmMzg0>. Then see links for Semester 2 2021-22 groups (<https://t.me/c/1478647741/2217>), and Semester 1 2022-23 groups (<https://t.me/c/1478647741/3558>) sent in the group, and select the group of the relevant grade and class.

106 List of Teachers, Telegram group for the 5th grade, class 1 (September 11, 2021), <https://t.me/c/1307783762/96>.

107 List of Tests, Telegram group for the 5th grade, class 1 (September 20, 2021), <https://t.me/c/1307783762/182>.

108 UNRWA South Gaza school periods, Telegram group for the 5th grade, class 1 (September 29, 2021), <https://t.me/c/1307783762/252>.



On May 6, 2022, an invitation with the UNRWA logo to join another Al-Zaytun Elementary School for Boys A Telegram group was forwarded in this Telegram group.¹⁰⁹



Example

On March 2, 2022, the Telegram group for the 5th grade, class 1¹¹⁰ posted images of a classroom blackboard displaying a large photo of Dalal Mughrabi along with text venerating her from a PA Arabic textbook (*Arabic Language, Grade 5, Vol. 2, 2020, p. 52*).¹¹¹ The next day, on March 3, 2022, the same Telegram group posted photos of the students presenting to the class while standing in front of the blackboard with the lesson on Dalal Mughrabi.¹¹² The writing below the images in the Telegram post confirms that Dalal Mughrabi is the subject of the students' presentations as it thanks them for "solving the required research question in the lesson on Dalal Al-Mughrabi." Mughrabi is famous for carrying out the 1978 Coastal Road Massacre in which 38 Israeli civilians were killed including 13 children. The text on the blackboard glorifies Mughrabi as "the fighting leader," and refers to her fallen comrades as "heroes."

Notably, while UNRWA spokesperson Tamara Alrifai told *Foreign Policy* magazine in November 2021 that UNRWA schools had stopped teaching about Dalal Mughrabi,¹¹³ and UNRWA stated in response to a *Jerusalem Post* article that teachers had been instructed not to teach about Dalal Mughrabi,¹¹⁴ Mughrabi is still taught in UNRWA classrooms and featured in UNRWA-created texts as can be seen in this example and other examples below.



Partial Translation

In the Sabra refugee camp, one of Beirut's refugee camps that bled out of sorrow as a result of the Nakba, the fighting leader Dalal Al-Mughrabi was born. Twenty years later, she answered the homeland's distress call. Dalal sailed the sea, leading her fedayeen squad—the Deir Yassin squad, which consisted of thirteen fedayeen fighters. As usual, the sea was sometimes calm and sometimes stormy, its waves storming and overturning their rubber boat. Two heroes from the squad drowned and the rest were left fighting the

waves and holding on to the boat, until the lights of the Palestinian coast appeared before the leader and her squad. They filtered to the shore, and the fields and orchards smiled at them.



Translation of text in Telegram message

I thank and appreciate my dear students ... [students' names]... who solved the required research question in the lesson on Dalal Al-Mughrabi” [The writing on the board:] Arabic language—reading: Dalal Al-Mughrabi

109 UNRWA Telegram group Invitation, **Telegram group for the 5th grade, class 1** (May 6, 2022), <https://t.me/c/1307783762/1434>.
 110 Telegram group for the 5th grade class 1, **Telegram**, <https://t.me/joinchat/9N-odxm37zViZThi>.
 111 Photos and text on Dalal Mughrabi, **Telegram group for the 5th grade class 1** (March 2, 2022), <https://t.me/c/1307783762/1048>.
 112 Photos of students presenting on Dalal Mughrabi, **Telegram group for the 5th grade class 1** (March 3, 2022), <https://t.me/c/1307783762/1059>.
 113 Yardena Schwartz, *Palestinian Schools Have a Problem, And Are Running Out of Time*, **Foreign Policy** (November 5, 2021), <https://foreignpolicy.com/2021/11/05/unrwa-palestine-israel-refugees-united-states-funding-corruption-education/>.
 114 Donna Rachel Edmunds, *New UNRWA head to 'Post': no glorifying terrorists in our schools*, **Jerusalem Post** (July 30, 2020), <https://www.jpost.com/arab-israeli-conflict/new-unrwa-head-to-post-no-glorifying-terrorists-in-our-schools-636946>.

EXAMPLE 1.1.2

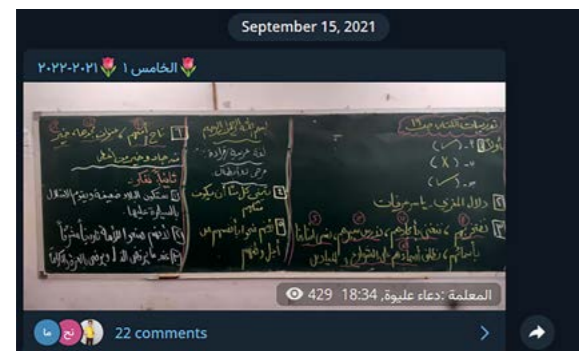
Dalal Mughrabi Praised as a Hero in the Classroom

Source

Classroom photos posted on September 15, 2021 in the Telegram group for the 5th grade, class 1 which is meant for 5th graders at Al-Zaytun Elementary School.¹¹⁵ See explanation in Example 1.1.1 above.

Example

On September 15, 2021 the Telegram group for the 5th grade, class 1 posted a photo of a blackboard with content admiring terrorist Dalal Mughrabi taken from the *Hooray for the Heroes* lesson in a PA Arabic textbook (*Arabic Language, Grade 5, Vol. 1, 2020*, pp. 14-16).¹¹⁶ The text portrays Mughrabi as one of the “heroes” to be admired and venerated—“We sing their praises... name our children after them... name our streets and squares after them...”



Partial Translation

“Textbook exercises p. 16:

...
[Textbook question: 2. Name two of the Palestinian heroes mentioned in the text:]

2. Dalal Mughrabi, Yasser Arafat

[Textbook question: 3. How do we celebrate our heroes?]

3. We take pride in them, we sing their praises, and study their heroic tales, and name our children after them; we name our streets and squares after them”;

...
[Textbook question: 2.1. “If the country will be devoid of these heroes, what will happen to it?”]

Second: Contemplate:

1. “The country will become weak, and the Occupation will take over them.”;

EXAMPLE 1.1.3

All Muslims Have Duty to “Liberate” Al-Aqsa

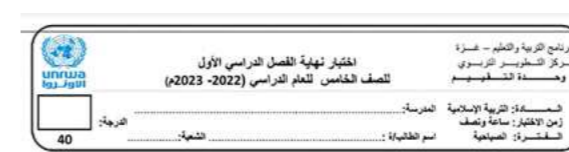
Source

Clean unsolved exam questions and proposed answers posted to the Telegram channel Iyad Library—Rafah on January 5, 2023. That same day, the exam was also posted to the Telegram group for the 5th grade, class 1, 2022-2023.¹¹⁸ The group’s description states that it is intended for fifth grade students and their teachers, and that all educational materials created by the UNRWA teachers can be downloaded in this group.¹¹⁹ This Telegram group also regularly posts pictures and content from classrooms in the UNRWA Al-Zaytun Elementary

School. Various documents with the name Al-Zaytun Boys Elementary School A, including some with an UNRWA logo, have been uploaded to the group. Also, messages regarding the schedule for Al-Zaytun school were sent in the group. For example, on November 23, 2022, a user named “Al-Zaytun Boys Elementary A—management” posted a message stating that school would finish early due to an UNRWA workers’ strike.



Both the exam questions and proposed answers state they were produced by UNRWA’s “Education Program—Gaza, Center of Educational Development, Evaluation Unit” and contain the UNRWA logo. The exam appears to have been intended for many UNRWA schools across the Gaza strip as it does not list the name of a specific school.



Translation

End of semester 1 Exam
Education program—Gaza
For Grade 5 year 2022-2023
Center for Educational Development
Evaluation Unit
School.....
Subject: Islamic Culture
Mark:
Length of Exam: 1.5h
Student Name:.....
Department:.....
Period: Morning

group—<https://t.me/+JXGBueWoR-BkMDQy>—that provides access to content posted for each of the school’s classes and grades created for the current 2022-23 school year. After joining this group one is able to select the *Telegram group for 5th grade, class 1* and join it to access the school exam in this example along with other content.

Example

This UNRWA Islamic education exam asks students to mark true or false that “Liberating the Al-Aqsa Mosque and making sacrifices for it is an obligation for all Muslims” with the correct answer being true. It employs a common Palestinian tactic of using the Al-Aqsa Mosque as a pretext to incite violence against Jews and Israelis, claiming it needs to be “liberated.” Moreover, according to UNRWA in this exam, violence and martyrdom to “liberate” Al-Aqsa are obligatory not only for Palestinians, but also for “all Muslims,” thus using religion to legitimize hatred and violence against Jews and Israelis.

The Al-Aqsa Mosque sits atop the Temple Mount, Judaism’s holiest site. Since June 1967, the area has been under Israeli sovereignty and Jordanian Waqf administration, with Israel being responsible for security at the site. Notably, Israel guarantees both Muslims and Jews access to the Temple Mount, although Jewish access is restricted. By contrast, when the area was under full Jordanian control from 1948 to 1967, Jews had no access at all to their holiest site. Thus, by calling to “liberate” Al-Aqsa, this exam question also denies Jewish historic and religious rights to the holy site.

السؤال السادس: الفكر الإسلامي: (3 درجات)

أضع إشارة (✓) أمام العبارة الصحيحة وإشارة (x) أمام العبارة غير الصحيحة فيما يلي:
1. (✓) بيت المقدس أرض المحشر والممشر.
2. (x) معيار التفاضل بين الناس في الإسلام هو العلم.
3. (✓) تعزيز المسجد الأقصى والتنشئة من أجله واجب على المسلمين جميعاً.

Translation

Sixth question: Islamic thought:
a. a. Draw a check mark (✓) before the correct statement and an x before the wrong statement in the following:
...
3. (V) Liberating the Al-Aqsa Mosque and making sacrifices for it is an obligation for all Muslims.

115 Telegram group for the 5th grade class 1, <https://t.me/joinchat/9N-odxm37zViZThi>.
116 Photo admiring Dalal Mughrabi, Telegram group for the 5th grade class 1 (September 15, 2021), <https://t.me/c/1307783762/131>.
117 Exam, Iyad Library—Rafah Telegram Channel (January 5, 2023), <https://t.me/maktabalead/7110>; Proposed Exam Answers, Iyad Library—Rafah Telegram Channel (January 5, 2023), <https://t.me/maktabalead/7271>; <https://t.me/maktabalead/7347>. The main page of the Iyad Library Rafah Telegram Channel can be accessed here <https://t.me/maktabalead/>. The Iyad Library—Rafah Telegram Channel uploads educational material in the Gaza Strip. It is accompanied by a Facebook group (<https://www.facebook.com/Iyad.Lib>) with an outreach of over 3,000 followers, which according to the group, is associated with a book shop in Rafah.
118 Exam, Telegram group for the 5th grade, class 1 2022-2023 (January 5, 2023), <https://t.me/c/1570922854/1192>. The Telegram group for the 5th grade, class 1 2022-2023 can be accessed here <https://t.me/+Y4-Gd3qerZMzYjAy>.
119 To access this Telegram group with direct links to the images and content posted in it one must first join the group Al-Zaytun Elementary school’s notices Telegram group here, <https://t.me/+9iyjZGI4ketmMzg0>. The description of this group states that it is dedicated to informing on the latest school news, links to classroom groups, school activities, and other school-related matters. After joining this group, one must click this link <https://t.me/c/1478647741/3558> from September 4, 2022 to join a separate telegram

Al-Maghazi Middle School for Boys B

EXAMPLE 1.2.1

Firebombing of Jewish Bus is “Barbecue Party”

Source

9th grade Arabic Language summary for the first semester of the 2022-2023 school year uploaded to the Iyad Library—Rafah Telegram channel on December 25, 2022¹²⁰ and to the Zohor Al-Aqsa Library website on December 14, 2022.¹²¹ The document’s cover page displays the name of the Al-Maghazi Prep B Boys School. It also contains the name of the teacher who authored it, Na’el Muhammad Isma’il (نائل محمد إسماعيل), who lists himself as an UNRWA Arabic teacher from Gaza on his Facebook profile.¹²² The logo on the cover page belongs to the school’s Arabic Language council, which appears to have been influenced by UNRWA’s logo.



Example

A reading comprehension exercise in 9th grade Arabic Language study material created by UNRWA, contains a story about a Palestinian firebombing attack on a Jewish bus near the West Bank city of Ramallah. The reading comprehension text celebrates the attack as a ‘barbecue party’ (*haflat shiwaa*).

أبني أكره الليل بالفريزة... بل وأبغض من ذلك، أتسنى ألا تكون للمسلمين في الشرق الأوسط بل على ضفاف خط الاستواء، حيث يطول النهار، ويقتصر الليل، الليل في عصر الانتفاضة يعني المداومة... مخابرات تقود مفازل جنود... يحاصرون ويعتقلون... يحرقون الجبال، ويلقون الناس في ساحات المساجد، والكنائس، والمدارس، وبين بطون الحارات وأفخاذها... ترى من سيعتقلون الليلة؟! الجار: خطر التجول لا يشملنا في (الشرطة) مفروض على (التتريش) على ما يبدو هناك حفلة شواء بالقبائل الحارقة لإحدى حالات مستعمرة (بساغوت) على الجبل الطويل.

Translation

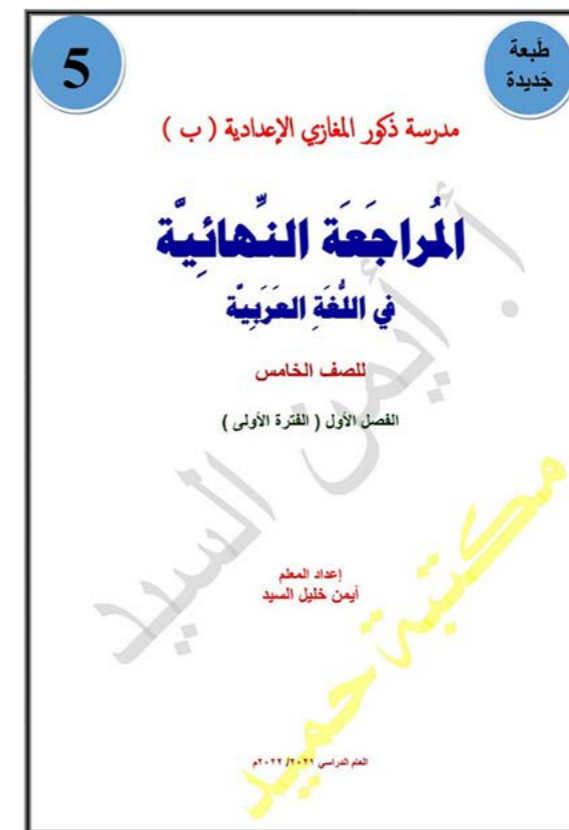
The neighbor: “The curfew does not include us in Al-Sharafah [neighborhood]. It is imposed on Al-Tatarish [neighborhood]. It seems that there is a barbecue party [*haflat shiwaa*] there with firebombs on one of the buses of the colonial settlement Psagot on Mount Al-Tawil.”

EXAMPLE 1.2.2

Terrorists Portrayed as Heroes in School Material

Source

UNRWA 5th grade Arabic Language summary for the first part of the 2022 school year uploaded to the Facebook group Hamid Library—مكتبة حميد on September 12, 2022.¹²³ The document’s cover page displays the name of the Al-Maghazi Middle School for Boys B and the name of the teacher who authored it, Ayman Khalil Al-Sayed (أيمن خليل السيد).



Example

This UNRWA-created 5th grade Arabic Language summary, glorifies as heroes infamous terrorists and others affiliated with war, violence, and religious extremism. These include Dalal Mughrabi, known for her role in the 1978 Coastal Road Massacre in which 38 civilians including 13 children were killed, and Izz ad-Din al-Qassam, the namesake of Hamas’s military wing who promoted Jihad against the British and the Zionists and was killed in action in 1935. These “heroes” are venerated as “the crown of their nation” and “the title of its glory.” The text (p. 4) encourages impressionable Palestinian students to see these heroes as their role models: “each of us wishes to be like them.” Moreover, it teaches students to criticize those who seek to live fruitful, peaceful lives instead of taking the path of martyrs: “Drinking the cup of bitterness with glory is much sweeter than a pleasant long life accompanied by humiliation.”¹²⁴

٢- درس (صرحى لأبطال)

لتشكر بهم، وتلظى بأبجدهم، وتلزمين بيزمهم، وتسنين أولادنا بأسمائهم، وتطلق أسماءهم على الشوارع والمعابد والمدارس الحضارية، لتعطيهم الجوائز، وتتسلى كل ما أن يكون مثلهم، فقد زينت صفحات التاريخ، وعلّمتها الناس أن شرب كأس الخلط مع العزّ أذكى بكثير من حياة زعيمة مديدة يصاحبها لأن، فلتسعدوا لأجله تاريخاً حقيقياً... إليهم الأبطال.

١- لماذا تفتخر بالأبطال وتلظى بأبجدهم؟
٢- ماذا صنع هؤلاء الأبطال لأجلنا؟
٣- مرادف (زعيمة) مرادف (العبادين)
٤- لتشكر (ب) شح التركيب في جملة من تعبيرك
٥- (زينت) صفحات التاريخ (شبه القاتل التاريخ ب)

من يما ينسى خالد بن الوليد، وأمّ عاترة لسببها بنت كعب الأنصاريّة، وخولة بنت الأزور، وطارق بن زياد، وصالح الدين الأيوبي، وفضل، وفضل المختار، وعز الدين السام، ودلال المغربي، وباسم عرفات، وغيرهم من هذه الأبطال التي لا تغيب، والتي تضفي العظمة في ألبينا الخائفة؟ هؤلاء جميعاً احتفظهم وطننا الكبرياء قديماً وحديثاً من فلسطين إلى مصر وليبيا، وصولاً إلى الأندلس.

١- انكر أسماء بعض الأبطال من الفترة
٢- ما واجبنا نحو هؤلاء الأبطال؟
٣- مرادف (الخائفة) مرادف (ينسى)
٤- (تضفي) في (شح التركيب في جملة من تعبيرك
٥- الأبطال التي لا تغيب (أسلوب
٦- (قديماً) (حديثاً) العلاقة بينهما
٧- (هذه الأبطال التي لا تغيب) شبه القاتل الأبطال ب)

هؤلاء الأبطال تاج أمّتنا، وهم عنوان مجدها، وهم خير من جاد وخير من أعشى، حملوا أرواحهم على رماحهم، وألقوا بها في المخاطر، ما خارت لهم غريزة، وما ضعفت، وما استكانوا، منهم من قضى شهيداً، ومنهم من مات على العهد بطلاً أياً، وهذه التضحيات والتضولات التي فتحتها لم تكن لمآرب شخصية، فما تركوا وراءهم ثروة، ولا عتقا، بل كانت في سبيل دينهم وشعبهم وأوطانهم، لذا استحلوا أن يكونوا أبطالاً، يخلدكم التاريخ، وإن بظن تكلمهم مسكاً فؤاداً، فمرحى لهم، وأق للجنّات!

١- ماذا قدم هؤلاء الأبطال لبلادهم؟
٢- ما واجب التاريخ نحو الأبطال؟

120 9th grade Arabic Language Summary, Iyad Library—Rafah Telegram Channel (December 25, 2022), <https://t.me/maktabaIead/1241>. See explanation in Example 1.1.3.

121 9th grade Arabic Language Summary, Zohor Al-Aqsa Library (December 14, 2022), <https://zohoralqsa.com/?p=4044>. The Zohor Al-Aqsa Library website uploads educational materials in the Gaza Strip, including UNRWA-created material.

122 Na'el Muhammad Isma'il Facebook Profile, Facebook (last visited February 7, 2023), <https://www.facebook.com/profile.php?id=100010017283697>.

123 5th grade Arabic language summary, Hamid Library, Facebook (September 12, 2022), <https://www.facebook.com/Hamid1980/posts/pfbid02ugA2y3SSUZFXKvkek2kWX7nrHM9djYa9j348uCh3q2nqbc8pd71Vvi5FQWSUaaw9l>. The Hamid Library Facebook Group has an outreach of over 124,000 followers and has been posting authentic educational material for years.

124 5th grade Arabic Language Summary p. 4, Hamid Library, Facebook (September 12, 2022), <https://www.facebook.com/photo?fbid=1531831027231249&set=pcb.1531833223897696>.

2- The lesson “Hooray for the Heroes”:

We are proud of them, we sing their praises, and study their heroic tales, and name our children after them; we name our streets, squares, and cultural sites after them. We embellish our meetings with their memory, and each of us wishes to be like them. They have decorated the pages of history. They taught people that drinking the cup of bitterness with glory is much sweeter than a pleasant long life accompanied by humiliation. Indeed, they created an illustrious history to the nation. They are the heroes.

1- Why are we proud of the heroes and sing their praises?

[...]

Who among us will forget Khalid ibn al-Walid, Umm Ammarah bint Ka'ab, Khawlah bint al-Azwar, Tariq ibn Ziyad, Saladin, [Saif ad-Din] Qutuz, Omar Al-Mukhtar, Izz Al-Din Al-Qassam, Dalal al-Mughrabi, Yasser Arafat, and others of these moons that never set, which light the darkness of our black nights? These are all embraced by our great homeland, ancient and modern, from Palestine to Egypt and Libya, all the way to Andalusia.

1- Mention the names of several heroes from the paragraph.

2- What is our duty towards these heroes?

[...]

These heroes are the crown of their nation, and they are the title of its glory, and they are the best among the generous and the best among the giving; they carried their lives in their palms, and threw them into danger. Their determination never weakened, they never tired, or surrendered. Some reached their destiny as martyrs; others died for their pledge as proud heroes. These sacrifices and the heroic acts they offered were not for personal gain. They did not leave behind wealth, nor real estate, as all they did was for their religion, their peoples and their homelands. Therefore, they deserved to be called heroes, immortalized by history, and their memory remains as musk fragrance. Hooray for them and down with the cowards!

1- What did these heroes offer to their lands?

2- What is history's duty towards the heroes?

SCHOOL 3

Tel Al-Hawa Middle School

EXAMPLE 1.3.1

Students Taught to Pursue Violence Against Israel With “Blood and Flesh”

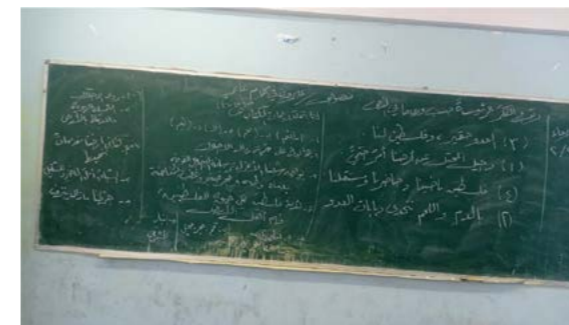
Source

Photo of blackboard uploaded to Telegram group for the 7th grade “تل الهوا سابع 6”.¹²⁵ The image below uploaded to the 7th grade Telegram group on October 7, 2021 confirms that the content in this group is meant for UNRWA students.¹²⁶ It lists upcoming tests and includes the names of the UNRWA Tel Al-Hawa Middle School for boys and the school principal Naif al-Hattab (نايف الحطاب).



Example

In February 2022, Tel Al-Hawa Middle School 7th grade boys were taught a Mahmoud Darwish poem from the PA textbook (*Arabic Language*, Grade 7, Vol. 2, 2020, pp. 43-46). The main point of the poem, as summarized on the blackboard, is that Israel, referred to as a “despicable enemy” and “the occupier,” will ultimately be violently expelled—“with blood and flesh”—from “Palestine,” *i.e.*, territory that encompasses the modern State of Israel. On February 23, 2022, a picture of the blackboard summarizing the poem was uploaded to the Telegram group for the 7th grade “تل الهوا سابع 6”.¹²⁷



Partial Translation

The enemy is despicable, Palestine is ours.

The departure of the occupier from our land is inevitable.

We shall oppose the enemy's tanks with blood and flesh.

EXAMPLE 1.3.2

Textbook Exercise Promotes “Armed Struggle”

Source

9th grade Social Studies booklet of questions and answers for the first part of the 2021-2022 school year uploaded to Hamid Library Facebook Group on September 3, 2022.¹²⁸ The document's cover page contains the name of the Tel Al-Hawa Middle School for refugees. It also lists the names of the UNRWA teacher who prepared the booklet Fuad Mahmud Salman (فؤاد محمود سلمان), the school principal Naif al-Hattab (نايف الحطاب), and the vice principal Ahmad al-Khadri (احمد الخضري).



127 Photo of blackboard, **Telegram group for the 7th grade** (February 23, 2022), <https://t.me/talelhawa76/561>.

128 9th grade Social Studies booklet, **Hamid Library, Facebook** (September 3, 2022), https://www.facebook.com/story.php?story_fbid=pfbid02mRHfPjmmfv5PUWqzkLgEE7d3FkGGDus3zwSgpEWfp4PrquFiKzN3JIGFBy3gitKl&id=214531155627916&_rd=

125 Telegram group for the 7th grade, <https://t.me/talelhawa76>.

126 Photo of upcoming tests, **Telegram group for the 7th grade** (October 7, 2021), <https://t.me/talelhawa71/203>.

2 Encouraging Martyrdom

SCHOOL 1

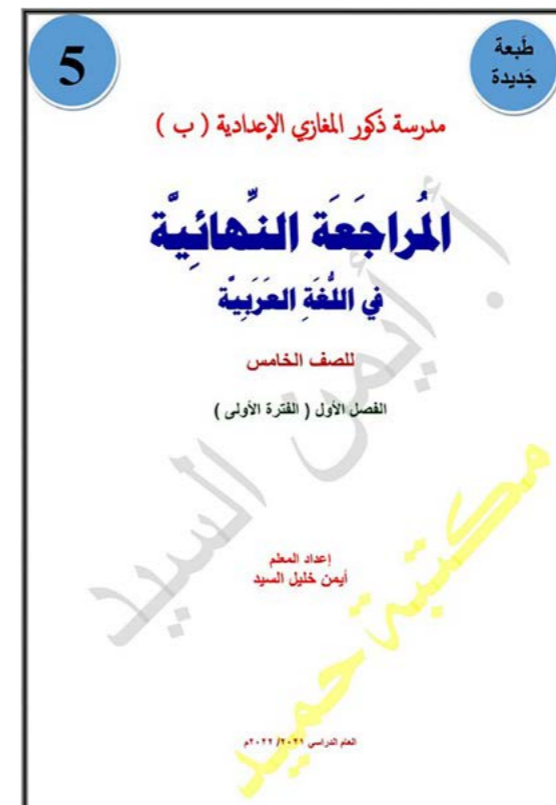
Al-Maghazi Middle School for Boys B

EXAMPLE 2.1.1

Textbook Exercises Praise Martyrdom and Jihad as “The Most Important Meanings of Life”

Source

UNRWA 5th grade Arabic Language summary uploaded to the Hamid Library Facebook group on September 12, 2022.¹²⁹ The cover page contains the name of the Al-Maghazi Middle School for Boys B. It also lists the name of the teacher who authored it.



129 5th grade Arabic Language summary, Hamid Library, Facebook (September 12, 2022), <https://www.facebook.com/Hamid1980/posts/pfbid02ugA2y3SSUZfXKvkek2kWX7nrHM9djYa9j348uCh3q2nqbc8pd71Vvi5FQWSUaaw9l>.

130 5th grade Arabic Language Summary p. 8 and p. 15, Hamid Library, Facebook (September 12, 2022), <https://www.facebook.com/photo/?fbid=1531831463897872&set=pcb.1531833223897696>; <https://www.facebook.com/photo/?fbid=1531832403897778&set=pcb.1531833223897696>.

Example

Under the study unit titled *Resistance and liberation in the Arab Nation*, the booklet includes a lesson on *The means of Resistance against Colonialism*, which legitimizes terrorism (pp. 13-15). In the context of teaching 9th graders about options for Palestinian resistance against Israel, the lesson teaches that “armed struggle” is a “divine right” and glorifies Dalal Mughrabi for her role in the Coastal Road Massacre.

Later on page 19, the Coastal Road Massacre is misleadingly referred to as an operation killing “30 soldiers,” even though the victims were all civilians. The lesson also praises Palestinian terror attacks in Gaza and Lebanon which, according to the text, brought about Israel’s withdrawal from those areas.



Partial Translation

First question: Mark whether the phrase is true or false:

(V) Resistance is a legitimate right recognized by all divine laws and international conventions.

(V) It is the right of peoples under occupation to wage armed struggles to achieve freedom and independence.

...

5. (V) The armed Palestinian resistance had begun with the start of the Zionist migration to Palestine,

6. ...

7. (X) Stones Intifada [Intifadat al-Hijarah] is considered a mean of armed resistance.

10. (V) Arab women played a major role in the resistance against the Colonialism.



Partial Translation

Eighth question: Who am I?

(Dalal al-Mughrabi) Conducted the Fida'i Kamal Adwan Operation [the name given by Fatah to the Coastal Road Massacre] on the Palestinian coast in 1978.

(Jamila Buhaydar) A woman who resisted the French colonialism in Algeria.



Partial Translation

Sixth question: What are the results of the following:

...

The means of Resistance in Gaza and Southern Lebanon.

The result: The cowardly Zionist withdrawal without setting a specific date for leaving

The Deir Yassin Operation on the Palestinian coast.

The result: The killing of more than 30 soldiers and the martyrdom of Dalal Mughrabi alongside a group of Palestinian fighters

SCHOOL 2

Al-Zaytun Elementary School

EXAMPLE 2.2.1

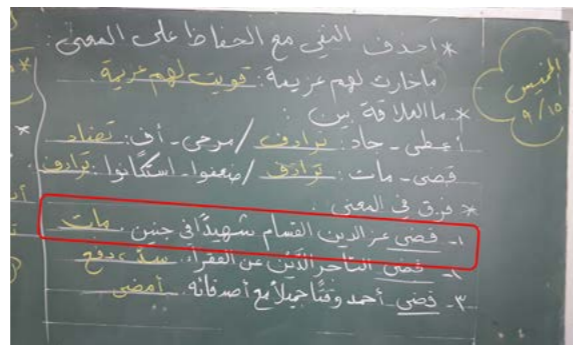
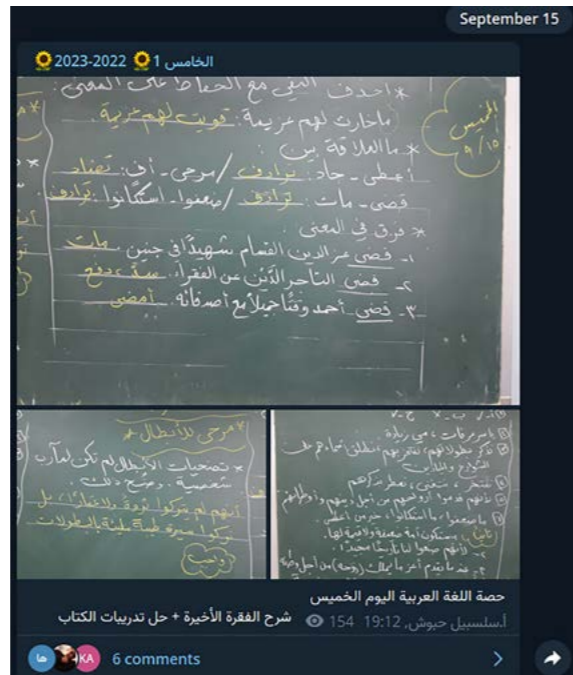
Terrorist Izz Ad-Din Al-Qassam is Hero and Martyr

Source

Photos uploaded on September 15, 2022 to the Telegram group for the 1st class of the 5th grade “الخامس 1 2022-2023”¹³¹ which is meant for 5th graders at Al-Zaytun Elementary School for Boys A.¹³² See Explanation in Example 1.1.3.

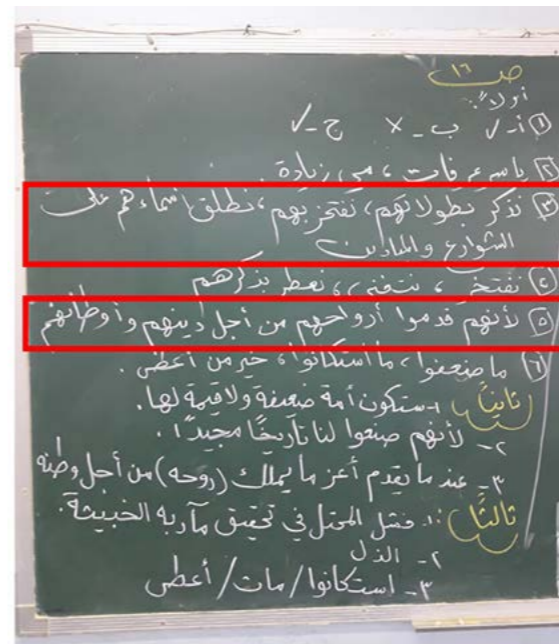
Example

On September 15, 2022, an image of a blackboard with synonym exercises describing Izz Ad-Din Al-Qassam as a “martyr” was uploaded to the Telegram group for the 1st class of the 5th grade “الخامس 1 2022-2023.”¹³³ Other uploaded photos concern the story *Hooray for the Heroes* from the Palestinian Arabic Language textbook used in UNRWA schools in Gaza, presenting Al-Qassam as a hero. Significantly, the military wing of Hamas is named after Izz Ad-Din Al-Qassam who was an Islamic preacher that advocated Jihad against the Zionists and was killed in action in 1935 while leading Palestinian guerilla forces. Thus, students are being taught to admire and emulate Al-Qassam who preached violence and murder against Jews.



Partial Translation

1- Izz Ad-Din Al-Qassam died as a martyr in Jenin.



Partial Translation

3. We remember their heroic deeds, we are proud of them, we name our streets and squares after them...
5. Because they gave away their lives for their religion and homeland.

SCHOOL 3

Asma Middle School for Girls B

EXAMPLE 2.3.1

Schoolgirls Taught to Liberate Homeland by Sacrificing “Their Blood” and Pursuing Jihad

Source

6th grade Arabic supplementary material uploaded on September 17, 2022 to Hamid Library Facebook Group.¹³⁴ The document’s cover page displays the name of the Asma Girls’ Middle School B. It also contains the names of the teacher who authored it, Aisha Al-Dus (عائشة الدوس), the principal Fatima

Aita (فاطمة عيطة), vice principal Maryam Dahman (مريم دهمان), and the supervisor educational expert Nabila Al-Ostadh (نبيلة الأستاذ).



Example

This UNRWA-produced 6th grade Arabic study material includes an exercise under the textbook lesson titled *Loving the Homeland* that promotes sacrificing one’s life—“the most precious thing” a person has—for the homeland “to nourish the homeland with his blood.”

Another exercise under the title *My Land* teaches students that their obligation to the homeland is to sacrifice “their blood” for it.

The clear intention is to encourage students to pursue violent jihad to “liberate the homeland.” This is confirmed by grammar exercises which include the following example sentences:

- I will commit jihad to liberate the homeland.
- We Palestinians resisted the Occupation.
- I will not give up a centimeter of my land.

The last sentence further indicates students are taught to reject any territorial compromise with Israel.

131 Telegram group for the 1st class of the 5th grade, <https://t.me/+Y4-Gd3qerZMzYjAy>.

132 Photos of Blackboard, Telegram group for the 1st class of the 5th grade (September 12, 2022), <https://t.me/c/1570922854/96>. Note that this link works only after one has joined the Telegram group as detailed in Footnote 119.

133 Photos of Blackboard, Telegram group for the 1st class of the 5th grade (September 12, 2022), <https://t.me/c/1570922854/96>.

134 6th grade Arabic supplementary material, Hamid Library, Facebook (September 17, 2022), <https://www.facebook.com/Hamid1980/posts/pfbid03DUDTTWfVVsdaDS1x6ur1VrzSD2pLFuLDY78Ux6HpFCjbbzPKg6cUu2jcxHxGWL>.



Translation

Unit Seven:

One: Reading comprehension: “Loving the Homeland” lesson:

1- What is the most precious thing in life and why? The most precious thing in one’s life is the homeland.

2- Why does one sacrifice that which is precious and dear to him for the sake of his homeland? Because it is the most precious thing in life. Nothing is more precious or lofty than it, and one derives his identity from it.

6- why does one sacrifice himself for the homeland? so that he would nourish the homeland with his blood, which is the most precious thing he has.



Translation

Two: Texts: “My Land”

11- What are the obligations of the people of the homeland towards it? that they would defend it, and sacrifice for it their blood, their possessions and the most precious thing they have.

- أكملني بضمير مناسب من عندك :
 - 1- المعلمة شرحتِ الدرس .
 - 2- شاهدوا ماذا حدث في الخارج .
 - 3- استعينوا بالصبر والصلاة .
 - 4- نحن الفلسطينيون قاومنا الاحتلال .

Translation

Fill in a correct pronoun:

- ...
4- We Palestinians resisted the Occupation.

- اقرني الجمل التالية وبيني سبب كتابة همزة القطع في الكلمات المخطوطة .
 - 1- أسمع كلام أبي وأبي . لأنها من الأسماء .
 - 2- اقرأ وأتعلم ؛ لأنفع نفسي ووطني . لأنها همزة الفعل المضارع .
 - 3- اجاهد لتحرير الوطن . لأنها همزة الفعل المضارع .
 - 4- انظر إلى أوراقي الخضراء كيف يبست . لأنها من الأسماء .

Translation

Read the following sentences and explain why the hamza [an orthographic sign in Arabic] is written on the words:

- ...
3- I will commit jihad to liberate the homeland. ...

- حددي العلامة الإعرابية للكلمة المخطوطة :

لم يَخِلْ العالم بعلمه	الجزم بالسكون
أكل أحمد الفِطْحَةَ .	النصب بالفتحة
استعان أحمد بِصاحبه	الجر بالكسرة
الحياة جميلة	الرفع بالضمة .
لن أتنازل عن شبر من أرضي	النصب

Translation

Explain the grammatical mark of the underlined word:

- ...
I will not give up a centimeter of my land.

SCHOOL 4

Gaza Middle School for Girls B

EXAMPLE 2.4.1

Students Taught if They Neglect Jihad God will Curse Them

Source

9th grade Islamic studies practice material with answers uploaded to the Hamid Library Facebook Group on September 23, 2022.¹³⁵ The document’s cover page contains the name of the Gaza Girls’ Middle School B. It also lists the names of the teacher who authored it Ranin Abu Al-Qaraya (رنين رانيا), the principal Rania Al-Sawalhi (رانيا), and vice principal Nuhayl al-Mashharawi (نهيل المشهراوي).



135 9th grade Islamic studies practice material, Hamid Library, Facebook (September 23, 2022), <https://www.facebook.com/Hamid1980/posts/pfbid022n8ecT9tWxgTg3RizKpSxnXe8pG9STXbzrXH5FjM3K4WoNQaW64ciKvgmuVlp2al>.

136 9th grade Arabic Language summary, Hamid Library, Facebook (December 8, 2022), https://www.facebook.com/story.php?story_fbid=pfbid0rqkDyB89SQrT8cGEBcZsu9mweTPZeQY5ENAXZH4LdGqqeYkf3eokG9EJToejuUntl&id=100067182560547.

Example

This 9th grade UNRWA-created Islamic education exercise teaches students that if they neglect jihad, God will curse them. One of the exercises requests students to complete a sentence about the consequences of neglecting jihad. The correct answer presented in the material is: “The punishment of he who neglects jihad is that God curses him, blinds his eyesight, and deafens his hearing.”

٤- جزاء من يترك الجهاد **يلعنه** الله و يعمي **بصره** و يبصم **سمعه** .

Translation

4- “The punishment of he who neglects jihad is that God curses him, blinds his eyesight, and deafens his hearing.”

SCHOOL 5

Al-Shati Girls’ Middle School C

EXAMPLE 2.5.1

Grammar Exercises Teach Students to Give up Life for Homeland

Source

9th grade Arabic Language summary for the first semester of the current 2022-2023 school year uploaded to Hamid Library Facebook Group on December 8, 2022.¹³⁶ The document’s cover page displays the name of the Al-Shati Girls’ Middle School C. It also contains the names of the teacher who authored it, Hidaya Khalil (هداية خليل), the principal Nariman Al-Madhun (ناريمان المدهون), and vice principal Nadia Dahman (نادية دهمان). Principal Nariman Al-Madhun’s position at the school is also confirmed by a photo of her inside an UNRWA classroom posted on the Al-Shati Girls school coun-

cil's Facebook page.¹³⁷ Likewise, vice principal Nadia Dahman's position is confirmed by a photo posted to Facebook of her in the UNRWA school courtyard with a banner displaying the school name.¹³⁸



Example

The UNRWA-created grammar exercises include themes that promote jihad, self-sacrifice, and martyrdom for the students. One exercise teaches imperfect indicative verbs with this sentence: “The martyr waters the soil of the homeland with his freeborn blood and spends his life in jihad and self-sacrifice.” A fill-in-the-blank exercise on imperfect indicative verbs teaches students that “Palestinians give up their lives in sacrifice of their homeland.”



Translation

Activity 7: Read the following paragraph, find the imperfect verbs and explain their mood:

The homeland does not disregard the efforts of its sons who stay awake at night to protect it and sacrifice for it that which is most precious.



Translation

Activity 3: Fill in the following blanks according to the instructions:

3- Palestinians ---- [give] up their lives in sacrifice of their homeland (imperfect indicative verb with the letter Nun retained)

3 Demonizing Israel

SCHOOL 1

Al-Maghazi Middle School for Boys B

EXAMPLE 3.1.1

Israelis are Sadistic Predators Looking for Prey

Source

9th grade Arabic Language summary for the first semester of the 2022-2023 school year uploaded to the Iyad Library—Rafah Telegram Channel on December 25, 2022¹³⁹ and to the Zohor Al-Aqsa Library website on December 14, 2022.¹⁴⁰ The document's cover page displays the name of the Al-Maghazi Prep B Boys School. It also contains the name of the teacher who authored it, Na'el Muhammad Isma'il (نائل محمد إسماعيل), who lists himself on his Facebook profile as an UNRWA Arabic teacher from Gaza.¹⁴¹ The logo on the cover page belongs to the school's Arabic Language council, which appears to have been influenced by UNRWA's logo.



Example

This UNRWA-created 9th grade Arabic language summary contains a reading comprehension exercise on a story titled *A Biography of Chains and a Pen/The Arrest* which demonizes Israeli soldiers of the Givati and Golani brigades as sadists who take pleasure in seeing their victims' suffer. The story describes the failed attempt by an American/Palestinian to stop the Israeli soldiers' violence as they came to arrest the man's neighbor. After describing how the soldiers crushed the glass pane of the American/Palestinian's veranda with their clubs while trying to punch him in the face, referring to “the sadism of the Givati and Golani soldiers,” it likens the arresting IDF soldiers to predators: “This

137 School Council of Al-Shati School C, Facebook (September 4, 2019), https://www.facebook.com/1441662935930109/posts/2327682003994860/?paipv=0&eav=AFYuULYFKv4Ez6oOSpgHVb4TfrYHXOc40aO619YbvDAOWryii_SItwDhu8q8GGITkIs&-rdr.
 138 Science Club, Facebook (February 1, 2020), <https://www.facebook.com/groups/1640907692814342/permalink/2476216085950161/>.

139 9th grade Arabic language summary, Iyad Library—Rafah Telegram Channel (December 25, 2022), <https://t.me/maktabalead/1241>.
 140 9th grade Arabic Language summary, Zohor Al-Aqsa Library (December 14, 2022), <https://zohoralqsa.com/?p=4044>.
 141 Na'el Muhammad Isma'il Facebook Profile, Facebook (last visited February 8, 2023), <https://www.facebook.com/profile.php?id=100010017283697>.

is the habit of predators when they are searching for prey” and calls them “sadists who take pleasure in seeing the victim.”

Students are then asked follow-up questions such as: How did the soldiers of Givati behave towards Abu-Jawad? What does the behavior of throwing punches to the face indicate? What did the author compare the IDF arrest with [i.e., predators looking for prey]? What do you think of this comparison? What are your feelings towards the soldiers?

قبل أن يتمكّن عرّاب الساعة من أن يكمل من الدورات دورة كاملة، هوى زجاج (فريدة) أبي جواد الجار الأمريكي متناثرًا بهولائهم.. لم يجد أبا جواد جواز سفره الأمريكي نفعًا، ولم تنفعه إيجوليتيه أيضًا، لقد أيرازه جواز سفر (العم سام) في محاولة لكيح بنظهم داسته تعلمهم التي صنعت في بلاد (العم سام). طرقات (جعفاني) المحصومة على باب بيتي الموصد ذهبت بكل تحيلاتي وتساللاتي.. أنا المطلوب.. لم ينتظر عاصم (جعفاني) أن أفتح الباب الموصد لهم، لقد دخلوا البيت من شبابيكه. تهبًا لي عندها أن ورشة للحداثة والتجارة تجري في بيتي، أكثر ما يزعمني في العملية الاحتفالية ليس مصري، وإنما سادية جنود (جعفاني) و(جولاني) في تنذهم لرؤية الضحية.. أظفاني الذين يكسومهم الزغب، ويرقدون في أعشاشهم الدافئة.. احترت: أي الأبواب لفتح؟ قلت: أقرب... شاهدتهم يرتدون بزات الميدان، ويصرون الخوذ.. لم يروعي المنظر.. جنديّ قلز من نافذة الشرفة، وأخذ وضعا قتاليًا، التفع تحوي مسدًا لكلمات لوجهي.. أخطأ الهدف، قل بالهوية: أفتح الباب الرئيسي! أجيته بعورية صانعة فجأته قليلًا.. سألتح: لا تدخل لنلأ تزوج الأطفال.

١- (وتقبل أن يكمل عرّاب الساعة دورة) كم مدة هذه الدورة؟ .. وعلام يدلّ ذلك؟ ..
٢- كيف تصرف جنود (جعفاني) مع أبي جواد؟ ..
٣- (لم يجد أبا جواد جواز سفره الأمريكي) علام يدلّ ذلك؟ ..
٤- (داسته تعلمهم التي صنعت في بلاد العم سام) الضمير في (داسته) يعود على ..
ماذا يقصد الكاتب بـ(عالمهم)؟ .. و(بلاد العم سام)؟ ..
٥- ما أثر ما أزعج الكاتب؟ .. ولماذا؟ ..
٦- المقصود بالزغب .. والمقصود بـ(بزات الميدان) ..
٧- (مسدًا لكلمات لوجهي) علام يدلّ هذا السلوك؟ ..
٨- (يرقدون في أعشاشهم الدافئة) اشرح الصورة: ..
٩- (لا تدخل لنلأ تزوج الأطفال) تبرز هنا عاطفة ..
١٠- (هات من الفقرة: مضاد (المفتوح) ومعنى (غرور)) ..

Translation

Before the hand of the clock completed one full circle, the glass pane to the veranda of Abu Jawad, our American neighbor, crashed, scattered about by their clubs ... Abu Jawad’s American passport was of no avail to him, nor was his English. When he showed Uncle Sam’s passport in an attempt to stop their violence, their shoes, which were manufactured in Uncle Sam’s land, stepped on him. Givati’s frantic knocks on the shut door of my home did away with all analyses and questions—it is me they are looking for. The Givati soldiers did not wait for me to open the door for them, they entered my home through the windows. It seemed to me at the time that I had a metalworking and carpentry workshop operating in my home. The thing that worries me the most in the arrest is not my fate, but the sadism of the Givati and Golani soldiers, as they take pleasure of seeing the victim. My children, wrapped in the duvet, were resting in their warm nests. I was in a dilemma: which door do I open? I decided: the closest one... I saw them wearing field dress and helmets... the sight did not frighten me. A soldier leapt off the eastern window, assumed a combat stance,

directing fists at my face. He missed the target and said in Hebrew, “Open the main door!” I replied to him in fluent Hebrew, which surprised him a little, “I’m opening, don’t come in so you don’t scare the children.”

1. “Before the hand of the clock completed one full circle”—how much is one full circle? And what does that indicate?
2. How did the Givati soldiers treat Abu Jawad?
3. “Abu Jawad’s American passport was of no avail to him.” What does that indicate?
4. “their shoes, which were manufactured in Uncle Sam’s land, stepped on him.” Who is “him”? Who does “their shoes” refer to? And what is “Uncle Sam’s land”?
5. What concerned the writer the most? Why?
6. What does “duvet” mean? And “field dress”?
7. “Directing fists at my face”—what does that behavior indicate?
8. “Resting in their warm nests”—explain the image.
9. “Don’t come in so you don’t scare the children” highlights the feeling of:
10. Find in the passage: the opposite of “open”; the meaning of “deception”.

في هذه الأثناء تطع النّيار الكهربائي عن كل المدينة، كلت في نفسي: شعرا لشركة كهرباء محافظة القدس، لأن ذلك يضمن لي إقامة قصيرة لهم ببيتي. زوجتي: (إلى أين تأخذونه؟ وبحركة مسرحية بلرفة الإبهام والوسطى أجهابها ضابط المخابرات: بالمروحية. فهمت زوجتي أنه يقصد الإبعاد... تدرجت معتان عزيزتان على نفسي على وجنتيها. كانت سيراتهم تلقًا بعيدة عن البيت بشارعين أو ثلاثة، هذه هي عادة الكواسر في البحث عن الطراد.

١- وما دلالة قول الراوي: (شكرًا لشركة كهرباء...)? ..
٢- علام يدلّ سؤال الزوجة عن زوجها؟ ..
٣- ماذا فهمت الزوجة من قول الضابط (بالمروحية)? ..
٤- بم شبهه الكاتب عملية الاعتقال؟ ..
وما رأيك في هذا التشبيه؟ ..
٥- (هذه هي عادة الكواسر في البحث عن الطراد) ..
ما الوزن الصرفي لـ(الكواسر)? .. ولـ(الطراد)? ..
٦- ما شعورك نحو الجنود؟ .. ونحو الكاتب؟ ..

Translation

While this was happening, the electricity all over the city was shut down. I said to myself, thank goodness for the Jerusalem Governorate Electrical Company, because that would guarantee a short stay for them in my home. My wife asked, “Where are you taking him?”, and with a theatrical move which cracked the thumb and middle fingers, the intelligence officer replied to her: “By helicopter.” My wife realized that he means far away. Two precious tears fell down her cheeks and down my soul.

Their cars were parked two or three streets away from my home; thus is the habit of predators when they are searching for prey.

1. What does the narrator’s statement—“thank goodness for the electrical company”—mean?
2. What does the wife’s question about her husband indicate?
3. What did the wife understand from the officer’s statement “by helicopter”?
4. What did the writer liken the arrest operation to? What do you think about this comparison?
5. “Thus is the habit of predators when they are searching for prey”—what is the form of the noun “predators”? And “prey”?
6. What do you feel about the soldiers? And about the writer?

EXAMPLE 3.1.2

Graphic Descriptions of Israelis Brutally Murdering Palestinians in Fictional Stories as Form of Punishment used to Teach Reading Comprehension

Source

9th grade Arabic Language summary for the first semester of the 2022-2023 school year uploaded to the Iyad Library—Rafah Telegram Channel on December 25, 2022 and to the Zohor Al-Aqsa Library website on December 14, 2022.¹⁴² See explanation in Example 3.1.1 above.

Example

This UNRWA-created 9th grade Arabic language reading comprehension exercise demonizes Israelis as callous killers with graphic imagery. The fictional story is about a “Zionist officer” who unjustly shoots to death a Palestinian fisherman in Gaza in front of his son for being late to shore after first cursing, punching and kicking the father. The graphic text

describes a “fountain of blood bursting from his chest” and states that the sand is colored in red by the blood that “embraced his falling, seawater drenched body.”

Follow-up questions ask students about what the image “The fountain of blood bursting from his chest” means, why the father’s hands shook, and how the soldiers are described in the story.

استكث ... استمع ... متنوع دخول البحر شهرًا كاملًا: قال ذلك الضابط الصهيوني، وهو يقف بمبوعة وسط خزائمه المتنجسين بصنوف الخاب، بلوك الغرار بهرودة شديدة أغاشت البحر، فأنفجر كزركان هائج، وغاب الشاطئ بكل ما فيه وما عليه، لفقزت وسط سواد الغرار صنوز الإخوة الصغار، وشبّية الوليد، وتربك الصنار الملقى بالصنفر، ولعب التوراس على صفحات الموج، وقصرت مدة الصنيد الخريفي، وتكافرت في يده عصا النقة التي تلقفها أبوه متشفعا عليه ليشفيها بالفوخ صاحب الغرار. ثلاثون يومًا يا ظالم! ساعة من الشّ أخير تقفي في مذهبة شهورًا؟! هل أصبح البحر...! لكن نافورة الدم المتفجرة من صدره كانت استمع من أن يكمل سؤاله، فاختصن الزمّل المفروض بالخناه جسده الصنوع والمغسول بماء البحر، وكان الفصص الحديدية هو المائع الأول طيلة خمس سنوات من زكوب البحر ومدّ شرك الصنار.

١- ما الغرار الذي أخذ بحق الرجلين؟ ..
٢- ما دلالة (بلوك الغرار بهرودة شديدة)? ..
٣- ماذا تكفر سعيد بعد سماع الغرار؟ ..
٤- كيف عثر سعيد عن غضبه؟ ..
وما موقف والده؟ .. وعلام يدلّ ذلك؟ ..
٥- (ثلاثون يومًا يا ظالم!) تعبير يدلّ على ..
٦- ما السؤال الذي لم يكمله أبو سعيد؟ ..
٧- (نافورة الدم المتفجرة من صدره) ما دلالة الصورة؟ ..
٨- (وكان الفصص الحديدية هو المائع الأول ...) المقصود بـ(الفصص الحديدية) ..

Translation

Be quiet! Listen to me: entering the sea is prohibited for a whole month.” This is what the Zionist officer said, standing unsteadily amidst his guards, who were armed with all kinds of torment. He chewed his decision with a freezing coldness, angering the sea, which erupted as a volcano. The beach and all that was in and on it disappeared, and between the decision makers photos of the young brothers emerged, as did the father’s gray hair, the fish nets which clung to the rocks, the seagulls playing on the waves, and the brevity of the winter fishing season. The rudder stick, which his father had seized out of fear for his son, leapt into his hand to be landed on the forehead of the decision maker. “Thirty days, you tyrant! One hour late means a month in your world?! Is the sea now a –” but the fountain of blood which erupted from his chest was faster than his question could be completed. The henna-stained sand embraced his falling, seawater drenched body. The iron cage was the first reason, in five years, he could not set out to sea and cast the fishnets.

1. What decision was made about the two men?

142 9th grade Arabic language summary, **Iyad Library—Rafah Telegram Channel** (December 25, 2022), <https://t.me/maktabaLead/1241>; 9th grade Arabic language summary, **Zohor Al-Aqsa Library** (December 14, 2022), <https://zohoralqsa.com/?p=4044>.

2. What does “he chewed his decision with a freezing coldness” mean?
3. What did Sa’id remember when he heard the decision?
4. How did Sa’id express his anger? What was his father’s position? How do we know?
5. “Thirty days, you tyrant!” is an expression which shows:
6. What is the question Sa’id’s father did not finish?
7. “The fountain of blood which erupted from his chest”—what is the meaning of this image?
8. “The iron cage was the first reason...” what does “iron cage” refer to?

كان الشاطئ يقرب من القلعة المتناجحة ما بين العوج وبين ارتعاشاته، وكان أبوه قد فقد السيطرة على دفتها، ففطفت الموجة الأخيرة إلى زمل الشاطئ الذي التمس لهم العذر، لكن الأوامر جاءت سريعة ومثابحة وسط زخات من الشائيم، واللغات، وزخات (البساطير)، حتى القلعة لم تسلك، ففادت الواجها تخرج من صفحتها. أمسك سعيداً قدم أحدهم، لكن الزلجة كانت شديدة، فحاول أبوه بلخيته التي شبتها طلوعة البحر والواوه أن يوضح الأمر: هو ... الضربة ... و... الصفرة... لكن الأمر كان صعب التوضيح، فألفرق كبير بين من يأكل السمك، وبين من يصيده.

- 1- صف مشهد خروج القلعة من البحر؟
- 2- لماذا ارتعشت يدا أبي سعيد؟
- 3- (زمل الشاطئ التمس لهم العذر) وضح الشخصيات:
- 4- (وسط زخات من الشائيم) ما دلالة (زخات)؟
- 5- (حس القلعة لم تسلم) عثر بالإيحاءات:
- 6- (أمسك سعيداً قدم أحدهم) بم تصف سعيداً؟
- 7- (الفرق كبير بين من يأكل السمك، وبين من يصيده) فسر العبارة:

Translation

The shore drew near to the boat rocked by the waves and [the father’s] shaking. His father had lost control of its rudder, and the last wave threw him on the sand on the beach, which begged them for explanations. But the commands came rapidly one after the other, amidst a downpour of curses, fists, and kicks. The boat was not intact either, as its boards almost emerged from its sides. Sa’id grabbed the foot of one of [the soldiers], but the kick was strong. His father, with a beard-streaked gray by the salt and storms of the sea, attempted to explain the situation: he... the

net... and... the rock... but it was difficult to explain, and the difference is great between those who eat the fish and those who fish them.

1. Describe the scene of the boat emerging from the sea.
2. Why were Sa’id’s father’s hands shaking?
3. “The beach, which begged them for explanations”—explain the personification.
4. “Amidst a downpour of curses...”—what does “downpour” mean? How will you describe the soldiers?
5. “The boat was not intact either”—express this with the affirmative:
6. “Sa’id grabbed the foot of one of them”—how will you describe Sa’id?
7. “The difference is great between those who eat the fish and those who fish them”—explain this expression.

EXAMPLE 3.1.3
Jews/Israelis are “Greedy” “Zionist gangs”

Source

Photos of 9th grade students taking exams¹⁴³ posted by school principal Khaled Massri on March 11, 2022 in the school Parents’ Council Facebook group titled *Our school... our way to excellence and creativity*¹⁴⁴ which is administered by Al-Maghazi Middle School for Boys B school principal Khaled Massri.¹⁴⁵ The group’s About page describes the group as *مدرسة ذكور المغازي الاعدادية ب ... مجلس أولياء الأمور* / Al Maghazi Preparatory Boys School B ... Parents Council.¹⁴⁶ UNRWA supervisor Amin Abu Ghazal¹⁴⁷ who regularly posts¹⁴⁸ in this parents’ group is also named in the post.

143 Photos of students taking exams, *Our school... our way to excellence and creativity*, Facebook (March 11, 2022), <https://www.facebook.com/groups/2099774626999825/permalink/3023349374642341/>.

144 *Our school... our way to excellence and creativity*, Facebook (last visited February 8, 2023), <https://www.facebook.com/groups/2099774626999825>.

145 *Our school... our way to excellence and creativity Managers*, Facebook (last visited February 8, 2023), <https://www.facebook.com/groups/2099774626999825/members>.

146 *About Our school... our way to excellence and creativity*, School Parents’ Council Group Managers, Facebook (last visited February 8, 2023), <https://www.facebook.com/groups/2099774626999825/about>.

147 *Amin Abu Ghazal Facebook Profile*, Facebook (last visited February 8, 2023), <https://www.facebook.com/profile.php?id=100033629451351/>.

148 *Post by Amin Abu Ghazal in Our school... our way to excellence and creativity*, Facebook (November 6, 2022), <https://www.facebook.com/groups/2099774626999825/posts/3208268906150386>.

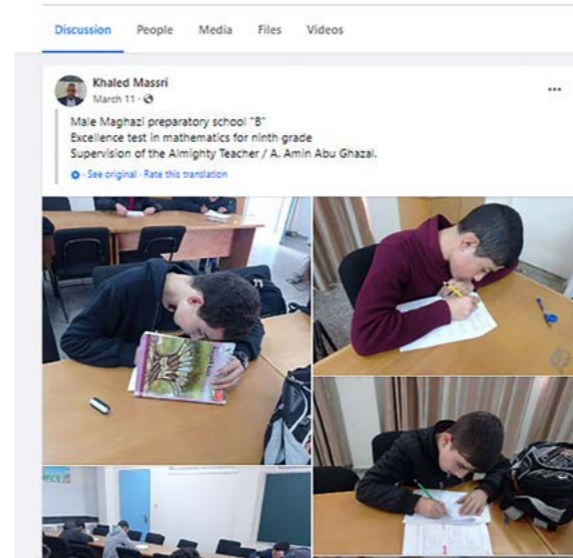
Example

One of the photos¹⁴⁹ posted in the school parents’ group on March 11, 2022 shows UNRWA students taking an exam on page 26 of a second semester 9th Grade Arabic Language textbook. That exam consists of hateful, intolerant, and demonizing reading comprehension questions about the Israeli city of Safed. The questions demonize Jews and Israelis as “Zionist gangs” who “sank their fangs of hatred” into “her pure body,” referring to the Israeli city of Safed, which is clearly considered by the text to be part of Palestine. Indeed, the city is described as “one of the most beautiful Palestinian cities in the Galilee,” thereby erasing Israel’s sovereignty.

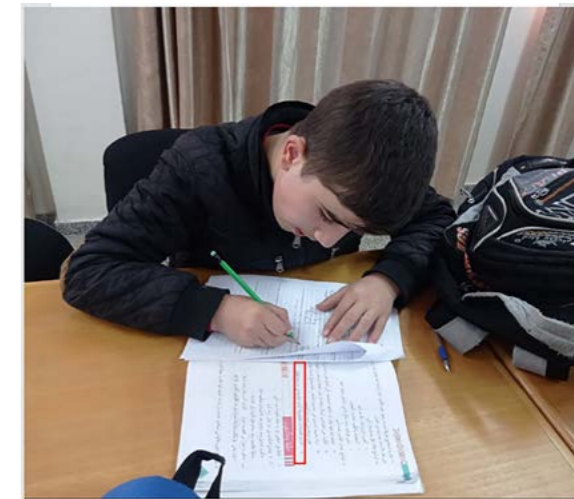
The reading comprehension itself (pp. 22-25 of the textbook) employs violent imagery to demonize the pre-1948 Jews in Israel, including antisemitic motifs about greedy occupiers—“the occupiers and their greed.” According to the text, “Zionist gangs... destroyed and devastated the city...and performed extremely horrific massacres there, leaving only a few of its Arab inhabitants. The sight of the escape of many of them shakes the heart, leaving a bleeding wound in the body of the Palestinian people.”



مدرستنا.. طريقنا للتميز والابداع



149 *Our school... our way to excellence and creativity*, Facebook (March 11, 2022), <https://www.facebook.com/photo/?fbid=3080356412186252&set=pcb.3023349374642341>.



٣- تعذيب اللاذخ العريضة لندبة حقد هدم الأهم، لكن الرماط الفلسطيني بها ما زال حاصراً، تُدك على هذا الإيحاء بديارات بين الشمس.

٤- توشخ دلالة كل مزار بيتا يأتي:

- تجترب الرياح لما سقت إليها.
- تشغلت بأفهام شئت القلابي.
- يلى هزوها جنداء لكل لاجئ مشغور بالثاء عنها.

٥- توشخ جمال الضمير فيما يأتي:

- ١- فشمع إضالها فزق ذرا يلاها الشامخ، التي تباين فزق الشاوي في الشاوي.
- ٢- أمطقت على الكرابي ثولاً، وتبروت على منطقة توجها بين الترفي لفسراً.
- ٣- تترك منسفة الإصيل في حاصيرة الشعب الفلسطيني جرساً دارماً، تروي بكابة الأيم على إسان من لعا بين ألبها.
- ٤- غرابت المصادات الشهيرة آتت جفوها في جسدوها الشاوي.

المثقة والأشوب:

- ١- لفرق في المنى بين ما نعتة عظمها فيما يأتي:
- أ- يحتاج الشعب إلى من يترقى إمام أتمو.
- ب- ألت الشائيم إمام شتاوي بنذ الأيقان ليرفوها التام.
- ج- شد الأدمب إمام جلاوي فن الأبول إلى الشاروا.
- د- لك يا عارون في القلوب عارون القزرب آتت وشم يندك أرواين
- هـ- قال تعالى: ﴿ وَالْقَوْمُ الَّذِينَ كَفَرُوا لَيَكْفُرِينَ نَبْؤُهُمْ ﴾

٢- توشخ الترابي الآفة في سبابات جديبو بين إشبايا: وقمر لها الشمس، غبنة الأرمي، دون خواق.

Partial Translation

Let’s explain the beauty of the metaphor in the following: 4—The Zionist gangs sank their fangs of hatred into her pure body.

Tel Al-Hawa Middle School

EXAMPLE 3.2.1

Israel Massacres Palestinians and Destroys Mosques

Source

9th grade Social Studies booklet containing questions and answers for the first part of the 2021-2022 school year posted on the Hamid Library Facebook Group on September 3, 2022.¹⁵⁰ The document's cover page displays the name of the Tel Al-Hawa Middle School for refugees. It also lists the names of the teacher who authored it Fuad Mahmud Salman فؤاد محمود سلمان, the school principal Naif al-Hattab نايف الحطاب, and vice principal Ahmad al-Khadri احمد الخضري.



Example

The booklet contains numerous lessons all aimed at demonizing Israel, referred to only as “the Zionist occupation.” Among other things, Israel is accused of deliberately keeping Palestinian children ignorant, fabricating the geography and history of the area to benefit “Zionism” and erase the area’s Arab-Islamic identity, massacring Palestinians, and destroying mosques as part of its “religious oppression.”¹⁵¹



Partial Translation

Seventh question: What are the results of the followings:

...
The establishment of a Jewish homeland in Palestine.

The result: The separation between Arab Asia and Arab Africa / The expulsion of the Palestinian people / The establishment of the State of Israel in the Land of Palestine



Partial Translation

Third question: Prove the following:

The Zionist colonialism works to make the Palestinian people ignorant.

The answer: The Occupation destroys educational institutions / Intervention in study programs / Enacting military laws and decrees / Arresting educational staff and students



Partial Translation

Fifth question: What are the reasons for the following:

5. The Zionist occupation works on the Judaization of the education in Jerusalem.

The reason: In order to erase its Arab-Islamic identity and to fabricate the geography and history by imposing Zionist curriculum



Partial Translation

Ninth question: Verify the followings:

The Zionist occupation conducts religious oppression against the Palestinians.

The answer: Destroying and setting mosques on fire / Prevention of Adhan in the city of Jerusalem

150 9th grade Social Studies booklet, Hamid Library, Facebook (September 3, 2022), https://www.facebook.com/story.php?story_fbid=pfbid02mRHpfJmmfv5PUWqzkLgEE7d3FkGGDus3zwSgpEWfp4PrquFiKzN3JIGFBy3gitKl&id=214531155627916&paipv=0&eav=AfbZQkvgwXULphL_Nkh0WwX23ksCiZmujUH2c7AHLVcOHE5D-wfgxqEBaUL3Cf66us&_rd.

151 Specific pages from 9th grade Social Studies booklet, Hamid Library, Facebook (September 3, 2022), <https://www.facebook.com/photo?fbid=1525243374556681&set=pcb.1525246954556323>; <https://www.facebook.com/photo/?fbid=1525243917889960&set=pcb.1525246954556323>.

SCHOOL 3

Al Ma'muniyya Middle School for Girls B

EXAMPLE 3.3.1

Israel Steals Palestinian Antiquities to “Forge” and “Annihilate” Palestinian History and Heritage

Source

6th grade Social Studies summary posted to the Hamid Library—مكتبة حميد Facebook group on September 17, 2022.¹⁵² The document’s cover page contains the name of the Al-Ma'muniyya Girls' Middle School B. It also lists the names of the teacher who authored it, Zeina Hamdan Mahdi (زينة حمدان مهدي), the principal Raghda Hamduna (رغدة حمدونة), vice principal Muna Al-Madhun (منى المدهون), and the supervisor educational expert Farid Ahmad (فريد أحمد).



152 6th grade Social Studies summary, Hamid Library, Facebook (September 17, 2022), <https://www.facebook.com/214531155627916/posts/pfbid032Xz69sG1Jp2YyJdKmaLTmLsNZzpqvJQFxm34yYfRFmNf4sNstRP4eHsGxGCAKRggl/?mibextid=BUZLm6>.

Example

In this UNRWA-created teaching material, 6th grade students are expressly taught that Israel falsifies, forges and steals Palestinian history and archaeology to annihilate and erase Palestinian heritage and history. For example, in a lesson about the history of Palestine, students are taught that “The Zionist Occupation gave its settlements Canaanite names to steal Palestinian history and heritage, and to falsify it.”

- تعد فلسطين من أكثر بقاع الأرض ثباتاً للآثار.
- لعب الاحتلال دوراً كبيراً في القضاء على التراث الفلسطيني.
- صدر الإعلان العالمي لحقوق الإنسان عام 1948م
- يستهدف الاحتلال تاريخنا الفلسطيني فيقوم بتزوير وتحريف الحقائق لطمس تراثنا الفلسطيني.
- من واجبنا المحافظة على تراثنا الفلسطيني باعتباره مصدرنا من مصادر المعرفة التاريخية.

Partial Translation

- Palestine is considered one of the places in which most antiquities are stolen on earth.
 - The Occupation played an important role in the annihilation of Palestinian heritage.
 ...
 - The Occupation targets our Palestinian history and falsifies and forges the facts to erase our Palestinian heritage.

Partial Translation

Lesson 3—Palestine is the land of Canaan
 ...
 - The Zionist Occupation gave its settlements Canaanite names to steal Palestinian history and heritage, and to falsify it.

SCHOOL 4

Al-Rimal Middle School for Girls A

EXAMPLE 3.4.1

Israel Destroys Palestinian Heritage to Falsify its Own History in the Land

Source

6th grade Social Studies summary uploaded to Hamid Library Facebook Group on September 4, 2022.¹⁵³ The document’s cover page contains the name of the Al-Rimal Middle School for Girls A. It also lists the names of the teacher who authored it Tahani Al-Luh (تهاني حسن اللوح), the principal Bahira Abu Hamda (بهيرة أبو حمدة), the vice principal, Amina Al-Tabatibi (آمنة الطباطيبي), and the supervisor educational specialist Farid Ahmad (فريد أحمد).



153 6th grade Social Studies summary, Hamid Library, Facebook (September 4, 2022), https://www.facebook.com/story.php?story_fbid=pfbid02gwNTAxWA9bS48gVhG1DrKkVt6FyEz6sPdEYSAJXPNAWcH9ewDNDrs3UgwyZLBMCCl&id=214531155627916.

Example

This UNRWA-created 6th grade social studies booklet demonizes Israel as the “Zionist occupation,” accuses it of taking over and exploiting Palestinian resources and stealing relics in order to destroy Palestinian heritage and to “falsify facts and fabricate a forged history” that “corresponds with its goals.”

- ٩) استهداف الاحتلال الصهيوني تاريخنا ووجودنا .
- السبب / التزوير الحقائق وتمسح تاريخياً مزيفاً بواقعنا وأغراضه .
- ١٢) سرقة الاحتلال الصهيوني الآثار الفلسطينية .
- السبب / للقضاء على التراث الفلسطيني .
- ١٣) عدم استمالة سكان قطاع غزة زيارة القدس .
- السبب / الحواجز التي يفرضها الاحتلال الصهيوني .

Translation

9) The Zionist Occupation targets our history and existence.
 The reason: To falsify facts and fabricate a forged history that corresponds with its goals.
 12) The Zionist Occupation robs ancient Palestinian relics.
 The reason: To put an end to Palestinian heritage.
 13) The residents of the Gaza Strip cannot visit Jerusalem.
 The reason: The checkpoints deployed by the Zionist Occupation.

Translation

Stealing ancient Palestinian relics is an action Palestinian lands were subjected to since Zionist Occupation began.
 Questions:
 1. The policy of the Zionist Occupation towards Palestinian ancient relics is stealing it and eliminating it

4 Rejecting Israel's Right to Exist

SCHOOL 1

Hashem Elementary School for Boys B

EXAMPLE 4.1.1

Denying Israel's Existence

Source

5th grade Social Studies summary for the first part of the 2022 school year posted to the Hamid Library Facebook Group on September 10, 2022.¹⁵⁴ The document's cover displays the name of the Hashem Elementary School for Boys B. It also lists the names of the teacher who authored it Hala al-Mogany (هالة محمد), the principal Muhammad Salem (محمد), assistant principal Nahla Zukut (نهلة زقوت), and educational expert Farid Ahmad (فريد أحمد).



Example

Page 2 of this UNRWA 5th grade Social Studies summary contains several multiple choice and true-or-false questions denying Israel's existence and portraying Israeli territories, such as Mount Meron in the Galilee and the Negev desert, as Palestinian.¹⁵⁵ Furthermore, it states that the size of Palestine is 27,027 kilometers. This is a number routinely used by the Palestinians to denote the territory of Palestine, even though it encompasses all the territory of today's Israel, West Bank, and Gaza, and thus effectively denies Israel's right to exist.

Furthermore, the social studies text contains a map labeled *Map of Palestine* (see pp. 3 and 10) that clearly ignores the existence of Israel, a UN member state. The map encompasses the territory of the State of Israel and names several notable geographical locations—which are located within Israeli territory, including the Negev, Mt. Meron, and the Sea of Galilee.¹⁵⁶

UNRWA's use of maps that erase Israel by presenting the entire territory as Palestine, as in this example and others in this section, bely the representations of UNRWA Commissioner-General Philippe Lazzarini that UNRWA maps show Israel. For example, in September 2021 testimony before the European Parliament, Lazzarini stated:

"I think someone was raising the issue of the maps. The first map you will find on this Platform [UNRWA's digital learning platform DLP] is a map indicating Israel, Palestine, Lebanon, Syria, Egypt, because this is what we are asking our teachers [to teach] through our teacher centered approach to tell when they use the material."¹⁵⁷

٢- أعلى القمم الجبلية في فلسطين (عيبال - الجريش - القدس)
٦- تبلغ مساحة فلسطين (٢٧,٢٧ كم^٢ - ٢٧,٢٧ كم^٢)
٥- تشكل هضبة النقب نصف مساحة فلسطين (✓)

Translation

2- The highest mountain peak in Palestine: 'Aybal; Jarmaq [Meron]; Jerusalem.

6- The size of Palestine is: 37,27km; 38,27km; 27,027km.

5- The Negev Plateau constitutes half the size of Palestine: (V)



Translation

Sixth question: Observe the map of Palestine, and then answer the following questions:

- 1- The sea: The Mediterranean.
- 2- River: Jordan.
- 3- Plateau: The Negev.
- 4- The tallest mountain in Palestine: Jarmaq [Meron].

[Writing on map:] Map of Palestine



Translation

Fifth question: Observe the map, and then answer the following questions:

- 1- The sea: The Mediterranean.
- 2- Cave: Shuqba.
- 3- Lake: Galilee.
- 4- State: Jordan.
- 5- The direction that the arrow points to: North.

[Writing on map:] Map of Palestine

154 5th grade Social Studies summary, Hamid Library, Facebook (September 10, 2022), https://www.facebook.com/story.php?story_fbid=pfbid0MmcVh2Ccn82ye6oNkLjDiW2CzX3CiCCz3M3ChD6rxVcXgGirHkmZpiszGAYHcshkl&id=214531155627916.

155 5th grade Social Studies summary p. 2, Hamid Library, Facebook (September 10, 2022), <https://www.facebook.com/photo?fbid=1530382234042795&set=pcb.1530385357375816>.

156 5th grade Social Studies summary pp. 3 and 10, Hamid Library, Facebook (September 10, 2022), <https://www.facebook.com/photo?fbid=1530382410709444&set=pcb.1530385357375816>; <https://www.facebook.com/photo/?fbid=1530383454042673&set=pcb.1530385357375816>.

157 Committee on Foreign Affairs, European Parliament (September 1, 2021), https://multimedia.europarl.europa.eu/en/webstreaming/event_20210901-1345-COMMITTEE-AFET?start=20210901124959&end=20210901125025.

SCHOOL 2

Al-Zaytun Elementary School

EXAMPLE 4.2.1

Erasing Israel from Map and Denying Historic Jewish Presence

Source

This Telegram group for the 5th grade, class 9, 2022-2023 was created for 5th graders at UNRWA's Al-Zaytun Elementary School in the Gaza Strip.¹⁵⁸ The group's description states that it is intended for fifth grade students and their teachers, and that all educational materials created by UNRWA teachers can be downloaded in this group.¹⁵⁹ Pictures and content from within UNRWA classrooms in the school are regularly posted in the group. For example, on November 23, 2022 a user named "Al-Zaytun Boys Elementary A—management" posted a message stating that school would finish early due to an UNRWA workers' strike.



In addition, on October 23, 2022, teacher Du'a Aliwa posted photos from inside the classroom, one of which shows a student wearing a vest with an UNRWA logo.



Example

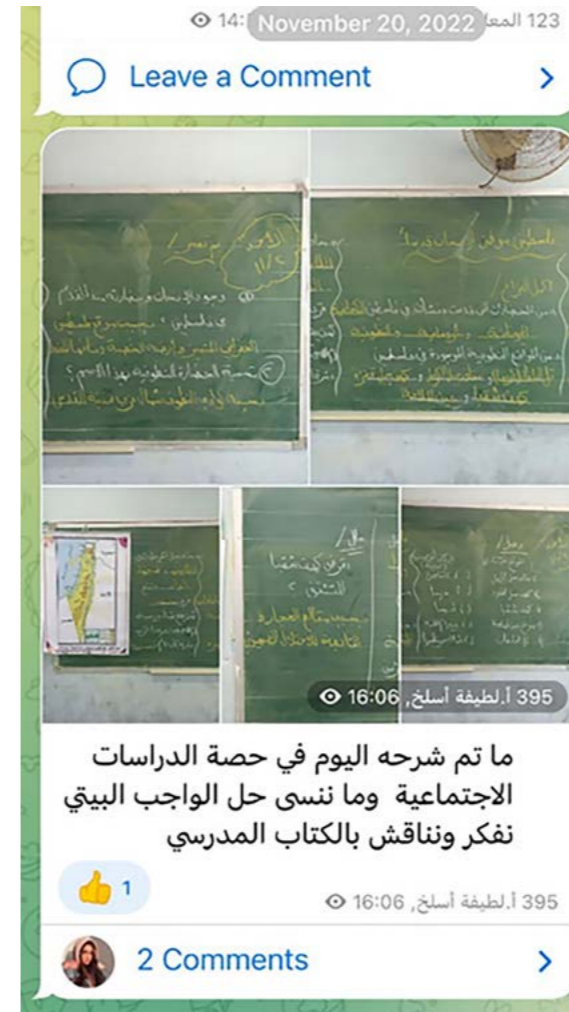
On November 20, 2022, Latifa Aslakh (لطيفة أسلخ) posted photos of a classroom blackboard from Social Studies class to the Telegram group of the 5th grade, class 9.¹⁶⁰ One picture shows a map labeled *Palestine* hung on the board. The map includes the entire territory, including the State of Israel, and marks areas and cities in Israel proper such as Haifa, Jaffa, Acre, and Beersheba as part of *Palestine*. Another photo from that post contains text teaching students about the different cultures that inhabited Palestine over the years such as Canaanite culture, Greek

158 5th grade, class 9, 2022-2023 Telegram Group, **Telegram**, <https://t.me/+GUe5dgPO8HowYThi>.

159 This Telegram channel was shared on the Al-Zaytun Elementary school's notices Telegram channel, here <https://t.me/+9iyjZGI4ketmMzgo>. The Al-Zaytun notices channel states in its group description that it is dedicated to providing the latest school news, links to classroom channels, school activities, and other school-related matters. To access the *grade 5 class 9, Telegram channel* and direct links to images and content posted in it one must first join the group the *Al-Zaytun Elementary school's notices Telegram channel* in this link, <https://t.me/+9iyjZGI4ketmMzgo>. After joining the notices group, one must click this link <https://t.me/c/1478647741/3558> from September 4, 2022 to join a separate telegram channel—<https://t.me/+JXGBueWoR-BkMDQy>—that provides access to content posted for each of the school's classes and grades created for the current 2022-23 school year. After joining this group one can select the Telegram channel for *5th grade, class 9* here, <https://t.me/+GUe5dgPO8HowYThi>, to join and get access to the school exam mentioned in this example and other content.

160 Photos of blackboard, **Telegram for the fifth grade class 9** (November 20, 2022), <https://t.me/c/1730653801/709>.

Culture, Roman culture and Natufian culture. The Jewish historical presence in the land throughout history is completely ignored.



Partial Translation

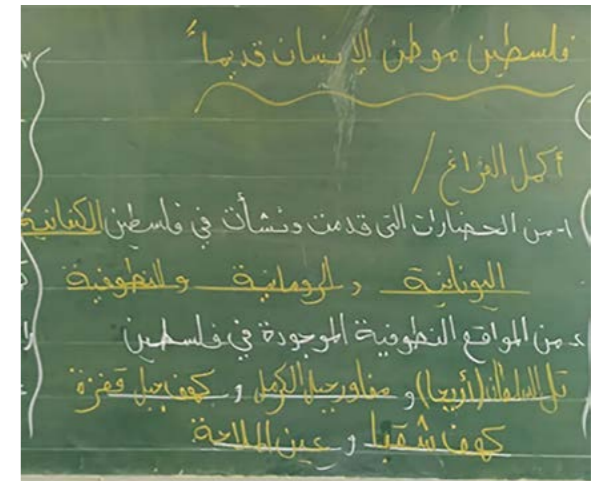
[Locations in Israel proper marked on the map and labeled as Palestinian:] Safed, Rosh HaNikra, Acre, Haifa, Jaffa, Ashkelon, Beersheba, the Negev.

[Names on the bottom:] Made by the student Abd Al-Karim Al-Zaytoniya, supervised by the teacher Ayman Madhi



Translation

[in large writing]
Palestine
[map key:]
High elevation
Medium elevation
Small elevation
Plains



Translation

Palestine, home of human beings in ancient times
Fill in the blanks:

1. Cultures that came to Palestine and developed in it: Canaanite culture, Greek culture, Roman culture and Natufian culture.

2. Natufian sites in Palestine: Tal As-Sultan—Jericho, The caves in the Carmel mountain, the cave in Mount Precipice, the cave in Shuqba and 'Ain Malaha.

EXAMPLE 4.2.2

Classroom Map of Palestine Erases Israel

Source

Telegram group for the 5th grade, class 1 which is meant for 5th graders in Al-Zaytun Elementary School for Boys A.¹⁶¹ See explanation in Example 1.1.1 above.

Example

On January 20, 2022, UNRWA teacher Hadeel Medi posted to the group a photo of a classroom blackboard displaying a map of the Fertile Crescent countries that erases Israel—a UN member state—labeling the entire territory *Palestine*.¹⁶² At the same time, the map names other present-day countries formed at around the same time as Israel, such as Lebanon, Syria, Iraq and Jordan and shows their borders. On March 1, 2022, additional photos of a classroom blackboard displaying a map labeled *Map of Palestine* that erases Israel were posted to the group.¹⁶³ The map itself and the writing on the board refer to Israeli cities such as Haifa, Acre, Jaffa, and Beersheba as part of Palestine. The photos also show students presenting to the class in front of the map that erases Israel.



Translation of writing on map

Countries of the Fertile Crescent:
 ...
 Palestine [written over the entire territory of Mandatory Palestine]

161 Telegram Group for the 5th Grade, **Telegram**, <https://t.me/joinchat/9N-odxm37zViZThi>.
 162 Photo of blackboard, **Telegram Group for the 5th Grade** (January 20, 2022), <https://t.me/c/1307783762/756>.
 163 Photos of blackboard, **Telegram Group for the 5th Grade** (March 1, 2022), <https://t.me/c/1307783762/1043>.



Translation of writing below map

Map of Palestine [marked in red]
 Made by the student Umar Al-Dabari, under supervision of the teacher: Hadeel Mehdi

164 6th grade Social Studies Summary, **Hamid Library, Facebook** (September 4, 2022), https://www.facebook.com/story.php?story_fbid=pfbid02gwNTAxWA9bS48gVhG1DrKkVt6FyEz6sPdEYSAJXPNAWcH9ewDNDrs3UgwyZLBMCCl&id=214531155627916.

SCHOOL 3

Al-Rimal Middle School for Girls A

EXAMPLE 4.3.1

Erasing Israel from Map

Source

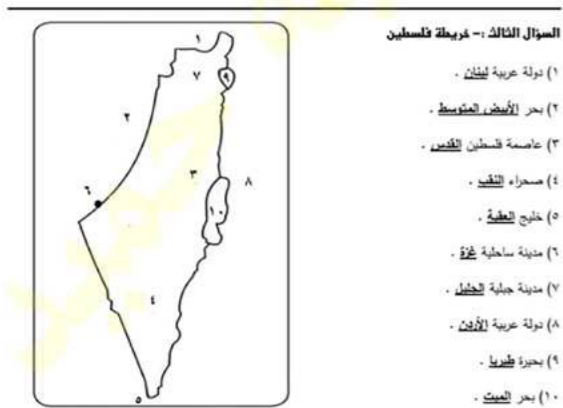
UNRWA 6th grade Social Studies summary uploaded to Hamid Library Facebook Group on September 4, 2022.¹⁶⁴ The document’s cover page contains the name of the Al-Rimal Middle School for Girls A. It also lists the names of the teacher who authored it Tahani Al-Luh (تهاني حسن اللوح), the principal Bahira Abu Hamda (بهيرة أبو حمدة), the vice principal Amina Al-Tabatibi (آمنة الطباطبائي), and the supervisor educational specialist Farid Ahmad (فريد أحمد).



مكتبة حميد

Example

This UNRWA-created social studies summary presents students with a map titled *Map of Palestine* which refers to the entire area including the State of Israel, effectively erasing Israel—a UN member state—from the map. It considers places located within the State of Israel to be part of Palestine, such as the Negev Desert, the Galilee, the Gulf of Aqaba, and the Mediterranean.



Translation

The third question: the map of Palestine

- 1—An Arab country—Lebanon
- 2—A sea—the Mediterranean
- 3—The capital of Palestine—Jerusalem
- 4—The Negev Desert
- 5—The Aqaba Bay
- 6—A coastal city—Gaza
- 7—A mountainous city (sic)—Galilee
- 8—An Arab country—Jordan
- 9—The sea of Galilee
- 10—The Dead Sea

165 5th grade Social Studies summary, Hamid Library, Facebook (September 2, 2022), <https://www.facebook.com/Hamid1980/posts/pfbid0x28RorAMkvgFTAYjr655CbMnguHMYk2SNg2ACjQjA9bvj1MLeveeHjgYA4qodTqCl>. After this material was downloaded on October 13, 2022, the cover page was removed from Facebook. However, the rest of the posted material from the 5th grade Social Studies summary remains.

SCHOOL 4

Al-Umariya Middle School for Boys

EXAMPLE 4.4.1

Ignoring Israel's Existence

Source

5th grade Social Studies summary posted on September 2, 2022 in the Hamid Library Facebook group.¹⁶⁵ The document's cover page contains the UNRWA logo and the name of the Al-Umariya Middle School for Boys. It also lists the name of the teacher who authored it, Nabil Abu Suliman (نابيل أبو سليمان).



Example

A summary of a lesson titled *Surface of the Earth*¹⁶⁶ contains information about Palestine—its size, mountains and lakes—completely ignoring the existence of Israel, a UN Member state. For example, the size of Palestine is listed as 27,027 square kilometers, which was the size of the British Mandate after 1922 and encompasses all the territory of today's Israel, West Bank, and Gaza. Furthermore, locations in Israel are listed as part of Palestine. These include the Galilee, the Jezreel Valley, Tiberias, and Beersheba. The text also states that Palestine borders Lebanon and Syria to the North, even though it is Israel, not Palestine, that borders these territories.



166 *Surface of the Earth* summary, Hamid Library, Facebook (September 2, 2022), <https://www.facebook.com/photo?fbid=1524833794597639&set=pcb.1524834501264235>.

Partial Translation

Second lesson—Surface of the Earth

Fill the gaps:

- The area of Palestine is (27,027 km2)
- There are two plains in Palestine (Coastal plains and inner plains)
- The coastal plains [of Palestine] stretch along the coast of the (Mediterranean Sea)
- The inner plains [of Palestine] are surrounded by mountains, such as the (Jezreel Valley)
- The mountains in Palestine are divided to two ranges (Galilee Mountains and the Central Mountain range)
- The Galilee Mountains stretch in the north of Palestine until the Jezreel Valley
- Highest mountain in the Galilee is mount (Merom)...
- The Central Mountain range in the center of Palestine stretches from the Jezreel Valley until Beer Sheba in the south
- Rifts are a rare sight in Palestine, and they include (The Jordan River, the Dead Sea, the Arabah Rift)
- The Negev Plateau constitutes (half) the area of Palestine...
- Palestine enjoys these seas (The Mediterranean Sea, the Red Sea, The Dead Sea)
- Among the important lakes of Palestine (Sea of Galilee, the Hula Lake)
- Among the important rivers of Palestine (The Jordan River, the Yarkon River, the Kishon River)
- Palestine borders from the north (Lebanon and Syria), from the east (Jordan), from the west (the Mediterranean Sea), and from the south (Egypt)

5 Promoting Antisemitism

SCHOOL 1

Tel Al-Hawa Middle School

EXAMPLE 5.1.1

Israel Infects Palestinians with Cancer

Source

9th grade Social Studies booklet for the first part of the 2021-2022 school year uploaded to the Hamid Library Facebook Group on September 3, 2022.¹⁶⁷ The document's cover page contains the name of the Tel Al-Hawa Middle School for refugees. It also lists the names of the teacher who authored it Fuad Mahmud Salman (فؤاد محمود سلمان), the school principal Naif al-Hattab (نايف الحطاب), and vice principal Ahmad al-Khadri (احمد الخضري).



Example

The booklet teaches UNRWA 9th graders an antisemitic blood libel that accuses Israel of infecting Palestinians with cancer and polluting the Palestinian environment by dumping toxic waste in the West Bank and Gaza.



Partial Translation

Sixth question: What are the reasons for the following:

3. The Palestinians in the Gaza Strip and the West Bank suffer from numerous deadly diseases such as cancer.

The reason: The Occupation turns vast areas of the Gaza Strip and the West Bank into landfills for its toxic wastes

Seventh question: What are the results of the following:

Boycott of goods produced in Zionist settlements by friendly European peoples.

The result: Heavy loses are inflicted upon the settlements profits

The Occupation turns vast areas of the West Bank and the Gaza Strip into landfills for its toxic wastes.

The result: The pollution of the Palestinian environment with radioactive and chemical materials

SCHOOL 2

Gaza Middle School for Girls B

EXAMPLE 5.2.1

“The Jews” “Conspired Against the Muslims” in Battle of Khaybar

Source

9th grade Islamic studies practice material with answers uploaded to the Hamid Library Facebook Group on September 23, 2022.¹⁶⁸ The document's cover page lists the name of the Gaza Girls' Middle School B. It also lists the names of the teacher who authored it Ranin Abu Al-Qaraya (رانيا الصوالحي), the principal Rania Al-Sawalhi (رانيا الصوالحي), and vice principal Nuhayl al-Mashharawi (نهيل المشهراوي).



Example

This UNRWA study material (pp. 19-20) teaches the age-old antisemitic conspiracy theory that “the Jews” of Khaybar “conspired against the Muslims” leading to the Battle of Khaybar. Ultimately, the Jews of that area were subjugated and subjected to mass expulsion. By emphasizing the Jewish character of historical enemies of Muslims while de-emphasizing more rational factors, such as 7th-century Arabia tribal politics, the text creates a link between Jewish identity and hostility to Islam, implying that Jews and Muslims are natural enemies. In addition, the actions attributed to “the Jews” in this lesson—such as scheming and conspiring against the Muslims—conform to traditional antisemitic stereotypes. Aside from being antisemitic, teaching this text given the current political context insinuates that there is a connection between that history and current events, *i.e.*, just as the Jews in ancient Arabia “conspired” against the Muslims, so to the modern-day Jews in Israel conspire against the Palestinians. Indeed, the phrase “Khaybar, Khaybar, oh Jews, the army of Mohammed shall return” is frequently chanted at anti-Israel demonstrations around the world.



Translation

Explain:

1—The occurrence of the Battle of Khaybar?
Because the Jews gathered in Khaybar and conspired against the Muslims



Translation

2—What is the reason of the occurrence of the Battle of Khaybar?

Because the Jews gathered in Khaybar and conspired against the Muslims

¹⁶⁷ 9th grade Social Studies booklet, Hamid Library, Facebook (September 3, 2022), https://www.facebook.com/story.php?story_fbid=pfbid02mRHpfJmmfv5PUWqzkLgEE7d3FkGGDus3zwSgpEWfp4PrquFiKZsN3JIGFBy3gitKl&id=214531155627916&paipv=0&eav=AfZ1bDDyZ5kXRGlbeXQIZ0qOHH0bGd1_BuPc68RvhLsweNMZKgzzeZN4QMh8DETJZPM&_rd.

¹⁶⁸ 9th grade Islamic studies practice material, Hamid Library, Facebook (September 23, 2022), <https://www.facebook.com/Hamid1980/posts/pfbid022n8eT9tWxgTg3RizKpSxnXe8pG9STXbzzrXH5FjM3K4WoNqAW64ciKvgmuv1p2al>.

Annex A

UNRWA Staff Identified in Part I and in Previous UN Watch Reports Who Posted Antisemitism and Terror Incitement on Social Media

- Name:** Adnan Shteiwi. **Position:** UNRWA Syria math teacher. **Violation:** Glorifies terrorists. **Identified on:** [14/3/23](#).
- Name:** Mahmoud Khalil. **Position:** UNRWA Syria Teacher. **Violation:** Praises Hamas. **Identified on:** [14/3/23](#).
- Name:** Riad Nimer. **Position:** UNRWA Lebanon teacher. **Violation:** Praises terrorists. **Identified on:** [14/3/23](#).
- Name:** Zaher Fanous. **Position:** UNRWA Syria teacher. **Violation:** Endorses terrorism. **Identified on:** [14/3/23](#).
- Name:** Arwa Al-Najjar Umm Islam. **Position:** UNRWA West Bank math teacher. **Violation:** Praises terrorists. **Identified on:** [14/3/23](#).
- Name:** Nizar Khalil Abu Shaheen. **Position:** UNRWA West Bank teacher. **Violation:** Posts antisemitism. **Identified on:** [14/3/23](#).
- Name:** Ayman Dlash. **Position:** UNRWA West Bank teacher. **Violation:** Supports Hamas. **Identified on:** [14/3/23](#).
- Name:** Abu Firas Azab. **Position:** UNRWA Syria employee. **Violation:** Commemorates terrorists. **Identified on:** [14/3/23](#).
- Name:** Ahmad Dawoud. **Position:** UNRWA West Bank nurse. **Violation:** Glorifies terrorist commander. **Identified on:** [14/3/23](#).
- Name:** Labibeh Iskandarani. **Position:** UNRWA Syria employee. **Violation:** Endorses Hitler. **Identified on:** [14/3/23](#).
- Name:** Nihaya Awad. **Position:** UNRWA West Bank computer teacher. **Violation:** Praises Hamas. **Identified on:** [23/6/2022](#).
- Name:** Abu Muhammad Fathi Bahar. **Position:** UNRWA Lebanon employee. **Violation:** Promotes violence. **Identified on:** [23/6/2022](#).
- Name:** Elham Mansour. **Position:** UNRWA Lebanon teacher. **Violation:** Incites killing Israelis and Jews. **Identified on:** [23/6/2022](#).
- Name:** Hana'a Daoud. **Position:** UNRWA Jordan teacher. **Violation:** Praises Hamas and advocates killing Jews. **Identified on:** [23/6/2022](#).
- Name:** Sameer Abo Ayyash. **Position:** UNRWA Jordan social worker. **Violation:** Admires Taliban. **Identified on:** [23/6/2022](#).
- Name:** Majed Zaben. **Position:** UNRWA Jordan teacher. **Violation:** Incites against Israel. **Identified on:** [23/6/2022](#).
- Name:** Adel Torbani. **Position:** UNRWA Jordan math teacher. **Violation:** Rejects Israel's right to exist and posts antisemitism. **Identified on:** [23/6/2022](#).
- Name:** Qusai Mansi. **Position:** UNRWA Jordan employee. **Violation:** Equates Zionists with Nazis. **Identified on:** [23/6/2022](#).
- Name:** Rula Om Mo'awia. **Position:** UNRWA Jordan teacher. **Violation:** Incites against Israel. **Identified on:** [23/6/2022](#).
- Name:** Muneera Abu Hadeel. **Position:** UNRWA West Bank midwife. **Violation:** Portrays Israel as thieving dog. **Identified on:** [23/6/2022](#).
- Name:** Nahed Sharawi. **Position:** UNRWA Gaza math teacher. **Violation:** Posts Hitler video. **Identified on:** [2/8/2021](#).
- Name:** Ibrahim Sabbagh (Abu Khalil). **Position:** UNRWA Syria teacher. **Violation:** Incites violence against Israel and denies its right to exist. **Identified on:** [2/8/2021](#).
- Name:** Shady Shehada. **Position:** UNRWA Gaza project engineer. **Violation:** Celebrates Munich Massacre. **Identified on:** [2/8/2021](#).
- Name:** Ahmad Almasri. **Position:** UNRWA Jordan lab worker. **Violation:** Praises terrorist and erases Israel from the map. **Identified on:** [2/8/2021](#).
- Name:** Sarah Mousa. **Position:** UNRWA West Bank engineer. **Violation:** Glorifies terrorists. **Identified on:** [2/8/2021](#).
- Name:** Saeed Khalaf Abu Freh. **Position:** UNRWA Jordan math teacher. **Violation:** Incites terrorism. **Identified on:** [2/8/2021](#).
- Name:** Maya Mahahi. **Position:** UNRWA Syria English Teacher. **Violation:** Glorifies terrorism. **Identified on:** [2/8/2021](#).
- Name:** Abdul Salam Muhammad Alimat. **Position:** UNRWA Jordan Arabic teacher. **Violation:** Promotes antisemitism. **Identified on:** [2/8/2021](#).
- Name:** Abu Arafa Abu Sorour. **Position:** UNRWA West Bank employee. **Violation:** Posts antisemitism. **Identified on:** [2/8/2021](#).
- Name:** Hossam Ahmed. **Position:** UNRWA Syria employee. **Violation:** Justifies Nazi murder of Jews. **Identified on:** [2/8/2021](#).
- Name:** Mohammad Atiyea. **Position:** UNRWA West Bank teacher. **Violation:** Venerates terrorists. **Identified on:** [2/8/2021](#).
- Name:** Ayat Said. **Position:** UNRWA Gaza web developer. **Violation:** Glorifies anti-Jewish violence. **Identified on:** [2/8/2021](#).
- Name:** Esraa Abedalraheem. **Position:** UNRWA Syria English Teacher. **Violation:** Denies Israel's right to exist. **Identified on:** [2/8/2021](#).
- Name:** Husni Masri. **Position:** UNRWA West Bank teacher. **Violation:** Posts antisemitism. **Identified on:** [2/8/2021](#).
- Name:** Nidal Krayyem. **Position:** UNRWA Gaza English teacher. **Violation:** Denies Israel's right to exist and promotes violence. **Identified on:** [2/8/2021](#).
- Name:** Fatima Abu Mufreh. **Position:** UNRWA Lebanon math teacher. **Violation:** Endorses terrorism. **Identified on:** [2/8/2021](#).
- Name:** Fahed Momo. **Position:** UNRWA Gaza office assistant. **Violation:** Endorses Hitler and denies Israel's right to exist. **Identified on:** [2/8/2021](#).
- Name:** Mohammed M. Alhourani. **Position:** UNRWA Jordan health center head. **Violation:** Promotes antisemitism. **Identified on:** [2/8/2021](#).
- Name:** Akram Ayoub. **Position:** UNRWA Gaza project assistant. **Violation:** Celebrates murderer. **Identified on:** [2/8/2021](#).
- Name:** Nadim Elhaj. **Position:** UNRWA Lebanon employee. **Violation:** Posts antisemitism. **Identified on:** [2/8/2021](#).
- Name:** Awad Abedallah. **Position:** UNRWA Syria school principal and teacher. **Violation:** Erases Israel from the map. **Identified on:** [2/8/2021](#).
- Name:** Mudalalah Louz. **Position:** UNRWA Gaza school principal. **Violation:** Teaches children to destroy Israel. **Identified on:** [25/9/2019](#).
- Name:** Mohamed Matar. **Position:** UNRWA Gaza employee. **Violation:** Promotes antisemitism. **Identified on:** [25/9/2019](#).
- Name:** Mohammed Al-Ajrami. **Position:** UNRWA Gaza office deputy director. **Violation:** Glorifies terrorism. **Identified on:** [25/9/2019](#).
- Name:** Mohammed Alsayyed. **Position:** UNRWA Lebanon assistant head teacher. **Violation:** Glorifies terrorism. **Identified on:** [25/9/2019](#).
- Name:** Nuhad Askoul. **Position:** UNRWA Lebanon English teacher. **Violation:** Advocates terrorism. **Identified on:** [25/9/2019](#).
- Name:** Khaled Assad. **Position:** UNRWA Lebanon site engineer. **Violation:** Promotes terrorism. **Identified on:** [25/9/2019](#).
- Name:** Ziad Abuzarard. **Position:** UNRWA Syria employee. **Violation:** Incites children to violence. **Identified on:** [25/9/2019](#).
- Name:** Tayseer Hadeed. **Position:** UNRWA Syria civil engineering designer. **Violation:** Celebrates terrorism and promotes antisemitism. **Identified on:** [25/9/2019](#).
- Name:** Raed Wadi. **Position:** UNRWA Syria medical officer. **Violation:** Glorifies terrorism. **Identified on:** [25/9/2019](#).

51. **Name:** Majed Mohammad. **Position:** UNRWA Syria employee. **Violation:** Shares admiration for Adolf Hitler and incites terrorism. **Identified on:** [25/9/2019](#).
52. **Name:** Loyal Ammar. **Position:** UNRWA Lebanon English teacher. **Violation:** Encourages violence. **Identified on:** [21/4/2017](#).
53. **Name:** Mahmoud Abu Foul. **Position:** UNRWA Jordan employee. **Violation:** Glorifies terrorism. **Identified on:** [21/4/2017](#).
54. **Name:** Ahmad Fareed Sultan. **Position:** UNRWA Jordan teacher. **Violation:** Glorifies terrorists. **Identified on:** [21/4/2017](#).
55. **Name:** Abu Anas Ghoban. **Position:** UNRWA Jordan teacher. **Violation:** Glorifies terrorism. **Identified on:** [21/4/2017](#).
56. **Name:** Subhi Al-Zaber. **Position:** UNRWA Jordan teacher. **Violation:** Erases Israel from the map. **Identified on:** [21/4/2017](#).
57. **Name:** Ahman Nasser. **Position:** UNRWA Gaza school supervisor. **Violation:** Celebrates terrorism. **Identified on:** [21/4/2017](#).
58. **Name:** Samaher Tibi. **Position:** UNRWA Gaza teacher. **Violation:** Erases Israel from the map. **Identified on:** [21/4/2017](#).
59. **Name:** Himlaj Mohammad Selmi. **Position:** UNRWA Gaza TV presenter. **Violation:** Posts antisemitism. **Identified on:** [21/4/2017](#).
60. **Name:** Mohamed Soliman. **Position:** UNRWA Syria English teacher. **Violation:** Endorses Hitler. **Identified on:** [21/4/2017](#).
61. **Name:** Khaled Mohamad. **Position:** UNRWA Syria teacher. **Violation:** Posts antisemitism. **Identified on:** [21/4/2017](#).
62. **Name:** Mhasan Mhasan. **Position:** UNRWA Syria teacher. **Violation:** Erases Israel from the map. **Identified on:** [21/4/2017](#).
63. **Name:** Ahmad Abudullah. **Position:** UNRWA Syria employee. **Violation:** Celebrates violence. **Identified on:** [21/4/2017](#).
64. **Name:** Mohannad Najem. **Position:** UNRWA Syria teacher. **Violation:** Desecrates Israeli flag. **Identified on:** [21/4/2017](#).
65. **Name:** Ghanem Naim Ghoneim. **Position:** UNRWA Lebanon teacher. **Violation:** Venerates “wonderful” Hitler. **Identified on:** [2/2/2017](#).
66. **Name:** Omar Asaad. **Position:** UNRWA Lebanon employee. **Violation:** Reverses Hitler. **Identified on:** [2/2/2017](#).
67. **Name:** Khader Awad. **Position:** UNRWA Lebanon teacher. **Violation:** Endorses violence against Jews. **Identified on:** [2/2/2017](#).
68. **Name:** Hatem Asaad. **Position:** UNRWA Lebanon employee. **Violation:** Glorifies terrorists. **Identified on:** [2/2/2017](#).
69. **Name:** Mohammad Alsayyed. **Position:** UNRWA Lebanon assistant head teacher. **Violation:** Celebrates terrorism. **Identified on:** [2/2/2017](#).
70. **Name:** Maha Hamid. **Position:** UNRWA Lebanon teacher. **Violation:** Glorifies terrorists. **Identified on:** [2/2/2017](#).
71. **Name:** Lotfi Ghuneim. **Position:** UNRWA Lebanon employee. **Violation:** Praises terrorist. **Identified on:** [2/2/2017](#).
72. **Name:** Tarek Agha. **Position:** UNRWA Lebanon human resources assistant. **Violation:** Glorifies violence. **Identified on:** [2/2/2017](#).
73. **Name:** Ghassan Fathi. **Position:** UNRWA Lebanon teacher. **Violation:** Posts antisemitism. **Identified on:** [2/2/2017](#).
74. **Name:** Ahmad Hasan. **Position:** UNRWA Lebanon employee. **Violation:** Quotes Hitler, supports Hamas. **Identified on:** [2/2/2017](#).
75. **Name:** Mustafa Zaid. **Position:** UNRWA Lebanon teacher. **Violation:** Spreads Hamas propaganda. **Identified on:** [2/2/2017](#).
76. **Name:** Hussein Asaad. **Position:** UNRWA Lebanon teacher. **Violation:** Glorifies violence. **Identified on:** [2/2/2017](#).
77. **Name:** Ibrahim Tafesh. **Position:** UNRWA Lebanon employee. **Violation:** Promotes antisemitism and support for terrorism. **Identified on:** [2/2/2017](#).
78. **Name:** Khaled Aziz. **Position:** UNRWA Lebanon employee. **Violation:** Promotes violence. **Identified on:** [2/2/2017](#).
79. **Name:** Mohamad Fahed. **Position:** UNRWA Lebanon employee. **Violation:** Endorses Hamas terrorism. **Identified on:** [2/2/2017](#).
80. **Name:** Tarek Abu Ghazelah. **Position:** UNRWA Lebanon employee. **Violation:** Celebrates terrorism. **Identified on:** [2/2/2017](#).
81. **Name:** Ahmad Nasser. **Position:** UNRWA Lebanon principal. **Violation:** Promotes antisemitism. **Identified on:** [2/2/2017](#).
82. **Name:** Hussein Amrah. **Position:** UNRWA Jordan principal. **Violation:** Celebrates terrorism. **Identified on:** [2/2/2017](#).
83. **Name:** Yousef Elayyan. **Position:** UNRWA Jordan account officer. **Violation:** Promotes Hamas terrorist propaganda. **Identified on:** [2/2/2017](#).
84. **Name:** Bilal Allan. **Position:** UNRWA Jordan employee. **Violation:** Propagates antisemitism. **Identified on:** [2/2/2017](#).
85. **Name:** Jihad Ramadan Abu Kalloub. **Position:** UNRWA Jordan teacher. **Violation:** Celebrates killing of Jews. **Identified on:** [2/2/2017](#).
86. **Name:** Ahmed Abu To'EIMA. **Position:** UNRWA Jordan teacher. **Violation:** Glorifies violence and terrorism. **Identified on:** [2/2/2017](#).
87. **Name:** Adnan Serdanah. **Position:** UNRWA Jordan employee. **Violation:** Glorifies terrorism. **Identified on:** [2/2/2017](#).
88. **Name:** Hussan Khattib. **Position:** UNRWA Jordan teacher. **Violation:** Endorses terrorism. **Identified on:** [2/2/2017](#).
89. **Name:** Amer Aaron. **Position:** UNRWA Jordan employee. **Violation:** Celebrates terrorists. **Identified on:** [2/2/2017](#).
90. **Name:** Ahmad Khlaifah. **Position:** UNRWA Jordan employee. **Violation:** Venerates Hitler and promotes antisemitism. **Identified on:** [2/2/2017](#).
91. **Name:** Muhammad Abu Nasr. **Position:** UNRWA Jordan teacher. **Violation:** Glorifies violence and child soldiers. **Identified on:** [2/2/2017](#).
92. **Name:** Tawfiq Samara. **Position:** UNRWA Jordan principal. **Violation:** Endorses Hamas. **Identified on:** [2/2/2017](#).
93. **Name:** Om Alaa. **Position:** UNRWA Gaza teacher. **Violation:** Venerates Hitler. **Identified on:** [2/2/2017](#).
94. **Name:** Eman Shammala. **Position:** UNRWA Gaza English teacher. **Violation:** Glorifies terrorism. **Identified on:** [2/2/2017](#).
95. **Name:** Hanaa Om Hossam. **Position:** UNRWA Gaza teacher. **Violation:** Celebrates terrorism. **Identified on:** [2/2/2017](#).
96. **Name:** Eman Bader. **Position:** UNRWA Gaza teacher. **Violation:** Glorifies terror attack. **Identified on:** [2/2/2017](#).
97. **Name:** Mohamed Alhallaq. **Position:** UNRWA Gaza teacher. **Violation:** Promotes terrorists. **Identified on:** [2/2/2017](#).
98. **Name:** Sunia Astal. **Position:** UNRWA Gaza teacher. **Violation:** Promotes terrorism. **Identified on:** [2/2/2017](#).
99. **Name:** Nwara Nur Nwara. **Position:** UNRWA Gaza teacher. **Violation:** Promotes violence. **Identified on:** [2/2/2017](#).
100. **Name:** Islam Khafaja. **Position:** UNRWA Gaza teacher. **Violation:** Celebrates attacks on Israeli soldiers. **Identified on:** [2/2/2017](#).
101. **Name:** Abed Nasser Hassen. **Position:** UNRWA Syria teacher. **Violation:** Spreads antisemitism. **Identified on:** [2/2/2017](#).
102. **Name:** Nabil Sobhi. **Position:** UNRWA Syria teacher. **Violation:** Promotes antisemitism and terrorism. **Identified on:** [2/2/2017](#).
103. **Name:** Issa Issa. **Position:** UNRWA Syria teacher. **Violation:** Admires Hitler, supports terrorism. **Identified on:** [2/2/2017](#).
104. **Name:** Mohammed Al Jowhary. **Position:** UNRWA Jordan teacher. **Violation:** Glorifies knife terrorism. **Identified on:** [30/11/2015](#).

105. **Name:** Mazen Abo Hady. **Position:** UNRWA Gaza teacher. **Violation:** Glorifies knife terrorism. **Identified on:** [30/11/2015](#).
106. **Name:** Suad Assi. **Position:** UNRWA West Bank English teacher. **Violation:** Antisemitism. **Identified on:** [30/11/2015](#).
107. **Name:** Fedaa Elhaq. **Position:** UNRWA medical officer. **Violation:** Promotes terrorism. **Identified on:** [30/11/2015](#).
108. **Name:** Bahaa Abed El Jawwad. **Position:** UNRWA teacher. **Violation:** Promotes violence. **Identified on:** [30/11/2015](#).
109. **Name:** Afnan Badawi. **Position:** UNRWA teacher. **Violation:** Endorses Hamas. **Identified on:** [30/11/2015](#).
110. **Name:** Muhannad Nabulsih. **Position:** UNRWA employee. **Violation:** Celebrates terrorists. **Identified on:** [30/11/2015](#).
111. **Name:** Ruad Hussein. **Position:** UNRWA employee. **Violation:** Promotes violence. **Identified on:** [30/11/2015](#).
112. **Name:** Mohammad Abu Musa. **Position:** UNRWA employee. **Violation:** Promotes violence. **Identified on:** [30/11/2015](#).
113. **Name:** Hani Al Ramahi. **Position:** UNRWA employee. **Violation:** Advocates terrorism. **Identified on:** [16/10/2015](#).
114. **Name:** Ibrahim Ali. **Position:** UNRWA employee. **Violation:** Glorifies terrorism. **Identified on:** [16/10/2015](#).
115. **Name:** Hiba Miari. **Position:** UNRWA teacher. **Violation:** Celebrates terrorism. **Identified on:** [16/10/2015](#).
116. **Name:** Um Karam. **Position:** UNRWA teacher. **Violation:** Glorifies stabbings. **Identified on:** [16/10/2015](#).
117. **Name:** Souhaib Fayyad. **Position:** UNRWA employee. **Violation:** Celebrates stabbings. **Identified on:** [16/10/2015](#).
118. **Name:** Mahmoud Abu Zakari. **Position:** UNRWA social worker. **Violation:** Celebrates stabbings. **Identified on:** [16/10/2015](#).
119. **Name:** Maen Dajani. **Position:** UNRWA teacher. **Violation:** Defends stabbings. **Identified on:** [16/10/2015](#).
120. **Name:** Saleh Mohsen. **Position:** UNRWA employee. **Violation:** Celebrates stabbings. **Identified on:** [16/10/2015](#).
121. **Name:** Mohammed Assaf. **Position:** UNRWA youth ambassador. **Violation:** Glorifies violence. **Identified on:** [16/10/2015](#).
122. **Name:** Abu Wadih Duheir. **Position:** UNRWA teacher. **Violation:** Endorses terrorism. **Identified on:** [16/10/2015](#).
123. **Name:** Ahmed Fathi Bader. **Position:** UNRWA deputy principal. **Violation:** Praises murder of “collaborators.” **Identified on:** [1/9/2015](#).
124. **Name:** Mohammed Abu Staita. **Position:** UNRWA employee. **Violation:** Posts antisemitism. **Identified on:** [1/9/2015](#).
125. **Name:** Ramy Alshorbasy. **Position:** UNRWA teacher. **Violation:** Posts antisemitism. **Identified on:** [1/9/2015](#).
126. **Name:** Abed Abuashraf. **Position:** UNRWA employee. **Violation:** Endorses violence. **Identified on:** [1/9/2015](#).
127. **Name:** Wael Sallouh. **Position:** UNRWA employee. **Violation:** Celebrates terrorism. **Identified on:** [1/9/2015](#).
128. **Name:** Mohammed A. ELHAFI. **Position:** UNRWA employee. **Violation:** Condone violence. **Identified on:** [1/9/2015](#).
129. **Name:** Nasreen Hammoud. **Position:** UNRWA employee. **Violation:** Posts antisemitism. **Identified on:** [1/9/2015](#).
130. **Name:** Fala Sala. **Position:** UNRWA teacher. **Violation:** Erases Israel from map. **Identified on:** [1/9/2015](#).
131. **Name:** Mohamad Essa. **Position:** UNRWA employee. **Violation:** Glorifies terrorism. **Identified on:** [1/9/2015](#).
132. **Name:** Yousef Matar. **Position:** UNRWA employee. **Violation:** Endorses terrorism. **Identified on:** [1/9/2015](#).
133. **Name:** Ahmed Dahdouh. **Position:** UNRWA employee. **Violation:** Condone violence. **Identified on:** [1/9/2015](#).

Annex B

UNRWA Staff Listed on Teaching Materials Identified in Part II and in Previous IMPACT-se Reports Involved in Drafting, Supervising, Approving, Printing, and Distributing Hateful Educational Content

- Name:** Du'a Aliwa [دعاء عليوة]. **Position:** UNRWA Gaza Arabic teacher. **School:** Al-Zaytun Elementary School. **Identified on:** [14/3/23](#) (Telegram post).
- Name:** Na'el Muhammad Isma'il [نائل محمد إسماعيل]. **Position:** UNRWA Gaza Arabic teacher. **School:** Al-Maghazi Middle School for Boys B. **Identified on:** [14/3/23](#) (workbook).
- Name:** Ayman Khalil Al-Sayed [أيمن خليل السيد]. **Position:** UNRWA Gaza Arabic teacher. **School:** Al-Maghazi Middle School for Boys B. **Identified on:** [14/3/23](#) (workbook).
- Name:** Fuad Mahmud Salman [فؤاد محمود سلمان]. **Position:** UNRWA Gaza social studies teacher. **School:** Tel Al-Hawa Middle School for refugees. **Identified on:** [14/3/23](#) (workbook).
- Name:** Ahmad al-Khadri [أحمد الخضري]. **Position:** UNRWA Gaza school principal. **School:** Tel Al-Hawa Middle School for refugees. **Identified on:** [14/3/23](#) (workbook).
- Name:** Salsabil Habush [سلسبيل حبوش]. **Position:** UNRWA Gaza Arabic teacher. **School:** Al-Zaytun Elementary School for Boys A. **Identified on:** [14/3/23](#) (Telegram post).
- Name:** Aisha Al-Dus [عائشة الدوس]. **Position:** UNRWA Gaza Arabic teacher. **School:** Asma Middle School for Girls B. **Identified on:** [14/3/23](#) (workbook).
- Name:** Fatima Aita [فاطمة عيطة]. **Position:** UNRWA Gaza school principal. **School:** Asma Middle School for Girls B. **Identified on:** [14/3/23](#) (workbook).
- Name:** Maryam Dahman [مريم دهمان]. **Position:** UNRWA Gaza school vice principal. **School:** Asma Middle School for Girls B. **Identified on:** [14/3/23](#) (workbook).
- Name:** Nabila Al-Ostadh [نبيلة الأستاذة]. **Position:** UNRWA Gaza educational expert. **Identified on:** [14/3/23](#) (workbook).
- Name:** Ranin Abu Al-Qaraya [رنين أبو القرايا]. **Position:** UNRWA Gaza Islamic education teacher. **School:** Gaza Middle School for Girls B. **Identified on:** [14/3/23](#) (workbook).
- Name:** Rania Al-Sawalhi [رانيا الصوالحي]. **Position:** UNRWA Gaza school principal. **School:** Gaza Middle School for Girls B. **Identified on:** [14/3/23](#) (workbook).
- Name:** Nuhayl al-Mashharawi [نهييل المشهراوي]. **Position:** UNRWA Gaza school vice principal. **School:** Gaza Middle School for Girls B. **Identified on:** [14/3/23](#) (workbook).
- Name:** Hidaya Khalil [هداية خليل]. **Position:** UNRWA Gaza Arabic teacher. **School:** Al-Shati Girls' Middle School C. **Identified on:** [14/3/23](#) (workbook).
- Name:** Nariman Al-Madhun [ناريمان المدهون]. **Position:** UNRWA Gaza school principal. **School:** Al-Shati Girls' Middle School C. **Identified on:** [14/3/23](#) (workbook).
- Name:** Nadia Dahman [نادية دهمان]. **Position:** UNRWA Gaza school vice principal. **School:** Al-Shati Girls' Middle School C. **Identified on:** [14/3/23](#) (workbook).
- Name:** Khaled Massri [خالد مصري]. **Position:** UNRWA Gaza school principal. **School:** Al-Maghazi Middle School for Boys B. **Identified on:** [14/3/23](#) (Facebook post).
- Name:** Amin Abu Ghazal [أمين أبو غزال]. **Position:** UNRWA Gaza teacher. **School:** Al-Maghazi Middle School for Boys B. **Identified on:** [14/3/23](#) (Facebook post).
- Name:** Zeina Hamdan Mahdi [زينة حمدان مهدي]. **Position:** UNRWA Gaza social studies teacher. **School:** Al-Ma'muniyya Middle School for Girls B. **Identified on:** [14/3/23](#) (workbook).
- Name:** Raghda Hamduna [رغدة حمدونة]. **Position:** UNRWA Gaza school principal. **School:** Al-Ma'muniyya Middle School for Girls B. **Identified on:** [14/3/23](#) (workbook).
- Name:** Muna Al-Madhun [منى المدهون]. **Position:** UNRWA Gaza school vice principal. **School:** Al-Ma'muniyya Middle School for Girls B. **Identified on:** [14/3/23](#) (workbook).
- Name:** Farid Ahmad [فريد أحمد]. **Position:** UNRWA Gaza educational expert. **Identified on:** [14/3/23](#) (workbook).
- Name:** Tahani Hasan Al-Luh [تهاني حسن اللوح]. **Position:** UNRWA Gaza social studies teacher. **School:** Al-Rimal Middle School for Girls A. **Identified on:** [14/3/23](#) (workbook).
- Name:** Bahira Abu Hamda [بهيرة أبو حمدة]. **Position:** UNRWA Gaza school principal. **School:** Al-Rimal Middle School for Girls A. **Identified on:** [14/3/23](#) (workbook).
- Name:** Amina Al-Tabatibi [أمينة الطباطبائي]. **Position:** UNRWA Gaza school principal. **School:** Al-Rimal Middle School for Girls A. **Identified on:** [14/3/23](#) (workbook).
- Name:** Hala Sa'id al-Mughni [هالة سعيد المغني]. **Position:** UNRWA Gaza social studies teacher. **School:** Hashem Elementary School for Boys B. **Identified on:** [14/3/23](#) (workbook).
- Name:** Muhammad Salem [محمد سالم]. **Position:** UNRWA Gaza school principal. **School:** Hashem Elementary School for Boys B. **Identified on:** [14/3/23](#) (workbook).
- Name:** Nahla Zukut [نهلة زقوت]. **Position:** UNRWA Gaza school vice principal. **School:** Hashem Elementary School for Boys B. **Identified on:** [14/3/23](#) (workbook).
- Name:** Latifa Aslakh [لطيفة أسلخ]. **Position:** UNRWA Gaza social studies teacher. **School:** Al-Zaytun Elementary School. **Identified on:** [14/3/23](#) (Telegram post).
- Name:** Hadeel Mehdi [هديل مهدي]. **Position:** UNRWA Gaza social studies teacher. **School:** Al-Zaytun Elementary School. **Identified on:** [14/3/23](#) (Telegram posts).
- Name:** Nabil Abu Suliman [نبيل أبو سليمان]. **Position:** UNRWA Gaza social studies teacher. **School:** Al-Zaytun Elementary School. **Identified on:** [14/3/23](#) (workbook).
- Name:** Manal Nizar Al-Wahidi [منال نزار الوحيدي]. **Position:** UNRWA Gaza teacher—in charge of coordination of the content. **Identified on:** [7/7/22](#).
- Name:** Filastin Basem Abu Kalub [فلسطين باسّم أبو كلوب]. **Position:** UNRWA Gaza teacher—in charge of coordination of content. **Identified on:** [7/7/22](#).
- Name:** Ahmad Al-Nuwayri [أحمد النويري]. **Position:** UNRWA Gaza teacher—in charge of coordination of content. **Identified on:** [7/7/22](#).
- Name:** Khaled Muhammad Al-Masharfe [خالد محمد المشارفة]. **Position:** UNRWA Gaza educational expert. **Identified on:** [7/7/22](#).
- Name:** Aida Murshid [عايدة مرشد]. **Position:** UNRWA Gaza teacher. **School:** New Gaza Elementary School for Boys B. **Identified on:** [7/7/22](#).
- Name:** Sahar al-Bal'awi [سحر البلعاوي]. **Position:** UNRWA Gaza teacher. **School:** Al-Shati Elementary School. **Identified on:** [7/7/22](#).
- Name:** Dunya Mansur [دنيا منصور]. **Position:** UNRWA Gaza teacher. **School:** Tel al-Hawa Elementary School for Boys. **Identified on:** [7/7/22](#).
- Name:** Ahmad al-Wahidi [أحمد الوحيدي]. **Position:** UNRWA Gaza teacher. **School:** Al-Zaytun Elementary School for Boys B. **Identified on:** [7/7/22](#).
- Name:** Riham Shamlakh [ريهام شملخ]. **Position:** UNRWA Gaza teacher. **School:** Al-Sabra Elementary School for Girls. **Identified on:** [7/7/22](#).
- Name:** Suzan Wafi [سوزان وافي]. **Position:** UNRWA Gaza teacher. **School:** Tel al-Hawa Elementary School for Girls B. **Identified on:** [7/7/22](#).

42. **Name:** Rana al-Wahidi [رنا الوحيدي]. **Position:** UNRWA Gaza teacher. **School:** Tel al-Hawa Elementary School for Girls B. **Identified on:** [7/7/22](#).
43. **Name:** Du'a al-Jamal [دعاء الجمل]. **Position:** UNRWA Gaza teacher. **School:** New Gaza School for Boys D. **Identified on:** [7/7/22](#).
44. **Name:** Du'a Halas [دعاء حلس]. **Position:** UNRWA Gaza teacher. **School:** Hashem Elementary School for Boys A. **Identified on:** [7/7/22](#).
45. **Name:** May Abu Shuqa [مي أبو شوقة]. **Position:** UNRWA Gaza teacher. **School:** Gaza Middle School for Girls A. **Identified on:** [7/7/22](#).
46. **Name:** Rana Zaqt [رنا زقوت]. **Position:** UNRWA Gaza teacher. **School:** Al-Ma'muniyya Middle School for Girls B. **Identified on:** [7/7/22](#).
47. **Name:** Muhammad Abu Mustafa [محمد أبو مصطفى]. **Position:** UNRWA Gaza teacher. **School:** Al-Mashtal Middle School for Boys. **Identified on:** [7/7/22](#).
48. **Name:** Ulfat Abu Mandil [ألفت أبو منديل]. **Position:** UNRWA Gaza teacher. **School:** Al-Rimal Middle School for Girls A. **Identified on:** [7/7/22](#).
49. **Name:** Maysun Askar [ميسون عسكر]. **Position:** UNRWA Gaza teacher. **School:** Al-Rimal Middle School for Girls B. **Identified on:** [7/7/22](#).
50. **Name:** Umayra al-Radawin [عميرة الرضاوين]. **Position:** UNRWA Gaza teacher. **School:** Tel al-Hawa Elementary School. **Identified on:** [7/7/22](#).
51. **Name:** Maysa al-Bayumi [ميساء البيومي]. **Position:** UNRWA Gaza teacher. **School:** Al-Zaytun Middle School for Girls A. **Identified on:** [7/7/22](#).
52. **Name:** Amal Sbeih [أمل صبيح]. **Position:** UNRWA Gaza teacher. **School:** Al-Sabra Middle School for Girls. **Identified on:** [7/7/22](#).
53. **Name:** Samar al-Khatib [سمر الخطيب]. **Position:** UNRWA Gaza teacher. **School:** Al-Rimal Middle School. **Identified on:** [7/7/22](#).
54. **Name:** Rania Abu Alba [رانيا أبو علبة]. **Position:** UNRWA Gaza teacher. **School:** Al-Shati Middle School for Girls. **Identified on:** [7/7/22](#).
55. **Name:** Iman Abu Odah [إيمان أبو عودة]. **Position:** UNRWA Gaza teacher. **School:** Al-Shati Elementary School F. **Identified on:** [7/7/22](#).
56. **Name:** Muhammad al-Shanti [محمد الشنطي]. **Position:** UNRWA Gaza teacher. **School:** Saladin Middle School A. **Identified on:** [7/7/22](#).
57. **Name:** Narmin Yunes [نرمين يونس]. **Position:** UNRWA Gaza teacher. **School:** Al-Shati Elementary School C. **Identified on:** [7/7/22](#).
58. **Name:** Hana Hassan [هناء حسان]. **Position:** UNRWA Gaza teacher. **School:** New Gaza Elementary School for Boys B. **Identified on:** [7/7/22](#).
59. **Name:** I'tidal al-Adgham [اعتدال الأدغم]. **Position:** UNRWA Gaza teacher. **School:** New Gaza Elementary School for Boys B. **Identified on:** [7/7/22](#).
60. **Name:** Tahani al-Tuman [تهاني الطومان]. **Position:** UNRWA Gaza teacher. **School:** New Al-Ma'muniyya Middle School for Girls A. **Identified on:** [7/7/22](#).
61. **Name:** Basma Abu al-Amrin [بسمة أبو العمرين]. **Position:** UNRWA Gaza teacher. **School:** Al-Shati middle school for girls C. **Identified on:** [7/7/22](#).
62. **Name:** Nasrin Klab [نسرين كلاب]. **Position:** UNRWA Gaza teacher. **School:** Al-Shati middle school for girls C. **Identified on:** [7/7/22](#).
63. **Name:** Mahmud Hamuda [محمود حمودة]. **Position:** UNRWA Gaza teacher. **School:** Al-Mashtal Middle School for Boys C. **Identified on:** [7/7/22](#).
64. **Name:** Mahmud Kalub [محمود كلوب]. **Position:** UNRWA Gaza teacher. **School:** Al-Rimal Middle School for Boys B. **Identified on:** [7/7/22](#).
65. **Name:** Muhsen Abu Al-Hajj [محسن أبو الحاج]. **Position:** UNRWA Gaza teacher. **School:** Al-Shati Middle School for Boys B. **Identified on:** [7/7/22](#).
66. **Name:** Ala' Al-Hasri [علاء الحصري]. **Position:** UNRWA Gaza teacher. **School:** New Gaza Middle School for Boys C. **Identified on:** [7/7/22](#).
67. **Name:** Ilham Al-Jamal [إلهام الجمل]. **Position:** UNRWA Gaza teacher. **School:** Al-Shati Middle School for Girls A. **Identified on:** [7/7/22](#).
68. **Name:** Muna Abd Al-Hadi [منى عبد الهادي]. **Position:** UNRWA Gaza teacher. **School:** Al-Sabra Middle School for Girls. **Identified on:** [7/7/22](#).
69. **Name:** Asma Al-Hilu [أسماء الحلو]. **Position:** UNRWA Gaza teacher. **School:** Asma Middle School for Girls A. **Identified on:** [7/7/22](#).
70. **Name:** Sami Al-Matwi [سامي المطوي]. **Position:** UNRWA Gaza teacher. **School:** Tel Al-Hawa Middle School for Boys. **Identified on:** [7/7/22](#).
71. **Name:** Rami Al-Arabi [رامي العربي]. **Position:** UNRWA Gaza teacher. **School:** Al-Shuja'iyya Middle School for Boys B. **Identified on:** [7/7/22](#).
72. **Name:** Dallal Khattab [دلال خطاب]. **Position:** UNRWA Gaza teacher. **School:** Gaza Middle School for Girls B. **Identified on:** [7/7/22](#).
73. **Name:** Tahani Hasuna [تهاني حسونة]. **Position:** UNRWA Gaza teacher. **School:** Al-Shati Middle School for Girls C. **Identified on:** [7/7/22](#).
74. **Name:** Asma Abu Marsa [أسماء أبو مرسة]. **Position:** UNRWA Gaza teacher. **School:** Asma Middle School for Girls A. **Identified on:** [7/7/22](#).
75. **Name:** Sharin Abu Mur [شرين أبو مور]. **Position:** UNRWA Gaza teacher. **School:** Asma Middle School for Girls B. **Identified on:** [7/7/22](#).
76. **Name:** Ra'fat Awad [رأفت عوض]. **Position:** UNRWA Gaza teacher. **School:** Al-Shati Middle School for Boys B. **Identified on:** [7/7/22](#).
77. **Name:** Khaled Hammada [خالد حمادة]. **Position:** UNRWA Gaza teacher. **School:** New Gaza Middle School for Boys C. **Identified on:** [7/7/22](#).
78. **Name:** Lorin Basal [لورين بصل]. **Position:** UNRWA Gaza teacher. **School:** Al-Shati Middle School for Girls B. **Identified on:** [7/7/22](#).
79. **Name:** Ghada Zaqt [غادة زقوت]. **Position:** UNRWA Gaza teacher. **School:** Al-Zaytun Middle School for Girls B. **Identified on:** [7/7/22](#).
80. **Name:** Basma Al-Da'alis [باسمة الدعاليس]. **Position:** UNRWA Gaza teacher. **School:** Asma Middle School for Girls A. **Identified on:** [7/7/22](#).
81. **Name:** Rania Al-Duweyma [رانيا دويمية]. **Position:** UNRWA Gaza teacher. **School:** Gaza Middle School for Girls A. **Identified on:** [7/7/22](#).
82. **Name:** Wafa Al-Afifi [وفاء العفيفي]. **Position:** UNRWA Gaza teacher. **School:** Tel Al-Hawa Middle School for Girls. **Identified on:** [7/7/22](#).

Annex C

Index of UNRWA Schools Identified in Part II

10 UNRWA Schools Exposed

- | | |
|---|---|
| 1. Al-Maghazi Middle School for Boys B | 6. Al-Zaytun Elementary School |
| 2. Al-Ma'muniyya Middle School for Girls B | 7. Asma Middle School for Girls B |
| 3. Al-Rimal Middle School for Girls A | 8. Gaza Middle School for Girls B |
| 4. Al-Shati Middle School for Girls C | 9. Hashem Elementary School for Boys B |
| 5. Al-Umariya Middle School for Boys | 10. Tel Al-Hawa Middle School |

1 Al-Maghazi Middle School for Boys B



On January 6, 2023, the above photo¹⁶⁹ was posted on a school Facebook group named **مدرستنا.. طريقنا للتميز**.¹⁷⁰ *Our school... our way to excellence and creativity*.¹⁷¹ This Facebook group regularly posts images from the Al-Maghazi Middle School for Boys B and official documents bearing the school's name.¹⁷² The About page of this group describes it as **مدرسة ذكور المغازي الإعدادية ب ... مجلس أولياء الأمور** / *Al Maghazi Preparatory Boys School B ... Parents Council*.¹⁷² This photo of a ceremony honoring a teacher contains the school name and UNRWA logo in the background.



This photo was uploaded to the group on December 19, 2022. It shows a classroom with a banner that features the school's name and the UNRWA logo.¹⁷³



On April 5, 2021, a Facebook group entitled *The Al-Maghazi Middle School for Boys*¹⁷⁴ uploaded a document concerning changes in remote learning policies in UNRWA schools.¹⁷⁵ The text accompanying the post reads: *"The Al-Maghazi Middle School for Boys-B, #UNRWA,"* indicating that it is intended for that school. This Facebook group contains many images and posts from within The Al-Maghazi Middle School for Boys B UNRWA school.

169 *Our school... our way to excellence and creativity*, Facebook (January 6, 2023), <https://www.facebook.com/photo?fbid=2470352979790464&set=pcb.3259583671018909>.

170 *Our school... our way to excellence and creativity* Facebook Group, Facebook (last visited February 5, 2023), <https://www.facebook.com/groups/2099774626999825>.

171 *Our school... our way to excellence and creativity* Media, Facebook (last visited February 5, 2023), <https://www.facebook.com/groups/2099774626999825/media>.

172 *Our school... our way to excellence and creativity* About, Facebook (last visited February 5, 2023), <https://www.facebook.com/groups/2099774626999825/about>.

173 *Our school... our way to excellence and creativity*, Facebook (December 19, 2022), <https://www.facebook.com/photo/?fbid=2454168644742231&set=pcb.3244280872549189>.

174 *The Al-Maghazi Middle School for Boys* Facebook Group, Facebook (last visited February 5, 2023), <https://www.facebook.com/profile.php?id=100063539383616>.

175 *The Al-Maghazi Middle School for Boys*, Facebook (April 5, 2021), https://www.facebook.com/permalink.php?story_fbid=pfbid031crBmDGLjpZWVSKWMSCSGm6nHj4QtKZ1bxJQd9FZ53Vkggeyw85uaeCBJeALXsxb&id=100063539383616.

2 Al-Ma'muniyya Middle School for Girls B



On February 12, 2022, a Facebook page titled *Central Council for Parents, West Gaza Educational District, UNRWA* uploaded photos from an event at the Al-Ma'muniyya Middle School for Girls. In one photo young girls performing in a classroom are pictured with UNRWA shirts. The school's name and the UNRWA logo are seen on the classroom wall.¹⁷⁶

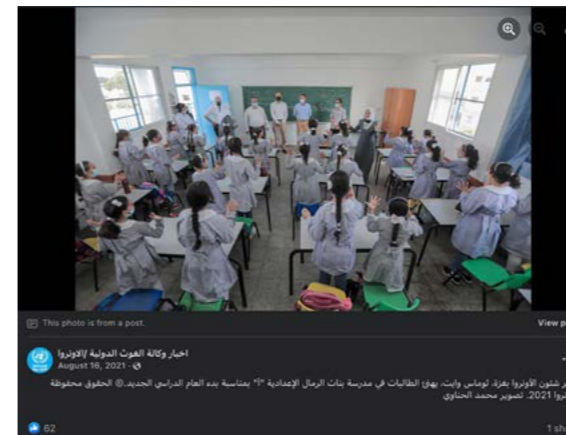


On October 27, 2022, a photo of girls in the school courtyard, featuring a banner with the school's name and the UNRWA logo was uploaded to the Facebook group *المشرق/Innovators of A Bright Tomorrow*.¹⁷⁷ That group has an outreach of 8,500 followers and regularly uploads pictures and videos from the Al Ma'muniyya school, documenting events and activities in the school. The Facebook group also uploads documents and announcements regarding class periods and recesses.

176 *Central Council for Parents, West Gaza Educational District, UNRWA, Facebook* (February 12, 2022), <https://www.facebook.com/1892493651018955/photos/pcb.3106010279667280/3106006716334303/?type=3&theater>.

177 *Innovators of a Bright Tomorrow, Facebook* (October 27, 2022), <https://www.facebook.com/photo.php?fbid=617705500146967&set=pb.100057225680641.-2207520000.&type=3>.

3 Al-Rimal Middle School for Girls A



On August 16, 2021, the *اخبار وكالة الغوث الدولية / UNRWA News* Facebook page uploaded a picture of UNRWA Gaza Director Thomas White visiting the Al-Rimal Middle School for Girls A.¹⁷⁸



The Palestinian *Al Rai* website published an article on November 27, 2017, titled *UNRWA opens the Al-Rimal Middle School for Girls in Gaza*.¹⁷⁹ The article features the above photo of the school's opening ceremony, showing the name of the school and the UNRWA logo.



178 *UNRWA News, Facebook* (August 16, 2021), <https://www.facebook.com/unrwaNewsPage/photos/a.113094013652209/366353658326242/>.

179 *UNRWA opens the Al-Rimal Middle School for Girls in Gaza, Al Rai* (November 27, 2017), <https://alray.ps/ar/post/175560/-الأونروا-تفتتح-مدرسة-بنات-الرمال-الإعدادية-في-غزة>.

180 *Gaza Situation Report 212, UNRWA* (December 2017), <https://www.unrwa.org/newsroom/emergency-reports/gaza-situation-report-212>.

181 *Math Club—Al-Rimal Middle School for Girls A, Facebook* (October 28, 2021), <https://www.facebook.com/groups/389485398610157/posts/926514784907213/>.

Another photo from the 2017 opening ceremony appears on the UNRWA website, captioned *Inauguration ceremony for Rimal Preparatory Girls School in Gaza*.¹⁸⁰

ام عيود فاتن
October 28, 2021 ·
كل عام وانتم بالف خير التوقيت السنوي للفترة الثانية

UNRWA
Department of Education
S. Gaza Educational Area
Tel: 2821538

وكالة الأمم المتحدة لإغاثة وتشغيل
دائرة التربية والتعليم
منطقة جنوب غزة التعليمية
ت.د: 2821538

2021/10/21
الساعة: مبرور إيت المدارس الفرع
تحية طيبة وبعد،
الموضوع: التوقيت السنوي للمدارس العاملة بنظام الفترات في منطقة جنوب غزة

الجدول التالي يوضح التوقيت المدرسي السنوي للمدارس التي تعمل على
نظام الفترات ابتداء من يوم السبت 2021/10/30. حيث يبدأ التوقيت السنوي بتأخير عكس
الساعة للزواجر سنين بدقة (60 د).
نرجو تجميعه على المعلمين والطلاب في المدارس المعنية لترتيب وصول الجميع في الوقت المناسب.

الفترة	الفترة الأولى (صباحية)	الفترة الثانية (متوسطة)	الفترة الثالثة (مساءلية)
الدرس	6:40 - 6:50	10:00 - 10:05	13:15 - 13:20
الحصّة الأولى	6:50 - 7:25	10:05 - 10:40	13:20 - 13:55
الحصّة الثانية	7:25 - 8:00	10:40 - 11:15	13:55 - 14:30
الحصّة الثالثة	8:00 - 8:35	11:15 - 11:50	14:30 - 15:05
الاستراحة	8:35 - 8:50	11:50 - 12:05	15:05 - 15:20
الحصّة الرابعة	8:50 - 9:20	12:05 - 12:35	15:20 - 15:50
الحصّة الخامسة	9:20 - 9:50	12:35 - 13:05	15:50 - 16:20

لا يجوز إجراء أي تعديل على الجدول.

الفرق المختار،،،،،
مدير منطقة جنوب غزة التعليمية
أ. محمد أبو هاشم

35 1 comment 2 shares

On October 28, 2021, this document featuring the UNRWA logo and detailing the class schedule in UNRWA schools in Southern Gaza was uploaded to the Facebook group *نادي الرياضيات—مدرسة بنات الرمال الإعدادية أ Math Club—Al-Rimal Middle School for Girls A*.¹⁸¹

4 Al-Shati Middle School for Girls C



On November 16, 2022, the School Council's Facebook page uploaded photos of a ceremony in the school courtyard, featuring a banner with the school name and the UNRWA logo.¹⁸²



In a November 6, 2022 post, this same Facebook page uploaded more pictures containing the same banner and congratulating the school's honor students.¹⁸³



An April 22, 2018 post uploaded by a Zakat organization located in Al-Shati, includes a photo from a ceremony in which the Al-Shati Middle School for Girls C honors the organization. The photo contains the school's name and the UNRWA logo.¹⁸⁴



The webpage of Birzeit University's Edward Said National Conservatory of Music contains an article on the *Gaza Sings* project featuring children from "11 schools belonging to UNRWA and one private school." The Al-Shati Middle School for Girls C is mentioned by name. (The one listed private school is Al-Manara Joint Private Elementary School).¹⁸⁵

185 *Gaza Sings Choirs*, Birzeit University (last visited February 6, 2023), <http://ncm.birzeit.edu/ar/jwqt-gz-tgny>.

182 *The School Council of the Al Shati Middle School C*, Facebook (November 16, 2022), https://www.facebook.com/permalink.php?story_fbid=pfbid02usPKNmtqGnAajgidV41bknoB9vCu6dW2QjoHMPwryJirkCj6tvDpxKkVGFuhQfFH&id=100046895377461.

183 *The School Council of the Al Shati Middle School C*, Facebook (November 6, 2022), https://www.facebook.com/permalink.php?story_fbid=pfbid0oTrT7HYcYwIKSxRdFEJCYgwDLdLJhqqFwJQbouVkrqVmezSLsJ479MHBD5HqpSf&id=100046895377461.

184 *Northern Beach and Victory Zakat Committee*, Facebook (April 22, 2018), <https://www.facebook.com/zakaAlshateAlshamaly/posts/pfbid02pH9YE3xgDefctKUT8dvUj7EAnW7HSPKZmTWnpiVVRzdiVUQdi7L2fqVB9YfeZ3PY1>.

5 Al-Umariya Middle School for Boys



A Facebook group¹⁸⁶ associated with the Al-Umariya Middle School for Boys contains posts linking it to UNRWA, such as this July 31, 2022 photo showing a sign with the school's name and the UNRWA logo.¹⁸⁷



The same Facebook group posted this December 20, 2022 photo showing a youth soccer team waving a trophy under a sign of the school with the UNRWA logo.¹⁸⁸

عدد المدارس التابعة لتأهروا عليها
بيانات المدارس الإحصائية توفقة لغوت "تقو" 3:

المدارس	التحصّل	الطلة	العرف الصفة	الصفوف	الفترة الدوام	الدرسة
الشورة	868	869	25	الاولى	سبتي	مركز ابن سينا الابتدائية لتحصّل
ثا السلطان	1251	1253	34	الاولى	فردا	مركز الرمان الابتدائية لتحصّل
بجوار بلدة الشوكة	914	914	28	السادس	فردا	مركز التوقّة الابتدائية لتحصّل
ثا البحر	1351	1351	37	السادس	فردا	مركز العمريّة الإعدادية لتحصّل

The *Encyclopedia of Palestinian Camps* website published a list of UNRWA schools, which includes the Al-Umariya Middle School for Boys.¹⁸⁹

6 Al-Zaytun Elementary School



The official UNRWA Facebook page mentions the school's name in an October 3, 2020 post listing schools that will be opened as centers for food aid distribution.¹⁹⁰



The school's name and an accompanying UNRWA logo appear in one of the photos posted on June 7, 2022 by a student celebrating the end of the school year.¹⁹¹



This photo uploaded May 27, 2022 to **إعلانات / Announcements of the Al-Zaytun Elementary School for Boys** A Telegram group shows a student receiving a certificate. In the background there is a banner with the school name and the UNRWA logo.¹⁹²

186 Creators—Students of Umariya Boys School Facebook Group, **Facebook** (last visited February 6, 2023), <https://www.facebook.com/rmq2018>.

187 Creators—Students of Umariya Boys School, **Facebook** (July 31, 2022), <https://www.facebook.com/rmq2018/posts/pfbid024gWkjemtVNjuxm9MhoUmSE19SXTXVvWxH1AUXW1L1Pm3mM89TabtGKqVuFZQTNdhl>.

188 Creators—Students of Umariya Boys School, **Facebook** (December 20, 2022), <https://www.facebook.com/photo/?fbid=533978772084164&set=pcb.533978985417476>.

189 *Encyclopedia of Palestinian Camps* (last visited February 6, 2023), <http://palcamps.net/ar/camp/31/3/%D8%A7%D9%84%D8%AA%D8%B9%D9%84%D9%8A%D9%85>.

190 UNRWA, **Facebook** (October 3, 2020), <https://www.facebook.com/unrwaNewsPage/posts/pfbid036X4uWexopkbqY7MAUDhaKoNmBmMmwilAGAUfvXYiiZBoJHvDmREjHYEAdPmmuTKkl>.

191 Fadi Yasser Abu Ghali, **Facebook** (June 7, 2022), https://www.facebook.com/permalink.php?story_fbid=pfbid0ACAsw9DyuDYUNNwdcFF7WMnsE8Uj5F1rsonGfStVKoRoSW8Fr9KCYyxRQF9jw8l&id=100023912053588.

192 *Announcements of the Al-Zaytun Elementary School for Boys A*, **Telegram** (May 27, 2022), <https://t.me/c/1478647741/3417>.

7 Asma Middle School for Girls B



A February 9, 2018 Facebook post contains a photo which includes a banner with the UNRWA logo and the school name.¹⁹³



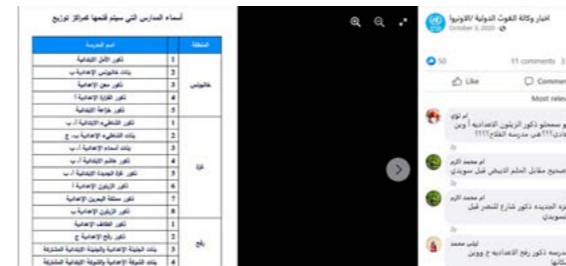
An August 20, 2016 YouTube video titled *Al-Zaytun Elementary School A*, contains various images from the school, including this image featuring a banner with the school name and the UNRWA logo.¹⁹⁵



A December 16, 2017 Facebook post contains a video of a teacher giving a speech at the school. The teacher appears in front of a banner containing the school's name and the UNRWA logo.¹⁹⁴



A photo published in a September 26, 2019 news article features a photo of the school with a banner displaying the school's name and the UNRWA logo.¹⁹⁶



The official UNRWA Facebook page mentions the school's name in an October 3, 2020 post listing schools that will be opened as centers for food aid distribution.¹⁹⁷



In January 2023, new air conditioners were installed at the school. The company that installed the equipment posted photos on Facebook showing the sign with the school name and the UNRWA logo.¹⁹⁸



A video posted in a West Gaza UNRWA parents Facebook group on April 22, 2018 shows a large poster with the school's name and the UNRWA logo. The post also contains the names of the school principal Fatima Aita (فاطمة عيطة) and assistant principal Maryam Dahman (مريم دهمان).¹⁹⁹



A November 23, 2018 Facebook post uploaded by the *A.M. Qattan Foundation*—a non-profit organization with over 90,000 followers—contains a photo of an activity that took place at the school with a banner of the school's name and the UNRWA logo.²⁰⁰

193 Ali Tolba, Facebook (February 9, 2018), <https://www.facebook.com/photo/?fbid=553413495036278&set=pb.100011028969678.-2207520000>.

194 Ali Tolba, Facebook (December 16, 2017), https://www.facebook.com/permalink.php?story_fbid=pfbid0XRbACNoXCFzADY9A3Uc2b81rNBmzcXxZ8NR33mAAMYbWN5QftenDEDKkwsSNCRgvl&id=100011028969678.

195 Siamese Raslan—Al-Zaytun Primary Boys School-A, YouTube (August 20, 2016), <https://www.youtube.com/watch?v=sI2ORo-0Yes>.

196 The Palestinian Islamic Society Supports a Laboratory for a School in Gaza, An-Najah University News (September 26, 2019), <https://nn.najah.edu/news/Gaza/2019/09/26/261447/>.

197 UNRWA, Facebook (October 3, 2020), <https://www.facebook.com/unrwaNewsPage/posts/pfbid036X4uWexopkbqY7MAUDhaKoNmBmMmwiLAGAUfvXYiiZBoJHvDmREjHYEAdPmmuTKkl>.

198 Talal Murtaja and Sons Company, Facebook (January 7, 2023), <https://www.facebook.com/T.M.P.Company/posts/pfbid02QmruGk1yoAE5V9Ey7X98EPW8TvtqURTrYrWQNFrHCKGVKLi1r2F3ZwyVqXYhkww6l>.

199 Central Council for Parents West Gaza Educational District UNRWA, Facebook (April 22, 2018), <https://www.facebook.com/watch/?v=2061306457471006>.

200 A.M. Qattan Foundation, Facebook (November 23, 2018), <https://www.facebook.com/QattanFoundation/posts/pfbid0oVbFfMYnwAjB1BfbcUrqpGrwEn7ASX6DSaUm6n5V1i8ZAVn1JSM8HH9bvDyFzGiml>.

8 Gaza Middle School for Girls B



A May 17, 2022 post on the *تجمع اولياء امور مدرسة (ب) بنات غزة الإعدادية (ب) Parents Assembly of Gaza Middle School for Girls B* Facebook group contains photos of a school activity. One of the photos features a banner with the school's name and the UNRWA logo.²⁰¹



Another photo found on Facebook on November 23, 2020 shows two students standing next to a plaque featuring the school's name and the UNRWA logo.²⁰²



An October 2011 news article from a Palestinian website referred to the school as an UNRWA school—“[The organization] is preparing to present four new plays for the students at schools that belong to the International Aid Agency [UNRWA] in Gaza, which are: *Gaza Girls' Middle School B...*”²⁰³

9 Hashem Elementary School for Boys B



On March 20, 2022, a Facebook parents group containing the name “Hashem B” school for boys posted photos of a ceremony with a banner in the background clearly displaying the school's name and the UNRWA logo.²⁰⁴



A photo of the December 2019 ceremony showing the banner with the school name and the UNRWA logo was also posted by a different Facebook user.²⁰⁶



The same Facebook group posted photos of a December 2019 ceremony showing a banner with the school's name and the UNRWA logo.²⁰⁵

204 *Parents of Students of Hashem—B—Refugee School for Boys, Facebook* (March 20, 2022), https://www.facebook.com/permalink.php?story_fbid=pfbid0HDGtqHYLjfpGUoae92GUPqFzFF4G1FCGK18aMjuGCUmLSfECsBRodwdbEscskkyZl&id=106095397432041.

205 *Parents of Students of Hashem—B—Refugee School for Boys, Facebook* (December 28, 2019), https://www.facebook.com/permalink.php?story_fbid=pfbid02hAD1sbMtJxfsPK3gckTR55qm7WC9pRGHrDBqPxcITvvomJsDnLwV88B6dDbvKwnBl&id=106095397432041.

206 *Ali Tolba, Facebook* (December 28, 2019), https://www.facebook.com/permalink.php?story_fbid=pfbid0QGbt27vk74fEjkZLiBP9oaMpqb2AV6SbztbPjNtCbnRr7jQTPhRqmzXoW5Hxfps5l&id=100011028969678.

201 *Parents Assembly of Gaza Middle School for Girls B, Facebook* (May 17, 2022), <https://www.facebook.com/groups/1334965563334179/permalink/2096477527182975/>.

202 *Raneen Karam, Facebook* (November 23, 2020), <https://www.facebook.com/photo/?fbid=1513694368818515&set=g.1334965563334179>.

203 *Theatrical Performances for School Students in Gaza, Palestinian Press Agency* (October 2011), <https://safa.ps/post/60523/عروض مسرحية لطلاب المدارس في غزة>.

10 Tel Al-Hawa Middle School



The official UNRWA Facebook group posted pictures of a visit to the school by UNRWA officials on July 13, 2022.²⁰⁷ The name of the school can be seen on the school banner in the background.²⁰⁸



207 UNRWA, Facebook (July 13, 2022), <https://www.facebook.com/unrwaNewsPage/posts/pfbid0KbSjE1Rg4oddtE2jashKgNz2D2yVHATd3cNBvTvBdi6AZk16234Mdj3PNQDfejeff>.

208 UNRWA, Facebook (July 13, 2022), <https://www.facebook.com/photo?fbid=576541033974169&set=pcb.576541973974075>.

209 UNRWA, Facebook (April 12, 2022), <https://www.facebook.com/unrwaNewsPage/posts/pfbid0EsCXHznFpvxmENo2uWspYHgcCyrToZTngECw8JioodWm42ga9m2Jta2ttVFSdzEgl>.

210 Creative teachers, Facebook (January 14, 2023), https://www.facebook.com/permalink.php?story_fbid=pfbid02Kk42ivHUiCuf8DMkXtTmsa5qSZcHpdK1quDjGHZbLGrSTuzfLladxM8AEB4STTJgl&id=100013613376465.

211 Social subjects—Schools around Tel Al-Hawa, Facebook (January 15, 2022), <https://www.facebook.com/groups/2157043117922138/posts/2773225902970520/>.

On April 12, 2022, the official UNRWA Facebook page uploaded photos of a school activity in “The Tel-Al Hawa Middle School B that belongs to UNRWA.”²⁰⁹



A January 14, 2023 Facebook post features a photo congratulating the Tel-Al Hawa Middle School for Boys A on winning a tech project. The photo features the school name and the UNRWA logo.²¹⁰



On January 15, 2022, a Facebook group that covers social studies content in Tel Al-Hawa schools uploaded a photo of teachers against the backdrop of a banner with the school name and the UNRWA.²¹¹

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