UNRWA EDUCATION:
REFORM OR REGRESSION?
A REVIEW OF UNRWA TEACHERS AND SCHOOLS
CONCERNING INCITEMENT TO HATE AND VIOLENCE
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) 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. 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 people; 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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3 The victim 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. CESW and UNESCO standards, and UNRWA’s so-called “zero-tolerance policy for discrimination or for incitement to hatred and violence in its schools, educational materials, or in any of its operations.” These examples were taken from institutional teaching materials created by UNRWA’s own education departments and staff, labeled for use during the 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), which UNRWA has claimed “is the sole supplementary source of UNRWA learning materials.” 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. 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 Massacre, contradicting repeated claims by UNRWA that it does not teach about her; encouraging martyrdom by teaching students that it is laudable to sacrifice oneself for Palestine; demonizing Israel as a destroying thief of Palestinian history, and Israeli soldiers as callous killers; denying 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 this; 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 I 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-Aqua Library website; Jayid Library—Rafiah Telegram Channel; Hamid Library Facebook group; and 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. According to UNRWA’s website, education alone takes up 58 percent of the organization’s budget. 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. 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. The bulk of this staff, approximately 20,000, are employed in education.

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

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8 UNRWA, Twitter (August 29, 2020, 10:10 PM), https://twitter.com/unrwa/status/1297151380561024256


11 Committee on Foreign Affairs, European Parliament, Multiannual Coordination Committee (September 1, 2020). https://data.consilium.europa.eu/expedmc/ue-web/wcm/WebResource/clientObject/-/file/5f57e3475e754e3f96ce5e1c1c9844f1/Committee-on-foreign-affairs-european-parliament-multiannual-coordination-committee-20200901-1345-COMMITTEE-AFPET/start-20210901249579&d=2022090125025


13 What We Do, UNRWA (last visited February 14, 2023). http://www.unrwa.org/what-we-do


16 UNRWA, Twitter (August 29, 2020, 10:10 PM), https://twitter.com/unrwa/status/1297151380561024256


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

19 UNCHR across 23.2 million refugees with a staff of under 19,000; UNRWA across 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.


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


26 

27 UNESCO, UNRWA


29 Updated-Selcted-Examples-May-2023.pdf ("There is a systematic insertion of violence, martyrdom and jihad across all grades and subjects. The possibility of peace with Israel is rejected.")

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.24 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.” 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.”25 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.

In January 2020, UNRWA published a second fact sheet titled ‘Demystifying the UNRWA approach to curriculum,’ which UNRWA promoted in tweets like this one from November 2, 2020: “To be crystal clear: There is no place for anti-Semitism in UNRWA education.”26 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.27 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.28 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.”29 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 by violence and hatred and support for terrorism, such as glorifying the infamous terrorist Dalal Mughrabi.30 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.”31 UNRWA’s press release on the “mistake” on the teachers, UNRWA unwittingly suggested 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 are apparently 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.32 Nevertheless, subsequent studies by IMPACT-se found that UNRWA-produced material continued to contain messages that endorse violence and jihad and were anti-peace.33 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 with UNRWA.

In response to the 2020-21 Palestinian School Curriculum Grades 1-12 Selected Examples published in January 2020, UNRWA claimed the content did not endorse hate speech or promote terrorism.34 On February 5, 2021, UNRWA claimed to have taken action to address the issue.35 However, in May 2021, IMPACT-se reviewed UNRWA-produced study materials in the Palestinian Territories that were based on the 2020-21 Palestinian School Curriculum Grades 1-12 Selected Examples.36 IMPACT-se found that these materials continue to contain problematic content.

21 Concluding observations on the combined initial and second periodic reports of the State of Palestine, UN Doc. CERD/C/PSE/CO/1-2, ¶ 99 (1) (August 25, 2009).
26 UNRWA’s Neutrality Violations are Systemic

34 UNRWA’s Neutrality Violations are Systemic

UNRWA responded by attempting to dissociate itself from the cited material on the grounds that it was not found on the DLP—“the sole supplementary source of UNRWA learning materials.” 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.

While UNRWA insists that the DLP is the only official source of self-produced UNRWA content, 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 oppressive Palestinian students to hateful passages in PA textbooks, contradicting UNRWA’s claim that it instructs its teachers not to teach that content.

UNRWA’s Response to Our Work

UNRWA’s contradictory approach toward oversight and accountability, including past reports by UN Watch and IMPACT-se concerning the issue. 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 resigned 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.”

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.”

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.”

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.”

Statement by Commissioner-General 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.”


39 UNRWA, Twitter (August 20, 2022). 10:10 PM. https://twitter.com/unrwa/status/1524229820525059524?s=46&t=8aMkKq1XbQzjCz-ZHlZ55g


41 UNRWA, Twitter (August 20, 2022). 10:10 PM. https://twitter.com/unrwa/status/1524229820525059524?s=46&t=8aMkKq1XbQzjCz-ZHlZ55g


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.47 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.48 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.


49 2021 Pledges to UNRWA’s Programmes (Cash and In-kind) – Overall Donor Ranking, UNRWA (December 31, 2020), https://www.unrwa.org/sites/default/files/overall_donor_ranking_2021.pdf

50 We note that UNRWA’s review criteria of host country textbooks (even must 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 peace-making 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.imimpact-se.org/research-questions-2
Part I

UNRWA Teacher Facebook Profiles Contain Incitement to Terrorism and Antisemitism

10 UNRWA Staff Exposed

1. Adnan Shteiwi
   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
1.1 Praises Diaa Hamarsheh Perpetrator of Bnei Brak Attack

On March 30, 2022, Adnan Shteiwi shared an image glorifying Diaa 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 Diaa!
Glory to your spirit, and eternity in Paradise
The martyr, Diaa Hamarsheh, Palestine shall not forget you, and your name shall forever remain in letters of fire, might, and magnificence

1.2 Praises Lion’s Den Terrorists

On October 25, 2022, Adnan Shteiwi 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.

Adnan Shteiwi 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.51 He also posted a photo of himself giving another math teacher a UN award.53

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.

1.3 Glorifies Terrorist Udai Tamimi

On October 20, 2022, Adnan Shteiwi shared a post with a still frame from the footage of Udai 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 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

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

2.1 Shares Tweet of Video Glorifying Hamas

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.

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

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. In addition, Khalil’s profile contains a photo of himself delivering a speech at an UNRWA event in 2012.

58 Mahmoud Khalil Facebook page, Facebook (last visited January 9, 2023), https://www.facebook.com/UnrwaStaffInSyria.
2.2 Venerates Terrorist Uday Tamimi

On October 21, 2022, Mahmoud Khalil shared a poem venerating terrorist “martyr” Uday 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

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]

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.

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.

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

3.1 Praises Terrorist Ibrahim al-Nabulsi

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.

3.2 Likes Post Praising Gruesome 2014 Jerusalem Synagogue Attack

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.

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

4.1 Celebrates Hamas Rocket Attacks

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 Terrorists

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 Violence

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

---

5.1 Advocates for Release of Teen Terrorist

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 Ze'ev, seriously wounding a twelve-year-old Israeli boy.

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.”

5.2 Praises Terrorist Udai Tamimi

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.

His left hand presses down on his wounds
And his right hand cures the wounds of the homeland.
6.1 Posts Antisemitism

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.” Furthermore, the post conflates the Jews with the State of Israel, which in itself is antisemitism.

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6.2 Praises Terrorist Zakaria Zubaidi

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 Levy, 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.

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81 Nizar Khalil Abu Shaheen, Facebook, (September 11, 2021) https://www.facebook.com/nizar.shahin.39906/posts/pfbid02zadQHNxkNrKvMpogXQh9YCysQGTPBbwavGjmMiQpxyjAdsmXrStcaeViEKSod12sl
Nizar Khalil Abu Shaheen, Facebook, (September 9, 2021) https://www.facebook.com/nizar.shahin.39906/posts/pfbid02wVJh9qKuq86G92FJPaE8FHR11KzFPNHHxRfgLDXB7d8HTrRkGfg7TnVosyuK4JX2l
Nizar Khalil Abu Shaheen, Facebook, (September 10, 2021) https://www.facebook.com/nizar.shahin.39906/posts/pfbid02VQdrVSrT9RWdVtd95XYdJSoBnhnyi3T369jasdiWqA7Tzz8rCxiqa95j72sfTVg3l

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

7.1 Celebrates Prison Release of Hamas-Member

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.

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.

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
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.

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.

| Photo of Dlash with Hamas Brother Maher Visiting UNRWA School |

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.

7.2 Tagged in Photo of Militants

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

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.

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”).
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. In addition, there are many photos on the internet of Fayed dressed in Islamic Jihad gear and holding weapons in the streets of Jenin.

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

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.
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.

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.” 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.”

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.

9 Ahmad Dawoud (October 14, 2022), https://www.facebook.com/AhmadDawooud33/posts/684029821691574.
9 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/pb4012e0b94792pM1N7wzZ6M4ezdK525D1u6k9zQy6e2VBR888P%e2FTTp4W7414C6.
98 Ahmad Dawoud Facebook (October 14, 2022), https://www.facebook.com/AhmadDawooud33/posts/684029821691574.
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. 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.”

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.

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WAKE UP, Hitler!

Translation of Image Text

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

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
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

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. 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.

Classroom photos posted on March 2 and 3, 2022 in the Telegram group for the 5th grade, class 1 which is meant for 5th graders at Al-Zaytun Elementary School. 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.

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. 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.

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 1 which is meant for 5th graders at Al-Zaytun Elementary School. 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.

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. 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.
On March 2, 2022, the Telegram group for the 5th grade, class 1\(^{109}\) 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.)\(^{110}\) 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.\(^{111}\) 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,\(^{112}\) and UNRWA stated in response to a Jerusalem Post article that teachers had been instructed not to teach about Dalal Mughrabi,\(^{113}\) Mughrabi is still taught in UNRWA classrooms and featured in UNRWA-created texts as can be seen in this example and other examples below.

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Example

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.\(^{114}\)

On May 3, 2022, the Telegram group for the 5th grade, class 1\(^{110}\) 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.)\(^{110}\) 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.\(^{111}\) 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.”

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In the Sahra refugee camp, one of Beirut’s refugee camps that bleed 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
UNRWA EDUCATION: REFORM OR REGRESSION? 46

**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. 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 the following:

Example:

1. We sing their praises, and study their heroic tales, and name our children after them; we name our streets and squares after them.

2. The country will become weak, and the Occupying Powers will take over them.

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.

**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. 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. 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—Gazza, 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

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.

Translation

Sixth question: Islamic thought:

1. a. a. Draw a check mark (v) before the correct statement and an x before the wrong statement in the following:

   a. (V) Liberating the Al-Aqsa Mosque and making sacrifices for it is an obligation for all Muslims.

   3. (V) Liberating the Al-Aqsa Mosque and making sacrifices for it is an obligation for all Muslims.
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, Na’el Muhammad Isma’il (نائل محمد إسماعيل). The logo on the cover page belongs to the school’s Arabic Language council, which appears to have been influenced by UNRWA’s logo.

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’).

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.”

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

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’).

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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

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’).

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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’).

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

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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 
6	تل الهوا سابع.

**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.”

**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.

125 Telegram group for the 7th grade: [https://t.me/talelhawa76](https://t.me/talelhawa76)

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

**Example 1.3.2**

**Textbook Exercise Promotes “Armed Struggle”**

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.

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.

127 Photo of blackboard, Telegram group for the 7th grade (February 23, 2022): [https://t.me/talelhawa76/76](https://t.me/talelhawa76/76)

128 9th grade Social Studies booklet, Hamid Library, Facebook (September 3, 2022): [https://www.facebook.com/story.php?story_fbid=pfbid02mRHpFJmmfv5PUWqzkLgEE7d3FkGGDus3zwSgpEWfp4PrquFiKZsN3J1GFBy3gitKl&id=214531155627916&_rdr](https://www.facebook.com/story.php?story_fbid=pfbid02mRHpFJmmfv5PUWqzkLgEE7d3FkGGDus3zwSgpEWfp4PrquFiKZsN3J1GFBy3gitKl&id=214531155627916&_rdr)
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.

Example

The 5th grade Arabic Language summary teaches a text titled I Love My Village (p. 8) which presents martyrdom in a positive light by praising the fact that the land—referring to Palestine—is “mixed with the blood of the martyrs.” It also teaches students (p. 15) that martyrdom and jihad are “the most important meanings of life” through an exercise practicing vocabulary and Arabic grammar.

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. 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.

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

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

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

5th grade Arabic Language summary. Hamid Library. Facebook (September 12, 2022). https://www.facebook.com/Hamid9840/posts/pfbid02ugA2y3SSUZfXKvkek2kWX7nrHM9djYa9j348uCh3q2nqbc8pd71Vvi5FQWSUaaw9l

Partial Translation

1. The words in the rectangle accidentally fell from the following text, find their place and return them there: The occupation; the homeland; freedom; belonging; Palestinian; fate; sacrifice; heroes. Self-sacrifice and [sacrifice] are the most important meanings of life, especially for a people that suffers from [the occupation’s] disasters of siege, suppression, harassment, destruction, and arrests – for the purpose of achieving [freedom], establishing the State, and determining [fate].
UNRWA EDUCATION: REFORM OR REGRESSION?

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” which is meant for 5th graders at Al-Zaytun Elementary School for Boys A. 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.” Other uploaded photos concern the story Hoory 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.

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. 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, the principal Fatima Aita, vice principal Maryam Dahman (مريم دهمان), and the supervisor educational expert Nabila Al-Ostadh (نبيلة الأستاذ).
EXAMPLE 2.4.1

Students Taught If They Neglect Jihad God will Curse Them

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.”

Translation

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

EXAMPLE 2.5.1

Grammar Exercises Teach Students to Give up Life for Homeland

This 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 Khalil), 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-

Translation

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.

Translation

4- We Palestinians resisted the Occupation.

Noun Case

1- At the beginning of Lesson 2, the writer’s word “أي” is written in the fourth person of the plural. The writer’s word is written correctly, because the sentence includes the pronoun “أي” which is written in the first person of the singular.

Translation

I will not give up a centimeter of my land.

Translation

I will commit jihad to liberate the homeland.

Translation

Explain the grammatical mark of the underlined word:

Translation

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

Translation

Fill in a correct pronoun:

Translation

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

Translation

Fill in a correct pronoun:

Translation

UNIT Seven:

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

We Palestinians resisted the Occupation.

Translation

I will commit jihad to liberate the homeland.

Translation

Explain the grammatical mark of the underlined word:

Translation

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

Translation

Fill in a correct pronoun:

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Translation

Fill in a correct pronoun:

Translation

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

Translation

Fill in a correct pronoun:
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.

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.

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)

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
is the habit of predators when they are searching for prey" and calls them "sadists who take pleasure in seeing the victims." 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? What do you feel about the soldiers? And about the writer? The Givati soldiers did not wait for me to open the door for them, they entered my home looking for. The Givati soldiers did not wait for me to open the door for them, they entered my home looking for. The Givati soldiers did not wait for me to open the door for them, they entered my home looking for. The Givati soldiers did not wait for me to open the door for them, they entered my home looking for. The Givati soldiers did not wait for me to open the door for them, they entered my home looking for.

Translation

Before the hand of the clock completed one full circle, the glass pane to the veranda of Abu Jawad, our American neighbor, cracked, 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 is the arrest is not my fate, but the sadism operating in my home. The thing that worries me the most is the arrest is not my fate, but the sadism operating in my home. The thing that worries me the most is the arrest is not my fate, but the sadism operating in my home. The thing that worries me the most is the arrest is not my fate, but the sadism operating in my home. The thing that worries me the most is the arrest is not my fate, but the sadism operating in my home.

Translation

While this was happening, the electricity all over the city was shut down. I said to myself, thank goodness for the Jerusalem Governator Electrical Company, because that would guarantee a short circle—how much is one full circle? And what does that indicate? Thus is the habit of predators when they are searching for prey—what is the form of the noun “predators”? And “prey”? What do you think about this comparison? What did the wife’s question about her husband indicate? What did the author compare the IDF arrest with (i.e., predators looking for prey)? What does that indicate? And what does that indicate? What was the act of 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. 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 chowed 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 forefront 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 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 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—explain 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 exam 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. 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.”

---

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

---

One of the photos 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.

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---

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

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 Arabic-Islamic identity, massacring Palestinians, and destroying mosques as part of its “religious oppression.”

Ninth question: Verify the following:

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

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
EXAMPLE 3.4.1
Israel Destroys Palestinian Heritage to Falsify its Own History in the Land

Source

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.”

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.

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.
Denying Israel’s Existence

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. 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.

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.”

Translation

Translation

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

1. The sea: The Mediterranean.
2. The cave: Shuqba.
3. The lake: Galilee.
4. The state: Jordan.
5. The direction that the arrow points to: North.

[Writing on map] Map of Palestine

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

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

[Writing on map] Map of Palestine
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 posted photos of a classroom blackboard from Social Studies class to the Telegram group of the 5th grade, class 9. 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 Culture, Roman culture and Natufian culture. The Jewish historical presence in the land throughout history is completely ignored.
EXAMPLE 4.2.2
Classroom Map of Palestine Erases Israel

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. 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. 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.

EXAMPLE 4.3.1
Erasing Israel from Map

UNRWA 6th grade Social Studies summary uploaded to Hamid Library Facebook Group on September 4, 2022. 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 (أمانة الطباطيبي), and the supervisor educational specialist Farid Ahmad (فريد أحمد).

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

Telegram Group for the 5th Grade, Telegram. https://t.me/joinchat/9N-sdcm37VpVqFThi.


Photo of blackboard, Telegram Group for the 5th Grade (March 1, 2022). https://t.me/i/103773762/1043.
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.

**5th grade Social Studies summary posted on September 2, 2022 in the Hamid Library Facebook group.** 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 (نبيل أبو سليمان).

**Translation**


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**School 4**

**Al-Umariya Middle School for Boys**

**Example 4.4.1**

**Ignoring Israel’s Existence**

5th grade Social Studies summary posted on September 2, 2022 in the Hamid Library Facebook group. 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 (نبيل أبو سليمان).

**Translation**

A summary of a lesson titled Surface of the Earth 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.

---

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
- 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)
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. 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 (أحمد 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 losses 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.

Example

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.

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.

Example

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

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

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**UNRWA Education: Reform or Regression?**

For a comprehensive analysis, please refer to the detailed report on the website [www.unrwa.edu](http://www.unrwa.edu).
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## 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**

1. **Name:** Du’a Al-’Awwa  
   **Position:** UNRWA Gaza Arabic teacher. School: Al-Zaytun Elementary School. **Identified on:** 14/3/23 (Telegram post).

2. **Name:** Na’a’d Muhammad Isma’Il [اسملع].  
   **Position:** UNRWA Gaza Arabic teacher. School: Al-Maghazi Middle School for Boys B. **Identified on:** 14/3/23 (workbook).

3. **Name:** Ayman Khalil Al-Sayed.  
   **Position:** UNRWA Gaza social studies teacher. School: Tel Al-Hawa Middle School for refugees. **Identified on:** 14/3/23 (workbook).

4. **Name:** Ahmad al-Khadr [أمّ الحدود].  
   **Position:** UNRWA Gaza school principal. School: Tel Al-Hawa Middle School for refugees. **Identified on:** 14/3/23 (workbook).

5. **Name:** Salsabil Habush [سَلِسْبِيل حبوش].  
   **Position:** UNRWA Gaza Arabic teacher. School: Al-Zaytun Elementary School for Boys A. **Identified on:** 14/3/23 (Telegram post).

6. **Name:** Aisha Al-Duai [عائشة الدواف].  
   **Position:** UNRWA Gaza Arabic teacher. School: Asma Middle School for Girls B. **Identified on:** 14/3/23 (workbook).

7. **Name:** Fatima Aita [فاطمة عيطة].  
   **Position:** UNRWA Gaza school principal. School: Asma Middle School for Girls B. **Identified on:** 14/3/23 (workbook).

8. **Name:** Maryam Dahman [مریم دهبان].  
   **Position:** UNRWA Gaza school vice principal. School: Asma Middle School for Girls B. **Identified on:** 14/3/23 (workbook).

9. **Name:** Zeina Hamdan [زينّه حمّدان].  
   **Position:** UNRWA Gaza social studies teacher. School: Al-Ma’muniyya Middle School for Girls B. **Identified on:** 14/3/23 (workbook).

10. **Name:** Nahila Al-Ostadh [نِیّلّة الأستاذ].  
    **Position:** UNRWA Gaza educational expert. **Identified on:** 14/3/23 (workbook).

11. **Name:** Ranin Abu Al-Qaraya [رانين أبو القرايّا].  
    **Position:** UNRWA Gaza Islamic education teacher. School: Gaza Middle School for Girls B. **Identified on:** 14/3/23 (workbook).

12. **Name:** Rania Al-Sawalhi [رُنِىَا السُّوَلْحِي].  
    **Position:** UNRWA Gaza school principal. School: Gaza Middle School for Girls B. **Identified on:** 14/3/23 (workbook).

13. **Name:** Nuhayl Al-Mashhrawi [نُهلَّى المشرّووَينی].  
    **Position:** UNRWA Gaza school vice principal. School: Gaza Middle School for Girls B. **Identified on:** 14/3/23 (workbook).

14. **Name:** Hidayya Khalil [هيْدِيِّا هِلْیل].  
    **Position:** UNRWA Gaza Arabic teacher. School: Al-Shati Girls’ Middle School C. **Identified on:** 14/3/23 (workbook).

15. **Name:** Naiman Al-Madhun [نّايمان المدْحَنوون].  
    **Position:** UNRWA Gaza school principal. School: Al-Shati Girls’ Middle School C. **Identified on:** 14/3/23 (workbook).

16. **Name:** Nuha Al-Hamid [نُوْحَا الحمّید].  
    **Position:** UNRWA Gaza school principal. School: Al-Rimal Middle School for Girls A. **Identified on:** 14/3/23 (workbook).

17. **Name:** Hadeel Mehdi [هاِدِیل مهَدی].  
    **Position:** UNRWA Gaza school vice principal. School: Al-Shati Girls’ Middle School C. **Identified on:** 14/3/23 (workbook).

18. **Name:** Ainin Abu Ghazzal [أَئِنَّّيّ أَبُو غَزّال].  
    **Position:** UNRWA Gaza Arabic teacher. School: Al-Maghazi Middle School for Boys B. **Identified on:** 7/7/22 (Facebook post).

19. **Name:** Amira Al-Masharfe [أمیرّا المشارفة].  
    **Position:** UNRWA Gaza school principal. School: Al-Maghazi Middle School for Boys B. **Identified on:** 7/7/22 (Telegram post).

20. **Name:** Zina Hamdan [زينّة حمّدان].  
    **Position:** UNRWA Gaza school principal. School: Al-Ma’muniyya Middle School for Girls B. **Identified on:** 7/7/22 (Telegram post).

21. **Name:** Raghda Hamduna [رَغْدَا حَمّدُوْنَآ].  
    **Position:** UNRWA Gaza school principal. School: Al-Ma’muniyya Middle School for Girls B. **Identified on:** 14/3/23 (workbook).

22. **Name:** Farid Ahmad [أَفْرید اّمْحِدّ].  
    **Position:** UNRWA Gaza educational expert. **Identified on:** 14/3/23 (workbook).

23. **Name:** Tahani Hasan al-Luh [تَحَانِی حَسَن [املَّوُح]].  
    **Position:** UNRWA Gaza social studies teacher. School: Al-Rimal Middle School for Girls A. **Identified on:** 14/3/23 (workbook).

24. **Name:** Canan Abu Hamda [کَانَان اّبُو حَمْدَا].  
    **Position:** UNRWA Gaza school principal. School: Al-Rimal Middle School for Girls A. **Identified on:** 14/3/23 (workbook).

25. **Name:** Amina Al-Tahatibi [أمّيْنَة الطَّهاطِبِیِّی].  
    **Position:** UNRWA Gaza school principal. School: Al-Rimal Middle School for Girls A. **Identified on:** 14/3/23 (workbook).

26. **Name:** Hala Sa’id al-Mughni [هُلَا سَّاید المُغْنِی].  
    **Position:** UNRWA Gaza social studies teacher. School: Hashem Elementary School for Boys B. **Identified on:** 14/3/23 (workbook).

27. **Name:** Muhammad Salam [مُحْمِد سَالَم].  
    **Position:** UNRWA Gaza school principal. School: Hashem Elementary School for Boys B. **Identified on:** 14/3/23 (workbook).

28. **Name:** Nahla Zakut [نَهْلَا زَکُوت].  
    **Position:** UNRWA Gaza school principal. School: Al-Shati Girls’ Middle School C. **Identified on:** 14/3/23 (workbook).

29. **Name:** Latifa Askal [لَطِیِّفَة اّسکَاڵ].  
    **Position:** UNRWA Gaza social studies teacher. School: Al-Zaytun Elementary School. **Identified on:** 14/3/23 (Telegram post).

30. **Name:** Hadeel Mohdi [هاِدِیل مهَدی].  
    **Position:** UNRWA Gaza social studies teacher. School: Al-Zaytun Elementary School. **Identified on:** 14/3/23 (Telegram post).

31. **Name:** Nabil Abu Suliman [نَبیّل اّبُو سُلِّیمَان].  
    **Position:** UNRWA Gaza social studies teacher. School: Al-Zaytun Elementary School. **Identified on:** 14/3/23 (workbook).

32. **Name:** Manal Nizar al-Wahidi [مَانَال نَیْزَر الْوَهَیدِی].  
    **Position:** UNRWA Gaza teacher—in charge of coordination of the content. **Identified on:** 7/7/22.

33. **Name:** Filasat Basem Abu Kahil [فِلَسِت بنُعمَان اّبُو كاَهِی].  
    **Position:** UNRWA Gaza teacher—in charge of coordination of content. **Identified on:** 7/7/22.

34. **Name:** Ahmad Al-Nuwayri [أَمْحَمْد الْنَّوْرَی].  
    **Position:** UNRWA Gaza teacher—in charge of coordination of content. **Identified on:** 7/7/22.

35. **Name:** Khaleed Mohammad Al-Masharfe [خَلِیل مُحَمَّد المشارفة].  
    **Position:** UNRWA Gaza educational expert. **Identified on:** 7/7/22.

36. **Name:** Aida Murshid [عَائِدَة مُرْشِید].  
    **Position:** UNRWA Gaza teacher. School: New Gaza Elementary School for Boys B. **Identified on:** 7/7/22.

37. **Name:** Sahar al-Balawi [سّهْر البَلْوَی].  
    **Position:** UNRWA Gaza teacher. **Identified on:** 7/7/22.

38. **Name:** Dunya Mansur [دَنْیّا منْسَر].  
    **Position:** UNRWA Gaza teacher. School: Tel al-Hawa Elementary School for Boys. **Identified on:** 7/7/22.

39. **Name:** Ahmad al-Wahidi [أَمْحَمْد الْوَهَیدِی].  
    **Position:** UNRWA Gaza teacher. **Identified on:** 7/7/22.

40. **Name:** Riham Shamshuk [رِيّهْم شَمْشُک].  
    **Position:** UNRWA Gaza teacher. School: Al-Sabra Elementary School for Girls. **Identified on:** 7/7/22.

41. **Name:** Susan Wafi [سَوْسَان وَفَا].  
    **Position:** UNRWA Gaza teacher. School: Tel al-Hawa Elementary School for Girls B. **Identified on:** 7/7/22.
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<td>Sharin Abu Muro</td>
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<td>Ra'at Awal</td>
<td>UNRWA Gaza teacher</td>
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</table>
Annex C

Index of UNRWA Schools Identified in Part II

10 UNRWA Schools Exposed

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

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

On April 5, 2021, a Facebook group entitled The Al-Maghazi Middle School for Boys uploaded a document concerning changes in remote learning policies in UNRWA schools. 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.

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.
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 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.

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

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.179

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.

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

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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.

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.

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

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.)
5  Al-Umariya Middle School for Boys

A Facebook group 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.

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.

A Facebook group associated with the Al-Umariya Middle School for Boys contains links to a UNRWA Facebook page that lists schools that will be opened as centers for food aid distribution.

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

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.

This photo uploaded May 27, 2022 to Telegram by the Al-Zaytun Elementary School for Boys shows a student receiving a certificate. In the background there is a banner with the school name and the UNRWA logo.

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.

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.

Encyclopedia of Palestinian Camps website published a list of UNRWA schools, which includes the Al-Umariya Middle School for Boys.
Asma Middle School for Girls B

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

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195 Siamese Raslan—Al-Zaytun Primary Boys School A, YouTube (August 20, 2016), https://www.youtube.com/watch?v=sI2ORo-0Yes.
A May 17, 2022 post on the تجمع أولياء أمور مدرسة 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

A May 17, 2022 post on the تجمع أولياء أمور مدرسة 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

On March 20, 2022, a Facebook parents group containing the name “Hashem Boys” 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

On March 20, 2022, a Facebook parents group containing the name “Hashem Boys” 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

The same Facebook group posted photos of a December 2019 ceremony showing a banner with the school name and the UNRWA logo was also posted by a different Facebook user.205


Parents of Students of Hashem Boys School for Boys, Facebook (March 20, 2022), https://www.facebook.com/permalink.php?story_fbid=pfbid0HDGtqHYLgjGi0oa2G767PdF4F7CGKHzgMg771C5itLC8FCvIViwabW40e2ekky2K&ifg=1&fref=ts&fbclid=IwAR396QGFC77wOX4TzjFp3wBSbFLtrبهربهربزبتكاليه.

Parents of Students of Hashem B - Refugee School for Boys, Facebook (December 28, 2019), https://www.facebook.com/permalink.php?story_fbid=pfbid0ZcuoBElADiMBJ31tEFQg7jTBSS5egmWCPbIlIGf9J9pFw3Tv3OsJ3tLnAv4864b61b94&ifg=1&fref=ts&fbclid=IwAR1588mT5v1ldn37t9nYk730FQoD5G501.

Ah Telbe, Facebook (December 28, 2019), https://www.facebook.com/permalink.php?story_fbid=pfbid0QGG72YvK84Fq6JLi89yaMpg5jE5V68sbt7t77rBr77jTFKkSvazeX3WHa6po3E&fref=ts&fbclid=IwAR0f2898965079.

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The official UNRWA Facebook group posted pictures of a visit to the school by UNRWA officials on July 13, 2022. The name of the school can be seen on the school banner in the background.

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.”

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.

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.
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