

DEL 1 (1-19)

Palestinian: history, politics and Education

DEL 2 (20-50)

*Teaching history in conflict time: A dual-narrative history approach
Palestinian and Israeli context*

Föreläsning för Kungälv's fredsrörelse
21 mars 2017

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Palestinian History

- Roman until 636 AD •
- Islamic Rule until 11 century
- Crusaders' role until 12 century
- Islamic rule until 1516
- The Campbell-Bannerman Report of 1907
- Ottoman Rule until 1917
- British Rule(Mandate) until 1948(Sykes-Picot agreement(1916), Balfour Declaration/Promise 1917, San Rimo agreement(1920), British Mandate in Palestine 1922-1948

- UN resolution 181 division of Palestine •
- Palestinian catastrophe in 1948: about a million Palestinian became refugees, about 385 Palestine towns and villages were destroyed •
- UN Resolution 181: 54% of Palestine for A Jewish state and 46% for Arab State •
- Israeli was established by occupying 78% of Palestine •
- 22% of Palestine was later called :West Bank(annexed to Jordan) and Gaza Strip(annexed to Egypt) in early 1950s. •
- Israeli Occupied West Bank, Gaza Strip, Golan heights from Syria and Sinai desert from Egypt in 1967 aggression war. Occupation policies and practices. •
- Resisting occupation, fighting for freedom and liberty •
- 1973 war, Camp David and peace agreement between Egypt and Israel •

- 1987 First Palestinian Intifada •
- Madrid Peace Conference in 1991 •
- Oslo accords in signed in 13 September 1993 •
- Establishment of Palestinian National Authority(PNA): Dividing Palestinian areas to : A, B and C. assassination of Yitzhak Robin(Israeli Prime Minster) in 1995 by a Jewish extremist (Yigal Amir) •
- 1993-2000 : 7 years of peace building programs, hopes/aspiration but failure •
- Failure of Camp David meeting in 2000 •
- 2000 Al Aqsa Intifada(second Palestinian Intifada) •
- Dead lock in peace talks/negotiations....etc •
- One state, two states solution, one state; two nationalities, no solution •

Palestinian Demography

1-The total population of Palestinian around 12 millions:

A- 6.5 million living outside Palestine in the diaspora(refugees camps, Arab countries and in other countries..... •

B- 2. 7 million living in West Bank/PNA •

C- 2 million living in Gaza Strip •

D- 1.5 million living inside Israel •

2- Average family sizes: Gaza 6.7 and West Bank 5.4 •

3- Young society •

Living life , society and economic

Palestinian Catastrophe continues until now •

- Settlements, by-pass roads, land confiscation, control over water, • imprisonment, killing/injuring, limitation of freedom of movement and travelling, separation/apartheid wall, home destructions, refugees, breaking social and family ties, restricting accessibility to religious places....
- Palestinian economy under siege, high rate of un-employment(around • 30% in West Bank and 45% in Gaza strip), families support, limited opportunities in working in Gulf, Saudi Arabia and Kuwait after 1990.
- Strong family relation, Muslims/Christians, refugees in their own places, • traditional but liberal, not extreme and educated....

Palestinian Education and Opportunities

Palestinians highly value education as: •

-they lost so much of their resources •

-refugees/diaspora •

-investing in manpower •

- Illiteracy rate below 1.5% among male and female •

- Until 1994 Palestinian Education was under foreign authority •

- Palestinian are among the most educated people in the Arab world •

- Palestinians were not able to learn about their history, culture and traditions..... •

Palestinian higher Education

- Palestinian used to seek higher education out side Palestine •
- There were community colleges in Palestine before 1967 •
- Since 1970s until now there are 14 universities and about 24 • community colleges.
- There are three types of higher education: Private, public and • governmental...
- about 230000 students are enrolled now in higher education •
- the ratio of female/male is 6:4 in higher education •
- Mostly undergraduates, MA/Msc., and very few PhD. programs •

Jobs Opportunities for graduates

- the unemployment among degrees holders 10 times more than those who do not have universities' degrees •
- about 5%-10% of graduates have the chance of getting jobs after graduated •
- As well, very few opportunities available for Palestinian in the Arab world. Kuwait starts now accepting applications for teaching profession.... •
- Motivation for female students to higher education to get education, gain social status but not necessarily leads to work/ have a job even with low paid as a side income or just take care of family •

Palestinian pre-schools and school education

- More than 80% of Palestinian children attend kindergarten at the age of 3. Most kindergartens are private, part of Private schools and few public •
- Children attend school at age of 6 years until 18 years(12 years of schooling) •
- About 1.15 million children are in schools studying in about 3000 schools: •
- Three types of schools: Public(71%)and UNRWA(21%) are free and Private(8%) pupils pay tuition. •
- Drop-out is on the rise •
- At the end of grade 12 (age 18) students sit for a centralized governmental exam. It is required for university admission. •

Curriculum, teachers training and teaching

- Palestinian Ministry of Education produces all schools textbooks •
- All schools use the same textbooks. English is taught from first grade -
- No uniform curriculum for kindergarten -
- University graduates should have the BA, Bsc. Degree to be hired as - teachers in schools
- Teachers are trained at universities for a minimal of 4 years -
- Teachers are not well paid -
- teaching is mainly teachers and content focused: lecturing/exams -

Q&A•

The Campbell-Bannerman Report of 1907

The report also recommended fighting the unity of the people of the Arab nation culturally, spiritually and historically, resorting to strong scientific means wherever possible to separate its components from each other, namely keeping apart its western wing away from its eastern wing, that is separate its African wing from the Asian wing, by establishing a foreign and powerful barrier on the land bridge that connects Arab Asia with Arab Africa, which connects them together with the Mediterranean Sea, and near to the Suez Canal, a powerful entity friendly to western colonialism and enemy to its people •

Palestine British Mandate Map 1922-1948



Sykes-Pichot Agreement



Balfour Declaration

The Balfour Declaration (it its entirety) •

Foreign Office •
November 2nd, 1917

Dear Lord Rothschild, •

I have much pleasure in conveying to you, on behalf of His Majesty's Government, the following •
declaration of sympathy with Jewish Zionist aspirations which has been submitted to, and
approved by, the Cabinet.

His Majesty's Government view with favour the establishment in Palestine of a national home for •
the Jewish people, and will use their best endeavours to facilitate the achievement of this object,
it being clearly understood that nothing shall be done which may prejudice the civil and religious
rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed
by Jews in any other country.

I should be grateful if you would bring this declaration to the knowledge of the Zionist Federation. •

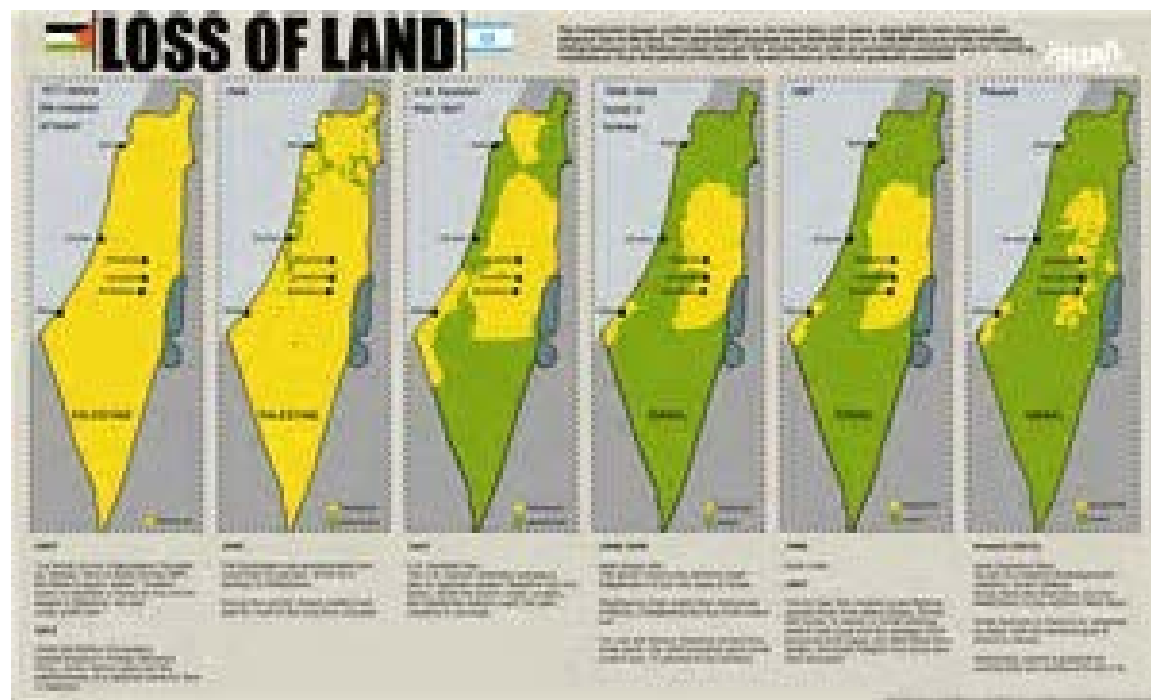
Yours sincerely, •
Arthur James Balfour

UN Resolution 181

Partition of Palestine

On Saturday morning, 29 November 1947, against the will of the •
Palestinian people, the General Assembly in New York voted for the
partition of Palestine and accepted Resolution 181. The vote was 33
in support of the Resolution, 13 members opposed it and 10
members abstained including Britain. One small country, Siam, was
absent

Loss of The Land: Palestine



UN Resolution 194 11 September 1948

Passed as the Arab-Israeli War drew to a close, this resolution's •
articles included a call for the return of refugees, access to Jerusalem
and Holy Places, and UN control of Jerusalem.

TEACHING HISTORY IN CONFLICT TIME: A DUAL-NARRATIVE HISTORY APPROACH
PALESTINIAN AND ISRAELI CONTEXT

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Peace Research Institute in the middle east(prime)

1- A joint Palestinian- Israeli NGO

2- Established in 1998 by equal numbers of Palestinian and Israeli Universities teachers, researchers, symmetry- structure in asymmetric reality

3- Its purposes are to create opportunities for Palestinians and Israelis to understand themselves and each other much better, get rid-off stereotype/enmity through research, workshops, projects and encounters especially between teachers and students(Peace Education).

4- Two main projects: Oral History of Palestinian Refugees and Jewish Immigrants and Historical Narratives

5- PRIME stands for a two states solution and bottom-up approach for change and development

5- Website: Vispo.com/PRIME

HISTORY AND POLITICAL CONTEXT

During conflict: history as a discipline is mainly •
dominated by politics and political agendas, is a
mixture of wars/conflicts, is presented as a
selective parts that support a political agenda
and justify it's action

History and Identity.1

History is a key component in forming identity of •
who we are in relation to our self and to others
especially those who we engage with them in
conflict, it is taken for granted and hardly there
are attempts to challenge it. Any attempts to
challenge the dominant official master historical
narrative is faced with accusation: less patriotic,
disloyal, selling out your believes and becomes
less respectful to your ancestors and heroes

No one history but HISTORIES.2

In conflict time/s

history is seen as one story....it is mainly the political perspective and it is one true story : Master Historical Narrative

No end to History.3

Research proofs that there is no end to history... it is a continual digging/rememering of the past and it is filtered by subjective reality and interests. But, in conflict times history is seen as a closed text •

The other side has only one narrative/perspective •

NOT TRUE

To be continued..

Facts and Historical narrative .4

- There are facts in history..... but narrative is what we consider important to remember from them, select and highlight from them, why, and how. This is not a matter of right OR wrong...it is a matter of selection and priority....
- ... Also, there are always different interpretations and presentations of the facts even when we agree on them: pre-text-text-post text.
- Facts can not be changed but narratives can be changed by times...different contexts....

Who controls History in conflict times .5

Officials, the powerful and the winners..... not the weak nor the people...History textbooks are controlled by Ministries of Education •

Mainly the purposes of teaching history in times of open conflict are .6
to:

- - to sustain the conflict- to justify self wrong doings-garn much support for any political actions- remain united... guard interests and ideologies- keep accusing the other side for not ending the conflict or for their Wrong Doing....

II- History: history textbooks and Teaching and Learning in times of conflict

Contents of History school books in times of conflict .a
mainly: we are right they are wrong, we do the good things but they are not, we are victims and they are victimizers, our history is legitimate, there's is a propaganda, our heroes are their monsters, one historical perspective exists only, the history textbooks focus only on political history/wars/conflicts, the peaceful co-existence between both Palestinians and Israelis are missing, the other side is missing, not recognized with no legitimacy, no geo-political recognition, nothing mentioned about the other side(trauma/culture)... stereotypes

To be continued..

Teaching and learning approaches: .b

Mainly lecturing and inoculation of information, memorization...text-focused, domination of the text...discussion is allowed only when it's in line of the state legitimized texts..... ○

Role of teachers and teachers education and training .c

Preparing teachers to follow and abide by schoolbooks' content which is a reflection of the state-consumer of knowledge, teachers' centered- ○

The official approved textbooks that are the main resource of learning history .d

III: BOTTOM UP VERSUS-TOP-DOWN FORMULAS FOR BRINGING CHANGES

- There are two formulas for bringing the change: top-down and bottom up. Both formulas are needed but in conflict times, the bottom up formula by individuals, NGOs, community is more possible. But it has its own limitations as well: slow, lack of political/financial support, those engaged do not feel secure, short-termed effect....less sustained...
- Oslo Accords and P2P programs and activities...
- Personal desires versus position and political ones: two examples...
- To succeed, there should be synchronization between the two formulas

PRIME project: Learning each

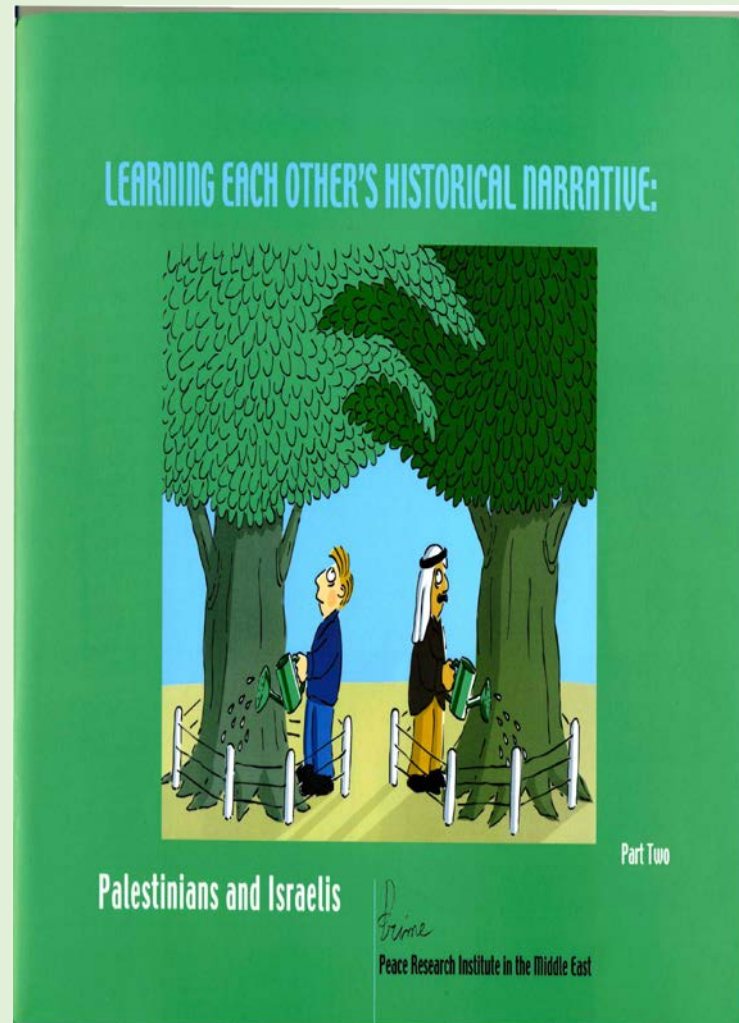
other's historical Narratives. Options: Crossroads.... •

a- One joint historical narrative that represent both sides b- Bridging narrative c- Dual historical narratives

Dues to the ongoing conflict the first two options were impossible... •
so the decision was to use the third option where teachers of both sides are required to write their own historical narratives on agreed upon topics then to write them side by side on the same pages with empty spaces between them.

NO intention to legitimize the other side' narrative NOR to de-construct self narrative: just to recognize it's existence and to know it. •

Cover of the Booklet



Example of a Page

ISRAELI NARRATIVE

THE SIX-DAY WAR JUNE 5–10, 1967

The Sixties – General Background

The Six-Day War began on June 5, 1967, and ended six days later, on June 10, 1967.

In the years preceding the war, Israel had coped with grave problems which had accompanied it since its inception. It suffered from problems of security, which included the incursion of terrorists from Arab countries and the murder of civilians, shelling from Syria and a military threat from Egypt. It responded with reprisals for strikes against its civilians. At that time, Israel was equipped mainly with French weapons and only began to purchase a few weapons from the United States in the second half of the Sixties.

The young age of the State and the mass immigration of the Fifties and Sixties (over one and a half million immigrants) placed serious challenges before Israel. The State had to see to the housing, education and health of hundreds of thousands of immigrants. Economic enterprises had to be set up to provide jobs with the aim of reaching economic independence and these tasks demanded a tremendous effort and a large amount of capital. No simple solutions were forthcoming and the situation worsened.

In the years 1966–1967, Israel suffered from a deep economic recession with unemployment, desperation and emigration from the country. A common joke at the time was: "Will the last one to leave the country please turn the lights out at Airport." There was a sense that the government was not running the affairs of the State properly and trust in it was damaged.

International policy had a decisive impact on what took place in the Middle East and world-wide in that period. The USA and the USSR were in a "cold war"

PALESTINIAN NARRATIVE

ISRAELI AGGRESSION ON ARAB AND PALESTINIAN LANDS THE JUNE 1967 WAR:

Preface

The war which Israel started against the Arab countries in 1967 is known by the name "The Aggression of June the Fifth" because it was Israel which initiated the declaration of war and started the assault. Aggression is a first step initiated by a certain country which uses its power in order to attack and invade the lands of another country. This is how the Armistice Conference defined the aggressor, namely "the party which declares war on another country and invades its lands through its military power".

Aggression is also defined as "an attack contrary to the law and an invasion of demilitarized zones as defined in an international convention while prejudicing the integrity, safety and independence of neighboring countries".

Israel was always in preparation for an attack on the Palestinian areas. It was always "on the alert" and closely followed the conditions on the international and Arab fronts to find the proper opportunity to attack the Arab countries.

In December 1948, Ben Gurion declared that "our military victories are only introductions to the long-term goals of Israel". In a Jewish officers' graduation ceremony in 1949, he said that "we have not yet realized our goal, namely – absolute victory. So far, we have fully liberated only one part of our homeland. The fate of the other parts will be as the fate of this part, which our brave troops now control".¹

Developments in the three years preceding the war

1. The first Arab Summit conference took place in Cairo in 1964. The reason for convening this con-

THE PROCESS of ENGAGING TEACHERS

It is important to engage and empower teachers of both sides in the project, to give them the authorship of the writings and re-train them on how to teach and introduce both sides' narratives to their pupils. .1

Teachers recruited through personal means and ways not formally through ministries •

Deciding on the topics?!: selection of the topics was done through negotiation and discussion .2

There was a strong competition between teachers on what historical events to choose. •

Focus on both side political historical narrative of 20th.century: 1900-2000 •

To be continued..

- Joint and separate meetings, seminars were organized locally, regionally and internationally .3
- The language: Arabic and Hebrew were used in separate meetings(uni-national) but English was used in joint meetings(bi-National). .4
- Ups and downs, forward and backward processes, arguments, crying, emotions and fighting, compromises, withdrawing, fears, responsibility, commitment, hopes, supporting and sharing with the other side, relaxing, being part of change... .5

Classroom Experiences:

- Teachers engaged in the project taught both sides narratives to their pupils. First they taught their own narrative then taught the other's side narrative. It was very sensitive teaching and experiences because it raised so many questions and incites emotional feelings and reactions.
- Pupils reaction were varies between accepting, ambivalent, rejection, denials and accusing teachers of giving up their own national identity and history and accepting the other side narrative.
- Pupils-families dialogue, challenging the taken-for-granted narratives: who is teaching who..

ACHIEVEMENTS, LESSONS LEARNED AND POSING DILEMMAS:

Achievements and lessons learned: •

- train groups of Palestinian and Israeli teachers and .1
empower them: from consumer to producer
- published booklets/books in many languages.2
Used in schools in many countries: .3
Germany/Italy/France/USA/Spain,Sweden:WHY?
- Used as a model in some countries: Macedonia.4
- Create a dual narratives approach materials and .5
how to use them, could be used in social aspects
- It is possible to teach the other side narratives in .6
your schools with some preparation: conditions,
concerns, and worries ...

To be continued..

- Used the booklets/books as material in pre-service teachers training programs. .7
- Creating groups of teachers from both sides who are willing to share their experiences together .8
- Reduce stereotypes, prejudices and negative presentation of the other(not permanent though) .9
- This model could be used in conflict times, in post conflict times and in no-conflict times(if it is ever exist). .10
- Always multi narratives exist in any society, but this is not seen in conflict times .11
- Won many international prizes and recognition .12
- From peace Building to Education reform model .13

Posing dilemmas/challenges

- The rejection of the officials/ministries. not accepting the material, not allowing teachers to use the material or even participating in the training workshops .1
- How to deal with emotion when teaching conflicting history, the case of 1948 war .2
- The pressure of parents, community and political parties against this approach .3
- Reality and continual conflict...teachers do not feel safe, some do not want to continue, withdrew .4

To be continued..

- The effect of such approach is slow and not sustained for a long time .5
- Teachers feel vulnerable to criticism and accusations, afraid of losing their jobs .6
- The continual struggle/conflict between personal, group, community and national narratives .7
- Historical narratives: responsibilities and future possibilities .8

Examples of Palestinian/Israeli Narratives

- Balfour Declaration: •
- British Role in Mandate: •
- The Place/Maps: •
- Palestinian Refugees: •
- 1948 war: •
- Role of Arab Countries: •
- 1967 War: •
- First Palestinian Intifada 1987: •
- Oslo Accords: •
- Future solutions: •

New cover of the book



Thanks
Questions/Comments

Balfour Declaration/Promise(Nov. 2, 1917)

Israeli: It is the first official/formal recognition from a powerful country for the legitimate right of the Jews to return to their promised lands and establish their home on it(Palestine). It used to be important in the Israeli Narrative but not now(we did it ourselves)

Palestinian: it is illegitimate promise from those who do not own to those who have not a land. It is a joint interest between a colonial country(Britain) and a racist Zionist movement. Round table meeting 1905-7.Nov. 2 is a day of memorial.

British Mandate of Palestine 1921

Israeli: at first, British was in favor for the Jews interests and supported it, but later on they stood against Jews and fought their military groups and leaders, they sided with Arabs(black paper) •

Palestinian: to fulfill Balfour Promise (Herbert Samuel first commissioner), fight the growth of Palestinian national movement, improvish Palestinian, support Jews immigration to Palestine, grabbing /stealing Palestinian lands and giving them illegally to Jews(sycs-Picot and San Rimo agreements) •

The Places/Maps

- **Israeli:** Called The Land(Haarez) , the Promised land(from the sea to Jordan river), Judea and Samaria(liberaled land in 1967). Do not show Palestinian territories, maps only show Jewish cities/towns
- **Palestinian:** called Palestine, Islamic Waqf(from the sea to Jordan river), West Bank and Gaza Strip(occupied in 1967 war), 1948 Palestine(occupied in 1948 war). Very few maps show Israel and Israeli cities/towns.

Palestinian Refugees(75000-1000000)

- **Israeli:** they fled, ran away, we asked them to stay but they just left, it is their and their leaders responsibility, they are to be blamed, no return(no implementation of 194 UN Security council decision), very few and elderly may be (Israeli military unit 101).
- **Palestinian:** they were expelled(Plan D), uprooted, pushed out from their lands, massacred(Dier Yasin), have the right to return to their original lands and be compensated(UN Resolution 194), shot and killed

1948 war

Israeli: war of Independence, dream came true, safe place for Jews, •
victory, joy and happiness, few against the many,

Palestinian: Catastrophe, Nakbah, refugees/diaspora, defeating, •
colonization, death of their dream to have their own country,
deception.

Role of Arab Countries

Israeli: fought and defeated five Arab states 'armies, defending, •
depending on ourselves, existential challenge, few against the many,
they started the war, they did not accept UN resolution 181(partition
decision),

Palestinian: Since WWI resisting the conspiracy, defending our •
lands/people, Arab Armies came too late, too little, lack of weapons
and plans, only to serve their interests, were under foreign control,
Palestinian people left alone to their destiny, did not accept UN
resolution 181

•

1967 War

Israeli: It is a pre-emptive war, was expected, imposed on us, won •
again, liberated Judea and Samaria, Sinai, Golan Heights and Gaza
Strip

Palestinian: it is aggression war, was prepared and planned for, Arab •
lost the war, occupation of the rest of Palestine (West Bank) and Gaza
Strip, Sinai and Golan Heights, 400 thousands became refugees

First Palestinian Intifada 1987

Israeli: not expected, Just a traffic accident, riot, violent, no •
appreciation by the Palestinian to Israeli doings, led to Peace
conference in 1991 and Oslo Accords

Palestinian: not expected, intended traffic accident, no more •
occupation, peaceful resistant and struggle, led to Peace conference
and Oslo Accords

Oslo Accords (1993)

Israeli: Reduced violent attacks on Israelis, negotiation marathons, •
frustration,

Palestinian: a mean to end occupation, establishing Independent •
Palestinian state on occupied 1967 lands, frustration,