Endorsements for My Name is Saleh

1) “This short film and accompanying documents should be used as widely as possible. The oppression of the Palestinians is kept largely hidden, particularly as the mainstream news media tends to ignore the illegality of the Israeli occupation and its cruel consequences. The film enables students to understand Saleh’s situation in a very human way. The supporting documents are clear, concise and accurate. The attempt to discredit this project comes from those whose agenda is to protect Israel from the consequences of its actions. Don’t let us be fooled by the accusations of anti-Semitism. It is a long discredited tactic to neutralise criticism of the Israeli state and its political leadership. The Palestinians have a right to be heard. Well done to the NUT for rising so eloquently to the challenge!”
Ken Loach – Film Maker

2) “These materials will help youngsters understand the complex issues involving race, faith and politics which underpin so much of our ever smaller world. What happens far away is near at hand. With expert guidance from skilled and sensitive teachers these materials will cause youngsters to think for themselves and to realise the importance of acting for others. The NUT is to be thanked for enabling them to be available to schools and teachers.”
Sir Tim Brighouse

3) “On behalf of Labour Friends of Palestine and the Middle East (LFPME) I am delighted to support this initiative and I congratulate the NUT members and all those who’s hard work and perseverance made this project a reality.”
Grahame Morris – Member of Parliament for Easington

4) “I think this is a brave and necessary attempt to engage with a sensitive conflict which is key to understanding the current global, political crisis and therefore, our children must be made aware of it.”
Rahila Gupta – Author

5) “I had hoped to actually chat to you at TUC to say my “congratulations” and thank you and your union for the teaching resource pack with EDUKID “My name is Saleh”. It's first class and we in UNITE are already using it.”
Jim Mowatt – Director of Education, Unite the Union

6) “I read the impressive resource you sent and I remember feeling nothing but respect at the NUT’s inspiring vision in producing them. I sensed the deep responsibility intended to help equip children to deal with the world in which they live. These materials raise universal, pertinent, current questions looking at precisely the issues that young people need to be thinking about. The resources will help to raise awareness of crucial, global questions, questions we are having to deal with, urgently, right now. My first sense on reading them was to wonder how any rational, open-minded person could ‘see’ anything harmful in them. On the contrary, I thought they were a profoundly important education resource that opens up debate about: human rights, occupation, justice, loss, death, what it means to reach out to people across the world, man’s inhumanity to man, maintaining objectivity and an open mind. The list of what could come out of this is never-ending and tremendously exciting.”
Jocelyn Hurndall
7) “We had our the first meeting of our new Exec, following our AGM last month, and agreed to fully support the film, and to support the work of Edukid/ NUT.”
   Leah Levane – Jews for Justice for Palestinians

8) “We commend the NUTs work with Edukid and the General Union of Palestinian Teachers to produce films and resource packs to help teachers to promote the understanding of life for Palestinian youngsters among children in UK schools. We are proud that our Union is standing up to bullying by the pro-Israel lobby, which has an unacceptable influence on the DfE and many other areas of concern to us as teachers and trades unionists determined to protect democracy and freedom of expression. We look forward to seeing all five planned films and resource packs in active use in the UK.”
   Gerry Kelly – Deputy Division Secretary, Waltham Forest

9) “I am very happy to endorse these teaching resources. They are clearly intended to help the teacher tackle what is a difficult subject, given how salient the issues are within modern British society. The text is careful not confuse Israelis and Jews. It is careful to point out that discussions might lead to expressions of anti-Arab, anti-semitism or Islamophobia, emphasising that the purpose of the lessons would be to promote dialogue, and to recognise complexity and different perspectives. The material in the teacher’s pack is UN based, and there is guidance on how to delve deeper into different narratives about the issue of Israel/Palestine.”
   Professor Morwenna Griffiths – Edinburgh University

10) “I am more than happy to endorse these teaching resources. I consider that they provide useful stimuli to children’s learning, and an opportunity for children to investigate issues that matter to us all, as human beings and as citizens of the world. Teachers’ work always and everywhere has a vitally important ethical dimension. That ethical perspective involves enabling the children and young people whom they teach to find out more about what is happening in the world, to ask questions and to explore complex problems. These resources would be an asset to teachers in fulfilling that ethical obligation.”
   Dr John Yandell – Department of Culture, Communication and Media, UCL Institute of Education

11) “I am pleased to endorse these materials. They are an effective and accessible educational aid to demonstrate to young people the impact of conflict on other children experiencing the extreme stresses of the Palestine-Israel situation.”
   Alan Gibbons – Author

12) “I am more than happy to endorse these materials.”
   Dr Jon Berry – University of Hertfordshire

13) “In my job I organise visits to the West Bank for MPs and councillors and other people interested in finding out about the Israel-Palestine conflict. In the last five years I have taken 24 delegations – nearly 300 people – on fact-finding visits. They meet Israelis and Palestinians at many different levels - MPs, councillors, families. We are not ourselves an advocacy organisation, although obviously we meet many people who are advocates. Our objective is simply to take people there to see for themselves and make their own minds up.

Each of our delegations has visited Hebron and had a guided tour around the H2 area where Saleh lives. I can confirm that the everyday life portrayed in the ‘My Name is Saleh’ video is exactly what we see every time we visit. It does not in any way exaggerate the stress that these children live under.
It is no doubt right that teaching materials should focus on the typical, everyday life of children in Hebron. Any journalist would say that this video understates the reality of the daily harassment of children on their way to and from school, the constant intimidation of children by settlers and the routine searches carried out by Israeli soldiers on young children for no apparent reason. If it were a television news report, it would include far more challenging material. But this video avoids doing that.

The teaching material is very factual and relies on material from the United Nations, the most authoritative source of information about Hebron.

The UK media and the Board of Deputies want people to see this as a conflict between two equal sides, with equal space given to each side. But this is an occupation of one country by another which has lasted almost 50 years, far longer than any other occupation in the world today. There are many cases of children suffering in natural disasters, such as earthquakes, droughts or famines, but this is a case of children living in a long-running man-made disaster.

The material does not go into the rights or wrongs of the occupation, but focuses on the effect of the occupation on the lives of children. This is why it is of educational interest.

The Israeli government will object to this video, but it is a fact that international law and the United Nations and every other country apart from Israel regard the settlements in Hebron and elsewhere as illegal. To give in to pressure from the Israeli government is to give greater weight to the view of the perpetrator of an illegal act than to the victim and to the rest of the world.

**Martin Linton — Travel2Palestine Ltd**