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Submission to the Royal Commission into Antisemitism and Social Cohesion

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Executive Summary

This submission addresses the Terms of Reference of the Royal Commission into Antisemitism and Social Cohesion, as outlined in the Letters Patent issued on January 9, 2026. It examines the causes and manifestations of Jew-hatred in Australia, particularly in the context of the December 14, 2025, attack at Bondi Beach, and its impacts on social cohesion. Drawing on evidence-based analysis, it highlights the role of education in combating Jew-hatred, with a focus on addressing systemic gaps in understanding Islamic doctrine as a contributing factor to taught hatred. Recommendations emphasize comprehensive, non-partisan education from independent sources to foster informed societal responses, aligning with the Commission's mandate to inquire into systemic issues, policy responses, and preventive measures.

The submission prioritizes the following key components in sequence: the nature and growth of antisemitism; the role of education as recommended in recent envoy reports; historical calls for doctrinal education post-9/11 and Bali bombings; long-term consequences of hatred embedded in Islamic texts; quantification of Jew-hatred in the Koran and Hadith; confirmation via Sharia manuals like *Reliance of the Traveller*; the foundational values of Islamic primary doctrine and their incompatibility with evolving Australian law; the principle of full disclosure in truth-seeking; inadequacies in Australian school and university curricula; diversions in interfaith dialogues and contemporary studies; and a proposal for full doctrinal education through non-monopoly sources like C4WU to provide solutions.

This approach seeks to promote social cohesion by encouraging evidence-driven dialogue, respecting Australia's multicultural fabric, and supporting policy reforms that enhance community safety and understanding.

1. The Nature and Growth of Antisemitism

Antisemitism, fundamentally defined as hatred toward Jews, has escalated uncontrollably not only in Australia but globally, with a marked surge since the events of October 7, 2023. This rise is exemplified by Australian Jews who, residing halfway around the world from conflict zones, become direct targets of hostility, including verbal abuse, vandalism, and violent incidents. The Bondi Beach attack underscores this troubling trend, where Jew-hatred intertwined with broader ideological influences led to tragic loss of life and erode community trust.

Evidence shows this hatred is learned, transmitted through cultural, educational, and doctrinal channels. In Australia, the consequences of taught hatred manifest in fractured social cohesion: increased isolation of Jewish communities, heightened security needs at synagogues and schools, and a broader societal polarization that undermines multicultural harmony. These effects ripple into economic costs, mental health burdens, and diminished public confidence in institutions. Addressing this requires confronting the sources of taught prejudice to prevent further escalation.



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2. Recent Calls for Education in Envoy Reports

The National Islamophobia Report by Special Envoy Aftab Malik and the Antisemitism Report by Special Envoy Jillian Segal both underscore education as a pivotal solution. Malik's report references education approximately 60 times, advocating for curricula that promote interfaith understanding and counter misinformation. Segal's report mentions it around 40 times, emphasizing targeted programs to dismantle antisemitic stereotypes. These recommendations align with the Commission's focus on preventive strategies, highlighting education's role in building resilience against hatred.

3. Historical Context: Post-9/11 and Bali Bombings Calls for Doctrinal Education

To fully address contemporary antisemitism, we must revisit the period following the September 11, 2001, attacks and the 2002 Bali bombings, which claimed 88 Australian lives. Australian parliamentary records, including Hansard, document leaders repeatedly calling for education on the harsh realities of Islamic doctrine, specifically those elements inspiring hatred and violent jihad. For instance, debates emphasized the need for school and university programs to explore "what it's about, why, how, and whose fault it is," focusing on Allah's prescriptions in the Koran and Mohammed's examples in the Hadith.

These calls targeted doctrinal components addressing the treatment of groups like Christians and Jews (often with mandates for subjugation or violence) and as well as others like atheists, Hindus, and Sikhs. Hansard entries from 2001–2003 reflect scores of such references, urging a "deep dive" into these aspects to foster informed citizenship and prevent radicalization. Despite these demands, implementation has been inconsistent, contributing to ongoing misunderstandings.

4. Long-Term Consequences of Hatred Over 1,400 Years

This hatred is not a recent phenomenon confined to post-October 7, 2023, events but a persistent thread spanning over 1,400 years. Rooted in Islamic primary doctrine, it has fuelled cycles of conflict, pogroms, and subjugation across regions. In modern Australia, consequences include sustained anti-Jew incidents, social division, and challenges to national security, as seen in the Bondi attack. Understanding this longevity is essential for breaking the cycle through targeted interventions.

5. Quantification of Jew-hatred in the Koran and Hadith

Research from the Center for the Study of Political Islam International (CSPII), accessible via cspii.org, provides empirical quantification of anti-Jew themes. Analysis of the Islamic Trilogy (Koran, Sira, and Hadith) reveals:

- Koran: 6.7% of all content is anti-Jew text
- Sira (biography of Mohammed): 11.8%.
- Hadith (traditions of Mohammed): 8.9%.
- Overall Trilogy: 9.3% of text devoted to Jew hatred, surpassing Adolf Hitler's *Mein Kampf* (7%)

Additionally, 64% of the Koran pertains to non-Muslims, while 51% of the whole Trilogy is about non-Muslims.



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A significant amount of this text includes hatred of, violence towards, and subjugation of non-Muslims. These statistics highlight a doctrinal foundation for hatred, largely omitted in educational contexts.

6. Confirmation via Sharia: Reliance of the Traveller

The Reliance of the Traveller (Umdat al-Salik), an authoritative Sharia manual, confirms subjugation as integral to Islamic doctrine. Section 9.8 mandates the caliph to wage war on Jews and Christians until they convert, submit via jizya (poll tax), or face conflict, framing this as a divine obligation. This underscores the doctrinal basis for antisemitism, blending religious prescription with political action. Sharia is underpinned by the perfect word and example of Allah and Mohammed.

7. Islamic Values and Morals: Underpinned by Immutable Law

Islamic values and morals are rooted in its primary doctrine: the Koran, the Sira, and the Hadith. Islamic doctrine declares itself to be above all secular law and requires that all its adherents treat it as such. Many Islamic countries explicitly or implicitly proclaim Islamic doctrine to be supreme, with the Cairo Declaration on Human Rights defaulting to these sources. This contrasts with Australia's evolving common law, naturally creating tensions in multicultural integration.

8. Knowing the Truth: Full Disclosure and Legal Principles

We can know 100% of what is taught about Islam but 0% of what is omitted. Australia's legal system upholds "ignorance is no excuse" and demands "the truth, the whole truth, and nothing but the truth." This submission reviews post-9/11 calls for doctrinal transparency, advocating for comprehensive education to align with these principles.

9. Inadequacies in NSW and Victorian Year 12 Studies

A 10 & 21-year review of NSW and Victorian curricula on Islam reveals woeful shortcomings. The Victorian Texts & Traditions - Islam course is more comprehensive but disturbing: only one question every seven years addresses hatred, subjugation, or violence toward Jews and non-Muslims. Despite 64% of the Koran focusing on non-Muslims, only 1.5% of questions do so. Omitted elements are precisely those influencing jihadis are scrubbed, contrary to post-9/11 demands. As the prescriptive narratives of enmity toward Jews and non-Muslims are absent, the roots of this hatred cannot be correctly identified. See attached Press Release for details.

10. Interfaith Dialogues and Scoped-Out Elements

Even the Catholic Church's interfaith efforts emphasize peaceful aspects while scoping out the hateful, subjugating, or violent components toward Jews, Christians, atheists, and others. This leads to incomplete understanding. The most esteemed religious authority in Australia largely omits and or excuses those parts of the doctrine that call for Jews to be hated and killed.



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11. Ongoing University Research

Our 18-month study of eight major Australian universities (courses on Allah, Mohammed, Koran, Sharia, Hadith, mosques and Taqqiya) reveals professors and curricula diverted from these prescriptive and informative narratives driving Jew-hatred. Courses which display these key words divert to movements within Morocco, Muslim identity formation, Middle East turmoil, the Struggle of Ibrahim, honor killings, Islamophobia, and foreign policies. They avoid speaking about the Islamic doctrine, which reveals the roots.

12. Persistent Gaps and the Need for Non-Monopoly Sources

Twenty-four years after demands for doctrinal deep dives, Islam remains "difficult, confusing, and contradictory" per politicians, officials, and religious leaders with whom we have spoken. Islamic dawa has not clarified these issues, necessitating this Royal Commission. We propose full disclosure from non-monopoly sources: C4WU, a worldwide education platform, offers the clearest understanding from the non-Islamic perspective.

13. C4WU's Educational Offer: Source and Solutions

C4WU's thorough education on Islamic doctrine, grounded in scientific methodology, explains antisemitism's sources and solutions. It clarifies the root of the problem in Islamic doctrine, enabling strategies for genuinely tackling Jew-hatred and enhancing social cohesion.

Recommendations

1. Mandate comprehensive doctrinal education in schools and universities, incorporating full Koran/Hadith/Sharia disclosure.
2. Partner with independent platforms, think-tanks and organizations such as C4WU for fact-based understanding of Islamic doctrine, research, education, curriculum development, and other support at many levels.
3. Review interfaith programs.
4. Fund research into doctrinal impacts on social cohesion.
5. Recall past graduates who hold important positions in Government and Industry for complete and accurate re-education on Islam.

This submission respects the Commission's judicious approach, aiming for evidence-based, inclusive outcomes.



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Attachment: Press Release

Study Reveals 21 Years of Australian Educational Materials on Islam Present Incomplete and Misleading Picture.

MELBOURNE, Victoria, April 23, 2025. A comprehensive study by the Center for World Understanding (C4WU), an educational platform built on the research of the Center for the Study of Political Islam International (CSPII), has revealed that educational materials on Islam used in Victoria, Australia, over the past 21 years have presented an incomplete and misleading picture of Islam, particularly concerning its political aspects and its treatment of non-Muslims. Study and exam materials from 2003 to 2023 were examined.

Key Findings of “What’s Left Out!”:

- **Significant Omission:** Course materials largely exclude the 64% of Koranic text that pertains to Jews and non-Muslims.
- **Inadequate Representation:** Only 1.5% of exam questions addressed the treatment of Jews and non-Muslims, despite 64% of the Koran focusing on non-Muslims.
- **Lack of Political Context:** The materials fail to highlight that Islam is a complete civilisational system with its own political ideology (Political Islam) that is in conflict with Australian constitutional principles and the Universal Declaration of Human Rights standards.
- **Misunderstanding of Doctrine:** This incomplete and inaccurate education has led to a misunderstanding of Political Islam among graduates who now hold influential positions in government, media, and other sectors.
- **Misleading Treatment:** The study shows that the Koran is 64% about non-Muslims, that non-Muslims can be treated violently, and that this information is almost completely ignored by the educational materials.
- **Selective Representation of Dualism:** The confusion produced by Islamic dualism, where contradictory statements are held as true, is a major factor in the expansion of Islamic political influence. However, educational materials only present the side of dualism that permits courteous treatment of non-Muslims, while omitting the side that permits violent and/or non-violent jihad.
- **Exclusion of Violent Doctrine:** The study found that Koranic texts prescribing violence against non-Muslims were not mentioned and/or strongly underrepresented, creating a distorted and inaccurate perception of Islamic doctrine. Only 3 questions over a period of 21 years dealt with the violence towards Jews and non-Muslims, despite the high prevalence of violent jihad in Islamic doctrine.

"Many verses of the Koran speak of the treatment, management, and subjugation of Jews and non-Muslims. Also, the Koran deals with various branches of knowledge such as politics, law, finance, family matters, military, history, etc. and is therefore not limited to religious and social education," explains Gregory Hearn, C4WU Global Director & Australia Goodwill Ambassador.



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The study emphasizes the critical need for an accurate understanding of the Koran and Sunna (the life and traditions of Mohammed), particularly regarding the representation of non-Muslims, to ensure informed decision-making in government and the private sector. Incomplete study and examination materials on

Islam must be subjected to rigorous review, and all omissions should be systematically addressed. This can only happen by involving a non-Islamic academic effort.

About CSPII

The Center for the Study of Political Islam International (CSPII) is dedicated to providing accurate and comprehensive information about the political aspects of Islam.

Video Slide show presentation:

<https://www.youtube.com/watch?v=a-nYn6Oqi6c&t=2s>