PROCLAIMING JUSTICE TO THE NATIONS

Qatar and the Linguistic Indoctrination of K-12

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In 2006, the United States Department of State very quietly and without any fanfare launched a new program: The Teachers of Critical Languages Program (TLCP),whose true impact would not be recognized until the mid-2020s. In some way, the true purport of the program slipped under the radar and before it was recognized and analyzed, the entire fabric of America's K-12 education system was further damaged by ideologies abhorrent to the foundations of our Constitutional Republic.

The Teachers of Critical Languages Program (TCLP) was created by the U.S. Department of State to bring native Arabic and Chinese (and later other critical language) teachers to American schools, strengthening language education and cultural exchange. Sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, its advertised purpose was to increase U.S. students' access to instruction in "critical languages" like Arabic and Mandarin Chinese by hosting international teachers.

TCLP is a multi-layered cross-cultural program. American Councils[1] recruits and places English as a Foreign Language (EFL) teachers from People's Republic of China (PRC), Taiwan, Egypt, Morocco, Qatar, in American secondary schools where they teach their native language, culture, and ideology. Through TCLP, each party involved is positively impacted: American students develop appreciation for and fluency with the critical languages of Mandarin and Arabic, exchange teachers improve their English which intensifies the depth of their home school's EFL curriculum, American and exchange teachers develop partnerships and share both resources and teaching methods, and all students and teachers form deeper understanding of others' cultures. American Councils designs and implements an extended ten-day Orientation program that prepares exchange teachers for classroom teaching and life in America, provides their monthly stipends and medical insurance, and, in addition to on-going program monitoring and

1 American Councils | American Councils

support, visits them at their U.S. communities throughout the year.[2] TCLP is sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs and implemented by American Councils for International Education. This White Paper examines how Qatar implemented the State Department's TCLP Program. Another White Paper will examine how China implemented it.

In 2006, the US Department of State opened the door to the legalized infiltration and indoctrination of America's K-12 system. Ideological enemies of America were already entrenched on certain US campuses but the minds of our children were as of yet free from such indoctrination. Islamism found its place in our curriculum and with it came anti-Americanism, anti-Semitism, and anti-Israelism.

The Qatar Foundation's first contributions in support of U.S. public schools were made in the 2009-10 school year and totaled $625,000. The organization gave $3.8 million for the 2017-18 school year, up from $3.2 million the previous year, but less than the $5.5 million it gave in 2014-15.[3] In the same article dated 2017, we learn that the Qatar Foundation gave $30.6 million over eight years to several dozen schools from New York to Oregon. These funds supported initiatives to create or encourage the growth of Arabic programs, including paying for teacher training, materials and salaries. The funding came through Qatar Foundation International, the Foundation's U.S. arm.

Qatar chose and developed an "educationally" acceptable portal through which to invest its money and thereby alter the political direction of K-12 curriculum, introducing pro-Arab, anti-Israel indoctrination, and gradually undermining American support for Israel. The following sentence best illustrates subtle media indoctrination of gullible American readers. "Arabic has seen an explosion of interest among American students over the past decade, as many young people yearn to appreciate a culture that is so often misunderstood in the US."[4]

2Teachers of Critical Languages Program | Exchange Programs; About TCLP | TCLP

[3] U.S. Schools Receive Aid From Qatar - Middle East Forum

[4] https://thepeninsulaqatar.com/article/24/05/2016/Qatar-gives-US-schools-$115,000-to-promote-Arabic

Qatar developed to perfection the field of Arabic Programs and via this conduit, it has invested millions of Arab petrol dollars in our K-12 system. America's changing immigrant population validated accepting large grants from Qatar and other Arab countries "for cultural enhancement programs". After Spanish, Arabic is the language most spoken by students learning English as a second language at U.S. public schools, and the percentage of speakers is growing at a faster rate than other top languages, according to a review of data from the National Center for Education Statistics.[5] I believe that Qatar learned this approach of indoctrination through "cultural advancement" by watching the success of the Muslim Brotherhood when it funded the National Muslim Students Association to introduce programs on Muslim Culture, featuring Muslim food, music, dance, couture, and culture. It took very little time and even less effort for the Muslim Brotherhood via the MSA to indoctrinate our students on the college campus.

It must be stressed that as Qatar infiltrated the public school system across America, it also conquered higher education and changed the face of Middle East Studies and impacted how American students and therefore society considered US support for Israel. As reported in May 2020, in the newspaper, https://english.alarabiya.net, the Lawfare Project has stated in its lawsuit that Qatar has spent at least $1.5 billion on universities in the United States since 2012 in the form of monetary gifts and contracts, in order to exert influence across the American education system to promote political Islam.

It is important that we understand the meaning of "political influence" as opposed to "cultural enhancement". The study of foreign languages and literatures has as its intended goal to introduce our students, regardless of their age, to countries of the world, their people, their ideas, their forms of government, etc. and to prepare traditionally isolationist Americans to be part of the global community. That is the generally accepted intent of studying languages and literatures. The Qatar Foundation International (QFI), based in Washington, DC, provides most of these grants for Arabic Programs and presents them as intended precisely for that purpose: "QFI supports the entire Arabic learning ecosystem. We work with teachers, schools, administrators, and universities to help make the teaching and learning of Arabic as accessible and

[5] U.S. Schools Receive Aid From Qatar - Middle East Forum

professional as other world languages."[6] "QFI grants for schools, students and teachers support education in Arabic language and about the Arab world. They are designed to enable students to become engaged with 21st century skills and global competency, and support programs that reach more than 3,200 students in the US and Europe."[7]

That sounds good. It may be true but it is certainly neither the goal nor the essence. Studying foreign languages and literatures, in particular Arabic, funded as a means of exerting "political influence", is something else. It is an amazing tool for indoctrination, both subtle and/or overt.

The clearest proof of this, which I have found to date, appeared in an article in the NY Post.[8]

"It's bad enough when the city Department of Education coddles antisemitic high-school rioters and employs Jew-hating faculty; it's beyond obscene when it sanctions the erasure of Israel on a map of the Middle East in one of its classrooms.

The map of the "Arab World" renaming Israel as "Palestine" (in fulfillment of the Israel-haters' odious "From the river to the sea" aspiration) hangs in a classroom at PS 261 in Brooklyn, where Rita Lahoud gives students lessons in the Arab Culture Arts program.

Adding insult to injury, that program is funded by Qatar Foundation International, the US affiliate of the Qatar Foundation, which is controlled by the country's ruling Al Thani royal family.

Why in heaven's name is the Department of Education taking a *dime* from the government of Qatar, which gives sanctuary to Hamas' leaders and the financiers of the Oct. 7 atrocities against unarmed Israeli civilians?

In fact, records show that QFI donated over $1 million to the Department of Education from 2019 to 2022."

We must be concerned about all indoctrination through education, whether in textbooks, State Standards, curriculum, field trips, newspapers, videos, homework assignments, programming, or

[6] https://www.qfi.org/about
[7] https://dailycaller.com/2019/08/15/qatar-arabic-programs-us-school
[8] https://nypost.com/2024/01/11/opinion/does-qatar-funded-israel-erasing-map-betrays-new-york-and-american-values/

subvented trips abroad. We cannot be indifferent to international financial support of our institutions, whether K-12 or university. We must listen to and watch teachers, faculty, and administration closely, to be aware of how they interact with their students, our children, and if they impose their personal beliefs and ideologies on them. Arabic Programs often introduce Arabic teachers into our classrooms as well as American teachers who, thanks to grants from these countries, studied Arabic abroad in countries like Saudi Arabia and Qatar.

We know that the serious purchase of American education through infusions of Arab Petrol Dollars began in 1975. Today, in 2026 we are seeing many, far too many, signs and proofs of its success and its indoctrination: spiraling Jew-Hatred, anti-Israel, anti-America, anti-Constitution bias. This was paid for Arab Nations and supported and encouraged by Marxists, Communists, Islamists, Globalists, and Leftists worldwide. Most frightening is the fact that the US State Department in 2006 invited them into our country and legalized their programs in K-12 and Academia. In 2006, America's State Department adopted and paid for the Leftist infiltration of our Country and the indoctrination of our children using the Humanities as the gateway.

In 2019 and 2020, about $240,000 went to fund dual-language Arabic programs at PS 261 and PS 30 in Brooklyn; by 2022, it had doubled to $513,000.

But with "free money" comes *influence*; that one odious map is likely the tip of an iceberg: What other propaganda, antisemitic or otherwise, is sneaking in?"

In addition to and as a probable result of this 2006 TCLP, we are aware of the presence of the Muslim Students Associations on our college campuses. But, it is my belief that with the State Department's 2006 Program introducing the study of Arabic as critical, the Muslim Students Associations and therefore the Muslim Brotherhood found welcome terrain for their Islamization of America.

The Muslim Students Association was founded in 1963 by a group which included members of the Muslim Brotherhood, the Islamist movement that spawned Hamas. Today, MSA National operates

162 affiliated chapters across universities and high schools throughout the United States and Canada.

According to internal Muslim Brotherhood documents, “in 1962, the Muslim Students Union was founded by a group of the first Ikhwanis [Muslim Brothers] in North America.”

The following year, two Brotherhood members—Ahmed Totonji and Jamal Barzinji, both Iraqi Kurds, helped turn the group into a more formal organizational structure and helped establish the Muslim Students Association at the University of Illinois at Urbana-Champaign in January 1963, alongside founding member Hisham al-Talib.

A 2025 report by George Washington University (GWU)’s Program on Extremism documents how “from its inception, Brotherhood members held key positions, influencing its ideology and direction.” The report describes MSA as “a sort of parallel structure of the Brotherhood, independent but, at the same time, represented an inexhaustible recruiting pool and a perfect avenue to disseminate its ideas.”

In its early years, the MSA distributed English translations of writings by Hassan al-Banna, the Muslim Brotherhood’s founder, and Sayyid Qutb, the Brotherhood’s most influential ideologue. According to a Hudson Institute report, “Arab Muslim members of the MSA who adopted these ideologies would then be recruited into the Brotherhood.”

While researching this White Paper, I found an interesting article on the teaching of Arabic in NYC schools. In it was the first mention which I have encountered of the presence of a chapter of the Muslim Students Association in a public school.[9]

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9 https://campuspress.yale.edu/edstudiescourses/arabic-in-public-schools/#:~:text=Despite%20the%20magnitude%20of%20Arabic,be%20taught%20in%20American%20schools

> “At the selective end of the scale is elite public high school Stuyvesant in New York City, where a student-organized push for Arabic in 2004 led to the language being offered alongside a multitude of other less commonly taught languages (Bahrampour 2004). But even at Stuyvesant, there were obstacles in introducing Arabic as an elective: it took the school’s Muslim Student Association three years and a lot of fundraising to put the idea into motion, even after comparably uncommon but arguably less pertinent languages like German, Japanese, Hebrew, and Korean had long been offered. (Levin 2005). But if the obstacles of getting Arabic into Stuyvesant were tough, the challenges other public schools have faced are more or less insurmountable.”

While researching the Qatar Foundation International, I saw their designation of Arabic as a “critical” language in their description of their program for American students. Critical for whom? For them to indoctrinate? I felt that there was something substantial behind its use. Then, I found the 2006 TCLP State Department’s newly announced program: Purpose: To increase U.S. students' access to instruction in **critical languages** like Mandarin Chinese and Arabic by hosting international teachers. The Leftist Agenda, safe within the State Department, provided our worst ideological enemy, Islamism, with the language and the access to our most vulnerable citizens, our children, and opened our K-12 campuses as well as Academia to the Muslim Brotherhood and their offspring the Muslim Students Association. The violent pro-Hamas and anti-Israel demonstrations on K-12 and higher education campuses are some of the results of the “cultural education” provided by these Arabic Language programs with their English-speaking Arab language teachers, born and trained in Arab countries and experts in the art of infiltration and indoctrination. All in preparation for the arrival of the long-planned Caliphate in America.