



The Hebrew University of Jerusalem  
The Faculty of Social Sciences

# Glocal Internships 2014: Perspectives from the Field







**The Hebrew University of Jerusalem**  
**The Faculty of Social Sciences**

The internships of 2014 were made possible thanks to the support of our generous donors:

The Rector's office of the Hebrew University

The Faculty of Social Sciences at the Hebrew University

Pears Foundation

Vital Capital

Doran Family Foundation

Yad Hanadiv Foundation



**Welcome,**

The Glocal Community Development Studies program was established at the Hebrew University in the winter of 2011. A multidisciplinary Master's program, Glocal focuses on the effective translation of academic knowledge into practical understandings, conducive to work with communities and organizations across the globe. To this end, an integral part of the Glocal program is the internship: four-month field experience with organizations which work with marginalized communities in the developing world and the Middle East. Through the internships, students supplement academic knowledge with grounded local knowhow. Each year, a new group of Glocal students embark on their internships, forging connections with marginalized communities across the world through hands-on work with leading development organizations in countries across Africa, Asia, Latin America and the Middle East.

In the fall of 2014, the forth cohort of Glocal students set out on their internships. Inspired once again by the creative energies of our students, especially their lessons gained from engagement with communities in the field, we are proud to present our fourth annual 'Glocal Internships from the Field' booklet.

A Glocal tradition, this booklet contains the studies of 21 students, all displayed through a series of academic posters. Each poster is distinct, describing the general work of a partner organization, and highlighting the unique path each student followed as they developed their projects with a local community.

In the following pages, join our students while they share their journeys of discovery. Join Inbal in enhancing capacities among refugees' communities in Kakuma refugee camp, Kenya; accompany Natalie in discovering how to empower Indian youth through theatre in Mumbai, India; Follow Liel to Buenos Aires, where he learnt of an innovative tool to enhance community participation in slum-upgrading processes; and travel with Shawna to Ethiopia, to learn of methods to join new technology with traditional agriculture methods to enhance tomatos harvest and income. We hope you enjoy the journey, and are looking forward to many more in the years to come.

**Yours sincerely,**

**The Glocal team**



## Table of Contents

### **Internships in Africa**

Yalee Azani: <b>“The impact of mentors on young girls’ lives in Zambia”</b>	4-5
Yair Barneis: <b>“Economic Inclusion and Empowerment in Uganda”</b>	6-7
Diletta Carmi: <b>“Gender, Drought and Vulnerability in Fedis Woreda, Ethiopia”</b>	8-9
Gilaad Cherrin: <b>“Aldeia Nova: A Practical Approach to the Triple Bottom Line”</b>	10-11
Shawna Dolinka: <b>“Seed Justice and Income Generation with Fair Planet, Ethiopia”</b>	12-13
Maria Kagan: <b>“Education through storytelling in Vugizo”</b>	14-15
Bertrand Mizero: <b>“The use of REFLECT methodology by ActionAid International Burundi in reducing poverty among women”</b>	16-17
Aarifa P. Muhammed: <b>“Women Empowerment: Men as agents of change in Northern Uganda”</b>	18-19
Inbal Nachum: <b>“Providing Refugees with Opportunities for Personal and Social Advancement”</b>	20-21

### **Internships in Asia**

Gur Guilat: <b>“Alternative education in development: Unschooling”</b>	22-23
Avigal Orha: <b>“Non formal education and its impact in creating agents of change among youth in Phnom Penh”</b>	24-25
Samalie Kakai: <b>“Youth Led Development: dance4life (Nepal) endline evaluation”</b>	26-27
Natalie Silverlieb: <b>“Theatre for Development and Social Change: Giving A Voice To the Voiceless”</b>	28-29



### **Internships in Latin America**

Dan Amias: <b>“The role of proximity in socio-economic inclusion. The case of Praca Da Bandeira, Rio de Janeiro”.</b>	30-31
Liel Maghen: <b>“The Compass: a Participatory Tool for Urban Planning”</b>	32-33
Osnat Shperling: <b>“Abriendo Mentes - a volunteer-based organization: Volunteers management and Voluntarism critique”</b>	34-35

### **Internships in the Middle East**

Salman Abu Ahmad: <b>“C02 reduction for a sustainable future”</b>	36-37
Lucy Atkinson: <b>“Faith and Environment in Jerusalem: Learning From Others to Create a Womens Project”</b>	38-39
Ephrem Hawando: <b>“Advocacy for Effective Societal Integration of Ethiopian Jews in Israel”</b>	40-41
Jiwon Kang: <b>“A Case Study of Participatory Video Project in Salfeet, West Bank: Utilizing Media Tools for Community Participation”</b>	42-43
Juan Carlos Reyes: <b>“The importance of integral communication solutions for Non-Governmental Organ</b>	44-45



## Yalee Azani

Yalee was born and raised in Israel. She graduated her BA with Honors in Middle Eastern Studies and Education at Ben-Gurion University of the Negev. During her studies, she co-founded and managed a volunteer student cell named “Alfa” that assisted Holocaust survivors. The student cell received in 2011 a reward from the Be’er-Sheva Municipality for outstanding volunteer work. Currently she is completing her MA in Global-Community Development Studies at the Hebrew University of Jerusalem.



After graduating from her BA, Yalee volunteered with the “Africa Center” in Angola for six months. During this period she built and facilitated arts and movement activities at the orphanage. In addition, she has taught Basic English lessons to groups of local women and developed and facilitated a Scouts empowerment program with a focus on local youth leadership.

Following her volunteer work Yalee was promoted to work for two and half years at the Art and Culture Foundation as a Regional Project Manager. As part of her job she served as the manager of the Women’s Empowerment Project and established a sewing cooperative with 65 women of post-trauma background. The project included the provision of professional training, as well sources of income to participants, in order to assist them to break the vicious cycle of poverty. Yalee also established workshops and collaborated with a local entrepreneurship center that provided economic training; served as a Volunteer Coordinator; and promoted cultural events and partnerships with the community and formal institutions.

As part of Yalee’s Community Development Studies, she worked with an NGO by the name of Population Council. The organization confronts critical health and development issues through biomedical, social science, and public health research in 50 countries. During her internship, Yalee worked in the Adolescent Girls Empowerment Program (AGEP): a social, health and economic asset building program for vulnerable adolescent girls in Zambia. As part of the evaluation of this project Yalee managed an observation team that conducted monitoring visits to all 10 AGEF sites, in order to evaluate the quality of the mentors’ performance in facilitation of safe space meetings with the adolescent girls.



# THE IMPACT OF MENTORS ON YOUNG GIRLS' LIVES IN ZAMBIA

Yalee Azari - yaleeazari@gmail.com

## Background:

Adolescent girls in Zambia face a range of risks and vulnerabilities that compromise their healthy development from childhood through puberty. At the same time they lack the social, health and economic assets to mitigate these risks. The issues that girls are confronted with are:



### Child Marriage:

While parents may attempt to marry their daughters at a young age for apparent economic stability, in reality child marriage leaves girls with limited control over resources, highly restricted mobility and little or no power in their new households. Zambia has the 16<sup>th</sup> highest rate of child marriage in the world: 42% of girls are married by the age of 18 (DHS, 2007).

### HIV and Other Health Risks:

HIV prevalence for adults (15-49) is 12.7% (2002 est.) which means that 1 in every 7 adults are living with HIV. Women and girls are at higher risk of HIV. There is a 2:1 female to male infection rate. Other health risks young adolescents are exposed to include: **early pregnancy, unsafe abortion, and STIs** which result from high levels of unprotected sex. Among 15-19 year old unmarried girls, 20% in urban areas and 40% in rural areas have had sex. Early motherhood is linked to school dropout, social isolation, and child marriage. According to the 2007 Zambia DHS, 28.5% of all 15-19 year old girls have been pregnant or have had a child.

### Education:

The 2007 DHS showed that girls have lower levels of school enrollment than boys. The school dropout begins at age 13 and approximately 1/3 of girls ages 10-14 have either never been in school, are not currently in school, or are in school but more than 2 years behind the appropriate grade for their age. When comparing girls' non-enrollment to boys, the gender disparity is clear among older adolescents with 44.2% of girls ages 15-19 not in school as compared to 22.2% of boys.

### Gender-Based Violence (GBV):

A study by the Population Council showed that 70% of girls reported having been **sexually harassed** in school and 84% reported that girls their age are pressured to do things they don't want to in exchange for money. Data from DHS 2007 states that among 13-24 year old females, 16.2% think that wife beating is completely justified and 43.1% believe that violence is justified in certain circumstances. This shows that the issue of GBV is an accepted norm by an early age.

## Population Council:

The Population Council is an NGO, established in 1952 which confronts critical health and development issues through biomedical, social science, and public health research in over 50 countries. The Population Council works with their partners to deliver solutions that lead to more effective policies, programs, and technologies. In Zambia the Population Council is implementing The Adolescent Girls Empowerment Program (AGEP) to help them face with the range of risks and vulnerabilities challenges. In Zambia the Population Council is implementing The Adolescent Girls Empowerment Program (AGEP) to help them face with a range of risks and vulnerabilities. The program is operating in 10 sites:



## Beneficiaries:

The Population Council and partners are implementing a program for 10,000 vulnerable girls. The criteria of vulnerability was chosen by age and class in school. They are divided to 3:



**10,000**  
Vulnerable Girls

10-14 Years Old

15-19 Years Old

Married Girls / Mothers



## The Program:

Through AGEP the Population Council and partners are implementing a social, health and economic asset building program that is comprised of three major components:



### Safe Spaces

The core of AGEP is a safe spaces component. Implemented in partnership with YWCA Zambia, safe spaces are weekly girls' group meetings in which 20 to 30 girls get together over the course of 2 years for training on sexual and reproductive health, life skills and financial education. They meet with a mentor - a young woman from their community - for short training sessions. These regular group sessions serve 2 critical functions:

- 1) They build a platform in which girls can be reached with interventions and educational topics.
- 2) They build social assets, including friendships, trusting relationships, and self-esteem, which have a positive influence on their livelihood and health.



### Health Voucher

In partnership with the Ministry of Health (MoH) and Ministry of Community Development, Mother and Child Health (MCDMCH), the Council has developed a health voucher for AGEP participants for health services at partner public and private health providers. The services covered include basic wellness exams and age-appropriate sexual and reproductive health services.



### Savings Account

The Population Council has worked in partnership with the National Savings and Credit Bank (NatSave) and Making Cents International to develop the "Girls Dream" Savings Account for AGEP girls. The NatSave account has a low minimum balance of KZ 25 (\$0.50) to open, and any amount can be deposited or withdrawn with no fee.



### Mentors:

During the community sensitization process, the mentor position was advertised and circulated throughout the community. Mentors must be between the ages of 20 and 40, female, able to speak English as well as the local language, and have completed secondary school. At each site, an initial training of trainers (TOT) was held and the final mentors were selected. Additional mentors were selected as alternates in case of mentor dropout. Refresher training was held 1 year after the mentors began their work in the program. In addition, mentors meet once a month with the site coordinator. At these meetings mentors submit their attendance sheets, discuss successes and challenges, and receive short training sessions. When a girl misses 3 meetings in a row, the mentor is required to conduct a home visit.



## The Impact of The Mentors - Stories From The Field:



### Emma's story

When schools opened Emma was taken by her mother to Kabwe town to buy supplies for school. When they entered a shop Emma produced a K100 note from her pocket and told her mother to buy her shoes that cost K40 and save the K60. The mother panicked and asked Emma, an 11 year old girl, where she got so much money from. Emma told her that at the Safe Space meetings the mentor taught them Financial Education and the importance of earning money in a good way. Emma went to the neighbors' farms after the harvest and gathered two bags of leftover corn. She sold each bag for K50 and made K100 total. Emma then told her mother that she wants to buy shoes for K40 so every time she goes to school she can remember that it is because of AGEP that she has the shoes. Emma decided that when farming season arrives she wants her mother to buy her groundnuts to plant. At harvest time she can make more money and begin saving for boarding school in the future.

### Miriam's story

When Archbishop Desmond Tutu came to Zambia, he visited Mumbwa to meet the girls. There he heard an inspiring success story about how AGEP helped a 13 year old girl leave her child marriage. She had entered the marriage to escape domestic violence that was occurring at home by the hands of her step-father. Concerned community members thought it was not right for such a young girl to be in a marriage. They knew that Miriam was an active member in AGEP and they decided to inform her Safe Space mentor about the situation. In the condition that she will not be forced, the mentor worked with the Site Coordinator (SC) and visited both Miriam's family and the family of her young groom. After the SC and mentor's intervention in the matter, the girl agreed to leave the marriage on the condition that she not be forced to return to her parent's home. Miriam's elder brother agreed to be her guardian and to re-enroll her in school. The mentor and SC also agreed to talk to the head teacher at the local school to see if she could be readmitted to the school, despite having dropped out in the 5th grade. Now, with the encouragement of AGEP, she too wishes to return and complete her studies.







## **Yair Barneis**

Yair was born in Jerusalem, Israel in 1985. His high school education was as an art and film major in the Jerusalem school of arts.

Post army, Yair travelled and worked in East Asia. During this time he volunteered with an American-Cambodian doctor trying to aid terminally ill patients who could not afford adequate institutional care. In addition,

Yair volunteered in a remote small town in north eastern Thailand. There, while teaching English to local school children, he also worked with the local communities and NGO's to empower young Thai girls and their families, to create alternative income avenues in order to fight child prostitution.

When he returned to Israel, Yair chose Asia studies for his undergraduate degree in Haifa University, Israel. The focus of his studies was social, historical and economic dynamics of China, Japan, Korea and India throughout their histories.

In 2013, Yair started his graduate studies in Glocal Community Development Studies, at the Hebrew University. As part of his studies he did his internship in the fall of 2014, with CARE international in Uganda. During this time, he evaluated a micro-financing program that aimed to financially and socially empower poor rural communities. The focus of the evaluation was to examine and analyse the current community – bank relationship, and asses all the contributing factors and underline impediments.

Upon graduating from Glocal, Yair wishes to pursue a career in evaluation within the development sector, specializing in social and financial exclusion.



### Background



In Uganda, out of a total population of 36 million people, 86% live in rural areas where access to commercial banks is extremely limited. Further, 70% (or over 25 million people) of the population are under 25.

These factors, combined with low average wage rates and lack of financial education for the rural poor, leads to the exclusion of a large percentage of the population from available financial and business services, thus making them vulnerable and exposed to exploitation

### Strategic Approach

**The VSLA Model:** 'Village Saving and Loan Association' (VSLA) is a micro-financing model that focuses on assisting community based groups to generate, regulate and self-manage their finances. These groups of 15-30 people, provide members with a safe place to save money, take loans and have a social and financial safety net in case of emergencies.

This model has been created and implemented successfully by CARE International over two decades in different developing countries. However, in order to truly financially empower the poor, they must be enabled to take part of the formal financial system.

**Banking on Change (BoC):** Created in 2009, this projects aims to further advance VSLAs by linking them to commercial banks. By doing so the groups:

- > Can benefit and fully take part in the financial development that Uganda has been experiencing over the last decade
- > Have access to safe keeping of their money from theft and hazards such as fires and floods
- > Gain access to large scale loans

This is done by training the group members in bank procedures, financial literacy and business investment skills. By the end of the first stage in May 2012, BoC has formed 1,593 VSLA groups with 43,884 members, and has linked 314 of the groups to a formal banking institution. At the moment, BoC is amidst its second stage.



Formation and training of VSLA groups: Members gain confidence and financial skills within a safe setting.



Through saving, loans and investments, members of the groups become capable of financially advancing themselves



The groups and members become an integral part of the social and economic development of Uganda



After several yearly cycles, the groups are trained in financial literacy and bank procedures



Members of the groups gain access via the bank to better job opportunities and governmental services



The groups are then linked to a bank where they can get access to its products and services



The group members gain confidence in regards to dealing with the financial sector



### The Challenges

#### The VSLA Groups

- > The VSLA model is extremely effective, however this does not translate naturally to an effective bank linkage
- > The training of the groups on financial literacy and bank linkage is theoretical in nature and does not provide sufficient practical tools
- > There is a large time gap from the training to the utilization of the skills, thus making much of the groups knowledge out-dated. This leads to a gap between perceived and actual implementable knowledge within the groups
- > The group members often have a negative preconceptions of banks

#### The banks

- > Lack of adequate commitment of the bank to the process. This is represented in:
  1. Lack of involvement during the training
  2. Failure to create an adequate product for the VSLA groups
- > Cumbersome Bureaucracy: Causes limited usability of the services offered
- > lack of adequately VSLA trained bank staff due to high rate of turn-over within the partner banks

#### Logistical issues

- > Lack of proper road and transportation infrastructure:
  - Creates significant time and money consumption to travel to the banks
  - Can generate safety issues caused by accidents or robberies

### Recommendations

#### The VSLA groups

- > To create a forum of VSLA groups in various districts. The purpose of a forum would be twofold. Firstly, to create a body where groups or individuals can approach for information, advice or help. Secondly, such a forum can voice the collective needs and demands of the individual groups as a unified entity to the government and the financial sector
- > **Improvement of the training.** In spite of the efforts, there are still unaddressed knowledge gaps. These can be bridged by:
  1. Implementation of a more practical aspect to the bank linkage training
  2. A more significant involvement of the bank in the training process
  3. Conducting post training workshops on bank procedures and/or business investment skills
  4. Creating and distribute amongst VSLA groups a manual/guide book with detailed information and FAQs about financial literacy and bank linkage



#### The bank

- > To re-evaluate the product and streamlining the procedures and bureaucracy. This should be done together with CARE and the VSLA forum
- > To re-examine current staff training policy
- > To enhance the bank's engagement with the communities
- > To facilitate logistical problems of banking by implementation of wider scale of mobile banking





## **Diletta Carmi**

Deeply interested in all issues related with culture, Diletta obtained her BA in Anthropology at the University of Siena, Italy and is currently completing her MA in Glocal Community- Development Studies at the Hebrew University of Jerusalem.

As part of her Master's degree, Diletta interned for 4 months in Care Ethiopia's East Hararghe field office. There, Diletta worked within "Abdishe", a food security project targeting 6,400 chronically food insecure women. Abdishe aims at strengthening food security by providing market access and improved agricultural inputs, and by tackling gender discriminatory practices. Diletta built a methodology to collect case stories as part of her monitoring and evaluation work. She also initiated and carried out an independent research project aimed at understanding how drought affects differently women and men. During her internship, Diletta significantly broadened her knowledge on food security and DRR issues.

In the past, Diletta worked on various issues related with the coexistence of the Catholic majority and the Jewish minority in Italy, more specifically dealing with intercultural relations and institutional representations.

She is adept at learning new languages and working in cross-cultural settings. Diletta is seeking opportunities to pursue work in the development field and expand her knowledge and experience.



# Gender, Drought and Vulnerability in Fedis Woreda, Ethiopia



Poster created by Dileeta Garmi  
dileetgarmi@hotmail.it  
March 2015



## Problem Statement:

- Ethiopia is identified as one of the countries most vulnerable to climate change** because of its low adaptive capacity and high reliance on agriculture (Thornton et al., 2006), which supports over 85% of the population in terms of employment and livelihood.
- Women have come to be seen as particularly disadvantaged against natural hazards due to "the precariousness of their livelihood, the burden of securing shelter, food, water and fuel that largely falls on them" (UNWomen, 2014:7).
- Although international institutions require **gender-sensitivity in climate change adaptation policies**, the documents released by the Ethiopian government feature few gender-sensitive policies.

Low agricultural inputs • Rain shortage • Land degradation



Little financial capacity • Large family size • Damaged yield • Few market opportunities

Food insecurity

## Working definition:

**Vulnerability** is defined as "the characteristics and circumstances of a community, system or individual that make it susceptible to the damaging effects of a hazard" (UNISDR, 2009:30).



## Objective of the study:

The research investigates how drought is differently experienced by men and women, thus contributing to gender-sensitive knowledge required for interventions".



## Methodology:

- Key informant interviews with government representatives from Disaster Risk Reduction, Food Security, and Women and Children Affairs Units;
- Closed Ended Surveys filled in by 50 women and 50 men;
- In-depth interviews with 3 men and 3 women from different age groups;
- One FGD with 7 women and another with 7 men.

## Key findings:



Workload:

In periods of food scarcity, most men migrate in search of daily labor, while many women's activities require additional time due to water shortage. When food shortage arises, women's involvement in income generating activities as well as care work increase. Additional hurdles arise since they find themselves sole keepers of the household and responsible for the livestock.



Food consumption:

In times of water scarcity, mean number of meals decreases from 2.70 to 1.67 per day. Husbands, followed by children, are given priority in food allocation, while women eat the leftovers.

*"My wife will feed our children until they are saved, forgetting about herself and never eating enough"*



Health:

In times of drought, women appear to be more affected by health problems, due to social (food allocation) as well as biological (reproduction) factors. This leads them to experience symptoms of malnutrition and to be at risk during pregnancy and delivery. Despite all that, usage of health facilities is discouraged by the fact they have to ask money and permission to their husbands.

## Main Recommendations:

As women appear to be a highly vulnerable group, the following actions and considerations should be included in future action planning:

- **Mainstream a gender perspective into the policy design process**, making women's concerns and experiences an integral dimension;
- **Make women central actors in decision-making**: women are more aware of the specific constraints of the group, and would provide useful contribution if made key participants in decision and policy-making;
- **Mainstream disaster risk reduction in every development intervention**, analyzing how each activity implemented by external institutions would impact the vulnerability of both men and women, as well as assessing activities feasibility;
- **Intervene on gender disparities through grassroots interventions that call into discussion social practices in action** and give women access to and control over resources.





## **Gilaad Cherrin**

Gilaad Cherrin is a native of Philadelphia, and today works to develop and support agriculture projects in emerging markets.

After moving to Israel, Gilaad completed his first degree at the IDC Herziliya with an emphasis on international relations and economics. Shortly after graduating, he joined Tevel B'tzedek in Nepal and worked on a rural agriculture project.

Before pursuing the Glocal program at the Hebrew University, Gilaad worked in the private sector and started his own innovative accessory company that distributes their products around the world. Looking to combine his passion for development and private sector experience, Gilaad chose to do his Glocal internship with Vital Capital.

Vital Capital is an Israeli impact-investing fund that supports for-profit projects throughout the developing world that create social impact as well as providing an investment opportunity. Gilaad's project was to work with a community oriented commercial egg farm in Angola called Aldiea Nova. The project sources all of its poultry products from local smallholder farmers and supports the community with micro-loans, technology transfer, and infrastructure. Already in its third year of profitable operations, the project provides employees and contracted farmers with steady and growing incomes and continues to be among the largest economic players in the Wuku Kungo area.

In the future, Gilaad looks to leverage his experience to continue to work with private sector investments geared at creating impact. He sees agriculture projects as a vehicle to support local communities and is also interested in connecting promising start-ups with the relevant parties in Africa.





## Impact Investing: A Practical Approach to the Triple Bottom Line

Gilli Cherrin, gcherrin@gmail.com

### Introduction to Vital Capital

Vital Capital uses their experience and technical expertise to invest in projects they see as having not only an attractive financial return, but a social one as well.



#### Vital Capital - Snapshot

Geography: Predominately Sub-Saharan Africa  
Sectors: Urban community housing solutions, agriculture, healthcare, renewable energy, water and education  
Team: Over 50 years experience in Africa

Vital Capital selects projects based on strict impact criteria



Vital regularly invests in impact projects throughout Angola

Aldeia Nova sources 100% of the eggs from local farmers and distributes them around the country. Today, Aldeia Nova is one of the 3 largest egg producers in Angola.

Vital Capital has invested millions of dollars to create a system in which smallholder farmers control the majority of production for the business.

Through direct interventions, the farmers have access to basic needs, have ownership over their own methods of production, and have the financial stability that allows them to plan for their futures and improve their lives.

Aldeia Nova works with almost 1000 farmer families across 14 villages and employs hundreds working with the central processing plant. Their investment is being spread into a significant number of households in the Waku Kungo area.

### The Impacts:

With over 250,000 eggs produced every day, the project continues to change the economic and social landscape of the area while providing development opportunities to the community through employment, technology transfer, access to water and electricity and smallholder contracts.

**Financial:** Employees and contracted farmers receive regular payments, scheduled raises. For many Aldeia Nova have established a bank account for the first time. Access to formal banking as well as financial management training sets the stage for improved financial security.

**Employment:** With contracted farming families and employees, Aldeia Nova provides job security to over 1000 members of the Waku Kungo Community. With operational expansion the number of people working directly with the company continues to grow allowing for more impact.

**Environment:** Aldeia Nova has begun to implement cage free coops and uses sustainable practices to distribute water throughout the villages.

**Infrastructure:** The villages contracted with the company receive water and electricity infrastructure as well as well kept roads and village lighting.

**Job Training and Technology Transfer:** Training programs in a variety of fields provide skills needed for the different elements of egg and dairy farming. Employees also receive training in computers, English, accounting, a financial management. Contracted farmers use state of the art equipment including modern chicken coops and incubation systems that continues to create a foundation for success.







## **Shawna Dolinka**

Shawna is originally from the United States and moved to Jerusalem to pursue her Master's Degree in the Glocal Community Development Program. She has a B.A. from the University of California, Santa Barbara (UCSB) in Globalization. During her Bachelor's degree she spent one year in Israel as an exchange student, studying at the Hebrew University, Mount Scopus.

After graduation she joined the 12th cohort of Tevel B'Tzedek, an Israeli based INGO. In Tevel B'Tzedek she volunteered in Nepal in the realms of organic agriculture and youth leadership development.

After completing her volunteer work she decided to pursue her Master's degree in Glocal Community Development Studies. Shawna has recently completed a four month internship with Fair Planet, an Israeli organization that aims to supply smallholder farmers in Ethiopia with higher quality seeds. During her internship, Shawna coordinated the organization's farmer pilot program which gave successfully tested, quality tomato varieties to 24 farmers in order to gauge the farmers' increased yields and incomes. She also worked on gathering data and information for a baseline survey that could serve to better inform the organization on the outcomes and results of the program.

Shawna is looking to continue her work in agriculture and food security, while also looking at issues of waste management and clean cooking stoves. She wishes to continue a career in development that focuses on these pursuits.



# Seed Justice and Income Generation with Fair Planet, Ethiopia

By Shosuna Dolinka  
shosna.dolinka@mail.huji.ac.il

## General Background

Fair Planet works primarily in the Bultjira region of South, Central Ethiopia. This is a fairly large town of 25,000 inhabitants. Around the town, however, there is vast countryside and most of the people live a traditional, rural life based on subsistence. The peripheral villages have a higher percentage of Muslims than the town, and many speak Guraage as their first language.

These farmers face economic problems. They mostly work in agriculture and have lack of high yields and know-how significantly affects their ability to generate income and relieve themselves from poverty.

## Organizational Background

Fair Planet witnessed the challenges that these farmers face and connected the root problems of their low yields to low seed quality. Unlike in developed countries, most people in Africa use substandard seeds that have been harvested from the previous year's crop. This is because the major seed companies of the world do not sell their certified seeds in these regions since they do not see an economic market for them. The local governmental policies towards seeds in Ethiopia are also very strict. Fair Planet works on connecting these seed companies to local Ethiopian farmers. This is 'Seed Justice', making high quality seeds available to underprivileged populations.

Figure 1: According to Fair Planet, the connection to the market



## Implementation

### Trial and Demonstration Field

In order to register the correct seeds in Ethiopia, it was necessary to test the varieties for their relevance and success in the region. Fair Planet tested various tomato varieties over a 3 year period. Half the tomatoes were tested using drip irrigation while the other half was tested with the traditional furrows and flooding methods. Once the most successful varieties were identified, they were given to the farmers to assess their ability to work with the new varieties.



### Farmer Pilot Program

- Once successful varieties were chosen, the next step was to gauge the success of the farmers to grow the varieties themselves.
- 14 farmers were chosen by the Bultjira branch of the National Ministry of Agriculture.
- These farmers were provided with know-how and recommendations for land preparation, fertilizer and pesticide application, as well as irrigation practices.
- The farmers were also given a total of 1,000 seedlings comprised of three different varieties.
- Money, fertilizers, and pesticides were under the farmers' responsibility since the project aims to test the success of the farmers own abilities to grow the tomatoes.
- Potassium, however, is not available for purchase in Bultjira so the organization brought the fertilizer from Addis Ababa and sold it on credit to the farmers. This means that the farmers repaid the amount after harvest time.
- Fair Planet field workers, alongside an expert from the ministry of agriculture, visited each farmer once a week to supervise the process and make suggestions as issues occurred.

### Clearing

### Burning

### Plowing

### Furrows

### Irrigation

### Fertilizing

### Planting

### Fertilizing

### Irrigation

### Spraying

### Harvesting

### Rotating Crops

## Outcomes

In the trials, Fair Planet found that by using a higher quality seed, they were able to raise the typical farmer's yields by about 3 times while still utilizing traditional furrow irrigation methods.

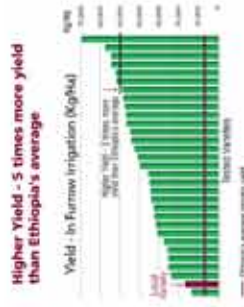


Figure 2: A boy plowing the field in preparation for planting the seedlings



## Conclusion

- Fair Planet uniquely combines the use of traditional and local agricultural methods of furrow and flooding irrigation with improved seed quality.
- This combination has led to promising results in trials. Farmers are experiencing larger yields and a higher quality crop with bigger fruits and longer shelf life. This allows higher pricing on the produce which increases farmers' income.
- The maintenance of traditional methods allows the project to be inclusive of even the smallest farm holders.
- This method can improve food security not only by increasing yields, but also by increasing the farmer's possible income generation from improved produce sales.
- The organization is currently starting trials with chili peppers and intends on introducing other popular produce varieties in the future.





## **Maria Kagan**



Maria obtained her undergraduate degree in Comparative Religions and Art History at the Hebrew University of Jerusalem. After completing her degree she spent half a year volunteering with children and young adults suffering from HIV/AIDS in Ethiopia and realized that she wants to pursue her interest in African cultures and communities. Upon her return she began a pedagogic degree at Kerem Institute, Jerusalem, and a Master's degree in Glocal Community Development Studies at the Hebrew University.

As part of the Glocal Program, Maria was part of the Tevel B'tzedek's pilot fellowship program in Burundi, and interned there for five months. During her internship she took part in the ground work of mapping the community, and helping establish the organization, while involving the various community stakeholders and partnering with other NGOs in the field. In addition, Maria worked with teacher training programs in Vugizo zone, in an early childhood development project, vocational schools and primary schools. Her projects were focused on alternative teaching methods and promoting creativity among teachers, working with her local partner Fabrice Muhoza.

Maria has significant experience in teaching, both in formal and informal educational frameworks, working with ages from 3 to student level, facilitating seminars on issues of religion, history, and art. Maria has also studied plastic arts in the past and believes that arts have much to contribute to community development projects. In the future Maria hopes to continue learning and working in the field of education for development in Israel and abroad, while promoting alternative education models and child rights.



# Education Through Storytelling in Vugizo

Maria Kagati: mastrakagan@gmail.com



## Background on Burundi:

- Burundi is located between Rwanda, Congo and Tanzania.
- Population is around 10 million people.
- 85% Hutu, 14% Tutsi, 1% Twa
- 90% of the population depends on farming.
- 51% of the women and 44% of the men are under 15 years old.

## Data on education:

- 54% investment in primary education
- 70% primary completion primary school
- 10% of primary school graduates attend to secondary school
- 70% primary rate
- 1:80 student teacher ratio
- 24.3% annual income minimum wage
- 56-63\$ is the average monthly salary for teachers
- 20% of children under 15 are literate in their mother tongue

## Tevel Burundi:

Tevel is an Israeli NGO that runs community development projects and volunteer programs in the developing world, motivated by Jewish commitment to the value of Tikkun Olam. It collaborates with local civil society organizations and the government to develop a holistic asset-based community development approach with empowering volunteers to become social activists. Tevel works with all members of the community through these thematic fields:

ADMINISTRATIVE YOUTH WOMEN EDUCATION

"The village is transformed into a strong, viable community able to grow and to spread its knowledge to other villages" (first mission statement)



My partner Felicia and I each began our mission in the education space.

The organization's framework is a ten-month fellowship program, in which ten international and ten Burundian young professionals work in pairs in one of the above thematic fields. The fellows work in two villages, living and working with the community.

In education we worked with teachers of early childhood development years, vocational schools and primary schools with the aim of improving the quality of education and empowering them.

\* Child labor defined by the ILO as work that deprives children of their potential and their dignity, and that is harmful to their physical and mental development.

Burundi suffered major ethnic conflict between 1993-2005, but unlike in neighboring Rwanda, it was largely ignored by NGOs.

- Many of the residents felt angry to refugee camps in neighboring countries but having returned found how suffer from a very serious shortage of land.
- The ruling party is CNDD-FDD. Upcoming elections: May 25th- August 24, 2015.

## Our location:

- Vugizo zone is a rural, agricultural based area in the southern Makamba province. The area suffers from a lack of infrastructure including electricity and running water.
- Its population is primarily Hutu and Twa
- The villages in Vugizo zone have seen an influx of refugees, causing overcrowding in land and food.
- There are only two NGOs or other support structures existing in the area.

## Storytelling project:

### Objective:

- To teach the teachers through experiential learning, storytelling methodologies and project-based education
- Involving the creation and publication of a children story book.
- To empower the teachers and help them become community leaders and mobilizers of change

### Procedure:

- Each teacher writes a story from his childhood, family or community.
- We discuss creative writing, the importance of self-expression and the role of stories in education and communal identity.
- Together we reflect on the values conveyed by the story that they would like to pass onto the younger generation and think of activities and methods of teaching their stories in class.
- The teachers teach the story in class, creating a discussion in class about the story's narrative and the moral.
- The students in each classroom draw an illustration of the story and they discussed in class.
- The school hold an illustration competition with all the students and staff, with the winning illustrations being used for the book publication.
- The teachers' stories and students' illustrations are gathered and published in a children storybook in Kinyarwanda and English, to be used by the schools and community members.
- A book publishing celebration event is held for the whole community including government, clergy and families.

### Result:

Publishing and printing the storybook to be used in the schools and homes of the community.

### Why story books?

- Everyone has his own story and loves to hear stories of others.
- Children books are proven to develop creativity and imagination.
- Book reading has been shown to raise self-esteem, empower and help identify role models.
- Stories that a child can identify with help to better participate in the learning process.
- Children books help to improve cognitive and language skills.
- The process of writing and publication of local stories empower the community through the presentation of their folklore, culture and tradition.
- Having documented local stories strengthens the sense of belonging and connection to others and to the land.

### Plans for the future:

- Get governmental and third sector support to print and distribute the book on a larger scale.
- To create a strong teachers' network in the area in which the teachers will support each other, flourishing from this first common successful and tangible project.
- Encourage the teachers to take creative writing and other alternative and participatory educational methods in class.
- Help spread the word about the project, help increase the amount of stories published in Kinyarwanda and introduce storytelling and other alternative educational methods into the government's educational curriculum.



Children of Vugizo Primary School

"Enhancing children's conceptual and writing development (Dwyer & Boin, 1999), is a driving force in transmitting heritage, civilization, and historical events. Storytelling enhances children's imagination, enables self-representation and integrates them into their own culture and unique ways of using language, and conveys emotions."

Ahmed Mohamed 2011

### Challenges:

- First year of work requiring much initial administration and bureaucracy.
- Privileges of the community vs. organizational capabilities do not always match.
- Western approach towards education and business development is not compatible for each specific context.
- Culture clash between Burundian and Israeli perception of key terms in the project such as individualism, childhood and stories led to many misunderstandings in the process.
- Active participation for such a long term project is difficult to gain from the community and requires long term commitment and motivation on behalf of all stakeholders.
- Difficult to evaluate the project's impact on the beneficiaries in terms of change in educational approach.

"Heroes have the power to reach within us, to command emotion, to compel involvement, and to transport us into timelessness. Stories are a way of thinking, a primary organizer of information and ideas, the soul of culture, and the consciousness of a people. Stories are a way in which we can know, remember and understand".

Live N. A. Riets 1, 1986



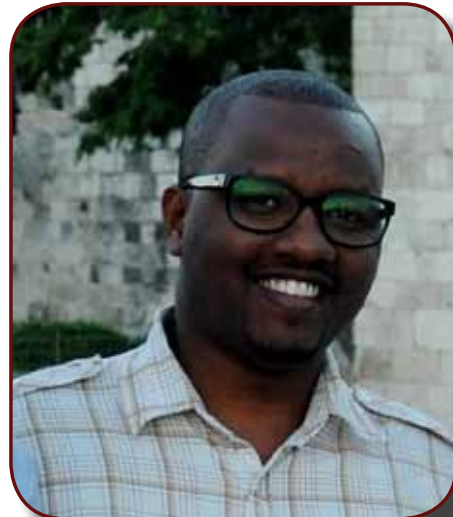
Teachers of Vugizo Primary School participating in a participatory learning activity.

Example: "The Mustache and the Heart".

SPECS, 4TH GRADE TEACHER, VUGIZO PRIMARY SCHOOL.

"Why is the mustache on the outside and the heart on the inside? Once upon a time, the mustache and the heart used to argue all the time because they could not understand each other. One day the mustache became so mad that it wanted to hit the heart, and it [the heart] became frightened and started running away. It ran away and into an open man's mouth. The mustache ran after it, but the man closed his mouth and so the mustache slammed on to his face. Since then the mustache is waiting patiently for the heart to leave the man and confront him."





## **Bertrand Mizero**

Bertrand Mizero obtained his Bachelor's degree in Marketing and Management at Light University of Bujumbura in September 2010 and has recently completed his Master's degree in Glocal Community Development Studies from the Hebrew University of Jerusalem.

Before joining Glocal, Bertrand acquired experience in Innovative Agriculture and Forestry that enables farmers to make the best possible use of the resources that they already possess, as well as in Community Development.

During his studies Bertrand completed a significant internship with ActionAid International, Burundi, where he conducted an impact evaluation of ActionAid's interventions in reducing poverty among women. Recently, Bertrand joined his friends in founding Aspire Initiative, a non-governmental organization that promotes youth employment through youth-led initiatives and youth engagement in positive action. With a focus on youth vocational training, Aspire Initiative seeks to provide a platform to young and highly committed unemployed, urban individuals to develop their knowledge and abilities in order to create their businesses and make a difference in their communities.

After these firsthand experiences in development work and the studies in Glocal, Bertrand strongly believes he is well equipped with the necessary theoretical and practical background to propose new ways of tackling development problems in Burundi.



# THE USE OF REFLECT METHODOLOGY BY ACTIONAID INTERNATIONAL BURUNDI IN REDUCING POVERTY AMONG WOMEN

## Burundi context

Burundi is a landlocked, resource-poor country with an underdeveloped manufacturing sector. In Burundi, the ethnic groups are the Hutu (Banyarwanda) 83%, Tutsi (Hutu) 14%, Twa (Pygmy) 1%. The economy is predominantly agricultural — agriculture accounts for just over 40% of GDP and employs more than 90% of the population. Burundi's primary exports are coffee and tea, which account for 80% of its foreign exchange earnings. However, exports are a relatively small share of GDP.

Burundi's export earnings — and its ability to pay for imports — rest primarily on weather conditions and international coffee and tea prices. An ethnic-based war that lasted for over a decade resulted in more than 200,000 deaths, forced more than 45,000 refugees into Tanzania, and displaced 140,000 others internally. Only one in two children go to school, and approximately one in 15 adults has HIV/AIDS.

Burundi's GDP grew around 4% annually between 2013 and 2006. Political stability and the end of the civil war have improved aid flows and economic activity has increased. Planned economic reforms have been lost by a high poverty rate, poor education rates, a weak legal system, a poor transportation network, overburdened utilities, and low administrative capacities.

Burundi remains heavily dependent on aid from bilateral and multilateral donors — foreign aid represents 42% of Burundi's national income, the second highest rate in Sub-Saharan Africa (CIA, 2014).

<b>GDP per capita:</b> \$400 (2013 est)	<b>Infant mortality rate:</b> total 63.44 deaths/1,000 live births
<b>Population:</b> 10,595,531 (July 2014 est)	<b>Life expectancy at birth:</b> total population: 59.55 years male: 57.04 years female: 61.22 years (2014 est)
<b>Land use:</b> arable lands: 33.16% permanent cropland: 14.37% other: 52.37% (2011)	<b>Total fertility rate:</b> definition age 15 and over can risk and girls: 6.14 children born/woman (2014 est)
<b>Literacy:</b> definition age 15 and over: 52.37% (2011) total population: 62.2% male: 72.9% female: 61.8% (2010 est)	<b>Contraceptive pre-use rate:</b> 21.9% (2010/11)
<b>Maternal mortality rate:</b> 800 deaths/100,000 live births (2010)	

Source: "Burundi", CIA World Factbook, 2014.

## Implementation

**Where**  
Nyarutazi, Bugenyuzi Commune, in Karuzi Province, east-central part of Burundi.

**How**

- Initiation of REFLECT program and construction of REFLECT development center
- Construction of 40 private houses
- Construction of hydraulic installations for the supply of drinking water
- Agricultural project support with the implements and livestock

**Beneficiaries**  
82 families of Batwa community, 46 of which are headed by widows and totaling a population of more than 250 Batwa.

## Impact



From left to right: A group of women in a meeting; a woman smiling; a group of people working in a field; a woman speaking at a podium.

## ActionAid's work in Burundi

ActionAid International Burundi (AIB) is a member of ActionAid International, a non-governmental organization working with the poor and excluded, to eradicate poverty and injustice. ActionAid operates in 45 countries worldwide, 20 of which are in Africa. ActionAid International started its operations in Burundi in 1976 with humanitarian response/assistance and construction of schools.

Currently, AIB's thematic areas of focus are in education, social mobilization and adult literacy, food security and livelihoods, HIV/AIDS, women and girls' rights, and just and democratic governance. AIB uses participatory approaches such as Participatory Vulnerability Analysis (PVA), Regenerated Women's Literacy through Improving Community Technique (REFLECT), Promoting Rights to School (PRS), Society Tackling AIDS through Rights (STAR) and Community Led Total Sanitation (CLTS).

Within the theme of "women and girls' rights", focus is on: (1) Facilitating access for women and girls to protective assistance through increased capacity support in their initiatives; (2) Enhancing the emergence of a favorable environment for women to claim, exercise and enjoy their rights through capacity support to women's associations and networks; (3) Supporting and encouraging women's participation in decision making at the village, communal, provincial and national levels; and (4) Facilitating national processes for the adoption and implementation of international instruments for the protection of women's rights.

Especially change outcomes that AIB intends to achieve through these actions include: (1) Increased financial autonomy for women; (2) Development of active and influential networks of local and national women's associations; (3) Increased number of women playing key roles in democratic governance; and (4) Respect for and application of provisions of international legal instruments for the protection of the rights of women and girls by national and public judicial systems.

AIB works closely with various partners, including community based organizations, local and national government agencies, media, civil society organizations and other international organizations and UN agencies working in Burundi.

## REFLECT methodology

REFLECT (Regenerated Women's Literacy through Improving Community Technique) is an approach to adult learning and social change that fuses the theories of Paulo Freire with participatory methodologies developed for Participatory Rural Appraisal (PRA). PRA is used in the development field to engage with communities in a participatory way and learn from them about their realities. It is during REFLECT sessions that problems and solutions analysis to improve communities living conditions is done.

### The core elements of REFLECT

- Power and voice:** REFLECT is a process that aims to strengthen people's capacity to communicate. Although part of the process may be about learning a new language, the focus is on using this knowledge in a meaningful way. It is through focusing on practical use that real learning takes place.
- A political process:** REFLECT is premised on the recognition that achieving social change and greater social justice is a fundamentally political process.
- A democratic space:** REFLECT involves creating a democratic space — one in which everyone's voice is given equal weight.
- An intensive and extensive process:** REFLECT is rarely a short or one-off process. Groups usually meet regularly for about two years, and sometimes continue indefinitely. Often they meet three times a week and sometimes up to six times a week, and rarely for less than once a week.
- Grounded in existing knowledge:** REFLECT begins with respecting and valuing people's existing knowledge and experiences. However, this does not mean accepting opinions or practices without challenge.
- Linking reflection and action:** REFLECT involves a continual cycle of reflection and action. It is not about reflection or learning for the sake of it, but rather reflection for the purpose of change.
- Using participatory tools:** A wide range of participatory tools are used within a REFLECT process to help create an open, democratic environment in which everyone is able to contribute. Visualization approaches are of particular importance (sketches, diagrams, maps, etc.) as they can provide structure for the process.

## Testimonies

Audace Bwakure, a Mutwa leader in Mutumba

"... At my age of 45, I had never had a valuable opportunity to meet and speak on topics related to development with this many people in my social group, the Batwa. What I learned from these REFLECT sessions will serve as my light and guide, and help me to convince other Batwa to increase their commitment to improve their own well-being. On the other hand, I intend to shout loudly so that the society and its leaders finally start thinking seriously about the development of the Batwa, and without hypocrisy of course..."

Claudine Nzomukunda is a young woman of the Batwa community in Nyarutazi.

"... I was born in an extremely poor family of 4 children. I was told that I was only 2 years old when my father died. I grew up in very difficult conditions. For example, I remember a time we spent two days without any food. I thank God for what I am today. At first, I had lost faith considering the history of the Batwa. But today I can see real change, a first in the history of the Batwa community. Thanks to our association, we got to eradicate some phenomena that degraded our community such as ignorance, laziness, and the lack of resources... all of which led us to steal food in the fields of other communities."





## **Aarifa Muhammed**

Aarifa is from Tamale, Ghana in West Africa. She completed her undergraduate degree in African studies at the University of Cape Coast in central region, Ghana, and is currently completing her Master's degree in Glocal Community Development Studies at the Hebrew University of Jerusalem in Israel.

Aarifa has experience in working with communities and in monitoring and evaluation (M&E). Whilst doing her service with the M&E department of Savannah Accelerated Development Authority (SADA) she worked with a team that collected data of an Agriculture Input Support (AIS) program in Upper East region of Ghana.

Aarifa recently pursued a four month internship at CARE International in Uganda, based at the Gulu office in Northern Uganda. She worked on a project called Male Engage Initiative (MEI), a project which aims to promote women empowerment and gender equality at the community and household levels by engaging men as its target population. During her four months stay, Aarifa assisted the organization in conducting an evaluation of the project, by documenting and assessing best practices and approaches within the project.

Prior to this, Aarifa undertook a 3 month internship with Right to Play (Ghana) which promotes child education and empowerment through sports, where she conducted research for M&E in the Northern region of Uganda.

Aarifa has great interest in community development, specifically in evaluation, and intends to pursue this as her career.



# WOMEN EMPOWERMENT: MEN AS AGENTS OF CHANGE IN NORTHERN UGANDA

BY AARIFA MUHAMMED

## Introduction

CARE is an international organization whose mission is to eradicate severe poverty among individuals and families in the poorest communities in the world. CARE envisions a world of hope, tolerance and social justice where poverty has been conquered and people can live in dignity and security. In Uganda, CARE International's current initiatives promotes women's empowerment, economic development, and support to marginalized groups.

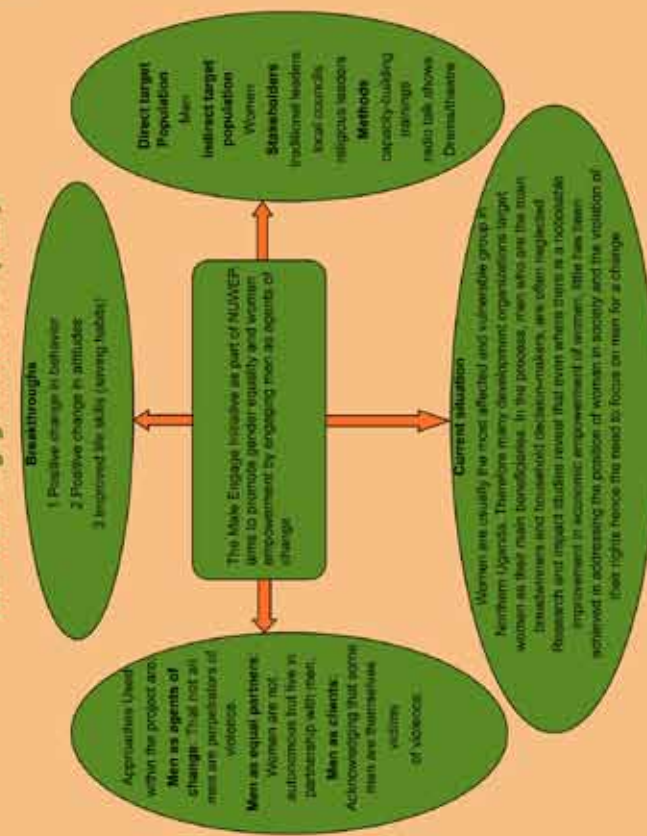
Currently three main programs are being run these include Women and Youth Financial Inclusion Program (WAFIP), Women Empowerment in Natural Resource Governance (WENG), and Northern Uganda Women Empowerment Program (NUWEP).

### Background- Northern Uganda

Since the late 1980s to 2006, the northern region of Uganda underwent an armed conflict between the government of Uganda and the Lord's Resistance Army (LRA) led by Joseph Kony. The conflict displaced virtually the entire population, and by 1990 people were living in internally displaced peoples' camps. As the war wind up, many people left the camps to their former villages. For women in particular, their recovery process coupled with the patriarchal system, has imposed challenges among them. Challenges related to gender-based violence, access and use resources.



## The Male Engage Initiative (MEI)



## REFERENCES

CARE Uganda (2010) Engaging men Initiative within the ROOIKMO program  
Kobir Frederick Inmateka, (2010), Challenges and opportunities for women's and rights in post conflict Northern Uganda, (working paper), (submitted from [http://www.mecrconflict.org/publications/WYP02\\_01.pdf](http://www.mecrconflict.org/publications/WYP02_01.pdf))

## Case Study

Odongo Jirako is one of the Role Model Men in Li Village, a part of Koth Goma Sub-County in Nwoya District. He is one of the pioneer RMM in the Male Engage Initiative. Coming from a very large and poor family, he never got the opportunity to go to school. Education to him is one of the most important assets one could ever have, and should never be denied of a child. The initiative in which he partakes helped in spreading his view on education and on its importance among all community members. The meetings held by the RMM and households attached to them serve as a forum to discuss the development of their village.

### Why there is a need for a school

Among the issues discussed in the RMM meeting was the need for a school, this was due to:

- Long distance from community to the nearest government school is approximately 50 km.
- Inaccessible community with unimproved roads and overgrown bush. This makes it dangerous for children to travel the long distance to the government school even if they are enrolled.
- Children as young as 3-6 years which is the recommended age to start school in Uganda are unable to start school due to the distance. Children in this community tend to be far behind in class grade.



Photo taken by the Role Model Men

The Koth Li community school since its completion currently has about 262 children (138 girls and 124 boys), with just basic facilities. Odongo pointed out many benefits of this initiative to the community: "...children who weren't in school because of the distance can now be enrolled in school".



Part of a Koth Li Community School. School is one of the many benefits of this initiative to the community.

## Challenges

- Lack of livelihood component to sustain the RMM's work. Trainings are built on improving knowledge like saving habits, however there is no practical component on sustaining and investing the savings they accumulate.
- Women feel left out as the program only involves men. The findings revealed that two-thirds of women said they suffer from violence and did not feel that the project protects victims of violence.
- High rate of alcoholism among all communities hinders the work of RMM.



A group of people sitting around a table.

## Way forward

- Involving women in program activities; because women felt they are not represented by the project and expressed interest in joining, capacity building topics during trainings that can be of tremendous benefit to women should be accessible to them. Ones such as life skills and maternity health topics.
- Services should be made available to victims of violence. Such services are already offered by some organizations and governmental institutions dealing with violation of rights and victims of abuse (for example, through life skills training at community centers).
- More efforts should be made to institutionalize the program within existing structures. This would allow effective mainstreaming and recognition of the program's efforts within the communities who have much respect for traditional institutions.





## **Inbal Nachum**

Inbal obtained her undergraduate degree in Structural Linguistics from the Hebrew University in Jerusalem, and her Master's degree in Glocal-Community Development Studies, also at the Hebrew University in Jerusalem.

Inbal's professional background is mainly in the field of education, working with children and youth in the formal and informal education system.

Inbal recently finished her five-month internship in Kakuma Refugee Camp in Kenya, with IsraAID. During her internship Inbal took upon herself an educational project aiming to connect eligible refugees and members of the host community to an online BA program, giving them an opportunity to access tertiary education they would otherwise not have. Furthermore, Inbal coordinated a medical program that brought volunteer doctors to Kakuma Camp in order to treat the population and educate the medical staff, thus creating a long and sustainable difference in the medical care provided in the hospitals.

Inbal intends to continue working in Africa, and is interested in working against women trafficking and promoting women's education. Inbal intends to use the knowledge and skills she gained in her internship to create sustainable educational programs.



# Providing Refugees with Opportunities for Personal and Social Advancement

## The Case Study of Kakuma Refugee camp, Kenya

Inbal Nachum

### Kakuma Refugee Camp

- Located in Turkana County in the north-west of Kenya
  - App. 180,000 refugees
  - Comprises of Origin: South Sudan, Somalia, Ethiopia, D.R. Congo, Burundi, Rwanda, Eritrea and Uganda
- ### The Turkana Tribe
- 40,000 people in the Kakuma region
  - One of the poorest communities in Kenya
  - Lack access to education, proper medical care, and wage employment opportunities

### Accessing Tertiary Education

The Turkana tribe has very few tertiary education opportunities. With illiteracy rate of 82%, primary education is a major barrier. However, while primary education is being addressed, students who manage to finish secondary school have limited opportunities for advancement. In the camp, the situation is even worse. College scholarship programs are offered in the camp by Windele Trust, a Canadian NGO, but only for women who adhere to a certain criteria. The issue of the importance and meaning of higher education to refugees living in a refugee camp is sometimes debatable. However, I believe that this is an important part of self advancement.

#### Having a BA has impact on

Prospects of making a new and advanced society  
 Assimilating into a new and advanced society  
 Increasing chances of the new generation children of receiving good education

### Challenges

Working with a new initiative, still at the learning stage  
 Language barriers, causing many repetitions of tasks  
 Working opposite other organizations  
 Time constraints

### Lessons

Plan all steps in advance  
 Complete process as pilot first  
 Begin process with fellow organizations in advance  
 Write down tasks clearly and clearly

### B.A Program

University of the People (UoPeople) is a non-profit online institution of higher education whose offices are located in the U.S. UoPeople was established in 2009 by Shai Reshef, an Israeli educational entrepreneur with the goal of making tertiary education accessible to all populations, whether remote or unable to pay university fees. The studies are on line and tuition free except for the required 40 exams that are 100\$ per each. UoPeople offer an on line BA in

#### Business administration

Computer science  
 However, even with these qualifications, it is nearly impossible for refugees and members of a desert community to access regular internet or even know of such programs, and certainly they cannot pay the exam fees.

#### Program steps

- Screening eligible applicants
- Opening on line applications
- Providing applicants' written assignments
- organizing applicants' documents
- Refugee affidavits signed by a notary
- Sending forms to UoPeople headquarters
- Steps after submission
- Continguing for a scholarship
- Organizing regular access to computers
- On going

During the implementation of such a project, the major problem is that much is unknown. A big part of the work is dealing with time issues, such as unclear instructions from UoPeople causing delays, and keeping contact with administrators.

### Accessing Medical Care

Health care is recognized as one of the basic human rights, imperative for development of individuals and societies. However, in Kakuma this basic right is far from being fulfilled.  
 There are two hospitals working in Kakuma, one in the camp (IRC) and one in the community (Mission). Within the camp, IRC hospital relies on 4 or 5 doctors to care for the entire camp population. Mission hospital, in charge of the care for 60,000 Turkana nomads, works without a single doctor.

As a result of this extreme deficit in doctors, the hospitals must rely on medical officers and nurses to provide medical care. Naturally, the staff has to overcome great obstacles due to their lack of training and resources.



### Challenges

Working within very different systems  
 Finding suitable doctors who are willing to volunteer in Kakuma  
 Understanding medical terms and concepts  
 Coordinating between related local offices

### Lessons

Not be afraid to ask professional opinions  
 Search professionals according to local parameters  
 Be firm and concise when dealing with authorities  
 Research specific medical field before hand

### Doctors' Program

In order to address the need of professional medical care in Kakuma, IsraAID coordinates the arrival and stay of doctors to volunteer for a period of two weeks to two months. These are mostly Israeli doctors, but the program is now being supported by a refugee clinic in Calgary, Canada. The main purpose of the program is to pass on the knowledge to the medical staff, taking care of patients in the absence of a doctor, then advancing their ability to give better health care.

#### The program aims to address several goals

- Enhancing the capability of the local staff through workshops on relevant subjects
- Treating cases which require expert medical care and follow up
- Identifying and coordinating sources of medical equipment donations
- Creating a system for synthesizing medical data of the community members

The program has been held on September 20th 2014, with the arrival of the first doctor, Dr. Yosef Gonen, a highly experienced pediatrician. Since then, two more doctors had volunteered in Kakuma and an oxygen concentration was donated to Mission hospital.

"Do not call for black power or green power. Call for brain power."

Barbara Jordan





## **Gur Guilat**

Gur obtained his undergraduate degree in Political Science and International Relations from the Hebrew University in Jerusalem, where he is also currently studying his Master's degree in Glocal Community Development Studies. In addition, Gur holds a teaching certificate in Civics from Beit Berl College which he obtained as part of his fellowship with "Teach for Israel".

Gur has vast experience in the field of education and currently works as a homeroom teacher and head of the 11th grade in a public school in Jerusalem. During his work, Gur also created a new project, "Mehina Beit Sifrit", in which the regular school routine stops for 3 weeks, while 12th grade students undergo self-directed learning about the Israeli society, and explore their own identity in the process.

In his search for alternative education, Gur completed a 4 month internship in "Children Land": one of the projects of Sadhana Forest's Indian chapter. In the course of the internship Gur's role was to reshape the existing project, in order for it to be coherent with the unschooling theory of education. The main goal of the project is to encourage children to develop a sense of ownership over the space and relate to it as their own. The most important feature of that process is that it is entirely non-directive and nothing is imposed upon the children; what they choose to do and how they choose to do it is left up to them.

On a personal level, this internship has raised questions for Gur regarding the role and goal of education in general, and specifically in the development world.



# Unschooling: Alternative Education In Development

## What is unschooling?

Unschooling is an educational theory and method, in which the learning occurs from natural life experiences. Education becomes a self-discovering journey, a "way to create and regenerate conditions for learning in a natural interaction with the living world" (Daniel and Jain, 2003).

The term was coined by John Holt, a teacher who studied children's learning processes. After 30 years of research, he identified that schools are not designed to address children's specific needs, but they have to generalize their institutional attitude and pedagogic perception in order to succeed (Holt, 1989, 17). Holt's main point was that the most meaningful and crucial component of learning is self-interest, which leads to high motivation (Holt, 1989, 8).

## Sadhana Forest

- An international nongovernmental organization based in India, Kenya and Haiti. Sadhana Forest is a part of Auroville, an international city for human unity in Tamil Nadu, India.
- The main focus of the organization is reforestation, water conservation and education.
- The organization is based on a community of volunteers that feels connected to the goals and values of the organization: sustainability, ecology, permaculture, gift economy and unschooling.



## Study case : Children's Land

Children's Land is a safe space in which children can take care of their environment and develop a special relationship with it while acquiring new knowledge, skills and values. The project is based on the philosophy and values of unschooling. Children's Land is loosely based on a Sadhana Forest model, where children are free to join in any of the activities taking place such as watering the gardens, cooking and building things from recycled materials. At the most basic level, Children's Land is a space that belongs to children.

### Project aim

To encourage children to develop a sense of ownership over the land and relate to it as their own. The most important feature of the process is that it is entirely non-directive and nothing is imposed upon the children. *What they choose to do and how they choose to do it is up to them.*

### Target group

The project aims to involve every child that wishes to take part in it. Various youth groups come to participate in the program during the week, including kindergartens, schools and boarding schools from the villages around Sadhana Forest. Each group is unique, and brings its own diverse energy and creativity into the evolution of the space.



## Project challenges

- Working with an ever changing, inexperienced and unfamiliar to unschooling volunteering staff.
- Getting collaboration and support for the project from the different group's staff.
- Working with children for whom English is a second / third language or who are even non-English speakers.
- Children in the project must tackle the vast differences between educational approaches at home, at school and in the project.

## Lessons learned

- At a professional level: the unschooling approach challenges and raises questions regarding the role and goals of education in general and specifically in the development world.
- At a personal level: researching, learning and practicing the unschooling approach changed my perception and attitude as a father and educator.

*"What we want to see is the child in pursuit of knowledge, not knowledge in pursuit of the child."* -George Bernard Shaw





## **Avigal Orha**

Avigal was born in California and moved to Israel with her family at the age of 8.

Avigal obtained her undergraduate degree in Archaeology from the Hebrew University in Jerusalem, with a focus on Prehistoric Archaeology, and her Master's degree in Global Community Development Studies, also from the Hebrew University.

Avigal has experience in working with marginalized communities from different social sectors. She has worked as a rehabilitation instructor for 3 years in a hostel for people with mental illnesses in Jerusalem, in which she later became the head instructor. Her position included recruiting new staff members and facilitating meetings for the rest of the rehabilitation instructors. In previous years she has also volunteered with women who have been victims of trafficking in Tanzania, and with people with Alzheimer's disease in Jerusalem.

Avigal recently completed a 4 month internship with Children for Change, Cambodia, a local NGO that provides education to children from two communities living in the red light district in Phnom Penh, and pulls them away from high risk factors such as prostitution or selling drugs. During her internship, Avigal worked on various projects including enhancing children's life skills, and building a trash management project for the community.

Avigal is interested in continuing working in the educational field, in particular in addressing youth at risk.



# Non Formal Education and its Impact in Creating Agents of Change Among Youth in Phnom Penh

By Avigal Orha

## Cambodia - Background

During 1975-1979, almost 25% of the population of Cambodia was executed under the murderous years of the Khmer Rouge lead by Pol Pot. With the most educated citizens as the target, an entire generation of intellectuals and professionals was eliminated. Schools were shut down or destroyed and books were burned.

The collapse of the education system during this period of time continues to show its marks in recent days. Despite governmental spending and reforms made in the education sector, the country's education system has not managed to completely overcome challenges concerning access and quality, with marginalized populations suffering most.

Teachers are poorly compensated and often under skilled, and commonly collect informal school fees from students which create a barrier to education for children living in poverty.



## Children for Change Cambodia- Background

- ♦ Started as a Canadian NGO by the name of Action to End Exploitation (AEE) in 2006 and shut down in 2012 due to personal reasons of the Directors.
- ♦ The children and community members fought to keep the organization running, proving the importance of the organization's activities.
- ♦ The organization was re-opened as a local NGO by the name of Children for Change Cambodia (CCC) in 2013.
- ♦ Provides both formal and non formal education to almost 90 children living in two of the poorest and most disadvantaged communities in Phnom Penh.
- ♦ CCC believes that providing equal access to education will pull the children away from the risks of falling into prostitution or drugs which are rampant in the communities they live in. Through education they will open better prospects for their future.

## Education and Poverty

Deprivation of education has stronger implications than simply lack of knowledge. It prevents access to different opportunities that can enable change and development. According to The World Bank, 72% of the poor in Cambodia live in households headed by somebody who has either completed only primary education (44%) or has no education at all (28%).

Education serves as a capability, that when denied access to, narrows ones possibilities as well as freedom to choose between different lifestyles. For this reason, addressing the negative social outcomes of living in poverty should be done by first enhancing communities capabilities, with education as a means.

## The Impact of Non Formal Education

As formal education refers to education structured and supported by the state, Non Formal Education (NFE) refers to educational activities placed outside of the formal system. While both are important, it is NFE methods that enable the change of social structures.

NFE provides tools that help in making responsible choices for healthy life styles. It enhances creative ways of thinking which increase the likelihood of coping with and solving problems. These tools help break the poverty cycle through empowerment. They influence students to become active participants in changing their future for the better.

## The Story of Bopha\*

The impact of NFE can be seen through Bopha's story. Bopha's father passed away from HIV/AIDS and she currently lives with her mother who is a drug dealer. Ever since she was a young child, her mother would involve Bopha in her work and use her to distribute the drugs. When Bopha arrived to CCC she was 9 years old. In her first years she would not always attend classes and would regularly skip them to help her mother distribute drugs. However the more involved she got in the classes, the more she attended school and became less involved in her mother's work.

The artistic activities held by CCC proved to be a key factor in making this happen. Bopha is now 14 years old and is particularly interested in all forms of arts. She constantly draws whenever given the opportunity and is always the first to participate in artistic activities and the last to leave. In every event held by CCC she regularly engages her friends in performing a dance for the rest of the students. The arts help her connect with her surrounding and excel in what she is good at. It empowers her and pulls her away from the difficulties of her harsh background. It helps her make a change in the reality she lives in.

\*Bopha's true name is reserved in CCC

## Children for Change Cambodia and Non-Formal Education

With the aid of partner organizations such as Filmmakers Without Borders, Cambodian Living Arts, and more, CCC provides different types of NFE for the students.

### Life skills

Provides students with tools to deal with everyday life issues. These include creative and critical thinking, decision making and problem solving, healthy relationships, leadership skills, and effective communication.



### Filmmaking

Teaches students to use new technologies, build scripts and stories on topics they choose. Creating the films enables them to observe their surroundings through a different perspective and in a critical way.

### Arts

Teaching both traditional and modern arts, connects students to their cultural background and enhances their creativity. This includes music, dancing and painting.



### Sports (Skateboarding)

Helps eliminate gender inequalities. Strengthens and empowers students and encourages self discipline into achieving their goals.

### Social Action

Teaches students how to take ownership and become active participants in addressing issues of concern in their communities.





## Samalie Kakai

Samalie was born and raised in Kampala, Uganda and holds an undergraduate degree from Makerere University in Development Studies. She is currently completing her MA in Glocal Community Development Studies at the Hebrew University in Jerusalem, Israel.



Following the completion of her Bachelor's degree, Samalie was employed as an intern with a Ugandan NGO called Forum for Women in Democracy (FOWODE) which aimed at increasing the contribution of women in leadership and policy making in Uganda. This experience was later followed by a 5 year career in the private sector, developing and marketing sophisticated software to different clients in Uganda and the East African region.

As part of her studies at Glocal, Samalie recently undertook a four month internship with Restless Development in Nepal where she worked in the Monitoring and Evaluation Unit. During her internship, Samalie supported the development of an M&E plan for the Youth Junction for Transformation (YJT) programme, carrying out a mid-term review of the organisation's National Strategic Framework (2011-2015) and an endline evaluation for the dance4life programme.

Prior to this, Samalie spent time in Uganda volunteering with FHI360 in a USAID funded project by the name of Community Connector. The project supports better nutrition practices of women and children and the livelihoods of vulnerable populations in hard to reach rural areas by implementing interventions that integrate nutrition and agriculture at the community and household levels. The focus of Samalie's work in this project was mainly on the role of women in the household with special emphasis on food security, decision-making processes, and the use and distribution of resources.

Samalie is committed to the transformation of communities through holistic interventions and is interested in pursuing a career in development and non-profit work both locally and abroad. She wishes to focus on Monitoring and Evaluation, gender, and development (particularly empowering women economically with skills to improve their livelihoods and developing community participatory tools for development).



# Youth-Led Development: dance4life (Nepal) Endline Evaluation

By: Samalie Kakai

## Background

- Nepal is a landlocked country located in South Asia. With a population of approximately 27 million, Nepal is the world's 41st most populous country and the 93rd largest country by land mass. (source: Wikipedia)
- As is often the case, child marriage in Nepal is more common in rural areas than urban areas, and rates are particularly high in the hilly and mountainous regions. Among certain ethnic groups, the rate of marriage prior to the age of 15 can reach 83.1%. (Source: Ministry of Population and Environment, 2009)
- Castes also play a role, as lower caste girls are generally under greater pressure than their higher caste counterparts to marry while still at school. (Source: Ministry of Population and Environment, 2009)
- In Nepal, issues related to HIV/AIDS and sexual health remain a taboo topic. Even when these issues are touched on in the school curriculum, they are rarely explored in a comprehensive manner. This leads to the prevalence of misconceptions about HIV/AIDS and sexual and reproductive health. In addition, discrimination against people living with HIV/AIDS is common and almost always goes unaddressed.



Map of Nepal (source: <http://thebharatnagar.com/napal.html>)

## Restless Development

- Restless Development is a youth-led development agency working in Nepal since 1991. For the last two decades, it has been working to place adolescents and young people at the forefront of change and development.
- Restless Development's mission is to demonstrate that adolescents and young people are positive assets. All its programmes are delivered by young people aged 18-28 who are professionally trained by Restless Development in order to tap into their abundant energy and potential.
- One of Restless Development's goals in Nepal is to help young people in making healthy sexual and reproductive health choices.
- In 2014, the programme reached around 4,000 young people directly and 10,000 indirectly in three districts: Kathmandu, Parva and Dolakha.



Young people participating in Restless Development club activity

## The Intervention

The techniques used by **dance4life** are unique, attractive and inspiring for young people. Its has intentions aimed at bringing changes in young peoples' behavior through club formation and organizing events in their communities for example street dramas.

### Inspire

**Heart Connection Tour (HCT):** A solo group of young people are trained by Restless Development's Volunteer Peer Educators (VPEs) to deliver information on HIV and AIDS through dance and music.

**'AdLife4life'** taught by a team of volunteer students. After each skillfully session, students are given assignments (e.g. write a poem song story drama on HIV/AIDS). Peer education is very relevant at this stage since the VPEs appear to be less imposing and more accessible than teachers.

**'AdLife4life'**: Now that participants are inspired and motivated, Restless Development encourages them to share their knowledge within their communities. Alongside this process, an AdLife4life club is created. The students who complete all assignments and also participate in activities conducted by the AdLife4life club become 'AdLife4life'.

### Educate

The **dance4life** programme aims to contribute to the following goal: Sexual and Reproductive Health through Direct Delivery. This includes:

- Classroom lessons
- Out of school courses
- Youth clubs & centres
- Public advice
- Peer advice
- Community outreach



Young people

## Evaluation Methodology

A qualitative and quantitative evaluation was conducted in 20 schools that were part of the programme. In addition to students, teachers, parents and volunteers involved in the programme were all consulted. Equal representation of genders, age groups and castes was attempted during data collection. The tools used included questionnaires, Focus Group Discussions (FGD) and In-depth interviews.

**Sample size**  
The sample size consisted of 300 boys and girls aged 10-16.

**Study population**  
Male and female students of grades 6, 7, 8 and 9.

- Students of the sampled schools in the three districts of Kathmandu, Dolakha and Parva.
- Community gatekeepers (parents, teachers) who participated in the intervention.

### Celebrate

**Celebration:** A big event that is conducted every two years on World AIDS Day where 'AdLife4life', VPEs, HCT facilitators and other stakeholders are invited to celebrate the success of the programme in the presence of national celebrities and Partner organizations to discuss HIV and AIDS.

## Challenges

- School holidays as the qualitative evaluation could not be held in one of the intervention districts (Kathmandu).
- Unanticipated national strike (bandh) which delayed data collection.
- Unreliable public transport system causing delays in reaching Village District Committees (VDCs).
- Language barrier.
- Cultural differences.

## Conclusion/Lessons learned

Prior to the beginning of the programme, a baseline survey was done and results showed that although the young people had some knowledge on the topics within the programme, on further analysis the rate of comprehensive knowledge and attitude was low. It would have been interesting to compare the differences in results in the endline survey. However due to time constraints and unforeseen circumstances, this was not possible.

- Some of the lessons learned from the endline survey process include:
  - Better coordination with Partner NGOs (PNGOs) is needed in order to ensure effectiveness of the programme.
  - PNGOs should have the capacity to identify community gatekeepers who have participated in interventions.
  - Probing is very important in data collection i.e. a way to engage the respondents to break the ice for example by talking about daily occurrences.
  - Being flexible during data collection to allow interaction.
  - Having separate groups of boys and girls/men and women during data collection is key.
  - The VPEs play a positive role in reaching the young people.



## Natalie Silverlieb

Natalie grew up in New Jersey; she completed her Bachelor of Fine Arts from Marymount Manhattan College with a concentration in Acting, and upon graduation pursued her childhood dream of performing on Broadway. Natalie received an opportunity of a lifetime when she was selected as an original cast member of Disney's Broadway musical Tarzan.



A passion for exploring the world, and an interest in how to best leverage her skills in contributing to causes of social change, Natalie spent five months in Israel where she taught at the Bialik Rogozin school in South Tel Aviv, and worked at an urban ecology and sustainability center. She moved to Israel in late 2011, working in the sectors of community organizing, youth leadership and informal education. Natalie is currently completing her Master in Global Community Development Studies at The Hebrew University where she has formalized her education in the field of development and integrated her myriad of professional experiences and passion for the arts as a tool for social change.

Natalie implemented her learning in the field during her four-month internship, building education equity through the arts in low-income schools in India with the NGOs Teach For India (TFI) and Artists Striving to End Poverty. Natalie worked as a Teaching Artist and Arts Integration Consultant, creating and facilitating professional development workshops and guiding TFI teaching fellows how to fuse arts into their curriculum as a means of achieving their academic objectives and fostering creativity, values comprehension, imagination, self expression, cognitive development, and critical thinking. However she is most proud of her brilliant sixth graders portraying the important issue of pollution in their communities through the creation of an original play: Lead By Example and Be The Change.

Natalie hopes to further develop her skills as a development practitioner, implementing her passion for arts as an integral tool for working with underserved and marginalized communities across Israel and the developing world.



# ARTS IN ACTION

## Theatre for Development and Social Change: Giving a Voice to the Voiceless

### IN THEORY

#### PAULO FREIRE & THE PEDAGOGY OF THE OPPRESSED



"Leaders who do not act dialogically, but insist on imposing their decisions, do not organize the people - they manipulate them. They do not liberate, nor are they liberated: they oppress."

- Paulo Freire

Theatre For Development was initially inspired by Paulo Freire, a Brazilian cultural and educational theorist and practitioner. Freire believed that people possess knowledge through life experience but are persuaded by the oppressor to believe that their knowledge is irrelevant. Freire's approach to education is one that stimulates the transformation of oppressive structures, and creates a more equitable world through action and reflection which is co-created with those who have been marginalized and dehumanized.

### IN PRACTICE

#### AUGUSTO BOAL & THE THEATRE OF THE OPPRESSED



"Theatre is a form of knowledge; it should and can also be a means of transforming society. Theatre can help us build our future, rather than just waiting for it."

- Augusto Boal

Augusto Boal was a Brazilian theatre director, writer, politician, activist and founder of The Theatre of the Oppressed; a theatrical methodology based on Freire's Pedagogy of the Oppressed. This technique seeks to transform communities who have been oppressed into active participants through the engagement and development of original theatrical experiences. Boal argues that traditional theatre is oppressive since spectators usually do not get a chance to express themselves, and that a collaboration between both parties, in contrast allows spectators to perform actions that are socially liberating. The method seeks to transform spectators into "spect-actors."

### THREE APPROACHES

- Professional actors creating and performing for the community
- Educational message
- Goal to raise awareness and inspire social change, encourage the audience to tackle community issues
- Community performs for local audiences with some professional guidance
- Portraying stories, images, social issues etc. reflective of relevant issues and characters within the community
- Goal to generate deepened awareness, understanding, and reflection
- "Forum Theatre"
- Community members create and perform a local issue in front of a targeted audience, encouraging them to intervene and join in as "spect-actors"
- Goal to inspire audiences in formulating strategies to resolve their own problems

### TOOLS FOR COMMUNITY EMPOWERMENT & ENGAGEMENT

#### DRAMA

Like dancing or traditional games, drama has existed in the community. Participants can experience conflict, resolution, and growth. They can express their feelings and emotions through the medium of a story.

#### MUSIC

Just like in drama, music has existed in the community. Music can be used to express feelings and emotions. It can be used to tell a story or to create a mood.

#### VISUAL ARTS

Visual arts can be used to express feelings and emotions. It can be used to tell a story or to create a mood. It can be used to create a visual representation of a community's experiences.

#### DANCE

Dance can be used to express feelings and emotions. It can be used to tell a story or to create a mood. It can be used to create a visual representation of a community's experiences.



## ARTS IN EDUCATION & COMMUNITY DEVELOPMENT ACROSS THE GLOBE



#### World Education

Combating Exploitative Child Labor in Nepal

Performed by the local children themselves, the play allowed them to express their own views on the community's exploitative child labor. It was a powerful tool for education and a catalyst for social change. The children were able to see the play as the first step in the process of change. They were able to see the play as the first step in the process of change. They were able to see the play as the first step in the process of change.



#### Arts & Global Health Center: Africa

Combating HIV & AIDS in Malawi

"I didn't know a performance could get us this!" - Audience member. The Arts & Global Health Center (AGHC) in Malawi has been a powerful tool for education and a catalyst for social change. The children were able to see the play as the first step in the process of change. They were able to see the play as the first step in the process of change. They were able to see the play as the first step in the process of change.



#### Zaatari Refugee Camp: Jordan

Combating Conflict & Violence in Syria

"Bringing peace into a refugee camp, how does it feel?" - Audience member. The Zaatari Refugee Camp in Jordan has been a powerful tool for education and a catalyst for social change. The children were able to see the play as the first step in the process of change. They were able to see the play as the first step in the process of change. They were able to see the play as the first step in the process of change.

## METHODOLOGY FOR ARTS INTEGRATION & YOUTH EMPOWERMENT IN LOW-INCOME SCHOOLS IN PUNE, INDIA

### "Student Devoted Drama Project Design"

Teach for India is an Initiative Creating a Nationwide Movement of Outstanding Young Professionals Working Towards Eliminating Educational Inequity In India

#### Teach For India (TFI) & Artists Striving to End Poverty (ASTEP)

\*Using Arts, Academics and Values

ASTEP training artists and TFI training teachers together in building ASTEP's unique methodology of using arts, academics and values to create change in low-income schools. ASTEP is a unique methodology of using arts, academics and values to create change in low-income schools. ASTEP is a unique methodology of using arts, academics and values to create change in low-income schools.

#### 1. Comprehend Elements of Story Building

- Children read & learn story, identify characters, plot, setting, theme, conflict, etc.

- Identify the main characters of the story
- Identify the main conflict of the story
- Identify the main theme of the story



#### 2. Explore Significant Problem Within the Community & Develop Problem Solving Skills

- Students created " Situational "works, identifying the problem and exploring the root causes, what is the main problem that you will address.
- They create a problem statement and develop a solution statement based on their own knowledge and their actions they would like to take in creating solutions.

Problem Statement	HOWEVER	Solution Statement
In the community there is a lot of poverty. The children are poor and they are not getting any education. They are not getting any education.	AND	We will work together to help the children and we will help them to get an education.
There is a lot of poverty in the community. The children are poor and they are not getting any education. They are not getting any education.	AND	We will work together to help the children and we will help them to get an education.
There is a lot of poverty in the community. The children are poor and they are not getting any education. They are not getting any education.	AND	We will work together to help the children and we will help them to get an education.

#### 3. Adapting the Story and Creating a Story Board

- Children create storyboards that tell the story of the problem and the solution.

- Children create storyboards that tell the story of the problem and the solution.



#### 4. Writing the Script & Staging the Play

- Children create a script for the play and stage it for the community.

- Children create a script for the play and stage it for the community.



#### 5. Show Time!

- Children perform the play for the community.

- Children perform the play for the community.







## **Dan Amias**

Dan completed his BA in the University of Nottingham in Economics with Spanish and Portuguese and is due to complete his Master's degree in Glocal Community Development Studies, at the Hebrew University of Jerusalem.

Dan has ample experience in the field of development, volunteering for the Ethiopian National Project (ENP) in Jerusalem for his mini-practicum and then completing a 4 month internship for PlaNet Finance, a multinational microfinance organisation in Rio de Janeiro, Brazil. During his internship Dan served as a consultant, where he successfully completed an evaluation of an economic empowerment project. This role also involved consulting an ecotourism business in Floresta de Tijuca, the largest urban forest in the world.

Dan speaks 4 languages fluently (English, Spanish, Hebrew and Portuguese) as well as basic French and Arabic and hopes to use these languages in the field of Sustainable Development Consultancy in London.



# The Role of Proximity in Socio-Economic Inclusion

## The case of Praça da Bandeira in Rio de Janeiro

Dan Amias

### Context

- Brazil's population exceeds 200 million people (World Bank, 2015).
- The number of informal settlements has increased from 11.1 million to 12.7 million as a result of rapid urbanization (World Bank, 2013).
- With a Gini coefficient of 0.52 in 2013, Brazil remains one of the world's most unequal countries in the world.
- According to the World Bank, 8.9% of the population still live below the poverty line, (equivalent to 17.8 million people (UNDP, 2013))

### Praça Da Bandeira

- Praça Da Bandeira is located in the northern centre of Rio de Janeiro and is surrounded by the neighbourhoods of São Cristóvão, Celadão Nova and Vila Mimosa.
- Many residents are under threat from displacement from nearby government development projects (i.e. New high speed railway station to São Paulo).
- Praça Da Bandeira is located close to Vila Mimosa, the red light district of Rio where an estimated 2000 women work in prostitution.

### Planet Finance

- French based NGO consultancy that specialises in microfinance.
- Mission: Enable those in poverty to access financial services in order to bring about sustained improvements in their living standards.
- Present in 85 countries around the world.
- Responsible for organizing funding, M&E and supporting Projeto Bebel.
- Office located in the financial district of Rio de Janeiro

### Gerando Vida

- Small sized NGO based in Praça Da Bandeira.
- Specialises in addressing the needs of vulnerable communities in Rio de Janeiro.
- Local knowledge through the employment of local staff.
- Conceptualize and implement project activities.

### Using proximity in Projeto Bebel

- Proximity in development means creating a close relationship with the locals in order to fully understand their needs.
- Projeto Bebel aims to prevent socioeconomic exclusion of women in Praça Da Bandeira using proximity.
- Planet Finance has partnered up with a local charity Gerando Vida and has empowered 5 local women who were known in Praça Da Bandeira to be 'ambassadors' of the community.
- These ambassadors implemented the activities with support of its project coordinator and partners in order to empower 100 vulnerable women of the community.
- Supported by the local university UNISUAM (Centro Universitario Augusto Motta), the activities were designed according to the needs of the community using a Socio-economic survey of 200 women from the area.
- Planet Finance uses its international expertise together with Gerando Vida's local knowledge to give the 100 women the confidence and necessary tools for their socio-economic inclusion.

### Ambassadors



Paulina, 39    Francine, 40    Angela, 27    Rosanna, 38    Ruth, 36

### Activities

- Business Management courses – 100 female entrepreneurs create a business plan for their enterprise
- Professional courses – Gastronomy, Artisanal and Handicraft classes are offered weekly.
- Literacy classes – Private literacy classes are offered to the illiterate.
- Language classes – English and Spanish classes are offered twice a week.
- Personal assistance by the ambassadors – Each beneficiary receives one-to-one assistance with the ambassadors on a regular basis.
- Social worker – Each beneficiary has a meeting with a social worker at the beginning of the process.
- Financial advisor – Each beneficiary has the opportunity to talk to a financial advisor.

### Andreia's Story

Before Andreia met Rosanne, an ambassador of Projeto Bebel, she and her husband often ran into many difficulties in the legal management and business administration side of their clothing business. After various personal meetings with the ambassador Rosanne, Andreia was finally persuaded to attend the Business Management course where she learned how to create a Business Plan and legalise the business.

Legalising their business and gaining a better understanding of Business Management has allowed their clothes shop to turn a profit. Today, Andreia claims that she would not have been able to succeed without the personal assistance of Rosanne and the warm support of the Bebel Project team.







## **Liel Maghen**

Liel is a graduate of the Arava Institute program and holds a B.A degree in Political Science and Middle Eastern studies from the Hebrew University of Jerusalem, where he is now completing his M.A in Community Development Studies.

In recent years, Liel gained significant experience in the field of development combining both top down and bottom up dimensions; this experience includes interning in the American House Foreign Affairs Subcommittee on Africa & Human Rights, together with managing and facilitating several grassroots programs in the field of sustainability, advocacy and conflict resolution. Throughout this time, Liel was also involved in administration, including curriculum development, budget planning, fundraising and public speaking and worked with organizations such as Seeds of Peace, MEJDI and ICSD.

As Liel focused mostly in community facilitation and empowerment throughout his work, he is interested in participatory tools of development, community engagement in decision making and in the power of direct democracy in shaping governments and solving political conflicts.

Throughout his internship as part of the Glocal program, Liel worked in Argentina together with the University of Buenos Aires in confronting the growing phenomenon of informal settlements through developing and implementing participatory tools of analysis and urban planning. Liel believes that there is unique opportunity in confronting marginality and dysfunctions of governance by involving local communities in decision making processes. He therefore believes that organizations should focus in empowering local residents, building local ownership, and increasing cooperation of the different sectors, in order to achieve designated goals.



# The Compass: A Participatory Tool for Urban Planning

Leticia Magalhen



## Introduction

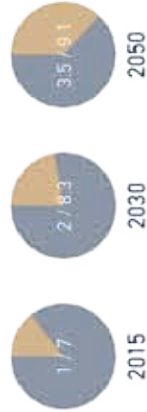
The world witnesses a rapid urbanization process. However, the municipal boundaries and past urban plans are insufficient in answering the new reality and the growing demand. As a result, informal settlements are swiftly growing, leading to large settled areas that are unrecognized by the municipalities and suffer from major discrimination.

## Urbanization

Ratio of people living in urban areas.



Billions of squatters out of the world's population



## Living in Informality

1. No formal plan, map or identified streets
2. Lack of basic infrastructure such as sewage, electricity and water supply
3. Absence of public services such as garbage removal, transport and law enforcement
4. Not monitored or documented
5. No regulation leading to unplanned development

## Turning the discourse Rights Based Approach

This development approach focuses on the fulfillment of human rights through changing power relations and empowering rights holders.

The growing phenomenon of informal settlements in urban areas shows that the modern urbanization process is unequal; contradicts basic standards of governance, and prevents the fulfillment of basic human rights. Thus, it demands the creation of an alternative process that will involve local communities and follow the principles of equality, inclusion, and the rule of law.

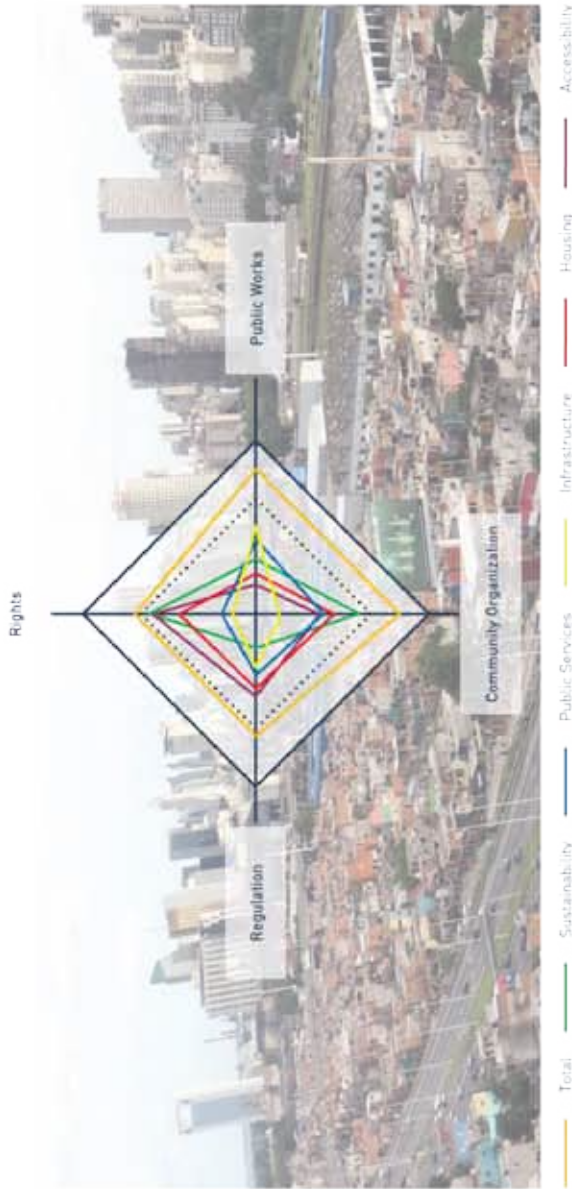
## Case Study – Buenos Aires

BsAs is the second-largest metropolitan area in South America, which is considered the most urbanized region in the developing world. Covering 4000 sq. KM and home to almost 13 million people, this city faces a constant growth in its informal population resulting in a growing problem of informality and discrimination.



LOS PINOS, ESCOBAR is one of the informal settlements in the province of Buenos Aires. After being neglected and discriminated against for more than a decade, the implementation of the Compass produced significant results:

1. Sufficient data regarding the boundaries of the area, population, crowding and access to proper housing and public services was produced.
2. The final compass demonstrated that the levels of regulation and public works are low while the general fulfillment of rights is average and community organization is relatively high. Thus, it showed a potential in organizing the community to initiate their own public works on the one hand and advocate for regulation on the other.
3. As a result, the community used its organizing power to focus on regularization and participated in developing and implementing an efficient urban plan together with the municipalities and according to local characteristics and needs.
4. While I visited the community, I was involved in weekly meetings where local members confronted other aspects of the Compass through prioritizing their problems and generating local solutions for housing, transportation and sustainability.



## The Compass

As the informal areas are not documented or regulated, there is a need to include the local population for the generation of sufficient data and implementation of new urban plans. In order to achieve this, The Faculty of Architecture and Urbanism at The University of Buenos Aires has introduced the participatory technique of "The Compass". This tool involves the local community in generation of data and the characterization of local conditions. Later, it presents the findings in a graphical form that serves for comparison, advocacy and planning. And lastly, it serves to detect major problems, prioritize key issues and identify sufficient interventions thus set a framework for efficient urbanization process.

## Phases

- 1 **Definition of the Area**  
This definition includes the boundaries of the administration, recognition of sub-zones with similar characteristics and analysis of segregation and fragmentation.
- 2 **Research**  
This step entails the measurement of local conditions through local surveys, focused interviews, group facilitation and participatory research methodology.
- 3 **The Creation of the Compass**  
The information is gathered and presented through an urban Compass with four basic axes: Rights, Community Organization, Public works and Regulation. These axes are graded between 0-100 according to the findings and present basic dimensions of development, which become the direction for designing a general urban plan and identifying sufficient interventions.
- 4 **"ParticipPlan"**  
A formal collaboration between the different sectors is initiated in order to generate a concrete action plan for implementation including the creation of a proposed timeline and a detailed budget.
- 5 **Post Plan**  
This stage entails the monitoring, tracking and evaluation structures for ensuring the execution of the different stages of the plan.



## Key Challenges

- Durability** Professional methods of group facilitation should be introduced in order to meet a concrete timeline.
- Manipulation** Local participation can easily become a victim of political manipulation. This must be considered when data is collected and decisions are made.
- Slow Implementation** As implementation can face obstacles in all levels, it is highly important to incorporate locals from all three sectors.
- Revision** As local conditions can change over time, there is a need for constant revision of the generated data through involving local actors and using modern technology.





## **Osnat Shperling**

Osnat obtained her undergraduate degree in Sociology and Psychology from the Tel-Hai College in the Upper Galilee, and her Master's in Glocal Community Development Studies at the Hebrew University in Jerusalem.

Before joining the Glocal Program, Osnat was a Project Director at the Jewish-Arab NGO Sindyanna of Galilee, where she was involved directly in the socio-economic empowerment of Arab women in a rural village in Israel, while supporting the Jewish-Arab dialogue. In addition, she was the co-founder of the organization's visitor center, initiating and partnering in projects which aim to promote unemployed marginalized women. Osnat also served as the spokesperson for those projects abroad, advocating for social justice, fair trade and equal economic opportunities for women.

As a part of her studies at the Glocal Master's program, Osnat completed a four month internship in the rural village of Potrero, Costa Rica. She interned with Abriendo Mentos ("Opening Minds"), a community development initiative that empowers rural Costa Rican communities through innovative educational, technological and social programming. Her work included volunteer coordination, monitoring and evaluation,

English teaching and project initiation and facilitation.

Osnat aspires to participate in projects focusing on entrepreneurship, particularly concerning economic empowerment of women and marginalized communities.





## Where?

Playa Potrero, Guanacaste, Costa Rica.

The province of Guanacaste is located in the northwest corner of Costa Rica, bordering the Pacific Ocean to the west and Nicaragua to the north. It is the most rural and least densely populated province in the country.



## Why?

While Costa Rica as a whole developed tremendously over the past several decades, the people of Guanacaste are yet to benefit from this development, primarily due to educational disparities. The main province's leading source of revenue used to be agriculture, but in the recent years it has become tourism. As a result, a change of skills is needed for its inhabitants to make a living.

Guanacaste's unemployment rate is 40%

Guanacaste's poverty rate is 32.5%

Only 13% of adult Guanacasteans had completed high school

## Abriendo Mentes(AM)

Abriendo Mentes ("Opening minds") is a community-based non-profit, focused on education, established in 2009. It is a volunteer-based organization, which aims to enhance education and empower communities in two villages (Potrero and Brasillo). AM operates via three programs, to meet the needs of the community: Youth Programs, Adult Programs and Community Engagement. It manages to improve the educational situation for the members, offering them new opportunities to expand and open their minds through language, creativity, literacy, and critical thinking, with the ultimate goal of empowering community members and improving their economic stability.

### Abriendo Mentes Organizational Chart



## What?

**Youth Programs:** Daily English classes, educational field trips, swimming lessons, art activities, environmental education, additional preparatory study sessions before exams, an international pen pal program, sports activities, computer classes.

**Adult Programs:** Group and private English classes, business management courses, and technology classes.

**Women's Sewing Microenterprise- Mujeres Activas de Potrero (MAP).** The women specialize in sewing handbags, which are then sold at The Shop. MAP allows participants a space to develop new skill and to contribute to their family's income.

**Community Engagement:** Weekly exercise classes (Zumba and boot camp), regular breath and town cleanup, community movie nights, and holiday celebrations.



# Abriendo Mentes – a Volunteer-Based Organization in Costa Rica

## Volunteers' Management and Voluntourism Critique

By Osnat Shperling



Voluntourism; rewards, risks and critique

What is voluntourism?

"A form of tourism in which travellers participate in voluntary work, typically for a charity" (Oxford Dictionary).

Can tourists make a real difference to development by spending a few weeks of their time on a project?

## Negative impact of voluntourism

- When working only with volunteers, the organization may lose valuable local information, such as traditional crafts, habits and beliefs, that it could have used for supporting community empowerment.
- The local communities have to host and direct people who have little or no experience in the work they are carrying out.
- Taking jobs from locals. For instance when volunteers arrive to build a school, local workers may not be hired for that mission.
- Community development projects which are oriented around the volunteers and not community. Misuse of volunteers' fees. The fees could be better spent had they been donated straight to the project. For example, they could have provided a salary for a qualified local worker to take the place of the project.

## Positive impact of voluntourism

- Volunteers contribute to community development in various ways: education, community development, etc.
- Volunteers tend to be very devoted, as they are contributing from their own resources in order to join a project.
- The organization is saving a lot of money by working with volunteers who do not get any payment for their work, and in most cases collect a fee from them as well.
- Sharing and exchanging knowledge and life experiences between locals and international volunteers, regarding language, culture, skills, etc.
- Utilizing volunteers' inspiration when returning home for further contribution in their own communities.

## Volunteers and community members



### Recommendations for improving volunteers integration and management

- Using informative ppt to facilitate volunteers' orientation.
- Conducting the Past Volunteer's Survey to improve data collection and use.
- Increasing volunteers' relations with the community



Having fun at Dia Del Niño

Sewing a new bag at the workshop

## The organization's work over one year

(Data from AM's Impact Report 2014)

- 1,022 hours of English classes to 230 young people
- 328 hours of English classes to 175 adults
- 150 hours of community engagement.
- The women social enterprise had a 32% increase in sales from the previous year.

1,859 IMPACT HOURS

1,273 hours of English classes

348 hours of technology classes

135 hours of arts-curricular activities

103 hours of community development





## **Salman Abu Ahmad**

Salman completed his Bachelor's in Languages and Literatures, Department of Linguistics and Philosophy, in the University of Turin, Italy. He is now completing his Master's in Glocal Community Development Studies at the Hebrew University.

During his 4 month internship in Sakhnin (Israel), Salman worked as a project coordinator and developer in TAEQ, a local organization which works with six Arab local authorities in Israel. During his work at TAEQ, he was involved both in the Co2 reduction target and in the waste water system projects, where he was able to combine his academic experience with the technical support needed for scientific experiments within the organization. The CO2 reduction program provided the implementation of solar panels and astronomical clock in the six Arab local authorities.

Thanks to the wastewater system project, many farmers in the Beit Natufa Valley were able to have access to clean water in a land where water scarcity is a constant. During the last part of the internship, he also took part in the food authentication project.





# CO2 Reduction For A Sustainable Future

By: Salman Abu Ahmad

## Background - The Situation in Israel

Israel is a small country, densely populated, with heterogeneous communities and two main problems: land scarcity and water scarcity. In 2009, experts came out with a study, which forecast that Israel could double its greenhouse gas emissions in 2030 compared to 2004 under a business as usual scenario ([www.tau.ac.il/~glocal](http://www.tau.ac.il/~glocal)).

In recent years, Israel has pledged to reduce its greenhouse gas emissions by 20% by 2020 in comparison to business as usual. The target will primarily be met through the continued implementation of two government decisions: a September 2008 government decision to a 20% reduction in electricity consumption by 2020 and a January 2009 government decision on the generation of 10% of Israel's electricity from renewable sources by 2020 ([www.mep.gov.il/News/News.asp?ID=104](http://www.mep.gov.il/News/News.asp?ID=104)).

Standards for investments targeted at the reduction of greenhouse gas emissions in the industrial, commercial, and public sectors.

Reduction of electricity consumption in the household sector including the replacement of inefficient refrigerators and air conditioners with energy efficient models.

Green building projects including a building survey, a pilot project for retrofitting insulation in existing buildings and training programs.

## Wastewater Treatment Systems

In recent years, inefficient wastewater treatment often causes serious environmental problems, especially for human health. Due to this problem, new wastewater treatment plants (WWTP) should be constructed or upgraded. There is no doubt that the lack of water in the Middle East and other developing countries is one of the most serious problems we have to face. The problem has been exacerbated in recent years due to the sharp increase in the domestic water demand, caused by an increasing standard of living. Large populations as well as moves to more the standard of living.

This study was performed mainly in the facilities of the Salwin Brand Development Center (BDC) in Israel (1). The WWTP plant of Salwin gives in Figure 1 treats about 2,000 m<sup>3</sup> and each day of the town's wastewater with conventional technology that includes a series of ponds as follows:

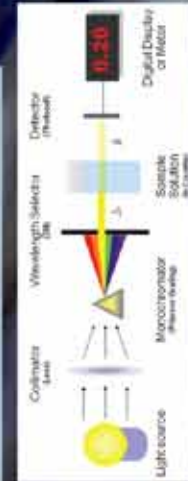
- Two aeratable ponds (aeration ponds) which are based on biological activity without oxygen, each with a volume of 600 cubic meters.
- One facultative pond (F/P) for pond where biological activity is combined with anaerobic bacteria.
- One 150,000 cubic meter surface water reservoir (SR).
- An efficient chlorination unit.



## The spectrophotometer

It is consists of two instruments, namely a spectrometer for producing light of any selected color (wavelength), and a photometer for measuring the intensity of light. The components are arranged so that light in a narrow beam can be placed between the spectrometer beam and the photometer. The amount of light passing through the tube is measured by the photometer. The photometer delivers a voltage signal to a display device, usually a galvanometer. The signal changes as the amount of light absorbed by the liquid changes.

In the laboratory section of TAEQ organizations employees use spectrophotometer in order to analyze the quality of the water.



## Arab community potential to reduce greenhouse gas emissions

A global issue

Climate change and efforts to address it have put modern society system under increasing pressure to adjust and evolve. Climate change is widely recognized by scientists all around the world. Global warming affects us in many ways. First, fossil fuel electric generating facilities are the leading contributor to the greenhouse gases (CO<sub>2</sub>G) that cause global warming. Second, density that wastes and the gradual increase of motor park loads caused by global warming will put pressure on already strained electric grids. A way (illustrated by many small organizations around the world) to change this path is to increase awareness on sustainability issues among local populations.

Sustainability is commonly understood to require the balanced pursuit of three goals: ecological health, social equity, and economic welfare. The scientific and technical professions have a special responsibility in this regard because the knowledge and technologies they develop and employ have numerous impacts on natural environments, economies, and the empowerment of citizens and societies. Moreover, their efforts and achievements can contribute to produce effects, for good or ill, well into the future.

## TAEQ's survey

According to CBS, the Arab population of Israel, which includes Mualims, Arab Christians, and Druses, is 20.0% - 1.7 million, mainly divided in 11 Arab towns and more than 60 local councils across the country. The red line in mixed cities and communities which are associated with different regional councils. All these places are characterized by a common pattern which is the low energy consumption in the public sector, both for cultural and economic reasons. However, data from that private sector show an increased energy consumption in residential houses.

TAEQ recognizes the problem and encourages the various municipalities to join programs related to lower the energy consumption. In the Tag Syria program TAEQ runs a lectures and many tutorials for different groups in the community: students, teachers, educational staff, decision makers, workers, pensioner and other different groups.

Targets → a more efficient energy consumption in order to affect the society in general and in particular the Arab sector, with amazing data coming from the survey → 20 per cent of savings from the annual energy consumption, which means reducing 1800 KWh (1150 NIS) for each family per year just in the Arab sector → Annual savings are estimated to be 600,000,000 KWh (400 million NIS).

## Survey's outcomes

The first goal of the "Environmental Tag" is to reduce the negative environmental impact and raise awareness in the public agenda on the need to adopt sustainable development as an overall approach to urban management. The second goal is to achieve economic savings to the budget of the local authorities. Through different dispersion taken accordingly to the local authorities' needs, the survey drew a line which tries to define the potential of the targeted Arab community to contribute to the major goal of the state of Israel to reduce its CO<sub>2</sub> emissions by 2020.

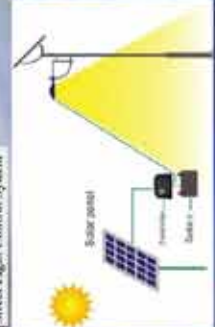
The solution which came out of the survey encompasses the implementation of solar panels, improvements in street light control system with astronomical clocks, and the management of energy and water resources. Implementation of the project will lead to savings in:

- Public institutions - 10% reduction in electricity bills of public institutions in the Councils
- Educational institutions - 10% reduction in energy bills of gardens and schools
- Street lighting - 10% reduction in electricity bills of street lighting
- Reducing the hours of illumination (installing astronomical clocks in 10 major lighting) (10% savings)
- Training and information for employees and educational: 10% savings

## Wastewater treatment plant



## Street Light Control System



## Solar Panel





## Lucy Atkinson

Lucy has always considered the connections between local and global to be important. During her BA studies in International Relations and Modern History at the University of East Anglia, UK, she volunteered to support refugee casework at the British Red Cross.



Again motivated by the desire to communicate the interaction between local and global she worked in youth education. Here she worked on disaster preparedness in local communities that face flooding, as well as consequences of disasters at a global level. In this time Lucy also developed successful educational partnerships focusing on International

Humanitarian Law (IHL) and Refugee Awareness with the Department of Law at the University of East Anglia. This programme trained law students in peer education and IHL, who then became ambassadors in local schools, equipping young people with the tools and knowledge to consider and challenge their own ideas and perceptions of conflict. Following this, she began managing local refugee and tracing services at the British Red Cross. Through this work she was also able to see the complexities and challenges of NGO management. In her years in this role she was able to develop comprehensive and holistic support services to Unaccompanied Asylum Seeking Children.

Wanting to strengthen skills as well as delve further into the interconnectivity of issues, Lucy began her Master's studies at Glocal Community Development Studies. Her internship at the Interfaith Centre for Sustainable Development, Jerusalem, was a time in which she could put theory and experience into practice in which she developed a women's project. She was able to explore many of the challenges and barriers of participation at individual, community and organizational levels; an experience was even more impactful in the context of Jerusalem.

Lucy hopes of opportunities that allow her to remain dedicated to the areas of education and those who have experienced conflict. She has been accepted for PhD studies at York University, UK, and will be focusing on conflict sensitive education and English language instruction.





# Faith and the Environment in Jerusalem

## Learning From Others to Create a Womens Project



Lucy Atkinson  
atkinson\_lucy@hotmail.co.uk

### Faith and the Environment

All Abrahamic faith groups are united in the belief of a divinely created Earth. This belief can support both interfaith cooperation and environmental care. Faith groups are the largest organisations in civil society as 6.9 billion people are estimated to describe themselves as belonging to a faith. This number of people adds to the potential strength of faith groups in creating environmental change. In addition to this, faith groups own 7-8% of habitable land on Earth, they are involved in education and have significant stocks in the financial markets<sup>1</sup>. The community outlook of faith groups is often long term, investing in them for sustainable change.

These potential strengths of faith groups for initiating positive environmental change have been acknowledged by the UN Deputy Secretary General, who stated that "[faiths] remind us of the ethical and moral dimensions of climate change", which can be significant in achieving MDG 7 - ensure environmental sustainability.

<sup>1</sup> Alliance of Religions and Conservation

<sup>2</sup> Deputy Secretary General, of Earth Faiths Faith Services, September 2014

### Interfaith Centre for Sustainable Development

Based in Jerusalem, The Interfaith Center for Sustainable Development (ICSD) unites faith communities, teachers and leaders to promote co-existence, peace, and sustainability through advocacy, education and action-oriented projects.

#### Seminary Students United Planet Faith and Science Initiative

- Organising conferences
- Bringing together seminary students of different faiths
- Focusing on environmental issues
- Income generating tours
- Panel discussions with different faiths
- Uniting religious leaders and scientists
- Vehicle for personal and policy change

### Creating a Women's Project

**Dec '13** - Women of different faiths who were participants at an interfaith seminar focusing on faith approaches to environmental sustainability seek to meet regularly and work together on environmental issues.

**Jan '14** - Global students use the Asset Based Community Development approach and mapped the social assets and connections in communities of Jerusalem.

**April-August '14** - Five meetings take place between women of different faiths. Activities include urban hike, Iftar meal, gardening and embroidery lessons.

#### Challenges

- Despite regular participation from some women, there was not always a mixed and diverse group across the different faiths and area of Jerusalem.
- It has been difficult for the women to organise and plan group activities themselves. In addition, many of them did not have the necessary time or organisational skill.
- With no clear project outcomes and objectives its impact was difficult to evaluate. This also meant that the project was not fulfilling funding criteria.

### Fellowship Programme

To overcome the challenges from the first phase of the women's project (Apr-Aug '14), the ICSD aimed to:

- Create project goals that focus on clear environmental outcomes
- During times of increased tensions in Jerusalem, be adaptable to womens needs
- As stated in funding criteria, engage a younger group of women

This lead to the idea of planning a fellowship programme which educated women on climate changes, solutions and work together to create an action project. We also asked other organisations that work in faith, ecology and have experiences in the Jerusalem area about their experiences.



#### Green Faith

**Location** - United States, with some international advocacy programmes.

**Goal** - To inspire, educate and mobilise people of diverse religious backgrounds for environmental leadership.

**Key Question** - How do you equip your fellowship programme participants to engage with and lead local environmental action?

**Key Lesson** - Need for participants to create action plans with

#### EcoPeace Middle East/Friends of the Earth Middle East

**Location** - Israel, the West Bank and Jordan - focused on the Dead Sea Rift Valley.

**Goal** - To promote cooperative efforts to protect shared environmental heritage.

**Key Question** - What challenges do you face in bringing Israelis and Palestinians together?

**Key Lesson** - Ensure that the programme benefits all participants. Benefits might be different for each group.



#### EcoME

**Location** - The West Bank, near Jericho (Area C, accessible by all)

**Goal** - To provide a place for Palestinians and Israelis to meet, co-create and explore possibility together.

**Key Question** - When delivering workshops, what logistical considerations are there?

**Key Lesson** - Consider how the location of workshops and the language/s used can both positively and negatively impact.



#### Outward Bound Peacebuilding

**Location** - United States, with centres throughout the world.

**Goal** - To challenge and inspire emerging leaders in divided societies to work together to build peace.

**Key Question** - How do you evaluate your programmes and what indicators do you use?

**Key Lesson** - Gathering qualitative data and personal stories is important for stakeholders.



### Listening and Learning From Others

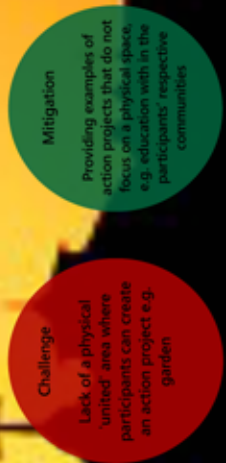
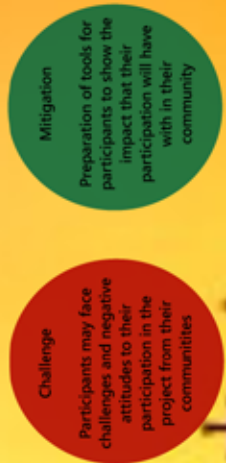
To create an inclusive fellowship programme, we asked potential participants what they would like the fellowship to contain:

"I like talking to people from different countries"

- Creating partnership opportunities with GreenFaith fellowship alumni from the US via the Internet.

"I want to learn how to use social media properly"

- Offering media and photography session as part of planning an action project.





## Ephrem Yohannes Hawando



Ephrem is from Ethiopia and holds an MSc degree in Population Studies from Addis Ababa University and a BEd degree in Geography and Environmental Studies from Mekelle University in Ethiopia. He is currently completing an M.A. in Glocal Community Development at the Hebrew University of Jerusalem.

Ephrem has extensive professional experience in international development work, namely in the fields of education, research and design, monitoring and evaluation, documentation and analysis and report writing. He served as M&E coordinator for CARE Ethiopia's Ever-married adolescent girls empowerment project in the South Gondar field office. Beyond the scope of development work, he has further experience in the field of education, specifically in teaching and supervising students. Within the framework of his first graduate studies in Ethiopia, he undertook research work on the socio-economic and demographic determinants affecting the rural linkages of 500 migrants in the city of Jigjiga in the Somali region of Ethiopia.

Since his arrival to Israel, he volunteered for the Ethiopian National Project (ENP) where he tutored and assisted Ethiopian Jewish students in their studies while providing language translation services and Amharic lessons for ENP staff. As part of his studies in Glocal, he recently completed a four-month internship with the Israeli Association for Ethiopian Jews (IAEJ) where he worked to promote effective policies and government practices towards the Ethiopian Jewish community in Israel.

Ephrem's desire has always been to use the field of research as well as monitoring and evaluation for organizational learning and the empowerment of disadvantaged groups of society. He seeks to further expand his career in the field of community and international development, focusing on education, research, monitoring and evaluation, social justice and advocacy.



## Advocacy for Effective Societal Integration of Ethiopian Jews in Israel

Israel Association for Ethiopian Jews (IAEJ)  
Ephrem Yohannes Hawando, MA Global Community Development Studies, The  
Sponsored by the Doran Family Foundation



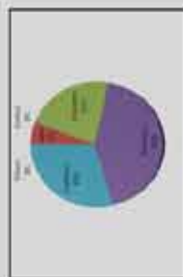
## Introduction

The Israel Association for Ethiopian Jews (IAEF) is a unique advocacy organization for the Ethiopian Jewish community in Israel. Founded in 1993 and directed and run by Ethiopian Israelis, the IAEF works towards optimal integration of Israelis of Ethiopian origin within the general Israeli society. The IAEF's focused advocacy aims to overcome the socioeconomic gaps between Ethiopian-Israelis and Israel's general Jewish population, and to introduce an effective and efficient public policies in education, employment, and housing. The IAEF also provides training and assistance to young immigrant minorities, such as the Armenians, as well as by providing information to the government, policy makers and the media.

### The Ethiopian-Israeli Population: Facts and Figures

**Population:** 135,500 Ethiopian-Israelis are living in Israel today. Of these, 49,500 were born in Israel.

**Average Household size:** 4.4 persons, higher than the average for the general population (3.3).



### The Community Challenge

**Education:** In 2013, only 28% of Ethiopian-Israeli students graduated from high school with a university-eligible matriculation diploma, far below that of other Jewish students (55%).

**Employment.** In 2011, 65% of Ethiopian Jews aged 22-35 were employed, compared with 72% of all Israeli Jews. Among them, only 11% were employed in academic, managerial, technical or professional positions, compared with 30% of all Israeli Jews of the same age.

**Poverty:** In 2006, The average monthly expenditure in Households of Ethiopian origin was 9,559 NIS compared with 14,272 NIS among the general Israeli population.

**Housing:** In 2013, almost 8,500 Ethiopian Jewish immigrants were living in 17 absorption centers in underserved and overcrowded conditions across Israel.

Source: Bureau of Economic Analysis (BEA). "The National Accounts in Brief." *News releases*. Accessed: February 16, 2018. <https://www.bea.gov/news/2017/2017-national-accounts-in-brief>.  
 Access: 2023-08-08 10:18. Using Adobe In Design and Photoshop to bring Adobe Data Explorer accounts. Myself, JCC member.

## Evidence Based Advocacy

The graph on the right shows the number of Hispanic new immigrants who are currently living in 17 absorption centers across Israel and unable to leave the centers because the assistance they receive is not sufficient

The majority of them live in Mississauga, Ayler Hashuar and Harov immigrant absorption centers. The IAEJ studies their challenges and advocates on behalf of the community for improved loan terms, guidance and support to attain decent and affordable housing.



### Advocacy Strategic Planning Model

**Advocacy** is most effective when it is planned systematically. A common confusion in the development of an advocacy strategy relates to the difference between "strategy" and "tactics."

Tactics are specific actions—for example, circulating petitions, writing letters, staging a protest—which are the building blocks of advocacy.

Strategy is something larger, an overall map that guides the use of these tools toward clear goals. Strategy entails an assessment of where an association is, where it wants to go, and how it can get there.

## Participatory Advocacy Campaign: A Case Study

In the wake of an increasing series of police brutality against Ethiopian-Israelis that have been referred to the IACJ over the years, the organization developed strategic plans and implemented successive campaigns to halt the trend. Members of the community, partner organizations, grassroots social activists and journalists took part in the process and were instrumental in identifying the community pressing issues and in the implementation of successive advocacy campaigns.

These pictures depict part of the continuing struggle of Salimata's family, fierce as well as the IAEJ with regard to the killing of an Ethiopian-Israeli named Joseph Salimata in 2014.



**The IAEJ's Advocacy Strategy for Housing Policy Change**

**Goal:** To improve conditions for new young Ethiopian immigrants in the absorption centers and enable them to leave the centers and acquire permanent homes.

### Constituents, Allies and Opponents

Constituents	Allies	Opponents
Recent immigrants of young Ethiopian descent living in Israel	Patner organizations, activists, some government offices and the media	The Jewish Agency, the Ministry of Immigrant Absorption and some government officials

Primary Target	Secondary Target
Government ministerial bodies, the Prime Minister's office, the Ministry of Immigration Absorption	Officials in government and ministerial bodies

### Forgets

<b>Primary Tactic</b> Decision paper, National conference meetings	<b>Secondary Tactic</b> Research reports, campaigns
---	--

<b>WHAT DOES EACH PARTNER</b>	<b>WHAT DOES EACH PARTNER</b>	<b>WHAT DOES EACH PARTNER</b>
Community participation	Financial and technical knowledge	Resolution, Motivation, research, political, policy analysis

## Results

AEJ's relentless advocacy work coupled with the active involvement of community activists led the Ministry of Housing to significantly improve loan terms for young Ethiopian small couples as well as lift its discriminatory practices of restricting the purchase of houses to certain de-granted



As a result, the number of young couples who purchased homes with higher level of mortgages increased from 1 in 2009 to 31 in 2013 and 70 in 2014.

The IAEJ continues to advocate for young couples' rights for increased mortgage amounts and expanded entitlement p

## Recommendations

- Target weak points of governmental programs for the Ethiopian-Israeli population.  
Empower the community with the necessary skills and strategies of advocacy  
Promote and support appropriate opportunities and government policies for realizing the community potential  
Provide a holistic support for persons, family and community betterment by engaging members of the community in the advocacy process and decision making





## Jiwon Kang

Jiwon was born and raised in Seoul, South Korea, and completed her BA in International Areas Studies and Counseling at the Handong University in Korea. She is currently completing her MA in Glocal Community Development at the Hebrew University.

Jiwon has always been interested in diverse ethnic groups and cultures in terms of community development, and she has volunteered in many different places, mainly in Central Asian countries. A yearlong experience within a rural community in Kazakhstan has served as the inspiration and motivation for her, transforming her perspective on life. A rich time of living, working and exchanging life experiences with these communities has become the foundation for her deep love and commitment to community development and grassroots work.

She recently completed her internship in Salfeet, West Bank with CAMA (Compassion and Mercy Associates), specifically working with topics of women empowerment and community participation. As a part of the women empowerment program, she designed and implemented a participatory video project. Together with the women who participated in her project she produced 4 short films about the communities of each woman.

Jiwon believes that each community possesses unique and priceless wisdom and heritage, as well as the power to empower themselves and improve their lives. She believes that her job as a development practitioner is to inspire communities. Under these strong beliefs, she hopes to pursue a career in the field of community development.



# A Case Study of Participatory Video Project in Salfeet, West Bank

## Utilizing Media Tools for Community Participation

Jiwon Kang



### What is Participatory Video?

Participatory video is a set of techniques that involve a group or community in the shaping and creating of their own film. Video making is a very useful tool to bring the community people together to explore the issues within the community, voice their concerns or simply to be creative and tell community or personal stories. This process can enable a group or community to play active roles in solving of their own problems and also to communicate their needs and ideas to decision-makers and/or other groups and communities.

### Area of Salfeet

Salfeet is one of the Governorates of West Bank, bordered by Ramallah, Nablus, Qalqilya and Israel to the west. The population is about 64,000, including 23 localities. Salfeet villages are adjacent to 17 Israeli settlements including Ariel. Salfeet is less developed in comparison to other West Bank regions and therefore holds relatively fewer job opportunities.

### The Organization, CAMA-HBHA

CAMA (Compassion and Mercy Associates) or HBHA (Hope of Bridge Humanitarian Associates) is a relief and development organization initiated by the Evangelical Alliance Church in Jerusalem (EACH). It is a registered NGO with both the government of Israel and the Palestinian Authority. For more than a decade, the organization has offered many different training and education programs as well as relief work, especially focusing on the population of women and youths in West Bank.

### Context

The participatory video project in Salfeet was designed and implemented as part of Women Empowerment program. A handful of young women were recruited for the project from the women's group in CAMA. The participants were college students or unemployed.

The local communities of the participants were primarily rural villages in Salfeet. Although Palestinian women are relatively highly-educated, they are perhaps the most-underused national resource.

The project is a very relevant way to work on inspiring women to raise their voice as active community members, serving to strengthen their social and communication skills.

### Project Objectives

- To encourage the free expression of women's opinions on community issues and of their personal stories through the creative implementation of media tools
- To raise their voice by equipping them with a new media skill and tools
- To create an open space for peer learning and a joint experience of community action through the process of participatory video making

### Implementation Process

Key aspect of the participatory video is "handing over control" to participants throughout the whole process.

#### Stage 1

##### Developing Skills

Participants quickly learn how to use video equipment through games and exercises



This stage included group building and group working skills, brainstorming session to discuss community issues, telling stories and developing presentation skills, practicing directing and filming

#### Stage 2

##### Filming Outreaches

Short videos about the community are filmed by the participants



In this actual filming stage, each participant was in charge of directing their own films and conducting interviews, dynamic experiential learning took place

#### Stage 3

##### Editing Process

Footage is chosen by the participants



This stage covered analyzing the filmed materials nurturing the sense of ownership, developing presentation and advocacy skills

#### Stage 4

##### Community Screening Day

Titled films are shown to the larger community



This stage allowed us to promote interest among the wider community to raise awareness of topics focused on during the process to gain broader community opinions and reactions

### Case Story

Anjad is a 23 year old woman from Marja village, Salfeet. She was very diligent, but barely spoke her feelings of ideas during the first two sessions. Although we did many difficult activities to explore community issues, she never brought up any specific or critical issues from her village. Rather, she seemed to be content with everything about her life and community, and just wanted to film nice sceneries of her village...

However, during the participatory video process, Anjad showed us a good example of the transformation I hoped to see through this project

- She entirely directed her filming and produced 2 films about her village.
- She captured in her video the difficulties that her community people are facing
- She traveled outside of Salfeet alone for the first time in her life for the filming outreach.
- She had a positive and proactive attitude during her filming.
- She arranged people to support her filming and to stand before the camera by mobilizing her social relationships.
- She clearly delivered the intended message through her film.
- If you want to watch her film, please find it here: <https://youtu.be/oz8700BUPE>

### Achievements, Outcomes

As a result of the project in Salfeet, 4 films about the community of each participant were produced under the direction of each participant. More importantly, the following inner capacities were also developed:

- Self-esteem & Self-respect
- Communication & Presentation skill
- Social skill
- Leadership
- Spirit of collaboration

### Expected Impact

- Women become the subjects and independent agents of their own lives.
- Women actively participate and play significant roles in their communities to voice their concerns about various issues.
- Diverse views and opinions of women are more effectively carried out and contribute to balancing society.

### More Uses of Participatory Video

- Participatory video can be applied to many other developmental works, such as:
  - Empowering communities
  - Advocating a group of people or community
  - Communication with decision-makers or other communities
  - Evaluation
  - An element of creative therapy





## Juan Carlos Reyes

Juan Carlos Reyes was born and raised in the middle of the world - the city of Quito, Ecuador. He completed his BA in Business Management, with a Major in Marketing, in the Pontifical Catholic University of Ecuador, and graduated from Law School in an Open University in the Particular Technical University of Loja, also in Ecuador.

Prior to joining Glocal Development Studies Juan acquired significant work experience in the health and governmental sector's in Ecuador. After witnessing the poor living conditions of his fellow countrymen, Juan decided to "go back to school" and acquire additional academic knowledge related to Community Development.

During his studies, Juan completed an internship at The Citizens' Accord Forum (CAF), an Israeli NGO that promotes democratic dialogue and coexistence between the Jewish and Arab citizens of Israel, especially in mixed cities of the country. During his internship Juan assisted with communications and marketing. After visiting some projects related to dialogue tables and Youth Parliaments he developed organizational videos, improved various marketing materials and helped to re-design and launch the organization's new website.

With the completion of his degree, Juan plans to continue working in the e-marketing field, specifically working with small-medium organizations in his home country of Ecuador. He also plans to continue and try to find the best mechanisms in order to articulate government, private and NGOs to achieve sustainable development in poverty stricken countries.



# Importance of Integral Communication Solutions in Non-Governmental Organizations

## The Citizens' Accord Forum

The Citizens' Accord Forum (CAF) works to build a shared and sustainable democratic society in Israel. CAF was established in 2001, by then Member of Knesset, Rabbi Michael Melchior in response to the alarming growth in rifts and lack of cooperation between different sectors of Israeli society.



## Mission

To build a shared society in a sustainable democracy in Israel. We work to mend rifts between groups in conflict by building bridges, encouraging constructive engagement and promoting and empowering civic leadership.

## Vision

CAF's vision is a socially cohesive and inclusive society in Israel. We believe that shared society is a tangible expression of an ideal democracy and is characterized by mutual responsibility, full participation and equal opportunity among all Israeli citizens.

## Strategic Pillars

-  Civic Engagement  
Project: Deliberative Dialogue
-  Policy and Legislation
-  Education and Leadership  
Project: Youth Parliaments of Mixed Cities of Israel



## Circle of Communication in NGOs



## Implementation of Digital tools as an integral marketing solution

- Long-term communication goals could drive organizations to position their projects on a high-scale range between donors.
- Internal communications could drive to optimize resources inside the organization.
- Nowadays having an organizational website is not enough. NGOs need to develop an integral communicational solution, articulating all the sources, website, social networks and traditional tools. All of them should be constantly updated and should transmit the same message.
- Websites and social networks are not enough nowadays. Organizations have to start to measure their impact. This could help to build better strategies on communications.

## Importance of Communications in NGOs

- To improve relationships with stakeholders
- To position corporate image worldwide
- To facilitate information among the staff of the organization
- To engage more people with the organization's activities
- To spread organizational goals/achievements among the public

"NGOs are working in an increasingly competitive environment, competing for funds, human resources, volunteers and media coverage. Therefore, more and more non profits are following the model of successful businesses, recognizing the imperative need for strategic planning and marketing for long-term competitive advantage" (Matei, 2010)



Arab women in the Deliberative Dialogue project



Ultra-Orthodox Jews on the Jaffa Convention Youth Parliaments of Mixed Cities of Israel

"The Citizens' Accord Forum runs different kinds of projects related to dialogue and coexistence between Arabs and Jews in Israel. These projects involve civil population, religious leaders and youth. To engage more people in its activities, the organization has used traditional communication tools like mouth to mouth, phone calls, radio and mailing. Innovating and complementing these tools with digital campaigns like videos, social networks and an updated website will lead to the engagement of more people and spread the projects' message. Nowadays some NGOs have applied these kinds of digital tools. The current main challenge is to measure the impact, analyze the data and adapt different strategic plans."



Thank you for joining us on our journey  
To learn more about the Glocal Community-Development Studies program  
Please visit our website: <http://glocal.huji.ac.il>  
Or contact us at: [glocal@savion.huji.ac.il](mailto:glocal@savion.huji.ac.il); +972-2-5882267





Cover page picture: Taken by Diletta Carmi in Upper Omo Valley, Ethiopia

Back page picture: Taken by Lily Seguin, fellow at Tevel Burundi

Inside pages picture: Taken by Yalee Azani nearby Morro do moco, Angola





Écrivez les nombres suivants :

345 < 374 trois cent quarante-cinq est inférieur à trois cent soixante-quatre

234 < 413 deux cent trente-quatre est inférieur à quatre cent treize

560 < 565 cinq cent soixante est inférieur à cinq cent soixante-cinq

435 < 453 quatre cent trente-cinq est inférieur à quatre cent cinquante-trois

421 < 424 quatre cent vingt-et-un est inférieur à quatre cent vingt-quatre

421 < 424 quatre cent vingt-et-un est inférieur à quatre cent vingt-quatre

421 < 424 quatre cent vingt-et-un est inférieur à quatre cent vingt-quatre

421 < 424 quatre cent vingt-et-un est inférieur à quatre cent vingt-quatre

421 < 424 quatre cent vingt-et-un est inférieur à quatre cent vingt-quatre

421 < 424 quatre cent vingt-et-un est inférieur à quatre cent vingt-quatre

421 < 424 quatre cent vingt-et-un est inférieur à quatre cent vingt-quatre

421 < 424 quatre cent vingt-et-un est inférieur à quatre cent vingt-quatre

Écrivez les nombres suivants, puis comparez-les :

133, 300, 504, 674, 350

133 < 300 < 504 < 674 < 350

133 < 300 < 504 < 674 < 350

133 < 300 < 504 < 674 < 350

133 < 300 < 504 < 674 < 350

133 < 300 < 504 < 674 < 350

133 < 300 < 504 < 674 < 350

133 < 300 < 504 < 674 < 350

133 < 300 < 504 < 674 < 350

133 < 300 < 504 < 674 < 350

133 < 300 < 504 < 674 < 350

133 < 300 < 504 < 674 < 350

Répondez aux questions suivantes :

1) Quel est le chiffre des unités dans :

a) 345 ?

b) 234 ?

c) 560 ?

d) 435 ?

e) 421 ?

f) 424 ?

2) Quel est le chiffre des dizaines dans :

a) 345 ?

b) 234 ?

c) 560 ?

d) 435 ?

e) 421 ?

f) 424 ?