



Annual Report 2013

International Christian Committee - Nazareth

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DSPR/MECC

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Nazareth

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Context of Work

Conflict Transformation

Our goal is to contribute to strengthening civil society relationships between Israeli and Arab communities from different religious and ethnic background. Our activities aim at reducing prevailing prejudices and building up cooperation and mutual trust between Druze, Christians, Muslims and Jewish communities that live socially segregated but in close neighbourhood in the North of Israel.

ICCI will continue its work towards supporting the development of a society that deals with differences in a liberal way, that acknowledges the uniqueness of its members and that respects the religious-cultural heritage of different groups that live in the Holy Land.

The Jewish and Arabic communities live segregated from each other. The dual run school system cements the segregation as Hebrew speaking children attend one branch and Arabic speaking children attend another branch. Both groups start learning the other language beginning in the 3rd grade, whereas for Jewish children only the basic level in Arabic is mandatory. Leisure activities are not shared either.

Education and Social Rehabilitation

The Arab citizens of Israel (20% of the country's population) face institutionalized discrimination in the legal system, the allocation of the state's resources, urban planning, and the accessibility of land. Arab localities continue to be characterized by high unemployment rates, inadequate infrastructure, and the absence of significant economic development. More than half of the poor families in Israel are of Arab descent, and 80% of Arab residents live in communities that are ranked within the lowest three socio-economic clusters. Overcrowded and understaffed, government run Arab schools are a world apart from Jewish schools, leading to poor academic achievement, a drop-out rate of 12%, and a failure rate of 50% in university entrance tests. According to the last statistics, more than half of the Arab families are poor.

Due to the disadvantages in the educational system, Arab graduates are not well equipped to compete with Jewish graduates on the job market. Most of them live in economically weak regions that also face problems in incorporating the young generation in the job market. While this is clearly and distinctively perceived by the young people who form a big part of the society, they often lack a clear understanding of the underlying reasons and the political/social framework that shape their difficult situation. They also lack ideas and visions how to bring in their energy in order to build up a better future.

The Arab society in Israel lacks a framework how to integrate its younger members who are not studying or working. Young people, especially men, therefore tend to spend their free time in the streets. Drug abuse and tensions between rival groups became a problem in the targeted communities over the last few years.

Therefore, the Arab minority is in need of a new generation that is equipped with knowledge and skills in order to address its various problems, such as identity questions, early marriage, school drop-out, and violence within the family.

Result Based Report Elements:

Five main activities took place during the year 2013

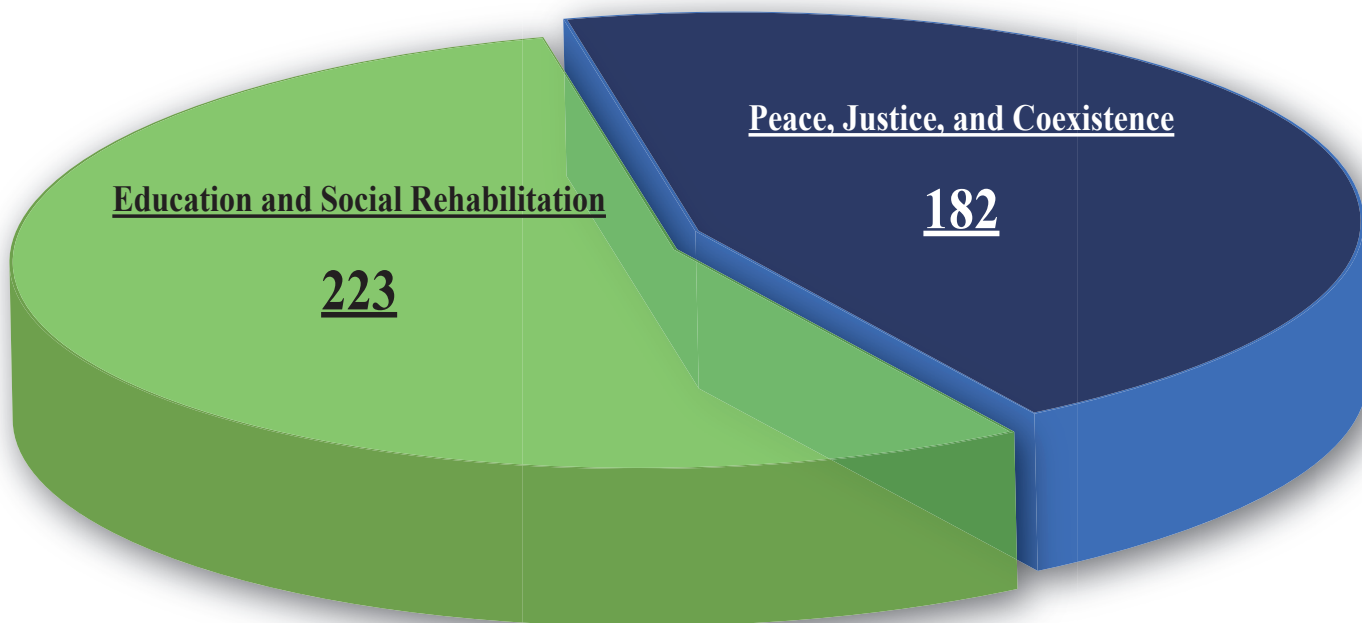
Table (1) below presents the actual achievements compared with the planned targets for the year 2013.

Table 1
January 2013 – December 2013

<i>Indicators</i>	<i>Targeted</i>	<i>achieved</i>	<i>Deviation</i>
Two day Conference «Religion, Peace, & Media Coverage» was held	150	140	More students of Communication were expected to attend
An intensive course of 60 hrs. on Interfaith for teachers belonging to different religious backgrounds was conducted	40-50	42	
# of displaced young girls dropouts or in crisis from schools from Acre undergoing workshop and VT courses returned back to school	90-100	102	Wider and new premises
# of undergraduate students accessing Educational loans (1000\$ each)	100-120	119	
# of men or women accessing Rehabilitation loans to open small businesses	Up to 10	2	
# of delegations informed about the status of the Arab minority in Israel	2-3	1delegations	



no. of Beneficiaries according to field of intervention



Gender Perspective:

As seen in the following table (Table 2) almost two thirds of the beneficiaries for the year 2013 were females.

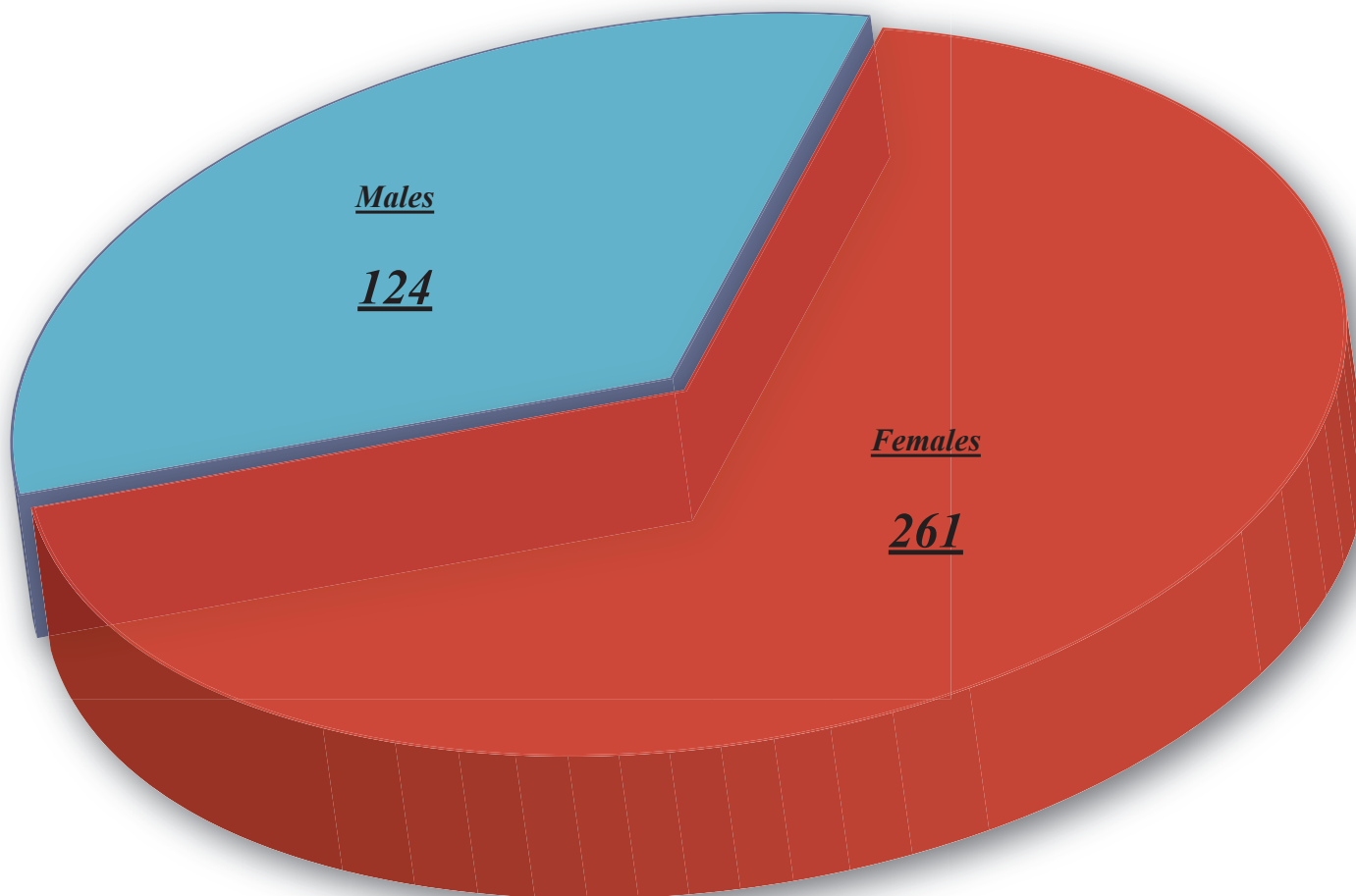
Table 2

<i>Activity</i>	<i>No. of Males</i>	<i>No. of females</i>
Two day Conference «Religion, Peace, & Media Coverage» was held	65	55
An intensive course of 60 hrs. on Interfaith for teachers belonging to different religious backgrounds was conducted	10	32
# of displaced young girls dropouts or in crisis from schools from Acre undergoing workshop and VT courses returned back to school	*****	102
# of undergraduate students accessing Educational loans (1000\$ each)	47	72
# of men or women accessing Rehabilitation loans to open small businesses	2	*****
# of delegations informed about the status of the Arab minority in Israel	Not relevant	Not relevant
Total	124	261





Table 2



Lessons learnt, Analysis and Recommendations

According to our experience, the following measures should be adopted:

- a.* to work in cooperation and networking with existing institutions, local communities, and local authorities in order to increase the numbers of our beneficiaries.
- b.* Target Group: our target groups are well defined.
- c.* To increase human resources and budgets.
- d.* To develop more efficient evaluation procedures.
- e.* To develop our ability to monitor our activities.
- f.* To set clearly our medium and long term results - Impact





Sustainability:

- a. content of our work:** the focus of our activities on two major issues: conflict Transformation and on Education, and Social Rehabilitation.
- b. Networking** with the local committees and the addressing of stakeholders might promote our demands which reflect the needs of the community.
- c. Capacity building:** empowering human resources.
- d. Fundraising** to increase our financial Resources.
- e.** To Develop a clear strategic plan.



Narrative Report

Workshop about Interfaith in Galilee: An Intervention Program in Schools **The 5th course in Kofr Yasif (Western Galilee)**

Rationale:

Most of the villages located in Galilee are mixed. Its inhabitants are Christians, Moslems and Druze. The community is disintegrating, thus, causing alienation between inhabitants belonging to different faiths. Violent clashes took place between Christian, Moslems and Druze youth

42 home teachers and 3 principals representing 3 high schools from 3 mixed Arab Villages in western Galilee in the north: Kofr Yasif, Abu-Snan, Jdaydeh-Maker.

Activities:

1. An intensive course of 60 hours was carried out. The course as usual included 4 theoretical sessions 4 hours each, and 6 full day visits to holy sites of Christianity, Islam, and Druze.
2. Heads of Departments of Education in the local authorities, the Ministry of Education, the supervisors, and the school principals were involved.
3. During the year 2013-2014 the school principals will devote 2 hours monthly to enable educators and teachers who underwent the course to convey their knowledge to their pupils.



Interfaith Activities



Dialogue between Arab and Jewish professionals – the 6th Conference “Religion & Peace in the Media”

Goal

The main goal of the project is to help bring about understanding and to evolve a culture of tolerance between Arabs and Jews in the Holy Land, as a means for the achievement of equal rights for the Arab Palestinian minority. This goal would be implemented by undertaking consultation with civil society, legal and official bodies throughout meetings and workshops. As for the upcoming conference, “Religion & Peace in the Media”, it would be held in cooperation with the Communication Department in the University of Haifa. The aim of the conference is to enable academics, journalists, representative of civil society organizations and religious leaders, Arabs and Jews, to meet and discuss matters related to how peace processes and religious issues are reflected in Media.

Objectives

1. To create a specialized dialogue group.
2. To educate toward a shared system of norms and values supporting peace and equality.
3. To bring about a sense of responsibility toward our surrounding cultural and political conflict, particularly for indifferent certain groups.
4. To evolve new models that deal with coexistence in order to attain a multiple impact.

Target Group:

150 Journalists, academics, religious leaders, and representatives from Arab & Jewish social change organizations.

Activities:

1. Two-day conference and workshop was held in Nazareth in 7-8 November.
2. Two panels on religion and peace, consist of a Journalist, an academic, and representatives from Arab & Jewish social change organizations, and religious leaders discussed matters related to media coverage of peace processes and religious matters.
3. Four lectures during the conference dealt with the relation between the media and peace processes and religious matters.
4. A tour to the old city of Nazareth was organized for the participants.



Dialogue Conference Photos



Project for Dealing with Dropout Young Girls in crisis Acre (year 9):

Context of work:

Acre is a mixed Jewish Arab city in the north of the country on the bay of Haifa, it is best known due to its wall, and its ancient harbor and historical sites. The old city is full of historical places. It is populated by about 50000 inhabitants, where about 18% are Arabs mostly internally displaced.

As is the case of other mixed cities, the Arab minority is systematically marginalized. The physical infrastructure i.e. sewage system, roads, dwellings are in a catastrophic shape. But most important is the education system that suffers from a lack of supervision, lack of subsidies, and lack of professional guidance. A high proportion of students (boys and girls) drop from schools. The low socioeconomic status of the Arab inhabitants together with the high rate of unemployment encourages deviance and violence among the youth.

Two secondary and high schools for the Arab sector operate in the city. The first is a state school, while the other is the Terra-Santa school. About 1,340 students from the 7th-12th grade study in those schools.

Goal:

The aim of our project is to enhance education and employment opportunities for dropout girls and girls in crises (from 13-18 years old) from the Arab sector in Acre, by providing them with a remedial treatment.

Due to the generous support of **Embrace the Middle East**, we succeeded to rent a wider space, with better facilities to enable the girls to fulfill their potential the best way we can.

Objectives:

- a. To encourage the girls to continue their studies at school.
- b. To empower them to engage in academic courses, or vocational training workshops, to enhance employment opportunities.
- c. To depend economically and financially upon their selves. To be less dependent on their families or husbands in the future.
- d. To reduce early wedding phenomenon.
- e. To educate the girls towards more openness and better dealing with the outside world.
- f. To be constantly updated regarding social, political, and cultural matters.
- g. Help them develop their personal identity at a peaceful space.
- h. To recruit parents as part of the process.



Activities:

Most of the activities were awareness activities which addressed issues related to the girl's personalities, and how to integrate in the family, the school, and the wider community.

- breaking the ice, knowing better each other
- establishing a “bank” of information about the girls
- introduce yourself to me and to the group
- faces and feelings
- activities related to religious feasts for Islam & Christianity
- my role\status within the group
- I communicate
- It's my responsibility
- Red lines
- I will say NO
- I save and not ruin lives
- My rights and commitments as part of the group, the family, and as a citizen
- I'm a mediator
- Christmas values and preparation for this occasion
- We're different but we all are brothers
- Living together as Christian and Muslims (an interfaith session)
- Summary of 2013 and lesson learnt.
- In addition to the above-mentioned activities, the ongoing (regular) meetings with all the groups will continue, on the basis of group sessions, and remedial treatment for the girls.
- An emphasis on the relations of the girls with their mothers including sessions dedicated to mothers to increase the impact of our intervention.

No. of beneficiaries: 102

Group 1 (7th grades – 13-14 years old):

A total of 37 girls divided into two sub-groups

Group 2 (8th grade – 14-15 years old):

A total of 15 girls

Group 3 (9th grades – 15-16 years old):

A total of 38 girls divided into two sub-groups

Group 4 (high school girls – 16-18 years old)

A total of 12 girls





Youth Leadership Program in Cooperation with Notre-Dame School in Mee'lya

Rational

As is the case in most Arab villages in Israel, the community faces a shortage in frameworks and activities which address the problems and challenges facing Palestinian-Arab youth.

It is our belief that by socially re-integrating our youth in actively taking part in social and community processes, our youth will be more involved in determining as well as shaping their future.

With the cooperation with Notre-Dame School in Mee'lya, the ICCI would carry out a program for youth leadership to strengthen relations between young adults and their communities, through integrating them in community institutions.

This project is also a preemptive measure that aims to prevent youth from sliding into drug abuse, and any other violent practices.

Target Group:

The pupils targeted are those of 9th grades (30 pupils) who seek to develop and empower skills of leadership by facing social and community assignments.

Goals:

1. Obtaining values and shaping a vision connected to the function
2. Enriching knowledge : on leadership , social agenda
3. Developing of social skills as increasing of awareness, better communication, conflict resolution, planning and organization, managing a meeting, and co-working in committees .
4. Exercising volunteering and donating to community



Outputs:

1. The participants would acquire a knowledge that would promote their skills and help them to integrate better in civic institutions.
2. Promoting voluntary work.
3. To ensure the unity of all the Arab citizens irrespective of their religious identities.
4. To encourage youth to be actively involved in leadership, to donate to society by understanding of his\her role of leadership in democratic society.
5. To enrich our youth in professional knowledge
6. To supply students with the skills and knowledge necessary to take the role of leadership according to democratic standards
7. To strengthen our youth to lead, guide and to cope with challenges ,obstacles and difficulties according to democratic standards.

Activities:

1. A group of 30 pupils from the 9th grade were chosen to take part after filling an orientation questionnaire, and a personal interview.
2. The group was divided into two groups (15 each) to maximize the effectiveness of the different sessions.
3. The sessions and workshops meetings were held once a week on at Notre-dame High School, starting October.
4. 6 activities were held outside the school, mainly, enrichment seminars and trips.

Youth Leadership Activities



Right: Ada Yonath: The Nobel Prize in chemistry 2009
Left: Principal Eyad Kassis





Educational Loan Fund:

The loans are given to students, irrespective of their religious background, who study for their undergraduate degree, for three years to be repaid interest free when the student finishes his or her education and begin earning a living. The main criterion to apply is the economic status of the parents.

119 loans (1000\$ each) were issued.

Rehabilitation Loan Fund:

Men or women, adults or youth who due to unemployment, disability, or any other reason, have lost all or part or their income, can apply to the ICCI for a rehabilitation loan which would enable them to run a small business or to renovate an existing one.

2 loans were issued.

Logical Frame work 2013

Economic Empowerment

Galilee	Overall Goal/Impact	Indicators	Sources of Verification	Assumptions (to avoid Risk)
	<p>Mobilize and empower Palestinian and other relevant communities to seek just and equal social and economic rights for Palestinians</p> <p>Palestinian and other communities, are seeking just and equal social and economic rights for Palestinians</p>	<p>Conditions of Palestinian minority improved: Palestinians have achieved better and equal status in education, work, health and legal systems</p> <p>Palestinians living in harmony with their communities: incidents of internal Palestinian fights in communities is reduced by .30%</p>	<p>National, regional and international studies and reports</p>	<p>Stable political situation</p>
	<p>Specific Objectives/Outcome</p> <p>To contribute to more tolerance and acceptance of the other, emphasizing democratic values and community involvement/ Palestinian youth and adult of different religions and of different affiliations have better tolerance and acceptance of the other.</p>	<p>Indicators</p> <p>At least 50 % of targeted youth, teachers and educators are active in promoting tolerance between communities</p>	<p>Sources of Verification</p> <p>Formal statistics Media coverage Success stories No. of participants Evaluation</p>	<p>Stable relations between religious groups</p>
	<p>To contribute to more tolerance and acceptance of the other “Knowing the other by knowing his religious and historical sites”. Palestinians demonstrate tolerance towards each other</p>			



	To advocate for equal rights for the Palestinian minority and displaced living in Israel/ Equal rights for the Palestinian minority and displaced living in Israel is advocated for among local and international communities	Two delegations were sensitized to the legal and civil status of the Palestinian minority in Israel		
	To encourage dialogue between local Arab & Jewish professionals that sensitizes participants to Palestinian rights and promotes a culture of peace between Palestinians and Israelis./ Dominant groups in Israel are more aware of the rights of the Palestinian minority	At least 70% of dominant groups in Israel participated in conferences are more aware of the rights of the Palestinian minority		
	Expected Results/Outputs Youth participating in workshops and courses (on human rights, democracy, civil society and youth challenges) are more aware and accepting of the other.	Indicators One workshop for young leaders is carried out annually. 40-50 youth participated in the workshop.	Sources of Verification	Local Authorities moral support
	School principals and teachers are sensitized to issues related to interfaith.	45-50 of teachers participated in an intensive course of 60 hours annually. 25 teachers who underwent the course will convey their knowledge to their pupils during the year as part of the school curriculum and extra-curricular activities.		

	International community more aware of the legal status of the Palestinians in Israel and Palestinian Christians in particular	Two delegations visited DSPR\ Nazareth and were sensitized about the Palestinian Minority in Israel annually		
	Arab & Jewish professionals dialogued in annual Conference on specific themes (health, education, work, legal) towards just and equal rights for Palestinians	One conference and workshops is conducted annually. 100-150 Participants were actively engaged in dialogue during conference		



International Christian Committee - Nazareth

الجمعية المسيحية العالمية - الناصرة



Social and Economic Justice

Galilee	Overall Goal/Impact	Indicators	Sources of Verification	Assumptions/Risk
	Provide professional skills training and access to education to empower marginalized Palestinian youth to improve their own economic conditions/marginalized Palestinian youth are empowered to improve their own economic conditions	At least 70% of supported youth are employed or self-employed within one year of receiving the service (or achieving better employment rates than national numbers of same age (group)	Annual Follow up of youth received the service National statistics, Reports, Analysis of economic indicators and labour market	.Supportive local authorities Political and economic stability
	Specific Objectives/Outcome * 2.1 Self-awareness among young girls in Acre who are at risk of dropping out of school is raised.	Indicators At least 80% of addressed girls are engaged in education or vocational training	Sources of Verification Program records Follow-up reports Counsellors reports	Assumptions/Risk Stable relations with parents Willingness of students, parents and educational institutes to cooperate.
	* 2.3 Needy Students are able to continue their education	At least 90% of students who received loans continued their studies	Program records Educational institutes records	Willingness of needy students to repay loans
	2.4. Marginalised Palestinian men and women are able to start up or improve their businesses	At least 90% of supported businesses (new or enhanced) are running successfully due to granted loans	Program records Assessment reports Financial records of beneficiaries	Political and economic stability



	Expected results/Outputs	Indicators	Sources of Verification	Assumptions/Risk
	<ul style="list-style-type: none"> * 2.1.1 Schools are visited and potential drop-outs identified * 2.1.2 Individual support and group sessions for girls provided. * 2.1.3 Parents are engaged in the process * 2.1.4 willing female youth are connected with education and vocational training institutes and environment enhanced 	<ul style="list-style-type: none"> * 80-90% increased willingness to be involved once again regularly in the education system by the end of the group and individual sessions through the year. * Dropout rate among young women reduced by 80-90%, by the end of each year * 10 Parents continue to be involved in the on-going process each year 	Program records and data Educational and vocational training centers records	Political and economic stability.
	<ul style="list-style-type: none"> * 2.3.1 Needy students are provided with the opportunity to continue their education through educational loans. * 2.3.2 selection criteria and payment regulations are set 	<ul style="list-style-type: none"> * 100 students from needy families received loans each year up to 3 years to enroll in Higher Education Institutions. 	Program records Financial records	
	2.4.1 Financial support is provided to marginalized men and women for business start-up or business improvement 2.4.2 repayment policy is set	<ul style="list-style-type: none"> * 100% of people who received loans opened or improved their small businesses. * 5-10 business loans for beneficiaries granted each year. * Over 96% of students receiving loans are repaying 	Program records Financial records	



Acknowledgement

Our sincere gratitude to all members of the ICCI, to the Central Office and the various Area Committees, and for all our partners for their moral and financial support enabling us to continue our holy mission, and to spread our Christian Witness within our communities in the Holy Land.



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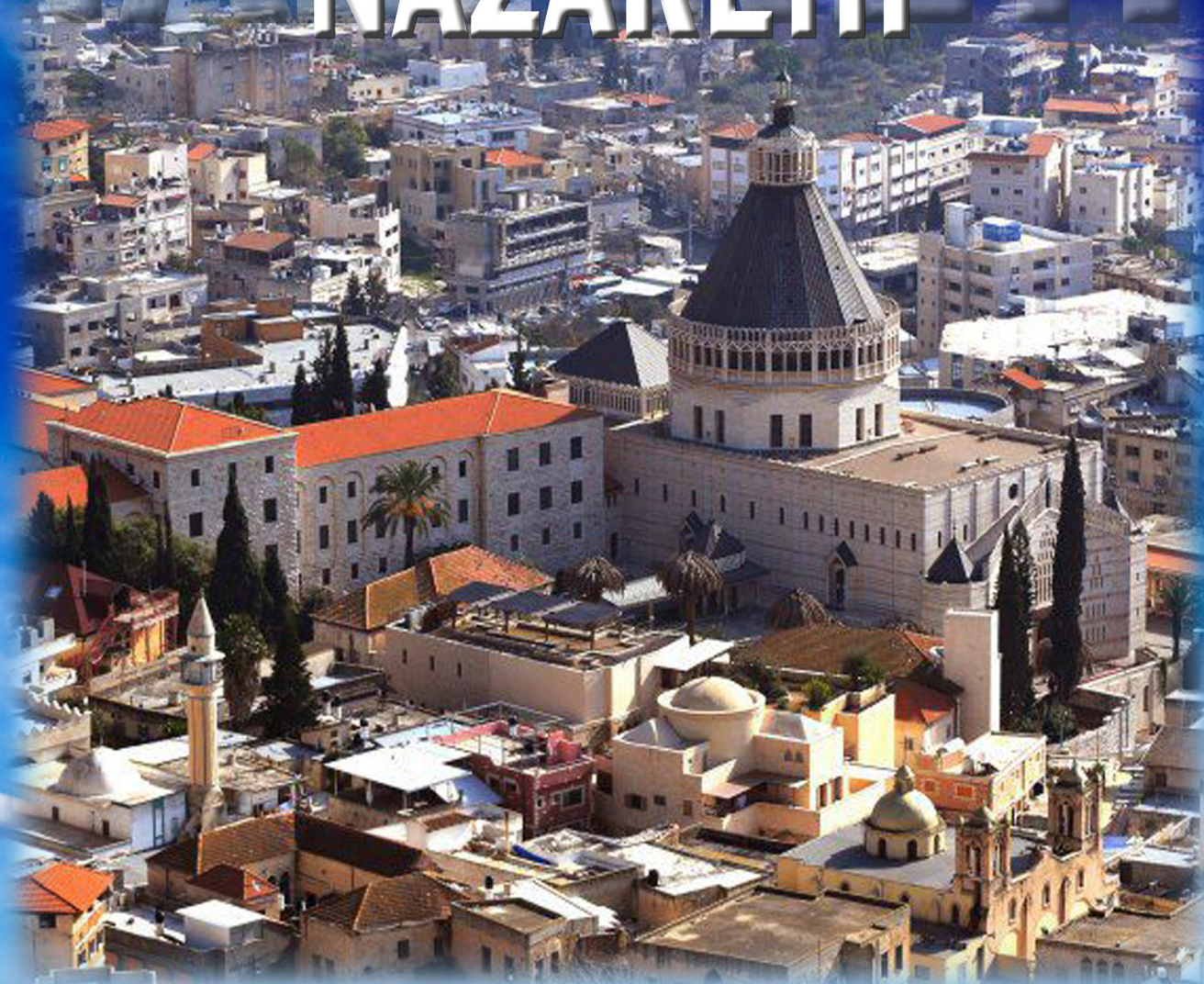
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