



# **Annual 2015 RePort**

**International Christian Committee in Israel - Nazareth**



# Annual 2015 RePort

الجمعية المسيحية العالمية - الناصرة

International Christian Committee in Israel - Nazareth



**Narrative Progress Report**

**January – December**

**2015**

**ICCI - Nazareth**

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Hussam Elias	- Executive Director
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## Context of Our Work

### Introduction

Palestinians in Israel are formally citizens of the state, they are about 1.8 millions consisting 20% of the total population, 84% are Muslims, 8% are Christians, and 8% are Druze. In general they see themselves as an integral part of the Palestinian people.

The Israeli-Palestinian conflict directly effects Israeli- Palestinian relations within the state.

### Social Justice

The Palestinian Minority within Israel faces political and economic discrimination. For example, 80 % of Arab Palestinians residents live in communities that are ranked within the lowest three socio-economic clusters. They face land confiscation and possess less than 3% from the lands. Surveys show more negative attitudes towards the Palestinian minority, and at the same time increasing negative attitudes towards the state by the Palestinian population

Within Arab Local Authorities and in mixed cities inequality are reflected in terms of:

1. Infrastructure, and lack of industrial zones
2. growing gap in terms of tuition subsidies given to Palestinian school students compared to Israeli students.
3. social services
4. Housing
5. Lack of youth frameworks

### Displaced

About 150,000 Palestinians had been displaced from their homes to other locations after the establishment of the state.

Israel refused to allow internally displaced Palestinians to return to their homes and villages.

## Unrecognized villages:

40 villages mainly in the south (Negev desert) in which the state refuses to provide with a planning structure and place under municipal jurisdiction. The government uses a variety of measures to pressure Bedouins into relocating to government-planned urban centers that disregard their lifestyle and needs. Whole communities have been issued demolition orders; others are forced to continue living in unrecognized villages that are denied basic services and infrastructure, such as electricity and running water.

## Christian Presence:

Arab Christians are about 8% of the Arab population of the country (120,000-125,000), but less than 2% of the total population

The feeling of marginality, and a developing tendency to exclude themselves from both Jews and Moslems, this feeling facilitate their tendency to immigrate

In the field of Social Justice we are working towards branding ICCI as an interfaith and as an organization which deals with Israeli Palestinian dialogue, and interreligious relations.

### **For that purpose three main activities are carried out annually:**

1. Enrichment course of 60 hrs. for better knowledge about the holy sites and cultural heritage of Islam, Judaism, and Christianity in the Holy Land for teachers and principals belonging to the different religious backgrounds
2. To advocate for equal rights for the Palestinian minority, the displaced, and the unrecognized villages in Israel through awareness raising lectures for partners and visitors
3. A dialogue conferences for Journalists, Social activists, organizations for social change, lawyers, to promote a culture of peace between Palestinians and Israelis

## **Economic Empowerment**

### Unemployment

The rate of unemployment comes up to more than 20% in several Arab localities, and it can reach up to 35%. Academic Palestinian women suffer the most while the rate among them comes up to 30%.



Gaps in the level of income:

Palestinian employees' income in general is half the income of an Israeli employee

**To bridge this gap we have four main activities:**

1. Providing Loans for higher education for more than 100 Palestinian student from low socioeconomic status
2. Loans for small businesses
3. A Project for dealing with young girls who are in a risk of dropping out from schools from Acre
4. Youth leadership program in order to strengthen the relation between Palestinian youngsters and their communities.

# Annual RePort 2015'

**Result Based Report Elements:**

Five main activities took place during the year 2015

Table (1) below presents the actual achievements compared with the planned targets for the year 2015.

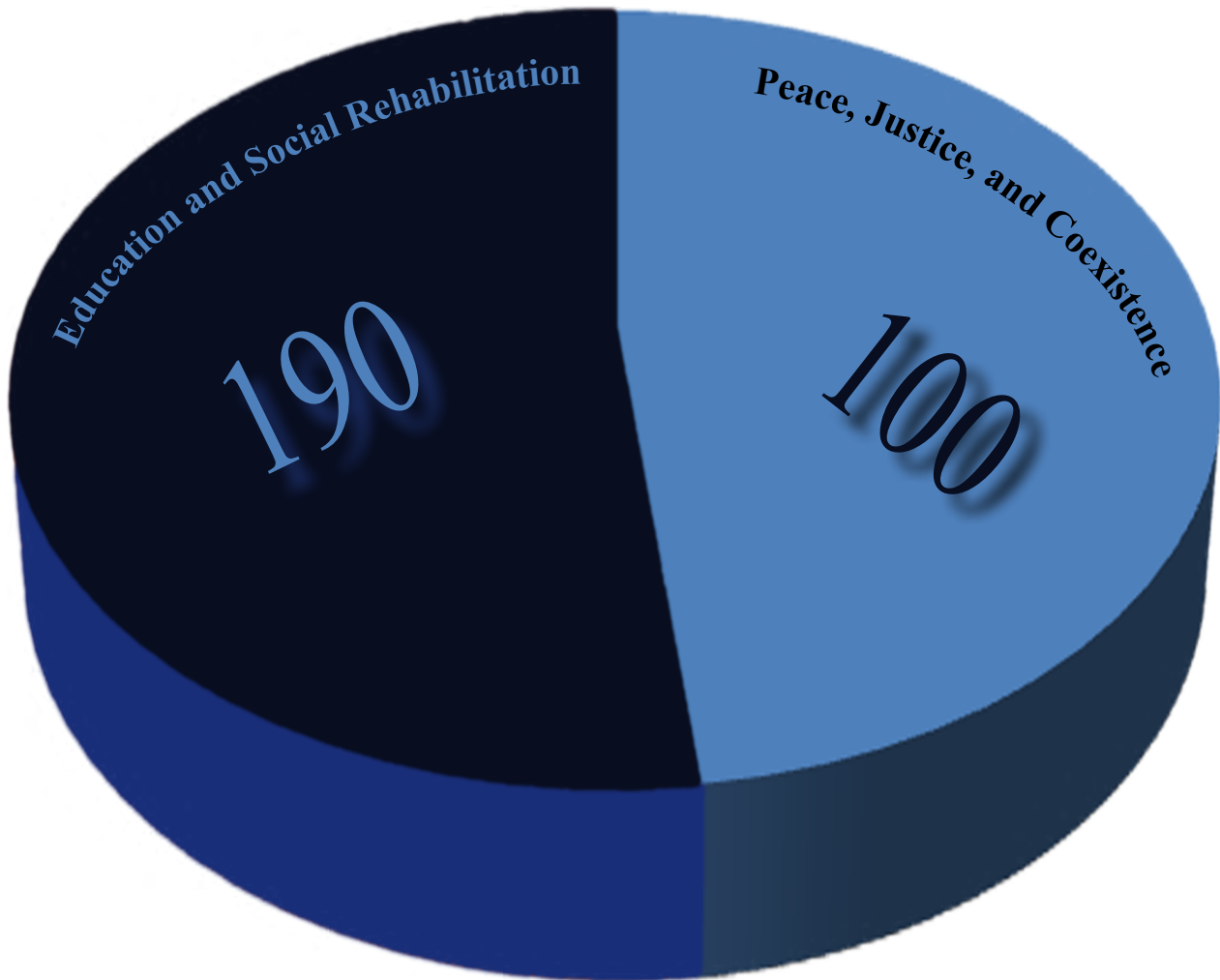
**Table 1**  
**January 2015 – December 2015**

Indicators	Targeted	Achieved	Deviation
One day Conference «Communication for the Promotion of Understanding between Arabs and Jews in Israel» was held	100	70	More students of Communication were expected to attend
Intensive course of 30 hrs. on Interfaith for teachers Belonging to the different religious backgrounds conducted	40-50	30	The decrease of no. of participants due to new regulation of the ministry of education
# of displaced young girls dropouts or in crisis from schools from Acre undergoing workshop and VT courses returned back to school	90-100	112	Good reputation of the center
# of undergraduate students accessing Educational loans (1000\$ each)	100-120	76	The decrease was due to deficit
# 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	-----	





Table 1



## Gender Perspective:

As seen in the following table (Table 2) most of our beneficiaries for the year 2015 were females.

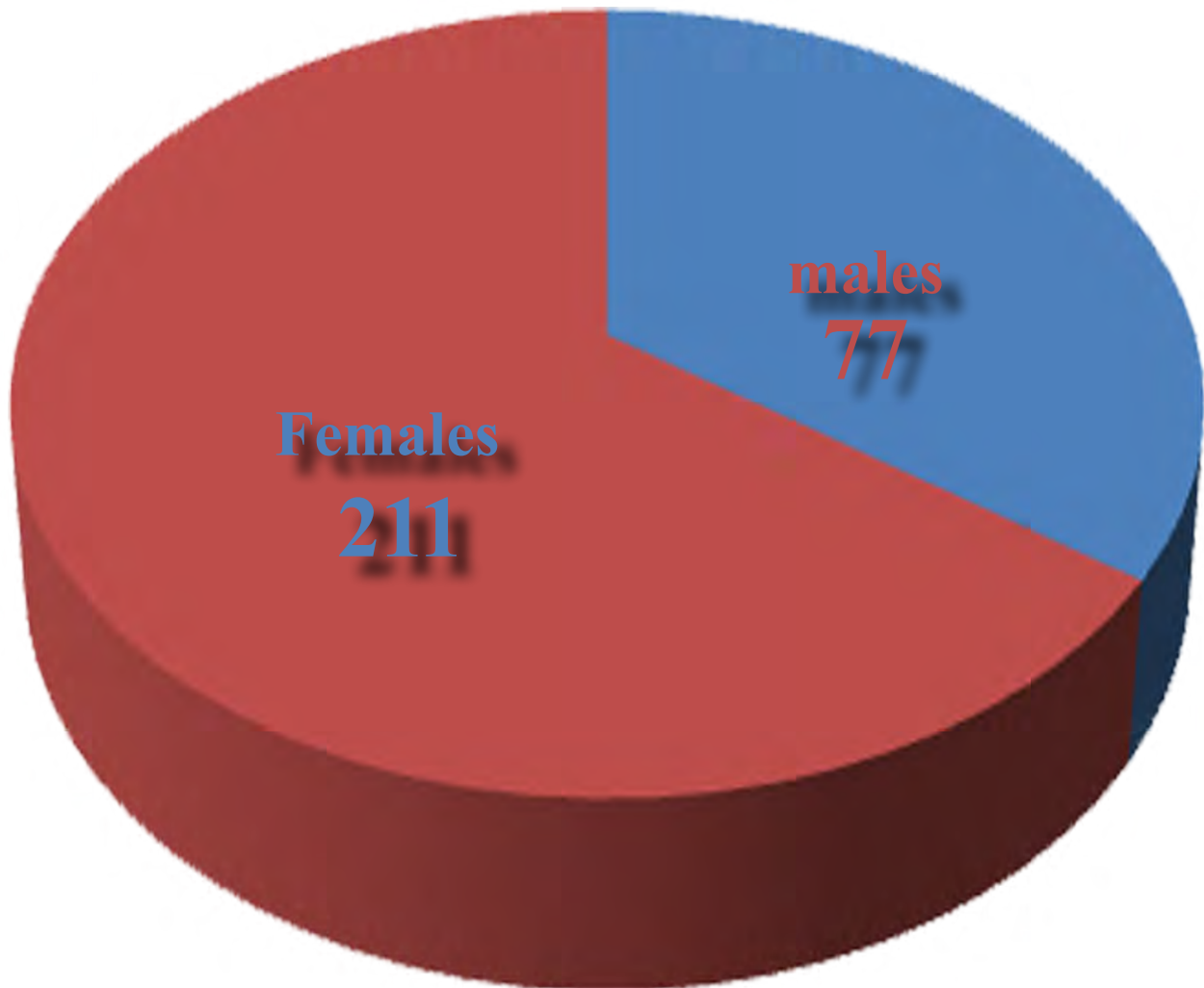
**Table 2**

**January 2015 – December 2015**

<b>Activity</b>	<b>No. of Males</b>	<b>No. of females</b>
One day Conference «Communication for the Promotion of Understanding between Arabs and Jews in Israel» was held	40	30
Intensive course of 30 hrs. on Interfaith for teachers Belonging to the different religious backgrounds conducted	6	24
# of displaced young girls dropouts or in crisis from schools from Acre undergoing workshop and VT courses returned back to school	*****	112
# of undergraduate students accessing Educational loans (1000\$ each)	33	43
# 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
<b>Total</b>	<b>79</b>	<b>211</b>



Table 2



## *Narative Report*

### *Workshop about Interfaith in Galilee: An Intervention Program in Schools* *The 7th course in Galilee: “Knowing the Other by Knowing his Holy Sites”*

#### Goal:

An intervention program aims to reduce stereotypes, preconceived ideas, and promoting more understanding and respect between people belonging to different religious backgrounds.

#### Target Group:

30 home teachers representing schools from mixed Arab villages in Galilee: (Majd al-kroum, Bee’neh, Der-alasad, Nahaf, Sajour, Rama)

#### Activities:

1. An intensive course of 30 hours started at the end of October till the end of the year. The course includes 4 theoretical sessions 4 hours each, and 3 full day visits, 8 hours each to holy sites of Christianity, Islam, Druze and Judaism. The lectures would be given by religious leaders. The tours were be guided by Dr. Arraf.
2. We were asked by the heads of the Teachers’ Training Centers in Galilee to provide them with an educational tour. This tour was carried out
3. Heads of Departments of Education in the local authorities, the supervisors, and the principals were involved.
4. The course was approved by the Ministry of Education.
5. Follow- up: during the year 2015-2016 the school principals will devote 2 hours monthly to enable educators and teachers who underwent the course to convey their knowledge to their pupils.





# International Christian Committee in Israel - Nazareth 2015









## Dialogue between Arab and Jewish professionals – the 8th Conference

### “Communication for the Promotion of Understanding between Arabs and Jews in Israel”

#### Goal

The main goal of our proposed 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.

#### Target Group:

70 University students, religious leaders, lecturers, and media specialists.

#### Conference’s Program (PDF program attached):

One day conference was held in the University of Haifa in cooperation with the communication department at the 17th of December. The theme was “Communication for the Promotion of Understanding between Arabs and Jews in Israel”. the conference included three panels on the role of media, discourse, and arts, on promoting understanding, dialogue, and peaceful environment.









### *Project for Dealing with Dropout Young Girls & Girls in crisis in Acre (year 11):*

#### January-February:

- Planning with the girls the annual plan
- Facing our daily life challenges and difficulties
- Developing a new project “story hour”: each month, one girl is chosen to read a story, where at the end of the month she can tell the story to the other girls.
- Hobby development: visiting the music centre in Akka, and attending a concert
- Therapy through stories, and games
- Weekly meeting of 3 hours, where 11 girls from the 10th grade, offer an educational support and helping with home works for the 7th and the 8th grades girls as part of the national “self commitment” project run by the ministry of education, where we got the permission from the high school in Akka that our center is a recognized place.

#### March-April:

- Political debates about the situation in the middle east, the kennesst election, Arab spring and other
- Women role in the community
- Movie anout the ‘Palestinian Nakba’ and a discussion
- Therapy through stories, and games
- Continuing the “Story hour” project with different stories.
- Facing our daily life challenges and difficulties
- Continuation of the “self commitment” project.

## May-June:

- Dangers of drugs, smoking, shisha, and energy drinks
- Therapy through stories, and games
- How to deal with the final school exams.
- What to do in the summer vacation and seeking opportunities for jobs.
- Accepting the other sessions: burning the Tabgha church, and assaulting holy places in general
- Killing women under the title of “family dignity”
- Celebrating the coming of the month of Ramadan
- Continuing the “Story hour” project with different stories.

## July – December:

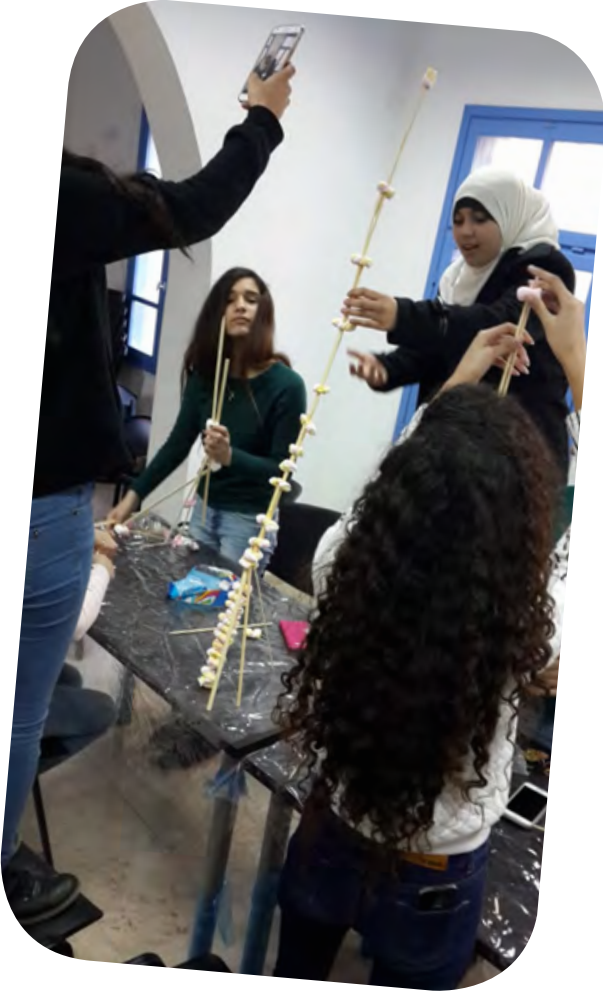
- How to exploit our leisure time
- The importance of school, high studies, and vocational training
- How to improve our relations with our parents and our teachers.
- “Adventures” and personal negative or positive events
- “My body belongs to me”: sexual and psychological harassment
- Workshop on subjects related to my freedom, decisions, and social expectations
- Importance of education and career for women
- Damages of energy drinks, and smoking
- Trips to adjacent places like to Haifa on Christmas, sailing, and walking in Acre.





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### Youth Leadership Program in Notre-Dame School in Me'elya (first group)

#### Goal:

The leadership program emphasized and focused in the first stage on the importance of obtaining a variety of social skills and values through proper and professional training shaping a generation of youth capable to lead changes and initiatives in our community.

#### Activities

As it was stated in the previous report , both groups of 15 students each undergone intensive training majorly by ODT (out-door training activities) targeting the development of social skills and values as shared responsibility ,cooperation ,team work , compromising, integrity and being able to plan and initiate to promote our community.

This year the focus was on implementing the skills and the tools acquired. In fact, the program included a “business initiative” through initiative skills as creative thinking (thinking out of box), team work, shared responsibility and interpersonal communication skills were introduced. Both groups planned and worked together to invent a new product (special gloves for cleaning and washing the dishes-the product was introduced to the public in March at the Zim Mall in Akko (Acre) and won an award at the main exhibition in Ort Brauda school network in Carmel in April.

Undergoing a process of a “business initiative”, enhanced and in fact, generated a feeling of pride as well as a **humanitarian and social awareness**. The kids had to be self reliant –they raised the budgets needed for their invention by selling homemade products at school and in the community. **By their own decision, the money earned by selling their invention was totally donated to needy fellow students at school covering part of their trips expenses and partly covering the costs of the extracurricular programs of these kids.**

**Hand in hand**, the program integrated a new model of developing creative thinking skills by arts. A special trainer worked in the last three months with the students developing their sense of creativity by producing artistic pieces .This activity promoted and strengthened largely the interpersonal communication skills as well as to decision making process of the students.

**Empowering and inspiring the new leaders:** The process of training of the young future community leaders integrated success leaders' stories from our community. For example, the leadership group visited the Amdocs Hi-Tech company in Nazareth which is led by a young Arab manager .The company employs young employees from all over the Israeli spectrum: a successful and colorful cooperation. Spending a whole day in lectures, learning and analyzing the characteristics of successful leaders and initiatives. In addition, a series of inspirational lecturers as the famous Palestinian writer and film producer who dwells in England Mr.Carl Sabag . Mr. Sabag conducted a creative workshop inspiring the new leaders. Lecturers also from the Technion – the technology institute in Haifa presented their inventions and initiatives, indeed, set an example of perseverance and hard work create successful leaders.

During May and June the young leaders continued implementing the package of the social skills and values acquired through the rich program of leadership by planning projects autonomously (a trip has been planned by detail by the students themselves lately).

Towards the end of the program the 30 students were divided into several groups and integrated in different institutions in the village to volunteer according to the needs of institution.

The first group was located in the elderly house: the students helped in the safe mobility of the elderly –kept them company and served them refreshments and meals.

The second group: this group was stationed in the local elderly (nursery) hospital. In addition to keeping company to the elderly, our students fulfilled different functions at the hospital, such as, organizing their personal belongings and most importantly reading stories for them and playing music to entertain them. We have to indicate that these activities were so meaningful and welcomed by the elderly as well as their families and the hospital staff.

The last group of volunteers, preferred to be an active and leading part of the local scouts-the students took responsibility over the younger generations of the scouts members and therefore their presence was meaningful in organizing the different activities of the scouts. Activities as cleaning the old village cemetery and church or collecting foods and supplies for the refugee camps and the needy are part examples of taking collective responsibility over meaningful social issues.



The volunteering stage is the apex of the Notre Dame Leadership Program, since it allows the students to apply all the skills and Knowledge acquired during the program : decision making, creative thinking , taking responsibility (individual and collective ),etc.



**You the  
leader  
ship**





O.D.T



Fund raising



You the  
leader  
ship









You the  
leader  
ship



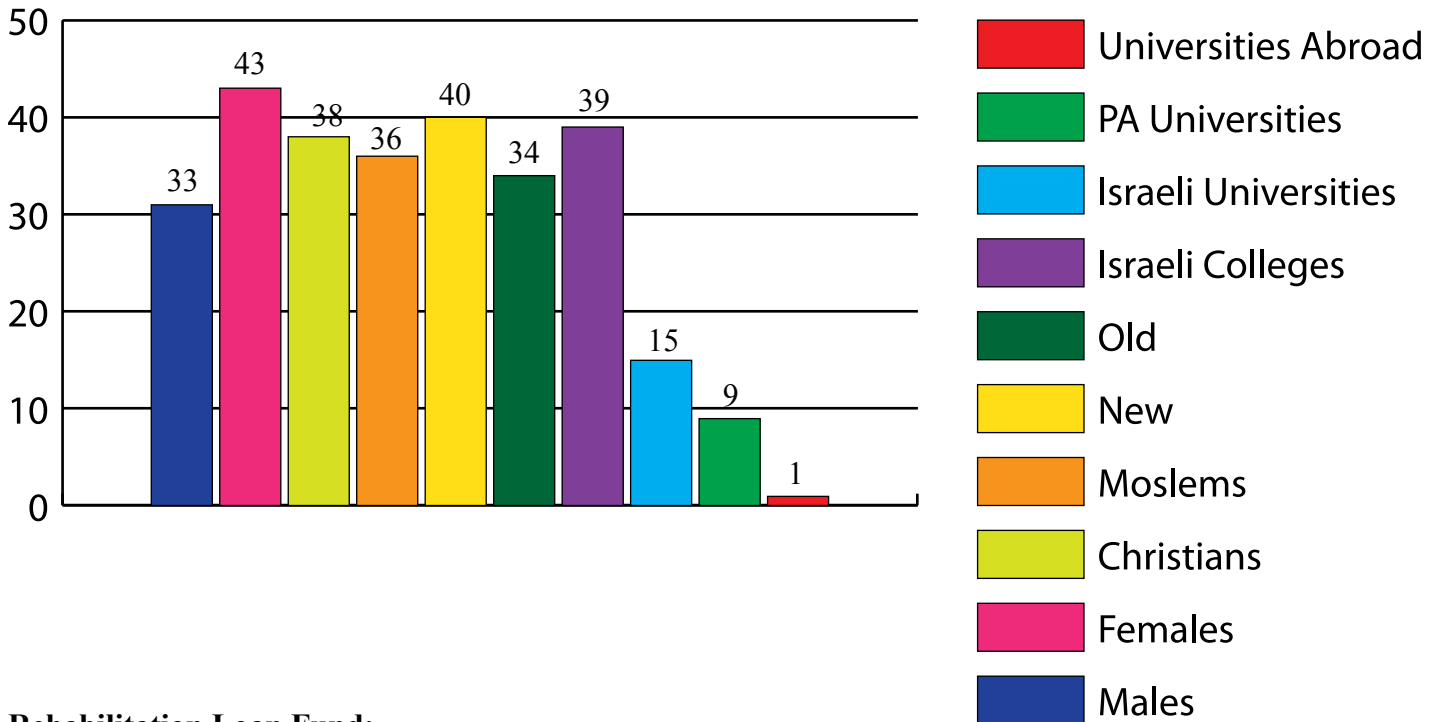
Local  
competition

You the  
leader  
ship



## Educational Loan Fund:

76 loans (1000\$ each) were issued since the beginning of the year.



## Rehabilitation Loan Fund:

2 loans were issued since the beginning of this year.





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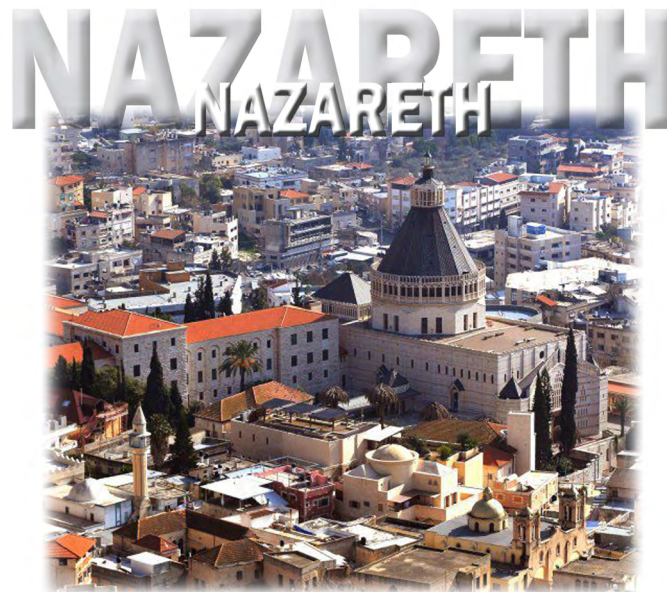
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*Acknowledgement*

Our sincere gratitude to all members of the ICCI, to the Central Office and the Central Committee, 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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