



**SOLUTIONS**  
**NOT SIDES**

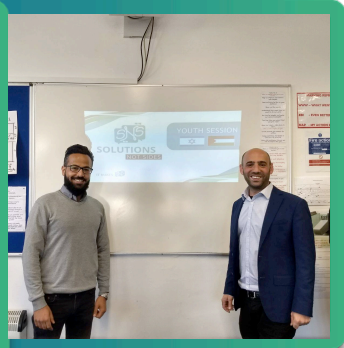
# Spring Term 2018 Report

**Dates:** January - March 2018

**Regions:** Bradford, London, Manchester, East Midlands, and Scotland

*"I learnt a lot and realised that what has happened to both sides is very complex and people should try to reach peace rather than arguing"* - Student in Bradford, January 2018

Photos below from clockwise: Scotland Tour, Manchester Tour, Bradford March Tour, Bradford January Tour, Manchester Tour, East Midlands Tour





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# 1. Executive Summary

Solutions Not Sides has conducted six tours this term, each tour lasting a week and reaching a total of 2,304 students. Most tours were in places where SNS has had an established presence for several years, such as Bradford, Manchester, the East Midlands and London. However, the SNS team was very pleased that a pilot tour in Scotland went well this term. Each tour included working with around 6-8 schools, plus some youth sessions with two of our partner organisations, UJIA and FODIP. Two sessions have also been conducted with young people at a synagogue in North London with some of our Israeli and Palestinian speakers who are currently living in London.

Feedback from students and teachers has been overwhelmingly positive, and with the exception of one person, our speakers have done an amazing job. Almost all speakers were doing tours for the first time, thus expanding our fellowship of alumni speakers and our network of talented and inspiring people in the Middle East. Students' questions leaned heavily towards understanding more about the speakers' lives and how they are impacted by the conflict, as well as their motivation to work for peace.

The main outcome in terms of impact this term has been a higher than usual number of participants indicating in their before and after feedback forms that they have changed their views from being hostile towards one side before the sessions to being more sympathetic or understanding towards that same side afterwards - both towards Israelis and Palestinians. Scroll down to 4a below to see students' reflections on how their perceptions and views have transformed. As a larger number of students in the UK have negative attitudes towards Israelis than towards Palestinians, our feedback shows a greater number of students gaining new understanding of the Israeli perspective - but we also see an equal shift in students who have negative attitudes towards Palestinians in proportion to the actual numbers of students we work with who are coming from that perspective. It is important to note that SNS does not seek to get students to switch their allegiance or sympathies from one side to the other. The message is that it is fine to be pro-Israel or pro-Palestine, but above that should come an active concern that a solution be reached for the human beings who are affected by the conflict on both sides, rather than one side winning and the other being beaten.

An important lesson learned this term was in relation to a safeguarding issue this term. Whilst no students were put at risk, one of our speakers behaved inappropriately whilst very near to a school campus, and SNS has taken the necessary measures to address this issue in a constructive way and to ensure that such mistakes do not occur again in the future. Other recommendations for improvements and curriculum development were also raised during the term that are being acted upon and implemented as we approach the new academic year.

Follow up with social media continues to be good, with Instagram being the fastest-growing platform for followers of SNS - corresponding to the popularity of that form of social media more generally with the teens age-group that we work with.

Finally, SNS appreciates and has benefitted again from the facilitation and involvement of The Linking Network, UJIA and FODIP - three of its valued partners.

## 2. The Events

Location:	Tour leader	Number of students:	Speakers:	Event description:
Bradford January Tour	Sharon	299	Hamutal Blanc & Hoda Barakat	We worked with 8 schools. Hoda and Hamutal were a strong pair of speakers due to having worked together a lot already. Their joint message carried a particularly strong focus on non-violence. Many discussions occurred about the Holocaust during this tour, with the team addressing sensitive issues around how to speak about the Nakba and the Holocaust as historical events in a constructive way. In one session, there was an in-depth discussion about the reason that state of Israel was established in that particular area of the world.
London January Tour	All	1,014	Shaked Hasson & Amal Khayat	We worked with 8 schools, and did 2 adult sessions. Shaked and Amal modelled very successfully the ability to have respectful dialogue, without having to agree. Their relationship had a real impact on students, one of whom posted on social media later: "Thank you for coming and for showing us there is hope by how you two treat each other". Some students in the sessions had Israeli nationality or family in Israel and the topic was emotive for them. There were several discussions about security and about Zionism during the tour.
Manchester Tour	Jess	355	Shaked Hasson & Amal Khayat	This tour involved 8 schools and a youth session with one of our partner organisations, FODIP. Discussion on this tour included the topic of ethnic cleansing and the reasons for the conflict starting. One student had Palestinian family members and many students in one group in particular indicated that the conflict was an important issue for them personally. Three students from this group really connected with Shaked, the Israeli speaker, and expressed that they felt they had learned a lot. The team also did discussion sessions with 4 adult groups, reaching 93 people.
East Midlands Tour	Laurence	226	Hagai Segal & Nezar Aburas	We worked with 5 schools, and did a youth session with FODIP in Leicester. This was a chance to reconnect with one of the Islamic schools we work with, who were extremely organised and prepared their students very well for the session. The team encountered an anti-Muslim comment in one of the sessions that they had to deal with, and the last day of the tour was unfortunately cancelled due to heavy snow. The team did their first live online Q&A during this tour with speakers Hagai and Nezar, which went well and will be incorporated into future tours.
Scotland Tour	Jess	237	Etai Hanan & Nayef Maqboul	This tour included 6 schools, UJIA Youth Club, and 2 adult sessions. Discussions centred around the impact and empowerment of youth. One student described how Celtic supporters fly Palestinian flags and Rangers supporters fly Israeli flags at matches. Jewish students in the UJIA Youth Club had recently returned from a visit to Israel and were concerned about the situation there.
Bradford March Tour	Sharon	173	Shay Gal & Hafez Abu Adwan	We worked with 7 schools, did a youth session with FODIP in nearby Leeds, and 2 adult sessions. The adult sessions were conducted around a training and discussion model that worked well and will be adopted as the SNS regular format for working with adults. There were several questions about Trump's decision to move the US embassy to Jerusalem and discussions around the recognition of Jerusalem as Israel's capital by the USA. The issue of Zionism also came up on several occasions. Hafez, the Palestinian speaker was a talented speaker and presenter who made a great impact on the students with his message of non-violence.
<b>Total number</b>		<b>2,304</b>		

### 3. The Tour Speakers

**Hoda** is the Palestinian Regional Manager for Hands of Peace. She has been working with HOP since 2007 and has successfully recruited a wide range of diverse Palestinian teens from the West Bank and East Jerusalem. Hoda is involved in co-planning and executing their Middle East Alumni Program and leadership program. She earned a degree in Civil Engineering but has found her passion working with people and focusing on youth development. Hoda believes that change comes from the people. She works with young adults to empower them as leaders of change in their own communities.



**Hamutal** is 27 years old and lives in Jerusalem. She has studied Israeli-Palestinian dialogue facilitation and has a BA in Political Science and the Middle East from Hebrew University in Jerusalem. Hamutal has been involved in joint Israeli-Palestinian work since attending a dialogue program as a teenager herself. She feels lucky to have met Palestinians and have her heart and mind opened to "the other" at a young age, and she cannot think of a worthier goal than educating other young people in the same values of dialogue, openness, and joint work towards peace. For the past few years, she has worked as a co-manager in an organization that develops leadership and partnership between Israeli, Palestinian and American teenagers. She currently works as a political advisor in the Israeli Parliament, trying to pursue the same values of peace, equality and justice for all.



**Shaked** is a 28-year-old Israeli activist from Tel Aviv, who was, until recently, an adviser to the opposition whip, MK Merav Michaeli from the Labour party. A student of Philosophy, Political Science and International Relations at the Open University of Israel, Shaked is also the Leader of Young Labour's Tel Aviv branch. During 2015, she lived in Burundi for a year, working on establishing a project to empower women in the local area.

**Amal** is a 29-year-old Palestinian from East Jerusalem. She is a recent graduate of the International Masters of Public Health (IMPH) program at the Hebrew University of Jerusalem. She has worked in Israeli-Palestinian dialogue facilitation with Kids4Peace Jerusalem and on project evaluation at OneVoice Palestine and Zimam.

**Hagai** is a 26-year-old student for Social Work and Political Science in the Hebrew University in Jerusalem. At the age of 15 he became involved with an organization called Seeds of Peace, where he first met Palestinians in an international summer camp in the US. Throughout the years he has volunteered in various programs of the organization trying to bring many young Israelis and Palestinians together, believing that is the most important thing to do for the future of the country - making the two sides understand the complexity and essential differences between the two narratives. The organization activities range from the summer camp, seminars, meetings and conducting intensive and uncompromising dialogue sessions to truly allow both sides to understand where the other stands. Hagai was a counsellor, a facilitator and a regional coordinator at Seeds of Peace. He took part leading student activism in the Hebrew University on behalf of Meretz party as vice chair of the party on campus gathering students to advocate for peace, ending the occupation, social, human and LGBTQ rights. Hagai is also a part of an organization called "Peace Now" calling for the two-state solution as the only sustainable option in the interest of both sides of the conflict.



**Nezar** is a 21-year-old computer science student who grew up in Taybeh with a Palestinian father and a Russian mother. In 2011 he participated in the Seeds of Peace camp in the US, and is now training to be a facilitator in future camps, in order to support and help young Palestinians who are going through the same experiences he did. Nezar loves to DJ, and as a huge fan of music, he says that music was a refuge for him growing up, helping him to express himself and deal with the stress of reality in the conflict. He is very passionate about cooperation, dialogue, and bridging the gaps between Israelis and Palestinians, who are not talking to each other. He hopes to incorporate this into his university experience, bringing together people from different backgrounds in order to talk.



**Nayef** is a 24-year-old Civil Engineering graduate from #Nablu. Before beginning his EVS (European Volunteering Scholarship) in Perg, Austria in 2017, he participated in New York University's Path to Peace Program (P2P), which brings Palestinians and Israelis to NYU to live, study and debate together. This taught him there are still many things to learn about the conflict, and that direct contact between Israelis and Palestinians is vital. The experience enabled him to see conflict more clearly and opened his eyes to numerous new and different perspectives on it. Ultimately he believes focusing on the future is more important than focusing on the past, and that knowledge of both sides' history and current reality as well as human interaction between ordinary Israeli and Palestinian citizens is the way forward. He is also a coordinator/life skills coach for Palestinian Sports for Life and volunteers for several other youth organisations, such as Amideast, with the hope of building a more educated, experienced and aware community in Palestine. He plans to get

his master degree and PHD in water resources or environmental engineering in order to help Palestinians cope with the environmental challenges they face.

**Etai** is a 27-year-old living in Jerusalem and studying Political Science and Education at the Hebrew University there. For the last couple of years, Etai was the spokesperson and one of the main activists in the Hebrew University's Labor Party Club, as well as working at Kids4Peace, an interfaith organization focused on building a peace-oriented community in Jerusalem. It was the understanding that xenophobia is fuelled by ignorance of the "other" that compelled Etai to be involved in educating the next generation in Israel and around the world towards a future of peace and tolerance. Today, Etai works as a professional assistant to the General Manager of the Israeli Ministry of Education, as he believes that true change must come from within the system, and that nothing will change if those who oppose the current government continue to complain and protest from outside rather than through engendering change and reform from within.

**Hafez** lived most of his life in Gaza Strip before pursuing a master's degree in International Education focusing on peace building and peace education in conflict at the University of Massachusetts in Amherst. He was also a Fulbright scholar at Loyola University in Chicago. He worked with youth and vulnerable communities in different capacities - education, awareness, leadership, and conflict resolution. He is an educator, advisor, and an international development professional. After interning at Creative Associates International, Hafez is passionate about working with local and international organizations focusing on education in conflict, youth empowerment, and gender-based violence initiatives. Hafez believes in the crucial role of women in resolving conflict. Even though he is not an American citizen, he campaigned for combating voter's suppression in the USA, which was spearheaded by American Civil Liberties Union. Hafez believes in just causes and the power of social movements through investigating and navigating external models. Hafez worked with OneVoice, KIDS4PEACE, and currently works for Jerusalem Peacebuilders as a Program Assistant and Youth Recruiter. He worked with young leaders from Palestine, Israel, and USA advocating for a better brighter future for their generation and upcoming generations.



**Shay** was an activist with One Voice Israel several years ago. Since he began his work talking about peace and a solution in Israeli society, he has always been asked: "is there a peace activist like you in the West Bank or Gaza?" In OneVoice, Shay found the answer to this question, and since he joined the movement has been proud to tell sceptics in Israeli society that "there are many Palestinian peace activists!" Shay started on his path as a peace activist during his mandatory army service in the Gaza Strip. His job required him to work as a coordinating officer between Israeli military field units and Palestinian organisations. Working with Palestinians in this way made him realise that there is a partner. As a member of OneVoice, Shay has taken part as a leading volunteer in many activities of OneVoice Israel, and he writes a lot about the political situation, giving his many readers an optimistic point of view, even when things here in the region get tough.

## 4. Impact on Students

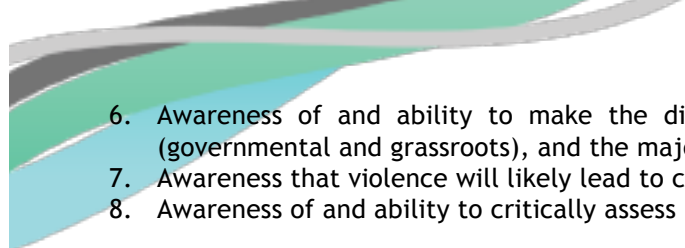
Over the term, we collected feedback from 334 students using forms in which we asked the students questions on a written survey prior to and after meeting the speakers from Israel and Palestine. These students indicated 610 times within their feedback that they had achieved at least one of our eight learning goals, and/or that their initial reactions had been in line with the four priorities we are looking for.

Initial response targets:

1. Expressing an appreciation of the 'safe-space' atmosphere, and the confidence it engenders for participants to ask difficult, but important questions
2. Expressing an appreciation for the quality and abilities of the Israeli and Palestinian speakers
3. Becoming more open-minded about the issues
4. Expressing an intention to follow the peaceful example of the Israeli and Palestinian speakers

Learning goals:

1. Understanding of diverse perspectives on the history of the conflict
2. A non-partisan, solutions-focused attitude (not supporting one side against the other)
3. An acceptance of the shared humanity and equal human rights for all Israelis, Palestinians, Jews, Muslims, Christians etc.
4. Awareness that people from different backgrounds and perspectives, even those on opposing sides of a geo-political conflict, can treat each other and dialogue together respectfully without aggression
5. A shift from enmity to empathy regarding the human suffering of those previously perceived to be the 'bad guys' in the conflict

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6. Awareness of and ability to make the distinction between the roles of political/violent actors (governmental and grassroots), and the majority of ordinary citizens of Israel and Palestine
  7. Awareness that violence will likely lead to continued conflict and suffering, not conflict resolution
  8. Awareness of and ability to critically assess bias about the conflict in mainstream and social media

#### 4.a Attitudes prior to workshops and post workshops

Students participate in a preparatory workshop with their teacher, in which they complete a pre-session questionnaire that helps us to gauge how important the issue is to them, and to measure shifts in attitude once they have experienced the session with the Israeli and Palestinian speakers. They are asked to indicate how much they agree with certain statements with a rating out of 5, where 5 is 'strongly agree' and 1 is 'strongly disagree'.

This term, 134 students answered the question "I think this is an important international issue". Of these, 81% agreed by a rating of 4 or 5. 132 students answered the question "The conflict is important for me personally". Of these, 27% agreed by a rating of 4 or 5.

126 students answered the pre-session question "I think one side is most to blame". Of these, 21% agreed by a rating of 4 or 5. From these students, 96% said Israel was more to blame, 1% said Palestine, and 3% said Arab countries.

137 students answered the same post-session question "I think one side is most to blame", of these, 10% agreed by a rating of 4 or 5 - meaning that around half of participants shifted away completely from playing the 'blame game'. From the students still looking to blame one side, 15 students said Israel was more to blame, 2 said Palestine.

Examples of pre and post session feedback that show a transformation of attitude this term are:

##### STUDENT A:

Pre-session questionnaire: Israelis are to blame as they took over the country after being invited in

Post-session questionnaire: I think it's mostly balanced but in some ways, they can both be blamed. It has changed my view of being Pro-Palestine to pro-Solution

##### STUDENT B:

Pre-session questionnaire: The conflict is an important issue for me personally, I've grown up with my family speaking about it. Israel took over Palestine, with many homes being destroyed and they disregarded Palestinian lives

Post-session questionnaire: I liked the informative and unbiased sessions. I learned that Israeli citizens are also suffering, not just Palestinians

##### STUDENT C:

Pre-session questionnaire: There is a significant imbalance in resources and economy

Post-session questionnaire: I only knew information of the conflict from the Palestine perspective, however now I know about the Israeli perspective

##### STUDENT D:

Pre-session questionnaire: The conflict is an important issue for me personally because of human rights violations. The ethnic cleansing of one side

Post-session questionnaire: [I learned] that no one should be blamed but it should be resolved

##### STUDENT E:

Pre-session questionnaire: I don't know any information about the conflict

Post-session questionnaire: Not all Israelis are violent against Muslims

##### STUDENT F:

Pre-session questionnaire: From what I've seen on the news, I think Israel is the country to blame. I think the governments have fallen out and that the Israelis started attacking Palestine

Post-session questionnaire: I learnt that it isn't just one sided. Because both sides have a part to play within this conflict. Violence always adds more violence



**STUDENT G:**

Pre-session questionnaire: I think one side is most to blame because Palestine was there first

Post-session questionnaire: I learned views from both sides

**STUDENT H:**

Pre-session questionnaire: Palestine occupied the land first, so Israel has no right taking the land

Post-session questionnaire: I blame it less on the Israelis than I previously did

**STUDENT I:**

Pre-session questionnaire: I'm Jewish so feel a connection to Israel. Palestinians are aggressive and heated

Post-session questionnaire: Made me more sympathetic to Palestinians

**STUDENT J:**

Pre-session questionnaire: Both people have suffered, however now the Israelis are making the Palestinians suffer and I would love for there to be peace

Post-session questionnaire: We learnt whether you are pro-Israel or pro-Palestine, you should also be pro-solution. I am more open to solutions. Both sides have caused violence.

**STUDENT K:**

Pre-session questionnaire: Israel is using excessive power to abuse the Palestinians

Post-session questionnaire: I feel both sides are to blame. The government should sit down and talk about real peace settlements, rather than land and religion

**STUDENT L:**

Pre-session questionnaire: From my research and my point of view I think I am more biased towards Palestine

Post-session questionnaire: I think the governments in Israel and Palestine are to blame, not the actual citizens who are the ones suffering

**STUDENT M:**

Pre-session questionnaire: I believe Israel is to blame

Post-session questionnaire: I disagree with the statement [one side is more to blame]. Previously I agreed however I think after this talk I have realised no one wants this violence and truly benefits from this on going conflict. The citizens are not representatives of their respective governments... I learnt that I still had some prejudiced ideas of Israelis. I really liked how the Israeli speaker really dismantled my stereotypes that they were not pro-solution. I really loved the fact that they opened my eyes to the fact that what I see on the news is not always the reality. The majority of Israelis are normal citizens who want peace and don't agree with the government

**STUDENT N:**

Pre-session questionnaire: Israeli soldiers show violence towards innocent Palestinians, even kids

Post-session questionnaire: We shouldn't blame one side more than the other

**STUDENT O:**

Pre-session questionnaire: Because the Israelis came to Palestine and took over for no reason.

Post-session questionnaire: Both sides are to blame

**STUDENT P:**

Pre-session questionnaire: The Israeli army are guilty of many war crimes and oppression on the Palestinians

Post-session questionnaire: I have understood that there are many Palestinians and Israelis fighting for peace the right way

**STUDENT Q:**

Pre-session questionnaire: Yes [I agree] because it's been going on for so long and Palestine is destroyed

Post-session questionnaire: No [I don't agree] both to blame

**STUDENT V:**

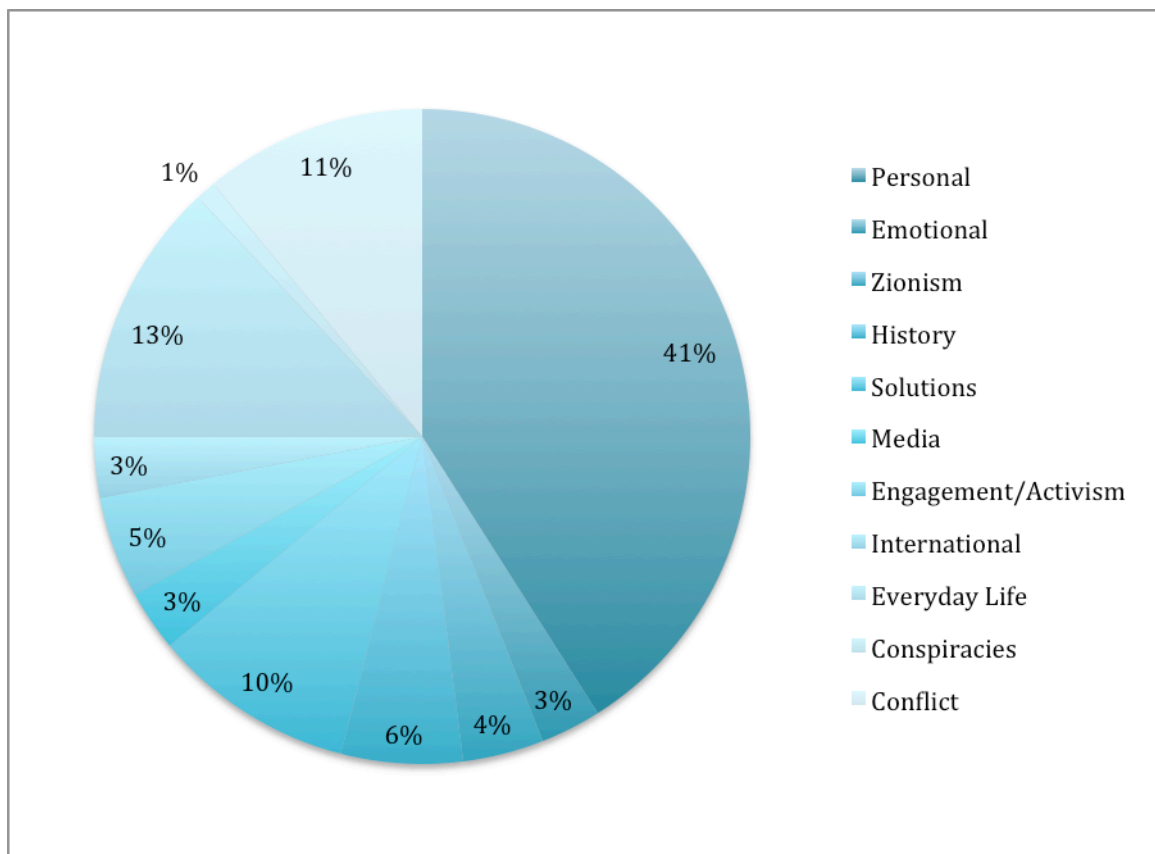
Pre-session questionnaire: Because the Israeli government are treating Palestinians unfairly

Post-session questionnaire: Because both sides are suffering

## 4.b Questions asking during the workshops

We have identified nine question categories, which are below. Example questions of each category:

- **Personal:** *'Is your brother okay now?'*
- **Emotional:** *'Do you feel scared of the other side?'*
- **Zionism:** *'What is Zionism?'*
- **History:** *'Who was there first?'*
- **Solutions:** *'Do you think a one state solution would work?'*
- **Media:** *'Does our media tell the full truth?'*
- **Engagement/Activism:** *'How can we help?'*
- **International:** *'Why doesn't the UN do more?'*
- **Everyday life:** *'How does your school compare to ours here?'*
- **Conspiracies:** *'Do Jews own the world media?'*
- **Conflict:** *"Do you feel the conflict is more political or religious?"*



### Analysis:

Even more than last term, the overwhelming majority of questions asked by participants pertained to the personal life of the speakers and how the conflict impacted them as people. This points towards the most important aspect of the sessions for the participants being the chance to meet and connect with young Israeli and Palestinian people and to have that humanising encounter. It also means that the power of the personal stories of the speakers must play a central role for the students, who clearly want to know more and take this encounter deeper during the Q&A. The second most common question category was similar - being questions related to everyday life in Israel and Palestine. Notably, more questions were asked about Zionism this term, and 10% of questions were directed to talking about possible solutions. Conspiracy theories were barely raised this term, which may mean that we need to increase the sense of safe space so that students feel more confident to ask about things that they think are controversial for the mainstream.

## 4.c Overall impact of workshops spring 2018

### Methodology for measuring impact:

The initial response targets and learning outcomes listed above are assessed immediately during the tour sessions by an observer, and through the feedback form that students complete at the close of the session, which includes the following four questions:

Question 1: "What did you like about the session?"

Question 2: "What did you learn from the session?"

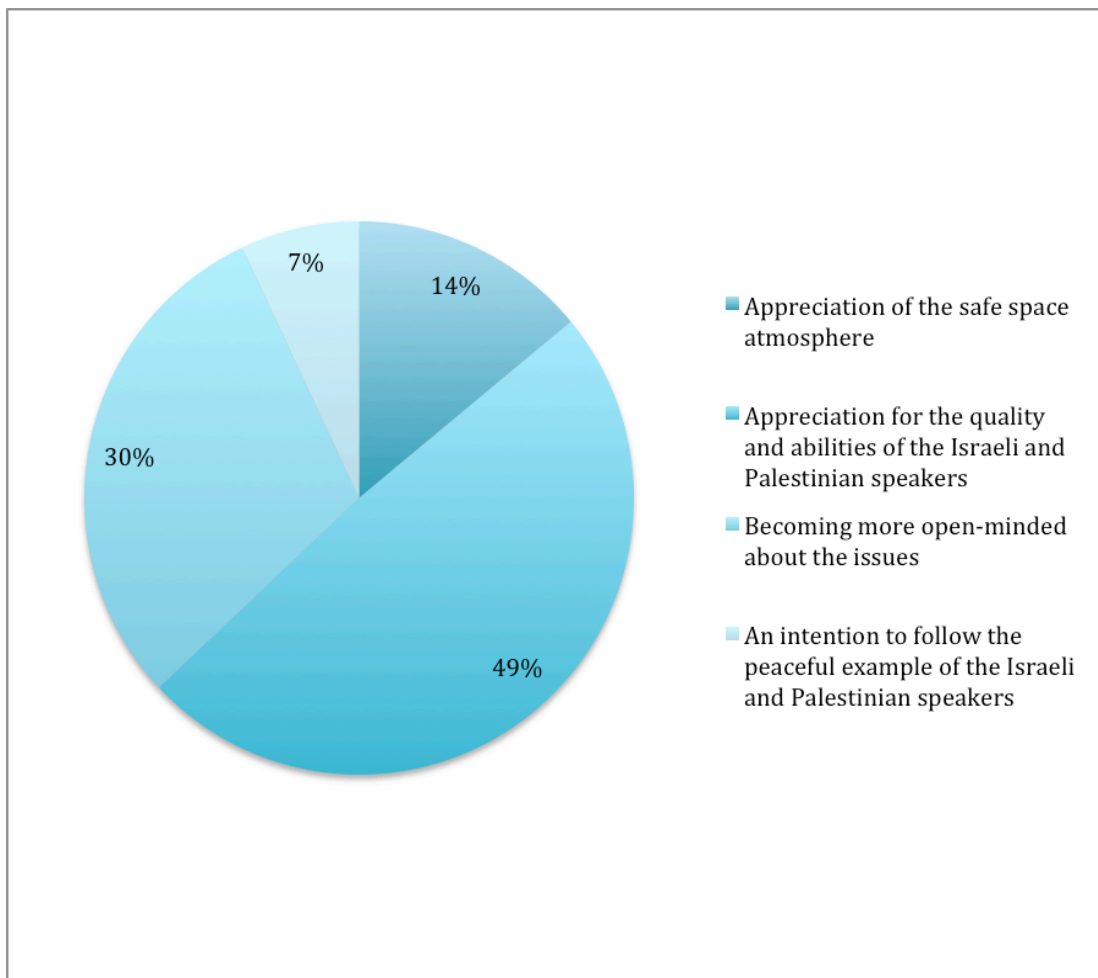
Question 3: "Any recommendations for us for future sessions?"

Question 4: "Do you agree or disagree with the statement: "I think that one side or group is most to blame" (if agree, please give details)

Question 5: "What impact, if any, has the session had on your views of the Israeli-Palestinian conflict?"

From the answers to these questions, we conduct qualitative analysis of their answers. Beyond indicating how much they agree or disagree with the statement in question 4, participants are not given guidance or options for their answers, nor are they asked to choose one of the responses or outcomes from our lists; all of the data provided by the participants comes from their genuine initial responses that we then analyse and categorise to see how many times there is evidence of our response targets and learning goals in their answers. Most participants express more than one initial response or learning outcome. If a participant has communicated an appreciation for the speakers for example, they may also write that they intend to follow the role-model example of the speakers.

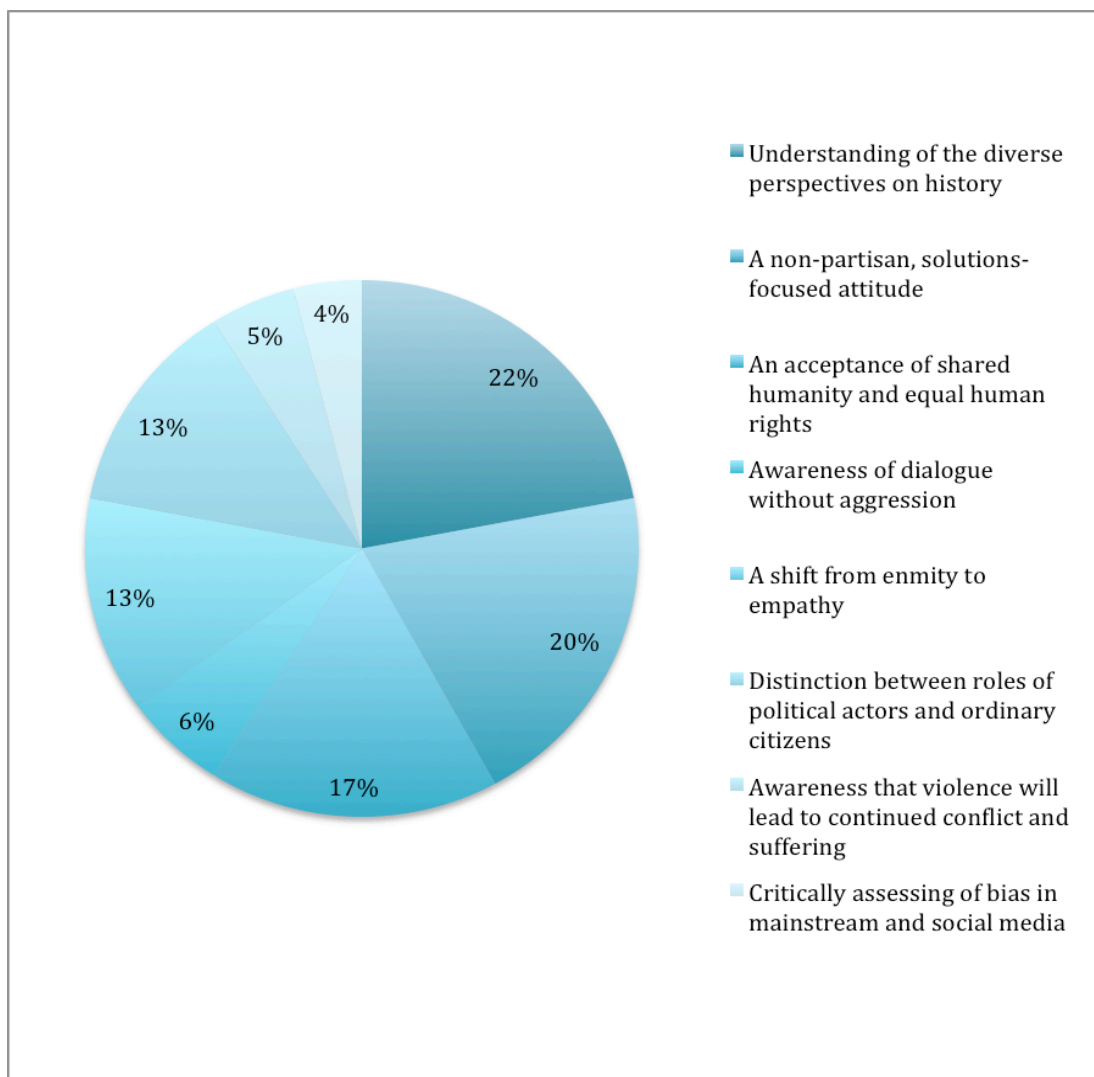
### Initial Responses:



## Analysis:

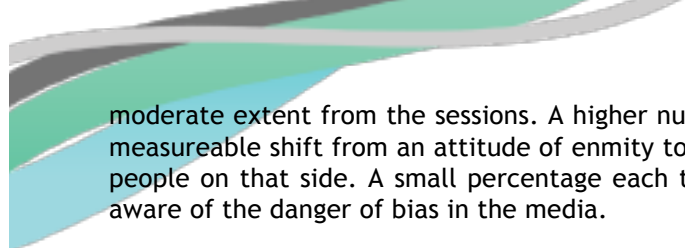
Results for initial responses this term were similar to last term, with appreciation for the Israeli and Palestinian speakers scoring most highly, and increased open-mindedness also scoring comparatively highly. These two elements could well be connected, as the presence and boldness of two people actually from the region encourages students to open up their ideas and learn from them. The authority and authenticity of two people who have lived through the conflict and yet are able to have a respectful disagreement of opinion and a meaningful dialogue provides an ideal example for students to follow. Appreciation for the safe-space atmosphere increased from 9% to 14% this term, meaning that we are moving in the right direction with improving this aspect of the session.

## Learning Outcomes:



## Analysis:

As usual, the two learning outcomes of SNS sessions tend to be embracing diverse perspectives and taking on board the main message of SNS, which is to adopt a non-partisan, solutions-focused attitude to this issue. The humanity and human rights element of the programme is also consistently coming across strongly to students, along with a significant number of students realising that there is a distinction between those in political power and the majority of ordinary people when it comes to responsibility for specific acts of violence and political decisions. This, in turn, helps to reduce hatred directed towards whole groups of people. The awareness that dialogue is taking place between some people on each side and that not all people on both sides hate each other is something that impacts the students to a



moderate extent from the sessions. A higher number of students than usual this term made a concretely measureable shift from an attitude of enmity towards one side to a certain level of empathy towards the people on that side. A small percentage each term are still consistently highlighting that they are now aware of the danger of bias in the media.

### **Teacher feedback:**

“This was such an educational session for both our staff and students. All the students were engaged and felt so much more informed about the situation. The speakers were superb and gave a balanced argument. Really excellent. Thank you so much.”

“An excellent session; both speakers were fantastic.”

“Replies in the q and a section could have been shorter so as to enable more questions. Thanks for coming it was great.”

“Absolutely great thank you so much.”

“Thank you so much for the opportunity. Our session was lop-sided because of the number of questions from the kids, and this was fine. It just meant that the section on each group's interests/demands was covered very quickly, and won't have sunk in with the kids.”

“Outstanding experience for the students. The pre-session material was great to ensure everyone had a basic understanding of the conflict and the issues involved. The session itself was super with two excellent speakers, Amal and Shaked. The students loved it. Thanks for coming to our school.”

“The speakers were fantastic. The session was very well received by students. I think next year we can add a short break after an hour to break up the workshop. Also I think it would be a good idea if the student feedback could be collected electronically (such as an online survey) rather than collecting in the paper sheet.”

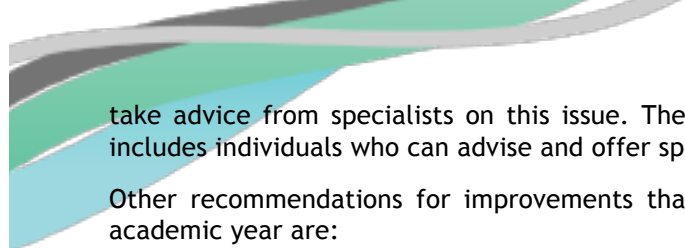
“Just a quick email to express how superb the presentation was by the team from “Solutions not Sides”. As a Maths teacher I am not normally involved in such things, but in taking my Year 11's to watch it, I for one personally gained a massive amount of understanding and useful knowledge. Pupils commented afterwards that they should have more things like this as they knew NOTHING about the situation, and it was very informative and well presented. They were very impressed- and that is saying a lot for 15 year old boys and girls. I would heartily recommend that other students see these presentations as they are invaluable in gaining an insight into the problems which some areas of the world face.”

## **5. Conclusions**

### **5.a Weaknesses and improvements**

The main point of weakness this term was the safeguarding issue that we had with one of our speakers this term who was filling in as a back-up for the speaker who was supposed to come but was unable to due to a personal issue. The individual in question urinated against a tree after having had a cigarette just off the campus of a school, but in view of the school premises. Several mistakes were made here. The team leader (Sharon) did not ensure that he had gone far enough away from the campus to smoke, but the main issue was that the individual concerned was not socially aware enough to behave appropriately in public in this country. In addition, the same speaker's level of English was not as high as our speakers normally have.

Lessons learned from this incident are that back-up speakers must have all-round the same level of qualities as primary speakers who are selected, and that it is worth postponing a tour rather than going ahead with a speaker who is not up to the same level in terms of English and social/cultural adaptation skills. Measures taken at the time included cancelling the session at the school concerned, a letter of apology to the school and to the trustees of our partners, the Linking Network, and a debrief with the SNS team both immediately after the incident before leaving the school site, and an individual debrief later with the speaker concerned. The speaker has also been informed that he will not be invited on another SNS tour. Finally, SNS will update its safeguarding policies, its speaker training procedures, and



take advice from specialists on this issue. The organisation will also ensure that its board of trustees includes individuals who can advise and offer specific support on safeguarding issues moving forward.

Other recommendations for improvements that SNS are taking into account in planning for the next academic year are:

- Push even harder for full-length session times. 6 out of 9 sessions on the London tour were an hour long (4 of those even shorter with disruptions, late starting etc.). This was not SNS driven but a cause of teachers. All teachers who had short sessions regretted not having longer and realised their mistake afterwards, despite strong recommendation from SNS to have the full session time. It seems to be a London-centric problem and short of refusing to conduct sessions that are shorter than the recommended time, SNS can only assert as strongly as possible how important it is for students to have the whole experience
- Consider ways of building in a more in-depth and potentially more structured discussion about diverse perspectives on Zionism in the session as it is a key and central point that influences peoples' more general views on the conflict. Students need to come out of all our sessions understanding how most Israelis, Palestinians and various groups internationally understand the concept of Zionism
- Our follow-up email to schools needs to be more concise, attractive and punctual
- Whilst the concept of the programme and format/structure of the sessions are working well, a more cohesive and polished collaboration is needed from speakers in some cases - for example having both speakers focus on political/personal issues to a similar degree and keeping a fairly equal balance of timing and energy level when answering questions etc.

## 5.b Strengths and successes

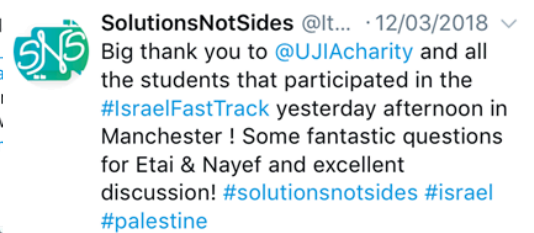
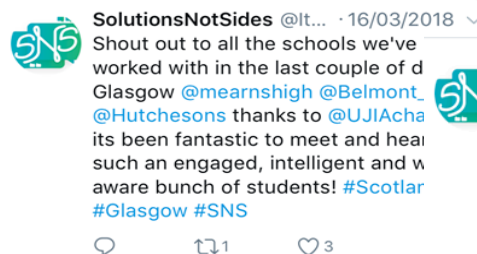
The main successes of the spring term 2018 have been the raised level of attitude shift in students who previously held views hostile towards a group on one side of the conflict. The feedback from both students and teachers has shown that the combination of the session format and activities, plus the humanising encounter of meeting our speakers is leaving a lasting impact on students. The roles that are speakers are trained to play involve elements of in-group self-criticism that creates cognitive dissonance, which in turn opens up students' minds to be able to start to question one-dimensional viewpoints. The speakers are also trained to speak with authority when helping those who support 'their side' to listen and understand another point of view, and to meet students where they are at with compassion and warmth to show the human side of the people on both sides, rather than being defensive.

The format and activities are also proving successful in the sense that the students are eased into the complexities of the history during the pre-session with their teacher and then meet the speakers and have that personal encounter very early on in our session with them. The process they pass through of first the history from both perspectives, the humanising encounter, followed by the conflict resolution and critical thinking tools that they get the opportunity to apply in the session is proving a very good system for creating attitude change. The combination of presentation, media resources and group work also seems to be working well for the engagement and attention spans of the students. When our facilitators and the school get the timings right, we have comments that the session flies by and doesn't feel like two hours!

We have also had feedback that students are putting Solutions Not Sides on their UCAS forms as the reason they were inspired to apply for certain courses at university. A professional researcher is currently working on a project for SNS that seeks to determine the more long-term impact that participation in the sessions is making on students, particularly the experience of meeting the Israeli and Palestinian speakers.

## 6. Social media

- SNS social media strategy involves circulating news about SNS tours and other activities, providing a more sustained platform for our speakers to reach British students, and ensuring a compilation of diverse media sources about the news in Israel-Palestine each week so that students who follow SNS can quickly and easily access a variety of perspective in the news
- Instagram is our fastest-growing platform for followers on social media, which is a positive factor considering that the majority of British teenagers (the age-group we mainly work with) prefer to use Instagram
- Facebook Live events are now being incorporated into each tour starting this term, with a constructive impact so far





## Appendix: Participants' Questions

### Bradford January Tour

#### Bradford Academy

##### Session 1:

- Roles of government - What are your thoughts on a Palestinian / Israeli government?
- How does it feel when you meet people from the other side?
- Do you sometimes find your emotions overriding your logical approach?
- Teacher - You used the word terrorist. I want to ask what context does that word enter into the discussion, how it's used, for whom it's used for. In Britain it has a controversial reputation.
- Teacher: Both of you spoke about working with children - is this something happening in schools?
- Teacher - did you learn about Judaism in school?
- What was your personal opinion on Trump's declaration on Jerusalem? (Sorry if this will offend anyone).
- Teacher - what is the attitude of Israelis and Pals towards international community? Is there anger to them, or do they welcome their involvement and support?
- What can we do to help?

##### Session 2:

- How much has your opinion changed over time?
- [To Hamutal] Did your family suffer due to the holocaust?
- Do you feel that the conflict caused the divide [between Jews and Muslims] or the other way around?
- How did your decision not affect your family life, family members etc.? [to Hamutal]
- Teacher - how did you prove that you're a pacifist or a conscientious objector?
- What is Zionism and why is it controversial?
- How do you work with Israelis?

#### Bradford College

##### Session 1:

- If you had more choice or influence how would you resolve the conflict?
- You guys going to school - were there any sort of precautions you have to take when you leave home for school?
- I heard you mention the green line. I've heard of the wall built but there is a green line.
- Staff - do you feel that it's a more religious dispute or a political dispute?
- What do you feel about Trump's comments about Jerusalem?

##### Session 2:

- How has this situation affected your normal everyday lives?
- As there is a humanitarian crisis in Palestine, why doesn't the UN intervene?
- Do you see unfortunate comparisons or similarities between what is happening to you and what happened to the Jewish people during the holocaust? [Asked by White British student].
- Do you think this conflict will end?
- How long do you think it will take to end?
- Is this conflict between two governments, Hamas & the Israeli government, or is it between civilians?

#### ShIPLEY College

- When Donald Trump declared Jerusalem the capital [of Israel] what was your reaction?
- If things were the other way around [individually] would you make the same choices?
- Could you explain what Zionism means, as when we hear about it in the media it's usually just a negative thing.



- Do you think an apology would end the conflict?
- How do you explain the situation to young people? Do some already know?
- How do you think the whole situation will end?
- What solution do you want to see?
- If Palestinians get freedom of movement, will it save [end?] the situation?

#### Grange Technology College

- What do you think about Trump's decision to declare Jerusalem the capital of Israel?
- Is there a difference in the quality of life for you both?
- Is Zionism how it is portrayed in the media? [Sharon asks for clarification: Global media]
- Does the mandatory military programme remind you of the Nazi regime in the sense that all Aryans had to serve in the military?
- Would you call Israeli government a hypocrite for oppressing the Palestinians when the same thing happened to them 70 years ago.
- How did it start - which party is to blame?
- Why did the Jews choose Palestine to take over?
- Why did the map of Palestine change over the years?
- Why can't Israelis leave them [the Palestinians] to live in peace [i.e. end the occupation]?
- Teacher - You talked about your experiences as a 7 year old, your nephew. What has changed since you were 7?
- Why can't a compromise be made?
- To Hamutal - How did you prove you were a pacifist and not a traitor?
- To Hamutal - Relationship to your settler cousins - what do they think of your decisions?
- How do you overcome hate?

#### Beckfoot Thornton School

##### Session 1:

- Has Israel - Palestine always been separated?
- How have your stories and culture shaped who you are today?
- Is there still the same amount of violence than when you were little?
- Is the conflict purely based on different religious ideas?
- Do you feel that there is a certain group of people or individuals who are responsible for the conflict?
- Is the war just about land or is there anything else that is poisoning these government mindsets?
- What Solution do you think is the best one?

##### Session 2:

- How hard was education as a child for Palestinians and Israelis - growing up as a child?
- How did you deal with the education, how did it influence you?
- The formation of the state and the atrocities committed are not acceptable, but is it difficult to deal with the fact that a lot of the aspects of the occupation are to do with security issues. How could you maintain security in a 2-state no occupation situation?
- You said you live in a town with Muslims and Jews (to Hamutal), was it totally segregated or did you see each other at school?
- What is that actual meaning of Zionism?

#### Bradford Grammar School

- Are you still in contact with your Mother? [to Hoda]?
- How did deciding to reject military service affect your friends and family?
- Do you think there should be a two state solution or one state solution?
- What does being a conscientious objector actually mean?
- You mentioned the word Zionism - what is meant by that term?

#### Bingley Grammar School

### Session 1:

- Did either of you have friends or family who opposed you doing peace programmes?
- How hard do you find it to turn your back on your side's propaganda, which you were exposed to as kids?
- What is Zionism?
- Would you see the conflict as more severe now than during the early 2000s or late 90s?

### Session 2:

- Questions about the media, is the conflict portrayed accurately? What role does it play?
- A student has seen Jews killing Muslims and vice versa in the media, is this what it's actually like?
- What does Zionism mean?
- How do your friends/family react to your beliefs and your decisions?
- Did you know anyone else who was pro-peace growing up before you joined peace organisations?
- Were you raised to be pro-Israel/pro-Palestine?

### Other questions from post-it notes:

- What are your opinions on the Israeli and Palestinian governments?
- If you had the chance to meet a soldier that has affected you in the past, what would you say?
- Would it be your ideal solution for both sides to get equal outcomes?
- If you could, would you fake the ? (illegible) to have your nation gain full control.
- What is the actual cause for the conflict and all the attacks in Israel and Palestine?
- How did you cope with the pressures of your family?
- Have you ever been physically hurt due to the conflict?
- What's the most offensive thing/name you've been called?

### Hanson Academy

- Who suffers the most in this conflict?
- How did the conflict come about?
- What do you feel the governments are getting out of this, what are they achieving? [ Hamas mentioned]
- If a boy refused to take part in military service would he get away as lightly?
- What is Zionism?
- Do you feel that having to join the army is a kind of oppression that Israelis are perhaps not aware of?
- Trump's declaration & the media
- To Hamutal- Do you believe in the prophet?
- To Huda and Hamutal: Say something in Arabic
- Do all Israelis have American accents?

### **London January Tour**

#### Camden HS for Girls

- What should actually be done about the conflict?
- Has Trump's Jerusalem declaration made it harder for peace on the ground?
- You seem to be a big fan of anime, the character you mentioned is a pirate, they go around islands and they are the heroes. Do you take inspiration from it?
- What can we do as students?
- Is there a generational difference between the desires for peace?
- Do younger people want it more?

### South Thames College

- Do you live in the same part of the place?
- Do you live here in the UK?
- Do you have children?
- What would be the ideal solution? What would you both like to see?
- What is preventing peace?
- What do you think the next step should be towards a resolution?
- What is the impact of Donald Trump's recent statement?

#### Hampstead Fine Arts

- What is the punishment if you don't go to the army?
- Is the media in the UK misleading and unbiased?
- Is there much marriage between Israelis and Palestinians? Or contact in terms of forming a relationship?
- If we wanted to help as 17 Year olds, how can we?
  - Or is our help not needed/unhelpful?
- Do you think the military service sets up the mind-set that Palestinians are the enemies?

#### London Academy of Excellence

- How much of the conflict is down to the Palestinians refusing a good deals and a love of violence, bloodshed and war
- Who or what are Hamas?
- What is Zionism and do you agree with it?
- Is it better to live in Israel or Palestine if you are LGBTQ?
- Amal why was your dad in jail? [Amal]
- Why was the soldier poking you? [Amal]
- What other anime do you watch? [Amal]
- How did you hope to change what was happening on the front line? [Shaked]
- Do you still have to join the army at 18? [Shaked]
- How does the army influence the Israeli mind-set/society [Shaked]
- You know Israel bombs UN buildings, hospitals and schools, you know that's illegal against international law?
- Is it justified to put PLO command centres underneath hospitals and schools?
- Holocaust memorial day coming up - comparison to nazi regime?
- Do you believe international involvement has done more harm than good? And how, as British people, help the situation?
- Question about Palestinian violence and Israeli military response - violence against each other?
- Do you think a peaceful agreement could be reached if there was no international involvement?
- Do you think the news channels are biased?
- Is it better to be a Jew living in Palestine, or a Muslim living in Israel?
- What state do you think we would be in if the holocaust did not happen?
- How do you feel about having to cross checkpoints?
- What did you learn from the Knesset? And what did you do to make an impact?
- As Palestinians have suffered more from the modern conflict, wouldn't a solution which equally benefits both sides be an insult and undermine their suffering?
- How would your family react if you were in a relationship with someone from the other country?
- What did your parents teach you about the conflict?
- What is your opinion on Jewish settlements in the West Bank?
- What kind of solutions have been proposed and why haven't they been successful?
- What is your opinion on Trump recognizing Jerusalem as the capital of Israel?
- Would the UN recognizing Palestine as a country help with the conflict?
- Is Zionism a dangerous ideology?
- After travelling, did your expectations of Israel meet reality? If it was different, how was it different?
- Do you think Britain is to blame for causing the conflict?
- What did you learn from your time on the front line and how did that shape your view today?
- Does the Israeli military service influence the mindset of Israeli youth (and future generations)?
- Do you recognise Jerusalem as the capital of Israel or Palestine?
- Who/What is Hamas?



## Aldenham School

- Do you agree with settlements?
- If the West Bank is given up, what will happen to them?
- Do you think that it was non-PC or undiplomatic for Trump to make his declaration?
- Collectively, you want peace, but do you think there needs to be a change of leadership on either side?
- What do you think about the recent arrest of Ahd Tamini and the media's championing of her as a Palestinian Malala?
- What do you think of the TSS - will it make the situation worse?

## Queens Park Community School

- What did other members of the army think of your beliefs?
- Since the Israeli-Palestinian party abnd, how have you changed your approach to peace and how has it hindered you?
- How would you fix the conflict and do you think a secular state would work?
- What does the future hold for Israel/Palestine?
- For Shaked, did you ever have to defend Israelis or attack Palestinians?
- Would it work to get rid of the two countries and create a new state?
- Do either of you believe the Israeli settlers are the biggest problem stopping peace?
- What's your view on Zionism?
- Do you feel any resentment to any Palestinians/Israelis?
- Do you think SNS will be successful in its aims?

## Mill Hill School

- What effect has Trump's statement had?
- What solution do you guys think is best?
- To Amal- I know you said you are a dreamer and would love to all live together, but would you not feel anger and harbour some resentment towards Israelis if you lived in one state, considering the awful experiences you have been through?
- What role does religion play, and would more secular societies be more likely to come to a solution?
- Although I concede that it might be tough for Palestinians to enter West Jerusalem, do you admit that it is worse for Israelis to enter East Jerusalem because of the trouble they face?

## City of London Boys, Friday 26<sup>th</sup> January

- Is there anti-Semitism in the West Bank?
- Do you think the soldier on the bus was just using the wrong rhetoric when he accosted you?
- What has to happen internally before external peace is achieved?
- Peace seemed close in 1993, then the Rabin murder happened, why do you think since then we haven't found peace?
- What are the effects of Trump's decision?

## **Manchester Tour**

### Oldham Academy North

- Is there any other country you would like to visit?
- Did you lose any family to war?
- Do you ever feel like it would be easier to give up and not fight for peace or do you always think that peace is the best solution?
- Is it easier or harder to be a feminist in Israel compared to England?
- What is your meaning of peace? Do you think peace is possible?
- How did you spend your time in Africa and Japan?
- Worldwide in the news why do all Muslims/Jews get blamed for actions they don't do?
- Whilst teaching people in Manchester, did you learn anything new?
- How does it feel being in the middle of the conflict/war?

- What do you think the U.N can do to help?
- Does it aggravate you that people are stripping you of your nationality and identity?
- Apart from the incident on the bus, what other incidents happened that affected you as a Muslim? E.g. September 11<sup>th</sup> and how it affected you?
- What violent events you saw affected you the most?
- Was there any other situations that you experienced or witnessed where someone was outcast?
- What were your parents initial thoughts about going to other countries?
- Are you worried about leaving your family at home when you travel to other countries?
- Why might the conflict affect relationships in other parts of the world between Muslims and Jews?
- Is your family proud of you?
- Do you still experience hatred for being a Palestinian in 2018?
- Why is it mandatory for Israeli citizens to join the military?
- When you were in the army, what reality of this conflict have you seen?
- What was the hardest thing you encountered?
- How can the conflict be stopped?
- Do you find there is hostility between citizens of each country?
- As an activist, how do you promote peace (in Israel)?
- Were you forced to go into the military even if you say no?
- Did you feel separated from your family when you went to the military?
- What percentage of Palestinians are living in Israel?
- How do you overcome the fear?
- Did you instantly become friends?

#### Liverpool University Jewish Society

- What do you think the impact of Trump's has had on the process? What is your reaction to the Jerusalem announcement? [Jess]
- The two state solution and its viability? [Jess] Amal doesn't think it's possible because of settlements and Jerusalem
- What about the idea of 2 states one homeland [Jess] - initial solution before the dream solution
- Amal, you said you felt scared in the Jewish quarter, how do you tell which neighbourhoods are Jewish and which are non-Jewish - I know some parts are more Jewish and some are more Arab but to me it just seems like it's all so mixed. How do you tell where the boundaries are in different parts? I've always found it amazing how close and yet divided Jerusalem is.
- When you're giving these talks do you get a big difference in reaction for children and adults?
- Considering previous terrorist attacks - how have you emotionally reacted to them? Have you ever been personally affected by them?
- Do think if dual citizenship happens conscription will still be necessary?
- Rawabi questions - wealthy Palestinian financing new city - do you think the civil society should be making peace not waiting for politicians to do something about it but do it the other way round - have the civilians make peace and then waiting for the politicians to follow
  - Why do you think so many people care about the Israeli Palestinian conflict when there are so many other conflicts that have been going on for the same amount of time?
  - To me it seems like the extreme amounts of violence come from the unequal power dynamics of the conflict - I think the power relations are much more nuanced in Israel which is connected to the conflict - for example I see the treatment and perception of Arabs and Palestinians as philosophically and psychologically if they are to be of use they are as a service - e.g. when Israelis talk about going to Arab area to go and get the best hummus or to get their car fixed-how do you indoor the mismatch in power dynamics and how do you change that?

#### Lancaster Girls Grammar School

- Do you think Donald trump should have got involved?
- What are activist groups doing at the moment?
- What do school do to protect their students - what is the procedure if there is an attack? Do school address the conflict at school and discuss it? [teacher]
- Do people talk about it publically/politically [teacher]
- Can you talk about what it's like being a woman in the conflict? Both of you've spoken about feminism [Jess]

### Lancaster Royal Grammar School

- How do you as an Israeli, help as an activist?
- A question for Hope, what kind of amine do you like?
- What's the difference between the people who killed the boys on the beach, and the people who blew up the people that you talked about, Shaked (suicide attack)
- What's your favourite country that you visited when travelling through Africa?
- Is there the same kind of racism in Palestine? Palestinians calling Israelis/Jews filthy Israelis/Jews?
- Do you think this conflict will ever be solved, and if so, how?
- Why did you choose to live in Israel instead of Palestine (Amal)?
- How do you feel about Donald Trump stating Jerusalem as the capital of Israel?
- When you say end to violent attacks, do you mean Israelis against Palestinians or the other way around?

### Pendle and Burnley Faith Centre women's group

- Have you been surprise at the reaction of the young people we've been visiting in the schools in the UK? [Jess]
- Is the reality on the ground becoming more difficult? [Jess]
- How do you feel about your political leaders? About your president Mahmoud Abbas? [Jess]
- How far apart do you ladies live?
- Would it be possible for you two to meet and have a coffee and no one in the café say anything?
- Would you be able to go to one another's home? Wil you visit each other [when you return to the region]?
- Shaked, in the Labour party in Israel, what solutions are they suggesting? And what are they doing to try to end this violent conflict?
- Don't you think the two state solution is more realistic if it will result in peace?
- What's the way forward?
- How can we patiently contribute and help to move things forward?

### Oldham Sixth Form

- What obstacles did you have to overcome being an activist?
- What are your thoughts on Trump recognizing Jerusalem as the capital of Israel?
- What is the main thing you would like to tell people about Israel and Palestine?
- What was it like being a female in the military?
- Do you think in our lifetime there will be peace?
- When you were on the bus did you feel victimised by your religion? Did you hate being Muslim?
- If you didn't live in Palestine, how would you react towards the conflict?
- Did you grow up with positive or negative mind-set on each other?
- Do you class the Israeli army as Zionist?
- What's happening to Christians in Palestine and Israel?
- What would you want for the future of Palestine and Israel?
- What do you think needs to happen in order for the conflict to end?
- What do most people in Israel think about mandatory service? What if they refuse? What if they are fat?
- Are you glad you decided to stay in Israel?
- Is religious belief a unifier or a divider? [teacher who came along out of interest]

### Malbank College and Sixth Form

- Why is there no solution?
- What is the refugee crisis like?
- Do you class terrorists as Muslims? Are they a different part of the religion?
- Are you gonna stay in England?
- Why did the war start? How many times has war broken out?
- Why are your accents better than ours?

- Do you think that the conflict between Palestine and Israel dates back to the Roman occupation of Jerusalem or the first battle of Jerusalem?
- Why did the war start?
- What is the conflict about?
- What's your best memory as a child?
- What is your favourite country to visit?
- How long do you think it will take for the conflict to stop?
- How long have you been teaching kids about this conflict?
- What other countries did you visit?
- Why did the war start?
- If there were a group of Palestinians running at you with guns, would you shoot them?
- If Palestine doesn't have an army, how is it a war?
- What is going on in Israel right now between the Palestinians and the Israelis?
- Is it harder to get to places if you don't have a passport?
- Other than talks about the conflict, what other jobs do you have?
- Why did you come to Britain?

#### FODIP youth session

- Do you have friends outside of your Palestinian and Israeli communities?
- How much do you feel the world around you is helping you find a solution?
- Do you feel like you're getting less help from people who are in power and does that mean you're losing hope? Or do you think the international community can help?
- Does meeting/talking to people from the international community give you more hope? [Jess]
- You say there's a difference between politicians and the international community but for example Trump, they are elected by the international community (e.g. past US presidents were elected on the promise of the embassy move)?
- What do you think the motives are for breaking peace treaties?
- What are they doing about the conflict?
- What is their point of view on Trump's speech?
- What is their view on the separation?
- How are they as a Palestinian/Israeli affected?
- How is education affected?
- What are the day-to-day interactions within Israel and Palestine?
- Do you think a solution is possible?
- How have you found the conversations within your own communities about your involvement in these projects?
- Do you experience prejudice in your day-to-day lives?

#### William Hulme School

- What are the true motives of Zionists?
- How does it impact one's daily life?
- What peace agreements do you strive to achieve?
- As an activist what kind of thing do you do to improve the situation between Israel and Palestine?
- What work have you done as an activist?
- Do you think there will ever be an end to the conflict?
- Is world peace in general possible in both your opinions?
- Do you think peace will ever be achieved?
- What have you done so far as an activist? (x3)
- Do you think the conflict will be resolved soon?
- What is a way we can help?
- What do you think was the main reason of the conflict?
- What is your day-to-day life?
- Are you allowed an Israeli passport as long as you are not Palestinian?
- How do Jewish officials justify what is happening to Palestinians? (Isn't it ethnic cleansing?)
- What made you come to England to try to help resolve the conflict?

- What is it like to live in Israel/Palestine in 2018?
- Who do you think is to blame?
- What are the true motives of Zionists?
- What are the UN doing to solve the situation?
- Isn't this an example of ethnic cleansing? Why is history forgotten?
- Wouldn't it be easier for other countries to temporarily end alliances for the conflict to end?
- Do you agree with Zionism?
- Do you truly believe there can ever be peace?
- Does anything in your day-to-day life differ greatly from England?
- What other things do you do in Israel? How do you feel living there?
- Does everyone have to serve in the military?
- Why can't Palestine become an independent state?
- What do you like most about living in Palestine?

#### Afifah High School for Girls

- Do you think this is a religious or a political conflict?
- If your dad is Iraqi and your mum is Libyan then why don't you live in Libya? [to Shaked]
- As a person how long have you been fighting for your freedom? [to Amal]
- If these guys were in positions of power what would they do to end the conflict?
- Do you believe peace is possible?
- Why do you think the media portrays the conflict as Israelis and Palestinians hating each other?
- If an Israeli went to live in Palestine and a Palestinian went to live in Israel what would happen?
- How do you deal with hatred?
- Amal, did the conflict effect your education? Like did you have to pay for university? You mentioned the checkpoints slowed you down.
- What are your thoughts of Israel taking the land of Palestine?
- Shaked, was studying easy for you? Amal said it was hard for her so was it easy for you?
- What do you think should happen to Jerusalem?

#### Manchester Metropolitan University's Middle East and North Africa Society

- What role do you think the military has in this conflict?
- Do you think the conflict is represented accurately in the media?
- Why does Israel kill children?
- Do you think other Arab counties that claim they support Palestine and Palestinians are complicit in the occupation/lack of change?
- Is Hamas the problem?
- It seems Zionism is a justification for occupation?

#### **East Midlands Tour**

##### Madani Schools, Session 1

- What is Hamas' role in this conflict?
- Why are there more casualties in Gaza than in Israel?
- How long did you have to serve in the military?
- Were you as an individual part of the attacks on the other side?
- Why was 55% of the land given to Israelis who have a smaller population and weren't the original inhabitants, and 45% of the land given to the larger population of Palestinians?
- Do you think other countries (USA) are helping or making things worse?
- Do you know anyone who served in Mossad?
- What is the main issue stopping peace between the 2 sides, and what is the best solution for it, in your opinion?
- Do you think it was fair for Balfour to appoint Palestine as a national home for the Israelis, though it was not his land to give away?
- How did the conflict start in the first place?
- What is the punishment for not serving?



- Do you get paid in the army?

#### Madani Schools, Session 2

- Who are Hamas and Fatah?
- Why do Israelis put innocent children in jail and punish them?
- Why was a wall built?
- Who do you think is stronger in war, Palestine or Israel?
- Does this violence encourage Palestinians to fight against Israelis and make them join potential terrorist groups?
- Who's to blame for this conflict?
- How do you battle ignorant views from international communities who try to help?
- What was your family's reaction to your peace work?

#### North Warwickshire & Hinckley College, Hinckley Campus

- Can you ever see a solution to the conflict?
- What effect does being in the army have on the relationship between the two?
- Difference between West Bank and Israel?
- Why is it called West Bank?
- Is it a risk to be an LGBTQ citizen living in the Middle East?
- Did you find your hobbies as an escape from the conflict, something else to focus on?

#### North Warwickshire & Hinckley College, Nuneaton Campus

- How would a solution look?
- What is the difference between reality and media?
- Do you think the scale of some players are too big for you guys to change?
- Are the religions mutually exclusive?
- Are Palestinians just jealous of Israelis cos Israelis are developed and they aren't?
- Do you have to go to the army?
- What solution would work?

#### South Leicestershire College

- What do you think the solution is?
- Does it have relations to India/Pakistan and what are the international causes of the problem?
- Is it right to boycott and not go on holiday to Israel? Does that help?
- Will you stay in Israel/Palestine or leave to elsewhere in the world?
- Are you happy with the Trump administration?
- Is there strong leadership to reach a solution in your countries?

#### Hatton Academy

- How does the conflict affect people aged 16-18?
- What are you taught about the conflict in school?
- What is the purpose of the military occupation in the West Bank?
- Did you have a different viewpoint before joining Seeds of Peace?
- Have either of you experienced violence/ your families experienced violence?
- How does the Palestinian state communicate with the world if it doesn't have a full member state?
- Did you have a different opinion on the conflict/people before joining the organisation?

#### FODIP Session

- What's the food like in Israel?
- Palestinians, can they study at University in Gaza, the West Bank or abroad?
- Is education segregated in Israel?
- In the segregated schools are you taught the others narrative?

- Why does the conflict get more severe or less severe?
- Could there be a 3<sup>rd</sup> intifada?
- Do you see non-violence displacing violent movements at resistance?
- Did you face challenges?

## Scotland Tour

### UJIA Fast Track

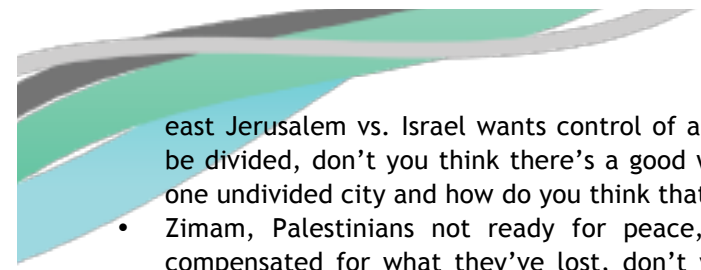
- Hate is taught on both sides, to what extent would either of you say that's true? Were you brought up to hate the other side?
- Do you think there's a big generational gap between how people view the conflict?
- What other tangible actions do you think Israeli people should/could undertake?
- Etai, do you remember when Israel disengaged from Gaza in 2005?
- Many of both of your people are religious - what would you say to them about their role in the conflict? What part does religion play in the conflict? (Robin Moss)
- What can you say to people who support Hamas?
- Most people do think it's a religious conflict (for people from outside- that's what it seems like)?
- As an Israeli - I'm very surprised at what you both have been saying - Jewish people want to return to the land of their ancestors who lived there e.g. the conflict in Jerusalem is all about al-Aqsa mosque. If I'm thinking about the conflict, it's always about the land and the religion and that's why Jewish people wanted to come back because of the religious connection to the land. (Amir)
- I know many Israelis who speak English - is it the same in Palestine?
- How much do you feel like you are representative of the majority of Israelis and Palestinians? (Sharon)
- We were doing a simulation and we got to a sticking point, which was the right to accept a Jewish state?
- Do you think with Bibi his time is up now- do you think he is the right person to choose peace?

### James Gillespie High School

- Is there systematic, governmental bias against the other side?
- Does having smaller parties in the Israeli government help the situation or not? [to Etai]
- What do you think the international community can do to help solve the conflict?
- What can young people from Scotland do to help the situation? [from Jess]
- What do you think about leaders in Israel and Palestine coming to a middle country for diplomacy, for example using Canada as a middle neutral ground in order to be able to negotiate?
- What is the main reason why the conflict is still going on?
- Why doesn't the UN recognise Palestine?
- How important is religion in the conflict?
- How do you justify being peace activist when you served in the army and you had friends in the army and the army is one the biggest aggressors in the conflict?
- Do you think of arms exporting countries, like the UK and USA, who sell arms to arguably oppressive regimes for example Israel and are these countries for culpable to any degree of the actions for these countries and what should the repercussions for those actions be if these countries are culpable?
- The peace activists in each community, as well as dealing with the conflict between you [Israel-Palestine], are they also involved in other big issue like LGBT and climate issues? [Teacher]
- Do you think that Israel is fighting an unfair war?
- What do you think about Israel expanding settlements and occupying more Palestinian land?
- Is it just the youth that want peace or is it something that is shared with the older generation?

### Edinburgh Israel Engagement Society

- You talked a lot about 2SS - what are your personal opinions on a binational state - if you create a 2SS you end the chance of dialogue
- Do you think the wall is a necessity? Or do you think it's just horrible.
- I come from Berlin, I was born after the city was reunified - the image of divide city is still present, it's not something desirable, obviously Jerusalem is a big issue, Palestinians want control of at least



east Jerusalem vs. Israel wants control of at least west Jerusalem and the Western Wall, shouldn't be divided, don't you think there's a good way to divide it? Do you think it's possible to keep it as one undivided city and how do you think that would work?

- Zimam, Palestinians not ready for peace, Palestinians do never feel like they've never been compensated for what they've lost, don't you think the 2SS is just an acceptance of the lack of compensation. How would make the people who feel like they haven't been compensated properly ready for peace?
- Refugee camps - communities stuck but don't want to be there
- Western intervention a help or a hindrance? E.g. US, is it necessary to bring the conflict to an end?
- South African comparison - boycotting by the international community - you made a distinction between Israel and Israeli goods made in settlements. Is the boycotting in sporting events or sports teams something that you would get behind?
- Perception- Israel is moving further right-wing is why there will never be peace, do you think this is true and why are Israeli people are more right wing and do you think international ant0zionist discourse is a factor in that? (E.g. has had an impact of the country becoming more right wing?)
- What do you think is going on with the Fatah and Hamas reconciliation deal? Do you think regional players like Egypt can push Hamas to come on board or do you think Iran is too big of an issue
- A lot young politically engaged people in this country use the word apartheid to describe when they're talking about Israel-Palestine, what do you think about this, is it justified?
- What's your opinion on how helpful breaking the silence is and international solidarity movement is?

#### Kings Park Secondary School session 1

- Did people have other jobs if their job was in the army?
- How did you feel about the curfew?
- Are you families still over in Palestine and Israel?
- How long have you been friends?
- Did your families support the idea of you leaving the country?
- How would you solve each problem for your country?
- Did any of you think fighting in combat for your country?
- Where do they live now?
- Do you think there will be peace soon?
- Why human shield for a tank?
- What does Nayef think of the terrorist attacks in Israel?
- What did the guy from Israel think of Palestinians?
- How long do you think it will take to resolve this issue?
- Should Palestine be its own country?
- Does Palestine have an army, if not, why?
- Who is the leader of Palestine?
- Did the guy who assassinated Rabin get caught?
- What made you both want to be a peace activist?
- For you personally, what is the worst part of the conflict?
- Who do you think is the most responsible for this problem?
- Do you think that this will be resolved any time soon?
- How do you think this can be solved?
- What would you say was different about your childhood compared to ours?
- How long have you been in Scotland?
- Did you need to learn English?
- Have you witnessed an attack?
- Would you re-join the IDF?
- Who do you think is to blame?
- Could this have been prevented?
- What do you think of Glasgow?
- Whereabouts in Scotland are you staying?
- Why do you think the Israel-Palestine conflict started?
- Who do you think is most to blame?
- Have you ever seen anyone get killed?
- Do you like Scotland?
- Do you miss home?

- What can people do to make peace?

#### Kings Park secondary School session 2

- Can Israelis and Palestinians marry one another?
- How would you try to resolve the conflict?
- How difficult was training in the military?
- Is there still a curfew?
- Do you think the news doesn't show the issues enough?
- What do you think about the military service?
- Do you still live in Israel or Palestine?
- When do you think the conflict will be resolved?
- Was it hard to live somewhere with so much violence and war?
- Do you ever get in trouble for speaking up about your views and beliefs?
- Are you angry about the conflict at all?
- Have you ever felt hatred towards the Palestinians?
- Have you ever wanted revenge?
- What do you want for the future?
- Do you both get to see your religious/historical sites?
- How do you think you would achieve peace in Palestine and Israel?
- Do you believe that the world can change into a happy one with no war?
- What is it like where you live?
- How do you feel about losing land? And losing life over land?
- Although there are lots of people who go to peace rallies etc., are there lots of people who blame the other side and want to fight?

#### UJIA youth club

- Did you have fights about politics
- What is the main religion in Palestine
- How come the army just came into your county and searched the houses? Was it random or did they have a reason to be there?
- Why doesn't the UN force them to follow the rules?
- If neither side follow the rules then what's the point of having it then?
- What power does the UN have then?
- Why does Israel have the upper hand on this issue? Isn't it because it owns Palestine
- Are both Palestine and Israel members of the UN?
- Does Palestine have an army?
- Who is in charge to keep it safe and follow the rules? [Palestine]

#### **Bradford March Tour**

##### Bradford Grammar School

- What were you both taught about the opposite side growing up?
- What has given you hope through these experiences?
- Are you optimistic for the future?
- Do you think the media misreports the conflict?
- Did you have similar experiences with things such as airstrikes?
- Did you ever have people turn against you for wanting peace?
- What's one thing that has the biggest effect on you?
- What are your next steps and what are you doing now?
- How long do you think the war will go on?
- Do you have a solution that might work and if so, how do you enforce it?

##### Batley Girls High School



## Session 1

- Can you tell us more about the Jerusalem camp?
- Hafez- Have you ever been to Israel? Shay- Have you ever been to Palestine?
- How do you deal with the backlash between the 2 sides?
- Growing up, was your view of the opposing side very one-sided, and did you have to research for the other perspective?
- Do you feel like the youth are influenced by the side they live in?
- Is the boycotting of Israeli products and effective strategy towards creating a difference?
- Do your parents still live in Gaza? How do you deal with the negativity from the oppressing side?
- Do you think the situation is getting better or worse?
- How was the experience for the older generation?
- How has the Palestinian land reduced so much over the years?
- Did you ever receive hate for protesting for peace and learning Arabic?
- Why is Palestine seen as an observer state in the UN?
- How was it learning Arabic in a place where majority spoke Hebrew?
- How did you deal with all the loss?
- Regarding Zionism, how did they come about their views?

## Session 2

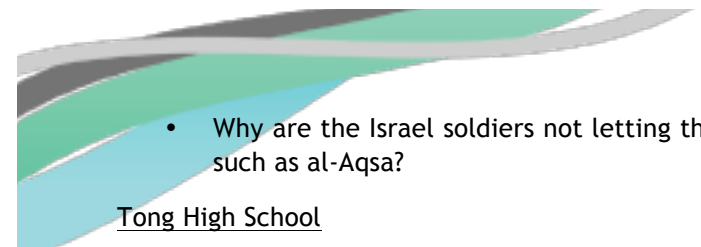
- How do you get through daily life without losing hope?
- How did you manage to overcome the trauma?
- To Shay, in some cases people see Israel as the bad guys, what would you say to people who hold these opinions?
- What would you do if you could control the government? Is there anything you'd want to change?
- What is the best way to resolve the conflict in your opinion?
- What solution do you see for this conflict?

## FODIP youth session

- Is it acceptable for a Muslim to support Israel?
- Is it still acceptable for Palestinians to ask for their land back in 2018?
- How old were you when you left Gaza?
- Why is military service mandatory?
- What were your parents' status?
- What is it like to go on with life in a war zone?
- What do you like about Israel and Palestine?
- Will there be a solution soon?
- How do you diverge mind-sets?
- How far are politicians and constituents apart?

## Carlton Bolling Academy

- Why can you not give Gaza facilities and end the blockade?
- When was the last time you visited your country?
- Do Israelis have the same rule as Palestinians when visiting their holy place?
- Is all of your family in the UK or Palestine?
- Why are Muslims under the age of 50 not allowed to visit the mosque?
- What is the current situation?
- Are there any improvements taking place to end the conflict?
- What help are the people in Palestine/Israel/Gaza getting?
- If Palestine has a flag and symbol why aren't they recognised as a country?
- Have you lost any members of your family?
- Why are Israelis stereotyped to be the ones that started the conflict?
- Why does the media portray Palestinian people as victims of attacks by Israelis?
- What do you think about Donald Trump wanting to recognise Jerusalem as a part of Israel?

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- Why are the Israel soldiers not letting the young Palestinian people have access to the holy sites such as al-Aqsa?

#### Tong High School

- How did the media portray each-other's country?
- Can you cross the border without getting persecuted?
- Why not fight military wars rather than territorial wars that are hurting the people?
- How did you first think when the conflict started?
- What was going through your mind when you had to evacuate?
- Were you treated differently considering being a refugee?
- Do you think that there will be peace and if so then what lengths will people have to go to achieve peace?
- What is the current situation between Israel and Palestine?
- What kind of tactics do you use in your peace organisation?
- How did you feel when you had to leave your house with your family? Were you panicking on the inside but trying to put on a brave face?
- The military operations, was Israel testing weaponry or trying to kill people?
- Do you think Israel and Palestine will ever come up with a solution for peace?
- How many near death experience have you been faced with?
- How is your relationship towards one-another?
- How did you react when you both met one-another?

#### Bradford Grammar School

- Do you feel that Zionism is fundamentally good or evil?
- Why is criticism of Israel and its politics referred to as Antisemitic?
- Do we respect Israel's right to protect itself from neighbouring nations and rocket attacks?
- How much of the conflict remains faith-based?
- What are the best forms of resistance?

#### Beckfoot High School

- Are settlements military defended?
- Are Hamas good or bad? Should they have a role in the solution?
- What practical things can UK youth do?
- How did your friends and family feel when they knew you were pushing for peace?
- How can UK government help?
- What is the general consensus on peace?
- Why is the drive for peace not reflected in politics?
- How do you feel about observer status?
- Do you think there should be international intervention?
- How long do you think it will take to solve?
- Have settlers made it harder?

#### Beckfoot Upper Heaton

- Why is Jerusalem separated?
- What is Zionism?
- How can a person find it in themselves to kill? Did you ever want to kill?
- Do you think the conflict could escalate to the point of mass murder?
- Who wants peace?
- What do you think of ISIS?
- Which is the best solution?
- Can you talk about the refugees?

### **End of report**

For any questions, please contact Sharon Booth [Sharon@solutionsnotsides.co.uk](mailto:Sharon@solutionsnotsides.co.uk) 07835141010