

Spring Term 2017 Report

Regions: Bradford, Manchester, East Midlands, and Bradford





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EXECUTIVE SUMMARY

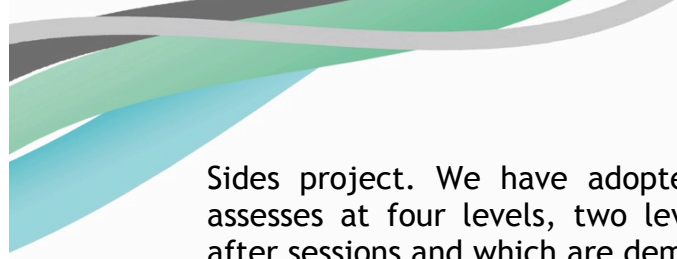
As Solutions Not Sides enters the final term of the 2016-2017 academic year, we are pleased to report a highly successful spring term during which we engaged 2,079 people at 37 schools and in 7 distinct communities across the UK. 70% of these schools are new schools for us and four of them are schools we visited outside of the formal tour duration. We worked with five pairs of Israeli and Palestinian speakers during the term, and three of our speakers from previous tours engaged with students online during our online seminars. In addition, we amplified our online presence through new blogs, posts, and activities, which are designed to keep students and other interested people engaged after the sessions, deepening and their knowledge, and sustaining the overall impact of the programme long after the tours conclude. Finally, we conducted intensive training with Israeli and Palestinian speakers for the 2017-2018 academic year in Jerusalem and Ramallah, in preparation for their tours next year.

Each of our speakers engaged with students and with the SNS team very well, demonstrating the continuing success of our new partnerships with regional organisations including Zimam, Seeds of Peace, Kids4Peace, PeaceNow, the Arava Institute, Paths To Peace, Darkenu, and the Atkin Fellowship. Each speaker has had their own public speaking style and own objectives for the tour, yet all the speakers have been outstanding representatives of Solutions Not Sides and our key values. Our messages of non-violence, non-polarisation, empathy, and seeking solutions before taking sides were clearly communicated by our speakers, and this is reflected in the participant feedback.

The participants in our sessions this term came from a mix of backgrounds, some with strong political views and opinions, and others with very little interest in the conflict. For the latter audiences, the strongest outcomes were a better understanding of the complexities of the conflict, the humanity of the people suffering there, and newly acquired conflict resolution understanding and skills which can be used in personal and academic settings. For those who are coming to our sessions with strong views and varying levels of background knowledge, the best outcomes were that these people moved away from supporting one side *over* the other, from supporting violence as a political tool or sympathising with the use of violence, from dehumanising one side, from viewing the conflict in purely religious terms, and towards feeling empathy, supporting solutions, and being able to differentiate between politicians and citizens, and religions and nations. We will continue to work with participants of all backgrounds, especially those from very pro-Israel or pro-Palestine backgrounds who otherwise are not provided with a safe space to have difficult discussions, and who are not exposed to differing narratives on the conflict.

The feedback from the participants this term has been analysed in detail in this report, and clearly shows several main outcomes of the Solutions Not






Sides project. We have adopted the Kirkpatrick model of analysis which assesses at four levels, two levels of which occur during and immediately after sessions and which are demonstrated in this report - initial reactions and learning outcomes. Section 3 of this report details the assessment method in full as well as our expanded analysis model for the 2017-2018 academic year.

The outcomes of this term were firstly, that the personal encounter with ordinary young people from both Israel and Palestine provides a profoundly humanising experience for British students, and their empathy skills are increased significantly through this interaction. Participants displayed an appreciation for the opportunity to meet and speak with 'real' human beings from a conflict that they sometimes see in abstract terms in the media, online, or hear misleading things about from their friends, family or within their respective community.

When we return to a school in which we previously worked, more often than not teachers ask us how the speakers from last year are doing, and ask us to pass on their well wishes from the school and students. Reflecting on this outcome and on the recommendations from previous terms to give participants more time with the speakers, we have dedicated more time to Q&A and provided new ways in which to ask questions, and really get to know the speakers, allowing participants to gradually become more open-minded and understanding of the complexity of the conflict. The most significant learning outcomes were that the participants developed an understanding of both sides' perspectives on the situation, the decision to adopt a solutions-focused and non-partisan attitude, and an acceptance of the shared humanity, needs, and right to equality of people from both sides. The feedback reflects that SNS is meeting its goals and aims.

This report concludes with some assessment of both the strong and weak points of the programme this term, and some recommendations based on this assessment of how we, as a team, can make this project even more impactful and successful in the 2017-2018 academic year. Thank you to all our supporters, partners and participating schools this term, and to Wasim in Palestine and Michal in Israel (both previous tour speakers) for their assistance with the training and preparation of our speakers.



THE EVENTS

Location:	Number of participants:	Speakers:	Event description:
Bradford tour	Total 316 (Students: 252 Community: 64)	Ibraheem Qaisi and Avigail Corry	<p>The first Bradford tour of 2017 ran from the 16th to the 20th of January 2017. Overall, 316 students participated in the sessions and there was one adult community session with around 40 participants, plus an informal welcome meeting hosted by the local Council of Mosques. Costs for this tour were around the average for a tour outside of London, with a contribution to the costs from both the local council and the schools. Most of the schools were new contacts for us, with just one visit to a college that we had been to the previous year. All sessions during the tour were with the upper end of our target age group, with the majority of the participants being sixth-formers and a few adults joining some sessions. Group sizes were mostly average for what we normally recommend, providing the opportunity for some in-depth discussion and exploration of specific issues that is not normally possible with a larger group.</p> <p>The greatest strength of the tour was the capability and the partnership of the Israeli and Palestinian speakers, and particularly the Israeli speaker's ability to handle negative attitudes towards Israel calmly and with an empathy and skill that created a transformation in attitude of her listeners towards Israelis and the</p>

			<p>conflict in general. Whenever we have speakers of this quality, the impact on the students is very powerful, and the humanising aspect of the programme becomes particularly poignant for them as was demonstrated in the feedback on this tour. One student had a total, 180 degrees change of opinion and others spoke about the experience of meeting the two speakers and participating in the session as 'life-changing'.</p> <p>A focus group was also held with local community members and teachers to explore the possibility of the programme being delivered by local practitioners. This was a useful session for determining the future strategy of programme delivery across the UK. There will be a second tour in Bradford in March, and the city has become one of our key target areas, greatly assisted by the Schools Linking Network, who facilitated our capacity to conduct outreach to the local schools.</p>
Manchester & Lancaster tour	Total: 583 (Students: 526 Community: 57)	Seffy Hurwitz and Yasser Khaldi	<p>The Solutions Not Sides tour to Manchester took place February 5th - 10th 2017 with Seffy Hurwitz from Israel and Yasser Khaldi from Palestine. Both speakers had previously participated in Seeds of Peace. We worked with 567 participants over the week, running 10 school sessions at seven different schools, one session with Habonim Dror, and two adult sessions. Costs for this tour were around the average for a tour outside of London, with around 35% covered by schools. Four schools were new for us, and three were schools from last year. The students</p>

			<p>were a mix of backgrounds, some Jewish, many Muslim, some White British, some Hindu, and others. Feedback demonstrated that students gained a greater understanding of the complexities and the histories of the conflict, and also learnt that the media does not always show the full reality of truth of the situation. It continues to be a target area for our work with students clearly experiencing highly one-sided narratives of the conflict, which feeds into conspiracies, polarisation, and a sense of injustice for the students. SNS can help to inform and empower these students, whilst also working with communities to lessen the polarisation on this issue.</p>
<p>East Midlands tour (Leicester, Nottingham, and Derby)</p>	<p>Total: 206 (Students: 200, Community: 6)</p>	<p>Ruth Klein and Rena Alhajabed</p>	<p>The Solutions Not Sides tour to the Midlands took place from February 26th - March 3rd 2017 with Rena Alhajabed from Palestine and Ruth Klein from Israel. Working with 200 students over the week, 6 community members at 7 schools and one Islamic information centre, we encountered zero-sum narratives, participation in the blame-game, and a misunderstanding that Israel - Palestine is all about religion and there can be no solution. Two particular incidents stood out involving a young Iraqi student and an imam from Nottingham; details of both can be found in Section 4. Costs for the tour were around average. The students were a mix of backgrounds with the majority coming from Muslim backgrounds and a small number of White British students, White Slovak, Polish, and some Black British Christian background students. To our knowledge, we did not work with any</p>

			<p>Jewish students during the week, which reflects that there is a very small Jewish population in the East Midlands.</p> <p>Feedback demonstrated that students gained an understanding of the complexities and histories of the conflict, that the media does not always show the full picture, and that violence breeds more violence. During our sessions, there was a significant emphasis on how violence causes suffering, the need for conflict resolution, and the importance of showing empathy to others who are different or 'other'. The Midlands continues to be a target area for SNS where we encounter some troubling views regarding violence and zero-sum narratives. And yet, we also encountered high levels of empathy from many students who could see the human side of conflict after hearing from Rena and Ruth, and who brought important perspectives to the table on solutions, borne from their experience of growing up in a multicultural area.</p>
<p>Bradford tour</p>		<p>Obada Shatayerand Eran Nissan</p>	<p>The Bradford tour during the last week of March 2017 consisted of 11 educational sessions across 9 different schools in and around the Bradford area. 276 school students, mostly aged 16-18, and 24 adults participated in the sessions. The vast majority of participants were from South Asian, Pakistani or Bangladeshi background and we had a warm welcome from the Council of Mosques, as well as from the mayor, the local synagogue representative, the Bishop of Bradford and other local leaders. It was also an excellent opportunity to carry forward our cooperation with The Linking Network and the Pears Foundation, whose representatives were with us</p>

			<p>during the course of the week. We would particularly like to thank these two organisations for their ongoing facilitation and support of the Solutions Not Sides project.</p> <p>Although Obada and Eran's approach was a little different from that of the speakers on our previous tour in Bradford in January, it was equally strong and right for the audiences we worked with. Both had a more academic and knowledge-based approach to answering the questions whereas the previous speakers had a more humanistic and empathic approach, both with each other and with the audiences. Nevertheless, Obada and Eran's more in-depth, politically aware answers were accompanied with an openness, gentleness and respect for others' opinions that meant that, in a sense, they combined the best of both approaches successfully.</p> <p>The main point of feedback from students on this tour about suggested improvements to the session was that they would like more time for reflection and discussion.</p>
Miscellaneous sessions	7 sessions at 4 schools	Michal Huss & Ruba Hulheihel	<p>We worked in 4 new schools this term across London, one of which was a Jewish school, King Solomon School, where we encountered some anti-Palestinian sentiments and narratives. We plan to work there again with a small group of students for longer sessions. We also worked in a London based independent school where they are taking their pupils on a trip to the region, a new academy, and a state school, all of which had mostly neutral or slightly pro-Palestine perspectives.</p>

SPEAKER PROFILES



Eran Nissan is 26 years old and lives in the city of Beersheba, Israel. He is a second year student at Ben Gurion University, studying political science and philosophy. He is a peace activist in “Peace Now” - a non-governmental organisation and activist group in Israel. Eran served in the Israeli army for four years as a combat soldier in the special canine unit. During his army service he participated in the security activity of Israeli forces in the West Bank and was exposed to the complicated reality there.



Obada Shtaya is 26 years old and is a current Masters student, born and raised in Nablus, Palestine. After earning his undergraduate degree in English literature at An-Najah National University and working for a while, he moved to the U.S. in August 2015, after he received a Fulbright Scholarship to further his education at Mason. Obada describes his undergrad years as “full of curiosity and exploration” as he sought to better understand the Israeli-Palestinian conflict and identify approaches to resolve it. He is also working with the organisation OneVoice while he studies in the U.S.



Yasser Khaldi is 23 years old and currently a Chevening Scholar earning his MSc degree in Urban Strategies and Design at The University of Edinburgh. He recently finished his BA in Construction Engineering at The American University in Cairo with a minor in Architectural Design. In the last three years, he has published three photography books about three major Palestinian cities: Jerusalem, Ramallah and Bethlehem. His first architectural design work was implemented in 2013, King Abdallah II Square in Ramallah. During summer 2016 he worked with Al-Quds University to convert his research to a documentary, “Vision 2050, Cities Of Palestine”.

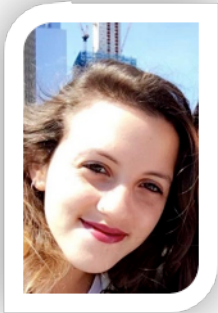


Seffy Hurwitz is 29 years old and currently lives in Jerusalem. Whilst at school he attended a Seeds of Peace Camp and was greatly moved by the experience. Age 18 he was exempted from military service and instead undertook some voluntary work alongside his studies at the The Hebrew University of Jerusalem, where he completed a BA in Philosophy, Political Science and Economics. Several years ago he developed a passion for languages and now works as a Hebrew language teacher, teaching Palestinians, Jewish youth from around the world and new immigrants Hebrew.



Rena Alhajabed is 24 years old and currently splits her time between Romania, where she is studying for a MA in Business Management, and Ramallah. She is a graduate of Birzeit University with a bachelor's degree in English literature and linguistics. Rena was introduced to OneVoice through her network of friends. She attended her first training session three years ago, and ever since participated in every major activity and campaign OneVoice has organized in the West Bank. She has also attended numerous seminars in Palestine, Israel, and Hungary to engage in dialogue on some of the most important issues surrounding the conflict, and been a speaker for SNS three

times.



Ruth Klein is 22 years old and currently living in the city of Jerusalem. She is a third year student at Bar-Ilan University, studying Political Science and Communication. A year ago Ruth took part in "Paths to Peace", a program at New York University that brought Israeli and Palestinian students to live and study together. Meeting Palestinians for the first time deeply affected her and changed the way she viewed the Israeli-Palestinian conflict, and war as a whole. Since then she has strived to spread the message of non-violence, encouraging others to question the assumptions and narratives

they are brought up with.



Michal Huss is 25 years old and grew up in Omer, a small town in the southern part of Israel. She did her BA in Art, and MA in Art & Politics at Goldsmiths University in London. Currently, she is a PhD candidate for Conflict Studies at the University of Cambridge. In addition to her academic studies, she has recently created and developed artistic projects with schools and community groups that focus on maps and mapping. Her PhD will explore the work of peace activists in Israel-Palestine and their brave attempts to end the conflict in a peaceful way.



Avigail Corry is 25 years old and lives in the city of Beersheba, Israel. She is a second year student at Ben Gurion University, studying Middle East Studies and Arabic Language. In 2014 Avigail took part in a program of young Israeli and Palestinian people, who met each other in Germany for two weeks of very intensive conversations and discussions around the conflict. Over the last two years she had spent much of her time and energy in organizing

activities for "Combatants for Peace," a bi-national organization of Israelis and Palestinians, which promotes non-violent struggle against the occupation.



Ibraheem Qaisi is a 20-year-old student of medicine at an-Najah University in the West Bank. He was born and raised in Jerusalem in a Muslim family, attending a Christian school that taught him a great deal about tolerance, diversity and respect. In 2009 he joined the interfaith organisation "Kids4Peace" which connected 4 Muslim, 4 Jewish and 4 Christian kids together to learn about their differences and similarities. He now volunteers with the same organisation as an advisor and has joined various intercultural scientific and medical projects.



Ruba Huleihel is a 28-year-old graduate of Law from LSE. She attended a Seeds of Peace camp during one of the bloodiest times in the conflict. She describes it as "the only place that gave us room to breathe, where we could talk about the conflict and learn to respect each other's history and narrative". She is co-founder and CEO of Birdsong, a social enterprise that creates income for under-served women and women's organizations and currently works full time as a Human Rights lawyer.

IMPACT ON PARTICIPANTS

Impact on School Students

Methodology for measuring impact:

SNS is now using the Kirkpatrick model of evaluation for impact on participants. From the beginning of the 2017-2018 academic year, we shall also be conducting in-depth interviews with a handful of participating teachers at the start and the end of the academic year, in order for us to better understand long-term pupil and school attitudinal change towards the key issues regarding Israel and Palestine. We collected 1369 pieces of data over this term. Levels 1 and 2 are assessed immediately during the tour sessions by an observer, and through a 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?"

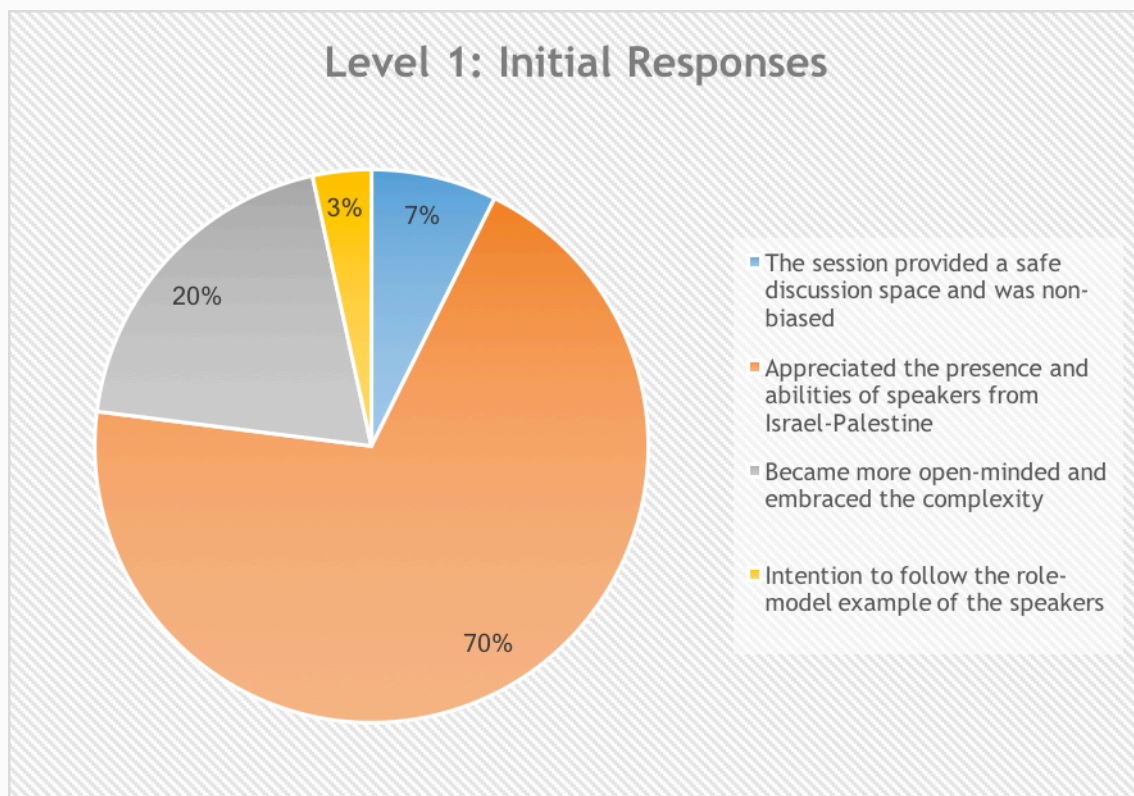
Question 2: "What did you learn from the session?"

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

Question 4: What impact, if any, has the session had on your views of the Israeli-Palestinian conflict?

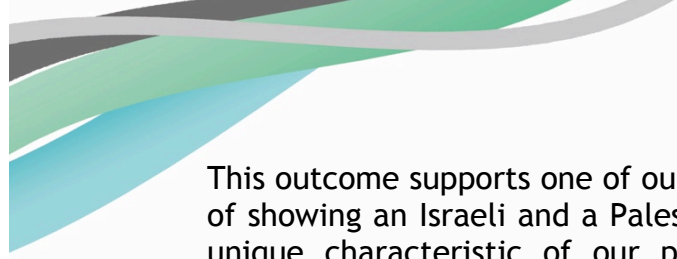
From the answers to these questions, we conduct qualitative analysis of their answers. Participants are not given prompting, guidance or options for their answers, nor asked to choose one of the responses or outcomes; all of the data provided by the participants comes from their genuine initial responses to open questions, and 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. The responses are not 'either A or B' responses.

This data has been analysed and categorised in terms of student comments according to our objectives of initial responses and learning outcomes:



Analysis


This chart shows that the most significant initial response from our participants, reflected in 427 pieces of feedback, was an appreciation for the presence of speakers from Israel and Palestine, as well as their ability to convey information surrounding the conflict. Many reflected that the opportunity to meet the speakers was special for them, they 'loved it', or it was 'an eye-opener' and how meeting 'normal', 'real', or 'ordinary' people opened their eyes to the suffering on both sides and why finding a solution is imperative. The word 'both' was often used, as well as 'people', and 'views'.



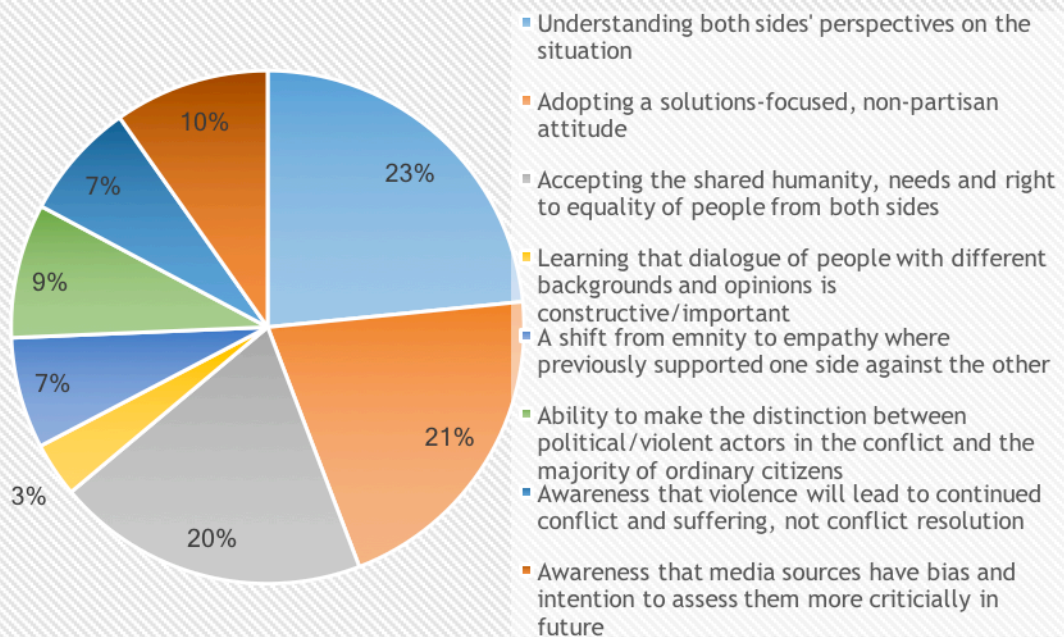
This outcome supports one of our goals of humanising the conflict and another of showing an Israeli and a Palestinian perspective, rather than just one. The unique characteristic of our programme is that participants are given a potentially once-in-a-lifetime opportunity to meet an Israeli and a Palestinian who are not academics, politicians, diplomats, government, or party officials, but are from civil society and have the manner and capacity to speak honestly about the situation. Furthermore, many participants also appreciated the speaking manners and styles of our speakers, which demonstrates that the selection, training, and support process of our speakers is thus far a success.

The second most significant initial response was that participants became more open-minded and embraced the complexity of the conflict, reflected in 120 pieces of feedback. Again, providing knowledge for the participants in order for them to better understand the complexities of the conflict is one of our key aims and is an important part of the strategy of pushing back against simplistic conspiracy theories. These outcomes are frequent with participants who are entering our session with prior knowledge or strong opinions on the conflict that we have been able to gauge from particular case studies. These participants experience initial reactions in learning more about the conflict or more of the 'other side's' perspective and an acknowledgement of the complexity. Over the 2017-2018 academic year, we will be working with specific teachers and schools in order to observe whether these participants who enter feeling strongly one-sided and who initially display an understanding of the complexity of the conflict and become open-minded, later display an appreciation for the speakers or at least remember the speakers when talking about the conflict.

The third most significant initial response is appreciation of a safe discussion space and non-biased atmosphere, mentioned 45 times, and finally an intention to follow the role-model example of the speakers, which was mentioned 21 times. The former outcome demonstrates that we are fulfilling our goals and the expectations also set by the school and teachers to provide a 'safe space' for young people to have difficult conversations.




Level 2: Learning Outcomes



The most significant learning outcomes were an understanding of both sides' perspectives on the situation, the decision to adopt a solutions-focused and non-partisan attitude, and an acceptance of the shared humanity, needs, and right to equality of people from both sides. These outcomes complement the initial reactions in Level 1 of appreciating the presence and ability of speakers from Israel and Palestine. Not only do many (177) participants leave with an increased understanding and acceptance of perspectives 'from' and 'within' Israel and Palestine, but many (157) actively commit to adopting a pro-solution and non-polarised approach. As mentioned in the analysis of Level 1 Initial Reactions, over the next academic year we hope to be able to track the attitudes of participants in order to establish the longevity of these attitudes after the sessions. 149 participants expressed an acknowledgement of the needs and right to equality of people from both sides. This reflects our conflict resolution - iceberg activity during which participants are asked to listen to the needs and interests of both sides.


The next most significant learning outcomes were an awareness of the bias of media sources (74), an ability to distinguish between ordinary citizens and political/violent actors (64), and an awareness that violence will lead to continued conflict and suffering rather than a resolution (56). Emphasising that the media in Israel, in Palestine, and in the UK, does not always reflect the reality on the ground is a message that can only be communicated this effectively via actual speakers from the region. We, as SNS staff, continue to inform and educate young people on this issue by providing our weekly news updates from the region that they can find on Facebook or receive via email. An understanding of the uselessness of violence in achieving justice, or social and political change is an important outcome not just for SNS' goals, but also for our funding partners such as the DCLG. Providing an understanding of the



difference between citizens and politicians or violent actors, is related to the humanisation and anti-violence outcome. Some participants enter the session believing that violence against civilians is justified; whether it is justifying violence against Israeli civilians because of the occupation or against Palestinians because of violent Palestinian actors, SNS works to push back against these justifications and it is important to see these outcomes being achieved. Again, it is through speaking with ordinary citizens who have felt the effects of violence and can provide alternative suggestions for making change that a profound attitudinal shift can be achieved by SNS' intervention.

Finally, participants also experienced a shift from enmity to empathy where previously supported one side against the other (53), and learnt that dialogue of people with different backgrounds and opinions is constructive/important (26). These outcomes also align strongly with our goals and complement other outcomes.

Specific feedback:

- *It has showed me that I shouldn't just stick to one side but to think of solutions & find out more.*
 - *The needs of both Israel and Palestine and how there is no 'easy' way out.*
 - *It's made me not just think about what the media portrays but, how people are affected that are victims of this situation. It also made me realise that the people are both helpless and is not about blame it's about helping each other to find a solution.*
 - *There are 2 sides of the argument and it isn't as one-sided as I thought.*
 - *I liked that we got to hear both sides and the different views both people had. I also liked that this session gave me more of an understanding of the issue.*
 - *It was far from one-sided. I appreciated that no views were forced, it was a very neutral environment.*
 - *I just feel like we all need to work together to make a better tomorrow.*
 - *It has allowed me to be firstly educated on both arguments, allowed me to understand what each party wants, why they want what they want and has allowed me to understand what the people go through.*
 - *It has made me realise that I should be considerate and welcoming to refugees from countries as they have already been through so much.*
 - *That majority of Israelis are against the conflict. Not all Palestinian areas are in poverty*
 - *It has had an effect on my biased opinion. I was brought up in a household where my family presented me with pro-Israeli views and never really criticised the Israelis. I now have an understanding where I believe that both sides have a role in the violence and both sides want peace.*
- 

- *I think if everyone in Israel and Palestine agree to the no violence side then they can live freely and happily without violence which is a good thing but many don't agree with this.*
- *So I think we should encourage people to find out more about the situation and spread positivity to reduce such events again*
- *Now, I understand both sides. I've learnt not to look for who is right and who is wrong but how to solve it for both sides. This session was a real eye opener.*
- *I didn't like it, I loved it! They talked about their personal lives and what inspired them.*

Teacher from Bradford: The session was amazing, both pupils and myself have learnt a lot from the whole experience, right from the pre-sessions right until the actual event. Life changing experience for many that were in the room. Thank you once again. Below I have a quote from one pupil in particular who said to me during the pre-session that they did not want to attend the workshop with the visitors! Here's what they said;

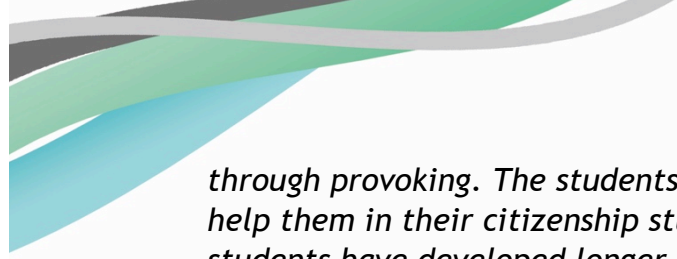
"I am a strong supporter of the Palestinian cause. Before I came to the session, I was very sceptical about attending as during the pre-session, we had open discussions about the Palestinian and Israeli conflict and I felt relatively passionate for the justice of the Palestinian people.

On the day the event started and I asked questions that were controversial. The individual speakers answered my questions in such a sophisticated and respectful manner providing me with deep political and social insights about the conflict. The activities were very informative and the stance was very neutral from the Palestinian and Israeli speakers. This was a good thing as I come from an area geographically who have such a confined view of what the truth is. When the discussions finished I thanked the individuals for providing me with an insight, which I never had before. I recommend anyone who is passionate about the conflict to attend sessions like this and take more of an open-minded approach to this conflict. The violence that is so heavily proliferated on the media is not the way forward, rather it is through open discussions and reasoning with one another as I believe in a famous quote which states, 'people are of two kinds, either they are of the same faith or they are your brothers and sisters in humanity'.

Thank you to Sharon who hosted the session but to the key speakers Ibrahim and Abigail for giving me an experience that I will treasure forever."

Andrew Barker, Oldham Sixth Form College (Manchester)

"This event was arranged to give the students a better understanding of the conflict and help them engage with the content on a much more meaningful level. It was a well-organised, unbiased approach which enabled our students to really empathise with young Israelis and Palestinians. To hear about personal experiences from the conflict firsthand was hard hitting and



through provoking. The students really enjoyed this opportunity, which will help them in their citizenship studies. Since the event in February 2017, the students have developed longer pieces of writing responding to debates around conflict resolution directly quoting the Solutions Not Sides session. Everyone involved has taken something away from the event and we hope to continue to offer the session at the college.”

Community feedback:

Grange Williams - FODIP member: “Just wanted to say that your approach will change minds and move people from the poles to the middle ground. The team should be highly praised for this novel and thoughtful approach (special thanks to all the people who fronted up and spoke with such eloquence). Planting trees, with hope, is always hard but when the fruits produce changes in the Middle East you can sit back with pride and say I did my bit... It made me realise that I knew relatively little about the subject other than media propaganda.

Filis Rosenberg - Quaker-Jewish Dialogue member: "Seeing and hearing Yasser and Seffy not only expressing themselves so eloquently but importantly 'in partnership' was very much appreciated by all I am sure - especially because they were dealing with such a complex subject.”

Speaker feedback:


The secondary benefactors of Solutions Not Sides are the speakers that we bring over for the tours. Whilst all of our speakers, by the nature of the organisations that we have come from, have spent time working with or doing dialogue with someone ‘from the other side’, their experience with Solutions Not Sides still can have a profound effect on them. The training that we provide speakers with on Skype and in person in the months leading up to their tour is designed to equip them with the tools and knowledge they need to be effective SNS speakers, but also to provide them with the support that they need for the tour.

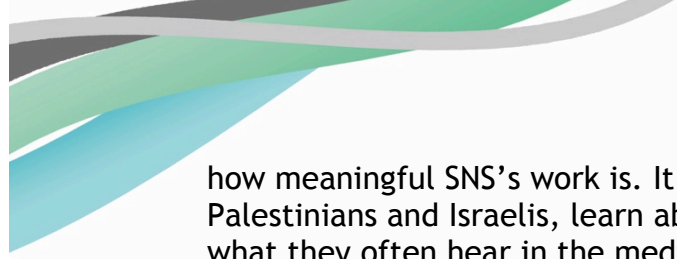
Seffy Hurwitz feedback:

“Most sessions were very good, some of them were simply exquisite. We have reached what I consider a huge audience of many hundreds of active participants; I feel we made a real effect with the local community, as we spoke to various audiences within the area of Manchester. On a more personal level, I felt like I was really committed to the program, I gave it my very best, and I was rewarded with an excellent feeling through most of the tour and definitely by its end, a feeling of having accomplished something very important, as an individual and as a group.”

Ruth Klein feedback:

“My name is Ruth Klein and I joined a SNS tour to the east Midlands this last February. Time after time I stood up and told all about growing up in Israel and experiencing the conflict. From the first session of the tour, I understood





how meaningful SNS's work is. It gives the pupils the option to meet real Palestinians and Israelis, learn about the depth of the conflict rather than what they often hear in the media, doing so in an engaging and interesting manner. Joining a SNS tour filled me up with hope and inspiration. I felt hopeful while speaking in front of English students from a variety of backgrounds. I got excited seeing those students studying side by side, knowing they wouldn't have been able to do so just a few hundred years ago. Coming back from the tour, I'm inspired by SNS to try and effect change here in Israel through the education system. I'm hoping to one day give Israeli students of different backgrounds the tools to view the reality in a complex way, believing that this might be one of the most effective ways of creating change."

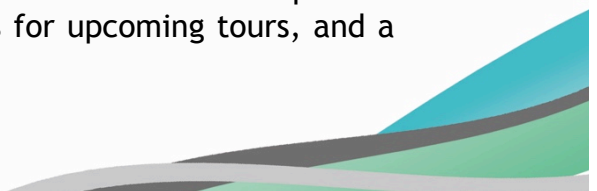
Ibraheem Qaisi:

"Our differences can be our motivation, and the disappointment we feel at some moments because of the political situation should always be a stimulant to move forward in seeking solutions."

SOCIAL MEDIA AND ONLINE PROGRAMME

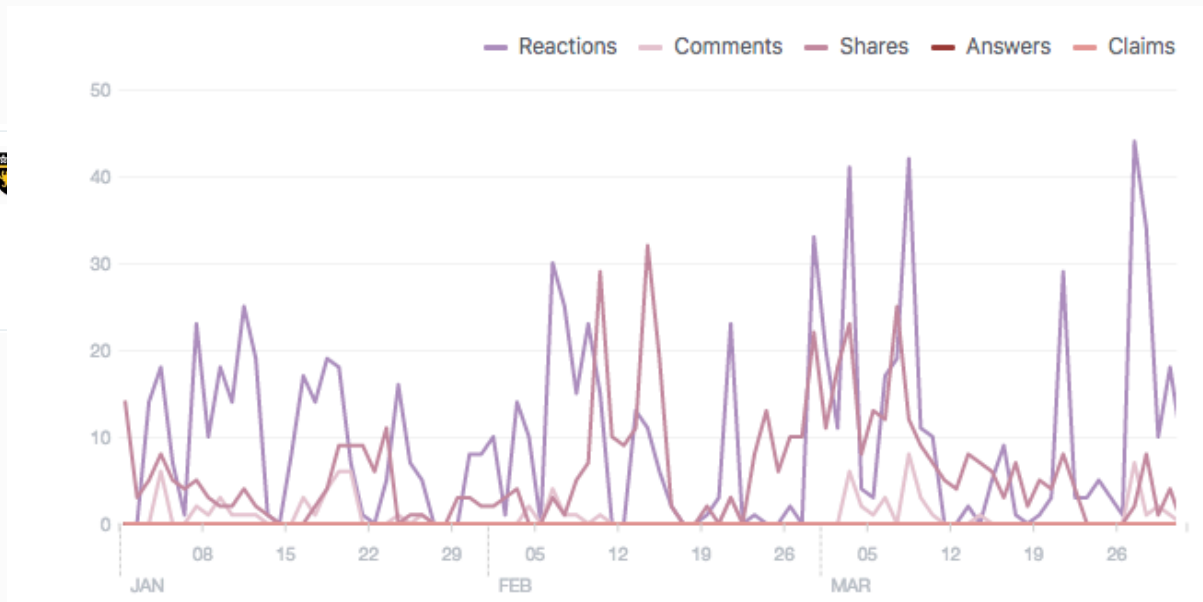
We continue to maintain a significant online presence on Facebook, Twitter, and Instagram. Our online work is important for three main reasons; the first is that we can connect with people who do not have the opportunity to come to our sessions and to help them to see different views, perspectives, and resources related to the conflict that are otherwise difficult to discover. These may be school students who missed our session or from schools where we don't currently work, university students who do not get the opportunity to hear varying views on campus, or adults who are interested in the conflict. It is important that we can be seen as a reliable organisation that is expected to present a variety of views when significant events take place in Israel - Palestine. Secondly, our online presence helps us with our outreach and marketing efforts; two of our university sessions and some of our school sessions have been set up due to the organiser seeing us on Facebook. Thirdly, our online work allows us to continue engaging participants from our sessions by giving them an opportunity to join our online webinars or Google Hangouts, ask the speakers more questions after the session, read our weekly political updates, read blogs by our speakers, volunteers, or participants, and find out about further opportunities such as internships and our annual Student Leadership Programme.

This term, we ran three online programmes (one a month), focusing on a different topic each time. On average, we have had 4 participants for each programme. Next academic year, SNS fellows (former speakers who have joined our fellowship scheme and remained engaged) will be running specific programmes on their expert topics. We have continued to write and publish weekly political updates, features on our speakers for upcoming tours, and a



variety of other relevant posts.

63% of people engaging with us on Facebook are between 15-34 years old, which demonstrates that we are successfully reaching our target audience, and activity on our Facebook page is busier during tours.



You Retweeted

 **Oasis Lister Park** @OasisListe... · 1d

Exc discussion & engagement between Solutions Not Sides w/ members of our local community
Violence will never be a means to end the conflict



You and 7 others

← 5 ♡ 4

 **LRGS** @LRGSLancaster · 20m

This was a very important and thought-provoking afternoon for our Year 9 pupils:

 **SolutionsNotSides** @ItmakesSNS
Year 9 at Lancaster Royal Grammar School @LRGSLancaster proving that creative solutions can come from any age! #solutionsnotsides

← 1 ↻ 1 ♡ 1



Tom Hulme @Thatcherite4 · Feb 11

This was a fantastic session, thanks for coming in!

SolutionsNotSides @ItmakesSNS

Students at #Oldham #Sixth #Form @OSFC_Info really getting involved with the session, engaging really well with our speakers Yasser & Seffy



instagram.com



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You Retweeted



Manchester Academy @McrAcademy · Feb 9

#StopWar #StopGenocide bit.ly/2lrgOio #solutionsnotsides



You, The History Network and United Learning RE



65 likes

1d

habodroruk Last night we had an extremely interesting and thought-provoking session with @solutionsnotsides of their Manchester tour. We would like to say a massive thank you to the speakers, Seffy and Yasser, who gave us a deep insight into their personal stories and shared their thoughts on the Israeli-Palestinian conflict and the current situation on the ground. It was truly amazing to hear the human perspective on the conflict from both parties in such an optimistic manner. Another big thank you to everyone that came last night, it was great to hear so many important questions and fascinating conversations!

#SolutionsNotSides

You Retweeted



OSFC @OSFC_Info · Feb 14

Citizenship students enjoyed a fascinating session on the Israeli-Palestinian conflict by @ItmakesSNS tinyurl.com/gu4o1tr



You Retweeted



Ikram Butt @ikramofficial · 1d

@ItmakesSNS @OasisListerPark

Loved having you guys in We learnt so much



SolutionsNotSides @ItmakesSNS · Feb 9

Thanks for having us! We'll be back next year!

Aysha Khanom @aysha_k86

@ItmakesSNS @McrAcademy @UnitedHistory1 @UL_RE Was great to have you all !



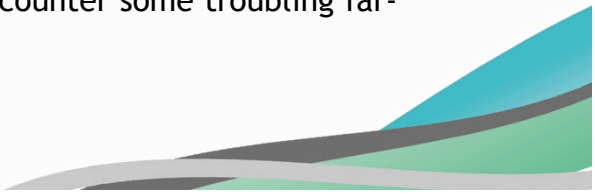
STRENGTHS AND SUCCESSES


The strengths and successes of this term are multiple and reflect the widening of our reach across the UK, and the continuing development of the curriculum and reporting methods that ensure we can have maximum impact during and post our sessions.

Firstly, we had two excellent tours in Bradford in cooperation with The Linking Network, during which we worked with hundreds of students who had come into the classroom with hostile attitudes towards Israel, and left with different perspectives. Both tours were fully booked, with other schools having to wait until our next tour to the area in order to book in. We also strengthened our ties with local Jewish and Muslim leaders, with other community leaders within Bradford who hosted us for a welcome reception and who we can run events with next time, and with teachers, two of whom are on our advisory board. Bradford shows itself as a place keen to be outward looking and welcome everyone, regardless of colour, religion, or creed, and we are proud to be helping local leaders and teachers in providing Bradford's young people with opportunities and safe spaces to disavow zero-sum attitudes towards Israel - Palestine or towards Jewish people that are otherwise propagated in the media or by politicians such as George Galloway.

The Manchester 2017 tour was a great success in solidifying our presence and work in Manchester and beyond. Yasser and Seffy, who are both Seeds of Peace alumni, were a fantastic pair onstage and offstage and the sessions were built around both the humanisation of the conflict via the personal stories, but also inspirational messages and direct calls to action for young people mirroring the work that Yasser and Seffy have both chosen to take on in their own lives and societies. The fact that both speakers were participating in programmes or jobs that worked on small scales but had the ability to affect thousands of people, came across as genuinely achievable goals for the students, that they could also aspire toward in their own lives. Both speakers were highly effective in criticising their own governments and refusing to play the victim role in the conflict, whilst also explaining some of the genuine suffering within both of their societies, all the while acknowledging the power imbalance that exists. They came across as two inspirational figures who had made brave decisions in their lives and fought back, non-violently, against allowing the seeds of hate that they both experienced as young people, to grow into something substantial and irreversible. Yasser grew up in Gaza and experienced violence there, with Seffy growing up in Jerusalem during the Second Intifada and experiencing pain and loss during that time too.

We also returned to the Midlands where we first worked in 2015. The Midlands continues to be a target area for SNS where we encounter some troubling far-



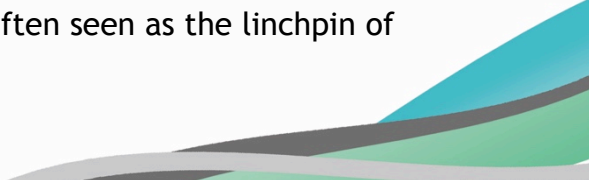


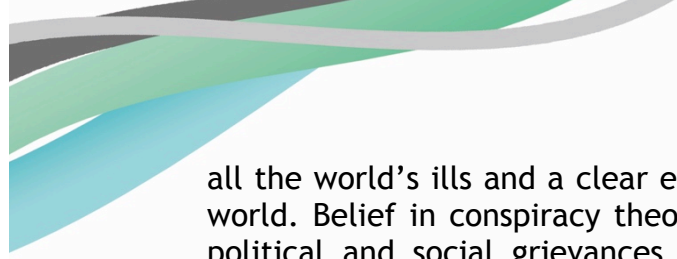
right views regarding violence and zero-sum narratives. And yet, we also encountered high levels of empathy from many students who could see the human side of conflict after hearing from Rena and Ruth, and who brought important perspectives to the table on solutions, borne from their experience of growing up in a multicultural area.

Our second strength is that we conducted various sessions with adult groups of faith and interfaith backgrounds. Our adult sessions were both successful in terms of engaging with a wide range of political views and adults from different religious, social, and political backgrounds, and drawing consensus around the need to support solutions and eschew blaming one side or continuing to point fingers at ‘missed opportunities’ in history. Our adult sessions are less structured events that resemble discussion meetings above all. We received some small donations from our adult events and the adults we meet often help us with outreach to schools. This term demonstrated that we can continue to work with adults in evenings, weekends, and late afternoons on tours when we are not working in schools, again greatly expanding the reach and impact of the programme to yet more stakeholders.

One adult during our East Midlands tour stood out: In our community session at the Islamic Information Point, we worked with an Imam who was directing several questions at Rena about justice, Hamas, and what sort of government she wants to see in Palestine. He asked how many people support Hamas and the Islamic governance that they could offer to Palestinians. Rena was steadfast and clear in her explanation that she, and the majority in Palestine, do not wish to live under a Hamas Islamic government and in an Islamic society. She explained that there are Christians and Samaritans living in the West Bank, not to mention the Jewish people who could potentially live in Palestine under a Palestinian government, who would suffer under this rule. Plus, she stated, she would like to live in a democracy and not a theocracy, which is another thing that the imam asked about. Rena expressed her fear of Hamas, the violence they use against both Palestinians and Israelis, and other facets of their ideology. The imam listened and nodded and thanked Rena for sharing her views. Afterwards, the police told us that he preaches to hundreds of people, and was strident in his views that Israel - Palestine belongs to the Muslims and should be an Islamic Caliphate. Before the session, he told one of the policemen that he was planning to address this with our speakers. Whilst he did not ask directly, it seemed that the humanising experience of meeting an Israeli and a Palestinian for the first time tempered his views and gave him a greater understanding of Palestinian and Israeli needs and interests, which were not aligned with his previous beliefs.

Thirdly, we worked with local government workers in Manchester, Oldham, Bradford, and the Midlands. These connections help us to discover where the work of Solutions Not Sides is most needed, and to focus our work in particular schools or colleges. Israel - Palestine is often seen as the linchpin of



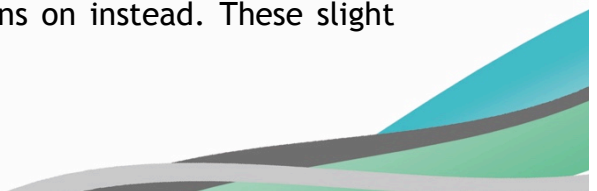



all the world's ills and a clear example of good vs evil in a profoundly unjust world. Belief in conspiracy theories and a feeling of being weighed down by political and social grievances can develop into hatred towards particular people based on their religion, nationality, or skin colour and at worst, can develop into supporting or joining violence against others. Teachers and leaders look to us for help in creating a safe space and talking about his issue in a balanced, nuanced, and solutions-focused way. The sessions with the younger students were effective, but the most powerful conversations were had with the students aged 16- 18 who are on the brink of adulthood and of experiencing quotidian challenges in regards to their religious, social, and national identity, and who could relate with and empathise with the issues the speakers faced in Israel and Palestine. Simply giving these young adults different perspectives on Israel - Palestine and drawing the conflict away from a focus on the headlines and on violence via humanising the conflict can have a powerful lasting effect on their outlook and on their activism.

Fourthly, we have had great support from our intern and other volunteers. We have been working with the same intern, Celia Hart, for the entirety of this term. This was our busiest term in regards to tours, extra sessions, curriculum development, and other activities. She has been excellent in the organisation of the tours, the recording and reporting aspect which saw her designing new reporting methods and materials, assisting with the speakers, their needs, and conflict resolution between the speakers, and also when working with the students. Highly intelligent and empathetic, she is developing her knowledge of Israel - Palestine and conflict resolution skills, and it shows how long-term internships are of huge benefit not just to SNS, but also to the individual. In Manchester, a previous Student Residential Programme participant whose outlook on the Israeli - Palestinian conflict has been transformed as a result, set up two school sessions for us and assisted us during these sessions.

Fifthly, it has been a great advantage working mostly with sixth-form classes, as the upper age-range of our target age-group are the ones most able to engage with these complex issues. For example, one of the students at Bradford's Oasis Lister Park (who is also the school's head boy) was highly skeptical of attending the session, believing that it would be biased towards Israel and an attempt at indoctrination or promoting propaganda. He decided in the end to attend, and made an announcement to the class as the session ended that he had completely changed his views.

Sixthly, we have begun to give more time and focus to the Q&A part of the workshops and we have changed the formatting slightly in order to encourage more openness and to ensure that all students are given the chance to speak if they so wish. We give the students a few minutes to talk in pairs in order to come up with questions, whilst the speakers move around the classroom and answer some questions one-on-one, and when we can see that the students are really quite shy or there is the presence of external guests whom the students might not feel comfortable speaking in front of, we provide the students with bits of paper to write their questions on instead. These slight





amendments to the sessions ensure that all students can ask their question, even if it is done anonymously or one-on-one instead of in front of the whole class.


Finally, the quality of our speakers stood out and the training in Israel and in Palestine that Jess conducted in April shows that we are going to have great speakers for future tours. Although Obada and Eran's approach was a little different from that of the speakers on our previous tour in Bradford in January, it was equally strong and suited the audiences we worked with on this tour. Both had a more academic and knowledge-based approach to answering the questions whereas the previous speakers had a more humanistic and empathic approach, both with each other and with the audiences. Seffy in Manchester demonstrated the latter approach; a focus on the humanistic side of the conflict and how he believes in people to people work to make a change, whereas Yasser was very interested in and knowledgeable about the political side of conflict. Ruth had a huge amount to say on the role of religion, and Rena spoke eloquently on the personal psychological consequences of being a victim of violence.

WEAKNESSES AND IMPROVEMENTS

As always, there were some drawbacks with teachers not fully preparing their students for the session by watching the video and completing the worksheet, although this is certainly a less frequent occurrence as more teachers opted for the two-hour session in this term.

Another issue we faced was that one of our Palestinian speakers did not fully comply with the visa specifications and failed to complete his application in time. This resulted in us bringing over a Palestinian speaker from the US at the last minute, who fortunately was excellent despite only having a little training prior to the tour. Our new fellowship scheme asks all fellows to be back-up speakers for tours, which should prevent in this sort of issue from arising next year.

Finally, we introduced a new exercise for the sessions that included a comparison between life here in the UK and life in Israel-Palestine. Upon reflection, there is not sufficient time to complete this exercise in a useful way, and we have removed this exercise from the normal sessions whilst allowing more time for Q&A and the iceberg exercise explained more simply and applied purely to the Israel-Palestine situation. Schools that select sessions of 3 hours+ may include the comparison exercise if we feel that there is sufficient time to complete it.





Appendix: Participants' Questions


Beckfoot Thornton Academy

1. Do you use the same currency in both countries?
2. What was the beginning date of the current occupation?
3. Zionism was mentioned in the video - could you tell us your opinion on Zionism and what you think it means?
4. It's still ongoing [the conflict] - do you think it can be resolved?
5. How do you both feel about foreign powers in the conflict - like the USA giving financial support to Israel - does it help or make it worse?
6. Why have the UN not given Palestine full membership? Because their decisions may affect the Palestinians.
7. Considering the differences between people and Israel with their neighbours, if Israel just pulled out and end the occupation would the peace hold? Or would it quickly descend into war?
8. What can we do?

Bradford College

1. How can Gaza launch missiles onto Israel if they don't have control of their territory and have not enough money for hospitals and things like that?
2. Do you consider all these issues as local/internal or external?
3. You explained how the boycotts of the products could harm Israeli economy - so it this a good thing to do?
4. In the media - people are thinking that Jewish people are the same as Zionism. We need to see that there is a distinction between being Jewish and Zionism. *However, the media is controlled by Zionism - so we don't see this.*
Note: How do you use the media for the positive efforts you're trying to do?
5. You referred to your great work - but what will the expansion of Greater Israel mean for this? Including expansion into Syria, the borders are extending further and further into other Arab countries?
Note: Ibraheem challenged this from the conspiracy theory angle.
6. There was an interesting part of your story [Avigail] about meeting Palestinians for the first time was in Germany - why was this?

Titus Salt School

1. [Avigail] You're family are quite left wing - but what about your everyday friends around you? Do they feel the same way?
 2. How safe do you feel in your everyday life - when you're going home or at university for example?
 3. What's the scariest experience you've ever had during the conflict?
 4. Do you feel like the media has made the situation worse?
 5. Why do you think that a solution hasn't been reached yet?
 6. Do you have friends who agree with violence and how do you deal with that?
 7. Is there another place or country where you would settle to live there instead of Israel?
 8. How many other young people share your view? Is the movement gaining popularity?
 9. Given the fact that your approach is not widely followed back home, how has your religious faith influenced your approach to the conflict?
 10. Do you think British people are influenced by the media which shows that everyone uses violence? I never heard of anyone from the region talking about wanting a peaceful solution before I met you.
 11. Do Jewish civilians face exact same ridicule and violence?
 12. Why is religion interfering with politics? E.g. British [can't read next word] (in modern times) include religion with politics - so why now?
- 

13. Why did the whole world not accept a mass amount of Israelites? [Jewish refugees following World War 2 and the Holocaust]
14. Why is bombing civilians acceptable?
15. Why is Israel covered in the media more?
16. How does a Palestinian/Israeli friendship play out during conflict?
17. What steps achieve peace?
18. What would the ideal land distribution be in an Israeli and Palestinian state, or would a single state be better?
19. Have either of you faced any direct hostility yourselves?
20. [teacher] What is your view of Trump - the different communities view of him? The things he has said - you must be feeling pretty horrified?
21. [teacher] On the micro level - how does the Palestinian - Israeli relationship work, considering how small the land is?

Bradford Academy

1. When you were growing up did you have any family or friends in the 'other place'?
2. When you were growing up, before you met people through these groups, were you ever curious to talk to people of different backgrounds?
3. Was it really hard to talk to other people once you finally had the opportunity to do so?
4. In school did you ever talk or learn about other religions?
5. [teacher] is there that understanding that all the societies have the common origin in the Abrahamic faiths or not?
6. We thought that the video was good and helped us understand the history. We don't understand what has changed to trigger the attention to the conflict in the media?
7. Why is it so hard for Israel to end the occupation, to give East Jerusalem over to the Palestinians?
8. You say you put pressure on the government - what changes/impact has that pressure brought about?
9. Do you (Ibraheem) feel that Palestinians have a voice - can you go to your leaders to represent your voice?
10. Is it more the society or more the government that causes conflict in Israel and Palestine?
11. Why are things not implemented if the citizens want peace - why has the UN not recognised Palestine?
12. What do you think should be the solution - obviously Palestine wants independence etc., but what do you think?
13. What is political system in Palestine - is it democratic? And how is it for Israel?
14. Do you share an education system? Do you study together?

Community Group

1. The Single State option - who would be most against that solution between Israelis and Palestinians?
2. Ideally - what would your solutions be, personally?
3. With the refugee camps - there are millions living who haven't known anything but displacement with stories being told about the exodus. Where would they live? Where do they feel about this?
4. How are the Jewish and Palestinian youth going to be educated? How do you spread your messages, your kindness, your activism? Particularly, for you Avigail, when Israeli youth have to join the army at the age of 18?
5. I'm really keen to understand the Zionist position better. Avigail you talk beautifully about the Israeli government enjoying the status quo but with expanding settlements and the completion of the barrier this isn't the really the status quo is it?
6. Do you have contact with religious Jews? Surely what a lot is driving this is religious fundamentalism? That the religious texts said the land was given over to the Jews?
7. You talked about the gov being right wing with a hard line view. In our context we had the Brexit referendum. If there was a referendum on this tomorrow how would you and Israelis vote?
8. Could I just ask - there's a reason you come to the UK. Is there anything we can do to help, as part of the international community?

Bradford Academy

1. For Israelis - I heard that Israelis have to serve in the army?
2. What did you get out of being in the army, in the end?
3. Is that [combat soldiers] against Palestinians or for something else?
4. I don't want to sound rude - what age do you have to go to the army?
5. So have you [Avigail] been [in the army]?
6. I know that you are working towards peace - but why is the government encouraging kids to join the army at the age of 18?
7. To promote peace and serve in the army doesn't go together. Is it really important for you to join the army - can you not boycott it?
8. How long do you have to spend in prison if you refuse to join the army?
9. In Palestine - I know that it's not safe. You say you're studying medicine and working for peace - were you not scared that someone in Palestinian society would attack you for promoting peace?
10. Do you really think the conflict will end, and if so how?
11. How big of a role does education play in this conflict? What ideas do the education systems give to young people, reinforcing ideas?

Beckfoot Upper Heaton Academy

1. Do you still have any family living in Palestine and Israel?
2. How does all the violence going on still impact you even now?
3. How does Israel justify what it is doing in the Palestinian lands since 1948?
4. Is there any law that can be applied to help the situation and stop the violence?
5. Do you feel with the cycle of violence that you are just going in circles?
6. How long till there is peace agreement?
7. How do other countries help you?

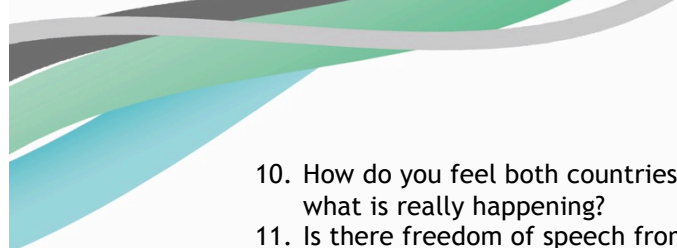
Council & Teacher training pilot

1. Where does your fundraising come from?
2. It could be seen as carrying an anti-Israeli narrative. The wording, the focus, could lead people to lean more towards a pro-Palestinian narrative. It could potentially polarise me?
3. I disagree - it mentions the two-state solution, it recognises the UN resolutions. It looks at both narratives and works well.
4. I think that it would work really well with our students at Bradford College - its focus is critical thinking, which we teach and is key.
5. I really liked the way you emphasise the political nature, and deemphasise the religious aspect. This may be difficult
6. In Bradford - our young people don't see it from a political perspective. They do see it as a religious conflict.
7. People don't say it's not about religion - but why did the British give it to the Jewish/Zionists? I think the issue of religion is key.
8. For me personally - I know many Jewish people who aren't Zionists. I think that we could lose trust if we don't address this. Its not necessarily about religion but religion is used by extremists on both sides?
9. I would prefer a reading list that gives perspectives from both sides - I would personally feel like I'd need this knowledge before I could answer questions.
10. I would have to frame it as listening to every voice and as a prompt to learning more.
11. I would definitely need more training before I could feel comfortable to do a session myself, and I would need Skype to include the voices of Israelis and Palestinians?
12. We would need a clear factsheet to discuss anything like Zionism. It would need very regular updating and clear signposting.
13. There's usually negative connotations in our communities [Asian/Muslim] and I would need more information on Zionism. Training on dealing with controversial views and retorts coming from young pupils.
14. There's a lot of emphasis and interest in the boycotting process - the word Zionism can often be all it needs to put people off.
15. Historically - the peace between all religions is hardly mentioned. For such a long time there was no violence or bloodshed - we would need information on examples.

- The tombs in Hebron, all together, are a great example to include (which I saw myself when in Palestine].
16. Modern politics - if you want to try to keep it political its going to come up. We need that context, we need to face up to modern day political realities and find comparisons, frames for discussion. The wider Middle East context.
 17. What training would you give to facilitators to deal with a comment/situation from a student that could fall within the PREVENT agenda?
 18. In our PREVENT sessions we start by looking at stereotyping, how people are portrayed in the media. We ask students to discuss what rules they would like to see in a session like this and that can help.
 19. If I was delivering it, I would need the support of the speakers [via Skype] and don't think I could lead it without it?
 20. Have you ever a speaker from Gaza? Could you do it via a video link?
 21. An eye opener for our students was the visit to Poland and Auschwitz - do you think it would be possible for visits to happen to the region?
 22. Any videos used for personal stories would need to include photos as we use in personal stories?
 23. One big question - thinking about solutions, finding a way to move forward? How do you think that would work when right wing politics - Netanyahu, Iran's position, Gulf States changing positions, European politics picking sides etc. How do speakers deal with this, how does SNS deal with this in sessions?
 24. We have a session in PREVENT at Bradford College that includes Israel & Palestine alongside Iraq, Syria etc. It's less detailed.
 25. Does boycotting help in Palestine? Examples include students in Bradford boycotting McDonalds, Tesco. Can it cause friction if speakers discuss boycotting?
 26. We need to be clear in Bradford, and think this through as professionals, and discuss how we respond when students raise this.
 27. We need a clear answer on what charities young people can support, we need a clear answer on boycotting. Local groups coming from Bradford who we can all agree on are constructive to support, SNS can recommend international/national organisations.
 28. Its important to find something safe across the board - when SNS come back in March 2017 we should have a clearer picture on this.
 29. We need the element of consistency.

Oasis Academy Lister Park


1. In my opinion, Israel behaves in a lunatic fashion. It declares wars in countries in different countries (Iraq, Lebanon, Gaza). Israel is an apartheid state. The Israeli government and minister's acts in a despicable way - the son of Ariel Sharon said that 'Israel should send Gaza back to the middle ages'. Do you think that individuals like this can bring about peace?
2. Should a lawsuit be filed against the individuals who speak like this? This would happen in the UK.
3. The organisation is called Solutions Not Sides. In the mainstream media we see the reverse of this - Israelis are the attackers, Palestinians are the victims. How do we change the bias in the media?
4. [referencing the Al Jazeera documentaries] What do you think about the Israeli embassy infiltrating to political parties and attacking politicians who support Palestine?
5. What are your views on Zionism and the Zionism movement? [Zionism was the movement in Europe to create a safe place for the Jews. Neozionism is the movement that wants to establish the Greater Israel state].
6. You keep hearing the idea of a two state solution thrown around. Do you think that this solution would work? How would this work for equal rights, for example?
7. Being brought up and born in Bradford, where the majority support the Palestinian side of the conflict. We see lots of videos about the Palestinian side showing them as poor, and lacking the basic needs, and we see Israel that is very wealthy, healthy with big shopping malls etc. Is this a full and clear picture or not?
8. What is the employment rate in Palestine? My research has shown it to be 80%.
9. Whose actions have resulted in the most conflict?

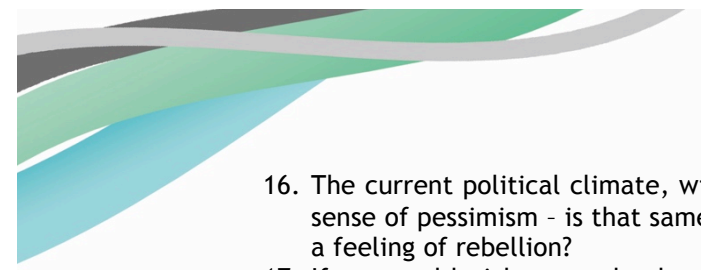
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10. How do you feel both countries are being portrayed in the media and how do we show what is really happening?
 11. Is there freedom of speech from both countries?
 12. How can we remove the anti-Palestine/anti-Israel views from many people?
 13. Is there enough coverage of the truth of the conflict?
 14. Is the conflict about history, or about political agenda's more recently?
 15. How can the UN stop the conflict and solve the issue?

Belle Vue Girls School

1. Is the conflict more about religion or land?
2. Do you or your family ever think of moving away to another country for safety?
3. What role does social media play in your organisation (CfP)?
4. If Palestine and Israel become one state, what do you think will be the outcome and reaction of the citizens?
5. Arab media is really biased (I'm from Arab background), it only shows the suffering of the Palestinians and never the Israelis. It's why Arabs are so closed-minded, we see coffins with Palestinian flags on and nothing else.

Habonim Dror Community Event

1. I've seen a photographer that captures conflict zones like when a Palestinian teenager girl blew herself up at a shopping centre in the early 2000s. When things like this happen - Israelis attacking Palestinians or vice versa - what is the reaction of people [in Israel-Palestine] and how do young people like yourself change perceptions when things like this, and other crises occur?
 2. Do you think change in the Middle East will come from the governments themselves or from the people?
 3. "The government have a really strong impact and influence over young people"
 4. Why do you think the British media publicises the conflict so much?
 5. "On tour [in Israel], we were looking at the West Bank from a viewing platform/place and someone said " I had no idea it would look like that"" [directed at Yasser]
 6. "In the UK one of the biggest problems is that from a young age Jews and Muslims are taught about this in a polarising way. I see protests and think if they spoke to the opposing it wouldn't just be hatred and ignorance, at the moment its more about who shouts the loudest rather than sitting down and talking and listening"
 7. If we presume governments follow the will of the people, then we must assume that there is no general consensus among the population in Israel and no popular support the two state solution. Education and changing views like this starts with the youth, but how do you change the opinions of those who are older - who are 25 and over - who's political views have already solidified?
 8. When it comes down to the core issues do you think people are ready and willing to make compromises - for the two state solution - and for peace?
 9. A lot of people here are at university or are just about to go to university - do you have any advice for anyone going to university here in the UK? [to Yasser about Edinburgh]
 10. Do you do any work within the ultra-orthodox community to understand the other side? [to Seffy]
 11. Seffy - how long are have you been learning Arabic and what is it like?
 12. At the UN why is Israel the only country that other all countries get to vote on decisions made by them? For example, in the Human Rights Council, I swear Israel is not allowed to make any decisions without all the other countries voting that it is okay
 13. Do you think there will be there ever be a point at which Hamas will be a legitimate party for peace negotiations?
 14. So generally when people sit down to talk its led by are the Americans - do you think America being the mediator makes the Palestinian side nervous about the fairness of the negotiations?
 15. Trump is obviously a controversial figure - and a lot of Jews who are in support of Israel are now rejoicing that he's been elected - do you think Trumps support of Israel will inspire a lot of hatred toward Israel [solely because Trump is supporting it]?
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16. The current political climate, with Israel trying to pass the settlement bill, fills me a sense of pessimism - is that same sense of despair/pessimism felt in Israel? Or is there a feeling of rebellion?
 17. If you could pick a new leader for the Palestinian people, who would you pick, and why?
 18. If you could pick a new leader for the Israeli people, who would you pick, and why?
 19. On the settlements issue - Trump and Obama had very different approaches - Trump, to some Israelis, is now seen as the good guy because of his stance on settlements - do you think this characterisation highlights a big problem within Israeli society itself? i.e. support for expansion of settlements?

Bury Grammar School Sixth Form

1. You advocate for a win-win solution but is there no win-win solution - isn't that quite challenging when some people will always lose?
2. Do you think you'll see a solution in your life time?
3. What are your thoughts on conscription? Do you think people know what they are fighting for? Do they believe in it or are they just doing what their governments tell them to do? Why are people still fighting if it's been going on for thousands of years? Do they know what they are fighting for? Do they believe this land was ours a 1000 years ago and they should fight for it?
4. For Yasser - you've been questioned why Israelis soldiers, why do you think they were doing that? Do you think they were being racist - or because they are being cautious about the security situation?

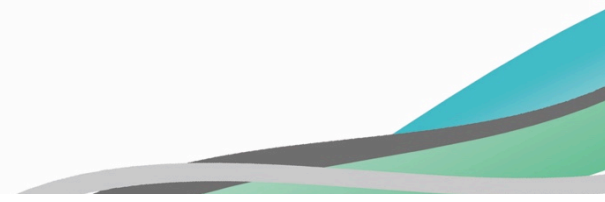
Manchester Academy

1. "The Golden Dome (the Dome of the Rock) in Seffy's picture is not in Palestine it's in Israel"
2. How come Jews are allowed in Palestine and Palestinians are not allowed in Israel?
3. Is the situation safe for tourists? If I fly to Israel will I be able to go to Palestine?
4. Why is there conflict between Israelis and Palestinians? Are they fighting over the land?
5. In the UK we are taught a lot that it is a religious conflict, but do you think the extremism, from Hamas and Netanyahu, is making the situation/conflict worse?
6. What made you guys want to come here?
7. What do you think is the solution to the conflict?
8. In the Jewish faith why do some men have a shaved head and curly side burns?
9. In your opinion is there a more powerful side? Does one side have more power?
10. What would you say to your leaders to stop the war?
11. Who started the war?
12. I've heard Israel wants to take over all of Palestine, is that true?

Cheadle Hulme School Q&A

1. Have you been near or around or in any violent situations?
2. Is there anywhere you want to go in the future to take pictures? [to Yasser]
3. How were you taught to view the conflict [at school and at home]?
4. What is your opinion on having to join the army/conscription? [to Seffy]
5. Do you think there will ever be peace? What do you think the biggest obstacle to peace is? Is it Hamas, the PLO, or Israel?
6. Do you see a two state solution, or a one state solution? Do you see Muslims in the Knesset?

William Hulme Grammar School Q&A

1. What do you think the best solution is?
 2. Your grandfather was 13 in 1948 (during al Nakbah) - do you not think that your grandfather had a right to fight against the Israeli invasion? [Syrian student]
 3. How do you think people can get involved to solve the conflict? (young people in the UK and everywhere)
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4. Do you think that it's fair to see your land taken away from you (and being broken down into two parts e.g. Gaza and the West Bank)?
5. But why is that happening? Why is Palestine getting smaller and smaller? Why does the UN allow this to happen? [from same Syrian student]
6. What is the purpose of the Israeli military?
7. Do you have hard feelings toward each other?
8. Where is the violent conflict happening - when I imagine it all I can see is it on the borders, is it by the settlements? Who are riling this people up? In Israel and Palestine - is it just extremist organisations? I know Netanyahu supports settlements

Forum for Discussion on Israel-Palestine (FODIP) Community Event Q&A

1. How do you feel when civilians are killed in terrorists incidents? What is your gut reaction?
2. What is the actual opinion of the actual people in Palestine and in Israel? What % of people want a solution? If it is a majority are the people not being heard? How will a solution occur? Is it a matter of bridge building? Do you have a model for the future? What to you envision happening? What would you like to see?
3. A peace process doesn't take place in a vacuum, there has to be a recognition that the wider conflict the Middle East has a part to play in the conflict. The Middle East, in the past decade, has experienced much political instability. To what extent has the wider instability in the Middle East had an impact on Israel-Palestine? If I was an Israeli looking at the peace process and the Middle East I would be asking myself should we be arming-up or engaging?
4. Were the late 70s a more positive time for peace or not? Because of what was going on in that part of the world?
5. How does English contrast to Arabic and Hebrew for you two?
6. Is English the common language between Palestinians and Israelis? Would they both have to learn it to be able to communicate?
7. The two communities are polarised, we clearly need something big to make a change (e.g. with the Northern Ireland conflict - it took the Americans to force us to sit round a table with IRA) - in view of that, do you think Europe might be the body that brings the two parties together? Among the Jews and Muslims in the region, do they see themselves as connected to each other? Do they appreciate their common ancestry? Do they feel that they're each other's' cousins? Do they recognise there is tremendous potential for their economy? It could be the financial centre of the Middle East
8. [In reference to Q.7 about Northern Ireland] I'm not sure it was America that had the greatest influence on creating peace. I think it was that women had had enough of the fighting - I don't think it was America that solved the conflict. Women just said they had had enough of their sons and husbands being killed and decided to put an end to it. I think the backgrounds of organisations like Hezbollah, Hamas, and Fatah worry us. For example, the Hamas charter [in reference to the clause that says Hamas seeks to annihilate Israel] How can we trust the Palestinian side? The two countries need to come together without international resources/intervention for peace to ever happen.
9. What about the women's marches in December in Israel-Palestine?
10. I think it was the grassroots groups in Northern Ireland/Belfast that brought about peace. Peace won't happen without grassroots movements such as Parents Circle-Families Forum in Israel-Palestine, for me that's where the hope [for peace] is?
11. How helpful or unhelpful is the news and foreign visitors? I find foreign visitors can often confirm stereotypes among host communities. Is it not counter-productive in solution making/finding?
12. "The media must be used in a positive way for peace to be achieved"
13. President Trump has referred to the status of Jerusalem in recent weeks. In your view should Jerusalem be a starting point for conflict resolution discussions or come last? What special status should it have? What is the consensus in Israel-Palestine?

1. Can you explain Zionism?
2. Are all Israelis Jews?
3. Why are Jews allowed to return to Israel but why are Palestinians (refugees/Muslims) not allowed to return to Palestine?
4. I think as a Muslim it would be good for us to see the suffering taking place in Palestine as well as the beautiful pictures. It would be good to see the suffering from both sides, I think it's important to document the suffering from 1948 as in a few years/generations time it will be lost and we'll have no way of knowing about what went on. You could do something like the Humans of New York guy and talk to regular people about their everyday lives, their and their families experiences of suffering. [a teacher]
5. What is the actual name of the country [Palestine]?
6. How has the occupation impacted on your daily life and personal experiences?
7. What gives Israel the right to stay on Palestinian land in the first place?
8. To move there and have Jewish families settling that's fine but why does [Israel] have the right to take the place of another country?
9. What do you think the solution is? What do you think the way forward is?
10. What's the official language [in both countries]?
11. Is there conflict between Israelis and Palestinians in their daily lives? For everyday normal human beings?
12. In Gaza can people get in and out, and are there a lot of people there?
13. What is the safest city in Israel-Palestine?
14. I visited Gaza and then I went to Jerusalem. I felt safer in Gaza for various reasons. It was harder to come through the Egypt boarder [to Gaza] than for me to get into Jerusalem. I went for religious reasons to Jerusalem and I felt like sticking my British passport to my forehead. I don't think its right for Palestinians to live like that - to be constantly interrogated/stopped/recorded on CCTV. How do Jews not understand the exiled Palestinian experience? When there is live conflict- do you think you two [Seffy and Yasser] can still be friends? Could you go to a coffee shop together? [the same teacher]
15. "I couldn't tell the difference between you - you look alike - you are two human beings that's all - it's sad you can't have the connection. I thought you two were related." [a different teacher]

Jewish-Quaker Dialogue Q&A

1. Corruption exists in every country, and some of the aid to Gaza is not always used for good things, can you explain a bit about why this happens? / what happens when the money isn't used for things?
2. Why don't you think elections haven't been held? It's been 12 years since the last election was held
3. Do you feel frustrated that the Palestinian people are depicted as the victim/weak/dependent on foreign aid? Especially in the media we see this characterisation of the "poor Palestinian"
4. Fatah and Hamas are not a happy couple - please address this/talk about it
5. In Israeli civil society - what are the current concerns? How organised are those people in opposition to the far-right? We hear that these [left wing] voices are being marginalised?
6. What about the judiciary?
7. What sort of criticism do you receive for your views on a daily basis? [to Seffy]
8. The settlements - discuss. What about the UN resolution on settlements? It is going to be debated in the UK Parliament tomorrow.
9. How helpful do you think international involvement can be? Can it ever be effective?
10. What is your dream for the future?
11. Kairos document? Often the Christian voice gets lost in the debate! The international community have responded to that document.

1. Why can't the people understand and get grip on the war? If you're fighting over something tangible/material you share it - why can't Israelis and Palestinians just share it? Especially if people are being killed
2. Why did the conflict start?
3. Does Israel want to take over Palestine and does Palestine want to take over Israel?
4. Do you think access to social media makes the conflict better or worse for this generation? [from a teacher]
5. Where does your family live?
6. What's going on right now in Israel-Palestine? Is it tense right now or calm?
7. What's the name of the building from where Jesus came from?
8. How are the two religions - Judaism and Islam - similar?
9. Why is Palestine struggling to get water when there is more than enough?
10. How did Palestine lose most of its land to Israel in the past few years?
11. What is your motivation for doing this tour/working with Solutions Not Sides?
12. You live there - what's the solutions to the conflict from your point of view?

Oldham College Sixth Form Q&A

1. Does Palestine ever accept any deal offered by the Israeli government or the international community - for example in 2002 in response to a peace offering by Israel, Palestine sent in suicide bombers - is there anything other than complete sovereignty that Palestine will accept?
2. Do you think living there during the conflict has changed your view on one another?
3. What is being done to change the mentality of Israelis and Palestinians? To get them to integrate/be friends/talk to one another?
4. Do you believe international NGOs are doing good or not? Or are they just adding fuel to the fire/making the situation worse? (are they misguided? Or do they really help?)

Lancaster Royal Grammar School

1. "Neither of you really blame each other for what has happened and you're [both] happy to move on - its interesting you're not blaming each other but moving on"
2. Are there still Israelis who are still fighting for the land? Or does everyone want peace?
3. You both seem to make it quite clear Israel-Palestine is portrayed badly in the media - do you find people are often surprised when you tell them about the reality there?
4. What does the government need to do to fix the conflict?
5. There have been many peace negotiations in the past decades but obviously they've been unsuccessful - do you think there is anything that can finally work/solve this problem (of peace talks breaking down)?
6. Were you brought up to believe it was the other side's fault?
7. Why was that policeman scared when you were taking pictures of the buildings? Would it happen in other places?

Rushey Mead Academy

1. Do you still feel scared about the situation/conflict at the moment?
2. When was the last time you both saw your families?
3. How come your parents let you go to New York if you were brought up to be scared of Palestinians/hate them? [to Ruth]
4. Are you [two] unusual in doing this kind of thing/thinking this is the right way to get to a solution? [teacher]
5. Have you ever seen a suicide bombing take place?
6. Do you have guns in your house for safety?
7. Discussion about suicide bombers

Soar Valley Academy

1. When was the first time you went to Israel? [to Rena]
2. If kids are getting hurt and killed isn't that a good reason to stop the violence? [to Ruth]
3. Why did you leave Palestine? [to Rena]
4. Why is the US such a strong ally to Israel? [to Ruth]
5. How come there hasn't been a peace treaty signed so far?



Babington Community College

1. What is the reason there is a war between the two counties/why is there a conflict?
2. From a neutral point of view - why are there illegal Israeli settlements on Palestinian land?
3. Why doesn't the UN intervene and try and solve the problem?
4. What do your parents think about you breaking out and being friends with the other side?

Bluecoat Academy

1. Do you think it's easier to live in harmony and have peace with each other if you live close to the boarder (in both countries)?
2. What do you miss most about Palestine and Israel?
3. How much is it a generational thing - how different are your views from your parents and grandparents - how does that impact on what you're doing? [teacher]
4. If you could change the way the boarder were divided in 1948 how would you have changed them? Would you make it 50/50 or 55/40

South Leicestershire College

1. What are the main reasons Israelis and Palestinian don't interact
2. The war is mainly to do with politics and religion. If the two sides dropped the religion would it make things better?
3. Why is there a split between the Gaza strip and the West Bank?
4. Can people get in and out of Gaza? Can you go? [to Rena]
5. In your opinion do you think there will ever be peace between the two sides in your lifetime?
6. Who do Palestinians agree with? Whose side are they on?

Merrill Academy

1. How did you get here - to the UK?
2. With the wars that you [both] described, was it easy to leave [your respective countries]?
3. How do you see a solution occurring?


Derby Pride

1. What's your favourite Justin Bieber song?
2. How could you live through this conflict?
3. How were you taught when you were under curfew? How did you get by?
4. Did either of you feel angry towards the other person [initially]?
5. What do your parents and family think about what you're doing?
6. Which country started the war?

University Academy Keighley - session 1

1. You said you faced difficulty in making the video what were those difficulties? [to Sharon]
2. How did the conflict come about (originally)?
3. When was the turning point for you?
4. What do your two organisations do?
5. What happens if you don't want to join the army?
6. Why does Israel have more land than Palestine? [to Eran]

University Academy Keighley - session 2

1. How did the war actually start? Was it about land?
 2. If Israel controls the territory why is there still violence/why do they still hurt Palestinians?
 3. Why don't Palestinians have their own independence?
 4. What difficulties did you face as a child [living in the conflict]?
 5. Does Palestine have its own army?
 6. Is it the police that attack the Israeli army?
 7. Why does Israel restrict what goes into Palestine?
 8. That's unfair because it allows Israel to have control over and attack Palestine more?
 9. What happens if they [the two countries' leaders] don't sign agreements?
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Samuel Lister Academy

1. What's your hope for the future?
2. How does it affect your daily life?
3. How do you see the peace between Israel and Palestine unfolding?
4. What's your biggest achievement?
5. Have you been involved in the peace process?
6. What's the biggest issue to overcome?
7. How do the Palestinians view the British (government)? [teacher]
8. What's it like when you pass through a checkpoint?
9. What about boycott? [BDS] in Bradford we are encouraged to do this? Is it good or negative for the peace process?


Bingley Grammar School - Session 1

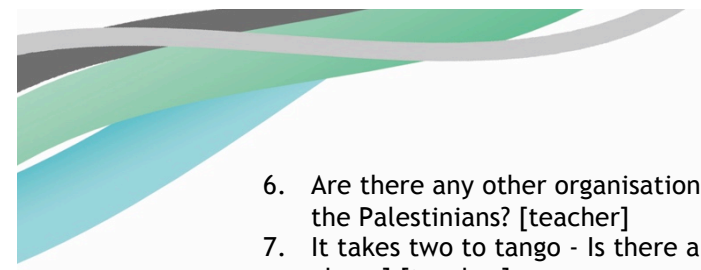
1. Do you see the conflict between your countries as a clash of culture and religion or do you think it's more of a political one?
2. What do your families think about what you do?
3. You want things to move forward in a peaceful way - do different generations view the conflict differently/want peace in a different way - is it generational in that way? [teacher]
4. Is there any advice you can give my students about accessing news and information? [teacher]
5. Do you think the solution to the conflict is trying to get people to understand the other's point of view/lots of different viewpoints through educating people about other people's perspectives?
6. In the video it says there's a small minority of other religions like Christians - are they involved in the war?
7. Were there any religious influences on what you were told growing up?
8. Have you experienced any violence personally?

Bingley Grammar School - Session 2

1. Out of them two solutions just shown which do you think is better?
2. You know when you were in the army, what did you do?
3. Have either of you witnessed any violent attacks?
4. The [Israeli & Palestinian] interests are quite similar, how long do you think it will take for peace to be achieved?
5. Palestinians are taught to hate Jews, are Israel people taught to hate Palestinians?
6. Do the threats of air strikes become a part of everyday life? Do people think about them every day or is it pushed to the side?
7. Do you think it's possible to go back to like it was before the conflict? Like more peaceful?
8. Do you think there is any way the two counties could build trust? (the two societies)
9. Would you say that the peace organisations are actually having a good effect on solutions?
10. Was there one specific reason why the conflict started? Do people often forget why it started?
11. Have you two found it difficult to work together?

Laisterdyke Leadership Academy

1. Who was the UN to give away the Palestinian land [British Mandate Palestine]?
 2. Do you think the image that the media portrays of the situation in Israel-Palestine is misleading?
 3. Even if a Palestinian state is established what about the 3 million refugees living in Lebanon who don't have the right to return?
 4. What % of land did the two countries have in 1948 - when did Palestine have 78% of the land?
 5. Why does Israel require more land than Palestine?
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6. Are there any other organisations other than yours in Israel that fight for justice for the Palestinians? [teacher]
 7. It takes two to tango - Is there anyone in Israel who does the same thing there? [see above] [teacher]
 8. Do you think the majority of the conflict is to do with power or religion?

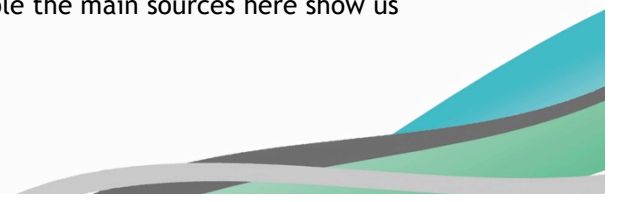
Carlton Bolling College

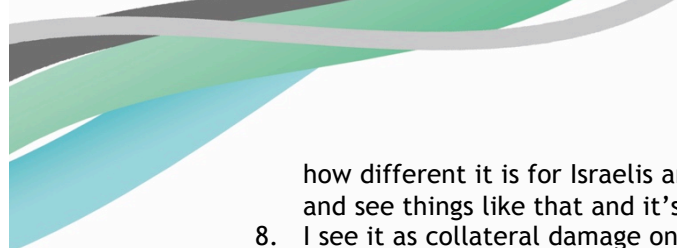
1. Why is it that the government supports managing but not solving the conflict?
2. If Israelis know what it's like to be exiled then why are they now trying to exile Palestinians?
3. What if that takes a long time? [in response to Eran's response]
4. What part does religion play in the conflict?
5. What about access to the holy sites, why are people stopped from going to places like the Al-Aqsa mosque?
6. What's your day-to-day life like in Israel and Palestine?

Beckfoot School

1. Are Palestinians allowed to leave Gaza and the West Bank?
2. Is Jerusalem still an international territory like when it was in 1945?
3. Zionism is something a lot of people who aren't Jewish see it as a political movement, but what do you think about it/how do you understand it?
4. What's the worst experience you've ever had?
5. Are there many likeminded people in Israel-Palestine that you can get together and say we have had enough? [teacher]
6. What do you expect of the outside if you can't make it work on the inside? E.g. if you can't be united in Israel/Palestine how can you agree with the other side? [teacher]
7. In the recent history of Germany it was only when the two parties came together and pulled down the [Berlin] wall that the outside world started listening and reporting properly about it. What is the propaganda like in the two countries? [teacher]
8. Do you think a one state solution or a two state solution is more desirable?
9. I think I read that the average of Palestinians is 19 and that 50% of the population is under 15 and that especially Palestinian boys are not being given good opportunities?
10. I've heard the expression of refugees "lets go back to Palestine and throw the Jews into the sea" - Israelis do have a constant fear/paranoia that they will expelled

Oasis Academy Lister Park (community group)

1. I just wanted to ask about the two organisations you both mentioned and worked with, what kind of things do you do, has there been any progress with grassroots movements in bringing about change? Have there been any green shoots?
 2. We're very ignorant here that there are organisations like yours in Israel - what I'm hearing is very positive, we don't see the positive side and this kind of work in the media, I think here in Bradford you need to publicise the work that you do
 3. You're not politicians, neither are we, how can two people from two great Abrahamic faiths build bridges and work together?
 4. I would like to know - do you think the Israeli government's illegal actions with regards to the settlements are supported by religious people/organisations or is it motivated by something far from that? We hear that Hamas uses Islam, is it the same on the other side?
 5. The media misleadingly portrays the conflict - what as a Palestinian can you do to deconstruct these myths?
 6. I think it's the image we all have [of Palestine], that we're told is "No because you're a Muslim you won't be accepted there" - we see it as a dangerous place [to travel to]
 7. I had a friend who went from Jordan to Palestine to Al Aqsa - she was treated so badly by the Jewish soldiers, 5 hours in the airport with the air conditioning turned up so high [in Tel Aviv] that they were freezing - a Palestinian man took her and showed her "death junction" where 10 Palestinians were just shot - apparently the story of what happened was that a Jewish man/soldier didn't really like that there were 10 Palestinians wanting to get on the bus at a particular point and so just shot them - when people from here go there and come back and tell us these stories - we can't help but to see the media from one side - for example the main sources here show us
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how different it is for Israelis and Palestinians - and then people we know go there and see things like that and it's not positive.

8. I see it as collateral damage on both sides - I just see it as a loss of life on both sides - I think it's very upsetting that people are sitting there in their ivory towers shooting each other not caring that another life is lost - how do I as a human being here in Bradford, who is religious and believes that love and peace are the most important things in life above all else, respond to this?

Grange Technology College

1. What's your view on Hamas [to Eran?]
2. Would you say that it was the UN partition plan (which was unfair) that instigated the war?
3. If you were the leader of Israel [to Obada] /Palestinian [to Eran] what do you think the government should do?
4. In past historical events political opposition hasn't worked and violence has - so what do you think should happen now [to Obada]?
5. How would it be possible to build trust when the leaders won't compromise with each other?
6. Do you think other countries have a responsibility to be involved?
7. If Palestine was a super power and had more power do you think it would change the situation?

Hanson Academy

1. How to you express the injustice you feel toward your governments? And what kind of views do your families have?
2. What would happen if you didn't want to be in the army?
3. Lots of refugees and people are leaving because of the conflict - if peace was found based on your family and your friends' views would you go back?
4. If Palestine doesn't have an army how do they fight back?
5. Who and what are the Zionists? And what do they want?
6. What's your opinion on American intervention in the process?
7. You said you didn't know Zionism was a bad word before you came here and that the media has a lot to do with that - the media has got a lot of responsibility for what we see here about what's going on over there but how does Israel and Palestine have control over the media?

End of report

