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Glocal Magazine



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within Global and
Local Contexts:

Stories
from the
Field

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From the Academic Head



Dear students and alumni,

Five years ago, when we established the program, we mentioned its uniqueness in Israel - it was, and still is, the first and only academic program for international community development. But we also hastened to add that our focus was not on Israel alone - we wanted to become a leading member of the Israeli community of do-gooders, whose mission is to make the world a better place. I mentioned to the president of the Hebrew University that this was about Tikun Olam (healing the world). He smiled at me and said, indeed, and it is also about Ki Mitzion Tetze Torah (the law will go out from Zion). Fine, I replied, but let us wait with the latter, and see that we can really claim so. I believe we have reached that stage when we can indeed.

The world of community development is in great need. Not only is poverty becoming more and more widespread, but also poverty depth - the extent to which people are trapped below poverty line - is increasing; the Ebola epidemic has reminded us how vulnerable large portions of the world population are to sudden and rapid deterioration in health; global warming has already resulted in more than 15,000,000 refugees, and the numbers are unfortunately likely to grow; and while the North is enjoying plenty of food, the South is struggling to maintain a reasonable level of food security.

Luckily, there are lots of people who want to do good and many foundations that support their activities financially and morally. But these agents of change need to know how to do it. They are eager to learn both the theory and the practice of how to help. And while our approach is very modest and humble, and we do not claim to have solved the question of how to do this, many of them are applying to Glocal, in growing numbers. We have had students from 14 nationalities so far, to the extent that the program can be genuinely said to be international. But it is international not only in the origin of its students. It is international in its orientation. Our philosophy is that students can learn from each other and from each other's experience no less than they can from us. Our role as lecturers and teachers is sometimes to pass the knowledge, as it were, but other times, it is to serve as facilitators.

Glocal is now regarded by many in Israel as the academic leader of the world of development in the country. With 80 graduates working in Africa, Asia, Latin America, Israel and Palestine, and with cohorts who are already twice as big as our first one, we feel very proud of our contribution. With the help of our donors we have also intensified research in the field, and we have a post doctorate position, and hopefully we shall have more soon.

As I am writing this we have received an email from one of our graduates in Uganda, informing us about exciting news - she was nominated as manager in a new rural development project in the country. In fact, many of our graduates keep in touch and keep informing us. Not only are we very proud of this, but we see this as a natural process: we would like to remain in touch and help and be helped by our graduates. On behalf of the Glocal staff, I wish you all the best in your immensely important studies and work.

Avner de Shalit

GPM

A Story of Hope for Children in the Slums of Mumbai

By Jacob Sztokman

When Jacob Sztokman came to visit Mumbai in February 2011, little did he know that the trip would change his life - and the lives of a thousand children - forever. Jacob, then a 42-year old father of four living in Modi'in, Israel, was working as a marketing executive for a hi-tech company. Through connections with a co-worker, he found himself walking through the slums of Mumbai with Father Trevor Miranda, the founder of REAP, an award-winning NGO that runs classes for children in the slums. As Jacob listened to Father Trevor's stories about his work with the children, he was struck by the sights and sounds around him. He had never before encountered this kind of poverty, certainly not among children. With no running water, little sanitation, limited electricity, ill-health and lack of nutrition, the children were at tremendous risk of physical and cognitive stunting, life-threatening diseases and child labor.

"These beautiful children," Jacob recalls, "were no different than my own children."

I could not remain passive in the face of such extreme poverty; this was an opportunity to help."

Jacob spent the next year engrossed in the plight of children in the slums of Mumbai. In an effort to figure out how he could help, he had

many conversations with Father Trevor and with other NGO's involved in this cause. He learned that the most important tool to enable children to escape the cycle of poverty was education. However, there was a major obstacle keeping children from learning: that is, the need for basic survival. Parents often would send children to work for a few rupees a day rather than sending them to school, in order to ensure that they would have food to eat that day. Children, even as young as four years old, could be seen working as rag pickers or sewage cleaners - awful, unsanitary, dangerous jobs - in order to pay for food.

Jacob discovered that there was a very simple solution to both the immediate problem of survival and the broader goal of education: providing hot meals in school. Indeed, President Bill Clinton, whose organization, the Clinton Global Initiative, spends tens of millions of dollars in relief around the developing world,

has said that the single most effective

solution to combatting childhood

poverty is to provide hot meals in school. The nutritious meals relieve the tension of basic survival for the parents, and provide a powerful incentive to send children to school.

It is a win-win solution. By early 2012, Jacob started Gabriel Project Mumbai, with the goal of providing daily hot, nutritious meals to children attending school in the slums of Mumbai.





Photography by Jacob Sztokman

In an innovative program called “Eat to Learn,” Gabriel Project Mumbai provides 1000 hot, nutritious meals to children ages 3-14 in the slums of Mumbai.

GPM works with a local women’s business cooperative who prepares the meals, thus providing economic sustenance to 140 women in the slums. GPM also brings 40 Jewish volunteers from around the world each year to work with the GPM staff and local volunteers in the slums and help deliver meals while providing educational support in the form of informal classes and lessons in geography, science, English and more.

GPM emphasizes the absolute importance in developing and working with local personnel and grassroots NGO’s to achieve the sustainable and replicable long term goals of the initiative. While international volunteers add an important element of development work, it is the cultivation of dedicated and passionate local teachers, local NGO partners, local staff, local volunteers and women employed from the slums that make GPM most impactful from a sustainability perspective.

The program is a win-win situation all around. The children receive nutrition, education, and literacy support, the women receive economic empowerment, and the volunteers receive a life-changing experience and vital lessons on issues of development, hunger and poverty around the world.

GPM has achieved some amazing things since its founding. In 2014, GPM accomplished the

following:

- 275,000 hot, nutritious meals were prepared and delivered for 1000 children attending school in the slums of Mumbai
- Attendance rates in class improved by 50%
- 1000 children received hygiene packs and education, including toothbrushes, toothpaste and soap
- 140 women in the slums built their business and provide for their families
- 20 local Indian interns provided informal education

“The lesson from all this is clear,” Jacob says.

“Never give up hope. There is always something you can do to make a real difference in the lives of others. If you live with your heart open, you can find a way to reach out to those who need help and make real change.”

Today, in addition to running GPM, Jacob is also studying at Glocal, where he has met many inspiring colleagues and learned from many wonderful professors.

“I’m so grateful for the opportunity to learn at Glocal,” Jacob says. “I have learned so much from my peers, as well as from my teachers. I believe that the program not only gives me the skills to make GPM better, but also provides many sources of inspiration that we really can make a difference in people’s lives.”

Testing What Works in International Development?

What Happens When You Use Randomized Controlled Trials to Test Development Programs in Zambia?

By Yalee Azani

"I cannot answer the big question, whether aid did any good or not. It's not the Middle Ages anymore, it's the 21st century. And in the 20th century, randomized, controlled trials have revolutionized medicine by allowing us to distinguish between drugs that work and drugs that don't work. And you can do the same randomized, controlled trial for social policy. You can put social innovation to the same rigorous, scientific tests that we use for drugs. And in this way, you can take the guesswork out of policy-making by knowing what works, what doesn't work and why." Esther Duflo

There is currently a tremendous amount of debate about the effectiveness of foreign aid and about what kind of projects can engender social and economic development. Development practitioners constantly face an inner conflict, asking themselves if what they are doing is really making an impact in the long run. As Esther Duflo states in her famous Ted Talk, "Social

Experiments to Fight Poverty," there is no simple answer. In recent years, however, there is movement toward using randomized controlled trials (RCTs) to accumulate credible, concrete knowledge of what works in development and what does not.

This idea of producing credible research in order to offer evidence-based solutions to the world's most vulnerable people is of the foundation

Photography by Yalee Azani



of the work of the Population Council, the NGO where I conducted a 4-month internship during my studies in Glocal. Through biomedical, social science, and public health research in 50 countries, the Population Council works with their partners to deliver solutions that lead to more effective policies, programs, and technologies that improve lives around the world.

I managed a Zambia-based observation team as part of my internship. In Zambia, the Population Council is implementing and evaluating the Adolescent Girls Empowerment Program (AGEP), which aims to mitigate the range of risks and vulnerabilities adolescent girls in Zambia face. These include high rates of gender-based violence, unsafe sex that puts girls at risk for unwanted pregnancy and HIV infection, school dropout, and others. The program is comprised of three major components. First, are the safe spaces groups, weekly girls' group meetings in which 20 to 30 girls get together with a mentor—a young woman from their community—for short training sessions on a variety of topics. The second component is the vouchers entitling girls to health services provided by facilities in the community. The final component is a savings account.

To determine the effectiveness of these program elements, participating community areas had been randomly assigned to one of four study arms.

Randomized designs such as this are widely considered a gold standard for attributing cause and effect between the intervention and the outcomes. The study arms of the Adolescent Girls Empowerment Program are: Group 1 - girls will attend mentor-led, girls-only meetings; Group 2 - girls will attend mentor-led, girls-only meetings and receive health vouchers; Group 3 - girls will attend mentor-led, girls-only meetings, receive health vouchers, and gain access to savings accounts, and; Group 4 - girls will receive no program services. The control group is essential and will allow the Council to determine whether any of the program combinations are effective, and to what extent. The research aims to identify the impact of the intervention on the following key indicators: HIV prevalence, HSV-2 prevalence, age at first sex, age at first birth, contraceptive use, experience of gender-based violence, and educational attainment. While observing the girls in the safe space meetings with my team, I heard some success stories such as a girl opening a Samosa stall in order to pay for high school studies since her family could not afford it and she did not want to drop out of school. Another success story in one of the rural sites was from a girl that learned about good ways of making money as part of her attending AGEP sessions; she harvested corn and sold it so she could buy shoes.

There was a story about the way one of the mentors and site coordinators helped a girl who had been married off at a young age to leave that relationship because it had become abusive.

The question is whether or not those stories can give us the full picture of the influence on the girls' lives. There is a huge financial investment in all of those projects that are trying to have a positive impact and to address the challenges girls are facing. How will we know what is working and why? At this point the data we collected has been sent to the head office in NY for analyzing and will be collected again once the program finishes next year. Therefore, we do not yet have supported conclusions about if and to what extent the AGEP program has an impact on the girls' lives. It is hoped that this cluster-design randomized controlled trial (RCT) will provide clear evidence of the impact of AGEP.





Interview

It's All About Hope...

By Reut Schwartz and Jacob Sztokman

This year's Glocal cohort has many diverse and talented individuals. We interviewed three Glocal students who have not had an easy path in life and who have overcome colossal obstacles to devote their lives to international development and making the world a better place.

Meet Amal, Annett and Sylvain, 3 inspiring Glocal students with powerful messages of hope.

We asked our outstanding colleagues what advice they have for people in difficult situations to enable them to help themselves as well as what messages they have for us all.

Amal Khayat

With her father in prison for 16 years, a mother working full time to pay the bills, family feuds, and living on the brink of poverty, you might think Amal, from the village of Silwan in East Jerusalem, was destined to fail. However, not only did Amal rise up from the hardships of her childhood to receive a BA in Pharmacy and now work towards her MA at Glocal, Amal is a beacon of positive energy, encouraging attitude, and an emissary of hope.

“Look where you are not supposed to look, to the things that nobody wants you to know. Make

your own narrative. When my dad was against me coming here I told him that I am my own person and this is my choice and this is how I run my life.

We are not created to be followers; each one of us is different. These differences are what make us unique.

We should try to make peace with ourselves and our differences, [only] then you can make peace with the others. And also, try to put yourself in someone else's shoes, and to imagine what they have been going through all of their lives. That is how we become more tolerant, open-minded and not judgmental. The world is not black and white; it has so many rainbow colors, and every color will take you to a place of which you have never dreamed. So just go and be yourself, the one you know, not the one who other people say you are or what they want you to be.”

Annet Apio

At the tender age of 12, Annet lost both her parents to AIDS. When she was 17 she found out that her twin brother had been born with the disease. Sent to live with a dispassionate aunt in another part of Uganda, Annet was sent to one of the worst schools in the country where she developed low self-esteem and the belief that she was dumb. But after learning about the health situation of her brother, Annet turned her life around, studied hard, and graduated high school with honors. With the constant threat of not being able to pay tuition, she taught herself to make jewelry, opened a jewelry shop (which she ultimately left because of conflicts with her former business partner), and completed her BA in Social Work. Later, she worked as an administrator for an INGO operating in a slum community in Kampala, Uganda.

“I have learned that challenges are a part of life and it is up to you to choose whether this challenge is going to break you or make you. By that I mean it will be hard and painful, you have a lot to lose, but you just have to choose. Losing doesn't mean you have failed. And I know from losing my parents, from the pain of losing my business (it was my baby!), and living in poverty for most of my life, that from these experiences I actually learned a lot more than I lost. I learned to be flexible and to take advantage of even the smallest opportunity that presents itself. Do not be afraid to take risks. I struggled a lot with my family deciding that I will move out of the home because I wanted to be independent. It was difficult for them because they needed me to help out at home, but I needed to follow my dreams. I had to take a risk, moving away from home. I had nothing; I slept on a floor for a while. But I knew that you have to take a risk, otherwise if you're afraid so much to take a risk you will remain at the same position in life and you won't be able to achieve anything.

I believe in doing good—not for an immediate benefit, but I believe that to be able to give is enough to receive already in itself. You don't have to see a result immediately or expect return

by helping others, but it is the only way that many people have been reached.

Even though they did not have hope, they found hope. They become hopeful when someone says something good to them, or by receiving a meal that they would not otherwise have received. It changes so much about someone in a way that you will never understand. You just don't know how much you are doing by giving and you cannot measure its value.

It does not matter what your background is or how difficult the situation is for you. You can be whatever you want to be. Challenges should be faced head on. That is what makes the difference. A challenge should not stop you; it should be the reason for you to excel.”

Sylvain Ruhamy

With a law degree under his belt, and at the beginning of a democratic election after decades of dictatorship in his hometown of Bakavu in the Democratic Republic of Congo, Sylvain was excited for the future. Everything changed suddenly one day in 2006 while Sylvain was disseminating information about how democracy works and about the steps people could take in order to make the elections more fair. On that fateful day, then 25 years old, Sylvain was kidnapped, tortured, and left for dead on the side of a dusty road. It took a month for the Catholic priest who found Sylvain to nurse him back to health. Sylvain was believed to be dead and if he were found to be alive, government or rebel forces would want to kill him; he was a wanted man. So, dressed as Christian monk, Sylvain was spirited off to Tanzania and then to Kenya where he found himself as a refugee in a refugee camp. Despite losing so much of his former self—family, friends, language, and career—Sylvain taught himself English and taught English and his native French to other refugees. While being employed as a teacher for refugees, Sylvain worked closely with the Israeli NGO IsraAID, and one of their team members directed him to the Glocal program.

“The realization that I was a refugee in Kenya was a turning point in my life. I started to live

positively. I was in a place where I saw violence and I really think about it every day. Social justice, equality, human rights, those are things that are always in my mind. I don't like people living with violence, victims of injustice and inequality, because I believe that in the world there is a place for everyone. We have a lot of resources. There is no reason for some people to have more and others to have less. I believe in the equal distribution of the resources of the world and this is one the causes that speaks to me, and for which I am even ready to die.

People should live, and the resources that are there should make life easy to live, not to make people victims of inequality.

I cannot say that self-reliance is something that I did on purpose. I did not plan on leaving my country. I did not plan to look for asylum. It just happened. I realized that I survived. It is difficult to keep a positive mind even in a difficult situation. I have always believed that everything that happened in my life is for a purpose. I keep asking myself why these things happen and take it as a learning experience. I don't start blaming anyone but just look at challenges as tools to build me. Anything that does not destroy me makes me stronger and that is what keeps me going. Some challenges actually made me stronger than before."

The Gender Dimension of Drought in Fedis Woreda, Ethiopia

By Diletta Carmi

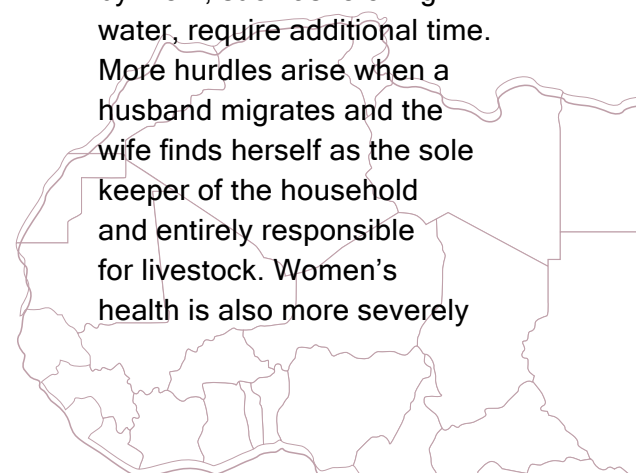
Climate change is one of the most pressing issues in the contemporary world and it poses serious challenges to development. This is why the first proposed list of achievements for Sustainable Development Goals 2015-2030 focuses on many aspects related to environmental protection and the mitigation of climate change.

During my internship at Care Ethiopia, in the East Hararghe Field Office, I had a chance to learn more about Disaster Risk Reduction (DRR). I noticed that, while international institutions have been calling for gender sensitive climate change policies during recent years, a clear stance has not yet been taken in the many adaptation documents issued by the country on this regard. I therefore decided to devote part of my time to researching the gender dimension of drought. My study aimed to provide an initial assessment of the gender dimension of drought in Fedis Woreda, a highly drought-prone area in the Oromia Region, Eastern Ethiopia, to be later used for policy making and action planning. More specifically, my research dealt with vulnerability, risk reduction capacity, and

coping mechanisms. Data was collected over a period of approximately two months through five key informant interviews with government representatives, and a hundred surveys, six in-depth interviews, and two focus group discussions with the local population.

Findings showed that women's vulnerability is much higher than men's.

For instance, during times of drought, women's workloads drastically increase as activities usually undertaken by them, such as fetching water, require additional time. More hurdles arise when a husband migrates and the wife finds herself as the sole keeper of the household and entirely responsible for livestock. Women's health is also more severely



compromised: first, because husbands, followed by children, are given priority in food allocation, while women tend to eat the leftovers, and; second, because they are biologically more vulnerable.

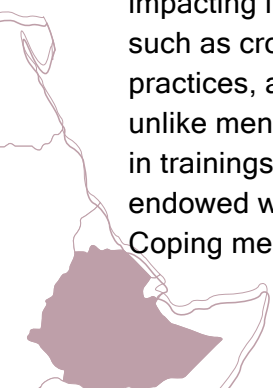
In addition, natural hazards bring psychological problems as well. For example, during a period of food scarcity disputes increase due to disagreements about money and food management. Women experience many worries due to the fact they are physically and emotionally closer to their children. They are worried their displaced husbands will marry a second wife, thus having to share the yearly harvest with the new spouse and further exacerbating the experience of food insecurity. Furthermore, girls are exposed to sexual harassment when they walk far distances to fetch water. They are also more likely to drop out of school: first, they are more likely to skip meals, leaving them without the nourishment necessary for adequate concentration to learn in class; second, they often remain at home to support mothers in household management. On top of it all, women have few chances to engage in income generating activities during periods of food scarcity due to the lack of time and money to invest. Although women play a crucial role in money-making activities, husbands are indeed those who control household finances. Women's capacity to reduce the negative consequences of drought, be it preventive or immediate capacity, also seems to be inferior to that of men due to various factors, notably that they do not enjoy decision making power on various issues impacting livelihood security, such as crop cultivation, agricultural practices, and asset management. Moreover, unlike men, women have low participation rates in trainings and formal education, thus being endowed with little resiliency.

Coping mechanisms employed by females

and males differ considerably. While women engage mainly in petty trading and firewood sale, men tend to migrate in search of daily labor. The selection of the specific strategies in use appears to be influenced by the level of vulnerability and other social practices in place. For example, women are expected to remain home with the children and the family assets, while men migrate and can escape hunger elsewhere. This limits the strategies available to women.

Overall, social attitudes and gender discriminatory practices that disadvantage women's agency appear to be the main factors leading to the higher disaster risk of women, when compared to that of men.

A number of recommendations arose as a consequence of this study. First, gender should be mainstreamed into the policy design process, thus ensuring that all adaptation intervention would benefit both groups equally and challenge gender inequality. Second, local women should be made central actors in the decision making process, since they can provide useful insights due to the fact that they better understand the challenges faced by their group. Third, by mainstreaming DRR in every development intervention, external institutions can ensure that the activities they implement are feasible, reduce the negative impacts of drought, and relieve women instead of overburdening them. Finally, grassroots interventions that call into discussion social practices and give women access and control over resources should be taken. This would allow women to build resiliency and to overcome many of the factors that contribute to their disadvantaged position.



The “Compass”

A Direction for Informal Settlements

By Liel Maghen

When I first arrived at Villa 31, I could barely see it. It was hidden behind factories and skyscrapers and fully blocked by the main highway. However, after the first visit, I could not forget its narrow streets and broken houses and, like all the residents of Buenos Aires, I came to know that the city’s biggest informal settlement, with 40,000 inhabitants, is located behind the central station. This neighborhood, which was first established in 1932 by unemployed immigrants, was almost fully destroyed by the government in the late 1970’s, and now grows by 10% a year, is only one example of the growing number of informal settlements across the world and their marginal living conditions.

This trend is a result of a global urbanization phenomenon.

As people continue to migrate away from rural areas and into cities, the demand for housing causes people to invade land or old buildings and build their own houses.

As a result, the number of people living in informal settlements is skyrocketing and has surpassed 860 million people globally. These areas have different names—they are called “Favelas” in Brazil, “Basti” in India, and “Villas” in Argentina—but they are characterized by

similar illnesses. As construction is informal and unguided, these settlements have no formal streets, lack basic infrastructure such as sewage, electricity and drainage, and suffer from the absence of public services such as garbage removal, public transport, and law enforcement. Furthermore, even if these resources are present in some areas, they often tend to be unreliable, poorly maintained, or extremely expensive.

Moreover, these neighborhoods are formed adjacent to formal areas. As in the case of Villa 31, industrialized zones can be seen beside populated shantytowns and organized high-class neighborhoods often exist on the doorstep of marginalized illegal communities. This reality demonstrates how different shades of development can “coexist” in the same geographical district and how unequal and unsustainable the urbanization process can be; unequal as it does not fairly distribute resources or take care of the weak, but rather focuses on social and territorial dimensions, and unsustainable because of its social, economic, and environmental faults that put the whole system at risk.

This phenomenon contradicts basic standards of governance and prevents the fulfillment of basic rights such as access to housing, water supply, and food security.



Thus, this trend forces the creation of a new urbanization process that will follow the human rights principles of equality, inclusion, and the rule of law.

In order to achieve this ambitious goal, the faculty of Urbanism in the University of Buenos Aires has introduced the participatory technique of “The Compass.”

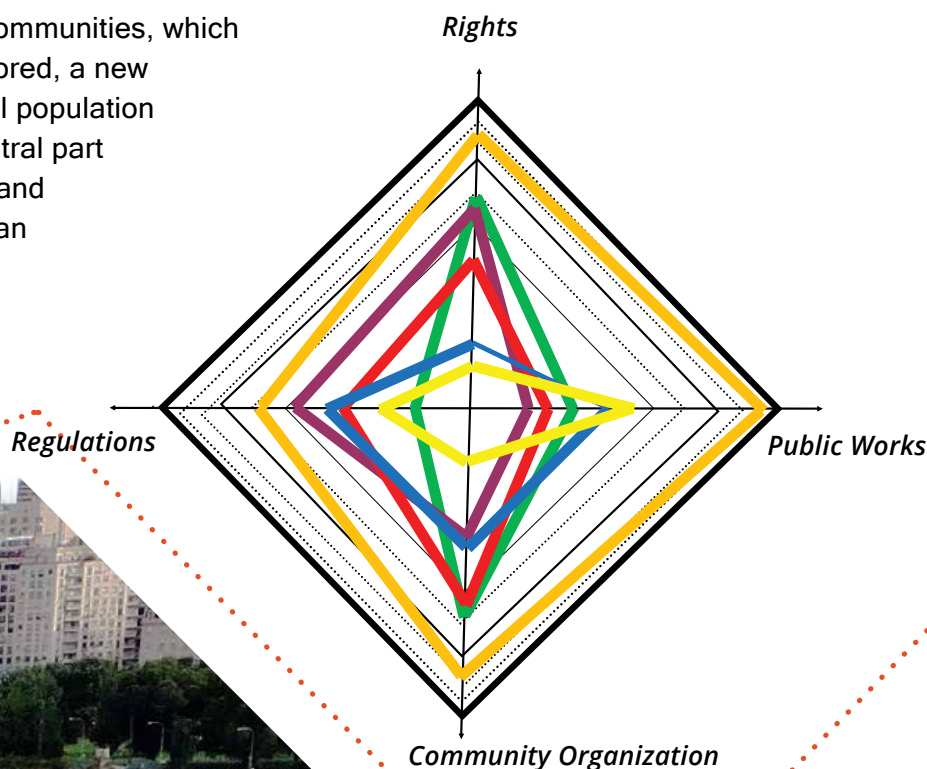
At first, as the conditions of each informal settlement need to be learned clearly, this tool defines the characteristics of the designated area and generates information through local surveys, focused interviews, group facilitation, and research. Secondly, it presents the findings in an urban “Compass” with four basic axes - rights; social organization; public services and regulation. Thirdly, this initial diagnosis serves to identify sufficient interventions, prioritize potential projects, and design a prospective plan that becomes the basis of cooperation between the local population, other similar communities, and professional and governmental bodies. Lastly, a formal collaboration between the different sectors is initiated in order to generate a concrete action plan for implementation, a monitoring system for tracking progress, and the distribution of the responsibilities among the different sectors in order to achieve the designated goals.

From my experience in Buenos Aires, it was clear that this tool offers marginalized communities, which are usually ignored, a new voice. The local population becomes a central part of the process and the residents can express their needs and demand their

rights, while public institutions are evaluated through the direct local perspective of the citizens. Moreover, as this tool also involves a collaborative process for designing an action plan, it empowers the residents to become decision makers and to take responsibility on the implementation, while it demands that the officials be accountable for their policies.

As a result, a new relationship between the government and the citizen is formed and a new form of democracy, one that focuses on community rights and needs, is established.

Together with that, I am looking forward to seeing how this tool will be implemented in Israel. As Israel lacks an official plan for urbanization, this tool can surely help in identifying differences between neighborhoods and designing focused interventions for answering specific needs. Furthermore, this tool can empower local residents on the one hand and initiate cooperation between different sectors on the other. And finally, as marginal communities are often absent from decision-making processes, this tool can offer a healthy and inclusive urban planning process, one that will give voice to the often invisible residents of East Jerusalem, Akko, and the Negev, and one that maybe shortly will answer their needs.





Photography by MEND 2013

Hopes Beyond Borders

Palestinian Youth Use Media Production to Promote Change

By Ahmed Yasin

Palestinian youth form 30% of the overall Palestinian population. Yet, youth unemployment remains an acute challenge, with rates reaching more than 35.7% according to recent European Commission statistics.

While the reality Palestinian youth face is not simple, they are constantly seeking creative solutions to express their feelings and opinions, increase their skills and capacities, and actively engage in their communities to overcome the difficult economic, social, and political situation.

The current political situation and restrictions on freedom of movement of Palestinians in general, and Palestinian youth in particular, affect everyone's life, providing fewer and fewer

opportunities for a better quality of life, including education and job opportunities; on the other hand, many youth look at the bright side of the situation and choose to think outside of the box through creating their own space to be active participants in society and bring meaning to their lives using the minimum resources available, such as social media, and local TV and radio stations.

Just a few months ago, about 20 youth (nearly half of them female) from Jenin, Nablus, Ramallah, Jerusalem, and Hebron, some of whom are currently studying in universities or recently graduated without any job opportunities, participated in a project implemented by a local NGO in Ramallah aiming to increase their skills and capacities in media production, acting, and stage performance. The overall goal was to give the participants tools to better express their feelings and opinions about topics such as the performance of the Palestinian Justice Sector, and to shed light on women's rights as they play out in Palestinian courts and legal institutions. As a member of the project's team, I always questioned whether these youth would be able to produce quality outcomes, taking into consideration their poor life experience and the limited resources available to them. Surprisingly, participants were able not only to write scenarios for TV episodes and plays tackling women's social issues in relation to the justice system, but they also filmed and acted in four television episodes that were broadcasted on five local TV stations, and one play that was performed live in five governances in the West

Bank–Qalqiliya, Hebron, Ramallah, Nablus, and Abu Dis, a village east of Jerusalem.

Now, after this short-term intervention, participants continue to apply their acting and script-writing skills in producing short TV episodes tackling other youth-related social, political, and economic issues in Palestinian society. Looking back at the Program, Rawan from Jerusalem recalls: “This project provided me with additional knowledge and information about the Palestinian Justice System, as well as skills in script writing. It was a great opportunity to meet people from all over the West Bank.”

Two participants decided to create their own YouTube show, using their smartphones to film scenes and basic computer software to edit. The series was shared widely by local media and top Palestinian Facebook pages, which provided more support and visibility to these youth and their work. Further, two other participants were selected to act in a joint media production series filmed in Jordan with the participation of leading Syrian and Jordanian actors. When asked about the program, Mohammad from Hebron replied excitedly: “The project gave me the chance to apply my acting skills and gave me the opportunity to understand the TV production process. This project opened new opportunities for me and I have already started working on my TV show with some friends. I have also met new friends.”

Palestinian youth lack the formal infrastructure that would allow them to showcase their creativity, skills, and abilities to promote change and support their communities. We should all feel a duty to believe in them and work hard to provide as much support as possible to improve their situation.

Working with youth is very challenging, yet always meaningful, and it is so inspiring to watch as they discover their hidden resources and utilize them despite the unstable political situation that affects all aspects of their day-to-day life.

Far Beyond the Rockets



Southern Israel Starts to Bloom with New Initiatives

By Deborah Malheiro

When people think of young entrepreneurs in Israel, they usually picture the skyscrapers of Tel Aviv or the bustling hi-tech areas, or “Silcon Wadi,” Israel’s very own Silicon Valley sprawling across its coastal plain. However, nowadays, this image is going through some radical changes - and for the better. In the past, cities located in the southern part of Israel, such as Beersheva, Ofakim, Netivot, Sderot, and other small towns in the Negev region, were just seen as a rocket’s destination. Now they can be considered areas where entrepreneurial initiatives are feasible and have a greater chance of success than in overcrowded metropolises such as Tel Aviv or Jerusalem. While the Negev accounts for 60% of the area of Israel, it contains only 10% of Israel’s population. The Negev is still considered an uncommon destination for living, especially for people who were not born in one of its cities or in the many kibbutzim throughout the desert. With the recent wars and operations in Gaza (2009, 2012, 2014), these places became even less desired. According to Ofra Malka, a 26 year-old current student of Sapir College located in Sderot, when she announced her move to the South, her family and friends from her hometown of Beit Shemesh thought she was crazy: “Everybody told me it was very risky to live here and also that I would never find a job. The first one proved to be half true. It is true that missiles fell here, but nothing has happened to me, since the security system is very effective. The second is also a lie: I now work in two places besides studying. I live well here in Sderot,” Ofra affirms. It is not only peoples’ perceptions of the South that have been changing.



New entrepreneurial initiatives are definitely altering the lives of the over 1 million Negev residents.

In Sderot, for example, new businesses and the increasing cultural outlets are transforming the city that some years ago was avoided due to security issues and the high levels of poverty and unemployment.

It has been already five years since Ori Sharabi, 29 years old, left his house in Netanya to study communications at Sapir. As time passed, he realized that there was actually nothing to do in Sderot and no options for the students who live in the area. Two years ago, he and another partner, Ben Grafi, 28 years old and originally from Jerusalem, decided to open Pub Sderot, the first bar in the city. The place grew into much more than just a local watering hole: currently, it hosts all kinds of cultural events, from music concerts and parties to markets and lectures. “The idea is that the pub is an open and free space and whoever wants to do something interesting here is more than welcome,” states Ben. “I think we managed to create a leisure option not only for the students in Sderot, but also for the city,” Ori continues, affirming that the long-term residents of the area also go frequently to the pub. Both Ben and Ori have already finished their respective degrees at Sapir, but neither considers moving back to the Center.

In Beersheva, the most populated town of the Negev and home to Ben Gurion University, entrepreneurs found a “home” to discuss their ideas about projects aiming towards sustainable development in the Negev. BETA is a shared office for entrepreneurs where the most varied

populations, Bedouins to Ultra-Orthodox Jews and students to seasoned social workers, can exchange ideas in order to determine what can be done in terms of social innovation in southern Israel. According to Ibrahim al-Tzariya, a local entrepreneur who is using BETA to promote his ideas, the place was a perfect option for him: “The rent is affordable and I have all the help I need to develop my initiative.”

Local Sustainable Economic Development (LSED), is a systematic approach that encourages regional economic development by promoting local creative industries and entrepreneurial ventures.

Focusing on the “local” and demanding that resources be directed toward the local economy and population, the LSED approach serves as an alternative to the dominant development approach utilized for over a century by the Israeli government, which has focused almost entirely on “importing” financial and human capital from the center to the periphery. Rooted in these concepts, the Start South festival, which occurred in the last week of December in a numerous cities and kibbutzim in the Negev, promoted activities bringing local talents and external actors together. The sessions spanned from workshops with kids to street theater, and climaxed in a big concert that united stars such as the band Hadag Nahash and the singer Berry Sakharof with local bands. According to Yair Eyal, one of the festival’s producers, the success of the event stems from its use of local capacities and talent: “This festival had something unique, [bringing] big Israeli stars to play for free, but without forgetting the more local social aspect of it, meaning involving the local community in every step of the process.”

If it depends on the will of some entrepreneurs that are shaking the Negev up, Tel Aviv will be an old-fashioned cultural option very soon.



Post-2015 Development Agenda What Next?

By Estefania Brasil

The Millennium Development Goals (MDGs), have been regarded by the UN Secretary General as “the most successful global anti-poverty- push in history.” Committing world leaders to the pursuit of concrete, measurable improvements, once realized, the MDGs were set to have wide-ranging effects, from freeing people from extreme poverty to halting the spread of HIV/AIDS. However, with the 2015 deadline already here, it is time to ask: What results have been achieved? What needs to happen next?

Some critics say it is difficult to determine what improvement has been made because of potentially inaccurate data. Others note that it is not clear whether the improvement seen has been made because of the goals, or if the same improvement might have been seen anyway. This article raises some questions regarding two of the MDGs: goal 1, eradicating extreme poverty and hunger, and goal 2, achieving universal primary education.



Goal 1:

Between 1990 and 2010, the number of people living on less than \$1.25 a day (the World Bank international poverty threshold) reduced by half in the developing world, from 43% to

21%, by almost 1 billion people. Yet in this case, correlation does not prove causation with the economy of China responsible for approximately 75% of the reduction. Furthermore, according to The World Bank, 1/7th of the world's population continues to live below the \$1.25 line . When trying to reconcile all of these figures, some questions arise. Does simply boosting people above the International Poverty Line (IPL) of \$1.25 solidly move them out of poverty and provide them the adequate standard of living guaranteed by the Universal Declaration of Human Rights? According to Wagstaff (2003), there is a significant variation between countries. In Kazakhstan, for example, a child living on a dollar a day has only a 10%



risk of being underweight, while the risk faced by a child living on a dollar a day in India is nearly 60%. Moving forward, we must look at poverty in the Global South not as a given, but as a product of an economic system, and ask ourselves, what are the policies of local governments and global agencies that create poverty?



Goal 2:

Moving on to the second MDG goal, “achieving universal primary education,” we must again examine the data. According to the UN 2012 MDG Report, enrollment in primary education in developing regions reached 90% by 2010. From a numbers perspective this figure looks promising, but this measurement of progress hides, in some cases, some negative effects. First, research shows that students are repeating grades and not completing primary education. Also, the focus on primary education has negatively affected secondary and post-secondary education with some countries (including three of the most populated in Africa) showing declining enrollment rates. Furthermore, evidence shows that ground has been lost in education since the late 70’s in Sub-Saharan Africa, Eastern Europe, and Latin America due to the reduction of public expenditure and the privatization of education through the adoption of the policy agenda recommended by the World Bank.

Looking toward the future, questions remain regarding whether the education system is prepared to offer quality education to all children.

One of the most important dilemmas in Sub-Saharan African higher education, for example, is the problem of quality of educational experience versus quantity of graduates produced. While developing countries are in dire need of more educated professionals, this necessity, coupled with limited resources, can sometimes significantly compromise the quality

of education. Another dilemma is the question of affordability versus access and equality. In most developing countries the government is the principal, if not the sole provider of education. In order to promote enrollment, many governments offer educational opportunities at little or no cost, which can lead to situations where the demand for education exceeds far beyond the supply. This possibility has led some to suggest that households should pay tuition so as to raise additional revenues that can be used to improve school quality and build new schools, particularly in rural areas. This expansion may create the extra professionals the country needs at an affordable cost to the government. In the short term, however, it will likely exclude the most disadvantaged, particularly women.

Putting aside the MDGs, it is important to stress that all countries are required to set their own policy priorities for the fulfillment of the MDGs. This agenda must be led through a regional and national development strategy based on each country’s root causes of the problems. Although foreign aid is welcome, countries should not be dependent solely on foreign aid for implementing their development strategies.

Moreover, countries should not make less-relevant policy decisions because of the potential for more foreign aid (often with “strings attached”).

There were three main options on the table when approaching the end of the MDGs: extend the MDG deadline, build on the current goals, or try something entirely different. The second option was selected, creating the Sustainable Development Goals (SDGs), one global development agenda for the post-2015 period. Let’s hope that 15 years from now—the deadline for these new goals—the SDGs will be unnecessary.

Glocal's Graduates

Esther Brownstein

Esther, a graduate from Gloca's first cohort, has always been interested in identity and belonging. She spent several years working with adolescent immigrants as an officer in the Education Core and then as the Jewish Agency's "Olim" coordinator in Jerusalem. After completing her BA in Sociology and Anthropology, Esther traveled to Nepal to volunteer with Tevel B'tzedek. This transformative experience led her to accept a position with the organization as Director of Operations in Nepal. Two years on the ground paved the way for an MA in Glocal Community Development at Hebrew University. During her studies Esther completed a four-month internship in South India, working with the international NGO 'Restless Development' in the field of program evaluation, as well as building and implementing training workshops for community involvement. After spending a year as a TA with Glocal, Esther returned to Tevel as Director of Service Learning, a position she is currently fulfilling.



Resty Kyomukama

Resty, a cohort 3 graduate, completed her Glocal internship with Apne Aap Women's Collective (AAWC) - an anti-human trafficking organization. During her work she facilitated a participatory impact evaluation for a girls' education program that targets mainly daughters of sex workers residing in Kamathipura red light area in Mumbai - India. Later, Resty interned at SPARC - India; a local NGO in India that works to help slum dwellers access proper sanitation, housing and state recognition. Today Resty is a manager at Namunkekera Rural Industrial Center (NRIC) - the first Rural Industrial Center in Uganda. The center, initiated by Gen. Rtd Salim Saleh supports farmers to increase product value, through Agro-Processing in order to market their final products both in Uganda and abroad. Resty is also the operating Director of Little Light Children Center, Uganda - an NGO she has been part of since its initiation in 2007.



Guy Cherni

Guy, Cohort 3 graduate, completed his internship in Gondar-Ethiopia, with the organization 'Yenege Tesfa', where he initiated an Income Generating Project that implements capacity building through the creation of Bio Fuel Briquettes. Guy is the co-manager of Siftech; a non-profit that fosters a sustainable entrepreneurial ecosystem in Jerusalem and implements a unique and self-developed model that combines startup acceleration and community development, benefiting the entrepreneurs and promoting urban growth.



About Glocal

Glocal Community-Development Studies is an innovative, interdisciplinary 18-month Masters program at the Hebrew University of Jerusalem, which aims at the effective translation of academic research into practical understanding, conducive to work with communities and development organizations across the globe. To this end, the program includes a semester-long internship with an INGO or NGO in the developing world.

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