**Quarterly Report**

**For the Administrative Council of “Hand in Hand”**

**and the AFHIH Board**

**March 2021**

(The Report refers to the period between December 2021 - February 2022)

Central Developments

* Began the process of developing the strategic plan with the guidance of the Shaldor company.
* Intense campaigning for registration for the upcoming school year. General difficulty in recruiting Jewish families, especially in Gesher and in Jerusalem.
* Promoting the characterization of the uniqueness of the middle- and high-school in Jerusalem, and how that should be reflected in the school’s activity, as well as continuing a similar process for the primary school in Jerusalem.
* We received approval to build a permanent structure for the Galil school and started to consider how the architecture should look in order to reflect the idea of a shared education; as well as how to raise additional funds to enable an upgrade to the current structre.
* Cooperation with MK Gilad Kariv (Labor), and attempts to recruit other MKs and members of the Education Ministry to promote the process of regulating bilingual education.
* “Hand in Hand” received the Global Pluralism Award together with two other organizations (out of 500 nominees from 70 countries).
* Initiating a campaign for registration and a process of evaluating the future of the track in Kafr Qasim / Rosh Ha’Ayin, in light of the difficulties that have arisen in the process of founding and registration.
* A change in roles within the organization’s administration – **Muhammad Marzuk** is switching from his role as Director of the Communities Department to the position of Director of Development. He will deal with the development and integration of new initiatives in the organization, will take part in the responsibility for the implementation of the organization’s strategic plan, and will continue to lead the Dialogue Team. **Shadda Mansur** is promoted to the position of Director of Communities Department. She will be responsible for the department’s team and all the local and national communal activities, as well as the establishment of new communities, programs for alumni, and student villages.

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| **Number of Students** | **Name of Institution** |
| **664** | **Jerusalem** |
| 128 | Kindergartens |
| 312 | Primary school |
| 118 | Middle school |
| 106 | High school |
| **305** | **Galil (primary school only)** |
| **199** | **Gesher on the Wadi** |
| 45 | Kindergartens |
| 154 | Primary school |
| **271** | **Haifa** |
| 105 | Kindergartens |
| 166 | Primary school |
| **481** | **Jaffa** |
| 175 | Kindergartens |
| 306 | Primary school |
| **123** | **Beit Berl** |
| 40 | Kindergartens |
| 83 | Primary school |
| **19** | **Kafr Qasim** |
| 12 | Kindergartens |
| 7 | Primary school |
| **2062** | **Total of “Hand in Hand” institutions** |

1. Schools and Municipalities

* **Another wave of Corona:** The most recent wave of Corona was characterized by many infections in our schools, and many students and staff members were placed in quarantine. As opposed to the previous waves, in the most recent wave there was no lockdown, and schools continued to function continuously and serve children who were healthy concurrently with those who were ill and quarantined. The entire system contributed to the support of the administration and educational staff members who were required to cope with frequent changes in policy as dictated by the Education Ministry and the government.
* **Haifa:** The Haifa community is preparing for celebrations commemorating 10 years of activity, where the first students are today in the 6th grade. As we have reported in the past, we intend to continue the school’s development toward a high-school, and the vast majority of students and parents have already notified that they wish to continue with us to the 7th grade. Our staff, together with the community leaders, are working with the Haifa Municipality to realize their commitment to build an independent campus for the bilingual school.
* **Beit Berl:** The dialogue with officials in the Education Ministry and in the council of the Southern Sharon to formalize the school and render it recognized and official continue. As Muhammed Kondus settles into his position, the new director who arrived after an instable period with a high rate of director turnover, there appears to be a stabilization of the entire system. The school continues to promote cooperation with the Beit Berl College for Teachers.
* **Galil:** Following a lengthy struggle, the school received confirmation of its uniqueness as a bilingual and multicultural school from the Regional Council of Misgav, and at the same time the Ministry of Education approved a budget for constructing a permanent building for the school. Having these two institutional bodies recognize the uniqueness and importance of the school is further testimony to the great success of “Galil,” which runs advance educational practices, and is a pedagogic model for schools throughout the country.
* **Jerusalem high-school:** Construction of the new high-school building is finally complete, a large and progressive structure which was planned and designed according to the needs of the school, and will serve as an impressive and worthy home after years during which the building of the primary school hosted the high-school classes.

1. Pedagogical Activity

* **Directors’ Forum:** The Forum meetings during the period covered by the report dealt with the strategic process that is now underway with the guidance of the Shaldor company. Nadia and Dani presented the directors with the rationale behind the decision to enter such a process, after which the Shaldor people held meetings with all the directors to hear about the challenges in their work and of the cooperation between the schools and the organization.
* **Continuing educational program for training educational staff:** On 24.1 we opened the first program for training new educators in “Hand in Hand” schools and kindergartens, in conjunction with the Oranim Teachers’ College. Participants include school and kindergarten teachers who started to teach in our schools over the past few years, who require instruction to better adapt themselves to the needs of bilingual educational institutions.
* **Digital Resource Center:** We are in the final stages of constructing a website which will gather all the pedagogical knowledge we have amassed at “Hand in Hand” over the years. The website will contain educational programs, class plans, and additional materials which were developed thus far in “Hand in Hand” over the years in various fields: Arabic and Hebrew as a second language, living together, current events, civic studies, and more. The website will be launched over the next few months and will initially serve the teaching staff in our institutions.
* **Development of Pedagogical Materials:** Our counselling staff continues to teach and integrate the learning programs of teaching Arabic as a second language. Next month we will finish writing the Arabic language teaching program for Hebrew speakers in second grade, which includes a sourcebook for the teacher, a workbook for the pupils, and various accessory tools. By the end of the school year we will also complete the program for the third grade, and so will have a complete learning program for teaching Arabic to Hebrew speakers, from the 1st-4th grades.

1. Comminity activity, Alumni, and Dialogue

* **Galil:** During the period covered by the report, active parents of students in grades 1-3 met to create action teams and promote further meetings, and families of each age level met to promote friendship and have fun. Other activities include the olive festival, which is a celebration of local Galilean culture during olive harvest time which has become a community tradition; and HannuChristmas community events which included holiday-spirit workshops. As part of the effort to promote registration for the next school year, parlor meetings were held in various towns of the Misgav region, and tours of the school were offered to interested families.
* **Haifa:** The community leadership, a forum elected by members of the community, meets almost every week and deals primarily with developing a middle school for the next school year and expanding the community which this necessitates, including intense collaboration work with the Haifa municipality. In addition, we held an evening event to expose parents of children in the 4th-6th grades to the anticipated pedagogical program for next year’s 7th grade. The community offered a musical show for kindergarten-aged children; a give-and-take shuk event on the first night of Hannukah; and an open HannuChristmas event which took place in “Gefen House.” The registration for next year’s 1st grade was launched and is progressing as well.
* **Gesher on the Wadi:** We produced a short marketing film for registration to kindergartens, and in November launched a registration program for next year, an elaborate campaign which concentrated much energy on the part of the active parents and the Community Coordinator and included many parlor meetings in Jewish towns in the area which are still taking place. In addition, during this period the community held a workday in the school yard to improve the gardening; a first meeting of the community women’s choir, and a graffiti and construction happening in the kindergartens.
* **Beit Berl:** The community went on a hike to the Yarkon River, which included a clean-up operation to remove hikers’ trash. A campaign for next year’s registration was launched, aimed primarily at residents of the regional council of Southern Sharon, to bring in more families from the various towns in the region in which the school operates. At the same time, the community leadership and representatives of the organization worked, and continue to work, with the council, to regulate the school’s status as recognized and official commencing the next school year.
* **Kafr Qasim:** The community, together with the educational staff, held an olive-harvest event on the property of one of the families. In addition, as part of the campaign for next year’s registration, the community held a series of Capoeira events for the general public to expose and familiarize them with the kindergartens and 1st grade. Open days and parlor meetings took place for those interested, and a street sign was purchased in Rosh Ha’Ayin to publicize the events. The community leadership meets once a week to plan the campaign.
* **Jaffa:** The community held a large HannuChristmas event in cooperation with the Jaffa "Mishlamah," a branch of the Tel-Aviv-Jaffa municipality. In addition, there were a number of meetings of the Dance and Movement project for women in the community, a tradition which has been held over the past three years.
* **Jerusalem:** In the last quarter there was no community coordinator in Jerusalem, and therefore communal activity was fairly limited, beyond the large and impressive HannuChristmas event organized by the school’s parents. At the end of February a new community coordinator was appointed – Nofar Cahana - who is gradually entering her new role.
* **Alumni and the Student community:** We wish to remind you that at the beginning of this academic school year we had inaugurated the first of Hand in Hand’s Arab-Jewish student community which numbers 12 students, half Arabs and half Jews, four of whom are alumni of “Hand in Hand” schools. During the period covered by the report, members of this community met once every two weeks for a dialogue session mediated by the organization’s dialogue team. In addition, the students volunteered once a week in several places in Jerusalem – in schools, centers for the encouragement and employment of Arab women, and in the Jewish-Arab theatre for youth. The students also went on two guided tours in the city and a hike aimed at promoting social cohesion.
* **Young alumni:** To support the development of a middle school in Haifa, we held a two-day seminar in the North for 6th-grade pupils from Haifa, led by members of the alumni forum. In addition, we held a series of meetings for “Gesher on the Wadi” alumni, who today study in middle schools which are not bilingual, in which we taught basic video production, filming, and editing, and encouraged them to create short films together.
* **Dialogue activity:**

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| **Mediators** | **Program** | **Groups** |
| Johanna and Michal | Internal and external reality in Jerusalem including a tour of the city. The forum as a supportive framework and space for dialogue. | Directors’ forum |
| Johanna and Michal | Violence against women: Gender, society, and politics, creating a safe space for counselling and open and frank conversation. | Pedagogic staff |
| Johanna and Sigalit | Teamwork, processes of change and separation, the home and its significance, the essence of teamwork. | Community department |
| Johanna and Michal | Acquaintance, planning processes for homes in Israel, neighborhood, and observing the differences between Jews and Arabs. | Madrasa – Organization staff |
| Michal Zack | Deepening the acquaintance through an occupation with language and the limits of dialogue. | Dialogue fundraising staff |
| Michal and Sabber | Creating group cohesion and acquaintance with “Hand in Hand” and its educational outlook. | Continuing educations for new teachers |
| Johanna and Dror |  | Galil school |
| Dror and Sabber | Deepening the acquaintance – experiences of meeting with “the other”. | Haifa – kindergartens – teacher and helper staff |
| Dror and Sabber | Vision, work in uni-national groups, dealing with national days. | Haifa – school – teacher staff |
| Dror | Politics of the urban sphere in Haifa. | Madrasa: Haifa |
| Dror and Sabber | Tour and learning in Jaffa. | Jerusalem –  high school – young staff |
| Dror and Maya | Personal and collective stories, inter-identity encounter, childhood, femininity, motherhood, and a shared Jewish-Arab community. | Jerusalem community |
| Sigalit and Sabber | Deepening the acquaintance, connection to the Jewish-Arab axis, educational outlooks. | Kafr Qasim staff |
| Sigalit and Sabber | Deepening the acquaintance, educational outlooks and the school vision. | Kafr Qasim – community |
| Johanna and Dror | Strengthening a common safe space and common language, clarifying questions of personal and collective identity, examining perceptions and terminology regarding Arab-Jewish partnership. | Student village |
| Michal and Sabber | Dialogue in Jerusalem: A personal connection to Jerusalem as a split city, education in the various communities within Jerusalem, models of communal education from split cities worldwide. | Kerem |

1. Media activity

* At the beginning of January, “HaAretz” newspaper held a conference on partnership society in Haifa, and “Hand in Hand” was present on the stage and in panels. Two members of our Haifa community took place in the conference: [Aiman Nahas](https://www.facebook.com/HandinHandil/videos/959749858313477/), a standup artist, who performed a bilingual standup routine; and [Merav Bin-Nun](https://www.facebook.com/HandinHandil/videos/482500739959307/), who spoke at a panel led by the vice-president of “HaAretz,” Noa Landau, which dealt with the forces promoting partnership in Israel today.
* “*Mishmish*,” a web series created by our alumni, continues to function and flourish. At the beginning of January we released a [new item](https://www.facebook.com/HandinHandil/videos/482500739959307/) dealing with “*Fil beit*,” a Jerusalem cultural festival which attempts to address both Jews and Arabs. At the same time, we filed a request for funding from *Mif’al haPayis* to produce a podcast version of “*Mishmish*” which will also deal with Palestinian and Israeli cultures and the relationship between them, but more deeply than do the filmed items. We presented a detailed proposal with 5 episodes of 45 minutes each which deal with the relationship between the two cultures, and also recorded a [sample section](https://www.youtube.com/watch?v=uHj0E_r_8tw) which deals with Palestinian satire versus Israeli satire, together with Aiman Nahas (a member of our Haifa community), the presenter of “*Oshosamo*,” Israel’s broadcasting corporation’s new satire program in Arabic.
* At the end of January, as part of the “Arabic Language Day” program held in the Knesset, [2 members](https://www.facebook.com/login/?next=https%3A%2F%2Fwww.facebook.com%2FHandinHandil%2Fposts%2F5046102178787472) of our Kafr Qasim/Rosh Ha’Ayin community were hosted on Hani Zuveida’s television program on the Knesset Channel, and spoke of bilingual education and shared community life. The interview was very supportive and helped spread the Hand in Hand’s message, and also helped promote pupil registration for next year in Kafr Qasim/Rosh ha’Ayin. During that same week, [Muhammad Kundas](https://www.facebook.com/HandinHandil/videos/516233849742420/), the principal of our school at Beit Berl, appeared on television as well. This took place on the program “Cultural Agent” (*Sochen Tarbut*) mediated by Koby Meidan of the Israel’s broadcasting corporation. Kundas was invited to speak about the presence of politics in class dialogue within the Arab educational system in Israel, in light of the broadcasting of the “*Sh’at Efes*” drama series which deals with political tension between a pupil and a teacher in a Jewish school.
* At the end of February we celebrated, on the [organization’s social media](https://www.facebook.com/login/?next=https%3A%2F%2Fwww.facebook.com%2FHandinHandil%2Fposts%2F5142606029137086) in Hebrew/Arabic and English, Hand in Hand’s receipt of the Canadian Global Pluralism Award.

1. Fundraising

(see also the appendix to this report)

* **Document reviewing activities of the Fundraising department:** Recognizing the importance that both the Israeli and American administration committees of “Hand in Hand” be familiar with the type of work carried out in the Fundraising department, we prepared a document which reviews the variety of activities carried out by its staff. In general, we can say that department activity is divided into three main fields: managing current donors, recruiting new donors, and communications and public relations, while all these are accomplished through the use of information management and an organized and structured client management, as well as ongoing evaluation and research.
* **Marketing advisor:** In January we started working with a leading advisor in the marketing field, [Brian Honigman](https://www.brianhonigman.com/), to develop our donor pool, retain current donors, and deepen their involvement. Honigman interviewed “Hand in Hand” employees, a number of members of the Israeli and American administration committees, and a number of donors, and thoroughly investigated the accepted practices and standards in fields relevant to our goals. Basing himself on the research, he is now writing a strategic marketing plan which will include detailed actions and measures which the fundraising team will then need to implement. Success measures of the marketing plan will include, among others, also financial growth. Honigman will lead training sessions on key issues for members of the fundraising team, will supervise their implementation, and will give the team tools for self-evaluation. Honigman will work with “Hand in Hand” for 3-6 months.

1. Headquarters and Administration

* Due to Corona, we continued to recruit educational staff members as substitutes, 20 new staff members in total,
* We recruited a new Community Coordinator for the Jerusalem community, Nofar Cahana. She brings with her experience in the Arab-Jewish field as a community coordinator in the neighborhood of Abu Tor in the city, and as a lecturer on the topic of the Israeli-Palestinian conflict in the Erez Preparatory Program.
* Sarah Dina Erlich, an employee in the fundraising team, was appointed responsible for the organization’s social media in English, in place of Rachel Bernstein.
* Muhammad Marzuk officially terminated his role as Director of the community department and was replaced by Shadda Mansur. Muhammad started his new role as Director of initiative and project development.
* The administrative staff went on a two-day Retreat to discuss the vision of the organization before commencing work with the Shaldor consultancy company, so as to define the organizational strategy.
* The process of determining the continuing education programs for the new teaching staff has been completed. Their orientation days will be recognized as formal education which will entitle them to salary benefits.