GLOCAL
COMMUNITY DEVELOPMENT STUDIES

THE HEBREW
UNIVERSITY
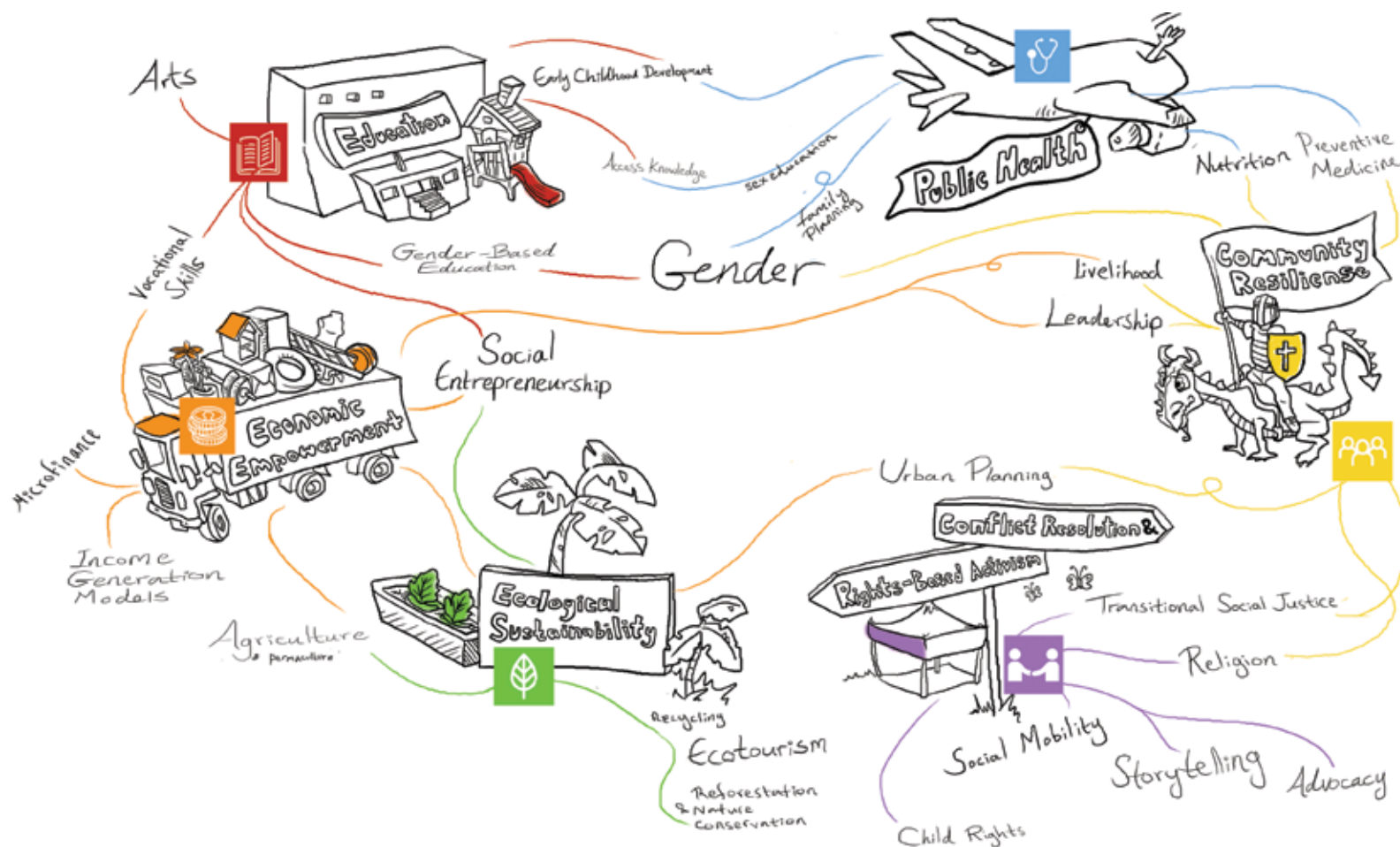OF JERUSALEM

The Hebrew University of Jerusalem
The Faculty of Social Sciences

Glocal Internships 2016:

Perspectives from the Field

The Hebrew University of Jerusalem
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Welcome,

Glocal Community Development Studies Programme was established at the Hebrew University of Jerusalem in the winter of 2011. Standing as the only international MA programme in Israel with an emphasis on international community development, Glocal focuses on the effective translation of academic knowledge into practical understanding, conducive to direct work with communities and organizations across the globe. To this end, an integral part of the Glocal programme is the internship: a four-month field experience with organizations working with marginalized communities in the developing world and the Middle East. Through the internships, students supplement academic knowledge with grounded, local skills. Each year, a new cohort of Glocal students embark on their internships, forging new connections with marginalized communities across the globe.

This year, our students send messages related to development interventions and the field of international development at large through six pillars, namely: Public health, Education, Economic empowerment, Ecological sustainability, Community resilience and Conflict resolution & rights-based activism. The messages, portrayed through photographs taken by our students and members of the organizations and communities with whom they worked, question the world of development, and provide insights from the students' learnings and experiences. While different in character and theme, the pictures and messages echo Glocal's vision of working with communities to attain long lasting, improved quality of life for their members.

In the following pages, join our students as they present their learning. Join Kareen, who worked with a local community in South Africa to improve their gains from tourism, in her understanding of their local perspectives of tourism and development; accompany Alexander in his work with youth in rural Cambodia, which taught him about the different faces of education for development; travel with Eric, who worked with the Turkana tribe in Northern Kenya and learnt the challenges of developing agriculture for food security; and follow Margarita in her journey linking and delinking economic development, trade and conflict resolution in the Middle East. We hope you enjoy the journey, and look forward to many more in the years to come.

Yours sincerely,
The Glocal Team

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Faces of Development

Cohort 6 was made up of students from eleven different countries and a range of professional and educational backgrounds, including Sociology, Education, Business and Urban Planning. Lawyers, environmentalists, activists, psychologists, teachers, economists, political scientists, sociologists: all brought together by a common interest in furthering their knowledge and expertise. The diversity of the cohort overlapped in the central notion of Community Development. The essence of this field can be drawn from the definition of the phrase itself: Development, whereby it serves the function of interconnecting the different phases of the complexity that must be negotiated in order to develop opportunities for the people and communities around us.

'Faces of Development' conveys the idea that the 'faces' from professional backgrounds and the various 'phases' of Development can come together, with the common objective of developing the wellbeing of communities: creating a human 'face'. Thus, the objective is not merely requiring ownership and accountability in development efforts, but also insisting on the acknowledgment of Community Development as a field intrinsically connected to all areas of society, and all aspects of the individual.
The following pages present our perspectives on the faces and phases of development.

Community Resilience

Community Development is a process adopted by community members to take collective action and generate solutions to common problems. To deploy this process effectively, communities must develop the capacity to identify and utilize available resources – such as energy, natural resources, food, communications and technology – in order to respond to, withstand, and recover from adverse situations. Collectively, these capacities are commonly described as community resilience.

Relying on an assets-based approach, we believe that communities possess the institutions and vital knowledge necessary to craft solutions to their urgent challenges. Development practitioners can assist and support the community through this process, during which the community strengthens itself and the members comprising it from within, rather than waiting for services and charity from external sources. The mechanisms of resilience are as diverse as the communities utilizing them. It may be by generating community-based income through tourism and other economic empowerment schemes; providing vital knowledge regarding public health and family planning by training local personnel; improving nutrition through agricultural improvements; or empowering the weakest sectors of the community – the elderly, women and children – through local educational settings. In all cases, community empowerment redirects communal prospects, empowering communities and giving them accountability for their own futures. The improvement and maintenance of local knowledge resources gradually strengthens community independence, resourcefulness, and the inherent capacity to not merely overcome crisis but also thrive.

*Written by **Michal Bar,** Glocal student, Cohort 6*

Dalia Desiatnik

Dalia was born in Lithuania and grew up in Israel. A professional photographer by training, she graduated with a BA with Honors in Photography and Fine Arts from Bezalel Academy of Art and Design. She is currently completing her MA in Glocal Community Development Studies Programme at the Hebrew University of Jerusalem.

Dalia has extensive experience of working with underprivileged and marginalized youth in different environments, and has worked with this population in a variety of roles, including mentor, group leader, photography teacher and projects coordinator. Beside dealing with the common hardships of teenage life, she has also worked with youngsters from complex backgrounds coping with special needs, with immigrants, and with refugees.

Most recently, Dalia completed a four-month internship with Tevel b'Tzedek and Nyayik Sansar, Israeli and Nepali NGOs, in Nepal, working with local impoverished communities to enhance and advance the livelihood, capacity, and wellbeing of their members. During her internship, Dalia played a central role in developing a process for locating and selecting a new community to work with the organization, evaluating past and developing future work models for income generation through community-based tourism. She also introduced storytelling to the organizational work frame, shaping social media strategies and promoting internal learning capacity through the use of case-studies.

Dalia is seeking opportunities to contribute to development efforts, both in Israel and abroad, and has a particular interest in branding, media and communications for development programs, and social business ventures.

Storytelling has been an integral part of communication for thousands of years. Stories shape and inspire people; they are the 'lens' through which we interpret the world, and give us the space to reflect on experiences in our private and community lives. Stories of communal success allow communities to internalize their strengths and appreciate changes they have undergone, thus serving as a meaningful tool for social change. In my internship I learnt that in the development field, storytelling is a valuable tool, not just for communities and individuals, but also for the organizations that work with them. Stories make a cause relatable, tangible, even intimate; they give organizations an alternative way to measure social impact and evaluate their work, and connect field workers to the cause and strengthen the mutual learning process. In the picture, a female thematic field officer, together with organization's youth community mobilizer, speak with a woman who spoke out against domestic abuse against children in court. The interview was conducted for the purpose of a storytelling workshop for the field staff, which I led.

TEVEL

Eric Matabaro

Eric Matabaro was born in the Democratic Republic of Congo, and raised in Rwanda. He obtained his Bachelor of Science with Honors in Agriculture, majoring in Crop Science and Horticulture, at the National University of Rwanda. He is currently completing his MA in Glocal Community Development Studies at the Hebrew University of Jerusalem.

After completing his BSc, Eric volunteered with the Rwanda Agriculture Board for one year. During this period, he was involved in cassava research and extension services; his principal responsibility was the monitoring of cassava pest and disease at research trails across the country. Eric also volunteered with World Vision Rwanda, where he was involved with data collection. In 2014, he moved in Israel for a professional internship with the Center for Agricultural Capacity Building. During this internship period, Eric learnt different practices in modern agriculture, especially in fruit production.

As part of the Glocal Programme, Eric undertook an internship with 'Furrow in the Desert', an agricultural development project introduced to Turkana, Northern Kenya, by the Arava Center for Sustainable Development, Israel; Brit Olam – International Volunteering and Development, Israel; the Missionary Community of Saint Paul the Apostle, Kenya & Spain; and The Turkana People, North Turkana. The project intervenes mainly in food security in Turkana through capacity building in agriculture. Eric worked with Turkana's nomadic community, currently in the process of transitioning to a settled lifestyle. During his internship, Eric introduced the Assets Based Community Development approach to the trainees, in order to reduce dependency on food aid. He also conducted an feasibility assessment for marketing agricultural products produced by 'Furrows in the Desert'. Eric believes that agricultural capacity building, ongoing guidance, and farmers' association support are sustainable ways of addressing hunger and starvation in Turkana's nomadic communities.

Hunger and starvation exacerbated by climate change continue to pose an unaddressed problem for the Turkana nomadic communities transitioning to a settled lifestyle. The impact of various development interventions have not succeeded in building resilience, due to their focus on the provision of food relief by humanitarian agencies, which has created huge dependency on the part of the local Turkana communities.

Agriculture development interventions appear the most promising strategy for building resilient communities; their success requires strong cooperation between the public sector and civil society, in building water irrigation infrastructure for agriculture and empowering farmers in holistic ways. In fact, there is need for an Assets Based Community Development approach, which will enable communities to recognize their assets, and to use these assets to address hunger and starvation in sustainable ways.

MISSIONARY COMMUNITY of SAINT PAUL the APOSTLE

מכון הערבה
Arava Institute
معهد وادي عربة

Hallel Elnir

Hallel Elnir, from Kibbutz Ramat-Yochanan, Israel, is an Urban and Regional Planner. He graduated with a double major in Geography and Political Science from Tel-Aviv University, and took his master's in Glocal Community Development and Urban and Regional Planning at the Hebrew University. Over the last four years, he has worked in an Urban Planning agency, mainly designing urban and rural master plans for cities, regional councils, and nature reserves in Israel. His principal professional interest lies in finding the necessary balance between the needs and wishes of authorities, communities, and other stakeholders that will lead to sustainable development.

Combining his skills and his fields of interest, Hallel's internship was focused on promoting the 'Eatable Forest' project, an integrative planning tool designed to help increase income, support community development, preserve local culture and traditions, and promote the conservation and rehabilitation of the local environment. His internship took place at the Yanapuma Foundation, a local NGO supporting indigenous communities in Ecuador, with an indigenous group named Tsa'chila. In addition, he helped to develop local eco-tourism, support local micro-finance initiatives, and improve local nutrition. Hallel's principal insight from his internship was that development should first strengthen and empower the existing assets of the community, mainly local identity and the environment. For him, the role of development practitioners is to support the processes evolving in the community, and at the same time influence local authorities by advocating on behalf of the community.

In the future, Hallel hopes to continue developing in the sustainable development field, using his urban and regional planning skills, especially in the fields of urban planning, green technologies, and environmental development.

Supporting the development of indigenous communities can often be seen as part of the process of rapid movement, towards industrialized societies and integration into modern society. However, this view overlooks the fact that indigenous communities are forced to change their lifestyle, and to espouse western world views and norms that stand in contrast to their own. As a result, indigenous communities experience economic, identity and health crises, which actually prevent them from fully integrating into modern society. One proposed solution for this challenge is to define the process of development, by promoting conservation and highlighting the uniqueness of culture, tradition, and environment in these societies. This can increase a sense of worth and pride, and create a stronger base of identity that ultimately will enable easier integration into modern society.

In the picture, Hallel and Alfonso in the community nursery, part of the 'Eatable Forest' project

YANAPUMA FOUNDATION

Kareen Zabow

Kareen Zabow is committed to development that preserves the cultural assets of a community, that works with the community's strengths and desires. Her social work background provided her with the theoretical and practical knowledge necessary for bringing change into people's lives through different methods of psycho-social support, rights utilisation, and advocacy. This background also strengthened her ability to form connections and build trust with people, to engage them into action, and to build leadership and team work. Kareen has also gained wide experience in the tourism industry, which exposed her to diverse cultures and working methods.

During her studies in Glocal, Kareen brought these two worlds together by exploring how tourism can benefit impoverished communities. During her internship, she promoted local ownership of tourism products in a rural village in South Africa. She enabled community participation in tourism, and helped more people from the community to benefit from tourism by creating a market with the community as a platform to interact with tourists. Her work there built upon her research, where she explored the perspectives and participation of local communities in community-based accommodation.

In the future, Kareen plans to research how to use tourism to help rural communities utilise their strengths and assets in income generating activities.

'I worry people could lose their culture and follow the culture of the tourists,' the leader of the tourism committee oncetold me. The committee recognized their tradition and culture as the community's biggest asset. They want to introduce the tourists to their Xhosa tradition;but they also want to learn from the tourists, about the world on the other side of this big ocean.'The tourists don't give us the opportunity to ask about their culture, they just ask about ours. Then, we could think they don't have culture.' I learnt the power of tradition and culture from the committee members. When I left, they gave me a book about my country. I still wonder where they managed to get it from. I was surprised; it would have made more sense, I thought, if they had given me a book about their culture. Later I understoodthat it was as if to tell me, 'Know your culture, know where you come from, know your assets and own them.'

In the picture, one of the committee leaders is learning how to make traditional grass crafts during the first Christmas market she helped organize.

Transcape

Michal Bar

Michal Bar earned a dual undergraduate degree in Law and Political Science from the Interdisciplinary Center (IDC) Herzliya, where she gained research experience in the fields of Alternative Dispute Resolutions (ADR) and Decision Making. Michal gained her master's degree in Glocal Community Development Studies at the Hebrew University of Jerusalem. Michal's past professional experience derives primarily from the public sector: over the five years of her National Service, she served as an Education Officer, specializing in the development and implementation of education and intervention programs, based on field research and needs assessment. She conducted her law internship at the State Attorney's office and in the Department of International Affairs. Subsequently, she worked as evaluation team leader for the National Election Committee in the Israeli parliament (Knesset).

As part of her MA studies, Michal conducted an internship with Tevel b'Tzedek, in Nepal. Michal dealt with various aspects of remodelling the organization's working plans. Her duties included evaluating the organization's Community Based Tourism work model, and mapping new possible communities and work horizons, as well as characterizing and facilitating digitalization of the organization's M&E and reporting cycle. In this role, Michal acted to better utilize available resources, in order to enhance the organization's impact on its targeted communities.

Michal believes that in an era of privatization and a shrinking public sector, the community holds a crucial role in assuring and cultivating the wellbeing of its members. Therefore, she has a keen interest in finding new creative models to enhance community resilience. Back in her homeland, Israel, she aspires to develop alternative operative models for functioning and productive communities.

Earthquakes, political instability, and the geopolitical disadvantage of being a landlocked country are only some of the circumstances that make life in Nepal complex. Fortunately, the outstanding scenery of the Himalayas and the rich cultural heritage of Nepali society stimulate the imagination of tourists and pilgrims. Within this context, the Tevel b'Tzedek organization designed community-based income generating models to empower indigenous communities in the Kathmandu valley.

By hosting tourists in their homes, community members can increase their individual earning potential; the community channels a portion of the revenues into local investments and infrastructures, for the benefit of all. In an evaluation of Manegaun community-based HomeStay project, we found that beside its beneficial impact on income generation, an additional positive impact could be identified in the cultural exchanges imbedded in the personal encounters between hosts and guests. In this sense, the hosts develop pride in their distinct traditions while developing a critical view point on social issues, such as the importance of education and English communication skills, or ecological issues such as waste management and recycling.

תבל בצדק **TEVEL**

Rachel Winner

Rachel is a seasoned practitioner in the non-profit sector, with programme management and communications experience in the fields of agriculture, philanthropy, environmental advocacy and cross-cultural leadership development.

Before Glocal, Rachel graduated with a BA in International Studies and a Spanish minor from Dickinson College in Pennsylvania, and worked around the United States, Mexico and the Middle East. She conducted her internship in the West Bank offices of CARE International, where she learned about economic empowerment and further honed her writing skills. She continues to coach and manage the leadership program at Ultimate Peace, based around Israel and the West Bank.

Presently, Rachel aspires to continue her work with Ultimate Peace, and perhaps pick up another do-gooding, well-paying task. Long-term, she aims to maintain her adventurous trajectory of exploring and learning from the world, leaving behind a few best-selling books and a state of being better than when she arrived.

The sun sets over the ridges of Ramallah in the West Bank, where a society strives to improve the livelihoods of women and youth in a socio-political context as turbulent as the topography in this picture.

With every rising sun, farmers enter the fields not only to plant and prune, but also to teach best practices to their fellow farmers; to meet with cooperative members; to educate themselves on how to expand their agency; to build stronger social networks; and to advocate for policy changes with which to build stronger infrastructure for a healthier economy and community.

care®

Economic Empowerment

Although monetary currency is the principal means of exchange for desired goods and services for most of the world, initiatives to boost economic empowerment for communities are not solely for the purpose of cash compensation. Economic empowerment includes projects that enable individuals to live with dignity, through income generation, job opportunities, and access to goods and services. In Development, economic empowerment has the objective of enabling men and women to enjoy the gains of a productive and healthy economic life.

Reallocating existing resources and social capital for value creation can have a positive impact in communities, in interrelated fields such as poverty alleviation, gender equality, and upwards social mobility. The core essence of economic empowerment initiatives should include community values, so as to foster resilience within communities. Needless to say, this can be achieved through the integration of communities into the grand scheme by which the world runs; nonetheless, it is important to preserve the very identity that these communities are founded upon. There is much to be said for the development a business perspective, albeit one not based solely on capital accumulation, but rather one that seeks to expand opportunities for individual growth within its communal framework. This social business perspective involves, amongst other things, making better use of our natural resources; taking responsibility for business mistakes and market failures; providing better working conditions; and deploying creative thinking to find solutions for current social problems.

Economic empowerment initiatives provide the tools for individuals to create and maintain productive livelihoods. These tools include building capacities in bookkeeping, marketing, planting, standards compliance, business management, and/or budgeting allows for resources to be used more effectively. Micro-credits, access to savings accounts, and other micro-finance schemes, can all help communities set up the business initiatives that will afford them greater financial independence, with micro-finance programmes implemented through both formal and informal platforms. Other examples of economic empowerment programmes include training and knowledge instruction in areas such as agriculture irrigation and conservation; service-provision negotiation; and encouraging best practices in the development of life skills.

All this said, we nonetheless should remember that the more successful economic empowerment initiatives for development are those that incorporate governmental support at policy level, a global community perspective, and the ability to harness the innate capability of men and women to be their own agents for change.

Written by **Margarita Ortega Ibarra,** *Glocal student, Cohort 6*

ECONOMIC EMPOWERMENT

EDUCATION

COMMUNITY RESILIENCE

PUBLIC HEALTH

CONFLICT RESOLUTION & RIGHTS-BASED ACTIVISM

ECOLOGICAL SUSTAINABILITY

Alejandro Silva Osorio

Alejandro Silva Osorio is from Colombia, where he completed his undergraduate studies in economics. He worked for several years, in the fields of research and promotion of education and income generation, with local universities and the municipality of Cali (his hometown), among other organizations. Part of his work experience involved the promotion of a sustainable development scheme in declining agricultural sectors (coffee growers, in the Colombian case). Influenced by the multiple challenges he had encountered in the several projects he worked with, in 2015 he decided to join the Glocal master's degree programme at the Hebrew University, to shape a broader understanding of how development is produced in the field.

Alejandro undertook an internship in Israel with the Joint Distribution Committee, a Jewish philanthropic organization based in the United States. During the four months of his internship, he participated in a project promoting cooperation between the Jewish and Arab sectors of the northern region of Israel. The goal was to promote the historic and traditional olive oil industry of the region as the backbone for a community-based economic development strategy. The project succeeded in establishing a solid link between the two parties; it established a pilot program for the new olive oil vessels, to be marketed while a specific business model was designed for the long term.

When division pervades all facets of society, there are dire consequences for the economic potential of local and traditional enterprise. In Israel, Arab olive growers from the north of the country encounter significant barriers.

These include access the markets, access to investment capital, and the absence of a structured economic model that can boost development. However, cooperation between locals, the private sector, the government and philanthropists may be a key strategy for reviving a moribund economic sector and geographical region. Economic empowerment through cooperation can start the process of bringing down the walls separating the diverse communities.

Allison Sheehan Cohen

Allison is originally from Columbia, South Carolina in the United States, and has been living in Israel since 2012. She obtained her bachelor's degree in English Literature, with a specialization in Literature and Genocide, from Wofford College in 2010. She expects to obtain her master's in Glocal Community Development from the Hebrew University of Jerusalem in 2017. She has worked in education for development and development research in the United States, Israel, Palestine, Kenya, and recently Vietnam. She recently joined the team at the African Refugee Development Center, as their Resource Development Manager.

During her internship at the Center for Economic Development Studies (CEDS), Vietnam National University Hanoi, Allison conducted research within the burgeoning Social Enterprise sector in the country. Much of her work was focused on overcoming barriers in cultural relativism, in order to facilitate the successful transfer of a highly regarded Social Impact Measurement tool from the United Kingdom to the developing context of Vietnam. She worked closely with key stakeholders to develop the relevant metrics within the proposed Vietnamese tool. In the process, Allison caught the 'bug', and hopes to continue her education and career in the Social Impact field. Measuring impact, she believes, is not merely the responsibility of the organization: it is their future. As large international aid donors tighten their purse strings, Impact Investment will step in to fill the gap. She is very grateful to Glocal for such an incredible experience, and to her colleagues in Vietnam for the much sought-after inspiration.

Social value, like a tapestry, is created at the confluence of a multitude of unique societal threads harmoniously woven for a shared vision.

In Vietnam, Social Enterprises are the weavers of such tapestries; they uplift vulnerable peoples, bridge communities, and deliver change. But to progress, value and change must be measured and understood, to ensure accurate stiches and an unblemished weave.

In the picture, disabled ethnic Thai women weave traditional handicrafts in Mai Chau District, Vietnam.

Marwa Natsheh

Marwa lives in East Jerusalem, where she was born and raised. She gained her joint bachelor's degree, in Middle Eastern Studies and Latin American Studies, from the Hebrew University of Jerusalem. Currently, she is completing her master's degree in the Glocal Community Development programme, also at the Hebrew University of Jerusalem. Her path to Glocal included post-graduate research in education and international relations, an internship with UNDP/Jerusalem, and a position with UNIDO Palestine as a project assistant on one of their MENA regional projects. Marwa chose Glocal in order to be more engaged in the field, and to gain knowledge of relevant theories and their application on the ground.

As part of the Glocal programme, Marwa interned in Marrakech, Morocco with High Atlas Foundation (HAF), a local Moroccan foundation. Being interested in the field of women empowerment in rural areas of Morocco, Marwa worked in a project facilitated and implemented by HAF through organic agriculture using participatory approaches, benefiting the women of the Aboughlou cooperative. During her internship, Marwa learnt more about women's cooperatives, women's empowerment, organic agriculture, climate change, and social media. She also practiced translation, and participated in the United Nations Climate Change Conference in Marrakech (COP22), as part of HAF. Marwa's work focused on evaluating the project's ability to respond to the needs of its target population. The evaluation report was sent to the project's partners, and was distributed to potential partners and donors in the field.

Marwa is passionate in her belief that all women – whether living in urban or rural contexts – have the strength to change their future for the better. She is particularly interested in empowering less fortunate women and breaking the stereotypes holding them back in life. She hopes to continue her path in development; she believes that people's destiny is not fixed, and that it can be changed with the support of energy, enthusiasm and resources. For a better world full of love and peace!

Is Economic Empowerment the solution for reducing poverty in disadvantaged populations? Or is it just an important component of development? Most of the problems experienced by rural communities result from the lack of assets and low income. Thus, I believe that empowering these communities economically, by imparting the skills needed for economic development and income-generating projects, will open job opportunities, and will encourage these populations themselves to think creatively about solutions which may later improve other aspects in their lives. Economic empowerment is not the only solution, but it is the basis for any other field of development, and cannot be neglected in any project.

Let our goal be to reduce poverty, in favour of those who didn't have the chance to choose!

Marwa meeting with one of the women of the Aboughlou cooperative in Ourika/ Marrakech

Or Mor

Or is a Jerusalem native, and obtained his BA in Philosophy and Comparative Literature and his MA in Glocal Community Development Studies at the Hebrew University of Jerusalem. Before joining Glocal, Or cofounded the Jerusalem African Community Center, a community-based organization serving African refugees in Jerusalem. Or has several years of experience with community development initiatives benefiting African refugees in Israel.

Or recently completed a four-month internship in Uganda with HIAS, an international refugee relief agency. During his internship, Or worked on developing evaluation strategies and tools for livelihoods programming, aimed at promoting self-reliance for vulnerable refugees in the urban setting of Kampala. Or has also prepared cases for the resettlement of refugees to the United States and Canada. The highlight of his internship was, while trying to improve livelihood programming at HIAS, conducting a mapping exercise of community-based organizations and their needs. Subsequently, Or developed and facilitated a crowdfunding training module for refugee-led community based organizations in Kampala, which stemmed from an identified need for organizational capacity-building.

Or wishes to further develop his career in development, specifically serving refugee populations.
Or is interested in further developing his skills and knowledge in monitoring and evaluation and livelihoods. He also hopes to receive an opportunity to replicate his positive experience through promoting community-based organizations, and strengthening their resilience through organizational capacity-building.

Displacement destroys livelihoods. When refugees arrive in a country seeking asylum, past experiences, professions and education rarely matter when searching for employment. Whether an engineer or a marine biologist, one must start anew. When education certifications are long lost, and when one lacks sufficient proficiency in the local language, then prospects are grim. Therefore, refugees often face a trade-off between their livelihoods and their safety, and employ risky economic strategies in order to survive. These strategies include illegal businesses, street-hawking, commercial sex work, and trading sex for food and shelter. What makes matters worse is that refugees often arrive in their new environment with no safety net, poor social capital and few resources, all the while separated from friends and family. In this context, livelihoods programming should not simply address the issues of increasing economic assets and creating employment opportunities.

To complement these, livelihoods programming must also focus on building social and communal support networks. Only thus will refugees be able to not just survive in the short term, but thrive and reach economic independence in the long term.

Refugee-owned business selling cassava leaves in the slum of Katwe, Kampala

HIAS

Welcome the stranger.
Protect the refugee.

Pamela Nyirenda

Pamela is currently studying for her master's in Glocal Community Development Studies at the Hebrew University of Jerusalem in Israel. She had previously obtained a BA in Social Work at Cavendish University in Zambia. Before coming to Glocal, she worked for the Population Council Zambia as Programme Coordinator for the Adolescent Girls Empowerment Programme. In this role, she took the lead in the development and adoption of the Life/ Health Skills curriculum, which was used for the Safe Space component of the programme. Additionally, Pamela was responsible for overseeing the implementation of programme activities for one of the pilot sites and three rollout sites. Earlier in her career, Pamela worked for Marie Stopes International Zambia, as a Behaviour Change Communications Officer in the HIV prevention and family planning programmes, where she manage demand generation activities, partnerships with stakeholders, community engagement, and awareness activities.

As part of the Glocal programme, Pamela carried out her internship at Actionaid's training hub in Global Platform Mt Kenya, located in Nanyuki, Rift Valley region of Kenya, as a Monitoring and Evaluation Intern. Her responsibilities included initiating the two-and-a-half yearsTracer Study,designed to measure the impact of training taking place at the Platform on participants and over time. Other responsibilities at the Platform included training, facilitation, and communication.Pamela'sinternship helped her to learn about the impact of youth empowerment programmes for marginalized youth living in that region, who due to their circumstances are prone to getting involved in anti-social behaviour: by being part of an empowerment programme, opportunities for such occurrences are reduced,and they begin to consider options for contributing to improving the lives of their communities.

In the future, Pamela's ambition is to develop a career in youth work, preferably monitoring and evaluating youth programmes. She hopes to bepart of a team developing new programmes on the basis of past experience, to ensure positive, effective programme design and implementation.

Economically, women are categorized among the most vulnerable social groups. This is partly due to the social divisions that enhance inequalities among communities. The consequence of these divisions is the social exclusion of women through, for instance, limited access to resources and opportunities, and infringement of their rights.

Empowering women's groups is one way of helping them to emerge from their vulnerability and to achieve economic liberty; in groups, they can act collectively and to greater effect,resulting in not only the improvement of their own lives but that of their communities as well. Improved quality of life results in healthy communities,which in turn become productive and able to make a positive contribution to broader development objectives.

GLOBAL PLATFORM
actionaid
Mt. Kenya

Yael Livne

Born and raised in Israel, Yael has always been fascinated with different cultures and global experiences. In 2012, she set out to live in a small, isolated rural village in Nepal, where she worked with young women on issues related to hygiene and health while volunteering with the NGO Tevel b'Tzedek. During this period, it became clear how much the information being shared through projects such as hers helped the women take more control of their lives. The power of knowledge was made clear to her subsequently in a variety of settings. For instance, during mandatory military service, she served as a commander in the Education Corps of the Israel Defense Forces, working with recruits who enlisted in the army, often with criminal records, after years on the street. The opportunity afforded them through army service to study for a high school equivalency diploma was transformative, in opening doors and offering them the prospect of a better future.

These multicultural experiences led Yael to study Sociology and Anthropology at Ben-Gurion University and later to Glocal, where she was had the opportunity to connect theory and practice. As part of the Glocal programme, Yael participated in an internship with the organization for Women in Self Employment (WISE) in Addis Ababa, Ethiopia. WISE provides various trainings to urban women and supports them becoming economically empowered and independent. During her internship, Yael took part in monitoring and evaluation, further developing training manuals, and fundraising and producing promotional material. All the projects were geared towards developing the organization, helping WISE become a centre of excellence for women's economic empowerment and creating sustainable change.

In the future, Yael hopes to apply everything she has learnt from Glocal to the Israeli context, working with women from underprivileged and marginalized sectors of society through community-based organization. Yael's hope is to work towards equality through sustainable channels such as education and employment, creating significant social impact in the peripheral regions of Israel, where she now lives.

In the developing world, economic empowerment can be either a blessing or curse. In some places, it represents globalization affecting local development, and unwelcome western values penetrating local traditional societies. But in others, it is in fact a way to create a sustainable change. But do not make the mistake of thinking that this sustainable change comes in the form of a large bank account. Economic empowerment must be translated into social empowerment. A holistic approach, giving the community the tools necessary to facilitate this translation must be applied, creating a platform for this change. Saving and Credit cooperatives (SAACOs) for poor urban women in Addis Ababa, that allow them to utilize their skills and assets and 'make money', have proven to be a stepping stone to overall women empowerment, family empowerment, community empowerment and poverty elevation. The women are given the opportunity to better their wellbeing, and through this are empowered to make better choices for themselves and for others. In the picture, a member of a WISE SACCO, who opened a spices business with the help of micro loans, brings traditional Ethiopian spices to sell at the neighbourhood bazaar

Conflict Resolution & Rights-Based Activism

In recent years, the Development field has recognized the links between development, conflict resolution, and peace-building. These are interconnected areas, overlapping in part with other conceptualizations such as the 'do no harm' approach, conflict sensitivity, conflict transformation, and rights-based approach. Although some of the differences between these concepts are determined by the objectives of each field, the principal connection between these fields relates to the support they lend to social resilience and capability-building in the face of conflict and change. Furthermore, development work is increasingly becoming intrinsic to the implementation of peace agreements and peace building. Finally, development work in conflict areas encompasses conflict sensitivity, understanding, and implementation. Acknowledging the links between these fields helps underscore the importance of engaging with the interconnectivity of the different fields, and of the move towards a cross-sectoral and multi-dimensional understanding of the Development arena.

We, as Glocal alumni, believe that this perspective should be broadened, towards a holistic approach, when planning and implementing projects in and for conflict and post-conflict areas. This may be through multifaceted programs within a single sector, or through cross-sectorial interventions. Developing an understanding of the complexity inherent in conflict areas makes it possible for all sectors participating in development work to be focused on transforming conflict. We understand that supporting community resilience and championing social justice promotes development. Beyond this, through the implementation of peace education programs, joint environmental projects, women empowerment programs (to name a few examples), it is possible to bring communities driven by conflict together, encouraging connection and cooperation and thus supporting conflict transformation. Finally, supporting joint non-violent action as a means to promote peace promotes the view of a community-based approach, an approach which Development strongly advocates.

Through this, we wish to introduce holistic wisdom approach to our work in conflict areas, alongside the awareness that promoting peace is itself the promotion of development. A rights-based approach to Development activity promotes justice, equality and freedom, and addresses unbalanced power relations through human rights awareness, social activism, and development practices.

*Written by **Noa Dolev,** Glocal student, Cohort 6*
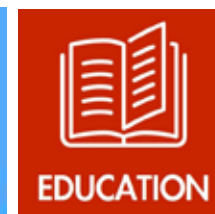
Elianne Kremer

Elianne was born to a Jewish family in the city of Montevideo, Uruguay. Although she grew up learning the traditions of a specific ethnicity, her education nourished her curiosity and encouraged her involvement with a broad spectrum of social realities. She graduated from the Universidad de la República with a degree in International Relations, and has participated in different initiatives related to theatre and writing.

From an early age, she recognised her desire to feed both her intellectual and artistic sides. This is how she came across Glocal, the MA in Community Development, and decided to take the plunge. As part of the course, she undertook her internship with the Jerusalem African Community Centre (JACC). Amongst her responsibilities during her internship, she designed an evaluation proposal for the Rights Advocacy Department, created a programme for volunteers, and devised a storytelling project for coping with trauma.

The main understanding she took from this experience was that with confidence and passion, everything is possible. Consequently, she combined her knowledge about theatre and writing in a single project, interviews with community members bringing their childhood stories together. This project nurtured Elianne's belief that the arts and experimental practices are indeed effective and transformative tools for social change and building better conditions for underprivileged people.

Elianne is now working on a research project, led by Prof. Avraham Sela of the Hebrew University of Jerusalem, on why people are inspired to volunteer to fight for a foreign cause by their religious beliefs or universal ideologies. Her area of specialisation is the Spanish Civil War; through this, she hopes to connect her theoretical studies to practices that could help generate peacebuilding in different conflicts in the present day.

Asylum seekers in Israel are one manifestation of the current global refugee crisis. The problem resides in the dissonance between governmental subscription to international conventions on the one hand, and deviated national policies on the other.

The negligence that the government manifests with regards to the refugees, such as in the lack of health services and their right to make a living, has a direct effect on their value as human beings. The Third Sector in Israel advocates addressing these needs at a legal level. But beyond this, the experiences of this group of asylum seekers, and their awareness of the manifest unjustness of their position, strengthens their resilience. Their understanding that citizenship is circumstantial leads them to continue striving for their freedom, superseding governmental policies that assert the contrary.

Hamze Awawde

Hamze Awawde specializes in building peace strategies based on the p2p (people to people) approach, and has many years of experience in leading various p2p peace-oriented projects in Israel and Palestine. Hamze is currently pursuing his master's degree studies in Glocal Community Development at the Hebrew University in Jerusalem. Previously, he studied Business Administration and Economics at Birzeit University. He is a lifelong peace activist, and is currently working as a programme manager for the Middle East regional peace movement YaLa Young Leaders. Earlier in his career, Hamze worked as the executive director of the Crisis Management Training Project in Jericho city, a project implemented via a partnership between the International Center for Conciliation (Boston), Jericho Municipality, and Al-Najah University.

After completing his BA, Hamze spent nearly a year in Germany, attending school and working as a social worker and translator for young refugees from Syria. He subsequently spent two months in Washington D.C., advocating for peace and the two-state solution at universities, lobbies, and Congress.
As part of the Glocal programme, Hamze recently completed a four-month internship with Kids4Peace in Jerusalem. Hamze co-organized the "Encourage 2015" conference in Jerusalem, where senior Palestinian and Israeli politicians participated in a panel for peace. Hamze is also a board member of the New Story Leadership, a Washington D.C.-based organization.

Can civil society play an effective role in resolving the Israeli/Palestinian conflict? We can certainly give it a try! But, as in any form of civil society intervention, we must set clear and unambiguous goals, and maintain a high level of transparency.

The principal concerns will remain if there is no progress at all; so why shouldn't we move the resources to different causes, where progress is much more feasible?

Margarita Ortega Ibarra

Margarita is from Ciudad Juarez, Mexico, and grew up in the heart of the US-Mexico borderland dynamic. She graduated from the University of Texas at El Paso, USA, with a double major in Economics and International Business; and from the Hebrew University of Jerusalem, with a Masters in Glocal Community Development. Margarita Ortega's past professional experience is in accounting and retail management in the United States.

During her internship at the Peres Center for Peace and their partner Palestinian organization, she worked on projects in the field of economic development in the private business sector, principally through business capacity building for trade between Israeli and Palestinian businesses. Her duties were mainly in the communications, donor reporting, and stakeholder outreach.

Margarita believes that the ripple effects of cross-border business cooperation, through extending development opportunities to less advantaged communities, are enabled when economic and political structures take into account the needs, capabilities, and capacities of these very communities. While these structures are set in place and fully functional, creative thinking in social efforts must be the binding threshold for better living standards for all. Channelling this creative thinking of social accountability in business, as in every aspect of life, is her expectation for the future.

The complexities attached to doing business in a souk/shuk[1]of conflict, uncertainty, and political strife – as the case of the Israeli-Palestinian conflict – sheds light on the interconnectedness of business and peace, and the need for the two to walk alongside one another. Will business enable peace or will peace enable business? Globalization, on-time markets, and competitive environments cannot wait for this question to be answered. In fact, neither can the families whose livelihoods depend on it as a source of income.

Even when the 'rules of the game' are as complex as the very market in which they are enforced, we still have an interest to empower communities to reach their highest potential.

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[1] The Arabic and Hebrew words for 'marketplace' or 'bazaar'

מרכז פרס לשלום
مركز بيرس للسلام
The Peres Center For Peace

Noa Dolev

Noa is completing the Glocal MA programme, in which she focused on conflict transformation and peace building. During her first year of studies, she was part of the lead team at EcoME, a peace and sustainability centre working in Israel/Palestine, promoting dialogue through experiential shared community life and diverse workshops. Before this, she completed a BA in Behavioral Sciences, facilitated an Israeli-Palestinian youth dialogue group, and worked in workshop facilitation related to empowerment and social skills. Noa is also a yoga instructor, has experience in permaculture design and Non-Violent Communication (NVC), and has a deep love for traveling and experiencing new cultures.

Noa interned with Smile Education and Development Foundation (SEDF), a local NGO in Yangon, Myanmar focusing on interfaith dialogue and human rights advocacy. Her role was as a peace building advisor in the development team. She developed two project proposals for the promotion of interfaith dialogue: one through environmental awareness, and the other through NVC. Aside from this, she worked to expand SEDF's network, and to empower and strengthen the local staff. Throughout this experience, Noa learnt about the complexity of promoting dialogue in an active conflict context in times of change, and about the dependant relationship between local and international NGOs. She learned to appreciate the importance of networking and collaboration between different NGOs, and of combining a bottom-up and top-down approach for peace building: initiating community dialogue advocating for policy change.

Currently, Noa is seeking to bring all her diverse experience and passions together, by continuing to promote peace in the local region of Israel/Palestine. She is interested in developing and implementing projects for youth and young adults that focus on personal well-being, NVC, and their contribution to dialogue. In the future, Noa hopes to develop this area further by leading cross-cultural projects promoting dialogue in different conflict areas, learning from other contexts, and creating global non-violent actions networks.

Connecting and creating contact across conflicted communities is the main work frame in the field of conflict resolution and peace-building. The cultural exchange that development work entails creates another point for connection and contact. This rich web of exchange can connect and transform relationships in the complex context of a conflict through the delicate balance of communication:communicating with the local cultures;communicating with ourselves;communicating with the local communities, to best support their peacebuilding initiatives; and communicating with other NGOs, to cooperate and to learn from best practices.

As in peace building, this balance must be negotiated on the foundations of peaceful communicating, through the art of listening, empathy and compassion. This photo was taken at the 'Interfaith Harmony Forum', an SEDF projects. Here, participants from the different faith groups are playing a game designed to connect them through their similarities, countering the separation based on their differences.

smile

Education

Education is more than the transfer of knowledge from teacher to student. It is about broadening horizons, expanding imaginations, fostering creativity, and inspiring future generations to take up the mantle of positive change. Under the ambit of Development, education empowers individuals and communities to become active participants and to obtain local ownership of projects and events. They are able to do so by utilizing their own knowledge, combined with external expertise involving local and foreign stakeholders and beneficiaries. Educated and empowered individuals make morally sound and intelligent decisions for the benefit of their communities and nations; it is these individuals that create the positivity, synergy, and camaraderie so badly needed in the world today.

Education itself cannot implement growth in a vacuum, however. It requires both dedicated and enlightened individuals and constant reinforcement. Proper infrastructure, resources, and spaces must also be provided and accessed. Identity and the status of the educators and students must be taken into account. For example, suggestions to tackle gender gaps and barriers presented to a women's only focus group may not be as significant or meaningful to participants if the facilitator is male. Similarly, barriers are created if the person attempting to break down cultural norms and stigmatization is not from the local context. Awareness of one's own position and the meanings associated with this is critical for fostering meaningful empowerment. As with other development concepts, the monitoring and evaluation of education programmes is paramount for assessing outcomes and improving structures. Without being able to understand the results of education in specific contexts, developmental movement could be rendered futile, and knowledge acquisition lost.

Successful empowerment and development through education are related to the concepts mentioned above. Additionally, education can be paired with other aspects of development for mutual advancement. For example: a nongovernmental organization (NGO) could train local peer educators to establish girls-only and boys-only focus groups, in order to teach them how to recognize sexual harassment. Participants can then help in identifying and mapping spaces in schools and other institutions in the community where assaults and harassment occur. Using this local knowledge, educators and the NGO can target these spaces with prevention strategies. Another example could be that of implementing a vaccination programme in a community resistant to receiving them. As healthcare workers play a key role in guiding community members' decisions for determining health and nutrition, educating healthcare workers about the merits of vaccines will make them more capable of influencing patients' decisions to accept vaccines.

However, and as stated earlier, development through education can only go so far unless it utilizes local knowledge and resources. Without dedicated individuals, proper monitoring and evaluation, and the pairing of local and external knowledge, progress engendered through education will be neither sustainable nor applicable.

'Ignorance is bliss' but 'knowledge is power'. We have the power to choose, we have the power to change.

Written **by Alex Acton,** *Glocal student, Cohort 6*

Alexander Mallare Acton

Alex is originally from Detroit, United States, and received his bachelor's degree in Comparative Cultures and Politics with a specialization in Asian Studies from James Madison College at Michigan State University. He is currently part of the sixth cohort of the Hebrew University of Jerusalem's MA Glocal Community Development programme, and will complete his degree at the end of the 2016-2017 academic year. His past professional experiences include working with local urban-agriculture development projects, and youth, refugee, and immigrant empowerment projects.

Alex interned at AHHA Education in Svay Rieng, Cambodia, where he participated in and initiated a variety of projects, mainly focused on youth engagement and motivation. During his internship, he was involved in monitoring and evaluating the education centres in Svay Rieng and professional development for trainee teachers. He also participated in youth leadership, motivation, and capability-building projects with the boarding students living at the centres. He is very proud to have established the AHHA Education Svay Rieng Library, with help from students, teachers, and local benefactors.

From his internship and other professional experiences, Alex believes that positive social change is best achieved through bottom-up approaches, beneficiaries and stakeholders directly involved in the planning and execution of projects and processes. This mindset, he believes, should be reflected in all levels of public affairs. Alex's ambition is to bring these methods into a career with the U.S. government, improving the strategies with which the government fosters local, national, and international development.

At an education centre managed by the organization, one of the residential needs was a facility that provided an alternative source of education besides teaching in classrooms. Students, trainee teachers, and managers all participated in contributing to establishing a library. The library, and other flagship projects conducted in the area, served to give beneficiaries experience, knowledge, and training in how to create, implement, and manage service projects both in and outside their community.

Engaging youth and others associated with the centre by directly cooperating in planning and carrying out the library project not only creates local ownership, but also ensures long-term sustainability. The picture was taken in the AHHA Education Center in SvayRieng, Cambodia, where the library was built.

AHHA
Education

Felix Rubogora

Felix Rubogora holds an MBA from Kampala International University-Uganda, and a BA in Economics from University of Ngozi-Burundi. He has worked with different local NGOs in Rwanda, mainly with projects linked with education, health and Income Generating Activities. He has also taught at Eben-Ezer University of Minembwe in Eastern D.R. Congo, and was involved in various youth initiatives in the Great Lakes Region (Burundi, D.R. Congo and Rwanda).

Felix joined the Glocal programme with the intent of sharpening his skills in working with grassroots communities, through developing practical tools and learning from various experiences from around the world. The most important skill he learnt at the Glocal programme was developing his critical thinking and understanding of the separation between theory and the reality in the development field.

As part of the MA in Glocal Community Development Studies, Felix undertook a four-month internship with the Educate-Rwanda Programme. It is a pilot programme, promoting the Competence Based Curriculum (CBC) for entrepreneurship subjects, in 102 secondary schools across Rwanda. As an outcome of this exercise, he personally developed facilitation skills and knowledge about innovation and creativity, as well as the connection between programme monitoring design and implementation. In his future career, Felix intends to direct his aspiration of working with youth as his contribution to the development of a self-reliant generation, one capable of comprehending the potential impact of global sustainable development.

A current global development preoccupation is the mismatch between economic interests, social justice and environmental protection. This is considered an intergenerational responsibility. But how can this objective be achieved? Education holds the promise of the future. It is through quality education that a nation can turn challenges into opportunities;it is through quality education that a nation can raise a generation of responsible citizens, innovative, creative and mindful.

Therefore,Rwanda and other developing countries should invest more in overturning past trends,not merely expanding the education system, but also making quality its backbone. In the picture, S4 students of Inyange High School, Gicumbi District in Northern Rwanda participated in a skills lab session introduced by Educate! Rwanda.

EDUCATE!

Sushmita Shrestha

Sushmita Shrestha was born and raised in Kathmandu, Nepal. She received a BA in Sociology and English from Rainbow International College, which is affiliated with Tribhuwan University, Nepal, and is presently pursuing a master's degree in Glocal Community Development at the Hebrew University of Jerusalem. In the past, Sushmita worked with the Israeli NGO Tevel b'Tzedek, in the fields of community development and women's empowerment. Sushmita completed a four-month internship with Safecity and Action India, in South New Delhi, India. She was involved with a range of projects, including awareness-raising campaign on sexual harassment, providing training for youth leadership, and supporting a project by UNDP India and Restless Development India, aimed at promoting female empowerment through employable skills by recruiting young girls and training them.

During her internship with Safecity and Action India, Sushmita expanded her knowledge of women's legal rights, and developed psycho-socio counselling skills appropriate for use with young children and adolescents who have suffered from any form of harassment.

Sushmita is interested in expanding her work on gender rights and gender equity in both rural and urban areas of Nepal. She hopes to utilize her learning from the internship and previous work experience for working on gender rights in Nepal.

In India, there are many children forced by circumstances to live on the streets and to work as child labourers. Many girls are not given the opportunity to go to school, due to society's patriarchalmind-set and poor economic conditions. Even though, as the statement says,'Children are the future of the nation', many still don't have access to quality education. While global policy making in the development sector is directed towards the attainment of quality education, as outlined in the Millennium Development Goals, nonetheless many children are still unable to attend school.

We should focus onproviding accessible, quality education for all, because no country can achieve sustainable development without investing in human capital, and especially investing in children. Investing in education can enrich people's understanding, and will lead to broad social benefits. Education helps to develop the creativity and productivity of children and people. In the picture, children addressing the right to education through pamphlets on Children's Day.

Tamar Almog

Tamar is a social activist and an artist, living in Jerusalem. She has extensive experience of social change initiatives and promoting youth leadership. Tamar embarked on her social path at the age of 17, when she joined the Hano'ar Ha'oved veHalomed youth movement, an organisation promoting youth-led change across Israel. Tamar completed her BA in Psychology, studying on the 'Ofakim' honours program, at Haifa University. Following this, she started researching the field of social entrepreneurship as part of her work at the Joint Distribution Committee in Israel. In addition, Tamar currently runs her own caricature and graphic facilitation business, using art as a creative way for expression and connecting people.

As part of the Glocal programme, Tamar completed her internship in the field of social entrepreneurship in Ashoka, India, participating in the Youth Venture programme team. During her internship, she focused on identifying and selecting individuals under the age of 20 who had already established and were running their own social initiatives. Specifically, she researched how practitioners in exclusive programmes could attract greater participation from underprivileged backgrounds. Through this experience, she learned that while it is important to perceive youth in developing countries as the major actors of international change processes, practitioners must act to tackle the socio-economic, geographical, and gender-based challenges that this youth constituency face.

In the near future, Tamar hopes to continue exploring the field of social entrepreneurship, specifically combining caricature drawing with social change. In addition, she is currently pursuing her academic interests by interviewing and writing about successful female social entrepreneurs from underprivileged backgrounds, seeking to identify their common enabling factors.

As a teenager, I was always told to stop trying to change the rules. 'Focus on your studies, go and get a good job': in other words, try your best to assimilate. For better or worse, that narrative about the system is coming to an end. Nowadays,the world is evolving the fastest pace ever seen, and is constantly reconstructing its axioms. In order to succeed in this rapidly changing environment,one needs to be innovative, creative, multidisciplinary and persistent: skills matter much more than any formal stamp or certificate. Hence, creating youth platforms where they have the opportunity to sound their unique voice is imperative, and we should keep as a first priority.

In this picture, a participant in the 'Changemaker Day' in Assam shares the tension she experiences from wanting to be a change leader while being a young woman .

ASHOKA

Veronica Bertozzi

Veronica Bertozzi has an academic background in political science and international relations, with a specific focus in Middle Eastern studies, communication and development. She earned a bachelor's degree in Political Science and International Relations at the Autonomous University of Barcelona, Spain, which she complemented with a year studying Middle Eastern studies at Marmara University in Istanbul, and at the University of California in Los Angeles. Veronica also studied at the University of California in Washington DC (UCDC) centre, and interned at the Woodrow Wilson Center, where she worked as a research assistant. Finally, she earned a master's degree in Political Communication at Tel Aviv University, and she is presently a master's candidate of the Glocal Community Development Studies programme at the Hebrew University of Jerusalem. Veronica gained experience in the field of development while working as a project coordinator for a non-governmental organization, YaLa Young Leaders. Through this organization, she had the opportunity to organize conferences, manage online platforms, and facilitate communication and cooperation with organizations and institutions in Israel/Palestine and Europe.

Though the Glocal program, Veronica had the opportunity to undertake a four-month internship with ActionAid Palestine. Her internship was focused on youth empowerment through training and action plans. She was able to improve her knowledge of education, public campaigning and human rights. Veronica also conducted an extensive research and data collection exercise, focusing on economic analysis as well as on documenting human rights abuses suffered by several communities in Palestine.

Veronica has travelled to many countries, and she very much enjoys learning about new cultures and world-views. She speaks several languages: in addition to Spanish, Italian, English, Catalan, and basic German, French and Turkish, she has intermediate-level proficiency in Arabic. Veronica looks forward to continuing to improve her work as a researcher, as well as working as a development practitioner in the Middle East within an Arab-speaking environment.

Bethlehem is a small Palestinian town, defined by the coexistence of different religions, ideologies and cultural backgrounds. Nevertheless, the high unemployment, lack of stability and limited freedom of movement are a constant challenge for its inhabitants. Young people tend to pay the price for this situation. By focusing on youth empowerment, the Global Platform Palestine is giving back to Palestinians the hope for a better future, by presenting to young people educational training focused on action that can impact their own communities in Palestine. Participative learning is the basic approach of the organization, and participants are constantly engaged by leading training sessions as well as action plans.

We do not have the power to make structural changes; but local youth, through changing their perspective about their own abilities, can be the change makers of tomorrow.

Ecological Sustainability

Ecological Sustainability relates to the preservation of our homes, our livelihoods, and ultimately our civilization. Given that more than 200 definitions are used by research institutions, development agencies, businesses and policy makers around the world, we have our work cut out in understanding ecological sustainability. But an appropriate definition must be agreed upon before we can begin to create a cohesive and measurable framework for implementing it. The Brundtland Commission of 1987 perhaps provides the most eloquent definition for our purposes: 'Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.'
In the post-Millennium Development Goals era, world leaders attempted to break this concept down into bite-sized morsels through the Sustainable

Development Goals. Specifically, they include sustainable industrialization, sustainable agriculture, sustainable urban development, and sustainable management of terrestrial ecosystems as goals and indicators for global policy making in the near future. This initiative is the focal point for international agencies, and is a principal item for discussion at the negotiating tables of climate change conferences. It encompasses an array of activities, ranging from awareness campaigns for picking up trash around the Old City of Jerusalem, to farmers in Guatemala obtaining organic certification for their coffee cooperative. This focus within development must come from a holistic shift in the way we perceive our relationship with the world. The Key is the acknowledgement that we are in fact mere stewards, humble members within the ecosystem rather than masters of the ecosystem.

Even though our definition is not a universally agreed description of Ecological Sustainability, the end goal remains the same – developing successful methods through which we can maximize our potential, but without inhibiting the health or livelihoods of present and future communities.

Written by **Rachel Winner,** *Glocal student, cohort 6*

Inbal Landau

Inbal Landau is an Israeli-Chilean citizen. Before joining the Glocal Community Development M.A. at the Hebrew University of Jerusalem, she took a B.A. in Journalism and Social Communications at Universidad Diego Portales in Santiago, Chile. She has experience in writing, translation, media, communications, research, and non-formal education.

Taking into account the advantages conferred by her closeness to the culture of the region and her language skills, Inbal decided to undertake her internship in Latin America. She worked with the Jewish community in a project designed to build intergenerational ties among its members. She also worked with a local non-profit organization on environmental and educational matters. Her experience in developing regions allowed her to understand how important it is to spend time in the field, together with the community, in order to get a better approximation of its culture, traditions and perspectives; to understand the local needs of the local population through their daily life; and, ultimately, to be able to work hand-in-hand with them in building projects that are relevant for them.

No matter where she winds up working, Inbal's ambition is to keep learning. She believes that knowing more about the other realities, peoples, and communities surrounding us can help us to widen our perspectives, reshape our thoughts and beliefs, and maybe one day make something good with all this enriching awareness.

In an increasingly technologically oriented world, where new generations forget the importance of face-to-face interactions and abandon paper books on dusty shelves, a public library can still has its attractions in rural locations, in places where many children do not have access to the internet, and in some cases do not even live in homes with electricity. The little ones frequent the library week by week, borrowing as many books as they can so as to spend their leisure hours learning.

They participate in the different activities that take place in the establishment, and they play, jump and run with their friends in the garden. Even in places that lack full access to the technological advances of our times, a genuine childhood can still exist.

ASCONA

ASOCIACION DE SERVICIO COMUNITARIO
NACIONAL Y AMBIENTAL

Public Health

Health forms an integral part of the foundation needed for an individual to reach full potential in other areas of development. Health is not an end in itself, but rather should be considered as a prerequisite for enhancing quality of life. Besides physiological homeostasis, a healthy body, mind, and spirit enables people to reach desired opportunities and ascend in social mobility.

As a basic human right, health does not stand independently. Promoting health issues goes hand-in-hand with capacity-building for local health workers; searching for new sources of green energy and reducing the air and water pollution; addressing conflict resolution to preserve the physical and mental health of individuals; improving advocacy to raise awareness for people with different disabilities; and so on.

Promoting health starts with improving the general access and infrastructure necessary to reach the most vulnerable communities. Health awareness starts with quality education. In order to reduce maternal deaths, there is the need to promote an effective family planning agenda, in part through promoting gender equality and empowering women to feel confident about making their own decisions about their body. Attempts to reduce child mortality, specifically the number of children who die before the age of five, must begin with addressing aspects of food security and sustainable agriculture. Many practical steps have already been taken to reach development in this area: for example, providing bed nets to prevent disease proliferation in communities, or air ventilation of wood stoves. By implementing a holistic approach and targeting different aspects of the current reality, we can all assist in, and benefit from finding new solutions for global health issues.

*Written by **Liza Idelman, Alex Acton and Margarita Ortega,** Glocal students, Cohort 6*

Liza Idelman

Liza Idelman, 25, currently lives in Tel Aviv. She graduated from the Hebrew University of Jerusalem with a double major in Education and Sociology & Anthropology. During her studies, she worked as a project and research assistant in the Institute of Innovation in Education at the Hebrew University, where she was involved in writing and implementing educational programs for youth-at-risk, conducting and producing training seminars for the educational staff, and evaluating on-going projects. While studying and working, Liza was also involved in different aspects of student activism, promoting gender equality and LGBT awareness and culture in Jerusalem.

Liza's internship was in western Kenya, with Nivi - a start-up company cofounded by a team from 'Population Council' and Duke University. Nivi's objective is to propose technology-based solutions for the unmet demand for family planning in the rural areas of western Kenya. Through an automatic phone-based service, Nivi makes family planning services more accessible. Liza's role was mainly in developing the youth-oriented aspects of the program: learning the culture, mapping their needs, evaluating user experiences, suggesting adjustments to the service to make it more youth-friendly, and developing youth-oriented marketing models. During this internship, she gained a lot of knowledge, both of the local youth culture and of hi-tech and technology based solutions for development. But mostly, she developed a new perspective about the challenges and opportunities presented by combinations of the two fields.

For the future, Liza is mostly interested in research, and in the combination between the academy and the field. She believes that focusing on research should not merely be motivated by personal interest, but involves a sense of obligation. By implementing research based on a bottom-up approach, we can allow the marginal voices to be heard, and with this awareness reshape and redesign theory according to the realities in the field.

Public health is a basic human right, but is not limited to the individual and his or her health status alone. Public health is strongly related to education, food security and infrastructure; in rural and semi-rural areas, public health is closely entwined with community wellbeing. In communities, the health status of the individual is determined by a range of factors: how well the community is organized, how openly health issues are discussed, if health workers are invited to share their knowledge, and how much the community is willing to hear about new options.

Power relations, priorities, gender issues, taboos, and options are all components in the chain between the individual and health services. Therefore, the community as a whole should be the target for intervention, in order to effectively promote public health issues in rural areas.

In the picture, a community health volunteer (CHV) is presenting Nivi - a new family planning platform¬–at a meeting of village elders.

Thank you for joining us on our journey
To learn more about the Glocal Community Development Studies Programme
Please visit our website: http://glocal.huji.ac.il
Or contact us at: glocal@savion.huji.ac.il; +972-2-5882267

Cover page picture by Hallel Elnir, in Bua village of Tsa'chila tribe in Ecuador
Back picture by Dalia Desiatnik in Nepal
Inside design by Tamar Almog

Arts

Education

Early Childhood Development

Access Knowledge

sex education

Family Planning

Public Health

Nutrition

Preventive Medicine

Community Resilience

Gender-Based Education

Gender

Vocational Skills

Social Entrepreneurship

Livelihood

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Income Generation Models

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Conflict Resolution &

Agriculture
permaculture

Ecological Sustainability

Rights-Based Activism

Transitional Social Justice

Religion

Recycling

Ecotourism

Social Mobility

Storytelling

Advocacy

Reforestation & Nature Conservation

Child Rights

FACES OF
DEVELOPMENT