

ZOCHROT 2012 ANNUAL REPORT

1 January 2012 – 31 December 2012

Zochrot, RA 580-389526



Annual Narrative Report 2012

Reporting period: 1 January 2012 – 31 December 2012

1 Brief description of the genesis of the report:

The following report was written by Zochrot's resource development coordination. The information was collected from Zochrot's ongoing performance chart for 2012 and from discussions with the organization's director and the project coordinators; the coordinators also brought with them to these discussions feedback received from the projects' target audience during the period of this interim project.

2 Important changes that occurred with respect to Zochrot in the reporting period.

Strategic Planning procedure - Zochrot had come to an understanding that it must grow from a movement form of an organization to a mature form of an organization almost 10 years after its establishment. Zochrot completed a process at November 2012 an organizational consultation in order to look in depth and with professional facilitation into issues of capacity building for the organization. This process involved the staff, the board and key volunteers. The process of PME assisted in developing and producing Zochrot's vision, values and mission; formulation of clear objectives, indicators, outcomes and impact; linking between Zochrot vision and its various programs. We are most confident that the process and that this change in Zochrot will make us a much mature and stable organization.

Transitional Justice Practicalities - As part of our Strategic planning for 2013-2015 Zochrot decided to take a further step deepening the work within the paradigm of transitional Justice in Israel-Palestine in promoting Truth | Justice | and Reparation and advancing acknowledgment, accountability and responsibility of the Israeli Public to the ongoing crimes of the Nakba for the past 65 years and the return of the Palestinian Refugees. In the frame of promoting the Transitional Justice paradigm we have initiated a new training to civic human rights and peace organizations in Israel on Transitional Justice - The course started on the 12.12.12 with over 20 participants from different NGOs such as: Adalah, PHR, ACRI, Amnesty, Aasaf, Yesh Din, Hand in Peace, School for Peace in Neve Shalom, Green Action and more. The course is Facilitated by Dr. Sigal Horowitz who established the program on Transitional studies in the Minerva Center for Human Rights institute in the Hebrew University of Jerusalem.

Zochrot's activity in 2012 – As can be clearly shown in the report, Zochrot activity and public outreach had increased significantly in 2012 (see especially our detailed indicators table in paragraph 4.1.2 in this report). In 2011, Zochrot had about 4000 direct beneficiaries (calculated accordingly: Information Center: 460 people; 2 Exhibitions – 600 People; Booklets – 1,500; Study Guide – 40; Tours – 1,100; Educators workshops and seminars – 50; Return Workshops – 50). In 2012 – we had about 4500 direct beneficiaries (calculated accordingly: Information Center: 480 people; 3 Exhibitions – 700 People; Booklets – 1,500; Study Guide – 53; Tours – 1,550; Educators workshops and seminars – 93; Return Workshops – 40). In average, the primary participants are Jewish Israelis, women and men, living throughout the country, thus Zochrot succeeded to advance its goal in reaching the Israeli public; Indirect beneficiaries from Zochrot activities in 2011 were calculated according to ripple effects of at least 2 people per participants (8,000); about 31,000 unique visitors to Zochrot's website; at least 40 students (and 2 more people by ripple effect there) per use of the study-guide (1,600 x2 = 3,800). A total of at least 43,000 people. Indirect beneficiaries from Zochrot activities in 2012 were calculated according to ripple effects of at least 2 people per participants (9,000); 64,320 unique visitors to Zochrot's website; at least 53 students and teachers (and 2 more people by ripple effect there) per use of the study-guide (2120*2=4240). A total of at least 77,560 people.

3 Activities implemented in the reporting period

Overview of activities implemented since the start of the project

| ACTIVITIES | Responsible | j | f | m | a | m | j | j | a | s | o | n | d |
|---|--|---|---|---|---|---|---|---|---|---|---|---|---|
| Open tours: a total of 10 tours. | Tours coordinator | | | * | | * | * | * | | * | * | * | * |
| Advocacy campaigns and Ad hoc activities: took place on a small scale throughout the year. took place and according to the socio-political situation of 2012 | Culture & Knowledge coordinator & Zochrot's director | | | | | * | | | | | | * | |
| Visitors' centre: was open for visitors 5 days a week. | Culture & Knowledge coordinator | * | * | * | * | * | * | * | * | * | * | * | * |
| Testimonies project: 13 testimonies were collected and short films have been prepared throughout the year. Following every open tour a short film of the testimonials on the ground has been sent via the newsletter. | Testimonies coordinator | * | * | * | * | * | * | * | * | * | * | * | * |
| Newsletter: came out every week throughout the year. | New media coordinator | * | * | * | * | * | * | * | * | * | * | * | * |
| Website development: Zochrot's website is fully online Zochrot has uploaded regularly materials which are available to the public in Hebrew/English/Arabic. | Website & graphics coordinator | * | * | * | * | * | * | * | * | * | * | * | * |
| Developing new ways of outreach to Israeli audiences: The usage of various media (meetings, social media) throughout the year. | Outreach coordinator | * | * | * | * | * | * | * | * | * | * | * | * |
| Study-guide for teachers: The education coordinator works with the teachers all year. | Education coordinator | * | * | * | * | * | * | * | * | * | * | * | * |
| Learning groups: 3 groups that began meeting at the end of 2011 continued working until June 2012. The first group was opened in December 2011, the second was opened in January 2012 and the third on March 2012. | Education coordinator | * | * | * | * | * | * | * | * | * | * | * | * |
| One-time workshops and lectures for groups: took place by-invitation throughout the year | Zochrot's director and staff members by rotation | * | * | * | * | * | * | * | * | * | * | * | * |
| Sedek: A new Sedek – A Tour guide following the ruined Palestinian villages came out in out in August 2012; work will take place throughout the year on the new issue of Sedek for 2013. | Sedek's editor in chief | * | * | * | * | * | * | * | * | * | * | * | * |
| Gallery: 3 exhibitions were shown this year. The first exhibit took place in March for 2 months. The second exhibit's opening took place in August for two months, and the third in October for three months. These included 10 accompanying events during that time. | Zochrot's director and staff members by rotation | | | * | * | | | * | * | * | * | * | * |
| Evening lecture series: 16 new events took place throughout the year. | Culture & Knowledge coordinator | | | * | * | * | * | * | * | * | * | * | * |
| Capacity building: work took place all year, with weekly financial team meetings; an internal evaluation took place in November 2012. | Zochrot's director and resources development coordinator | * | * | * | * | * | * | * | * | * | * | * | * |

4. Achievement of the project objective(s)

Our Goals:

1. Raised awareness among a growing number of Jewish Israelis to the Nakba, its implications and to the situation of Palestinian refugees;
2. Growing recognition among the Israeli public of Israel's part in the Nakba, and in time for Israel to take responsibility for it;
3. Greater knowledge created by putting forth as many accessible materials as possible, in Hebrew, on the Nakba and its ongoing effects, particularly the situation of Palestinian refugees;
4. Developing public discourse – Israeli and Palestinian – on thinking about practicalities of Palestinian return.

Our Objectives:

1. Marking the physical landscape by posting physical landmarks and signs and by initiating events that mark the physical landscape, in order to challenge the erasure of Palestinian life.
2. Developing ways for the formal and informal education systems, operating within Israel, with which to engage teachers in teaching about the Nakba and engage students in learning about it.
3. Creating greater and deeper knowledge, by putting forth as many materials as possible, in Hebrew, regarding the Nakba and its ongoing effects, particularly the situation of the Palestinian refugees; and making these materials accessible to the wide public.
4. To create a space for a new culture that allows and encourages public discourse on the Nakba and its ongoing implications;
5. Develop ideas for possible practices for Palestinian return through lectures, workshops, joint Jewish Israeli-Palestinian publications and projects in the Israeli landscape;
6. Increase active outreach to the Jewish-Israeli public through different means, including social media and approaches to the media

5 Overview of Objectives, Indicators and Activities during 2012

- **Project objective 1:** *Marking the physical landscape by posting physical landmarks and signs and by initiating events that mark the physical landscape, in order to challenge the erasure of Palestinian life.*

Indicators showing of raised awareness to the landscape through the physical unravelling of the Nakba in the Israeli landscape:

- a. The impact of Zochrot's tours to destroyed Palestinian villages on participants: through feedback by participants to the tours and their corresponding booklets, as received during and after the tours by personal communication, emails, phone calls and letters to Zochrot.
 - b. Number of participants: number of participants in tours and commemoration events, number of booklets distributed, division of participants to newcomers and those who frequent our tours, and how many were Israeli, Palestinian and internationals.
- Open tours - In total, about 600 people, men and women, participated in 10 tours that were implemented during the reporting period of 2012. The tours were to al-Quds, Yaffa, Tirat Karmel, Lydda, Bir-a-Saba, Summayl, Aka, Albasa, Yajur and Balad-al-Sheikh and are all documented in Zochrot's website. For further details and photos, please refer to: please refer to [this link](#) on our web site.

The number of Israeli Jewish participants is approximately 60%, with the remainder being Palestinian-Israelis, internationals, and Zochrot staff.

In same way, as other tours organized by Zochrot, the Israeli participants in the tours got a chance to see the space through different eyes. During the tours, Zochrot observed the attention and the interest of the participants regarding the fact that the story told by the establishment is not necessarily the true story. Many of the participants expressed interest to have more information and asked questions. This was a reflection that the tour provided more than learning. It is actually a journey of conceptual awareness, emotional experience and a stimulating endeavour that contributed to making some Israelis identify with the place and its displaced citizens. In the longer term they might object to the expulsion of the village's inhabitants and will hopefully take an active role in promoting their right to return.

All tours were, as always, led by a Palestinian refugee from the village. Every tour is the outcome of a long process that includes identifying refugees who lived originally in the targeted locality, interviews with refugees, preparatory visits to the site of the village, additional interviews with refugees during the preparatory visit, photographic documentation of the site and preparation of the tour's route and content. In order to publish a booklet about the village historical material and transcribe the interviews with the refugees are collected and are offered as base information during the tour free of charge, in Hebrew and Arabic, and partly in English.

At the end of every tour, a sign carrying the original name of the village in three languages is erected on site. The villages' refugees hosted the three tours and guided the participants through the site of the village in a virtual tour and stories from the history of the village life as it existed before the inhabitants were expelled. The combination of experiencing the actual site and the presentation of the refugees themselves to the tour and the recollections they shared proved to be very powerfully effective in stimulating thinking of Israeli participants about Nakba results in participants mobilizing others to take a role in promoting awareness to Nakba and taking historical responsibility for it.

- Tours by invitation: in 2012 Zochrot coordinated over 13 tours to Israeli and Palestinian groups. A total of about 300 Jewish Israelis, International and Palestinians participated in these tours.
- Commemoration events: Zochrot coordinated events on the three following dates: Deir Yassin Memorial Day, Nakba Day on May 15th, and alternative events on Israel's Independence Day, including participation in the March of Return coordinated by Committee for Displaced Persons.

On Israel's Independence day, we planned to distribute flyers containing the names of Palestinian villages that were evacuated or destroyed in 1948, but were held indoors by Tel Aviv police for almost four hours. Our activists were trapped inside the building with police officials indicating that they would allow them to leave if they agreed to hand over the materials, presented their identification, and agree to being questioned and searched. 3 of our members were arrested. It was a political persecution with the aid of the police. Read [here](#), [here](#) and [here](#) for further information.

An Encounter (Story):

One of the tours that took place this year in October was a unique and moving tour to Lydda – where Zochrot had already been organizing tours in the past – but this time, due to the exhibition presented in the gallery – Towards a Common Archive – In addition to the tour, we also screened testimonies of Zionist fighters from 1948 in video (interviewer: film maker Eyal Sivan, also the curator of the exhibition), in front of the audience and the Palestinian refugees. The testimony screened was related to the massacre in the mosque in Lydda during the 48 war, and the testifier was the fighter who bombed himself the mosque knowing that many Palestinians are taking refuge. It was a shocking and shaking experience for whole of the audience. The tour itself and the sign posting was revealing for the 100 people who came and received a full picture of the dispossession on the verge of ethnic cleansing, the mosque massacre, the horror of the burning of the bodies in the mosque by Palestinian youth, and more. It is important to state that a right wing group joined the tour as well, from a religious national group who aims to judaize Lydda and “clean” it from its remainder of Palestinian inhabitants. They joined the tour, they of course didn't agree with what was told, but yet they listened and were open to hear opposite history to the one they hold to.



- **Project objective 2:** *Developing ways for the formal and informal education systems, operating within Israel, with which to engage teachers in teaching about the Nakba and engage students in learning about it.*

Indicators showing a growing number of teachers are incorporating the Nakba into their teaching:

- a. Numbers of teachers using Zochrot's study-guide for teachers: how many teachers are teaching about the Nakba using Zochrot's study-guide, where do they work – type of school or organization and the geographical area.
 - b. Responses to teaching and learning about the Nakba: feedback from teachers about their experience teaching a lesson/ series of lessons about the Nakba in their Israeli classes, and also the feedback they received from their students/ school/ parents.
- ❖ **Study-Guide** – has already become a teaching tool for a growing number of Israeli teachers and educators. All of our printed study-guides were disseminated and are used by teachers and educators around the country.

in different ways and on different levels, to fit the needs of their students. Zochrot is now using the study-guide to teach about the Nakba in all over the country including the periphery cities.

As part of the efforts to expose the project, the coordinator met with many teachers. Some were introductory meetings and others were coached on how to use the study guide. The study guide was also distributed to civil society organizations that focus on socio-political education. They used the guide as a tool in delevering their messages concerning the Nakba. During the reporting period, we experienced some teachers who requested the study guide specifically as a reference to be in their school, so they or other teachers can use it as a tool when needed.

Approximately 53 teachers were directly coached and assisted by Zochrot on implementing the study guide and using it as a tool for teaching about Nakba in Hebrew. The teachers who participated were from different areas in the country. The support was provided through meetings, emails and phone conversations with the project coordinator throughout the year.

- ❖ **Ongoing supervision and support for teachers** - The program coordinator works with the teachers throughout the year, consulting on their questions and hearing about their work with the study-guide and their new ideas as they are implementing them, as well as organizing seminars and study groups which allow the teachers to experience for themselves different units of the study-guide, and also to discuss and share with this group of peers, their thoughts, ideas, apprehensions and feelings regarding teaching the Nakba in Israeli classrooms.
- ❖ **One Day Seminars** - In April 2012, 8 teachers who received the study guide participated in a one-day learning seminar in Tel Aviv for exchange and peer learning. Teachers discussed ways of dealing with difficulties encountered when teaching about the Nakba. In a participatory manner, teachers also shared their new ideas and materials and received both professional and personal support for this challenging project. One of the teachers, a history teacher in a highschool, that teaches about the Nakba in the frame of her course, has shown the participants how can you utilize the Nakba educational materials in the official curriculum on the Israeli official education system (for example: the educational materials of CET - The Center for Educational Technology). Additional 'one-day' seminar for educators took place on October 2012, in the frame of the exhibition *Towards a Common Archive – Video Testimonies of Zionist Soldiers from 1948* took place in Zochrot Gallery. 15 educators came to visit the exhibition and listen to the lecture of Eyal Sivan, the curator of the show. One initiative that was developed by 3 of the teachers following the seminar is a workshop that will take place with teachers in Jerusalem on January 2013 during the frame of the program - *"I am a political teacher"*. Those seminars are targeting educators that were already exposed to the studyguide and is aimed to providing them with more tools on teaching the Nakba. During the period of this report, more than 20 educators took part in the two seminars.
- ❖ **Two Day Seminar** - A two-day introductory seminar is part of this project and it usually takes place July-August. The seminar took place in July 2012 with 15 educators in Jerusalem. The seminar was very unique and fruitful, and attracted many Jerusalem teachers. Many cooperations among the teachers themselves were created. One committed group that evolved during the seminar kept in touch with Zochrot education coordinator for the purpose of developing a new educational initiative. One teacher who participated in the seminar which identifies with the right wing politics (and yet came to participate in the seminar), told us that it wasn't easy for her to digest the seminar materials. But, during the seminar itself she presented a different approach and expressed interest and willingness to develop the learning materials even further for her students.
- ❖ **Five days Seminar** - 5 meetings educational seminar took place in Tel Aviv, on March 2012 guided by Zochrot's education coordinator. It was an initiative of a student from Tel Aviv University. 10 students and teachers took place in the seminar.



From the two days seminar in Jerusalem, July 2012

- ❖ **Learning Group** - Zochrot opened a new cycle of learning groups that starts at the end of 2011 onto 2012. Three learning groups were formed from different areas in Israeli and abroad: Tel Aviv, Haifa and New York. Each group met on average of every two weeks in its respective location. They come from the general public and they are coached through approximately 10 sessions in a learning process about Nakba. The group discussion was facilitated by Zochrot's facilitators who are coached and trained to provide this sort of facilitation.

Zochrot's facilitators began working with the group at their initial stage of formulation starting around December 2012. The groups are constituted of all genders ages 18-80, who experience a full learning process of 14 units that covers Zochrot's content about Nakba in Hebrew.

The group in Tel Aviv was opened in January 2012. The group in Haifa was opened on December 2011. In Haifa, the group had 10 participants. In Tel Aviv the group had 15 participants. In New York the group was opened in March and had 20 participants, all Israelis living in New York. Those are very heterogeneous groups in regards to their worldviews, with varied levels of knowledge on the events of 1948. While some find it very difficult to listen and remain open to the information brought to the group, the participants are very involved in the learning process.

- **Project objective 3:** *Creating greater and deeper knowledge, by putting forth as many materials as possible, in Hebrew, regarding the Nakba and its ongoing effects, particularly the situation of the Palestinian refugees; and making these materials accessible to the wide public.*

Indicators for showing increase in creation and dissemination of materials on the Nakba.

- a. Responses: who came to Zochrot's information centre (Israelis, Palestinians, internationals) and in what capacity (students, film-makers, planners)? Did they produce new work?
 - b. Numbers: How many people approached the information centre (emails, phone, coming in person)? How many original materials (maps, booklets, papers) did we disseminate? How many hits per day to the new website (from where, how many new hits)? How many people joined the mailing list?
- ❖ **Visitors' centre:** Zochrot had 200 approaches by email specifically asking for information on the Nakba from the visitors' centre; every month about 5 people (artists, researchers and students) came in for in depth inquiries with Zochrot's culture and know coordinator; another 100 emails were received that inquired about Zochrot's work or debated materials published by the organization on the tours, the website, the newsletter and so on; Zochrot continued to receive on average about 10 calls per week with inquiries regarding information on the Nakba and Zochrot's work.
 - ❖ **Testimonies** - The testimonies project continues this year to work in concert with Zochrot's ongoing work. A total of 13 testimonies were collected in 2012 in collaboration between the testimonies coordinator and Zochrot's tours coordinator. Some of the testimonies were taken "on site" as the refugees physically followed their cognitive maps of the village and gave testimonies as they walked along routes that used to exist and by houses that are no longer standing. With others, the strain of the interview and the need to talk about the events that led to the destruction of their home, required that the interview take place in more than one sitting, and the project coordinator came back to complete the interview after some time has passed.
 - ❖ **Newsletter** - Zochrot proceeded during 2012 to send our newsletter every week to a mailing list of 3,700 addresses; some of which are for organizations thus reaching dozens of more people. On average, about 670 people opened each of our newsletters.
 - ❖ **Hebrew Online Library** - about the Nakba – Zochrot's website, www.zochrot.org, serves as the largest most accessible online Hebrew source devoted to the Palestinian Nakba. The well trafficked site, has proven a very beneficial tool for reaching new audiences, including those interested in learning but reluctant to join our activities or visit our library. The Website also contains Visuals Collection – A large online collection of visuals depicting Palestinian life before 1948 and during the Nakba.
 - ❖ **Website** - During 2012 alone 84,021 visitors to our website; 225,526 pages has been entered with top 4 countries: Israel, United States; Great Britain and Germany.

- **Project objective 4:** *To create a space for a new culture that allows and encourages public discourse on the Nakba and its ongoing implications;*

Indicators:

- a. Participation of agents of social change: who were the artists that submitted work to Sedek (the journal) and the gallery? What kind of work was submitted and what happened during the editing/ curating processes? Which topics were discussed in the evening lecture series and by whom? What were (if any) the responses in the media following Zochrot's cultural events?
- b. Numbers: how many submissions to these platforms? How many mentions in the media? How many people visited the gallery, read Sedek, and attended the evening lecture series?

Zochrot has been acting for some years now in the attempt to examine the space that is familiar to us, the Israeli space into which we were raised, and to discover it anew as a space that also tells the story of the Palestinian Nakba: The stories of the hundreds of refugees, destroyed villages and cleansed cities. The aim of Zochrot is to bring the Nakba to the awareness of Israeli Jews, to speak the Nakba in Hebrew and in so doing to change the Hebrew language. That is, to make it into a language that contains the Nakba (in Arabic), into a language that contains a fissure. The gallery at Zochrot and the journal Sedek ["Fissure"], which was edited by Tomer Gardi offers a stage for work and thought around the Nakba. This is a stage to which creators and viewers are invited to try out other possibilities of relationships between the Nakba,

the memories of 1948 and the different identities that have been assembled and disassembled in its wake. This is an invitation to think anew about 1948 as a moment during where different possibilities existed at the same time, to follow their tracks and perhaps to learn something about different possibilities today.

The gallery and journal are outcomes of a cultural movement that is taking place alongside and despite the difficult political events of recent times, and embody a stage for dialogue between the word and the visual image. They are an attempt to create a text that examines its borders: The borders of content, of language, and of the discipline.

- ❖ **Gallery Exhibitions** - In 2012 the gallery had shown 3 exhibitions – one that collaborate with the film director Amos Gitai presenting the celebrated film “House” (1980), one that collaborate with the artists Elle Flanders and Tamira Sawatsky, curated with Zochrot and the other exhibition was a collaboration of Zochrot with film maker Eyal Sivan (University of East London) and historian Prof. Ilan Pappé (University of Exeter) supported by AHRC.

* **The exhibition “House”** presented the film directed by the filmmaker Amos Gitai included the weekly screening of the film “House” (1980). The film was screened 3 times a week in Zochrot Gallery. “House” is the first film in a trilogy which also includes *A House in Jerusalem* (1998) and *News from Home* (2006). “House” enables each of the voices in it to go its own way in the face of the power and complexity of the events unfolding before it. At the right moment in this rattling work, Gitai is able to accompany the original owner as he stands in front of the house. “This is the house,” says the erstwhile owner, and the emotion emanating from his words exceeds their literal meaning, pointing at absence through presence, at an idea enconced in a building, at a rupture folded into that which is rediscovered; expressing the full mystery of a form of thinking that is complex, prolific, and precise at the same time.” (Jean-Michel Frodon).



* **The exhibition "What Isn't There"** by Elle Flanders and Tamira Sawatsky chronicles over 400 villages that no longer exist but for miscellaneous archival materials and remnants that tell us the story of Palestinian lives before the Nakba. In reconstructing a contemporary visual archive of Palestinian villages, What Isn't There works against the notion of a state archive that excludes aspects of history and memory that doesn't serve its narrative. The archive functions as a form of remembrance, and in this case, the archive functions as a trace that fragments and destabilizes the dominant narrative of Palestine as recounted by Israeli history, and instead offers what we could call a 'counter-memory.'



Walaga – From the exhibition "What wasn't there"

* The exhibition "**Towards a Common Archive – Video Testimonies of Zionist Fighters from 1948**", curated by Eyal Sivan, offers a glimpse into a much broader project for creating an archive cross-referencing testimonies by Palestinian refugees, on the one hand, and soldiers and commanders involved in 1947-49 in expelling and uprooting 700,000 Palestinian refugees in order to establish a Jewish State. This common archive of Nakba victims and perpetrators enables us to complete the historic picture of 1948. Moreover, it reveals the human dynamics operating behind it, in a way no formal documents or even victim testimonies could ever do. The exhibition includes more than 30 testimonies of Jewish fighters filmed especially for this project, clips from documentaries by Israeli filmmakers with fighters' testimonies, Nakba representations from feature films which constitute testimonies in their own right, testimonies by second- and third-generation, and a demo screening of the online Common Archive – Palestine 1948 project, which enables users to view Palestinian and Zionist testimonies side by side. During the three months of the exhibition we held film screening that included discussion, group meetings and a testimonies collection workshop, dealing with the topic of the exhibition from various angles.



The invitation for the exhibition

During the reporting period over of 700 people had visited the gallery, see more about the Exhibitions on our website:

<http://www.zochrot.org/en/exhibition/what-isnt-there>

- <http://www.zochrot.org/en/exhibition/towards-common-archive-video-testimonies-zionist-fighters-1948>

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- ❖ **Sedek Journal 'Tour Guide'** - The 7th issue of Sedek - "Once upon a land" - was published in August 2012. It is an unique alternative tour guide to the ruined Palestinian villages with which we aim to reach the mainstream and reach dozens of new readers. The guidebook shows the spatial consequences of power, attempts to undermine the neutrality of space, to expose the silenced dimension of our reality. It reveals that the neutrality is only apparent, demonstrates the degree to which our space is the product of design and control guided by unequal national forces. The book offers 18 tour routes, from Zib (Achziv) in the north to Bir Saba' (Beer Sheva) in the south. The book lays out in such a manner that the text flows easily and continuously in either language. And thus, by providing a resource that in any other context would be viewed as legitimate and non-threatening, it offers readers tour routes which enable them to slowly learn the story of Palestine. The book was launched in the Arab-Israeli Theater in Jaffa with a series of lectures by scholars and Zochrot members. Following its suggested tours, we initiated 4 guided tours to various locations in Israel.



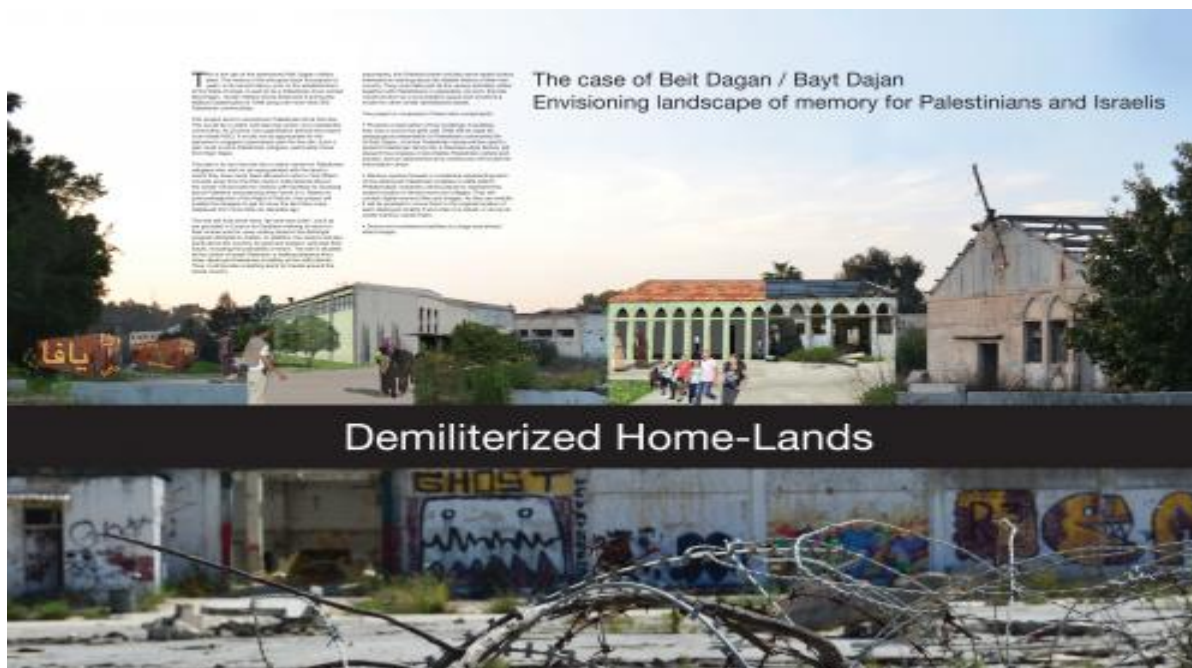
Launching Sedek Tour-Guide in the Arab-Israeli Theater, Jaffa, August, 2012

- ❖ **Lectures Events** - Zochrot held a total of 16 events during 2012, including lectures and film screenings that addressed an array of controversial issues concerning the Nakba and Palestinian return as well as Transitional Justice professional course. All events were followed by an open discussion. All lectures were open to the public. More than 300 women and men had participated in these events.

▪ ***Project objective 5: Develop ideas for possible practices for Palestinian return through lectures, workshops, joint Jewish Israeli-Palestinian publications and projects in the Israeli landscape;***

Indicators:

- Impact on participants in Zochrot's focus groups: who participated in the process – geographical area, professional background (planners, teachers, students)? How did that affect their ideas? How did they respond to the process? Did the projects receive any feedback from the outside (media, other organizations, etc.)? In comparison to the previous year, did Zochrot's new learning packet affect the process and how?
- ❖ **- Demilitarized Home-Lands – Planning group** - The team included professionals and activists (most of them volunteering!) was led professionally by artist Gil Muallem Doron and Architect Amnon Bar Or. Under the title "(UN) RESTRICTED ACCESS - From military space to civic space", hundreds of proposals were submitted from ten different countries. The project, led by Zochrot, deals with the abandoned military army base in Beit Dagan that includes remains of Bayt Dajan town destroyed by Israel at the Nakba. The proposal is to turn it to a pedagogical and visitors centre for Palestinian refugees and Israelis that could learn about the country and plan return. This project aims to reconstruct Palestinian life at this site. This would be a visitor and learning center, not a residential community. As Zochrot, the organization organized the project is an Israeli NGO, it would not be appropriate for the planners to suggest a permanent plan for the site. Such a plan must involve Palestinian refugees, particularly those from Bayt Dajan. Zochrot had also submitted a proposal to an international competition in Turkey.



- ❖ **The Return to Jaffa - Planning Group** – A unique group that started its activity in 2011 and on to 2012, is based on the planning of the return to Jaffa. The group is composed from 15 participants that wrote a preliminary planning document and working for formalize it for its future publish.
- ❖ **Opening Symposium to Cape Town Document: The Return of Palestinian Refugees is Possible** –Following a study tour in South Africa that took place in beginning of 2012, members of Zochrot from Tel Aviv and Badil from Bethlehem formulated a document envisioning the return of Palestinian refugees and the re-planning of the country's space, grounded in the principles of acknowledgement, reconciliation and justice. Over the past few years, both NGOs have been conducting a joint, ongoing learning process aimed at practical planning of the refugees' return to their homeland and realistic assessment of various options for implementing it without doing injustice to its present inhabitants. The symposium took place in December 2012, open to the public, and included the presentation of key principles, brief performance and a panel of Palestinians and Israelis who will respond to the document and discuss the Return and its implications. The symposium was successful and attracted more than 70 people who attended the evening.

You can see here the link for the song written especially for this event:
<http://www.youtube.com/watch?v=P6LXDARlO&feature=share>



Symposium Evening, Tel Aviv, December 2012

- **Project objective 6:** *Increase active outreach to the Jewish-Israeli public through different means, including social media and approaches to the media*

Lessons learnt by Zochrot on influencing and impacting change in Israeli society, include the understanding that since Zochrot has created many activities, much original material, and knowledge about the Nakba, there has been a greater need to bring this to the Israeli public.

Zochrot has started taking a pro-active approach to conventional media, initiating articles rather than waiting for reporters to write about Zochrot and the Nakba, as well as writing ourselves. From material mainly in Hebrew we have also expanded to English.

Zochrot made over 90 appearances in the media in 2012, ranging from the biggest national newspapers and news sites in Israel, through articles by top bloggers in Israel and abroad, Jewish news sites, right wing sites, and local municipal newspapers. The articles dealt with Zochrot and the passing of the Nakba law, Land Day, Zochrot's tours, including the Nakba within in the educational system in Israel, Zochrot's exhibitions and more.

In addition to the newsletter (of 3,700 addresses) and website (with 84,021 visitors in the past year) mentioned above, Zochrot's activities and knowledge are also being disseminated through social media, updates in Zochrot page in the Facebook takes place at least three times a week. Zochrot's page has a total of 914 likes, and approximately 6,804 weekly users reach. Eitan Bronstein's (founder of Zochrot) personal blog is updated monthly.

6 Achievement of the objective(s) 2012 – indicator table

| Indicator | Base Line 2011 | situation end 2012 |
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| Number of participants in tours and their feedback on tours and booklets. | <p>Open Tours - In total, about 500 people, men and women, participated in 7 new tours that were implemented during the reporting period of 2011. The tours were to Al-Birwa, Khubayza, Haifa, Kafr Sabt, Aquir, Tiberias, and Maalul, are all documented in Zochrot's website. For further details and photos, please refer to this link on our web site.</p> <p>The number of Israeli Jewish participants is approximately 65%, with the remainder being Palestinian-Israelis, internationals, and Zochrot staff.</p> <p>In addition we held two more tours to Lifta and al-Qabu.</p> <p>Tours by-invitation: in 2011 Zochrot coordinated over 40 tours to Israeli and Palestinian groups. A total of about 600 Jewish Israelis and Palestinians participated in these tours.</p> <p>In both cases many of the participants expressed interest to have more information and asked questions. This was a reflection that the tour provided more than learning. It is actually a journey of conceptual awareness, emotional experience and a stimulating endeavour that contributed to making some Israelis identify with the place and its displaced citizens.</p> | <p>Open Tours - In total, about 650 people, men and women, participated in 10 new tours that were implemented during the reporting period of 2012. The tours were to al-Quds, Yaffa, Tirat Karmel, Lydda, Bir-a-Saba, Summayl, Aka, Albasa, Yajur and Balad-al-Sheikh and are all documented in Zochrot's website. For further details and photos, please refer to: please refer to this link on our web site.</p> <p>The number of Israeli Jewish participants is approximately 65%, with the remainder being Palestinian-Israelis, internationals, and Zochrot staff.</p> <p>Tours by-invitation: in 2012 Zochrot coordinated over 22 tours to Israeli and Palestinian groups. A total of about 900 Jewish Israelis, International and Palestinians participated in these tours.</p> <p>In both cases many of the participants expressed interest to have more information and asked questions. This was a reflection that the tour provided more than learning. It is actually a journey of conceptual awareness, emotional experience and a stimulating endeavour that contributed to making some Israelis identify with the place and its displaced citizens.</p> |
| Number of teachers using the study-guide: how many, from where, what type of schools and how many students do they reach. | <p>At this time all 400 copies of the printed study-guides have been disseminated and are used by teachers and educators around the country in different ways and on different levels, to fit the needs of their students. Zochrot is now using the study-guide to teach about the Nakba in 4 different locations around the country: Tel Aviv, Jerusalem, the north and the south. More than 50 teachers were directly coached and assisted by Zochrot on implementing the study guide and using it as a tool for teaching about Nakba in Hebrew. The teachers who participated were from different areas in the country. It is difficult to estimate the number of uses of the study-guide made by teachers, we are currently building a suitable evaluation process to address this issue.</p> | <p>All printed study-guides have been disseminated and are used by teachers and educators around the country in different ways and on different levels, to fit the needs of their students. Zochrot keeps using the study-guide to teach about the Nakba all over the country.</p> <p>More than 50 teachers were directly coached and assisted by Zochrot on implementing the study guide and using it as a tool for teaching about Nakba in Hebrew. The teachers who participated were from all over the country.</p> |
| Number of approaches to the information centre, who uses it and for what purpose? | <p>Zochrot had 180 approaches by email specifically asking for information on the Nakba from the visitors' centre; every month about 5 people (artists, researchers and students) came in for in depth inquiries with Zochrot's information & resources coordinator; another 100 emails were received that inquired about Zochrot's work or debated materials published by the organization on the tours, the website, the newsletter and so on; Zochrot continued to receive on average about 10 calls per week with inquiries regarding information on the Nakba and Zochrot's work.</p> | <p>Zochrot had over 200 approaches by email specifically asking for information on the Nakba from the visitors' centre; every month about 5 people (artists, researchers and students) came in for in depth inquiries with Zochrot's information & resources coordinator; another 100 emails were received that inquired about Zochrot's work or debated materials published by the organization, the tours, the website, the newsletter and so on; Zochrot continued to receive on average about 10 calls per week with inquiries regarding information on the Nakba and Zochrot's work.</p> |
| How many and who submitted works to Sedek and the gallery, what were the topics and themes? | <p>In 2011 the gallery had shown 2 exhibitions – one that collaborate with David Goss an artists and the other exhibition was curated by Zochrot. 'Myopia' by David Goss opened on February 2011 and closed by May 2011. David Goss illustrates the wall in cement, section by section, assembling the wall in Zochrot's exhibition space and turning himself and the viewer into participants in the wall's construction. During the three months of the exhibition we held symposia, workshops, and study groups dealing with the topic of the exhibition from various angles. 'Towards return of Palestinian refugees', the second exhibition, was a collaboration of several projects of Zochrot – the return project, Sedek and the</p> | <p>* In 2012 the gallery had shown <u>3 exhibitions</u> - one that collaborate with the film director Amos Gitai presenting the film "House" (1980), one that collaborate with the artists Elle Flanders and Tamira Sawatsky, curated with Zochrot and the other exhibition was a collaboration of Zochrot with film maker Eyal Sivan (University of East London) and historian Prof. Ilan Pappé (University of Exeter) supported by AHRC. During the exhibitions, we held discussion evenings with lectures by professionals that tackled the topic of the exhibition from various angles, screening films which followed the exhibition themes. The evenings attracted over 250 participants.</p> <p>* <u>The 7th issue of Sedek</u> – "Once upon a land", an alternative</p> |

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| | <p>gallery. During 2011 Sedek sent out a call for the 2012 issue and about 40 writers and photographers, have answered the call and has participated in the process of writing and creating the 7th issue of Sedek that will be published May 2012. Most of the artists and writers were familiar to a degree with the Nakba but have never produced work with Zochrot or Sedek before. This 7th issue of Sedek is an alternative tour guide with which we aim to reach the mainstream and reach dozens of new readers. As it will be a bi-lingual issue, these audiences will be both Israelis and Palestinians</p> | <p>tour guide, was published in August 2012, as a bi-lingual issue, aiming to reach Israelis and Palestinians audiences. The guidebook shows the spatial consequences of power, attempts to undermine the neutrality of space, to expose the silenced dimension of our reality. It demonstrates the degree to which our space is the product of design and control guided by unequal national forces. The book offers 18 tour routes, from Zib (Achziv) in the north to Bir Saba' (Beer Sheva) in the south. The book lays out in such a manner that the text flows easily and continuously in either language. And thus, by providing a resource that in any other context would be viewed as legitimate and non-threatening, it offers readers tour routes which enable them to slowly learn the history of Palestine.</p> |
| <p>monthly original hits on Zochrot's website</p> | <p>During the past 6 months of 2011 alone 31,000 visitors to our website; 87,000 pages have been entered with top 4 countries: Israel, United States; Great Britain and Germany.</p> | <p>During 2012 alone, we had 84,021 visitors at our website; 225,526 pages have been entered with top 4 countries: Israel, United States; Great Britain and Germany.</p> |
| <p>How many original materials by Zochrot were disseminated? To whom?</p> | <p>7 new booklets have been created during 2011. Three of them have 1,000 copies printed each, and 4 of them have been disseminated through our new website. In addition another 400 copies of our study guide have been distributed and are used by teachers and educators around the country in different ways and on different levels, to fit the needs of their students. Zochrot is now using the study-guide to teach about the Nakba in 4 different locations around the country: Tel Aviv, Jerusalem, the north and the south. The printed study guide is also available in Zochrot website</p> | <p>7 new booklets have been created during 2012. All of them have 1,000 copies printed each, and have been disseminated through our website. Up to date, Zochrot had published 55 booklets. Our study guide is available in Zochrot's website and on 2012, we had 825 entries to download the printed version from our website. Zochrot keeps using the study-guide to teach about the Nakba all around the county.</p> |
| <p>How many appearances did Zochrot make in the media? What was reported?</p> | <p>Zochrot made over 40 appearances in the media in 2011, ranging from the biggest national newspapers and news sites in Israel, through articles by top bloggers in Israel and abroad, Jewish news sites, right wing sites, and local municipal newspapers. The articles dealt with Zochrot and the passing of the Nakba law, Land Day, Zochrot's tours, including the Nakba within in the educational system in Israel, and more.</p> | <p>Zochrot made over 90 appearances in the media in 2012, ranging from the biggest national newspapers and news sites in Israel, through articles by top bloggers in Israel and abroad, Jewish news sites, right wing sites, and local municipal newspapers. The articles dealt with Zochrot and Land Day, The Nakba day, The Israeli Independence day, Zochrot's tours, including the Nakba within in the educational system in Israel, Zochrot's exhibitions and more. Two main events were reported widely in the media on 2012. The first event took place in May 2012 during the evening of the Israeli Independence day where we planned to distribute flyers containing the names of Palestinian villages that were evacuated or destroyed in 1948, but were held indoors by Tel Aviv police for almost four hours. Our activists were trapped inside the building with police officials indicating that they would allow them to leave if they agreed to hand over the materials, presented their identification, and agree to being questioned and searched. 3 of our members were arrested. It was a political persecution with the aid of the police. The event received a wide media exposure and raised awareness to our activity. The second event took place during the Nakba day where Zochrot was directly involved. The event was dedicated to teaching the Nakba in the Kibbutz Teachers Training College in Tel Aviv, to open a dialogue and discussion with future teachers about how to approach and teach the Nakba in various educational settings. The workshop was initiated by students at the college, but at the last minute, the college administration withdrew its permit to be held on campus. Yet, It took place on the other side of the fence; about 70 students participated. The combination of the amazing, exciting initiative by the students and the administration's behaviour raises many issues of censorship, intimidation and silencing. (see report). This event brought as well a wide public and media exposure.</p> |



Activist arrested while reading names of Palestinian villages during the Israeli Independence Day (Activestills)

7 Observation of additional important effects

Positive side effects From a target audience, teachers and educators are becoming active social agents who routinely incorporate the Nakba in their activities and their own initiatives:

Many of the teachers that started using the study guide and teaching about the Nakba in 2010, had continued to do so in 2011 and 2012 regularly and independently, as there has been an assimilation of the material – and incorporating the Nakba in the yearly curricula has become a routine. After requesting feedback from teachers and educators regarding usage of the study guide, we have learned of 27 new usages in addition to those of 2010 and 2011. Throughout the year, our education program led to 14 new and intriguing initiatives by educators among them: invited tour with Israeli/Palestinian high school students, tour in Lifta, lecture in Neve Shalom school, professional training for teachers from Reut Sadaka Village and more planned to come in 2013.

Negative side effects come from the Nakba Law passed by the Israeli parliament in 2011. Although Zochrot's work continues, the risks and growing fear within Jewish Israeli public influence our work. Risks we have to deal with still include the fear from teaching the Nakba, this is something we are preparing ourselves for. One of the ways for dealing with this fear, that is most common among new teachers, is to work within teachers' collages.

8 Conclusions: course of the project, approach and strategy, methodology and effects

Zochrot uses many methods in order to realize the intended change through our various programs: our Landscape and Space program – works to raise awareness to the landscape through the physical unveiling of the Nakba in the Israeli landscape - by coordinating visits to and commemorations of Palestinian villages destroyed by Israel in 1948 as well as developing ideas for possible practices for Palestinian return through lectures, workshops, joint Jewish Israeli-Palestinian publications and projects in the Israeli landscape; Our Learning and Information Centre provides a large, accessible pool of information on the Nakba, particularly in Hebrew, including Zochrot's original materials; Our Political Education program exposes Israeli educators to the Nakba and encourage them to teach about it using Zochrot's study-guide; using that study-guide to teach a growing number of Israelis about the Nakba through learning groups, workshops and conferences; Our gallery and the journal Sedek encourage creation through art and writing, in order to develop new cultural tools for a new civic language and a critical public discourse on the Nakba; Our media and internet program develops and disseminates original materials - developed by Zochrot and by others using Zochrot's help - about the Nakba, increasingly using the platform of Zochrot's website as well as increasing active outreach to the Jewish-Israeli public through different means, including social media and approaches to the media; Zochrot's work aims in general as well to Influence decision makers regarding the dedication of land in Israel - through advocacy work that aims to halt the continued destruction of Palestinian heritage by the state of Israel and for signposting of Palestinian sites destroyed by Israel in 1948;

9 Conclusions for further planning

As part of the strategic planning that Zochrot had completed in 2012, we have set goals and strategies for 2013-2015:

Goals to achieve by 2015:

- The right of return of the Palestinian refugees will be more present in the Israeli public discourse.
- The crimes of the ongoing Nakba and the return as the necessary reparation will be both an urgent subjects in the public sphere and more and more people will internalize that the return is a critical and necessary step for a better society.
- The history and memory of the Nakba and the discourse about the return will reach more mainstream audiences.
- Zochrot will keep creating Avant-Garde and creative spaces for dealing with the Nakba and the right of return.

Strategies:

- To advance initiatives that raise awareness and challenge the space by identifying its silenced stories of the Nakba and exposing the possibilities of the return.
- To expand the cycle of the social change agents coached by Zochrot, by affecting their practices and increasing their ability to influence on the discourse.
- To encourage creation, development and distribution of knowledge and information, especially in Hebrew through the production of various representation for the acknowledgment and the Nakba and return and to distribute them to Israelis.
- To encourage and advance ongoing use in Media, Video and Internet platforms to raise awareness to the Nakba and the Return.
- To implement transitional justice strategies, premised on the idea that by elucidating the truth concerning human rights abuses and atrocities that took place during the 1948 war, our society can build more just, stable, and democratic future, thus Zochrot will develop models of civil strategies of transitional justice such as: Truth and Conciliation committees, Public Hearings, official and unofficial truth projects, based on the experience of similar efforts created in South Africa, Chile, Sierra Leone, Morocco, etc.