Tour Report

Dates: June 17th - 24th 2016
Region: Berlin, Germany
Speakers: Tal Harris and Wasim Masri
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1. Executive Summary

Our first tour of Berlin took place June 10th - 18th, funded by the Berlin City Council.

We had 10 school workshops, a university meeting, meetings with the Israeli embassy, Palestinian ambassador, at the MFA Israel and Palestine desks, with the Aspen Institute, and with the Friedrich Ebert Foundation, meeting with 511 people over the week, and 409 students from a range of schools and backgrounds. Many schools we worked in had Jewish students, or Israeli students, and 2 schools we worked with had a significant refugee population from Syria and Palestine. The mix of students meant that, despite all students being respectful and sometimes shy, emotions were high more often than when working in the UK, and there was more authority and responsibility, in a sense, in what Tal and Wasim had to say.

It was interesting to see how students in Berlin drew parallels between Israel-Palestine and Germany, and some students’ outright disdain for nationalism with one student stating ‘national pride…it makes me feel sick’. Whilst many students felt that the two state solution was the most pragmatic solution, there was clear discomfort for them in discussing demography and religious and ethnic identity. They ideally wished that one state for Israelis and Palestinians, with no discrimination and equal rights for all would be possible. Some of the teachers we worked with had been to Israel or felt very emotionally involved in Israel and Palestine due to Germany’s past.

Our new stipulation that sessions must be at least 90 minutes long resulted in a good part of the sessions focusing on solutions and summarising remarks from Tal and Wasim focusing on what they need and want in a solution. This ensured that the sessions would always end on a positive note and a sort of call-to-action for the students. The dominant themes from the discussions were of the root causes of the conflict (religion, politics, or territory?), education, media, and extremism.

Finally, this is the first tour during which we conducted three sessions with refugee groups; one at a refugee education centre for men three hours north of Germany, and two at a school where they had received a lot of young refugees from Syria of Palestinian origin. This is the first time that we have conducted these sessions with refugees. The emotion, anger, and hurt that these people experienced and communicated to us was not unexpected. Nevertheless, it was not easy for Wasim and Tal to try to correct the misinformation that they had been given, and give them good arguments why they should be willing to support necessary compromises for a just and negotiated solution when they were asked by the refugees “Why should we give up our homeland?”. The Israel-Palestine conflict as the cause of all problems in The Middle East, the tale of Jews versus Muslims with the Jews backed by the all-powerful West, the land where the Israeli military kills a Palestinian child every day, victims versus aggressors. These are narratives that we encountered in these sessions and that Tal and Wasim pushed back against with such authority and success (Wasim in particular because of his position as a Palestinian who comes from a refugee background and works against the occupation for a pragmatic solution). The mood and atmosphere of sessions would often start as tense, suspicious, emotive, and personal. However, from questioning Wasim and starting to view him as an authority figure who lives under the occupation day in and day out, he became a person to be trusted and someone
who could open their eyes as to the realities and the complexities of the conflict. As one refugee to Jess and Tal during the solutions exercise said ‘any solution is going to be really hard, isn’t it?’ Many of these refugees had never met an Israeli before, let alone a Palestinian who actually lives in Palestine. And, many refugees and German students alike had never been provided with a space and platform to talk about these issues. We can never underestimate the value of the humanising experience for young people.

We have formed excellent relationships with schools who will give us recommendations for other schools, and would be happy to work with us next year.

2. The Events

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<thead>
<tr>
<th>Venue:</th>
<th>Number of participants:</th>
<th>Audience background:</th>
<th>Event description:</th>
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<tbody>
<tr>
<td>Frankfurt University</td>
<td>30</td>
<td>Faculty members and students from the politics department</td>
<td>Event organised by professor there to discuss the status quo in Israel and Palestine.</td>
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<tr>
<td>Berlin Cosmopolitan School</td>
<td>60</td>
<td>Mixed, some Israeli, some Jewish, some Muslim, very international, 13-16 yrs old</td>
<td>90 minute session with fluent English speakers from around the world. Questions mainly focused on peace activism, the lives of Tal and Wasim, and the possible solutions.</td>
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<tr>
<td>Berlin International School</td>
<td>46</td>
<td>Mixed, some Israeli, some Jewish, some Muslim, very international, 16-18 yrs old</td>
<td>90 minute session with very bright students who had questions about education, the media and solutions. One student asked if we would show their solutions to politicians and policy makers.</td>
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<tr>
<td>Petri-Kirchi, Refugee education Centre for men in Marschacht</td>
<td>23</td>
<td>All male refugees, Syrians, Eritreans, Palestinians, Lebanese, Albanians, Iraqis, Iranians, Afghans 18-60 yrs old</td>
<td>Two and a half hour session. There were some translation problems at the start, but we worked mainly in German and Arabic. Participants were quiet at first, but more passion and emotion came out later, all very polite, all sat and waited to be heard. Most Palestinians had not been to Palestine, and they viewed Palestine as this sort of golden egg at the end of a rainbow which they would one day reach. The biggest problem was a German volunteer who was very anti-Israel, and wanted Tal to answer for all of Israel’s actions over the past 60+ years.</td>
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<tr>
<td>Georg-Buchner-Gymnasium</td>
<td>24</td>
<td>Some Syrian Palestinian refugees, other refugees, Germany students 14-18 yrs old</td>
<td>Conducted in Arabic and German mainly, some English, one of the students from Kosovo had never been to school and could not read or write. One of the more remarkable moments was discussing the Nakba and the Holocaust; a Syrian Palestinian refugee in Germany, in German, to an Israeli Jewish man (Tal) what the Nakba was, and then a Palestinian refugee (Wasim) explaining in Arabic, in Germany, to a Syrian Palestinian refugee what the Holocaust was. They had</td>
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many questions for Wasim that they asked one-on-one, and all enjoyed the exercises part. One refugee did suggest to ‘move the Jews from Palestine to Germany so all the refugees in Germany could go live in Palestine’. The school have donated 300 Euros.

**Johann-Gottfried-Herder-Gymnasium**
49
Left-wing school, mainly of Christian background, some Jewish 16-18 yrs old
This school is a very left-wing school. The students all spoke fluent English, many of whom had opted to or were about to go to the UK or the US for a ‘gap-year’ at 17 to learn English, and also who volunteer with refugee centres showing refugees of their age around Berlin. Questions and solutions focused on nationalism and national pride, with preference for the one state solution but understanding how a two state solution is probably the most pragmatic option right now. We made a good relationship with the teacher there who took us for dinner afterwards.

**Konigin-Luise-Straße, Arndt Gymnasium**
40
Very good school with mainly German Christian students, 14-15 yrs old
Two hour session at one of the best Gymnasiums in Berlin. The teacher had spent two years in Haifa teaching at a Christian school and felt very passionately about the conflict. A very smart group of students, one of whom approached Jess half way through the solutions exercise proclaiming ‘I’ve found the solution!’. We had a discussion with the teacher about the essay writing competition that we hope to roll out the next academic year. He was very keen on this.

**Israeli embassy**
3
We met with three members of the Israeli embassy to make them aware of SNS’ work of which they were supportive and said they would help us if we needed it. However, we communicated that we could not be publically or formally linked to them.

**Landesschule Pforta**
50
School for talented children, 20 there aged 16-19 yrs old, around 30 locals there, mainly Christian German aged 60+
Two hour session with school students some of whom are going on a trip to Israel-Palestine in Sep, and for members of community who heard about event via Friedrich Ebert Foundation. We had a professional translator translating everything into German and English in real time with each attendee given headphones, and we were warmly received by the crowd. There were some hostile and scoffing attitudes from the elderly people in the audience, one of whom gave Islamophobic remarks about not being able to negotiate with Muslims who ‘want to blow themselves up for Allah’. However, the children were very smart, progressive, and we had good solutions from them.

**Ruckert-Gymnasium**
50
Mixed, some Muslim students, 15-16 yrs old
A 90 minute session with a mixed group of students. They wanted to know about the
Strengths and Successes

Despite having to improvise often due to language difficulties, and the added pressure of working with people who felt particularly strong and negative emotions towards our work, it was one of our most successful tours yet in

<table>
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<tr>
<th>Institution</th>
<th>Participants</th>
<th>Demographics</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Freie Schule Anne-Sophie</td>
<td>30</td>
<td>Mixed, mainly Christian and 2 Jewish, 15-18 yrs old</td>
<td>A 90 minute session with students, some Jewish. One student with a US background was very critical of the US and the media, and we spent about 10 minutes of the session discussing this with him. A Jewish student asked Tal if he thought that Israel would ever become like Berlin because last time he was in Israel there were soldiers everywhere and bags checked all the time. He wanted it to be less militarised.</td>
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<tr>
<td>Meeting with MFA</td>
<td>2</td>
<td>Israel and Palestine desks</td>
<td>Short meeting with the Israel and Palestine desks at the German equivalent of the FCO updating them about the status quo in Israel and Palestine.</td>
</tr>
<tr>
<td>Aspen Institute</td>
<td>12</td>
<td>Mixed, some Israeli</td>
<td>Off the record and anonymous discussion - a lot of interest in Solutions Not Sides and the sort of attitudes we encounter – whether Anti-Semitic or not. Also interest in work in the region.</td>
</tr>
<tr>
<td>Hans-Und-Hilde Coppi Gymnasium</td>
<td>50</td>
<td>Mostly German Christian, 14-16 yrs old</td>
<td>90 minute session with very bright group of students - many questions from the students who were interested in the personal lives of Wasim and Tal, Jerusalem and how it would be divided, education, and how they could help. One teacher asked about the global arms trade and if the US has an incentive to maintain the conflict.</td>
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<tr>
<td>Wald Gymnasium</td>
<td>40</td>
<td>Very mixed, some refugees from African countries, some Syrian Palestinian refugees in the group, German Christians, and Asian students, 15-16 yrs old</td>
<td>This two hour session was difficult at times, with emotions very high (The teacher informed us before we began, that 2 of the Syrian students had had a physical fight before the session) and the session translated into Arabic and English. Wasim was a real authority in this session, pushing back against the blame-game and conspiracy theories. The students were all extremely polite, and they wanted to stay and chat and take photos at the end.</td>
</tr>
<tr>
<td>Meeting with Palestinian ambassador</td>
<td>2</td>
<td>Palestinian ambassador and assistant</td>
<td>Good discussion about German – Palestinian relations and Solutions Not Sides programming.</td>
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<tr>
<td>Total</td>
<td>511</td>
<td></td>
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3. Strengths and Successes

Despite having to improvise often due to language difficulties, and the added pressure of working with people who felt particularly strong and negative emotions towards our work, it was one of our most successful tours yet in
terms of outcomes and the sessions themselves. Whilst in the UK we are usually pushing back against simplistic binary narratives of Jews versus Muslims, good versus evil, the West versus Muslims, we were instead dealing with responses to solutions, questions about the interests, and explaining why nationalism and national identity perseveres in Israel and Palestine, albeit in different ways. The feedback from our sessions with refugees has been really positive, and we are in talks with a teacher to have a specific Google Hangout course for these refugees as one two hour session won’t be a total game changer.

The tour was well organised thanks to having a German speaking intern in the OVE office, who was essential in the outreach and promotion of the tour. Moving forward, we now have excellent relationships with these 10 schools, all of whom said that they will be happy to promote us to other schools in the area. One teacher is also giving a presentation to a large group of history teachers in Berlin, and would like to promote our work there. Whilst we hope that the Berlin City Council will fund another tour and the feedback from the representative there has only been positive, we have also made schools aware that there might be a cost next year. Furthermore, thanks to Tal’s good work, we have begun to grow a network of supporters (not financially yet) in Germany, with the Israeli and Palestinian embassies both aware of what we do and off the record, being supportive. The participants at the Aspen Institute and Friedrich Ebert Foundation were particularly supportive, and we hope to plan a Saxony Anhalt tour with the Freidrich Ebert Foundation.

Every session was 90 minutes, 2 hours, or 3 hours in one case which ensured that we had enough time to do the solutions exercise, collect reflections and feedback at the end, and not have to rush to finish (in the majority of cases). Having longer sessions with fewer pupils seems to be ultimately more effective in achieving our goals, and we will continue to stipulate that this is the best way to run the sessions.

Finally, Tal and Wasim are a formidable and authoritative pair. They are the very best speakers that Solutions Not Sides has. It was a gruelling week that required a lot of patience and energy despite often being deprived of sleep and a good meal. Both Tal and Wasim delivered the same energy level, enthusiasm, honesty, and attention in each session and were both able to give excellent and rich answers to questions that were asked to them. They did not tire or complain about having to be translator for some sessions and were both happy to step up to the challenge each time. With other speakers, we might not have been so fortunate. Most importantly, they truly fulfilled the role of authority figures to young people who had never met an Israeli or Palestinian before, or had only media headlines and conspiracy theories to turn to. The feedback from students has been awash with praise and admiration for them both.

4. Points for Concern and Improvement
The work with refugees represented new ground for us, and we have improvements to make for future work. First, translating the sessions into 3 languages is arduous and requires exact translation to ensure that there are no misunderstandings. In the future, we will translate all of our materials into German, Arabic, and any other languages deemed necessary such as Farsi. This includes the presentation, the handouts, and the personal stories of the speakers. For the Q&A section, we can either continue to translate the Qs and As into multiple languages, or questions could be submitted electronically (via text, email, or showing it on their phones as did occur a few times during the first session) with the coordinator assigned to translate them. This is one idea amongst others that we will look into. Secondly, we should spend a longer time, with the room arranged in a circle, at the start of the session doing introductions to help people feel more comfortable with us and with each other. Thirdly, we should consult with people who already work with refugees (such as Anne in Germany) to discuss best pedagogical approaches. Finally, many of these refugees, especially adults, wanted to continue conversations via Facebook. We could consider setting up a new discussion forum for this.

5. Impact on Participants

We collected feedback from over 200 students. Please contact us if you’d like to see the full document.

What did you like most about the session?

“Directly comparing 2 sides and have Jess as the middle ground”

“Getting information from people from the countries involved in the conflict. Balanced views between the 2 countries.”

“I really like the way there were two really nice men from both sides who were there to answer our questions and tell us about their perspectives and lives.”

“I think it was very cool that you had the people there who take part of the conflict. Now I know how it really works.”

“That we were able to think about solving this problem as well, not just listening what could be done. Aspects of the personal lives of both sides.”

“I enjoyed everything! The two stories were very touching and interesting. But the interests of both states taught me the most, many of those problems aren’t really discussed.”

“I really liked seeing ordinary people speak about their experiences and the group project.”

“That we learned solutions and weren't forced to take a side.”

“The way it was presented. The fact that two life witnesses from both sides presented together and work together for peace made it special.”

“That Israelis want a safe place for Jews and that Palestinians want an end to the occupation and to remove the checkpoints.”

“It was a little bit difficult to understand everything, but you were talking very slowly...that was great”
“I think it’s really interesting because in Germany we don’t talk about these topics very often”

“I liked the speeches the most because you could learn about their own experiences and you could feel what they felt”

What effect did the session have on your views?

“It’s hard to find solutions. Mutual respect and cooperation is easy to say but hard to achieve.”

“It is important to hear from “ordinary” people who need to deal with the conflict.”

“That every problem/conflict in history just needs a cool mind and some solutions made by creative people.”

“It has made me more interested in finding solutions and not always trusting what I see in the media.”

“Before this workshop I just heard about the conflict in newspapers on in TV. Now I really have another view about the conflict.”

“That there is more than one option to a resolution and that listening to other views is very important.”

“I am half Israeli, but I have always been open minded on this subject and this has made me more aware.”

“It has opened my eyes further on how complicated the situation is, but also that with will and motivation Israelis and Palestinians can cooperate.”

“I think these sessions might be more effective if they are run in Israel and the West Bank.”

“This session taught me very much, since it is very much discussed on the social media, sadly mostly anti-Semitic. This taught me how normal people think about it.”

“I was just really glad to actually learn something ‘useful’ at school. It may sound hard but I learn a lot of things where I think I don't really need them or they don’t help me in my life, but this was really useful.”

“I learned about individual interests, personal points of view, I learned to take a greater interest in such conflicts. I was very impressed in general.”

“Peace is not given, it is earned by hard work.”

“That we should try to make peace instead of just watching.”

“So, what I have to say first is that my whole family is Jewish and comes from Israel, but with this, I have decided not to take any side.”

“It gave me a more objective view and that not doing anything is also no option.”

“Free Israel and Palestine!”

“Yes! First I thought, 'I can't change anything' but now you changed my mind!”
“Very good programme, it's very important to inform young adults about real facts and not only headlines from social media and TV”

“Really open and friendly atmosphere”

“I just wanted to thank you for being here with us and helping us learn and share your ideas and letting us share ours.”

**Recommendations for future sessions?**

“More time to find a solution”

“Longer”

“Maybe show a closer look at people of different classes in each state and how they are effected.”

“That you have 4 speakers, 2 young and 2 old.”

“More possible solutions or a longer solution sessions.”

“No, I really liked it that way :)”

**General views Pre-session**

“I think it’s terrible. It seems like a hopeless situation. The solution looks so simple, but it is so hard to achieve it. It reminds me of my leukaemia. When you've reached rock bottom and desperately need to get out- you'll break if you don't - but it is so hard to get over feelings and impressions.”

“Because I grew up in the Western world, I was influenced to sympathize with the Israelis. But now it’s too hard to have a real attitude because I think I know less about the topic. The most important thing for me is that they could end the war and live in peace.”

“No violence! Make love not war!”

“That I don't have a right to judge an Israeli or a Palestinian. It isn't a religious conflict. It's just because both sides want to have enough land and want to live safely.”

Students had a booklet to fill out during the preparatory session with the video, and then at the end of our session with Tal and Wasim. This has given us some data on their views before and after the session:

**Student A**

Views during preparatory session? “I think they should come to an agreement ASAP. I understand that it's a difficult situation for people governments, but we should understand the differences and the desire that people from both countries want to do.”

Views after session? “The conflict between the 2 places is a long-term issue and violence never solves conflicts, understanding and negotiation are key.”

**Student B**

Views during preparatory session? “I think the Israelis should return the land simply because of the religious values. Palestine is not recognised as an independent state just because two pieces of land aren't being returned back to them. It's also fair to do so, since Palestinians think that they were 'expelled' from their land the Israeli's shouldn't justify their lack of respect with their persecution in the past.”

Views after session? “It changed my view that the conflict was about religions reasons; it's more about social external factors.”

**Student C**
Views during preparatory session? “Both sides are wrong but Israel is more open to negotiations.”
Views after session? “I have more understanding of the Palestinian side now.”

Student D
Views during preparatory session? “I think that it’s actually a conflict which doesn’t make any sense. I feel like it could easily be resolved if these people simply decided to drop their prejudices and talk and discuss for once, realizing that none of them actually get everything they want.”
Views after session? “I was able to understand that most of the people living there don’t even want this conflict to be going on.”

Student E
Views during preparatory session? “Honestly for me it is a very unrelatable issue and I have never really been confronted with this issue. I feel like I would have to do a lot more research on this topic before I could have a real view on the issue and the situation.”
Views after session? “I liked having non-political people talking to us, that educated me.”

Student F
Views during preparatory session? “It’s kind of depressing. Both sides are killing people from the other side. I understand that the Jewish people want to have a country but they should not take it from the Palestinians. That’s just unfair and cruel.”
Views after session? “I learnt that that Israel is officially recognised by the UN and Palestine isn’t. It also gave me a better geographical overview. Before, I knew that there was a very difficult conflict but now I have a better overview. Thank you so much for coming and for your engagement.”

Student G
Views during preparatory session? “Senseless, violent.”
Views after session? “Got more background information so now it’s easier for me to understand both sides”

Student H
Views during preparatory session? “I feel that Israel is killing a whole population for nothing and the whole world just do not do nothing and what is happening there is a war that Palestine will not win because they do not even have the opportunity to till they...”
Views after session? “It’s not important where you come from because before you are your roots, you are a human being!”

Student I
Views during preparatory session? “I think that fighting, killing and attacking over a piece of land is a waste of innocent lives and time. For me, it is the people who go overboard and start facing the extremes who are the problem. The fact that Palestinians were forced to leave their homes makes me somehow understand why there is a conflict between the two countries, but I do not agree with any form of violence.”
Views after session? “That I have to do something to achieve peace no matter what and that the issue is real.”

Student J
Views during preparatory session? “It is very difficult to say but I think that the conflict is useless.”
Views after session? I had always thought that the Israelis were the “mean people”. This session opened my eyes and showed me that both states have good and bad people.”

Student K
Views during preparatory session: “The Israeli government is occupying parts which in general belong to Palestine. Palestine isn’t generally accepted as a country. Israelis and Palestinians are divided. They’re not seen as people with the same interests, they’re seen as Israelis and Palestinians. The borders are not between the people, they are between the rich and poor (high-class and low-class) or capitalists and workers”
Views after session: “I learnt how this conflict is in real life. ONE SOLUTION-REVOLUTION #loveyourclass”

Student L
Views during preparatory session?: “I think both sides have to overcome their national pride and close-minded view in order to negotiate to the point where freedom and security is given. A key to that is proper education in history lessons, no more manipulation in the media and a will to achieve peace. It is necessary to overcome ancient events and negotiate peacefully.”
Views after session? : “That I have to be more active if I want to see changes. Really glad you talked about not losing hope because it is hard not to give up when there are so many stubborn and ignorant individuals not listening to me.”

6. Finance Report

The tour was fully covered by the Berlin Council (4000 Euro). The expenditure was around 3500 Euro. We also received donations to the tune of 500 Euro from a school and a charity.

7. Conclusion

This was a tour of sessions that firmly focused on solutions for Israelis and Palestinians. What made this tour more difficult and unique, was that we were working with Palestinian refugees who of course had different views for an outcome, yet were pleased to see Wasim represent their interests accurately. Emotions on this tour for students, teachers, and the SNS speakers was higher than we have previously seen due to this factor. Many students had clear concerns and discomfort with the idea of nationalism and moving people out of their homes. They felt frustration with how politicians had dealt with the conflict in the past, and the influence of both extremists and international players who didn’t have the best interests of the Israelis and Palestinians at heart. The general attitude of the students towards the end of the session was to educate themselves about the conflict and to make a constructive contribution towards peace both in Germany and in the region.

Whilst we didn’t encounter Anti-Semitism, there were some incidents of Anti-Muslim attitudes, mostly with the group in Saxony Anhalt who were aged 60+. However, there are clear tensions and concerns around the refugees in the country; both from the teachers who worry about potential Anti-Semitic attitudes, and from the students who worry whether the refugees are being cared for.

Moving forward, an SNS tour in Berlin should be included in the OVE events schedule as an annual event, perhaps with a 2 week tour next year in order to fit in all schools. If we can establish long-term funding for the project via the council or a foundation, it would make the possibility of doing 2 tours in a year more realistic.

Appendix: Participant Questions

We now spend more time mulling over solutions in groups, than answering questions. This means that lots of the question-asking takes place on a one-to-one basis during the group exercise time when the coordinator and two speakers go around each group and speak to them. Therefore, less of the questions are noted and written down here. On tours when we have volunteers recording everything this would be different.

Berlin Cosmopolitan School 60 students
1. Is it scary to be a medic in a warzone?
2. Do you fear for your own life?
3. Can people work together - i.e. can you go and work in Israel and you in Palestine?
4. How do you cope with the criticisms about you working for peace?
5. What do you actually do as an activist?

Interest in their lives, peace activism, solutions presented, some Israeli students

Berlin International School - 46

1. Tal, did you lose anyone? We heard that Wasim has, but did you too?
2. When did you two first meet?
3. What do you see in the media in Israel and in Palestine?
4. Tal, you said you were in different about the conflict, when did this change?
5. What sort of education do you get in Israel and in Palestine? Did you feel that you were, to an extent, brainwashed?
6. Will you show our solutions to politicians and policy makers?

Petri-Kirchi refugee education Centre - 23

1. Syrians, Eritreans, Palestinians, Lebanese, Albanians, Iraqis, Iranians, Afghans, quiet at first, but more passion and emotion came out later, all very polite, all sat and waited to be heard. Most Palestinians had not been there, and they saw Palestine as this sort of golden egg at the end of a rainbow which they would one day reach.
2. Why did the Jews move to Palestine? How and why did that happen?
3. You talk about friends of Palestine and friends of Israel and what is wrong and right, but friends of Israel are so much bigger, and uncriticised. Also, how can you say wrong and right, Palestinians throw stones but Israelis have weapons...? (This is in response to Wasim saying that there are cheerleaders of Israel and of Palestine who support uncritically everything that they do, and from afar, support unviable and non-pragmatic lose-lose solutions. A good friend explains when something is wrong and when you are hurting yourself)
4. German volunteer: How many Syrian refugees are in Israel? (Tal responds that there are few, touches upon Golan Heights and says Israel has no proper interest there actually)
5. You think they have no interest there? Really?
6. Iraqi: Why doesn’t Israel end the war in Palestine?
7. I was born in Iran, when I was young I saw I the movies that this is one of the big problems in the world. No one can fix it, do you know why?
8. Pakistani: It’s great to see you two here. What have you done as a pair since you’ve come together? Do you see any possibility of peace, really? Any optimism as to a way out from your interactions together? Do you see any change in views of your people? Attitudes? Israeli side mostly I’m interested in.
9. Why does Israel allow the settlers to control the government?
10. I want to have the last word, what is the solution? If the secretary council was here, what would you say?

Georg-Buchner-Gymnasium 24 - Conducted in Arabic and German mainly, some English, one of the students from Kosovo had never been to school and could not read or write.

1. What is the Holocaust? Wasim, Pal refugee explains in Arabic to Syrian Pal refugee in Germany, who then explains the Nakba in German to an Israeli Jew
2. When was Israeli independence and why was it granted? No one would answer.
3. Could you send the Jews back to Germany? Us Palestinians could go home and the Jews could move here instead in a swap?
4. Did you say Israeli bombs Gaza because of Hamas? No he said Wasim left Gaza because of the destruction after the war, and also he felt that he couldn’t speak his mind because of Hamas.
1. I want to talk about national pride, when I see national pride in football and in politics I feel sick. What is it like in your countries?
2. It sounded like Gaza used to be very beautiful but what is it like now? Do you still know people there?
3. Could international government or any parties make a solution, or does it need to come from Israelis and Palestinians?
4. There - you can’t divide different parts of the land, it would be unfair, and you can’t just stereotype generations.
5. Everybody could move out and it could be used for something better, like ice cream - there could be loads of ice cream trucks for example.
6. Need to build up completely new state.
7. Holy Sites and water are complicated, how can they fight and live together though.
8. Both sides could be represented in government, no borders, freedom for both, no nations, but what language at school, there could be problems with that.

Arndt Gymnasium - 40

1. How many are fanatics in Israel and in Palestine?
2. Solutions - connecting Gaza and West Bank with a big chunk of land, then making sure that Israel is connected by persuading Jordan to give up some of its land.

Evening - 50 participants - Israel great, people who want to blow themselves up for Allah, how do you negotiate.

Thursday Ruckert-Gymnasium-Berlin - 50

1. How do people feel about 1 state?
2. Would there be a language barrier?
3. You could divide like Germany but it didn’t work, and then it took a really long time to sort out afterwards.

Freue Schule Anne-Sophie Berlin - 30

1. The US only cares about itself right? It’s scared of terror attacks by US but it barely happens and people get really scared of it. Can you give your opinion on this?
2. As peace activists, what progress did you make?
3. How much of this is about territory?
4. I went to Israel, Tel Aviv, and Jerusalem, there were so many soldiers everywhere, bags searched everywhere you go...will it ever be normal again like Berlin?
5. Israel-Palestine is not in the media so much now. It’s all Syria instead, do you think it should get more attention to help?
6. Back to my question before, CNN overblows the threat from ISIS, trump makes statements etc, the media is overblown with fear. Instead of highlighting peace or actual news, they release Trump statements and ISIS threats which gets everyone scared, the US needs to fix its system too. They say that Mexicans are bringing in drugs etc, but it’s just covering up the awful healthcare system that we have.

Aspen Institute - themes

Friday Hans-Und-Hilde Coppi Gymnasium  50

1. How would Jerusalem be divided?
2. Do your families still live there now? Would they ever leave? How do they feel about your work?
3. Does religion play a big role? Are you religious?
4. Arms trade is an incentive, we've been talking about this, the US has an incentive to keep the conflict up.
5. What could we do to help?
6. What did you learn at school? Were you manipulated?

Wald Gymnasiurn - 40

1. “Interrupts in middle of presentation” - Israeli independence... but won’t you talk about the Nakba?
2. What is the point of this war? What is everyone trying to achieve?
3. Who does the suicide bombs? There was one on a bus in Tel Aviv last year, who did it?
4. Why can’t refugees go back? It’s their homeland?  
   Wasim: is impractical and now impossible to move all the Israelis out of Israel and restore historic Palestine. You have to face this and support Palestine and what could be a pragmatic solution.
5. Please go back to that photo of you, Tal, you had a dream, this kid, like all Palestinian kids had a dream to make a future, to be important and useful, did you have to destroy thousands of families? Why don’t we deserve to dream and live that way too?  
   Tal - I wasn’t alive then, my parents weren’t alive in 1948, you now need to build a life, fight diplomatically and politically for a solution. 60 years of suffering must be enough now. Other countries like Syria, Lebanon, and Jordan also bare responsibility. The Syrians here want their homeland and will fight politically for it.  
   Wasim - It is important for you to learn your history as a Palestinian, Israelis are NOT responsible for the plight of the refugees the PLO and PA negotiated away the rights of refugees at certain points, you need to go and research and find out about this stuff, there are no simple answers. The Brits are more responsible than anyone here.
6. We see that Israeli soldiers kill a Palestinian child every day and post on the internet (teacher also told us about this).  
   Wasim: Where do you get your news? This is not true. This is how you become extreme. You need to read more and you need more sources.
   It is true.
   Wasim: This is not true. I am Palestinian, You are not there you are here in Germany. I live and suffer under the occupation every single day, I work against the occupation and for society and my family. This is just not true. I go through the checkpoints and deal with all of this, not you. This is not true.
7. One Palestinian refugee: any solution is really hard isn’t it?

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