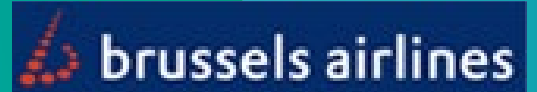


// Come True project
// Abba Project
// From Streets to Scholars 2015



2015 BECOME ANNUAL REPORT

Become is a non-profit
organisation registered in
Israel, working in KENYA,
UGANDA and SOUTH SUDAN.

BECOME R.A. 58-0507879

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D O N A T E





We are proud to introduce to you the Become 2015 activity report. The report is released a bit late this year, and up until the recent days we were hoping to be able to share with you the hope for expanding our activity into South Sudan in light of the progress of the peace talks between the rival forces there. This hope has perished with the recent eruption of violence in the capital Juba during the past few weeks, and the news of hundreds of people dead and tens of thousands new displaced refugees. Once again we are getting phone calls from members of the community, in the background of which we can hear the sounds of gunshots and bombings. Again we hear about shortage of food and water which are, once again, scarce in Juba. Again we find ourselves join in mourning the friends and family of the community members.

We would like to share with you a harsh event of the recent days, demonstrating the importance of our Come True project: A few weeks ago we added to our project four new students, siblings from the community of the deportees from Israel. Less than a week after the children safely reached Kampala, their home in Juba had been attacked and one of the girls living there was killed. No doubt that the four siblings would have been injured too, hadn't they joined Come True only a week earlier. Once again we would like to note that we would not be able to do the little that we do for this community without your help. We hope that you stay with us and that you invite your family and friends to learn about our activities. We hope you enjoy reading the following report about the exciting things as well as the challenges that have happened during 2015 in the different projects at Become. Yours,

Become management team: **Anne-Sophie Cardinal, Ben Vorspan, Lea Miller-Forshtat, Paola Brambilla, Rami Gudovitch, Shelly Kagan, Sylvain Ruhamy and Ziv Gan-Or.**



If you'd like to discuss opportunities or working together please contact us directly.

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ABOUT THE 3 PROJECTS

01

Come True project

An initiative developed and facilitated to address the major educational needs of the South Sudanese children who were deported from Israel in 2012.

02

Abba project

Become conducts sustainable, income-generating programs aimed at supporting orphans and vulnerable children within the Abba community in the underprivileged rural area of Homa Bay County in western Kenya.

03

FS2S project

A scholarship program enabling orphans and vulnerable children to gain secondary school education, giving them hope for a brighter future.



COME TRUE PROJECT 2015 ACTIVITY REPORT

PHOTOGRAPHY: RAMI GUDOVITCH



COME TRUE HIGHLIGHTS

Come True project brings back to school South Sudanese children deported from Israel.

In 2015, the Come True project provided study scholarships for 115 children, Most of whom attend Trinity boarding school in Kampala, Uganda.

During 2015, researchers Adar Zehavi and Maayan Frenkel completed a comprehensive evaluation report of the Come True project, enabling us to identify which areas of the project require special attention and apply our resources to improve them.

Come True special programs – the One World Education Platform, Art for Change Uganda and Extra Lessons program – have all continued their activities.

We have added a new program – Be the One – an extra-curricular complementary program for the One World Education Platform aiming to create a tool kit for empowerment of immigrant/refugee children.

Our cooperation with Brussels Airlines is ongoing and allows some material savings for Become. We are proud to announce that starting 2016, the Come True project will be supported by SBI Uganda.

We are pleased to announce that as of the 2016 school year, our project will expand in two new directions: we are broadening our activity to support South Sudanese children who were deported from Israel and are currently studying in Kenya, and are initiating a vocational training program for students who could best benefit from training for a profession.





COME TRUE SCHOOL REPORT

In 2015, 115 children received scholarships to study under the Come True project. 104 of these students attended Trinity primary school in Kampala, Uganda, 2 attended Hormisdallen primary school in Uganda and 6 attended Trinity Senior Academy. 3 students received scholarships to attend a school in Ethiopia, where they are now living as refugees.

2015 has been the project's third year of school, and we are proud to report that our students are making excellent progress and most are high achievers, both in the academic sense and in various school and social activities.

80% of our children are rated among the top 20% of their class.

The end of 2015 school year saw our first Come True student – Victoria James – graduate Trinity primary school. Victoria's high achievement on the national PLE exam has made her eligible to study in some of the best ranking high schools in Uganda. We wish Victoria every success in high school, and will continue supporting her throughout her high school studies.

We are proud to announce that during the 2016 school year we'll be expanding our project to Kenya, providing scholarships there for South Sudanese children meeting the Come True criteria, as well as bringing in new students from South Sudan to attend school in Uganda.



COME TRUE EVALUATION REPORT



During 2015, researchers **Adar Zehavi** and **Maayan Frenkel** spent several months in Kampala interviewing the project's children, the Trinity school staff and any parents residing in Uganda. They have filed a comprehensive measurement and evaluation report of the Come True project.

To read more about the report, [please click here](#).



One World Education Platform

Some of the major challenges faced by the Come True program since its initiation stemmed from the difficulty of integrating the Come True children brought up and educated in Israel, into the more conservative Ugandan education system. The challenge was felt by both the kids and their new hosts, the Ugandan educators.

The One World Education Platform was created with a goal of coping with the challenges of a diverse classroom. The program is tailored to increase tolerance and mutual understanding within a diverse environment, forging a better educational environment.

During the 2015 school year, the One World Education team, lead by **Dr. Rami Gudovitch** of Become, and **Mr. Alex Gumisiriza**, of the Trinity school, has continued its ongoing work. All participants were excited to witness the fruits of the operations of the unique international team that now handles even the most controversial challenges, involving radical differences in perspectives and cultural sensitivities. Educators from both the Israeli and Ugandan team and South Sudanese team members acknowledge the extent to which the One World methodology keeps on proving its effectiveness in the daily lives of the children, the teachers, the parents and other partners within the school and outside of it. The One World platform offers members of the community tools which help them better understand life in a diverse environment. This toolkit is enthusiastically received by all, as it enables the community to come together to create a better environment for kids to grow up in, learn and envision their future and integrate better into their new environment.

During 2015 the One World Education team met twice for two one-day events. Comprehensive meetings, focusing this year on the subject of identity, were also held with the Students Education Team, in which the following subjects were mainly discussed:

- The importance of understanding the way your behavior is perceived by others in your environment, in particular, others who come from a different background;
- Analyzing your right to go against the mainstream, alongside with the price that might be attached, with special emphasis on the Israeli-liberal idea of being able to make the choice of rebelling and paying the price of



such rebellion; Discussing the impact of the claim for individuality on the wish to respect one's community, family and society.

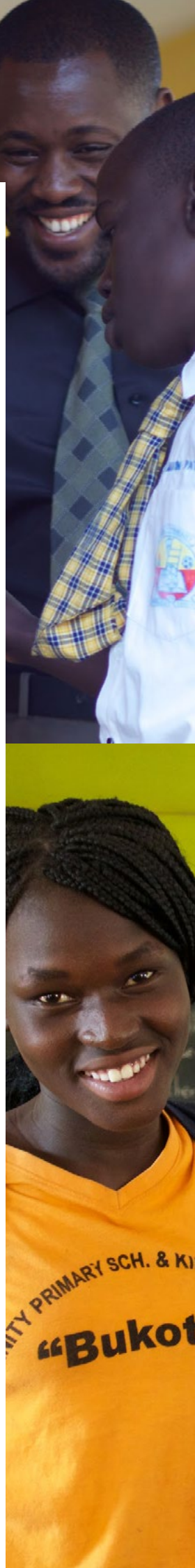
- Developing a perception of complex self identity during adolescence, especially in a diverse environment. Special attention was given to the situation of the Come True children, who not only grew up and studied in Israel, where the norms and values greatly differ from the Ugandan Culture where they now go to school and the South Sudanese culture dominant in their homes, but also continue to be linked to Israel and Israeli people through the Come True program, its staff, donors and volunteers.

The One World Education platform also proves a valuable tool for demanding from the community and the parents action compatible with the program's common values. One World enables an open discussion of subjects such as girls' marriage, and presenting the values of freedom of choice and the right to education as basic values intrinsic to the Come True program.

While the One World Education Platform was designed with the purpose of helping the Come True children to better integrate on their way to success, the program has broader goals. The world is currently facing a major crisis as a result of the great waves of refugees fleeing war, oppression and other atrocities. The refugees reach safe havens in Western countries opening their doors to them. This new geo-political reality makes integration an urgent task for many Western societies. Successful integration is believed to be the cure for many negative processes characteristic of such receiving societies, among them is increased levels of racism against new immigrants, as well as radicalization within the younger generations of immigrants. This is where the One World model has the potential to offer a powerful tool for social change through integration. Using the daily lives within the Come True project as a test case, the One World Education Platform offers a model for healing social tensions and aiding create a positive diverse environment.

Extra lessons program

During 2015 we let the children who skipped classes the previous year adapt to their new classes. Only 11 children skipped classes this year, generating a saving of approximately 13,100\$ in the long run. However during 2016 we have resumed this program and many children have skipped classes and are receiving extra tuition to fill up whatever gap they may have accumulated.



Be the One

The Be the One Platform is designed to provide refugee youths with the tools to maximize their potential, as well as a toolkit for one or two (“The One”) youths per “group” to emerge as leaders, overcoming educational, personal and social challenges associated with life as a refugee. This program aims to motivate all refugee youths to excel like The One.

Be the One was developed with the hope of starting it with South Sudanese youth in Juba, South Sudan. However, until the situation in South Sudan reaches a sufficient level of stability, we are experimenting with the various Be the One talents on our Come True group in Uganda, allowing various activities during school breaks.

Housed in the inviting campus of Janan Secondary School in Bombo, Uganda, a group of approximately 70 of the Come True students, unable to visit their families during the school breaks, spends the holidays.

Israeli volunteers lead the youths through some of the following 11 modules, providing the youths with tools they can later pass on to their peers, and giving educators tools to help cope with an influx of refugees in their classroom:

My Peace: Crisis management and conflict resolution

My Body: Nutrition, Health, and Sanitation

My Talent: Arts, Sports, Music, Math, Computers, etc.

My Business: Entrepreneurship and small business skills

My Connections: Social Media and IT

My Planet: Environmental rights and responsibilities

My Word: English Language Training

My Rights and My Duties: The law and me

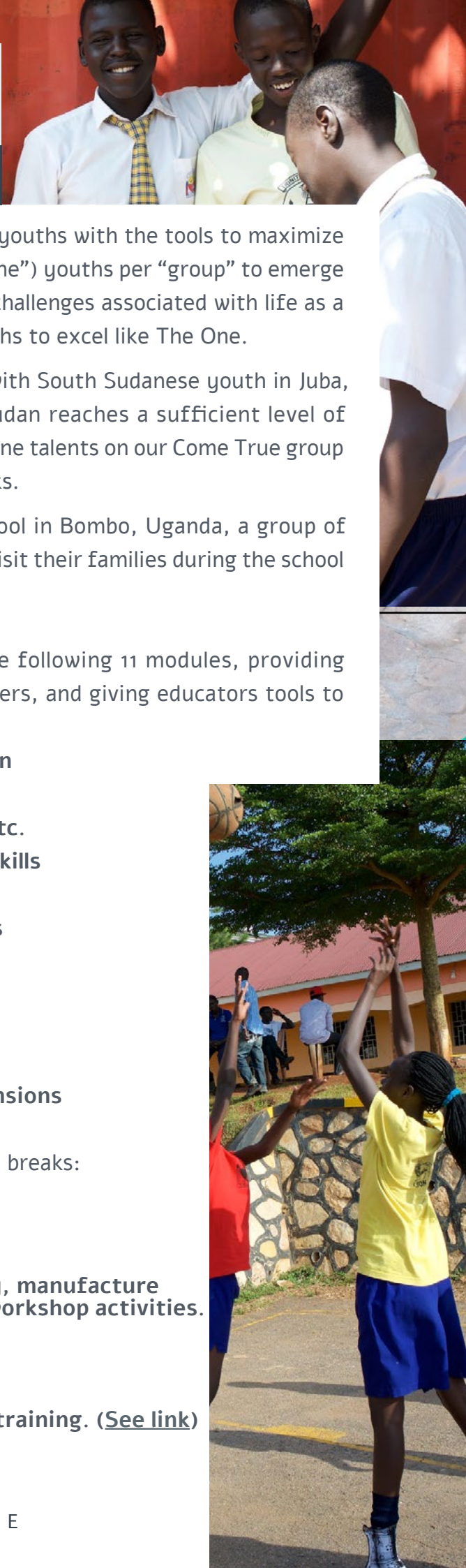
My Voice: Gender Mainstreaming

My World: Civic education

My Community: Using My Talent to bridge social tensions

Some of the modules experienced during the 2015 school breaks:

- **My Body:** individual checkups and group personal hygiene guidance by health professionals.
- **My Talent:** training in jewelry making, embroidery, manufacture of board games from recycled material and other workshop activities.
- **My Planet:** planting and tending a vegetable garden at the Janan school premises.
- **My Word:** Using card games for English language training. ([See link](#))



COME TRUE SPECIAL PROJECTS
DURING THE 2015 SCHOOL YEAR

Art for Change

Sculpture **Raffael Lomas**, who worked with the Come True children in the summer of 2014, returned to Uganda in December 2015 to bridge between two special communities: the Come True group – South Sudanese children who have spent several years growing up in Israel and attended the Israeli education system before their deportation to South Sudan, and the Abuyudaya Jewish community in Namabumba, Uganda, a local Jewish community striving for knowledge in Hebrew and Judaism.

Raffael, together with photographer **Nitsan Tal**, took a group of 5 Come True children to spend some time with the Abuyudaya community, where they helped repair the local school, gave some Hebrew lessons, celebrated Hanukka and even read the Torah in the Shabbat service. This program enabled the Come True beneficiaries to give back to the community and to become the giving party, proving to be a successful and empowering experience for everyone involved. Here's a short video showing this exciting encounter: vimeo.com/151778157



COME TRUE PRESS COVERAGE IN 2015



• **Dr. Rami Gudovitch** of Come True was chosen this year as one of the torch lighters in Ha'aretz newspaper's alternative torch lighting ceremony for his activities with children from the asylum seekers community.

<http://www.haaretz.co.il/news/education/.premium-1.2619954>



COME TRUE FINANCIAL REPORT

Income		Expenses	
Source	Total sum in USD	Payment type	Total sum in USD
• Balance from 2014	• 118,000	• School fees and ancillary payments to Trinity Academy	• 112,000
• Donations	• 165,000	• School fees to Hormisdallen school	• 2,000
		• School fees to Ethiopia Adventist school in Ethiopia	• 2,700
		• Payment to Janan school for accommodation during school breaks	• 14,800
		• Purchase of supplies for activities during school breaks	• 3,000
		• Purchase of supplies for the children	• 17,500
		• Medical Expenses	• 7,000
		• Transportation	• 1,000
		• Reimbursement of expenses and volunteer trips	• 7,000
		• IsraelGives and bank commissions	• 7,500
Total	183,000	Total	174,500

* The financial report is an estimate made by the project directors based on the expenses on ground, and does not reflect an accounting audit of the project expenses.



COME TRUE ... MORE ABOUT I

Evaluation Report

The evaluation report highlighted many of the project's strengths:

- In the context of contributing to the children's physical wellbeing, the report's findings indicate a major improvement in children's the health and nutrition within 3 months of joining the project. Thus, for instance, children have been found to recover from various ailments and health issues from which they suffered since their deportation.
- In the psycho-educational aspect, the report stressed the children's high level of adaptation to their new school, acquirement of English language skills and involvement in the school's extra-curricular programs.
- In the social aspect, the report pointed out the children's high sense of comradeship and solidarity, and the impressive development of peer coping strategies for provision of practical and emotional support to the project participants. The report indicated a range of practices aiming at supporting the Come True peers, such as mediating internal conflicts among project beneficiaries, taking responsibility for younger children's responsiveness to school norms, finding creative ways to supplement missing and worn equipment, mediating younger children's communication with the school, and finding ways to help one another deal with intense feelings and daily stressors.
- The report commended the high level of cooperation between Come True and Trinity school, especially since the relationship between the parties only began when the

first group of children was brought to Trinity school, with no prior relationship between the parties.

The evaluation report identified several challenges both in health, educational and communications issues.

The evaluation report points out several recommendations aimed at improving the Come True project:

1. Developing a theory of change – a planning and evaluation tool that will provide the basis for holistic and comprehensive strategic planning, on-going decision-making and evaluation via a specific and measurable description of the change initiative. This will enable ongoing measurement of the project's impact, which may be used for enhancing such impact.
2. Hiring an on-ground project representative.
3. Developing clear procedures and protocols for the project, especially with regard to equipment, school holidays and parental involvement.
4. Obtaining psychological assessment of the project's participants.
5. Developing an individual annual plan for each project participant, setting personal academic, social and personal goals.
6. Expanding and developing peer problem-solving mechanisms within the group.
7. Allowing regular communication between the project's participants and their parents.



COME TRUE ... MORE ABOUT IT

8. Establishing a giving back to the community project for the older participants of the project.
9. Strengthening the relationship with the community by creating effective ongoing communications channels.

Become has entered a phase of drawing conclusions from the evaluation report, and has consequently taken the following steps so far:

- **Shelly Kagan** and **Sharon Kagan** of the Become team – both medical interns – have conducted a preliminary visit in order to evaluate the level of current medical care, and develop relationship with the acting medical team currently treating the project's participants. Another objective of their visit was creating complementary health solutions to allow a better health coverage for the Come True children.
- An overall agreement has been concluded with Trinity school to narrow the age gap between the Come True students and the general population of Trinity students. A comprehensive program allowing children to skip classes so as to bridge that age gap has begun, making broader use of our extra lessons program during 2016.
- To increase parental involvement with the children, the parents have chosen representatives in Kampala and there are volunteer parents assisting the project team in Juba. This measure is already proving its effectiveness in creating better

communications both between the project staff and the parents and between the school staff and the parents.

- We are prioritizing within our budget the need to hire an on-ground project manager, who will be responsible for ongoing communications with the schools hosting the Come True children, contacts with the children and their families and various on-ground tasks. We hope to be able to hire such a manager during 2016.
- We are beginning to formalize the project rules and regulations. In this process the Come True staff is accompanied by experts from both the project management and organizational consultancy fields. We anticipate the main phase of this process to be completed in 2017.
- Personal one-on-one meetings were held with most of the older participants of the project, and an individual annual plan has been devised with each of them, currently focusing on the academic sphere. This process is ongoing and will continue and expand in the forthcoming years.
- A peer-mediation and conflict resolution program is being developed , to be implemented within the project in the future.
- A “giving back to the community” small scale project was launched in December within our Art for Change program. We are currently establishing connections to enable a larger scale project during 2016.

To read the full report, please click here.



ABBA PROJECT 2015 BECOME INTERNATIONAL VOLUNTEERS





Become partners with local organizations to implement and scale existing, local initiatives. We work with local community leaders to develop ideas that generate income for the community, enabling them to better support the orphans and vulnerable children among them. From the onset of each program, we strategize to ensure that the program will ultimately be able to function without Become's involvement.

2015 was an important year for Become and our partners, as we worked to achieve full sustainability of the programs on which we partnered. While we will continue to develop successful initiatives throughout 2016, we will also step back and evaluate the success of our programs, and take lessons from where they can further develop.





ABBA PROJECT - THE GRANDMOTERS' MICROCREDIT PROJECT



In January, 2015, Become and local partner, Abba Self-Help Group, invested in micro businesses run by grandmothers who are the primary caretakers of AIDS orphans. We established 2 kinds of businesses.

Individual micro grants

Women were granted small sums of money to purchase grains, beans, and corn wholesale to resell in the local market. The money they saved was reinvested in purchasing further stock to expand their businesses.

Communal businesses

Become invested in the purchase of a motorbike and a feed-grinder to be run by community members, with assistance from the grandmothers. Income generated will support the grandmothers by purchasing food, soap and other daily necessities.

In 2016, after the community has had 12 months to pilot the projects, Become will evaluate the success and determine our next steps with the program.



ABBA PROJECT COMMUNITY HEALTH CLINIC

Since 2013, Become renovated a clinic, in partnership with the Abba Self-Help Group. The clinic, run by Silvia Anyango, co-director of the Abba Self-Help Group, not only supports the 30 orphans living in the Abba community, but also generates income for the community, and houses village health trainings and awareness raising campaigns. As both a treatment facility, and a community center, the clinic not only increases local health accessibility, but encourages more informed health seeking behavior. In 2015, Become supported the final stages of completing the clinic, which is now entirely run by the community.





ABBA PROJECT YOUTH EMPOWERMENT - TODAY'S SCHOLARS, TOMORROW LEADERS (TSTY) PROGRAM

In partnership with ActionAid, the Heartsprings Children's Village, and the Abba Self-Help Group, Become launched the TSTY program, providing 15 youth with the tools to not only increase their performance in school and further develop professional skills, but to empower themselves with the ability and know-how to improve their lives, their family's lives and the lives of their communities.

The program has 4 steps – empowerment, technical skills, volunteer work, and professional development internships. Below is the timeline:

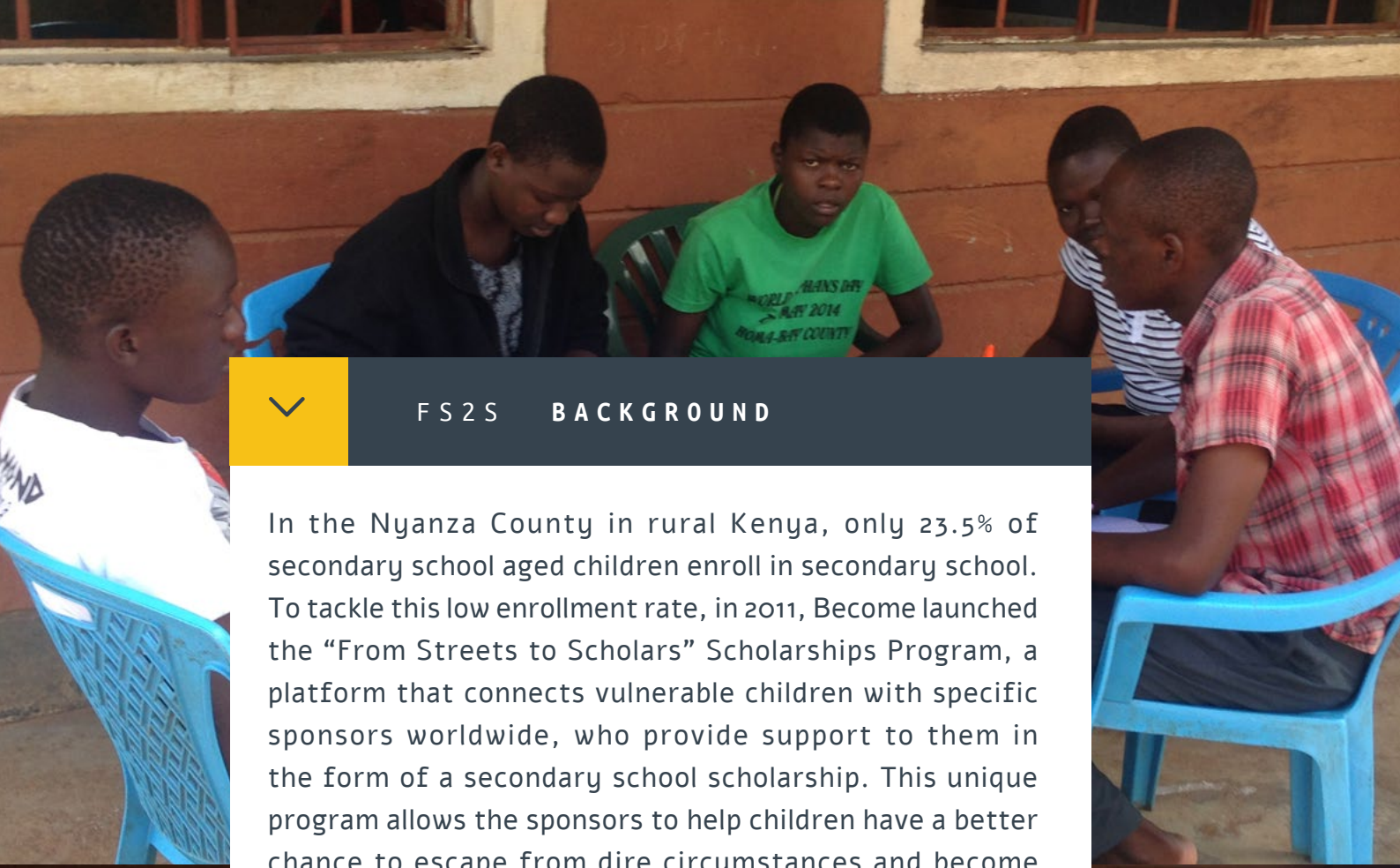
Activity	Location	Date
Empowerment with ActionAid: Guided by expert trainer and Become intern from the Glocal MA program in International Community Development at the Hebrew University of Jerusalem, Sylvain Ruhanya , coordinated a training for the youth at ActionAid in Nanyuki, Kenya. 15 youth traveled from Nyanza province to take part in a week-long training that focused on providing the youth with the tools to access their creative potential, as well as professional and academic capacities.	ActionAid Compound – Nanyuki Kenya	August, 2015
Individual Follow-up: Sylvain worked with each of the youth individually, to put the theories and ideas they worked with during the training into practice.	Nyanza Province	September – December 2015

On the calendar for 2016 is a professional skills development training with ActionAid in August, followed by individual mentoring, and guided internships/volunteer work.



FS2S FROM STREETS TO SCHOLARS 2015 REPORT





FS2S BACKGROUND

In the Nyanza County in rural Kenya, only 23.5% of secondary school aged children enroll in secondary school. To tackle this low enrollment rate, in 2011, BECOME launched the “From Streets to Scholars” Scholarships Program, a platform that connects vulnerable children with specific sponsors worldwide, who provide support to them in the form of a secondary school scholarship. This unique program allows the sponsors to help children have a better chance to escape from dire circumstances and become change-making individuals within their communities.

In 2015, our first large cohort of 8 students graduated from secondary school thanks to the generous donations from their sponsors! We are currently in search of more donors to support future cohorts of talented youth who may have no other chance to attend secondary school.



TOGETHER WE'LL
KEEP ON CHANGING
THE WORLD IN 2016
STAY WITH US!

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