
Annual Activity Report September 2011-August 2012

Dear friends of the Association and Institute,

During the 2011-12 year the Adam Institute was active in many realms:

1. **The education system** – kindergartens, elementary and post-elementary schools, both Jewish and Arab, religious and secular.
 - **Kindergartens:** Activities in 55 kindergartens, including training and guiding of teachers and aides.
 - **Elementary Schools:** Activities in 48 elementary schools, working with teachers, students, counselors, and principals. Including encounters between Jewish and Arab students.
 - **Junior High and High Schools:** Activities in 36 schools, including 25 high schools participating in a new program, **Education in Action: Schools Against Racism.**

All activities were coordinated with the Ministry of Education. This is the second year that the Adam Institute was awarded the Ministry of Education's tender for 'Educating for Democracy and Civics in Elementary Schools,' in conjunction with the department for teacher and counselor training and municipal education departments. This will continue in the 2012-13 school year.

2. **Developing and writing new programs** – The Institute developed one educational program for kindergarten students about the right to health and six lessons for schools on topics including: combating racism, the exclusion of women, re-examining the 1949 Rhodes Armistice Agreements through basic principles of democracy and peace, and more.
3. **Social movements, colleges, and cultural, social, and community organizations** – Joint activities with eight organizations and institutions, including training and enrichment for teachers and sharing information with members and counterpart organizations.
4. **Online presence** – A new public Facebook group, 'Yes and No: Yes to Respect, No to Racism,' which aims to combat all forms of racism. The Adam Institute uses its own Facebook page to regularly update members and counterpart organizations.
5. **International activity** – The Return of the Public Sphere; Reclaiming Civil Society's Role in Conflict Transformation; a joint project between the Adam Institute and a Palestinian organization in East Jerusalem. The program includes both joint and concurrent seminars. The Institute also worked with four educational organizations in Germany.

Activity in the Education System

The Southern Region:

First Steps in Democracy (kindergarten)

This program has been taught in Kiryat Gat kindergartens and a number of Bedouin villages for nine years, supported by the **Van-Leer foundation**, Nederland. During the 2011-12 school year the program was expanded to include 53 kindergartens, reaching approximately 2,100 students and 120 teachers and aides.

The program was taught in all 27 kindergarten classes in Kiryat Gat (including religious, secular, and two special needs classes), with full involvement of the municipal kindergarten division and supervisors. The program was taught in 26 kindergartens in Kuseife, Rahat, Hura, El Assam, Abu Wadi, Tel Almelech, Tel Kasif, and Drijat, Kfar Wadi Naim (Al-Azazma), with full cooperation with the regional councils and supervisors.

A third program was incorporated into the **Civic Calendar** program, titled **You've Got Your Health: Maintaining the Right to Health**. This program is taught in conjunction with World Health Day and fits the Ministry of Health's yearly theme. The program introduces students to the basic terms and various aspects of health and provides students with the tools to examine the topic of responsibility. The program includes a card game that highlights the relationship between the theoretical and practical ways to stay healthy. The previous two programs are **My Family is Special and Different**, taught in conjunction with Family/Mother's Day and **Thinking Green**, an environmental program.

The program included:

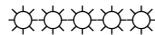
1. **Individual guidance for teachers and aides** – Over the course of the year, Adam Institute staff met with teachers and aides to teach and adapt the content to each kindergarten's needs. Each kindergarten received an activity kit that included pedagogical materials, books, and craft materials for the program.
2. **Training for teachers and aides, including substitute teachers:**
 - In April, teachers and aides in Bedouin kindergartens took part in a three-day training that focused on rights relating to health and the environment.
 - Throughout the year, groups of teachers and aides in Kiryat Gat kindergartens met to continue learning together.
 - In July 2012, Jewish and Arab teachers and aides met for a joint seminar titled 'Respectful Dialogue in the Kindergarten: Teachers, Children, and Parents.' The training dealt with dialogue and the encounter between the Jewish and Bedouin teachers. The fascinating encounter opened opportunities for the teachers to learn professionally and personally.
3. **Training for kindergartens from Kiryat Gat and the Lachish Region** - This was the first year that a regional training was held within the framework of *Ofek Hadash*. The training

included 30 hours of learning and took place at the Kiryat Gat Pedagogical Teacher Center (*Pisga*). The program addressed educating for a democratic lifestyle in the kindergarten as a way to foster a positive environment. The program was attended by 25 teachers who were unfamiliar with the program. The training covered various topics including: difference, equality, freedom of expression, the right to respect, dialogue, conflict management, and more. At the end of the training, each participant wrote an essay with theoretical knowledge and practical ways to teach this information. The training received excellent feedback, and the Institute is exploring the option of holding a similar training in the 2012-13 school year.

Educational activities with elementary schools in the south:

This was the second year of fruitful educational activities through the Ministry of Education's tender for 'Educating for Democracy and Civics in Elementary Schools' (no. 25/6.2010) within the **Civic Calendar** program, which uses Jewish, religious, national, and civic holidays to teach democratic and humanistic terms and values. This year's topic was the right to health, in conjunction with World Health Day and the Ministry's yearly theme.

In total, 26 classes of Jewish and Arab students in the 5th-6th grades participated. Two schools participated from Kiryat Gat (Rashbi religious public school and Rivka Gover) and four Bedouin schools, three in Rahat (Hawashila No. 2, Saladin, and al Huda) and one in Kuseife (Hamed abu Rabia). Next year, this program will expand to include students in the Tel Aviv region.



Democracy Education in Jerusalem

The Activities in Jerusalem are funded by the generous support of the **Jerusalem Foundation**.

Jewish schools and kindergartens

Public Religious Elementary School, Pisgat Ze'ev – This school has 26 classes, including two kindergarten classes. This school has taught Adam Institute programs for seven years. The focus has been conveying knowledge and pedagogical skills to the teachers, and teaching administrators basic democratic management skills. The K-3rd grade homeroom teachers participated in monthly grade-wide meetings. The administration, including coordinators and the school counselor, also met regularly. By end of the year, the school had developed a school-wide vision, which will be followed during the 2012-13 school year.

Korczak Elementary School – The Adam Institute has worked with this school for the last five years. The focus has been the development of an active and engaged children's society and the establishment of a school-wide convention by the students, teachers, administration, and parents. This included a teacher training on democratic rights, guidance for the teachers of 12 classes, and involving the teachers in the student council and convention committee's processes.

Luria Elementary School for the Arts – This school has taught Adam Institute programs for three years. Teachers of 12 classes participated in a training about children's rights' and received guidance for teaching the material in their classrooms.

Elementary School no. 1, Gilo – This is the school's first year of working with the Adam Institute. The primary focus was meeting with the school administration, determining a joint work plan, and deciding what content to teach. A short activity about 'giving' was held for teachers (according to the Ministry of Education's outline for 'the key to your heart'). Teachers received the Adam Institute's lesson plans on this topic. The bulk of the program's training and implementation will take place during the 2012-13 school year.

Kindergarten teachers, Jerusalem – The Adam Institute held a training for teachers in conjunction with the Pedagogical Teacher Center (*Pisga*) and the director of kindergarten teacher trainings. The training introduced teachers to the program **My Family is Special and Different**, which emphasizes differences within and between families. Each teacher received a kit that included activities, stories, and a game for students and their parents.

Preparing Students for Intercultural Encounters:

This is the second year the Adam Institute has helped teachers prepare their students for an encounter between Jewish and Arab students through the Bible Lands Museum's program, "The Image of Abraham." The activity took place in both schools and focused on difference and accepting the other, and gave teachers skills for facilitating the encounter.

Paula Ben-Gurion Elementary School – Preparing teachers and 4th grade students for an encounter with students from **Jabel Mukaber**.

HaShalom Elementary School – Preparing teachers and 4th grade students for an encounter with students from **Umm Tuba**.

Arab schools in East Jerusalem

In October 2011, a festive ceremony marked the second year of **Every Student Has a Role**, which is a joint effort between the Adam Institute, the Jerusalem Foundation, and the municipal education department (*Manhi*). The conference's goal was to celebrate the program's second year and highlight the extent of social and educational activity happening at the schools. The ceremony was attended by over one hundred principals, *Manhi* supervisors and directors, and teachers from ten participating elementary and junior high schools. The Adam Institute distributed dozens of its books in Arabic to help teachers convey the material to their students. Dr. Khaled Abu-Asbah delivered the keynote address on the importance of ethical and humanist education and its role in developing a collective, contributing civic identity. He also talked about how values such as sharing and equality can promote individuals and the importance of adapting ethical education to the local culture.

Ahmed Samach Elementary and Junior High School, Alturi – This is the second year that the Adam Institute has worked to implement this program. The administration and staff have undergone a significant learning process and have invested considerable time and effort in the projects. After learning about the significance of an educational partnership, efforts were made to include as many students as possible. Student projects addressed a wide range of topics including road safety, greening the school, gardening, neighborhood history, sports, healthy eating, pottery, and Palestinian folklore. At the end of the year, the school held an

open house to feature the projects, some of which were guided by other organizations such as the Karev foundation.

Altur Elementary School for Girls – This was the second year of working with the teachers to implement this program. The Institute worked with the principal, who was very supportive and offered guided the teachers in implementing the students' projects. Student projects addressed a wide range of topics including the environment, a special day about math, culture, a literary project, working with a nearby senior citizen home, a school uniform, and a commitment towards keeping the school clean and orderly. The school held an open house to feature the projects. The guiding principle was to involve all stakeholders equally: parents, residents, public figures, the community, senior citizens, and others. The open house featured a bazaar where students' mothers and senior citizens sold traditional food and crafts; the proceeds were donated to the children's ward at the nearby Al Makassed hospital. Thanks to the strong relationship between the school and the Adam Institute, the Institute's coordinator in Jerusalem was invited to teach a workshop at the staff retreat at Ramat Rachel in April 2012.

Um Lisson Elementary School – This was the second year of providing guidance for the homeroom teachers. The school is committed to this program, and allots significant time and resources towards its implementation. A wide range of projects was developed; students picked the topics and chose how to participate. The teachers and students worked together to determine each student's role, which included examining numerous options of involvement. Student projects addressed a wide range of topics including idioms, healthy food, a school newspaper, reading stories, traditional food, a school radio station, and agriculture and gardening. Each teacher implemented their students' projects differently, but the staff agreed that students experienced equality.

Al-Turi Elementary School for Girls – This was the second year of providing guidance for the homeroom teachers. Due to last year's success, it was decided to work with all teachers, and not limit guidance to teachers who participated in the training. Thus, experienced teachers met with new teachers to discuss which values the project should emphasize. Some of the students' artwork is still hanging in the halls.

The school's social coordinator defined the project's goals: "to include the students in thinking about and decision-making for class projects, in cooperation with the teachers. A full partnership between teachers to implement school-wide activities. Adapting the tasks and projects to the students' young age and undergoing a class-wide thought exercise." The projects were on a variety of topics including: recycling, the life history of the Prophet Mohammad, a class newspaper, Palestinian folklore, healthy eating, chronic diseases, the meaning of friendship, and mosaics.

Shuafat Elementary and Junior High School for Girls – This was the second year of providing guidance for the homeroom teachers. The teachers consulted with their students and determined that this year's projects would focus on empowering women. Each class invited a successful woman from the village or region. The students chose women with middle class professions such as medicine, law, engineers, and nurses. They also invited a director, who succeeded in her studies despite her handicap. Some classes decided to invite housewives who had successfully raised their children under challenging circumstances. Each class divided into groups; one prepared the reasoning behind the program, another invited the speaker, the third

prepared questions for the talk. Each group received guidance for executing their task. The goal was to expose students to successful women who used to be students like themselves, and who worked hard and succeeded. This topic was chosen because most girls who graduate from the school marry young and do not continue their studies.

Malvaya Elementary School for Girls, the Old City – This was the second year of providing guidance for the homeroom teachers, with strong support from the principal and vice principal. The students decided to continue with last year's topic, 'Arab Traditions,' and add the aspect of dialogue. The staff received guidance on how to incorporate and implement the topic of dialogue in school; between teachers and students, students among themselves, between the school and the community, and more. Each class divided into groups; one studied civil debate in Arab tradition, one wrote or collected stories or poetry, one wrote a play, one researched Arab intellectuals who addressed this topic, and yet another group collected idioms on this topic. The teachers introduced situations with challenging communication, which the class tried to resolve using positive examples of dialogue and manners from Arab culture. Teachers were no less engaged than the students.

In May, a celebration was held and the students presented their work in the classrooms and school yard and staged a play they had prepared.

Shuafat Elementary School no. 1 for Girls – This is the first year of working together, and the teachers participated in a 60-hour training focused on the Adam Institute's program, 'ABC of Democracy,' while incorporating the basis of 'Every Student Has a Role.' The administration took responsibility for getting the staff on board, and the implementation of projects has begun. The principal will divide roles and responsibilities among teachers and the Adam Institute will provide guidance to the principal and teachers.

Shuafat Elementary School no. 1 for Boys – This was the second year of providing guidance for the homeroom teachers, under the leadership of the principal and vice principal. The teachers consulted with their students and determined that this year's projects would focus on good nutrition.

After a three year hiatus, the Adam Institute resumed cooperation with this school. (Programs had run during 2004-08). The staff was happy to participate, and the students developed a wide range of projects and chose how to participate. The teachers were surprised by the students' degree of involvement and commitment to their projects. Each class divided into groups; one studied traditional nutrition, another studied medicinal herbs, yet another prepared a large bulletin board, and the fourth group wrote a play. The principal and teachers encouraged parental involvement in the project, and many mothers saw this as an opportunity to share their knowledge and cooking skills. The teachers were happy to include the mothers and used the opportunity to strengthen their ties, so that the teachers can discuss their sons with them. This was particularly important because bringing the parents to school is generally challenging.

In May, a celebration was held and the students presented their work in the classrooms. Mothers presented their dishes, explained about "natural" traditional meals, and answered the students' questions. The students lacked a lot of "traditional" knowledge. The mothers were no less engaged than the students.

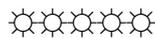
Ras al-Amud Elementary and Junior High School for Girls – Teachers were trained for 'Every Student Has a Role.' Homeroom teachers gained knowledge and skills for facilitating democracy education. The Adam Institute will provide guidance during the upcoming school year (2012-13).

Al-Afaq Elementary and Junior High School for Special Education, Sur Baher – The Adam Institute enjoys close ties with this school from four years of teaching 'ABCs of Democracy.' This year, the administration was interested in joining 'Every Student Has a Role.' Three staff meetings took place, but the staff was overwhelmed with activities, requirements, and the *Ofek Hadash* framework. Therefore, they couldn't continue the training. We hope we can continue the training and begin the project next year.

Sur Baher Elementary School for Boys – This is the second year the Adam Institute has guided teachers in implementing 'Every Student Has a Role,' but due to the school's busy schedule the projects have been postponed.

Jabel Mukaber kindergarten teachers, East Jerusalem – A two-day training was held for teachers who work with the Um Lisson association, which runs kindergartens in East Jerusalem. The training focused on 'First Steps in Democracy,' with additional content for educating towards democratic values and concepts. The teachers received practical skills for teaching these topics to the students. The Adam Institute has recently begun working in Jabel Mukaber, and the training was a great success. The teachers were exposed to democratic content and to new ways of learning (workshops, discussion, and other methods), appropriate for kindergarten students.

The association director and the teachers expressed interest in continuing to work together.



A Multi-Year Municipal Project, 'Herzliya Experiences Democracy.'

This is the twelfth year in a row that the Adam Institute has provided democracy education to Herzliya schools, thanks to the municipality's initiative and funding.

Elementary Schools

The enrichment trainings took place in 14 elementary schools, and the teachers received guidance for implementing the students' projects in various subjects. Content was promoted via the municipal steering committee:

1. **Incorporating democratic language into the core curriculum** – An age-appropriate module was developed for each elementary grade. The six grade-wide programs were based on the sequence of monthly modules from the 2010-11 school year. Each module focused on two democratic principles that relate to a holiday (Jewish and/or civic) and current events. One weekly hour is dedicated to this program in the 1st-6th grade classes.
2. **Using civic language to manage pedagogical, social, and emotional dialogue** – In accordance with the *Ofek Hadash* reforms, this program trains teachers to advance equitable dialogue and foster positive change between groups in their schools.

3. **Elementary school steering committee** – the Adam Institute promoted the incorporation of democratic language in various educational processes, and offered ways to view other processes from a democratic viewpoint. The steering committee for elementary education focused on pedagogical and social issues at the municipal level, and developed ways to promote teacher-student dialogue at school and elsewhere.
4. **Different = Equal** – The exhibit was incorporated into Hertzliya's annual Education Week. During May-June 2012, approximately 2,000 students in the 5th-6th grade and 70 teachers, representing every school in the city (secular and religious), participated in this program, which included a preparatory workshop, a joint visit to the exhibition, and participation in the virtual congress the following morning.

Preparatory workshop: These took place at school, during democracy lessons. The teachers talked with the students about the exhibition's central values and prepared them to meet and work with students from other schools.

Visit to the exhibition: Each day two classes visited the exhibit, usually of the same age. They broke into two mixed groups. Students worked in pairs and engaged in significant dialogue. The exhibition touched upon different areas in the students' lives: school, living in a multicultural society, friendship, ostracizing, ways to treat the other, honor and insults, forceful versus tolerant behavior, the fine line between play and insult, hobbies, and taste in movies, books, and leisure activities. It is worth noting that every special needs class participated, and the teachers reported they had meaningful experiences and related to the content exceptionally well.

Virtual Congress: This activity took place the day after visiting the exhibition, and was guided by the Adam Institute staff. The two classes "met" for a virtual discussion about their shared experiences, and brainstorm for ways to implement what they learned in their schools. The congress included three online lessons, delivered simultaneously to different schools. The supervisor and Institute staff talked with the students about the topics covered by the exhibit.

Working with educators: A group of 50 teachers of the 5th-6th grades participated in a short training that included an introduction to the goals of the activities, a tour of the exhibition, and a joint conversation about the content and methods of teaching through the exhibition. The teachers received a booklet that included suggestions for pre- and post-visit classroom activities. Approximately 70 teachers, homeroom teachers, special education teachers, and professional teachers accompanied the students through the exhibit.

Many teachers expressed their thanks for this unique educational activity. Their feedback acknowledged the diverse ways of learning, the students' ability to have meaningful conversation, and the unique way that democratic principles were conveyed. Many teachers intended to use activities from the exhibition in their classroom, particularly special education teachers, who found the activities salient. Retired principals from Herzliya schools, who had worked with the Adam Institute in the past, volunteered to help and guide visitors in the exhibit.

High Schools

Miftan Erez High School – Trainings were held for the teachers and dialogue committee, which included counselors, psychologists, and principals. The central topic was the teachers' pedagogical dialogue, which included experiencing a new form of practical pedagogy. Teachers of different subjects determined what they wanted to teach each other (e.g. how to change a car tire, dance, computers, etc). The teachers who were learning had to inform the teaching teacher what would help them succeed. In the aftermath of this conversation, the school changed some of its pedagogical methodology.

HaYovel High School – Each grade's teachers were trained separately (10th-12th grades). The topics were age-appropriate and related to the curriculum, current events, social topics, and more. Each week, the school psychologist, counselor, and social coordinator held a grade-wide meeting to create a system-wide educational language to foster dialogue among students. Once a week, homeroom teachers discussed national, civil, or school events or raised other topics that interested the teacher or students.

Municipal Activity – The Adam Institute participated in meetings of the **Municipal Committee on Violence**, which includes representatives of the local authorities, the mayor and her deputies, school principals, heads of municipal divisions, parents, and the public. At one meeting the Adam Institute's director gave a talk about the connection between the education system excluding cultural topics and violence and city planning and violence.

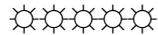
Uma – Reenacting the Rhodes Armistice Agreements (1949)

This is the third year that this program has taken place, with 180 students and teachers from six high schools and four junior high schools. This program studied and reenacted historic UN resolutions relating to Israel. The students learned about an important chapter in Israel's history, the Arab states' participation in the war, the agreements, and the United Nations. Students learned and practiced dialogue and debate skills. The activity had a number of stages:

1. The students in each school decided which country they would represent: permanent members of the Security Council, a temporary council member, and a country involved in the Six Day War that wasn't on the council. The junior high school students were invited to be observers and some even represented countries.
2. A number of students were chosen to chair the discussions throughout the two-day reenactment. These students were prepared separately.
3. The students studied the topic for three months. They learned about UN institutions, their countries in 1949, resolutions their country had brought before the Security Council, and their country's position on the resolution during the deliberations and after it passed. A meeting was arranged between the students representing Egypt and the Egyptian ambassador to Israel, who discussed Egypt's position at that time. Additionally, a representative from the Adam Institute provided the position and perspective of the Palestinians from that time.
4. The students met for a two-day reenactment of the Rhodes talks. Fascinating conversation took place in seven work groups, facilitated by the chairs. The conversations focused on three central topics: borders, refugees, and hostages. They heard testimonials by representatives of the Palestinians, the Palmach, Arab leaders,

and others. The reenactment ended with a festive ceremony, attended by the mayor, her deputy, ambassadors, and cultural attaches from around the world.

The program received academic guidance from an expert from Bar-Ilan University.

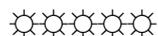


Activity in the Tel Aviv-Jaffa Area

Encounters of Jewish-Arab Elementary School Students at the exhibit 'Different = Equal.'

This is the second year of student encounters at the interactive exhibit "**Different = Equal, an Exhibition Promoting Education for Tolerance, Democracy, and Peace.**" The exhibit helps students learn basic humanist and democratic values and encourages the encounter between Jewish and Arab students. This program operated within the framework of the Ministry of Education's tender "Educating for Civics and Democracy" (no. 25/6.2010). The program included nine Jewish and Arab elementary schools from Tel Aviv-Jaffa, and reached 1,100 students in the 5th-6th grade. The students represented 30 classes from four schools (Jewish schools in Tel Aviv: Magen, Balfour, Nitzanim and Ramat Aviv Gimel; Arab school in Jaffa: Achva Ezahara, Hassan Arafe, Ajial, and Terra Santa). The activity included preparatory workshops, an encounter and joint tour of the exhibition, and a joint concluding discussion.

The Adam Institute thanks the Peres Center for Peace in Jaffa for hosting the exhibit and activity for the last two years.



Nationwide Activity: Jerusalem, the Southern, Central, and Haifa Regions.

In the Path of Dialogue – Combating Racism with Education (a new program)

This new nationwide educational program aims to combat racism in Israel. It will create a network of 50-60 Jewish and Arab high schools that will work in smaller clusters to run programs and educational initiatives against racism in their schools.

Starting in January 2012, significant steps were taken to advance this program, including meetings at the Ministry of Education to receive approval so the program can be taught by interested schools. Indeed, the program was approved and schools were even given the option of receiving funding for teacher hours within the framework of 'Living Together,' community volunteer service, or the civics assignment. A team was established to recruit additional schools, prepare the program, facilitate trainings, and guide schools in implementing the program throughout Israel.

In July 2012, the first training seminar took place. It was attended by 70 teachers and principals from 25 Jewish and Arab high schools representing different sectors, settlement types, faiths, and pedagogical approaches. The intensive three-day seminar was a fascinating encounter, where participants learned through lectures and workshops and explored possible partnerships. The seminar included lectures from leading experts including Prof. Yossi Yona, who

talked about racism and nationalism, and Dr. Yifat Bitton, who talked about the development of racism and its expressions throughout Israel's history. Experiential workshops helped participants gain a complex understanding of the phenomena of racism, and participants discussed the connection between racism and nationalism and racism and multiculturalism. The seminar's three-fold approach taught content, addressed the reality in the classroom, and focused on the participants' group processes. Many teachers found the experience very meaningful, especially because they had never encountered Arabs as their peers. Their feedback reflected this transformative experience.

The schools divided into nine clusters, with two to four schools in each. The clusters picked a topic to address during the 2012-13 school year, within the context civics, history, education, literature classes and others. The teachers will plan the initiative with their students and implement it at school. The Adam Institute will guide the projects throughout the entire process. Examples of projects are:

1. Zoom In: Arab and Jewish students will present their viewpoint through photography.
2. A joint theater troupe.
3. A website against racism in Hebrew and Arabic.
4. Creating a joint exhibit of anti-racist banners and artwork.
5. Encounters between Jewish and Arab students within different frameworks.
6. Designing and building a model of a mixed city.
7. Joint lessons on sustainability.
8. Addressing racism on the playing field.

During the summer of 2013, another 25-30 high schools will join this program and implement projects during the 2013-14 school year.

Cooperation with Other Organizations and Institutions

Beit Yatziv, Beer Sheva: This is the third year that the Adam Institute has been invited to deliver a series of lectures to educators through the Ministry of Education's training and professional development administration. The lectures were delivered to counselors from the central, Haifa, and southern regions and focused on structuring gender conceptions in society and culture. The lecture was titled, 'Sociological Aspects of Gender; Teacher, Woman, Counselor.'

Leadership Seminar for Bedouin Youth, with the Association of Community Centers: This was the fourth year that the Adam Institute was invited to conduct a seminar titled, 'Bedouin Youth: Identity and Leadership.' This program took place in July 2012, within the framework of the Community Center's Excellent Programs. It was attended by 200 students in 10th-11th grades, who broke up into ten discussion groups. Participants came from

eight Bedouin villages including Lakiya, Hawashila, Abu Quraynat, Hura, Arara in the Negev, Segev Shalom, Kuseife, and Rahat. The two-day seminar included lectures and workshops on five central topics:

1. Democratic principles as the basis for leadership and creating social change within the community: rights, equality, liberty and belonging, the individual and the group, and promoting civic discourse (empowering disadvantaged individuals and groups).
2. Clarifying the question of personal and collective identities, and addressing the ensuing dilemmas.
3. Learning and practicing methods of conflict resolution.
4. Leadership styles for working towards social change – mapping out the community's needs, planning, teamwork, democratic decision making.
5. Planning projects in their communities and implementation – simulations and models.

Bible Lands Museum: This is the seventh year that the Adam Institute has helped train the museum's education staff. This year the emphasis was developing the skills to co-facilitate an encounter between Jewish and Arab 4th-5th grade students who participate in the museum's 'The Image of Abraham' program. The training was a cooperative endeavor between the Adam Institute's Program Director and the Program Director at the Bible Lands Museum. The trainings were held throughout the year.

Peres Center for Peace – Jaffa: This is the second year that the Peres Center has hosted The Adam Institute's exhibition **Different=Equal** and encounters between Jewish and Arab elementary school students from Jaffa and Tel Aviv. Additionally, four Jewish, Arab, and Palestinian sports teams aged 5th-10th grades participated in an initiative of the Peres Center's sports department, which included joint workshops and a visit to the exhibit, guided by the Adam Institute staff.

The Kibbutzim College – Tel Aviv: A number of lectures on multiculturalism were delivered to students studying education and democracy.

The Shatal Center's Annual Internet Conference – Tel Aviv: A representative from the Adam Institute participated in the conference titled, **Online Change – From the Mouse to the Public Square**, which addressed using the internet and social media to promote social change. The conference provided exposure for organizations and initiatives that meet and act using online tools.

The Sharon Coast Regional Council – Education Department: The Adam Institute's Education Director was invited to guide and facilitate the groups who are working with student councils. Over the course of a number of meetings, lesson plans were developed on the topic of the exclusion of women, which was dealt with throughout the year.

The University of Haifa: A lecture was delivered to senior counselors on the topic of 'The Counselor's Role from a Socially Responsible Viewpoint.'

International Activity

The Return of the Public Sphere; Reclaiming Civil Society's Role in Conflict Transformation; a joint Israeli-Palestinian project.

The Adam Institute's new project is being run jointly with the Palestinian Center for Democracy & Community Development (CDCD), and is being funded by the US State Department through USAID. Participants learn skills to manage projects in civil society within the context of democratic language, values of equality, and a vision of coexistence. The program targets adults aged 23-38 and offers them a rare opportunity to create a joint program with their Israeli and Palestinian peers. This is a three-year program (2012-2014), which will train 200 participants, split evenly between Israelis and Palestinians, in two rounds.

In October 2011, the preparations began to implement the program: the Adam Institute established a team to manage the content and logistics, and a team to facilitate the seminars. Meetings were held with CDCD to develop a joint work plan: participants were located and selected for the first year, an external evaluator was invited to accompany the program for its duration, and a photographer was hired to document the program.

In April 2012, the program began its first year, with 50 Israeli and 50 Palestinian participants. During the months between April and June, two seminars were held for Israeli participants (for two and three days). Participants divided into five groups of ten, where they discussed and deliberated the role of civil society in the era of popular uprisings and globalization. They studied topics including policymaking, transparency and the freedom of expression, multicultural partnerships, fundraising, managing a budget, evaluating projects, and equal rights. Concurrently, CDCD held similar activities for Palestinian participants. In June and July, two joint seminars took place with Israeli and Palestinian participants. The activities took place in five groups of 20 participants, co-facilitated by both organizations and with the assistance of translators. The joint seminars included practical skills for implementing projects within the political context of national and gender power relations, an ongoing ethno-national conflict, fundraising, organizational delegation of tasks, and more. The seminars also featured lectures by experts and activists.

Beginning at the end of July, the initial stage of learning was succeeded by the next stage: doing. These days, the participants are meeting alone and with Adam Institute and CDCD staff, in order to realize their personal projects, with the goal of bettering life for Israelis and Palestinians living in the Palestinian Authority. Thus, a number of projects were launched, including a month-long meeting of young Middle Eastern artists (from Jordan, Egypt, Israel, the Palestinian Authority, Turkey, Syria, and Lebanon), a project to market traditional handicrafts by Israeli and Palestinian women, a documentary about water in the West Bank, a reciprocal community project in Jerusalem's French Hill neighborhood, a meeting of women at the Hebrew University, and a promotional video about life in Ramallah. Other projects are still being planned, and will be implemented shortly, including corresponding YouTube videos by an Israeli participant and Palestinian participant, an inter-religious study group in Jerusalem, a

project to combat prostitution, a program for young ambassadors of peace, an Israeli-Palestinian feminism study group, a support group for Bedouins to encourage education, an initiative to build a water purification plant in Jenin, and a project targeting the Jewish-Arab population living in Lod. The projects are the brainchildren of the participants, who are cooperating to make them a reality. Their enthusiasm and dedication is noteworthy, and Israeli and Palestinian participants have begun communicating and sharing via email and Facebook. They are also organizing activities and field trips to promote their joint projects.

In the upcoming year (2012-13), the first group will continue learning with three additional seminars, while the second group begins with an additional 100 participants.

The Center for Applied Policy Research (CAP), the University of Munich

The Adam Institute has worked with CAP for over a decade, and its director has participated in the Institute's international conferences and seminars in Israel and participated **Together**, (*Betzavta*), which was translated into German. CAP implements the Adam Institute's program to train facilitators who work at various organizations and institutions throughout Europe. This year the Adam Institute was asked to translate the book **There is No Single Democracy** into German, to be published in Germany by CAP. In November 2011, the Adam Institute's Educational Director visited Weimar, Germany for two days of workshops for CAP employees. She presented developments at the Adam Institute over the last decade. The book was translated in Israel; Skype was used to talk about adapting the content to Germany.

KON ACT Conference, Gutenberg, Germany

KON ACT deals with Holocaust education. It invited the Adam Institute's Educational Director to deliver a lecture at their conference in November 2011. The talk was titled, 'Educating for Democracy According to the Adam Institute's Work.' Participants were German and Israeli educators and community workers who deal with Holocaust education.

Humanistic Association (HVD), Berlin, Germany

This educational organization deals with civic education and its implementation in the German education system. HVD contacted the Adam Institute and requested a daylong seminar to learn the Institute's methods and programs. In February 2012, twelve educators from HVD participated in a daylong seminar in Jerusalem and learned about the Institute's programs, methods, and implementation in schools, through a number of case studies.

Federal Agency for Civil Education, Germany

The Israeli program 'Israel Encounter Program' asked the Adam Institute for a daylong seminar for a group from the Federal Agency for Civil Education, who had traveled to Israel to learn about immigration and integration. In October 2011, twelve educators, sociologists, psychologists, and others participated in a daylong seminar in Jerusalem. They discussed the Institute's work and participated in workshops on this topic.

Media Coverage

Online presence:

Facebook – Yes and No: Yes to respect; No to racism.

This is the project's second year, with the goal of encouraging educational and social action to combat the phenomenon of racism and incitement in Israeli society. Today the group has over 500 members.

URL: <http://www.facebook.com/adaminstitute>

The Institute opened an associated blog, which features the Institute's projects that address racism and lesson plans and other materials on this topic.

URL: <http://kvodadam.wordpress.com/>

The Adam Institute's Facebook Group – Midreshet Adam

The Adam Institute opened a Facebook group to share its activities with the public and connect with other organizations and individuals who address similar topics. Today the group has 900 members, who receive and share information on a daily basis.

URL: <http://www.facebook.com/adaminst>

The Adam Institute's Programs on the Ministry of Education's Website

Education in Action: Schools Against Racism (in Hebrew: *BeShvil HaDialogue*, In the Path of Dialogue) – a call for participants was uploaded on the ministry's website to recruit schools for the program.

Herzliya Portal, the municipal and Pedagogical Teacher Center (*Pisga*)

The Adam Institute put a number of suggested activities on this website, some of which were from **Civic Calendar**, and some from dialogue programs at schools. The activities included articles from the Institute's newsletter.

Newspaper:

Local papers in Jerusalem and the central region publicized a number of the Institute's activities

Yediot HaSharon, Kol Herzliya, Ha'ir, school newspapers including Balfour (Tel Aviv), and an interview was aired on the Jerusalem television network about the ways the Adam Institute combats racism with education.