
Annual Activity Report September 2012-August 2013

During the Israeli schoolyear 2012-2013, Adam Institute developed, coordinated and implemented educational and societal programs and projects that serve as the basis for encounter and shared activities for Jews and Arabs, Israelis and Palestinians. Despite the war in Gaza, which broke out on November 15th (Operation *Amud Anan*), the Institute continued to hold activities throughout the year.

Following the success of the international conference “Shared Living in a Mixed City”, which was held in Jerusalem in November 2012, a second conference on the same topic will be held on November 19-21, 2013, at Mishkenot Sha’ananim. The conference is a collaboration of the Adam Institute with The Jerusalem Foundation (the funding organization), and the Jerusalem Institute for Israel Studies. The main focus of the conference is to examine new ways of improving the lives of the different populations in mixed cities, including residents, work immigrants, and others, as well as the impact of socio-historical processes relevant to the discussion on mixed cities in Israel and across the world.

Adam’s activities within the formal education system in Israel were held at all levels of education—kindergartens, elementary schools, junior high schools and high schools—and for all sectors—Jews and Arabs, religious and secular. These activities were held in collaboration with the Ministry of Education (the third year of Adam’s being awarded the Ministry’s tender for ‘Educating for Democracy and Civics’), the department for teacher and counselor training and municipal education departments, as well as with the Ministry’s department of civic education (as part of the “In the Path of Dialogue: Networking Schools against Racism” program, funded by the EU).

Various programs and activities were accomplished in cooperation with Israeli and Palestinian organizations and institutes, the foremost of which was the “Return of the Public Sphere” program, a collaboration between the Adam Institute and a Palestinian organization from East Jerusalem. This program included bilateral seminars as well as unilateral seminars (funded by USAID).

You’re invited to learn more about our activities via:

Adam Institute’s Facebook page (Midreshet Adam): <http://www.facebook.com/adaminst>

Our “No to Racism” Facebook page: <http://www.facebook.com/adaminstitute>

Blog on combating racism: <http://kvodadam.wordpress.com/>

A website dedicated to Emil Grunzweig: <http://emilgrunzweig.wordpress.com/>

The Shared Living in a Mixed City conferences website: <http://mixedcity.org.il/>



Activities within the Formal Education System

“In the Path of Dialogue: Networking Schools against Racism”

Over 5,000 school students, teachers and principals from over 25 Jewish and Arab highschools worked together against racism as part of this program, which ended its first year of activities. The program was implemented in a gradual 3-stage process: a joint training seminar for teachers and principals, the implementation of the program curriculum in the schools by the teachers, and the planning and implementation of an inter-school joint educational project dealing with the topic at hand.

In his feedback about the program, one of the teachers wrote: *“I take the liberty of describing racism as the disease of our times, and In the Path of Dialogue as the cure and means of preventing the spread of this disease. The lesson to be learned is described by the Arab proverb: ‘prevention is better than curing’, and this is what we do within the program.”*

A first training seminar for teachers and principals took place in July 2012. Throughout 3 intensive days, the seminar focused on imparting the principles of education against racism via lectures and workshops, as well as on the planning of shared educational projects. During the school year (2012-2013), Adam staff guided and supervised the teachers and principals in their schools as they applied the program’s curriculum in their classrooms, and developed and implemented shared projects. The projects created as part of the program were diverse and most of them included joint encounters of Jewish and Arab students and teachers:

HaYovel Herzliya High School and Segev Shalom Comprehensive School: “In the Path of Art to Promote Tolerance” - Jewish and Arab students meet to create art together. During encounters at both schools in which participants created art together, participants got to know each other on a personal, cultural and social level, and warm, friendly connections were formed between the students and the teachers of both schools. The artworks were created in mixed groups and will be displayed at both schools as a message against racism and in support of equality and multiculturalism.

Ziv High School, Jerusalem, and Tomshin Technological High School, Kfar Kasem: “Creating Change Together” – Jewish and Arab high school students meet for dialogue before graduation. The students and teachers met in Jerusalem and Kfar Kasem, in the hope that a fun, experiential encounter can bridge reservations and fears on both sides. Both encounters were held at the schools in a positive, active atmosphere, with the cooperation of all partners, and included a “Master Chef” competition and art and drama activities in 2 mixed groups. *“How did it come to be that we’ve reached the 12th grade without ever being in an encounter with Arabs? How natural this could be for us, and and yet for some reason it doesn’t happen... It’s a shame that there aren’t more [programs] like this in our school system.”*

Yud Bet Comprehensive School (Einstein Campus) and Ankori High School, Rishon LeZiyon, and Al-Najah Comprehensive, Rahat: “Racism Not in Our School” – Exhibition and student encounters in a space allowing for equal and respectful discourse. Three schools collaborated on a project to create an exhibition entitled “Racism Not in Our School”, aimed at facilitating awareness and discussions on the phenomena of racism and discrimination in Israeli society as well as ways to combat them. The modular exhibition was created by the teachers based on materials from Israel and abroad, in Hebrew and in Arabic, and formed the basis for mutual encounters between the students.

Ahad HaAm School, Petach Tikvah, and Amal Multidisciplinary School, Kuseife: “Researching Racism” – Writing research papers following Jewish-Arab student encounters. Gifted 11th graders from both schools took part in the project, meeting first in Kuseife and later in Petach Tikvah. The encounters were an opportunity for both sides to get to know one another on a deeper level, and to become exposed to new and unknown aspects.

Ahad HaAm School, Petach Tikvah, and Kfar Kasem Comprehensive School: Student Encounters at the Cinema on the Topic of Racism. The project was developed and planned throughout several encounters of the teaching staff of both schools. The decision was to have two activity component - one based on the democratic values represented by Human Rights Day and Women’s Rights Day, taught at schools in preparation for the encounter, and the second a joint student encounter including getting to know one another activities and watching a film on racism, followed by a discussion.

Bialik Rogozin School, Tel Aviv, and Al-Faruq School, Kuseife: “Becoming Familiar with the Unfamiliar” – student encounters for personal and cultural acquaintanceship. The purpose of the project was to create a framework to enable student encounters aimed at getting to know one another as well as one another’s social and cultural environment. The encounters were attended by 10th and 11th grade students from both schools. The first encounter took place in Kuseife and included activities aimed at becoming familiar with one another and the school’s radio station. The radio station held an interview with the visiting students on topics related to the phenomenon of racism, which was also broadcast that day on the regional radio station. In addition, students were taken on a fascinating tour of an unrecognized village in the area, guided by one of the teachers, and ended the encounter with a shared meal. A second encounter took part at the Tel Aviv school, and included activities dealing with racism through songs translated to Hebrew, English and Arabic, experiential activities and a shared meal at the end of the day.

Rabin Comprehensive School, Tel Mond, Atid High School and Ibn Khaldoun Comprehensive School, Qalansuwa: Creating Shared Dialogue Spaces of Jewish and Arab Students to Promote Tolerance. 9th and 10th grade students of these schools took part in encounters and activities held in several “spaces”. At each school “space”, students learned about the right for equality, discrimination, stereotypes, prejudice and racism. Throughout encounters in Qalansuwa and Tel Mond, students took part in activities aimed at getting to know each other personally and culturally as well as in various sports games. Together, they watched and

discussed a film about racism and in the virtual space, they created a Facebook group through which to deepen their acquaintanceship and discuss phenomena of racism and discrimination encountered.

Boyer High School, Jerusalem: Getting to Know Arab Society and the Dilemmas It Faces.

Through an encounter with author and journalist Sayed Kashua, the students came to know the dilemmas and problems facing each Israeli Arab citizens, which are very different than the problems they themselves experience. Prior to the encounter there were preparation activities in the classrooms, including Adam workshops. Following the lecture, further workshops were held in the classrooms and the discussion on attitudes and racism towards Arabs in the country continued.

Miftan Erez School, Herzliya, and Amal Comprehensive School, Lakiya: “Dialogue amongst Staff and Students – Adults and Young Adults”.

Student and teacher encounters were held through mutual visitations to both towns, aimed at personal, cultural and social acquaintanceship. The process was very gradual: students and staff took part in workshops on racism, minorities, tracking and exclusion at each school, separately. The process culminated in encounters between both groups.

Dor High School, Herzliya, and Akra High School, Lakiya: “Ambassadorial Encounters”.

Encounters between student and teacher representatives took place, in which they got to know each other personally and culturally with the purpose of jointly creating a program of encounters for students from both schools.

Gimnasia Carmel, Haifa: Communal Garden at School.

At this school, Jewish, Arab and Druze students study together, with the aim of obtaining full matriculation certification. The project selected and established a communal garden at the school, which serves as a platform for equitable discourse between students. It allows for the integration of environmental issues with societal and communal values. Teachers and students partner in the process of planning, implementation and upkeep of the communal garden, through which they will learn to jointly operate a social/communal project.

In May 2013, a special conference was held for the schools that took part in the program, in which teachers presented the diverse and impressive projects via PowerPoint presentations and documentary films. The conference was attended by Ministry of Education supervisors, who were greatly impressed with the program and its positive educational impact. The projects were documented and uploaded to the Institute’s Facebook page against racism: <http://www.facebook.com/adaminstitute>.



The program, funded by the EU, enjoyed the support and cooperation of the Ministry of Education and its Pedagogical Secretariat (as well as its supervisory body for civic studies instruction), and is recognized by the Ministry of Education for professional development credit (60 study hours). The school projects were supported by The **Rayne Trust**.

In the summer of 2013, 28 new schools joined the program, which will be implemented in a similar way throughout 2013-2014 school year.

Ministry of Education's tender for 'Educating for Democracy and Civics in Elementary Schools' (no. 25/6.2010)

Activities funded through this tender have taken place for the third successive year in elementary schools as part of two programs:

- **Civic Calendar** – a program that focuses on teaching democratic concepts and values in the context of Jewish, religious, national, and civic holidays. This year's topic was the children's rights, in conjunction with the International Children's Rights Day and International Day of Tolerance. The participants of the program were students from 20 4th-6th grade classes in 6 Jewish and Arab elementary schools.
- **Encounters between Jewish and Arab Students at the "Different = Equal" Exhibition: Education for tolerance, democracy and peace** – the exhibition and accompanying activities have been running since 2007, and have reached over 8,000 students to date. This year, students from 28 5th-6th grade classes in 12 Jewish and Bedouin schools took part in the program. Activities included preparation workshops in the school classrooms, encounter workshops and a joint tour of the exhibition, as well as a summarizing workshop in mixed groups.

A group of teachers studying in Kaye College's Shahaf program visited the exhibition. They were accompanied by the students of Nitzaney HaNegev and Al-Rahma and were deeply impressed by the contents of the exhibition and the educational process visitors undergo: *"We have no doubt as to the importance of such projects, which push forwards processes of dialogue and acceptance of the other as a condition for democratic governance in the state of Israel. On our part, we'll look into the possibility of exposing Shahaf students to the exhibition, so they can serve as 'ambassadors' of this subject at school."*

Adam Institute thanks the Joe Alon museum for hosting the exhibition and the activities. We are preparing for the continuation of activities in the school year 2013-2014.

Kindergartens - "First Steps in Democracy"

Since 2003, the program has been implemented in kindergartens in Kiryat Gat and 9 Bedouin local authorities and councils in the Negev, **funded by the Bernard van Leer Foundation**. 2013 is the final year in which the program received financial support from the Foundation. Part of the facilitation and guidance this year in the kindergartens focused on empowering the educational staff so that are able to continue to implement the program independently in the future.

Kiryat Gat: In the first trimester of 2012-2013 Adam held activities with all 27 kindergartens in full cooperation with the municipality and the supervisors. In April 2013, a touching farewell event was initiated by the kindergarten teachers to show their appreciation for the program. It was attended by the mayor of Kiryat Gat, the director of the municipal education department, Ministry of Education supervisors and Adam staff. The evening stressed the Institute's contribution to improving the atmosphere in the kindergartens and to fostering dialogue in various areas between everyone involved with the kindergarten (children, parents, staff, and others).

Kindergartens in Bedouin localities: Activities were held throughout the year, with 31 kindergartens from Kuseife, Rahat, Hura, Al-Asem, Abu Wadi, Tel Al-Malah, Tel Kasif, Darijat, and Wadi Naim village (Al-Azazma) taking part in the program and enjoying the full cooperation of the supervisors and local councils. At the beginning of the year, each kindergarten received an "activity packet" that included illustrative kits, books and arts and crafts materials. In addition to the support and guidance provided by Adam staff to the kindergarten teachers and their assistants in each kindergarten, which included the adaptation of the program to the specific needs of each kindergarten, a special 3-day training seminar was held for the educational staff. A festive evening to celebrate the completion of the project will be held on October 30, 2013, to be attended by the kindergarten teachers, their assistants, the Ministry of Education supervisors and the representatives of the various local councils.



Democracy Education in Jerusalem

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

West Jerusalem Schools

As described further above, activities were held at two Jerusalem highschoools (Ziv Comprehensive and Boyer Highschool), as part of the "In the Path of Dialogue: Networking Schools against Racism" program.

A program on leadership was developed, with the topic expanded to include a larger variety of leaders from various fields and especially of both genders. The program was published as a binder of activities, specially adapted to the needs of each school.

State Religious Elementary School Pisgat Ze'ev – This is the eighth year in which the Institute holds activities at this school. This year, as well as last year, the focus was on providing support and guidance to the managerial staff and on creating a curricular framework that would continue to integrate the democracy curriculum in the classrooms. The program implemented referred to the age-group-adapted curriculum provided to each homeroom

teacher in the previous year. In addition, a brief training seminar was held for teachers, which focused on conflict resolution. (The school has 26 classes, including 2 kindergarten classes.)

Gilo A Elementary School for Environment and Society Studies – This is the second year of the Adam program implemented in the school. The main focus was on teaching the principles of democracy, together with the Ministry of Education teaching goals established at the beginning of the year: the leadership of Begin and Ben Gurion and social and democratic leadership. Meetings with the managerial team were held throughout the year, and a training seminar for teachers was also held prior to classroom implementation. Furthermore, individual/small-group guidance and support meetings were held in order to address the specific needs of each class according to its social/group processes. This year, the school announced itself an “Elementary School for Environment and Society Studies”, so there was a need to highlight the connection between environment and society, so that the concepts will become clear and relevant to the students.

Ramot Alon Elementary School – new project. This is a relatively small school, located in a neighborhood currently in the advanced stages of becoming an ultra-orthodox neighborhood. The students come from this neighborhood as well as other neighborhoods in the city. The school is part of the Mofet network of schools, which specializes in science studies. The principal is deeply connected to the democratic contents and processes in her school and within society at large, and leads the program’s implementation in her school. Throughout the year, learning and guidance meetings were held for teachers, as part of individual and group training. Each homeroom teacher received an annual work plan, which included varied activities adapted to the relevant ages. Next year, the entire staff will take part in training related to this topic and a school-level plan will be developed.

Luria Elementary School for Arts – This is the fourth year of Adam activities at this school. Although it was decided at the end of last year that the school will work independently when it comes to democratic contents, the school approached the Institute with a request for assistance in teaching conflict resolution.

Jewish-Arab Student Encounters in Jerusalem:

This is the third year that the Adam Institute is holding preparation activities for teachers taking part in the Bible Lands Museum’s program for Jewish and Arab student encounters at the museum.

Paula Ben Gurion Elementary School – Training for the teachers to prepare 4th grade students for an encounter with the students of Um Tuba School. The preparation workshops have a great impact, since they establish values such as equality and acceptance of the different other. The preparation workshops, held at the school and facilitated by the homeroom teachers, allow the participating students to tackle issues related to encountering and accepting the different other, through the “ABC of Democracy” curriculum.

Keshet Junior High School – Training the teachers to prepare 9th grade students for an encounter with 9th graders from Bet Safafa. The students of both schools were tense and excited in expectation of the encounter, as well as skeptical regarding its possible results. The students of Bet Safafa were more ‘ready’ for the encounter, because of their greater familiarity with Jewish peers through daily contact (football teams, friends of their parents, the mall, etc.). It was the first time in which they took part in an learning setting on an equal footing in terms of language, culture, ability to express themselves and the number of participants on each side. The educational staff of both schools was committed to the program, as evidenced by their dedication and involvement prior to and during the encounters. The students’ feedback indicated that for them, the encounter was meaningful, and they hope for continuation next year.

Arab Schools in East Jerusalem

The “**Every Student Has a Role**” program, implemented for the third year at Jerusalem elementary schools, is a cooperation with the Jerusalem Foundation and Jerusalem Education Administration (MANHI). The program is unique in its social and educational partnership between all members of the school community. Each student has his or her role in projects planned by the students and implemented, guided and supported by their teachers and Adam staff.

Al-Tur Elementary School for Boys – Second year in the program. This year the focus was on deepening the knowledge and skills of the teaching staff regarding democracy education, as well as integrating the school into the city-level “Every Student Has a Role” program. A 60-hour training seminar was held for the educational staff, revolving around topics such as educational partnership, equality, belonging, responsibility, and more. In parallel, the teachers received ongoing support and guidance in implementing the program in their classrooms, with the required changes and adaptations.

Shu’afat Elementary School for Girls “B” – Second year in the program. This year the focus was on deepening the knowledge and skills of the homeroom teachers regarding democratic content and activities in their classrooms, alongside supporting and guiding the school coordinators and teachers in the process of project implementation. Projects and activity days were held regarding the following topics: flowers and establishing a communal school garden by/for all students, students rights and duties, cleanliness and healthy eating in every day life, folklore – industry and art related to olive trees. The activities were successful and the staff worked devotedly to make it so..

Al-Tori Elementary School for Girls – Third year in the program. This year involved a combination of two programs: “ABC of Democracy” and “Every Student Has a Role”. Both included staff support and guidance in groups and individually throughout implementation. Following the school’s decision, the focus of activity in the school was the elections for the student council. In the first stage, a training seminar on the topic was held for the educational

staff. In the second stage, the teachers taught the curriculum in class, and held discussions with their students about the meaning of the school elections, held that year for the first time. In the third stage, students engaged in elections propaganda and representatives from each class were selected for the general school-level elections. In the fourth stage, the school-level elections were held, in which all students took part. This provided a significant learning process for both teachers and students. The issue of special education students and their place within this process had a significant role in the preliminary discussions, and it was decided that these students are to take an integral role in the process of school elections.

Al-Tur Elementary School for Girls, Mt. of Olives – The third year in which the Adam Institute has implemented programs at this school, with the cooperation and encouragement of the principal and the educational staff. Ongoing guidance and support for the educational staff continued regarding the implementation of the various projects, and was also provided on an individual basis to the principal and coordinators leading the staff and the implementation of projects. This was done with careful attention paid to program values such as equal partnership, belonging, responsibility and equality. Last year, the educational staff and the students held an open day revolving around the topic of food. This year, the open day was expanded to include the presentation of all the projects held at the school. Furthermore, the Institute, together with the educational staff, is looking into the school vision, with the purpose of improving it and incorporating new values and stresses. Work on this will continue next year. Unfortunately, a group of students who were on their annual school trip were attacked by a racist group, and some of them were hospitalized. The parents were upset and this led to a significant delay in project implementation. The representatives of the Institute provided significant educational and moral support to the principal and homeroom teachers, as they addressed this crisis.

Ras Al-Amud Junior High School for Girls – This is the second year in which Adam Institute provides training to the teaching staff as part of the “Every Student Has a Role” program. This is a new staff, so a portion of the work was dedicated to team consolidation around shared school goals. The training dealt with topics such as the meaning of partnership, equal partnership, responsibility, rights and duties. Diverse projects were selected and students participated actively and enthusiastically in their implementation: use of arts and folklore, creating a classroom calendar in English, the wild flora around the school and the village, and the integration of people with special needs into society.

Obeida Ibn Al-Jarah High School – First year of the Institute working with this school. Training seminars held for the teaching staff on democratic values, the homeroom teacher’s role as the ‘director’ of the class, and team consolidation based on belongingness, educational partnership and personal and collective responsibility. It was evident that the educators were able to use the training and adapt the activities they experienced for their work with the students, especially as regards student equality, freedom of expression in the classroom and dialogue between students.

Abdullah Ibn Al-Husein High School for Girls - First year of the Institute working with this school. A school-level teacher training seminar was held on democracy education and related skills, as well as the integration of the school into the city-level “Every Student Has a Role” program. Homeroom teachers received support and guidance in the selection and implementation of various projects. The commitment and dedication of the principal and the educational staff led to the projects’ values being well internalized at the school, including equal educational partnership amongst all students, school belongingness and responsibility. At the end of the year, an open day was held in which the various projects were presented by the students. The projects revolved around topics such as: recycling, healthy nutrition, sciences, and folklore (including the folk dance “debka”, food and costumes).

The Bi-Lingual School - First year of the Institute working with this school. The work focused on providing support and guidance for the Civic Studies Track comprising 10th and 11th grade students preparing for matriculation exams and papers (5 *bagrut* units). In addition, teachers received ongoing support and guidance in holding workshops for their students on Jewish-Arab encounters, getting acquainted with the other and the connection between the rights they learned about and the realities of group processes.

Al-Baraam Kindergarten Network, East Jerusalem - First year of the Institute working with this network of East Jerusalem kindergartens, which belongs to the Ministry of Education and the Jerusalem municipality. A 30-hour training seminar was held for kindergarten teachers from 17 kindergartens and their assistants, focusing on the first chapters of the “ABC of Democracy” curriculum and methods for their enactment.



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

The “Herzliya Experiences Democracy” program has been implemented within Herzliya’s municipal education system each year since 1999. The program is led and facilitated by the Adam Institute, at the Herzliya municipality's initiative and funding. The programs and projects are diverse and are adapted to the changing needs of the elementary and post-elementary schools, both in terms of the pedagogical methods and relevance in light of the social reality in Israel.

Elementary Schools

- A. Staff training took place at 14 elementary schools and support and guidance were provided for implementing projects with students. The focus was on integrating democratic discourse into teaching processes in core subjects and developing study modules adapted to all age groups at the elementary school, in accordance with the new annual curricula.
- B. The Institute’s program entitled “Using Civic Language to Manage Pedagogical, Social, and Emotional Dialogue” continued. This program promotes, through teacher

training, a process leading to the establishment of equitable dialogue spaces between the various groups within the school.

- C. Adam staff took part in municipal committees leading educational and values-based processes in elementary education, focused on a new pedagogy moving from teaching to dialogue in teacher-student discourse.
- D. As part of the events marking Rabin Day, the Institute partnered with the Creative Track at Seminar HaKibutzim to hold activities on issues related to the day at an elementary school in Herzliya. The topics raised included freedom of expression and its limits, the right to elect and to be elected, and legitimate protest.

High Schools

This year, in addition to the continuing learning and application of the topic of dialogue at the Miftan Erez and HaYovel high schools in Herzliya, the “In the Path of Dialogue: Networking Schools against Racism” program was also implemented at those schools, as well as at Dor High School in that same city.

HaYovel High School: The work focused mainly on guiding the teachers in facilitating their students in weekly open dialogue in small groups, on various topics. Each year a program is developed (or adapted) that connects the different discourses used in the education system (those of counsellors, psychologists, teachers, administrators, etc.). The weekly student dialogue sessions refer to the entirety of events taking place in the education system, from personal events, to school events, to national and global events.

Miftan Erez High School: The Institute continued to provide ongoing support and guidance for school’s educational staff, focusing (inter alia) on changing educational perceptions. This year, the school experienced an educational breakthrough, which was expressed in educational projects the students have created in cooperation with students from other schools in the city. Miftan Erez is a school for children at risk, and only a small portion of its students sit the matriculation exams. This year, several students held study sessions with the students of the engineering high school, and joint study was also initiated with students of HaYovel High School (cinema studies)..

Uma – Reenacting the 1949 “Reconciliation Commission” – High and Junior High Schools

This is the fourth year of enactment for this program, which deals in the study and reenactment of historic U.N. resolutions concerning Israel. The topic selected for this year is the “Reconciliation Commission” – a special U.N. 1949 commission whose mandate was to promote, in addition to the armistice agreements, comprehensive peace accords between Israel and the Arab states. The commission uncovered two critical areas of controversy that

have yet to be resolved: the issue of the refugees and the issue of borders, including the status of Jerusalem.

The program's educational achievements are significant: the alternative method of history teaching allows low-SES students to demonstrate their abilities; teachers' motivation towards new educational collaboration between different schools in the city is raised; and students' critical thinking skills are developed (sometimes leading to changes in students' socio-political attitudes).

Some 200 students and teachers from 6 high school and 5 junior highs took part in the program. The high school teachers, with the help of their teachers, researched the topic for several months. They learned about the U.N.'s institutions, the state they elected to represent, its situation at the time and its decisions regarding the core issues above. A group of 11th and 12th grade students were selected as chairpersons, and they received guidance and support on a separate track. The reenactment took place at a 2-day student conference, and involved 7 working groups guided by these "chairpersons", which simulated the U.N. discussions. The high school students played the part of representatives of states, while the junior high students had the role of observers. Lecturers were invited to the discussions in order to provide historical background and information about the period: Shaul Arieli (expert on the Israeli-Palestinian conflict) and Miri Eisin (an intelligence and public relations expert). Also invited to the discussions were witnesses who presented the issue of refugees from a personal point of view: Adel Amer and Kamel Abu Rabia, Adam staff. The simulation was concluded at a festive event, attended by the mayor, the vice-mayor, the directors of the municipal education department, students, parents and teachers. At this event, students presented the discussions and their results.

Following the program's success this year, we'll continue its implementation in the schoolyear (2013-2014) as well.

Other Municipal Activities in Herzliya

- A. "Round tables" on founding a new elementary school in the city: throughout 2 days of discussions, educational, organizational and environmental issues related to the founding of a new school in Herzliya were debated.
- B. "Round tables" on the selection of contractors to implement long school days in kindergartens, including issues such as food, educational content, staff, pedagogical continuity with the kindergarten's morning-time activities, and kindergarten teacher involvement. The participants included the mayor's deputies, and representatives of the municipal education division, the kindergarten teachers, and the parents.



Teacher Training in Jaffa on Issues of Identity

The regional supervisors of the Ministry of Education's Department of Civic Education and a Shared Life approached Adam Institute with a request for teacher training seminars at Arab high schools in Jaffa on issues of identity. The program that was developed dealt with the complexity of the individual identity and the collective identity, as well as the connection/link between identity and rights.

Teacher training seminars were held at the **Ajiyal Comprehensive High School** and **Mirsat Yaffa (Ironi Kaf Bet) High School** in Jaffa for both school's educational staff, comprising 30 academic hours. The first part of each seminar focused on learning and understanding the complexity of the various components of identity – personal, national, cultural, civic, gender, class-based, and religious. In the first stage, while learning about the meaning of these components, the participants also examined them from a personal perspective, and the role they play in their own identity. The second stage explored the practical meaning of the encounter between components within one's identity, and how it's expressed in daily behavior. The third stage examined the process based on democratic principles and rights associated with various identity components.

Preparing Youth for Delegations to Germany

The Institute held a special seminar to prepare a group of students from two schools, **Amal Ben Ami** (of Shoham) and **Amal Tel Hashomer**, for an encounter with German youth involving joint study of immigrant rights in both societies. The 2-day seminar included workshops on minority and majority relations in a multi-cultural democracy, immigration concepts and laws, the right to respect in a multi-cultural society and the students expectations and fears regarding the upcoming encounter. The feedback on this seminar was positive and the teachers and students reported that it prepared them well for the encounter.



Cooperation with Other Organizations and Institutions

Beit Yatziv, Beer Sheva: This is the fourth 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 concepts in society and culture. The lecture was titled, 'Sociological Aspects of Gender; Teacher, Woman, Counselor.'

Bible Lands Museum: For the past eight years, the education department at the Bible Lands Museum and Adam Institute have been collaborating on a pedagogical basis. For the past two

years, they have jointly trained educational staff (guides, facilitators) to facilitate bi-national encounters between students visiting the museum.

Training Education Corps officers for work with Border Patrol Soldiers serving in Jerusalem:

A full-day enrichment program for a group of Education Corps officers on the multi-culturalism of Border Patrol soldiers, which was held at the Bible Lands Museum, at the official request of IDF representatives. These officers are responsible for helping Border Patrol soldiers close educational gaps, complete their high school studies and even sit matriculation exams. They chose the topic of the seminar, which was multi-culturalism, and reported that, thanks to the seminar's workshops, they *"understood the cultural wealth in the room, thought of the meaning of living in a culturally-diverse society, recognized that the soldiers have their own cultural background, and thought of ways in which this cultural diversity could be expressed amongst the soldiers [they] teach, in order to enhance the soldiers' sense of belongingness to the group and to society at large."* The officers were interested in the topics raised, engaged in discussions and considered how they could change their work plans in order to improve them, based on new insights.

Yitzhak Rabin Center: This is the third year that the Adam Institute has been invited to hold a study day as part of the Rabin Center's program for IDF personnel. In June 2013, the Institute held a study day on "Educating for Democracy", attended by IDF education officers.

Peres Center for Peace: This is the third year that the Peres Center's Sports Department holds joint activities with Adam Institute. This year, activities related to the "Different = Equal" exhibition (see above) were held at the Joe Alon Museum in Lahav in the South, with 80 Israeli and Palestinian children from the area who participated in Peres Center sports teams. Activities included bi-national workshops as well as a guided tour of the exhibition with Adam staff. (In 2011-2012, the exhibition was displayed at Peres Center.)

The Hotam Program: The Institute was invited to hold lectures and workshops at a study day for teachers taking part in the Hotam program. This teacher training program, a collaboration between the University of Haifa and Beit Berl Academic College, aims to foster teachers in becoming leaders for change and narrowing gaps at their schools. The activity took place in February 2013.

Ghetto Fighters' House Museum: The Institute was invited to take part in a conference organized by the Ghetto Fighters' House Museum, on "Educating for Democracy in Light of the Holocaust", held in October 2012. In addition to giving a lecture at the conference, Adam staff took part at roundtable discussions, focusing on education for democracy and human rights.

Kibbutzim College (Seminar HaKibutzim) – Tel Aviv: The Institute has held ongoing contact with Kibbutzim College for years, including joint activities. This year, several lectures were given, including a lecture to the Seminar's Teaching Committee on multiculturalism and lectures to students of the Seminar on educating for democracy. In addition, the Institute

collaborated with the Creative Track at the Seminar to hold dialogue activities for elementary school students from Herzliya on Yitzhak Rabin Memorial Day (see further above).

Upper Galilee Regional Council: In September 2012, the Institute held a study day for a group of German and Israeli educators in Kibbutz Daphna, at the request of the Foreign Relations Department of the Upper Galilee Regional Council. The study day focused on the changes both societies are undergoing and the implications for education.

Activities for Senior Citizens at Community Centers:

Training senior citizens for community activism in Pisgat Zeev, Jerusalem: A one-year program for a group of senior citizens that have been meeting for several years, with the purpose of training them to become active community members. The group learned about related democratic principles and concepts (liberty, equality, rights and activism), using an experiential approach that stressed current events in different societal and communal circles (neighborhood, city, state). The participants raised a plethora of ideas for community projects, out of which one was chosen for further development and implementation using a democratic process involving all participants in the decision making. The program's received positive feedback and there are additional groups interested in similar activities in other neighborhoods in Jerusalem.

Empowering female senior citizens in Shmu'el HaNavi neighborhood, Jerusalem: A group of female senior citizens from Shmu'el HaNavi neighborhood, which has been meeting for several years, also expressed interest in learning about democratic content. The group met with Adam staff several times for enrichment purposes (without the intention of engaging in community activism). They've learned about democratic principles and concepts, particularly as they pertain to elderly women.



International Activities

Return of the Public Sphere - Israeli-Palestinian Program

A program that began in October 2011, led by the Adam Institute in cooperation with the Palestinian organization CDCD (Center for Democracy and Community Development).



The program funded by the U.S. State Department through **USAID**.

The program imparts the skills required for the planning and implementation of civil society projects, using democratic discourse and based on equality and coexistence. The program participants, aged 23-38, are given a unique opportunity to develop joint Israeli-Palestinian action projects. This is a three-year program (2011-2014) for a total of some 200 participants, half Palestinian and half Israeli, in two cohorts. This was the

second year of the program's implementation, which saw the continuation of the seminars for the first cohort of participants (following two unilateral and two bilateral seminars the previous year), the first results of their implemented projects, and the beginning of seminars for a second cohort of participants.

The participants of the first cohort continued to take part in intensive training in civil society leadership, through 4 additional unilateral seminar days (divided among both sides), as well as two 3-day bilateral seminars (in January and April of 2013, in Kfar HaMakabiyah and Acre, respectively). The bilateral seminars consisted of workshops, discussions and lectures, which were all simultaneously translated from Hebrew to Arabic or from Arabic to Hebrew, in order to create a tone of language equality and transparency throughout the seminars. The seminars imparted practical knowledge and skills crucial to help participants realize their projects, on which they continued to work in small bilateral and unilateral interest groups. The topics covered included design and implementation of project, fundraising and resource development, partnership and rights in projects, and more.

The participants of the first cohort were able to capitalize on this training and on alliances formed between participants on both sides to come up with 27 grass-roots civil society projects, which are now in various stages of development and implementation. One such project is an Israeli-Palestinian joint media interface project to promote balanced media, citizen empowerment and different politics amongst the Israeli and Palestinian publics through a Facebook page, In Other News, which presents different viewpoints and discusses events. The group meets in Beit Jala, with both Israeli and Palestinian members present. They have expressed interest in creating an Israeli-Palestinian non-profit organization.

Another project successfully implemented was Say Shalom (hello, peace), a multicultural free exchange market, held on the border between East and West Jerusalem on July 27, 2013, which was a joint effort of Israeli and Palestinian participants from Jerusalem, with the Muslala art group, which hosted the festival. Other projects focus, for example, on Bedouin women's rights, Jewish-Muslim interfaith study groups, online Arabic language exchange, a film highlighting the culture and rights of people living under occupation through the eyes of an Israeli visiting Ramallah, and more.

In addition to the first cohort, whose members' projects are ongoing even after the completion of program seminars, a second cohort of some 50 Palestinians and 50 Israelis was recruited this year. For the new cohort, the first bilateral 3-day seminar was held in June 2013 in Nazareth, in addition to 8 days of uni-lateral seminars (divided among both sides), which began in April 2013. Participants have already come up with ideas for their future projects and will continue with the process of capacity building and civil society project planning, both unilaterally and bilaterally, throughout the remainder of the program.

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

The Adam Institute has worked with CAP for over a decade. CAP implements Adam's program to train facilitators who work at various organizations and institutions throughout Europe. This year we have worked jointly on adapting and translating into German the "There Is No Single Democracy" booklet, to be published by CAP in Germany before the end of 2013.



International Conference – “Shared Life in a Mixed City”

November 13-16, 2012, Jerusalem

An international conference was held on November 13-16, 2012, as a collaboration between the Adam Institute and the Jerusalem Foundation, and the Jerusalem Institute for Israel Studies. The conference, held at the Jerusalem YMCA, was open to the public, and over 500 people attended. The speakers included experts and practitioners from various fields, such as education and community, architecture and environment, religions, faiths and languages, gender and conflict resolution. They shared with the audience their knowledge about mixed cities and the potential for societal, political, national and global change.

The conference focused on the study of mixed cities, with the purpose of examining new ways to improve the lives of the different populations within. It opened with a lecture by renowned author A. B. Yehoshua, followed by a musical performance by Galit Giat, Lubna Salame and the Shirana women’s choir of the Jewish-Arab Center in Jaffa. Three conference days were dedicated to several plenaries with lectures and discussions on the following subjects: A Mixed City – A City State: Involving City Residents in Decision Making; Thoughtful Planning in Mixed Cities; Lingual Landscape – Accessibility and Equality among Urban Populations; Growing Up in a Mixed City – Education, Theory and Practice; The Right to a City; Religion, Faith, and Secularism: Representation in Mixed Cities; Gender in Mixed Cities – Exclusion and Inclusion in the Public Sphere; Conflict Resolution in Mixed Cities; Concluding Plenary: How Can These Ideas be Implemented in Jerusalem? The fourth day of the conference comprised themed tours of Jerusalem.

