
Annual Report September 2014 - August 2015

During the Israeli school year 2014-2015, the Adam Institute maintained its efforts to promote education for tolerance and against racism, encouraging educational and social initiatives promoting coexistence in Israeli society. We are concerned by ongoing processes in Israeli society, such as the erosion of democracy, the polarization of political stances, racist acts and hate crimes. These concerns are shared by educators, public figures and civil society activists. The Adam Institute acts in different educational and social frameworks to promote citizen commitment to the principles of democracy.

This year the Adam Institute formed new partnerships and maintained existing relationships with institutes and organizations such as the Museum of Islam, the Van Leer Institute, the Bible Land Museum in Jerusalem, the Joe Alon Center in the Negev, and others. These collaborations yielded unique and meaningful projects, which will be described in this report.

The Institute also organized the Third International Conference about living in mixed cities, “**The City of Tomorrow – Shared living in Mixed Cities of the Future**”, in cooperation with the Jerusalem Fund. The conference was held on October 20-22, 2015, in Mishkenot Sha’ananim in Jerusalem. To read more about the conference, go to its website: <http://mixedcity.org.il/welcome/>



To learn more about our activities, visit:

The Adam Institute’s Website: <http://www.adaminstitute.org.il/>

The Adam Institute’s Facebook page (Midreshet Adam):

<https://www.facebook.com/midreshetadam/>

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

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

Activities within the Formal Education System

Democracy Education in Jerusalem

Primary schools

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

Gilo A- Elementary School for Environmental and Social Studies – This is the fourth year of the program’s implementation at the school. The activities include trainings for teachers on the principles of democracy and support during the integration of the program in their classrooms. This year we focused on the link between democracy and environmental issues. Contents were tailored for each year-group. The school held a special week dedicated to promoting tolerance. The work will continue during the current school year.

Ramot Alon Elementary School – This is the school’s third year implementing the “ABC in Democracy” program. The activities include group training and individual support for the teachers. This year we focused on majority-minority relations, conflict resolution, and methods for adapting the program for each age-group. Some of the teachers also continued addressing social-democratic issues outside of the designated lesson.

Shu’afat Elementary School for Boys A – This was the first year of activities at the school. The teachers and educators received training and skills to implement the “Every Student has a Role” program in the classroom. The training addressed education on democratic values, with an emphasis on rights in educational institutions and how to apply them in the school. Special emphasis was placed on the rights of school students. The staff welcomed the training and actively participated. Individual teachers received support to implement the program in their classes.

Shu’afat Elementary School for Boys B – This was the second year of activities at the school. This year, the training focused on “Accepting the Other”. The activities included group support for the teachers integrating the program in their classrooms.

Shu’afat Elementary School for Girls B – This was the fourth year of activities at the school. This year, we focused on giving the teachers skills and individual support to implement the “Every Student has a Role” program, which they trained for last year. Support from the Institute’s staff also included group training at school staff meetings and support for coordinators overseeing the program.

Al-Sallam School for Special Education in Wadi al-Joz - This was the first year of activities at the school. The educational staff underwent training about “Values’ Role in Promoting Meaningful Learning”. The program incorporated learning facilitation skills. The content addressed the importance of values of equality, liberty, freedom of

expression in promoting meaningful learning. Much effort was invested in adjusting these principles and values to the students' special needs.

Jewish-Arab Student Encounters in Jerusalem:

For the fifth year, the Adam Institute has been holding preparation activities for teachers taking part in the Bible Lands Museum's encounter program for Jewish and Arab student encounters at the museum.

Yad Hamorah Elementary School – This was the second year of the school's participation in the Bible Lands Museum's encounter program. Some of the school's students have special needs. Some special needs students participated in all these encounters, while a special program was devised for those who did not. The students met with the Arab students of the Ein Rafa Elementary School. The educational staff praised the program and was grateful for the experience of their students. The staff looks forward to continuing this year.

Gershon Agron Elementary School – This was the first year that the school participated in the encounter program. They look forward to continuing next year.

Jerusalem Elementary School, Beit Hanina - This was the first year that the school participated in the encounter program at the Bible Lands Museum. Preparation meetings were held in the classes about differences, encounters with others, and acceptance of others. As this is a new addition to the school's curriculum, senior staff members were involved in its implementation, including the principal, the teacher responsible for peace education, and the class educators. The school's language of instruction was English, which helped communication with the other students in the encounters.

Wad a-Sadek Elementary School – This was the second year that the school participated in the Bible Lands Museum's encounter program. The class educators participated in preparation workshops and prepared their students well. The encounter with Jewish students in the museum was deemed very successful.

Training for Teachers and Assistants of Arab Kindergartens in Jerusalem

Kindergarten teachers from East Jerusalem - A group of kindergarten teachers from East Jerusalem underwent training on the "Democracy Education for Young Children" program, with an emphasis on methods and tools for implementation. The training focused on the Ministry of Education's theme of "The Other is Me", and discussed acceptance of the "Other" and encounters with the "Other". The participants expressed their satisfaction with the training and the new methods, and asked for additional activities.

Veteran Kindergartens Teachers – this training was initiated by the Ministry of Education Inspector. The participants learned the values necessary to formulating an educational vision and ended by formulating a new approach to their work.

Kindergarten Teachers and Assistant Group in Cooperation with the Bible Lands Museum - Kindergarten teachers were trained to dispense the Institute's "Democracy Education for Young Children" program, and received necessary skills for its implementation. Each of the participant teachers was required to submit a curriculum for her kindergarten, in line with the program, as part of the Bible Land Museum's training on the theme of "The Other is Me".

Secondary Schools in Jerusalem

Hebrew University Secondary School – Dealing with Racism. The program was initiated by teachers who participated in the institute's "In the Path of Dialogue" program and were interested in working with their 11th grade students on the subject. Following the training, the teachers implemented the program in their classes.

Rene Cassin High School - Dealing with Racism. The training was planned together with the school's management and educational staff who asked for tools to combat racism. Adaptations were made to the Institute's program, according to the school's needs, and texts and short films were added. Teachers of the 11th grade, the school coordinator, and the educational consultant participated in the training and implemented the program throughout the year.

The Ziv-Marks Comprehensive High School - Dealing with Racism. The social education coordinator of the school was involved in the "In the Path of Dialogue" program for the past three years, and initiated teacher meetings to plan lessons and activities to deal with racism. The school decided to hold encounters for 170 11th grade students with peers from the Bedouin school Dar al Kalam from Rahat. The encounters took place in the 2015-16 school year.

Beit Zafafa Middle School – This is the school's second year of working with the Institute. This year, the central theme was "The Other is Me". The program's goal was to explore who the "Other" is, in the framework of the class, while learning the principles of dialogue. Many of the staff participated in the training and examined who their "Others" are, how they are treated, and why. They were asked to document the process and analyze their relations with their "Others" in light of the principles they learned.

Shu'afat Middle School for Girls - This was the second year that the Institute has worked with the school to train the teachers and students to establish a student council and hold student elections. Students were supported in electing committees, and with the council's ongoing work. At the same time, the teachers and the management were supported to work with the student council. The teachers

started planning for community work for the students in their neighborhood. The mothers became more involved in school activities this year.

Shu'afat Middle School for Boys - This is the first year that the teachers from the school participated in the training, based on the Ministry of Education theme "The Other is Me" and "Accepting Difference" and adapted for the school's needs. The training goal was to explore the meaning of the "Other" in the framework of the class. The teachers examined who the "Other" is for them, how they are treated, and why. The teachers felt that they have to adjust their conceptions of the student. The discussions were serious and profound, and highlighted the gaps between the modern culture of youth and the more conservative culture of the adults.

Ras al Amud High School for Girls - The institute has been working in the school for several years. This year, the themes of "Values' Place in Fostering Meaningful Learning" were updated to be relevant to the Ministry of Education's central themes. The educational staff was very interested in the themes and their use to strengthen meaningful learning. The staff asked to learn facilitation methods to substitute frontal teaching. The staff was exposed to new tools, and humanistic and democratic contents, which enabled teachers to deepen the ties with the students. The activities continue in the 2015-16 school year.

Sur Baher Middle School for Boys - We held a teacher training combining the Ministry of Education's theme "Accepting the Other" with the Institute's curriculum "The Right to Dignity". The school is dealing with different challenges in its daily educational work: sharing a building with the high school of a different administration, catering for the high number of students in each class, including students with special needs and a low socio-economic standing. The group of teachers enjoyed the content of the program and adjusted it to fit the school's unique situation and challenges. The teacher's expressed concern about teaching the content to the students, and emphasis was therefore put on educational tools and methods for their classes.

Jewish-Arab High School Student Encounters in Jerusalem:

A Joint Project of the Adam Institute, the Museum for Islamic Art and the Van Leer Institute: a series of Jerusalem high school students' encounters, promoting pluralism, multi-culturalism and acceptance of the other.

The Museum for Islamic Art initiated a new cooperation between those three organizations with the aim of drawing Jerusalemite high school students towards the values of democracy, tolerance, multi culturalism and acceptance of the other. One of the program's objectives was bringing together students from different schools. Between February and May 2015, two high schools participated in several days of activities: grades 9, 10 and 12 from Tali Beit Chinuch and Grade 9 from the Hartman High School for Boys.

150 students participated in each activity day. The day started with lectures in the Van Leer institute, given by its experts, who spoke about equality and inequality in Israel, the dangers of an unequal society, the principles at the foundations of a democratic society in general, and in particular, in Israel as a Jewish and democratic society. Next, the students participated in workshops facilitated by Adam Institute staff. They concluded with a tour of the exhibits with museum guides. Before each activity day, Adam Institute staff members held preparation meetings with the classes' educators. There was one joint day for 9th grade students from the secular Tali Beit Chinuch and the religious Hartman High School for Boys . The other days, held with the students from Tali Beit Chinuch alone, focused on democratic values, cultural rights, and multiculturalism.

Students Encounters in the Jerusalem Forest – a joint project with Zippori Center:

This new project combines democratic values with environmental action. It was designed in cooperation with the Zipori Center project "Connecting City and Forest", promoting educational activities of conservation and renovation of ancient agriculture and archeology. Students from the **Amit Technologic Religious High School** participated together with Jewish and Arab students from the **Kiah for the Hearing Impaired High School**. They met once a week, throughout the year, both in uni-national and binational groups. Theoretic lessons were taught in the class, especially on rainy days, and practical lessons were held on-site in the Jerusalem Forest. Every encounter day was opened with a group discussion, followed by some background for the practical tasks, division into working groups, and joint summation at the end of the day. The program was taught in three languages – Hebrew, Arabic and sign Language - involving educational staff from both schools. The use of three languages was achieved thanks to the Arab teachers, who are able to translate into Hebrew and Arabic as well as sign-language. The program continues in 2015-16.

Amit Technologic Religious High School is a school for students who dropped-out of other educational institutions. The 9th class students (most of them boys, and two girls) enjoyed the work on-site. It was evident that some of their values changed following the joint activities. Some of them said: "We are all human beings, even though we are very different from each other." The educational team was involved in addressing the difficulties and challenges posed by the experience, and asked to continue with the program.

Kiah for Deaf High School is a unique school with deaf Arab and Jewish students. The 10th grade class, accompanied by their Agriculture teacher, was selected to participate in the project to give the students practical experience enriching their theoretical knowledge. Most of them (three girls' classes and one class of boys) enjoyed working outside and cooperated with each other, as well as with the professional team. Nice connections were formed with some of the boys from Amit and the social connections within the classes were reinforced.

The trans-regional class for civic studies in the Max Rayne Hand in Hand Bilingual School: The Adam Institute is cooperating with the civic studies class for some years. Participants are from the 10th to 12th grade classes of the school as well as students from Jewish schools such as Keshet and Givat Gonen schools. Activities with the teachers included workshops, lectures, training and consulting. Activities with students included workshops focusing on Arab-Jewish encounters, learning about human rights and connecting them to their group processes. Preparation work for a study tour to Lod was done with students from 10th and 11th grade, exploring relations between Jews and Arabs and the rift between them. The tour included visits to Arab and Jewish neighborhoods and encounters with Arab professionals and with a Jewish rabbi, who spoke about the rifts between religious and secular and between Arabs and Jews. The connection created between the theoretical learning in class with the reality made the tour very significant.



Educational activity in the South:

Leading Tolerance – in cooperation with the Youth and Society Administration in the Ministry of Education

Many Bedouin schools in Israel's South, some of which have participated in Adam's program "In the Path of Dialogue" and other new ones, asked for the Adam Institute's support in the implementation and expansion of the program. Our staff met with supervisors and directors from the Youth and Society Administration in the southern region together with the Teacher Training Center in Beer Sheva. Following the meeting, a new program "Leading Tolerance", offering lesson plans to fight racism, and pedagogic tools for its implementation in the class-room (also through the creation of educational initiatives by teachers and students) was formed. We offered two tracks to train for this program:

- a) **Teacher training "Leading Tolerance" for teachers from Bedouin Schools:** a 60 hours program, half of it dedicated to learning about tolerance and gaining methods to ensure a tolerant classroom. The other half is focused on implementation of the theory into school projects, including school initiatives to promote tolerance. 24 teachers from 11 secondary schools from the South (2-3 teachers from each school) participated in the training. The curriculum included: Tolerance - basic concepts, the limits of tolerance and freedom of expression, extreme manifestations of intolerance; Education for tolerance and methods for its implementation.

During the implementation phase, the teachers received individual and group support to impart these teachings in class and to devise school projects promoting tolerance together with 10th grade students, and to train those students to become "Ambassadors of Tolerance" at school and in the community.

- b) **Trainings at Teacher Training Centers in Beer Sheva and Ashkelon:** eight different groups of Social Education Coordinators, Involvement Coordinators and Youth Council Facilitators participated in the program. The theme was countering racist behavior in the education system. This unit was integrated into the centers' yearly training courses. Arab and Jewish coordinators and facilitators conducted dialogue encounters including workshops and lectures facilitated by the Adam Institute's staff.

Encounters between Jewish and Arab Students at the “Different = Equal” Exhibition: Education for Tolerance, Democracy and Peace:

The exhibition and its accompanying activities aim to impart basic humanistic concepts and democratic values. The activities included preparation workshops in the school classrooms, dialogue encounters, a joint tour of the exhibition as well as a summary workshop in binational groups. This was the exhibition's third year at the Joe Alon Museum, next to kibbutz Lahav. In previous years, activities at the exhibition were funded by the Ministry of Education. This year was founded by the Ted Arison Family Foundation. In the 2014-2015 school year, students from 26 fifth and sixth grade classes, from 9 Jewish and Bedouin elementary schools in the South (Negev) participated in the program. This program continues in the 2015-2016 school year.

Students from grades 5 and 6 who participated in the encounter said: "in the beginning we were a little hesitant about the encounter. We didn't know how they would behave, but once we got to know them, we enjoyed ourselves and saw that they are kids just like us". "We saw that we are all humans and only our language and religion are different"

A school principal in Kyriat Gat gave the following feedback: "The students were exposed in this activity to dialogue with Bedouins, they respected the other and learnt about each other's culture in an experiential and interesting way. The students reported they greatly enjoyed the encounter. They set out hesitant but returned happy with the encounter with Bedouin students, said it was too short and that they would be interested in staying in touch with them."



Educational activities in Herzliya:

Uma Simulation: Significant Historical Events and Decisions concerning the State of Israel - "Jerusalem according to the Clinton Parameters"

This program has existed for the past six years and approaches the study of historic resolutions concerning Israel through their reenactment by the students. Students become familiar with the country's history through different avenues, gain the ability to see the past as multi-faceted, and are given an opportunity to deliberate past issues in new and creative ways.

This year's program was dedicated to "Jerusalem according to the Clinton Parameters". In December 2000, following the failure of the Camp David Summit, as the second Intifada raged, President Bill Clinton met simultaneously with Israeli and Palestinian representatives at the White House and presented them with the American parameters for a peace agreement. President Clinton didn't present the sides with a written document but dictated his suggestions. Both sides typed his words during the meeting itself and therefore, there are two different versions of the parameters. The parameters deal with each of the core issues that were on the agenda – borders and territory, security, Jerusalem, refugees and a declaration on the end of conflict. They were supposed to become the framework for a permanent peace agreement.

Students from eight secondary schools in Herzliya – six high-schools and two middle schools participated in the program. For a few months they studied and conducted a preliminary investigation on the processes and decisions that preceded the Clinton Parameters (aided by their teachers), heard lectures from experts, and held joint discussions examining critical events at that time. During a two-day simulation, students represented the USA, Israel, the Palestinian Authority, and the Arab League (even though it wasn't involved at the time). Discussions were about the core issues in Jerusalem – borders, holy places and sovereignty. During the discussions, the students met with witnesses who were part of the negotiations who provided information and clarifications. In the summation event, the students presented their conclusions from the discussions about the future of Jerusalem.

In the Path of Dialogue – Networking Against Racism

Four high schools that had participated in the program in the two previous school years continued with this educational activity this year as well: Dor high school, the New Municipal high school, Miftan Erez and Hayovel high school. Additionally, a preparation activity for the staff of those schools was held, helping them to adjust the program to the situation following Operation Protective Edge in the summer 2014 in Gaza.

Cooperation with Other Organizations and Institutions

Students' encounters in Jerusalem – Jewish and Arab Facilitators of Encounter Groups' Training: This is the Adam Institute's first experience in training graduates of its programs to become encounter groups facilitators. The participants came from varied backgrounds – Arabs and Jews, religious and secular Jerusalemites. There were medical students from Hadassah Ein Kerem, two staff members of YMCA (leading encounter groups and projects for Jewish and Arab kids and youth) and six graduates of past programs of the institute, "the Return of The Public Sphere (RTPS)" and "Entering the Arena: Women, Politics and Peace-building (WPP)". The training

was initiated by one of the RTPS graduates, who recruited additional medical students aiming to initiate encounter groups among staff and students at Hadassah hospital. The course was meaningful for the participants. Some of them became facilitators in other activities of the institute, such as in the Museum for Islamic Art and at the Joe Alon Museum. The training was conducted over a one week intensive course. At its conclusion, the participants received a facilitator certificate.

The Society for Advancement of Education: At the beginning of the school year, the Adam Institute gave a lecture for the society's educational staff on the topic of "Educating against Racism" and the participants who were interested in implementing the institute's programs at their schools received the manual "In the Path of Dialogue". A similar activity was held at the beginning of the 2015-2016 school year.

Oranim Academic College: a seminar for teachers of civic education including a lecture and workshops from the manual "In the Path of Dialogue", was held in the college's teacher-training program.

Ministry of Education – The department of Civic Education and Coexistence: the Adam Institute held lectures for the departments' staff in a seminar at Ramat Efal and a lecture about Gender and Democracy in a seminar at Hadera.

Training Social activists, together with Tira Municipality: Tira's welfare department approached the Adam Institute and requested a training session for 20 community workers working with youth in the community. The training's objectives were teaching methods of dialogue group facilitation according to democratic principles and giving practical tools for their implementation. In the 60 hours training, participants learned about building a group and group processes, and connecting content with process in a group. They gained facilitation tools: reflection and feedback, power relations and conflicts in the group, planning workshops for community issues, features of youth, women and adult group facilitation. The training received very positive feedback.

"Israeli Hope in Education" – The President Residence and Lautman Fund initiative: the Adam Institute was invited to participate in these conferences bringing together organizations promoting tolerance and dialogue between different populations with representatives of the education system (inspectors, school principals and teachers) leading educational initiatives. This activity is continued in the current school year.

Yitzhak Rabin Center: The Institute has been in contact with the center for many years, including this past year. This year, we held two seminars for officers from the education corps and focused on contending with racism. A third one was held for the staff of the Rabin Center and focused on "Educating Against Racism". The participants in all the seminars received the manual "In the Path of Dialogue".

Kibbutzim College (Seminar HaKibbutzim) – Tel Aviv: the Adam Institute participated in planning and executing a seminar on Yitzhak Rabin Memorial Day for

the students of the creative education program. The seminar focused on “Educating Against Racism”. Each student received a copy of the manual “In the Path of Dialogue” for further use in the classes where they will teach. On another occasion, Adam Institute’s representative lectured about the “In the Path of Dialogue – Educating Against Racism” program at the 10th Tel Aviv Conference for Progressive Education.

Israel Tennis Association – the Adam Institute was asked to hold workshops for the participants of the “Meeting Point” project held by the Israeli Youth Tennis Championship. The project’s aim was to clarify the values of sportsmanship guiding tennis players. After several meetings with the association’s representatives, it was decided to hold a workshop for each age group, rendering participation compulsory. The topics of the workshop were: Equality under the Law, Human Dignity, and Due process. The workshops took place at the Tennis Centers in Tel Aviv and Ra’anana during the three days of the tournament in October 2014, with 140 youth participating.

Bible Lands Museum: For the past decade, the Education Department of the Bible Lands Museum and the Adam Institute have been collaborating on various projects, including on training the museum's educational teams and providing support for binational group guided tours within the framework of the institute's "Image of Abraham" project. The institute partners to prepare and support of Jerusalem school teachers in the framework of the Arab-Jewish encounters program at the museum, and train kindergarten teachers and educational teams on young children.

International Activities

The Center for Applied Policy Research (C.A.P) at the University of Munich, Germany

The Adam Institute and C.A.P center have been cooperating for 20 years. C.A.P. has adopted the Adam Institute’s educational method and has trained facilitators working throughout Europe. This method is known as **the Bezavta Method**. Our staff was invited several times in recent years to hold facilitators’ training seminars for the center, in different places in Germany. At their request and with their funding, the book “There is No Single Democracy” was translated and adapted for Germany. It was published in Germany in December 2015.

The Gustav Stresemann Institut, Bad Bevensen, Germany

The Gustav Stresemann Institute’s mission is promoting multi-culturalism and pluralism in Germany. Its representatives participated in seminars and training of the CAP Betzavta programs in Germany, and invited the Adam Institute to train their

staff with new programs. Advanced training seminars took place there in December 2014 and December 2015.

Entering the Arena: Women, Politics, and Peacebuilding (WPP)

This is the program's second year. The first cohort's program concluded December 2014 and the second started January 2015. The program is funded by USAID and implemented in partnership with the Center for Democracy and Community Development (CDCD) in East Jerusalem. The program included close to 160 Israeli and Palestinian women, about 80 in each cohort, who met to learn and partook in unilateral and bilateral seminars. The seminars provided participants with the necessary training and skills for meaningful and effective participation in politics through lectures, discussions, workshops, and study tours. Additionally, the program presented participants with professional opportunities and new social contacts, in an informal setting.

The first cohort was scheduled to complete the program June 2014, but the last bilateral seminar was cancelled due to the bloody events and the war that summer. Instead, we held two parallel uni-national seminars in September 2014. These were dedicated to skills learning, promoting women's social and political initiatives and outlining new initiatives. During the seminar the participants shared their experiences during the war and their methods for dealing with the experience as women. Many chose to get involved in women peace initiatives; some participated in demonstrations, others initiated the "Shlom-Bait" (peace in the house) project and more. Following the cancellation of the joint seminar, the participants asked to meet their Palestinian colleagues, even for a short meeting. Following meetings with CDCD staff, we held a meeting for some of the Palestinian and Israeli participants in December 2014. The meeting was important and allowed the women to share their difficulties and struggles in the harsh reality following the war. A genuine effort was made to clarify fundamental issues of the conflict, at large and from the point of view of the participants, and to advance in joint examination of solutions. The participants expressed their wish to continue their effort to promote peace initiatives.

Recruitment for the second cohort started October 2014. Candidates were interviewed and asked to submit an outline for future political activity. At the end of the process, a group of over forty Israeli participants was formed, with a parallel process taking place on the Palestinian side.

The first uni-national seminar for the Israeli second cohort was held in February 2015. Among its goals: a close examination by each participant of her motivations to participate in the program, and preparation for the meeting with their Palestinian counterparts. As part of the preparation, the participants heard a lecture that introduced them to the differences in the Israeli and Palestinian narratives.

The second uni-national seminar took place following the elections in Israel, whose outcome influenced the participants and came up during discussions. The seminar

aimed at forming group cohesiveness in preparation for the bi-national seminar, improving participant's knowledge of the Israeli narrative about the Israeli-Palestinian conflict, and studying different historical outlines for negotiations. The participants learnt about Israeli women peace activists and practiced conflict resolution methods. Each of the participants presented her personal political outline in the plenary session.

The first bi-national seminar was postponed and eventually took place in Ashkelon in April 2015. The encounter aimed at building relations between the two groups and introducing the different narratives that were presented in creative ways, allowing for new thinking about the conflict. One of the joint groups decided that the Israeli narrative would be presented by the Palestinian participants while the Israelis presented the Palestinian narrative. During a tour of Ashkelon, the Palestinians were guided by a Jewish guide and the Israelis were guided by a Palestinian one. The Israeli participants felt the discourse stayed on a national level and didn't get to a personal encounter though their frustration was attenuated by their understanding that some issues are unbridgeable at this stage.

The second bi-national seminar was scheduled for June 2015 but again, there was a need to hold it as two separate parallel uni-national seminars. This seminar was dedicated to promoting participants' individual public and political work, and included interviewing women politicians, writing op-eds for Israeli papers, etc. The Israeli participants of both cohorts are keeping it touch with each other through social media, as well as in meetings and through their joint political work.

