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## Annual Report

### September 2013 - August 2014

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During the Israeli school year 2013-2014, Adam Institute continued its implementation of programs and projects from the previous year and expanded its activities in the formal education system, in civil society and internationally.

The formal education system activities were held in cooperation with the Ministry of Education for the fourth year, in the framework of the "Citizenship and Democracy Education" in elementary schools. Activities included encounters between Jewish and Arab students and workshops focused on promoting tolerance and acceptance of others. It was also the second year of the program "In the Path of Dialogue: Networking Schools against Racism" in high schools; the creation a national network of 52 Jewish and Arab schools committed to action against racism. Additional activities took place in cooperation with the Division for Educators' and Consultants' Training, the headquarters of Civic Education and municipal education departments.

In the realm of civil society, the two largest programs aimed to train and support young people to implement initiatives that will improve and transform their communities. The first program, "Return to the Public Sphere: Reclaiming Civil Society's Role in Conflict Transformation" is currently in its third year and approximately 30 participant projects have been or are in the process of being implemented. The second program, "Entering the Arena: Women, Politics and Peace Building", is new and aims to train women to promote dialogue and change among and within Israeli and Palestinian societies. Both programs are held in conjunction with the Center for Democracy and Community Development (CDCD), located in East Jerusalem.

The Second International "**Living in a Mixed City**" Conference took place in Mishkenot Sha'ananim, Jerusalem in November 2013 and was a collaboration between the Adam Institute, the Jerusalem Foundation and the Jerusalem Institute for Israel Studies. The three-day conference was attended by faculty experts from Israel and abroad, social activists and public figures who discussed various issues of the nature and quality of life in mixed cities: political culture and representation, trade and economics, culture, art and sport, problems and challenges related to youth, the environment and sustainability, access to municipal services and conflict resolution. During the conference, documentaries and feature films addressing life in mixed cities around the world were screened at the **Jerusalem Cinematheque**.



## Activities within the Formal Education System

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

In the last two years (2012-2014), the program was successfully implemented in 52 Jewish and Arab schools. This program was able to establish a network of High schools which are actively committed against racism, both on intra- and inter-school levels. The program was integrated into various grades and was introduced to 10,500 students and teachers. Schools jointly developed and implemented 27 educational projects against racism. At the conclusion of the implementation year, teachers presented their various projects and impressive presentations and films they had made in collaboration with students. (A selection of them were uploaded: <http://www.facebook.com/adaminstitute>)

**The program, funded by the European Union Commission 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 financially supported by **The Rayne Trust** and **The Jerusalem Foundation**. Ambassador Lars Faborg-Andersen, Head of the EU Delegation in Israel, came to the annual conclusion conference in May 2013, welcomed the participants and said that this program was one of the most prolific, impressive, and successful he had encountered. Ms. Danielle Friedman, director of Civic Education Staff Chief Inspector of Social Sciences and the Ministry of Education, also noted the impressively positive impact of the educational programs.

The projects created as part of the program were diverse and most of them included joint encounters of Jewish and Arab students and teachers:

**Project 1: “Promoting Tolerance and Equality”** - Participating schools: Al Hoda High School, Ramle (11th and 12th grade students); The Democratic High School, Modi’in (11th and 12th grade students); Greenberg Comprehensive School, Jerusalem (10th grade students).

**Project 2: “Expanding the Circle of Dialogue”** - Participating schools: Tomashin High School, Ar’ara in the Negev (10th grade students); Har Tov High School, Tzor’a (10th grade students).

**Project 3: “Creating Bridges to Dialogue”** - Participating schools: Ort Abu Tlul Comprehensive School, Al-Assem (10th grade students); LeyadHa High School, Jerusalem (10th grade students).

**Project 4: “We’re both from the Same Village”** - Participating schools: Hadash High School, Kfar Kassem (10th and 11th grade students); Beit Ekshtein, Giva’tayim (students of the sports track at the high school).

**Project 5: “In the Path of Dialogue: Meaningful and Fruitful Public Discourse”** - Participating schools: Hadash High School, Kfar Kassem (11th grade students); HaYovel High School, Herzliya (11th grade students).

**Project 6: “Combatting Racism Together”** - Participating schools: Hadash (“Rabin”) High School, Tel Aviv (10<sup>th</sup> grade students); Ort Al-Houashle High School, Qasr Al-Sir (10<sup>th</sup> and 11<sup>th</sup> grade students); Remez High School, Bnei Brak.

**Project 7: “A Point to Ponder: A Project for Combatting Racism”** - Participating schools: Dar Al-Qalam Comprehensive School, Rahat (10<sup>th</sup> grade students); Alon High School, Ramat HaSharon (12<sup>th</sup> grade students).

**Project 8: “Familiarity Prevents Racism: Getting to Know Our Peers in Israeli Society”** - Participating schools: Al-Motanabi High School, Kseife (10<sup>th</sup> grade students); Hadash High School, Herzliya (12<sup>th</sup> grade students).

**Projects 9: “Campaigning to Prevent Racism and Promote Acceptance of the Other in Society”** - Participating schools: Roz Metzkin, Tel Aviv (9<sup>th</sup> grade and 12<sup>th</sup> grade students); Dror High School, Ramle.

**Project 10: “Shalom/Salam Alem/Olam – Creating a Change Together”** - Participating schools: Al-Ghazi Comprehensive School, Rahat (11<sup>th</sup> grade students); Telma Yelin High School, Giv’atayim (10<sup>th</sup> grade students).

**Project11: “Dialogue is the Solution”** - Participating schools: Al-Ghazi Comprehensive School, Rahat (11<sup>th</sup> grade students); Miftan Alon High School, Tel Aviv (10<sup>th</sup> and 11<sup>th</sup> grade students).

**Project 12: “Creating a Common Language to Deal with Racism”** - Participating schools: Al-Najah Junior High, Rahat (9th grade students); Tichonet – Alterman, Tel Aviv (8th grade students and students of the Arabic track)

**Project 13: “Websites as Bridges”** - Participating schools: Beit Safafa Junior High, Jerusalem (8th and 9th grade students); Rene Cassen Comprehensive School (Junior High), Jerusalem (7th- 9th grade students).

**Project 14: “Cooperation, Friendship, and Combatting Racism”** - Participating schools: Akra, Lakiya (10th grade students); Dor, Herzliya (10th grade students).

Project 15: **“Campaigning against Racism, Stereotypes and Prejudice”** - Experimental School, Jerusalem. Preparing students for anti-racism activism.

### **"Democracy and Citizenship Education" - (Ministry of Education's Tender Number 25/6/2010).**

This is the fourth year of implementation of two educational programs in elementary schools, Jewish and Arab, in Tel Aviv and the South:

**Civic Calendar** – This program focuses on teaching democratic concepts and values in the context of Jewish, religious, national, and civic holidays. During its four years of implementation, 19 elementary schools consisting of 80 fourth, fifth, and sixth grade classes, took part in the program. In 2014, activities focused on "the right to a quality environment" in relation to Environment Day. (In previous years, activities addressed health issues, Children's Rights Day and Independence Day.) It was attended by 14 fifth and sixth grade classes from both Albirani Laqiya and Salah Eddine Rahat schools.

**Encounters between Jewish and Arab Students at the “Different = Equal” Exhibition: Education for Tolerance, Democracy and Peace** –. The exhibition and accompanying activities aim to impart basic humanistic concepts and democratic values. 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. In the 2013-2014 school year, students from 28 fifth and sixth grade classes, from 7 Jewish and Bedouin elementary schools in the south (Negev) participated in the program. During its four years of implementation, the program has been attended by 25 elementary schools and students from 98 fifth and sixth grade classes from the Tel Aviv and the South.

The Adam Institute would like to acknowledge and thank the Joe Alon Museum for hosting the exhibition and the activities of the last two years.

### **Kindergartens - “First Steps in Democracy”**

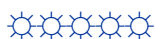
Implemented in 58 kindergartens in Kiryat Gat and 9 Bedouin local authorities and councils in the Negev, this program recently came to an end in 2013 after 10 consecutive years (2003-2013) of successful execution. In April 2013, teachers from 27 of the participating Israeli kindergartens (including those from a wide range of religious affiliations and two special education schools) took part in a festive evening to mark the end of the program, to show their appreciation for the organizing staff and to think forward to future work and cooperation.

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 highlighted 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.)

The final conference of the program for the Bedouin kindergartens took place in October 2013 and was attended by teachers and assistants from 31 kindergartens, supervisors from the Ministry of Education and representatives from a number of local councils. Participating kindergartens hailed from the following: Kuseife, Rahat, Hura, Al-Assem, Abu Wadi, Tel Al-Malah, Tel Kasif, Darijat, and Kfar Wadi Naim (Al-Azazme). Each kindergarten received a farewell package from the Adam Institute including illustrative educational games, books, and art materials for further implementation of the program.

This program was funded by the Bernard van Leer Foundation.

Kindergartens in Jerusalem - see below in description of activities in Jerusalem



## **Democracy Education in Jerusalem**

The activities in Jerusalem are funded by the generous support of **The Jerusalem Foundation**. The program "In the Path of Dialogue: Networking Schools Against Racism" was held in six high schools in Jerusalem. Greenberg Comprehensive School, LeyadHa High School, Rene Cassin Junior High, Jerusalem Experimental High School, and Beit Safafa Junior & High School. These activities are described above.

**Ziv Comprehensive School** - In 2012-13, the school participated in the "In the path of Dialogue" and this year it decided to continue and to deepen its content. Training was conducted for teachers of year 11, and afterwards they received support and guidance in classroom implementation. The students participated in workshops in which they learned the basic concepts of racism and how they are expressed in our everyday reality. There were also a number of speakers representing minority groups, including those who personally and collectively suffer from discrimination: - an Ethiopian community representative, a representative of the gay community, a reform rabbi and an Arab writer.

**Gilo A Elementary School for Environment and Society Studies** – This is the third year of the program's implementation in the school with the intention of teaching the principles of democracy and their integration in the classroom. This year, the Ministry of Education's program "The other is Me" was integrated. Teachers learned the content within two frameworks: group training, and then during the stage of implementation in the classroom, in individual meetings and with ongoing support. The lesson themes were arranged within the weekly timetables and the content was tailored to each year –group. Last year, the school announced itself an "Elementary School for Environment and Society Studies", and as a result of this, additional content was developed for all elementary school students on *International Water Day*. These activities exposed the students to scientific knowledge about water and to social knowledge that explored the question of whether water is a necessity or a right.

**Ramot Alon Elementary School** – This is the second year of the program's implementation in the school. During the year, teacher training focused on the following subjects: Diversity and Equality, Rights and Fair Agreements. Basic concepts of democracy were selected in the process of adapting the program that were suitable for each age-group. At certain 'junctions', the whole school addressed the same theme and method adapted to each age-group. For example, the academic year began with the theme of diversity, explored by all year-groups, using the poem "Like a Fish in the Sea" by the Israeli poet Ilan Lazarovitch. This was given expression in the shared space by using their creativity to design art in the school hallways.

## **Jewish-Arab Student Encounters in Jerusalem:**

This is the fourth 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** – This is the fourth year of the program's implementation in the school. This year, the teacher training preceded an encounter with the students of an Arab school in Ein Rafa. The content addressed the values of democracy and teaching them in the classroom: diversity and difference, accepting the other, inter-group encounters. Similar educational work was undertaken by the teachers at the Arab school in Ein Rafa in preparing students to meet the other within their parallel program.

**Yad Hamorah Elementary School** – This was the first year that the school joined the museum encounter program. Teacher training took place preceding an encounter with an Arab school in Ein Rafa. It focused on the following themes: diversity and difference, accepting the other and inter-group encounters. Among the school's students are those who are defined as different by the system. Each year-group had the same pre-encounter preparation but in the end, only the students from the "regular" class participated in the encounters. The students cooperated in an exceptional way. There was a religious Jewish student in the Israeli class who managed to lead the group of boys in developing a positive relationship with the Arab group of students. The educational staff praised the program, grateful for the experience the students went through. They look forward to continuing next year.

**The Hand in Hand Bilingual School** – This was the second year of the Institute's activities in the cross-regional school, with students who study citizenship (5 units). The activities included support and guidance for a group of Arab students from year 13 that were asked to submit research papers on a variety of topics, support for the teachers and preparatory workshops for the class before the Arab-Jewish encounter. As decided last year, an educational tour took place at the start of the year on the subject of Jewish-Arab relations and an encounter took place with public figures from the Arab minority in various fields. The tour was significant in that it linked the material learned in the classroom (lessons, lectures and tours) to the everyday reality for the Arab minority. In addition, support and consultations were provided for the teachers of year 11 and workshops took place on the theme of Jewish-Arab encounters in the classroom.

## **Arab Schools in East Jerusalem**

Two central programs were integrated this year into the elementary schools, junior high and high schools in East Jerusalem: The program "**Every Student Has a Role**", that was implemented for the fourth year, and the program, "Accepting the Other and those who are Different", have been developed and implemented in cooperation with the Jerusalem Foundation and the Jerusalem Education Administration (MANHI).

**Um Tuvah Elementary School** – This was the first year of the Institute's activities in the school in the framework of the "ABC in Democracy" program. The emphasis has been on accepting the other and the different and inter-group encounters. Training took place for educators, integrating the goals of the Ministry of Education for this year as part of the theme "The Other is Me", and group and individual support was provided in classroom implementation. There was excellent cooperation with the school management, the coordinator and the rest of the team of staff. Training was facilitated in cooperation with "Hapisga" pedagogical center in East Jerusalem.

**Shu'afat Elementary School for Girls "B"** – This was the third year that the school staff has taken part in the "ABC in Democracy" and "Every Student has a Role" programs in the framework of teacher training. This year the focus was on implementing the latter program in the classroom, with an emphasis on difference and equality. Staff support included group support at staff meetings, personal support (personal programs were developed) and support for coordinators that are responsible for implementing the program. Program implementation was very successful.

**Shu'afat Elementary School for Boys** – This was the first year of the Institution's activities in the school. The teachers and other educators underwent training on the theory and skills of implementation in the classroom. The training addressed values education, with an emphasis on the place of rights in educational institutions and ways of applying them in the school. The aim was to the school integrate the dialogue of rights, based on the principles of democracy and recognition of the right of the other to difference. Special emphasis was placed on the rights of school students, on the clash between students' rights and teachers' rights and whether the clash is real or imaginary. Effort was made at the training to explain that the possible abuse of rights by students doesn't mean that they should be disallowed, but that we must educate toward a culture of rights and the desired relationship between rights and obligations. The team of staff welcomed the training and actively participated. Support for teachers in classroom implementation was also provided.

**Abdullah Ibn Al-Husein High School for Girls** – This was the second year of Adam Institute teacher training and classroom implementation support in the school. It was decided, in coordination with the school, to integrate the central Education Ministry theme, "The Other is Me", into the "Every Student Has a Role" project, while emphasizing diversity and difference in the school. The highlight of program was on the open day on the theme of diversity and multi-culturalism, which included the hosting representatives from four embassies: India, Turkey, Brazil and South Africa. Each embassy representative presented its country's culture through music, costumes, food and more. The students had a productive dialogue with the state representatives and at the end of the day presented their culture through traditional Palestinian dress and Debka dancing. Due to the vast size of the school, they did not manage to reach all of its students this year. We hope that within a multi-year work plan, we will be able to encompass all the staff and students.

**Obeida Ibn Al-Jarah High School** – This was the second year that the Institute carried out activities in the school, including teaching its program in the framework of staff training and guidance for classroom implementation. This year workshops and lectures addressed the subject of class management on the basis of democratic values, team binding for teachers, trust-building and team support and work philosophies for teachers. In addition, it tackled the themes of belonging, educational partnerships and personal and collective responsibility as part of the school team of staff and in the classroom. The activities were tailored to the needs for classroom implementation.

#### **Shu'afat Junior High/Middle School for Girls**

This was the third year that the Institute has worked with the school, in training the teachers to establish a student council. The first stage comprised encounters of a leading team of staff/committee – discussions were held that addressed questions such as: Is there a need for a student council in the school? Will the students use the council irresponsibly? and more. The second stage was a discussion among educators, most of whom were equally concerned. Support was given to the educators in the stages of preparation for the establishment of the student council – in electioneering and the elections themselves. At the same time, educational activities were carried out with the student council that included two meetings of the council that discussed student expectations and dividing into committees. At the first meeting, it was decided to request an urgent meeting with the principal to discuss the end-of-year exam period and the question of staying in school after exams. The principal was pleasantly surprised by the way that the students approached her and they left the meeting encouraged. They understood that the school was relating to them as representatives of all the students. Next year, the process with the students and will continue through work with the committees, especially with the school regulations committee, and in preparing for the next elections to the student council.

**Ras Al-Amud Junior High School for Girls** – This is the third year in which Adam Institute provides training to the teaching staff as part of the "ABC in Democracy" and "Every Student Has a Role" programs. This year was dedicated to expanding knowledge on accepting the other and those who are different from you, and to the process of implementing different student projects. The educators actively and seriously participated in the training and some of them even started implementing the program during the training. Afterwards, there was a process of personal and group support for the team of staff, with emphasis on the need of integrating the values learned (like accepting the other and those who are different) in their daily work with the students.

#### **Training for Teachers of Arab Kindergartens in Jerusalem**

**Al-Baraam Kindergarten Network** – This was the second year that a group of kindergarten teachers and educators took part in a training program of education for democracy for young children on the basis of the "ABC in Democracy" book. This year an emphasis was placed on the Ministry of Education's theme, "The Other is Me", in two aspects – the right to difference

and inter-group encounters. The program was enthusiastically received and there is a desire to continue carrying out the activities in the kindergartens.

### **City Kindergartens group**

A group of kindergarten teachers from throughout the city underwent training of the "Democracy Education for Young Children" program, with an emphasis on methods and tools for implementation. The group took part in a series of workshops that were based on the principle of the right to respect and the recognition of the equal right of difference for every person educator and professional. At the start, they refused to take part out of a feeling that their professional experience exempted them from participation in these workshops and training. As the training progressed, they started to cooperate because they felt very connected to the themes and they could bring their difficulties as kindergarten teachers and get the most they can from the group and the training. Many of them found that their professional story was similar to the personal stories of everyone else.

### **Participating Kindergarten Teacher Group in cooperation with the Bible Lands Museum**

The Institute's program was integrated into the broader training of the Bible Lands Museum, on the theme of "The Other is Me". The program included a lecture, a workshop and providing the skills needed for implementing the workshops. The themes were diversity and difference, and accepting the other in society and in the kindergarten context. Each one of the 60 participating kindergarten teachers received an "ABC in Democracy" book in Arabic, for using to enrich their children's education in the kindergartens in the future.



## **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 and ended in 2014. The program was led and facilitated by the Adam Institute, at the Herzliya municipality's initiative and funding. The diverse programs and projects were adapted to the changing needs of schools, both in terms of the pedagogical methods and relevance in light of the social reality in Israel. This year saw an emphasis on cross-regional middle and high schools, encompassing six high schools and one middle school within the framework three programs described below:

### **Pedagogical Dialogue**

**HaYovel High School:** The teacher training was aimed at teachers from 3 year-groups – years 11-13. There was joint instruction with the educational consultant and the psychologist of the school, and coordination with the social coordinators. The participants learnt how to carry out dialogue with the students on various topics, and acquired tools for instruction of activities in the classroom. The classroom educators that participated in the dialogue received support so that teachers' work shifted from teaching to facilitating. The training was a space for free

dialogue for the teachers and for deepening the personal and professional relationships between them.

**Miftan Erez High School:** The team of staff have received training from the Institute for many years, and the dialogue on democracy became an integral part of the organizational culture of the school. This year, training was provided for the new teachers. It aimed to give them knowledge in democracy and to integrate them into the existing dialogue. 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 the new Dor High School.

**Uma Simulation: Significant Historical Events and Decisions concerning the State of Israel - “40 Years since the Yom Kippur War: In Retrospect” – High and Junior High Schools**

This program is in its fifth year of operation and approaches the study and reenactment of historic U.N. resolutions concerning Israel as a significant, innovative learning model. It allows students to become familiar with the country's history through different avenues, promotes the ability to see the multi-faceted problems faced by the State's founders, and provides the opportunity to deliberate past issues in new and creative ways.

As per the 40th anniversary of the Yom Kippur War, this year's program was dedicated to the review and reconsideration of the proposals for an agreement between Israel and its neighbors made between the Six-Day War and Yom Kippur War, specifically the ‘Rogers Plan’ and Sadat's proposal before the war. This year, the program consisted of 180 students and teachers from all six high schools in the city and one middle school.

They studied and conducted a preliminary investigation on the processes and decisions that preceded the war, heard lectures from experts, and held joint discussions examining the critical events of the time. During the two-day simulation conference, students represented the countries involved in the war and some proposed resolutions preceding agreement.

Lecturers were invited to provide historical background, testimonials and other information about the period. The simulation ended with a festive event which Education Ministry department directors, the Mayor and Deputy Mayor, students, parents and teachers attended and where the discussions and their results were presented by the students.

### **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 the 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 individual identity and collective identity, as well as the connection/link between identity and rights. This year, teacher training took place in three Arab schools in Jaffa.

Teacher training seminars were held at 3 schools in Jaffa: **the Ironi Yud Bet High School**, the **Ajiyal (Ironi Lamed Bet) Comprehensive High School**, and **Mirsat Yaffa (Ironi Kaf Bet) High School** for 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. This final stage also dedicated time to supporting the educators that ran sessions for students. At Ajiyal, the first stage had taken place last year and this year focused on the second stage.



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## Cooperation with Other Organizations and Institutions

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**Joe Alon Center, Lahav, Negev:** This is the second year of encounter activities for elementary school students from the south in the framework of the "Different=Equal" program and exhibition at the Joe Alon Center. Good professional relations and cooperation were established with the Center and meetings were held to explore opportunities for advancing joint projects that address the themes of coexistence and democracy, including the continuation of the exhibition and activities next year.

**Beit Yatziv, Beer Sheva:** This is the fifth 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. This year they took place in the framework of training for Arab teachers and educational coordinators from the center and the north, and workshops were provided in the context of "The Other is Me". An educational tour to the exhibition at Joe Alon was also incorporated.

**The Department for Gender Equality, Ministry of Education, Haifa:** Lectures and workshops were provided for a group of teachers on the subject of "The Glass Ceiling – the situation of women's rights in Israel and gender inequality".

**Bible Lands Museum:** For the past nine years, the education department at the Bible Lands Museum and Adam Institute have been collaborating on various projects, including on training the museum's educational teams and providing support for binational group guiding within the framework of the "Image of Abraham" project; preparation and support of Jerusalem school teachers in the framework of the Arab-Jewish encounters program at the museum; training kindergarten teachers and educational teams on young children.

**Yitzhak Rabin Center:** The Institute has been in contact with the center for many years, including this past year. We facilitated a study day for a group of guides from the center on the subject of "Education against Racism". The session included a lecture and several sample workshops from the "In the Path of Dialogue" program. Participants receives a workbook with the full program.

**Kibbutzim College (Seminar HaKibutzim) – Tel Aviv:** The Institute has had ongoing contact and cooperation with Kibbutzim College for years. This year, most the activities were within the framework of the creative track, in holding workshops on current affairs.

**The Parents Circle:** The institution has been in contact with this forum for several years. In the framework of "Dialogue Cicrles" that took place in August 2014 in Tel Aviv, following the last Summer's violence, the Institute held a discussion on the subject of "The Role of Israeli and Palestinian Civil Society, in Conducting Dialogue to Promote Peace".

**Forum of Organizations against Racism – "Tag Meir":** The Adam Institute joined the initiative of Tag Meir that has created a network of educational organizations that work against the phenomenon of racism. In this framework, it was decided to share knowledge and materials that exist on the subject, to carry out a series of joint events and activities and to organize a joint request to the Ministry of Education to provide resources to organizations for carrying out activities in the educational framework.

**Activities with a Group of Women in the Community Center in Ir Ganim, Jerusalem:** The activities had the goal of enriching a group of women that have been meeting together for many years, on the subject of social rights. Over a number of meetings at the community center, the women were exposed to the basic concepts, such as: (individual and minority) rights, freedom of expression and living in a democracy as opposed to living in a dictatorship. The discussions were very dynamic, during the height of the war in Syria that has been a fertile ground for questions.



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## International Activities

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### **Return of the Public Sphere (RTPS): Reclaiming Civil Society's Role in Conflict Transformation**

This program was led by the Adam Institute in cooperation with the Palestinian CDCD organization (Center for Democracy and Community Development and was funded by the U.S. State Department through **USAID**.



This is the third and final year of the program's implementation, which began in October 2011 and ended in September 2014. The program intended to train

Palestinian and Israeli activists and build a foundation of democratic civil action as a tool for positive economic, social and political change. The program was held in two cohorts spread out over 3 years, and was attended by about 200 young men and women, Israelis and Palestinians.

The program has trained Palestinian and Israeli activists and provided them with professional tools for developing, leading and implementing joint cross-border projects and/or projects in their communities, based on the principles of democracy and peace, and the creation of an innovative civil language for project management. Learning took place within the framework of unilateral and bilateral seminars. . During the program, participants examined the roles of civil society and acquired professional knowledge on issues such as policy, transparency, freedom of expression, multi-cultural partnerships, fundraising, budget management, project evaluation, equality and rights.

In addition to the seminars, participants developed personal projects, which were initiated and implemented with a partner, during a fruitful process of dialogue and mutual learning. During 2014 activity included the training of participants in the second cycle and the organization and implementation of joint and parallel projects and initiatives of the graduates of the two cycles. Program graduates from both cohorts came together to form joint interest-groups such as education, environment, welfare and community empowerment, arts and crafts, protest and change, and democracy.

The cooperation between the two organizations throughout the program was significant to the success of the program. Meetings were held between the teams of staff of both organizations to prepare and to summarize the joint Israeli-Palestinian seminars. The purpose of the meetings was to create a joint team of facilitators joint with a joint educational statement, and to agree on project target groups.

The two groups of program participants were able to leverage the training they received and the relations established between the two sides to create almost 60 civil society projects, in various stages of development and implementation. Examples of projects already implemented:

- Multicultural exchange ("Salaam Shalom [peace] market"), focused on establishing a multicultural free exchange market that was held on the border between East and West Jerusalem on July 27, 2013. This project was a joint effort of Israeli and Palestinian participants from Jerusalem, in conjunction with the Muslala art group, which hosted the festival.
- "Equality" – This project focuses on the empowerment of female Israeli and Palestinian students, both as women and as educators. The project is held as part a course at the David Yellin Academic College of Education.
- Tours and encounters in Jerusalem – This bilateral initiative was established by a graduate of the Civic Society program and organizes visits to various city neighborhoods to increase experiential familiarity between Israeli and Palestinian residents.

- Hebrew and Arabic Language Studies Project in Jerusalem (includes dialogue sessions)
- Improve Jewish-Arab relations in the northern region - project with emphasis on the study of Arabic and creating dialogue regarding issues of concern to local Jewish and Arab residents, such as environmental and cultural conflicts.
- Employment for Women - a project that provided employment approx. 15 Palestinian women in the agricultural industry in vineyard product development.
- Providing tools and opportunities for diverse populations of students in the Department of Social Work at Ben-Gurion University.
- An intra-Jewish dialogue group that addressed issues related to the conflict and was held in Jerusalem.
- Medical knowledge (and health awareness) course that focused on the empowerment of Palestinian mothers

Other examples of program participant's projects that are currently under development/fundraising include student exchange project in the arts, recycling projects, environmental summer camp for Palestinian children, project residents of Lod, dialogue between Jews and Arabs, etc.

### **Entering the Arena: Women, Politics, and Peacebuilding**

The program aims to engender young Israeli and Palestinian women's commitment to peace as the next generation of political leadership and influence in the region. Focus is placed on promoting meaningful change and a sustainable status of women in politics in general, and in the peace negotiations in particular. Its objectives are: a) to bridge the gaps between the two sides by focusing on the common interest in their involvement in politics and peace negotiations; And b) to provide participants with the skills and tools needed to promote visibility, participation and influence of women in politics. The program is funded by USAID and implemented in partnership with the Center for Democracy and Community Development (CDCD) in East Jerusalem.

The program began in September 2013 and is being implemented over a two-year period, and will include in total approximately 160 women in two cohorts who meet to learn and partake in unilateral and bilateral seminars. The seminars provide participants with the necessary training and skills for meaningful and effective participation in politics through lectures, discussions, workshops, and study tours. Additionally, the program allows for professional opportunities and social contacts in an informal setting. The seminars focus on gender studies, women in matters of common interest, the Israeli-Palestinian conflict and the peace process, by raising discussions of diverse and opposing narratives. Workshops and discussions are adjusted to take into account the multi-layered and various Israeli and Palestinian participants. All activities are carried out under the guidance of a team of Israeli and

Palestinian facilitators and staff. Participants from the first group are Israeli and Palestinian women (ages 25-35) from a plethora of population groups in Israel and the Palestinian Authority who aspire to a career in politics, whether in the formal legislature or civil society organizations.

The first Israeli unilateral seminar was held in March 2014 in the Zippori Center in Jerusalem and it was the initial encounter with the world of gender, politics, and peace for many participants. The participants represented the tremendous ethnic, national, ethnic, cultural and religious diversity in Israeli society and underwent an experiential, emotional, intellectual and meaningful process. They were asked to examine certain questions. What motivates me? Why did I begin the program? Am I aware of political possibilities and responsibilities? What are my weaknesses and strengths? Is it possible to develop a different, gendered mindset to adopt a new discourse? The seminar allowed participants to learn about the different historical Israeli and Palestinian narratives and included preparatory workshops for the upcoming bilateral encounter.

During the year, there were two sets of parallel unilateral seminars and one Israeli-Palestinian bilateral seminar held in April 2014 in Acre. In May, separate unilateral seminars were held for both groups and the final bilateral of the first cohort was set to be held in June 2014. Due to the events of last summer, the seminar was postponed to September 2014 and it was later decided to hold two separate unilateral seminars in Israel and the West Bank.

During the interim between seminars, the participants were asked to engage in independent and projects as a sort of 'homework.' These projects were meant to demonstrate the knowledge and tools acquired in the program and entailed opinion pieces and written summaries, interviews with influential female public figures including written reports of skills gained through the interview process, formulations of personal plans for future political activity, etc. Despite the delay at the conclusion of training, participants maintained a high level of commitment to the framework of the program, and expanded on their individual projects.

They created their own online social networking groups and updated the Adam Institute as to their accomplishments and difficulties. An important initiative of the participants, called "Shlom Bayit" (Domestic Peace, in Hebrew), took place during and after the tumultuous summer, and encouraged the participation of women of diverse socio-economic spheres and with varied political tendencies to partake in discussions of the conflict.

## **International Conference – “Shared Living in Mixed Cities”**



**November 19-21, 2013, Jerusalem**

The Jerusalem Foundation, Adam Institute and Jerusalem Institute for Israel Studies have joined together to hold a series of international conferences to discuss the challenges that are prevalent in mixed cities.

The second conference in the series took place in November 2013 in Mishkenot Sha'ananim, Jerusalem. (The first conference was held in November 2012 at the YMCA in West Jerusalem.) The conference was opened by former Supreme Court Justice Dalia Dorner who pointed out that despite the promise of the Declaration of Independence; the State of Israel has not succeeded in providing social and political equality to all its inhabitants. She warned that there is no real recognition of the rights of the Arab minority, as is indicated by the state's and local authorities' planning. She expressed her hope that civic organizations will make a difference. The opening ceremony ended with the performance of "Trio Transit" - with singer Mira Awad, accompanied by a culturally diverse group of musicians; they sang in Arabic, Hebrew, Portuguese, English, French, Bulgarian and Persian, and played a selection of pieces that incorporate the roots of the band members involved.

At the conference, research (and samples of the social activism in Israel and the world) was presented with the objective of enriching the discussion of the fundamental problems of the different populations living in mixed cities and exploring innovative ways to improve inhabitants' lives. Two guest speakers came from abroad: Professor Bruno Coppieters from Belgium, a sociologist who has studied marathons in mixed cities (i.e., Brussels, Belfast, Beirut and Jerusalem), and Professor Madeleine Leonard, whose research focuses on Belfast youth and their relation to the 'peace walls' in the city.

Various sessions included a number of key issues - representations in mixed cities, political culture, trade and economy, culture and art, sports, youth, environmental sustainability, municipal services, and alternative dispute resolution in mixed cities. The variety of topics and speakers enabled attendees to consider that, although mixed cities are often considered to be the focal point of problems and conflicts, they can also be sources of development and creation. The speakers were asked to address a number of questions. What are the problems unique to living in mixed cities? How can we make diversity and differences between residents into empowering resources? What are the conflicts that characterize life in mixed cities in Israel and abroad, and what solutions can be found? How can mixed cities be made accessible to all groups that live within them?

The documentation of the conference can be found at: <http://mixedcity.org.il>



**To learn more about our activities, visit:**

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

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/>