

---

## Annual Report September 2015-August 2016

---

This report provides an overview of the Adam Institute's scope of activity during the 2015-2016 school year, including within the formal education system and civic society projects. Some of these were collaborative endeavors with other organizations and institutions. Within the education system, the programs focused on freedom of expression, and addressing and coping with racism in Israeli society.

**The most up-to-date information about our activities can be found online:**

The Adam Institute website (Eng.): [http://www.adaminstitute.org.il/?page\\_id=2&lang=en](http://www.adaminstitute.org.il/?page_id=2&lang=en)



[The Adam Institute](#) (Heb.)

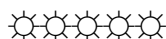


[Yes to Dignity, No to Racism](#) (Heb.)

Mixed City Conference: <http://mixedcity.org.il/>



[Mixed City Conference - 2015](#)



---

### Activities within the Formal Education System

---

#### **Words Matter – Educating About and for Freedom of Expression**

This country-wide project was launched in September 2015, the first cooperative venture between the Adam Institute and the Association for Civil Rights in Israel (ACRI) – made possible by funding from the European Union. "**Words Matter**", is a two-year program, in which 52 Jewish and Arab junior and high schools are expected to participate (each organization is responsible for implementation in 26 schools). A summary of activity during the 2015-16 school year appears below:

**Developing the new curriculum:** This process lasted through late November, and the results were published as a new booklet in both Hebrew and Arabic: **Words Matter**. Furthermore, at the end of the first year, the program will be updated according to feedback received during the first year of implementation.

**National conference launching the project:** Initiated by ACRI, the conference took place on December 22, 2015 at the University of Haifa, in cooperation with the university's Department of Education. The conference was part of the department's

annual seminar for its teacher training program, and was attended by additional teachers and educators. The seminar was a success, and participants received the curriculum booklet in both languages.

**Implementation in schools:** The Adam Institute implemented the program in 14 Jewish and Arab junior and high schools in Jerusalem, the central region, and the south. (Concurrently, ACRI implemented the program in 12 schools.) Teachers participated in an accredited 30-hour training, some at their school and others regionally. In turn, they taught the program in their classrooms. As part of the implementation, teachers and students initiated and ran school-wide projects relating to the program's content. Some of these schools had participated in **In the Path of Dialogue** (described below), and had wanted to delve deeper and/or expose additional classes to the program.

The Adam Institute worked with the following schools: Rabin High School, Kfar Saba; Yarkon High School, Neve Yarak; Ramon Six-Year Comprehensive School, Gedera; Hartuv High School, Tzora; Maxim Levi High School, Lod; Ziv Comprehensive School, Jerusalem; Alon High School, Ramat HaSharon; Branco Weiss, Ein Rafa and Ein Nakuba; Dar-Al-Kalam, Rahat; Al-Haya, Houra; Rabin Interdisciplinary School, Houra; Elnur, Houra; Al Salam, Houra.

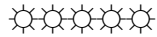
**Examples of school-wide projects:** The students created activities that related to school-wide events and ceremonies, linking between the freedom of expression and various Jewish and civic holidays commemorated by the education system. These include: Israeli Independence Day, Holocaust Memorial Day, and more. Other schools held grade- or school-wide activities, in which students who had participated in **Words Matter** facilitated activities in other classes. One school produced a short documentary about the encounters and processes experienced by the students, while female Bedouin students from the south created a series of activities focused on freedom of expression for Bedouin women.

**Two national student Seminars:** These brought together student representatives from participating schools, who would eventually lead the implementation of school-wide projects with guidance from the Adam Institute staff. The first conference was held in February 2016 in Ramat Efal. It was attended by 250 students and teachers from 19 Jewish and Arab schools from the north, center, Jerusalem, and the south. (These included schools under the guidance of both the Adam Institute and ACRI). The opening lecture emphasized the importance of combatting racism and promoting freedom of expression. Next, the students broke into nine mixed groups for workshops. They became acquainted and learned together, while their teachers met separately. The second conference took place on May 24, 2016. It was attended by 180 students and teachers from 17 schools, who broke into seven mixed groups. Students had the opportunity to present their school-wide projects.

**Publishing online articles/posts:** One of the program's requirements was to publish articles/posts on the freedom of expression. Thus far, ten posts have dealt with different

topics: online shaming, the potential of social media networks, the equal right to cultural expression, the exclusion of women from the public sphere, ethnic segregation, banning/censoring books, plays, and more.

**Additional activities:** Lectures were delivered during two educators conferences, which were attended by teachers, principals, and other school staff from the south.



**In the Path of Dialogue – Networking Schools Against Racism. A national project with the Ministry of Education’s Division for Civic Education and Joint Living, within the Joint Project initiative (7<sup>th</sup>-12<sup>th</sup> grade students)**

In January 2016, the Adam Institute began implementing this program with the Ministry of Education’s Division for Civic Education and Joint Living, to advance anti-racism education within junior and high schools. This program ran concurrent to **Words Matter**, and included the following goals:

- a. Expanding activities within the schools, allowing an entire grade to participate (many schools have five classes per grade) and partake in encounters with students from other schools.
- b. Delving more deeply into the material, by combining the curricula of both programs.

A total of 16 schools participated in this initiative, including 39 classes and two student councils. These include:

**Seiff (Ziv) High School (Jerusalem) and Dar al-Kalam (Rahat):** The curriculum was taught to the entire grade, and then five 10<sup>th</sup> grade classes from each school participated in an encounter. During a school-wide day of activity, the participating students presented the topic and their activities to the entire student body.

The students of **Seiff high school** underwent lengthy preparation in anticipation of the encounter, which included: classroom learning, a seminar including a lecture by Dr. Thabet Abu Rass at the Van Leer Institute (focused on the history of the Bedouin community and their civic status in Israel), experiential workshops at the Islamic Art Museum (facilitated by Adam Institute staff) and a museum tour (guided by museum staff). **Dar al-Kalam (Rahat)** school also participated in both programs, and sent representatives from the 11<sup>th</sup> grade to the **Words Matter** conferences. These students initiated and led a school-wide activity day, in which parents were also in attendance. The day’s theme was Discrimination-Based Racism: Not at Our School. The 11<sup>th</sup> grade representatives conducted workshops for 27 classes of 10<sup>th</sup>-11<sup>th</sup>-12<sup>th</sup> graders, according to the **Words Matter** curriculum.

**Hartuv (Tzora) and Branco Weiss (Ein Rafa and Ein Nakuba):** The entire 10<sup>th</sup> grade learned this program, and the student council was also involved. Subsequently, the students participated in four encounters (one class from each school). These were documented, and the students made a short movie that they screened at a school-wide activity day.

**Rabin High School (Kfar Saba) and Rabin School (Houra):** The entire 10<sup>th</sup> grade from Kfar Saba learned this program, as did the student council. The students participated in both **Words Matter** national conferences. In addition, the schools initiated additional activities on this topic, which took the form of school-wide activity days. The teachers initiated and created an experiential model together with the 10<sup>th</sup> graders to mark Israeli Independence Day, enabling groups and voices who are not usually heard to participate, including: Mizrachim, Ethiopians, women, and more. This activity was successfully implemented in two 10<sup>th</sup> grade classes. In Houra, students who participated in the national conferences initiated and led a school-wide activity day focused on the freedom of expression and addressing racism. They conducted fascinating activities and discussions in other classrooms.

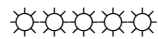
**El-Haya, Al Salam, and Elnur (Houra):** In all three schools, extensive activities were held for the 10<sup>th</sup>-11<sup>th</sup>-12<sup>th</sup> graders, in line with the program's curriculum. The schools sent representatives (both male and female students) to the **Words Matter** national conferences. This group then initiated and led school-wide activity days and projects focused on combating violence and promoting freedom of expression.

**El-Haya:** Parents were also invited to the school-wide activity day, which was run by eight female students who had participated in the conferences with support from their teachers. The theme was gender- and tribe-based racism, and the goal was to launch a campaign drawing awareness to gender equity; girls and women should be able to make decisions pertaining to all aspects of their lives, just as men and boys do.

**Al Salam and Elnur:** A school-wide activity day was held for the 10<sup>th</sup>-11<sup>th</sup>-12<sup>th</sup> graders. The female students who participated in the national **Words Matter** conference led and initiated this project, with support from their teachers. The emphasis was on how democratic values create a more respectful society, which accepts the "other" and treats them with dignity. The activity day also emphasized that the freedom of expression is a fundamental human right, which should be protected as long as it guarantees equality and the right to dignity. In the aftermath of these activities, students reported an entirely new experience: discussing such a concrete topic. The teachers reported a decrease in school violence.

Thanks to the Jerusalem Education Administration (MANHI), a unique opportunity presented itself: to expand the program into a number of junior high schools in Jerusalem. MANHI connected the Adam Institute with the National Union of Israeli University Students. The additional schools include: **Ort Minkof** (five 9<sup>th</sup> grade classes); **Kedma** (10<sup>th</sup> grade); **Shuafat Junior High for Girls** in east Jerusalem (3 classes); **Beit Safafa Junior High** (three 7<sup>th</sup>-8<sup>th</sup>-9<sup>th</sup> classes; students concluded their participation by writing about one of the curriculum's topics).

Additional activities were held at the **Jerusalem Bi-Lingual High School**, which serves both Jewish and Arab students from across the city. This included three civics classes, while the 11<sup>th</sup> grade participated in a seminar in Beersheba that focused on points of tension, challenges, and examples of successful collaborations in the Negev – relating to industry, society, entrepreneurship, education, and more.



## Democracy Education in Jerusalem

**The Adam Institute wishes to thank the Jerusalem Foundation for its ongoing support for its Jerusalem-based activities.**

Over the years, Adam Institute has fostered a noteworthy network of various institutions, including: The Bible Lands Museum, the Islamic Art Museum, the National Union of University Students, and more. These partnerships enabled the Adam Institute to conduct a plethora of activities within Jerusalem schools.

### Junior and High Schools

Activities were conducted in a number of schools, beyond those described in the previous sections.

**ALYN Hospital School:** This was the first year activities were held in this school, which serves children and teens with severe disabilities. The patients/students, their families, and hospital staff come from every possible background, including: religious and secular, Arabs and Jews, urbanites and people from rural areas, etc. Two trainings were conducted for approximately 30 members of the educational staff (one for teachers, another for aides), focused on **multi-culturalism at school**. The goals included: learning about different approaches to the concept of multi-culturalism; allowing the hospital staff to maximize its potential for positive multi-cultural partnerships; deepening the staff's ability to cope with multi-cultural conflicts. The hospital school has requested and will continue to participate during the 2016-17 school year.

**Hadassah Ein Karen Experiential Hospital School:** This was the first year of working with this school. Along with all other Israeli hospitals, Hadassah Ein Karem treats patients from all walks of life. Finding themselves treating and teaching such diverse patients/students can be challenging, and requires the staff to utilize a unique skill set. The Adam Institute proposed a teacher training focused on multi-culturalism and freedom of expression. The group comprised 30 Jewish and Arab teachers, who learned about the importance of freedom of expression, conflicts between the freedom of expression and other democratic rights and patient rights, and creative ways to cope with these within the hospital setting. Other topics included: artistic freedom, the difference between free speech and incitement, and more. The training equipped the staff to better manage various situations at school, e.g. when students from all backgrounds listen to nationalist music, addressing linguistic accessibility at the hospital, and more. The program will continue into the 2016-17 school year.

**Shuafat Junior High for Girls:** This is the fifth year that the Adam Institute has worked with the junior high staff and student council. This year's activities included: providing guidance to the principal and senior teachers in terms of the student council and community work, which was one of the council's foci this year. Also, continuing training

a group of students who led the annual process of elections, providing guidance to the student council members running the election, electing committees, and the council's ongoing activity. Lastly, guidance was also provided in terms of the school's relationship with the community, which led to increased involvement in school activities.

**Ras el Amud Junior and High School for Girls:** The junior high shares a building with the high school, but is under a different administration, although many similarities exist between the two schools. This year's activities included: An annual teacher training on "the role of values at school" (primarily attended by female teachers and the principal), which aimed to bridge the Ministry of Education's focus on meaningful learning and the daily life at school and in the community. The staff is largely young, resulting in teachers who are more receptive to the content, willing to adopt new methods, and happy to explore ways to increase meaningful learning. The staff was also more willing to integrate democratic content into daily life at school, both among the staff and between teachers and students. With the principal's support, the staff expressed an interest in topics such as student-teacher dialogue, accepting the "other," and learning group facilitation methods to replace frontal instruction. Some of the teachers have already begun teaching these topics using the new methods.

**Student Encounters in the Jerusalem Forest – a joint project with the Zipori Center:** This is the second year that encounters have been held between the agriculture track at the **Amit Religious-Technological High School** and Jewish and Arab students from the **Kiach High School for the Deaf**. The former is the last outlet for students who have not succeeded in any other framework and find themselves school-less mid-year. The activity combined democracy-oriented encounters with environmental activities. Created collaboratively with the Zipori Center, which works to promote educational activities that preserve and restore ancient agricultural practices through the program, Bringing the City and Forest Together. The year began with school-based activities in each of the schools separately. Over the course of the program, students learned about sustainability and its importance in the modern era, and held discussions about the forthcoming encounter, which would focus on ways to meet and treat the "other." At the end of the first trimester, the students began implementing what they'd learned at school in the Jerusalem Forest. The encounters were tri-lingual (Hebrew, Arabic, sign language). Both schools' staffs were involved, providing crucial support for the program.

## **Elementary Schools**

**Gilo Aleph Elementary School for Environmental and Social Studies:** This was the Adam Institute's fifth year working with this school. The principal, along with the steering committee responsible for democracy studies, selects a yearly topic, which is explored from various, nuanced perspectives. This year's focus was **social involvement**, and the Adam Institute developed a unique program, adapted for each grade. The Adam Institute staff trained the staff and provided guidance for implementing the program in the 1<sup>st</sup>-6<sup>th</sup> grades (1-2 hours per class). In the 2016-17 school year, the school will delve further into this topic.

**Ramot Alon Elementary School:** This is the fourth year the Adam Institute has worked with this school. The support of the principal, school counselor, and homeroom teachers eases the introduction and instillation of democratic principles and discourse – which extended, for the first time this year, beyond school and reached the parents. This year’s focus was **conflict resolution**, and the curriculum was adapted for each grade. The school encourages its students to be socially involved, and democratic principles provided a basis for expanding the discussion to include the students’ immediate environment and community, by relating to community campaigns run by the parents (e.g. whether to expand the neighborhood towards Mitzpe Naftoah, the neighborhood’s green space). By learning about democratic rights, the students were able to “translate” this issue into a conflict between rights: development vs. the environment.

**Shuafat Elementary School for Girls:** This year, the principal, social coordinator, and homeroom teachers were all involved. Initial meetings were held to develop a school-wide rationale and mission, with the goal of empowering the students in the context of identity and belonging, community, and the school’s role within the greater community. During the second stage, the homeroom lessons were examined, and new content and activities were suggested from the Adam Institute’s curriculum. During the third stage, the teachers began developing lesson plans and new content for their homeroom lessons, with guidance and feedback from the Adam Institute. The challenge was to integrate the new, proposed material into the existing curriculum, based on the program’s pre-determined goals. The involvement of the homeroom teachers resulted in building trust and the teachers developed a sense of ownership over the program. It was important the teachers not feel as if this program was dictated from above, but is rooted in their knowledge and experience. This program will be implemented in the classrooms next year, and will likely be tweaked in the process.

### **Encounters between Jewish and Arab elementary students in Jerusalem**

This is the sixth year that the Adam Institute has prepared the teachers whose students participate in the **Image of Abraham** program at the Bible Lands Museum, which brings together Jewish and Arab students for a museum visit. This year, encounters were held between three schools: Efrata (Jewish, religious public school), The Jerusalem School, and The Promise School (both Arab schools in Beit Hanina). Additional training was conducted for the museum staff (described in a later section).

**Efrata:** This was the first year the Adam Institute has worked with this school. The parent committee and principal recognized this program’s education potential and galvanized the support of the fourth-grade homeroom teachers, who were excited to work with the museum. They were interested and willing to dedicate many homeroom hours to preparing their students for the encounter, while applying the skills they’d learned from the Adam Institute throughout their lessons. The students met with their peers from the Jerusalem School twice, and once with students from The Promise School.

**The Jerusalem School:** This was the school’s 2<sup>nd</sup> year participating in this program. The preparation for the encounter covered meeting and accepting the “other.” The

involvement of the principal and staff leadership was crucial for integrating the content into the curriculum and holding the encounters. The school's language of instruction is English, which made direct communication between the students easier.

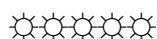
**The Promise School:** This was the school's third year participating in this project. A smaller number of teachers were involved in the process, which was felt in the preparatory stage.

Given the wave of violence that swept through the city, this program was launched twice: once in October, and again in January. Students from the Jerusalem School met with their peers from the Efrata school twice, with much enjoyment. They cooperated, had fun, learned together, and more importantly, learning about each other. We see these encounters as an immense success, made possible thanks to the positive and safe environment fostered in the counselor meetings, alongside the teachers' work in their classrooms. The third round of encounters took place between Efrata and The Promise School.

**Yad HaMoreh Elementary School:** This school had participated during the two previous years and was supposed to participate this year. Yet for various reasons, their involvement was limited to preparatory meetings focused on meeting and accepting the "other."

## Preschool Teacher Trainings in Jerusalem

The Adam Institute was invited to conduct trainings for eight groups of leading pre-school teachers, including six Jewish teachers (each responsible for 6-8 pre-schools) and two teachers from east Jerusalem. These were to take place within the Jerusalem Education Administration's (MANHI) program, Schools in the Community. The leading teachers studied separately from the other participants (principals and Schools in the Community coordinators). As a municipal project, the teachers were required to implement community projects that addressed the diversity of residents and deepened relations between different groups in their neighborhoods. The program exposed the leading pre-school teachers to a wide range of questions that inevitably arise when planning a community project, and provided them with skills to cope with differences within their community, while fostering fruitful dialogue. The teachers brought case studies to the training sessions, and discussed the ways in which they were required to deal with other pre-school teachers and/or various institutions in their neighborhoods. Together, they developed and identified ways to resolve these challenges.



## Educational Activities in the Southern Region

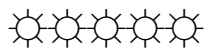
### Junior and High Schools

The two main programs that were implemented in five Bedouin schools were described at the beginning of the report: **Words Matter** and **In the Path of Dialogue**. The participating Bedouin schools include: Dar al-Kalam in Rahat; El-Haya in Houra; Rabin

Interdisciplinary School in Houra; Elnur in Houra; Al Salam in Houra. The teachers and administrations of these schools are deeply committed to democracy and values-based education, with an emphasis on the programs' curricula. The educators participated in accredited trainings and then taught the program in their classrooms. In Dar al-Kalam, the program was taught in every single class (27 total), while other schools taught the program to the entire 10<sup>th</sup> and 11<sup>th</sup> grades. Furthermore, each school held school-wide activity days, in which students presented their projects.

### **Elementary schools**

**Jewish-Arab student encounters at the Different = Equal exhibition:** This was the fourth and final year of this interactive exhibition, which was displayed at the **Joe Alon Center** near Kibbutz Lahav. The Adam Institute would like to thank **The Ted Arison Family Foundation** for funding the activity in the first quarter of the 2015-16 school year. The program included workshops and encounters between Jewish and Bedouin 5<sup>th</sup> and 6<sup>th</sup> graders. In total, two schools participated: Lehavim Elementary and Al-Birony Elementary in Lakiya (six classes total). The Adam Institute continues to receive requests from additional schools that wish to participate in this program.



---

## **Collaborations with Organizations and Institutions**

---

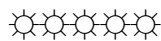
### **Building a Shared Future – Women as Catalysts for Peace and Security: A collaboration between the Adam Institute, Women Wage Peace, and Itach (Maaki).**

In 2016 we launched a new program that will run for the next two years. This program is a collaborative effort between three organizations: **Itach (Maaki)** Women Lawyers for Social Justice, the **Adam Institute**, and **Women Wage Peace**. It was made possible thanks to funding from the European Union.

This program is based on the United Nations' Security Council resolution 1325, which dates back to the year 2000. This resolution emphasizes the importance of involving women in the decision-making process, in order to advance conflict resolution. The program aims to train 500 women of various ages, cultures, and ethnic origins, to become political, social, and community activists. The program views the conflict through a gendered lens, and examines the women's unique role in this context. The program is implemented in smaller groups; each training seminar includes 50-60 women, who receive theoretical knowledge about the ongoing conflict, resolution 1325, and women's influence in peacemaking worldwide. They also gain skills to become effective peace workers. The program's methodology includes experiential workshops and lectures from leading women in the field. After the seminar, the women are required to plan and conduct three projects of their choosing, aimed at changing the public discourse. Each woman receives guidance in implementing her projects, and we expect

to see over 1,000 projects by the program's end. The Adam Institute is responsible for holding ten training seminars over the course of the next two years.

The first seminar took place in May 2016 at the Zipori Center in the Jerusalem Forest, and was attended by 51 women. Two additional seminars were held at Beit Berl; the June seminar was attended by 57 women, while another 61 women participated in the July seminar. All seminars were attended by Jewish and Arab women of varying religious observance, including native-born Israelis and immigrants (from the US, Ethiopia, FSU), of all ages and backgrounds. Six women led the organizational efforts, supported by expert lecturers from outside the three organizations. Many of the participants have already begun implementing their projects, including public and community activities.



**The Bible Lands Museum:** For over a decade, the Adam Institute and the museum's Education Department have been cooperating on various education projects within the framework of the **Abraham's Image** program. This year the museum staff (guides and educators) participated in a new training program developed by the museum, while the Adam Institute provided guidance for the encounters (described above). The topics covered included: setting expectations of the program and professional guidance; becoming personally and culturally acquainted; exploring how both cultures and nationalities can be given equal space when working with the children; helping guides prepare to co-facilitate; emphasizing equality, both when working in pairs and teamwork in general; coping with current events and terror attacks both personally and professionally (e.g. how the guides' personal feelings and thoughts can be leveraged to help students express their own feelings and thoughts); improving inter-staff communication, while becoming sensitive to nuances; setting expectations and work methods with the art guides; staff-wide debriefing at the year's end.

**The Islamic Art Museum:** Last year was the first year the museum and Adam Institute worked collaboratively. The museum reached out to the Adam Institute for help instilling democratic principles, tolerance, multi-culturalism, and acceptance of the "other" among Jerusalem's junior and high school students. This year the museum guides underwent an intensive training program, which provided them with tools to facilitate encounters at the museum. The training included various workshops, theoretical knowledge, and discussions about the goals of the student encounters.

**The Association for the Advancement of Education, Jerusalem:** At the beginning of the year, the entire staff attended a lecture, *Educating Against Racism*, during which the **In the Path of Dialogue** booklet was distributed to those who wished to implement the topic in their schools.

**The Ministry of Education - the Center for Joint Living:** Lectures were held during various seminars for teachers and principals.

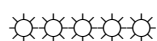
**Israeli Hope in Education – A joint initiative of the President of Israel and the Lautman Foundation:** The Adam Institute is a partner organization in this initiative. During the 2015-16 school year, Adam Institute staff participated in the President’s annual conference and presented both **Words Matter** and **In the Path of Dialogue**.

**The Rabin Center:** As in previous years, the Adam Institute was invited to deliver lectures and run workshops during seminars that the center offers to various organizations. Two seminars were held: one for the Rabin Center staff on educationally addressing racism, exclusion, and labeling, while the other was held for female IDF officers.

**The Kibbutzim College, Tel Aviv:** As in previous years, the Adam Institute was a partner in planning and running a day-long seminar for the creative education students. The theme of the seminar, which marked Yitzhak Rabin Memorial Day, was Educating Against Racism. The students received the **In the Path of Dialogue** booklet, so that they could implement the program in their classrooms.

**The National Union of Israeli University Students – In the Path of Dialogue training:** This was the Adam Institute’s first year collaborating with the National Union of Israeli Students. The organizations were introduced by the Jerusalem Education Administration (MANHI), after the Union had asked to run a program for the city’s junior high students on addressing racism. MANHI asked the Adam Institute for professional help training the students. The training, which was based on **In the Path of Dialogue**, was developed together with the Union. In total, four groups underwent training on the Mt. Scopus campus. These trainings reached 30 Jewish students and 15 Arab students, who received a stipend for then working in their respective schools. The training included experiencing the program’s activities, which were specially adapted for junior high students. After being trained, the students conducted workshops at a number of schools, including: Pisgat Ze’ev High School, Kedma High School, Ort Minkof, Shuafat Junior High for Girls, and Beit Safafa Junior High. Many difficulties arose during this stage, primarily stemming from the students’ inexperience facilitating at schools, and the Union coordinator’s objections to the Adam Institute continuing to provide professional guidance.

This cooperative endeavor led the Adam Institute to contact the Union’s PERACH mentoring project and offer to hold similar trainings for students in Tel Aviv and Beersheba. In February 2016, a training was held for 20 students in Tel Aviv, and a month later 35 students (divided into two groups) participated in Beersheba. The training was a success, with participants noting a high degree of satisfaction with the content and methodologies they had learned. The Adam Institute has been asked to train additional students during the 2016-17 school year.



---

## International Activity

---

### **The City of Tomorrow: Shared Living in Mixed Cities of the Future – the third international conference**

This conference took place on October 20-22, 2015 at the **Konrad Adenauer Conference Center** in Mishkenot Sha'ananim, Jerusalem. This was the third conference in a series about joint living in mixed cities, organized by the Jerusalem Foundation and the Adam Institute. This year, the **Jerusalem Institute for Israel Studies** was also a partner in organizing the conference.

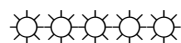
The **opening** included greetings and a discussion between two authors, **Dorit Rabinyan** and **Ayman Sikseck**, and concluded with a concert by **Quartetoukan**.

The first day's plenaries dealt primarily with questions of planning, and the importance of planning in creating equitable spaces of employment, construction, gathering citizen input, linguistic accessibility, gender, and sustainability. The day concluded with a lecture by **Prof. Daniel Monerescu** about torn cities and joint cities.

The second day's plenaries focused on social changes that require re-thinking various educational and social issues, the basic definition of family, and civic and political activity in mixed cities. A guest lecture, delivered by Marina Neophytou and Meray Diner (Greek and Turkish Cypriots, respectively), titled **Nicosia: A Case Study of Peace building and Intercommunal Cooperation in a Divided City** presented the **Home for Cooperation**, which operates on the Nicosia border between the two sides of the island and provides the two communities a space in which to cooperate. The final session was titled, **Personal, Social, Gender, and Political Identities in Mixed Cities**.

The conference concluded with a musical evening, in cooperation with the Jerusalem-based organization, **Simply Singing** (Pashut Sharim). The event, which brought together Jewish and Arab residents of the city, took place at the First Station.

Documentation of the conference can be found here: <http://mixedcity.org.il/2015-conference/>

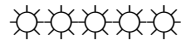


### **The Center for Applied Policy Research (C-A-P) at the University of Munich, Germany**

The Adam Institute has worked with CAP for two decades, and the Center has adopted the Institute's **Betzavta Method** for training facilitators who work in institutions across Europe. A German version of **More than One Democracy** was published on December 2015. The translation and adaptation of the book was a joint effort between the Center and Dr. Uki Maroshek-Klarman, who was invited to the book launch. Additional training and enrichment programs were held in Germany.

### **Gustav Stresemann Institut (GSI), Bad Bevensen, Germany**

This was the Adam Institute's second year cooperating with the GSI. After the first training in December 2014, a second training was held in December 2015, and was attended by GSI's staff and participants. The topic was Multi-Culturalism and Democracy, a pertinent topic for many Germans, in light of current events.



---

## **Board of Directors**

---

The General Assembly met most recently on February 10, 2016. Since then, the Board of Directors has held four meetings, whose agendas included the Adam Institute's annual budget, fund raising, collaborations with foundations, and the Institute's various activities. In addition, board members attended conferences, events, and activities across Israel.

The Adam Institute would like to extend a heartfelt thanks to the foundations, organizations, authorities, and private donors who supported our work during the 2015-16 school year:

- Israel:** The Jerusalem Foundation; The Ted Arison Family Foundation (through PEF); The New Israel Fund.
- Europe:** The Jerusalem Foundation UK; The Jerusalem Foundation Germany – BMW; The Hamburg Foundation for the Advancement of Research and Science; The Rayne Trust, England; The Delegation of the European Union to Israel.
- USA:** USAID.

The Board of Directors would also like to thank the committee members for their work and efforts, leading to another successful year for the Adam Institute.

Signed,

Nava Eisin, Board Chairwoman

**Approved by the General Assembly on December 26, 2016**