
Annual Report September 2017-August 2018

This report covers the scope of the Adam Institute's activity during the 2017-18. In this brief summary we introduce the main activities we held this year:

- a. Two New and challenging projects:
 - ***Empowering Bedouin Women to Become Decision-Makers***, a joint project with ***Amerat of the Desert***, a local Bedouin Women NGO aimed to create a non-partisan cadre of qualified Bedouin women involved in local politics in preparation for the 2018 local councils election. (funded by MEPI)
 - ***Peace Journalism: Media Impacting Conflict Transformation (MICT)***, a joint project with ***Israel Social Television (ISTV)***. Three years project (2018-2020). The goal of the project is to train a large cadre of young Israeli media persons as peace journalists and opinion formers, committed to conflict transformation. (funded by EU)
- b. A national wide Conference held in Jerusalem: ***Dialogue in Mixed Cities – Innovative Encounters***" - the fifth conference in a series about joint living in mixed cities. It is a joint initiative of ***The Jerusalem Foundation***, ***The Adam Institute***, and ***Besod Siach***. The conference focused on Israeli society as a multi-cultural and national cultural society, and innovative ways to foster dialogue among the different groups and sectors.
- c. Last year for implementing the project: ***Building a Shared Future – Women as Catalysts for Peace and Security***, a joint project with ***Itach (Maaki) – Women Lawyers for Social Justice***, ***Women Wage Peace*** movement. (funded by EU)
- d. The third year of implementation of , which aims to promote anti-racism education within junior and high schools.

A wide range of programs and activities took place during the year, including a series of seminars for groups visiting from abroad.

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

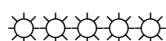


[The Adam Institute](#) (Heb.)

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



[Mixed City Conference - 2017](#)



Activities within the Formal Education System

Words Matter – Educating About and for Freedom of Expression

This was the second year this program has been implemented, as a collaborative effort between the *Adam Institute* and *the Association for Civil Rights in Israel (ACRI)*. It was made possible thanks to funding from the *European Union*. Over the course of two years, a total of 58 Jewish and Arab junior and high schools from across the country participated in this program. The program was a success and received positive feedback, both in terms of the content and its implementation. Educators found that the program was a relevant, positive, educational response to an acute need. Many of the participating schools asked to continue with the program in the following year. The program was also warmly received by top decision-makers within the Ministry of Education, and the staff was invited to conduct lectures and workshops for various directors and principals.

Student encounters also took place, as part of the Ministry’s Division for Civic Education and Joint Living’s Joint Project initiative.

What follows is a brief description of the activities during the 2016-17 school year:

- 1. Updating the Words Matter curriculum:** The program was updated and adapted, according to feedback received during the first year of implementation. In particular, the updated curriculum delves deeper into freedom of expression online and shaming. Participating teachers received copies of the updated program, which was printed in Hebrew and Arabic (in total, 600 copies).
- 2. An academic conference in collaboration with the University of Haifa, Freedom of Expression in the Israeli Education System (Jan. 17, 2017):** The conference was part of the Education Department’s annual seminar for students in the teacher training program. Similar to last year’s conference, this year 180 students and faculty members participated. Opening remarks were delivered by *Prof. Hanan Alexander*, Dean of the Department of Education. He welcomed and thanked the participants and organizers. *EU Ambassador to Israel Mr. Lars Faaborg-Andersen* also spoke, praising the program and its adoption by academia. The Director of the teacher training program shared very positive feedback, *“The feedback from this day is simply amazing – the first part as well as the workshops. The coordinators all noted the serious learning and participation in the workshops, and students and coordinators alike use word “amazing” again and again. Thank you for this partnership and your cooperation.”*
- 3. School activities:** The Adam Institute conducted activities in 19 Jewish and Arab junior and high schools in Jerusalem, the center, and south. (ACRI worked with 18

schools). The student encounters were held within the framework of the Ministry of Education's Joint Project initiative. These included:

- a. Accredited 30-hour teacher trainings, some for individual schools and others regionally offered.
- b. Teachers received guidance implementing the program and teaching its lesson plans to their students.
- c. Two national conferences, which included encounters for teachers and student representatives from participating schools, with the goal of creating a cohort of leaders to plan and carry out school-based projects.
- d. School projects that were implemented by students and teachers, with guidance from the Adam Institute staff.

4. Publishing articles/posts online: A total of 20 posts were written and published on various social media platforms. Ten of these appeared last year, while another ten were published this year. They addressed a number of topics: freedom of expression on social media platforms and online shaming; the equal right to cultural expression; political correctness; minorities' freedom of expression under democratic rule; the post-truth era; implicit harm to the freedom of expression; economic-political boycotts; public broadcasting and freedom of expression. All articles/posts appear on the Adam Institute website (Hebrew).

As noted, a total of 58 schools participated in this program, which were equally divided between the Adam Institute and ACRI. The Adam Institute was responsible for the following schools: Public High School " Ironi D", Tel Aviv; Hof Ha'Carmel Regional High School, Ma'agan Michael; Shazar Junior High, Kfar Saba; Rabin High School, Kfar Saba; Alumim Junior High, Ramat HaSharon; Havat HaNoar (the Israel Goldstein Youth Village), Jerusalem; Leyada (Hebrew University Secondary School), Jerusalem; Seiff (Ziv) Comprehensive School, Jerusalem; Reut, Jerusalem; Hadassah Ein Karem Hospital School, Jerusalem; Hartuv High School, Tzora; Segev Shalom Comprehensive School; Ort Abu Talul, Al A'assam; Al Faruk High School, Kuseife; Amal High School, Kuseife; Akra High School, Lakiya; Lakiya Comprehensive School; Al Razi, Rahat; Dar Al-Kalam, Rahat.

5. Examples of school-wide projects: Encounters between Jewish and Arab students to become culturally, socially, and geographically acquainted; Encounters between Jewish and Arab students to create joint movies, with an emphasis on using visual tools to alter the students' perceptions of the "other's" narrative and increase their understanding of other cultures; student-led school-wide activity days, featuring student and teacher roundtable discussions about the freedom of expression and combatting discrimination and racism; a live radio broadcast on El Faruk Radio, featuring a student-led panel on freedom of expression in social media and its influence on inter-tribal tensions.

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 (7th-12th grade students)

This was the second year the Adam Institute has implemented this program, which aims to promote anti-racism education within junior and high schools. To this end, the following steps were taken:

- a. Expanding the activities to the entire 10th or 11th grade (many schools have five classes per grade), enabling entire grades to participate in encounters.
- b. Delving more deeply into the material, by combining the curricula of both programs (**Words Matter** and **In the Path of Dialogue**).

This year, a total of 16 Jewish and Arab junior and high schools participated in the Ministry’s initiative, and encounters were held between students from 39 classes. The activities also included preparatory workshops leading up to the encounters. The following encounters took place during the 2016-17 school year:

Seiff (Ziv) High School (Jerusalem) and Dar al-Kalam (Rahat): For a number of years, the 11th graders have been participating in encounters. **Seiff** prepared its students with a seminar, which included a lecture by Dr. Thabet Abu Rass at the Van Leer Institute (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** also prepared its students, through the program’s workshops on the freedom of expression and combatting racism. The first encounter took place in Rahat, and focused on becoming personally and culturally acquainted. Students talked about their traditions (e.g. weddings, holidays) and the status of women. The second encounter took place in Jerusalem, and the students discussed joint living in the public sphere, including mixed cities, mixed neighborhoods, and across the country. The methodology was to plan a joint neighborhood, deciding which institutions to build and what language to use for signage. This activity served as a gateway for a larger discussion about joint living in Israel. The students expressed interest in continuing to meet next year. Representative students from Dar al-Kalam also participated in the **Words Matter** national seminar, and eventually led a school-wide activity day which was also attended by parents. The day was titled, Discrimination-Based Racism: Not at Our School, and comprised student-led workshops from the curriculum, which were taught in 27 classes in the 10th-11th-12th grades.

Hartuv (Tzora) and Branco Weiss (Ein Rafa and Ein Nakuba): The entire 10th grade learned the program, and the student council was also involved. Subsequently, the students participated in four encounters (one class from each school). This year, the encounters took place within the context of the Learning Through Film program, which brings together Jewish and Arab students to create a joint film documenting changes in the students’ perceptions of each other.

Hartuv (Tzora) and the Lakiya Comprehensive School: The 10th grade students participated in the national student conference, which focused primarily on the freedom

of expression on social media platforms. The students found the encounter meaningful, and they will continue to meet during the 2017-18 school year.

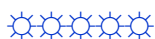
Leyada (Jerusalem) and Ort Abu Tlul (El A'assam): Five 11th grade classes from each school participated in the encounter. Both the preparatory sessions and the encounters focused on becoming personally, culturally, and socially acquainted with the “other.” The experiential and diverse workshops were followed by dialogue sessions focused on leisure activities, the status of women, unrecognized Bedouin villages, and the future planning of these villages. In addition, Ort Abu-Talul trained a cohort of student leaders to facilitate discussions during a school-wide activity day, along with their teachers.

Rabin High School (Kfar Saba) and Segev Shalom High School: This was the schools’ second year participating in this program, and two 10th grade classes were involved. The encounters took place during the **Words Matter** national conferences. Teachers and students alike provided extremely positive feedback.

Public High School no. 4 (Ironi D, Tel Aviv) and El Razi (Rahat): These schools held encounters during the **Words Matter** national conferences, which were attended by 10th and 11th grade students. The students’ responses were enthusiastic, and they felt they’d undergone a meaningful experience – learning about the “other’s” culture, and how each group copes with racism and the freedom of expression. Both schools expressed their wish to continue meeting during the 2017-18 school year.

Hof HaKarmel Regional High School (Maagan Michael) and Akra High School (Lakiya): The 11th grades participated in the encounters. The Arabic language students from Hof HaKarmel met with the Akra students during the national **Words Matter** conference, and reported undergoing a unique and novel experience of getting to know each other and talking about the freedom of expression. The Jewish students noted that they learned a lot about the problems and challenges faced by the Bedouin students.

Shazar Junior High (Kfar Saba) and El Faruk High School (Kuseife): The 8th-9th grade students participated in encounters during the two national **Words Matter** conferences. The students noted it was an important and meaningful event, and expressed their wish to continue meeting with Jewish/Arab students in the future.



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, the Adam Institute has collaborated with various institutions, including: The Bible Lands Museum, the Islamic Art Museum, the Zipori Center in the Jerusalem Forest, and more. Each of these partners’ knowledge and expertise enables the creation of joint and diverse democracy education programs.

Junior and High Schools

The activities described below are in addition to those aforementioned at the Seiff (Ziv) and Leyada High Schools.

Seiff (Ziv) and Sur Baher Junior High School (Jerusalem): Encounters were held between the 7th grade students, in cooperation with the **Zipori Center**. The program weaves together hands-on and agricultural activities in the Jerusalem Forest, along with bi-national encounters facilitated by the Adam Institute. The program is rooted in the belief that connections to nature and the environment can facilitate bi-national encounters, allowing the groups to become deeply acquainted. During the first stage, the students learned about various environmental issues and how to be stewards for the forest while allowing its use by humans. The second stage comprised a bi-national encounter, while students continue working in the forest, alongside their peers from the other school.

The Jerusalem Bilingual School and Keshet High School – Regional Civics Studies: The **10th grade** began the year with workshops aimed at becoming personally acquainted and developing a cohesive group that would be able to study and work together throughout the year. Next, they became culturally acquainted. The process emphasized building a joint language based on the teens' commonalities. Over the course of the year, they focused on different groups within Israeli society, and each group's right to its own culture. The students discussed dilemmas between universal civil rights and the cultural groups in both societies. This process wasn't easy for everyone, and the Jewish students disagreed among themselves about the role that the ultra-Orthodox play in the Jerusalem landscape, while the Arab students discussed the inequality among the Jerusalem Arabs, based on their status (citizens or residents). The **11th grade** participated in workshops that focused on social and economic rights. They devoted much attention to the question why weak groups seem unable to attain economic parity. Students discussed and compared the neo-liberal approach to the welfare state. This theme arose during workshops throughout the year.

Havat HaNoar (the Israel Goldstein Youth Village): This was the first year that the Adam Institute has worked with this school, in which new and veteran immigrants study side by side. The seventy 11th graders who participated in this program expressed an interest in its content, which focused on the freedom of expression and addressing incitement. A school-wide activity day was held, with a broader focus on democracy, including a lecture from Dr. Bashir Bashir at the Van Leer Institute about civil rights in a democratic state, and the essence of collective rights for various cultural and/or minority groups. This was followed by workshops at the Islamic Art Museum, where the students processed the lecture and explored other questions. The museum staff includes a Russian-speaker, who enabled two groups of new immigrants to participate in their native language. Undoubtedly, these students engaged in a higher level of discourse, while realizing their group right to their culture and language.

Reut High School: Two groups of teachers underwent training in the **Words Matter** program, and they were exceptionally excited. Most of the teachers taught the program during their homeroom lessons. Other teachers used the program for Morning Discussion, in which homeroom teachers meet with students who opt out of the morning prayers.

Tali Beit Hinuch High School: The program was abridged for the 10th grade, in anticipation of a special ceremony at the Knesset in which they would receive their state ID cards. Concurrently, the program was also adapted for the 8th grade (6 classes), focusing on the Right to Dignity, as part of a week-long program on this theme. The teachers were satisfied with the program and asked to hold similar activities in the future. One teacher noted, *"The activities enabled us to engage our students in a different kind of discourse,"* while another said, *"The week-long program was warmly received by the students."*

Ras el Amud Junior High School for Girls: This year saw a continuation of last year's focus on school activism, implemented with the teachers and 7th-8th grade student council. Some of the students were re-elected, and the responsibility for the elections lay almost entirely on them, with minimal teacher intervention. A training program was developed for the 7th grade, which the teachers implemented with representatives from this grade alone. This year saw an increase in the number of students who expressed interest in the elections and council roles. A new committee was formed to help students resolve conflicts among themselves, and committee members received special training to this end.

ALYN Hospital School: An advanced training was held for the hospital staff (teachers and aides), which had expressed a high degree of satisfaction with last year's training. The curriculum focused on human rights in general and, more particularly, on patients' rights and accessibility for people with disabilities. The workshops addressed various questions, including: What is a right? How do rights differ from wants? What is the connection, if any, between rights and obligations, and who is responsible for realizing rights? What is the right to accessibility and how can it be realized, in ALYN and in general? The teachers studied different approaches to multi-culturalism, while emphasizing the staff's positive potential for creating multi-cultural partnerships within the hospital. The training bolstered the staff's ability to cope with multi-cultural conflicts within the confines of the hospital. The aides' training focused more specifically on realizing their own personal rights within the hospital. The two groups met to explore various theoretical issues relating to their work. The training will continue in the 2017-18 school year.

Hadassah Ein Karen Hospital School: This was the second year that the Adam Institute has worked with the educational staff. This multi-age school services patients from every possible sector in Israel. Patients/students find themselves hospitalized and studying in very diverse groups, which, in the case of this particular hospital, includes Palestinian patients. This requires the staff to employ a unique set of skills. During the training, the teachers shared the challenges that arise from the ongoing conflict, and tried to develop

creative solutions for overcoming them. The teachers explored ways to mark various holidays in a respectable fashion, including Jerusalem Day, Israeli Independence Day, Holocaust Memorial Day, and others. Each session was dedicated to a different topic and skills set, including tools for dealing with controversial topics. The training will continue in the 2017-18 school year.

Elementary Schools

Mofet Ramot Alon: This was the fifth year that the Adam Institute has worked in this school. Democracy lessons are an integral part of the school's curriculum. The 1st-2nd graders learn the **ABC of Democracy** program, while the 3rd-6th grader students delve into a yearly topic selected by the staff. During the past year, the topic was leadership, specifically among the kids themselves. Each year's topic integrates critical thinking, emphasizing the students' involvement in society and their communities. The hope is that they will grow up to be involved citizens. Throughout the year, the staff examined leadership across subjects: Bible, homeland, Hebrew language, history, and English, and the topic was also integrated into various school-wide events. For example, Holocaust Memorial Day was commemorated through the lens of leadership and rights. A short ceremony was followed by roundtable discussions and crafts, raising questions such as: What rights were denied? Which were guaranteed? How, if at all, did the Righteous Among the Nations display leadership? This day was made possible thanks to a staff-wide effort, including the homeroom and subject teachers and student teachers who are completing their practicum at the school. One student teacher summarized the day, *"I've never seen anything like this in the education system. Such meaningful learning will surely stay with the students throughout their lives."* The school has decided that the 2017-18 school year will focus on gender equity, which will help connect students to various social issues and current events.

Gilo A' Elementary School: The Adam Institute has worked with this school for a few years. This year was dedicated to learning about a number of pre-selected events, while emphasizing democracy. These included: Rabin Memorial Day, Universal Children's Day, and Purim from a gendered perspective. A unique program was developed for each event, which the teachers further adapted for their respective grades. This model was a success and will be replicated during the 2017-18 school year.

Eitan Public Religious School, Armon HaNatziv: Teachers participated in a short training in the **ABC in Democracy** program, to become acquainted with its curriculum and methodology.

Student Encounters in collaboration with the Bible Lands Museum: This was the seventh year that the Adam Institute has prepared teachers for participation in the museum's *In the Image of Abraham* program, which brings together Jewish and Arab students. This year, the Efrata religious public school met with students from the Jerusalem School in Beit Hanina. An additional training was held for the museum guides (details appear in a later section).

Efrata public religious school - The Jerusalem School: In total, 90 students participated in these encounters. The first stage was training the educators, who would eventually facilitate the encounter. Teachers from both schools were interested and willing to dedicate their homeroom lessons to preparing their students for the encounters. To that end, they learned and taught various activities based on recognizing the right to be different and accepting the “other.” They also made more general use of the various educational tools they’d received from the Adam Institute.

The students participated in three rounds of encounters. They cooperated, had fun, learned together and, more importantly, learned about each other. The encounter was two-fold: the students encountered new content, along with their peers from the other school. The Efrata students were surprised and often shocked to learn that Abraham (Ibrahim) is also an important figure for the Palestinian Muslim students. The biblical story lends itself to facilitating the encounter, while bringing together the two cultures and religions.

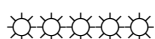
Shuafat Elementary School for Girls: The Adam Institute has worked in this school for many years. This year, the focus was on helping the teachers adapt lesson plans and democracy education for their homeroom lessons. This was done in collaboration with the principal, coordinator, leading staff, and teachers, while the Adam Institute provided guidance during the implementation period. The teachers received feedback on their lesson plans and activities before teaching them to their students. The content was developed in accordance with the school’s mission to empower the students, while emphasizing identity and community belonging. This school is part of the Schools in the Community program.

Pre-school Teacher Trainings in Jerusalem: Pre-Schools in the Community In cooperation with the Jerusalem Education Administration (MANHI)

This was the second year of activity with MANHI’s Schools in the Community program. The Adam Institute trained three groups of Jewish and Arab pre-school teachers.

Religious and ultra-Orthodox Jewish Pre-School Teachers (one cohort): In total, 60 coordinators and pre-school teachers (divided into seven groups) participated in this training. It began with a workshop for all Pre-Schools in the Community coordinators, to set expectations and goals for the training. At this stage the differences between the neighborhoods became clear, requiring the program be adapted for each cluster separately. The main topics that were discussed included: examining the concept of community; ways to operate within the community; how participation builds community; ways to implement a community project. The pre-school teachers were very interested in the program and fully cooperated. The training comprised workshops, which provided space for them to share their experience and ideas, as well as plan community projects together. The training received positive feedback and will continue during the 2017-18 school year.

Arab Coordinators and Teachers (two cohorts): Eight teachers from *Shuafat* and eight from *Altur* participated in this training, which addressed a number of topics, including: exploring basic concepts, community, pre-school (the children's role), community needs, the pre-school's needs, partnerships with the community, fairness and equity, belonging and community membership, commitment to the community, decision-making and promoting decision-making as a team based on sharing and equality, addressing the challenges of teamwork and providing lead teachers with skills to overcome such challenges, and planning a project with the community. Throughout the training, teachers shared examples of their involvement in the community, specifically how to engage the community in their projects. They analyzed numerous situations and reached a few conclusions, including: mapping the community's needs instead of unilaterally developing an unnecessary project, developing tools for mapping the community, strengthening communication between pre-school clusters, practicing decision-making as a team, based on mutual respect and equality. An additional topic that arose was the culture of volunteerism. The pre-school teachers reported that many people within their communities are happy to volunteer their time; with enough positive reinforcement, this may eventually become the norm. In debriefing, the teachers reiterated their positive feedback and satisfaction with the training, including the content and methods, which enabled them to share their opinions and develop ideas alongside their colleagues.



Educational Activity in the South

Junior and High Schools

The two main programs that were implemented in nine Bedouin schools were described earlier in the report (**Words Matter** and **In the Path of Dialogue**). These programs included school-based and regional teacher trainings, and the teachers received guidance in implementing the programs and holding successful encounters throughout the year. The teachers' and administrators' commitment to the program is especially noteworthy – including extremely well-planned encounters, enabling the students to lead school-wide activity days about the freedom of expression and coping with racism, as well as exploring how democratic principles mesh with religion and tradition.

The nine participating schools include: Segev Shalom Comprehensive High School; Ort Abu Talul, Al-A'assam; El Faruk High School, Kuseife; The Kuseife Comprehensive High School; Amal High School, Kuseife; Akra High School, Lakiya; El Razi, Rahat; Dar al-Kalam, Rahat. These schools have requested to continue activities in the 2017-18 school year.



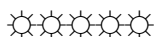
Collaborations with Organizations and Institutions

Building a Shared Future – Women as Catalysts for Peace and Security

A collaboration between the Adam Institute, Women Wage Peace, and Itach (Maaki).

This two-year program begun in 2016, made possible by funding from the **European Union**. Based on the United Nations' Security Council resolution 1325, this program emphasizes the importance of involving women in the decision-making process, in order to advance conflict resolution. **"Building a Shared Future"** aims to train 500 women of various ages, cultures, and ethnic origins, to become political and social activists. The program's implementation is two-fold. First, a cohort of 50-60 women participate in a training seminar, which introduces them to a gendered perspective on the conflict, in order to examine women's unique role in this context. Next, each woman is required to plan and conduct three projects of their choosing, aimed at changing the public discourse. To this end, she receives guidance from the program's staff. The Adam Institute is responsible for holding ten training seminars over the course of the next two years, reaching a total of 500 women.

Thus far, 350 women have participated in seven seminars. The groups have all been diverse, including women of different religious, degrees of religious practice, ages, native-born Israelis, and women who immigrated from Ethiopia and the FSU. The seminars have taken place primarily on weekends at the Zipori Center (Jerusalem), Beit Yatziv (Beersheba), and the Beit Berl campus in the coastal region. One seminar was scheduled mid-week, making the program available to women who are busy on the weekends. The seminars comprise facilitated workshops, activities in plenary, and lectures on a variety of topics: female activism, the ongoing conflict from both the Palestinian and Israeli perspectives, media and gender, and the implementation of UN resolution 1325 around the world. Throughout the seminars, the Jewish participants were excited to encounter the Palestinian narrative and meet their Palestinian peers, in order to advance peace together. Three additional seminars are scheduled to take place between November 2017-January 2018.



The Ministry of Education - Civic Education and Shared Living Unit: The Adam Institute's collaboration with the Civic Education Shared Living Unit goes back a number of years, in various forms. As part of the Joint Project initiative, the Adam Institute received funding to hold encounters between junior and high school students. In addition, Adam Institute staff delivered a number of lectures during Center seminars for teachers and principals, including seminars at Kaye College, Beit Yatziv, in Ramat HaSharon, and elsewhere. This year, the Adam Institute's academic director was invited to develop and teach an online course for civics teachers across Israel, focused on democracy education and combatting racism. Six online lessons were uploaded to the Ministry of Education's website.

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 *The Image of Abraham* program. As in previous years, this year the museum staff (guides and educators) participated in a training and received guidance for facilitating encounters between Jewish and Arab elementary school students (described above). The training addressed a number of topics, including: becoming personally and culturally acquainted; exploring how both cultures can be given equal space during activities; helping guides prepare to facilitate; co-facilitation and teamwork in general, while making equality visible; improving inter-staff communication; and setting expectations and work methods with the art guides. A debriefing session was held at the end of the year, in which many of the experienced guides felt that they were now able to contribute to the development of new content and methodologies within the museum's education department.

The Museum of Islamic Art: The museum and Adam Institute have been closely working together since 2015. The activities include training the museum staff to facilitate student encounters, seminars, and museum tours, in order to introduce the city's junior and high school students to democratic concepts, tolerance, multi-culturalism, and acceptance of the "other." The seminars were structured in collaboration with the Van Leer Institute, and they comprise three parts: A relevant lecture at Van Leer that delves deeper into any aspect of the curriculum; a processing workshop and discussion; a tour of the Museum Islamic Art. This year the museum's Jewish-Arab staff received in-depth training for facilitating encounters. The training included experiential workshops, theoretical knowledge, and discussions about the goals of bringing together youngsters at the museum. The training's topics included: becoming personally and culturally acquainted; human and civil rights; multi-culturalism; methods and activities for the encounter. The training was a success; the museum guides were engaged and interested in the diverse content. The staff also facilitated successful student encounters and preparatory meetings for Adam Institute encounters, as part of the Ministry of Education's Joint Project initiative.

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, focused on the freedom of expression and educating against incitement and racism. The students received the *In the Path of Dialogue* booklet, so that they could implement the program in their classrooms.

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 2016-17 school year, Adam Institute staff participated in the President's annual conference and presented programs on the freedom of expression and combatting racism.

Bar Ilan University – Peace and Conflict Studies : A lecture was delivered to students in the M.A. program in conflict resolution and democracy.

The National Union of Israeli University Students – In the Path of Dialogue training:

This was the second year that the Adam Institute has trained Jewish and Arab university students to facilitate workshops from **In the Path of Dialogue**. In 2016-17 four groups of Jewish and Arab students underwent trainings, which were conducted in Carmiel, Beersheba, and Tel Aviv, before facilitating the workshops in junior high schools near their homes. This training program was a success, and participants expressed satisfaction with its content and methodologies.

Beyachad-Ma'an معاً (Together) – Women Building Businesses and Community:

A unique pilot program, led by Moria Shoker, an Adam Institute program graduate and with guidance. The aims to train Jewish and Arab women who live within the jurisdiction of the Judea Regional Council (south-west of Jerusalem) to open new (and promote existing) small businesses. The project ran between November 2016 – June 2017, through encounters held in Ein Rafa that aimed to create connections, friendships, respectful intercultural dialogue, and galvanize motivation for joint action. Later meetings focused on the business side of things: mapping existing needs; sharing knowledge and gaining initial skills for operating a small business (e.g. business plans, marketing, managing, etc.). Participants also received professional assistance developing a joint plan. Most women were interested in continuing to develop such projects, even if on a voluntary basis. The pilot was funded by the Jewish Agency.



International Activity

Growing Up in a Mixed City – The fourth International Conference, November 15-17, 2016

This was the fourth conference in a Jerusalem-based series organized by the Jerusalem Foundation and Adam Institute, focused on the complexity of joint living in mixed cities. This year the conference focused on the younger generation, who grows up surrounded by multi-cultural and multi-national spaces.

The opening took place on November 15, and included greetings, a [Poetry Slam](#) focused on various aspects of life in a mixed city, and a performance by [Marrakesh Express](#).

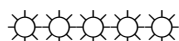
The first day of the conference coincided with the International Day of Tolerance, and it was dedicated to education in mixed cities. The panels examined models for multi-cultural education, drop-out rates in mixed cities, collaborative ventures between educators from different communities, and demonstrated way to educationally employ soccer. Additional panels discussed tolerance from a multi-cultural perspective, and occasional conflicts between individual and social rights.

The second day of the conference was dedicated to youngsters' activity in the public sphere of mixed cities. Panels discussed various social and community multi-cultural initiatives in Jerusalem and elsewhere, while the university campus was explored as a shared

space for many cultures. Another panel highlighted the cinematic perspective of mixed cities, while other panels discussed problems experienced by the children of refugee's worldwide.

The closing plenary was held at the Islamic Art Museum, and featured performances by the Hamabul Collective, *Wast Al-Tarikk*, and the *Sbannam Ensemble*.

More information, photos, video, and transcripts from the conference can be found online: <http://mixedcity.org.il/>



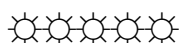
The Center for Applied Policy Research (C·A·P) at the University of Munich, Germany: The Adam Institute has worked with CAP for two decades, and the Center has adopted the Adam's "**Betzavta Method**" for training facilitators who work in institutions across Europe. In the past year, courses were held in conjunction with the publication of the German version of **More than One Democracy**. Participants were facilitators who work with the Center on multiculturalism and democracy, a topic that is very relevant to contemporary German society.

Gustav Stresemann Institut (GSI), Bad Bevensen, Germany: This was the third year that the Adam Institute collaborated with the GSI, conducting courses for groups in Germany and Israel. The GSI works with the David Yellin College of Education, bringing together and fostering collaborations between German and Israeli educators. The Adam Institute's Educational Director, Dr. Uki Maroshek-Klarman, was invited to facilitate the encounter that took place in Jerusalem in March 2017.

In May 2017, Dr. Marshek-Klarman traveled to GSI in Germany, where she taught an advanced facilitation course on the freedom of expression and incitement. Additional courses will take place during the 2017-18 school year.

Geschäftsbereichsleiter Forum Politische Bildung Hattingen, Germany: The professional association in Hattingen, Germany established a professional forum for political education, whose goals include empowering and providing skills to its members. Dr. Uki Maroshek-Klarman was invited to conduct a training, which took place in December 2016. The course focused on equality between individuals and between groups, and taught the **Betzavta Method**. Participants included teachers, social workers, psychologists, civic society activists, refugee center employees, and others. The diverse group included native-born Germans and immigrants from Turkey, Poland, the FSU, and elsewhere. The Adam Institute has been invited to conduct additional training courses during the 2017-18 school year.

The Massuah Institute for Holocaust Studies: The Adam Institute's Educational Director, Dr. Uki Maroshek-Klarman, was invited to deliver a lecture and facilitate an encounter for researchers and educators from the Massuah Institute and **Wannsee House**, Germany. The goal was to introduce them to "**Betzavta Method**" and the Adam Institute's programs on multi-culturalism.



Board of Directors

The General Assembly met most recently on December 26, 2016. Since then, the Board of Directors has held three 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 2016-17 school year:

Israel: The Jerusalem Foundation; The Ministry of Education.

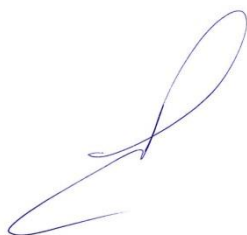
Europe: BMW – through the Jerusalem Foundation; The Hamburg Foundation for the Advancement of Research and Science; The Delegation of the European Union to Israel.

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 3, 2017