October 2023

Adam Institute for Democracy and Peace
Annual Activity Report for 2022-2023 (1.9.22 – 31.8.23)

This report covers the Adam Institute's annual activities in 2022/23, filed in September 2023 in the throes of an intense public debate over Israel's democracy and completed in wartime.

A debate rages over the desired form of government, decision-making mechanisms, the relationship between religion and state, how to appoint judges, the role of Israel's Declaration of Independence as a foundational treatise, the need for a constitution, and other topics. Notably, citizens can only make informed decisions if they understand democratic principles and the tension between the regime and those endangering its character. This year's Adam Institute programs were especially needed; we labored to respond to evolving needs with the resources at our disposal.

Great effort was invested to raise funds from donors and foundations and tuition from participants in our seminars/activities. We hope that the civil awakening experienced by many will foster growing awareness that you can't have democracy without democracy education; we're working on making Adam Institute programs developed over thirty-plus years accessible to government ministries and the general public.

We're gratified to report no deficit in the 2022 fiscal year and the same is expected for 2023.

Summary of the main activities in 2022-2023

1. **Activities in the Education/School framework**: Some 6200 students/teachers participated in this year's activities. Critical funding from the Jerusalem Foundation made possible a range of activities at 14 Jewish and Arab elementary and secondary schools in East and West Jerusalem; approximately 4,700 participated in various programs around Jerusalem. This year, the Ministry of Education's "Gefen" program database featured three main Adam Institute programs for elementary, middle and high schools, respectively. Activities were held in 9 elementary and secondary schools funded by "Gefen" budgets: Rabin middle school Tel Mond, Miftan Erez Herzliya High School, Hamed Abu Rabi'a Kseife High School, Oded Kadima Tzoran High School, Yesodi Teva Hadvarim Elementary School Tel Aviv, Hadera Democratic School, Geula Community School Tel Aviv, Vitkin Emek Hefer Elementary, Havat Bar Tzora. As part of national seminar days for teachers, the Adam Institute held workshops and seminars for two groups of kindergarten teachers overseeing inclusion at the Shlomi Training Center Director of Society and three mixed groups of Social Coordinators and Facilitators of Student Council of the Director of Society and Youth in the Haifa District.
2. **Training courses for democracy education using "Betzavta-Adam Institute's facilitation method" that transforms conflicts into dilemmas –** The Adam Institute held three facilitation courses in Jerusalem comprising 55 educators and activists who gleaned critical skills. These

facilitators and their predecessors joined thousands who've studied the "Betzavta" method; some alumni served as facilitators at our activities this year.

3. **Civil Society Activities and Various Courses** – For the third year, the Adam Institute initiated facilitation training courses for Hosen Resilience Center in Ofakim's Democratic Youth Leaders (were held in Jerusalem and Ofakim). Workshops were held for at-risk youth coordinators and counselors in Jerusalem as part of the youth programs affiliated with the Hebrew University of Jerusalem's Social Involvement Unit. Seminars were held to train Bedouin democratic leadership for two Desert Stars graduate preparatory programs, the "Raidat" women's preparatory program and "The Incubator" men's preparatory program; seminars for academic staff and students at Kibbutzim College of Education, Technology and the Arts; Training and participation in the Steering Committee of Zipori Center's Sustainability Center; Two seminars for staffers of "Israeli Movement", an organization that bolsters local democracy in various communities and builds a social contract; An online course on feminism for women in collaboration with the Misgav Regional Council's Education Department; A series of lectures and workshops for business managers and employees to get acquainted with "Betzavta-Adam Institute's facilitation method" on promoting respectful discourse during conflictual times, initiated by Yael Gevirtz, Social Impact Leader at McCann Tel Aviv. In April 2023, the Adam Institute participated in seminars of the Activist Teachers groups, In Herzliya Gymnasia in Bar Farm in Mateh Yehuda and Moshav Habonim. Seminars included lectures and demonstration workshops on how to engage in a conflictual discussion on controversial democratic issues in the classroom. Additional seminars are planned for the coming year. These efforts resulted in invitations to lecture at Herzog High School in Kfar Saba and the Regional High School at Maayan Hashachar School, with 100 participants at each presentation, respectively.
4. **Developing New Programs** – Novel programs were tailored to offer real-time responses to clarify democratic ideas and concepts deemed controversial during these times.
   - The "Democracy Deepens with Education" podcast spotlights different aspect of democracy for teachers, students and the general public. Dr. Keren Ketko Ayali is co-creator/co-host.
   - "Democracy in Crisis: Activities on current topics for classroom Discussion" addresses ten topics related to key democratic precepts. Each episode has activities & a short theoretical background. Activities were disseminated to hundreds of educators. A digital copy is downloadable from our website. Thank you to the Meitar Law Firm for their support.
   - Another initiative responding to the governmental regime crisis was an alphabet **"Letters of Democracy poster"**, in collaboration with Dr. Keren Katko Ayali. Each letter relates to a democratic social aspect. These posters were distributed to schools across the country.
5. **International Activities** – The Adam Institute held four online courses through the "Betzavta – Online Academy" platform and an in-person course in Germany. Online courses addressed gender and conflict resolution; education for democracy and democratizing the educational system; how to cofacilitate Israeli-Palestinian courses on education for democracy and peace;

and teaching democracy in early childhood education. An intensive four-day course for veteran facilitators on democratic models for social activism was held at the Stresmann Institut, Bad Bevensen. A longstanding relationship with Dr. André Bayer of the Technical University of Berlin and several years of joint facilitation will yield publication of a book comprising conversations on democracy education. The writing is underway and the book is slated for publication in 2024.

Finally, we share with pride that in May 2023, Dr. Uki Maroshek-Klarman was awarded an honorary doctorate from the Middlebury Institute of International Studies, Monterey, California, and delivered the keynote commencement speech. We thank Prof. Avner Cohen for facilitating the connection to Middlebury.

Goals and vision for the coming years:

- Train a new generation of facilitators in democracy and peace education from kindergarten to seniors using "Betzavta – Adam Institute's facilitation method".
- Develop new content on current issues preoccupying Israeli society and develop new methods for mediating democratic knowledge to the citizens of the State of Israel (e.g., podcast, etc.)
- Improve teachers' abilities to conduct democratic discourse in classrooms on current issues.
- Disseminate our educational content into as many educational/teacher training institutions as possible. We'll need to change some of our outreach strategies to different audiences.
- Transfer the broad knowledge garnered in teaching democracy and peace developed at the Adam Institute over 30 years-plus to our partners in civil society. We've established contacts with sister organizations to hold training courses to share the vast knowledge we've accrued.
- The peace process has been stuck for years; Israeli-Palestinian encounters are increasingly important in person and on Zoom. To thwart trends of dehumanization and loss of faith that things can change, the Adam Institute continues to hold joint seminars and encounters.
- Expand and deepen international activity, mindful of international trends of creating liberal cross-border coalitions. Globalization is taking place not only in the economic sphere but also in the moral sphere. The connection between educators, therapists and activists in Israel and their colleagues around the world enriches local discourse, boosts the professional status of those working in the field and enables better protection of liberal democracies.

Wishing you better days of partnership, equality and solidarity,

The Adam Institute Team

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Activities in the education system

The Adam Institute's programming and activities in Jewish and Arab schools in Jerusalem during the 2022-2023 school year were made possible **thanks to decades of steadfast support from the Jerusalem Foundation**. This support has been of utmost importance.

The Adam Institute was included in the Ministry of Education's official "Gefen" program database with one for three main programs, one for elementary school and two for middle/high school. Many schools used these programs with Gefen funding. In addition, the Ministry of Education had workshops and seminars paid for through Taldor.

Activities in elementary, middle and high schools in East Jerusalem

Al-Sufara Elementary School Shuafat for Boys:

Al Sufara (The Ambassadors) elementary school for boys in Shuafat was established a year ago. Last year, we focused on coalescing staff, veteran teachers from Ruud al-Quds with new ones. When more new teachers joined this year, we needed to close knowledge gaps in democracy studies to foster partnership alongside ongoing supervision and guidance in teaching democracy.

Activities took place in three frameworks:

Advising the principal: We addressed challenges: How to deal with new teachers who come with little experience working with children? How to deal with conflict arising between old and new teachers? Veteran teachers assumed they'd get a position they wanted vs the principal's desire to appoint new teachers to coordinate school programs. How to deal with parents and mothers of "integrated" students who still don't recognize their children's uniqueness (special needs)? How to deal with parents in their son's class who have special needs and are part of an inclusion process yet aren't aware of their child's disability. How to deal with parents who reject inclusion because they believe it hinders their children's studies and achievements.

Teaching Staff - Discussions focused on:

- Coalescing teaching staff and integrating new teachers. 13 new teachers joined the staff, each requiring individual learning to catch up to their peers. Competition between new/veteran teachers for hours, resources and appointments. In designing the Adam Institute workshops with the principal and guidance counselor, we explored how to turn competition into positivity to advance educational processes at school. We worked on openness, honesty, integrating new and old, and transparency in selection criteria for various positions at school. Workshops improved the atmosphere; we needed to proactively maintain it.
- The matter of inclusion (bringing in students with special needs) occupied the team. While the Ministry of Education mandates that 20% of special education students must be included in a regular high school, the staff was not professionally prepared. There are only 3 special

education teachers out of a staff of 45 teachers/aides. We organized a day to explore this topic with the principal and guidance counselor. Teachers shared difficulties dealing with disabilities.

"*There are more special education students in the class than one expects because some are undiagnosed. I don't know how to deal with their unusual behaviors"; "It's a challenge for me to teach all the students and advance in the material when dealing with the behaviors of special-ed students who interrupt others, busy themselves with their own things..."; "I have a serious problem with some parents. They're not ready to accept that their son has special needs. They don't believe me when I sit with them and describe his behavior so that they can with those behaviors at home as well. It is important to have consensus on how things are handled at school and at home. Then they complain as if I'm to blame for what happened"; "Some parents of the "normal" (neurotypical) children complain. They don't want their sons to learn with special- ed students, saying it negatively affects their children's achievements and behavior."*

Discussions related to challenges staff deals with: 1) mapping out challenges, what help they need, and who can provide it; and 2) acknowledging things that cannot be changed and you have to accept, e.g. inclusion and percentage of students integrating.

Meetings with mothers - two groups:

Veteran mothers group: completed a democracy education facilitation seminar on dialogue. (How to promote dialogue with your child goes through a learning experience at school). This group is engaged in an empowering process, supporting them to be active and involved at school. Issues raised: how to stay motivated so you continue to be involved and active. Barriers included day-to-day life busyness and the sensitive situation in Jerusalem. They talked about recruiting more women to join their circle and requested culturally adapted leadership skills.

A new group of mothers who face difficulties educating their children. This group works on bolstering their relationship with their children while setting good boundaries. Some mothers challenges: "*I thought that if I gave my child what he wants, it would do him good. If I limit him, he'll get angry and not behave well. My fear is that any limits placed on the child will only distance him from me.*" Some brought up authority: "*My child obeys the teacher more than he obeys me. The teacher has authority. She knows better than me how to educate him. I can only educate him to a limited extent.*" Some talked about their relationship with the teachers: *"The teachers keep telling us that we have to follow our children. At first it wasn't clear what they wanted from us. After all, our children are in school so that they can be educated."*

The principal and school staff greatly appreciate the pedagogical processes initiated by the Adam Institute and "Betzavta", which significantly improved school atmosphere and work with teachers.

They asked to deepen and expand teachers' facilitation skills, especially the senior staff in a seminar tailored to this end. The principal and senior staff were invited to join the Adam Institute's facilitation taught in July in a joint Jewish-Arab learning environment. Ultimately, the principal and three teachers joined. The principal requested a "Betzavta" facilitation course for the staff.

Shuafat Girls' Elementary:

This state-run school comprises students primarily from poor neighborhoods in Shuafat. We respond to needs presented by the principal and teaching staff. The primary theme is women's empowerment, emphasizing identity and communal belonging. Adam Institute programs empower students to access general and social rights in the social context.

The school activity included the following frameworks:

1. **School principal** – Supervising school issues raised by the principal: Improving the school's relationship with the community: offering different programs for mothers within the school walls.

• How to help female students who come from families dealing with challenges

• Boost teacher motivation: role of educator as a mission rather than profession or job

2. **Supervising teachers according to grade by giving lesson plans to implement in homeroom:** Adapted lesson plans prepared for each age group emphasizing democratic principles. Trainings and supervision in implementing lesson plans in the classroom. Discussions on how to facilitate a workshop and advising in terms of content and methodology.

Each program addressed one democratic principle: 1st grade - Recognizing the equal right to diversity; 2nd grade – What's democracy? A fair agreement; 3rd grade - majority and minority; 4th grade - rights; 5th grade - the law; 6th grade - conflict resolution. We primarily stuck to the original plan. There were occasional changes in line with events such as emphasizing women's rights for Family Day events. Most meetings were held with the whole grade and some teachers needed individual meetings to address specific problems in their respective classrooms.

The principal and coordinators expressed great appreciation for the program and schoolwide processes, especially the "Betzavta" method helping maintain an open, in-depth dialogue with students and teaching staff. Next year they want to focus on individual teacher training.

Issawiya Boys' Elementary School:

The principal reached out to the Adam Institute late last year to explore introducing two topics at school: training 15 teachers for a program on social values that emphasizes pedagogical tools for lesson plans in the classroom; and supervising student council coordinators. In April/May, several meetings were held with the principal and coordinator, a program was tailored to the school's needs. A heavy load on teachers led to deferring teacher training on Student Council to next year.

Al-Omariyah elementary school, Old City:

The principal expressed interest in "ABCs of Democracy" program. Several meetings were held; the Adam Institute presented programs/teacher trainings on social values w/pedagogical tools & lesson plans for classroom. Teacher trainings on democracy education were deferred to next year.

Al-Waha Elementary, Shuafat

A school for students with special needs aged 6-12; principal reached out to the Adam Institute after hearing about us from other principals. Several meetings were held to explore a teacher training on

social values. The Adam Institute tailored a training program for teachers on social rights from the vantage point of special education. Early next year, we'll explore if the program is relevant and teachers want to participate. Later on, a special-ed school for autistic children in Beit Hanina (ages 6-21) requested an on-site training for educational and treatment staff.

Shuafat Girls Middle School:

The Adam Institute has run activities for several consecutive years; this year, we continued to develop and advance school-wide processes. Efforts focused on facilitating and supervising social activities coordinators, pedagogical staff and principal, adjusting continuing activities from the previous year and defining feasible goals adapted to the school's needs and current events. Activities were coordinated with the principal and planning meetings were held on topics to help teachers manage their heavy load, encourage veteran teachers to introduce new methods, impact of political/security situation on students and staff, and bolster ties with parents.

Student Council – Supervising and training the coordinator: Activity focused on criteria for selecting Student Council candidates that affords equal opportunity to run for office.

1. **Pedagogical team** - Goals were in-depth discussions of values/issues teachers face; answer problems raised by teachers on value-educational context; and decide on activities.

   Discussions addressed two main aspects:

   - Crystallizing values to focus on problems teachers encountered recently: respect, culture of speech, discipline, listening, safeguarding public property, reliability, honesty, justice.
   - Teacher also raised: setting boundaries with students, violence, motivation to learn, use of cell phones, role of parents in students' education, and other topics

     On violence: "*Our students use force as a means to self-actualize. That's already become a social phenomenon. We need to consider how to deal with it. It's not enough to just lay down rules.*" On motivation to learn*: "Motivation to learn has decreased. Among parents, the value of school has diminished. Social media negatively effects students. Their role models are very superficial. There are probably other reasons impacting upon this motivation.*"

   In-depth discussions are needed to draw conclusions and formulate appropriate intervention plans. Example: Lesson plans for homeroom on social media to encourage positive use of social media networks; teach critical viewing of social media and how to regulate against overuse; and encourage alternative social activities.

2. **Counseling and supervising the principal**: Supervision meetings were held to offer support, especially related to staff conduct. The main topics discussed:

   - How to motivate "older" veteran teachers unwilling to invest in their personal development pedagogically and try innovative educational methods
   - Effect of political and security situation on students and staff
   - Improving relations with parents

The principal and staff shared their gratitude for the Adam Institute's facilitation, supervision and training at school and for adapting content to the school's specific needs. Next year, we'll continue to supervise student council coordinators, pedagogical staff and the principal.

We need to draw conclusions/plan an intervention. Example: Prepare teaching hours on social networks to encourage positive use of networks, teach critical viewing, how to restrain ourselves from excessive use of social media and encourage alternative social activities among girls.

Ras Al Amud Middle School for Girls:

The Adam Institute has been working at this school for several years consecutively. This continuity facilitated promoting democratization processes gradually, creating appropriate frameworks for implementation. This year's activity included: advising the school principal; training teaching staff and supervising their work in the classroom; instruction, coordinators and student council to establish a 7th-8th grade Youth Leadership that did facilitation training on conflict resolution to establish a Conflict Resolution Committee.

1. **Supervising and advising the principal** - Meetings were held with the principal to address issues/dilemmas and explore fitting pedagogical, social and value responses:
   - How to coordinate various goals school sets at the start of the year: academic achievement, gender empowerment, improving relations with the parents' committee, etc
   - Multitude of programs offered to students in the Education Ministry's "Gefen" program
   - Improving relations within the staff of educators
   - Promoting educational and pedagogical content: how to close the gap between teaching methods of certain teachers and the milieu of today's students
   - How to support students from families facing challenges while maintaining their dignity

   In light of supervision and discussions, activities were designed with the principal to coalesce the team. Pedagogical dilemmas vis-a-vis teaching methods and the world of today's students. There was also guidance on planning meetings with parents to promote respectful dialogue.

2. **Teaching staff**- Several meetings addressed issues in student council elections; freedom of expression in classroom, limits of freedom of expression and classroom discourse. Coordinating expectations/organizing Safe Internet Week and International Women's Day.

3. **Student council: Preparing for student council elections** – A new coordinator worked during first semester coordinating with principal and teachers. The principal supported encouraging students with lower grades to run for student council. Students less academically were elected, motivated to improve social issues at school. Involvement boosted academic performance.

   Training student council members to guide students not on the council - In the second semester, student council members were encouraged to conduct workshops in pairs in their respective classes and for younger students on two dates featuring special activities at school:

Safe Internet Week (February) and International Women's Day (March). They will study basic facilitation skills and learn topics they'll study in the classroom.

- **Facilitation workshops during "Internet Safety" week (Februar**y): Student Council members did activities to learn about the internet's impact on democratic values (equality and respect) and on rights (right to a good name, privacy, freedom of expression). They discussed the misuse of social networks especially among girls in Arab society. Some students were interested in shaming, freedom of expression and incitement. Things raised by participants: "*Girls post things as if it's in jest, but sometimes these things can ruin this girl's life*"; "*We're more vulnerable because of what happens on social me*dia". "*Some girls write about other students on social media, writing in jest and without meaning to. But the way other students interpret or the use the information can lead to problems. Some students are insensitive and write about their friends, which can develop into shaming or bullying."* After the training, students participated in the Safe Internet week in February, presenting in pairs to each class, garnering positive feedback. The program coordinator and principal expressed their appreciation for the students. Students talked about their extraordinary experience, presenting to peers. They feared their peers might laugh at them, not take them seriously. But they were surprised that most cooperated.
- **Facilitating workshops on International Women's Day (March):** Workshops dealt with gender equality, women's conduct in the public/private spheres, and the gap between statements on the importance of equality versus day-to-day behavior in society. Student: "*In our society we talk about equality, but not in the context of tradition/customs. We discussed the dilemma between the importance of Arab woman's role in society by obeying customs versus a desire to maintain a freer and more egalitarian lifestyle*."

Student Council members reported back about difficult discussions with their peers. One centered on gender equality vs equality in Islam. Some wanted women's rights but claimed that in Islam all women's rights are anchored in religion and that ought to be enough. Some students sided with equality in choosing a partner, work, social equality (equal treatment for men/women). Some female students opposed gender equality, presenting a religious stance asserting that men ought to dominate; it's a societal good to maintain "natural" gender roles.

The program coordinator underscored the importance of the topic and subsequent respectful discussions between students. Some teachers said class discussions are needed. One teacher talked for 2-3 hours: *"Granted, the topic is important; for me it was important to see students debate respectfully. They were all involved, the first time they dialogued in this fashion."*

- **Youth leadership**: Continuing from last year, several workshops were held for students on conflict resolution, including some members of the new student council. This year's group together with last year's group formed three committees to implement what they learned. They contacted students dealing with conflicts to facilitate resolution. In some conflicts, they succeeded; in others, less so. "*In the beginning, many girls looked down on us because*

they didn't understand what we were doing. Although we reached out to help, we had no authority." The leadership group gained legitimacy with their peers, with a way to go.

Next year, we'll continue supervising student council coordinators, expand Youth Leadership framework, hold workshops for teachers' lounge, and provide ongoing support to the principal.

Rowad Al-Quds Mekif (Comprehensive) High School:

A growing middle school established in 2016 starting in 7th grade that aims to preserve Arab culture with humanist and democratic principles. This year, we deepened and expanded "Belonging and accepting other". Activity focused on the administration and senior staff, devising a plan and timetable for a "Peak school week" in March.

1. **Senior Staff and grade coordinators:**

Organizational/content support for administration, principals (principal went on maternity leave during preparations), workshops for two teams of teachers. Discussions were held on:

- **Group identities**: national, gender, religious, cultural, age, Jerusalem, extended family
- **Democratic values**: right to belong/freedom, self-actualization, independence, privacy, good name, equality, recognition, freedom of religion/movement/expression, respect
- **Dilemmas related to teaching group identities**: the desire for education to build a unique personality for student vs desire for education for group affiliation to encourage student's social involvement; teach Arab culture and tradition vs. desire to educate about openness and freedom; When do these identities promote democratic values and when not?
- The impact on creating group identities: Teachers spoke about the complexity today. Some said they have no influence on students. "*Students today are more influenced by social networks, the media in general. Even parents I talk to feel the same. Our influence is diminishing.*" In contrast, some teachers noted a change in their students' attitudes: "*Our high school students are forming their identity. It's natural to oppose us. They want to tell us something. We have to believe them. We have to think about how to reach them.*"
- Methodologies for conveying content about group identities: various ideas were proposed, e.g., videos, lectures, tours, and interviews students could conduct and film relevant people. In the main, we engaged in workshops that discuss dilemmas between group identities and democratic values. We dedicated several workshops (two concentrated days) to experiential sessions and how to deliver them in the classrooms. Workshops were designed w/team leading week-long "Belonging and Values of Democracy".
- **Addressing challenges in conducting workshops**: Teachers noted three difficult issues: National, gender and religious identity: some are afraid to discuss national identity in class. Others said that you can as long you don't express personal or partisan political opinions. Some teachers, primarily in science, said they lack knowledge about many subjects. When students asked history questions, they weren't prepared and deferred queries to history and civics teachers. Some teachers offered to teach cases with similar conflicts, like Northern Ireland, Bosnia, South Africa, to address identity and conflict resolution.

- The challenge students have in connecting religious values with peace and tolerance: the political situation and regional events negatively affect student consciousness. Teacher: "*Religions in the region have become a part or a motive for the conflict, and we're still educating students about the importance of religions that call for respecting sanctity of life, peace and acceptance of other. Something went wrong here...*".
- Last year some students and some parents opposed carrying out the plan because they opined school is only meant for studies rather than informal activities. "S*ome students excel academically, but have a hard time dealing with feelings, belonging and identity. They think this way because their parents think this way"; "We tried to explain to the students, but we didn't always succeed. We need an attractive way that will suit some students."*

A workshop at the FELM Center in February 2023 explored identity education on how to structure a workshop, difference between a workshop and a lesson, personal/group identity.

2. **Supervision on devising a plan and timetable for Peak week in late March for grades 7-12 –** We met with the principal to devise a rationale and guidelines for the peak week. A detailed plan was designed staff of activities, lectures, tours, workshops, and work division.

We agreed to continue supervising the administration on organizational and content support for the senior staff and principal of high school and middle school on accepting other; advise and supervise in planning peak week in late March; hold several workshops for teachers.

Amal High School – Beit Hanina:

This is the Adam Institute's second year working with the school focusing on teacher training and supervising school principal. The teacher training program has two tracks: Training and supervising a leading group of teachers - social activities coordinator, civics and history teachers; Continuing training for teaching staff on democratic values and rights.

Teacher Training: designed around a staff decision to engage in respect, partnership, honesty, responsibility, and professionalism. The goals were based on staff expectations and concerns:

- Build a common approach as much as possible across teachers regarding values to focus on in the classroom. (Currently, each teacher educates, promoting values he decides on).
- Training will reduce gap between a teacher's statements on values and their behavior in the classroom. (Teacher: "*Students notice this gap and don't take us seriously*.")
- Explore the meaning of teacher as role model. (Teacher: "*We behave differently at home than at school. We don't know how to internally deal with this difference.*")

Issues raised in workshops:

- The value of respect: Teachers noted cultural importance of respect for adults, teachers, boundaries and time. They discussed changes in Arab society, comparing perception and behavior to today's students, exploring reasons for difference. They gathered that students respect some teachers. Although discussion was initially difficult, we shied away from

comparing teachers to what makes students respect a teacher. Teachers explored dilemmas, such as desire to respect vs. desire to be honest and tell an unpleasant truth, desire to respect a student I don't appreciate vs desire to respect based on mutual respect.

- The influence of social media on values: In preparation for "Safe Internet" week, staff did several workshops to prepare for classroom teaching. We explored the clash of values: freedom of expression vs. right to privacy and a good name; freedom of expression vs fear of "political" punishment, particularly in the sensitive milieu in East Jerusalem; Politeness versus honesty (saying/writing things that are harsh but true); freedom of expression in the face of discriminatory religious opinions (derogatory remarks by students about Christians in Arab society); limits of freedom of speech. We also talked about students writing abusive words to each other, which has become rote, and has led to students leaving the class WhatsApp group. Teacher: "*Sometimes I want to use documentary videos, but I fear these films will either hurt students' feelings from a national-social viewpoint or are politically prohibited in East Jerusalem, even though the Ministry of Education allows it*."
- Implementing sessions in the classroom: Several workshops were held on how to deliver workshops to students in the classroom. How to pose questions and encourage students to speak rather than teach values as educational content and not offer suggestions. Teacher: "*We need to invest more on this and learn how to discuss topics in homeroom instead of giving speeches to our students. They're high-schoolers and are aware of many things."*

2. **Supervising and advising the principal**

   We primarily dealt with how to get teachers to engage with each other about values and with students. We prepared a training with the social coordinator. Supervision topics: How to create a sense of belonging at school, especially for part-time staff; How to generate motivation among teachers who initiated efforts related to educational values at school; How to foster a discourse on shared values in the teachers' lounge.

We agreed to continue supervising the principal on democratic values at school and teacher trainings on deepening/internalizing democratic values for staff, including conflict resolution.

A 30-hour teacher training course was held with remuneration on democratic values and rights:

Activities in Jewish schools in the western part of the city

Today it's even more apparent that without education for democracy, we won't have a democracy. It's also clear that education for democracy must begin at a young age. Radicalization and social polarization lead to conflicts between right and left, religious and secular, and other chasms. Unfortunately, these winds have led to schools to fear introducing content and activities related to teaching democracy from nonprofits unrelated to the school. This is especially true when they are mistakenly identified as affiliated with the political left or when there are new initiatives at a school, even activities requested and scheduled by the school administration.

Nevertheless, the Adam Institute managed in 2022-2023 activity to run educational programs and activities in East and West Jerusalem for 1,700 students and teachers, Jews and Arabs. Many hours were devoted to meetings with principals, teachers and teachers in new schools to plan and adapt programs, design activities for classrooms, in light of the aforementioned concerns.

Ramot Elon Mofet Elementary School:

The Adam Institute has worked with the school for several years in a row, facilitating the study of democratic principles. The Adam Institute program has become an integral part of the school curriculum, with teachers and administration committed to imparting democratic values to their student body. This year marked the first led by a new principal, who got into the thick of it and decided what to emphasize in the classrooms. The new principal, a teacher in the school, understood keenly program's importance, its benefits, and the language used by school community.

First and second graders studied the basics of the "Education for a Democratic Lifestyle" program, gaining exposure to the language of values, already established as a school language. Students enjoy the alternative learning method and look forward to the lessons taught by teachers weekly. The "My Democracy Notebook" developed in recent years is an additional tool for educators, facilitating parental involvement to monitor children's learning. Every month, the teacher sends parents a letter relating on main points of learning; democracy is an important element.

Grades 3-6 studied the "Law is Law" program: What are the laws for, and what do they protect? What is a democratic law? What is equality before the law? How do laws protect rights in general and freedom of expression in particular?

Teachers feel very connected to the content, and that's the environs in which the program is delivered to students: with love and understanding that the general processes and those arising in democracy lessons are well connected to everyday life at school. Much of the content in democracy lessons resonate also in Torah and Hebrew. Students also mention that resonance.

Here are some responses from many conversations with teachers:

A retired teacher said: *"This is not another program that needs to be taught like math, geography and Hebrew – it's a gift for life for both teachers and students. They're our future citizens, and it's important that they know democratic values from an early age. If our young people don't know how our country was founded and what it was founded upon, we'll be in a dire situation."* Another teacher said that the students really connect to the "law is law" program, cooperate in lessons in democracy and look forward to them. They really enjoy discussing topics the teacher raises and feel greater liberty in those lessons to express their opinion, which they love doing. They gave several examples of verbal violence against children and on social media. As part of the learning, students proposed creative ways of responding to inappropriate expressions and discussed whether a law ought to be legislated to curtail freedom of expression. Some thought an explicit law could help; others claimed that if they responded correctly to abusers, the problem would be solved. One student proposed ignoring insults; she said that's how she acted and the insults stopped. In general, they savor the program's methods of learning. Another teacher said using literary texts develops their reading

comprehension, even complex ones, and bolsters their ability to express themselves orally; it boosts confidence in those less likely to raise their hand and speak in class.

The school's democracy coordinator underscores the importance of maintaining democracy programs at school: *"Just like we need instruction in Hebrew and mathematics, we need it even more in teaching democracy because each time we delve deeper into a different topic, reality challenges us greatly. The Adam Institute supervision helps us respond to all these challenges. That's why it's crucial for us to plan now for next year."*

Gilo Elementary School for Society and Environment:

The Adam Institute has supervised this school for the last several years in assimilating democracy studies. As a school specializing in environmental and social studies, administration focuses on studying democracy via one particular area every year. This time, they chose the Declaration of Independence. A short training was held for teachers in each grade (some had done similar trainings but wanted a refresher). From the extensive "My Declaration of Independence" program, they devoted 6 -10 hours of activity in the classroom; each teacher chose appropriate workshops for her class, adapting them cognitively and methodologically for their students.

Student feedback was positive: they were happy to celebrate Independence Day in a different way. Some older students said the program helped understand what the protests were about and how values highlighted in the Declaration of Independence are relevant to their lives and the country's citizens. They underscored that all Israeli students should learn this material: *if we only learned it now, perhaps others haven't had the chance?!* Topics will be explored for next year.

Szold elementary school:

They chose to explore the Declaration of Independence in a limited fashion. Teachers for 4th -6th grade had a short training seminar; one taught the program in her class. Positive reactions made 'waves' in the teachers' lounge. We're exploring how to continue.

Argentina Elementary School:

The school's vice principal completed an Adam Institute's facilitation course in July 2022 and wanted implement the Adam Institute's "democratic lifestyle" program at his school, with the principal's support. Several experiential workshops were held with senior staff, sharing a wide range of content adapted to different age groups. Conversations with the school administration underscored that content and issues discussed are the heart of the school's essence; discussions with staff and students on democracy are not based on in-depth knowledge. They want to specialize in this field, noting that it's critical for future students to take part in Israeli society; their goal - educate their community to be humanistic, involved citizens. Next year, students will spend an hour weekly learning basic democratic concepts via Betzavta.

Adam High School Jerusalem:

The eighth grade educators of the Adam School formulated a program of meetings for the students, to get to know different population groups aimed at educating for tolerance, multiculturalism and against racism. In this context, Midreshet Adam was approached as an organization engaged in democracy education to conduct activities with eighth graders. The workshop was led by a Jewish facilitator and an Arab facilitator. At first, a conversation was held to get to know Arab society in general, Then there was talk of democracy education in Arab schools in East Jerusalem. The activity dealt with recognizing differences between individualsand between groups. The learning was meaningful and relevant, expressed in the questions and lengthy conversations that took place even after the workshops ended. We'll be happy to hold follow-up activities next year as well.

Elementary School "Resheet" National Religious School:

The school requested a dedicated day to "diversity and encountering difference" for whole school, grades 1-6, a key theme for their culturally diverse student body. We tailored an educational program for each grade according to ability/level, and met with principal/teaching staff to initiate training. The May program comprised 8 facilitators conducting 2 workshops in all 25 classes at school, some 100 hours of facilitation.

Countless preparation hours were invested: organizing teacher trainings, preparing didactic materials and an extensive team of facilitators. The night before, principal asked to modify the program and postpone for a month to deflect negative reactions. Then they cancelled due to fear of hostility from parents and teachers. She explained it was sensitive for the Adam Institute to run a program at a National Religious state school. Regrettably, the program was ultimately cancelled.

Ad hoc activities for teachers – 23 elementary schools in the city:

Requests came in from several schools that couldn't do school-wide programs either due to time constraints or parental/teacher concerns related to teaching democracy identified with the left at National Religious schools due to extremism, social polarization and the public mood. The teaching staff solicited educational support. While this is not our traditional practice at the Adam Institute, we felt it was important to provide a broader response for a large gamut of schools.

The Adam Institute prepared a basic set of activities for younger students on different meanings of the equality, its centrality to a democratic way of life and form of government; and equality before the law. The activities are pedagogically adapted to grades 3-6, and were used in the classroom with great success as part of annual education programs. (Granted, the time constraints did not allow for this.) The workshops were given at school, with supervision, ranging from a short conversation to a Zoom training to meeting with the teams at school. These activities were sent to 23 schools in the area, principals, and social activity coordinators.

Some schools organized lessons in the classrooms. They reported to us that although the method was new for them, they were able to teach topics to students, who greatly enjoyed the experiential learning. We'll be reaching out to those schools during summer vacation to facilitate introducing these concepts at the start of the year and adapt to different grades in greater depth.

Tel Aviv High School Education House:

The Adam Institute prepared activities for International Human Rights Day and held a short training for teachers on classroom implementation. Issues chosen were human rights and majority rule. Workshops were given in the ninth and tenth grades, to about 90 students. Educators were impressed that students showed interest in content.

State Religious Schools – East Talpiot Experiments, Arnona, Efrata:

These three National Religious schools requested programs for students grades 3-6. We met with principals to present programs and facilitate experiential workshops for senior staff. The feedback noted content's relevance and pedagogic suitability for young students but not culturally adapted religiously. For example, materials do not refer to or integrate sources and texts from Jewish religious sources, which would amplify resonance for teachers and parents. Yet the important social messages resonate with challenges at each school. They want to stay in touch/explore working together. The Adam Institute's Judaism and Democracy program could be adapted with ease.

Argentina Experimental High School, Hebrew Gymnasium, Boyar:

These high schools reached out to the Adam Institute at the start of the school year. We met with their educational teams and formulated an annual activity plan, in some cases, for teachers and students. For reasons related to heavy course loads and the need to emotionally bolster students support, programs were canceled or postponed.

Argentina Experimental High School - The school was temporarily moved to the Zipori Center in the Jerusalem Forest while their building is undergoing renovations. The school principal expressed interest in the Adam Institute democracy education program. Two initial meetings were held. However, the program was deferred as the staff is overloaded with fielding students' emotional and academic needs and logistical constraints.

Boyar High School - The Civics coordinator requested a unique conflict resolution program spotlighting Jerusalem's complexity. A 16-workshop program was designed rooted in historical, sociological, geographic, ethnic-religious-sectarian materials and tools of conflict resolution. Due to concern the program would be associated with controversial politics, it was cancelled.

The Hebrew Gymnasium - The school's principal and vice-principal requested an educational program for the 11th grade to promote active social civic involvement, emphasizing freedom of expression and racism. The Adam Institute designed an 8-workshop activity program. The school was concerned about objections from teachers, parents and students that content may be controversial and identified as politically one-sided, even though that's untrue.

We'll stay in touch with these schools to provide fitting responses to social crises unfolding nationally, which have seeped into schools. Teachers and students lack knowledge/tools to deal with the current democratic crisis; the Adam Institute is well-equipped to do so.

"Principals learning together" program at the David Yellin College of Education:

The Adam Institute was invited to facilitate workshops at a conference organized jointly by the Ministry of Education's civics and shared living unit, *Manchi*, and Teacher's Lounge in memory of Shira Banki, sponsored by David Yellin College of Education. The conference's theme: "Multicultural gatherings – a strengthening force or a threatening one?" The collaboration between the Adam Institute and the other three organizations emerged as an ad-hoc response to the social crisis in the country, filtering in to schools and classrooms.

We facilitated dialogue workshops illustrated through activities how people simultaneously belong to different subgroups: first-generation college educated; religious-secular; gender; Eastern/Western culture; Arab-Jews; young-adults; homeowners/renters, etc.). Each time participants examined their characteristics as a group. Do they want other groups to treat them as a group, and do they treat/acknowledge other groups as a **group**? Is the relationship between the two groups appropriate? What would you like to change? Facilitated by a Jew and an Arab, the workshop helped participants to observe current situations in a fresh way and experiment with educational tools for the classroom. The reactions were extremely positive; it was hard to stop the discussions. We believe in in-depth processes rather than short-term activities as a sufficient response. We'd welcome the opportunity to continue this work.

Activities in schools and the education system in Israel:

Miftan Erez Herzliya:

This school has collaborated with the Adam Institute for decades. This year's theme is "Art and Democracy", facilitated by a teacher with Dr. Uki Maroshek. Using artistic tools facilitates discussions of very conflictual issues in ways that promote dialogue. 20 teachers are participating.

Makif Rabin Tel-Mond:

In June 2023, the Adam Institute ran two concentrated activity days for 250 8th graders "You can't have a Little Democracy: Fostering a Democratic Culture and Active Citizenship", offering via the Ministry of Education's "Gefen" program. There were 12 facilitation groups, with each group participating in a 4-hour workshop. Workshops focused on freedom and individuals belonging to the group. The activity was taught experientially through the wire game where each person is connected to his group and depends on it on the one hand, yet sometimes wants to disconnect. The second workshop focused on the intersection of group freedoms.

Hamad Abu Rabi'a elementary school, Ksaife:

The Adam Institute worked with this school in the past and was approached to facilitate workshops for fifth graders. The topic chosen was accepting other, based on the "Education for a Democratic Lifestyle in Elementary School" (included in Ministry of Education's Gefen). Four classes participated, focusing on personal identity, equality, diversity, and accepting other. The experiential

activity used creative means and group discussions. Veteran facilitator Warda Mar'i Al-Atuna garnered many compliments and was invited to continue facilitating activities next year as well.

Oded High School, Kadima Zoran:

The school's administration asked the Adam Institute to facilitate 30-hour seminars for three groups of teachers: involving students on decisions relating to their lives at school; training professional staff on civic pedagogy; and on "teacher-student dialogue". The first group started their program on involving students in school decisions in late August as part of a 2-day intensive seminar at the Zippori Center in the Jerusalem Forest. The continuation of the training and continuing education of the other groups will take place in October 2023. The school's Continuing Education center shared this feedback: *It was perfect. The teachers thoroughly enjoyed the content and everything else. Thank you very much for the excellent organization. We're looking forward to continuing.*

Elementary School "The Nature of Things", Tel Aviv":

A democratic school. In August '22, a seminar for teachers was held on educating for democracy and the "Betzavta" method. Fifteen staff members participated and exploring next steps.

Hadera Democratic School:

In January 2023, a seminar and workshop were held for a mixed group of 20, teachers and students. The course dealt with basic principles of democracy, the crisis and how to deal with it educationally. We noted that democratic schools don't teach democracy as a compulsory subject.

Geula Community School Tel Aviv:

A diverse student body from south Tel Aviv. A third of the school's students are hearing impaired, some from refugee community, some Israeli citizens. We facilitated a seminar in August 2023 for diverse staff using "Betzavta" to design a program to teach democracy, garnering positive feedback.

Vitkin elementary school, Emek Hefer:

Principal Noa Mor worked as the Adam Institute for several years. In February 2023, she invited Dr. Uki Maroshek to lecture teachers and the school community on education for democracy and democracy in the education system. This lecture initiated a seminar for next year. Noa's familiarity with "Betzavta" facilitated the collaboration.

Bar Farm Activities on Democracy and the Environment:

A regional educational institution near Kibbutz Tzora that draws students from the Har Tuv area for environmental activities. We held an introductory meeting with the farm manager, staff members, Ministry of Education supervisor in Har Tov area and two representatives to plan a 30-hour course.

National Training Center for Continuing Education – Shlomi:

In July 2022, the Adam Institute facilitated four groups of national counselors on multicultural dialogue and accepting other in the education system: two in Shlomi in the north and two in Beit Yatziv in Be'er Sheva. The positive response led to an invitation to hold workshops this year as well. In November 2022/23 we facilitated workshops with two groups of kindergarten teachers, administrators and teachers who attend trainings at the National Training Center. (This administrative position overseeing kindergarten teachers runs the general program of the kindergarten teachers, helps design the annual program, coordinates and merges different units, activities, and the like). Workshops dealt with accepting other and with participants experiencing what it's like to be in the majority and in the minority. Participants assigned themselves to different social situations, characteristics, groups and subgroups. They unpacked their emotions and experiences, and at the end of the workshop we examined implications for daily life related to the differences between kindergarten teachers. The feedback for the activity was excellent. Workshops were led by Dudi Shabi, who joined the Adam Institute's facilitation team after completing courses in the north and gaining supervision.

Director of Society and Youth, Haifa District Training Center, Ministry of Education:

The Adam Institute was invited to facilitate workshops for three mixed Jewish and Arab groups on multiculturalism at school: two groups of social coordinators and one group of student council facilitators. Each group was led by a Jewish and Arab facilitator who gave a 4-5 hour workshop on freedom of expression and approaches for dealing with racism. Workshops were led by new facilitators who completed facilitation training in the north years earlier. Facilitators were: Numeiri Abujabal, Yali Ginzburg-Romach, Shafaa Jabarin, Dudi Shabi, supervised by Tamar Greidinger. Feedback: *Content is very relevant, facilitators are professional, experiential activities and discussions were fascinating and we'd welcome participating in such workshops in the future. Feedback from the Northern District Social and Youth Administration Coordinator: Thank you for yesterday's facilitation. I learned a great deal from the facilitators and content. A high bar was set for conveying basic concepts and holding a substantive discussion. In my group, they wanted an emotional discussion because people want to talk what's going on. We didn't get to discuss facilitation. Maybe we need to process more to think about what needs to be done.*

Facilitation Training courses using "Betzavta – Adam Institute's facilitation method" Converting Conflicts into Dilemmas

Israel's ongoing democratic crisis and increased violence and polarization across societal sectors underscore the acute need for education for democracy. This need is congruent with the Adam

Institute's vision to train educators to use the "Betzavta- Adam Institute's facilitation method" and avail themselves of the wide variety of Adam Institute programs. This process began in 2019 with facilitation courses for Jewish-Arab encounters, courses for multicultural facilitation groups and basic programs for education for democracy and peace. We want to expand two processes that form the core of our vision – many training courses for new facilitators.

This year, we held two courses at the Zipori Center in Jerusalem: in December 2022 + March 2023 and in July 2023. Jewish/Arab educators from formal/information education learned together.

The courses combined theoretical study in a group-experiential process using "Betzavta- Adam Institute's facilitation method". Basic democratic concepts were studied to understand group and social processes in everyday life, addressing action and passivity in democratic group processes; familiarity with different types of equality; equality between individuals and groups; minority rights in a group; majority and minority relations; and the like. In our opinion, it's important to understand democratic language and its integration in facilitation, a real innovation for most participants, because this tool creates an opportunity for equal and shared civic space in the group, promoting civic consciousness and encouraging examination of reality with these tools. The unique learning allowed participants to study democratic content experientially. The method helps participants examine cultural reality, individual resources, and subgroups/the whole from different aspects (in terms of resource distribution, culturally adapted content, etc.), allowing each participant to examine their perception in relation to previous conduct at work and consider new ways of thinking and acting. For example, how can participants who have difficulty partaking in a public discourse or in a classroom, and are thus excluded from it, come anyway and participate nevertheless in a communal discourse? The notion that a discourse is not limited to content and participant expression was a refreshing innovation for many.

The two groups, numbering 40 participants, were motivated to use tools taught in the course, particularly against the backdrop of Israel's ongoing social crisis. Course activities allowed group members to open up and discuss deep democratic issues, including equality, rights, majority-minority relations - theoretically, personally and in a group setting. Interpersonal connections were strengthened. These experiences were valuable; each one teaches in a classroom/program.

The Adam Institute's group facilitation training program comprises three stages of 30 hours of study—a total of 90 hours. This year, Phase 1and Phase 2 courses were held.

Training courses for facilitating groups for "Betzavta" democracy education – Phase 1

The positive participant feedback related to interesting content, group processes, and the surprise upon discovering that basic values of democracy constitute a platform for meaningful learning; the extent to which there is a parallel between group processes emerging in the group and processes happening outside; diversity of methods and experiential learning for teaching students and young students; physical conditions in the course and instructors; and more.

To summarize, we offered teams technical and content supervision content to implement methods taught in the course. We've been inundated with requests to participate in such a course and in follow-up courses. During the 2024-2024 academic year, we will hold similar courses.

Participant feedback:

"*I contributed, I learned; I really enjoyed the activities, and now have a bigger toolbox. It was valuable to personally experience the activities myself before I teach them*."

"*In the activity that I gave to the group, I modified it, giving students free choice.*"

"The conflict, the dilemma and the current situation was novel learning for me."

Several Jewish participants noted deep gaps in knowledge regarding personal and group history of Palestinians, status of Arab citizens in Israel and Jerusalem residents. One participant wasn't sure how the gap could be closed with the time constraints.

"*While I've participated in other bi-national meetings, the Adam Institute program allowed for*

Instructive, enriching human discovery and a discourse that opened up thinking channels that

had been 'turned off'. Thank you to our group for their honesty and authenticity."

"I experienced two years of racism from students and parents; this program was healing for me." Participants critiqued long and intense days of learning, prefer more spaced out. But that would increase costs and be prohibitive for some. We offered supervision with method implementation. We've been inundated with requests for more courses.

Training Course to facilitate democracy education, Stage Two: The connection between Democracy and Conflict Resolution

The second-phase course focused on how to move from dilemma to creative practice via study and practice of conflict resolution methods. Relevant tools were taught on dealing with conflicts in and outside the group, recognizing the equal right to freedom of all those involved in the conflict - individuals and groups.

The course was attended by 15 people from different backgrounds in formal/informal education system, Jews and Arabs, who completed the first course. Participants learned four stages of conflict resolution and reflected on conflicts in their personal, professional and national daily lives, including with neighbors, gaps in educational concepts, charged meetings between teachers and parents from different cultural backgrounds, etc... Participants had in-depth discussions and devised creative solutions, gaining new tools and approaches. They said course had a tremendous impact.

Participant feedback relating to content, the group, processes, guidelines, and interest in follow-up:

"Important, interesting content summarized and presented with examples from daily life and participants. Transformative processes within the group and for individuals - no small feat! The group comprised a wonderful collection of compelling people with engaging personal and professional identities. Of course, we missed more Palestinian participants. Staff was excellent, complemented each other well, sharpening ambiguities, challenging us, with good energy and effective collaboration. I'd love to join the next course."

"Content was fascinating. An in-depth expansion of first phase. Processes were deep and sometimes felt too intense, but the intensity contributed to the experience. However, it's challenging to internalize so quickly, and it was busy. Moderators conveyed material clearly and clarified things when needed. Course conditions were good in terms of classes, nature, food. Yes to the next course."

"A deep and meaningful dive into the method, a correct and accurate continuation of first phase which focused on getting to know the value of equality. Significant group processes. I'd like participants to experience facilitation. Great, perfect facilitators. Interested in continuing!"

"Content was excellent. The course was a step up, high level and very intensive (needs more breaks). An excellent group. Find more participants from the Arab sector. Yes to another course."

"Very important and relevant content. An excellent method for resolving conflicts, we needed another day to practice more. A great group, intelligent, pleasant, fun people. There was a great lack of more Arab participants. Instructors are very good, patient, accepting, listening and reflective. Thank you very much from the bottom of my heart. Interested in the next course."

"Excellent content taught at a high level, intensively. Try to find more Arab. Incredible group!

"I really enjoyed/appreciated that course content includes analyzing positions, needs, solutions in a conflict; it was clear that this fosters understanding of the "other side". The discussions and Uki's lecture were edifying. The group developed the ability to stop and observe processes as they occurred. People shared very thorough feedback, open to self-inquiry. With each session, we deepened our skills in deciding democratically and considerately rather than competitively. The group was very good! Everyone shared in a very positive atmosphere. Humor also contributed to social cohesion. Although there were only two Arab participants, their presence was essential and each was an incredible individual. The facilitators had chemistry and were open, implementing our feedback and changed 'on the fly' with sensitivity and understanding vis-à-vis group needs. An enriching and educational experience!"

It's very important to maintain the two-stage learning process and encourage participants to attend our follow-up courses. We plan to teach second phase courses and the third phase as well.

Activities with civil society organizations, academia and various groups

Training Democratic Youth Leadership in Ofakim w/Hosen Ofakim Community Resilience organization

Since December 2021, the Adam Institute has tailored educational programs for the Democratic Youth Leadership Project in Ofakim. This cross-generational, multi-ethnic group comprises primarily neurotypical participants and an older participant with disabilities from different socioeconomic backgrounds and faith identities; together they learn democratic principles and methods via experiential exercises, games, and discussions, which they share with their peers. We've held six seminars for this group on different topics in Jerusalem and Ofakim. The first three seminars focused on basic democratic concepts: equality, majority rule, facilitation, leadership, and conflict resolution.

Ofakim is a low-income development town in southern Israel near the Gazan border that tends, according to Hosen CEO Yahaloma Zchut, towards homogeneity in views and perspectives. Adam

Institute programs have introduced new language/terminology and processes that demonstrate majority-minority relations in a democratic society and showcase different kinds of equality facilitating relations across societal sectors.

This year, three seminars were held for a group of 22 participants, 17 boys and girls aged 15-18, an older man with special needs, 3 counselors and the program director. Very active throughout the seminars, they responded with refined understanding, internalizing content, and exhibited a strong desire to deepen knowledge. The three seminars addressed environment and democracy.

Two seminars held in December 2022 and January 2023 sharpened everyone**'s view of the environment as citizens with equal rights**; learned that **a complex view is required** when discussing various environmental issues, and sometimes – parties involved in the problem are both "harmed" and "beneficiaries"; on the way to finding **creative and new solutions** – both solidarity**and**social responsibility **are required**. The tour held by the groups (in Ofakim) sharpened the observation of the immediate environment, which is influenced by human activity and affects broad ecosystems.

In June 2023, a two-day seminar was held in Jerusalem on "Teaching Youth Leadership about Environment, Poverty and Democracy: The impact of the climate crisis on social inequity and the impact of inequality on the environment." This seminar also coalesced the group socially.

1. The connection between environment, democracy, poverty and social equity
2. Who will represent/advocate for the environmental needs of future generations?
3. The clash between environmental rights and other rights

In all seminars, youth showed interest, creative thinking and active participation, reflected in collaborations among themselves in their small groups, and in the group plenum.

Feedback for the environment, community and democracy seminar - January 2023

"There was a good vibe, which inspired me want to do more."

"I liked the quest walking around the city. It allowed me discover things I hadn't seen before."

"The group activity helped me open up and allowed make new connections."

"The activity spurred me to understand that we need to know how to refine our needs, so that they would be relevant for us."

"I enjoyed walking around the city - more active learning session gave me strength to think and wanting to change things at school as well."

"I don't come often to Hosen Resilience Center, unfortunately. But I found that every time I do come, I learn and gain value. The exposure to general knowledge and ways of working were fascinating - I enjoyed working in a group so much, even when there were disagreements. It was fascinating to learn about myself and my friends."

"I was happy to participate, and I intend to do more."

"I don't take for granted that the Adam Institute came from such a great distance. Because activities are more active, I feel better and more connected. The values we learned are really important, too.

I'm happy that we young people are given tools and power to change! We'll also try to change."

"I was debating whether to come because of my busy schedule. I have confidence but also paralyzing fears when I participate in the group. But I got stronger and I'm grateful that Yahaloma didn't give up on me. I loved walking around the city. I gained valuable tools, and I hope that I'll make an impact."

"The Adam Institute seminar left me with a taste for more. There's added value to this kind of learning. I learned a lot, both about myself and about the environment."

Yahaloma Zchut, founder and director of Hosen Resilience Center: *Since our young leaders started participating in Adam Institute seminars, I noted a huge change in their approach to individual rights and human rights in general. Each project opens our eyes, youth leaders and staff, to additional social/societal issues, expanding our consciousness. Environment touches on personal and public space. We have a personal & public responsibility to protect the planet, and it's essential to understand its connection to democracy. We learned global responsibility. Participant feedback affirms that there is no substitute for discourse, study, observation and broadening horizons through social involvement. Our work together gave them confidence and tools for activism.*

TikTok: https://www.tiktok.com/@hosen_ofaqim/video/7189559299377614081; TikTok Collection Youth Community Resilience Horizons: https://www.tiktok.com/@hosen_ofaqim

The Democratic Youth Leadership is eager to continue. Help us raise resources to do so.

Dean of Students Hebrew University – Youth Programs, Social Involvement Unit:

Coordinators of staff caring for at-risk youth in Jerusalem and students with scholarships – Youth Programs, Unit for Social Involvement

A graduate of the Adam Institute's facilitation training program overseeing youth programs at the Hebrew University of Jerusalem initiated this collaboration. Several meetings were held with the management of youth programs, social engagement unit, coordinator of youth programs and other coordinators. Workshops and conversations dealt both with theoretical knowledge for multicultural/group facilitation and experientially trying out several activities, selected after a democratic decision-making process (needs presented, goals defined, several ideas raised, and compatibility between needs, goals and selecting the right match).

We worked with 7 facilitation groups, each numbering between 13-18 participants, who engaged in activities on diversity and multiculturalism in general, with an eye on Jerusalem. The 96 students participating taught the material to 480 young Jerusalemites in East and West Jerusalem. Students reported that the topics were very relevant and facilitation method was innovative and interesting, affording them a valuable tool. Resonance has led to planning activities for the upcoming academic year with the students and the youth.

Desert Stars Democratic Leadership Training Seminars for Men/Women's Preparatory Programs:

This groundbreaking program provided foundational education about democratic principles and their particular relevance to Bedouin young leaders via experiential workshops. The goal of the Desert Stars Institute is to create a new generation of young Bedouin leadership that will bolster the reality for the Bedouin population in the Negev. Desert Stars operate from ages 14 to 20+ and prepare for ages 18-20. They empower mission-driven young people to realize their individual/collective potential as change-making leaders. This is the Adam Institute's second year running programs for "Desert Stars", now focusing on the gap-year program participants. A men's preparatory program called "Incubator for Leadership and Entrepreneurship" and a women's preparatory program called "Raidat for Women's Empowerment and Leadership". Both seminars were moderated by Dr. Toweibah Mjdoub and Mr. Saber Rabi.

Two-day seminar, Raidat Women's Preparatory Program for Women's Empowerment and Leadership, March 2023 – This seminar focused on clarifying democratic concepts through a group process, including what's a right, equality, types of equality, majority/minority, tyranny of majority.

Content: The group discussed equality, its meaning and types, and gender equality. Participants talked about the importance of girls getting the same opportunity in terms of academic studies. "Our society still finds it difficult to allow a girl to study far from home or travel abroad, but our brothers are allowed..." Several participants focused on discrimination due to skin color. "For us in the south, this is a critical question. Black people are treated as inferior. You don't marry them; even our language treats black or the color black as something third and inferior."

Question of religion and democracy: Some participants claimed Islam and democracy contradict each other. "We're afraid of openness and a boundary-less society. Religion and tradition define certain boundaries for us. While we sometimes break the boundary, it's better to have some."

The tour: Anwar Ben-Badis guided a tour of the Eltori neighborhood overlooking the Old City. He gave the ancient and modern history of Jerusalem. Participant: "While I come to Jerusalem to pray, I was never taught about the holy places of the religions and the complicated history of the "small" old city. At the end of the tour, participants and counselors expressed their appreciation for learning about the Old City's complexity, history and current reality.

Feedback from the team of Raidat Desert Stars Preparatory School:

Participants enjoyed the seminar. They never learned civics at school because of the pandemic. The Adam Institute taught these topics in a relatable, creative way. Activities/facilitation were compelling, professional, with content relevant to daily life. The tour was also very educational.

Testimonial from Director of the preparatory school:

"*Dear Yolanda, Thank you from the bottom of my heart for organizing the excellent Democracy seminar. Participants gained a greater understanding of democracy, injustices and how to foster change. It came at a great time of the year for us, and facilitators Toowibah and Saber were excellent. Combining methodology and games lightened the atmosphere and kept participants focused. Anwar's guided tour was also very interesting! Logistically, you went above and beyond, caring for all our needs, enabling participants—young women, many of whom have never slept*

aware from home - to devote themselves to learning, with distractions taken care of. Thanks again, I'm sure we'll be in touch again for next year, Ella."

A two-day seminar for the boys' preparatory program, Leadership and Innovation Incubator, Kibbutz Ruhama, May 2023

A two-day intensive seminar for a new cohort of the boys' seminary. Implementing what was learned from the previous seminar, the program kicked off with introducing basic democratic concepts and clarifying their meaning in a group process: what's a right, the concept of equality, types of equality, majority/minority, tyranny of the majority. The workshops resembled the first women's seminar. 29 boys participated, facilitated by Saber Rabi and Dr. Toowibah Mehjboob.

Evaluation by group facilitators:

Content: Participants were interested in activities and took the discussion in directions related to their lives. After talking about democracies, they tried to apply what they learned to their respective regional councils or municipalities. They explored complexities related to freedom of choice and tribal affiliation. They gave examples of local council heads promoting interests of those close to them. The question of gender also came up. They tried to understand how their society behaves in this context, questioning why couples can sit in a restaurant to eat in the city or abroad but aren't willing to do so within their locality. While they opposed marrying at a young age, especially for girls, they didn't want it to be a girl's private decision. Parents must be involved.

The facilitators said poor physical conditions complicated execution of activities. The program was meaningful; participants requested another seminar.

Participant feedback:

• It was important to learn the difference between desire/right. It cleared things up in my head.

• I have rights for transparency...as a citizen I can check the municipal budget.

• I learned about different types of equality. Beforehand I knew only one definition. It opened my horizons to understand things in a deeper and broader way.

• It's better to hold the seminar only in the mornings and add a day. It was hard to concentrate.

Feedback from the Group's counselor: Facilitators Sabar and Towibah taught participants about democracy and identity through experiential activities. The material was important and challenging. Participants took things seriously and were granted space to think deeply and enjoy themselves. I also found it instructive and very important. Facilitators conveyed things in a great way for the group. I highly recommend that we continue.

Project summary: At the final meeting in May 2023, the Desert Stars team expressed a desire to integrate these seminars into their preparatory program curricula. They underscored the content's importance in addition to their training programs, affording practical tools to participants and staff.

Desert Stars and the Adam Institute explored how to raise resources for upcoming seminars.

Kibbutzim College of Education, Technology and the Arts: Every year, the Adam Institute gives a lecture as part of the Kibbutzim Seminar's Facilitators Course on Yitzhak Rabin Memorial Learning Day at the College. This year's theme: "Partnerships Build Democracy with an Emphasis on Recognition of Different Identities in Israeli Society." The lecture on 20 October 2022 focused on dialogue and democratic discourse. Another lecture was delivered on November 22 and dealt with education for democracy and democracy in the education system.

Story-Hikaya: An NGO that promotes discourse on the various narratives of the Israeli-Palestinian conflict, invited Adam Institute Executive Director Dr. Uki Maroshek-Klarman to two public Zoom meetings of primarily educators and civil society activists to get acquainted with Adam Institute programs and the "Betzavta" method. The February 2023 meeting drew 60 educators and civil society activists. A second Zoom meeting was held in August 2023, drawing 50 educators and civil society activists. Dr. Maroshek spoke about Betzavta and different narratives of the Israeli-Palestinian, touching upon dual narrative, multinational narrative, identity narrative, and groundbreaking narrative. Link to lectures:https://youtu.be/6mUCqQFlA34;https://youtu.be/hlcSBgp40jc)

The Sustainability Center, Zipori Center, Jerusalem Forest

For the last several years, the Adam Institute has supervised the Zipori Center's training team creating a sustainability content center in the Jerusalem Forest. A new project coordinator joined last year and created new activities. The Adam Institute's "Environment, Society, Community" program was proposed as it underscores the interrelationship between environment and society.

Zipori's training team did a short training on basic concepts of democracy, considering how to incorporate democratic values within various activities taking place in the open area.

Another emphasis is Jewish-Arab youth encounters, who attend activities in the forest. Planning a meeting in the forest requires preparation in the classroom and culturally adapted activities for various audiences: if they prepare food together, how to be mindful of kashruth observance; activities adapted to girls; and working with different devices. These factors were explored in the discourse between the educational teams and the young people.

Israeli Movement – Training Course: The Adam Institute has worked with this organized for the past two years. The Israeli Movement NGO aims to narrow the gap between citizen and government by strengthening local democracy in various communities throughout Israel. The Adam Institute held two seminars this year for the nonprofit's staff, teaching conflict resolution methods as a tool in communal political work. In January 2023, a seminar was held on promoting an Israeli social contract. Senior staff gained ways to promote discourse on the social contract in Israel

"What's feminism now?" Online Course collaboration with Misgav Regional Council's Education Department on feminism and democracy. The course in September '22 comprised women from Misgav Regional Council and elsewhere. Topics: What's gender equality?; Equal employment and

workers' rights; The personal is political – does it suit us?; Women – Peace and War; A fitting model of democracy for women?

Lectures as part of the "Education Protest" Forum At the Herzliya Gymnasium, Tel Aviv, the first assessment meeting of #StruggleEducation on April 10, 2023, drew 60 educators. Dr. Maroshek lectured, facilitated workshops on conflict management in the education system, and co-facilitated workshops with Dr. Keren Katko Ailey, an expert in activist pedagogy to promote active citizenship.

Havat Bar, Mateh Yehuda: A group of teachers from the Education Struggle initiated the seminar with the Adam Institute for educators of the Har Tov Regional Council in the Greater Jerusalem area. Dr. Maroshek's lecture explored conducting a conflictual discussion on controversial democratic issues in the classroom. Other lecturers include Prof. Yossi Dahan on the impact of the government coup on the state education system. Representative of the Association for Civil Rights in Israel presented on teacher rights – The law granting legitimacy to teachers to engage in current affairs and Dr. Maroshek on conducting discourse in the classroom. Participants include the director of the council's education department, directors of Kedma education network, and others.

A lecture and discussion **at the Habonim session for educators from the Hof HaCarmel area** took place on 31.8.2023. Shahar Segev, a leaders of the education struggle, spoke about the role of teachers in times of crisis. Two additional lectures were held in September 2023 in Hashachar Regional School in Ein HaHoresh and at Herzog High School in Kfar Saba.

McCann Tel-Aviv advertising agency: A series of lectures/workshops on "Betzavta", initiated by Yael Gewirtz, Social Impact Leader at McCann Tel Aviv. A two-hour presentation introduced "Betzavta" as a means to maintain respectful discourse in times of conflict. The lectures are intended for managers and employees of business and social organizations. The four Adam Institute lectures drew great enthusiasm. McCann graciously donated a sum exceeding the lecture rates.

New Programs

Podcast Democracy Deepens with Education podcast

Israeli society is polarized, with ongoing disputes regarding democracy. Political debate continues against a backdrop of insufficient understanding of democratic values, way of life, and government. Educators, parents, youth group leaders and the public don't have the tools to address these topics. The current shying away from discussions around democratic principles like checks and balances and separation of powers leads to ignorance, misinformation, and heightened polarization.

Responding to this need, the Adam Institute collaborated with Dr. Keren Katko Ailey to teach democratic principles in a format accessible to teens, teachers, parents and the general public. Our podcast is intended for educators and teachers, teenagers and parents, who want to integrate democratic principles into their daily discourse in the classroom, among friends and friends, in youth

movements and the general public. Each episode revolves around a specific democratic principle through a story from everyday life, moderated by two facilitators and professionals from different fields who discuss or illustrate the democratic principle. Each episode includes a lesson plan for formal/informal education; training courses will be offered to educators on how to make use of this medium and the lesson plan to teach in the classroom.

1. The ABCs of democracy
2. Equality as a democratic value
3. Implementing equality: opportunity, law, rights
4. The importance of checks and balances
5. The role of free press in a democracy
6. Understanding the importance of the right to vote and elections
7. The connection between civil rights and civic obligations
8. Ensuring minority rights
9. Celebrating diversity and pluralism
10. Democratic decision-making
11. The role of civil society in a democracy
12. Media literacy in the age of disinformation

This project is supposed by the US Department of State, the Rayne Trust and some private donors.

Democracy in Crisis–Activities on Current Issues for Classroom Discussion–New Program

A new program was developed to address the educational need for professional activities to understand democratic issues, clarify short-term and long-term implications of the regime changes proposed, and provide democratic tools to deal with them. (AlsoThe State Education Law recommended education for democracy, critical thinking, and social involvement; Director General's Circular: The National Program for Meaningful Learning – The Educational Discourse on Controversial Topics; and the State Education Law, 5713-1953, section 2).The program addresses ten topics for class discussion with one or two activities and a brief theoretical background. The Betzavta method serves as a foundation thread.

The themes of the program: equality – the concept of equality and its meaning in a democratic regime; freedom of expression; majority decision and majority tyranny in a democracy; separation of powers; election of judges in a democracy; the right to be elected; the limit of compliance; the grounds of reasonableness; legitimate protest in a democracy; the gender aspect of the legal coup. Some materials have been published and disseminated on social networks for educators and social protest activists in various groups. We're completing the graphic design and uploading it to social media, distributed to educational teams throughout the country and we will encourage contact with Adam Institute to deepen knowledge on how to guide the lessons and hold additional face-to-face seminars. We will also hold Supervision meetings on Zoom for those who are interested. We thank **Meitar Law Firm** for donating to produce the program.

Poster "The Letters of Democracy"

A joint project between Dr. Keren Katko-Ailey, who leads an activist pedagogy community, with Dr. Uki Maroshek, the Adam Institute's Executive Director, and Amnon Reichman of the Forum of Law Lecturers for Democracy. A poster was designed for elementary schools (later also for high schools) to create a school "democracy wall" featuring basic democratic concepts. The poster has been uploaded online for download and printing. Schools are invited to send photos of their classrooms with posters of the letters on the walls of democracy they create.

International Activities – Courses based on "Betzavta- Adam Institute's Facilitation Method"

International Courses and Activities

For more than twenty years, the Adam Institute for Democracy and Peace has shared the fruits of its unique and prize-winning "Betzavta-Adam Institute's facilitation method" with facilitators, educators and professionals across disciplines, teaching in-person seminars around the world, primarily in Germany. The method was created by Dr. Uki Maroshek-Klarman, our Executive Director. Based on democratic principles, the "Betzavta" method combines engaging, experiential learning that's rooted in philosophy, sociology, social psychology—and fun. It's suited to every educational background. This teaching method is in great demand today.

In May 2020, the Adam Institute established the "Betzavta" Online Academy, translating the emotional verve of its in-person trainings into a digital format that maintains the vibrancy of an in-person experience. Thus far, 46 courses were taught on top issues of the day: the connections between democracy and racism, sustainability, feminism, conflict resolution, disability rights, multiculturalism, etc… taught experientially to students from all over. Participants regularly commend the excitement in the virtual classroom. Teaching on Zoom allowed AI to circumvent borders, boundaries and checkpoints, facilitating globalization of democratic values. It also provides another source of income.

Between August 2022 and July 2023, four international courses were held online and one in-person. The topics were: "Educating for Democracy and Democratizing the Educational System"; Conflict Resolution through the Prism of Gender; "How to cofacilitate on topics of democracy and Peace"; and a course on democracy education for elementary-school teachers at ***Sela Public Charter School, Washington DC*** .

The in-person course was held at the Gustave Stresemann Institute in Bad Bevensen, Germany. The Adam Institute has a longstanding relationship with the Institute, teaching "train the trainers"

course for veteran Betzavta trainers over the past three years. In recent years, longtime partner Technische Universität Berlin recently hosted five international online courses with the Adam Institute, organized by Dr.-Ing. André Baier, Coordinator of the Sustainability Certificate for Students. Dr. Baier and Dr. Maroshek are collaborating on a book to be released by the university. Additional online and in-person courses are planned for German participants.

Conflict Resolution through the Context of Gender - The third course on this topic was held from October-December 2022, drawing participants from Germany, Italy, Spain, Holland, England, USA Israeli, and Palestinian women. Participants were asked to create a female conflict narrative from their respective regions of origin as well as innovative alternative knowledge to existing approaches to conflict resolution, which is overwhelmingly created by men.

Education for democracy and democratization of the education system – Online course taught in February-March 2023 examining various models of promoting democratic processes in the education system and developing them to foster active citizens in a democratic regime. Participants learned about various types of student council, the connection between student council and what happens outside the school walls, and student council elections. “Betzavta” facilitators welcomed the training that did a deeper dive into the issue of education for democracy and ways to implement it in the education system.

How to cofacilitate on topics of democracy and Peace”; Dr. Maroshek-Klarman and Mr. Saber Rabi cofacilitated a course in February - March 2023 on how to cofacilitate in education for democracy and facilitate encounters between polarized groups. The course explored the relationship between facilitators and processes in a facilitation group, examining power relations in depth. The course drew “Betzavta” facilitators and others, hailing from Germany, Israel and Palestine.

Online course for teachers from "Sela" Public Charter School, Washington, D.C. USA - A 24-hour online course on teaching democracy in elementary school taught August 18-24, 2022. Some 80% of its students are African-American. The school teaches Hebrew language. The program was taught the Senior Staff who passed it on to their teachers. Two staff members also participated in an international seminar on teaching democracy. We’re exploring how to continue.

The in-person course was held at the Gustave Stresemann Institute in Bad Bevensen, Germany. The Adam Institute has a longstanding relationship with the Institute and has taught “train the trainers” course for veteran Betzavta trainers over the past three years. In October 2022, a course was taught on democratic models for social activism (volunteer, protest, communications)

In recent years, longtime partner **Technische Universität Berlin** recently hosted five international online courses with the Adam Institute, organized by Dr.-Ing. André Baier, Coordinator of the Sustainability Certificate for Students. Dr. Baier and Dr. Maroshek are collaborating on a book to be released by the university. Additional online and in-person courses are planned for German participants. In addition, two groups of young participants from Germany are slated to arrive in

November 2023 and March 2024, including a group from District Youth Council of Upper Bavaria K.d.ö.R. We would welcome additional avenues.

An article by Dr. Maroshek-Klarman with Prof. Raphael Cohen Almagor from England was published in a book published in Poland on the issue of gender in Israel.

In February 2024, a training course will be held at the Technical University of Berlin; and in March 2024, a group of university students is scheduled to arrive in Jerusalem for a four-day course. These courses constitute a direct continuation of the relationship between the organizations.

Bavaria's Youth Council: In November 2023, a group of 20 young men and women organized by the Bavarian Youth Council of Upper Bavaria K.d.ö.R will arrive for a week-long course that will include a meeting with a group of 20 Israelis and 20 Germans. The course will take place at the Zippori Center in the Jerusalem Forest. Due to the war, the course was postponed until the spring.

The Centre for Civic Education and Human Rights and Documenta: Mr. Saber Rabi represented the Adam Institute in a seminar on September 26-28 devoted to the subject of educational coping with the consequences of the war. It was attended by representatives from Croatia, Serbia, Russia, Ukraine, Germany. Saber presented on the Adam Institute and Betzavta, our experience in civic education for conflict resolution, and gave a workshop to demonstrate the method. Seminar participants are keen to explore collaborations.

Public Board of Directors Management of the Association

Since the General Assembly convened on November 11, 2022, members of the Executive Committee and members of the Audit Committee have met periodically throughout the year on:

- The Adam Institute's budget and exploring additional sources of funding – a Finance Committee was established to think jointly about new sources of fundraising;
- Receive a report from the staff on annual activities

The Board of Directors has fourteen members and the Audit Committee has two members, who assisted throughout the year in the activities of the Association. We thank them all:

Board of Directors: Guy Ben-Shahar, Chairman, Nava Eisin, Amnon Verner, Miriam Goldstein, Adnan Daoud, Rabbi/Dr. Benny Perl, Yoav Silbert, Nicky Lacks, Amili Inbar, Peer-Lee Shahar, Inbal Gur Ben Yitzhak, Jonathan Maresky, Reut Finger Dasberg;

Audit Committee: Adi Rosenthal, Yitzhak Sarig.

We feel great sorrow over the untimely death of our friend Adv. Adel Freij, a board member since 2012. Adel was laid to rest in Kafr Qasim on 16 September 2022. May his memory be blessed.

The Adam Institute expresses its sincere gratitude to all the foundations, organizations, and centers that supported and financed the activities over the past two years, 2021-2023. Special thanks to the individuals from Israel, Europe, the United States and Canada who supported the Adam Institute during our crowdfunding campaign in February 2022 to support our educational work supporting for democracy and peace education.

Israel: The Jerusalem Foundation; Ministry of Education; Meitar Law Office; "Chag Bagag"; Orna and Tzali Reshef, and Arledan Investments Ltd.; Other private donors.

Europe: Through the Jerusalem Foundation – BMW Germany; The Hamburg Foundation, founded by Prof. Riemsteme, Germany; The Rayne Trust; The Felm Center; the European Union (for a project completed in 2021)

United States: U.S. Department of State, U.S. Embassy Jerusalem (for "Democracy Deepens with Education" podcast project)

The Executive Committee thanks all staff members for their enlistment and efforts in the success of the Adam Institute's work.

We wish everyone quiet and safe days, peace and equality.

In gratitude,

Guy Ben-Shahar
Chairman of the Board of Directors

Dr. Uki Maroshek-Klarman
Executive Director

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Your support of the Adam Institute is tax-deductible.

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