המדרשה לדמוקרטיה ולשלום
كلية للديمقراطية والسلام
Adam Institute for Democracy & Peace
in Memory of Emil Grunzweig
על-שם אמיל גרינצוויג
على اسم إميل غرينتسفايغ
אדם
Adam
لآدم

October 2024, Tishrei 5784

Adam Institute Annual Academic Year Activity Report – 2023–2024
September 1, 2023 – August 31, 2024

Dear friends of the Adam Institute,

A year has passed since the Black Shabbat of October 7. The war continues in the north and south, with many casualties, while countless families have been forced to leave their homes, uncertain when they will return. The continued existence of democratic institutions as we once knew them is not assured, and deep rifts divide Israeli society. The hostages have yet to return home, as required by the social contract between the state and its citizens. At the Adam Institute, we have not abandoned our democratic values or our hope for peace. In difficult times, we turn challenges into action, as we have throughout this year and will continue to do.

We began preparing our activities in August 2023, with some programs starting in September. The war that broke out on October 7 required us to reorganize and adapt our programs in both content and schedule. We introduced new tools and special programs to bring democratic values to formal and informal educational settings and reach additional groups.

We are proud to report that we closed the 2023 fiscal year without a deficit and expect the same for 2024. A CPA-audited financial statement is attached for your review.

This report presents our activities and programs during the 2023–2024 academic year.

Summary of Main Activities in 2023–2024

1. **Activities in the education system**: We held training sessions, workshops, and lectures in 31 elementary and secondary schools, reaching about 6,000 educators, students, and pupils. Of these, 22 schools were in East and West Jerusalem, involving approximately 4,500 teachers and students — both Jewish and Arab. Activities also took place in 9 schools in Herzliya, Tel Aviv, Emek Hefer, Tzoran-Kadima, Yodfat, and Bnei Zion. A unique 60-hour training program, co-led with Dr. Keren Katko Eyali, an expert in activist pedagogy, was held for a group of teachers specializing in civic and social engagement education.
2. **Democracy facilitation training courses using the Adam Institute method**, ***"Betzavta (Together) – Transforming Conflict into Dilemma"*** – Three courses were held in Jerusalem, training 42 educators and civil society activists. These facilitators, along with those trained in previous years, joined the Adam Institute's facilitator team, with several leading projects.
3. **Joint activities with social organizations, institutes, and academic institutions**:

- A joint course with "Ofakim Community Resilience" for democratic social leadership training for youth from Ofakim, held in Jerusalem.
- Workshops for coordinators and counselors working with at-risk youth, within the Hebrew University's Social Involvement Unit programs.
- Development of a program and study days with the Leo Baeck Institute in Jerusalem, combining Buber's humanistic-dialogue approach with the Adam Institute's democratic-dialogue model, aimed at faculty and students.
- Seminars with the faculty and students of Seminar Hakibbutzim College.
- Online lectures for educators and civil society activists within the "Sipur-Hikaya" initiative.

4. **Development of new programs** – Designed to address pressing issues of democracy and peace education in the context of the war:
   - ***Podcast – "Democracy Begins with Education"*** – Each episode explains one democratic principle and its practical significance, accompanied by an experiential activity plan. We also received funding to produce an Arabic-language podcast for release in.
   - ***Democracy in Crisis*** – A program of ten current democratic issues for classroom or group discussion, translated into Arabic.
   - ***Peace Education During Wartime*** – A program presenting peace-education issues we believe can and should be addressed even during war. (To be translated into Arabic.)
5. **International activities** – This year we conducted three in-person courses in Germany: two at the Stresemann Institute's training center in Bad Bevensen, and one at the Technical University of Berlin.

Vision and Goals for the Coming Years

The activities described in this report reflect the Adam Institute's continued commitment to democracy and peace education in the face of the challenges facing Israeli society following October 7 and the war. The experience gained and the new programs developed during this period have strengthened the foundation for our next steps.

The ongoing erosion of democracy in Israel and the reluctance of many citizens, educators, and policymakers to address the need for peace with our neighbors make our work more essential than ever. Building on our experience and ongoing activities, we are now working to expand our educational programs, reach new audiences, and strengthen cooperation with civil society organizations. Our vision is to make education for democracy and peace accessible to more

people, in both formal and informal educational settings, by adapting existing programs, developing new pedagogical tools, and training more educators and facilitators.

Our key priorities build directly on this work and are already being put into practice:

- **"Democracy Is in Our Hands"** – Training citizens to facilitate groups in their communities and promote democratic principles. In the first phase, 80 participants will be trained, each committing to facilitate three groups focusing on equality, freedom, and human rights. *Funding has been secured for this phase.*
- **Podcasts** – Continuing the Hebrew series *"Democracy Begins with Education"* and launching its Arabic-language version to make democratic knowledge accessible to wider audiences, including when students cannot attend school. *Funding has been secured, and additional contributions would enable us to expand the project.*
- **Peace Education Programs** – Broadening the reach of existing programs through partner organizations, social media, educators, and other channels, while training new audiences in peace education.
- **Adam Institute Facilitation Courses** – Expanding our training courses to develop a new generation of facilitators equipped to advance democracy education.
- **Educator Training in Activist Pedagogy** – Working with Dr. Keren Katco Eilay to strengthen educators' capacity to take an active role in promoting democracy and peace.

These priorities represent the continuation and expansion of work already underway. We are making every effort to secure the resources and build the partnerships needed to implement these initiatives more widely and sustain their impact.

With hopes for better days of cooperation, equality, and solidarity,

Dr. Uki Maroshek-Klarman,
Adam Institute CEO

We would be grateful for your continued support of the Adam Institute for Democracy and Peace, especially in these challenging times, as we continue our work promoting democracy, human rights, and peaceful conflict resolution.

To donate: https://www.adaminstitute.org.il/donate_en/

We would also welcome the opportunity to connect with you and explore possibilities for future educational activities and collaborations.

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Activities in the Education System – 2024-2025

Activities in Primary and Secondary Schools in Jerusalem

The Adam Institute's activities in Jewish and Arab schools in Jerusalem during the 2023–24 school year, supported by the Jerusalem Foundation, continued despite the challenges of war. Known for its professional and relevant programs, the Institute operated in both East and West Jerusalem schools and began collaborating with the Education Department of the Jerusalem Municipality "Shared Learning" program.

Following planning in August 2023 and adapting to the outbreak of war on October 7, the Institute conducted tailored programs, school visits, and facilitator training. In total, 22 schools were reached, involving around 4,500 students, teachers, and staff.

Activities in Arab Primary and Secondary Schools in East Jerusalem

During the first month of the war, lessons in Arab schools in East Jerusalem moved to Zoom, and students were only allowed to return to school after about a month, though not all returned immediately. Special guidance was provided throughout the year for principals, coordinators, and teachers to address students' anxiety and feelings of insecurity following the war.

Al-Sufara Boys' Elementary School B'

This is the third year the Adam Institute conducts activities at the school to support multi-year educational processes. Activities and content were planned through ongoing meetings with the principal on current issues and consultations with advisors. The war affected all institute activities. Planned concentrated workshops for teaching staff outside the school in the first term took place only in April due to staff concerns about security. The curriculum also addressed the war, highlighting the challenge of reconciling democratic values with Jerusalem's reality. Despite the war, activities included:

1. Teacher training to lead school dialogues focused on democratic principles, teamwork skills, honesty, commitment, constructive criticism, and addressing current dilemmas.
2. Student council training – workshops and activities to strengthen young leadership based on democratic principles, reaching 550 students.
3. Expanding parental involvement – 40 mothers participated in two groups: veteran mothers and a new group.

New Mothers Group (17 mothers): Meetings during school hours facilitated participation, though some could not attend all sessions due to work. Early sessions focused on personal

introductions and expectation alignment. Later, the principal and counselor introduced the program as enrichment for mothers, not directly about their children. Nearly half of the mothers were from Shuafat refugee camp, sharing difficulties, especially during the war. Discussions focused on the war's impact on their lives and their concerns as mothers: "It's hard to talk about myself without my family. I learned to think through my family and children."

Veteran Mothers Group (23 mothers): Continued from the previous year, discussions addressed the war's impact on their lives and ways to foster dialogue with children. On July 2, 2024, a concentrated day at Tzipori Center involved mothers, the principal, counselor, and two secretariat representatives. They studied equality concepts and discussed their family relevance, including injustice and gender discrimination. Small and large group discussions explored strengthening parent-school connections, special education inclusion, and increasing parental involvement. Mothers requested continuation of activities next year with additional social events and further group cohesion. Feedback included: "It was worth coming for myself. I leave today with new energy."

Shuafat Girls' Elementary School

The Institute has worked continuously at this school, adapting programs annually with the principal and staff. This year focused on democracy education in homeroom classes, emphasizing acceptance of others. Activities included: consultations with the principal, professional development for 20 teachers, and program implementation with 400 students. Due to the war, full staff workshops were replaced with training for coordinators who then guided the teachers. Individual sessions supplemented these efforts, found to be more effective than training via coordinators. Programs will continue next year.

Issawiya Boys' Elementary School

The Institute coordinated with the school principal on staff training programs addressing civic values and pedagogical tools. Meetings in November and December focused on teaching civic lessons amid war conditions. Planned training was postponed to the next school year due to war-related constraints.

Al-Omariya Elementary School

Interest in the "ABC of Democracy" program continued under a new principal. Meetings with the principal and coordinators planned professional development sessions, but workshops for the full teaching staff did not occur due to the war. Plans will resume next year.

Al-Waha Special Education School, Shuafat

Targeted at students aged 6–12 with special needs, the school's principal collaborated on a teacher training program on social rights from a special education perspective. Activities included consultations with the principal and coordinators. A comprehensive training program was planned, but sessions were postponed due to addressing war-related impacts on students.

Shuafat Girls' Junior High

The Institute continues multi-year initiatives, focusing on school-based processes and adapting previous year's adjustments. Two main topics were addressed: integrating democratic principles in student council work and teacher training on addressing school violence. Activities involved 30 teachers, the student council, and 400 students.

- Coordinator training focused on student council elections under war conditions. Students preferred in-person elections despite attendance challenges from Shuafat camp.
- Teacher training initially addressed student violence, using a conflict resolution activity book. Teachers reported improved conflict management, e.g., in resolving class leader disputes. Year-end discussions proposed next-year strategies, including reinforcing staff responsibility, conflict resolution programs, and parent-community engagement.

Ras al-Amud Girls' Junior High

Ongoing initiatives focused on democratic principles and gradual social development. September meetings with the principal addressed educational dilemmas and activity planning. Despite the war, activities included training 30 teachers and guiding 480 students, alongside student council mentoring. Conflict resolution workshops established young leadership groups for grades 7–8. Student council elections proceeded as planned. Year-end workshops at Tzipori Center emphasized social cohesion, brainstorming new initiatives, and planning activities for the next year. Feedback highlighted the value of off-school meetings: "Outside school, I felt freer to speak," and stressed student responsibility and engagement.

Amal, Beit Hanina

In its third year at the school, the Institute trained teachers in democratic values and classroom guidance skills through two tracks: leading staff teams and professional development for 35 teachers over 30 hours. Workshops addressed war-related challenges, school regulations, freedom of expression, student violence, and motivational decline. Teachers explored balancing leadership with helplessness, and student engagement initiatives included organizing community support activities, outdoor lessons, tournaments, cultural events, and enrichment clubs. Focus

areas for the next year: staff cohesion, applying values practically, and fostering social responsibility.

Rawad al-Quds

Activities adapted to the school's vision, balancing Arab cultural preservation with democratic and humanistic principles. Focus areas included tolerance training for leadership staff and preparing a "Rights and Belonging Week" in March. September activities targeted grades 7–9 and 10–12 separately, including workshops, lectures, Jerusalem tours, family heritage research, and school plays, engaging 28 teachers and 450 students. Pedagogical methods included texts, videos, group work, and investigations. Year-end feedback emphasized further training for teachers and parental involvement.

Issawiya Girls' Junior High

A new school joined the program. The principal requested teacher training on democracy education and pedagogical methods. Activities began in September with planning meetings and culminated in a short March workshop covering basic democratic concepts and facilitation skills.

Activities in Jewish Schools in West Jerusalem

New schools approached the Adam Institute to conduct activities in the field of social and civic education. On the other hand, some schools requested to postpone the planned activities due to the uncertainty during this period and the pressure on teachers to advance in the regular curriculum, leaving no time for additional content.

Ramot Alon Elementary School:

The Adam Institute has been supporting the school for several years in implementing democracy education, which has become an integral part of the school curriculum. Approximately 190 students participate in the program along with the entire teaching and management staff. Each year, the educational team focuses on a new subtopic related to democratic values and institutions.

In August, an annual curriculum was prepared in cooperation with the principal and school staff, and in September, coordination meetings were held with the classroom teachers, who began teaching democracy lessons. However, with the outbreak of war, the lessons were halted. Upon returning to school at the end of November, it was decided to continue the democracy program as planned:

- Grades 1–2 studied the basic concepts of democracy through the "ABC of Democracy" program.

- Grade 3 focused on rights in democracy.
- Grades 4–6 studied democratic leadership, with emphasis on school leadership: What democratic values are required of a leader? What values are necessary to lead the student community? What are the equality values between a leader and their voters, how to identify negative leadership, and ways to resist it?

Learning these topics has a significant impact on the students, even if the effects are not always immediately visible. Questions sometimes arise regarding how these lessons are applied in the daily lives of teachers and students. For example, after a lesson on equality, including gender equality, the class celebrated a birthday. The birthday child distributed gifts: keychains shaped like soccer balls to boys and pens to girls. One student felt uncomfortable and initiated a discussion: "Why decide for us? Maybe I want a soccer keychain?" Following the discussion, students suggested ways to allow choice in the future, such as a preliminary survey or diverse gifts. In another example, a teacher chose to conduct an activity in pairs rather than groups to allow quieter students to participate. This decision reflects the teacher's understanding and engagement with her students' abilities and needs, and the activity produced especially diverse outcomes.

Activities with Children of Displaced Families in Jerusalem (Customized Program):

With the arrival of displaced families in Jerusalem, we felt it was our duty to contribute and initiate educational and social activities for their children in the various locations they were sent to. We developed a set of experiential activities for children aged 5–12, aiming to provide children and accompanying staff with a space for emotional expression and coping with difficult feelings and anxiety caused by the war.

The Adam Institute team contacted the centers where the families were relocated and offered recreational activities with an emphasis on the emotional aspect. After coordination with the accompanying staff, activities took place at three locations:

- **Zipori Center, Jerusalem Forest:** Activities for young children aged 4–11 from Moshav Zimrat. (They left and were dispersed to different locations, so the activity ended in early December during Hanukkah break.)
- **Leonardo Plaza Hotel:** Activities with children aged 3–5 from Kfar Maimon. (Held until early February when they returned to the moshav.)
- **Kerem Institute, home of the "Kol Yisrael" school:** Activities for grades 1–2 students from Shlomi and Kiryat Shmona from November until the end of the school year in June. The activities were held weekly and received high participation from the students. The Adam Institute was the only organization operating as part of the fixed school timetable at "Kol Yisrael" until the last week of the school year.

The activities allowed children to explore everyday questions about accepting others and interacting between different groups, using various means of illustration and learning from literature, visual arts, play, and creative activities inspired by the "ABC of Democracy" program. These tools gave children the opportunity to express emotions, feelings, thoughts, needs, and desires in a personal and unique way. It is important to note that sometimes the responses, ideas, and solutions proposed by the children were extreme or violent, reflecting the violent reality around them, which required careful educational handling.

The activities were translated into Arabic and adapted for use with young children in Arab schools in East Jerusalem, who also required recreational and experiential activities given the ongoing war.

Hadvir Hachadash – Multi-Age Special Education School:

Hadbir Hadash is a regional special education school for children with diverse disabilities, attended by Jewish and Arab students aged 6–21 from Jerusalem and surrounding areas. The school administration approached the Adam Institute in early November requesting workshops for the Jewish-Arab assistant staff due to the tension and mistrust caused by the outbreak of war on October 7. Increased tension and suspicion among staff affected the work atmosphere and previously stable relationships. The school leadership was uncertain how to open discussions to rebuild connections between Jews and Arabs impacted by the situation and decided to contact the Adam Institute, a professional body with extensive experience in Jewish-Arab dialogue, promoting democratic values.

At the start, introductory meetings were held with the staff, the Institute's approach was presented, and expectations were coordinated. A program was developed aligned with the school's anthroposophical approach, guided by two facilitators—one Jewish and one Arab. Learning began in November 2023 with 3–4 hour sessions during school hours. Regular feedback between facilitators and school management ensured activities were tailored to staff needs, and adjustments were made as needed. In the concluding session, staff reported that the workshops greatly improved work relations and interpersonal connections, noting the program's importance both in times of crisis and routine.

In April, a follow-up meeting with school management decided to extend training to the teaching staff. Activities began in May, focusing on equality and freedom of expression within the school. Following these sessions, additional discussions were held with classroom teams to deepen relations among staff in general, and between Jews and Arabs in particular. Subsequent one-off meetings were held with seven classroom teams, including teachers, assistants, and therapists, in May and June. The school expressed strong interest in continuing the process next year.

Pola Ben Gurion Elementary School:

For the first time, activities were conducted at Pola Ben Gurion Elementary, initiated by Menachem, which connected the school with the Institute. A training session for 4th-grade teachers focused on the Declaration of Independence, emphasizing Israel's core values. Teachers were introduced to the program content and teaching methods and received activity plans. The team showed great interest in the content and methods and wished to deepen the learning experience for students.

Under the Adam Institute's guidance, teachers conducted activities in three 4th-grade classes totaling 12 hours per class. The first activity introduced the concept of independence and the Declaration of Independence, and the second connected students to the historical aspect through Uriel Ofek's story about Herzl's life and vision. Lessons were enriched with songs and videos, sparking student curiosity. Subsequent activities focused on deciphering ten encrypted parts of the Declaration, which required teacher support. Later, students studied Paragraph 13 ("The State of Israel shall ensure complete social and civil equality… regardless of religion, race, or gender"), learned basic democracy concepts, and discussed gaps between these values and current reality. Discussions on gender equality, salary, and role distribution between men and women led to engaging conversations even among young students. In the final meeting, the staff recommended continuing to deepen the study of the Declaration of Independence and democratic values next year.

Gila Elementary School for Society and Environment:

The Adam Institute has supported the school in implementing democratic values over recent years, creating a tradition integrated into the curriculum. Last year, the Declaration of Independence program for grades 3–6 generated interest and served as a springboard for further democracy learning. This year, the school aimed to deepen the learning for grades 4–6 and lay the foundation for grades 1–3. Several September 2023 coordination meetings were held, but the war delayed students' return to routine until Hanukkah break. Discussions with the staff focused on balancing a return to normalcy while maintaining democracy education and adjusting materials to wartime conditions. Younger classes participated in several emotion-focused activities, but continuity was interrupted, and the staff ultimately decided to focus on reducing gaps in regular learning.

Rabi Akiva Elementary Experimental School:

At the end of March 2024, school coordinators requested the Adam Institute's Independence Day program for grades 4–6. Short training sessions were held for teachers, who received tailored activity plans. Activities were implemented in classes with ongoing support through Zoom and personal meetings. Teachers reported strong student engagement and noted that the dialogic

learning method and active study of the text fit well with the school's learning style. A follow-up planning meeting for the 2024–25 school year was agreed upon.

Argentina Elementary School:

At the start of the year, several coordination meetings were held to introduce democracy education activities, reviewing preferred content and available dates. Due to the war, a limited program on the Declaration of Independence values was delivered only to upper grades (4–6), with activity booklets provided to teachers.

Semadar Kindergarten, Beit HaKerem (Pre-K children):

The kindergarten teacher received the "ABC of Democracy" book and was very interested in activities for her class. A play kit on children's right to health was provided with brief guidance. Following successful activities, the teacher requested a full day of activities at year-end, focusing on accepting differences through the story "Beautiful Giraffe," including creative tasks and a concluding discussion. Two facilitators conducted the activities to assist in small-group work. Children participated enthusiastically, and the teacher was invited to join the Adam Institute's training for early childhood program facilitation.

Inbar High School – Innovative Program for Female Students:

The school requested a quarterly program for 11th-grade students as an extracurricular alternative assessment for civics. Coordinated through Menachem, the program addressed "The Challenge of Shared Life in Israel," exploring societal divisions, including the Israeli-Palestinian conflict, and the application of democratic values such as equality and freedom in social issues affecting students.

Workshops were conducted during full-day sessions (~7 hours each), allowing students to act, think, and connect with themselves and peers. Daily feedback from students informed the next day's activities. Each day focused on a different democratic value, examining social-political expression: equality (gender, opportunity), human rights, majority-minority relations, multiculturalism, and conflict resolution.

The final session focused on different narratives in Israeli society, featuring speakers such as Dr. Yehuda Glick, lawyer Khalil Alian, Nurit Hajaj, and meetings with four additional Knesset members: Hilli Tropper (National Camp), Tzaga Malco (Likud), Member of Knesset Aida Touma-Sliman (Hadash); Member of Knesset Vladimir Beliak (Yesh Atid).

Training Courses in the Adam Institute Method
"B'Tzavta – Transforming Conflict into Dilemma"

The Adam Institute seeks to train as many educators and civil society activists as possible to teach and educate for democracy and peace, using its unique facilitation method, *"B'Tzevta – Transforming Conflict into Dilemma."* The training is offered through three courses (participation in all is not required, but enrollment in the second course requires completion of the first). Since 2019, 208 men and women—both Jews and Arabs—from various fields, including formal and informal educators, social activists, and public sector employees, have participated in the group facilitation training courses. All apply what they learn in their respective frameworks, and some have joined Adam Institute projects throughout the year.

This year, two courses of Level A and one course of Level B were conducted.

Basic Group Facilitation Training (level I): Democratic Principles as the Foundation for Facilitation Using the *"Betzavta Method – Transforming Conflict into Dilemmas"*

Two cohorts of the basic facilitation course - were held, both facing unexpected events. The first course was supposed to start on April 14, but on its first day a missile attack on Israel occurred, and we had to postpone the beginning of the course by one day. We held three consecutive days, and the fourth day took place in May. The second course was fully conducted in June, but on the third day, a main water pipe exploded in Jerusalem, complicating the meeting at the Zipori Center. Fortunately, the Leo Beck Institute offered a venue for the third day, and the final day was held at the FELM Center, which we are grateful that agreed to host us. These changes required extensive logistics, including catering and event coordination.

Each course covered core democratic values (equality, freedom, rights, majority-minority relations, and participation), along with an in-depth encounter with the Adam Institute's educational "BETZAVTA METHOD", experienced and practiced by participants over the four days. This year, due to the war, fewer participants from the Arab community joined compared to previous years. Nevertheless, those who attended were highly committed and engaged, and despite the numerical imbalance between Jewish and Arab participants, the course proceeded to fully leverage its potential.

At the conclusion of both courses, participants described the content as challenging, meaningful, and innovative, requiring personal investment and fostering processes of understanding and internalization. They highlighted the value of being exposed to new knowledge, new people, and new cultures, and emphasized the personal and professional contribution of the experience.

They expressed deep appreciation for the professional facilitation, the skills they had developed, and the rich group discussions. In addition, they commended the staff's respectful and well-

organized conduct of the courses and valued the opportunity to explore new sites in Jerusalem as a result of the venue changes.

Advanced Group Facilitation Training (Level II): Conflict Resolution Based on Democratic Values Using the Adam Institute's *"Betzavta Method – Transforming Conflict into Dilemmas"*

The Level B Facilitation training course was held in the shadow of the Majdal Shams massacre. On the Saturday prior to the course, 12 children and teenagers from the village were killed, which led some of the registered Arab participants to withdraw from attending.

During the course, participants learned and practiced two conflict resolution methods: ***Jay Rothman's*** conflict resolution approach and ***Eliyahu Goldratt's method***. They explored which tools could help achieve resolutions in various situations. Exercises included creative thinking, generating diverse solutions, cooperation between opposing parties, and evaluating fairness in light of democratic principles.

Although participants noted they would have appreciated more Arab participants, they gave positive feedback on several aspects of the course, including the professionalism of the facilitation, the connection between the content and the conflictual processes experienced in the group, and the ability to immediately apply the learned tools in conflict resolution. They valued the educational tools acquired, which enable them to act effectively in the field. Most participants expressed interest in continuing to study with the Adam Institute in future courses and attending upcoming seminars.

Activities within Civil Society Organizations, Academia, and Various Groups

Training Youth for Democratic Social Leadership in Ofakim, in collaboration with the "Community Resilience Ofakim" NGO

Since 2021, a special connection has developed between the Adam Institute team and Yahaloma Zechut, CEO of Community Resilience Ofakim. Together, we built and conducted a series of seminars in Jerusalem and Ofakim, dedicated to training a group of youth (ages 14–18, including one graduate with special needs) for democratic social leadership.

This year, Ofakim residents experienced extreme hardship, with 53 citizens killed in the war and many others suffering physically and psychologically. It was especially important to meet this group, who endured the severe attack, and hold a seminar including relaxation and leisure activities alongside discussions on democratic leadership in times of crisis—especially the right

to equal security, which had been lacking during the war. The seminar took place over two full days in Jerusalem, on July 23–24, 2024. The meeting was particularly moving, as some participants whom we have supported for several years were enlisting in the army, while others were entering service or delegations.

Workshop topics included:

- **Spatial Equality** – demonstrated through a game where participants stood in a line and each threw a paper ball into a basket, highlighting advantages for those standing closer.
- **Equal Right to Security** – illustrated via a group task placing protective shelters on a floor map, with many settlements, including Ofakim, missing.
- **Freedom of Expression in Crisis** – an activity involving listening to a podcast and a "home" exercise where participants wrote three notes: one with thoughts they keep to themselves, one shared with friends/family only, and one for public expression. The notes were then placed on or around a marked area on the floor, leading to a lively discussion. Jenny Sternlich from the U.S. Embassy, responsible for the seminar podcast project, joined and praised the youth's engagement.

Leisure and social activities included:

1. A colorful, fun, and touching activity organized by the youth themselves to strengthen appreciation for each member's contribution.
2. A relaxation session led in English by Risto, a representative of the FELM Foundation, demonstrating stress-relief techniques (translated into Hebrew by Ruth). Participants appreciated the techniques and guidance.
3. Evening social activities organized by the Community Resilience team and the youth, including games, music, and dance.
4. A fun activity in the Tzipori Center pool.

During the concluding session, participants said the seminar was highly experiential and meaningful, highlighting the "shelter" and "freedom of expression" workshops as especially impactful. Social and leisure activities strengthened belonging, relaxation, and a sense of safety.

Post shared by Yahaloma Zchut, CEO of Community Resilience Ofakim:

"The second and final day of the Youth Leadership Seminar at the Adam Institute – an empowering experience! Two exciting days of learning and enrichment on democracy in the public sphere. What was on the program? Interactive workshops to develop leadership skills; deep discussions on the challenges of modern democracy; practical tools to stimulate thinking and lead community change through constructive communication, and especially ideas for equal opportunities. Thanks to the volunteers: Liraz Golan, Iris, and Shosh, supporting the youth; Liraz, who for years has conducted empowering workshops on time management, public speaking, etc.; Oki, Yolanda, Michal, Ruth, and

Tamar for guidance and content on democracy at the Adam Institute; and above all, success to the youth in their future paths and roles in IDF units."

Summary by Liraz Golan, Youth Group Instructor:

"I celebrated my birthday this year in a special way – at a two-day seminar with the youth leadership of 'Community Resilience Ofakim.' One of the amazing initiatives led by Yehuloma in Ofakim for over a decade. The "The Resilience Diamonds" group is multi-age, with most members graduating 12th grade this year. This made the seminar particularly meaningful, summarizing not only the past year but also the last five years of joint activity. The maturity and engagement of the youth in the community are impressive. Their concern for their personal future and the country's future is evident in every conversation and action. The seminar took place at the Adam Institute in Jerusalem, a unique educational organization promoting democracy, peace, and human and civil rights. Our collaboration with the institute has lasted several years, enabling us to explore complex topics through enriching activities led by a professional and skilled team – Uki, Michal, Yolanda, and Risto. Tamar, Ruth, and Jenny also contributed diverse perspectives. This year, the seminar focused on values such as the right to spatial equality and resource allocation, the right to security, and freedom of expression in various spaces—private, safe, and public. We discussed ways to navigate these spaces to achieve meaningful change and address social discomfort."

Following the success with youth, we were requested to bring 50 women from Ofakim to Jerusalem for a seminar combining leisure activities and learning about women's rights during war. We have begun fundraising for this important project but still lack the full budget and welcome any support.

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

Last year, we were invited by the Unit for Social Engagement at the Hebrew University to lead workshops on diversity and multiculturalism for seven mixed groups of scholarship students who also serve as coordinators and youth mentors for at-risk youth in Jerusalem. This year, we were invited to conduct training for an additional group. The activity involved 24 Jewish and Arab students who mentor approximately 150 teenagers, supporting them academically and socially. In February, workshops on "Multicultural Encounters" were held with a joint Jewish-Arab group. The discussions were fascinating and raised key issues such as the connection between the values discussed and the painful realities within the university, the role of multiculturalism in the public sphere, and more. We will continue supporting and mentoring these scholarship students next year.

Leo Baeck Institute – New Joint Program:

The collaboration between the Adam Institute and the Leo Baeck Institute began with an initiative by an experienced Adam Institute facilitator in philosophy and Jewish thought, who is also active at the Leo Baeck Institute. The initiative emerged during an event marking 100 years since the publication of Martin Buber's *"I and Thou"*, and aimed to explore ways of combining Buber's humanistic dialogue with Adam Institute's democracy-based dialogue. Initial meetings between the teams led to a preliminary activity plan.

In September 2023, the first seminar day featured lectures on Buber's approach to dialogue and Adam Institute's Betzavta method, followed by experiential workshops demonstrating the Institute's approach. The successful event led to the idea of developing a joint educational program for secondary schools in Jerusalem.

In March 2024, work began on developing the program, combining the expertise of both organizations. Adam Institute contributed its extensive experience in democracy and peace education, while the Leo Baeck Institute brought its research on modern German and Central European Jewry, drawing on humanistic Jewish sources to reflect on contemporary realities and promote liberal humanistic democracy. The program was submitted to the Ministry of Education's GEFAN database and approved for implementation in the 2024–25 school year.

In July 2024, a second seminar day served as a pilot to test the content and workshops. Twenty-six educators from formal education and civil society participated, exploring how freedom of expression promotes dialogue and recognition of individuals and diverse groups.

Following the two seminars, the organizations decided to establish annual training for educators on humanism and liberal democracy. In the 2024–25 academic year, a series of study sessions will enable educators to experience the program's content and methods, with guidance and support for implementing it in their schools.

Sipur-Hikhaya Association:

The Sipur-Hikhaya Association promotes learning and dialogue around the historical narratives of Israelis and Palestinians, based on the principle of learning about the other's narrative. This year, the association invited Dr. Uki Maroshek-Klarman to participate in two Zoom sessions, both also uploaded to YouTube. The first focused on democracy education using the Adam Institute's Betzavta method. The second addressed peace education and explored the differences between the approaches of Sipur-Hikhaya and the Adam Institute. The discussion centered on how to present the narratives of groups involved in the conflict: whether to present two narratives or a wider range of perspectives.

Alma College:

Alma College (Alma Home for Hebrew Culture) is an educational and cultural institution that

promotes Hebrew culture and dialogue on social and ideological issues. As part of its "Debates" podcast series, it hosted a discussion titled *"Has the Dream of Peace Passed?"*, featuring Dr. Uki Maroshek-Klarman, Executive and Academic Director of the Adam Institute, and Yisrael Harel, moderated by Noya Shagiv. The discussion explored differing perspectives on the prospects for peace and provided an opportunity to present the Adam Institute's approach to peace and peace education.

Development of New Programs

Podcast – Democracy Begins with Education:

At a time when we are struggling over the character of Israeli democracy, it was important for us to reach as many audiences as possible, especially school students. Therefore, we chose to teach democratic principles, their meaning, and their application in daily life through a podcast series. The project and resource fundraising began in March 2023 in collaboration with Dr. Keren Katko-Eili, an expert in activist pedagogy.

The series will include twelve episodes, each accompanied by a suggested experiential activity that can be implemented in various educational and social settings. So far, seven episodes have been recorded and released, each with activity plans. The seventh episode was released in September 2024, as an introduction to the 2024–25 school year. Starting in May 2023, we ran short pilot activities with different groups, lasting two to four hours. The activity included listening to the podcast followed by an experiential activity illustrating the democratic principle discussed in the episode.

In 2024–25, we will conduct training for teachers on the best ways to use the podcast. We thank the U.S. Embassy in Jerusalem for funding this program. Recently, the embassy approved funding for a similar podcast in Arabic. The Hebrew podcast also received funding from the Rayne Foundation in England and other private donors.

Democracy in Crisis – Classroom Activities on Current Issues for Discussion

This educational program offers classroom activities designed to help students understand the democratic issues currently at the center of intense public debate in Israeli society.

The accompanying booklet covers ten contemporary democratic issues. Each topic includes a brief introduction explaining the relevant democratic principle, along with one or two activities for discussion in the classroom or other educational settings.

The topics include – Equality and Its Meaning in a Democracy; Freedom of Expression; Majority Rule and the Tyranny of the Majority; Separation of Powers and Its Importance; Judicial

Appointments in a Democracy; The Right to Be Elected; The Limits of Obedience; The Reasonableness Doctrine; Legitimate Protest in a Democracy; and the Gender Dimension of the Judicial Overhaul.

The program was published In Hebrew and Arabic on the Adam Institute's website and distributed through social media to educators and social protest activists in relevant groups.

The Adam Institute encourages educators to contact us to deepen their understanding of the topics and learn how to facilitate the activities. We also offer additional in-person training sessions.

Peace Education in Times of War:

Peace education is a value-based choice that is not dependent on time or place. Like any meaningful value, we do not abandon it when faced with difficulty; instead, we address it in ways appropriate to the time, place, and current situation. This program selects issues related to peace education that, in our view, can be addressed during wartime as well as at other times. The program is currently being translated into Arabic and is suitable for high school students and adults.

Online Program – Education for Democracy, Tolerance, and Acceptance of Others:

Following the war, there was a need for a program adapted to digital media that could be delivered in a hybrid format—both at home and in classrooms. In November, we began designing and building the program as a digital game-based activity, which progresses step by step only after completing required tasks. The program is aimed at grades 4–6 and is based on a previous Adam Institute program, *"Different = Equal"*, which taught core democratic concepts through an interactive exhibition tour and meetings between Jewish and Arab students.

The first stage of the digital program has been developed so far, but many more hours of work are needed to complete the gamified adaptation.

International Activities – Based on Adam Institute's Betzavta Method

For more than twenty years, the Adam Institute for Democracy and Peace has shared the fruits of its "Betzavta-Adam Institute's facilitation method", a unique prizewinning method, with facilitators, educators and professionals across disciplines, teaching in-person seminars with civil society organizations and universities around the world, primarily in Germany. This teaching

method is in great demand today. Some courses are held in-person and others are taught through the Adam Institute's Online Academy, established during the pandemic. Teaching digitally has allowed the Adam Institute to make our programs accessible to educators and professionals from around the globe, foster connections across many audiences around the world engaged in the field and create a globalization of democratic values.

During this year, three courses took place with participants including educators, civil society members, students, and others.

Gustav Stresemann Institute, Bad Bevensen, Germany

Two in-person courses were held at the **Gustve strestmann Institute**. Adam Institute has maintained a partnership and conducted joint activities with the institute since 2014. The institute is directed by Gabriele Weiner. In recent years, Adam Institute has offered an advanced training course for facilitators who were previously trained and work using the Betzavta method. Each course focuses on a different aspect of democracy education and social activism.

In December 2023, a four-day intensive training course focused on the spatial aspects of the right to equality. Another four-day course was held in late April and early May 2024, presenting new activities developed at Adam Institute during the year since the previous course.

Technische Universität Berlin – Technical University of Berlin

The **Technische Universität Berlin** runs a series of international training courses in joint facilitation with Adam Institute, initiated by *Dr. Ing. André Baier*, lecturer and sustainability programs coordinator at the university. *Dr. Baier* participated in Adam Institute's courses and training courses for several years and decided to integrate their courses under the title *Betzavta Workshop* as part of the university's summer courses for students from around the world. These courses were adapted to a digital format. This year, an in-person course was held at the university in Berlin as a three-day seminar, co-facilitated by *Dr. Uki Maroshek and Dr. André Baier*. The course focused on spaces where democracy is expressed and applied, and its implications for our private, professional, and social lives. Another online course began in September and will conclude in November 2024. This course addresses theoretical questions about war, such as whether war is necessary, whether it is a matter of choice, the limits of obedience, and related issues. Participants came from ten countries.

Additionally, Dr. André Baier and Dr. Uki Maroshek Klarman have begun writing a book of dialogues between the two of them on democracy education, based on their years of joint facilitation, which will be published by the university. The book's style will be like that of philosopher Paulo Freire, who chose to express his ideas through dialogue.

The Board of Directors of the Adam Institute

Since the General Assembly convened on November 26, 2023, the members of the Board of Directors and the Audit Committee have held meetings throughout the year addressing the following topics:

- The Institute's budget and the exploration of additional funding sources.
- Receiving reports from the staff on ongoing activities.

Currently, the Board of Directors of the Adam Institute consists of fourteen members, and the Audit Committee has two members, who have supported the association's work throughout the year, and we thank them for their efforts:

Board of Directors: *Guy Ben Shachar (Chair), Nava Eisin, Miriam Goldstein, Adnan Daoud, Benny Perl, Yoav Silbert, Niki Lex, Emily Inbar, Feer-Li Shachar, Inbal Gur Ben Yitzhak, Yonatan Marski, Reut Finger Desberg.*

Audit Committee: ***Adi Rosenthal, Yitzhak Sharig.***

The Adam Institute sincerely thanks all the foundations, organizations, and authorities that supported and funded our activities over the past two years (5783–5784). We are grateful to all private donors from Israel, Europe, and the United States, whose contributions have enabled us to continue promoting education for democracy and peace.

Israel: The Jerusalem Foundation; Meitar Law Offices; Arna and Tzali Reshef and Erleden Investments Ltd.; other private donors.
Europe: Via the Jerusalem Foundation – BMW, Germany; Hamburg Foundation founded by Prof. Reemstma, Germany; Rayne Trust, England; FELM Foundation, Finland.
United States: U.S. Department of State, U.S. Embassy Jerusalem (for the podcast project).

The Board of Directors thanks all staff members for their dedication and efforts toward the success of the Adam Institute's work.

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

With best regards,

Guy Ben Shachar, Chair, Board of Directors

Dr. Uki Maroshek Klarman, CEO, Adam Institute

We would be grateful if each of you could continue your vital support in these days.
Donate: https://www.adaminstitute.org.il/donate_he/