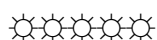

Annual Activity Report September 2010-August 2011

Dear friends of the Association and Institute,

During 2010-11 the Adam Institute broadened the scope of its activities and stabilized its financial standing. This report surveys the wide range of activities that took place during the last year:

- 1. The education system** – Activities took place in 51 kindergartens, 48 elementary and high schools, reaching students, teachers, counselors and principals. All activities were coordinated with the Ministry of Education, in conjunction with the department for teacher and counselor training and municipal education departments. During the 2010-11 school year, the Adam Institute was awarded the Ministry of Education's tender no. 25/6.2010, 'Educating for Democracy and Civics in Elementary Schools.' This enabled the Institute to provide activities in the southern and Tel Aviv regions, which will continue during the 2011-12 school year.
- 2. Social movements, colleges, and cultural, social, and community organizations** – The Institute held joint activities, teachers and guides received training and enrichment, as did students and youth from 14 different organizations and institutions.
- 3. Developing and writing new programs** –The Institute developed two educational kits for kindergarten students and 12 lesson plans were written for schools. Some expanded on previous programs and some were new.
- 4. Online presence** – The Adam Institute opened two Facebook groups; one for discussing and combating racism, the other to regularly update the Institute's members and counterpart organizations.
- 5. International activity** – This year there was a lull in international activity. A lot of effort was invested in legwork for future projects, in conjunction with Palestinian partner organizations. A number of grant requests were submitted to foundations and we hope that at least one of these projects will come to fruition next year.



Activity in the Education System

The Southern Region:

First Steps in Democracy (kindergarten)

Kiryat Gat kindergartens and a number of Bedouin villages have been teaching this program for eight years, **supported by the Van-Leer foundation**, Nederland. During the 2010-11 school year, the program was expanded and now includes 49 kindergartens (27 Jewish, 22 Bedouin), reaching approximately 2,000 students and 115 teachers and aides.

Kiryat Gat Kindergartens:

The program was taught in all 27 kindergarten classes in Kiryat Gat, including two special needs classrooms (reaching 1,250 students and 60 teachers and aides). Working with every kindergarten strengthened the partnership between the Adam Institute, the municipality, and the Ministry of Education; the supervisors were involved with the kindergartens and the municipality helped fund trainings. The program included pedagogical training and guidance for each kindergarten teacher, assistance in developing the skills to teach the content, and examining each kindergarten's needs. Furthermore, teachers, aides, and substitutes were invited to enrichment trainings. Each kindergarten received an activity kit that included books, craft materials, and other supplies for teaching the program.

This year's topics were: the right to be different, getting to know different people, the option of meeting the other, and accepting the other. The teachers emphasized ways in which the program related to daily events and the students' lives. Some kindergartens expanded the topic to cover cooperation, personal choices vs. belonging to the group, and being part of society.

For the first time, two educational kits were developed in conjunction with special days that are celebrated in the kindergarten:

My Family is Special and Different – A program for Family Day (Mother's Day), which included activities, stories, and a trivia game about differences within and between families. The program included parents in the celebration. Parents and teachers alike praised this program.

Thinking Green – A program for World Environment Day, which taught environmental education rooted in democratic values – respecting the other and the earth, equality and acceptance of the other, species' right to life, solidarity, social and environmental responsibility, and more.

In July 2011, training was held in Jerusalem, which was attended by 40 teachers and aides representing every participating kindergarten. The topic was Multiculturalism in a Democratic Society, which the teachers found very applicable to their work.

Bedouin Kindergartens:

The program was taught in 22 kindergartens in Kuseife, Rahat, Hura, El Assam, Abu Wadi, Tel Almelech, Tel Kasif, and Drijat, reaching 850 students and 55 teachers and aides. The Institute enjoys strong ties with the supervisors, who praise this program, and the heads of education in the Bedouin local and regional councils.

The program offered the teachers and aides training and guidance throughout the year, and helped them teach and adapt the content to their kindergarten's needs. Additional trainings and enrichment activities were held. In April 2011, a group of 40 teachers participated in a training in Beer Sheva, which focused on facilitating. This training helped them implement the program with their classes. This year's activity helped the children learn to understand and accept the other, to express their feelings about difficult things they might experience, to cope with conflicts, and to use democratic language to solve conflicts at school and at home.

Two new educational kits were developed for the Bedouin schools:

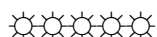
My Family is Special and Different – Bedouin schools celebrate Mother's Day, and thus the program focused on the mother's role in relation to other family members. The teachers and aides were trained before teaching this program. The mothers had not been previously involved with Mother's Day celebrations, and this change was warmly received by all.

Thinking Green – A program for World Environment Day, which included a story and activity. This program recognizes the Bedouin's unique environment, and will be taught starting in the 2011-12 school year.

Kiryat Gat Elementary Schools:

The Adam Institute developed and implemented the **Civic Calendar** program, within the framework of the Ministry of Education's tender for civics and democracy. This program leverages Jewish, religious, national, and civic holidays to teach democratic and humanistic values. Israeli Independence Day was chosen as this year's focus. The workshops introduced students and teachers to Israel's Declaration of Independence, while highlighting its basic ideas and principles.

Three schools participated: **Masua, Begin, and Efraim Ben David**. Six 5th grade classes (two at each school) participated. This program will continue next year and expand to include Bedouin students.



Democracy Education in Jerusalem

The Activities in Jerusalem are funded by the generous support of the Jerusalem Foundation.

Jewish Schools and Kindergartens

Public Religious Elementary School, Pisgat Ze'ev – This school has incorporated the Institute's programs for six years, and has held a wide range of teacher trainings. Over the years, the school has focused on democratic values as they relate to Jewish texts, promoting democracy at school, creating an activity book, conflict resolution, the environment and democracy, and holidays and democracy. As with previous years, the teachers and aides received guidance implementing the program, and the Adam Institute regularly met with the school's administration, including coordinators and counselors.

Korczak Elementary School – The Adam Institute has worked with the student council for the last three years. The first year included teacher training and working with the administration and student council. During the second year, a plan was developed to learn about the concept of law in a democracy. This included a teacher training and guidance implementing the program. This year, the students, teachers, administration, and parents developed a school-wide convention. The structure of the student council was re-examined, and the Institute guided the administration, staff, and council members. A teacher training was held on the topic of democratic rights, which helped teachers implement the learning in the classrooms.

Luria Elementary School for the Arts – This was the second year that lessons prepared by the Adam Institute were taught in some of this school's classes. Last year, the school focused on conflict resolution, and included a teacher training. This year focused on giving. The program was adapted to the Jewish calendar and incorporated Jewish texts, literature, and other activities. Teachers received training and guidance for teaching the material in the classroom. Parents who observed the program were very impressed, and the homeroom teachers updated the parents regularly about which texts and activities they had used.

Preparing Students for Intercultural Encounters: Paula Ben-Gurion Elementary School –

Preparing teachers and 4th grade students for an encounter with students from Jabel Mukaber`

Experimental Elementary School – Preparing teachers and 3rd grade students for an encounter with students from Umm Tuba.

This activity was born out of another program that the Adam Institute has been running for six years at the Bible Lands Museum, which facilitates an encounter between Jewish and Arab students. Most students were arriving without any preparation and harbored negative feelings towards the other group. The Adam Institute was asked to prepare the Jewish students and ran a workshop titled, **Accepting Difference and Encountering the Other**. A teacher training emphasized differences and accepting the other, and helped the teachers prepare their students. Concurrently, the program's director at the Bible Lands Museum received help from the Adam Institute to prepare the Arab teachers and students.

Gilo High School – This was the sixth year of working with this school, in conjunction with Jerusalem's Department for Youth Delegations Exchange, to prepare the students for an encounter with European students. Students in the 8th grade will attend an international conference in Germany focused on inter-cultural encounters, with their peers from Europe, the Mediterranean basin, and East Asia.

Public Religious Kindergartens, Pisgat Ze'ev – This is the fifth year that the Adam Institute has trained both kindergartens' teachers and aides to teach **First Steps in Democracy**. The teachers are committed to this program and have developed supplementary educational material.

Kindergarten teachers, Jerusalem – This was the first year the Adam Institute trained teachers of public religious and public secular kindergartens in Jerusalem in conjunction with the municipal education department (*Manhi*), the Ministry of Education supervisors, and the Pedagogical Teacher Center (*Pisga*). This included practical skills for teaching the lessons and guidance for each teacher.

Arab Schools in East Jerusalem

Teachers from ten schools participated in the trainings, which focused on three central topics: teaching and implementing democratic principles at school; educational dialogue and a culture of rights, and the environment and democracy. This was initiated and run in conjunction with the municipal education department (*Manhi*). A new program, titled **Every Student Has a Role**, was developed and taught in nine schools with the goal of fostering a group of active, involved, and socially-responsible students. The program received very good feedback, and all the schools plan to continue with the program next year. The municipal education department is interested in expanding the program to include other schools. The program can be implemented in any number of ways, but has two central tenets:

1. Equality among students; each student participates in the project, provides input, thinks and acts on the relevant topics;
2. Partnership between those involved; both in the thought process and decision making in their individual teams.

The project is executed in two stages:

Stage 1: Studying the topic. The teachers underwent a 30-hour training focused questions including: What is a partnership? What is an equal partnership? What is equality? What is group responsibility? Individual responsibility? Rights, obligations, and more. Teachers were exposed to various models for implementing the program in their classrooms.

Stage 2: Selecting and implementing the project. Each school allotted significant time to prepare teachers and guide the projects. Each school developed projects and selected an

implementation model that fit its needs. Projects included: cleaning, landscaping, and decorating the school, peer tutoring, school-wide events, plays or ceremonies, and more.

The following schools participated:

Shuafat Elementary School for Girls – This was the sixth year of working together. Due to the size of the school (1,500 students), only the older grades participated. The outcome was positive: the students' projects improved the school environment and the students of all ages cooperated with each other, including the special needs students and staff.

Shuafat Elementary School no. 1 for Boys – After a three year hiatus, the Adam Institute returned to work with this school. (Programs had run during 2004-08). The school happily joined this program, and a wide range of projects were developed by the students, who chose how to participate. The teachers were surprised by the students' degree of involvement and commitment their projects.

Silwan Elementary School – This was the second year of working with this school. A wide range of projects were developed, some of which involved the students' mothers. The projects provided a platform for students to perform beyond the academic curriculum and there was a positive feeling of sharing and cooperation between students of different ages.

Altur Elementary School for Girls – This was the first year of working with this school. The teacher training was held during the second half of the year, and projects will be developed next year.

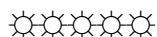
Um Lisson Elementary School – This was the first year of working with this school. This co-ed school was happy to join this program. A wide range of projects were developed; students picked the topics and chose how to participate.

Ahmed Samach Junior High for Boys – This was the first year of working with this school, which is located in a very poor neighborhood. The school was very enthusiastic about the program; administrators and teachers worked hard to help the projects succeed. A lot of thought was given to ways to involve all the students, and the school allocated the necessary time and resources. At the year's end, an exhibit featuring the projects was displayed by the municipality building.

Al-Turi Elementary School for Girls – This was the first year of working with this school. The teachers and administrators invested significant time and resources in the projects. The school environment improved, violence decreased, and there was an increase in cooperation between students, including those who had been socially ostracized. The teachers gained faith in the students' abilities beyond the academic curriculum.

Malvaya Elementary School for Girls, the Old City – This was the first year of working together, and the school was very enthusiastic. The projects were a success, and included the students' mothers (traditional crafts). The teachers focused on difference and equality; the teacher training emphasized ways to empower weaker students.

Sur Baher Elementary School for Boys – This was the second year of working together. Last year the school focused on **The Environment and Democracy**. The teacher training for **Every Student Has a Role** was held during the second half of the year, and therefore the projects will be developed next year.



A Multi-Year Municipal Project, 'Herzliya Experiences Democracy'

This is the 11th year in a row that the Adam Institute has provided democracy education to Herzliya schools, thanks to the municipality's initiative and funds. What follows is a list of the various activities that took place during the 2010-11 school year:

Elementary Schools

The enrichment trainings took place in 14 elementary schools, and the teachers received guidance for implementing projects with their students. Additionally, content was promoted via the municipal steering committee:

1. **Incorporating democratic language into the core curriculum** – developing an age-appropriate module developed for each elementary grade. The six grade-wide programs were based on the sequence of monthly modules. Each one focused on two democratic principles, and made connections to holidays (both Jewish and universal) and current events.
2. **Using civic language to manage pedagogical, social, and emotional dialogue** – Continuing last year's program, in accordance with the *Ofek Hadash* reforms. This program trains teachers to advance equitable dialogue and foster positive change between groups in their schools.
3. **Virtual Democratic Congress** – This elementary school program takes place every year during 'Democracy Week,' and is put on by the Pedagogical Teacher Center in conjunction with the municipal portal and the Adam Institute staff. This year the congress focused on safe internet use. The Adam Institute developed the topics for discussion and central themes: friendship and interpersonal ties; freedom of expression and its online limits; the right to privacy and the right to an online identity. Students discussed Facebook pages calling to ostracize students and the immense social pressure they experience to join such groups, fears and dilemmas about relationships via social media and gaming sites, the interest in maintaining privacy versus the will to include parents in online activity and more. Every 4th-6th grade class in the city participated, as did representatives from the junior high student councils. Public figures such as the mayor and her deputy, the head of the department of education, representatives from the Israel Internet Association, high-tech companies, supervisors, and principals also participated.
4. **Elementary School Steering Committee** – the Adam Institute promoted the incorporation of democratic language in various educational processes, and offered ways to view other

processes from a democratic viewpoint. For example, the staff talked about incorporating students with learning disabilities, and emphasized the principle of equality, realizing the right to an education, and fair treatment of students who are a minority. Additionally, the Adam Institute sat on the dialogue steering committee that developed ways to promote teacher-student dialogue at school and within other frameworks.

5. **Citywide Team** – Adam Institute representatives took part in staff discussions about the city's educational leadership and student peer empowerment. These discussions featured central democratic principles such as equal involvement of students and realizing their right to express an opinion and influence matters at school. The principals presented models of democratic societies from over the years, their basic rationale, and how the children realize a democratic lifestyle at school.

High Schools

'Democratic Dialogue' at HaYovel and Miftan Erez High Schools

This program included teacher training and guiding the dialogue steering committee, which included school counselors, psychologists, and principals. The topics were adapted for the age, curriculum, current affairs, and other social topics such as: meeting new students in the 10th grade and parting ways after the 12th grade, parent days, grades and evaluations, the trip to Poland, and more. This year's central topic was the Hebrew language. Language was offered that bridges psychological and civic democratic language; this model was presented at the national psychologist conference at the end of the year.

Miftan Erez – The educational staff learned the democratic significance of pedagogical processes at school, different definitions, its relation to exclusion from education, and the relationship between exclusion and a student's academic achievements and behavior. In the aftermath of this conversation, the school changed some of its pedagogical methodology.

HaYovel – Each grade's teachers were trained separately (10th-12th grades). Each training offered guidance on events at school and the existing processes of dialogue. Each grade's dialogue groups discussed different topics: grades and evaluations, parent days, field trips, preparation for the army, gender equity, and more.

A Municipal Discussion for High School students

The Adam Institute prepared and guided two social discussions on current affairs, with teacher and student participation:

1. **Foreign Workers** – a day-long seminar at a local community center, attended by 200 students and educators. The first part of the day featured small discussion groups of 20 participants, which discussed foreign workers in general, and more specifically the rights of their children. A panel featured lecturers and students, including the daughter of a foreign worker. The day ended with a majority vote that children born to foreign workers

in Israel should not be expelled. Furthermore, a kit with material for classroom activities was prepared and distributed to high school students after the seminar.

2. **Freeing Captives** – in conjunction with the public discussion over the release of Gilad Shalit from Hamas captivity. Approximately 100 students from junior high schools and high schools participated in this day, which took place at the municipal Pedagogical Teacher Center (*Pisga*). The day opened with a lecture on Israel's history of releasing captives, followed by smaller discussions: does releasing captives harm national security? How should the state treat its captives? Is there a connection between motivation to serve and the way the state cares for captives? Is there room for public discussion in returning captives? How should the families be treated (what are their rights?), and more. The day ended with a student panel that presenting the discussion groups' conclusions, which were further discussed by the audience.

Uma – Reenacting Historic UN Resolutions

This is the second year that this program has taken place with teachers and students from six high schools and representatives from three junior high schools. This program studies and reenacts historic UN resolutions relating to Israel. This program introduces Israel's history through a new lens and helps students approach the problems faced by the founders from diverse perspectives. This year's reenactment dealt with resolution 242, which was adopted immediately after the Six Day War (1967).

1. The students in each school decided which country they would represent – countries that were permanent members of the Security Council, a country that was a temporary council member, and a country involved in the Six Day War that wasn't on the council.
2. A number of students were chosen to chair the discussions throughout the two-day reenactment. These students were prepared separately.
3. The students studied the topic for three months. They learned about UN institutions, their countries in 1967, resolutions their country had brought before the Security Council, and their country's position towards the resolution during the deliberations and after it passed.
4. The students met for a two-day reenactment of the discussion from 1967. The debates took place in two groups, which were facilitated by the chairs. The mayor, her deputy, ambassadors, and cultural attaches from around the world attended the closing event.



Activity in the Tel Aviv-Jaffa Area

Elementary School Students: Jewish-Arab Encounters

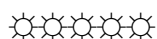
The activity in the Tel Aviv region took place within the framework of the Ministry of Education's tender 'Educating for Civics and Democracy' (no. 25/6.2010). Students from ten

5th-6th grade classes, representing four schools, met for the day at the interactive exhibit **Different=Equal, an Exhibition Promoting Education for Tolerance, Democracy, and Peace**. The exhibit helps students learn basic humanist and democratic values and encourages the encounter between Jewish and Arab students. The exhibit covers topics such as difference and equality, prejudice, discrimination, and scapegoating. The activity included workshops, a tour in the exhibition, and a joint concluding discussion. The exhibit was on display at the Peres Center for Peace in Jaffa. Before arriving, teachers had prepared their students for the encounter. The participating elementary schools were Balfour and Magen (Tel Aviv) and Achva and Al-Zahara (Jaffa).

High Schools

The Bar Ilan Yeshiva for Science and Art, Tel Aviv – A lecture about educating for democracy, delivered to all students and staff.

Public High School no. 5, Tel Aviv – The fourth annual lecture, delivered to students and teachers at the award and scholarship ceremony in memory of Justice Henia Stein, focused on rights.



Cooperation with Other Organizations and Institutions

Peres Center for Peace – The Adam Institute was glad to display its exhibition **Different=Equal** at the Peres Center, where Jewish and Arab elementary school students from Jaffa and Tel Aviv met for encounters. In conjunction, 24 Jewish, Arab, and Palestinian sports teams took part in an initiative of the Peres Center's sports department. These were co-ed teams in 5th-9th grade, who played soccer, basketball, and cricket. The athletes partook in joint workshops and toured the exhibition with a guide from the Adam Institute staff. The teams were paired up as follows: Kiryat Gan-Ein Rafa; Ein Harin-Ein Rafa; Merchavim regional council-Bani Naim; Sderot-Jericho; Kiryat Gat-Jericho; Kiryat Gat and Sde Yoav-Jericho; Yerucham-as-Samu; Sderot-Yatta; Be'er Tuvia-Ein Rafa, and Sderot/Dimona-as-Samu. Additionally, two 9th grade classes from the new school in Ein Rafa (near Jerusalem) toured the exhibition.

Lewinsky College of Education, Tel Aviv – The Adam Institute trained 70 college students within the framework of a course, 'Developing Educational Leadership: Democracy and Humanist Education.' The program included lectures, workshops, and an educational tour to Herzliya to witness how the lectures' concepts and workshops are implemented. The training's topics included: educating for democracy and democracy in the school system, using democratic language as an educational tool, and implementing education for democracy.

Annual Psychological Service Conference, the Central Region – In recent years, the Adam Institute has worked towards creating educational language that combines educational counseling, psychology, and civic education. This combined model was presented at the annual conference of the psychological services with 300 participants, and received enthusiastic feedback.

The Rabin Center, Tel Aviv – Lectures were delivered to three groups at seminars for education officers and their commanders, on the topic of a Jewish and democratic state. (These took place at the Rabin Center and the Masmiya Education Training Base.)

Beit Berl College – A lecture delivered high school teachers in training on the topic of parental involvement in school. Approximately 300 students were present.

The Jaffa Convention, the Arab-Jewish Community Center, Jaffa – Delivering a lecture and participating in a panel with educators and religious figures who educate for democracy in a multicultural society, at a conference on tolerance and multiculturalism.

The Mofet Institute (Research, Program, and Curriculum Development for Teacher Educators), Tel Aviv – A lecture, titled 'Interpersonal Dialogue as a Means for Silencing,' was delivered to approximately 60 supervisors, principals, and experienced teachers. (Three lectures total.)

Tel Aviv Conference for Progressive Education – Participation in the panel, 'Putting a Human Face on Dialogue and Education.' This conference was organized by the Kibbutzim College and the Tel Aviv municipality. The conference, which took place in Tel Aviv, was themed, 'The Language We are Made Of.'

The Center for Educational Technology, Tel Aviv – Adam Institute representatives were invited to participate in a panel with students and educators on the topic of civics education, within the framework of the program 'The Challenges in Democracy and Co-Existence.'

Beit Yatziv, Beer Sheva – A series of lectures for educators through the Ministry of Education's training and professional development administration. The lectures were delivered to counselors from the central, Haifa, and southern regions and focused on structuring gender conceptions in society and culture. The lecture was titled, 'Sociological Aspects of Gender; Teacher, Woman, Counselor.'

Leadership Seminar for Bedouin Youth, the Association of Community Centers – The Adam Institute was invited for the third time to conduct a seminar titled, 'Bedouin Youth: Identity and Leadership.' This program took place in the framework of Excellent Programs, and was attended by 180 students in 10th-11th grades. The activity included ten groups from seven Bedouin villages: Lakiya, Hawashila, Abu Quraynat, Hura, Arara in the Negev, Segev Shalom, and Rahat. Each group participated in a three-day seminar, which included lectures and workshops on five central topics:

1. Democratic principles as a basis for leadership and creating social change within the community: rights, equality, liberty and belonging, the individual and the group, and promoting civic discourse (empowering disadvantaged individuals and groups).
2. Clarifying the question of personal and collective identities, and addressing the ensuing dilemmas.
3. Learning and practicing methods of conflict resolution.
4. Leadership styles for working towards social change – mapping out the community's needs, planning, teamwork, democratic decision making.
5. Planning projects in their communities and implementation – simulations and models.

Bible Lands Museum, Jerusalem – This is the sixth year that the Adam Institute has helped train the museum's education staff. This year the emphasis was developing the skills to co-facilitate an encounter, improve cooperation between staff and thus influence the students, and examine each group's emphasis (Jewish, Arab), and determine each staff member's responsibilities during the encounter (should the tasks be divided equally, and how do the students mimic the dynamic between staff members?)

Ein Yael Museum – A program was developed, **The Environment of Future Generations**, which connects the environment and democratic principles, in conjunction with the Ein Yael staff. The program is appropriate for elementary schools interested in this topic. A short training was held for the museum staff, which includes Jews and Arab, in order to prepare them to run a bi-national summer camp.

International Activity

This year the Adam Institute was contacted by two German organizations who wished to learn about the Institute's programs and their implementation. Most of the Institute's efforts were legwork for future projects with Palestinian organizations, while maintaining relationships with past partners. A number of grant requests were submitted to foundations and we hope that at least one of these projects will come to fruition next year.

The German-Israeli Future Forum, Berlin – Representatives from the Adam Institute lectured and ran workshops at a conference about memory and the Holocaust in multicultural societies.

Nelson Mandela School in Berlin – Students and teachers from this international school visited the Adam Institute for a seminar and learned about how the Institute's programs are incorporated into the Israeli education system.

Media Coverage

Internet:

A Facebook discussion group:

"Yes to Respect; No to Racism" <http://www.facebook.com/adaminstitute>

This new project uses Facebook as a platform to promote social and educational activity to combat racism and incitement in Israeli society. The online discussions are guided by experts in a number of fields: education, law, society, history, media, and more. The page was inaugurated on the International Day for the Elimination of Racial Discrimination (3.21.11), and has since featured many discussions, accompanied by articles and responses. Most of the effort today is recruiting new members.

Thus far, the group has discussed a wide range of topics including: How do we address racism in different spheres of our life? How do we address racism by our public officials, such as the mayors of Tzfat and Nazareth? How do we address racism on the sports field? Is giving legal preference to people who served in the army racist? Should the war against racism start in kindergarten? To what extent do multicultural countries, which encourage the extreme preservation of different cultures, encourage racism? A number of laws were discussed, including the law against discriminating at night clubs and the law on accepting new members to community towns – when are admission criteria acceptable? The group also discussed national and racial identity; does nationalism promote or combat racism? What is the relationship between these two terms? How is this expressed by the identities of Israel's non-Jewish citizens?

In the midst of the protests for social change, the Facebook page serves as a platform to feature anti-racism groups and involve group members.

The Ministry of Education – two Adam Institute programs featured online

There Is No Such Thing as Some Democracy; Fostering Democratic and Active Citizens – a proposed program for the second year of civics lessons (9th grade). The program includes academic material with a three-fold practical approach: learning, analyzing the social reality through these values, and social change. This program connects the theoretical material and the daily reality and gives teenagers the opportunity to become active citizens.

Yes to Human Dignity; No to Racism – A program in conjunction with the International Day for the Elimination of Racial Discrimination. Instead of focusing on ways to combat racism, this program focuses on ways to prevent racism through educating towards mutual respect. Students learn to recognize human dignity everywhere, abstain from racist behavior, and become aware of racism in their surroundings. This program includes six workshops, which are accompanied by articles and other material.

Herzliya Portal, the Municipal and Pedagogical Teacher Center (*Pisga*)

The Adam Institute put a number of suggested activities on this website. Some were from the **Civic Calendar** program and some were from dialogue programs for schools. The activities included articles from the Institute's newsletter.

Periodicals:

'Enayim,' a children's magazine; issue no. 129, 'Democracy.' - Dr. Uki Maroshek's article, 'What Is a School that Educates Towards Democracy?' The magazine, which has thousands of subscribers, dedicated an entire issue to the topic of democracy.

'Hed HaHinuch,' the teacher union's magazine; 'Educating for Peace.' - Dr. Uki Maroshek's article about peace education and how to promote it.

Radio and Television:

Channel 1, Arabic division – The television crew filmed at the exhibit **Different=Equal** at the Peres Center for Peace and interviewed Adam Institute staff and the supervisor of Arab education in the Tel Aviv region.

Channel 23 – Dr. Uki Maroshek participated in Gal Gabai's program alongside Nimrod Aloni. They discussed incorporating dialogue in education and educating for democracy.

Reshet A, Miki Miro's radio show on social issues - Dr. Uki Maroshek was interviewed about democracy and educating for democracy.

Channel 103, Billy Besserglick's show 'Being Israeli' – An interview with Dr. Uki Maroshek about the model UN in Herzliya.

Local media in and around Herzliya – a number of the Adam Institute's activities were featured in Yediot HaSharon, Kol Hertzliya, Zman HaSharon, Ha'ir.