



Verein zur Förderung  
des Israel-Museums  
in Jerusalem e.V.

The Ruth  
Youth Wing  
for Art Education  
The Israel Museum  
Jerusalem

جناح الشبيبة  
والتربية الفنية  
على اسم روت  
متحف إسرائيل  
القدس

אגף הנוער  
והחינוך לאמנות  
על שם רות  
מוזיאון ישראל  
ירושלים



## Das SIXT Twin Schools Projekt 2015/2016

Als Erweiterung des Bridging the Gap-Kunstprogramms, um noch mehr junge Menschen vor Ort in Jerusalem zu erreichen, und nur durch die großartige Förderung von Frau Regine Sixt und der Regine Sixt Kinderhilfe Stiftung, begann 2015 zum ersten Mal – nach einer kurzen Pilotphase 2014 - das SIXT Twin Schools Program.

Zwei Schulen aus Jerusalem wurden für dieses prestigeträchtige Programm ausgewählt. In diesem Jahr war es die jüdische **Adam Schule** und die arabische Schule **Ein Rafa**. Es geht, wie bei unserem BtG-Kunstprogramm, um kulturelle Verständigung und Austausch untereinander. Wichtig ist, dass trotz der politisch schwierigen Phasen ein Miteinander wachsen kann, dass Bindungen entstehen, vielleicht sogar Freundschaften gedeihen können. Kunst macht es möglich sich auf neutralem Terrain zu begegnen und aneinander näher zu kommen.

Das Projekt ist in vier Abschnitte eingeteilt. Zuerst werden den Eltern und Lehrern die gemeinsamen Inhalte vorgestellt, die fest an jeder Schule zum Schulcurriculum gehören. In der zweiten Phase bereiten sich die Lehrer beider Schulen gemeinsam, auf die Unterrichtsstunden mit Schülern am Israel Museum, vor. Die dritte Phase ist den Schülern gewidmet, die sich zuerst an ihrer Schule auf die Treffen mit den anderen vorbereiten und anschließend auf ihre Gleichaltrigen am Israel Museum treffen. In der letzten Phase konzentrieren sich die Schülerinnen und Schüler auf die Abschlussveranstaltung.

Wir freuen uns sehr, dass insgesamt 108 jüdische und arabische Schüler, trotz der großen Spannungen zu Beginn der Projektzeit, teilgenommen und mit viel persönlicher Motivation und großem Engagement zum Projekterfolg beigetragen haben. Der gesamte Aufwand hat sich allein für die Abschlussveranstaltung im Juni 2016 gelohnt, auf der wieder bewusst geworden ist, dass trotz des schwierigen politischen Klimas, der Wunsch zu reden, sich zu treffen und einander zu verstehen unter den Kindern, Jugendlichen und den Erwachsenen ungebrochen ist. Wir hoffen sehr, dass wir diesen Dialog mit den Schulen im nächsten Jahr wieder realisieren können.

Lesen Sie im nachfolgenden den Abschlussbericht unseres ersten SIXT Twin Schools Projektjahres 2015/2016:

## The SIXT Twin Schools Project Report 2015/2016

Having just concluded the final event of the SIXT Twin Schools Program, we are pleased to submit this report with our final conclusions and figures. The Twin Schools Program began this year for the first time in the Israel Museum following a brief pilot program in 2014. The program for this year has come to a successful completion despite the challenges we initially faced due to tensions in the region. The program operated smoothly without any cancelations and within the framework of the predetermined calendar. The motivation and dedication of all of its participants contributed to its success, and we were delighted to discover that despite the challenging political climate, there remains a desire to meet, talk, and understand each other in order to create art, build friendships, and embrace differences.

The two schools chosen for this prestigious program were both in the Jerusalem area. The Jewish **Adam** School for grades one through twelve is under the leadership of Principal Adi Hamo, and the Arab school **Ein Rafa** for grades one through six grades is under the leadership of Principal Ghada Yosef.



**The first stage of the program** was to engage the two principals and inspire them to join the program. Both were very enthusiastic, and their meetings took place over several sessions during November and December. Once the program was built, it was then introduced to teachers and parents.

**The program's second stage** began in January with six joint sessions for 26 teachers (13 teachers from each school), who met twice a month to prepare for the upcoming sessions with their students in the Museum. This stage also included a visit to *we the people: New in Contemporary Art* and *Pharaoh in Canaan: The Untold Story*, two Israel Museum exhibitions.



**The third stage** concentrated on bringing the 50 Jewish and 58 Arab 6th graders to the Museum. Students met in February and March, separately at first at each of their schools for preparatory discussions, and then were invited to the Museum to meet their peers and enjoy activities, workshops, and guided tours in the Museum galleries where they learned about artists' narratives. Students then shared their own narratives and expressed their ideas in an art project that was later hung in their respective schools. Meetings continued through April and May.

**The last stage** was the final event of the school year with the participation of the entire community (students, parents, and teachers). This event, which took place in June, included guided tours of the Museum's exhibitions, allowing participants to get to know each other through art and inspiring a fruitful dialogue between the different generations while they enjoyed interactive activities. At the conclusion, everyone gathered for a distinguished ceremony with the educational leadership of the Museum and the schools. We were all touched by the students' beautiful farewell speeches. Guests and participants expressed their positive feelings and many shared their hopes that the program continue.



**The evaluation** of the program was led by the two program coordinators, Eldad Shaltiel in Hebrew, and Melham Bader in Arabic. The evaluation related to three circles of the project: students, teachers, and parents. Students' final meeting featured an intensive discussion about their feelings towards the other. They also provided feedback about the program's level of teaching, tours in the Museum, and workshops. Teachers shared a joint meal where they brought traditional food, and were then asked to reflect and compare their assumptions before and after the program. They were also asked to provide feedback regarding the project's components and the influence of the program on everyday life in the classroom. In the parents' circle, a brief discussion was conducted during the final event in order to hear their opinions and suggestions for the program.

Feedback and information from all three circles were compiled, analyzed, and compared to similar programs at the Museum, and resulted in several conclusions:

- Preparatory meeting during the program's first stage with the schools' principals were crucial to ensuring the teachers' commitment
- The presence of an Israeli mediator in Hebrew and an Arab mediator in Arabic created an atmosphere of trust and confidence for participants
- The combination of observing and creating art kept participants involved in all parts of the sessions and increased their connection and commitment.
- Students' positive attitudes reflected on their families' attitudes about the program
- The majority of participants claimed that they now (after an entire year) are more knowledgeable and empathetic towards the other
- All participants expressed their wish that the project continue

We would like to express our deepest gratitude to the Sixt Foundation for supporting this important program. The SIXT Twin Schools Program succeeded in realizing the Museum's educational and multicultural vision, and helped us archive our goal of being a cultural center hosting a wide variety of communities. We hope for your continued support next year, and have attached a formal request detailing next year's program

