

## JEWISH-ARAB COMMUNITY LEADERSHIP PROGRAM 2016-2017 ANNUAL REPORT



“ Leadership is the capacity to translate vision into reality”

*Warren Bennis*

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## Greetings

In their academic life, Jewish, Arab and Druze students, as well as faculty members, meet at the University of Haifa, making it one of the most diverse institutions in Israel and displaying the need and practice of peaceful coexistence on a daily basis. In this unique environment, the purpose of the Jewish-Arab Community Leadership Program is to bring Arab and Jewish students together, to foster dialogue and to support promising individuals in their commitment to society. We put this into practice by awarding scholarships to dedicated students which allows them to strengthen leadership abilities and to get involved with their communities during their studies.

Pursuing this goal, we have been working closely together with the University of Haifa since the initiation of the program by the German Friends association in 2006. In a shared effort, we choose the worthiest applicants and the University provides support to scholars facing any personal or academic difficulty. Until now, more than 250 Jewish and Arab students participated in the program.

Over the past academic year, our scholars have been active in social institutions all over Haifa as well as on campus. They have developed new ideas of how to bring people of different backgrounds together, many of them focussing on youngsters and students. The scholars active in the Ein HaYam branch of the Leo Baeck Community Center brought all participants together for the annual study tour, providing a close insight into the neighbourhood and the unique sightseeing project they are part of.

It is always a delight to see how involved our scholars are in their projects. Their enthusiasm is what ensures the program's impact and success and it is also what makes me look hopeful into the future.



**Dr. h. c. Sonja Lahnstein-Kandel**

Chairwoman

Association of German Friends of the University of Haifa



## Personal Testimonies

### Rami Awawdi

My name is Rami, I am 23 years old from Kfar Kana and a resident of the University of Haifa dormitories. Nowadays I'm a 2<sup>nd</sup> year nursing student and starting my 2<sup>nd</sup> year as a participant in the Jewish – Arab Community Leadership Program. In my first year, I was a tutor at the Ein-Hayam sightseeing project and assisted in university and dormitory programs. I had many interesting experiences especially with school groups and learned a lot about myself and from the responsibilities I took on.

In my opinion, the scholarship is both beneficial for students and for the community in that it brings together the different groups in a social and positive cultural environment, something that we already have in Israel but also need more to establish a strong future coexistence.

I had a lot of positive experiences in the program that surprised and supported me. The first I would mention is the meeting where we, as a heterogeneous group, discussed hot topics about Arab and Jewish nationality and existence. At first, we were conflicted and everyone took a defensive position, however, we calmed down and tried to discuss it in harmony in order to respect the boundaries of the group. After a number of meetings, we were able to talk and listen openly even to the most difficult of issues and discussions.

I always believed in meeting and cooperation between different cultures as an ideal solution for peace and harmony between nations. This program strengthened my belief. I will never forget it and will always tell my friends about it. I think we need more programs like this one in order to spread the word for everyone. A huge thank you for giving us this opportunity and for letting us become a part of the new society.



*Rami at the End of the Year Festival*

## Neria Vizenberg

My name is Neria, I am a student in the Faculty of Law at the University of Haifa, starting my second year in the Jewish – Arab Community Leadership Program. As part of the Program I volunteered throughout the year in a youth center in Tel Amal neighborhood in Haifa in the 'Green House'. Tel Amal is a diverse neighborhood, built from Jewish and Arab families. The center is a gathering place for the neighborhood kids after school hours. The kids have a variety of activities, such as art and dancing lessons, assistance with their homework and a hot meal in the evening. My part was to assist the manager (Avital) arranging the place before the kids come, assist with the different activities and making sure everyone leaves the place safe and happy at the end of the day.

For me, the program is the first place I could meet Arab students who are my age, and have honest and open conversations about the difficult and complex relations between Jews and Arabs in Israel. The Program helped me to better understand their point of view, the way that they see the situation, and hopefully will give me the tools to better approach the conflict when I encounter it in the future.

I wish to thank you for your generous donation. It has given us the opportunity to build a unique group of students, who try to deal with a subject that many Israelis avoid in their daily life. I look forward to start the 2017-2018 program, in hope that your generosity will see fruits as soon as possible.



*With the staff of the "Green House" - Neria is the second from the left*

## Basics of the Program

The Jewish-Arab Community Leadership Program is a unique program, in its 11<sup>th</sup> year of operation at the University of Haifa. The program is generously sponsored by the German Friends Association of the University of Haifa. The main objective of the program is to facilitate dialogue and multi-cultural social interaction between Jewish and Arab students. Students active in the program have an awareness of the Jewish-Arab conflict coupled with a desire to lead to change in this area, as well as experience with social activism.

### Objectives of the Program

1. Increase awareness of the need for co-existence among Jews and Arabs and to work toward advancing this goal.
2. Develop joint leadership for social change among Jewish and Arab students.
3. Bring about improvement in the social and educational conditions of the mixed population in Haifa through joint community projects.
4. Develop and raise social community initiatives among the Jewish and Arab student populations.

### Elements of the Program

The program is made up of two parts:

1. Community Activities within a Social-Educational Framework – Students invest their academic and individual capabilities for the benefit of the community. During this academic year, the activities are taking place for four hours each week or 100 annual hours of activity.
2. Training Program – This year two training courses took place for participants in the Jewish-Arab Community Leadership Program: one course for the group of new students and one course for continuing students.

### Preparations for Program Operation

The program was initiated following a period of preparation that included:

1. Meetings with professionals from the various potential activity centers with the aim of planning the projects to be included in the program.
2. Registration, selection and admittance with the goal of recruiting new Arab and Jewish students to replace those students not continuing in the program this year.
3. Presently the program includes 44 students: 24 Arab students (9 males and 15 females) and 20 Jewish students (8 males and 12 females). **See Appendix 2 on page 18 for a full list of the students in the program.**

Subsequently, there was a process for placing students in various community activity projects, giving consideration to the project requirements, student capabilities and preferences. The students were placed in community activity centers in mixed Jewish-Arab residential neighborhoods in Haifa.

## Educational-Social Community Activities

Following is a list of activity centers in neighborhoods where students have been placed:

### **1. Projects at the Various Branches of the Leo Baeck Community Center**

The Leo Baeck Community Center provides cultural, social and leisure activities for the residents of West Haifa. The Community Center has several branches that operate in various neighborhoods for making the activities available to all populations. The activities at the Community Center are based on certain core values: Pluralism, Community, Leadership, Humanism, Equality and Professionalism.

#### Leo Baeck Community Center – Main Campus

The students engaged in activities at this branch take part in two projects:

- a. **Youth Leadership** – in this project three students took part (one Arab student and two Jewish students). The purpose of this project is to create a joint leadership group of Arab and Jewish youth that will work together for the benefit of the community. At the beginning of the year, the students worked with the Arab and Jewish youths on getting to know each other and dropping barriers and stigma. After a certain chemistry was established they began working on a musical performance that included multi-cultural dancing and songs, as well as traditional refreshments. The musical show was performed at Tamra at the end of the Ramadan. Following a review of the project with the staff of the Center, it was noted that the students were instrumental to the success of the project. During the year, the students showed great flexibility in light of changes that took place during the year. The students also led some special events such as holiday events and special occasions.
- b. **Story Time** - three students participated in this project (one Arab student and two Jewish students). The purpose of the project is to hold "story time" activities in two languages - Arab and Hebrew. The students have managed to gather both Arab and Jewish families to engage in this activity. The joint activities included artistic endeavors such as drawing and sculpting. The community contact person for this project has been very complimentary of the activities. The Center plans to expand the activities of the project and create a community of families that will meet for various activities in addition to story time.

#### Leo Baeck Community Center – Ein HaYam branch

Ein HaYam is a mixed neighborhood with a population of nearly 2500 Arabs and Jews. Most of the population is in the average or below average socio-economic group. There is a new, modern community center in the neighborhood which addresses the needs of residents of all ages with a large variety of programs.

- a. **"Healthy Golden Years"** – This project was run by an Arab student who has engaged a group of senior citizens (65 years old and over) who come to the senior center run by the Community Center every week. The purpose of his meetings with them is to teach them about healthy living and let them get to know one another better. In reviewing this project it was noted that the student was wonderful with the senior citizens and he has become an integral part of the Center.

- b. **The Ein HaYam Sightseeing Project** – This is a unique project designed to encourage tourism within this very special neighborhood. This project makes the neighborhood accessible to visitors thus fostering a sense of pride in its citizens. Seven students initially took part in this, (five Arab students and two Jewish students), and in the second semester five students took part (four Arab students and one Jewish student). They were specifically trained for giving the tour and they wholly embraced it. The students experienced personal and professional growth and it was decided that the project will continue next year with emphasis on the ability of the participating students to provide guidance and impart knowledge to any group they lead through the trail.

## 2. Beit Hacheded – Pal-Yam Blvd.

Beit Hacheded is a voluntary organization, established as a house, shelter and a location for in-need populations who cannot find proper solutions to various hardships they are facing. Beit Hacheded operates on two levels – the individual and the community. It manages the following initiatives in cooperation with its professional staff and a wide network of volunteers:

*Helping Hand to the Family Initiative:* Social services are provided in cooperation with the various Haifa communities and sectors to promote the social and economic security of the families of the city.

*Homeless Initiative:* In light of the skyrocketing levels of poverty in Israel, Beit Hacheded is assisting homeless men to break through the cycle of despair and return to lead normal lives.

*Prisoners Rehabilitation Initiative:* Beit Hacheded is fulfilling its original role as the first rehabilitation hostel in Israel.

*Youth Department:* Beit Hacheded provides alternative opportunities for youngsters in danger of dropping out of school, running away from home and ending up on the street in gangs. The five students, three Arab and two Jewish active in the project were integrated into the Youth Department.

*Enrichment Center for At-Risk Children and Youth:* The Center commenced operation in 2005 as part of the social activity and spiritual mission of the Kamil Shehade Z"l House of Grace (Beit Hacheded) and aims at providing social, educational and enrichment solutions to the children and youth of Haifa who are considered at-risk and facing hardship and danger and are not part of any social support network. The main objective of the Center is to provide new opportunities for development, advancement and growth in basic areas of living (social, educational, emotional and behavioral) to those same children and youth who are in social crisis and despair, and who are thus denied the opportunity to develop and progress in life, as would be expected of their age groups. In addition to the educational and social enrichment program, the Center also serves as a warm home and a supportive social framework for those children and youth whose social distress has led them to social isolation, loneliness and separation from society and its institutions.

The target population of the Enrichment Center is:

- Children (ages 7-12) and adolescents (ages 13-18) from Haifa
- Those experiencing a family/social crisis leading them to social isolation and loneliness
- Some of the children and youth are from single family homes facing severe family conflicts

- Some are children of prisoners (current and former)
- Some suffered from physical and emotional family violence; some witnessed violence between the parents
- Some suffer from behavioral and adjustment problems in educational and other social frameworks
- Some are outside organized educational frameworks (dropouts)
- Some engage in antisocial or criminal behavior

The University students' activities concentrated in the following four areas:

- Educational – Each University student contributes his/her part in providing study support in a variety of subjects. The support is in groups.
- Social – The weekly meetings between the pupils and University students are a meaningful and powerful way to empower them and improve the pupils' self-image. Merely the meeting with a positive and permanent role model (the University student) provides a rehabilitative experience for those children and youth who never had a permanent, supportive role model.
- Leisure – Activities include yard games, computer usage and friendly discussions.
- Community Volunteerism – The University students have been taking an active part in a wide variety of community activities aimed at serving the population.

The contact person at *Beit Hachessed* has reported that the students play a central and meaningful role in the activities and are considered "part of the team". They provide attention to the youth they work with. This helps the children advance both academically as well as personally through improved self-confidence. The students created unique bonds through these activities and work.

### 3. The "Green House" in East Haifa

The "Green House" is a branch of the Neve Yosef Community Center and is located in the Tel Amal Neighborhood of Haifa. This is a low-socio economic neighborhood, which houses former USSR and Ethiopian immigrants, as well as Arab families who have started residing in the neighborhood in the last 3 years. The "Green House" is a place for children and youth to congregate safely, study and play in a safe and supervised environment. Two Jewish students took part in this project and they engage a group of Arab and Jewish Youth in sports and social activities. In addition, they provide them with personal mentoring so that they may help them advance both academically and socially.

The Director of the "Green House" stated that this was an excellent year. The students are a positive influence and add to the positive atmosphere. They are really making progress in bringing the youth together. One of the main challenges this year was the fact that some of the youth do not speak Hebrew well and this personal attention from the students was extremely beneficial.

#### 4. "Positive" – Musical and Cultural Events

Seven students operated this project: five Jewish students and two Arab students. The Positive Events are special performances in people's homes which bring forth a unique model for community cultural events, which incorporate home hospitality and musical performances by multi-cultural groups. This creates intimate gatherings.

This year, three "Positive" events were produced: two community events, at people's homes, and one dormitory event, with great success with approximately 80 participants each. This project has caused a great deal of pride amongst the students and has created a positive vibe amongst students on campus. After speaking to the students themselves as well as their mentor in this project, it seems that producing these events has been a meaningful experience for the students as well as a wonderful way to learn the tools of producing an event.



*A "Positive" Event*

#### 5. University of Haifa Dormitories Project

The student dormitories at the University of Haifa are intended for housing by ordinary students who are studying towards their academic degrees. The dorms are of a pluralistic nature and include new immigrants, Jews, Moslems, Christians and Druze. The dorms' staff strives to allow the socially and culturally very broad heterogeneous public to live a shared life of cooperation, mutual respect and tolerance, within a framework that allows for both learning and a social life. In the current academic year it was decided to continue the joint project, established three years ago, in an effort to nurture shared Arab and Jewish student leadership.

A group of students who live and act together among the dorms residents, initiates and runs shared bilingual community activities while continually expanding the circle of activists. Participants include Jewish and Arab students who are getting to know each other and provide an opportunity for crossing boundaries, and acting together in service of their community. The activities initiated by the group members allow additional Jews and Arabs in the University dorms to have the chance to get to know each other, and provide an opportunity for contact with different cultures and open dialogue. They also lead to the exposure to and learning of two languages, Hebrew and Arabic. The group's members and their activities constitute a viable alternative to a reality which is mostly separate, even alienated. The significant benefit of this venture is the fact that the students live together in a shared space, and we believe that shared activities in this arena can have a meaningful influence on bringing together Jewish and Arab students.



*Air Hockey Contest @ the Dormitories*

During the Spring semester, the students divided their activities into two groups so that each groups:

1. **The Sports Group** which included four Arab students and three Jewish students
2. **The Cultural Group** which included four Arab students and two Jewish students

### Roundtables

This year, four roundtable events took place: two in the dorms and two around the campus (two discussing women's issues, one on cultures and how they are expressed on campus and one on language and communications as a means to bond). These events are the fruit of an initiative by our veteran students who received specialized training for this purpose. The aim of these events is to create a continuum of dialogue in the dormitories and on campus.

The overall atmosphere of this project was very positive. Students mentioned that this activity enabled them to bring forth discussions on very important issues arising from living together on campus. It is apparent that the roundtables made an impact on campus and that they have made the Community Leadership Program better known amongst the student populations.

This was a very successful and productive year for the students active in the dormitories as quite a few events were produced; including new types of events such as a folk dance event where students learned folk dances from several cultures (Greek, Swiss etc.). In addition, special dialogue-promoting events were held such as roundtables and film discussions.



*The "Most Beautiful Apartment" Contest @ the Dormitories*

## Training and Enrichment Program

In parallel to the various practical community projects, the University students also took part in a training and enrichment program. The training focused on imparting the knowledge, tools and skills applicable to the community project in which the students are participating. The training included:

### ***The Leo Baeck's Clore Shared Existence Center, Ein HaYam branch***

The students staffing this project received six weeks of training which included learning about the Ein HaYam neighborhood – historical information, sites relevant to different faiths etc., as well as training on how to guide groups.

### ***Leo Baeck Community Center, Main Campus branch***

Students staffing projects in the various branches of the Community Center received a two-week training period in the beginning of the academic year and were imparted with tools to lead groups, recruitment, conflict management etc. These tools imparted specifically dealt with compassionate communications skills, verbalization of personal views, trying to be less judgmental and more compassionate.

### **University of Haifa Dormitories**

Students in the training program here are acquiring tools to assist in activism and defining results, teamwork, intercultural communication, integrating, and including the University community. The training is year-long.

### **Positive**

The year-long training program included learning the tools necessary to produce and realize multicultural projects in the community and social activism and how to make it happen.

**Training at the University** – During the current academic year two training courses were in place for students in the Jewish-Arab Community Leadership Program: a year-long **course for new students**, "Intercultural Leadership Workshop" (four academic credits); and a year-long **course for continuing students**. The courses were taught by two instructors (one Jewish and one Arab), Anat Shoval and Ossama Jamool who both have extensive experience working with groups of mixed populations. Please see Appendix 1 for further details.

The course instructors and the program leaders reported that the courses created a productive atmosphere amongst the students. The new students joining the program bonded and received great tools during their training and the veteran students were wonderful and displayed great initiative, creativity and organization.



*Participants of the Training Course*



*Students Receiving Certificates of Excellence*

## Study Tour

During April of this year, the traditional study tour took place, this time at the Ein HaYam Neighborhood in Haifa. The veteran students of the Program created the tour. The tour included a visit to the Stella Maris Monastery and its surroundings as well as a meeting with a community activist. The students also visited the Communal Garden and the Ein HaYam Sightseeing Trail where they received wonderful insight into the dynamics of the neighborhood and the people living in it. They heard of the challenges and of the opportunities created by the work on the Community Garden and received insight into historically and culturally unique sites. The students operating the trail were the ones to guide this study tour and they had the opportunity to display their work throughout the year. The students also visited the "Clare Shared Existence Center" in the neighborhood where they received an authentic lunch and received a lecture about the center's activities. They concluded the day at the Shikmona Marine Nature Reserve where they enjoyed bonding activities.



*Study Tour @ Ein HaYam Neighborhood*

## Annual Project – "Close Encounters" at the University Campus

In June 2017, the Program held its concluding project. A group of veteran and new students as well as Program coordinators led the project. "Close Encounters" was a festival of sorts which displayed all the diverse identities and backgrounds of students studying on campus and allowed these different groups a platform for expression and exchange. The students setup various stands and discussion circles. The festival also included a performance by a "Music of the World" band that played multicultural music. The students created a large sign with the wording "See, Listen, Talk" which expresses their wish to create a positive atmosphere on campus.



*End of the Year Event on Campus*

## The Evaluation Process

The Unit for Social Leadership staff evaluated the students throughout the year. Once a month, the coordinators met with the students to review the activities and to plan the future. The students had to submit a monthly report detailing their activities in dates and hours as well as content. The report has to be approved by the contact person at the activity center. This meeting allowed students to voice their thoughts and concerns. Coordinators were helpful in offering advice and feedback. The coordinators also visited the students on site and watched their work personally, and met with the contact person on site to hear of the progress made. The staff of the Unit for Social Leadership met twice a week to discuss progress, address challenges and formulate plans of action when needed.

Each student underwent two evaluations: one at the end of the fall semester and one at the end of the year.

- The first evaluation included a talk about strengths and weaknesses as well as suggestions for improvements. The evaluation also helped the students plan their activities for the Spring semester. Following the first evaluation, the staff held a final meeting concluding the activities of the Fall semester.
- The second evaluation took place at the end of the academic year where the staff met with each students and discussed the year's activities as well as ideas for new projects for the following year, based on the student's experiences.

The evaluation forms analysis uncovered the following:

- 92% of the students completed their work and displayed great responsibility and personal commitment.
- 95% of the students displayed high personal motivation. This motivation especially manifested itself in their final joint project where the students had to plan and execute original ideas and solutions to challenges.
- 85% of the students showed initiative, responsibility and personal leadership while emphasizing values, morality and giving to the community.
- 95% of the students acted in full cooperation with the staff. This cooperation was a major factor in the success of the program and allowed for mutual growth between Arab and Jewish students, the students and their contact person and the students and the community they served.
- 95% of the students were attentive to the community they served. This attentiveness has two purposes: the first, to respect the people they served and second, to better understand the needs of this community. This promoted a better dialogue and relations.
- 98% of the students displayed good interpersonal skills. These skills manifested themselves in their relationships with fellow students, their willingness to learn and ability to receive constructive criticism from the staff and in showing respect and empathy to the community they served.

## Appendix 1

### Training Course for First-Year Students: Developing Intercultural Awareness

#### Goals:

- Development of intercultural leadership by learning through experience based on individual and group learning processes.
- Development and examination of concepts of personal and cultural identity within the context of a multicultural society. Development of reflective ability and critical analysis of perceptions and positions regarding cultural identity and the Israeli social structure.
- Acquisition of theoretical and practical tools required for effective interpersonal communication, joint work and community leadership in a diverse intercultural environment.
- Development of social ventures and acquisition of tools to lead projects, integrated with and accompanied by student volunteerism in community centers and in social projects on campus.

#### Key Course Themes:

- **Building a multi-cultural group** – what is multiculturalism in general and what does it mean in Israeli society in particular? Creating a shared and common goal.
- **Cultural and personal identity** – includes an examination of participants' personal identities and cultural origins, development of one's personal identity in a cultural context, and acceptance of the different identities by the group and by society.
- **Intercultural conflicts** – personal perception and perception of the other, ability to distinguish stereotypes, and strategic analysis and management of conflicts in an intercultural context.
- **Intercultural integration** – influence between different cultural sources, integration and combination of cultural sources, and cultural variety and diversity as a social resource.
- **Working in a multicultural setting** – practical aspects of a culturally diverse work environment.

#### Means of Study

The workshop is based on both experiential and active experiences, employing a variety of workshop subjects and significant reflective processing of individual and joint experiences.

- A procedural series of meetings according to models of experimental learning, group development and the cultivation of multicultural awareness.
- Mixed group workshop activities that facilitate interpersonal and group encounters of participants from various cultures.
- Intensive study days for all program participants – academic multicultural study tour day and a joint final community project.

#### Student Assignments:

- Full participation and completing all routine assignments
- Participation in a joint community project during the course

- Completion of reading assignments
- Submitting a final concluding paper at the end of the year

### ***The Final Paper***

The final paper will include a reflective reconstruction of the personal and team process and its relevance to the theoretical models taught. Participants will have to rely upon a personal journal they will write throughout the course and reflect upon it.

### **Training Course for Continuing Students: Intercultural Leadership – A Training Workshop for Mentors**

The training is taking place within the framework of a unique academic course offered for a second year to continuing program participants. During the course, biweekly meetings of two academic hours each were taking place with two mentors, one Arab and one Jewish. The first 3 meetings were devoted to building the group and planning the year. The next meetings are devoted to tackling dilemmas arising from the work in the field.

#### Goals:

- Continuing and developing joint learning in mixed groups.
- Developing, planning and leading skills for multicultural activity and basic mentorship skills.
- Experientially learning from social and leadership ventures in a multicultural atmosphere.

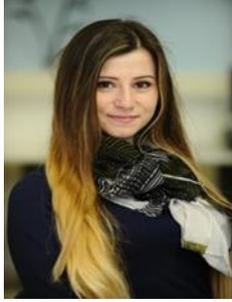
#### Key Course Themes:

- **Building the group and its cohesiveness – first 3 sessions**
  - Planning the year and managing expectations
  - Division into sub teams and planning their work
  - Peer learning
- **Following the initial 3 sessions the following sessions took place once every two weeks**
  - Guiding the task teams on a need basis and dealing with the dilemmas arising from the work in the field.
  - Analyzing realities and dilemmas of intercultural leadership
  - Simulations and feedback
- **Responsibility for joint projects:**
  - Leading the activity groups in the dorms and the community centers.
  - Planning and leading dialogues ("roundtables") for both students in the program and Arab and Jewish residents of the student dorms.
  - Producing two multi-cultural events in the Haifa community.
  - Planning, organization and guidance of the joint tour for all the students in the program.
  - Guiding the team leading the final community project.

## Appendix 2

### Participants in the Jewish-Arab Community Leadership Program 2016-2017

#### Arab Students

No.	Student Name	Department	Year of Study	Student Photo
1	Awawdi Rami	Nursing	2	
2	Makhoul Dianna	Political Science	3	
3	Bhash Qais	Nursing	3	
4	Sherari Mohaned	Nursing	3	

No.	Student Name	Department	Year of Study	Student Photo
5	Khalilie Aghsan	Humanities	MA 1	
6	Guaunyim Thaer	Mathematics & Computer Science	1	
7	Halabi Nardeen	Art	3	
8	Sirhan Rawan	Multi-Disciplinary Studies	3	
9	Kirsh Hadeel	Economics	3	

No.	Student Name	Department	Year of Study	Student Photo
10	Bishara Ruba	Law	3	
11	Khalaileh Saja	Psychology English Language and Literature	2 3	
12	Ghanim Fiad	Law	1	
13	Sobeh Qasim	Computer Science	3	
14	Zahawi Ola	Economics	3	

No.	Student Name	Department	Year of Study	Student Photo
15	Habeeb Caroline	Nursing	1	
16	Shaheen Weaam	Information Systems	1	
17	Ourman Waede	Economics	3	
18	Hussein Nidaa	Sociology & Anthropology	3	
19	Assaf Dalal	Nursing	2	

No.	Student Name	Department	Year of Study	Student Photo
20	Massalha Islam	Economics	3	
21	Ayoub Elyana	Nursing	2	
22	Abu Asalh Nisreen	Law & Economics	1	
23	Khaneh Y. Muhamad	Law	2	
24	Salamna Areen	Applied Organizational Sociology	MA 1	

Jewish Students:

No.	Student Name	Department	Year of Study	Student Photo
1	Mitchell Moshe Asher Yehonatan	Political Science and Asian Studies	2	
2	Amsalem Maor	Hebrew and Comparative Literature	3	
3	Ashkenazy Bat-El	Middle Eastern History  Political Sciences	3  3	
4	Koren Shani	Occupational Therapy	3	
5	Altalef Johanne	Asian Studies	3	

No.	Student Name	Department	Year of Study	Student Photo
6	Cohen Neta	Psychology	MA 2	
7	Journo Mor Reut	Law	4	
8	Stern Liz	Art	MA 2	
9	Singer Nofar	Communication Sciences and Disorders	1	
10	Mendel Moshe	Political Science	MA 1	

No.	Student Name	Department	Year of Study	Student Photo
11	Yakobov Peri	Theatre	4	
12	Levina Irina	Asian Studies Statistics	3 2	
13	Yevgeny Kolitzkii	Information Systems	4	
14	Ben Mernik	Clinical Neurophysiology	2 Direct PH.D.	
15	An-Eli Ofir	Biology and Medical Science	1	

No.	Student Name	Department	Year of Study	Student Photo
16	Kinde Osnat	Communication Sciences and Disorders	1	
17	Nachmani Lotem	Communication Sciences and Disorders	1	
18	Zoltzever Maor	Business Administration	MA 1	
19	Belcher Arthur	Political Science and History of the Middle East	2	
20	Vizenberg Neria	Law	1	



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