

# *MATANEL FOUNDATION*

## *ACTIVITY REPORT*

**Program:** Together Nitzan Matanel – a Regional Program for Educating Arabs and Jewish in Technology and Science

**Year:** 2024-2025

**Name of the Program:** Together Nitzan Matanel – a Regional Program for Educating Arabs and Jews in Technology and Science

**Year of activity:** 2024-2025

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**Function of the report's writer:** Resource Development Coordinator

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**Number of active participants in the program:** 40

**Estimated number of impacted participants:** This year, the Together Nitzan Matanel program engaged 40 direct participants. However, based on our experience, the impact extends well beyond those actively involved. Drawing on participant feedback and our ongoing evaluation, we estimate that approximately 80 additional individuals, primarily close friends and family members, have felt the program's influence through their connection to participants. We expect this ripple effect to keep growing, further strengthening our broader social impact over time.

**Give the actually state of the program (where the program stands at the date of the activity report, no more than ten lines):** The program concluded successfully, with participants completing 26 in person sessions. We are currently analyzing the evaluation results from this cycle to draw insights. The enclosed evaluation report outlines the key outcomes and findings.

**The main achievements during the last year of activity (main achievements, number of events, number of participants, etc.):** During the 2024-2025 cycle, the Together Nitzan Matanel program successfully engaged 40 Arab and Jewish participants in 26 in-person sessions at Technoda. Throughout the year, no participants chose to withdraw, an encouraging indicator of the program's ability to sustain interest and commitment over time.

Beyond academic enrichment, the program fostered meaningful social interaction between children from both sectors. One especially powerful moment took place during informal breaks, when for the first time participants from both sectors spontaneously played together. This unplanned interaction reflected a genuine connection and a significant step toward mutual trust. Many students also expressed a

strong interest in continuing next year, further highlighting the program's positive and lasting impact.

We introduced several meaningful improvements this year, based on insights from past evaluations. For the first time, we translated the questionnaires into Arabic, which enabled Arab participants to respond independently and more authentically. This change provided clearer, more reliable insights into participants' experiences.

Another notable achievement was the improvement in day-to-day communication. Enhanced Hebrew proficiency among Arab participants contributed to smoother interactions and a stronger sense of group cohesion throughout the program.

**The evaluation (methodology, results, comparisons with the precedent year, conclusions for the future...):** To measure the program's effectiveness, we assessed participants at both the start and conclusion of the program using structured questionnaires. At the onset of the program, we defined the following objectives:

1. Promoting tolerance and understanding among Arab and Jewish children .
2. Encouraging scientific thinking among children and imparting them with the skills for carrying out scientific research.
3. Inspiring curiosity and a will to engage in future scientific and technological activity.

Building on prior successes, the program met its core objectives by enhancing participants' scientific understanding and fostering positive cross-sector interaction. By the program's conclusion, participants improved their chemistry knowledge by 22%, demonstrating deeper comprehension of scientific concepts while maintaining strong engagement.

The program also significantly influenced attitudes toward collaboration. At the start, only 29% of participants agreed they wanted to participate, study and work in future programs with the other sector. By the end, 62% strongly agreed, while just 7% remained in the "Agree" category, highlighting a clear shift toward stronger commitment. This change reflects both academic growth and a meaningful, enjoyable experience that increased participants' desire for continued interaction. Motivation to pursue science, technology, or medicine also grew, with about 60% expressing interest in these fields by the program's end.

Two important programmatic adjustments contributed to these results. First, the addition of social activities within chemistry sessions boosted participation, particularly among quieter students. Second, the team organized a cultural exchange activity, allowing participants to learn about each other's backgrounds, which strengthened mutual respect and curiosity.

By combining scientific enrichment with opportunities for cultural connection, the Together Nitzan Matanel program lays a solid foundation for long-term understanding and cooperation between Arab and Jewish children, building bonds that extend beyond the program itself and promote a more inclusive future for all.

**Provisional guide lines for the advancement of the program in the next year:**

Looking ahead, we aim to build on this year's success by expanding integrated social activities within academic sessions to deepen engagement, enhance group cohesion, and foster more organic interaction. We also aim to consider including more Arabic-speaking guides from participating schools to support translation and clarification needs, ensuring all students feel fully included.

At the same time, we will continue using bilingual evaluation tools and inclusive methodologies that allow every participant to express themselves authentically.

Finally, we intend to create more opportunities for cultural exposure to further nurture empathy, curiosity, and mutual respect among the children.