

MATANEL FOUNDATION

ACTIVITY REPORT

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

Year: 2025-2026

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

Year of activity: 2025-2026

Name of the report's writer: Sapir Melamed

Function of the report's writer: Assistant to the CEO

Mail: sapir@technoda.org.il **Phone:** 972-4-6298726

Website / Facebook address of the organization: <https://en.technoda.org.il/>

Number of active participants in the program: 40

Estimated number of impacted participants:

The program directly served 40 Arab and Jewish students during the 2025–2026 activity year. Its influence also extended beyond the participating group, as students shared their experiences, ideas, and new perspectives with people close to them. Based on participant feedback and our experience from previous program cycles, we estimate that approximately 80 additional family members and friends were indirectly exposed to the program's educational and social impact.

Give the actually state of the program (where the program stands at the date of the activity report, no more than ten lines):

As of the writing of this report, the program activity in the 2025-2026 year concluded successfully. Despite interruptions caused by the security situation, the team was able to reschedule the meetings that had been cancelled. The evaluation findings indicate positive changes in participants' scientific knowledge, interest in science and medicine, and attitudes toward children from other religious and cultural groups. In light of these outcomes, and the positive results observed over several years of activity, we consider the continuation of the program to be both valuable and important.

The main achievements during the last year of activity (main achievements, number of events, number of participants, etc.):

During the 2025–2026 program cycle, 40 Arab and Jewish students took part in experiential science activities and structured opportunities for social interaction.

One of the year's central achievements was the positive change observed in participants' attitudes toward children from a different cultural or religious background. As the program progressed, the students became more comfortable with one another, and the relationships between the two groups grew noticeably closer.

Participants also expanded their scientific knowledge and improved their attitudes towards the field through experiments, model-building, and hands-on learning. The evaluation results in the attached evaluation report reflect this progress.

Throughout the year, the students demonstrated a strong commitment to the program. When meetings were interrupted because of the security situation, participants said that they missed the program and expressed a clear desire to complete the cancelled sessions. These meetings were subsequently rescheduled and held.

The program team also incorporated additional social activities into the learning sessions. These included, for example, nonverbal communication exercises designed to bridge language differences and activities that helped the students recognize the experiences and characteristics they shared. Such activities contributed to greater familiarity, communication, and closeness between the groups.

The evaluation (methodology, results, comparisons with the precedent year, conclusions for the future...):

To assess the program's outcomes, participants completed structured questionnaires at the beginning and end of the activity year. The evaluation examined progress in relation to the program's three principal objectives:

1. Promote tolerance and mutual understanding among Arab and Jewish children.
2. Develop scientific thinking and skills related to scientific inquiry.
3. Encourage curiosity and future interest in science, technology, and medicine.

The 2025–2026 findings showed positive movement in all three areas, as detailed in the attached evaluation report. These findings continue a positive pattern observed across several years of the Together program. While the results should be interpreted within the framework of a pre- and post-program evaluation, their consistency over time suggests that the program offers a meaningful setting in which Arab and Jewish students can learn together, form relationships, and develop greater mutual respect.

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

The security situation affected the continuity of meetings during the current activity year. Although the cancelled sessions were eventually completed, the interruptions reduced the amount of informal time available for the children to play, talk, and become acquainted outside the structured learning activities. This appears to have somewhat limited the development of interpersonal relationships.

Subject to security conditions, next year we intend to provide more opportunities for shared social activity and informal interaction. Additional time for conversation, play, and collaborative experiences outside the formal classroom setting will help participants build stronger and more natural relationships.

We also plan to hold several meetings within the Arab community or at a participating Arab school. This will give Jewish participants an opportunity to become more familiar with the environment and community of their Arab peers, while promoting a more balanced and reciprocal cultural exchange.

Alongside these steps, we will continue integrating social activities into the scientific curriculum, particularly exercises that support communication across language differences and help participants identify shared interests and experiences.

A short video about the program can be found [here](#).