



SOCIETY FOR  
ADVANCEMENT OF EDUCATION  
JERUSALEM

2017

# ANNUAL REPORT



INNOVATION. ENTREPRENEURSHIP. EXCELLENCE IN EDUCATION

## Dear friends,

2024 challenged us and reminded us of our educational mission. Our commitment to the teens we work with, our responsibility to our staff, and our broader goal of helping shape a better future and society in Israel. This was a year of turbulence and volatility in every sense. The ongoing war in Gaza, the hostages still held under horrific conditions, the extended reserve duty of IDF soldiers, and the painful losses, along with the deep divisions among different groups in Israeli society, made this year incredibly difficult and, at times, overwhelming.

Despite it all, with clear values and strong determination, we continued to provide high-quality education and broad support to students in our schools, residential programs, and national initiatives. We know that it is crucial to have study continue and to maintain educational routine. It's vital for our students' well-being, for their ability to dream about a better future and for the emotional resilience of both the students and our dedicated staff.

Thanks to your support, we were able to invest significant resources this year into helping students and staff cope with the trauma of October 7th and the ongoing war. This included both individual and group therapy, as well as arts-based therapeutic programs. At the same time, we increased our efforts to support students who arrived in Israel without their families, many of them from Russia and Ukraine, as the war and rising antisemitism in their home countries continued. The support we provided was truly a "home" in every sense: emotional and academic support, help adjusting to life in Israel, and guidance for entering higher education.

Regardless of the security situation, our students and staff took part in international delegations and professional conferences, serving as proud representatives of Israel in these critical times.

As always, our schools, residential programs, and educational initiatives serve all communities across Israel, promoting values such as leadership, pluralism, gender equality, and academic and social excellence. Many of our institutions and programs are truly unique in Israel's educational landscape, including the country's first Arab youth village, the only secular girls' school, a center focused on advancing gender equality in education, a new and important program supporting children of divorced parents, and many more meaningful initiatives.

We're happy to share our 2024 annual report, which includes more details about the work mentioned here and other accomplishments. We're deeply grateful to our partners, those who joined us during this challenging time, and those who have stood by us for years.

**May you be blessed for your generosity, and with wishes for better days ahead,**



**Eitan Moran**  
CEO, The Society for  
Advancement of Education,  
Jerusalem



**Yosi Ashkenazi**  
Chairman, The Society for  
Advancement of Education,  
Jerusalem



# ZION OUR MISSION



**The Society for Advancement of Education, Jerusalem (SAE) is an educational non-profit organization that works to promote academic and social excellence among Israeli youth.**

Through operating a network of nineteen schools and residences, and a variety of nationwide socio-educational programs, we aim to reduce social and educational disparities, nurture academic and ethical excellence, and foster educational innovation, enabling students from throughout the country to realize their full potential.

The SAE responds to the educational needs of all sectors within Israeli society, regardless of socio-economic status, with schools and programs serving Jewish secular,

modern orthodox, and Haredi, as well as Arab and Druze, populations from throughout the country. Several of the SAE's schools are unique within the Israeli educational landscape, including schools that educate ultra-orthodox youth from all backgrounds towards higher education and increased professional options, Israel's only secular girls' leadership school, and the country's first Arab youth village. The SAE functions as an incubator for innovative educational initiatives, seeing them through from conception to operation. For over half a century, the SAE has touched the lives of tens of thousands of Israelis by promoting social mobility through uncompromising educational achievement. The SAE is overseen by a Board of Trustees and directed by CEO Mr. Eitan Moran.

# RESPONSE TO THE WAR

**During 2024, our top priority was providing support to students and staff members suffering direct or secondary trauma due to the brutal Hamas attack on October 7th, 2023, and the ongoing war.**

At the **Bikurim Program at Kibbutz Ein Gedi**, which provides artistically talented students from the periphery with an outstanding music/art/theater education, we have students from the Gaza Envelope region, who experienced the attacks directly and had family or friends killed or kidnapped. Additionally, one of the founders of the program was murdered with her entire family on October 7th, and the residence director fell later in the year on reserve duty, greatly exacerbating the students' trauma. At the **Sindiana Arab Youth Village for Leadership** we have Bedouin students from the South who also experienced the attack, lost loved ones, and were exposed repeatedly to rockets, without having any sheltered areas. Throughout Israel, students and staff members are dealing, on an ongoing basis, with the anxiety created by having family members in regular army service and reserves.

Displaced students were housed at a number of our residences: Jerusalem's **Mae Boyar High School** campus – Boyar is one of Israel's outstanding schools in terms of academic and social excellence – housed 30 students who were displaced from Sderot, close to Gaza and heavily impacted by the war; the **Amalia Educational Residence of Ulpanat Talya** – a unique school for gifted national-religious girls, also in Jerusalem – housed 120 girls from Sderot; and the **Steinberg Educational Residence** in Kfar Saba – which offers students from the periphery the opportunity to study at one of several excellent high schools in the center of the country -- housed 20 students displaced from the region



of the northern border. At Boyar and Amalia, the displaced students also studied at the school. Immediately following the October 7th attack, we provided psycho-social support to our students, staff members, and students' families in order to mitigate long-term symptoms of PTSD, as well as housing displaced families in our dormitories. The psycho-social support took the form of alternative therapy classes (art, music, theater), and group and individual psychotherapy, and it is ongoing for those in

need of it. Students and staff members in several of our schools created care packages to be sent to soldiers (at the **Inbar Girls School**, students made packages for female soldiers that included underwear, soap and personal hygiene products) and traveled to the South to volunteer picking fruit on farms that had lost their workers. Students at the **Shoshanim Arts and Science High School for Haredi Girls** mounted an art exhibition focused on prayers for the safe return of those who were abducted into Gaza. And at the **ORT Netanya** Educational

Residence, a bus is being converted into graduate housing in memory of Debbie Abraham, a graduate of the residence who, in her role as a policewoman, was killed on October 7th.

We were extremely fortunate to have the support of dedicated donors, graduates, and the American Friends of SAE who responded immediately, recognizing the urgency of providing support to our students.

# IMMIGRANT ABSORPTION

Naale

Founded in 1992 by the SAE together with the Ministry of Education and the Jewish Agency, Naale brings high school students from throughout the world to Israel for three – four years on a full scholarship, with housing in a youth village or educational residence, enabling them to graduate with an internationally recognized diploma and a high-quality matriculation certificate. Often, students' families follow them on Aliya. To date, over 19,000 students have graduated from the program.

**In 2024, there were 2,000 students in the program, from 64 countries.**

Ma'atefet

Operated in collaboration with the Ministry of Immigration and Absorption's Student Authority, Ma'atefet provides a continuum of services to immigrant students, to help them acclimatize to life and studies in universities and colleges in Israel. The services that the program provides include: personal logistic support, academic support, private therapy, social support in the form of events and activities intended to facilitate the establishment of peer groups, and a community service volunteer program. Since the October 7th massacre, students have also required support in adjusting to the war.

**During 2024, 5,500 students were assisted by Ma'atefet.**

## Students from the FSU

With the ongoing war between Russia and Ukraine, and the rise of antisemitism in those countries, the past couple of years have seen considerable numbers of high-school students making Aliya, some with their families. These students find themselves in a particularly difficult situation, having fled one war only to find themselves in the middle of another one, with anxiety about family and friends left behind, in addition to the challenges of adolescence and adjusting to a new culture and language. Two of our educational institutions – **The Ort Netanya Educational**

**Residence** and **Boyar International, in Jerusalem**, have absorbed a significant number of these immigrants, and seen them through to impressive achievements. The **Ort Netanya Educational Residence** constitutes a warm home for its students, providing them not only with room and board, but with academic reinforcement, extracurricular activities, an attentive staff available to them 24/7, and psycho-social support. The residence specializes in training outstanding athletes, with a rigorous program of training and the support it requires. In 2024, the residence housed 120

students, of whom 66 were immigrants from Russia and Ukraine. These students were provided with extra, intensive psycho-social support in order to process trauma and facilitate adjustment. Yaroslav Simonov, an 11th-grade student, received the bronze medal for judo in an international competition held in Montenegro. **Boyar International, in Jerusalem**, educates students from Israel and throughout the world towards an exclusive IB diploma, while strengthening Jewish identity and creating connections between Israeli and overseas students.

In the 2024-2025 school year, MBHS International had a total of 87 students, of whom 34 were from Russia and Ukraine. These students are provided with language, academic, and psycho-social support to facilitate their adjustment to Israel. Several students have attained very impressive achievements – one of our FSU students represented Israel at the International Linguistics Olympiad in Brazil, two others progressed to the final stage of the Israeli national philosophy competition, and several FSU students have joined pre-academic programs at the Hebrew University and the Bezalel Academy of Art and Design. The students also mounted a theater production in Russian, as part of their Russian literature studies.



## Students of Ethiopian Origin

Students of Ethiopian origin whose parents made aliyah from Ethiopia are considered as olim, even if they were born in Israel. Many of them come from families on Israel's socio-economic and geographic periphery, and do not have high-quality schools in their home towns. **The Ein Carmit Educational Residence**, located in the beautiful Jerusalem hills, houses 20 students of Ethiopian origin. They study at an excellent school on the same campus, and are provided with academic

reinforcement, emotional support, a wide range of extracurricular activities, and basic necessities – such as clothing, eye glasses, dental treatments, and more – where necessary. Plans are currently in the works for the establishment of a Gojo – a traditional Ethiopian hut – on the grounds of the **ORT Netanya Educational Residence**, which is intended to be an Ethiopian heritage center.



# PLURALISM IN EDUCATION

Pluralism is a central tenet of SAE's mandate. It expresses itself in our wide range of educational institutions and programs targeting all sectors of Israel's population, but also can be found within some of the institutions themselves.



Two "secular" schools – Reut and K.A.N – have synagogues, and Jewish studies and study methods are an integral element of their curriculum, while the Shaharit national religious school has a unique model in which boys and girls study together.

**Reut School**

Established in 1999 and operated by SAE since 2013, Reut's students span the religious and socio-economic spectrum, while its teachers come from a variety of streams of religious observance. While it is not part of the national-religious system, the school nonetheless emphasizes a respect for Jewish tradition and learning, along with social activism and responsibility, and tolerance – respect for all. Morning prayers are held each school day for those who wish to attend, all students take full matriculation in a Jewish studies subject, and the school centers around the Beit Midrash for Social Leadership, where study takes place according to the traditional *chavruta* method (in pairs) or in small groups. Learning is geared to developing leadership and understanding social issues through the study of classic and modern religious texts.

The school's student body is also diverse socio-economically: Some 35% of the students are considered vulnerable as they come from low socio-economic backgrounds, single parent families, or households that are known to the welfare authorities. In 2024, Reut had some 400 students in grades 7-12.

In 2020, Reut moved into a new building, with a purpose-built room with a gallery, specifically intended as both a synagogue

and a study hall. During 2024, an *aron kodesh* and table were ordered and installed, a Torah scroll was donated, and there are now daily prayers in the synagogue. Reut also has a relatively high number of students with special needs, and programs that involve seniors and assisting underprivileged families. The school's guiding motto is "Many opinions, one nation," an educational message of unity that is particularly important now, with the deep divisions within the country.



# K.A.N. Integrative High School

The **K.A.N.** Integrative High School was established in 2014 by the communities of Gush Adumim - **Kfar Adumim, Alon, and Nofei Prat**.

Located between Jerusalem and the Dead Sea, these are communities in which people from all walks of life have chosen to live together. The school's population and mandate reflect the nature of its founding communities – girls and boys, secular and religious, all study together, based on the belief that Judaism is the birthright of all Jews and is not the property of a particular sector or outlook. In 2024, K.A.N. had some 230 students in grades 9-12, and it moved into a new spacious and modern campus. **While K.A.N. is classified as a secular school, it contains a synagogue, and one of its central programs is the travelling Beit Midrash in the community, which uses Jewish sources to raise social issues and the chavruta (study in pairs) model to study them.** Students perform volunteer work outside the school, take field trips and listen to guest speakers in order to learn about social issues directly, in order to encourage students to become agents of change in creating a better society. During 2024, the Beit Midrash focused on relevant topics such as war and Jewish unity. The new campus has a separate building dedicated to the Beit Midrash.



## Shaharit School

**Shaharit is currently the only mixed-gender religious high school in Jerusalem**, with 160+ boys and girls (grades 7-12) studying some subjects together in an egalitarian, experimental learning environment, in a model that was developed especially for the school. It is also the first national religious school in Israel in the spirit of High Tech High (HTH), an educational model developed in San Diego, California. The HTH model encourages personal development and excellence, experiential and collaborative learning, creativity, curiosity, critical thinking, and strengthening other 21st-century skills. The model is based on students engaging in project-based, authentic work that matters to them and to the world, learning both inside the classroom and outside of it, through trips, field research, and meetings with experts. At Shaharit, observant Jewish boys and girls study together in a learning

environment that respects and is committed to the traditions of Jewish life, making it one-of-a-kind in the HTH network of schools. Learning is entrenched in the ancient Jewish Beit Midrash concept, with an emphasis on developing skills through a combination of independent study and study in groups, through controversy and discussion.

During Sukkot, the school was involved with a very unique project – Sukkah of Peace – in which a Sukkah was built in a neighborhood park, open to all families in the area (with a special time slot for families of reserve soldiers), with a number of stations with activities related to peace. The event was very well attended and enjoyed by people from the entire neighborhood. Additionally, one of Shaharit's teachers, Naama Singel, was awarded the "Teacher of the Century" award by the Ministry of Education's National Religious Department.

# UNIQUE AND VARIED EDUCATIONAL SOLUTIONS FOR ALL OF ISRAEL'S COMMUNITIES

## Ultra Orthodox Schools: Da'at Tvunot and Shoshanim

**While ultra-orthodox schools generally educate boys exclusively in Torah study, with the intention of going on to higher yeshiva studies, and girls in basic skills required in the home and to fulfill mundane jobs (only 25% of ultra-orthodox girls write matriculation exams), SAE has two schools that have a very different mandate.**

**Da'at Tvunot Yeshiva High School (for boys)** and the **Shoshanim Arts and Sciences High School** (for girls) educate their students towards full matriculation in core subjects, and integration into Israeli society and the job market, without compromising their ultra-orthodox lifestyle. Both schools are located in Jerusalem, and Da'at Tvunot has an educational residence, enabling boys from throughout the country to attend, and providing comprehensive support systems and enrichment/social activities. In 2024, Da'at Tvunot had some 75 students and Shoshanim some 80 students, both schools serving youth in grades 9-12. We are extremely proud that **SAE's ultra-orthodox schools placed first nationally in their sector for percentage of matriculating students and matriculation results**, while the vast majority of these students are the first generation to study core curriculum. Of note, in 2024, Da'at Tvunot students addressed issues pertaining to halacha and war. Students worked in pairs, each pair writing an article and then presenting it to their class. The monthly class by the head of the yeshiva also focused on issues relating to the war, such as

carrying weapons on Shabbat, and how wearing tzitzit can protect soldiers during wartime – this was followed by an activity of students tying tzitzit and sending them to soldiers. At Shoshanim, a new science program was initiated. This involved establishing an ecological garden for endangered plants at the school, where students lead tours for their peers from other schools; learning about research methods and preparing a research plan at the Hebrew University's Belmonte labs; visiting various agricultural and zoological sites throughout the country; and classes focusing on astronomy that address issues that arise in the meeting between religion and science. On the arts front, the students created an extremely moving installation in response to the war, inspired by Psalm 121, about crying out and praying. The installation was made by the students under the guidance of the staff, and was so powerful that it was displayed in one of the Ministry of Education buildings.



# Ulpanat Talya

Located in Jerusalem, Ulpanat Talya is a high school and educational residence for gifted national religious girls from throughout the country. It has two unique study tracks – in one, the students can study a 13th year of school and earn a bachelor's degree, in the other, they can specialize in technological subjects and improve their employment options. And all this in an atmosphere of devotion to a religious lifestyle. In 2024, Ulpanat Talya had some 350 students in grades 7-12. "Hineni" is a new and exciting program that began in September 2024, intended to cultivate female leaders for religious communities. It involves one 9th-grade class of 27 girls who, in addition to their regular curriculum, have four extra lessons per week, focusing on personal empowerment, debate/rhetoric skills, global trends and their influence on Israel, and dilemmas and conflicts in Israeli society. The students also have three thematic study series per year (the current one is on climate change), and they volunteer in a variety of frameworks. This class is considered a pilot, with the hope that the program will be expanded to additional classes in the future.

We are extremely proud that eight of Talya's students made the Open University's Dean's or President's List for the 2023-2024 academic year, and 29 students were recognized for excellence in the Ministry of Education's "Academy in High School" program. These achievements are all the more impressive considering that the girls were studying for both high-school matriculation and academic exams simultaneously.



# Sindiana Arab Youth Village for Leadership

**Established in 2017 with the mandate of cultivating young Arab leadership, Sindiana was the first Arab youth village in Israel. Comprising a high school, a residence, and an agricultural area, Sindiana is located at Givat Haviva, a center for interreligious dialogue, and close to the Triangle Region.** Sindiana's educational residence enables it to serve students from throughout the country, including Bedouin students from southern Israel. In 2024, the school had some 400 students in grades 7-12. Sindiana is based on three foundations: academic and social excellence, culture and identity, and leadership. The school has a rich program of informal education, and the students and their families constitute a strong school community – there are events and programs that involve students and their parents. The school has an exceptionally high rate of full matriculation – both empirically and when compared with the national average. We were extremely proud that, in 2024, Sindiana was included in the Ministry of Education's list of outstanding schools.



## Programs for the Druze Community

**The SAE's collaboration with the Druze community began in 2023 with the establishment of "First Lesson," an introduction to entrepreneurship and innovation for Druze high-school students, which operates in a number of Druze towns and schools.**

First Lesson is taught through experiential workshops, a combination of theoretical and practical study, individual and pair learning, educational tours, and meetings with professionals in the field. It comprises 17 two-hour meetings throughout the course of the academic year, one of which is a day-long educational tour. The program culminates in a final event, during which products and initiatives are presented before a panel of experts. Sessions include mapping of needs and defining a good idea, identifying opportunities, aspects of producing a product or service, marketing, public speaking skills and presentation of the initiative, and more. The SAE is very pleased to be working with the Druze community, and has several other projects in the pipeline.



# GENDER EQUITY IN EDUCATION

The Society for Advancement of Education operates programs and schools that are at the forefront of promoting gender equity in Israeli society. With three very different all-girls schools and a national center for gender equity in education, the SAE is helping transform Israel into a society with empowered women who will have the skills and confidence to take on leading roles.

## The Institute for Gender Equity in Education

The IGEE, established by the SAE in 2018, is a unique center that works nationwide to promote gender equity through the education system. Many educators are not aware of the unconscious gender biases they hold, which prevent girls from pursuing interests and careers that might not conform to accepted gender norms. Working with municipal education departments throughout the country, the IGEE trains teachers to identify gender bias and implement effective equity-promoting practices. The center also engages in research and knowledge development in collaboration with the Hebrew University, and operates innovative digital platforms to disseminate its knowledge and tools. In 2024, the IGEE worked with 140 schools in six municipalities. Additionally, Yael Boim Fein, IGEE's founder and director, was a finalist for the prestigious GESS Education Prize, and attended the gala in Dubai.

## The Inbar Girls School for Leadership

Established in 2019 in Jerusalem, Inbar is a junior-high and high school for secular girls, focused on cultivating female leadership. Inbar's curriculum is unique, including body-mind classes, and all of it is developed with a gender lens. In 2024, Inbar had some 270 students in grades 7-12. A particularly interesting aspect of the school is its program of studying beyond the school's walls, within the community. This study is divided into series on different topics (gender issues, environment and sustainability, history, literature, and many more), with each cohort having three series per year. The study involves meetings with influential women, educational tours, volunteer work, and a final project addressing a current issue in society, encouraging the girls to think creatively and critically, and empowering them. In 2024, the program expanded significantly, to include series on new topics. Representatives from various local authorities and government agencies have come to visit Inbar in order to learn about the program model.

## The Shoshanim Arts and Science High School for Haredi Girls and Ulpanat Talya

As explained earlier in this report, **Shoshanim** educates ultra-orthodox girls towards high-quality, full matriculation, empowering them and greatly increasing their possibilities for satisfying careers within the Israeli job market, while maintaining their commitment to an ultra-orthodox lifestyle. Additionally, the school's arts component provides its students with a means of self-expression and creativity. **Ulpanat Talya** educates gifted national-religious girls from throughout the country, offering two tracks in which they obtain academic credits or a degree while completing their high-school studies.

# NATIONWIDE EDUCATIONAL PROGRAMS

**The SAE operates a number of nationwide programs to assist students in achieving their maximum scholastic and ethical potential. Some of these – the Institute for Gender Equity in Education, Naale, Ma'atefet, and First Lesson – have been mentioned earlier in this report, under the topic to which they relate. Other programs include:**

## The Niot Project

Established by the SAE and the Watzman family, and named after Niot Watzman z"l, who struggled with learning challenges and successfully overcame them, but tragically lost his life in an accident after completing his army service, in 2011. The Niot Project works on a number of parallel levels to assist students aged 13-18 with learning difficulties to succeed in their studies. The project operates after-school learning centers in all SAE educational residences, where students can receive individual or small-group tutoring and academic support to assist them in overcoming their difficulties. Subsidized psycho-didactic diagnoses are also provided to students in SAE schools, a personal study plan is created for each participating student, and they are provided with emotional and psychological support as needed. The program also assists teachers in how to best teach students with learning difficulties, and each residence has a learning-difficulties coordinator and a special Niot learning center room in which the tutoring and support sessions take place. Many students have succeeded in their studies due to the support provided by the program. In 2024, some 700 students were assisted by the learning centers' services, and fifteen students received psycho-didactic diagnoses through the program.

## Advancing to Academia

Working together with universities throughout the country, this program focuses on students who don't meet the acceptance requirements to university but are still interested in going on to higher education, through affirmative action. The program works on a point system, that takes the student's personal circumstances into account (family life, events that occurred during high school, and other parameters that are beyond the student's control), with most of the students coming from disadvantaged families. Over its fifteen years of operation, hundreds of students from all of Israel's communities have been accepted to universities through the program. Recent years have witnessed a growing demand to enroll through the program by ultra-orthodox students, whose education didn't supply them with the opportunity to matriculate or fulfill the academic requirements for university acceptance. During 2024, new challenges arose due to the security situation, necessitating evaluating and assisting students who had been evacuated from their homes, who had to change schools, who had been traumatized or injured by the war, and more.

## Children of Change

A special new project for the SAE, begun during the 2023-2024 school year, helping children of divorced parents cope with the difficulties presented by their family situation. Children of divorced parents are considered at-risk, as divorce is the leading factor in the development of anti-social behaviors among youth. Based on the model of the American Rainbows for All Children adapted to Israel, the program is based on a system of educator-led support groups for these students, ages 12-18. When a child's parents are undergoing divorce, the school he or she attends is a stable element in their life, and teachers and counselors are familiar figures, making the school a comfortable environment for a student to undergo such a process. During the 2023-2024 school year, as a pilot, the project's director facilitated a series of support groups at the Mae Boyar High School in Jerusalem, and translated and adapted the materials from Rainbows for All Children. The pilot enabled her to fine-tune the adaptations, and subsequently, a group of 12 teachers and counselors from the Jerusalem area, comprising men and women from a variety of communities, was trained to facilitate the support groups. In November, the participants began facilitating a series of 15 sessions of support groups at their schools. Towards the end of 2024, training began for a second group of 12 educators, from the Modiin area, and groups from another two municipalities will be trained during 2025. We were thrilled to receive a grant of two million shekels over three years from the National Insurance Institute in order to operate the program throughout the country, and professionals from the NII are helping establish evaluation processes and hold monthly meetings with the program director.

# ENVIRONMENTAL EDUCATION



## Four of the SAE's educational residences – the Steinberg residence in Kfar Saba, the Boyar and Ulpanat Talya residences in Jerusalem, and ORT Netanya have agricultural farms on their grounds.

The concept is part of an overall trend to cultivate urban agriculture (agroecology), to connect students with the earth, to enable them to witness agricultural principles in real time, and to integrate their ideas into the dynamic urban agricultural and environmental landscape. At the farms, students can learn important aspects of ongoing changes in urban agriculture that will continue in the future, through establishing social and business initiatives that are both profitable and sustainable. The farms emphasize various branches of agroecology, and integration of technological systems for effective management and operation. Additionally, the farms' agricultural branches center upon sustainability and environment – green planning, recycling, circular economy, and more – to constitute a model for management and operation of farms that are economical, nutritious, and environmentally friendly.

The farms vary from residence to residence, together including vegetable greenhouses, fish ponds, orchards, and garden plant beds. All of the different branches are based on sustainable principles and advanced technologies, employing systems such as growbags, hydroponics, aquaponics, data collecting robots, and more. While there is a farm coordinator for every residence, the students are responsible for all the work involved, from feeding the fish through picking the fruits and vegetables, propagating plants, and marketing produce.

In addition to education in agriculture and business principles, the farms provide an outstanding opportunity for teamwork and bonding, cultivating commitment and responsibility, problem solving, and connections with the surrounding community, to whom the produce is sold.



# OVERSEAS ACTIVITY – STUDENT TRIPS AND EXCHANGES, AND CONFERENCE PARTICIPATION

**During 2024, despite myriad challenges (flight cancellations in the wake of the war, guidelines against student exchanges due to rising antisemitism in Europe, and more), SAE's staff and students took part in an array of overseas activities.**

## **Student delegations:**

- **Five students from Boyar International participated in the unique summer Genesis program for outstanding students at Brandeis University.** This pre-academic program focuses on Jewish topics and strengthening Jewish identity, and it was wonderful for the students to meet American counterparts and function as "ambassadors" for Israel. We are grateful to the Oolie Family Fund for supporting the students' travel.
- **The Mae Boyar High School's basketball team participated in a tournament in Baltimore, Maryland.** Once again, it was wonderful for the students to meet their American peers, and to learn about the area. The trip took place in partnership with the Gottesman RTW Academy in Randolph, New Jersey, which also held a special event for the team.

## **Staff participation in Conferences:**

- **Four staff representatives** from the Ein Carmit and ORT Netanya educational residences participated in an international one-week course in Switzerland, focused on connecting cultures and working with youth from a variety of countries. They learned about cultural diversity and identifying opportunities and challenges, raised awareness and deepened understanding of inter-cultural work, learned about intercultural leaders for youth, and developed creative strategies for advancing intercultural projects in their communities. The trip took place in partnership with the NAKULTUR Foundation.
- **Shachar Yanai, Principal of Boyar International**, participated in an educators' conference in Krakow, Poland on the subject of antisemitism in Europe, representing the SAE and the Authority for Youth Exchange. Alongside Shachar, there were educators from

Poland, France, Germany, Greece, and the Czech Republic in attendance. Shachar reports that it was very interesting and enriching, and hopes that SAE schools can be involved in educational projects on the topic. Shachar and the representatives from the other countries are planning student exchanges in the near future. Shachar's participation in the conference took place in partnership with the ConAct Foundation.

- **Limor Levi, SAE's VP for Development**, participated in the "Minorities in Crisis" conference in Berlin, sharing her expertise about the SAE's work with youth in crisis following October 7th and the ongoing war. The conference was an initiative of OlamAid, and Limor was invited by their representatives.
- **Two teachers from the Shaharit School** participated in the High Tech High seminar in San Diego. As Shaharit is based on the HTH model, it was very interesting for them to meet and exchange ideas with teachers from other HTH schools.
- **Inbar Yiluz Hadad, Coordinator of Student Welfare** at the Ein Carmit Educational Residence, participated in the "Education and Encounter in Challenging Times" conference in Berlin. The conference focused on relations between Israel and Germany during wartime, and she found it absolutely fascinating. The National Authority for Youth Exchange partnered with us in enabling Inbar's trip.
- **Yael Boim Fein, Director of the Institute for Gender Equity in Education**, was a finalist for the exclusive GESS Education Awards for her accomplishments in gender equity in education, and participated in their Gala in Dubai.

# **SOCIETY FOR ADVANCEMENT OF EDUCATION SCHOOLS AND RESIDENCES**

## **Boyar International**

International Baccalaureate  
School, Jerusalem

## **Da'at Tvunot**

Yeshiva High School and  
Educational Residence, Jerusalem

## **Ein Carmit**

Educational Residence, Jerusalem

## **Ein Gedi**

Regional High School/Bikurim  
Program and Educational Residence

## **Inbar**

School for Girls, Jerusalem

## **K.A.N.**

Integrative High School,  
Kfar Adumim

## **Mae Boyar**

High School and Educational  
Residence, Jerusalem

## **ORT Netanya**

Educational Residence

## **Reut**

High School, Jerusalem

## **Shaharit**

High School, Jerusalem

## **Shoshanim**

Arts and Science High School for  
Haredi Girls, Jerusalem

## **Sindiana**

Arab Youth Village for Leadership  
(including an educational  
residence), Givat Haviva

## **Steinberg**

Educational Residence, Kfar Saba

## **Ulpanat Talya and Amalia Residence**

Jerusalem

## **EDUCATIONAL PROJECTS**

### **Advancing to Academia**

### **Children of Change**

### **First Lesson**

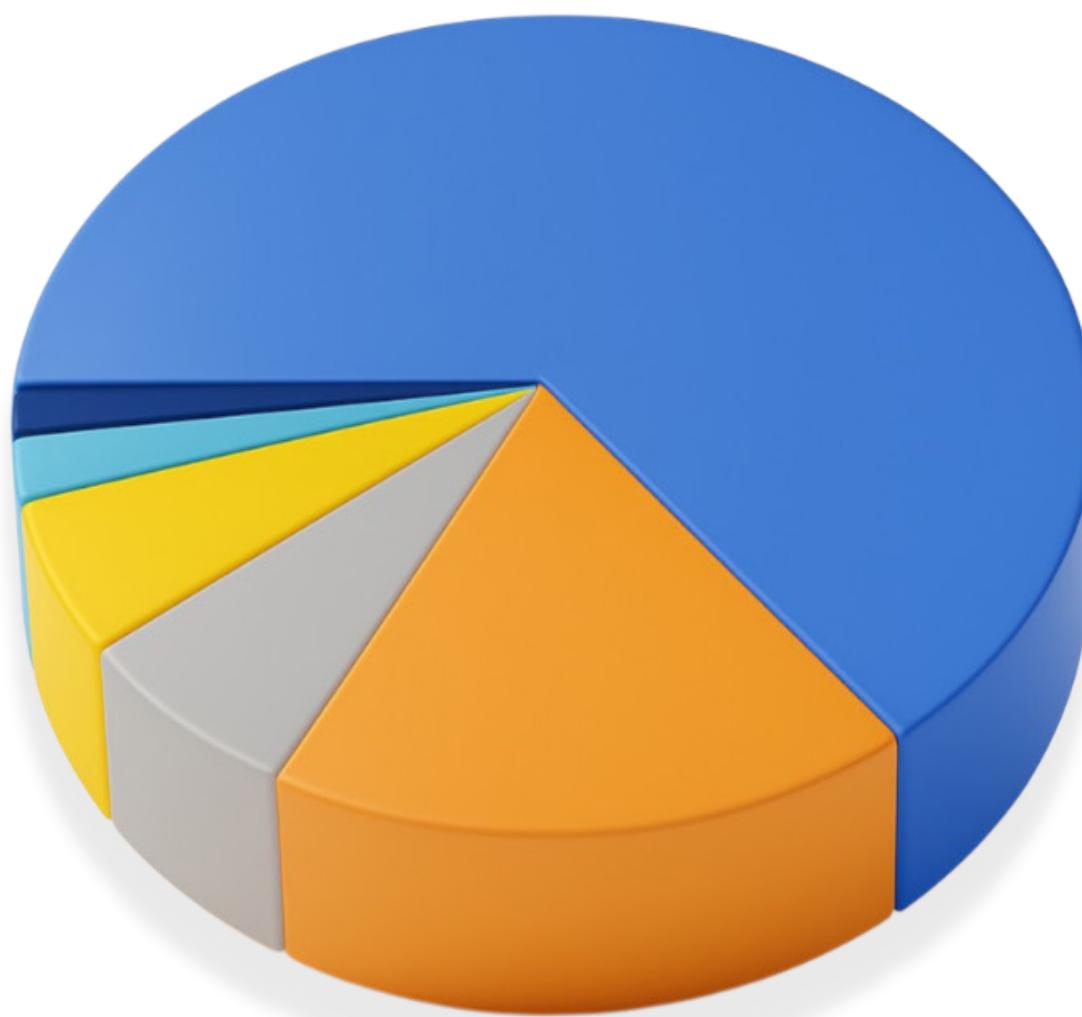
### **Institute for Gender Equity in Education**

### **Ma'atefet**

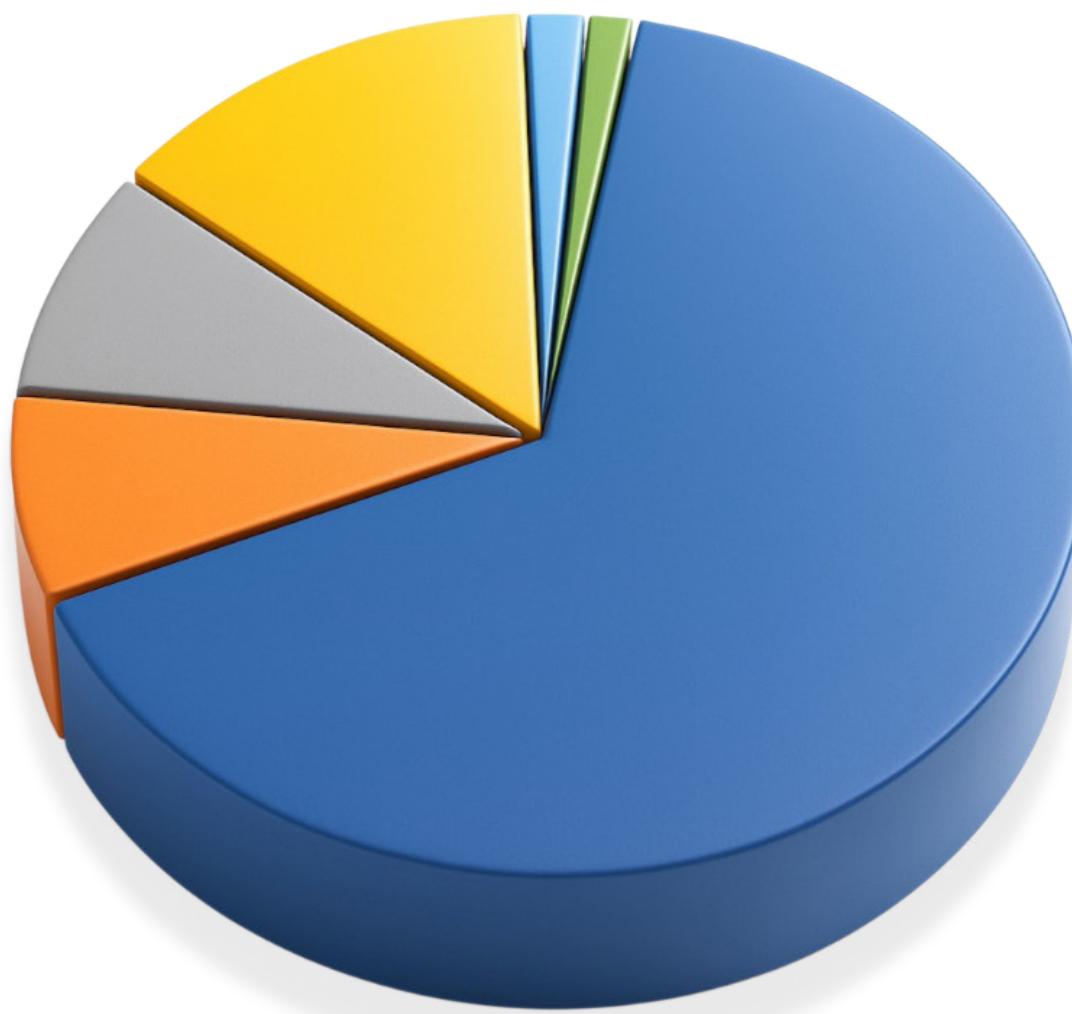
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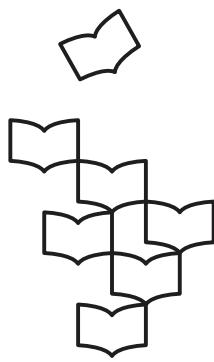
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Our sincere thanks to all the municipalities, local/regional authorities, and universities that partner us in our programs, and to our other donors and partners, without whom we wouldn't be able to do our important work.

**Special thanks to our incredibly dedicated principals and educators, who continue to bring the best out of our students, even during these extremely challenging times**

**Photographer:** Jenny Brover





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