

# meest™ who we are and what we do

MIT instructors' preparation weekend, 2017

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## Saturday April 22

9:00 AM	Introductions and Icebreakers, Breakfast
10:00 AM	Historical Narratives
11:00 AM	
12:00 PM	Introduction to MEET
1:00 PM	Lunch
2:00 PM	MEET Curriculum High-Level Overview
2:30 PM	Instructor roles description
3:00 PM	MEET Resources
3:30 PM	Team meetings (Y1, Y2, Y3)
4:00 PM	Work time
5:30 PM	
6:00 PM	Dinner at Area 4

## Sunday April 23

8:30 AM	Breakfast
9:00 AM	MISTI Safety Presentation
9:30 AM	
10:00 AM	Work Time (see note)
12:30 PM	Lunch
1:00 PM	Work Time
3:00 PM	Y1 Work Plan Presentation
3:30 PM	Y2 Work Plan Presentation
4:00 PM	Y3 Work Plan Presentation
4:30 PM	Student/Teacher Role Playing & Feedback
5:00 PM	Closing Remarks

# Icebreaker Activity





# Past, Present, & Future Icebreaker

With a partner:

- One interesting fact about their past (+5 years)
- One interesting fact about their present
- One interesting aspiration for the future (+5 years)

Be ready to introduce your partner in 15 minutes!!



**Historical context**

**meet**<sup>TM</sup> mission and vision

**meet**<sup>TM</sup> Deeper Understanding

**meet**<sup>TM</sup> curriculum & activities

# Historical Narratives



## **Israelis**

**Ancestors lived in area nearly 2000 years ago and few all the time**

**Jerusalem home to most important Jewish sites- the Holy of Holies and the Western Wall**

## **Palestinians**

**Ancestors have been living in area nearly 2000 years**

**Jerusalem home to 3rd most important Muslim site- Dome of the Rock/Al-Aqsa Mosque and to the most important Christian site- Church of the Holy Sepulchre**

# historical background



- **Zionist: Supporter of a homeland for the Jews in the area of Palestine. Movement began late 1800's**
- **Some Jews began to immigrate to Palestine in the late 1800's**
- **Pre-WWI: Area of Palestine under Ottoman Empire**
- **After WWI: Area of Palestine under control of British (British Mandate) until it became independent in 1948**
- **Balfour Declaration, 1917: Britain supports idea of a Jewish homeland w/ rights of non-Jews protected**

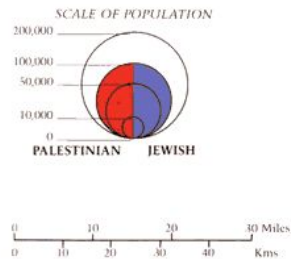


# un plan for Palestine (1947)

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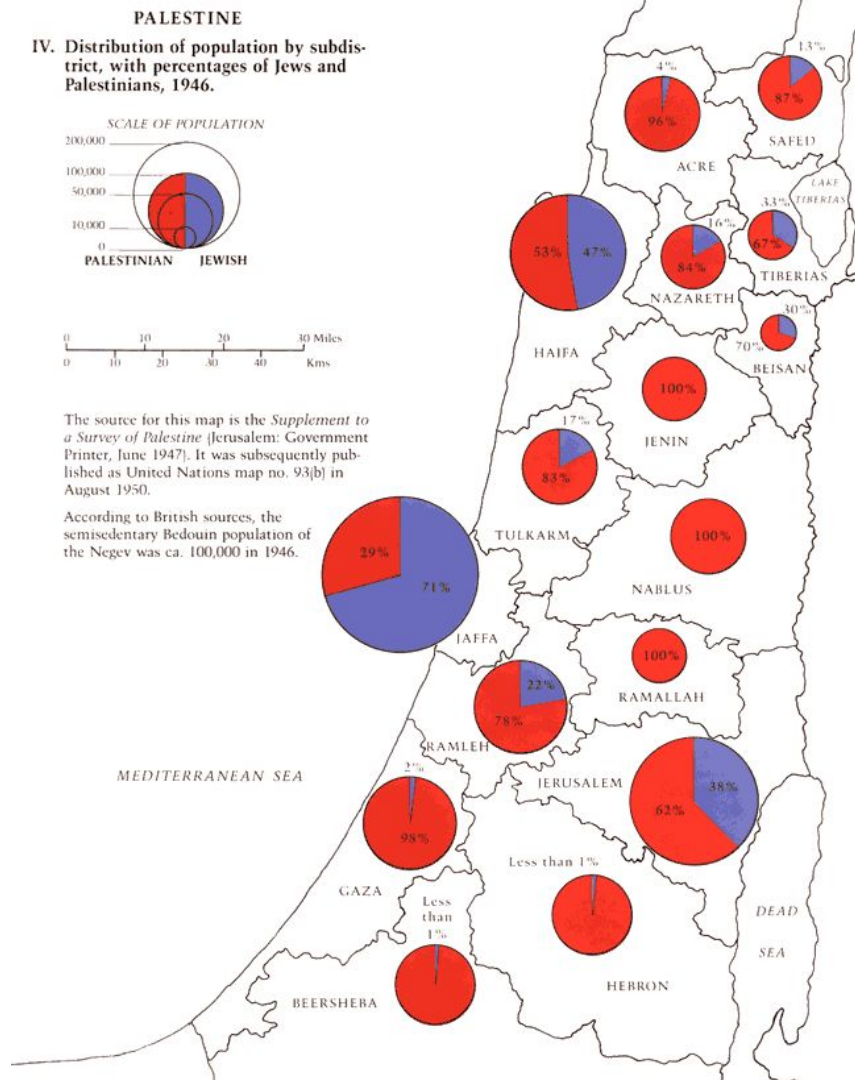
<b>Israel (Jewish state)</b>	<b>Palestine (Arab state)</b>
<b>55% of the land</b>	<b>45% of the land</b>
<b>600,000 Jews</b>	<b>1.2 million Palestinians</b>
<b>Accepted by Jews</b>	<b>Rejected by Arabs</b>

#### IV. Distribution of population by subdistrict, with percentages of Jews and Palestinians, 1946.



The source for this map is the *Supplement to a Survey of Palestine* (Jerusalem: Government Printer, June 1947). It was subsequently published as United Nations map no. 93[b] in August 1950.

According to British sources, the semisedentary Bedouin population of the Negev was ca. 100,000 in 1946.



# 1948 war

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- **May 14, 1948: Israel is officially formed (recognized by the UN), the next day attacked by six Arab nations who reject the partition plan**
- **After the war Jordan controls West Bank and Egypt controls Gaza Strip**
- **Israel takes much of Palestine and West Jerusalem—East Jerusalem, including many religious sites taken by Jordan, who denied Israelis' access**

# Israel and Neighboring States





# PALESTINIAN LOSS OF LAND 1946 TO 2011



# perspectives on partition and 1948 war

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<b>Israelis</b>	<b>Palestinians</b>
<b>Creates State of Israel</b>	<b>They had no input</b>
<b>War of Independence</b>	<b>Nakba “Catastrophe”</b>
<b>Holocaust and other periods of violence against Jews throughout time would not have happened if there was a Jewish State</b>	<b>Land set aside for Palestinians is now under control of other Arab countries and Israel</b>

# 1967 war

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- Jordan and Egypt sign mutual defense agreement, continued terrorist attacks from Syria's Golan Heights region. Egypt announced a blockade of the Straits of Tiran, which was used as a casus belli for Israel against Egypt
- Israeli surprise attack against Egypt, Syria and Jordan
- Within six days Israel defeats Egypt, Syria, Jordan and takes control of West Bank and East Jerusalem (from Jordan), Sinai and the Gaza Strip (from Egypt), control of Golan Heights (from Syria)
- Palestinians feel like sacrifices or an afterthought in these wars

## PALESTINIAN LOSS OF LAND 1946 TO 2011





# Perspectives on and aftermath of 1967 War

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<b>Israelis</b>	<b>Palestinians</b>
Land gained is a buffer zone to deter future attacks	West Bank and Gaza Strip become known as “Occupied Territories”
Begin to build settlements in West Bank, Gaza Strip and Golan Heights	Some will accept Israel at pre-1967 War borders
Unified Jerusalem under Israeli control	Palestinian Liberation Organization (PLO) later begins to fight for the right of an independent state

# 1973 war

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- **Egypt and Syria attack Israel**
- **For many Israelis, the war reinforced the need for buffer zones gained in 1967**
- **After the war, Israel regained the territories captured in 1967 (West Bank, Gaza, Golan Heights)**

# Camp David accords, 1979

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- In 1979 Egypt and Israel enter into a peace treaty
- First agreement between Israel and an Arab nation
- Egypt recognized Israel as a country and Israel gives Sinai peninsula back to Egypt (important because of Suez Canal)
- Precedent of “land for peace”

# Israel and Neighboring States





# the 1st Intifada (1987-1991)



- **Palestinian uprising (“Intifada”) against Israeli occupation, living conditions, and to demand independence**
- **Includes Palestinian popular demonstrations, strikes, boycotts, rock throwing**
- **Over approx. 84 Israelis and 850 Palestinians killed**

# Oslo accords, 1993



- In the 1990's several advances towards peace were made with several meetings taking place in Egypt, Spain, the United States, and Norway
- **1993 Oslo Accords:** Palestinian Leader Yasser Arafat and Israeli Prime Minister Yitzhak Rabin met to begin work on a peace deal that included each side recognizing the right of the other to exist
- Arafat and Rabin received the Nobel Peace Prize for their efforts
- In 1994, Israel and Jordan signed a peace agreement
- Rabin assassinated by Jewish extremist in November of 1995 and the peace process lags

# Camp David summit, 2000

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- In 2000, President Clinton, Israeli Prime Minister Ehud Barak, and Palestinian President Yasser Arafat met at Camp David to negotiate a final peace agreement
- The two sides were not able to bridge their differences to reach an agreement
- Led to disillusion on both sides with the process, blaming both sides, facts fuzzy

# The 2nd Intifada (2000-2008)



- By 2000, peace process has faded.
- In 2000, right wing Israeli political figure Ariel Sharon visits Temple Mount (Western Wall area and Al Aqsa Mosque area) in Jerusalem, seen as incitement
- Palestinian violence erupts beginning the Second Intifada, Israeli response with military force
- From 2000-June 2008, over 4500 Palestinians and 1000 Israelis were killed
- In 2002, Israel begins building a 'security barrier'/'wall' in the West Bank, to protect Israelis from terrorists



# Current state of affairs

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- Recent efforts by Sec. of State Kerry have failed to rejuvenate the peace process
- Palestinians and Israelis have lost faith in resolving the problem
- Palestinians have turned to popular protest (boycotts) and the international community, Israel government have continued to occupy the West Bank and ignore the problem

meet<sup>TM</sup> our  
future



Facing one of the most  
challenging issues in the 21st  
century, we believe in an  
**innovative educational approach**  
that prepares Israelis and  
Palestinians to make pragmatic,  
significant impact.

# Vision



**We envision a Middle East where Palestinians and Israelis are equal, live in dignity and freedom, and work together to ensure that our shared future is peaceful, fair and just.**

# Mission



**We educate and empower tomorrow's most promising Palestinian and Israeli leaders to take action towards creating positive political and social impact in the Middle East.**

# Instructors are the Bridge





# Values



**Treat everyone with respect and equality**

**Embrace teamwork**

**Act with integrity**

**Strive for excellence**

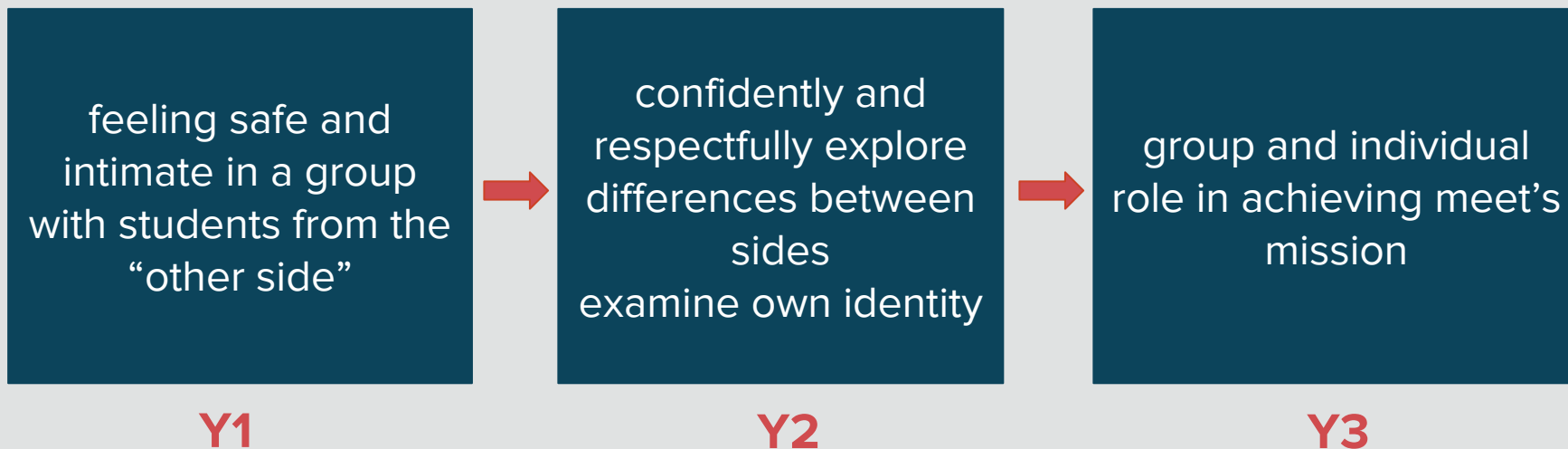
**Lead by example**

**Think big**



# **student program 2017 model**

# **meet**<sup>TM</sup> the model



# Summer 2017 model



Students have a positive experience of being part of a bi-national group at MEET

**Y1**  
**Summer**



Students strengthen relationships to one another and to **meet**<sup>™</sup>

**Y1**  
**Yearlong**



Students explore and question identity and different points of view

**Y2**  
**Summer**



Students become aware of the status quo/reality in Palestine and Israel

**Y2**  
**Yearlong**



Students have a positive experience of challenging the status quo

**Y3**  
**Summer**

meet™ the what



# The details: Y1 Summer

Aim	CS	Entrepreneurship	DU
<b>Students have a positive experience of being part of a bi-national group at MEET</b>	<ul style="list-style-type: none"><li>● Complete every lab - set up GitHub</li><li>● Each student should have working MiniProj</li><li>● Group project work</li></ul>	<ul style="list-style-type: none"><li>● Get the basics of Entrepreneurship, focusing on:</li><li>● How to research problems in bi - national teams</li><li>● Telling my story</li><li>● Presenting to professionals</li></ul>	<ul style="list-style-type: none"><li>● Activities that create close connection between students, build trust and create safe space</li><li>● “Break” stereotypes &amp; acknowledge differences</li><li>● Dialogue in the dark museum</li></ul>



# The details: Y1 Yearlong

Aim	CS	Entrepreneurship	DU
<b>Students strengthen relationships to one another and to meet<sup>TM</sup></b>	<ul style="list-style-type: none"><li>• Students gain trust &amp; confidence in their abilities</li><li>• Students <i>complete and submit</i> lab from every module</li></ul>	<ul style="list-style-type: none"><li>• Continue working on the skills learned in the first summer:</li><li>• Focus on local issues</li><li>• Intro to social venture creation</li><li>• Emphasis on teamwork</li></ul>	<ul style="list-style-type: none"><li>• 1 on 1 talks</li><li>• Show &amp; tell</li><li>• Home visits</li><li>• Weekly discussions of topics chosen by students</li><li>• sharing personal stories &amp; views</li></ul>

# The details: Y2 Summer

Aim	CS	Entrepreneurship	DU
<b>Students explore and question identity and different points of view</b>	<ul style="list-style-type: none"><li>• Students feel confident researching and solving problems using instructors/mentors as guides rather than as crutches.</li><li>• Students must work in teams to create more complex and unique web applications.</li><li>• Group Project Competition + Presentations to professionals (@ Google etc.)</li></ul>		<ul style="list-style-type: none"><li>• home/roots/identity</li><li>• difference between talking in generalizations and talking about themselves and their experience</li><li>• Historical narratives</li><li>• Negative and positive stereotypes of the “other”</li></ul>

# The details: Y2 Yearlong

Aim	CS + Entrepreneurship	DU
<b>Students become aware of the status quo/reality</b>	<ul style="list-style-type: none"><li>• Student creates an individual project to be shared online and reviewed by peers</li><li>• Students do research and ideation to come up with startup ideas</li><li>• Students do several presentations to classmates as well as to professionals about their work.</li></ul>	<ul style="list-style-type: none"><li>• Address everyday reality on a regular basis, at the beginning of every session</li><li>• Research differences and gaps between Israelis and Palestinians</li><li>• Discuss main issues such as inequality, IDF?</li></ul>

# The details: Y3 Summer

Aim	CS + Entrepreneurship + DU	Activities
<b>Students have a positive experience of challenging the status quo</b>	<ul style="list-style-type: none"><li>• Students work in binational teams to create companies that serve the local Israeli/Palestinian community</li><li>• Students network with other professional engineers &amp; developers, integrating into the local ecosystem</li><li>• Students feel proud of their achievements as a class</li><li>• Students identify themselves as part of the MEET community</li></ul>	<ul style="list-style-type: none"><li>• Launch Party</li><li>• Networking Night</li><li>• Series A Night</li><li>• Graduation</li></ul>

# Instructor Roles & Housekeeping



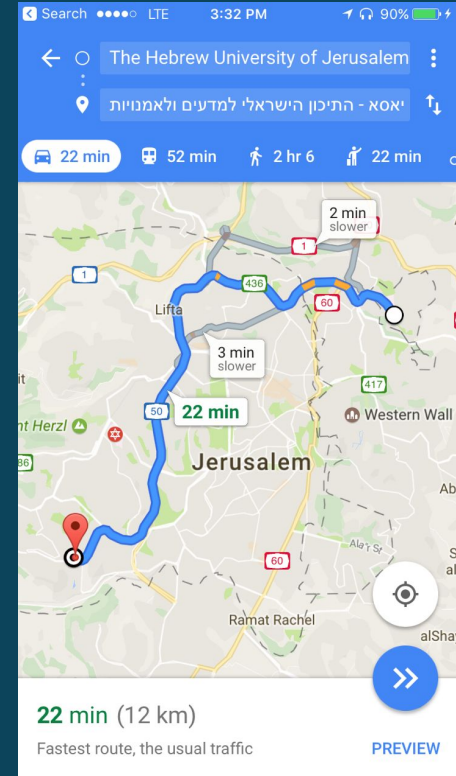
# As an Instructor...



- You are a bridge between nationalities, serving as a mutually accessible point person between students of different nationalities
- A role model students look up to
- An example of the meet values students should adhere to
- A connection to the outside world



# Transportation



# Food



# A day in meet for students....

Time	Activity
8:00-9:00	Breakfast
9:00-11:00	Class Block 1 (CS, Entrepreneurship, DU)
11:00-13:00	Class Block 2
13:00-14:00	Lunch
14:00-16:00	Class Block 3
16:00-17:00	Fun Activity
17:00-19:00	Dinner and Free time
19:00-23:00	Complementary Activities
23:00	Bed Time

# Contacts & Emergencies



**Ambulance, Fire, Police : 101**

**Lorenzo: +972 (0) 54-331-0324**

**Mustafa: +972 (0) 54-211-2597**

## Day 1 Survey



<http://shoutkey.com/feet>

## Work Plan & Checklist





## Team Checklist



- ☐ **Goal** - What is the common goal for your team?
- ☐ **Communication** - How is your team going to keep in touch with each other?
- ☐ **Organization** - What tools will you use to best manage time and resources?
- ☐ **Timeline & Milestones** - What are your deliverables from now until the end of the summer?
- ☐ **Resources** - What resources will your team use? Under what purpose/situation will each resources be used?
- ☐ **Feedback & Improvement** - What feedback loops have you implemented in your work plan?

Thank you!!

See you tomorrow!!

