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www.arava.org
studyabroad@arava.org

ARAVA INSTITUTE

Kibbutz Ketura
D.N. Hevel Eilat 88840, Israel
T 972-8-6356618
F 972-8-6356634

FRIENDS OF THE ARAVA INSTITUTE

896 Beacon Street
Boston, MA 02215, USA
T 1-617-266-7100



מכון הערבה

Arava Institute

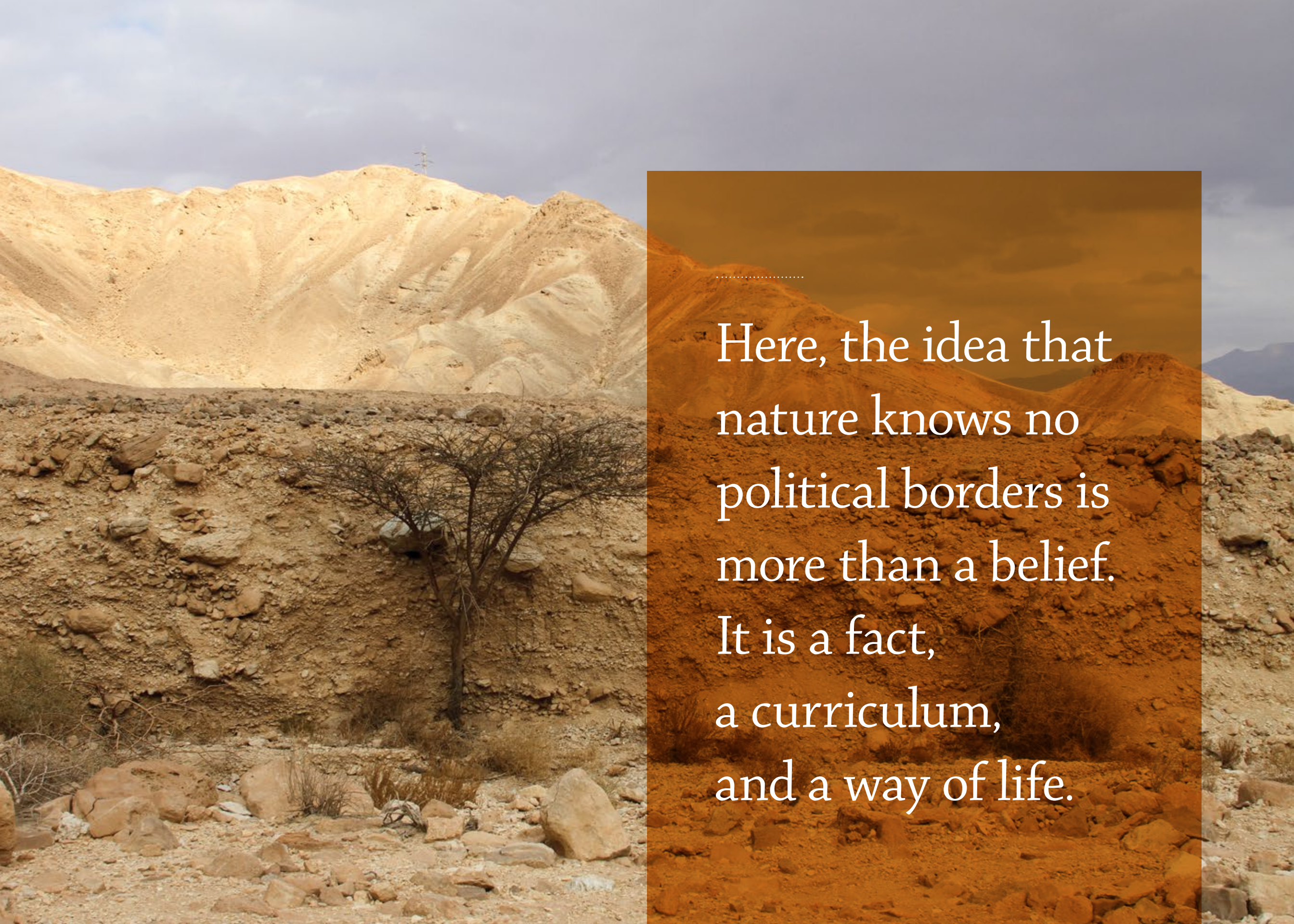
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NATURE KNOWS
NO BORDERS



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Here, the idea that nature knows no political borders is more than a belief. It is a fact, a curriculum, and a way of life.

THE ARAVA INSTITUTE FOR ENVIRONMENTAL STUDIES

Named one of the top 100 environmental think tanks in the world, the Arava Institute is a leading environmental and academic institution in the Middle East dedicated to preparing future leaders from Israel, Palestine, Jordan, and around the world to cooperatively solve the regional and global challenges of our time.

Based in southern Israel, in the Arava Desert Valley, the Arava Institute houses academic programs, internships, research, and international initiatives on a range of environmental concerns and challenges.

Accredited through Ben-Gurion University of the Negev, the Arava Institute offers students and interns a once-in-a-lifetime opportunity to immerse themselves in a cross-cultural environment with others who are equally passionate about building a more sustainable and just future.

Students in the university-level interdisciplinary academic program receive a cutting-edge environmental education. Interns contribute substantively to trans-boundary research while gaining valuable experience for their future careers. All Institute program participants take part in the regional peace-building process with individuals from all over the world.



Program Highlights

ACADEMIC PROGRAM

University-level interdisciplinary academic programs lasting for one semester or a full academic year.

MASTER'S PROGRAM

Preparatory semester prior to Master's program in partnership with the Albert Katz International School of Desert Studies, Ben-Gurion University of the Negev.

INTERNSHIPS

The Internship Program focuses on research design, project management, and field studies for 2-12 months.

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The Institute has instilled in me an obligation and a purpose. I have come to view myself as a stakeholder in the future of the Middle East.”

FARYN BORELLA, OCCIDENTAL COLLEGE, SPRING '13

DIVERSITY + MULTICULTURALISM

Together, our students and interns are comprised of approximately one third Jewish Israeli; one third Arab, including Palestinians from the West Bank, Jordanians, and Arab citizens of Israel; and one third international students, primarily from North America.

No other program in the Middle East brings together students from such varied political, cultural, and religious backgrounds to live, study, and learn from one another for a semester or a full academic year. In this multicultural setting, students form personal connections and develop skills that enable them to lead their communities to address today's most pressing environmental challenges.

APPLICATION

Candidates from all over the world are encouraged to apply for the academic program and internships at the Arava Institute. The admissions committee strives to select a diverse group of participants who will be the best possible match for a program. Each program has its own requirements for application and admission. For more details and to apply, visit www.arava.org.

SCHOLARSHIP

There are a number of outside scholarships for students and interns that can be applied towards program fees at the Arava Institute. For more information, visit www.arava.org/scholarships.

INTERDISCIPLINARY ENVIRONMENTAL ACADEMIC PROGRAM

The Arava Institute offers an accredited university-level semester or yearlong program for both undergraduate and graduate students. Take courses in diverse environmental fields, engage in peace-building and environmental leadership seminars, and partake in educational field trips — all with a diverse student population hailing from Israel, Palestine, Jordan, and beyond.

Students at the Arava Institute explore a range of environmental issues from an exceptional trans-boundary and interdisciplinary perspective.

Under the guidance of leading environmental professionals and academics, students take between four to five courses in both the natural and social environmental sciences. Courses focus on the areas of water management, renewable energy, ecology, sustainable agriculture, environmental politics, and more. Students can also pursue an independent research project in the framework of a 3-credit elective independent study course. All courses are taught in English.

REAL-WORLD CONTEXT

Concepts from the classroom are brought to life in a real-world context through applied learning opportunities and trans-boundary field trips. During field trips, students meet with experts on regional environmental issues and conflict resolution, hear from local stakeholders, and visit historic sites.

ACADEMIC CREDIT

The Arava Institute's academic programs are accredited by Ben-Gurion University of the Negev (BGU). Each course is three academic credits and at the end of each semester, students receive an official transcript from BGU.

Students should consult with their academic or study abroad advisor to learn how credits will transfer to their college or university degree.

COURSE SAMPLES: ALTERNATIVE ENERGY SCIENCE | BIODIVERSITY OF SAND DUNES | COLLAPSE: AN ANTHROPOLOGICAL APPROACH TO ENVIRONMENTAL STUDIES | COMPARATIVE ENVIRONMENTAL LAW CONFLICT OR COOPERATION? | THE POLITICS & ECONOMICS OF TRANS-BORDER ENVIRONMENTAL ISSUES ECOHEALTH | ECOLOGY OF THE ARAVA | ENVIRONMENTAL EDUCATION | ENVIRONMENTAL LEADERSHIP SEMINAR | ENVIRONMENTAL MEDIATION & CONFLICT RESOLUTION | ENVIRONMENTAL POLITICS | GEOGRAPHIC INFORMATION SYSTEM (GIS) | INDEPENDENT STUDY | INTRODUCTION TO EARTH SCIENCE | INTRODUCTION TO ECOLOGY | INTRODUCTION TO ENVIRONMENTAL ETHICS | INTRODUCTION TO ENVIRONMENTAL POLICY INTRODUCTION TO ENVIRONMENTAL SCIENCE | INTRODUCTION TO SUSTAINABLE AGRICULTURE | METHODOLOGY & RESEARCH SEMINAR | PEACE-BUILDING LEADERSHIP SEMINAR | RENEWABLE ENERGY SCIENCE | SOCIETY & ENVIRONMENT | THE BASICS OF ORGANIC FOOD PRODUCTION

FOR A FULL LIST OF OF COURSE OFFERINGS, VISIT WWW.ARAVA.ORG

PROGRAM YEAR: ALUMNA SPRING '14
 HOMETOWN: RAMALLAH
 UNIVERSITY: UNIVERSITY OF KENTUCKY (USA) &
 BEN-GURION UNIVERSITY OF THE NEGEV (ISRAEL)

Eliana Saleme

“Do you ask yourself, ‘What can one individual do to protect the environment and make a change?’ I say that the answer for this question is simple and it is to apply to the program. At the Arava Institute change is not a question, change is the way of life.”

TELL US ABOUT YOUR ACADEMIC EXPERIENCE.

I really enjoyed all the courses that I took at the Arava Institute. The courses not only helped me improve my knowledge on current affairs but it has made me interested in what is happening in the region regarding current environmental challenges.

HOW DID THE FIELD TRIPS IMPACT YOUR LEARNING?

The field trips really affected my learning and truly stimulated me to work harder on finding solutions to current environmental problems. The field trips provided me with great experiences where everything that I learned in class, I was able to see in real-life. This made the classes memorable and inspirational.

WHAT KIND OF RELATIONSHIP DID YOU HAVE WITH YOUR PROFESSORS?

My professors were very approachable and easy to talk to. They showed genuine care and really put a lot of effort to make the classes interesting. They were available to help with anything all the time and I felt that they were more like my friends rather than just my teachers.

HOW DID PARTICIPATION FROM YOUR DIVERSE SET OF CLASSMATES IMPACT YOUR LEARNING?

The different backgrounds of the students greatly improved my learning during my study at the Arava Institute. I gained more insights about other cultures, perspectives, and viewpoints. This made me

realize that the only way for us to work hand by hand is to understand each other's side. And from this, we were able to build bridges of trust and respect across cultures and borders.

HAVE YOU APPLIED WHAT YOU HAVE LEARNED HERE SINCE YOU LEFT THE INSTITUTE?

The Arava Institute was a life changing experience; I changed my career path and enrolled at Ben-Gurion University to pursue a masters degree in hydrology and water quality. I have a new born passion to increase awareness especially in my local community about water scarcity issues and be part of the research for new technologies to conserve and protect our limited water resources.

HOW HAS YOUR ACADEMIC LEARNING AT THE ARAVA INSTITUTE HELPED YOU PERSONALLY, PROFESSIONALLY, AND ACADEMICALLY?

Being a student at the Arava Institute opened the doors for me to pursue a second advanced degree. I met students and professors from diverse backgrounds; it was a great networking experience through which I made lasting friendships and professional connections.

For the full interview, visit www.arava.org



INTERNSHIP PROGRAM & TRANS-BOUNDARY RESEARCH

Arava Institute interns are an integral part of the multi-cultural campus community. Interns join students in peace-building and environmental leadership dialogue, educational field trips, and cultural and community activities.

The Arava Institute is home to five trans-boundary research and development centers focusing on the areas of key environmental concern — water management, renewable energy and energy conservation, sustainable agriculture, ecology, and sustainable development.

The research centers enable critical cross-border exchanges of knowledge and technology by providing young Israeli, Palestinian, Jordanian, and international researchers the opportunity to work together and advance solutions to the region's pressing environmental issues.

INTERNSHIP PROGRAM

Each year, the Arava Institute accepts interns for 2-12 months who focus their research in one or two of the research centers. Interns contribute substantively to trans-boundary research through a defined project under the direction of a faculty member, while gaining a valuable professional, academic, and personal experience.

Interns develop skills in environmental research and development, environmental policy, and project management; gain important professional contacts and build effective community based partnerships; and become a vital part of the global network of accomplished Arava Institute alumni. The Arava Institute welcomes interns from varied backgrounds, including the social and the natural sciences.

RESEARCH CENTERS & TOPICS: CENTER FOR RENEWABLE ENERGY & ENERGY CONSERVATION REVERSE OSMOSIS DESALINATION POWERED BY PHOTOVOLTAIC/THERMAL SOLAR SYSTEMS | DESIGN & THERMAL PERFORMANCE INVESTIGATION OF AN AIR SOLAR COLLECTOR
CENTER FOR TRANS-BOUNDARY WATER MANAGEMENT WATER & ENERGY CAPACITY FOR PALESTINIAN DATE FARMERS IN THE JORDAN VALLEY DECENTRALIZED ON-SITE GREYWATER TREATMENT & REUSE FOR RURAL COMMUNITIES CENTER FOR SUSTAINABLE AGRICULTURE MIDDLE EAST MEDICINAL PLANTS SURVEY & CENSUS-SOUTHERN ISRAEL (MEMPI) | RARE & ENDANGERED SPECIES OF THE ARAVA & SOUTHERN NEGEV & PROPAGATION PLANS CENTER FOR HYPER-ARID SOCIO-ECOLOGICAL BIODIVERSITY & ECOSYSTEM STABILITY OF SAND DUNES | ADAPTATION OF THREE ACACIA SPECIES TO CLIMATE CHANGE ARAVA CENTER FOR SUSTAINABLE DEVELOPMENT DEVELOPMENT OF BIOGAS SYSTEMS FOR RURAL DEVELOPMENT IN ISRAEL & THE PALESTINIAN TERRITORIES | OFF-GRID TECHNOLOGY TESTING & DEMONSTRATION HUB

FOR A FULL LIST OF RESEARCH, VISIT WWW.ARAVA.ORG

Research Centers

Center for Renewable Energy and Energy Conservation

DIRECTOR: DR. ALEXANDER GUSAROV



The Center for Renewable Energy and Energy Conservation (CREEC) leverages the Arava Valley's specific climate conditions, which includes some of the highest solar radiation levels in the world, in order to pioneer research, development, and technology on renewable energy and energy conservation, energy policy, and renewable energy generation. CREEC accomplishes its goals by partnering with renowned academic institutions in Israel, the United States, and Europe.



Center for Trans-boundary Water Management

DIRECTOR: DR. CLIVE LIPCHIN



The Center for Trans-boundary Water Management (CTWM) provides a platform for regional water professionals and policy makers to cooperate in water conservation, desalination, wastewater treatment, and education. CTWM aims to create a sustainable, replicable framework for cross border collaboration in the management of the region's fragile water resources.

Center for Hyper-Arid Socio-Ecology

DIRECTOR: DR. ELLI GRONER



The Center for Hyper-Arid Socio-Ecology (CHASE) is dedicated to the study of the natural ecosystems in the Arava Valley and the interaction between those ecosystems and the region's people. CHASE brings together Jordanian and Israeli researchers to map the biodiversity of the region, in order to better protect natural resources while enabling sustainable human development.

“

The research we conduct at the Arava Institute is at the intersection of science and politics. We develop practical and pragmatic solutions to trans-boundary environmental problems.”

DR. CLIVE LIPCHIN, DIRECTOR
THE CENTER FOR TRANS-BOUNDARY WATER MANAGEMENT



Arava Center for Sustainable Development

DIRECTOR: DR. SHMUEL BRENNER



The Arava Center for Sustainable Development (ACSD) aims to reduce poverty, enhance sustainability, and empower communities by supporting locally driven, environmentally focused development programs worldwide. ACSD disseminates its expertise to developing communities in the Middle East and around the globe by collaborating with local and international partners to design and implement small-scale, technology-based sustainable development projects.

Center for Sustainable Agriculture

DIRECTOR: DR. ELAINE SOLOWEY



The Center for Sustainable Agriculture (CSA) is a vital player in the field of desert agriculture and sustainable agriculture. CSA is dedicated to the investigation and preservation of arid lands and their natural resources, as well as important new applications in botanical medicine and sustainable agriculture.

PROGRAM YEAR: ALUMNUS SPRING '12 & FALL '12, INTERN SPRING '13
 HOMETOWN: NABLUS
 UNIVERSITY: UNIVERSITY OF WISCONSIN, MILWAUKEE (USA) &
 AN-NAJAH NATIONAL UNIVERSITY, NABLUS (PALESTINE)

Muhanad Alkharaz

“My experience at the Arava Institute helped me tremendously to obtain the Fulbright Scholarship and do my graduate studies in the USA.”

CAN YOU DESCRIBE THE RESEARCH YOU DID AT THE ARAVA INSTITUTE AS AN INTERN?

My research focused on exploring different techniques used for treating grey-water. My main focus was to study the Constructed Wetland method and how we, at the Arava Institute, can use this method to treat the water generated from the dormitories in order to use it for irrigation. This pilot project was to investigate the pros and cons for this technology before this model gets implemented in Israel and Palestine.

WHAT WERE YOU ABLE TO FOCUS ON HERE THAT YOU WOULD NOT HAVE BEEN ABLE TO DO ELSEWHERE?

At the Arava Institute, I was given the opportunity to allow for cross-boundary cooperation between Israelis and Palestinians to protect the environment. I was able to connect the Institute with different Palestinian organizations that play a major role in the area of water. The Arava Institute paves the road for those who are seeking cooperative efforts to solve the conflict through protecting the shared environment between the Israelis and the Palestinians.

HOW DID THE DIVERSITY OF YOUR COLLEAGUES AFFECT YOUR RESEARCH AND EXPERIENCE?

At the Center for Trans-boundary Water Management, a very diverse group used to work together on many different issues under the supervision of Dr. Clive Lipchin. My coworkers had different backgrounds, experiences, and interests. We used

to hold weekly meeting for the team members to discuss the progress for each of our projects, get feedback and create a platform for everyone to learn and contribute to other projects.

IN WHAT WAY DID THE INTERNSHIP INFLUENCE YOUR FUTURE?

My internship at the Arava Institute equipped me with the skills needed to start off my career. After leaving the Institute, I was hired by Comet-ME as a Project Manager. The skills and experiences I gained throughout my journey at the Institute helped me broaden my understanding on the environment. In addition, hands-on experience had a major positive impact on me. I would not have been where I am now if the Arava Institute was not a chapter in my story.

DO YOU HAVE ANYTHING ELSE YOU'D LIKE TO ADD?

I would like to emphasize the importance of the faculty and staff members. They can be of a great help to the interns and the students. In addition, my experience at the Arava Institute helped me tremendously to obtain the Fulbright Scholarship and do my graduate studies in the USA.

For the full interview, visit www.arava.org





PEACE-BUILDING, SOCIAL JUSTICE, ENVIRONMENTAL LEADERSHIP

At the Arava Institute you will participate in one of the most open and honest conversations happening in the Middle East, while gaining the essential skills and cultural literacy you need to pursue your career.

Both the Peace-building Leadership Seminar (PLS) and the Environmental Leadership Seminar (EL) build on the conviction that the social and political relationships within and between groups in the region have a significant influence on environmental practices, public policies, and grassroots environmental activism.

Both seminars take advantage of the Arava Institute's own community as a microcosm of the region, building the tools and understanding necessary to foster environmental sustainability, social justice, and respect in the broader society. Every student, no matter the country of origin, has the opportunity to contribute significantly to this ongoing dialogue.

PLS GOALS: CULTURAL UNDERSTANDING, RESPECT, EMPATHY, & SELF-REFLECTION | CONSENSUS BUILDING SKILLS | A SENSE OF EMPOWERMENT, AGENCY, & INITIATIVE | A SENSE OF SHARED COMMUNITY, EVEN DURING TIMES OF CONFLICT | SKILLS FOR EFFECTIVE & OPEN DIALOGUE, CONFLICT RESOLUTION, CAMPAIGNING, & ADVOCACY | INFORMED PERSPECTIVES ON THE POLITICS OF THE MIDDLE EAST & THE ENVIRONMENT | A GENERAL UNDERSTANDING OF COEXISTENCE INITIATIVES & ENVIRONMENTAL CAMPAIGNS

EL GOALS: COMFORT & FAMILIARITY WITH STYLES & MODELS OF ENVIRONMENTAL LEADERSHIP | A SHARED VISION FOR ENVIRONMENTAL LIVING ON CAMPUS | A SENSE OF EMPOWERMENT TO LEAD LOCAL & GLOBAL ENVIRONMENTAL INITIATIVES | A PERSONAL LEADERSHIP STYLE & A SET OF MORE REFINED LEADERSHIP SKILLS | THEORETICAL & PRACTICAL TOOLS FOR DEVELOPING ENVIRONMENTAL CAREERS | INFORMED PERSPECTIVES ON LOCAL & REGIONAL ENVIRONMENTAL LEADERSHIP & INITIATIVES THROUGH GUEST SPEAKERS & ARAVA INSTITUTE ALUMNI

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The Arava Institute trained us in Compassionate Listening. Stepping into each other's shoes, if only for a moment, created the empathy necessary for us to build community with each other.”

LAUREN RAUCH, UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, FALL '05

PEACE-BUILDING LEADERSHIP SEMINAR

In line with the Arava Institute's mission to generate capacity-building for conciliation and cooperation, all students and interns participate in a weekly Peace-building Leadership Seminar (PLS). In this seminar, students engage in dialogue exploring issues of culture, religion, identity, coexistence, and the current political situation, while developing competencies in intercultural understanding and empathy.

ENVIRONMENTAL LEADERSHIP SEMINAR

In the Environmental Leadership Seminar (EL), students and interns explore environmental leadership from a unique regional perspective and in the context of their own multicultural campus community. EL introduces environmental leadership through a range of sessions and workshops held over each semester. While working together as a community and in small groups, participants explore a wide range of topics including environmental entrepreneurship, project management, holistic models for environmental living, and environmental policy and politics.



PROGRAM YEAR: ALUMNUS SPRING '09 & FALL '10
 HOMETOWN: RA'ANANA ASAN
 UNIVERSITY: THE HEBREW UNIVERSITY OF JERUSALEM (ISRAEL)

Liel Maghen

“I learned to find the human connection in any disagreement and to remember that beyond any gap in perceptions, people just wish to be happy according to their values.”

WHY DO YOU THINK THE PEACE-BUILDING LEADERSHIP SEMINAR (PLS) IS IMPORTANT?

As the program focuses on environmental academic studies, the students engage in various fields without discussing the topics that create conflict between their societies. Without a facilitated discussion, these topics can create tensions between the students and lead to divisions that are caused by pre-program perceptions about the other.

However, PLS offers a contained platform for exposing these issues and pushes the participants beyond their comfort zones in order to engage with their perceptions, to question them and maybe to be inspired to think differently. Only by this exposure and process are the students able to think creatively about the future of this region.

HOW DID YOUR INTERACTION WITH YOUR CLASSMATES CHANGE OVER THE COURSE OF THE SEMESTER DUE TO PLS?

The interpersonal meetings throughout the program enhanced the connection between me and my fellow students. I feel that the process of discussing sensitive issues and overcoming controversial disagreements deepened my connection with “the other” and strengthened our shared humanity.

I feel that the friendship that I have with students from my year is special and deeper than any other

friendship that I have. We had a special process of our own that made people from two sides of the conflict break their natural suspicion and become true friends.

WHAT WAS IT LIKE TO TAKE THIS CLASS WITH SUCH A DIVERSE GROUP OF CLASSMATES?

I believe this class does not have any value without this diversity. The diversity of our origins and nationalities is what brought the essence to the course. These origins created the topics and were the foundations of our sensitivities and our perceptions. As someone who studied later at The Hebrew University, I can say that these differences in our origins is what helped us to think critically, to question ourselves, and to be exposed to new perceptions that we have never had before.

WHAT WERE SOME LESSONS THAT YOU LEARNED FROM PLS?

I learned to question my perception constantly and to think creatively about challenges that may seem unsolved. Furthermore, I learned to find the human connection in any disagreement and to remember that beyond any gap in perceptions, people just wish to be happy according to their values.

For the full interview, visit www.arava.org



LIFE ON CAMPUS

Our campus life program empowers students to create their own diverse and active intentional, multi-cultural community under the guidance of a dedicated staff.

Students and interns take advantage of their exceptional campus community and unique desert location to enjoy a variety of extracurricular activities including hiking, yoga, gardening, camping, mud building, music, and horseback riding. Students share with each other their cultures and backgrounds in an open and vibrant exchange through potluck dinners, festive meals, and religious and secular holiday activities, as well as culture, music, and movie nights.

Each semester, students form their own interest groups based on what they want to learn and share. Past activities have included conversational Hebrew and Arabic, salsa dancing, gardening, environmental action, and creative writing.

KIBBUTZ COMMUNAL LIVING

Living on a kibbutz provides an opportunity to explore a unique way of life and its community. Students and interns share their meals in a communal dining room with kibbutz members and residents. They get to know the kibbutz and its members through informal exchanges and formally planned programs including cultural events, community activities, lectures, and by sharing in holiday celebrations.

KIBBUTZ KETURA

Kibbutz Ketura was founded by a small group of young North Americans, graduates of Young Judaea, in November 1973. Today, Kibbutz Ketura has grown to be the second largest community in the Arava region, with 160 members and candidates and over 150 children. With

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Simply living among this diverse group of people builds relationships and sparks conversations that would not be possible anywhere else. The willingness and desire to live in such diversity is wonderful and one of the most important aspects of the program.”

JULIA WEEKS, ALLEGHENY COLLEGE, SPRING '15

kibbutz members and other residents including students and volunteers from Israel and abroad, there are approximately 400 people living on the kibbutz at any one time.

One-third of the members are native-born Israelis; just less than half the members come from English-speaking countries, with the rest from Europe, South America, and the former USSR. Hebrew is the common language and the language of all daily activity at Ketura, but while walking around one might hear many other languages including French, Spanish, Russian, and even Catalan.

Kibbutz Ketura is one of the few remaining traditional kibbutzim in terms of having a communal approach to its decision-making, management, and property ownership. One of Ketura's

unique qualities is its pluralistic approach to Judaism, for which it has received numerous national awards for inclusivity and diversity.

EXPLORING THE REGION

Many students choose to travel on the weekends or during breaks, often being hosted in the homes of classmates or alumni that they meet on the program.

The Arava Road, or Highway 90, runs just outside the main kibbutz gate, with buses going south to Eilat (a resort city on the Red Sea that borders Aqaba, Jordan) and north to the Dead Sea (two hours away), Be'er Sheva (three hours away), Tel Aviv and Jerusalem (each four hours away).



ALUMNI HOME ABABA | AL-AHLIYYA AMMAN UNIVERSITY | AL AL-BAYT UNIVERSITY | AL-BALQA' APPLIED UNIVERSITY | AL-QUDS UNIVERSITY | AL-ZAYTOONAH UNIVERSITY OF JORDAN | ALLEGHENY COLLEGE | AMERICAN INTERCONTINENTAL UNIVERSITY | AMERICAN JEWISH UNIVERSITY | AMERICAN UNIVERSITY | AMHERST COLLEGE | AN-NAJAH NATIONAL UNIVERSITY | APPALACHIAN STATE UNIVERSITY | APPLIED SCIENCE PRIVATE UNIVERSITY (JORDAN) | ARAB AMERICAN UNIVERSITY-JENIN | ARCADIA UNIVERSITY | ARIZONA STATE UNIVERSITY | BAR-ILAN UNIVERSITY | BARD COLLEGE | BARNARD COLLEGE | BATES COLLEGE | BECKER COLLEGE | BELOIT COLLEGE | BEN-GURION UNIVERSITY OF THE NEGEV | BENNINGTON COLLEGE | BETHLEHEM UNIVERSITY | BEZALEL ACADEMY OF ARTS AND DESIGN | BINGHAMTON UNIVERSITY-SUNY | BIRKBECK, UNIVERSITY OF LONDON | BIRZEIT UNIVERSITY | BOSTON COLLEGE | BOSTON UNIVERSITY | BOWDOIN COLLEGE | BRANDEIS UNIVERSITY | BRIGHAM YOUNG UNIVERSITY | BROOKLYN COLLEGE | BROWN UNIVERSITY | BRYN MAWR COLLEGE | CARLETON COLLEGE | CARNEGIE MELLON UNIVERSITY | CENTRE COLLEGE | CITY COLLEGE OF NEW YORK | CLAREMONT MCKENNA COLLEGE | CLARK UNIVERSITY | COLBY COLLEGE | COLLEGE OF CHARLESTON | COLLEGE OF MARIN | COLLEGE OF THE ATLANTIC | COLORADO COLLEGE | COLORADO STATE UNIVERSITY | COLUMBIA COLLEGE CHICAGO | COLUMBIA UNIVERSITY | CONCORDIA UNIVERSITY | CONNECTICUT COLLEGE | CORK INSTITUTE OF TECHNOLOGY | CORNELL COLLEGE | CORNELL UNIVERSITY | COVENTRY UNIVERSITY | DALHOUSIE UNIVERSITY | DAVIDSON COLLEGE | DICKINSON COLLEGE | DRESDEN UNIVERSITY OF TECHNOLOGY | DUKE UNIVERSITY | EMORY UNIVERSITY | EVERGREEN STATE COLLEGE | FEDERAL UNIVERSITY OF RIO DE JANEIRO | FLORIDA INTERNATIONAL UNIVERSITY | FRIEDRICH SCHILLER UNIVERSITY JENA | GEORGE MASON UNIVERSITY | GEORGE WASHINGTON UNIVERSITY | GEORGETOWN UNIVERSITY | GODDARD COLLEGE | GONZAGA UNIVERSITY | GORDON COLLEGE | GOUCHER COLLEGE | GRATZ COLLEGE | GREEN MOUNTAIN COLLEGE | GRINNELL COLLEGE | HADASSAH COLLEGE | HAMILTON COLLEGE | HAMPSHIRE COLLEGE | HARVARD UNIVERSITY | HARVEY MUDD COLLEGE | THE HASHEMITE UNIVERSITY | HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION | HEBREW UNIVERSITY OF JERUSALEM | HUMBOLDT STATE UNIVERSITY | HUNTER COLLEGE | INDIANA UNIVERSITY | ITHACA COLLEGE | JAGIELLONIAN UNIVERSITY | JERASH PRIVATE UNIVERSITY | JEWISH THEOLOGICAL SEMINARY OF AMERICA | JOHNS HOPKINS UNIVERSITY | JORDAN APPLIED UNIVERSITY | JORDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY | KIBBUTZIM COLLEGE | LAFAYETTE COLLEGE | LEHIGH CARBON COMMUNITY COLLEGE | LEIPZIG UNIVERSITY | LESLEY UNIVERSITY | LIMKOKWING UNIVERSITY OF CREATIVE TECHNOLOGY | LONDON SCHOOL OF BUSINESS AND FINANCE | LOYOLA MARYMOUNT UNIVERSITY | MACALESTER COLLEGE | MANHATTAN COLLEGE | MAYO CLINIC COLLEGE OF MEDICINE | MCGILL UNIVERSITY | MIAMI UNIVERSITY OF OHIO | MICHIGAN STATE UNIVERSITY | MIDDLEBURY COLLEGE | MILLS COLLEGE | MISR UNIVERSITY FOR SCIENCE AND TECHNOLOGY | MOHAMMED V UNIVERSITY | MOUNT ALLISON UNIVERSITY | MOUNT HOLYOKE COLLEGE | MUTAH UNIVERSITY | NATIONAL SUPERIOR SCHOOL OF ARCHITECTURE PARIS VAL DE SEINE | NATIONAL UNIVERSITY OF THEATRE AND FILM, BUCHAREST | THE NEW SCHOOL | NEW YORK UNIVERSITY | NORTHEASTERN UNIVERSITY | OBERLIN COLLEGE | OCCIDENTAL COLLEGE | OHIO STATE UNIVERSITY | OHIO UNIVERSITY | OPEN UNIVERSITY | PACE UNIVERSITY | PALESTINE POLYTECHNIC UNIVERSITY | POMONA COLLEGE | PORTLAND COMMUNITY COLLEGE | PORTLAND STATE UNIVERSITY | PRATT INSTITUTE | PROVIDENCE COLLEGE | QUEENS COLLEGE (NY) | QUEENS UNIVERSITY (ON) | RHODE ISLAND SCHOOL OF DESIGN | ROYAL ACADEMY OF ART, NETHERLANDS | RUPPIN ACADEMIC CENTER | SCHOOL OF MARINE SCIENCES | RUTGERS UNIVERSITY | SALT HANDICRAFT TRAINING CENTER | SARAH LAWRENCE COLLEGE | SCHILLER INTERNATIONAL UNIVERSITY | SCHOOL OF THE ART INSTITUTE OF CHICAGO | SCRIPPS COLLEGE | SMITH COLLEGE | SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY | ST. JOHN'S COLLEGE | STANFORD UNIVERSITY | SUNY COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY | SUNY PLATTSBURGH | TECHNION - ISRAEL INSTITUTE OF TECHNOLOGY | TEL AVIV UNIVERSITY | TEL-HAI COLLEGE | TRENT UNIVERSITY | TRINITY COLLEGE | TUFTS UNIVERSITY | TULANE UNIVERSITY | UNION COLLEGE | UNIVERSITY AT ALBANY-SUNY | UNIVERSITY AT BUFFALO-SUNY | UNIVERSITY OF ARIZONA | UNIVERSITY OF ARKANSAS | UNIVERSITY OF BATH | UNIVERSITY OF BRITISH COLUMBIA | UNIVERSITY OF CALIFORNIA, BERKELEY | UNIVERSITY OF CALIFORNIA, DAVIS | UNIVERSITY OF CALIFORNIA, IRVINE | UNIVERSITY OF CALIFORNIA, LOS ANGELES | UNIVERSITY OF CALIFORNIA, SAN DIEGO | UNIVERSITY OF CALIFORNIA, SANTA BARBARA | UNIVERSITY OF CALIFORNIA, SANTA CRUZ | UNIVERSITY OF CAPE TOWN | UNIVERSITY OF CHICAGO | UNIVERSITY OF COLORADO, BOULDER | UNIVERSITY OF COLORADO, DENVER | UNIVERSITY OF CONNECTICUT | UNIVERSITY OF DELAWARE | UNIVERSITY OF EDINBURGH | UNIVERSITY OF FLENSBURG | UNIVERSITY OF GEORGIA | UNIVERSITY OF GREIFSWALD | UNIVERSITY OF GUELPH | UNIVERSITY OF HAIFA | UNIVERSITY OF ILLINOIS | UNIVERSITY OF IOWA | UNIVERSITY OF JORDAN | UNIVERSITY OF KANSAS | UNIVERSITY OF KENTUCKY | UNIVERSITY OF KING'S COLLEGE | UNIVERSITY OF LEEDS | UNIVERSITY OF LIVERPOOL | UNIVERSITY OF MARYLAND, BALTIMORE | UNIVERSITY OF MARYLAND, COLLEGE PARK | UNIVERSITY OF MASSACHUSETTS, AMHERST | UNIVERSITY OF MASSACHUSETTS, BOSTON | UNIVERSITY OF MICHIGAN | UNIVERSITY OF MISSOURI-KANSAS CITY | UNIVERSITY OF MONTANA | UNIVERSITY OF MOSUL | UNIVERSITY OF NEW HAMPSHIRE | UNIVERSITY OF NEW MEXICO | UNIVERSITY OF NORTH CAROLINA | UNIVERSITY OF OREGON | UNIVERSITY OF PENNSYLVANIA | UNIVERSITY OF PITTSBURGH | UNIVERSITY OF PUGET SOUND | UNIVERSITY OF QUEBEC AT MONTREAL | UNIVERSITY OF RHODE ISLAND | UNIVERSITY OF ROCHESTER | UNIVERSITY OF SOUTH FLORIDA | UNIVERSITY OF SOUTHERN MAINE | UNIVERSITY OF TENNESSEE | UNIVERSITY OF TEXAS AT AUSTIN | UNIVERSITY OF VERMONT | UNIVERSITY OF VICTORIA | UNIVERSITY OF VIENNA | UNIVERSITY OF VIRGINIA | UNIVERSITY OF WASHINGTON | UNIVERSITY OF WATERLOO | UNIVERSITY OF WESTERN CALIFORNIA | UNIVERSITY OF WESTERN ONTARIO | UNIVERSITY OF WISCONSIN-MADISON | UNIVERSITY OF YORK | VASSAR COLLEGE | VERMONT LAW SCHOOL | VIRGINIA TECH | WASHINGTON UNIVERSITY IN ST. LOUIS | WELLESLEY COLLEGE | WESLEYAN UNIVERSITY | WESTERN CONNECTICUT STATE UNIVERSITY | WESTFIELD STATE UNIVERSITY | WHARTON SCHOOL OF THE UNIVERSITY OF PENNSYLVANIA | WHEATON COLLEGE | WILLAMETTE UNIVERSITY | WILLIAMS COLLEGE | YALE

Join a world-wide alumni network

Today, the Institute's growing network of academics, activists, students, alumni, and professionals from Israel, Palestine, Jordan, Europe, North America, and around the world are forming cross-border projects, running nongovernmental organizations, and holding policy positions.

With the help of the Institute, they have learned to cooperate around innovative solutions to address their communities' and the region's environmental problems. Upon completion of the Arava Institute, alumni are encouraged to stay connected through two alumni networks with over 850 members.

The Arava Alumni Peace & Environmental Network (AAPEN) is a member-run organization that aims to build capacity for cooperative alumni initiatives, engage alumni through outreach programs, and enhance Jewish-Arab networking in the Middle East. AAPEN members communicate regularly through social media and at annual meetings in Israel, Palestine, or Jordan. Through these ongoing connections, Arava Institute graduates are able to work together on innovative projects of mutual

concern. Many alumni have received financial support from the Institute to enable the pursuit of environmental and peace-building projects.

The North American Arava Alumni Network (NAAAN) is a community with three goals. Members support one another through professional collaboration, networking, and peer support. The alumni build community through shared experiences and mutual commitment to the values of the Arava Institute. NAAAN is also a forum for alumni to remain involved with and support the Institute's work. An annual conference, active steering committee, alumni recruitment network, and regular regional events are key elements of this vibrant group.

