



Education

8th Edition

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משרד העלייה והקליטה

Ministry of Aliyah and Integration



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הודפס על ידי המדפיס הממשלתי

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Choosing the appropriate educational setting for your children, and their adjustment and integration within that setting, are among the most crucial aspects of your family's absorption process. Therefore, the more prepared you are with information about the various educational choices, the greater your children's chances for success. This booklet does not -- indeed cannot -- describe every possible educational alternative. Instead, the aim of this publication is to help familiarize you with the educational system in general, and to ease somewhat the "transition pains" that both you and your children may experience. You can consult with a personal absorption counselor at branch offices of the Ministry of Aliyah and Integration, or the Education Department of a local municipality, for more detailed information about the schools in your area. The English-speaking immigrant organizations may also be able to provide some guidance and information about educational options in Israel.

Note: This is the eighth edition of this booklet, and hereby nullifies all previous editions. The information in this booklet is based on data provided by various official sources. Details are subject to change. In case of any discrepancy, the regulations of the Ministry of Education, the Ministry of Aliyah and Integration, and other official bodies will prevail.

The Education System

The Compulsory Education Law

The Compulsory Education Law (1949) requires all children between the ages of 3 to 16-17 (kindergarten through grade 12) to attend school. The State provides free education to children ages 3-4 in public pre-kindergartens; attendance at private, licensed, pre-kindergartens may in some cases be subsidized. Education is also free of charge in official kindergartens, primary schools and high schools. For more information, consult with the Information Line of the Ministry of Education. See Useful Addresses.

While there are no tuition fees for State schools, education in Israel does cost money. Each year parents are expected to purchase textbooks and supplies, and pay for field trips and other school-sponsored activities. Parents also pay for enrichment classes such as art or music, as well as other expenses, some of which are mandatory, for example accident and dental insurance in communities in which these are available, while others are optional, such as trips and cultural events. Immigrant students, single-parent families, and low-income families may be entitled to various discounts and reductions.

In short, free education in Israel costs money.

The education system consists of four main tracks:

- * State Education (*mamlachti*)
- * State Religious Education (*mamlachti dati*)
- * Independent Education (*chinuch mukar*)
- * The Religious *Ma'ayan HaTorah* network

These tracks exist from kindergarten through primary school. Parents have the right to choose, within their residential district, the type of educational institution they prefer for their children.

State Education

In State schools (*mamlachti*) at the elementary level, the Ministry of Education-mandated core curriculum is obligatory. The subject matter and teaching methods are uniform.



State Religious Education

In State-religious schools, the core curriculum is also obligatory, and in addition, religious studies comprise approximately 40% of the teaching hours allotted by the Ministry of Education.

State-religious schools expect students to dress and behave according to school standards, and daily prayers are part of the school day. At the elementary level are schools in which boys and girls study together, and those in which classes are separate. Parents should investigate each school individually in order to find the most suited to their children's needs.

Integrated Schools

In addition to the above, there are also integrated State Schools, at which religious and non-religious students attend together. These schools incorporate Jewish sources into their curriculum and lifestyle in an encompassing fashion.

Independent Education and Ma'ayan HaTorah

Independent education and Ma'ayan HaTorah schools have the status of "recognized, unofficial education," i.e., these schools are not under the proprietorship of the State and/or a local authority, but do receive supervision from the Ministry of Education and State budgeting, and in most of these schools the students study the Ministry of Education core curriculum.

Religious schools that are unofficial and not recognized by the Ministry of Education include those run by various religious organizations. These schools commonly offer only parts of the Ministry of Education "Liba" core curriculum. Ministry supervision of these schools is of a general nature, mainly concerning building maintenance.

Almost all high schools have the legal status of independent, recognized schools. Rather than being administered by the Ministry of Education, they are run by public bodies such as municipalities, national networks, and local committees. For more information, see the section entitled "High School."

Additional Streams

Over the past decades, a number of unique educational streams have developed in Israel, differing from mainstream frameworks.



These include the “democratic” schools, Montessori schools, Waldorf Method schools, “Tali” schools (reinforced Jewish studies), and others. The majority of these schools are private.

The School Day and the School Year

Kindergarten

In State schools, the school year begins on the first of September, and ends on the 30th of June.

In State and State-Religious kindergartens, the hours are S-Th, 7:55-14:00 and on Fridays from 7:55-12:45. In some locations the kindergarten opens earlier in order to accommodate working parents.

The vacation schedule in State and State-Religious kindergartens is determined by the Ministry of Education, and generally follows the schedule of the pre-compulsory kindergartens (see below).

In many communities, after-school frameworks for kindergarteners, especially those with working parents, may be available for a fee. In some cases, the after-school program continues on the same kindergarten premises, and is through the auspices of municipal authority; other programs are under private management. Cost varies from program to program.

Primary Schools

In State schools, the school year starts on the first of September, and concludes on the 30th of June.

The school day begins at 8:00 a.m., and students usually attend until approximately 1 or 2 in the afternoon. However, in some communities, students benefit from a longer school day (*yom limudim aroch*) and attend school until approximately 3:30 in the afternoon. In almost all schools, Tuesday is a shortened day, as is Friday. In schools with a long school day, parents may have to pay fees for extra subjects and enrichment activities.

Vacation breaks include Pesach, Sukkot, and Chanukah. These vacations are between one and two weeks. All Jewish holidays and Israeli national days are vacation days, and often include the days prior to and following the holiday itself.



Secondary Schools

In State secondary schools, the academic year begins towards the end of August or the beginning of September, and concludes between the middle and the end of June, depending on the age and grade level. High school students also begin studies at 8:00 a.m., and finish between approximately 12:45 p.m. and 3:00 p.m. Fridays are a half day. In many schools, upper grades do not have classes at all on Fridays. In some high schools there are also 7:00 a.m. sessions offering a range of studies, as well as prayer in religious high schools. The vacation calendar follows that of the primary schools.

Age Groups

The following is a breakdown of educational institutions and their attendant age groups:

Institution	Age
Infant and Toddler Day-Care Center (<i>pe'uton, mishpachton, maon yom</i>)	infants to 3 years
Pre-Kindergarten (<i>Gan Trom-Chova</i> or <i>Gan Kedam Chova</i>)	3-5 years
Compulsory Kindergarten for ages 3-6 or 4-6 (<i>Gan Chova</i>)	5-6 years- in some communities
Primary School (<i>Beit Sefer Yesodi</i>) Grades 1-6	6-12 years
Junior High School (<i>Chativat Beinayim</i>) Grades 7-9	12-15 years
Senior High School (<i>Chativa Elyona</i> or <i>Beit Sefer Tichon</i>) Grades 9-12	15-18 years



Day-Care

Day-care centers (*maon*) are supervised by the Day-Care and Home Day-Care Division of the Ministry of Labor, Social Affairs, and Social Services.

Centers operate on Sundays through Thursdays from 7:00-16:00 and on Fridays and holiday eves from 7:00-13:00. Some centers offer the possibility of a long day until 17:00 on Sundays through Thursdays.

Fees are identical in all centers and are based on the child's age and the framework, except for those run by non-profit organizations. Parents who meet eligibility criteria may be able to receive a tuition subsidy following an income test.

New immigrants may be eligible for discounts for public day-care, provided they meet specific criteria.

For information about day-care options in a particular community, contact the local municipality (dial 106/7 in most locations).

Private Day-Care

As in public day-care centers, private day-care accepts children from birth to age 3 1/2. Most private day-care is in the home of the caregiver, and in the majority of situations the caregiver looks after no more than 6 children. The hours, vacation periods, fees, and other conditions vary from framework to framework. Private day-care is not supervised, and parents are responsible for verifying that the environment is safe and appropriate for their child, and for seeking recommendations from other parents. Private facilities are generally more expensive than public ones.

In some workplaces, particularly in the public sector, there may be day-care on the premises.



Supervised Public Day-Care

Supervised public day-care is under the auspices of a coordinator appointed by the local authority and the Ministry of Labor, Social Affairs, and Social Services. The main difference between public and home day-care care is that home day-care tends to have a smaller number of children. There is also usually only one caretaker in a home setting while public centers usually have several.

Many public centers operate five days per week while others operate six. Those that operate according to a five-day format are generally open from 7:00-16:30 or 7:30 to 17:00, S-Th; while those on a 6-day schedule open from 7:00-16:00 on S-Th and 7:00-13:00 on Fridays and holiday eves.

It is worth noting that day-care and education for infants and toddlers is highly accepted in Israel, and that the percentage of Israeli youngsters placed in some sort of day-care arrangement is among the highest in the Western world. Most day-care frameworks try to offer a rich environment for the child's physical and mental development. The majority also offer breakfast, lunch, a light snack, and facilities for naps.

Registration for Day Care

Registration for day-care is usually in the spring, during March and April. Updates about commencement of registration are on the website of the Daycare Division of the Ministry of Labor, Social Affairs, and Social Services: <http://employment.molsa.gov.il/meonot-yom>, as well as the women's organizations that operate daycare facilities.

Registration is in stages:

1. Parents apply directly to the facility in which they wish to register their children. The registration is processed by the Senior Daycare Division of the Ministry of Labor, Social Affairs, and Social Services.
2. When the number of registered children is greater than can be accommodated by the facility, an acceptance committee convenes. Following this, parents are notified whether their children are accepted into the facility. Acceptance to public day-care centers may depend on specific factors such as family size and whether the mother works.



3. Following confirmation of acceptance, parents receive notification by means of a "confirmation of acceptance" form.
4. Parents must submit an application for participation in the fees (subsidy). Note that parents who are not interested in a subsidy, and/or who are not eligible for a subsidy must nevertheless submit the application. Parents who do not wish to claim State participation in the fees must indicate this when completing the application.
5. Categories of eligibility for a subsidy include mothers who work and/or study, and single-parent families, who meet specific conditions. For details, contact the Tal-Ol Information Line for Parents' Inquiries About Eligibility With the Ministry of Labor, Social Affairs, and Social Services. See Useful Addresses.

Registration for private day-care varies between frameworks. In some cases, it may be possible to register in the middle of the year, but in most cases, registration is several months before the commencement of the academic year, i.e., in the spring for frameworks that commence at the end of August or beginning of September.

When choosing a day-care facility, keep the following criteria in mind:

- The child-to-worker ratio.
- The hours the center is open.
- The meals provided.
- Whether the center is open all year round.
- How secure the environment is for children.
- The number of annual scheduled vacations.
- The comfort of the accommodations for the children.
- The tuition fees.

When registering for any pre-school framework, have the following documents:

- *Te'udat zehut* (Israeli identity card) in which the child is listed.
- *Te'udat oleh*
- Child's birth certificate

For information, contact the Ministry of Labor, Social Affairs, and Social Services Day-Care Information Line. See Useful Addresses.



Pre-compulsory kindergarten (*gan trom chova* or *gan kedam chova*) is for children ages 3-5. Many of the activities of pre-compulsory kindergartens help prepare children for compulsory kindergarten. Pre-compulsory kindergartens are usually operated by local authorities. The State provides free education to children ages 3-4 in public pre-compulsory kindergartens, and attendance is obligatory.

Frameworks

- State kindergartens under the auspices of the Ministry of Education. Some kindergartens are municipal and operated by the local authority; others are State kindergartens belonging to the local or regional authority.
- State-Religious kindergartens operated by local authorities or the local or regional authority.
- Kindergartens within day-care frameworks: some day-care frameworks operated by women's organizations also have kindergarten classes for children ages 3-4. The Ministry of Education supervises these classes.
- Private Kindergartens: many children attend private kindergartens. The Ministry of Education classifies these frameworks as "recognized, unofficial kindergartens." A number of private kindergartens belong to alternative educational streams.
- Special-Education kindergartens: According to law, all children are entitled to an educational framework appropriate to their needs, whether in a mainstream class or in special education. In special-education kindergartens, classes are generally smaller and have a higher student-to-teacher ratio. Children may receive physical therapy, speech, occupational, or other therapy as needed as part of their school day. New immigrants with children who have special needs should consult with a personal absorption counselor about educational options for their children.

In both State and State Religious kindergartens, there are approximately 35 children in each class. A qualified teacher and an aid are responsible for each class. In most cases, the number of children in private kindergartens is smaller. Parents that prefer a private kindergarten should investigate class sizes, and the number of teachers and aids for each class.

The School Day and Year

The school day and year vary between frameworks, but in many cases in private pre-kindergartens the day is longer than in kindergartens run by municipal authorities. In private kindergartens, children are also more likely to receive hot meals.

In State and State-Religious pre-kindergartens, the hours are S-Th, 7:30-13:30, and on Fridays from 7:30-12:45. In some pre-kindergartens, the school day concludes at 14:00.

The vacation schedule in State and State-Religious pre-kindergartens is determined by the Ministry of Education, and generally follows the schedule of higher grades, including the months of June-August, the Jewish holidays including the intermediate days of Passover and Sukkot, and in many cases the week prior to Passover, part of Hanukkah, and the days preceding or following several of the holidays. Yom HaAtzmaut is also a vacation day.

Registration

Registration for pre-compulsory kindergarten operated by a municipal authority or regional council is usually in January and is through the local municipal authority. Registration for independent frameworks is through the facility and according to their guidelines.

Registration can be through two channels:

1. Online registration: in some locations, registration can be processed online. This is usually only an option during the official registration period, and only for residents of the municipality according to the registration-district map defined by the Ministry of Education. Online registration is only the first step, and is followed by receipt by mail of authorization of



registration and placement.

2. Registration in person: Close to the opening of the registration period, the local authorities notify the public of registration locations and dates for parents to complete registration procedures.

Compulsory Kindergarten

As its name implies, compulsory kindergarten (*gan chova*) is obligatory for children from the age of five. There are no tuition fees for compulsory kindergarten, although parents are expected to pay for various activities and supplies, as well as cover registration and other fees.

Regulations permit up to 35 children in a kindergarten class. There is a teacher and an aid or aids responsible for each class.

The kindergarten curriculum, developed by the Ministry of Education, facilitates social skills, reading, and math readiness. Pupils celebrate Jewish festivals and Israeli national days with activities and projects. Parents are usually expected to take part in some of these activities, for example Hanukkah parties.

Registration

Registration procedures for compulsory kindergarten are through the education department of the local municipal authority, and are similar to procedures for pre-kindergarten (see above). For more information, contact a local municipal information line (*moked ironi*). The number is 106/7 in most locations.

New immigrants who arrive in Israel following the official registration period should contact the education department of their municipality as soon as possible.

The following documents are necessary:

- *Te'udat zehut* (Israeli identity card) of both parents in which the child is listed.
- *Te'udat oleh*



Primary school consists of grades 1-6. In some schools, primary school and junior high school are combined. Some primary schools have kindergartens and students begin from kindergarten age.

Grades are referred to by the corresponding letters; grade 1 is *kita aleph*, grade 2 is *kita bet*, and grade 12 is *kita yud bet*.

The primary-school curriculum is compulsory and uniform throughout all State schools. The educational committee of each school may choose a wide range of supplementary subjects, which parents usually fund. In State Religious schools, the emphasis is on religious studies.

The basic subjects in most elementary schools include Hebrew language, grammar and literature, arithmetic, history (Jewish and world), geography, science, English, Bible, physical education, art, and music.

In addition, educational and social activities take place in the school, both during and after school hours. Activities can include field trips, sports, clubs, choirs, films, volunteering, parties for different occasions, etc. Such activities are considered an integral part of the educational process, and may help facilitate a child's integration into the school. However, these activities are usually not free.

Another feature of Israeli education at all levels is the annual class trip (*tiyul shnati*). Each class takes a trip to explore the country. Trips are from one day for younger students to several days for students in upper grades. The trip combines educational activities (camping, tours, etc.) with recreation and serves as a socially unifying force for the pupils. Parents are sometimes asked to chaperone the trip. Parents are also expected to cover the expenses of the trip.

State schools are equipped with libraries, laboratories, gymnasiums, and auditoriums. Many State Religious schools have a synagogue on the premises. Most schools also have some kind of computer facilities.



Israeli schools are not usually equipped with any kind of cafeteria or lunchroom facilities. At both the kindergarten and primary levels, parents send a midday snack (known as *aruchat eser*, literally the 10 a.m. meal).

Children do not usually eat lunch at school, with the exception of students who attend a long school day. Parents are expected to provide children who attend a long day with a packed lunch. Some schools arrange to bring in prepared meals for students for a fee.

Health Services

Children in grades 1–9 receive health services in school according to the National Health Insurance Law and regulations of the Ministry of Health. Services are provided by a staff including a nurse and other health workers as needed.

Registration

Children must be registered for primary school upon entering first grade. Registration for State and State Religious schools is through the education department of the local municipality. Private schools have their own registration procedures.

Registration for school-age children usually takes place sometime between January and March. When children continue to attend the same school it is not necessary to register again during subsequent years. Primary schools that begin with kindergarten register children at the age of 5 for kindergarten, and then again the following year at the age of 6 for first grade. New immigrants should register their children for the appropriate grades as soon as possible following aliyah.

Provide the following documents:

- *Te'udat zehut* (Israeli identity card) in which the child is listed.
- *Te'udat oleh*.
- Child's birth certificate.
- Any documents from educational institutions the child attended prior to aliyah.

For more information, contact the education department of the local municipality (106/7) in most locations.

New-Immigrant Pupils

New-immigrant pupils should be admitted to a grade-level equivalent to that in which they were enrolled abroad. During the first few weeks following arrival in a new school, the school's educational advisor (*yoetz/et chinuch*) should invite parents of new-immigrant pupils to a meeting. Some schools also have an immigrant-absorption counselor. Parents who are not contacted by the school might wish to initiate a meeting. At this meeting, parents should disclose any difficulties the child may have had in the past, as well as point out the child's strengths and talents.

Immigrant students are in most cases eligible for group tutoring in Hebrew language and Jewish studies for the first year following aliyah. The number of immigrants in a given school determines the number of tutoring hours allocated to that school.

Parents should investigate what the school has to offer, and take the initiative in order to ensure that children receive the appropriate assistance. The school is responsible for implementing tutoring programs, so it is recommended to speak to the principal or educational guidance counselor in order to make a child's requirements known. See the section entitled "Assistance to New Immigrants" below.

English for English Speakers

Schools with a sufficient number of native English speakers may have special English classes in which the students can develop their English reading and writing skills. If there are not enough English speakers in the school, English-speaking children are required to attend English class along with the rest of their grade level. In that case, the teacher decides individually how to deal with the English speakers in the class, e.g., to give them independent work, utilize them as aides, or treat them as if they, too, are learning English for the first time.

Assistance to Pupils

Theoretically, supplementary educational services are available to all students who require them. Such services may include remedial sessions for pupils having difficulty with specific subjects, or who must complete material. In practice, however, the amount of extra help pupils receive depends greatly on the



number of supplemental teaching hours allotted to the school, and the number of children among whom these hours are divided. In some schools, National Service volunteers are on hand to help children with in-class material or with homework. Some municipal education departments organize after-school tutoring or homework help. Again, such programs depend on the availability of resources and the number of children in need.

It is usually up to parents to advocate on their children's behalf in order to make sure that they receive any kind of help that may be available. See also the section entitled "Parents and the School."

Most schools have an educational guidance counselor (*yoetz/et chinuchi/t*) on staff. The guidance counselor deals with exceptional children, including gifted children, and pupils with special needs, and determines an appropriate program. The counselor can also guide pupils in choosing the most suitable educational framework upon completion of primary school.

In many schools, a nurse is on the premises to supervise children's health and hygiene, treat injuries, and determine whether to send a child home due to illness.

Psychological consultations and counseling may be available in some schools from a school psychologist. Psychological services (*Shefi*) are also offered by the Ministry of Education, as well as through the local municipalities. See the section entitled "Youth Services" for more information.

Parents and the School

Generally speaking, parents are encouraged and expected to be involved in their children's schools. Parents are usually expected to be present at special events such as holiday parties and end-of-the-year ceremonies. Schools also appreciate parents who are willing to accompany hikes and field trips, and chaperone events.

It is important to create an ongoing relationship with children's homeroom teachers in order to receive and transmit information about their progress, about the school's regulations, lesson plans, study methods, and educational and social activities in the school.

Parents and Teachers

In most schools, parents are invited to consult with their children's teachers approximately three times a year. The first parent/teacher meeting (*assifat horim*) is usually shortly after the beginning of the school year. Parents meet their children's teachers, receive general information, and pay any necessary fees. In most schools, during this meeting each class elects two or three parents to serve as the parents' committee (*va'ad horim*). At subsequent meetings, parents can receive progress reports, and discuss any issues or problems with the teacher.

In addition, parents are free to contact the teacher at any other time and request a meeting, and can ask the teacher to provide weekly or monthly progress reports. Teachers may sometimes send e-mails or written notes home, but often they will ask the children to write down information or expect them to remember it. It is a good idea to ask children a few times a week if the teacher gave them any notes or information.

Parents are also entitled to contact the school principal or guidance counselor in order to request a meeting or discuss any issues that may arise.

Parents' Committees

As explained above, the parents of each class elect two or three parents to serve as members of the parents' committee (*va'ad horim*). Responsibilities of *va'ad horim* members vary from class to class and from school to school, but may include helping to organize special activities, collecting money from other parents for gifts for teachers at the end of the year, etc.

Together, all parents' committees form the parents' council of the school. From this council, chosen members sit on the parents' committee with the principal. This committee discusses organizational and general educational questions. The parents' committee also chooses representatives to the National Parents' Council (*va'ad horim artzi*) which represents parents' and students' interests to the Ministry of Education, the Knesset, the Teachers' Union, and other official bodies.



Books and Supplies

Although school attendance is technically free of charge, the school does not distribute textbooks and other study materials. Students must purchase them each year. The schools provide a list of necessary textbooks, as well as classroom supplies, notebooks, art supplies, and the like.

It can often be possible to purchase used textbooks from older students. In some communities, the schools, community centers, or other bodies sponsor organized book-selling events. Some bookstores also sell used books.

Most schools also participate in a national book-lending program intended to ease the burden on parents.

Israeli schools are seldom equipped with lockers or other facilities where students can store their supplies and possessions. This means that students usually bring books and supplies back and forth on a daily basis. It is most common for Israeli children to transport their books in a backpack. It is essential to be sure that a child's backpack fits the child well, and has sturdy straps and closures. It should also be waterproof. Look for a backpack that has an orthopedic back designed for children. However, even the best-designed backpack can put a strain on a child. It is important that books and supplies be organized so that the child carries only what is needed for each specific day. Some children prefer to strap their bags to special wheeled carts.

Junior High School

Junior high school (*chativat beinayim*) consists of grades 7-9 (*zayin* through *tet*). Some schools combine both junior and senior high school. Junior-high-school attendance is by district. As in schools at the primary level, parents may choose between a State or State Religious track. Some junior-high schools are connected to senior high schools where students may continue to study.

In communities in which there is no junior high school, students can attend a junior high school in an adjoining locale. Attendance is according to regulations of the local authority of the students' home community, and with the local authority's coordination and approval.



Junior high schools have heterogeneous homerooms comprised of pupils from all levels within the grade. Pupils study several common subjects in the homeroom, and it is within this framework that all social activities take place. The homeroom teacher (*mechanech/et*) is the main teacher for administrative procedures, disciplinary problems, evaluation, and contact with the parents.

In addition to homeroom subjects, pupils take certain classes according to achievement level. These include English and mathematics. Compulsory subjects include Bible, Hebrew, mathematics, history, civics, geography, natural sciences, English literature, vocational subjects, physical education, and sometimes art and music. Elective courses may include a second foreign language, computer studies, and individualized subjects.

As in primary schools, pupils in most junior high schools have a wide range of extracurricular activities, such as music, folk dancing, drama, clubs, discussion groups, and cultural events. Most activities involve fees.

Registration for State and State-Religious junior high schools is through the education department of the local municipal authority.

The following documents are necessary:

- *Te'udat zehut* (Israeli identity card) in which the child is listed.
- *Te'udat oleh*
- Child's birth certificate
- Any documents from educational institutions the child attended prior to aliyah.

Independent schools have their own admissions and registration procedures.

Assistance to New Immigrants

Financial Assistance

New-immigrant students can be eligible for assistance from the Ministry of Education towards some educational expenses. The assistance is transferred to the school through the local authority.



The school principal is responsible for notifying parents of receipt of assistance from the Ministry of Education and for ensuring the proper utilization of the funds.

The level of the funds depends upon the educational stage, the length of the students' residence in Israel, and country of origin. For information about conditions of eligibility, consult with the Ministry of Education.

Special Teaching Hours for Immigrant Students

Every immigrant student is entitled to learn Hebrew, and for that purpose receives special teaching hours during the school day. The number of hours varies according to the date of aliyah, educational stage, country of origin, and the number of immigrant students enrolled in the school. In most cases, immigrant students receive at least 6 weekly hours for learning Hebrew.

In primary school, students are eligible for teaching hours for one year; junior-high school and high-school students are eligible for two years.

Note that tutoring is in groups. The greater the number of new immigrants in a given school, the more tutoring hours the Ministry of Education allocates.

Educational Reinforcement for Veteran-Immigrant Students

Teaching Hours for Special Programs, Enrichment Studies, and Bridging Gaps in Curricular Material

The Ministry of Education allocates teaching hours for veteran immigrants to schools according to educational level, country of origin, date of aliyah and the number of veteran-immigrant students. Tutoring is for Hebrew-language skills and improvement, and for enrichment and bridging gaps in curricular material.

Teaching Hours for Returning Residents

Returning-resident students are entitled to tutoring hours for improving Hebrew and bridging gaps in curricular material. In primary school eligibility is for one year, and in junior high school and high school eligibility is for two years.

For more details, consult with a guidance counselor (yoetz/



yotzet chinuch), principal, or other relevant source of information in the school, or contact an absorption counselor at the Ministry of Education Department of Immigrant Students. See Useful Addresses.

Study Grant from the National Insurance Institute

Single-parent families, and families with four or more children that receive a general disability allowance, assured income, alimony payments, old-age allowance, or a survivor's allowance and **meet National Insurance Institute criteria**, can be eligible for an annual study grant (*ma'anak limudim*) for children between the ages of 6-18. The National Insurance Institute distributes the grant at the beginning of the school year to defray some of the costs of books and school supplies. For more information, consult the National Insurance Institute, or see their website: www.btl.gov.il.

Assistance from the Ministry of Aliyah and Integration

The Ministry of Aliyah and Integration operates unique projects in the field of education, enrichment, and integration in the community. The purpose of the projects is to assist new immigrants, immigrant children, and returning residents to integrate into schools and society as a whole. For information about eligibility and conditions, contact a community absorption counselor at nearest branch or district office of the Ministry of Aliyah and Integration.

The Ministry operates programs in the area of educational reinforcement such as:

The "Yael" Program – a nationwide program operated jointly with the Ministry of Education and intended for immigrant students from grades 1-6. The program operates after school hours and promotes scholastic achievement among immigrant students, with an emphasis on improving academic success and the ability to manage texts in the subjects of study. The program focuses on reading improvement, comprehension, and writing skills, as well completing gaps in the various subjects of study in primary schools.

The "Peleh" Program– Immigrant students in junior high school and high school can participate in the "Peleh" program, a nationwide



program for enhancing scholastic and social empowerment for junior high school and high school students. The program takes place during after-school hours in the school or at community centers.

A Computer for Every Child- "A Computer for Every Child" is operated in conjunction with the "Computer for Every Child Association" of the Prime Minister's Bureau. Within the framework of the program, eligible children from grades 2 through 11 receive a computer package that includes a stationary computer, programming and operating services, and a computer-skills course.

In addition, the Ministry implements educational and leisure-time programs such as preparation for first grade, learning centers, activity groups, and more, in locations in which there is a large concentration of new immigrants and children of immigrants.

To clarify conditions of eligibility and to receive details about additional programs, consult a community absorption counselor at the nearest branch or district office of the Ministry of Aliyah and Integration.





Senior high school includes grades 10–12 (*yud*, *yud aleph*, and *yud bet*). In some communities, students attend schools that include grades one through eight, and then attend high school for four years (grades 9–12, *tet –yud bet*). Senior high schools fall into the category of independent recognized schools, and are operated by municipalities or by various national authorities or associations, such as ORT.

There are different kinds of high schools, including general academic high schools (*iyuni*), vocational/technological (*miktzoi/technologi*), science schools (*mada'i*), agricultural (*chakla'i*), and comprehensive schools (*makif*), that combine academic and technological studies. There are also religious high schools for boys (yeshiva high schools) and girls' ulpana schools which offer many of the same options.

The Ministry of Education supervises curricula and matriculation examinations, although the subjects considered obligatory vary according each school's orientation. The subjects common to all students include history, Jewish studies, Hebrew language and literature, social sciences, English, natural sciences, mathematics, and physical education.

Students may choose to add classes such as physics, chemistry, biology, or an additional foreign language.

The main characteristic of high school is distinction between required study tracks and elective courses. There are several different study tracks and each student chooses the most suitable. Schools also have a number of elective tracks, such as literature, physics, cinema, etc.

As there is such a wide variety in the high school trends, it is difficult to generalize about the atmosphere in Israeli high schools. Students can take up to 15 subjects at a time, which means that they have breadth of exposure but not necessarily depth of knowledge. Discipline also varies widely, with the highly specialized schools, such as agricultural schools or military academies, tending to have a more highly disciplined student body. As a result of the emphasis on field trips and extracurricular activities, students are often very involved in their schools.



High schools usually offer a wide range of activities, including clubs, volunteer work, music, sports, films, etc. In addition, every class elects a class committee, and together all of the school's class committees choose representatives for a student council to represent the entire student body. The student council organizes events, publishes the student newspaper, and represents student interests to the administration.

For information about suitable high schools, parents can consult with a representative of the education department of the local municipality or the guidance counselor at the child's school. Information may also be available from a personal absorption counselor at Ministry of Aliyah and Integration branch offices, or one of the English-speaking immigrant associations.

Study Levels

High-school students study some subjects at varying "study levels." A study level is defined by the number of "study units" undertaken for that subject. The number of study units indicates the depth of study of the subject, the level of difficulty at which the student is tested, and the number of hours devoted to that subject. Study levels range from between 1 and 5 study units. One study unit is usually equivalent to 90 classroom hours. This means that subjects studied at the level of 5 study units involve approximately 450 classroom hours.

Subjects

In senior high school, students study subjects from each of the following groups:

- Mandatory core subjects
- Mandatory expanded subjects
- Additional electives



Mandatory Core Subjects

In order to matriculate in State schools, high schools students are obligated to study the following subjects:

- Tanach (Bible) – 2 Study Units
- Math – 3 Study Units
- English – 3/4/5 Study Units (some institutions of higher education in Israel accept students who have four units)
- Literature/Jewish philosophy – 2 Study Units
- History – 2 Study Units
- Hebrew expression and grammar – 2 Study Units
- Citizenship – 2 Study Units

In State Religious schools, mandatory studies are as follows:

- Tanach – 3 study units
- Oral Torah- 3 study units
- Jewish philosophy – 1 study unit
- Mathematics- 3/4/5 study units
- English- 3/4/5 study units (some institutions of higher education in Israel accept students who have four units)
- Literature – 1 study unit
- History -2 study units
- Hebrew language and expression- 2 study units
- Citizenship- 2 study units



Mandatory Expanded Subjects

Students must study an expanded subject according to interest, at the level of 5 study units, participate in the school program in this subject, and successfully pass external exams. The expanded subject may be one of the mandatory subjects (except for English). Among the possible choices are the following:

- Architecture
- Art
- Biology
- Chemistry
- Computer science
- Design
- Electronics and Computers
- French
- Graphics
- Hebrew literature
- History
- Mathematics
- Music
- Oral Torah
- Social Sciences

Additional Electives

The Ministry of Education authorizes additional elective topics for which students take matriculation exams. Students may choose additional electives according to their areas of interest and personal capabilities.

Diplomas and Certificates

High school students can earn various types of diplomas in accordance with study and examinations programs determined by the Ministry of Education.



Full Matriculation Certificate

The Matriculation Certificate (*te'udat bagrut*) is required for academic studies in a university or college. Many employers also make it a condition of employment. Students in academic, technological, and agricultural schools, and yeshiva high schools and girls' ulpanot, who pass all matriculation exams and meet all other matriculation requirements, receive a *te'udat bagrut*. Immigrant students can be eligible for certain concessions on exams, and help in preparing. See below.

Structure of the Matriculation Certificate

The matriculation certificate contains a list of the subjects in which the student took Ministry of Education exams (known as the *bechina chitzonit-external bagrut*) or in which the student took tests with the Ministry's permission, the scope of each exam in a study unit and the score, as well as those subjects in which the school tested the student (known as the *bechina pnimit*).

External *bagrut* exams take place over a two-year period. For example, at the conclusion of 10th grade (*kita yud*) students take Hebrew exams, and at the end of 11th grade (*kita yud-aleph*) students take history exams.

Certain exams are oral, but the majority is written. In some subjects, such as language exams, exams are both written and oral.

A student must achieve a minimum grade of 56 (out of a possible 100). Students may repeat particular exams in order to improve their scores.

Additional Requirements

Receipt of a Matriculation Certificate also requires participation in a personal-development program and community and social involvement as well as internal obligations, in addition to participation in science studies, physical education and homeroom sessions.

Research Projects- End-of-Year Project

In place of an exam, a student may choose to present an end-of-the-year research project in a particular subject. The project



is presented at the conclusion of grade 11 (*kita yud aleph*) and is based on independent work and research.

Matriculation for Students with Learning Disabilities

Students certified as having a learning disability may be eligible for certain concessions on the matriculation exam. For example, in some subjects, a student may be able to take an exam orally instead of written. For more information, contact the school or the Testing Department (*Agaf HaBechinot*) of the Ministry of Education. See Useful Addresses.

High-School Completion Diploma (*Te'udat Gmar Tichonit*)

A student who completes only part of the matriculation exam receives a Completion Diploma (*te'udat gmar tichoni*) and is not eligible to apply for study at a university.

A *te'udat gmar* does entitle students to apply for admission to a school for technicians and practical engineers, provided that they take tests in mathematics and English at a level of 3 study units, and in Hebrew expression and comprehension at a minimum of one study level.

It is possible to complete the necessary matriculation exams at a later date, and thus obtain a full Matriculation Certificate.

External Examinees

Students who do not complete high school, or who want to upgrade the level of the diploma they have already received, may complete their studies at an external school; night school (for working youth), or schools during morning hours with a curriculum very similar to that of a regular high school. At these schools, the students can complete their studies and take the matriculation exams.

External students lacking a tenth-grade report card must pass preliminary, tenth-grade level exams in several subjects before they may continue to the matriculation exams. Immigrant students who take the external matriculation exams are generally entitled to the same concessions as students at a regular high school.

The Matriculation Certificate granted to graduates of a regular high school and that granted to an external examinee are equivalent. Note, however, that it is generally preferable to study for matriculation within the framework of a mainstream high-school.

Concessions on the Matriculation Exam

New-immigrant and returning-resident students can be eligible for concessions on matriculation (*bagrut*) exams, according to date of aliyah, country of origin, age at the time of aliyah, and other criteria. Eligibility is on a case to case basis.

Note that in some cases utilizing the right to one type of concession may nullify the right to another.

Some of the concessions for which students could be eligible include:

- * Translated test-question booklets (under specific circumstances)
- * Additional time for written exams
- * Extra exam grade-points
- * Use of dual-language dictionaries
- * Oral exams in certain subjects under specific conditions
- * Disregarding spelling mistakes

For more information about absorption of immigrant students and telephone numbers of absorption counselors for immigrant students, see the Ministry of Education website, www.education.gov.il/olim or contact the Department for Absorption of Immigrant Students. See Useful Addresses.

Registration for High School

Registration for high school generally takes place in the spring, usually during the month of March. It is necessary to register students who have completed 8th grade in a primary school, or 9th grade in an independent junior high school that is not part of a senior high school. It is the parents' responsibility to register their children. However, students may register themselves upon presentation of an identity card (*te'udat zehut*) or passport of at



least one parent, along with that parent's written permission.

Registration is through the high school administration, and includes an interview with the parents and the student, as well as entrance exams which the student must pass in order to be accepted (according to the school's orientation).

The following documents are necessary:

- *Te'udat zehut* or passport of both parents
- Certificate of completion of grades *tet* and *chet*
- Students that register without their parents must bring the *te'udat zehut* of at least one parent and signed permission from the parent
- Documentation of completion of studies overseas (for new immigrants)

Boarding School

Boarding schools are educational frameworks for children and youth that offer a total living framework. The majority are under the auspices of the Authority for Rural Education and Youth Aliyah.

Boarding schools emphasize acquisition of social and national values and academic success, and obtaining a matriculation certificate. Boarding schools often offer extra help for students who need assistance with studies.

There are various types of boarding schools, both educational and therapeutic.

Educational boarding schools place their main emphasis on the learning process, and generally operate under the auspices of the Ministry of Education. They are for students from grade 7 and up.

Therapeutic boarding schools are for students of all ages and address various issues. These schools emphasize therapeutic activities alongside educational studies, and are usually operated in conjunction with the Ministry of Labor, Social Affairs, and Social Services.

Youth Villages

Youth villages (*kfarei noar*) are intended primarily (but not exclusively) for students who are unable to remain in their home settings. Some youth villages operate on a “family” basis, which means that a group of students lives together with a married couple that functions as “house parents.” Students receive individual guidance and counseling, and help with their studies, and benefit from a range of social and cultural activities.

There are both State and State Religious youth villages.

Yeshiva High-School Boarding Schools and Ulpanas

Yeshiva high-school boarding schools are for boys who wish to combine academic high-school subjects with yeshiva learning and social frameworks. There is a wide variety of yeshiva high schools throughout the country.

Similar frameworks for girls, known as “*ulpanot*,” offer a combination of academic and religious studies.

There are also yeshiva boarding facilities that are “recognized unofficial,” which are primarily in the Haredi sector. These yeshivot tend to place a greater emphasis on Torah study, although some do offer academic subjects as well.

Sheltered Boarding Facilities

Sheltered boarding facilities (*maonot chusot*) are for young people “at risk.” Sheltered facilities provide a structured environment and offer services to help students to readjust into mainstream society. They are operated primarily by the Ministry of Labor, Social Affairs, and Social Services.

Special-Education Boarding Schools

Special-education boarding frameworks include dormitories and hostels for populations with varying levels of physical and cognitive abilities. They offer nursing care when necessary, and studies in accordance with the students’ capabilities.

For a list of all educational institutions under the supervision of the Authority for Rural Education and Youth Aliyah, visit <http://www.mchp.gov.il>.



Gifted Students

The Ministry of Education identifies gifted students, and operates educational programs to meet their needs. Each year, schools can refer students identified as potentially gifted for special identification testing.

The identification tests are in second or third grade. Acceptance into special gifted programs is solely on the results of these tests.

The students with the highest scores in the first stage of the tests advance to stage two. Those who pass the second stage can then join a gifted program in their community. Programs vary from school to school depending on a number of factors, but can include afternoon or weekly enrichment classes, and classes for gifted students in mainstream schools. Consult with the school about the programs they offer to gifted pupils. Information is also available in Hebrew on the Ministry of Education website: www.education.gov.il/gifted, as well as from the Department for Gifted Students. See Useful Addresses.

Because of difficulties with the language, and differences in cultural background, there are special tests for immigrant children. This same diagnostic test is administered to children from bilingual families and children of Israelis returning to live in Israel.



The 1988 “Special Education Law,” mandates that all children ages 3-21 with a diagnosis of physical, emotional, intellectual, psychological, or behavioral disability be provided with appropriate educational solutions. The Law also provides for programs for mainstreaming students with special-needs into standard classrooms. Further, the Law makes provisions for complimentary therapies such as physiotherapy, speech therapy, occupational therapy, and art therapy, according to a student’s needs and based on budgetary availability.

Special-education policies in Israel endeavor to maintain the child within the mainstream school system, whenever possible, based on the ability of that child to integrate within the system with extra teaching hours and other services.

Depending on the needs of the child, assistance may be within a mainstream classroom, or a special-education class within the school.

An “Integration Committee” (*va’adat shiluv*) in the school determines students’ eligibility for special-education services based on the judgment of professionals such as psychologists or physicians, and according to the parents’ and student’s request.

To request a hearing, apply in writing to the Committee head. In primary schools this is usually the principal, and in kindergartens, the general district kindergartens supervisor.

Children who cannot receive the education they need within the standard school system may attend special-education schools, or schools located within residential facilities.

New Immigrants with Learning Disabilities

Parents of a new-immigrant child with a learning disability diagnosed prior to aliyah should inform the new school immediately. Schools do not normally test for learning disabilities among new immigrants during their first year, unless they receive information of a pre-existing condition.



Note that it is not usual to convene an “Integration Committee” as outlined above on behalf of a new-immigrant student unless two years have passed from the date of aliyah, and the student possesses official documentation of learning disabilities diagnosed prior to aliyah.

Immigrant children within special-education frameworks can often receive extra hours for help with Hebrew, in addition to special-education services.

Placement Committee of the Ministry of Education

The Placement Committee (*Va’adat HaSama*) assesses the eligibility of students ages 3–21 who are unable to receive the education they require in a mainstream framework, and who require a special-education placement. Placements can include a special-education kindergarten or primary school, a special-needs classroom in a mainstream school, and more.

The Placement Committee, made up of special-education professionals and lay representatives, pediatricians, psychologists and social workers, in conjunction with the parents, determines the need for a special-education framework, and the type of framework that will meet the requirements of the child. Parents can sometimes request that the hearing be, at least partially, in English.

Requests for a hearing are directly in writing by the parents, by the school, by the integration committee (see above), or by the local education authority. Parents have the right to appeal decisions of the Committee within 21 days to the Appeals Committee (*Va’adat Izur*).

A number of documents are necessary for the placement hearing:

- Educational evaluation (prepared by the child’s school as part of the Placement Committee referral questionnaire).
- Appropriate documentation from an accepted diagnostic body that verifies the presence of significant impairment.
- Psychological evaluation or diagnosis from the framework (as needed).

Additionally, parents should bring all necessary medical

documents, school records, psychological assessments, and any other relevant documents. Be sure to have several copies of all documents, and be prepared to submit the copies whenever necessary. Original documents should be for display purposes only. NEVER give original documents to anyone.

Other Sources of Assistance

In general, the network of assistance to families of children with special needs of all types is fairly comprehensive, and by its nature, rather complicated, with certain areas of overlap between various bodies. The following is a brief, general breakdown of the main bodies responsible for providing services. It is a guide only. Note that each body has its own criteria for providing services. It is usually up to parents to familiarize themselves with the service network and to advocate on behalf of the child in order to ensure that the child receives the assistance and services to which they are entitled.

In addition to the frameworks administered by the Ministry of Education, three main bodies are responsible for providing for the requirements of children with special needs, and their families:

- The Ministry of Labor, Social Affairs, and Social Services
- The Ministry of Health
- The National Insurance Institute

The Ministry of Labor, Social Affairs, and Social Services

Social Services Department of the Local Municipalities

The primary address for assistance is the social services department of the local municipal authority. The departments, which operate under the auspices of the Ministry of Labor, Social Affairs, and Social Services, can offer diagnostic, counseling, and therapy services, guidance for family members, and recommendations for placement into appropriate frameworks.

Further, the departments are responsible for making the necessary referrals to other sources of assistance, and can provide information on voluntary and non-profit organizations, support groups, etc.



For more information, contact the social services department of the local municipality. In most locations, dial 106/7 in order to reach the municipal information line (*moked ironi*).

The Ministry also extends services through two additional branches:

- The Department of Social Services and Rehabilitation
- The Department of Services for Persons with Intellectual Disabilities

Department of Social Services and Rehabilitation

The Department of Social Services and Rehabilitation (*Agaf LeSherutei Revacha VeShikum*) operates rehabilitation frameworks for children with all forms of disability, except for brain damage, autism, and mental illness, which are under the jurisdiction of the Ministry of Health (see below). The Department strives to keep children in their homes; however, they do maintain some residential facilities, usually for children with multiple disabilities.

Department of Services for Persons with Intellectual Disabilities

The Department of Services for Persons with Intellectual Disabilities (*Agaf LeTipul BeAdam Im Pigur Sichli*) provides services that include diagnosis and assessment for persons of all ages, including children, through diagnosis centers throughout the country, and integration into appropriate frameworks. The Department makes an effort to assess children in their native language when possible. The law mandates reassessments every three years.

Based on the recommendations of the diagnosis center, the Ministry of Education Placement Committee can, according to child's level of functioning, provide for integration within the mainstream school system, or placement within therapeutic frameworks including a special-education school. There are also vocational day-centers where students can train for a variety of jobs and work for a salary. Highly-functioning young adults can sometimes reside in community-based sheltered housing.

In keeping with Ministry policy, the Department aims to maintain children within their home whenever possible.

Referrals to the Department are through a social worker at the social services department of the local municipality.

Department of Services to the Blind

The majority of children in Israel who are blind and or have diminished vision integrate into mainstream schools. Persons with visual disabilities that affect their functioning can be eligible for services from the Department of Services to the Blind (*HaSherut LeAdam Halvair*) of the Ministry of Labor, Social Affairs, and Social Services. Application to the Department is through the social services department of the local municipality.

The Department of Services to the Blind operates Information Centers that provide initial information and counseling about rehabilitation and support services to individuals and their families through the Aleh organization. Topics of information include community services, rights and privileges, benefits, devices for persons with diminished vision, social-welfare and rehabilitation services, social and leisure activities, and more.

For more information, contact an Information Center. See Useful Addresses.

Services for Children

The Department of Services to the Blind provides supplementary services for students in special education and in mainstream classes. Services include:

- **Centers for Child Development:** Diagnosis and stimulation therapy for pre-school children to strengthen acquired skills and behaviors. Referrals are through the social services department of the local municipality.
- **Therapeutic kindergartens:** therapeutic, educational, and rehabilitation frameworks for children up to age 3, which prepare them for mainstream kindergarten. Referrals are through the social services department of the local municipality.
- **Support services** for children in mainstream primary schools, including support teachers.
- **Special-needs students:** day-schools and boarding schools.



- **"Student Houses":** local educational frameworks for enrichment and reinforcing skills. Referrals are through the social services department or support teacher.
- **Frameworks for leisure-time activities:** similar to youth-group activities, which provide an opportunity to socialize and make friends.

The Ministry of Health

The Ministry of Health is responsible for services for persons with brain damage, autism, and mental illness. The Ministry, in conjunction with the health funds, provides diagnosis and assessment, as well as therapy and rehabilitation services, and maintains residential treatment facilities.

The health funds (*kupot holim*) provide medical care and paramedical services such as speech therapy and physiotherapy. The National Health Insurance Law obligates the funds to accept all applicants regardless of age or state of health. The Law further obligates the funds to provide a basic "basket" of health services to all members. Note, however, that in some cases, the health funds may not cover particular diagnostic procedures and treatments, which can involve a fee.

Beyond the basic "basket," health fund members can choose to enhance their coverage through supplementary insurance (*bituach mashlim*). It is recommended to ascertain the services that each of the health funds provide before registering for membership.

Note: for more information on the health system, see the booklet entitled "Health Services," available from the Publications Department. See the order form at the back of this booklet.

The National Insurance Institute

The National Insurance Institute can provide financial assistance to eligible families in the form of a Disabled-Child Allowance (*Gimla LeYeled Neche*). The National Insurance Institute pays this allowance to families of children with particular disabilities or health conditions. The allowance is according to the type and level of disability, and the extent to which the child is dependent on others, in addition to other criteria. Contact a National Insurance



Institute branch office for more details (see Useful Addresses). Information is available from their website: www.btl.gov.il. See also the booklets entitled "Guide to Services for the Disabled," and "National Insurance," available from the Publications Department. See the order form at the back of this booklet.

Voluntary Organizations

Numerous voluntary and non-profit organizations in Israel are active on behalf of individuals and their families, including persons with physical disabilities, children with Down's Syndrome, students with learning disabilities, and children with emotional or behavioral conditions. These organizations provide a wide variety of services, from diagnosis and rehabilitation to social activities, loans of equipment and devices, counseling, support groups, and financial or other practical assistance. Many organizations also act at the political level as lobbying and advocacy groups.

Health-care providers and the social services departments of the local municipalities can often provide information on relevant organizations. The English-speaking immigrant associations can also often offer information. In many cases, a Ministry of Aliyah and Integration personal absorption counselor can provide information and referrals to sources of information and assistance. Consult with a counselor at a Ministry branch office. See Useful Addresses.

Consult also the booklets entitled "Where to Turn," "Guide to Services for Persons with Disabilities," and "Health Services in Israel," available from the Publications Department. See the order form at the back of this booklet.

See also the section entitled "Youth Services."



Community Centers

Almost every community in Israel has a community center, known as a MATNAS (The Hebrew acronym for Center for Culture, Youth, and Sport). Administered through the local municipalities together with the Ministry of Education and Culture and other bodies, community centers offer a variety of educational classes, social and cultural activities, sports, music, dance, and crafts, for all age groups. Many have libraries, swimming pools, and other facilities. Depending on the community, there may also be special programs for immigrant absorption, including Hebrew studies.

Many community centers offer programs for early childhood including day-care, afternoon activities, and summer camps. Programs for youth include social and special-interest groups, cultural activities, and complementary programs for subjects studied in school. Some community centers organize special activities to help integrate persons with disabilities into the community and provide active recreation, with a particular emphasis on young people.

Adult education may include special-interest groups such as parenting workshops, crafts, theater, health-related areas, exercise, yoga, or sports, as well as employment counseling, job retraining, and other practical subjects.

Generally speaking, MATNAS activities, especially those for children, follow the same calendar as the academic year. Activities usually begin in September, and conclude during the month of June, with breaks during school vacations and holidays. Registration generally takes place during the summer or at the beginning of the school year.

Registration for summer camps and programs is generally towards the end of the school year.

While most community-center activities involve fees, eligible new immigrants may be able to receive various discounts according to community-center regulations. For details, consult the nearest community center.

Science Enthusiasts: Science-Oriented Youth

“Science-Oriented Youth” is a framework of enrichment activities that take place in academic settings including universities, colleges, and research and development institutions. Activities are supported by the Authority for Science and Technology of the Ministry of Education.

Sports Organizations

Young people interested in sports can join one of the various sport organizations and associations that offer activities and events. In some communities with large concentrations of immigrants, there are often special programs for immigrant athletes, funded by the Ministry of Aliyah and Integration.

Museum Clubs

Museums often organize clubs and summer camps (for a fee) in many art-related areas including photography, drawing, sculpture, dance, puppetry, drama, film, etc.

Summer Camps

A choice of summer camps (*kaitanot*) is generally available in most communities. Camps are primarily educational frameworks run by the local schools, by youth movements, and by private bodies. Participation is for a fee. Options vary from year to year, but in addition to general camps, special interest programs are often run by museums, the Society for the Protection of Nature, and research institutions (science camps). Various bodies, including yeshiva high schools, offer Torah camps, which combine camp activities with Torah study.

Youth Movements

Youth movements are an influential element in Israeli society. They are a natural framework for social contact, as well as a channel for the communication of information, attitudes, and ideas, and an organized body to promote participation in voluntary activities. Scouting, excursions, camping (especially during vacations) as well as cultural, social, and educational activities are all part of each youth movement's program. Each movement trains its own counselors and distributes its own publications. Some



movements have absorption counselors who assist immigrant children in integrating into the movement. See Useful Addresses for more information.

Youth movements include:

- Beitar
- Bnei Akiva
- Ezra
- Halhud HaChakla'i
- HaNoar HaDati
- HaNoar HaOved HaLeumi
- HaNoar HaOved VeHalomed
- HaNoar HaTzioni
- HaShomer HaTzair
- HaTzofim (Scouts)
- Heichlei Oneg
- Maccabi Tzair
- Machanot Olim

The Society for the Protection of Nature

The Society for the Protection of Nature (*HaChevra LeHaganat HaTeva*.) aims at conserving landscapes and the relics of the past, protecting plant and animal life, preserving and improving the quality of the environment, and developing research and educational means for the achievement of these aims. The SPNI directs their main efforts and resources toward educating Israel's population to respect, understand, and love nature as well as to assume personal responsibility for the country's appearance. The Society's Touring Department offers a wide selection of tours and outings, often conducted with English-speaking guides.

The SPNI implements its educational, conservation, and research objectives through a network of field schools throughout Israel. There are field schools at sites chosen for their diversity and untamed natural surroundings. The schools provide



accommodations and study facilities for visitors who come to learn about the natural and historical attributes of the region. Many of the Society's activities are devoted to special-interest youth clubs, such as bird-watching, archeology, etc.

Special Projects and Assistance from Various Organizations

The Ministry of Education, the Ministry of Aliyah and Integration, the Joint Distribution Committee, the Association of Community Centers, and other bodies and organizations operate special projects to help immigrant children integrate into the school system and society at large. Information on activities is available from immigrant-absorption counselors at district offices of the Ministry of Education, from community-absorption coordinators at district offices of the Ministry of Aliyah and Integration, from local authorities, and from immigrant organizations.



Note: The information presented below is general. For details, consult with the Student Authority. Information is also available from the Ministry of Aliyah and Integration website, www.klita.gov.il

The Student Authority

The Student Authority, part of the Ministry of Aliyah and Integration, extends various financial assistance and services to eligible students in higher education, including:

- Guidance and counseling prior to registration at academic institutions
- Tuition subsidies
- Preparation for academic studies (i.e., TAKA and mechina courses)
- Counselors and guidance professionals for individual advice and social support
- "Shahak" Social-community volunteers project
- Pre-Aliyah services for candidates still overseas

Higher Education in Israel

There are several categories of higher-education institutions in Israel:

- Universities
- Colleges and academic institutes
- Private academic institutes not funded by the State
- Academic engineering colleges, technology colleges, and art colleges
- Academic teachers colleges

Non-Academic Higher Education

Non-academic higher-education studies include:

- Practical engineering studies
- Degree studies in art and health professions
- Teacher-training in the haredi sector, and others.

The language of instruction in all institutions of higher education is Hebrew, although some offer a few programs or courses in other languages.

In most cases, entrance criteria for Israel's institutions of higher learning include a matriculation certificate (*bagrut*) or its overseas equivalent. Most institutions also require successful completion of psychometric examinations.

Preparatory Programs

Students are generally advised to participate in one of two preparatory programs for new immigrants before commencing higher-education studies: "university *mechina*," or "*Taka*."

Mechina

In almost all cases, applicants for bachelor's degree studies who lack a high-school diploma that is equivalent to an Israeli matriculation (*bagrut*) are required to complete a pre-academic preparatory program- *mechina*.

In a *mechina*, students have the opportunity to improve their knowledge of Hebrew, Jewish studies, Israeli history, and various general subjects. Studies are one academic year.

TAKA

TAKA ("*Tochnit Kedam-Academit*"- pre-academic program) is for students who are not obligated to study in a *mechina* program. This includes:

- Students exempt from *mechina*.
- Students who complete at least one academic year abroad.
- Students who will study for a graduate degree /certificate/ career retraining/practical engineering studies.
- Students who will study in colleges and academic institutions that do not have a *mechina* requirement
- Studies are for 5-10 months.

See Useful Addresses and visit the Ministry of Aliyah and Integration website for more details.



The Ministry of Education Bureau for Evaluation of Foreign Academic Degrees and Diplomas (*HaLishka LeHa'arachat Toarim Academi'im VeDiplomot MiChul*) is the evaluating body in Israel for all foreign degrees. Evaluation is usually necessary for determining salary scale for employment in the public sector, and for applying for certain types of public-sector jobs.

Evaluation of overseas academic degrees and diplomas in Israel can take up to several months. It is suggested to begin tending to the matter, including necessary translations, immediately upon arrival in the country, or even before.

There are two methods for submitting degrees:

By mail: photocopy all required documents (see the Ministry of Education website {www.education.gov.il} for a list of required documents). An attorney must verify each copy as faithful to the original "*ne'eman lemakor*." The verification should include the attorney's full name and license number. It is also necessary to fill out a request form that is available for download from the Ministry website. Send the form and the documents to:

The Ministry of Education

The Bureau for Evaluation of Foreign Academic Degrees and Diplomas

22 Rehov Kanfei Nesharim, Jerusalem 9546434.

Each academic document must be from the university itself and not from an extension.

All relevant documents that are not in English or Hebrew must have a notarized translation.

In person: applicants may arrive in person at the nearest Ministry of Education district office (See Useful Addresses) and supply all of the necessary documents (originals and photocopies), as well as the request form that is available for download on the Ministry website.

Note that preference is given to applications by mail. For more information about necessary procedures and documents, see the Ministry of Education website, www.education.gov.il.



The following list of helpful hints is based on the advice of counselors from the Association of Americans and Canadians in Israel, Ministry of Education personnel, and youth-services professionals.

Integration into the School System

- Be prepared for changes. Be flexible. The typical Israeli school is not an extension of the school in your home country. The children come from varied backgrounds, and may be very different from your child. The discipline may seem lax. Class size may reach 40. Physical facilities may be less comfortable than your child is used to. Tutoring programs may not work out when, and in the way, you think they should. Your child's integration may take longer than you expected. Be patient. Go to professionals for advice.
- Maintain contact with the school through both the homeroom teacher, and the teachers of individual subjects. Utilize fixed consultation hours to discuss any difficulties that may have arisen. The principal or assistant principal may be available to meet you and discuss your concerns. In regard to the parent as a volunteer, it is difficult to advise how much to be involved. So much depends upon the willingness and openness of the principal to suggestions and volunteer endeavors. In general, however, schools are usually glad to have parents volunteer to escort hikes and trips, and to help with events and social activities.
- Familiarize yourself with the various concessions for immigrant pupils. Some schools are better than others when it comes to their relationship to immigrant students, and students with various other needs. However, even with the best of intentions, most schools are largely under-staffed and under-funded. The principal is the main address for information about whatever is available to your child, so do not be afraid to contact the principal directly. If assistance and concessions are not explicitly offered, make a point about asking for them, and follow up until the assistance is implemented.



- If you do not speak Hebrew at a level that allows you to understand and follow at meetings and conferences with your children's teachers, consider bringing along a Hebrew-speaking friend or neighbor who can help you.
- Make sure your child has all the required school supplies, books, notebooks, backpacks, and uniforms, and that you and your child follow all procedures requested by the school authorities.
- In the eyes of most teachers and principals in Israel, attitude is at least as important as achievement where immigrants are concerned. In general, teachers will be helpful and patient as long as they feel that you and your child are making an effort.
- Once finished with the registration process, what can you expect when your child enters the classroom? In most cases, he will not understand what is being said. He may feel cut off and alienated. What's more, he may feel inferior. Suddenly, after being a good, excellent, or just passing student, he has lost all his coping skills because he has no means of communication -- nor does he know the rules of the game in this new environment. At this point, he needs a lot of encouragement, and reassurance that sitting in the class, even when he does not understand, effects change. Just as a baby assimilates language, your child too will assimilate it. One day he will discover that he understands and can communicate. In the meantime, he must make an obvious effort to do some of the work, study with a dictionary, ask questions, and participate in class. Thus, he will progress, and the teacher will know he is trying.
- In most schools, parents are invited to consult with their children's teachers about three times a year. However, you are free to contact the teacher at any other time and request meetings. You can also ask the teacher to provide you with weekly or monthly progress reports. Most Israeli teachers are very approachable. Many will even permit you to call them at home.
- It can often be wise to hire a private tutor to drill the student in Hebrew skills and to assist with homework. Tutoring can be a great help during the first year or two in Israel. You usually cannot rely only on the extra lessons provided by the school to be sufficient. The student is judged by his language skills



because most exams are in essay form, whatever the subject. A tutor can also teach your child the rules of the game -- how to keep notebooks, what is expected socially, and so on.

- Successful integration depends largely on the student's readiness to participate in school and outside activities (youth groups, sports, etc.) in the social life of new classmates, and on his motivation. But let your child set his own pace.
- If a young child is having unusual difficulties picking up Hebrew, or in reading and writing, you may want to have him tested for learning disabilities.
- Do not hesitate to ask questions. The school administrators or representatives from Government ministries may not always volunteer the available information. The various points presented in this booklet can guide you if you seek further clarification of a specific issue.

Children and Absorption

- Moving to a new community can be a very stressful experience for the entire family, including children. Moves interrupt friendships. In general, the older the child, the greater the difficulty in separating from friends. Some children may not want, or be able, to discuss how they are feeling. Parents can help by verbalizing what they think the child may be feeling, and by letting the children know that their feelings are permissible and understood.
- For many families, the absorption process involves more than one move. Some children may have problems adjusting to each new setting. It can be made easier when parents give the children the opportunity to separate from each location. Take pictures or have a party with friends to say goodbye. Allow children to pack their own suitcases. Let children have as much say as is appropriate on how their new room will be set up.
- Parents can help children by encouraging them to stay in touch with friends and relatives by telephone, letters, and online. Try to find children in your new community to whom you can introduce your children, even if they do not attend your



child's school. Make an effort to plan special events, or have special games and toys in your home, in order to encourage neighborhood children and classmates to play with your kids.

- To adolescents, making aliyah can result in feelings of anger, depression, and loss of self-esteem, at a time in their development when they must learn to become independent and take control of their own lives. It can be helpful to give adolescents as much control over as many aspects of their new lives as possible. For example, let them have decisive say about what school they attend. If they make friends that you do not necessarily approve of, withhold criticism (unless of course they are friends that can cause your child harm). This can also mean respecting whatever choices your teen makes about army service.
- Encourage teens to become involved in activities such as sports or youth movements, where they can fit in and experience satisfaction and self-esteem.
- As time goes on and your children begin to adjust to life in Israel, it is only natural that they will start to become more Israeli. They will need to be able to function in school, the army, and other environments in which they will be vulnerable if they are not equipped with the proper social and cultural tools. You might find them becoming more assertive, and may even consider them less polite than you would wish. Israeli children also tend to be more independent at earlier ages, and your children will probably expect to become so as well. Don't see this as a betrayal. By all means, try to instill the values that you consider important, but recognize your child's need to fit in with Israeli society.

Truancy

- According to the 'Mandatory Education Law' it is the parents' responsibility to ensure that their children attend school every day. Yet many parents don't find out that their children are truant until the problem has become serious e.g., they are contacted by the school or by a truant officer (*katzin bikur sadir*). On the other hand, since the school might not notify parents until it is too late, or not at all, it is important to be in



touch with the school if you have any suspicions that your child may be truant.

- Truancy is often a common tactic that children, and especially adolescents, use to express their distress. The reasons can range from simple dissatisfaction with their school, to serving as a cry for help with an underlying problem such as depression.

What You Can Do

- Allow your children as much say as possible when choosing their schools. Let their needs and preferences be the deciding factors.
- If your child becomes dissatisfied with the school he is already enrolled in, and expresses a need to change, help him to explore his options. Allow your child to vent about a particular teacher or a certain class. If there seems to be a major problem, work together with both with the child and the teacher to find a solution.
- Let your child know what the consequences are for being truant.
- Sometimes children don't bother attending because they find the classes boring and under-stimulating. These may be very bright students, who still manage to pass their classes by doing well on exams and on their high school matriculation. If your child is not attending classes because they do not afford an outlet for his talents and creativity, try to find projects and frameworks that will offer greater opportunity for self-expression.
- If you discover that your child is truant, work together with him and the school in order to discover and deal with the underlying reasons. If you suspect that the truancy is the result of depression or other problem, consult with a professional. Above all, do not simply try to force a child to return to school without addressing the reasons for the truancy. This may result in repeated truancy and possibly exacerbate the original causes.



There are numerous sources of assistance for youth, parents, and families. The following is a brief outline. It includes official sources, as well as some sources designed primarily for English-speakers. Note, however, that a large number of non-profit organizations in Israel offer a spectrum of youth and family services. In many cases, the bodies listed below can provide referrals to organizations and other resources. This list is included as a service only. Note also that the Ministry of Aliyah and Integration **does not** endorse or recommend any body or organization. It is up to each individual to investigate the most appropriate source of assistance. See Useful Addresses for more information. Consult also the booklets entitled “Where to Turn,” and “Guide to Services for the Disabled,” for more listings.

- Ministry of Aliyah and Integration personal absorption counselors can offer referrals to appropriate sources of assistance. The National Telephone Information Center, operating 24 hours a day, can also answer questions and provide information: (03) 9733333/*2994.
- The Ministry of Education maintains an open line for students, which offers information on school regulations, students’ and children’s rights, and other topics. See Useful Addresses.
- Each school should have a guidance counselor, whose job it is to counsel students and parents, and to make referrals to other sources of assistance. Some schools also have a psychologist or social worker.
- The Ministry of Education offers counseling and guidance through its department of psychological services (“*Shefi*”). Referrals are through the school.
- The Ministry of Education maintains a Unit for Youth Advancement (*HaYechida LeKidum Noar*) that offers crisis intervention services, guidance, and counseling on a variety of issues. In most cases, referrals are through the school or the municipal social services department.

- The Ministry of Labor, Social Affairs, and Social Services operates the Citizens Advice Bureau --“*Shil*” (*Sherut Yiutz LeEzrach*). The service is in coordination with local municipalities and offers information, counseling, and referrals to sources of assistance. Areas of consultation include government services, education, the National Insurance Institute, legal questions, family problems, and health issues.
- The local municipalities contain social services departments administered by the Ministry of Labor, Social Affairs, and Social Services. The social services departments can offer guidance, counseling, and therapy on an individual, family, or group basis. The departments can also provide referrals to other sources of assistance. For details, contact the local municipal information line (106/7 in most locations), or see the Ministry website, www.molsa.gov.il.
- The Ministry of Labor, Social Affairs and Social Services Department of Children and Youth Services provides therapy, assistance, and protective services for at-risk children and youth. Referrals are through the social services departments of the municipalities.
- The Ministry of Health provides certain mental-health services through the Basket of Health Services, including diagnosis and evaluation, counseling for individuals, families, and groups, psychological intervention during emergencies, and rehabilitative and psychological care. Note that some services are for a fee. A family doctor or health- fund secretariat can usually provide information on suitable sources of assistance.
- The local authorities, together with the Ministry of Health, maintain mental health clinics in almost every municipality. Any person who feels in need of a consultation may request an appointment at their community mental health clinic. In most cases, fees are on a sliding scale. For the location of the clinic in a particular community, contact the local municipal information line (*moked ironi*). Dial 106/7 in most locations.



- The Ministry of Health maintains Child Development Centers (*mercazim lehitpatchut hayeled*) that can offer therapy and guidance for children and youth. Among the issues they address include:
 - Delayed motor development
 - Neurological difficulties
 - Visual or hearing problems
 - Delayed language development
 - Behavioral problems
 - Conditions that affect developmental and cognitive development.
 - Psychological difficulties

Obtain information about Child Development Centers through the health funds.

- The Israel Police have special youth officers (*katzinei noar*) at certain local district stations, as well as social workers, who can provide referrals and advice to parents. Callers are not obligated to identify themselves. The Police make an effort to have English-speaking officers wherever possible.
- The English-speaking immigrant organizations provide advice and information about school and other aspects of absorption, and in some cases can give referrals to various support services.
- Eran maintains telephone mental-health hot lines in conjunction with the “Yad BeYad” organization. Hot-lines operate 24 hours a day.
- “Hafuch Al Hafuch” is a café-style information and counseling center for youth and young adults sponsored by “Elem,” in conjunction with the Ministry of Aliyah and Integration, the Ministry of Education, and the Ministry of Labor, Social Affairs, and Social Services. “Hafuch Al Hafuch” offers guidance and counseling from volunteers and professionals as well as workshops on topics of concern to young people. For more information, see Useful Addresses.



- The Israel Anti-Drug Authority operates a hotline for information and advice. See Useful Addresses.
- The Noar HaOved VeHalomed youth movement can provide information on the rights of working youth, as well as legal advice and aid in cases of exploitation. See Useful Addresses for more information.
- The OU Israel Center runs a number of youth programs, including the “Makom BaLev” country-wide social, charity and study programs, and the “Zula” drop-in center for teenagers dealing with identity and spiritual issues. See Useful Addresses.
- Kav LeNoar Center for Families and Young Adults offers services to the Anglo community including individual, marital, and family therapy, therapeutic mentoring, community education lectures, parenting workshops and psycho-educational activities for teenagers. See Useful Addresses.
- Ezer MiTzion Mental Health Division offers services that include a Big Brother/Sister Program, rehabilitative employment centers, a psychological referral team, and a 24-hour crisis hotline.



The following is a synopsis of the Students' Rights Law, which was legislated in the year 2000 and amended in 2004. For the complete Law, see <http://cms.education.gov.il/educationcms/units/zchuyot/chukimveamanot/chukim/chokzchuyothatalnidtashsa2000>

The Right to Education

Every child and adolescent in the State of Israel is entitled to education in accordance with the provisions of any law.

Freedom from Discrimination

The Law forbids any district education authority, educational institution, or any person acting on their behalf, to discriminate against a pupil or the parents of a pupil for sectarian reasons, for socio-economic reasons, or by reason of political orientation, in any of the following:

- (1) Registration, admission, or expulsion from an educational institution;
- (2) Establishment of separate educational curricula or advancement tracks in the same educational institution;
- (3) Establishment of separate classes in the same educational institution;
- (4) The rights and obligations of pupils, including disciplinary rules and their application.

Any person who violates the provisions of this section shall be liable for one year's imprisonment or a fine.

Permanent Expulsion of a Pupil from an Educational Institution

A decision to expel a pupil permanently from an educational institution and to transfer him/her to another institution can be made only after the pupil and his/her parents have been granted a hearing. The pupil and the parents of the pupil are considered to have been granted the opportunity to be heard if they were summoned twice and failed to appear. Following this, the school is permitted to make a decision to expel the pupil.

The principal of the educational institution is obligated to inform the parents and the pupil of their right to submit a written appeal against the decision before the hearing committee within 14 days of receiving notice of the expulsion.

A pupil may not be expelled before submission of an appeal; once an appeal is submitted, a pupil may not be expelled until after a decision about the appeal is rendered.

Hearing Committee

A committee shall be established in every district for the purpose of hearing appeals.

The decision regarding the appeal should be in writing, and must state the reasons for the decision.

A petition against the decision regarding the appeal may be submitted to a Court for Administrative Affairs.

The Right to sit for Matriculation Exams

Every student is entitled to sit for the State Matriculation Exams at the educational institution at which he/she studies, unless the student does not meet the necessary requirements.

Disciplinary Measures

It is the right of every student that discipline be maintained in the educational institution in conformity with human dignity, and he/she has the right to not be subjected to corporal or degrading disciplinary measures.

An educational institution may not subject a student to punitive measures because of an act or omission of his/her parents.

Implementation of Rights

An educational institution shall not prevent a student from exercising his/her rights.

Student Council

An educational institution shall encourage the establishment of a student council and take no action to prevent its establishment.

Scope of the Law

The provisions of this Law apply to every official educational institution.



Useful Addresses and Telephone Numbers

Telephone numbers and some addresses change frequently in Israel. Consult the latest telephone directory or information operator if you do not reach a number listed here. When a telephone number has been changed there may not be a recorded message noting the change. Thus, if the number continues to be unanswered, check whether it is still in use.

Emergency Numbers

Police	100
Fire	102
Magen David Adom	101
United Hatzala	1221
Home Front Command	104
Domestic Violence National Hotline	118

Association of Rape Crisis Centers in Israel

www.1202.org.il

National Hotline **1202**

Hotline for Religious Women (02) 6730002

Religious Men's Hotline (02) 5328000

Chat via the Website

Eran – Mental Health Hotline **1201**

www.eran.org.il

info@eran.org.il

Israel Anti-Drug Authority Hotline 1-700-500-508

www.antidrugs.org.il

rashut@antidrugs.org.il



Natal – Support Center for Victims of National Psychotrauma

1202

www.natal.org.il

info@natal.org.il

Natal extends therapy, support, and counseling services to victims of terror and enemy actions.

Hotline

1-800-363-363

Ministry of Aliyah and Integration

www.klita.gov.il

info@moia.gov.il

Main Office

2 Rehov Kaplan

(02) 6752611

Kiryat Ben Gurion

POB 13061, Jerusalem

National Telephone Information Center

(03) 9733333/*2994

Student Authority

www.studentsolim.gov.il

Southern and Jerusalem District Headquarters

31 Rehov Zalman Shazar

(08) 6261216

Beer Sheva

Fax: (08) 6230811

Jerusalem District Office

1-599-500-923

4 Rehov Ha Matmid, Binyan Pazgaz, Jerusalem

(03) 6249398

Publications Department

Fax: (02) 6241585

Haifa and Northern District Headquarters

(04) 8631111

15 Rehov HaPalyam

Fax: (04) 8622589

Haifa



Tel Aviv and Central District Headquarters

(03) 5209112

6 Rehov Esther HaMalka

Fax: (03) 5209121

Tel Aviv

Branch and District Offices

Ashdod and Ashkelon

1-599-500-914

Kiryat HaMemshela

Fax: (08)8668030

1 Sderot Menachem Begin

Ashdod

Haifa and the Kraiyot

1-599-500-922

15 Rehov HaPalyam

Fax: (04) 8632336

Haifa

Jerusalem and Judea

1-599-500-923

4 Mevo HaMatmid

Fax: (02) 6249398

Binyan PazGaz, 2nd Fl.

Jerusalem

Netanya and the Sharon

1-599-500-905

3 Rehov Bareket

Fax: (09) 8629435

Netanya

Petach Tikva and the Shfela

1-599-500-907

26 Rehov HaHistadrut

Fax: (03) 9312606

Petach Tikva

Rishon LeTzion and Holon

1-599-500-910

3 Rehov Yisrael Galili

Fax: (03) 9525893

Rishon LeTzion

Tel Aviv

1-599-500-901

6 Rehov Esther HaMalka

Fax: (03) 5209173

Tel Aviv

Upper Nazareth

1-599-500-903

52 Rehov HaMalacha

Fax: (04) 6564019

Upper Nazareth



The Ministry of Education

www.education.gov.il

Information Line and Open Line for Students

1-800-250025/

(02) 56027111

Fax: (02) 5602390

Main Office

(02) 5602222

29 Rehov Shivtei Yisrael
Jerusalem

Branch Offices

National Information Number

*6552

22 Rehov Kanfei Nesharim
Jerusalem

2 Rehov HaShlosha
Tel Aviv

15A Rehov Palyam
Kiryat HaMemshela
Haifa

4 Rehov HaTikva
Beer Sheva

Department of Immigrant Students

(02) 5603619/20

<http://cms.education.gov.il/EducationCMS/UNITS/Olim>

Department of Gifted Students

(02) 5603051

www.education.gov.il/gifted

Bureau for the Evaluation of Foreign Academic Degrees and Diplomas

www.education.gov.il

22 Rehov Kanfei Nesharim
Jerusalem

(02) 5601684



15 Rehov HaPalyam
Haifa

(04) 8632566

4 Rehov HaTikva
Beer Sheva

(08) 6263255

Testing Division
bechinot@education.gov.il

(02) 5602585

Kidum Noar
Division for Special Education
<http://edu.gov.il/minhalpedagogy/Special/about/about/Pages/about.aspx>

(03) 6896193/4

(02) 5603973/280

Authority for Rural Education and Aliyat HaNoar
www.mchp.gov.il

Tel:

(03) 6898875

Ministry of Labor, Social Affairs, and Social Services

Information and Crisis Line

118

Information Line for Day-Care Registration
and Eligibility for Subsidies
Welfare and Rehabilitation Services

*2969/1-222-2969

(02) 5085400

Municipal Authority Information Lines

106/7

The Ministry of Health

www.health.gov.il

2 Rehov Ben Tabai
Jerusalem



"Kol HaBriut" Telephone Information Service*5400 / (08) 6241010
Call.Habriut@moh.health.gov.il

Fax: (02) 5655969 S-Th: 8:00-19:00, Fridays and holiday eves,
8:00- 13:00

Operates in English, French, Russian, Hebrew, and Arabic

National Insurance Institute

www.btl.gov.il

Main Office (02) 6709211
National Information Line

*6050 (04) 8812345

Information Centers for the Blind

<http://www.molsa.gov.il/POPULATIONS/DISABILITIES/BLINDNESS/VISIONANDBLINDNESS/FIRSTSTEPS/Pages/InformationStationsPage.aspx>

For information in various languages, contact the Ministry of Labor, Social Affairs, and Social Services

Tel: (03) 6393938

Shil - Citizens' Advice Bureau of the Ministry of Labor, Social Services, and Social Affairs

www.shil.info

National Information Line

118

HaNoar HaOved VeHalomed

www.noal.org.il

Information and assistance regarding the rights of working minors.

Call Line

*1121



Voluntary and Non-Profit Organizations

Ofek LiYeladenu – Israel National Association of Parents of Children with Blindness and Visual Impairments

www.ofek-liyladenu.org.il

ofek@ofekl.org.il

Ofek Liyeladenu offers information, support groups, and activities for children and families.

8 Rehov Degel Reuven
Jerusalem

(02) 6599553
Fax: (02) 6522614

Misholim

www.misholim.org

Misholim is an art-therapy center for children and teens with emotional, behavioral, and social difficulties.

7 Rehov Rovav, Malha
Jerusalem

(02) 5619765

OU Israel Center

www.ou.israel.org

22 Rehov Keren HaYesod
Jerusalem

(02) 5609100

Na'an- Noar Oneh LeNoar (Teens Answering Teens)

Na'an is a call center operated within the framework of "Ma'ana" (Counseling and Guidance Center for Youth), providing assistance to youth in distress. S-Th, 17:00-20:00

Call Line

(02) 6249959/79

Kav LeNoar Center for Families and Young Adults

www.kavlnoar.org

kavlnoarcenter@gmail.com



25 Rehov Keren HaYesod
Jerusalem

(02) 6223039/3602

Ezer MiTzion Mental Health Services

www.ami.org.il

Meravl@ami.org.il

Crisis Line - 24 hours a day

*2236

Jerusalem:

073-3952205

Bnai Brak:

073-3956218

Modi'in Illit:

073- 3956218

Beitar Illit:

073-3952205

Beit Shemesh:

073-3952205

Yad B'Yad

www.yadbeyad.org.il

Telephone line for teens offering peer advice and counseling by trained teenage volunteers, managed by the Yad B'Yad organization.

36 Rehov HaNevi'im
Tel Aviv

(03) 6203141

Elem- Services to At-Risk Youth

www.elem.org.il

elem@elem.org.il

35 Rehov HaYarkon
Bnai Brak

(03) 7686666

Fax: (03) 6470319

"Hafuch Al Hafuch" Youth Centers (Sponsored by Elem)

See the Elem website for information.

Summit Institute

www.summit.org.il

The Summit Institute offers psycho-social rehabilitation for teens and young adults. Frameworks include therapeutic communities



for teens and for young adults, sheltered housing, and a supportive educational vocational center.

4 Rehov Ha Sadna
Jerusalem

(02) 6733548

The Society for the Protection of Nature

www.teva.org.il

Telephone Information Line

(03) 6388688

Council of Youth Movements

www.tni.org.il

1 Rehov Yasmin
Ramat Efal

(03) 5354777

Fax: (03) 7369101

English-Speaking Immigrant Organizations

Association of Americans and Canadians in Israel (AACI)

AACI serves English-speaking immigrants from all countries

www.aaci.org.il

info@aaci.org.il

HaMatmid Alley 4
Jerusalem

(02) 5617151

Fax: (02) 5661186

94 Rehov Allenby
Tel Aviv

(03) 6960389

Fax: (03) 6960401

28 Rehov Shmuel HaNatziv
Netanya

(09) 8330950

Fax: (09) 8629183

Matnas "Yud Aleph"
Rehov Mordechai Namir
Beer Sheva

(08) 6434461



South African Zionist Federation

www.telfed.org.il
telfed@inter.net.il

Head Office
19/3 Rehov Schwartz
First Floor
Ra'ananna

(09) 7446110
Fax: (09) 7446112

13 Rehov Ben Maimon
Jerusalem

(02) 5634822
Fax: (02) 5663193

ESRA – English Speaking Residents Association

www.esra.org.il
esra_her@trendline.co.il

10 Rehov HaTsabarim
Herzliya

(09) 9508371



Other Available Publications

The following booklets are available from the Publications Department. To order, simply indicate the booklets you wish to receive and return the order form to the Publications Department, English Section, Ministry of Aliyah and Integration, Beit Rejwan, knisa B, 16 Rehov King George, Jerusalem, 9422917. The publications will be mailed to you free of charge.

- | | |
|---|--|
| ☐ Guide for the New Immigrant | ☐ The Life Cycle in Israel |
| ☐ The Absorption Basket | ☐ Military Service |
| ☐ Employment | ☐ Ministry of Aliyah and Immigrant Absorption Addresses and Telephone Numbers |
| ☐ Employment Centers for New Immigrants and Returning Residents- Addresses and Telephone Numbers | ☐ National Insurance Institute |
| ☐ Education | ☐ Professions That Require Licencing in Israel |
| ☐ First Steps | ☐ Retirees |
| ☐ Guarding Your Health in Israel | ☐ Computer and Hi-Tech Professionals |
| ☐ A Guide to Services for the Disabled | ☐ Scientists and Researchers |
| ☐ A Guide to Transportation in Israel | ☐ "Sela" Job-Search Workshops |
| ☐ A Guide to Ulpan Study | ☐ Registering for a Health Fund |
| ☐ Health Services in Israel | ☐ Information for Olim Newspaper |
| ☐ Housing | ☐ Where to Turn |

Name _____

Address _____

Postal Code _____

Date _____



A moment of your time!

In order to improve the level and usefulness of the material presented in this booklet, we would appreciate it if you would answer the following questions:

1. Where did you get the brochure ""Education?"

☐ Airport ☐ Ministry of Aliyah and Integration ☐ Other (specify)

2. To what extent did this booklet provide you with the information that you needed? (1 is the lowest rating, 5 is the highest rating)

1 2 3 4 5 Comments

3. Please rate the following areas from 1 to 5 (5 being the highest rating)

☐ Clarity of the Text	1	2	3	4	5
☐ Sufficiency of Details	1	2	3	4	5
☐ Design of the Brochure	1	2	3	4	5
☐ Usefulness of the Brochure	1	2	3	4	5

We would appreciate the following information for statistical purposes:

Profession

 Age

Country of Origin

 Year of Aliyah

Place of Residence

 Date

Please send the completed questionnaire to the Ministry of Aliyah and Integration, Publications Department, English Section, Beit Rejwan, knisa B, 16 Rehov King George, Jerusalem, 9422917, or by fax to (02) 6241585. You can also place this questionnaire in the public suggestions box at an office of the Ministry of Aliyah and Integration nearest you.

Thank you for your cooperation.

Best wishes for an easy and successful absorption!

