



ENGLISH

חינוך



Education |

עיצוב: סטודיו הראל



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אנגלית

חינוך

Education

4nd Edition

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Introduction – the Education System in Israel

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 available to you, the greater your children's chances for success will be. This booklet does not – indeed cannot – describe every possible educational alternative. Instead, the aim of this brochure is to help familiarize you with the educational system in general, and to ease somewhat the "transition pains" that both you and your children will experience. You can consult with branch offices of the Ministry of Immigrant Absorption, or the Education Department of your local municipality for more detailed information about the schools in your area. The English-speaking immigrant organizations may also be able to provide information about educational options in Israel.

This is the fourth edition of this publication, and 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 Jewish Agency, the Ministry of Immigrant Absorption, and other official bodies will prevail.



Note: This booklet offers a general description of the educational system in Israel, as well as an outline of various educational options. New immigrants wishing to find employment in the education system should consult the booklet entitled "Teachers," available from the Publications Department. See the order form at the back of this booklet.



The Compulsory Education Law

The Free Compulsory Education Law (1979) requires all children between the ages of five and sixteen, that is, from compulsory kindergarten through tenth grade, to attend school, free of charge. Education is free, although not compulsory, for children above the age of sixteen, until the completion of high school.

While there are no tuition fees for State schools, education in Israel does cost money. Each year you will be expected to purchase textbooks and supplies, pay for field trips and other school-sponsored activities. Enrichment classes, such as art or music, may also be charged to the parents. In short, free education in Israel costs money.

The Education System

The education system consists of three main tracks:

- State Education (*mamlachti*)
- State Religious Education (*mamlachti dati*)
- Independent Education (*chinuch atzma'i*)

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, approximately 75% percent of the curriculum is obligatory and 25% is supplementary. The obligatory curriculum includes Hebrew (literature, grammar, writing), mathematics, geography, history, science, and English. Jewish studies are also part of the curriculum, and are taught with a national, cultural interpretation, without any emphasis on religious observance or belief.

In State schools, the education committee of each school makes the choice of supplementary subjects from among those recommended

by the Ministry of Education. The committee consists of parents, teachers, and the school principal. As a result, there is a certain degree of independence, although the Ministry of Education supplies the curricula for all subjects. If the supplementary curricula exceed 25 percent, parents and local authorities share in covering part of the additional costs.

Some schools within the state school trend have utilized their 25% supplementary curriculum to create a program conveying a specific philosophy. A good example is the 'Tali' schools. 'Tali' is the Hebrew acronym meaning "increased Jewish studies," and 'Tali' schools devote more time to Jewish sources and traditions than is required in a state school.

State Religious Education

The basic curriculum of the state religious schools (*mamlachti dati*) is almost identical to that of state schools, but the supplementary studies emphasize accelerated Jewish and religious studies.

Students in State Religious schools are expected to dress and behave according religious 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. Each school should be investigated individually in order to find the one that best suits your needs.

Independent Education

Independent schools include those that are recognized by the Ministry of Education, as well as schools that are not.

In recognized independent schools, the basic Ministry of Education curricula are obligatory. However, staff and parents determine the instructional and educational norms of each school. Parental influence is especially significant. What distinguishes these schools, which at the elementary level are few in number, are their special

curricula or educational methods, as in, for example, certain experimental schools.

Independent religious schools place a greater emphasis on religious studies and observance than the state religious schools, although the curricula include subjects that are part of the "Liba" core curriculum developed by the Ministry of Education. They are supported by the state and/or local educational authorities and are officially recognized by the Ministry of Education. However the Ministry of Education is not responsible for the supplementary curricula, for hiring and firing teachers or for registration of pupils. Such schools may also have strict acceptance criteria.

Note that in most independent religious institutions, the supplementary curricula generally exceed the standard 25%, so the expense for parents is generally greater.

The educational philosophy, general atmosphere, and requirements in terms of dress code may vary from school to school.

Religious schools that are unofficial and not recognized by the Ministry of Education include those run by various religious organizations. These schools offer only parts of the "Liba" core curriculum of the Ministry of Education. Ministry supervision of these schools is of a general nature, principally 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 on high school.

The School Day

Kindergarten

Kindergartens begin the school year on the first of September, and finish on June 30. The school day generally begins at 8:00 a.m. and

finishes between 12:00 and 1:00 p.m. In some communities, after-school frameworks for kindergarteners, especially those with working parents, may be available for a fee.

The kindergarten calendar follows that of the primary schools, with breaks that last between one and two weeks on Pesach, Sukkot, and Chanukkah. All other Jewish holidays and Israeli national days are vacation days as well.

Primary Schools

The school year for kindergarten and primary schools begins on September 1 and ends June 30. 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*), in which they attend school until approximately 3:30 in the afternoon. In almost all schools, Tuesday is a shortened day, as is Friday, which is often devoted to special activities. In schools with a long school day, parents may be expected to cover fees for extra subjects and enrichment activities.

Information on locations that offer a long school day can be obtained from a personal absorption counselor at Ministry of Immigrant Absorption branch and district offices, and from the municipal authorities.

Vacation breaks include Pessach, Sukkot, and Chanukah. These vacations last from 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 actual holiday as well.

Secondary Schools

Secondary schools begin their school year on September 1, but end on June 20.

High school students also begin studies at 8:00 a.m., and finish between approximately 12:45 p.m. and 3:00 p.m. In many schools there are no studies on Fridays. In some high schools there are also

7:00 a.m. sessions offering an increasing range of studies. 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>)	1 month to 3 years
Pre-Compulsory Kindergarten (<i>Gan Trom-Chova</i> or <i>Gan Kedam Chova</i>)	3-5 years
Compulsory Kindergarten (<i>Gan Chova</i>)	5-6 years
Elementary 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

Pre-School and Kindergarten

Pre-school

There are several different types of frameworks for children of pre-school age. These include:

- Home day-care for infants and young children, known as *mishpachton*. Local municipalities usually operate the *mishpachton* frameworks. A *mishpachton* will generally have up to five or six children of the same age group, who are cared for in a private home. Staff should be trained and supervised by the municipality. Children are cared for from 7:00 a.m. until 1:00 or 4:00 p.m., and are given meals, snacks, and naps. *Mishpachton* is designed for children from three months to three years of age, and is for a fee. Registration is usually through the education departments of the local municipal authorities. For more information, contact your local municipal information line (*moked ironi*). Dial 106/7/8 in most locations.
- Municipal day-care centers (*pe'uton*), designed for children of working mothers. Some municipal day-care may be in the home of the caretaker, similar to the *mishpachton* framework. The caretaker is supervised by the municipality, which is also responsible for the hygiene, meals, and educational content. Placement is for a fee, which is often adjusted according to income. In most communities, registration is through the local municipal authorities. For more information, contact your local municipal information line (*moked ironi*). Dial 106/7/8 in most locations.
- Day-care centers (*maon yom*) run by various organizations such as Na'amat and Emunah. At *maon yom*, designed primarily for children of working mothers, children are cared for from age 3 months to 3 years. Hours are generally from 7:00 a.m. until 1:00 or 4:00 p.m. Day-care centers should be supervised by the Ministry of Social Affairs and the Ministry of Education. *Maon*



yom is for a fee. Some places of employment, particularly in the public sector, may offer their employees on-site day-care.

- Private home day-care. In private frameworks, the caretaker decides the hours, fees, and other terms. It is up to parents to investigate the qualifications of the caretaker. Private care is generally a more expensive option than frameworks run by organizations or municipalities.

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 offers the children breakfast, lunch, a light snack, and facilities for naps. Centers are staffed by professional workers who should be certified by the Ministry of Education.

Registration for day-care is usually in the spring.

Note that acceptance to public day-care centers may depend on specific factors such as family size and whether the mother works. When choosing a day-care center, you may want to keep the following criteria in mind:

- The child-to-worker ratio.
- The number of hours the center is open.
- Which meals are provided.
- Whether the center is open all year round.

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

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

Pre-compulsory Kindergarten

Pre-compulsory kindergarten (*gan trom chova* or *gan kedam chova*) is for children age 3-5. Many of the activities of pre-compulsory kindergartens are designed to help prepare children for compulsory kindergarten. Pre-compulsory kindergartens are usually operated by local authorities, and are for a fee. In some locations, such as in development towns, there may be discounts on tuition fees, and new immigrants may also be eligible for a reduction on fees.

Compulsory Kindergarten

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

The kindergarten day is usually from 8:00 a.m. until 1:00 p.m. In some communities, afternoon frameworks, particularly for children of working mothers, may be available for a fee.

The kindergarten curriculum, developed by the Ministry of Education, is designed to facilitate social skills and reading and math readiness. Jewish festivals and Israeli national days are celebrated 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 take place through the education departments of the local municipal authorities. For more information, contact your local municipal information line (*moked ironi*). Dial 106/7/8 in most locations.

Registration for compulsory kindergarten depends on a child's birth date. A child who will turn six before the first of the Hebrew month of Tevet (the middle or end of December), will register for first

grade, while a child whose birthday falls after that will be registered for kindergarten.

In most locations, registration takes place sometime during the month of March. If you make aliyah after the official registration period, contact the education department of your municipality as soon as possible in order to register your children.



When registering children for kindergarten, you will need to 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 may have attended prior to aliyah.

Primary School

Primary school consists of grades 1-6. In some schools primary school and junior high school are combined. 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*.

75% of the primary school curriculum is compulsory and uniform throughout all schools; the "Liba" core curriculum. A wide range of supplementary subjects may be chosen by the educational committees in each school, however in most state schools accelerated arithmetic and Hebrew studies are preferred. In state religious schools, the focus is on religious studies.

The basic subjects included in the "Liba" core curriculum and covered in most elementary schools include four main subject groups: social and religious studies including Bible, Jewish heritage, civics, geography, and history; languages and literature including Hebrew language and literature and English language and literature; math and science including arithmetic, computers, physics, chemistry, biology, and physical education. Mandatory subjects comprise 75% of study hours.

For the 25 % remaining study hours the curriculum includes subjects recommended by the Ministry of Education including music and art, and social topics such as environmental protection.

In addition, extensive educational and social activities take place in the school, both during and after school hours. Activities can include field trips, sports, clubs, choirs, films, volunteer services, parties for different occasions, etc. Such activities are considered an integral part of the educational process, and may help facilitate your child's integration into the school. However, it should be noted that 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 last 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 a portion of 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 are expected to send a midday snack (known as *aruchat 10*, literally the 10 a.m. meal).

Lunch is not usually eaten in school, with the exception of at those schools in which a long school day is in place. In such situations, parents are expected to provide their children with a packed lunch. Some schools arrange for prepared lunches to be brought to the school and served to students. Such meals are for a fee.

Registration

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

Registration for school-age children usually takes place sometime between February and May. If children continue to attend the same school, it is not necessary to register again during subsequent years. New immigrants should register their children for the appropriate grades as soon as possible following aliyah.

When registering your children, be sure to have 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 may have attended prior to aliyah.

For more information, contact the education department of your local municipality. You can reach the municipal information line by dialing 106/7/8 in most locations.

New Immigrant Pupils

New immigrant pupils should be admitted to classes equivalent to those in which they were enrolled abroad. During the first few weeks after arrival in a new school, parents of new immigrant pupils should be invited to meet with the school's educational advisor (*yoetz/et chinuch*). Some schools also have an immigrant absorption coordinator. If the school does not contact you, you might wish to call and request a meeting. At this meeting, you should disclose any difficulties your child may have had in the past, as well as point out the child's strengths and talents.

Immigrant students are usually eligible for group tutoring in Hebrew language and Jewish studies for the first one and one-half years following the date of aliyah. However, the number of immigrants in a given school determines the number of tutoring hours allocated to that school. This means that schools with larger numbers of immigrants are granted a larger number of tutoring hours, and more likely to have programs in place. Those schools with few immigrant students receive reduced numbers of tutoring hours.

It is best to investigate what the school has to offer, and to take the initiative in order to ensure that your children receive whatever assistance they are eligible for. The school is responsible for implementing tutoring programs, so speak to the principal or

educational guidance counselor in order to make your child's requirements known.

English for English Speakers

If your child attends a school with a sufficient number of native English speakers, there may be special English classes offered in which the students can develop their English reading and writing skills. If there are not enough English speakers in the school, your child will be required to attend English class along with the rest of his 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, to utilize them as aides, or to 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 make up 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 must be 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 on staff (*yoetz/et chinuchi/t*). The guidance counselor deals with exceptional children, including gifted children, and pupils with special needs, and determines an appropriate program for them. The

counselor also guides pupils in choosing the educational framework most suitable for them upon completion of elementary school.

A school nurse should be on the premises to supervise children's health and hygiene, treat injuries, and determine whether a child should be sent home due to illness. The nurse also serves as a contact with the school doctor for vaccinations and other routine matters.

Psychological consultations and counseling may be available in some schools from a school psychologist. Guidance services are also offered by the Ministry of Education (*Shefi*), 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.

Parents and Teachers

In most schools, parents are invited to consult with their children's teachers three times a year. The first parent/teacher meeting (*assifat horim*) is usually held shortly after the beginning of the school year, in order to allow parents to meet their children's teachers, to receive general information, and to pay any necessary fees. At this meeting, in most schools, two or three parents are elected from each class to serve as the parents' committee (*va'ad horim*). At subsequent meetings, you will be able to receive reports on your child's progress, 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. You can also ask the teacher to provide you

with weekly or monthly progress reports. Teachers may sometimes send written notes home with your child, but often they will ask the children to write down information or expect them to remember it. It is a good idea to ask your child 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 stated above, the parents of each class elects 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 school's parents' council. From this council, members are chosen to sit on the parents' committee with the principal. This committee discusses organizational and general educational questions. As parents can influence up to 25% of the curriculum, involvement can often make a difference in the quality of the education offered. 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. Instead, 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. It can sometimes also be possible to buy used books through bookstores.

Israeli schools are seldom equipped with lockers or other facilities for storage of student's possessions. This means that books and supplies are usually brought back and forth on a daily basis. It is most common for Israeli children to transport their books in a backpack. When purchasing a backpack for your child it is important to be sure that it fits the child well, and has sturdy straps and closures. It should also be waterproof. Look for a bag that has an orthopedic back that is 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 to school only what is needed for each specific day. Some children prefer to strap their bags to special wheeled carts.

Assistance to New Immigrants

Immigrant students may be entitled to a variety of assistance, according to their age and their number of years in Israel.

Financial Assistance

Immigrant pupils may be entitled to discounts or partial participation in the purchase of schools books and supplies, school trips, and school cultural activities.

The level of assistance depends on the educational framework. It is also determined by the length of time that an immigrant pupil has been studying within that framework, and the pupil's country of origin.

The National Insurance Institute Study Grant

The National Insurance Institute pays an annual study grant, for children between the age of 6 and 14, for families in the following categories:

- Single-parent families, or parents in the process of divorcing (according to specific criteria).
- A family with four or more children, and that receives one of the following types of National Insurance Institute benefits:
 - Assured income.
 - Disability allowances.
 - Old age pensions.
 - Survivor's pensions.
 - A family residing in a shelter for battered women, (and that meets other conditions of eligibility).

The grant is paid at the beginning of every school year, usually during the month of August.

For more information, contact the National Insurance Institute. Information is also available from their Website: www.btl.gov.il.



Note that categories and conditions of eligibility for National Insurance Institute benefits are subject to change.

Additional Assistance

Families with more than one child attending the same school, single parent families, and low-income families, may be eligible for certain financial concessions. Information is available through the schools.

Junior High School

The Reform of 1968

In 1968, a law known as "the Reform" was passed, which provides for the division of secondary education into junior high school (*chativat beinayim*), consisting of grades 7-9, and senior high school (*chativa elyona*), encompassing grades 10-12. In schools where "The Reform" has not been implemented, studies continue until grade 8.

Junior high school consists of grades 7-9 and attendance is based on districts. 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. It should be noted, however, that not all communities have sufficient junior-high school facilities, and those that do exist are not always suitable for every student's needs. In many cases, it may be necessary to investigate options among independent (non-State) schools, or schools outside of your immediate community.

Junior High School

The junior high school has 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 pupil's main teacher for administrative procedures, disciplinary problems, evaluation, and contact with the parents.

In addition to homeroom subjects, pupils take certain courses arranged by each department according to achievement level. These subjects include English and mathematics. Science is added from grade 8. 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 elementary schools, pupils in most junior high schools have a wide range of extracurricular activities from which to choose. These activities can include 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 your 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 may have attended prior to aliyah.

Independent schools have their own admissions and registration procedures.

Senior High School

Senior high school includes grades 9-12 (*tet, yud, yud aleph, and yud bet*).

Senior high schools fall into the category of independent recognized schools, and are operated by the municipalities or by various national authorities or associations, such as ORT, or by private boards of directors.

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 also choose to add on classes in such topics as physics, chemistry, biology, or an additional foreign language. The structure of the high school curriculum allows students to choose the scope, level, and pace of the subjects that they will study, and enables them to major in the humanities or science from the eleventh grade.

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 usually very involved in their schools.

A wide range of activities is usually offered in high schools, 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.

In order to find out about suitable high schools for your child, you can consult with a representative of the Education Department of your local municipality or the guidance counselor at your child's school. You can also receive information from your personal absorption counselor at Ministry of Immigrant Absorption branch offices, or one of the English-speaking immigrant associations.

There are a number of trends in the high school system. These include:

- General academic (*iyuni*), in which students cover a full academic program, leading to matriculation (*bagrut*). The curriculum includes humanities, natural and social sciences, and mathematics.
- Vocational high schools (*miktzoi*) offer students a choice of both academic and vocational subjects. The range of vocational subjects is wide, and different schools offer different vocations, such as electronics, computers, commercial and secretarial studies, fashion, laboratory techniques, etc. There are three types of vocational high schools:
 1. Standard technical (*technologi-iyuni*) that teach both vocational and academic studies, culminating in the matriculation exam (*bagrut*).
 2. Vocational (*miktzoi*), which prepare students either for matriculation or for a completion certificate.
 3. Practical vocational schools (*miktzoi-ma'asi*). Studies culminate in a practical completion certificate (*te'udat gmar ma'asit*).
- Agricultural (*chakla'i*) schools offer agricultural studies in addition to some academic subjects. Most are boarding schools, although there are a few without dormitory facilities. Students

maintain the school farm and live in an environment and lifestyle characteristic of Israel's agricultural settlements.

- Military academies (*pnimia tzvait*) combine regular academic studies with military studies and drills. At the Nautical Academy (*yami*) studies are combined with lessons on the sea and sailing. Upon completion of studies, students sit for matriculation (*bagrut*) exams.
- Yeshiva high schools also maintain boarding facilities so that the students are constantly within the yeshiva environment. The morning is devoted to yeshiva studies, concentrating principally upon Gemara. Secular subjects are studied in the afternoon. At academic yeshiva high schools, afternoon studies are both academic and vocational. A variety of vocational choices are usually offered.

Note that with the obvious exception of yeshiva high schools, the main high-school tracks include both religious and non-religious institutions.

Registration

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 for Students who Completed 8th Grade in a Primary School

Registration in most cases takes place directly at the institution for the following types of schools:

- A State or State Religious school that includes 9th grade

- Yeshiva high school or girls' seminary
- Pre-military high school,
- Agricultural high school
- Naval academy
- Any other recognized high school within the municipal jurisdiction.

Students may register for a school that is outside of their community under the following circumstances:

- If the school is a technological yeshiva or continuation of yeshiva studies, or if the school offers a track that is not offered by any local school.
- If the school is a national school or a boarding school.

Students who Completed 9th Grade

In most cases, registration for a recognized high school takes place through the institution itself. If the student wishes to register for a school outside of their municipality, they must receive the authorization from the municipality to do so. This authorization attests that the choice of school complies with the requirements of the 'Compulsory Education Law.' Students who have completed 10th grade do not need such authorization, as the law no longer applies to them.

Study Levels

High school subjects are all studied 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 was 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 worth 90 classroom hours. This means that subjects that were studied at the level of 5 study units involve at least 450 classroom hours.

There are three levels at which subjects may be studied:

1. Elementary: 1-3 units.
2. Intermediate: 4 units.
3. Advanced: 5 units.

Each student may choose the level at which he wishes to study and be examined (provided that he fulfills the minimum requirements for each subject).

In grade 10 (*kita yud*), all students at all levels study the mandatory core subjects, while in 11th grade (*kita yud aleph*) students choose their study tracks in the humanities, science, or technology.

Grades

The grade that is given for a particular subject is a combination of the average grade received on the in-school exams, the final class grade, and State-administered exam.

Subjects

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

- Mandatory core subjects.
- Mandatory electives.
- Additional electives.

Mandatory Subjects

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

- Tanach (Bible) – 2 Study Units
- Math – 3 Study Units
- English – 3 Study Units
- Literature – 2 Study Units
- History – 2 Study Units

- Hebrew Expression – 2 Study Units
- Citizenship – 1 Study Unit

Note that a minimum of two study units of Tanach (Bible) is the mandatory requirement in non-religious schools. In religious schools, students are expected to study Tanach at a higher level.

Students are entitled to increase the number of study units beyond the minimum requirement for any mandatory subject. In such a case, the student will be tested at a higher level.

Mandatory Electives

There are some 45 elective courses from which every student must choose at least one in which he will be tested. Approximately half are from the humanities/social sciences grouping, while the other half includes professional/technical subjects. Note that not every course is offered in every high school. In some cases, the availability of specific courses depends on the orientation of the school. Approved elective topics include:

- | | |
|-----------------------------|----------------------------|
| ● Architecture | ● Applied optics |
| ● Electronics and Computers | ● Art |
| ● Applied Arts | ● Biology |
| ● Automated Auditing | ● Geography |
| ● History | ● Agriculture |
| ● Bookkeeping | ● Chemistry |
| ● Technological Chemistry | ● Economics |
| ● Land of Israel Studies | ● Life Sciences |
| ● Computer Science | ● Social Science |
| ● Political Science | ● Music |
| ● Jewish Philosophy | ● Management and Economics |
| ● Microbiology | ● Mechanical Engineering |
| ● Electronics | ● Mathematics |

- | | |
|---------------------------------------|----------------------------|
| ● Systems Analysis | ● Hebrew Literature |
| ● Design | ● Arabic |
| ● Philosophy | ● French |
| ● Marketing and Sales Promotion | ● Fundamentals of Nursing |
| ● Fundamentals of Nautical Navigation | ● Oral Torah |
| ● Tourism | ● Construction Engineering |
| ● Computerized Engineering Systems | ● General Technology |
| ● Developmental Psychology | ● Talmud |
| ● Theater | ● Technical Thermodynamics |
| ● Microbiology | |

Additional Electives

There are some 100 additional elective topics which are authorized by the Ministry of Education, and for which matriculation exams are administered. Students may choose additional electives according to their areas of interest and personal capabilities.

Diplomas and Certificates

There are various types of diplomas granted to high school graduates, in accordance with study and examinations programs determined by the Ministry of Education.

Full Matriculation Certificate

The Matriculation Certificate (*te'udat bagrut*) is that all-important piece of paper required for the continuation of academic studies in a university or college. There are also many employers who make it a condition of employment. It is granted to students in academic, technological, agricultural schools, and yeshiva high schools, who pass all exams and meet all other matriculation requirements. Immigrant students are entitled to certain concessions on the examinations and to help in preparing for them. See below.

Structure of the Matriculation Certificate

All students who wish to receive a matriculation certificate must pass the National Matriculation Exam (referred to as the *bechina chitzonit*), administered by the Ministry of Education. The required subjects include Bible, composition, English or French, Hebrew grammar and mathematics, among others. Further, each school determines the number of additional subject units according to its own requirements.

The matriculation certificate contains a list of the subjects in which the student was tested in the exam, as well as those subjects in which the student was tested by the school (known as the *bechina pnimit*).

Bagrut exams take place over a three-year period. For example, at the conclusion of 10th grade (*kita yud*), Hebrew exams are administered, while history exams are given at the end of 11th grade (*kita yud aleph*).

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

It is necessary to achieve a minimum grade of 56 (out of a possible 100) in each subject in order to pass the *bagrut* exam. Students may repeat particular exams in order to improve their scores.

Pupils must also have done volunteer work in the tenth grade, and must have participated in physical education and homeroom sessions each year, in order to matriculate.

Research Projects

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 who are certified as learning disabled may be eligible for certain concessions on the matriculation exam. For example, in some subjects it may be possible to take an oral exam instead of a written one. For more information, contact your school, or the Testing Department (*Agaf HaBechinot*) of the Ministry of Education. See Useful Addresses.

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

This diploma is granted to students who have only partially completed the matriculation examinations and who are therefore not eligible to enter an institution of higher education. It is possible to complete the necessary studies at a later date and thus obtain a full matriculation certificate.

The following diplomas are granted in the technological trends:

- Vocational High School Diploma – Expanded Vocational Track (*Te'udat Gmar – Maslul Miktzoi Ragil Murchav*). A vocational high school diploma is awarded according to achievements in course work and examinations. This diploma is officially recognized.
- Vocational High School Diploma – Practical Vocational Track (*Te'udat Gmar – Maslul Miktzoi Ma'asi*). This diploma is granted to students who finish technological education in the practical vocational track.

A *te'udat gmar* entitles the student to apply for admission to a school for technicians and practical engineers.

External Examinees

Students who have dropped out of high school or want to upgrade the level of the diploma they have already received may complete their studies at an external school, either night school (for working youth) or schools that operate in the morning 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 examinations.

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

The matriculation certificate granted to graduates of a regular high school and that granted to an external examinee, are completely equivalent. It should be pointed out, however, that it is generally preferable to study for matriculation within the framework of a regular high school program.

New Immigrants

Immigrant high school students are entitled tutoring according to their needs, from within the number of tutoring hours allotted to the school. In addition, immigrant students in Grades 11 and 12, who are studying for at least 3 matriculation exams, can receive an additional hour per week.

Immigrant students can receive concessions on the matriculation exams according to their age at the time of aliyah. Categories include:

- A new immigrant student who is defined as a new immigrant by the Ministry of the Interior and who began studies in Israel after the age of 15.

- A veteran immigrant student who is defined as a new immigrant by the Ministry of the Interior and who began studies in Israel, in an ulpan or school, after the age of 12.
- Returning resident students who are defined as returning residents by the Ministry of the Interior, as well as students who resided overseas with parents serving as emissaries of the Jewish Agency, and returned to Israel after the age of 13, on condition that they resided overseas for at least four continuous years. Returning resident students are entitled to the same concessions as immigrant students.
- An immigrant student who takes an external matriculation exam can receive the same concessions as other immigrant students in their age category who take internal matriculation exams.
- A student who made aliyah after the age of 18 can receive the same concessions for 6 years as a student who takes an internal matriculation exam.

Note: Concessions for new immigrants and returning residents are valid until the age of 22, except for students who make aliyah after the age of 18, as stated above.

New immigrant and returning resident students can receive an extra 15 minutes on each hour of the exams.

Immigrant students may use dictionaries for tests in all subjects excepting language.

The Main Concessions on Exams and Exam Scores

	New Immigrant	Veteran Immigrant
Obligatory subjects such as language, literature and Tanach, with the exception of math and English	Special immigrant question booklet + 5 extra scoring points OR regular question booklet and 15 extra scoring points.	Special immigrant question booklet but no extra scoring points OR regular question booklet and 10 extra scoring points
Math	Regular question booklet + 10 extra scoring points.	Regular question booklet
Elective subjects (except for chemistry, physics, computers and electronics)	Oral exam with no extra scoring points OR a regular question booklet and 15 extra scoring points.	Regular question booklet + 10 extra scoring points.
Elective subjects: chemistry, physics, computers and electronics	Regular question booklet + 10 extra scoring points.	Regular question booklet and no extra scoring points.
First foreign language	Students can be tested in their native language and not in English, and will be eligible for a matriculation certificate provided that they fulfill all other conditions **	Students can be tested in their native language and not in English, and will be eligible for a matriculation certificate provided that they fulfill all other conditions **

****NOTE:** matriculation exams in at least four units of English are one of the conditions for acceptance to an institution of higher education. A student that is not planning to pursue higher education can choose not to be tested in English on the matriculation exam, but can still receive a matriculation certificate, provided that all other requirements are fulfilled.

Eligibility for Matriculation Concessions

Three categories of pupils are eligible for concessions on the matriculation examination:

1. **Oleh Student:** An elementary level student is considered an "oleh" for a period of two complete school years from the first July following the date of aliyah. Junior and Senior high school students are considered "oleh" students for four complete school years following aliyah.
2. **Returning Student "A":** A student who was abroad for at least eight complete school years is considered a returning student "A" for a period of four years from the first July after his return to Israel.
3. **Returning Student "B":** A student who was abroad for at least four complete school years is considered a returning student "B" for a period of two school years from the first of July after his return to the country.

Note that the Ministry of Education considers Temporary Residents as "olim" when granting matriculation concessions.



Boarding School

Boarding schools vary from youth villages to agricultural schools, technical schools, and yeshiva high schools for boys and for girls.

They are designed primarily for children who have come to Israel without their parents, or who are interested in studying away from home. There are boarding facilities at both the junior and senior high school levels.

Youth Villages

Youth villages (*cfarei 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 live together with a married couple that function as "house parents." Students receive individual guidance and counseling, receive help with their studies, and benefit from a range of social and cultural activities.

There are both State and State Religious youth villages.

You can find listings of State and State Religious youth villages on the Ministry of Education Website: www.education.gov.il.

Yeshiva Boarding Schools

Yeshiva boarding schools are designed 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," also offer a combination of academic and religious studies.

There are also yeshiva boarding facilities that are classified as "recognized unofficial," which are to be found primarily in the Haredi

sector. These yeshivot tend to place a greater emphasis on Torah study, although some do offer academic subjects as well.

Consult the Ministry of Education Website: www.education.gov.il for a listing of yeshiva high schools, ulpanot, and recognized unofficial frameworks.

Sheltered Boarding Facilities

Sheltered boarding facilities (*maonot chusot*) are intended for young people from "at risk" backgrounds. Sheltered facilities provide a structured environment and offer services designed to help students to adjust into mainstream society.

Special Education Boarding Schools

Special education boarding frameworks include dormitories and hostels designed for populations at varying levels of physical and mental ability. They offer both nursing care when necessary, and studies in accordance with the students' capabilities.



Gifted Students

The Ministry of Education is responsible for identifying gifted students, and for ensuring that programs are offered to meet their needs. Each year, schools can refer students who are identified as potentially gifted for special 'identification' testing.

The identification tests are administered beginning from the second or third grade. Acceptance into special gifted programs is based 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 are then invited to join a special gifted program near their home. Programs include afternoon enrichment classes, weekly enrichment classes, and special classes for gifted students in mainstream schools.

New immigrant students can also attend special programs in their own localities. Because of difficulties with the language, and differences in cultural background, special tests have been developed for immigrant children. The same diagnostic test is also administered to children from bilingual families and children of Israelis returning to live in Israel.

Complete information is available from the Ministry of Education Website: www.education.gov.il.

Special Education

The Special Education Law

According to the 1988 "Special Education Law", the State of Israel must guarantee a suitable educational framework for all children, regardless of their level of physical, mental, or psychological functioning. This includes the physically handicapped, the developmentally disabled, the learning disabled, and children with emotional or cognitive difficulties.

It should be noted, however, that there might be gaps between the spirit of the Special Education Law and its implementation. In other words, although the law mandates appropriate frameworks for all children, in practice this is not always the case.

The goal of special education policies in Israel is to maintain the child within the mainstream school system, whenever possible, based on the ability of that child to manage within the system. Thus, for example, some 90% of all visually impaired children, and 80-85% of hearing-impaired children in Israel are integrated into the regular school system.

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

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

Recent legislation provides for the expansion of the school day in special-education frameworks, in order to include physical therapy or other paramedical services as required.

The Ministry of Education divides the country into six regional districts: Jerusalem, Tel Aviv, the Center, Haifa, the North, and the

South. Each district has its own Coordinator for Special Education (*rakez/et lechinuch meuchad*). Parents who are interested in finding out what options are available for their child can contact a Ministry of Education district office (see Useful Addresses.)

Learning-Disabled New Immigrants

If a new immigrant child has a learning disability that was diagnosed prior to aliyah, it is very important to inform the new school immediately. Schools do not normally test for learning disabilities among new immigrants during their first year, unless they are informed of a pre-existing condition.

Immigrant children within special-education frameworks can often receive extra hours for help with Hebrew.

Placement Committee of the Ministry of Education

In order for any child between the ages of 3-18 to be placed within a special-education framework, or to receive any special assistance within the school, it is first necessary to request an assessment by the Placement Committee of the Ministry of Education (*Va'adat Hasama*).

Requests are made directly in writing by the parents, or by the school, to the Chairman of the Placement Committee of the Ministry of Education. Parents have the right to appeal decisions of the Committee within 21 days to the Appeals Committee (*Va'adat Irur*). Appeals should be made in writing to the Director of the Ministry of Education district office in your location. See Useful Addresses.

The Placement Committee, made up of special-education professionals, pediatricians, psychologists and social workers, in conjunction with the parents, determine the need for a special-education framework, and the type of framework that will meet the requirements of the child. It can often be possible to request that the hearing be held, at least partially, in English.

Parents should be sure to equip themselves with all necessary medical documents, school records, psychological assessments, and any other relevant documents prior to the *va'adat hasama*. Be sure to have several copies of all documents, and be prepared to submit the copies whenever necessary. Original documents should be used for display purposes only. NEVER give original documents to anyone.

Other Sources of Assistance

In general, the network of assistance to families with special-needs children 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 offering services. It is intended as a guide only. Note that each body has its own criteria for the services they offer.

In addition to the frameworks administered by the Ministry of Education, three main bodies provide for the requirements of special-needs children and their families:

- The Ministry of Social Affairs
- The Ministry of Health
- The National Insurance Institute

The Ministry of Social Affairs

The Social Services Department of the Local Municipalities

The primary address for assistance to families with special-needs children is the social services departments of the local municipal authority. These departments, which operate under the auspices of the Ministry of Social Affairs, can offer diagnostic, counseling, and therapy services, guidance for family members, and recommendations for placement into appropriate frameworks. They can also help

to obtain coverage of transportation costs, arrange for at-home help, tutoring and other services.

Further, the Social Services 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 your local municipality. In most locations, you can dial 106/7/8 in order to reach your municipal information line (*moked ironi*).

Department of Rehabilitation

The Ministry of Social Affairs also extends services to special needs children and their families through two branches:

- The Department of Rehabilitation (*Agaf HaShikum*)
- The Department of Services for the Retarded (*Agaf LeTipul LeMifagare*)

The Department of Rehabilitation is responsible for children with all forms of disability, except for the brain-damaged, the autistic, and the mentally ill, who are under the jurisdiction of the Ministry of Health (see below). The Department strives to keep disabled children in their homes, although they do maintain some residential facilities, usually for the multi-handicapped.

The main assistance provided by the Department is through the special education frameworks. Direct assistance to families is limited, and mainly takes the form of a fund for the purchase of equipment such as special computers that are not covered by other sources. Such aid is granted on a case-to-case basis, and the family must be referred through the department of social services of the local municipalities.

The blind and visually impaired have their own branch within the Department of Rehabilitation, known as the Department of Services for the Blind (*Hasherut Lelvair*). The Department of Services to the

Blind can provide consultation and therapy for children, vocational training, and financial assistance including assistance for the purchase of Braille books and typewriters, canes, special telephones, and other equipment. Again, all referrals must be made through the Social Services department of the local municipality.

Department of Services for the Retarded

The Department of Services for the Retarded (*Agaf LeTipul LeMifagare*) provides services including diagnosis and assessment, and placement into appropriate frameworks. Efforts are made to assess children in their native language. According to the law, reassessments must be made every three years.

Based on the child's level of functioning, the Department can provide for integration within the regular school system, or placement within special frameworks including day-centers that include studies and activities according to the child's level. There are also vocational day centers where students can be trained for a variety of jobs, and work for a salary. Some mildly retarded young adults can be placed in community-based sheltered housing. These are apartments for 4-8 residents, who are encouraged to live as independently as possible. Note that places are not always immediately available in sheltered apartments.

In keeping with Ministry of Social Affairs policy, the Department of Services for the Retarded aims to maintain children within their homes whenever possible. When necessary, the Department may be able to arrange for in-home help. In cases where the child cannot be cared for at home, there are government-run residential facilities in Israel, as well as several private ones.

Referrals to the Department of Services for the Retarded are handled through the social services department of the local municipality.

The Ministry of Health

The Ministry of Health is responsible for services for the brain damaged, the autistic, and the mentally ill. The Ministry provides diagnosis and assessment, as well as therapy and rehabilitation services, and maintains residential treatment facilities. Note that in some cases, diagnostic procedures and treatments may not be covered by the "Basket of Health Services" and may involve a fee.

The social services department of the local municipality can make referrals to the Ministry of Health. Health care professionals can also give referrals, and individuals may make inquiries on their own.

Medical care and paramedical services such as speech therapy and physiotherapy are provided through the various health funds (kupot holim). The health funds are obligated by law to accept all applicants regardless of their age or state of health, and are further required by law to provide a basic "basket" of health services to all members. Beyond the basic "basket," health fund members can choose to enhance their coverage through supplementary insurance (bituach mashlim). It is recommended to ascertain what services are provided by each of the health funds before applying 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 provides financial assistance in the form of a Disabled-Child Allowance (*Gimla LeYeled Neche*). This allowance is paid to families of children ages 3-18, who are dependent on assistance in carrying out everyday activities. The allowance is determined according to the type and level of disability, in addition to other criteria set by the NII. New immigrants may apply for the allowance after one year of residence in Israel. Contact a National Insurance Institute branch office for more details

(see Useful Addresses). You can also find information on their Website: www.btl.gov.il.

Voluntary Organizations

There are numerous voluntary and non-profit organizations in Israel that are active on behalf of special-needs individuals and their families, including the physically disabled, children with Down's Syndrome, students with learning disabilities, and children with emotional or behavioral difficulties. These organizations provide a wide variety of services, from diagnosis and rehabilitation to social activities, counseling, support groups and financial or other practical assistance. Many organizations also act at the political level as lobbying and advocacy groups on behalf of their populations.

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 be able to offer information.

Note: your personal absorption coordinator can also provide information and referrals to sources of information and assistance. Consult with a branch office of the Ministry of Immigrant Absorption. See Useful Addresses.

See also the section entitled "Youth Services."



Supplementary and Informal Education

Community Centers

Almost every community in Israel is within proximity of 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, the 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 the disabled into the community and provide them with 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 schools vacations and holidays. Registration generally takes place during the summer or at the beginning of the school year.

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

Check with the MATNAS in your community or prospective community for more details about what they can offer. Note that there are usually fees for most activities.

Clubs for Science Enthusiasts

Some universities and research institutions often maintain clubs for pupils in Grades 10 and 11 who display a special interest in science. Teachers and scientists at the respective institutions direct these clubs. More intensive individual guidance may also be provided.

Sports Organizations

Sports organizations accept youth for sports guidance and training and may initiate sports activities for them in accordance with their abilities.

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 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 various 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 puts out its own publications. Some movements have absorption counselors who assist immigrant children in integrating into the movement. See Useful Address for more information.



The Society for the Protection of Nature

The Society for the Protection of Nature in Israel (*HaChevrah 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 in Israel, and developing research and educational means for the achievement of these aims. The main efforts and resources of the SPNI are directed 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 main educational, conservation, and research objectives of the SPNI are implemented by a network of field schools located in the various geographical areas throughout Israel. At present, there are field schools at sites chosen for their diversity and untamed natural surroundings. The schools generally provide accommodations and study facilities for people who may come for periods of a few days to over one week 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.

Higher Education

Note: The information presented below is general. For detailed information, consult the booklet entitled "A Guide to Higher Education" available from the Publications Department (see Useful Addresses), or consult with the Student Authority. Information is also available on the Ministry of Immigrant Absorption Website: www.moia.gov.il.

There are 8 universities in Israel, as well as academic institutions, regional academic and technical colleges, teachers training colleges, institutions for the study of paramedical professions, tourism and hotel work, art, and many other fields.

Educational tracks are different and varied, meaning that the types of degrees offered are varied as well.

Israel's universities include the Hebrew University of Jerusalem, the Technion, Tel Aviv University, Bar Ilan University, the University of Haifa, Ben Gurion University of the Negev, and the Weizmann Institute of Science. The Open University offers undergraduate courses in humanities, social sciences, and natural sciences, based on distance-teaching.

Regional colleges offer a wide range of studies, from short professional training courses to academic programs in the humanities and social and natural sciences.

Several colleges are authorized to award bachelor's degrees, which are equivalent to university degrees.

Some colleges operate as extensions of larger universities, with the university awarding the degree. Studies during the first year or two take place at the college, but in order to receive their degrees, students are in most cases required to complete their studies at the supervising university.

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

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

In most cases, students who wish to study at an Israeli university, and who completed high school overseas, are required to take a preparatory course (*mechina*). In a *mechina*, students have the opportunity to improve their knowledge of Hebrew, Judaica, Israeli history, and various general subjects, before being accepted as regular students at an institution of higher education.

Mechina programs are located at universities and colleges. Participation in a *mechina* does not guarantee automatic acceptance to a university. Students are still required to meet all other entrance criteria.



The Student Authority

The Student Authority functions within the framework of the Ministry of Immigrant Absorption. Its main office is located in Jerusalem, with branch offices in Jerusalem, Tel Aviv, Haifa, and Beer Sheva. It extends various kinds of financial assistance and services to eligible students who meet their criteria, including:

- Registration at academic institutions
- Tuition subsidies
- Preparation for academic studies (i.e. Hebrew ulpan for students and *mechina* courses)

- Organized cultural and social activities
- Guidance and counseling

For more information, contact the Student Authority. See Useful Addresses.

Appendix I: Helpful Hints

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 service 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 that are provided for immigrant pupils. Some schools are better than others when it comes to their relationship to immigrant students, and students with various other special needs. However, even with the best of intentions, most schools are largely understaffed and under-funded. The principal is the main address for information about whatever can be made available to your child, so do not be afraid to contact the principal directly. If assistance and concessions are not explicitly offered to you,

make a point about asking for them, and follow up until the assistance is implemented.

- If your Hebrew is not 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 out.
- Make sure your child has all the school supplies, books, notebooks, briefcases, and uniforms requested by the school. Make sure 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, 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. Some will even permit you to call them at home.

- It can often be wise for parents to hire a private tutor to drill the student in more complex Hebrew, to assist with homework, and to build language skills. Tutoring can be a great help in the first year or two in Israel. One usually cannot rely 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 of him socially, and so on.
- Successful integration depends largely on the student and his readiness to participate in school and outside activities (youth groups, sports, etc.) in the social life of his 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 item.



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 a child is, the greater the difficulty he will face in separating from friends. Some children may not want to, 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 make it easier when parents give the children the opportunity to separate from each location. Take pictures or have a party with friends to say goodbye. Let children pack their own suitcases. Let children have as much say as is appropriate on how their new rooms will be set up.
- Parents can help children by encouraging them to stay in touch with friends and relatives by telephone, letters, and e-mail.
- Try to find children in your new community that you can introduce your children to, even if they do not attend your child's school. Try 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 an adolescent, 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 go to. 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 consider them less polite than you would wish. Israeli children also tend to be more independent at earlier ages, and your children will probably want 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 insure 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 you until it is too late, or not at all, you should be in touch with them if you have any suspicions that 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 a 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 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 classes 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 him an outlet for his talents and creativity, try to find him projects and frameworks that will offer him 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 will probably just result in repeated truancy and possibly exacerbate the original causes.

Appendix II: Youth Services – Where to Turn

There are numerous sources of assistance for youth, parents, and families. The following is a brief outline. It includes official sources, as well as those sources designed primarily for English-speakers. Note, however, that a large number of non-profit organizations also offer a spectrum of youth and family services. In many cases, the bodies listed below can provide referrals to organizations and other resources. See Useful Addresses for more information.

- Ministry of Immigrant Absorption 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.
- 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. There is a special program in Jerusalem designed for English-speakers. See Useful Addresses.
- The Ministry of Social Affairs maintains a Citizens Advice Bureau known as "She'eI" (*Sherut Ye'utz LeEzrach*). The bureaus are run in coordination with local municipalities and offer 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 departments of social services that are administered by the Ministry of Social Affairs. 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 your local municipal information line (106/7/8 in most locations).
- The Ministry of Social Affairs, 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 a number of 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. Your 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 centers in almost every municipality. Any person who feels in need of a consultation may make an appointment at their community mental health station, where they fill out a questionnaire. The center's staff then determines an appropriate course of assistance. In most cases, fees are based on a sliding scale. For the location of the mental health station in your community, contact your local municipal information line (*moked ironi*). Dial 106/7/8 in most locations.

- The Ministry of Health maintains child development centers (*mercazim lehitpatchut hayeled*) that can offer therapy and counseling therapy for children and youth. Among the types of problems that they offer assistance for include:
 - Delayed motor development
 - Neurological difficulties
 - Visual or hearing problems
 - Delayed language development
 - Behavioral problems
 - Conditions that affect developmental and cognitive development.
 - Psychological difficulties.

Information about a Child Development Center in your area can be obtained through your health fund or through the social services department of your municipality.

- "*Hafuch Al Hafuch*" is a coffeehouse-style information and counseling center for young people, sponsored by the Ministry of Immigrant Absorption in conjunction with other bodies, including the Ministry of Education and the Ministry of Social Affairs. The centers provide counseling and information on a range of issues. The centers can also provide referrals to other sources of assistance. See Useful Addresses.
- The Israel Police have special youth officers (*katzinei noar*) at local police district offices, as well as social workers, who can provide referrals and advice to parents. It is not necessary to identify yourself when calling. The police make an effort to have English-speaking officers wherever possible.
- The Israeli Association for Immigrant Children operates a Telephone Information Center for immigrant students and parents. The Association assists immigrant children with integrating into educational frameworks. The Information Center is staffed by volunteers who speak English, Russian, Amharic, and Spanish.

- The English-speaking immigrant organizations can offer advice and information about school and other aspects of absorption.
- Mercaz Harmony – Center for Inclusion, assists children with physical disabilities, learning difficulties, and emotional and social problems. Among their services are projects for assisting immigrant children with special needs, and supportive services for special-needs children who study in regular classrooms.
- The Rosh Pinna organization can offer advice and counseling to immigrant families on educational options for disabled children.
- The Milev Center offers an English-language crisis and helpline.
- Eran runs telephone mental-health hot lines.
- The Authority for the War Against Drugs (*HaReshut LeMilchama BeSamim*) offers an information and counseling hotline. See Useful Addresses.
- *HaNoar HaOved VeHalomed* (Working Youth and Study Movement) can offer information about the rights of employed youth, and in cases of exploitation may be able to offer legal advice or assistance. See Useful Addresses.

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.

Address	Tel/Fax
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Ministry of Immigrant Absorption

www.moia.gov.il

E-mail: info@moia.gov.il

Main Office

2 Rehov Kaplan
Kiryat Ben Gurion
POB 13061
Jerusalem 91130

National Telephone
Information Center

(02) 9733333

Public Inquiries

(02) 6752765

Address	Tel./Fax
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Returning Residents Division 15 Rehov Hillel Jerusalem 94581	(02) 6214660
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Jerusalem and Southern District
Headquarters

(Also the Student Authority)
15 Rehov Hillel
Jerusalem 94581

(02) 6214555
Fax: (02) 6222807

Publications Department

Student Authority

Tel/Fax: (02) 6241585
(02) 6214538/4543/4559
Fax: (02) 6222807

Haifa and Northern District
Headquarters

15 Sderot HaPalyam
Haifa 33095

(04) 8631111
Fax: (04) 8632336

Tel Aviv and Central
District Headquarters

6 Rehov Esther HaMalka
Tel Aviv 64398

(03) 5209111
Fax: (03) 5209173

Beer Sheva and Negev District
Headquarters

Beit Oshira
31 Rehov Zalman Shazar
Beer Sheva 84105

(08) 6261216
Fax: (08) 6261217/8

Address _____ Tel./Fax _____

The Ministry of Education

www.education.gov.il

Information Line 1-800-250-025

Open Line for Students 1-800-222-003

kav-patuach@education.gov.il (02) 5602358

Open Emergency Line 1204

Main Office (02) 5602222

34 Rehov Shivtei Yisrael
Jerusalem 91911

Public Inquiries (02) 5602206

info@education.gov.il

Youth Advancement Unit (02) 5603155/56/67

(Yehida LeKidum Noar)

Department of Recognized, (02) 5602962/3

Unofficial Education

Branch Offices

22 Rehov Kanfei Nesharim (02) 5602222

Jerusalem 95464

machoz-jer@education.gov.il

Address _____ Tel./Fax _____

Beit HaMemshela (04) 6500111

Upper Nazareth 17105

machoz-zafon@education.gov.il

Public Inquiries (04) 6500387

2 Rehov Houri (04) 8632666

Haifa 33045

machoz-haifa@education.gov.il

Public Inquiries (04) 8353778

2 Rehov HaShlosha (03) 6896666

Tel Aviv 61092

machoz-ta@education.gov.il

Public Inquiries (03) 6896370

15 Rehov HaNesi'im (08) 6263333

Beer Sheva 84895

Public Inquiries (08) 6464084

Municipal Authority Information Lines

(moked ironi)

106/7/8

Address _____ Tel./Fax _____

The National Insurance Institute

www.btl.gov.il

Telephone Information Center (08) 6509999
(08) 9369696
Fax: 6509986

She'el (Sherut Yiutz L'ezech) – Citizens Advice Bureau of the Ministry of Social Affairs

www.shil.huji.ac.il

National Information Line 1-800-506060

HaNoar HaOved VeHalomed

Telemesser (03) 6751212
24 hours a day

Domestic Violence National Hotline 1-800-220000

National Sexual Assault Hotline 1202

www.1201.org.il

Eran – Mental Health Hotline Lifeline 1201

24-hour daily hotline
Eran20@inter.net.il
P.O.B. 31853
Jerusalem, 91317

Address _____ Tel./Fax _____

Hafuch Al Hafuch Youth Centers

(selected list)

Kanyon Lev Ashdod (08) 8677532
Rehov Yehuda Levy
Ashdod
ashdod@elem.org.il

65 Rehov Hadassah (08) 6287699
Beer Sheva
b-sheva@hafuch.org.il

3 Rehov David Elazar (09) 7419643
Cfar Sava
k-saba@hafuch.org.il

5 Rehov HaAla (mailing address)
Haifa
hafuchhaifa@elem.org.il

13 Rehov Yad Harutzim (mailing address)
Jerusalem@elem.org.il

Beit Basmat (04) 6904932
25 Rehov Tel Hai
Kiryat Shmona
Hafuch.ks@elem.org.il

1 Rehov Shprinzak (03) 6953839
Tel Aviv
Elem.ta@elem.org.il

Address _____ Tel./Fax _____

Mercaz Harmony

www.ganharmony.org.il
geninfo@ganharmony.org.il

P.O.B. 43208
Jerusalem 91431

(02) 6519929/9234
Fax: (02) 6528487

Rosh Pinna

80 Rehov Yaffo
Jerusalem

(02) 9409501

Milev English Language Hotline

www.milev.israel.net

1-800-654-1111

Authority for the War Against Drugs Hotline

www.antidrugs.org.il
mail@antidrugs.gov.il

1-700-500-508

The Israeli Association for Immigrant Children

www.web4u.co.il
iaic@netvision.net.il

8/13 Rehov Ben Ephraim Naftali
Rehovot, 76217

1-800-358203
Fax: (08) 9358203

Address _____ Tel./Fax _____

Youth Movements

HaTzofim (Scouts)

(03) 6303677

Bnei Akiva

(02) 5693140

Hashomer Hatzair

(03) 5255666

HaNoar HaOved VeHalomed

(03) 5125125

Machanot Olim

(03) 5350157

Halhud HaChakla'i

(03) 5620621/2/3

HaNoar HaDati HaOved

(03) 6390248/50/58

HaNoar HaOved HaLeumi

(03) 9043352

Maccabi Tzair

(03) 6773566

Beitar

(03) 6210625

Ezra

(02) 5371640

English-Speaking Immigrant Organizations

Association of Americans and
Canadians in Israel (AACI)

www.aaci.org.il

E-mail: info@aaci.org.il

6 Rehov Mane
Jerusalem 92227

(02) 5617151
Fax: (02) 5661186

198 Rehov HaYarkon
Tel Aviv 63405

(03) 5291707
Fax: (03) 5291706

Address	Tel./Fax
28 Rehov Shmuel HaNatziv Netanya 42281	(09) 8330950 Fax: (09) 8629183
Matnas "Yud Aleph" Rehov Mordechai Namir Beer Sheva 84483	(08) 6433953 (08) 6434461
UJIA Israel(Incorporating Olim from Britain, Australia, and New Zealand)	
www.ujia.org.il	
76 Rehov Ibn Gvirol POB 16266 Tel Aviv 61162 E-mail: Israel@UJIA.org.il	(03) 6965244/65/6/7 Fax: (03) 6967049
13 Sderot Ben Maimon Jerusalem 92262 E-mail: jerusalem@ujia.org.il	(02) 5634822 Fax: (02) 5663193
Mercaz Klita P.O.B. 348 Carmiel E-mail: karmiel@ujia.org.il	(04) 9904232

Address	Tel./Fax
South African Zionist Federation	
www.telfed.org.il E-mail: telfed@inter.net.il	
Head Office 19/3 Rehov Schwartz First Floor Ra'ananna 43212	(09) 7446110 Fax: (09) 7446112
13 Sderot Ben Maimon Jerusalem 92223	(02) 5634822 Fax: (02) 5663193
ESRA – English Speaking Residents Association	
E-mail: esra@trendline.co.il www.esra.org.il	
POB 3132 Herzliya 46104	(09) 9580632 Fax: (09) 9581583

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 Immigrant Absorption, 15 Rehov Hillel, POB 13061, Jerusalem 91130. The publications will be mailed to you free of charge.

- Guide for the New Immigrant
- The Absorption Basket
- Employment
- Education
- Guarding Your Health in Israel
- A Guide to Ulpan Study
- Health Services in Israel
- Higher Education
- Housing
- The Life Cycle in Israel
- Military Service
- National Insurance Institute
- Employment Guidance Centers
- Retirees
- Accountants
- Artists, Writers, and Athletes
- Computer and Hi-Tech Professionals
- Engineers and Architects
- Lawyers
- Nurses
- Psychologists
- Scientists and Researchers
- Social Workers
- Teachers
- Where to Turn
- A Guide to Transportation in Israel
- Information for Olim Newspaper
- Registering for a Health Fund
- Assistance to Victims of Enemy Actions
- Shiluv Magazine
- ConsumerFocus Magazine

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 Immigrant Absorption 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)

1 2 3 4 5

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 _____ Gender M F Age _____

Country of Origin _____ Year of Aliyah _____

Place of Residence _____ Date _____

Please send the completed questionnaire to the Ministry of Immigrant Absorption, Publications Department, English Section, 15 Rehov Hillel, Jerusalem, 94581, or by fax to (02) 6241585. You can also place this questionnaire in the public suggestions box at an office of the Ministry of Immigrant Absorption nearest you.

Thank you for your cooperation. Best wishes for an easy and successful absorption!



