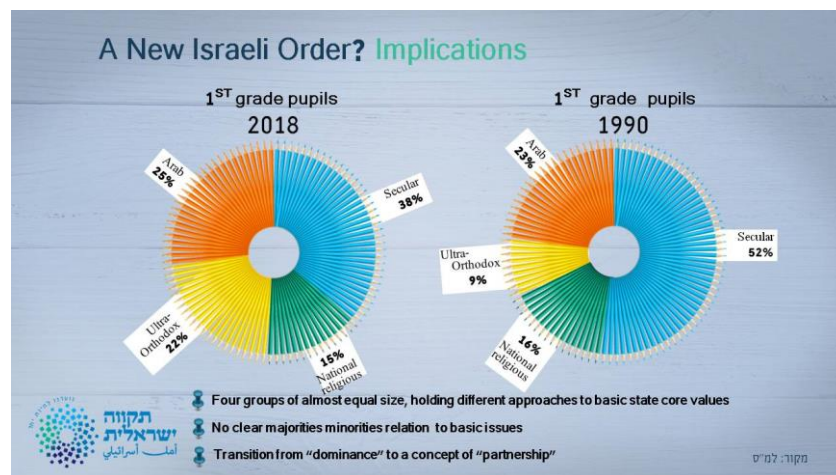




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What is Israeli Hope?

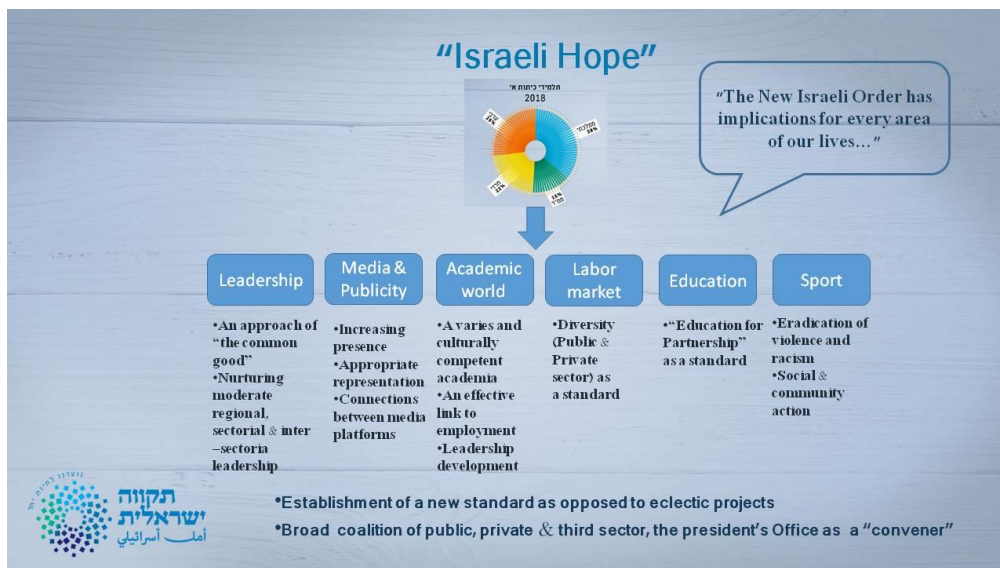
Over the past few decades demographic and cultural processes have been re-shaping Israeli society, changing it from a society comprising a clear majority and minorities to a society composed of four principal sectors, or “tribes”, that are similar to one another in terms of size: secular, national-religious, Ultra-orthodox (Haredi), and Arabs. This social reality is reflected in the composition of the current 1st grade classes, wherein the Ultra-orthodox and Arab educational streams represent close to fifty percent of the total, constituting in effect a “The New Israeli Sociology”. Under these circumstances there are no longer a clear majority or minority in regard to basic ideological issues, a situation that necessitates a transition from the customary conception of “majority and minority” to a new conception of partnership between the sectors that make up Israeli society.



“**Israeli Hope**” is a broad umbrella term bringing together a vast range of activities undertaken by the Office of the President relating to “The New Israeli Sociology” in key areas for maintaining the society and the economy in line with the President’s vision.



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Within the framework of **Israeli Hope**, office of the president holds in-depth interventions in order to strengthen the partnership between the various sections of Israeli society in a variety of arenas, starting with academia, employment, education and sports. Thus, for example, **Israeli Hope in Employment** focuses on promoting diversity in employment with the emphasis on integrating Ultra-orthodox and Arabs in the workforce; **Israeli Hope in Education** deals with promoting Education for Partnership, given the four separate education streams; **Israeli Hope in Academia** seeks to encourage diversity and cultural competence in the academic world; **Israeli Hope in Sports** aims to encourage tolerance and works to eliminate violence, racism, and so on. The activity in these diverse areas is characterized by the formation of meaningful and broad collaborations with various entities relevant to the promotion of these goals from the public and private sectors, as well as civil society. Within the framework of these partnerships serves the Office of the President as an organizing and motivating factor that has the power to bring all of the partners needed to the table in order to lead the necessary change through an attempt to strive for the consolidation of a new institutional standard which is essential to the arena in light of the changes and transformations taking place in Israeli society.



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Thinking Israeli Hope: Focused Cooperation

In addition to the broad actions in these arenas, the President's Office maintains focused collaborations with various institutions and organizations in order to promote the goals of Israeli Hope in additional sectors, including the development of regional and civil intra and inter sector leadership,; fair representation of Israeli society in the media and in advertising; development of research on support topics, and so on.

Thinking Israeli Hope: Workshops

In addition, holds the Office of the President workshops for designated influential groups.

Within the framework of these workshops, designated groups from various and influential fields of activity – from the world of employment in the public and private sector, from the world of education, academia, leadership and so on – come to the President's Residence. During the workshops, the groups are exposed to the Israeli Hope conception and work plan, followed by a practical discussion of the mission and the possible roles the group can play in "The New Israeli Sociology" according to its specific field of activity. The goal of these workshops is to create a call for action among influential groups and organizations in light of the goals of Israeli Hope.

The Office of the President is open to visitors:

Revealing the presidential institution and Israeli Hope to the public

For the first time The Office of the president (Beit Hanassi) is now open to visitors and tour groups. In the course of these tours, which present the institution of the presidency and the presidents of past generations, groups are invited to learn about Israeli Hope, its content and fields of activity.



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Israeli Hope in Education

Challenge and goals, description of activities, achievements and goals for the coming year

The Challenge: Partnership in Diversity

The changing socio-demographic reality poses an enormous challenge for the educational system and educators. Imparting the skills and knowledge needed for living in partnership is vital to enable our children to live alongside and together with their partners in Israeli society, and in order to enable the State of Israel to ensure that it continues to flourish in the future as a Jewish and democratic state. The historic division into four separate educational streams emphasizes the need to build pathways and bridges between the different groups and provide knowledge of the other, as well as to create significant ongoing encounters between all pupils – secular, religious and Ultra-orthodox, Arabs and Jews. Israeli Hope in Education seeks to promote and to encourage Education for Partnership from the realization that within the New Israeli Sociology, Education for Partnership is no longer a “luxury” or an exotic experience of getting to know “others” and their way of life, but a vital and essential need.

Goals

Israeli Hope in Education, led by the Office of the President, in partnership with the Ministry of Education and The Dov Lautman Forum for Educational Policy, has made its goal:

- ☒ To position and develop “Education for Partnership” as a new systemic and institutional standard, and as such:
 - To promote a comprehensive approach regarding institutional and organizational infrastructures and the courses of action necessary for the establishment of Education for Partnership as an integral part of the educational perception and climate and the curriculum.



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- To develop and refine effective models of Education for Partnership which would include acquaintance and meetings, given the divided educational system.
- ☒ To encourage and nurture broad educational inter-sector leadership committed to Education for Partnership.
- ☒ To expand and enhance collaborations between school principals and educational staffs from different population sectors.
- ☒ To place the importance of Education for Partnership on the public agenda.

For this purpose, Israeli Hope in Education is operating within an extensive community of hundreds of secondary schools which is gradually consolidating into an educational movement including different tracks suited to schools at different stages of activity. These tracks enable each school to deepen and expand its work in the field of Education for Partnership within the framework of the different tracks and the broad community activity described below.

Achievements for the 2015/16 School Year

- ☒ **Creation of the Israeli Hope in Education community:** this year the annual work plan of Israeli Hope in Education began for the first time. During the first year of activity there was an extensive response, with 300 secondary schools from all sectors joining in as members of the community and taking part in the ongoing activity.
- ☒ **Development of strong and broad-based partnership with the Ministry of Education:** Israeli Hope in Education operates in a strong partnership with the Ministry of Education, including all of its relevant departments and branches. The quality and depth of this partnership are vital for the continued establishment of Israeli Hope in Education as a comprehensive and trailblazing educational concept backed by the proper organizational infrastructure. This year, joint work with the



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Ministry of Education, and with its Director General in particular, was greatly expanded with exposure workshops conducted for secondary school superintendents and counselors of the unit for civil education. Currently, each school district has a general Ministry superintendant and counselor who are responsible for implementation of Israeli Hope in Education in their district.

- ☒ **Initiating in-depth processes and special tracks for creating the organizational and human infrastructure:** This year, Israeli Hope in Education operated through several tracks, in order to expand and deepen the concept of Education for Partnership in the field, including The Leadership Club, District Round Tables, and the “Initiating Partnership” Track. These tracks represent a significant and structural innovation in the landscape of Education for Partnership and provide members of the Israeli Hope in Education community with the opportunity for meaningful and active involvement in advancing education for partnership.
- ☒ **The Annual Opening Conference of Israeli Hope in Education:** In the month of December 2016 the annual opening conference of Israeli Hope in Education was held with the participation of the President and representatives from all the schools participating in Israeli Hope in Education. The Conference, which was carefully planned and constructed, placed the educators working in the field, the principals and teachers, at the center. The goals of the Conference were to inspire members of the community, each at his level of action and commitment, to recruit them for the annual activity, and to link them to the network of educators from different population sectors in order to create future collaborations. The conference, which was attended by over 300 principals and teachers from throughout Israel, served as a significant starting point for all of the year’s activity.




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Work plan for the 2016/17 School Year

Israeli Hope in Education | 2016-2017

standard mark process
20 pioneer schools implementing a standard mark process in order to create a systematic change



The Israeli Hope in Education Community
300 secondary schools

Take part in unique events & activity tracks:


- ✓ Education in partnership annual conference, September 2016
- ✓ The “Initiating Partnership” track in collaboration with the Fund for Educational Initiatives
- ✓ Technology in the service of Education for Partnership in collaboration with the Appleseeds Academy
- ✓ Digital platforms (FB group etc.)

7 districts round tables
Define and assimilate a district-regional perception of Education for Partnership

Leadership club
30 prominent principals and teachers
Being nurtured as outstanding entrepreneurs and ambassadors of Israeli Hope in Education

The President’s Award
presented to primary and secondary schools, for commendable achievements in the field of Education for Partnership.

schools with a moderate to high activity profile
Take part in 4 unique tracks:



3. In-depth processes: creating infrastructure and establishing a standard for Education for Partnership

Within the broad community, unique courses of action are offered to schools characterized by a moderate to high (or over) level of activity in the field of Education for Partnership. each of the tracks operated independently in the passing year, will be accompanied by a professional organization or team with an expertise in the specific track. These days the accompaniment options for each track are being examined.

☒ **Education for Partnership standard mark track:** Establishing a systemic educational standard in the field of education for partnership, encompassing all of the school's activities and regularities, embedded in the organizational culture and multi-year work plan. At the basis of the standard mark is a proposed model of a “Theory of Change” according to which schools of separate educational streams become committed and implement education for partnership based on agreed measurements, using diagnostic, assimilation and evaluation tools.. **The standard mark will first be developed in the 2016-2017 school year and implemented**



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among a group of 20 pioneering schools. For more details regarding this track – see appendix 2.

- ☒ **Israeli Hope in the school districts:** Principals and teachers of schools that are members of Israeli Hope in Education are invited to take part in roundtables for each school district. The roundtables deal with the development and implementation of Education for Partnership as a regional-educational perception and work plan. During the last months, every district roundtable chose 2-3 goals to promote in the upcoming year, taking into account the district's unique characteristics and challenges. In addition, the roundtables will lead the "Israeli Hope in Education Week" which will be held in May 2017 as the annual peak for all the districts' activity.

Alternatives for professional guidance in 2016-2017: the "Mifras" organization, SHDEMOT Center for Community Leadership, The Center for Democratic Education, the Branco Weiss Institute.

- ☒ **Leadership Club of Israeli Hope in Education:** The Leadership Club includes about 30 prominent educators from the field of Education for Partnership from among the members of Israeli Hope in Education. The club's work plan will include about 5 yearly meetings of group learning process. The club's Professional guidance will develop and nurture its members as outstanding entrepreneurs in the field of Education for Partnership for the entire community and as ambassadors of Israeli Hope in Education.

Alternatives for professional guidance in 2016-2017: The Mandel Institute, the Maoz organization.

2. The Israeli Hope in Education Community: Belonging, inspiration, encounters

- ☒ Secondary schools that are engaged or interested in taking action on Education for Partnership are invited each year to join the Israeli Hope in Education community. Participation is conditional on meeting the basic



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threshold requirements based on the map of categories for action (see appendix 1) as well as reflecting existing activity, educational commitment, and a commitment to acquaintance and peer learning.

- ☒ Those joining Israeli Hope in Education are invited to annual peak events, including an annual conference for the entire community and Israeli Hope Week which is held throughout the country, as well as to unique events and activity tracks including:
- ☒ **The “Initiating Partnership” track in collaboration with the Fund for Educational Initiatives:** the field of Education for Partnership is characterized by many grassroots initiatives which require professional guidance in order to improve and implement them into the school’s work plan over time. In the 2016-2017 school year, the collaboration with the fund will focus on **Close and in depth professional guidance** – 7 initiatives were selected from dozens, because of their fulfillment of 2 central criteria: educational innovation in the field of Education for Partnership and an inspiring work model which may be adapted and implemented in additional schools. The chosen initiatives will receive an annual professional guidance and an accompaniment grant from the fund.
- ☒ **Technology in the service of Education for Partnership in collaboration with the Appleseeds Academy:** The track for study and entrepreneurship in the field of technology in the service of Education for Partnership was established with the realization that technological tools are the most effective, in terms of cost-benefit, in supporting cooperation and stable and ongoing encounters. this track will enable teachers from different population sectors who are members of Israeli Hope in Education to characterize, develop and implement technological tools and platforms to benefit the broad community. Alongside this process, a leading team comprised of selected principals and teachers, professional team members from the Appleseeds Academy and professional developers will work on developing a central application for Israeli Hope in Education.



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☒ **The President's Education for Partnership Award:** Schools that are members of Israeli Hope in Education and which constitute leaders in this field are invited to submit their candidacy for the President's Education for Partnership Award. The award is presented to three schools, from different population sectors if possible, for commendable achievements in various aspects in the field of Education for Partnership.

3. Supportive processes

- ☒ **Thinking Education for Partnership in the national-religious public:** A designated roundtable for principals and educators from the religious-Zionist sector will be established with the understanding of the challenge of harnessing the national-religious public to participate in cross-sector activity in the field of Education and from the identification of the need for consolidating leadership among this sector, with a vision and consolidated goals which aspires to collaborate with other sectors. **An Academic Committee supporting Israeli Hope in Education in cooperation with Yad Hanadiv The Rothschild Foundation:** the Committee's work plan is in the stages of development. The Committee will operate alongside Israeli Hope in Education, offer accompanying supportive research studies, and carry out learning processes, research and evaluation.
- ☒ **Marketing and Public Relations Program:** In order to create the necessary change in both the practical areas and in public awareness, there is a need for a supportive program of ongoing PR for Israeli Hope in Education. Ongoing marketing processes will allow consistent and methodical exposure of the necessity, the stories and the achievements behind Israeli Hope in Education.



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Israeli Hope in Education seeks to continue developing, to expand the circle of partners for change, to establish a strong database of professional knowledge, and to raise awareness of the importance of Education for Partnership on the public agenda. We invite you to come and join us.



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Appendix 1: The Education for Partnership road map – Table of categories of action

A diverse and professional committee first consolidated the assumptions, goals, and categories of action for “Education for Partnership” as a perception examining the relations between all of the central groups comprising Israeli society. These indexes aim to answer the question of what an educational environment and work plan that adopt education for partnership as a formative and obligating conception will look like. These indexes stand at the foundation of all of Israeli Hope in Education activity and constitute a roadmap, a bedrock, and a shared language for discussion and advancement along the route towards education for partnership: within the school, in activities between schools, and as an infrastructure for regional and national activity.

	Categories of Action	Details of Relevant Action in each Category
1	A school work-plan – organizational culture	A mission statement that presents the school principal’s agenda of Education for Partnership and relating to the school as an environment that promotes partnership
		A structured multi-year work-plan that includes objectives related to Education for Partnership
		An organizational infrastructure within the school geared to the development, monitoring and inclusion of Education for Partnership (for example, a special school coordinator)
2	Educational staff	Staff training programs on core subjects related to becoming better acquainted with Israeli society, recognition of diversity and promoting inter-cultural and inter-sector partnership, dealing with prejudice, particularly sensitive issues, and so on
		Teachers and staff from different population sectors and communities teaching in the school
		Cooperation and ongoing encounters between the school’s educational staff and educational staff from other population sectors
		Initiatives by the educational staff members on Education for Partnership, getting to know about different population sectors and communities and meetings with them
3	Curricula	Inclusion of Education for Partnership as an integral part of the weekly school curriculum at all age levels
		Imparting core knowledge for becoming acquainted with and for ongoing and methodical study of the different population sectors and communities in Israeli society
		Study and practice of skills of democratic debate and discussion on different and opposing groups and positions, and acquisition of tools



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		to deal with particularly sensitive issues
		Study subjects learned together with schools from different education sectors
		Ongoing meetings between students with students from other communities and education sectors (in person and/or using technological means), combined with inner preparation within each group.
		Leveraging tools available to the school for the purpose of getting acquainted and inter-sector and inter-community meetings (for example: ceremonies, practical assignments, social involvement, language learning, teaching of Spoken Arabic, tours)
		Development of innovative programs for Education for Partnership (such as study streams, specializations for matriculation)
		Use of study materials to give expression to the range of opinions in Israeli society (such as: examples in maths problems, unseen texts in English, literature texts, and so on)
4	Students	Initiatives by students and student councils for Education for Partnership, getting to know Israeli society, inter-cultural and inter-sector diversity and partnership and dealing with prejudice
		Student participation in developing programs, leveraging tools available in the school, preparation of and serving as facilitators at meetings with students from different education sectors
5	School surroundings	Increasing the presence of action in the area of Education for Partnership within the school
		Increasing the presence of diverse communities and population sectors within the school surroundings (such as: marking religious festivals and holidays of a variety of communities and population sectors on the school calendar and on wall calendars)
6	Relations between the school and the community	Participation and involvement of parents and the community in the education process for getting acquainted with and meet with other communities and population sectors (for example: inter-sector meetings with parents and students, joint community events connected to religious holidays and other special days).
7	Evaluation and assessment	Assessment of the extent to which annual objectives regarding Education for Partnership have been met.
		Monitoring over time of the attitudes of students towards different groups and issues in Israeli society before and after holding of activities.



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Appendix 2: The Education for Partnership standard mark track – preliminary outline and schedule

The goal: Establishing a systemic educational standard in the field of education for partnership, encompassing all of the school's activities and regularities, embedded in the organizational culture and multi-year work plan. At the basis of the standard mark is a proposed model of "Theory of Change" according to which schools of separate educational streams become committed and implement education for partnership based on agreed measurements, using diagnostic and evaluation tools. The 2016-2017 school year will be considered as the year of development and preliminary implementation. The 2017-2018 school year will hold a scaling up of the model with additional schools joining the track. schools that enter the process will be given a grant and when meeting the goals, will receive additional incentives in the form of money equal compensation from the Ministry of Education.

The standard mark track from a three-year perspective:

1. **2016-2017** – consolidating a standard mark + preliminary implementation in 20 pioneer schools + initial training of standard mark counselors.
2. **2017-2018** – entrance of additional 50 new schools into process of receiving a standard mark.
New layers: annual counselors training + annual training for track leading teachers + continuing process for persisting schools.
3. **2018-2019** – entrance of additional 100 new schools into process of receiving a standard mark.
New layers: annual peer training for teachers' rooms, entrance into teachers training academy.



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2016-2017 school year of development and initial implementation:

July – August 2016

1. Consolidating the leading professional team: the leading team will operate under the Center for Applied Psychology at the IDC Herzliya and will include four expert team members including an expert in the field of education for partnership with an emphasis on education for partnership as practice and positive thinking (acquiring skills for partnership, for example) and not just in combating negative phenomena (racism, alienation and so on). the leading team's work will be accompanied on a regular basis and will take place in ongoing partnership and in consultation with representatives of Israeli Hope in Education and the Ministry of Education who will coordinate this process.
2. Consolidating a multi-profession development group (Ministry of Education, teachers and principals, civil society representatives, , academia and content experts in the following fields of expertise - Education for Partnership, evaluation and measurement, mapping and diagnosis processes), building the developing process and time tables. The development group will serve as the professional casing for the leading team.
3. Consolidating an implementation group, "pioneering group" – 20 secondary schools (focused appeal based on known work, interviews, and matching expectations), building a process and time tables.

September – November 2016

- Presenting the work process for the standard mark at the Education for Partnership conference on September 18th. at Office of the President.

Development group – building the standard mark (about 5 meetings, work process, and writing between the meetings).



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Implementation group – preliminary consolidation, presenting the process and matching expectations, mapping and internal diagnosis at each school (accompanied by the leading team).

December – July 2017

- Presenting the standard mark model at the Lautman Conference for Educational Policy on December 7th. at the Open University in Ra'anana.

Implementation process by pioneers group: Building an adapted model for each school in accordance with the principals' mapping and diagnosis processes, individual implementation while refining insights and observations regarding the process of implementation on the peer group sessions and with personal accompaniment.

April: issuing a call to schools who wish to enter the standard mark process in the 2017-2018 school year.

May – July:

Development group – validating standard mark.

Leading team + Israeli hope in Education team –

- Building tools: mapping and diagnosis, evaluation and measurement, implementation and assimilation; collecting written insights.
- Selecting schools to join the process in the 2017-2018 school year.
- Building a training process for education for partnership counselors + annual training for track leading teachers Building a follow-up process for the 20 pioneers (persisting standard mark).