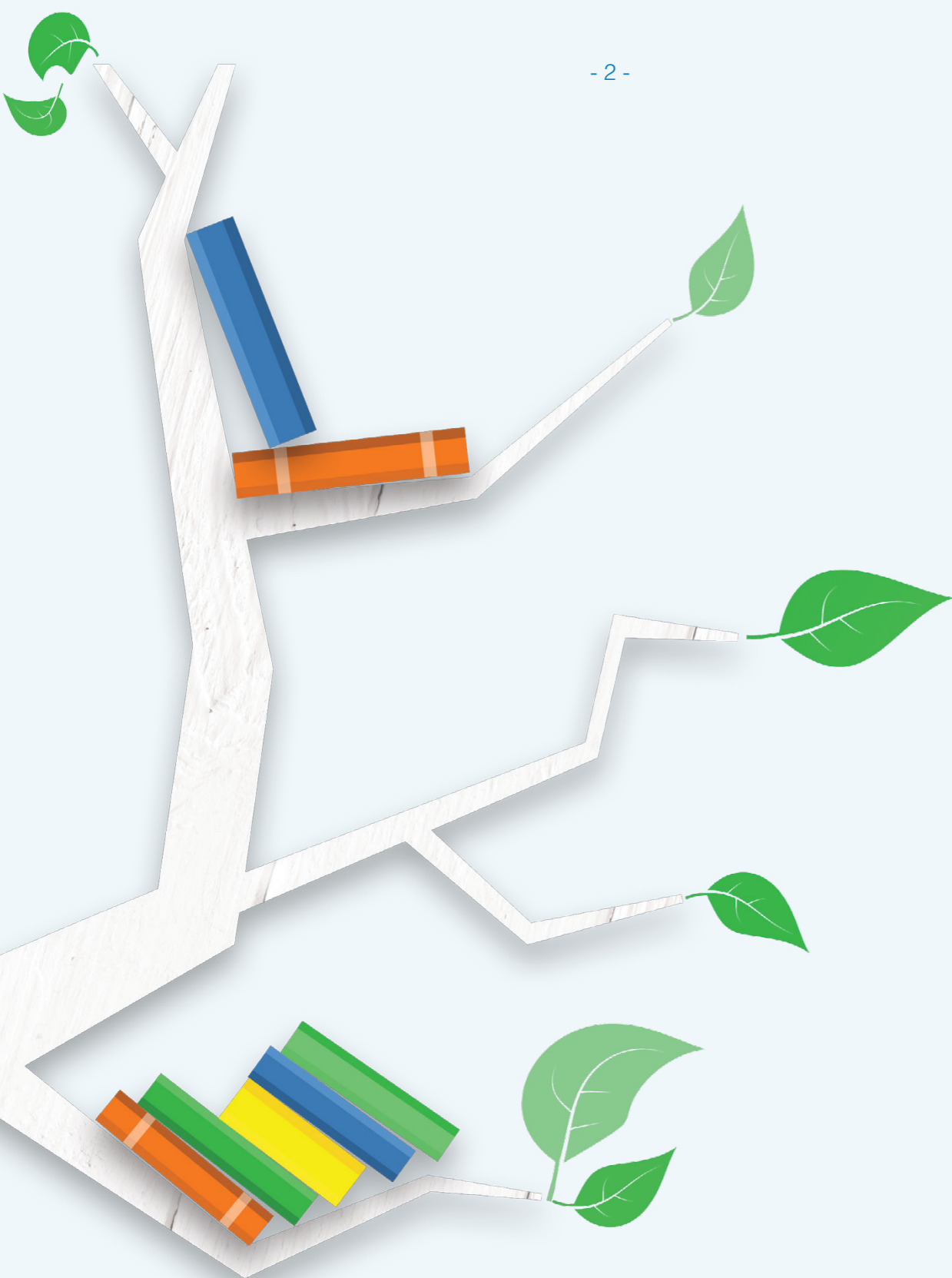


March 2017



ISRAELI HOPE IN ACADEMIA





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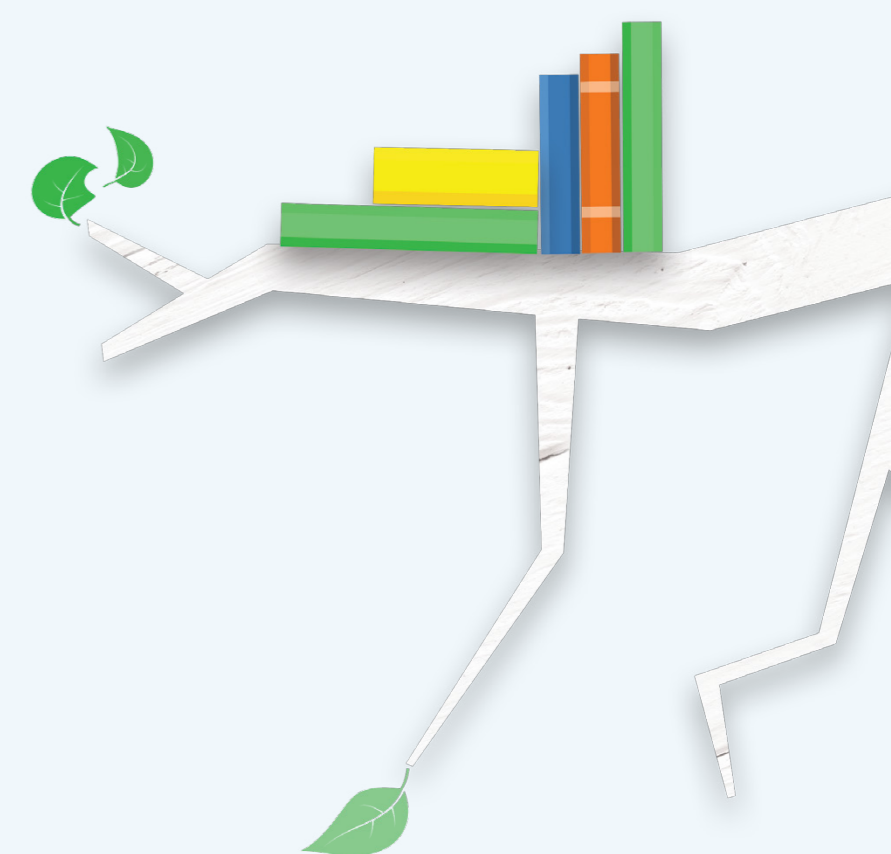
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From the President of Israel's speech at the Israeli Hope in Academia launch ceremony, July 2016
 | Photo: Mark Neiman, GPO

ISRAELI HOPE: VISION OR DREAM?

Where in the past the Israel Defense Forces was the main meeting place for members of Israeli society, with the New Israeli Agenda, whether we like it or not, academia has become the first place where Israeli society confronts itself. Academia and the labor market are the gateways to the fulfillment of the Israeli dream. They are our admission ticket to the centers of influence in the economy; it is there that is first created a common space to forge a common language and goals, where the sense of belonging and social status is formed. There, the conceptual richness of human diversity is not a threat, but a competitive advantage. Academia and the Israeli labor market will become an engine of real change only when academic institutions and employers view access to the Israeli dream – for a young man from Ofakim, a young woman from Bnei Brak, a young man from Jatt and a young woman from Binyamin – as a national mission and paramount professional and economic interests. The willingness to open the 'gates of the club' will not suffice.

Academia and the labor market today cater mainly to two tribes, but there are two more, the Haredi and the Arab population sectors, that are left behind. Academia and the labor market have yet to speak their language, and have yet to recognize their advantages and their abilities. The change will come only when a pro-active effort is made toward integration and diversity, only when we are all committed to creating a diverse elite throughout the professional hierarchy. Let's not fool ourselves – changing the elites takes a toll, as by nature the elite want to perpetuate their status. The change will come only when the professional environment becomes sensitive and responsive to all the sectors that operate within it, and recognizes its responsibility to create a positive and significant meeting for all those arriving within its gates

A joint Israeli Hope cannot be the starting point for the long journey before us, but it must be our gift and legacy for future generations. This office is making a humble contribution to the creation of this change, but I believe that this is its role and its mission. I call on you all again, today: Join us in this challenge. Only in this way, together and in partnership, will we be able to renew Israeli Hope.

From President Reuven (Ruvi) Rivlin's speech at the Herzliya Conference, 14 June 2016



SPEECH BY THE PRESIDENT OF THE STATE OF ISRAEL | REUVEN (RUVD) RIVLIN



In my address to the recent Herzliya conference in June, I noted four key engines for change, four systems necessary to create collaboration between the different communities in Israeli society, four key routes which I believe will enable us to pave the way for Israeli society toward a shared Israeli Hope for the future.

One of these systems - perhaps the most crucial among them - is higher education. Whether we like it or not, the New Israeli Agenda places a heavy ethical, social and economic burden on the shoulders of Israeli academia. The academic sphere is the primary meeting place for Israeli society, and therefore, the most effective environment for creating a common language and mutual goals. Higher education is the admissions ticket to centers of influence in the economy, and the gateway to the realization of the Israeli dream. Higher education is the most significant engine for maximizing Israeli talent in every field, as well as the environment and key to building a diverse leadership and elite;

And so, we are meeting here today, in this esteemed forum for an extensive working meeting. To listen, to learn, to hear what has already been done, and what can be done further so that higher education in Israel will become a beacon, lighting the way for the developing Israeli society; so as to examine what more we can do, together, to ensure Israeli Hope, for all of us, and for the generations to come.

There are four main axes of activity that are objectives for achieving progress. The first is to **open wide the gates of higher education**. In recent years, we have witnessed extensive efforts to open up the gates of Israeli higher education to the diverse communities in Israel, especially the Arab and the Haredi sectors. Aside from the practical challenges, this initiative, the meeting of the different groups, often also raises dilemmas that touch an exposed nerve, posing a challenge to the balance between the need to protect the essence of a community's spirit, - their most precious treasure - and the need to protect the spirit of academia. There are frequent profound debates on the issue of gender separation, on separation by sector, on the implementation of programs, and so on. How to define the boundaries or draw the red lines? And who has the right to decide where they are drawn? These are not easy questions, and we do not have all the answers. What is clear is that we all agree on the need to continue opening the gates of higher education in all the different departments.

Today we are already witnessing the fruits of this labor. I have learned from you of impressive initiatives to open the gates to diverse groups; to the Arab community, to the Haredi community, and to Ethiopian Israelis. Today, we already know that true access must be born out of partnership between the education system, civil society and the institutions for higher education, and that the need for access does not end with opening the gates, but must include making select areas of study and flagship programs accessible to all.

The second noted axis is **excellence**. Even though we have yet to exhaust the need for access, the time has come to formulate the vision for the next stage, to build a diverse elite of social and intellectual leadership. What can we do in order to ensure that the term 'excellence' ceases to serve as an explanation or excuse for homogeneity? Who will be our next Nobel Prize laureate? This longed for change will come only when we consider

diversity as a value, and only when we move towards a pro-active effort to maximize Israeli talent wherever it is found. It is interesting to learn from you about the different approaches to nurturing excellence, which raise the question whether excellence should primarily be built within a sector, as a top 'sectoral reserve', or should it from the start be formulated within a joint inter-sectoral encounter.

The third axis which you have set as a goal is **employment**. Linking higher education and employment is not an intellectual compromise. Many academic institutions now understand that supporting their graduates in their efforts to transition into the high-end labor market should include extensive effort vis-a-vis employers, as an integral part of their commitment to their students. Given the New Israel Agenda, academia needs to serve as an effective bridge to the labor market. This is not only a moral duty to this country's youth, it is also an economic necessity. The employment axis, as a goal, operates in two directions: Inwardly, in the effort to implement diversity among the faculty and administration of institutions of higher education (especially as these are among the biggest employers in the labor market); and outwardly, in an attempt to integrate especially the Arab and the Haredi populations in appropriate employment. I have learned that on this issue too, different institutions tackle differently this complex challenge of diversity in employment.

The fourth and final axis, which you noted as especially challenging, was reinforcing the **campus as a meeting place** and an environment for shared activity. Where, in the past, the Israel Defense Forces was the main meeting place of Israeli society, now, with the New Israeli Agenda, higher education has become the primary place where Israeli society confronts itself. As a result, Israeli higher education is facing a new challenge. How can the campus serve as a significant and constructive meeting environment for the different groups in Israeli society, when they are divided both by mutual ignorance and by alienation and hostility? Is Israeli academia truly willing to take upon itself this social and educational role, essentially forced upon it, given the divided educational system? Even though this challenge was forced upon higher education - I still believe that if you are willing to fly this flag proudly it will carry tremendous impact on Israeli society as a whole.

Our ability to advance along these four axes demands from all of us today inspiration as well as spiritual, intellectual and practical leadership. Only such leadership, mature enough to regard this New Israeli Agenda as an opportunity rather than a threat and determined to take a courageous leap towards a shared Israeli Hope for all of us, will be able to carry us another step forward.

During the coming year, we will strengthen our mutual cooperation and create professional forums responsible for the advancement of these goals in order to develop and implement shared steps. We also hope to mark, together, an Israeli Hope in Academia week that will allow us to celebrate our work and commitment.

I am at your disposal on this challenging mission which we have taken upon ourselves.

Only thus, together, as partners, will we be able to renew Israeli Hope.



SPEECH BY THE CHAIR OF THE PLANNING AND BUDGETING COMMITTEE | PROF. YAFFA ZILBERSHATZ



For some years now, the Planning and Budgeting Committee (PBC) has been engaged in enhancing access to higher education for the various strata of Israeli society. If we take the case of the periphery, then it is primarily the revolution of the establishment of the colleges, that began more than twenty years ago, that has brought higher education to the periphery in learning centers from Tel Hai in the north to Eilat in the south. In parallel, many students from the periphery find themselves studying in the center of the country, in Tel Aviv and in Jerusalem.

During the last five-years, my predecessor, MK Prof Manuel Trajtenberg, led a structured access plan to higher education for the Arab population. The plan was very successful. As of today, Arabs are some 13% of students in higher education. We intend, during this current five-year period, to raise the number of Arab students so that they will be at least 17% of the total number of students in higher education, thus coming close to their ratio in the population, which is 23%.

The higher education access plan for the Arab population is holistic. In the first stage, potential students are identified while in high school, and helped to get to know the academic system and to make up their missing qualifications, whether through assistance to complete matriculation requirements or scholastic support at the special pre-academic preparatory programs for academic studies. This support also continues during undergraduate studies, mainly to prevent drop-out in the transition from the first to the second year, and also during the rest of the study period in the realization that without this support it will be difficult for them to complete an academic degree.

The model built by the PBC for the Arab population provides a precedent for developing models for integration of the Haredi community into higher education. Here too, the completion of matriculation requirements or pre-academic preparatory programs are essential, as is individual support during undergraduate studies.

The program for integrating Haredim in higher education began as part of the previous five-year plan through the opening of Haredi Centers linked to institutes of higher education, with approval of the syllabuses in a variety of disciplines and with assistance for the Haredi students during their studies by scholarships and loans, as well as individual support.

In spite of the great efforts invested in the past five-year plan, there is still much to do to improve access to higher education for the Haredi community. We are currently holding in-depth discussions to formulate our future policies on this issue, based on in-depth research which followed the past five-year plan. The proposals are open to critique and comments by the public. We aim to raise the number of Haredi students from 12 thousand, their present number, to 19 thousand male and female students from the Haredi community who will study in Haredi Centers, and in other institutions of higher education within five years.

PBC's experience in building programs on access to higher education for a variety of population groups in Israel led the government to request that we take responsibility for expansion of access to higher education of Ethiopian Israelis. Our professional team is currently working on building a steering committee to formulate a detailed access plan that will improve the quality of their studies.

And so, if we already have a well-organized policy for improving access by various population groups in Israel to higher education, why, Mr. President, was I so excited to respond to your appeal to create Israeli Hope in Academia? Your call brought my attention to the fact that the way we are working and provide support is vertical. We are concerned with Ethiopian Israelis, the periphery, Haredim and the Arab population sector, to ensure that they will have equal educational opportunities. But this is not enough. This is vertical action that may be parallel, without our utilizing the opportunity of the time they spend studying, the first period in the Israeli experience where all sectors of the population are under one roof, to create interfaces, encounters and connections between the different population groups that come to the campus. **The time spent together during the period of study is the time to begin to develop a shared Israeli experience that will build the Israeli Hope.**

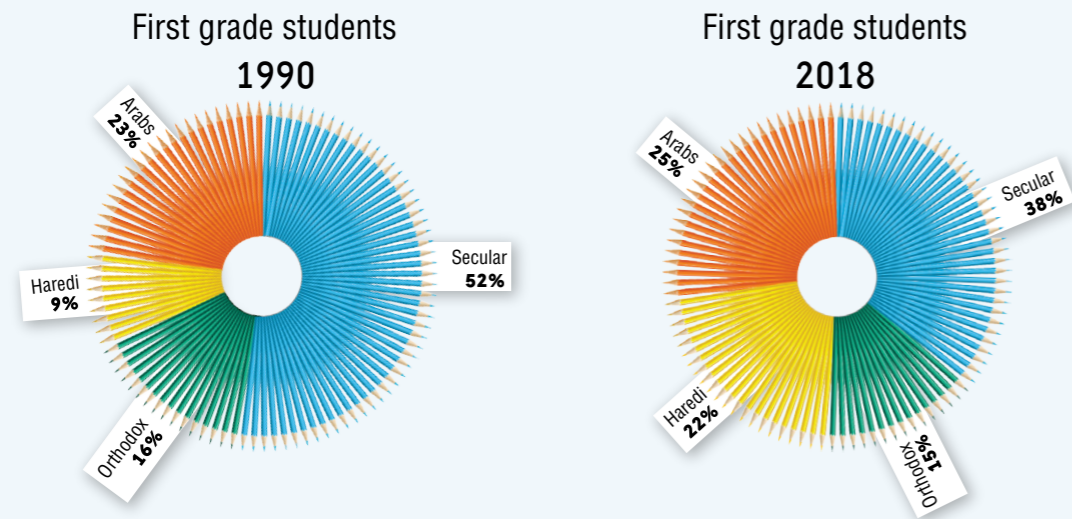
I, for my part, in my role as chair of the PBC, bring with me two messages for promoting this vision: The first starting this coming year, the PBC will give each budgeted institution a budget to establish **an administrative post of Israeli Hope officer to realize the President's vision of Israeli Hope in Education.** This officer will not be in place of those already responsible for Arab students, students from the periphery, Ethiopian Israelis, or Haredim. All those will continue to engage in their important vertical work, to ensure that members of those population groups come to the campus, and receive the support they need during the period of study. The Israeli Hope officer will work on building a cross-sector program to develop interfaces and encounters between the different groups. The officer will coordinate already existing activity, will expand and leverage it, will be responsible for the institution's reporting on the program and will initiate new cross-sector activities.

The second message I bring is that as part of the PBC's projects on flagship courses and digital courses we will support the **production of a digital course on democracy, citizenship and the Israeli character** in the Jewish and democratic State of Israel. The goal of this course is to encourage young Israeli adults studying in institutions of higher education to raise their level of sensitivity to the complexity of the issues and the disputes comprising life in Israel and to expand their knowledge on the importance and the essence of democracy. The course will deal with a series of events from Israeli history and will examine each of them from the different viewpoints that characterize those involved in the controversies in Israel. The course will not require students to decide on the questions being discussed, but rather will seek to enable the students to gain an impression and become better acquainted with the complexity of the issues, to evaluate opposing views and to think about appropriate ways of action in the democratic debate. We shall set up academic committees to develop the content of the course and to ensure that there is exposure to a broad and varied spectrum of opinions on cardinal questions of the Israeli experience of us all.

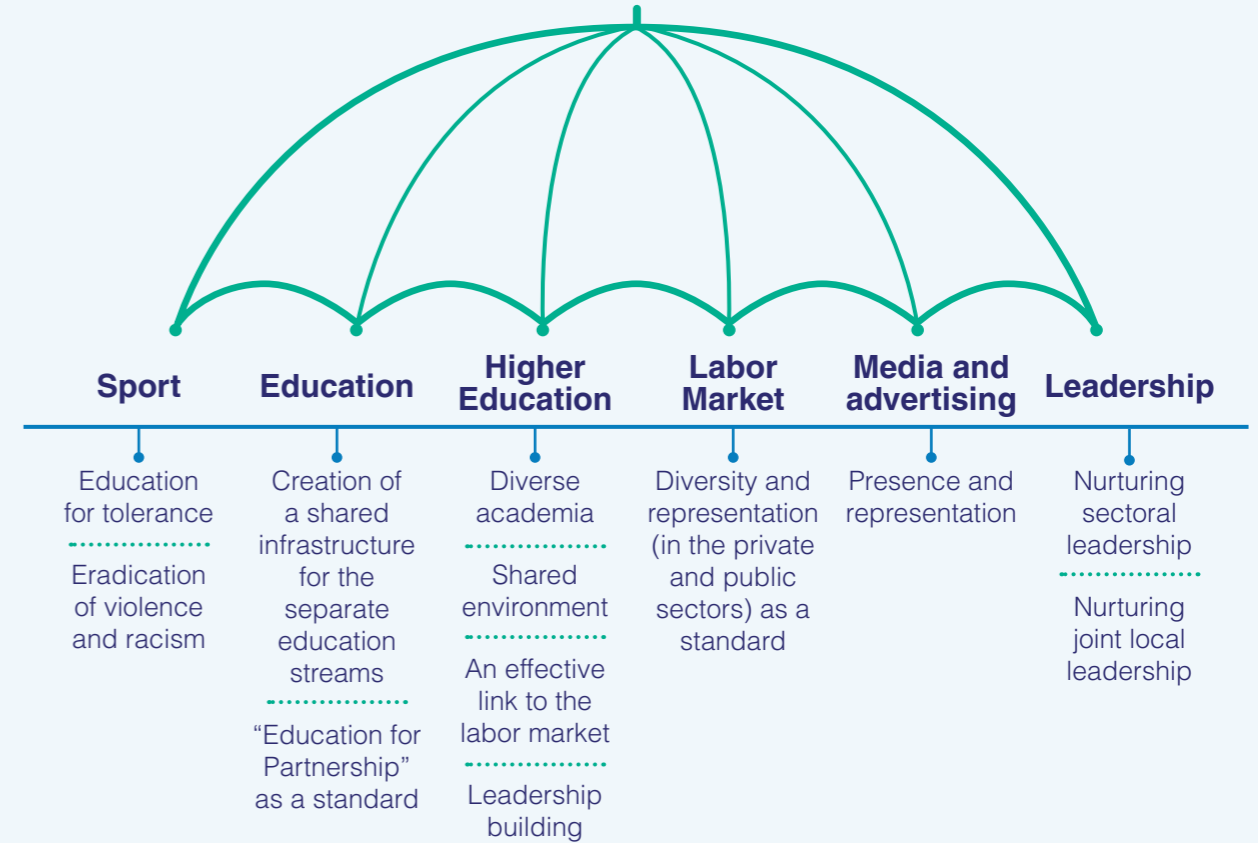
There is hope for your initiative, Mr. President, Israeli Hope. The Council for Higher Education and the Planning and Budgeting Committee, together with the institutions of higher education and the philanthropic foundations, are all coming forward right now to make a commitment to carry out a creative, farsighted, courageous and committed fundamental process for the establishment of Israeli Hope in Academia.

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 with several minorities to a society comprising four principal sectors or "tribes" that are similar to one another in size: secular, orthodox, Haredi (ultra-orthodox), Arabs. This new social structure is reflected in the composition of the current 2018 grade classes, where the Haredi and Arab educational streams together represent close to fifty percent of the total, indicating, in effect, a "New Israeli Agenda". In these circumstances there are no longer clear majorities and minorities in regard to basic ideological issues. We must, therefore, now move beyond the current approach of "majority and minority" and find a new approach based on partnership between the different population sectors that make up Israeli society.



"Israeli Hope" is the umbrella term for the project that embraces a broad range of activities undertaken by the President's Office relating to the "The New Israeli Agenda" in key areas of society and the economy.



As part of "Israeli Hope", the President's Office carries out in-depth activities to develop and reinforce the partnership between the different sections of Israeli society in various areas, principally academia, employment, education, and sport. Thus, for example, Israeli Hope in Employment focuses on promoting appropriate representation and work force diversity in the public and private sectors, emphasizing the integration of Haredim and Arabs in the economy; Israeli Hope in Education seeks to promote Education for Partnership, given the four separate education streams; Israeli Hope in Academia acts to encourage a more diverse and culturally competent higher education system that promotes partnership; Israeli Hope in Sport aims to encourage tolerance, seeking an end to violence and racism, and so on.

In each area action is taken that aims to create the meaningful cooperative efforts - that are vitally necessary for promotion of the goals - between the various agencies from the public, the private and the voluntary sectors. The President's Office serves as an organizing and motivating force for these partnerships, having the ability to bring to one table all the partners required to lead the desired change, in an attempt to create the necessary new institutional standard in light of the changes Israeli society is undergoing.

In addition to activity in these areas, the President's Office is cooperating in specific areas with various institutions and organizations to promote the goals of Israeli Hope in additional fields, including: development of sectoral and inter-sector regional and civil leadership that is prepared to cooperate; appropriate representation of all sectors of Israeli society in the media and in advertising; development of research on support topics, and more.

ISRAELI HOPE IN ACADEMIA

It is in academia, more than any other area, where the New Israeli Agenda is most obvious: academia is the primary instrument for the development of Israel's human capital, while at the same time serving as the first meeting place where young adults from all sections of Israeli society come together under one roof. Academia, therefore, plays a vital role in shaping the image and the future of Israeli society, leadership and economy.

This appreciation of the unique assets - social, economic and educational - of the academic sphere led to the initiation of Israeli Hope in Academia, together with the realization of the need for cross-sector action that would complement the existing dedicated sectoral access programs currently offered by the Planning and Budgeting Committee of the Council for Higher Education (PBC).

Israeli Hope in Academia, in partnership with the PBC and the Rothschild Caesarea Partnerships, has set a number of goals:

1. Achieving the full potential of the talent and excellence existing in all sections of Israeli society.
2. Reinforcing the shared Israeli character of the campus environment, while enabling the preservation of each group's unique identity.
3. Promoting a vision of diversity, representation and partnership.
4. Developing social and intellectual Israeli leadership that is diverse, attentive and aware.
5. Providing a core of shared knowledge that is vital to the New Israeli Agenda.

WORK PLAN

Israeli Hope in Academia set operational goals for the 2016/17 academic year in two main areas:

1| Promoting Israeli Hope at the Institutional Level

A. Establishment of an Israeli Hope infrastructure in each partner institution. Israeli Hope relates to the whole spectrum of institutional activity: institutional policy, the academic core, the institutional environment, the students' campus experience and the opportunities available to them on graduation, aspects of academic and administrative employment, academic-community relations, evaluation and measurement, and so on.

All academic institutions recognized by the Council for Higher Education are invited to take part in Israeli Hope. Those interested in joining are requested to set up an Israeli Hope institutional steering committee, which will design a work plan and an implementation strategy for progression in the various axes of activity, in the spirit of Israeli Hope.

The publicly funded academic institutions that chose to join the program will enjoy an operational budget from the PBC. The budget will be allocated for the salary of the Israeli Hope officer within the institution who will be employed in a full-time position devoting their entire time to Israeli Hope. In order to receive the budget, the institution must set up an Israeli Hope steering committee, appoint an Israeli Hope officer, and appoint an adviser to the president of the institution who will also serve as the chair of the steering committee and bear administrative responsibility for the institutional program.

B. Holding an Israeli Hope Week on the Campus. A special week's program during which activities will be held throughout the institution - for the students, the faculty and the administrative staff - in the spirit of the institution's vision and corresponding with the axes of activity of Israeli Hope (that appear in detail on the attached Road Map).



2| Support for Israeli Hope in the Institutions by means of Cross-Institutional Structures

A. Forum of the Israeli Hope Officers in Academia. A forum of Israeli Hope Officers was launched in March 2017. The Forum is open to all the Israeli Hope Officers from all institutions that have chosen to define such a position. The goal of the Forum is to provide support for the officers in developing their activity within their institution (individual and group mentoring support) and to create a peer group across the institutions as a basis for ongoing learning.

B. Discussions on Core Issues. Meetings for shared discussion on questions relating to core issues that exist at the academia-society interface:

- The relationship between diversity and partnership.
- The nature of a high-quality continuum between higher education and employment.
- How to include the partnership element in teacher training.
- Fostering student leadership committed to diversity and partnership.



Israeli Hope Officers, March 2017

The discussions will have three principle goals:

- To develop guiding principles and, where possible, focused recommendations that will be available to the institutions as they develop their work plans, set targets and monitor their implementation.
- To create norms of management within the system given changing demographic conditions.
- To contribute, at the theoretical level, to the development of knowledge about partnership as an additional facet of diversity.

C. Development, organization and distribution of knowledge. Setting up a system for organizing and distributing the knowledge accumulated by the Israeli Hope project:

- Monitoring the implementation of Israeli Hope in the institutions.
- Extracting and distributing significant institutional models.



Deans of Students, February 2017 | Photo: Mark Neiman, GPO

ROAD MAP FOR ISRAELI HOPE IN ACADEMIA: CATEGORIES OF ACTION

	Categories of Action	Relevant action within the category
1	Institutional working plan	A vision statement on issues of diversity and cultural competency
		Goals regarding diversity and cultural competence
		An organizational infrastructure for the development, support and implementation of a policy of diversity and partnership: an institutional steering committee, chair of the steering committee and institutional program officer
2	The institutional environment as a meeting place	An academic calendar adapted to the cultural needs of the various groups in Israeli society: class days and vacation days, dates and deadlines for exams and presentation of papers, regulations regarding absences and support for absences, the program of social and cultural activity.
		Use of Israel's official languages (Hebrew and Arabic) in the institutional space (signs, website and forms).
		Creation of meaningful encounters between the population groups as part of the regular programs (e.g. joint study assignments, joint practical training programs, intra-departmental encounters, dormitories as an arena for partnership)
3	Curricula and learning environment	Adjustments of wording and content of assignments and exams to cultural needs of students from diverse backgrounds
		Syllabuses that reflect the diverse voices in the society
		Holding introductory courses on the diverse communities and disputes within Israeli society

	Categories of Action	Relevant action within the category
4	Students	A pro-active effort to locate and encourage participation in flagship programs, merit programs and the most highly selective fields of study in the institution by students from a diverse Israeli background.
		Operation of dedicated preparatory programs to higher education (e.g. exposure to higher education in the high schools, pre-academic preparatory programs; tza'ad lifnei kulam [program supporting Arabic-speaking students in higher education] etc.) for diverse population groups.
		Programs in response to specific group challenges (examples: personal and academic support, language reinforcement, academic adjustments, etc.)
		Channels of communication between the institution's administration and students' organizations that represent the various population groups
5	Academia as a link to the labor market	Programs for training cross-sector Israeli student leadership
		Opportunities to acquire work experience within academic programs, particularly for Arabs and Haredim (for example: internship programs, practical work experience)
6	Academia as a diverse management and work environment	Development of professional training programs adapted to work within the various communities in Israeli society
		Socially diverse composition of decision-making forums (deans and above, senate, governing councils)
		Pro-active effort to locate and encourage recruitment of employees at all academic levels from a diverse Israeli background
7	Academia-Community relations	Pro-active effort to locate and encourage recruitment of employees at all administrative levels from a diverse Israeli background (for example: adjustments to entrance exams, advertising of tenders in Hebrew and Arabic)
		Training programs on diversity, cultural competence and so on for the institution's employees (particularly the teaching faculty and the administrative staff)
		Leverage of the added value of the presence of the academic institution within the community where it is located
8	Evaluation and assessment	Evaluation and assessment of the students' experience and the employees' experience in the institution (sense of belonging, someone to turn to, and so on)
		Assessment of how the institution has met its annual objectives on diversity and cultural competence

APPENDIX 1:

PBC Initiatives on Access to Higher Education

One of the central aims of the PBC is to make higher education more accessible to population sectors where the participation in higher education is significantly lower than their proportion in the general population. These access programs are adapted, as far as possible, to the blocs characteristic of each population sector.

Enhancing Access to Higher Education for Arabs, Druze and Circassians

This program was designed and is operated with a holistic approach, dealing with all of the barriers throughout the academic path - from secondary schools up to advanced degree courses and transition to the workforce.

The main elements of the program are:

1. **Information and guidance:** Exposure and group preparation for academic studies in the high schools, and group and individual guidance for academic studies.
2. **A range of supportive programs within the pre-academic preparatory programs:** Programs providing individual, social and academic assistance to students from the Arab population, scholarships for outstanding graduates and a budget for marketing the pre-academic preparatory program.
3. **Tza'ad lifnei kulam [One Step Ahead]:** An orientation program of the first encounter with academia, the Hebrew language and Israeli society for students who have been accepted for undergraduate courses. The program takes place during the two months prior to the opening of the academic year.
4. **Programs for integration into academia:** A range of individual, social and academic programs that aim to reduce the drop-out rate and increase the number of those graduating with a first degree. Intended mainly for first year students, adapted to personal needs.
5. **Employment guidance and career centers:** Establishment of career centers in institutes of higher education that provide services to help prepare students for their entry into the labor market at the end of their undergraduate studies.
6. **The Irteka Scholarship Fund:** Scholarships for first degree students based on criteria of study areas required in the Israeli economy where there is under-representation of the Arab population and based also on criteria of socio-economic status. The scholarships are for three years and are conditional on community volunteering by the student. They are distributed at the national level.
7. **Scholarships for outstanding postgraduate students:** Scholarships for research-based second degrees, doctoral studies, post-docs, and faculty members (intake of outstanding lecturers) from the Arab population sector. Distribution of scholarships is at the national level.

In addition to the programs described above, the PBC is promoting an access program dedicated to the Bedouin population of southern Israel as well as a program dedicated to the population of East Jerusalem.

Enhanced Access to Higher Education for Haredim

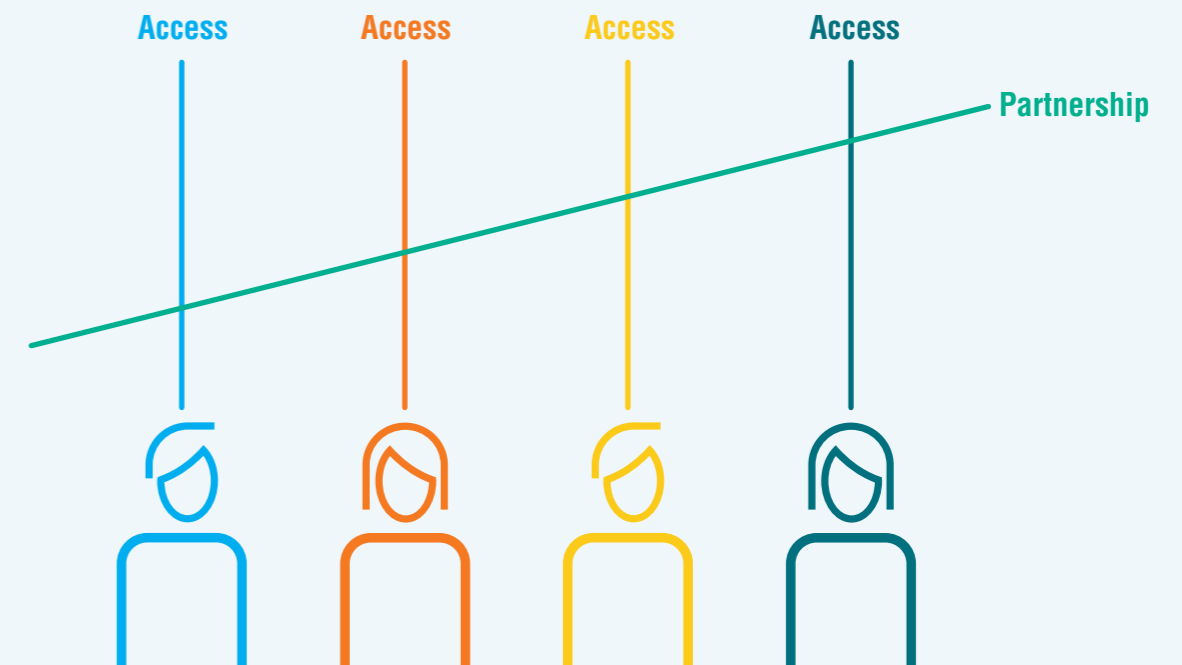
The aim of this program is to increase participation of the Haredi community in higher education. The chief elements of the program are:

- Establishment of academic frameworks for Haredim: 14 academic institutions for Haredim have been set up throughout the country teaching a range of disciplines, including engineering and other professions in demand in the labor market.
- Scholarships: Operation of special scholarship and loan programs that encourage Haredi students to select subjects of study that are in demand in the labor market.
- Advanced degrees: Program to integrate Haredi students in advanced degree courses in psychology.

Enhanced Access to Higher Education in the Periphery

The "Hessegim" program (the "achievement" program) operates to increase access and participation in higher education of young people from the geographic and social periphery of Israel and is founded on cooperation between the Council on Higher Education, the Gruss Life Monument Fund, the Rothschild Caesarea Partnerships and local authorities. The program operates in 32 towns and villages, in Jewish and mixed population districts throughout Israel and in 40 clusters of Arab, Druze and Bedouin districts (the Ruad program for the Arab population).

Coordinators of the Hessegim program identify young adults with academic potential who have not yet applied for higher education, and work with them to reduce barriers, to select an area of study and to accompany them along their academic path.



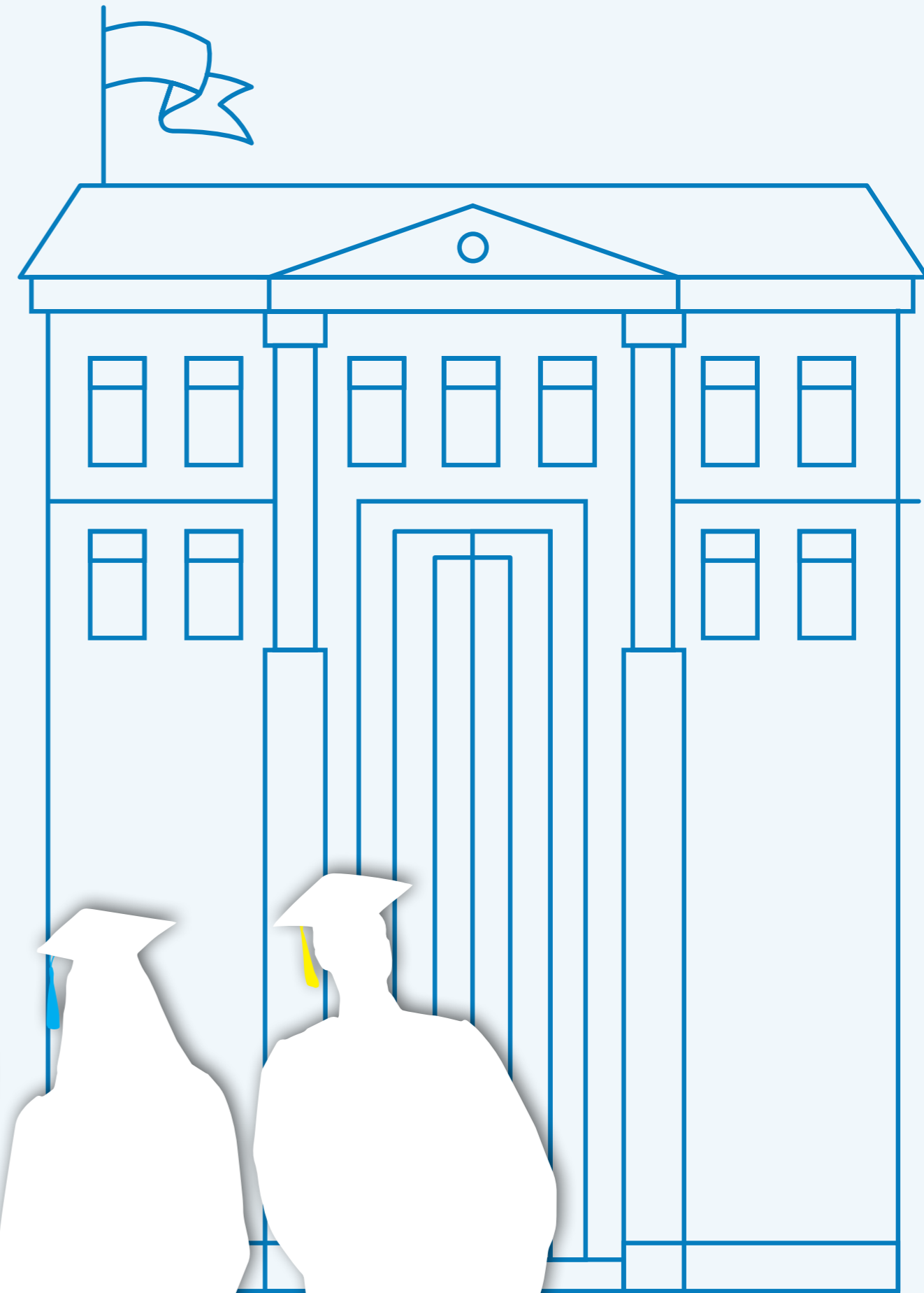
The "Hessegim for Hi-Tech" Program

The "Hessegim for Hi-Tech" program (the "achievements for hi-tech" program) aims to give young adults from the geographical and social periphery, and particularly from the south, the opportunity to access and to acquire an academic degree in STEM fields in Israel's best institutes of higher education. These young adults are accepted based on entrance examinations that testify to their potential for success in these disciplines, even though they lack the general acceptance requirements and are challenged by the economic burden of the study courses.

The program includes: Identification and recruitment of potential students, support and follow-up of the students, academic support that includes a dedicated pre-academic preparatory program (and wherever necessary, also a program to prepare the students for this) as well as tutoring and academic enhancements during the degree program and a range of scholastic and economic support during the period of the pre-academic preparatory program and throughout the degree program.

Enhancing Access to Higher Education for the Ethiopian Israeli Community

The Planning and Budgeting Committee of the Council for Higher Education (PBC) is currently developing a program to expand access to higher education for the Ethiopian Israeli Community. The goal is to enhance both qualitative and quantitative access, increase the number of students and reduce drop-out throughout the studies. The program will use a holistic approach responding to a range of barriers, from those in the pre-academic stages, via undergraduate studies and up to programs for advanced degrees and academic faculty appointments. The program will also address transition into the workforce upon completion of the first degree.



APPENDIX 2:

Members of the Road-Map Committee for the 2016/2017 Academic Year

Prof. Faisal Azaiza | Dean, Faculty of Social Welfare and Health Sciences, Haifa University

Michal Barak | Executive Director, Center for the Study of Multiculturalism and Diversity, the Hebrew University of Jerusalem

Dr. Hillel Ben Sasson | Jewish Theological Seminary of New York; Oranim Academic College

Anat Cagan | Head of Educational Programs in Israel, Feuerstein Institute

Miri Cohen-Edelstein | Head of Student Authority, Ministry of Aliyah and Integration

Ella Deri | Director, Higher Education Programs, the Aluma Organization

Prof. Yuval Elbashan | Dean of Social Development, the Ono Academic College

Ornan Fudem | Budgeting Coordinator, Community and Pre-Academic Programs, PBC, Council for Higher Education

Ma'ayan Hagage-Kahlon | Academic Policy Coordinator, National Union of Israeli Students

Barak Loozon | Director of Israel Office of the San Francisco Jewish Community Federation and Endowment Fund

Yael Maayan | Haifa University

Ravid Omesi | Director, Haredi Centers Project, The Unit for Projects in Planning and Budgeting, Council for Higher Education

Dr. Sarah Oszecki-Lazar | Van Leer Jerusalem Institute

Yisrael Ozen | Director of Academic Program, JDC-Israel Tevet

Naomi Perel | The Mandel Leadership Institute; PhD candidate at Hebrew University of Jerusalem

Asher Regen | Yad Hanadiv

Merav Shaviv | Deputy Director, Planning and Policy Division, Council for Higher Education

Aran Zinner | Budgeting Coordinator, Community and Pre-academic Programs, PBC, Council for Higher Education

Roni Elon | Senior Consultant and Head of Policy and Strategy, President's office

Ayala Hendin | Director of Israeli Hope in Academia (Joint Initiative)

Chaim Neria | Director of Speechwriting for the President, President's Office

Tal Waintraub | Israeli Hope in Education

Mor Barazani | Policy and Strategy, President's Office

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