

Ministry of Education Culture and Sport
Administration of Educational Personnel, Coordination and Control
Division of Adult Education

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Report

on Adult Education in Israel

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Ch.1

Building up Structures and Institutional Frameworks: Policies, Legal Provisions, Delivery Systems and Innovations

Theme 1

Adult Learning, Democracy, Peace and Critical Citizenship

Democracy, peace and critical citizenship are structured as integral parts of various programmes for adult learners in Israel. These programmes are opened by the diversified institutions for adult education across the country: centres for literacy and basic adult education (Tehila), centres for education advancement, centres for parenting education, 'Ulpan' classes for teaching Hebrew and Israeli culture to new immigrants, community centres, Popular Universities, colleges, extra-mural programmes in higher-education institutions, women's clubs, etc.

Some policy guidelines are formulated at the national level by the Division of Adult Education in the Ministry of Education Culture & Sport, in conjunction with local-level educational authorities and teachers. Decisions on concrete programmes and courses are made at local levels by local educational authorities, teachers, NGO's (e.g. women's organizations, workers' unions) and CSO's (e.g. the Community Centres' Society).

Regulations on budget allocations by government authorities at the national and local levels are decided in mutual agreements and legislation. Lobbying by interested groups (teachers, administrators, politicians, learners) often influences these decisions. Union agreements in the public service and in many professions make provisions for employers' participation in financing learning in specific ways and in rewarding learners according to regulations.

Access to the courses is open and equal. Information to prospective learners is given at the learning centres and by organizers who reach-out to target populations.

Special courses have been prepared for neo-literate classes, for 'second chance' learners and for educational advancement toward matriculations exams.

Some institutions offer workshops that aim at promoting inter-cultural understanding between conflicting sectors: religious and seculars; Jews and Arabs; new immigrants and indigenous populations; right-wing and left-wing adherents. The ruthless Israeli-Palestinian conflict has diminished the prospects for positive inter-cultural meetings between Jews and Arabs, yet adherents of peace movements make efforts to preserve the momentum of this trend.

Theme 2

Improving Conditions and Quality of Adult Learning

Ministerial and public policy makers in Israel recognize in principle the importance of adult learning and the right of individuals to learn. Decisions are taken in conjunction with local authorities,

organizations and institutions. Some laws have been legislated in order to protect and facilitate the right to learn of special disadvantaged groups, e.g.: disabled and mentally disturbed people. Budgets for teaching Hebrew to new immigrants are statutorily earmarked. Budgets are primarily allocated by ministries (Education, Health, Labour, Industry and Commerce, Agriculture, Environment), local authorities, NGO's (e.g.: women's organizations, labour unions), CSO's (e.g.: The Community Centres' Association, The Gerontological Society) and governmental authorities (e.g.: National Insurance Institute), primarily to top-priority programmes. Yet, in times of economic recession and financial difficulties, cuts have to be negotiated and consequent lobbying is a well known phenomenon.

The various programmes are operated by the learning centres and institutions mentioned in Theme 1, as well as other functional centres such as vocational-training and professional-training facilities. In recent years, a new formation of Popular Universities for immigrants has been established.

Curricula, learning materials, books, textbooks and evaluating tests are prepared for the various projects. Collections of these materials are exhibited in adult educators' conferences.

Information services function at the local levels. Needs identification is a function of local institutions and adult education centres. Provision of courses and workshops responds to diversified needs and demands of groups and communities.

The Division of Adult Education in the Ministry of Education Culture & Sport is a major partner in most adult learning provision in Israel. The basic principles underlying its decisions are:

- ✓ Faith in the ability and right of all individuals to lifelong learning and personal development;
- ✓ Commitment to respond to needs and provide relevant and functional programmes that enhance motivation;
- ✓ Recognition of the need to develop educational strategies for dealing with social national priorities;
- ✓ Recognition of the need to find a balance between fulfilling the demands of the individual for self-fulfilment and the needs of society.

In most institutions and centres, physical conditions offered to adult learners are plausible. Timetables are adjusted as far as possible to the needs of the learners. Efforts are made to enhance the quality of the teaching/training/ facilitating, to improve learning materials and clarify the relevance of the courses to the learners' life. New models of structure, materials and methods are constantly being experimented.

Major importance is attached by the Division of Adult Education to the network of Popular Universities, which operate diversified non-formal learning and cultural activities in a non-formal, attractive atmosphere. In the year 2002, 3200 classes and circles were operated in 53 Popular Universities, 4 in the Arabic sector.¹

¹ Koren, M. 2003. Work Plan for the School Year 2002-2003. p. 8

Theme 3

Literacy and Basic Education

Great importance is attached in Israel to the transformative basic education studies for adult learners. Policy is decided at the national level by the Division of Adult Education in the Ministry of Education Culture & Sport. This includes deciding on policies, securing budgets, structuring learning centres and classes, budgeting, programming, preparing teaching/learning materials and books, issuing a weekly newspaper for neo-literates, preparing programmes for training and in-service training of educators in the various specializations, publishing manuals and yearbooks.

At the local level, policies are adapted to local characteristics and needs. 'Tehila' centres for literacy and basic education are organized by the local authorities, community centres and women's organizations. Classes, which are also operated in workplaces, are graded in 4-5 levels, starting from the beginnings of reading and writing up to differentiated subject matters in literature, the sciences and society.

'Tehila' is the Hebrew acronym for 'Special Educational Programme for the Adult Learner'. The title 'Tehila', meaning: glory, indicates an orientation towards the prestige of learning rather than 'uprooting ignorance'. The programme was started in 1977 in response to the social need to help the illiterate and the educationally deprived population, mainly women who immigrated to Israel in the 1950's-1960's, as well as indigenous women in the Arab sector, to acquire reading and writing skills and some basic education.

Tehila programme focuses on three main themes: imparting knowledge, acquiring learning tools and skills developing attitudes, self-confidence and orientation in the modern world

Programmes for Tehila were prepared to suit the learners' needs in the various levels in a variety of subject matters. Large quantities of learning materials and over a hundred books were prepared by teams of educators and published by the Division of Adult Education during the years.

In 2003, 80 Tehila centres are operated across the country.²

In 1996, on the occasion of International Literacy Day, the International Literacy Prize Jury has awarded an honourable mention of the International Reading Association Literacy Award to Tehila Integrated Adult Education Project in Israel.

Yet, the demand for the Tehila format has decreased in the last few years. The need has arisen for new programmes, adapted to young adults whose studies in the elementary school during their childhood were stopped for some reason and who wish to accomplish their basic studies, which are a prerequisite to vocational studies. In consequence, the Division of Adult Education is now focusing on deciding policies that favour this trend, and on preparing suitable programmes.

² Koren, M. 2003. op. cit. p.8

Theme 4

Promoting the Empowerment of Women

In Israel, empowerment of women is an integral part of policies oriented to promote women's education at all levels in vocational and professional studies, as well as parenthood guidance. Women's organizations operate assertivity courses and workshops, aiming to enhance their confidence in their families, in workplaces, in their communities and in society at large, including citizen and political active involvement. Participants are encouraged to overcome inhibitions, prejudices and stereotypes and turn to occupations and professions considered by some as pertaining to men only.

Access to all frameworks of adult learning is equal to men and women. Yet, in some sectors within the Israeli population (extremely orthodox Jews, Arab villagers, Bedouins) women are not supposed to study. Convincing traditional husbands and fathers to let their women go to the centres is a difficult task. One successful way to solve this problem was used by Tehila director in an Arab town, the educated wife of the local doctor: she visited the families and convinced the men to let their women come to her centre and study under her responsible care. In her centre she combined literacy studies with sewing, cooking and childcare discussions.

Statutory functionaries responsible for enhancing women's status in all government ministries organize special assertivity and other advancing courses for the women employees in the diverse offices.

Theme 5

Adult Learning and Changing World of Work

In Israel, policy concerning adult educational projects related to the world of work is decided nationally by the Ministry of Labour in accordance with forecasts on the demand for workers in the diverse vocations and professions. Other ministries, such as Agriculture and Industry and Commerce, as well as the Unions and other organizations are also involved. Needs of unemployed workers for vocational training and retraining have a remarkable impact on policies. The Division of Adult Education supplies educational preparatories.

Vocational courses are operated in facilities and centres own by the various bureaucracies, by national educational organizations and unions, in vocational schools and institutions, in large workplaces such as hospitals and enterprises. Higher education institutions operate special professional and technical studies for groups of employees, tailored to suit the employees' requests.

Innovations develop usually as the outcome of high technological and scientific breakthroughs. Advanced enterprises operate online guidance on a 'just in time' basis in order to solve problems, propagate new information and ideas, update production and marketing methods, correct mistakes. Some large enterprises operate specific specialized courses for managers and professional specialists.

Many adults lack the minimal formal education requested for joining vocational training courses. 'Tichonit' – high-school equivalency studies offered by the Division of Adult Education is an answer to these needs. These 'second chance' high-school equivalency projects open to adults with intermediate level education opportunities to integrate in better occupations and jobs in the world of work. Special programmes are prepared to promote educational advancement and socio-occupational mobility, adapted to the learners in the various levels. The programmes include technological-occupational and pre-engineering preps, as well as matriculation and pre-academic classes.

These projects are operated by the Division of Adult Education in collaboration with the bureaucracies and organizations involved in vocational training and/or with the local authorities.

'Tichonit' classes function in over a thousand learning sites, mostly in adult education frameworks in the Jewish and Non-Jewish sectors across the country. Learners join at their own individual initiative, in groups organized by the workplaces or through the Employment Services and other frameworks. Projects earmarked for the unemployed are launched by the Division of Adult Education and the Manpower Training and Development Bureau. Priority is given to towns with high unemployment rates, many of which are in the Arab and Druze sectors. Unemployed learners advance scholastically while collecting unemployment benefits, and eventually join vocational courses. In the year 2002, 420 high-school equivalency classes were operated.³

Legislation on subsidised integration of ex-soldiers in high-school and pre-academic programmes was enacted in the year 2000. In 2001, 584 institutions were recognized by the Division of Adult Education for inclusion in this network.

Theme 6

Adult Learning, Environment, Health and Population

General policies regarding adult learning on **Environment** are decided at the national level by NGO's interested in the protection of Nature, in the preservation of historic sites and generally in environmental care. Decisions on the implementation of projects are taken in conjunction the Ministry of Environment Ecology, the Ministry of Education Culture and Sport, which are also the main public sources of budgeting resources. The Jewish National Fund (KKL), whose budgets are autonomously administered, is an important stakeholder and decision-maker on relevant adult learning.

Environment topics are included in the curricula, programmes and study-tours operated by centres of non-formal learning for adults, as enumerated in theme 1 (see p.2).

Policies on **Health** education for adult learners are mainly decided by the Ministry of Health, local authorities, medical institutions, health insurance organizations, NGO's, CSO's, non-formal educational leaders and the Media.

³ Koren, M. 2002. op. cit. p.8

Some of the topics studied in the various centres are intended for all adults. Those who suffer special afflictions are invited by doctors in medical institutions to join special lessons, exercises and support groups. In regular non-formal adult education centres and old-people's clubs, learning of health topics includes group meetings with doctors.

In recent years, some hospitals, health insurance organizations and private institutions offer adult learning of Alternative Medicine.

Population

The Department for Parenthood, Family and Community in the Division of Adult Education, together with local authorities, women's organizations, community centres and other NGO's and CSO's, develops diversified community frameworks, classes and circles on parenting.

The Department works toward increasing the Israeli public's awareness to the need of education in the field of family relations and toward promoting the social norm of obtaining knowledge and developing skills for dealing with family issues. Family-training is a framework for guiding families in partnership, parenting, grand parenting and communication between the family unit, the school system and the community.

Family-training structures appropriate to the diverse needs of the population are developed by the Department in cooperation with interested partners. National and local centres operate specialized programmes for diversified groups, including parents with limited education and immigrants in cultural transition. Access is open and available to all.

In the year 2002, 2700 groups in 144 towns and settlements were activated;⁴ 246 circles functioned in Popular Universities and 50 local centres specialized in parenting and family guidance.⁵

Structures for religious studies in the religious sectors of the Jewish population, for whom daily learning is an imperative commandment, are established by the State and Jewish donors.

Theme 7

Adult Learning, Environment, Media and Culture ICT's

The Israeli Broadcasting Authority operates special television and radio educational channels as well as some educational programmes in regular channels. General policies are formulated by the Broadcasting Advisory Committee and the directors of the service. Programmes are created and implemented by specialists and teams, who reflect diverse attitudes and conceptions.

Radio educational programmes include topics such as health, science, social sciences, culture, history, literature, music, Hebrew language, 'broadcasted university', lectures and interactive talks and discussions on environment and actualities.

⁴ Koren, M. 2003. op. cit. p. 8

⁵ **Parenthood, Family and Community Learning**. 2003. Jerusalem, Ministry of Education Culture and Sport, Division of Adult Education, Department for Parenthood, Family and Community.

Television programmes add to these topics others that necessitate visual accompaniment: art, geographical magazines, archaeology, fauna & flora, etc.

The Israeli Open University delivers distance-learning programmes, using various technologies.

The educational 'Snunit' Internet site offers opportunities of internet-channelled learning in Hebrew.

Museums and schools of art hold special non-formal courses in culture and art for adults.

In all Israeli newspapers, space is accorded to instructive articles on various topics. A special weekly newspaper written in easy Hebrew – 'Sha'ar La'Matchil' ('Gate for the Beginner') – originally founded by the Division of Adult Education, is circulated in 20,000 copies.

Recently, the Division of Adult Education opened a new Internet site on adult education in Israel.

Theme 8

Adult Learning and Groups with Special Needs

The State of Israel was founded in 1948 as a Home for the Jewish people after World War II. As a result of massive immigration to the country since then, immigrants from various countries and their descendents form the vast majority of the population.

Teaching Hebrew language and its culture to new immigrants ('Olim') has been a first priority of Israel even before the State was established. Therefore, the 'Ulpan' (Hebrew language institute for immigrants) is a well-known institution all over the country.

Immigrants are entitled by Law to a 'basket' of rights, among them: learning Hebrew in Ulpan classes. Immediate policies, which depend on the size and composition of waves of immigration, are formulated by combined decision-making forums whose members represent the Ministries of Absorption and of Education Culture and Sport, and the Jewish Agency. For purposes of professional training, the Ministry of Labour is involved.

Intensive and extensive Ulpan frameworks, as well as Popular Universities and community centres, deliver graded Hebrew courses. Diversified programmes and learning materials are constantly being prepared to suit immigrants at various levels of prior education (from academic levels to sheer illiteracy) and with different cultural backgrounds (countries of origin).

Within the Division of Adult Education, in the Hebrew Language Department, decisions were made on strategic planning of linguistic issues such as: defining levels of knowledge of the language, analysing results and introducing changes, preparing learning frameworks and staff for different groups of learners, preparing new programmes and learning materials. Professional work carried in the Department is led by experienced teams of educators in consultation with University experts.

In the year 2002, 2400 Ulpan classes were operated.⁶

⁶ Koren M. 2003. op. cit. p.8

Ethiopian Immigrants

Ethiopian immigrants are a special sub-group with literacy and formal education deficiencies and a cultural background that is very different from that of most Israelis.

To cope with some of the difficulties which this group encounters, the Division of Adult Education has introduced innovative projects which include: prolonged programmes, different methods, introduction of general-knowledge instruction in Amharic by bi-cultural teachers of Ethiopian origin and literacy learning – in addition to the Hebrew language curriculum.

Kedma is another project, intended to prepare young Ethiopian immigrants for high-school equivalency studies. Learning is carried in Hebrew and Amharic, and exams are administered at the end of each stage.

'*Mila Tova*' ('Good Word') is an educational project, operated in Popular Universities and other centres, for advancing and promoting Ethiopian mothers of little children.

Popular Universities for Immigrants

Several Popular Universities have been established, to serve educated immigrants. Representatives of the learners are involved in designing the programmes.

Parenthood Centres for Immigrant Parents

Immigrants and veteran Israeli instructors lead parenthood circles, to help parents cope with difficulties in their relationship with the school system and other problems aroused by their cultural transition.

Old People

The population of Israel is aging. The increase in numbers and proportion of this sector calls for special educational attention by public authorities.

Old people's clubs and pensioners' centres offer learning opportunities to the elderly. Weekend seminars similar to the elder hostels and U₃A programmes are also operated. Pensioners' organizations, local authorities, some NGO's (e.g. '*Eshel*' and the Gerontological Association) and senior-citizens' homes are the main bodies interested in lifelong learning for the ageing sector of the population.

Prisoners

The Prisons' Service in collaboration with the Division of Adult Education implement learning projects and classes within the prison system. Prisoners also learn through the Open University.

Disabled and Handicapped

The rights of disabled persons to participate in rehabilitation learning are backed by legislated laws.

Supported learning projects for disabled people (by birth, illness, accident, military operations, terrorist acts) and for people suffering from mental disorders are operated under the aegis of the National Insurance Institute and the Ministries of Defence and Health, in cooperation with hospitals,

medical organizations, the Division of Adult Education, the Employment Service and interested NGO's.

Bereaved Families

The Ministry of Defence, in collaboration with interested organizations, operates support-groups programmes for bereaved parents, widows and other family members of the fallen in the battlefields of Israel, as well as in terrorist acts.

Holocaust Survivors

A special organization, *Amcha*, operates support-groups for Holocaust survivors, who learn to live with their terrible memories.

Ex-addicted

Support-group learning in projects for ex-addicted people (alcoholists, drug-users, etc.) is implemented by organizations subsidised by the Welfare Ministry, social Security and local authorities.

Theme 9

Economics of Adult Learning: Adult Learning Seen as an Investment

In Israel, adult learning is regarded as an investment in 'human capital' from various points of view: occupational-vocational-technological-professional; social-moral-political and cultural; individual well being and empowerment.

Policies concerning learning in the world of work reflect recognition of the importance of adult learning for the promotion of individuals in enriched occupations and for raising the economic level of society at large.

Promoting school equivalent learning, from literacy to high-school levels is seen as an important investment in the empowerment and advancement of the learners as well as in enhancing the educational level of the population at large, thus opening opportunities for social and economic development.

Provision of Hebrew courses for immigrants is considered a necessary investment in enhancing their ability to cope with their new life in an unfamiliar environment, to find suitable employment and to communicate with the receiving population.

Organizing inter-cultural learning encounters is seen as an investment in efforts to moderate conflicts and improve relationships.

Provision of parenthood programmes and community studies is regarded as a worthy investment in enhancing the quality of life in families and communities.

Facilitating religious studies is considered by observant people as an important investment in strengthening attachment to the religious communities and their beliefs.

Investment in non-formal advanced learning and cultural creative activities is considered as a major contribution to the enhancement of the participants' quality of life.

Investment in special groups' learning and support-groups operations is seen as a contribution to the well being of the individuals concerned and society at large.

Theme 10

Enhancing International Cooperation, Solidarity and Networking for and through Adult Learning

Israel is affiliated to the European Association of Adult Education (EAEA) through the Adult Education Association of Israel (AEA). The AEA, the Division of Adult Education in the Ministry of Education Culture and Sport and the various authorities and organizations which provide adult education programmes maintain international relationships with organizations and colleagues in other countries.

The Division of Adult Education publishes the series **Adult Education in Israel**, which is an English version of articles on adult education previously published in Hebrew.

Ch.2

Increasing Investment in Adult Learning

Theme 1

Adult Learning, Democracy, Peace and Critical Citizenship

In recent years, economic difficulties have prevented increasing public investments. Nevertheless, interest in topics related to democracy, peace and critical citizenship caused internal changes that enabled organizers to respond.

At the same time, some foundations increased their donations in order to promote related subjects. Examples are the 'Avi-Hay' Foundations' investment in learning workshops to improve relationships between religious and non-religious citizens; and the 'Van-Leer' Foundation's investment in similar workshops for Jewish and Arab participants with the aim of promoting mutual understanding.

Theme 2

Improving Conditions and Quality of Adult Learning

In spite of the economic recession, increased budgets have been earmarked for some adult education programmes: centres and classes for unemployed adults; '*Mila Tova*' classes for Ethiopian mothers of little children; '*Kedma*' centres for the advancement of young Ethiopian immigrants; Popular Universities for Immigrants; Popular Universities and parents' circles in the Arab and Druze sectors.

In the year 2000, new legislation has been enacted to enforce the provision of learning services to ex-soldiers (educational advancement) and mentally disturbed adults (adapted programmes).

Theme 3

Literacy and Basic Education

Investments in 'Tehila' literacy and basic education centres have not increased recently, although considerable numbers of learners are interested in the continuation of their studies beyond the 'traditional' levels of the programmes.

On the other hand, increased budgets have been invested to finance basic-education programmes for unemployed workers as well as for young people in 'second chance' basic and high-school equivalent studies.

The Jewish Agency has increased investments in intensive learning programmes for the advancement of young Ethiopian immigrants.

Theme 4

Promoting the Employment of Women

Women's raising rate of participation in the various systems of non-formal adult learning has increased the proportion of investment in their studies and, consequently, in their empowerment.

In-service learning rewards (salary increments) to teachers are another channel of increased investment in a mostly feminine occupation.

Funds have been pooled from various ministries and organizations to promote parenthood and family learning, from which women gain empowering understanding and attitudes.

Promotion of the '*Mila Tova*' project for Ethiopian mothers of little children, which is achieved by increased investment by the Jewish Agency, enhances the participants' empowerment.

Women's organizations have increased their investments in assertivity-workshops for their members.

Women's forums in Popular Universities examine the status of women in the Israeli society and discuss courses of action in the community.⁷

Theme 5

Adult Learning and Changing World of Work

The importance of investment in workers' studies has increased in accordance with the quick changes in the world of work. As a result, in spite of the financial difficulties caused by the economic recession, Israeli governmental authorities have increased investments in educational programmes for the retraining of unemployed workers, for the advancement and vocational training of unemployed adults and for in-service updating of workers in new technologies.

In the public sector, increased participation of workers in authorized institutions has led to increased investment both in exemption from tuition fees and in rewards in the form of salary-increments according to recent agreements with public workers' unions. A special statutory committee has been established to manage the authorization of institutions and courses in this framework. The committee is headed by the Division of Adult Education's representative.

Another committee has been appointed for the accreditation of prior learning. Guiding criteria are being formulated.

⁷ Kirmayer, P. 1998. 'The Popular University – The Classic Model versus the Community Model'. In: **Adult Education in Israel 4**. Jerusalem, Ministry of Education Culture and Sport, Division of Adult Education. pp.116-125

Theme 6

Adult Learning, Environment, Health and Population

Due to the recession in the economic situation, investments in environment learning have not been raised in recent years. Yet, voluntary learning by interested groups has increased.

Investment in health learning for ageing learners has increased with the increasing numbers of ageing citizens in need of learning.

At the same time, more people disabled by terrorist incidents are being integrated in rehabilitation learning programmes which are subsidised by public resources.

With the prolongation of life-expectancy, the numbers of senior citizens who are interested in learning are growing at a quick pace. This requires a new attitude to investment in this field.

Parenting and family learning have increased as a result of pooled efforts by the plurality of organizations involved in budgeting and operating centres and institutions in this field.

In the Popular Universities, investments have increased in the Arab and Druze sectors, in Popular Universities for Immigrants and in the project for young Ethiopian mothers of little children.

Religious learning by the religious population takes place in religious institutions, colleges and learning centres.

Theme 7

Adult Learning, Environment, Media and Culture ICT's

Due to financial difficulties, public budgeting of educational programmes in the Media, in cultural enterprises and ICT's has not significantly increased since year 2000.

The Open University has invested in the production of new courses for distant learning, for which customer demand is great.

The Division of Adult Education has increased investments in the preparation of programmes, books and learning materials on communications and critical consumption of the Media.

Theme 8

Adult Learning: Groups with Special Needs

In spite of financial difficulties, public investment in adult-learning programmes for some groups with special needs has been increased. Such groups are: disabled as a result of terrorist acts, ex-soldiers in need of basic and high-school equivalence learning, mentally disturbed, unemployed.

Non-governmental foundations have increased their investments in learning projects for other groups: prisoners, ex-prisoners, ex-addicts.

The Jewish Agency has increased its investment in the programmes for Ethiopian immigrants.

Theme 9

Economics of Adult Learning: Adult Learning Seen as an Investment

As stated above, increased investment in adult learning is seen as an investment. Nevertheless, like other investments which suffered cuts because of the economic situation of the country, most investments in adult learning programmes were not increased in recent years. Some investments – considered as essential to the improvement of the economy (professional retraining, courses for unemployed people) and others that are dictated by law (ex-soldiers educational advancement, training courses for disabled by terrorist acts or by military operations) – have been increased. Special projects have benefited from earmarked budgets donated by non-governmental foundations (Ethiopian immigrants, ex-prisoners, ex-addicts).

Theme 10

Enhancing International Cooperation, Solidarity and Networking for and through Adult Learning

Efforts are made to keep up investments in the participation of Israeli representatives of adult education in international conferences and in exchange missions. Some delegates have covered their own expenses.

The Division of Adult Education and 'MASHAV' Department in the Foreign Office organize together a one-month residential seminar for adult educators and community leaders in various developing countries.

Ch.3

Increasing Participation

Theme 1

Adult Learning, Democracy, Peace and Critical Citizenship

'Citizenship' courses have gained popularity among learners in non-formal learning centres (Popular Universities, community centres, Tehila centres), in 'second-chance' programmes, in external matriculation classes and in pre-academic preparatories.

Increasing participation has also been noted in learning encounters of religious and non-religious adults.

Theme 2

Improving Conditions and Quality of Adult Learning

The agreement on remuneration-rewards in the public sector for learning achieved according to established criteria, and the appointment of a statutory committee headed by the Division of Adult Education representative, for authorizing recognized institutions, have increased remarkably the participation of employees in the public sector in the various recognized courses. In 2002, 11,000 employees have participated in these courses.⁸

Improved educational opportunities and quality of courses for the unemployed have increased their participation in basic and educational-equivalency courses and in vocational training. In 2002, 8,000 unemployed adults have participated in 250 classes for educational advancement.⁹

Adaptation of the selection of courses to the needs of the relevant population, non-formal warm social climate, cultural activities and improvement of information propagation, have resulted in increased participation in the diverse projects operated in the Popular Universities.

In 2002, 75,000 learners have participated in 3,200 classes operated in 53 Popular Universities.¹⁰

Legislation and earmarked budgets have increased the participation of learners in programmes for special groups.

Interesting courses, easy access and reasonable tuition fees have increased adults' participation in numerous specialized institutes (for teaching languages, geography, history, theology, philosophy and literature) and extra-mural departments of high education institutions (university, colleges).

⁸ Koren, M. 2002. op. cit. p. 9

⁹ Koren, M. 2002. op. cit. p. 8

¹⁰ Koren, M. 2002. op. cit. p. 8

Theme 3

Literacy and Basic Education

Participation in literacy learning was at its peak in the 1980's, when Tehila programme was fully developed. Tehila learners were mostly women who had immigrated to Israel in the 1950's and 1960's with little or null prior formal education. They had learnt during the years to speak Hebrew, but became really ready to join regular studies only in the late 1970's.

During the years 1977-1987, over 100,000 women accomplished their studies within the Tehila project. The proportion of illiterates in the country diminished from 11.1% in the Jewish adult population and 35% in the Arab population in 1977 to 3.8% among Jewish adults and 11.4% in the Arab sector in the year 2000.¹¹

On the other hand, young adults who had dropped-out from the school system in their childhood are participating in growing numbers in basic and high-school equivalency classes of adults.

In the year 2002, 9,000 learners participated in Tehila learning and 8,300 in high-school (and pre-high school) equivalency classes.¹²

Theme 4

Promoting the Empowerment of Women

Women's participation in adult-learning programmes is growing steadily. In Popular Universities and various extra-mural projects all over Israel, they are the majority. Their participation in in-service training projects is also increasing.

Participation in female assertivity workshops and in parenthood groups is socially accepted by public opinion in most sectors of the Israeli society. In 2002, 39,000 learners participated in 2,700 circles for parenthood programmes.¹³

This intensive learning activity has a promoting impact on women's empowerment in the country.

Theme 5

Adult Learning and Changing World of Work

The agreement achieved by the Unions in the Israeli public service on incremental resources (salary increase) for learning according to accepted criteria, has increased remarkably the number of workers who participate in the recognized learning programmes.

¹¹ Peretz, M. 2003. 'Affirmative Action Preferences: Preferential Policy Steaming from a Correctional Policy'. in: **Adult Education in Israel 7**. Jerusalem, Ministry of Education Culture and Sport, Division of Adult Education. pp. 13-30

¹² Koren, M. 2002. op. cit. p.8

¹³ Koren, M. 2002. op. cit. p.8

Technological, scientific and structural changes in the world of industry, business, work and careers have caused a sharp increase in the demand for workers' participation in training and retraining programmes at all the levels of careers and in all the professions.

Increasing numbers of unemployed adults are participating in training, retraining and education advancement programmes initiated and subsidised by interested governmental and local authorities.

Theme 6

Adult Learning, Environment, Health and Population

Israeli adults participate willingly in environment learning. They also join in growing numbers voluntary organizations that promote public awareness to environment issues.

Interest and participation in health learning programmes is growing with age. Increasing numbers of ageing adults participate in health information. Many Israelis join alternative-medicine courses.

Participation of parents of various ages, ethnic and social groups, education levels and economic background in parenting learning is steadily increasing.

Programmes for the population at large, operated by the Popular Universities and community centres, have a positive impact on adults' lifelong learning growing interest.

Large numbers of Israelis are showing a growing interest in religious studies.

Theme 7

Adult Learning, Environment, Media and Culture ICT's

Some educational programmes on the Israeli Media are very popular and rate highly. Among them: the Broadcasted University, health and science programmes, geographical magazines.

Interest and participation in cultural adult learning in the framework of adult education centres, Popular Universities, community centres, museums and non-formal departments in colleges, universities and other institutions are increasing steadily.

The course on communications, initiated and prepared by the Division of Adult Education, is very popular among adult learners.

Participation of adults in ICT learning is increasing at a slow rate and is popular mainly among young students.

Theme 8

Adult Learning and Groups with Special Needs

Participation of some groups with special needs in learning projects is high when learning is conceived as an aid to coping with life. In Israel, some such groups are: old people, for whom participating can be a refreshing source of well being and satisfaction; sick adults, who suffer from chronic afflictions, for whom health-learning can be a necessary life-saving equipment; disabled people, who can learn how to cope with their defects; people who have suffered from some trauma and seek assistance in group-support activities; ex-addicts, prisoners, ex-prisoners, who seek support in learning to lead a new life.

As for new immigrants, motivation to participate in Hebrew Ulpan classes is high among those who need knowledge of the language for coping with their work situation, further studies or everyday interpersonal encounters. On the contrary, those who do not feel these needs are less motivated. The 1990's saw an unprecedented number of Ulpan learners, as a result of the large wave of immigration from the former Soviet Union countries. Numbers have declined since then and in 2002 52,800 immigrants studied in 2,400 Ulpan classes.¹⁴

Special illiterate and low-educated immigrants, such as a large part of the Ethiopians, need to learn in order to cope with everyday life, but they have to be supported and encouraged to participate in the programmes specially prepared for them.

Theme 9

Economics of Adult Learning: Adult Learning Seen as an Investment

A growing number of adults in Israel consider learning as a worthy investment of time, money and effort. This positive attitude is manifested in the increasing participation of adults in the various learning projects.

Increase in participation is more feasible when decision makers in public offices, voluntary foundations and big enterprises recognize the value of lifelong learning as an investment in human assets worthy of receiving a fair share of financial funds.

Theme 10

Enhancing International Cooperation, Solidarity and Networking for and through Adult Learning

Israel is affiliated to the European Association of Adult Education (EAEA) and has contributed its report towards the preparation of the European Memorandum on Adult Education of the year 2000.

Israeli adult educators participate in international conferences on adult education and as delegates in study-groups.

¹⁴ Koren, M. 2002. op. cit. p.8

In 1985 the European Bureau for Adult Education organized an international study-tour in Israel, which was followed by exchange of delegations with several European countries. In the 1990's, study-tours were exchanged with Cyprus.

Israeli delegates participate regularly in a seminar held at Helsingor and organized by the Danish Educational Institute (ICP) for Adult Education. The other participants are Palestinian Arabs, Arabs from various countries and Scandinavians. The seminar's title is 'Encounter between Israelis, Palestinians and Citizens of Arab Countries: Learning to Live Together in the Middle East'. Its aim is to produce interaction in talks, workshops and cultural activities and mutual understanding by getting to know each other and discussing the role of educators in the peace process and relevant topics, in an informal atmosphere, with the moral support of the group.

Some professionals maintain international relationship with organizations or colleagues in various countries, through the Adult Education Association of Israel, through other organizations with which they are related, or on a personal basis.

Israeli adult educators are interested in strengthening relationships with colleagues in other countries and international networks.

Ch.4

Research Studies in the Field of Adult Learning

Theme 1

Adult Learning, Democracy, Peace and Critical Citizenship

In 'Citizenship' classes and workshops, 'action research' is carried by the teachers in order to get information about changes and corrections that have to be introduced during the course. Feedback and evaluation procedures are applied on termination, for future work

In co-existence programmes, workshops are accompanied by systematic evaluation.

Related subjects for research are: relationships between adult learning and democratic attitudes; impact on development of critical citizenship on co-existence between different sectors in society.

Theme 2

Improving Conditions and Quality of Adult Learning

Analyses of discussions with learners and feedback questionnaires show the importance of conditions of learning as enumerated by the learners, as follows: easy and equal access, clear and detailed information, proximity to home, physical access, timetables, tuition fees, facilities (toilets, library, cafeteria, comfortable classrooms), consultation services, relevance of the studies to their lives and world of interests.

Feedback also shows that adult learners appreciate quality teaching, personal attention, open dialogue, response to expressed needs, respect to their life-experience.

A critical look at adult education in Israel in the first Jubilee of Statehood, was taken by Israeli authors involved in adult education in a book edited by Dr. E Israeli in the year 2000.¹⁵ Improving Conditions and Quality of Adult Learning is one of the themes discussed.

¹⁵ Israeli, E. (ed.). 2000. **Learning and Building a Nation**. Jerusalem. The Adult Education Association of Israel. (Hebrew, with Abstracts in English)

Theme 3

Literacy and Basic Education

Mini-action-research, aiming to achieve continuous follow-up and improvement while work is progressive, is implemented by teachers and facilitators in Tehila centres.

- ✓ Grebelsky is concerned with the impact of familiarity with diverse topics on the comprehension of texts.¹⁶
- ✓ Hadar studied the history of literacy work in Israel and researched the relationship between literacy projects and outbursts of North-African 'old' immigrants against governmental discriminative policies.¹⁷
- ✓ Tokatli researched the impact of the transition from 'letter blindness' to 'seeing the letters' on the motivation of neo-literates to continue with their studies.¹⁸
- ✓ Some research has been accomplished by students in several universities, although there are no departments which specialize in adult education.

Theme 4

Promoting the Empowerment of Women

In feedback questionnaires distributed at the termination of assertivity courses, many women declare that their feeling of personal empowerment was reinforced as a result of the learning. Yet some confess that in spite of the aroused consciousness to their deprivation, they do not believe that they will be able to change their situation because of the objective conditions of their lives.

Dekel, who researched the empowering impact of learning on Tehila learners at level 3 (out of 4-5 levels) found that their self-image was improved at the end of the year's learning.¹⁹

¹⁶ Grebelsky, O. 1994. 'What's New in the News? Comprehension of the News among Adults with Limited Formal Education'. in: Kirmayer, P., Basok, I., Bar Shalom, T. (eds.): **Adult Education in Israel 1**. Jerusalem. Ministry of Education and Culture.

¹⁷ Hadar, Y. 2000. **Literacy Projects in Israel: 'Eradication of Illiteracy' and 'Tehila'**. (Hebrew). Haifa University, Department of Education.

¹⁸ Tokatli, R. 1989. 'Tehila' in: Tokatli, R. (ed.): **Lifelong Learning in Israel**. Jerusalem. Ministry of Education and Culture, Division of Adult Education. pp. 42-55

¹⁹ Dekel, R. 1987. **The Influence of Education in Adult Life on the Self-Image and Cognitive Development**. (Hebrew). Ramat-Gan. Bar Ilan University, School of Education.

Theme 5

Adult Learning and Changing World of Work

Evaluation of achievement in vocational courses is part of the procedure requested for certification and accreditation. Regular follow-up studies are implemented and feedback questionnaires are analysed for future programme planning. In many plants, evaluation of achievements is performed by testing performance in real situations and on-the-job guidance through intranet channels.

Blum and her colleagues report that in a research-project they performed 80% of the learners stated that educational advancement contributed to their professional advancement, 57% believed that learning improved their prospects for employment and 100% reported that the course contributed to their general knowledge, opened opportunity to participate in higher level courses and improved significantly their self-image and status in their families and communities. Unemployed learners who completed basic studies preferred continuation of their studies as opposed to joining the work force.²⁰

At the same time, a follow-up study held three years after the termination, in 1998, of a course operated by the Manpower Planning Authority, found that 35% of the participants continued learning in various vocational courses and only 2% continued in high-school equivalency studies.²¹

Theme 6

Adult Learning, Environment, Health and Population

Analysis of feedback questionnaires is a regular procedure in classes on environment. The findings are used for future planning.

Some research projects study the relationship between age and the motivation to participate in health learning, the impact of learning on behaviour related to health enhancement, attitudes towards alternative medicine learning, etc.

Follow-up studies examine the impact of learning on the reinforcement of ex-alcoholists, ex-smokers and ex-drug-users.

Research findings show that learning itself has a positive impact on the health and well being of ageing learners.²²

²⁰ Blum, R., Carmeli, A., Choreshe, S., Yogev, Z. 2001. 'Learning Equivalency Courses for the Unemployed: A Research and Evaluation Project'. in: Kirmayer, P., Michaelson, S. (eds.). **Adult Education in Israel 6**. Jerusalem. Ministry of Education, Division of Adult Education. pp. 130-150.

²¹ Ish-Shalom, J. 2002. **Follow-up Findings on Learners in High-School Equivalency Course**. Jerusalem. Ministry of Labour & Welfare, Manpower Planning Authority (Hebrew)

²² Bartour, N., Praeger, A. 1996/7. 'Old People, What Do They Have in Life? Quality and Significance of Life in Old Age'. in: **Gerontology 1996/7**. (Hebrew) The Israeli Gerontological Association. Pp. 37-47

In parenting and community workshops, feedback discussions are an integral part of the learning process.

In 1996, a research on 'schools of community activists' analysed the profile of 1070 graduates of 144 schools in 73 different communities in Israel.²³

Theme 7

Adult Learning, Environment, Media and Culture ICT's

In the 1970's, the findings of a national research on the inability of adults with low formal education to understand messages transmitted by the Media served the founders of Tehila to mobilize public opinion in favour of literacy work.²⁴

In the 1990's, Grebelsky's research that displayed little comprehension of Media messages in political and economic themes by Tehila learners in the lower classes,²⁵ promoted the preparation of learning-kits on communications for adult learners in basic and high-school equivalent classes.

The Israeli T.V. accompanied programmes for parents, family life and Hebrew language learning with follow-up studies.²⁶

The characteristics of community T.V. were analysed by Zehavi.²⁷

Regular follow-up studies analyse the rating of educational programmes transmitted by the Media.

Theme 8

Adult Learning and Groups with Special Needs

Programmes in Ulpan classes for immigrants include follow-up feedback questionnaires, evaluation exams and assessment discussions with the students. A new programme, which has been designed recently, is being tested in the field.

²³ York, A.S., Havassy, H. 1998. 'Schools for Community Activists: A Report of the First Decade Experience'. in: Kirmayer, P., Michaelson, S. (eds.). **Adult Education in Israel 4**. Jerusalem. Ministry of Education Culture and Sport, Division of Adult Education. pp. 59-65.

²⁴ Tal, B., Rahat, R. 1977. 'Semi-Literates and the Mass Media'. in: **Yunim 8**. (Hebrew). Jerusalem, Ministry of Education and Culture, Department of Adult Education and Adult Education Association of Israel.

²⁵ Grebelsky, O. 1994. op. cit.

²⁶ Piness, R. 2000. 'Educational Television for Adults – the Available and the Desirable'. in: Israeli, E. (ed.) op. cit. pp. 147-179 (Hebrew) and IV-IX (English Abstract).

²⁷ Zehavi, Z. 1998. 'The Community is on Both Sides of the Lens. Characteristics of Community T.V.' in: Kirmayer, P., Michaelson, S. (eds.). **Adult Education in Israel 4**. Jerusalem. Ministry of Education, Culture and Sport, Department of Adult Education. pp. 149-157.

A comprehensive research by Rubinstein on the Ulpan system, history, methods and achievements was published in the year 2000.²⁸

Follow-up studies examine the absorption of professional immigrants in workplaces after completing retraining courses. Perlmutter studied the case of professional physicians who immigrated in the 1990's from the former Soviet Union.²⁹

Research on the impact of learning on old people's health and well being was mentioned in Ch. 4, theme 8.

Mini-action research is implemented in classes and workshops of Ethiopian immigrants. Improvements, innovations and new learning methods have resulted.

Follow-up studies on rehabilitation work with alcoholists, drug-users and other afflicted groups is an integral part of the programme. Spector studied the case of drug-addicts.³⁰

The implementation of the Law of Rehabilitation of mentally disturbed (2000) was studied by Sasson and others three years later. In 1995 a pilot learning project was launched with 180 learners. By 2003, numbers increased to 500. It was found that studies contributed to the rehabilitation of the learners, improved their self-confidence, their functioning and their ability to cope with stress.³¹

Theme 9

Economics of Adult Learning: Adult Learning Seen as an Investment

Investment in research, evaluation and follow-up studies is considered by policy makers as necessary for future allocation and planning, and by educators as a basis for improving the quality of their work. Adult learners, too, appreciate the fact that their opinion is taken into consideration. When they are satisfied they do not hesitate to express their gratitude and describe the benefit they got in exchange for their investment of time, energy and money. When they are not satisfied, their comments are usually relevant and constructive.

²⁸ Rubinstein, S. 2000. **Imparting the Hebrew Language in Israel**. (Hebrew). Israel. Ministry of Education and Culture, Division of Adult Education.

²⁹ Perlmutter, R.S. 2001. 'Professional Absorption of Immigrant Physicians: The Linguistic Point of View'. in: Kirmayer, P., Michaelson, S. (eds.). **Adult Education in Israel 6**. Jerusalem, Ministry of Education, Division of Adult Education. pp. 159-187

³⁰ Spector, G. 1998. 'Returning from the Dark'. in: Kirmayer, P., Michaelson, S. (eds.). **Adult Education in Israel 4**. Jerusalem, Ministry of Education Culture and Sport, Division of Adult Education. pp. 93-107.

³¹ Sasson, R., Grinshpun, A., Lachman, M., Bonny, A. 2003. **Supported Learning for Mental Disturbances**. Israeli Journal on Occupational Therapy. (Hebrew).

Theme 10

Enhancing International Cooperation, Solidarity and Networking for and through Adult Learning

Israeli members of the Adult Education Association in Israel respond to requests by researchers from other countries, by supplying information and articles. An example is the collaboration of some Israelis with Professor Alan Knox in his international research, published in his comprehensive book: **Strengthening Adult and Continuous Education: A Global Perspective on Synergetic Leadership** (1993).

A selection of articles by Israeli professionals is translated into English and published in the series **Adult Education in Israel** by the Division of Adult Education.

Studies and textbooks written by professionals from various countries are a source of inspiration to Israelis involved in adult education.

Ch.5

Adult Educators/Facilitators Status and Training

Theme 1

Adult Learning, Democracy, Peace and Critical Citizenship

In the various learning centres, adult educators who lead 'Citizenship' classes and 'Peace' workshops are:

- a) regular elementary and high-school teachers who turn to adult education after undertaking retraining courses;
- b) graduates from facilitators' training courses.

Adult educators and facilitators are employed by the interested ministries (Education, Labour/ Employment), by local authorities and by NGO's and CSO's who operate the diverse projects. Their tenure depends on student-demand and on available budgets.

Theme 2

Improving Conditions and Quality of Adult Learning

The various organizations invest in improving the quality of teaching/facilitating by creating in-service opportunities for staff development in all grades and specializations.

Recognized courses entitle participants to financial rewards according to criteria published by the Ministry of Education Culture and Sport. Included in these courses are: updating and promoting professional knowledge, discussing ideas and preparing learning materials in workshops, solving actual problems and issues related to work situations.

Courses and workshops are operated in the framework of universities, teachers' colleges, regional colleges, institutes, Popular Universities, pedagogic centres (teachers' centres), community centres, Ulpan institutions, Tehila centres and clubs. A system of guiding-sessions with instructors serves as a form for discussing on-running issues in everyday work.

The Division of Adult Education invests in enrichment and preparatory courses for its staff, to reinforce their ability to cope with the changing special needs of the learning populations.

The Division also publishes manuals for adult educators in diverse specializations:

- ✓ '*Gadish*', a yearly journal in which theoretical and practical aspects of adult education are discussed by a variety of authors;
- ✓ '*Hed Ha'Ulpan*' (Echo of the Ulpan), a journal for Hebrew Ulpan teachers;
- ✓ 'Family and Knowledge', a journal on family training;

✓ 'Kathedra', the Popular Universities' magazine.

A national conference of adult educators in Israel is held every year in the '*Chanukah*' holidays (December).

Theme 3

Literacy and Basic Education

In the first years of Tehila formation, participation in weekly in-service training sessions was part of the conditions of employment. Beyond that, academic courses for staff of all levels (teachers, facilitators, instructors, inspectors, programmers and head-teachers) were organized by the Division of Adult Education in collaboration with universities' education departments and teachers' colleges. In many cases, academic professors learnt the subject matter together with the participants.

At present, the system of in-service training comprises educators in the 4-5 levels of Tehila (literacy and basic education) as well as educators in high-school equivalency classes.

The demand for courses in basic and high school equivalency education is high, yet the employment of the teachers depends on the availability of budgetary allocations by the employing authorities, mainly: the Ministry of Education, Culture and Sport and the local authorities.

Theme 4

Promoting the Empowerment of Women

Educators in programmes designated to enhance the empowerment of women as a main theme are usually certified facilitators, who specialize in group guidance and training. A large proportion of those facilitators are graduates of special university courses. Their employment depends on the rate of demand and on the availability of necessary budgets.

The Ministry of Absorption and the Joint operate in the Kibbutz Teachers' College courses for the development of women community leaders.

Theme 5

Adult Learning and Changing World of Work

Instructors and teachers in vocational training classes are often professional experts who have turned to teaching after participating in retraining courses. Their authority lies in their power to introduce learners to the profession and to the professional community.

Coping with the high rate of change in the world of work – in technology, structures, globalization of production and markets, economy systems and consumer behaviour – necessitates constant updating and new learning by the instructors themselves.

In senior administrative and professional levels, the lecturers are academic professors as well as high-ranking officials at the head of large plants.

The special functions of instructors in distance learning projects require different training and capabilities.

Theme 6

Adult Learning, Environment, Health and Population

Environment topics are taught in the various adult-learning centres and institutions by educators, group facilitators, instructors and guides. The status of these educators and their work conditions are similar to those of regular teachers and instructors.

Lecturers and facilitators in health learning are usually people with some medical training. Their status, as perceived by sick learners, is highly respected. Their professional status is usually related to their professional rank, not to their educational responsibilities.

Professionalization of educators/facilitators is a priority function of the Department for Parenthood, Family and Community in the Division of Adult Education. Through combined efforts – with a plurality of NGO's, CSO's, local authorities and colleges – national centres (for training staff for parent counselling, for facilitators of parents' groups in transition and for developing parents'-school teachers relationships) have been established.³² These centres function in addition to traditional courses operated by some university faculties.

The Department for Parenthood, Family and Community publishes professional literature: 'Family and Knowledge', 'Gift to the Facilitator' are two journals that are issued for the educators.

Classes and groups for religious studies are led by instructors well versed in religious studies, whether qualified for religious offices or for academic teaching.

Theme 7

Adult Learning, Environment, Media and Culture ICT's

Programming teams in Israeli T.V., radio and Internet educational projects involve educators in their planning process.

T.V. programmes oriented to parents'-guidance comprised the training of facilitators, whose task was to organize groups all over the country and facilitate group discussions following the broadcast.

Teachers in Ulpan classes use materials broadcasted in Hebrew teaching programmes as part of the learning materials in their classes.

In the 'Broadcasted University', lecturers are specialized professors from Israeli universities.

³² Cohen, R. 1994. 'Training, Program in Parent Counselling: A New Discipline in the Social Sciences Helping Professions'. in: Kirmayer, P., Bar-Shalom, T., Basok, I (eds.). **Adult Education in Israel A**. Jerusalem, Ministry of Education and Culture, Division of Adult Education. pp.143-158

In the Open University, learning kits are prepared by specialists accompanied by advisory committees in which teachers participate. Meetings with students are led by instructors and facilitators.

In some museums, guides and facilitators are trained by experts to explain new exhibitions to groups of visitors.

Theme 8

Adult Learning and Groups with Special Needs

Teachers, instructors and programmers in the Ulpan system for imparting the Hebrew language to new immigrants are employed by the Division of Adult Education in the Ministry of Education Culture and Sport and by local authorities. Their tenure in office depends on the waves of immigration to the country.

Ulpan staff specializes through in-service training projects in teaching adapted to specific groups of immigrants, according to the countries of origin and level of prior education. In recent years, investment of great effort and imaginative creativity was needed for improving the work with immigrants from Ethiopia, who have arrived from an extremely different culture, with no knowledge of Hebrew and with a majority of low-educated adults.

In training programmes for preparing specialized facilitators, a common basis of theoretical learning is complemented by diversified expertise necessary for responding to the specific needs of the various special groups.

Theme 9

Economics of Adult Learning: Adult Learning Seen as an Investment

Investment in training and in-service training of adult educators/facilitators is seen by decision-makers in the Division of Adult Education as essential to quality work. Resources are invested in earmarked and tailored studies, which are operated by teachers' colleges, universities and other institutions. All adult educators who work in programmes in which the Division of Adult Education is involved, participate in in-service courses organized by the Division.

Educators/facilitators are also interested in these projects, which open opportunities to update knowledge, seek solutions to work-related problems, meet colleagues in relaxed learning situations, enhance empowerment and professional solidarity and contribute increment in their salaries.

Programmes for training facilitators in parental-guidance have increased in recent years. In 2003, 21 programmes are being operated, in which approximately 700 students are participating.³³

Other in-service training projects for adult educators/facilitators with relevant specializations are organized by CSO's such as the Association of Community Centres and the Gerontological

³³ **Parenthood, Family and Community**. 2003. Ministry of Education Culture and Sport, Division of Adult Education.

Association; by hospitals; by financial institutions such as banks and insurance companies; by large plants and administrative institutions; by the IDF (Israel Defence Forces), etc.

Theme 10

Enhancing International Cooperation, Solidarity and Networking for and through Adult Learning

Adult educators are included in exchange delegations with other countries and in representative delegations to international conferences.

The Adult Education Association of Israel and the Division of Adult Education, as well as individual educators, are interested in promoting international relationships with colleagues.

Ch.6

Empowering Adult Learners

Theme 1

Adult Learning, Democracy, Peace and Critical Citizenship

Learners who have completed 'citizenship' courses report in their feedback questionnaires and discussions that they feel more empowered after they understood the essence of structures and procedures in the democratic process of the Israeli political and social system, citizen rights and voluntary organization, etc.

As for participation in co-existence workshops, when the gaps between the parties are bearable and reflect moderate contradictions, subjective feelings of empowerment are enhanced. Relevant examples are: workshops in which the participating parties are: moderate observant vs. secular learners; motivated new immigrants vs. tolerant 'old-timers'; peace-seeking Jews vs. peace-seeking Arabs; moderate citizens from different countries of origin with minor cultural backgrounds. Yet, when conflicting attitudes are highly tense, encounters may cause frustration and deeper estrangement.

Theme 2

Improving Conditions and Quality of Adult Learning

Improved conditions and quality of adult learning in distant towns, suburbs, Arab and Druze communities and in projects for special groups in the Israeli society contribute to the motivation of target-populations to join programmes and enhance their empowerment. They perceive more clearly their rights within the educational system, as members of their communities and citizens of Israel.

Theme 3

Literacy and Basic Education

Participation in the community-life of Tehila literacy and basic education, as well as in 'second chance' classes, has a beneficial impact on the personal and collective empowerment and self-esteem of the learners. Penetration into the world of the literate society lends to neo-literate widening horizons of knowledge and hopes, new capabilities of understanding the world and becoming active citizens autonomous in their private lives, assertive in their inter-personal relationships, capable of using new opportunities for joining the world of work and involved in influencing life in their communities.

Each year, large national and regional festive gatherings of thousands of learners on Adult Learners' Day promote the crystallization of identity as learners and group solidarity within a community committed to lifelong learning.

Theme 4

Promoting the Empowerment of Women

Growing rates of women's participation in the various projects for adult learning are a clear indicator to their growing empowerment in the Israeli society. In the various non-formal courses and workshops, which have empowering results for the participants, women are the majority. They are also the main beneficiaries from parenthood and family projects and community-development courses.

It goes without saying that the popularity of assertivity workshops, organized mainly by women's organizations, is an important factor in enhancing women's empowerment.

Celebrations of 'Woman's Day' have gained widespread recognition in Israeli public opinion.

Theme 5

Adult Learning and Changing World of Work

Participation in high-school equivalency classes, as well as in vocational and professional training and retraining programmes in a diversity of levels and occupations serves to enhance self-confidence and assertivity vis-à-vis the changing world of work. Learning supports adults in coping with changing functions and roles, with new knowledge and technologies, changing needs of consumers, employers' requests for geographical or occupational mobility and the need to acquire 'employability' skills. Feedback from workers actively engaged in the work-power, who benefit from in-service learning and training projects, indicates to such empowering impact.

As for the unemployed, the confidence they gain from participation in learning projects tends to fade away after a time if they do not find suitable jobs in the labour market, or if they do not succeed in private business initiatives.

Theme 6

Adult Learning, Environment, Health and Population

Learning on environment enhances awareness to the importance of environmental ecology and reinforces obligation to be actively involved in these matters. Involvement in public matters enhances empowerment and self-confidence.

When health studies influence the daily behaviour of the learners, the quality of their health improves and with it their subjective personal empowerment. People who participate in health learning report that they are more confident in their ability to maintain the quality of their health as a result of what they learnt and its implementation in their daily life.

Growing interest in learning in the diverse sectors of the population of Israel, spreading learning projects to suburbs and remote towns, villages and settlements, and response to learning needs of special groups contribute to the growing enhancement of empowerment of the population at large.

Theme 7

Adult Learning, Environment, Media and Culture ICT's

Learning aggregated in the course of life from educational and cultural programmes on the Media gradually attaches people to learning and culture and empowers their self-esteem as literate and cultivated citizens.

In adult education centres, adult learners who have completed the new course on communication report that they feel greater confidence in their ability to use the Media more selectively and critically.

Community centres operate projects that enhance empowerment by promoting activation of the learners and communications in and between communities. Examples are: cable T.V., regional radio, local magazines and computerised communications. In all these projects, learners participate in all the stages of production, thus transforming relationships with the Media from passive reception to active participation and involvement.

Theme 8

Adult Learning and Groups with Special Needs

Learning has a prominent empowering effect on groups with special needs.

Immigrants who join the Ulpan studies acquire initial supportive 'equipment' for orientation in their new country, for communicating with their new environment and for entering into the world of work.

Immigrant parents who participate in parents'-circles are more confident in their encounters with school and health institutions and with Israeli parenting culture.

Special programmes for special immigrant groups help them to acquire skills that promote their confidence and their motivation to continue learning. Examples are: special projects that have been implemented for Ethiopian immigrants, Ethiopian young immigrants, Ethiopian mothers of little children.

Old people's well being and self-image improve when they are involved in learning programmes. Moreover, learning about new technologies and developments narrow the gap between them and the younger generations.

Participants in support-groups organized for dealing with diverse needs, can draw from the learning process ability, skills and strength to cope with their problems and thus gain confidence and hope.

Theme 9

Economics of Adult Learning: Adult Learning Seen as an Investment

The proven contribution of lifelong learning to the empowerment of the learners in the diverse programmes of adult learning is recognized by educators as an essential factor in seeing investment in 'human capital' a major goal. However, policy-makers who decide on budgets for adult education purposes, usually balance this factor with economic, social and political factors.

Theme 10

Enhancing International Cooperation, Solidarity and Networking for and through Adult Learning

Educators who have participated in international conferences, workshops or study-tours report that these events have strengthened their attachment to the profession, their solidarity with colleagues from other countries and their confidence in the importance of their work.

Ch.7

Examples of Best Practice and Innovations

Theme 1

Adult Learning, Democracy, Peace and Critical Citizenship

a. **'Citizenship'**: Democracy and critical citizenship

In an adult education centre, the learners have 'written' their own textbook on democracy and critical citizenship. Led by their instructor, they listed topics that were of interest to them, decided on priorities, searched the library and the pedagogic centre in their community for articles and materials, picked up events from the newspapers, radio and television broadcasts, interviewed people – and decided what was going to be included in their 'textbook', which issues would be noted as worthy of receiving more attention in public opinion and what they could do to promote important issues in their community.

b. **Peace**: A coexistence workshop at the Hebrew University

The workshop was operated in three stages. First, participants belonging to two groups in conflicting relationships met separately and listed complaints and reasons for negative attitudes against the other group. In the second stage, a prolonged conflictual meeting between the two groups was held, in which the complaints were thrown at each other in harsh expressions, listed and examined one after the other.

In the third stage, the groups were separated again and the other group's complaints were discussed; then, the two groups met again and conclusions were exchanged in what was defined as a 'reconciliation session'.

Both groups reported that, as a result of the workshop, they felt more at ease with the others and could better understand their grievances. At the same time, they agreed not to agree on disputed issues. They thought that it would be a good idea to repeat the workshop process at a later time.

Theme 2

Improving Conditions and Quality of Adult Learning

A statutory committee has been established to formulate criteria for accreditation of prior learning and for inspecting the implementation of these criteria by regional committees. This has opened new opportunities for suitable integration of candidates into adult learning and training programmes.

Theme 3

Literacy and Basic Education

Changing programmes when prospective learners change

As prospective literacy and basic education learners are changing from the middle-aged women of Tehila to young persons who did not complete their basic-school studies, new programmes and curricula are being prepared by the Division of Adult Education. These include disciplinary and interdisciplinary courses, computers, communications, social-economic issues, sciences, etc.

Literacy-Ulpan for Ethiopian immigrants

In a special programme for illiterate immigrants from Ethiopia, Hebrew language classes were combined with basic studies in Amharic, taught by Israeli instructors of Ethiopian origin. Teaching world knowledge in Amharic, while using the life experience of the learners, helps preserve the participants' special culture and past for their present and future life.

This programme was first launched in 1998. It has increased motivation among both teachers and learners. In 2003, 78 classes are being operated in 21 centres across the country. In 2001, the Division of Adult Education was awarded an honourable mention by UNESCO's international King Sejong Literacy Prize for developing this new conception and curriculum for Ethiopian immigrants.

Theme 4

Promoting the Empowerment of Women

'Mila Tova' – a programme for Ethiopian mothers of pre-school children

'Mila Tova' is a programme designed to empower Ethiopian mothers of little children by enriching their studies. The aims are: to expand the learners' basic knowledge, to increase their fluency in using the Hebrew language, to equip them for coping with problems and dilemmas, to help them integrate as equal and free citizens in the life of the country and to empower them as parents. Special learning materials, including a kit of films and textbooks, have been prepared for this project.

In a festive celebration at the end of the school year, 400 participants gathered. Exciting expressions of their awareness to their growing empowerment were enthusiastically acclaimed.

Women's empowerment 'virus' in other adult education projects

The 'Dialogue Institute' specializes in penetrating with workshops on women's empowerment to diverse adult learning projects, mainly to various professional training and in-service training courses. The learners are women and men of working age, from various countries of origin. The motto of these workshops is that women's empowerment is important to men as well as women and that equal partnership in couples is a main factor in enhancing the quality of life and promoting empowerment of both genders.

The Institute offers its services to governmental and non-governmental organizations who operate in-service training projects, women's organizations, colleges and other educational institutions.

Theme 5

Adult Learning and Changing World of Work

Training for 'employability'

In a centre for learning 'employability' skills, organized by M.I.L., The Israeli Centre for Management, workers who need (because of unemployment) or wish to change their occupations acquire 'employability' skills such as: retraining, searching for suitable demand in the labour-market, writing applications, preparing C.V.'s, going to interviews, undergoing tests, team management and managing skills. The learners can also acquire skills of self-employment and starting small business.

Theme 6

Adult Learning, Environment, Health and Population

In-service course for practising nurses (Health)

In a in-service training course for practising nurses, each participant was requested to 'adopt' a person who suffered from some chronic illness and document visits to the patient's home and interview her/his family, other relatives, neighbours and friends. They documented the interviews and the patients' ways of tackling daily problems connected with their health situation. When the learners compared their reports, they found that in all the cases support by a close family member or friend was a major factor in their ability to cope and lead a normal life.

Parenthood guidance to families in cultural transition

In response to expressed needs of parents who immigrated to Israel from former Soviet Union countries – who had difficulties in coping with relationships with the school system and other bureaucratic institutions – the Department of Parenthood, Family and Community in the Division of Adult Education has initiated the establishment of a network of special centres for parents in cultural transition. These centres are integrated in Popular Universities and cultural centres situated in residential communities highly populated by immigrants.

At the same time, specialists who belong to those communities are trained as facilitators and mediators. They are bicultural and speak to the parents in their language.

In 2002, a national centre 'Maya' was established for training certified facilitators to parents' groups in cultural transition.

Theme 7

Adult Learning, Environment, Media and Culture ICT's

Community cable television

The Community Centres Network in Israel operates a programme in which teams of adults learn how to produce films. Individual learners choose specialized tasks from among the various functions

which are part of film-making. This includes: writing the script, acting, shooting pictures, editing, arranging sound accompaniment and effects, etc. After deciding on the topic, they implement the various tasks under the supervision and guidance of specialists, with whom they can consult as needed. A selection of resulting films is broadcasted in the T.V. Community Channel.

Theme 8

Adult Learning and Groups with Special Needs

Professional terminology and accreditation courses for immigrant physicians

Immigrant professional specialists encounter great difficulties in finding suitable positions in their new country. Two important setbacks are: (a) need for formal accreditation and license to work in Israel; (b) lack of knowledge of the professional terminology in Hebrew.

The programme for the absorption of immigrant physicians, who have come to live in Israel in great numbers during the 1990's, responds to these needs by supplying: (a) professional courses preparing for licensing exams; (b) language skills and terminology needed for professional functioning. As a result, the proportion of physicians who achieved employment in their profession was remarkably raised.

Vocational rehabilitation and training centre

The Centre for Vocational Rehabilitation at the Loewenstein Rehabilitation Hospital was established in 1980 by the Ministry of Labour in conjunction with the National Insurance Institute, the General Health Insurance Fund and the Cukier, Goldstein Goren Fund. Its objective is to rehabilitate people of employable age with physical, mental or emotional disabilities that interfere in their normal occupational lives. Handicapped persons who earn their lives are independent and contribute to society whereas unemployed handicapped persons are a burden on society.

Applicants are referred by the National Insurance Institute, the Rehabilitation Offices of the Ministry of Defence, hospitals and others.

The process of rehabilitation includes vocational and medical evaluation, vocational training and psychological therapy. The Centre offers 22 vocational courses and individual training. Hearing-impaired students receive sign-language translation. The different workshops have the most advanced technological equipment and are directed by expert teachers. In-service training programmes for the personnel maintain a high level professional service.

The learners gain experience as they work during their studies and are aided in finding work after graduation. The job-placement counselor follows up on their progress at work for at least six months after they have been employed. 66% of the graduates in 1999 have been employed.³⁴ 3650 trainees have been handled since 1983.

The Centre is certified with a quality certificate of the Standards Institution of Israel and is monitored in compliance with the Quality Standards ISO 9002.

³⁴ April 2000. 'Vocational Rehabilitation at Rehabilitation Centres' **The National Institute Survey**. N° 75

In 1994, the Centre was presented with the national Kaplan Award for productivity, increasing efficiency at work and outstanding achievements. In 1998, the Centre was given the Award for the Project of Quality, presented by the Standards Institution of Israel and the Office of Commerce and Industry, on the occasion of the State Jubilee celebration.

Supported learning for learners with mental disturbance

A programme for supported educational advancement to adults with mental disturbance was launched in 1993. The learners were integrated in Tehila classes, in frameworks for high-school equivalency learning and in Ulpan special or integrated classes. They were supported by teams of mental health specialists, who also met with the educational staff.

Learning contributed to the rehabilitation of the participants and enhanced their motivation to continue. It improved the learners' self-confidence, functioning in their normal life and coping with stress. Their anxiety diminished and their identity with their community increased.

The programme was operated in conjunction by the Health Ministry, the Division of Adult Education and the Jewish Agency. The number of classes operated increased gradually from 180 in the school year 2000 to 500 in 2003.³⁵

Weekend residential seminars for old learners

The residential weekend seminar 'Fathers and Founders' was established in 1989 by the Division of Adult Education. In recent years it has been operated as an autonomous NGO. The seminar is a monthly project and follows the school year. Participation is open to all, yet the vast majority of the people who come are retired professionals who are interested in the seminar's programmes and can afford to invest tuition fees to cover the expenses. 200-300 learners participate in each seminar.

The themes studied are: Jewish history, Judaism and philosophy, Israeli society and culture, ethics in medicine and in a globalized world, etc. The lecturers are academic professors, who also advise the seminar's director on contents and curricula. A core of regular participants have formed a 'community of learners' characterized by personal relationships and friendship, and represented by an advisory committee of participants.

Theme 9

Economics of Adult Learning: Adult Learning Seen as an Investment

The proliferation of diversified projects and programmes for adult learning in Israel is evidence to the perception of lifelong learning as an essential investment by all parties concerned.

³⁵ Sasson, R., Grinshpun, A., Lachman, M., Bonny, A. 2003. op. cit.

Theme 10

Enhancing International Cooperation, Solidarity and Networking for and through Adult Learning

Overseas development cooperation

MASHAV – the Centre for International Cooperation, a division in the Ministry of Foreign Affairs, is Israel's agency for international development. It was launched in 1958, with the aim of sharing with the rest of the developing world the know-how and technologies which provided the basis for Israel's own rapid development. It specializes in adapting education systems to meet the demands of developing economies. Its courses draw on Israel's experience in adapting programmes to the needs of a rapidly developing economy and a growing multilingual population.

The target population for trainees includes: field workers, senior decision makers, educators, heads of municipal and regional departments, planners of study programmes, senior educational administrators and supervisors, lecturers and university staff. Training courses are conducted mainly in English, Spanish, French, Russian and Arabic.

MASHAV's training programme benefits from a network of over a dozen affiliated study-centres and academic professional institutions, that provide high-level facilities and expert instruction. Its activities are funded by the Ministry of Foreign Affairs, by other governmental agencies (Ministries of Education, Health and Social Services), international agencies and NGO's, on cost-sharing basis.

In 44 years of MASHAV's activity, more than 75,000 learners in 160 countries and territories participated in training courses in Israel and about 125,000 in on-the-spot courses in their own countries.

In 2001, 3053 learners from 120 countries participated in 116 courses and individual training in Israel and 5228 were trained in 114 courses in 43 countries. Topics were mainly: agriculture, economic and social development, education, community development, medicine and public health, rural and urban development, role of women in development, science and technology, small and medium enterprise development.

MASHAV endeavours to act throughout the Middle East in order to contribute to the promotion of peaceful cooperation with Israel's neighbours.

Ch.8

Future Actions and Concrete Targets for 2009

Theme 1

Adult Learning, Democracy, Peace and Critical Citizenship

Increase and intensify adult education activities in democracy, peace and citizenship learning.

Theme 2

Improving Conditions and Quality of Adult Learning

- ✓ Create conditions for expansion of learning and enrichment of leisure time in all fields of interest.
- ✓ Improve the efficiency of combined structures for adult education, in which diverse governmental and non-governmental agencies cooperate.
- ✓ Structure holistic centres for adult education.
- ✓ Build new institutional models.
- ✓ Reformulate criteria for opening new Popular Universities.
- ✓ Prepare flexible programmes, open to adaptation to different populations.
- ✓ Develop and update curricula and learning aids and integrate them into the systems of adult learning.
- ✓ Refine the definition of levels in the various programmes.
- ✓ Improve the quality of learning materials and learning methods. Prepare specialized learning kits.
- ✓ Upgrade technological equipment in learning centres.
- ✓ Build a system of feedback evaluation through surveys and research.
- ✓ Build a system for analysis of results for future planning.
- ✓ Re-evaluate the function of adult education institutions.
- ✓ Update regulations and processes for the accreditation of prior learning.
- ✓ Increase efficiency of the Accreditation Committee's work.
- ✓ Develop Internet networks for transmitting updated information.
- ✓ Map courses that are authorized for salary increment to graduates in the public sector. Publish criteria and updated lists in the Internet.

- ✓ Combine options for aggregated educational advancement to equivalency aggregation, and spread relevant information.
- ✓ Publish additional numbers of the series of publications by the Division of Adult Education and the Adult Education Association for Israel.
- ✓ Publish textbooks and learning materials for learners and educators/facilitators.
- ✓ Develop in-service programmes for the educational staff in the diverse projects of adult learning.
- ✓ Introduce Adult Education (Lifelong Learning) as a discipline in the institutions of higher education in Israel.

Theme 3

Literacy and Basic Education

- ✓ Enhance the overall level of education in the diverse sectors of Israeli society.
- ✓ Build a complete basic education programme for the Arabic, Druze and Bedouin sectors.
- ✓ Complete the formation of connected continuity between basic and high school equivalency education. Prepare learning materials for this purpose.
- ✓ Develop organizational foundations for promoting basic education where it is needed.
- ✓ Pool, create and distribute knowledge and information on adult literacy and basic education opportunities.
- ✓ Publish journals and articles on literacy and basic adult education.
- ✓ Develop new programmes for training educators/facilitators.

Theme 4

Promoting the Empowerment of Women

- ✓ Promote the development of new programmes for women's empowerment. Reinforce existing programmes.
- ✓ Evaluate results of ongoing programmes.
- ✓ Promote single mothers' opportunities for feasible participation in suitable educational advancement and vocational programmes.

Theme 5

Adult Learning and Changing World of Work

- ✓ Strengthen the functional perspective of educational-advancement studies and relate them to specific needs of job markets and employment.
- ✓ Establish comprehensive centres in which educational advancement, vocational and professional training and Hebrew language courses will be complemented by placement and follow-up offices.
- ✓ Increase training programmes for unemployed people in towns and suburbs with high unemployment rates.

Theme 6

Adult Learning, Environment, Health and Population

- ✓ Increase and improve environment studies and involvement.
- ✓ Develop a culture of lifelong learning in the population. Minimize educational gaps.
- ✓ Correct injustice in the field of adult education and set priorities that recognize the specific reality of different sectors in the population.
- ✓ Improve local ways of defining needs.
- ✓ Increase the number of Popular Universities in the Arab and Druze sectors.
- ✓ Establish adult learning centres and activities in the Bedouin sector.
- ✓ Develop skills of parenthood in order to improve the quality of family and community life.
- ✓ Increase the activity of parenthood guidance.
- ✓ Develop community leaders who nurture positive attitudes to all forms of adult learning.
- ✓ Form a dedicated community of professionals in parenthood and community guidance.

Theme 7

Adult Learning, Environment, Media and Culture ICT's

- ✓ Develop in the various frameworks of adult education the use of electronic communications media both as educational tools and as subject of learning.
- ✓ Develop new educational programmes in the Media.
- ✓ Promote cultural learning in adult education frameworks.
- ✓ Develop programmes for distance learning through the Internet.

Theme 8

Adult Learning and Groups with Special Needs

- ✓ Respond to special educational needs and expectations of special groups.
- ✓ Increase the educational promotion of special groups that need special care and reinforcement.
- ✓ Address the short- and long-term needs of immigrants in acquiring the Hebrew language and becoming familiar with its culture, and assist them in their professional and social absorption.
- ✓ Improve methods of teaching Hebrew to immigrants.
- ✓ Expand programmes for the educational advancement of high-school equivalency of young immigrants from Ethiopia, Caucasia and other countries of origin.
- ✓ Promote projects for immigrant mothers from diverse countries of origin. Adapt the programmes to specific needs.
- ✓ Develop/adapt/translate programmes for Arabic speaking learners.
- ✓ Increase the inclusion of senior citizens in the educational system, in conjunction with other governmental authorities and interested NGO's and CSO's.
- ✓ Intensify the cooperation with caring communities for ex-drug addicts.
- ✓ Operate experimental projects for prisoners in conjunction with the Prisons' Service.

Theme 9

Economics of Adult Learning: Adult Learning Seen as an Investment

- ✓ Increase investments in adult learning programmes and in production of learning materials and publications on adult learning.

Theme 10

Enhancing International Cooperation, Solidarity and Networking for and through Adult Learning

- ✓ Develop interaction with adult education organizations and institutions in other countries.
- ✓ Strengthen international connections by implementing bilateral agreements.
- ✓ Increase involvement in international conferences.
- ✓ Intensify the international activities of the Adult Education Association of Israel.
- ✓ Update lists of organizations, institutions and personalities in Adult Education.
- ✓ Pool theoretical and practical knowledge on adult education from international sources and distribute it to systems of adult education in Israel.

- ✓ Establish a library on adult education.
- ✓ Translate into European languages information aggregated in the Internet site on adult education in Israel.
- ✓ Exchange publications with adult education systems in other countries.
- ✓ Coordinate equivalency accreditation with other countries.