

# State of Israel

Ministry of Labor and Social Affairs  
Manpower Training & Development Bureau

programs for immigrants and non- Hebrew speaking citizens  
(The Preparatory Program as a Lever to Bridge Cultural, Social and Educational Gaps)



*WELCOME*

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# Why Hold Preparatory Programs?

Preparatory programs serve as a mediating and guiding and gap-closing framework: Whether as preparation for integration into employment, preparation for vocational training or for personal empowerment, rejuvenation, the development of personal skills and the betterment of the human capital.

## Introduction

In the modern working world and in the competitive global market, there is a great deal of importance in developing the country's human capital and providing every citizen with an education and quality vocational training. Given the appropriate training, people have a better chance of becoming integrated into the working world and of forming a setting for themselves in which they can generate their own independent livelihood.

Often, the process of training adults involves a return to the classroom after long years away from studying and from study habits, with all that entails. On the other hand, going back to school and to training creates a new opportunity to experience learning processes and career development.



# So why do we do this?

It is a known fact that every society has groups and sectors whose rate of participation in the workforce is lower than average in the economy.

In addition, it should be noted that throughout its years of existence since its inception, the state of Israel has been absorbing immigrants.

In seeking to improve the situations of these groups and allow them to integrate into the working world and into society, making do with normative solutions is not enough and unique and corrective measures are called for.

Therefore, in practice, the operation of the various preparatory programs was intended to allow populations who do not meet the required threshold conditions in vocational training courses to complete their knowledge, bridge the existing gaps and ultimately increase their chances of becoming actively integrating in the work market.

# The Department's Policy



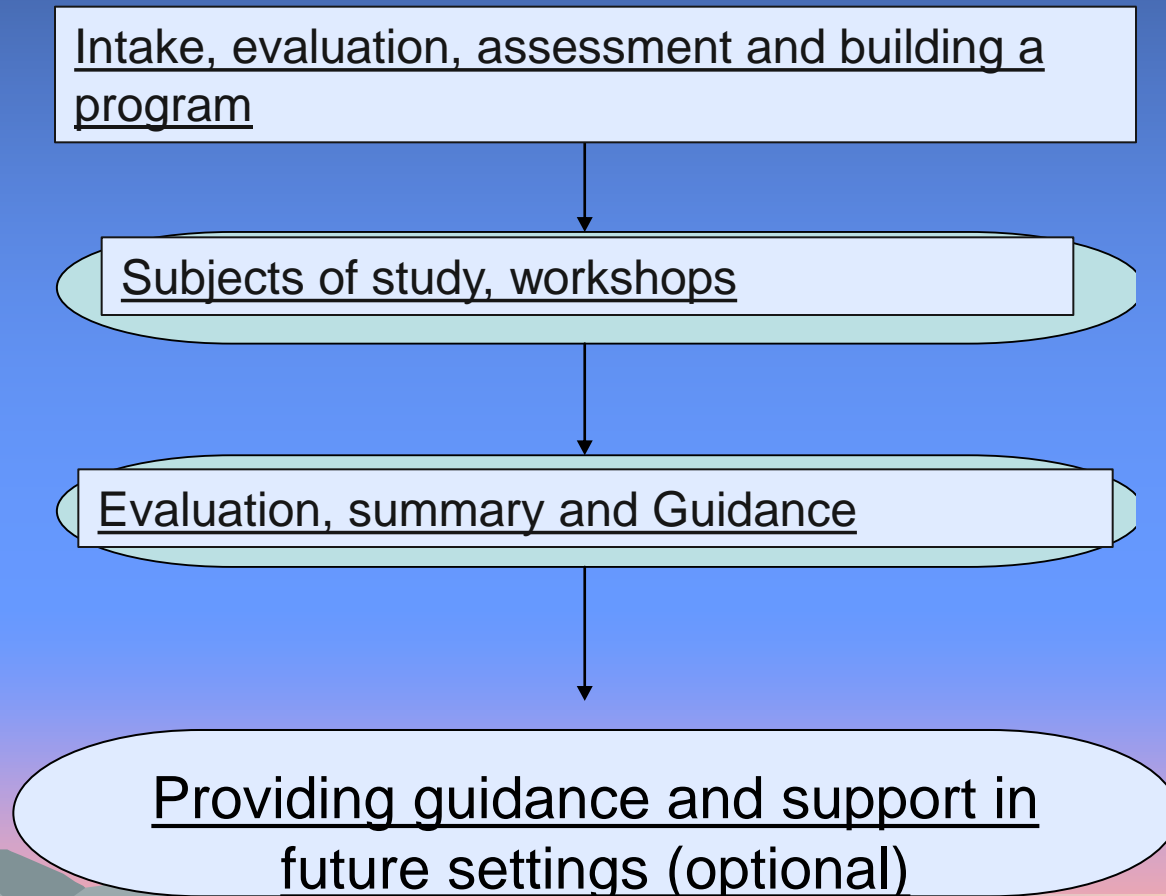
First and foremost, the department is required to improve the candidates' chances of being accepted into training programs or directly into employment. This is accomplished by a variety of preparatory programs, workshops and actions for the completion of general knowledge, technological education, development of learning and work skills, empowerment, development of soft skills and more, based on the various profiles and disadvantages of the target populations the department is seeking to promote.

The department offers a wide range of preparatory programs, each of which is designed to "complete the blanks and close the gaps" on one hand, and prepare the learner for the next stage (training or employment) on the other, based on the target populations' characteristics, the profile of the candidates and the potential future tracks (employment or training).

Running these programs requires special conditions, trained and knowledgeable staff who are highly experienced in handling special populations, unique human resources with the appropriate guidance and evaluation skills and a high ability to modify the programs in accordance with the composition of the candidate population.

# The Design of the Preparatory Program's Outline - the Three-Phase Model

The model proposed below for the implementation of the preparatory programs allows building a joint concept for treating target populations, while emphasizing the unique characteristics of every group, as well as every group's heterogeneous profile.





# Training Model for Ethiopian Immigrants

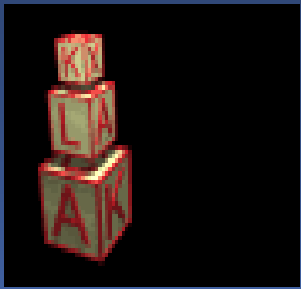
Any program designed for the population of Ethiopian immigrants should not be included under the normal definition of vocational training rather under the title of “Population Promotion”.

Inclusion under this title, which by its very nature clarifies situations and indicates the existence of the population’s unique problems, which require significant promotion on various levels.

## Overview of the Population’s Characteristics

During the socialization process, this population barely made contact with modern technological elements, and meets the definition of a "rural population" with all that entails.

However, studies discussing the socialization processes of Ethiopian immigrants in their country of origin indicate a natural process, in keeping with the accepted norms there. In this sense the rural population of Ethiopian immigrants is no different than any other rural population in Ethiopia.



## So what happened?

The immigration to Israel disrupted this natural process, and in Israel these immigrants lack some of the special qualifications and skills required for effective functioning in modern culture.

So here we have a population going through the stages of transition and assimilation into a new society, which functions according to a completely different set of codes!

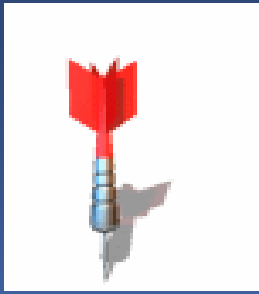
## Project Objectives

The objectives of the training project are derived from the combination of a number of variables:

- a. Employment sector requirements regarding the required employee profile.
- b. The opening conditions of the target population
- c. Time and resources

There is no doubt that in order to integrate the aforementioned variables into the formulation of objectives, the concept of “promotion” needs to be taken into account, and consequently, the question - what is the minimal threshold that should be aimed for so that the immigrants will be able to:

- a. Function properly in the intaking society
- b. Open educational options for induction into the working world.



## Work method

The various tracks will be centered on five guiding principles:

- a. Maximum utilization of the new immigrants potential qualities while taking into account their expectations, in order to facilitate the quickest possible placement, via one of the proposed courses of action.
- b. Maximum utilization of the various frameworks already available in the department.
- c. Development of unique modular frameworks and programs while addressing the deficiencies arising from the various transitions up until the future placement (cultural and professional transitions)
- d. Prioritization of professions with a high probability of employment
- e. Maximum flexibility in building the preparatory and training programs as a result of the relative uncertainty regarding the state of employment in the vicinity of their residence on one hand, and the immigrants' potential and expectations on the other.





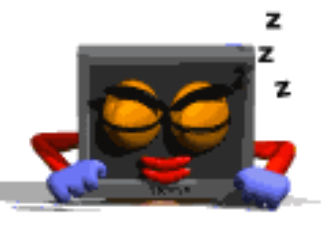
## Sorting processes

A large increase in scope characterized (usually) by the existence of a heterogeneous population both in terms of age and in terms of the educational/professional background and the various expectations.

One of the ways of coping with the problematics of heterogeneity is by building differential treatment tracts able to express the personal potential inherent in each of the immigrants or various groups and expectations en route to a speedy placement in the working world.

The referral of a diverse population to one of the differential treatment tracts requires building a sorting system that reflects the population's possible profiles in a manner providing an appropriate professional response to every immigrant, referring him/her to the most suitable track.

**In light of this, we developed a unique sorting process based on a progressive executive idea by developing a “multipurpose workshop”, as opposed to the more formal and “specific” sorting process (pencil and paper)**



# Flow chart - three-phase training model for Ethiopian immigrants





# Timetable Structure

Didactic comments	Hours of study	Subjects of study
Establishing the language and the world of technological terminology and creating an infrastructure for reading comprehension and thought development.	140	Hebrew language literacy
Israeli history and geography, Jewish heritage, basic terms in economics	60	Social studies
Basic, useful term in arithmetics and geometry, introduction and use of a calculator, plane geometry	100	Mathematical literacy
Technical language, the drawing as the language of technology and a means of communication, technological communication via the computer, technical recording and reporting.	80	Technological communication
Basic terms (cause and effect), the impact on human life (inventions), phenomena (free falling) and principles (acceleration), measuring, (measurements and basic units)	60	Science and Technology
Practical experience with diverse materials and technological occupations; this is where a variety of elementary skill will be expressed while executing one or more of the products representing the prominent characteristics of the occupation.	240	multipurpose workshop
Professional tours	24	Preparation for the



## Didactic methods

Building a personal dictionary - vocabulary

Building professional illustrated dictionaries

Learning the language through a personal story -  
Creating a textbook based on the personal stories of  
the group of learners



## Pre-employment preparatory program: Designing a Preparatory Program for Designated Vocations - 2004

The proposal institutes a change and updates the 2001 curriculum, reflecting the changes occurring over the past few years in the structure of employment and in coping with a population (with low educational characteristics) on income support.

Preparatory program objectives (after mapping of industrial environment)

**Preparing the learner for a speedy integration into the working world in the fields of employment;**

- Production workers in the electronics industry
- Trained teacher's aids (nursing aides)
- Landscaping

### Operative Objectives

1. Learning and improving everyday and technological Hebrew
2. Instilling basic terms in general technological topics
3. Experiencing diverse work environments via the multipurpose workshop
4. Instilling elementary tools for improving function in the a technological world
5. Developing and reinforcing the employment personality

## Preparatory/training program structure - the training program is 1 year long and includes 5 stages:

**Stage 1** - Intake (Sorting and mapping deficiencies)

**Stage 2** - Pre-industrial preparatory program, 390 hours.

**Stage 3**- Multipurpose workshop 210 hours

**Stage 4** - Summarizing evaluation and employment counseling

**Stage 5** - Job placement, including support guidance and monitoring for 6 months.

### Training program structure (stages 2 and 3)

Hebrew	160 hrs
Basic Mathematics and logical thinking	70 hrs
English (technical practical)	60 hrs
Learning and work skills	50 hrs
Multipurpose workshop	210 hrs
a. 3 basic vocational workshops: production workers in the electronic industry; trained teaching aides (nursing aides); landscaping	
b. Personal empowerment and employment resilience	
<b><u>Total</u></b>	<b>600 hours</b>



# Preparatory Programs and Enrichment Courses for New Immigrants

## Guiding preparatory program

This is the first therapeutic framework leading up to guiding the immigrant to the most appropriate track from him/her:

Technological preparatory programs, vocational training and career changes, technological update, intra-factory training, or direct placement following the guiding preparatory program.

This preparatory program deals with five dimensions:

- Improving their Hebrew and instilling basic terms in “technical Hebrew”
- Basic orientation in the geographic environment
- Providing basic information related to institutions and to the intaking Israeli society
- Initial introduction to the various sectors in the Israeli economy (industrial factories, services)
- Providing personal counseling related to adaption and guidance regarding future tracks

## Guiding preparatory program structure (200 hrs / approx. 5 weeks)

Didactic comments	Hours	Subjects of study
Improving the language and technical Hebrew	80	Hebrew language
Israeli history and geography, Jewish heritage, introduction to the Israeli economy and market, Jewish culture and Jewish holidays	60	Social studies
Approx. 5 professional tours	30	Introduction to the industry
Coordination of expectations, assistance in dealing with transitions between social patterns,	30	Advice and guidance

# The Arab sector

## The expectations of the population or the “Arab Mother”

In interviews, when an Arab person is asked what profession he would like his son to have, three primary professions come up repeatedly: doctor, lawyer, pharmacist.

The contractor and construction worker are mentioned in second place, in terms of popularity. Daughters are expected to choose teaching. In addition, nursing, secretarial and administrative professions were also mentioned.

### Background:

The level of education in Arab aged 18- 64 is significantly lower than that of the Jews of the same ages. 33.7% of Arab women have eight years of education or less, compared to 4.8% of the Jewish women

These gaps will also be reflected on the academic level - Although the level of education in the Arab population in Israel has been on the rise in recent decades, it is still low in comparison to the Jewish sector. The population of academic Arabs (including Muslims, Druze and Circassians, and Christians) numbered approximately 57.8 thousand people in 2005, constituting 8.7% of the Arab population between the ages of 18-65, and consisting of 32.8 thousand men and 25 thousand women.

The percentage Academic Jews in the same age group was the more than 25%.

The population is poor with only partial participation in the working world (woman) and under limitations (men); there is difficulty in investing in education and in the development workplaces; hence achievements in the labor market continue to be low.





## Conclusions

Analysis of the economic characteristics of the Arab Sector in Israel lead us the conclusion that out of the wide variety of factors responsible for the gaps in income, the educational factor has a major impact on the long-term integration capacity of Israeli Arabs in the economy.

## Desirable solution

Change of policy in the field of education and vocational training

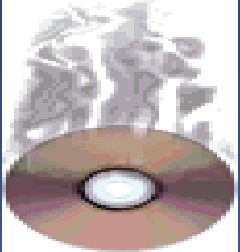
Designing preparatory programs according to the population's various profiles

Two prominent types of population:

- a. Israeli Arabs
- b. Arabs from East Jerusalem

## Primary characteristics

The Arab population in East Jerusalem lacks both Arabic (many of them are illiterate) and Hebrew and it is difficult to recruit Arab speaking teaching staff to teach Hebrew.



# Technological Preparatory Program

Comments	Hours of study			Specification of subjects/topics
	Total	Practical	Theoretical	
<sup>1</sup> Registration, induction, personal interview, evaluation and mapping of deficiencies, coordinating expectations	4	--	4	1. Induction, evaluation and assessment <sup>1</sup>
<sup>2</sup> The Hebrew language skills, Vocational Hebrew/vocational studies.	332	--	332	1. Hebrew <sup>2</sup>
<sup>3</sup> Equations and .square problems, graphs, basic functions	60	--	60	1. Mathematical literacy and logical thinking <sup>3</sup>
<sup>4</sup> Introducing technical vocabulary in the fields of: computer/finance/technology/ science... - reading technical texts Finding Information on maps, in instructions, catalogs of product descriptions in the field of technology and computerization.	32	--	32	1. Practical and technical English <sup>4</sup>
<sup>5</sup> The PC components: Initial introduction, information units, operating systems initial introduction to Windows, introduction to the Internet and basic Internet browsing, searching for information	36	36	--	1. Understanding the computer and Internet <sup>5</sup>
<sup>6</sup> Intelligent planning and organization of learning, proper learning skills, acquisition of new knowledge, ability to solve problems	30	--	30	1. Learning and thinking skills <sup>6</sup>
<sup>7</sup> Building a training profile, mapping out personal goals	6	--	6	1. Evaluation and guidance <sup>7</sup>
	<b>500</b>	<b>36</b>	<b>464</b>	<b>Total hours:</b>

# Extended Basic Preparatory Program for Instilling the Hebrew Language (for Arabic speakers)



Comments	Hours of study			Specification of subjects/topics
	Total	Practical	Theoretical	
	618	--	618	<b>⌘- Theory of the Profession</b>
	4	--	4	1. Induction, evaluation and assessment
<sup>1</sup> Hebrew language skills, Vocational Hebrew/vocational studies.	422	--	422	1. Hebrew <sup>1</sup>
<sup>2</sup> Equations and .square problems, graphs, basic functions, and problem solving	68	--	68	1. Mathematical literacy and basic logical thinking <sup>2</sup>
<sup>3</sup> Introducing technical vocabulary in the fields of: Computers /finance/ technology/science... Reading technical texts Finding Information on maps, in instructions, catalogs of product descriptions in the field of technology and computerization.	70	--	70	1. Technical and practical English <sup>3</sup>
<sup>4</sup> Intelligent planning and organization of learning, proper learning skills, acquisition of new knowledge, ability to solve problems	40	--	40	1. Learning and thinking skills <sup>4</sup>



## Continuation

	96	82	14	κ-	<b>Exercises and guided practical experience</b>
<sup>5</sup> The PC components: Initial introduction, information units, operating systems initial introduction to Windows, introduction to the Internet and basic Internet browsing, searching for information	90	82	8	1.	Introduction to the computer and Internet <sup>5</sup>
	6	--	6	1.	Evaluation and guidance:
	<b>700</b>	<b>82</b>	<b>618</b>		<b>Total hours:</b>

# Summary and Conclusions

## Introduction

The Vocational Training Department is in charge of training various and diverse populations while taking into account to demand, activity and growth in the economy. Along side the economic orientation, which guides its activity, the department is equally committed to promoting the personal and social statuses of groups with a relatively low rate of participation in the work force in relation to the rest of the population.

## Induction and adaption

Experience accumulated over recent years in the context of treating similar populations has brought to light the need to soften and reinforce the various transitions from the initial stages up to the job placement stage.

The treatment refers both to the social dimension and to the vocational/employment dimension.

The social dimension refers to the personal, cultural and social difficulties inherent to the transition from the characteristic patterns of the country of origin to a society with western patterns.

The intensification of treatment on both dimensions and the adaptation of differential treatment tracks based on the target population's profile have a dramatic effect on successful induction and adaption in the intaking country.



**Thank you for listening!**