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DARE Comparative Framework Israel

University of Haifa, Achva Academic College, Sapir Academic College, Gordon Academic College of Education

The aim of this report is to put DARE's objectives and mission in a broader context, that is, describe the needs of DARE's target groups, the support to be given to answer those needs of people with disabilities, women and minorities at each Israeli HEI within the consortium. Each Institution provided information regarding the target group addressed within its own action plan.

Target Group #1 – People with learning, mental and physical disabilities

Challenges and barriers:

There are different types of barriers for people with disabilities:

1. *Entrance*: these students usually do not reach the basic standards to be accepted to study at the college. They also afraid to try, they have low self-esteem, experience social isolation and they have developed stigmas in regard to their ability to learn. Moreover, some of the members of the acceptance-committee may also developed stigmas in regard to these students' abilities to study.
2. *Perseverance throughout learning*:
As of their objective difficulties, this group has higher percentage of dropout.
Lack of basic learning skills and learning strategies.
Bad learning experience.



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Lack of basic knowledge in English.

Lack of knowledge/information of the services offered by the University for target group.

High rates of dropouts.

3. *After graduating academic programs*, still, the low self-esteem they have developed throughout their studies in school prevents them from applying to be accepted in new job -positions when they graduate.
4. Lack of social awareness among the Israeli society in all levels (policy makers, stake holders, lecturers, administrative staff, students etc.).
5. Lack of a centre that provides ALL services to target group within one unit (in the case of Haifa University).
6. Shortage of professional staff for training and support students with disabilities.
7. Lack of equipment.

National and University regulations

- Equal rights of person with disabilities law, 1998. The basic principle is the rights of persons with disabilities and the commitment of Israel society to those rights are based on recognition of the principle of equality, of the worth of each person created in the image and on the principle of human dignity.
- Admission standards according to the Israeli Council of Higher Education.
- Examination Accommodations such as: extended exam time, to take exams in a room with reduced distractions, the assistance of a reader, scribe, or word processor for exams, the option of an oral exam, to use spelling and grammar assistive devices for essay exams, to use a calculator for exams.



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Institution	Existing Support services inside the University
University of Haifa	<p>Offering diagnostic processes for locating learning disabilities. Students with learning disabilities can receive assistance from tutors who are outstanding students and participate in study skill workshops. Students with learning disabilities are eligible for study aid. Payment for lessons is subsidized. An academic counsellor will help the students in coping with various problems by preparing a study plan and arranging lessons and a tutor, and in acquiring study skills. Students may receive studying adaptation.</p> <p>Students with temporary or permanent physical and mental disabilities are applied for the relevant assistance: blind students and those with hearing impairment can receive academic and social help by a tutor; a counsellor for accessible matters diagnoses their situation and needs and refer them to the relevant services (inside the University –tutoring, psychologist, psychiatrist, and outside the University-- National Security Services (Bituach Leumi).</p> <p>Occupational consulting services - providing guidance for choosing a major and a career path for students from target group.</p> <p>Offering supporting technologies for target groups --Recording lessons.</p>
Achva Academic College	<ol style="list-style-type: none"> 1. Peer Tutoring with excellent students 2. Language support from the Language department 3. The centre for students with special needs provides technology for academic adjustments and whenever needed psychological support as well. 4. The centre for students with special needs provides short courses for learning-strategies. 5. Basic introductory courses for academic learning, where students with special needs can experience the essence of the academia. 6. Academic courses in which students with emotional difficulties study with regular students and both groups learn to know each other. 7. "Learning and doing" – an academic course that expose students to the concept of "special needs", along with conducting different approaches through variety of community programs.
Sapir Academic College	<ol style="list-style-type: none"> 1. Accommodated English courses- accommodated English courses were established 4 years ago. The center was established 13 years ago. 2. Accessibility center for students 3. Learning mentors



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4. Distance learning
5. Events to promote awareness
6. Accessible facilities
7. Equipment rental
8. Psychological referral service

Target Group #2 – Women

Marginalized women from all social and cultural backgrounds that did not have the opportunity of access to higher education.

Challenges and barriers:

- Young female students who are mothers of small children undergo difficulties in finding a professional place to leave their babies/children while they are returning to study after maternity leave, which leads them sometimes to dropout their studies.
- Coming from low socio-economic and don't have the financial support to leave their babies in a day care.
- Lack of basic requirements to enter HEI (don't have Matriculation Certificate or didn't take Psychometric Exam).
- Lack of awareness or of the importance of higher education or knowledge/information about the University or Academic studies
- Language (Hebrew, English and Arabic).
- Academic learning strategies and skills.
- Low academic standards.
- Limited orientation to digital/technological literacy and use.
- Financial barriers.
- Social alienation.
- Learning disabilities.
- Time resources for studying is limited due to their marginalized situation
- Distance between home and college. Lack of Motivation to achieve higher education



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- Traditional reasons

National and University regulations

There are University and national regulations for pregnancy and maternity leave (in Hebrew)

http://dekanat.haifa.ac.il/index.php?option=com_content&view=article&id=109&Itemid=371

Institution	Existing Support services inside the University
University of Haifa	Coordinator/contact person under the Dean of Students office for pregnant women and mothers.)
Gordon Academic College of Education	<ol style="list-style-type: none">1. Peer tutoring2. Dean's scholarships3. Ethiopian scholarship fund4. Discharged soldiers fund5. Scholarships for 25-27 for the preparatory course6. Scholarships for the over 30 preparatory course7. Preparatory academic courses



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Target Group #3 – Minorities (Druze, Arabs, Beduim, Immigrants, Ethiopian, Russian)

Challenges and barriers

- Lack of basic requirements to enter HEI (don't have Matriculation Certificate or didn't take Psychometric Exam).
- Language barrier.
- Lack of awareness or of the importance of higher education or knowledge/information about the University or Academic studies.
- Lack of social awareness: for example, the Druze community is relatively closed society, they do not have daily contact with the Jewish society, which can influence the priorities of young people in general and veterans in particular.
- Lack of motivation to achieve higher education.
- Coming from low socio-economic: study costs, housing and living expenses are very high and they prefer to go out to the working market.
- Traditional reasons: for example, very few Druze men after their military service choose academic studies. This is a social norm; marry at a young age; lack of family and societal pressure on Druze soldiers to continue their studies at the University etc.

National and University regulations

Admission standards according to the Israeli Council of Higher Education.



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Institution	Existing Support services inside the University
University of Haifa	<ol style="list-style-type: none">1. Druze counselor (from the University team) that helps them with all University bureaucracy.2. Unique scholarships for Druze students.3. Offering academic support (privet tutoring and academic mentoring).4. Orientation days (exposure to the relevant Target Group) for Druze high schools.
Sapir Academic College	

Some information on the Israeli institutions:

University of Haifa is the largest comprehensive research University in the north of Israel, with 18,000 students in 6 Faculties and 52 academic departments. As the largest research university in Israel's northern region and the most diverse in the country, the University of Haifa is a leader in providing student support services to minority, disabled, and female students from the periphery. University of Haifa has founded various units as to promote social inclusion of excluded communities in Israeli society: Career Consulting; Psychological unit; Accessibility of Service for students with physical disabilities as well as learning and orientation difficulties; Academic Excellence which provides a range of counselling and support services aimed to allow students with special needs, new immigrant and minority to access higher education and promote students' academic success. Being committed to academic research, University of Haifa established a special program within Faculty of Social Welfare and Health Studies for investigating developmental disabilities. The University has launched an ambitious program named Flagship Program which seeks to promote solidarity and social inclusion of excluded communities in Israeli society. It expresses the University's commitment to academic as well as social excellence, promoting values of multiculturalism and community involvement. The Flagship Project is an institution-wide effort that encompasses faculty, students and University staff. In essence, we work through collaboration with organizations such as the municipality, community centres, and NGOs to develop social projects, courses and research with the community in four neighbourhoods in the western part of Haifa. The activities assist diverse



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populations such as: youth, senior citizens, and people living in poverty, immigrants, Jews and Arabs. The project has been awarded two consecutive grants from the Council of Higher Education's Planning and Budgeting Committee (PBC), and is considered the leading project in its field.

Gordon Academic College of Education (GACE) was established in 1953 and is accredited to bestow the B.Ed. and M.Ed. degrees. Located in Haifa, GACE serves Israel's northern peripheral areas and populations. GACE is multicultural institution and its 2,500 students and over 250 faculty members represent the ethnic, religious and cultural groups of Israel's North (Jews, Muslims, Christians, and Druse). It is the only teaching college that has a program to teach about Druze Traditions for the Druze Educational trend of Israel's Ministry of Education. Dedicated to excellence in teacher training and involvement in the community, GACE was the first teaching college in Israel to establish a Multicultural Educational Resource Center -MERC. Its goals include training teachers in cultural diversity and developing educational programs which promote pluralistic values and leadership based on mutual respect and understanding, and enhance attitudes of tolerance and co-existence among different groups in Israel. GACE has implemented community programs in Israel that include a mentoring program for Ethiopian Children, tolerance educational programs in Hebrew and in Arabic speaking schools, a program that empowers Ethiopians to be teachers in Israel. GACE is coordinating a TEMPUS IV 5th Program Development of an International Model for Curriculum Reform in Multicultural Education and Diversity Training (DOIT) . This program promotes multicultural education in teaching-training programs in Israel and Georgia. In addition GACE is a member in 6th call Life Long Learning in Applied Fields (LLAF).

Achva Academic College is located outside Kiryat Malachi (Arugot) in Israel's rural southern periphery. Achva Academic College uses education, research, and community involvement to fulfill two unique missions: To drive socio-economic mobility in Israel's struggling southern district and to promote a stronger, inclusive, and multicultural Israeli society. It makes higher education accessible to vulnerable populations such as Ethiopian, Bedouin, Ultra-Orthodox, and physically and mentally challenged Israelis. As the College places special emphasis on diversity and inclusion, our mission is to empower the young generation of this district through education, research, and community involvement. While maintaining high academic standards, we provide students with crucial support such as mentoring, academic skills workshops, facilities and technologies for students with disabilities, and culturally adapted learning environments. Achva's bachelor degree students train in professions that are crucial to raising the socio-economic standards in their home locales, such as education and the natural and social sciences. They earn degrees in the College's two undergraduate Schools: The Education school and the Sciences school. Students can also pursue M.Ed. degrees in Achva's School of Graduate Studies in a number of specialized fields.



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Achva Academic College provides students with special needs with a supportive environment to allow them to complete their studies. The Special Needs Center provides various facilities and services, including a technological learning center, a mentorship and tutoring program and an electronic guidance system for the visually impaired. The college also offers a B.Ed. degree given entirely in Arabic, as well as special programs and tutoring for Arab and Bedouin students in the regular programs who may need additional assistance. Other programs are tailored to the needs of the older, working students or to those of young single mothers. Finally, Achva Academic College is committed to social involvement, and runs programs for the population living in the vicinity of the college. These programs include a mediation study program which will lead to a grassroots mediation center in Kiryat Malachi, and tutoring project aimed towards helping local teens successfully pass their matriculation exams, among others.

Sapir Academic College has over 8,000 students enrolled in a wide variety of departments at Sapir College. More than half of them are studying for an undergraduate degree in one of many original and unique tracks in Israel, which position Sapir as the largest public college in Israel. Sapir located at the south periphery of Israel with large minorities population among students and lecturers. Sapir Academic campus is one of a kind in Israel, home to 12 different institutions of education ranging from first grade to a seniors' day center. As such, Sapir is at the heart of large community center for education services in the south of Israel. Among members of Sapir's teaching faculty are outstanding lecturers from Israel's leading academic circles, including dozens of professors and hundreds of experienced lecturers and researchers. The college's main attractions are its openness for new quality education programs with innovative human approach. Sapir offers wide range of different disciplinary studies. Sapir's aimed to build focus on international leadership, innovation, entrepreneurship, and best academic practices. Its Leading academic administration have designed a set of programs to give students, lecturers, academicians as well as practitioners, many of the skills and knowledge they need to build their careers, hand in hand with improving their environment and contributing their share to the wide society.