



שרת החינוך

Living in Partnership

Recommendations of the Steering Committee

Presented to the Minister of Education, MK Dr. Yifat Shasha-Biton,
and the Director General of the Ministry, Ms. Dalit Stauber

July 2022 | Tammuz, 5782



שמים 2 בחינוך
בית חינוך חברתי, ערכי ולימודי



“The fundamental characteristic of love is the removal of barriers between man and his neighbor and the bringing of hearts together, but this love does not mean being dragged after the other, it does not mean subjugation or blurring the identity of one of the parties that are bound to one another in their love. Its mutual flow does not want to change the person, but rather to change his place. Therefore, the removal of barriers that is the consequence of love between man and his neighbor, leads to the development and spiritual growth of each separate identity and not to subjugation.”

(Rabbi Adin Even Israel Steinsaltz in “Reaching for the Heavens” page 106)



From the objectives of the Ministry of Education



To help shape graduates with a well-formed self-identity, who behave with respect to those who are different from them, and focus on what they have in common, rather than on what separates them;
People with a sense of belonging, involvement and responsibility for society, who are motivated by values of justice, equality, tolerance and mutual respect.



Establishment of a steering committee



January 2022, by the **Minister of Education, MK Dr. Yifat Shasha-Biton**. Letter of appointment signed by the Director General of the Ministry, **Ms. Dalit Stauber** as part of the 'milestones' of the Minister of Education

Chair of the committee:

Avi Ganon, Deputy Director General of the Ministry of Education

Committee manager:

Dr. Sara Zilberstrom

Members of the committee:

Ministry of Education personnel, from headquarters and in the field, in formal education and social-community education, directors of education divisions in local authorities, kindergarten teachers, school teachers, principals, parents and students, teachers' organizations, academics and members of civil society organizations.

Strategic consultant:

Erez Bokobza

Ministry of Justice adviser:

Dr. Galia Boneh

Prime Minister's Office adviser:

Dr. Einat Ronen

Committee coordinator:

Michal Nimni



Focal points



Social focus

Relations between Social and Geographical Center and Periphery



National focus

Relations between Jews and Arabs



Religious focus

In Jewish society: secular, traditional, national-religious and ultra-Orthodox Jews;
In Arabic-speaking society: Muslims, Christians, Druze, Circassians, Bedouin, people with different attitudes to religion



Cultural focus

Relations between New immigrants and native born Israelis



Methodology

Establishing three work teams:



**Mapping and
characterizing team**
Coordinated by Eyal Ram



**Living in
partnership team**
Coordinated by Dana
Friedman and Hagai Gross



**Team for eradicating,
preventing and educating
against racism**
Coordinated by Ety Sasi
and Adv. Eyal Rak

Partnership with civil
society organizations

Broad-based process
of public involvement

Midway step – intermediate
recommendations for the
5783 school year



Principles



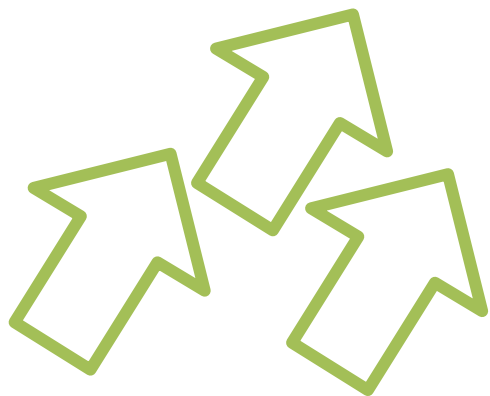
- 1 | Develop a ministerial approach that is anchored in a Director General's circular and monitoring and evaluation tools
- 2 | Address issues that were raised in the State Comptroller's report on the subject
- 3 | Focus on long-term activities for the Ministry's headquarters, educational teams, students and the public
- 4 | Base work on the knowledge accumulated in the civil education administration and the team's recommendations after the May 2021 clashes
- 5 | Implementation throughout the educational Continuum - education in early childhood, elementary education, secondary education and students in higher education
- 6 | Implementation throughout the educational continuum - formal education and after-school programs
- 7 | Adapt and implement in all four education sectors
- 8 | Emphasize the centrality of education and teaching staff in leading processes of change - in both routine and times of crisis
- 9 | Collaborate with civil society organizations that work in the field of education for living in partnership and anti-racist education
- 10 | Ongoing, synchronized work with all entities in the Ministry



Goals



שרת החינוך



- 1 | Instill values of justice, equality, tolerance and respect for all of humankind
- 2 | Develop and reinforce the self-identities and heritage values of all groups
- 3 | Become familiar with the multiple identities of each individual, and promote the perception of diversity as a cultural and social asset
- 4 | Advance the feeling of belonging, and responsibility for the shared living space, common denominators and a shared future
- 5 | Strengthen social solidarity, empathy, trust, and curiosity and a desire to get to know others and reduce alienation and distrust between groups
- 6 | Eradicate racism in the education system and in society, by recognizing the phenomenon of racism and providing tools to identify and deal with it
- 7 | Give equal opportunity, attention and a feeling of worth to everyone in the education system, while paying attention to particular needs and obstacles of minority groups
- 8 | Educators will see living in partnership and anti-racist education as major parts of their role and will have the capacity, skills and tools to fulfill this role



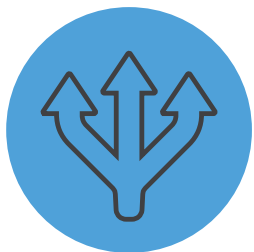
Living in partnership - definition

A field of knowledge that includes values and skills whose aim is becoming familiar with the variety of identities in society and understanding the meaning of living together in a shared space

Necessary components for education for living in partnership:



Strengthening self-identities



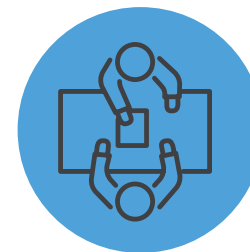
Exposure to and familiarity with the different social groups in Israeli society



Perceiving diversity as a positive value



Engage with the tension between a unique identity and shared identity



Developing listening and dialogue skills

The term 'living in partnership' entails a **call to action** rather than waiting for it to happen on its own.



Preventing, eradicating and educating against racism – definition



Racism is harm to the dignity, rights and opportunities on the basis of group affiliation. Racism is based on a view of biological or cultural superiority, that is rooted in the institutions of society and state, in social norms and in the culture. Additional relevant terms associated with the racism are “discrimination” and “prejudice.”

There is concern that use of “soft” terms, such as tolerance and multiculturalism, will not create a space for those who suffer from racism to make their voices heard.

Anti-racist education seeks to place “the actual matter” on the table, or in the classroom or preschool.



Current status and guidelines for broadening and furthering activity

1

Varied activity in the districts and schools

2

Guidelines for broadening and furthering activity

2a

Uniform conceptual framework

2b

Official and system-wide policy

2c

Internal assessment tools for monitoring and evaluation

2d

Developing methods that do not require face to face meetings (contact theory)

2e

Implementation in all education sectors in Israel



The committee's recommendations



Recommendations in four main fields:

- 1 Recommendations relating to the system's policy
- 2 Recommendations relating to pedagogy
- 3 Recommendations relating to training, intake and professional development of educational staff
- 4 Recommendations relating to the public atmosphere



1

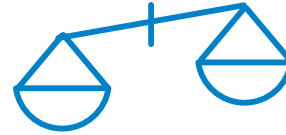
Recommendations relating to a system's policy



- 1.** Create an obligatory sub-category budgeted for "Gefen" (pedagogical-managerial flexibility)



- 2.** Write a Director General's circular on the subject



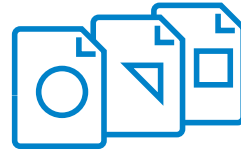
- 3.** Assimilate the "partnership index" as an internal measuring tool



- 4.** Increase awareness among Ministry employees and headquarters officials



- 5.** Implement the subject in the different education sectors



- 6.** Continue to promote diversity in the education system



- 7.** Continue the work of the ministerial implementation team



2

Recommendations relating to pedagogy



שרת החינוך

1

Inclusion of the subject in the education vision and work programs

2

Develop knowledge methodically to consolidate identity

3

Develop learning materials and teaching practices

4

Inclusion in different fields of study and Ministry programs

5

Establish a highlight week on the subject of shared living and anti-racist education

6

Strengthen the spoken language - Hebrew and Arabic

7

Encourage collaboration between educational institutions from different sectors

8

intergrate the subject in early childhood education

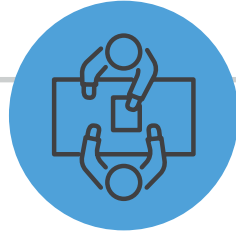


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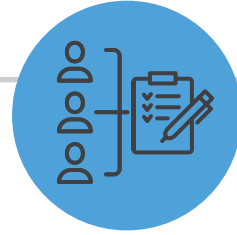
Recommendations relating to training, intake and professional development



Introduce an outline plan for living in partnership in teacher training colleges and including it in the curriculum



Instill awareness at the stage of starting teaching



Professional development programs for teaching staff in educational institutions and building multi-sectoral communities of educators



Train principals, school counselors and educational psychologists



Instruct parents



4

Recommendations relating to the public climate



שרת החינוך



- 1 Public campaign
- 2 Raise public awareness by various means
- 3 Collaborate with local authorities
- 4 Collaborate with parents and the community
- 5 Collaborate with the teachers' organizations
- 6 Involve the national students' council



Thanks



We thank all members of the committee for their partnership

Special thanks to the members of the leading team, most of whom are continuing
as the implementing team:

Erez Bokobza, Adv. Eyal Rak, Dr. Galia Boneh, Dana Freeman, Lilah
Aplaton, Meytal Levit, Michal Nimni, Adi Yahalomi, Dr. Einat Ronen,
Ronit Dagan, Shoshi Spiegel