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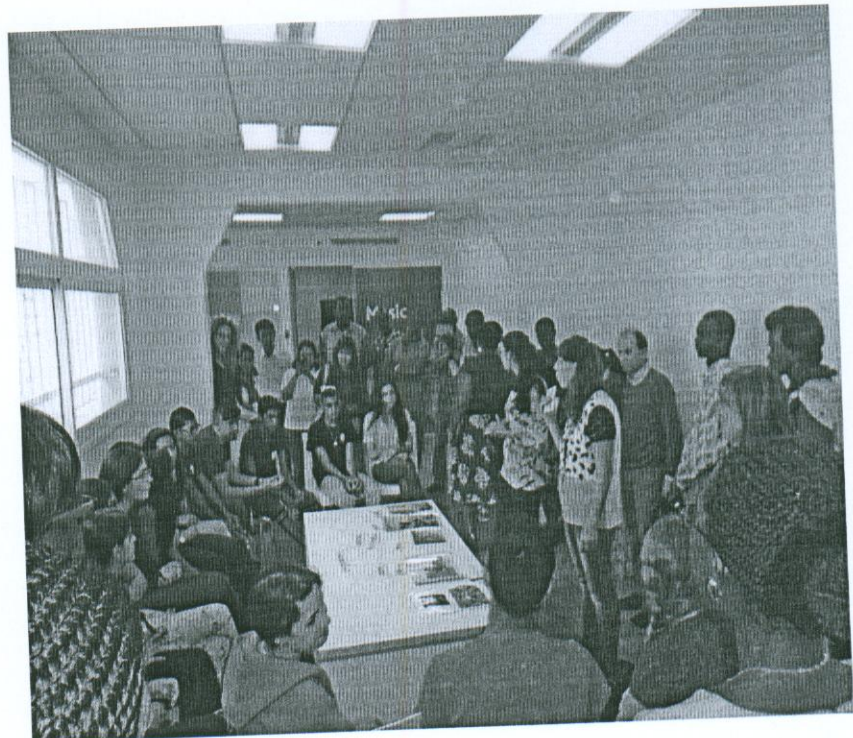
**Educational Methodologies
Youth At-Risk: Preventing Student Dropouts
and Facilitating Reintegration**

February 26th – March 27th, 2017



Israel's Agency for International
Development Cooperation
Ministry of Foreign Affairs

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About the Course

Background

"Children are not the people of tomorrow, but people today. They are entitled to be taken seriously. They have a right to be treated by adults with tenderness and respect, as equals."

Janusz Korczak

Within the framework of the 2030 education agenda, many stakeholders are advocating for the introduction of a *learning-related goal* as the most appropriate way to monitor educational progress and the prevention of early dropout rates and reducing inequality.

A range of interventions aimed at expanding access and improving quality have helped to reduce dropout. Accessibility initiatives have been created in terms of improving quality, there are initiatives to improve teacher training and support, provide relevant and modern learning materials and integrate technology and gender-sensitive practices.

Yet, school dropout remains a persistent concern. This goal presents a great challenge that must be met with creativity, resourcefulness and hard work.

One of the targeted populations within the stated goal is youth at-risk. This label - given by various authorities (psychologists, educators, and sociologists) - refers to vulnerable adolescents from all socio-economic backgrounds for whom normal family life has been disrupted, and who lack sufficient parental or adult interaction.

For these young people, the educational system takes on a special significance. Therefore, it is especially crucial to create educational opportunities to widen access towards education. These children must integrate into schools and training programs as quickly and as fully as possible, so they can have multiple opportunities for meaningful learning experiences.

However, "access" is complex and multifaceted. The professional educators who constantly mediate between students and the world around them must be supportive and caring when working with this special-needs group. Educators must create opportunities and impart skills, competencies and attitudes that will enable these adolescents to be productive and resourceful members of society.

Every nation today is involved in the challenging process of providing a quality education to meet the new demands of the 21st century. Educational systems have to develop innovative outreach programs for these school dropouts, focusing all efforts on creating positive conditions and individual skills that will foster resiliency and offset risk factors.

Given Israel's many national responsibilities – including the absorption of massive numbers of immigrants from various countries and cultures, while simultaneously dealing with emergencies – its instructional and educational personnel have an important and highly complex role.

Israel has achieved considerable progress in increasing the number of students between the ages 12-18 who attend high school. However, despite Israel's Ministry of Education's policy for the prevention of student dropout and the development of special and varied curricula, some of these young people have not been successfully integrated into the existing system. In order to deal with this challenge and its ramifications, the Ministry has made strides in the field of youth advancement, via the development of the *Youth and Society Administration*. This section in the