



**IISI:**

**The Institute for  
Immigration and  
Social Integration  
(Aliyah and Klitah)**



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## About the Ruppin Academic Center

With a student body of over 4,000, the Ruppin Academic Center is one of the largest and most prominent colleges in Israel. Since its establishment in 1949 as a training and management center for Israel's agricultural sector, it has evolved to become a leader in social sciences, management, engineering and marine sciences. The Center offers groundbreaking programs that are committed to developing theoretical and practical expertise, with a goal of tackling Israel's most pressing socioeconomic challenges.

**Our Programs:** Ruppin awards B.A., B.Sc., M.A. and M.B.A. degrees from our three schools: *Social Sciences and Management, Engineering and Marine Sciences*.

**Our Campuses:** Ruppin is located on two beautiful campuses. The *Emek Hefer Campus*, in the green region of Israel's heartland, houses Social Sciences and Management as well as Engineering. The bayside *Michmoret Campus*, situated on Israel's Mediterranean Coast, is the base for Marine Sciences.

Ruppin stands out not only for its academic excellence and unique fields of knowledge, but also because we entail the spirit of modern-day Zionism. Named after Dr. Arthur Ruppin, the pioneering Jewish sociologist, the college was the first extra-university center to receive bachelor degree accreditation from the Council for Higher Education. Ruppin has succeeded in maintaining its spirit of innovation and pioneering from the very beginning, and has made significant advances over the past few years in academics, infrastructure, public reputation and social involvement.

Ruppin is heavily invested in cultivating a new generation of leaders who possess moral conscience, social involvement and environmental awareness. To this end, the Center fosters its **two flagship tenets**: the research and study of **Immigration and Social Integration** (in response to Israel's most challenging social issue), and the further development of **Marine Sciences** (focusing on utilization of the sea as a source of economic development and research.)

With these goals in mind, Ruppin created the **Institute for Immigration and Social Integration**, the first of its kind in Israel. Since its founding in 2005, the Institute has had a social and academic impact on the overall field of immigration studies, and has also greatly influenced the entire Ruppin academic institution.

We invite you to explore this informative document, which presents Ruppin's **Institute for Immigration and Social Integration (IISI)**, including its goals, its operations and its achievements thus far.



# IISI – Background and Inspiration

## Immigration: An International Phenomenon

The phenomenon of immigration characterizes our modern age. Countries around the world today face the challenge and the opportunity of ever-increasing immigrant streams that influence their host countries in many ways: culture, language, values, customs, labor, and community structure.

## Israel as an Immigrant Society

Israeli society is an immigrant society and as such, immigration constitutes a central component in its collective identity. Almost 3 million people have immigrated to Israel since its foundation in 1948. Today, almost half of the Jewish population in Israel is composed of immigrants (*olim*), with the majority of the other half being second-generation children of immigrants.

Many believe the immigration process concludes after preliminary absorption. However, in reality, initial absorption is merely the beginning of a long process extending over several generations, with a continuous set of challenges to achieve social, economic, and cultural integration.

## IISI: A Pioneering Initiative

In establishing the Institute – unprecedented in its field in Israel – Ruppin has declared its commitment to develop the know-to approach Israel's crucial challenges. *Aliyah* and *klitah* (immigration and integration) have a significant impact on every aspect of life in Israel, and play an important role in shaping the national identity.

We see Israel's experience with immigration and social integration as a valuable model. We believe this model can help in understanding the immigration and social integration phenomena, on both a local and global level. Ruppin aspires to influence this realm in Israel and abroad. IISI's achievements thus far have been the focus of international interest, with countries facing similar trends engaging with Ruppin.

## Past and Future Inspiration

IISI is multi-disciplinary by definition, due to the fact that immigration and integration impact all aspects of life. Sociologists, anthropologists, psychologists, economists, and business administration specialists have joined forces to research these multifaceted subjects.

- **Academic Committee:** The Institute's Academic Committee is chaired by Prof. Moshe Semyonov of Tel-Aviv University's Department of Sociology and Anthropology. The committee includes researchers with internationally-acclaimed reputations from Israel's various universities.
- **Public Council:** The Institute is affiliated with a Public Council of prominent figures and experts from the fields of industry, economics, and sociology. The purpose of the council is to promote and guide the Institute, and to expand the public discourse of immigration and social integration issues, in Israel and abroad. The Council also assists in fundraising activities and creates networking support opportunities that help fund the Institute's various activities.

*Dr. Arthur Ruppin was not only the founder of the "Land of Israel Office". He was also one of the first to research Jewish immigration patterns and to take part in bringing Jews to Israel from abroad.*

# Teaching

## **M.A. Degree Program in Immigration and Social Integration: Unprecedented Achievement**

The Master's degree program in Immigration and Social Integration Studies – the first of its kind in Israel – opened its doors in October 2008 and now is already admitting its 3<sup>rd</sup> class. This program developed under the influence of major universities around the world that research this field (including those of Oxford, San Diego, Toronto) that answer the demands from social phenomenon facing each respective host country. Similarly, the Ruppin M.A. program accommodates the specific needs of the Israeli society.

*To learn more about the M.A. program, please see Appendix A.*

## **B.A. in Management, Immigration and Social Integration for Students of Ethiopian Descent: Breaking Down Barriers**

The community of 110,000 Ethiopian immigrants in Israel has yet to reach effective socio-economic integration. In October 2006, the Institute launched the B.A. program, taking upon itself a challenge previously unmet by offering a Business Administration degree with an emphasis on immigration and integration. Recognizing the tremendous obstacles which young Ethiopian immigrants need to surmount in order to receive a fair chance, the program is targeted at students who emigrated from Ethiopia, selected based on their leadership abilities and motivation to help their *Olim* community.

*To learn more about the B.A. program, please see Appendix B.*

## **Intercultural Mediation Program**

Despite Israel's lengthy history with immigration, social integration remains a challenging process. At Ruppin, we identified the need for skilled and motivated intermediaries, who can facilitate immigrant integration into Israeli society. The Institute's Intercultural Mediation (ICM) program trains motivated students of Ethiopian decent to serve as these intermediaries. Participants in the ICM program receive professional training that is recognized by the Ministry of Industry, Trade and Labor, another first in Israel for Ruppin. Coming from Ethiopian background, these students are best positioned to serve their own local communities.

*To learn more about the Inter-Cultural Mediation program, please see Appendix C.*

## **Cluster of Courses**

A cluster of optional undergraduate courses in the field of Immigration and Social Integration is offered to all Ruppin students.

## **Training of Field-Workers**

IISI offers university-level seminars and workshops for government employees who work within multicultural populations and who wish to strengthen their professional capabilities. The program also cooperates with the Israel Defense Forces, and is expanding activities to other parties including the Ministry of Immigrant Absorption, Health and Education divisions, local authorities and the Israeli police force.

# Research

## Research Activities

The Institute encourages research that serves as a platform for theoretical and applied understanding of the immigration phenomenon, particularly through multi-disciplinary research teams. For this purpose, the Ruppin Academic Center has established a modest seed research fund.

The Institute – a member of the immigration section of the Israeli Sociological Association – is currently leading a number of collaborated research studies with international institutions and researchers, including a global immigration study as part of the Metropolis Project; a study on South African Jews' integration into Israeli society; a joint study with the Ministry of Immigrant Absorption on North American immigrants' integration in the workplace; and a Canadian-Ethiopian-Israeli tri-lateral research examining suicidal tendencies among Ethiopian immigrants.

## Research Seminars

Research seminars convene on a monthly basis throughout the academic year. Emphasizing the importance of research, the seminar brings together researchers from across Israel to present their findings and exchange knowledge.

## The Ruppin Index for Integration of Olim in Israel

This annual index, initiated and developed by Ruppin's academic committee, compares five groups of immigrants with three groups of native Israelis, and evaluates parameters such as social integration, economic status, identity, satisfaction and quality of life. The index is an important tool in developing absorption policies and practices, and is presented to the Knesset (Israeli parliament) in an official ceremony.

## Social Involvement

Ruppin has made it a policy to encourage all Ruppin students to engage in social involvement with organizations that work with immigrant communities or in programs promoting integration.

A unique Civic Engagement Unit was recently established to enhance Ruppin's social involvement at large, and incorporate the social values into our overall performance. The unit echoes Ruppin's approach to academia/community relationship, guided by our belief that we all share a civic duty to the society we live in.

In the 2008-9 academic year, Ruppin was recognized by the Council on Higher Education with a special award for community involvement. This is the first time this award has ever been



*Highlights of published IISI research reports:*

- *The Role of Social Networks in the Process of Deciding to Immigrate: The Case of Immigration from North America to Israel*
- *Financing Businesses Owned by Immigrant Entrepreneurs*
- *The Identity of Immigrants – Between the Majority Definition and Self-Definition*
- *The Effect of Immigration on Personality Patterns and Psychopathology: A Bi-National Controlled Study of Persian Jews' Personality and Obsessive-Compulsive Behavior.*

bestowed, and Ruppin was chosen out of all Israeli higher education institutions for its achievements, initiatives and the profound commitment of its faculty, staff and students.

In addition, Angavech Melakamo, a third-year Ruppin student of Ethiopian descent, received a personal award bestowed by the Council on Higher Education, also for the first time, for her outstanding performance in social involvement.

## The Immigration Benefactor Award

To highlight immigration's essential contribution to Israeli society, the Ruppin Academic Center initiated an annual tradition of bestowing the "Immigration Benefactor Award" to persons and institutes who made an extraordinary contribution to this mission.

*Immigrant Benefactor Award recipients include: Arie (Luba) Eliav, Mendel Kaplan (South Africa), Pierre Besnainou (France, initiator of "El Ami" project), Shabtai Shavit (former Mossad Director who worked to bring Ethiopian Jews to Israel), Myra Kraft (USA), the late General Moshe Nativ, the Geshet theater and the "Nefesh Be'Nefesh" organization.*

## The Olim Sculpture Garden

### Tribute to the Art of New Immigrants

The beauty of Ruppin's main campus is now even more adorned thanks to the unique Olim Sculpture Garden, displaying the artworks of immigrants, who often have difficulties in entering the local art scene. This amazing garden exposes students, faculty and visitors to the mosaic culture and art, specifically within the context of immigration and social integration.

*To learn more about the wonderful Olim Sculpture Garden, please see Appendix D.*



## International Networking & Conferences

As part of a global issue, IISI aspires to contribute to the global study and research, and hopes to impact the policies related to immigration and social integration. IISI encourages cooperation with institutions and academies worldwide, between renowned senior researchers from academic institutions in Israel and abroad. The Institute also incorporates prominent international researchers among its teachers, and brings guest lecturers from relevant organizations and institutes.

### International Metropolis Project

IISI is a member of the executive steering committee of the **International Metropolis Project**, an umbrella organization focused on immigration, and comprising of representatives from research institutes and universities, scholars, experts, government representatives, policy makers and practitioners in the field from around the world. On Israel's 60<sup>th</sup> anniversary, the Ruppin Academic Center hosted the Metropolis' annual executive steering committee meeting.

### Annual Conference

The Institute holds an annual conference that brings together academia, practitioners and senior public figures, offering an opportunity to bring the multiple issues related to immigration and integration, to public awareness.

### The Israeli-Canadian Bi-national Forum on Immigration and Social Integration

This unique bi-national forum is a leader in research cooperation initiatives, and holds joint conferences on subjects that are of interest to both countries. It has proven to be an excellent platform for practitioners and scientists to brainstorm on key issues and policies.

The Canadian representation is led by **the Association for Canadian Studies**, which combines in its activities researchers and practitioners from leading Canadian institutes. Conferences take place annually in both Israel and Canada, and the first joint research publication was issued in three languages.

On May 2009, we were honored to host **Honorable Jason Kenney, Minister of Citizenship, Immigration and Multiculturalism of Canada**, who visited the Ruppin Center to hold a Roundtable Conference on issues of shared interest.



*Visit of Honorable Jason Kenney,  
Minister of Citizenship, Immigration  
and Multiculturalism of Canada.  
May 24, 2009*

# Future Plans

## Knowledge Center

Concentrating all of the relevant information on national immigration and integration (research papers, books, documents, data, etc.) in one accessible platform is a challenging task. Such material is dispersed among different organizations, governmental offices and libraries throughout the country. Furthermore, much information has been misplaced or lost over the years. **Ruppin has identified this void and is planning a centralized knowledge center**, partially accessible via the Internet that will provide researchers, professionals in the field, policy-makers, students and leaders with rich data, including multiyear comparisons and analyses.

## Aliyah Narration Center

The story of Aliyah is at the heart of the establishment of the State of Israel, and is also the story of diaspora Jewry: entire Jewish communities facing eradication, Jews in distress whose brothers and sisters strove to bring them to their common home, and diaspora Jews who realized their dreams of moving to Israel.

**Ruppin Academic Center is planning an Aliyah Narration Center**, which will serve as a stage for all the fascinating and often tearful Aliyah stories that immigrants in Israel carry with them. It will act as the perfect outlet and commemoration point for the story of cultural integration and of the attempts to find a common denominator while striving to preserve one's heritage. Preserving these magnificent narratives is an investment in our collective memory, one which is crucial for the future of all of us.

## For any questions, you are kindly invited to contact us:

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# APPENDIX A: Masters in Immigration and Social Integration

## An Unprecedented M.A. Degree Program

For the first time in Israel, a Master's degree program in Immigration Studies and Social Integration was approved by the Council for Higher Education. The program opened its doors to students in October 2008, and its success has led us to now admit its 3<sup>rd</sup> class.

The program is headed by Prof. Giora Rahav, an internationally renowned research scientist in the fields of immigration and absorption. The program gave birth to a new profession in Israel under the immigration and social integration umbrella, and aims at raising the stature of the entire field to novel and innovative professional and academic levels.

This Masters Degree program was designed from a holistic, multi-disciplinary standpoint, geared toward a comprehensive understanding of the immigration phenomenon and the social integration of immigrants in Israel and other societies around the world. It involves the disciplinary angles of sociology, anthropology, psychology, education, economics, demographics, policy and legislation.

The interest surrounding the trend of immigration and its ramifications has increased tremendously in recent decades as part of the globalization phenomenon; country borders in the European continent have become obsolete, and simultaneously, industrialized countries, including Israel, have seen a ubiquitous influx of employment seekers and refugees from third world countries.

The academic program was developed adhering to international standards practiced in major universities researching this topic, including Oxford, San Diego and Toronto. The program fills the field's academic, research and professional voids faced by numerous host countries such as the United States, Canada, Australia and Germany. The M.A. program accommodates the needs of such countries where issues related to immigration and integration are faced daily, and is especially designed to the unique needs of the Israeli society.

The program aims to combine theoretical knowledge with practical understanding and experience, thereby developing a sound connection between practice and theory. The program integrates student participation in practicum in the field of immigration alongside academic guidance. Twenty lecturers from Israel's leading academic institutions take part in teaching this unprecedented M.A. program.

### Targeted Audience

This program is geared toward professionals of various academic background involved in immigration. The span of target fields includes psychology, criminology, education and economics. Despite their commendable achievements, these professionals lack the necessary theoretical and practical interdisciplinary knowledge for dealing with immigrant issues in governmental, municipal, voluntary and private institutions. The program is intended for professionals who are active in the field of immigration as well as for those interested in entering the field.

Graduates of the program will be able to work as service providers, system managers and researchers at governmental ministries, local authorities, the Jewish Agency and the Joint Organization, education institutes, hospitals, community centers, cultural centers and immigrant organizations. The program is suited for working graduates and executives who seek to add the M.A. studies within their existing work schedule.

- **Duration of Studies:** Two academic years consisting of four semesters
- **Courses are held one day per week**

## Curriculum

### *First Year Curriculum*

- **Methodological Subjects**
- **Basic Content Courses**
  - Introductory courses in the field of immigration: Introduction to theories, models and empirical research of international immigration
  - Introduction to immigration studies in the Israeli arena: Introduction to theories, models and empirical research of immigration to and from Israel
- **Practicum:** Interaction between the Individual and the Organization in a Multicultural Context

The practicum focuses on the interaction between the individual and the organization. In the first semester, students are introduced to organizational theories and their multicultural context. In the second semester, students are assigned to groups of immigrants and report on organizational issues that emerge during encounters.

### *Second Year Curriculum*

- **Advanced Courses**
  - Immigration and Absorption Policy
  - Immigrants in the Workforce
  - Psychology of Immigration
  - Identity and Culture of Immigrants and the Absorbing Society
  - Social Aspects of Immigrant Integration
  - Immigrant Entrepreneurship – Business and Social Aspects
  - Immigration and Education

### *Research Seminar*

- **Student choose one subject to perform empirical research, utilizing existing data or via independent data gathering and observation.**
  - Issues in the Lives of Immigrants
  - Immigration and Economic Inequality
  - Integration of Immigrants into the Workforce
  - Immigration and Psychopathology
  - Immigration and Health
  - Immigration and Multiculturalism: Organizations, Employment and Motivation
  - Immigration and Deviance

### **Group Project**

As part of the project, students conduct a systematic examination on the subject immigration and immigrants' social integration (for both former and new immigrants) in a specific city. The students are divided into teams, each of which examine and analyze one of the various systemic operations (education, welfare, etc.) within the city, with regard to immigration. The final product is individual summary papers which act as tool for policy improvement and preparedness adjustments within the city.



# APPENDIX B:

## BA in Management, Immigration and Social Integration - for Students of Ethiopian Decent

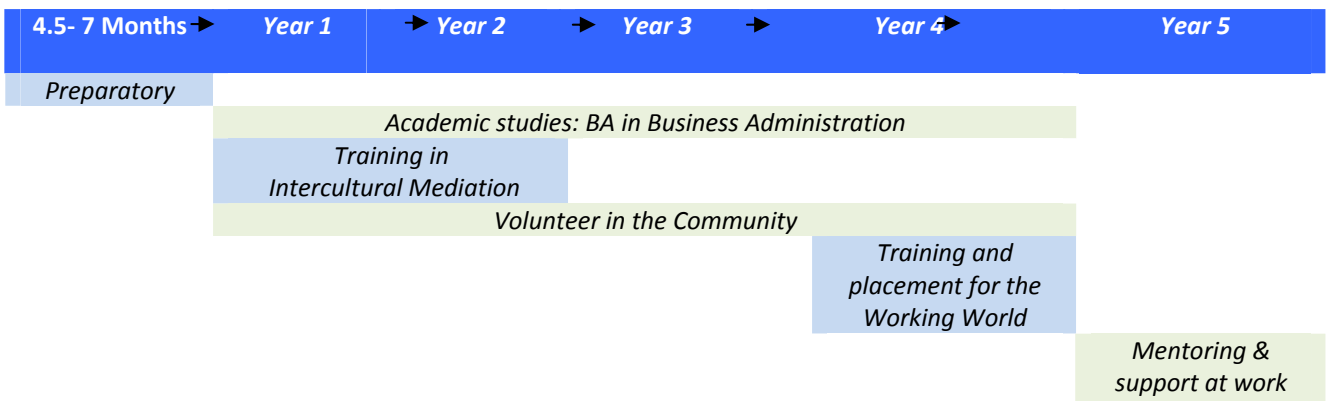
### Breaking the Barriers

From a socio-economic standpoint, the community of some 110,000 Ethiopian immigrants living in Israel has yet to reach optimized integration. Today, more than 72% of Ethiopian children in Israel grow up below the poverty line; 40% of children up to 4 years of age lack formal pre-school education; 25% of adults are unemployed; and only 4% of Ethiopians between the ages of 18 and 35 attend or have studied in higher academic institutions.

There are several reasons for these grim statistics. The main reason is that many Ethiopian youths are expected to help support their financially struggling families instead of pursuing educating for themselves. Additionally, most of them reside in peripheral cities where the percentage of matriculation eligibility is very low. Even where a matriculation certificate is attained, these individuals often fail to meet the requirements for admittance into colleges and universities. Finally, the Psychometric exam - an extremely difficult obligatory requirement for higher education studies - has proven to be a cultural impediment and yet another obstacle in path to achieving higher education.

Taking upon itself a challenge previously unmet by any other institution for higher education in Israel, and recognizing the tremendous obstacles which young Ethiopian immigrants face and the enormity of the gap they need to surmount in order to receive a fair chance, the Institution launched this first of its kind 4.5-year program. Components of this comprehensive program include:

- Preparatory studies in English, Math, literacy and computer skills (instead of a psychometric exam) – up to 7 months (Program duration depends on the group’s needs.)
- Intercultural Mediation training program, covering theoretical and practical studies. Students receive a professional certification from the Ministry of Industry, Trade and Labor following two years of studies.
- A B.A. Degree in Business Administration, with an internship in immigration and social integration
- Social involvement – Students commit to engage in volunteer work one day per week. This commitment constitutes an integral part of the program, and provides valuable professional experience.
- Training and placement of degree graduates in the workplace (throughout the last academic year and up to completion of the studies.)



## Targeted Audience

Students selected for the B.A. program have been identified as possessing leadership qualities and of high motivated personalities, who exhibit genuine desire to advance themselves and contribute to their community. All chosen students have completed a full military service, and are between 22 and 28 year old (with an almost equal ratio between men and women). Furthermore, they all come from low socio-economic backgrounds, from underprivileged families, and reside in peripheral cities throughout the country.

## Program Goals and Targets

The uniqueness of this program lies in its objective: To advance Ethiopian students as individuals first and foremost. Moreover, the program seeks to provide these students with the opportunity to pursue a multi-disciplinary academic education that allow them to fill a wide range of prestigious business administration and management positions in organizations involved in immigration and social integration. On a broader level, the program provides students with the knowledge and skills necessary to act as intercultural mediators who can play a productive and meaningful role in their community. As such mediators, the students facilitate positive change from within, and become exemplary role models to younger generations.

Additional program goals include:

- Increasing the number of young Ethiopian immigrants attending higher education institutions, as a means toward better integration as well as social mobility.
- Developing and fostering a nucleus of highly educated and motivated Ethiopian youth who will be given equal opportunities of integration into the Israeli workforce, thus breaking the employment gap between native Israelis and Ethiopian immigrants.
- Cultivating a strong young Ethiopian leadership possessing intercultural mediation skills, capable of serving as positive role models
- Dissolving inhibitions within mainstream Israeli society towards the Ethiopian community into Israeli society

*Committed to the goals mentioned above, the Ruppin Academic Center plans to open a new class every year.*

## Training and Placement in the Working World Program

We recognize that while academic studies are a catalyst for the advancement of the Ethiopian population, these are not enough to ensure integration into Israeli society. To prepare the graduating seniors to enter the workforce in positions where they can instigate change, the Ruppin Academic Center has created a program for Training and Placement in the Working World, which is incorporated in the B.A. program curriculum. This final part stage prepares graduates for the job-hunt challenge, with practical training and workshops during their final year of studies. Ruppin works in collaboration with professional experts specializing in work placement in the Israeli labor market, specifically for Ethiopians with academic degrees. Once assisting the graduates in finding employment, we continue to monitor their performance for another year and provide support needed to maintain and excel in their newfound position.

Unlike other intervention programs that are geared towards creating work opportunities for the weakest segment of the Ethiopian community (those who lack any formal education), this program targets individuals with the potential and motivation to excel, and provides them with pragmatic training which allow them to achieve positions of the highest caliber in the public, private and academic sectors.

### **The Concept**

Endeavoring to provide the Ethiopian students with a positive learning experience in a nurturing environment, and to ensure full dedication to the program, the Institution closely supervises each student and provides full academic, personal and financial support, including individual and group coaching, full tuition coverage and on-campus housing and living expenses.

Furthermore, students receive counseling and support from the Program Director, a former Ethiopian immigrant and well known social activist among the Ethiopian-Israeli community. The Director is familiar with the Ethiopian culture and background and is equipped with the know-how to assist them in coping with difficulties that may arise during the course of their studies. The Director also helps the students determine the most suitable vocation for their practical training and locates organizations where the students can contribute.

### **Contribution to the Community**

Since the program first began, our students have volunteered in various facilities and have made great strides, earning the appreciation of both the organizations where they served and the population they advanced. Recently, two of our students received the President's Certificate of Excellence for their volunteer work, and there are many more commendable initiatives on the way.

## **APPENDIX C:**

# **The Intercultural Mediation Program**

At Ruppin, we identified the dire need of skilled and motivated intermediates that would be able to enhance and facilitate immigrant populations' integration into the Israeli society. Ideally, such intermediates would be veteran immigrants themselves, and individuals who share the same background as that of their targeted immigrant communities.

With this social challenge in mind, Ruppin Academic Center and the Institute for Immigration and Social Integration has developed a unique Intercultural Mediation program to answer this need and fill the social integration void with able, knowhow and driven students of a certain immigrant decent. Since 2006 we have implemented this program to the B.A. in Management, Immigration and Social Integration program, for students of Ethiopian decent, and thus far the program has seen great success. Participants in the program receive professional training that is recognized by the Ministry of Industry, Trade and Labor, another first in Israel for Ruppin.

### **The Need for Mediators in the Ethiopian Community**

The need for Ethiopian intercultural mediators has risen as a result of the challenges that impede absorption. There are several barriers that prevent integration: vast cultural differences between rural Ethiopia and modern Israel; the growing generation gap between veteran immigrants and their Israeli-born children; and the segregated life in remote peripheral neighborhoods and absorption centers. These factors emphasize the pressing need for professionals specializing in mediation. The need is felt not only within the immigrant community, but also within society at large which needs to learn to adapt existing services to best suit their needs and abilities of the immigrant community.

### **The Program**

The Intercultural Mediation program involves 650 hours of theoretical academic studies as well as practical studies, including site visits to schools and boarding programs, visits to potential employers in the offices of the Ministry of Industry, Trade and Labor and other governmental authorities and private sector organizations.

By including potential places of employment from both the public and private sector, we increase the ability to break the employment barrier so often faced by young adults. Students also attend lectures and seminars focusing on immigrant rights, employment mediation and job-hunting skills.

Furthermore, along their training period, each student commits to one full day of volunteer work in community centers, youth centers for children at risk, boarding schools or various facilities operated by the Ministry of Industry, Trade and Labor, or Ministry of Defense units for released soldiers. Volunteer activity provides students with important theoretical and practical tools as well as professional "in the field" training and experience. Before receiving their professional certificate, students submit a final project which embodies their actual contribution as mediators where they had volunteered.



In January 2009, in the presence of the Israeli Minister of Industry, Trade and Labor, students of the first class of the program received their certification as Intercultural Mediators. This achievement, for the first time ever in Israel, sets these students who began their studies in 2006 on a path of instigating great changes.

## APPENDIX D: Olim Sculpture Garden

Within the context of Immigration and Social Integration, Israeli art is especially blessed. Over the years, a continuous influx of artists has arrived from around the world, enriching Israel's bustling creative discourse. The new immigrant artists themselves, however, face a two-fold challenge in their work: in addition to the effort required for artistic creation, they must also find their way in a new cultural world where the realities are very different than those they were accustomed to in their native lands.

As an integral part of the Institute's activities, Ruppin has created a unique sculpture garden dedicated to works by new immigrant artists. The Sculpture Garden provides a platform for new immigrant artists, while also paying homage to the rich fabric of Israeli society and the beauty within the cultures from which our society is comprised.. At Ruppin, we felt it was absolutely essential to provide such an arena for artists, who often have difficulties in entering the local arts scene.

With the establishment of the garden, the Center joins a series of campuses throughout the world that serve as a stage for the works of environmental sculptors and artists, thus achieving a spectacular aesthetic result. In addition, this stage helps to preserve immigrants' cultural values and facilitate their integration into the academic environment. Artist Moshe Kedem, manager of the "Alternative" art gallery in Jaffa, serves as the curator of the garden.

The garden is delineated by two sculptures. At the western entrance stands a sculpture by Israel Prize laureate Yigal Tumarkin, which is fittingly displayed on the Ruppin campus in salute to new immigrant artists. At the eastern entrance sits a bust of Dr. Arthur Ruppin, after whom the Academic Center is named, created by sculptor Sasha Sarver, formerly of the Soviet Union. The garden's dozens of sculptures were chosen from among proposals that were designed especially for the campus by new immigrant artists.

Not only does this project, the first of its kind in Israel, serve as a stage for immigrant artists, but these very artists are also ensured the necessary and appropriate monetary compensation for their work.

Our students, staff and guests enjoy the artistic environment whenever walking through the lawns of the campus, knowing that we have created a beautiful landscape, while helping new immigrants make their artistic dreams more viable in Israel.

### The Need

Twenty sculptures still wait to be erected, each with its own material, workshop and installation expenses.

Remaining true to our belief in the social message of the garden, Ruppin is seeking philanthropic assistance to cover only the base costs required to create these sculptors. (All other costs, such as on-site installation and ongoing maintenance and curation fees, are covered by Ruppin.)



*Lech Lecha, Bronze (3.5 meters)  
Dr. Mickel Lazar, Canada,  
Mark Lewis, England*

*We invite you to experience the diverse creations of the Sculpture Garden, each designed by an immigrant from a different part of the world, with his or her unique techniques, and artistic message and cultural heritage.*

*It is with your help that these creations can become a reality.*

*We invite donors to support the Garden, sharing the challenge to help new immigrant artists become a self-fulfilled members of Israeli society.*