

Abstracts

Educational and Linguistic Perspectives of Immigration

Elana Shohamy

This article presents briefly a number of issues in language policy of immigrants with a focus on immigrant students in the Israeli educational system given the need for adaptation and adjustment to a new reality in terms of languages, academic content and well being. As of now there is a gap between the current policy and research findings in these areas. For example while research points to the long time (9-11 years) it takes immigrant students to acquire academic Hebrew, resulting in growing gaps in academic subjects, and in lack of self confidence of the students, this policy is not practiced. There is also complete overlooking of the mother tongue of the students which according to research serves as an significant resource and a vehicle for acquiring academic and emotional adjustment, for higher scores on tests as well as appreciation and respect to the immigrant students and their identities. This issue is related to the need for teachers and principals for intensive training and for acknowledgement of the difficulties immigrant students face during immigration. In the article the 'engaged language policy' (Davies, 2014) policy is presented which reflects the specific needs of immigrant students in schools and communities with national policies with respect to the above issues.

Keywords: expanding immigration, engaged language policy, multilingual tests, accommodation

Ideal vs. reality - Absorption of immigrants in the education system in Israel

Adi Binhas

The purpose of the study is to analyze the perceptions of teachers regarding the absorption of immigrants in the education system on the continuum between a melting pot and multiculturalism. The research question is: How do teachers in the education system relate to the multiplicity of cultures and their immigrant students? What is the official policy and what are the interactions between it and the teachers' perceptions and actions? To deal with this question, the research looked at the official policy and the guidelines that the Ministry of Education gives to teachers of immigrants. This is part of the environment in which educational perceptions are shaped. The research method was qualitative. Interviews with teachers were conducted in four high schools in the center of Israel. The immigrant school students arrived from the Ukraine, France and a few English-speaking countries. The research found that the policy document included expressions of different perceptions that are not sufficiently accessible and clear to the teachers. The teachers also reported that there was a lack of training and professional guidance. In the discussion, the article attempts to explain the gap between the teachers' perceptions and their actions. The article concludes with recommendations, research limitations and proposals for further research

Keywords: multiculturalism, melting pot, teacher perception, education policy regarding immigrants

The Importance of Out-of-School Experience as Part of the Development of Intercultural Competence among Pre-service Students

Dolly Eliyahu-Levi, Michal Ganz-Mieshar

Israel is a multi-cultural migration country and its education system faces the challenges of equality and inclusion. The purpose of the research is to examine perception and responses in the process of development intercultural competence among preservice teachers that have or don't have experience outside the school.

This research is based on a model that evaluates the development of intercultural competence in different fields of knowledge and is adjusted to the language of the teacher's training.

This is a qualitative research in the field of education. The data was collected from eight tasks written by the two groups of students: Group A - ten students who participated in practical at school and out-of-school interactions with the community and social-cultural contexts; Group B - ten students who participated only in school practical. The tasks included two parts: documentation and reflection written by all the students at the end of each practical or meeting and saved in a digital folio.

The findings show differences between the two groups. Group A, had a unique out-of-school ethnic heterogeneity experiences in the authentic life environment of the children, gained new knowledge in broader cultural contexts, and had a deeper insight on creating a pluralistic professional identity, cultural-emotional commitment and strengthens the relationship between teaching and culture than the Group B. In addition, group A's response was more practical and dynamic and was expressed in lessons that combine content of the culture of the country of origin, allow discussion of controversial issues and encourage children to share personal stories about their culture. Moreover, together with parents and children, the students intensified the culture of the country of origin in the school space and expressed social-educational activism. Limitations of the study are its inclusion possibilities on other places in Israel and abroad, because it is conducted among a small population in the center of the country.

Future studies can also examine students' perceptions and actions through observations while adapting their statements to implementation in the teaching process, as well as through pre-post and post-test evaluations. It will also be interesting to examine the students 'point of view about teachers' actions.

Keywords: intercultural competence, migration, multiculturalism, teacher training, Out-of-School Experience

**It is impossible to educate children without regard to the parents:"
The personal relationship between the teacher and African asylum seekers
parents in Israel from the perspective of the kindergarten teachers**

Dolly Eliyahu-Levi, Michal Ganz-Mieshar

The African asylum seekers community presents the Israeli education system with new and complex challenges within a socio-cultural context of conflict. The personal relationship that the kindergarten teacher creates with the parents may be a central and significant anchor in shaping the processes of absorption, coping and integration of the asylum seekers and their children in the education system and the receiving society.

The purpose of the study is to describe the actions that the teacher is taking to strengthen the personal relationship with the parents, asylum seekers from Africa, in the kindergarten.

The study is a qualitative-interpretive which combines description, analysis, interpretation and understanding. It examines the kindergarten's actions within a specific context as reflected in the personal interviews with five teachers.

The research findings show that the kindergarten has become the focus of socialization and the teachers serves as intermediaries between the receiving society and the country of origin in three categories of content: (1) society and culture; (2) language; (3) behavior and education. The parents and kindergarten teachers are able to establish a personal contact that helps them to overcome prejudices and stereotypes, to create an understanding of the culture and its characteristics, to share a common language and to set up common goals.

The contribution of that research focuses on the importance of developing cultural competence among the teachers and the importance of having a joint dialogue in order to cope with asylum seekers challenges and to promote their integration in the receiving society.

Keywords: intercultural competency, migration, multiculturalism, teacher training, teaching an additional language

From Cultural Elitism to Social Mobility: The family role in changing the meaning of education among second generation FSU immigrants who study in Israeli academic institutions

Adam Haisraeli

Studies about FSU students who immigrated to Israel as teenagers in the 1990s described a practice of preserving an ethnic educational script, tying together higher education with the realization of Jewish identity as an entry ticket to the local cultural elite. The current paper focuses on a younger cohort, which has been neglected so far: Second generation immigrants, who came to Israel as preschool children and are now in their 20s. These youth grew up in "Russian" families and communities but got their formal education in the Israeli public education system. The study examines the transformation of the meaning of school and education among these young adults, and the role played by their families in transforming the meaning of higher education for them.

The study focuses on the families of the interviewees, their function and role in redefining the meaning of education among these youth. It examines the transformation of a worldview related to cultural capital and being part of an "Elite" Jewish-Russian group into a pragmatic view, which aims for social mobility, based on the outmost familial commitment and cohesiveness.

The findings suggest that these young adults go to school with the aim of achieving financial independence as soon as possible, so they can later support their older parents, sometimes leading them to choose more practical subjects despite their natural inclination. Additionally, the study presents a number of key familial practices, which shaped and supported the intergenerational commitment and instilled the importance of education, including family prioritization and resource allocation, attitude toward the school and the investment in a "Russian" education inside the household.

The study is based on twenty semi-structured in-depth interviews with young adults from the FSU, most of them first generation students from the Israeli periphery, who participated as teenagers in an educational intervention program and today study in higher education institutions.

Keywords: Higher education, family, immigration, FSU immigrants, periphery

The human factor: Ethiopian-Israeli students' perception of what enables successful integration into academic studies

Brachi Ben Simon, Dganit Levi, Paula Kahan-Strawczynski

The number of Ethiopian-Israeli students in higher education in Israel increased considerably between 2000 and 2017, but their representation remains low in proportion to their percentage among 20-29 ages in the general population. This low percentage reflects the barriers facing many Ethiopian-Israelis entering into higher education. This study reveals what enables successful integration into academic studies and what type of assistance may increase the number of Ethiopian-Israeli students and improve their integration. In-depth, semi-structured interviews were used to collect data from Ethiopian-Israeli students. Employing a phenomenological approach and "learning-from-success" method, the analysis reveals that retention, decisiveness, ambition, peer support and a sense of belonging constitute an important component of successful integration; family members, particularly parents, also play a central role. These success factors are similar to those found in other studies in Israel and abroad among populations poorly represented in academe. However, given this group's unique difficulties, these findings have important implementations. The students' insights highlight ways to improve access to higher education and academic success. For example, strengthening solutions like consultation and accessible information about requirements and processes, which help them navigate the pathways into, across, and through higher education institutions, and mentoring during the school period to support the students.

Keywords: Ethiopian-Israeli young adults, access to higher education, academic experience, success factors, qualitative research

The role of online study-groups in the integration of students of Ethiopian origin within the Israeli student culture

Meital Amzalag, Nelly Elias, Yael Kali

Young people of Ethiopian origin in Israel have difficulty gaining acceptance to institutions of higher education, succeeding at their studies and eventually ensuring their social mobility. Considering the potential of social media, this research examined how online study-groups can help such students overcome academic difficulties. The first of this study's two stages applied no intervention but evaluated students' participation in non-formal online study-groups. The second included intervention which encouraged students of Ethiopian origin to take active part in an online study-group designed as a formal part of an academic course in a learning-community pedagogical approach. Findings show that without intervention, students of Ethiopian origin had virtually no interpersonal communication with the majority students, causing their online as well as offline isolation. In contrast, the findings of the second stage shed light on the nature of the online contact created between minority and majority students and on the high potential of online study-groups in reducing social alienation and increasing "bridging" social capital of students from minority background. As such, the study calls for a proactive pedagogical approach applying learning communities, to enable marginalized immigrant students to break through isolation and alienation, thus integrating into the student community and eventually, into the host society as a whole.

Keywords: immigrant students, immigrants of Ethiopian origin, social media, online study-groups, social integration

Ideologically motivated migration to development towns and its impact on educational mobility

Janet Cohen, Miriam Billig

This study explores the influence of "Gar'inim Toraniyim" – the Religious urban settlements immersed in two development towns in Israel between the years 2000-2016, on the potential of local residents for upward mobility in the field of education, with a focus on national-religious education. These settlements reflect a special model of internal migration stemming from ideological motives that seek to bring about a change in target communities. More specifically, the study seeks to answer two main questions: (1) How did the members of these urban settlements influence the local educational system? (2) What was the reaction of the locals to these attempts?

The study was based on qualitative analyses of Sixty-four in-depth interviews and quantitative analyses of institutional data. The findings of the study point to a differential effect: the intervention of the religious urban settlers in formal education led to the establishment of new more religious schools, and to adapting existing study tracks of established schools to those characterized by the national-religious approach. The response of the veteran residents to the settler initiatives was also differential: members of the local community who were more religiously inclined enjoyed the educational changes and the social encounter with the members of the settler groups. In contrast, the traditional, less religious members expressed resistance to these changes, claiming that they were imposed on them and expressed dissatisfaction toward the settler groups arrogance. The findings reinforce the assumption that ideological migration has far-reaching effects on the education system. This study argues that the assessment of this contribution varies according the local social and cultural mosaic, namely, social background and degree of religiosity, in light of the intergenerational changes that have taken place among the residents of peripheral cities.

Keywords: Religious Urban Settlements, mobility, ideological internal migration, periphery

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