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| Society and Youth Authority and Civil Administration | | | | | |
| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
| All the programs to train young leadership | 1. To encourage youth to take on leadership roles to contribute to society  2. To understand the importance of the role of a leader in a democratic regime  3. To impart youth with skills and to cultivate abilities that will help them fulfill leadership roles  4. To invite youth to have experiences in a leadership role |  |  |  |
| Young guides | 1. To examine the group of values that characterize the role of guiding  2. Acquiring skills and cultivating talents  3. Knowing the various methods to create an effective training system  4. Developing ability to lead according to democratic standards  5. Recognizing the ability and responsibility of the individual to influence | 1. 8th grade – pre-young guides and designed for building the group  2. 9th grade – training year of around 120 hours, some in the local authority under the responsibility of the youth coordinator and some in the seminar of the Young Guides  3. 10th grade – a year of training of a social group or undertaking community-social projects | 1. The young guide will know how and be able to guide a social group  2. To plan and to operate a project with many participants in a community  3. The young guide will consider him/herself as a social leader who influences and leads in the society in which he/she lives.  4. To plan and build a year-long project | Relevant topics in training the guides  1. Leadership  2. From goal to action  3. Knowledge of the chapters in the Zionist enterprise  4. You and I will change the world  5. Program planning  6. Shared communal responsibility |
| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  |  | 4. In 11th and 12th grades – empowerment years – mainly in helping to develop subjects for guidance and partnership in community projects |  |  |
| Young Guides of Shelah [acronym of Field, Nation, Society] | 1. To strengthen the love and feeling of belonging to the country and the state among the youth  2. To help in creating relationships between the individual and others  3. To encourage willingness to fulfill social and national duties  4. To train young leadership who have initiative to develop and to lead programs and activities about knowing the country and loving the homeland | 1. The apprentices of the Young Guides will receive their basic training with a Shelah guide and with graduates of the Young Guides of Shelah program (in the first year of Shelah)  2. A concentrated summer course for about 10 days, held in camp conditions designed to expand the training and the experience in methods of guiding in the field and within the framework of activity in the community  3. The graduate of the Young Shelah Guides will be active in the clusters of the Young Guides of Shelah in all the Shelah activities in school | 1. Further training of peers or youth in field activities  2. Guiding of the apprentices of the Young Guides of Shelah in their first steps  3. Organization and technical preparation toward going out into the field  4. Implementation of special responsibilities along the route  5. Planning, organization and implementation of social activities  6. Active involvement in preparing ceremonies, events, and extracurricular activities | Relevant subjects in the training of the guides:  1. Connection to the people and to the country  2. Tolerance between people  3. Project planning  4. Making decisions during the stages of the task  5. Mobilizing “partners of interest” in the community  6. Mobilizing “partners of interest” for tasks from among peers  7. Dealing with conflicts  8. Main junctures in the history of the Zionist enterprise |
| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
| Young Guides of Personal Commitment  10th and 11th grades – part of the volunteer leadership, which takes up leadership tasks in addition to activities within the framework of the personal commitment | 1. To instill in the guides the ability to respond to the pupils who have difficulties in “the personal commitment” activities  2. To invite the guides to experience the guiding and leadership roles  3. To foster in the trainee a positive attitude toward the fundamental values of society  4. To practice leadership abilities with the guides, which characterizes a democratic society | 1. 10th grade, exposure together with all the pupils, activities in the community for the other 20 hours and choice of a role  2. Training for a role in the Hanukah seminar and cooperation in the team that leads the program  3. Experience leading a group of pupils from Hanukah vacation to summer break  4. 11th grade, realizing the leadership roles | 1. Assistance in recruiting new pupils  2. Assistance in locating new institutions for absorption  3. Assistance in social guidance of groups of those active in commitments  4. Response to difficulties of pupils active in the community  5. Guidance and training of groups of new guides | Relevant topics in training guides:  1. The value of giving and contributing to society  2. Responsibility of the leader in a group |
| Young Communal Leader  8th to 10th grades in the community schools | 1. Nurturing the pupils as being involved in the community and as entrepreneurs in the community  2. Improving the skills to recruit partners in the educational processes in the community school  3. Exposing the pupils to a variety of experiences in democratic processes  4. Improving the processes of decisions making in the school in cooperation with the pupils | 1. Exposure to the principles of working in the community school  2. Participating in committees  3. Processing the experience of being in the committees  4. Basic training seminar – preparation to lead the communal processes  5. Accompany-ing and guidance in the school by the coordinator | Development of innovative community enterprises and expansion of the circle of pupils who are active in the community school | Relevant topics in the training of representatives:  1. Cooperation  2. Recruitment of partners  3. Pinpointing  needs  4. Effective presentation of a topic  5. Decision making |
| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  | 5. Developing channels of communications between the pupils and the world of adults | 6. Experience in actively leading communal processes  7. Advanced seminar – training of facilitators to train the young community leaders |  |  |
| Chief Young Leader  Young leaders from 10th–12th grades from the young leadership frameworks in the Society and Youth Authority | 1. The center of the Chief Young Leader program will acquire tools for developing social skills  2. The center will create opportunities for meetings with selected youth from all over the country who will be trained to be the leadership of tomorrow  3. The center will be a source of identity and belonging to the exclusive community of “Chief Young Leaders”  4. The center will work to create a shared fabric between the youth leaders and civil activity  5. The center will bring together the youth with leadership in the government, economy, etc. | 1. Passover Seminar  2. Summer Seminar  3. Hanukah Seminar  4. 6-day-long meetings that support ongoing activity  5. Accepting tasks and roles | 1. Production of a project that contributes to society on a year-long basis at least  2. Recruitment of youth from settlement leadership  3. Building of a plan/project  4. Fundraising | 1. Recruiting donors and financial resources  2. Rhetorical ability  3. Initiating an idea that can solve a problem of the community  4. Democratic approaches:  human rights,  rule of law, minority rights,  pluralism  5. Project management  6. Motivating and connecting people to goals and vision |
| Student Council – Representative leadership | 1. To enable pupils to experience democratic processes in school  2. To set goals, to make decisions and to act according to an ongoing dialogue with the community of their voters and with the world of adults | 1. The stage of presenting the candidates and their management  2. Elections stage – this stage is accompanied by professional direction and support in the school and | 1. Under-standing democracy as a form of government and a way of life  2. Assistance to youth in promoting their candidates, | Relevant topics for training representatives:  1. Democratic principles in the activity of the council  2. The meeting between different populations and promoting |

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| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  | 3. To establish institutions of “Self governance” of the pupils who take responsibility for making decisions, defining their rights and duties, and setting rules to follow | activities created for all the pupils 3. Seminar for training those elected to the student council in school or to youth groups active in the Authority  4. Process of elections to represent an educational institute and/or the youth bodies in the Student Council and the Youth in the Local Authority  5. Activities in the framework of the student council and the youth in the authority and participation in a seminar for representatives of student councils and youth in the Local Authority  6. Activities in the district/national student and youth council and participation in the national seminar for those who have main roles in the local authority councils and the councils of the settlements  7. Integration of selected representatives | while aspiring to creating equality of opportunities, activities to improve their style of life, their rights, and to improve the face of society, creating connection between youth and the adult world | dialogue between them  3. The ability to present a position and to reach a wide consensus  4. How to plan an event and a project  5. Principles of advertising and marketing |

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| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  |  | in the district councils and in the national council in all levels of decision making, while accompanying and assisting by the members of the council on one side and by the supporting body and the facilitator of the council on the other |  |  |
| Internet Leadership – development of young leadership to promote best conduct on the internet  9th–12th grades | 1. Development of a group of young leadership to promote best conduct on the internet  2. Training and information in the field of safe surfing on the internet  3. Encouraging action and promoting educational social initiatives in the field among various audiences | 1. 10th grade: Best conduct and preventing harm on the internet. Forming the group, training, giving information  2. 11th grade: Promoting social initiatives in school and on the internet  3. 12th grade: Leading social initiatives at the national level | Increasing the awareness of safe conduct on the internet | 1. A shared program of the Psychological Advising Service, Society and Youth Authority, and the Authority for IT and Technology  2. In the aims of the training, it appears the building and operation of initiative and of a project, but in a variety of activities that support the aim. Activities geared toward the process of developing an initiative that is required as an output for the program does not appear.  3. Recognized as a personal commitment |

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| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
| Young Ambassadors on the Internet – public digital diplomacy for youth | 1. Instilling skills to promote social information initiatives  2. Development of young leaders, who contribute and work to advance positive information about the State of Israel  3. Building international cooperation with youth in the diaspora | 1. Lectures of diplomats and media people  2. Discussions and action about BDS  3. Acquiring tools and skills to manage a best diplomatic discourse  4. Promoting personal and social initiatives, developing connections and original cooperation | Leaders leading the campaign and information and in dealing with pubic diplomacy on the social networks | BDS  Recognized as a personal commitment |
| “In His Light We Will Go” volunteering of 12th graders in cities and communities that are located an hour’s travel from their place of their studies | 1. Volunteering  2. Charity  3. Personal development  4. Relevance (to be where you are really needed) | 1. Meeting with “charitable figures” to strengthen and create motivation  2. Preparation of pupils by professionals according to areas of volunteering  3. Going out to volunteer  4. Organizing holidays and events in the community  5. Dialogue between 11th and 12th graders about volunteering and studying in 12th grade | 1. Volunteering for a year,  25 meetings in different fields in disadvantaged communities  2. Development of responsibility and perseverance | The initiative began in the religious sector and moved also to the secular sector  Recognized as a personal commitment |

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| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
| Voice of Age – Inter-generational program of the JDC - Israel together with Society and Youth Authority –  9th–12th grades | 1. Intergenerational dialogue  2. Dispelling myths  3. Knowing the different, the ‘other’  4. Respect for the heritage of the past | 1. Stages of the Program:  1. Pinpointing needs and choosing the program  3. Planning the activities  4. Finding a place for the activities  5. Harnessing other partners for the program  6. Fundraising  7. Recruiting and accompanying the coordinator  8. Producing a product  9. Producing a concluding event  10. Evaluating the program | 1. Project planning  2. initiative  3. Development of a feeling of capability  4. Increase in self-confidence | Recognized as a personal commitment |
| To be a Citizen in the State of Israel – Receiving an identity card in school | 1. To deepen the meaning of the civil identity  2. To examine the connection of youth to the country  3. To stand upon the essence of the ties between citizen and society and state  4. To emphasize the importance of involvement and commitment to society | 1. Lessons that deal with civics from the publication “To be a Citizen” on the following issues:  1. From personal identity to an identity card  2. Between the citizen and the state  3. A Jewish-democratic state  4. Volunteering and involvement as an expression of citizenship  5. Ceremony for receiving the identity card | The pupils’ experience of receiving their identity card as accepting the “burden of Mitzvot” of the state and the society | Relevant topics in the lessons:  1. A personal business card  2. Israeli identity  3. Melting pot  4. Collective identity  5. Zionist ethos  6. The Law of Return  The necessary stages for undertaking meaningful civil education  (Inspector of the Coordinator of Civics):  1. Acquiring and internalizing theoretical knowledge |
| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  |  |  |  | 2. Analyzing current events 3. Formulating a position or civil activity |
| Social Bagrut 10th-12th grades | 1. To motivate the pupils for social, community, and civil involvement and for social excellence  2. To promote the concept of volunteering as a way of life  3. To get the public to recognize the value of youth volunteering | The program is composed of:  1. Training of 30 hours per year  x 3 years in the following subjects:  A. The aspect of social values  B. The training in skills toward the chosen role  C. Accompanying and training during the activities  2. Volunteering in assigned location for 60 hours per year x 3 years  In addition, the following is required:  1. Submission of a reflection about the activities of the pupil  2. Submission of field research expressing:  A. The deepening of learning in the field in which they were active  B. Raising a social-civil dilemma  C. Analysis of the problem and suggestion of a civil solution | 1. The pupil will be exposed to the value of experience  2. The pupil will receive training in the skills needed for the role he/she chooses for volunteering  3. Reflective discourse with the professional accompanying adult, which will contribute to developing social insights  4. The pupil will receive training how to prepare the final paper, a journal in which the pupil will express his/her perspective  5. About the pupil’s activity | Relevant subjects in the lessons:  1. The values of giving, shared communal responsibility and social engagement  2. To cultivate motivation for social, community, and civil involvement and commitment as a way of life |

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| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
| Shelah  8th to 9th grades  Trips until 12th grade | 1. To nurture among the pupils a love and feeling of belonging to the country, to the people, to the society, and to the State of Israel on a continuum of past, present, and future | The program is based on three fields of content and methods:  1. The field of knowledge:  Knowledge of the country will be learned via trips, observations, the use of maps, trips in the footsteps of the Bible  2. The area of awareness:  Society and environment will be learned via discussions, simulation, games, development of leadership, volunteering  3. The area of doing:  Various skills will be learned via camping expeditions, navigation, exploration and field discovery  The program is comprised of a number of frameworks and involves the Young Guides of Shelah at each one of them:  1. Weekly hour  2. A mission-based field day  3. A two-day expedition  4. Trips of a number of days: 9th grade – star, | Field life and activities in a group framework sharpening the connection to the land, a connection that with the help of the program will turn eventually into a love of the land | Relevant subjects:  1. Nationalism  2. Sociability  3. Tolerance  4. Learning by experiencing  5. Volunteering  6. Minorities in Israel  7. Meeting of religions in Jerusalem |
| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  |  | 10th grade –social  journey, 11th grade – Israeli journey, 12th grade – journey from revival to independence  5. Participation on the Israel National Trail, trails in Jerusalem, and different marches  8th and 9th grades have built-in workshops for the weekly hour\* |  |  |
| Let’s Go to Jerusalem –  5th, 7th, 10th grades in cooperation with Shelah | 1. Strengthening the experience of the Zionist enterprise, settlement, and security  2. Understanding the spiritual significance of Jerusalem across the generations | 1. The planning and preparation phase, in which the topics relevant to the tour will be learned over the course of 4 lessons  2. Going on the tour phase  3. The summary phase during the hour with the homeroom teacher or with a specialty teacher.  Each class has specific content to prepare and customized tours\*\* | Strengthening the connection to Jerusalem | Relevant topics: 1. The connection to Jerusalem  2. The survivors  3. Holocaust and resurrection  4. From Zion to Zionism  5. A link in the chain of the people |
| The Youth Choose Values as their Path – A program of local authorities to strengthen partnership of youth in urban activities | 1. Preparing youth for society and cultural life and training them as active citizens who are involved in the community, the country, in schools and in other frameworks | 1. Establishing an administration of the local authority  2. Character-zation – pinpointing youth’s needs  3. Decision about areas of | Involving youth as having equal rights in all phases of the educational discourse: in thinking, in decision making, and in their implementation, | Relevant topics:  1. Public discourse  2. Generating partnership  3. Leadership skills  4. Pooling resources |

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| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  | 2. Developing a systematic approach in the local authority in order to raise the subject of youth in the community to the public agenda and transforming the youth from a population that requires “service” to a leading population that initiates and advances partnerships  3. Development of a systemic social-ethical program in the local authority in accordance with the objectives of the Authority for Society and Youth, Ministry of Education such as:  Recruitment to the IDF, encouraging youth engagement and leadership, strengthening the components of identity in Israeli society, and more.  4. Strengthening the education for values among youth  5. Development of patterns that will enable direct conversation with youth  6. Development of a variety of attractive and appropriate opportunities for youth in the local authority | activity and about its framework of the program according to the objectives of the Education Ministry  4. Defining policies – Formulating a vision  5. Choosing a value  7. Choosing a topic for the program  8. Formulating the shared aims clearly and focused  9. Formulating clear measures of successes of partnership  10. Developing tools to evaluate the achievements of the partnership  11. Organizing a day of authority record to present the program  12. Developing an effective management structure  Each phase will be carried out while preserving the principles of:  1. Required attendance of the youth representatives at the meetings of | creates fertile ground to advance the needs of the community and contributes to their willingness to function as involved and active citizens in the future | 5. Significance of the value of trailblazing |

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| **Name of program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  |  | the Authority and in staff meetings  2. Advancing the involvement and partnership of youth in developing the social-ethical initiatives |  |  |
| Pupils and Youth Leadership on the Internet  A center that unites existing urban leadership groups (Basic phase = buck  Advanced phase = deer) | 1. To determine a vision of settlement youth  2. To develop leadership training paths in different subjects and diverse specializations  3. To pool urban resources  4. To create a database of young guides who are ready to undertake settlement tasks  5. To develop the pride of an urban unit  6. To initiate and undertake activities for all leadership frameworks  7. To encourage learning of peers between the different leadership groups | 1. The Center of Leadership will suggest five programs of educational training in the following subjects:  Building groups, leadership paths, development of the identity of a leader, communications and relationships, leadership in the community, holidays and leadership  2. Placement of youth in volunteer activities in the community  3. Multi-disciplinary seminars for youth from different frameworks | 1. To create  2. Connections between groups of youth leadership  3. A hothouse for cultivating leadership that will enable youth to realize their leadership skills and to practice them in a safe and protected environment | Relevant topics:  1. Zionist leader  2. Negotiations  3. Shared language of a group  4. Authoritarian, permissive democratic leader  5. Formal and informal social leader  6. Leadership responsibility  7. Transmitting an effective and concise message |

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| **Name of program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
| Civil Headquarters | 1. Assimilation of knowledge and values that are the foundations of the existence of the State of Israel as a Jewish and democratic state  2. Advancement of programs that develop a democratic environment, ethical, civilian education and education for partnership between different groups and sectors in Israeli society | Modes of action:  1. Development of a study plan on the topics:  A. Civil calendar days  B. Civil dilemmas in the Israeli mosaic  C. Civil education in museums  D. Tours of the courthouses  E. Freedom of expression  2. Meetings of shared living between schools in different sectors  A. Cultivating initiatives in the framework of activities “Shared living in shared cities”  B. Creating shared educational spaces between schools  C. Brothers /twins  D. Joint learning of pupils from different sectors and streams in different fields of knowledge  E. Meetings for dialogue between groups or schools around shared topics such as art, sport, cinema | Advancement of the area of education for democracy and for shared living in general | Relevant terms:  1. Personal and collective identity  2. Principles of the democratic regime  3. The public agenda  4. Racism |
| **Name of program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  |  | 3. Development of units for general education to encourage dialogue and dealing with stereotypes and racism  4. Professional development of teachers and allocation of teaching hours on the topics of civil education, preventing racism, and shared living |  |  |

\* Content of Shelah for 8th and 9th grades

8th grade works on “The complexity of landscapes in the Land of Israel” with the content of the “mountain workshop” being “The mountain as a cradle of the nation,” which emphasizes nationalism and tolerance; the coastal workshop, in which the educational focus is environmental conservation and development of the country; and the “valley workshop,” which cultivates socialness and independence, in addition, to experimenting with the workshop on Shelah skills in an excursion.

9th grade works on “The Land of Israel as a meeting place” with the workshop “Meeting nature in the Land of Israel,” which emphasizes the conservation of nature and development of the land; the workshop on “”Meeting of cultures in the Land of Israel,” which focuses on minorities who are citizens of Israel; the workshop “Jerusalem the capital of Israel and the meeting of religions,” which focuses on the values of nationalism and tolerance. The workshop “Our responsibility for the land,” summarizes the entire program.

It is possible to choose additional workshops: “Archaeology, research on the past for the future,” “From the pace of seasons to the pace of life,” and “Battle heritage for the people, the land, and the country.”

\*\* Content of “Let’s go to Jerusalem”

5th grade: Emphasis on “Jerusalem my capital,” tours “In the footsteps of King David,” “Leaving the City Walls,” or “Jerusalem the capital.”

7th grade: Emphasis on Jerusalem as a symbol that connects the people of Israel with the Land of Israel, tours emphasizing “I am in the chain of generations,” “The assembly of commemoration,” or “On the way to the city.” The Young Guides of Shelah will guide the pupils.

10th grade: Emphasis on “Jerusalem the capital of Israel,” tours in “Jerusalem, the capital of Israel – past, present, and future,” “Along the Municipal line,” and “Meeting of cultures, peoples, and religions.”