**How should we train an educator?—in the image of the education revolution that we want”**

[Mordechai Segal, 1953]

The core of Mordechai Segal’s mission rests in the field of education generally and in the training of educators and teachers particularly.

The conceptualization of education and training that has taken shape at Oranim, giving its endeavors uniqueness and character from the very first, is based on the intersection of three fundamentals that reflect the college’s calling:

* the perception of education as leverage for **social reform** and the advancement of values of equality, justice, and solidarity;
* the perception of education as striving to observe and direct itself toward the **whole person,** in his or her wealth of cognitive, emotional, and social dimensions;
* the perception of education as a broad and deep infrastructure of **erudition and knowledge** that generates human progress in and of itself.

Over the years, these fundamentals, which challenge the State education system, have been translated at Oranim into an ever-thickening fabric of path-breaking and influential educational action—from the “Junkyard” and “Learning Nature in Nature,” via “Socio-Community Education” and “Community Art,” up to “Inclusive Education” and “Multicultural Education.”

These and others are only a few of the abundant activities and models that pulsate in the veins of Oranim. The elements that they share include, but are not limited to, centering the entire learning and self-educating process on interpersonal relations and communication, getting learners involved and active in learning processes, and setting every educational demarche within widening circles of community, cultural, and human contexts.

Oranim’s educational legacy is both a source of pride and a pillar of fire that defines its current and future role in influencing the shaping of the education system and of society.