

The most significant and exciting thing that happened following the initiative was hearing a student's father say "The apartment gives hope. I couldn't imagine him out of the house. Suddenly I can dream for him too". This is a life changing process for children in special education.





## Space for Independence

Shlomi Irim, "HaTomer" special education school

## We have broken the boundaries

of the school and of the perception of the parents, teachers and students.

We have created a living environment that allows the students to experiment, fail, learn and develop their independence.

The children / youth learned to sleep and live in an apartment of their own, take public transportation and believe in their abilities.



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The most significant and exciting thing that happened following the initiative is that we began noticing evidence of an actual change in the society's approach to autistic people. More and more employers allow our students to integrate in the work force and discover how rich our students' world is and their great capabilities.





### **A Bridge for Life**

Olga Fisher, "Gil" school for children diagnosed on the PDD spectrum (ages 12-21)

### **We followed our dream**

and led to the integration of autistic children in the work force early, during their school years, with the help of the parents, employers and local community.



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This is an exciting and significant change that allows the children, teachers and even the parents to experience a different "texture", an empowering and positive one.





### Development of "My True Self"

Fidda Odi, "Ajjal" school (1st-6th grade)

**We embarked on a revolutionary mission.**

We created an environment that encourages emotional discourse, thinking, expression and realization of aspirations, opinions, wishes and personal dreams.

We brought "my true self" into a school in the Arab society, which is oriented towards academic achievements, obedience and conformity.



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The most significant and exciting thing that happened following the initiative is the comprehensive change that took place among the teaching staff in their perception of natural learning and the possibilities it holds for the student, the student's experience and personal growth.





## Natural Learning

Ron Ziv, "Gordon" school (1st-8th grade)

**Our vision** was inspired by the natural, spontaneous and autonomous learning of young children. We radically changed learning spaces and relationships between teachers and students. We created outdoor learning areas and allowed teachers to design their indoor spaces in different and creative ways.



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The most significant and exciting thing that happened following the initiative is seeing the teachers being drawn into the process of giving and belonging to the school, bring passion and motivation to the school in a wide variety of fields.





### Action & Motivation

Mahmoed Abu Abeam, "Alferdous" school (1st-6th grade)

**Our vision** was to change the lives of our students.

To open a variety of opportunities for development in the future for an under-served population.

We believe the change will come from entrepreneurship together with the passion for knowledge and motivation to grow. We have made the school into an entrepreneurship incubator, together with the community: a medicinal herbs greenhouse and a laboratory for traditional medicine, a robotics laboratory in combination with the hi-tech industry, etc.



The most significant and exciting thing that happened following the initiative was seeing both students' and teachers' involvement and concern for diverse populations, advocating for their rights. Voluntarily establishing additional social initiatives.





## From Tourists to Activists: Changing the World

Michal Efrati, "Ben Gurion" school

(7th-12th grade)

**We wanted to challenge** the school's major role as well as include social awareness and activism.

A "wake up call" to our privileged students in the form of teachers-students joint active learning via practical involvement in various social initiatives involving diverse populations and reflecting urgent national social issues.



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The most significant and exciting thing that happened following the initiative is that we now know we reached almost every child, we feel their engagement, fascination and joyfulness. But above all, we gained active, accountable and choice oriented students.





## Made for Me

Ronit Hantis, "Uzi Chitman" school (1st-3rd grade)

**We wanted true differential learning**, but realized that was not going to happen through a single course of action, so we changed many conventions at once and built a combined platform: a personal track and pace for each student, and a choice of a wide variety of learning methods, together with feedback about the learning throughout the process using reflective writing and dialog. The combination between all these components amazingly provides results in all behavioral and educational aspects.



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The most significant and exciting thing that happened following the initiative is the real change in students' behavior. A lot less "coming in & out" of classes, clear expression of joy and happiness in all frameworks, a significant increase in demand to register for the school, an improvement in the school's efficiency and growth test scores and a teaching staff that now claims anything is possible.





## Science in Movement

Miri Keidar, "Avishur" school (1st-6th grade)

At a school with one of the most diverse and challenging populations possible, we dealt with problems of attention, discipline and low academic performance. Inspired by neuroscience, we challenged the most basic learning methods and integrated extensive work in movement. Most classes incorporate movement sessions with exercises to improve brain function, calm the students, increase creativity and learn the subjects.

The most significant and exciting thing that happened following the initiative is the children's excitement and passion for art, and its various applications to the subjects they learn. They now learn with more inspiration.





## The Art of Learning

Betty Goldman, "Arlozorov" school (1st-6th grade)

**We wanted to improve academic achievements**

and provide personal solutions to each student in an inspiring, involvement and motivation stimulating manner. There is nothing like art to open the heart and mind. We took a regular public school and created a curriculum which offers diverse art classes, but our real breakthrough was with learning of "regular" subjects such as history, geography and others, in combination with arts.



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