

Hakfar Hayarok



Hakfar Hayarok - The Green Village

The philosophical paradigm of Hakfar Hayarok has always been that Man and Nature together create a unique environment and atmosphere. Taking responsibility for Nature automatically implies taking responsibility for Man. Hakfar Hayarok seeks to implement its educational and pedagogical credo while meeting the ecological demands of its environment. The environmental studies program at Hakfar Hayarok High School combines science and liberal arts subjects, in an attempt to instil in our students the desire to make the world a better place, and provide the foundation which will enable them to live a productive life in society.

***O*ur Credo**

Hakfar Hayarok provides a solid, well-organized educational environment for its students. The life of our multicultural community is based on tolerance, acceptance and respect, embracing diversity and all that is "unique" and "different". Our aim is to support our students in realizing their full potential and achieve their personal goals, by offering an educational environment based on cooperation, inter-personal communications and team work.

***O*ur Facilities**

Hakfar Hayarok consists of three major facilities: the school, the dormitories and the agricultural farm.

These three components provide a warm, wholesome environment for personal development. From work on the farm through our collective living and studying arrangements, Hakfar Hayarok encourages personal responsibility and sharing by its students.

***H*istory**

Hakfar Hayarok was founded in 1950 by Gershon Zak, the first Chief Commander (Reserve) of the Israel Navy and Prime Minister Ben-Gurion's Adviser on Urban Planning. Hakfar Hayarok was established as a youth village, designed to be administered in entirety by its young students, with minimal adult intervention. Isolation of the youth from adult society was perceived as a means to achieve a variety of educational, security and health purposes.

Hakfar Hayarok embodies Gershon Zak's vision of an integrative community, in which new immigrants are absorbed and work side by side with the veteran residents of the recently established state, to build a new, independent society.

In fact, Hakfar Hayarok was a symbol of Zionism in practice.

Hakfar Hayarok's Educational Institutions

- **Junior High School** (Grades 7-9)

Major subjects:

- **Physics**
- **Zoology**



- **High School** (Grades 10-12)

Major subjects:

- **Natural science and agriculture**
- **Music**
- **Cinematography and television**
- **Fashion design**
- **Mechanical diagnosis**
- **Electronics and electricity**
- **Information Systems**



- **College** (Grades 13-14)

Major subjects:

- **Electrical engineering**
- **Mechanic engineering**

Extra Curricular Activities:

Chess, Television and Cinematography, Handicrafts, Plastic arts, Ethnic music, Drums, Meditation, Animal Farming and Mutimedia.



Hakfar Hayarok is the largest youth village in Israel. It was established in 1950 as an agricultural boarding school, with very specific goals of achieving and implementing the educational standards of the recently established State of Israel.

The task of absorbing and integrating new immigrants into Israeli society has served as a guideline for Hakfar Hayarok ever since. Graduates of the first class in Hakfar Hayarok High School included students from 20 different countries.



Today, over 800 pupils live and study together at Hakfar Hayarok. In this melting pot of Israeli society, immigrants from Ethiopia and the former Soviet Union, Bedouins and native Israelis, together build an intellectual and independent society.

Our educational credo is to provide optimal study conditions to help our students realize their full potential, extend their knowledge and enhance their intellectual achievements.

By encouraging our students to make full use of their abilities, our wish is to promote their chances for social mobility in the future. At Hakfar Hayarok, our students partake daily in the developmental experience of dealing with problems, sharing companionship and solidarity and working in harmony. They share the same dorms and study in integrated classes, fostering an environment of mutual respect and acceptance.

Most of our students come from underprivileged socio-economic backgrounds. The vast majority of our Ethiopian and FSU students come from families which suffer from unemployment and barely make their living. At Hakfar Hayarok, our aim is to provide a safe, nourishing and wholesome environment for these students to live, learn and grow.

To support our students' opportunity for personal emotional and intellectual development, we offer modern, sophisticated schools and a warm and productive environment.



Social and Cultural Life

Hakfar Hayarok boasts of a rich social and cultural life. One of our "specials" is the "10 o'clock Show", which takes place on Friday nights. On these special evenings, students perform plays and musicals which are directed by professional directors. Every class is responsible for one of the Friday night shows, providing an opportunity for everyone to express themselves and participate in acting, singing or dancing.



Our students have produced memorable evenings with original material as well as well-known musicals including "My Fair Lady" and "Casablan", an Israeli classic. Unfortunately, we lack a proper stage for the performances and make do with the dining room.

In one of the several new projects initiated this year, one group of students meet with professional actors in special workshops to learn acting and playwriting on a regular basis.

The Arts

"Arts education aids students in the acquisition of skills needed in the workplace: flexibility, the ability to solve problems and communicate with others; the ability to learn new skills, to be creative and innovative, and to strive for excellence"

Dr. Joseph M. Calaban

At Hakfar Hayarok, our mission is to attract and enlighten our youth through art education. Moreover, we believe that creativity is essential for human survival. In the field of education, it is well known that teaching arts alongside history, math and biology, helps create the well-rounded mind that is at the foundation of western civilization. Hakfar Hayarok's art program provides high quality art experiences to students who come from different backgrounds with diverse abilities and talents. We also offer extra curricular activities in art-related areas, including a broad range of ceramics, drawing, painting, and fine crafts.

Musical Education

Our education philosophy recognizes the developmental significance of art, particularly musical education, for our students. Studies show that the effects of musical education on test scores and intellectual development are significant. Students who participate in musical programs score significantly higher marks on standardized tests. At the same time, music education helps them develop crucial skills such as self-discipline, teamwork and problem solving. Hakfar Hayarok's musical program provides quality music experiences to students with different abilities and backgrounds. We provide a solid education in the foundations of music, including voice development, choir singing and music instruction in a variety of instruments.



Psychological Services

Personal and family problems, combined with the need to cope with learning disabilities or negative learning experiences, have a tremendous effect on students' adaptability and development. It is the role of our therapists to help them cope with their emotional distress, bolster their self esteem, learn how to make the most of positive experiences, realize their potential and succeed in their endeavors. Our therapists use a variety of therapeutic modalities including art therapy, animal therapy and psychodrama, to help students deal with their problems. Students with learning disabilities are given special remedial teaching sessions which help them overcome their disabilities and attain success in their studies.

The Psychological Services Center maintains continuous contact and collaboration with members of the pedagogical staff, in a constant effort to help our students realize their full potential.

Computerized Resource Center

The personal computer is an essential, integral part of the study process. Biology, Fashion Design, Electronics and Data System studies require the constant use of computers.

At Hakfar Hayarok, new teaching programs are constantly being developed for our students. We have found, for example, that English as a second language, is best learned through our study program in the Computerized Learning Center. Unfortunately, there are only 30 computers in the Resource Center, and the demand for computer access significantly exceeds our resources in this area.



Student Learning Center

Our students are highly motivated as far as learning is concerned. Most of them realize that a Matriculation diploma is their "ticket" to success in the multi cultural Israeli society. Unfortunately, many of our students have suffered deprivation at home before joining the village. Family difficulties, emotional problems and learning disabilities have made it even harder for them to study properly and attain academic success. As a result, when they first arrive at Hakfar Hayarok, they suffer from a lack of self confidence and low self esteem; They are frustrated, alienated and sometimes, even hostile.

We believe that these students need a new, different, remedial approach to studying, one which will enable them to experience success. Consequently, we offer personal, one-on-one tutorial assistance as the key to this goal.

The goal of the Student Learning Center is to open new learning channels and opportunities to students to experience academic success. At the Center, students work at their own pace, allowing them to develop trust in their own abilities, by sheltering them from experiences which undermine their own self-confidence. The Student Learning Center is the optimal solution for our students and the key to their success.





Contact us at:

Hakfar Hayarok 47800

ISRAEL

Tel: 972-3-6455666

Fax: 972-3-6745747

E-mail: kobin@kfaryarok.org.il

Web: www.kfaryarok.org.il



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