

Art Therapy in the Israeli Education System – An Update

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Nine studies, involving 131 interviews, were conducted between 2013 and 2015 to examine the perception of women art therapists, supervisors, counselors, teachers and principals in the Arab and Jewish educational systems regarding the status of art therapy in the education system. This article presents a qualitative meta-analysis of these studies, and offers a broad and comprehensive picture of the current situation regarding the integration of art therapy in the Israeli education system. It also addresses the points of conflict between the therapeutic and educational approaches. The findings are grouped into four key areas. The advantages and disadvantages of integration art therapy into the education system are discussed in parts one and two. Part three deals with recommendations for the future offered by participants in these studies. Part four summarizes the conflictual issues and/or inconsistencies across the groups. The discussion examines these findings in light of the "Guidelines for Health Professionals working in the Education System" recently published by the Israel Ministry of Education (Ministry of Education, 2015).

Keywords: Art therapy, education system, Qualitative Meta-Analysis.

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