



The Ethiopian National Project



Myers-JDC-Brookdale Institute
The Engelberg Center for Children and Youth

October 28, 2009

The Ethiopian National Project: Selected Findings from the 2008/9 Evaluation of the Scholastic Assistance Program

Dalia Ben-Rabi

Ruth Baruj-Kovarsky

Miriam Cohen-Navot,

Viacheslav Konstantinov

Methodological consultant: Assaf Ben-Shoham

This study was initiated and funded by
The Ethiopian National Project

The Ethiopian National Project is partnership between
The United Jewish Communities-Federations of North America (UJC),
The Government of Israel, representatives of Ethiopian Jewish
Community Organizations, the Jewish Agency for Israel,
The American Jewish Joint Distribution Committee in Israel,
and Keren Hayesod - UIA

Main Sources of Information

- **Questionnaire for school principals**
83 principals of schools with more than 10 participants in ENP
- **Questionnaire for students participating in the programs**
A sample of 1422 students from 41 schools and frameworks participating in the program
- **Interviews and observations in 8 schools**
Interviews with school principals, youth instructors, teachers
And students
- **Analysis of Matriculation results from 2006/7**

The Scholastic Assistance Program – Main Contributions

- In 2008/9 the program provided assistance to about a third of all Ethiopian students in junior and senior high schools in Israel
- Nearly 90% of the students are satisfied with the program to a great or very great extent, and would recommend it to their friends
- Over half the students report that after participating in the program they either advanced to a higher-level study group or improved their scholastic achievements. Many report the need for additional assistance
- Many of the students report that the program contributed to a great or very great extent to increasing their motivation to study (81%), enhancing their confidence (65%) and increasing their involvement in social activities (56%)
- Some 80% of the principals are satisfied to a great or very great extent from the implementation of the program in their school, and feel that the program contributes to a great or very great extent to the promotion of the students
- Over half the principals report that the program also contributed to the overall work of the school with Ethiopian students
- Analysis of matriculation achievements in 2006/7 (which reflect partial experience with the program) shows a significant improvement in the achievements of students who participated in the program compared to similar students who did not participate in the program:
 - ✓ **In entitlement to a matriculation certificate** - a gap of 9.5 percentage points (constituting an increase of 22.1%)
 - ✓ **In the proportion of those passing the Hebrew test-** a gap of 10.9 percentage points (constituting an increase of 15.3%)
 - ✓ **In the proportion of those passing the English test** - a gap of 8.9 percentage points (constituting an increase of 12.3%)
 - ✓ **In the proportion of those taking partial matriculation** - a gap of 7.4 percentage points (constituting an increase of 10.6%)

Matriculation Results of Ethiopian-Israeli Twelfth Graders at Schools Participating in the Program in 2007, In Comparison with All Israeli Twelfth Graders and Students in Control Group (Percent)

	All Ethiopian- Israeli Twelfth Graders at Israeli Schools	Students Who Received Scholastic Assistance through the ENP Program	Control Group (students with Similar Characteristics in Schools not Participating in the program)
Eligible for matriculation certificate	37.0	52.4	42.9
Eligible for university level certificate	20.0	32.5	29.6
Passed English (%)	60.4	81.1	72.2
Passed Hebrew (%)	60.8	82.1	71.2