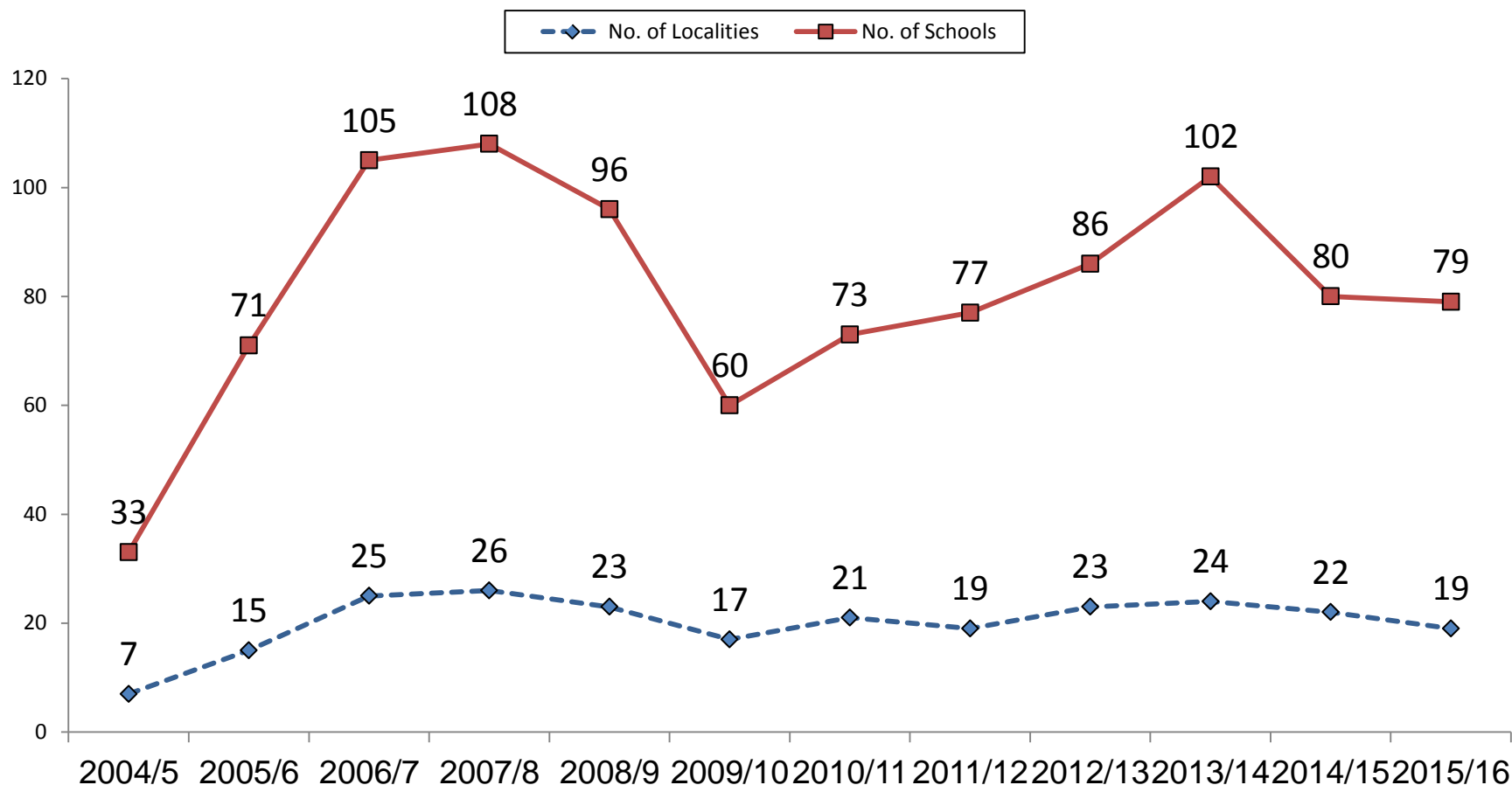


The Ethiopian National Project in Israel: Scholastic Assistance Program (SPACE)

**Evaluation of the Provision and Contribution of Socio-
Emotional Support and Continued Follow-up of the
Students' Matriculation Achievements**

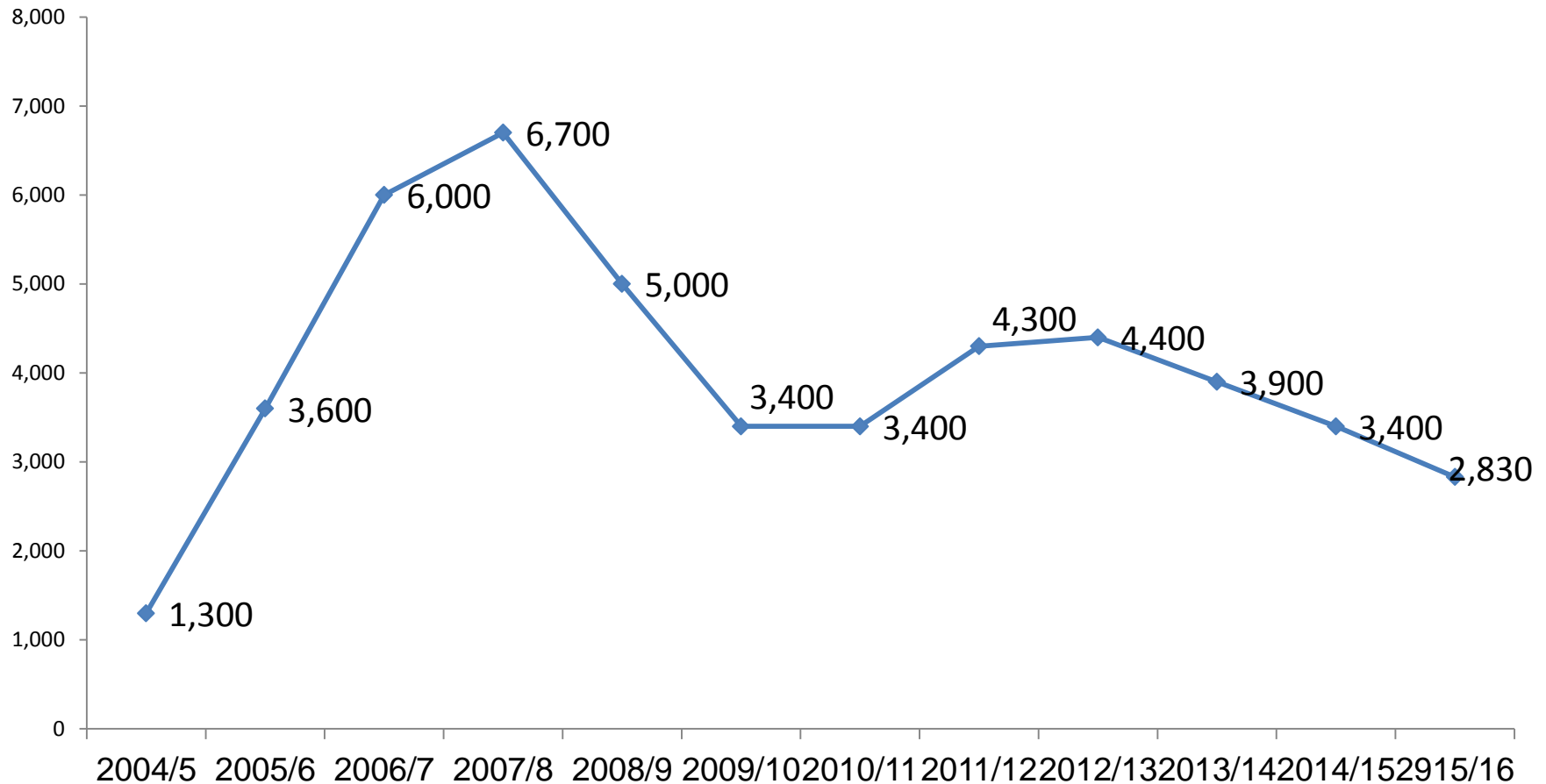
Ruth Baruj-Kovarsky, Dalia Ben-Rabi and
Viacheslav Konstantinov
October 2015

Number of Schools and Localities Participating in the Scholastic Assistance Program throughout the Years of Implementation (2004/5-2015/16)



Note: In 2015/16, the project is still in its early stages and there may be changes.
The figures do not include technical college or elementary school.

Number of Students Participating in the Scholastic Assistance Program throughout the Years of Implementation (2004/5-2015/16)



Note: In 2015/16, the project is still in its early stages and there may be changes. The figures do not include technical college or elementary school, where there are an additional 580 students.

What's in today's presentation?



- Provision and contribution of socio-emotional support – data from a 2015 study
- The students' matriculation results in 2014 – preliminary data from this year's study

Socio-Emotional Support

**System of Socio-Emotional Support for Students in
the SPACE Program**

Data Collection

Qualitative study including interviews with:

- Directors of the implementing organizations
- Regional inspectors
- And in six schools:
 - Staff of the implementing organizations
 - Program coordinator/s in the school
 - School principal or deputy principal
 - Focus group with students in the program

Goals of the Socio-Emotional Support

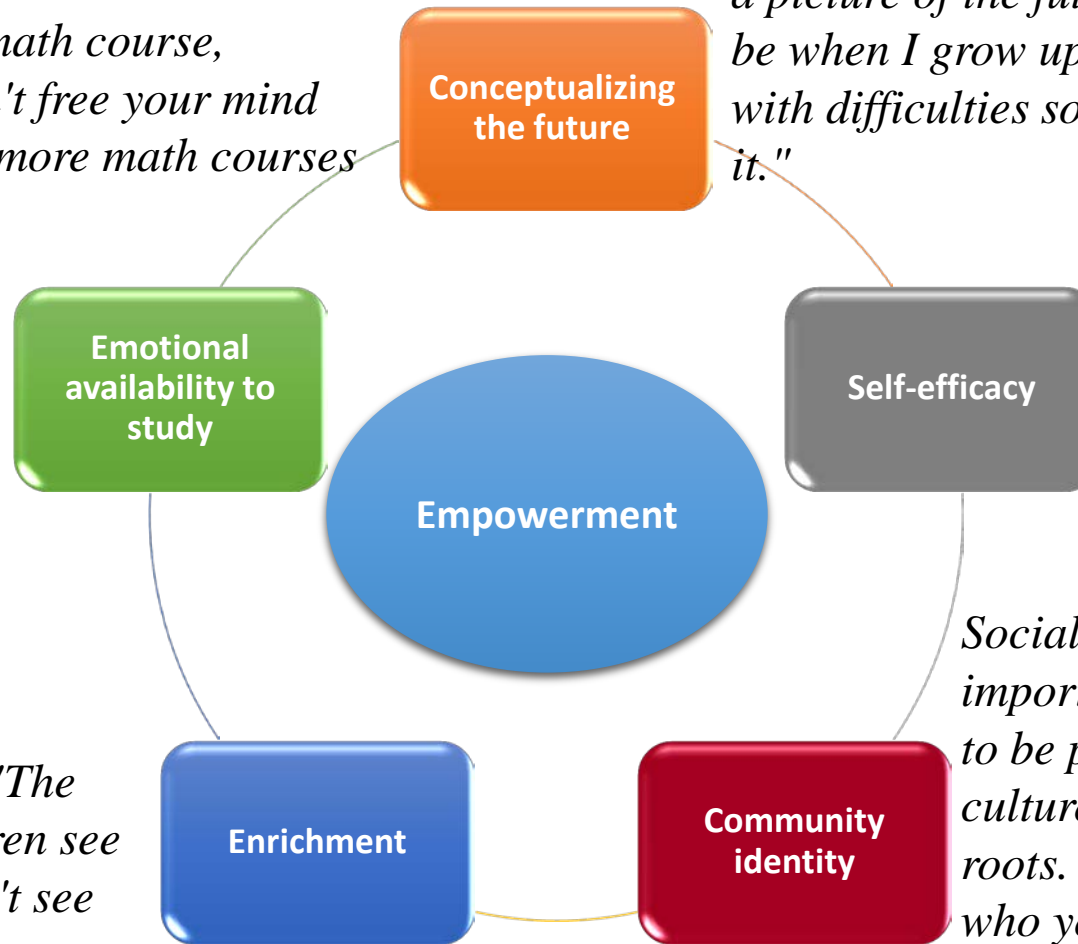
School principal: "The empowerment course is much more important than a math course, because if you don't free your mind for study, even 20 more math courses won't help."

Program director: "The goal is to build a picture of the future, what I want to be when I grow up and how will I deal with difficulties so that I can achieve it."

Local/regional coordinator: "Give the children a further push – 'I can do it, I'm capable.'"

Social coordinator: It's important for the children to be proud of their culture and return to their roots. Identity begins with who you are."

Regional director: "The support helps children see things that they don't see from home."



The support includes activities that promote the program goals



For the parents

Contact when the need arises

Ongoing telephone contact

Tailored workshops

One-time meeting or lecture

Workshop or meeting for parents and children

For all students in the school

Sigd holiday

Memorial ceremony for those who perished in the Sudan

Meeting or lecture

For the program participants – external activities

Visits to institute of higher education

Enrichment activities

Stress-reducing activities

Volunteering in the community

Home visits

For the program participants – activities in school

Personal discussions or personal support

Enrichment and empowerment workshops

Meeting or lecture

Additional Requirements to Improve the Support

- Defined structure and budgeting
- Professional emotional support services and learning skills
- Improved work practices in cases where the social coordinator works in several different schools
- Improvement and structuring of work practices with parents
- Training and guidance for social coordinators in areas where it is necessary, e.g., working with parents or empowerment workshops

The program's support makes a substantial contribution to the students' success in their studies and in enhancing their wellbeing

Selected quotes from the school and program staffs

- *School principal: "Thanks to the project, the girls who complete it can be proud of themselves and contribute to the community; they don't drop out and afterwards they integrate into academia and employment."*
- *School principal: "The program brings out the best in the students. It gives them confidence. The children who have participated in the empowerment (group) are in a different league."*
- *Local/regional coordinator: "The main contribution is that the children gain self-esteem and can then move forward alone."*

There is correlation between academic success and the success of the emotional support

The students report that the program contributes to them in various areas:



Personal development and empowerment

- *"It helped us to understand ourselves"*
- *"It's a privilege to be in the program. I'm developing in all sorts of directions, not only in my studies."*
- *"The workshops increase our confidence."*

Increases motivation

- *"The activities give you more energy to invest more."*
- *"For everyone who wants to succeed at university or college, this is the first step – being in the project. They help you to realize your potential and to be motivated."*

Conceptualizing the future

- *"The program helps you to know what to do in the future."*
- *"We were taken on a visit of the university; they showed us that it's worth investing in our studies, that we too can succeed."*

The students report that the program contributes to them in various areas:



Strengthening the bond with their parents

- "There was a meeting with our parents. It was fun. It brought us closer to our mothers and fathers."

Attentiveness and support with problems

"Without the coordinator, I feel as if I can't go anywhere. He helps, advises, sets you a target to reach."

"When someone needs help, she can speak to the community coordinator, who is encouraging and helps you think about your problems in a different way."

"I like the facilitator, she takes us aside for discussions. She really cares about us. She's there for us. We talk to her about life."

The students receive additional emotional support from the program teaching staff

Matriculation Results

Raw data on the twelfth-graders' results in 2013/14

In 2013/14, the characteristics of the program participants differed from those of the participants in the previous year

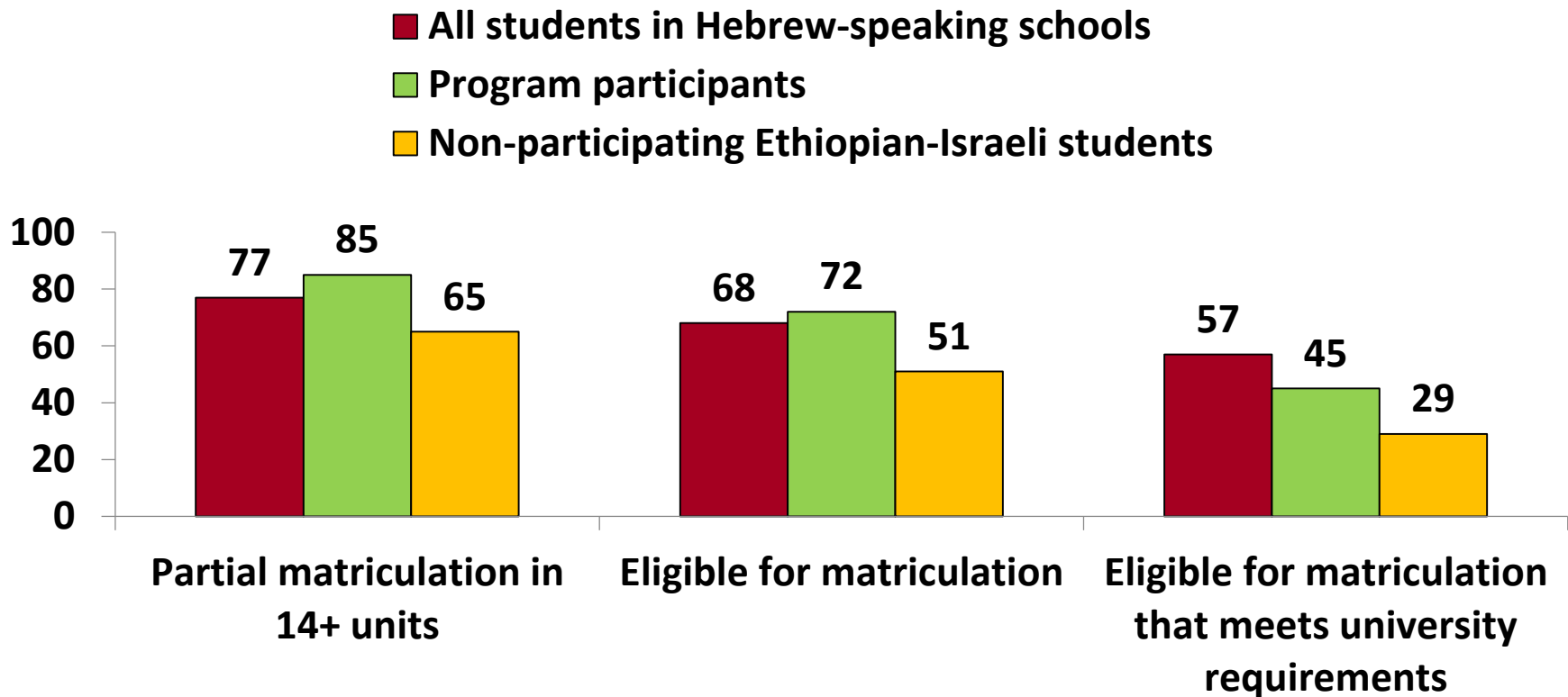
331 students (484 in 2012/13)



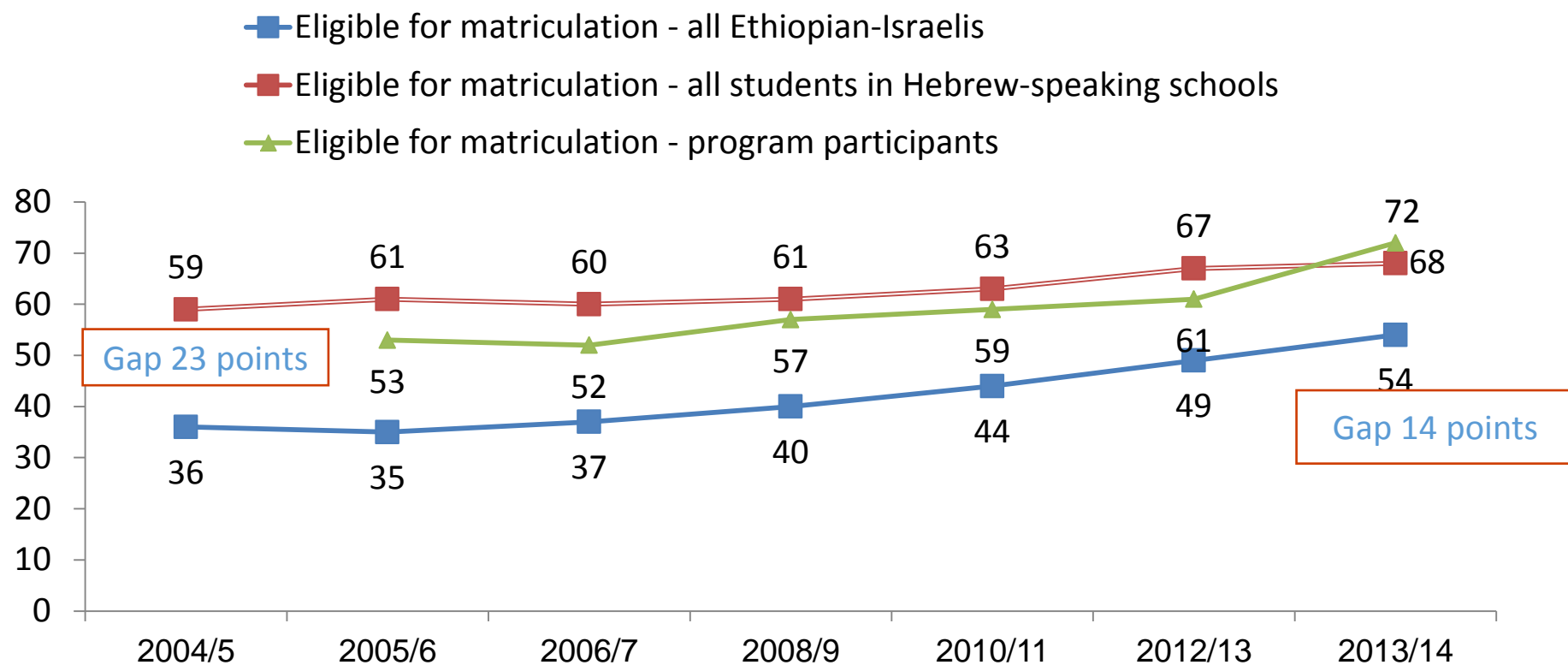
Constituting 14% of all Ethiopian-Israeli 12th-graders (16% in 2012/13)

- The average score in the GEMS (*Meitzav*) tests for 8th graders was 58 (41 in 2012/13).
- 12% of the students' mothers had a high-school or post-secondary education (8% in 2012/13).
- 75% of the non-Ethiopian students at these schools were eligible for matriculation (70% in 2012/13).

The results of the program participants in 2013/14 were better than those of all Ethiopian-Israeli non-participants, and the percentage of those eligible for full matriculation certificates was higher than all students in Hebrew-speaking schools (%)

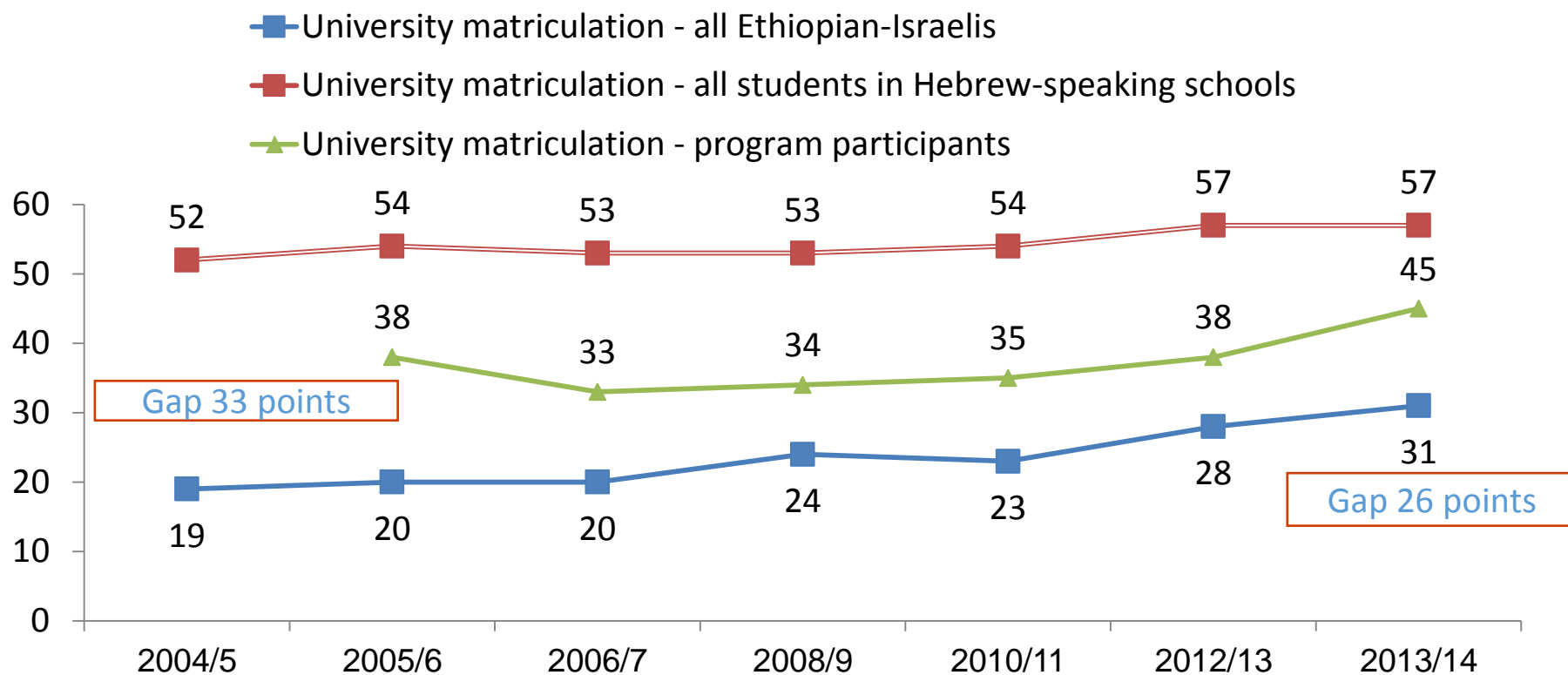


Over the years, there has been an increase in eligibility for matriculation certificates among all Ethiopian-Israelis and a reduction in the gaps between them and all students in Hebrew-speaking schools (%)



Reduction of 39% in the gap between all Ethiopian-Israelis and all students in Hebrew-speaking schools

Over the years, there has been an increase in eligibility for matriculation certificates that meet university requirements among all Ethiopian-Israelis and a reduction in the gaps between them and all students in Hebrew-speaking schools (%)



Reduction of 21% in the gap between all Ethiopian-Israelis and all students in Hebrew-speaking schools

Summary

- The socio-emotional support given to the students is an important and meaningful part of the SPACE program and contributes much to empowering them and supporting their scholastic advancement.
- As in previous years, the program participants achieved better results than non-participating Ethiopian-Israeli students.
- This year, for the first time, the participating students achieved better results in obtaining a full matriculation certificate than all students in Hebrew-speaking schools. However, a more in-depth examination is required in order to draw conclusions about the impact of the program this year.
- Between 2001 and 2014, there was an improvement in the matriculation results among all Ethiopian-Israelis in the country and a reduction of about 40% in the gap between them and all students in Hebrew-speaking schools. The ENP Scholastic Assistance Program, in which approximately 15% of all Ethiopian-Israeli twelfth-graders have participated over the years, has played a key role in this improvement.