



The Ethiopian National Project (ENP) Scholastic Assistance Program 2018 SPACE - School Performance and Community Empowerment



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Glossary

Eligible for matriculation

Students who matriculated fully according to Education Ministry requirements

Nowhere near matriculation

Students who did not take matriculation exams or were tested on fewer than 14 study units

Partial matriculation recipients

Students tested on at least 14 study units, but fewer than required to be eligible for full matriculation

Eligible for matriculation meeting university prerequisites

Students with full matriculation, including at least 4 study units in English enabling university registration

Matriculation

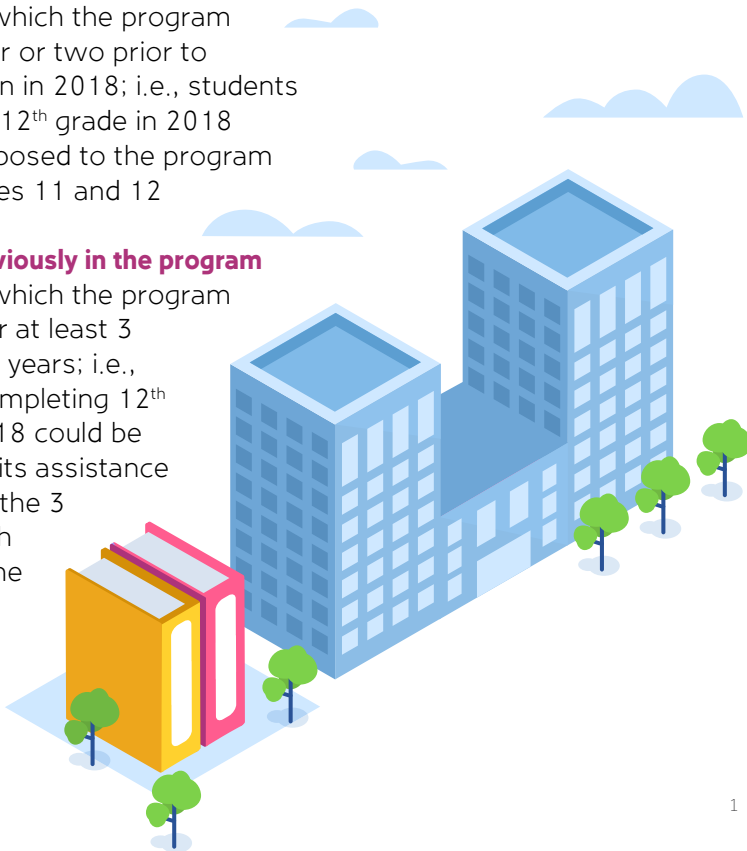
High school completion exams

Schools new to the program

Schools in which the program began a year or two prior to matriculation in 2018; i.e., students completing 12th grade in 2018 could be exposed to the program only in grades 11 and 12

Schools previously in the program

Schools in which the program operated for at least 3 consecutive years; i.e., students completing 12th grade in 2018 could be exposed to its assistance throughout the 3 years of high school, at the very least



The Ethiopian National Project - Scholastic Assistance Program 2018

About ENP – The Ethiopian National Project

ENP was established by the Government of Israel, Jewish Federations and representatives of the Ethiopian-Israeli community. Its overarching goal is to fully and successfully integrate Ethiopian-Israelis into Israeli society.

This initiative spawned a unique partnership, uniting under a single roof the Jewish Federations of North America (JFNA), the Government of Israel, representatives of Ethiopian Jewish Community Organizations in Israel, the Jewish Agency for Israel (JAFI), JDC-Israel, and Keren Hayesod-UIA. The project has been in operation since 2005.

It is unique in that it involves members of the Ethiopian community as decision-makers and program leaders. In 2016, following the establishment of the government program of A New Way¹, the scholastic assistance program also included non-Ethiopian students (20% of the participants).

This pamphlet presents a summary of the evaluation report: The Ethiopian National Project (ENP) Scholastic Assistance Program 2018 SPACE – School Performance and Community Empowerment.

¹ The government program for the integration of Ethiopian-Israelis was drawn up on the basis of successive decisions aimed at promoting the optimal integration of Ethiopian-Israeli citizens into Israeli society, in the areas of studies, education, employment, housing, family and community, as well as civic involvement.



Project Components






**The SPACE² Program:
For the promotion of
scholastic achievement of
students in grades 7-12**



**Adult programs:
Community leadership,
parent empowerment,
and student scholarships**

²SPACE – School Performance and Community Empowerment

The Evaluation

-  The evaluation monitors the matriculation achievements of twelfth-grade students participating in the program
-  The participant students are identified by Ministry of Education data files, and their identities are coded to preserve anonymity
-  The file information pertains to student and school characteristics, student achievements in national GEMS (Growth and Effective Measures for Schools – Meitzav) tests taken in 5th grade, and in matriculation exams, to learn about the participants' characteristics and the program's impact on their scholastic achievements in matriculation



The SPACE Program – Scholastic Assistance

The program began in 2005 due to the large gap between the percentage of Ethiopian-Israeli students ineligible for full matriculation and other students in Jewish education: a gap of 19 percentage points in eligibility for a matriculation certificate, and 33 percentage points in eligibility for a certificate meeting university prerequisites in 2004. Through SPACE:

- ▶ Scholastic assistance is provided to students in junior high school and high school
- ▶ The classes are small, with between 4 and 9 students in each
- ▶ The assistance classes are held in school after school hours; meals are included in the program
- ▶ Each student receives 4 hours of instruction a week in various subjects, with emphasis on mathematics, English and Hebrew language
- ▶ The assistance is meant for all Ethiopian-Israeli students in schools participating in the program that are not special-education schools and do not receive additional scholastic inputs from other assistance programs
- ▶ In 2018, scholastic assistance was provided by two implementers: the Branco Weiss Institute and the IACC – the Israel Association of Community Centers, Ltd.

Characteristics of 12th-Graders Participating in SPACE, 2018



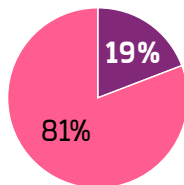
Characteristics

All program participants
in 12th grade

1,021
Students



827
Ethiopian-
Israeli
students



194
Other
students

The students were enrolled at
some 75 schools, mostly new to
the program

75
Schools

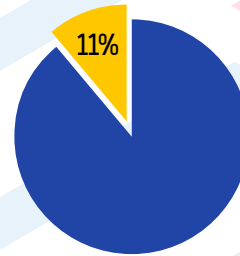


45 Schools new to
the program

30 Schools previously
in the program

75% of Ethiopian-Israeli 12th-graders in program schools participated

In total, about 11% of all 12th-graders (Ethiopian-Israelis and non-Ethiopians) in program schools participated in the program

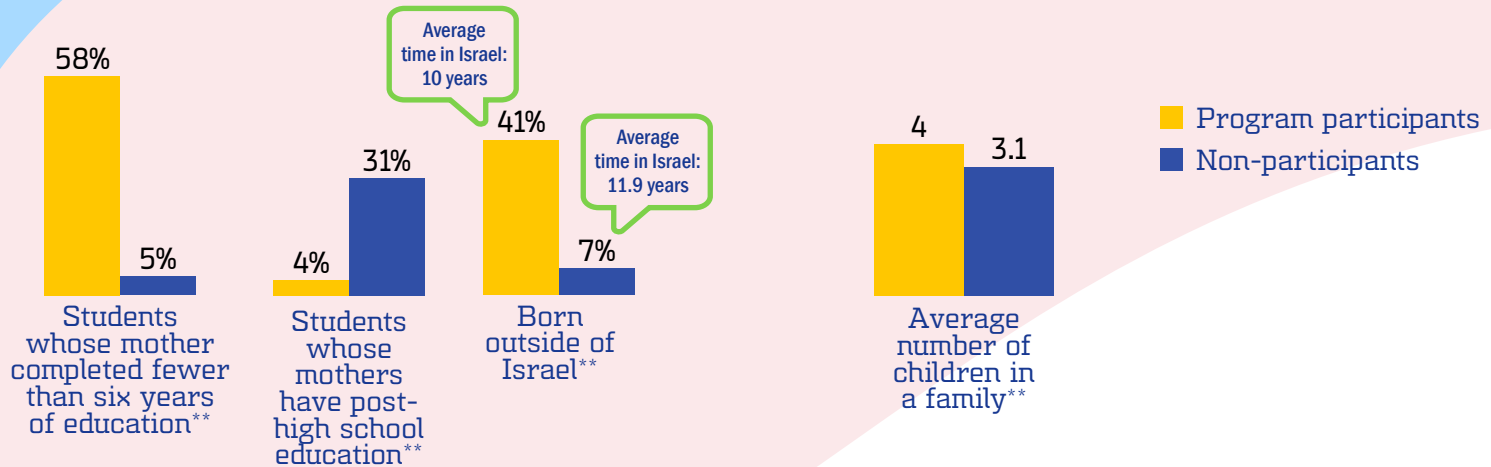


Program participants out of total twelfth-graders in program schools

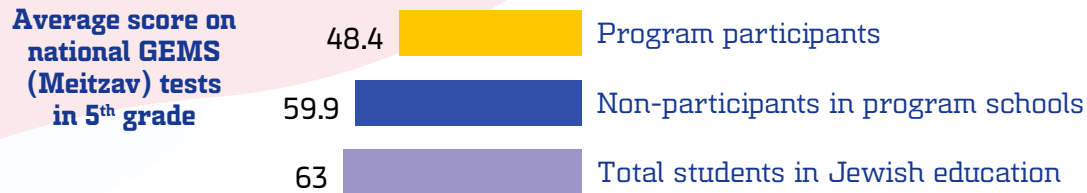


Characteristics

Program students come from weaker socio-economic backgrounds than students at the same school who are not in the program

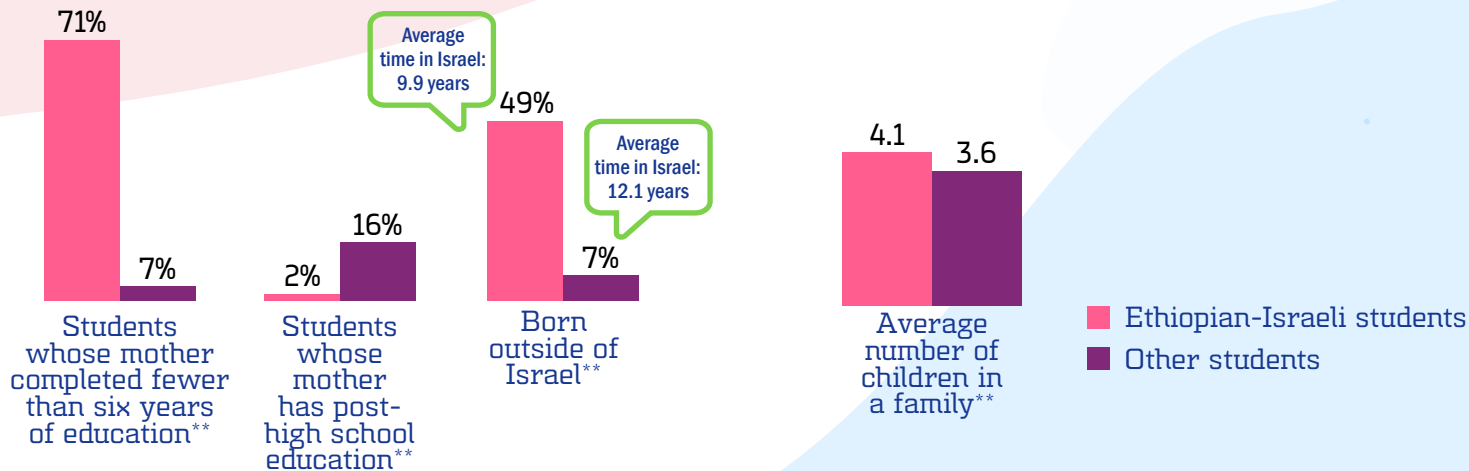


Program students come from weaker scholastic background than students not in the program

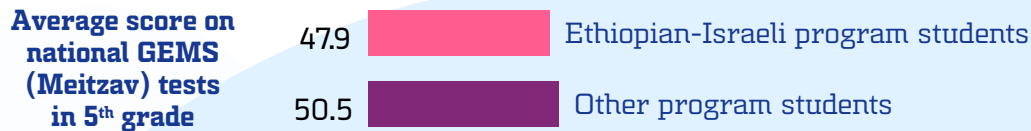


Program participants N=1021, Non-participants N=7866 | **P<0.01 | % of Israeli-born and mother's education were examined by the χ^2 test | The average number of children per family was examined by the One-Way Anova test

Ethiopian-Israeli program students come from a weaker socio-economic background than other students in the program



Ethiopian-Israeli and other program students have similar scholastic backgrounds



Ethiopian-Israeli students N=827, Other students N=194 | **p<0.01 | % of Israeli-born and mother's education were examined by the χ^2 test | The average number of children per family was examined by the One-Way Anova test



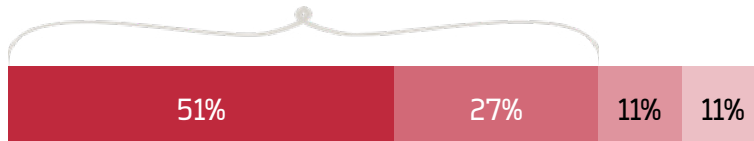
**Achievements
of 12th-Grade
Ethiopian-
Israeli Students
Participating in
SPACE Program
in 2018**



Achievements

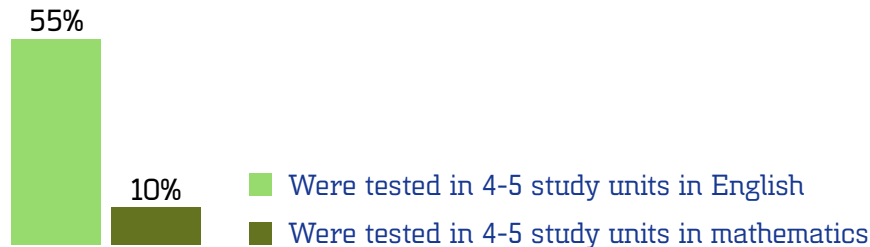
78% of the program participants were eligible for full matriculation
Most were also eligible for matriculation meeting university prerequisites

78% Eligible for a matriculation certificate



- Eligible for a matriculation certificate meeting university prerequisites
- Eligible for a basic matriculation certificate
- Eligible for a partial matriculation certificate
- Nowhere near a matriculation certificate

About half of the program participants were tested in 4-5 matriculation units in English, allowing for a certificate meeting university prerequisites
10% were tested in 4-5 matriculation units in mathematics

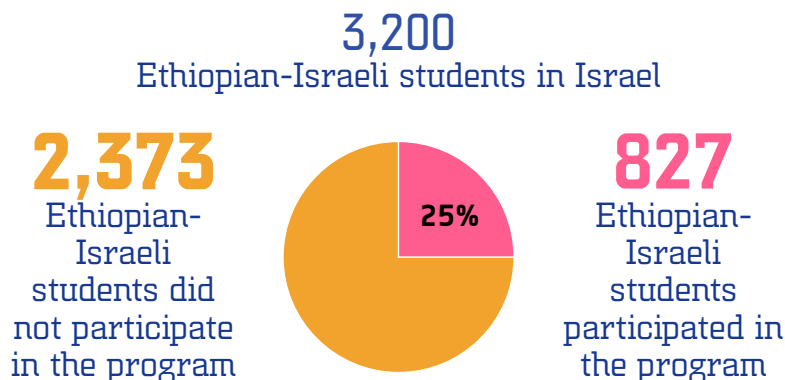


- Were tested in 4-5 study units in English
- Were tested in 4-5 study units in mathematics



Achievements

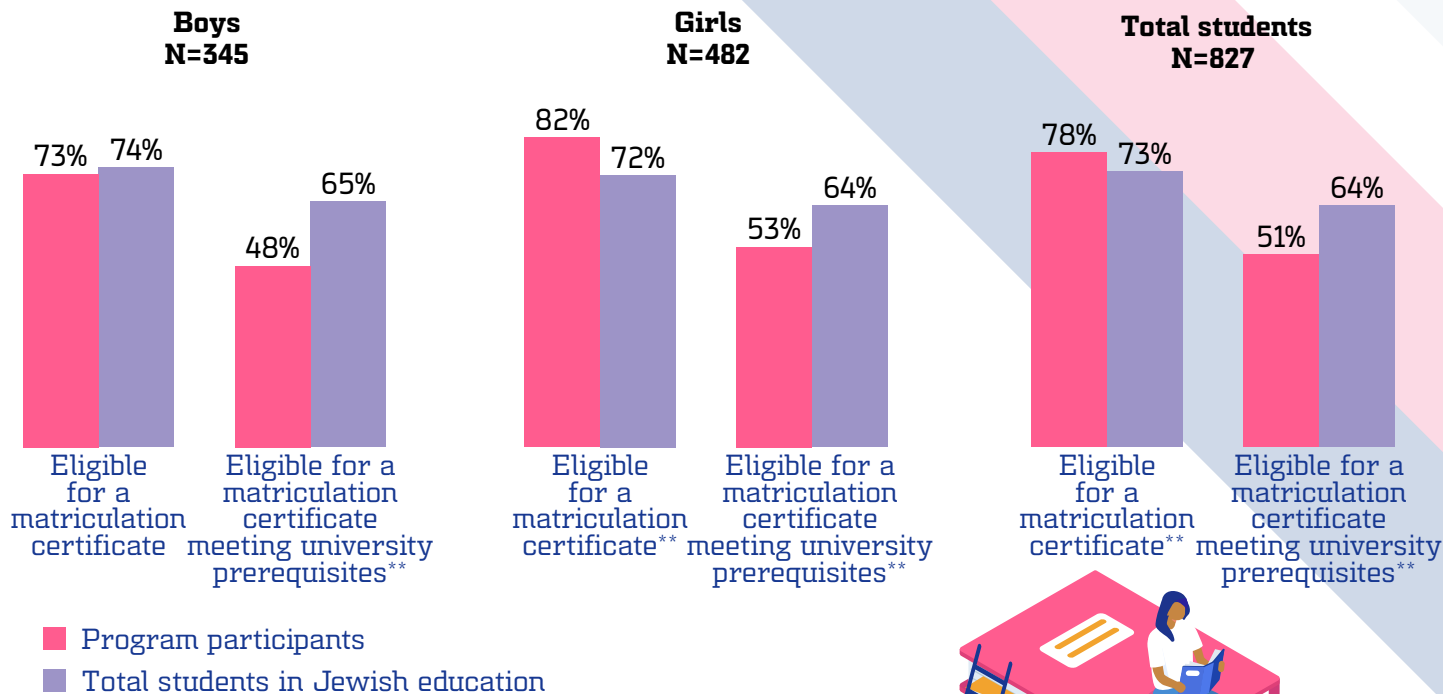
In 2018, 25% of Ethiopian-Israeli 12th-graders in Israel studied in the program



Program participants achieved higher results than non-participants in the percentages eligible for matriculation and for matriculation meeting university prerequisites



Program participants achieved a higher percentage of matriculation eligibility than the total students in Jewish education, owing to the high achievements of the girls. The percentage eligible for matriculation meeting university prerequisites was higher among the total students in Jewish education



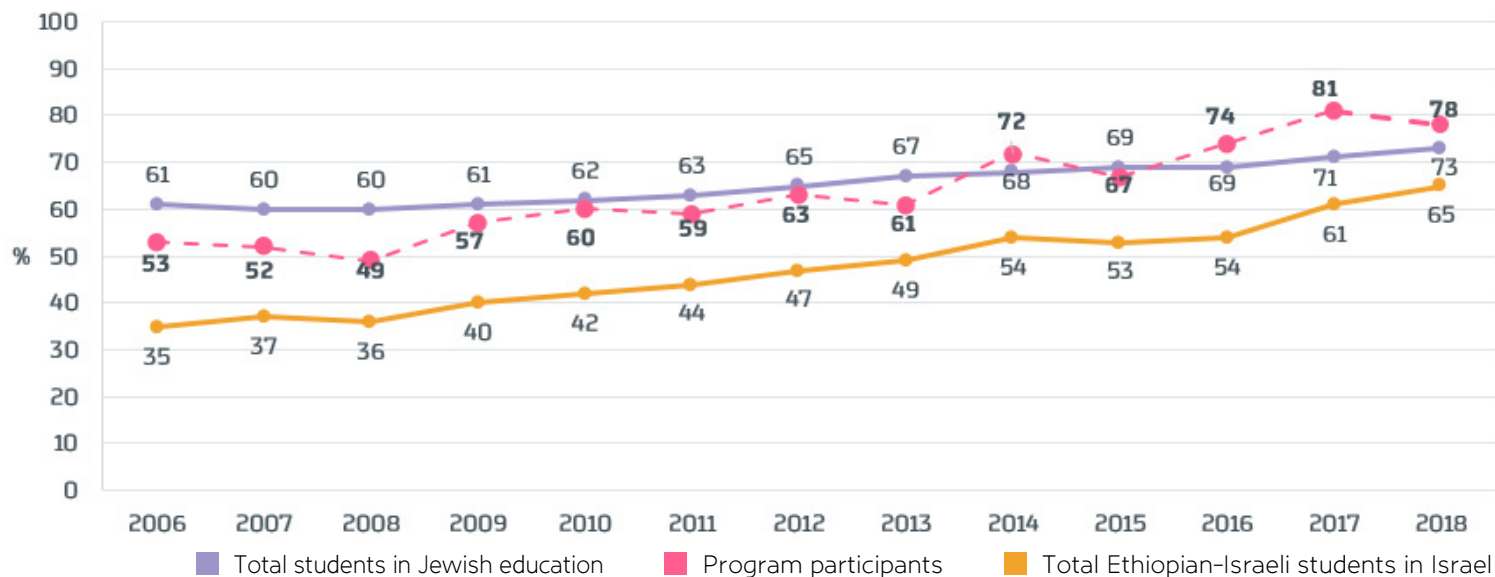
**p<0.01 according to χ^2 test | Only schools offering matriculation



Achievements

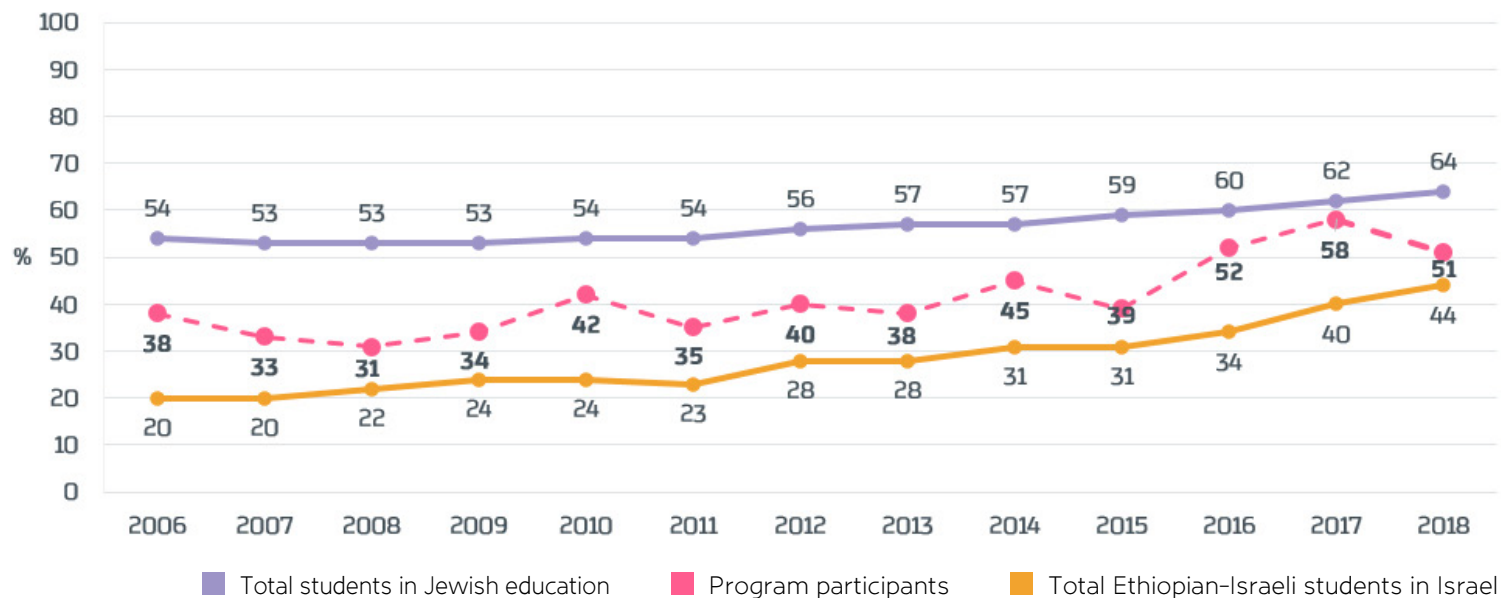
In 2018, as in 2016 and 2017, the percentage of Ethiopian-Israeli program participants eligible for matriculation was higher than that of the total students in Jewish education

Throughout the years, the percentage of program participants eligible for matriculation was higher than that of the total Ethiopian-Israeli students



In 2006–18, the SPACE Program provided scholastic assistance to 12%–25% of Ethiopian-Israeli 12th-graders | Participating schools and length of program exposure vary from year to year

The percentage of program participants eligible for matriculation meeting university prerequisites in 2018 remained lower than that of the total students in Jewish education but, throughout the years, was higher than that of the total Ethiopian-Israeli students



In 2006-18, the SPACE Program provided scholastic assistance to 12%-25% of Ethiopian-Israeli 12th-graders | Participating schools and length of program exposure vary from year to year

Impact of SPACE Program on the Improvement of Matriculation Achievements of Ethiopian-Israeli Students



Impact

The examination of impact makes it possible to learn whether the high scores observed among program participants were due to their participation in SPACE



Impact was examined through Nearest Neighbor Analysis: Each student participating in the program was matched with a non-participant student of similar characteristics*

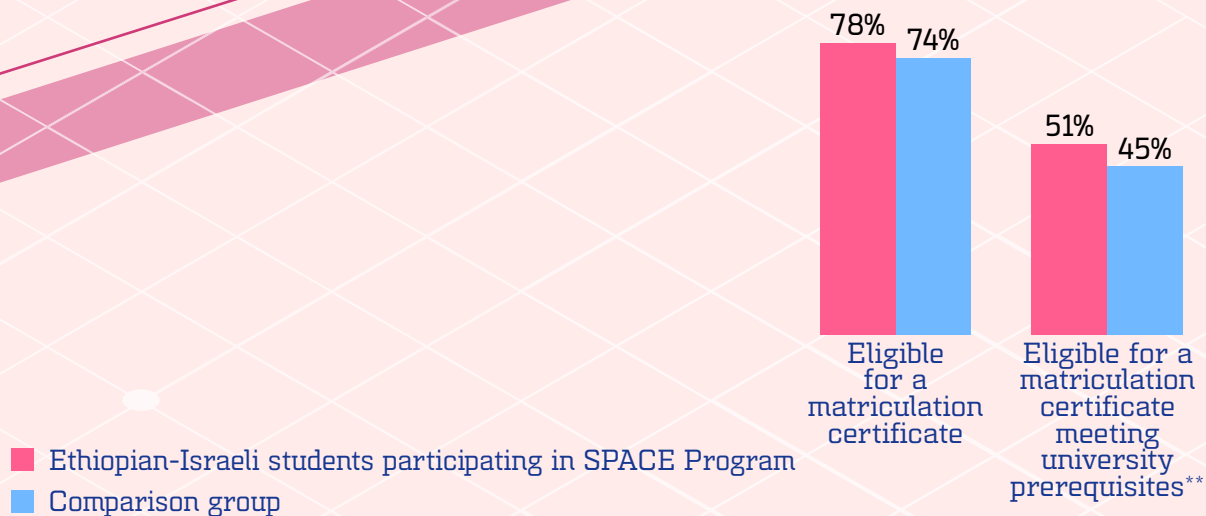


Impact was also examined separately: by a school's length of participation in the program, boys vs. girls, and Ethiopian- vs. Israeli-born

*The similarities were examined by personal characteristics (sex, country of birth, mother's education) and school characteristics (education stream [state religious, secular etc.], the percentage eligible for matriculation in a given year, and its development-investment index)

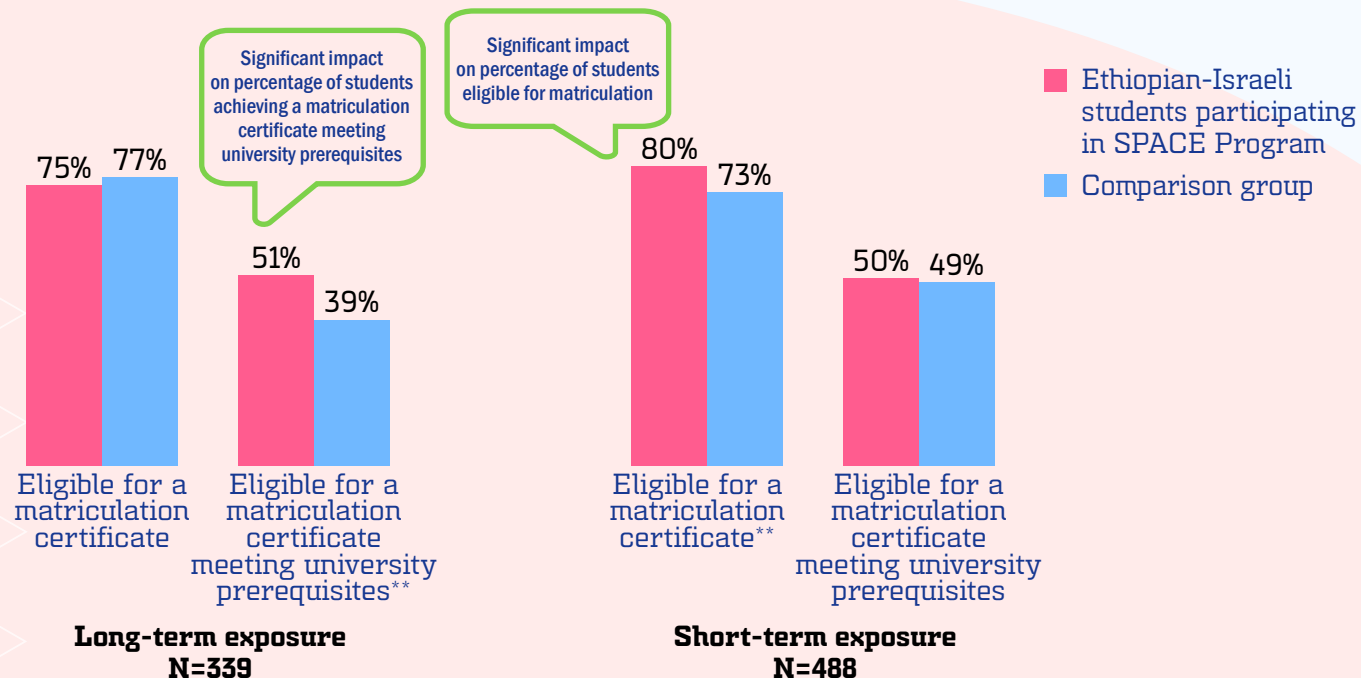
Impact

The SPACE Program raised the percentage of Ethiopian-Israeli students obtaining a matriculation certificate meeting university prerequisites



N=827 | Paired T-test | * $p < 0.05$ | ** $p < 0.01$

The participants' long-term exposure to the program raised their chances of achieving a matriculation certificate meeting university prerequisites, whereas short-term exposure impacted only on the achievement of matriculation eligibility

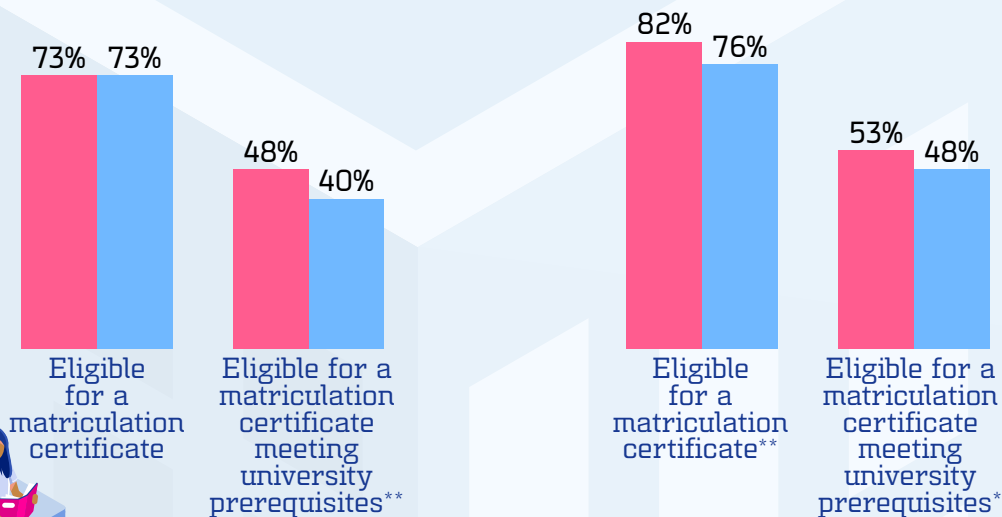


*p<0.05 | **p<0.01 | Paired T-test | Long-term exposure = schools where the program functioned for at least 3 consecutive years up to 2018 | Short-term exposure = schools new to the program

Impact

The program raised the percentage of eligibility for a matriculation certificate meeting university prerequisites among both boys and girls

The girls also showed a significant impact on the percentage of eligibility for a matriculation certificate



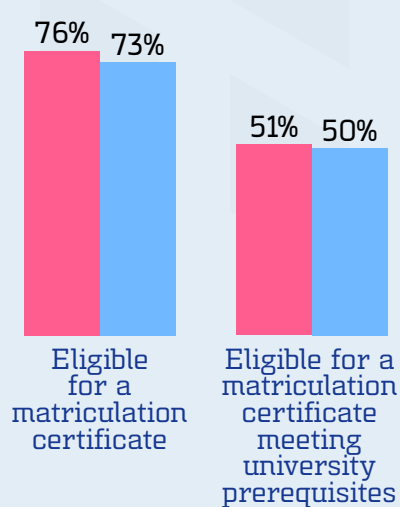
Boys
N=345

Girls
N=482

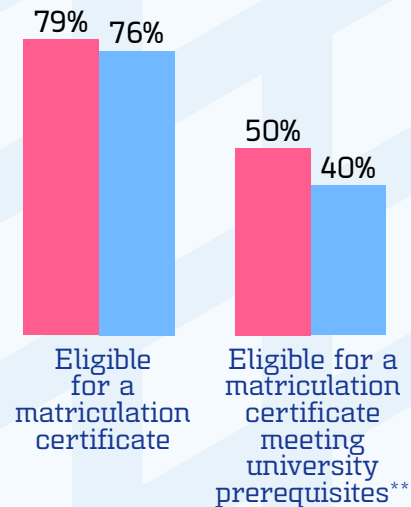
■ Ethiopian-Israeli students participating in SPACE Program
■ Comparison group

Paired T-test | *p<0.05 | **p<0.01

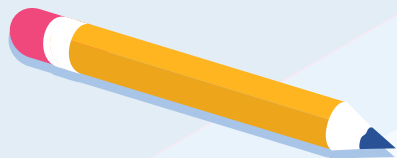
The program had a significant impact on the percentage of Ethiopian-born students eligible for a matriculation certificate meeting university prerequisites



**Israeli-born
N=419**



**Ethiopian-born
N=408**



- Ethiopian-Israeli students participating in SPACE Program
- Comparison group

Conclusions



The achievements of most of the program participants were high, most were eligible for a matriculation certificate upon high school completion, and half – for a certificate meeting university prerequisites.



In 2018, the percentage of Ethiopian-Israeli program participants eligible for a matriculation certificate was higher than that of the total students in Jewish education.

This achievement is all the more noteworthy if we consider that their scholastic and personal backgrounds were weaker than those of the total students in Jewish education.





To ascertain if the achievements of these students were impacted positively by their participation in the program, comparative analyses were conducted.

The analyses shed light on the positive impact of SPACE on the total Ethiopian-Israeli students participating in the program and eligible for a matriculation certificate meeting university prerequisites.



The program impacted differentially according to the population group.

The positive impact was particularly prominent among students with long-term exposure to the program, students born in Ethiopia, and both boys and girls.

Recommendations



Because of the program's varying impact on different population groups, an attempt should be made to understand the source of the gaps and to provide suitable responses to each group.



The positive impact on the achievement of a matriculation certificate meeting university prerequisites by students in schools where the program operated longer rather than in schools new to the program, points to the advantage of student exposure to the program throughout the entire period of implementation.

Thus, the responses offered should be continuous to maximize exposure to the program.



The optimal impact of the program on the participants' achievement of a matriculation certificate meeting university prerequisites helps narrow the gap between them and the total students in Jewish education.

The gap, however, though smaller, remains, and efforts should continue to promote the students' achievements and examine additional possibilities of strengthening them.





This pamphlet presents a summary of the evaluation report:
The Ethiopian National Project (ENP) Scholastic Assistance
Program 2018 SPACE - School Performance and
Community Empowerment.
For the full report (Hebrew only), [click here](#).