

# Five Years of ENP

The Ethiopian National Project  
2004-5 through 2008-9:  
Impact of a Shared Vision

*Presented by Dr. Nigist Mengesha  
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# Five Years of the Ethiopian National Project: Impact of a Shared Vision

*June 2010*

## **Executive Summary**

The Ethiopian National Project is a communal effort, in which global Jewish organizations and the Government of Israel united with the Ethiopian-Israeli community to take targeted action in a bottom-up approach. Conceived as a \$660 million project that would encompass the unmet needs of the Ethiopian-Israeli community in the realms of employment, health and education, limited funding resulted in a redefined focus of the Ethiopian National Project on teenagers aged 13-18 and community leadership.

External evaluations have revealed the cumulative effect over the course of ENP's five years of implementation. Nation-wide trends point not only to objective improvements in the realms of education and delinquency statistics, but to a change in attitude within municipalities and school districts that is unmistakably an outcome of ENP's efforts.

Yet the challenges which prompted the creation of ENP are far from over, and ENP's efforts must continue, or there will be a cost to Israeli society and global Jewry.

The following pages review the Ethiopian National Project (ENP), from its conceptualization to the fruits of its five years of labor. The paper discusses the major challenges of the Ethiopian-Israeli community, and then an overview of the major trends and accomplishments of the ENP as an outcome of its work, both in a broad and a program by program basis. Lastly, it reviews the benefits of an investment today in ENP's work, versus the cost of inaction.

## Acknowledgements

ENP wishes to extend its heartfelt thanks to global Jewry, in particular to the many Jewish Federations of North America that played a leading role in the establishment of the Ethiopian National Project.

Words cannot express our appreciation to the Myers-JDC-Brookdale Institute, which has offered unwavering guidance to ENP in its determination to abide by the strictest rules of unbiased evaluation.

A special word of thanks to the Representatives of Ethiopian Jewish Community Organizations in Israel, comprised of the leaders of 18 Ethiopian-Israeli non-profit organizations, who have come together to ensure the success of their brethren.

Our appreciation is extended to the Government of Israel, including the many officials who play an active role in guiding ENP to enable it to play a critical role in ensuring increased opportunity to Ethiopian-Israelis.

We also wish to thank the global Jewish Organizations that serve as our partners, including the Jewish Agency for Israel, the American Jewish Joint Distribution Committee in Israel, and UIA-Keren Hayesod.

Of course, ENP extends its gratitude to the professionals on the ground who have made ENP what it is today, including ENP's field supervisors, as well as the hundreds of staff of ENP's implementers, many of whom are Ethiopian-Israeli professionals who have committed their professional lives to engender change within their community.

To all who have taken a part or supported ENP's efforts in each and every way, our thanks.

## Foreword

As Co- Chairman of the Ethiopian National Project (ENP) I have had the opportunity to see the increasing benefits of ENP since it's inception in 2004.

ENP identifies the most pressing needs facing the Ethiopian-Israeli community and takes action to publicly address and overcome these challenges through strategic, targeted and effective programs, taking action where action is needed most. By 2009, ENP's impact has been enormous, bringing to a stop and reversing negative trends, such as dropout rates, delinquency and flat college attendance with thousands of Ethiopian Israeli students.

Ethiopian Israelis face singular and remarkable difficulties, starting with the extraordinary adjustment from life in a predominantly agrarian society to the modern, technology based society that is today's Israel. After that, the problems just mount. On average, they experience a higher incidence of unemployment, poverty, substance abuse and family violence than the general population. By 2004, it was clear that extensive assistance was needed to fully integrate Ethiopian Israelis into Israeli society and to be successful, the community itself had to be involved in both designing and implementing that assistance. Also clear was the urgency to work with teens before a significant part of a whole generation was lost. Thus, in 2004 the Ethiopian National Project began its operations.

The Ethiopian National Project (ENP) was created as a joint effort between the Israeli government, World Jewry and the Ethiopian-Israeli community to provide every Ethiopian-Israeli with the opportunity to integrate successfully into Israeli society and make a difference as an individual. ENP is unique regarding its approach to involve the Ethiopian Israelis as active participants in working towards a solution rather than just as beneficiaries. Members of the Ethiopian-Israeli community are the initiators, the implementers and the role models for ENP programs.

The Ethiopian National Project provides educational and social opportunities to help Ethiopian Israeli teenagers ages 13-18 to realize their full potential. This is being accomplished through key programs such as Scholastic Assistance, Youth Outreach Centers, Army Preparation Programs, School Mediators, Parent Workshops, Drug and Alcohol Prevention Programs, Leadership Development Programs and University Scholarships. During the first programmatic year, in 2005, ENP reached 1300 youth in six cities. By 2007/8 ENP directly supported 7,500 youth in 27 locations throughout Israel. ENP works in collaboration with various organizations in the area of education and community empowerment to implement its programs.

As you will read inside, with ENP's ongoing efforts, not only does the Ethiopian-Israeli community benefit, but the Israeli community as a whole and consequently, world Jewry. Now it is time to take pride in our accomplishments, while looking forward to ensure that the youth ENP is supporting continue to receive the assistance that has begun bringing them up to par with their Israeli born peers. Thank you for your part in assisting us to strengthen this community.

Eliezer (Moody) Sandberg  
Co-chair of ENP

## Introduction

At a time when world Jewry is reassessing itself, its role and ability to make an impact, a close examination of the Ethiopian National Project (ENP) and its effect in Israel is extremely pertinent.

ENP is an outcome of the realization by global Jewry of the importance of addressing the integration of Ethiopian Jewry in a more effective way. For, sadly, the Ethiopian-Israeli community's reality is a dark one: the vast majority lives in poverty. Unemployment is high. Many have lost hope that they can live side by side with other Israeli citizens as equals and feel destined to live as a black underclass in Israel.

Does global Jewry bear the responsibility of providing opportunities to increase the chances of success of the Ethiopian-Israeli community? Or is it sufficient that global Jewry brought this community to the gates of Israel and the Ethiopian-Israeli community's future is the responsibility solely of the Government of Israel and the Ethiopian community itself?

The creation and existence of ENP is based on the premise that global Jewry shares not only the pride of having brought this Jewish community to Israel; but also the responsibility of ensuring its success once in Israel. It is based on the concept that global Jewry's responsibility must be fulfilled not alone, but in partnership, with the State of Israel and Ethiopian-Israelis. In that way, the community will become independent and self-sufficient, truly the highest form of *tzedaka*.

Indeed, one of the most distinctive and important features of ENP is its unique partnership. Through ENP, the Ethiopian-Israeli community is offered an opportunity to be a full partner in this effort, and is challenged to fulfill its obligation to help themselves.

ENP was created as a unique vision to transform the future of the Ethiopian community in Israel. Now, after five years of having carried out its operations, it is time to assess the impact. In this report, ENP seeks to summarize what has been done, provide indications of what it has achieved, and explore the potential for even greater achievements in the future.

Since 2008/9, ENP has been forced to cut back its efforts, which holds serious threats to fulfilling the vision of transformation. The ramifications of such cuts, too, are discussed.

It is hoped that this paper will contribute to global Jewry's exploration of its ability to play an active role in making Israel truly "a light upon nations." It will also serve the Government of Israel in its efforts to help the Ethiopian-Israeli population reach its full potential.

## Timeline of the Ethiopian National Project

**2000:** The idea of establishing “A National Project” was raised and formally presented in a Planning Paper, presented to an ad hoc steering committee in October of that year.

**2001:** 24 June 2001- The Government of Israel passes a resolution on the establishment of the Ethiopian National Project, as a partnership between the State of Israel and the Jews of the Diaspora.

**2002:** UJC launches a fundraising campaign for the Ethiopian National Project, calling Federations large and small to support this fledgling idea. Tens of Federations respond.

**2003:** ENP is introduced to thousands who attend the Jerusalem GA with the theme: “It is not just on paper anymore.”

**2004:** August, ENP’s leadership convenes in New York and decides to launch ENP with the approximate \$2 million raised by the Federation to date, focusing on youth. Planning commences to launch ENP in 6 cities.

**2005:** Operation Promise is launched by UJC. The goal of this three year initiative: to raise \$100 million for Ethiopian immigration and the integration of Ethiopian-Israelis, of which \$27 million was to be directed to ENP (\$9 million annually for three years.)

**2006:** July, outbreak of war in Lebanon. JFNA launches the Israel Emergency Campaign (IEC), and Operation Promise is unofficially “frozen”. ENP is approached by UJC to identify the most urgent needs that have come about as a result of the conflict. ENP is awarded a total of \$14 million to carry out a series of responses, including expansion of its programs to the north, and the launch of a domestic violence prevention program.

**2007:** By the end of the school year, ENP reaches 27 cities and more than 7,500 youth. In May, ENP launches a comprehensive response for Sderot.

**2008:** September: For the first time since its establishment, there is no formal campaign by UJC aimed to benefit ENP and its work. ENP must decrease the number of Ethiopian-Israeli participants in its program, due to lack of funding, by some 2,000 youngsters.

**2009:** Economic crisis strikes worldwide. ENP’s future is uncertain, and lack of funds has a disastrous impact on ENP: an additional 1,500 children are excluded from scholastic assistance and funding for Youth Outreach Centers is drastically cut.

## An Overview of the Ethiopian National Project

The Ethiopian National Project (ENP) was envisaged as an endeavor that would unite the Government of Israel and those organizations assisting Ethiopian-Israelis, in true cooperation and partnership with the Ethiopian community in Israel itself.

### Who is “the Community?”

To implement this concept of partnership, one significant barrier had to be overcome: who or what could represent “the community itself”? The first step of the creation of a body that was accepted as a representative Ethiopian-Israeli partner was integral to the execution of ENP. For, without the “buy in” of the Ethiopian-Israeli community, this visionary project would risk being perceived as a sectarian response for some Ethiopian-Israelis and consequently not utilized by the entire community.

Thus, as the idea of ENP was set into motion, one based on inclusion and a bottom-up approach, the Ethiopian-Israeli community gathered and, after nights of marathon meetings and heated gatherings with hundreds of leaders and activists, constructed the model for what would be called “The Representatives of Ethiopian Jewish Organizations in Israel” (in Hebrew, “*Netzigit*”). This body and its lay representatives would take an active role, with the blessing of the community, to play a part in making whatever difficult decisions might arise as an outgrowth of this new operation called “The Ethiopian National Project”.

As a result, ENP is truly a partnership between the Ethiopian-Israeli community and world Jewry, with its six partners being the Jewish Federations of North America (formerly the United Jewish Communities of North America, UJC,) the Jewish Agency for Israel (JAFI,) the American Jewish Joint Distribution Committee in Israel (JDC-Israel), Keren Hayesod-UIA, the Government of Israel- and the Representatives of Ethiopian Jewish Community Organizations.

### The Initial Target: A \$660 Million Dollar Response

At the time of the establishment of ENP and preceding it, a variety of programs were already being implemented in an attempt to help the Ethiopian community in Israel. None of these, however, actively and fully involved the community in the processes surrounding the establishment, execution and evaluation of the program. Further, the responses did not cover the entirety of the needs of the community. Lastly, it was not clear whether these programs were effective.

The birth of ENP in 2000 envisaged a comprehensive community-inclusive response for Ethiopian-Israelis from birth through age 35 in the areas of health, education and employment. A detailed program, with budget, goals and objectives was created, requiring an investment of \$660 million over nine years: \$330 million from global Jewry and an additional \$330 million to be matched by the Government of Israel. The programs were to be evaluated, the effects calculated, and the funds expended in the most effective manner.

The goal of raising \$330 million was not achieved, and subsequently neither its fiscal match. A “mere” two million dollars was raised by the Federation system between the years 2000 and 2004 (which was then matched by the Government of Israel). A number of

reasons may account for this failure including, for instance, that timing did not work in ENP's favor, as ENP's launch coincided with the launch of the *intifada*-induced (first) Israel Emergency Campaign and post-September 11<sup>th</sup> responses.

Following the recognition of the funding realities, the partners made two decisions: one, that ENP was a worthy concept that demanded execution; and two, that limited funds required a limited focus and target population to ensure an effective response with fewer funds. This focus would be determined by mappings as well as exploration of the greatest unmet needs as perceived by the community.

The subsequent series of mappings and reviews revealed that the most extreme need was of Ethiopian-Israeli teenagers, their parents and the leaders who could make an impact in their lives. The partners convened in New York in August 2004 and approved ENP's new, more limited work plan. ENP subsequently launched a comprehensive, holistic, community-inclusive initiative to address the needs of teenagers and the adults who make an impact in their lives.

The selection of teenagers due to lack of resources as described above prevented ENP from responding to other areas of need, such as employment, health, and other age brackets. However, the fact that the Ethiopian-Israeli community, though the *Netzigut*, played an active role in this difficult decision, enabled ENP to run forward with community approval.

ENP was now set to take its first steps of program implementation in the field. Between August and December 2004, tenders were publicized, implementers selected, contracts signed. By January 2005, the first teenage beneficiaries of ENP were to enjoy the vision that was four years in the making.

### **A Focus on Teenagers, With Community Involvement**

ENP's initiative, dubbed "SPACE," School Performance and Community Empowerment, focused on three major areas:

- **Youth in School:** Enable all Ethiopian-Israelis to complete high-school and to pursue meaningful post-secondary education and occupational opportunities. This initiative includes scholastic assistance programs, school cultural mediators and parents' workshops.
- **Youth at Risk:** Address risk and delinquency and substance abuse through Youth Centers and substance abuse prevention programs.
- **Strengthening Community through Leadership:** Promote a strong Ethiopian community with a strong cadre of leaders that can help it achieve its full potential through national and neighborhood leadership training.

Six cities were initially selected after a mapping and determination of criteria.<sup>1</sup>

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<sup>1</sup> The parameters for the selection of these cities included:

- Size of target population
- Social/educational/economic needs
- Number of alienated youth
- Existing programs
- Interest of donor communities

### **What is Unique about ENP?**

ENP's goal was not only to operate effective programs for youth through qualified implementers, but to engender lasting change and empowerment of the community, based on the understanding that the more the community is involved in the responses being carried out for it, the greater impact these responses will make.

Prior to the commencement of ENP's activities throughout Israel, a number of programs were being implemented in an attempt to help the Ethiopian community. None of these, however, so actively and fully involved the community in the processes surrounding the establishment, execution and evaluation of the program. The very participation in the decision-making about what programs would be carried out for, by and with the Ethiopian-Israeli community was an immensely empowering process for the community itself.

ENP created frameworks for such local community involvement: ENP established municipal steering committees where an Ethiopian-Israeli Deputy Chairperson sits side-by-side with the mayor and the committees are 50% Ethiopian-Israeli. In addition to these larger municipal committees, ENP created professional committees, including scholastic and youth at-risk committees.

This active involvement of the Ethiopian-Israeli community in each location has clear benefits: members of the Ethiopian-Israeli community have expressed the feeling that they could make an impact through ENP, and even a sense of "ownership" of ENP. Municipalities express that they, often for the first time, have an increased understanding of the real, and not perceived, needs of the Ethiopian-Israeli community. The regular meetings between Ethiopian-Israeli professionals who are running or overseeing the programs, as well as Ethiopian-Israeli lay leaders and residents with municipal professionals or elected leaders, create the framework for increased communication and better understanding. These committees become an effective tool to overcome barriers that had been in place for years and even decades.

In each city where ENP operates, the mayor and municipality are forthcoming and supportive partners, making ENP's critical work that much more effective. Trust has been placed in ENP by schools and principals, allowing ENP to help guide them towards more effectively addressing the needs of the Ethiopian-Israeli student population.

In addition, ENP insisted upon ensuring that there is no program duplication or replacement. Consequently, before operations, ENP carried out extensive mappings in each city to determine what activities were taking place, what was lacking and what was most needed by the city's Ethiopian community. For example, if workshops for parents of teenagers were already being implemented, or if a professional scholastic assistance program (in contrast to volunteer activity) was taking place, ENP sculpted its initiative to fill only the unmet needs.

ENP's level of professionalism is unlike any other. It utilizes superior implementers to

carry out its programs, sculpting the responses on a city-by-city, neighborhood-by-neighborhood and even individual-by-individual basis. It utilizes external evaluations and consults with experts in the field as tools to ensure its responses are effective.

Funds invested by ENP generate additional investments by a wide variety of sources, including municipalities, implementers and businesses. In-kind support is provided by municipalities, including structures for ENP's Youth Centers, and classrooms in schools.

ENP remains consistently focused on teenagers, parents and empowerment. The response, both by the Ethiopian-Israeli community and by the municipalities that benefitted from ENP's programming, has been extremely positive. Additional cities began to request that ENP implement its programs in their cities.

### **Funding of ENP, Campaign by Campaign**

In sum, approximately \$39.6 million has been expended over the 5 year period since ENP's launch.

Most important in understanding the funding trends of ENP is one critical, but oft-misunderstood fact: ENP does NOT benefit from core JFNA funding, and thus ENP is highly dependent upon special campaigns, generous supplementary funding or donor designated gifts.

In its first three years of operations, ENP expanded from six cities at its launch of operations in 2004-5 to its peak of 27 cities in 2007-8. The number of participants also grew exponentially, and by 2007-8 ENP reached over 7,500 direct beneficiaries, with tens of thousands more impacted through the familial implications of ENP's work. Each of these first three years was accompanied by special campaigns that benefitted ENP.

From 2008-9, ENP's funding was severely reduced, largely due to the fact that there was no formal campaign dedicated to support ENP's work. Due to lack of funding, ENP's beneficiaries decreased to approximately 5,700 in 2008-9, while funding for many Youth Centers decreased dramatically and many programs were discontinued altogether. In 2009-2010, an additional major cut was made, due both to the lack of a campaign and the global economic crisis. These cuts resulted in the removal of 1,500 more participants from ENP programs.

Funding for ENP comes from a variety of sources. Again, most noteworthy is where it does *not* come from: JFNA core funding. Thus, by definition from its creation, ENP is dependent upon supplementary funding of Federations and designated donor gifts, as well as partner participation, including that of the Government of Israel, JAFI, JDC-Israel and Keren Hayesod.

A number of campaigns were launched by JFNA that served as a resource for ENP's activities, with mixed results.

The first was the original Campaign for ENP, between 2002 and 2004. As noted above, only \$2 million of the sought \$330 million was raised.

In 2005, Operation Promise (OP) was launched, of which \$27 million of a total campaign of \$160 million was to be directed to ENP between 2005 and 2008. While this initiative was meant to generate new funds for ENP, in actuality, limited new funding was raised, primarily due to the following reasons:

- Many of those Federations that were already funding ENP were credited for OP, without the expressed demand to increase their existing gift
- OP included needs in the former Soviet Union, diluting the Ethiopian-Israeli component of the message
- OP campaign combined aliyah and needs in Ethiopia with absorption and integration and the needs of the community in Israel, diluting the response for Ethiopian-Israelis.
- A large sum of initial undesignated funding was allocated to non-ENP elements, to reimburse loans taken to fund early execution of non-ENP projects
- Lastly, in July 2006, the Second Lebanon War resulted in the informal “freeze” of this campaign

According to the JFNA web site, JFNA received pledges of \$70 million from July 2006 towards the OP campaign<sup>2</sup>. To date, JFNA has never officially closed the campaign, nor has it reinvigorated the campaign, if still in existence. No definitive estimate of how much was raised for ENP by OP has been made, as it is unclear which designated funds, through which years, are to be accredited to this special campaign. The Operation Promise Allocations Committee allocated a total of \$52.7 million, of which \$8.8 million was to be distributed to ENP. To date, ENP has not received the entirety of the undesignated Year 2 funds (to have been \$2.5 million) that was allocated to it by the OP Allocations Committee.

In 2006, the Second Israel Emergency Campaign provided funding to ENP through 2008. This funding enabled expansion of ENP to cities including Beit Shean, Haifa, Kiryat Motzkin, Kiryat Yam, Migdal Haemek, Nazareth Illit, Sderot and Tirat Hacarmel. The IEC grant of nearly \$14 million over the two year period between 2006-8 enabled the support and expansion of ENP's SPACE initiative and provision of Ethiopian-Israeli professionals, including social workers, youth coordinators, and domestic violence workshop mediators. In May 2007, a small amount of additional funding was also provided specifically to Sderot, to enable ENP to confront the greatest unmet needs that arose during this city's constant bombardment.

In January 2009, the Israel Solidarity Drive was launched following the outbreak of War in Gaza. ENP received verbal notification that its request of \$514,628 to operate respite camps and hire mediators to work in the homes of families at a time when schools and youth centers were closed due to lack of protection was approved by the ad hoc committee and would be fully funded. However, of these approved funds, only some \$105,500 ultimately reached ENP's coffers.

In July 2009, JFNA launched a “special ask” in an effort to prevent Youth Outreach Center closures and to retain the full numbers in ENP's 2009-10 program. Gifts totaling \$3.5 million were sought: in sum, \$1 million was raised in this ad hoc effort. The outcome was

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<sup>2</sup> UJC Web Site, OP section, <http://www.ujc.org/page.aspx?id=140984>  
Ethiopian National Project | [www.enp.org.il](http://www.enp.org.il)

the prevention of closure of ENP's Youth Outreach Centers and preventing expulsion of 650 children from ENP Scholastic Assistance. Still however, 1,500 children were removed from the program and the Centers operated on a "bare bones" budget in 2009-10 due to lack of funding.

At present, no special campaign is formally in place by JFNA to actively promote funding of ENP, nor are there discussions as to how the insecurity and subsequent inability to carry out long term planning can be remedied by ensuring a steady income for ENP's programs.

### **Staff Governance and Committees**

ENP's founding partners placed great importance on the maintenance of a small infrastructure, while relying on existing mechanisms for support and assistance.

ENP is governed by a Board of Trustees that meets three times a year and is chaired by Ambassador Reuven Merhav and North American Co-Chair Lee Kohrman. An Executive Committee addresses interim Board affairs. A Finance and Administration Committee also meets regularly, and serves as a selection committee for operating bodies.

Three national committees convene in an effort to coordinate the work being carried out with all partners on a national basis: Scholastic Assistance, Ethiopian-Israeli Youth at Risk and Parents Programs.

ENP has a small core staff, reflecting the importance it places on assuring the greatest amount of funds possible are invested in the community. Included among the staff are the Director-General, CFO, a National Project Coordinator, a Director of International Relations and an Office Manager.

Part-time local ENP supervisors operate in the field. These local ENP personnel serve as hands-on coordinators in the field. They provide on-site program oversight and supervision and ensure that projects are being carried out according to plan. They help the local community in its efforts to be involved and to fully benefit from ENP. They liaise with ENP national staff, help plan site visits in their communities and provide regular update reports on the activities in their city. In cities where local coordinators were not available, the *Moked Klita* staff provided critical assistance.

### **Getting the Word Out**

ENP's infrastructure was created without an independent fundraising mechanism, with UJC to be the primary conduit for raising funds. In fact, due to a lack of influx of funds, ENP needed to take active steps to get the word out to a variety of target audiences that could support ENP. It carried this out through a number of arenas:

**Missions:** Between February 2005 and June 2009, ENP hosted over 350 missions, exposing nearly 8,500 individuals to ENP's work in Israel. A proclamation by UJC in 2006 that ENP should be included in every UJC mission experience greatly expanded ENP's exposure among visitors to Israel.

**Outbound Visits:** By 2007, ENP began an intensive effort to hold as many face to face meetings as possible so as to communicate the urgency of ENP's financial situation

and the critical importance of Federation's continued, if not increased, support. Such visits to Federations aimed to inform and inspire, while increasing the feeling of connection and understanding of the importance of ENP's work. ENP reached out to tens of Federations, from the east to the west coasts of the United States. During the visits, ENP met with key lay leaders and professionals, Israel and Overseas committees, and provided real time updates, including on Federations' respectively-funded communities. In those cities that are not yet funding ENP, ENP sparked their interest in joining ENP's efforts.

**Marketing:** ENP is making an exceptional effort to get the word out in the most effective manner. ENP has benefited from the provision of materials which were expertly designed to help ENP effectively communicate its impact and importance. This support and assistance include large and small brochures, material for the Campaign Chair and Directors missions, and more.

**Electronic Media:** ENP acquired the [www.enp.org.il](http://www.enp.org.il) domain, and created a web site that is of interest to many. ENP launched a monthly e-newsletter, Facebook Page, Twitter, a blog and utilized other media to inform, educate and raise funds.

**Israeli Corporations and Philanthropists:** ENP hired a part time professional who is working on broadening ENP's exposure in Israel, including through community involvement of major corporations. Much of ENP's marketing materials, previously targeting the English-speaking audience, have now been translated into Hebrew.

### **ENP... Where to?**

The facts on the ground that led to the creation of ENP remain: the community seeks to reach the heights it knows it can attain, but requires assistance in order to do so. ENP offers this assistance.

ENP was designed to operate over nine years, with its broadest impact to take place in year 5 and 6, with a tapering back in its last years. ENP's target group was 16,000: in 2009-2010, year 6, a mere 4,000 are being reached.

Only with major funding can ENP continue its impact among its target population.

The following pages explore the state of the Ethiopian-Israeli community, and then ENP's contributions and an overview of the major areas of impact of ENP. It subsequently reviews, program by program, the achievements of ENP among the teenage population, their parents and leaders.

The document concludes with a review of the costs of inaction and the benefit of action, including the risks and dangers that lack of funding for ENP bring, in contrast to the hope of a brighter future of the Ethiopian-Israeli community with ENP.

## The State of the Ethiopian-Israeli Community

The Ethiopian Jewish community endured many hardships to fulfill the dream of coming to Israel. Some walked the arduous journey through the desert to Sudan, and then suffered in refugee camps until finally making it to Israel. Others participated in the airlift that brought them here in 1991, then to be thrust into a shocking new reality, a home far different from the one they knew. Today, the *Falash Mura* continue to arrive at a rate of 300 per month, after having waited years in transit camps for the opportunity to leave. For those born in Israel, many face the difficulty today of living in crowded homes, poor neighborhoods, with unemployed or illiterate parents.

Despite these hardships and challenges, all have an unmistakable drive to succeed and to flourish. However, much remains to be done before the community can be a truly thriving and integrated part of Israeli society.

Global Jewry, in particular North American Jewry, has played an enormous role in helping the Ethiopian community to succeed in Israel. The Government of Israel, the Federation system, Jewish organizations and many others have invested countless funds, time and effort.

Two decades of programmatic funding have scratched the surface but not resulted in a revolutionary change. It appears that no less than an upheaval must occur to prevent yet another generation of Ethiopian *olim* and their children from remaining in the lowest economic bracket with little hope of extricating itself from poverty.

A growing number express hope of breaking out of this seemingly endless cycle, but not enough. A comprehensive systematic response is required for true and lasting change to take place. Something different, or greater, must occur for true impact to be made.

ENP was created to be that upheaval; ENP was designed to enable that comprehensive response. As noted in the previous section, the birth of ENP in 2000 envisaged a comprehensive community-inclusive response for Ethiopian-Israelis from birth through age 35 in the areas of health, education and employment. This broad vision of ENP was an outgrowth of the recognition of the challenges faced in the three primary areas of health, education and employment.

In taking into account ENP's impact, it is worthwhile to review the present situation of the community, while recognizing that ENP's narrower focus on education, youth at risk and leadership is an outgrowth of the limited funds available upon its launch in 2004. Were the \$660 million available to comprehensively address the needs in all three realms, how would the community look today?

In November 2007, the Ethiopian National Project prepared a document that presented its observations and recommendations so as to encourage another jump-start in a re-examination of the best manner to address the needs of the Ethiopian-Israeli community. No system-wide action was taken in response to that document.

Here, nearly three years later, ENP again reviews the state of the Ethiopian community in Israel, discussing in brief the various areas that impact on the Ethiopian community in Israel, including health, employment, housing and education. It draws upon documentation obtained from a variety of organizational and governmental sources.

And, as it did at that time, ENP urges global Jewry to reexamine its approach to resolving the “Ethiopian issue” and take action that will once and for all enable the community to fully integrate into and become true contributing members of Israeli society.

## **A Snapshot of the Present Situation**

The Ethiopian community in Israel today numbers 119,300<sup>3</sup>. A significant portion of the immigrants from Ethiopia arrived in Israel through Operation Moses (1984) and Operation Shlomo (1991) and, at a later stage, part of the *Falash Mura* community (who had converted to Christianity in the past) were also brought to Israel.

The Ethiopian-Israeli community faces many challenges in its efforts to integrate in Israel. As per a 2006 Bank of Israel Report<sup>4</sup>:

The socioeconomic situation of Ethiopian immigrants and their descendants in Israel is difficult, and is manifested in low employment rates, low wages and a very high incidence of poverty.

Several characteristics of the Ethiopian immigrants make their integration within Israeli society particularly difficult. They tend to have large families and there is a large proportion of single-parent families and children who live with elderly parents, all of which results in a high dependency ratio. A large proportion of the Ethiopian immigrants have settled in a small number of distressed neighborhoods, primarily in cities in the center and south of the country, in spite of the declared policy to disperse them. The concentration of their population has made it difficult for local governments to provide them with needed assistance and is liable to slow the pace of their integration within Israeli society. The level of education among Ethiopian immigrants is relatively low: about 40 percent of the immigrants of working age in 2005 had an elementary school education or less. In addition, many of them lack required vocational skills.

A substantial amount of resources has been invested in the absorption of Ethiopian immigrants in Israel. For example, the cumulative government expenditure on absorbing one immigrant from Operation Shlomo was more than NIS 400,000 up until 2003 and added to this is a not insubstantial expenditure by the non-profit sector. Over the years, there has been significant progress in the integration of Ethiopian immigrants in the areas of housing, employment and education. Nevertheless, a great deal of work still remains to be done.

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<sup>3</sup> Press Release: The Ethiopian Community in Israel, Central Bureau of Statistics, 15 November 2009. This number includes Israeli-born population whose father was born in Israel.

<sup>4</sup> Excerpts from the Annual Bank of Israel Report 2006, Chapter 5: The Labor Market

The participation rate of Ethiopians of working age in the labor market is lower than for the Jewish population as a whole. This, together with their relatively high rate of unemployment, results in a very low rate of employment of only 57 percent as compared to 76 percent among the general Jewish population. Due to their low level of educational and vocational skills, a large percentage of Ethiopian immigrants work as unskilled laborers and a relative high proportion are employed by manpower agencies, a situation that is manifested in their low monthly wage.

As a result of the high dependency ratio, the low employment rate and low wages, the standard of living among families in the Ethiopian community is particularly low. Their income per standard individual in 2005 stood at about NIS 2,000 per month as compared to about NIS 4,000 per month for the average Jewish household. About 52 percent of the Ethiopian households were defined as poor as opposed to only about 16 percent of the Jewish population as a whole.

The incidence of poverty among the children of Ethiopian immigrants is very high and to this can be added barriers such as the parents' low level of education and poor knowledge of Hebrew, the weakening of tradition and the breakdown of family frameworks.

The Bank of Israel came to the following conclusion in its 2006 report:

"Recommended policies for improving the situation of the Ethiopian community include:

- Wider geographical dispersal of the community, with an emphasis on more prosperous towns and neighborhoods than those where they currently live;
- Expanding affirmative action regarding their employment in the public sector;
- Increasing the amount of resources available for schools with high proportions of Ethiopian students."

The Government of Israel recognizes the distress of the community and its role in addressing it. It created an Inter-ministerial Committee to examine the most current situation and made recommendations to take action. It launched in 2008 a "Five Year Program (*Chomesh*) which was to have invested 869.7 million NIS during the years 2008-2013 in an effort to improve the integration of Ethiopian-Israelis.<sup>5</sup> While the *Chomesh* Program still exists, the funds are far fewer than promised or anticipated, and are not making the comprehensive impact hoped upon the announcement of its creation.

## **Employment and the Ethiopian-Israeli Community**

A Myers-JDC-Brookdale study reveals a steady decrease in employment among Ethiopian-

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<sup>5</sup> See the Hebrew report: "The Five Year Plan to Improve the Absorption of Ethiopian-Israelis- Description and Limitations," Israel Association for Ethiopian Jews, 21 May 2008  
Ethiopian National Project | [www.enp.org.il](http://www.enp.org.il)

Israeli men.<sup>6</sup> In 1996, employment of Ethiopian-Israeli men aged 22 to 64 was 63%. By 2007, this percentage decreased to 60%. This is in sharp contrast to the employment levels of 75% of all Jews in 2007. The steady decrease is a disturbing trend that has drastic ramifications in the ability of families to support them. Causes are attributed to lack of training in professional jobs, in addition to the worsening of the security situation and its accompanying economic ramifications. In many cities, the majority of families are under the care of welfare authorities and receives social security assistance.

At the same time, women's entry into the workforce is increasing. By 2007, 51% of women are employed in contrast to a 23% employment rate in 1996. Still, this is in comparison to a much higher 70% rate of employment of women in the general population. The growth of Ethiopian-Israeli women's employment represents an increase in the number of women searching for jobs, especially among those who have been in Israel a significant number of years. At the same time, as more women are now seeking employment, there is a growth in the number of those who wish to work but have been unable to find jobs.

In 1995, 40% more men than women were in the work force. In 2007, that difference decreased to 9%.

Despite the fact that there are some 2,700 Ethiopian-Israelis in higher education today<sup>7</sup>, many of them find it difficult to enter the work force in positions appropriate to their degree. A full 17% more veteran Israelis than Ethiopian-Israelis achieve successful placements. **Of those who have succeeded in entering the workforce, a full 74% of Ethiopian- Israelis earn wages less than the market average.** A third of those employed work in positions related to providing services to the Ethiopian-Israeli community. A full 50% work in temporary positions.

A number of attempts have been made to encourage an increase in Ethiopian-Israeli public servants. For example, a decision will shortly be made regarding the opening of fifteen positions specifically to Ethiopian-Israeli university graduates. At present, there are only six Ethiopian-Israelis working in a professional capacity in governmental offices.

Ethiopian-Israelis find it very difficult to enter the private sector. Many lack the "connections" which often provide a "foot in the door" to be considered for a position, which is often necessary in Israel. Stereotypes that handicap potential candidates are prevalent.

### **Responses and Funding**

The Government of Israel, JAFI and JDC provide a number of responses in the realm of employment.

TEVET, carried out in partnership with the Israeli Government, provides vocational training and job placement assistance to Ethiopian Israelis. JDC's Eshet Hayil and Avi

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<sup>6</sup> "Integrating the Ethiopian Jews in Israel: An Overview", presented at the General Assembly of North American Jewish Federations in Washington DC, November 8-10 2009, Professor Jack Habib, Myers-JDC-Brookdale Institute.

<sup>7</sup> Higher Education of Ethiopian-Israelis, Findings presented by the Ministry of Absorption, Power Point Presentation, May 2007

Hayil programs also help in this capacity.

JAFI provides vocational training in a variety of fields as well as employment mentoring for Ethiopian *olim*.

In 2004, six million shekels was spent by the Ministry of Industry for vocational training. JDC and JAFI also invested funding in the programmatic responses described above.

### **Observations and Recommendations**

The growth in women entering the workforce is a major contributing factor to the tragic growth in domestic violence. As more men remain at home and more women become the breadwinners, familial tensions increase and, all too frequently, end in tragedy.

While there are a growing number of university graduates, many of them are unable to find jobs in their areas of study. In order for change to take place, and for more to enter the workforce, more professional training programs are necessary. Further, a means of establishing a connection between businesses and Ethiopian-Israeli job seekers is necessary.

Once more Ethiopian-Israelis enter the public and private sectors, upward mobility of the population will be witnessed.

### **Health and the Ethiopian-Israeli Community**

The care and the prevention of AIDs is an important health issue within the Ethiopian immigrant community.

There is a growing prevalence of type II diabetes, hypertension and osteoporosis among Ethiopian immigrants. A recent study showed a 17 percent rate of type II diabetes among Ethiopian Jews from the age of 15 and up, compared to 0% to 0.4% when they lived in Ethiopia and 5% to 10% among the general Israeli population. In addition, the prevalence of type I diabetes, which is an autoimmune disease triggered in the womb or in early childhood, is higher among Ethiopian Jews in Israel than any other ethnic group except for Yemenites. Type II diabetes is largely due to overweight, improper diet and a lack of physical activity, but Ethiopian immigrants have an onset at a much lower weight than their Caucasian peers.

Ethiopian Jews apparently carry a "thrifty gene," which helped them survive under conditions of great deprivation. But with the sudden introduction to a Western diet and plentiful food, the gene works against them. They do much less physical work than before, and many - especially the older adults - are unemployed. It is believed that dietary changes - an increase in fat and meat consumption and a sharp reduction in the consumption of fish - are responsible for the higher rate of diabetes. While the older immigrants tend to eat more of a traditional diet, younger people, especially those born here, tend to eat a lot of junk food.

Hypertension among Ethiopian Jews also is more prevalent than it was in their native country; it was almost unknown in Ethiopia but in Israel affects about a third of the population. Heart disease is being witnessed at a growing rate.

A significant prevalence of osteoporosis is found among Ethiopian Jews, due in most part to the lack of consumption of milk products both in their native country and in Israel.

Each year some 100 to 150 cases of tuberculosis are discovered within the Ethiopian olim community, and some 1,000 are carriers.

### **Responses and Funding**

The Ministry of Health supports a variety of programs for the Ethiopian-Israeli population.

An AIDs prevention program commenced in 1997. The program works with traditional leaders and Ethiopian-Israeli professionals. It carried out workshops both with those affected by the illness and as a preventative measure. Subsidies are provided for transport to AIDs treatment centers; an Ethiopian-Israeli professional operates in northern Israel; workshops, radio show, community theater and other media are also used to educate and prevent the spread of the virus.

Tene Briut, a community-based program for the prevention of chronic disease among Ethiopian immigrants, is a leading program in the field of health. Tene Briut holds workshops and educational sessions on nutrition, diabetes, exercise and dental health around the country. The program was established by Dr. Anat Jaffe, head of the endocrinology and diabetes unit at Hillel Yaffe Hospital in Hadera, and is now being managed by Ethiopian-Israeli professionals.

Refuah Shlema, developed by JDC, helps to bridge the gaps caused by difficulties in verbal and intercultural communication between medical practitioners and their Ethiopian-immigrant patients. The project provides Ethiopian-Israeli liaison officers in HMO clinics who help prevent misunderstandings in diagnosis and treatment. Today the program continues under the auspices of the Ministry of Health.

Atzmaut, also a JDC-developed program, operates directly with select families in densely populated neighborhoods. The families' health issues, along with other areas, are addressed in a family-focused manner.

Tuberculosis prevention is also carried out by the Ministry of Health.

In the area of AIDs prevention, the Ministry of Health invested 2 million NIS in 2006. The Ministry of Education invested 576,000 NIS and the Ministry of Immigration 757,000 NIS.

The Ministry of Health contributes 550,000 NIS in 2006 towards the Refuah Shlema program, and the HMOs matched that funding.

Funding of Tene Briut comes mostly from private donors, with some support from the Health Ministry and other government agencies, but is not funded by HMOs, despite the fact that Clalit Health Services and Maccabi Health Services insure most Ethiopian-Israelis.

JDC funds the majority of the Atzmaut program, with the Ministry of Health's participation being 78,200 NIS in 2006.

## Observations and Recommendations

While a number of measures are being carried out to address the health-related issues of the community as described above, far too few funds are being invested in this realm, while the health problems are increasing at a worrisome rate. More extensive work is required in this realm, and greater investment in prevention and treatment.

## Housing and the Ethiopian-Israeli Community

Most Ethiopian Israelis reside in close proximity to one another in disadvantaged neighborhoods within a small number of cities and towns.

This is contrary to the declared intentions of the official Israeli government absorption policy. First, that policy aimed to prevent the development of Ethiopian "ghettos." Second, the policy aimed to steer Ethiopian immigrants toward middle-class neighborhoods. Third, the official policy encouraged these immigrants to purchase homes in the center of the country, where employment and social services abound, and not in peripheral areas. The first two policy aims have not been achieved; the third has been achieved to some extent.

The most important action in determining the location and quality of Ethiopian Israelis' housing, beyond all doubt, is the home buying promotion campaign that the government undertook by offering especially generous mortgages to Ethiopian immigrants. Notably, this has been the government's most meaningful positive measure in regard to the absorption of Ethiopian immigrants in Israel. As part of the home buying promotion, the government offered government mortgages commensurate with family size (the largest mortgages going to families with four children or more), to a maximum of \$110,000 and up to 99 percent of dwelling price. The monthly installments would be relatively low (NIS 150 per month) and most of the loan (80 percent) would become a grant at the end of fifteen years.

The special mortgage operation had an important outcome: today, most Ethiopian Israeli households own their homes. There is no doubt that few would have been able to accomplish this without generous government assistance. However, the operation did not attain one of the main goals of the housing policy: settling the Ethiopian immigrants in middle-income localities.

The extra-large mortgages helped many immigrants to settle in the center of the country, but the dwellings they bought were located on the social and economic periphery of that center. Ethiopian immigrants found themselves buying dwellings at inflated prices in cheap tenement neighborhoods. Furthermore, the very concentration of numerous Ethiopian-origin families in a given locality or neighborhood helped to lower housing prices there.

Even though Ethiopian immigrants were offered larger mortgages than other Israelis, they were not given enough to buy housing in middle-class neighborhoods. Government assistance enabled Ethiopian immigrants to become homeowners, but the homes they own are cheap and probably cannot serve as the springboard to better housing in the foreseeable future. The purchased homes have destined the immigrants and their offspring to live in

impoverished neighborhoods.

At present there is no change in policy that would enable Ethiopian-Israelis to purchase homes in middle class neighborhoods. One of the outcomes of the recent Inter-ministerial Committee is a decision to revisit that policy.

### **Responses and Funding**

Between 1994 and 2001, the Ministry of Construction and Housing allocated NIS 2.2 billion (in 2000 prices) for mortgages for Ethiopian immigrants.

### **Observations and Recommendations**

As per the Bank of Israel: there is a need for a policy to disperse the Ethiopian population geographically within Israel, with an emphasis on neighborhoods and towns that are more prosperous than those in which they now live. This policy will make it easier for the local government to provide necessary assistance and to support the integration of Ethiopian students in the education system.

Advocacy by North American Jewry to encourage the government to implement such policy changes could be advantageous and would expedite this important change.

## **Education and the Ethiopian-Israeli Community**

The majority of Ethiopian immigrant families live in low-income areas. In such neighborhoods, local schools cannot provide enrichment and sometimes even basic educational support. Many of these families lack the financial and educational options that their Israeli peers in better-off families or cities can afford, such as private tutoring or enriched programs during or after school.

There are presently some 17,000 immigrant students from Ethiopia, most of them in the state religious education system. Their high representation can be seen in the technological track, in boarding schools and also in special education.

The educational achievements of the immigrant students from Ethiopia are relatively low, a phenomenon which appears in the lowest grades and persists into the higher ones.

The dropout rate among Ethiopian immigrants, both disclosed and hidden, is high.

The rate of eligibility for a matriculation certificate among Grade 12 students reached only about 44 percent as compared to about 57 percent among veteran students. Only about 34 percent of them met the criteria for university as compared to 83 percent among native Israelis. As a result, the representation of immigrant students from Ethiopia in the higher education system is particularly low. Nonetheless, it is worth mentioning that over the years there has been a significant improvement in the indices of success among Ethiopian students in the education system. In addition, one could also note a relatively high rate of involvement of Ethiopian youth in “risk situations.”

## **Responses and Funding**

A variety of educational programs exist for the Ethiopian-Israeli school-age population. A sample of these are highlighted below:

JDC's PACT (Parents and Children Together) program addresses the pre-scholastic needs of children from birth through six, reaching some 60% of the eligible population.

PACT Plus expands this initiative to include elementary level school children.

ENP's Scholastic Assistance Program provides scholastic assistance to under-achieving seventh through twelfth graders, reaching some 4,000 students.

The PELE program and SACTA-RASHI's Day Boarding programs provide additional scholastic assistance to school-aged children.

ENP Pre-Atidim provides scholastic assistance to 560 high potential Ethiopian-Israeli students in the eighth through twelfth grades.

JAFI provides a variety of programs targeting young adults including KEDMA.

Both JAFI and ENP provide University Scholarships for Ethiopian-Israeli students pursuing higher education.

## **Observations and Recommendations**

The Ministry of Education is allocating substantial resources to the advancement of immigrant students from Ethiopia. JDC, JAFI and ENP programs are supported by Federations and the Government.

Given the conditions and challenges faced by Ethiopian-Israeli children, it is unlikely that there will be improvement in school performance without targeted scholastic assistance. At the same time, with even minimal scholastic assistance, this situation can be reversed and a substantial difference could be witnessed within just a matter of years.

The primary challenge in the realm of education is the fact that not all youngsters in need of scholastic assistance receive it. The support, if provided, is rarely provided as a continuum from pre-school through high school. A multi-year continuum of assistance is critical for scholastic success.

## **ENP: 10 Areas of Innovation and Impact in Israel**

ENP is unlike any existing response for the Ethiopian-Israeli community. Indeed, ENP is making waves of change throughout Israel through the methodology of its work and the quality of its programs.

In the following pages, ENP has encapsulated its “added benefit” in ten major areas. Dubbed “the ENP Effect,” these ten phenomena are a clear outcome of ENP’s work. They include:

- 1) Partnering with the Ethiopian-Israeli Community
- 2) Outcome- and- Learning-Oriented Organization
- 3) Holistic Approach to Individual and Community Needs
- 4) Heightened Awareness Resulting in Reversal of Negative Trends
- 5) Change of Attitudes
- 6) Ethiopian-Israelis as Skilled Professionals
- 7) ENP’s Usage of Homogeneity to Achieve Heterogeneity
- 8) ENP as a Convener
- 9) Addressing Unmet Needs
- 10) Philanthropic Priority-Setting

In each section, the transformation that has come about as a result of ENP’s work or strategy is described in detail and through examples, including statistics that represent just some of the “before and after” changes with ENP.



## Partnering with the Ethiopian-Israeli Community

### DID YOU KNOW...

The formation of ENP as a partnership with the major philanthropic and governmental players was the motivating factor for 14 major Ethiopian-Israeli non-profit organizations to unite under one umbrella organization, called the *Netzigit*, so as to be the “voice of the community” in ENP.

### THE ENP EFFECT

As the Ethiopian-Israeli community reached its two-decade mark in Israel, an increasing number of community members advocated enabling the Ethiopian-Israeli community itself to play an active decision-making role. ENP provided the platform for this to happen. The community initiated the creation of the *Netzigit* or “Representatives of Ethiopian Jewish Community Organizations in Israel,” which united 14 (today 18) major Ethiopian-Israeli non-profit organizations and served the role of enabling a truly community-inclusive decision-making process from the very launch of ENP. Regional representatives were also appointed to represent the smaller non-profits or city-based leaderships throughout Israel. The *Netzigit* elected a chair that rotated every two years, as well as representatives to sit on ENP’s Board, Executive Committee and Finance Committees. Further, ENP trained “the cream of the crop” in intensive Municipal Leadership Training courses, to enable those who sought to reach elected positions to be able to do so more readily.

This philosophy went far beyond the national level. City by city, ENP’s first meeting prior to the launch of any of its projects included Ethiopian-Israeli lay leadership representation in an initial meeting with the city’s mayor. At times, the determination of which lay leadership could represent the community in such a meeting required intensive work by ENP to assuage internal differences and unite the community. Municipal steering committees were established in each city, with the mayor as Chair and the Deputy Chair being a representative of the Ethiopian-Israeli community, and 50% Ethiopian-Israeli representation on the committees. City-wide events were held to inform the entirety of the population of the new initiatives being carried out for them, to ensure greater participation, involvement, and feeling of ownership. In addition, when limited funding was available, the community itself often played a role in setting programmatic priorities. ENP also identified Ethiopian-Israeli non-profits to serve as the implementing organizations of ENP’s programs.

ENP has found that this “bottom-up,” inclusive and grassroots approach is more likely to lead to lasting change due to an assumption of responsibility by the community itself and increased pride. Furthermore involvement of the community in the responses being carried out for it has been a transformative factor that serves to increase recognition that the community can indeed be “part of the solution,” and not merely “part of the problem.”

### IMPACT IN THE FIELD:

#### Illustration: City Council Representatives

In the 2008 municipal elections, nine out of the thirteen Ethiopian-Israeli representatives elected to city councils underwent intensive training by ENP in advance of the elections to provide them with additional tools and expertise to help them reach this position.

### BEFORE ENP:

Most organizations in Israel were carrying out programs FOR the Ethiopian-Israeli community, but rarely WITH it. The result: programs were not being utilized to capacity, or were even sometimes outright rejected by the community.

### WITH ENP:

ENP advocates at every opportunity inclusion of Ethiopian-Israeli representation in the processes or programs that are being carried out for it. Change is occurring, though slowly: such inclusion has not yet become part of organizational culture... there is still a long way.



## Outcome- and Learning-Oriented Organization

### DID YOU KNOW...

Between 1996 and 2005 the number of juvenile delinquency files of Ethiopian-Israeli minors increased by 647%, from 139 to 900. Since 2005, coinciding with the launch of ENP's Youth Outreach Centers that target Ethiopian-Israeli youth at risk and reach some 3,000 teenagers, there has been a 60% decrease in the number of cases, from 900 to 540.

### THE ENP EFFECT

From its first day of operations, ENP has taken steps to ensure its programs are effective and attaining superior results. To ensure maximum usage and utility of dollars invested in the community through ENP, ENP incorporated an outcome-based strategy. Along with this, ENP placed utmost importance on learning from experience and adapting programs to ensure the highest quality. Among ENP's methods of adhering to this methodology:

**External Evaluations:** ENP included external evaluations since its launch, in order to be able to track its progress, its achievements, and at the same time to attain the information required to adapt the programs as necessary to ensure quality implementation.

**Internal Assessments and Contractual Outcomes:** In addition to external evaluations, ENP requires its implementers to carry out internal assessments so as to have a comparative basis for results. ENP includes as part of its contract with its implementers measurements of success, utilized as a tool of meeting (or surpassing) expectations between ENP and the implementing body. This is carried out in coordination and cooperation with the implementer, to ensure realistic expectations and to take active steps early on to overcome any challenges that might arise to meeting those objectives.

**Best Practices:** At the conclusion of each year of activity, ENP calls nationwide gatherings of its implementers in order to share best practices and to determine if adaptations to the programs are necessary or beneficial.

**Consultations:** ENP consults at every opportunity with experts in the field and others to explore ways to improve upon its programs. From the Ministry of Education's officials to parents of children in the programs, ENP prides itself as a learning organization that is constantly seeking ways to improve.

### IMPACT IN THE FIELD:

#### Illustration: Working More Closely With Schools

ENP has four implementers of its Scholastic Assistance program, each with a unique way of working. ENP found that the methodology of having an in-house school-based professional, who serves as a bridge between the school and ENP's after-school program, resulted in the program more readily being accepted by the school administration. This in turn resulted in more effective results, higher attendance and greater in-school-impact. ENP suggested to its other implementers that this method be adopted, which has since borne positive results with them as well.

### BEFORE ENP:

Precise figures on outcomes of programs for the Ethiopian-Israeli population were largely unavailable.

### WITH ENP:

ENP supplied funders with clear statistics on each of its programs that represented its progress in each of the areas which it sought to effect. For instance, ENP's first formal evaluation of its Scholastic Assistance program achieved astounding results: a **39%** increase in quality matriculation acquisition after just nine to 18 months in ENP's program.



## Holistic Approach to Individual and Community Needs

### DID YOU KNOW...

The 2007 Israel State Comptroller Report noted that “local authorities have not internalized the needs of the Ethiopian community” and that failure is the result when the care of Ethiopian immigrants is carried out in a similar fashion as other immigrant groups.

### THE ENP EFFECT

ENP recognized that failure to address the entirety of a problem could result in lack of resolution of the problem in its entirety. Too often, programs neglected the many obstacles to a child’s success or a community’s transformation. By looking at the “big picture,” there is increased likelihood that a transformation will take place. Among the elements ENP has put in place to ensure such a holistic approach:

#### Individual Mapping:

In its Scholastic Assistance program, at the start of each school year, ENP carries out a detailed mapping of each participant in order to identify the potential obstacles to a child’s success in school or in the matriculation examinations. Not only are a child’s grades assessed, but a determination is made of their level of self-confidence, their social interactions, their aspirations (or lack of) for the future and more. At that point then, a plan of action is created so as to address the needs of the child more precisely and effectively.

#### Child as Part of a Family

While most of ENP’s responses are teen-focused, ENP is well aware that the children return home to their families at the end of the day. Thus, a response that addresses the needs only of the youngsters, and not of their parents, is incomplete. As a result, ENP included Parents Workshops, focusing on parents of teenagers in ENP’s programs, so as to ensure a continuum of impact.

#### Ethiopian-Israeli Professional Involvement:

Involvement of Ethiopian-Israeli professionals increases the likelihood of a truly holistic response. These professionals are able to make home visits more freely, to speak with the child’s parents in their native language, and to secure the trust of a child, while serving as a professional who bridges the distance between the school, family and student. As a result, this professional can more readily discover the emotional, social and scholastic barriers to a child’s success.

### IMPACT IN THE FIELD:

#### Illustration: Early Identification of a Stumbling Block

Fifteen youngsters from Lod who had failed a 10<sup>th</sup> grade citizenship course, mandatory for matriculation, were provided the opportunity to learn the material and retake the exams through ENP’s Scholastic Assistance program, thus providing them the opportunity to receive a matriculation certificate upon completion of 12<sup>th</sup> grade, otherwise denied them because of their early failure.

#### BEFORE ENP:

Scholastic programs for the Ethiopian-Israeli community often neglected to address the emotional and social barriers to a child’s improved performance.

#### WITH ENP:

ENP placed an emphasis on the entirety of a child’s needs, through individual mappings of each child as an integral component of their inclusion in the program. ENP developed, with its implementers, methods for measuring increased motivation and self confidence, recognizing that early advances in these areas would ultimately impact a child’s grades and test performance.



## Heightened Awareness Resulting in Reversal of Negative Trends

### DID YOU KNOW...

In many cities, Ethiopian-Israeli ninth grade students are “transferred out” to boarding schools or to non-matriculation-awarding schools and classes because of underperformance. In Ramla, through coordination and persistence, 2006-7 was the first year that no new junior high school age children were sent to Boarding Schools.

### THE ENP EFFECT

Prior to ENP, a number of phenomena were occurring in cities throughout Israel that were by definition preventing the success of Ethiopian-Israeli youth. ENP made major efforts to bring to light such trends, with the intention of increasing opportunities for the Ethiopian-Israeli youngsters who were affected by them. Among the trends:

**Tracking:** The limited success of Ethiopian-Israeli youngsters’ ability to obtain matriculation certificates was often determined by their placement in the lowest or non-matriculation awarding “tracks” in their schools, already from the ninth grade. Frequently, there was no mechanism to measure the extent of such placements or even how or by whom the determination was made. ENP required such statistics to be presented in its professional educational steering committee meetings. Clear figures revealed that the vast majority of Ethiopian-Israelis were being placed in the lowest tracks- enough motivation for many school principals to explore this phenomenon within their school and determine how it could be prevented or reversed.

**Boarding Schools:** In many cities, a large percentage of Ethiopian-Israeli youngsters were being “placed out” of city schools from the tenth grade, often being sent to Boarding Schools, resulting in their removal from their families into poorer-performing institutions that lessened the likelihood of success and removed responsibility from the municipality and its education department. Many of these youth would drop out of those Boarding Schools and fall “between the cracks,” ruining their chances for success later in life. Here too, ENP’s insistence in bringing these figures to the public eye and attention resulted, in a direct correlation, to a decrease in the numbers. With the close cooperation of municipalities, these youth remained in their homes and in schools and thus were provided increased opportunities.

**Consideration for Special Opportunities:** Oftentimes, Ethiopian-Israelis were overlooked and thus excluded from enjoying special opportunities offered their non-Ethiopian-Israeli peers. From nominations for inclusion in youth missions abroad to consideration for inclusion in special programs, pointing out that there was minimal Ethiopian-Israeli representation in such opportunities was sometimes motivation enough for a special effort to be made to identify qualified candidates.

### IMPACT IN THE FIELD:

#### Illustration: Increased Opportunities for Participating Youth

For the first time, two Ethiopian-Israeli students were included in an elite Baltimore-Ashkelon student exchange, after ENP offered to help find suitable candidates, which until then had only been identified through school principal nominations.

### BEFORE ENP:

**25%** of Ethiopian-Israeli 17 year olds did not complete the 12<sup>th</sup> grade in a Ministry of Education school.

### WITH ENP:

**12.3%** of Ethiopian-Israeli 17 year olds did not complete the 12<sup>th</sup> grade in a Ministry of Education school.



## Change of Attitudes

### DID YOU KNOW...

When ENP first collected statistics on numbers of Ethiopian-Israeli residents in Israeli cities in 2005, ENP was regularly referred to the municipal welfare department as the definitive number of families in any given city.

### THE ENP EFFECT

With 70% of the Ethiopian-Israeli community living under the poverty line and often concentrated in densely-populated neighborhoods; with little involvement of Ethiopian-Israelis in leadership positions in schools, neighborhoods, cities or the government; and thus with little or no opportunities for interaction, it is no wonder that many, municipalities, schools or others- look upon the Ethiopian-Israeli community as an “unknown,” with little experience to draw upon to sculpt their opinions and actions.

ENP’s methodology and programs launched a reversal of this “unknown” and is creating opportunities for greater understanding and recognition of the heights the community can attain if just provided the opportunity. Among the elements in place to ensure such changes in opinions:

**Municipal Steering Committees:** Periodic gatherings of municipal officials, including the mayor, with Ethiopian-Israeli professionals, lay leaders and residents, provided a regular forum to openly address issues, needs and concerns. Ethiopian-Israel committee members underwent training to further equip them with the tools to persuasively advocate for their community. Subsequent positive change within the neighborhoods often created a change in opinions and stereotypes of all who witnessed the change: committee members, neighborhood residents and sometimes even the entire city population.

**High Achievers:** Few Ethiopian-Israeli youngsters were proactively identified by their teachers or school administrations as “high achievers.” As an outcome of a partnership launched by ENP with Atidim, Ethiopian-Israeli 8<sup>th</sup> through 12<sup>th</sup> graders were included in the exclusive ENP Pre-Atidim program for High Achieving Ethiopian-Israeli youth. Simple inclusion in such a program in some cases was sufficient to transform the outlook of the teacher towards the students. Once a group of youngsters in a given school was identified in such a positive light, this often resulted in a school-wide transition in the outlook of its Ethiopian-Israeli students.

**Ethiopian-Israeli Professionals:** ENP’s methodology of placing Ethiopian-Israeli professionals in schools and cities exposed school administrations and municipal officials to the outstanding cadre of Ethiopian-Israeli professionals.

### IMPACT IN THE FIELD:

#### Illustration: Pride of the City and the School

Two Beersheva Participants in the ENP Scholastic Assistance program were awarded regional prizes for community involvement, and commended for their efforts in organizing and implementing festivities for the Ethiopian Sigid holiday at their school. The committee that awards the prize was impressed by the impact that the festivities had on the school, and the school-wide discussion that it triggered.

### BEFORE ENP:

Negative stereotypes resulted in decreased opportunities for many Ethiopian-Israeli community members.

### WITH ENP:

Increased representation of Ethiopian-Israeli youngsters and professionals in elite programs or positions is creating a ripple effect, including the increasing change of negative stereotypes or biases due to ignorance or lack of exposure.



## Ethiopian-Israelis as Skilled Professionals

### DID YOU KNOW...

Only 6% of Ethiopian-Israelis are employed in academic or managerial positions, in contrast to 36% of their Jewish peers. On average, Ethiopian-Israelis receive 32% lower salaries than their non-Ethiopian-Israeli peers.

### THE ENP EFFECT

ENP recognized that the employment of Ethiopian-Israeli professionals in the wide variety of roles required for ENP to carry out its services would be advantageous not only for the new employees, but for the success of the programs. Employment of Ethiopian-Israeli professionals by ENP served a number of purposes:

**Role Models:** ENP's insistence that, wherever possible, Ethiopian-Israeli university graduates serve as the youth counselors in the ENP Scholastic Assistance program, enabled these professionals to serve as very-real role models for the thousands of youngsters in ENP's programs, often exposing these youth for the first time to such positive "success stories," otherwise not always available in their neighborhoods.

**Sensitivity of Cultural and Individual Needs:** The employment of community professionals provided the insight and foresight to overcome any culturally-based barriers to the success of a program, often bringing to light issues that might otherwise be unknown to non-Ethiopian-Israeli professionals. Further, these professionals may more readily acquire a heightened awareness of exceptional individual needs, due to their ability to perform home visits and traverse barriers that reveal sensitive subjects otherwise not shared with non-Ethiopian-Israeli professionals.

**Language:** A barrier as basic as language, for example, the inability of many Amharic-speaking parents to understand a non-Amharic or Tigrinya speaking professional, is easily overcome through the employment of a native speaker. Increased participation of youth or parents in programs is often directly proportional to the professionals' ability to communicate the importance of the program in the native language.

ENP was also confident that the utilization of such professionals would have a positive ripple effect with implications far beyond the provision of a livelihood to these individuals. In fact, the subsequent exposure of the capabilities of these professionals has resulted in the professional advancement of the professionals themselves, as well as the breakdown of negative stereotypes about the abilities of Ethiopian-Israelis to fulfill such roles.

### IMPACT IN THE FIELD:

#### Illustration: Moving on Up

Tens of Ethiopian-Israeli professionals serve as Youth Counselors in ENP's Scholastic Assistance program. A number of these professionals, after demonstrated success in their positions, now enjoy more senior positions, including for example, Pedagogic Coordinators and Regional Supervisors.

### BEFORE ENP:

Young Ethiopian-Israeli professionals often lacked professional experience due to lack of opportunity. As a result, few programs—even those specifically for the Ethiopian-Israeli population—included Ethiopian-Israelis as coordinators, supervisors or counselors.

### WITH ENP:

More and more Ethiopian-Israeli professionals, hired because of ENP's advocacy of Ethiopian-Israelis to serve as role models for its youth participants, are "moving up" into positions of greater seniority that include responsibility over non-Ethiopian-Israeli populations as well.



## ENP's Usage of Homogeneity to Achieve Heterogeneity

### DID YOU KNOW...

In a telephone survey of 90 principals in schools in which ENP's Scholastic Assistance program operates, almost all of the principals reported that the program contributes to student self-confidence, motivation and performance.

**71%** of the principals reported that the program contributes to the students' progress to a great extent.

### THE ENP EFFECT

ENP identified the need to carry out a focused effort to provide Ethiopian-Israeli teenagers with a sensitive and sculpted response to increase their capability to integrate into Israeli society.

For example, ENP advocated that the best method of creating full integration in existing frameworks is to address the strongest factor that prevents youth from participation: lack of self-confidence.

ENP understood that integration is not achieved merely by placing an Ethiopian-Israeli youngster beside a non-Ethiopian-Israeli, if there is not a feeling of equality between them. Effective integration is best achieved by increasing self-confidence through targeted work, independently sculpted to meet the needs of the specific community or individual who feels of lesser standing. Then, once the youngster feels ready, integration will occur at the pace most appropriate to the individual.

Thus, ENP focused its resources in order to provide the population with what it requires to be more capable of integration. By doing this, ENP is helping in the effort to encourage fuller integration in existing programs and frameworks, such as community centers, youth groups and other programs.

### IMPACT IN THE FIELD:

#### Illustration 1: IDF Preparation

Ethiopian-Israelis were not utilizing the heterogeneous groups offered by Acharei, a nationwide implementer of Army Preparation programs. In partnership with Acharei, ENP launched the "Acharei L'Derech" program, which targeted Ethiopian-Israeli 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders in independent groups. Following the intensive work carried out by ENP and Acharei in these pre-emptors to the general program, a spike in participation of the heterogeneous groups was witnessed.

#### Illustration 2: Cycling in Gedera

A Cycling Club was launched at the ENP Youth Outreach Center in Gedera, which combined training in this increasingly-popular sport in Israel with coaching to increase self-confidence. An outstanding success and extremely popular among the Ethiopian-Israeli participants, many other resident youth also sought to be a part of this elite club. With matching funds from the municipality, this now fully heterogeneous group has become the pride of not only of the Center, but of the entire town.

### BEFORE ENP:

Despite efforts to reach out to Ethiopian-Israeli teenagers, few Ethiopian-Israeli youth participated in heterogeneous activities. In fact:

**67%** of youngsters who attend ENP's Youth Outreach Centers **had never before used any other youth service**, such as a youth group or community center.

### WITH ENP:

ENP demonstrated that after a period of intensive activity focusing on bridging the factors that prevent such participation, more Ethiopian-Israeli youth play an active role in a wider variety of heterogeneous activities, confidently participating alongside their non-Ethiopian-Israeli peers.



## ENP as a Convener

### DID YOU KNOW...

Prior to ENP's initiative of creating a Round Table for Domestic Violence Prevention in 2006, the many professionals, para-professionals, institutions, lay leaders, traditional mediators, religious leaders, law enforcement officials and others who play key roles in Domestic Violence prevention had never gathered to explore how they could work together to combat this disturbing phenomenon.

### THE ENP EFFECT

The role of a convener is one that takes on the responsibility of organizing gatherings that raise important issues, sets goals, and makes recommendations or decisions on issues of concern to that group when necessary. The convener creates sub-committees, assigns tasks and takes action, ultimately addressing, promoting or resolving relevant issues at hand. At times, simply the act of gathering individuals or groups that rarely or never convened before was sufficient to enable advancement of the Ethiopian-Israeli community.

ENP prides itself on its role as a convener: bringing around the table those who seek to advance the Ethiopian-Israeli community or effectively address issues concerning it. Previously, there was rarely motivation or opportunity to do so.

On a city-wide level, in localities throughout Israel, there are often multiple small nonprofit organizations founded by different identity groups of Ethiopian-Israelis (differentiated, for instance, by familial relations or by period of aliyah) as well as a wide variety of organizations that seek to benefit the community. For instance, when tensions prevent different Ethiopian-Israeli groups from bonding together to form a united advocate group, ENP often brings them together, assuaging tensions and encouraging regular gatherings to identify common themes for which to advocate such as for their children. ENP convenes Education Committees that were often the first opportunity to gather principals from all city schools to discuss the topic of advancement of Ethiopian-Israeli students in their schools as well as Youth at Risk committees for professionals and lay leaders involved in this realm. Round Tables on Domestic Violence Prevention, community-wide celebrations and more also take place on a local level.

Such conventions and gatherings have also taken place on a nationwide level, to increase the cooperation between those that seek to make an impact in the Ethiopian-Israeli community.

### IMPACT IN THE FIELD:

#### Illustration: Remembering Together, for the First Time

The city of Lod has a large number of Ethiopian-Israeli non-profits, projects and organizations. As a result of ENP's introduction of its methodology of working together, in 2006, for the first time ever, the community initiated and hosted a community-wide remembrance ceremony for those who lost their lives in Operation Moses.

### BEFORE ENP:

The “big picture” of coordinated work to benefit the Ethiopian-Israeli community was rarely taken into account, and many organizations worked independently of each other, resulting in duplication and wastage of resources.

### WITH ENP:

Municipal steering committees exist in **26** cities, and regularly convene municipal officials, lay leaders and professionals to coordinate, advocate and inform those who work to serve the Ethiopian-Israeli community of each city.



## Addressing Unmet Needs

### DID YOU KNOW...

The Government of Israel's Ministry of Welfare employed only 1.5 Ethiopian-Israeli social workers in 2005, despite the fact that, in some cities, 90% of the city's Ethiopian-Israeli population is under the care of the Welfare Department.

### THE ENP EFFECT

ENP's original work plan included \$660 million worth of programs, each and every one designed to "fill in the gaps" of unmet needs of Ethiopian-Israelis from birth to age 35. With the adaptation of ENP to a more limited focus on teenagers, the same concept of addressing unmet needs was strictly maintained. City mappings, smooth coordination with existing programs, and a focus on neighborhoods and cities with the greatest needs led to ENP's ability to strategically apply its programs where the needs were greatest.

#### City Mappings

Prior to launching its programs in a city, ENP carries out comprehensive city mappings of the city. Often, these mapping documents were new, critical tools for municipal officials, as many of the cities had not compiled such information.

#### Filling in the Programmatic Gaps

Where programs were in place that addressed the needs of the 13-18 age bracket, ENP adjusted its city-wide program accordingly. For instance, ENP focused its responses on the junior high school age bracket when a response was already in place for senior high school youth. When this was the case, if a partial quality response was in place, ENP would utilize that same implementer for its response to complete the continuum and ensure coordination.

#### Targeting Neighborhoods and Cities in Need

A number of cities had a dearth of programs due to the city's inability to provide matching funds or a lack of funding partners. In poor municipalities with few programs, ENP launched its programs without any fiscal commitment from the municipality, which may have prevented the program from being implemented there. Further, ENP avoided neighborhoods where there was a large amount of programming, and focused its efforts in neighborhoods with a dearth of responses for its residents.

#### Meeting Exceptional Needs

ENP was asked to present the greatest unmet needs to UJC after the outbreak of the War in Lebanon in July 2006. ENP identified the dearth of Ethiopian-Israeli social workers and lack of a coordinated response in the realm of domestic violence prevention as a dire unmet need, and stepped in to fill it. The Government of Israel took over the funding of these new social workers in March 2009.

### IMPACT IN THE FIELD:

#### Illustration: Going Where the Need is Greatest

The Kiryat Moshe neighborhood of Rehovot enjoyed a plethora of initiatives for its Ethiopian-Israeli residents, but the distant Oshiyot and Milchen neighborhoods lacked programs. Further, the city had an outstanding coverage of school-based programs, but a dearth of programs for Ethiopian-Israeli youth at risk. As a result, ENP launched its Youth Outreach Center to serve the youngsters of the Milchen and Oshiyot neighborhoods, providing a critical response that was otherwise lacking in neighborhoods that were frequently overlooked.

#### BEFORE ENP:

Few programs targeted high schoolers, especially the 7<sup>th</sup> – 9<sup>th</sup> grade junior high school age bracket.

#### WITH ENP:

By 2008, ENP reached 7,500 junior and senior high school students with its scholastic assistance programs.



## Philanthropic Priority-Setting

### DID YOU KNOW...

When faced with decreased availability of funds that were to impact grant-making decisions, the Jewish Federation of Greater Washington consulted with the trained Ethiopian-Israeli leadership of their partnership community in Beit Shemesh for guidance regarding their funding priorities, so as to make wiser funding decisions based on this knowledge.

### THE ENP EFFECT

ENP's philosophy of bottom-up, community-involved decision-making is epitomized by the inclusion of the community itself in the *funding* decisions that affect it.

At a time when many grant makers are faced with ever-fewer funds, the knowledge that they have adopted a decision-making process that most effectively comes to the best possible funding decisions is critical. The advantages of community-inclusive processes are many. Inclusion of the local Ethiopian-Israeli community in the priority-setting and decision making process leads to:

- Targeting of limited funding to the areas deemed of most importance to the community and its specific needs
- Greater guarantee of funding of programs deemed of importance to the local residents
- Increased likelihood of higher utilization of programs and improved effectiveness as an outcome of accountability through the decision making process

ENP has developed models for such decision-making processes to be carried out both through national and local processes.

**National:** ENP's focus on teenagers is an outcome of a decision made by ENP's six partners, including the Ethiopian-Israeli community itself through the Representatives of Ethiopian Jewish Organizations in Israel. The decision was made following the results of a mapping that revealed the dearth of program in this area. It is important to note: ENP itself does not represent the community. When ENP has been invited on behalf of organizations to represent "the community", ENP insists upon community inclusion through its representative body- the *Netzigut*.

**Local:** Two examples: The Jewish Federation of Greater Miami set up an ad hoc committee that included members of the Ethiopian-Israeli community to determine how to distribute their pledged \$1 million in Operation Promise funding. The Jewish Federation of Greater Washington set aside funding for allocation once a group of Ethiopian-Israeli leaders were trained and could make an informed funding recommendation. After two and a half years of intensive training, the Ethiopian-Israeli leaders then established a committee that submitted a proposal for consideration after a priority-setting process- a proposal which was subsequently funded by the Federation.

### IMPACT IN THE FIELD:

#### Illustration: Advocating for Ones' Peers

As summer approaches, Young Leadership groups in ENP's Youth Outreach Centers make funding recommendations which are then approved in the local steering committees. Student representation is often included in these committees so that they can advocate for the different programs the youth themselves have requested, representing the "trickle-down effect" of beneficiary representation on a micro scale.

### BEFORE ENP:

Many funders made decisions based on their perceptions, assumptions and impressions of the greatest needs, without consulting with those who would serve to benefit from these decisions.

### WITH ENP:

Wherever possible, ENP encourages funders to consult with the community and to seek its guidance before making final decisions with regards to funded projects. ENP often serves as an intermediary in helping to set the framework for such recommendations to be made in an unbiased manner.

### ENP Scholastic Assistance

#### Facts and Figures

Greatest number reached in one year: 6,725 7<sup>th</sup> – 12<sup>th</sup> graders (2007-8)

Total Funding Expended 2004-5 through 2008-9: \$22,516,473

Cost per Child: \$1,000 annually

Cities: 24, Afula, Ashdod, Ashkelon, Beersheva, Bet Shean, Gedera, Hadera, Haifa, Jerusalem, Kiryat Bialik, Kiryat Gat, Kiryat Malachi, Kiryat Motzkin, Kiryat Yam, Lod, Migdal Haemek, Nazareth Illit, Netanya, Pardes Hanna, Petach Tikva, Ramla, Sderot, Tirat Hacarmel and Yokneam

Implementers: Beit Tzipporah, Branco Weiss Institute, the Israel Association of Community Centers, Maksam, ORT-Israel

#### Need that Prompted ENP's Response

In Israel today, the majority of Ethiopian immigrant families live in low-income areas. In such neighborhoods, local schools cannot provide enrichment and sometimes even basic educational support. Many of these families lack the financial and educational options that their Israeli peers in better-off families or cities can afford. Yet such support is critical: 74% of junior high school students are at a below average level in Hebrew, mathematics, English and science. It is no surprise, then, that most Ethiopian-Israeli teenagers never make it to university. They either do not graduate from high school, or their achievements in the critical "*bagrut*" (matriculation examinations) are sub-par. They do not fulfill the requirements for acceptance to an institution of higher learning. They are in effect handicapped at the very start of their adult lives, and their opportunities for social mobility are severely constrained.

#### Program Description

ENP's Scholastic Assistance Program provides supplementary hours in small groups to strengthen students' academic achievements. Alongside the academic achievement components, the program addresses social needs and personal development, including self-esteem and leadership skills, while devoting attention to the social difficulties impinging on their progress in school. The program strengthens the connection between the students and their heritage and integrates their culture into their daily lives. The program also provides assistance in preparing these Ethiopian-Israeli youth for army service, helping to expand their range of opportunities in the army, as well as a lunchtime meal that for some is as critical as the scholastic assistance that they receive.

## **Demonstrated Impact and Outcomes**

The Myers-JDC-Brookdale Institute carried out a statistical analysis of twelfth grade participants in ENP's Scholastic Assistance program. Their analysis demonstrates significant program impacts for the graduating cohort in 2006. The impacts are illustrated by the substantial differences between the success rates at the schools with the program and at similar "matched" schools without the program.

The Brookdale Institute's conclusion: the achievement level of the Ethiopian-Israeli and non-Ethiopians at studying at a school where the ENP Scholastic Assistance program had been implemented was related to higher students outcomes on the matriculation exams according to all of the measures reported: success in math and English, eligibility for a matriculation certificate and eligibility for a certificate which meets university entry requirements.

Brookdale also concluded that **these outcomes highlight the importance of the expansion of the program to include more Ethiopian-Israeli students.** This is especially significant in light of the large gaps that still remain relative to the general Jewish population, and the decline in the achievements of the overall population of Ethiopian-Israeli youth in recent years.

For example, the 2007 data demonstrated that an average of 32% of the Ethiopian-Israeli students at schools with the Scholastic Assistance program achieved university-level certificates as compared to an average of 23% of the students at the similar schools without the program. The 9 point gap represents an increase of 39% in the success rates at the schools with the program. The percentage increase is greater than for general eligibility, which reflects the fact that improving achievements in English is often the key for achieving the higher-level certificate.

Further, the November 2008 evaluation report from the Branco Weiss Institute, one of the implementers of the Scholastic Assistance program, reveals the progress being made. The Branco-Weiss survey reports:

- 73% of graduating students who participated in the Scholastic Assistance program are eligible for matriculation certificates, an 11% increase since 2005-6, and compared to 41% national Ethiopian average of 12<sup>th</sup> graders eligible for matriculation certificates
- 37% of graduating students are eligible for a quality matriculation certificate that ensures acceptance into university, a 10% increase since 2005-6, and compared to 19% national Ethiopian average
- 24% increase in students in matriculation tracks by the end of 9th grade



## ENP Pre-Atidim for High Achievers

### Facts and Figures

Greatest number reached in one year: 793 junior and high schoolers (2007-8)

Total Funding Expended 2004-5 through 2008-9: \$2,365,227

Cost per Child: \$1,250

Cities: Afula, Ashdod, Ashkelon, Hadera, Kiryat Gat, Kiryat Malachi, Ramla, Rishon Letzion, in addition to 8 Youth Villages across the country

Implementers: Atidim, Branco-Weiss Institute

### Need that Prompted ENP's Response

The ENP Pre-Atidim program was created for high-achieving students in high schools in periphery, low-income neighborhoods. Before the implementation of ENP Pre-Atidim, in 2003 very few students accepted into the Atidim program were Ethiopian-Israeli students. Both in school and at home, Ethiopian-Israeli students were struggling with a lack of focus and direction in their school work. They lacked exposure to the sciences as well as positive role models. No one was there with a guiding hand, encouraging the students to excel in their studies, pursue academic tracks in the scientific fields and devote time and effort towards their studies. All of these challenges combined made it extremely difficult for Ethiopian-Israeli youth to envision futures of academic excellence and productivity.

Today, thanks to the efforts of ENP, this situation has been dramatically altered: Working hand in hand with the Ethiopian-Israeli community and education professionals, ENP developed strategies to overcome the unique challenges facing the Ethiopian-Israeli community. ENP Pre-Atidim carries out an in-depth mapping out process that aids professionals in implementing the program in middle school and tracking students in quality tracks during the transition to high school. Students are exposed to positive role models who enable them to envision bright futures for themselves. Youth Coordinators heavily invest time and effort into each and every student, personally accompanying them on personal, emotional and social levels. ENP-Atidim creates a feeling of belonging amongst the excelling students, both on a local level through ENP Pre-Atidim programs nationwide, and on a national level through joint activities with ENP Pre-Atidim students from all over the country.

### Program Description

ENP teamed up with Atidim, an Israeli program that empowers high achieving young people from development and low-income Israeli communities to access highly competitive placements within the Israeli Defense Forces and enter into the most challenging and competitive academic fields- to create the ENP Pre-Atidim program for

Ethiopian-Israeli High Achievers. The ENP Pre-Atidim initiative provides comprehensive scholastic intervention and enrichment activities for the top one-third of Ethiopian junior and high school students so they can compete competitively on Israel's matriculation exams and discover their talents and strengths. In doing so, these youngsters can successfully progress to higher education and serve as role models and motivators throughout the Ethiopian student population.

Highly-talented, Ethiopian-Israeli students in Grades 8 - 12 who have the potential for academic excellence are included in the ENP Pre-Atidim program, which provides:

- Four hours per week of specialized educational support in mathematics, sciences and English.
- Enrichment activities exposing students to academia, the sciences and technology.
- Exposure to career opportunities through visits to successful companies across the country.
- Youth Coordinators and trained professionals who heavily invest time and effort into each and every student, personally accompanying them on personal, emotional and social levels.

The ENP Pre-Atidim program is designed to help participants achieve personal and social excellence, specifically focusing on three main goals:

- Attaining a top quality matriculation certificate, enabling their acceptance into prestigious faculties in university.
- Becoming self-driven, highly motivated and aware of their responsibilities to community and society.
- Envisioning a brighter future and being able to make educated decisions regarding their professional future.

### **Demonstrated Impact and Outcomes**

The ENP Pre-Atidim program is monitored and evaluated by closely tracking the students' success at school, including internal exams, advancement to higher-level preparation groups, integration in the matriculation classes and success in matriculation exams. The service provider, the Branco Weiss Institute, funds an internal evaluation of the program, in conjunction with Atidim. ENP provides national and local oversight and coordination.

#### *Short-term evaluation criteria:*

Number of Ethiopian-Israeli students who show improved academic results by the end of the school year

Number of dropouts from the program

Improvement in school tracking

#### *Long-term evaluation criteria:*

Number of Ethiopian-Israeli students who successfully pass matriculation exams

Quality of matriculation certificates

Number of Ethiopian-Israelis accepted in the Israel Defense Forces Academic Reserves

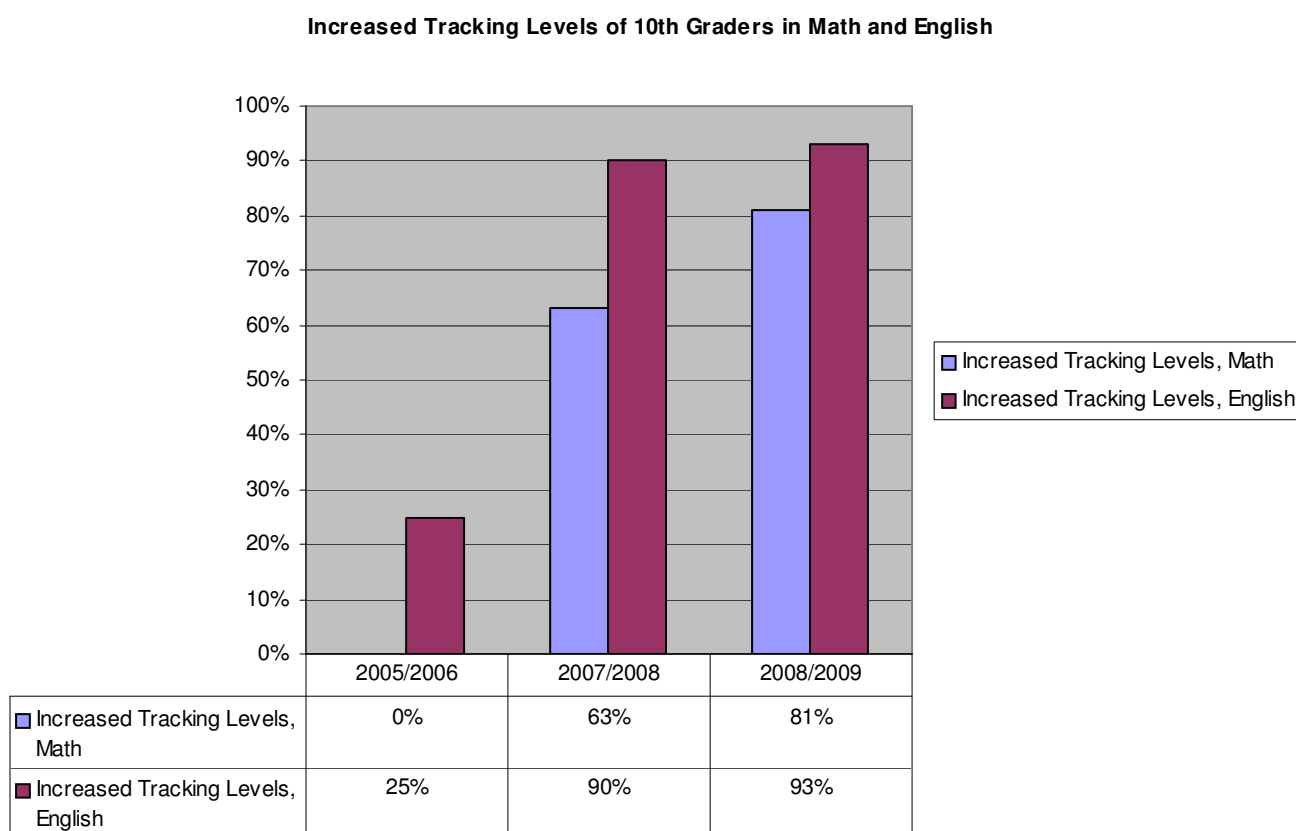
Number of Ethiopian-Israeli students accepted in Israel's top universities

February 2010.

### **Matriculation Tracks**

In Israel, secondary school students take a series of national examinations and receive matriculation certificates if they are successful. For each subject in which students take an exam, they are placed in tracks which ultimately determine the level of exam that they take for the final matriculation exam. The math, science and English matriculation exams are considered to be the most challenging for students.

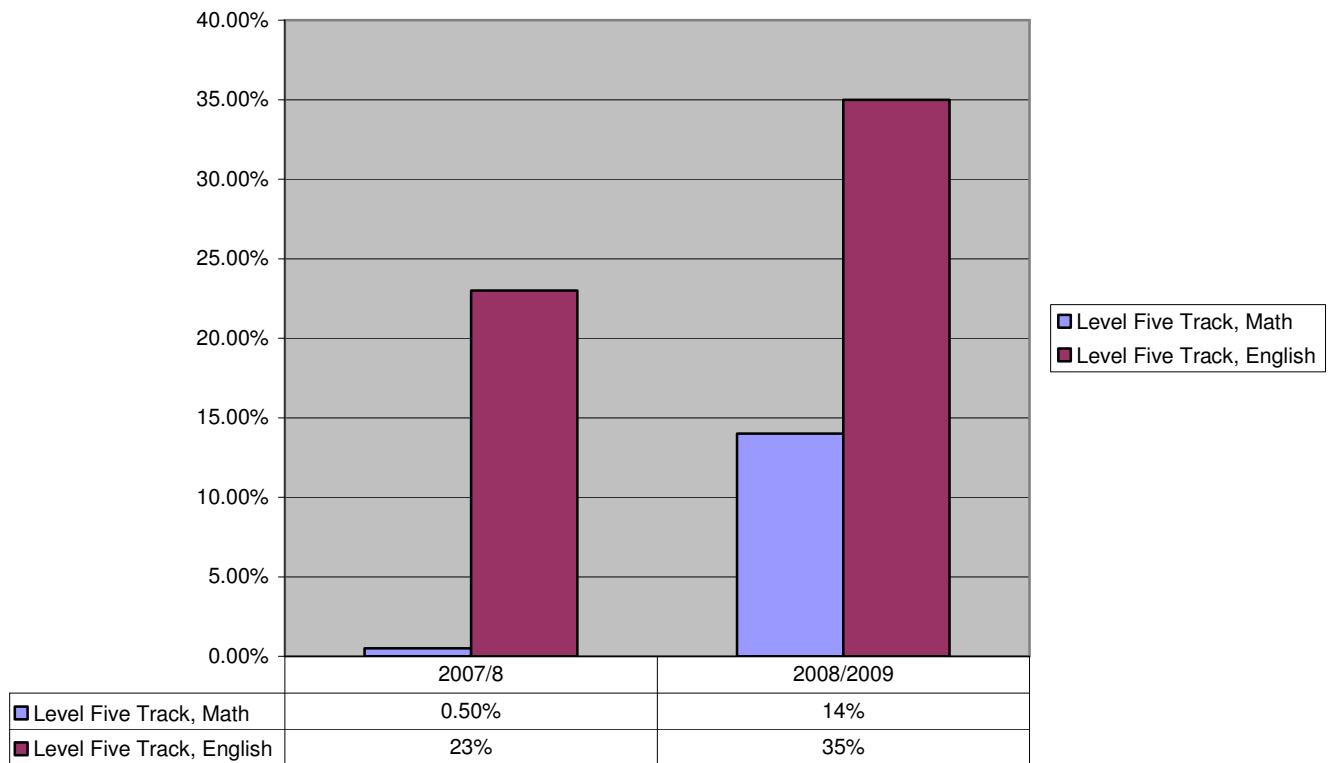
The percentage of Ethiopian-Israeli 9<sup>th</sup> Grade students who were tracked in higher tracks (levels 4 or 5) when they transferred to the 10<sup>th</sup> Grade has increased as follows:



### **High School Students**

There has been a significant increase in the number of 12<sup>th</sup> grade students studying in the prestigious level 5 track.

Percentage of Twelfth Grade Students Studying in Prestigious Level Five Track



### **Matriculation Results**

According to the June 2009 Branco Weiss evaluation of 2007-2008 graduates of ENP Pre-Atidim, nation-wide

- **85%** of ENP Pre-Atidim graduates were eligible for a **full matriculation certificate**.
- **72%** of ENP Pre-Atidim graduates met the **university entrance requirements**.

Equally impressive is the fact that the number of Ethiopian-Israeli students in the ENP Pre-Atidim program nationwide taking the Psychometric Exam increased from: 0% in 2005/6 to 25% in 2006/7 to **30%** in 2007/8.

### **Behavioral and Personal Domains**

- **94%** of Ethiopian-Israeli students reported that they were proud to be on the program
- **90%** of the Ethiopian-Israeli students feel that the program is helping them advance in their studies
- **87%** of the Ethiopian-Israeli students feel that teachers on the program believe in them
- **78%** of the students feel that the one-to-one support from the counselors helps them advance.



### Facts and Figures

Greatest number reached in one year: 29 mediators (2007-8)

Total Funding Expended 2004-5 through 2008-9: \$1,489,778

Cost per Mediator: \$38,500

Cities: 21

Implementers: FIDEL

### Need that Prompted ENP's Response

The educational achievement levels of Ethiopian immigrant students are lower than that of all other ethnic groups in Israel. The reasons for this situation are cultural differences which are often interpreted as a lack of motivation or lack of ability and lack of parental skills needed to assist with homework or negotiate problems with teachers. To prevent this underachievement, schools require trained professionals who can moderate the differences between schools, families and children.

### Program Description

Educational and Social Mediators are qualified members of the Ethiopian community in Israel who are trained in a yearlong academic program. ENP's School Mediator program introduces into the schools Ethiopian-Israeli mediators who specialize in the disciplines of education, social work, and cultural mediation. The mediators are placed in schools with large concentrations of Ethiopian-Israeli students, where they encourage and enable greater parental involvement, while also providing the student with an ally and enhancing the child-parent relationship. Through home visits and personal conferences the mediators continuously engage families in their children's studies. In addition, parents are involved in other activities, such as cultural meetings and celebrations. The mediator also serves as a resource for the entire school, explaining misunderstood cultural differences and preventing these distinctions from impacting negatively on students. Mediators can direct the relevant professionals to the specific difficulties facing teenagers, and make sure that successful responses are implemented. With the expertise of these mediators, greater support and understanding is fostered within the existing educational and social service infrastructure.

### Demonstrated Impact and Outcomes

With a relatively small investment of one Educational and Social Mediator per school, the program enables the school pupils from the Ethiopian-Israeli community to take full advantage of the resources of the Israeli educational system.

Schools that are benefiting from these placements have reported greater school attendance, increased motivation of students, less truancy, fewer acts of violence and less vandalism.

In addition to the Ethiopian-Israeli students in these schools, the entire school body benefits from this important asset. Ethiopian-Israeli families are also direct beneficiaries of this program. Thus, in addition to the thousands of Ethiopian-Israeli students for whom the program was introduced, thousands more parents and children are benefiting.

A mediator's placement in the school can be a transformative opportunity for youngsters who might otherwise be "lost." These mediators provide one-on-one attention to youngsters, inquire about their experience and delve into their strengths. An important byproduct: a number of instances of youngsters with gifts for drawing, sport and other skills have been identified and are being developed as a direct result of this mediator-student interaction.

In fact, the entrance of a mediator to a school can transform the school: In Israel over the past couple of years, there has been a recent worrisome rise in cases of violence in schools, both between youngsters and between students and teachers. This is true also in schools where the mediators have been placed prior to their commencement. The mediators have proven highly effective in combating this phenomenon.

Another common trend in schools is youngsters who "hang out" in the hallways: in essence, come to school, but do not attend classes. Mediators regularly speak with students of the importance of promptness, and school attendance. As a result, many of the schools report that more students have been arriving on time to school, and principals and school officials have reported a marked decrease in "hanging out" by Ethiopian-Israeli students since the mediators' entrance into their schools.

Mediators often serve as resources for additional avenues for assistance for their students. For instance, they pair up volunteer tutors with youngsters who require assistance in specific topics.

Lastly, one significant element of the mediator's work is their ability to influence tracking of a youngster. The track in which a child is placed can determine whether the child will be able to take matriculation examinations at a level that will enable them to get accepted to university. Meetings between mediators and teachers have resulted in youngsters who otherwise might have been placed in low tracks to be moved up and thus increase the possibility that they can be accepted to university.

The mediator's impact is school wide. For example, mediators often plan school-wide events that increase the awareness of and the respect for the special Ethiopian culture and traditions. For example, the Sigd holiday is a special day, mentioned in the Book of Nehemiah, which was celebrated by the Jewish community in Ethiopia. The community there would go to a mountaintop and pray towards Jerusalem. After their aliyah to Israel, the community's elders decided to continue to mark this holy day. Many of the schools in which mediators are placed held special events to mark this day. A special speaker, an exhibition of Ethiopian cultural artifacts and other special events were held throughout

the country. Many of the teenagers mentioned that these events made them feel proud of their traditions and culture and built their self-confidence.

The mediators, young Ethiopian-Israeli college-graduates, are perfect bridges between the two generations. The mediators serve as a successful role model for the young students: they also are an understanding address, a place they feel they can raise issues of concern to them. At the same time, parents identify with the Amharic speaking mediators, who often can deconstruct the mystery of their adolescent children.

In addition to the one-on-one contact with parents, mediators have established parents groups in schools to help bridge this distance. These groups are a platform for parents to address their concerns and queries.

An example of the complexity of the issues parents and teenagers deal with is that of the great differences between Ethiopian and Israeli schools. In Ethiopia, the responsibility for the child's success in school lays fully with the school and the child him or herself. In Israel, the parent is expected to take an active and involved role in their child's education, including assisting with homework, ensuring that homework is completed and understood, and keeping up with school activities and the child's performance. Such involvement was completely unknown to Ethiopian parents, and requires a total change in the manner in which the parent relates to his her child's education. This change is a difficult one, and often creates frustration among parents and school staff and administration. Lack of parent involvement by parents is perceived as apathy by school staff. Children may take advantage of this cultural transition, preferring not to do homework and to "get away with" not being fully present in their studies, affecting their scholastic achievement and likelihood of success in school.

A further example is that of adolescence and sexuality. In Ethiopia, most marriages of girls take place at a very young age, sometimes as young as seven and often no later than 13. Thus, many mothers have no experience sharing with their daughters the issues surrounding adolescence, outside the framework of marriage. The topics are simply not discussed in the home.

Another of parents' greatest concerns is how to confront the problem of drugs and alcohol with their children.

The mediators thus serve as an invaluable resource that helps address these critical issues and thus alleviate otherwise vast differences between parent and child.



## ENP Parents Workshops

### Facts and Figures

Greatest number reached in one year: 485 (2007-8)

Total Funding Expended 2004-5 through 2008-9: \$390,546

Cost per Workshop: \$3,500

Cities: 13; Afula ; Ashkelon ; Ashdod; Gedera; Hadera; Kiryat Bialik; Kiryat Malachi; Lod; Netanya; Pardes Hanna; Petach Tikva ; Ramla; Yokneam

Implementers: Adler Institute, Almaya, Fidel

### Need that Prompted ENP's Response

The support of parents can sometimes be the component that determines the success or failure of an effort directed towards children. ENP's Parent Workshops program encourages and enables parents to become involved with their children's education by providing parents with the basic skills and information necessary to take responsibility for their children's education. The goal of the workshops is to empower the parents and support and encourage them, thus making them full partners in the process of solving problems that are affecting them. As a result of the Parents Workshops, Ethiopian-Israeli parents are empowered to become the agents for change in their communities.

Today, the majority of adult Ethiopians have a limited knowledge of even basic Hebrew and only a small percentage have sufficient knowledge to support their children's education and social integration. In fact, most adult Ethiopians are illiterate in their own language or have very limited education. Indeed, difficulties can arise in communication with their younger children who often do not share a common language with their parents. These factors, coupled with the fact that the majority of Ethiopian families live under the poverty line and are highly concentrated in poorer localities and neighborhoods with poorer and more limited services result in deep concern about the consequences for the next generation.

### Program Description

ENP's Parents Workshops program encourages and enables parents to become involved with their children's education by providing parents with the basic skills and information necessary to take responsibility for their children's education. It equips parents with knowledge about the Israeli school system so that they can step in when intervention is required, and increases parental awareness of their rights and obligations within the educational system. The program also reinforces the parents' role as an educator and teacher of their native language, heritage, and Ethiopian culture.

One of the outcomes of the cooperation between all of ENP's programs has been the implementation of student advisors who specialize in parent involvement. In a partnership between the Scholastic Assistance program and the Parents Workshops, there are student advisors in schools with ENP Scholastic Assistance who specialize in involving parents in their children's education. The goal of this specialization is to strengthen the position of the parent in the lives of their children so that the parents can help their children achieve academically, emotionally, socially and personally. To realize this goal, a series of workshops was planned for the parents in order to equip them with the knowledge they need. Every school has two parents groups, each of which has 15 participants. The student advisors attend each of the workshops with the parents, and the students were present at two of the workshops. In advance of the joint parent-child workshops, the student advisors led two preparation workshops for the students. At the joint workshops, the students sat with their parents and worked on developing their familial relationships. They learned in detail about their parents' journey from Ethiopia to Israel, discussed the topic of parental respect and worked on bridging the gaps that exist between parents and children. At the end of the series of workshops, there was a ceremony for the parents where they received certificates for their participation in the program. ENP realizes that true change will result from change at home.



## ENP IDF Preparation

### Facts and Figures

Greatest number reached in one year: 2,329 (2007-8)

Total Funding Expended 2004-5 through 2008-9: \$695,222

Cost per Child: \$3,300

Numbers of Cities: 21 cities: Afula, Ashdod, Ashkelon, Beersheva, Gedera, Hadera, Haifa, Jerusalem, Kiryat Bialik, Kiryat Malachi, Kiryat Motzkin, Kiryat Yam, Lod, Migdal Haemek, Nazareth Illit, Netanya, Pardes Hanna, Petach Tikva, Ramla, Rehovot, Tirat Hacarmel

Implementers: Acharai, Forum Ktzinim

### Need that Prompted ENP's Response

Serving in the Israeli Defense Forces (IDF) is crucial for a young *oleh* (immigrant) to become part of Israeli society. The Ministry of Immigrant Absorption reported in 2007 that currently:

- About 4,000 Ethiopian-Israeli soldiers are serving in the IDF
- The enlistment rate of Ethiopian-Israelis to the IDF is:
  - 90% for boys (72% native Israelis)
  - 69% for girls (58% native Israelis)
- The percent of soldiers who enlist to elite combat units- 40% (at the beginning of their service)

Yet there are many challenges:

- Discharge from the army before the completion of service- 24% of Ethiopian-Israelis are discharged before they complete their army service
- Prison- 16% of Ethiopian-Israeli soldiers were imprisoned at least once over the course of their army service
- Education- 10% have only 10 years of schooling
- Assistance with personal affairs- 36% are eligible for help with personal affairs
- Army Service- increase percentage of commanders and officers who are placed in significant jobs

Through intensive preparation such as that offered by ENP in its IDF preparation program, many of these challenges can be addressed prior to recruitment.

### Program Description

Many young Ethiopian-Israelis have difficulty adapting to the army and many do not complete their service. In addition, many Ethiopians have low scores in the army recruitment and assignment examinations therefore excluding them from elite units.

ENP's IDF preparation program increases the number of teenagers who serve in the army; enhance the quality of the army experience; and create a cadre with leadership experience who will serve and lead their community after their army service. This is achieved by providing information about the army and the various service options; helping to prepare for the army exams; and increasing the self-confidence of Ethiopian-Israeli teenagers, especially those who are at-risk. Meetings and experiential activities, seminars to enhance motivation, and activities for parents and siblings of soldiers-to-be are held. The program also assists participants with police records or other specific problems that might prevent them from being recruited in the army.

IDF Preparation trains young Ethiopian-Israelis so that their transition into the army from high school is a positive one for both the youngster and the IDF. It takes into account the cultural barriers that these youth face, and provides them the basic tools necessary for success in their army service and in life. It offers them role models, helps them sculpt their own newfound Israeli identities, and increases their leadership ability.

IDF Preparation teaches participants about the structure and function of the army, provides participants with a familiarity of army options and an awareness of soldier rights. IDF Preparation also assists those participants with police records and other issues that prevent them from being recruited into the army. Training is intended to develop the participants' leadership skills so that, once in the army, they will advance to higher positions.

### **Demonstrated Impact and Outcomes**

The latest evaluation of the IDF Preparation program carried out by Acharai reveals the following:

- Out of the 12th Grade participants in the program in 2008-2009, 87% are now serving in the army, 43% are serving in elite combat units and 35% are serving in officer roles.
- 15 of the 2008-2009 graduates of the IDF Preparation program, nation-wide have signed up to a year of pre-army national service, giving back to the community. This is a very prestigious program that is viewed extremely favorably by the army and very few Ethiopian-Israelis have participated in such a program in the past.

The 2007 evaluation by the Myers-JDC-Brookdale Institute highlights the success of this program, nation-wide:

- After participating in the program, 56% of participants report feeling very ready to serve in the army.
- 82% of participants reported that they "will definitely" or "most probably" join the IDF.
- 48% reported that they are interested in joining elite units.
- 52% are motivated to serve as officers.



## ENP Youth Outreach Centers

### Facts and Figures

Greatest number reached in one year: 3,000 (2008-9)

Total Funding Expended 2004-5 through 2008-9: \$5,654,069

Cost per Center: \$50,000- \$100,000

Numbers of Cities: 24 Afula, Arad, Ashdod, Ashkelon, Beer Sheva, Beit Shemesh, Gedera, Hadera (neighborhood responses), Haifa, Jerusalem (2), Kiryat Bialik, Kiryat Gat, Kiryat Motzkin, Kiryat Yam, Lod, Migdal Haemek, Netanya, Pardes Hanna, Ramla, Rehovot Denia, Rehovot Milchen, Tirat Hacarmel, Yokneam

Implementers: Almaya; Dror; Fidel; Gedera Community Center; Hadera Fund; Hiyot; WIZO

### Need that Prompted ENP's Response

The growing number of Ethiopian-Israeli children-at-risk is a calamity waiting to happen. The critical stage of adolescence is a period during which alarmingly large numbers of Ethiopian-Israeli children become "at-risk" – at risk of dropping out of school, partaking in criminal behavior, using drugs or alcohol, and being on the fringes of Israeli society.

- The percent of juvenile delinquency files among Ethiopian-Israeli youth has sextupled in nine years (from 1996 to 2005), with many for violent crimes.
- The rate of Ethiopian immigrants who have had their first criminal record at age 12 or 13, is twice as high as all Israeli youth. (Knesset Report, June, 2003).
- There is higher drug and alcohol use among Ethiopian-Israeli youth compared to the general Jewish population.

These teens have left the fold of their family and community, and are out of the frameworks of Israeli society -- school, army, and work place. Cultural differences and the inability of many educators to understand fully the needs of the Ethiopian-Israeli students are additional factors that contribute to the feeling of alienation from their fellow Israeli students, school and the Israeli education establishment. Disillusioned as they are with the Israeli society they were meant to be part of, in most cases these youth do not try to reach out for help. Their serious need must be addressed. Only swift action can reverse this disastrous trend. It is crucial to the fate and future of each of these individual youth, to the families, community, and to Israeli society as a whole, to intervene now.

An effort must be made to reach those who cannot ask for help and assist them to return to a positive, supporting framework. Widespread education regarding the hazards of drugs and alcohol, alongside providing positive alternatives, is essential.

## **Program Description**

ENP's Youth Outreach Centers provide a safe, physical haven for youth at risk. This important model provides critically-needed programs and staff while best utilizing resources and knowledge and meeting the most pressing needs of the local population. Youth workers carry out outreach activities in areas with high concentrations of Ethiopian-Israeli youth, reaching out to alienated youth and initiating contact at the places where they congregate while offering assistance and guidance. Programs operating out of the accessible, neighborhood Centers include a computer lab and courses, drug and alcohol abuse prevention workshops and a variety of clubs and activities, such as disk jockey or photography courses, dance classes or martial arts. A sports instructor provides structured and open sporting activities, providing an attraction for youth who might otherwise be tempted by crime and drugs. The Center also provides workshops in areas such as violence, strengthening self-image, personal identity, and a sense of belonging to the community and to the State of Israel. Parents are actively involved in the Center, and assistance is provided to them to help them understand and deal with the additional struggle of coping with adolescent youth.

## **Demonstrated Impact and Outcomes**

The Myers-JDC-Brookdale Institute completed a second major study of ENP's Youth Outreach Centers and reported its findings in its November 2008 report. Its summary encapsulates the positive results:

"The youth centers are an important part of the holistic support provided to youth by ENP program designed to advance Ethiopian-Israeli youth in all areas of life. The youth centers began operating in 2005 and by 2008 there were 24 (*sic*) centers operating throughout Israel.

The youth centers provide a response to all Ethiopian-Israeli youth residing in the cities in which they operate. Most of the youth attending the centers (91%) are Ethiopian-Israelis. The average age of the youth attending the centers is 15.31. The percentage of boys attending the center (60%) is higher than that of girls (40%).

The centers offer opportunities for enrichment, recreation and support for Ethiopian-Israeli youth. Most of the youth (73%) do not attend any other after-school framework and most (68%) have never participated in such a framework previously. The youth tend to visit the centers frequently, 3.6 days a week on average, and to spend a long time there: 3.4 hours on average each time. Most (69%) of the youth who visited the centers in 2008 have been attending for over a year, which indicates perseverance over time.

The youth centers provide participants with a normative framework where they can spend the after-school hours and pass their leisure time freely, thus preventing loitering which could lead to risk behaviors. In addition, the centers offer courses and extracurricular activities, workshops for personal development and leadership development, organized social activities and outings, and informal help with homework. Some of the centers offer structured activities with the youth's parents. In

addition, the centers seek to identify youth with complex problems requiring professional support, and to refer them to appropriate services.

The youth's appreciation of the centers' activities and impact on their life was high in the past, and has remained high over the years. Satisfaction with the way the centers operate is expressed in the young people's feeling that they have something to do at the centers, i.e., that the activities interest them and that they do things that are important to them. They reported that, thanks to the centers, they have a friendly, comfortable place to go after school.

A large majority of the youth reported that they feel that the counselors understand them. About half reported that the counselors relate to them personally and share with them decisions about activities at the center. In addition, many of the youth reported that they have been helped to view issues differently and to deal with their problems more appropriately, and that the youth center is a place where they can turn to a caring adult for support. This aspect of the youth centers' work has grown stronger over the years that the centers have been in operation. Many of the youths also noted that the centers have helped them to enhance their self-confidence, improve their problem-solving skills, think differently about life and widen their social circle."

(Myers-JDC-Brookdale, 2008)



## ENP Alcohol and Drug Abuse Prevention Workshops

### Facts and Figures

Greatest number reached in one year: 435 participants (2007-8)

Total Funding Expended 2004-5 through 2008-9: \$601,868

Average Cost per Group: \$17,350

Implementers: Efshar

### Need that Prompted ENP's Response

The growing number of Ethiopian-Israeli children-at-risk is a calamity waiting to happen. The critical stage of adolescence (ages 12 to 18) is a period during which alarmingly large numbers of Ethiopian-Israeli children become “at-risk” – at risk of dropping out of school, partaking in criminal behavior, using drugs or alcohol, and being on the fringes of Israeli society. An effort must be made to reach those who cannot ask for help and assist them to return to a positive, supporting framework. Widespread education regarding the hazards of drugs and alcohol, alongside providing positive alternatives, is essential.

### Program Description

Alcohol abuse is prevalent within the Ethiopian-Israeli community, and the challenges many youth face, including the gap between parent and child, difficulties in school and a feeling of isolation spur them on to use alcohol and drugs as a means for escape.

In partnership with a variety of ministries (Welfare, Education, and Immigration) and agencies, and together with the highly experienced Efshar organization, ENP has launched a nation-wide series of workshops to prevent alcohol and drug abuse.

The program is comprised of 26 workshops: 15 for youth, 7 for parents (which commence after the youths' ninth meeting) and 3 parent-youth workshops. Facilitators include two professionals, one an expert in substance abuse, and the second a facilitator from the Ethiopian-Israeli community. Facilitators receive professional accompaniment and participate in three intense training days.

## **Demonstrated Impact and Outcomes**

A 2009 Myers-JDC-Brookdale nationwide evaluation of the program has revealed the program's success in the following areas.

- **Changing Behavior Patterns - 69% of participants reported that they changed their behavior** to a great extent towards alcohol, in light of the knowledge they gained about alcohol and drugs through the program.
- **Greater Self-Esteem: 58%** said that the program had reinforced their ability to withstand peer pressure. This is the most critical area of the program's implementation, given that alcohol and drug abuse are symptomatic of low self-esteem and negativity.
- **Improved Parent-Teenager Relationship: 42%** noted that, to a great extent, the program improved their relationship with their parents.

No less important, ENP's staff are to be commended for their dedication and commitment to these young people: **93% of participants reported that they highly respect the program leaders** for truly caring about them, listening to them and helping them solve their day-to-day problems.

Feedback from questionnaires included statements such as the following:

"I learned that there's no need to get involved with drugs and alcohol."

"I learned how to stand up for myself...to say no...to not get involved with people who'll lead me to drugs and alcohol"



## ENP Leadership Development

### Facts and Figures

Greatest number reached in one year: 435 (2006-7)

Total Funding Expended 2004-5 through 2008-9: \$596,429

Average Cost per Group: \$8,000

Implementers: Representatives of Ethiopian Jewish Community Organizations, Shatil, and local authorities.

### Need that Prompted ENP's Response

The integration of Ethiopian *olim* into Israeli society is wrought with difficulties, not the least of which is effective leadership. There exists a dearth of Ethiopian representation in powerful places in Israeli society. The community elders and spiritual leaders (*kess*) who took on the community leadership role in Ethiopia are finding it difficult to fill their role in Israel. And the young adults who should move into this position today lack the tools to do so successfully.

Ethiopian-Israeli parents, too, lack the tools to play a leadership role even in their own families, not to mention their children's schools. The effects of an extraordinary change in culture and a lack of basic Hebrew proficiency (only 45% of Ethiopians can converse in Hebrew) continue to beset most Ethiopian parents long after their arrival in Israel. Because the concept of a school system is completely foreign to them, they are often unable to play a role in their children's studies. They experience communication difficulties with their children and are unable to provide them with assistance and guidance in their schoolwork. Lack of parental involvement in the school system often leads to poor academic performance, is sometimes interpreted by the staff as a lack of caring and concern, and is causing an already tremendous generational gap to further widen.

Lacking strong leadership – nation-wide, locally and even within families- the Ethiopian community is at risk of further deterioration.

### Program Description

A community is as strong as its leadership. The Ethiopian community in Israel has great potential to be strong – if provided the appropriate tools.

ENP's Leadership Development Programs develop and train Ethiopian activists and grassroots leaders, including local steering committee members and activists, organization representatives and national ENP leaders. The program thus prepares community members to become leaders and increase the involvement of the Ethiopians

in their own absorption, bringing about a change from within. ENP's Neighborhood Leadership Development Program forms a group of immigrant activists who take action not only in improving the neighborhood's living conditions and surroundings, but are empowered to advance their self-sufficiency in other areas. ENP's Municipal Leadership Training program picks the "cream of the crop" throughout Israel, on a regional basis, and provides these leaders the tools, skills and training to reach top leadership positions in their respective cities.

With training, guidance and support, the Ethiopian community in Israel will be able to take the lead in determining its own future.

As a base for the evolution of effective leadership, the Ethiopian community in Israel must develop effective organizations of its own and strengthen those that already exist, to become instruments for solving communal problems. As providers of social services, social organizations must use their relationships with the public sector to play a central role in representing the community and in promoting their priorities on the community agenda.

Through its grassroots leadership programs, ENP:

- Increases the knowledge, skills and awareness of community leaders in order to strengthen the leadership on both the local level and national leadership level.
- Empowers the community members to become grassroots leaders and increase the involvement of *olim* in their absorption through their activities, bringing about a change for the community from within.
- Strengthens the effectiveness of the existing Ethiopian-Israeli non-profit organizations by training its directors and managers.
- Networks with organizations and local leadership to work for the betterment of the Community.

This program targets Ethiopian activists and grassroots leaders, including local steering committee members and activists, organization representatives and national ENP leaders.

ENP's Grassroots Leadership Program develops and trains leadership for Ethiopian-Israeli organizations. The program is based on four integrated study models:

1. Leadership in the community and institution.
2. Work with and in coordination with the establishment.
3. Strategies in managing an organization and its surroundings.
4. Inter-cultural issues.

Skills acquired at weekend workshops and seminars include supervision skills, confronting dilemmas and managerial work issues, and guidance in initiating and implementing new projects.



### Facts and Figures

Greatest number reached in one year: 325 (2007-8)

Total Funding Expended 2004-5 through 2008-9: \$756,359

Average Cost per Student: \$1,000

### Need that Prompted ENP's Response

Without higher education, the Ethiopian-Israeli community will remain at a severe disadvantage.

While the number of Ethiopian-Israeli students entering universities, colleges and other higher education institutions is growing, far too many talented students are forced to drop out due to financial hardship. Eligibility for government financial assistance through the Student Authority scholarship is limited by age restrictions, the students' country of birth, and the number of allowable years of continuous study.

While all new immigrants must invest more time in their studies because of language and cultural gaps, due to their extenuating needs, very often Ethiopian-Israeli students—whether immigrants or those born in Israel—require access to scholarships for beyond five years. Additionally, household needs force Ethiopian-Israeli youth into the work place at an early age. Even for those eligible to receive tuition fees, living stipends are simply not adequate to fully meet the life circumstances most students face. Given the economic realities, without financial assistance, it is highly unlikely that those accepted will be able to complete their studies and earn a degree.

The Ethiopian National Project is committed to bridging these gaps. ENP is now providing scholarships beyond the traditional criteria, as well as supplementary assistance to students in particularly challenging fields such as sciences, engineering and technology. The result: greater numbers of Ethiopian-Israelis are successfully completing their degrees. During the 2005/06 school year, after an intensive process carried out by a selection committee, the Ethiopian National Project, with the assistance of the Jewish Agency, awarded 245 scholarships—**out of a total of 700 qualified applications.**

Ethiopian-Israelis given the opportunity to successfully complete higher education become the role models and leaders of their community. Today, through these scholarships, Ethiopian-Israeli students attend over 100 of Israel's institutes of higher learning, including Hebrew University, Bar Ilan, Ben-Gurion, the Technion, Tel Aviv and Haifa Universities, and the Weizmann Institute. While each selects the right path of study for him or her, ALL are required to perform volunteer service on behalf of the community. There is no question that these are

tomorrow's leaders. **But what about those forced to drop out because of economic hardship?**

### **Program Description**

The number of Ethiopian-Israeli students in universities, colleges and other higher education establishments is growing, yet many have financial hardship. This causes talented students to drop out and not complete their studies. While government assistance is available through the student authority, many students are ineligible due to eligibility limitations placed on age and the number of years of continuous study. Of the students that are eligible to receive tuition fees, many cannot afford living expenses, schoolbooks, and other necessities to enable them to continue studying.

ENP is now providing scholarships beyond the traditional criteria, as well as supplementary assistance to students in particularly challenging fields such as sciences, engineering and technology. The result: greater numbers of Ethiopian-Israelis are successfully completing their degrees.

Each scholarship recipient is required to carry out community service according to their desires and ability. A part-time coordinator helps facilitate this element of the scholarships. National gatherings of scholarship recipients encourage community activism and motivate to help pursue successful careers.



## ENP Domestic Violence Prevention

### Facts and Figures

Greatest number reached in one year: 10 cities

Total Funding Expended 2004-5 through 2008-9: \$846,403

Implementers: Behalachin

### Need that Prompted ENP's Response

Five out of 12 spousal murders in Israel in 2006 were of Ethiopian-Israeli woman, in a community that comprises only 1.2% of the population.

### Program Description

To deal with the challenge, ENP created the ENP Domestic Violence Prevention Program. ENP's Domestic Violence Prevention comprehensively addresses the disturbing issue of domestic violence by providing social workers, training and utilizing traditional mediators, and creating men's groups whose graduates serve as initiators of change among their peers; city wide round tables and prevention activities are also included in this critical initiative.

Goals of the program include:

- Exposing the Ethiopian-Israeli population to knowledge and information about the phenomenon of domestic violence in a cultural context.
- Equipping the Ethiopian-Israeli population with the tools for working with children, parents and children, as well as the entire family unit.
- Integrating therapy-welfare means with cultural approaches, in cooperation with Ethiopian community leaders such as *Kessim*, Ethiopian spiritual leaders, and *shmagaleh*, Ethiopian elders.
- Building a works system based on partnership between city-wide factors, governmental offices, and the community itself by creating a "round tables."

ENP's Domestic Violence Prevention program created a partnership between the leading bodies committed to grappling with the issue of domestic violence and strengthened the national effort being made to stop the phenomenon. Through this partnership, national, professional and community leaders are strengthened to create awareness of the problem within Israeli society and to work towards finding a solution to the problem and strengthening the Ethiopian-Israeli community.

## **Demonstrated Impact and Outcomes**

In November 2008, the Ministry of Immigrant Absorption released a report celebrating a significant decrease in the domestic violence amongst immigrants, especially Ethiopian immigrants. The 2008 figures on domestic violence are the lowest they have been in over five years. According to Sarah Cohen, Director of Welfare Services in the Ministry of Immigrant Absorption, "the 2008 statistics point to... the new approach in treating cases of Ethiopian immigrants."

The data in the November 2008 report released by the Ministry of Immigrant Absorption reveals the overwhelmingly positive effect of ENP's Domestic Violence Prevention program.

**Domestic Murder:** In 2008, as of November, for the first time in five years, not one of the women murdered by their husband was an Ethiopian-Israeli. Tragically, one murder did occur in December of that year. The worst years were 2005 and 2006 when 23 women in Israel were murdered. One third of those women (8) were Ethiopian-Israeli. In 2007, the situation slightly improved, but still three of the total 13 women murdered were Ethiopian-Israeli.

**Increased Awareness:** In addition to the significant decrease in violence, there has also been a 25% increase in the number of immigrants who are turning for help and guidance to Centers for Domestic Violence Prevention. In 2008, 420 Ethiopian-Israeli women sought help at prevention centers, as compared to 299 women in 2006. This increase is attributed to the increased number of Amharic-speaking social workers who are placed at these centers.

**Police Files:** A decrease in the number of criminal charges filed reflects the decrease in domestic violence. In 2008, 16,515 police files on domestic violence were opened. 293 (2.2%) of these files belonged to Ethiopian-Israeli couples. In 2007, 356 (2.4%) of a total of 18,939 police files belonged to Ethiopian-Israeli couples. In 2006, 406 (2.6%) of a total of 19,793 police files belonged to Ethiopian-Israeli couples.

**Women in Shelters:** In 2007, there were a total of 681 women living in shelters for battered women. 160 of these women were immigrants and 71 (10.42%) of the immigrants were Ethiopian-Israeli women. These figures point to a 25% decrease from the 2006 statistics. In 2006, 213 of the 744 women in shelters were immigrants and 88 (11.82%) of the women were Ethiopian-Israeli.

Though domestic violence continues to be a problem that plagues Israel, ENP's efforts have transformed the outlook for the community and today's reality:

- As a result of ENP's Domestic Violence Prevention program, professional workers have been familiarized with the character of the Ethiopian family and equipped with the tools to cope with forms of violence.
- The roles of traditional *shmagaleh* leaders have been restored in dealing with domestic disputes.
- The number of activities designed to empower Ethiopian-Israeli men has been expanded.

- Public education among the Ethiopian-Israeli community has been determined an essential priority.
- The Government of Israel has taken over responsibility for the Amharic-speaking social workers originally employed by ENP. They have adopted ENP's successful model for inclusion of the Ethiopian-Israeli community in dealing with the challenge of domestic violence within the Ethiopian community.
- ENP's Domestic Violence Prevention program succeeded in creating partnerships between the leading bodies committed to grappling with the issue of domestic violence, when before there was no such collaborative action, and strengthened the national effort being made to stop the phenomenon.

## Stories and Snapshots: A Glimpse inside ENP

SEEING BEAUTY THROUGH A LENS CAN HELP YOU SEE THE BEAUTY WITHIN...



SCHOLASTIC SUCCESS IS ATTAINED NOT ONLY IN THE CLASSROOM...



IT IS OFT JUST ONE EXPERIENCE THAT CAN CHANGE THE COURSE OF A FUTURE...



DISCOVERING THE JOY OF HELPING OTHERS ...



BRINGING WORLDS APART TOGETHER AGAIN...



## **Stories of one...**

### **... one Scholastic Assistance participant...**

At the beginning of the school year, Bat-El, a 10th Grade participant on the ENP Scholastic Assistance Program, was very unmotivated. She regularly skipped class during the school day, didn't attend the Scholastic Assistance Program study sessions and started to gain a reputation as being a disruptive and bad student. Inevitably, her grades deteriorated and the administration wanted to transfer her out to another school. The counselor from the ENP Scholastic Assistance Program was anxious to prevent this and sat with Bat-El to try and identify what had caused her behavior to change so significantly and help her re-gain her motivation. She discovered that Bat-El was facing many difficulties in her personal life – her father had lost his job, her brother was sick and on top of that, she was struggling socially in school. However, when Bat-El realized the gravity of the situation and the desire of the ENP counselor to help her overcome these challenges, she became much more cooperative. The ENP counselor also reached out to Bat-El's father, who cares very much about her education, to become more involved in the process and to support Bat-El. Bat-El now has weekly, one-on-one meetings with the counselors to track her progress and her entire attitude towards her studies has changed drastically. Her attendance and behavior have improved enormously, she is working hard to catch up in her studies and staff are very optimistic about her chances of passing her summer exams.

### **... one Cultural and Educational Mediator...**

During the first three meetings, Noam did not talk with Mulu. Every time she would mention family, he would cry. After a period, Noam began to share his feelings with the mediator. Finally, after many meetings, Noam revealed to Mulu that he has a brother in jail. He began to open up, and a change could be felt.

Mulu tried to raise Noam's motivation to succeed in school. Mulu would often talk of how important school is. Slowly, but surely, her work began to pay off. She learned that Noam was performing better, and behaving better. Still not perfect, small achievements on a daily basis were like great leaps in Mulu's eyes.

So when Mulu was invited to a special committee meeting that would determine Noam's fate in school, and whether he would proceed to eighth grade or need to remain a grade or change schools, Mulu was prepared. She asked the organizer if she had spoken recently to any of his teachers, or whether the conference was based on his earlier behavior and performance. Discovering the latter was true, Mulu insisted that the meeting organizer and the school guidance counselor speak with each of Noam's teachers before the meeting.

Indeed, at the meeting, in the presence of Noam's mother, the family's social worker, a community worker, guidance counselor and others, the organizer apologized. "It appears I was mistaken in having convened this meeting," she explained. "By all reports, Noam is functioning in class. I have been told how much he has improved. We are amazed at what

we heard.”

Mulu is hopeful Noam will complete school and even go to college. In addition, ENP’s SPACE Scholastic Assistance program is providing Noam with supplementary small group after-school scholastic assistance. Mulu and the SPACE Scholastic Assistance youth counselor speak regularly.

Mulu’s work with Noam is not isolated. In all, Mulu works with 29 students on an intensive one on one basis. The school-wide work she carries out in two schools encompasses some 550 Ethiopian-Israeli children. She arranges parents groups, and in particular invites parents whose children are having difficulties in school. She meets two parents groups once a week for 12 meetings each.

Indeed, Mulu is making an immense contribution in her professional capacity. But her job gives back as much to her as she gives to it: “My love and passion is working with Ethiopian-Israeli youth, helping them understand that they, too, can achieve all they hope for. I feel with teenagers I can make the greatest contribution, and serve as a personal example. I came at 14. I made it. They can, too.”

### **...one Youth Outreach Center...**

In April 2007, after a series of lengthy court hearings, a verdict for Shlomo (name has been changed), a youngster from the Milchen Youth Outreach Center in Rehovot, was decided upon. Shlomo had attended all of the hearings on his own, and despite the fact that the hearing was not during the regular working hours of the Center staff, the staff from the Center decided to accompany Shlomo to the final hearing to demonstrate their support for him in one of his hardest moments.

Two criminal files were opened for Shlomo in 2003, after which the court assigned him a probation officer. Shlomo was not in a formal school setting, as he had been expelled from his school. The school claimed that Shlomo's behavior was not suitable or acceptable for a school setting. The staff at the Youth Outreach Center was in contact with Shlomo's probation officer who informed them that or was not showing up to their meetings and was not demonstrating any interest in changing his behavior. The probation officer expressed serious concern for Shlomo and his situation, specifically the future consequences of Shlomo not showing up for his meetings with the probation officer and keeping to the terms and conditions the judge had set for him.

In light of all the information that the staff at the Center had about Shlomo and what the probation officer had told them, they decided, together, as a team that they would commit to helping Shlomo. The first step was attending Shlomo's final hearing in court. The Center's job is to provide an answer and response for the youth who come through its doors. Shlomo was just one of the youth that needed help and the staff at the center rose to the challenge of helping him.

For youth, ENP's Youth Outreach Centers are an alternative to hanging out in the street. Shlomo began coming to the Milchen Center on a regular basis, participating in the programs, and volunteering to help clean up the Center at the end of the day.

Shlomo began using the computers in the Center for creating and editing music, writing lyrics and composing songs. An expert on the music computer program, Shlomo began teaching other youth how to use the program. The computer teacher at the Center began referring to Shlomo as his "right-hand man." Shlomo was a tremendous help to both the teacher and all of the other youth in the computer room.

In an attempt to lighten Shlomo's verdict and punishment, Shlomo's probation officer advised the staff at the Center to write a letter to the judge describing the work he was doing at the Center and his incredible behavior there. Shlomo, his mother, his lawyer and the staff from the Milchen Center were all present at Shlomo's most recent hearing. Shlomo's positive involvement in the Center was a critical factor in the judge's decision. The judge clearly realized that when Shlomo is in a warm, loving environment, he acts differently, as evidenced by the letter and testimony from the staff at the Center. The judge ruled that one of Or's criminal files would be closed and instead, he would do community service hours at the Milchen Youth Outreach Center.

Shlomo's story is only one of the success stories of ENP's Youth Outreach Centers. ENP is doing critical work to help the Ethiopian-Israeli community, child-by-child, to ensure a bright future for Ethiopian-Israeli youth and the State of Israel.

#### **...one parent...**

A mother of six, Malka began to struggle to cope with her children after her husband passed away. In keeping with tradition, her husband had been the dominant head of household and took charge when it came to discipline. Now, his absence was having a noticeable effect on the children's behavior in school and at home. Almost daily, Malka would receive phone calls from her children's schools complaining of their behavior, and she simply did not know what to do. Malka found her way to ENP and signed up for a series of parent workshops, where she learned practical tools for how to manage her new role of mother and father to her children and had the support of the group throughout this process.

"The workshops gave me the confidence to be more proactive in facing my children's difficulties and to be more involved with the schools. For example, when my 14 year-old son was skipping school, I refused to let him watch TV, go on the internet or play outside. He soon learned that staying at home was no picnic! I've also become better at setting boundaries and giving clear messages to my children about what's allowed and what isn't. The workshops taught me how important this is - the workshops have helped me enormously."

#### **... one leader...**

"I haven't felt this way since I worked as a farmer in Ethiopia," said Uri, one of the volunteers in the neighborhood Clean Up Day planned by graduates of the Neighborhood Leadership Training course. "My hands are dirty. I feel good, like I have achieved something," he said with a smile. The graduates from Netanya held a Neighborhood Cleanup Day, a tremendously successful effort by the municipality and the neighborhood initiators. Participants spoke of their deep sense of satisfaction at successfully planning and executing an activity that so clearly benefited their neighborhood.

**....one university student....**

Amiel decided to return to college to pursue a law degree. “I want to use my new legal training to help serve my community,” he explains. But the 40-year-old father of three who immigrated two decades ago was not eligible for a student authority scholarship, nor could he afford to go back to school and support his family at the same time without one. “Without a scholarship, I would not be able to get a law degree,” he explains, preventing him, too, from making the contribution that he so wants to make to benefit his community. ENP has enabled him to pursue his dream, and help his community in return.

**Each story, a gift. ENP extends its thanks to our supporters for making these stories possible.**

## Costs & Benefits: With & Without ENP

One can illustrate the necessity and urgency of the Ethiopian National Project's programs by a simple cost-benefit analysis.

**An annual investment of as little as \$1,000 today in an Ethiopian-Israeli teenager is likely to prevent the future need for an annual expenditure of at least \$10,000.**

### The Cost of Inaction

**COST: One year of basic welfare... \$10,000**

Prior to the launch of ENP, trends indicated that there was a clear and severe risk to the teenage Ethiopian-Israeli population: a manifold increase in the opening of juvenile criminal files, high drop-out rate, low matriculation acquisition and other factors pointed to a risk that these youngsters, as adults, would find it difficult to integrate into the workforce and become full, contributing members of Israeli society. In fact, these trends pointed to a perpetuation of impoverishment and a high likelihood that even the next generation, today's teenagers, would have a high incidence of dependence on welfare.

The cost of welfare for one adult, for one year is \$10,000. In addition to this sum, one must also take into consideration that there are numerous additional costs and ramifications of this welfare status on the nuclear and extended family. Thus, it is likely that the annual cost is far greater.

Such additional costs may include:

- **\$9,000:** Out-of-home placement for children (boarding school, annual cost)
- **\$15,000:** Rehabilitation treatment for addiction (community treatment in overnight boarding facility, annual cost)
- **\$25,000:** Incarceration (annual cost)
- As well as additional costs of treatment programs related to individuals, children and families at risk.

The costs are not only financial, but emotional, social and societal, with a price not only to the State, but to the individual, family and community.

In addition, the cost to global Jewry is not to be underestimated: the pride of helping this Jewish community return to their homeland will be scarred by the reality of their shattered dreams and stark situation. If continued support is still provided by global Jewry, it will need to be at an even greater intensity, at greater cost, for greater numbers and increased length of time.

## **The Benefit of Action**

**COST: ENP response for one year... \$1,000**

With minimal investment today, the negative trends to which the Ethiopian-Israeli community are witness can be slowed, stopped or prevented.

Even one year of participation in ENP's programs has been demonstrated to have a significant impact on the participating individual. Whether via intensive scholastic assistance through ENP's Scholastic Assistance Program, preventative activities in ENP's Youth Outreach Centers, or the variety of ENP's supplementary activities, participation in ENP's programs are transformative.

Further, as ENP's programs effectively address the root of the challenges facing the community through its holistic, community-inclusive methodology, there is far greater value of each dollar spent.

### **Scholastic Assistance: Annual Cost per Child, \$1,000**

By enabling a full six year response for each child, from the 7<sup>th</sup> through the 12<sup>th</sup> grades, it is highly likely that there will be full realization of the potential of the participating child. Increased confidence, higher grades and school performance, and a positive vision of their future are outcomes that will greatly increase the chances that these children will be fully productive members of Israeli society as adults. These children then will become breadwinners who provide for their families, residents that contribute to their neighborhoods, and citizens who contribute to their State.

### **Youth Outreach Center: Annual Cost per Child, \$1,000**

Exposure to positive role models, participation in myriad activities that assist a child in discovering their talent and potential, and a safe haven that draws these children off the streets and into a positive environment has proven to be extremely effective.

In addition, ENP's supplementary programs, including School and Cultural Mediators, IDF Preparation, Alcohol and Drug Abuse Prevention and more, complement the responses above at a minimal cost per child.

## Looking Ahead: The Future of ENP

In a study funded and conducted on behalf of the United Jewish Communities entitled “Do We Really Mean It?,” the work reached the following conclusion with regards to Ethiopian-Israeli youngsters:

“Our goal must be for a majority of Ethiopian Israeli youth to succeed in achieving a full, if not university-level, matriculation, completion of military service, higher and vocational education leading to a career with reasonable income. With this achievement, the majority should succeed in attaining the economic and emotional security to serve as the basis for successful families. Ethiopian Israelis will then have a positive impact on the economy, social fabric and image of Israel.”<sup>8</sup>

Global Jewry and the State of Israel, as partners in this unique effort called the Ethiopian National Project, must decide: is this goal a priority, and therefore worthy of investment?

In this document, ENP has demonstrated that the idea behind the creation of the Ethiopian National Project- a major effort with a focus on teenagers in cooperation with the community- is an effective means for achieving this goal.

What lacks today is the funding to enable the mechanism created to carry it out, to do so, and to do so effectively.

There are two choices before us:

**Inaction:** Resulting in postponement of an effective response to Ethiopian-Israeli youth, likely resulting in increased negative phenomena and high future costs for treatment.

**Action:** Determine that the Ethiopian National Project’s work is a communal priority worthy of investment and take steps to ensure that investment.

Time, effort, and funds have been invested since the year 2000 to create a unique response to a critical need. ENP’s programs have been demonstrated as effective, the feedback from the beneficiaries enthusiastic and hopeful, and the transformation in neighborhoods and cities tangible. This is also demonstrated by the reversal of negative trends that for years prior to the establishment of ENP had been increasing at dramatic rates.

In 2007-8, ENP was reaching half of its target population. In 2009-2010, due to lack of funds, the number of participants in ENP’s Scholastic Assistance Program was to have decreased to 2,700, and fifteen Youth Outreach Centers were slated for closure. A last minute intervention kept the Centers open and raised the number of participants to 4,000. Still, thousands are disillusioned after having their hopes for success taken away. How many Ethiopian-Israeli teenagers will be assisted in 2010-11 is still unknown.

Was this the shared vision of those who created the Ethiopian National Project? Or can action be taken **today** to ensure that the Ethiopian National Project can carry on its work and transform the future of the Ethiopian community in Israel?

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<sup>8</sup> Reitzes, Allan G. “Do We Really Mean It? Field Observations from the Ethiopian-Israeli Community” . 54, April 2008

## Summary

ENP aims to turn around the fortunes of the Ethiopian community in Israel. ENP recognizes that if we do not take swift action now, there can be disastrous consequences.

In the Ethiopian-Israeli population of 120,000, 17,000 are teenagers aged 13- 18. ENP in 2007-8 was providing responses to 7,500, nearly half. In 2009-2010, that number decreased to 4,000, only one in four youth.

The support provided the Ethiopian-Israeli community by ENP since 2004 has imbued it with the knowledge that global Jewry has lent a helping hand to help support the community's efforts to prosper. Just as significant, is the fact that the Ethiopian-Israeli community itself is playing an active role in carrying out this effort - an effort made in partnership with the global Jewish community and the Government of Israel.

As ENP looks towards the future, it sees within its grasp a reality where the vast majority of Ethiopian-Israeli children can obtain quality matriculation certificates, which will enable them to pursue university education. Successful army service, positive relationships between teenager and parent, active involvement of parents in their child's education, fuller integration of Ethiopian-Israeli youngsters in city life: all these are likely outcomes, if ENP is provided the opportunity to fully carry out its programs.

Tomorrow's breadwinners- today's teenagers- will then be able to meet the needs of their families and their children, ensuring that their families' educational, social and economic needs are addressed. Such a future will guarantee full integration of the Ethiopian-Israeli community, and ensure their dream of returning to the Promised Land is truly fulfilled.

Yet this future requires an investment. It requires the active commitment of the partners that created ENP to ensure its continued ability to make a major impact.

ENP demands that the commitment to it be upheld; the future of the Ethiopian-Israeli community depends upon this support. This community deserves to be considered a high priority for which funding is an obligation. For this commitment and support today will enable the Ethiopian community in Israel, ultimately, to become fully independent and able to support itself.

## Appendices

### Appendix 1: Timeline of Ethiopian Jewish History<sup>9</sup>

4th Century CE — The Beta Israel enjoy a period of independence before the power struggles of the middle ages. Christianity is introduced into the Axum dynasty in Ethiopia.

7th Century — With the spread of Islam, Ethiopia is isolated from most of the Christian world.

9th Century — The earliest apparent reference to the Beta Israel appears in the diary of Eldad Hadani, a merchant and traveler claiming to have been a citizen of an autonomous Jewish state in eastern Africa inhabited by the tribes of Dan, Naftali, Gad, and Asher.

13th Century — The Solomonic dynasty (which claims descent from Solomon and Sheba) assumes control. During the next 300 years (1320-1620), intermittent wars are fought between the Christian kings of Ethiopia and those of the Beta Israel, which finally result in the Beta Israel's loss of independence.

16th Century — Rabbi David B. Zimra, known as the Radbaz, issues a legal response in Cairo declaring that "those who come from the land Cush (Ethiopia) are without a doubt the Tribe of Dan..." He confirms that Ethiopian Jews are fully Jewish.

1622 — Christians conquer the Ethiopian Jewish Kingdom following 300 years of warfare. The vanquished Jews are sold as slaves, forced to baptize, and denied the right to own land.

1769 — Scottish explorer James Bruce awakens the western world to the existence of the Ethiopian Jews in his travels to discover the source of the Nile. He estimates the Jewish population at 100,000.

1855 — Daniel Ben Hamdya, an Ethiopian Jew, independently travels to Jerusalem to meet with rabbis.

1864 — Rabbi Azriel Hildesheimer, the Rabbi of Eisenstadt, Germany, publishes a manifesto in the Jewish press calling for the spiritual rescue of Ethiopian Jewry.

1867 — Professor Joseph Halevy is the first European Jew to visit the Beta Israel, subsequently becoming an advocate for the community.

1904 — Jacques Faitlovitch, a student of Professor Joseph Halevy, makes his first trip to Ethiopia to visit the Beta Israel. He commits his life on their behalf and actively tries to reconnect the community with the rest of world Jewry. He establishes the first "pro-Falasha" committees in the United States, Britain, and Palestine (under the control of the Ottoman Empire) and takes the first Ethiopian Jewish students to Europe and to Israel to increase their Jewish education.

1908 — Rabbis of 44 countries proclaim Ethiopian Jews to be authentic Jews.

1935-1941 — The Italian fascist army conquers Ethiopia and meets fierce resistance from the Ethiopian partisans, including the Jews.

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<sup>9</sup> Source (through 1991): The Israel Association for Ethiopian Jews (IAEJ). Written by the staff of PRIMER—Promoting Research in the Middle East Region. Sources Cited: "From Addis to Jerusalem," Jewish Agency for Israel, Jerusalem, Israel, 1991. "Reunify Ethiopian Jewry: Top Priority," World Union of Jewish Students, Jerusalem, Israel, 1989.

1947 — Ethiopia abstains in the United Nations' vote for the partition of the British Mandate of Palestine.

1955 — Israel's Jewish Agency builds numerous schools and a teacher's seminary for the Jews of Ethiopia. Two groups of Ethiopian Jewish students are sent to the Israeli youth village of Kfar Batya to learn Hebrew and other Jewish subjects.

1956 — Israel and Ethiopia establish consular relations.

1958 — Israel sends two public health teams to Ambober in the Gondar Province where most Jews are located.

1961 — Ethiopia and Israel begin full diplomatic relations.

1969 — The American Association for Ethiopian Jews is founded by Dr. Graenum Berger.

1970's — ORT (Organization for the Rehabilitation and Training) sets up schools, clinics, and vocational training centers in Ethiopia.

1973 — Rabbi Ovadia Yosef, Israel's Chief Sephardic Rabbi, rules, following the Radbaz, that the Beta Israel are from the tribe of Dan and confirms the Jewish identity of the community.

1974 — Emperor Haile Selassie, ruler of Ethiopia since 1930, is overthrown in a coup. A Marxist regime is established and headed by Colonel Mengistu Haile Mariam. This begins a wave of violent acts throughout the country, some severely affecting the Jews.

1975 — Agrarian Reform, meant to benefit tenant farmers, including Jews, creates a violent backlash by traditional landowners and much suffering for all of Ethiopia's citizens. Israel, in an attempt to improve relations with Ethiopia and secure freedom for the Beta Israel, renews military assistance to Ethiopia after Somalia besieges it on the southeastern border. Ashkenazi Chief Rabbi Shlomo Goren agrees with the 1973 opinion of Rabbi Yosef. Interior Minister Shlomo Hillel signs an ordinance to accept all Ethiopian Jews officially under the Israeli Law of Return. Ethiopian Jews are granted full citizenship and receive the full rights given to new immigrants.

1976 — Approximately 250 Ethiopian Jews are living in Israel.

1977 — Prime Minister Menachem Begin comes to power in Israel. He requests that Colonel Mariam allow Israel to transport approximately 200 Jews to Israel in an empty Israel military jet returning to Israel from Ethiopia.

1977-1984 — Approximately 8,000 Ethiopian Jews are brought to Israel by covert action.

1980 — Canadian Association for Ethiopian Jews is founded in Toronto, Canada.

1982 — North American Conference on Ethiopian Jewry is founded by Barbara Ribakov Gordon, in New York.

1984 — The massive airlift known as Operation Moses begins on November 18<sup>th</sup> and ends on January 5<sup>th</sup>, 1985. During those six weeks, some 6,500 Ethiopian Jews are flown from Sudan to Israel. Attempts are made to keep the rescue effort secret, but public disclosure forces an abrupt end. In the end, an estimated 2,000 Jews die en route to Sudan or in Sudanese refugee camps.

1985 — Secret CIA-sponsored airlift brings 494 Jews from Sudan to Israel.

1984-1988 — With the abrupt halting of Operation Joshua in 1985, the Ethiopian Jewish community is split in half, with some 15,000 souls in Israel, and more than 15,000 still stranded in Ethiopia. For the next five years, only very small numbers of Jews reach Israel.

1986 — The United States Congressional Caucus for Ethiopian Jewry is established with over 140 representatives currently listed.

1987 — The Ethiopian leaders in Israel organize an assembly at Binyanei Ha'uma in

Jerusalem, where the Israeli public comes together in solidarity for reunification of Ethiopian Jewry. Prime Minister Shamir, Absorption Minister Yacov Tsur, Knesset Speaker Shlomo Hillel, International Human Rights Lawyer Erwin Cotler, and Natan Sharansky participate in the conference.

1988 — The World Union of Jewish Students holds a conference on Ethiopian Jewry in Ashkelon with a closing ceremony at President Herzog's home. Israel's Ambassador to the United Nations, Pinchas Eliav, makes a formal statement at the United Nations Human Rights Commission for the reunification of Ethiopian Jews in Israel.

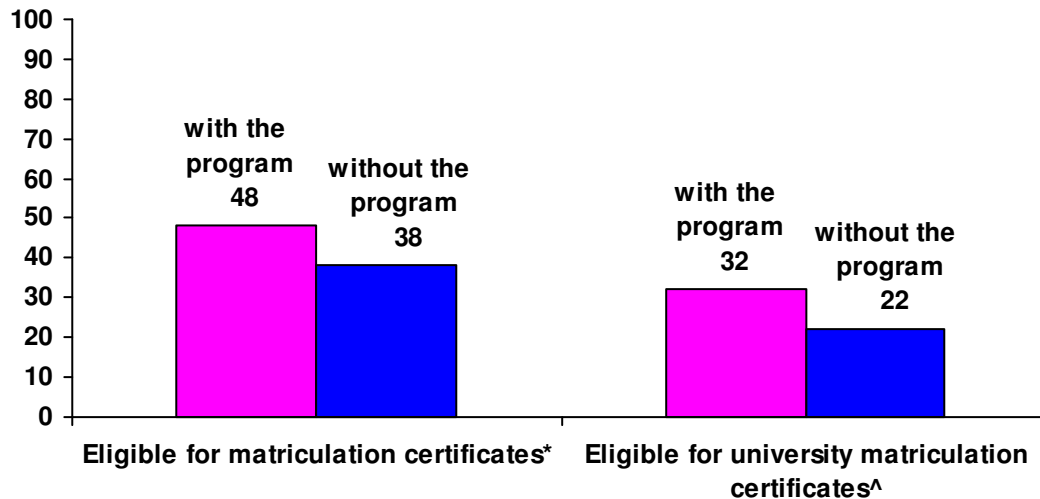
1989 — Ethiopia and Israel renew diplomatic relations. This creates high hopes among Jewry for the reunification of Ethiopian Jews in Israel.

1990 — Ethiopia's ruler, Colonel Mengistu Haile Mariam, makes a public statement expressing desire to allow Ethiopian Jews to be reunited with family members in Israel.

1991 — With Eritrean rebels advancing on the capital each day, Colonel Mengistu flees Ethiopia. Israel asks the United States to urge rebels to allow a rescue operation for Ethiopian Jews. Spanning the 24<sup>th</sup>-25<sup>th</sup> of May, Operation Solomon airlifts 14,324 Jews to Israel aboard thirty-four El Al jets in just over thirty-six hours.

## Appendix 2: Myers-JDC-Brookdale Scholastic Assistance Outcomes 2007

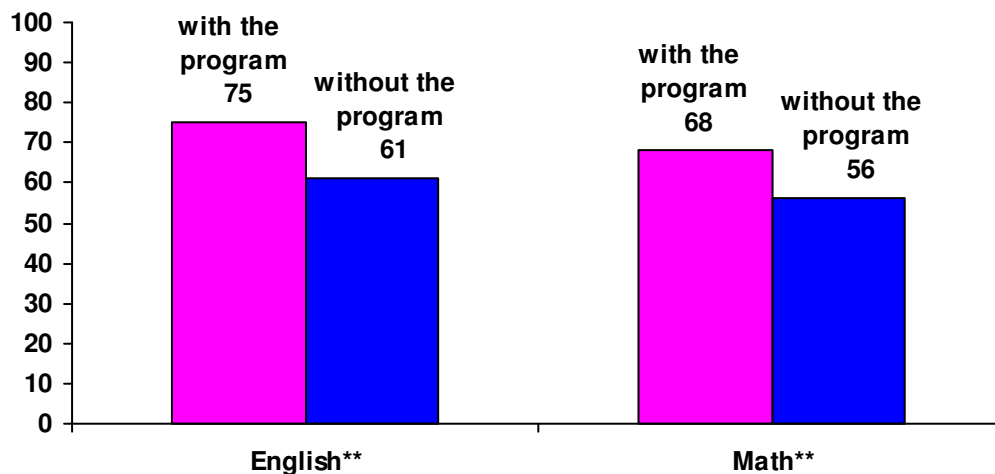
### The Average Percent of Ethiopian-Israelis Eligible for Basic Matriculation Certificates and for Matriculation Certificates that Meet University Entrance Requirements: at Schools With and Without the Scholastic Assistance Program



\*  $p < 0.05$  \*\*  $p < 0.01$

^ certificates with at least 21 units and 4 units of English

### The Average Percent of Ethiopian-Israeli Students who Passed the Math and English Matriculation Exams^: at Schools With and Without the Scholastic Assistance Program



^ Passing scores at level required for matriculation certificate (three test units).

\*\* $p < 0.01$

The success demonstrated by the Brookdale statistics is likely to increase in future years with greater numbers of schools and lengthier participation in the program.

### Appendix 3: Statistics on Domestic Violence among Immigrants in Israel

From the November 19, 2008 report released by the Ministry of Immigrant Absorption

#### Domestic Murder

Statistics from Israel's Police Force

Year	Number of Women	Total of Immigrants	USSR Immigrants	Ethiopian Immigrants
<b>2008</b> (through 19.11.08)	10	1 (10.0%)	1 (10.0%)	0
<b>2007</b>	13	4 (30.76%)	1 (7.69%)	3 (23.07%)
<b>2006</b>	12	7 (58.33%)	3 (25.0%)	4 (33.3%)
<b>2005</b>	11	7 (63.63%)	3 (27.2%)	4 (36.36%)

\*On December 23, 2008 an Ethiopian-Israeli woman was murdered by her husband.

#### Police Files

Statistics from Israel's Police Force

Year	Total Files	Total Files of Complaints from Women	Total Immigrants	USSR Immigrants	Ethiopian Immigrants
<b>2008</b> (through 29.10.08)	16,515	12,777	3,114 (24.3%)	2,460 (19.2%)	293 (2.2%)
<b>2007</b>	18,939	14,732	3,596 (24.3%)	2,813 (19%)	356 (2.4%)
<b>2006</b>	19,793	15,404	3,685 (23.9%)	2,900 (18.8%)	406 (2.6%)
<b>2005</b>	20,185	15,944	3,740 (23.4%)	3,004 (18.8%)	368 (2.3%)

#### Women in Shelters

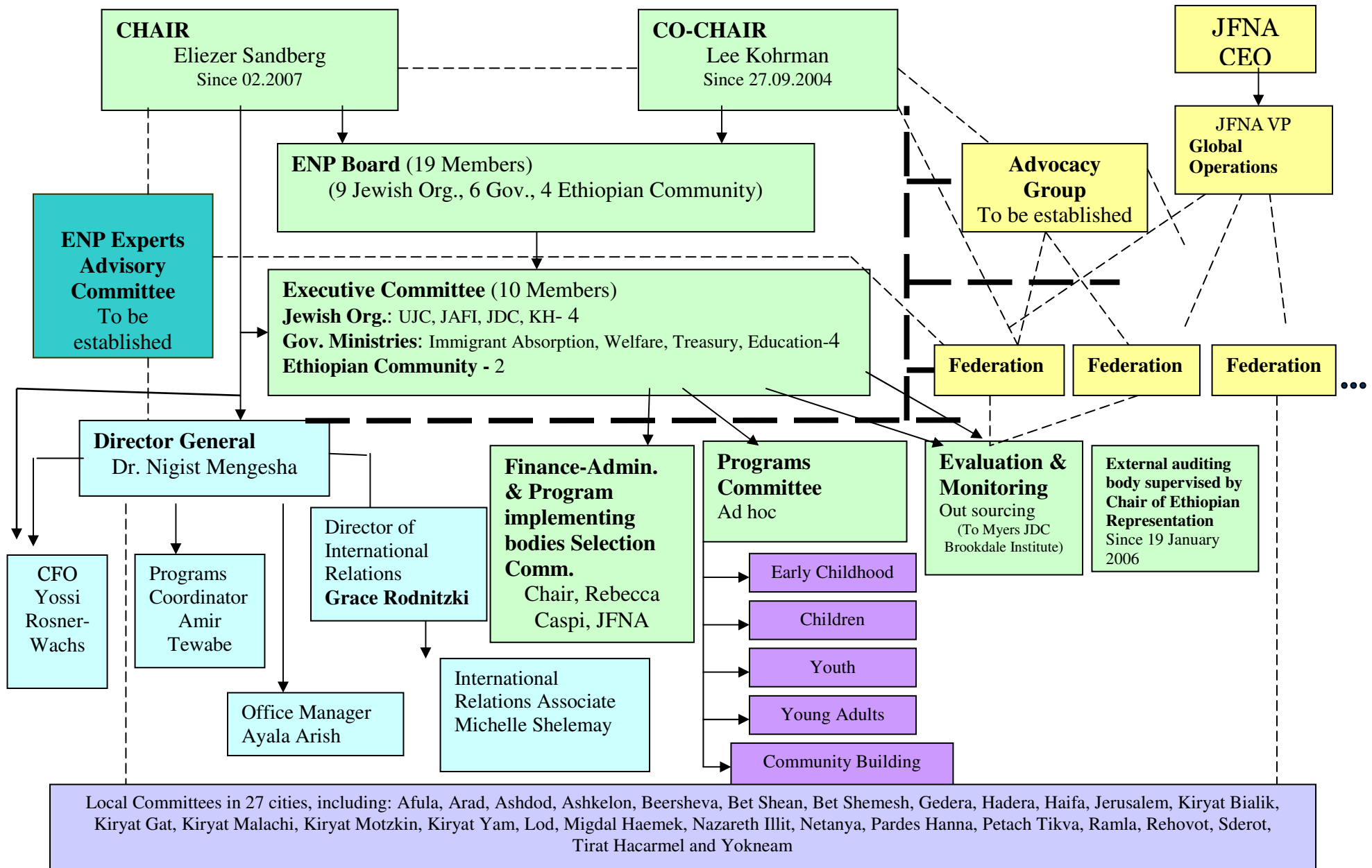
Data from Ministry of Welfare and Social Services

Year	Number of Cases at the Shelter	Number of Women Living in Shelters	Total Immigrants	USSR Immigrants	Ethiopian Immigrants
<b>2007</b>	1128	681	160 (23.49%)	89 (13.06%)	71 (10.42%)
<b>2006</b>	1369	744	213 (28.62%)	125 (16.8%)	88 (11.82%)
<b>2005</b>	2,388	688	181 (26.30%)	107 (15.5%)	74 (10.7%)

**Centers for Domestic Violence Prevention**  
Data from Ministry of Welfare and Social Services

<b>Year</b>	<b>Number of Cases</b>	<b>Number of Families Treated</b>	<b>Total Immigrants</b>	<b>USSR Immigrants</b>	<b>Ethiopian Immigrants</b>
<b>2007</b>	12,000	8,600	1,619 (20% of total cases treated)	955 (59% of total immigrants, 13% of total cases treated)	420 (26% of total immigrants, 6% of total cases treated)
<b>2006</b>	13,000	7,934	1,494 (19% of total cases treated)	1,106 (68% of total immigrants, 14% of total cases treated)	299 (20% of total immigrants, 4% of total cases treated)
<b>2005</b>	12,500	7,106	1,194 (17% of total cases treated)		

## Appendix 4: ENP Organizational Chart



## Appendix 5: ENP Participants 2004-2009

	2004-5	2005-6	2006-7	2007-8	2008-9	Outcomes
<b>No. of Cities</b>	6	14	27	27	25	
<b>Scholastic Assistance</b>	1,300	3,656	6,000	6,725	4,918	The program is implemented in approx. 120 schools. 52-69% of program students are eligible for matriculation certificates; of those, about 32% are eligible for quality matriculation certificates.
<b>ENP-Atidim</b>	-----	500	545	793	301	The program is implemented in 68 schools, full eligibility for quality matriculation certificates.
<b>Youth Outreach Centers</b>	-----	934	2,220	2,700	3,000	Preventing loitering and at-risk behavior of youth.
<b>Parents Workshops</b>	300	298	400	485	210	Equipping parents with parenting skills and tools.
<b>IDF Preparation</b>	199	600	2,000	2,329	285	Preparation for induction into IDF.
<b>Leadership Development</b>	-----	181	435	364	120	Community involvement and taking responsibility.
<b>Municipal Leadership Training</b>	-----	44	76	76	0	Encouraging and fostering communal leadership.
<b>Drug and Alcohol Abuse Prevention</b>	-----	5 (128 participants)	15 (184 participants)	37 (435 participants)	10 (285 participants)	Reduced levels of addiction amongst teens
<b>Community Leadership</b>	52	140	400	116	0	Increased community involvement.
<b>University Scholarships</b>	267	249	298	325	112	Encouraging students to study in prestigious faculties
<b>Educational Mediators</b>	-----	-----	16	29	3	Cares for approx. 700 students, bridges cultural, academic, and social gaps and prevents dropouts.

**Appendix 6: Table from the 4 April 2007 Press Release of the Bank of Israel, from its 2006 Report**

<b>Socioeconomic Characteristics of Veteran Jewish Israelis<sup>a</sup> and New Immigrants, 2005</b> (percent)				
	Total	Veterans	Immigrants from former USSR <sup>b</sup>	Ethiopian immigrants <sup>c</sup>
Proportion of single-mothers	11.5	9.4	21.2	22.5
By educational level (highest qualification or degree) <sup>d</sup>				
No qualification	0.9	0.8	0.5	20.4
Elementary school	10.0	11.2	4.0	19.5
High school/matriculation certificate	39.9	42.2	29.9	38.4
Higher education	49.2	45.8	65.6	21.7
Participation rate <sup>e</sup>	82.5	82.4	86.6	65.7
Unemployment rate <sup>e</sup>	7.4	7.6	6.6	13.2
Median gross hourly wage <sup>f</sup> (NIS)	34.5	39.6	25.2	22.0
Incidence of poverty <sup>g</sup> among: Families	15.8	14.5	16.9	51.7
Children	24.4	23.4	15.2	65.3
Housing density (persons per room)	1.0	1.0	1.0	1.6
Share who are satisfied with their lives <sup>h</sup>	83.1	86.0	71.6	80.3
<sup>a</sup> And "others" (mostly non-Jewish immigrants).				
<sup>b</sup> Those who immigrated in 1990 or after.				
<sup>c</sup> Those who immigrated from Africa in or after 1980, most of whom were from Ethiopia. Due to the small sample size, some of the data in the table has high inter-year volatility, and should therefore be viewed as approximations only.				
<sup>d</sup> Among those aged 25-54.				
<sup>e</sup> For head of household.				
<sup>f</sup> Distribution by characteristic of head of household.				
<sup>g</sup> Those aged 20 or above who are satisfied or very satisfied.				
SOURCE: Based on Central Bureau of Statistics data.				

## Appendix 7: Federation Supporters of ENP

ENP wishes to thank the Federations that have supported ENP over the years:

<ol style="list-style-type: none"><li>1. Jewish Federation of Lehigh Valley</li><li>2. Jewish Federation of Ann Arbor</li><li>3. Jewish Federation of Greater Atlanta</li><li>4. Jewish Community Association of Austin</li><li>5. Associated: Jewish Community Federation of Baltimore</li><li>6. Jewish Federation of Berkshires</li><li>7. The Birmingham Jewish Federation</li><li>8. United Jewish Community of Broward County</li><li>9. Jewish Federation of Central New Jersey</li><li>10. Charleston Jewish Federation</li><li>11. Jewish Federation of Greater Charlotte</li><li>12. Jewish United Fund/Jewish Federation of Metropolitan Chicago</li><li>13. Jewish Federation of Cincinnati</li><li>14. Jewish Community Federation of Cleveland</li><li>15. Allied Jewish Federation of Colorado</li><li>16. Columbus Jewish Federation</li><li>17. Jewish Federation of Greater Dallas</li><li>18. Jewish Federation of Delaware</li><li>19. Jewish Federation of Metropolitan Detroit</li><li>20. Jewish Federation of Greater Washington</li><li>21. Fall River UJA</li><li>22. Jewish Community Federation of the Greater East Bay</li><li>23. Jewish Federation of Greater Long Beach and West Orange County</li><li>24. Jewish Federation of Greater Los Angeles</li><li>25. Greensboro Jewish Federation</li><li>26. UJA Federation of Greenwich</li><li>27. Jewish Federation of Greater Hartford</li><li>28. Jewish Federation of Greater Houston</li><li>29. Jewish Federation of Greater Indianapolis</li><li>30. Jacksonville Jewish Federation</li><li>31. Jewish Federation of Greater Kansas City</li><li>32. Knoxville Jewish Alliance</li><li>33. Jewish Federation of Las Vegas</li><li>34. Jewish Community Federation of Louisville</li><li>35. Madison Jewish Community Council</li><li>36. Jewish Community of Manitowoc, Wisconsin</li><li>37. Memphis Jewish Federation</li><li>38. United Jewish Communities of MetroWest New Jersey</li><li>39. Greater Miami Jewish Federation</li><li>40. Mid-Kansas Jewish Federation</li><li>41. Milwaukee Jewish Federation</li><li>42. Federation CJA</li><li>43. Jewish Federation of Nashville</li><li>44. Jewish Federation of Greater New Bedford</li></ol>	<ol style="list-style-type: none"><li>45. UJA Federation of Jewish Philanthropies of New York</li><li>46. Jewish Federation of North Shore</li><li>47. UJA Federation of Northern New Jersey</li><li>48. Jewish Federation of Oklahoma City</li><li>49. Jewish Federation of Omaha</li><li>50. Jewish Federation Orange County</li><li>51. Jewish Federation of Orange County</li><li>52. Jewish Federation of Palm Beach County</li><li>53. Federation of Palm Springs and Desert Area</li><li>54. Jewish Federation of Peoria</li><li>55. Jewish Federation of Greater Philadelphia</li><li>56. Jewish Federation of Pinellas County</li><li>57. United Jewish Federation of Pittsburgh</li><li>58. Jewish Federation of Portland</li><li>59. Jewish Federation of Rhode Island</li><li>60. Jewish Community Federation of Richmond</li><li>61. Jewish Community Federation of Greater Rochester</li><li>62. Jewish Federation of San Antonio</li><li>63. United Jewish Federation of San Diego County</li><li>64. Jewish Community Federation of San Francisco, the Peninsula, Marin &amp; Sonoma</li><li>65. Sarasota-Manatee Jewish Federation</li><li>66. Savannah Jewish Federation</li><li>67. Jewish Federation of Greater Seattle</li><li>68. Jewish Federation of South Palm Beach County</li><li>69. Jewish Federation of Southern Arizona</li><li>70. Jewish Federation of Tallahassee</li><li>71. Jewish Federation of Western Massachusetts</li><li>72. Jewish Federation of St Louis</li><li>73. United Jewish Federation of Greater Stamford, New Canaan and Darien</li><li>74. Syracuse Jewish Federation</li><li>75. Tampa JCC/Federation</li><li>76. United Jewish Federation of Utah</li><li>77. Jewish Federation of Greater Vancouver</li><li>78. Jewish Federation of Ventura County</li><li>79. Jewish Federation of Volusia &amp; Flagler Counties</li><li>80. Jewish Community of York</li></ol>
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**For more information about the Ethiopian National Project,  
contact:**

**Grace Rodnitzki**  
**Director of International Relations**  
**Ethiopian National Project (ENP)**  
**office: 972-2-620-2843**  
**cellular: 972-52-613-0722**  
**facsimile: 972-2-620-2455**  
**grace@enp.org.il**

**Visit our web site: [www.enp.org.il](http://www.enp.org.il)**  
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