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

Ruth Baruj-Kovarsky

Viacheslav Konstantinov

מאיירס-ג'וינט-ברוקדייל
MYERS-JDC-BROOKDALE
مايرس - جوينت - بروكديل

The study was initiated and funded by the Ethiopian National Project

Editor: Revital Aviv Matok
English translation: Evelyn Abel
Graphic design: Efrat Speaker

Myers-JDC-Brookdale Institute
P.O.B. 3886 Jerusalem 9103702, Israel
Tel: (02) 655-7400
brook@jdc.org | Brookdale.jdc.org.il

Jerusalem | April 2020

Glossary

Eligible for matriculation
Students who matriculated fully according to Education Ministry requirements

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

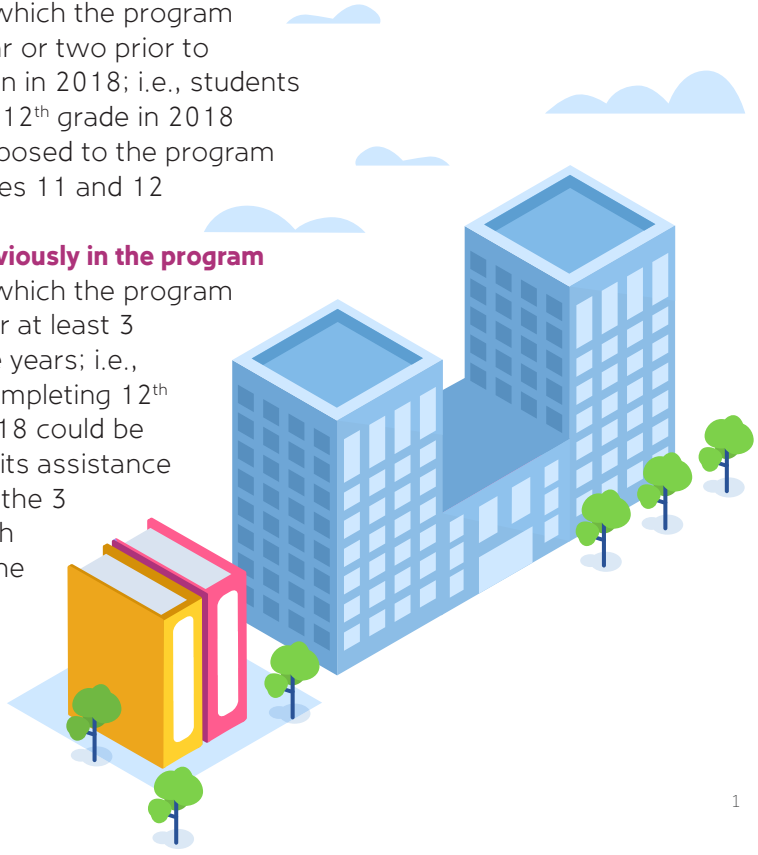
Partial matriculation recipients
Students tested on at least 14 study units, but fewer than required to be eligible for full matriculation

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

Matriculation
High school completion exams

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

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



The Ethiopian National Project - Scholastic Assistance Program 2018

About ENP – The Ethiopian National Project

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

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

It is unique in that it involves members of the Ethiopian community as decision-makers and program leaders. In 2016, following the establishment of the government program of A New Way[1], the scholastic assistance program also included non-Ethiopian students (20% of the participants).

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

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

Project Components

The SPACE[2] Program: For the promotion of scholastic achievement of students in grades 7-12

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

[2]SPACE – School Performance and Community Empowerment

The Study

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

The SPACE Program – Scholastic Assistance

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

- Scholastic assistance is provided to students in junior high school and high school
- The classes are small, with between 4 and 9 students in each
- The assistance classes are held in school after school hours; meals are included in the program
- Each student receives 4 hours of instruction a week in various subjects, with emphasis on mathematics, English and Hebrew language
- The assistance is meant for all Ethiopian-Israeli students in schools participating in the program that are not special-education schools and do not receive additional scholastic inputs from other assistance programs
- In 2008, scholastic assistance was provided by two implementers: the Branco Weiss Institute and the IACC – the Israel Association of Community Centers, Ltd.

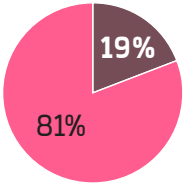
Characteristics of 12th-Graders Participating in SPACE, 2018

Characteristics

All program participants in 12th grade

1,021 Students

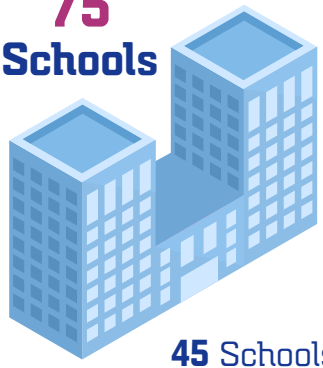
827 Ethiopian-Israeli students



194 Other students

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

75 Schools

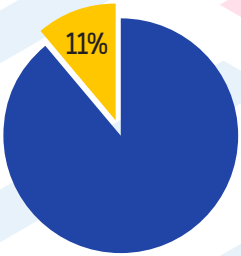


45 Schools new to the program

30 Schools previously in the program

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

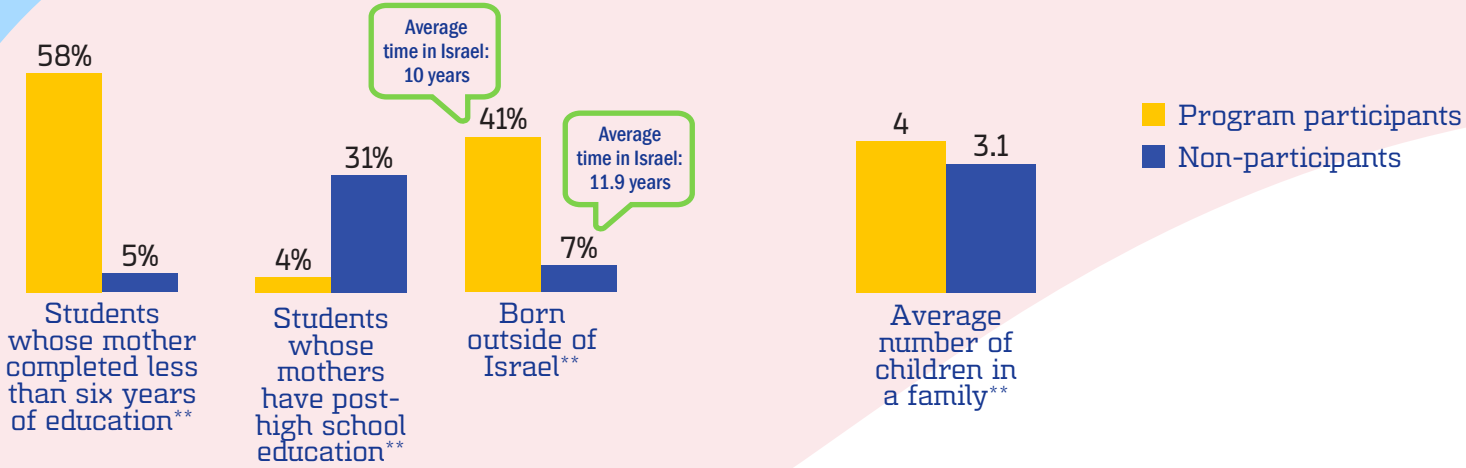
In total, about 11% of all 12th-graders (Ethiopian-Israelis and non-Ethiopians) in program schools participated in the program



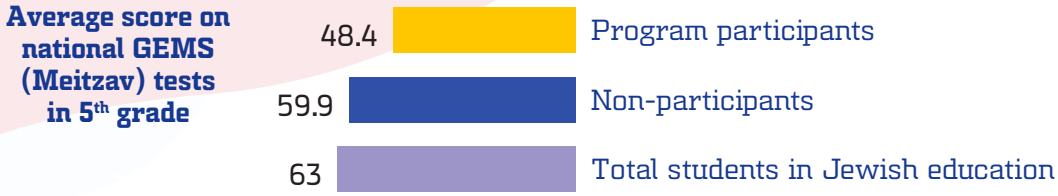
Program participants out of total twelfth-graders in program schools

Characteristics

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

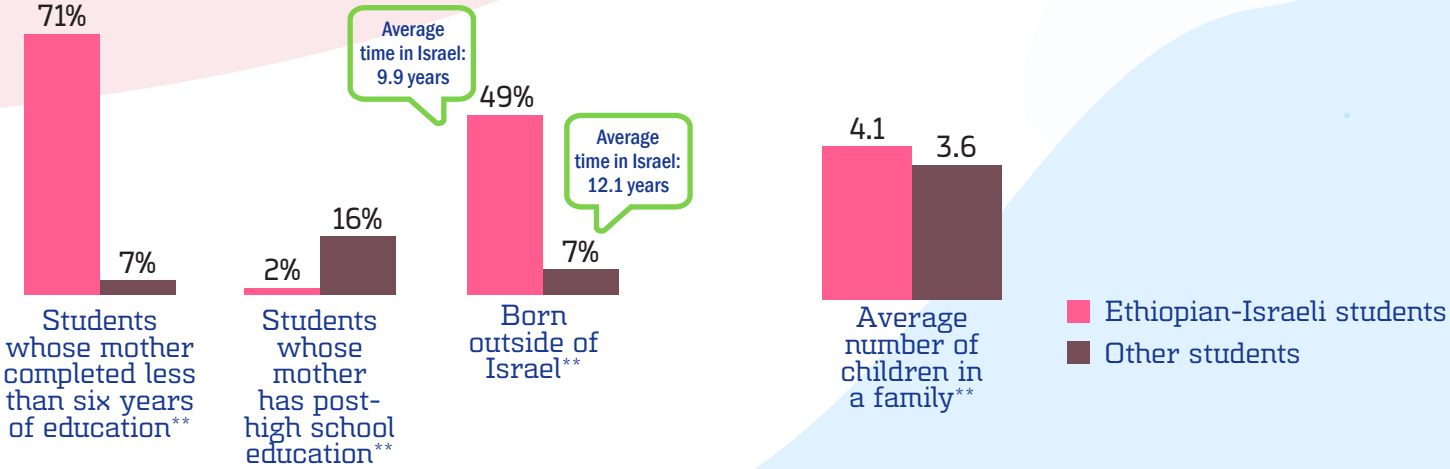


Program students come from weaker scholastic background than students not in the program

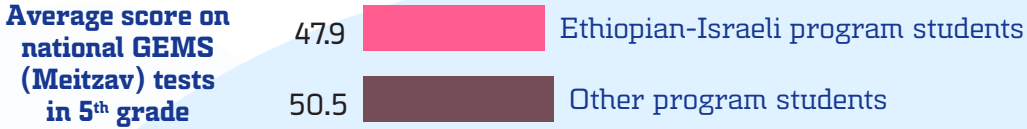


Program participants N=1021, Non-participants N=7866 | **P<0.01 | % of Israeli-born and mother's education were examined by the χ^2 test | The average number of children per family was examined by the One-Way Anova test

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



Ethiopian-Israeli and other program students have similar scholastic backgrounds



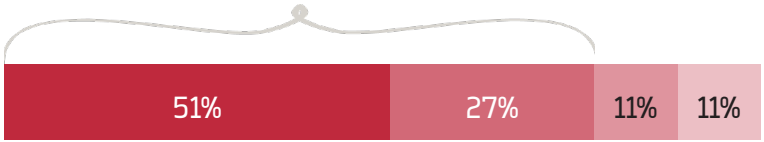
Ethiopian-Israeli students N=827, Other students N=194 | **p<0.01 | % of Israeli-born and mother's education were examined by the χ^2 test | The average number of children per family was examined by the One-Way Anova test

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

Achievements

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

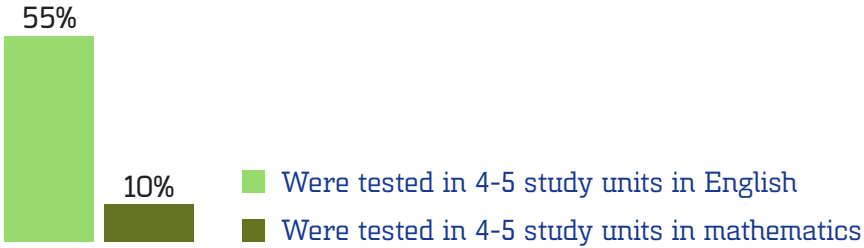
78% Eligible for a matriculation certificate



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

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

10% were tested in 4-5 matriculation units in mathematics

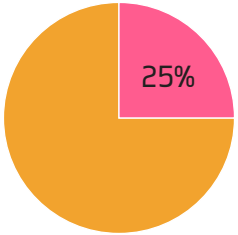


Achievements

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

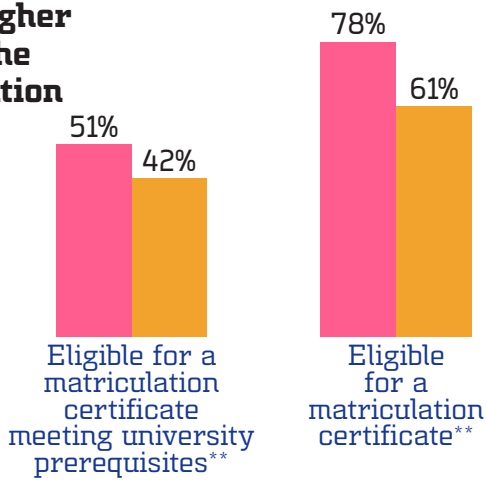
3,200
Ethiopian-Israeli students in Israel

2,373
Ethiopian-Israeli students did not participate in the program



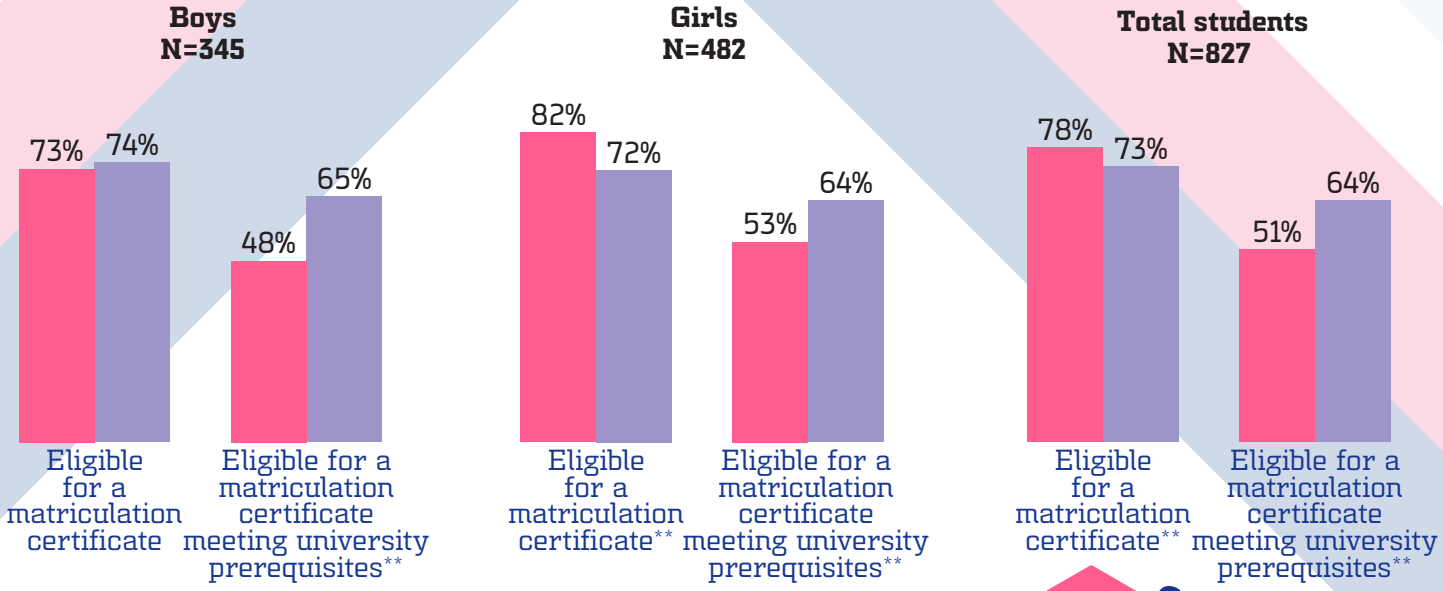
827
Ethiopian-Israeli students participated in the program

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



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

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

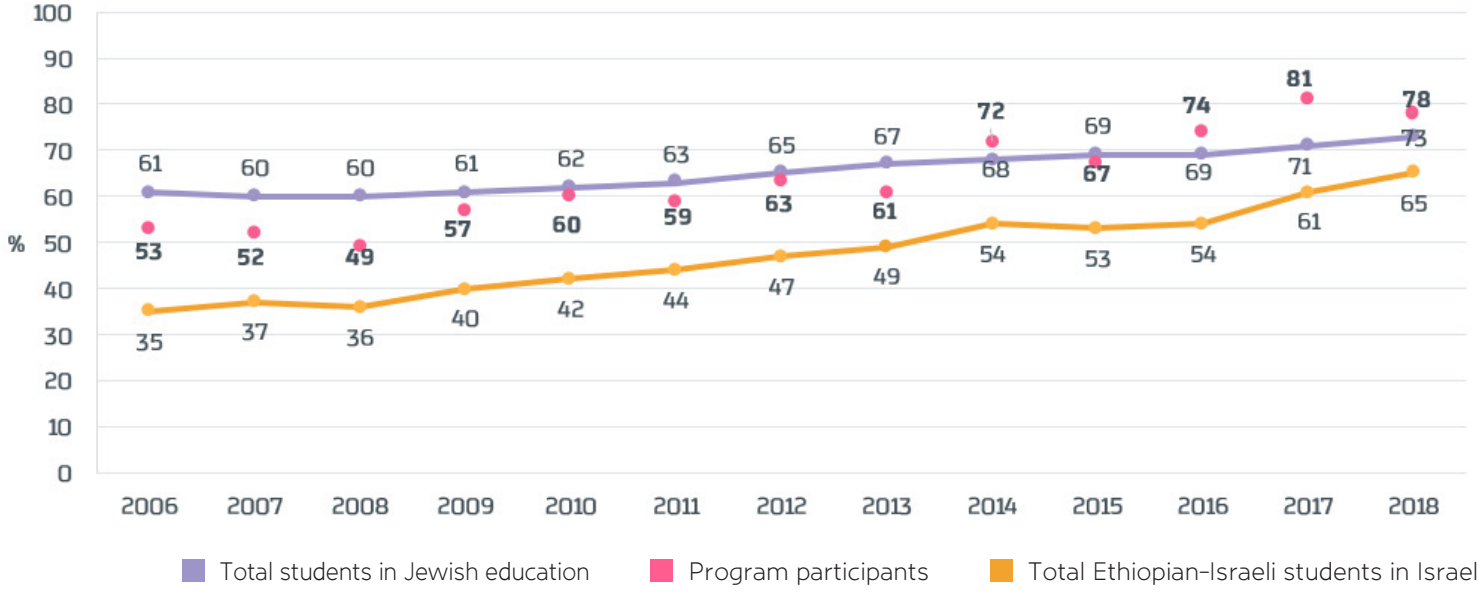


**p<0.01 according to χ^2 test | Only schools offering matriculation

Achievements

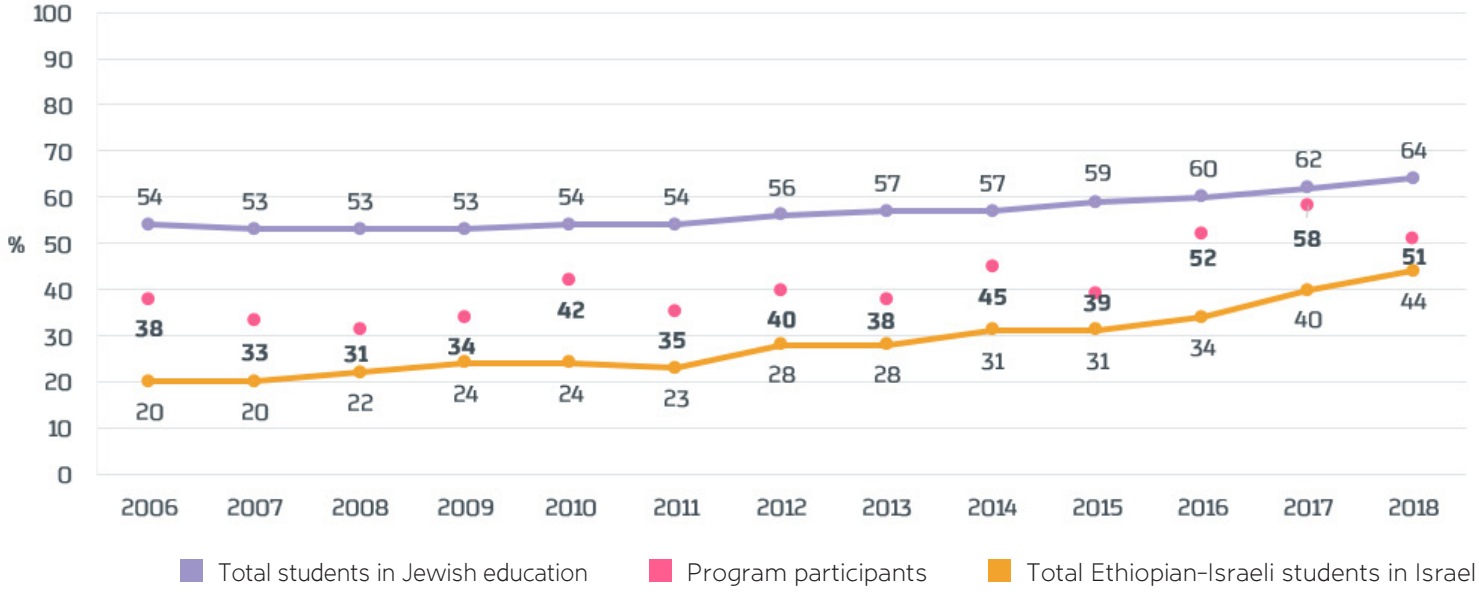
In 2018, as in 2016 and 2017, the percentage of Ethiopian-Israeli program participants eligible for matriculation was higher than that of the total students in Jewish education

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



In 2006-18, the SPACE Program provided scholastic assistance to 12%-25% of Ethiopian-Israeli 12th-graders | The schools participating in the program varies from year to year, there for their representation appears separately for each year

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



In 2006-18, the SPACE Program provided scholastic assistance to 12%-25% of Ethiopian-Israeli 12th-graders | The schools participating in the program varies from year to year, there for their representation appears separately for each year

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

Impact

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

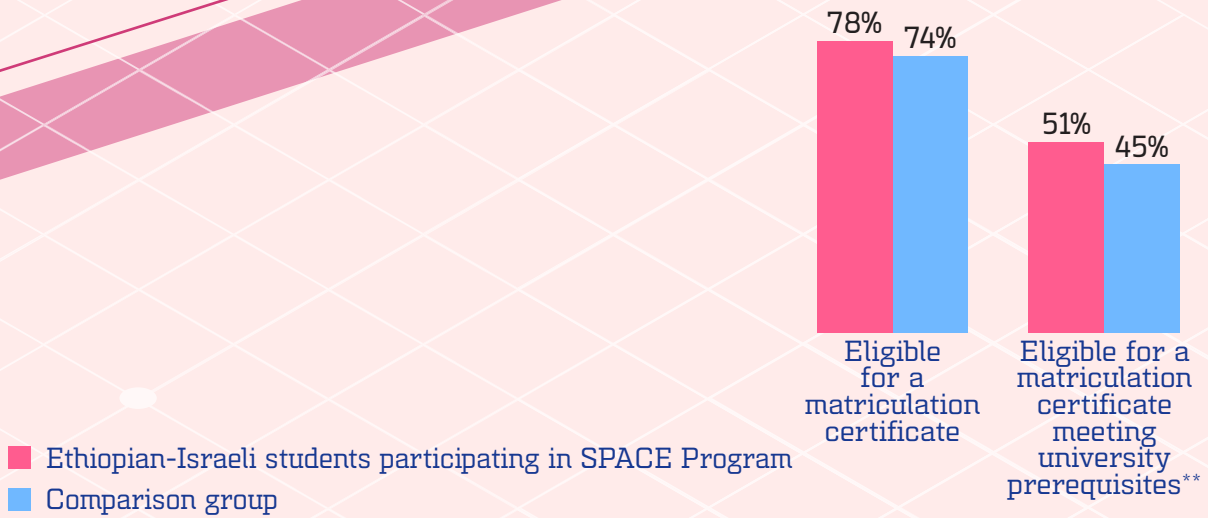
Impact was examined through Nearest Neighbor Analysis: Each student participating in the program was matched with a non-participant student of similar characteristics*

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

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

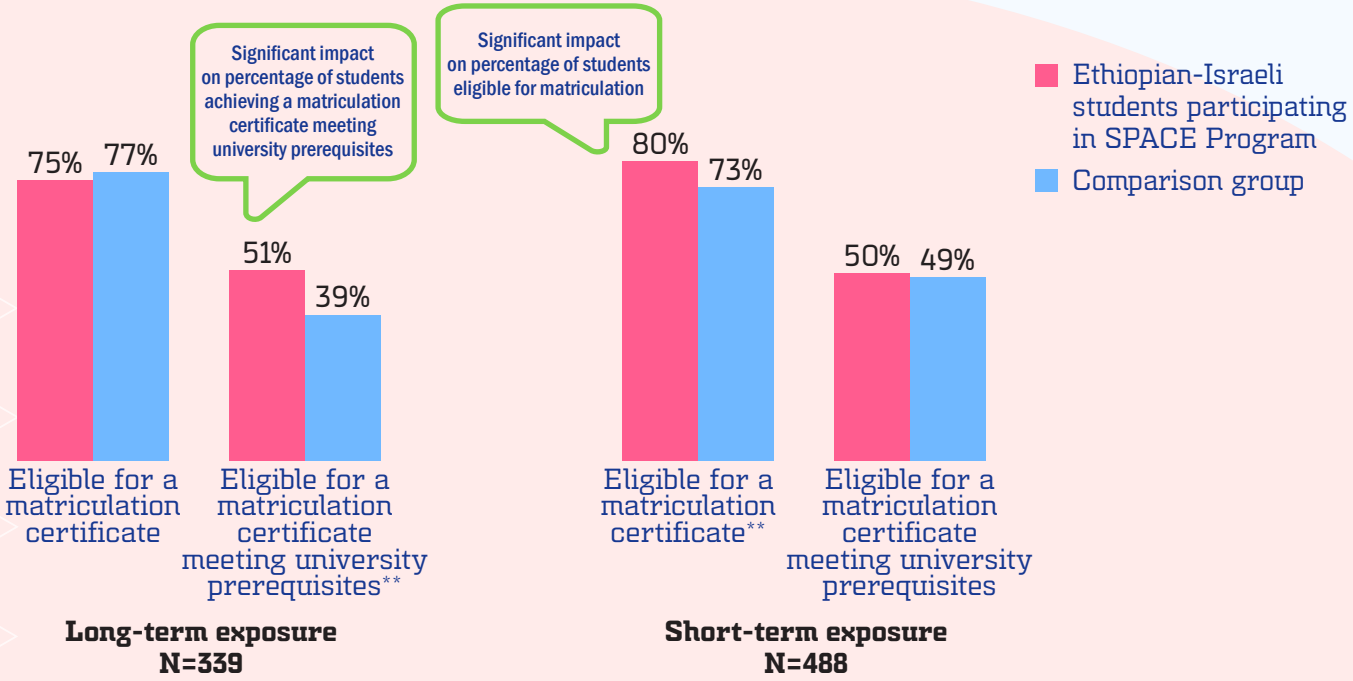
Impact

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



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

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

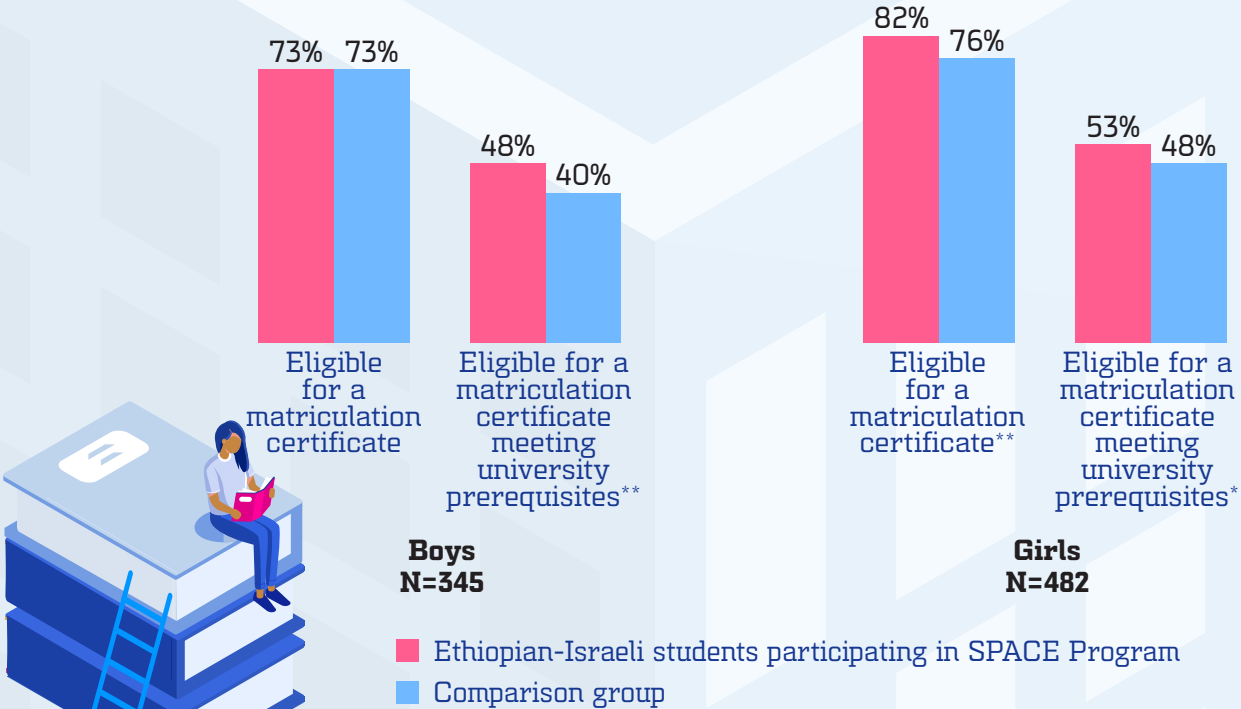


*p<0.05 | **p<0.01 | Paired T-test | Long-term exposure = schools where the program functioned for at least 3 consecutive years up to 2018 | Short-term exposure = schools new to the program

Impact

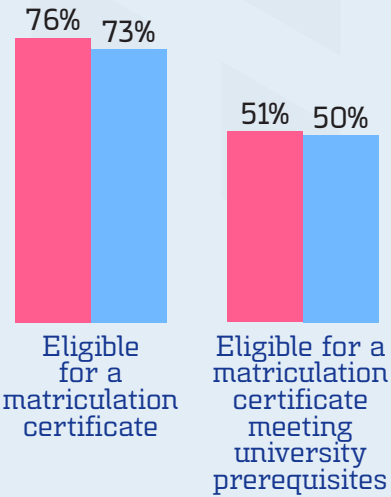
The program raised the percentage of eligibility for a matriculation certificate meeting university prerequisites among both boys and girls

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

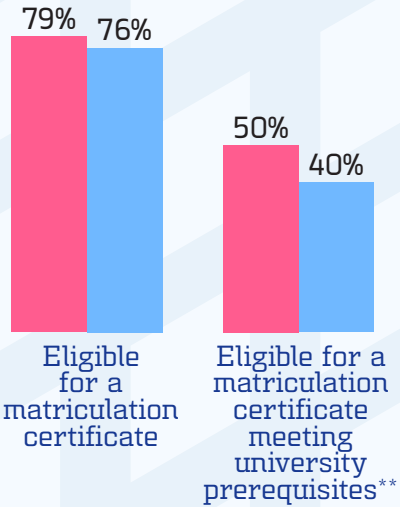


Paired T-test | *p<0.05 | **p<0.01

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



Israeli-born
N=419



Ethiopian-born
N=408

Ethiopian-Israeli students participating in SPACE Program

Comparison group

Paired T-test | **p<0.01

Conclusions

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

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

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

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

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

The program impacted differentially according to the population group.

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

Recommendations

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

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

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

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

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

QR

This pamphlet presents a summary of the study report: The Ethiopian National Project (ENP) Scholastic Assistance Program 2018 SPACE – School Performance and Community Empowerment.
For the full report, please scan the QR code.

מאיירס-ג'וינט-ברוקדייל
MYERS-JDC-BROOKDALE
مايرس-جوينت-بروكديل

IR-1-20