Please present your activity report according to the following lines. The whole rapport will not exceed 2 or 3 pages (as a word document).

Name of the School: **KEDMA - for Social and Educational Equality in Israel**

Name of the Program: Scholarship Program & Enrichment Program

Year of activity: 2011-2012

Name of the report's writer: Sharona Duchne

Function of the report's writer: Resource development

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**A. Give the actually state of the program** (where the program stands at the date of the activity report, no more than ten lines):

This is the first year of three years, of Matanel’s supporting - Kedma School, located in the Katamonim neighborhood in Jerusalem. The grant is for two major projects: a cultural enrichment - social program and scholarship program. For the first time Kedma received a significant support for two of these projects (usually the amount assigned to each of the projects was extremely small, if at all). Last summer Kedma school staff prepared a plan for the allocation of scholarships and cultural enrichment based on the grant we received from Matanel. Both plans were fulfilled during the school year (Sep. 2011 - June 2012). The majority of economic scholarships were share in the first months of the school year: diagnostics for students with learning disabilities, tuition, tours, textbooks, clothing, sports equipment, assistance by Psychologist and food stamps. Merit Scholarships were distributed at the end of the school year. The cultural enrichment program run during the school year.

**B. The main achievements during the last year of activity:**

Matanel's grant to these two projects has created a dramatic change in school - both in terms of scope and range of activities and in terms of atmosphere. The enrichment program with the financial support allow students to allocate personal resources - physical and emotional to social and academic process of improving education within the school, and create significant momentum leading to personal success and achievement at school. For more details see appendix.

**Enrichment program** - was varied and included range of topics in leadership, health, culture and environment through tours, lectures, meetings with artists, museums, shows, tours and excursions and special events in and outside the school. Compared to previous years, it was the first time that students were preceded by a comprehensive plan, a rich and varied activities that included dozens of school students attended. For example: excursions (including overnight), Ein Gedi, Eilat and the area. Tours in Jerusalem; theater plays such as Psik theater, "Waiting for Godo", Hacameri "backyard games", and "The Caucasian Chalk Circle ", art museums including the Tel Aviv Museum, Science
Museum, the Underground Prisoners Museum, sports days and special days devoted to poetic, workshops on health and fun days.

We emphasis on the social experienced remission plane, and the Cultural Studies plane.

This year our students were exposed to two major objectives - studding of Jerusalem, and observance of human rights - under the title Jerusalem as multicultural. Each class visited various sites, and studied from different angles on the importance of multiculturalism in our society. As a prelude or followed to each tour, we conducted a workshop, which included a extended discourse on tolerance and human rights. Our students belong to low socio-economic status, and therefore are not exposed to the cultural wealth and historical diversity that exists in Jerusalem - Museums - The Israel Museum, Science Museum, Bible Lands Museum, Museum of Islam, the Yad Vashem Museum, historic sites - the City of David, Western Wall Tunnel, Time Elevator, Ramparts walk, the Shiloah Tunnel. In addition to Higher education institutions - Hebrew University libraries, laboratories and other unique sites in Jerusalem - the Biblical Zoo, monasteries, churches and mosques.

Due to the profile of the Kedma students, we were glad our students were exposed to different activities such as fun and time-out activates - Pool, Days of field cooking, and challenging activities, allowing students to socialize and form a group.

Scholarship Program - Amazing momentum created within the school - students and their parents, felt profound gratitude - “that people (Matanel Foundation) we do not know personally support us, trust us and give us a chance to prove ourselves” (students words). As mentioned above, until the Matanel's support, we could get a few thousand shekel at best to help individual pupils. This year, 77 students received financial grants and 26 received scholarships for excellence.

The financial aid scholarships - for students and their families, who experience a daily heavy financial difficulties oppressive pressure its released them, and gave them emotional and positive learning process in school integration. The assistance enabled the students to succeed and improve their grades and social involvement in school, along with continuous motivation improvement. Central sections were in the economic aid program: assessments for students with learning disabilities, exempt from tuition, annual trips, textbooks, clothing and sports equipment, emotional support by a psychologist and food stamps

At the beginning of the school year, the board announced (and distributed) on the distribution of scholarships and the result was: excitement and gratitude, it increased the student motivation for learning, they were much less discipline problems, as a result students felt emotional free for learning. The school staff, that each year is also concerned and tries his best to help the students, felt a great relief: Students began the year with textbooks, high motivation and mobilization of learning.

The result speaks for itself - this year was the best in terms of academic achievements of students (see Appendix).

Part of the scholarship program included scholarships for academic achievement excellence. Some students have received scholarships for high academic achievement and others received a scholarship thanks to their effort invested and continuous improvement throughout the year. Outstanding selection arguments are based on the opinions of the educators. On each and every student was written reasoned page detailing the student's background, academic achievements, economic and social constraints, and the changes during the year. The scholarship award ceremony was held at the end of the year and caused great excitement especially among students and among teachers. We believe that the personal example and the evaluation made for these students will encourage more students to allocate resources for investment and achievement.

Great satisfaction were among parents during the year and of course from students who demonstrate efforts which cause welcome changes on a personal level: the experience of student success and family involvement leverage the success of Kedma school itself and valued role model throughout the country.
C. The evaluation (methodology, results, comparisons with the precedent year, conclusions for the future...):

Enrichment program - all 150 students were exposed to the enrichment program. In the years preceding Matanel assistance, enrichment program was very low, except for activities that the school was able to recruit without charge. This year 100% of students gained cultural enrichment activities as part of total 106. A large part of the activities have been made for all students in school (It save costs of transportation, security escort) and some were given to a specific class (25 students) or grade (75 students).

Economic support – was given to 77 students, hence over 70 families received financial varied support (some students are sons of the same family).

Scholarships -26 students won excellence scholarships. Compared to previous years, this is a positive revolution thanks to the fund. If last year only NIS 5,000 scholarships were allocated, the amount has multiply 18 this year! And reached 87,500. The students’ feedback express their appreciate for the variety of activities, the financial aid and scholarships tribute and the fact that the help is not obvious.

Provisional guide lines for the advancement of the program in the next year (please give the number of students, the number of classes and the main guidelines of the project in case where such project is implemented in your school):

Scholarships - This year educators will submit recommendations for students who specifically entitled to receive a scholarship. This year (2011-2012) 103 students received scholarships, of which 77 and 26 economic support merit scholarships (8 students received both). This year we want to continue to provide scholarships for several students in the same budget. merit scholarships are especially encouraging students self-improvement. We believe that promoting a consistent, personal attention and providing rewards will encourage many students to realize their ability and do their best work. It is important for us that many students will be more progress aiming to improve all levels.

Guidelines - Enrichment program:
From the program will benefit all 150 students in school.
Visit to the theater and seeing theater troupes dance (Dancing Event) ; Meetings with artists from a wide range of work and topics.
Annual theme: leaders past and present - a visit in “Sde Boker”, at Ben Gurion’s home and museum, Menachem Begin Heritage museum in Jerusalem. Visit to the award Herzl museum.
Lectures on current events: Lecture on Genocide, refugee crisis in Israel. It is important that students recognize the moral and human obligation to care for refugees and our side to keep the Jewish and democratic character of the state.
Lectures on human rights, democracy, violence and social protests.
Museums: Visit Islam and exposure to Eastern culture and our roots. Israel Museum.
Workshops on health with an emphasis on sex education for all classes. Workshops on alcohol, smoking and road safety.

Scholarships:
Many parents will release the economic burden it entails: expenditure on clothing, travel, tuition, sports equipment, diagnosis and more (details in Table-appendix).
Also important for us to continue to invest in a culture enrichments - more exposure to culture through theater performances, cultural tours and conducting extensive national school elite event significant content.

A summary table – as PDF document – specifying: The main achievements in the area of the Matanel Social Aid for students families and their involvement in school life.
The Main achievements in the area of the Matanel Scholarships for Excellency.

<table>
<thead>
<tr>
<th>Program</th>
<th>Funding Needed (NIS)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship Program</td>
<td>87,500</td>
<td>77 need-based scholarships = 80,000 NIS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26 merit-based scholarships = 7,500 NIS</td>
</tr>
<tr>
<td>Enrichment Program</td>
<td>76,200</td>
<td>Funding will cover the cost of extracurricular enrichment and cultural activities. See table below for more details.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>163,700</strong></td>
<td></td>
</tr>
</tbody>
</table>

Naturally, the protagonists and main beneficiaries of the two projects activities are the pupils, and this summary focused on the educational intervention with the pupils. However, the pupils’ family benefit as well from the pupils growth and well-being.

- Of the 26 students who received scholarships at the end of the year: 12 of which have won scholarships for academic achievement. 10 received scholarships to indicate the trend to improve and how far they went through. Also examine and gave scholarships to 4 students who have contributed to the community. One of the students is also praised for his contribution to the community.

- The Main achievements in the projects which have been implemented in your school since the beginning of the encouragement by the Matanel Foundation according to the main parameters and objectives such as:
  - Number of events: Number of participants: Number of beneficiaries: Other...

<table>
<thead>
<tr>
<th>Enrichment program</th>
<th>Grade 7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>106</td>
<td>18</td>
<td>17</td>
<td>17</td>
<td>13</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Matanel - Scholarship program</th>
<th>Academic Scholarship</th>
<th>Economic scholarship</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount in NIS.</td>
<td>7,500</td>
<td>80,000</td>
<td>87,500</td>
</tr>
<tr>
<td>No. of students</td>
<td>26</td>
<td>77</td>
<td>103</td>
</tr>
</tbody>
</table>

Please join the Evaluation Report, the Financial Report and the lists of the beneficiaries from the Social Aid (which will not be published), and the list of the beneficiaries from Scholarships of excellence (which will be published) (PDF documents)

Please joint photos – separate photos – and any document (as PDF document) connected to the program which will seem to you relevant.
On B.Z "Her mother had died and left the 7th grade girl with two sisters. Despite the difficulties, she invests and reach educational and social achievements. She reveals a desire to learn and progress, shows responsibility in addition to efforts required at home"...

The A.S. "The father is sick, the mother works part. The daughter came with learning difficulties, but with a desire to succeed. A Significant improvement achievements occurred due to attitude and persistence.".

The students observed a number of theater performances which enriched their world both from the artistic as well as viewers of the lives of people and thought-provoking events. Among the plays viewed: "Waiting for Godo", "The Caucasian Chalk Circle", "Backyard Games" 12th night", "6 figures looking for a friend. Pupils feedback shows they were always excited. Students represented school in honor during the plays and the discussions after irradiation.

Student's feedback on the show "Backyard Games" "We were shocked from the male violent group atmosphere. We were excited from Hani Furstenberg's game of girl-woman. We were identifying with the danger the show conveys, the difficult emotional vulnerability and the massive destruction that was caused - so hard to cure".

Timna Park - we went to the granite mountain sharp edges and prevent white sandstone cliffs and red surrounding the park. Breath taking landscape of acacia trees and desert vegetation in front of the deer herds and the wild goats wandering over the cliffs overlooking the visitor. We received an explanation of the world's most ancient mine and belongs to the period in which one first learned to produce copper.

Kibbutz Eilot - we visited the world's southernmost kibbutz. We learned that the desert blossoming as well, we talked about what good neighbors (with Jordan), we were impressed by fancy farming fields. We heard the story of pioneer settlement in the southern Arava. Migratory birds and spectacular flamingo ponds.

Photos from The tour to the south: Eilat, Timna Park, Kibbutz Eilot

Students: "I Thanks to our school trips I arrived to places in the country I've never visited with my family. It was special to feel our country through the legs and even though she is small to discover she has so much. Staying together several days allowed us to talk about important things that usually we do not have time. We discovered ancient places associated with"
the roots of our people. We found areas where Israelis live with vision. It was an unforgettable experience. Thank you!"

**Health Week**

- Teeth health - the Jerusalem Municipality.
- Nutrition and exercise - Nat"i company.
- Smoking damage - Israel Cancer Association.
- Smart sun - sun exposure and damage - Israel Cancer Association.
- Impact of media on youth - the Association of Public Health.
- Positive self-image - the Association of Public Health.
- Eating Disorders - Anorexia – Mrs. Orly Fox.
- Blood pressure measurement, pulse, weight and height and a lecture about the importance – Ms. Yelena, Clalit Health Services.

In addition, there were two health breakfast nutrition.

All lessons were learned in class, as part of Sciences - Human Body, Mathematics - Calculations height, mass and pounds. Art, literature, English and physical education.

**Two films were screened**: “keep my sister” and “life as a gift”. We held discussions in classrooms.

Lino, a student, 8th grade: “The lectures we received were very interesting. Lecture on anorexia has revealed to me things I did not know, indeed frightening, but also important to guide me to know my friends. Hygienist has renewed me things I did not know, I intend to take better care of my teeth”.

**Sport Day**

Rami, 8th grade student: It was challenging! I participated in most competitions, but the effort was worth it. I feel wonderful I won, but mostly I learned that the investment pays off. Constantly stressed the importance of good sportsmanship and teamwork. We had a good bonding experience.
Feedbacks

The new Tel-Aviv Museum
Jasmine, 12th grade, "the museum’s structure interested me very much. We watched an exhibition of German artist - Anselm Kiefer created the Holocaust impact Works of art, very interesting pictures and special. The tour exposed me to other aspects of the difficult period in my life are my people. These things we do not learn at school. The Unique art works in their huge dimensions, perhaps to identify with the dimension of resurrection after the terrible destruction. The works gave me a sense of existence and reality." More feedback-in Appendix

Scholarships for Excellence and Assessment

Amit was a special education classroom, was diagnosed with learning disabilities and emotional behavioral disorder. In her 17th grade she integrated with medium-minus marks. With great desire and full persistence her achievements began to improve. Amit acquired good study habits, getting teachers’ authority and she was cooperating. Now is an excellent student school". More feedback-in Appendix

Rami was referred to Kedma on many tantrums background and academic difficulties, he fell out with his friends and had great difficulty to accept adults authority. During the seventh grade he went into a significant process. His accomplishments have improved, The faith he felt in his abilities has been strengthened, he started taking responsibility for his actions ... Thanks to his behavior change, his cooperation with the lenders and the his high achievements, it was decided to grant Rami with certificates of excellence".

A mother to 12th grade student: "We want to thank you all for a variety of activities my child, and all the Kedma’s children enjoyed. You are not just another school but a school with an example for the community, and you just rescue wheel for all school children, by giving a feeling of success. You likes the others who has nothing. You give us so much joy, love, relaxation, cultural exposure and support; we have only one word to say in the name of all the children - thank you and keep on.

Uri, 12th grade year: it was very interesting; I was exposed to new artists and to other Israeli new museum which I did not know. It helped me in my art studies. I met works from around the world including India. The colors, shapes inspired me not only to the creative processes, but understanding the importance and influence of art on life and vice versa.

Matriculation

72% of Kedma’s students who completed their studies this year are legality to Matriculation Diploma. This present is much higher then the national level.

Educator’s Conference

Kedma invested in expanding her Educational experience. We worked around the clock to launch the 2nd Educator’s Conference which was a great success. 92 educators from all over Israel participated and practice together for 2 days. We are continuing distributing the 6 books of Dialogue Hour-the work book for educators.

The Educational model of Kedma is distributed across the country and donated to many educators and their students. July 2012, the 2nd Conference was held for educators: " From Class to Group ". The conference was held this year in cooperation with School of Education at the Tel Aviv University. 93 educators from around the country participated. In June 2011 we held the conference in cooperation with the 1st Hebrew University Conferences provide educators with practical tools and empower them in their jobs all - so significant. The Influence of the conference is expanded more than the participants. It turned to be a trigger for changes among school teams as describe in this report. A group of 5 people in Kedma are working over 3 months for all the conference aspects including the lectures, workshops, marketing, feedbacks & questions, requests for school workshops, payments etc.
Scholarship ceremony photos
בי"ס קדמה ירושלים

הטלמיה

הטלמיה נכתה, זו השנה הארנונה ובית הספר קדה. וניה לבנייה בטזור פחה נזר כוז לוז - זה + זה הכות
נוכפת. במכלה של הלימודים הלוחה אמנים בנסתワーク ולמענה ר + אחות
ונצונה (אחת ביכת וידשה בד) הנראה


יהוהנו בחフル עולמים.

ה ula הנק∼海绵 תשליך הסרצים הנקרחונים מיתון מוגע מזומן
הولاتモデルס ראתה בטבעה להישגיהם הלימודים והתרשים
בליימודים בול çocuklar גם ילדותו, ענוה יחיש אוזב
והמכבד חלב הזואים.

מל槍 כל הזמך רلزم, לחודם ולחהערית את
דיגוותיה במערזה לוחיו לחהעריות בורות. היא למדה באזרות
ורבח, מקפה העربع את המסלול המיתון שלמותו
והחובות בני ובמיותם ביהילילה המיבה (لاحقרכם מזרוב
בילדה את).12.

מל槍 האוסטיניו תמייתוoghו רועו לעuíל לאנשי השוהים והברים
וכל ז交流合作 תמייה, غزة וב𬘫בר פניס פות.
על כל ז交流合作 להעריכה רבח, חור הכל ח cocci בתייה, בהינת דעה
ולשון אצ交流合作 על הכלה בלימודים.

ואנ גאסמ ב על התהליך בחיא עבירה

בבלרה
סיגלת ווארא
המצורעים - שיעור בחינוךلزمודיות והוראה ביבית

כמעט לאווד הזורית וחברי שבכנת פה.

ניגע מבית ספר ולראיב בכותה: 'לקדם'.

הצטלבות ביבית המחיה ואו ומצבים בפסיפס, מסתכלים בכל פַּטילוֹת בָּית

הספר, מקובל עלינו משלוח הפורים במדרך ציפה: 'לחותול' מהשתלמהEXP. מ攥חא בָּית

החל化进程 אצ'ירוט ואב, לפורות, חטיפי הרבינ, שברח או ונשגרו ילמידים.

התרומת התרומת חיות וניירות בכותה, אומת על מורי על היחסים.

בנתונים הפסיפס והמשתתק בתורתו מפשיט בָּית הפסיו ובָּית ברוח הפסיפסיבית

ה تصنيוב התפישים לִבֶּית הפסיו.

על תшедшיר וליקוד התאורהifications בתוחם הילמודי על התרומת הרוח בתוחם ההבירה שינה

למריאת תqueda יצירונית.