Program: Perach Zahav Matanel- Musrara
Year: 2018/2019 Academic year

Name of the Program: Perach Zahav Matanel- Musrara
Year of activity: Sept. 2018/ August 2019
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Number of active participants in the program: 16 (5 continue their relationships with the elderly from last year)+ 2 leaders

Estimated number of impacted participants: 30 directly and the circle of their families and therapists indirectly.

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

In the current academic year we have incorporated into the project two leaders: Vered Rahat, who is a therapist and an alumni of our school’s Phototherapy Department and Mona Jaber, who is an Arabic speaking Social Worker- the leader of the program among our Arab speaking community of students (5 students participated in this program this year). Vered and Mona lead the program hands on and guide the participating students on daily/ weekly basis. The scholarship recipients commenced their work with the senior citizens in September 2018. Some continued to meet with the same elderly they were engaged with in the previous year of the project. The meetings take place between twice to four times a week. Our Perach Zahav students volunteer throughout the country. Many of the encounters have proved critical and vital for the elderly people. Some of the students implement their fields of study in school in the sessions and it is proving highly useful as it brings interesting content to the sessions.
All participants have proved very serious and dedicated. They have created meaningful and inspirational connections with the beneficiaries.
Presently, most of the participating students and senior citizens would like to continue their sessions and meetings together next year as well and some have expressed will to do so regardless of their scholarships.

The main achievements during the last year of activity (main achievements, number of events, number of participants, etc.):
In the current year some of the students continued to strengthen their relations with the beneficiaries from last year. This has strengthened the ties and relationships and has supported the buildup of the trust in the relationships. For the elderly, it is highly important to build a “long term” relationship and not to have “fleeting moments” with a stranger who leaves at the end of the year.

The main goals of the program are to eliminate the feeling of loneliness and negligence and to promote the self-esteem and the feeling of usefulness to oneself and to society. Both goals are certainly being challenged and achieved. All direct beneficiaries of the program have gained content into their lives and some even have new targets and goals to achieve with the aid of Musrara students – They have something to look forward to and have someone to talk to and share thoughts and feelings to the extent that for some this friendship became meaningful and, in a way, crucial as the seniors await these meetings with anticipation.

Many of the Music students involved in the project use this tool to better communicate with their elderly friend. The students reported their satisfaction with the activity and expressed feelings of closeness with their elderly friend.

Because this is the first year of such a project among Arab-speaking students, their very participation in the project is an achievement. The students at first, when they were introduced to the project, were afraid and it was not clear to them that they would enter the home of an elderly stranger and go to him every week and do activities with him. It is a major achievement that we managed to recruit action-loving students who would break the ice and take this step of entering an area they do not know. Of the 12 Arabic speaking students who were presented with the project, 5 expressed a desire to take part in the program.

It is important to mention two extraordinary activities by scholarship recipients:

Avigail Tzadik (this is her second year in the project) has returned to her part time work as a social worker in a Jerusalem hostel for schizophrenic patients. Aside from her work there, she spends her extra time in escorting and assisting 10 patience in their everyday tasks and chores such as doctors’ meetings, visiting them and encouraging them in their work, encouraging their relationships with their families etc. She was very happy that she could dedicate her extra time to their welfare.

Vera Reznik (testimony attached) teaches private piano lessons 5 visitors of a day care center, in her home.

The evaluation (methodology, results, comparisons with the precedent year, conclusions for the future…):

1. Following the conclusions from last year, we initiated the call for participants in the program earlier which made it easier to start with the actual program in November when academic year has commenced. We will do the same prior the upcoming 3rd edition of this program (2019/20 academic year)

2. Finding the Beneficiaries: This year, as result of our experience last year, Musrara has assisted some of the students with finding the elderly person they would visit for the entire academic year. This time around we made a
connection between the students who asked for assistance and varies NGOs dealing with needy elderly people.

Needless to say that most of the seniors want and will continue the program next year.

3. **Support and Consultation:** Assigning program leaders for both the Hebrew speaking participants as well as the Arabic speaking ones proved essential for this program. The intergeneration differences sometime create difficulties for the young participants and advise from professional leaders is very important. During the program both leaders have supplied pivotal leads and information to the students, met with them and helped them find the most diplomatic ways through the boundaries they had to cross to build the relationships with the seniors and to cope with different behaviors of dependency, emotional overflow, dementia, failure, disappointments, fear of separation etc.

4. **Group Meetings Headed by the Program Leader:** During the program’s period the leaders made efforts to hold group meetings with the participating students as part of their scholarship, in order to give introduction, discuss the program, face together and brainstorm different conflicts and problems, share with the group different program related issues, find together solutions and learn from each other. The Arab speaking group achieved this goal as they were a small group and it proved very important and supportive. The Hebrew speaking group experienced difficulty in meeting together as this was a large group and it was hard getting them together due to schedule boundaries. However, the leader of this group was on call and supplied varied support via phone conversations and/or personal meetings.

5. **Documentation:** All participating students are art students in a school that finds social involvement highly important, and by nature, their activities lead to artistic acts and store the potential for future art works involving social issues and concerns.

- Bar Eran has created together with Bat- El, her elderly friend, an enterprise from Purim “Mishlochei Manot”. Together they produced the “cheina” of her daughter.
- Avishag Chakimi who shot a documentary of Marshel Fishler (sent last year to Mantanel Foundation), lost Fishler (age 93) a few months ago, but this documentation remains in his memory for the entire community of Beit Uriya, which he established along with his fellow pioneers.
- Tali Kutzrin is assisting Maria Zisslowitz to write a book about the Kabalah and the seasons of the year.
- Tamar Blass is meeting with Yossi (80) and in the last few months Yossi is translating Spanish songs and Tamar is singing and recording them.

**Provisional guide lines for the advancement of the program in the next year:**

1. The call for participants will be initiated at the start of the year.
2. Assistance of school in finding the beneficiaries, as much possible and as much as required by the students.

3. Initiating annually at least three program group meetings for the participating students.

Please join the Evaluation Report (see in this doc.), the Financial Report and the list of the participants to the program (as PDF documents)

Please join photos – as photos – and any link or any other document connected to the program which will seems to you relevant – as PDF document.