MATANEL FOUNDATION

ACTIVITY REPORT

Program: Community work Mechinat Aderet

Year: 2019-2020

Name of the Program: Community work Mechinat Aderet

Year of activity: 2019-2020 (grade 19)

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Number of active participants in the program:

48 first year students, 14 second year students (from September 2020), 40 students from the youth village in 10th grade

Estimated number of impacted participants:

200 boarding school students of the youth village Ayanot, 80 Naale students of the youth village Ayanot, 30 external students of the Ayanot school, 40 children with special needs who participate in the program „ness horim“ (the program ended in March 2020), 30 children, from kindergarten until 7th grade (educational framework for children of essential workers), 80 elderly living in the city of “Bat Yam”.

Give the actually state of the program:

The educational and ethical cooperation between the pre-army mechina „Aderet“ and the youth village Ayanot evolved, progressed and became stronger during the last year due to the shared learning (3 years) and to the corona period which made us rethink and specify the community work in the youth village.

In our mechina, we educate to a meaningful and active life. As a part of this perception we educate to community work, already in our mechina year and we educate to taking responsibility in the community we live in. During the last year the shared progress of the students of the mechina and the students in the youth village strengthened and therefore today we are integrated in different areas of the youth village - boarding school, High School and farmer work.

We see in this, a process of action taking, both sided profit, joint studying, developing a sense of belonging, giving of tools and strengthening the feeling of capability. The independence and education to action taking come from the students of the mechina and students of the youth village at the same time.
Due to the corona period, the virus’s needs and limitations, we changed the style and character of our community work and entered a time period where we increased in the number of hours of the community work and also the variety of places we work at. (at least 40 hours per week for each student)

<table>
<thead>
<tr>
<th>Doriation</th>
<th>activity area</th>
<th>Number of mechina members</th>
<th>form of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>months 2</td>
<td>Gaza envelope and Shphellat Juda area.</td>
<td>40</td>
<td>agriculture work, mainly support in the fruit picking season.</td>
</tr>
<tr>
<td>months 2</td>
<td>Bat Yam</td>
<td>46</td>
<td>providing an emergency response to Bat Yam municipality - manning call center and supporting the department of social services. (food distribution, medicine, warm foods, educational activities to emergency institutes, accompanying lonely elderly people.)</td>
</tr>
</tbody>
</table>
The main achievements during the last year of activity:

1. The increase of activity and adjustment of the community work during the corona period - in spite of the challenges this period brought with it, we managed to be in a structure of intense volunteer work. The staff, former mechina students and the students of the mechina enlisted to help and volunteer, no matter what they were required to do, in all areas of the youth village and all over Israel.

2. Integration in the educational learning space - Ayanot High school

3. Duplicate the model for another youth village (youth village silver) and accompaniment of the educational staff there.

The evaluation:

Program development this year:

1. Integration in the educational learning space - high school Ayanot - a space we started working in this year - each mechina student works between 12-25 hours per week in the High School and helps the student to fully fulfill their potential and reduce the educational gaps, created during the corona period.

2. Improving the accompaniment of the mechina students - specified role definition and coordination of expectations between the students of the school and the mechina. A closer accompaniment thanks to the community coordinator of the mechina.

3. Creation of a shared leadership - due to years of experience we have, we understood that we as staff, need to meet up on a weekly basis for co-managing the shared schedule and share information. Forum partners: Dana, manager of the school, Keren, manager of educational center, Amnon, coordinator of the farmer work.

What we can learn for the future:

1. It is necessary to write a role definition and coordinate expectations between the mechina students and the school staff.

2. Accompanying the mechina students through a grade coordinator helping in building the educational content and life skill classes that will match the learning system.

3. Writing a community work portfolio in advance, for case of an emergency.
**Financial Report**

<table>
<thead>
<tr>
<th>Position</th>
<th>Time Position</th>
<th>Salary (NIS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechina Community Coordinator</td>
<td>Half-time</td>
<td>52,000</td>
</tr>
<tr>
<td>Boarding school volunteer coordinator</td>
<td>Half-time</td>
<td>39,000</td>
</tr>
<tr>
<td>External training</td>
<td>meetings @ 300 per 10 meeting</td>
<td>3000</td>
</tr>
<tr>
<td>Day training seminar-3</td>
<td></td>
<td>2500</td>
</tr>
</tbody>
</table>

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

**Plans for next year**

1. Building an organized plan for the students of the mechina towards their community work in the school area.
2. Accompanying and presenting the role of the mechina students in the school to the teaching staff at the beginning of the year.
3. Duplication of the model of the Ayanot Youth Village to another branch in the Ben Shemen Youth Village.
4. Opening of the “Maalot” project - starting in 11th and 12th grade, the project prepares, integrates and accompanies youth village students into the world of pre-military mechniot and prepares, pushes and helps them towards and during their significant service in the army.