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Hiburim program-2013-2014

Name of program

Hiburim program

Year of activity

2013-2014

Name of the report's writer

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Function of the report's writer

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Status of program

We have just finished the first year of the "Chiburim" Project, where five students in 7th grade received guidance and support designed to empower them personally and academically. The participants were chosen based on both their high academic potential and their lower socio-economic background which allows them less opportunity to excel. Each student was paired with a "Big Sister" from Midreshet Be'er who helped her with schoolwork in general and as well as particularly chosen areas of focus. The "Big Sisters" met with students weekly; they also went on enrichment trips (to plays, libraries, museums, coffee shops, etc.). The students were offered scholarships for school, enrichment clubs, or personal empowerment, which aimed to help each student develop in her own areas of interest and strength. Throughout the year we worked closely with the parents, who received constant updates and took part in important decisions. The special relationships that developed between the Big Sisters and their Little Sisters were well-rounded and included areas such as school, personal and family life, cultural and recreational experiences, and more.

Main achievements during the last year of activity

The program and academic guidance provided the girls with a boost, improving their scholastic achievements and encouraging academic excellence.

The girls developed and accumulated knowledge and self-confidence in their chosen fields of interest and focus.

A well-rounded bond was formed between the Big Sister, Little Sister, the school, counselors, and home environment.

The girls became more empowered and culturally enriched, and they received early guidance to help them realize their dreams in the future.

Evaluation

This was the first year of the program. Its success can be judged by the achievements in school and the chosen enrichment programs. The relationships that developed between the Big Sister and Little Sister can be measured by the intensity of the meetings and the fruit the meetings bore. When a strong bond was formed it led to wonderful joint initiatives, projects for the school or community, active learning and more free time spent together.

At the end of the year we have assessed the conclusions and challenges. We see how important it is to establish a long-term program for the students that will set milestones, both new and continuing, for each new year and stage- from the start of junior high, through high school, army or national service, and up through higher education.

One of the conclusions for next year is that the Big Sister and Little Sister should have similar areas of interest, which will make the bond between them even stronger.

Others

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) :

In the 2015/5775 school year 10 students and 10 Big Sisters will participate in "Chiburim"
5 continuing in 8th grade + 5 Big Sisters from Midreshet Be'er
5 new students in 7th grade + 5 Big Sisters from Midreshet Be'er
(The long term plan starting in 5 years is for 30 Big Sisters and 30 students, from 7th through 12th grade.)

The Main achievements in the area of the Matanel Scholarships for Excellency.

The Main achievements in the projects which have been implemented in your school grants to the Matanel encouragements.

Naturally, the influence of the program changes from one student to another, as each student is different and faces her own challenges.

Families- the needs of each family also vary. Within the framework of the program there were home visits and the needs of each family were assessed and met on an individual basis.

Some families needed more financial help, some families (especially the recent immigrants) had more trouble providing academic help and guidance to their daughters, and some families needed more emotional support.

Academic excellence- All the students in the program are talented girls with high academic potential. Learning enrichment was emphasized for some girls, others needed routine afternoon study sessions that they did not get at home, and there were some girls whose motivation and self-confidence needed bolstering so they could see their own latent potential.

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