

MATANEL FOUNDATION

ACTIVITY REPORT

Program: Perach Zahav Matanel- Musrara

Year: 2017/2018 Academic year

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

Name of the Program: Perach Zahav Matanel- Musrara

Year of activity: Sept. 2017/ July 2018 (Academic Year)

Name of the report's writer: Dana Shahaar

Function of the report's writer: External Relations and Development

Mail: Danas@musrara.co.il **Phones:** 02- 6286519 Ext. 121/ 0525970617

Website of the organization: <https://www.musrara.org/>

Number of active participants in the program: 14 (some have meetings with two elderly people each)+ 1 leader

Estimated number of impacted participants: 17 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):

At the end of September 2017 we have incorporated into the project a project leader, Adi Menahemi, who is a therapist and an alumni of our school's Phototherapy Department. Adi leads the program hand on and guides the participating students on daily/ weekly basis. The scholarship recipients commenced their work with the senior citizens in early October 2017. The meetings take place between twice to four times a week. Our Perach Zahav students volunteer throughout the country, in Musrara and from Tzfat to Arad. 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. Presently, most of the participating students and senior citizens would like to continue their sessions and meetings together next year as well.

The main achievements during the last year of activity (main achievements, number of events, number of participants, etc.):

Currently 14 students work with 17 senior citizens (during the year there were some dropouts).

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.

There are also artistic and documentary outcomes to this current annual program such as photos, Phototherapy exercises, documentary film (maybe even two) which are currently being made and possibly an autobiography translated from Hungarian.

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

1. **Timeframe:** The scholarship term this year have started in October, which is fairly late, as we had to wait for the academic year commencements. In the future, providing that we know we can continue the program, we can put out a call for entrée during summertime for enrolled students, also many of the participating students this year can continue their valuable work next year.

2. **Finding the Beneficiaries:** The year of experienced we had has proved that finding the seniors for the program is challenging. Due to the characteristics of the program, the absorption process of the participating students and elderly was very long and 8 of the students whom have started the project and dedicated their time, left it for various reasons, or were asked by the elderly to leave. School assists some of the students in locating the seniors by turning to the authorities, but many times it is mostly up to the student to find the elderly, and, at times, they encounter difficulties.

It is important to mention that the search process is very challenging for the student, and it is his/ her responsibility. It should be noted that as part of the search process, we were assisted by the social worker at the Musrara Neighborhood Community Center.

Starting the program earlier would prove helpful in this case as we could prepare in advance.

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

3. **Support and Consultation:** Assigning a program leader, a Phototherapy Dept. Alumni, has proven so important. During the term of the program she has 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 force on their relationships with the seniors and to cope with different behaviors of dependency, emotional overflow, dementia, failure, disappointments, fear of separation etc.

4. **Content:** The participating elderly people are very different from each other in age, health situation, mental state etc. and the relationships between the students and the elderly are different from one another. Some have an interesting conversation, some play backgammon, cards, help with the computer, tea and cookies, gardening, common project- writing a life story, making a documentary film, art and crafts, phototherapy, chores, cleaning, shopping.
5. **Group Meetings Headed by the Program Leader:** Judging from the current year, we think it would be essential to hold at least three group meetings (beginning of the year, mid. Year and end of the year) 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.
6. **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. We find it important to collect documentation from the work with the elderly. Some of the students (mainly from Photography, New Media and Phototherapy Depts.) have spontaneously started documenting the elderly and their activities together:
 - Yael Kalfon is typing an autobiographical book, translated from Hungarian, for Emile Miller.
 - Avishag Chakimi is filming a short documentary (to be ready by early May) about Marshel Fishler.
 - Adi Van Valsen has filmed Yakira whom she is working with and is on the lookout for an editor for a short film as a present for Yakira.
 - Liliane Buainain does Phototherapy work with two elderly citizens- Elisheva Ventura and Luna Tarragona.

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

1. To issue a call for entrée earlier- Possibly during summertime.
2. Assistance, as much possible, of school in finding the beneficiaries.
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**.