

MATANEL FOUNDATION
ACTIVITY REPORT

Program: Heznek for Practical Engineers

Year: 2017-2018 School Year

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

1. Name of the Program: Heznek for Practical Engineers
2. Year of activity: 2017-2018 school year
3. Name of the report's writer: Zvia Talor
4. Function of the report's writer: Program Manager at Heznek
5. Mail: zvia@heznek.org Phones: 054-7682065
6. Website / Facebook address of the organization: <http://www.heznek.org/>
7. Number of active participants in the program: 223 young adults at-risk
8. Estimated number of impacted participants: 700 young adults at-risk
9. Give the actual state of the program (where the program stands at the date of the activity report, no more than ten lines):

In the framework of the "Heznek for Practical Engineers" program, the Matanel Foundation is supporting 180 young adults at-risk, (aged 18-35) from Israel's socio-geographic periphery from all sectors of society.

These young adults began a technological-professional training program towards a practical engineering degree at regional technological colleges throughout Israel in the 2017-2018 academic year. This is a three-year program, and the participants will conclude their first year in August, 2018. The program has been successfully operating in seven regional technological colleges: *Ruppin, Atid Maalot, Sapir, Kinneret, Safed, Beer Sheva and the Ariel Technological College.*

The program provides an innovative and high-quality solution to underprivileged populations of all sectors of society throughout the country (in the northern, central and southern regions).

The students study towards a practical engineering degree in advanced technological professions which are in high demand in the industry, with the goals of:

- preventing their drop-out
- obtaining of high quality and certified professional training
- job placements

All of the above targeting their removal from the circle of poverty and unemployment; and their successful integration into society.

In order to meet these goals, the program this year included:

- personal support and accompaniment by professional teams,
- study support network,
- tutoring sessions by teachers and teaching assistants,
- additional lecture hours,
- creation of a unique Heznek pedagogical program,
- professional vocational training,
- preparation for the employment arena, and empowerment and vocational efficacy workshops.

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

- The program has successfully met the goals and objectives that were defined– preventing student drop-out, raising students' achievements and developing their vocational life skills.

- The program was successfully integrated at all of the colleges. Excellent working relationships were created with the management, the professional staff and the deanship at each college.
- The number of program participants increased – two cohorts of students are studying at each of the colleges and the program has begun to operate in an additional technological college (The Ariel College).
- The program has become significant and recognized at the technological colleges and Heznek L'Atid has been repeatedly approached to expand its activity within the participating colleges and at many additional ones.
- The methodological and pedagogical accompaniment and guidance of Heznek's professional team has been significant, and the professional staff at all the colleges has noted their importance and contribution.
- Heznek's team has developed unique math study materials for underprivileged populations. These materials shall assist in responding to the students' needs at all the colleges.
- New partners have joined to the program, such: The Azrieli Foundation, the Wohl Foundation and the Glencore Foundation. This additional support makes it possible to increase the number of participants and allows the future entry into additional technological colleges in Israel.
- The national need for a professional training program for young adults at-risk and of having vital sectors entering the job market, government ministries, including the Ministry of Economy, the Ministry for the Development of the Periphery, the Negev and the Galilee, and JDC-Israel have demonstrated interest in forming collaborations.

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

"Heznek L'Atid has created a vital intervention program in technological education"

"(The program makes is possible to) ... bring a large number of students to the finish line and to obtaining a practical engineer diploma, and thus to significantly reduce the students' drop-out along the way, and to bring them to the vocational arena and to the technological industry more professionally prepared."

Quote from the words of the Director of the Beer Sheva Technological College, Mr. Dov Tamir

"A life changing program that grants young adults at-risk the opportunity to acquire a high-demand technological profession, to integrate into the job market and to respectfully provide for themselves and their families"

Maya Yosefi, Ruppin College

The Heznek for Practical Engineers program has an inherent and formative evaluation and assessment system. There is constant data collection and information about the students, before they enter the program, throughout the year and upon the completion of each year.

The evaluation assessments tools are:

- ✓ gathering data and grades
- ✓ interviews with students, staff and faculty
- ✓ focus groups
- ✓ questionnaires.

Heznek for Practical Engineers attends to the most underprivileged populations that attend the colleges and are at a drop-out risk. The students are selected for the program after a

personal interview and examinations of their academic and socio-economic backgrounds. Research demonstrates that these figures are drop-out predictors.

The Measurable Objectives that were Prescribed for the Program are:

1. 80% of program's participants will complete their studies with a practical engineer diploma. Currently, 40% finish with a diploma – including strong students, and Heznek attends to students with a high drop-out potential.
2. 90% of the program's participants shall complete their professional studies.
3. 90% of the participants shall integrate into the industry in the profession that they studied.

The 2017-2018 academic year at the colleges has not yet ended and the Ministry of Economy's external exams have not yet been held and therefore we do not yet have summarizing figures for this year, however it is already evident that the program is clearly succeeding to meet all of its goals and objective for this year:

Preventing Drop-Out

"Heznek for Practical Engineers" has clearly prevented dropping out among the program's participants at all of the colleges in which it has been operating. The drop-out rates were examined compared to the drop-out rate at the colleges prior to the program's initiation or compared to the corresponding cohort (students in the same year of study in the same fields of study, who are not participants of the program). It is important to note that the first year is characterized by large drop-out rates among students at the colleges. **Of the 223 students participating in the program, only 4 dropped-out – this is a 1.8% drop-out rate compared to a 30% average drop-out rate among the colleges' students who are not participants of the program.**

It is important to note in this context that the students who were selected for the program are from the most underprivileged population and have the highest college drop-out potential. Given this background, the program's significant success in meeting this central objective is even more evident.

Academic Achievements:

The program has succeeded in raising the program participants' attendance, reducing their academic gaps and improving their achievements, both compared to themselves and compared to the other college students, at all the colleges.

According to the reports from the professional teams, the percentage of attendance in the college classes, the scholastic tutorials and the empowerment activities was high, averaging at an 85% attendance rate. This figure is particularly impressive given the program's students' heavy workload and given that it occasionally requires them to attend an additional day of studies and/or empowerment workshops and tutorials all while also working and studying. The high attendance is expressed in the reduction of the scholastic gaps and the improvement of the students' academic achievements. It is evident from the semester and some of the year-end grades that the students are doing well. They have not yet approached the final external Ministry of Economy examinations. There are still some grades which have not been accepted yet, so there is no basis for a precise comparative segmentation.

Attached (at the end of the report) are a few examples of grades that have been collected which indicate a positive trend of meeting the academic objectives.

Enhancing the participants' motivation and self-efficacy and creating vocational life skills for successful integration into the job market.

According to feedback from students, reports from the enhancement program coaches and the reports of the professional teams, it is evident that the students underwent a significant process during the year in creating a vision for their future, setting goals and defining focused objectives in terms of academic and vocational development. This is evident in the participants' willingness to devote themselves to their studies, in their high attendance at tutorials, their perseverance and their academic achievements.

It emerges from conversations with the students and feedback from the empowerment activities that the program is perceived by them as a "*ticket to success*". They understand the importance of the program and its contribution to their success and they wish to continue to be a part in the program. The coordinators at the colleges report that they are approached by other students at the college who wish to join the program as well.

It is important to note that the final figures regarding drop-out rates and achievements shall be updated during the month of November, upon the commencement of the academic year at the colleges.

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

The Matanel Foundation is supporting 180 students who in August 2018 will be concluding their first of three years in the program. During the 2018-2019 academic year, the students will continue to the second year of the program as contemplated according to the program's principles and elements. The program shall continue its activity in October 2018 immediately following the high holidays, until the end of the academic year in August, 2019.

12. Please join the Evaluation Report, the Financial Report and the list of the participants to the program (**as PDF documents**)

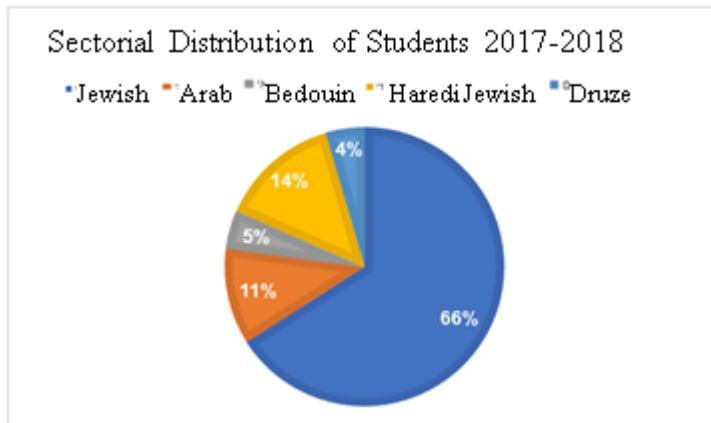
The financial report and list of names are attached as an annex. The final evaluation report shall be sent to the foundation during the month of November upon receipt of all of the data and the analysis thereof.

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

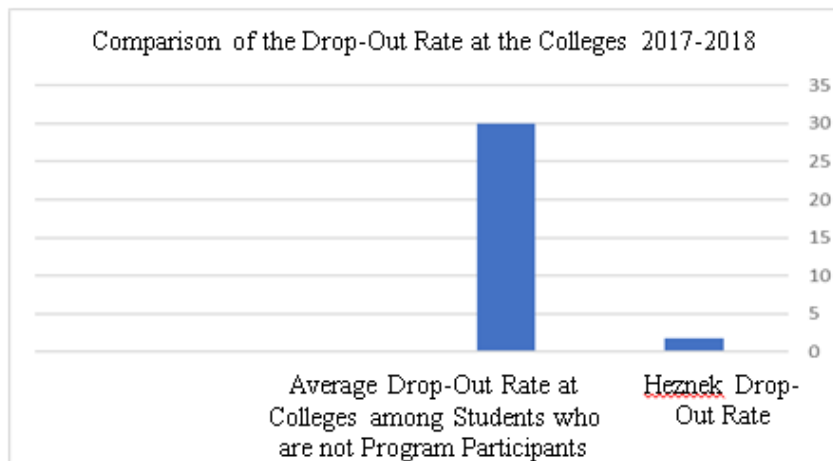
See attached annex.

Charts and graphs

1.

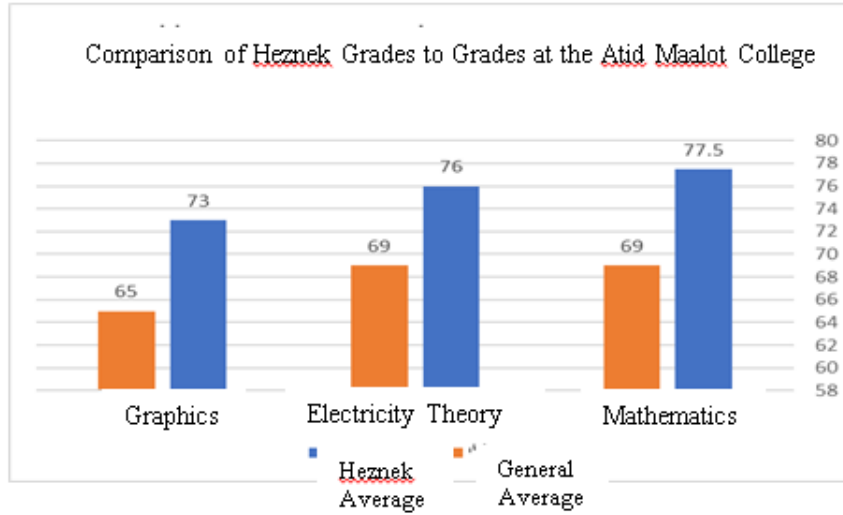


2.



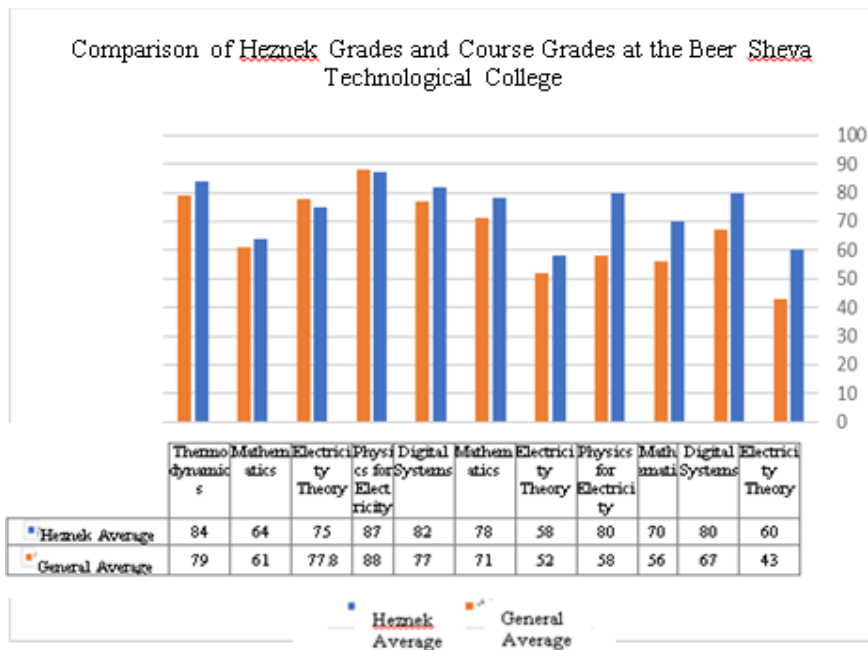
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4.

5.



Hezkek for Practical Engineers

Program Budget

General comments on the budget

- ✓ With the Foundation's support, 180 young adults, from all sectors of Israeli society, participate in the program, in seven regional-technological colleges (north, center and south of Israel) in 2017-2018 academic year.
- ✓ The cost per student is NIS 6,500, and NIS 1,110,000.
- ✓ The academic year will conclude in August. The expenditures detailed in this document reflect our costs to date (June 2018). We estimate that by the end of the academic year, the actual expenses will be 100% of the planned expenses. Sums in the budget are in NIS.
- ✓ The 180 students who have begun their studies this year will continue for two additional years (evening studies, as they are working during the day) until their graduation.

Budget details

Item	Planned	Actuals
Vocational training and studies towards a practical engineer certificate: studies for certification studies, tutoring	660,000	625,308
Workforce orientation and placement, including: job-interview simulation, resume-writing, personal empowerment, career development, entrepreneurship	450,000	335,947
Total	1,110,000	961,255

Program partners

Funding Source	Planned	Actuals
Noble Energy	550,000	550,000
Ms. Raya Strauss	100,000	100,000
Corporate donor	100,000	100,000
Discount Bank	180,000	180,000
Matanel Foundation	180,000	180,000
Total	1,110,000	1,110,000

[Pictures from professional vocational training](#)





