

**Student Action for Social Change:
Mapping the Present to Build the Future**

A Draft for Discussion

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**Dr. Daphna Golan-Agnon, Prof. Jona Rosenfeld,
Shiri Ben Yosef, Hanaa Knaneh, Yael Rosenfeld,
Danny Schrire, Ben Schwartz**

Translated: Shaul Vardi

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Contents

1.	Executive Summary: Principle Findings and Recommendations	3
2.	Background	9
3.	Methodology	11
4.	Mapping the Activities	15
	A. Student Initiatives	
	A1. Social Change Organizations	
	A2. Student Volunteer Organizations	
	A3. Small and Local Organizations	
	B. Social Involvement Units	
	C. Academic Supervision of Community Action by Students	
	C1. Elective Courses Including a Practical Component	
	C2. Internship	
	C3. Academic Credit in Return for Social Action	
	C4. Final Project	
	D. Making Academic Knowledge Accessible to the Community	
	D1. Adoption of a Neighborhood by a University or College	
	D2. Adoption of a School by a Department or Academic Center	
	D3. Making Academic Knowledge and Facilities Available to the Community	
	E. Perach	
5.	Issues for Discussion and Research	23
	A. What is the Purpose of Community Action by Students?	
	A1. What is the Contribution to the Students?	
	A2. What Contribution Does Student Action Make to the Community?	

- A3. What Contribution Does Volunteering Make to Institutions of Higher Education?
- B. How Can Meaningful Student Action Be Encouraged?
 - B1. Supervising Learning and the Connection to Academic Knowledge
 - B2. Training
 - B3. Remuneration and Long-Term Planning
- C. What Are the Recommended Areas of Activity?
 - C1. Mentoring Children
 - C2. Work with Youths
 - C3. Community Work
 - C4. Education to Rights
- D. Encouraging the Exchange of Information, Cooperation and Learning from Success
- E. The Long-Term Impact of Social Action: How Do the Activities Influence University Graduates?

.6 Appendices

48

1. Executive Summary: Principle Findings and Recommendations

The mapping study we undertook in November 2004 and May 2005 aimed to describe the involvement of students in social action, and to propose organizational changes that might advance these activities. During the course of the mapping study, we identified a number of principled issues that have not yet been researched and that would benefit from academic research and discussion among decision makers in institutions of higher education. Accordingly, in addition to our recommendations to the foundations interested in advancing this field, we have also included in the report a section presenting issues on which we hope to focus research and discussion efforts in the future.

This mapping study is preliminary in nature. It does not include all the institutions of higher education in Israel, and does not address key issues relating to need to make higher education accessible to broader sections of the Israeli population. The study examines the different characteristics of social action among students in Israel, and proposes the establishment of organizational frameworks capable of advancing those fields of social action that encourage student involvement while recognizing and critically analyzing the social context of such action.

Vision

We believe that it is of great importance to encourage mutual commitment between the higher education system and institutions, the students who attend these institutions, and the society and communities in which these operate. These three spheres form a matrix within which each contributes to the other.

The presence of these commitments may be deduced both from the history and ideology that underpinned the emergence of higher education before and after the establishment of the State of Israel, and from the actual mutual relations that exist between these three spheres in practice.

Over the years, numerous and diverse attempts have been made to bring these spheres together in order to work together and contribute to the humanization of Israeli society. The range of activities is based on the idea that only a meaningful bond between these spheres can enable each one separately, and all three together, to form a system acting

to realize vital social values (such as commitment and the use of knowledge), and to engage them in activities advancing the commitment to social justice and to helping every last citizen.

Our aim is to analyze the findings of the mapping study of the existing situation in a way that will enable, in the future, more profound and meaningful attention to the subject of student activities for social change.

Principle Findings

1. In recent years, there has been a dramatic increase in the number of social action initiatives launched by students. These initiatives are diverse, and most institutions of higher education invest considerable efforts in helping students and promoting such activities. There has also been a parallel growth in the commitment of institutions of higher education to establish social involvement units and to develop programs and courses advancing social action.
However, although the potential contribution students can make to the community is enormous, social action currently takes place through dozens of small organizations, most of which do not have committed funding beyond the current year, and thus cannot engage in long-term planning. Moreover, the contribution student action makes to society has not been sufficiently researched; neither has there been a proper examination of the ways in which the students themselves benefit from these activities.
2. Most institutions of higher education have not formulated policy delineating the commitment of the institution, students and lecturers to the community. In most institutions of higher education work plans have been prepared, resources are not pooled, and there is no long-term plan for encouraging lecturers and students to engage in social action,
3. With isolated exceptions, the diverse community activities undertaken by students take place in almost complete isolation from the academic knowledge and research of the institutions of higher education. Dozens of bodies, movements and social involvement units involve students in actions designed to narrow gaps and secure social change. However, although most institutions of higher education warmly welcome such activities, very few lecturers supervise and support the students' work, very little knowledge is preserved or transmitted

to others, and scant attention is paid to the activities in terms of applied research.

4. The disconnection between these programs and academia is also evident in the case of Perach, which has run activities for decades without adequate research and evaluation, and without the supervision of the activities by academic personnel active in the field. It is unclear why Perach enjoys a virtual monopoly in terms of student scholarships for community action. No examination has been undertaken of the contribution mentoring makes to the students or to the youngsters they mentor¹.
5. The knowledge acquired by the students in the course of their activities is not transmitted to others and there is no exchange of knowledge between different groups. While preparing the study, we learned of different groups that are active in similar fields in the same geographic area yet were unaware of each other's existence.
6. The chances of Arab students to receive scholarships encouraging social action are small. Many of the scholarships are provided by external foundations that condition awards on military or national service. In most institutions, the number of Arab students receiving scholarships for social involvement is extremely small. In certain cases, such as that of Sapir College, a deliberate effort is made by senior management to assist Arab students.

Recommendations

1. **To encourage research and public discussion** regarding the commitment of academia to narrow social gaps. In this broad context, the heads of institutions of higher education should be made more aware of the importance of introducing courses and practical activities for students and lecturers relating to the issue of social equality.
2. **Institutions of higher education should be encouraged and incentivized to develop their commitment to the community.** One method, proposed by the late Nechemiah Levzion during his period of office as chairperson of the Planning and Budget Committee, was to include a criterion of community

¹ For the lack of research, evaluation and clear criteria see also State Ombudsman's Report (published May 2005), Institutions of Higher Education – Perach – Mentorship Project, p. 274, paras. 6, 7, 8.

service in the committee's formula for budgeting institutions of higher education in order to advance this field. This proposal, or other suggestions for providing budgetary incentives for institutions of higher education to develop this area of activity, should be considered. For example, much could be learned from the successful model of budgeting institutions of higher education in return for the assistance they provide for students with learning disabilities. The decision of the government from 1998 to increase the number of Perach scholarships should be implemented.

3. **To pool resources on the institutional level.** In an era of budget cuts, on the one hand, and increasing economic and educational gaps, on the other, and given that most groupings of student activists do not have long-term (or indeed short-term) plans, it would be useful to establish a committee in every institution of higher education comprised of members of faculty, management and students in order to develop policy, pool resources, supervise training and develop courses accompanying practical action. The monopoly enjoyed by Perach in the field of scholarships for social action should be reconsidered, and part of the budget should be decentralized in order to enhance the involvement of institutions of higher education in this field. It would be worthwhile attempting to provide budgets for institutions of higher education in order to encourage diverse activities and provide research and theoretical supervision of practical actions.
4. **To leverage the issue** through publicity, conventions and seminars, and presenting options for study and action at open days and on websites of institutions of higher education.
5. **To establish organizational frameworks to advance student actions in the community.** The organizational alternatives discussed below in this report aim to address the principal needs raised in the mapping study. They are not intended to replace or compete with the important activities that already take place in institutions of higher education, nor to replace the role of the state in supporting these activities through the Council of Higher Education. The proposals call for the establishment of organizational frameworks to help advance these activities and are raised here as a basis for discussion. The list of

proposals was raised during the meetings of the various steering teams and is not final or exhaustive.

In order to define which initiatives we wanted to support, we attempted to formulate criteria focusing our work and distinguishing between important general initiatives and specific areas we consider particularly interesting.

I Criteria

- Organizations and programs that combine practical action with a critical social analysis.
- Organizations and programs that create frameworks for joint learning and action that bring together students, academia and the community.
- Organizations and programs which teach students about the social contexts of their actions.
- Organizations and programs that create possibilities for ongoing social action as a way of life.
- Organizations and programs committed to providing supervision and guidance for the process undergone by the students, and to enabling peer learning and critical reflection on the experience (with a preference for academic supervision).
- Organizations and programs committed to universal values of human rights.
- Organizations and programs that are open to external evaluation and advice.

II The organizational framework(s) we recommend will meet the following needs:

- A. To advance research on the subject of the involvement of students and academia in social equality.
- B. To hold regular meetings between those involved in this field in order to exchange knowledge, facilitate peer learning, engage in case studies and provide a forum for consultation.
- C. To develop a data and resource base including virtual section and a collection of literature, films, bibliographical material and lists of lecturers.

- D. To provide scholarships for students and grants for lecturers in order to encourage the development of courses and grants for organizations working with students according to criteria to be developed by us.
- E. To develop innovative models that move the field forward.
- F. To train organizations in which students are active.
- G. To evaluate different projects in terms of their contribution to society, to students and to institutions of higher education.
- H. To organize seminars, in-service training and conferences.
- I. To undertake research and study tours in other countries.

III Organizational Alternatives

- A. A new association will be established providing scholarships for students, organizations and programs that meet the criteria defined above. This association will also work to promote the field on the national policy level.
- B. Two separate bodies will be established. The first will focus on research, evaluation and the exchange of knowledge. The research center could be established within an institution of higher education, in the Council of Higher Education or as an independent association. The second body will focus on financial aspects, increasing the number of scholarships available for students by raising funds from abroad, awarding research grants for lecturers, and providing budgetary support for student associations. This body could be established as a new association or as a “Students Fund” within the New Israel Fund or any other foundation. A public board will be elected for the “fund.”

2. Background

In recent years, dozens of groups have been formed that bring together students who are active in disadvantaged neighborhoods and development towns or active in organizations that seek to empower weakened groups and advance human rights. These groups operate in different ways and regions, but all share a common sense that Israeli society is polarized and is disintegrating due to extreme socioeconomic gaps. These groups also share a belief that advancing social justice and contributing to the community are an important part of the process of learning. In June 2001, under the auspices of the Minerva Center for Human Rights at the Hebrew University of Jerusalem, we established a forum for reflection and study bringing together student activists, lecturers and university personnel, and social change organizations in order to facilitate cooperation and the exchange of information.

In November 2004 we initiated a process of mapping student activities with the goal of identifying the needs of the various groups, examining the ways in which institutions of higher education encourage and support such activities, and proposing organizational frameworks enabling cooperation and academic supervision for student actions to promote social change. This process was financed by The Ford Foundation, which is interested in expanding and encouraging connections between academia and the community, and with the support of other foundations who fund student activities and are interested in extending their support.

A mapping study cannot be a substitute for a comprehensive evaluation study on the subject of student involvement in the community. Such a study would examine the motivation of the student activists, the ways in which they themselves gain from their activities, the impact their activities have on the communities in which they work, and the support provided for their activities by institutions of higher education.

Our study did not relate to a large number of important and pertinent issues: Improving the accessibility of higher education; the relevance of academic research for Israeli society; criteria for promoting and rewarding lecturers and the impact

thereof on their commitment to community action; opening libraries and courses to people other than students; the conditions of employment of contractual employees in institutions of higher education; the function of academics in contributing to critical discourse; and numerous additional questions relating to the connection between academia and the community. Our focus was on student activities that are not a required part of the curriculum. For example, we did not examine the various internship programs operated by schools of social work and schools of education and psychology, which include internship in the community in the field of study. We are aware that some of these programs are important in terms of the educational and social action of the students, who acquire knowledge and a profession, and some (to varying degrees) also provide critical tools. However, we focused on activities that students initiate or choose to join in order to promote social change, and on a small number of academic courses that include community action and are provided as elective courses within the curriculum.

The bodies and programs we mapped are detailed in the appendices. Many programs were not included, and we apologize for this. This document is an initial draft distributed for reactions, additions and comments; it will be published only after the collection of material has been completed.

3. Methodology

The mapping was based on in-depth interviews, written questionnaires and focus groups of student activists and representatives of NGOs in which student are active. A team of five mappers held 34 in-depth interviews with the heads of bodies responsible for social involvement in academic institutions, leaders of student movements active in the field of social change, and lecturers who run courses that include an element of community action. In small colleges that do not have a student involvement unit, we interviewed the dean of students or their relevant representative. We also interviewed additional key figures who are active on campuses or in society at large.

The in-depth interviews offer a chance to become acquainted with the nature of activities on campuses. They also have additional advantages: an acquaintance with key individuals in the field; networking with other bodies within the universities and in civil society; and the identification of the needs and problems of each body. Most of the people we interviewed were very interested in the initiative and in meeting and learning together with their peers from other colleges and universities.

The questionnaires were designed to complement the interviews, providing both quantitative and qualitative information. The advantage of the questionnaires is that they offer each body that chose to complete them a chance to present itself without mediation. **(See appendix 5 for a sample questionnaire).**

We also held nine focus groups, at which students were asked to discuss their community activities, present the ways in which they gain from this involvement, and recommend ways to promote such activities. We also led a focus group in which the representatives of civil society organizations that include student activists in their work discussed the contribution made by the students, the difficulties that arise and their vision for the future. Another focus group included students who are participating in a theoretical course alongside their social involvement, and a further group for students who have completed a year-long program of educational action in underprivileged neighborhoods. A total of 23 representatives of organizations and

201 students participated in the focus groups. The process of mapping – from the definition of the goals through discussion of methodology and the findings and on to the drafting of this report – were supervised by a steering team including academics, activity coordinators and student activists. The list of members of the steering team is included in Appendix 8. Professor Jona Rosenfeld, the recipient of the Israel Prize for Social Work, served as the academic consultant for the entire process.

This draft does not encompass the entire picture, due to limitations of time and budget, and since the mapping was intended to provide us with a preliminary view helping us to consider the ways to advance activities in the field. Since this is an enormous task and our capabilities were limited, we focused in greater depth on areas close to each one of us:

Danny Schrire mapped the Jerusalem area and the North. Danny is studying for an MA in Urban Planning at the Hebrew University. He volunteers in the Katamonim, was active in Mahapach. As a Minerva Human Rights fellow, Danny spoke to hundreds of residents of neighborhoods around Israel, asking them about their dreams and how they consider partnership with students. He was able to create contacts and networking that emphasize the situation in Jerusalem. The extensive and diverse activities at the Hebrew University – among the most impressive we found – are therefore reflected in greater detail in the study.

Yael Rosenfeld, a graduate of Bezalel College, joined the process at a later stage and, in a limited period of time, mapped the activities at Tel Aviv University and colleges in the region. Numerous activities in the North and Center of Israel are not yet reflected in the report.

Hanaa Knaneh mapped activities among Arab students in Israel. Hanaa has just finished her BA in biology. Last year as a Minerva Human Rights fellow at the Hebrew University, she volunteered at the organization “Rabbis for Human Rights”. Although the number of Arab students involved in these activities is small relative to their weight in the student body as a whole, Hanaa brought together students who are active in various programs to meetings in Beersheva and Haifa, and the report includes the voices of Arab students from different universities and colleges.

Ben Schwartz, a psychology student at Ben Gurion University of the Negev, is establishing an educational group of students in Netivot together with some friends. Ben mapped the impressive activities at Ben Gurion University, which are described in detail in the report. He met dozens of student activists and many leaders of organizations and program directors also sent us questionnaires at his request. Shiri Ben Yosef is an MA student at the Hebrew University studying organizational sociology. She volunteers for the rape crisis center, running workshops in schools around Jerusalem. Shiri coordinated the study, questionnaires and interviews and guided our work as a learning organization.

Professor Jona Rosenfeld supervised the entire process of learning, asking questions, reminding us of our vision and of the knowledge held by disenfranchised members of society.

Dr. Daphna Golan-Agnon teaches and learns each year from a group of fifteen Minerva fellows who intern in human rights organizations around Jerusalem, and from twenty Jewish and Arab students who run workshops on equality and preventing gender violence at schools in West and East Jerusalem.

Although the mapping process is not complete, the data collected enabled us to learn about the needs in the field and develop a number of organizational proposals for advancing this area of activity.

Review of the Literature

Studies in the USA have shown that students who were active were more successful both during and after their period of studies. Their involvement in social action during their studies had a positive impact on their academic achievements, their leadership skills and self-confidence, and enhanced the likelihood of their choosing a community service profession after graduating. The greatest influence was found when the social action was connected to a course in which the students participated. The studies reflect the importance of group discussion relating to social action, as well

as the importance of the involvement of lecturers in this process.² There has been little research on this subject in Israel, and we confined our review to literature discussing Israeli academia and student in general terms, and to literature relating to the third sector and volunteering.

² A.W. Astin, L.J. Sax, "How Undergraduates Are Affected by Service Participation" in: Journal of College Student Development, 1998 V. 39 N.3, see www.campuscompact.org for research on service learning.

4. Mapping the Activities

Given the needs of Israeli society, the deprivation found in the periphery and in disadvantaged neighborhoods, and the growing gaps within society, the subject of the commitment of academia to social change is of great importance. Although the potential contribution students can make is enormous, apart from Perach, social action currently takes place through dozens of small bodies, most of which do not have secure budgets beyond a single programmatic year, and obviously cannot engage in long-term planning. Most of these bodies do not benefit from academic knowledge in the field of education and society accumulated by the universities and colleges. Very few academic courses include social action off the campus. Nevertheless, the diverse range of activities, energy and thought invested by many students in developing action plans should rightly be acknowledged and encouraged.

As a general and rapid mapping study, we were inevitable exposed mainly to the larger organizational frameworks. Many diverse and smaller local initiatives were not adequately represented in the study. Some of these initiatives will develop into larger organizations functioning on a long-term basis, while others will disappear due to a lack of money or burnout among the founders. It would be worthwhile examining ways to encourage such initiatives and maintain the diverse nature of these activities.

Social action by students may be classified according to the different organizational models and fields of activity through which it takes place:

A. *Student Initiatives*

A1. Social Change Organizations

Various associations of students (or bodies working mainly with students) are active on the national or regional level, drawing volunteers from among students at the different institutions of higher education. These associations, such as Mahapach, Baladna, and the Wellspring for Democratic Education, provide scholarships from various sources (Israeli and foreign), including Perach scholarships. These bodies are

mainly involved in educational activities with a community orientation, seeking to secure social change and improve access to rights. The activities have a group orientation, and emphasize the creation of groups of student peers who can discuss their work together. The students fill a very wide range of functions, and receive training and supervision from activists in the associations or from others, including lecturers in higher education, who are active on an occasional basis. In addition to group activities, the programs also include individual and group mentorship of children and youths in academic fields. The main goal here is to motivate the children by providing enrichment in key subjects (mathematics, English, Hebrew), in the hope that this will enable them to return to normative studies. Some of the tutoring takes place in schools (school students leave class for a few hours to study on their own), while other activities take place in the afternoon. There is a high level of variance between the different types of mentorship in terms of the quality of the pedagogical work, which ranges from help preparing homework to study based on motivational and critical models.

A2. Student Volunteer Organizations

Over recent years, a number of organizations have been established with the goal of expanding the scale of volunteering among students. These organizations work with a minimum of training, creating connections between the needs of civil society and the capacities of student activists. Organizations of this type, such as Breira, Ruach Chadashah, Kol Koreh and Negbah emphasize the importance of social action that is not undertaken in order to gain a scholarship or credit points, and offer students a wide range of options for involvement, even if they can only give a few hours a week. Breira, which was established in the Faculty of Law at the Hebrew University, offers a wide range of volunteering options, most of which relate to the provision of free legal aid. Ruach Chadashah, which is active on various campuses in Jerusalem, offers students a chance to participate in work internships within the institution. The students acquire work experience, and in return function as ancillary staff, giving of their research skills and creating connections between academic and theoretical knowledge and social realities. Megamah Yerukah (Green Trend) focuses on activities in the ecological sphere throughout Israel.

A3. Small and Local Students Organizations

In recent years there has been a sharp increase in the number of small groups of students who decide to act in a given field, raise funds, create small and independent frameworks and work in the field. In Jerusalem for example, Ya'alah is a group of six students who live in the Katamonim neighborhood and are active in the field of informal education. A group of seven students studying in a combined philosophy, economics and political science program at the Hebrew University work as volunteers in the "Rights' Shop" of the organization Community Advocacy, providing financial advice. A group of students at Ben Gurion University are establishing an educational action group based in open apartments in Netivot. Dozens of groups are active in different fields. Apart from education, student activists are also involved in distributing food and/or clothing to needy people, through organizations such as Latet and Good Neighbor, and in helping in hospitals, from nursing assistance to entertaining hospitalized children.

B. Social Involvement Units at Universities and Colleges

Most Israeli universities and some colleges have established a student involvement or social involvement unit, usually accountable to the dean of students. In institutions that do not have such a unit, the dean of students is responsible for the subject of social involvement (either directly or through a representative).

These units operate a wide range of programs of a highly varied nature. Different units emphasize different areas, according to the policy of their head. The units offer diverse training components, from a few sessions to meetings every two weeks. Training is non-academic in character, and is provided by the staff of the unit or by student coordinators. Lecturers from the university or elsewhere provide guest lecturers according to need. The students in these units receive a scholarship in return for their involvement. A notable proportion of these programs focus on leadership. Some programs are long-term; sometimes (at Haifa University) students begin their involvement in their first years of studies and continue through completion of BA and even MA degrees.

Most units prioritize students with economic difficulties; at Bar Ilan University, prioritization is based on grades.

The units in universities employ coordinators for the various programs. The proportion of students to coordinators varies according to the type of programs operated by each unit. Some units (such as that at the Hebrew University) provide supervision sessions every two weeks, ongoing guidance and the possibility to receive feedback and participate in critical group discussions during the course of volunteering. In other social involvement units (such as that in Sapir College), the students do not receive any supervision, but are seconded to different organizations that are expected to provide training. In some units, the coordinators are external, according to the programs operated (for example, the coordinator of a lottery-funded program using student volunteers comes from the local authority).

The type of programs found in the involvement units include: leadership programs, activities in rights organizations, enhancing access to university/college facilities for non-academic populations, open apartments or living with rehabilitated prisoners. Most of the units include mentorship projects for other students, such as blind students, students with learning disabilities, or students who have difficulties in their studies.

Funding: Scholarships are provided by Perach, the Gross Foundation for released soldiers, funds of the Jewish Agency and other funds and foundations according to the type and location of activities. Sometimes the scholarships are intended to cover living costs, and are provided according to a socioeconomic index, but conditioned on social involvement (one reason for this is the fact that these units are accountable to the dean of students).

See Appendix 2: Social involvement units at the Hebrew University of Jerusalem, Haifa University, Beit Berl College, Weizmann Institute, Sapir College, Safed College, the Jezreel Valley College, the Western Galilee College, Ben Gurion University, Tel Aviv University, Telchai College, Teachers Training College of the Kibbutzim, Hadassa College and Achva College.

C. *Academic Supervision of Community Action by Students*

C1. Elective Courses Including a Practical Component

Several universities and colleges offer courses in which content is taught by members of faculty and practical activities take place outside campus. The courses provide the students with theoretical tools and with the ability to examine their work in the community critically, and analyze the knowledge acquired in the field. Most of these courses address human rights issues. A course in the field of social rights at Sapir College enables students to work in rights organizations in the South of Israel. The Minerva Human Rights program offers outstanding students from all faculties in the Hebrew University an opportunity to volunteer for ten hours a week in a human rights organization, and combines action with theoretical study of the field. Courses on gender equality and the prevention of violence at Tel Aviv University and at the Hebrew University, students acquire academic knowledge and run workshops on the subject of gender equality and the prevention of violence in junior-high and high schools. The legal clinics in most of the schools of law in Israel offer students experience in providing legal aid for individuals and disadvantaged groups, while educating students to social responsibility as part of their legal professionalism. Some of these courses entitle students to a scholarship as well as credit points. The demand for these courses is very high and far exceeds the number of places available.

C2. Internship

In some study tracks (particularly social work and education), students are required to work as interns in an approved position as part of their training. This practical experience is a requirement for graduation, and is supervised by teachers from the academic institution. Some of the recognized functions are institutional in nature (e.g. in hospitals and schools), while others provide an opportunity for students to work in organizations in civil society. Teacher training colleges have launched innovative initiatives to create programs including study of social contexts and practical internships in civil society organizations, and not only in schools and pre-schools. A professional evaluation of the experimental program in the critical pedagogy track at the Kibbutzim Teachers Training College suggests that this innovative program has been highly successful in creating a sense of satisfaction and meaningful learning among the students.

Recently, elective courses including practical experience have also been opened. At the Hebrew University, these activities were initiated by Ruach Chadashah. Students from the fields of urban studies, political science and international relations are placed in government ministries, the municipality and private bodies (such as venture capital funds). The program is defined as an internship, although in fact it entitles the participants to two credit points without any genuine supervision from academics, who at best are in contact with relevant staff members in the various places of work.

C3. Academic Credit in Return for Social Action

In some colleges and universities, academic credit on the level of two elective credit points is now given for social action. This is a new approach, encouraged by the Council for Higher Education. Haifa University has established a committee that discusses this issue and decided which bodies may receive student volunteers. To date, only a minority of students at the university (approximately 160 each year) have chosen this option. At Jezreel Valley College, the faculty head and dean of students are responsible for authorizing the two credit pointed, and the students are required to submit a written paper on the subject. In most institutions, this credit system was either introduced for the first time this year or will be introduced from the coming academic year.

C4. Final Project

The final project is the most important academic project undertaken by students of art, design, cinema and similar fields. At some schools (such as Hadassah College), students are encouraged to choose a project that includes an element of social benefit or social involvement. Examples include designing a hearing aid for the deaf as part of a final project in industrial design; a final project based on artistic works by battered women, and so on. Unfortunately, we have not yet mapped the art colleges.

D. Making Academic Knowledge Accessible to the Community

D1. Adoption of a Neighborhood by a University or College

The organization “I Will Also Be a Student,” in cooperation with students from the Academic College in Tel Aviv – Jaffa, run educational and social activities in seven centers: Tel Kabir, Jaffa, Yehud, Shapira neighborhood in Herzliya, Nes Ziona, Katzrin and Tel Mond.

This is a long-term project – the children join in the 2nd grade and continue through the 12th grade. The children are outstanding students from disadvantaged neighborhoods. The students come to the project four times a week, for four hours each time, including most of the summer vacation. The activities are divided into 50 percent studies (homework and frontal teaching) and 50 percent cultural activities. The project is designed as a catalyst for community action, and also supports community activities such as refurbishing a scout center and supporting an initiative by local residents to hold a torchlight parade. The youngsters who come to the project are also required to volunteer in the community for one hour a week.

D2. Adoption of a School by a Department or Academic Center

At Ben Gurion University, a pilot project was launched this year by the Department of Politics and Government. A course was opened in which lecturers from the department come to “Het” comprehensive school in Beersheva once a month over the year to give lectures on their fields of expertise. The students who chose to participate in the course helped the school students with their homework, were supervised by the course instructor and received academic reading assignments in relevant fields. The intention is to learn from this year’s experience and adapt the project, with the eventual goal of forming a model that can be adopted by academic departments throughout Israel whereby students and lecturers will teach material relating to the department’s field in schools. As part of the Gilo Center for Civil Education and Democracy at the Hebrew University, four schools in Kiryat Gat have been adopted. Diverse programs in civics and democracy are being taught at the school, with the goal of enhancing the civil awareness of the students and the wider community.

D3. Making Academic Knowledge and Facilities Available to the Community

Extremely diverse activities take place in the universities in this field, in which students work as paid instructors: programs include exposing high-school students to university and accompanying them (the Lehava program at the Hebrew University); science-oriented youth; the higher education accessibility program in the South, and so on. Some institutions enable students from disadvantaged population groups to visit the institution and consider study options. In some programs, high school students can join academic courses and acquire recognized credit points. The classes take place in regular classrooms, with a student serving as a mentor. In other programs, the students come to the academic institution to prepare for their Matriculation examinations.

E. Perach

Perach is the largest body in Israel that encourages students to work in the community, awarding scholarships to some 29,000 students every year. Perach is a national organization with regional coordinators, and is financed by the Council for Higher Education and the Ministry of Education, with an annual budget in excess of NIS 140 million. Most of the activities of Perach (approximately 80 percent) are in the field of individual mentoring, in which a student mentors a child for four hours a week. We were unable to obtain information from Perach regarding the criteria for this work or the evaluation of the project.

There are evident differences between the Perach centers in different parts of Israel and in the quality of their relations with regional bodies. Perach provides funding for a range of activities (through the student involvement units or through various organizations that work with children and youth), but the criteria for initiating such programs are unclear. It is also unclear why it was decided that most of the student scholarships in Israel should be devoted to mentorship, why the specific age range was chosen, what educational assumptions underlie the project and how these were examined. In some universities and colleges, we met with the Perach staff and received questionnaires detailing their activities. The questionnaire filled by Amos Carmeli, the executive director of Perach, with relevant information is found in **Appendix 5**.

5. Issues for Discussion and Research

We have attempted to present the main issues raised by the interviews, student focus groups and the questionnaires completed by the students and Perach coordinators, the directors of social involvement units and the leaders of student movements active in the community. We do not claim to offer answers, but rather to raise suggestions for further discussion and research.

A. *What is the Purpose of Community Action by Students?*

In recent years, businesspeople and companies have begun to encourage their employees to be active in the community. Newspaper reports appear frequently detailing how the employees of a bank or high-tech company went to paint a pre-school or to collect leftovers from restaurants for distribution to the needy. Fashion companies adopt residential schools for girls who cannot live at home, and company directors give of their free time to support educational initiatives in underprivileged neighborhoods. Institutions of higher education have also seen dozens of admirable initiatives by students in recent years in the field of community involvement. Ruach Chadashah (“New Spirit”) encourages students to go out on Fridays to paint the homes of senior citizens or to establish and maintain public gardens around Jerusalem. The organization Breira (“Alternative”) was established at the Faculty of Law in the Hebrew University and now involves hundreds of students from various faculties in collecting toys and books for children who live in hostels, renovating hostels for new immigrants, and welcoming new immigrants when they arrive in the country. Both these movements, along with dozens of other student movements, also encourage longer-term volunteering. However, the objective is not to encourage actions designed to secure equality of social justice based on a critical awareness of the state’s role in exacerbating social gaps.

These important new activities complement the work of the Perach mentoring program, which has been active for decades. As its name suggests (Perach means “flower”), Perach makes the children’s lives a little brighter and helps them, but without challenging the educational system that exacerbates social gaps, and without encouraging the students to ask why schools are unable to cope with these children’s difficulties; why there are no cultural or community centers in disadvantaged

neighborhoods; and why students have to provide services that the state should provide.

What is the purpose of student social action? Is the objective to lead to substantive long-term change, advancing the value of equality in society? Or is to encourage volunteering to help people and provide charity?

How can students be encouraged to think critically and examine the social contexts of the activities in which they are involved? How can we encourage activities that promote justice, and not merely charity? How can students be encouraged to work as mentors or in other meaningful community projects, while at the same time examining the causes of social inequality? In different ways, these questions are asked by student activists throughout Israel. We have divided their thoughts on this subject into three key questions: What do the students gain from the activities? What contribution do the activities make to the community? And what contribution do they make to institutions of higher education?

A1. What is the Contribution to the Students?

In the focus groups we ran with student activists throughout Israel, many of the participants stated that they benefit no less than the people they help.

Many students reported a sense of satisfaction, an opportunity to get to know worlds that they had not previously encountered, a better understanding of Israeli society, and the acquisition of tools that would help them in the future. Students whose field of academic study is related to their voluntary involvement explained that the academic terms they learn acquire concrete form, and they now have a better understanding of the social context of their actions. The students who worked in group settings emphasized the importance of the group for all the members, the experience of joint learning, and the possibility of creating social ties with students from different faculties and members of the community with whom they became friendly in the course of their activities.

Nadaa, Haifa University: *Volunteering brings two-way benefits. We give to society, and at the same time – to ourselves. Our awareness is greater, we acquire important experience and, of course, our activities are important to society.*

Ronen, Safed College, Perach team manager: *I work in areas that are not far from the community of Kinneret, but which I had never been to before. I find that this connection opens up new ways of looking at things and gives you a chance to see things differently. The experience of understanding the place, getting to know youngsters who live around you... Then you realize that you live a bit differently. I go to Tiberias and principals and children and parents recognize me. This contrasts with the disconnection that you sometimes find between the villages and kibbutzim and Tiberias... I really think that social involvement is something that influences the individual on the personal level.*

Miri, Perach tutor, Jerusalem: *The questions that preoccupy me as a mentor are whether the girl feels comfortable with me. Are we really friends? What is ok for us to talk about and what not? Can I serve as a role model for her, and what right do I have to claim to be a role model? Can this be a friendship of equal value for both of us? I'm beginning to think that it can, because I learn so much from her. She makes me look at her and talk to her like a human being, not like a fourteen year-old Ethiopian girl who I am mentoring (mentoring for what, exactly?!) I have learned from her that money and material things do not always make a difference. You have to be proud of who you are and at one with yourself, and everyone needs someone to listen to them.*

Studies in the USA of students who were involved in social action while at college show that they are more successful in their studies, show a higher level of self-confidence and integrate better in work after graduation. All the prestigious American universities strongly prioritize students who have been active in the community in admission for advanced degrees. At Harvard, two-thirds of BA students volunteer in the community. Community involvement is such a significant component of the curriculum vitae of young Americans that high schools offer numerous programs for volunteering, stating one of the advantages as the improved chances this involvement offers to be accepted at a prestigious university. All universities have a center enabling students to volunteer or become involved in the community. Rice University in Houston Texas, for example, a small university with some 3,000 students, operates 25 community volunteering programs with or without scholarships. At Rice, as at other private universities, students sometimes pay to go

on voluntary expeditions during their vacations, such as a two-week trip to build houses for the homeless in Washington, Mexico or Guatemala.

No evaluation studies have been undertaken in Israel relating to student involvement in the community, with the exception of a small number of academic programs combining theoretical knowledge, training and practical work. The only full study we found relating to this subject was undertaken at the Kibbutzim Teachers Training College, and examined a unique program operated in the 2002/3 academic year by Hagit Gor-Ziv, who guided a group of fifteen third-year students from the early childhood track according to a critical pedagogical approach.³ The students stated that their practical placements in social organizations, combined with the theoretical exposure to critical pedagogy, contributed greatly to their training as teachers.

“The findings show that all the students who participated report personal change following their involvement in the program. This change is reflected mainly in changed attitudes, approaches and views of disadvantaged populations and children from backgrounds that require special nurturing. The students reported that they are now more sensitive to the children’s needs and have greater confidence in the children’s abilities. They added that their self-confidence has increased, and they have an enhanced self-image as women and as teachers, a more critical approach to various issues, and a reluctance to take things for granted.”⁴

A2. What Contribution Does Student Action Make to the Community?

I teach extra lessons in English at a club for young Ethiopian immigrants, for the sake of the future, and I volunteer at a soup kitchen, for the sake of the present. **Odelia, Sapir College.**

Dorit Partovy, dean of students at Safed Academic College: *Today, more than ever, various bodies (hospitals, aid organizations and social movements) come to us*

³ Irit Levy-Feldman and Gila Zelikowitz, “Integrating Critical Pedagogy in Teacher Training at the Kibbutz Seminar College – Evaluation Report,” 2004.

⁴ Ibid.

on their own initiative, looking for activists and volunteers among the students at the college. Today, more than ever, this high-quality human resource called the student has been seen to be capable of creating changes on all levels of social action. In addition to his contribution as a student volunteer or activist, we here in the periphery hope that these students will also choose to stay in the North and strengthen the region we live in in all facets of life.

How is it decided where students will volunteer, and who makes this decision? To what extent are the needs in the field mapped? If student community action is intended to meet needs in the community, how are these needs examined and how is it ensured that the response meets the needs? How is the long-term impact of these activities measured?

These questions are relevant for all the activities we mapped, and many of the students we interviewed expressed the opinion that the needs of the community were not sufficiently mapped before the frameworks for student action were developed.

Natalie, a student at Sapir College: *There is a lack of mapping of the real needs in each community. The impression I got is that there are some places where there are loads of volunteers, and some places where there aren't any. For example, there is one boy who has needed someone to sit with him since he was small but did not get help because there was no budget. If a student could have worked closely with him, he would not find himself now, in 1st grade, classified as retarded, when there was no reason that he should be classified as retarded – it's all just because there isn't a budget.*

In addition to mapping the needs in the community, it is important to examine whether and how the academic institutions and students meet these needs. For example, law faculties run clinical programs intended (according to Tel Aviv University) “to develop among the students sensitivity to cases of social and legal injustice, and to enhance their commitment to use law in order to improve the condition of disadvantaged populations, both during their law studies and after they join the Israeli legal profession.”

As part of an elective program in the law studies courses, these clinics are intended first and foremost to educate the students thus decisions about which areas to be active in, how many cases to take, are taken are motivated firstly by the students'

needs, and only thereafter by the needs of the community. The same tension can be seen in all the legal clinics, and each institution reaches its own decision.

Anat Ben Dor, coordinator of the clinic for refugees at Tel Aviv University, comments: *“Do I want students to sit every day in the executor’s office, helping people to fill out forms and getting a sense of the burnout that comes from repetitive daily work, or do I want to expose them to diverse cases so that they can appreciate the complexity of the profession? We try to make sure that the student deals with the entire case, from the first meeting and interview with the client through writing correspondence and to the conclusion of the legal process. The needs are so great that anything that the clinic is willing to do can only help the refugees. In rare and urgent cases when I work alone on a case, I have a sense of failure.”*

Many students who work as mentors in Perach told us about their volunteering experience, and wondered how success is to be defined. What are the goals and what contribution do they make to the community?

Doron, student at the Hebrew University and Perach mentor: *I mentor a 5th grade boy. At the beginning of the year, he was very quiet and closed, and even during group activities he tended to stay on the sidelines and not join in with his friends. I think now he is much more social, and in our meetings he talks a lot, asks questions and takes an interest. It was great to see him once when we went to the museum- he was talking all the time and he was very enthusiastic about the sculptures. At the beginning of the year I wouldn’t have imagined that he would say more than three words.*

Amana, Haifa University: *In the interviews for Perach, they do not check how much you are willing to give, but whether you can stay the course and function in certain situations. Perach does not aim to achieve social change.*

Sarit, Safed College: *A student I supervised in Perach began to work with a family that had a girl in the 9th grade (in Chabad, Perach also works with junior-high students). She went to the family’s home and saw that they did not have any water, and the girl told her that they had a debt of NIS 16,000 to the municipality, and the municipality decided to cut off their water – and this is a family with a large number of children.*

This student went back to her college and collected money from all her friends. She only collected NIS 800, but her involvement had a strong impact on me. I was also horrified by this story. She also spoke to someone high up in Chabad and asked him to meet with the head of the local water department. They cut down the debt and turned their water on again. I think that unlike the other students, the Perach volunteers go into people's homes. They know what is going on and happening with the child, so they can understand why he is sad or happy – they know the reasons and they can try to help. I think that if she had not gone to that house that day, God forbid, then I don't know what state they would have been in.

Iman, Haifa University: *I was a Perach coordinator in Halissa, but after a while I couldn't go on. The head of the team would ask me to choose the best students in the schools, and they would get Perach mentors. I asked myself what kind of change I could achieve by taking good students and telling them "well done" again and again. This approach made Perach more successful from the directors' standpoint, but it didn't help at all for a disadvantaged neighborhood like Halissa.*

The feeling that these activities were not achieving anything was a good enough reason for me to leave Perach and devote my time to work.

I volunteer at a place where I provide mental help for people. Every time I go there, I sense the strong need of these people for help, and this motivates me to keep on giving of my time without keeping track. Our society is desperate for help because there are so many kinds of deprivation.

Mais, Bar Ilan: *I was a Perach volunteer in the Tel Aviv center and I realized how much the volunteers lie to themselves and to the children, and in the end they still get the scholarship. It isn't because the students want to play hooky and aren't committed, but because there hasn't been any supervision for many years – but Perach still exists!!*

Now I volunteer in an organization that I want to be part of. After leaving Perach, I can volunteer happily without any written contract – just a contract with myself.

Perach has a rule that a child who had a particular student as a mentor one year cannot continue with the same person the next year. The reason for this is the desire to avoid the development of excessively strong emotional bonds between the student and the

child. On the other hand, it creates serious dilemmas for the children and students. Does the volunteer's responsibility for the child's well-being end as soon as they stop receiving a scholarship? If the student is supposed to function as a mentor, what feeling can the child be left with if, even after the relationship works out well, it is eventually cut short? The Perach staff pay great attention to the end of the connection, in the hope that it will go smoothly and as painlessly as possible for both sides. However, this policy raises difficult questions as to the authenticity of such a relationship and to the extent of real responsibility for the child's social condition. Activities that end abruptly imply the shirking of social and moral responsibilities. Despite the criticisms raised by some students, many other Perach volunteers described the experience as very meaningful and felt that the activities help the children they mentor. As already noted, we believe that the important work of Perach is worthy of comprehensive research and evaluation.

Students who are active in the community in areas of personal interest or in the fields they study felt that their contribution was more significant when they chose the field and location of activity. Some of the Arab students who volunteer as mentors in Perach reported that they were not able to work in their community. Many students commented that they began their involvement because of the scholarship, but after a year as mentors continued to be committed to social action.

Khaled, Sapir College: *I got married when I was young, and by the age of 29 I had three children. I left school in the 9th grade, and one day I decided that I wanted to study. I took my matriculation examinations, and at the age of 33 I began to study at Sapir College. This is the greatest success in my life. My daughter is the best student in her grade and I am very proud of her.*

I must admit that I am involved because of the scholarship. I know that many of us join one organization or another in order to get the scholarship. In my case I can say that my financial needs and problems led me to be socially active in return for the scholarship. Today, I am more aware of the needs of our society. If I had the choice, I would like to work in my own village, Tel Sheva. I think there are many negative social trends that we need to address, such as drugs, school dropouts, marriage between relatives, polygamy...

Miada, Kaye College: *I volunteer in a project that helps distressed girls. Girls in our society suffer from many social phenomena, such as marriage between relatives, illiteracy and so on... Our discussions give the girls a chance to make themselves heard and express themselves freely, something that doesn't happen often in Bedouin society. I would be willing to volunteer my time in other villages where the situation is worse, particularly in order to combat the problem of illiteracy in our society.*

Although it is difficult to evaluate the long-term ramifications of student action in the community, it is worth making the effort. Many students reported an immediate sense of satisfaction and an impression that their contribution was meaningful.

Nariman, Oranim College: *Society does not look kindly on someone like me who volunteers in an emergency hotline for women who have been sexually assaulted. In supporting someone who has been sexually assaulted in our society, I could put myself in danger and feel threatened, so I need to feel safe. My volunteering meets a very critical needs in our society, so despite all the difficulties I am not willing to give it up.*

Noam, Hebrew University of Jerusalem: *I run workshops in schools on the subject of harassment and sexual assault. Last week, I was with a group of junior-high boys and they told me that there is someone who is sexually harassing them. They had not told anyone about this, but I guess that because I am a man and I was there it had an effect. I passed on the information and I hope someone will do something about it.*

Shiri, Hebrew University of Jerusalem: *I think that our success is seen every day because our role in the education department of the Center is to run workshops in schools. We also go to workers' organizations and so on, but mainly to schools, and we run workshops mainly for students in the 7th to 12th grades on the subject of sexual harassment, sexual assault and so on.*

Firstly, this naturally raises the awareness both of the students and the teachers. But for me personally, it is enough that one boy or girl who sat in the class was affected personally by what I said, and managed to see some light at the end of the very dark tunnel he or she is in – for me, that is success.

A3. What Contribution Does Volunteering Make to Institutions of Higher Education?

In the 1950s, when people wondered where the university would be based after the Jordanians occupied Mt. Scopus, the proposal that was accepted was to base the university in Givat Ram, close to the Knesset and the government. One of the ministers said that this would be a disaster – the students would demonstrate every day and it would be so close by... I hope that fear comes true. What is going in this country should have some effect on all levels of the academic world, from management to students. **Noam, student at the Hebrew University**

When someone enters this academic institution, I would like them to realize what it means to be a student – that they really have the power to change things. This may be the first time that you actually have freedom of choice. After pre-school and 1st grade, 2nd grade and so on, and then the army, you suddenly have lots to complain about and all kinds of questions present themselves.

I want there always to be questions. I want students to ask and not take anything for granted, and to keep asking why, and wondering why they should do something, and have a sense of foment and for there always to be tension in the atmosphere. **Ariel, student at the Hebrew University**

Community action by students exposes the institutions of higher education to covert aspects of society. The students' studies become more relevant, and this is sometimes reflected in the increased relevance of research by faculty members. Student actions create bridges between the community and institutions of higher education.

At the "Rights Shop" of the organization Community Advocacy, seven students from the philosophy, economics and political science program provide financial advice for residents of the Pat neighborhood of Jerusalem. Nir, an outstanding student and a Minerva Human Rights fellow, volunteers in Community Advocacy. He comments that his studies of economics at the university have not been particularly useful in his voluntary work in the Rights Shop, but "I have learned a lot there." Nir spends one morning a week meeting people who want to know their rights with National

Insurance or what to do if the bank is threatening to repossess their homes because of debts. After meeting women who have lost their right to supplementary income because they earn more than NIS 3,900 a month, Nir decided to write a seminar paper on the subject of supplementary income. He met with his supervisor from the Faculty of Economics, with the director of Community Advocacy's Rights Shop and with the National Insurance official responsible for the subject of supplementary income. Nir hopes that the model he is proposing will help thousands of single mothers in Israel to remain in employment and to receive supplementary income enabling themselves and their families to live with dignity.

Doron: *I would just like to mention that personally I often feel disappointed when I recall that we have come to an educational institution. I think that any teacher here who takes any class is conveying some kind of value. From my perspective, most of the values they convey now are conservative ones that do not relate to society. I study both in the humanities and in the social sciences, and in both cases it seems to me that there is no attention to society itself. In this respect, I think that the function of the university is not to find voluntary placements for us – I'm not sure that the university should do that – but there should be some connection with education, some connection with the society in the place where we live and study, and some connection to the broader context.*

Moran, student at the Hebrew University: *When people here talked earlier about universities in other countries, where there is always that kind of political atmosphere, and people are always talking and making speeches, I would like the university to share my feeling that I get up every morning agitated and bothered by things. It's true that people come and study literature or psychology, but that should be the atmosphere. There should be that really important connection between the academic world and social reality.*

B. How Can Meaningful Student Action Be Encouraged?

B1. Supervising Learning and the Connection to Academic Knowledge

I am studying psychology, but that is irrelevant, because people don't mix their studies and their voluntary work. In Introduction to Psychology we learn about the structure of the brain, and I don't think we are learning anything that is relevant to adolescent girls. I don't see any connection between Introduction to Psychology and what I am doing. **Shachar, student at Sapir College**

I have this kind of feeling that because everyone is involved in voluntary activity and everyone is polite and it's all hunky dory, then if these activities aren't accompanied from the academic side by some kind of political education about what we are doing, then we haven't gained anything. In fact, I think we may just have created an illusion that students are volunteering, and this is the problem. Social change doesn't lie in this direction at all. **Ofri, Hebrew University**

Personally, it really bothers me that here in the Sociology Department, which is part of the social sciences, the department hardly does anything at all to encourage students to come into contact with the community. **Shiri, MA student, Hebrew University**

I am studying environmental studies and international relations, and I intend to specialize in the field of environmental politics. In our first class, they told us that if we want to be "Adam, Teva Vadin" [an activist ecological group], there's no point looking in Givat Ram. We don't learn about the environment in order to help the Earth. I don't feel that they have given me tools to do what I want - they haven't even given me knowledge that could move me along to something that's more interesting to me. **Dania, student at the Hebrew University**

The research literature in the USA suggests that student action makes the most meaningful contribution to the students themselves and to the community when it is accompanied by an academic course and by a lecturer, and when the students are part of a peer group in which they can engage in reflection on their activities.

Only a small number of elective courses in the universities and colleges are combined with community action. Some of these courses included an element of evaluation, in which the students reported that the combination of an academic course and practical action was very significant.

“The course in critical pedagogy made me give more to children who don’t have anything, and not to accept things as they are. Now I have begun to ask what we can do to make things better, and why the system treats marginalized children in this way. What can I do about it? I feel that I care more now and am more critical of the system. I think my experience in the organization also played a part in that. I am more sensitive to needs, more understanding and more empathetic. I am aware that other things exist out there, like poverty, social margins, domestic violence – things that you only become aware of in the organization.”

Students who completed anonymous questions on the **Lafer Center Program** in Gender and Women’s Studies at the Hebrew University also reported a high level of satisfaction with the combination of a theoretical course and practical action in the education department of the rape crisis center:

“the program really changed my life. It provided a framework and content for my desire to work actively for social change. The program connected me to a community of women who don’t just believe that things could be different, but actually do a great deal to make this come true. Above all, the program connected me to other young women who are working to secure the same goals. It also helped me clarify what is important to me personally. Looking back on last year, my voluntary involvement was the most meaningful experience I had over the entire year.”

“I am glad that I ended up in this program as a student. Firstly, because I had a chance to meet some special women and make some great new friendships. But apart from the social stage, the period of academic studies is a time in life when, because you are free to think and to expand your horizons, you can achieve positive change. This change begins with us, as young women and men. I know it sounds melodramatic, but this is how I feel today. Someone who knew me before I came to Jerusalem to study can tell that I am still the same Tamar, but now I use a lot of new words, I have a new look in my eyes and much more passion in my soul. I think it is extremely important to continue and expand the program I participated in and others

of its kind. This was one of the experiences that made it worth coming to university. It probably won't come as a surprise when I say that there is LOTS more to do! More students should be involved in meaningful community action.

The Human Rights Fellows program at the Hebrew University has operated for seven years. In questionnaires completed by the graduates of the program, they reported that the experience had changed their world view and created connections between theory and practice.

MA student (second year), member of an organization in which I worked in the Minerva Human Rights Fellowship Program (board member): *I am considering continuing my studies in the field of human rights. The class lessons, in particular, expanded my knowledge of human rights in terms of the issues, the differences between the various organizations, and so on. I was also privileged to get to know a group of wonderful students, every one of whom had a real desire to learn and to make a difference.*

From my work in the organization, I learned about the gap between theory and practice. I came to understand the importance of considering the relationship between theory and practice so that you can stick by your principles. The work in the organization reflects the difficulties you find in the field.

B2. Training

*We receive training from a social worker and she doesn't have much time to meet with us for training sessions, because she also has to make house calls and has all kinds of other projects to worry about. The whole aspect of training is really lacking. We need intensive training and then training sessions throughout the year, somewhere where we can come as counselors – there are two of us there – and discuss the problems we encounter and learn how to cope. **Shachar, student at Sapir College***

The practical experience working with disadvantaged populations helps break down prejudices and stereotypes, allowing a more complex view of reality and strengthening social commitment. On occasions, however, students' initial reactions

are harsh, including a clear reluctance to work with poor children, a lack of knowledge as to how to deal with violence, etc.

Training of student activists is vital in order to provide them with support, tools and techniques for coping with manifestations of deprivation and for understanding their social contexts.

B3. Remuneration and Long-Term Planning

Organizations such as Kol Koreh, Breira and Ruach Chadashah advocate student action without remuneration, emphasizing the importance of volunteering as a value in its own right. Breira uses the slogan “Pass It On!” and does not want students to receive scholarships in return for their work. By contrast, the student involvement units and other movements support the provision of scholarships or academic credit in order to create ongoing commitment and enable students whose financial situation does not permit them to volunteer to take part in social action. Providing a scholarship or academic credit enables students to give more hours to social action and to plan more long-term involvement.

Many students noted the need to increase the number of hours they devote to social action in order to feel that their efforts are meaningful. Most of the students noted that in addition to their studies and their social involvement, they are also in employment. Increasing their scholarship, or allowing them to take academic courses connected to their social action and providing credit points, would enable them to devote more hours to their community involvement.

What level of community involvement enables students both to make a meaningful contribution and to learn and gain from the experience themselves?

Michal, student at Sapir College, active in an organization that works with youth in Sderot: *We go there once a week for a few hours. It really bothers me that we only go once a week, because we are working with youth. I feel that I never have enough time – some child always comes up to me and tells me about something, and then my time is over for another week. The children also find it very hard that they always have to wait for someone else to arrive. I think we should work at least twice a week. If we could get a double scholarship and work eight hours, I’m sure everyone would agree.*

Dotan, student at Sapir College: *I know that greater involvement in terms of hours would definitely be a good thing. But what's the point giving more time to one boy, if I want to continue, because the scholarship ends in the summer, in June. And the summer is a critical period, because in July and August the kid doesn't have anywhere to go.*

The summer is indeed a very problematic period. Most of the scholarships and student activities end at the end of the academic year. Almost all the programs creating connections between students and the community do not operate during the summer months. There are several reasons for this. Firstly, the scholarships, including the Perach scholarships (which are the most significant in scope) do not require students to be active beyond the period of academic studies. Secondly, since most of the activities are with children and youth, there is an approach that argues that "since the kids are on vacation, the student activities should also take a break." The problem is that it is precisely during the summer vacation that children are left without any formal and supportive framework, and this period offers a window of opportunity for children and students to engage in more profound and meaningful activities.

In some organizations, such as the Wellspring for Democratic Education and Mahapach, the students organize summer camps lasting several days. For several years, the Community and Youth Authority at the Hebrew University has operated joint summer camps for Jews and Arabs.

Due to the high cost of summer camps, the summer months present real problems and result in a vacuum in student activities. Accordingly, there are strong reasons for advocating the provision of specific scholarships for the summer. Moreover, the long academic vacation means that students lose their sense of social commitment, so that each year has to begin almost from scratch. The lack of continuity also encourages students to drop out of social action and interrupts the cumulative acquisition of knowledge that is important in activities designed to achieve change.

C. What Are the Recommended Areas of Activity?

C1. Mentoring Children

Avi, Perach counselor in Jerusalem: Regarding the scholarships, I think that this is a case where people come to something positive for reasons of self-interest. When I began to volunteer in Perach, I really thought mainly about the scholarship, but later, when I met the boy I mentored, I realized how important this work is, how much I had left the ivory tower and got out into the real world, which is the main thing, and I became more aware. When you go out into the field you have a sense that your position is important, and you also realize how much more should be invested in these areas.

C2. Work with Youths

Many junior-high and high schools have “personal commitment” programs that encourage young people to volunteer in the community. Supervising these activities by students requires time and personnel, and not all schools can afford this. Students in higher education who supervise school students in their “personal commitment” projects provide a positive role model and help the teachers, who have many other tasks to address.

The involvement of students in higher education in high schools also offers a chance for the youngsters to develop personal ties with the students, who are close to them in age and can provide a meaningful source of identification and dialogue. A large number of programs provide help for school students in the afternoon, including completing matriculation examinations and running enrichment programs.

As part of the program of the rape crisis centers, students from the Hebrew University run hundreds of workshops in schools in and around Jerusalem. These workshops offer a rare opportunity for young people to discuss issues relating to adolescence, sexuality and sexual violence – issues that they do not normally feel comfortable about discussing with their teachers. The students inform the youngsters of their rights and make them aware of the existence of a hotline they can call if they need to. The rape crisis centers report an increase of over 15 percent in the number of calls from young people as a result of these workshops.

Amir, student at Safed College: *I have been active in work with young people in Rosh Pina for several years, because I have always felt that youth is the most important area, even though it is also the hardest. It's no easy task to drag young people away from the computer or TV. Although people think of Rosh Pina as an aristocratic village that is well-off and full of activity, we also have our own problems. I think there is sometimes a tendency to leave these kind of places on the sidelines, and that is very dangerous. If you think about issues such as violence and drugs, then somewhere like Herzliya Pituach is far from free of these problems. They also have violence and drugs and sexual abuse and a hundred problems, "despite" their high socioeconomic status.*

A student at Sapir College: *A student who immigrated to Israel from the Caucasus in 1993 joined the "Sachbak" leadership group. She reports that her life followed the usually course of a young girl in a traditional family. As a successful example, she went on to academic studies after high school, rather than marrying young. Naturally there was no question of her doing military service. During the course, the student realized that she had not even heard about the alternative of national service. She was sorry to have missed this opportunity, which she felt made an important personal contribution to young women and offered a real opportunity to integrate in Israeli society. At the end of the course, this student initiated a special program called Shalom – National Service and Youth Volunteering for immigrant girls. This is a personal empowerment program that prepares girls for national service. The student drew on her fields of academic knowledge (public administration and policy) in developing the program. Twenty five girls participated in the program, and 100 percent of those who completed high school were accepted for national service in their home town. The program also had a broader influence on girls in the town and enhanced parents' awareness of national service.*

On the basis of this outstanding contribution and in recognition of her experience, this student was employed as a coordinator in Mahapach. The "Shalom" program now forms an integral part of work with young people in Sderot, and is operated by the Sachbak group.

C3. Community Work

Mahapach, the Wellspring for Democratic Education and other groups emphasize the importance of community-based action, and do not consider the field of mentoring to be divorced from the community. Many students commented that the connection with the community in which they work is extremely important in creating a sense of partnership and in advancing the educational state of children and young people.

Shoshana, student at Safed College: *I began to work in the mini-club and it was almost impossible to get the children to come to the club. Several times I arrived and found that not a single child had come to the activity. We had to work really hard to convince them to come. We decided to adopt a different approach and begin with the parents.*

The parents were a real surprise. They took responsibility along with the children and young people. Even some older people, grandparents of the children, joined in and ran stalls. They staged a play based on a children's story and the children thought it was hilarious. There was a great sense of harmony there. It didn't cost money – we didn't invest a cent in it, just our own work every day. The children were over the moon that their parents had organized a Purim party, and the parents were glad that it was such a success.

C4. Education to Rights

A man came to see me earlier who has worked for over a year in a security company. Recently, the company has begun to give him fewer and fewer shifts so that he will resign and they won't have to pay him compensation. This man got two shifts a week at the minimum wage, and he is supposed to support a family of four on this income. I helped him write a letter to the owner of the company in which he states that the reduction in the number of shifts constitutes a deterioration in his working conditions, which means that he is entitled to leave the company and get compensation, because the law considers that the company effectively dismissed him. A few days later I called this guy, and he told me that his manager had called him immediately and given him as many shifts as he wanted. I felt really proud of myself, both because I could help him in this way and because I am part of an organization like this. It's true that I was mainly happy because I could help this man, but I also had a sense of

*self-worth and an awareness of my place within the society I live in. Amit, student at Tel Aviv University*⁵

*I joined the clinic because within a competitive and achievement-oriented setting such as the faculty of law, it's a real privilege to take part in this project, when all you have to do is give to others. Naturally, if you gain experience and receive credit for your volunteering, this only serves to encourage you to join in. Ronen, student at Tel Aviv University*⁶

Most of the faculties of law now operate “clinics” enabling students to gain legal experience and to provide advice for people who cannot usually afford to pay an attorney. We met two students from the Hebrew University who provide legal advice for young people at a center in the Ir Ganim neighborhood. They told us that they have learned a lot from their weekly meetings with young people – about the society we live in, about the legal system and about the limitations of legal work.

The center they work in is an open drop-in center for youth, without any clear rules or planned activities, but with a great deal of respect for every person who comes, without taking down their names. The students praised the thoughtful training they received from Sharon, the coordinator of the youth clinic, and the help they received from Meir, the counselor who is responsible for the center. We met Meir and found a smiling, friendly, warm and highly attentive person. He has been responsible for the drop-in center for several years, and told us about its history and the educational approach it reflects. The experience taught us about the broader context of activity and study in the field of education for rights.

Asaf and Yaara, the law students, told us that they are enjoying the experience and the encounter with the drop-in center – both the counselors and the youngsters. They report that they work excellently together as team, although they are very different. Asaf admitted that the clinic had not been his first choice, but he was glad to meet Sharon at the first meeting and he has enjoyed his involvement ever since. Yaara

⁵ From “Suddenly I Feel I Belong,” *What’s Your Story?* 4, May 2005, Beit Hillel, Tel Aviv University.

⁶ From “It’s an Honor to Serve You,” *What’s Your Story?* 4, May 2005, Beit Hillel, Tel Aviv University.

stated that she sees social action as a priority for life, and this year has given her vital experience for her future professional involvement. Both students gave examples of the legal aid they provide, such as writing letters or suing a mobile phone company⁷.

In addition to hundreds of law students, students from other faculties are also involved in human rights educating. The struggle by the residents of the Pat and Katamonim neighborhoods of Jerusalem to oppose plans to build in the local “Deer Valley” was supervised by student activists. Shatil’s Everert Program and the Minerva Human Rights Fellows program also supervise students involved in human rights advocacy and education.

A graduate of the Minerva fellowship for human rights: *From my voluntary work in the organization, I learned about the positive and less positive aspects of human rights activism. The subjects you study in university classes are basically theoretical, which means that they sound very cut and dry. In the “field,” things are much more complicated. In the field, it’s almost always about a conflict between different rights, not a simple violation of rights. The course taught me to see the “bigger picture” – the way that all the different problems relate to human rights, so that working for the rights of workers or prisoners is similar to working in a women’s rights organization or another group. The encounter with people who volunteer in different organizations and come from different academic disciplines was very interesting. It is worth maintaining the balance of people from different faculties and perspectives.*

D. Encouraging the Exchange of Information, Cooperation and Learning from Success

During the course of the mapping study, we learned of different groups that work in similar fields and in the same geographical area but are not aware of each other’s existence. The knowledge accumulated by students in their activities is not passed on, and there is no exchange of information between the different groups. For example, in a focus group we held with students at Sapir College, it emerged that this was the second year that students had been active with youth at risk in the same neighborhood

⁷ The visit to Bait Ham was part of a course evaluating the legal clinic for youth at the Hebrew University of Jerusalem, taught by Prof. David Weisburd, and Dr. Mimi Ajzenstadt.

under the auspices of two separate organizations, yet neither had heard of the other's activities. The Forum of Students and Academia for Social Change that was established on the initiative of the Minerva Center for Human Rights in June 2001 is the only framework for discussion and the exchange of views in this field.

A further aspect of continuity, or the lack thereof, is the low proportion of students who are active in the same location for several years. The relatively high proportion of students in the Breira center who remain for several years may be due to the fact that the volunteers change their place of activity. The cumulated experience of Mahapach has led the organization to believe that students should feel that they are changing their field of activity each year, rather than just "treading water."

On the other hand, frequent changes in the voluntary activities lead to a constant loss of knowledge – by the time a student finally reaches a professional level in their activity, they move on to something else. This results in unprofessional activities in which training is not continued from one year to the next, but has to begin afresh at the beginning of each year.

Henry Ben Shimol is the director of the Social Involvement Unit at Haifa University. He noted that the unit has developed excellent tools for training and supervising students. The knowledge is not written and there are no clear criteria for the selection of students, but the experience he has gained over the years has taught him to recognize who is suitable, how to help students and what types of activities will be successful. The unit does not have any written materials, only an "oral law." However, the unit attempts to promote continuity so that students who receive scholarships and are active through the unit will be involved for their entire period as undergraduates; if they continue to MA studies, they can also remain in the same framework. In this way they gain experience and grow as leaders.

Diana Daniel Shrem, director of the Social Involvement Unit at the Hebrew University of Jerusalem, has developed a detailed data base and models for training and supervising the students; these could be replicated at other student involvement units around the country.

E. *The Long-Term Impact of Social Action: How Do the Activities Influence University Graduates?*

The fellows program influenced my personal life as well as my professional and academic life. It exposed me to areas of content in a methodological manner, raising issues and dilemmas rather than providing simplistic answers. All this took place in a practical context, and was connected to the daily challenges faced by organizations for social change.

The program has had, and continues to have, an influence on the way I make decisions and choices in my professional and personal life. It has strengthened my ability to examine systemic and localized ways of influencing policy and to be an aware and involved citizen in civil society. **Yaron, graduate of the Human Rights Fellows program at the Hebrew University**

In Mahapach, a student movement that has been active for five years in seven disadvantaged communities around Israel, a discussion took place this year on the question of what to do with the knowledge that has been accumulated, and how to keep former activists involved in the program.

Shimi Shabbat, Mahapach Tel Aviv: *A great deal of knowledge has been accumulated over the years through the work of Mahapach, through the training programs undergone and implemented by coordinators, through the programs they have run and so on. We need to ask ourselves how we can use this knowledge to move things forward and get some new things working. Maybe we should establish a think tank to meet and find ways to reconnect to various functions in the communities and in Mahapach in general. After discussions on this subject, Mahapach established a “grandparents” section (for the 23-30 age range) bringing together young people who were active in the movement and are still interested in promoting social change even though they have completed their studies.*

In their social action activities, as in the academic world, students are motivated by curiosity and challenges. Just as a third year student will not find an introductory course as interesting as he would have in his first year, so students also want to grow from year to year in their voluntary involvement. Just as students take examinations and write papers and continue their academic activities during the summer, so, too, their social action should not come to an end, even if it takes a different form. Taking

responsibility for the social situation means addressing continuity on the three levels discussed above:

The subject of continuity requires further research in order to examine the motivation of those who continue their involvement and the ways in which student activism influences university graduates in the long term. Do these activities lead to cognitive change and sense of social solidarity and responsibility after the students have left university? These are serious questions, and they must be examined over a period of several years.

Inas, graduate of Haifa University: *I spent two years in Perach and I really wanted to continue to volunteer, but they wouldn't accept me even though I wanted to give time. From their point of view, if you've finished two years, that's it, they don't want you any more. There is no continuity because they don't want any.*

In the evaluation questionnaires completed by the graduates of the first six years (1994-2000) of the Human Rights Fellow program, many respondents noted that the program, the studies and the social action have had a lasting influence on them. The questionnaires were completed anonymously.

A graduate of the Minerva Human Rights Fellow program: *The program enabled me to gain a more comprehensive and realistic picture, not only of the theory of human rights but of related practice. It was also a unique opportunity to get to know a group of people who came from very diverse backgrounds and who are using their considerable talents to help improve the quality of life in Israeli society. I hardly need add that this was an opportunity to gain new understandings and incomparable life experiences. I think that the most important lesson that I have taken with me from my work in the organization and from the university class is the emphasis on group work and on peer dialogue – these are essential conditions for positive results in the difficult synthesis between theory and dreams on the one hand, and practice and reality on the other.*

Shoshana, Safed College: *When my daughter came out of hospital, she said, "Mom, I want to do something in my class. I want to organize a Purim party for the children in Nahariya Hospital. When I was there it was so sad and no-one ever came to the ward." This began as a little story, and now they've organized the party for the*

second year running. The children go to shops and community centers and collect donations. It began with one class but now the whole 10th grade has adopted the town. They go to the hospital in Nahariya and amuse the children at Purim. My daughter has been transformed from a difficult girl who did not study to someone who is so active because society has given something to her. The most moving thing was that they decided that they were going to volunteer at our "Star Center," which works with children with disabilities. The school class decided to adopt this club.

If I had not been a volunteer myself and seen how important it is and how much it gives the child, I couldn't have saved my daughter. My daughter gave something to her whole class, and the class gave something to the whole grade. At first I pushed things along, but then I wasn't part of it, and now even the educator is not involved, and the children and the junior counselors are continuing to work with this center for disabled children. Resources are important, but the donations these children raised and the generosity of those who chose to give can only be seen in a community initiative. You just have to nudge people a bit to get them to give. It is incredibly empowering for the child – it has empowered their class and the educator, and I feel that I should thank this project for pushing me along. If I, as a mother of four children, was able to get involved against my will, then it seems to me that social action can only bring good things to anyone.

It is wonderfully rewarding experience. If I compare my daughter today with how she was a year ago, I think that is the most amazing thing that has happened in the project. What I give to the community is great, but what it gives me is just wonderful.

Student Action for Social Change: Mapping the Present to Build the Future

A Draft for Discussion

May 2005

Appendices – Table of Contents

- 1. Student Initiatives**
 - A. Social Change Organizations
 - B. Student Volunteering Organizations
 - C. Small Local Organizations
- 2. Student Involvement Units in Universities and Colleges**
- 3. Academic Supervision of Student Community Action**
 - A. Elective Courses with a Practical Component
- 4. Making Academic Knowledge Accessible to the Community**
 - A. Adoption of Neighborhoods by Colleges and Universities
 - B. Adoption of a School by a Department or Academic Center
 - C. Making Academic Knowledge Available to the Community
- 5. Perach**
- 6. Examples of Organizations in Which Students Are Active**
- 7. Steering Committee**

1. Student Initiatives

A. Social Change Organizations

Ayalim – Settlement in the Negev and Social Action

The organization is active in encouraging students and entrepreneurs to move to disadvantaged towns in the Negev, and in establishing new communities in the Negev, and in the future in the Galilee. Students are also active in educational and social programs in the Negev.

Contact: Matan Dahan, Executive Director

E-mail: matanayalim@walla.co.il

Website: <http://www.ramat-negev.org/info/machlakot/kalkalit/ayalim.shr.htm>.

Activists: 100 students are active, of whom 30 live in the community of Adiel close to the village of Ashalim in the Negev. The students undertake to work for 10 hours a week in educational and social projects, and receive a full scholarship of NIS 10,000. The students live in the village and receive subsidized accommodation (paying \$ 70 per month). There are no Arab students among the activists (military or national service is a condition for participation).

Location of activities: Activities take place in Nitzana, Ramat Negev, Sde Boker, Dimona, Beersheva, Mitzpe Ramon, Sderot, Kiriya Malachi and Netivot.

Areas of activity: “The association seeks to channel the current tendency among young people to concentrate on individual achievements into social and Zionist action of the first order” – i.e. strengthening existing communities and establishing new communities, and education and social programs, particularly teaching sciences at schools in the Negev (in cooperation with the Rashi Foundation’s science project). The students receive generous scholarships and other incentives.

Training/supervision: The organization has a coordinator for every 25 students (four in total). There is also a project coordinator who develops the organization’s special projects. In 2003, training included three days at Nitzana and Sde Boker, providing

an acquaintance with the social and settlement challenges of the region, and preparing the students for their educational work in schools.

Difficulties/needs: According to the organization's vision, the project will include ten student villages with 1,500 places (one of the villages is planned to house immigrant students) – substantial funds are needed to this end.

Comments:

- A. Ayalim was established in 2000 by a group of young people who had completed their military service, and received widespread support (the organization is financed by state sources – the Office of the Advisor to the Prime Minister and the Ministry of Housing – to the amount of NIS 2 million), Rashi Foundation, JAFI, the National Students Union, Stef Wertheimer, Mirage Foundation and others.
- B. Ayalim operates under the auspices of the Social Involvement Unit, which provides supervision and technical and bureaucratic support.

Baladna – Association for Arab Youth and Young People

Program/unit/organization: Youth leadership project

Contact: Nadim Nashef

Telephone: 04-8523035

Mobile: 052-4403634

E-mail: info@baladnayouth.org

Address: 12 Herzliya St., Haifa

students receiving scholarships: 20 **Level of scholarship:** NIS 3,500

Area of activities: National

Organizational summary: The Association for Arab Youth and Young People was established in February 2001 with the goal of serving Arab youth and young people in the field of informal education, and with the goal of providing a platform and voice for young Arab people in Israel. The target population are young people aged 14-30, and the organization serves almost 2,000 young people through its various projects. The organization is independent and non-political, and it operates on the national level.

The organization runs various projects in the field of informal education and culture, including:

1. Courses training Arab students to work as youth counselors.
2. Young leadership groups for high school students (14 groups around the country).
3. Tours and seminars for youngsters.
4. Exchanges of youth delegations with organizations overseas.
5. Cultural events.
6. Youth newspaper.

In its activities, the organization emphasizes themes such as leadership and social change, gender equality, maintaining the distinctive cultural and national character of the Palestinian Arab minority in Israel, and encouraging volunteering among young people.

The organization is run democratically by its members, who elect the executive committee once a year.

Project summary: The youth leadership project is an annual project organized by Baladna for the fourth successive year. The project begins by training 60 students from around the country. 20-25 of these students are selected for a year-long leadership course for students from high schools. The project aims to improve the reality faced by the students and provide them with ideological and professional training. The goal is to contribute to the participants as individuals and to society as a whole.

Volunteers: 35

The students come from Haifa University, the Hebrew University, Tel Aviv University, Ben Gurion University, Tel Hai College and other colleges.

Of students receiving scholarships:

20 are Arabs

Target population: High school and junior-high students – the young generation. Arab students.

Special achievements: A public success was achieved in Kafr Qassem. A counselor from the village has participated in numerous courses in the organization and has made good progress. She also works as the coordinator for the “Triangle” region. She is working with 3 12th grade groups in Kafr Qassem, and has encouraged them to become involved in the community. The students in the organization are involved in research, lectures, and preparing and distributing leaflets increasing the general level of awareness in the village.

Training: Intensive seminars throughout the year. Training days include meetings with the counselors.

Supervision: The students’ activities are supervised by regional coordinators as well as the project coordinator. **Frequency and form of supervision:** Monthly meetings for counselors, monthly reports, visits to groups and annual evaluation.

Comments: The main problem is the lack of money. This has two ramifications: 1 – Training – we need professional staff to work on developing and nurturing the youngsters’ abilities through the year and providing various resources that are currently lacking. 2 – supervision and monitoring. One of the problems we encounter relates to communication with the school students after the project ends, or after the students finish their scholarship. Ongoing support frameworks are needed, including courses, employment, academic support, professional monitoring, general consultation, etc.

What could help?

1. Financial support for the current project and the future project.
2. Equipment, instruments and technical tools.

Negev Institute for Peace and Development –
Ajeec / The Volunteer Tent – The Arab-Jewish Center for Empowerment,
Equality and Cooperation

Contact; Nabhan Makawi

Telephone: 08-6654165

Fax: 08-6654167

Mobile: 054-7919304

E-mail: nabhanm@nisped.org.il

Address: Ajeec, 33 Smolansky St., Beersheva 84213

Total number of students: 200

Area of activity: The entire Negev – Arab communities: recognized and unrecognized Bedouin villages.

Summary of the Volunteer Tent: Established in order to strengthen community and active civil commitment in Bedouin society. The activities take place for 4-6 hours a week, mainly in schools, and focus on such issues as non-violent communication, coordinating tribal boundaries, dialogue between the generations, and empowering youth at risk of dropping out from school.

Activists: 200-- 197 Arabs--3 Jews

190 students receive scholarships of NIS 4,500 – 5,000 (96 Perach scholarships; the remainder are from the Kaye College and the Association for the Advancement of Women's Education in the Negev).

Volunteers: 10

The students come from Sapir College, Ben Gurion University, Achva College, the Technological College, Kaye College and Association for the Advancement of Women's Education in the Negev.

Target population: Children, youth, mothers, adults.

Special achievements:

- Cumulative experience and creating an understanding among the target population of the importance of volunteering as a tool for community empowerment.
- Continuity – volunteers continue their involvement, and 50 percent of students continue to a second year.
- Personal empowerment of the volunteer, discovering their hidden capabilities (leadership, ability to give of themselves...)
- The students join the team of coordinators, give more time, lead serious processes for change in their own villages.
- The exposure to a different culture makes it harder for us to go back and see the special aspects of our own society. Students who participate in the program gain a lot and eventually become key figures in their communities.

Training: Training programs and guidance by the coordinators. General enrichment for all volunteers (outing) and locally by the coordinators.

Supervision: A professional training program on volunteering is provided – 56 hours, comprising 36 hours training in the field of community work and volunteering, and 20 hours training in the specific area of involvement of each student. The training is provided by the coordinators and the senior staff during the course of volunteering. Training before the start of the volunteer year is intended to provide volunteers with the minimum tools they require – this training takes place in the summer, before the volunteering begins.

Comments: There is a need to develop and expand the concept and patterns of volunteering in Arab society and to adapt these to meet contemporary needs.

Non-financial remuneration – fun days, certificate, button.

What could help?

- Material resources – money, as an indicator of the continuity of the program. Funds are also needed for training, professional supervision and the development of human capital.
- Recognition by local authorities and state bodies would help promote the success of the program.
- Innovation in the field of giving and developing additional options for new and different target populations.
- Host facilities: Technical problems such as a lack of electricity in schools, absence of permanent contact people, etc.
- Volunteer maintenance – the referring educational institutions send the students and provide scholarships, but they are not really involved in the voluntary activities. All the responsibility for training rests with the organization. It would be better if they could cooperate and provide academic supervision for the students.
- Transportation is a problem, particularly to the unrecognized villages.

Mahapach – Education, Housing, Employment

Contact: Tal Dor, Executive Director

Mahapach

PO Box 5201

Tel Aviv 61051

Telephone: 052-5557340

E-mail: tal25dor@yahoo.com

Mahapach was established in Jerusalem by students who wanted to work for social change and to combat the disintegration of Israeli society. The organization has since expanded to seven activity centers around Israel. Its goals include: Initiating a process to develop strong local leadership – democratic, authentic and independent – that can create social change; creating an equal opportunity in education for every child, and helping the state system to overcome its difficulties in this field, both in the community field and on the theoretical level; creating connections between communities and other social and environmental organizations; Mahapach works to develop frameworks that enable students to take part in social action, with the goal of manifesting and promoting social solidarity.

Activists: There are 160 students in Mahapach, and another 30 volunteers (mainly “old-timers”).

The students come from universities and colleges around Israel: Tel Hai, Jezreel Valley, Western Galilee, Haifa University, Tel Aviv University, Kibbutz Seminar, Hebrew University, David Yellin, Sapir.

Of students receiving scholarships:

130 Jews

30 Arabs

Location of activities: Jerusalem (Stern and Katamonim), Tel Aviv (Florentin), Kiryat Shemonah, Tamra, Yafia and Sderot. Mahapach runs “learning communities” – an educational, social and community model that developed with the goal of realizing the potential and rights of children and parents in the community, particularly in the educational realm. The model includes activities bringing together

students, children and their families, from individual help (such as private tutoring) to group activities such as a literacy program and the “community network,” and through to community change and parental involvement in community days, and parent workshops on educational, social, economic and cultural issues.

Target population: Disadvantaged populations in Israel – total of 700 children and their families. Limited activities also take place with youngsters, as well as work with resident steering committees.

Special achievements: Developing a sense of responsibility in the community – parents become involved in running the learning community and play an active role in running community days, programs and activities for children, renovating buildings and participating in workshops and lectures; steering committees of parents have been established in the Mahapach communities in cooperation with the coordinator, and are developing policies relating to the community; some of the children have made progress in their studies and long-term improvements have been seen in group skills and social involvement; civil involvement (including community campaigns) have secured changes in the fields of education, sanitation, planning and building – these activities have involved parents, children and other partners in the community, including local businesses, schools, community centers and so on (campaign to clean up the Florentin neighborhood, establishing a communal park in Kiryat Shemonah, establishing a residents forum in the Round Table in the Katamonim); development of social awareness and community action among students as part of their social justice work.

Funding: The scholarships are provided mainly by Perach. Other funding sources are varied: New Israel Fund, Steinhardt Family Foundation, Goldman Fund, Yad Hanadiv, JAFI, Tel Aviv Municipality, Kiryat Shemonah Municipality, NCJW, private donors and hi-tech companies.

Training and supervision: Two days intensive training at the beginning of the year in values and professional skills; monthly seminars; group meetings at the end of activities to discuss the broader context of the activities and draw conclusions.

Individual supervision meetings are held for student each week. Most of the training is implemented by NGOs, and to a smaller extent by academics, most of whom are active in the new Social College.

Comments: The general motto of Mahapach is cooperation between the classes and between students and disadvantaged populations. This is manifested on all levels: parents are involved in pedagogic work, community activities are directed by the coordinator (a student) in partnership with the community steering committee, and approximately half the board of Mahapach are residents from the steering committees (including the chairperson of Mahapach).

What could help? Accreditation – combining practical work and academic studies – this is more important than the scholarships. The experience of Mahapach activists suggests that when student action is combined with critical academic and political knowledge, a broader context is created for the activities and both students and communities find their work more meaningful. The scholarships should be more flexible in terms of the kinds of activities permitted. Larger scholarships should be provided for in-depth work. There is a lack of scholarships for Arab students. Greater involvement of the academic staff is needed.

Megamah Yerukah – Students for the Environment

Contact: Avital Gera

Mobile phone: 054-5379837

Address of the organization: Megamah Yerukah, 3 Hashfelah St., Tel Aviv 66183

Office telephone: 03-6388671

Website: www.green.org.il

Activists: Approximately 4,000 students are active in all the universities and colleges. Each cell has a coordinator, who receives half a scholarship in return for their involvement (the position is flexible, but in practice around 1/3 of a full-time position). Some students receive dean's scholarships, but most are involved on a purely voluntary basis and decide for themselves how many hours to give.

Areas of activity: These vary from cell to cell according to the initiatives of coordinators and activists. The focus is environmental and social-environmental, but this also varies. **Examples:** Encouraging recycling bins and using both sides of paper in photocopying; establishing community gardens; barter market; outings, etc.

Important achievement: (For the Achva cell): establishing a community garden in Kiryat Gat; getting 400 students to sign a petition against the coal power station in Ashkelon.

Training/supervision: Shatil is involved in training and helps train spokespeople; "Haim Usviva" and the Society for the Protection of Nature in Israel also help. Megamah Yerukah holds conferences on ecological issues and a national forum of coordinators meets every three weeks. Three national coordinators are available to help the local coordinators.

Difficulties/needs: More funding is needed for "Green Days" and for other educational activities in schools.

Volunteering in return for academic credit should be integrated in social and ecological study courses.

Wellspring for Democratic Education

Guy Erlich – Executive Director

Wellspring for Democratic Education

PO Box 3488

Jerusalem 91034

Telephone: 050-6663545

E-mail: d_spring@012.net.il

Website: www.democracy.org.il

An organization established with the goal of narrowing gaps in Israeli society, promoting civic and democratic awareness among citizens, and strengthening community involvement in diverse fields.

Activists: 120 students receiving scholarships are active in the Wellspring, and an additional 20 students volunteer.

The students come from the Hebrew University, David Yellin Seminar, Hadassah College, Lev College in Bayit Vagan and the Technological College in Beit Hakerem.

Of students receiving scholarships:

55 Jews

65 Arabs (approximately half of whom are from East Jerusalem).

Location of activities: Jerusalem – in neighborhoods in the East and West of the city (in East Jerusalem: A-Tor, Isawiya, Shuafat refugee camp, Abu Tor, Beit Hanina, Wadi Joz, Kafr Aqab and Jabal Mukabar; in the West: Talpiyot, Gilo, Neve Yaakov, Pisgat Zeev, Pat, Katamon Het-Tet and Karmit residential facility).

Target population: Children, youth and adults – activities are separate, with the exception of special events for mixed audiences.

Special Achievements: The high level of activity among Arab students (including students from East Jerusalem) increases the exposure and accessibility of the project among the Arab population. Successes in local campaigns: The “Deer Valley” and making the activity center of Hashomer Hatzair in the Katamonim accessible to the local residents. The scope of activities is considerable despite limited resources. The youth movement model has proved very successful. The Wellspring provides social

training not only for neighborhood activists, but also for students and volunteers. The Wellspring has managed to run Jewish-Arab activities in a period when these have declined in scale. The organizational concept of the Wellspring evolves constantly as the lessons are learned from its activities.

Funding: The vast majority of the scholarships are provided by Perach. In the past, scholarships were received through the Gruss foundation. Hi-tech scholarships are available at Hadassah College, and some students from David Yellin volunteer as their practical work.

Training: The Wellspring now runs two days of intensive training at the beginning of the year, relating to values and professional aspects. Last year, some students received a double scholarship in return for participating in three hours' training a week (in addition to the activities in the field). This was a frustrating experience for both sides. Nevertheless, the organization is interested in expanding its training component.

Supervision: The coordinators hold group meetings with all the students once every month or two, and individual meetings are held between the students and the Perach coordinators.

Comments: In the past, the Wellspring was in contact with the Hebrew University (the Social Involvement Unit) and the Youth and Community Authority, but these cooperative relations have been ended.

What could help? A solid budgetary basis preventing the need to plan in conditions of uncertainty; more flexible scholarships in terms of the fields of activity, including work with adults; larger scholarships should be available for in-depth work (it would be better to have a small number of students working more hours) – four hours a week is not enough, scholarships should cover work at a level of 10 or 20 hours a week.

A Step Forward: Advancing Education in Rahat

Contact: Majd al-Kamalat

Telephone: 08-9917285

Mobile: 050-7536064

E-mail: majedams@yahoo.com; rahat_forwads@yahoo.com

Address: PO Box 391, Rahat 85357

Total number of students: 25

Location of activities: Rahat

Organizational summary: “A Step Forward” was founded by a group of young men and women from Rahat with the goal of implementing educational, social and academic programs in the city.

Project summary: Students can volunteer in a range of projects – helping weaker school students, teaching women to read and write, projects for youngsters.

20 students receive scholarships in the range of NIS 2,500 – 5,000.

Volunteers: Average 30 a year.

The students come from Sapir College, Ben Gurion University and Achva College.

Of students receiving scholarships: 20 Arabs, 5 Jews.

Target population: Women, youth, children.

Special achievements: The volunteers have run a series of projects that have proved highly successful – summer camps run by volunteers, women’s study courses, help for children who have difficulties at school.

Training: Training sessions and guidance for students.

Supervision: The project coordinators provide ongoing supervision for the students through workshops and seminars.

Comments: The organization’s plan for the future is to operate women’s studies program (literacy), help for weak children by student volunteers.

What could help? The resources needed are students who are willing to take part in the activities. Financial support is also needed.

B. Student Volunteering Organizations

Achva – Students for the Needy in the Community

Contact: Dudu Artzi, Achva volunteer coordinator

Mobile phone: 050-6625657

E-mail: artzid@bgumail.bgu.ac.il

Address of the organization: Tel Aviv University, Faculty of Law, Ramat Aviv, Tel Aviv 69978

Telephone: 03-6405204

Fax: 03-6407422

Website: <http://www.tau.ac.il/~achva/>

Activists: Approximately 100 students volunteer in Beersheva; 30 students and two (voluntary) coordinators work in the financial advice project; 5 voluntary coordinators work in the “Time Bank.” In other projects, the number of activists varies.

Location of activities: Achva operates in Jerusalem, at the Technion, in Tel Aviv and in Ben Gurion University.

Areas of activity: Achva collects food for 400 families. Recently, the organization began to operate the “Time Bank” program, through which anyone can donate something they know to do and receive hours from others according to the number of hours they gave. Another pilot project is the **Financial Advice Project**, in which students will participate in four sessions training them to help needy families to plan their budgets. The training course will be run by the company Pa’amonim, which specializes in household finance management. Achva is open to initiatives by the students.

Important achievement: Achva has become a base for students who want to run projects, thanks to its atmosphere of trust, support and encouragement for new initiatives.

Difficulties/needs

1. At present, training is acquired through experience in the field; this may be a problem that needs attention in each specific project. The major projects either already have supervision or do not need it – food collection does not need training or supervision, the Time Bank is supported and supervised by JDC-Israel, and economic training is provided by Beit Moriah (a group of educational institutions and a mini-club in Beersheva established by a group of local residents) and by Pa'amonim.
2. As activities have grown lately, the need has arisen to raise funds to finance the organization's operations.
3. It is easy to recruit students, because this is a community and all the physical conditions are available, thanks to the Students House. Moreover, volunteering has become a "fashion" on campus. It is harder to recruit participants for the Time Bank, because we want these activities to come from the community, not from students.

Brera Center

Angie Jacobs – Deputy Director

Brera Center

Faculty of Law

Hebrew University

Mt. Scopus

Jerusalem 91905

Telephone: 050-5977394

E-mail: angimanager@yahoo.com

Website: <http://websites.mscc.huji.ac.il/brera/brera-en/main.html>

The center was established in the Faculty of Law at the Hebrew University, and initially comprised a small number of activists. In just a few years, it has developed into a volunteer center including hundreds of students in Jerusalem and Gush Dan (an attempt to launch activities in Beersheva proved unsuccessful). The center is committed to “pure” volunteering, and the student activists come from a wide range of fields. In 2004, Brera became a registered association.

Six hundred students are active in the center, volunteering for two net hours a week. Almost all the volunteers are Jewish (despite efforts to develop a program for Arabs), and most of them (though not all) come from strong socioeconomic backgrounds. The students come from the Hebrew University, Bar Ilan and Tel Aviv University (mainly). Several dozen graduates are continuing to volunteer in the center.

Location of activities: The locations are highly diverse, according to the different areas of activity: legal aid, health, environment, theater, youth, media, workshops and personal mentoring for children/women/pensioners.

Target population: The project does not confine itself to disadvantaged populations, in order to avoid the activities being stigmatized as intended for “poor people.”

Special achievements: The tremendous level of activity of students working on a purely voluntary basis, and with almost no resources; developing volunteering as a value; creating a body that talks to students in their own language and puts them at the center of activities, helping them to gain professional experience and showing a

pleasant and inviting attitude; a high rate of ongoing volunteers – most of the students continue for more than one year (usually moving on to another project).

Funding: At present, the center is in a process of reorganization in order to create a small number of paid positions.

Training: At the beginning of each semester, one to three training sessions are held, including a lecture and guided activities. Training is given by professionals, and sometimes by university lecturers who are located by the directors of the different areas. Coordinators for the various programs work under the area directors.

Supervision: The coordinators are in touch with each volunteer on a weekly basis, and enrichment sessions (usually optional) are held during the year. Contacts are maintained with the places where the volunteers work, and the Brera contact person is in touch with the contact person in these organizations.

Comments: The center is opposed on principal to providing scholarships or academic credit, and advocates “pure” volunteering, regardless of the social context (i.e. even if the social situation were ideal, Brera would still see a need for volunteering). Brera does not adopt overtly political positions in order to ensure that everyone feels at home; accordingly, the types of organizational cooperation are examined carefully.

What could help? Reimbursement of travel costs for volunteers; lack of resources for the area directors, who need funding for their extensive activities; an inherent problem in working with students is that they soon move on.

**Kol Koreh – Organization for Improving, Enhancing and Directing Student
Volunteering**

Website: www.kolkore.org

Chairperson: Tal Cohen

iton@kolkore.org

www.mitnadvim.org.il

Kol Koreh is an a-political and voluntary student movement of hundreds of students from throughout Israel who are working to raise awareness of social action in Israel among students. The activities reflect the belief that the role of the student public is to lead social and national action in Israel.

Kol Koreh works to bring together the leaders of student unions and social organizations with public figures, NGOs and the private sector in order to discuss current social issues and establish a new national social agenda for the future.

Kol Koreh issues a student newspaper focusing on social involvement issues, with a circulation of 100,000. On each campus, a group of volunteer coordinators use a computer data base with information about organizations and projects active in their region. They can then enter the preferences of each student, the level of commitment they can make and the area in which they wish to volunteer, and the program produces a list of suitable projects. Thus the system functions as a kind of manpower service for volunteering, in which the coordinators are responsible for the connection between the organization and the volunteer and between professional bodies and students interested in launching social initiatives. Volunteer placement centers are currently operated in all the universities and in some colleges by Kol Koreh activists. As a result, a student in Tel Aviv who wishes to volunteer in Hadera can be accommodated. The coordinators have also initiated activities, including summer camps for single-parent families, activities for the elderly, and so on.

**Negba – Organization for Recruiting and Directing Student Volunteers at Ben
Gurion University**

Contact: Hovav Vardi, volunteer coordinator

Mobile: 050-6250994

E-mail: vardih@bgumail.bgu.ac.il

Activists: The organization's data base currently includes approximately 300 volunteers. Negba has six coordinators who work as volunteers. There are no Arab coordinators; the student data do not indicate where volunteers are Arab.

Location of activities: Recruitment takes place in Ben Gurion University.

Fields of activity: All types of volunteering.

Important achievement: "Many small organizations we work with have become more resilient and successful. It is difficult to credit us for this, because the organizations also play a key role in creating the improvement and developing cooperation with other organization."

Training/supervision: Negba was founded by the "Or" movement, but they are currently considering the future nature of the relationship. Essentially there is no supervision at present.

Difficulties: "Negba is careful not to bind itself to organizations or funding sources, so it is hard for us to secure funds. If there was an official, non-political academic body that funded this type of activity it could solve the problem."

Ruach Chadashah (New Spirit)

Roi Folkman – deputy director

Telephone: 054-3113320

E-mail: rfolk@inter.net.il

Website; <http://www.new-spirit.org.il>

Ruach Chadashah operates as an association using budgets from private sources. The organization includes salaried staff and volunteers, almost all of whom are students. The emphasis in the activities is on the local level – working in the context of the “broken triangle” between students, academic institutions and the city of Jerusalem.

329 students (approximately 20 each time) participated in the Volunteering Fridays during the first term of activities. The organization held a volunteer fair in order to enable students and organizations to hook up with each other. 423 students signed up for these organizations. However, the staff of Ruach Chadashah do not have any figures regarding the number of students who actually became involved, or what became of them. The students come from all the institutions of higher education in Jerusalem (14 in total), including the Hebrew University, David Yellin Seminar, Hadassah College, Lev College in Bayit Vagan and the Technological College in Beit Hakerem.

Location of activities: The Volunteering Fridays are one-time volunteering events intended for target populations who are not normally involved in volunteering. So far, activities have included a “Black Panthers” tour of Musrara and a visit to a barter market; renovating a housing block in East Talpiyot; visiting the “Deer Valley” in the Katamonim; working as medical clowns at Hadassah Hospital; staffing a soup kitchen in Machaneh Yehudah market; renovating a mini-club in Kiryat Yuvel, and so on.

Target population: Diverse, but generally the main target group are students who do not have a high initial level of commitment (or cannot make a serious commitment) to social change / volunteering.

Special achievements: Making their activities accessible on a massive scale; creating “specialist” projects including academic credit; and including 100 students in activities, mainly in the first and second sectors, but also in the third sector; funding the student newspaper “Political Café,” which emphasized political and social issues; creating contacts with bodies and officials in higher education and in Jerusalem; the organization has only been active for a very short period, but has managed to secure relatively impressive achievements and to create a brand for its activities.

Funding: The organization employs seven paid coordinators and a website manager. The other activities are voluntary. Funding is from private sources (mainly hi-tech companies in Jerusalem).

Supervision and training: In the specialization program, training is provided by external bodies and the project functions as a kind of unsupervised internship, though contacts are maintained with university officials. These activities take place mainly in the first and second sectors. By definition, the “Volunteering Fridays” do not require ongoing commitment or training.

Comments: Ruach Chadashah is not a “classic” social change organization. Rather, it tries to improve the efficiency of various connections, make the city more accessible to students and improve life in Jerusalem for students in general. The organization operates in the specific reality of Jerusalem, and has contacts with colleges that are not necessarily part of the Council of Higher Education.

What could help? Despite the good intentions, the organization’s activities often meet with hostility from various quarters, particularly from the student union at the Hebrew University, which sees Ruach Chadashah as a threat. The organization is interested to locate partners who will cooperate and not see them as a threat.

C. *Small Local Students Organizations*

Al-Yatar – Association for Cultural and Social Development

Program/unit/organization – student seminars / social contribution project / career guidance project

Contact: Sami Hawary / Suha Dau

Telephone: 04-9810225

Mobile: 050-6939516

E-mail: hawarys@yahoo.com

Address: PO Box 2840, Akko

Total number of students (volunteering in the organization): 31

Total number of Arab students in Akko: 150 (estimate)

Location of activity: The activities take place in Akko; students from outside the city also participate. We have received requests from people in the villages around Akko to run similar activities.

Organizational summary: The organization was established ten years ago by a group of students and academics. The organization has several goals: raising awareness of academic and continued studies, and increasing the number of Arab students in institutions of higher education.

Organizing and running cultural, social and artistic activities with the goal of securing social change.

Organizing support activities (seminars, workshops) in semi-organized group of activists with the goal of raising awareness of the members' capabilities.

Project summary: The student seminar consists of a team that meets once a week. Monthly meetings are also held for the members of the seminar in order to organize services for students and mobilize them to help the residents of the city. The seminar runs several projects and activities: a social contribution program, a career guidance project, and the education committee in the city.

The social support program is based on recruiting students to run activities and programs, such as: help with homework, preparing schoolwork, preparing for examinations, organizing courses, activity groups and social frameworks to increase

awareness among school students, particularly high school students. The project will strengthen the students' affinity and identification with their city.

Last year, we had to cut back planned programs because of a lack of financial and human resources. The activities were reduced to two projects: For years, we have cooperated with the Arab Human Rights Association in running courses and a human rights forum, and we held a seminar on career guidance attended by 30 students.

Activists:

Receiving scholarships – 0

Volunteers – 31

The students come from Haifa University, Oranim College, the Western Galilee College.

Target population: Elementary and high school students.

Special achievements: Although the project was only implemented in part, it was extremely successful. Over one hundred students participated in a seminar on the subject of career guidance. The sense of success was heightened when students came to our office to ask for advice and guidance from the educational coordinator who supervises the project.

Training: The organization runs training courses in which the participants discuss aspects of community work and issues relating to social change. All the members participate. Seminars are also held on planning and developing programs and on methods of working with groups.

Supervision: The students' activities are supervised by instructors with expertise in running groups and by student coordinators with appropriate skills (from the social sciences, organizational consultation, educational consultation).

Comments: Working with students is considered complicated and difficult. Sometimes people lose hope because the students are already busy with studies, research and examinations. There is also a sense of a lack of initiative and a lack of response to invitations to join in the activities. This is a new project. In the past, we applied to the Estate Fund, but we did not receive funding, so we had to cut back on

our activities. We ran just one project – the career guidance project (this included diverse activities contributing to the community and training students as an alternative leadership in their communities).

What could help? Diverse resources are needed for the project to succeed: Financial resources to enable us to provide scholarships for students. The scholarships will be allocated according to objective criteria. We need consultation services for the project staff and training resources for participants. We emphasize the importance of cooperation and partnership between different frameworks and organizations. We are currently examining the possibility of a training course with a professional certificate for the graduates. This would have a far-reaching impact on the recruitment of additional participants for the course.

Founding Group of Maof School – A Non-Fee Democratic School

A group of students and young people from Ben Gurion University and other universities, along with two adults (who are not the parents of prospective students) are working to establish a democratic school for all the population of Beersheva that will not charge fees.

Contact: Ben Schwartz

Mobile: 052-4761722

E-mail: benshv@bgumail.bgu.ac.il.

Activists: 14 members of the training/founding group of the school; none are Arabs.

Location of activities: Most of the training work takes place at Ben Gurion University, with occasional visits to schools around the country.

Field of activity: At present, the group is working on two levels: training (details below) and the technical aspects of establishing a school – finding a building, contacts with the Ministry of Education, marketing, etc.

Important achievement: On May 14, 2005, the group held a school convention attended – after considerable efforts – by parents from schools across Beersheva. This was one of the first steps on the difficult road to marketing and to adapting a form of education that is considered elitist to meet the needs of a low to medium socioeconomic population.

Training/supervision: Training for the school takes place once a week for six hours, and includes lectures by staff from the Institute for Democratic Education, lecturers in education from Ben Gurion University and visits to schools around Israel. Supervision is provided by the staff of the Democratic School in Arad and by education lecturers from Ben Gurion University.

The idea of the school was initiated by students, and the goal is to promote social change. The school is supported by lecturers from Ben Gurion University and from other universities (Prof. David Gordon, Education Dept., Ben Gurion University; Prof. Yossi Yona, Education Dept., Ben Gurion University; Prof. Nissim Calderon, Hebrew Literature Dept., Ben Gurion University; Prof. Yehuda Nini, History Dept.,

Tel Aviv University; Prof. Oren Yiftahel, Geography Dept., Ben Gurion University; and others).

Difficulties

- A. The main difficulty is getting approval from the Ministry of Education, and in particular getting approval from the Southern District inspector.
- B. The model for marketing and establishing a special school without fees, and for intensive marketing in population groups that do not usually participate in such schools, is a unique one that can be found in only a few schools in Israel. Educational training and supervision are in place, and help is available in dealing with bureaucracy, but there is a lack of support and supervision for the area of working with, and marketing among, low to medium socioeconomic populations (Shatil recently began to assist the project).

Sachbak – Students of Caucasian Origin Help the Community at Large

(Sderot Branch)

Contact: Renata Shalomov

Telephone: 08-6621333

Mobile: 054-6689014

E-mail: renata79@walla.co.il

Address of the organization: Sachbak, PO Box 346, Sderot 87013

Activists: Sachbak has a total of 70 student volunteers, of whom 40 receive Perach scholarships and 10 receive scholarships from the Social Involvement Unit; the scholarships are at the level of NIS 4,500. Students are required to volunteer for 4 hours a week. The students are immigrants from the Caucasus.

Location of activities: Sachbak works in south Beersheva and in Sderot; the details here relate to the Sderot branch.

Renata explains: “Programs that focus on minority groups are very important in the internal empowerment of these communities and produce a higher level of group pride and motivation to act for themselves (as a first stage). However, there is sometimes a feeling of isolation, weakness and the reinforcement of stigmas, or a sense that they are not achieving social integration. Accordingly, we encourage activities in mixed groups – not only to help the immigrants integrate, but also the opposite –to give native Israelis an opportunity to get to know immigrant communities first hand, in order to encourage the emergence of professionals who are acquainted with multicultural Israeli society.

The college is a partner with Sachbak in developing training, locating students, making information available and publishing announcements. The dean deals with personal problems of the students and there has been a significant increase in the number of students applying for Perach. Every year the Social Involvement Unit includes a recipient of the dean’s scholarship in the Sachbak project, and the dean’s office contributes to the activists’ social and group-building activities.

“Sderot has absorbed 1500 families from the Caucasus over the past decade. Caucasian students are an important group for leading processes of change. This is a young and educated population who have experience coping with difficulties and

turning difficulties into challenges on the way to success. Most of them are motivated to help the community and to be socially active.

Sachbak works in cooperation with Gevanim, JDC-Israel, Sapir Academic College, Zionism 2000 and other bodies. Sachbak implements the findings of comprehensive studies undertaken by JDC-Israel relating to the Caucasian community and is a rare example of a connection between serious research and the activities of organizations for change.

Area of activity: Sachbak runs two projects, with the support of the Social Involvement Unit: academic and emotional mentorship for junior-high school students at risk of drop-out (including individual work and group activities on various subjects), and work in a senior citizen's club ("The Warm Tea House") – the students run enrichment activities and socialize with the senior citizens.

Training/supervision

- A. Supervision is provided by Gevanim (the urban kibbutz in Sderot) and by the "Warm Tea House" senior citizens' day center.
- B. Frequency and form of supervision: Each group of students has a supervision program based on the profile of the students involved. The students are given professional tools for use in their work with children at work, such as identifying learning disabilities. Students who work with senior citizens receive materials for use in activities and are referred to relevant sources. The student groups meet every two weeks for a workshop. An emphasis is also placed on the personal empowerment of the students, time management, volunteer leadership, decision making, the community, peer learning, etc.
- C. Training courses and seminars: The students take part in general training courses in Sderot in such subjects as preventing addiction and dangerous behavior among youth, children and youth at risk, training for volunteer coordinators, employment, parenting in cultural transition, etc.

Difficulties/needs

- A. "Caucasian students almost all have families or are the main breadwinners in their family. Their parents are usually unemployed or earn the minimum wage. Accordingly, the students have to devote most of their free time, when they are

not studying, to casual employment – sometimes they work when they should be studying. About a year ago, the Student Authority cut the assistance given for students through living stipends. This caused financial damage and hence impaired the academic achievements of the Caucasian students.”

- B. There is a need for workshops on the subjects of employment, counseling and training for the program coordinators and activists. The volunteers need remuneration and encouragement.

Yaala – Working Together for the Community

Contact: Osnat Berman

Telephone: 052-3241688

E-mail: osnat_ber@ yahoo.com

Project goal: To motivate residents to work in the community through a commitment to advancing social justice.

Project began January 2004.

Vision

We believe that a community is an ideal form of life that maximizes and amplifies the strength of the individual and of the collective – the individual's capabilities and achievements contribute to the collective, and the strength of the community supports and advances the individual. Only through activities rooted in social justice can we maintain a community way of life that is committed to the best interests of the individual and of the community, and to a balance between the two.

Activists

Six students were chosen to be part of Yaala and have moved into the neighborhood. Each student is responsible for an area that was defined as a local need, and accordingly initiates the community's response and implements activities in cooperation with other residents, motivating them to take part in community action and to advance social justice.

The group of students that lives and works in the neighborhood also includes the founders and acting directors of the project. They assist and supervise the students' work and are responsible for contacts with external bodies such as foundations. Beit Hillel supervises their work.

The three areas of activity defined for 2004-5 are:

- **Academic** – creating a learning center accessible to all the children in the neighborhood, improving academic achievements and capabilities, and operated by residents of the neighborhood.
- **Youth** – developing a youth group that will meet for social activities, and motivating them to work for themselves and for the community. Individual

work with several youngsters including encouraging them to be active in the community.

- **Enrichment** – creating an enrichment and developmental framework for children in the young grades with active involvement of the parents in activities.

Developing the infrastructure to provide a broad-based community response.

In addition, the students also initiate and implement several general, one-time community events over the course of the year. When necessary, the students locate ancillary help from volunteers outside the neighborhood and recruit them to the activities in order to help realize the goals of Yaala.

The type of activities is designed to enable the students to function as the motivating core of communal action. All the activities take place in two circles – the circle of Yaala students, which also forms part of the circle of neighborhood residents. The two circles are connected by personal links developed due to the joint residence in the neighborhood and to the formal activities.

The individual meetings and routine activities in the neighborhood create dialogue, allowing for the emergence of community action programs based on a true partnership. The complex work and the encounter with diverse opinions, ideas, goals and issues requires an open approach and constant learning. This learning takes place in many ways: discussion of issues at the weekly meeting, monthly study evenings, independent study and, of course, the daily encounter with different people.

Funding: The project is funded by the Glencore Fund for Education and Welfare, the Steinhardt Family Foundation and the Jerusalem Foundation.

2. Student Involvement Units in Universities and Colleges

Achva College – Student Involvement Unit

Contact: Lavi Mizrachi

E-mail: lavi@macam.ac.il

Telephone of the unit: 08-8588148

Address; Achva College, Shekamim M.P. 79800, Social Involvement Unit, Office of the Dean

Activists

346 students (of 4,760 students in the college) are active under the auspices of the unit. Some (60 percent) work off campus and some on campus. The students are supervised by 9 coordinators, 5 for external projects and 4 for internal projects. The four internal coordinators operate an academic assistance center for students with learning disabilities, minorities and new immigrants. In total, 268 students receive assistance and 50 students work as mentors in the center.

Of students at Achva who receive scholarships, 15 are Arabs (all in Ajeec).

Numbers of students in key external projects

Kadima -26; Hafuch al Hafuch – 7; Ajeec (matching) – 15; Second Opportunity (JAFI project) – 136 students; Open Apartments 8 (regarding this last project, see details under the projects of the Social Involvement Unit at Ben Gurion University; local radio project in Kiryat Malachi – 3 (total number of students active in external projects 232, see detailed table below).

Location of activities; Activities take place in Ashdod, Kiryat Malachi, Yoav regional council, Beersheva, Bedouin communities in the region, Rechovot and Kiryat Gat.

Important achievements

A. The Social Involvement Unit at Achva was established last year. Some students were already involved in social action on their own initiative, and this was consonant with the approach of the office of the dean, which utilized these students as the basis for the establishment of the unit. The unit has already

increased the number of students involved in social action by hundreds of percent.

- B. In the Kadima project, the unit has already organized several fun days for the children from Kadima, with shows, celebrities and surprises. In cooperation with the children, students recently began to establish a garden for growing flowers which will be donated to soup kitchens, and spices which will be sold to the municipality for one shekel each; the money will be used to pay for an end-of-year party at Kadima.
- C. The unit runs summer programs for which students receive a scholarship during the following year. Summer camps operate in Kiryat Gat and Kiryat Malachi.

Training/supervision

Students are required to participate in a monthly training session throughout the year, which is organized and implemented by the place where they volunteer. As noted above, the unit has 5 external coordinators who supervise the students in the various projects. The unit has 60 students who work on a matching basis in various associations and communities – training and the details of the activities are determined by the local body, and supervision is provided by the unit.

Difficulties

- A. This year, Achva has begun to make the dean's scholarships for social action conditional on the student's socioeconomic condition. This has led to a sharp decrease in the number of applicants. Several explanations could be offered for this:
 - This is the first year that the college has made social scholarships conditional on social action, and it may take time to inculcate this policy among the students (similar processes have been reported by Sapir College and Ashdod Municipality).
 - The Social Involvement Unit has still not established a firm presence as a student unit responsible for consolidating and unifying volunteers and providing a peer group, support and activities.
 - The level of the scholarship for students from relatively difficult socioeconomic backgrounds is inadequate and they prefer to work long hours, even if the payment per hour is actually less.

B. The college is very supportive of the unit. Lavi attributes this largely to the president, Professor Yossi Zelgov, and the dean, Tal Segal, who see the unit as the realization of their vision, particularly in terms of its contribution to the surrounding community and the opportunity to move beyond the academic sphere and promote social action. The unit has been allocated more rooms than any other body on campus, enjoys solid support for any bureaucratic arrangements, and most of the budget (75 percent) comes from college funds.

Table showing the number of students active in various programs under the auspices of the Social Involvement Unit at Achva College

Name of Association	No. of students	Comments
Amcha	4	
Kadima	26	4 in the garden project
Moriah	6	
Community center	2	
Radio	3	
Achievements - Beersheva	1	
Achievements - Kiryat Gat	1	
Kiryat Gat	6	
JAFI	1	
Hafuch - Rechovot	6	
Gannim Rehabilitation House	1	
Hafuch – Ashdod		
Total	58	
Students in matching positions		Supervision by local authority
Association	No. of students	Comments
ICEF	3	
Ashdod	10	
Kiryat Gat	7	
Commemorating Soldiers	1	
Beersheva	9	

Total	30	
Total	88	Involved in unit activities
JAFI	No. of students	Comments
Second Chance – Part 1	89	All from the academic track
Second Chance – Part 2	47	Now working on placements
Total	136	
Total	224	Involved in unit activities from the academic track
Open Apartments	8	
Grand Total	232	Students from academic track receiving scholarships

Bar Ilan University – Social Involvement nit

Rivka Ben-Dayan

Student Involvement Unit

Dean of Students

Bar Ilan University

Ramat Gan 52900

Telephone; 03-5318491

E-mail: rivka.ben-dayan@mail.biu.ac.il

Website: <http://www.biu.ac.il/Dean/meoravut.shtml>

The Student Involvement Unit at Bar Ilan mainly works with middle-class students who are not entitled to living stipends but who struggle to make ends meet. The main activities are with students (internal), and there are almost no activists off campus. Among the students, the main target population are new immigrants, students with disabilities, students with learning disorders, students from disadvantaged communities and Ethiopian students.

The **students** are mainly outstanding students, particularly those involved in mentoring others.

Location of activities off campus: the project Halev provides legal internships and is supervised by private attorneys (15 students); students work with groups of two or three children at Mikve Israel residential facility. The target population for the activities are people below the poverty line and students at Mikve Israel.

Target population: Mainly students, as noted, but also some other groups in limited “external” activities.

Funding: The scholarships are mainly from Perach, the Gruss Foundation and university scholarships.

Training: One session is held each semester. The selection of students aims to overcome the need for protracted training. In the past, more comprehensive training was provided, but this was halted due to the lack of budgetary resources. The

knowledge required is mainly general knowledge about the target population (e.g. background information about the blind if the student is mentoring a blind person).

Supervision: The students report on the hours they worked and the progress of the person they are mentoring. In exceptional cases, other elements on campus or elsewhere are involved. The unit has two coordinators (approximately 200 students per coordinator).

What could help? There is a lack of budgets for coordinators; it would be excellent if the departments could participate in working with the students in return for credit points, in order to control the student activists and supervise their activities; additional scholarships are badly needed – there is high demand among students and in society; students who want to volunteer sometimes drift away because the unit cannot provide travel reimbursement.

Ben Gurion University of the Negev
Hillel at Ben Gurion University of the Negev

Hillel House works to realize the goal of

“Motivating as many students as possible to engage in Jewish action from the place where they are.”

Accordingly, Hillel creates a forum in which students can examine their Jewish identity and engage in Jewish activity that is meaningful to them. As part of a wide range of activities, Hillel motivates students to engage in activities in the field of “Tikkun Olam” (Repairing the World). We detail this area of activity below since this is relevant to the mapping study.

Contacts

1. Ofer Namimi, Director, Hillel House, Ben Gurion University of the Negev

Telephone: 08-6461651

Fax: 08-6236348

Pager: 03-6107861

E-mail: ofer@hillelnet.org.il

2. Tamar Shachori, Social Involvement Coordinator, Hillel House

Telephone + fax - as above

E-mail: tamar@hillelnet.org

Address of the organization: Hillel House, Ben Gurion University of the Negev,

Office of the Dean – Student House

Website: www.hillelisrael.org

Activists

Hillel House has 500 branches around the world. In Israel there are branches at the Hebrew University and in Tel Aviv, and 18 months ago a branch was opened at Ben Gurion University. It is difficult to provide a figure for the number of activists in Ben Gurion University. Approximately 310 students participated regularly in all the different activities of Hillel House, and approximately 3,550 attended one-time events. In the “**Tikkun Olam**” activities detailed below, 156 students are active, 28

of whom are involved on a regular basis. 17 of these students receive stipends (16 scholarships in the Jewish leadership program and one in Kamah, the women's program). The scholarships are in the amount of NIS 4,500 for four hours activity a week. There are not currently any Arab students among the recipients of scholarships. Hillel House is seeking funding for a Bedouin leadership project including scholarships.

1. The Jewish Social Leadership Program

Activists

15 students receive scholarships. There is one coordinator and instructor. The students work for 4 hours a week at Het comprehensive high school in Beersheva and receive a scholarship of NIS 4,500 in return for their involvement. No Arabs receive scholarships. The training framework was developed by the leadership center of Mizrach Shemesh and its national coordinators.

2. Kamah – Advancing the Status of Women

The goal of the group is to raise awareness of gender differences among students and to act to advance the status of women.

Activists

10 women students registered for the consciousness raising and women's leadership program. There is a small core group of 5 activists who initiative and develop activities, and one coordinator who receives a scholarship of NIS 4,500 in return for 4 hours' activity a week (though she actually puts in more time).

Ben Gurion University-Office of the Dean of Students

Contact: Yaacov Afek, Dean of Students

Telephone: 08-6472373/4

E-mail: <http://www.bgu.ac.il/dekanat/text4.html>

The Office of the Dean of Students is the body responsible for the students in the university and deals with disciplinary matters, socioeconomic assistance, special provisions for students with learning disabilities, etc. Regarding the mapping study, the office provides scholarships for students who volunteer in approximately 40 organizations approved by the dean (see details at the end of the description).

Contrary to the practice in most academic institutions, the Social Involvement Unit is not accountable to the dean at Ben Gurion University (see Comments below).

Activists

The scholarship is calculated on the basis of NIS 100 per hour of voluntary work. The office prefers to award a larger number of scholarships for a smaller number of hours. Accordingly, of the 1,500-2,000 students receiving scholarships this year, approximately 60 percent receive a scholarship of NIS 2,000 – 4,000 for 20-40 annual hours. The remaining scholarships are larger (the maximum is a 70 percent scholarship for 70 annual activity hours). The number of Arabs among the recipients of scholarships is not known, since the office does not have statistical details regarding the recipients.

Location of activities: Varies according to the organization in which the student volunteers.

Area of activity: Varies according to the organization in which the student volunteers.

Important achievement: The Office of the Dean of Students in Beersheva was the first in Israel to condition the receipt of scholarships on social action.

Training/supervision: The organizations in which the students volunteer are responsible for training and supervision. If students are exploited, complaints are received by the dean who addressed the problem.

Difficulties/needs:

- A. “Until they solve the problem of unemployment in the Negev, no social action project is going to make students stay in the region.”
- B. Support is needed for the project for university departments to adopt schools.

Organizations authorized to receive social involvement students in return for dean’s scholarships on socioeconomic grounds

1. Social Involvement Unit
2. Edi – Organ Transplants
3. Student Union, Achva, Or – Information Office
4. Shai House of Wheels – Rehabilitation and Nursing for Disabled Children
5. Tent of Volunteers for the Negev Bedouin
6. Acharai, Youth Leading Change
7. Yedidim, Individual Program with Immigrant Youth
8. Amcha – Mental and Social Support for Holocaust Survivors
9. Etgarim, Challenge Sports in Nature as a Tool for Physical, Mental and Social Rehabilitation
10. Beer Sova, Food for the Needy
11. Psychiatric Hospital
12. Soroka Hospital, through prearranged referral by the Office of the Dean of Students
13. Beit Leah and Beit Meir, sheltered hostels
14. Beit Cohen, Community Housing Project for Adults with Medium-Range Functioning
15. Israel Cancer Association
16. Association for the Elderly, Senior Citizens’ Home
17. Alonim Hostel
18. Beit Eshel hostel for youngsters
19. Israel AIDS Task Force
20. Yad Le’Adam, Serving the Children and Wives of Prisoners
21. Ashalim Children’s and Youth Village

22. Megamah Yerukah – Students for the Environment
23. Payis Club for the Child and the Family
24. Youth Mini-Club, Neighborhood Yod-Alef
25. Vocational Training and Rehabilitation Center
26. Crisis Center for Children in Distress
27. Neve Sheva, Nursing Hospital, Sol – volunteer coordinator
28. Community Advocacy
29. Adanim, Residential School for Children with Special Needs
30. Na'aleh, work with Immigrant Youth
31. Tseva – Youth Building a Future, enrichment centers for children
32. Citizens' Advice Service, Segev Shalom
33. Reserve Duty – from 14 days and above, during term
34. Branco-Weiss High School, Beersheva
35. Branco-Weiss High School, Dimona
36. Tel Sheva, Community Work
37. Shared House, community living for children and youth with retardation
38. Adult Probation Service
39. Arab Youth Movement
40. Houra Community Center

Beit Berl College

Contact: Nurit Levy, Dean of the College

09-7476387

E-mail: nuritl@beitberl.ac.il

Until 4 years ago, every student at Beit Berl College was required to complete a quota of volunteering hours in order to receive their degree. Following the cut by the Ministry of Education in the number of hours for a degree (from 112 to 90 credit points), volunteering is no longer compulsory at the college (I do not know if the same applies to other colleges).

The discussion focused mainly on student activities without any remuneration. No information is currently available about activities for which the students receive remuneration (with the exception of Perach and Sachlav).

A scholarship is available for outstanding service to the community.

A project provides assistance for immigrant students, under the guidance and supervision of the dean's office.

Students volunteer in Elem – mobile units, “Hafuch al Hafuch,” hostels

Students work as mentors at Beit Issy Shapira.

Students work on the Enosh hotline.

Students help school students at Beit Geller in Kfar Sava.

Total number of students involved in volunteering: 70

There is also a project training junior counselors in Arab youth movements – approximately 70 volunteers.

David Yellin College – Office of the Dean of Students

Sharon Rubak – Dean of Students

David Yellin College

7 Ma'agal Beit Hamidrash

PO Box 3587

Jerusalem 91035

Telephone: 02-6558111

Website: <http://www.snunit.k12.il/sachlav/davidyellin/main>

The college is a teacher training college in the heart of the Beit Hakerem neighborhood. All the students are required to practice frontal teaching in classes and have a weekly timetable of 40 hours. Many of the students come from difficult backgrounds. Since all the students are active off campus as part of their practical studies, most of the volunteer efforts focus inwards, on the students' problems.

The **students** come from throughout Israel. One-fourth of the students are Arab and there are a large number of religious Jews. Women constitute a clear majority in the college.

Location of activities: Jerusalem – schools in the East and West of the city.

Target population: junior-high school students.

Comments: In the past, a Jewish-Arab program operated under the auspices of the Abraham Fund, but this was discontinued, in part due to the lack of interest among the students.

What could help? It is important to appreciate that, unlike the universities, students in the college are in constant contact with schools and “society at large.” There is something of a problem with self-image, and some of the students present social challenges in their own right. “The community is inside, in the college.” It is important to provide encounter programs between different groups of students, who tend to stick to their own kind (Jews and Arabs). It is important to recognize that students at the college have very little time to spare due to the large number of hours devoted to study and practice.

Hadassah College – Social Involvement Unit

Yael Lamazi

Coordinator of Social and Community Programs

Hadassah College

37 Haneviim St.

PO Box 1114

Jerusalem 91010

Telephone: 02-6291308

E-mail: yaellz@hadassah-col.ac.il

1300 students attend the college, and social commitment is reflected in all areas with the full support of the faculty and president. The unit coordinates most of the college's social action programs and runs a number of activities.

Activists: Approximately 600 students are active in the unit's different programs (some students are active in more than one field). Approximately 100 students volunteer in the Hadas program (including one Arab student this year), a special Perach program that focus on a different area each year (this year, the idea was to run a special program for Arab students, but this did not materialize due to vague problems from the side of the municipality);

“Commitment” – approximately 400 students are active.

Some of the activities take place on campus (the college itself constitutes the community, to a large extent). A study program helps 1st year students who have difficulties (in order to prevent drop-out), as well as students in the pre-academic preparatory course and students who have returned from reserve duty or protracted absence due to illness.

The activities in the “Commitment” program include: Helping the college stage exhibitions and helping in the library, helping at the children's ward at Bikur Holim Hospital (staffing the ward between 6 pm and 9 am every day, in cooperation with the organization Kav Or), mentorships in elementary schools, activities in a women's shelter, activities in the student union and in Ruach Chadashah. Students of industrial design develop aids for people with disabilities, together with relevant organizations, and run a recycling art project for disabled children. A student of video prepared an image video for a kindergarten for autistic children, using college equipment.

100 students volunteer under the auspices of **Perach** (and **Sachlav**).

Target population: Children, youth and adults.

Special achievements: A norm of social action has been created throughout the college (at first they needed to give a financial incentive for students to take part, but now the demand is greater than the number of scholarships); good relations with the Jerusalem Education Authority; full cooperation with the faculty heads and coordinators, the faculty and the various units of the college.

Funding: The scholarships are from the Gruss Foundation, Jerusalem Foundation, Perach, and college scholarships (through Hadassah Women).

Training: In professional fields, advanced students with recommendations are located. In other fields no training is needed.

Supervision: Technical, logistic and emotional support is provided by the unit. Professional supervision is provided by faculty members (in relevant areas of activity). In each place where students volunteer, there are contact people who supervise and guide the students and are in regular contact with Yael Lazami.

Comments: The students have classes until late in the evening (laboratory classes) and cannot give many hours. The college splits scholarships. Some students find it difficult to make time for Perach, which requires them to attend activities twice a week. In the end, though (given the high level of demand to join these activities – 3 candidates usually compete for each place) all the quota is filled. The college is not interested in accreditation.

What could help? No real needs. They would welcome ongoing cooperation and additional scholarships.

Haifa University – Social Involvement Unit

Program / unit / organization: Social Involvement Unit.

Contact: Henry Ben-Shimol

Telephone: 04-8240665

E-mail: henry@research.haifa.ac.il

Address: Multi-Purpose Building, room 160C, Haifa University

Total number of students: 400

Location of activities: Development towns, villages and neighborhoods in the cities of the North.

The university's awareness of the problems of the social and education gap, and its willingness to act to advance the development towns, peripheral communities, villages and underprivileged neighborhoods led to the establishment of the Social Involvement Unit.

Goals of the unit:

1. To recruit groups of candidates for the university and BA and/or MA students from development areas, neighborhoods and villages who have a high level of social awareness and are willing to engage in social action with the goal of promoting personal and social change.
2. To create specialized frameworks providing financial, social and academic support for this population.
3. To implement social projects run by the students.

Project summary

The projects are divided according to geographical area; often, several projects operate in a single area. A coordinator is responsible for each area, supervising the work of 35-40 students (although the Social Involvement Unit is aware that the ideal ratio is 25 students to each coordinator).

Activists: 400--120 Arabs--100 Druze--180 Jews

All of whom receive scholarships in the range NIS 6,000 – 8,000.

Target population: Mainly students, who are empowered by their involvement in the community. Also school students and youths.

Special achievements: The Social Involvement Unit has been very successful in promoting ongoing work by the students. Drop-out rates are low. Evaluation and monitoring mechanisms have been established, helping to improve the projects and ensure their success.

Training: A structured training process takes place in the summer in order to provide the students with the tools they need to work in the community during the following academic year.

Supervision: Students work 6 hours a week throughout the year, including supervision and monitoring by the regional coordinators.

Frequency and method of supervision: Activities take place 1-2 times a week.

The students receive guidance and supervision from the advisors and coordinators.

What could help? Many students with good potential to contribute are not accepted because their financial condition is relatively good. If there were more scholarships, students with high achievements and social sensitivity could be accepted.

Currently there are 400 students in the Social Involvement Unit; the unit hopes to increase this number to 1,000.

Hebrew University – Social Involvement Unit

Diana Daniel-Shrem – Unit Director

Office of the Dean of Students

Hebrew University

Mt. Scopus

Jerusalem 91905

Telephone: 02-5882366

E-mail: dianad@savion.huji.ac.il

Website of the Office of the Dean of Students (details of the unit):

<http://studean.huji.ac.il>

The unit operates a wide range of programs, many of which include a significant component of training and supervision. Some of the programs are long-term. There is a clear preference for students from disadvantaged socioeconomic backgrounds.

Approximately 385 students are active in various programs under the auspices of the unit. Of whom 330 are Jews and 55 Arabs. The unit includes four types of programs: leadership programs, youth programs, programs for populations with special needs, and activities in the preparatory programs. Each area has a director and several coordinators who oversee the student activities. It is important to note that due to the current cuts, the number of students has decreased from 520 to the present level.

Location of activities: Highly diverse. Many projects take place on campus, with youth who come to the campus or with students in preparatory programs. Some of the activities in the leadership programs take place elsewhere, through various civil society organizations.

Target population: In most cases – youth (under the motto “Anyone Can Be a Student”) – 320 youths visit the university at least once a week. In addition, some 20 students give advice at the welfare bureau, and 25 students are active in various organizations (see below).

Contribution to the community: The contribution varies from program to program. Youth programs: programs such as Lehava have very clear and measurable results. Last year, 150 youth took part in the program, including 80 in the academic stage, i.e.

who can acquire academic credit; the youths are mentored by students from the programs. Another youth program is Tzahala, which also has measurable outcomes – preparing young people to take their Matriculation examinations. Individual social and academic work takes pace with youths in projects for populations with social and academic difficulties – populations that are under the care of therapeutic agencies. Leadership programs: the programs are characterized by a combination of academic and practical activities (“we will do and we will learn”) relating to Israeli society. In the women’s leadership program – a two-year program for MA students- the practical activity takes the form of a project in a women’s organization such as Kol La’isha, rape crisis centers and so on, while the academic activities focus on feminist issues and issues relating to women’s leadership. The Landa program for social leadership is a three-year program in which the practical component varies from year to year: in the first year, the activities take place in mini-clubs for children at risk; in the second year, the participants work as academic and social mentors with 30 youngsters from Etgar classes, preparing them for Matriculation examinations in mathematics; and in the third year, the activities take place in various social organizations in Jerusalem, such as Shatil, Yedid, and Community Advocacy. The parallel academic component also varies from year to year: in the first year the participants discuss social gaps and rifts; the second year focuses on educational issues; and the third year is devoted to leadership and social change. In the ICEF program for social leadership, and in other programs for Arab and Jewish students, a joint leadership program, an educational leadership program and the leadership program Mimizrach Shemesh, the practical and academic activities follow a similar course to that described above, adapted to meet the relevant student populations.

Special achievements: In the leadership programs the training component is relatively extensive and the programs are long-term; in the youth programs – making the campus facilities available to the community – “**the campus as a community center**” (people come to the campus who never considered the possibility). The unit continually discusses with the students topical issues regarding their practical activities (this year, for example, they discussed the significance of the Dovrat Report).

Funding: The scholarships are provided by Perach, the Gruss Foundation and direct fundraising from the university's donors (External Relations Department), funding and partnerships with government ministries and social organizations. The unit deals with much of its own fundraising like a regular organization.

Training: In the long-term leadership programs (183 students), 10-15 sessions are held each year, as well as seminars and study tours for each year group, and seminars for the whole program, as well as one study weekend. In the youth programs, the training component is much smaller – in keeping with Perach requirements.

Supervision: In all programs, supervision is provided by the coordinators, who are supervised by the directors, who are supervised by the head of the unit. For every 20 students there is a 3rd year coordinator (with experience in the unit and proven capability).

Comments: In long-term programs there is an element of development: students work with children in the first year, with youth in the second, and work in social organizations in the third year. A distinction should be made between leadership programs, in which the student constitutes the main center of the program and undergoes an ongoing process, and other programs, in which the recipient (the youngster, in most cases) is very dominant and the student activity is ancillary.

What could help? Accreditation from the university and/or academic courses combined with practical work; scholarships enabling more diverse activities; greater recognition by the establishment, reflected in budgetary security enabling long-term planning. They would like all the students to work in long-term frameworks, with 200 graduates each year. They will use studies examining the long-term influence of the unit's programs on its graduates.

Jezreel Valley College – Office of the Dean of Students

Michal Fisher – head of the Student Assistance and Advancement Unit

Office of the Dean of Students

Jezreel Valley College

Jezreel Valley Mobile Post 19300

Telephone: 04-6423468

E-mail: michalf@yvc.ac.il

Website: <http://www.yvc.ac.il>

The college has 3500 students in various fields of the social sciences, behavioral sciences (psychology, education and criminology), health systems management and computer sciences, political science, sociology and media studies. Students from throughout Israel attend the college, though most come from the region. Approximately one-fifth of the students at the college are Arabs. Student dorms have been built in Afula to a very high standard.

120 students are active in projects of the Office of the Dean of Students (several hundred more are active in Perach, which is not under the responsibility of the office).

Location of activities and target population: Public Educational Leadership in cooperation with Perach children; ICEF Fund – a project in Beit Shean and Afula helping high school students with their Matriculation examinations. The scholarship is provided by ICEF, Perach and the college scholarship fund. The work takes place in groups and the project lasts three years. A JAFI project is due to be launched providing scholarships for students in Yokneam, Afula and in Megiddo and Gilboa regional councils who mentor new immigrant students.

Special achievements: From next year, 2 credit points will be awarded for social involvement – authorization is needed from the faculty head and from Michal Fisher. Criteria for recognition: place of volunteering, supervision, training, commitment to submit an academic paper on the subject.

Funding: Perach, college sources, Gruss Foundation, ICEF, SACTA-Rashi, JAFI, Association for the Soldier (impact).

Supervision and training: In the Public Educational Leadership project, the students participate in a leadership workshop at the Zippori Center in Jerusalem; supervision is provided by Perach. In the young leadership project, students participate in an academic course in sociology taken by Dr. Itzik Gonen of the college and must submit a project; ICEF participants take part in workshops in narrowing gaps and in leadership, coordinated by the director of the unit who is also a lecturer at the college; the JAFI project is also accompanied by an academic course.

Comments: The office staff believe that students are usually interested in the side benefits of volunteering, although there are few “pure” volunteers. The scholarship provides an incentive. The college does not condition scholarships on social action, but in the recommendations for scholarships, points are awarded for candidates who declare a commitment to social action; the level of cooperation with the faculty is growing gradually; they do not want social action without supervision – the emphasis is on professionalism in volunteering, not just in marking off an item on the CV.

What could help? They need earmarked scholarships for social action. The scholarships should include a socioeconomic component (for students who really need help). There must be a body supervising work, including professional supervision.

Kaye College – College of Education, Beersheva

Contact: Moran Adler, coordinator of social involvement in the student union at Kaye

E-mail: morani_a@walla.com

A meeting was held with Moran Adler, coordinator of social involvement in the student union. Since the beginning of the year, Moran has been involved in establishing a parallel body to the social involvement unit. Since the college does not have enough scholarships for social action, Moran has tried to secure an academic credit system (2 points) for community involvement. Moran prepared a list of organizations that need volunteers and are willing to undertake to supervise student volunteers, avoiding the need for supervision by the college and enabling volunteering to operate at almost no cost in return for credit points. The college recently approved the initiative and will award two credit points to students who volunteer.

Kibbuzim College of Education

Contact: Nogah Niv

E-mail: noganiv@smkb.ac.il

During his/her studies in the Kibbutz Seminar, every student will meet populations from disadvantaged neighborhoods during the course of their professional training. There are many activities at the college for the community, for which the students receive credit. In some cases, courses are built around the practical activity. For example, the students organized a regular weekly meeting between Jewish and Arab students. After the program operated for two years, a course was developed on the subject. Other examples of activities for which students receive credit include:

As part of a course on multiculturalism, the students volunteer at Bialik School in south Tel Aviv, which has a large number of students from migrant worker families. Guidance is also provided for women from the migrant worker community who have opened a kindergarten for children from the community. The project cooperates with Mesilah.

In return for academic credit, students run a mini-club in the Kiryat Shalom neighborhood and teach a course at the local community center on Israeli society.

Academics in conversion courses to teaching volunteer in the community project, document their activities and prepare academic studies, and receive up to 4 credit points for this work.

Students in the creative track contacted members of the Caucasian community in Sderot and are collecting and documenting their stories.

Participants in the college's program for outstanding students are required to take part in social involvement programs.

These are just a few examples – there are many other similar activities.

In addition to the activities for credit, some 250-300 students receive Perach scholarships in return for mentoring children with learning disabilities or working with the children of migrant workers. Noga notes that the students can receive Perach scholarships for special projects without any special difficulties.

Another project initiated by the student union is a drop-in center in cooperation with Bat Yam Municipality. The students work in community centers in Bat Yam and receive a joint scholarship from Bat Yam Municipality and the seminar.

There is no political activity at the seminar and the students union deals mainly with student welfare issues.

Safed College – Office of the Dean of Students

Dorit Partovy – Office of the Dean of Students

Safed College

11 Jerusalem St.

PO Box 160, Safed

Telephone: 04-6927762

E-mail: dorit@zefat.ac.il

Website: www.zefat.ac.il

980 students attend the college, which is situated in one of the most complex parts of Israel in social terms, something that is perceived as a great challenge. At present, the college is still not independent (it is accountable to Bar Ilan), but as it nears independence it wishes to place the subject of social commitment at the top of its agenda.

350 students at the college are active in Perach (and Sachlav). Approximately 15 students mentor other students (most of the pairs are Arab students). Dozens more students participate in various projects – mini-clubs in Safed and Hatzor, municipal libraries in Safed, new immigrants volunteer at absorption centers for Ethiopians, the Council of High Education's "Achievements" program and activities in the moshavim (a JAFI project).

Most of the **students** at the college come from difficult socioeconomic backgrounds. Many come from the surrounding region, including a large proportion (40 percent) of Arabs from the Galilee, and a relatively large number of mature students completing their education.

Location of activities: Very diverse. Mainly in Safed, Hatzor Hagelilit and Rosh Pina, in the moshavim in the north and in the Arab villages in the region. Most of the activities are with children and youth (social activities and educational access programs).

Special achievements: The JAFI project is a three year project in cooperation with Tel Chai College, in which the students acquire tools and establish their own social

project with the help of a professional guide. Supervision is provided by lecturers from Safed College and Tel Chai College in the fields of education and social psychology, as well as by lecturers from Oranim College. This project is intended for students from urban centers (“Tzahar” – Safed, Hatzor and Rosh Pina). The first year includes an academic course. Students run the project during the following two years. In recent years, the College has offered degree courses concentrated in two days a week, without a summer vacation, in order to enable people in employment to study and advance in their field, as part of the college’s commitment to address the special needs of the region.

Funding: The scholarships are mainly from Perach, the Gruss Foundation, various foundations for Druze students and JAFI.

Supervision and training: The college staff require places that receive students to provide professional supervision, with the exception of the student-student mentoring project, in which there are coordinators supervising the students, and the leadership program, in which professionals (some of them from the college) provide 50 hours training over six intensive days.

Comments: When the college becomes independent, it will be easier to approach the community. The goal is to develop study tracks that are relevant to the region – education, social work, nursing, laboratory technicians. The college hopes to award credit for social action when it becomes independent. The college is interested in multicultural avenues – art and music (Mizrachi Jewish).

What could help? More scholarships are needed so that more students can be active. The criteria for scholarships should be broader – today, many of the scholarships are intended for demobilized soldiers, and Arab students, for example, are not eligible. There is a shortage of scholarships for Arab students and for Jewish students who do not meet these criteria. Broader scholarship frameworks are needed. Scholarships are needed for more flexible mentoring programs. Perach does not all for double scholarships (double social action for a double scholarship). Scholarships are also needed for work with older populations.

Sapir College

Social Involvement Unit

Contact: Ofri Rubinstein, head of the Social Involvement Unit at Sapir College

E-mail: ofrir@makash.ac.il

Telephone in the unit: 08-6802740

Activists

There are 7,000-8,000 students at Sapir College, in the academic college, preparatory program and technical engineers college. Of these students, 280 are active under the auspices of the Social Involvement Unit (see details below). There are no coordinators, Ofri is responsible for ongoing monitoring of 160 of these volunteers.

Ofri acknowledges the need to provide additional coordinators and has explained this to her superiors. She is under great pressure and this impairs her ability to follow each project and student. The dean is interested in introducing coordinators from Perach in order to ease the pressure.

The Office of the Dean of Students is responsible for the Social Involvement Unit. The dean provides scholarships on socioeconomic grounds, mostly for 15-20 hours volunteering a year, providing NIS 100 for each hour of volunteering. Approximately 600 students receive socioeconomic scholarships and are involved in the unit's activities.

Of 280 students who receive scholarships not on socioeconomic grounds through the unit, 35 are Arabs.

Table showing the distribution of students in the activities of the Social Involvement Unit at Sapir College

Project	College school.	External school.	Dean's school.	Total
Ajeec and the Association for the Educational Advancement of Bedouin Women	40			40
Acharai	1	2		3
El-Op	5			5

Drop-In Center for Girls	2			2
Drop-In Center for Adults		1		1
Sheltered Housing		1		1
Israel Cancer Association		1		1
Enhancing access to higher education		1		1
Hafuch al Hafuch	8	5		13
Film Group		2		2
Film Group – Sderot/Rahat		1		1
Yedidim		4		4
Mahapach		1		1
Mini-clubs		2		2
Tzeva mini-clubs		3		3
Sheltered Factory		2		2
Vav Comprehensive School		1		1
Geriatric Center – Beit Avi		2		2
Gottwirt Learning Center	25	1		26
Spiritual-Cultural Center for Ethiopian Immigrants		2		2
Day Center for the Elderly	1	7		8
Cinematheque Youth	1			1
Yedid		4		4
Ofek	5	3		8
Leadership Project	23			23
Neta – JAFI project		1		1
Pele		3		3
Sadot Negev – Youth Dept.		1		1

Sapir College

Negev Young Leadership Development Course (For Students)

Contact: Anat Gur-Aryeh, administrative coordinator of the project

E-mail: anatga@netvision.net.il

Activists

23 students are active in the project and receive a scholarship of NIS 2,000 (the scholarship is relatively modest, in order to attract students interesting in learning and working). The scholarship covers 4 hours activities each week.

Of the recipients of the scholarships, 3 are Arab students.

Location of activities: The students undergo training in Sapir College and are encouraged to develop projects in the surrounding areas.

Areas of activity: The goal of the project is to encourage the students to engage in economic and social initiatives in the surrounding areas with the goal of advancing the Negev. In the first part of the project (the first year), the focus is on developing leadership and team work skills, developing a vision for the Negev and consolidating practical projects. In the second part (long-term), the focus is on supervising and guiding the teams that develop to implement the different project initiatives.

Important Achievement

“The greatest success story of the project is a group that has come together to implement a project to establish a motor sports park in Sderot. This is the only project of three from last year that has survived. Despite crises, pressure and doubts about the students’ faith and capabilities, and despite partners who turned their backs on the project, the students decided to continue despite everything, reflecting the motto of the course: Commitment, determination and perseverance.”

Training/supervision

The course is supervised by two coordinators: Gadi Amir, who works as the group counselor, and Anat Gur-Aryeh, who is the administrative coordinator. The course is also supervised by Yigal Zahor, director of the Ideological Education Center of the Berl Katznelson Foundation.

The group meets once a week for discussions and to establish areas of content, and meets every three weeks for group-building activities and to implement the practical project. In addition, several weekend workshops are provided during the course or at the end, as well as workshops and lectures. The college conveys the message that it believes that the course is meaningful and important.”

Difficulties

There is a need for funding to cover the personal expenses incurred by students involved in the various projects, to finance business plans and to cover the establishment costs of the organization.

Tel Aviv University, Social Involvement Department

Contact: Sigal Adar, head of the desk

sigalad@post.tau.ac.il

The Social Involvement Department is the official authority at Tel-Aviv University for bringing the university closer to the community and the community closer to the university. The Department specializes in social initiatives, empowerment and leadership, and acts to realize its vision that Tel-Aviv University graduates develop a social awareness, become integrated in key positions, and thereby influence the Israeli reality.

The Department's general directions:

Student leadership: Increasing the number of students who act to lead social change and social action in practice.

Exposing youth to the academic world: Increasing the number of youths who are exposed to the worlds of knowledge studied at Tel-Aviv University, through the Department's enrichment programs.

Partnership between the business community and the academy: Widening cooperation between the business community and the academic community for a joint contribution to society.

Academic accreditation for social action: Widening the cooperation of the Department with the different academic faculties in order to provide academic accreditation for social involvement.

University extensions in the community: Increasing the number of frameworks that enjoy the involvement of students in the community.

Making available consultation and guidance for implementation of social projects: Providing assistance and guidance to students, representatives of faculties, and community organizations, in the planning and implementation of projects.

The unit centers upon two **target populations**:

1. **The student population** as a target population of an empowerment process, which includes the enhancement of personal and social awareness, and the cultivation of young leaders through their integration in contribution to the community, and taking part in social change.

2. **Diverse populations in the community**, especially children and youth. The work with children and youth aims to help them according to their special needs: enhancing their beliefs in their abilities, enabling accessibility to their personal resources, and expose them to the academic world.

During the academic year of 2004-2005, the Department employed 800 students for the benefit of 5,000 children, youths, and adults.

Areas of activity - The Social Involvement Department works in three main areas:

Leadership – Projects for the promotion of leadership of students active in the Department incorporate a training program for developing social and personal awareness, imparting knowledge and skills in the field of leadership and social initiative, and experience in contributing to the community on the individual, group and community level. **Approximately 200 students are active each year.**

Living together – Program for training student leadership that works for the well being of students who live in the dormitories.

Tulip – Program for student leadership that works for the well being of public housing tenants.

Small Tel-Aviv – Program for student leadership that acts in senior citizen housing.

Enrichment – "Bridge to the University" – Students are involved in teaching an enrichment educational program, primarily to youth from periphery towns, in academic subjects that are studied at the university.

This year, forty semesterial/yearly programs are implemented among youth – from Ashkelon in the south, to Or Akiva in the north.

"Thinking Science" – Students, immigrants from Ethiopia, learn science and technology.

"New Pathways to Science" – Medicine, scientific discoveries, law, architecture, computers, psychology, genetics – these subjects are taught during the youths' free time, in their communities.

"Dialectic Model" – Project that incorporates exposure to the sciences and empowerment of youths.

"Adopting a Community" – Business companies join the Department's team for advancing children and youths in the communities in which they act.

"Community Theatre" – The programs of the Community Theatre are implemented by students from the Theatre Department at the Tel-Aviv University as part of their training.

Community relations area:

Students join different frameworks that exist in the community in activities for raising social awareness for different issues, including tutoring of children, youth, adults and senior citizens. The Department works together in this field with about eighty different organizations in the community.

"**1202**" – Students from Tel-Aviv University facilitate workshops for the prevention of sexual violence at high schools in the Tel-Aviv area. This project exists with the cooperation of the Association of Rape Crisis Centers in Tel-Aviv.

"**Journey**" – Students who receive scholarships from the financial aid unit in the Dean of Students' Office join diverse social activities in the community. In this project, operated by the Social Involvement Department, students are integrated into about seventy different organizations in the community, and act for the benefit of children and youths at risk, senior citizens, students, and populations with special needs (illness and handicap).

"**President scholarships receptors**" – Students who receive the scholarship of the University President, are integrated in social activity in the community, and in the campus, working with children, youth and senior citizens.

Accreditation for social involvement – "circles" – In this project, formed through the cooperation between the Department of Occupational Therapy of the Tel-Aviv University, Social Involvement Department and "Friends" NGO, students of occupational therapy work with children in the community, and receive 4 academic credit points.

Guidance and training – All projects include academic guidance and instruction. Most instructions take place in the group framework, once every two weeks, with the facilitation of professional facilitators.

Scholarships – Students work in return for social involvement scholarships or financial aid scholarships. The scholarships are 4,500 NIS in average, for 120 hours.

What could help? Further funding for implementation, salaries, and of course – additional scholarships.

Tel Chai College – Office of the Dean of Students

Sami Ben Shetrit – Dean of Students

Tel Chai Academic College

Upper Galilee M.P. 12210

Telephone: 04-6900821

E-mail: sami@telhai.ac.il

Website: <http://telhai.ac.il/general/dean.htm>

1,850 BA students and 600 technical engineering students. In total, the college has 3,000 students, and approximately 2,000 more in part-time studies (in-service training, courses, etc.). The college seeks to provide a social and communal function since it is situated in a geographically remote area. They do not want to be an ivory tower, but to be involved in what is happening in the region.

Approximately 1,000 students receive Perach scholarships. Arab students working with Perach volunteer in the Golan Heights or in Kafr Tuba, or in their own communities.

Location of activities: A student mentoring program operates in the college – outstanding students mentor students who have difficulties. A project has been launched to identify 9th grade students with good potential and bring them to academic studies (beginning with computer studies) – gifted students from Hatzor Hagelilit and Kiryat Shemonah, and to enable them to score grades allowing them to enter academic studies. The college supports a project to increase the access to academic studies for outstanding students; students who volunteer in the project receive credit points. The Leadership Project, operated by JAFI, operates a group of students from the “Confrontation Line” who participate in a leadership workshop in which they acquire skills for personal empowerment so that they can develop projects responding to needs in the field and implement the projects (social entrepreneurship). JAFI provides budgets and supervision (the project operates in cooperation with Safed College). Perach operates mainly in Kiryat Shemonah, but also throughout the North.

Target population: Mainly children, youth and students.

Special achievements: The project to make academic studies accessible to gifted youths from peripheral regions; the very high number of Perach scholarships (in absolute terms and relative to the size of the college); the in-principle decision to award credit for social action; practical internships in the Faculty of Education and the Faculty of Social Work providing 4 credit points for work in the region in the field of study.

Funding: The scholarships are mainly from Perach, as well as JAFI scholarships for their leadership project.

Training: In professional fields in which internships are held, the activities form part of the studies. JAFI provides training for its project. Above all, Perach runs training.

Supervision: The Perach coordinators supervise the Perach students; JAFI supervises the students in its program; and in the internship programs, faculty members provide supervision.

Comments: They would like to have a greater influence on the low rate of Matriculation examinations in the region through involvement in formal and informal education; Ayalim wishes to establish a community in the region along the lines of its achievements in the South; the college hopes to develop practical projects in the field of nutrition.

What could help? Additional scholarships for students in return for social action.

Western Galilee Academic College

Program / unit / organization: Social Involvement Unit, Office of the Dean

Contact: Amit Perlson

Mobile: 054-7735787

E-mail: amitp75@12.net.il

Total number of students; 236

Location of activities: Western Galilee, Akko, Nahariya, Carmiel, “Krayot,” Ma’alot, college campus

Organization

The college is running its social involvement project in regional communities for the fifth year. In the project, students who have received authorization run social and community programs in a wide range of institutions and services in the communities of the region, advancing the welfare and quality of life of the residents.

Project

The students volunteer for approximately four hours a week in welfare units, hostels for people with physical disabilities, hostels for the retarded, Mizra Hospital, Nahariya Hospital, Enosh, Elem and other frameworks (see detailed table). For about half the students, the program provides a source of employment and income (e.g. in the security program). For others, the program offers an opportunity to experience aspects of life they would not otherwise encounter. The students meet populations they have not met before.

Activists

236 volunteers, of whom:

14 Arabs---222 Jews

132 women---104 men

Supervision: Perach is responsible for supervision, through two part-time coordinators.

Frequency and format of supervision: Not all the students need in-depth supervision. Most of the students receive group supervision once a month.

Training and seminars: In general there is nothing structured, but some groups receive ongoing training throughout the year, such as Learning in the Galilee and Machatz.

Comments: There is a desire to increase the number of students active in the unit and to diversify the group of activists in terms of origins; to strengthen the bonds with the community in the region in order to reach places that need help. The goal is also to strengthen the bond with places where contacts have already been established, in order to promote a better understanding of the requirements and expectations of the community and the college. If a broader spectrum of students join in, it will also be possible to reach places that have not yet received help (such as Arab communities). The aspiration is that every student will receive training at the beginning of the year and supervision throughout the year.

Weizmann Institute

Contact: Eyal Cohen, head of the student union at the Weizmann Institute

Office telephone: 08-9342924

Points raised:

- The student union at the Weizmann Institute operates on a voluntary basis.
- The dean of students is interesting in initiating social action in the institute. Eyal expects that a unit will be established over the coming months.
- There are 1,000 students in the Weizmann Institute. Since they are research students (MSc or PhD), and most have families, it is harder to motivate them to volunteer. Most students have a very busy timetable. Students will not look around for somewhere to volunteer, but if the unit deals with locating and creating the initial connection, it may work.

Social involvement at the Weizmann Institute

Most of the activities take place in the “Tzemed” project, which provides private lessons, mainly for Ethiopian children from disadvantaged families, and enrichment classes. Approximately 50 students work in the project, and receive payment of NIS 30 per hour from the institute and from the school in which they work.

Students volunteer at Zufiya girls’ hostel in Yavneh – not on a weekly basis, but the institute supports many activities in the hostel.

A cell of Megamah Yerukah is active, with 8 regular members and a total of 15 activists.

No training is provided for any of the above-mentioned activities. In all the programs, the preference is for students with prior experience in relevant areas of volunteering.

The students union is currently campaigning to secure the rights of students in the institute. Eyal notes that the students also form a community that should struggle to secure its just rights from the state, in return for several years of military service.

- The Davidson Institute, situated on campus, is formally responsible for Perach throughout Israel, though in practice they trust the heads of Perach to function properly.

The Davidson Institute runs science mentorship activities for youngsters called “Camp” (Active Science Groups). The project has operated for two years and

40 students from Rechovot, Ramle, Nes Ziona and Rishon Lezion participate. Activities take place for 4 hours a week at the Davidson Institute. The programs are led by two students from the Faculty of Agriculture in Rechovot, and by Dr. Oved Kedem of the Davidson Institute, who has been involved in science education for 30 years, and who coordinates and develops the content of the activities.

3. Academic Supervision of Student Community Action

A. *Elective Courses with a Practical Component*

Asran – The Medical Students Union at Ben Gurion University

Contact: Shirly Banani, cultural and volunteering coordinator in Asran

Mobile: 054-5585208

E-mail: bananis@bgumail.bgu.ac.il

Telephone – Asran: 08-6400902

Fax – Asran: 08-6282851

Website: <http://medic.bgu.ac.il/asran/index.html>

Activists

Approximately 200 students are active in projects run by Asran, mainly one-time projects. Approximately 50 of these students are active in ongoing projects: Maamatz, the Israel AIDS Task Force, Perach – Chalav, immigrant students with “Shachak” scholarships and so on (see details below).

Location of activities: Beersheva and the surrounding areas.

Difficulties: Asran desperately needs money to organize the activities in the Israel AIDS Task Force. There is a shortage of students willing to volunteer to give lectures in prisons.

Details of the projects Maamatz and Perach – Chalav (both of which include academic knowledge and training)

Maamatz

Fifteen students are active in Maamatz, after passing initial screening. The students are trained during an entire semester at the Faculty of Health Sciences in order to prepare them to run workshops in schools on preventing sexual violence. The students then run classes in schools. They receive NIS 70 for each lecture; after 10 lectures, they are entitled to 4 credit points for their participation in the course.

Perach – Chalav

In cooperation with Perach, the Faculty of Health Sciences runs a project called Perach – Chalav, in which students spend 4 hours a week in junior-high and high-

school classes giving lectures on issues relating to health and the media. The students receive Perach scholarships and two credit points. The program has been functional for four years. According to Shirly Banani, the cultural and volunteer coordinator in the union, the program is very successful.

Comments

The medical students union is situated in Soroka Hospital, separately from the other students, and functions independently of Ben Gurion University student union.

Feminism, Human Rights and Social Change – Course and Workshop

Lafer Center for Research on Women and Gender

The Hebrew University of Jerusalem

Mt. Scopus

Jerusalem 91905

Dr. Daphna Golan-Agnon – 02-5882326

E-mail: msdgolan@mscc.huji.ac.il

In cooperation with the Rape Crisis Centers

The course is intended for students (men and women) interested in giving of their time to volunteer at rape crisis centers and in violence prevention programs in schools, combined with study of feminist theories of social change. The course was developed in cooperation with the rape crisis centers in West and East Jerusalem. The students are asked to work for 4 hours a week running workshops in schools. The rape crisis centers train the students in an intensive 13-week summer course, before the beginning of the school year, and are supervised and guided during the year. In addition to the theoretical course in the Hebrew University, the students meet once every two weeks at the crisis centers for group guidance.

The course operates throughout the year, once every two weeks, and includes a theoretical component, in which the students discuss human rights in general, women's rights in particular, and feminist perceptions of equality and of preventing gender violence.

The students prepare final papers integrating their personal experience working in schools with their class studies. The course entitles the students to 4 credit points and an annual scholarship of NIS 4,500.

The course was initiated in the 2001/2 academic year. Since then, students have run hundreds of workshops at schools in West and East Jerusalem. The rape crisis centers report that the number of young people calling the hotlines has increased by over 15 percent since the program began.

After completing the program, most of the students continue to volunteer in the rape crisis centers. They report a high level of satisfaction with the program, which many describe as the most positive and meaningful of their entire university experience. A further positive aspect of the course is the encounter between Jewish and Arab students committed to human rights, social action and change.

However, the program does not have any committed budgets, and every year efforts must be made to find a budget for the scholarships.

The Legal Clinics – Hebrew University

Attorney Yuval Elbasha – Director

The Center for Clinical Legal Education for Human Rights and Social Responsibility

Faculty of Law

Hebrew University, Mt. Scopus

Jerusalem 91905

Telephone: 5881558

E-mail: elbasha@mscc.huji.ac.il

Website: <http://law.mscc.huji.ac.il/law1/clinics/>

The Faculty of Law established the center with the goal of providing high-quality legal aid for disadvantaged individuals and groups, and of educating the future generation of the legal community to social responsibility as part of legal professionalism. Studies at the center include a practical project on a scope of 5 weekly hours, and participation in a weekly session devoted to inculcating legal knowledge and skills necessary for work in the clinic; analysis of the social, cultural and ethical aspects of work with the populations who come to the clinic; discussion of general policy questions and the perception of the legal profession; and experience in teamwork and in cooperation with non-legal professionals (such as social workers and physicians). The center operates nine clinics and the “Street Law” program.

A **Community Law Clinic** works to improve access to law and to protect the rights of individuals and groups in disadvantaged communities in Jerusalem (in Neve Yaakov and in the ultra-Orthodox sector).

A **Clinic for Assistance to Women Victims of Human Trading** provides legal assistance and representation for women in Israel (from visiting detention centers to representing women in the courts for the custody of migrant laborers).

The **Youth Representation Clinic** exposes students to all aspects of legal and therapeutic work with youths, from the initial legal representation of youth living on the street to representing youth in the courts.

The **Public Defense Clinic** is a clinic in rights in criminal law, in which students take part in the work of the public defense and help defend suspects and defendants.

The **Employment Welfare Clinic** provides legal advice, guidance and assistance in legal correspondence to job applicants, and leads public campaigns in this field.

The **Assistance Clinic for Women Victims of Sexual Violence** provides individual help for the women victims of sexual violence (from the stage of advice through the encounter with the legal system, including representation), and also leads public campaigns in this field.

The **Clinic for the Quality of Government** receives complaints from citizens from all sections of the population. The students examine and seek to expand the evidential material, analyze the legal issues raised, prepare recommendations for action, and contact the authorities in an effort to correct improprieties. In all these activities, the students are guided by attorneys from the Movement for the Quality of Government.

Legal Assistance in Human Rights Organizations: in this framework, the students engage in legal work in human rights organizations (such as the Association for Civil Rights in Israel).

Collective Work Relations Clinic – the clinic aims to protect the mechanism of work relations, in two main fields: the collective field, i.e. relations between workers' organizations and the employers and their representative organizations; and the individual field, i.e. employees' suits against their employers. To this end, the clinic works in cooperation with the New General Histadrut and with the Association of Industrialists.

The **Legal Assistance Clinic for the Arab Population** helps make the Israeli legal system accessible to the Arab residents of Jerusalem, employing methods from the fields of community law and public law.

The **Street Law Program** is guided by a combined legal and social work team. The students run workshops on the subject of law and order for youth defined as "at risk" who are cared for by various institutions in Jerusalem. The project entitles the participants to 6 credit points. Fifteen students participate and commit themselves to ten hours work a week – a class, a workshop for preparing the sessions with the youngsters, and the workshops themselves. The students have worked in the Youth Probation Service, Youth Advancement, Mifneh and Mesilah.

Minerva Human Rights Fellows

Dr. Dalia Dromi/Dr. Daphna Golan-Agnon

The Minerva Center for Human Rights

Faculty of Law, Hebrew University, Jerusalem 91905

Telephone: 02—5881156

E-mail: mchr@savion.huji.ac.il

Website: www.minerva.huji.ac.il

The program is based in the Faculty of Law and intended for students from all faculties.

The program focuses on human rights in Israeli society, with an emphasis on the role of human rights organizations in processes of change. The students are required to work for 10 hours a week in a human rights organization. The theoretical course accompanying the program focuses on the universality of human rights, dilemmas of NGOs in the field of human rights, a feminist analysis of the human rights language, and development of research fields through action

The course has been held under the auspices of the Faculty of Law since 1999; demand has grown each year. Over hundreds of applicants each year, fifteen students from all faculties are chosen after an individual interview, and the students choose the organization in which they wish to be active. They receive an annual scholarship and four credit points. The participants attend a weekly class and are required to write a final paper reflecting their theoretical knowledge and the knowledge they have acquired in the field through their activities in the human rights organization.

The organizations in which the Minerva Human Rights Fellow work each year undertake to provide ongoing supervision, training and evaluation, and report a high level of satisfaction with the students and the program. The students evaluate the course and the organization in which they worked at the end of the academic year. Some of the graduates of the program have settled in the organization and taken on a paid position. Others report that the program has influenced them on a long-term basis to be more committed citizens. An overall evaluation is currently underway to examine the long-term impact of the program on its graduates.

The program is funded by The Ford Foundation. Due to the success of the program and the high level of demand among students and organization, the Minerva Center is

currently developing a two-year follow-on program for advanced students. Activities take place in: Bizchut – The Human Rights Center for People with Disabilities; the Israel Association for Ethiopian Jewry; the Association for Civil Rights in Israel; the National Council for Child Welfare; Adala – The Center for the Rights of the Arab Minority in Israel; the Association of Rape Crisis Center; Kol Ha'isha; Kav La'oved; Physicians for Human Rights and other organizations.

The Olga Zegal Clinical Legal Education Programs

Buchman Faculty of Law

Tel Aviv University

Contact: Attorney Anat Ben-Dor

Telephone: 03-6405264

E-mail: anatbd@post.tau.ac.il

Website: www.tau.ac.il/law/clinics

The clinical programs offer students a unique opportunity to combine theoretical studies with experience in providing legal representation and personal and communal empowerment for impoverished people and for disadvantaged organizations and groups in Israeli society. The clinics encourage the students to engage in social action during the course of their academic studies and thereafter as they work as attorneys. The clinics provide legal assistance in all aspects relating to human rights, on two levels:

1. The individual level.
2. On the level of human rights organizations that lack knowledge in a particular field.

This project has already achieved breakthroughs in areas relating to legislation on the freedom of speech, minority rights, the rights of the mentally ill, and women.

Training takes place under the supervision of qualified lawyers. The students are involved in all the stages of each case, from initial interviews to providing consultation for the clients.

The students also work on areas where legislation is required, preparing comprehensive and detailed studies of the relevant field in order to help advance the process.

In order to involve the students in all stages of the legal process, they join attorneys in courts and function as strategic partners throughout the process.

The seven legal clinics address the following areas: entrepreneurship and economic justice; law and welfare; rights in the legal process; human rights; community legal aid in Jaffa; environmental justice; and the rights of refugees and asylum-seekers.

The Public Administration and Policy Department, Sapir College

Contact: Dr. Zvi Shuldiner, head of the Public Administration and Policy Dept.

E-mail: zvis@sapir.ac.il

The legal clinic combines theoretical academic material with practical experience. In the course, the students learn for two hours each week, including national insurance laws and how to relate to the clients (how to speak and act in a way that will not be perceived as creating a threatening balance). For another two hours a week, the students help people who are unaware of their rights (and sometimes do not know Hebrew) to get their rights, through contacts with the National Insurance Institute or through the courts. The study program was developed by Dr. Shuldiner, with the assistance of Dr. Neta Ziv, director of the clinics at the Faculty of Law in Tel Aviv. This is the only legal clinic that does not operate as part of law studies. The students in the Public Administration and Policy Department are people who fill, or who will in the future fill, senior positions in the public sector.

“The principal function of the legal clinic is to bring the participants to understand that although laws and rights are decided by the Knesset, they are also involved in establishing or denying people’s rights. This helps them appreciate the consequences of their actions and see things through from the citizen’s standpoint. The clinic encourages the participants to address the question of who really determines rights in practical terms – it is important to realize that the administrative echelons determine the receipt of rights no less than the Knesset. The students’ experience enriches them. One student, who is a senior income tax official, said that the course changed the way he perceives his work. The course provides an education and basic sensitivity, and helps provide an acquaintance with society.”

The purpose of the **social rights workshop** is to provide the students with knowledge and skills in defending social rights. The course operates as a practical workshop (three hours a week), as well as theoretical lectures (also three hours a week). In the practical workshop, the students work in rights centers helping weak and disadvantaged populations, receiving clients, contacting the authorities and taking appropriate action. Alongside their practical work, the students take part in theoretical sessions on such subjects as national insurance, the executor’s office, housing, health, welfare, etc. In these sessions, the students study the topic and lead

discussions of their peers. The students also discuss issues relating to their activities in the rights centers.

An intensive one and a half day study program is available in the Public Administration and Policy Department, making the studies accessible to people who are working full time during the week.

Training Teachers in Social Involvement

Kibbutzim College of Education

Contact: Hagit Gur Ziv

Telephone: 03-6951952

Mobile: 050-7848948

E-mail: haggith_gor@smkb.ac.il

Address: Kibbutz Seminar College, 140 Namir Road, Tel Aviv

Total no. of students: 19

Location of activities: Central Israel

Purpose of the organization

The Kibbutzim College trains teachers for the education system in various fields and tracks. The college has adopted a policy entitled “Facing the Community,” with the goal of strengthening the bond between the college and the field, and of exerting practical influence on activities in the educational field and on the social involvement of students. The college also provides a platform for diverse educational alternatives. Within this heading, one project trains teachers in the critical pedagogics approach. Critical pedagogics is an educational school founded by Paulo Freire, a Brazilian educator who is now considered one of the leading pedagogic experts in the world. This approach focuses on strengthening and empowering disadvantaged populations – immigrants, street youth, minorities and the illiterate. The educational methods employed are based on dialogue, reflect an analysis of society and seek to change society. Critical education seeks to provide an equal educational opportunity for all populations, particularly for children from marginalized sectors. This opportunity enables children in the margins of society to change their social position.

The project

To provide tools for coping with the educational and social problems that lead children from low social strata to fail at school and pre-school, and to transform failures into successes. The goal of the program is to train teachers with a high level of social awareness who will work to achieve social change within the educational frameworks in which they work – teachers and pre-school teachers who will work in their classrooms in accordance with a world view that includes social and environmental justice and education to peace. To strengthen the social awareness

commitment to underprivileged communities of those who train teachers. In addition to their regular work placements, the students are also placed in social change organizations, such as Mahapach, women's shelters, pre-schools for the children of migrant workers, mini-clubs in socioeconomically disadvantaged neighborhoods, etc. The students also attend a class providing guidance in how to work with the children, enrich their world and help improve their achievements.

Target population: Trainee teachers, children in the various organizations.

Special achievements: Through their experience, and with the help of the supervision they receive, the students come to adopt non-stereotypical attitudes toward the children, to understand the social reality in which they live, and to help them and their parents so that they can achieve more. The students learn to understand and dismantle the mechanisms that channel these children into the margins and to combat these mechanisms.

Training: Four hours training are provided every week.

Supervision: The students receive guidance in planning their work with the children. Once every three weeks or so they receive practical guidance in the organization, including observations and feedback on their work.

What could help? Scholarships for the students would enable them to be more intensely involved in the organizations.

4. Making Academic Knowledge Accessible to the Community

A. Adoption of Neighborhoods by Colleges and Universities

“I Will Also Be a Student”

Contact: Shahaf Erlich, director

Address: PO Box 8401, Tel Aviv 61083

Telephone: 03-6802541

E-mail: shahaf@college4all.org

The organization “I Will Also Be a Student” works to nurture outstanding students from disadvantaged neighborhoods. The organization locates excellent students from the 2nd grade on, with the help of the education system, and operates a holistic and comprehensive program that accompanies the child from their early years in elementary school through the graduation in the 12th grade and preparation for academic studies. Students from the Academic College of Tel Aviv – Jaffa participate in the project “I Will Also Be a Student,” and the president of the college is extremely supportive.

According to the director, the target population of the project are the children from the disadvantaged neighborhoods, and not the students in higher education.

The organization operates in three spheres:

1. **The child** – strengthening the young students’ knowledge of formal academic subjects, enriching their knowledge in informal areas, and inculcating various values. The activities in which the students participate during their involvement in the program prepare them to compete on an equal basis alongside the best candidates in the fields of academia, economics, politics or any other field they choose. The goal is to prepare them to fill senior positions in the State of Israel – by merit and not out of charity.
2. **The parents:** The organization believes that meaningful and long-term achievements are impossible without the involvement and assistance of the parents. The young students’ parents participate in lectures, enrichment groups and workshops. The parents are also updated regularly on the activities in which their children are taking part. The organization encourages the parents to supervise its operations. Parental action is of enormous importance in the

success of their children. Without their involvement, the chance of failure increases significantly. It is not easy to bring parents to activities and to ensure their involvement on a long-term basis. Accordingly, the association defines the parental activities as compulsory, maintains a high level of discipline, and takes action when parents are absent from activities.⁸

3. The **community**. The children, and the organization itself, form an integral part of the community in which they live and function. The organization provides assistance on demand to other bodies working in the neighborhood. These bodies include the community center, the neighborhood committee, the municipality and any other community body established in the neighborhood. In this context, activities including assistance with communal events, and localized assistance as requested by neighborhood activists. From the 7th grade, the students are required to give one hour a week to the community – this involvement is implemented in cooperation with the community center, elementary schools, residential day programs, and senior citizens' homes. The children choose where they wish to volunteer from a wide range of options. This ensures that the youngsters gradually increase their involvement in the local community, and their recognition of the importance of such involvement and of their own ability to help.

This is a long-term project – children join in the 2nd grade and continue through 12th grade. The children are excellent students from disadvantaged neighborhoods. The participants come to the project four times a week, for four hours, and activities continue for most of the summer vacation. The activities comprise 50 percent studies (homework and frontal teaching) and 50 percent cultural activities. The project sees itself as a catalyst for community involvement – examples of such involvement include refurbishing a scouts' den, and supporting a community initiative for a torch parade. The young students are also required to volunteer in the community for one hour a week. The goal of the project is that the children will pass their Matriculation examinations, study at university and become leaders. Cooperation takes place with

⁸ If parents are absent from activities for a protracted period, their child may be suspended from the program. Parental involvement is developed gradually – the parental components of the program are fully in place three years after the child joins the activities.

the pre-military academic reserves and with the Branco-Weiss Institute (a private study institute).

The project includes a total of 650 youngsters and 160 students.

Each student teachers for four hours week, and also prepares the lesson or activity. During vacations, the students participate without remuneration. The scholarship is NIS 5,000.

Outstanding students are promoted in the organization and receive a salary.

The project operates in seven centers: Tel Kabir, Jaffa, Yehud, Shapira neighborhood in Herzliya, Nes Ziona, Katzrin and Tel Mond.

Two Arab children are participating; there are no Arab students.

The college is involved in the activities for parents (parents in the project have to sign a contract and are required to participate in the course and the empowerment workshops) and in the academic supervision of the project. The students do not receive academic credit.

Tel Aviv University: Price Brody Initiative

Contact: Ditti, project director

E-mail: yehudits@post.tau.ac.il.

Telephone: 03-6405452

Fax: 03-6405467

Address:

Tel Aviv University

Office of the Dean of Students

Price-Brody Initiative in Jaffa

University Campus

Ramat Aviv, Tel Aviv 69978

The Price-Brody initiative is a unique initiative operated by the Price Foundation, the Brody Foundation, Tel Aviv University and the Tel Aviv Municipality. The initiative seeks to provide educational and social programs through existing community services, creating an environment that encourages connections between Jewish and Arab residents in Jaffa.

Goals of the initiative

To improve the academic achievements of students in the Jewish and Arab sectors.

To enrich the participants' world of knowledge.

To advance the professional capabilities of employees in the public system in Jaffa.

To encourage and promote cooperation between Jewish and Arab residents in Jaffa.

To develop community leadership among the residents of Jaffa.

To nurture and expand the circle of activists among residents of Jaffa.

To enhance the affinity between the university and the community.

Target population: The initiative will operate in Jaffa to advance Jewish and Arab residents, with an emphasis on educational programs for children and youth attending public schools. The social programs will focus on two neighborhoods: Jaffa "C" and Ajami.

The program operates in five sections

Enrichment Section

Enrichment programs in diverse fields of knowledge, in connection with the educational activities in the various educational frameworks.

Professional Development Section

In-service training on varying scales to advance professionals in the community – teachers, pre-school teachers and social workers.

Jewish-Arab Cooperation Section

Programs for mixed Jewish-Arab populations, developing dialogue, creativity and joint activities. E.g.: community women's empowerment program.

Community Leadership Development Section

Programs to expand the circle of activists in the community and provide them with professional tools in public and community work.

Community Services Section

Services in three main fields: dental health, legal and psychological aid.

B. Adoption of a School by a Department or Academic Center

A Department Adopts a School

Department of Politics and Government, Ben Gurion University

Contact: Ram Shalita, project founder

E-mail: shalita@bgumail.bgu.ac.il

Activists

This year, 6 students from the Department of Politics and Government at Ben Gurion University are active in the project. The students were selected on the basis of their grades and personal interviews. The students are required to work for 3 hours a week, in addition to relevant academic reading assignments, and to submit a paper at the end of the project. They receive 4 annual credit points.

Location of activities: Supervision takes place at Ben Gurion University; the activities take place at Het comprehensive school.

Areas of activity: The project began to operate for the first time this year on a pilot basis. In practice, the students provided extra lessons for the school students in civics and history. The participants (students and school students) also heard lectures from lecturers in the Department of Politics and Government on various subjects (a different lecturer each month).

The aspiration is that the students' involvement will not be confined to help with studies. The goal of the project is to bring students and lecturers from the various university departments to schools in Beersheva, and to work with the school students on areas relating to the department's field of activities. The hope is that this will break down the barriers between academia and the surrounding community. (For example, the Department of Politics and Government will lead a process of local elections; the Economics Department will establish a business venture, etc.) As noted, this year the program began to operate for the first time. The project operators intend to draw conclusions from the experience and develop new programs, so that the work of the students and lecturers with the children will include academic fields of

content and will go beyond a mentorship program. The project seeks to enable children and students alike to benefit to the full from the combination of academic supervision and social activity.

The vision is that the project will develop and become a model adopted by other academic departments around Israel.

Important achievement: “Seeing the lecturers giving a lecture in a school is a really special sight. My impression is that it was also a meaningful and different experience for the children.”

Training/supervision: The course follows a “reading course” pattern. The program is supervised by Dr. Gal Levy as academic instructor; he meets the students once a month and gives them academic reading assignments relating to the questions they address in their work. The project is also supervised by the coordinator of the Social Involvement Unit, who is responsible for coordination with the school.

Difficulties/needs: (According to Ram Shalita, the initiator of the project)

The pilot program this year met with many difficulties and we learned many lessons:

- A. It isn't easy to work with schools. They are usually pretty disorganized, and their schedule in terms of vacations is different from that of the students. The coordinator from the Social Involvement Unit helps in this respect.
- B. Six students participated in the program this year; the goal is to reach a level of 10-15 students. We have to find ways to market the project so that students can hear about it and more can apply.
- C. It is difficult to secure the cooperation of departments for this project, because it is new and unfamiliar, and because someone has to pay the lecturers (the lecturer who guides the course for the Department of Politics and Government, for example, is paid for by the university from its general budget, and not from the department budget).
- D. Although students and faculty in the History Department are interested in the project, this didn't work out because we could not find a lecturer to coordinate the project.

- E. The goal is really to introduce relevant material into the academic departments, but this requires preparation of the students and the school, which is not used to this model.

The project is operated jointly by the Social Involvement Unit at the university and the Department of Politics and Government.

Additional proposals

Another idea of Ram Shalita's is the Service Program. This program aims to involve knowledge and people from academia within the community as teachers who remain in the South. Ram is currently seeking a partner to advance the project. The Service Program is perceived as a holistic project, developed in cooperation with a wide range of professionals, and designed to improve the quality of the teaching staff in the education system in the Negev on a long-term basis. According to the proposal, the program will recruit outstanding and high-quality MA students at Ben Gurion University (in all the relevant subjects), and offer them a three year package including three parallel components: Work (as teachers in the Negev); training (a prestigious and unique training program including a teacher's certificate); and financial incentives covering tuition costs. The basis for the success of the project is projecting an image of prestige, including the careful screening of participants and emphasizing the importance of the social mission. In the short term, the education system will gain access to high-quality personnel who would not otherwise come to work as teachers. In the long term, the goal is to influence the life course of the participants, and to attract them to the field of teaching. The program draws on existing models, such as Revivim, Mandel and programs in other countries (such as Teach for America). However, it is adapted to the need of the Negev, and requires a relatively limited commitment in terms of time (three years). This may increase its efficacy and the ability to attract students. The project executive will include representatives from Ben Gurion University, the Ministry of Education, local government, the donors and other partners.

Hebrew University – Gilo Center for Citizenship, Democracy and Civil

Education

Gilo Center for Citizenship, Democracy and Civil Education

Faculty of the Social Sciences

Hebrew University of Jerusalem

Mt. Scopus, Jerusalem 91905

Telephone: 02-5882267

E-mail: gilocenter@mscc.huji.ac.il

Website: <http://gilocenter.huji.ac.il>

The Gilo Center for Citizenship, Democracy and Civil Education was established in the Hebrew University in October 2001 with the goal of advancing research in Israel in the field of civil education and democracy, and of enhancing study and attention to this field in the Israeli education system. The center reflects the interest of the Political Science Department and the Ministry of Education, which has set the goal of advancing civil education in high schools and provides annual scholarships for civics teachers who come to the center. The center nurtures democratic and civil language against the backdrop of multicultural Israeli society.

The center operates within academia, encouraging research in the fields of civics and democracy; operating various formal education programs with Jerusalem school classes who come to receive civil education and enrichment and enrichment programs for teachers. The center is active in civil society in order to enhance civics studies in Israel.

Location of activities in formal education: 1. Kiryat Gat: The center has adopted the schools in Kiryat Gat and is nurturing civil education by providing enrichment for teachers. Guidance is provided directly by instructors from the center who come to the schools, with the goal of increasing the number of civics study units in the city and involving 10th and 11th grade students in communal activity in the city. The Kiryat Gat project nurtures the emergence of a civil perspective from within the school, extending to broadening circles in the community (growth from the grassroots up). 2. In Jerusalem, the center operates three programs: An extra study unit in civics (in the 2002/3 and 2003/4 school years, students from Ziv, Hamasorti, Seligsberg, Givat Gonen, “Liyada” and Or Torah Girls schools participated in the project); a

regional class that meets at the university for civics studies on the level of 5 study units; and a program to develop civil leadership skills among junior-high students at Al-Isawiyya School in order to enhance the students' awareness and understanding of issues relating to civil and democratic systems. 3. The center operates a five-day youth camp at Sde Boker College for 10th grade students in order to enhance their knowledge of democracy.

Target population: The direct target population are teachers, including a program for teachers from East Jerusalem in cooperation with the Minerva Center (through seminars and in-service training). School students (formal education) form the second target population. The center also runs in-service training for commanders in the Border Guard with the goal of inculcating values of tolerance and democracy.

Funding: The center is financed by the Gilo Family Foundation, the Hebrew University, the Pedagogic Authority of the Ministry of Education, the Abraham Gertzman Foundation, the New Israel Fund, the Melvin Schwartzbaum Foundation, and the Ira and Bella Chernok Foundation, SACTA-Rashi, the European Union and the US State Department.

Training: The counselors and instructors in the various programs have at least an Ma from the center (specializing in the field of citizenship and democracy) and are employed by the center for the activities (for a salary, not a scholarship).

C. *Making Academic Knowledge Available to the Community*

**Higher Education Access Program at Ben Gurion University –
High School Student Experience Academic Studies**

The 2004/5 academic year is the fourth year of operation of the Higher Education Access Program. This year, a total of 1,102 students from the South will participate in the program, including 550 10th grade students, 390 11th grade students and 162 12th grade students. The students come from 29 schools throughout the region, including state, state religious and Bedouin schools. The university students receive 4 credit points in return for teaching for four hours a week throughout the year. The studies take place in academic courses, with lectures from the academic world; the content is adapted to the audience. The project also includes a school unit, in which the students receive enhanced studies in relevant fields. The goal of the project is to expose the youth to the experience of academic life and to improve their prospects of being accepted to university.

- This is a very large project which has not been properly examined. A more comprehensive study of the project would be appropriate.

The Youth and Community Authority – the Hebrew University

Dr. Shabtai Dover – Director
The Youth and Community Authority
The Hebrew University
Givat Ram
Jerusalem 91904
Telephone: 02-6585508
Fax: 02-6584300
Website: <http://community-youth.huji.ac.il>

The authority has set itself the goal of promoting scientific thinking among youth, and exposing the community to the work of the university; moderating fears about science and scientific products; inculcating scientific thinking and the scientific spirit; and encouraging young people to choose science as a career.

Belmonte Laboratories: The laboratories are situated on the Givat Ram campus. The center works to promote science teaching in the junior-high and high schools within the school framework, using the existing teachers, and provides a service for one hundred schools, with the assistance of the Jerusalem Education Authority. The laboratories host activities of the “Kedem Atidim” program for outstanding school students from peripheral regions, including summer programs with funding from the Landa Foundation and a Jewish-Arab summer camp (also funded by the Landa Foundation).

Science-Oriented Youth Unit: The unit operates an enrichment program for science-oriented youth (4th – 12th grades) for payment. The unit has also raised dozens of donations for children with financial difficulties (from the Mayerhoff Foundation, the Jerusalem Foundation, private donors and the Friends of the University). The activities take place on the Givat Ram and Rehovot campuses, and a training team travels to adjacent neighborhoods and communities. In the summer, the unit holds summer camps for children from throughout Israel, including a Jewish-Arab summer camp.

Beit Bretter – a hotel within the premises of the Givat Ram campus enabling children and groups from outside Jerusalem to be hosted in special camps, such as “Science and Jerusalem,” which combines an exposure to science and an exposure to the city.

The hotel also caters for students who wish to benefit from the services of the Belmonte laboratories and the science-oriented youth programs.

The Center for the Development of Community-University Relations – the center organizes the “Why?” lecture series for the general public, in which university lecturers present their findings to the public. Twice a year, the center runs a forum offering an opportunity to discuss issues prominent on the public agenda (in 2003/4 – judicial activism and euthanasia).

5. Perach

Perach South

A branch of the national Perach program. Perach is a mentorship project that aims: 1) To narrow social gaps. 2) To provide economic assistance for students while involving them in the community. In Perach South, the largest number of student volunteers comes from Ben Gurion University.

Contact: Einav Friedman, director, Perach South

E-mail: einavf@bgumail.bgu.ac.il

Website: <http://www.perach.org.il>

Activists

Approximately 3,000 students who usually work 4 hours a week and receive a scholarship of NIS 4,652; the figure includes approximately 250 Arab students.

Location of activities: Beersheva, Yerucham, Dimona, Eilat, Mitzpe Ramon, Keseifa, Segev Shalom, and Al-Isam (an unrecognized village).

Area of activity: Individual mentoring – elementary, junior-high and high school and special education. **Group mentoring:** projects – working in schools in the fields of science, health and chemistry. **Enrichment projects:** Enrichment in the university and in the neighborhoods. Experiential science museum.

Important achievement: “Michael’s story: Michael is an 11th grade boy who lost both his parents. He was studying for 3 study units in mathematics. Michael got a Perach mentor, and after eighteen months he was moved up to 5 study units, which he completed with a grade of 80 and was accepted to the academic reserves. This is just one of many stories.”

Training/supervision

A. Who supervised? The team heads, (deputies), with supervision from the consultants and the administration. The coordinators are supervised by the whole senior team (team heads, consultants and director). The students are supervised by the coordinators.

- B. Frequency and form of supervision: Senior team and coordinators – once every week or two; students – group sessions four times a year; once a month each student meets with their supervisor.
- C. In-service training and seminars: 5-8 times a year at the Weizmann Institute for the director, team heads and consultants. A weekly workshop for the coordinators, as well as a three-day seminar at the beginning of the year.
- D. Needs: “Since Perach is an association and most of its funds are earmarked for scholarships, any donation helps us purchase games, computers and software for the science museum (Havayeda) and the enrichment centers for the children – any such help is welcome.

**Sachlav Project – Mentoring Outstanding Students in the South – Operated by
Perach**

- This year, the Ministry of Education launched a new project called Sachlav – Students Connecting to Schools and Pre-Schools. The project is operating on a partial basis this year, and will operate fully from next year, when it will include 1,400 – 2,000 students in 300 schools and 200 pre-schools. The students will receive a scholarship covering at least half their tuition fees for 4 hours work a week. The budget for the full-scale project is approximately NIS 12 million.
- The Ministry of Education determines the value-based content of the program, but the recruitment of students, training and contacts with the schools have been put out to tender for any supplier with a turnover of at least NIS 5 million a year, and which is capable of providing a NIS 100,000 guarantee. The recommended activities in the project are with outstanding students from peripheral areas.
- The recruitment and training of the students and the contacts with the schools will be managed by six coordinators, one for every 250-300 students. The coordinators will be required to maintain contact with each school at least once every three months. The instructor will implement all the training and guidance activities at the beginning of activities and during implementation, as necessary. There will also be six administrative staff, accounting and secretarial services in the national project as a whole. All the personnel recruitment and operating costs will be covered by the supplier.
- The students undertake to work for at least 3 months, and the supplier for one year.
- Perach won the franchise to supply the project for the next two years.
- The description is based on the project tender as published by the Israeli government on the Internet.
- The content on the Internet suggests that there is less training and involvement here than in any other student involvement project financed by the state. The social change that is sought here is by applying the policy of Netanyahu to strengthen the strong so that they will pull everyone else along, including the periphery.

Perach

Contact: Amos Carmeli

Telephone: 08-9378310

E-mail: amos.carmeli@weizman.ac.il

Address: Weizmann Institute of Science, PO Box 26, Rehovot 76100

Activists: Over 29,000.

Location of activities: Throughout Israel.

Number of hours required of students (per week): 4-5 hours + training sessions.

Areas of activity: (See attached leaflet). Most of the activities are run by Perach itself, but a significant number are implemented through, or in cooperation with, numerous organizations, such as ICEF, Mahapach, the Wellspring for Democratic Education, community centers, youth movements, etc.

Target population: Children, youth and adults – activities are separate, with the exception of special events for mixed audiences.

Special Achievements: The high level of activity among Arab students (including students from East Jerusalem) increases the exposure and accessibility of the project among the Arab population. Successes in local campaigns: The “Deer Valley” and making the activity center of Hashomer Hatzair in the Katamonim accessible to the local residents. The scope of activities is considerable despite limited resources. The youth movement model has proved very successful. The Wellspring provides social training not only for neighborhood activists, but also for students and volunteers. The Wellspring has managed to run Jewish-Arab activities in a period when these have declined in scale. The organizational concept of the Wellspring evolves constantly as the lessons are learned from its activities.

Funding: The vast majority of the scholarships are provided by Perach. In the past, scholarships were received through the Gruss foundation. Hi-tech scholarships are available at Hadassah College, and some students from David Yellin volunteer as their practical work.

Training: The Wellspring now runs two days of intensive training at the beginning of the year, relating to values and professional aspects. Last year, some students received a double scholarship in return for participating in three hours' training a week (in addition to the activities in the field). This was a frustrating experience for both sides. Nevertheless, the organization is interested in expanding its training component.

Supervision: supervision is provided by the training director, Perach directors, advisers and coordinators.

Frequency and form of supervision:

For students (mentors): The mentors receive training once a month, in a 40-minute meeting with the Perach coordinator. The goal of this session is to supervise the student's work in routine conditions; address difficulties; direct their work through a process known as "structuring mentorship," which includes setting goals and suggesting methods during the course of the mentoring; offering the perspective of the child who is being mentored; and providing emotional support for the mentor in their work.

In addition to the individual training sessions, four group sessions are held. The first session provides orientation and preparation for the position, including training relating to the first meeting in the child's home. A later training session, called "Educating and Mentoring," takes place in school, focusing on an acquaintance with the school system and the functioning of the child in school. The third training session takes place in small groups, including case studies and ideas for activities according to the children's needs. Toward the end of the year, a training session is held to prepare for the end of the mentoring relationship, addressing and analyzing examples of the ways both students and children respond to the separation and presenting principles for a positive separation process.

Mentors in the Matriculation preparation program, which is intended for 10th-12th grade students, receive special training in fields relating to adolescence, motivation, teaching strategies and dialogue-based learning. This training is provided by the Perach coordinators, with professional guidance from the "Shachar" division in the Ministry of Education.

The training for the mentors also includes written materials.

Training for the supervisors: Training for supervisors begins with a three-day seminar exposing the coordinators to the goals of the organization, the realities of the children with whom Perach works, and the skills they need as they begin their work, such as running interviews and home visits. Later in the year, a weekly workshop is held for the coordinators, functioning as a kind of year-long training course. This course includes workshops on such subjects as interviewing students, contacts with the families and parents, skills in managing conversations, coping with mid-year crises, etc. The coordinators also participate in monthly training groups (case analysis) in order to develop their training skills.

In-service training and seminars: Throughout the year, seminars are held for senior Perach staff (Perach district directors, team heads and consultants), and for coordinators in special projects, such as health education, science education, enrichment, student mentorship, preparation for Matriculation and so on. These participants attend orientation days run by the Training Department of Perach at the Weizmann Institute. In the current academic year, for example, the Perach directors are participating in a case analysis and peer supervision group. Perach consultants attended a training course on group counseling, and the team heads addressed the issue of multiculturalism. The coordinators in the preparation for Matriculation project received ongoing training from external subject experts in cooperation with the “Shachar” division of the Ministry of Education.

Contribution of the project to the students

1. Money. The scholarship helps cover the cost of tuition fees.
2. A closer acquaintance with the other and with different people.
3. An encounter with the “burning” educational and social problems of Israel.

Over the years, Perach has engaged in a systematic study based on the reports from the mentors and from contacts relating to the contribution made by mentorship in general. All those involved in the mentorship – contacts, schools, parents and students – report that the contribution it makes is substantial or very substantial. See the comparative study of Kobalsky (2001) on the contribution made by mentorship during the period 1980 – 2001. Over the years, several studies have been made of Perach. For example, a medium to high impact was found in the reports of the children relating to the academic, social and study fields (Golbner, 2004). An

increase was found in study capabilities (Carmeli, 1979) and in social capabilities (Goldner, 2004) as reported by both mentors and children. A substantial contribution to the professional and personal development of the students was found in a series of studies (Wertheim and Fresco, 2002; Wertheim, Fresco and Heishrik, 2003).

A study is currently underway in the Southern region with reporting from class educators and students, examining the efficacy of the mentoring relationship. A long-term study is in the planning and development stage.

A detailed review of studies relating to Perach is attached.

Contribution to the community: Although Perach works mainly in individual mentorships, the activities relate to the needs of diverse populations, such as local authorities, families, schools, students and children. The unique aspect of the Perach activities, which are essentially voluntary, is that they enable all the participants to gain (a win-win situation). For example, local authorities receive educational assistance, as well as financial support through the scholarships. Schools receive support and reinforcement for students who have difficulties in their studies, and assistance in extra-curricular programs in vertical and horizontal school hours. The children's families benefit from the presence of the student, who offers an additional adult presence, shares responsibility and often functions as an agent for change. The Perach children benefit from an empowering personal relationship and the presence of a role model. Lastly, the students come into direct contacts with deprivation and social problems in Israel, and receive financial assistance through the study scholarship.

Cooperation with university institutions: Perach was "invented" by the Weizmann Institute and is managed by the institute and with its assistance. Perach operates within all the academic institutions, with whom it maintains close contacts (particularly with the offices of the deans of students). In recent years, the number of joint projects has increased, such as the Student Leadership Project (Machatz) and many other initiatives.

Problems and needs: Like everyone – money!

What could help? In our case, money would address all the problems, and, in particular, would enable us to increase the number of students active in the project, enabling us to teach more children who are waiting in line. We need to expand and improve many of the existing projects and introduce new projects that are planned but require funding.

Special achievements

The story of an outstanding student in Perach: “When I came to Israel 15 years ago, I was 10. One of the things that really helped me was the Perach project. I had a mentor called Boris, who was also a new immigrant. He taught me the language and helped me prepare my homework, took me to beautiful places around Israel that I could not otherwise have gone to, because my parents knew the country even less than I did. Largely because of the love I received from my Perach mentor, my dream came true – to be just like everyone else! Now I feel myself to be completely Israeli. I served in the army as a combat soldier, I have an Israeli girlfriend and I am a student. **Now I am also working as a mentor in Perach.** I mentor a new immigrant boy who is 10 years old. Now I have the privilege of giving back what I got, of being there for someone who needs me – someone who needs warmth and love, and needs knowledge and experience in order to succeed in life. For me, Perach is more than just a project or something to do. I heard people say that when you give you also receive. Now I understand what they mean.

When Michael, the child I mentor, asked me how he could thank me for all that I have done for him, I said: Study, succeed in life, get to university and then you can also be a mentor in Perach.”

Another story told be a student:

“Apart from the clear changes in M.’s functioning at home, her academic functioning improved greatly, as did her emotional state. At the beginning of the year, she interrupted, found it difficult to listen and concentrate and was often thrown out of class. Now she studies and functions within agreed limits and rules, and has begun to develop social ties with her peers. M. has learned to love and be appreciative. In one of her letters to me she wrote: ‘I love you a lot, you are the only person I loved. You are a wonderful mentor and generous...’”

Additional details

Number of students: 29,000, including approximately 5,800 Arabs and approximately 23,000 Jews; 18,200 women and 10,800 men. The students come from all socioeconomic backgrounds. The students receive reimbursement of travel costs, as well as a scholarship at the level of NIS 4,562.

6. Examples of Organizations in Which Students Are Active

Elem (South) – Association for Youth in Distress

Contact: Silit Barda, Elem coordinator, Beersheva

Mobile: 054-9773860

E-mail: yaronba@clalit.org.il

Elem Beersheva: 08-6287699

Website: <http://www.elem.org.il/lm/>

Activists

Eighteen students are active in Beersheva, most on a voluntary basis and a small number of who receive dean's scholarships. Dispersion of students: 8 Hafuch Al Hafuch, 7 night children mobile, 2 NAJET (mentoring for Ethiopian youths), and one in the project "Hachi Akhi" (ad hoc work as needed in homes of youths under house arrest).

There are no Arabs among the students. The requirement for volunteers in the night children mobile is 7 hours a week (one night), and volunteers also work 7 hours a week in Hafuch and Hafuch and in the mentorship programs.

Sderot: 20 students are active, 15 of whom receive scholarships in the range of NIS 4,500 – 7,000 for 4-6 hours activity each week.

Location of activities: Elem is a national organization. Elem South works in Kiryat Gat, Sderot and Beersheva.

Main fields of activity

- The goal of Elem is to be attentive and sensitive to the changing needs of youth and to provide a response for these needs.

Hafuch Al Hafuch – youth centers designed in a café format and offering all young people (regardless of origin, socioeconomic status or functional state) an attentive ear, information and advice. The information and advice center offers services relating to studies, work, military service, sexuality and love, health, AIDS, smoking and drugs, leisure culture and other topics.

“Street Address” – the Night Children Mobile: the “Street Address” project provides a national network of mobiles providing an immediate response in the field for adolescents in situations of risk, distress and disconnection in the areas where they live or are active.

Important Achievement: (Shlomit from Sderot): We managed to rehabilitate a boy who had become disconnected from formal frameworks and was involved in criminal activities. He returned to regular studies, got a certificate and is now waiting to begin his military service.

Training / supervision: The “Hafuch” coordinators take part in training sessions every month or two and supervise the volunteers. The “Hafuch” coordinator in Sderot is a social worker, and she provides weekly training sessions for the staff, and personal sessions once a month. The “Hafuch” volunteers participate in an initial 8-hour training program before beginning their work, with enrichment sessions in youth work every six weeks.

Difficulties

- A. In Beersheva, the students usually move away when they complete their studies. Accordingly, it is important to locate volunteers within the community.
- B. For the Night Children Mobile and Hafuch Al Hafuch, Salit accepts volunteers aged 24 and above who, in her experience, have the maturity needed for these activities. Volunteers in the mobile must commit themselves to two years involvement; accordingly, 3rd year students are not accepted.
- C. There is a shortage of volunteers, particularly men. There is a need for volunteers from the FSU and Ethiopia, who find it easier to make contact with youths from their communities who need help.
- D. According to Salit, “most of the students today do not come in order to bring about social change and indeed do not lead to such change.”
- E. There is a need for lecturers in the fields of education, therapy and counseling, and for supportive supervision by professionals willing to volunteer in their areas of expertise.

Additional Comments

- A. A possible idea raised in the discussion with Silit is to prepare a register of professionals at the university willing to give lectures on a voluntary basis.

Jerusalem Rape Crisis Center

Contact: Hila Akiva

Telephone: 02-6232451

Mobile: 052-4224603

E-mail: jrhinuch@netvision.net.il; hila_akiva@walla.com

Address: PO Box 2549

Total number of students: 30, of whom 10 receive scholarships

Location of activities: Jerusalem and the surrounding areas

Organization

The Rape Crisis Center serves the residents of Jerusalem and the surrounding areas. The center comprises two departments – the hotline and the education department. The hotlines receives calls relating to sexual assault, physical abuse and mental distress. The hotline is staffed at all hours by volunteers who receive professional training.

Alongside the hotline, the Education Department aims to raise awareness of the issues of sexual violence, sexual harassment and rape, and ways to help in these situations. The department includes volunteers and recipients of scholarships. Over the course of the year, approximately ten students volunteer for four hours a week. They also receive academic supervision from the Hebrew University. The figures show that most students who begin their involvement as scholarship recipients continue to volunteer in the center after the end of the academic year.

Activists: 30, of whom 10 each receive a scholarship of NIS 4,800.

Volunteers: All the recipients of scholarships continue on a voluntary basis after the scholarship ends.

Target population of the Education Department: Activities are aimed mainly at schools (7th – 12th grades, with limited activities for 6th graders). Other bodies also contact the center and request educational programs, such as workers' committees, the IDF, National Service, etc.

Training and supervision: The volunteer training program lasts approximately two and a half months. Volunteers are supervised by two coordinators, Shira Lehrer and Hila Akiva, who make arrangements and schedule workshops. The coordinators are always available to respond to the volunteers' needs. During the year, a volunteer forum meets twice a month, and a support group with psychological supervision is provided for the volunteers.

Mossawa – for the Civil Rights of the Arabs in Israel

Program / unit / organization: Community Organization, Dialogue and Conflict Management Unit

Contact: Nidal Othman

Telephone: 04-8699587

Mobile: 052-3517082

E-mail: nidalo@netvision.net.il

Address: 2 Al-Khoury St., Haifa

Total number of students: 12

Location of activities: Jerusalem, Haifa and the Galilee. Community work groups on human rights issues will be established in these areas.

Organizational summary: The Mossawa Center for the Rights of Arab Citizens in Israel is an independent and non-political human rights organization that uses public campaigning and advocacy with the goal of securing full rights while maintaining the national and social identity of the Palestinian citizens in their homeland.

Project summary: Alongside the other activities of Mossawa, the Community Organization, Dialogue and Conflict Management Center aims to establish new working groups on human rights issues taking part in the organization's national advocacy efforts. In addition, the organization aims to run community advocacy projects led by 12 students who participate in training days and seminars in group counseling and community organization, and who receive professional supervision as they establish the groups.

Activists: The number of student activists is currently 12. They do not receive scholarships, only travel reimbursement, but the center hopes to begin to award scholarships. Accordingly, at present all 12 are working as volunteers to establish and operate the working groups and human rights activities. The plan is to increase the number of activists to 30.

The students come from Haifa University, the Hebrew University, Tel Aviv University and other academic colleges.

Of students receiving scholarships: At this stage, all the students are Arabs.

Target population: The students themselves, and the broader target population – Arab officials in Israel on the local level, and on the national and collective level.

Special achievements: The first group ran diverse activities. Some of the members of the group stayed on as volunteers, working with staff members in the center and gradually taking on professional responsibilities. After a period of training and practice, they now form the core group for the establishment of a new group.

Training: Some of the participants in the group took part in a course on the subject of human rights. At the end of April 2005, all the students participated in a three-day training course including training in managing and counseling groups, community organization, lecturers on various aspects of the role of young people and students in the process of social change.

Supervision: Attorney Nidal Othman, the community work coordinator, supervises the students' activities in Mossawa. Supervision is also provided by Michael Leifter, the conflict management project coordinator, the director of Mossawa, Ja'afar Farah, and Fakhra Haloun, a member of the board in the social work center.

Frequency and form of supervision: Direct contact and supervision of the student activists are provided by the project coordinator. Monthly meetings are held for the whole group.

Comments

Since the project operates in Haifa only, students were obliged to spend a long time traveling. Extending the project to other areas will enhance the activities and help solve some of the problems that arose.

What could help? At the moment, what is needed is 12 academic scholarships for the 12 students who will lead groups in at least 3 locations. Money is also needed to help each group implement the advocacy project. There is a need to train volunteers in diverse skills, which they can then pass on to others.

**Or – Movement to Advance National Tasks in Education, Society and Settlement
of Israel**

Contact person: Nir Blostein, responsible for the social sphere in Or

Telephone: 08-6299001/2

Mobile: 052-8444677

E-mail: nir@or1.org.il

Website: www.or1.org.il

Area of activity: The main activities of Or relate to the development expansion of existing communities. The movement also works with thousands of youth and students in Israel on social tasks and environmental projects, contacts between different sectors, expanding neighborhoods, and establishing new communities in the Negev and the Galilee. Or is involved in a project to map voluntary activities in Beersheva and Yeruham (not for scholarships), with the goal of preparing a computerized data base for use in directing people who wish to volunteer to appropriate places. The organization is also establishing “authorities” in Beersheva and Yeruham (and hope to do so in Dimona and Ofakim). The goals of the “authorities” are: “To minimize duplication, pool resources, recruit training organizations, exploit resources of knowledge and recruit volunteers in civil society, involve the recipient populations and transform them into givers.” Or receives several students through the Office of the Dean of Students who receive a dean’s scholarship on socioeconomic grounds (see details in the section on the Office of the Dean of Students) in order to map voluntary activities.

Or is not a student movement. However, our impression is that it is an influential body in Ben Gurion University in general, and particularly in the field of social involvement.

The Negba movement was established by Or and is coordinating student action in the south. Negba recently began to discuss the nature of its future connection with Or; as of the time of writing, the two bodies continue to be connected.

Sawa – All Women Together, Today and Tomorrow

Program / unit / organization – Education

Contact: Iman Qasis

Telephone: 052-5324122

Mobile: 054-6324601

E-mail: imaneducation@sawa.ps

Address: 9A/12 Hahagana St., French Hill, Jerusalem

Total number of students: 25

Location of activities: Jerusalem and the surrounding areas, including Ramallah

Organizational summary

Sawa is a help center for the victims of rape and sexual violence serving the Palestinian population of Jerusalem and the surrounding areas. The center offers a hotline providing assistance to the victims of sexual assault, including accompaniment and advice on the subject. The center also operates an educational project designed to raise awareness of such issues as: sexual education, different forms of violence, and ways to help. The target population includes all sections of society. The third program is the recruiting of volunteers on an ongoing basis to operate the center's different programs.

It should be noted that any person who intends to volunteer or work in the center must complete a training program relating to their intended area of involvement. The training is provided by qualified staff from the center, on a scale of 60-84 hours.

Project summary: The education program is intended to train volunteers to run workshops in schools, youth and women's groups on the subject of sex education and violence, particularly sexual violence. Each volunteer undergoes 84 hours of training and must undertake to participate in the volunteers forum and in the monthly training workshop.

Activists: 20

Recipients of scholarships: 10 each year. Level of scholarship: NIS 4,800.

Volunteers: Every recipient of a scholarship continues to volunteer.

The students come mainly from the Hebrew University.

Of students receiving scholarships:

10 Arabs

10 Jews

Target population: Youth groups, women's groups.

Special achievements: Our main success in general terms is the presence of large numbers of children and youth in our workshops. The workshop helps them to become acquainted with the services offered by the Sawa center, particularly if they need to call the hotline to ask for help in cases of sexual assault and harassment. The volunteers see this success on a regular basis.

Training: In addition to the training course, the students meet once a month in the volunteer forum. There is also a training and enrichment day on special issues led by the volunteers.

Supervision: The students' activities are supervised by the education program coordinator, Iman Qasis, under the supervision of the director of the center.

Frequency and form of supervision: Group training – once a month; individual training – as needed.

Comments: One of the problems is that it is not possible to start a training course until it is clear that scholarships are available. This process delays volunteering. Every year we have problems finding enough grants for the volunteers.

What could help? Financial support, since this constitutes a vital incentive to volunteering among students.

Tzeva – “Young People Building a Future” (Southern Section)

A national volunteer organization in which young people (including a large number of students) volunteer at enrichment centers for children at risk.

Contact; Avi Ohayoun

Telephone: 08-6230976

Mobile: 054-7866412

E-mail: avi@tzeva.org.il

Address of the organization: Taubel Community Center, 50 Arlozorov St., Beersheva

Website; <http://www.tzeva.org.il>

Activists

There are 125 activists in Tzeva, 55 of whom are students. Volunteers are required to give between 2.5 and 5 hours a week. Of the 55 students, 8 receive Perach scholarships in varying amounts, and 39 receive scholarships through the Office of the Dean of Students at Ben Gurion University and Sapir College, and from the Social Involvement Units in these institutions. The scholarship is NIS 2,000 for a full scholarship. There are no Arab students among these volunteers.

Location of activities: Tzeva operates 23 enrichment centers for children around Israel, six of which are enrichment centers for elementary school age children in the Southern region – Beersheva (4) and Ofakim (2). Most of the centers operate in elementary schools twice a week in the afternoon.

Subject of activities: Children from the 3rd to 5th grades are referred to the centers by the educational staff of schools, based on criteria presented by the organization.

Each center has 25 children and a similar number of volunteers. The activities in each center are directed by a coordinator on behalf of Tzeva.

Areas of activities: In the academic field, the work concentrates on improving learning skills in Hebrew, mathematics and English. In the social/emotional sphere, the work focuses on improving social and emotional skills, using structured activity kits. Tzeva also holds events intended for the broad community.

Important achievements

- A. A volunteer from the enrichment center in Ofakim won a certificate of appreciation from Na'amat and from Ofakim Municipality for her outstanding voluntary work.
- B. A volunteer at the Nachal Beka Center went on to become a coordinator and initiated community activities in the neighborhood.
- C. Two 8th grade children who completed the Tzeva enrichment center in south Tel Aviv went on to work as volunteers in Tzeva themselves.
- D. A girl in Ofakim who had serious academic and social difficulties made significant progress in her studies and became very social.

Training / supervision

A. **Supervision:** On the **organizational level**, the organization has a professional director with overall authority and responsibility for all areas of content, and for professional training and supervision. On the **regional level**, the director of the section is responsible for recruiting and placing volunteers, caring for volunteers (students and others), maintaining regular contact with the voluntary bodies (academic and others). In the **enrichment center**, the enrichment coordinator is responsible for the ongoing supervision, guidance and training of volunteers.

B. **Frequency and form of supervision:** At the end of each day's activities in the center, a concluding discussion takes place with the coordinator and the volunteers. The volunteers update the group on their work with the children, discuss difficulties and needs and receive guidance, feedback and reactions. Once a month, on average, the volunteers take part in professional training led by the coordinator or another professional within the organization.

C. **In-service training and seminars:** Once a month, on average, the students and the other volunteers take part in professional training sessions in relevant areas, such as: learning strategies, characteristics of different age groups, children at risk, laws and limits, etc. In addition, the organization sometimes allows volunteers to join training programs intended for its employees.

Difficulties/needs

- A. Due to the peripheral character of Ofakim, it is difficult to recruit adult volunteers (students and others) for the centers in the town. Tzeva needs a greater allocation of students with scholarships for Ofakim.
- B. Complementary funding is needed for the activities at the enrichment centers in Beersheva and Ofakim.
- C. Additional adult volunteers (students and others) are needed for the Southern region.
- D. Larger allocation of annual scholarships for Perach students and other scholarship frameworks.
- E. There is a need to involve students whose community work is part of an academic course in the activities of Tzeva.

Comments / additional notes

- A. The full questionnaire completed by Avi Ohayoun appears in the appendices.
- B. As noted, the students who receive scholarships for their involvement in Tzeva receive funding from Ben Gurion University and Sapir College. Other sources of scholarships include the Gruss Foundation, Impact, Partnership 2000 and Shachak.
- C. According to Avi Ohayoun, “the quality of the connection with Sapir College and Ben Gurion University is very good. One sign of this is the growing demand from these institutions to refer students to Tzeva.”

Women Against Violence

Program / unit / organization – Women Against Violence

Contact: Naila Awad

Telephone: 04-6559095

Mobile: 052-6022617

E-mail: naila@wavo.org / goerge10@netvision.net.il

Address: PO Box 313, Nazareth 16000

Total number of students: 2 students each year for professional training and 6 volunteers in the help center.

Organizational summary

An organization helping women and girls, founded by a group of pioneering Arab women, including social workers, attorneys and activists in women's organizations. The organization now has 97 professional members – social workers, attorneys, teachers, psychologists and activists in Arab society.

Goals of the organization

- To raise awareness of the problem of violence against women and girls among the Arab population, particularly women.
- To establish projects and frameworks providing assistance, shelter and treatment for women and girls who are the victims of violence, such as a help center, shelters and transitional apartments.
- To campaign to improve the status of women in society, in the family, in employment and in all areas of life.

Project summary

The students give work hours and provide individual assistance for women or girls in the transitional apartments. They organize and implement a group project for women in the apartment or shelter. The students work seven hours a day for two or three days. The work involves providing support, guidance, training and individual care for some of the women in the shelter. The project includes a group community program for girls in the transitional apartment. The group runs 11 sessions providing support and enhancing awareness of issues relating to women's rights: assertiveness, forms of communication, violence, early marriage, sex education, etc.

Activists: None of the students receive scholarships. All are Arab women. The students come from Bar Ilan, Oranim and Haifa University.

Target population: Women who contact the help center for support and advice; women and girls in the shelter / apartment.

Training: The volunteers in the help center undergo training over a period of 6 months, providing tools for helping and supporting.

Supervision: The students' work is supervised by the apartment coordinator and an instructor who works under the auspices of the university.

Frequency and form of supervision: In-service training and seminars are subject to the university. Supervision and training are provided by the coordinators. Further supervision and training are provided by the coordinator of the help center.

Comments: The organization attaches great importance to the contribution the students make to creating social change. It also welcomes their activities in other organizations. One of the objectives is to plan and organize joint work in the future; this requires preparation and professional study in order to develop a structured and clear vision based on the principles and approach of the organization.

What could help?

- Financial support for the development of projects, consultation in preparing a work plan and a range of diverse activities.
- Professional training courses in order to inculcate the concept of volunteering and internalize the vision of a social change organization.
- A framework for training, instruction and guidance for the organization in order to develop a strategy for integrating students in work for the community.

Steering Committee

- a. Dr. Khaled Abu Asbeh, Beit Berl College
- b. Hila Akiva - Coordinator of Youth and Education, Jerusalem
Rape Crisis Center
- c. Jabir Asaqla, Director Palestinian Programs - Shatil
- d. Diana Daniel Shrem - Director of the Unit of Social Involvement at the Hebrew University in Jerusalem
- e. Tal Dor director of Mahapach
- f. Dr. Daphna Golan-Agnon - The Minerva Center for Human Rights at the Hebrew University in Jerusalem
- g. Haggith Gor Ziv, Kibbuzim college of Education
- h. Iman Kassis - Coordinator of Youth and Education, Sawa
- i. Nadem Nashef- director of baladna
- j. Nidal Otman- Mossawa
- k. Professor Jona Rosenfeld - The Hebrew University in Jerusalem
- l. Carlos Szyglic - Associate Director of SHATIL
- m. Dr. Zvi Schuldiner - Head of the Department of Public Administration and Policy, Sapir College