

**Survey**  
**of Higher Education Participation Rates**  
In the 5774 (2013/14) School Year  
Graduates of  
**The Tafnit Program for Matriculation and Dropout Prevention**  
**“Start” for Academia**  
The Yeholot Association – founded by the Rashi Foundation

**Study conducted by: The Yeholot Association Staff**

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**The Tafnit Program for Matriculation and Dropout Prevention - “Start” for Academia**  
**operates in with**  
**The District Offices of the Ministry of Education, the Division of Educational and Social**

Shvat 5774, January 2014

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## **A. Goal of the Survey**

At the end of the 5767 (2007) school year, the first 98 graduates completed the Tafnit Program for Matriculation and Dropout Prevention – “Start”. These graduates completed their 12th grade studies in the first two schools where the program operated and 53% were eligible for a matriculation certificate<sup>1</sup>. The graduates participated in the program for more than 3 years – from the preparatory year in 9th grade up until the end of 12th grade. Before joining the program, while in 9th grade, these graduates were the lowest achieving 9th graders in their class year, with the status of 'hidden dropout' and on the verge of actually dropping out, and were considered to have the lowest likelihood of completing 12 years of schooling and acquiring a matriculation certificate.

The program expanded to additional schools, regions, and sectors in the periphery and in 5773 (2013) the program included some 3,000 students from 9th-12th grades in 29 schools. The program has 2,599 graduates so far, including<sup>2</sup> 560 graduates from 2013.

Evaluation studies carried out over the years show that the “Start” for Academia program has positive effects on study and the student fulfilling his role, on behavior and a sense of belonging, on improving grades, on the matriculation certificate eligibility rate, on reducing the rate of hidden and actual dropout, and on IDF enlistment [conscription] rates.<sup>3</sup> Reports have been received in recent years that program graduates are studying in the higher education system – undergraduate degree programs, and certificate programs within Israel and overseas. This survey is intended to estimate the participation rates of program graduates in the higher education system in 2013 (the year the survey was conducted) as well as to estimate the program’s size in 2014. This comes from an aspiration to estimate the program graduates’ participation rates in the higher education system, locate the students who are studying towards a degree and other further education, and to help them succeed should they require assistance.

## **B. Principal Findings – Graduates of “Start” Program for Academia Study rates in the higher education system in 5774 (2013/14):**

The “Start” Program for Academia graduates who participated in the survey -

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<sup>1</sup> Ben-Gurion University, the Center for Enhancement in Education.

<sup>2</sup> At the time of preparing the review, around May 2013, there were 560 students who were expected to be program graduates. In reality, after the year ended, it emerged that there were 542 graduates from 17 schools, where the program operated fully or partially, and 501 graduates from 15 schools where the program was fully implemented.

<sup>3</sup> The Acharai! Organization, 2008, 2010, 2013.

The Tafnit Program for Academia “Start” program has 2,599 male and females graduates who completed 12th grade from the years: 5767 - 5774, 2007 to 2013.

Of those, 2,045 graduates (78.7%) participated in the survey carried out in the summer of 2013. Out of the 2,045 graduates interviewed, 1,361 graduates (66.6%) reported that they had finished their military service or were not obligated to perform military service, meaning that they were free to continue their studies at the time the survey was conducted.

**1) 31.1% (23 out of 74) of the graduates in the first group in the “Start” Program for Academia who were interviewed and who had completed their IDF service began their academic studies within 7 years of completing 12th grade in 5767 (2006/7).**

In Israel, 45.8% of those who completed 12th grade began to study in the higher education system within 8 years of completing 12th grade.

**2) Of the 1,361 program graduates in 2005/6-2012/3 who were interviewed, and who had been discharged from the IDF or were not obligated to serve in the military:**

**2a In 5774 (2013/14) a total of 38.7% (527 out of 1,361) began or were engaged in higher education studies, or preparatory programs (*mechina*) for academic studies or the psychometric test, or reported intent and a high level of orientation towards higher education studies.**

**2b 20.3% (276 graduates out of 1,361) completed or are studying higher education studies in Israel and abroad (138 - degree studies, 138 - certificate studies).**

*In 9th grade, before joining the program, these 276 graduates had an average adjusted score of 51.3, and each student on average had 7.3 adjusted fail grades.<sup>4</sup>*

**c2 An additional 3.7% (50 out of 1,361) are studying or beginning a preparatory program for academic studies or a psychometric test in 5774 (2013/14).**

**2d An additional 14.8% (201 out of 1,361) reported that they are very interested in higher education.**

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4 CBS, 2013, Table 48, [cbs.gov.il/shnaton64/st08\\_48.pdf](http://cbs.gov.il/shnaton64/st08_48.pdf). According to the Adva in Israel Center, 28.8% of 17 year olds and 36.1% of 12th grade graduates commenced studies in the higher education system within 8 years of completing 12th grade: "Societal Status Picture 2012", p. 28: [http://www/adva.otf/uploaded/social-01\\_1.pdf](http://www/adva.otf/uploaded/social-01_1.pdf). The data for those continuing studies of those who graduated 12th grade – 32,317 commenced academic studies, out of 89,562 12th grade graduates = 36.1%

5 Adjustment for the purpose of comparison between students from different levels of learning as determined and utilized by Ben Gurion University, 2008.

**C. About the program – The Tafnit “Start”<sup>6</sup> for Academia Program for Matriculation and Dropout Prevention<sup>7</sup>**

The Tafnit “Start” for Academia Program for Matriculation and Dropout Prevention is operated collaboratively by the Yeholot Association - Founded by the Rashi Foundation, the Ministry of Education in the regions, the Division for Educational and Social Services, education departments in the participating local authorities, and philanthropic partners. The program was established in 2003 and named Start; in 2012 its name was changed to the “Start” for Academia Program. The program began to operate in 5764 (2003/4) in two schools in the Southern District, and operated in 5773 (2012/13) in 27 schools in 16 periphery communities in the various districts. The program operates in comprehensive high schools in the periphery and accepts at-risk adolescents – around 30-50 of the lowest achieving 9th graders.

Studies carried out over the years show that the program participants, before joining the program, had over 7 adjusted fail grades<sup>5</sup> in 9th grade, and an average adjusted grade of around 50 (average grade of 42 for core subjects). At least some of them had the status of hidden dropouts, and were in danger of becoming actual dropouts.

The program’s goal is to prevent these students’ being actual and hidden dropouts, and leads them towards acquiring a full matriculation certificate after completing their studies at the end of 12th grade; a certificate which will increase chances of social mobility, integration into employment, and accessibility to higher education.

Beginning in 10th grade, the students found to have the lowest achievements in 9th grade study in accelerated classes operated by the school staff in schools operating the Tafnit Program – Yeholot Association Accelerated Narrowing of the Gaps Method, which was developed by Nissim (Max) Cohen - educational sociologist.

So far, the results indicate that on average, over a period of years, between 65% and 71% of those completing 12th grade in the program are eligible for a matriculation certificate (between 58% and 65% of those beginning 10th grade in the program). Approximately 95% of those beginning 10th grade complete 12th grade in a high school<sup>8</sup>. Likewise, over 92% of the program graduates obligated to serve in the security services enlist in [are conscripted into] the IDF.<sup>9</sup>

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<sup>6</sup>The program was established in 2003 and then named Start; in 2011/12 its name was changed to the “Start” Program for Academia.

<sup>7</sup> Yeholot Association, January 2010; Cohen, N. 1988, 1994, 2005.

<sup>8</sup> See: The Tafnit “Start” Program for Matriculation and Dropout Prevention, 2011/12 Results.

<sup>9</sup> See: See: (2010). The Tafnit “Start” Program for Matriculation and Dropout Prevention, Final Summary Report – 2008/9 Results, 2010/11, (2013); IDF Enlistment Rates Report – 5771 (2010/11) “Start” Graduates.

## **Method Rationale**

The comprehensive schools also have students who have accumulated many academic failures which are accompanied by the tendency of the schools, students and their families, to lose faith in their ability to succeed in school, and despite efforts over many years, there are still high rates of hidden dropouts which usually precedes actually dropping out.

The Tafnit “Start” Program for Academia operates on the basis of clear theoretical rationale based on the Accelerated Narrowing of the Gaps Method (ibid, Cohen. N.). The program includes various methodological components aimed at achieving these goals. The rationale that guides the program, based on the method, is that some students begin to fail at the beginning of their school studies and continue to accumulate failures over the years. These failures lead to them adopting a false and weak subjective perception that they have a poor ability to achieve higher grades. This perception is reinforced with every additional academic failure and is transmitted to classmates, peers, parents, the teaching staff, the school administration and more. Thus, an interactive, symbolic process develops and the underachieving student has no control over it. This process is reinforced with every additional failure and leads to a lack of motivation and despair.

For the most part, following a series of failures, these students are channeled into low-achiever classroom groups in junior high [intermediate] school and low-achievement learning programs in high school. These tracks have low-level curricula and lack any relevant continuity-promoting orientation toward the future, transmit low expectations, and the teaching pace is slow. As a result, and due to an ever-growing lack of motivation, the learning gap between the “underachiever” and the successful students continues to grow until it reaches proportions that are almost impossible to close.

This series of academic failures and the “underachieving” student’s categorization into a low group or track (should they exist) brings the student to adopt the mentality [conception] that he has a low ability to achieve good grades. The false self-awareness in which the “unsuccessful” student is caught contradicts the school’s demands of him to fulfill his role as a student and attain high grades. Due to this contradiction, the “underachiever” develops a cognitive dissonance which is often only escaped by becoming a hidden or actual dropout. This dropping out occurs particularly among students from the low-level groups and tracks.

### **Program premise**

- A. With a very small number of exceptions, everyone is able to succeed in school and attain impressive achievements.
- B. According to the research findings, the reasons for lack of scholastic success are not primarily cognitive, but instead are sociological, cultural, socio-psychological, systematic, and organizational.
- C. The program believes that a lack of scholastic success is not a “decree by fate” and can be changed, by the school teachers, when working under different, unconventional operating conditions.

### **Method and techniques**

In order to lead students in danger of dropping out to significant success according to universal criteria, such as success in the matriculation examinations, the “Start” Program for Academia operates in the following ways:

1. Changing the “false self-awareness” in which the student is caught together with his surroundings - parents, teachers, the school administration, his peer group and the group of students with which he affiliates and according to which he is incapable of attaining impressive achievements. This change takes place by employing innovative learning processes which lead to a series of real academic successes and a dialogue in which the student comes to understand the connection between effort and success.
2. Providing a structured solution for intra-school variables that account for the lack of academic success using activities such as creating very challenging and relevant curricula which transmit high expectations.
3. Providing a structured solution for extra-school variables, that account for lack of academic success using activities such as creating small learning groups, addressing the emotional needs of the student through a leader (coordinator) and teachers who comprise “significant others”, reducing anonymity by focusing on a relatively limited number of subjects and involving the parents in the process.
4. Accelerated learning of a relatively large amount of knowledge in a relatively short period. This is study that is more effective than usual, with more time devoted to it, in a shorter period of time than usual.

## **D. Methodology**

### **1. Population:**

The study population encompasses all the program graduates in all of its years of operation – 2,599 graduates from 2006/7 until 2012/13. The survey response rate was relatively high – 78.7%, so that the final sample included 2,025 participants from these years.

**Table 1. The survey population and the final sample, 5773 (2013) summer survey, in numbers and percentages**

<b>Year finishing 12th grade</b>	<b>12th grade graduates</b>	<b>Participated in the survey</b>	<b>% Participated</b>
5767 - 2007	98	78	79.6%
5768 - 2008	308	237	76.9%
5769 - 2009	403	238	59.1%
5770 - 2010	317	255	80.4%
5771 - 2011	457	409	89.5%
5772 - 2012	456	381	83.6%
5773 - 2013	560	447	79.8%
<b>Total</b>	<b>2,599</b>	<b>2,045</b>	<b>78.7%</b>

### **2. Research tools:**

The survey was conducted by means of a questionnaire given to graduates which was prepared by the Yeholot Association and included questions about eligibility for matriculation, enlistment in the army/national service, occupational and educational status, participation in the higher education system and orientation towards higher education (see Appendix 1).

The survey utilized closed ended questions where the responses received were chosen from a list which included the range of possible answers.

### **3. Research process:**

Gathering of data by means of a telephone survey of the graduates, after they completed their high school studies in the framework of the program, conducted by a survey staff which was established for this purpose within the Yeholot Association during a concentrated period of approximately two months (August-September 2013). Graduates from the Bedouin and Druze sectors were surveyed by Arabic speaking surveyors in order to overcome communications difficulties.

Processing of the data was based on the graduates' responses as provided in response to the questionnaire.



#### 4. Definitions:

The following terms were defined with the goal of estimating the scope of participation in the higher education system in a manner relative to the population:

1. Graduates of the Tafnit Program for Matriculation “Start” for Academia - students who completed 12th grade in the framework of the Program from 2006/07 until 2012/13.

2. Program graduates who were surveyed - Graduates of the Tafnit Program for Matriculation “Start” for Academia who responded to the telephone survey which was conducted in the summer of 2013.

3. OPMS - Obligated to Perform Military Service. In addressing “Start” graduates, this means boys and girls from the Jewish and Druze sectors who are obligated to perform military service by law.

4. Program graduates who completed IDF service and/or graduates who are not OPMS (potential for higher education) - from the 2,045 graduates who were surveyed, the survey examined which were the graduates who at the time the survey was conducted, were after military service or are not obligated to perform military service (see Table 2) and constitute potential candidates for higher education at the time the survey was conducted. From amongst the 2,045 graduates surveyed, 1,361 graduates responded that they are after military service or that they are not OPMS.

**Table 2. Graduates of the “Start” Program, survey subjects, and graduates who are not OPMS in 5774 (2013/14), in numbers and percentages**

Year graduating 12th grade	Graduates of 12th grade	Participated in the survey	Graduates who completed IDF service and/or are not OPMS and participated in the survey (Potential for higher education in 5774 (2013/14))	Percentage of graduates who completed military service and/or are not OPMS and participated in the survey (Potential for higher education in 5774 (2013/14))
5767 - 2007	98	78	74	94.9%
5768 - 2008	308	237	229	96.6%
5769 - 2009	403	238	222	93.3%
5770 - 2010	317	255	164	64.3%
5771 - 2011	457	409	233	57.0%
5772 - 2012	456	381	214	56.2%
5773-2013	560	447	225	50.3%
<b>Total</b>	<b>2,599</b>	<b>2,045</b>	<b>1,361</b>	<b>66.6%</b>

5. Higher Education (Higher Learning) - Academic studies towards a bachelor’s degree, academic certificate, master’s degree or doctoral degree which are recognized by the Council for Higher Education. These studies take place in universities (including regional colleges sponsored by a university), at the Open University, academic

colleges, academic education colleges and at branches of foreign institutions of higher education in Israel. The studies take place under license granted by the Council for Higher Education according to the requirements of the parent institution abroad (UNESCO, OECD)<sup>10</sup>. This report includes degree and certificate studies in foreign academic institutions within higher education studies as well.

6. Orientation towards higher education - Graduates who were surveyed, completed their military service or are not OPMS, and have not yet commenced higher education studies, were asked to what extent they are interested in higher education studies (the scale ranges between “very much desire” to “do not desire” - see Appendix no. 1). Graduates who reported that they intend to enroll and are **very** interested in higher education studies were taken into account in this report as having an orientation towards higher education.

#### **E. Findings: Higher Education Status in 5774 (2013/14):**

**1. 31.1% of “Start” graduates in the first graduating class (5767 - 2006/7) who were surveyed and who completed military service, continued studies in academia within 7 years of graduating 12th grade in 5767 (2006/7).**

The first graduates of the “Start” Program graduated 12th grade in 5767 (2007) and are the most senior graduating class.

31.1% of graduates 2007 who were surveyed and who completed military service (23 out of 74), continued studies in academia within 7 years of graduating 12th grade in (Table 3).

Out of the 23 who continued studies in academia: 13 continued on to degree studies and 10 to certificate studies.

In Israel, according to the CBS, 45.8% of those who completed 12th grade began to study in the higher education system within 8 years of completing 12th grade<sup>11</sup> (Chart 1)<sup>12</sup>.

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<sup>10</sup> From the CBS 2012 definitions, [www.cbs.gov.il/shnaton63/download/st08\\_00.doc](http://www.cbs.gov.il/shnaton63/download/st08_00.doc)

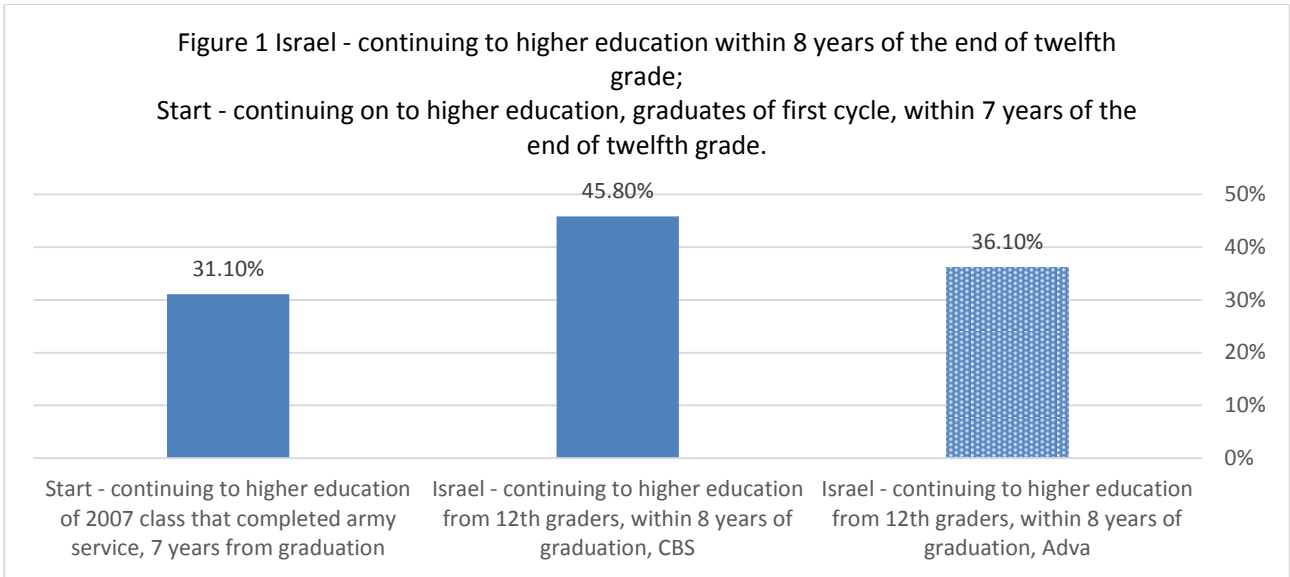
<sup>11</sup> See comment 3

<sup>12</sup> Comments regarding the comparison between 5767 (2007) of “Start” to Israel:

A comparison of the data for “Start” graduates to national data for Israel is stricter with graduates of the program as 5767 graduates are 7 years after graduating 12th grade and not 8 years as is common in national surveys. In addition, graduates of the program joined the program based on the fact that they were students the lowest achievement in the 9th grade class - on the edge of dropping out of school - before joining the program, and those who were considered as having little chance of completing 12 years of school.

Along with these, the data for the graduates of the first graduating class of the “Start” Program for Academia in 5767 (2007) who continued to study in the higher education system are from those who completed IDF service or who are OPMS.

A measurement of the graduates of the first graduating class who continued on to academia within 7 years without taking into account those who did not complete IDF demonstrates 29.5% (23 out of 78). In addition, data for graduates of “Start” in 5767 (2007) are based on a survey (which included a relatively high percentage of participants - 78.7% (Table 1), and data for Israel is based on collections of data for actual students in academic institutions.



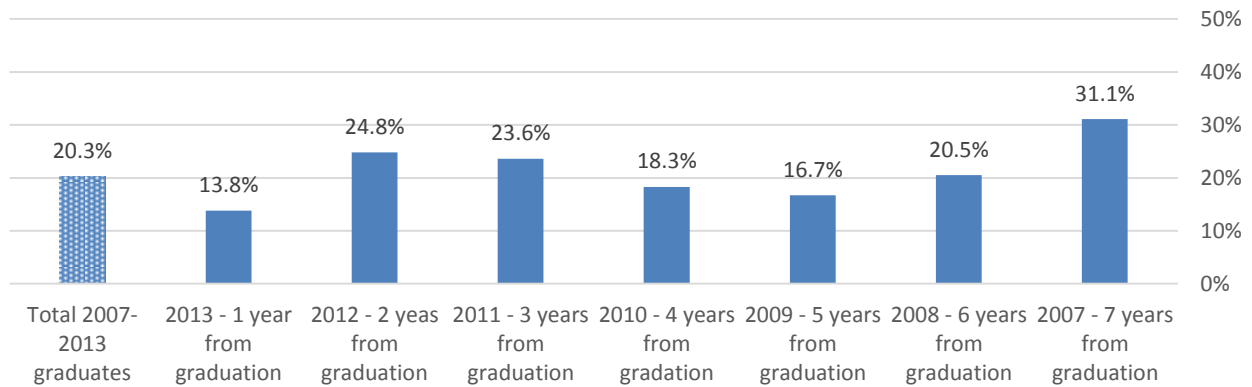
**2. In 5774 (2013/14) - 20.3% of all program graduates, who were surveyed and completed IDF service and/or who are not OPMS, study/are enrolled in the higher education system.**

20.3% (276 out of 1,361) of all of the program graduates (2007 to 2013) who completed or are not obligated to perform IDF service and who took part in the survey, completed or are engaged in higher education studies in Israel or abroad (Table 3). These graduates are within a range of 7 years or less since graduating 12th grade between 2007 and 2014.

**Table 3. Graduates of 12th Grade in the Program Continuing on to Higher Education by School Year**

Year graduating 12th grade	Graduates of 12th grade	Number of years since graduating 12th grade in 2014	Participated in the survey	Graduates who were surveyed and are post mandatory IDF service and/or are not OPMS	Total higher education - degree and certificate in 2014 - numbers	Total higher education - degree and certificate studies in 2014 - of 12th grade graduates who do not serve and were surveyed - percentages
5767 - 2007	98	7	78	74	23	31.1%
5768 - 2008	308	6	237	229	47	20.5%
5769 - 2009	403	5	238	222	37	16.7%
5770 - 2010	317	4	255	164	30	18.3%
5771 - 2011	457	3	409	233	55	23.6%
5772 - 2012	456	2	381	214	53	24.8%
5773 - 2013	560	1	447	225	31	13.8%
<b>Total</b>	<b>2,599</b>	<b>-</b>	<b>2,045</b>	<b>1,361</b>	<b>276</b>	<b>3.20%</b>

**Figure 2 - Graduates of Start for Academia continuing on to higher education, of graduates surveyed who completed army service and/or about to be conscripted, by year of graduation**



138 graduates of the program commenced or were accepted into and will commence degree studies in 2013/14.

These graduates constitute 10.1% (138 out of 1,361) of all of the graduates of the Tafnit Program “Start” for Academia who completed military service or who are not OPMS and participated in the survey (Table 4).

138 additional graduates of the program commenced or were accepted into and will commence certificate studies in 2013/14.

These graduates constitute 10.1% (138 out of 1,361) of all of the graduates of the Tafnit “Start” for Academia Program who completed military service or who are not OPMS and participated in the survey (Table 4).

These 276 graduates had in 9th grade, before joining the program, an average adjusted score of 51.3, and each student on average had 7.3 adjusted fail grades.<sup>13</sup>

**3. 3.7% of all of the program graduates who were surveyed and completed IDF service and/or who are not OPMS are enrolled in or will begin preparatory or psychometric studies in 5774 (2013/14).**

3.7% (50 out 1,361) of all program graduates surveyed who completed IDF service and/or who are not OPMS reported that they are enrolled in or will begin preparatory or psychometric studies in 5774 (2013/14) (see Table 4).

<sup>13</sup> See, Appendix no. 2

**Table 4. Sum total of those studying or who will commence preparatory or psychometric studies in 5774 (2013/14).**

General					Sum total preparatory or psychometric studies	
Year graduating 12th grade	Graduates of 12th grade	Number of years since graduating 12th grade in 2014	Participated in the survey	Graduates who were surveyed and are post mandatory IDF service and/or are not OPMS (Potential for higher education)	Preparatory or psychometric studies in 5774 (2013/14) - numbers	Preparatory or psychometric studies in 5774 (2013/14) by 12th grade graduates who do not serve and were surveyed - percentages
5767 - 2007	98	7	78	74	4	5.4%
5768 - 2008	308	6	237	229	14	6.1%
5769 - 2009	403	5	238	222	14	6.3%
5770 - 2010	317	4	255	164	10	6.1%
5771 - 2011	457	3	409	233	5	2.1%
5772 - 2012	456	2	381	214	2	0.9%
5773 - 2013	560	1	447	225	1	0.4%
<b>Total</b>	<b>2,599</b>	<b>-</b>	<b>2,045</b>	<b>1,361</b>	<b>50</b>	<b>3.7%</b>

**4. 14.8% of all of the program graduates surveyed who completed their military service or who are not OPMS report that they intend to begin higher education studies.**

14.8% (201 out of 1,361) graduates who completed their military service or who are not OPMS who were surveyed reported that they intend to begin higher education studies (see Table 5). As aforesaid, graduates who were surveyed were asked to what extent they are interested in higher education studies. Graduates who reported that they intend and are **very** interested in higher education studies were taken into account in this report as having an orientation towards higher education (see the full questionnaire in Appendix no. 1).

**Table 5. Orientation Towards Higher Education, 5774 (2013/14)**

General					Total interested in continued studies in academia	
Year graduating 12th grade	Graduates of 12th grade	Number of years since graduating 12th grade in 2014	Participated in the survey	Graduates who were surveyed and are post mandatory IDF service and/or are not OPMS (Potential for higher education)	Very interested in continuing on to higher education studies who are not studying	Very interested in continuing on to higher education studies who are not studying from 12th grade graduates who do not serve and were surveyed - percentages
<b>5767 - 2007</b>	98	7	78	74	13	17.6%
<b>5768 - 2008</b>	308	6	237	229	41	17.9%
<b>5769 - 2009</b>	403	5	238	222	34	15.3%
<b>5770 - 2010</b>	317	4	255	164	6	3.7%
<b>5771 - 2011</b>	457	3	409	233	16	6.9%
<b>5772 - 2012</b>	456	2	381	214	27	12.6%
<b>5773 - 2013</b>	560	1	447	225	64	28.4%
<b>Total</b>	<b>2,599</b>	<b>-</b>	<b>2,045</b>	<b>1,361</b>	<b>201</b>	<b>14.8%</b>

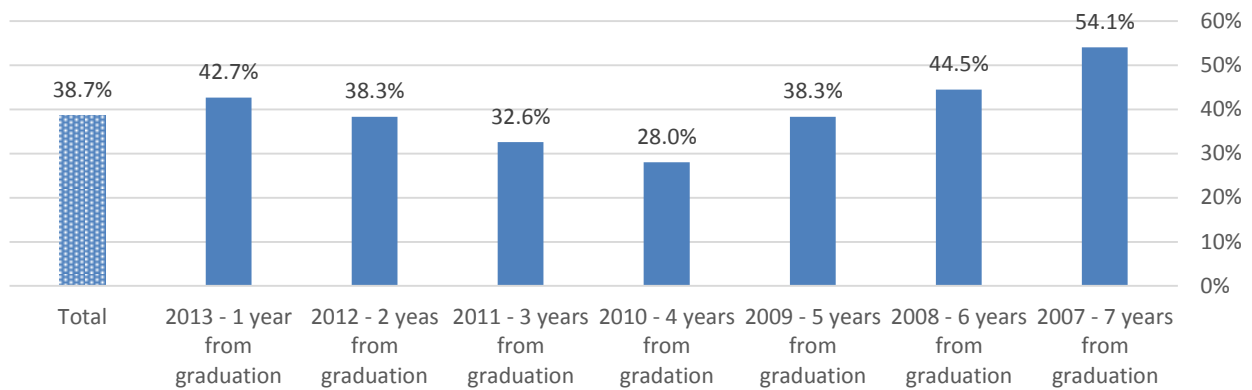
**5. A total of 38.7% of all of the program graduates who completed or are not obligated to perform IDF service and were surveyed completed or an engaged in higher education studies or preparatory/psychometric studies or report their high level of intention and orientation towards higher education studies.**

38.7% of all program graduates from the years 2007 - 2013 (527 out of 1,361) who completed or are not obligated to perform IDF service and who took part in the survey , began studies or are beginning higher education studies in Israel or abroad (276 graduates) or preparatory/psychometric studies (50 graduates) in 5774 (2013/14), or report having intention to enter and and orientation towards higher education studies (201 graduates) - see Table 6.

**Table 6. Status summary of higher education, continuing studies and orientation towards higher education in 5774 (2013/14)**

Year graduating 12th grade	General			Higher education, preparatory and psychometric studies and those possessing an orientation towards higher education						Total	
	Graduates of 12th grade	Participated in the survey	Graduates who completed military service or who are not OPMS and participated in the survey (Potential for higher education)	Degree and certificate studies	% which began degree and certificate studies from 12th grade graduates who do not serve and were surveyed - percentages	Preparatory and psychometric studies	Preparatory or psychometric studies by 12th grade graduates who do not serve and were surveyed - percentages	Those possessing a high orientation towards higher education	% of those possessing a high orientation towards higher education from 12th grade graduates who do not serve and were surveyed - percentages	No.	%
<b>5767 - 2007</b> 7 years since graduating 12th grade	98	78	74	23	31.1%	4	5.4%	13	17.6%	40	54.1%
<b>5768 - 2008</b> 6 years since graduating 12th grade	308	237	229	47	20.5%	14	6.1%	41	17.9%	102	44.5%
<b>5769 - 2009</b> 5 years since graduating 12th grade	403	238	222	37	16.7%	14	6.3%	34	15.3%	85	38.3%
<b>5770 - 2010</b> 4 years since graduating 12th grade	317	255	164	30	18.3%	10	6.1%	6	3.7%	46	28.0%
<b>5771 - 2011</b> 3 years since graduating 12th grade	457	409	233	55	23.6%	5	2.1%	16	6.9%	76	32.6%
<b>5772 - 2012</b> 2 years since graduating 12th grade	456	381	214	53	24.8%	2	0.9%	27	12.6%	82	38.3%
<b>5773 - 2013</b> 1 year since graduating 12th grade	560	447	225	31	13.8%	1	0.4%	64	28.4%	96	42.7%
<b>Total</b>	<b>2,599</b>	<b>2,045</b>	<b>1,361</b>	<b>276</b>	<b>20.3%</b>	<b>50</b>	<b>3.7%</b>	<b>201</b>	<b>14.8%</b>	<b>527</b>	<b>38.7%</b>

**Figure 3 - Total students in academia, mechina and/or psychometric preparatory courses or oriented towards higher education, of graduates surveyed who completed military service or are about to enlist/be conscripted, according to year of graduation**



**F. Summary**

The results for participation in higher education and orientation towards the same which the students reported is not obvious as these are students who prior to the program were the lowest achievers in their class year and especially when it is well known that the “Start” for Academia Program in high schools did not include any type of activity which directed its students and/or graduates towards higher education.

It is possible to surmise that participation in the “Start” for Academia program with all of its components and the option to complete 12 years of education and to acquire a matriculation certificate influences their conceptions and abilities and contributes to encouraging students with low achievements in the class level forming an orientation towards future academia, meaning, a positive approach and aspiration to higher education, as well as contributes to the students’ sense of ability because it allows them to realize their abilities.

An evaluation study by the Ben Gurion University from 2008 compared between students of “Start” and students in a control group. The study found that as opposed to 53% eligibility for matriculation amongst the 2007 “Start” graduates, amongst the control group with identical initial characteristics, there was a 0% matriculation eligibility amongst members of the latter<sup>14</sup>. It can be surmised that most if not all graduates of “Start” would not have received a matriculation certificate were it not for the “Start” program. Data from the CBS show that in 5772 (2011/13), approximately 7.8%<sup>15</sup> of those continuing on to higher education studies within 8 years of graduating 12th grade were graduates of 12th grade who did not receive a matriculation certificate upon graduating high school. In addressing this, and in the absence of particulars regarding this datum, we assume that the majority of the aforesaid were close to

<sup>14</sup> Bar On, Bar Doron, Goroshit, Boglevski, Levin, Rozlis, Saig, 2008.

<sup>15</sup> CBS, Continued Higher Education Studies by High School Graduates Within Eight Years of Completing Their High School Studies, 2,013 [http://www.cbs.gov.il/shnaton64/st08\\_48.pdf](http://www.cbs.gov.il/shnaton64/st08_48.pdf)



matriculation eligibility and lacked a small number of study credits required for matriculation eligibility and completed them and acquired a matriculation certificate as a condition for continuing academic studies.

In comparison to this group, students in the “Smart” Program for Academia in 9th grade, prior to entering the program, had the lowest achievements in the grade level and some were hidden dropouts (an adjusted grade lower than 50 and more than 7 failing grades per student). It is possible to conclude that without the program, the percentage of those continuing on to higher education amongst the students who were surveyed and who were discharged/are not OPMS would be far lower than 20.3% or than 31.1% of the 12th grade graduates in the first graduating class in 2007 who continued to study in Academia.

The findings which indicate the percentages of participation in higher education as well as the orientation towards higher education amongst graduates of the program may indicate that the “Start” Program for Academia achieves its objectives - amongst which are to allow its students access to higher education, normative social integration, and possibly as a result, occupational mobility.

**G. Appendices**

**Appendix no. 1- Telephone questionnaire for graduates of "Start" for Academia:**

June 2013

**The Yeholot Association, the Tafnit Program for Matriculation - "Start" for Academia  
Status Survey of Graduates 5767 - 5774**

**Personal Details**

1. Year graduating 12th grade \_\_\_\_\_ 2. Sector [ethnic] \_\_\_\_\_ 3. School \_\_\_\_\_ 4. School's town \_\_\_\_\_
5. Given Name \_\_\_\_\_ 6. Surname \_\_\_\_\_ 7. Graduate's gender: Male/Female
8. I.D. \_\_\_\_\_ 9. Telephone no. \_\_\_\_\_ 10. Cellular no. \_\_\_\_\_
11. Additional phone number for a parent \_\_\_\_\_ 12. Residential address \_\_\_\_\_
13. Town \_\_\_\_\_ 14. Email address \_\_\_\_\_
15. Grade in which you entered the program:

Start of 10th grade	Middle/ End of 10th grade	Start of 11th grade and onwards	Other _____
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**Details about matriculation certificate**

16. Are you entitled to a matriculation certificate? 

Yes	No
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17. Number of English study units 

3	4	5	other
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18. Number of mathematics study units 

3	4	5	other
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**Conscription/Volunteering**

19. Do you serve/volunteer in national/civil service?

20. If you were in the military, in what position?	1	I completed military service	6	I am before conscription into the IDF
	2	I completed voluntary national/civil service	7	I am before voluntary national/civil service
	3	Currently serving in the IDF	8	I am before a year of service
	4	Currently volunteering for national/civil service	9	Did not serve in the IDF/national/civil service and am not currently serving/volunteering.
	5	Currently volunteering for a year of service	10	Other _____

1	Combat unit	2	Combat support	3	Position which requires a course (higher quality)	4	Remaining positions	5	Other _____
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21. Date of conscription/start of national/civil service \_\_\_\_\_ 22. Date of discharge/completion of national/civil service \_\_\_\_\_

**Details about psychometric [exam]**

23. Do you have a psychometric score?

1	I have a psychometric score	4	I don't have a psychometric score and I do not intent to sit
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			for the psychometric exam.
2	I registered for the psychometric exam and I intend to take it on the next administration date (with or without a course)	5	Other _____
3	I intend to register for the psychometric exam in the future (with or without a course)		

**24. Current Status**

1	Employed	4	On maternity leave
2	In the military/national service/civil service	5	Not employed and not in school
3	Studying/beginning studies in 5774 (2013/14)	6	Other _____

**25. Current Status**

1	I am currently studying towards an academic degree <b>in Israel</b>
2	I am enrolled in certificate studies <b>in Israel</b>
3	I am studying in a pre-academic prep-course/matriculation improvement course/I am improving matriculation scores <b>in Israel</b>
4	I have been accepted into pre-academic preparatory studies <b>in Israel</b> and I am commencing studies in 5774 (2013/14)
5	I have been accepted for degree studies <b>in Israel</b> and I am commencing studies in 5774 (2013/14)
6	I have been accepted for certificate studies <b>in Israel</b> and I am commencing studies in 5774 (2013/14)
7	I have registered for degree studies <b>in Israel</b> and I am awaiting a response
8	I have registered for certificate studies <b>in Israel</b> and I am awaiting a response
9	I have completed bachelor's degree studies <b>in Israel</b>
10	I have completed certificate studies <b>in Israel</b>
11	I am currently studying towards an academic degree <b>abroad</b>
12	I am enrolled in certificate studies <b>abroad</b>
13	I have been accepted for academic degree studies <b>abroad</b> and I am commencing studies in 5774 (2013/14)
14	I have been accepted for certificate studies <b>abroad</b> and I am commencing studies in 5774 (2013/14)
15	I have registered for academic degree studies <b>abroad</b> and I am awaiting a response
16	I have registered for certificate studies <b>abroad</b> and I am awaiting a response
17	I have completed bachelor's degree studies <b>abroad</b>
18	I have completed certificate studies <b>abroad</b>
19	I am not studying and am not registered for academic/certificate studies
20	Other _____

**To the extent you are engaged in/completed higher education/certificate studies (if not relevant, skip to question 34)**

26. Name of academic institution \_\_\_\_\_ 27. City in which the academic institution is located \_\_\_\_\_

28. Studies department \_\_\_\_\_

1	2	3	4	5	I have completed my studies	Other _____
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29. Class year in 5773 (2012/13)

5774 (2014)	5775 (2015)	5776 (2016)	5777 (2017)	5778 (2018)	5779 (2019)	I have completed my studies	Other _____
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30. Year of completion of education

31. Type of diploma:	Bachelor's degree	Master's degree	Certificate	Other _____
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32. Did you receive or are you receiving a scholarship during the course of your studies?

Yes	No
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33. To the extent that you receives or are receiving a scholarship today - from where did you receive it?

\_\_\_\_\_

**Future studies**

34. Did you attempt to gain acceptance into an academic institution and were not accepted?

Yes	No
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35. Do you intend to try to get accepted for studies in the coming year?

1	I very much want to start studying
2	I fairly much want to start studying
3	I am not sure if I want to start studying
4	I do not want to start studying
5	Other _____

Please explain: \_\_\_\_\_

36. To the extent that you are not studying and do not intend to try to get accepted for studies in the coming year, why not? \_\_\_\_\_

37. To the extent that you receive significant assistance in financing studies, do you intend to engage in academic studies in the coming year?

Yes	No
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38. Comments \_\_\_\_\_

Date \_\_\_\_\_

Surveyor's name \_\_\_\_\_

Signature \_\_\_\_\_

**Appendix no. 2**

**Table 7- Expected status in 5774 (2013/14) - higher education - total graduated or studying or were accepted and will commence degree or certificate studies in 5774 (2013/14) in Israel or abroad**

General					Commenced academic degree studies				Commenced certificate studies				Total which commenced degree or certificate studies			
Year graduating 12th grade	Graduates of 12th grade	Number of years graduating 12th grade	Participated in the survey	Graduates who completed military service or who are not OPMS and participated in the survey (Potential for higher education)	Commenced or were accepted into and are beginning to study in 5774 (2013/14)	% commenced or were accepted for studies in 5774 (2013/14) - from all graduates who completed IDF service or who are not OPMS and who were surveyed	Average adjusted grades in 9th grade	Average adjusted failing grades in 9th grade	Commenced or were accepted into and are beginning to study in 5774 (2013/14)	% commenced or were accepted for studies in 5774 (2013/14) - from all graduates who completed IDF service or who are not OPMS and who were surveyed	Average adjusted grades in 9th grade	Average adjusted failing grades in 9th grade	Commenced or were accepted into and are beginning to study in 5774 (2013/14)	% commenced or were accepted for studies in 5774 (2013/14) - from all graduates who completed IDF service or who are not OPMS and who were surveyed	Average adjusted grades in 9th grade	Average adjusted failing grades in 9th grade
5767 (2006/07)	98	7	78	74	13	17.6%	47.8%	7.5%	10	13.5%	46.0	7.9	23	31.1%	47.0	7.6
5768 (2007/08)	308	6	237	229	25	10.9%	51.2	7.2	22	9.6%	52.2	7.7	47	20.5%	51.7	7.4
5769 (2008/09)	403	5	238	222	19	8.6%	53.0	7.7	18	8.1%	49.7	7.3	37	16.7%	51.3	7.5%
5770 (2009/10)	317	4	255	164	14	8.5%	58.5	4.8	16	9.8%	52.3	6.7	30	18.3%	54.2	5.8
5771 (2010/11)	457	3	409	233	36	15.5%	53.7	7.5%	19	7.7%	51.8	7.6	55	23.6%	53.1	7.6
5772 (2011/12)	456	2	381	214	20	9.3%	51.0	7.8	33	15.4%	52.9	6.7	53	24.8%	52.1	7.2
5773 (2012/13)	560	1	447	225	11	4.9%	48.9	6.7	20	8.9%	46.0	7.2	31	13.8%	47.2	7.0
<b>Total</b>	<b>2,599</b>	<b>-</b>	<b>2,045</b>	<b>1,361</b>	<b>138</b>	<b>10.1%</b>	<b>51.9</b>	<b>7.3</b>	<b>138</b>	<b>10.1%</b>	<b>50.7</b>	<b>7.2</b>	<b>276</b>	<b>20.3%</b>	<b>51.3</b>	<b>7.3</b>

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