

In cooperation with the following units within the **Ministry of Education**:

The Division for Educational and Social Services, the Southern, Northern, Tel Aviv and Haifa Regions, The Authority for Rural Education and the Authority for Druze and Bedouin Education

The Rashi Foundation

Municipal education departments, philanthropic partners

Carried out by the teaching staff and management of participating schools



Results of the Activity of the Yeholot Association in high Schools in Israel's Geographic and Social Periphery 2001-2013

The accelerated approach for reducing educational learning gaps and its implementation in the geo-social periphery

Systematic and adaptive coping with the phenomena of tracking and hidden dropout

Since 2009, the Accelerated Approach for Reducing Learning Gaps Method –**Start and Last Hurdle** programs have been under the **accreditation of the School of Education, Tel Aviv University**

Program data and results in 2009-2012 were examined and approved by Tel Aviv University.

The 2013 school year data are currently undergoing approval

January 2014

© Accelerated method of reducing gaps (Special Studies). All rights reserved for Nissim (Max) Cohen, who developed the method.

Last Hurdle Program 2001-2013

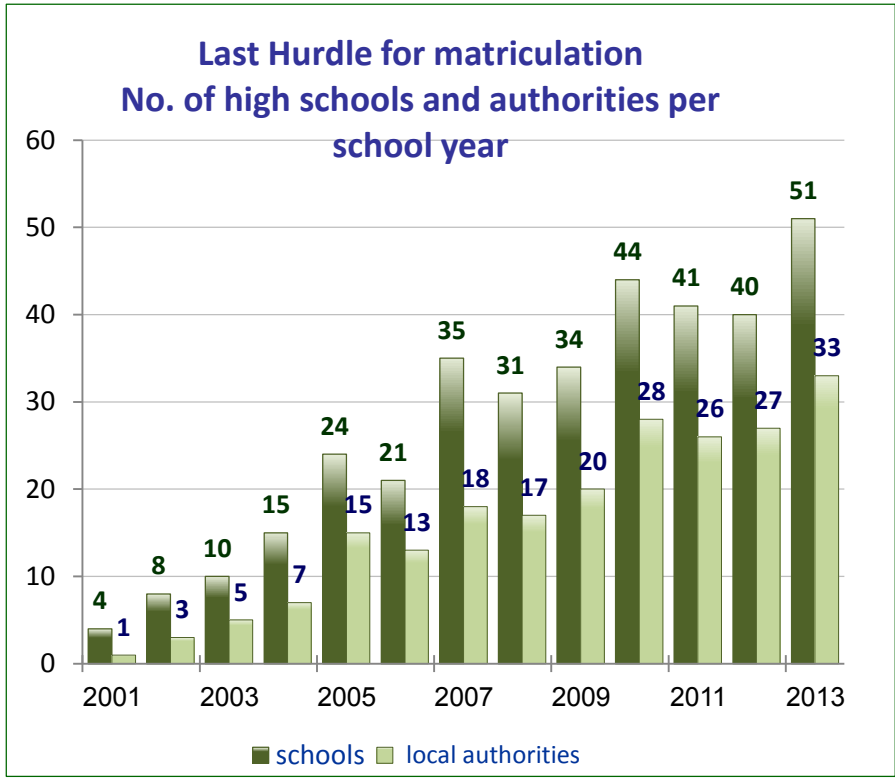
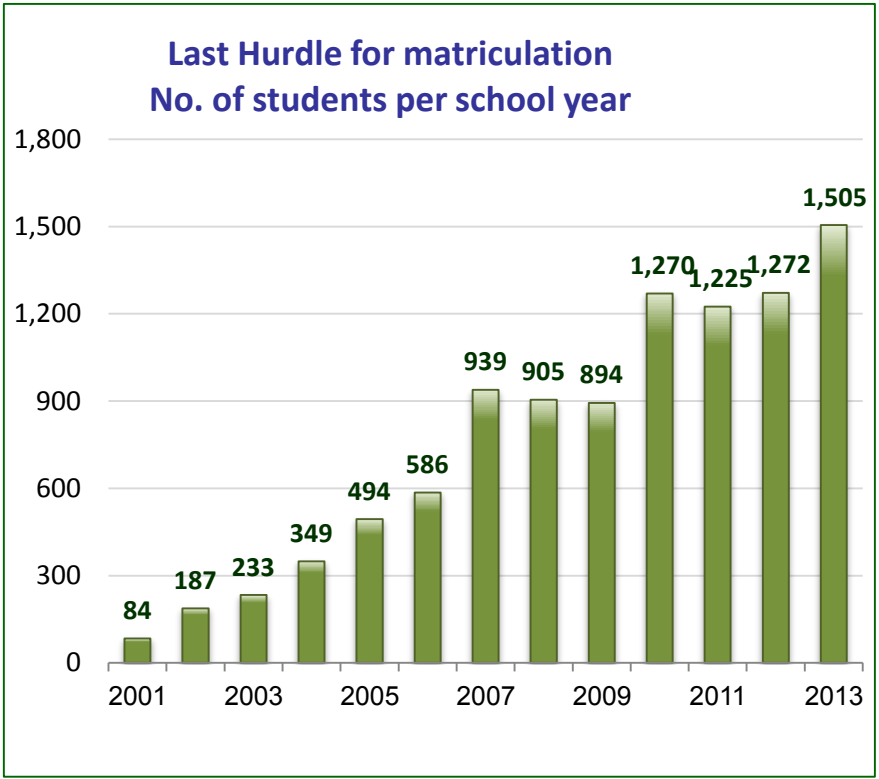
In cooperation with the Ministry of Education, local authorities, the Rashi Foundation and partners

Training and guidance – Yeholot Association founded by Rashi Foundation

Target Population – 11th/12th grade students in Israeli high schools in the periphery who, in the opinion of the school, are likely to fail in one or two subjects, and will, therefore, not be eligible for a matriculation certificate

Annual/semester Program. Carried out by the management and teaching staffs of participating schools.

- **2013 – 1,505 participants, 51 schools, 33 Communities in the periphery** (Sectors: Jewish, Druze and Arab Bedouin in the Negev).
- **2001-2013 –in total 9,943 participants**



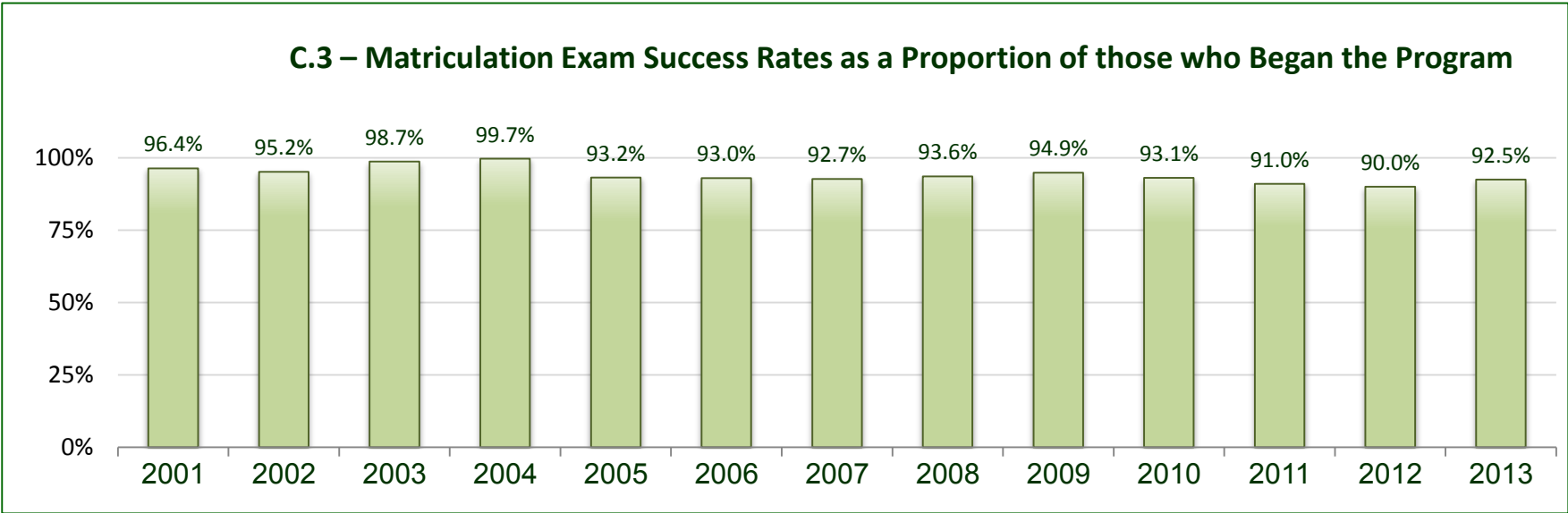
* All data on the Last Hurdle subject received from the management of participating schools.
 **Since 2009 the program has been under the accreditation of, and performance data approved by the Tel Aviv University School of Education

Last Hurdle for Matriculation - 2013

92.5% of those who started the program passed their matriculation exam

Multi Year Data – 2001 to 2013 – Last Hurdle Program

On Average - 94.1% of those who began the program passed their matriculation exam



* All data on the Last Hurdle subject received from the management of participating schools.
**Since 2009 the program has been under the accreditation of, and performance data approved by the Tel Aviv University School of Education

The Accelerated Approach for Reducing Educational Learning Gaps
- Implemented in High Schools in the Periphery

Yeholot Program – Start for Academia

(In cooperation with the Educational and Welfare Services Division of the Ministry of Education, local authorities, the Rashi Foundation and philanthropic partners)

Students who were the lowest-achieving in the 9th grade

Start Program

- A. Target population, scope, and achievements before the program
- B. 2013- Educational achievement, attitudes, and perceptions before the program in the 9th grade and at the conclusion of the program at the end of 12th grade.
- C. 2013- Attitudes, and perceptions before the program in the 9th grade and at the conclusion of the program at the end of 12th grade.
- D. 2013- Attitudes and perceptions before the program in the 9th grade and at the conclusion of the program at the end of 12th grade, according to the students' tracking classifications in the 9th grade.
- E. Eligibility for matriculation by school year
- F. Persistence in the program and in high school program by year
- G. Start graduates, IDF recruitment rates, by year
- H. Start graduates, continuing studies in the higher education.
- I. Results – Start compared to control group (Ben-Gurion University, 2008)
- J. Results – Eligibility for matriculation within the Start program compared to national average.
- K. Eligibility for matriculation - schools in Start program, and the relative share of Start graduates
- L. Eligibility for matriculation - schools in Start program comparison to national average.

Yeholot Program – Start for Academia

(In cooperation with the Ministry of Education Division for Educational and Social Services, local authorities, the Rashi Foundation and philanthropic partners)

- **The goal** – To prevent dropout and increase social mobility

The lowest-achieving students acquire skills and a matriculation certificate, attain Self confidence and aspire to higher education.

- **A Three year program** (10th-12th grade)
- **Operated by the management and teachers of participating schools during and after the usual learning hours.**
- **Training and guidance**- Provided by the Yeholot Assn.
- **2013** – about 3,000 9th-12th grade students
2,599 12th grade Start graduates (since 2007)
- **2013**- 542 twelve grade graduates from 17 schools in the periphery (8 Jewish schools, 6 Bedouin, Druze 3).

Target Audience the
25-50 lowest
achieving students
in 9th grade

**Scholastic achievements
of 9th grade students
(prior to joining the program)**
About 7.3 failing grades
Average grade 48.

Scholastic Achievements of 9th grade students prior to joining the program

Start Program Schools, 12 th grade Students			Start Program Scholastic achievements of 9 th grade students (prior to joining the program)	
School Year	Schools with 12 th grade students	Students in the 12 th grade	Adjusted* number of failed grades	Adjusted* average grade in all school subjects
2009	12	405	7.4	48.7
2010	9	281	7.2	48.5
2011	15	455	7.2	49.2
2012	15	472	7.3	47.5
2013	17	542	7.3	46

Adjusted average score, to compare the scores of students of different learning levels, Ben-Gurion University, 2008*

* Note: all data and results of Start program 2009, 2011, 2012, confirmed by a team led by Professor Yinbar Orlitzky, Tel Aviv University. 2013 data are currently under approval.

Start 2013 – 12th grade graduates

- Achievements, attitudes and perceptions before the program in the 9th grade and at the conclusion of 12th grade
- Data of 542 12th grade 2013 Start graduates, in 17 participating schools

8 Jewish schools (Beer sheba, Haifa, Beit Shemesh) 6 Bedouin (Hura, Kssieffe, Tel Sheva, Rahat, Lakia) 3 Druze (Beit - Jan, Peqi'in, Mghar)

Data on "Start" in 2013 - Prior to Tel Aviv University approval

Educational Achievements		Perceptions, behavior and a sense of belonging *Scale Range: 1 - low, 5 - high				
<u>Before – 9th grade</u> Lowest-achieving students in the grade		<u>End of 12th grade</u>		6 Indicators	<u>Before – in 9th grade</u> (Retrospective)	<u>End of 12th grade</u>
Average grade In all subjects	Average No. of failed grade per student	Eligible for matriculation of those who completed the program	Eligible for matriculation of those who began the program.	1. Self-efficacy	2.9	4.2
45.9	7.3	71.0%	64.1%	2. Internal locus of control		
				3. Sense of belonging		
				4. Aspirations to higher education		
				5. Study performance		
		Eligibility in Israel 2012 62.4%		Behavior problems **	2.4	1.6

**Behavior Problems - Answers by the coordinators

381 Start 12th grade graduates answered out of 542 graduates – 70.3%
17 coordinators out of 17 answered the behavior questioners for 474 students – 87.5%

* Includes two schools which operated the program in two years instead - 3 years

"...but the thing is not only the grades..."

The graduates describe the program's contribution to their adult life as providing them with high self esteem. One of the graduates said: *"everybody told me you wouldn't succeed, you don't deserve a matriculation certificate, but here I am – I've made it!"*

It is mainly expressed in their self esteem and **the positive reinforcement are given by society.**

"When I got the diploma, and everybody saw that the grades were really good, my father burst into tears, he said that he felt he was losing me and felt I was slipping between his hands because he knew that I was a smart kid. After the program was over and I realized that I had got the matriculation certificate, I said to myself: "WOW, I did it!" My father was very proud of me! He cried during the ceremony and said he won me back again, I'm talking about grades but it is not just that."

".....You really start to believe in yourself"

Interviewer: "What did you learn about yourself?"

Interviewee: *"That everything is possible. If you want, you can do anything."*

Interviewer: "Has something changed in the way you see yourself? Do you think differently about yourself than you used to?"

Interviewee: *"Maybe that I can. I didn't think much about studies before, I didn't give it too much thought". ...and explaining to you as if you were a little kid, then gradually you start to understand better and then you improve, and improve, and improve till you start gaining more self confidence. You are really starting to believe in yourself. And that is the most important thing to give every kid in the country should be given."*

Quote from a Tafnit graduate from: Oplatka Y. Nofar, Research Report: Tafnit Start Program's graduates positions regarding components of the program, and their contribution to personal and professional development. Tel Aviv University, 2011

Start graduate - "...but the thing is not only the grades..."

Attitudes, and perceptions before the program at the 9th grade and at the end of the program at the 12th

2013 Start graduates , 542 12th grade students, 17 schools*

Retrospective questionnaire, graduates of the program at the end of 12th grade - scale range: 1 - low, 5 – high

8 Jewish schools (Beer Sheba, Haifa, Beit Shemesh) · 6 Bedouin (Hura, fencing, Tel Sheva, Rahat, Lakia) · 3 Druze (Beit Jan, Peqi'in, Mghar)

Indicator	9 th grade before program Retrospective	End of 12 th grade	Significance
1. Self-efficacy	2.9	4.3	*Sig<0.05
2. Internal locus of control	3.2	4.4	*Sig<0.05

".... The students stop being disoriented."

Quotes by high schools principals and leaders of the Start program, from: Research Report, "Tafnit for matriculation and dropout prevention program graduates – Sagi S., Baron M., and others, Ben-Gurion University.

"As a result of participating in the program, the students gain self confidence, social capability, and new norms of behavior. They abandon their delinquent friends and make new ones and therefore leave behind the anti-social behavior of alienation and aggressiveness. *Their behavior changes and consequently they start being more involved in class and they change from being the "outsiders", the "trouble makers", the ones that in junior high, according to the program, created discipline problems at school, and become serious and responsible . Once they start fighting for their success and want to feel that they belong, then the entire school respects it and their self confidence is improved and from being insolent, disturbing in classes, and wandering aimlessly around the school , their behavior gets better and better.*

....The students' self esteem is improved, they are more proud and confident, more focused, demonstrate seriousness, responsibility, dedicated to fulfilling their aims and challenges. They do not act provocatively, they come to school on a daily basis, stay at school for long hours, and bring their study materials.

"The students stop being disoriented, their self esteem is improved, they speak proudly, their behavior changes. Their set of values also changes, they become more involved, less alienated, get a sense of belonging somewhere, love it, accept it, are thankful to the system. There is a significant and profound change between how they used to behave and who they have become today. They are very serious, responsible for their actions, set challenges for themselves, and carry them out.

2013 Start graduates (17 schools, 542 12th grade students)

Changes in perceptions and attitudes between the 9th and 12th grades

Retrospective questionnaire, graduates of the program at the end of 12th grade - scale range: 1 - low, 5 - high

Indicator	9th grade before program Retrospective	End of 12th grade	Significance
3. Sense of belonging	3.1	4.2	*Sig<0.05

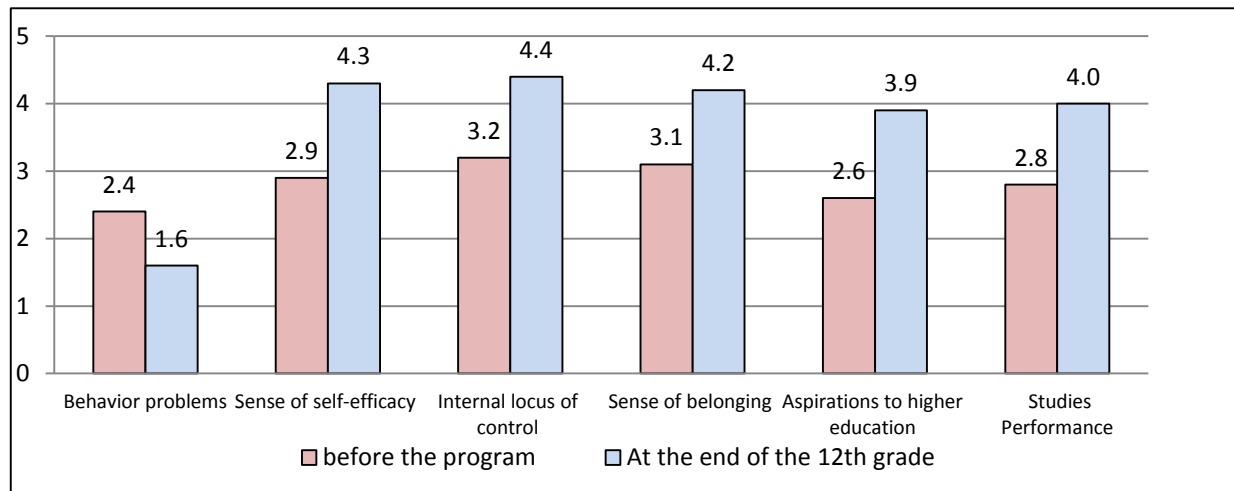
Attitudes, and perceptions before the program at the 9th grade and at the end of the program at the 12th grade

542 12th grade 2013 Start graduates , 17 schools*

Retrospective questionnaire, graduates of the program at the end of 12th grade - scale range: 1 - low, 5 – high

Behavior – coordinator questioner

Indicator	9 th grade before program Retrospective	End of 12 th grade	Significance
1. Self-efficacy	2.9	4.3	*Sig<0.05
2. Internal locus of control	3.2	4.4	*Sig<0.05
3. Sense of belonging	3.1	4.2	*Sig<0.05
4. Aspirations to higher education	2.6	3.9	*Sig<0.05
5. Study performance	2.8	4.0	*Sig<0.05
Behavior problems	2.4	1.6	



Start is under academic accreditation of the Tel Aviv University school of education. All data and results for 2009,2011,2012 confirmed by a team led by Professor Yizhar Oplatka - School of Education, Tel Aviv University. 2013 data are in an approval process.

Start graduate - "...but the thing is not only the grades..."

Classification in 9th grade, educational achievements and self efficiency – before the program

Self efficacy and matriculation entitlement at the end of Start program 12th grade

542 twelve grade, 2013 Start graduates in 17 participating schools*

(Jewish schools (Beer Sheba, Haifa, Beit Shemesh) 6 Bedouin (Hura, Kseiffe, Tel Sheva, Rahat, Lakia) 3 Druze (Beit - Jan, Peqi'in, Mghar 8

Start 2013 graduates Position tracking/ Grouping In 9th grade, before the program	Students	Answered	Before 9th grade			End of 12th grade		
			Average grade (adjusted) all subjects	Failing grades per student (adjusted)	Self efficiency - retrospective Scale: 1 - low, 5 high	Self efficiency Scale: 1 - low, 5 - high	12th grade graduates matriculation eligibility	9th grade beginners matriculation eligibility
1. High grouping position in 9th grade	10	7	53.4	7.2	4.0	4.5	80.0%	75.0%
2. Medium grouping position in 9th grade	118	75	48.1	7.3	3.3	4.3	76.3%	71.9%
3. Low grouping position in 9th grade	275	163	43.5	7.9	2.8	4.3	64.7%	58.6%
4. Without grouping	101	101	48.2	7.2	2.7	4.2	82.2%	72.8%
Students with no 9th grade data	38	35	n.a	n.a	3.4	4.3	68.4%	50.0%
all	542	381	45.9	7.3	2.9	4.3	71.0%	64.1%

* Includes two schools which operated the program in two years instead - 3 years

Start graduate - "...but the thing is not only the grades..."

Attitudes, perceptions and behavior – before the START program

And at the end of the program

542 12th grade START graduates in 17 participating schools

8 schools (Beer Sheva, Haifa, Beit Shemesh), 6 Bedouin schools (Hura, Kseiffe, Tel Sheva, Rahat, Lakia), 3 Druze schools (Beit Jann, Peqi'in, Mahgar)

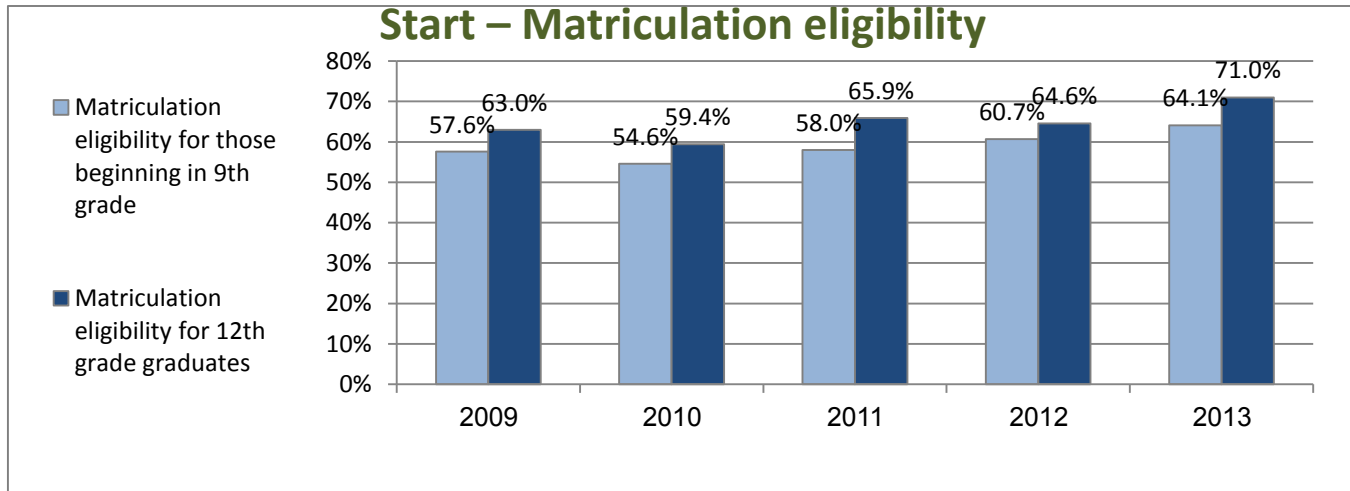
Position tracking/grouping In 9 th grade, before the program	# students who answered the questionnaires	Self-efficacy		Aspirations for Higher Education		Internal locus of control		Study Performance		Sense of belonging	
		9 th grade, before START program	12 th grade, end of START program	9 th grade, before START program	12 th grade, end of START program	9 th grade, before START program	12 th grade, end of START program	9 th grade, before START program	12 th grade, end of START program	9 th grade, before START program	12 th grade, end of START program
High grouping position in 9 th grade	7	4.0	4.5	3.6	3.9	4.0	4.7	4.0	4.3	4.0	4.5
Medium grouping position in 9 th grade	75	3.3	4.3	3.0	3.8	3.7	4.5	3.1	3.9	3.3	4.3
Low grouping position in 9 th grade	163	2.8	4.3	2.4	3.9	3.1	4.4	2.6	4.0	2.8	4.2
Without Grouping	97	2.7	4.2	2.4	3.8	2.9	4.3	2.8	4.1	2.7	4.2
Students with no 9 th grade data	35	3.4	4.3	2.6	3.7	3.8	4.5	3.0	3.9	3.3	4.3
All	381	2.9	4.3	2.6	3.9	3.2	4.4	2.8	4.0	2.9	4.3

* Includes two schools which operated the program in two years instead - 3 years

Start, schools, and 12th grade students, and Eligibility for matriculation

Start High school and 12 th grade students			Start Matriculation eligibility for 12th grade graduates	
School year	Schools with 12 th grade students	Students in 12 th grade	Matriculation eligibility for those who began in 10 th grade	Matriculation eligibility for 12 th grade graduates
2009	12	405	57.60%	63.00%
2010	9	281	54.60%	59.40%
2011	15	455	58.00%	65.90%
2012	15	472	60.70%	64.60%
2013*	17	542	64.10%	71.00%

Including two schools which carried out the program two years instead of three*



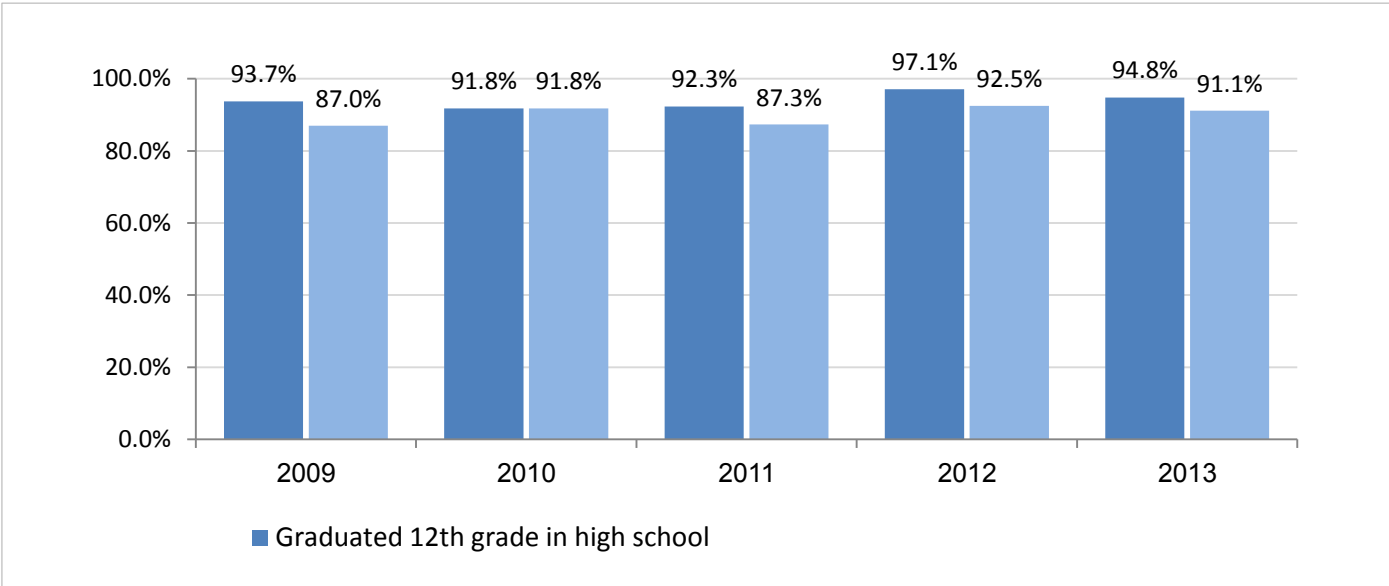
Start - All eligible for matriculation qualify for admission to academia.

A matriculation certificate which meets university thresholds, from those eligible among Start graduates – 2009- 40.8%, 2010 – 45.0%, 2011 – 48%, 2012- 41%

Start program is under academic accreditation of the school of education in Tel Aviv University.

All data and results of Start program 2009,2011,2012, confirmed by a team led by Professor Yizhar Oplatka - School of Education, Tel Aviv University. 2013 data are in an approval process

Start Program – Persistence				
Start – Students and Schools			Persistence of Start students	
School year	Schools	12th grade students	Graduated high school	Completed the Start program
2009	12	405	93.7%	87.0%
2010	9	281	91.8%	91.8%
2011	15	455	92.3%	87.3%
2012	15	472	97.1%	92.5%
2013 <small>Includes two schools carrying out the program for two years instead of three)</small>	17	542	94.8%	91.1%





- IDF enlistment rates for those who are obligated for military service.
- Start program did not include military preparation
- Enlistment rates for the IDF and national service, are indicative regarding integration into formal frameworks
- IDF recruitment data, Israel – *Bamahanne Magazine*, 2009 issue no 10, IDF Spokesperson, 2009 IDF Women Service page 12

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Start Graduates in higher education- 2014

Tel Aviv University Survey - 2013

- 31.1%** (23 out of 74) of the first graduating Start class in 2007, who participated in the survey and completed IDF service, began to study at the academy within 7 years of graduating high school.
In Israel, 28.8% from aged 17 - and 36.1% of those who graduated 12th grade, began to study in higher education within 8 years from the end of 12th grade (figures from ADVA). According to the CBS, 45.8% of those who graduated 12th grade began to study in higher education within 8 years from graduation.
- 20.3%** (276 out of 1,361) out of all Start graduates in 2007-2013, who have completed military service or who are not obligated to serve and participated in the survey, have continued on to higher education within 7 years of graduating high school, or will begin to study in 2014 (138 – Degree Studies, 138 – Certificate Studies). Before joining the program, those 276 students had an adjusted average grade of 51.3 and 7.3 fail grade in the end of the 9th grade .
- 38.7%** (527 out of 1,361) of all Start graduates in 2007-2013, , who have completed military service or who are not obligated to serve and participated in the survey, started, or will begin to study in 2014 at the academy or begin preparatory studies or report about their intention to continue to higher studies.

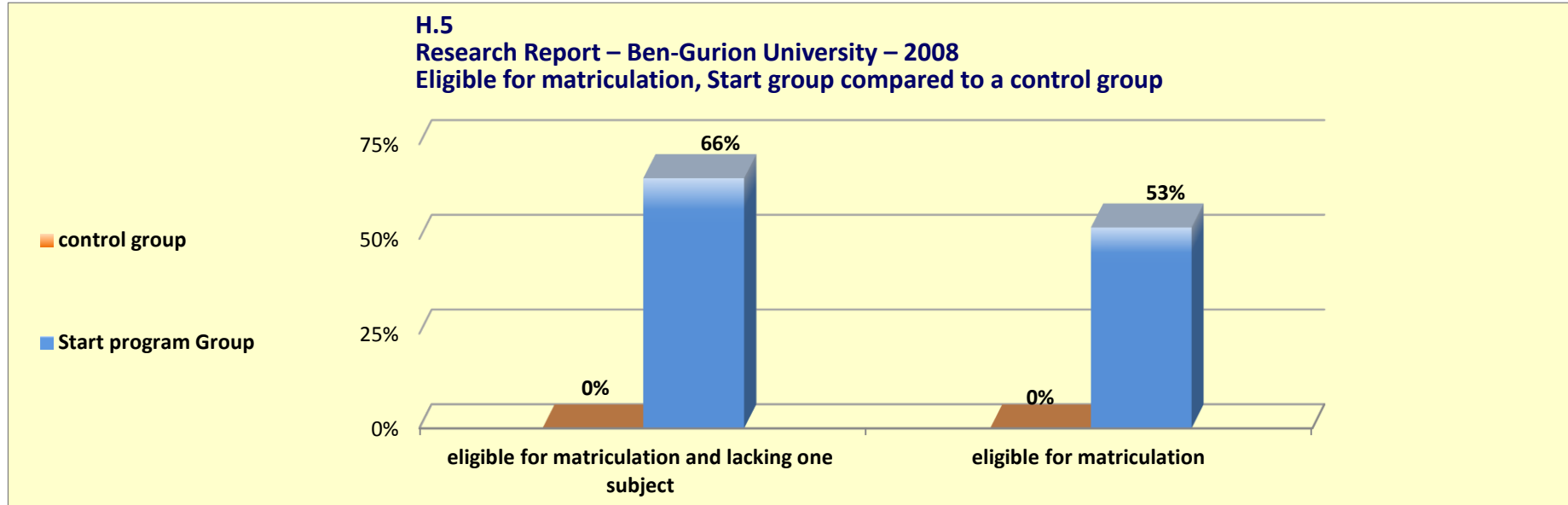
Start Graduates 2013 (17 high schools, 542 12th grade graduated)			
Changes in perceptions and attitudes between the 9 th grade to 12 th			
Indicator	9 th grade, before the program <i>retrospective</i>	<u>End of 12th grade</u> <u>Start program</u>	<i>significance</i>
4. Aspirations for higher education	2.6	3.9	*Sig<0.05



Part A.2.I Yeholot Start for Academia Program
Start compared to control group (Ben-Gurion University, 2008)

G.5 Findings of the research report – Ben-Gurion University		
Team led by Professor S. Sagi, 2008		
<u>Prior to the Start Program</u>	The experimental group – Start Program	Control Group
End of 9th grade		
A. Failing Grades per student	8.2	8.2
B. Average grade	44	45
C. Students with 7 failing grades and up	74%	71%
<u>After 3 Years</u>	The experimental group –Start Program	Control Group
End of 12th grade		
A. Eligible for matriculation (of those who began the program)	53%	0%
B. Eligible for matriculation, or lacking one subject	66%	0%
D. Actual dropout (12th grade graduates and 10th grade beginners)	7%	11%

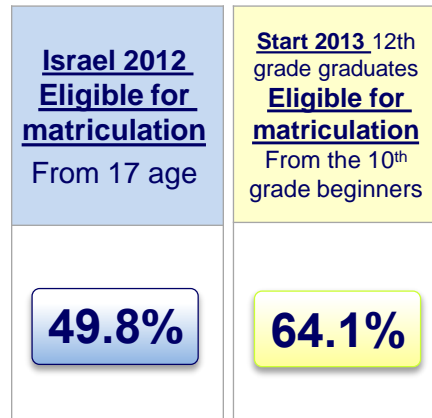
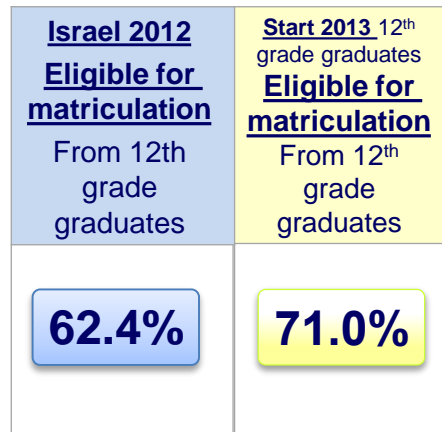
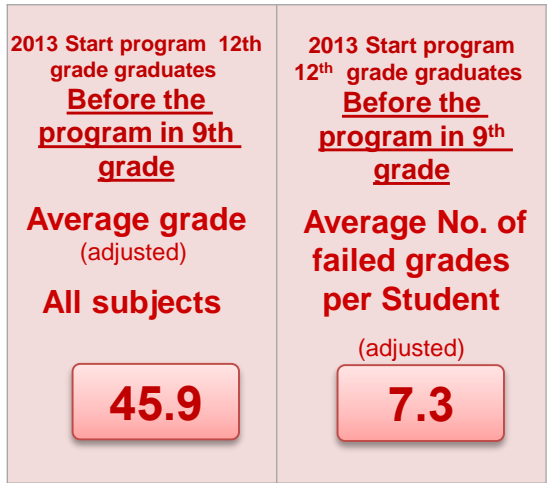
* Adjusted grade to compare the scores of students of different learning levels, Ben-Gurion University, 2008.



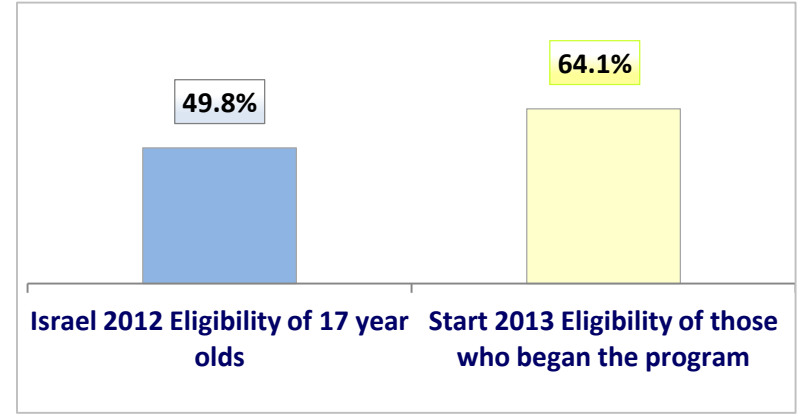
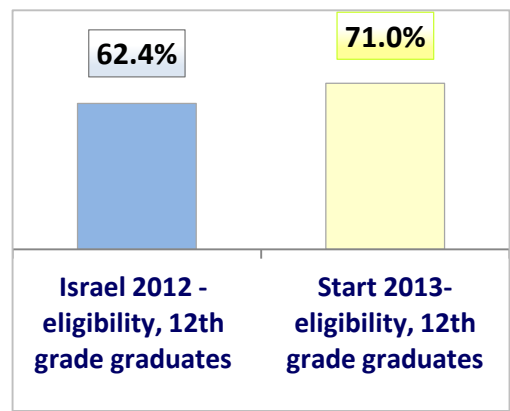
Eligibility for matriculation - schools in Start program comparison to Israel

542 twelve grade 2013 Start graduates in 17 participating schools*

8 Jewish schools (Beer Sheba, Haifa, Beit Shemesh) 6 Bedouin (Hura, fencing, Tel Sheva, Rahat, Lokia) 3 Druze (Beit - Jan, Peqi'in, Mghar)

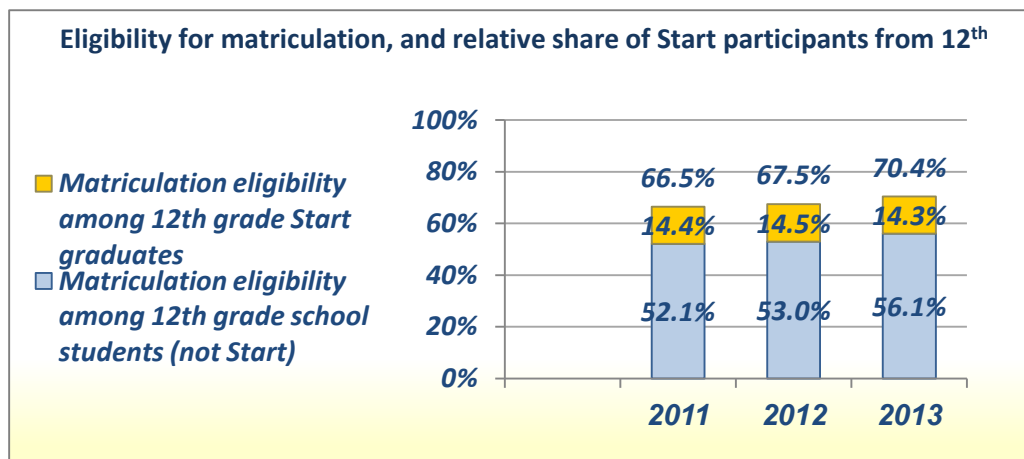
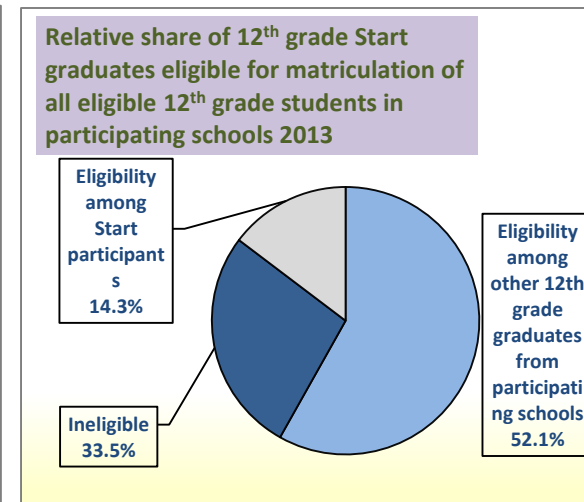
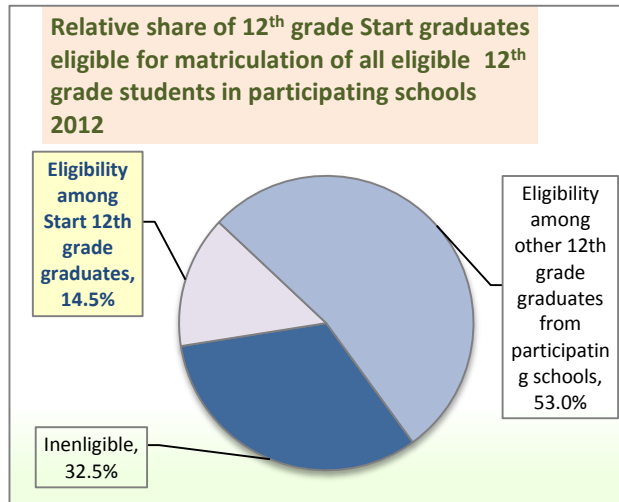
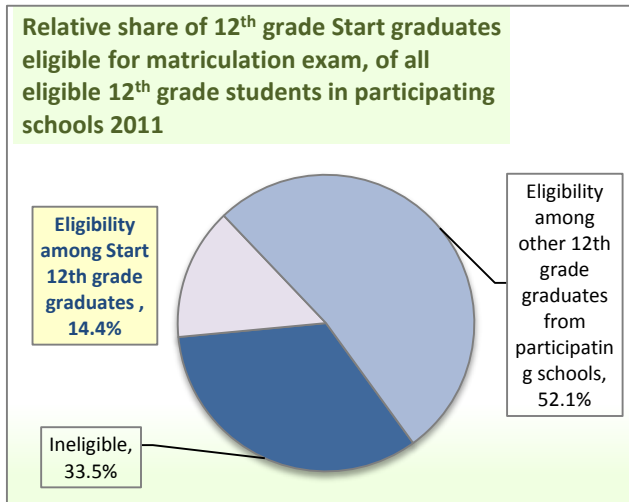


* Israel's latest data, at the date of publication of this document

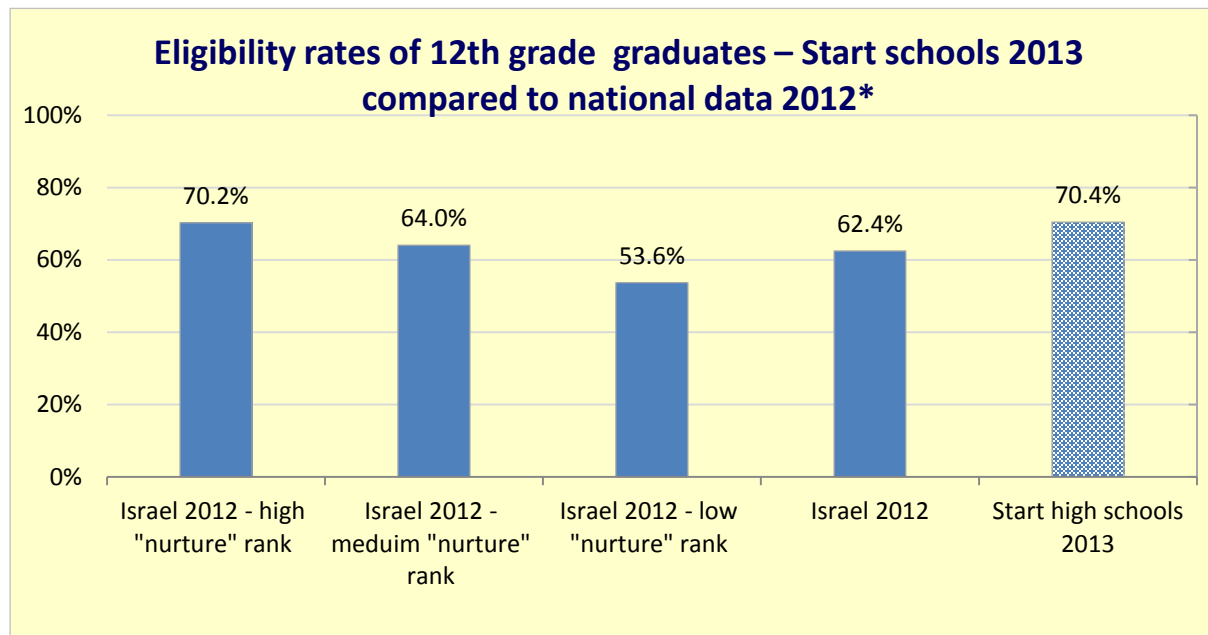


* Includes two schools which operated the program in two years instead - 3 years

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- ★ Start Program schools 2013 – school eligibility (of 12th grade graduates) – 70.4%
- ★ Eligible for matriculation in Israel (2012) Communities with low socio-economic profile compared to START schools – 53.6%
- ★ Eligible for matriculation – Israel 2012 – 62.4%



*Israel data based on the Strauss Deprivation Index -MOE data 2012: http://www.education.gov.il/netuney_bchinot/

** Israel data presented, are the latest at the time of publication the current document.

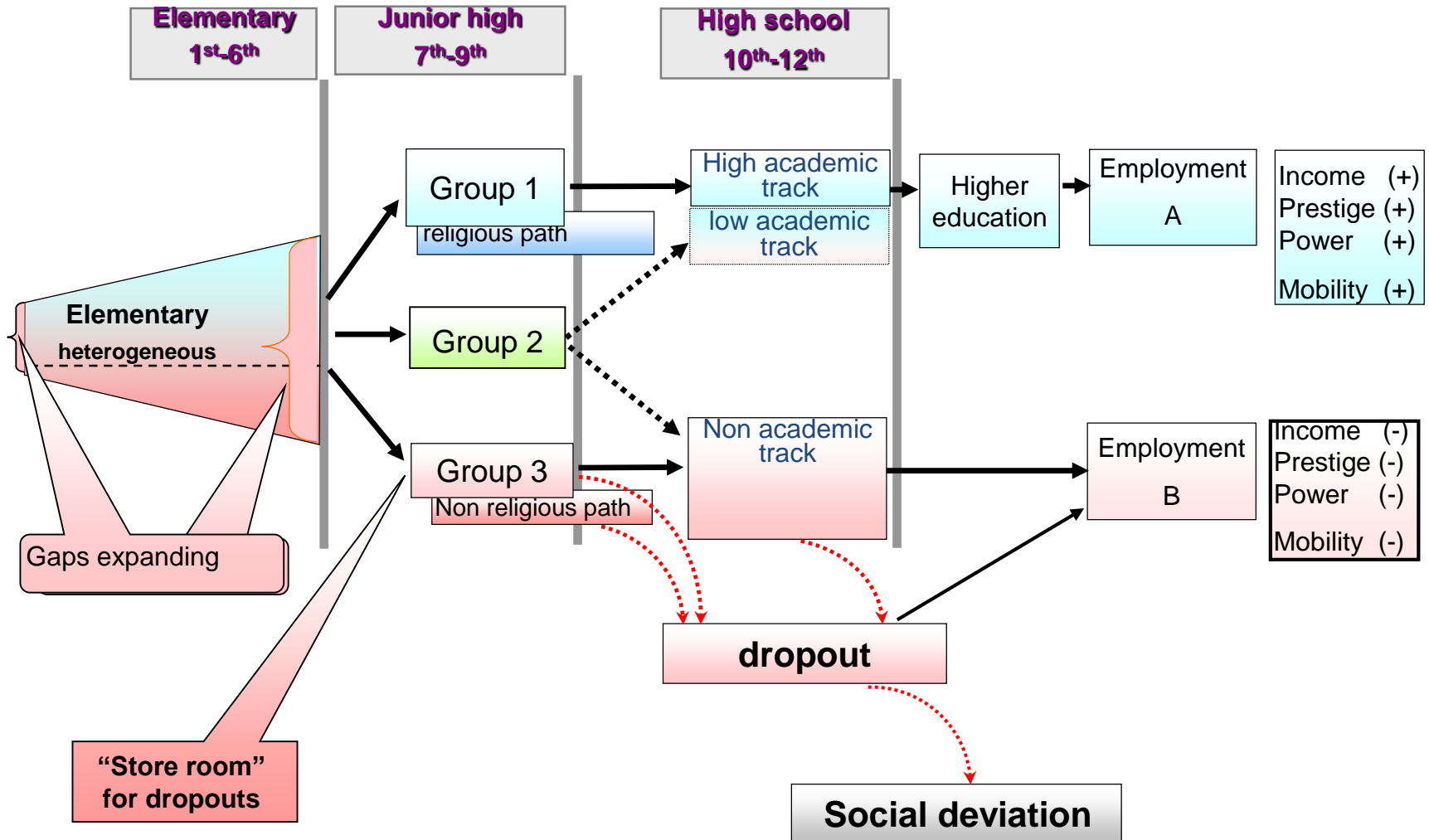
***Start 2013 data refer to 17 schools that only 2 of them operated the program over two years instead of at three years.

Matriculation eligibility **in 15 high school 2013** operated the three years program - **71.3%**

Appendix

The school classification model

The expansion of social/educational gaps and revealed/hidden dropout



Israeli students in the Israeli education system, matriculation eligibility, among those aged 17* in 2012 (and 2011)

A. Those aged 17 in 2012 = 121,116 <small>120,315-2011 school year</small>	100.0%	121,116
B. 12th grade students <small>2011-80.4%</small>	79.7%	96,530
C. Eligible for matriculation certificate <small>2011-48.1%</small>	49.8%	60,315
D. Studying and ineligible for matriculation certificate – partial matriculation certificate or a few units	29.9%	36,213
E. Not studying - 12th grade <small>2011-19.6%</small>	20.3%	24,586
Total	100.0%	121,116
F. Hidden dropout (2002)**	19% -11%	

*Ministry of Education data - 2011-2012

**Cohen-Nevo, M., Elnbogen-Frenkovich, S., Verinfels, t., 2011

Israel 2012, segmentation of 17 year olds (red font – estimation)

	17 age group		Studying in 12th grade Israeli Education System		Not studying in 12th grade in Israeli system	Studying in 12th grade in the Israeli and Jordanian systems		Not studying in Israeli and Jordanian systems	Studying in 12th grade in the Israeli and Jordanian system		Not studying in 12th grade in the Israeli and the Jordanian system
	N	%	N	%	%	N	%	%	N	%	%
All 17 year olds (includes ultra-Orthodox Jews and east Jerusalem Arabs)	121,116	100.00%	96,578	79.70%	20.30%	100,131	82.70%	17.30%	100,131	82.70%	17.30%
Jewish sector – excluding ultra-Orthodox Jews	71,281	58.90%	66,693	93.60%	6.40%	66,693	93.60%	6.40%	74,904	84.80%	15.00%
Ultra-Orthodox Jews	17,079	14.10%	8,211	48.10%	51.90%	8,211	48.10%	51.90%			
Arab sector – excluding east Jerusalem	19,659	16.20%	15,993	81.40%	18.60%	15,993	81.40%	18.60%	25,227	77.00%	23.00%
East Jerusalem (Data processing and editing)	5,921	4.90%	590	10.00%	90.00%	4,143	70.00%	30.00%			
Negev Bedouin	4,605	3.80%	2,847	61.80%	38.20%	2,847	61.80%	38.20%			
Druze sector	2,571	2.10%	2,244	87.30%	12.70%	2,244	87.30%	12.70%			

Remarks:

A. East Jerusalem – 590 study in the Israeli education system (data processing) + estimated that 60% of 17 year olds are studying in the Jordanian education system

Israel 2012

Eligibility for matriculation – 12th grade students, based on the local authorities' “deprivation index.”

High rank authorities	70.20%
Medium rank authorities	64.10%
Low rank authorities	53.60%

Ministry of Education data, matriculation exams, 2012

Israel 2012

Eligibility for matriculation – 17 year olds, according to sector

Jewish sector	55.30%
Arab sector	43.60%
Bedouin in the Negev sector	29.10%

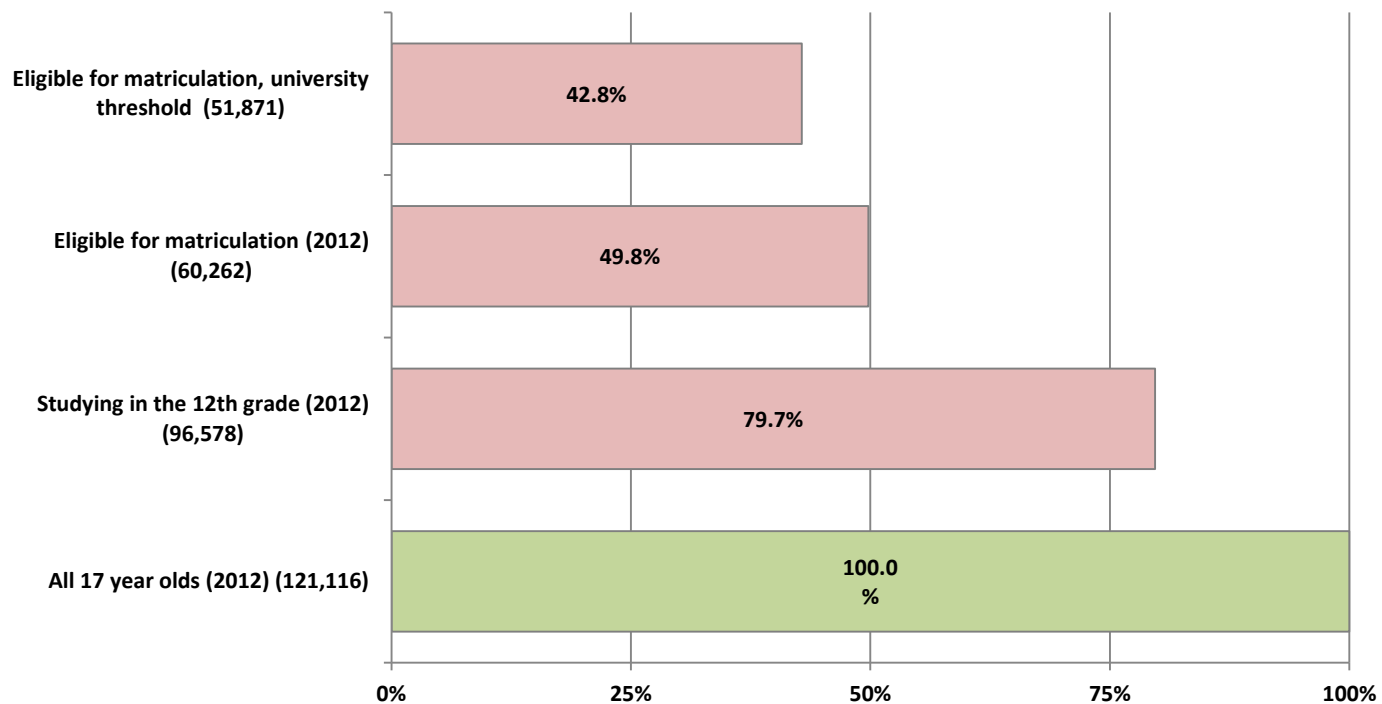
Ministry of Education data, matriculation exams, 2012

Higher education – 12th grade graduates

Within 8 years after graduating high school, according to community socioeconomic status

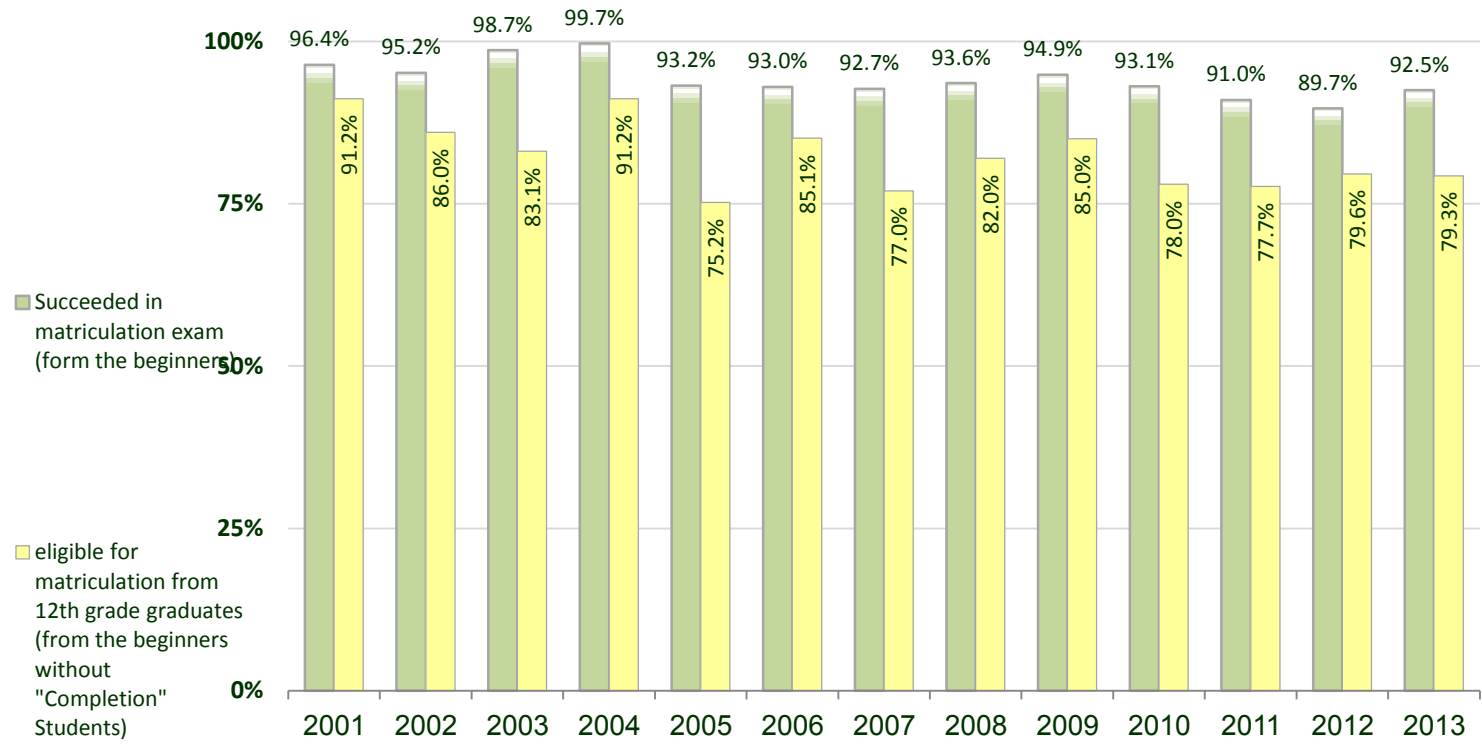
Hebrew education			
Socioeconomic status of city of residence	Began academic studies	Did not begin academic studies	Total
Socioeconomic scale 1-4 (low)	33.30%	66.70%	100.00%
Socioeconomic scale 5-7	50.50%	49.50%	100.00%
Socioeconomic scale 8-10 (high)	64.10%	35.90%	100.00%
Arab education			
Socioeconomic status of city of residence	Began academic studies	Did not begin academic studies	Total
Socioeconomic scale 1-2 (low)	28.70%	71.30%	100.00%
Socioeconomic scale 5-7	45.70%	54.30%	100.00%
Socioeconomic scale 8-10 (high)	27.20%	72.80%	100.00%

Israeli 17th Year Olds, 2012: Data Related to Higher Education



3c. Yeholot – Last Hurdle for Matriculation

Success in matriculation exams (from the beginners), and participants eligible for matriculation (12th grade students, without Completion students)



The Partners of Yeholot Association founded by Rashi Foundation Tafnit Programs – 2001-2013

- *Rashi Foundation*
- *Check Point*
- *Aurec Humanity*
- *Rosenbloom Foundation*
- *Israel Diamond Exchange*
- *Chais Family Foundation*
- *Sklare Family Foundation*
- *The Jewish Agency - the future generation*
- *Alliance-KIAH*
- *Dr. Steve Solomon*
- *J.F.N.*
- *P.P.S.N.I*
- *Morningstar Foundation*
- *Glencore Foundation*
- *DM Charitable Trust*
- *The Rosalinde and Arthur Gilbert Foundation*
- *MEPI – U.S. State Department*
- *U.S Embassy*
- *Ministry of Education – Administrative Districts: South, North, Central; Dept. for Educational and Social Services; The Druze and Bedouin Departments in the MOE*
- *Participating local authorities and regional councils*
- *Darca High School Network*
- *Amit High School Network*
- *Amal High School Network*
- *Atid School and Colleges Network*
- *Larry Post*
- *Anonymous Partners*

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The guidance team, and staff at the headquarters of
Yeholot Association founded by Rashi Foundation**

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