# Report of
# Enlistment Rates for the IDF
# and National Service *(Sherut Leumi)*

## Graduates of "Start" - Tafnit for Matriculation
## and Dropout Prevention Program
## in comprehensive high schools – 2006-2007

**A joint program of**

**the Rashi Foundation and partners, the Ministry of Education in its districts, the Shaha"r Division and the Education Departments in participating localities**

### Interim Report

**Data collection – the Aharai NGO**

**Data processing – the Tafnit Program – the Rashi Foundation**

**July 2008**

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## Background

At the end of the 2006-2007 school year, the first graduates of the Start - Tafnit for Matriculation and Dropout Prevention program completed the 12th grade in the two comprehensive schools in which the program began to operate.

The Start program is designed for at-risk students who have the status of "hidden" dropouts and are on the verge of becoming "overt" dropouts at the comprehensive high schools. Most of them have at least 7 failing scores in their report card in 9th grade and average scores of less than 60. The program seeks to prevent them from dropping out and to help them achieve a matriculation certification by the end of 12th grade.

The program operates in high schools in the periphery, starting from 10th grade (after a preparatory program in 9th), in accelerated classes run by the school staff, employing the accelerated method and principles of narrowing gaps of the Rashi Foundation's Tafnit Program, which was developed by Nissim (Max) Cohen, an educational sociologist (Cohen, N., 1994,1998,1998, 2005 ,.נ ,כהן).

The program is a joint project of the Rashi Foundation, the Ministry of Education, the Shaha"r Division and the local authorities. It began operating in comprehensive high schools during the 2003-2004 school year. The program is run by the school staff, which receives training and pedagogical guidance from the program's team of advisors. It operates today in comprehensive high schools in the periphery.

For more information on the Start - Tafnit for Matriculation and Dropout Prevention program, see the Appendix.

**The goal of the report**

A matriculation certificate is still one of the most important certificates for entry into academia and for integration into society and the workplace of the future. The Start – Tafnit program believes and assumes that the change the students in the program experience, their success on matriculation exams and their attainment of a matriculation certificate will encourage conformity and the desire for social integration in normative frameworks such as compulsory enlistment into the IDF and Sherut Leumi [a program of national service, primarily for religious women].

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**Characteristics of students in the Start – Tafnit program in 9th grade, before joining the program**

The characteristics of the students from the two comprehensive high schools prior to joining the program (when they were in 9th grade) are described in the assessment report compiled by Ben-Gurion University (Bar On, N., at all, 2008 ,בר און, נ., והשאר) and recently published.

The characteristics in 9th grade included:

- **An average of 8.2 failing scores per student**
- **An average score of 44**
- **74% of the students had at least 7 failing scores at the end of 9th grade**

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The completion of 12th grade (at the end of the 2006-2007 school year) by the initial class of students in the first two comprehensive schools to implement the program allows us to examine, for the first time, the assumption regarding the rate of enlistment into the IDF and Sherut Leumi among the initial graduates of the program.

In order to check the rates of enlistment into the IDF and Sherut Leumi, data on the students and their enlistment was collected and verified by a team from the Aharai L'Psagot program run by the Aharai NGO and partners, which provides assistance during the IDF enlistment process and also conducts follow-up among the graduates of the Start – Tafnit program.

About 90% of the graduates of the Start – Tafnit program in the comprehensive high schools, as we will show below, completed the process of enlisting into the IDF and Sherut Leumi, and we know their enlistment status. The others – 10 graduates who are in the midst of the enlistment process – are slated to begin serving in the IDF and Sherut Leumi in August 2008. Since these 10 graduates are beginning to serve next month, we relate to them in this report as enlistees. However, in order to present an up-to-date and precise picture, we treat this report as an **interim report**. In September/October 2008, after this enlistment process is completed, a **final report** will be released.

The analysis of the data will also present rates of IDF enlistment among all of those required to serve in Israel, and compare these rates to the program's graduates – despite the fact that these graduates are at risk of dropout according to their initial characteristics in 9th grade, as outlined above. (That is, it sets a tough standard of comparison for the Tafnit graduates.)

**Data**

A. In order to monitor the enlistment of students into the IDF and Sherut Leumi, the Aharai NGO (in the framework of the Aharai L'Psagot program) maintains contact with the graduates of the program through ongoing telephone follow-up by professional staff of Aharai NGO. This contact began when the graduates of the program completed 12th grade, in August 2007, and follow-up is conducted at an average frequency of approximately every two months. This is part of an array of guidance aimed at identifying difficulties in enlistment into the IDF among the program's graduates and providing whatever assistance we can to those who need it. As part of this follow-up, we have accumulated data about enlistment into the IDF.

B. The data in this report on enlistment into the IDF and Sherut Leumi is based on monitoring reports of the Aharai NGO, which were collected and updated to June 2008.

C. Data on enlistment into the IDF refers to July 2007 and is based on a publication issued by the Israel Knesset's Research and Information Center (Barda, M., 2007 ,.מ ,ברדה).

D. According to our information, 104 students began the Start – Tafnit program (Bar On, N., at all, 2008 ,והשאר ,.נ ,און בר) in 10th grade during the 2004-2005 school year, and 98 students completed the 12th grade at the end of the 2006-2007 school year (as shown in Table 1).

**Table 1 –**
**Distribution of Start – Tafnit graduates in 2007, by gender**

|  | **Boys** | **Girls** | **Total** |
|---|---|---|---|
| **School 1** | 31 | 18 | 49 |
| **School 2** | 38 | 11 | 49 |
| **Total** | **69** | **29** | **98** |

E. Of the 98 graduates, we have complete information on enlistment into the IDF and Sherut Leumi for 92.8% of them (91 graduates), as displayed in Table 2.

F. For 7 of the students (5 boys and 2 girls), who comprise 7.1% of the pool of 98 graduates, we have no data due to communication problems or because they were not interested in providing information.

G. Analysis of the data in this report will be based on 91 graduates of the program, who represent 92.8% of the graduates.

**Table 2 –**
**Distribution of program graduates for whom we have or lack information on enlistment into the IDF and Sherut Leumi**

|  | **Graduates for whom there is data on enlistment into the IDF and Sherut Leumi** | | | | **Graduates for whom there is no data or who do not wish to provide information** | | | | **Total** | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | **Boys** | **Girls** | **Total** | **%** | **Boys** | **Girls** | **Total** | **%** | **Boys** | **Girls** | **Total** | **%** |
| **School 1** | 27 | 17 | 44 | 89.8% | 4 | 1 | 5 | 10.2% | 31 | 18 | 49 | 100% |
| **School 2** | 37 | 10 | 47 | 95.9% | 1 | 1 | 2 | 4.1% | 38 | 11 | 49 | 100% |
| **Total** | **64** | **27** | **91** | **92.8%** | **5** | **2** | **7** | **7.2%** | **69** | **29** | **98** | 100% |

H. All of the data in the current report is encoded and does not include identifying details.

## Key findings

### A. General

- 93.4% of the students who completed 12<sup>th</sup> grade in 2007 in the framework of the Start – Tafnit program enlisted into the IDF or Sherut Leumi and/or will complete their enlistment by August 2008

- 6.6% of the program's graduates did not enlist into the IDF or Sherut Leumi

### B. Boys – graduates of the program

- 95% <u>of all of the boys</u> (only) who graduated from the program have enlisted and/or will enlist in August 2008, compared to 74% of all of <u>the boys in Israel</u> who are subject to compulsory military service and enlist into the IDF.

- 55.4% of the boys who enlisted are serving in combat units (combat soldiers)

- another 3.6% of the boys who enlisted are serving in combat-support units

### C. Girls – graduates of the program

- 67% of all of <u>the girls</u> who graduated from the program have enlisted and/or will enlist in August 2008, compared to 60% of all of <u>the girls in Israel</u> who are subject to compulsory military service and enlist into the IDF

- another 11.1% of the girls who graduated from the program serve in Sherut Leumi

- A total of 78.1% of all girls who completed the program, enlisted into the IDF or Sherut Leumi and/or will complete their enlistment process and begin serving by August 2008

- 18.8% of the girls who have enlisted into the IDF so far are serving in combat units, as combat soldiers

*The comparison of the enlistment rates of <u>all those subject to enlistment</u> in Israel with the graduates of the Start – Tafnit program – whose students are at-risk youth – is a tough standard of comparison for the Tafnit graduates (see the starting characteristics of these students in 9<sup>th</sup> grade)*

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**Characteristics of Start – Tafnit students in 9<sup>th</sup> grade, before joining the program**

The characteristics of the students from the two comprehensive high schools in 9<sup>th</sup> grade, prior to their joining the program, was described in the recently published assessment report conducted by Ben-Gurion University (Bar On, N., at all, 2008 ,בר און) (נ., והשאר,)

Here are some of the characteristics in 9<sup>th</sup> grade:

- **An average score of 44**
- **An average of 8.2 failing scores per student**
- **74% of the students had at least 7 failing scores at the end of 9<sup>th</sup> grade**

# Analysis of enlistment figures for the IDF and Sherut Leumi

## A. Enlistment into the IDF and Sherut Leumi among students who graduated from the Start – Tafnit program

According to the data, and as presented in Table 3:

▪ 72 students, comprising 79.1% of the graduates of the program, enlisted into the IDF

▪ 3 of the female students, comprising 3.3% of the graduates of the program, joined Sherut Leumi

▪ 10 students, comprising 11% of the graduates of the program, are in the process of enlistment into the IDF / Sherut Leumi, and will enlist in August 2008

▪ A total of 85 students (of 91), comprising 93.4% of the graduates of the program, enlisted into the IDF or Sherut Leumi and/or will complete the enlistment process in August 2008.

**Table 3 –**
**Rates of enlistment and non-enlistment into the IDF and Sherut Leumi**

|  | No. of graduates for whom there is data | Enlisted into the IDF | Enlisted into Sherut Leumi | Will enlist into the IDF or Sherut Leumi in 8/08* | Total who enlisted or will enlist in 8/08 | Not enlisted |
|---|---|---|---|---|---|---|
| **School 1** | 44 | 33 | 2 | 5 | 40 | 4 |
| **School 2** | 47 | 39 | 1 | 5 | 45 | 2 |
| **Total** | 91 | 72 | 3 | 10 | 85 | 6 |
| **%** | 100% | 79.1% | 3.3% | 11.0% | 93.4% | 6.6% |

* The enlistment process will conclude in August 2008

**Graph 1 –**
**Distribution of students enlisting into the IDF and Sherut Leumi**
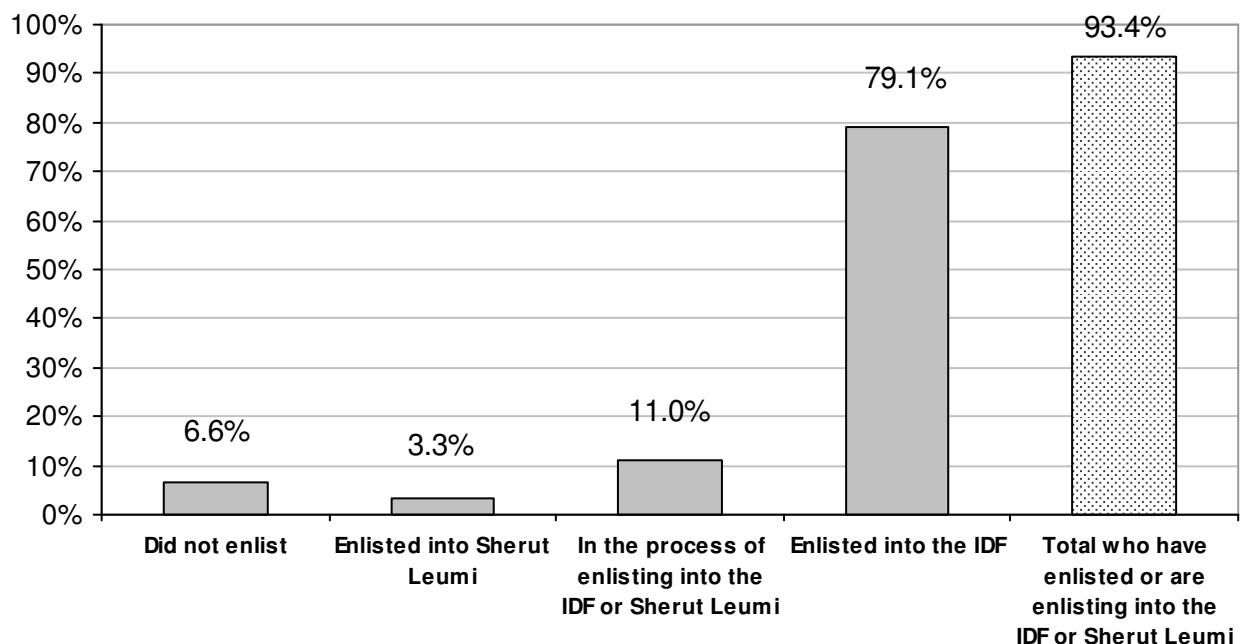
## B. Non-enlistment into the IDF or Sherut Leumi among the students who graduated from the Start – Tafnit program

6 graduates of the program, who comprise 6.6% of the graduates of the program for whom information is available, did not enlist into the IDF or Sherut Leumi according to the following breakdown:

- 2 female students got married
- 4 students were not enlisted due to unsuitability

## C. Distribution of the type of military / national service, by gender (not including graduates who have yet to complete the enlistment process)

**Criteria for IDF service types definitions**
In the framework of this report, those serving in the military were divided into three types of service:
  **A. Combat soldier in a combat unit**
  **B. Combat-support units**
  **C. Non-combat units**

Following are the detailed criteria for each type of service:
  **A. Combat soldier in a combat unit** – all three of the following criteria apply to the soldier**:**
      1. Military medical profile of 72 or more (97 is the highest), 2. Serves in a combat unit in a combat position. 3. Service is characterized by the IDF, as danger level A
  **B. Combat support:**
      1. Serves in a combat unit. 2. Serves in a military unit that provides combat support services. 3. Service is characterized by the IDF as "danger level A'"
  **C. Non-combat position**
      1. Service in any military position other than the two previous types (A and B). 2. Service is characterized by the IDF as "low danger level A"

**Distribution of the type of military / national service among the boys who have enlisted so far**
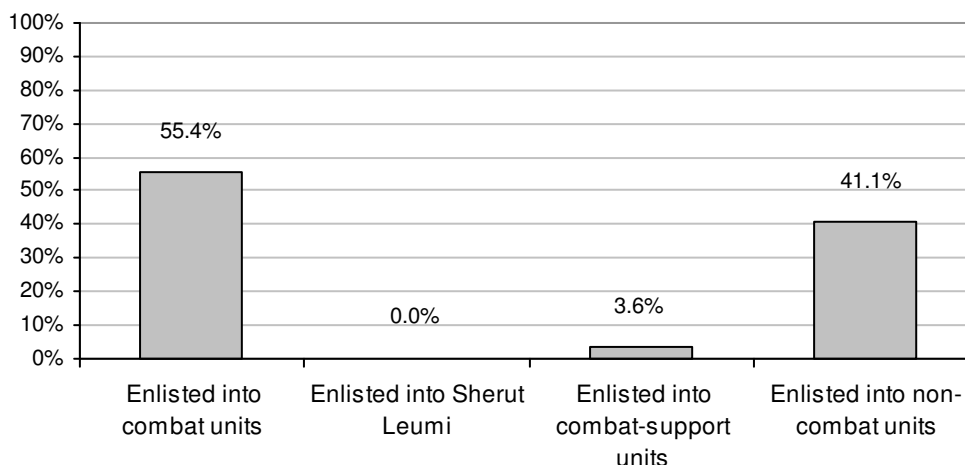
According to the data, and as presented in Table 4:
- 55.4% of the boys who have enlisted so far serve in the IDF as combat soldiers
- 3.6% of the boys who have enlisted so far serve in combat-support units
- 41.1% of the boys who have enlisted so far serve in non-combat units

**Table 4 –**
**Distribution of the type of service after enlistment among those who have enlisted (into the IDF and Sherut Leumi) so far, by gender**

| Gender | Total | Enlisted into combat units (combat soldiers) | Enlisted into Sherut Leumi | Enlisted into combat-support units | Enlisted into non-combat units |
|---|---|---|---|---|---|
| **Boys** | 56 | 31 | 0 | 2 | 23 |
| | 100.0% | 55.4% | 0.0% | 3.6% | 41.1% |
| **Girls** | 19 | 3 | 3 | 1 | 12 |
| | 100.0% | 15.8% | 15.8% | 5.3% | 63.2% |
| **Total** | 75 | 34 | 3 | 3 | 35 |
| | 100.0% | 45.3% | 4.0% | 4.0% | 46.7% |

**Graph 2 –**
**Distribution of the type of service after enlistment, among the boys who have enlisted so far**

**Distribution of the type of military / national service among the girls (not including the girls who have not completed the enlistment process)**

According to the data, and as presented in Table 4:

- 15.8% of the girls who have enlisted so far serve in the IDF as combat soldiers
- 15.8% of the girls who have enlisted so far serve in Sherut Leumi
- 5.3% of the girls who have enlisted so far serve in combat-support units
- 63.2% of the girls who have enlisted so far serve in non-combat units

**Graph 3 –**
**Distribution of the type of military / national service among the girls (not including the girls who have not completed the enlistment process)**
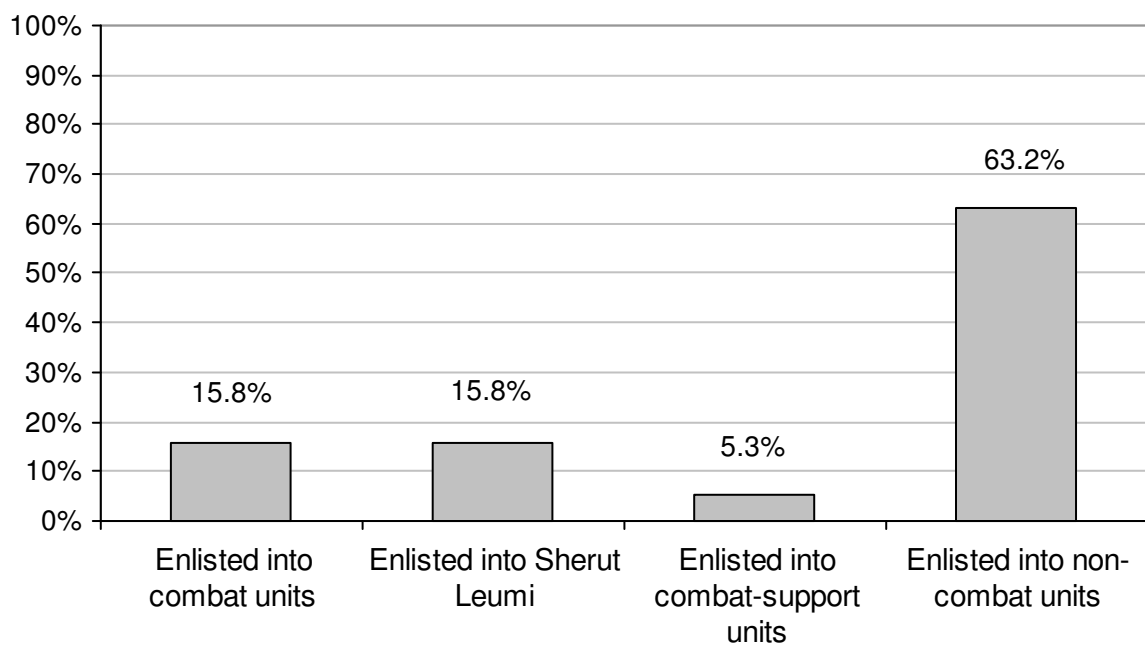
## D. Rate of those who have or are about to enlist into the IDF (not including Sherut Leumi)

The enlistment rates for the IDF only (not including Sherut Leumi) among graduates of the program will be presented here, distinguishing between girls and boys
- 95.3% of the boys enlisted or are about to enlist into the IDF
- 66.7% of the girls enlisted into the IDF
- 86.8% of all graduates of the program have enlisted or are about to enlist into the IDF

**Table 5 –**
**Percentage of graduates who enlisted or are about to enlist into the IDF (not including Sherut Leumi), by gender**

| Gender | Total graduates | No. of students who have enlisted or are enlisting | % of students who enlisted into the IDF or are about to enlist |
|--------|-----------------|---------------------------------------------------|--------------------------------------------------------------|
| Boys | 64 | 61 | 95.3% |
| Girls | 27 | 18 | 66.7% |
| Total | **91** | 79 | 86.8% |

**Graph 4 –**
**Percentage of graduates who enlisted or are about to enlist into the IDF (not including Sherut Leumi), by gender**
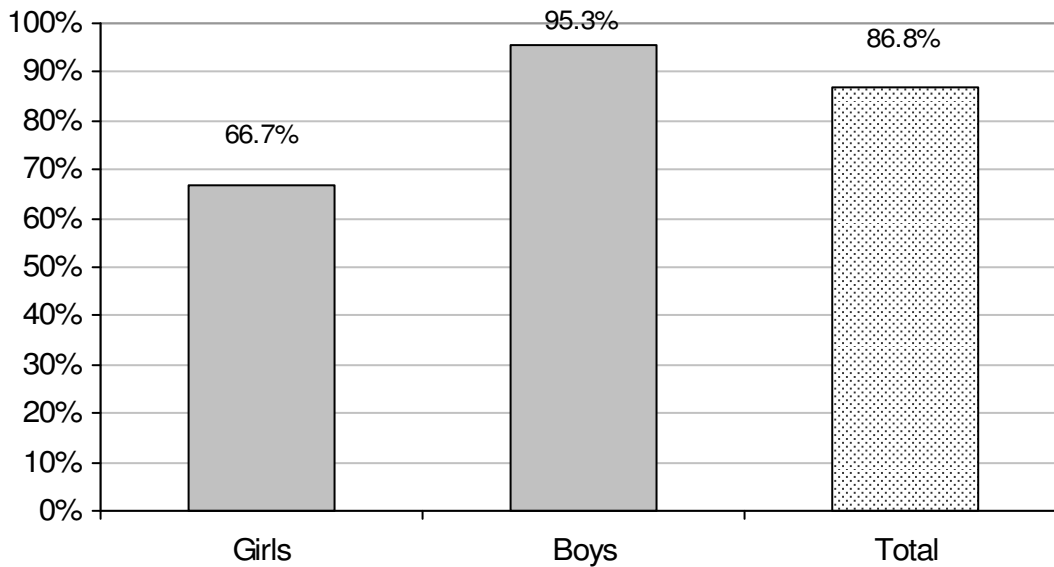
# E. Service in the IDF in combat and combat-support units among those who have enlisted to date (June 2008), by gender
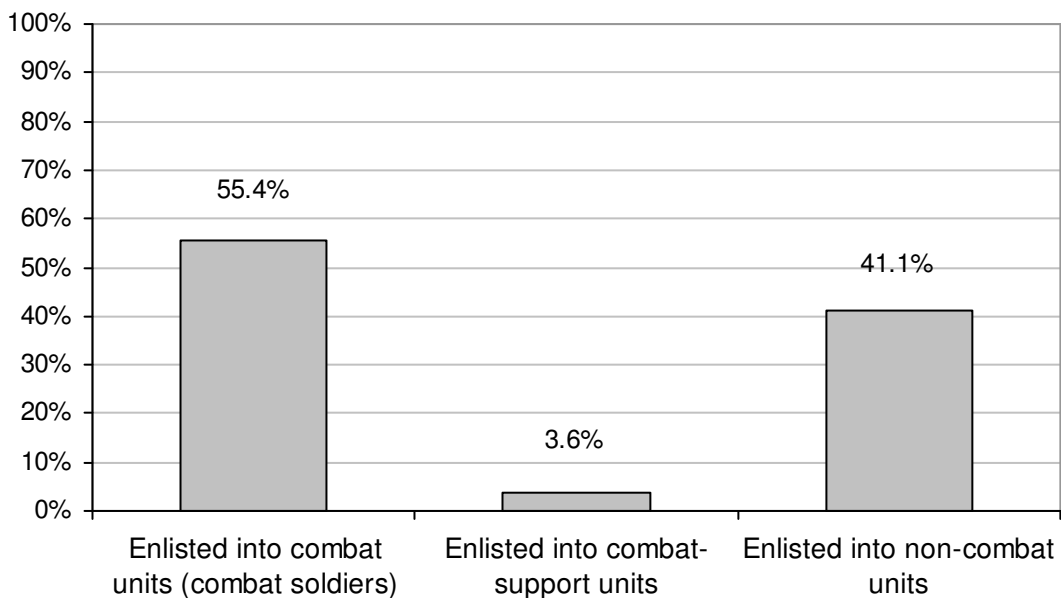
### Service in the IDF in combat units among the boys

- 55.4% of the 56 boys who entered the IDF by June 2008 enlisted into combat units (combat soldiers)

- another 3.6% enlisted into combat-support units

- the remaining 41.1% enlisted into non-combat units

**Table 6 –**
**Distribution of IDF enlistment into combat and combat-support units among the boys who enlisted by June 2008**

| | Total no. of boys who enlisted by June 2008 | % of boys who enlisted into combat units (combat soldiers) | % of boys who enlisted into combat-support units | % of boys who enlisted into non-combat units |
|---|---|---|---|---|
| School 1 | 25 | 17 | 1 | 7 |
| School 2 | 31 | 14 | 1 | 16 |
| **Total** | **56** | **31** | **2** | **23** |
| **Total in %** | **100%** | **55.4%** | **3.6%** | **41.1%** |

**Graph 5 –**
**Distribution of IDF enlistment into combat and combat-support units among the boys who enlisted by June 2008**

**Service in the IDF in combat units among <u>the girls</u>**

- 18.8% of the 16 girls who entered the IDF by June 2008 enlisted into combat units (combat soldiers)
- another 6.3% enlisted into combat-support units
- the remaining 75.0% enlisted into non-combat units

**Table 7 –**

**Distribution of IDF enlistment into combat and combat-support units among <u>the girls</u> who enlisted by June 2008**

| | Total no. of girls who enlisted by June 2008 | % of girls who enlisted into combat units (combat soldiers) | % of girls who enlisted into combat-support units | % of girls who enlisted into non-combat units |
|---|---|---|---|---|
| School 1 | 8 | 2 | 0 | 6 |
| School 2 | 8 | 1 | 1 | 6 |
| **Total** | 16 | 3 | 1 | 12 |
| **Total in %** | 100% | 18.8% | 6.3% | 75.0% |

**Graph 6 –**

**Distribution of IDF enlistment into combat and combat-support units among <u>the girls</u> who enlisted by June 2008**
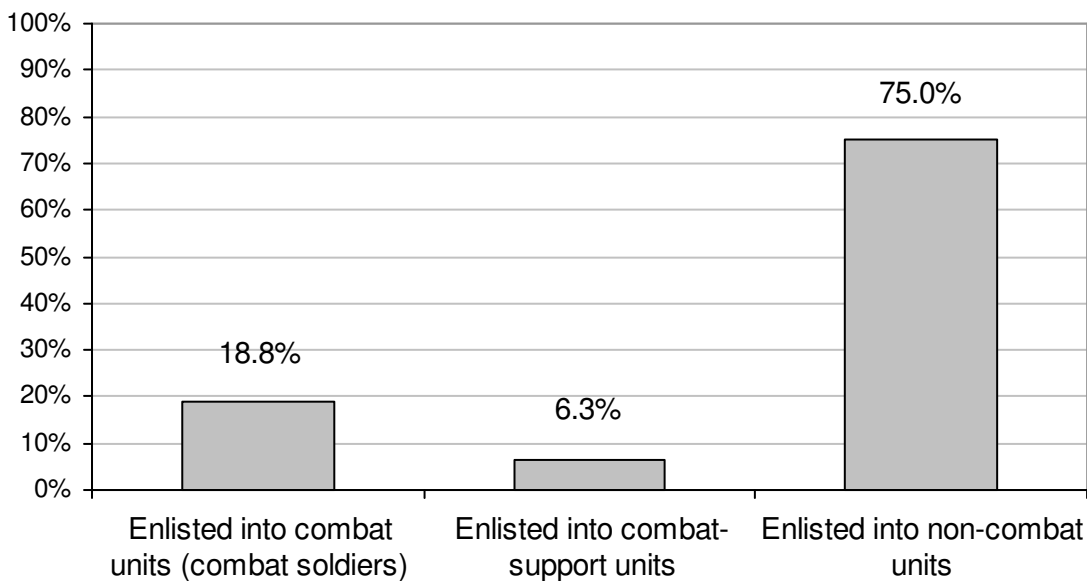
## F. The rate of IDF enlistment among Start program graduates compared to the overall enlistment rate in Israel

- 95% of the boys who graduated from the program (see also Table 4) have enlisted into the IDF or are completing the enlistment process in August 2008, compared to the average IDF enlistment rate in Israel (July 2007) of 74% of all boys subject to compulsory military service (Barda, M., 2007 ,.ברדה, מ).

- 67% of all of the boys who graduated from the program have enlisted or are completing the enlistment process in August 2008, compared to 60% of the boys in Israel who are subject to compulsory military service and enlist into the IDF.

**Table 8 –**

**IDF enlistment rates (not including Sherut Leumi), compared to Start – Tafnit graduates**

| Gender | As a percentage of all 17-year-olds in Israel who are required to enlist into the IDF[1] | Enlisted or are enlisting (in August 2008), as a percentage of all 12th grade graduates of the Start program |
|---|---|---|
| Boys | 74% | 95% |
| Girls | 60% | 67% |

**Graph 7 –**

**IDF enlistment rates of boys; comparing Start – Tafnit graduates (enlisted or will enlist in August 2008) to the overall enlistment rate in Israel**
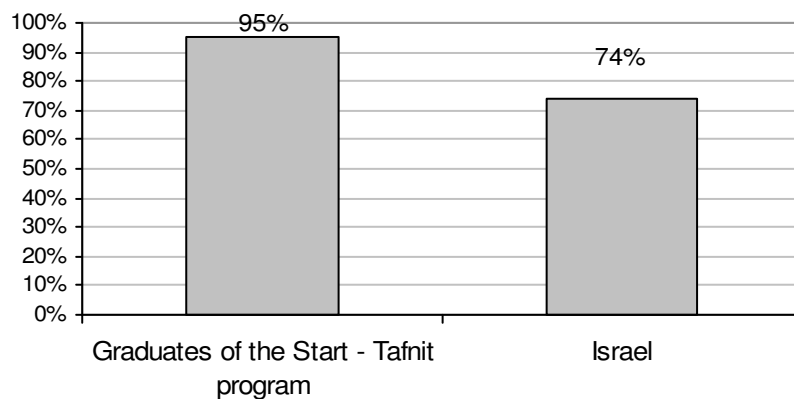


**Graph 8 – IDF enlistment rates of girls; comparing Start – Tafnit graduates (enlisted or will enlist in August 2008) to the overall enlistment rate in Israel**
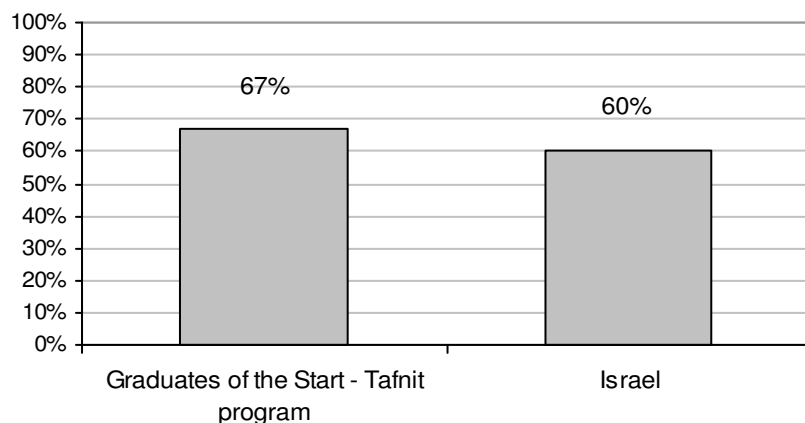


[1] Please note! This refers only to those required to enlist! (The calculation of IDF enlistment rates does not include those who are not obligated to enlist)

## "Start" - Tafnit for Matriculation and Dropout Prevention Program (temporary name)
### Summary

Nissim (Max) Cohen

With the goal of preventing students from dropping out of school and raising the percentage of students eligible for matriculation, and as part of the policy of the Rashi Foundation, the Foundation and its partners, the Ministry of Education, the Shaha"r Division and the Education Departments in participating local authorities established the Start - Tafnit program and operate the program in middle schools and high schools in the periphery among students who are at-risk and have the status of "hidden" dropouts. The program operates and is based on principles of narrowing gaps and the Tafnit – Rashi Foundation accelerated learning method, developed by Nissim Cohen, an educational sociologist  (Cohen, N., 1994,1998,1998, 2005 ,.נ ,כהן).

The program is run by the school's staff, following training by a team of advisors from the Tafnit Program. The program lasts about 3.5 years (from the middle of 9th grade through the end of 12th grade). About 50 ninth-graders are accepted into the program from each school (or about 30 students in small schools). Most of the accepted students have at least 7 failing scores in their school report card in 9th grade and an average score of less than 60. Other students in the program have 5 or 6 failing scores and a low average score.

**The goal of the program** – to prevent these students from dropping out of school and to help them to acquire a full matriculation certificate by the end of 12th grade.

**Basic assumptions**

A. The program assumes and believes that except for a very small number of exceptions, **everyone can succeed in school and attain impressive achievements**. The cognitive ability required for successful achievement in school is within the capability of any who is not mentally retarded. There are children who require more help than others and/or a different approach and/or a different pace. However, in one way or another, each child is capable of success at school. These assumptions also form the basis for the programs of Cesar  T (see Sharan, S., Shachar, H. and Levine, T. 1988 ,.ת ,ולוין .ח שחר .ש ,שרן) and Henry-Levin ( ,.ה ,לוין 1997), and so on.

B. Every September, thousands of pupils start their studies in first grade – with the pupil, his parents and siblings all sharing in the excitement, motivation and enthusiasm. The excitement is accompanied by enormous expectations from the school, expectations for academic success, the acquisition of knowledge, self-fulfillment, exploiting cognitive potential and paving the way for future success via achievements at school. However, as we know, among some of the pupils and their parents, **within a few weeks or months the dreams and hopes fade. Some of the pupils begin to accumulate "learning failures."**  The failures are usually "public" and daily, expressed in quizzes and/or various tests (even if informal) in a number of subjects of study. These are often documented as scores or written evaluations; these include report cards presented to the parents, who not long ago were full of hope.

Nonetheless, pupils who still do not master the basic skills will advance to 2nd grade, 3rd grade and so on, with some of the pupils continuing to accumulate failures with various levels of consistency. **The system tends to call these students "underachievers" or some similar name.** Due to the ongoing series of failures, these students encounter a subjective perspective that is false and misleading – a perspective that says their ability for impressive achievement is low. This false and misleading perspective developed as a process over the years as the failures accumulated and grew stronger with each additional "failure." This "false consciousness" is transmitted to classmates, peers, parents, the teaching staff, the school administration, and so on. Thus, **an interactive, symbolic process develops and the "under-achieving" student has no control over it. This process acts as a "vicious circle" that is reinforced with every additional "failure" and leads to a lack of motivation and to despair**.

As a result, these students are usually channeled into low-achiever classroom groups in middle school and low-achievement learning programs in high schools. These programs of study lack any relevant continuity-promoting orientation toward the future and "broadcast" low expectations; they are characterized by "decelerated" teaching. As a result, and due to a 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 narrow, unless unique and complex methods are used. (For example, experience shows that the learning gap between students in grouping C and students in grouping B in mathematics in 8th grade is usually more than one school year, and often <u>much more</u>. And this is before assessing disparities in other subjects of study.)

C. **The subjective consciousness of failure in which the "unsuccessful" student is captive contradicts the school's demands that he fulfills the role of a student and attains high achievements. As a result of this contradiction, the "underachiever" develops cognitive dissonance and often employs rationalizations to extricate himself from this situation**. These rationalizations are also expressed in non-conformist behavior or in declaring that studies are unnecessary, in hidden dropout, and in some cases, due to profit-loss considerations (according to Boudon, R. 1973), lead to overt dropout from school. This occurs mainly among students from the lowest groupings and tracks, primarily during the transition from 9th to 10th grade. (The lowest group thus becomes a "repository" for future dropouts.) Some of these students **will even turn to social deviation as an alternative** to their unfulfilled success at school, adopting an illegitimate path to attain legitimate goals (Merton, R. 1984 ,.ר ,מרטון), and as a "configuration – response" mechanism (according to Cohen, A, 1967 ,.א ,כהן) expressing anger, alienation and revenge against the system, and explaining their behavior of those belonging to a "criminal subculture" (Cohen, A., 1967 ,.א ,כהן).

**On the individual level**, the process of accumulating failures, already at the early stages of education and continuing with their assignment to low groupings and tracks, is **depressing and frustrating**, and has a long-term negative impact on the student's subjective perception, his capability (and how others perceive his capability), his status and his future employment. His lack of upward mobility to higher groupings seals his fate at a young age. This feeling of

depression is shared by the parents of the student, who often blame themselves for the failure.

**On the social level**, we cannot ignore the learning gaps that widen from generation to generation and **the overlap that exists between lack of success at school and ethnic origin**, even among the second generation (see Nahon, Y. 1987 ,.י ,נהון) and apparently also among the third generation. There is also an overlap between socio-economic background and area of residence (periphery or center) and academic achievement in school. These overlaps hurt social solidarity.

D. According to the research findings (see Hurn, C. J. 1990 .ג .ק ,הרן), we can conclude that the reasons for lack of academic success (which is often expressed in dropping out of school) **are not mainly cognitive, but instead are sociological, cultural, social-psychological, systemic and organizational. They can roughly be divided into two:**

   1. **Independent intra-school variables** – such as the structure of the school, tracks and groups that assign labels, the "dummy effect," "shallow" and irrelevant programs of study that lack a challenge and future-directed orientation, low expectations that "depress" the cognitive potential existing among the students and leads to "failures," as well as the "anonymity" that Cesar and others note.
   2. **Independent extra-school variables** – reasons that schools often regard as beyond their control, such as the influence of the neighborhood environment, lack of support from significant others, lack of positive role models, emotional reasons stemming from the student's personality or life circumstances, and so on.

   **The program believes that this situation is not a "decree of fate" and that the school teachers and staff can change the situation by using a different method of operation.**


E. **Method of operation**
   Accordingly, in order to liberate the students - for whom the school has failed, and who are now at risk of overt dropout – from dejection and to make significant progress toward academic success according to universal criteria, unconventional action must be taken:

   1. The "false awareness" in which the student is captive (together with his parents, teachers, the school administration, his peer group and the group of students he affiliates with) must be changed and completely overturned. (According to this "false awareness," the student is incapable of attaining impressive achievements.)

      This requires employing innovative learning processes (preferably in subjects regarded as "difficult," such as mathematics) that lead these students to a series of high achievement and success according to universal criteria (such as matriculation exams, standard exams) within relatively short periods of time, with a relatively large student investment, a process of internal "focus control," and a dialogue in which the student comes to

understand the connection between effort and success. A real series of success is achieved within a relatively short period of time, and this fact constitutes a new and different basis for self-awareness.

2.  The method of operation must provide a holistic and structured solution <u>for intra-school variables</u> that account for the lack of academic success. Activities such as very challenging and relevant programs of study that facilitate upward mobility in regard to the hidden and overt structure of the school (groupings, tracks), with full and real support from the school administration and teachers. This method of operation creates a challenging and relevant goal for the student and poses high expectations for him.

3.  The method of operation must provide a holistic (structured) solution <u>for extra-school variables</u> that account for lack of success at school. For example, small learning groups, addressing the emotional needs of the student via a leader (coordinator) who develops a deep emotional connection with the student, can serve as a model for emulation and constitute a "significant other" and address for any problem or issue. This includes a "diffusive" (as opposed to specific) relationship of each teaching team with the student. In order to do this, the focus must be on a relatively limited number of subjects of study and a relatively small number of students. The parents are active partners in the entire process. The learning process is in groups and the groups comprise a social support network for learning and compete in a positive way for "peer group" influence (which sometimes includes norms that are opposed to the proposed process). All of this takes place within respect and acceptance for cultural pluralism.

4.  Due to the substantial learning gaps that these students have accumulated, the renewed learning process poses the challenging and relevant goals of narrowing several years of learning gaps. Apparently, the only way to narrow these gaps is through **accelerated** learning of **a relatively large amount of study material in a relatively short period of time. This learning is more effective than the standard method; more hours are devoted to study during a shorter period of time**.

    Thus, learning also takes place during the afternoon and evening hours, during vacations and more, and includes personal and group motivational processes, before and during the study, drama, breaking routine and changing a learning environment, focusing on a number of additional pedagogical principles that are translated into daily activity at the school:
    -   Determination and result-oriented thinking
    -   Continuous success of each student in each study session
    -   The staff's commitment and responsibility for results
    -   Ongoing personal follow-up
    -   Teamwork
    -   Multiple opportunities for success

*By fully implementing all 4 of these key components, a synergic and unconventional flow of renewed learning is created and strengthened, facilitating effective learning at a much accelerated pace – even for students who did not believe in their ability to succeed; from a situation of lack of learning function, they return to the circle of learning at the level of an academic class.*

The components of the method, which have been organizationally and pedagogically translated to the holistic "**structural change**" employed in the program's classes, which are run by the school's staff (trained by advisors from the Tafnit Program) and under its responsibility:

F. **Method of operation** – the principles of the program were structurally translated and include the following main structural components:

- **Small learning groups** – a teacher for each learning group; average group size – 17 students
- **Program leadership by a coordinator / educator** – employed on more than a full-time basis, for a maximum of 32 students.
- **Group discussions** – every morning and at the end of every day of learning, and also during afternoon study hours
- **Personal conversations** – with each student, and **home visits** to the parents of each student
- **Combining spheres of all of the "significant others"** – (parent meetings)
- **Three types of subjects of study**, which are studied according to the following division:
    1. **Matriculation subjects**
    2. **Compulsory subjects** (subjects the school chooses, such as Judaism or democracy, as well as subjects that are part of the Start program, such as preparation for the IDF and Sherut Leumi that take place in 12th grade)
    3. **Elective subjects** (selected by the student – intended for strengths, such as art)
- **Semester-based accelerated learning** – the school year is divided into halves, and the compulsory matriculation subjects (14 units) are studied on a semester basis
- The amplified subject for matriculation is studied in 11th and 12th grades. The compulsory and elective subjects are learned in accordance with the school's practice.
- **Accelerated learning, including beyond the regular hours of study** – As part of the accelerated learning, study is also conducted during the afternoon and evening; there are also intensive study days and learning marathons, some of which take place outside of the school.

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