



Annual report **2018-2019**

About Us

Mandate

The Society for Advancement of Education, Jerusalem (SAE) is an educational organization working on behalf of vulnerable communities throughout Israeli society, to generate academic excellence as a pathway towards personal growth and greater social cohesion within the country. Founded in 1962, the SAE currently operates sixteen schools and educational residences, and additional cross-sector educational initiatives, which enable students to realize their full educational potential and develop social values.

The SAE community includes Jewish secular, modern orthodox, and Haredi, as well as Arab, frameworks, thereby responding to the socio-economic and educational needs of all sectors within Israeli society. All of the SAE's schools emphasize academic excellence and social responsibility, and its educational residences enable youth from the periphery to attend high-quality schools in the center of the country. Educational initiatives target learning difficulties, gender equality, youth aliya, volunteerism, leadership, and more.

For over half a century, the SAE has touched the lives of tens of thousands of Israelis by promoting social mobility through uncompromising educational attainment.

The need

Israel is characterized by extreme socio-economic and educational gaps, and a very high poverty rate. As children from disadvantaged families or underserved communities often do not have access to a high-quality education leading to full matriculation, they stand little chance of breaking out of their family's economic situation, thus the cycle of poverty perpetuates itself.

SAE's approach

A high-level matriculation certificate is key to continuing to higher education and opening myriad professional options that would not otherwise be available. SAE provides access to such matriculation for marginalized populations through a number of strategies:

Educational residences, enabling children from the periphery to study at schools in the center of the country. These schools are of a much higher standard and offer more options than are available in the children's home towns.

Innovative educational options for the Haredi community. Hachmey Lev, an SAE Yeshiva high school with residence, offers traditional religious studies in tandem with a general education leading to a full matriculation certificate. The Shoshanim Arts and Sciences School for Haredi girls, offering a variety of educational tracks leading to full matriculation, opened for the 2018-2019 school year.

Unique schools for girls, such as Ulpanat Talya and residence for talented girls, offering them matriculation focused on technology and a science degree after an additional year of study. The Shoshanim school for Haredi girls opened in September 2018, and the Inbar educational track for secular girls opened for the 2019-2020 school year. They will provide the girls with a range of educational options leading to full matriculation, and will focus on empowerment and leadership development.

Educational facilities and leadership programs for the Arab sector. Sindiana, Israel's only youth village for Arab students, opened in 2017, and the Jafra leadership-development program for high-school graduates is expanding its scope.

Learning centers for children of asylum seekers and economic migrants. SAE operates an after-school learning center for children of asylum seekers and economic migrants in Tel Aviv, and another for children of the African community in Jerusalem.

Educational reinforcement. A wide variety of programs provide educational reinforcement, tutoring and preparation for matriculation for students of SAE facilities. Other programs train teachers to respond to each child's individual learning needs.

Absorption of Jewish students from overseas. The Na'ale program brings high-school students from throughout the world to Israel for a high-quality education and matriculation while the Ma'atefet program takes care of their needs while they are in the country.

Board Members

Mr. Yosi Ashkenazi (Chair)

Born in Turkey, Yosi Ashkenazi came to Israel as a small child, settling in Nes Tsiona, then a fledgling community of immigrants living in transit camps. Yosi graduated from the Mae Boyar School, SAE's first residential education campus, established in 1964. For the past 20 years, Yosi has worked in the private sector as a senior advisor in the field of collective bargaining and human resource management. Ashkenazi has served as SAE Chair since 1996.

Prof. Dov Chernikovsky

Dov Chernikovsky is a professor of Health Economics and Policy at Ben-Gurion University, and a fellow at the United States National Bureau of Economic Research. Dov is an SAE graduate from 1964, and has been a board member since 2008.

Dr. Yaakov Hadani

Yaakov Hadani holds a PhD in Philosophy from Strasbourg University in France, and is a former director of the prestigious Lifshitz Institute for Jewish Education, in Jerusalem. Yaakov has served on the

SAE Board since 2009.

Dr. Maya Choshen

Dr. Choshen is a senior research fellow at the Jerusalem Institute for Policy Research. The primary focus of her work is in the fields of population and society in Jerusalem. She is the editor of the Statistical Yearbook of Jerusalem and is a lecturer at the School of Education of the Hebrew University of Jerusalem.

Mr. Avraham Barashi

Avraham Barashi is a former Deputy Director of the Israeli Ministry of Education, and has served on the SAE board since 1999.

Ms. Hana Sourkis

Hana Sourkis was the first principal of SAE's Mae Boyar High School, a position she held for 40 years. She has served on the Board since 2004.

Mr. Danny Bar Giora

Danny Bar Giora is Director of the Mandel School for Educational Leadership. He joined SAE's board in November 2016.

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The Mae Boyar School & Educational Residence, Jerusalem

Established in 1964 through the generosity and vision of philanthropist Louis Boyar, in memory of his wife, Mae, Boyar is one of the most distinguished high schools in Israel, and is focused on academic excellence and the cultivation of social values. The school has nearly 1000 students in 7th through 10th grade, some two-thirds of whom are from Jerusalem, with the remainder from underserved communities in Israel's geographic and economic periphery, living in the school's educational residence. Some 300 students lived in the residence during the period of this report, enjoying a warm living environment and a wide variety of extra-curricular activities. Over 95% of Boyar students graduate high school with grades high enough to be accepted to university. Since its establishment, Boyar has produced an active community of close to 10,000 graduates, many of whom have become leaders in a wide range of fields in Israeli society.

Highlights:

Innovative Learning – Octopus Model:

Boyar has begun implementing the innovative “Octopus” learning model, in the fields of humanities, social studies and sciences. The model involves both physical and pedagogical changes, including interdisciplinary teaching, research-based learning, flexible learning spaces with mobile seating (which were created specifically for this purpose), new curricula, and active learning. Students’ feedback has been extremely positive thus far.

New Chemistry Lab: A new, modern chemistry lab, dedicated in 2018, enables a variety of learning constellations rather than purely frontal teaching, and features an attractive outdoor research garden, which allows for learning in the open air.



Hachmey Lev Yeshiva High School and Educational Residence, Jerusalem

Hachmey Lev is a unique Yeshiva high school, accepting boys from all streams of ultra-orthodox society, and educating them towards full matriculation alongside their religious studies. The Haredi sector is one of the lowest on Israel's socio-economic scale, and achieving a matriculation certificate, rather than having an exclusively religious education, opens myriad options for higher education and a fulfilling professional future. While the school is located in Jerusalem, some 35 of its 70-80 students are from other areas of the country and live in the residence, from as far south as Netivot in the Negev, and as far north as Tzfat.

Highlights:

Trip to Poland:

While most Israeli high-school students have the opportunity to travel to Poland, the “From Hachmey Lev to Hachmey Lublin” journey is the only one undertaken by Haredi students. Over 20 students plus staff members participated in this week-long trip, visiting holocaust related sites and graves of important rabbis.

Graduating classes:

The summers of 2018 and 2019 marked the school’s second and third graduating classes, with nearly all graduates completing full matriculation.

Ruach Hochma camp:

The summer camp took place for one week in July. It included study in the *beit midrash* in the morning, an experiential, social activity outside the school during the afternoons (sometimes with guest speakers), and a two-day sleep-away field trip.



Sindiana Arab Youth Village for Leadership, Givat Haviva

Sindiana, Israel's first residential high school for Arab students, opened for the 2017-2018 school year, providing a response to lack of quality educational options for youth from the Triangle region and beyond. The school emphasizes academic excellence and leadership, utilizing innovative pedagogic techniques to prepare students for high-level matriculation, higher education, and prominent roles in Arab and Israeli society. The school and its residence are located on the Givat Haviva campus, a center of educational pluralism, in close proximity to the Triangle. The educational residence enables the school to accept students from ...throughout the country, and an agricultural area serves to train students in the growing and marketing of produce. Sindiana's principal, Ms. Andera Biadse, is a pioneer in innovative education in the Arab sector, with a wealth of experience

as a principal and school counselor, and whose schools have made outstanding progress and received educational prizes.

Sindiana is a growing school. It opened for the 2017-2018 school year with 7th, 9th and 10th grades – 196 students in six classes, 25 of whom lived in the residence. This number increased significantly in the school's second year, and is expected to reach over 600 students in 21 classes within five years. Currently housed in mobile buildings, a capital campaign is underway to build a permanent building for the school with adequate space for expansion, on the Givat Haviva campus.



KAN Pluralistic Community High School, Kfar Adumim

The K.A.N. Pluralistic High School was established in 2014 by the communities of Gush Adumim – **K**far Adumim, **A**lon, and **N**ofei Prat. Located between Jerusalem and the Dead Sea, these are communities in which people from all walks of life in Israel have chosen to live together. The school's population and mandate reflect the nature of its founding communities—girls and boys, secular and religious, all study together, based on the belief that Judaism is the birthright of all Jews and is not the property of a particular sector or outlook. This is in marked contrast to mainstream Israeli education, which is clearly divided into religious and secular tracks. The heart of the school is its Social Action *Beit Midrash*, in which Jewish

sources are used to raise social issues, which are studied through the *havruta* model, and students engage in volunteer work. A new, expanded campus for the K.A.N. School, at the entrance to Kfar Adumim, is currently being planned.

Highlights:

In the autumn of 2019, at the start of the 2019-2020 school year, the school, in consultation with parents' committee, made a radical decision to ban mobile phones from the school. The concept behind this decision was to increase and deepen face-to-face communication between individuals, to reduce distraction, and to understand how technology can serve rather than enslave us.

In April 2019, the school decided to choose elections and democracy in Israeli society as a study topic for the *beit midrash*. This included study of controversial subjects within Israeli society, familiarization with the country's various political parties, and a follow-up activity leading to school elections. K.A.N. is also outstanding in its annual three-day hike, which includes a day of environmentally- or socially-conscious activity.



Ulpanat Talya at the Amalia Campus, Jerusalem

The Amalia Junior High and High School, named in honor of Amalia Jesselson, was opened in 1971, as a high-quality school for religious girls. While the school is located in Jerusalem, its residence enables girls from throughout the country to attend, many from the periphery and/or from low-income families.

In 2008, Ulpanat Talya was established as a separate but integral part of the school. Talya is a unique, five-year program intended for particularly gifted girls, who study one additional year of high school, and graduate with a B.Sc. in computer science from the Jerusalem College of Technology or credits towards a B.A. from the Open University.

As of the 2016-2017 school year, the regular studies at Amalia began a gradual process of being phased out, and another track, Bina, was added to Ulpanat Talya. The Bina program is intended for academically successful girls, enabling them to specialize in technical subjects such as architecture, biotechnology and visual communication, greatly increasing their professional options. Once the Bina program began, the original Talya track was renamed as Chen, and the two together now comprise Ulpanat Talya. In 2018, many new students enrolled in the ulpana, for a total of 60 students in the Bina program, and 128 in the Chen track. Additionally, 103 Amalia students in grades 10-12 were studying at the school. 2018 saw Talya's seventh graduating class, with 18 students. The school's newly-renovated residence (a gift of the Harry and Jeanette Weinberg Foundation) was filled to capacity, allowing 146 students from outside Jerusalem to attend these excellent schools and enjoy a wide variety of enrichment activities and special events.

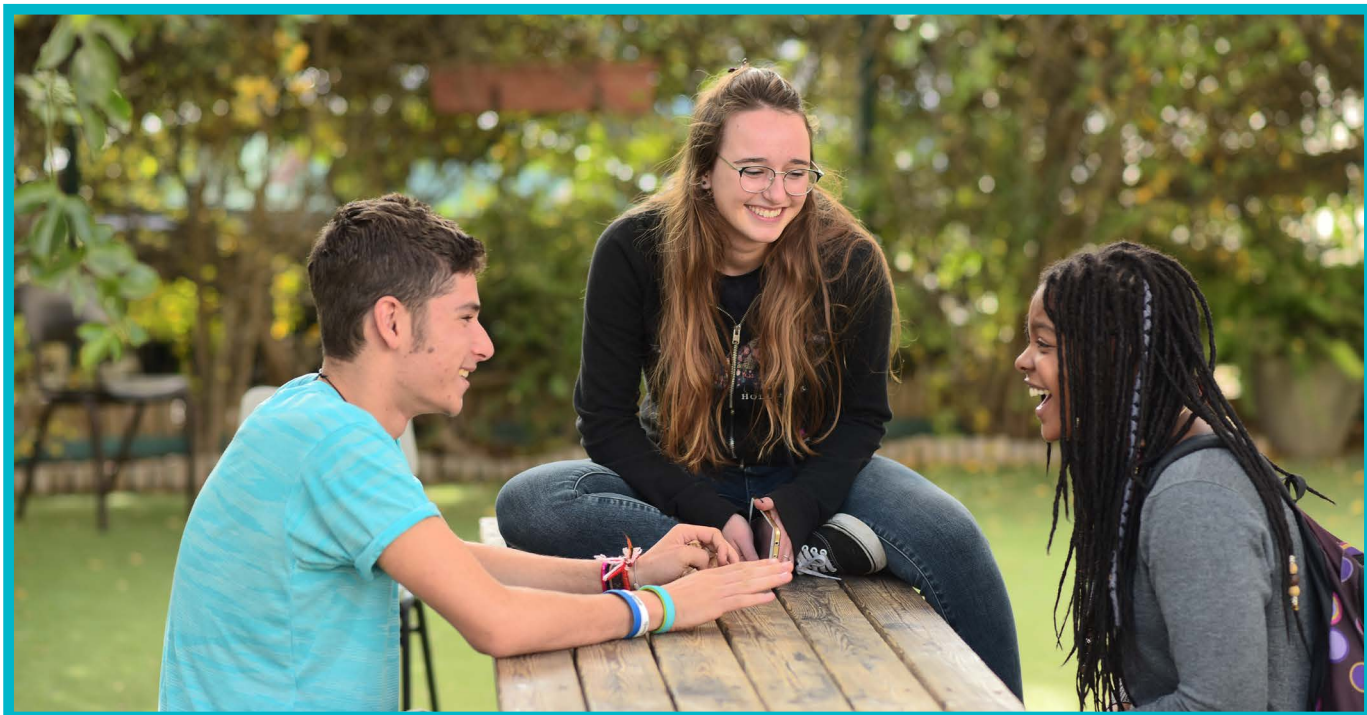


Re'ut High School, Jerusalem

Re'ut High School, founded in 1999, is outstanding for its pluralism in terms of both its student population, its teachers, and the school's mandate. Its 7th-12th grade students span the religious and socio-economic spectrum, while its teachers come from a variety of streams of religious observance. While it is not part of the national-religious system, the school nonetheless emphasizes a respect for Jewish tradition and learning, along with social activism and responsibility, and tolerance – respect for all. The school has been under the management of the Society for Advancement of Education, Jerusalem since 2013, and has flourished since then, to the extent that new classrooms need to be added to the school.

One of the unique and exceptional aspects of Re'ut is its social projects. Primary among them is the “Community Kitchen,” which provides hot meals to needy neighborhood residents three times a week. The “restaurant” is staffed by students, and those who come to eat there (primarily elderly individuals) enjoy not only a nutritious meal, but social interaction which, for many, is sorely lacking. The school also offers classes for senior citizens, with some 30 students aged 50 and up attending a wide variety of classes twice a week, and participating in the school’s ongoing events.

Another interesting Re'ut project is Gidonim, focused on documenting and mapping Jewish cemeteries in Poland and uploading the information to the project’s website (www.gidonim.com), which contains a wealth of historical information that is invaluable to families of holocaust survivors and researchers.



Dror High School, Jerusalem

Adopted by the Society for Advancement of Education in 2006, Dror High School is unique in that it is a religious school in which boys and girls study together, offering an alternative to parents who want their children to have a religious education in a mixed-gender, pluralistic environment.

Ms. Roni Hazon-Weiss began her position as Dror's principal at the start of the 2016-2017 school year. Roni has completely revolutionized the school, incorporating the values of liberal Judaism, pluralism, feminism, and co-existence in innovative and creative ways. The programs that she has initiated include: the **Social Beit Midrash**, emphasizing pluralism and topics relevant to Israeli society through a Jewish lens, as well as volunteering and altruism; **Shabbat BeYachad**, an annual event in which all the school's students, as well as some staff members and their families, go away

to spend Shabbat together. Each Shabbat has a theme around which the weekend focuses, and the experience includes prayers, workshops, and activities in nature. The weekends are planned by students and staff members together. In March 2018, *Shabbat BeYachad* took place at Masada, and in February 2019, in the desert town of Yeruham; and **Young Women Leaders for Co-existence**, in which girls from Dror meet with Arab high-school girls from East Jerusalem on a monthly basis, to learn about one another's culture and do a project (often an art project) together. This project aims to break down the walls of segregation between Arabs and Jews in the Israeli school system, and to help nurture intercultural understanding and coexistence.



Shoshanim Arts and Science High School for Haredi Girls, Jerusalem

This unique school opened for the 2018-2019 school year with one class of 25 ninth-grade students. It is a growing school, that will add classes each year until it reaches full capacity. While Haredi girls are often relegated to menial jobs and a role intended to support their husbands' Torah learning, Shoshanim educates the girls in sciences and arts towards full matriculation, providing them with both the opportunity for a fulfilling and lucrative career, and a means of self-expression.

Ms. Vered Bachar is the principal of Shoshanim, and the moving force behind establishing the school. She has a rich academic background in education and sociology, focusing on issues relating to Haredi women. Regarding the opening of Shoshanim, Vered says: “Believe that there is reward for your toil... The Shoshanim School is establishing itself within the Haredi sector as a quality seminar with a rich educational curriculum and an excellent staff, which educates girls to live a life of religious belief.”



Inbar Leadership School for Secular Girls

Inbar is the most recent school to join the SAE family. As the first all-girls high school for secular girls in Israel, Inbar provides all students with an equal opportunity to develop and grow into well-educated, empowered and influential women. Inbar's progressive and innovative educational framework enables girls to reach their full potential, build strong values, and thrive academically, physically, emotionally and socially. Located in Jerusalem, Inbar opened for the 2019-2020 school year, with one seventh-grade class of 20 girls, and nine staff members. It is a "growing school," which will add classes every year, until reaching its capacity of some 330 students in 7th-12th grade. Inbar's unique pedagogy emphasizes development of leadership and positive gender identity, through a body-mind approach integrating movement and academics.

Hadas Reis, who is the moving force behind Inbar, has a background in business, entrepreneurship, coaching and group facilitation. Her vision: “I want to give as many girls as possible the opportunity to become phenomenal. I want them to learn and believe in themselves so that they can become the wonderful women they are meant to be and want to be. I want to see more women leaders, and, hopefully, we will be able to make this happen and bring about change in our world.” It is hoped that Inbar will serve as a model for similar schools in other locations throughout the country.



ORT Netanya Residence

The ORT Netanya residence was established in 1968 by the Society for Advancement of Education and ORT Israel. Located on the grounds of ORT's Yad Leibowitz Educational Campus in Netanya, the residence is operated by SAE under the auspices of the Ministry of Education's Residential Care Division. The residence enables junior-high and high-school students from throughout the country to attend the excellent ORT Yad Leibowitz School, increasing their opportunities for excellence and options for the future. ORT Netanya houses many students from the former Soviet Union, who arrived in Israel on the Na'ale program, in which Jewish high-school students from throughout the world come to Israel without their parents in order to receive a high-quality education and matriculation certificate. In 2018, 110 students lived at the ORT Netanya residence, and one of the dormitory buildings was renovated, creating more spacious, aesthetic rooms with attached bathrooms.

ORT Netanya is particularly well known for its sports program, which is one of its primary focuses. Students in the program (including many of the Na'ale students, who arrive with a background in sports) undergo intensive training in order to become professional sportspeople, coached by two Olympic athletes. During 2018, the number of students participating in the sports program increased significantly, and 93% of the residence's students matriculated, the highest proportion to date.



SCHOOLS AND EDUCATIONAL RESIDENCES

Steinberg Residence

Located in Kfar Saba in central Israel, Steinberg is a residential campus that enables talented youth, mostly from Israel's periphery, to study at leading high schools in the area. The residence was established in 1967 by the SAE, the Kfar Saba municipality, the Sapir Foundation of the Jewish Agency for Israel, and Sol and Betty Steinberg. It provides talented students who do not have access to quality schools in the vicinity of their homes with the opportunity to study at an excellent school and increase their chances of a rewarding career and/or higher education. 90% of students who have lived at Steinberg have graduated with a matriculation certificate, and 80% of them have gone on to higher education. The residence celebrated its 50th anniversary in 2017.

During 2018, some 120 students from throughout the country lived at the residence. Ongoing enrichment classes were offered in a wide variety of subjects, and students also volunteered several times throughout the year.

Ein Carmit Residence

Located in the beautiful Ein Karem area, on the outskirts of Jerusalem, Ein Carmit is a coeducational residence for students, established by the SAE in 2000. The majority of its residents are teenagers from disadvantaged communities throughout the country, and the residence offers them a warm home, and psychological and scholastic support. The students attend the high school located on the same campus, and are provided with extra teaching hours and homework supervision after school.

During the period of this report, some 125 students resided at Ein Carmit, mostly from the country's periphery, some 80% of them from socio-economically disadvantaged families. In addition to receiving educational reinforcement in all subjects, residents enjoy a wide variety of enrichment classes and extra-curricular and holiday activities. Essentials such as clothing, eye glasses, and more are provided for students, as well as emotional support and didactic screening where necessary.



Na'ale Elite Academy

The Na'ale program, established by the SAE and the Israeli government in 1992, and later joined by the Jewish Agency, enables Jewish high school students from throughout the world to come to Israel, with full financial support from the Ministry of Education, to study and obtain a high-quality matriculation certificate. Studying in Israel familiarizes students with the country, its culture and its language, and, together with an Israeli matriculation certificate, prepares them to go on to higher education and satisfying professional lives in Israel.

The students who arrive on Na'ale live in dormitories throughout the country, and are provided with everything required for easy absorption – psychological support and counseling, educational and social assistance, preparation for army or national service, and personal needs. Over 90% of youth graduating from the program become Israeli citizens and serve in the IDF, and about half of the students' parents eventually follow their children in making Aliyah.

During the period covered by this report, over 2000 students studied in the Na'ale program, from 58 countries.



Ma'atefet – Counseling and Support System for Immigrant Students

The *Ma'atefet* program, operated in collaboration with the Ministry of Aliyah and Absorption, assists new-immigrant students over 18 years of age, some 90% of whom have immigrated to Israel on their own. While the Ministry helps support them financially, *Ma'atefet* assists them socially and personally, providing them with social activities and personal support, discussions, academic help and educational reinforcement. In 2018, 7,500 students were assisted through the program, of whom 2,500 were from Ethiopian backgrounds.

Highlights included a well-attended ceremony for outstanding volunteers, a two-day trip to a Negev kibbutz where participants slept in Bedouin tents, a two-day employment seminar, and an exhibition of art by *Ma'atefet*'s students at the Beit Hatfutsot museum. All of these were extremely important for students who are not networked within the country, and who have no family nearby to support them.





Hidden Sparks Program

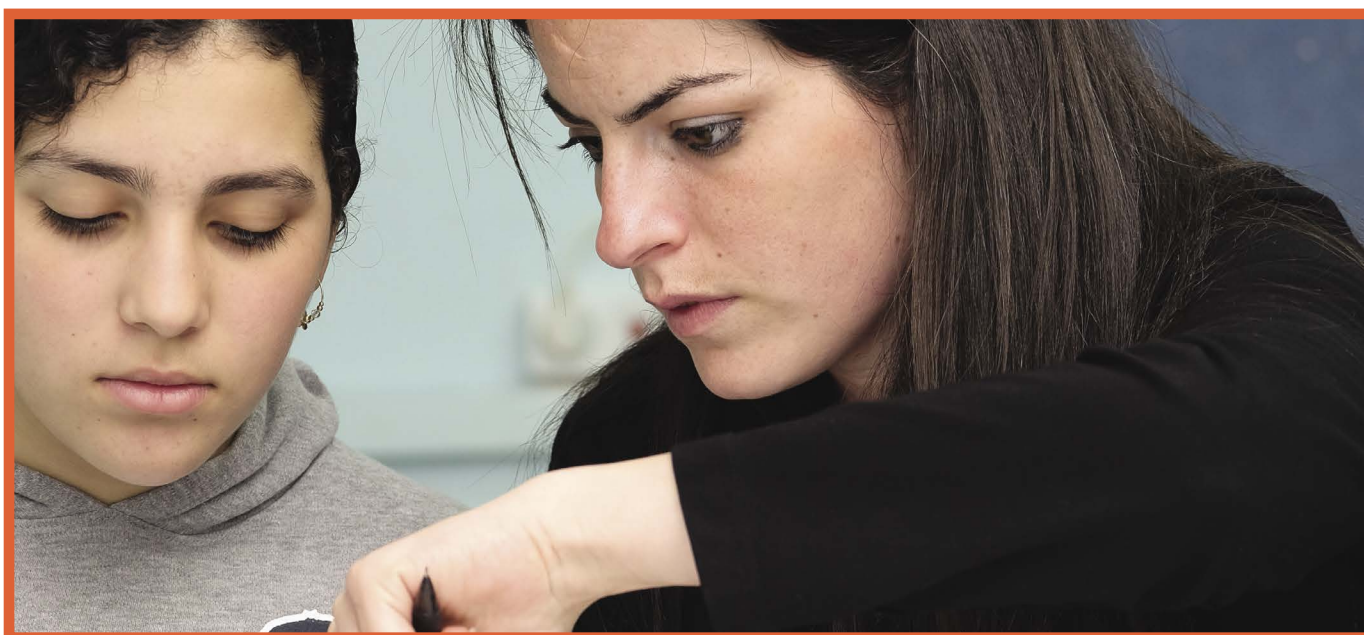
The Hidden Sparks Program's mandate is to train teachers in differential teaching, i.e. teaching each student according to his or her individual needs, with particular focus on children with learning or behavioral differences. The program is based upon a peer-coaching system, in which teachers coach



one another. Each summer, a "Learning Lenses" course is held in order to train teachers from each participating school to be internal coaches, who observe and coach other teachers from their school in the method, and integrate the program's concepts within the school's ongoing pedagogic language. Each participating school also has an external coach, who oversees and trains the internal coaches. The program is an offshoot of the American Hidden Sparks Program, coordinated in Israel by the SAE's Learning Disabilities Coordinator. During the period of this report, there were 23-30 course participants in seven schools, with 25-30 active internal coaches; an Arab school in Lod joined the program; and the Jerusalem Municipal Education Authority decided to classify Hidden Sparks as a recommended program for its schools, and to cover part of its costs.

The Niot Project

The Niot Project is named after Niot Watzman, ז"ל, who had had learning difficulties and who died in a diving accident after completing his military service. The program supports students aged 13-18 with learning difficulties, on a variety of levels, including extra tutoring, subsidized psycho-didactic diagnoses, a personal study plan, and emotional and psychological support. The program also assists teachers in teaching these students, and each participating school has a learning-difficulties coordinator and a special Niot Project room, in which tutoring and support sessions take place. The project assists numerous students, who would not otherwise succeed in their studies, in realizing their potential. During 2018-2019, over 900 students were assisted by the program, with some 750 weekly hours of individual or small-group educational reinforcement provided by teachers and volunteers, at Niot Learning Centers in ten SAE schools and educational residences.



Learning Centers for Children from the Foreign Community:

The SAE operates two after-school learning centers for children from the foreign community, whose parents are primarily, but not exclusively, African refugees and economic migrants. Parents often work long hours, leaving the children with no after-school framework. The children are also liable to develop significant learning and social gaps in relation to their Israeli peers, due to insufficient preschool frameworks, difficulties in language acquisition, lack of support in their

family environment, and emotional distress. The learning centers, opened in Tel Aviv in 2017 and in Jerusalem in 2018, are intended to provide the children with a constructive framework after school hours, a hot meal, and educational support. Each center serves 15-18 children in 3rd through 6th grade. The Tel Aviv center operates four afternoons a week, and that in Jerusalem, three afternoons.

The centers operate year-round, switching to a summer-camp framework during the summer holidays, providing children with a wide variety of activities and outings that offer recreation and enrichment.

The Jerusalem center is operated in collaboration with the Jerusalem Municipality, the Jerusalem Foundation, and Jerusalem African Community Center, while the Tel Aviv center is operated in collaboration with the Yarden School (which supplies the venue and meals), and Mesila – the Tel Aviv Municipality's Center for Counseling, Support and Information for the Foreign Community. The UNHCR provides funding for both centers.



The Israeli Institute for Gender Equality in Education

The Israeli Institute for Gender Equality in Education was established by the SAE in 2019, with the objective of promoting gender equality in the field of education, where youth develop their attitudes and perspectives, in order to help create a more egalitarian society overall. Gender bias is deeply imbedded and accepted in Israeli society

and educational institutions, such that many teachers and students hold biased attitudes without even being aware of them. These attitudes create psychological and societal barriers to the realization of every individual's maximum potential.

The center works with educational and social organizations to implement practices that advance gender equality through educational models, professional development, programs, conferences, seminars, international collaborations, and more. The center was founded and is directed by Yael Boim-Fein, who has a rich background in education, gender studies, and social activism.



The Jafra Program for Young Leadership in Arab Society

The Jafra Leadership Program, operated by the SAE in collaboration with the Al-Amer organization and participating municipalities, is a gap-year program for Arab students who have completed high school but have not yet gone on to higher education. The program's mandate is to help participants prepare for the future, be it higher education or a profession; to broaden their horizons and help develop skills and knowledge; and to cultivate a sense of belonging and social responsibility. Each group comprises 15-25 young people who meet twice a week, in addition to seminars and field trips around the country. The program helps familiarize participants with options for higher education and to prepare for them, and volunteerism is emphasized, with participants initiating and carrying out projects for the benefit of the community. Jafra opened as a pilot project in Sakhnin during the 2016-2017 academic year, and expanded to include groups in the towns of Abu Snan and Turan during the 2017-2018 academic year.



Yesh Matzav – Youth at Heart

Yesh Matzav – Youth at Heart is a national program, sponsored by the SAE in partnership with four government ministries (Labor, Social Affairs and Social Services; Education; Health; and Culture and Sport) and participating municipalities, intended to provide a variety of interventions to students aged 12-18 defined as “at-risk,” and their families. Established in 2011, it constitutes a network of centers, currently operating in ten cities (expanded from a pilot of four cities), both Jewish and Arab. Each center works with at least 60 youth, all of whom study within a formal education framework and have emotional and/or behavioral difficulties, and often problems in communicating with their families. The purpose of the program is to advance the youth, and assist them through processes of adolescence and the developmental challenges they face, and they have an excellent track record of success.

During the period of this report, budgetary allocations to municipalities by government ministries were increased in order to promote participation in the program. Additionally, we are very proud that the government ministries, in collaboration with the national program for children and youth at risk, established national standards for the operation of youth centers, and the standards were based on the *Yesh Matzav* model.

“I Have an Address” – Support Program for Graduates of Youth Villages and Dormitories

SAE joined this program, an initiative of the Ministry of Education's Residential Care Division and JDC Israel-Ashalim, in 2017, as an operating partner responsible for professional development. The program's mandate is to support graduates of youth villages and dormitories through age 26, including leaving the residence, throughout army or national service, and integration into civilian life. The program is implemented through a cadre of graduate coordinators who help the graduates through important transitions after high school and provide personal support.

Several important developments took place in the program during the period of this report. They include: development and definition of the coordinators' role, development of a dedicated computerized database system to monitor graduates and residences, implementation of a flexible response basket for graduates, and solidifying collaborations with the Ministry of Defense and the Ministry of Labor, Social Affairs and Social Services.

Iski Kafri – Agricultural Business Training for Students at Youth Villages

The SAE is the operating partner of this program, established by the Ministry of Education's Residential Care Division, and JDC-Ashalim. It is an educational-social-economic project that takes place on an agricultural farm



in coordination with the youth villages' schools and residences. The project's goal is to develop tools and life skills required for independent, adult life among the youth villages' students, through experience in establishing and managing an educational-social-business initiative based in one of the agricultural branches in the students' villages. The program also trains the villages' staff members in facilitating a business entrepreneurship course, as well as training teachers and agricultural workers in integration of external learning of science subjects through work on the farm. During the period of this report, the program took place in six youth villages.

The annual program highlight is the meeting of the investment committee, comprising representatives of the JDC, the Ministry of Education, the SAE, and the Altshuler-Shaham investment company, during which the students present a full, detailed business plan for their initiative, and one initiative is chosen to be funded (grant and loan) by Altshuler-Shaham's "Dream Fund."

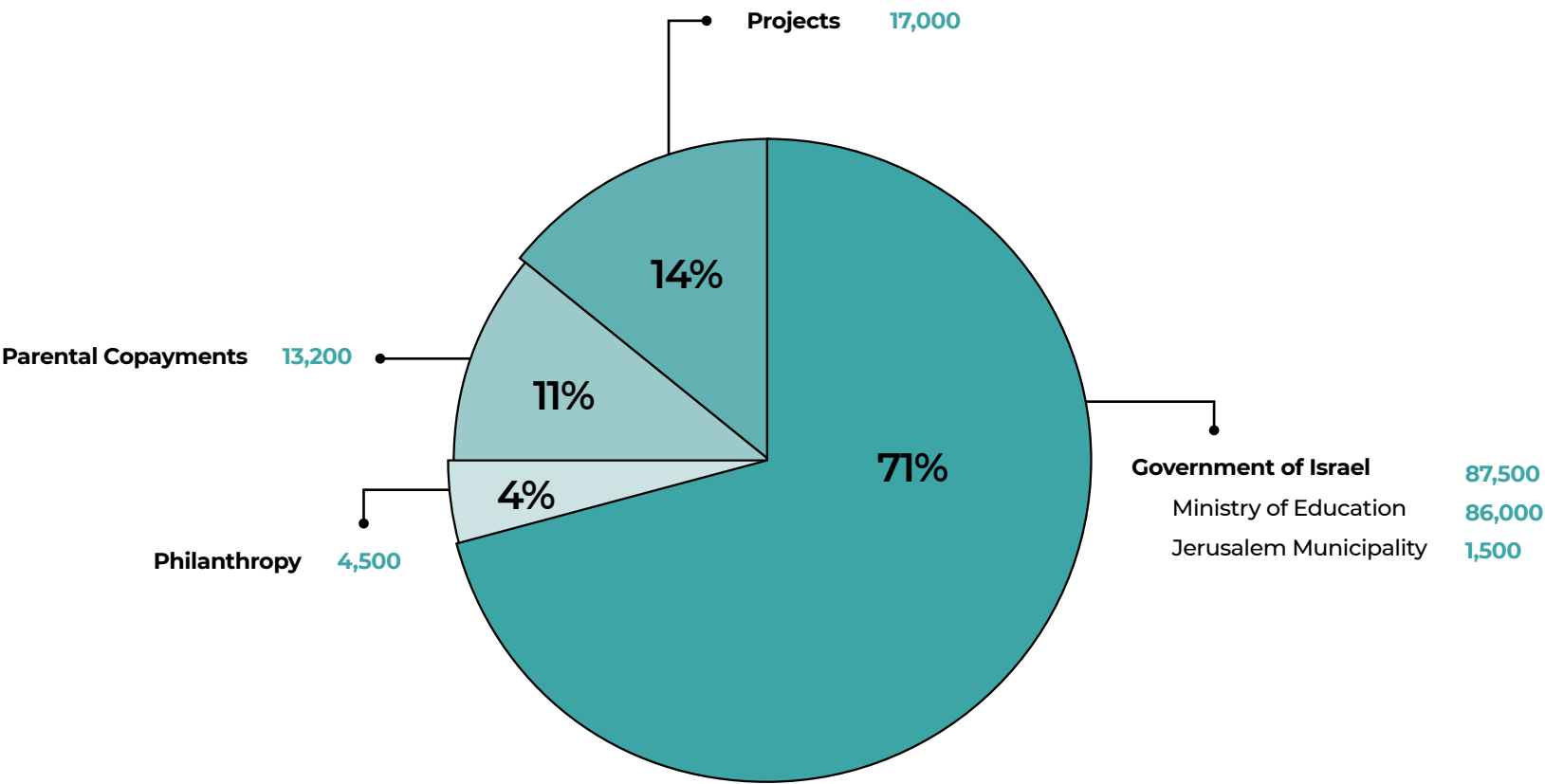
The Adva Volunteer Program for Youth in Youth Villages

The Adva program, developed and operated by the SAE in collaboration with JDC-Ashalim and the Ministry of Education's Residential Care Division, takes place in seven youth villages throughout the country, and includes a range of initiatives, in which residents of the youth villages volunteer either within or outside the village, or in which the community contributes to the village. The program uses volunteerism to prepare youth-village and dormitory residents for independent life upon completion of their studies. Each village has a youth volunteer council that oversees the program's activities within or related to the village, as well as a group of 12-20 volunteer leaders, who lead volunteer initiatives and meet with their "colleagues" from other villages throughout the country. Initiatives include tours of the country for new immigrant youth led by volunteer guides, activities for children on the autistic spectrum, and more.

Financial Highlights 2020

*Implementation of 2020 Budget, unaudited

Projected Revenues (NIS)

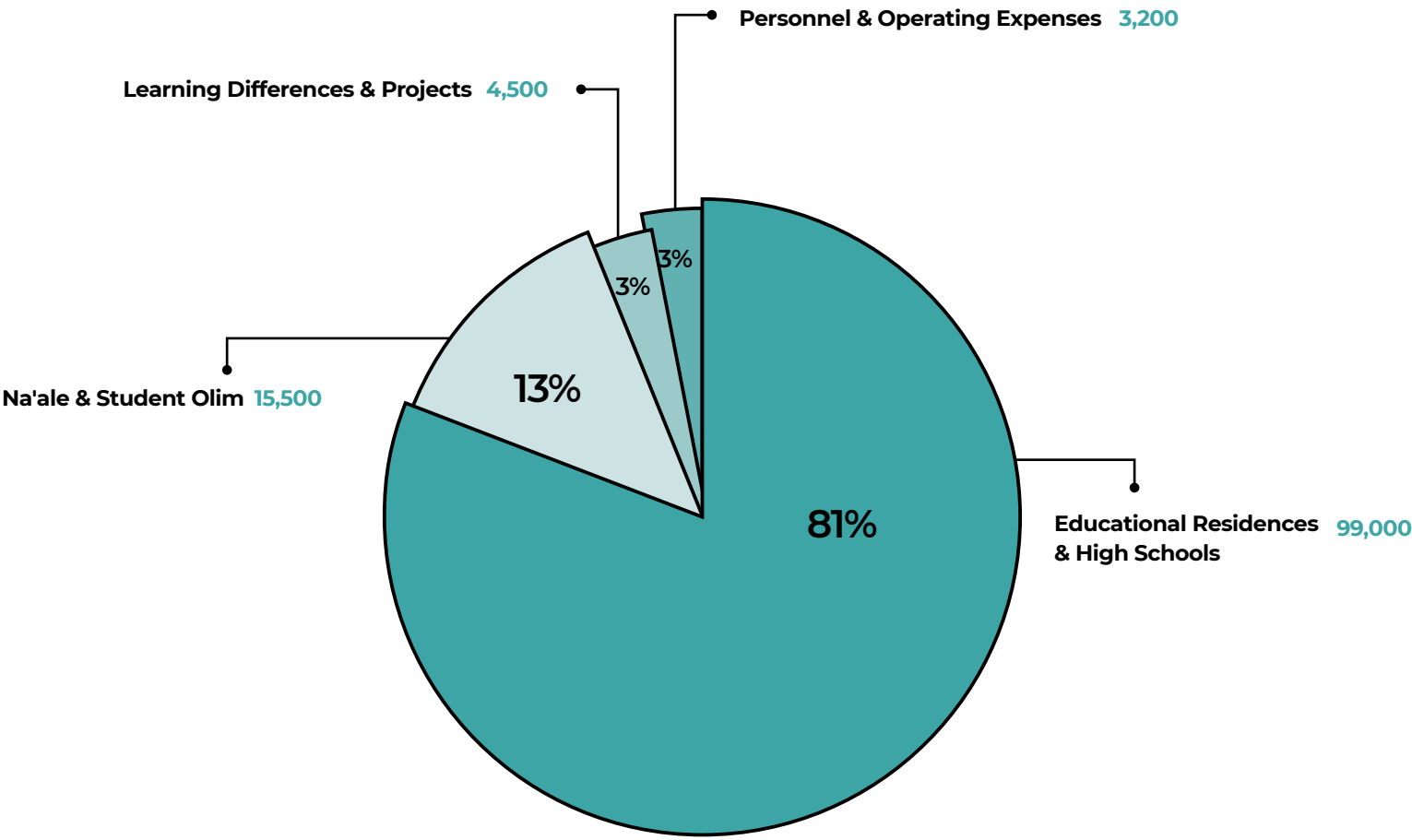


TOTAL Projected Income: 122,200

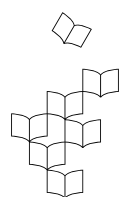
Financial Highlights 2020

*Implementation of 2020 Budget, unaudited

Projected Expenses (NIS)



TOTAL Projected Income: 122,200



SOCIETY FOR
ADVANCEMENT OF EDUCATION
JERUSALEM