

**The Ethiopian National
Project (ENP)
Scholastic Assistance
Program 2019
SPACE - School
Performance and
Community
Empowerment**



**Ruth Baruj-Kovarsky
Viacheslav Konstantinov**



The study was initiated and funded by the Ethiopian National Project

Editor: Revital Aviv Matok

English translation: Evelyn Abel, Ami Asher

Graphic design: Efrat Speaker

Myers-JDC-Brookdale Institute

P.O.B. 3886 Jerusalem 9103702, Israel

Tel: (02) 655-7400

brook@jdc.org | brookdale.jdc.org.il

Jerusalem | February 2022

Glossary

Eligible for matriculation

Students who matriculated fully according to Education Ministry requirements

Nowhere near matriculation

Students who did not take matriculation exams or were tested on fewer than 14 study units

Partial matriculation recipients

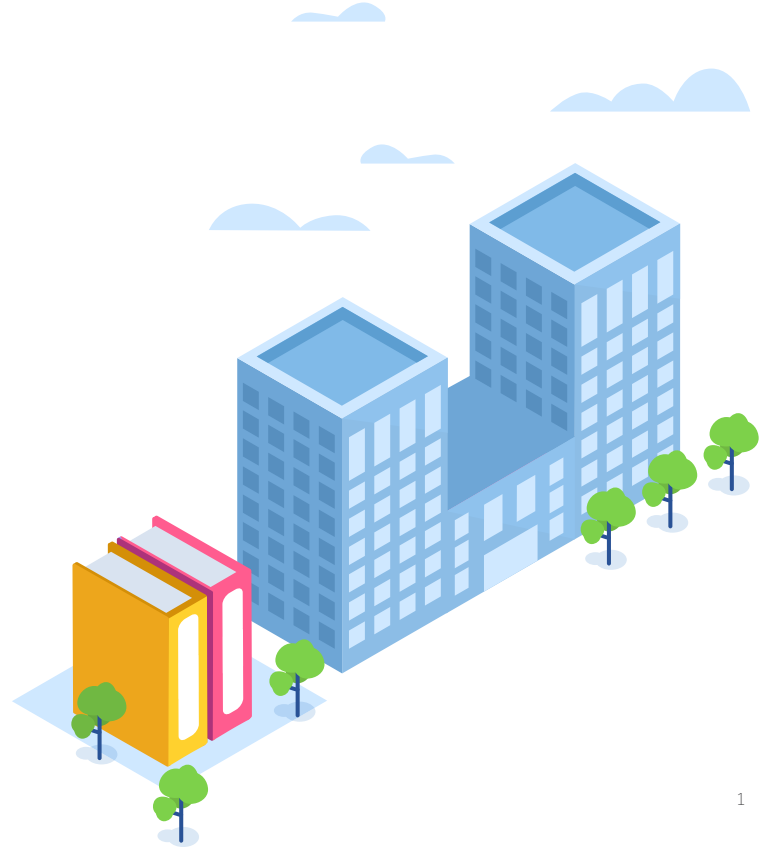
Students tested on at least 14 study units, but fewer than required to be eligible for full matriculation

Eligible for matriculation meeting university prerequisites

Students with full matriculation, including at least 4 study units in English enabling university registration

Matriculation

High school completion exams



About ENP – The Ethiopian National Project

ENP was established by the Government of Israel, Jewish Federations and representatives of the Ethiopian-Israeli community. Its overarching goal is to fully and successfully integrate Ethiopian-Israelis into Israeli society.

This initiative spawned a unique partnership, uniting the Jewish Federations of North America (JFNA), the Government of Israel, representatives of Ethiopian Jewish Community Organizations in Israel, the Jewish Agency for Israel (JAFI), JDC-Israel, and Keren Hayesod-UIA all under a single roof. The project has been in operation since 2005.




ENP is unique in that it involves members of the Ethiopian community as decision-makers and program leaders. In 2016, following the establishment of the government program A New Way¹, the scholastic assistance program also included non-Ethiopian students (some 20% of the participating students).

This pamphlet presents a summary of the evaluation report: The Ethiopian National Project (ENP) Scholastic Assistance Program 2019 SPACE - School Performance and Community Empowerment.

¹ The government program for the integration of Ethiopian-Israelis was drawn up on the basis of successive decisions aimed at promoting the optimal integration of Ethiopian-Israeli citizens into Israeli society, in the areas of studies, education, employment, housing, family and community, as well as civic involvement.



The Evaluation

-  The evaluation monitors the matriculation achievements of twelfth-grade students participating in the program
-  The participating students are identified by Ministry of Education data files, and their identities are coded to preserve anonymity
-  The file information pertains to student and school characteristics, student achievements in national GEMS (Growth and Effective Measures for Schools – Meitzav) tests taken in 5th grade, and in matriculation exams, to learn about the participants' characteristics and the program's impact on their scholastic achievements in matriculation



The SPACE Program – Scholastic Assistance

The program began in 2005 to address the large gap between the percentage of Ethiopian-Israeli students ineligible for full matriculation and other students in Jewish education: a gap of 19 percentage points in eligibility for a matriculation certificate, and 33 percentage points in eligibility for a certificate meeting university prerequisites in 2004. Through SPACE:

- ▶ Scholastic assistance is provided to students in junior high school and high school
- ▶ The classes are small, with between 4 and 9 students in each
- ▶ The assistance classes are held in school after school hours
- ▶ Nutritious meals are included in the program
- ▶ Each student receives 4 hours of instruction a week in various subjects, with emphasis on mathematics, English and Hebrew language
- ▶ The assistance is meant for all Ethiopian-Israeli students in participating schools (not special-education) who do not receive additional scholastic inputs from other assistance programs
- ▶ In 2019, scholastic assistance was provided by two implementers: the Branco Weiss Institute and the IACC – the Israel Association of Community Centers, Ltd.

Characteristics of 12th-Graders Participating in SPACE, 2019



Characteristics

All program participants
in 12th grade

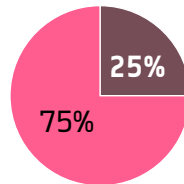
870
Students



69
Schools



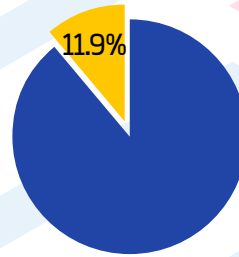
655
Ethiopian-
Israeli
students



215
Other
students

70% of Ethiopian-Israeli 12th-graders in program schools participated

In total, about 11.9% of all 12th-graders (Ethiopian-Israelis and non-Ethiopians) in program schools participated in the program

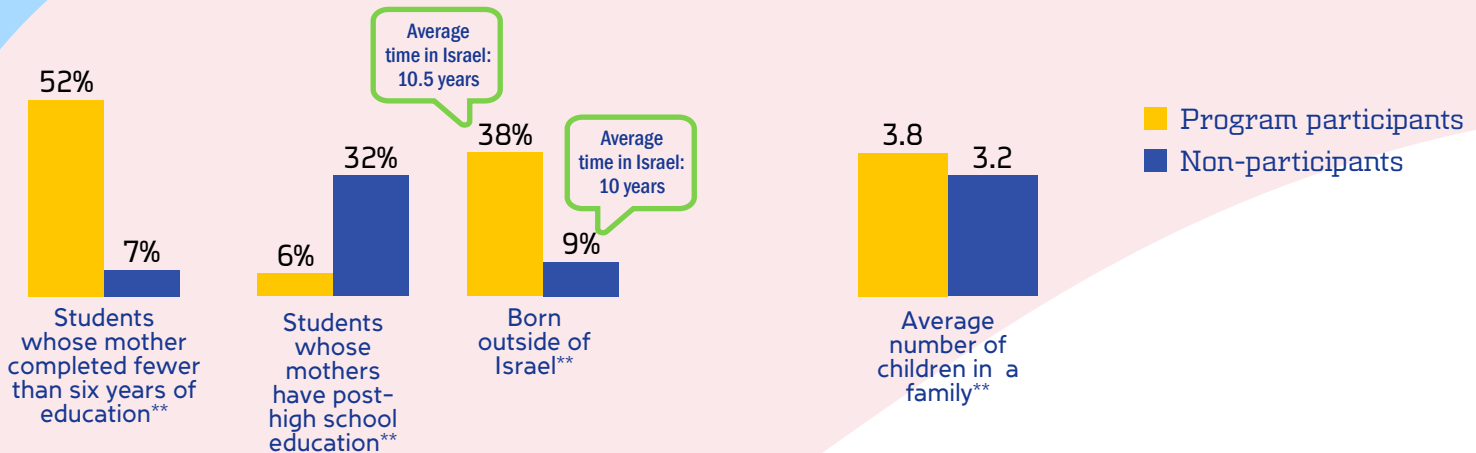


Program participants out of total twelfth-graders in program schools

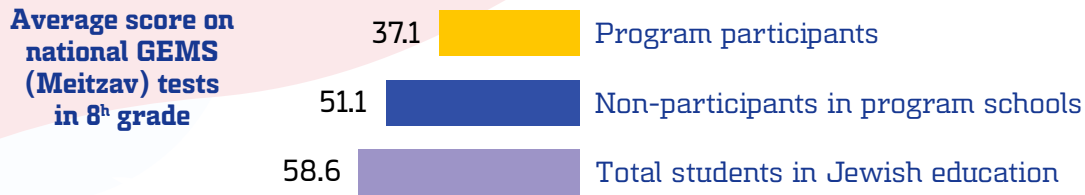


Characteristics

Program students come from weaker socio-economic backgrounds than students at the same school who are not in the program

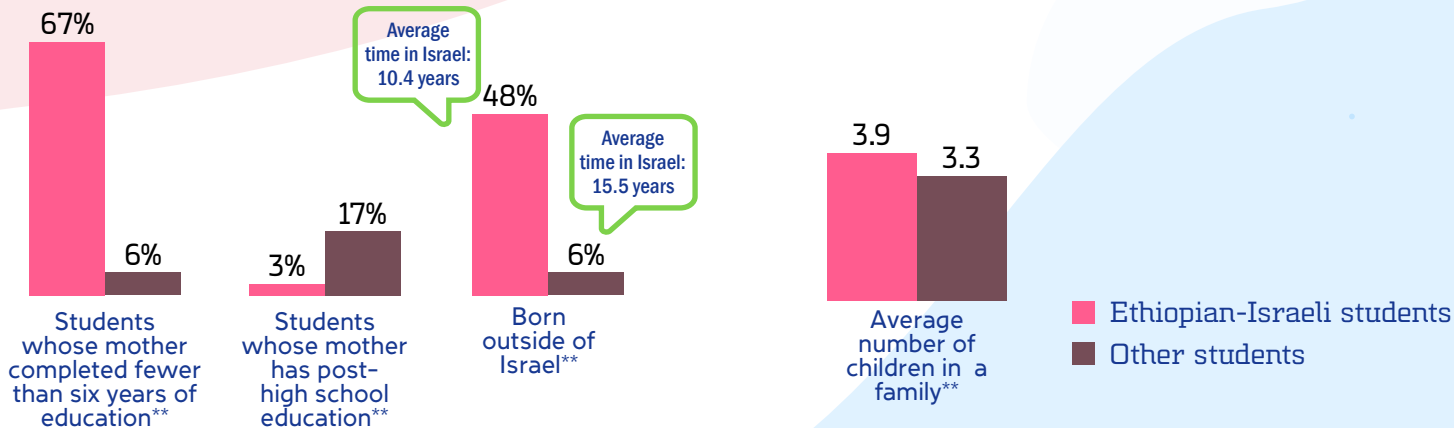


Program students come from weaker scholastic background than students not in the program

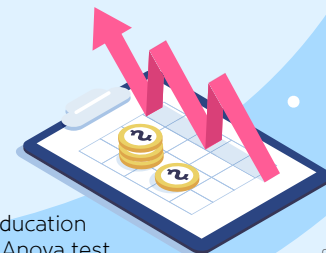
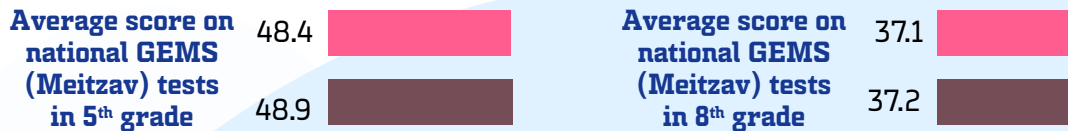


Program participants N=870, Non-participants N=6,456 | **P<0.01 | % of Israeli-born and mother's education were examined by the χ^2 test | The average number of children per family was examined by the One-Way Anova test

Ethiopian-Israeli program students come from a weaker socio-economic background than other students in the program



Ethiopian-Israeli and other program students have similar scholastic backgrounds



Ethiopian-Israeli participants N=655, Other students N=215 | **p<0.01 | % of Israeli-born and mother's education were examined by the χ^2 test | The average number of children per family was examined by the One-Way Anova test

**Achievements
of 12th-Grade
Ethiopian-
Israeli Students
Participating in
SPACE Program
in 2019**



Achievements

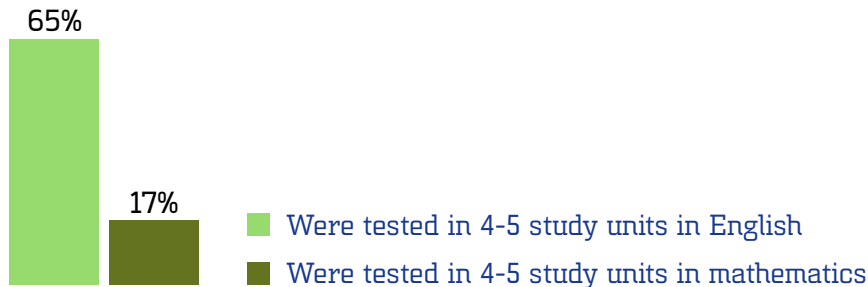
77% of the program participants were eligible for full matriculation
Most were also eligible for matriculation meeting university prerequisites

77% Eligible for a matriculation certificate



- Eligible for a matriculation certificate meeting university prerequisites
- Eligible for a basic matriculation certificate
- Eligible for a partial matriculation certificate
- Not near a matriculation certificate

65% of the program participants were tested in 4-5 matriculation units in English, allowing for a certificate meeting university prerequisites
17% were tested in 4-5 matriculation units in mathematics



Achievements

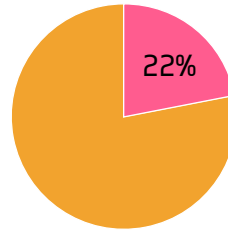
In 2019, 22% of Ethiopian-Israeli 12th-graders in Israel studied in the program

2,934

Ethiopian-Israeli students in Israel

2,279

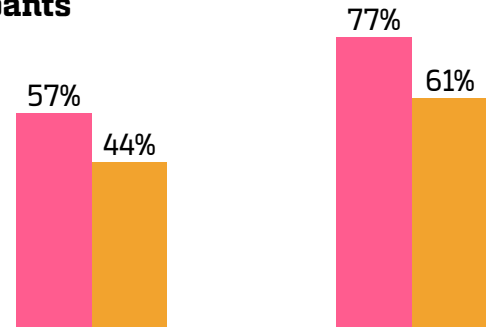
Ethiopian-Israeli 12th grade students who did not participate in the program



655

Ethiopian-Israeli 12th grade students who participated in the program

Program participants achieved higher results than non-participants in the percentages eligible for matriculation and for matriculation meeting university prerequisites

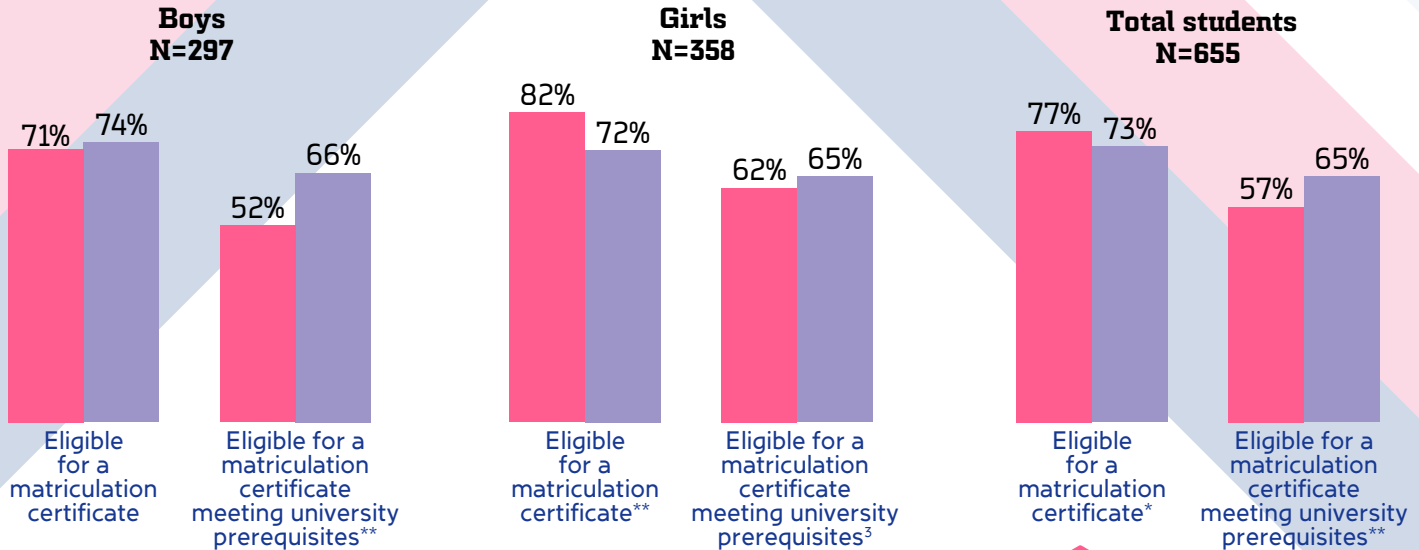


Eligible for a matriculation certificate meeting university prerequisites**

Eligible for a matriculation certificate**

**p<0.01 according to χ^2 test | Only schools offering matriculation

Program participants achieved a higher percentage of matriculation eligibility than the total students in Jewish education, owing to the high achievements of the girls. The percentage eligible for matriculation meeting university prerequisites was higher among the total students in Jewish education



- Program participants
- Total students in Jewish education

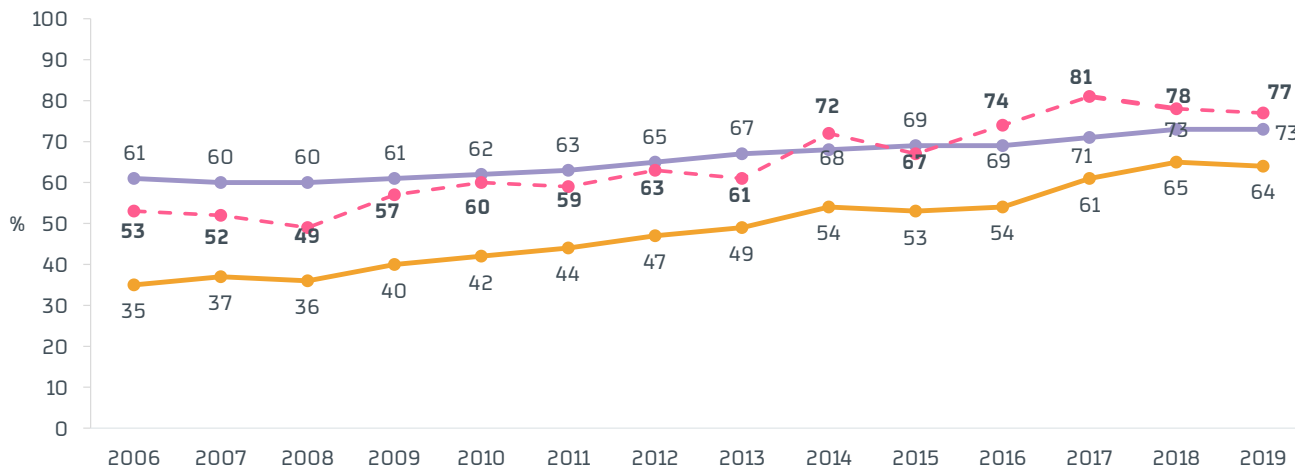
**p<0.01 according to χ^2 test | Only schools offering matriculation



Achievements

In 2019, as in 2016-2018, the percentage of Ethiopian-Israeli program participants eligible for matriculation was higher than that of the total students in Jewish education

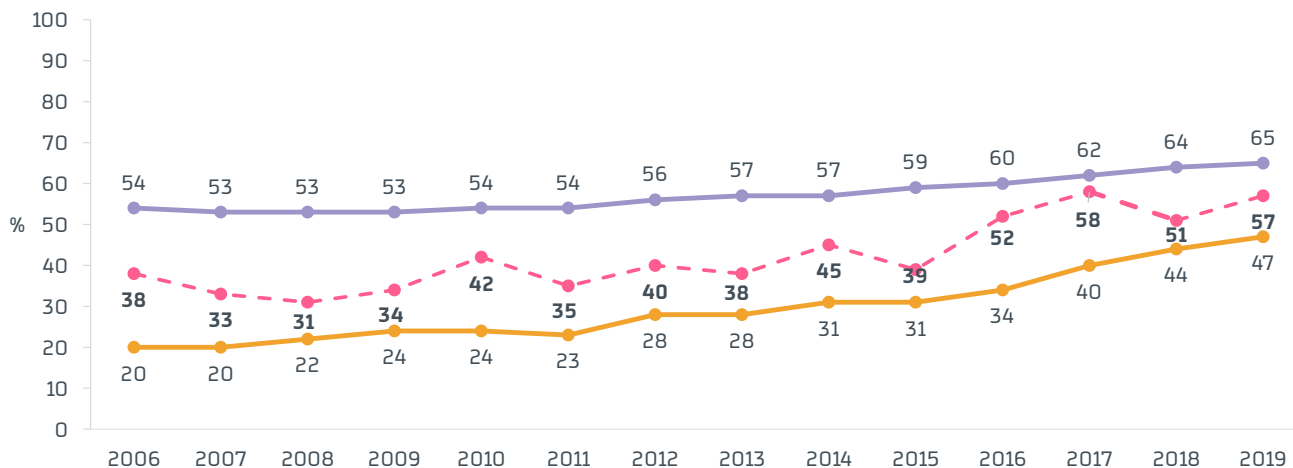
Throughout the years, the percentage of program participants eligible for matriculation was higher than that of the total Ethiopian-Israeli students



■ Total students in Jewish education ■ Total Ethiopian-Israeli program participants ■ Total Ethiopian-Israeli students in Israel

In 2006-19, the SPACE Program provided scholastic assistance to 12%-25% of Ethiopian-Israeli 12th-graders | Participating schools and length of program exposure vary from year to year

The percentage of program participants eligible for matriculation meeting university prerequisites in 2019 remained lower than that of the total students in Jewish education but, throughout the years, was higher than that of the total Ethiopian-Israeli students



■ Total students in Jewish education ■ Total Ethiopian-Israeli program participants ■ Total Ethiopian-Israeli students in Israel

In 2006-19, the SPACE Program provided scholastic assistance to 12%-25% of Ethiopian-Israeli 12th-graders | Participating schools and length of program exposure vary from year to year

Impact of SPACE Program on the Improvement of Matriculation Achievements of Ethiopian-Israeli Students



Impact

The examination of impact makes it possible to learn whether the high scores observed among program participants were due to their participation in SPACE



Impact was examined through Nearest Neighbor Analysis: Each student participating in the program was matched with a non-participant student of similar characteristics*



Impact was also examined separately: boys vs. girls, and Ethiopian- vs. Israeli-born



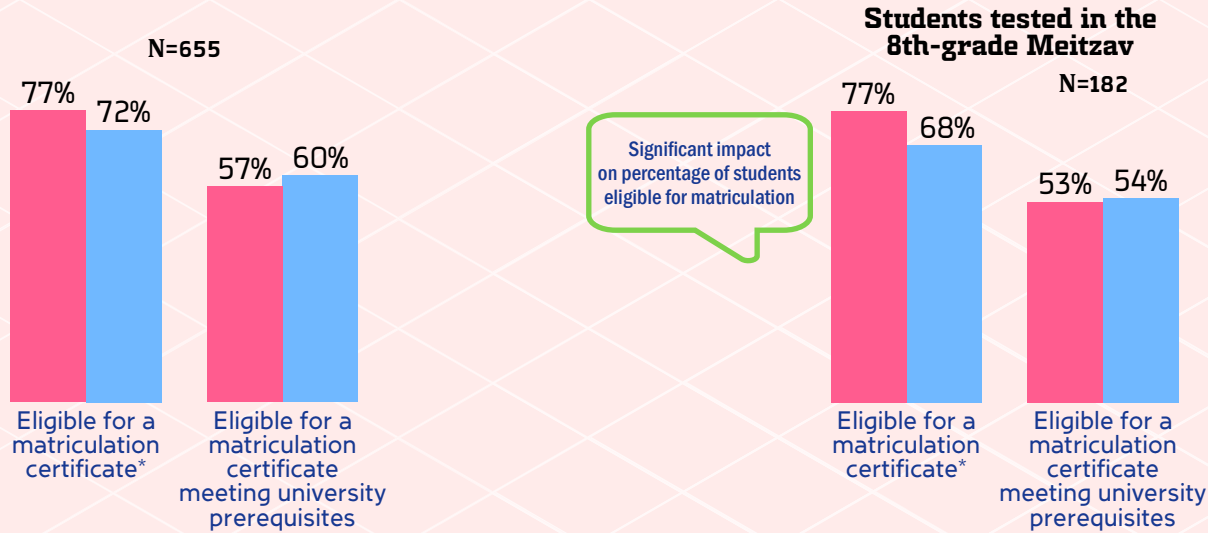
For 28% of the participating students who were also tested in the Meitzav exams in 8th grade, the program's impact was evaluated in comparison to their previous achievements. In this case, we matched the program participants with a comparison group of students of similar personal and school characteristics, as well as similar achievements in the 8th-grade Meitzav exams

* The similarities were examined by personal characteristics (gender, country of birth, mother's education) and school characteristics (education stream [state religious, secular etc.], the percentage eligible for matriculation in a given year, and its development-investment index)

Impact

The SPACE Program increased the percentage of Ethiopian-Israeli students eligible for a full matriculation certificate

When adding previous scholastic achievements to personal and school characteristics, it is evident that the program has a significant impact on the percentage of students eligible for a full matriculation certificate. This reinforces the findings with regard to all program participants



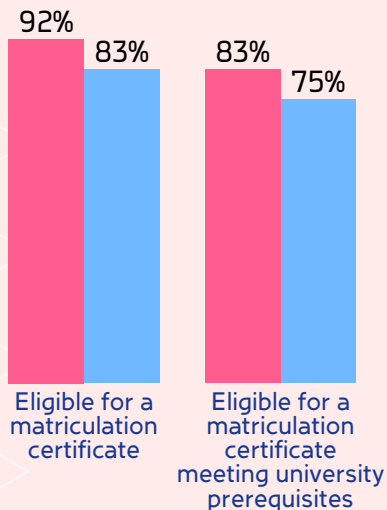
Paired T-test | *p<0.05

■ Ethiopian-Israeli students participating in SPACE Program
■ Comparison group

The program's impact is particularly salient with regard to students whose prior achievements are not particularly high or low

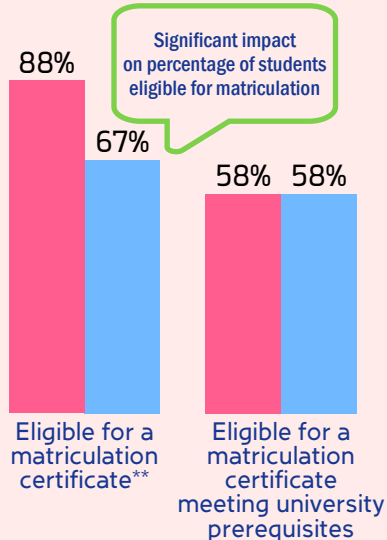
“High” achievers with a mean raw score of 50 and above in the 8th-grade Meitzav

N=47



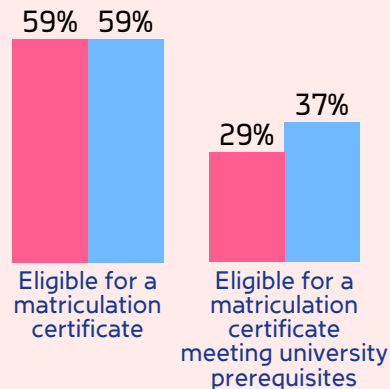
“Medium” achievers with a mean raw score of 30-49 in the 8th-grade Meitzav

N=60



“Low” achievers with a mean raw score of up to 29 in the 8th-grade Meitzav

N=75



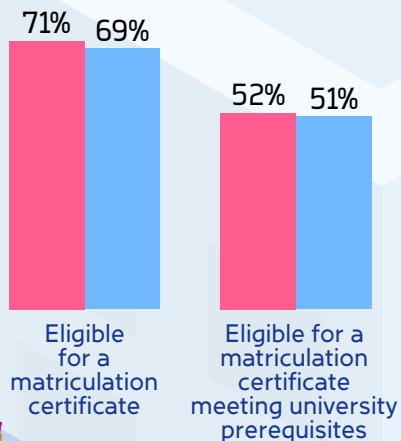
**p<0.01 | Paired T-test

■ Ethiopian-Israeli students participating in SPACE Program
 ■ Comparison group

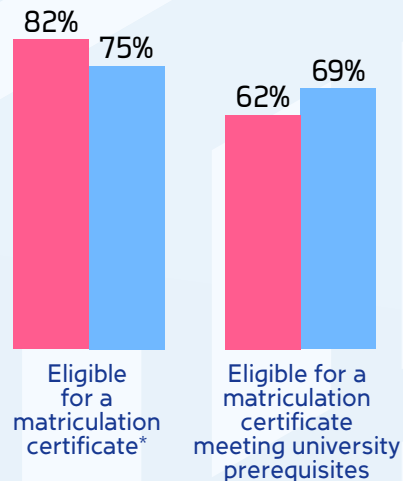
Impact

The program has a significant impact on the percentage of girls eligible for a matriculation certificate

Boys
N=297

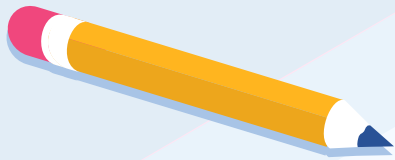
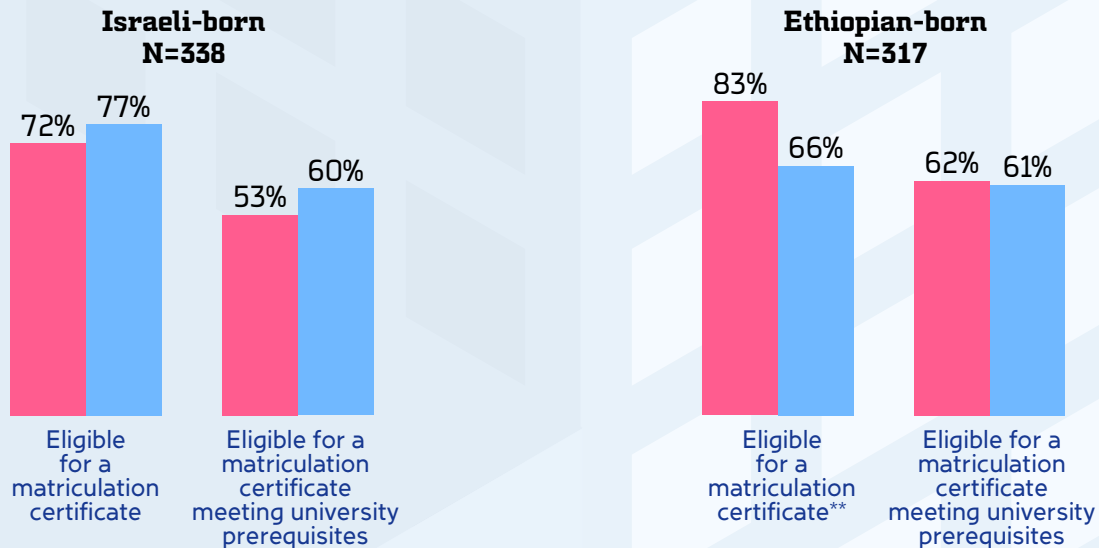


Girls
N=358



- Ethiopian-Israeli students participating in SPACE Program
- Comparison group

The program had a significant impact on the percentage of Ethiopian-born students eligible for a matriculation certificate



- Ethiopian-Israeli students participating in SPACE Program
- Comparison group

Conclusions



The achievements of most of the program participants were high. Most were eligible for a matriculation certificate upon high school completion and half were eligible for a certificate meeting university prerequisites.

This achievement is all the more noteworthy if we consider that their scholastic and personal backgrounds were weaker than those of the total students in Jewish education.



In 2019, the percentage of Ethiopian-Israeli program participants eligible for a matriculation certificate was higher than that of the total students in Jewish education.

The high achievements are particularly salient among the girls. The percentage of Ethiopian-Israeli girls eligible for a full matriculation certificate is higher than that of all girls in the Hebrew education system, and similar to that of girls who have attained a high-quality certificate.





To ascertain if the achievements of these students were impacted positively by their participation in the program, comparative analyses were conducted.

The analyses shed light on the impact of SPACE on the total Ethiopian-Israeli students participating in the program and their eligibility for a matriculation certificate.

These analyses suggest a positive impact of the program on the achievements of all participating Ethiopian-Israeli students eligible for a full matriculation certificate.



The program impacted differentially according to the population group.

Particularly noteworthy is the impact on the eligibility for a full matriculation certificate among girls, among Ethiopian-born students, and among students whose prior achievements have been neither very low nor very high.

Recommendations



Because of the program's varying impact on different population groups, an attempt should be made to understand the source of the gaps and to provide suitable responses to each group.



To strengthen the program's impact on attaining a high-quality matriculation certificate enabling university admission, additional ways should be examined to increase the percentage of students examined in at least four study units in English.





This pamphlet presents a summary of the evaluation report:
The Ethiopian National Project (ENP) Scholastic Assistance
Program 2019 SPACE - School Performance and
Community Empowerment.
For the full report (Hebrew only), please scan the QR code.