

Menifa Programs

2021–2020




Menifa
Boost for Life
Registered Amuta

FOX GROUP

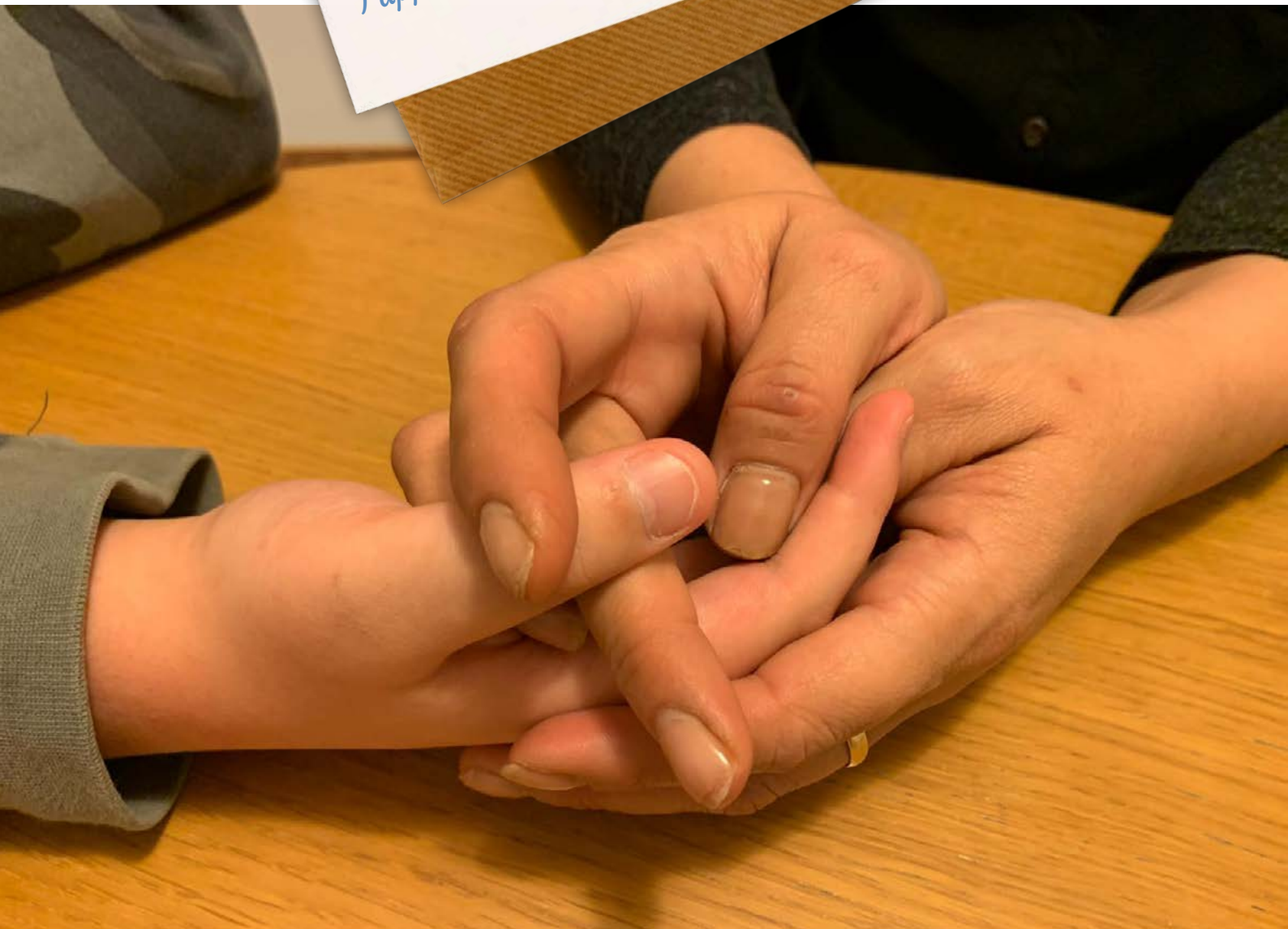
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Dear Etia Dan,
I wanted to tell you that in Menifa
I am growing and doing things
I didn't know I had in me.
Menifa brings out my best side and helps
me with everything.
It is my anchor in everything, not only in
studies and matriculation, but also in life.
It is really a "boost for life" for me.
Thank you for everything.
I appreciate it enormously!

Yair



Introduction



Menifa is a nonprofit organization that develops individual, comprehensive, educational and therapeutic plans for at risk youth as well as youth in crisis to develop life skills that guide them to functional and productive lives. Menifa aims to develop capability by seeking out individual strengths and capacity for learning and growth. The unique and often unrecognized strength of each youth is sought out, recognized and embraced in order to develop individualized programs.

Menifa creates an integrated approach to academic and therapeutic intervention that encourages a culture of 'dropping in' instead of 'dropping out'. Families participate, communities are involved and schools are connected. Local municipalities participate in the funding and development of programs in order to provide for the specific needs of youth in their communities.

Menifa is widespread throughout Israel and addresses the needs of all youth regardless of race, religious observance and socioeconomic status.

Menifa has been active in the field of education for 18 years creating dynamic tools suited to an ever changing population of students. Over 800 programs have served over 20,000 beneficiaries, most of whom are defined as dysfunctional, from disadvantaged populations. The method has proved itself with disadvantaged populations of olim (immigrants), traumatized children and youth, students who are actual or hidden dropouts and soldiers who are at risk or in prison.

In Addition, Menifa trains student teachers, teaching interns and professional experienced teachers to rethink the process of therapeutic teaching and education. In this framework more than 4,000 novice teachers have been through Menifa and trained to teach using innovative methods and comprehensive thinking. At the same time Menifa has works as an academic course for retraining therapists for teaching (Educational Social Workers) and professional development for teachers. The in-service training courses provide teachers with therapeutic tools and therapists with educational tools in order to create an atmosphere of rehabilitative learning.

Menifa adapts itself to the reality of a dynamic, changing world in order to meet the needs of our time. The centers operated during the period of COVID-19 despite lockdowns which resulted in a significant increase in dropping out of school. Many students had difficulty with distance learning, experienced isolation, helplessness and anxiety.

Looking forward! Menifa is currently establishing an innovative center, The Dream Bus, aimed at the entire youth population of Israel. The mission is to discover the personal strengths and unique abilities of each child with the goal of acknowledging their feelings of self-efficacy and personal empowerment.

Menifa continues to work to identify the varied needs of youth and to develop just as varied solutions.

Wishing you all health,



Etia Dan
CEO of Menifa

My life was peaches and cream. I was a pretty, happy girl, an excellent student. Then, my relative began to abuse me. Week after week I wasted away, I was afraid to say anything, I thought I was worthless, and I deteriorated. In the neighborhood people threw stones at me and called me names. I didn't tell anyone. I felt guilty and I was eaten up from inside. I was hospitalized and when I came out of the hospital, I was told by welfare that I would be in a boarding school for at-risk girls.

Deep inside I was still the happy, pretty, girl who excelled at her studies.

Only the Menifa staff managed to rescue the pretty girl inside me. After therapy and studies in a Menifa class and a lot of warmth and acceptance – I am a graduate and a mother of children and I work. Now, when I fall, the staff are still there to help me and restore my trust every single day.

Please help Menifa to grow. Because there are half a million children and teenagers who have undergone sexual abuse. Menifa knows how to rescue them.



I'm in 3rd grade. My teacher told me that after school I would go to a Menifa club, and I went. There were friends from my class there. We ate together, and we formed a soccer team. They helped me every day with schoolwork. One of the counselors taught me not to be angry and not to swear or kick. Mom would finish work late because Dad left home and she was the only wage earner. Now, I go home in the evening and Mom is calm and we eat together and talk. I don't want to remember the days when there was no Menifa club. I wandered around in the street after school and I was a terrible student. There are a lot of kids like me in my neighborhood.

I encountered Menifa while in the army. I come from a family of new immigrants from Ethiopia. I am the first generation in the army and I didn't get along with the commander nor was I able to meet his demands. I deserted because I wanted to help my mother when she was sick. I deserted again when there was no money at home to buy winter shoes for my younger siblings. I lost my way. My commander is nice, but he didn't understand me. Time and again there were clashes. He humiliated me. The Menifa mentor in the Soldier Mentoring Program has accompanied me for a year already, and since then there have been no problems. Suddenly my commander treated me with respect. He releases me every now and again, which he never did previously. I'm going to go to officer training. Help Menifa to grow. There is a need for hundreds more mentors for hundreds of soldiers like me.



I underwent severe abuse. My father was in prison, I wandered around the streets and became addicted to destructive behavior and didn't study. I was in prison. I was thrown out of boarding school. I hadn't heard of Menifa because they don't advertise. My friend studied at Menifa, and I went to a Menifa class in Jerusalem and my life changed. They saved me and I completed matriculation with honors. Today I am an officer in the army. Menifa provided me with a supportive family. I want them to help my sister too. Please donate to Menifa so that they can help my sister and other teenagers like her. After being a criminal, I became an outstanding officer. It's time that people heard about Menifa. It's time for you to become part of Menifa's activity. Please take part and share.



It began for a silly reason: I was sick for two weeks, I missed a lot of schoolwork, I went back to school and didn't understand anything. I disturbed lessons, and stopped studying. At school the teachers would say, "Moshe, go outside". I preferred not to go at all. From the age of 13, I began to wander around the city. I am very intelligent and quickly became the leader. I began to sell drugs, and then left home. I was sent to a drug and alcohol rehabilitation center, After a year I left and went back to drugs. A woman from Menifa in the city sat in the pizzeria opposite Hamashbir - we ate pizza together, and somehow, I found myself believing again that I was like everyone else, that I was worth something. I began studying music and found myself in a Menifa class. I don't know how I finished 8 matriculation exams in a year! The staff is like my family to this day. I joined a combat unit in the army and today I am a successful businessman in real estate. I owe a lot to the staff, and to my wonderful parents who put up with me. But there are kids who are still wandering around, 400,000 teenagers at risk. Help Menifa to grow and provide services to many others like me, for the sake of Israeli society, for the sake of all of us.



Soldier Mentoring Program Throughout Their

Preventing dropout and imprisonment, guiding personal growth during military service through matching experienced post military service men and women with soldiers in active service.

Target audience:

- Soldiers in special programs, (Michve Alon, Havat Hashomer)
- Soldiers in prison (in collaboration with the Military Advocate General's Corps (MAG Corps) and the military prisons)
- Soldiers at risk in military bases
- Deserters (in conjunction with the authorities)
- Lone soldiers and first generation in the IDF

The program has worked with hundreds of soldiers between 2013-2021. In 2021 mentors were trained and matched with 300 soldiers. The relationship between mentor and soldier provides them with an experienced and trusted advisor to support and guide them. Many of the mentors continue to accompany the soldiers long after they are discharged from the IDF.

Partners: Fox-Wizel Ltd., the Rashi Foundation, local authorities.



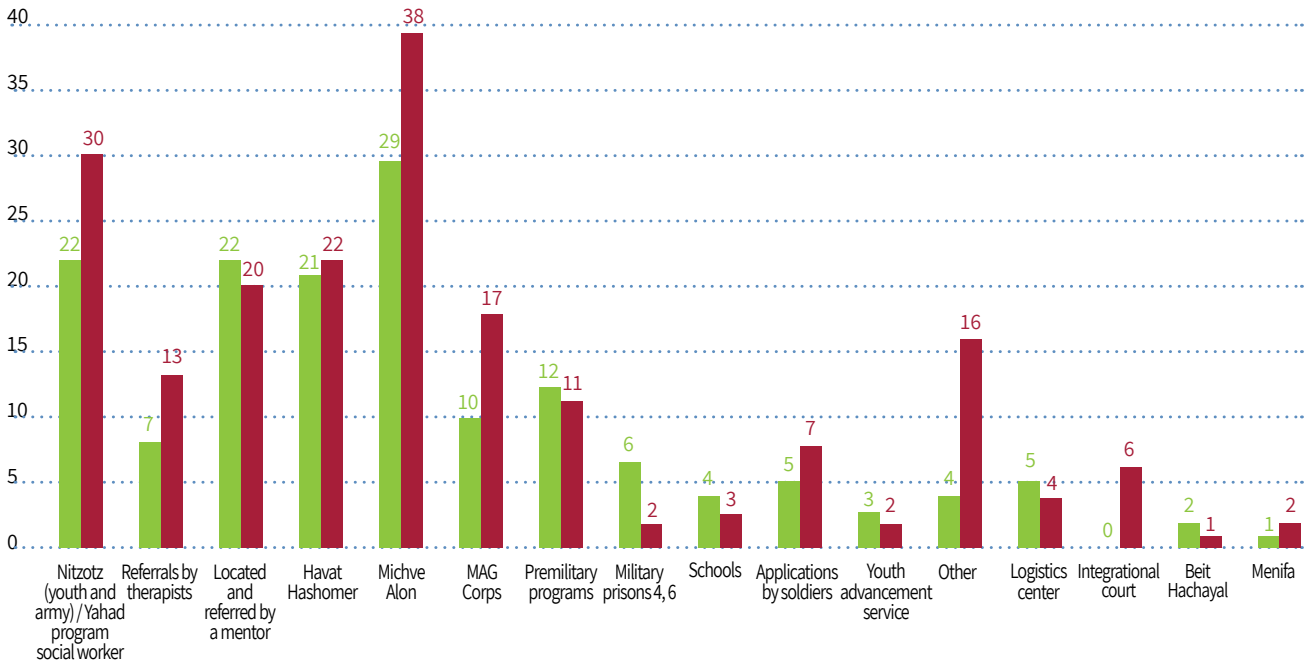
Director of the Center: Idan Seri-Levy, a social work graduate with much managerial experience.
Tel. 052-6665687

"If I am not for myself, who will be for me? And if I am only for myself, what am I? And if not now, when?"

(Ethics of the Fathers, 1, 14)

for Accompanying Soldiers Service in the IDF

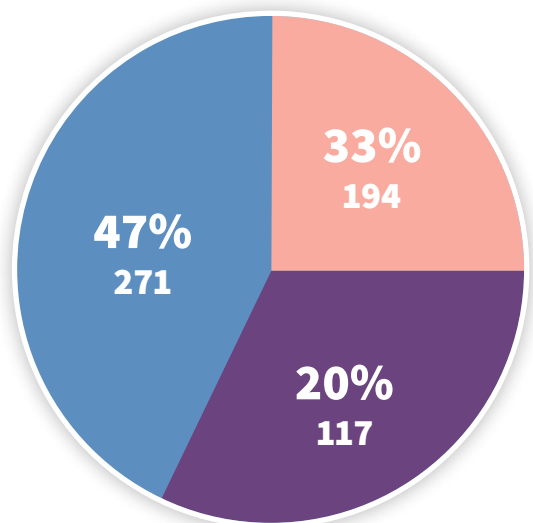
● Sources of referrals of soldiers 07.2021 ● Sources of referrals of soldiers 02.2021



Status of all soldiers referred to the program 2017–2021.

As the data shows, 80% are on the positive side of the equation.

47% completed the program successfully / are not under supervision due to being discharged, 33% are in a mentoring program and only 20% of all the mentorships were not yet successful.



- Completed the program successful / left the program's supervision
- Unsuccessful
- Active supervised mentorship

Inclusion and Integration Classes

Classes in normal schools for disengaged teenagers who want to return to significant normative learning.

Target audience: Thirty disengaged students.

1. Students who are disengaged, lack motivation for learning, struggle with emotional difficulties and destructive behaviors.
2. Highly-intelligent and capable children who are disengaged due to difficulties.

The program has operated from 2004-2021 and within this framework, hundreds of teenagers have returned to high functioning in normative frameworks.

The program teaches life skills and learning habits with cultural sensitivity. Integrated and inclusive classes in Jerusalem (2020-2021) provide for a population with a religious orientation, in Amit religious technological school for girls and in Yeshivat Bnei Zvi for boys.

Classes work with parents, the schools municipalities and donors.

For further information:

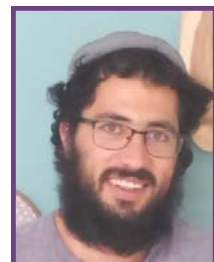


Girls: Director of the Center: Hodaya Yahav

M.Ed. in special education and managing educational frameworks, much experience in managing youth advancement frameworks. Tel. 052-8119895

Boys: Amitay Stiskin, social work student, experienced educator, youth advancement coordinator.

Tel. 052-6070524



Every child can do it...

Walking Together: Dropout Prevention Program Focusing on Emotional Therapy

Creating an emotional and therapeutic support system for at risk children in elementary schools in Kiryat Malachi.

The program prevents children from dropping out and facilitates a return to normative functioning.

Target audience: 35–40 students at risk of becoming dropouts.

Each student receives emotional and social encouragement and a support system from a life skills teacher as well as a social worker.

Programs are structured for individuals and groups. Tools are provided to both the students and to their families.

Partners: Kiryat Malachi Municipality Education Division and Social Services Division, Fox-Vizel Ltd., Menifa.



For further information: Etia Dan, CEO of Menifa, Master's degree, manages the course in conjunction with Beit Berl College.

Tel. 052-4295196, etia@menifa.org.il

If you meet a broken person / sit with them / on the edge of the accursed rift / don't try to mend / don't want anything / so they won't be alone

Dropout Prevention Program

A program for preventing hidden dropouts (2021–2004).

An internal school intervention program for teenagers who have difficulty learning for multiple reasons.

The program operates in collaboration with the Ministry of Education, the division for at-risk youth and the inclusion division, with the goal of preventing disengagement and restoring the personal excellence of students in situations of crisis, dysfunction and learning difficulties.

In 2020–2021 Menifa operated in Kiryat Atta, Nir Ha'emek, Kiryat Malachi, Tirat Hacarmel and Bat Yam. The program provided scholastic, emotional and therapeutic support as needed.

The program is headed by a full time life skills teacher. The teacher creates an intensive support system for each student and accompanies them through their educational, scholastic and emotional process.

Menifa is in the Ministry of Education's pool of programs, in the green track – school intervention programs.

The program is funded by the Ministry of Education and donations.

Parent and Child Center: Lod

The Child and Parent Center operates in a full time format throughout the entire year for 120 people.

The center provides for widely varied population culturally and religiously. The therapeutic provision for the families in the center includes guidance for parents, dyadic/family therapy, individual therapy for children and teenagers and group therapy. These therapeutic processes with the families create significant, real and measurable change in the lives of a largely underserved, uneducated and impoverished community.

This year we face two main challenges:

1. The path to a parenting program for teenagers in the center.

The process of establishing the program includes recruiting and training a professional team, introducing the program to professionals in the welfare and education division, locating suitable applicants and carrying out a selection process for families. It should be noted that the establishment process was completed successfully. There have been many applications to join the program and it is evident that there is a significant need for even more of this type of provision in Lod.

2. Coping with outbreaks of COVID-19.

This challenge, which is still ongoing, is very complex from two points of view:

- a. The transition during lockdowns or quarantine from face-to-face therapy meetings to online meetings.
- b. Helping parents, children and teenagers to cope with their feelings of helplessness, stress and anxiety.



For further information: Director of the Center, Hagar Arditti. Social worker, qualified couples and family therapist.
Tel. 08-86619622

*Seeing my child, getting to know the child in me,
believing in the parent I am...*

An integrative rehabilitation center, supported by the Ministries of Welfare, Education and Health. The center facilitates a return to normative functioning by combining a therapeutic environment with programs for studies required for matriculation exams, social activity and general rehabilitation. Target audience: 30 girls, ages 13-18 (Cherna Center) and aged 18-25 (Life Skills Center).

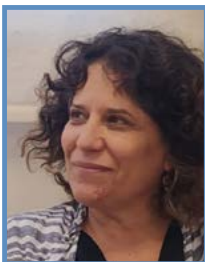
The Cherna Center (2012–2022) was founded as an initial pilot with the goal of returning teenagers after psychiatric hospitalization to the community. The rehabilitative framework functions during school hours and all girls sleep at home. The girls participate in academic learning and social activities that are specifically customized for their individual needs. Each girl has a plan designed for their unique needs.

The **Life Skills Center** focuses is on developing independence, leaving home, work skills, studies and building healthy relationships.

The program includes rehabilitative accommodation, a study program a pre-employment space, preparation for employment and a farmers' market.

The center's staff includes psychiatrists, psychologists, social workers, therapists, teachers and others.

Partners: Ministry of Welfare, Ministry of Education, Matte Binyamin Regional Council and donations.



For further information:

Director of the Center: Goni Shem Tov

Social worker, experienced manager, DBT studies.

Tel. 02-5346482

Efrat Rosenfeld, Master's degree in mental health
Much experience in managing mental health frameworks.

Tel. 02-5829425

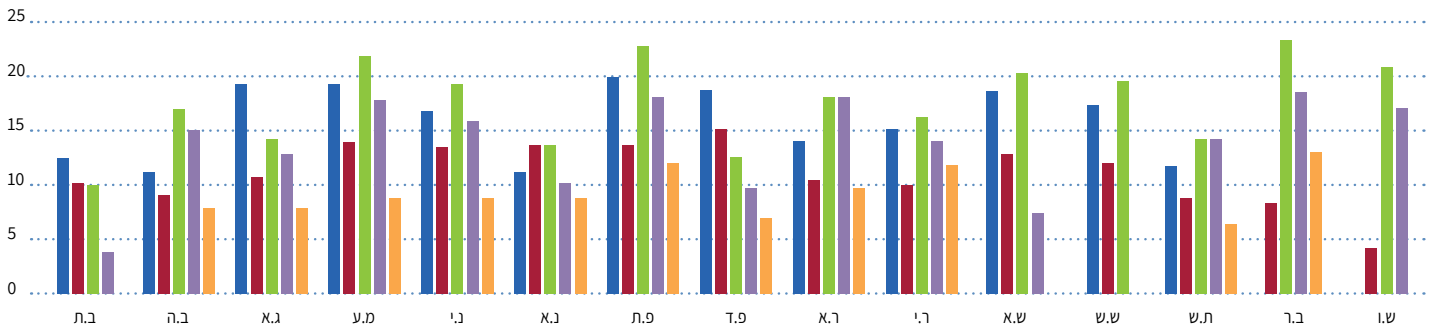


*Looking at each individual at eye level
and progressing together with her in faith and hope.*

Life Skills Center

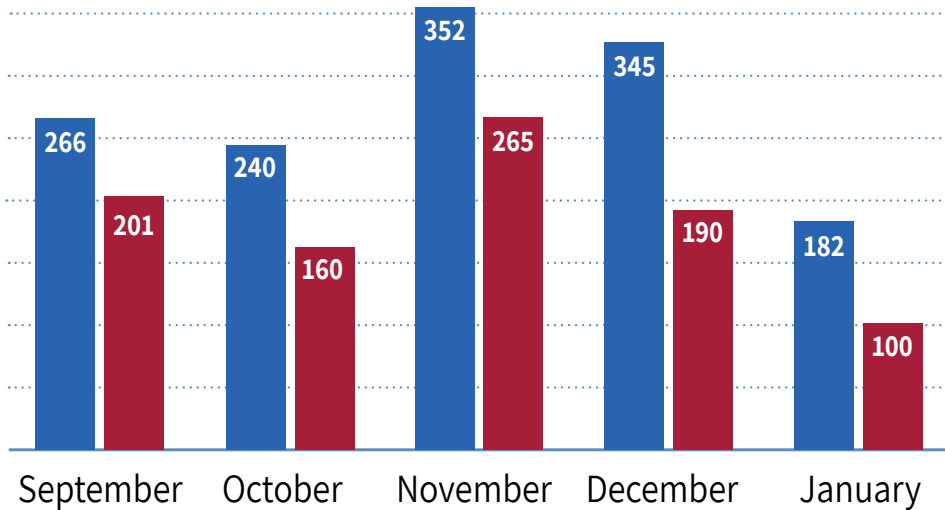
Attendance report according to students in monthly segmentation:

● January
 ● December
 ● November
 ● October
 ● September



Summary of general attendance (all the girls * all work days):

● Potential attendance
● Actual attendance



Menifa Clubs Matte Yehuda

The clubs give educational and therapeutic provision for 30 children ages 6–12 who come from families known to the Social Services Division of Matte Yehuda Regional Council.

Children who attend the clubs have a variety of struggles including emotional, educational and social difficulties, behavioral complexities and family crises. After school, children are bussed directly to the club where they stay until 6 p.m.

The children receive emotional and social support in a home-like atmosphere, home-cooked food and help with studies. In addition, enrichment activities take place in the clubs to teach life skills and social skills as well as group activities and individual and group therapy.

Daily contact takes place with the parents through individual meetings and discussions, home visits and face-to-face meetings.

The club's staff communicate regularly and collaborate fully with everyone involved in the child's life including their parents, school staff, the welfare division's social workers and various therapists.

The children are referred by the welfare department or through the club's manager.

Partners: Fox-Vizel Ltd. and the welfare department and education department of Matte Yehuda.

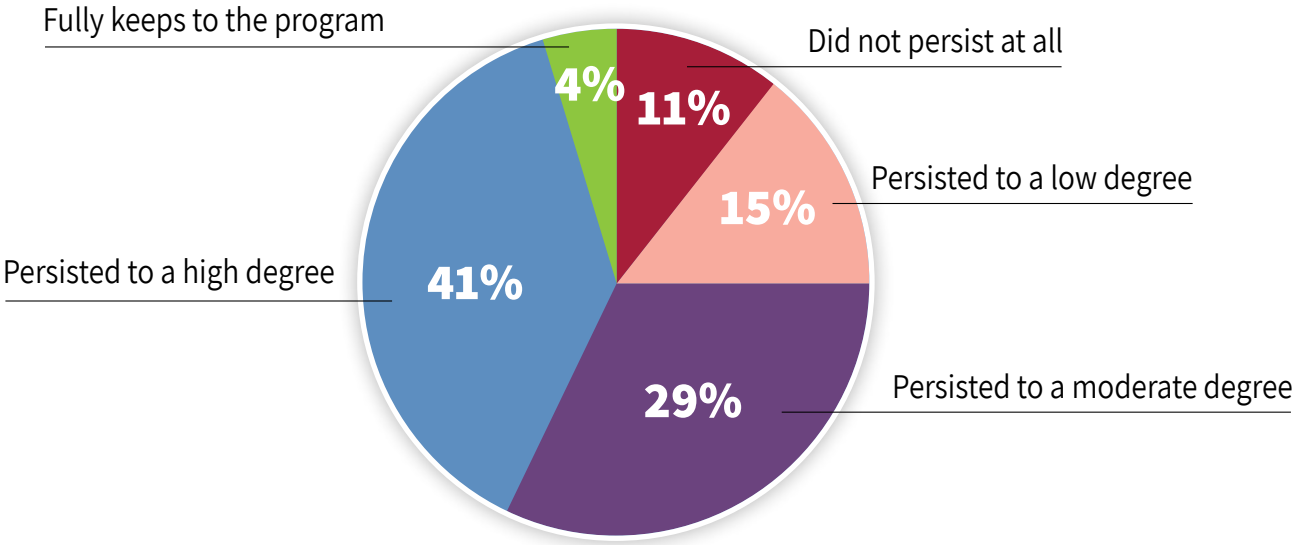


For further information:

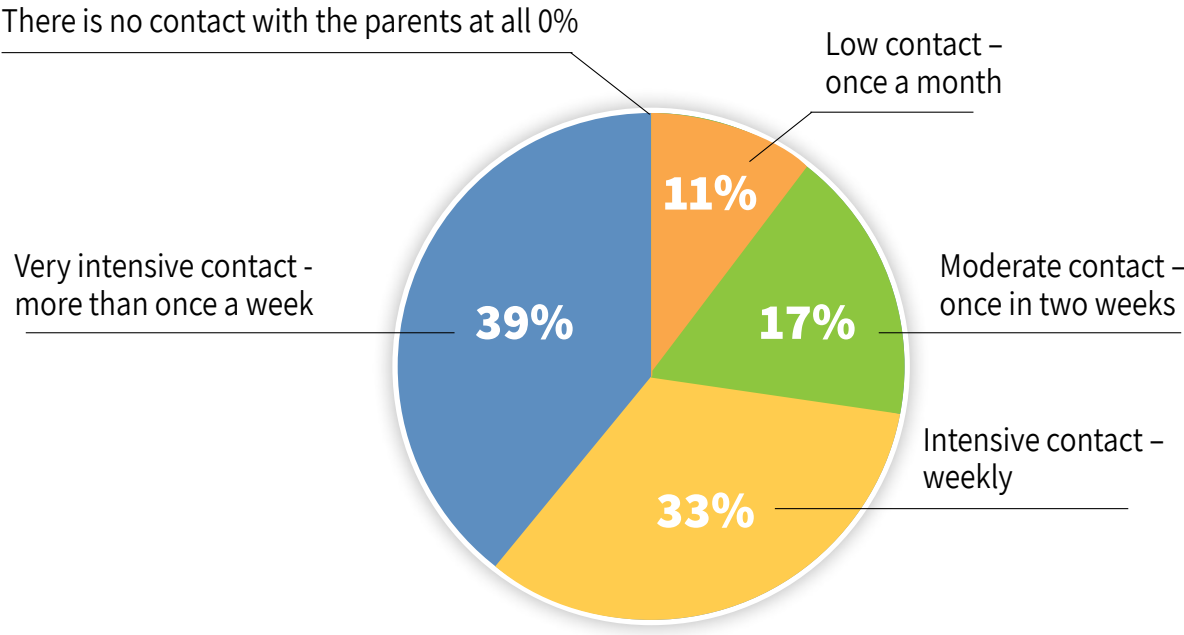
Director of the Center: Dafna Raz, manager of the club, sports therapist, social work student, with rich experience in managing programs. Tel. 050-5923345, dafna@menifa.org.il

“I’m here holding you only if you fall. The rest of the time be free, fly like a bird” (Hadas Kleinman)

Persistence in an individual program:



Degree of contact with the children's parents:



Fox Center for Families

Kiryat Malachi (23 Hashomron St.)

Family play: Interactive activities for parents and children in a family or group framework with the aim of strengthening the relationships between the parents and children. The activity is open for everyone.

Parent and Child Center:

- The center provides for families' therapeutic needs using a number of tools: individual, dyadic, family, group and parenting therapy. The families undergo long-term, significant processes that improve the relations between the family members.
- Therapy for children and teenagers that includes a variety of techniques.

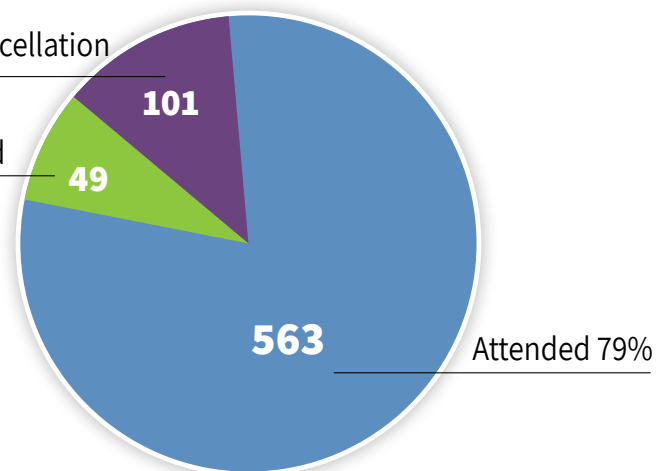
Partners: Fox Ltd. Kiryat Malachi municipality, the Ministry of Welfare and Social Security.

Data of families' :attendance

Number of meetings of all the families in the period

14.2% Justified cancellation

6.9% Did not attend



For further information: Director of the Center: Yehonatan Meir. yehonatanm@gmail.com, 08-6210758

“You taught me to be like a conductor in an orchestra, trying to lead so that the family tune would be in a single harmony and no ‘instrument’ would play at the expense of its siblings”

(From a letter of thanks of one of the families at the end of therapy in the center)

After School Clubs

Tirat Hacarmel

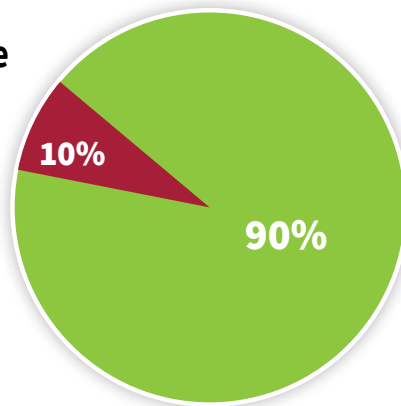
Menifa's after-school clubs were founded in 2017. They are designated for the children of Efraim Tzemach School and Degania School in Tirat Hacarmel. One of the objectives of the after-school club is to give equal opportunities to children in Israel by socially integrating welfare recipients and children in the general population. We began with 35 children.

We have now grown and the number of children ranges from 60 to 80. Activities take place Sundays through Thursdays from 1:00-5:00 p.m. The children's ages range from kindergarten to 6th grade. In the after-school clubs, the children receive personal attention and are made to feel that they belong. The clubs provide a safe space for children, a therapeutic environment, scholastic assistance, hot meals and varied enrichment activities. We believe in full collaboration and maintaining contact between all who support the child: the staff of the after-school club, the school staff, the child's parents and the welfare department.

Partners: Fox-Vizel Ltd., Ministry of Education, Nitzanim, the local authority, parents.

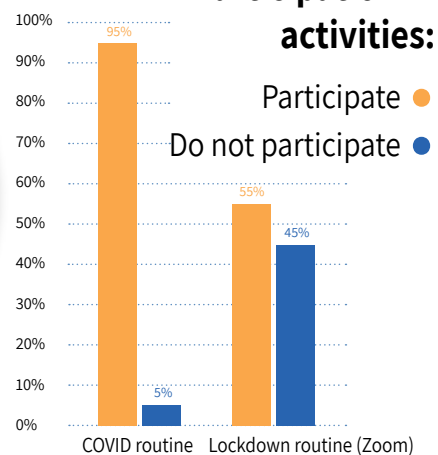
Attendance by the children at the after-school club
(not during lockdown):

- Attended
- Attended



For further information: Einat Cohen - B.Ed. in special education combined with art, a manager with experience in running after school clubs. einatco0@gmail.com

Participation in activities:



“One child, one teacher, one book, one pen - can change the world.” (Malala Yousafzai)

Social Workers as Educators - Retraining Therapists and Social Workers for Education

Enriching the teachers' room with staff who are familiar with therapeutic tools, in order to connect two disciplines, education and therapy. Using teaching as a tool to empower the child and their internal world.

Target audience: Social workers with first and second degrees who want a teaching diploma.

The course began in the 2020-2021 academic year and continues in 2021-2022.

In 2020-2021 the students studied courses in teaching and also DBT as a therapeutic framework for schools.

In 2021-2022 the students will work as interns in the schools and their work will include teaching hours and emotional mentoring.

The pilot represents most sectors in Israel (Druze, Arab, general, religious).

A new session will begin for the 2022-2023 academic year.

Partners: The Teaching Workers Division of Beit Berl College, and Menifa.



For further information: Etia Dan, CEO of Menifa, Master's degree, manages the course in conjunction with Beit Berl College.

Tel. 052-4295196, etia@menifa.org.il

Educate like a therapist and heal like an educator.

Fox Center for the Community: Tiberias Warm Home for Girls / Center for Boys

The Fox Center for the Community is a home for youth which is open every day for teenagers who want enrichment and social activities accompanied by a warm support environment.

Therapeutic Youth Center for boys on Sundays, Tuesdays and Thursdays.
Warm Home for girls on Mondays and Tuesdays.

Referrals through the Welfare Department, Tiberias.



For further information:

Boys: Ami Romano

Tel. 054-7983669

"You're off to Great Places! Today is your day! Your mountain is waiting, So... get on your way" (Dr. Seuss)

Fox Center for the Community

Kiryat Arba

An open center for the family – emotional, therapeutic, individual or group guidance.

The Fox Center for the Community was founded in order to strengthen disadvantaged populations of olim (immigrants) and families who seek emotional support.

The program will work to enrich the family with advice, therapy and guidance.



For further information: Etia Dan, CEO of Menifa, Master's degree, manages the course in conjunction with Beit Berl College.

Tel. 052-4295196, etia@menifa.org.il

Do not judge me by my successes, judge me by how many times I fell down and got back up again.

(Nelson Mandela)

Dream Bus

Discovering Personal Strengths

Establish mobile empowerment centers on buses equipped with innovative and interactive tools to discover personal strengths and unique abilities. Each child and the adults around them will be made aware of their personal excellence, uniqueness and strengths. The experience acknowledges the child's value and abilities instead focusing on the difficulties they face. The program will steer clear of tracking children and applied operative recommendations which often focus on the child's limitations and not their strengths. We want to advance educational processes in students with the aim of widening their horizons, advancing entrepreneurship and encouraging creative thinking. At the same time, students will be encouraged to give to the community and take personal and social-environmental responsibility by means of experimenting, experiencing and getting to know the environment while nurturing the students' knowledge, values and behavior. The Dream Bus will identify each child's capacity for personal excellence through the use of advanced assessment tools such as augmented reality and games.

Target audience: The programs are tailored to a wide scope of the population: elementary and secondary schools, teachers' in-service training, discharged soldiers, workshops for parents, seniors.

Type of activity: Enrichment, education, personal empowerment, leadership development.



Director of the Center: Liron Abuhatzzeira-Manns, ,
 teacher, expert in the field of special education and social
 entrepreneur. lirona@menifa.org.il

“Be cautious in your actions. Be bold and daring in your dreams; a dream is life’s plan.”

(Janusz Korczak)



Meeting on the ground

Meeting on the ground Bring Me Under Your wing, Be My Mother, My Sister

The Menifa Program

Etia Dan¹

Some personal words

In 2004 I was busy with preparations for my doctoral thesis and teaching in academic frameworks. At the same time, I also worked as a teacher.

In that year the phenomenon of dropping out was increasing. As a resident of Jerusalem, I was surprised to see the existence of this phenomenon and the high level of risk that also affected teenagers from middle and higher socioeconomic backgrounds, of a high social and educational level. In those days in Jerusalem the phenomenon of “Zion Square youth” was increasing – teenagers from all classes of the population were involved in damaging behavior, abused dangerous substances and some became disengaged youth.

For four years running, I went into town on Thursday nights to meet these teenagers. embracing them with a cup of coffee or a pizza. Four fascinating years in the university of life. These youngsters taught me everything; how to educate, how to teach, how to care for them and above all – how to listen, to respect, and not to judge, but to love.

N., who had undergone sexual assaults and rape for years, said to me: "Look, 80% of the girls who wander around the city have undergone sexual abuse," and this is only one example of many.

I saw with sadness the great gaps between theory and practice and between academia and the field. I asked myself – do the students in the colleges manage to introduce a fresh spirit into the system? To create change? How can a teacher prevent dropping out and disengagement or prevent students from deteriorating into harmful behaviors?

¹ Etia Dan is the founder and CEO of Menifa (NGO), a lecturer on history and education, a social entrepreneur.

In collaboration with Talpiot College, we wrote a position paper in which we formulated a program to prevent dropping out. The program combines therapy and teaching. It trains teaching interns to teach students who face multiple difficulties in the class's margins and hidden dropouts, in order to prevent dropping out. Happily, the request was approved by Limor Livnat, then Minister of Education, and her advisors, and thus Menifa was born.

The background to dropping out

As of 2019, more than 70,000 students each year are open or hidden dropouts (National Council for the Child, 2020).

The first studies since the beginning of COVID-19 report a worsening situation and an increase of tens of percentage points in dropping out (see Malchi, 2020, on dropping out in the Haredi population). Dr. Malchi points to a 20% rise of dropping out of students in Haredi education. There are studies that indicate that for every open dropout in the system there are two more hidden dropouts that the education system has not identified (Cohen-Navot et al., 2001; Ben Rabi et al., 2014, and updates from a Brookdale Institute study; Lahav, 2012).

These are the invisible students who are registered in school, but do not study. In all matters connected to scholastic and cognitive difficulties, the main solution is in the answer to the question "What did the student learn?" and not "What did the teacher want to teach?". There is no place for force or punishment, as learning is inherent in the internal will of each child. This and the motivation to learn must be retained.

Learning is an adventure full of inspiration and meaning. Therefore, each student with difficulties needs to be accompanied in their learning in order to close the gaps, regardless of their reasons. Students who accumulate scholastic gaps disengage from the collective learning process, and they give up and drop out. When they come from disadvantaged populations or a weak socio-economic background, it is very difficult for the

parents to create a solution for these gaps. That is to say, the education system has to take personal responsibility for each student's learning. It needs to create a system of orderly tutoring and completion of studies for students who have not kept up with the pace of learning.

I want to emphasize dropping out of studies as an expression of a wider problem – of students who are "present but absent" – students who do not function in the educational framework due to emotional or psychological vulnerability that makes things difficult for them. This is a crisis situation that is manifested in destructive behavior or increasing psychological sensitivity. Thus, for example, we know from the professional literature that a high percentage of dropout teenagers report emotional or psychological problems, use of alcohol or drugs, and problems in communication with their parents. All these, in addition to learning difficulties and gaps, create a cycle of dropping out. Therefore, it is important to research situations of dysfunctioning, regardless of the school, when these are manifested in dropping out of studies.

A study carried out in 2012 dealt with patients dropping out of emotional or psychological therapy and found that every year approximately 170,000 children and teenagers need therapy (approximately 10% of the children and teenagers in Israel) but only 12% of them complete it (see Weissblei, p. 2). There is a case for researching the connection between dropping out of studies and dropping out of therapy, and also increasing knowledge on the causes of dropping out, in everything connected to emotional and psychological difficulties.

The numbers dropping out of studies should be compared with the numbers of those who are emotionally or psychologically damaged and the teachers should be reinforced with therapeutic tools, advice and training.

In crisis, children and teenagers who have undergone abuse deteriorate to situations of dropping out and dysfunction, and from there, the distance to vagrancy, criminality, violence, destructive behavior and psychological problems

is a short one. Studies show that most prisoners were school dropouts. It has also been found that the school in the community is an optimal model for preventing suicide.

During the period of COVID-19 many families were exposed to instability, existential anxiety and poverty. In addition to the emotional difficulties that the children experienced – continued social isolation, communication problems and lack of stability made the risk is several times greater.

One of the frequently-voiced sentences among teachers is We don't have tools to look after the different child.

Educators and teachers are entrusted with the child's wellbeing: they have to establish deep relations of trust with the child, listen to their internal world and teach each child according to their individual capabilities.

We have touched on two main issues – scholastic and emotional difficulties. If these difficulties are not treated, they become chronically dysfunctional or even ill, and disengage from the framework, disengage from the home and the community and from there to a cycle of high longterm risk.

It is difficult to point an accusing finger at one factor that is responsible for the fact that the children and teenagers who drop out fall between the cracks of the government ministries. The parents and the education, welfare and health systems all need to see all aspects of the child and to prevent deterioration and dysfunction.

Dropping out by the gifted child

When Sir Patrick Stewart (of Star Trek) visited Israel, the well-known actor said: "I was a teenage dropout, until a teacher discovered me and helped me to study drama." Since then, the British actor who began as a dropout has become one of the world's leading actors. The researcher Ken Robinson gives many examples of famous artists who were dropouts as children and did not get along until their skills were discovered. As soon as there is a significant adult who identifies the child's unique abilities, it emerges that there

is general growth, in all fields, not only in their special talent (Robinson, 2011).

Identity groups

The social impact of dropping out and disengagement causes people to connect to social identity groups that are characterized by destructive or non-normative behavior, due to emotional or psychological distress, such as casual use of drugs or alcohol, mental disorders, uncontrolled sexual behavior, prostitution, or criminal behavior. However, this "street gang" is a warm, nonjudgmental identity group that accepts the boy or girl who has been marked out by normative society and placed in the category of "children at risk."

The work in Menifa always takes place in the community, in familiar surroundings and with the family. Social belonging is an important and essential therapeutic tool. During the work process we create a support group, empower the positive parts of the gang, use the strength of the group to strengthen the individual and develop internal and external limits. Menifa's program operates in the community, in the existing social group, and leads the group to deeper understanding of the concepts of social and personal identity.

In 2021 we initiated two projects

1. Education of Social Workers, a course retraining therapists for teaching.

The course awards a teaching diploma to social workers, who retrain as educators and teachers, in order to enrich the figure of the educator, the concept of education and the ability of the teaching staff to deal with students with multiple problems (in partnership with the Ministry of Education, the Teaching Workers Division, Beit Berl College and Mifal Hapayis.

2.2. An integrative post-hospitalization day center for teenagers and young adults was established to prevent mental illnesses, to restore functioning and for recovery. The center is a multiservice space for rehabilitation, education

and employment from the age of 18, in order to facilitate normative functioning in the community and strengthen the connection to the normative community and the family (in partnership with the Ministries of Education, Welfare and Health, and also the 360° national program for at-risk children and youth, the National Insurance Institute and WIZO).

Success rates

Every program is accompanied by measurement and evaluation, in order to learn and draw conclusions both from the failures and from the successes.

Measurement also serves the teenagers who learn to measure and evaluate their scholastic and emotional objectives.

The scholastic success rates are very high: **more than 90% of the teenagers manage to return to their schools, pass the matriculation exams and fit into society**, including teenagers with behavioral and mental disorders. Objective scholastic success (entitlement to a matriculation diploma) indicates a return to functioning and belonging to an achievement-oriented society; however, many of the children, teenagers and young adults have experienced extreme vulnerability and trauma. Even if the therapeutic process is long and complex, there is no doubt that scholastic achievement also points to a significant increase in emotional and mental health. The success of the rehabilitation and functioning indicates recovery, departure from the risk cycle and a return to quality of life.

Thoughts about the future

An organization's quality is measured in its implementational ability, where there is a uniform backbone in the organization's language, and therefore the majority of Menifa's resources are invested in its staff – in its quality, and in training, accompanying and expanding the staff. The programs built by the association are intended for assimilation in the partner authorities. The more the principles of the method are assimilated and

copied – the more Menifa's experience of success will increase.

We try to create comprehensive solutions using thinking that connects the fields of education, therapy and rehabilitation; however, these initiatives encounter many difficulties. The multidisciplinary orientation, which connects different fields, is usually spoken of as a vision and as something that is very difficult to implement. Sometimes it seems that government ministries are more concerned that the citizen might receive double benefits than by the fact that only 20%–30% of the disadvantaged populations in Israel receive a package of services. Many of the association's activities deal with making services accessible to the population.

The state of Israel needs to invest resources in preventative programs, both from an economic point of view and from an educational one. Prevention relates to all levels in all government ministries; however, it is an essential component in everything connected to those who are responsible for creating a healthy and advanced society. The more we deal with prevention, and comprehensive thinking that places the citizen in the center – the more we will manage to create a healthy society in Israel.

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About Menifa

Menifa is an NGO, which has operated since 2004 and runs programs for preventing at-risk teenagers and young adults from dropping out of normative frameworks, and also programs that help to restore young people who have become disengaged from normative frameworks to full functioning.

The association employs a comprehensive emotional-educational approach in its programs as well as objectives from the fields of education, welfare and society. It is active throughout Israel in all sectors – Jewish, Arab, Druze, Bedouin etc., and since it was founded more than 3,000 interns have been trained – young teachers who have managed to bring back dropout and disengaged students to learning and functioning, including students who had been outside the education system for more than a year.

The association sees itself as a pacesetter for the government ministries in everything connected to leveraging policy and new initiatives. Over the years, several models of work using a comprehensive approach have been established. Hundreds of programs for preventing dropping out throughout Israel in partnership with the division for education of children and youth at risk are up and running. An integrative post-hospitalization day center and many integrative and inclusive classes for disengaged youth that manage to reverse their tracks from disengagement, criminality and vagrancy to orderly normative learning and personal excellence are scattered throughout the nation. For several years the model was adopted by the Ministry of Education and operated in the framework of extending the Compulsory Education Law; operating learning centers for hundreds of children

in the geographical and social periphery in order to leverage these students to personal, technological and scientific excellence; empowerment centers for communities of olim (Ramat Eshkol, Lod); rehabilitation centers for children, which combine therapy and education; and the Mentors program that accompanies soldiers in danger of dropout and imprisonment, which has accompanied hundreds of soldiers throughout their service.

Goals and objectives

The association's vision is implemented in the light of these goals:

- Returning to functioning – preventing dropout in the fields of academic studies, employment, civilian or military service.
- Developing capabilities and uniqueness, for all children, teenagers and young people in the family and in the normative community.
- Training teachers to prevent dropout – the teaching staff, including trainee teachers (interns) participate frequently in workshops and courses, the goal of which is to improve ways of teaching in Israel. The training program relates to students – in a course for retraining therapists for teaching (Educational Social Workers), in internship training and in professional development for experienced teachers (teaching therapeutic tools, developing creative thinking).
- Acquiring benefits and making services accessible for disadvantaged populations – in an attempt to create a solution for those who have “fallen between the cracks.”
- Courses for parents (parent-child centers, Paths to Parenting).
- Creating comprehensive thinking about how to treat vulnerable children and teenagers,

and investing in prevention and thought about a different therapeutic system.

Menifa's program, which takes into account all the parameters that arise in these cases, is a comprehensive one that reinforces schooling, education and therapy and works with the parents to strengthen the social and community connection.

Menifa's principles

Each of the association's programs is built with the goal of creating a safety network around the child, a network that prevents disengagement from the **family**, from the **community** and from the **normative functioning framework**.

- The family is the focus around which the network is built which the child leaves and to which they return. Menifa emphasizes the family's strength and its abilities. If the child or youth has not experienced a model of a family that functions optimally, a "family" model will be built as part of the therapeutic program.
- The community – Menifa intends to keep youth within their communities while creating a synthesis between the languages of education, therapy and schooling and the team is a multidisciplinary one.
- A normative functioning framework – Menifa believes in a comprehensive work model, the goal of which is to bring disengaged youth back to a normative social framework. We believe in empowering teenagers, ensuring personal development and developing the teenagers' identity and giving them tools such as motivation, taking responsibility and trust, which will lead them to fit into society.





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