

# New Frontiers in Mentoring in Israel



# Goals



- To give every child an opportunity to fulfill his/her potential
- To narrow educational gaps between children
- To provide scientific and enrichment programs for needy children
- To help university students meet the cost of tuition
- To increase the students awareness of the country's social and educational problems



- Mentoring makes sense to most people regardless of their politics
- Young beings need support and guidance from older beings - we all know it instinctively
- Many people can remember the importance of a non-family adult in their lives and how this person made a positive difference in their life
- Over the years the program has been found to be relatively effective



- Retrospective satisfaction evaluations were gathered annually among samples of coordinators, mentors, parents and teachers
- These reports revealed high levels of satisfaction with the program's contribution to the mentee in areas such as self-confidence, general knowledge, social functioning and motivation and ability to learn (Hisherik 2004; Michael, 2008, 2009, 2010)
- These findings were supported by reports from parents, teachers and mentors who indicated their satisfaction with the progress of the mentees at school



# An Integrated Mentoring model



- Mentoring stirs up in many adults very personal, meaningful, and positive memories
- A unique combination of psychological and instrumental mentoring
- Enhancing the child's academic competence by using companionship aspects
- Allowing the partners the possibility to choose which activity they prefer
- Mentoring has results





- Focus on the child
- Other outcomes are intuitive
- New approach
- New evidence

*We aspire to maintain a strong society which is based on caring and solidarity*

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Thus-to enhance their leadership skills and develop values of social responsibility, grooming a future generation of better citizens and leaders



# Perach - the most important lesson on campus



- *“Volunteering changed my personality, how to deal with little kids and how to guide them... I acquired knowledge and got to know people, and it had an emotional contribution - connecting to children and understanding them”.*
- *I learned about the power of giving, and how meaningful a mentor can be in the life of a child in need of attention. I learned to appreciate the privilege I was given to influence their life. For them we’ll be that little person who encouraged them and believed in them despite everything”.*
- *Former mentors are found among all high posts in all walks of life.*





# Student 2 Student



- A growth in the number of students with learning disabilities (LD) attending colleges and universities (Vogel, Fresko and Wertheim, 2007)
- The growth in LD college students, the recognition that students experience difficulties ... led to an increase in support services offered in the various institutions of higher learning... One service commonly provided in support centers is peer tutoring (Michael, 2015)
- The study (PERACH project - Kowalsky & Fresko, 2002) was unique in that it examined the perceptions of both tutors and tutees



# Student 2 Student



- Tutees perceived the tutoring process as contributing most to their performance on academic assignments
- A high level of agreement between tutees and tutors as to the needs of the tutees
- Tutors who understand the needs of their tutees with LD are more likely to plan efficient tutoring sessions
- Better tutoring relationships are likely to evolve when both tutor and tutee feel that they are working toward a commonly defined goal

(Vogel, Fresko and Wertheim, 2007)



# Students achievements



- Improves academic self efficacy
  - Improves self-esteem
  - Improving orientation in academic arena
  - Increased sense of belonging
  - Increased social involvement and social contribution
- 
- Blurring boundaries
  - Fear of dependency



# Students achievements



## Communication

Freshmen students GPA 82.92

LD Freshmen students GPA 79.47

Perach LD Freshmen students GPA 82.61

## Public Policy

- Freshmen students GPA 63.3
- LD Freshmen students , GPA 60.75
- Perach LD Freshmen students, GPA 72.59

## Human resource management

- Sophomore students GPA 78.84
- LD Sophomore students GPA 77.07
- Perach LD Sophomore students GPA 81.49



# Students achievements



- Students at risk - 4% dropouts (20% among general student population)
- Mentors indicate improved learning process and academic achievements

*“I knew Engineering wasn’t going to be an easy hike. I can’t describe how meaningful this project was for me. I started as a mentee and gained a lot from my mentor who helped me when I was down and later became my friend. I knew the following year that it was my turn to be a mentor in this project but didn’t know how significant and fulfilling it would be”.*



# Student 2 Student



- *Beit Berel (teachers) college and Tel Hai College*
- Mentors benefit from the program
- Sense of pride and social awareness
- Gaining valuable professional experience(BB)
- Exposure to something new and significant (TH)



# Other surveys

- Mentors that had a positive and developing approach towards children had a higher sense of social contribution
- Ultra orthodox female mentors - high sense of community responsibility
- Arab mentors - high sense of community responsibility
- Others high sense of personal and social responsibility



# Students as Agents of Social Change



Previous studies have shown that students' social activities had a positive effect on their academic, cognitive and emotional achievements, gaining valuable professional experience, leadership skills and increasing their probability to choose a community service profession in the future. (Astin & Astin 2000; Astin & Sax, 1998)

Retrospect research (4-7 years after) among different social engagement programs (Golan & Goldner, 2015)





## continue

- A meaningful and positive experience
- A meaningful sense of contribution and self contribution
- Gained self confidence, self-efficacy & leadership skills
- Gained professional and parenting experience (future assets)
- Quality of training has an important impact
- Perach mentors had more difficulties describing their experience (Golan & Goldner, 2015)



continue



- 82% of past Perach mentors - positive experience
- Past Women mentors - higher sense of social influence and higher sense of self-contribution
- Past Arab mentors - higher sense of social influence and higher sense of self-contribution
- Past Jewish mentors - higher volunteering actions
- Past Perach mentors (who were mentees) - higher sense of social influence, higher sense of self contribution, higher volunteering actions

(Golan & Goldner, 2015)





- Different groups have different experiences
- Arab (minority) students - more meaningful than others; Community responsibility
- Women - more meaningful than others; Community responsibility
- Jews (majority) - more national (civic) responsibility
- students - contributing to society; being privileged in the community where they operated



# פינאנצה

## תחזוקה תרומה



Thank You  
Gracias

