**A longitudinal study on the impact of JDC Active Jewish Teens Network on the participants’ life choices**

Research Proposal for JDC-Former Soviet Union (JDC-FSU)

October 2019

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# **Part One: General Information and contact info**

Bidder info

|  |  |
| --- | --- |
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POC info

|  |  |  |  |
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# **Part Two: Description of the bidder's team and experience**

## **Team knowledge, experience and role in the research**

| **Name** | **Position**  **Role in the research** | **Education & Languages** | **Experience** |
| --- | --- | --- | --- |
| Yossi Freier – Dror | Mashav Founder & President  Lead researcher | Doctoral student in Management  MA in experimental research psychology  Lecturer in statistics, research methods, and the development of measurement and evaluation tools  BA in Psychology  BA in philosophy  Languages: Hebrew (native speaker), English | Conducted extensive quantitative and qualitative research in employment, education, community, volunteerism, and health and medicine. Conducted research all over the world including FSU.  Member of the Forum on Measurement, Knowledge, and Research at the JDC’s volunteer initiative.  Volunteer experience with youth, director emeritus of Big Brother-Big Sister Israel |
| Jenia Gurvechevitch | Lead adviser | MA in sociology of education, BA in sociology and anthropology  Languages: Russian (native speaker), English, Hebrew | Jenya has extensive experience in the fields of program evaluation and strategic planning in the FSU, Israel and North America. Jenya's work is focused on educational and third sector initiatives, community development and capacity building efforts. For the last years she worked with [Brookdale Institute for applied social research](https://brookdale.jdc.org.il/en/) and with the [Maoz organization](https://www.maoz-il.org/en/) for developing a network of change-makers; as well as an independent researcher and consultant.  Jenya is also an experienced educator and group facilitator in the field of leadership and informal education. She has led several significant projects in across the FSU and in Israel |
| Polina Babai | Vice-president  Statistics & database management | MA in Business Administration  MBA, BA in statistics and GCP  Languages: Russian (native speaker), Hebrew | Directed quantitative and qualitative research projects.  Administered large and complex databases. |
| Lirit Gruber | Qualitative researcher and director of corporate responsibility  Content analysis | Doctoral student in philosophy (merit scholarship)  MA in diplomacy, LLB  Languages: Hebrew (native speaker), English, French | Founded and managed social initiatives in the private and not-for-profit sectors, conducted qualitative research in the fields of employment, education, health and welfare. |
| Doctor Shirley Dorchin | Quantitative researcher  Advanced statistics | Ph.D. in Psychology  MA in Psychology  BA in Behavioral science  Languages: Hebrew (native speaker), English (native speaker) | A quantitative social scientist with a solid research background and project management experience.  Training and supervising. Conducting interviewers. Conducting advanced quantitative analysis. Writing grant reports and publications. Managing a multi-year research budget |
| Hila Ronen-Debi | Qualitative researcher  Interviewer and Content analysis | MA in Politics  BA in international relationship  Organizational Consultant (Open University Diploma)  Group Leading (Gishot College Diploma)  Languages: Hebrew (native speaker), English, Chinese | Implementing, writing, and presenting research studies. Organizational counselling in the public sector |
| Noah Slor | Academic editor and information scientist  Literature reviews  Academic editing  Knowledge worker  Translating | MA in Middle Eastern studies, BA in Middle Eastern studies and politics and government.  Languages: Hebrew (native speaker), English, French, Arabic, Russian | Translator, writes and edits academic material, has extensive academic experience as a teaching assistant, research assistant at Ben Gurion University and Sapir College. |
| Sara Nahari | Research assistant, statistician, and interviewer  Interviewer and Content analysis | BA in statistics  Currently working towards an MA in statistics  Languages: Russian (native speaker), English, Hebrew | Conducted research projects,  administered large and complex databases and conducted interviews. |
| Michael Kutzuv | Technical director  Developing and maintenance of the Information systems  Processes and reports automatization | Server and system maintenance. Programming.  Languages: Russian (native speaker), Hebrew, English, | IT support for computer and information systems. Applications and computers game developing. |

## **Mashav Applied Research experience**

Following is a sample listing of evaluation research studies conducted (or ongoing) by Mashav Applied Research over the past five years.

Recommender's contact info:

Yifat Klein JDC programs manager +972-54-4550024

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Aya Hasdai Founder & CEO, Eshnav +972-52-3685611

| **Commissioned by** | **Research topic** |
| --- | --- |
| **JDC Ashelim Department & Ministry of Education** | **Etgarim (Challenges). The National Program for Unformal Education activities for the Arabic children and Youth**  **Population:** Arabic and Druze children & Youth  **Fields:** children & Youth, community. N>100,000. 76 centers.  **Personal criteria:** community, leisure and culture, empowering and leadership, inter-personal skills, schools' achievements.  **Community criteria:** sense of social and community belonging  **Research method:** quantitative and qualitative  **Experimental design:** surveys & interviews |
| **Hachevra L'ematnasim** | **Hug L'echol Yeled**  **Population:** children & Youth  **Fields:** children & Youth, community. N>40,000. 40 centers.  **Personal criteria:** community, leisure and culture, empowering and leadership, inter-personal skills  **Community criteria:** sense of social and community belonging  **Research method:** quantitative and qualitative  **Experimental design:** surveys & interviews |
| **JDC Eshel Department & Ministry of Health** | **Community Geriatric Rehabilitation Centers (Misgav) project**  **Population:** Elderly people. N>500. 5 centers.  **Fields:** Elderly, public health and welfare, Geriatric rehabilitation.  **Personal criteria:** functional background, hospitalization, cognitive and physical function.  **Research method:** quantitative and qualitative  **Experimental design:** repeated measures, within – between subjects |
| **JDC Eshel Department & Ministry of Health** | **The National Program for Addressing Alzheimer's Disease and other Dementias, for identifying, treating and discharge of patients with dementia and delirium in general and geriatric hospitals**  **Population:** Elderly people with dementia or delirium. N>10,000. 5 centers.  **Fields:** Elderly, public health and welfare  **Personal criteria:** dementia or delirium, functional background, hospitalization, cognitive and physical function.  **Research method:** quantitative and qualitative.  **Experimental design:** repeated measures, within – between subjects |
| **JDC FSU** | **Loneliness study:** a study to examine the condition of the elderly FSU population. Conducted in order to provide a reliable status report regarding the services offered to and needs of this population, and to propose changes and improvements to existing programs, and recommendations for new programs that will facilitate change and improvement in the state and feelings of loneliness.  **Population:** Elderly FSU Jews, people with disabilities. N>500  **Fields:** diaspora Jews, the elderly, social welfare and material assistance, volunteering  **Personal criteria:** objective loneliness, subjective loneliness (emotional and social), social support, functional background, feeling and taking part in social programs.  **Research method:** quantitative and qualitative  **Experimental design:** surveys & interviews |
| **JDC FSU** | **Survey of Assistance Effectiveness**  **Population:** Jews, Ukraine. N=200  **Fields:** diaspora Jews, material and social assistance.  **Research method:** quantitative  **Experimental design:** survey |
| **Ministry of Education, JDC-Ashalim, Elvin Israel, Federation of Local Authorities in Israel, Union of Education Department Heads and Union of Youth Department Heads, Ministry of Social Welfare and Services** | **“For a Change”, promoting social engagement and volunteering of youth with disabilities –** a program which promotes volunteering and meaningful social engagement among youth with disabilities. Emphasizes preparation for independence and employment.  **Population:** youth with disabilities, Arab-Israeli and Jewish populations. N>300, 6 government authorities.  **Fields:** disabilities, youth, social engagement, volunteering, employment, education  **Personal criteria:** personal capability and self-belief, significance, importance, external and internal benefit  **Community criteria:** social and community sense of belonging, view of youth with disabilities (organizations and employers).  **Research method:** quantitative and qualitative.  **Experimental design:** mixed design, repeated measures, within – between subjects and surveys. |
| **Ministry of Education, Mibereshit, Genesis Fund** | **Israeli Journey:** an innovative program design to strengthen the student’s personal, Jewish, and Zionist identity, and connection to self, and various circles in society and the community, to the Jewish people and the State of Israel. Mashav is accompanying this program by conducting an evaluation study and a longitudinal study examining the journey’s effectiveness.  **Population:** 11th and 12th grade students, and IDF soldiers. FSU olim (with separate evaluation). N>20,000  **Fields:** youth and young adult education, leadership and social community engagement (includes a volunteer component)  **Personal criteria:** value positions and perceptions with respect to community and society, the Jewish people and land of Israel, the State of Israel and Judaism.  **Research method:** quantitative and qualitative  **Experimental design:** longitudinal, repeated measures |
| **Ministry of Diaspora Affairs, Israel Movement for Reform and Progressive Judaism** | **Domim (similarities) Program – for increasing the bonds of Jewish peoplehood and connections between the Reform community and the State of Israel and Israeli society.**  **Population:** 1) Rabbis (women and men) of Reform communities abroad (including FSU). 2) Members of Reform communities abroad. Secondary population: Rabbis (women and men) of Reform communities in Israel.  **Fields:** diaspora Jewish community, Jewish peoplehood, Jewish leadership.  **Criteria:** frequency and quality of connection, satisfaction with connection, needs, services and deficiencies in connection, connection with the State of Israel and Israeli society, Jewish peoplehood, community leadership. N~100  **Research method:** quantitative and qualitative  **Experimental design:** longitudinal research |
| **JDC-Ashalim in cooperation with the Ministry of Education, the Ministry of Labor, Social Welfare and Services, and the National Insurance Funds** | **Megama La’Atid (A View to the Future) –** earning professional certification and employment integration.  **Population:** students with disabilities. N~500  **Fields:** education, employment, disabilities.  **Personal criteria:** soft skills for employment, personal ability, future orientation  **Community criteria:** sense of social and community belonging.  **Research method:** quantitative and qualitative  **Experimental design:** longitudinal (4 years), repeated measures |
| **JDC-Ashalim in cooperation with the Ministry of Education, Ministry of Labor, Social Welfare and Services, Defense Ministry, Ministry of Health, the National Insurance Institute,** | **A program to provide access for young adults with disabilities to military preparatory schools.**  **Population:** young adults with disabilities. N~200  **Subject:** social and employment integration.  **Personal criteria:** skills for independent living and employment, personal capability, leadership skills (including a volunteering component).  **Research method:** quantitative and qualitative.  **Experimental design:** longitudinal (4 years), repeated measures |
| **The National Insurance Funds, the Fund for Developing Services for People with Disabilities, The Central Library for the Blind and Visually Impaired** | **Audio description service – providing accessibility to theaters and plays through audio description services.**  **Population:** the blind and visually impaired. N~100  **Subject:** disabilities  **Personal criteria:** quality of life, experience, understanding, quality of audio description.  **Community criteria:** sense of social and community belonging.  **Research method:** quantitative and qualitative.  **Experimental design:** mixed design, repeated measures, within – between subjects. |
| **JDC Disabilities Database, the National Insurance Institute** | **Even Derech (Milestone) – promoting a healthy lifestyle and health services accessibility for the advancement of health and safety among people with disabilities.**  **Population:** people with disabilities. N>300  **Fields:** disabilities (healthy lifestyles and community integration), education.  **Personal criteria:** sense of social and community belonging.  **Research method:** quantitative and qualitative.  **Experimental design:** mixed design, repeated measures, within & between subjects. |
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| **JDC Tevet, the Ministry of Social Welfare and Services** | **Afikim** – a unique youth employment training program utilizing knowledge and tools to help participants reach their personal and occupational potential. Mashav has been accompanying Afikim since it began in 2007 via a design-based research assessment study. The methodology and tools developed as part of this study have been implemented in many JDC Tevet programs. The program was also adopted at the national level by the Ministry of Social Welfare and Services. **As part of the program’s evaluation process, Mashav submits on-going job placement quality reports to 38 governmental authorities.** Mashav continues to provide support for tools and assessment.  **Population:** at-risk young adults.  **Fields:** young adults' employment. N>1000. 38 centers  **Personal criteria:** 1) occupational efficacy and capability, job placement quality. Criteria: scope, stability, professionalism, self-belief and actualization, salary and benefits, training certification and academic studies, job satisfaction.  **Research method:** emphasis on quantitative  **Experimental design:** longitudinal (3 years), repeated measures. |
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## **curriculum vitae**

## **Yossi Freier-Dror (lead researcher)**

**Higher Education**

B.A., Psychology, Bar-Ilan University

B.A., Philosophy, Bar-Ilan University

M.A., Experimental Psychology, Bar-Ilan University

Doctoral student in Management, SMC University (Swiss)

**Work Experience**

2006 – Today: CEO and Founder of Mashav Applied Research Ltd.

2002 – 2017: Lecturer in Ono Academic College. Fields: Statistics, Research Methodology, Psychology

**Volunteer**

1991 – 2003: Big Brother, Big Brother Big Sister Israel NGO

2002 – 2007: Board member, Big brother Big Sister Israel NGO

2007 – 2013: Chairman of the Board, Big brother Big Sister Israel NGO

2013 – Today: Research Forum Member, The Israeli Volunteering Initiative

**Publications:** **Refereed Journals [Limited to 2011 – 2019]**

1. Bohadana, A., Freier-Dror, Y., Peles, V., Babai, P., Izbicki, G. (Preprints). Extending Varenicline Preloading to 6 Weeks Facilitates Smoking Reduction and Cessation: A Randomised Controlled Trial. *The* *Lancet (June 2019)* [impact factor=59]
2. Nesher, G., Poltorak, V., Hindi, I., Nesher, R., Freier-Dror, Y., Orbach, M., Breuer, G. S. (2019). Survival of patient with giant cell arteritis: Impact of vision loss and treatment with aspirin. *Autoimmunity Reviews (August 2019)*.
3. Lotan, A. M., Cohen, D., Nahmany, G., Heller, L., Babai, P., Freier-Dror, Y., Scheflan, M. (2018). Histopathological Study of Meshed Versus Solid Sheet Acellular Dermal Matrices in a Porcine Model. *Annals of Plastic Surgery (July 2018)*.
4. Hanhart, J., Comaneshter, D., Freier-Dror, Y., Vinker, S. (2018). Mortality associated with bevacizumab intravitreal injections in age-related macular degeneration patients after acute myocardial infarct: a retrospective population-based survival analysis. *Graefe's Archive for Clinical and Experimental Ophthalmology* (January 2018).
5. Schlesinger, Y., Eldar-Yedidya, Y., Hillel, M., Cohen, A., Bar-Meir, M., Freier-Dror., Y. (2017). Association of Toll-like Receptors Polymorphism and Intrauterine Transmission of Cytomegalovirus. *PLOS ONE* (December 2017).
6. Hanhart, J., Comaneshter, D., Freier-Dror, Y., Vinker, S. (2017). Mortality in Patients Treated with Intravitreal Bevacizumab for Age-Related Macular Degeneration. *BMC Ophthalmology*, (2017) 17:189.
7. Zohar, g., Freier-Dror, Y., Gruber, L. (2017). Disability Mainstreaming in the One-Stop Shops: Israel and the OECD Countries. *Israel Journal of Social Policy, (2017)*.
8. Breuer, G., Schwartz, Y., Freier-Dror, Y., Nesher, G. (2017). Uric Acid level as Predictor of Mortality in the Acute Care Setting of Advanced Age Population. *European Journal of Internal Medicine*, 44 (2017) 74-76.
9. Munter, G., Brivik, Y., Freier-Dror, Y., Zevin, S. (2016). Nicotine addiction and withdrawal in Orthodox Jews - the effect of Shabbat abstinence. *Israel Medical Association Journal,* 2017 Jan;19(1):25-29.
10. Cohen, C. J., Freier-Dror, Y., Auslander, G., Breuer, G. S. (2016). The Functional and Existential Tasks of Family Caregiving to End-of-Life, Hospitalized Geriatric Patients. *Journal of Gerontological Nursing,* Jul 11;42(7):55-64.
11. Cohen, C. J., Chen, Y., Orbach, H., Freier-Dror, Y., Auslander, G., Breuer, G. S. (2015) Social Values as an Independent Factor Affecting End of Life Medical Decision Making. *Medicine, Healthcare and Philosophy*, Vol 18, No 1.
12. Greenberger, C., Freier-Dror, Y., Lev, I., Hazan Hazoref, R. (2014). The Inter- Relationships between Self-Efficacy, Self-Management, Depression, and Glycemic Control, in Israelis people with Type 2 Diabetes. *Journal of Diabetes Nursing*, Vol 18, No 8 (2014)
13. Jaworowski, S., Walter, G., Soh, N., Freier-Dror, Y., Mergui, J., Gropp, C., Haber, P. S. (2014). A validated questionnaire to assess the knowledge of psychiatric aspects of alcohol use disorder. *Journal of Substance Abuse.* Vol 32, No 2, (2014).
14. Novoselsky, M., Persky, A., Yinnon, A. M., Freier-Dror, Y., Henshke-Bar-Meir, R. (2013). Communication between residents and attending doctors on call after hours. *Journal of Evaluation in Clinical Practice.*
15. Wiener-Well, Y., Gofman, I., Assous M. V., Freier-Dror, Y., Yinnon, A. M., Lachish, T. (2013). The clinical significance of isolation of two different organisms from the urine of patients with an indwelling catheter. *Diagnostic Microbiology and Infectious Disease*. Vol 76, 1-4 (2013).
16. Yinnon, A. M., Wiener-Well, Y., Jerassy, Z., Dor, M., Freier-Dror, Y., and 6 more. (2012). Improving implementation of infection control guidelines to reduce nosocomial infections rates: Pioneering the Report. *Journal of Hospital Infection*. Vol 81, 169-176.
17. Katz, N., Gilad Izhaky, S., Freier-Dror, Yossi. (2013) Reasons for choosing a career and workplace among occupational therapists and speech language pathologists. *WORK: A Journal of Prevention, Assessment & Rehabilitation.*
18. Monas, L., Csorba, S., Kovalyo, M., Zeligman, R., Freier-Dror, Y., Musgrave, C. F. (2012). The Relationship of Sleep Disturbance, and Symptom Severity, Symptom Interference and Hospitalization among an Israeli Oncology Inpatients with cancer. *Oncology Nursing Forum*. Vol 39, No 4, July 2012.
19. Naveh, P., Leshem, R., Freier-Dror, Y., Musgrave, C. F. (2011). Pain Severity, Satisfaction with Pain Management, and Patient-Related Barriers to Pain Management in Patients with Cancer in Israel. *Oncology Nursing Forum*. Vol 38, No 4, July 2011.

**Conference Presentations (Limited to 2013-2019, Abroad and Majores)**

1. *Audio Description in Cultural Events: Perspective of Clients with Low Vision and Service Providers.* The 2019 AOTA Annual Conference & Expo, April 4-7, 2019.
2. *The use of a parent-report questionnaire to examine the development of communication among 1- to18-month-old toddlers with typical development.* The 3rd Lancaster Conference on Infant and Early Child Development, 6-7 September 20, 2018, Lancaster, England.
3. *Audio Description for Individuals with Visual Disability: Enabling Participation in Cultural Events.* The 17th World Federation of Occupational Therapists Congress, 21 – 25 May 2018, Cape Town, South Africa.
4. Auslander, G., Cohen, C., Freier-Dror, Y., & Breuer, G. *The functional and existential tasks of family caregiving to hospitalized, geriatric, end-of-life patients*. Oral Presentation at the 8th International Conference on Social Work in Health and Mental Health, Singapore. June 22, 2016.
5. Wingate Congress 2015. *Research on Accessible Health Zones: Promoting Healthy Lifestyle for People with Disabilities*.
6. Wingate Congress 2014. *Accessible Health Zone: Promoting Healthy Lifestyles for People with Disabilities*.
7. American Occupational Therapy Association Annual Conference 2013. *Participation in Physical Activity, Fitness and Risk for Obesity in Children with Developmental Coordination Disorder (DCD): A Cross Cultural Study*.

## **Jenya Gorbatsevich (lead adviser)**

**Employment History**

2019 - now **Maoz - Head of Measurement and Evaluation**

Internal evaluation of leadership programs and network facilities, development of the capacity building trainings in the field of M&E.

2008-now **Independent Research Projects: Evaluation and strategic planning of local based and wide network projects in North America, Israel and FSU (JDC, Genesis Philanthropy Group, JAFI, Moishe House, Toronto Jewish Federation etc.)**. Development of a tailor-made evaluation plan (qualitative and quantitative methodological basis), evaluation implementation, data analysis and final reporting, development of follow-up activities: staff training and strategy planning.

2010-2018 **Myers-JDC-Brookdale Institute –Researcher**

Evaluation development, methodological basis preparation, study implementation, data analysis, final reporting, consulting and strategy planning.

2010 – 2012 **Hebrew University**, **the Faculty of Sociology of Education – Coordinator of Course "Introduction to the Sociology of Education".**

Participation in program development, team leading, and teaching classes.

2008-2009 **‘Keren LeYedidut’ (International Fellowship of Christians and Jews) – Programs Coordinator**

Staff training, program development, event planning, and project management.

2004 – 2008 **JAFI** - **ICHEIC Project Manager**

General project management, budget planning, administrative and educational support to the project's operations in the FSU, organization and implementation of educational activities, staff recruitment and training.

2004 – 2006 **"Common Basis" non-profit organization - Facilitator**

Groups conducting, program development and cultural adjustment of studying materials to various target groups.

2002 – 2004 **JAFI** – **Recruiter and HR coordinator**

Facilitating assessments centers, recruitment process development, candidates' placements.

2003 – 2004 **The Haifa University, Sociology and Anthropology Department** - **Research Assistant**

Participation in the research dedicated to women employment world, sociological observations, statistics analysis, interviewing women participants from entrepreneur course.

2000 – 2003 **JAFI** – **Educator, Trainer**

Staff training development for FSU communities, organization and counseling during educational seminars for students and young adults (Ukraine, Russia, Estonia, Azerbaijan, Georgia).

2001 – 2002 **The Ministry of Absorption, Students Council** - **Projects coordinator**

Organization and implementation of extracurricular activities for students.

***Additional Courses and Trainings***

2004-2005 One-year training course for educators and group facilitators, supported by ICHEIC foundation.

***Computer Skills:*** SPSS, Microsoft Word, Excel and PowerPoint, E-Learning System, Databases, on-line survey development.

***Languages****:* Hebrew/English/ Russian*.*

# **Part Three: Research Proposal Details**

## **Literature review**

The Jewish community in the former Soviet Union (FSU) has been in flux since the fall of the Soviet Union in the 1990s, profoundly affected by the massive wave of Jewish emigration on the one hand, and by a resurgence of interest in revitalizing local Jewish communities on the other. Taglit-Birthright Israel has been at the intersection of these two trends. By connecting Jewish young adults to their Jewish roots and to Israel, Taglit aims to foster greater involvement in local Jewish life and involvement in other Jewish programs, including other Israel travel programs (Volodarsky, Hecht, Shain, & Saxe, 2019).

A recent study, conducted in 2017–18, focused on Taglit participants from Russia, Ukraine, and Belarus, as well as participants with FSU heritage living in Germany. To examine the impact of Taglit programs on these groups, two sources were compared: 1. participants’ attitudes and behaviors as reported in a 2010–14 long-term survey (with a total of 2,918 respondents) and a post-trip survey from 2017 (with 1,999 and 1,540 respondents); 2. the 2017 participants’ attitudes and behaviors before and after their trip.

Taglit participants from all cohorts in Russia, Ukraine, and Belarus were mostly disconnected from Jewish life prior to their trip. Although the majority had been aware of their Jewish heritage since childhood, they had few Jewish ties. About two-thirds of Taglit participants had only one Jewish grandparent, more than half had had no Jewish experiences growing up, and more than half had celebrated at least one Christian tradition as a child. Compared to the 2010–14 participants, the 2017participants had even fewer Jewish ties: they were more likely to have only one Jewishgrandparent and were less likely to have participated in summer camps and other activitiesorganized by the Jewish community. On the other hand, Israel was a frequent topic of familyconversation for many participants, and at least one in five had visited Israel before they had applied to Taglit. Participants were primarily from large cities and from families considered middle class or affluent.

The study showed that Taglit positively affected participants’ Jewish identity and connections. Involvement in Taglit programs increased the number of participants’ Jewish friends, and had a substantial impact on the importance that they placed on being Jewish and on their sense that being Jewish meant belonging to a people. Taglit was also shown to foster long-lasting personal connections with other Jews. The bonds participants formed with others in their bus community were maintained for months and even years after the trip.

In addition, Taglit positively affected participants’ relationship with Israel, increasing their feelings of connection to Israel and their sense that being Jewish meant caring about Israel. Taglit was the initiating force behind repeat visits and immigration to Israel. The 2017 participants felt very positive about returning to Israel, and more than one-third indicated that they were actively considering moving to Israel. Three-quarters of the 2010–14 participants from Russia and Ukraine, meanwhile, visited Israel at least once in the four to eight years following their trip, and 13% of participants from Russia and 25% from Ukraine were living in Israel at the time of the survey.

Another retrospective study examined the impact of summer camps on Jewish young adults in five Eastern European countries. This study was based on data from the survey of Jewish identities and affiliations (2008–09), focusing on 436 respondents (out of 1,280) aged 26–35. The study compared those respondents who went to Jewish camps in their youth with those who did not (Cohen, 2013).

In order to measure the likelihood of attending summer camp and the possible impacts of attendance on current attitudes and behaviors, data on different aspects of respondents’ Jewish life was collected, including:

* childhood Jewish background: whether respondents had Jewish ancestors; whether various religious practices (attending synagogue, lighting candles, fasting on Yom Kippur, and so on) had been observed; whether a mezuzah had been present in the home; whether respondents had had their bar/bat mitzvah; whether their families had held Jewish marriages or burials; and whether their families had performed circumcision
* Jewish education
* intensity of Jewish identity
* current religious practices: whether respondents had a mezuzah in the home; whether their children had their bar/bat mitzvah; whether they held Jewish marriages or burials; whether they performed circumcision; and whether they attended synagogue
* Jewish peoplehood: whether respondents had a Jewish partner; the importance to them of endogamy; the importance to them of responsibility to other Jews; the importance they attached to feeling part of the Jewish people; and their level of participation in the Jewish community
* attachment to Israel: whether respondents had visited Israel, either privately or as part of a group tour; and whether they were considering moving to Israel

The study found that former campers expressed stronger Jewish identity as young adults and were more likely to express connections to Jewish tradition and people and attachment to Israel. However, the impact of Jewish summer camp attendance could not be measured in isolation, as it was part of a larger whole that included a strong Jewish background and additional Jewish educational experiences – the two strongest predictors of summer camp participation. For those who had a relatively rich Jewish background, the experience of a Jewish summer camp reinforced and possibly heightened pre-existing dispositions. Among those who had relatively weak Jewish backgrounds, the data analysis showed a clear and fairly significant impact. Even though it is difficult to reach and recruit from the periphery of the community, such efforts seem to be justified (Cohen, 2013).

As can be seen from the studies mentioned in this review, the Jewish teen activities that bring young people together to experience Jewish culture and tradition, learn about Israel, meet each other, and practice Judaism together have a meaningful impact on future Jewish identity, and can strengthen involvement in community life and attachment to Israel.

**Bibliography**

Cohen, E. H. (2013). *The Camping Experience: The Impact of JDC Jewish Summer Camps on Eastern European Jews.* [Link](http://www.jdc-iccd.org/publications/the-camping-experience-2013)

Volodarsky, S., Hecht, Sh., Shain, M., & Saxe, L. (2019). *The Impact of Taglit-Birthright Israel on Participants from Russia, Ukraine, Belarus, and Germany.* [Link](https://www.brandeis.edu/cmjs/researchprojects/birthright/fsu.html)

## **Mashav: Applied thirteen research principles [י"ג עיקרים]**

1. **Seeing the whole picture** – the research, the measurement and evaluation, serve all parties, those who form and shape public policy, participating organizations’ staff, the program, and its participants/beneficiaries. The type and level of information shared is determined according its relevance to the party in question.
2. **External collective impact** – the program’s/programs’ impact on a variety of populations, sectors, and organizations is examined.
3. **Internal collective impact (synergy)** – the collective impact, or the synergy resulting from combining several programs around common strategy, goals, and objectives is examined.
4. **Social return on investment (SROI)** – evaluation in terms of investment feasibility, i.e. beyond validation and proving efficiency, what must be invested and what is saved due to the investment; is the economic model self-sufficient?
5. **Marginal Rate of Transformation (MRT) –** The cost difference of choosing a specific alternative at the expense of other alternatives;is the economic model ideal?
6. **Evidence-based best practice** – strive to produce best practice and an optimal operational model for the program and for programs with a similar model and rationale.
7. **Integrality** – research tools are integral to the needs of the program. In other words, wherever relevant, tools are developed to serve the program, and are implemented and serve it as a matter of routine and consequently serve the research study as well.
8. **Evidence-based decision making** – the research provides a current and ongoing status report for all levels and assists in making evidence-based decisions.
9. **Continuity** – research tools and continuous reports are developed with the goal of serving the program beyond the term of the research.
10. **Internal validity** – the research methodology strives to strengthen the program’s effectiveness in and of itself, in other words, beyond intervening factors (such as the human factor).
11. **External validity and replication** – the research methodology aim to strengthen the external validity of the program, meaning that the findings of the research may be studies and used for making deductions useful for other, similar programs and/or expanding the current program to other environments and populations.
12. **Sustainability** - evaluation in the context of sustainability, i.e. beyond validation and proving its efficiency, what, if at all, is required for the program to be sustainable; in other words, for it to be implementable or fit into additional frameworks.
13. **Mixed design methods** – a combination of qualitative and quantitative evaluation, which allows the entirety of the program to be grasped and perceived, as well as for a deep understanding and expression of the details within.

## **Research objectives**

1. **Improving the impact and the effectiveness of the intervention (AJT program)**

* This will be based on the program's ongoing integrated evaluation (surveys) started in the second half of 2018 with minor adjustment to the prosses and the tools, if needed.

1. Quantitative (surveys) and qualitative (interviews and observations) evaluation of whether the defined short term AJT goals are being met, subjectively and objectively. A reliable, up-to-date, and segmented[[1]](#footnote-2) status report. The report will enable **evidence-based decision making** as well as, hopefully, on-the-spot changes and adjustments to be made to **improve the impact and the effectiveness of the intervention**.
2. Integration of insights culled from the surveys, the longitude research and from additional sources (experience and knowledge accumulated at the Russian department and from the literature), drawing recommendations regarding the optimal interventions; **assistance in writing / improving evidenced-based manual for the AJT intervention.**
3. Qualitative and quantitative evaluation of the relevance and the statistical relation between the various activities; **validating the external and internal collective impact** and measuring the effect size, the **social** **return on investment** and the **Marginal Rate of Transformation**.
4. Assistance in implementing the methodology[[2]](#footnote-3), assessment tools, procedure and reports which will **continue to serve the project after the applied research ended**.

* The data and the outcome from the surveys will take into consideration of planning and constructing (along with preliminary interviews and review of the literature) the longitude research methods; sample, tools and process.
* The following objectives relating the longitude research

1. **Validating the intervention (The AJT)**
2. **Internal validating the short- and long-term outcomes of the intervention**. The research methodology strives to confirm the program impact and effectiveness in and of itself, in other words, beyond intervening factors (such as the human factor)
3. **External validity and replication**. The findings of the research may be studies and used for making deductions useful for other, similar programs and/or expanding the current program to other environments and populations.
4. **Determining, shaping and enlarging the impact and the effectiveness of the intervention**
5. **External collective impact.** Empirical evaluation of the program’s/programs’ impact (effect size) on a variety of populations and segments (age, gender, geographic, cultures etc.').
6. **Internal collective impact (synergy).** Empirical evaluation of the collective impact, or the synergy resulting from combining several programs/interventions[[3]](#footnote-4) around common strategy and goals.
7. **Return on investment.** Evaluation in terms of investment feasibility, i.e. beyond validation and proving efficiency, what must be invested and what is saved due to the investment; is the economic model self-sufficient. [Based on statistical relation between the various activities costs and the interim and final results].
8. **Marginal Rate of Transformation**. Evaluation the cost difference of choosing a specific alternative at the expense of other alternatives;is the economic model ideal? [Based on statistical relation between the various activities cost and the interim and final results and compering to other programs and activities].
9. **Sustainability of the program and the evaluation**
10. **Sustainability** - Evaluation in the context of sustainability, i.e. beyond validation and impact, understanding and concluding what is needed in order to be implementable or fit into additional frameworks. [Manly based on interviews].
11. **Continuity.** Research tools and continuous reports will be developed with the goal of serving JDC and the program beyond the term of the research and used independently
12. **Integrality**. Research tools and reports will integral to the needs of the program and JDC. In other words, wherever relevant, tools will be developed to serve the program and JDC and will be implemented and serve it as a matter of routine. Hopefully as a part of the program logic model.

## **Research hypothesis and outcomes**

**Main hypothesis and outcomes**

1. Among the young people participating in the AJT program there will be a greater change (Δ) in **Jewish identity** (Jewish values; sense of belonging to Judaism and to Israel, or cultural, traditional, and historical affinity for Israel; knowledge of and interest in current events) than among teenagers who do not participate in the program.[[4]](#footnote-5)
2. Among the young people participating in the AJT program there will be a greater change (Δ) in **community engagement**, **sense of peoplehood**, and **volunteering** **and volunteer identity** (within local Jewish communities, within FSU Jewish communities, and in the Jewish world more broadly) than among teenagers who do not participate in the program.4
3. Among the young people participating in the AJT program there will be a greater change (Δ) in **self-government**, **initiative and leadership**,and **general self-efficacy** than among teenagers who do not participate in the program.4

* In the short term (1–2 years), the emphasis will be on the subjective manifestation of these variables (as indictors and predictors); in the long term, the emphasis will be on the behavioral manifestation of these variables (main outcomes).

**Secondary hypothesis and outcomes**

* The rationale of the secondary hypothesis is that in order to achieve the objectives of the AJT program, we – the program and the study – must put the individual, logically and esthetically, before the community.

1. Young people participating in the program will show a positive change, before vs. after, in their **value and meaning of life**.
2. Young people participating in the program will show a positive change, before vs. after, in their **future orientation**, in terms of motivation (value of investment in the future; expectations of the future; control of the future), cognition (hope), and behavior (proactive attitude; commitment).
3. Young people participating in the program will show a positive change, before vs. after, in their **social acceptance** (sympathy; popularity; affection).

## **Research design and key milestones**

Mixed-design (qualitative and quantitative) longitudinal study with repeated measures, within–between subjects.

* The detailed process is on page ##

**1–2 months**

The study will begin with: 1. a brief literature review (focusing on Jewish identity in the FSU today, activism trends among young people in the FSU in general, Jewish youth trends in the FSU in particular, relevant indicators, tools for measuring teen movements, and longitudinal studies on teens); and 2. interviews with: A. the study population: young participants (future, new, and veteran); B. the comparison group: non-participating young people with similar background characteristics; and C. people with additional relevant perspectives: leaders in the community, organization managers, parents of AJT participants, community members, BBYO members, and senior staff from the AJT program, and other stakeholders.

The main purpose of these preliminary steps is to understand the complexity and challenges of both the specific and the wider environments, in order to optimize the sampling, tools, and procedure. The secondary purpose is to serve as baseline for future qualitative comparison.

In addition, we will be examining the findings arising from ongoing surveys that have been conducted since 2018, which will also be used to improve the accuracy of the study.

**3–4 months**

These months will be devoted to the design, refinement, and approval of the study: determining sample size, building tools, and implanting the procedures. Initial quantitative tools delivery is expected in April 2020.

**End of first year**

Adjustment and reconfirmation of the research method based on the qualitative and quantitative findings of the first year/cycle and various other factors (including interim sample size calculations).

**2–6 years**

Implementation of the full study, as detailed in the research process on page ##

## **Methodology**

**Population**

***Primary***

Active Jewish teenage (aged 13–17) members (new members prior to participation; participants and graduates)

***Secondary***

Non-participating Jewish teens (with similar backgrounds to those of the AJT participants)

הלא ממשתתפים יורכבו מצעירים שנרשמו ובפועל לא השתתפו ו/או משתתפים שהשתתפותם תעוכב. לגבי משתתפים שנרשמו ובפועל לא השתתפו, היתרון הוא שאין פגיעה במשתתפים (השתתפותם אינה מעוכבת) אולם יש יסוד להניח שקבוצה זו שונה במקור מקבוצת המשתתפים. לגבי משתתפים מעוכבים היתרונות הם שקבוצה זו דומה במאפייניה לקבוצת המחקר (יתר על כן, נוכל לעשות התאמה), יש סבירות גבוה יותר לנכונות להשתתף, שכיחות נוטשים קטנה, לא צפוי קושי לגייס אותם, החיסרון הוא שישנה פגיעה במשתתפים, עיכוב ההשתתפות.

תגמול אפשרי הוא מתן פעילויות חוויות ומשמעותיות אולם כאלו שאינן מכוונות להשגת תוצאות התוכנית והמחקר.

***Representatives of major perspectives***

leaders in the Jewish community

local leaders of Jewish organizations

parents of AJT participants

AJT coordinators

AJT parliament

BBYO members

other stakeholders

**Quantitative sample**

***Centers***

The three centers will be selected based on the understanding of the entirety of the considerations and in cooperation with the research commissioners. A balance must be struck between internal validity (with centers that are ideally suited for examining the intervention itself) and external validity (with centers that serve as overall representatives).

The accumulated experience suggests that there are cultural and other differences between the various countries, cities, and centers, and that three centers is the minimum. We strongly recommend integrating and delivering the quantitative tools to all participants in all centers every year/cycle.[[5]](#footnote-6) This will: 1. encourage evidence-based decision-making and a focus on results rather than outputs; 2. add statistical power; and 3. allow for the analysis, and statistical control, of trends over time.

***Study and control groups***

We recommend a sample size of n≥400 participants and n≥120 non-participants.

Following are the sample size calculations for confirming one main hypothesis at one (post) point in time.

Assumptions & criteria for determining sample size

* Two-way ANCOVA 2 (time) X 2 (groups)[repeated measures, within–between subjects, interaction. 6 covariates]
* Medium effect size (f' = 0.40)
* Power [1 - β error probability] = 0.95
* Alpha(α) error size = 0.05[one-tailed]
* Based on these criteria and preliminary assumptions, we will need a total sample (including study and control groups) of 130 subjects to confirm one hypothesis and 163 for all three main hypotheses.
* 1. We expect major differences (variance) between centers, participants, and interventions. 2. We want to confirm the hypothesis separately at each time point. 3. We do not want to waste subjects on the control group (i.e. the proportion of the two groups is 4:1). 4. We assume dropouts of 20%–30%. 5. We want to analyze and achieve meaningful and statistically significant results for each center separately. Therefore, we recommend a sample size of n≥400 participants and n≥120 non-participants.
* The decision on the sample composition will be made after understanding the population and its characteristics (as well as sub-populations and their relevance to the main results).
* Interim sample size calculations will be re-executed after the initial results.

**Qualitative sample**

We recommend a total of ~276 interviews

Non-probability sampling, with interviewees chosen according to relevance. Some interviews will be repeats (with the same interviewees), and some will not, according to relevance and topics raised during the interviews.

The choice of optimum sample and of the internal divisions (both time and perspective) for the interviews will be discussed and planned with JDC-FSU.

All interviews will be conducted at the same time.[[6]](#footnote-7) At this point, we recommend conducting interviews at the beginning and end of the first year and the end of the sixth year, but the timing is flexible and should be in line with the quantitative findings. We recommend considering adding an additional interview sampling at the end of the third year.

Participants ~45 interviews: 5 interviewees \* 3 centers \* 3 times

Non-participants ~27 interviews: 3 interviewees \* 3 centers \* 3 times

Leaders in the Jewish community ~27 interviews: 3 interviewees \* 3 centers \* 3 times

Local leaders of Jewish organizations ~27 interviews: 3 interviewees \* 3 centers \* 3 times

Parents of AJT participants ~27 interviews: 3 interviewees \* 3 centers \* 3 times

AJT coordinators ~27 interviews: 3 interviewees \* 3 centers \* 3 times

AJT parliament ~27 interviews: 3 interviewees \* 3 centers \* 3 times

BBYO members ~27 interviews: 3 interviewees \* 3 centers \* 3 times

Other stakeholders ~27 interviews: 3 interviewees \* 3 centers \* 3 times

**Tools**

* The proposed tools are intended to remain in use by the project and all centers beyond the period of the study.
* A protocol, including aims, rationale, delivery methods and dates, and notes for emphasis, will be prepared for the quantitative tools.
* The tools will be modified and adjusted following in-depth analysis in cooperation with organization staff and JDC-FSU.
* The tools have been/will be tested for reliability and validity; for example: content validity, internal consistency, factor analysis, predictive validity, inter-rater reliability, and test re-test reliability (as relevant).
* All tools will be discreet, but not anonymous (i.e. they will use identification codes known only to the responders).
* All tools will be in both Russian and English.
* All quantitative tools will be delivered using Mashav’s online questioner platform. The platform is responsive and works on all hardware configurations. The platform can be used by centers at any time, and will remain available after the end of the study at no additional cost.
* All relevant domains will include subjective manifestation and behavioral manifestation.

***Impact domains,[[7]](#footnote-8) pre-participation version***

* Reasons, motivations, and affecting factors for entering the AJT program
* Exceptions from the AJT programs and activities that they are planning to attend
* Jewish identity: Jewish values; sense of belonging to Judaism and to Israel, or cultural, traditional, and historical affinity for Israel; knowledge of and interest in current events
* Community construction: community engagement; sense of peoplehood; volunteering and volunteer identity (within local Jewish communities, within FSU Jewish communities, and in the Jewish world more broadly)
* Self-efficacy: self-government; initiative and leadership; general self-efficacy
* Value and meaning of life: sense of social isolation; serenity and tranquility; happiness/sadness; hope; interest; joy; ability to find meaning in life
* Future orientation: motivation (value of investment in the future; expectations of the future; control of the future); cognitive (hope); behavior (proactive attitude; commitment)
* Social acceptance: sympathy; popularity; affection
* Jewish lifestyle/upbringing (Orach Haim) at home: attitude toward education, tradition and commends, and religiosity; connection to Israel; connection to the Jewish community; engagement with Hebrew (of both the participant and their parents)
* Background: age; gender; country of birth; religious orientation; political views (of both the participant and their parents)
* Social media and platforms
* Additional needs from the program and the community

***Impact domains, participants and graduates, during- and post-participation version***

* AJT activities participated in, roles and meaningfulness: team school, government course, travel, and so on
* Jewish identity: Jewish values; sense of belonging to Judaism and to Israel, or cultural, traditional, and historical affinity for Israel; knowledge of and interest in current events
* Community construction: community engagement; sense of peoplehood; volunteering and volunteer identity (within local Jewish communities, within FSU Jewish communities, and in the Jewish world more broadly)
* Self-efficacy: self-government; initiative and leadership; general self-efficacy
* Value and meaning of life: sense of social isolation; serenity and tranquility; happiness/sadness; hope; interest; joy; ability to find meaning in life
* Future orientation: motivation (value of investment in the future; expectations of the future; control of the future); cognitive (hope); behavior (proactive attitude; commitment)
* Social acceptance: sympathy; popularity; affection
* Jewish lifestyle/upbringing (Orach Haim) at home: attitude toward education, tradition and commends, and religiosity; connection to Israel; connection to the Jewish community; engagement with Hebrew
* Social media and platforms
* Additional needs from the program and the community

***Interview tools***

כלי ריאיון חצי מובנים, כלי ריאיון יוגדר לכל מועד (לפני התחלה, מהלך ולקראת סיום) ולכל מרואיין (הורה, בעל תפקיד וכו'). בראיונות בכניסה הדגש יושם על הבנה של הקונטקסט הכללי, התוכנית וההתערבויות לכשעצמן זאת במטרה לדייק את המחקר והכלים. בראיונות אמצע ולקראת סיום הדגש יושם על הבנה של הקשר בין התוכנית וההתערבויות לתוצאות המצופות, על הדרכים לשמר ולהעצים את האפקט של התוכנית וההתערבויות, צרכים נוספים מהתוכנית והקהילה ועל הבנה ממעמיקה של ממצאים שהתקבלו.

**Process**

Green denotes tools transferred to participants

Red denotes tools transferred to control group

Blue denotes tools transferred to representatives of major perspectives (leaders in the community, organization managers, parents of AJT participants, community members, BBYO members, senior staff from the AJT program, and other stakeholders)

Yellow denotes additional information and data

We strongly recommend: 1. integrating and delivering the quantitative tools to all participants in all centers every year/cycle.[[8]](#footnote-9) This will: A. encourage evidence-based decision-making and a focus on results rather than outputs; B. add statistical power to the research; and C. allow for the analysis, understanding, and statistical control of trends over time. We are also willing to analyze this data at no additional cost; and 2. adding in the first year of the study a backward validation with graduates.

We recommend considering: adding an additional interview sampling at the end of the third year.

| **Tool | Time** | **Beginning of participation [t0]** | | **During**  **participation [t1]** | | **End of**  **participation [t2 & t3]** | |
| --- | --- | --- | --- | --- | --- | --- |
| Data from ongoing JDC-FSU surveys |  | |  | |  | |
| Relevant program data |  | |  | |  | |
| Impact pre-participation |  |  |  | |  | |
| Impact during- and post-participation |  | |  |  | t3 | t3 |
| Interviews with young people |  |  |  |  | t3 | t3 |
| Interviews with representatives of major perspectives |  | |  | | t3 | |

## **Operational process (deliverables and expected timetable)**

Mashav is prepared for immediate launch of the study.

A draft of the final report will be submitted one month after completion of data collection. The final report will be ready within one month of the approval of the draft.

All deliverables will be submitted in English, and the research tools will be in both Russian and English.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Deliverable | Time | Months 1-2 | Months 3-4  t0 | Months 5-6 | Months 7-12  t1 | Year 2  t2 TBD | Year 3 | Year 4 | Year 5 | Year 6  t3 |
| Brief literature review |  |  |  |  |  |  |  |  |  |
| Preliminary interviews |  |  |  |  |  |  |  |  |  |
| Formalization of agreed research outline, sample, tools, and procedure\* |  |  |  |  |  |  |  |  |  |
| Quantitative data collection |  |  |  |  |  |  |  |  |  |
| Interviews |  |  |  |  |  |  |  |  |  |
| Interim reports |  |  |  |  |  |  |  |  |  |
| Final report |  |  |  |  |  |  |  |  |  |
| Presentations of findings in various forums |  |  |  |  |  |  |  |  |  |

\* Includes presentation

## **Statistical data processing and testing**

Descriptive statistics

For descriptive statistics, measures of central and dispersion tendencies will be calculated; for quantitative scale variables (rational and interval scales), mean and standard deviation will be calculated; and for qualitative scale variables (ordinal and nominal variables), the median, mode and overall distribution, *N*, and percentages will be calculated. Tables (for understanding the micro) and graphs (for determining and understanding overall trends and phenomena) will be presented.

Statistical inference

In order to empirically test all three main hypotheses, while controlling preliminary differences, a MANCOVA test will be carried out, followed by tests for the main effects and interactions and post-hoc tests.

In order to empirically test each main hypothesis, while controlling preliminary differences, an ANCOVA test will be carried out, followed by tests for the main effects and interactions and post-hoc tests.

In order to empirically test the secondary hypotheses for differences within the study group between the baseline and any other time point, either a paired t-test or a nonparametric Wilcoxon parallel test[[9]](#footnote-11) will be performed. Between more than two time points, either a parametric one-way ANOVA test or a nonparametric Kruskal-Wallis parallel test will be performed, followed by post-hoc tests.

To determine which variables are predicative or correlated to results variables (main outcomes), a simple correlation will be conducted: a Pearson, Spearman’s or odds ratio (determined by relevance), and a chi-square or Fisher’s exact test for testing their significance (determined by relevance). To examine correlation and intercorrelation while controlling confounders and intermediary variables, regression or logistic regression (determined by relevance) and path analysis will be used.

Tools testing

For the purpose of establishing reliability in the context of tool homogeneity,[[10]](#footnote-12) a Cronbach’s alpha internal consistency test will be performed. In addition, item analysis will be performed, and the (normality) distribution will be examined using a Kolmogorov–Smirnov test.

To confirm (statistically) the content and structural validity, confirmatory factor analysis (CFA) will be performed.

Interviews and content analysis

Interviews will be conducted using the phenomenological approach, which is intended to examine the substance of a given experience – in the case of this proposed study, the change that participants underwent as a result of the AJT program and the way in which this change might be optimized. The phenomenological approach emphasizes understanding the meaning of various events, while concentrating on the essence of the experience of the person experiencing them. This approach can provide a glimpse into interviewees’ experiences, a glimpse that is largely devoid of prejudice, and which allows us to authentically learn about the way in which they live a particular phenomenon, experience it, and present it to the outside world (Strauss & Corbin, 1990). The interviews will be subject to content analysis.

General

Wherever relevant, a CI of 95% will be calculated for an infinite population. Effect size will be calculated where relevant. All analysis will be conducted using the PASW21 and AMOS statistics programs (from SPSS, IBM). The α will be set at p<.05 for all hypotheses.

Additional statistical procedures and testing may be performed following receipt of the raw data and initial processing.

Databases

Databases are secured at Mashav Applied Research. The company’s staff includes a database administration specialist and an IT specialist.

## **Research ethics**

The anonymity of respondents will be preserved throughout the course of the study. Findings will be presented in aggregate form only.

Each respondent will receive an explanation regarding the study and the researchers, the study’s objectives, its tools and schedule, and the confidentiality of responses. It will also be emphasized that participation is entirely optional, and that respondents can withdraw at any time. Contact information in case of additional questions will be provided.

# **Part Four: Output-Based Budget**

Assumptions

* Costs are based on a one-year contract and research period of 9-10 months.
* The proposal assumes 8 trips and 40 days stay abroad.
* Costs are based on a final report and 4 interim (status) reports.
* Costs are based on data gathering in the field, including questionnaire administration by volunteer center staff.
* Costs assume reports in Word format and presentation in PowerPoint – in English.
* **Brackets show an Option B for conducting interviews at the end of the study only (20 interviews).**
* **Budget does not include costs for travel, room and board. The costs customary at the JDC Russian department are acceptable.**
* The table presents work days, each consisting of 8 work hours.

| **Component | Position** | **Researcher** | **Statistician** | **Interviewer** | **Research assistant** |
| --- | --- | --- | --- | --- |
| Formalize study outline | 5 |  |  |  |
| Define sampling, tool development, and procedure | 5 | 3 |  |  |
| Build databases, data merge, data gathering support |  | 4 |  |  |
| Data entry and improvement |  |  |  | 8 |
| Statistical processing and analysis | 4 | 10 |  |  |
| 40 interviews [20] |  |  | 32 \* [16] |  |
| Interview and open questions content analysis |  |  | 20 [12] |  |
| Findings and reports 5 | 15 [13] | 15 |  |  |
| **Total** | **29 [27]** | **32** | **52 [28]** | **8** |

\* Will be conducted by lead researcher at interviewer cost

| **Position** | **Days** | **Cost per day** | **Total cost** |
| --- | --- | --- | --- |
| Researcher | 29 | 2,800 ₪ | 81,200 ₪ |
| Statistician | 32 | 2,200 ₪ | 70,400 ₪ |
| Interviewer | 52 | 1,600 ₪ | 83,200 ₪ |
| Research assistant | 8 | 1,000 ₪ | 8,000 ₪ |
| Translation of tools to Russian | 2,000 ₪ | | |
| Literature review (~10 pages) | 6,000 ₪ | | |
| Final report editing | 6,000 ₪ | | |
| Communications | 1,000 ₪ | | |
| Office expenses | 1,600 ₪ | | |
| Travel and expenses | As customary at the JDC Russian Department | | |
| Total Option A | 75,188 $ 259,400 ₪ | | |
| Total Option A, including VAT | 87,970 $ 303,498 ₪ | | |
| Total Option B | 62,435 $ 215,400 ₪ | | |
| Total Option B, including VAT | 73,049 $ 252,018 ₪ | | |

General Terms

* The research proposal may be updated and amended as needed and as required by the client.
* Total study cost Option A NIS 303,498 including VAT ($87,970 including VAT).
* Total study cost Option B NIS 252,018 including VAT ($73,094 including VAT).
* Invoicing: 30% at approval of proposal, 20% after research tool development, 10% upon submission of first status report, 10% upon submission of second status report, 15% upon submission of first draft of final report, 15% upon research conclusion and client acceptance of final report.

We’d be glad to answer any question or provide additional information as needed.

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1. Types of activities, age groups, gender, geographic and cultures and more, as relevant. [↑](#footnote-ref-2)
2. Including non-technical assistance, as needed, in building a data collection system. [↑](#footnote-ref-3)
3. Seminars, conferences and additional courses. [↑](#footnote-ref-4)
4. An interaction hypothesis. [↑](#footnote-ref-5)
5. If necessary, shorter versions of these tools can be used. [↑](#footnote-ref-6)
6. This is proposed in order to save on expenses. [↑](#footnote-ref-7)
7. The domains in the version for the control group will depend on who is in the control group, either due to non-participation as a result of delayed intervention or registration, or for other reasons. [↑](#footnote-ref-8)
8. If necessary, shorter versions of these tools can be used. [↑](#footnote-ref-9)
9. In case of a small sample size. [↑](#footnote-ref-11)
10. Additional reliability tests are recommended at a later stage, but are not possible in the current configuration. [↑](#footnote-ref-12)