Grant Development Document—Branco Weiss Arab Authorities [Draft in process, 24.10.2021]

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| **Information on the Grant\*** | | **Internal Information** | | |
| Branco Weiss | **Organization name** | Shared society | **Field and subfield** |
| Aviv Keinan, CEO | **Contact person and position** | Shmuley | **Leader** |
| $3–9 million | **Grant amount** | B | **Grant type** |
| 70% | **Grant financing %** | Regular | **Track** |
| 3–5 years | **Grant length** | Impact | **Goal type** |
| Late 2021 | **Starting date** | Towards initial approval | **Stage in the process** |

\* The information about the grant may change during the process of its development. In the stage of initial approval it is not necessary to fill all the fields.

Part A—Grant Essence

1. **Goals**

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| **Foundation goals** |
| *[Choose only one of the 4 options below (Impact / general support / learning / relationship). Answer the question of why you seek the grant concisely and precisely in up to three lines.]* |
| Impact (social results)   1. Establishing a successful model for managing improvements in education on the local level in a manner that assists the state in promoting education in Arab society on a national scale 2. Creating a project with significant educational-social impact that creates a change in identity and in the connection of Arab citizens to the state, and that promotes partnership in Israeli society (assessment / proof of theory of change) |
| **Project goals** |
| 1. Creating and strengthening high-quality and sustainable urban infrastructure for managing education in local authorities and formal and informal educational institutions 2. Significantly improving educational and municipal measures (Meitzav tests, matriculation (Bagrut) exams, participation in youth movements, participation in outstanding students programs) in the authorities where we will work 3. Changing the way the Arab educational system is viewed by state institutions in general and the Education Ministry in general (from a failing system to a system that can change through beneficial intervention on the managerial level) |
| **Assumptions** |
| 1. Local authorities are the key to changing education and citizens’ views within the authorities’ jurisdiction. 2. It is possible to effect change in local authorities that is chosen by appropriate assistance by a professional entity. 3. It is possible, through intensive intervention of up to five years to create a long-term impact by building human capital and organizational culture in the authority. 4. Arab citizens who live in authorities where meaningful changes take place with the state’s assistance feel greater partnership and will be more productive and involved citizens. |
| **Success and Failure** |
| **Success and failure regarding the foundation’s goals:**  **Goal 1:**   * Success: “Replication”/adoption of similar models in additional local authorities in upcoming years based on indications of success in this model * Failure: The project remains “a lone local event” without expansion led by the state.   **Goal 2:**   * Success: satisfaction according to a survey of residents, also expressed through identity elements * Failure: The satisfaction survey reveals no correlation between an improvement in the situation and satisfaction regarding education, on the one hand, and strengthening identity elements, on the other hand.   **Success and failure regarding the project’s goals:**  **Goal 1:**   * Success: Proper work routines; coordination between the headquarters at the local authority’s offices and principals in the field; a decrease in consultation work and an increase in work by principals in the field. * Failure: No improvement in routines and coordination; an understanding that the field echelons do not want to change and there is no leverage to influence them.   **Goal 2:**   * The standard for success/failure in terms of measurable data shall be defined by the perspective of the authority chosen (e.g., closing at least 25% of the disparity between the authority’s data and national data). |
| **Main questions to clarify during the process (up to 3 questions)**   1. Is there a congruence between the project and the goal of identity change (foundation goals—2) especially—if the project focuses on management infrastructure and does not directly engage or focus on ethical issues (civics education / community projects, etc.), is it right to define and measure progress on the given goal (foundation goals—2)? |

1. **The Project**

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| **Project description** | | | |
| The local authority is the entity that most greatly influences the life of the simple citizen. Currently most of the Arab authorities (73%) act under an accompanying accountant and are in a very low socioeconomic cluster. The goal is to assist the authority but do so effectively. Therefore, for this purpose, the Branco Weiss network was chosen for active assistance of all its education and society apparatus, through construction of a complete educational worldview in the local authority, professional work, assistance to all the authority’s officeholders, and available funds for projects for which needs arise from the field. The target population is all children from infants until the post–high-school transition year in the authority. | | | |
| **Project budget—for five years, at the request of the Branco Weiss network—here it is possible to write a limited budget. This was written for our own practice and not according to the three-year timeline (in millions of NIS, for five years)** | | | |
| **Uses** | | **Sources** | |
| Amount | Budget line | Amount | Source |
| 18 | Management, assistance, infrastructure, network activities | 48 | Schusterman |
| 50 | Municipal and school programs | 23 | Branco Weiss |
| 3 | Mapping and evaluation |  |  |
| **Emphases**   * Overhead—We didn’t speak about overhead, nor did we go into the details of amounts. * Cost per participant—hard to estimate; after selection of the authorities we can estimate. | | | |
| **Weaknesses** | | | |
| 1. Short intervention timescale (compared to the timescale needed and compared to the goals)—Can an organizational culture be changed in three to five years? How can identity change be examined in the intervention’s timescale? 2. Does the Branco Weiss network have sufficient expertise in working with local authorities rather than with specific institutions and in work with Arab society? 3. Difficulty in correct selection of the local authorities—How should the authorities be selected? It is sufficient to interview an authority’s administration or should school principals also be interviewed? Is there a local authority in which all parties are committed to change? How can it be confirmed that it is an authority in which success will be an indication of the possibility of succeeding in other authorities as well (and not “an exception that proves the rule”)? | | | |
| **Main questions for clarifying during the process (up to 3 questions)**   1. Entry/exit conditions—how do we create clear conditions and choose the authority? What are the conditions for exit for an authority in which the initiative does not “gain momentum” / fails? Can we leave after three or five years without damaging the process? 2. How do we cause the state to be involved so that it feels a certain “ownership” so that if the initiative succeeds it seeks to replicate it? | | | |

1. **Measurement and Evaluation**

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| **General** | | |
| The distinction between the foundation’s goals and the project’s goals are reflected in measurement and evaluation:  Regarding the foundation’s goals—We will seek to measure the identity change in order to understand whether there are processes that promote national civic values and a feeling of partnership by the minority group. This is a process that requires our involvement in measurement so we can address the topics of interest to the foundation. We will seek to measure change in education and in the lives of the local authority’s citizens. If we successfully prove a significant improvement through the model, we will prove that the investment is effective, and we can promote continued investment in education in Arab society as a worthwhile investment for Israeli society. This is a process that can be led by Branco Weiss. | | |
| **Details** | | |
| Measurement and evaluation regarding the foundation’s goals (clarification—the numbers below pertain to the numbers above) | | |
| External measurement and evaluation | Measurement and evaluation by the grantee | Activities and direct outputs |
|  | V | 1. Direct involvement by the state in oversight and influence over the project (Education Ministry and Finance Ministry) |
| External | By grantee | Direct results during the grant period |
|  | V | 1. The state runs a similar program in additional local authorities (a joint or independent initiative). |
| V |  | 1. An increase in the authority’s residents’ satisfaction in the field of education and in the authority in general. |
| External | By grantee | Contribution to the attainment of the goal over time |
| V |  | 1. An increase in measures of “state-oriented positions” among the authority’s residents in high correlation to an increase in satisfaction with the authority in education and in general |
| V |  | 1. An increase in Knesset voting rates in correlation with the above improvement (satisfaction and state-oriented positions) |
| Measurement and evaluation regarding the project’s goals (clarification— the numbers below pertain to the numbers above) | | |
| External | By grantee | Activities and direct outputs |
|  | V | 1. Mapping the current situation in the authority |
|  | V | 1. Creating a vision for the educational system that is translated into a multi-year workplan |
|  | V | 1. Creating a system to collect and manage information in the authority |
|  | V | 1. Creating organizational infrastructure that synchronizes among educational institutions, the welfare department, and informal education institutions |
|  | V | 1. Building the framework: Coordinating expectations and an obligatory agreement with the local authority. Building a joint steering committee. Appointing a manager. Building a steering committee and administration for the authority. Setting objectives. Building a workplan and allocating resources according to the workplan. |
|  | V | 1. Activity that creates direct involvement by the state in oversight and influence over the project (Education Ministry and Finance Ministry) |
| External | By grantee | Direct results during the timeframe of the grant |
|  | V | B. An increase in measures of school attendance. An increase in participation in informal education activities. An improvement in scores on the Meitzav and matriculation (Bagrut) exams. |
|  |  | C. The state runs a similar program in additional local authorities (in a joint or independent initiative). |
| External | By grantee | Contribution to attaining the goal over time |
| V | V | 1. The infrastructure created continues to be used and is effective after the assistance is discontinued. |
| V | V | 1. Increased investment by the state in running similar programs in additional local authorities |
| **Emphases for measurement and evaluation** | | |
| The simple practical outputs can be evaluated starting immediately. The degree of necessary collaboration should be defined in order to continue. The same is the case regarding involving the state. Regarding the ethical goals—they will be able to be evaluated only after there is a sense of improvement in the field. | | |
| **Mechanism, process, and milestones for measuring progress** | | |
| * It is necessary to coordinate with Branco Weiss and anchor in the agreement the responsibility of Branco Weiss to conduct measurement in accordance with the above. * It is necessary to determine milestones with Branco Weiss for evaluation of continued work with the network. * If in most of the authorities, there is not success on a particular milestone that was determined, continued work with Branco should be reconsidered. * Points of discontinuing work with the network and discontinuing the grant should be anchored. * If we decide to measure and evaluate the identity goal (foundation goals—2)—it will be necessary to conduct a process that places attention by the foundation’s staff to the characterization, selection of an evaluation professional, and involvement in the planning of the process. | | |

1. **Managing the Grant**

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| **Involvement, consultation, and guidance** | |
| The goal of our consultation is ensuring the maximization of the impact and direct learning by the Arab population in general, and the local authorities and educational institutions in particular. The investment in assistance will be large during the process of choosing the authorities. It is necessary to ensure the creation of the mechanisms in a beneficial manner and then launch. After the first year, if it is successful, our assistance is supposed to decrease significantly. Because we have a goal of learning by the local authorities and a goal of familiarization with key parties, there will also be consultation provided to the grantees in the field. In terms of the grant, if it works right, then the degree of involvement will certainly decrease. In terms of learning, it is possible that actually through personal relationships the degree of involvement will increase as there are greater relationships that can help in further and/or different activity with the relationships that develop. | |
| **Risk management** | |
| **Risk management step** | **Risk** |
| Learning and familiarizing ourselves well with the entities. Understanding all the entities. A clear outwardly visible distinction between Branco Weiss and the foundation. Redefinition of partners through consultation. | Harm to meaningful entities (local authorities, the committee of authority heads) which we choose not to listen to (non-acceptance of their advice or their desire to be partners, etc.) |
| From the beginning only entering local authorities with a professional echelon, and not only a mayor, that is committed to the project. | Elections and replacement of the mayor after an authority is selected. |
| **Exit strategy** | |
| Distinction should be made between two exit points for two different entities:   1. Branco Weiss—If the model succeeds and we receive the impression that Branco is a professional and serious entity, there is no reason not to continue. In any event, the contract will define the terms of discontinuation. There is no harm to the Israeli company if the contract is discontinued, beyond the harm to the organization. 2. Authorities—Various levels of consultation should be defined as the program is being implemented. It is my understanding that there is intensive consultation on the level of building the project and there is consultation on the level of alumni communities, for which Branco and/or the foundation will need to bear the cost. Therefore, from the start the process of building the project with the local authority must be on the infrastructure level. In other words, Branco does not run any project but rather assists the authority in implementation and thus an exist strategy must be built-in throughout the process that does not leave casualties in the field. 3. In general, the goal is to enter a joint initiative with the state in order to create benefit for additional authorities. | |
| **Primary questions for clarification later on in the process:** | |

Part B—Additional Details

**5. The Organization**

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| **The Organization—General** | | | | | | | |
| [Short description—purpose, fields of work, year founded, # of employees, administration and leadership. Up to 2–3 short paragraphs.]  Branco Weiss is an educational organization that works for social change by narrowing the connection between challenging life circumstances for young people in Israel’s social and geographic periphery and their ability to bring themselves to fruition and contribute to promoting a flourishing Israeli society. It was founded in 1990 by the late Dr. Branco Weiss and Dr. Dan Sharon, with the aim of promoting learning and thinking skills among students and teachers. During the years of its existence, the Branco Weiss Institute has led the research and development of up-to-date curricular in collaboration with education networks throughout the country. It is active in three main components:   1. **Schools Network**: Thirteen six-year schools and sixteen “challenge schools” for at-risk and excluded youth, with a total of about 11,800 students. 2. **Programs for training educational staff**: Approx. 60 pedagogical moderators, among the leading moderators nationwide, who train about 3,000 educators per year in various pedagogical programs, such as: Leading Teachers in Tel Aviv and Haifa, Trailblazers in Tel Aviv and Jerusalem, Challenges-Psagot in the Arab sector, Maof, the Writing Program, Meisharim, and more. 3. **Programs to Promote Youth Achievements**—Kedem Atidim: A program aimed at outstanding students from the periphery aimed at advanced technological fields and preparation for elite technological units in the military; Female Scientists of the Future: A program aimed at outstanding young women from the periphery; and the National Project for Children of the Ethiopian Community—A program for educational and social promotion of students from the Ethiopian community. A total of approx. 5,000 students participate in these programs per year.   **Total number of employees of the Institute:** 1,555, including 223 administrative and organization staff, 1,321 educators (teachers and pedagogical moderators), and 11 administrators and unit directors. | | | | | | | |
| **Organization Budget and Sources** | | | | | | | |
| Forecast year 3 | Forecast year 2 | | Forecast year 1 | | Previous year | |  |
| 270,000 | 263,000 | | 255,000 | | 255,000 | | Organization budget |
| 4,500 | 3,500 | | 2,500 | | 2,500 | | Philanthropic financing |
| 234,500 | 229,500 | | 224,000 | | 224,000 | | Public financing |
| 31,000 | 30,000 | | 28,500 | | 28,500 | | Independent income |
| **Primary funders** | | | | | | | |
| Funding type (general/project support) | | Status (request / expected / commitment) | | Amount | | Funder | |
| State budget | | Commitment | | 203,000 | | Education Ministry | |
| Bid process | | Commitment | | 1,800 | | Science Ministry | |
| Bid process | | Commitment | | 14,200 | | Local authorities | |
| Project | | Commitment | | 800 | | Philanthropy | |
| Project | | Requests | | 1,100 | | Philanthropy | |
| General | | Commitment | | 5,100 | | Branco Weiss Foundation | |
| Project | | Commitment | | 17,750 | | Others | |
| Project | | Expected | | 4,250 | | Others | |
| **Additional Emphases** | | | | | | | |
| [Note emphases if applicable, regarding the following questions:   * The project’s meaning compared to the scale of current activity * Percentage of the foundation’s financing out of the organization’s budget * Developments to keep track of (replacement of the CEO, changes in public support…)] | | | | | | | |

**6. Previous Grants**

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| **Details of grants provided by the foundation in the past (will be taken from the Plax system)** | | |
| Grant amount | Year approved | Project |
| $45,500 | 2021 | Support to students in schools for youth at risk to prevent drop-out—Covid-19 |
| **Learning and evaluation** | | |
| * The degree objectives were fulfilled in previous grants up to now * If an evaluation was performed—What were its findings? Was it used? And if not, why? | | |