Grant Development Document—Branco Weiss Arab Authorities [Draft in proess, 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 in all the fields.

Part A—Grant Outline

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 way that assists the state in promoting education in Arab society on a national scale. 2. Creating a project with significant educational-social impact that generates 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 student programs) in the local authorities where we will work. 3. Changing how the Arab educational system is viewed by state institutions in general and the Education Ministry in particular (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 both the education system and the citizens’ views within the local authorities’ jurisdiction. 2. It is possible to affect change in selected local authorities guided 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 local authorities. 4. Arab citizens who live in local 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 municipalities in upcoming years based on indications of success of this model * Failure: The project remains “a lone local event” without expansion led by the state.   **Goal 2:**   * Success: satisfaction expressed in 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 municipal supervisors and principals in the field; a decrease in outside guidance and an increase in work by principals in the field. * Failure: No improvement in routines and coordination; an understanding that those in the field do not want to change and there is no leverage for influencing them.   **Goal 2:**   * The standard for success/failure in terms of measurable data shall be defined by the perspective of the municipality chosen (e.g., closing the gap between the local authority and the national data ratings by at least 25%). |
| **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 appropriate to define and measure progress on the stated goal (foundation goals—2)? |

1. **The Project**

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| **Project Description** | | | |
| The local authority municipality is the entity that most greatly influences the life of the simple citizen. Currently most of the Arab local authorities (73%) operate under the authority of a state-appointed accountant and are located in a very low socioeconomic cluster. The goal is to assist the local authority in an effective manner. 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 local authority’s officeholders, and making funds available for projects arising from needs from the field. The target population is all children from infants until the post–high-school transition year in the local 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 purposes 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 | Local authority and school programs | 23 | Branco Weiss |
| 3 | Mapping and evaluation |  |  |
| **Emphases**   * Overhead—We didn’t discuss overhead, nor did we examine the details of amounts. * Cost per participant—difficult to estimate now; can estimate after the local authority is selected. | | | |
| **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 with in the intervention’s timeframe? 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 a local 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 a local authority in which success will be indicative 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 local authority? What are the conditions for exit for a local 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 get the state involved in such a way that it will feel a sense of “ownership,” leading it to replicate the initiative if it succeeds? | | | |

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 show 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 local authority’s residents’ satisfaction in the field of education and in the local 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 that correlates closely to an increase in satisfaction with the local 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 local authority. |
|  | V | 1. Creating a vision for the education system that is translated into a multi-year workplan. |
|  | V | 1. Creating a system to collect and manage information in the local 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 local 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. The ethical goals 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 Branco Weiss’s responsibility 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 there is not success on a particular predetermined milestone in most of the local authorities, continued work with Branco should be reconsidered. * Points of discontinuing work with the network and discontinuing the grant should be set. * If we decide to measure and evaluate the identity goal (foundation goals—2)—it will be necessary to conduct a process in which the foundation’s staff is involved in the characterization, selection of an evaluation professional, and 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 of and direct learning by the Arab population in general, and the local authorities and educational institutions in particular. The investment in assistance will be high during the process of choosing the authorities. It is necessary to ensure the creation of the beneficial mechanisms and only then launch. After the first year, if it is successful, our assistance should decrease significantly. Because we have a goal of local authorities learning the process and a goal of getting to know key parties, there will also be consultation provided to the grantees in the field. If the grant works according to plan, then the degree of involvement will certainly decrease. In terms of learning, the degree of involvement will increase precisely through personal contacts, as these generate stronger relationships that can help in further and/or different activities arising from these relationships. | |
| **Risk Management** | |
| **Risk management step** | **Risk** |
| Learning and familiarizing ourselves well with the entities. Understanding all the entities. A clear distinction externally 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 overlook (non-acceptance of their advice or their desire to be partners, etc.) |
| From the beginning, entering only local authorities with a professional echelon, and not only a mayor, that is committed to the project. | Elections and replacement of the mayor after a local authority is selected. |
| **Exit Strategy** | |
| A 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. That is, Branco does not run any project, but rather assists the authority in implementation; therefore an exit strategy must be built-in throughout the process that does not leave a vacuum in the field. 3. In general, the goal is to enter into 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 gap between the challenging life circumstances for young people in Israel’s social and geographic periphery and their ability to fulfill their potential 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 its years of existence, the Branco Weiss Institute has led the research and development of up-to-date curricula in collaboration with education networks throughout the country. It is active in three main areas:   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 designed for outstanding students from the periphery aimed at integrating them into advanced technological fields and preparing them 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 monitor (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? | | |