

*Future Challenges for Social
Educators: “Exporting” successful
models to other countries-
the Israeli Experience*

Dr. Emmanuel Grupper
***EFSHAR* Association, Israel**

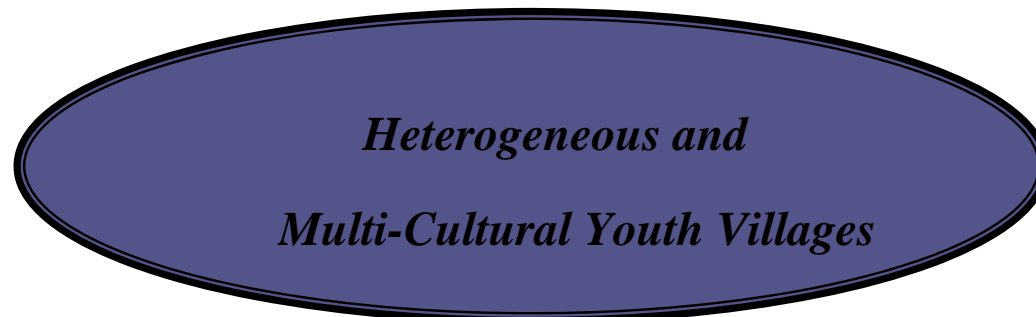
Children and young people in at risk situations in Israel

- ☹ **300,000 children, out of 1.8 million, estimated as being in any kind of at risk situation**
- ☹ **50,000 of them are being taken care by specialized social services agencies**
- ☹ **9,000 of them placed by mandatory regulations in extra-familial care by welfare authorities**
- ☹ **40,000 adolescents placed voluntarily by their families in youth villages and residential schools**

Israeli Youth Village Model

(Or residential schools)

Boarding schools for homogenous Elite Youth Populations




*Residential Treatment Centers for homogenous populations of
Children and Youth in high risk and need of Rehabilitation*

Residential Education and Care in Israel 2007: Facts and figures

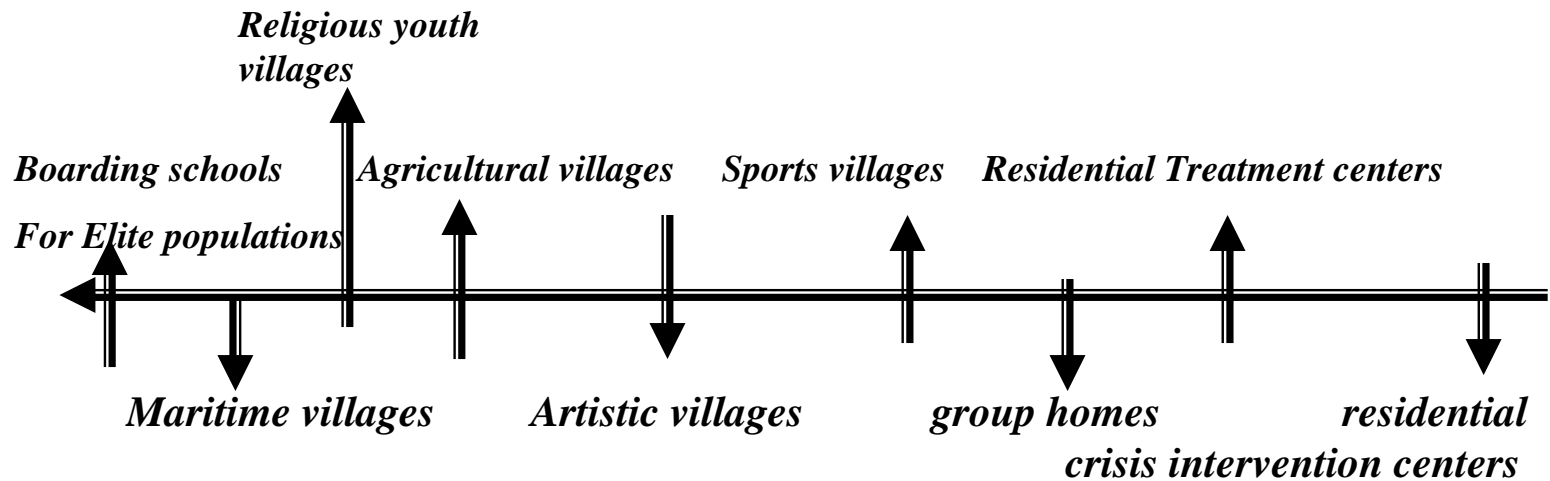
 **60,000 children and youth
(3–18 age groups), in 600
residential care
institutions**

 **Representing 4% of the
overall children and
youth
(4-18), population**








 **In the 12-18 age group
it represents 9-10% of
the overall youth
population**



The Continuum of Residential Education & Care models in Israel



Theoretical features of the model

-  *Youth and adults living together creating a united community
(applying the concept – "living with others as a profession")*
-  *Primacy to education over treatment ("The other 23 hours")*
-  *Normalization and Empowerment of children and staff*
-  *Focus on developing sense of "belonging" among children*
-  *Maintaining the average cost of the program at reasonable price
(10-20% of an average cost in European countries)*
-  *Using effectively the power of group-care to convey values and norms*
-  *Multi-cultural composition of the youth society*

Facts and figures

- 40,000 adolescents placed in 270 “youth village type” residential programs
- 9,000 children and youth at risk placed in 60 treatment oriented residential programs
- 1,560 Israeli born in 130 family units
- 6,000 migrants from Ethiopian origin
- 9,000 migrants from the former Soviet Union
- 1,500 migrants from other countries
- 23,500 Israeli born from various backgrounds
- 11,000 Israeli born in 140 ultra-orthodox residential programs

Youth and adults living in a unique community

- ❧ Residential community and not “total institution” in Goffman’s terms
- ❧ 24 hours in a well designed environment is a very powerful stimulation for achieving behavioral change among children and young people
- ❧ Relationships between youth and adults are symmetric, contrary to kind of relationship in the medical model
- ❧ Community is based on pluralistic and multicultural values

Primacy to “education” versus “treatment”

- ☒ Success in schooling achievements is the primary target*
- ☒ A normative school has a central part in the program*
- ☒ Diverse support systems are practiced to help children experience success in their studies*
- ☒ Educational considerations are having priority over therapeutic considerations (“the other 23 hours”)*





Normalization and empowerment of children and staff

- ☺ Every activity is geared toward challenging youth and helping them to experience success: examples in sports, artistic domains, and also in diverse leadership responsibilities in the daily routines of the community
- ☺ Creating an heterogeneous and multi-cultural youth society
- ☺ Eliminating the stigma, positive involvement of youth in care in voluntary activities in the community (helping elderly people, coaching young children, integrating in ceremonies and festivities of larger community etc.)

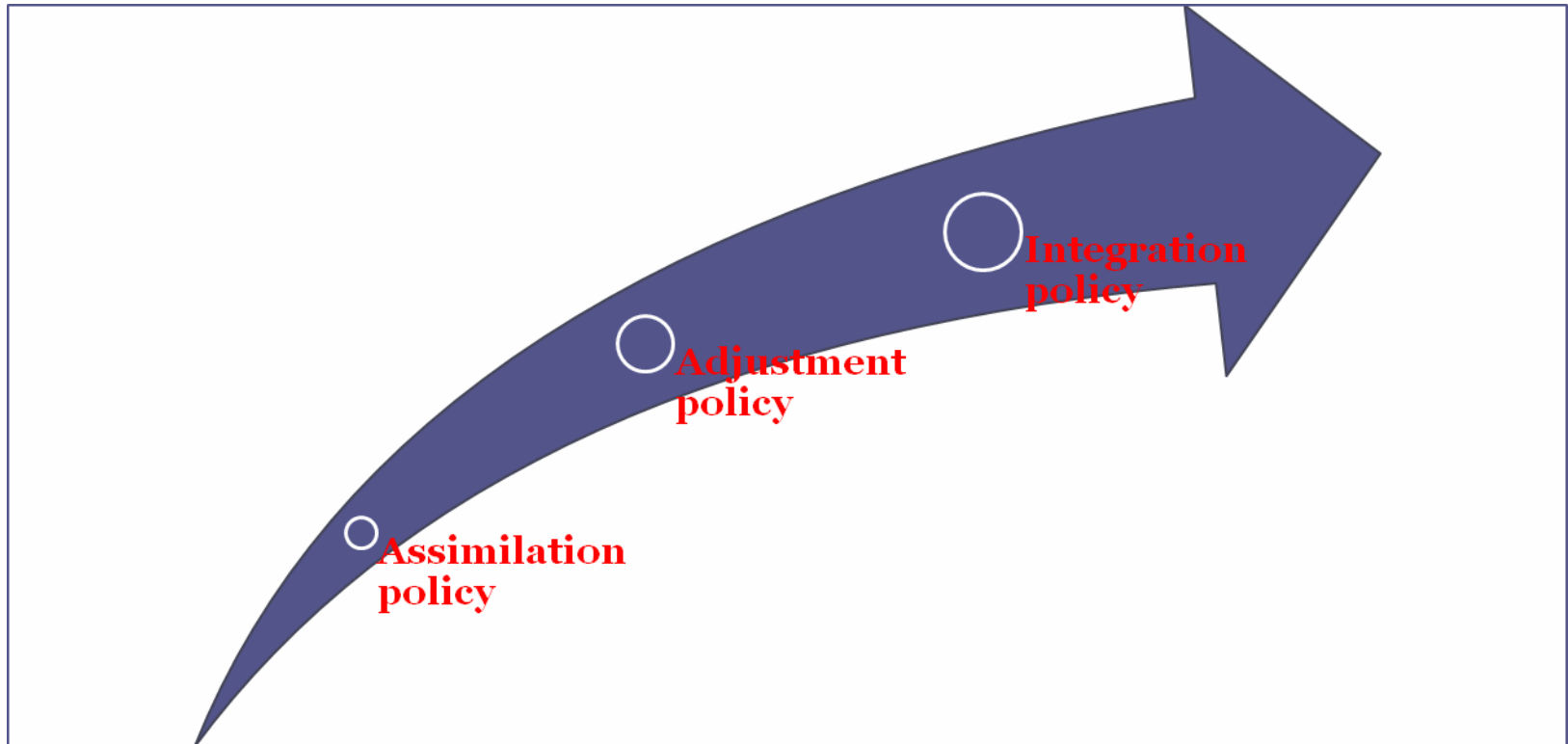
*Maintaining good quality of education & Care
without exaggerating its cost*

- **Maintaining the average cost of the program at reasonable price (10-20% of an average cost in European countries)**
- **Professionalization has brought positive developments but also has increased dramatically the cost of maintaining each child in care-this has resulted in dramatic decrease in number of placements available in many western countries because of financial constraints**
- **Making effective use of the impact of group-care on individual young people**

Hard facts proving the success of Israeli residential schools network

-  ***Drop out rate smaller than in community based programs.***
-  ***High improvement in self-image among graduates of residential programs.***
-  ***High rank in sense of belonging to society, among graduates of youth villages, manifested by motivation to contribute and choose challenging options during military service.***
-  ***Higher success in reintegrating high-risk youth in schooling programs, bringing them to normative success rates in national Matriculations tests.***

Models of integration



The youth village model applied for young refugees and asylum seekers in Israel

- Since 1933-the establishment of Youth Aliyah in Berlin, this residential network was very helpful for Jewish youth refugees from different wars or crisis: world war 2, mass immigration from North Africa in the fifties, rescue operation of Jewish youth after Humaini took the power in Iran, Ethiopian exode, Russian exode to Israel
- During the last two years youth villages started to take in the program refugees from Darfur, Eritrea, Guinea etc, that arrived illegally to Israel

Exporting this successful model to Africa and other countries

- Offering this knowledge and expertise to other countries
- A youth village opened in Rwanda for 500 orphans. The land supplied by the local government, International philanthropies supplied the money and Ethiopian graduates of youth villages in Israel are going there on a life saving mission, to lead this enterprise until Rwandan people can take over
- Prof. David Makarov insists that this is a most effective model for helping thousands of Orphans in Africa and other poor areas in the world

Let us look at a documentary
“Life Tools”, produced by the
Dutch film - maker
Paul King and presenting the
stories of three young people
being educated in such
residential programs