



The Tempus ESPRIT Project

Enhancing Social Characteristics and Public  
Responsibility of Israeli Teaching through a Higher  
Education Institution-Student Alliance

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# **Developing and Implementing Socially Engaged Curriculum: Models and Reflections**

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## Summary

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This manual presents the process and results of the ESPRIT project's pilots on socially engaged curriculum. The different sections outline various models of socially-engaged courses from different disciplines in Israeli academic institutions. It includes principles and practical tools, which could be implemented in different ways in courses that combine theory, practice and community involvement. Insight into the dilemmas and complexities of community-academic relations has the potential to open a dialogue and deepen the understanding of the function and implications of these types of courses. The tools and concepts presented are flexible, and thus are suitable for a wide range of course models.

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## Introduction - The ESPRIT Project

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The ESPRIT project aims to analyse, map and strengthen the social and public roles of higher education institutions in Israel. The project sheds light on the level of social engagement of Israeli students and their institutions, and develops models for the strengthening of their public responsibility. ESPRIT recognises that both students and institutions will inevitably play a central part in promoting the societal role of higher education. The project's activities are therefore guided by a student-institution alliance intended to redefine and deepen the cooperative relationship between them. Through its various activities, ESPRIT hopes to influence and improve the higher education system in Israel, strengthening the ties of institutions and their students with the society in which they operate.

**Project features include:**

### Survey on Social Engagement and Responsibility

The ESPRIT project aims to map the degree of and the perceptions towards social responsibility in the Israeli academic scene. Although many universities and colleges in the country include social engagement activities in their institutional framework, a comprehensive picture of the extent of these activities within the higher education system as a whole is lacking. In order to shed light on social activities within the Israeli academic sphere, the ESPRIT project developed, tested and conducted an online survey on social engagement and social responsibility of higher academic institutions in Israel. The online questionnaire was disseminated among the five Israeli partner institutions and three target audiences within each: faculty, administrative staff and students. Interim conclusions show that all the target audiences attribute great importance to the subject of social responsibility in the academic world, and high percentages believe in the importance of social engagement. The very process of formulating the questionnaire, disseminating it, and recruiting the administration of the institutions served to increase awareness among the target audiences. The results serve as a basis for the project's additional features. They will also provide higher education institutions' (HEIs) management with an understanding of the steps to be taken in order to explore and strengthen the role and public responsibility of their institutions in relation to their strategic mission.

## Social Benchmarking Tool (SBT)

A seminal component of the ESPRIT project aims to develop a benchmarking tool to assess universities and colleges according to their social missions. Models have been developed to benchmark higher education institutions academically. To date, these models focus solely on the teaching and research functions of higher education, overlooking the “third role” of academia. The ESPRIT project intends to add another dimension, one that recognises that alongside academic achievements, institutions are also measured by their social characteristics. At the beginning of the project, group discussions were held in order to formulate the definition of social responsibility and to specify its subfields. The determination of specific indicators for the SBT followed a process of focused discussions, professional guidance and review of the literature as well as of survey results. At a later stage, the indicators were sorted according to target populations and graded by their quality and importance. During the project's next phase, the developed social benchmarking tool will be piloted among Israeli partner institutions through an online data-gathering mechanism. The results of the pilot benchmarking process will be disseminated and published at the end of 2017. Developing and testing a paradigm to benchmark institutions according to their social characteristics will benefit current students and potential students as well as the institutions themselves in applying their social roles.

## Socially Engaged Curriculum

Another pillar of the project, and the subject of this manual, involves the development of models for the design of a curriculum with a social engagement component. In recent years, Israeli institutions and their faculty have shown increased interest in developing courses that combine theoretical elements with social engagement activities. ESPRIT recognises that these institutions can and should work together towards common goals, and sees great potential in a collaborative effort for the creation of models for a 'socially engaged' curriculum. Students, academic faculty and management as well as the community at large will benefit from a structured and efficient framework for the development and implementation of such modules within Israeli academia.

In the framework of the Tempus-ESPRIT project, socially engaged courses are defined as those with direct contact with a community partner/s, external to the institution, which combines the academic discipline with practical application

in or with the community. These courses apply a service-learning methodology and aim to enhance awareness of social issues prevalent in the communities surrounding the academic institutions through cooperation and mutual learning between students, academics and community partners.



## Socially Engaged Curriculum- The Process

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The first phase of the project saw a process of knowledge sharing between faculty members from various Israeli academic institutions involved in ESPRIT. The purpose of this knowledge sharing was to receive a wide perspective from different faculty members who run socially engaged courses, on structures, best practice and challenges encountered. To this end, a questionnaire was sent to partner institutions that related to general information on the courses, the types of community engagements and the specific challenges lecturers encounter during implementation. Each partner chose up to three socially engaged courses, providing a multi-disciplinary scope from a range of institutions including the University of Brighton, the University of Santiago de Compostela, the University of Masaryk, Ben-Gurion University of the Negev, Bezalel Academy of Arts and Design, the Hebrew University of Jerusalem, the Interdisciplinary Center Herzliya and Tel-Hai Academic College.<sup>2</sup>

From these questionnaires, a thorough mapping of a variety of modules was conducted (over 30 courses). The mapping was used to establish guiding principles that were understood as beneficial to the development and implementation process of the courses. The determined basic principles were used as a foundation for the ESPRIT pilot courses implemented in the 2015-2016 academic year at Tel Hai, Bezalel, Ben-Gurion, the IDC, Hebrew University and Zefat Academic College<sup>3</sup>. An effort was made to include a variety of courses from different disciplines, with different types of community partners and variant approaches in order to have a wide overview. The pilots included courses from social work, law, art and design, architecture and visual communication, political science, as well as interdisciplinary courses.

In order to visually present the course pilots, an online archive platform was established through the Digital Archive. This database was conducive to exchanging and sustaining knowledge among all interested parties.

2 See annex for template of questionnaire used

3 Zefat Academic College, though not an official partner in the ESPRIT, took on a role as an associated member of the project and was an integral member of the socially engaged courses working group.

Throughout the entire process, a mutual learning community was developed with faculty members from partner institutions. This community met regularly both in Israel and in Europe, for workshops and group discussions for knowledge sharing and development of the pilots. This group formed an indispensable component of the process.

Throughout the pilot implementation a Quality Assurance process led by the University of Brighton was conducted, which involved interviews and observations and related to the faculty, student and community partners' perspectives.

# Working Principles for Developing and Running Socially Engaged Courses

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This chapter includes the overview of the working principles as implemented in the courses that were piloted in the ESPRIT project. Together, these principles offer an infrastructure for a successful socially engaged course and effective cooperation with the community. This guide encourages lecturers to raise questions and deepen their course development process according to their context-specific needs.

## Contents

1. Basic and Recommended Requirements of Socially Engaged Courses
2. Theory/Practice Balance
3. Community Involvement in Course Preparation
4. Preparing Students for Social Engagement
5. Student Assessment (grading)
6. Agreements Between Institution and Community Partners
7. Defining Learning Outcomes
8. Evaluation (feedback)

### 1. Basic and Recommended Requirements

- **Maximum number of students**

15-20 students is the ideal number for these courses

It is recommended to have a teaching assistant (especially with practical work in the community).

- **Duration of the course**

Recommended minimum -Two semester course

If the course is one semester long, it is beneficial to have continuity through independent projects.

- **Students should receive academic credits for taking the course**
- **A clearly and rationally defined community partner is necessary**

## **2. Theory/Practice Balance**

The ESPRIT pilots were based on courses that have direct involvement with community partners external to the institution. These courses rely on theoretical and practical elements. The theoretical elements could include concepts related to the discipline in question, as well as those related to the wider social/community issues raised through the social engagement. The balance between the theoretical and practical features will vary from one course to another.

As academic courses, there will be a body of literature, research and learning that already exists and it is important that the students and, where possible, communities learn from what has been done before and apply that learning to the experiences they encounter. The ‘literature’ may take the form of a wide range of sources and media depending on the kind of course that is being undertaken. The course syllabi will include the balance of practical and theoretical work to be undertaken and the nature of the assessment and the weighting of the various elements. It is essential to build scholarship (knowledge development in a community) and indeed research (knowledge in an emerging field) as part of embedding this in an academic context.

## **3. Community Involvement in Course Development**

A pre-course meeting between the faculty and the community partners to discuss the expectations of and insights into the development and implementation of the course was found as essential for effective course development. As academic courses they ‘belong’ to the institutions. Therefore, the institutions are responsible for their quality assurance and development. However, the community partners are key actors in the course and will have a series of expectations and insights into specific activities that they wish to negotiate or include, or may offer reading and reference materials they may wish students to reference for their specific projects.

Institution-community partnership models differ from one course to the next. In some cases, students choose 'community partners' in the middle of the course, and therefore the connection is not made before the course begins. In these cases, students should be provided with the assistance and support in building this

relationship. The contact could be made by the student as part of the work with the community.

**NOTE:** It is advisable that faculty members leading community courses meet community partners in advance of the commencement of the courses to ensure that the expectations, scope of the project, mutual expectations and obligations of all parties are clearly understood.

#### 4. Preparing Students for Community Engagement

Properly preparing students for community engagement activities was found to be essential. It should not be assumed that students are automatically prepared for working in community settings. There are a number of ethical, practical and emotional issues that are raised in such contexts and that should be considered. Incorporating features of the course that help prepare students before their engagement in the community is beneficial to both the students and the community partners.

An understanding of the needs of the community partners and the social issues the students may encounter is important. These questions are cross-disciplinary, and in many cases professionally specific. Thus, where relevant, courses can include lectures from external experts including social workers, lawyers and psychologists.

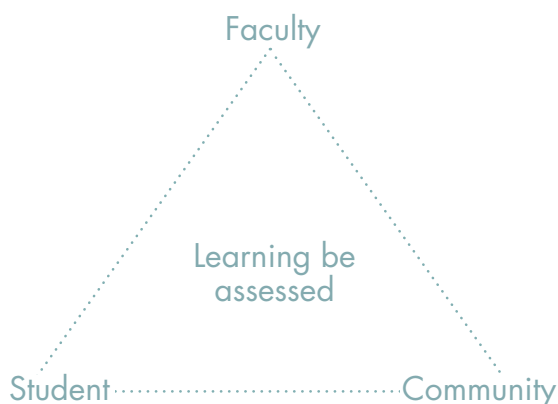
The preparation can take on various forms, including orientation days, introductory units on social engagement as a practice, or in the form of workshops. A pre-course workshop that covers a wide range of issues and topics could benefit the process and help students with the unknown outcomes of such activities.

In the Toolbox section, an outline for a potential preparatory workshop is provided.<sup>4</sup>

4 The goal of said preparatory course is aimed at students. However, it could also be adapted and implemented for the community, faculty and other parties involved. By raising awareness and involving the people at a deeper level many benefits might emerge for the success of the project.

## 5. Student Assessment (Grading)

The assessment of the course for students could include (wherever possible) a triangulation model in which student, faculty and community partners make an assessment of their learning and the outputs and outcomes they have achieved.



The assessment model is for the institution to decide and may include a grade from the community partner and a peer assessment, as well as an assessment by the faculty of the project. This information should be presented to the student at the outset of the course and not be changed until the course evaluation has been conducted.

The project supports the idea that all course stakeholders could be involved in the assessment (including the students through peer assessment and the community partners). The portion of the grade from the students and community partners can vary (this could be around 10%). The student peer assessment may not include a grade, per se.

It is understood that these types of assessments might not be suitable for all courses. Peer assessment and community assessment are optional yet highly encouraged.

It might be worth noting that the balance is such that the institution carries the majority of the weighting of the assessment so that they can manage the academic process and the course. There is, however, no reason not to offer a more even

distribution between community and peer assessment (undertaken by the community and other students) alongside the assessment given by tutors.

A balance also needs to be struck between the academic work undertaken by the students and the practical outcomes. This may also depend on the level of the students, so undergraduate students may have a more limited theoretical knowledge and a simpler project, whereas postgraduate or doctoral level students would undertake a more complex ethical or social project and therefore be required to undertake more theoretical work that requires assessment.

It is also important to remember that this may also be the only individual element of the work the students undertake and so it is a clear way of differentiating between student grades and their abilities on more collaborative and collective projects. The nature of the assessment should be articulated in the course description (exams, projects, papers, etc.) given to students at the outset.

## 6. Agreements between Institutions and Community Partners

The consideration of appropriate means to outline an agreement between the community partners and the institution is crucial. If the institution is responsible for the quality of the students' learning it needs to find an appropriate method of assuring itself that the student learning experience is secure and that the community engagement presents no risk to that process and to the student achieving the credits. Moreover, the community partners should also have a clear understanding of the expectations and outline of the partnership.

**NOTE:** The nature of that agreement is entirely at the institutions' discretion, although many use a simple memorandum of agreement rather than a contract and the emphasis is on agreement and managing the expectations. This is likely to be perfectly adequate except where there is an exchange of money or money received from a third party where that third party may require reassurance of the governance of finance.

See the manual's toolbox section for examples of community-institution agreements.

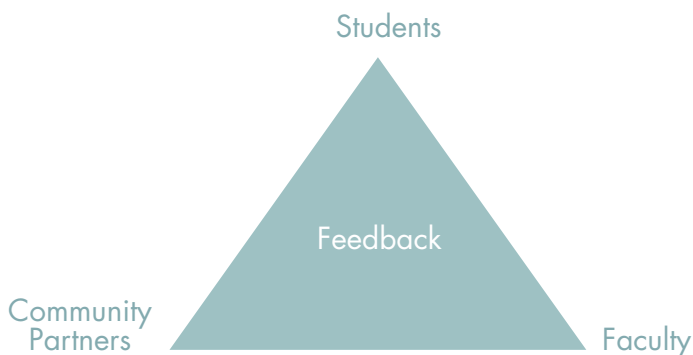
## 7. Defining Learning Outcomes

Following the Bologna Process system, the ESPRIT pilots included 3-10 learning outcomes answering; what will the student be able to do after completion of the course? Most Israeli courses do not have defined learning outcomes but rather use the learning objectives model. ‘Learning outcomes’ use active verbs to describe, after a programme of teaching and learning, not only what students ‘know’ but how they are able to use and apply it.

It would also be helpful to have a similar bank of learning outcomes for community partners, as this will make agreements much easier in the long term because institutions can articulate what the communities will gain from the process and how they will benefit. Defining learning outcomes for the community may only be possible after the course.

## 8. Evaluation (Feedback)

A triangular model for course evaluation was emphasised in the ESPRIT pilots. This model incorporates feedback from all parties involved: students, community partners and faculty.



This can be achieved in a number of ways: questionnaires, interviews, focus groups, etc. For students in particular, a pre- and post-evaluation of expectations could be valuable.

There are some central questions that might be included as a common benchmark in all evaluation questionnaires:



**Were the outcomes/outputs as anticipated?**

Please outline actual/unanticipated learning and any unexpected outcomes or knowledge.

**If you repeated the project again, what would you do differently?**

(students/academics/administration)

**What do you believe you contributed to the project?**

(students/academics/communities)

**What do you believe you took away from the project (i.e. what did you learn?)?**

(students/academics/communities/administrators)

**Are there are important challenges that need to be researched and explored?**

(students/academics/communities)

It is important for the lecturers to reflect on and evaluate their own courses, through self-assessment or other forms of peer observation within the institutions.

## Description of ESPRIT-Piloted Courses

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Within the framework of the Tempus-ESPRIT project, a total of eight courses were piloted. The following pages describe the courses, main goals and implementation forms in each one of the higher education institutions.

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### **Course: Initiation, Planning and Project Management Seminar; a course within the master's degree studies at the School of Social Work**

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**Lecturer:** Dr. Edith Blit-Cohen, School of Social Work and Social Welfare, The Hebrew University of Jerusalem

**Course duration:** 1 year

**Credits:** 4

### **Course Description and Goals**

The objective of this course is to expose the participants to the unique world of nonprofit organisations, community organisations and/or communities. The seminar's participants are exposed to updated, theoretical and empirical knowledge for the analysis, diagnosis and estimation of complex issues with which these organisations and communities must contend. During the course, the participants are placed in social-change organisations or in diverse communities and they are required to utilise tools and skills that primarily deal with project initiation, planning and management.

The students, with the approval of the course's advisor, select the issues and projects in the course as well as the organisation and communities involved. The course is based on work performed by teams of students and on dialogue development within a peer community.

### **Course Objectives**

- Provide the participants with updated, theoretical and empirical knowledge for the analysis, diagnosis and estimation of social, organisational, managerial and structural issues within social organisations and communities.

- Expose the participants to the special and complex world of social organisations and communities.
- Allow the participants to combine the theory and practice of organisational life and communities by means of practical experience that primarily deals with project initiation, planning and management.

## **Learning Outcomes**

Upon completion of the course, the students will be able to diagnose an organisation or a community and contend with issues requiring treatment.

The students will meet the “real world” of social/organisational and communal problems.

The students will be able to carry out projects that integrate theory and practice.

## **Description of the Social Engagement Component**

The course’s participants integrate into a team of three students. Each team is placed in a social organisation or a community according to the team’s selection and in coordination with the course’s instructor. During the first stage, each team diagnoses the organisation/community and becomes acquainted with its main features, such as the managerial policy and strategy, the organisational structure, analysis of key processes, strengths, assets and needs, key figures, etc. Following the agreement with the organisation/community, the students carry out the required intervention/project to address the issue that requires change. At the end of the year, the students submit a written report to the organisation/community regarding their work and achievements. Simultaneously, they orally present their work and achievements to the organisation’s key figures.

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## Course: Social Forum

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**Lecturer:** Ayala Cohen and Roni Hainebach, Tel-Hai Academic College

**Course duration:** 1 year

**Credits:** 2

### Course Description and Goals

The Social Forum is a mandatory course held during the second year for students of the extended track of the Practices for Policy Changes and discusses the connection between social work and social policy. The course is held in a workshop format and is designed to provide tools for identifying social domains that require policy changes and the relevant skills to perform such changes. The students are encouraged to raise issues regarding social policies and propose courses of action for their change and improvement.

### Course Rationale

- Social workers are expected to act to promote social justice as part of their occupation and in accordance with the Code of Professional Ethics.
- One of the effective ways of doing this is by influencing decision makers at the national and local levels, however the social work training programs at the undergraduate level, do not teach how to do it.
- The policy practice track is designed to close the gap between required policy changes and a lack of training and practice among students and social workers.

### Learning Outcomes

- The students will develop critical thinking and awareness in relation to social policy and its relationship to social work.
- Outcome- The student will be able to critical assess social policy and its relationship to social work
- The students will be able to identify areas requiring social policy changes.

- The students will acquire policy practice skills.
- The students will be able to utilize policy practice skills learnt in class.
- The students will develop a sense of self efficacy to act in the field of policy practice.
- Student will be able to act in the field of policy practice with self-efficacy.

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## Course: Civic Architecture

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**Lecturers:** Arch. Liat Brix-Etgar, Arch. Eytan Mann, Arch. Jonathan Shaked, The Department of Architecture, Bezalel Academy of Art and Design

**Course duration:** One semester (fourth year)/yearlong (fifth year)

**Credits:** 6/12

### Course Description and Goals

The “Civic Architecture” study and research unit engages in exposing, researching and developing tactics of civic architecture operations. Through architectural design processes, the unit examines the opportunities offered by architectural practices for political actions and the manner in which politics connects to designing architectural practices. The unit creates collaboration platforms with residents, planning entities and the civil society organisations in Israel for promoting social, environmental and economic justice using planning and design tools.

The design process at the studio is based on local economic and social research, mapping the community’s needs, identifying the local potential, creating new urban and architectural programmes, and developing infrastructure for future development. As lecturers of the course, we see great importance in a cross-domain approach to designing the local urban spaces, while combining professional and local knowledge. We operate for the adoption of existing open source and civic science architectural models as well as developing new tools that will allow information sharing and the participation of experts and residents throughout all stages of the design and construction of their environment.

The unit focuses on the study and design of projects in the scale of the “neighborhood”. We view neighborhoods as key socio-spatial units in social change processes, in part due to their size, which enables citizens to initiate profound economic and planning activities.

During the current year the unit will operate in neighborhoods coping with social and design conflicts while developing more sophisticated and precise tools for collaborative planning throughout conflict regions and formulating effective

models of community initiatives, community development and direct engagement within the region.

### **Fourth year studio**

The students engage in joint planning and mapping together with representatives of the residents of the “Asbestonim Wadi” in the neighborhood Kiryat Hayovel. In addition to the studio sessions, study and planning sessions will be held with the community council team and active residents every Wednesday evening.

## **Methodology**

The course methodology is based on:

- Social/economic/spatial mapping of the site using anthropological and social collection tools (observations, interviews, photography, documentary recording, statistical figures, social networks, local newspapers, etc.) and interpretive analysis tools. Special emphasis will be placed on the analysis and mapping of the power relations that design the space. The analysis will be carried out using architectural tools while studying the connection between the socio-economic data, statutory planning and the concrete physical space.
- Creating a “thick description” of the site using visual and architectural tools. This operation will enable the defining of an architectural research question and a proposal for a planning/architectural project.
- Development of a tool or model for sharing local professional knowledge concerning the site and its operation together with the stakeholders’ group.
- Non-linear architectural design as the stakeholders’ group participates in the programme and the design processes.
- Developing an infrastructure for further architectural development of the project.

### **Fifth year studio**

Implementation of a final project - a broad-scope, personal, yearlong project that identifies local space or a political issue that requires urgent architectural operation.

The students are required to participate in a group of the project's stakeholders and develop a tool for sharing information and continuous participation in the planning process. The research and planning process will develop simultaneously over the year and the project will express continuous movement between theory and practice as well as professional competence.

The unit encourages free choice of the project's issue and space of action.

In addition to the methodology and the shared learning outcomes of the unit, a personal study programme will be constructed for each fifth-year student.

## Learning Outcomes

Upon successful and full completion of the studio project the student will:

- Be familiar with the statutory design processes and will be able to analyse the spatial and social meaning of the design policy from the architectural documents.
- Experiment with and acquire skills in the non-linear planning and design process that simultaneously act on different scales while maintaining a proper relationship between the detail and the whole.
- Develop awareness of the political and social aspects of planning and design decisions and the civil power that is embedded in shared research and planning processes.
- Prove an ability to carry out planning work with residents while making use of professional and local knowledge.
- Prove an ability to perform two and three-dimensional expression.
- Present with visual means and in an analytical manner the project's data and turn it into readable public information.
- Draft a fluent written version of ideas as a 300-500 word brief.
- Be able to conduct a public discussion on their work.



## Description of the Social Engagement Component

Fourth-year students participated over a semester in a joint planning process together with the community administration's urban team and active residents. In addition to participating in the theoretical and practical classes at the studio on Mondays and Thursdays, they participated in meetings with the residents of the neighborhood every Wednesday between 18:30-21:30. The meetings included lectures and plenary presentations as well as discussions on design issues as part of student-resident roundtable discussions. Upon completion of the process a planning vision as well as planning principles were formulated. At the same time, the students developed proposals for architectural projects in the Wadi.

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## Course: The State Is Me - Design for Social Change

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**Lecturer:** Ruti Kantor and Aviv Alhasid, Bezalel Academy of Art and Design

**Course duration:** 6 weekly hours, second semester of the third year at the Department of Visual Media.

**Credits:** 5

### Course Description and Goals

The course ties the personal with the political and allows its participants the opportunity to choose a social issue they relate to and become engaged in it through a personal project, theoretical research and community field work with social organisations and associations.

The studio encourages its participants to choose a social action they relate to, study it closely and create a communicative and visual media strategy for the field organisation that will strengthen its ability to achieve its objectives.

The course is designed to examine the mutual relationship between the designer and the community in which they are directly engaged, assuming the designer is at a critical junction through which social processes flow.

The course aims to present the students with challenges related but not limited to social experiences, using design. The students will use their personal power to benefit a social agenda or community. Each one of the participants in the studio will examine and define, from personal experience, the interplay between themselves as a designer and the community, aiming to create effective social resonance that will lead to a substantial change of perception and spirit.

The studio's participants accompany civic social associations and organisations and assist them in strengthening their ability to lead to social changes.

### Learning Outcomes

Upon successful and full completion of the course the student will:

- Be introduced to main issues that design the Israeli society and culture, learn to

identify complex reality, characterise strengths, challenges and media needs as well as acquire criticism capabilities that will enable them to be an active and effective partner within the political/social discourse and develop ways for its promotion using visual media.

- Acquire operative tools for developing a media strategy that may be implemented in projects they will work on in the future.
- Experiment with research-based design.
- Learn to use wisely their design skills for promoting and strengthening the social impact of organisations and projects from among the third and fourth sectors.
- Acquire tools to independently manage a complex project through visual media with which they will work in the future.
- Experiment with a variety of skills within the design field, which will assist them in their future work as a designer.
- Expand the implementation and embedding abilities of projects at the stages following the execution stage that will broaden their professional expertise.

## **Description of the Social Engagement Component**

The students accompany a social organisation in an encompassing manner and together with it, one-on-one, create solutions for media, branding and positioning needs. The process includes:

- Becoming familiar with all of the organisations participating in the course
- Selecting the organisation to work closely with
- Studying the organisations
- Joining activities
- Visiting the community and the organisations's operations during the course

Work with the organisation (closely accompanied by the studio leaders) throughout all of the processes and stages:

- Research and content analysis
- Writing a brief and constructing media strategy together with the organisation

- Developing and implementing products (according to the needs of the organisation and the student's recommendations), such as logo, image and branding, posters, campaigns, infographics, websites, apps and contents for social networks, print products, films and more

Many organisations require products within the field of visual media and an affiliated professional who wishes to be involved. Prior to the course, a public call and invitation are issued to organisations requiring visual media to apply and participate in the course.

The projects may be initiated for an individual, for the activities of a small mens'/womens' group, or up to large organisations that promote an agenda or a specific project. The project and organisations go through a process that includes examining their ability to participate in the course, commitment, reliability, ability to provide a contact person that will be available to the student throughout the course, the maturity of the project and its suitability to the response capabilities of the course's students, and more.

Each year a main issue is selected (such as home, education, equality, safe place, etc.). Projects and organisations from a variety of areas related to the main topic are intentionally selected so that throughout the course there is a representation of different social issues related to the main theme. The students are introduced to a number of social and political areas and study additional communities for their project. Additionally, each year a group is formed consisting of the projects and associations participating in the course, and occasionally collaborations between projects are made.

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## Course: The Public Space of Art - Project development in public spaces

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**Lecturers:** Eytan Shouker and Dr. Diego Rotman, Bezalel Academy of Art and Design

**Course duration:** Spring Semester 3 hours, Summer Semester 3 hours

**Credits:** 2 + 2 + an optional additional credit point by writing a paper within the framework of the Department of History and Theory. The paper can be a reflective work regarding the project that was developed during the Summer Semester or the analysis of an existing project.

### Course Description and Goals

The course addresses four issues: art, community, activism and public space. The theoretical contents refer to the interactive relationship between the four topics. The discussion and conceptualisation of the terms are carried out while combining the presentation of selected projects at the interface between art, community and activism, and their analysis, along with reading and discussions of theoretical contents.

The course aims to dismantle the students' basic perception regarding art and display spaces while expanding the model of personal work and the creation of an artistic object to be created jointly with a group of artists and designers working in collaboration with the community. Throughout the course several discussions take place, such as defining the term 'community' through various approaches; basic aspects of community work; rules of ethics; redefining terms such as activism, social justice and distributive justice; and discussion of the structure of power centres in various fields. In addition, there is discussion of the term 'social space': To whom does the public space belong? What is art in public space? Questions related to institutional and private takeovers of public spaces, and the place of the residents in these processes, are also considered. The course's structure is based on practical work supported by reading, viewing or discussing the theoretical contents and terms we have referred to above.

The spring semester consists mainly of viewing projects that combine art with the Israeli and worldwide community, reading theoretical texts, discussion and analysis. The theoretical contents are displayed to support and expand the

concepts. During the semester the students are required to perform two exercises in the public space that connects them with their surrounding community. During the semester the students are taken on a tour to projects developed as part of the course over the past decade and introduced to representatives on behalf of the communities that have been partners in the past. Towards the end of the semester, the students present their proposals for projects they wish to materialise. During the summer semester a number of projects are selected to be materialised and work groups are formed for their development.

**After completion of the course (both semesters) the students:**

- Gain vast perspectives and knowledge of community-based projects.
- Develop a critical view of such projects in terms of ethical questions and relevance of the project both to the students and the communities.
- Acquire and develop skills regarding dialogue with the community, group work, production, working in a real environment and the ability to deal with the unexpected. The students learn from each other different ways of thinking and diverse use of tactics and strategies, driven from personal experience.

The core of the course is based on realising art-based projects within communities in East and West Jerusalem. Each year the students initiate three or four projects. The students conduct research of the aspects that are relevant to the community and their artistic strategy. It can be historical, social, political, geographical or economic-related research, as well as critical analysis of art projects that are related to their idea. Depending on the projects and the communities, they are exposed to theoretical knowledge that is relevant to each project.

## **Learning Outcomes**

- The ability to plan an art project with the participation and collaboration of the community.
- The ability to comprehend the community's necessities.
- Knowledge regarding the construction of a budget for a project, fundraising and referral to organisations for the purpose of collaborations.
- Knowledge regarding textual and audiovisual documentation methods.
- Knowledge regarding writing press releases.

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## Course: The Street Legal Clinic

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**Lecturers:** Ziv Lidror and Dr. Ronen Kritenshtien as an academic advisor, Interdisciplinary Center Herzliya

**Course duration:** One calendar year (during the summer, activity is reduced and no lectures are given to the students).

**Credits:** 6

### Course Description and Goals

The objective of the clinics, community engagement and the course is to expose students to different realities both in the class, where we teach legal topics that are not common in introductory courses, and in field work. The aim is that as a result of the fieldwork and in-class reflections, students will develop their critical awareness and be able to understand, analyse and apply legal realities in different and practical ways, and think of solutions to situations as these are required.

Some students succeed in implementing solutions while working in the clinics. Some will also choose to continue to pursue cases after the course has ended, while for others the clinic is primarily a socially-engaged course in their academic setting that provided them with thinking and applied tools unlike those from courses conducted solely on campus and within the classroom.

In addition, and because of the nature of the practical work, students develop legal skills that are essential for all students and future lawyers. These skills include academic legal research and writing abilities such as the following:

- Students will be exposed to disempowered groups who are deprived of legal knowledge.
- Students will deepen their broad and critical understanding of the Israeli legal system and of jurisprudence, and test the accepted fundamental philosophical underpinnings of law by discussing them with audiences who do not accept these axioms and have different experiences with the legal system.
- Students will discuss their legal and humanistic learning, and apply the principles in practice. They will experience the power of knowledge and the restriction of access to it for some groups.

- Students will experience and exercise empowerment. Students will experience the effects of empowerment by empowering other students and or members of their chosen community.

## Learning Outcomes

- Students will have the tools to examine the legal reality and in particular the legal system from a critical approach.
- Students will have the perspective of social change through law and with the critical thinking mentioned above, and have the basic tools (through their elementary experience) to make this kind of change when they think the law is an effective tool to make said change.
- Students will understand how to make law more accessible to all parts of society and will be able to implement this understanding whether they will be lawyers/legislators or judges in the future.
- Students will strengthen skills including teamwork, working under stress, responsibility, legal research, and (legal) pedagogic skills.
- Though the main goal is to empower disadvantaged communities, students will come out of the course more empowered themselves after getting the chance to lead a yearly process with the community.

## Description of the Social Engagement Component

The description below refers to the contact method as well as the types of populations the course engages with (disadvantaged populations, mainly youth at risk; however, this also includes prisoners and adults under probation and women who are victims of violence. Therefore, the connection is through NGOs as well as institutions such as the Israel Prison Service).

The clinic provides students with six credits and includes 52 academic teaching hours. Students are required to undergo five days of preliminary training. The clinic includes one weekly class and a four-hour weekly practicum, across one calendar year.

At the heart of this programme is the belief that knowledge is power and that in



a world increasingly based on legalities, legal knowledge is essential to improve disadvantaged populations' access to the law. Students participating in the programme facilitate legal empowerment workshops for youth and adults who are familiar with the 'other' side of the law and the legal system, as victims or as defendants, and who many times are denied community services due to lacking resources.

The clinic strives to provide participants with legal knowledge while affording them an empowering learning experience. In addition, the clinic offers students a unique experience, since facilitating the workshop affords them a first-hand encounter with both disadvantaged populations and the importance of ensuring the judiciary's accessibility to the public.

The students are responsible for deciding which issues the workshop touches upon, depending on their target audience, and they are provided with the necessary tools (legal and otherwise) to facilitate the unique population groups with which they work.

Results of the practical work are reflected upon in class, as an instrument of effecting social change and promoting equality. The participants in the workshops benefit from gaining the necessary tools to better deal with the everyday difficulties they encounter, as they learn of the normative ways to overcome their issues and gain valuable knowledge on the legal and social spheres in Israel.

As part of the clinic's practical aspects, students prepare and facilitate a weekly workshop focusing on legal issues that directly affect the lives of the participants - male and female adolescents and adults - including the importance of the legal and social services systems (underscoring the rights and responsibilities of children and adolescents in the family, at work, and when encountering government and institutional officials); domestic violence; conflict resolution; consumerism; and criminal law, particularly issues such as the prevention of violence and drug and alcohol abuse.

The workshops' teaching methods are interactive and seek to promote dialogue and provide participants with the opportunities to develop communication and critical thinking skills. The workshop exposes participants to the legal system, their obligations and responsibilities under the law, and the rights it protects. The workshop usually spans one academic year, correlating with its target audience's

needs. Towards the end of the academic year, participants stage a mock trial, facilitated by the students.

Student teams operate in 10 locations in central Israel and the Sharon Region, including prisons, social services' institutions, and youth hostels.

As part of the clinic's theoretical aspects, students undergo a two-tiered training process. The first tier teaches students about various laws pertaining to minors, the work of the Juvenile Probation Service, and the educational, therapeutic, and rehabilitating infrastructure available to minors, as well as about the principles of empowerment and community legal practices, social rights, and using the law as an instrument of social change. The second tier provides students with the necessary tools to properly lead the workshop. This tier provides tools from legal, welfare and educational fields, for facilitating group work with the unique population with which the students will engage.

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## Course: Community Social Work

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**Lecturers:** Prof. Roni Kaufman, Dr. Menny Malka, Mrs. Orna Amos and Mrs. Naama Levin, Department of Social Work, Ben-Gurion University in the Negev

**Course duration:** Yearlong, 3 weekly hours. The yearlong mandatory course is for second year bachelor's degree students. The course is comprised of a weekly class (two academic hours) and a weekly practice for accompanying the project (one academic hour).

**Credits:** 4 for the academic component and 2 additional credits for the practice component (in total 6 credits).

### Course Description and Goals

The course has been operating since 2002 in the Social Work Department at Ben-Gurion University of the Negev and is compulsory for second year undergraduate students. The course is designed to expose the students to the communal reality experienced by groups and individuals residing in disadvantaged communities and to the challenges faced by community workers whose task is to develop appropriate responses for people harmed by social issues such as housing problems, lack of food security, violence, poverty, etc. The course allows the students to learn to diagnose community problems and identify communal resources in diverse social systems, as well as plan and promote strategies for developing new community, local- and national-level responses.

### The Course Objectives

- Discuss the unique contribution of community work for the social work profession.
- Exhibit the diverse models of intervention in the community and promotion of social change while enabling the students to achieve significant field-based experience of the utilisation of these models.
- Discuss the different aspects (theoretical, ethical and practical) associated with the use of a community approach in order to promote a response to the plight of individuals, groups and communities.
- Acquire professional tools and skills for the diagnosis of community problems

and the planning and executing of a community intervention, as well as its assessment, which will contribute to the students' ability to operate professionally and effectively as future social workers.

- Allow the students to undergo a guided experience in planning and executing a project intended to promote a response for a community need.

## Learning Outcomes

Upon the successful completion of the course, the student will be able to:

- Identify, diagnose and map diverse communities.
- Utilise their fieldwork as well as the diverse skills, tools and models customary in community social work.
- Utilise the community “sun model” for an operational diagnosis and intervention planning.
- Execute and assess community-based intervention plans intended for social change.

## Work/Achievement Component Description

- Identify and select a social problem for practice within the course's framework.
- Carry out a social-operational diagnosis.
- Define the desired solution and the milestones, along with the recruitment of partners.
- Construct an intervention plan with partners from the community.
- Execute the intervention together with partners from the community.
- Professional intervention closure: perform an assessment and “hand over the reins” to factors within the community and/or find a framework for continuing the intervention as part of the third year courses and/or recruit first-year students (who are expected to commence the course the following year) to develop the intervention within the framework of their participation in the course.

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## Course: The Legal Aid Clinic for the Underprivileged

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**Lecturer:** Yael Efron, Zefat College School of Law

**Course duration:** One year

**Credits:** 4

### Course Description and Goals

Zefat Law School is one of two public colleges of law in Israel, established in the periphery of the country to serve the communities around it. It hosts a wide range of students from many cultures and backgrounds: secular and religious, Jews, Muslims, Christians and Druze, men and women, young and old. The classroom in the school is a microcosm of Israeli society, in all its forms. This atmosphere creates opportunities for both active and passive learning of another culture and for deepening the normative and moral world of each student. Law as a public resource entails the social responsibility of the legal academy to reach out to the community in which it is situated.

The students volunteer (approximately two hours per week) in "Rights Centres" in the community, providing guidance and support to the neighbouring population of the college. They are accompanied by a licensed lawyer and study the profession as it is practiced in reality, not just through academic lectures. Nonetheless, every second week they meet in class for a theoretical lecture and a group discussion of the similarities and gaps between the theory and their real-life experience at the "Rights Centre".

Pre-course intense meetings and correspondence with community partners, pre-course student interviews, and scheduling of guest lectures are all part of the preparation to the course. The NGOs directing the "Rights Centres" are full partners in the design process of the course: student placement, topics for theoretical lectures, and even student evaluation. Students are interviewed by the partners, not only for assessing their qualities but also for aligning the expectations of their volunteer activity. The community partners participate in the first class of the course and describe their NGOs.

## Learning Outcomes

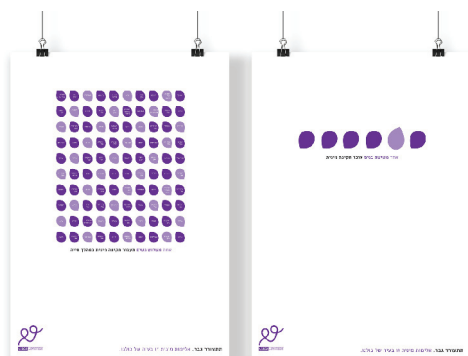
Upon completion of the course, students will be:

- Able to identify social problems that can be resolved through the law.
- Motivated to legally represent poor people just as much as the rich.
- Able to develop and apply legal theory.
- Able to use the legal system to seek social change.
- Able to identify the limits of law in solving individual and social problems.

NGO directors allows the determination of whether the student is entitled to a passing grade. The NGO directors report on the students' fulfillment of the volunteer tasks they committed to. Failure to fulfill this commitment results in a fail grade.



“The State is Me”, Department of Visual Communication, Bezalel Academy of Arts and Design, Jerusalem - Student-NGO “Speed Dating” exercise.



“The State is Me”, Department of Visual Communication, Bezalel Academy of Arts and Design, Jerusalem, Outputs from the final project for the Rape Crisis Center NGO.





“Art and Activism”, Bezalel Academy of Arts and Design, Jerusalem.



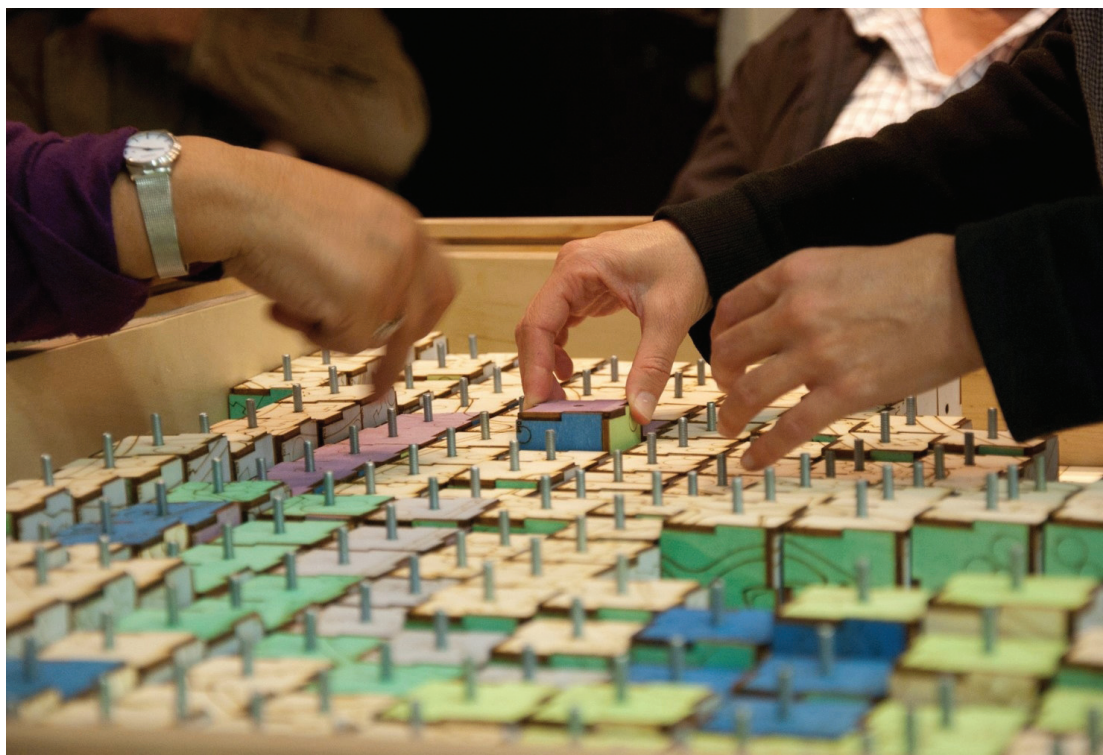


“Art and Activism”, Bezalel Academy of Arts and Design, Jerusalem.



“Civic Architecture”, The Department of Architecture, Bezalel Academy of Arts and Design, Jerusalem- Studio Brainstorming.

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“Civic Architecture”, The Department of Architecture, Bezalel Academy of Arts and Design, Jerusalem- Co-planning by planning game with community partners.





“Initiation, Planning and Project Management Seminar”, School of Social Work, Hebrew University of Jerusalem.



“Social Forum”, Department of Social Work, Tel-Hai Academic College.

# אמא יקרה לי



הסטודנטיות לעבודה סוציאלית עם פרופ' רוני קאופמן (במרכז התמונה): קלטו את האימהות החד-הוריות ל"משפחת אונברסיטת בן-גוריון"

## לעולם בעקבות השמש

**ברחבי הקמפוס הוצבו עמדות לטעינת טלפונים סלולאריים המתבססות על אנרגיית השמש**

עמדות לטעינת טלפונים סלולאריים המתבססות על אנרגיית השמש הוצבו בקריית האוניברסיטה על שם משפחת מרקוס. הן הותקנו כשירות לסטודנטים (שהיום אינם מסוגלים לתפקד ללא טלפון סלולארי צמוד...) ולכל מי ששׁוהה בקמפוס. בכל עמדה אפשר לטעון עד 12 טלפונים, או כל מכשיר שניתן לטעון אותו על ידי כבל USB תוך כדי ישיבה על ספסל במקום מוצל. הפרויקט, פרי יוזמתו של מנהל השיווק שיגיא לנגה, המשמש גם כמנהל 'קמפוס ירוק', הוא תוצאה של שיתוף פעולה בין האוניברסיטה ובנק הפועלים, והמתקנים הם תורמת הבנק. הפרויקט הסתייע בתמיכתם של יו"ר 'קמפוס ירוק' פרופ' ירון זי, אגודת הסטודנטים, ומחלקת המשק בראשותו של יעקב עינאי, והוא יצא לפועל בניהולה הטכני של ראש מחלקת בניין, חיים כרמון.

התקיים לא מכבר באוניברסיטה; כ-50 אימהות חד-הוריות השתתפו בו. נשאו דברים: נציגים של דיקנאט הסטודנטים וסטודנטית שהיא אם חד-הורית. בעקבות הכנס התארגנו כמה אימהות חד-הוריות לצורך הרשמה למכינה. "המשובים שקיבלנו נתנו לנו דחיפה חזקה להמשיך העבודה, שהיא לפעמים לא פשוטה", הן אומרות. "השתלבותן של אימהות חד-הוריות בלימודים אקדמיים היא יעד רב-חשיבות, שלב נוסף בשילוב מגוון רחב של אוכלוסיות באקדמיה", אומרת רינת הרשקו, סטודנטית במחלקה לעבודה סוציאלית. העניין שהסטודנטים מגלים בקידום הנושא צבר תאוצה בעקבות קורס בעבודה סוציאלית קהילתית שלימדו פרופ' רוני קאופמן ונעמה לין. "הגשמת שירותים חברתיים לאוכלוסיות מוחלשות היא כיום אחד האתגרים של עובדים סוציאליים", אומר פרופ' קאופמן. "אנחנו נותנים לסטודנטים שלנו כלים מקצועיים לפעולה בתחום. אני מקווה שהתנגיחות האוניברסיטה שלנו לפרויקט החדשני הזה והתחייבותה לספק את התנאים הצלחתו יהיו מודל לחיקוי לעוד אוניברסיטאות בארץ".

**יוזמה של סטודנטיות מן המחלקה לעבודה סוציאלית מקדמת אימהות חד-הוריות המעוניינות ללמוד באוניברסיטה**

סטודנטיות מן המחלקה לעבודה סוציאלית על שם שרלוט וג'ק שפיצר מעודדות אימהות חד-הוריות להשתלב בלימודים אקדמיים. יוזמת הסטודנטיות משתלבת עם פעילותה של "קן קציר", שתסייע לאימהות המעוניינות ללמוד באוניברסיטה. כחלק מחבילת ההטבות תעניק "קן קציר" לאימהות חד-הוריות מגלה תלת-שנתית בסך 18,000 ש"ח לכל שנת לימודים. הן יקבלו ליווי אקדמי והכוונה תעסוקתית, וישתתפו במפגשים חברתיים, ועוד. על-פי נתוני הלשכה המרכזית לסטטיסטיקה לשנת 2014, בישראל ישנן 120 אלף משפחות חד-הוריות (שבהן יש ילדים עד גיל 18). מתוכם 33 אלף הן בעלות תואר אקדמי, כלומר כ-28% בלבד. הרבה משימות ואתגרים שאימהות אלה מתמודדות איתם מערימים קשיים על השתלבותן בלימודים. כנס שעסק בדרכים לקידום הנושא

אתר הסרטים שלנו מופיע בכתובת הבאה: <https://www.youtube.com/channel/UCh6riV9N8WjD6BHjy6TcL6A>

“Community Social Work”, Department of Social Work, Ben-Gurion University of the Negev, Student projects in university news, campaign for single mothers.



# יש להם כתובת

סטודנטים לעבודה סוציאלית הקימו בבאר שבע ועדה מתאמת לזיכרון הציבור שתקשר בין הדיירים לחברת 'עמידר' כדי לפתור בעיות שנוגעות לאיכות חייהם של הדיירים • המיזם זוכה לתמיכה מלאה של 'עמידר', שנוציגיה יקחו חלק בדיונים

## עוד ברמיר



תלונות חוזרות ונשנות של דיירי הייזר הציבורי הן בעיקר בשל בעיות תחזוקת של הדירות ובשל התנגדותן של החברות המשכנות מולק בלתי מובטל מאותן תלונות. כותלונות גם שולח כי לא אחת קיים תוקף בין דיירי הייזר הציבורי לבין החברות המשכנות בכל הנוגע למומש ומיצו זכויותיהם של הדיירים על פי החוק. ויזמה חדשה של סטודנטים לעבודה סוציאלית שלמהיים לתואר ראשון באוניברסיטת בר גוריון אמירה לפתור את הבעיה. נדרש בד בבקמת ועדה מתאמת לזיכרון הציבורי, שיתוף מעין מרכז גישור בין הדיירים לחברות המשכנות. בכוננת הדומים, שהחלו בימים אלה ליישם את התוכנית, היא לייצר, מתגוררם, שיתוף ציבורי חדש בין הדיירים לבין חברת 'עמידר', החברה המשכנת באזור הציבורי בבאר שבע, להחיר חמשים המונעים מהדיירים לקבל שירות ראוי לאחזקת הייזר, ולפתור בעיות נוספות הנוגעות לאיכות חייהם של הדיירים בדיור הציבורי.



חברי הוועדה המתאמת. יתחילו לטעול בשטח לאחר החתיים צילום: יהודה נולן

המתאמת, שתכלול נציגים מאוניברסיטת בר גוריון, שנוצרי במת"ס במפעל הדסקיה של המיזם, שנוצרי במת"ס לזיון בבאר שבע, אחר מנו ראש ועדת הדיירים גרמאון, כי 'ששדיר' המפעלה צריכים להיות בין שותפי הייזר הציבורי אינם שנויים של המדינה, אלא צריכים זכויות יחוס של כבוד. יש מה בעיה גדולה של תרבות דרום. צריך להינתן מערכת יחסים טובה, כדי שיוכלו שדירי ציבורי זה לא פה זבל, אלא דירות שגורם בהן וצורך לשמור על איכות חיים וסביבה, מנצל מחוז הדרום של חברת 'עמידר', קונני בר, אשר כי הציבור חייב להבין שהחברה עושה ככל שניתן כדי לספק, אך גם 'עמידר' כפופה לחוקים ולנהלים התמכעים על ידי הכנסת ומי בצדדים על ידי משרד השיכון. 'אסור לדאוג בעובדים שלנו איברים', אמר ניי.

נתחלת 'הגנת הזכויות' של עמותת 'סינגור קהילתי' בבאר שבע, רחל מילרד 'הדירות הן ברור כלל ישנות, ודירי ברור סיריה ישנה ולא מטופלת היא במצב לא טוב. המיזם הזה יכול לפתור חלק גדול מהבעיות'.

ב'חנות הזכויות' שהיא מפעילה בבאר שבע יופעל המיזם. וזכה גם לתמיכתה של 'עמי' דר'. מנכ"ל החברה, יעקב ברוש, נהן את בר כתו לשיחת פעולה עם החומים, הורן שהוא מנהיג את מעולי מחוז הדרום ואת אנשי סניף באר שבע של החברה להיות נציגיו בוועדה

די ואת מי שביררו רכזה לפתור אותן. אנתנו מקורים כי הפצלת המיזם בבאר שבע האפשר להרחיבו לשאר העיירים שבהן מתגוררים אני שם בדיור ציבורי'.

הפעלת המיזם חיברו הסטודנטים את עמר תת 'דייר', שהשתיחה להנציג סיוע משפטי לדיירים, ואת עמותת 'סינגור קהילתי', אשר

“Community Social Work”, Department of Social Work, Ben-Gurion University of the Negev- Student projects in local media, campaign on housing rights.

## Guiding Principles in Focus: Lecturers' Reflections

### Theory and Practice Balance, by Yael Efron

The Legal Aid Clinic for the Underprivileged, Zefat College School of Law

Theoretical concepts in the context of legal clinics involve two types of theories. The first entails thought about the role of law in society. More specifically, in the context of legal aid for the underprivileged, theories refer to the social responsibility of lawyers and to their role in promoting social changes by utilising the legal system. The second type of theory is the "black-letter law" - the legal norms themselves: legislation, court decisions and their literary critique.

Throughout their studies, students are exposed to theoretical concepts and to 'sterile' descriptions of the law. This course is one of the first and few opportunities they have during law school to experience the practice of law. Many of them report in their journals that it was surprising to learn about the gaps between what is taught in class and how law is practiced in reality. As the course is scheduled in their third-year of law school, they have the sufficient background needed in order to recognise the theoretical concepts in the cases they deal with. These concepts are practiced in reality, as they advise and consult the community members that visit the "Rights Centres".

On the other hand, they have the opportunity, through the class discussions and guest lectures, to be informed about new theoretical concepts, which are not covered in the required curriculum but are relevant and needed for their volunteering activities.

Law as a public resource entails the social responsibility of the legal academy to reach out to the community in which it is situated. Theoretical concepts that deal with the social responsibility of lawyers are largely neglected in law school, and therefore many graduates are unaware of them in their legal practice. The legal clinic for the underprivileged exposes the students to theories that are not covered in the required curriculum, such as theories on poverty and the law and theories on unfulfilled rights of outcasted communities (such as elderly people, immigrants and minorities).



When law is taught through examination of Supreme Court decisions, precedents and legislations, a crucial portion of legal practice is neglected - the client's needs. The skills required for dealing with clients are not regularly covered in the Israeli law school curriculum. Students are not required to learn how to interview, how to deal with rising emotions or how to fill required forms and bureaucratic processes. The legal clinic is their opportunity to practice these skills.

The students report that this course motivated them to continue their social engagement and to pursue cause-lawyering in the future. This was due to the balance between the opportunity to deal with actual clients and the theoretical discussions and lectures that accompanied their experience. The meeting in class every other week gave the students opportunities not only to learn from the lecturers but also from each other, as they compared the dilemmas and challenges they faced in their volunteer work.

The partners from the community (NGO managers) were actively involved in the design, implementation and evaluation of the course. They knew the students personally and had a personal stake in their success. This mutual relationship made the course quite easy to deliver and increased motivation of the partners to continue their cooperation in the future.

## Combining Theory and Practice, by Roni Hainebach Social Forum, Tel-Hai Academic College

The course is held during the second year of social work studies for students who choose to participate in the “Practice for Changing Policies” track. This year, during the first semester the students were exposed to a central issue - “the problem of care for Holocaust survivors in Israel” - and through this issue they learned initial tools for changing policies.

First, the students learned how the action arena is to be mapped. This was carried out by searching for theoretical information and relevant academic articles related to defining a social problem (Kelner) and models of community work (Rothman and Trufman). The students internalised problem solving on a macro level. They dealt with issues that extend beyond the individual/group/family basis for changing the system, in cases where individual social work is not adequate and where the phenomenon in question is of large scope.

During the course the students implemented in practice locating online materials, articles and cases describing the state of the Holocaust survivors in the country. The students also identified various organisations operating around this issue - service organisations, public organisations and action organisations intended to protect the rights of the Holocaust survivors. This was carried out by separating into three work groups with each group dealing with a different dimension (first sector, second and media).

The meetings during the first semester were held once every two weeks in order to enable them, every second week, to utilise the class time for self-learning and searching for materials. Throughout the semester the students wrote reflections in which they described what they were going through during classes and beyond.

During the semester break, the students attended two long days of studies aimed at the intensive study of tools, one dealing with activism through the coalition for direct employment and the other dealing with lobbying as a tool for changing policies. These two days and the second semester did not deal with the central issue but rather with providing tools. Unfortunately, looking back I believe that it would have been better to continue the provision of tools also through the central issue rather than through the exposure to various practical tools for changing policies regardless of the issue.

An additional event that took place towards the end of the semester break was a struggle initiated by some of the students of the track in light of the rising violence against social workers at the social services bureau in Kiryat Shmona. The goal of this struggle was a demand to place an armed guard at the entrance to the building and a solidarity rally to stand with the affected employees (this protest led to change and currently there is a guard). This activity is one example of the students' internalisation of their ability to create changes among the decision makers on the macro level.

The second semester, as stated, was changed: the meetings began taking place once a week, which the students reported to be more effective for them, both by the continuity that had been formed as well as by connecting to actual practice. The goal of this semester, as mentioned, is to provide tools for changing policies and integrating students into practice within the field. The second meeting of the semester dealt with presenting the engagements carried out by the third year students that operate in the field in which the students are required to join; a meeting that, in retrospect, was very intensive, although very meaningful for them. Later, they were exposed to and practiced tools that assisted them in going into the field: drawing position papers, a lecture that discussed the link between the central and local government in terms of changing policies, recruitment of community resources as a way to change, creating collaborations, a visit to the protest rally in Jerusalem that dealt with direct employment of contract workers, the ability to relay a message in an exact manner and introspective observation of the link between personal values and selecting the engagement in which the student wishes to operate, and more.

During the semester, several meetings were used to allow students to express their opinions. They later reported these meetings as being most significant and mainly provided them with the sense that attention is given to their study needs and their better connection to actual practice in the field. During these meetings they raised criticism that in part dealt with their desire to promote one of their personal issues (rather than one that had already been carried out by the third-year students) and address the issue that they do not always understand the link between that which is being studied and changes of policies. This led us to the conclusion that it is necessary to create a clearer continuity of explanation; however, it is clear that it is not possible to know and expect everything in advance. There is a great part of learning that is a reaction to various social situations that occur in the country and

therefore there will remain parts that are not completely defined.

During this semester the students began engaging in practical actions dealing mainly with the change of policies in the field. Beginning in the third week of the semester, the students teamed up with the third year students in their social action (except for a group consisting of three students that chose a new issue dealing with euthanising dogs). The students were required to set up acquaintance and orientation meetings with the third-year students and began reading the material that had been collected (there is an orderly file for each engagement including all of the “organisational information” that has been collected regarding meeting notes, contacts, position papers, articles and various theoretical materials). Following this, the second-year students started joining the third-year students at meetings with key people from the field in which the changes are made, began receiving tasks and to be part of the team promoting change. Some of the engagements included at first work that is more “office work” (phone calls, coordinating meetings, etc.), and in some engagements the second-year students joined events, peak days, etc. immediately.

It could be said that in the engagements where the overlap and sharing with the third-year students had been greater, there was better integration of the second-year students, while in engagements where the third-year students had been more hesitant and had not really carried out an overlap with the second-year students, there was greater difficulty for the second-year students to integrate into and connect to the issue they had chosen.

During the final two meetings of the year, a session was held in which each group was required to present its engagement in light of four questions:

1. Where does the engagement currently stand?
2. What do they think of the situation?
3. What does the future hold?
4. Do they see themselves operating in this engagement in the future?

In light of these questions, we were able to determine which students wish to continue in the engagement to which they were assigned, which will proceed on the same path, which will choose a new path and which do not wish to continue the same issue at all. This discourse clarified the connection between the good

experience in the field and the wish to continue operating in the same domain. Some students did not select the domain as it had not really interested them, however the overlap was good and the connection with actual practice had been significant such that the issue became less central, and vice versa - students that chose an engagement only due to the topic found a lack of proper overlap such that they wished to change domains.

Following three cycles of this course, it is understood that there is no one correct method, as each year there is an attempt to change the programme in connection with the students' attitudes. One clear insight that I find regarding this is that continuous listening to the students and making them partners to what is being executed, in an ongoing manner, and most importantly, being open to criticism, are of great importance and as such can greatly assist in the best design of such a course and expose the students to as many tools as possible that will serve them in their future work.

## **The Impact of the Community on the Development of the Course, by Eytan Shouker**

The public space of art: Project development in public spaces, Bezalel Academy of Art and Design, Jerusalem.

*Between 2004 and 2016, the course has been run by different lectures and has taken on a variety of compositions. The different projects throughout the years were implemented with the guidance of the following lectures: Eytan Shouker, Eldad Sidor, Diego Rotman and Lea Meomas. This document reflects the 2015-2016 academic year (run by Eytan Shouker and Diego Rotman).*

During the first two years of the course's existence, the summer projects took place in the town of Sderot, in collaboration with the Sderot Conference for Society. The students operated during the peak of the Gaza disengagement process (2005) and part of their daily routine included the falling of Qassam missiles and frequent runs to bomb shelters together with the community with which they worked. Despite the lecturers' personal experiences in developing projects with communities, this was a dive into deep waters. We accompanied six-to-seven projects each year (far too many) and we learned and modified throughout.

Exemplifying the need for spontaneous modification in community projects, is the case of first year student Michal Avgar (ceramics) and her partner in the project, Nicholas Smirnov (photography). Avgar and Smirnov obtained an important lesson from the community when developing their project. Avgar arrived in Sderot with the vision of establishing a memorial monument for the young girl Dorit Inso, who was killed by a Qassam missile in one of the city's neighborhoods. The encounter with the Ethiopian community populating the neighborhood, including Dorit Inso's brother, changed Michal's plans. The first step of learning the community's needs while building mutual relations and trust developed slowly. The introverted Ethiopian community, having cultural codes that are so different, gently and gradually expressed its lack of desire to build a monument in memory of Inso.

In time, after meetings with different age groups, the residents of the area noted a desire to establish a sitting and play area that would allow the neighborhood's youth to meet and also enable the elderly and younger generations to connect. The suggestion of the neighborhood's residents was to build a sitting area that

would integrate the traditional Ethiopian game “Gebeta”<sup>5</sup>. In order to implement the idea, the course lecturers contacted the artist Hans Plada - an expert in Ferro-Cement construction techniques with experience working with communities, and arranged for the student Michal Avgar to undergo training with him in this technique.

Michal Avgar moved to Sderot for a number of weeks to create the Gebeta seating spot together with the neighbourhood’s children and youth. The participants decided to paint the playbench in the colors of the Ethiopian flag and to paint visual elements reflective of their traditions. The work process and final output motivated the creators and Avgar to design and build an additional bench at the Cinematheque complex for the benefit of all residents of Sderot. For us - the students and lecturers - this was a number one lesson in working with the community. The example has become an integral part of the study programme. In each project there is the drive, vision and desire of the students’ group to materialise a significant project within the public space. A project cannot be materialised without the drive motivating the creators. Thus, as lecturers, we are required to identify the fire that drives the group. Where there is a lack of curiosity, urgency and determination, there is a high probability that the project will stumble upon meeting the bureaucracy, difficulties, barriers, permits, downfalls and Sisyphean work required for its promotion. Alongside this, the students must recognise that total attentiveness, observation and understanding of the community’s needs are required.

The encounter between the students and the community requires both sides to understand their shared needs. This is crucial to create a project that would enable first and foremost meeting the community’s needs without affecting the passion that drives the project. Within the framework of the course, approximately forty different projects were created. It may be said that each encounter with the community illuminated new aspects that accumulated into insights, which designed the topics discussed in the course. Among them are coping with language limitations, analysing different cultural codes, setting boundaries, formulating agreements and contracts, a deep examination of sponsors, defining the public space, manners of

5 “Gebeta”- within the family of “Mancala” board games - played by moving pebbles over holes, referred to in English as “Count and Capture” games.

communication with the community, defining short and long-term engagements, and planning the end of the project and consequent end of the partnership.

The dialogue between the residents of Sderot, students and lecturers that developed during the two years of activities led to the realisation that the course should be held in the vicinity of Jerusalem, where the academy is located and the students reside. A number of projects in Sderot that required assistance were turned over to students at the city's Sapir College. Since then, the course's activity area focuses mainly on East and West Jerusalem.

The projects' deliverables are diversified:

1. Planning and executing courses in the fields of art or design for specific populations.
2. Activist operations for changing municipal, institutional or public decisions.
3. Projects to strengthen the community.
4. Projects for changing or reviewing positions, perceptions or stigmas.
5. Initiating an artistic event at a specific public space.

The basic condition for the development of a project is engagement using artistic means within the public space and work in collaboration with the community. The deliverables frequently include fliers, posters, videos, printed matter, viral visuals on the internet and articles in the media.



## **Preparing Students for Community Engagement, by Ruti Kantor and Aviv Alhasid**

The State is Me - Design for Social Change, Bezalel Academy of Art and Design, Jerusalem

### **Background**

For many of the students this is the first experience in joint work with a “community” client and for some with a client at all. Therefore, the preparatory processes are very important to help students and partners in the community understand the complexity of the partnership and the requirements that bind all parties in order to enable fruitful dialogue. It also provides students with a clear understanding of the benefits and drawbacks inherent in collaborating between young designers and communities, on the path to generating significant results over a period of a single semester.

### **Preparing the students**

We aim to conduct the first exposure of the students to the course’s format and deliverables as early as the first semester of the year (the course is held during the second semester); we invite the studio’s graduates to meet the current year’s students and introduce the idea, the process they went through and its deliverables. A meeting is held where we discuss the essence of work with community partners, expose examples to students and provide answers to their questions in order to clarify the process and the inputs it requires.

At the onset of the studio we hold discussions and provide explanations during the first lessons on the goals, importance and essence of the course and the challenges of a real project compared to projects taking place solely within the boundaries of the academy. These discussions include graduates of the studio who reveal their personal experiences and insights they have taken with them from their work at the studio to their work as designers.

At the end of the first lesson the students are given written information and links through which they may start to familiarise themselves with the organisations we will work with within the studio. At the same time, we prepare the students for the initial meeting with all of the organisations - a meeting in the form of “speed dating”, where each representative sits in front of two or three students, describes

their organisation and answers questions. This meeting gives students an initial picture of the organisations and their activities - first hand - and, following this, the students deepen their familiarity with associations they connected with in order to choose one.

As we will elaborate below, the selection of both the projects and the organisations will depend on compatibility with the students' interests.

During the week following the "speed dating", we carry out a procedure of "selecting a consensus", at the end of which each student assigns himself to work with an organisation. The selection process is a shared democratic process, and discussions held in such a manner on the organisations and their compatibility with the students creates an additional tier of preparation for the designated meeting and the commencement of work. In addition, the students create a project that takes them from a personal stand to a political understanding of issues that have affected their lives personally; this work helps the students to place themselves at the interface between the political, social and personal.

### **Preparing the organisations**

Immediately upon the initial contact with the organisations - resulting from their applications to us, our collection of information regarding organisations that are relevant to the annual topic, and students' ideas - we contact the organisations. Following a meeting or discussion we send them a requirement' and organisational DNA survey, intended to shed light on their needs and suitability to work with the students in terms of organisational structure, devoting a specific representative for the subject, work capabilities and agenda. In addition, we prepare the associations' members for the "speed dating" so they may be able to better define their operations and stimulate questions and dialogue.

### **Mutual match of expectations**

The course commences with expectations' questionnaires given to the students and the organisations, and we address the contents, work times and future expectations.

### **Preparation towards the onset of studying the organisations**

Prior to meetings we prepare both the students and the organisations, set forth

what will occur during the meeting, what issues should be paid attention to, etc. We mention that it is important for them to take into account that the first meetings are always complex, during which they will discover the gap between idea and reality, the pressure under which the organisations operate, the daily hardships, and as a result the coordination difficulties, etc. Since part of the issue is to study the gaps and understand how to work through them, prior to the first meeting the students are given a brief with an initial questionnaire that clarifies the view of organisations: the internal and external political area in which they operate, the contents they deal with, introduction to the target audiences of the organisations (desires, languages, needs, etc). The students are welcome to add their own ideas and questions to the brief and the answers produce the insights, work process and media strategy that will accompany the entire process. The brief is completed together with the organisation until credible information is created that is compatible with the organisations' reality and takes into consideration their points of view.

### **Close assistance to the students and organisations' members**

During each stage of work and throughout the relationship with the organisations, the instructors are involved in bridging gaps and expectations, as well as refining the work outline both in terms of processes as well as in terms of content. For the students this is a new process, full of doubts, gaps and crises, and we teach them how to manage these complex situations and formulate, based on the meaning of the meetings with the association and their agendas, a broader picture and an overall view.

We conduct readings and discussions with the students on academic and philosophical articles that engage in human rights, equality and their cultural-social standing. We invite them to choose from a reading list and to deliver lecture on an issue that relates to them in particular, belonging to the association's world and their personal world in the social context. We gather information regarding the manner in which a civil society operates and the trends in government and third sector relations in Israel and around the world. We "dig deep" and critically examine the place of the course itself in an orderly civil society. As part of creating orientation and awareness, the students read articles and relevant news from the media and undergo a workshop for critical reading of newspapers, which identifies the characters behind the news and media, the interests that are

promoted and motivations and ties leading to news content, supposedly neutral. The information increases their readiness and ability to understand the complex systems and their ability to interpret content in a realistic manner.

### **From the personal to the political and back**

As we have already mentioned, the students undergo a process that links a personal issue that they are developing in a free manner with the work with the organisations, and a link is created between the personal and political, which generates interest, involvement and a broader view of social and political processes. The discussion presented in class is further broadened as each organisation is engaged in a different field and each personal project is different. The work with the organisations, the personal experience and the relationships being formed between the students and the organisations all connect the personal with the political, and vice versa. It may be said that the entire studio is based on continuous preparation and assistance - throughout, professional and personal support are given by the instructors - aimed at generating significant insights on the power of design and visual media in creating political and social impact, and planting the seed of critical thought and the urge to carry an impact that will follow the students in their lives as designers who have an impact on public perception and opinion.

## **Student Preparation, by Ziv Lidror**

The Street Legal Clinic, IDC, Herzlyia.

### **Description of the preparation**

At the foundation of clinical legal education is the notion that along with tutoring the students for the work in practice, the students are given in-class theoretical background and tools that are a part of the mandatory legal training required for all students and future attorneys. Thus, I shall address here the two levels and in particular the students' training week.

The preparation of the students actually begins at the stage of interviewing for the clinic, during which the candidates are asked to address the description of the clinic they are given in order to ensure that there is a match of expectations in terms of the nature of work and studies, and to explain why they are suited to participate in this course. However, the substantive preparation of the students begins during a training week (which constitutes a pre-requisite for participating in the clinic) prior to the onset of the academic year. During the week the students are given an introductory background of the target population and the fundamental perceptions of the course, such as social legal practice, disadvantaged populations and empowerment through law. In addition, the students are exposed to other disciplines that may serve them in making law more accessible, such as the perception of the "multiple intelligences" in the education domain and their utilization for team guidance. Two of the training days combine visits to centres or institutions in the community (i.e. a prison and a juvenile detention center) and following these tours the students are assigned to the teams they will work with throughout the year. Already during this week, the teams attend a meeting (coordinated in advance by the clinic director) with the contacts at the centre they will work in (still at the initial stage, without the participants). Before the meeting, the teams are guided on how to prepare for the orientation and how to construct an annual work programme. Upon conclusion of the training the teams leave with a work plan and two lesson layouts that have undergone initial "rounds of notes"- legal and methodological- by the coordinator and myself. During the first weeks of the year they will continue this "ping-pong" until the required result is achieved. The practical work usually begins two weeks after the training week in order to allow sufficient preparation (sometimes longer, depending on the centre's limitations).

At the level of accompanying the practical work, the students are given team assistance and mentoring both by the coordinator (a graduate of the clinic) as well as by the instructor. The guidance includes going over lesson outlines (repeated “ping-pong” until the required result is achieved), learning, and developing skills such as legal research required for their preparation and conducting meetings at least once every two weeks.

Ultimately, a significant part of the preparation is carried out during the weekly classes in which the students participate, where the theoretical material is learned and a reflection on the events in the field is performed. Other than the regular reading between classes, two short writing tasks are given over the course of the year, intended to combine the experimentation and impression of the “field” activities with theory (such as the task “a day in court”, where the students are required to use the reading materials to establish and develop their insights from the experience of the visit to court).

### **Reflection on the nature of preparation for the clinic:**

It appears that the relatively prolonged preparation prior to the beginning of the year (five intensive days) and the attempt to combine theory with practical tools are conducive to preparing students for meeting the population and motivating them to go out in the field. However, due to the course’s differentiation from other programmes and it being “a different kind of animal”, the preparation (including the classes and assistance over the course of the year) is still not enough to bridge the gap between the students’ expectations (in most cases), both in terms of the workload and in terms of linking the theory lessons and practice. It is possible that one of the reasons for this is the variance in the different foci of the practical work. For example, most of the centres in which the clinic works are for youth at risk. Thus, theoretical preparation concerning youth law is required. However, this background relates only indirectly to the teams working with adults in prison, for example. In order to attempt to provide a solution for this difficulty, an effort was made in the last year to emphasise the youth perspective in these classes (for example, the prisoner who was a youth at risk and had not been treated, or the youth whose mother is in prison, etc). By doing so, it achieves the course’s goal of understanding the broader picture of disadvantaged populations. An additional way of coping with this difficulty was to allow one of the student teams to prepare - guided by me - a theoretical lesson on the adult population with whom they

had worked (for example, about the place of probation services for adults during criminal proceedings), thus deepening their knowledge and enabling peer learning.

An additional goal of the preparation that is not achieved as desired is the students' understanding of the legal tools they are given. There is the sense that most of the students understand the link between theory and the "field" and the legal skills obtained only at the end of the year, following the mock trials. It is possible that this understanding requires a process and time. Perhaps it is also an inherent difficulty in courses that combine academia and community engagement (as the students are only familiar with various volunteer programmes but not necessarily engagements of this type). This is significant, particularly in light of the clinical perception that attempts to exceed from providing operative tools to broaden the scope and develop the legal-social-critical perception. But it is also possible that this gap will be reduced as a tradition of this type of course is strengthened in the institution and in academia as a whole.

## **Community Agreements - establishing a working environment through contracts, by Eytan Shouker**

The public space of art: Project development in public spaces, Bezalel Academy of Art and Design, Jerusalem.

### **Contracts**

Work with the community requires the definition of expectations, areas of responsibility, rights and duties. Many times, developing a project requires engaging with municipal institutions, organisations and commercial companies, not all of whom are interested in working in the framework of a written agreement; some send ready-made contracts that are not suited to the nature of the engagement. The course's lecturers invest substantial time resources in examining issues stemming from the engagement. There are various categories of engagements, some written and some oral, and some defined and some evolving with the development of the project:

1. An agreement between the students and the lecturers: Mutual commitment to complete the project while listening to the community's needs.
2. An agreement between the various students in the group: Commitment to a set invested time and fair division of workload in the project.
3. An agreement between the academic institution and the course: Issuing permits for entering challenging areas, providing a solution for the students and lecturers' insurance issues, and legal assistance in drawing agreements with pragmatic flexibility and quick response time.
4. An agreement between the course and the community: Creating mutual trust, combining powers and time resources for putting the project to practice. Educated use of the academy's and the community's brand assets and harnessing these to benefit both parties.
5. An agreement between the course, the community and the academic institution: Certain projects require the formulation of engagement agreements holding legal and business validity. Questions concerning legal liability for elements in the public space, insurance, maintenance of deliverables, timetables, budget and terms of payment, copyrights and other intellectual property. Usually, such agreements are complex and do not fall under the category of ready-made agreements existing at the municipalities, associations or community administrations.



It is our belief that the wording and the parties' signing of an agreement is an important and significant tier of any project. The agreement sets forth the power relations, the manner of media use, the texts of press releases, the use of logos, etc. It is our experience that a lack of proper definition of these topics, when exploited by the stronger parties, brings about future conflicts and ultimately harms the students.

For most of the years of the existence of the course, we would draft the agreements ourselves, or modify the agreements received in accordance with the needs of the course, with no legal advice provided by the academic institution. At the onset of the course we found that various requests from the academic establishment brought about, at best, a significant delay in the progress of the project and therefore had innocently avoided engaging with the institution on these matters. Advice from Prof. Anne Boddington, of the ESPRIT QA team, presented us with a clear and correct warning sign. Since then, all agreements are accompanied by fruitful dialogue with the legal department. The response times are immediate, the comments and suggestions are important, and the burden of liability is shifted over to the institution.

## Student Assessment/Grading

### The Learning Process and Evaluation Outcomes, by Roni Hainebach

#### Social Forum, Tel-Hai Academic College

The principle learning within the “Practice for Changing Policies” track engages in the change of an existing situation. It is carried out both at the macro level among the decision makers and the local or national level aiming to change legislation on different issues, as well as at the micro level, i.e. people that may be influenced and change their thinking in order to alter the situation.

As a result, there are hardly any organisations with which the students operate in the traditional sense of the matter but rather contact institutional entities in order to alter the situation. At times, this is carried out with representatives on behalf of the population and at times not.

The students of the social forum course are in the second year of their studies and they meet the population or organisations only during the second semester of the year. During the first semester, the studies engage with a central issue on which the students practice the means of action required from a social worker engaged in policy changes. During the second semester they join third-year students who partake in field involvement.

Throughout the first semester the students wrote reflections to express themselves and addressed the material to which they had been exposed. The students shared their feelings and thoughts, and their connection or lack thereof to the subject or tool. These reflections and the lessons in class helped us to understand where the students are, what worked during the learning process and what was not as effective.

At the beginning of the second semester, the third year students presented their social action activities to the second year students. This exposure, according to them, was very significant. Some of the students related to the issues and some less so. Following this meeting, the students were required to choose the engagement they wished to operate within and integrate into. Their entry into the engagement was greatly affected by the type of overlap they received from the students already operating in the field. Our ability as a team to assess the student’s work was based on three components: the reflections they had written, dialogue

sessions in class dealing with their operations, and information that we received from the “accompanying” students.

As I have already noted, the classes during the second semester were held once a week (rather than every other week) in order to expose the students to as many tools as possible, and of no less importance, to enable peer learning and dialogue on their experience in the field. Four sessions during the semester dealt with the issue of their personal connection to the engagement. Whether at the level of the topic or at the level of the process, it is mainly the manner in which it relates to their personal values, as they feel it is important that this be expressed in their professional endeavors. These meetings allowed us as staff to see what motivates the students’ choices, their priorities in their field work, what they gained from the studies that year, and mainly their work patterns.

During a specific session (held in the style of TED lectures), the students were required to present the engagement and the link to the values they believe in within one minute. This required the students’ deep introspection and impressive authenticity and honesty both towards themselves as well as toward their classmates. This activity caused them to change their thinking, made them take responsibility, and to recognise where they operate well and where not, as well as the reasons behind this. The feedback they received from their classmates was of most significance to them in choosing the path to continue on.

Towards the middle of the semester the third year students started giving me feedback, unofficially, on the work of the second year students. These opinions were extremely valuable and provided me with a snapshot regarding their conduct and their internalisation of the matters learned, and mainly their connection to their operations. To some of the sessions, second year students arrived together with third year students in order to solve issues or incoherencies raised. Of our three assessments in the forum, the triangle defined had been altered slightly, and it is laid upon three bases: academia (lecturers), alumni (accompanying) and active students.

From the experience of three years with this course, it appears that the fact that there is constant attentiveness to the students’ needs regarding the manner of their studies, and the assistance conducted and provided to them, allows them to operate more significantly and adopt learning skills within the domain of policy change, which they will carry with them onwards in their professional path as better social workers.

## **The Learning Process and Evaluating Outcomes, by Edith Blit-Cohen**

### **Initiation, planning and project management seminar, School of Social Work and Social Welfare, The Hebrew University of Jerusalem**

The course is based on integrating students into community organisations or associations along with studying the initiation, planning and managing of community projects. In order to do so, the students undergo a process of learning the organisation's or community's strengths and weaknesses, the organisational content world and the issues the organisation or community cope with. Together with the organisation, the students define the issue they will be working on. The defined and ultimately chosen issue is at times different from the one initially presented by the organisation.

The first lessons of the course are devoted to theoretical issues related to analysing an organisation, entering the community and defining and signing an agreement with the community. Special emphasis is placed on the ambivalence of the organisation or community regarding working with students. On the one hand, organisations and communities crave working with students and are aware of the specific contribution the students award the organisation. On the other hand, the students' entry into the organisation requires exposure to it before external factors and the investment of resources the organisation is not always willing to invest (such as time, making information accessible, etc.). Thus, at the first stage - and maybe the most important part of the students' work - the students are asked to examine carefully the organisation's willingness to work with them, with all that entails.

Along with the theoretical lessons (frontal), the students begin their search process for the organisation they will be working with. They schedule meetings with key figures in the organisation, map the organisation's characteristics and try to identify the issues that the organisation presents as requiring change and needing students' engagement.

I call this stage the "disillusionment stage": at times the students learn that despite the requests of organisations for human resources that will assist them in solving issues and developing plans, the organisations are not really willing to enter the

process. They find that there is a gap between the desire for the students' entry and the organisation's accessibility in practice. This is where the students should be alerted to inhibiting forces or strategies that the organisation could use to delay their entry to work. Such strategies may include canceling meetings, a vague definition of issues, key figures' avoidance of meeting students and sending lower-level members to meetings, etc.

Only where the students succeed in enduring this stage can it be official that the students will work with the said organisation or community. Then we arrive at the "signing" stage. On our part, signing is the formal stage where the contract/agreement is drawn between the organisation and the students.

The agreement includes a number of important sections for further work: the topic/issue on which the students will work, the resources each of the parties undertakes to invest (the organisation and students), timetables and the expected results. In addition, the agreement includes an ethics section (confidentiality, providing feedback, etc.) as well as an undertaking on the students' behalf to provide the organisation with a final report upon completion of the project. The students and a central/senior figure within the organisation sign the agreement. However, at the same time, the contract serves as a kind of agreement between the students and myself, as the course's instructor, as it summarises all of the items on which the students will be tested upon evaluation.

The students' evaluation is comprised of a number of elements:

- Proposal for the project: the students submit the proposal at the end of the first semester. The proposal includes a definition of the issue on which they will be working, the methodology, timetables, review of literature that is relevant to the project's topic or its target population and the contribution of the project to the organisation.
- Final report: the final report summarises the events and is submitted by the group. In addition to the elements noted in the evaluation, the final report includes the description of the programme and a discussion. At the discussion, the students are asked to deliberate on "critical points" of the project. That is to say, the significant events that constituted a turning point in the project or insights following the actions - if and what they would do differently in retrospect, other results that were not planned yet achieved, the manner in

which they managed the resources and the project's risks, etc. The final report is also submitted to the organisation.<sup>6</sup>

- Personal reflection page: each student submits this page separately. The reflection is a page where the student writes what he would like to express following the process he went through over the year. It is open, with no structured instructions (intentionally) and allows the student to choose the lines of writing, e.g. about himself and his functioning, the team with which he worked, the course, the organisation, the issue, main insights, recommendations, etc.
- The investment in the activity itself: this section includes the project or activity itself - not necessarily achieving the completed deliverable, but mainly the students' investment, seriousness and commitment to the activity.

Furthermore, there are two additional elements entering the evaluation, however these are not measured separately:

- a. In the middle of the year, the students are asked to present their engagement in front of their classmates during a part of a frontal lesson devoted to the matter. The main part of the presentation is devoted to a review of the literature concerning the issue they are working on, describing the project's goals and methodology as well as some dilemmas with which they are coping or believe they will cope with in the future. This interim presentation involves the entire class in what is being carried out by the various groups and enable peer learning. At times, projects take on another direction following consultation with the class.
- b. At the end of the year, the students present what they have been doing in front of the class. At this point, some of the organisations or key people in the community are invited to join the class and present their perspective as well. Usually, in cases where they arrive to class, they tell us what the students' work had contributed (or not) to the organisation and what it was like to work with them.

6 The final grade in the course is not given to the students until I make sure that the final report has been given to the organisation.

A few words on the lecturer-student-community relationship:

This triangle is maintained throughout the year. The agreement states that I will instruct the students and at times I sign the agreement as well (should the organisation require so).

As noted, the final report is given to the organisation precisely due to the importance given to this triangular relationship. At times we, as an academic institution, continue to work with the organisations, and therefore we believe it is important that they be given a “product” after they have invested in the students. In addition, the students present orally before the organisation what they have been doing during the course. The presentation could be before the board of directors, the administration or any other body the organisation decides upon. Seizing the same opportunity, the students are given feedback by the organisation on what was carried out.

The main difficulty I experience in connection with the organisation is at the stage of parting from the students. Usually the organisations are not prepared for goodbye (although they know the students’ timetables in advance). We find that there is no one to continue or take on what the students had carried out. This fact raises frustration both among the students as well as among the organisations. In certain cases, the organisation will choose to employ the students at a certain scope so they may continue what they began doing. In other cases, an employee of the organisation will be found to adopt the programme into his work plan.

In some cases, the programme will simply cease to exist. This fact brings me to wonder as to the extent to which the organisation is able to learn from the work processes carried out by students and the extent to which the organisation retains the information accumulated by the operations and if it generates benefits.

## Evaluation and Feedback

### Feedback from the Community, by Ruti Kantor and Aviv Alhasid

#### The State is Me - Design for Social Change, Bezalel Academy of Art and Design, Jerusalem

We conduct many discussions with the organisations' members before they join the course. We examine their capability and availability to meet the students and guide them through the process, examine their needs, and so forth.

Following the preparatory process at the onset of the course, the organisations' members answer an expectations questionnaire, and upon the completion of the course they provide feedback through a questionnaire that examines the same parameters. Listed here are the questions of the "before and after" review:

1. What were your expectations of the process and to what extent have they been met?
2. In your opinion, what is the level of quality of the final deliverables?
3. To what extent were the organisation's staff involved in the process?
4. To what extent was it possible to materialise the deliverables and use them?
5. How easy/difficult for you was the shared work of the organisation and students?
6. Did you know what you were getting into?
7. If you had been given the opportunity to provide a short training session on the issue of communications and branding associations, prior to the onset of work, would that lead to identical or better coordination and results?
8. Would you like to continue the process and develop together the deliverables and media language?
9. What was good in the way things were carried out?
10. What could be improved in the process?
11. What have you learned during the course? (What did you know before and what new information/skills have you acquired?)
12. Do you have any additional comments and responses?

We conduct meetings at the beginning, middle and end of the course for the active members among the organisations and projects together with students, and constantly hear both from the organisations as well as from the students regarding the process, deliverables, satisfaction, challenges, etc. During the lessons we pay



close attention, meet with the organisations' members or hold conference calls for solutions that the process requires as needed.

We serve as intermediaries when necessary in the process between the students and the organisations' members; solve crises, listen to needs and offer support and means of action.

We are aware of the level of satisfaction experienced by the organisations' members regarding the process and deliverables, however they do not take part in awarding the grade. At times the complexity of the process depends precisely on the organisation and circumstances rather than on the student. At times there are expectations that are not met or conflicts and challenges that are not relevant to the student's success in the process and the results.

We take into account the organisations' feedback when we award the grade and write for the student the detailed feedback, however it does not always reflect their opinion of the process and the journey the student has gone through.

## **The Importance of Continuity in Socially Engaged Courses, by Naama Levine, Phd Student, Community Social Work, Ben-Gurion University of the Negev**

One of the main issues that follows courses involving community work is the manner in which they contribute to the professional training of the students and at the same time meet the community's needs. The ability to combine these two goals, which are basically committed to two different target populations, is complicated and should be considered seriously. In a more specific manner, many times we hear voices from the community with whom we work, noting their feelings that they serve as a "laboratory for training students", while their needs are pushed away.

Activities within academic courses require coping with the unique challenges of this concept. Various researchers already addressed a number of principal difficulties, including the differences between the daily academic routine and the organisational routine of community activities (Kaufman. 2012; Rogge & Rocha, 2004). The courses' routines are characterised by clear rules and strict timetables (semesters and breaks), which allow activities during school time only. The high turnover of students and their low accessibility during breaks and the summer months do not comply with the needs of the ongoing routine of work with the community (Kaufman 2012; Marullo & Edwards, 2000). This routine is flexible and informal. Inter-organisational and cross-organisational dynamics as well as unexpected developments around the task mold the timetables (Kaufman 2012; Shapiro 1977; Ambrose, McLaughlin, Whittle & Young 2007). Severing the ties between the community and the students during breaks, and the student turnover, requires renewed acquaintances and building trust every time, along with the study of the social issue at the centre of the activities.

In addition, in light of the fact that the students enter the activities for a limited time, they must settle for planning and executing a one-time engagement (Kaufman 2012; Marullo & Edwards 2000), which many times does not comply with the community's needs over time. In other words, this does not allow for setting long-term goals, planning and constructing an encompassing operations strategy and commitment to ongoing partnerships (Golan-Agnon et al., 2005; Katz et al., 2007; Kaufman, 2012; Cherry & Shefner 2004). This difficulty is exacerbated mainly in activities designed to promote social change, in light of

the fact that beyond the complexity that characterises such processes, many times their success is contingent upon guaranteeing prolonged involvement until the intended goal is reached (Gorodziński and Shapiro, 2005; Kaufman, 2012; Marullo & Edwards, 2000).

In order to cope with these challenges, I would like to recommend a number of basic proposals: First, it is important that the goals of the course activities, ie. Training of students, and providing solutions to the community's needs, along with the timetable of activities, are presented a priori to the community in a clear and transparent manner enabling a discussion. What are the derived tensions and dilemmas? How can we deal with these together? Preparing a match of expectations at the onset of the relationship with the community, and also its re-examination at crossroads along the way, is essential and may prevent misunderstandings and feelings of disappointment and grief upon the conclusion of the activities.

Second, it is important to work with communities that have an organised power basis, such as neighborhood representations and social movements, and/or communities accompanied by advocacy and service organisations. It is assumed that the students do not wish to replace the factors operating in the field - they have the know-how, experience and many times the authority and commitment to operate, but instead join the ongoing activities that will continue to exist even without them. This does not mean that the students are unable to promote new initiatives, however it is important that also here the activities be carried out in light of the assumption that their role is to serve as a catalyst for the existing organisations, so that these may be able to continue to promote the required change (Kaufman, 2004).

It is important to emphasise that this does not mean that work with communities that are not organised or stand at initial organisation stages is not legitimate and important. However, in light of the limitations and vulnerabilities mentioned above, it is recommended that engagements in these cases be carried out by professional elements in the field, which are able to provide the ongoing assistance over time.

In addition, it is crucial that the partnership with the community be kept during all phases of the process. From the outset - meaning from the stage of selecting

the social issue, diagnosing the needs, setting up the goals and constructing an engagement plan, and also during the stage of implementing the engagement and its assessment - the students are required to work in collaboration with factors within the community (organisations, associations, key figures, etc.). This proposal stems from the same previous assumption that had been presented, that students do not wish to replace the factors operating in the field, and do not even protest to say that they “own” the know-how. Moreover, the more the various factors in the community will be involved in the preliminary stages, significant crossroads, and particularly the decision-making processes concerning the activities, the more the chances increase that they will feel that they are partners and are committed to its continuation after the completion of the students’ involvement within the framework of the course.

In conclusion, it is important to emphasise that the principles formulated are wide ranging and raise a number of additional issues which we should be examined and deepened. For example, how do we define a community? Does a community have dichotomous borders? Do the community’s organisers or leaders represent the population and their needs?

There is no cookie-cutter answer for working with a variety of elements in light of the various needs and constraints. Working with communities is a complex issue that must be considered continuously, both according to the unique needs of the communities we work with as well as according to the unique needs of the various socially engaged courses, beginning at the stage of social action. It is a sensitive matter that must work in collaboration with the different factors within the community.

# Toolbox for Socially Engaged Courses

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## I. Examples of Community-Academic-Student Agreements

*Shulamit Sapir and Zeevik Greenberg, Tel-Hai Academic College*

This document gathers the recommendations for formulating agreements in courses that combine academic studies and social action. The purpose of a joint programme involving the academic institution and the community in a planned and coordinated manner is to construct goals and targets and distribute the duties and responsibilities aimed at ensuring the success of operating the programme despite its complexity.

Note that for the purpose of drafting this document, we examined agreements of courses starting at the stages of implementation with the community from various academic institutions. We reviewed various agreements and formulated recommendations according to the highlights that are common to all of the agreements.

### **Rationale**

For many years the academy has operated among institutions and organisations it relates to. Some of the activities were based on studies and aimed at the professional training of the student, whilst others were created by the academy's involvement in various social programmes and civic or philanthropic organisations. In the past, the custom was that the academy brings the know-how and leads the programme's thinking process, planning and organisation. This course of action created a reality in which there is a leading partner, while the organisations outside of the academy were part of the programme though not full partners as such.

In recent years, emphasis has been placed on the construction of a partnership based on mutual acknowledgment and familiarity between the academy and the organisations surrounding it. These promote the building of a partnership based on trust, of joint thinking and even joint operation of the programmes for the long run.

An examination of various types of partnerships has shown that there are four types of agreements between the academy and the organisations with which it operates:

1. A legal contract - this agreement is considered to be the most tightly built agreement and is signed by representatives of the organisations' administration. This is a fundamental agreement holding contractual and legal implications.
2. A structured operational agreement signed by the activities' directors at both the academy and the organisation. This is a binding and formal agreement, accepted by both parties. It is required to include most of the responsibility areas and the operating characteristics of the programme. This document includes recommendations designed for this type of agreement.
3. Memorandum - a less formal document that summarises the agreements the partners have reached during their discussions. The distribution of this document constitutes the agreement of all of the parties to accept that which is detailed within it.
4. Oral agreements between partners - agreements reached by the partners orally are considered as binding all of the parties, however they are not written and are not documented. Such agreements characterise work with small organisations, individuals with unique initiatives contacting the academic institution for ad-hoc operations and activities held within a short-term trial framework.

We have reviewed various documents and found that there is a distinction between the various organisations and their areas of responsibility in operating the programme. These documents gather recommendations according to the areas of responsibility of each of the partners. The areas of responsibility may vary according to the nature of the programme, however it is advised to ensure that all of the recommendations have been implemented towards reaching an agreement on operating the programme.

**The academic institution's areas of responsibility:**

**Programme director** - Manages the programme and is responsible for ensuring forward thinking concerning the programme, its operation in practice, maintaining a monitoring process over the operation of the programme, its goals and their attainment, planning an annual work plan, and the promotion of the programme itself.

**Financial management** - Performed by an office holder who is responsible for the financial operation of the programme, budget tracking and monitoring,

ensuring effective utilisation of the financial resources, drawing the expenses and monitoring the budget management throughout the programme.

**Operations coordinator** - Responsible for the day-to-day operation of the programme: they are responsible for locating the organisation, closing the agreement with the organisation, determining the number of students in any given activity, and tracking the progress throughout the year. The operations coordinator is also responsible for operating the students, their assignment and commencement of activities, as well as the ongoing monitoring of the programme. They serve as the academic institution's contact for the organisation's coordinator. The operations coordinator who prepares the combined course will present the course's structure before the organisation in which the students will operate and coordinates the activities.

**Course lecturer** - Responsible for the theoretical contents, the studies within the academy and linking the theoretical information to the practical as well as emphasising the characteristics of the project's service learning. The lecturer is responsible for all of the course's contents. The lecturer should be involved from the project's initial coordination and construction meeting.

**Matching expectations** - This is the initial stage in operating the programme. The stage of matching expectations begins along with the idea for the initiative, and includes the review of the values shared by the academy and the organisation, the significant values of the programme, and the goals and targets of each institution (those that are shared as well as those that are significant to the student). The academic institution carries out the coordination and set-up of the meeting, however attention should be given to the organisation's needs and goals. This matching process serves as the foundation for constructing the partnership, and such discussions should be held three times a year: prior to operating the project, in the middle of the year upon completion of the first semester and towards the end of the year. The initial matching of expectations will express the agreement on shared values and goals, as well as the manner of operating the programme.

**Number of students** - It is required to adjust the number of students to the organisation and the organisation's ability to take in the students, provide them with proper guidance for the role and enable each student to perform significant activities.

**Funding consumables** - For each project advance planning of the costs of consumables (travel back and forth, art materials, construction of common deliverables, etc.) is required. The academic institution is responsible for submitting a budget proposal and formulating a joint budget in which the source of funding for these activities is clear to both parties. The academic institution may contact the organisation and ask it to bear some of the expenses, however this should be done prior to the onset of the activities.

**The organisation in which the operations take place - areas of responsibility:**

**Physical infrastructure** - The organisation is required to plan the conditions required for setting up the operations, such as activity rooms, training rooms, seating areas, audiovisual equipment and other fixed equipment as will be determined while planning the annual work plan.

**Professional personnel** - The organisation will allocate the personnel required for the project: a coordinator for the project who is a professional guide that will instruct and operate the students and is required to have training skills, the ability to construct connections and links between the students and the organisation, demonstrate empathy, provide personal support and troubleshooting.

**Professional training** - The organisation will be responsible for constructing a professional training programme for the students operating within the organisation. The organisation is responsible for the training programme, however it will be constructed in coordination and collaboration with the academic assistant and the academic lecturer in order to generate content coordination and a holistic professional construction for the student.

**Mailing list** - The organisation is responsible for obtaining all of the students' contact information, providing them with contact information on their side, and placing them on the organisation's relevant mailing list. We believe that this provides the students with a sense of belonging, broadens their understanding of the organisation's operations and its contents, and deepens their commitment to the organisation and activities throughout the year.

**Defining the learning period** - A time frame will be defined during which the students observe and study the organisation and their role. During this training period the organisation is committed to providing the students with consulting,



guidance and information services, however the student is not allowed to provide any services to the population.

**Exposure meeting** - An opening meeting to be held at the receiving organisation. The receiving organisation is responsible for the meeting and it will be planned by the organisation together with the academic institution. At the exposure meeting the representatives of the organisation and the representatives of the institution will speak, and the institution's organisational structure and an annual work plan, as well as the key office holders relevant to the programme at the institution and the organisation, will also be presented.

**Both the organisation and the institution - areas of responsibility:**

**Activity hours** - The number of students and the number of hours expected will be agreed upon. These will be determined based on the organisation's needs, the student's needs and the number of hours they are able to operate within the programme. It is important to set up and define in an exact manner the number of hours and fixed dates the student will arrive at, and at which times they will be provided with the conditions required for them for the activities.

**Defining responsibilities** - It is required to draw an agreement letter. This is an agreement that sets forth the areas of responsibility, the manner of care and indemnification should there be any lawsuit by one of the parties against the other, or by a third party against one of the parties. It is recommended to draw a uniform agreement for the academic institution and adjust the legal agreement to the various organisations.

**Defining agreed roles** - It is required to set forth the roles of all of the participants in the programme, the areas of responsibility for each one of them and find the common points for the various roles in the context of guiding the student, activity contents, administrative domains and domains related to the academic contents.

**Common vision** - Both the academic institution and the organisation are responsible for refining the common goals of the two institutions, the manner in which they relate to the student in the context of the academic course and the practical training. It is required that these contents are emphasised together several times a year.

**Annual work plan** - The academic institution is responsible for the initiative, however the design of the programme including the commencement dates, end date, as well as vacations and special dates are compatible with the needs of the organisations, the target audiences and the academic calendars. This calendar should include dates, contents and activities at a draft level. The calendar will express the agreed annual work plan, the values, goals and objectives shared by them for which the programme was designed. The calendar will be distributed to the relevant people at each institution and will be distributed to the students as part of the syllabus.

**Documentation** - The organisation and the institution are jointly responsible for constructing the project's documentation plan. The documentation will include the goals and objectives, the annual plan, minutes of steering committees' discussions, discussion summaries, documentation provided by the player at the organisation and the students' documentation of their activities. It is recommended that the audiovisual equipment required for documenting visual contents are decided upon and set up in advance.

**Verbal evaluation** - It is recommended that twice a year an orderly and documented evaluation discussion be held with the student, conducted by both the organisation's guide and the coordinator on behalf of the academy. During this evaluation there will be a discussion of the achievements and challenges, and that which requires changes will be presented, as well as an agreement on future courses of action. These evaluation discussions will be a part of awarding the numerical grade, should it be decided to award a numerical grade. This will also serve as part of the project's documentation.

**Components of the grade** - The grade is under the academic institution's responsibility. We recommend that the grade's components and their weighting be set forth in advance at the request of the academic institution and be presented to the organisation. Each of the parties will be aware of its share in setting the grade. The metrics in constructing the grade, the project's significant indicator and the basis for the grade the student is given will be agreed upon in advance. Following agreement, this information will be given to the student by the operations coordinator.

## II. Ethical Considerations

*Aviv Alhasid, Tamar Arman, Shelly Hershko, Ruti Kantor; Bezalel Academy of Arts and Design*

In most higher education institutions there is a code of ethics that regulates and clarifies the framework of responsibilities and the basic ethical rules within the academic space.

The courses that include social operations, by nature, deviate from the clear boundaries of the academy's traditional and conventional role. These courses extend beyond the boundaries of the classroom and conventional studies of lecturer and students, involve additional players and factors (members of the community, organisations, associations, individuals), include direct interaction between the students and the community, and usually take place (at least part of the time) outside of the academy.

These unique features raise ethical questions for which it is difficult to find unequivocal answers within the institution's general code of ethics.

The purpose of this document is to raise questions and issues that should be considered in setting up a "code of ethics" or basic ethical guidelines designed to create boundaries and a safe work space, open and enabling norms of behavior, and conducted as a binding cultural framework. The document also aims to shed light on guidelines to provide responses to the various players involved when ethical questions arise, and where there is a lack of clarity concerning the activities, behavioural rules and responsibility frameworks.

We assume that there are additional ethical questions and issues arising from the joint work of academy and community. We believe that these questions (even if they remain open), as well as thinking of a framework and operational rules towards work with the community, are of great importance. However, they should be validated later while working with the community and the working rules drawn should be relevant to both the community and the academy members who work together.

We believe that some of the main issues and questions that should be considered are:

**Issues concerning the selection/engagement with the community:**

- What is a community? When is it legitimate and when is it not?
- Who are the actors with whom we communicate?
- What type of communities will the academy allow engaging with, and what are the criteria for determining so?

**Issues concerning the relationship with the community:**

- Understanding the community's basic needs and understanding the academy's ability to meet them, and vice versa.
- In what manner does the community serve as a partner to the course and activities?
- How is the common value of the academy-community collaboration defined?
- Can the community be a research object, in what manner, and what are the operation rules in this context? (Transparency, signing an agreement, etc.)
- Must every course provide the community with defined gains?
- Setting forth of transparency principles both on behalf of the academy as well as of the community.
- Has a contract been signed or has an agreement in writing been drawn concerning the common expectations?

**Issues regarding the institution's responsibilities and setting forth of rules of conduct:**

- What is the institution's responsibility toward the students entering the community?
- Setting forth of the students' rules of conduct in working with the community.
- Accepted guidelines in working with people - questionnaires, privacy, what may be published and in what manner?

- Securing information, in the context of confidentiality.
- Privacy and confidentiality settings in the present and the future.
- Information and know-how - security, transparency, sharing, etc.
- An option given to students or lecturers not to participate for conscience reasons.
- Questions regarding conflict of interest - which organisations do the students/lecturers choose? Are they allowed to choose a community or organisation in which they work or belong to outside of the academy, etc.?

**Issues concerning the common deliverables:**

- Intellectual property issues - to whom do the deliverables belong?
- Who owns the copyrights?
- Who owns the usage rights?

### III. Digital Archive and Online Platform

*Hila Zaksenberg and Shir Raz, Bezalel Academy of Arts and Design*

Academic institutions in Israel have been leading projects for promoting social involvement for a number of years. The projects' essences are varied and include: courses, workshops and conferences, personal projects, volunteering frameworks, professional clinics, etc. The projects involve academic and administrative staff, members of higher education institutions, students, active members of associations, members of civil coalitions and representatives on behalf of various communities.

Over the years, all of the parties participating in the projects - academy and community - gain experience, are exposed to a plethora of materials, collect existing information and create new information that assists in developing the social activities and create a professional opinion domain. However, we have identified that most of the materials, the know-how and experience are passed on as word of mouth and there is no online platform to maintain this information and make it accessible.

Within the Tempus ESPRIT project we have realised that in order to harness additional activists for social involvement and in order to increase the impact on the academic discourse, we must accumulate the project's information, document our activities and make these accessible to the academic and general public.

Therefore, in recent years the need arose for an online data pool that will assist in accumulating the materials to form a professional information pool for learning, teaching and marketing purposes. For these reasons we have established the digital archive of the Tempus ESPRIT project, which allows, for the first time, the various parties involved in the project and stakeholders within the domain of social involvement to keep and manage the information they hold in a convenient and user-friendly manner. As a result of the ESPRIT socially engaged courses, an online archive was created. The main objectives of this archive were to:

1. Create an interactive web resource in the form of a digital archive in which the socially engaged modules being piloted will be summarised and digitally presented.

2. Provide the project partners with a tool for intimate reflection and examination of modules. The archive was linked to the project's website and will act as a dynamic and innovative dissemination medium.

Each pilot course is represented within the digital archive through visual evidence, testimonials and interviews, with students, lecturers, and community benefactors providing a qualitative evidence base alongside quantitative analysis including comparative assessment of scale, scope, cost and value. The archive includes information related to each course, pictures and video interviews of faculty, staff and community benefactors. The archive is available online for HEI representatives, policy makers and community benefactors to visit.

Within the project, the ESPRIT digital archive also served as an online platform through which lecturers shared materials concerning the planning and management of courses that combine social action. Syllabi, articles, agreements with communities, student papers, ethical questions and pedagogic dilemmas are among the materials that may be found in the archive. Such materials are presented through documents, images and video clips that allow learning about the courses in a professional and experiential manner.

During the second part of the project we decided to expand the archive's collection domain and include within it additional deliverables created by the work groups in the ESPRIT project. This need stemmed from the unique value of the materials created and collected over the last three years. Transcripts of interviews created as part of preparative research for the Social Benchmarking Tool, guidelines for constructing a course that combines social involvement, documentation of thinking processes concerning the issue of social responsibility, and documents in writing regarding ethical dilemmas in work processes are a few examples of such materials. Beyond maintaining these materials and making them accessible, the ESPRIT archive serves as a central tool for sharing knowledge and peer communications. It is possible to conduct searches within the archive by name of academic institution, community name, activity year, name of one of the active members in the projects, the country region as well as using topic tags such as "civic action", "activism", "skills for policy changing", "work process", "institutional policy", "human rights", "art within public spaces", and a variety of other topics.

The archive had been established as part of the ESPRIT project and currently serves the institutions taking part in the project. Our hope is that in the near future additional entities, academic and non-academic, that wish to initiate new activities promoting social responsibility and combining the academy and community will make use of the archive and contribute new information to it. Making the material accessible on the open network constitutes a tool for distributing information that calls for new initiatives and collaborations.



## **IV. Workshop Outline for Student Preparation**

*Edith Blit-Cohen, Hebrew University of Jerusalem*

*Ziv Lidror, Interdisciplinary Center Herzlyia, Eytan Shouker, Bezalel Academy of Arts and Design*

### **Guidelines for preparatory workshops for courses that include social engagement**

#### **Introduction**

According to the data collected, there is agreement among the lecturers that there is a need for an introductory workshop that will present to the students the meaning of an academic course that combines social/community action and the guidelines for working with a community. An overlap had been found in central issues learned in most of the courses and therefore it is recommended to examine the possibility of bringing all of the information together in a combined manner through an introductory workshop, in order to enable the lecturers to utilise the course's timeframe more effectively. The workshop will display before the students an umbrella of transverse information and enable each lecturer to dive into the specific topics within the course, broadening the topics discussed in the workshop.

The document refers to one of the following options:

1. The duration of the workshop.
2. Various options for integrating students from a number of courses in a common introductory workshop.
3. A proposal for an introductory workshop for lecturers in courses at the community stage.
4. A shared preparatory workshop for entities from the community and academia.

Due to the variance of the courses, shared highlights will be emphasised, which may only partially suit each course. The introductory workshop will allow for strengthening and sharpening the relevant contents of each course.

## **Models that address the parameters of the workshop's duration and the composition of its participants**

### **A. Preparation within the framework of the course itself:**

**Option 1** - Preparation within the framework of the course's hours

**Advantages:** Preparation specifically tailored to the needs of the course.

**Disadvantages:** Waste of time resources, delay in commencing activities in the field, harm to the students' readiness to work with the community.

**Option 2** - A full day preparatory workshop for a specific course

**Advantages:** Gathering relevant issues in a concentrated manner that will be **expanded** during the course.

**Disadvantages:** Requires separate logistics and budgeting preparation.

**Option 3** - A preparatory course for a specific course over a few days

**Advantages:** Gathering relevant issues in a concentrated manner that will be expanded during the course.

**Disadvantages:** Requires separate logistics and budgeting preparation.

### **B. A preparatory workshop for a number of courses held at the same institution**

**Option 1** - One day

**Advantages:** The possibility of integrating a number of lecturers, expanding the range of examples and multi-professional learning.

**Disadvantages:** Requires separate logistics and budgeting preparation.

**Option 2** - Two days

**Advantages:** The possibility of integrating a number of lecturers, expanding the range of examples and multi-professional learning.

**Disadvantages:** Requires separate logistics and budgeting preparation.

### **C. A preparatory workshop including two institutions in close proximity**

#### **Option 1 - A day**

**Advantages:** The possibility of integrating a number of lecturers, expanding the interdisciplinary character, increasing the range of examples and theoretical material.

**Disadvantages:** Requires separate complex logistics and budgeting preparation.

#### **Option 2 - Two days**

**Advantages:** The possibility of integrating a number of lecturers, expanding the interdisciplinary character, increasing the range of examples and theoretical material.

**Disadvantages:** Requires separate complex logistics and budgeting preparation.

### **D. A preparatory workshop for lecturers from different institutions that hold action-engaged courses**

We recommend conducting a two-day workshop for all of the lecturers who engage in community-engagement courses in the higher education institutions in Israel.

1. The workshop will include topics that are similar to those detailed for the students, with added topics that concern the manner in which the information may be delivered.
2. The workshop will be funded by the institutions, the Higher Education Council, Tempus or other platforms.
3. The workshop will include accommodation at a place that will allow unmediated meetings for exchanging information, experiences and the possibility of forming collaborations among the lecturers.
4. Participation in the workshop will be credited to the lecturers as credits points for professional promotion at the institution.

### **E. A Preparatory workshop for the community**

1. The workshop will be offered to active residents, community workers, community directors, urban factors and relevant contact people.
2. Delivery of the general topics listed in Section 3.
3. Distinction between volunteerism, work with students on scholarships (Perach, Ruakh Hadasha, etc.) and professional training, as opposed to working with students within the framework of an academic course.
4. Defining the community's needs, the complexity of working with students, the students' timetable constraints.

### **F. A shared preparatory workshop for entities from the community and academia**

1. We recommend examining the possibility of a two-day workshop that will enable the gathering of community factors, lecturers, students and graduates of socially engaged courses.
2. Within the framework of the workshop, several workshops will be delivered simultaneously by each of the factors according to the "Non-Conference" model, which will enable the flow of information in an open and direct manner.
3. The gathering will enable the lecturers who wish to develop a socially engaged course to dive into the complexity and opportunities of the platform.
4. The gathering will enable each of the participants to understand more thoroughly the specific and general needs of each party.
5. The gathering will enable new collaborations or additional factors joining existing projects.

### **Recommended topics for preparatory workshops**

#### **A. General topics:**

1. The uniqueness of socially engaged courses, and the distinction between volunteerism and professional training.
2. Exposure to the basic theoretical background that is crucial for working with the community and matching expectations: workload, commitment to the course, the other students and the community
3. Observation and listening - initiating a project according to the community's needs and its development according to the students', the academy's and the community's needs.
4. Critical thinking in social involvement.

5. The course's tasks, work procedures and evaluation
6. Tips for teamwork that characterise the nature of the practical work
7. Aligning expectations with the students on "What am I getting out of this?": the study of deliverables on the educational, social, civic and personal levels and the importance of developing the academic skills acquired within the framework of the course with regard to the development of the graduates on the professional, social and personal levels.
8. A discussion on the importance of audiovisual and textual documentation of the process and deliverables for the community and the student, as well as for creating public and media resonance of the project.
9. Ethics and legal constraints, codes of ethics, what can be done when there is a conflict of interests between the "student's gains" and the project, what can be done when the project goes against the needs of the individual within the community, ethical issues concerning funding, sponsorships and collaborations.
10. An agreement between the lecturer and the students and between the student and the work group members - a fundamental discussion and "modeling" a written or oral agreement between the course and the community.
11. Agreements and contracts between the participants of the project, the institutions and the bodies involved.
12. Evaluation metrics: What is to be evaluated and how?, What is considered to be a success?, internal versus external evaluation, forming evaluations and final evaluations, the place of the organisation or the community in the evaluation.
12. Exposure and analysis of a number of projects from different disciplines according to the points discussed in the workshop.

### **B. Work with the community:**

1. Basic terms: Defining a community, getting familiar with the community, mapping needs and assets, diagnosing social situations.
2. Creating contact with the community: People, organisations and community services as well as obtaining legitimacy to operate in the community.
3. Mapping the community: History, sociology, political and economic background, demographic and cultural characteristics.
4. Fundamental terms of collaboration, participation and partnership.
5. Early preparation of the process of parting from the students and examining the continued collaboration with new students.

### **C. Work with organisations:**

1. Diagnosing the organisation: The organisation's objectives, correlation between targets and plans, connection with customers.
2. Mapping and identifying key figures in the organisation.
3. Obtaining from the organisation a brief regarding the needs, difficulties and work procedures and examining the relevancy to the course.
4. Obtaining legitimacy to operate - a formal and informal "stamp".
5. Matching expectations between the students and the organisation.

### **The manner of delivering the workshop**

1. Lecturers with proven experience in the field of work with a community and socially engaged courses will deliver the workshop.
2. It is recommended that the workshop will include theoretical and practical aspects. Practical tools will be given for working with a community and organisations.
3. It is recommended that the workshop will include group bonding sessions, role-play and simulations to illustrate that which is learned.
4. It is advised to allow mutual learning space between the various students, especially if they come from different disciplines.

## V. Defining Learning Outcomes for Socially Engaged Courses

*Liat Brix-Etgar, Bezalel Academy of Arts and Design  
Naama Levin, Ben-Gurion University of the Negev*

*"Learning outcomes are important for recognition... the principal question asked of the student or the graduate will therefore no longer be "what did you do to obtain your degree?" but rather "what can you do now that you have obtained your degree?". This approach is of relevance to the labor market and is certainly more flexible when taking into account issues of lifelong learning, non-traditional learning, and other forms of non-formal educational experiences."*

(Council of Europe, 2002)

Studies show that socially engaged courses provide significant contribution to achieving the fundamental learning outcomes of the studied domain or degree and a positive influence on the academic achievements (Astin and Sax, 1998). These studies reinforce the importance of the participation of students in socially engaged courses as part of their unique academic and professional training. These learning outcomes constitute, many times, the platform that allows the academic, professional and personal development.

Socially engaged courses strive to strengthen the students' understanding and the social context in which they work, develop their ability to act for social change and expand their activities and civic involvement. These objectives are expressed in the learning outcomes of the courses that took part in the pilot and are shown herein. These learning outcomes express the student's involvement within the personal, social and civic domains.

We chose to classify these pursuant to Dr. Declan Kennedy's proposal (Kennedy 2007), according to Bloom's taxonomy. Bloom proposes that it is possible to divide the learning process into six levels of thinking, organised in a hierarchical order of complexity:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

Socially engaged courses are characterised by learning outcomes on all levels of complexity. Next to each learning outcome we have noted the appropriate level of thinking. We recommend ensuring the maintenance of the broad range of the complexity levels in planning the classes and teaching methodology. Upon successful completion of the course the student will be able to:

1. Identify and discuss the social needs of the community. (1, 2)
2. Identify, discuss and analyse the dilemmas/political issues. (1, 2, 4)
3. Identify and analyse the community and the stakeholders. (1, 4)
4. Cooperate with the team and different actors in the process. (3)
5. Design a working process according to defined needs and a theoretical framework. (5)
6. Integrate local knowledge and professional knowledge. (5)
7. Evaluate the situation and make decisions under conditions of uncertainty. (6)
8. Reflect on their work and assess it. (6)
9. Be able to publicly present and defend their project. (6)

## **Evaluation**

There is no uniform model for evaluating students in socially engaged courses. Our goal is not to propose a common model but rather to start a discussion on various issues that characterise the complexity of evaluating the students in such courses. Space does not permit detailing and expanding on all of the issues in this brief review. However, it is necessary to continue to develop this important discussion.

### 1. The ratio between the disciplinary and civil learning outcomes

In each of the courses, in awarding the grade different weights are given to the ratio between obtaining the disciplinary learning outcomes and the learning outcomes in the social and civic domains. It may be seen that in courses where there is correlation between the learning outcomes in the social and civic domains and the disciplinary learning outcomes (for example, social work), great weight is given to these learning outcomes, which are evaluated carefully and comprise a high percentage of the grade. In courses where there is no essential correlation between the various components of the learning outcomes (for example, architecture), greater weight is given when awarding the grade to the disciplinary learning outcomes.



Is it possible to determine an ideal ratio between obtaining the various learning outcomes and the grade's components, common to all of the socially-engaged courses? Is obtaining the civil learning outcomes a mandatory condition for successfully completing the course?

## 2. The ratio between evaluation and grade

We believe that all of the learning outcomes that express the student's development are worth observing and evaluating. However, are all required to constitute a part of the grade upon completing the course? In what way could the grade express the unique development of the student within the framework of the course?

The work process in a socially engaged course is dynamic and affected by many factors, and at times some of the civic learning outcomes of the project are not achieved. Usually, it is difficult for the lecturer to evaluate precisely the student's measure of responsibility against the impact of the other factors (characteristics of the community, circumstances, political conditions, etc.). Is it proper to set forth within the framework of the course learning outcomes where their achievement would not constitute a part of the grade? What would the impact be of this on the students' motivation and commitment?

In addition, within the framework of these courses, emotional skills frequently evolve such as empathy, acceptance or overcoming difficulties. Is it proper to evaluate these aspects directly? To what extent does their development affect the grade? Should these constitute a part of the grade?

## 3. Evaluating a project that takes place in a group

An additional dilemma with which lecturers of socially engaged courses must cope is how to award a grade for activities carried out by a group of students, particularly by a large group. Frequently the group work is not distributed equally or fairly among the group members. Beyond the "objective" factors that characterise group work - such as differences in students' applications, the difficulty in coordinating meeting times that are convenient for everyone, and the need for ongoing updates and coordinating with all of the members of the group - there are also "subjective" factors such as the measure of the student's motivation, which vary among students and affect the measure and the nature of their involvement in the project.

Moreover, especially when it comes to working in large groups, and in mandatory course that do not allow the student the choice of whether or not to join a socially-engaged course, we see the phenomenon of concealed inactivity, or the “free rider phenomenon”. This refers to students who are not involved in the project as required and expected from them, however they complete the course and obtain a grade due to the activities of their group members. The lecturers, who are unable to join and track the entire work process of the group, often find it difficult to identify such students and/or prove that indeed they did not take a significant part in the project, and rightfully so. Lastly, another complex factor of group evaluation is the need to collaborate and cooperate. This entails each participant taking responsibility not only for a particular aspect of the project but also the whole overview of its implementation and achievement. We must remember that socially engaged courses require a great deal of communication between the members, lateral thinking, adaptation and conciliation of different postures.

So, for example, what constitutes the mentioned community? Do the community’s leaders and/or the organisations assisting it truly represent its people and/or have a uniform position regarding the engagement? Does the community have the tools for evaluating the students’ activities? Can the community, in terms of ethics, be a partner in determining the grades of students of the course? Was the community exposed to all phases of the process, the barriers and dilemmas with which the students struggled throughout the way? Is their evaluation affected by the measure of the personal relations they had formed with the students, the deliverables and/or the feelings with which they had completed the joint operations? It is our humble opinion that this should not prevent the incorporation of the community in evaluating the project. Furthermore, with the concept that the community is knowledgeable, experienced and a partner in the activities, it is certainly worthy to think of ways to involve it during this stage as well. However, attention should be given to the issues presented above and others that may arise.

4. The ratio between the evaluation of the students’ work process and the direct deliverables and the outcome of their work.

Upon evaluating the students’ work, there is tension between the evaluation of their work process and the evaluation of the direct deliverables (outputs) and the project’s outcome (achieving the ultimate goal).

At times, the deliverable and outcome are not compatible with the quality of the process, as the former may be affected by a variety of intervening factors such as central events within the public arena at such time (change of government, disasters and crises/protests, etc.); dominant social values; the measure of public awareness the social issue at the centre of the engagement receives; the measure of legitimacy and acknowledgment the community is given; and the type of partners, their level of motivation, the dynamics among them, amongst others.

Moreover, the students' work process does not take place in a void and may itself be affected by the aforementioned intervening factors. It is important to add and note that especially when it comes to actions for social change there are processes that may require a long time before the intended goal is achieved and, as a result, many times the students will not get to see the fruits of his or her actions upon completing the course.

## Summary and Conclusions

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As the ESPRIT project developed and deepened, it became increasingly clear that there is no cookie-cutter model or definition for socially engaged curricula. It is understood that different courses could benefit from a variety of approaches and structures tailored to their unique needs and contexts.

While acknowledging the flexibility and variety in socially engaged curricula, the project also shed light on a number of guiding principles that could benefit the development of social engagement models. The implementation of basic principles could be beneficial to the success of these courses, and by extension benefit community action.

By contemplating these principles, socially engaged curricula support the notion that alongside academic achievements, institutions are also measured by their social characteristics. Through this project ESPRIT hopes to influence and improve the higher education system, strengthening the ties of institutions and their students with the society in which they operate.

Alongside the guiding principles, the project outcomes also point to a number of concepts and equilibria on which socially engaged courses are based. By mapping over thirty courses from Israeli and European institutions, as well as through the pilot process, various features of socially engaged courses were underscored, which could be positioned on different dialectical axis. The graph below includes examples of relevant axes, which highlight the different equilibria in which these types of courses could find themselves.

### BALANCE GRID FROM THE QUESTIONNAIRES



These grids provide an understanding of the complexities involved in developing and running socially engaged courses. They also raise questions as to the development and establishment of goals, the position in the field of the different participants, the communication flow of the actors involved, as well as the type of outcome being provided and which serves not only to benefit the community but also to create conscious citizens involved in their surroundings while also acting professionally through our social structures.

It is also important to reflect on the process undertaken in this project. The three-year process included two interrelated routes of development. The first incorporated the methodology set out in the Tempus application, which called for the development and piloting of course models for social engagement. In this regard, the project went beyond the anticipated number of piloted courses. Courses were piloted by faculty members, both within and external to the consortium, who saw an opportunity to learn and develop the socially engaged courses in their institutions and strengthen cooperation with other institutions. The second integral part of the project consisted of a dynamic dialogue and ongoing forum for discussion between lecturers through workshops, expert lectures and roundtables. This process raised questions, complexities and enabled the sharing of knowledge between the various disciplines represented through the piloted courses.

The dialogue with the European partners was invaluable to the process and outcomes. Through joint workshops and consortium meetings, faculty members from Israeli and European institutions were presented with an opportunity for mutual learning. The similarities and differences between Israel and Europe raised many opportunities for discussion and learning between partners. Workshops on socially engaged courses were conducted at the University of Brighton, Masaryk University and University of Santiago de Compostela. Each opportunity exposed partners from both sides to various expertise and ideas in the sphere of social engagement.

At the University of Santiago de Compostela's two-day workshop, the group was exposed to the advancement of pedagogical methods that combine learning with concepts and action related to social needs. The sessions also shed light on the role of academia in educating students for a better and active citizenship and commitment to their civic duty in the future.

Workshop sessions at the University of Brighton exposed the importance of sustaining socially engaged courses in the academic institution through a clear policy. It also revealed best practices for evaluating courses that include social engagement, through an understanding of the triangular model for quality assurance.

The Masaryk University workshops focused on the role of non-governmental organisations (NGOs) in socially engaged courses and their relation to the academic stakeholders (students and faculty administration). Thought-provoking discussions were raised regarding the important role given to the NGOs in the academic process of the course (developing, grading and evaluating).

In three years, the ESPRIT project achieved important outcomes and outputs with regards to strengthening the conceptual understanding of socially engaged curriculum as well as in the development of models for enhancing their role and impact on the academic and community landscapes. Although the project is set to end in 2016, the community established will continue to discuss and develop aims to expand to a wide forum. The creation of the mutual learning community that developed helped throughout the process and enriched the outcome. The lectures not only applied the piloted programme based on the basic principles, but also reported their experiences and provided the information for the digital archive that provided sources, inspiration, material and knowledge exchange. It is a great achievement that this information aided in creating the tool that is the Digital Archive, which was developed and will serve as an ongoing and sustainable platform for existing and new ideas.

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# ANNEX

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## Annex 1



### **Socially Involved Courses - "Gathering Good Practices"**

#### **Tempus ESPRIT Project**

#### **1. General Information (from course<sup>7</sup> syllabus)**

\* If this information is not in the syllabus please provide the information below

- **Short outline summary of the course (150 words)**

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- **Key aim of the course (1 sentence)**

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- **The level of the course and possible year of study (Bachelor's, Master's, Post-graduate, etc., first year, second year, etc.)**

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<sup>7</sup> Course ; referred to as a module in some institutions - An accredited academic unit of study

- **Identify any pre-requisites for this course.** (Do you need to have any prior knowledge, skills or abilities to do this course? Do students need to complete a prior course in order to take this one?)

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- **Academic credits attached to the course**

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- **Contact hours (number of contact hours with the instructor)**

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- **Workload** (estimated number of hours that the students are expected to invest in the course learning process: assignments, projects, readings, etc. for the period of the course)

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- **Pedagogic methods used** (please indicate by highlighting the relevant method or methods used).

- 1) Lectures
- 2) Seminars
- 3) Workshops
- 4) Studio
- 5) Fieldwork

Other: \_\_\_\_\_

## 2. Context:

- What key academic and applied references is your course based on?

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- **List the main references**

(This may also include indicative reading/reference materials for students)

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- **Other expectations and requirements.** For example, do you require adherence with the following (please indicate by highlighting the relevant answer or answers):

- 1) Ethical codes of practice and clearance
- 2) Social and cultural conduct
- 3) Safeguarding (for children and vulnerable adults)
- 4) Health and safety guidance and knowledge
- 5) Risk assessment and management

Additional comments:

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**Describe, if relevant, the balance between the theoretical and applied dimensions of the course (i.e. "in class" and "in the field")**

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**Does this course have external sponsors?**

Yes / No

If yes, are the sponsors

1. Governmental
2. Academic foundation
3. Commercial
4. NGO
5. Other \_\_\_\_\_

**If so, what resources are provided?** (Please indicate by highlighting the relevant answer or answers)

1. Financial
2. Professional
3. Technical
4. Model-making/prototyping
5. Technological (3D printing or vacuum-forming, for example)
6. Other: \_\_\_\_\_

Additional Comments: \_\_\_\_\_

**3. Course Personnel and Students:**

**• Who is the Course Director?**

Name \_\_\_\_\_ Discipline (expertise) \_\_\_\_\_

Please also indicate if there are any additional personnel, supporting teachers/ professional expertise (teaching assistants, administrative or technical support, etc.)

\_\_\_\_\_

**• What is the minimum/maximum number of students that can participate in this course?**

Min: \_\_\_\_\_ Max: \_\_\_\_\_

Student-teacher ratio: \_\_\_\_\_

**• Are there any special key drivers for the students associated with the course?** (i.e. scholarships, internships, etc.)

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**4. Community Engagement and Roles:**

**• Who are the community partners?**

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**• What were the criteria for choosing the community partners?** (Please indicate by highlighting the relevant answer or answers)

- 1. A correlation with the course's rationale
- 2. The academy's interest in promoting a certain community
- 3. The community or the academy's geographic location
- 4. Other: \_\_\_\_\_

Additional Comments: \_\_\_\_\_

• **Who initiated the relationship between the institution and the community partners?** (Please indicate by highlighting the relevant answer)

1. The community partners
2. The institution

Please specify body/individual in the institution \_\_\_\_\_

3. Other \_\_\_\_\_

• **Is the community/communities in direct contact with the institution?**

1. Yes
2. No

If not, who is the mediator? \_\_\_\_\_

• **How is the relationship between the institution and the community partners governed?** (Please indicate by highlighting the relevant answer)

1. Informal agreement
2. Contract
3. Other: \_\_\_\_\_

Additional comments: \_\_\_\_\_

• **What are the key drivers of the engagement from the community's perspective?** (Please indicate by highlighting the relevant answer or answers)

1. Monetary
2. Empowerment
3. Professional
4. Products
5. Other \_\_\_\_\_

Additional comments: \_\_\_\_\_

• **What was the community partner's or partners' involvement in developing this course?** (Please indicate by highlighting the relevant answer or answers)

1. None
2. Setting the goals
3. Organising the activities
4. Providing reading materials
5. Other \_\_\_\_\_

Additional remarks:

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• **Throughout the course and after meeting the community, did the goals and/or implementation of the course change?** If so, please provide specific examples.

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5. Outcomes and Outputs - By the end of the course:

• **What skills, competences and knowledge will the students have acquired?** (Applied knowledge, theoretical, etc.).

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• **What will communities or partners learn, know or how will they have benefitted after completion of the course?**

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- How will the above outcomes be assessed/evaluated? (Please indicate by highlighting the relevant answer or answers)

1. Questionnaire
2. The final product/s
3. The community's will to continue the project
4. Other: \_\_\_\_\_

- **Do you have any specific tools to evaluate the impact of your course on its target audiences (students and community partners)?**

1. Yes
2. No

If yes, please describe: \_\_\_\_\_

## **6. Assessment (grading)**

- **What do the students need to produce to demonstrate their learning?**  
(Please highlight the relevant answer/answers)

1. Final product (project)
2. Written exam
3. Written essay
4. Other: \_\_\_\_\_

- **If there is more than one assessment measure, what is the balance between them?**

\_\_\_\_\_ % Final product

\_\_\_\_\_ % Written exam

\_\_\_\_\_ % Written essay

\_\_\_\_\_ % Other



- **How is the assessment conducted and by whom?**

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## **7. Reflection and Evaluation**

- Describe obstacles you encountered in developing and implementing the course (i.e. unresponsive community members, suspicious or hostile environment in the community, etc.).

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- What would you do differently in developing your next course of this type?

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- Please describe the key strengths of your course that you would apply in developing future courses of this type?

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## Annex 2

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### Tempus-ESPRIT pilots' mid-term questionnaire on implementation of guiding principles

Course Title: \_\_\_\_\_

#### 1. Theory + Practice/Engagement

- What theoretical concepts is your course based on?
- Please describe how you manage the theory-practice balance.
- **If relevant**, please name specific academic resources on the topic of academic-community engagement that your course uses (i.e. references specific to community-academic relations).

#### 2. Developing the course

- In what way does your course involve the community partners in the development process?
- What are the main features of the development process?

#### 3. Student Preparation

- How does the course prepare students for community engagement activities?

#### 4. Student Assessment (Grading)

- How are the students graded?
- How is the community involved in the assessment process?
- Is there a peer assessment by students? If so, please describe.

#### 5. Agreement with community partner(s)

What kind of agreement is in place with the community partners?

#### 6. Course Learning Outcomes

What are the course's learning outcomes? (Bologna Style)

If relevant - Please outline 2-3 learning outcomes for the community partners (this question might be answered post-course).

**7. Course Evaluation (Quality Assurance/Feedback)** The ESPRIT project will implement a QA process for each pilot course. Please refer to any evaluation tools or strategies that you may have in place in addition to ESPRIT's evaluation.

- Please describe the course evaluation process.
- How is the triangular model (student, faculty and community feedback) implemented?

