



JDC Israel Tevet
Touching Lives, Transforming Communities



Career Advancement

Implementation Model
Theoretical Background, Rational and
Professional Toolkit

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JDC Israel Tevet
Touching Lives, Transforming Communities

TEVET, a partnership between JDC and the government of Israel, creates innovative employment initiatives to strengthen the social and economic fabric of Israel and cultivates equal opportunities through workforce participation and career advancement.

It achieves its goals by:

- Developing programs, models and innovative approaches to employment
- Implementing solutions and initiatives by working closely with employers
- Serving as a hub for knowledge development, spreading cutting edge concepts and interventions

Hundreds of thousands of people in Israel are outside the cycle of work or are working for low wages. JDC Israel-TEVET develops specific programs to help Haredim (Ultra-Orthodox Jews), Arabs, people with disabilities, new immigrants and young people find and retain a job and advance at work. Participants acquire employability skills and vocational training and they receive help and guidance to find work. The employment programs help these target populations overcome familial, social and cultural barriers and change their attitudes about employment. The programs operate in cooperation with employers to improve the wages of participants and their chances of career advancement.

The Kidum Employment Advancement Program

Theoretical Background, Rationale
and Implementation Model

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The guide uses the masculine form for convenience only, and is intended
equally for men and women.

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Foreword

Dear readers

The present era is characterized by rapid changes of pace in all aspects of life, alongside technological developments that directly affect the labor market. Professions that existed for hundreds or even thousands of years are disappearing, and new professions, which were unimaginable ten years ago, are created to satisfy changing demands. In terms of employment, the human resource – man – must maintain a high degree of flexibility and adaptability, in order to remain relevant in a labor market in which he will probably be required to change his place of work several times, and even to change or significantly adapt his professional/educational qualifications, according to fast-changing requirements.

Specific assistance for individuals and population groups who are outside the work cycle is therefore vital to ensure they have equal employment opportunities, but this is just the beginning. Today, job retention and advancement, two concepts that are explained in detail in this booklet, are additional threshold conditions for every person who desires to earn a good living for himself and his family.

This booklet has four main sections: the first section contains information intended to provide a picture of the situation of low-paid workers, and long-term trends. The second part discusses the concepts of job retention and advancement, their relevance to the ability to earn a good income over time, and examples of what is being done in the field in other parts of the world. The third part presents the experience of JDC Israel-TEVET with employment advancement programs, including the results of initial research, and an introduction to further research, which is being planned in conjunction with the Research Department of the National Insurance Institute. Finally, the fourth and most important part is a set of tools and task definitions, intended for those involved in the complex work of helping individuals to persevere and advance in today's dynamic and complex labor market.

We want to take this opportunity to thank the dedicated teams at the employment centers and in the employment programs who work tirelessly to promote real equality in employment. We also want to thank the unit heads who built the theoretical and program framework and enabled widespread dissemination and assimilation of knowledge.

Finally, thanks to our dedicated partners at the Ministries of Economics and Finance, the National Insurance Institute, and the Ministry of Welfare, who understand the need and encourage the integration of career advancement programming in various programs.

I am sure you will enjoy reading the booklet and implementing its tools.

Best wishes,

Sigal Shelach

CEO of Tevet

Deputy CEO of JDC Israel

Greetings

TEVET campaigns for a strong society and economy in Israel with equal opportunity for all by working to integrate and promote vulnerable population groups in employment. After several years of focusing on increasing the percentage of labor market participation, TEVET is now turning its focus on the creation of tools for the advancement of long-term low income workers, based on an understanding that entering the world of work is not itself sufficient to reduce poverty. The goal of Kidum – the employment advancement program for low income workers – is to encourage employment and social mobility and to develop unique tools and measures for this purpose. TEVET seeks to offer participants in its employment programs a comprehensive basket of services to enable them to find work placements, to persevere in the workplace, and to achieve career advancement.

The Kidum program has been operating at TEVET since 2012 and includes several elements: individual and group guidance and support, study grants, flexible family grants, mentoring by volunteers from the business world, and the chance to integrate into a variety of developing career tracks. The Kidum program at TEVET is the fruit of cooperation between several institutions: the Gilbert Foundation, the Meyerhoff Foundation, the Leichtag Foundation, the Farash Foundation, the Ministry of the Economy and the Ministry of Welfare, the National Insurance Institute, the Board of Directors of Israeli government ministries, as well as various programs at TEVET and its managers and staff.

This booklet presents the theoretical background and operating model of the Kidum program, plus the employment tools adapted to the needs of the program participants. The guide is intended for use by TEVET'S employment program managers and advancement counselors.

Government entities and local authorities that operate employment advancement programs for low-income workers will also find it interesting and informative, and can use it to increase their understanding of the advancement processes and what they require.

In addition, employers and human resource managers will gain an additional perspective on the development and retention of human capital in their organizations.

The booklet has two main parts: the first part presents the theoretical background, rationale and operating model of the Kidum program, while the second part contains the employment tools available for professionals in the promotion of career advancement.

I hope that this guide will be another step in the development, establishment and assimilation of social services that contribute to career mobility and the reduction of social gaps in the State of Israel.

Best wishes,

Ayelet Uriel-Raymond

Program Manager

Acknowledgements

Prof. Yossi Tamir and Ms. Rina Laor, for developing the program and the possibility of turning a vision into reality.

Ms. Michal Tsuk, Director of Employment Regulation & Senior Deputy Director General in the Ministry of the Economy, and Dr. Sigal Shelach for believing in the importance of the advancement of low-income workers in Israel.

Our partners on professional committees: Prof. Daniel Gottlieb, Deputy Director-General Research & Planning in the National Insurance Institute, Ms. Dafna Maor of the Ministry of the Economy, Ms. Nitza Kassir of the Bank of Israel, and Ms. Sheli Nordheim of the Ministry of Welfare.

Our partners on the program steering committee, who guided and sharpened the program's development and operation: Ms. Gal Yakobi, Ms. Shira Berliner-Poleg, Ms. Ella Bar David and Ms. Orna Haviv from the Ministry of the Economy, and Ms. Linda Dagan from the Ministry of Welfare.

Our partners Dr. Zigmund Bluband and Ms. Yafit Buchris of the ALD Group, the efficient and professional operator of the Kidum Program for low-paid workers.

Our partners in developing the volunteer mentoring system: Ms. Hagar Kostianovsky from Microsoft Israel, Ms. Anat Gantz from Bank Hapoalim, Ms. Sagit Frechter Bratzlavsky from Teva, Ms. Dorit Mosacho Ben Simon from Clalit Health Services, Ms. Yifat Cohen Hadad, manager of the Senior Employee Training Center at the Hebrew University, and Ms. Ayelet Yagur Ayalon from Amdocs.

Dr. Dana Pereg, Occupational and Organizational Psychologist, who assisted us in developing the program and was a partner in writing this guide.

Shirli Marom, for documenting the program and editing this booklet.

Shiri Deitsch, who made this guide user friendly, well-organized and visually easy to read.

Special thanks to all the Kidum counselors and managers from the Mafteach, Riyan, Eshet Hayil, Excel HT, Ramp Up and Employment Promotion Authority programs, who studied the program, worked in the field, and provided professional guidance to the participants and the program.

Finally, of course to our wonderful Kidum team: Michal Timor, national director of the Kidum Program, Revital Silas, training manager for Kidum, and Ella Barzilai, who is in charge of the mentoring programs—all of whom worked tirelessly for the ongoing development of the program and its human capital.

Chapter 1.

Background and Rationale

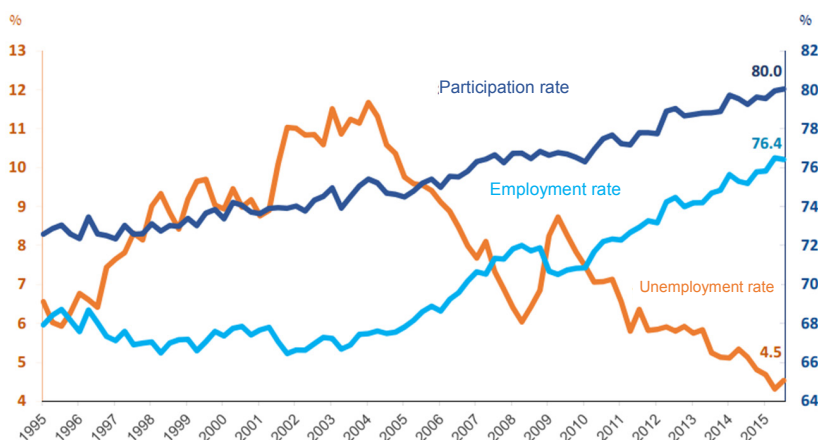
In this chapter:

- We will survey the poverty situation in Israel and learn some important facts and data.
- We will present the concepts of “career advancement” and “job retention,” and show how they are linked.
- We will describe the importance of developing programs that focus on advancement and job retention.
- We will give examples of career advancement programs operating in Israel and abroad.

Poverty in Israel

According to a Bank of Israel report, participation in the labor market has been rising in the last decade (and is currently at 76.4%, compared to 68% in 2005)¹. The poverty rate also continues to rise each year.

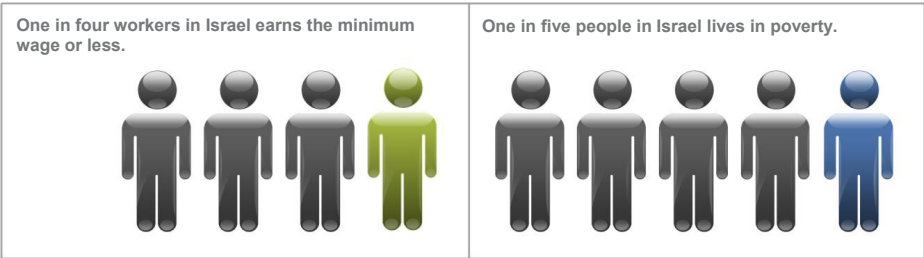
Labor Market data, 1995-2015²



1. Bank of Israel (2015), Governor's Presentation to the Finance Committee: Review of the economy and the promotion of competition in the financial system.

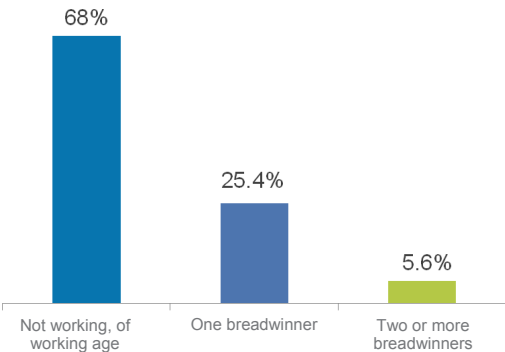
2. Ibid (2015).

1,709,300 people, representing about a fifth of the Israeli population, live below the poverty line. 640,000 workers, i.e. a quarter of the workers in Israel, earn the minimum wage or less³. 18.8% of families (444,900 in all) are poor, and 13.1% of families who are participating in the labor market live in poverty⁴.



In the last decade, there was a sharp rise in the incidence of poverty⁵ among families with two or more breadwinners (from 2% in 1999 to 4.6% in 2011). This continuing increase somewhat undermines the widespread belief that having two employed partners is a guaranteed way of avoiding poverty.

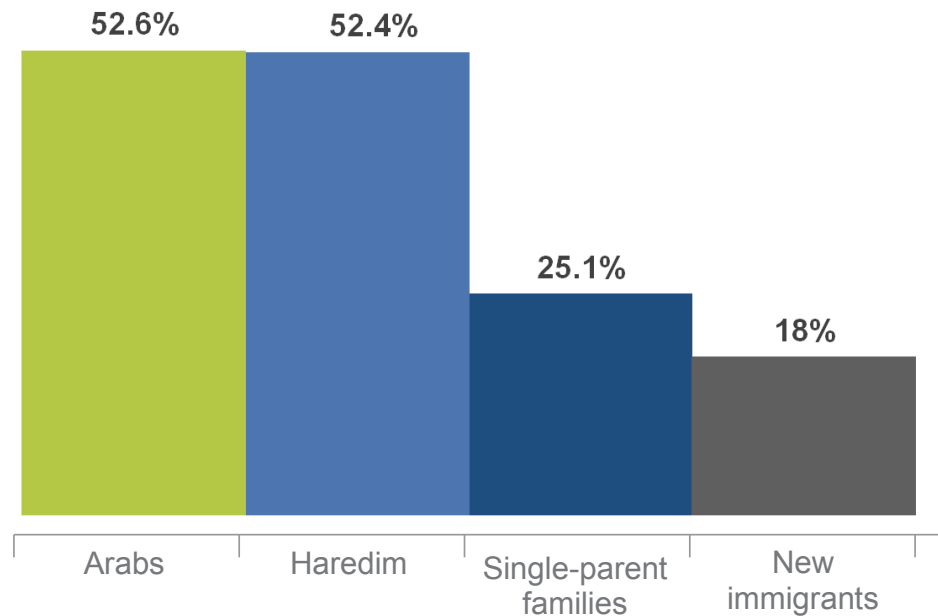
Incidence of poverty by number of breadwinners (of working age)



Poverty is particularly prevalent among members of specific population groups, such as new immigrants, Arabs, Haredim, single-parent families, people with disabilities, and young people with no financial support. For example, the incidence of poverty among Haredim is 52.4%, and 52.6% among Arabs⁶, compared to 18.8% in the general population.

3. Annual Report of the Bank of Israel for 2014.
4. National Insurance Institute's Annual Report on Poverty and Social Gaps for 2014 (2015).
5. The incidence of poverty is calculated as the rate of households whose income per family member is below the poverty line.
6. Ibid (2015)

Incidence of poverty among families in specific population groups⁷



Israel's poverty rate is one of the highest in the developed world. Israel is unusual in the measures of equality and poverty based on available household income⁸. Incidence of poverty in Israel according to available household income is higher than in most OECD countries. Equality and poverty measures based on economic household income⁹ are 26.5%, slightly lower than the OECD average of 28.5%.

In recent years, there has been a decrease in the social mobility of the lowest deciles, while the middle deciles have been moving in the direction of the lowest deciles. The lower the decile, the smaller the individual's chance of rising to a higher decile. Although more people are entering the labor market, they are usually found in junior positions, requiring a low level of skills and qualifications; there is fear that they will become stuck at the bottom of the income scale, and fall into the poverty trap¹⁰.

In light of these figures, the conclusion is that programs designed to

7. Ibid (2015)

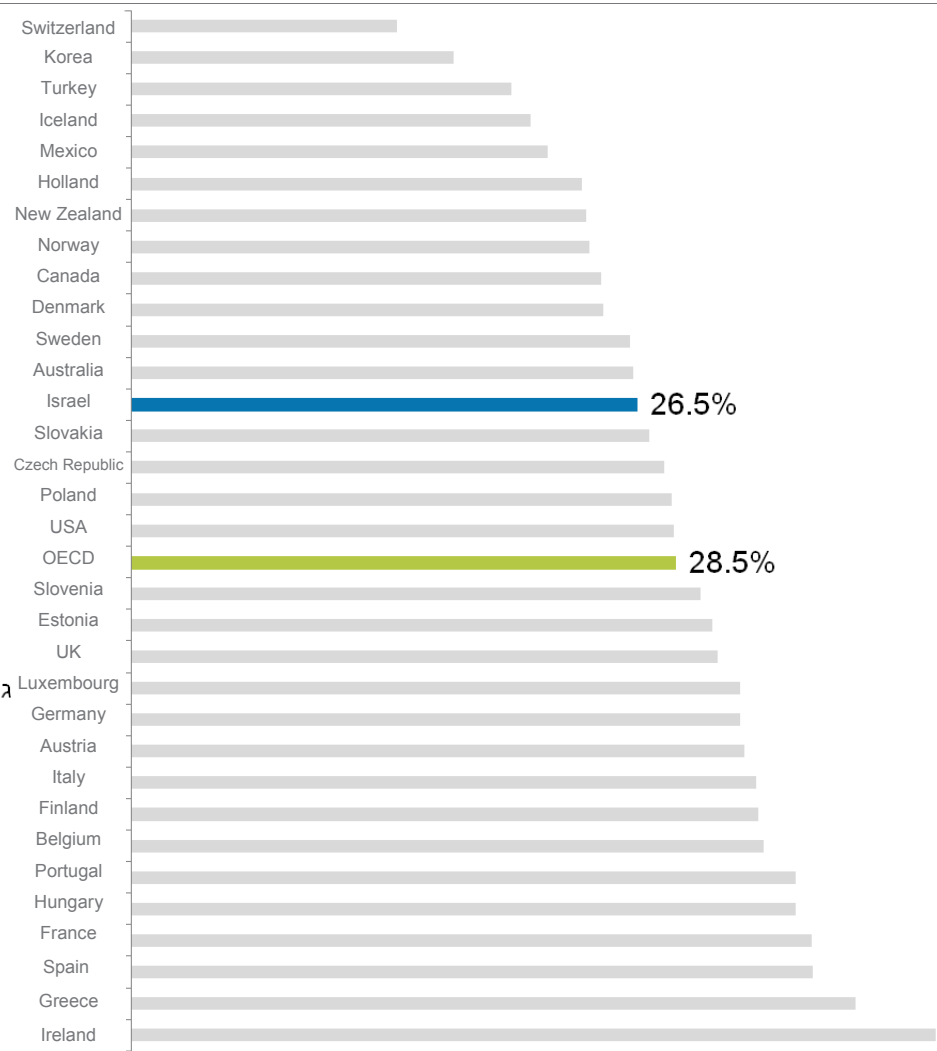
8. Available household income per standard individual is income after taxes and transfer payments.

9. Economic income is calculated according to household income before taxes and transfer payments.

10. Liran, Miki & Israel (2015).

get people into the labor market are not sufficient. It is also important to ensure they have the ability to retain their jobs and the skills to advance at work, thus leaving the cycle of poverty. Focusing efforts on job retention and advancement of low-income workers is critical for the lives and welfare of many families in Israel, and for reducing economic and social gaps.

Incidence of poverty in OECD countries by economic income (before taxes and transfer payments), 2012¹¹



11. OECD: the most available figures for the years 2011-2014.

On Job Retention and Career Advancement

For a better appreciation of the need for programs addressing advancement and job retention for low-income workers, it is important to understand the meaning of these two concepts.

Career advancement is measured between at least two points in time and expresses changes in any of the following aspects of work:

- **Economic:** better pay and improvement in employment conditions (health insurance, pension, benefits, etc.).
- **Working conditions:** more work hours (for example, moving from part-time to full-time work), moving from a temporary to a permanent position, moving to more convenient work hours (fixed shifts instead of changing shifts, daytime work instead of late shift work, etc.).
- **Professional:** moving to a position with more responsibility, moving to a position requiring more professional skills, professional development.
- **Subjective:** more satisfaction, fulfillment, interest, sense of ability to carry out the task.

Career Advancement means different things to different individuals and population groups. It may mean greater permanency and stability at work, the opportunity to start one's own business, the ability to climb up the management ladder, to specialize in a particular field, or to move to a different professional field.

The subject of advancement can be analyzed according to two central economic theories. One is the **tournament theory** which focuses on effort – the employee who makes the most effort will advance. Studies show that factors such as the long hours employees work and the scope of their positions affect their chances of advancement¹² because the company they work for interprets the long hours put in as a sign of effectiveness, effort and commitment to the work.

The second theory of advancement is the **effective allocation theory**, which focuses on skills and potential. It states that employees are promoted according to their abilities until the employer can derive the maximum productivity from them. Since it is more effective for a

12. For example, Pfeifer (2010; Bell & Richard (2001).

company to employ educated employees at higher levels, the chances of promotion improve with acquisition of education and skills.¹³ In addition, it was found that the chances for advancement are influenced by other factors, such as gender, age, education, motivation, job retention and previous employment experience. Men, young people, those with higher education or more employment experience, and those who have retained their jobs for a longer time have the best chances for advancement.

Regarding job retention, two aspects are generally distinguished: job retention, i.e. the period of time that the worker is employed in one position, and career retention, keeping to one occupation for a long time, not necessarily in the same workplace. This aspect is generally measured by the number of months worked in a year. Low levels of both aspects of job retention are directly correlated with low pay – the lower the wage, the lower the chance of job/employment retention.

In view of the link between job retention and advancement, and the similarity of the factors that affect them, they are generally dealt with together, although the link is in fact complex and not unequivocal. Job retention alone in low-income work does not necessarily lead to advancement, since not all jobs offer possibilities of advancement¹⁴. However, there is a link between lack of job retention and lack of advancement: frequent changes in the workplace can prevent people accumulating the seniority and experience that are associated with increased wages and employment advancement. At the same time, changing one's place of work can lead to improved pay, when the move is to a better paid position¹⁵.

At the macro level, career advancement and job retention at work have been linked to **productivity**. Productivity in Israel is one of the lowest in the world: gross product per head in the Israeli economy is \$36.7 per hour of work, compared to an average of \$47.4 per hour in OECD countries. In other words, Israeli productivity is 33% lower than the OECD average, and 45% lower than the USA¹⁶. About half a million Israeli workers have low earning power; about 300,000 of

13. Gibbons & Waldman (2006)

14. Naon et al. (2008)

15. Holzer & Martinson (2005).

16. Eckstein (2014).

them have no education or qualification beyond high school, and this affects productivity in the labor market.

It has also been found that productivity is poor in low-income work, while turnover of personnel is high¹⁷. Thus, investment in human capital is required to improve productivity in the economy.

Why are programs for advancement at work necessary?

In recent years, the whole work world, including Israel, undertook a shift in employment program design: a move from placement programs, which focus on taking people out of unemployment and integrating them in the labor market, to programs designed to promote job retention and career advancement for low-income workers. Several factors led to this change:

- **Situation of working people:** reality shows that many people who entered the world of work are employed part time or temporarily, with few employment prospects and low pay.
- **Extent of low pay:** the percentage of low-income workers remains very high. For example, one in every four working people in the United States and one in every three working people in Israel earn the minimum wage. This is a significant factor that must be addressed.
- **Difficulty in retaining a job:** while employment programs do help to get people into the labor market, they often have difficulty staying in their jobs.

There is thus a fear that work placement programs are not helping people stay in work or advance at work. Studies also show that a low-income first job has a negative effect on future chances of advancement.¹⁸

Consequently, there is a growing sense of the necessity for programs that help working people stay in work and advance in the workplace. Decision makers have a growing understanding that advancement will

17. Brand, Navon & Levy (2011).

18. For example, Atkinson & Williams (2003).

only be possible if future job retention and employment advancement is taken into account from the beginning of an employment program. Even the first placement must be in the best possible job for participants in such programs.

Advancement programs in Israel and worldwide

In recent years, in several countries (mainly the USA and England) various programs have been introduced to encourage job retention and career advancement among low-income workers. Each of these programs seeks to achieve similar objectives through varied approaches: some focus on **pre-employment**, others focus on **post-employment** (people who have already been placed in work), and some programs are a mixture of the two.

A survey of these programs found a number of shared strategies and elements:

- **Financial assistance and incentives to encourage job retention and human capital development:** by means of wage supplements, loans, savings plans, stipends, professional training and study grants, grants to encourage job retention for low-wage workers and for new employees in their first months at work, and so on.
- **Non-financial assistance:** transport services, subsidized child care, exercising rights.
- **Employee training:** through formal education, vocational training, basic skills and soft skills.
- **Support and coaching:** individually or in groups, with a case manager, coach, support group or mentor in the work place.
- **Links with employers** through training for supervisory roles, senior managers and human resource teams, in-work training for low-income workers (through mentoring, courses, practical training), sectorial training programs (in specific fields), developing career paths and prospects for advancement.
- **Cooperation with community organizations** (nonprofit organizations, universities, regional colleges with vocational tracks).

Global research shows that the most effective programs combine several strategies¹⁹.

In this section we will briefly describe some employment advancement programs in the USA, which have achieved encouraging results for low-income workers²⁰. The first two programs discussed were developed and run by private organizations; the other three were developed as part of the national ERA (Employment Retention and Advancement) programs.

Private programs



Pathways to Advancement

A program was developed by Jobs for the Future, to promote workers in their first positions and fill vacancies with new workers. The program strategy placed an emphasis on creating a deep commitment to the employer and the needs of the organization, in order to build suitable job retention and advancement programs. A pilot program was run at a Seattle hospital over an 18-month period, in which career consultants from the program worked with hospital staff on their career paths, and referred them for further training; the program also provided assistance with transportation and child care. Out of 120 low-income, low-skilled workers, 15 advanced to new jobs or were given higher wages.



Sectorial Training Programs

This is a program developed by public/private ventures and focuses on vocational training for job seekers and low-income workers in industrial fields with vacancies (sector-focus training). As part of the program, participants practiced soft skills and life skills, and social support services were provided (transport, child care, obtaining a driving license). Employers in the industry were contacted to ensure the program met their needs. In the three program sites the rate of employment, wage, work hours, retention, and other benefits increased.

19. Scuttela & Ellis (2007).

20. Shachar (2012).



ERA Programs

As part of the national Employment Retention and Advancement (ERA) program, 16 programs were operated in eight US states. Twelve of these programs were monitored for 3-4 years, compared to a control group (who received traditional placement services). We will look at three of the programs that were successful in increasing employment stability and/or higher pay: the Texas program, the Chicago program, and the Riverside program.



Texas – Corpus Christi program

Participants received a monthly grant of \$200 and services before and after placement. The program had an effect on participants' job retention and pay: over four years of monitoring, the monthly income of participants in the trial group rose by \$640 (almost 15% more than in the control group). The program had its greatest effect on pay in the fourth year of monitoring, when the trial group income rose by \$900 (18% more than in the control group). This figure shows that the program's effects should be examined in the long term.



Chicago program

Participants in this program were offered assistance in finding work and identifying “career ladders” in private companies. The program led to a higher rate of work retention and increased income compared to the control group. Annual income rose by \$500 (7% more than in the control group) and the positive effect on income continued for four quarters. This program also achieved the largest reduction in recipients of welfare of all the project programs, namely 25% less welfare recipients in the group than in the control group.



Riverside Pass

This is a volunteer program, operated by three community organizations and a community college. The program led to a significant and sustained increase in income and employment retention compared to the control

group. 71.1% of participants in the trial group worked for at least four consecutive quarters, compared to 41.3% in the control group. Moreover, trial group participants increased their annual income by a cumulative \$872 over the four years. The most significant rise in income (\$172) was in the fourth year of monitoring, showing the program's long-term effect.

So far, we have surveyed employment retention and advancement programs overseas. In Israel, most employment programs are still largely focused on placement and on bringing people into the labor market. However, some programs that provide long-term assistance also implement employment retention and advancement elements. **TEVET'S Kidum program** was launched in 2012, to meet the needs of low-paid workers and help them to remain in employment and advance in their work. So far, there have been two pilots.

The first pilot involved 114 low-paid workers from various population groups in TEVET programs: Haredim from the Maftach program, Bedouins from the Riyan program in the south, women from the Eshet Hayil program, and so on. The pilot was accompanied by research conducted by Brookdale Institute. In 2014, the program was extended, and today it includes over 400 low-income workers, mostly from the Haredi sector.

In 2016, there are plans to expand the Kidum program in three main directions: firstly, there will be more activity among the Arab population in the Riyan centers; secondly, there will be more work on employment advancement for low-income workers with disabilities, through the Ramp Up program; thirdly, there will be increased cooperation with the Special Projects Fund of the National Insurance Institute (NII), with citizens defined as low-income workers from the NII management files (who are not participating in TEVET programs). The program will be implemented through research, with a trial group and a control group.

More details of the program and its achievements can be found in the chapter "Achievements, Challenges and Recommendations" in this booklet.

Existing models for career advancement

Over the years, various models have been formulated in the field of industrial psychology intended to explain the nature of career development and to define the goals of the guidance process for career advancement. We will give a brief description of some of them.

Personal Coaching model

The Personal Coaching concept grew out of the teachings of Dr. Alfred Adler, a physician and psychologist. Adler laid the foundations for coaching right at the start of the 20th century, when he identified the importance of trusting an individual's ability to take responsibility for improving the quality of his life. The personal coaching model aims to achieve behavioral, cognitive and emotional changes that will help the individual put greater emphasis on achieving their personal goals in life. The coach helps his student examine his or her values and needs, to define their vision and goals, and to build an action plan to promote those goals.

Today, personal coaching can be found in many fields, such as coaching for life, retirement, parenthood, couples, etc. With regard to employment, the goal of coaching is to help the student find an appropriate job, improve job retention and build a suitable career path.

The process can include the following several components:

- increasing participants' motivation to integrate in the work place,
- strengthening the students' beliefs in their ability to succeed,
- increasing proactiveness and initiative,
- teaching employment capability (through acquiring knowledge and "soft" skills),
- removing technical, psychological and familial barriers,
- finding suitable work,
- encouraging job retention,
- and helping students define employment goals and achieve career advancement.

Career Development Model

According to the Career Development Model²¹, the advancement process should be seen as part of career development. In a changing world of employment, career development is a cyclical process, in which individuals are required to frequently assess their abilities and resources, and to re-examine the labor market and develop tools and skills accordingly. The model describes the four stages of the career building process:

Stage 1 is self-examination: the participant looks inwards and examines various aspects of his life, in order to create options for employment advancement. He should consider his values, experience, skills and personality, as well as his fields of interest and employment preferences.

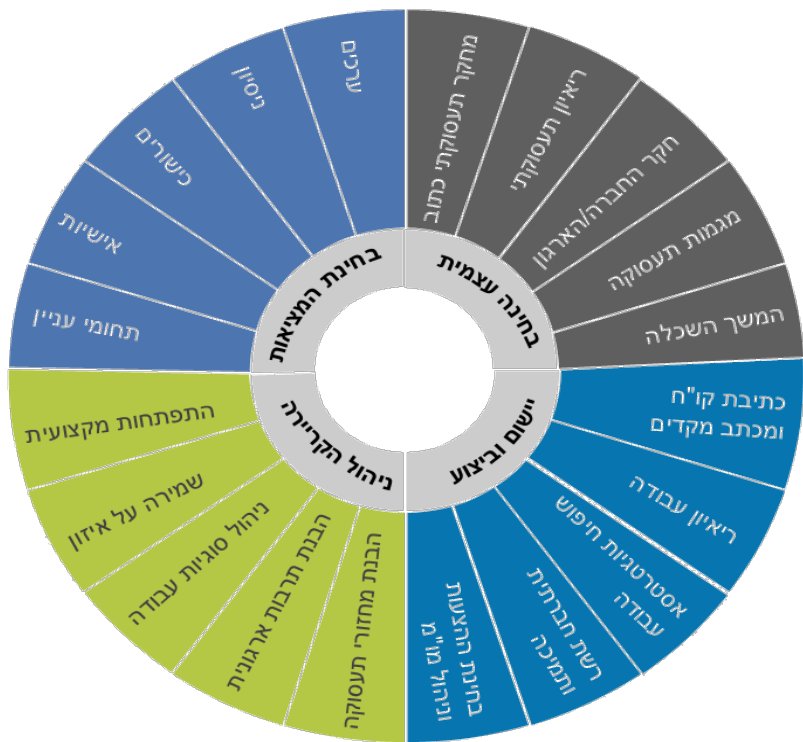
Stage 2 is an examination of reality: the participant must look at the labor market and the options that it offers him. At the end of this stage, he must make decisions regarding his personal work plans.

Stage 3 is implementation: the participant begins to put his employment plan into action based on the previous stages. This stage ends when the participant achieves some kind of advancement.

Stage 4 is career management: the participant repeats the process of self-assessment and decides on further courses of action in order to achieve career advancement. This stage ends when the participant achieves his career advancement goals.

21. UST University, Minnesota

Career Development Model²²



Self-examination	Written employment research
	Employment interview
	Research into the company/ organization
	Employment trends
	Further education
Examining reality	Values
	Experience
	Skills
	Personality
	Fields of interest
Career management	Professional development
	Maintaining balance
	Handling work issues

22. Based on the model designed by UST University, Minnesota: www.stthomas.edu.employmentdevelopment/model

	Understanding organizational culture
	Understanding employment cycles
Implementation and action	Writing a resume and covering letter
	Job interview
	Job search strategies
	Social networks and support
	Examining job offers and negotiating

Model of Expansion and Contraction in Career Development

Various researchers and theoreticians in the field of employment psychology have used the idea of expansion and contraction to express the requirements of different stages of an individual’s career development or choice of occupation. Donald Super²³ claimed that an individual’s career is dynamic and develops throughout his working life in several stages with specific objectives: growth, research, founding, establishment and decline. The most important stages in career choice are those of research and implementation, when the individual examines which occupations are suitable for him, defines his preferences, finds work in his field, and advances. According to Super, the various stages can recur during his working life. For example, a person of retirement age can develop new fields of interest, research them, and establish them.

Professor Itamar Gati proposed the “Orchid” model (from the Hebrew acronym for Preliminary Filtering, In-depth Research and Selection)²⁴ to help with career decisions. According to the model, such decisions are made in three stages. The first is preliminary filtering, where the person determines a limited number of “promising” fields of study and occupations that seem worth further research. This stage involves examining various options based on factors that the individual considers most significant. These include professional preferences, capabilities, work style, working conditions, income, advancement opportunities, and so on. TEVET’s Kidum program uses these considerations as

23. Super (1990).

24. Gati & Asher, 2001.

a tool in the process of guiding and supporting the participants – “Questionnaire on considerations in the choice of occupation” in the employment toolbox, on page

In the second stage, the individual researches the chosen occupations and collects information on each option in order to answer some questions. Does this occupation meet his preferences? Can he meet the preliminary requirements for training or study? Are his skills suitable? The third stage is selection, following a comparison of the advantages and disadvantages of each option.

Chapter 2.

Operating Model

In this chapter:

- We will present the concept of career advancement utilized by the TEVET Kidum program.
- We will present the evaluation indicators for Kidum.
- We will describe the program's target population.
- We will survey existing models in the field of employment, which served as a basis for developing the operational model for the Kidum program.
- We will describe the Kidum operational model in depth, including all of its stages.

Before we start... What is TEVET's Kidum program?

We invite you to watch an interview with Ayelet Oriel-Raymond, program director at JDC-Israel-TEVET. The interview was held on the Educational Channel's "Closing Accounts" program (February 26, 2015).

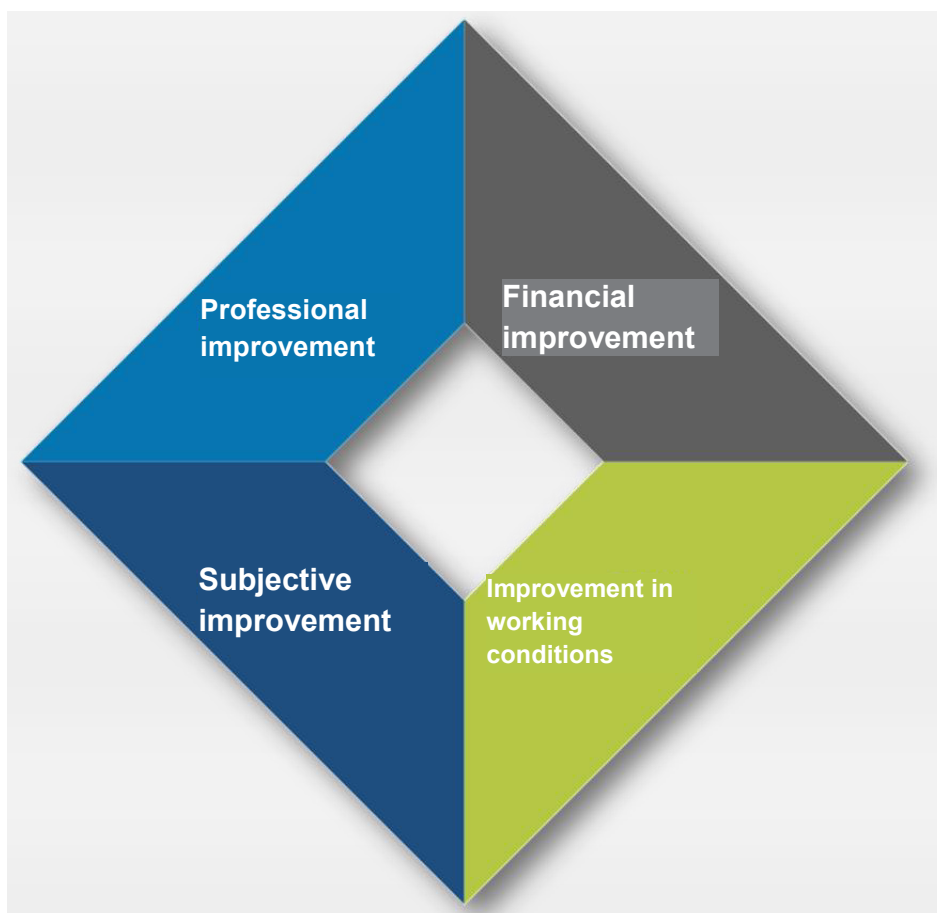


To watch the video, click on the arrow, or scan the barcode with your mobile phone.

Four Measures of Advancement

TEVET's Kidum program is based on the belief that career advancement is multi-dimensional, meaning that the change can occur in one or more of four different measures: financial improvement, professional improvement (advancement), improvement in working conditions, and improvement in the individual's subjective feelings regarding his employment situation.²⁵ TEVET's Kidum program intends to advance the participants in these four measures.

The four measures of advancement:



25. The definition of advancement was developed in the master's thesis of Orit Shahrar, together with Rina Laor and additional TEVET staff.

The four measures of advancement:

Measures of advancement	Elements
Financial improvement	Increased salary
	Increased hours
	Improved legislated social benefits (sick days, vacation days, reimbursement of travel expenses, convalescence pay)
	Receipt of additional benefits (study fund, car expenses)
Professional improvement	Promotion to a position with more responsibility, or increased responsibility in the existing position
	Transition from a non-professional position to a professional position
	Promotion to a managerial position
	Transfer to a more professional position than the previous position
	Professional development opportunities. This is especially true when opportunities are funded by the employer
Improvement in employment conditions	Transfer to direct employment
	More convenient work hours
	Transfer to a position with advancement potential
	Improvement in basic conditions: office hours, physical conditions, etc.
Improvement in the individual's subjective feelings regarding his employment situation	Increased satisfaction from work: including relationships with colleagues and superiors, the ability to utilize skills at work, salary, prospects for advancement, etc.
	Improved sense of job security

Measures of success

Based on the above-mentioned measures of advancement, TEVET has defined a number of parameters for evaluating the Kidum program. These are divided into an intermediate measure and two final measures, according to when they are evaluated.

Final measures:

- 60% of the participants will advance in at least one of the following two elements: professional improvement or improvement in working conditions.
- 40% of the participants will advance in financial terms. (Their monthly salaries will increase by at least 10%.)
- Subjective improvement in the satisfaction that participants get from their work, through improvement in their employability and the acquisition of “soft” skills.

Intermediate measure:

- 60% of the participants will attend studies or professional training as part of their participation in the Kidum program.

In this measure, the studies are not an end in themselves, but rather a means to advancement (as defined in the final measures above).

In order to achieve these goals, the Kidum program's operational model was developed and a target population defined.

Target population

The target population for the Kidum program was defined according to the following criteria:

- Active participants in a TEVET program, alumni of a TEVET program, or new participants who upon entering the program meet the requirement of long-term employment stability.
- Participants with long-term employment stability, who have worked for 18 out of the last 24 months.

- People with low-earning capacity (up to NIS 6,157 for a parent with one or two children and up to NIS 6,766 for parents with three or more children),²⁶ who are not fulfilling their skills and potential.
- People aged 20-45.
- Parents.
- People with motivation and maturity for handling the advancement process.
- Together with the research and planning director at the National Insurance Institute, we mapped the size of the potential target population, and found that the total potential target population is 153,787 people, distributed as follows:

Low-wage workers with children, by population ²⁷

Not Haredi	Ethiopian Origin	Haredi	Arabs	Total
66,441	3,180	24,505	59,661	153,787

Operational model of the Kidum program

The operational model of the TEVET Kidum program is based on existing models in the field of employment, including the personal coaching model, the employment development model, and the concept of expansion and reduction as described in the previous chapter.

The model includes four main stages. The recommended time frame, from start to finish, is a year and a half.

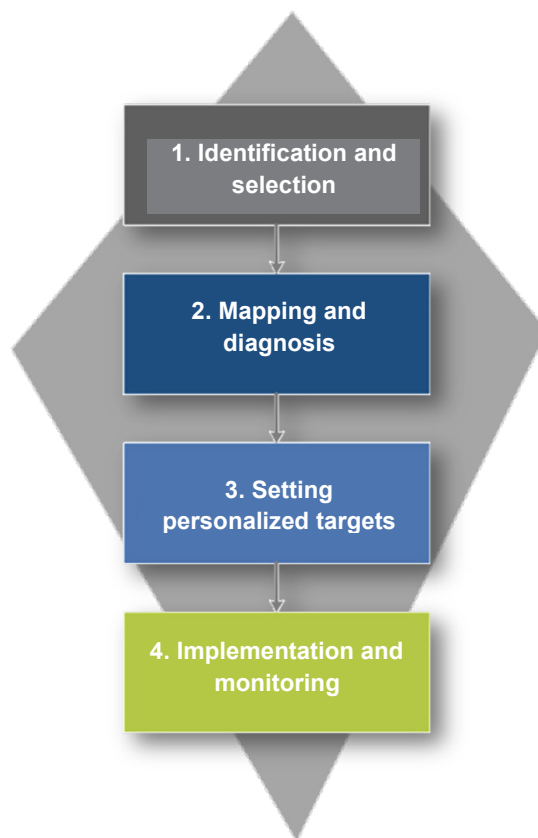
1. Identifying and selecting suitable candidates for the program
2. Personalized mapping and diagnosis of the participant
3. Setting individual goals for advancement and developing a work plan

26. According to the Tax Authority's Work Grant Bulletin for 2014, a person defined as a "low wage worker" is one who is eligible for a work grant (negative income tax) when earning up to NIS 6,157 (if a parent of one or two children), or up to NIS 6,766 (if a parent of three or more children), being the average monthly wage for the past year.

27. Analysis conducted in July 2015, contributed by Ms. Esther Toledano, Research and Planning director at the National Insurance Institute.

4. Implementing and monitoring the participant's work plan.

Operational model of the Kidum program:



What does the diamond in the model represent?

The diamond (as shown in the model diagram) is based on the idea of expansion and reduction as described above, and demonstrates the program's operation model and stages.

During the first stage, staff identify suitable participants.

During the second stage, the participants' current needs and future employment goals are diagnosed. This is the “widest” part of the diamond because this stage requires comprehensive work with each participant in order to expand the options available to them.

The third stage is the process of reducing these options and determining the best choice for career advancement. A personalized work plan is developed for each participant, including goals and targets for advancement.

The final stage focuses on implementing and monitoring the work plan. During this stage, the guidance and support is less intensive and is adjusted to the rate of the participant's progress.

Description of the model stages:

1. Identification and selection

This stage comprises three parts: identifying potential candidates, recruiting candidates to the program and organizing the Kidum intake, following which a decision is made as to the candidate's suitability for the Kidum program.

A. Identifying potential candidates

The goal of this stage is to locate and identify participants who are interested in career advancement and are suitable for the program, in accordance with the criteria specified above.

Participants may be located in several ways: looking through information in the TEVET database, identifying participants who contacted an employment center as low-wage workers, or holding an event to publicize the program.

The outcome of this stage is a list of candidates who meet the criteria and who can be contacted during the recruitment stage.

B. Recruitment stage

The goal of this stage is to raise initial interest among those candidates identified as suitable and to assess the feasibility of their participation from various aspects, to answer initial questions, and to invite those interested to a personal interview (Kidum intake).

This stage can be carried out via a telephone conversation or a face-to-face discussion, or during a publicity event.



A recommended script for recruiting candidates to the Kidum program is shown in the employment toolbox on page

C. Kidum intake

The goal of the interview (Kidum intake) is to present the Kidum program, assess suitability, identify motivation, assess the candidates' availability and the logistical possibility of their participation in the program, and to provide relevant information to enable a mutual decision.

At the end of this stage, the participants must decide if they want to participate in the program and the Kidum coordinator must determine if the candidate is a strong fit.



A suggestion for conducting the Kidum intake process is shown in the employment toolbox on page

2. Mapping and diagnosis

The goal of this stage is to identify the participant's motivation, tendencies, and skills, as well as to identify any barriers. This stage consists of several one-on-one meetings with the participant.

The outcome of this stage is a thorough familiarity with the participant and formation of a vocational vision for advancement, taking into account the options in terms of the employer and the labor market (a reality check).



A suggestion for conducting mapping and diagnosis meetings is shown in the employment toolbox on page

3. Setting goals and targets

Based on the mapping and diagnosis stage, a personalized work plan is developed for each participant, which includes setting goals and advancement targets. It outlines steps for achieving these goals, such as study grants, referral to training programs, a flexible family grant, mentoring, referral to support services in the community, assistance with exercising rights, etc.



A suggestion for designing a work plan with the participant can be found in the employment toolbox on page

4. Implementing and monitoring the work plan

During this stage, participants receive individual guidance and support. The goal of this process is to assist in implementing the personalized

work plan and to provide a dynamic response to the participant's needs during the process. The guidance continues until the participant achieves the desired advancement or until the end of the program period (whichever comes first).



A suggestion for a preparatory meeting and simulation of an employer meeting can be found in the employment toolbox on page



Stories from the field

“I asked the participant if she had brought up her aspirations to be a shift manager with the managers, and she said that she hadn’t done so, because she assumed that if she worked well, her employer would promote her on his own initiative. We talked about the fact that her initiative in speaking to her employer would actually demonstrate her seriousness. This is one of the cultural characteristics of the Bedouin population – lack of self-promotion. Later, I also spoke to the employer, who said that she must be more dominant and serve as a role model for the other employees, for example, by speaking to the shift manager and listing her achievements. In addition, we thought about partnering her with a very successful female employee from Bezeq, who could guide her as a mentor.” [Jaliya Abu Khaf, Kidum coordinator at the Riyan Program]

Chapter 3.

The role of the Kidum counselor

In this chapter we will discuss the role of the advancement counselor:

- We will describe the job requirements.
- We will specify the required professional experience and personal capabilities.
- We will describe the counselor's responsibilities.
- We will review the advancement-supporting tools available.
- We will present the counselor's main work interfaces.
- We will describe the format of training for the advancement counselor and provide recommendations for effective training.
- We will discuss the professional ethics of employment coaching and describe some of the ethical issues facing the counselor.

Job Description and Tasks

The advancement counselor works toward the advancement of participants in various ways: improvement in income, improvement in professional skills, improvement in work conditions, and improvement in subjective feeling about themselves and their work.

Running a Kidum program requires a professional counselor who has received special training for this position.

Requirements

The counselor should meet the following requirements:

Professional experience

- **At least two years of experience as an employment counselor:** the job requires an ability to provide employment guidance and familiarity with coaching tools, plus broad familiarity with the labor market, and options for advancement and alternative solutions. Through professional development the counselor expands his toolkit with new career development tools.
- **Unique experience in one of the following fields: individual or group guidance, employer relations, community relations, advice on studies and training.** For the reasons state above, the counselor needs prior experience and tools linked to employment guidance and support, the heart of the job.
- **Familiarity with the labor market and requirements for various career paths:** as part of his job, the advancement counselor is required, among other things, to build a personal advancement plan for each participant. It is often necessary to help the participants expand their options, as they have little knowledge of what is available and become fixated on one possibility. The advancement counselor's familiarity with demand in the labor market and with occupations that offer prospects for advancement can help the participant to advance in a developing/in-demand field of employment.
- **Experience forming partnerships:** the Kidum counselor is required to form partnerships in the employment center where he works (as specified above). Previous experience in forming partnerships will be helpful in building shared frameworks with various parties and increasing collaboration.
- **Experience of assisting individuals in advancement:** the core of the Kidum counselor's task is individual and group coaching in career advancement. Previous experience in guiding and supporting these processes is an advantage that will contribute to success.

Personal Abilities

- **Ability to work with participants on an individual and/or group basis.**
- **Ability to position the subject of career advancement within the employment center:** the subject of career advancement for low-income workers is an innovative element in most employment programs, which are usually focused on job placement and short-term guidance. Through his activity in the employment center and the contacts he creates, the Kidum counselor can impart the concept and language of advancement to all the staff at the center. The aim is for employment counselors engaged in job placement to also think in advance about the long-term career of the participants and to examine whether the available position suits their capabilities and offers future chances of advancement. Sometimes, some of the employment counselors make use of certain tools acquired by Kidum counselors in their training. Finally, an employment center that succeeds in planning for advancement and better wages, and not just placement, improves its status in the eyes of the local population local authorities.
- **Looking at the big picture:** the Kidum counselor must integrate resources from various sources, work with numerous interfaces, and understand the complexity of developing and establishing a new, emerging field.
- **Initiative:** Kidum is an innovative program that is expanding nationwide and is seeking to adapt itself to the evolving needs of its program participants. Therefore, each Kidum counselor is expected to identify needs and initiate responses. It is important to note that the Kidum counselors and their managers are to a large extent partners in the development and success of the program.
- **Ability to motivate participants and partners:** the Kidum counselor needs the ability to motivate others, not by virtue of his position, but by persuading, inspiring, reinforcing participants' belief in themselves and encouraging them to accept the idea of advancement.
- **Good learning ability:** a new Kidum counselor must undergo an intensive training course and participate in periodic refresher courses

to acquire new tools (details later). The counselor must also be thoroughly familiar with the resources and options available.

- **Ability to plan and work towards targets:** a Kidum counselor has personal targets for advancement. The counselor must also construct a personalized that is measurable by targets.
- **Excellent interpersonal communications:** as part of the program concept, participants come to the employment center voluntarily, because they appreciate the services provided. However, the road to advancement is paved with problems, so in order to communicate with the participant, the Kidum counselor position requires qualities such as the ability to listen, express empathy and avoid being judgmental. Interpersonal communication with the other team members and with partners is also important as a tool for motivating and encouraging cooperation, maintaining proper work procedures and facilitating the flow of services and coordination of resources in the employment center.

Fields of Responsibility

The Kidum counselor is responsible for four main fields:

a. Locating, recruiting and sorting: the Kidum counselor has to find and recruit potential participants for the Kidum program. The counselor is also responsible for the processes of sorting the participants, including diagnosing their motivation and readiness for the advancement program.

b. Individual guidance and adapting the Kidum program for each participant: the Kidum counselor works with each participant individually and together they prepare a personally-tailored, results-oriented plan based on the participant's needs and local possibilities for advancement. Here, the Kidum counselor makes use of his or her extensive knowledge of the world of employment. The plan may include one or more of the following tools: a study/vocational training grant, referral to government resources, flexible family grant and mentoring (see details of advancement support tools, later in this chapter).

c. Monitoring and control: the Kidum counselor is responsible for collecting information and regularly monitoring the services provided to participants and their progress using the SPOT software (TEVET's

information system), in partnership with any researchers involved. In order to facilitate this monitoring, an “Advancement Track” module has been developed in the database, enabling Kidum counselors to manage virtual client files at each stage of the program. The SPOT information system also generates advancement reports to monitor and control the program’s outputs and results. In other words, at any stage the managers and counselors can produce reports regarding the Kidum participants. These reports include the interventions they received (mentoring, study grants etc.), plus information about how the program is meeting its objectives (for example, number and percentage of participants who have achieved more than a 10% increase in income in a specific period).



Instructions for using the SPOT system are given in the employment toolbox on page

d. Cooperation with professionals: the Kidum counselor works in partnership with professionals in the program, including the director of the Kidum program, the training manager, the employer relations coordinator, and other relevant professionals.

Elements of the Advancement Counselor’s Position



Tools that support advancement

In the process of constructing a work plan for the participant's advancement, the Kidum counselor is assisted by one or more of the following tools:



Grant for studies/ vocational training

A low-income worker who wishes to study or acquire vocational training in connection with his plan for advancement, and who is unable or ineligible to receive funding from the Ministry of the Economy²⁸, can submit a request for a grant through the Kidum program. The grant is a one-off payment of up to NIS 4,000 or 80% of the cost of the course, and is subject to the program's procedures and approval by the Grants Committee. Application forms can be found in the appendix to this booklet.



Flexible family grant

A low-income worker can apply for help in paying for essential services (of a temporary nature) required to help him advance at work, such as childcare arrangements (for those who want to work longer hours or to study), driving lessons (for access to jobs that require a driving license), and workshops on parenting/relationships (to help them overcome family barriers that are hampering their progress). The grant is subject to certain criteria and approval by the Grants Committee. Application forms are shown in the appendix to this booklet.



Referral for government services

Many workers are not aware of the services to which they are entitled in the community, or do not know how to claim them (such as eligibility for a "work grant" for low-income workers)²⁹. As part of the guidance process, the Kidum counselor can refer the worker to the relevant

28. The purpose of the grant is to enable low-paid workers to study/ train in courses of longer than a year, which are not recognized by the voucher system but are considered to be directly linked to the worker's possible advancement.

29. See the simulator for calculating the work grant on the Tax Authority website [here](#).

government/communal/professional entities, which will help him to maximize all his rights (as shown in the following table):

Organizations that assist low-income workers to utilize their social/financial rights

Organization	Internet address	Remarks
Tax Authority	https://www.misim.gov.il/maanakavoda	Check right to negative income tax (work grant)
	https://www.misim.gov.il/shmaanakavoda/frmFirst.aspx	Simulator for calculating work grant
Kol Zchut	http://www.kolzchut.org.il	Information in Hebrew and Arabic on workers' rights and labor laws
Paamonim	http://www.paamonim.org	This organization gives financial advice to all who are interested, and provides information and tools for acquiring correct financial habits.
SHIL	http://shil.haifa.ac.il	Citizens' Advice Bureau
Kav Laoved Association	http://www.kavlaoved.org.il	Provides individual guidance for workers whose rights have been breached.
Office of Equal Opportunities at Work	http://www.economy.gov.il/About/Units/EqualEmployment/Pages/About.aspx	Helps workers affected under the Equal Opportunities at Work Law
Yedid Association	http://www.yedid.org.il	Support and empowerment for weak population groups in Israeli society, greater social solidarity; 21 centers give free advice and guidance on claiming rights.
Tmura	http://www.tmura.org.il	The Legal Center for Prevention of Discrimination has set itself the aim of fighting on behalf of weak population groups.

Koach Laovdim	http://workers.org.il	An organization that helps non-unionized workers in the work place, protects their rights and works to improve their pay and conditions.
Maachi – Itach	http://itach.org.il/	Women Lawyers for Social Justice promotes the rights of women from weak population groups.
Maan	http://heb.wac-maan.org.il/	The organization helps all workers and groups of workers to obtain vocational training and legal assistance, to set up a workers' committee, to anchor their rights in a group agreement, or to file a claim in the Labor Court.



Mentoring

Linking a participant to a volunteer mentor from the business world: many participants in employment programs lack social networks and role models in the labor market. This often makes it harder for them to “read the employment map” and connect to the advancement opportunities they offer. Mentors are middle or senior managers from a variety of organizations and professional fields who tutor their mentees for a defined period by sharing their personal and career experience; they encourage personal growth and professional development for mentees. A form for communicating expectations before matching a mentor and mentee can be found in the appendix to this booklet.



Career Ladders

Integration into the career ladders pilot with businesses: TEVET has developed and continues to develop, in collaboration with employers, career tracks for junior positions in fields that are in demand. This initiative has dual value: it helps employers locate suitable candidates for vacant positions, and it enables employment program participants to find jobs with built-in possibilities for advancement. Interested participants can join the career path that matches their occupation

(if any), even if they are not employed in the organization where the specific career track was developed.

Additional information can be found in “Guide to Career Ladders: from the classical ladder to the multi-dimensional ladder,” published by JDC-TEVET³⁰.

Job interfaces in the Kidum counselor’s position

The Kidum counselor usually works from a TEVET employment placement and guidance center, which is attached to one of TEVET’s infrastructure, such as Maftach, Riyan and Eshet Hayil. In most cases, the Kidum counselor also works as a placement counselor. The counselor must therefore meet both **placement targets** and **advancement targets**.

In this section, we present all possible Kidum counselor interfaces, even if they are not all present at all centers.

Internal interfaces

- **Manager of the Center:** the Kidum counselor reports to the manager of the employment center. The counselor is expected to contribute to achieving the center’s targets, which are determined together with the manager of the Kidum program, and to participate in staff meetings, training programs, and events, like any other staff member. The manager reviews if the Kidum counselor is meeting targets, using the SPOT information system.
- **Other staff members:** the Kidum counselor is an integral part of the center’s team. His commitment to the team is particularly vital for recruiting participants to the Kidum program: other counselors in the team contribute to the recruitment process by referring potential participants (who meet the program criteria). In addition, teamwork contributes to implementation of the work plan with the participant; for example, with the assistance of the employer relations counselor, the training counselor and the community relations counselor, resources can be pooled and existing services from the original program can be utilized for the benefit of the Kidum participant.

30. JDC Israel-TEVET (2015)

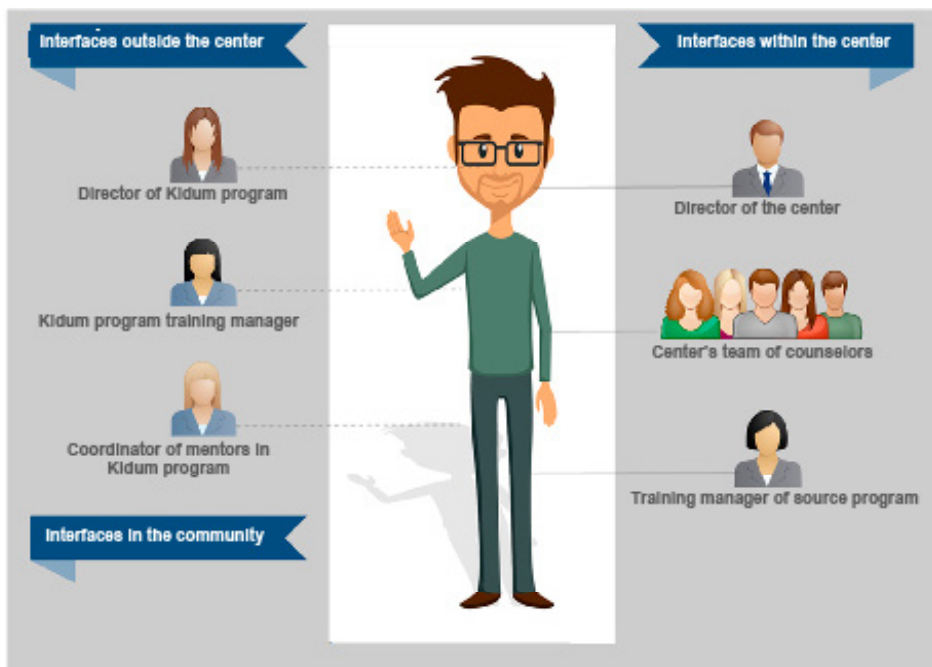
External Interfaces:

- **Within the Kidum program:**
 1. **Director of Kidum:** the director of the Kidum program manages and develops the program. Together with the manager of the source program, the director defines program implementation and monitors how it meets the targets defined for the Kidum counselors (including by means of the SPOT system).
 2. **Kidum training manager:** in the framework of job specialization the Kidum counselor is required to take professional training courses that provide the knowledge, skills and tools required for his job. Upon starting the job, he takes a qualification course (under the Kidum training manager), followed by periodic refresher courses for Kidum counselors (arranged jointly by the Kidum training manager and the source program's training manager). All training is coordinated with the Kidum training manager and based on a periodic training plan defined for the Kidum counselor specialization.
 3. **The source program training manager:** apart from specialist courses in the field of employment advancement, the Kidum counselor is expected to participate periodically in team, local and national training, together with all staff at the center. Such training is the responsibility of the training manager of the source program (such as Mafteach), who also works with the Kidum training manager to provide ad hoc training solutions for issues that arise in the field regarding advancement at work.
 4. **Kidum mentoring counselor:** one of the program's key elements is mentorship; the Kidum counselor maintains direct contact with the mentoring counselor in order to find suitable mentees and helps pair them with the most suitable mentors.
- In the community: the work of the Kidum counselor often involves community interaction, for example:
 1. Referring participants to funds and government offices that provide grants for academic studies or vocational training, such as the Kemach Foundation and the Toronto Foundation (which provide academic study grants to the Haredi public) or

“Human Capital”, a government office that provides vocational training grants.

2. Referring participants to the Ministry of Education’s Center for Adult Education, where they can complete their GED.
3. Referring participants to suitable colleges and study centers, such as the Strauss Campus or the Y.N.R. Center, intended for the Haredi community.
4. Recruiting volunteers from the community, such as students and local community center staff to help participants.

The Kidum counselor's working interfaces

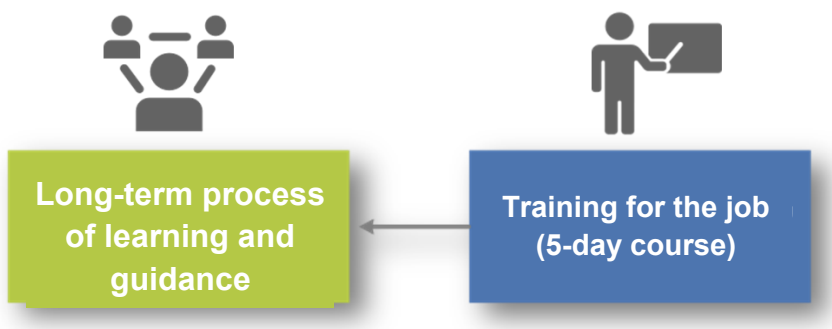


Proper working relationships between the Kidum counselor and each of the functionaries mentioned above, as well as among these functionaries (for example, between the manager of the center and the director of the Kidum program, or between the source program's training manager and the Kidum program's training manager) are essential for the Kidum counselor's success in his position, for achieving the objectives of Kidum, and for the operation of the whole employment center.

Job training

In order to succeed in the tasks and challenges he faces, a new Kidum counselor in TEVET's Kidum program must take a five-day training course. On completing the course, he is integrated into the long-term guidance and learning process and continues acquiring new knowledge and tools.

Training format for a Kidum counselor



The Kidum counselors' training course is intended to give the new counselor the knowledge, tools and skills that he needs in his work.

The course addresses the four main components of the job description:

1. Individual guidance and support for participants during all the various stages of advancement.
2. The labor market: familiarity with the labor market, trends in the economy, career paths, and the employer's perspective on career advancement.
3. Tools to support advancement: mentoring, study/ vocational training grants, referral for government resources, flexible family grants, and integration into career paths. The tools studied in the training course are chosen for each course cycle according to the unique needs of the target population.
4. Monitoring and assessing the Kidum program: the four measures of career advancement, success in the program, monitoring and evaluation through the Kidum reports are produced by the SPOT system, and participation in the accompanying study is carried out by the Brookdale Institute.

Syllabus for the Kidum counselors' training course

Legend:

- The labor market
- Tools that support advancement
- Monitoring and assessing the Kidum program
- Individual guidance and support

Session 1		Session 2		Session 3		Session 4		Session 5	
9:00-9:30	Assembly	9:00-9:30	Assembly	9:00-9:30	Assembly	9:00-9:30	Assembly	9:00-9:30	Assembly
9:30-10:45	Introduction, adjusting expectations, presenting the course	9:30-11:15	Recruitment process (+ presentation of an introductory conference)	9:30-11:00	Mapping and diagnosis – what and how?	9:30-11:00	Mentoring at work	9:30-11:00	Building an individual plan of action
10:45-11:00	Break	11:15-11:30	Break	11:00-11:15	Break	11:00-11:15	Break	11:00-11:15	Break
11:00-12:00	Course program – purpose and vision	11:30-12:30	Acceptance interview/ intake	11:15-12:30	Presenting the market, tools and tailoring them to participants' needs	11:15-12:30	Study and vocational training grants	11:15-12:15	Learning from stories of success
12:00-12:30	Lunch break	12:30-13:00	Lunch break	12:30-13:00	Lunch break	12:30-13:00	Lunch break	12:15-12:45	Lunch break
12:30-14:00	What is employment advancement and how is it achieved?	13:00-14:00	Acceptance interview/ intake to Kidum program	13:00-14:15	Kidum: the employer's perspective	13:00-14:00	SPOT	12:45-13:45	"Agents of change promoting advancement at the center and around it" ובסביבתו
14:15-15:00	Further presentation of the work model	14:00-15:15	Simulations	14:15-15:15	Flexible family grant	14:00-15:15		13:45-14:30	Starting out
15:00-15:30	Summing up of the day	15:15-15:30	Summing up of the day	15:15-15:30	Summing up of the day	15:15-15:30	Summing up of the day	14:30-15:30	Summing up the course

Drawn from the experience we have accumulated from running dozens of training courses for Kidum counselors, below are some essential recommendations for maintaining the effectiveness of the training:

- **Match expectations before the course:** before starting the course, it is advisable to match expectations with each Kidum counselor individually. It is very important for the new Kidum trainee-counselors to understand what to expect from the course and from the job, while the course supervisor needs a complete picture of what the trainees expect from the course. This process should preferably also involve the managers of the Kidum counselors.
- **Involvement of managers:** the support of the source program managers is essential to the success of the course and subsequent achievement of Kidum program goals. The involvement and commitment of managers can be reinforced in several ways:

involving the managers before the course, giving each manager a task to work on with a Kidum trainee-counselor during the course (such as preparing an individual work plan), and organizing shared days for Kidum counselors and source program managers.

- **Use the Kidum counselor's existing knowledge as a basis:** new Kidum counselors already have some knowledge and experience with job placement. The course is partly based on this previous knowledge, which is adapted to the purpose of achieving employment advancement for low-income workers. Because the source programs are different, Kidum trainee-counselors gain added value by sharing tools and work processes.
- **Varied learning methods:** for example
 1. **Acquiring theoretical knowledge:** learning and being open to new models.
 2. **Simulations:** role playing allows the trainees to gain experience using the tools and advancement processes that they have learned during the training.
 3. **Social learning:** working in pairs and groups.
 4. **Learning from success stories:** hearing veteran Kidum counselors talk about their work and answer questions.
- **Meetings with employers and professionals in the field:** integrating meetings with people from outside the program into the training framework. For example, arranging meetings with human resource managers in other organizations (who enable trainees to learn about the employer's perspective) and community relations managers (who are partners in the mentoring program) will be a valuable learning method for the trainee-counselors.

Long-term guidance, support and learning process

At the end of the Kidum counselors' training course, the trainees are integrated into the process of long-term guidance and learning, lasting for about 18 months after the end of the course, with three main elements:

- **Group learning sessions:** once a quarter, led by the Kidum program training manager, and intended for all advancement specialists nationwide. The sessions include peer learning, in which participants share their experiences and learn from each other. These sessions can sometimes include lectures and training to provide further practice using existing tools and information about new tools.
- **Specific group learning sessions** once a month for advancement specialists from source programs (such as for all Kidum specialists from Riyan or Maftach). The purpose of the sessions is to learn how to better tailor the program to the specific needs of various population groups (Arabs, people with disabilities, etc.) and of various infrastructures. The sessions are developed and conducted jointly by the training managers of the source program and of the Kidum program.
- **Periodic mentoring talks and individual guidance** over the telephone (at first, every two weeks and then as required), conducted by the training manager of the source program.

Annual training plan

- Discussion of advancement issues and work processes with colleagues
- In-depth knowledge of career development and employment tools for advancement
- Basic concepts in labor laws (contract, minimum wage, severance pay, vacation days, reading a wage slip)
- “Work grant” (negative income tax) – helping low-income workers utilize all their rights – external lecture on behalf of the Tax Authority
- In-depth mapping and diagnosis stages: experience of employment tools (as required)
- Referring clients for studies and vocational training
- Use of tools that support advancement: study grants and the flexible family grant
- Using simulations to prepare participants for discussing advancement with employers
- Meetings with participants for diagnosis and coordinating expectations before the mentoring process
- Conclusion of the process

Ethical aspects of the Kidum counselor’s work

The Kidum counselor is expected to act ethically, responsibly, and professionally, and to show sensitivity to the dignity of the participants; they must avoid harming the interests of employers and other institutions involved in the program.

In addition to professional ethics generally, there is a thin line between coaching in general and career coaching in particular. For the coaching to be effective, a close relationship based on trust must develop between the participant and the Kidum counselor. When the participant talks about his vision, his employment preferences, or about barriers, he is sharing problems and experiences from other circles of his life. As with any employment problem, it is important to maintain boundaries – of content, time, proximity to the participant, and conflict of interests.

The ethical code of professionals in employment advancement


The European Union of Supported Employment (EUSE) has published **an ethical code for professionals working on career advancement**. The code includes several requirements, which have been adapted to TEVET’s employment programs and are binding on employment counselors in the various programs:

Professional qualification	An employment counselor must maintain a high level of professionalism in his work and seek to update his knowledge regarding employment counseling. An employment counselor is responsible for his professional development, and will therefore consult with his colleagues and superiors, take the courses offered by the organization, and develop his professional and technical expertise.
Integrity	An employment counselor will maintain integrity and fairness in his work with others, and will not expect to receive any benefit from his employers, from participants or from any authorities or organizations linked to TEVET. An employment counselor will avoid any conduct, occupation or declaration that might harm employers or workers, while maintaining employees’ rights.
Cultural Diversity	An employment counselor will develop sensitivity and respect for cultural differences in the population groups he works with, and will be aware of diversity hiring as an appropriate strategy.

Equality of Opportunity	An employment counselor will maintain equality of opportunity in all his fields of activity and will avoid discrimination on the basis of gender, religion, age, race, origin, family status, sexual preference or social status, while taking account of the population groups for which the program is intended.
Empowerment	An employment counselor will work to ensure the maximum development, independent decision making and autonomy of every participant in the employment programs.
Confidentiality	An employment counselor will maintain the confidentiality of information received from any source about participants and employers, including documents, databases, and examination results. He will not reveal any information to other organizations without the subject's written consent. He will not investigate or collect information about a participant or any candidate if it is not pertinent for the welfare and benefit of the subject.

Ethical issues in the Kidum counselor's work


The Kidum counselor sometimes encounters ethical issues; we will look at two of these.

	Is it correct to present opportunities for advancement to people who are not thinking about this subject?
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The widespread perception is that “everybody wants advance,” but from our experience we have learned that advancement at work is a personal matter and is time dependent. As part of the recruitment process for Kidum, the Kidum counselors are responsible for contacting previous participants in various TEVET programs, in order to look at their motivation for advancement. Sometimes it is necessary to create motivations, but it is also important to be wary of value judgements. Behind the idea of advancement lies viewpoints and values, such as professional satisfaction, self-realization, ability to influence, etc. These values are not necessarily consistent with the values of the target population at any particular moment in time. Cultural elements have a strong influence on participants, and the Kidum counselor must remember that desire for advancement is personal and depends on many

variables. For example, some people prefer stability to advancement; some women choose not to make changes in their work while their children are small, etc.

The job of the Kidum counselor is to introduce participants to the options for advancement that align with their values, but not to push them towards advancement at any price. The counselor must be careful not to interpret a lack of desire to advance at this stage as a sign of failure on the part of the participant. We must understand where the participant is at during this moment in time. For the unemployed, there is usually nothing to lose by entering the world of work, but many working people value stability in their employment and are afraid to leave what seems familiar and safe. On the other hand, today's world of work often prevents people from holding onto their jobs for long periods, as they did in the past. When discussing the subject of advancement, it is important to clarify the risks (as described in this booklet regarding the link between job retention and employment advancement), and not to make promises. Participants must understand that they are expected to lead the process. It's a complex matter: on the one hand, Kidum counselors must recruit people for the program, but on the other, they must avoid creating unrealistic expectations among the participants.

	Is it correct to tell participants that their employment ambitions are not achievable?
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Part of the Kidum counselor's job is to work with each participant on finding the most suitable type of employment advancement for that individual. But what should be done when the participant's ambitions are far beyond his abilities or his chances of achieving them? For example, in a case when a junior employee says, "within a year I'd like to be the organization's chief executive." It would be wrong for the Kidum counselor to encourage the participant to try and achieve his dream at any price, as this is likely to lead to frustration and disappointment. On the other hand, it would also be wrong to discourage the participant completely or damage his self-esteem.

The most delicate way of handling this situation is to listen to the participant and jointly examine the options. In this case, the counselor could reply, "if that's your dream, see what you'll need and what you're prepared to put into achieving it." The Kidum counselor should ask the participant to think about what steps need to be taken to realize his dream, for example: what are the job requirements? What are the academic requirements? How long will it take to qualify? Can work and study be combined? The participant will reach the conclusion that his dream is unrealistic, and with the help of the Kidum counselor, together they will build a personalized advancement plan with achievable milestones.

In order to select a feasible career path, the Kidum counselor can use several tools, such as investigating the field, investigating the position, and examining the employment reality (the actual labor market).

Investigating the field

This tool helps the participant to learn more about a field of occupation so he can make a realistic assessment of its suitability. The information collected includes data about demand for workers in this field, the salary range at different levels, the capabilities and skills required for success, and so on.



A sample field investigation questionnaire is given in the employment toolbox on page

Investigating a position

This tool enables the participant to broaden his information about the position he is seeking, and to see whether a particular job is suitable for him. The participant methodically collects information and data about a job, or about a specific position, including knowledge and education requirements, qualifications and skills, employment experience, and any other data available about the possible organizations and working environments.



A sample position investigation form is provided in the employment toolbox on page

Reality Check (examining the employment reality)

This tool enables the participant to examine the gap between what he wants and what he can obtain between his own capabilities and wishes, and the qualifications, education and work conditions required for a particular job or occupation. This tool helps participants to understand what they must do to improve their chances of finding work in their chosen field.



A reality check table is provided in the employment toolbox on page

The proper use of these tools will provide the participants with a reality check without shattering dreams. These tools should encourage discussion, with the aim of showing to what extent a particular field or occupation is suitable for a participant. These conversations should also reveal the participant's own preferences regarding employment, which may not be otherwise uncovered. The participant can also formulate his ambitions in a more realistic way and make more informed decisions regarding career advancement.

Chapter 4.

Achievements, challenges and recommendations

In this chapter:

- We will describe the implementation and operation of the Kidum program to date.
- We will survey the program's main achievements.
- We will present the challenges faced by the Kidum program.
- We will discuss practical recommendations for future program implementation.

The Kidum pilot program

In 2012-2013, TEVET carried out a pilot program with 114 participants, In light of the pilot's success and the growing need, the program was expanded in 2014 with a target of recruiting 250 low income workers. The participants were recruited from several existing programs: Maftach, the Kiryat Shmona Employment Promotion Authority, Riyan, Eshet Hayil, Ramp-Up, and Consumer Service Providers. By the end of 2015 the number of participants had reached 400. The findings of the final study on the program expansion have not yet been published.

The third stage in program development is planned for 2016:

- **Expand the Kidum program in Arab society, through the Riyan centers:** operate the Kidum program with 7 full-time counselors working on advancement, plus training for an additional counselor in East Jerusalem, while preparing for expansion in all Riyan centers, starting in 2017.
- **Riyan the Kidum program for people with disabilities, through the Ramp Up program:** Train 15 counselors (whose job description will include the employment advancement program).

- **Continue the Kidum program at Maftach centers and expand to additional centers:** add 11 specialist counselors (part-time) in addition to the national counselor.
- **Expand the Kidum program within the Eshet Hayil program:** define advancement targets for each of the 70 groups of women active in the program, and training local counselors accordingly.
- **Running a pilot program with the National Insurance Special Projects Fund:** 200 citizens from the NI files defined as low-income workers will be recruited to Kidum and given guidance and support on career advancement in four existing employment programs by four full-time counselors.

Participant Profiles

In the first two years, the pilot program had 114 participants, aged 20-45, from all over the country. TEVET recruited them from six programs (Eshet Hayil, Afikim, Maftach, the Employment Promotion Authority, and Riyan). Participants represented a range of social groups and sectors, including: Arabs, Haredim, women who had immigrated from Ethiopia, immigrants from the Caucasus and Bukhara, etc. In the second stage, the program expanded to cover another 400 participants, mostly (90%) Haredim from Maftach centers.

Most participants recruited for the pilot (during 2012-2014) had already used TEVET's employment placement services in the same center; the additional participants recruited in 2014-2015 included some who had used the services of the centers previously, and some new participants. These new participants contacted the center asking for assistance in order to leave the cycle of poverty, and were identified as low-income workers. For all of these participants, the Kidum program was the second stage in career development, once they had found employment and stayed in work for some time.

Structure and Operation of the Program

All participants went through an intake process. During three sessions with the Kidum counselors, they defined their goals for advancement,

and built an action plan to help them achieve these goals. After that, they received ongoing individual guidance from Kidum counselors and/or from other staff members from the source programs. Participants who expressed an interest in studying and had no other source of funding (such as vouchers) received financial help from Kidum of up to four thousand shekels.

The program's structure is based on Kidum counselors who work directly with participants, in cooperation with the Kidum team at TEVET headquarters and the managers of the source programs. The Kidum counselor's work, including recruiting participants and guiding them, is not generally funded by TEVET. Each of the six source programs was committed to allocating half the time of an employee for this purpose.

Accompanying research

At the request of TEVET, the program was accompanied by research carried out by the Myers-JDC-Brookdale Institute, which was intended to monitor the implementation of the program and the employment situation of the participants. The research findings on the expansion of the program have not yet been published. In this chapter we present the achievements, challenges, and the recommendations, based mainly on the results of the pilot as examined two years after it began. These findings are based on in-depth interviews with the program team, telephone interviews with most of the participants, and on data from the TEVET information system ("SPOT").

Program Achievements

The research findings show that the program managed to achieve its central target: participant progress in four measures of career advancement. In this section, we survey the main achievements³¹ in regards to final and intermediate measures defined for the program.

As stated, most of the achievements presented below are based on the findings in the concluding research, which was conducted about two years after the pilot began. We also present the findings of the

31. For further details, refer to the concluding assessment report of the Kidum program and the intermediate report on implementation of expansion of the Kidum program, published in December 2015.

intermediate study on the operation of the program in 2014-2015. Later, upon completion of the research and publication of the final report, we will be able to examine the results of the pilot in full. It is generally accepted that participants' progress should be monitored about eighteen months after they join the Kidum program. The final report, which examines results in relation to all the program's targets, is planned for publication in 2016.

Final measures in the pilot

Economic improvement

39% of participants in the pilot program (according to the final research report, N=114) and 30% of participants in the extended program (intermediate report, N=400) improved their monthly or hourly pay by 10% or more.

27% of pilot participants and 9% of participants in the extended program improved their pay by increasing the scope of their job.

Improved employment conditions in the pilot

64% of participants reported better conditions in at least one area. The most common types of improved conditions were:

- More convenient working hours (38%)
- More convenient transportation (38%)
- More vacation days (34%) and/or more sick days (27%)
- Professional development opportunities (22%)

Professional improvement

About 50% of participants stated that, following the program, they had experienced an improvement in professional aspects of their work (such as promotion to a more senior position). 47% said they had been given more authority or responsibility (such as managing an office, managing money matters, etc.).

Subjective improvement

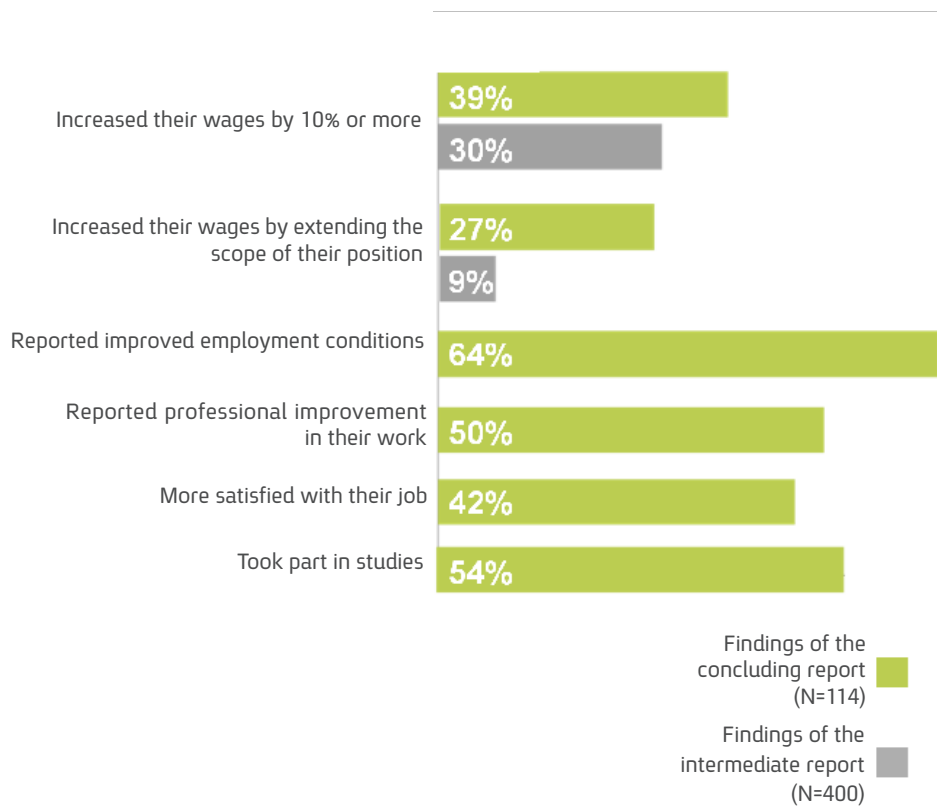
42% reported feeling more satisfaction with their work than when they joined the program. In addition, most participants (66%) reported that the program had improved their sense of their own work abilities in one or more of the following aspects:

- Time management
- Ability to demand their rights at work
- Taking the initiative at work
- Making the employer aware of the work they perform for the company
- Confidence in approaching the employer to discuss advancement: 35% stated that they had initiated a conversation with their manager regarding advancement.

Intermediate measures in the pilot

54% of participants had pursued some further education, about half of them had taken vocational qualification courses (such as bookkeeping, interior design, etc.) and about a quarter had taken academic studies at a college or university in various subjects (such as public management and education).

Kidum program – main achievements³²



32. The figures are based on the findings of the concluding pilot study (N=114) and of the intermediate study of the program expansion (N=400).



Stories from the field – Amira's story

“Amira worked as a part-time secretary in an office in Usifiya. At our meeting she said that her measure of advancement would be a wage increase. When we discussed a basis for increased pay, she raised the possibility of taking on book-keeping for the office. She said that her employer would prefer to have the books done by a member of staff rather than pay an outside firm for this service. I arranged a meeting with her employer to discuss the needs of the organization and to get him on board. Amira registered for a book-keeping course grade 1+2 and received a study grant of NIS 4,000 from TEVET, which covered 70% of the cost of the course. The employer allowed her to leave work early for her studies, and to take time off work during examinations.

Today Amira is continuing her studies, and has already started the process of taking over the work and in her office. The scope of her job has increased by 20%, which has increased her wages. Her employer has promised her an extra NIS 700 a month as soon as she finishes her studies.”

Ashtiak, counselor at the Eshet Hayil program in Usifiya



Stories from the field – Orit's story

“Orit sells insurance policies in an insurance company. She entered the program because of her lack of success in sales, which made her feel stuck and a fearful of losing her job. During the Kidum program, Orit gained confidence in her abilities, which ultimately helped her address the challenges of working with clients. The company managers noticed the change, joined the process and gave her support. They understood that the Kidum process was directly affecting Orit's ability to

meet her targets, and they therefore agreed to allow her to take time off work and to participate in an employment workshop. Orit's sales bonuses increased considerably, and she says that the Kidum process helped her to break out of a kind of "loop" in which she felt trapped."

Hilla, counselor in the Mafteach program



Stories from the field – Ya'akov's story

"Ya'akov, a young man in his 20s, came to the program feeling dissatisfied with his work situation. He had tried random jobs as a tutor for students and as a secretary but had never been to a job interview; he expressed a wish to become more professional and have a stable job with social benefits.

Ya'akov underwent an employment diagnosis and started the individual guidance and support process, where he learned to recognize his strengths. He took part in a workshop on the labor market, where he learned skills such as writing a CV, preparing for a job interview and an 'elevator pitch' (a direct approach to self-presentation). In the workshop he also worked on increasing his motivation, initiative, and self-confidence. At the same time, he started studying on a special BA track leading to a MA in education. He received a study grant of NIS 4,000 from Kedem and a flexible family grant to pay for his commute.

Ya'akov found work as a youth counselor at a community center (a task in the field of his studies). He started part time for NIS 2000 a month and during the Kidum program he increased the scope of his job and his salary rose to NIS 6000. Ya'akov also received social benefits, such as a pension and car expenses.

Ya'akov is very pleased with his progress, his new work conditions and the educational experience he is gaining, thanks to the Kidum program.

Guy, counselor at the Mafteach program

Challenges of operating the Kidum program

For the operators of the Kidum program there are a number of important challenges to be addressed.

Lack of funding for a full-time Kidum counselor

The Kidum counselors in most centers fill the Kidum counselor role in addition to their work in job placement. They generally allocate a fairly small percentage of their time to Kidum, a situation that creates several difficulties:

- The low percentage of time allocated to Kidum limits the capacity and pace of the guidance processes, and limits the response that counselors can give to potential participants in the Kidum program.
- Use of advancement supporting tools (such as finding participants who are suitable for mentoring, or thoroughly examining grants/flexible family grants) requires the counselor to have sufficient time for the task. Therefore, the use of such tools in the work program is restricted from the outset. As a result, there is a gap between the existing need and actual implementation. There is another gap between the number of inquiries received from employers who wish to take part in the program as mentors, and the actual utilization of this resource.
- Guidance on career advancement is a longer process than guidance on finding a job. The case load of 1:60 (ratio of Kidum counselors to participants) is therefore lower than the general ratio in placement programs, which limits the number of participants who can receive a response at any given time. The longer period required for guidance

in the Kidum process, relative to the placement process, can be explained by a number of factors. Firstly, the guidance processes for advancement in employment involve long-term decisions, that require advice, ongoing assistance and thorough examination by the participant and the Kidum counselor. Secondly, implementation of the advancement process takes time, particularly due to the need to improve human capital. The time required for training or studies is an important variable, since actual progress can usually only be seen some time after the participant completes his training/studies. The employer is another factor affecting the program duration: even if the employer is willing to promote the employee, it is not always possible to find a suitable job slot or position in the organization. Finally, many participants first have to deal with personal barriers (such as the fear of losing their current, safe job, if they move to another workplace before they can start the process of guidance on advancement).

Operating a special track program within infrastructure programs

Since the Kidum program operates as a “track” on an “infrastructure” (that is, existing source programs developed by TEVET), it creates a complex management situation, where the Kidum counselor has two managers: his professional manager at Kidum and his direct manager at the employment center. This requires dialogue and cooperation between all personnel to find the right balance of tasks, shared/ designated training, team work, and goal setting to achieve the desired outcomes. In addition, it is vital for the Kidum counselor to have the backing of his direct manager at the employment center.

Recommendations for implementing the Kidum program

The following are our recommendations for implementing the Kidum program:

Definition of career advancement objectives by the government

We believe that in order to achieve real change for low-income workers in Israel, it is vital for the government to define advancement targets, similar to those that already exist in the field of job placement.

Integration of the program in existing infrastructures

In light of the challenges described above, we recommend integrating the program into existing infrastructures by:

- Funding a full-time Kidum counselor position, based on a case load of 1 Kidum counselor for 60 participants at most, as recommended by the program's steering committee members.
- Allocation of an adequate budget for career advancement-supporting tools, such as study/vocational training grants, flexible family grants and mentoring.
- A solid foundation with a national advancement program manager, a training manager for the program and a mentoring counselor from TEVET, providing further development and professional oversight.

Adjustments to the Program

We recommend continuing to make adjustments to the program in order to expand it and make it more effective:

- Adjusting for additional target population groups and geographical areas; for example, adapting the employment tools used in the guidance process for specific population groups.
- Developing suitable methods for working with groups (in addition to the individual guidance and support) in order to provide the service to a larger number of participants.

We hope that further integration of the Kidum program, taking into account possible challenges and the above-mentioned recommendations, will improve the chances of more low-income workers to advance and develop in the labor market.

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