



Fellowships Section
Sector for External Relations and Public Information

United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

To: National Commissions for UNESCO
of Invited Member States
(List of Countries in Annex I1)

Ref.: ERI/RPO/PPF/10.744/LP

21 September 2012

Madam/Sir,

On behalf of the Director-General, I am delighted to inform you that the Government of Israel is offering, through its Ministry of Foreign Affairs' Agency for International Development Cooperation (MASHAV), a limited number of fellowships for participation in a training course in Israel within the framework of the UNESCO/Israel (MASHAV) Co-Sponsored Fellowships Programme.

These fellowships are open to high-level educational staff, school principals, counsellors, supervisors, lecturers at teacher training institutions, and researchers in relevant fields wishing to participate in an international course entitled "*Educational Methodologies – Youth At-Risk: Preventing Student Dropouts and Facilitating Reintegration*" to be held at the Aharon Ofri International Training Center in Ramat Rachel, Israel from **11 February to 12 March 2013**.

The annexes to this letter provide detailed information concerning the description and scope of the course, the qualifications required, the facilities offered, the general conditions governing the award of fellowships and the procedures for the submission of applications.

The final selection will be made by MASHAV (Israel) on a competitive basis. Considering the limited number of fellowships offered

.../...

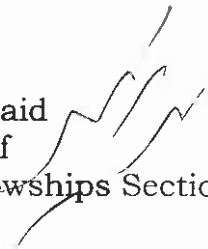
cc: Permanent Delegations of Invited Member States
Israel's Agency for International Development
Cooperation (MASHAV)
The Aharon Ofri International Training Center
Permanent Delegation of Israel UNESCO
Israel National Commission for UNESCO
UNESCO Field Offices concerned

under this programme, only candidates with the necessary qualifications and who demonstrate outstanding academic intellectual promise and personal qualities would have a chance to be selected.

A maximum of three (3) candidatures may be presented by each invited Member State for this training course. Applications should be sent to UNESCO's Fellowships Section (Fax No. 33.1.45685503/E-Mail: l.pigeonneau@unesco.org) not later than **21 December 2012**.

Please accept, Madam/Sir, the assurances of my highest consideration.

Ali Zaid
Chief
Fellowships Section



Enclosures: Annex I (Terms and Conditions)
Annex II (List of Invited Member States)
Annex III (A. Ofri International Training
Center Brochure)
Application Form
Certificate of Language Knowledge

**UNESCO Fellowship Co-Sponsored Fellowships Programme
UNESCO/Israel (MASHAV)
2013**

**Course on
“Educational Methodologies Youth At-Risk: Preventing Student Dropouts
and Facilitating Reintegration”**

11 February 2013 to 12 March 2013

(35) Member States Invited to Submit Applications

AFRICA

Botswana	Liberia	Sierra Leone
Cameroon	Malawi	Somalia
Eritrea	Mauritius	South Africa
Ethiopia	Mozambique	Swaziland
Gambia	Namibia	Uganda
Ghana	Nigeria	United Rep. of Tanzania
Kenya	Rwanda	Zambia
Lesotho	Seychelles	Zimbabwe

CARIBBEAN COUNTRIES

Antigua and Barbuda	Jamaica
Barbados	Saint Kitts and Nevis
Belize	Saint Lucia
Dominica	St. Vincent and the Grenadines
Grenada	Suriname
Guyana	

**UNESCO FELLOWSHIP PROGRAMME
UNESCO/ISRAEL (MASHAV) CO-SPONSORED
FELLOWSHIPS**

In order to promote human resource capacities in the developing countries through intensive training and to enhance international understanding and friendship among peoples of the world and the people of Israel, the Government of Israel is placing at the disposal of UNESCO a number of fellowships for the benefit of certain Member States (especially the least developed countries) within the framework of the UNESCO Fellowship Programme. Beneficiaries of these fellowships will be given the opportunity of participating in a variety of training courses in Israel, conducted under the sponsorship of the MASHAV, Israel's Agency for International Development Cooperation.

COURSE ON

**“Educational Methodologies – Youth At-Risk: Preventing
Student Dropouts and Facilitating Reintegration”
(From 11 February to 12 March 2013)**

**Host Institution: The Aharon Ofri International Training
Centre**

A. STUDY PROGRAMME

Aims of the Programme

To train participants to successfully:

- Create a relationship of mutual trust with youth in order to enable their reintegration into the educational system;
- Help individual youths develop and realize their potential so that they may help themselves and their society;
- Reduce alienation from the community and society;
- Plan educational services and interventions for youths ages 12-18 considered at-risk according to the following characteristics;
 - Detached youths who do not study or work in a formal or informal educational framework
 - Working youth who do not have a supportive educational framework
 - Youth at-risk who commit open or clandestine crimes
 - High-risk youth needing individual and ongoing support in areas including completing their education, job placement, and personal and social skills

- Raise multicultural awareness in those working toward the advancement of disadvantaged youth;
- Provide tools and guidelines for curricular development
- Advance teaching methods for specific subject matter (such as science and language), as well as interdisciplinary subject areas;
- Train and advance educational staff and support them in sustaining their duties and promoting their programs;
- Enable participants to choose the methods and tools suitable to the particular needs of their environment; and
- Provide a basis for future training activities according to the needs of the different countries and institutions.

Course Content

- Latest concepts, methods, and tools for educational staff training
- Model of the Pluralistic Identity
- Models of Multicultural Education
- Programs designed to implement the compulsory education law for detached youth who are not integrated into formal educational frameworks, including special programs for youth in protective institutions and prisons
- Humanistic Mathematics as a Tool of Educational Insertion
- Science and Technology Projects as a Tool for Educational Insertion
- Education towards completion of certificates on various high school grade levels, within the framework of compensatory centers operated in cooperation with local authorities
 - The development of social skills, practical skills and leadership
 - Special seminars on civic education
 - The training of special educational personnel to work with youth at-risk
- Computerized information centers to provide services for youth, locally and nationally
- Complementary education for school-excluded youth: An Evaluation Study – “From Exclusion to Inclusion”
- Improving awareness in teachers of disadvantaged students
- Ways and means designed to assist latent school dropouts
- Correlation between cultural gaps and learning perseverance level
- The influence of achievement, motivation and level of aspiration on learning processes
- Prevention of violent behavior among school students through the advancement of youth programs
- Education to prevent use of drugs and alcohol
- Sexual education

Methodology

- Lectures and discussions led by experts
- Workshops

- Analysis of educational planning through written material and professional visits
- Meeting with institutional administrators
- Exposure to projects at the national and regional level
- Simulations, panel discussions, and group work
- Preparation of final projects by individuals or groups, based on the professional interests of participants
- Study Tours: Schools, educational centers (including science and art centers), universities, teacher training institutions and pedagogical resource centers

Social Activities and Tours

Organized tours of holy sites and locations of general and historical interest will be conducted.

Social and cultural activities will be arranged.

B. QUALIFICATIONS REQUIRED

- a) High-level educational staff, at the regional or national level, dealing with the target population, school principals, counselors, supervisors, lecturers at teacher training institutions, and researchers in relevant fields;
- b) Be proficient in reading and writing in the language of instruction; (if the language of instruction is not the mother tongue, a certificate of language proficiency must be provided);
- c) Be not more than 50 years of age; and,
- d) Be in good health, both physically and mentally.

C. FACILITIES OFFERED BY THE MASHAV (ISRAEL)

- a) Registration and tuition free of charge;
- b) Accommodation (Room and Board) – 2 people per room
- c) Health insurance and free basic medical care (This does not include dental care, glasses, and chronic illnesses.).

D. FACILITIES OFFERED BY UNESCO

- a) UNESCO will cover international travel expenses (at the most economical airfare) within the framework of the 2012-2013 Fellowships Programme; and
- b) One-time special allowance amounting to US\$100.

(Note: Expenses such as the processing of visa, accommodation, meals and insurance during transit and/or prolonged stay in Israel are not covered by this fellowship.)

E. SUBMISSION OF APPLICATIONS: 21 December 2012

All applications, indicating clearly the course for which candidates are applying, should be endorsed by the relevant Government body (such as the National Commission or Permanent Delegation) and must be made on a UNESCO Fellowship Application form. Each Member State can nominate a maximum of three (3) candidatures. The letter of nomination should reach the Fellowships Section, UNESCO (7, Place de Fontenoy, 75352 PARIS 07) imperatively on or before **21 December 2012**. An advance copy of the application may be sent by fax (+**33.1.45685503**) or by e-mail (l.pigeonneau@unesco.org). The applications should be submitted with the following attachments:

- a) UNESCO Application Form, duly completed in duplicate;
- b) Two photographs (4 x 6 cm);
- c) Certified copies of diploma(s) in duplicate;
- d) Certificate of language proficiency (if needed)
- e) A medical certificate of good health*. **DO NOT SUBMIT** a medical examination report at this stage.

(* **Only selected candidates will be required to provide a certificate of good health issued by a physician**)

The final selection of the fellowship beneficiaries will be made by the MASHAV (Israel).

CANDIDATES NOT INFORMED OF THEIR SELECTION 15 DAYS PRIOR TO THE STARTING DATE OF THE COURSE (i.e., 11 February 2013) SHOULD CONSIDER THAT THEIR APPLICATIONS HAVE NOT BEEN APPROVED IN THE SELECTION PROCESS (i.e. NO SPECIFIC LETTER WILL BE ADDRESSED TO THOSE NOT SELECTED)

F. VISAS

All foreigners going to study in Israel are required to obtain a visa. Should your country not have an Israeli consulate, selected candidates will be advised where to apply for such a visa. In exceptional cases, visa may be given upon arrival at the airport provided that approval by the Israeli authorities has been obtained well in advance, and, on condition that the relevant information (name, date and place of birth, passport number, date of issue, validity, etc.) are transmitted to the Israeli authorities on time.

Files which are incomplete or which are received after the deadline for application, as well as candidates who do not fulfill the requirements mentioned above cannot be taken into consideration. It is the national authorities' responsibility to ensure that all candidates are duly informed of the above conditions prior to the submission of their applications for these fellowships.



Educational Methodologies

Youth At-Risk: Preventing Student Dropouts and Facilitating Reintegration

11.2-7.12.03.2013

The Aharon Ofri International Training Center
Ramat Rachel, Jerusalem

Within the framework of the Millennium Development Goals, the goal addressing education is particularly ambitious, in stating that:

"...by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling".

This goal presents a great challenge which must be met with creativity, resourcefulness, and hard work.

One of the targeted populations within the stated goal is **youth at-risk**. This label- given by various authorities (psychologists, educators, and sociologists) - refers to vulnerable adolescents from all socio-economic backgrounds for whom normal family life has been disrupted, and lack sufficient parental or adult interaction.

For these young people, the educational system takes on a special significance. Therefore, it is especially crucial to create educational opportunities to widen access towards education. These children must integrate into schools and training programs as quickly and as fully as possible, so they could have multiple opportunities for meaningful learning experiences.

However, "access" is complex and multifaceted. The professional educators who constantly mediate between students and the world around them must be even more supportive and caring when working with this special-needs group. Educators must create opportunities and impart skills, competencies and attitudes that will enable these adolescents to be productive and resourceful members of society.



Every nation today is involved in the challenging process of providing a quality education to meet the new demands of the 21st century. Educational systems have to develop innovative outreach programs for these school dropouts, focusing all efforts on creating positive conditions and individual skills that will foster resiliency and offset risk factors.

Given Israel's many national responsibilities – including the absorption of massive numbers of immigrants from various countries and cultures, while simultaneously dealing with emergency situations – its instructional and educational personnel have an important and highly complex role.

Israel has achieved considerable progress in increasing the number of students between the ages 12-18 who attend high school. However, despite Israel's Ministry of Education's policy for the prevention of student dropout and the development of special and varied curricula, some of these young people have not been successfully integrated into the existing system. In order to deal with this challenge and its ramifications, the Ministry has made strides in the field of youth advancement, via the development of the *Youth and Society Administration*. This section in the Ministry works toward developing and advancing the educational-remedial services for those students that have dropped out of formal educational frameworks.

In cooperation with Israel's Ministry of Education, the A. Ofri International Training Center initiated capacity development programs dealing with **youth at-risk**, including a program on “**Educational Methodologies – Youth At-Risk: Preventing Student Dropout and Facilitating Reintegration**”.

This program is conducted under the sponsorship of Israel's Agency for International Development Cooperation (MASHAV), a department in Israel's Ministry of Foreign Affairs.

Aims of the Program:

To train participants to successfully:

- Create a relationship of mutual trust with youth in order to enable their reintegration into the educational system.



- Help individual youths develop and realize their potential so that they may help themselves and their society.
- Reduce alienation from the community and society.
- Plan educational services and interventions for youths ages 12-18 considered at-risk according to the following characteristics:
 - Detached youths who do not study or work in a formal or informal educational framework
 - Working youth who do not have a supportive educational framework
 - Youth at-risk who commit open or clandestine crimes
 - High-risk youth needing individual and ongoing support in areas including completing their education, job placement, and personal and social skills
- Raise multicultural awareness in those working toward the advancement of disadvantaged youth
- Provide tools and guidelines for curricular development
- Advance teaching methods for specific subject matter (such as science and language), as well as interdisciplinary subject areas
- Train and advance educational staff and support them in sustaining their duties and promoting their programs
- Enable participants to choose the methods and tools suitable to the particular needs of their environment
- Provide a basis for future training activities according to the needs of the different countries and institutions

Program Content:

- Latest concepts, methods, and tools for educational staff training
- Model of the Pluralistic Identity
- Models of Multicultural Education
- Programs designed to implement the compulsory education law for detached youth who are not integrated into formal educational frameworks, including special programs for youth in protective institutions and prisons
- Humanistic Mathematics as a Tool of Educational Insertion
- Science and Technology Projects as a Tool for Educational Insertion



- Education towards completion of certificates on various high school grade levels, within the framework of compensatory centers operated in cooperation with local authorities
- The development of social skills, practical skills and leadership
- Special seminars on civic education
- The training of special educational personnel to work with youth at-risk
- Computerized information centers to provide services for youth, locally and nationally
- Complementary education for school-excluded youth: An Evaluation Study – "From Exclusion to Inclusion"
- Improving awareness in teachers of disadvantaged students
- Ways and means designed to assist latent school dropouts
- Correlation between cultural gaps and learning perseverance level
- The influence of achievement, motivation and aspiration on learning processes
- Prevention of violent behavior among school students through the advancement of youth programs
- Education to prevent use of drugs and alcohol
- Sexual education

Methodology:

- Lectures and discussions led by experts
- Workshops
- Analysis of educational planning through written material and professional visits
- Meetings with institutional administrators
- Exposure to projects at the national and regional level
- Simulations, panel discussions, and group work
- Preparation of final projects by individuals or groups, based on the professional interests of participants
- Study tours: Schools, educational centers (including science and art centers), universities, teacher training institutions, and pedagogical resource centers



Social Activities and Tours:

Organized tours of the holy sites and locations of general and historical interest will be conducted. Social and cultural activities will be arranged.

Program Requirements:

High-level educational staff, at the regional or national level, dealing with the target population

School principals, counselors, supervisors

Lecturers at teacher training institutions

Researchers in relevant fields

Certificate of Studies:

A Certificate of Studies will be awarded to participants who have attended classes regularly and fulfilled all requirements.

Israel's Agency for International Development Cooperation (MASHAV) will assume costs relating to:

- a) Registration and tuition fees
- b) Accommodations (Room and Board)
- c) Health insurance and basic medical care (This does not include dental care, glasses and chronic illnesses)

Accommodations:

Participants will reside at Ramat Rachel Hotel on the outskirts of Jerusalem

2 people per room.



A Window to Innovations in Education

There is no Developing Without Education and Education Depends on Developing

MASHAV - Israel's Agency for International Development Cooperation

Israel's Agency for International Development Cooperation, known as MASHAV, was founded in 1958 as part of the Ministry of Foreign Affairs. It is responsible for initiating and implementing Israel's development cooperation program worldwide. MASHAV aims at transferring the expertise and technologies which have assisted Israel on its own path to development to other countries.

Today, Israel cooperates with over 140 countries, providing training in Israel and abroad, operating on-site demonstration projects and building medical infrastructure in partner countries.

The World Conference on Education held in Thailand in 1990, marked the emergence of an international consensus that education is the single most vital element in the fight against poverty.

The Ofri International Training Center was established in 1989 as a core extension of MASHAV, Israel's Agency for International Development Cooperation in the Ministry of Foreign Affairs, in cooperation with the Ministry of Education. The Center's area of expertise is the transmission of knowledge about education, which is essential for the development of civil society. It concerns itself with learning at all levels, from elementary and secondary school through adult education, and provides knowledge and training for basic skills development, civic awareness, community education, education for special populations, treatment for youth (including those at risk), youth integration, youth leadership, education for health and the prevention of drugs abuse.

In adopting the UN's Millennium Development Goals, the Ofri Center contributes to the sustainable development of human resources internationally, based on knowledge and experience accumulated in Israel.

Since its inception, the Ofri Center has trained thousands of professionals from countries throughout the world. The Center cooperates with senior staff in the Israeli Ministry of Education, academic experts, government organizations and non-governmental organizations. In addition, it communicates and cooperates with key international organizations such as UNESCO, OECD, USAID, UNOCD, IOM and the World Bank.

“Education leads to empowerment – the surest guarantee of sustainable grow”



7, place de Fontenoy, 75352 Paris 07 SP
 telephone: (33.1) 45.68.10.00
 telex: 204461 Paris
 270602 Paris
 telefax UNESCO: (33.1) 45.66.94.29

APPLICATION FOR FELLOWSHIP

under the
 UNESCO FELLOWSHIP BANK Scheme

Instructions: The application form should be submitted by the appropriate governmental body and each part should be answered completely and accurately. *The application should be submitted in three copies.* The information requested should be either typed or written in ink in block capitals. Where additional space is needed, a separate sheet should be used and attached in three copies.

A. Official presentation

The Government of presents herewith
 the candidature of for a UNESCO fellowship
 in the field of
 for a duration of to begin
 under Programme and/or Project

The undersigned certifies that it is the Government's intention to have organized a programme of study such that will permit the candidate to increase his contribution to the development of his country in the future.

If a fellowship is granted, the Government will:

(a) provide the necessary assistance to the fellow for departure to begin the study programme;

(b) assist the fellow in meeting personal and family responsibilities during the period of his fellowship by maintaining, if necessary, continuation of the whole or part of his present remuneration;

(c) facilitate employment of the fellow in the assignment mentioned in this application upon completion of the fellowship.

It is certified that information contained herein is complete and accurate.

PRESENTED FOR: BY:

(seal) Name and title of responsible officer
 Governmental unit

 Date Signature

B. Background data concerning the candidate

Family name (surname)		First and middle names		Nationality	Occupation
.....	
Permanent address			Telephone.....	Please attach photo here (Optional)	
.....			E-mail.....		
Mailing address (if different from above).....			Telephone.....		
.....			E-mail.....		
Date of birth day month year	Country and place of birth		Sex		
.....		
Marital status	Full name of spouse	Number and age of children	Name and address of person to notify in case of accident		
.....		

Education

Name, place and country of educational establishments	Years attended		Degrees, diplomas: Indicate main subjects	Date obtained
	from	to		
Secondary, technical, etc.
Post-secondary, university, or equivalent

IMPORTANT: This application is not considered complete unless accompanied by certified copies of diplomas received and academic transcripts of courses followed and grades or marks obtained

Other studies

Mention any other studies undertaken, including training/refresher courses

Fellowships and scholarships

Which of the above studies were undertaken with a fellowship or scholarship? Mention the sponsor of the grant

Visits abroad

List any significant visits abroad not mentioned above

Publications and research

List any significant publications (including publisher and date of publication) and any major research projects undertaken

Languages

Mother tongue:

Other languages	Read		Understand (spoken)		Speak		Write	
	Easily	Not easily	Easily	Not easily	Fluently	Not fluently	Easily	Not easily
.....
.....
.....

The UNESCO certificate of language knowledge should be completed and attached to this application

References

List three persons, not related to the candidate, who can provide information on his/her qualifications. These persons should normally be teachers or supervisors acquainted with the candidate's previous academic work

Full name	Title and address
.....
.....
.....

Details of proposed studies

(If additional space is needed, separate sheets should be attached)

Give precise details of studies to be undertaken

Give realistic budget estimates for the fellowship requested (return travel, monthly allowance, tuition fees, etc.)

Expected results and future assignment

Indicate how it is envisaged to make the best use of the results achieved and specify what position will be taken up at the end of the fellowship with a description of future responsibilities

Candidate's statement

If UNESCO grants me a fellowship I agree to take up after my period of study the position to be assigned to me as described above. I certify the information I have provided is complete and accurate

Candidate's signature



7, place de Fontenoy, 75352 Paris 07 SP
telephone: (33.1) 45.68.10.00

APPLICATION FOR FELLOWSHIP

CERTIFICATE OF LANGUAGE KNOWLEDGE

Name of candidate.....	Language.....
---------------------------------	---------------

Address of candidate.....
.....

(1) ABILITY TO UNDERSTAND

- (a) Understands without difficulty when addressed at normal rate.....
- (b) Understands almost everything, if addressed slowly and carefully.....
- (c) Requires frequent repetition and/or translation of words and phrases.....
- (d) Does not understand spoken language.....

(2) ABILITY TO SPEAK

- (a) Speaks fluently and accurately and is easily intelligible.....
- (b) Speaks intelligibly, but is not fluent or altogether accurate.....
- (c) Speaks haltingly, and is often at a loss for words and phrases.....

(3) ABILITY TO WRITE

- (a) Writes with ease and accurately.....
- (b) Writes slowly and/or with only a moderate degree of accuracy.....
- (c) Writes with difficulty and makes frequent mistakes.....

(4) READING ABILITY AND COMPREHENSION

- (a) Reads fluently, with full comprehension.....
- (b) Reads slowly, but understands almost everything he reads.....
- (c) Reads with difficulty, and only with frequent recourse to the dictionary.....
- (d) Cannot read.....

(5) TECHNICAL LANGUAGE

Certain fellowships require a particular knowledge of specialized or technical language. In such cases, please evaluate candidate's ability with reference to paras. 1, 2, and 4 above.

- (6) Please indicate any further facts about candidate's language knowledge which may be of value in the development of his programme:

LANGUAGE TEST HAS BEEN MADE BY

Address:.....

Name:.....

Title:.....

Date:.....

COMMENTS:.....

.....

.....

.....