

Annual Evaluation Report National Data

2021-2022



מדינת ישראל
משרד החינוך
המינהל הפדגוגי
אגף א' לחינוך ילדים ונוער בסיכון



This evaluation report is dedicated to Mr. Rani Trainin, the outgoing Chairman of the Board of Directors, a man of vision and deed whose contribution to the program is immeasurable.

**We would like to thank our partners in Israel and abroad.
Your support and faith in us have enabled these impressive achievements.**

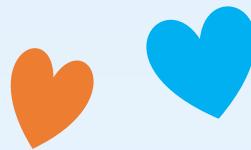


“Youth Futures” is an Israeli Public Benefit company and a subsidiary of The Jewish Agency for Israel.

“Youth Futures” is funded by The Jewish Agency for Israel, the Jewish Federations of North America, the United Jewish Appeal, Keren Hayesod (United Israel Appeal), the Israeli Ministry of Education, The National Program for Children and Youth at Risk, local Israeli municipalities, and individual donors from Israel and around the world.

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Greetings

Amira Aharonovitz

CEO, The Jewish Agency for Israel



The Youth Futures program touches the lives of its children and families in the most significant manner. The intervention of the program changes the lives of the children in both their present and future realities. Furthermore, the program impacts the broadest spheres of the family, so that the siblings of the Youth Futures children will not require the program's assistance in the future.

One of the central entities Youth Futures creates is a national infrastructure, a true asset for the Jewish Agency for Israeli society, the government of Israel, the State of Israel, and the entire Jewish world. A national infrastructure signifies a vast geographic network comprising deep activities within the different communities and cities across Israeli society. This infrastructure has attained the trust and support of decision-makers and professionals on the national and local levels while also placing its faith in the beneficiaries who stem from the weaker population sectors. These sectors experience difficulty setting their trust in various intervention bodies from the outset.

The singularity of the Youth Futures national infrastructure is its ability to provide a specifically tailored response while also modifying itself to varied social needs and responding to various challenges on the national level. An example of this can be found in the immediate modification of the mentor model to the challenges experienced during the COVID-19 pandemic in the past two years while maintaining the continuity of the intervention despite the difficulties of the pandemic, and furthermore, the modification of the mentor model during Operation Guardian of the Walls and the increased national tension and anxiety during this period.

I would like to thank the excellent staff of Youth Futures, mentors, and volunteers, for all you do to effect change in the lives of so many children and improve Israeli society. Thank you to the State of Israel, the Ministry of Education, and our partners in Israel and abroad.

Rani Trainin

Chairman of the Board, Youth Futures



5782 was a “transition” year between COVID-19 to the routine following the crisis, contending with an old–yet new–reality. This year was also significant for our organization, redefining its goals and readdressing its strategic planning. Activities were expanded in many spheres, sectors, and networks.

Assessment and evaluation are two cornerstones of our organization. Their integration into our daily operations has become the DNA of all our teams. This report comprises multi-year data that indicate the changes over time. The involvement of the different entities in the day-to-day activities is also demonstrated, and the assessment and evaluation of this involvement are part and parcel of the overall assessment.

At the conclusion of sixteen years of accompanying Youth Futures as the Chairman of the Board for Israel on the Jewish Agency’s Board of Trustees, as Vice Chairman, and as Chairman of the Board since the establishment of Jewish Futures as a subsidiary company in 2015, it is with tremendous satisfaction that I part ways with the trustees, the directors, the coordinators, and primarily the children. I have constantly carried my dedication to the program in my heart, and Youth Futures will remain forever in my heart. As expressed in this report, the program's success is a motivational force for the future. The facts on the ground, the children, the families and staff, and the data, too, speak for themselves.

Thank you to the many individuals for whom this is their daily endeavor.

With peace and blessings,

Rani Trainin

Haim Moyal

Director of Division A for The Education of Children and Youth At Risk, The Ministry of Education



The Ministry of Education's Division A for The Education of Children and Youth At Risk provides services to approximately 300,000 children and youth at risk. The division's operating approach is **therapeutic pedagogy**—a holistic approach that enables a redesign of the educational role in changing reality and that perceives learning to be a central therapeutic tool.

The division's activities are based primarily on two central motives: preventing dropouts and fortifying the educational achievements of at-risk students and advancing disconnected youth (who have already dropped out). The educational activities of the division span children of all ages, from early childhood and throughout all sectors of Israeli society.

The Youth Futures program is one of the flagship programs operating via the division in elementary schools. I follow your activities closely and am proud of your exceptional deeds, which demonstrate resourcefulness and creativity in your concern for students across various spheres.

Thus, first and foremost, I would like to thank everyone for your efforts and constant professional activities while maintaining confidence in each student. This is particularly true of the past two years during the COVID-19 pandemic, which created an unrelenting need to contend with challenges and search for creative responses for every student. Your efforts serve as an inspiration and a model for all truly dedicated educators. I believe that this form of activity can create a real opportunity for growth and a shift in our awareness as a society and for the students.

At this point in time, where we are armed with tremendous knowledge and talents, I have no doubt that you enable us to realize our divisions' vision and the dreams of the students—to grow, to expand, and to become significant adults who contribute to their society, and who courageously take action and succeed.

I wish you success in your essential endeavors,

Haim Moyal, Department Director

Ruti Sheinfeld

CEO, Youth Futures



I am happy and excited to present our assessment report for 5782. 5782 was the year of returning to routine and restabilizing ourselves. We learned how to live alongside COVID-19 while maintaining a healthy way; we revived essential traditions, such as the annual Trustees Seminar at Ohalo that we missed. We even established a new program, “The National Service Girls” of Youth Futures, that has successfully concluded its first pilot year. We met significant challenges, and we succeeded in signing a new and respectable collective labor agreement with the Youth Futures Labor Union.

The report before you relates the goings-on of the past year from varied angles and perspectives: analysis of questionnaires and deep processing of numerous data that are persistently gathered, and that together create the large picture that aims to summarize the past year and enables us to learn from the past and look forward into the coming year.

5783 is full of innovations and developments—opening the project in new cities, additional program-wide projects, and blessed expansion.

I would like to take this opportunity to thank the management of the Jewish Agency for Israel for the constant support and confidence in the program, the Ministry of Education’s Division for The Education of Children and Youth At Risk for its partnership with us, and the significant support over the years, the National Program for Children and Youth At Risk, and our many contributors in Israel and abroad.

Additionally, a big thank you to the members of the Board of Directors. They accompany our organization through trying times and constitute a source of support for me. A special thank you to Mr. Rani Trainin, the Chairman of the Board, over the past seven years. He has recently announced his leaving this position. Dearest Rani, thank you for your faith, support, concern, wisdom, and tremendous heart.

Yours,

Ruti

The Mentor Model

To attain its goals, the Youth Futures program creates and encourages opportunities for growth and development through an innovative concept unique to Youth Futures – **the mentor model**. This is a unique holistic

accompaniment model whereby a significant adult accompanies the child and his parents along a three-year journey of change. Each mentor is employed in a full-time position and has worked closely with 16 children and their families



for three years. The mentors undergo professional training and are enlisted from the child's community. Hence, they bring the relevant cultural sensitivities together with the holistic process.

The mentor model challenges the traditional distinctions between professional, semi-professional, and non-professional roles in the social realm and offers a new distribution of responsibility

between the entities and individuals involved in motivating and caring for the weaker populations in our society.

This model is founded on four main approaches:

- ♥ **The ecological perceptions of the child and his family**
- ♥ **The theory of social exclusion**
- ♥ **The communal development approach**
- ♥ **The emotional-cultural approach**

The combination of these approaches is expressed in recognition of the importance of the family in intervention and prevention among at-risk children and youth; preference of intervention at the communal level and reduction of expenditure outside the home; the formation of the program staff from within the respective city residents and weakened communities themselves, and in the strategy of building local partnerships.

The mentor constitutes a “**significant adult**,” a leader and role model in the child's life and his family, invoking the necessary change in their lives based on a relationship of listening, presence in their lives, assistance, and support. Employing close personal accompaniment, the mentor enables the children and their families to acquire life skills, learn, receive help and utilize the relevant social services that will allow them to realize the desired changes in their lives.

The mentor is responsible for harnessing those appropriate resources already available in the child and his family's environs while aiming to complement the existing resources in those spheres where none are available. The mentor achieves these goals by consolidating and integrating all the services and professionals into the care plan for the child and their parents and by listening to and focusing on the child's needs. This allows the mentor to advance a process of coordination and division of tasks between all the various individuals involved with the child, thus allowing the implementation of a personal program

tailored to each child. Furthermore, the mentor avails the family of the other services available within the program in the fields of parental guidance, financial accompaniment, and realization of rights.

The presence of the mentor constitutes a supportive element for the beneficiaries. The mentor provides them with the tools to contend with challenges, strengthens the child-parent relationship, and encourages the child's and his parents' active involvement in his school and in informal frameworks. Furthermore, the mentor encourages the participation and volunteering of the child and his parents in the community.

The Goals and Vision of Youth Futures

Youth Futures is a social organization that advances and influences the lives of at-risk and excluded children and their families across all segments of Israeli society employing the community-based mentor model that relates to life in its entirety.

Our Vision

To promote equality of opportunities and self-realization by advancing the resilience of the children and their families to become active contributors to their communities and society.

To act as agents for change employing the Mentor Model and creating partnerships within and without the community.

To be an assessment-based organization that learns and positions itself as such that develops, integrates and distributes practicable knowledge in its sphere of operation while responding to changing needs.

To nurture all the employees and trustees as central, professional individuals who grow from within the community, contribute to it, and constitute a positive force in its advancement.

The Ethical Code

To realize its vision, Youth Futures composed an Ethical Code that relates to all the aspects and emphases necessary for the program's operation. The Ethical Code constitutes a guideline for the mentor's activities.

Human Dignity

Respect for every individual as a human being. Respect for the inner value within a person as an intellectual, rational, and unique being – and maintaining a sense of humility that results from this respect. A respectful attitude to the fundamental rights of the individual within society. Respect and tolerance for other and different individuals concerning all his traits. Relating to children as complete human beings possessing their own uniqueness and aspirations.

Faith

Internal enthusiasm and adherence to our goals result from consenting and identifying with the aims of the program and a feeling of being at one with it. A positive base assumption filled with the mentor's hope and aspirations for himself, the child, and his family includes the ability to affect personal change and impact change on the surrounding environment.

Professionalism

Executing one's responsibility with goal-oriented, focused consideration, implementing constant study, and utilizing comprehensive information and external forms of assistance, while exercising flexibility and adapting to dynamic, changing conditions. Maintaining genuine curiosity for acquiring new knowledge, familiarity with the relevant field of operations, employing clear logic and severe and fundamental actions, and utilizing intelligent decision-making that is well thought-out and not arbitrary.

Personal Example

Appreciating that the actions and behavior of the program staff best convey and embody the program's vision, aims, and values. The awareness that all of the program's staff members represent personal examples for the children, families, and community.

Personal and Social Responsibility

A deep, long-term commitment to the children, families, community, Youth Futures partners, and the program. A responsibility includes caring for oneself, the others, and the surrounding environment to affect social change. Commitment to advance, enable autonomy and involvement, and protect the child's emotional and physical interests.

Partnership

Cooperation with various bodies combines knowledge, experience, and capabilities to achieve the sum of abilities required to affect change. Collaboration arises from humility, and that expresses respect for and appreciation of the knowledge, experience, and capabilities of

others. Sharing responsibility enables all the partners to reveal, utilize and fortify personal and communal strengths and nurture growth. Cooperation between the program staff and the child and his family, and between the team, the community, and its institutions

Listening

An act of deep attention to one's fellow enables the staff accompanying and supporting the program participants to utilize all their capabilities to acquire information. Acquisition of information from that which is stated explicitly and conveyed implicitly – from sensitivity to body language and gestures and the awareness of social and cultural aspects of human behavior. An activity executed from a position of empathy, inclusiveness, warmth, and love, based on the appreciation of one's fellow as worthy of the base dignity afforded every human being.

Youth Futures Across Israel



Galilee & Northern Israel

1. Kiryat Shmona
2. Hatzor
3. Hurfeish
4. Rosh Pina
5. Sefad
6. Sefad (Ultra-Orthodox Sector)
7. Ma'alot Tarshicha
8. Matte Asher Regional Council
9. Mazra'a
10. Nahariya
11. Acre
12. Tiberias
13. Nof Hagalil
14. Migdal HaEmek
15. Afula
16. Meggido
17. Yokneam
18. Beit She'an
19. Emek Hama'ayanot Regional Council

Jerusalem, Tel Aviv & Central Israel

20. Tel Aviv-Jaffa (Jewish Sector)
21. Tel Aviv- Jaffa (Arab Sector)
22. Hatikva Neighborhood, Tel Aviv
23. Bnei Brak
24. Lod
25. West Jerusalem
26. East Jerusalem

The Negev & Southern Israel

27. Kiryat Gat
28. Sderot
29. Sedot Negev Regional Council
30. Ofakim
31. Merchavim Regional Council
32. Beersheba
33. Arad
34. Dimona
35. Yeruham
36. Eilat

“Heartbeats” – Youth Futures for Infants



The Heartbeats program was established to create a response for parents of infants to support them in the initial stages of parenting and to encourage the parent-child relationship, the healthy development

of the child, and the utility of the services available in the community. The program employs mentors in this parenting field driven by the vision of providing parents in Israel's geographic and social periphery the security, opportunities, and tools for strengthening their parental identities and skills to prompt the healthy development of their children.

The Heartbeats program focuses on two central spheres of activity:

- ♥ **The personal-home sphere:** In this sphere, the Heartbeats mentor provides close parental accompaniment and support that advances the family through parenting according to the family's unique needs. The mentor assists in ensuring the infant's healthy development, strengthening the parent-child connection, utilizing the available services and parental capabilities, etc.
- ♥ **The group-communal sphere:** In this sphere, the Heartbeats mentor provides those parents who require less intensive support with a communal space for young parenting. This space creates a direct meeting between parents in the community and professionals in the field of infancy. This space advances two essential aims: creating a supportive group among equals and a safe and pleasant meeting space that offers professional knowledge and familiarity with the available resources in the community.

The Heartbeats program operates in a local authority (city/council), employing two mentors. Each accompanies 15 families in the personal-home sphere for approximately a year and a half. Thus, **within the personal-home accompaniment, the program works with 30 families at any time.** Additionally, **within the framework of the group-communal activities, the program will respond to 100 families annually.**

The Heartbeats program currently operates in 11 cities across all segments of Israeli society, and this is just the beginning!

The Heartbeats assessment report indicates that following the conclusion of the period of accompaniment:

67% of the families demonstrated improvement in the parent-child relationship

71% of the parents had improved significantly in feeling more capable and regulating their behavior as parents.

65% of the parents improved their familial functioning

The Domestic Violence Prevention Initiative

In 2020, surveys conducted among the children and their families demonstrated the severe and destructive impact of the COVID-19 pandemic, indicating a clear and significant trend of increased violence within the family and against women in particular. Youth Futures decided to participate in the national fight against violence against women, formulating an effective response based on the program's national, comprehensive, and established infrastructure, the close interface with the local authorities, and the program's high measure of accessibility to the community.



The initiative focuses on the women of families participating in Youth Futures while also catering to women in the community employing the skilled and highly-experienced staff of the program. Most of this staff yields from the local community within each town and city. The initiative operates today as a pilot in eight cities across Israel and focuses on three different channels of operations:

- ♥ **Specialized training of the Youth Futures staff**
- ♥ **Educating and increasing awareness in the community**
- ♥ **Individual and practical accompaniment of women suffering violence**

Kiryat
Gat

Bnei
Brak

Kiryat
Shmona

Afula

Tel Aviv-
Jaffa

Hatzor

**Bet
She'an**

National Service Women in Youth Futures

To expand the response provided to the existing Youth Futures beneficiaries and increase their number, with the start of 5782, a pilot program began integrating girls doing their national volunteer service into the Youth Future staff. The pilot ran in three cities, Kiryat Shmona, Hatzor, and Tiberius partnering with the Ministry of Education, The Division of National Service and the “Association for Volunteering” in Kiryat Shmona and the “Shlomit” association in Tiberius.

The national service volunteers are integrated into the activities in the schools in the mornings and into the social and communal frameworks in their cities in the afternoons. The mentor operating in the school where the national service volunteers were involved was assigned to the volunteers who then received ongoing guidance from the mentor, alongside meetings with the program’s city director and coordinator, as well as specific training throughout the year within the local and regional program frameworks. These young women were an assisting and expanding force that worked with the mentors and constituted a significant source of additional responses across the broad spectrum of the beneficiaries’ lives.

Together with operating this new pilot program, the Youth Futures Knowledge and Guidance Center continues its professional management of the “Shacham” Program (“Strive, Dream, Succeed”) of the “Bat Ami” National Volunteer Service Organization. This program is aimed at children and families from Ethiopian and French immigrant communities in Ofakim, Netivot, Yavne, Netanya, Or Akiva, and the Jerusalem neighborhoods of Bak’a and Kiryat Menachem.

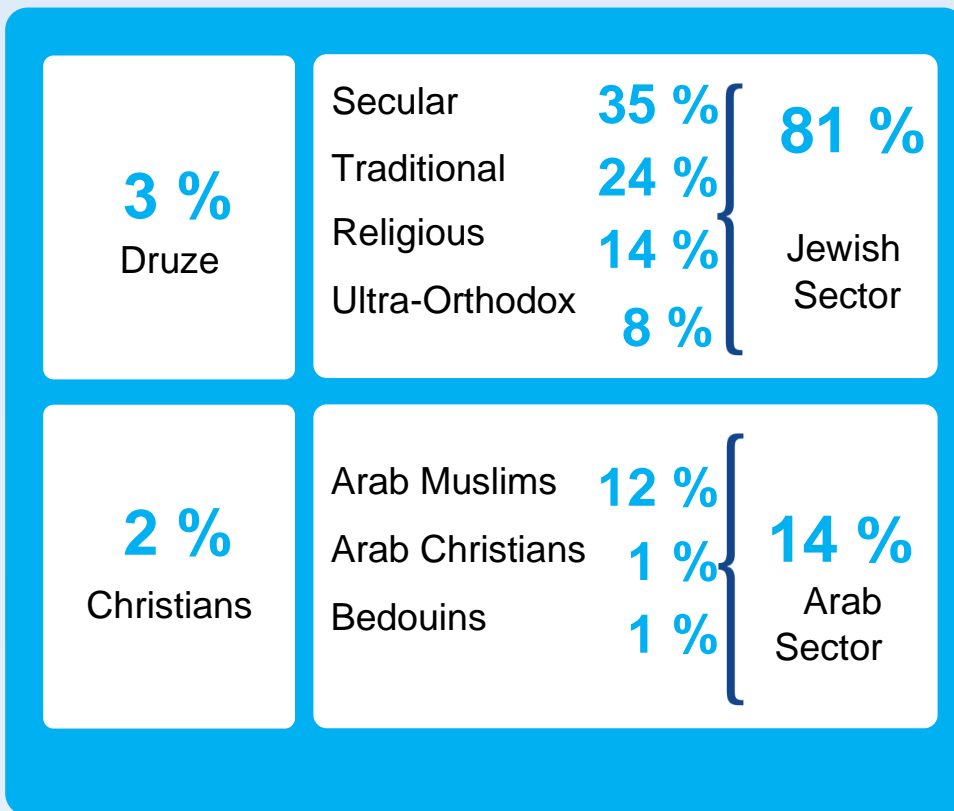
Following the success of this pilot program, in 5783, a further allocation of national volunteer service positions was awarded to 21 Youth Futures communities: Yerucham, Eilat, Arad, Tel Aviv, Lod, Beersheba, Ofakim, Kiryat Gat, Sderot, Tiberius, Hatzor, Sefad, Kiryat Shmona, Ma’alot, Bet She’an, Yokneam, Nof Hagalil, Acre-Nahariyya, Migdal HaEmek, and Afula. These positions are operated through the national volunteer organizations that dispatch their volunteers to these communities: Bat Ami, Aminadav, The Association for Volunteering, and Ofek.



In addition to these, the Youth Futures Knowledge and Guidance Center continue its professional management of the “Shacham” Program (“Strive, Dream, Succeed”) in Netanya, Yavne, and the Jerusalem neighborhoods of Har Homa and Kiryat Menachem. Over the year, the national service volunteers receive designated monthly training that is part of an annual training plan. This training is performed within the local/regional

frameworks. It focuses on content aligned with the vision of Youth Futures, for instance, creating an interpersonal connection, working with strengths and weaknesses, deepening interpersonal relations, and developing a vision for the future, personal aims, and desires. Through the training sessions, these volunteers gain practical tools for working with the children they accompany.

“Youth Futures” in Numbers By National Perspective



The Socio-Economic Index by Municipality

4.4


Average Cluster by Municipality

- Cluster 2: 4 cities
- Cluster 3: 2 cities
- Cluster 4: 16 cities
- Cluster 5: 6 cities
- Cluster 6: 4 cities
- Cluster 7: 3 cities

Central Bureau of Statistics 2017 Index



155
Schools in the Program



249
Mentors

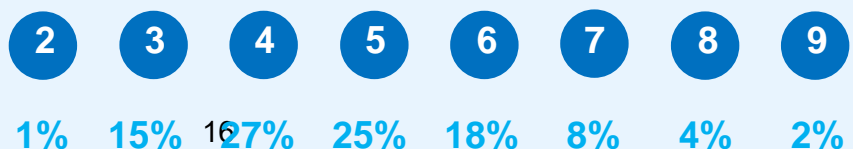
10821
Direct beneficiaries in the program



15 % Middle school

85 % Elementary school

Children by grade



Youth Futures Families: At-Risk Factors

By National Perspective



43%

are large families (*four or more children*)



26%

are families known to welfare services



18%

are immigrant families



29%

are single-parent families



13%

of fathers are unemployed



24%

of mothers are unemployed



16%

of families contend with a family member who has a physical or mental disability



35%

of mothers with a secondary education or below



32%

of fathers with a secondary education or below




50%

of families do not speak Hebrew as their primary language

Supportive Frameworks – A National Perspective

A significant portion of the mentor’s work is to encourage the attainment of the available social services and communal responses, as well as involvement in extra-curricular activities, youth movements and other supportive frameworks.




37 %

of the children participate in extra-curricular activities



13 %

of the children participate in youth clubs and study centers



18 %

of the children have a diagnosis (ADHD/ADD, learning disabilities, etc.)



16 %

of the children participate in youth movements



Personal Plan Teams by National Perspective

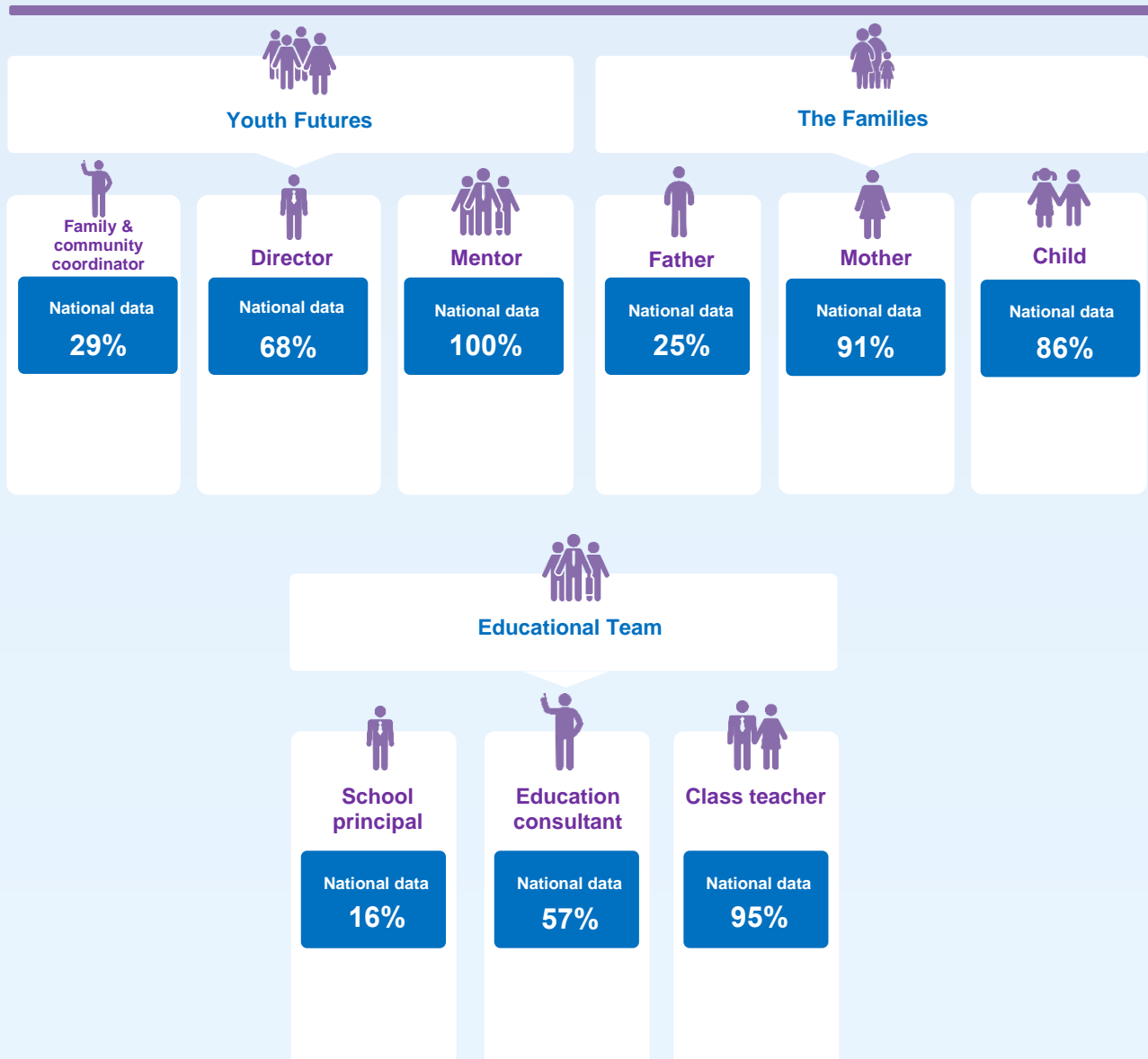
Proportion of Personal Plans
(3175) 88 %
 The preceding year:
(2735) 81 %

A personally customized work plan is created for each Youth Futures child. This plan is based on an analysis of his/her strengths and needs and of his/her situation within the domestic, social, and academic spheres. The personal plan defines the priorities and focus of the growth process. It advances a shared purpose and commitment to the ongoing activities for all the parties involved: the child, the mentor, the child's parents, and the professional network that encompasses and assists the implementation of the personal plan.

PPTM proportion
(2261) 71 %
 The preceding year:
(1734) 52 %

Personal Plan Team Meeting (PPTM)

The Personal Plan Team Meeting is an interdisciplinary meeting that incorporates the whole team of individuals involved in caring for the child and his family who are familiar with their needs and the resources available to them in their community. This interdisciplinary meeting aims to create a deep understanding of the child and family's needs and to enlist all the various agencies that can join in identifying possible modes of assistance and can coordinate with each other. Meeting these individuals constitutes a crucial stage in the overall and continuing mentorship process.



Assessment of the Child's Progress

Mentor Assessment

The program's effectiveness in achieving its short-term goals is based on assessing the child's progress through 24 indices that are distributed across the four spheres of involvement – personal, social, academic, and familial – which are conducted at the start of the program, after each academic year, and after the program. The evaluation is formulated by the mentor based on an integration of information from different sources .

As each participant receives a tailored plan suited to his needs and abilities, so does the **evaluation of change** over the course of and after the program **relative to his personal condition at the beginning** of the program. Any progress is presented as a **percentage of the individual has improved himself** – based on an increase or decrease in at least one of the evaluation index rankings on a scale of 1-10. **The index scale in each of the evaluation spheres ranges from “low” / “very problematic” (ranking 1-2 on a scale of 1-10) to “high” / “very good” (ranking 9-10).**

Assessment Indices

Familial Sphere

Inter-familial relations

- ♥ Relationship with mother
- ♥ Relationship with father
- ♥ Relationship with siblings

Parental functioning

- ♥ The child's responsibilities in the family
- ♥ Boundaries set for the child
- ♥ Exposure to violence in the home
- ♥ Study conditions at home
- ♥ Attention to the child's nutrition
- ♥ Attention to the child's health

The familial intervention sphere comprises two clusters:

- Inter-familial relations
- Parental functioning

Social Sphere

- ♥ Social functioning
- ♥ Friendship habits/models
- ♥ Use of Violence
- ♥ A victim of violence
- ♥ Use of harmful substances



Personal Sphere

- ♥ Self-confidence
- ♥ Accepting responsibility for one's actions
- ♥ Coping with stressful circumstances
- ♥ Independence
- ♥ A Joy for life

Educational Sphere

- ♥ Presence at school
- ♥ Full and timely attendance
- ♥ Functioning in the class
- ♥ Educational functioning in the home
- ♥ Discipline issues
- ♥ Motivation to succeed at his studies

Achieving the Goals of the Program – Immediate Impact

Results of the assessment of the children’s progress **on a national level**
Based on an accumulated sample of **5622** program alumni since 2009

Assessed Results	Goal	Aim
To fortify the personal character and self-confidence of the child	At least 80% of the children will improve in the sphere of personal character	83% of the children improved by one grade in at least one personal character index
To develop the social capabilities, strengths, and skills of the child	At least 75% of the children will improve in the sphere of social abilities	73% of the children improved by one grade in at least one social abilities index
To create a supportive educational environment at school that enables the development of learning skills	At least 70% of the children will improve in the sphere of educational studies	75% of the children improved by one grade in at least one educational studies index
To encourage parental involvement in the child’s life and support of him	At least 65% of the children will experience improved parental functioning	67% of the children experienced improved parental functioning by one grade in at least one index
To fortify the parental abilities and contribute to the development of the family unit	At least 65% of the children will improve in their inter-familial relationships	65% of the children improved by one grade in at least one inter-familial relationships index
To make the available social services accessible to the child and to extend these services.	At least 80% of the parents in the program will acquire knowledge and skills to realize their rights	93% of the parents report that they acquired knowledge and skills to independently realize their rights
	At least 70% of the families will improve their relationships with their children’s schools	83% of the parents report an improvement in their relationship with the educational staff

Youth Futures Intervention in the parental Scope

The singularity of Youth Futures stems from the understanding that in order to create genuine, sustainable change it is necessary to act in a multi-level manner with the children, their parents, and entire family. Accordingly, the mentors dedicate a significant portion of their time in meetings and contact with the parents. When necessary, the mentors provide the parents with assistance in realizing their rights, conducting parental workshops on issues relevant to the specific parents, and individual guidance in their homes.

Domestic and family intervention

The significant presence of the mentor within the natural home-setting of the child creates varied interactions and a deeper familiarity with the child and his family; these contribute to creating mutual trust and the optimal cooperation of the parties. The close relationship with the child and his parents enables the mentor to acquire a more precise understanding of the family's needs and thus, the ability to create and locate the most relevant responses.



Parent Groups – A National Perspective

In 5782, Youth Futures conducted **80** parent groups.
(**1062** parents participated in these groups)

78%

of the parents reported that the group meetings assisted in changing their behavior and responses for the better

91%

of the parents reported that the group meetings deepened their awareness of the topic the respective meeting addressed

90%

of the parents reported that the group meetings enriched them with the knowledge and tools the respective meeting addressed

Data of **307** parent feedback questionnaires

The Realization and Utilization of Applicable Rights

Generally, the Youth Futures participants and their families stem from weakened population segments that suffer social exclusion. Among the characteristics of socially-excluded populations are a low level of access to services and reduced realization of the relevant rights. This is the prime expression of the social paradox – those individuals and population segments who so require the available social services are those who have the most difficulty in obtaining them.

The reasons for this are varied – these individuals are often struggling for their very survival, and are thus overcome by the emotional, cognitive and functional ramifications of this struggle. The role of the mentor and the local management team within this context is to identify the needs of the families and their children and the barriers that prevent them from receiving the relevant care, and then to assist the families in contending with these by:

- ♥ Increasing the parents' awareness of their child's needs and the services they are entitled to receive;
- ♥ Strengthening the parents' ability to utilize these services independently;
- ♥ Increasing the parents' trust in the system and the services available to them.

The process of realizing the available rights is essential in order to ensure that the families utilize all the services and responses they are entitled to. The emphasis throughout this process is the strengthening of the parents' abilities to serve as their child's advocate and represent him on an ongoing basis even after their involvement in the Youth Futures program ceases.



Parental Feedback – A National Perspective

The data is from **1858** parent feedback questionnaires, May-June, 2022



Youth Futures aims to be responsive to the parents. Therefore, in addition to constant dialogue between the parents and Youth Futures, we conduct a specific process of assessment that allows us to gather the opinions of the parents. The questionnaire was issued online directly to the participating parents; it requested their unmediated views, by means of a self-report survey conducted without the involvement of Youth Futures staff. The questionnaire focused on the extent that Youth Futures is attaining its goals with respect to the child, the family, and the school; satisfaction with the relationship of the child and his mentor; the strengths and points for improvement of Youth Futures, and whether they would recommend the program.

Program parents were asked as to the extent to which they experienced the program contributing to their children. The overwhelming majority of the parents experience the program as contributing to their children to a very large extent across all four intervention spheres of the program.

The percentages indicate the extent of **the parents who responded that the program contributes significantly in the spheres of intervention:**

86%

in the
familial
sphere

84%

in the
educational
sphere

89%

in the
social
sphere

91%

in the
personal
sphere

The overwhelming majority of the parents perceive the mentor as a significant figure in the lives of their children, and report that the mentor's involvement effected a positive change in their children's lives.

**The percentages indicate responses of 7 and above on a scale of 1-10.*

of the parents perceive the mentor as a significant figure in the children's lives

95%

of the parents feel that their child underwent a change for the better during their accompaniment by Youth Futures

91%

of the parents reported that they underwent a change for the better as parents

85%

of the parents reported that the mentor served as a source of support for them as parents

85%



The professional approach of the Youth Futures program perceives the children's parents as direct beneficiaries, and hence the program devotes resources to accompanying and offering guidance to the parents. This approach is based on the belief that investing in and aiding the parents directly strengthens the Youth Futures child, and indirectly strengthens his siblings and thereby the entire family unit. Youth Futures parents experience the program's involvement in their families as a significant component of their lives, and the overwhelming majority report that they themselves received a great extent of benefit from the program.

Parents who report that the Youth Futures program makes a significant contribution to them and their families in the following spheres:

82%

of parents report an improvement in how they relate to the child and his siblings

86%

of parents report an improvement in their awareness of the needs of their child

86%

of parents report an improvement in the relationship between them and their children

83%

of parents report an improvement in their relationship with the educational staff

85%

of parents report an improvement in their involvement in the social lives of their child

82%

of parents report an improvement in their involvement in the education of their child

97% of the parents would recommend participation in the program

** The percentages indicate responses of 7 and above on a scale of 1-10.*

Educational Staff's Feedback – A National Perspective

Data-driven from **727** feedback questionnaires among participants in the educational teams May-June, 2022

Respondents by Educational Position

4%

Other

66%

Class teacher

17%

Educational Consultant

13%

Principal and Vice-Principals



Educational staff who perceive Youth Futures contributes to the relationship with the child and his family:

report that the program assisted them in becoming better acquainted with the personal story of each child and his family

83%

report that the program assisted them to create a more significant relationship with those families who required this

72%

report that the program contributes to improving communication between the school and the parents

79%

The interface between class teachers and mentors

85%

of the class teachers report that the mentors encouraged **their active involvement** in implementing the children's personal plans

90%

of the class teachers report that the mentors encouraged **their active involvement** in composing the children's personal plans

94%

of the class teachers report that a **professional dialogue was conducted** with the mentors

92%

of the class teachers report that the **progress meetings** were held on a routine basis

* The percentages indicate responses of 7 and above on a scale of 1-10.

Educational Staff's Feedback (continued)

reported the increased **self-confidence** of the children

96%

reported an increase in the **joy of life** of the children

95%

reported that the children gained tools for **contending with stressful circumstances**

93%

reported that the program endowed the children with a feeling of **age-appropriate independence**

94%

reported that the program increased the children's ability to **accept responsibility for their actions**

93%



94%

report that the program contributes to creating a **supportive educational environment** for the children at school

86%

report that the program contributes to **improving communication** between the school and the parents

91%

report that the program contributes to **expanding and increasing access to the social services** available the children

91%

report that the program contributes to **increasing awareness of the needs and characteristics** of children at risk

The contribution of the program to the children's **educational functioning**:

90% report an increase in the motivation to study

83% report an improvement in the study skills of the children

83% report a decrease in and prevention of late arrivals and absences

83% report an improvement in the educational achievements of the children

86% report an increase in the active involvement and participation of the children



The contribution of the program to the children's **social climate and functioning**:

89%

report a **decrease in and prevention of** the use of violence among the children

94%

report the establishment of **positive behavioral patterns** among the children

92%

report an **expansion of the social circles** of the children

93%

report a **deepening of the social relationships** of the children

98% of the educational staffs would recommend participation in Youth Futures

Ongoing Impact – Alumni Survey



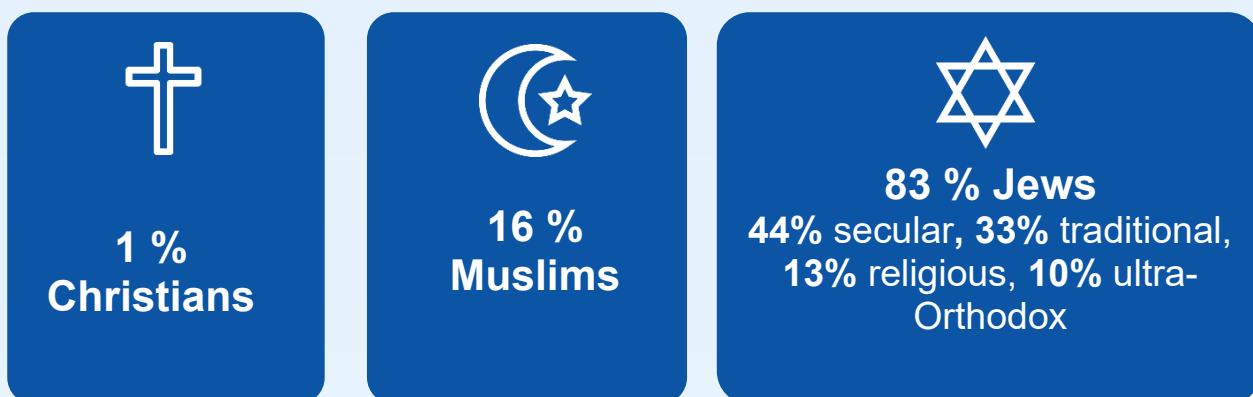
June-July, 2021

515 respondents, national data of graduates

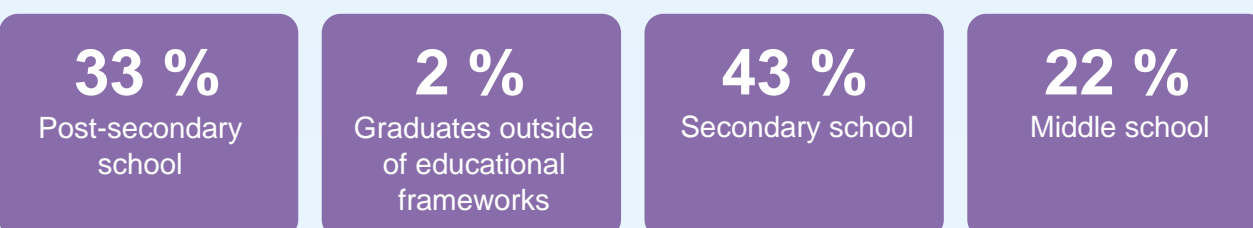
The program graduates are youth and young individuals who successfully concluded the program. Over the years, more than 10,000 youths have successfully concluded the accompaniment process of the program. The aim of following up on the graduates is to assess the ongoing impact of Youth Futures on its beneficiaries in terms of their functioning, realization of their individual capabilities and satisfaction with life. To this end a survey was conducted among the graduates to assess their lives following the program. The graduate survey sample overwhelmingly comprises older graduates

The findings from the samples taken periodically remain consistent and testify that Youth Futures **has an ongoing impact on the lives of the graduates. The effect of the program does not dissipate, rather to the contrary – it solidifies and further influences how the graduates behave and perceive themselves and their futures. Furthermore, participation in the program also prevents future regression and reduces the impact of risk factors on the ability of the child to believe in himself and realize his skills and abilities in a normative context.** The period of participation in the program fortifies the children and equips them with a sense of possessing personal capabilities, strength of character and tools for successfully contending with their age-respective challenges.

The following findings are based on an online survey issued directly to the program graduates in June 2021 that was completed by 515 respondents:



Graduates by Age



Ongoing Impact – Alumni Survey

The mentor in the Alumni's perspective

92 % of the graduates, the mentor constituted an individual who assisted them in succeeding in their lives.

89 % of the graduates, the mentor constituted a significant figure in their lives.

Alumni who experience program's great contribution to their lives:

72 %

In the familial sphere

76 %

In the educational sphere

81 %

In the social sphere

85 %

In the personal sphere

of the graduates feel a high motivation to succeed in life **91 %**

of the graduates feel there are resources available to them to contend with challenges. **89 %**
(Internal strength of character, abilities, knowledge, and familial, social and professional sources of support)



The Alumni's Communal Affiliations

- 47 %** of the graduates, currently in high school, volunteer within the community.
- 43 %** of the graduates participate in youth movements (currently or during the course of their studies).
- 14 %** of the graduates participate in student councils (currently or during the course of their studies).
- 66 %** of the graduates (eligible to vote) voted in the recent Knesset elections.
- 74 %** of the graduates feel a sense of attachment to the community where they currently live or lived in their youth.
- 66 %** of the graduates feel there are communal resources available to them when necessary.





Gap Year Volunteering

of graduates having concluded school volunteered for a year in a pre-army academy or voluntary service.

15 %

of graduates who are in secondary school aim to volunteer for a year in a pre-army academy or voluntary service.

21 %

Alumni Employment

40 % of the high school alumni's are in labor

13 % of the middle school alumni's are in labor

69 % of the post- high school graduates are currently employed
(Excluding of graduates in active army/national/civilian service)

Enlistment to military/national/civil service (Jewish sector, excluding the ultra-Orthodox)

82 % enlist for military service

82 % among high-school-aged graduates are highly motivated to enlist in the military

24 % of the graduates participated in commander courses (among those serving in the military)

8 % are exempt from army/national/civil service and do not volunteer in any framework

10% volunteer for national/civil service



Proportions of graduates with school graduation certificates

4 %

of the graduates did not receive graduation or completion diplomas

9 %

of the graduates received secondary school completion diplomas

17 %

of the graduates received partial graduation diplomas

70 %

of the graduates received full graduation diplomas

* 65.8% of all Israeli 12th grade graduates were eligible for graduation certificates (2019)



Higher Education

of the alumni are currently in trade/higher education frameworks.

(Among post-high school graduates not serving in military/national/civil service.)

35 %

of the alumni aim to study in trade/higher education frameworks.

(Of graduates in the high school age group and older.)

78 %

YouTube:
Youth Futures



Instagram:
Youthfuturesisrael



Facebook:
פותרים עתיד



Our Successes

Select findings from the 5782 national assessment report

- ♥ From a sample of **1858 Youth Futures parents**:
 - ♥ **95%** perceive the mentor as **a significant figure in the lives of their children**.
 - ♥ **82%** experience an improvement in their relationships as parents with the child who participates in the program **as well as with the child's siblings**.
- ♥ From a sample of **727 education staff members** who accompany the program:
 - ♥ **83%** report the project having assisted them in **becoming better acquainted with the personal story** of each child and his family.
 - ♥ **94%** report that the program contributes to **creating a supportive educational environment** for the children at school.
- ♥ From a sample of **515 Youth Futures graduates**:
 - ♥ **92%** of the graduates perceived their mentor to be **a figure who assisted them succeed in life**.
 - ♥ **87%** of the graduates received graduation diplomas; this is higher than the national average.
(70% received full graduation diplomas and 17% received partial graduation.)



Scan the QR codes to see some of the program's activities