



Youth Futures Annual Evaluation Report

5780 – 2019-2020

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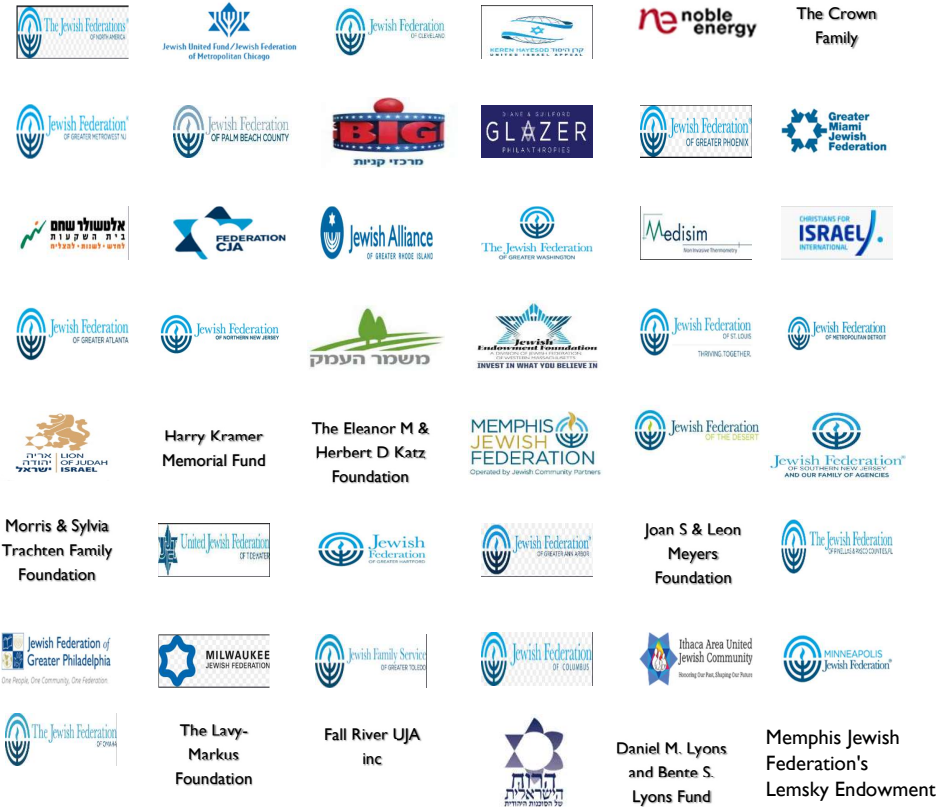
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We would like to thank our partners in Israel and from around the world.

These impressive achievements are a result of your ongoing support and investment in Youth Futures.

Thank you!



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

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Opening

Dear friends,

Among the many obstacles which we confronted over the past year, 2020 saw formal education come under siege. Israel's schools were virtually shut down, only to be replaced by uncertainty, sporadic quarantine, screens, and growing isolation. Recognizing this void, Youth Futures' remarkable team stepped up, established new modes of communication and reinvented their routine operations to ensure no individual falls behind and no family is forgotten.

The result was enhanced connectivity, stronger community and a deeper sense of mutual accountability. The Youth Futures mentors' gain was equal to the beneficiaries', and Israeli Society's delicate seams successfully held on to each other despite the tension and frailty.

I salute Youth Futures' sound leadership and devoted staff, mentors and volunteers, who continue to provide critical services and support- and are rewarded by purpose and greater meaning in their lives.



Isaac Herzog

Chairman of the Executive

Dear Friends and Partners,

As we near the end of the school year, which was a very challenging year for most children, we reflect on and measure the important work that Youth Futures provided throughout the Coronavirus pandemic. Founded in 2006 by The Jewish Agency and Jewish communities around the world, Youth Futures is a high-impact, community-based program,

which aims to help families living in Israel's socioeconomic and geographic peripheries escape the cycle of risk and poverty. Since its inception, Youth Futures has grown, both in its reach to engage more children and their families, and to develop new and meaningful programming. When new challenges emerge, Youth Futures successfully adjusts its activities to best serve the needs of its beneficiaries. Youth Futures continues to pave the way for other intervention programs in Israel. >>>

As this year unfolded, we witnessed in awe as the committed staff, mentors and volunteers of Youth Futures worked tirelessly around the clock, and often with many uncertainties, to support thousands of children and their families. Their success was in thanks to their dedicated effort and focus to pay attention to both the small and large details, while responding to the ongoing needs of every beneficiary.

As we look ahead, Youth Futures will continue to strengthen the resilience of at-risk populations, especially in these times when they need us more than ever. I commend them for their display of solidarity in their work, which stands as a true example of "kol Yisrael arevim zeh ba-zeh".

Thank you, to the incredible team of staff, mentors, and volunteers, for all that you do to change so many lives and make our society better.

Amira Ahronoviz

CEO and Director General

The Jewish Agency for Israel



Rani Trainin, Chairman of the Youth Futures Board

Assessment and evaluation are two necessary conditions for the operations of any organization, whether a financial, public, social or educational organization, precisely as is the definition of goals and modes of operation.

Youth Futures has a long-standing tradition of creating and implementing evaluation reports. An evaluation report is a significant tool for a trustee, director, partner, donor, financier and whomever is associated with the significant operations of the organization. Such a report enables the improvement and advancement of the entire organization.

The importance of this report is far greater during the current complex period in which we operate. Activities under conditions of uncertainty and fundamental changes, sometimes urgent, necessitate close supervision and fast adaptation. Like the previous reports, this report is illuminating, and its entire purpose is the advancement of the children and families we accompany daily toward a more promising future.



Ruti Sheinfeld, CEO

Dear readers,

5780 was a very challenging year, in all aspects – work, home and everything in between. This year was characterized by ups and downs, and we at Youth Futures were forced to reinvent ourselves and to adapt quickly to the changing reality. We had to turn inward while also bursting forward with full power.

Through these quick actions, we were able to achieve our goal of continuing to offer Youth Futures children and families the most possible. More than ever, the impact of the pandemic has taught us how the day-to-day routine is not to be taken for granted, and how important it is to be proactive in order to continue to thrive! Therefore, I offer my utmost appreciation to all those involved with the program for their dedicated work.

This report reflects significant aspects of our perspective of the past year. We changed the style of the report in order to offer a fresh view for those who already know the program well. It is my hope that you will find the new format more engaging. I would like to thank Dvir Matzri, the Director of Evaluation and Research, and Olimpiu Simu, the Director of Information Systems, for their wonderful work in composing this report.

I wish you and your families good health and a wonderful, meaningful year.

Yours, **Ruti**



A Summary of the Year

Now in its 14th year, Youth Futures strives to provide every child and family in Israel's geographic and social periphery with the opportunities, tools and confidence to grow, develop and succeed and reach their true potential. In academic year 2019-20/5780, more than 12,000 beneficiaries (children and their family members) were served by the program.

In 5780, Youth Futures' expansive network included some 270 mentors, a leadership staff of approximately 50 nation-wide, and various partners from the education, social welfare and communal sectors. The program operated in 37 communities across Israel and was offered in approximately 160 schools.

The year started strong with the training of approximately 40 new Youth Futures mentors. In addition, we welcomed new children and their families into the program and maintained our relationships with various authorities and institutions.

In March 2020, when COVID-19 struck Israel, a nationwide lockdown was enforced, and schools were shuttered. Even though regular Youth Futures programming went on a hiatus for about six weeks (from mid-April to early June), mentors-maintained contact with participants and their families in order to check the children were keeping up with their schoolwork, to maintain morale, and to provide additional support where needed. Children also received arts and crafts kits to keep them engaged at home. Mentors conducted individual and group meetings through zoom and other online platforms while in-person meetings were not possible.

During the summer period, the Government of Israel recognized Youth Futures staff as 'essential workers' due to our critical work with at-risk youth. This was particularly significant as it meant that mentors were exempt from travel restrictions and as such could still meet with and support participants.

In June, with the program's return to full operation, we surveyed all participating families on how they were managing the crisis and discovered that families had been struggling with a range of difficulties and challenges. Among them was varied instances of stress within the family, multiple incidences of violence, detrimental effects on the employment of the parents, and economic difficulties that required financial assistance.

Due to the important interventions and processes that the families had experienced in Youth Futures, a portion succeeded in responding to the initial challenges of the crisis and harnessed the necessary resources on their own, while other families required additional assistance, receiving varied aid from Youth Futures.

The return to routine gave birth to "The Purple Heart" – a workplan for the duration of the new reality that included guidelines and modes of operation in accordance with the Ministry of Health and each local municipality. The new framework integrated new services with existing services. These included wide support for every aspect needed by the families, including ongoing assistance in the areas of employment and education, especially as it relates to remote learning, which was and remains a challenge for children and parents alike.

5780 will be remembered as an extremely complex and turbulent year filled with a range of changes, and required us to develop in areas of creativity, flexibility, professional presence across all the official authorities, varied abilities across a range of realms, and the continued necessary professional support for the Youth Futures' teams.

Maintaining constant contact and the insistence on face-to-face encounters in order to provide appropriate care for our beneficiaries have been our focus throughout the pandemic. Furthermore, we continue to maintain and develop new professional partnerships across all program locations

Our Vision

Youth Futures was developed by The Jewish Agency for Israel in order **to afford children and families in Israel's geographic and social periphery the opportunity and tools to grow and succeed in realizing the unique potential they possess.** The goal is to assist the children and families to assert their basic right for security, dignity and independence.

In order to realize this vision, the program operates in accordance with the following values:

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 arising from these. A respectful attitude to the fundamental rights of the individual within society. Respect and tolerance for the other and different individual with regard all his traits. Relating to children as complete human beings possessing their own uniqueness and aspirations.

Faith

Internal enthusiasm and adherence to our goals that result from consent 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, which includes the ability to affect personal and encompassing familial change.

Professionalism

Executing this responsibility with goal-oriented, focused consideration, implementing constant study and utilizing expansive information and external forms of

assistance, while exercising flexibility and adapting to dynamic, changing conditions. True curiosity for the acquisition of new knowledge, familiarity with the relevant field of operations, using clear logic, employing fundamental and serious 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 vision, aims and values of the program. The awareness that all of the program's staff members represent personal examples for the children, families and community.

Personal and Social Responsibility

A feeling of deep, long term commitment to the children, families, community, activity partners and the program. Commitment that includes care for oneself, for the other, and for one's environment with the aim of affecting social change. Commitment to advance and enable autonomy and involvement, and to protect the emotional and physical interests of the child.

Partnership

Cooperation with various bodies that combines knowledge, experience and capabilities in order to achieve the sum of abilities required to effect change. Cooperation that arises from humility and that expresses respect and appreciation toward the knowledge, experience and capabilities of others. Sharing responsibilities that enables all the partners to reveal, utilize and fortify the personal and communal strengths, and to nurture growth. Cooperation between the program staff and the child and his family, and

between the staff, the community and its institutions.

Listening

An act of deep attention to one's fellow that enables the staff accompanying and supporting the program participants to acquire information by means of all their

abilities. Acquisition of information from that which is stated explicitly and conveyed implicitly; from sensitivity to body language and gestures, from the awareness of social and cultural aspects of human behavior. An activity that is 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.

Our Operations Model

The Mentoring Model

Youth Futures seeks to create and encourage growth and development opportunities by means of an innovative concept – **the Mentoring Model – which tailors a personal and holistic solution to each child with regard to his strengths and those aspects that require additional support.** The very presence of a mentor creates a fortifying factor for the child, bestowing tools for responding to challenges, strengthening the parent-child relationship, encouraging active child and parental involvement in the school and in informal frameworks, and volunteering in the community.



The Mentoring Model challenges the traditional distinction between professional, semi-professional and non-professional roles in the social realm and offers a new distribution of responsibility between the institutions and individuals involved in the motivation and care of society's weaker populations. This model is founded on four central approaches: **ecological perceptions** of the child and his family, the theory of **social exclusion**, the **communal development** approach and **emotional-cultural** theory.

The combination of these approaches is expressed in the recognition of **the importance of 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 the weakened communities themselves, and as strategy for building **local partnerships.**

Resilience in the Time of COVID-19

National Survey Data of Youth Futures Families (June 2020)

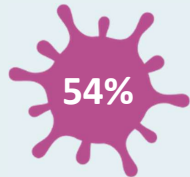
In June 2020, Youth Futures conducted a nationwide mapping in order to assess our beneficiaries' most urgent needs and how they

had been impacted by the pandemic and subsequent lockdown. The primary findings are as follows:

2,717 Youth Futures families were surveyed



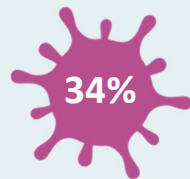
Impact on Employment



54% of mothers had an impact on their livelihood

(unpaid leave, reduced employment, dismissal)

15% of these remain unemployed
16% returned to partial employment



34% of fathers had an impact on their livelihood

(unpaid leave, reduced employment, dismissal)

34% of these remain unemployed
20% returned to partial employment

In **1,500** families both parents were employed prior to the start of the pandemic.

Need for Direct Aid

628 families reported a need for direct aid (in one sphere at least) as a result of pandemic. The primary aid requested was food aid and financial aid connected to expenses and making payments on time, psychological support and medical aid.



502 families reported having their needs met with support from Youth Futures and other local agencies. Youth Futures offered financial support grants from the national level, and by local staff initiatives in locations where local donations and support grants were obtained.



Following tremendous efforts and support from The Jewish Agency and UIA, Youth Futures was able to provide grants in excess of

800,000 NIS!

253 families received financial grants totaling 678,955 NIS.

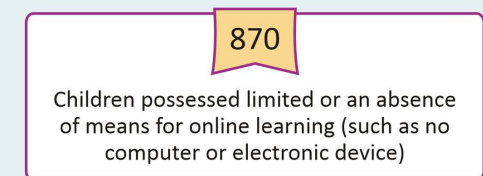
Similarly, 67 of Youth Futures staff who were affected by the difficult economic situation were assisted in the sum of **146,229 NIS.**

Online Study

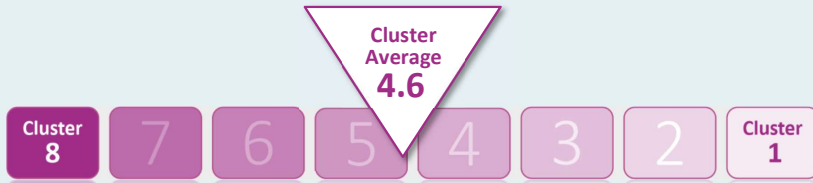
The remote learning program implemented by the Ministry of Education was challenging for many Youth Futures children. Our mapping indicated objective difficulties – such as learning disabilities, difficulty in maintaining participation in online platforms, difficulty in functioning in a remote-learning setup, and low internet literacy. Additionally, limited web access and parental availability to support the child's online learning constituted central factors for the absence of continued involvement in online study frameworks.



Youth Futures beneficiaries were forced to contend with maintaining a regular, consistent online study routine.



Youth Futures in Numbers



The Socio-Economic Index of Municipal Locations Participating in Youth Futures

(As per the Central Bureau of Statistics)



Jewish Sector: 80%

32% secular, 25% traditional, 14% religious, 9% ultra-Orthodox



Arab Sector: 16%

13% Arab Muslims, 1% Arab Christians, 3% Bedouin



Druze: 2%



Christians: 2%



37 Activity Locations Across Israel

Galilee & Northern Israel

1. Kiryat Shmona
2. Hatzor
3. Horfeish
4. Rosh Pina
5. Tzfat
6. Tzfat (Ultra-Orthodox Sector)
7. Ma'alot Tarshicha
8. Matteh Asher Regional Council
9. Mazrae
10. Nahariya
11. Acco (Acre)
12. Tiberias
13. Nuf Hagalil
14. Migdal Ha'emek
15. Afula
16. Meggido
17. Yokne'am
18. Beit She'an
19. Emek Hama'ayanot Regional Council

Jerusalem, Tel Aviv & Central Israel

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

Negev & Southern Israel

27. Kiryat Gat
28. Sderot
29. Sedot Negev Regional Council
30. Ofakim
31. Merchavim Regional Council
32. Be'er Sheva
33. Segev Shalom
34. Arad
35. Dimona
36. Yeruham
37. Eilat



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THE JEWISH AGENCY
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An Overview of the Families

* The below data reflects the period preceding the start of the pandemic in March 2020

24%
Single-Parent Families

44%
Large Families
(Four or more children)

25%
Are already known to welfare services

16%
Immigrant Families
(At least one immigrant parent)



24%
Mothers are unemployed

14%
Fathers are unemployed

A Personal Plan for Each Child and Interdisciplinary meetings

Personal Plan

A customized workplan is created for each child in Youth Futures, which is based on an analysis of his strengths and needs and of his situation within the familial, social and school spheres. The personal plan defines the priorities and focus of the growth process, as well as advances a shared purpose and commitment to the ongoing activities for all those involved: the child, the mentor, the child's parents and the professional network that encompasses and assists the implementation of the workplan.

Proportion of Personal Plans

78% (2,893) Nationally in 5780 | **91%** Nationally in 5779

Interdisciplinary Meetings (צוות"אות)

An Interdisciplinary Meeting incorporates the full team of individuals involved in the care of the child and his family, and who are familiar with the needs and the resources available to them in their local neighborhood and community. The Interdisciplinary Meeting aims to create a deep understanding of the child and family's need, to enlist all the various agencies to join in identifying possible modes of assistance and to coordinate with each other. As such, the convening of these individuals constitutes a significant stage in the overall and continuing process of the mentorship.

Proportion of Interdisciplinary Meetings

39% (1,460) Nationally in 5780 | **67%** Nationally in 5779

National Average Proportion of risk factors among program families

National Average	Youth Futures National Statistic	Youth Futures in the Arab Sector	Youth Futures in the Jewish Sector	
16%	25%	29%	24%	Known to welfare
16.1%	44%	53%	42%	Large families
12%	24%	20%	25%	One-parent families
14%	16%	9%	17%	Immigrant families
4%	14%	20%	12%	Unemployed fathers
4%	24%	44%	20%	Unemployed mothers

- The Central Bureau of Statistics, [Table 7.12: Persons Registered at Social Service Departments, by Socio-Economic Cluster](#), in comparison to persons registered in [Table 1: Local Authorities, in Ascending Order of Socio-Economic Index \(2015\)](#).
- The Central Bureau of Statistics, [Table 1: Local Authorities, in Alphabetical Order of Hebrew Names: Socio-Economic Index Value 2015, Rank And Cluster, and the Variables Serving the Index Calculation](#).
- The Central Bureau of Statistics, [Family Day - Families and Households in Israel, February 2019](#).
- The Central Bureau of Statistics, [Table of Population in Municipalities of 5,000 and More Residents, and the Population of Immigrants from 1990 Onwards, End of 2017](#); the data does not include immigrants in the regional councils wherein the program is active.
- Annual Statistic Report of Israel 2018, [Table 12.1: Population Aged 15 and Over, and Population Aged 25-54 \(Prime Working-Age Group\)](#), by Civilian Labor Force Characteristics, Population Group and Sex, for 2017.

* Due to the crisis and the need for social distancing, the number of Interdisciplinary Meetings was limited this year.

Interdisciplinary Meetings Participation

Voluntary Participation				Compulsory Participation						
Welfare	Educational Staff		Family	Program Staff			Educational Staff	Family		
Social Worker	Principal	School Counselor	Child	Family & Community Coordinator	Principal	Mentor	Class Teacher	Father	Mother	Individual/School Year
3%	14%	53%	84%	25%	70%	100%	97%	22%	90%	5780 National Proportion
6%	16%	51%	77%	28%	68%	100%	96%	22%	88%	5779 National Proportion

Achieving Our Goals – Immediate Impact

Evaluation Results of the Child's Progress

Mentor Evaluation

The program's effectiveness in achieving its short term goals is based on assessing the child's progress on 24 indices that are distributed across the four spheres of the program (personal, social, educational and familial¹), which are conducted at the start of the program, at the conclusion of each academic year, and at the conclusion of the program (generally after three years). The evaluation is formulated by the mentor and integrates information from different sources.

As each participant receives a tailored plan to suit his individual needs and abilities, so too the **evaluation of change** over the course of and at the conclusion of the program is **relative to his personal condition at the beginning of the program**. Any change is presented as a **percentage of the individual having 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 the scale of 1-10) to “high” / “very good” (ranking 9-10).**



¹ Familial involvement is distributed across two clusters: Parental function and relationships with the nuclear family

Educational Sphere

School Attendance, Late Arrival, Absences

In-class Study

Home Study

Disciplinary Issues

Motivation for Success at Studies

Personal Sphere

Self-Esteem

Assume Responsibility for Personal Actions

Coping with Stress

Independence

Overall Joy of Living

Social Sphere

Social Function

Friendship Models

Use of Violence

Subject to Violence

Use of Dangerous Substances

Familial Sphere

Relationship with Father/Mother

Relationship with Siblings

Child's Responsibilities Within the Family

Boundaries Set for the Child

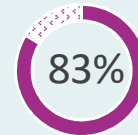
Exposure to Domestic Violence

Study Conditions in the Home

Maintenance of the Child's Nutrition

Concern for the Child's Health

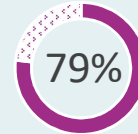
Data from a sample of 4,665 participants who completed the Youth Futures program



Personal Resilience Cluster

83% of children advanced by at least one grade in the personal resilience indices.

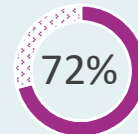
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Social Function Cluster

79% of children advanced by at least one grade in the social function indices.

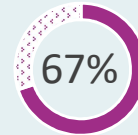
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Educational Function Cluster

72% of children advanced by at least one grade in the educational function indices.

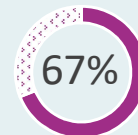
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Nuclear Family Relationships Cluster

67% of children advanced by at least one grade in the nuclear family relationships indices.

4



Parental Function Cluster

67% of children advanced by at least one grade in the parental function indices.

5



In the Words of the Children

The Program's Immediate Impact – Self Reports

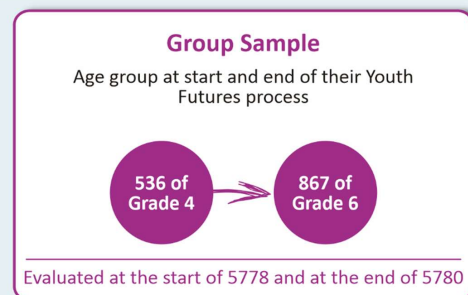
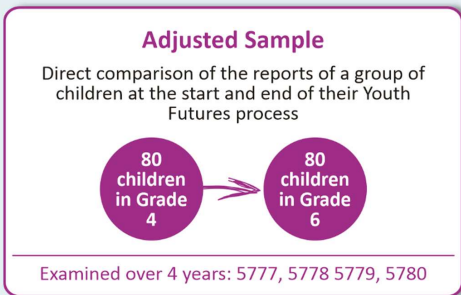
In addition to reports we receive from third-party intermediaries (mentors, parents, and the educational staff), we established an additional channel for the gathering of information directly from the children (self-reports). The aim of this channel of reporting is two-fold:

1. to learn first-hand about the children's experiences.
2. to confirm and analyze the indirect reports of the intermediaries, primarily those of the mentors.

In order to compare and correlate this analysis to the greatest extent with the quantitative reports submitted by the mentors and parents over the course of the program, we have selected **four variables** for assessment among the children. These variables represent **the four spheres of involvement in Youth Futures:**

self-esteem – representing the **personal sphere**; **study motivation** – representing the **educational sphere**; **friendship characteristics** – representing the **social sphere**; and the child's perception of **his parents' emotional availability toward him** (each parent individually) – representing the **familial sphere**.

The variables were analyzed by validated research tools and were adapted to the target population of Youth Futures. Over four years, participants received four questionnaires requiring them to rank 88 statements with differing scales. We formulated research hypotheses for each variable and its relationship to the mentor reports at each analysis point.



The Results of the Self-Reports of the Children

Self-esteem: Youth Futures participants feel a significant degree of **improvement of their self-esteem** as a result of their participation in the program.

Quality of social relationships: Youth Futures participants significantly **improve the quality of their friendships** as a result of participation in the program. Both at the start and conclusion of the program, and specifically the female participants were found to have stronger friendships.

Perception of accessibility of the mother: While the level of emotional accessibility of the mothers was initially perceived to be high across the sample participants, at the conclusion of Youth Futures all participants **experienced increased levels of emotional accessibility** of their mothers.

Perception of accessibility of the father: While across the overall sample the level of accessibility of the fathers is perceived to decrease with an increase in the children's age, among Arab males **the father's emotional accessibility is perceived to increase** as the boys mature. In our evaluation, the explanation for this is evident **in the work of the mentors with the parents**. It may be specifically **during the course of adolescence that the impact of the activities of the mentors with the parents is discerned** – this being a time when the mothers are more accessible than the fathers. Accordingly, an improvement in the perception of the emotional accessibility of the mother and yet a deterioration in the perception of the emotional accessibility of the father are quite apparent.

Motivation to Study: Overall among females, educational motivation decreases, and this is apparent in comparison of males and females – both in the general sample and the adjusted sample. At the start of the program, the level of motivation for studying among the females in the general sample was significantly higher than that of the males, yet these disparities are not sustained at the conclusion of the program. In the adjusted sample, females demonstrate significantly lower motivation than that of the males at the conclusion of the program.

Validation of the Measurement Methodology

We aimed to examine the congruence between the self-perception of the children and the reports submitted by the mentors. To this end we compared the findings of the self-reports of the children relative to the findings of the mentors' measurements at the beginning and conclusion of the program. Each of the four self-report variables were contrasted with the cluster rankings across each of the four spheres of program involvement: the self-report **self-esteem** variable was compared to the cluster ranking of the **personal sphere**; the self-report **study motivation** variable was compared to the cluster ranking of the **educational sphere**; the self-report **friend relationships** variable was compared to the cluster ranking of the **social sphere**; the self-report **perception of the emotional accessibility of each parent** variable was compared to the report on the **relationships with the participant's mother and father** together with the cluster ranking of **the nuclear family relationships** and a comparison to **parental function**.

98% of the program children improved in a minimum of one sphere of involvement

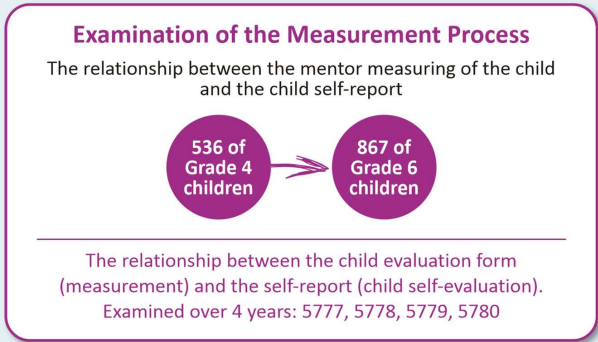
79% of the program children improved across a minimum of two spheres of involvement

The research hypothesis is such that **to the extent the mentors’ familiarity with the children increases, so there is an increase in the congruence** between the variables representing the two information sources – the mentor reports and the children’s self-reports.

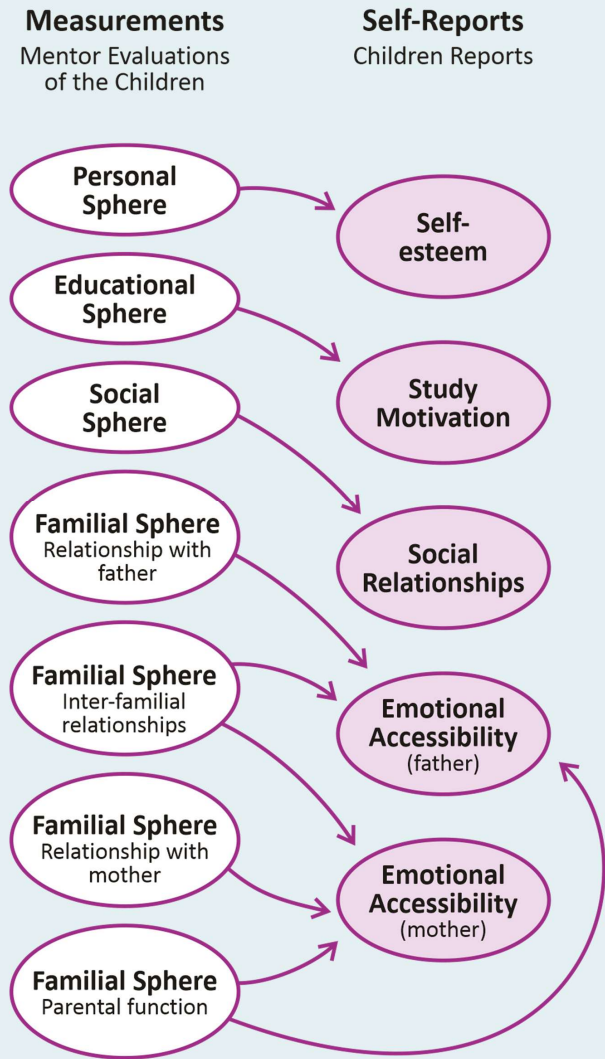
The findings of the self-reports of the children confirm this hypothesis – at the start of the program congruence of the mentor reports and the children self-reports is evident across two variables alone. **At the end of the first year, congruence was apparent across all the self-report variables and the parallel spheres in the mentor reports.** At the conclusion of the program, significant correlations were identified between the research variables and the cluster rankings recorded in the mentor reports.

These correlations demonstrate **the deep and unmediated familiarity** of the mentor with the child, and furthermore accords **validity and credibility** to the mentor reports **as a means for measuring the progress of the child.**

The most prominent finding is the existence of a **significant correlation** between the self-report of the child and the mentor report across all the variables, as depicted in the accompanying “Program Conclusion Results” diagram.



Program Conclusion Results



Engaging Parents: Processes and Results

Understanding that the family is the initial factor of socialization, Youth Futures affords the child's parents and family a significant place in the program. Working with the parents is done through two primary channels:

1. Working with the mentor, by means of home visits, discussions with the parents, preparation for the Individualized Interdisciplinary meeting, and so on.
2. Implementation by the Family Coordinator by inviting the parents to participate in parenting and family groups. In addition, the local team assists the family in accessing and utilizing all the relevant rights and benefits available to them.

A. Home Visits

The family constitutes a significant factor in the process of growth and change the mentor orchestrates and aims to achieve. The atmosphere and messages conveyed by the family influence the development of the child's personality. The family is the first social group the child belongs to, and it represents the external world for him. Therefore, through the family's functioning the child learns the principles defining the world and how he is to act and behave in various circumstances. The presence of the mentor within the home creates increased interactions and an

expansive familiarity with the child and his family that are likely to lead to significant interactions between the mentor and the parents. The increased mentor presence in the home contributes to a more accurate understanding of the needs of the family, and accordingly to the identification and creation of appropriate responses. The mentor is required to visit the family home on an ongoing basis and when necessitated by circumstances, thereby creating two spheres of involvement.

B. Parent Groups

During the course of 5780, 53 parent groups were conducted across Israel (with the participation of approximately 745 beneficiaries): Due to the pandemic and the need to social distance, the number of parent groups decreased this year. High levels of satisfaction are evident among the parents who participated in the groups conducted over the course of the year.



C. Realization of Rights

Youth Futures children and their families oftentimes represent the weaker segments of the population, and they are characterized by social exclusion.



Among the characteristics of social exclusion are reduced access to varied services and a failure to attain the appropriate social rights. This is the manifestation of the **social paradox** – those individuals and groups within the population who so require the social welfare services are those who encounter the greatest 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. They experience a sense of alienation from and mistrust for the establishment and its representatives. Often, they only possess partial information as to their rights and/or the manner they can realize them.

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. Thereafter the program addresses with these barriers in the appropriate manner:

1. to increase the parents' awareness of their child's needs and the services they are entitled to receive,
2. to strengthen their ability to conduct effective dialogue with regard their rights,
3. to remove communication barriers in this respect, and
4. to set a personal example for the family.

The procedures for realizing the appropriate rights are important to ensure that the child and his parents utilize all the services and benefits available to them by law and when circumstances allow for such. This realm enhances the parents' ability to effectively represent their child on an ongoing basis. Similarly, we view the active and continuing utilization of the available services – in the spheres of health, education, culture, leisure etc. – as an expression of the realization of one's rights, and also as an act of inclusion with regard the child and his parents, and thus we encourage this.



Parental Feedback

National Survey of Parents (July 2020)

Youth Futures aims to be responsive to the parents. Therefore, in addition to constant dialogue between the parents and Youth Futures staff, we conduct methodical data collection that allows us to receive the opinions of the parents.

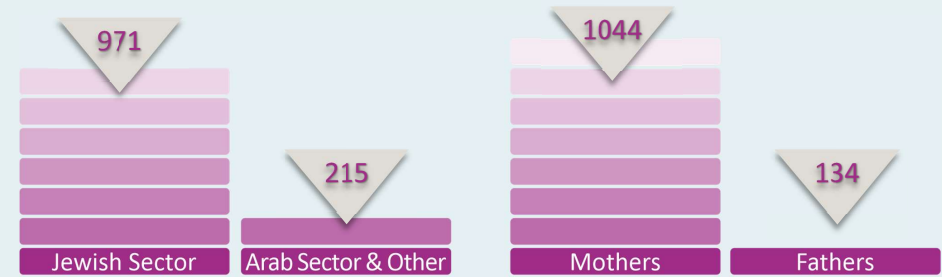
The questionnaire was issued in print and online² directly to participating parents, and

requested their unmediated views by 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 recommendations for the program.



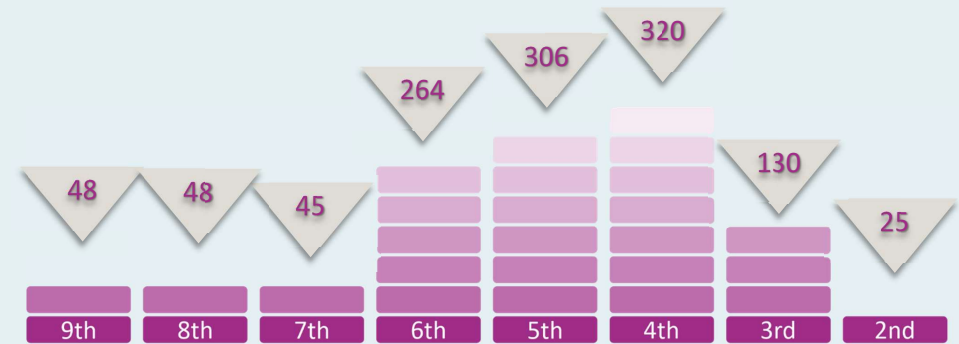
² To the exclusion of the ultra-Orthodox residents of Sefad and Bnei Brak who received identical print versions of the questionnaire.

1178 Youth Futures parents were surveyed



* Other / not indicated – 8 questionnaires

Survey participants children's school grades



On a scale of 1 to 10, parents were asked 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 overwhelming majority of the parents perceive the mentor as a significant figure in the lives of their children, and they report that the mentors' involvement effected a positive change in their children's lives.

The professional perspective of the Youth Futures program perceives the children's parents as direct beneficiaries, and hence the program devotes resources to attending to the parents, owing to the belief that aiding the parents strengthens the family unit, and thereby directly fortifying the child and indirectly fortifying his siblings.

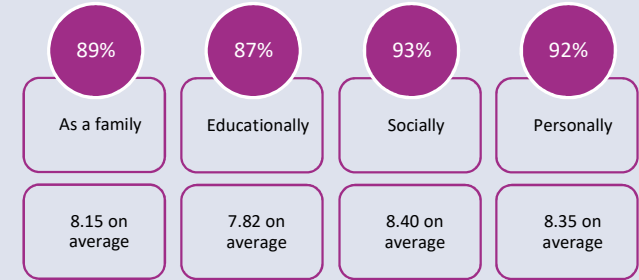
Youth Futures parents experience the program's involvement in their families as a significant component of their lives, and the overwhelming majority report that the program benefits them as parents to a very great degree.

% of parents who experience the mentor as a significant figure, and a great extent of positive change in their children

96
% The mentor as a significant figure in the child's life

92
% Experience a positive change

% of parents who experience the program's contribution to their children to a great degree



Achieving Our Goals: Alumni Impact

Online Survey of Program Graduates (June 2019)


The graduates of the program are defined as youth and teenagers who have successfully completed the three-to-five-year program. Since its initial years, more than 10,000 children have completed Youth Futures. Our goal in following up with alumni is to examine the ongoing and long-term impact of the program as it relates to their optimal functioning, realization of their individual capabilities, and their overall satisfaction with life. Thus, a survey was conducted to evaluate the graduates' subsequent life developments. A very large proportion of the graduate sample included only older graduates (**aged 13-25, with an average age of 17.74, such that 83% of the sample individuals concluded the program four or more years ago**).

The findings of the periodic sampling indicate that Youth Futures has **an ongoing impact on its graduates. The effect of the program does not dissipate; to the contrary, it achieves further**

impact and influences the behavior of the alumni and how they perceive themselves and their futures. Furthermore, participation in the program also prevents future regression and reduces the influence of risk factors on the child's ability to believe in himself and fully realize his skills and capabilities within a normative context. The period of participation in the program fortifies the children and equips them with a feeling of self-efficacy, personal resilience and the tools for suitably and successfully contending with the challenges that assail them at their respective ages.

Similarly, we witness active and continued use of various services – in the spheres of health, education, culture, leisure, etc. – which is an expression of their utilizing the appropriate rights, benefits and of the social inclusion of the children and their parents; hence we encourage this behavior.

The following findings are based on an online survey issued directly to program alumni, with 359 graduates participating in the survey

-  **75% Jews**
42% secular, 21% traditional, 7% religious, 5% ultra-Orthodox
-  **17% Muslims**
16% Muslim Arabs, 1% Bedouins
-  **5% Druze**
-  **2% Christians**

Ages of graduates sampled

