

Founded by The Jewish Agency for Israel



Youth Futures Annual Evaluation Report

National Data
5781 2020-2021

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

Thank you!



“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, local Israeli municipalities, and individual donors from Israel and around the world.

Opening Remarks

Amira Aharonovitz, CEO, The Jewish Agency for Israel

As we approach the conclusion of the school year, a year that was very challenging for the majority of children, we look back on the activities of Youth Futures and assess the important work it has done throughout the COVID-19 pandemic.



Youth Futures, established in 2006 by The Jewish Agency for Israel and Jewish communities from around the world, is a community-based program with tremendous influence that assists children and families in Israel's geographic and socio-economic periphery.

Since its establishment, Youth Futures has grown both with regard to the quantity of children and families it assists, and also with regard to the innovative and significant programs it develops. When new challenges arise, Youth Futures successfully adapts its operations to continue offering its beneficiaries the response they require in the best manner. Thus, Youth Futures continues to pave the way for other interventional programs in Israel.

Over the course of the current year, we have observed with awe the dedicated work of the Youth Futures' staff and volunteers who worked tirelessly at all hours, often in circumstances of great uncertainty, in order to support thousands of children and their families. Their success was the result of their efforts, dedication, focus and attention to detail- both small and large - while catering to the ongoing and changing needs of each child and family.

Looking to the future, Youth Futures shall continue to fortify the resilience of at-risk populations, specifically during the current period when these populations need us more than ever. I would like to praise their display of solidarity through their work, which constitutes a true display of "All of Israel is responsible for one another."

I would like to thank the wonderful staff of Youth Futures, among these, the mentors and the volunteers, for all you do in order to improve Israeli society.

Thank you to the State of Israel, the Ministry of Education and our partners in Israel and abroad.



Opening Remarks

Rani Trainin, Chairman of the Board

Dear readers,

5781 will be remembered as the year of the COVID-19 pandemic. A year of uncertainty, a year of difficulty in attempting to contend with the health, social, education and economic conditions of individuals, families, the community and the country. The necessity to adapt oneself on a daily basis to a changing reality requires mental strength, creativity, the adaptability and resources.

This assessment report expresses more than ever the success of the program in adapting to providing for changing necessities.

Assessment and evaluation are essential conditions for the operations the entire organization. This time the report has expanded its scope to include the alumni of the program.

The survey of the alumni testifies many times over as to the success of the program by any measure.

A special thanks to Dvir Matzri, the compilers of this report, the management and all the employees of programs.



Opening Remarks

Haim Moyal, Director of the Division for Education of Children and Youth At Risk, The Ministry of Education

The past year was replete with crises. The COVID-19 crisis, the security situation in Israel, as well as the social crisis that resulted from the security situation and operation Guardian of the Walls toward the end of the year.

This challenging period was characterized by the disruption of the activities within the formal and informal educational frameworks, and the disruption of cultural, leisure, sport, family and community activities. Unfortunately, the weakest populations groups, who lack the fortitude required to best contend with a stress-filled reality, are those who experience the crisis and are affected by it in the deepest manner. For example, residents of weaker neighborhoods and towns, families under the care of the welfare services, new immigrants, minorities, and so on. It is from these populations that the overwhelming majority of the at-risk students stem and it is they who are traditionally at the center of activities provided by the Ministry of Education.



In this reality, the “Youth Futures” program constitutes a critical framework for children and their families that provides them security, tools and the equal opportunity to grow and realize the unique potential each and every one of them possesses. The creation of a multi-dimensional support systems that includes the integration of a “mentor” (a significant adult) into the lives of the children and their parents, improving their access to the relevant social services, and the harnessing of the entire community, formed a central safety net during the COVID-19 period.

During this complex period, data-based work is even more essential, for this enables close monitoring of the activities and a faster and more accurate frame to respond. I ascribe tremendous importance to data gathered on the ground itself; I believe that this data will enable us to further improve the precision of the response and care we extend to each student.

As someone who has been involved with at-risk children and youth for his entire professional life, I have learned that change also entails experiencing certain discomfort, and that there are no shortcuts to achieving happiness. There are ways to change the struggle to a story of hope.

Owing to that multi-dimensional framework and the integration of significant adults in the lives of the children and their parents, “Youth Futures” transforms the path wrought with obstacles to a path filled with hope.

I wish all of us a productive and healthy year,

A handwritten signature in blue ink, appearing to read 'חיים מואל' (Haim Moyal).



Opening Remarks

Ruti Sheinfeld, CEO

I am excited to summarize the past year that is reflected by this report. 5781 brought us many challenges; challenges that to my joy made us better.

Once again, we proved that we possess a strong and impressive ability to be flexible and adapt to a frequently changing reality; we succeeded in reinventing ourselves with new projects and initiatives aimed at catering to the new and acute needs arising from the COVID-19 pandemic of the Youth Futures' families; we survived - united - Operation Guardian of the Walls that shook the entire country, and more.

We opened 5781 by expanding two central spheres of Youth Futures - the Marketing and Resource Development Department, and the Information and Training Center that assumed a new field of working with national service volunteer young women in Youth Futures. Youth Futures' leadership and administration is relentlessly working to strengthen and stabilize our existing structures while developing new initiatives and ideas.

The data in this report, data that is methodically collected on an annual basis, reflect a large portion of the influence of Youth Futures on the children, their families and our partners - both in the short and long terms. I am very proud of the data findings, and primarily our excellent evaluation and assessment processes that have existed for many years and continue to improve each year.

Thank you to Dvir Matzri for his management of the field of evaluation and assessment and for composing this report.

Thank you very much to our board of directors, the management of The Jewish Agency for Israel, the Division for Education of Children and Youth At Risk in the Ministry of Education, the local authorities wherein we operate and the National Program for Children and Youth at Risk.

And primarily - I thank and offer my tremendous appreciation to the leadership of the program, the regional directors and the staff on the ground who work and operate 24/7 for the welfare of the thousands of Youth Futures' children and families across Israel.

Yours,

Ruti



The Program Story – a Summary of the Year

Now in its 15th year, “Youth Futures” numbers over 10,000 beneficiaries (children and their parents) who participate in the program every year across Israel’s geographic and social periphery, and who are offered varied opportunities and tools for success by utilizing the unique potentials they possess.

This is realized by an advanced national network that includes 245 mentors, a leadership staff of 50), partners across Israel in education and welfare agencies and the local municipalities.

5781 opened with Youth Futures operating in 36 locations across Israel, and specifically in 142 schools. The year started with the training of approximately 40 new mentors who participated in a course that was mainly conducted via video conferencing. From the onset, we are continuing to work with participating families, incorporating new families, and we continue to maintain our relationships with the various authorities and municipalities, and by offering necessary services of Youth Futures and within the scope of the COVID-19 pandemic.

Unfortunately, the COVID-19 crisis that commenced in the previous year continued into this past year, and the Israeli and international communities continue to contend with it: continuing days of crisis, uncertainty, financial difficulties, and the absence of regular, routine frameworks, and lockdowns, that all led to increased instances of risk in the general population, and particularly among the program’s beneficiaries.

As opposed to the previous year when the program staff were placed on unpaid leave, this year, Youth Futures was classified as a critical service by the Division for Education of Children and Youth At-Risk in the Ministry of Education. This decision enabled the program to maintain a continuous routine while implementing the relevant COVID-19 health measures. We mapped the families a second time with regard to their needs and abilities during this difficult period, and once again the results indicated a stressful reality among a portion of the families, increased tendencies of violence, detrimental effects on the employment of the parents, and economic difficulties that required financial assistance. Aside from the continuing emotional support offered to the children and their families, the program provided computers to underprivileged families and financial aid to families in distress, and, furthermore, a training initiative for the reduction of violence among women that was piloted in six different towns. The teams underwent training that included professional content related to this sphere, receiving tools for identifying and contending with central factors within this complex reality, so that they may be active parties in referring the case to the relevant authorities and in accompanying the child experiencing the violent atmosphere at home.

Routine operations under COVID-19 were made possible owing to the flexibility the program was able to employ throughout the year. The course meetings were conducted in a variety of settings, some on the individual level and others as a group, there were group



activities, the parents' groups were held in smaller contexts owing to the COVID-19 regulations prohibiting mass gatherings, while some of such meetings were held from afar, while the importance of conducting them was maintained. Training of the teams was adapted to the needs arising from the reality on the ground during the crisis, and the mentors were given a range of response options for employing flexibility in working from afar and in person.

5781 will also be recalled as a complex year, a year wherein aside from COVID-19 a number of complex incidents occurred in mixed cities where previously Jews and Arabs had coexisted peacefully. Unrest, vandalism and violence in the streets between Jews and Arabs led to a significant rift in the sensitive relationship between the populations, constituting another challenge for the program in cities where both Arabs and Jews live.

Even though the availability of COVID-19 vaccinations had a positive effect, the guidelines of the Ministry of Health forced lockdowns and isolations, and the contact with the children and their families was forced to continue online. The program's staff demonstrated flexibility and creativity over

the course of the year, and identified many incidents of the emotional, social and academic influences of COVID-19, alongside those influences on the family. Among others, the need for adapting the response offered to children completing elementary school and moving onto middle school became clear, such that the annual "Ma'avarim" ("Transitions") program took on an adjusted form whereby the incorporation of the parents into the program was even more significant owing to the fact that the parents had been spending more and more time with their children.

A new initiative that was advanced in 5781 allowed our entry as a social organization into the world of "National Service Volunteers" in order to assess a pilot in Northern Israel whereby young girls are integrated into existing Youth Futures teams and assist by amplifying the social, communal and academic responses offered to our beneficiaries, as well as responses aimed specifically to immigrant families. This initiative shall be closely assessed over the duration of the year.

With the hope and prayer of greeting 5782 as a year of health, positivity and vibrance.



The Program 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 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, 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. Maintaining 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, and 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 Mentor Model

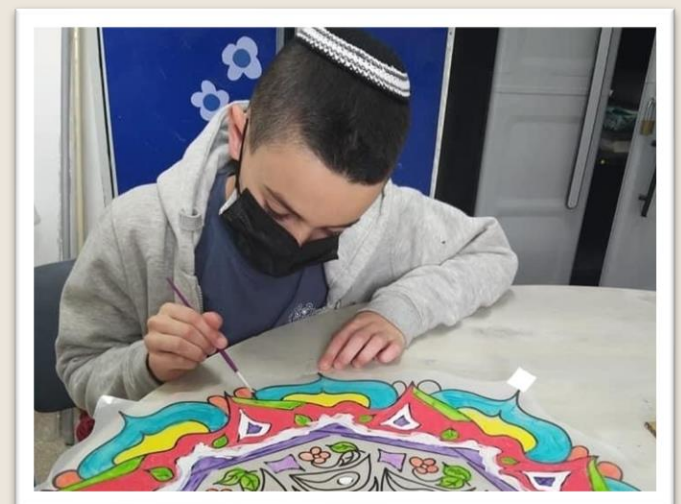
Youth Futures seeks to create and encourage opportunities for growth and development through an innovative concept – **the mentor model, which tailors’ a personal and holistic solution to each child with regard to his strengths and those aspects that require additional support.** The very presence of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

The mentor 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 the weaker populations in our society.

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 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 the weakened communities themselves, and as strategy for building **local partnerships.**



"Youth Futures" in Numbers



Mentors



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

As per the Central Bureau of Statistics 2017 Index



Jews: 81%

37% secular, 23% traditional 13% religious, 8% ultra-Orthodox



Arabs: 16%

14% Arab Muslims, 1% Arab Christians, 1% Bedouin



Druze: 2%

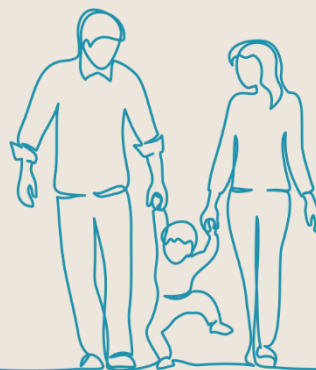


Christians: 1%



142

Schools



10,020

Direct beneficiaries
(Children & their parents)
(Participating Families: 3293)



3,340

Participating Children
(Children's Capacity: 3916)



Youth Futures During COVID-19

First National Survey – 2,700 Families (June 2020)

Impact on Employment

54%

Of mothers had their livelihood negatively impact
(The impact was more severe among single mothers)

34%

Of fathers had their livelihood negatively impact

Financial Status

25%

Required financial or mental health assistance

18%

Reported on receiving response

Domestic Violence

80 New Cases

Reported between March and June 2020

Online Learning

85%

Of children did not participate or partially participated in their educational framework



Youth Futures During COVID-19

Second National Survey – 2,000 Families (November 2020)

Impact on Employment

54%

Of mothers had their livelihood negatively impact

(The impact was more severe among single mothers)

34%

Of fathers had their livelihood negatively impact

Economic Status

Over **25%**

Reported on financial concerns

36%

Experienced financial instability

70%

Reported on receiving response to their needs

25%

Required financial or mental health assistance

Domestic Violence

50 New Cases

Reported between June and November 2020

Online Learning

52%

Of the children did not participate or partially participated in their educational framework

32%

Have limited access means

Social Isolation

35%

Of parents reported that their child suffers from social isolation

(Depression and withdrawal, concerns of infection, physical distancing)



Youth Futures During COVID-19

Covid-19 Evaluation Survey 5781 (June 2021)

Parents Reported:

81% Satisfaction with the **frequency of meetings**

84% Satisfaction with the program's **assistance and accompaniment**

84% Satisfaction with the program's **academic assistance given to the child**

1248 respondents, parents' questionnaire data



Educational Staff Reported:

86% The program contributed to the children's coping **with social gaps** arising from social distancing

The program contributed to the children's **73% coping with study gaps** arising from social distancing

89% The program contributed to **maintaining an educational routine** during lockdowns

484 respondents, educational staff - national data



YOUTH FUTURES ACROSS THE COUNTRY

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. Arad
34. Dimona
35. Yeruham
36. Eilat



Families in Youth Futures

42%

are large families
(four or more
children)

25%

are known to
welfare services

18%

are immigrant
families

27%

are single-parent
families

14%

of fathers are
unemployed

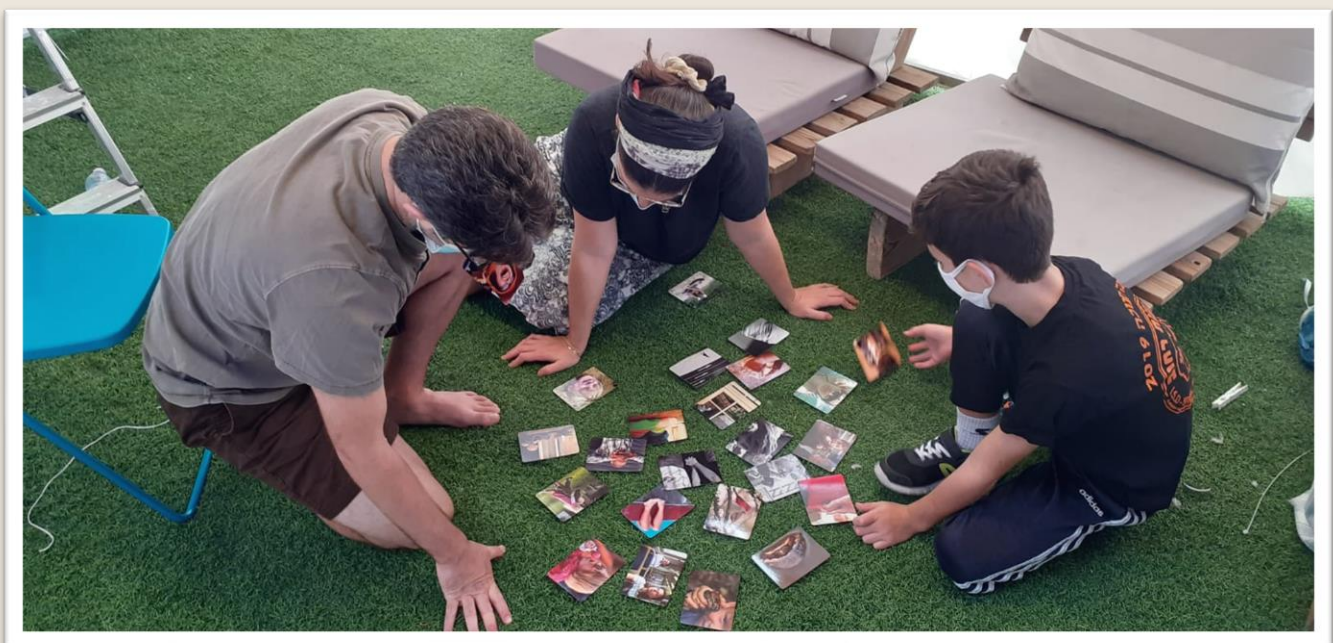
27%

of mothers are
unemployed

In 7%

of families, both
parents are
unemployed

The data relates to the total number of active families (3,293) in 5781



Immediate Impact

Youth Futures Evaluation Process

The program's effectiveness in achieving its short-term goals is based on assessing the child's progress by means of 24 indices that are distributed across the four spheres of involvement – personal, social, academic 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. 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 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).**

Academic Realm

School Attendance, Late Arrival, Absences
In-class Study
Home Study
Disciplinary Issues
Motivation for Success at Studies

Personal Realm

Self-Esteem
Assume Responsibility for Personal Actions
Coping with Stress
Independence
Overall Joy of Living

Social Realm

Social Function
Friendship Models
Use of Violence
Subject to Violence
Use of Dangerous Substances

Familial

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

The impact is also examined through surveys in which the **parents** are asked about how the program affected the family unit and their role as parents; **educational staff** are asked about their relationship with the program, its influence on their relationship with the children/parents, and the contribution of the program to the child and the school overall. Every two years, we administer a questionnaire to a national sample of about **300 graduates** at different stages in their lives to assess the continuing and lasting impact that the program had on their lives.

Moreover, an **annual evaluation meeting** is held, attended by the local staff, in addition to the Youth Futures CEO or Deputy. In this session, the evaluation report is discussed regarding what is working well, and decisions are made as to where improvements should be made.

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



Our Goals

Program Goals

Strengthening the personal resilience and capability of the children

At least 80% of the children will improve in the personal resilience realm

Developing the children's social abilities, strengths, and talents

At least 75% of the children will improve in the social realm

Creating a supportive educational school environment, enabling the development of the child's educational skills

At least 70% of the children will improve in the academic realm

Encouraging parental involvement in the child's life and support for the child

At least 65% of the children will improve in the parent function realm

Strengthening parental abilities and contributing to the family's cohesion

At least 65% of the children will improve in the familial relationships realm

Assisting access to and expanding the social services available to the child and his/her family

The personal plan serves as a tool that expresses the accompaniment and intervention process that reflects the needs and abilities of each child:

** **70%** of the children will have a personal interdisciplinary meeting, which brings various individuals related to the child's development who are involved in executing and monitoring the personal plan.*

** **90%** of the children will have an Individual Plan written for them*

*For **80%** of parents will report an improved relationship with the school (parents' self-reports)*

Intervention Outcomes



Personal Plans and "Interdisciplinary Meetings" for each child

Personal Plans

A personal customized workplan is created for each “Youth Futures” child, which is based on an analysis of his/her strengths and needs, and of his/her situation within the familial, social, and academic realms. The personal plan defines the priorities and focus of the growth process, and 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 workplan.

Proportion of Personal Plans
81% (2735) in 5781
 78% personal plans in 5780

Proportion of Interdisciplinary Meetings
52% (1734) in 5781
 39% Interdisciplinary Meetings in 5780

Interdisciplinary Meetings

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

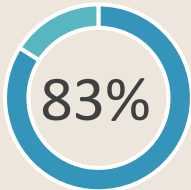
Interdisciplinary Meetings Participation

	Compulsory Participation						Voluntary Participation			
	Family		Educational staff	Program staff			Family	Educational staff		Welfare services
	Mother	Father	Class teacher	Mentor	Principal	Family & community coordinator	Child	School guidance counselor	School administration	Social worker
National Data	95%	29%	96%	100%	68%	31%	77%	50%	22%	9%



Achieving Our Goals Immediate Impact

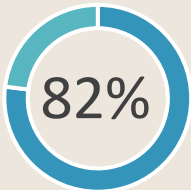
Data from a sample of **5259** program graduates from 2009 onward



Personal Resilience Cluster

83% of the children improved by a least one grade in the personal resilience realm.

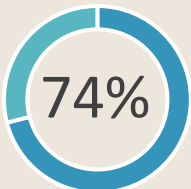
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Social Function Cluster

82% of the children improved by a least one grade in the social function realm.

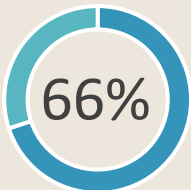
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Educational Function Cluster

74% of the children improved by a least one grade in the educational function realm.

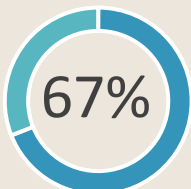
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Nuclear Family Relationships Cluster

66% of the children improved by a least one grade in the nuclear family relationships realm.

4



Parental Function

67% of the children improved by a least one grade in the parental function realm.

5



Parental Involvement: Processes and Results

Understanding that the family is the initial agent 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 Interdisciplinary Meetings, and so on.
2. Implementation by the management staff – by inviting the parents to participate in parenting and family groups. In addition, a 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. In addition, 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 the circumstances, thereby creating two spheres of involvement.

b. Parent Groups

During the course of 5781, 36 parent groups were conducted with the participation of approximately 833 beneficiaries.

Due to the pandemic and the need to social distance, the number of parent groups decreased this year.

Contribution of Parent Groups

1. **87%** - the meetings helped me **get out of my routine and refresh.**
2. **66%** - **formed friendships and mutual assistance** relationships with other parents.
3. **85%** - the meetings helped me alter **my behavior** and reactions.
4. **93%** - the meetings helped me **enrich my knowledge and the tools on the subject** that the parent meeting dealt with.
5. **97%** - the meetings expanded **my awareness** to the topic discussed.
6. **99%** - the meetings **offered a response** to issues and topics that I was concerned with.

The percentages indicate the extent of the parents who responded: "to a great degree."

No. of parent answering feedback forms:
119



Parental Involvement: Processes

c.Realization of Rights

Youth Futures children and their families often 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,



Proportion of parents who felt that they acquired the tools and knowledge from the program to independently **access their rights**:

91%

Proportion of parents who prior to their involvement in the program expressed the **need for guidance to access their rights**:

68%

the program representatives contend 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.
4. To set a personal example for the family.

The procedures for realizing their rights are important to ensure that the child and parents utilize all the services and benefits available to them by law and as needed. By doing so, the parent enhances their ability to effectively represent themselves and their child on an ongoing basis.



Parental Feedback

June-July 2021,

National Survey of Parents

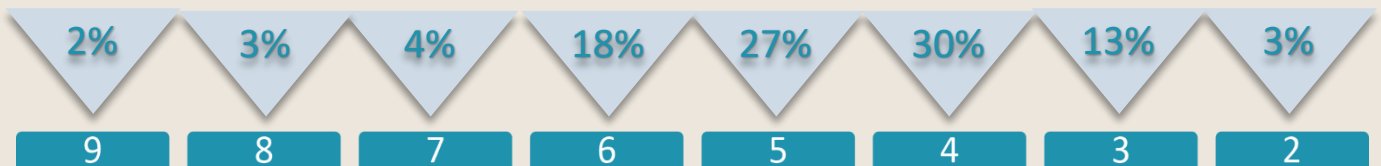
Youth Futures aims to be responsive to the parents. Therefore, in addition to constant dialogue between the parents and Youth Futures, **we conduct an evaluation that allows us to receive the opinions of the parents.** The questionnaire was issued online² directly to the participating parents, and requested their unmediated views 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.

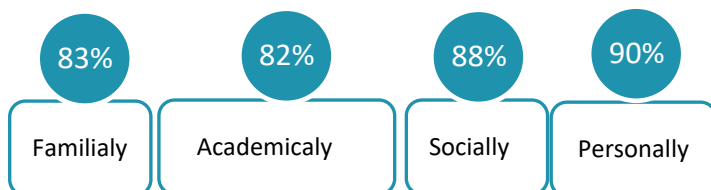
1248 Youth Futures Parents were Surveyed



Parents Who Were Surveyed Have Children in the Following Grades



Contribution of the program to the children from the perspective of the parents



The percentages indicate the extent of the parents who responded: "to a great degree"

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.



Parental Feedback

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

The manner in which parents experience the program

95% The mentor as a **significant figure** in the child's life

81% Feel that their child underwent a **positive change**



The professional perspective of the Youth Futures² 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 high degree.

Impact of the program from the perspective of the parents

Improvement in the relationship between the parents and their child 82%

Improvement in awareness of the needs of their child 84%

Improvement in attitude toward the child and his siblings 80%

Improvement in parental involvement in the studies of their child 79%

Improvement in parental involvement in the social life of the child 82%

Improvement in relations with the school staff 82%

Reporting a positive change as parents 81%

The mentor was a source of support for them 83%

The program offered them parental guidance 90%

95%

of parents will recommend participation in the program

The percentages indicate the extent of the parents who responded: "to a great degree"



Graduates' Parents Feedback

June-July 2021,

586 respondents, parents of graduates' questionnaire



Jewish Sector



Arab sector and other



Mothers

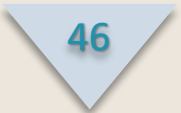


Fathers

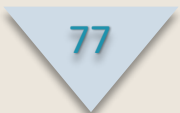
Current Grades of Graduates:



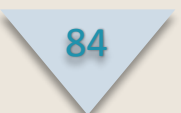
Post-high school



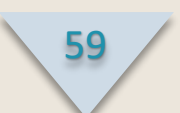
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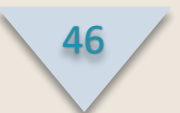
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9



8



7

90%

The program contributed to the graduate in **acquiring the tools and abilities** for achieving success in their lives.

88%

A **positive change** occurred in the graduate's life as a result of participation in the program.

91%

The mentor is remembered as a **significant figure** in the graduate's life

90%

The graduate possesses **the tools and abilities to succeed in their lives**

In retrospect - contribution of the program to the children from the perspective of the parents

82%

Familial Sphere

83%

Educational Sphere

87%

Social Sphere

88%

Personal Sphere



Graduates' Parents Feedback

94%

Graduates' Parents

who recommend participation
in Youth Futures

Contribution of the program to the graduates' parents

87% The mentor as a **significant figure** in the their lives

78% Reported on a **positive change** as parents

82% The program served as an **address for assistance and support**

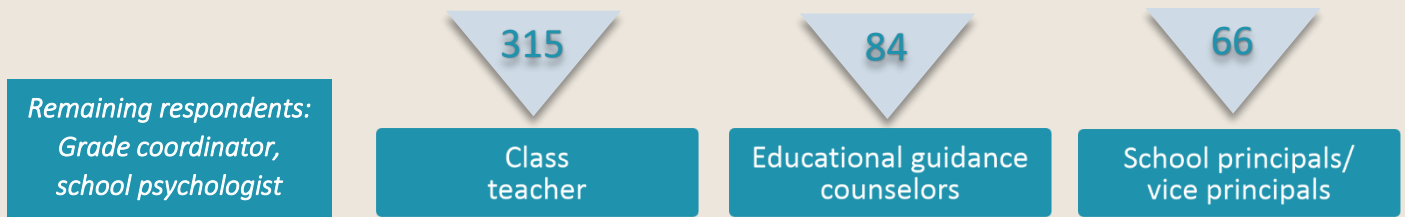
70% Felt that they acquired the **tools and knowledge to independently** access and utilize their rights



Educational Staff Feedback

June-July 2021 - 484 respondents, educational staff, questionnaire

Total respondents by position:



Contribution of Youth Futures to the school:

- 91% The program contributes to **increasing awareness of the needs and characteristics** of children at risk
- 92% The program contributes to **expanding and increasing the availability of the social services to the children**
- 84% The program contributes to **improving communication** between the school and the parents
- 94% The program contributes to **creating a supportive educational environment** for the children at school

Perception of Educational staff toward Youth Futures' activities

- The program assisted them in **becoming better acquainted with the personal story** of each child and his family
- 68% The program **created a more significant relationship** with families who needed it
- 76% The program contributed to maintaining **more extensive dialogue** between the school and the parents

Interface between class teachers and mentors

- 91% **Progress meetings** were held routinely
- 93% A **significant and professional dialogue** was conducted
- 88% Active involvement of the class teachers in **composing** the children's personal plans
- 86% Active involvement of the class teachers in **implementing** the children's personal plans



Educational Staff Feedback

The contribution of the program to the **SOCIAL** climate and functioning of the children from the perspective of the educational staff

Deepening of the social ties of the children 93%

Expanding the social circles of the children 92%

Creating **positive friendship behavioral patterns** among the children 94%

Reduction and prevention of violent behavior among the children 88%

The contribution of the program to the **EDUCATIONAL** climate and functioning of the children participating in the program

Increasing **the study motivation** 90%

Improving **the educational skills** of the children 80%

Prevention and reduction of **late arrivals to and absences** from school frameworks 83%

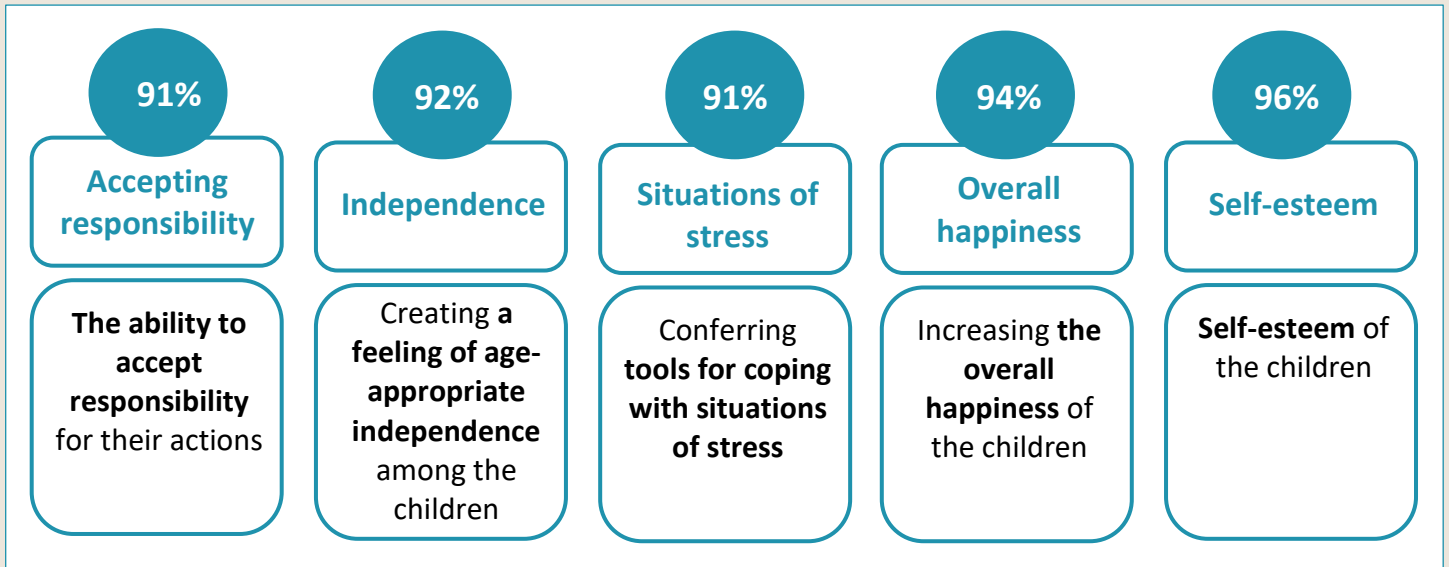
Improving **the educational skills** of the children 76%

Active involvement and participation of the children in their classes 57%



Educational Staff Feedback

The contribution of the program to the PERSONAL climate and functioning of the children:



96%

Educational staff

Will recommend participation in Youth Futures



Achieving Our Goals Ongoing Impact – Graduates' Survey

June-July 2021,

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 is comprised of a majority of 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 the manner in which 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 and the ability of the child to believe in himself and realize his skills and abilities in a normative manner. The period of participation in the program fortifies the children and equips them with recognition of their personal capabilities, personal resilience and tools for meeting the age-respective challenges in a positive and successful manner.

The following findings are based on an online survey issued directly to the program graduates, and was completed by 515 respondents



Jews: 83%

45% secular, 33% traditional, 13% religious, 9% ultra-Orthodox



Muslims: 16%



Christians: 1%

Graduates by Age

Middle school – 22%

High school – 43%

Graduates outside of educational frameworks – 2%

Post high school – 33%



Achieving Our Goals: Ongoing Impact

Graduates Who Experience the Program as a Significant Contribution to Their Lives

- 85%** in the personal sphere
- 81%** in the social sphere
- 76%** in the educational sphere
- 72%** in the familial sphere

The Impact of the Mentor

For **89%** of the graduates the mentor constituted a significant individual in their lives.

For **92%** of the graduates the mentor constituted an individual who assisted them in achieving success in their lives.

Personal Capabilities:

91% of the graduates feel high levels of motivation to succeed in life.

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

Communal Affiliations of the Graduates

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.



Achieving Our Goals: Ongoing Impact

Employment

69% of the post- high school graduates are currently employed.

(To the exclusion of graduates in active army/national/civilian service.)

Proportion of school-age graduates currently working:

- **13%** of the graduates currently in middle school.
- **40%** of the graduates currently in high school.

Pre-Army or Gap-Year Programs

15% of the post-high school graduates attended pre-army or gap-year programs

21% of the graduates currently in high school aim to participate in pre-army or gap-year programs.

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

82% enlist for army 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 army)

8% are exempt from army/national/civil service

10% of graduates volunteer for national/civil service

High School Graduation

70% of the graduates received full graduation diplomas

17% of the graduates received partial graduation diplomas

9% of the graduates received high school completion diplomas

4% of the graduates did not receive graduation or high school completion diplomas

† 65.8% of all Israeli 12th grade graduates were eligible for graduation certificates (2019). certificates (2020).

68% of the graduates received full graduation certificates

17% of the graduates received partial graduation certificates

8% of the graduates received secondary school completion certificates

4% of the graduates did not receive graduation or secondary school completion certificates

Higher Education

35% of the graduates are currently in trade/higher education frameworks. *(Among post-high school graduates not serving in the army/national/civil service.)*

78% of the graduates aim to study in trade/higher education frameworks. *(Of graduates in the high school age group and older.)*

† The Israeli Central Bureau of Statistics, 2021 statistical year report. Table 4.19: 12th grade students taking the graduation certificate examinations who are eligible for the certificate, per specific attributes.



Words of the Children 2016-2020

Immediate impact of the program as per self-reports

In addition to reports of the program participants received from intermediary individuals (the mentors, parents and educational staff), we established an additional channel for gathering information directly from the children (self-reporting). The aims of this assessment channel are two-fold:

1. To learn first-hand of the experience of the children and,

2. To confirm and assess the second-hand reviews of the intermediary individuals, primarily the mentors.

To form a direct comparison, insofar as possible, with the quantitative reviews submitted by the mentors and parents over the course of the program, we selected four variables for assessment among the children,

representing the **four spheres of intervention of 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 for him** (each parent individually) – representing the **familial sphere**. These 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 assessment point.

Group Sample

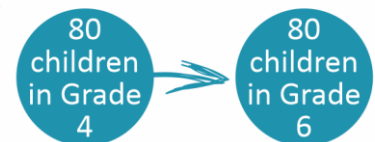
By age group at the start and end of the process



Examined at the start of 5778 and at the end of 5780

Adjusted Sample

Direct comparison of the reports of a group of children at the start and end of the process



Examined over four years: 5777, 5778, 5779, 5780



Results of the self-reports of the children

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

Quality of social ties: Youth Futures participants **improve the quality of their social ties** in a significant manner as a result of participation in the program. Both at the beginning of the program and its conclusion, 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 work of the mentors with the parents** is the explanation for this. That is to say, 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 to 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, at the conclusion of the program, females demonstrate significantly lower motivation than that of the.

Validation of the Assessment 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' assessments 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 in a minimum of two spheres of involvement

Examination of the Measurement Process

The relationship between the mentor measuring of the child and the child self-report

536 of Grade 4 children

867 of Grade 6 children

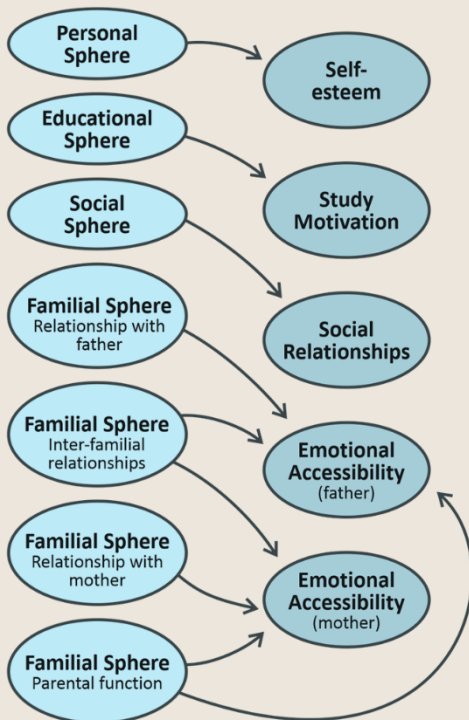
The relationship between the child evaluation form (measurement) and the self-report (child self-evaluation). Examined over four years: 5777, 5778, 5779, 5780

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 process of three years, program conclusion results 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

Program Conclusion Results

Measurements
Mentor Evaluations of the Children

Self-Reports
Children Reports



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