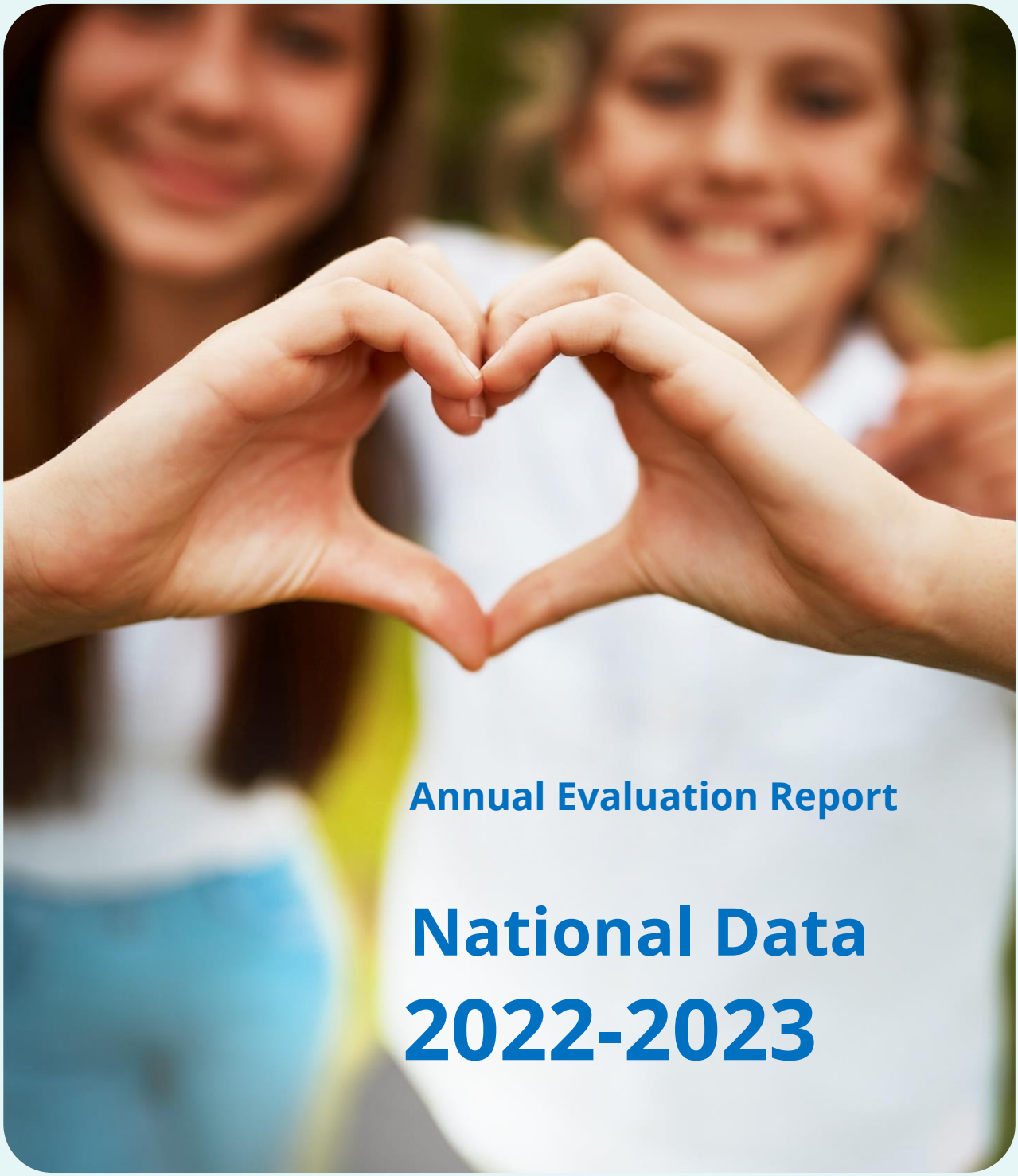
YOUTH FUTURES

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

THE JEWISH AGENCY FOR ISRAEL
הסוכנות היהודית לארץ ישראל

360°
התכנית הלאומית
לילדים ולנוער בסיכון



Annual Evaluation Report

National Data 2022-2023

Olimpiiu Simu, Information Systems Manager

Dvir Matzri, Evaluation and Research Manager

THE JEWISH AGENCY FOR ISRAEL
הסוכנות היהודית לארץ ישראל

YOUTH FUTURES

We would like to express our gratitude to our domestic and international partners. Your support and trust in us have enabled these impressive achievements.



Youth Futures Ltd. is a non-profit public benefit company and a Jewish Agency for Israel subsidiary. The company is supported by the Jewish Agency, the Ministry of Education, Jewish Federations of North America, Keren HaYesod, the Ministry of Education, the National Program for Children and Youth at Risk, Local Authorities, and private foundations and donors from Israel and around the world.

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Opening Remark



Amira Aharonovich, CEO of the Jewish Agency

Youth Futures is a unique program that operates in all sectors of Israeli society, aiming to provide children and their families with security, tools, and equal opportunities to realize their hidden personal potential. The program's intervention changes the lives of these children and families most concretely, using a unique holistic mentoring model – the Mentorship Model, guiding the child and their parents on a long-term transformative journey.

The resilience of the State of Israel is influenced and built upon the resilience of Israeli society. Only a society strong from within can cope with external challenges, absorb Alyia, and enable a life of collaboration. Youth Futures has a significant role in this mission, establishing a national infrastructure with a broad geographical presence and deep engagement within communities and settlements.

This infrastructure receives the trust and support of numerous domestic and international partners. I appreciate the partnerships that have been built over the years with the Government of Israel, the Ministry of Education, and many Jewish communities worldwide.

Youth Futures is a real asset for the Jewish Agency, Israeli society, and the global Jewish community. I want to express my gratitude to the amazing team of Youth Futures, including the mentors and volunteers, for everything you do to positively change the lives of so many children and improve the face of Israeli society.



Haim Moyal
Director of Department A for Children and Youth at Risk, Ministry of Education

As the person entrusted with the department that cares for 300,000 students in dozens of programs with hundreds of staff members, it becomes clearer to me time after time that the story of numbers serves as data for social change .

A data story is not just a brief explanation of statistics; it includes interpretative components and reasoning. We need to relate to the collection of numbers and data in narrative terms to create the story. It's essential to identify which data or aspect undergoes decisive change and to refer to it in terms of character as a key player in the plot.

I closely follow the Youth Futures program operated by the department and am proud of its extraordinary impact, demonstrating commitment and creativity in caring for students across a wide range of diverse areas. The program's uniqueness allows us to 'touch the minds' of each student, providing them with personal attention and awakening the fundamental learning ability inherent in every individual.

The 21st century presents significant challenges. The understanding that education and learning are the tools that bring about change, enabling those at-risk children to become social leaders, requires all of us to continue making every effort to provide a space to express our students' aspirations and dreams.

Data-based work is crucial; it allows close monitoring of activities and provides a faster and more precise operational space. I place extra importance on data collected from the field, believing that it can assist in changing the narrative and creating hope in the battle for our students.

I'd like to take this opportunity to thank you for your full partnership, mind-altering work, and your entrance into the world of training in therapeutic pedagogy – an educational inspiring hope. The more aware we become of the emotional and interpersonal aspects inherent in learning, the more we can provide key experiences and explore potential avenues to better create a learning community based on mutual respect and solidarity. A community capable of overcoming various obstacles and seeking to create a life of meaning together.





Benny Biton, Chairman of the Board of Directors of Youth Futures

After participating as an active member of the Board of Youth Futures, I was pleased to respond to the request of my long-time commander and friend, Major General Doron Almog, Chairman of the Jewish Agency for Israel, to serve as the Chairman of the Youth Futures Board of Directors, to lead the implementation and expansion of the program in the upcoming years.

During my tenure as the mayor of Dimona in the past decade, leading the Development Cities Forum and serving as the Deputy head of the local government authority, I have been exposed to many positive and beneficial intervention plans. The distinct uniqueness of Youth Futures lies in the 'Mentorship Model,' which creates synchronization across all aspects of the child's life, allowing all involved actors to work together in harmony and unity. The ability to adapt the model to the changing needs of Israeli society, from early childhood needs through elementary and middle schools, and including unique models for populations such as new immigrants and program graduates, deserves great appreciation.

I urge my fellow mayors and local authorities to encourage and support the expansion of Youth Futures to other cities. The program's strength can promote the well-being of residents in every city in Israel and may even serve as a national plan in the future.

I would like to express my gratitude to our many partners in the program's success, first and foremost the Jewish Agency for Israel, the Youth at Risk Department in the Ministry of Education, the National 360 Program, and the mayors of local authorities. Also, to our Board members who invest much time and effort in its success and the management of Youth Futures leading it with great pride.

I am proud of each dedicated employee and am pleased with the privilege of leading the organization to many additional significant achievements.

Encouraging the child's abilities, strengths, and talents helps them express themselves confidently in the battle for equality.



Ruthi Shenfeld, CEO of Youth Futures

The 2022-2023 school year has been one that I am very excited to summarize at the outset of our annual evaluation report. It's been a year of expansion and significant achievements in numerous fields and areas—a year of fruitful outcomes and organizational stability, with joint efforts transcending sectors, undoubtedly gaining momentum during these challenging times of a complex reality in Israeli society.

I am proud to present the year's key highlights in this report briefly:

1. National Service Girl - during the 2022-2023 school year, about 35 national and civic service girls integrated into the comprehensive Youth Futures system. These young women are a significant addition to our activities in various communities, enabling us to reach additional children, expand community and educational services, and provide continuous professional guidance and on-site training. During the 2023-2024 school year, the program is expected to involve around 70 service volunteers nationwide.

2. Expansion of the "Heartbeats" Program - The Heartbeats program continues to expand into new regions and sectors. By 2024, it is expected to reach 16 communities across the southern, northern, and Jerusalem areas within the general, Orthodox, and soon Bedouin sectors.

3. Working with Three New Communities - During the 2022-2023 school year, for the first time in five years, we entered three new communities: Ashdod, Beit Shemesh, and Neve Midbar. These achievements, realized through the collaboration of many partners from Israel and beyond, are moments of great excitement. In the coming year, we anticipate expansion into Modi'in as well.

4. Significant Expansion in the Arab Society - Following Government Decision 549 and thanks to the considerable trust from our partners in the Ministry of Education, we were selected to lead the implementation of the decision to reduce violence in the Arab society in 13 new Arab municipalities. This initiative aims to provide solutions for almost 400 children and their families. The program began during the 2022-2023 school year and will continue throughout 2023-2024 and beyond.

Dear partners and esteemed colleagues, our organization is in a unique period characterized by significant developments and blessed growth.

I want to take this opportunity to express my gratitude to our dear partners; without them, none of this would have been possible. Thanks to the Jewish Agency, led by Amirah Aharonovich, for its steadfast support and promotion of our activities. Thanks to the dedicated team of the Department for the Education of Children and Youth at Risk, under the leadership of Chaim Moiel, who continues to challenge and advance us in every possible way. Thanks to all the Mayors and professional teams in the local authorities where we operate—our partners in all daily educational activities. Of course, our gratitude extends to all the foundations, funds, and donors in Israel and abroad who support the program with great faith.

A big thank you to the Board of Directors, led by Benny Biton, Chairman of the Board, for their dedicated and highly esteemed work towards the program's success. To the committed and professional Headquarters team, Managers, Coordinators, Mentors, and National Service volunteers who have made a difference in the lives of thousands of children and families daily for many years.

Wishing you all a good, blessed, and meaningful year full of health and abundance.

Sincerely ,

Ruthi

About Youth Futures Mission and Vision

A social organization promoting and influencing the life path of children, youth, and their families in various sectors of Israeli society through a community-based, reliable model that addresses the holistic aspects of life

Our Vision

To act as Agents of Change through the mentorship model and create partnerships within the community and beyond.

To promote equality of opportunities and self-realization through the development of resilience in children and their families so that they can grow to become contributors and active members of the community and society.

To nurture all employees and mentors and empower them to act as pivotal professional agents emerging from within the community, contributing to it, and working hard for its advancement.

To be an evaluation-based learning organization, positioning itself as a key player in implementing, embedding, and disseminating practical knowledge in its field while responding to evolving needs.



The Ethical Code

To realize its vision, Youth Futures has formulated a detailed ethical code that addresses all aspects and emphasizes the necessary elements for the program's activities. This code serves as a guideline for the Mentor's dedicated work.

Human Dignity	Respect for every individual as a human being. To honor the inherent value within a person as a human creation, intelligent, rational, and unique—and maintaining humility in the presence of all these. Respectful consideration of the fundamental rights of the individual in human society. Respect and tolerance towards others who are different, embracing all their qualities. Recognition of the child as a complete human being with uniqueness and aspirations of their own.
Faith	Internal motivation and commitment to the program's goals arise from agreement and identification with the plan's objectives and a sense of belonging. A positive and hopeful starting point for the commitment towards oneself, the child, and the family, including recognition of the ability to influence personal and environmental change.
Professional	Performing the role with consideration of relevant interests, guided by the goal, continuous learning, and utilizing extensive knowledge and external resources while maintaining flexibility and adaptation to changing dynamic conditions. Genuine curiosity for acquiring new knowledge, familiarity with the relevant work field, employing sound logic, working diligently and seriously, and utilizing intelligent decision-making that is well thought-out and not arbitrary.
Personal Example	Action arises from the understanding that the actions and behaviors of all program staff best convey and embody the program's vision, goals, and values. Awareness that all program staff are role models for children, families, and the community.
Personal and Social Responsibility	A deep and enduring commitment to children, families, the community, Youth Futures partners, and the program. A commitment that includes responsibility for oneself, others, and the environment to create social change. Commitment to promote and enable autonomy and involvement and to protect the child's well-being emotionally and physically.
Partnership	A collaboration with various entities that unites knowledge, experience, and abilities to generate the necessary synergy to achieve change. A collaboration that arises from humility and expresses respect and appreciation for the knowledge, experience, and capabilities of others. A collaboration with shared responsibility that allows all partners to expose, activate, and strengthen individual and community strengths and facilitate growth. A partnership among the program staff, the child, and their family; between the staff, the community, and its institutions.
Listening	Deep focus on the other allows program staff, as mentors and supporters, to absorb information using all their capabilities. Acquisition of information from that which is stated explicitly and conveyed implicitly – from sensitivity to body movements and gestures, and awareness of social and cultural contexts in human interactions. An empathetic, inclusive, warm, and loving action based on the perception that the other deserves respect as a human being.

Youth Futures Nationwide

The Galilee and the North District

1 Kiryat Shmona
2 Hatzor
3 Rosh Pinah
4 Tzfat
5 Tzfat (Orthodox Section)
6 Tiberias
7 Hurfeish
8 Ma'alot-Tarshiha
9 Afula
10 Jadeidi-Makr
11 Tur'an
12 Yokneam
13 Megiddo

The Valleys

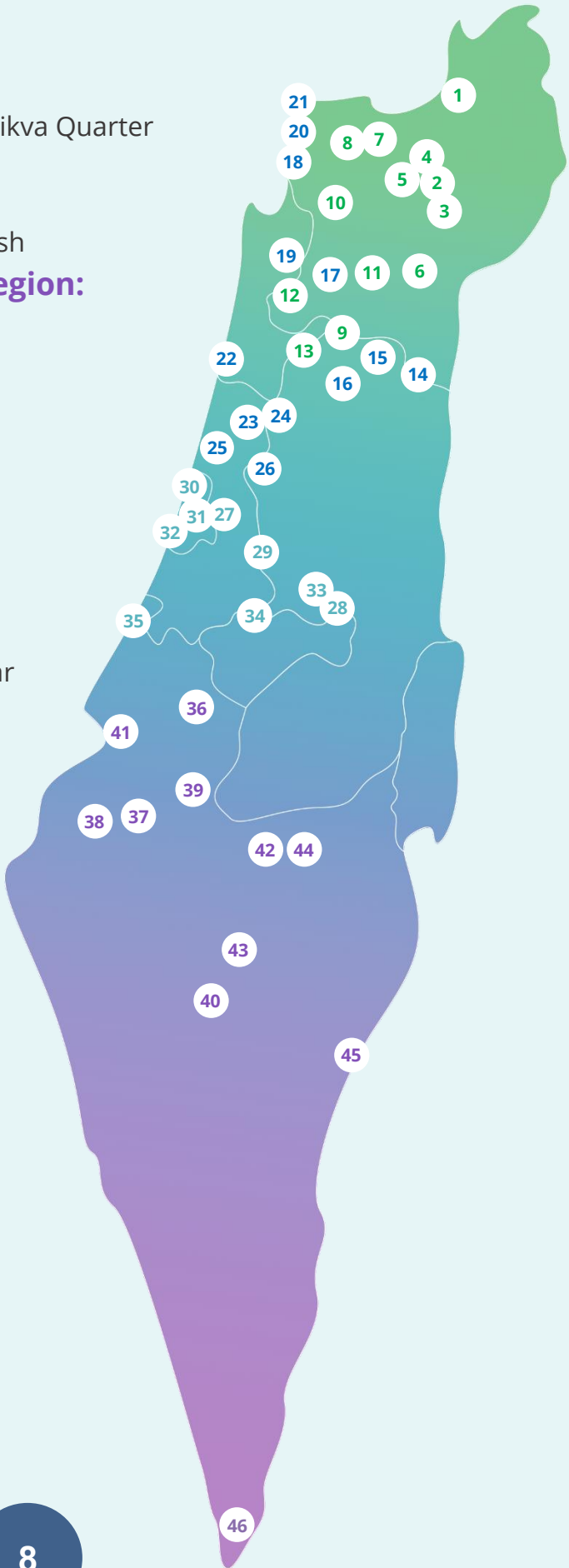
14 Beit She'an
15 Emek HaMaayanot
16 Migdal HaEmek
17 Nof HaGalil
18 Acre
19 Mateh Asher
20 Mazra'a
21 Nahariya
22 Jisr az-Zarqa
23 Umm al-Fahm
24 Kafr Qara
25 Fureidis
26 Ibtin

Central Region

27 Bnei Brak
28 East Jerusalem
29 Lod
30 Tel Aviv-Yafo (Jewish Society)
31 Tel Aviv-Yafo (Arab Society)
32 Tel Aviv Hatikva Quarter
33 Abu Ghosh
34 Tayibe
35 Beit Shemesh

Southern Region:

36 Kiryat Gat
37 Ofakim
38 Merhavim
39 Be'er-Sheva
40 Yeruham
41 Sderot
42 Sdot Negev
43 Dimona
44 Arad
45 Neve Midbar
46 Eilat



The Mentorship Model



To achieve its goals, the program creates and encourages opportunities for growth and development through an innovative and unique idea for Youth Futures – the Mentorship Model: a unique holistic mentoring model where a meaningful adult accompanies the child and their parents on a 3-year continuous journey of change. The Mentors undergo professional training and are recruited from within the community, bringing culturally sensitive awareness in addition to the holistic process. Each mentor works closely and full-time with 16 children and their families for three years.

The Mentorship Model challenges traditional distinctions between professional, semi-professional, and non-professional roles in the social field, proposing a new division of labor among the entities involved in driving and caring for vulnerable populations.

The Five Intervention Areas

Personal
Personalized Plan

Family-oriented
Involvement and parenting skills: the parent as a role model

Educational
Building motivation and encouragement for success

Social
Social Patterns and Roles

Community
Connection, belonging, and resource implementation in the community

Youth Futures acknowledges the importance of family involvement and intervention regarding prevention for at-risk children and youth; preferring community involvement and minimizing child removals to Foster Care; building every team with staff based on disadvantaged residents and communities, and building local partnerships.

The Mentor is a 'significant adult,' a leader, and a role model in the child's and their family's life, generating change based on a relationship of listening, showing up, assistance, and support. Through close personal guidance, the Mentor enables the children and their families to acquire life skills, promote studies, and access assistance and social services that will allow them to create the desired changes in their lives.

Various Types of Mentors in Response to the Needs of Israeli Society

The foundation for the success of Youth Futures lies in the leading mentorship model. Over the years, the model's strength has been revealed to adapt to various needs arising in Israeli society. Consequently, different models have been developed over the years, such as Child and Youth Mentorship (grades 3-8), Alumni Mentorship, 'Heartbeats' Mentorship for Parental Guidance for young children, and Aliyah (new immigrants) Mentorship.

Early Childhood Mentorship 'Heartbeats'

Each Mentor supports 15 families for 18 months to assist parents in the early stages, encourage parent-child relationships, promote normal development, and encourage the use of community services.

Children and Youth Mentor

Each Mentor accompanies 16 children and their parents for three years, engaging in collaborative processes that map out the child's strengths and challenges in the program's five areas of intervention. Together with the child, parents, and teacher, the Mentor defines measurable goals pursued throughout the mentoring period. Annually, during the annual PPT (Personal Program Team) meeting, goals are examined, documented, and updated.

Immigrant (Olim) Mentor

Each mentor works with 16 families, developing a personalized plan for each family that fits their needs as new immigrants. The mentor, who is part of the relevant community, assists families among other things, in accessing social and governmental services. Currently, focused responses are provided to immigrant communities from Ukraine, Russia, and the Bnei Menashe community. The guidance of the immigrant mentor is provided in addition to the in-depth guidance given to other immigrant communities (such as Ethiopian immigrants and all immigrants and refugees) within the framework of the program's core by the Child and Youth Mentorship.

Alumni Mentor

Each Mentor establishes an alumni community in the local community to encourage program graduates to become active and innovative community resources. Currently, the model operates in three communities in Israel: Megiddo, Beit Shean, and East Jerusalem. The focus of the work is based on the group and community space, accompanied by personal guidance.

Expansion of the Mentorship Model: National Service Volunteers in Youth Futures

The National Service Volunteers act as a force multiplier for the mentoring activity and a significant resource for additional beneficiaries in various areas of their lives. They integrate into schools in the morning and social and communal frameworks in the afternoon in the community. As part of their role, they are assigned to the mentor who operates in the school where they work, receiving ongoing guidance from her, along with instructional meetings led by the local manager and coordinator. They also undergo specialized training throughout the year on a local and regional level.



Following the success of the pilot, in the year 5783, regulations were allocated to 21 Youth Futures communities: Yerocham, Eilat, Arad, Tel Aviv, Lod, Be'er Sheva, Ofakim, Kiryat Gat, Sderot, Tiberias, Hatzor, Tzfat, Kiryat Shmona, Ma'alot, Beit Shean, Yokneam, Nof Hagalil, Acre-Nahariya, Migdal HaEmek, and Afula. The Foundations in charge of these volunteers are Bat Ami, Aminadav, Shlomit, the Volunteering Association, and Ofek.

National Service at Youth Futures 5784



Self-report by National Service Volunteers at the end of the volunteer year



100%
of the National Service Volunteers testify to personal development – acquiring new knowledge and skills

33
Active National Service Volunteers

The National Service Volunteers report that the volunteering framework in Youth Futures enables them to a large extent:

70%
to enrich my social sphere

100%
to gain experience and assess my skills in my professional areas of interest

92%
Express the values in which I believe

70%
report experiencing the service year as an empowering

70%
report the ability to influence children

100%
for personal growth and development

85% to assist and be a significant factor for others

Unique Initiatives

Considering the data received from the field throughout the assessment process, new needs emerged for our benefactors. To address these needs, we developed different unique responses modeled for these situations and adapted the Mentorship Model to include these intervention spaces.

Family Space

To address the needs of families supported by Youth Futures and to deepen the support provided to parents accompanying Youth Futures, the 'Family Space' initiative was established; a therapeutic clinic in Youth Futures centers in Kiryat Gat, Lod, and Be'er Sheva. Throughout the year 2023, the initiative operated and assisted 34 families.





The Youth Futures Football Club

To address existing gaps in the accessibility of Youth Futures children to activities and clubs, we established the Youth Futures Football Club. As part of the club's activities, we provide Youth Futures children with an after-school club, use sports as a means of promoting discussions on tolerance, and create encounters between the different sectors of Israeli society through a sports tournament throughout the year. The initiative was established in collaboration with the 'Equal Opportunities' program and operates in eight communities: Lod and the towns in the Valleys Region – Metar, Masharee, Nahariya, Acre, Nof Hagalil, Migdal HaEmek, Yokneam-Megiddo, and Beit Shean.

Initiative to Reduce Violence Against Women

Launched in response to the escalation of domestic violence during the COVID-19 pandemic, the initiative aims to strengthen the team's ability to cope and respond more effectively in this field, expand collaborations within the community, and recognize the motivating factors, treatment, and enforcement. Over the past three years, the initiative has operated in 15 different authorities, **focusing on three main action channels:**



- **Personal and practical support for victims of violence**
- **Education and raising awareness in the community**
- **Special training for program teams**



Dor to Dor

We established the Dor to Dor (in Hebrew: generation to generation) initiative to focus on the community involvement sphere of the children and provide program beneficiaries with a meaningful volunteering opportunity. The initiative contacts children in the program with seniors in the community in personal meetings that focus on exploring roots, dialogue, and personal touch.

Youth Futures in Numbers - National Perspective

73% Jewish Society

- **31%** Secular
- **20%** Traditional
- **15%** Religious
- **7%** Orthodox

3% Christian

22% Arab Society

- **20%** Muslim Arabs
- **1%** Christian Arabs
- **1%** Bedouin

2% Druze

Average Community Cluster
4.5
Societal-Economic Index

- **Cluster 2-3:** 19% of communities
- **Cluster 4-5:** 59% of communities
- **Cluster 6-7:** 22% of communities

From the ranking of the Israel Central Bureau of Statistics (CBS) in 2019

3642
Children in the program

43% Girls

57% Boys



206
Mentorship positions

263
schools in the program

10926
Direct Beneficiaries in the Program, Children and Their Parents

17 % Middle Schools

83 % Primary Schools

Children by Age

2nd	3nd	4nd	5nd	6nd	7nd	8nd	9nd
3%	13%	27%	25%	17%	6%	7%	2%

Risk Characteristics - Youth Futures Families in a National Perspective



44%

of families are large families (4 or more children in the family)



28%

of families receive welfare



22%

of families are immigrants/refugees



27%

of the families are single-parent households



15%

of the fathers are unemployed



27%

of the mothers are unemployed



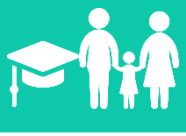
42%

of the families are dealing with disability or limitation, either physical or mental, of a family member



30%

of the mothers have a high school education or lower



26%

of the fathers have a high school education or lower



54%

reside in public/temporary housing



54%

of families do not speak Hebrew as their primary language

Personal Plans and PPT in a Nationwide Perspective

Personal Plans

For each boy and girl in Youth Futures, a personalized work plan is developed based on their strengths and needs, considering their personal story within the family, social, and school context. The individual plan allows for creating a framework that defines priorities and focuses on the work process, promoting commitment to the continuous work process of all those involved: the child, mentor, parents, and the surrounding professional support system, assisting in the implementation of the work plan.

In the Previous Year	81% (2735)
Personal Plans Rate	79% (3107)

The PPT meeting (Personal Program Team) is a multidisciplinary action team that includes all those involved in caring for the child and their family, who recognize their needs while familiar with the existing resources in the community. The purpose of the PPT meeting is to create a deeper understanding of the child's needs, mobilize everyone, and create the collaborations necessary for every possible solution, as well as coordinate among them. As such, the meeting serves as a significant step in the ongoing integration process of the mentor.

In the Previous Year	73% (2261)
PPT Rate	61% (2204)

PPT Participation

Program's Staff

Family and Community	Local Director	Mentor
32%	60%	98%

Family

Father	Mother	Child
25%	90%	89%

School Staff

School Principal	School Counselor	Homeroom Teacher
18%	55%	96%

Key Insights from the 2023 “Heartbeats” Evaluation Report

The "Heartbeats" Program is one of our responses in Youth Futures and is based on adapting its unique mentorship model. The program aims to support parents of infants, assist in parenting during the early stages, encourage a positive parent-child relationship, promote normative development, and connect families with community services. The program operates through mentors in the parenting domain, supporting families in both the home and community environments. It operates within a local municipality through two full-time mentors, each undergoing professional training within the organization and having a background working with infants, who are committed to being part of the change. Each mentor accompanies around 15 families in their private home space for 18 months. Additionally, the program supports approximately 100 families within the community by combining mentorship with professional and early childhood intervention services.

The Family

80% of the families improved concerning the familial environment where their child is raised.

Child Development

67% of the parents improved in addressing age-specific developmental delays.

70% of the children experienced an improvement concerning their integration into relevant frameworks.

73% of the children experienced an improvement in their childhood development.

Parents: Mothers

86% of the mothers improved in parental function and the quality of their parent-child relationship.

100% of the mothers improved in employing appropriate, non-perilous conduct toward their children.

Parents: Fathers

79% of the fathers improved in parental function and the quality of their parent-child relationship.

100% of the fathers improved in employing appropriate, non-perilous conduct toward their children.

Evaluation and Assessment

Evaluation Methodology

The evaluation process at Youth Futures is based on four perspectives that capture a comprehensive picture of the program's impact on children and their families.

The Educational Team's feedback

is based on the self-reports of all the educational partners in the schools in the year 2023

The Mentor's feedback is

based on the evaluation metrics

The Alumni feedback

is based on ongoing self-reports from a sample of program graduates, measuring effectiveness.

The Parents' feedback

is based on their self-reports of parents who participated in the program in 2023.

The Process of Assessing Children's Progress

The Mentor's Feedback

The evaluation of the program's effectiveness in achieving its short-term goals is based on feedback from the mentor by measuring the child's status across 24 indicators. These indicators align with the five intervention spheres of the program: Personal, Social, Educational, Community, and Familial. The assessment occurs when joining the program, at the end of every school year, and when graduating. this is based on information integrated by the mentor from various sources .

The measurement of the indicators is as unique to every child as their plan is and is in continuous reference to the starting measurements. The mentor integrates this measurement based on a percentage change in the child's status, considering improvements or declines in scores by at least one point on a 1-10 scale across the assessment indicators. The scale ranges from very low/problematic (1-2 on a 1-10 scale) to very high/excellent (grades 9-10).

The Evaluation Criteria

The Family Sphere

Relationships in the Family Cluster:

- Relationship with the mother
- Relationship with the father
- Relationship with siblings

Parental Functioning Cluster:

- The child's role in the family
- Boundaries for the child
- Exposure of the child to violence at home
- Conditions for learning at home
- Child's Nutrition
- Overall child's health

The family intervention sphere is divided into two clusters:

- Parental Functioning
- Relationships in the Nuclear Family

The Personal Sphere

- Self-esteem
- Taking responsibility for actions
- Coping with stressful situations
- Independence
- Joy

The Social Sphere

- Social role
- Friendship patterns
- Violence usage
- Victim of violence
- Substance abuse

The Educational Sphere

- School attendance
- Tardiness and absences
- Academic performance in class
- Academic performance at home
- Behavioral issues

The Community Sphere

- Active Members Cluster:

Volunteering in the community

- School involvement
- Alumni Cluster:

Sense of belonging to the community

- Volunteering in the community

Program Goal Achievement - Immediate Impact

Results of the Child's Progress Measurement on a National Level

According to the cumulative sample data of 6532 graduates

Goal	Purpose	Results according to the child's progress measurement
Strengthening personal resilience and the sense of capability among the program's children	At least **80%** of the program's children will improve in the Personal Resilience Cluster score	**82%** of the children improved by at least one point in the personal resilience measures
Developing social abilities, strengths, and talents of the program's children	At least **75%** of the program's children will improve in the Social Cluster score	**84%** of the children improved by at least one point in the social being cluster measures
Creating a supportive educational environment within their schools that allows for the development of learning skills	At least **70%** of the program's children will improve in the Educational Cluster score	**76%** of the children improved by at least one point in the academic cluster measures
Encouraging parental involvement in the child's life and providing support	At least **65%** of the program's children will improve in the Parental Functioning Cluster score	**65%** of the children improved by at least one point in the measures of the parental function
Strengthening parenting skills and contributing to the growth of the family unit	At least **65%** of the program's children will improve in the Family Connections Cluster score	**62%** of the children improved by at least one point in the measures of the family connections' well-being
Making social services accessible for the child and their family and expanding those services	At least **80%** of the program's parents will acquire tools and knowledge to implement their rights At least **70%** of the program's families will improve their relationships with the schools	**86%** of the parents testified that they acquired the tools and knowledge needed to independently exercise their rights through the program **80%** of the parents reported improvement in their relationship with the educational team **83%** of the teachers believe that the program contributes to improving communication between the school and the parents.

Work Processes and Outcomes at the Parental Level - Nationwide Perspective

The uniqueness of Youth Futures is the understanding that to generate real and sustainable change, it is necessary to act comprehensively with the children, their parents, and the entire family. Accordingly, the mentors dedicate much of their time to meetings and establishing connections with the parents. As needed, they assist in asserting their rights, conduct parenting workshops on relevant topics, and offer personalized guidance within the family home.

Home Sessions

The significant presence of a mentor in the child's home environment creates diverse interactions and a deeper familiarity with the child and their family. This contributes to building trusting relationships and positive collaborations. The close and intimate connection with the parents helps gain a more accurate understanding of the families' needs, leading to the development and identification of suitable solutions.

Implementation and Realization of Rights

Participants in Youth Futures and their families often come from vulnerable populations characterized by social deprivation. Characteristics of social deprivation include low accessibility to services and a lack of assertion of rights. This represents a manifestation of the social paradox, where those individuals and groups in the population most in need of social services often find it most challenging to access them. The reasons for this are diverse, as these individuals are generally preoccupied with survival and overwhelmed by the emotional, cognitive, and functional consequences. The role of the mentors and the local management team is to identify the barriers faced by families and children that prevent them from receiving tailored responses and to assist them in coping with these barriers.
This is achieved by:

- Increasing parents' awareness of their children's needs and the services available to them.
- Strengthening parents' ability to access services independently.
- Building parental confidence in systems and available resources.

Processes of realizing rights are essential to ensure that families fully access the services and responses they are entitled to by law. This is emphasized by deepening parental capacity to continuously advocate for their children, even after the program concludes.

Parent Groups on a National Level

During the 2022-2023 school year, there were 56 parent groups (in which 915 members participated)

83%

of parents believe that the meetings helped them positively **change their behavior and responses**

93%

of parents believe that the meetings **deepened their awareness** of the content area discussed by the parent group

92%

of parents believe that the meetings helped them **enrich their knowledge and acquire tools** in the area addressed by the parent group

Parental Feedback on the Program - Nationwide Perspective

Based on 1753 respondents to the questionnaire among the program parents, May-June 2023

Youth Futures seeks to be attentive to parents. Therefore, systematic data collection is conducted to receive their feedback in addition to ongoing communication between parents and the program team. The questionnaire is directly administered online to parents, seeking their direct opinions through self-reporting without the mediation of the program team. The survey focuses on achieving Youth Futures' goals at the child's, family's, and school's levels; satisfaction with the relationship with the mentor and the child; strengths and areas for improvement within Youth Futures; and recommendations for the program.

Parents in the program were asked about the extent to which they perceive the **program's contribution to their children. Most program parents experience the program as contributing significantly to their children** across all stages of program intervention.



The extent of **parents who reported** that the program **contributes significantly to their children in various intervention spheres**

84%	82%	87%	90%
in the educational sphere	in the educational sphere	of the social sphere	in the personal sphere

The percentages indicate the respondents who rated 7 and above on a scale of 1-10

The absolute majority of the program's parents perceive the figure of the mentor as significant in the lives of their children and testify that, as a result of the guidance given to their children, positive changes have occurred in their lives

90%
feel that a positive change has occurred in the lives of their children during the mentoring period

91%
of parents indicate that the mentor is a significant figure in the lives of their children

83%
testified that the mentor serves as a source of support for them as parents

82%
testified that a positive change occurred in their role as parents

As part of Youth Futures' professional approach, parents are direct beneficiaries, and therefore, attention is directed towards guiding and instructing parents. Based on this perspective, investing in and supporting parents will directly strengthen the child and indirectly impact their siblings, effectively benefiting the entire family unit. Parents experience the period of support in the program as meaningful for them as well, and the majority unequivocally testify that they have greatly benefited from the program.



The percentage of **parents who reported** that the program contributes significantly to them and their families in the following aspects:

82%
of parents reported an improvement in their relationship with their children in the program and their siblings

86%
of parents reported an improvement in their awareness of their children's needs

85%
of parents reported an improvement in relationships between them and their children

80%
of parents reported an improvement in the relationship between them as parents and the educational staff

84%
of parents reported an improvement in their involvement in their children's social lives

81%
of parents reported an improvement in their involvement in their children's daily learning routine

100%of the parents would recommend participating in the program

The percentages indicate the respondents who rated 7 and above on a scale of 1-10

Educational Team Feedback - National Perspective

Based on 728 respondents to the questionnaire from among the educational teams surveyed in May-June 2023

Total respondents by Position

2%	66%	13%	19%
Other	Homeroom Teacher	School Counselor	School Principals (and Vice Principals)

The extent of the Educational staff members who believe that the program contributes to processes with the child and his family

76%	70%	81%
believe that the program contributes to a deeper dialogue between the school and the parents of the children	believe that the program has helped them establish a more meaningful connection with the families that required it	believe that the program has helped them better understand the personal stories of the children and their families

80%	report an increased sense of security and prevention of gender-based violence
77%	report an increased awareness and reduction of gender-based disparities
84%	report a reduction of gaps related to children and youth at risk in the areas of education and learning



The interfaces between the class teachers and the Youth Futures Mentors

88%	91%	94%	91%
of the classroom teachers felt that the mentors encouraged their active involvement in implementing personal plans	of the classroom teachers felt that the mentors encouraged their active involvement in writing personal plans	of the classroom teachers reported that professional peer discussions took place with the mentors	of the classroom teachers reported that regular update meetings took place

Educational Team Feedback - Continued



96% believe that the sense of **personal security** has increased

95% believe that the **joy of life** of the children in the program has strengthened

90% believe that the children in the program have acquired tools to cope with stressful situations

90% believe that a sense **of age-appropriate independence** has developed among the children in the program

92% believe that the children in the program have developed the ability to **take responsibility for their actions**

96%
believe that the program contributes to creating an educational environment that supports children in the school

86%
believe that the program contributes to improving communication between the school and the parents

92%
believe that the program contributes to making social services more accessible and expansive to children

92%
believe that the program contributes to raising awareness of the needs and characteristics of at-risk children

The program's contribution to **social climate and functioning**

93% believe that there has been a **deepening of the social relationships** of the program's children

92% believe that the **social spheres** of the program's children have expanded

93% believe that more **positive behavior patterns** have been established among the program's children

88% believe that there has been a **reduction and prevention of the use of violence** among the program's children

Contribution of the program to the **academic environment within the**

88% believe there has been an increase in motivation for learning

80% believe that there has been an improvement in the learning skills of the children in the program

80% believe that there has been a reduction and prevention of delays and absences

74% believe that there has been an improvement in the academic achievements of the children in the program

85% believe that there has been an improvement in the academic achievements of the children in the program

94% believe that the program has advanced the social-emotional learning (SEL) of the children

100% **of the educational staff members would recommend participating in the program**

Sustained Effectiveness - Alumni Survey



June-July 2023

Sustained Effectiveness - Alumni Survey

Program graduates are adolescents and young people who have completed the program. Over the years, more than 17,000 young men and women have completed the program. The follow-up goal for the graduates is to examine the ongoing impact of Youth Futures on their motivation in terms of optimal functioning, personal development, and life satisfaction. To this end, a survey is conducted among the graduates to examine their life trajectories. The sample includes almost exclusively veteran graduates.

Findings from the ongoing sampling remain consistent and indicate that Youth Futures **has a lasting impact on the graduates. The program's effect does not diminish; on the contrary, it serves as a foundation and influences how the graduates behave and perceive themselves and their future. Furthermore, participation in the program prevents future deterioration and narrows the impact of risk factors on the child's ability to believe in themselves and realize their skills and capabilities in a normative context.** The period of participation in the program strengthens children, instilling in them a sense of self-efficacy, personal resilience, and tools for coping effectively with the challenges of their age.

The following findings are based on an online survey sent directly to program graduates in June 2023, with the participation of 361 respondents

82 % Jewish	**14 %** Muslims and Druze	**4 %** Christians

Graduates by Age Groups

33% of Middle School Graduates	**33%** High School Graduates	**6%** of Graduates Disconnected from Educational Framework	**28%** Graduates Post High School Age

Achieving Program Goals – Persistent Impact
(Graduates Survey)

The Mentor from the Graduates' Perspective

Percentage of graduates who experience a meaningful contribution of the program for them

- **87%** of the social sphere
- **82%** in the personal sphere
- **78%** in the family sphere
- **76%** in the educational sphere

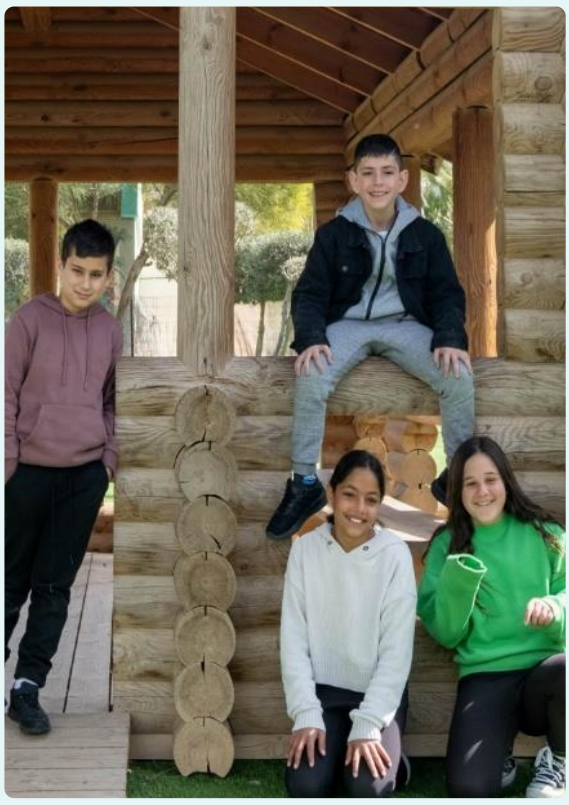
87%
of the graduates feel a high motivation for success in life

88%
of the graduates feel that there are personal and community resources available to them to cope with challenges

91% of the graduates feel that the mentor has been a significant figure in their lives

93% of the graduates feel that the mentor has been a figure that contributed to their success in life

The Mentor from the Graduates' Perspective



Graduates' Connection to the Community

- **49%** of high school graduates volunteer in the community
- **52%** of graduates are involved in youth movements (currently or during their studies)
- **38%** of graduates participate in student councils (currently or during their studies)
- **58%** of graduates (with voting rights) voted in the last parliamentary elections
- **69%** of graduates feel a sense of belonging to the community where they grew up
- **64%** of graduates feel that there are community resources available to them when needed

Volunteering for a "Gap Year" program

46% of post-high school graduates volunteered for a pre-army preparatory program and a service

Graduates' Employment

Percentage of graduates in higher learning age group currently employed

82% of graduates from middle schools

39% of graduates from high schools

79% of post-high school graduates are currently employed (excluding graduates in active military/national/civil service)



Drafting to Military/National/Civilian service (in the survey of graduates in the Jewish sector, excluding ultra-Orthodox)

97% of the graduates enlist in military service

91% of high school graduates exhibit high motivation for military enlistment

67% of graduates who are currently serving in the military have completed command courses

41% of graduates in the Jewish sector who did not enlist in the military, volunteer for National /Civilian Service

The percentages of matriculation (Bagrut) eligibility among program graduates

9% do not have a high school diploma and/or have not completed studies or

4% have completed high school diplomat

16% have a partial high school diploma

71% have a full high school diploma

The Central Bureau of Statistics, Statistical Abstract of Israel 2021, Table 4.19: High school seniors are examined in matriculation exams and eligible for a diploma by selected characteristics.

65.8% 1are eligible for a high school diploma out of the total graduates of the 12th grade in Israel.(2019)



Our Successes

Select Findings from the National Assessment Report for the Year 2023

In a sample of 1753 parents of the program:

- **91%** perceive the mentor as a **significant figure in their children's lives.**
- **86%** experience an improvement in **the relationship between parents and participating children** in the program and **towards their siblings.**

In a survey of 728 Educational staff members accompanying the program:

- **81%** believe that the program helped them **better understand the personal stories** of the families and the children in the program.
- **94%** believe that the program advanced the **social-emotional learning** of the children in the program.

In a survey of 361 program graduates:

- **91%** perceive the program's **mentor** as a **significant figure who has a part in their success in life-assisted**
- **87%** of program graduates **have a high school diploma** - above the national average. (71% have a full high school diploma, and 16% have a partial high school diploma)





Scan to view the program's activities

YouTube:
Youth Futures

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Youthfuturesisrael

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