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

THE JEWISH AGENCY FOR ISRAEL
הסוכנות היהודית לארץ ישראל

פותחים עתיד

360°
התכנית הלאומית
לילדים ולנוער בסיכון

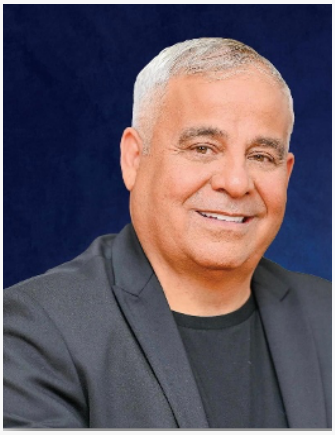
Youth Futures Annual Evaluation Report National Data 2024-2025



Data analysis & Academic Writing: Yamit Elfassi, Ph,D. Social Problems Prevention expert
Data Base management: Olimpio Simo, Information Systems Manager

TABLE OF CONTENTS

Opening Statement 1-2
About Youth Futures 3
Board of Directors 4-8
Youth Futures across Israel 9
The Mentorship Model 10-11
The Social Group 12-13
The 'Heartbeats' program 14
Nationwide statistics 15-16
Children and Families risk factors 17-18
Individual plans and personal plan team meeting 19
Evaluation and measurement 20
Child progress 21-24
Parents at Youth Futures 25-27
Educational Staff Feedback 28-30
Alumni Survey 31-34
National Service Volunteers 35-37
Knowledge and Learning Center 38-39
Youth futures in wake of 'Swords of Iron War' 40



Benny Biton, Chairman of Youth Futures

Another significant year of activity is behind us, and I am excited to congratulate those working on the critical and challenging task of promoting the children and families of "Youth Futures". This year was deeply influenced by a wartime routine. The professional and sensitive work of the program's management, along with hundreds of mentors, coordinators, and professionals collaborating with local authorities, has once again demonstrated its impact. The numbers and graphs presented in the report before you represent determined and professional actions. There is a belief that every boy and every girl deserves to grow and realize the tremendous potential within them.
I urge my friends, the heads of local authorities, and our partners in Israel and abroad to continue supporting the "Youth Futures" program in its role to act and influence the fate of children and families in Israel's social and geographical periphery. Every boy, every girl, and every family who joins the "Youth Futures" program is another step toward social mobility and reducing social disparities.



Ruthi Shenfeld, CEO of Youth Futures

I am proud and excited to present to you the annual evaluation report of "Youth Futures". This report is not just a collection of data and results – it is a faithful depiction of our daily work with thousands of children, and their families across the country. The past year has been marked by growth and expansion of the circle of children and families we work with, as well as collaborations with local authorities and education and welfare stakeholders. We have continued to develop innovative tools that provide children with a real opportunity for a better future. The impressive achievements presented here would not have been possible without the commitment and dedication of the coordinators, directors, and staff, who lead educational and social activities day in and day out, driven by a deep mission and belief in every child's ability to realize their potential. My gratitude also goes to our valued partners – government offices, local authorities, donors, and foundations – who accompany and support us on our path. On this occasion, I would like to personally thank three key partners: Mr. Benny Biton, chair of the board of "Youth Futures", for his leadership and ongoing trust; Mr. Yehuda Stone, CEO of the Jewish Agency, for his partnership and strategic backing; and Mr. Haim Moiyal, director of the Department for Education of At-Risk Children and Youth at the Ministry of Education, for his vision and commitment to the success of the children. We continue to set before us the vision of "Youth Futures": to create a reality where every child in Israel will have equal opportunity, support, and resilience so that they can grow into a bright future.



Yehuda Sitton, CEO of the Jewish Ag

The past year has once again proven that "Youth Futures" is an essential foundation for the State of Israel. It is no coincidence that the program was born as an initiative of the Jewish people as a whole, a testament to the power of global partnership that believes in mutual responsibility, accountability, and hope. Since October 7th, the significant role of "Youth Futures" in Israel has become more pronounced: precisely in moments of crisis, the program has become an anchor for children and families, providing support, listening, and offering a new horizon. "Youth Futures" has transformed into a national program that conveys a message of Jewish-Israeli solidarity. I want to thank Ruthie Sheinfeld for her sensitive and resolute leadership, and Benny Bitton for his big heart, personal support, and initiative. Thank you to our partners at home and abroad, to local government leaders, and to the dedicated workers leading the effort day by day. Thanks to you, the future of the State of Israel and the Jewish people is being built step by step – child by child, family by family.



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

We express our deep gratitude and appreciation for your dedicated and essential work, especially during this challenging time. The past year has revealed to all of us, and particularly to children and youth in at-risk situations, a reality of uncertainty, fear, and loss. Within this reality, the importance of the educational framework and its responsiveness have been highlighted by "Youth Futures'" moral role in social-educational support. Our departmental working philosophy, "therapeutic pedagogy," is an educational approach centered on the figure of the adult – the teacher, the educator, the guide. This concept has been translated in your work into highly valuable practice. Your work demonstrates how the relationship with a trusted adult becomes the foundation for building trust and how dedicated and consistent actions, especially in routine, hold healing potential. You manage to transform the educational space into a regulated, supportive, and containing place. As the new year begins, we wish for all of us, and especially for you, our dear partners at "Youth Futures", to continue to be an act of hope. May this be a year of growth, healing, and dream fulfillment. May you continue to bring about significant change in the lives of many.

About Youth Futures

Established in 2006, Youth Futures began as the Jewish Agency's flagship program for resolving burning issues like inequality and disparities between Israel's central and peripheral regions.

Today, Youth Futures operates in 49 local authorities with programs serving key populations in Israel's social tapestry: new immigrants (Olim), the rural sector, the Arab sector, Druze towns and villages, the ultra-Orthodox sector, and more.

The program's extensive reach is made possible through strong partnerships with decision-makers and officials in central and local government. Our partners are active in shaping and implementing the program effectively.

Each year, hundreds of Israeli children benefit from our program, gaining the opportunities and support they need to thrive and realize their potential to become healthy, successful adults who contribute to their communities.

In addition to working directly with children, we also support parents as key partners in their children's development. Our approach involves the entire community, recognizing that many spheres of life influence a child's progress.

Years of experience have allowed us to refine our program and develop a model based on expert knowledge and real-world results.





Youth Futures Board of Directors

The Youth Futures Board of Directors is composed of professionals from a wide range of fields and professional backgrounds. Together, they form a powerful force which is significant for the organization's growth. All board members serve on a fully voluntary basis and with deep commitent.



Benny Biton

Chairman of the Board of Youth Futures and Mayor of Dimona

Benny Biton has served as Chair of the Board of Youth Futures since 2021 and has led the organization to significant successes and growth in complex and challenging times in Israeli society.

Benny Biton has served as Mayor of Dimona since 2013. During his tenure, he has led strategic development initiatives in Dimona and the Eastern Negev, including the advancement of large-scale projects in construction, education, and infrastructure, significant investment in the municipal education system, and the promotion of major tourism and economic development projects. Under his leadership, economic development agreements have been signed with government entities, municipal revenues have increased, and he has worked to expand the local employment base and advance a long-term vision for demographic and economic growth.

In addition, Biton serves as Vice Chair of the Federation of Local Authorities in Israel and as Chair of the Forum of Development Towns in Israel, playing a key role in leading national initiatives to improve public services. As Chair of the Board of Youth Futures, he brings extensive leadership and managerial experience, a deep understanding of the challenges facing Israel's periphery, and a strong ability to connect local government, national authorities, and civil society in advancing the organization's mission.



Moshe Yarden Entrepreneur , CEO and Owner of Medisims LTD

Board Member and Chair of the Finance Committee

Moshe Yarden serves as Chairman of a company specializing in the development manufacturing, and marketing of medical diagnostic equipment operating in international markets. In his role, he leads a profitable and well-established company and brings extensive experience in managing complex systems, business development, global marketing, and leading collaborations with organizations in Israel and abroad. Moshe has a broad engineering and managerial background, including leadership of multidisciplinary R&D projects, patent registration, establishment of manufacturing operations in Israel and overseas, and management of regulatory and technological interfaces. He holds an Executive MBA (EMBA) and a Bachelor's degree in Aeronautical Engineering with honors.

In recent years, Moshe has been engaged in social initiatives aimed at strengthening Israel's peripheral regions. Within Youth Futures, he serves as Chair of the Finance Committee, contributing his professional expertise to the development of strategic processes and to strengthening the organization's financial management.



Dana Zaks, Director of the Jewish Identity and Connections Division, Jewish Agency

Board Member

Dana Zaks serves as Director of the Jewsih Identity and Connection Division at the Jewish Agency, where she leads large-scale educational and community programs in Israel and around the world. In her role, she develops and manages initiatives for young people, including a network of pre-military preparatory schools, educational programs to strengthen Jewish–Israeli identity, projects for National Service Volunteers and IDF veterans, and connection programs linking young people in Israel with Jewish communities worldwide.

Dana has extensive experience in managing educational and international projects, including significant fundraising, leading large teams, and developing partnerships with government ministries, local authorities, and nonprofit organizations. She holds both a Bachelor's and a Master's degree in Clinical Social Work and is a graduate of the Mandel Leadership Institute for Educational Leadership. Dana began her professional journey at the Jewish Agency through the Youth Futures program, where she served as a Regional Director and played a key role in developing the field of work with parents and families. As a member of the Youth Futures Board of Directors, Dana brings extensive experience in developing and leading educational systems, connecting communities in Israel and around the world, and managing complex partnerships—contributing to the advancement of the organization's vision and the deepening of its educational and social impact.



Riki August Cohen, Director of Financial Operations Israel, Finance Unit, Jewish Agency

Board Member and Member of the Finance Comittee

Riki August Cohen currently serves as Director of Financial Operations in Israel within the Finance Unit of the Jewish Agency. Over the years, she has accumulated extensive managerial experience in the public sector and in the field of philanthropy, including training and supervising teams, developing field programs, and leading significant social and economic projects. Riki is also active on additional boards of directors, including Nativ – the National Center for Identity and Conversion, Olamit, Idod Bank , and Daroma Ltd., and is a member of the steering and founding committee of the Bedouin youth village "Neve Midbar" in Nitzana.

Riki holds a Bachelor's degree in Economics and Sociology and a Masters of Business Administration (MBA), specializing in Finance and a Master's degree in Public Administration and Public Policy (MPA). Her broad, multidisciplinary education, alongside professional training programs, enables her to contribute to the board with a deep strategic, managerial, and financial perspective.



Dafna Lev, Former Director of the Municipal Education, Culture, and Community , Tel- Aviv -Yafo

Board Member and Member of the Professional Committee

Dafna Lev has held senior executive positions in Israel's education system, most notably as Director of the Education, Culture, and Sports Administration of the Tel Aviv–Yafo Municipality, where she was responsible for large-scale systems in the fields of education, culture, community, and sports, managing substantial budgets. Previously, she served as Director of the Central District at the Ministry of Education and as Deputy Head of the Pedagogical Administration, leading policy development processes and the advancement of formal and informal education systems.

Over the years, Dafna has served as a member and chair of public and educational bodies, including Mofet Center and The National Museum Council as well as a director on the boards of cultural and academic institutions. She holds a Bachelor's degree in Sciences with a specialization in Genetics, an additional Bachelor's degree in Psychology, and a Master's degree in Education. Her extensive experience in managing large public systems and in strategic planning contributes significantly to the work of the board of Youth Futures and to the organization's Professional Committee.



Ilanit Gerblich-Kalir, Vice President International Operations at the Jewish Federation of cleveland

Board Member

Ilanit Gerblich-Klair serves as Vice President of External Affairs and Managing Director of the Department of International Operations at the Jewish Federation of Cleveland where she oversees all of the Federation's programs in Israel and Russia.

Prior to her current role, she served as Co-Executive Director of AVODAH: The Jewish Service Corps, where she played a significant role in doubling the organization's scope of activity, increasing its revenues, and strengthening its public presence. Additional roles she has held include Acting Executive Director of the New Israel Fund and Director of International Relations at the World Union of Progressive Judaism, alongside experience in public diplomacy and working with governmental institutions.

Ilanit holds a Bachelor's degree in Political Science and a Master's degree Comparative Politics. As a member of the Board of Youth Futures, she brings extensive international experience in systems management, partnership development, and leadership of philanthropic organization.



Tzipa Carmon, CEO TC Exports LTD

Board Member and Member of the Finance Committee

Tzipa is an entrepreneur and leader in marketing, manufacturing, and international trade. She is the founder and owner of TC Exports Ltd., a company specializing in the production and export of consumer goods to international markets, and has worked for many years to promote Israeli companies on the global stage, with a particular focus on the DIY sector. Over the course of its operations, the company has achieved cumulative exports exceeding a billion dollars and has received multiple export awards.

Tzipa serves as a director on the boards of public and government-owned companies and has long been involved in philanthropic and social initiatives. Among other roles, she has served as Chair of Knafayim Shel Krembo, as a member of the Presidency of Adi Negev, and as a board member and President of the IWF. She currently serves on the boards of Bishvil HaMachar and the Batsheva Dance Company. Tzipa holds an MBA and is a graduate of executive leadership programs in Israel and abroad. She brings to the board of Youth Futures broad business, social, and mangerial experience.



Shelly Saban- CEO of the Jewish Agency Pension Management Fund

Board Member

Shelly Saban serves as CEO of the Jewish Agency Pension Management Fund and is responsible for managing assets totaling approximately 4 billion NIS, including real estate and financial assets. Previously, she served as Chief Financial Officer of the Jewish Agency Pension Fund and held senior management positions in the Capital Markets, Insurance, and Savings Division of Israel's Ministry of Finance, where she contributed to shaping policy and regulation in the pension and insurance sectors.

Shelly has extensive experience in managing complex financial systems, corporate governance, supervision, and investments, and regularly participates in audit, budget, and investment committees. She holds a Master's degree in Business Administration and a Bachelor's degree in Economics and International Relations, and is a graduate of an executive leadership program. Her professional experience brings deep economic, strategic, and managerial insight to the board of Youth Futures.



Lee Gat, Vice President of Strategy, Communications, and Government Relations at Sheba Medical Center

Board Member

Lee Gat serves as Vice President of Strategy, Government Relations, Public Affairs, and Sustainability at Sheba Medical Center, where she leads large-scale strategic processes at the intersection of the healthcare system, government, and the public. In her role, she is responsible for shaping organizational strategy, managing regulatory and government relations, overseeing spokesperson and communications activities, leading public crisis management, and developing sustainability programs.

Lee brings over two decades of professional experience in strategy, public communications, and government relations in the public and general sectors. She holds a Bachelor's degree in Psychology and a Master's degree in Conflict Research, Management, and Resolution, and contributes her strategic and public-sector expertise to the board of Youth Futures.



Rafi Heumann, Deputy Director European Division, Keren Hayesod
Board Member

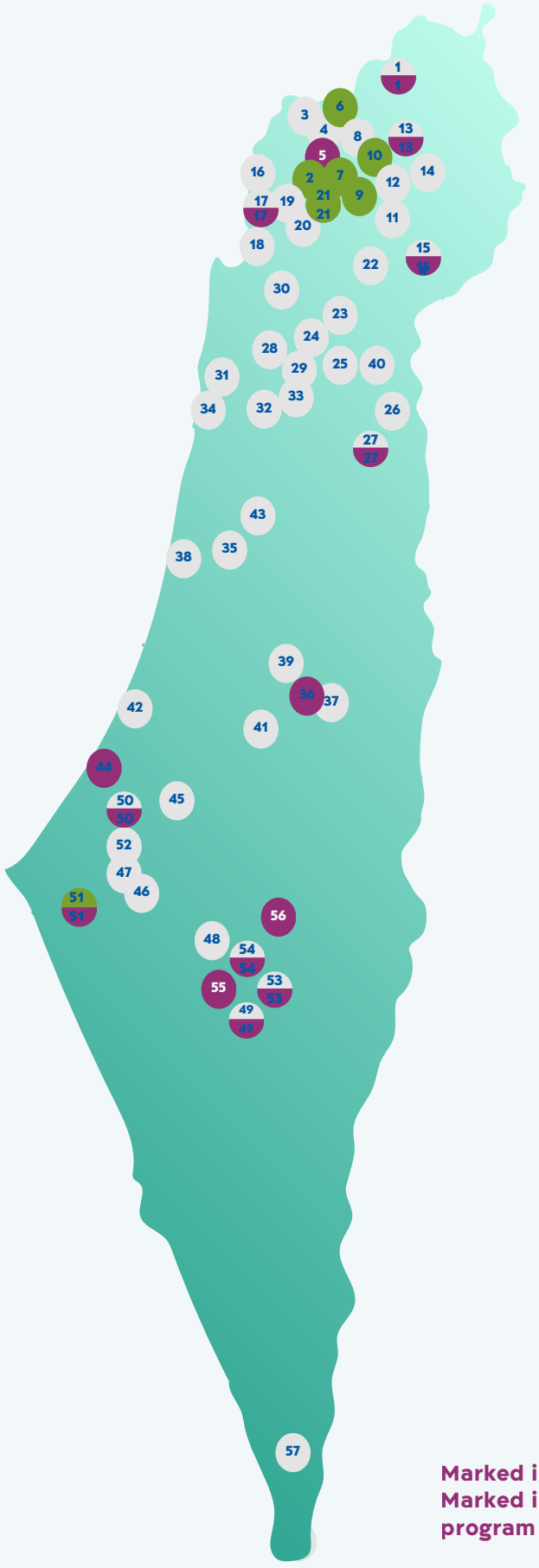
Rafi Heumann serves as Deputy Director of the Europe Region at Keren Hayesod, the national institution responsible for fundraising to reduce social disparities and strengthen Israeli society. Rafi is responsible for resource development and the leadership of international projects across various European countries. He is a lawyer by profession, with extensive experience in the public sector, public diplomacy, and international philanthropy.
Rafi served for six years as a Keren Hayesod emissary in Germany, where he managed the Germany and Austria campaigns and led collaborations with Jewish communities and institutional partners. Previously, he served as a parliamentary advisor in the Knesset and took part in leading legislative processes and committee work. His combined experience in public service and international engagement contributes significantly to the work of the board of Youth Futures.



Members of the Professional Comittee

- Dr. Marcelo Wexler, Head of the Department of Elementary Education Kibbutzim College of Education
- Tamar Petahya, Head of the Welfare, Community, and Parenting Department Division for the Education of Children and Youth at Risk, Ministry of Education
- Dafna Lev, Former Director of the Municipal Education, Tel -Aviv
- Dr. Michal Golan, Educator and Former Head of the Mofet Institute
- Haya Bahar, Director of the Applied Evaluation Sampling Institute Digma Institute

Youth Futures across Israel



North

1.Kiryat Shmona
2.Kasra-Samea
3.Shlomi
4.Ma’alot
5.Tarshicha
6.Ma’ale Yosef
7.Peki'in
8.Hurfeish
9.Bayt Jann
10.Marom Hagalil
11.Safed
12.Upper Galilee
13.Hazor
14.Rosh Pina
15.Tiberias
16.Mate - Asher
17.Nahariya
18.Acre
19.Mazra’a
20.Jdeyda Ma’ker
21.Yarka
22.Tura’n
23.Nof Hagalil
24.Migdal HaEmek
25.Afula
26.Beit She’an
27.Emek HaMa’ayanot
28.Yoknea’m
29.Megido
30.Ibtin
31.Furidis
32.Kefar Qara’
33.Umm al Fahem
34.Jissr a' Zarqa

Center

35. Bnei Brak
36. Jerusalem
37. East Jerusalem
38. Tel-Aviv Yafo
39. Abu Gosh
40. Tayibe
41. Beit Shemesh
42. Ashdod
43. Jaljulya

South

44. Ashkelon
45. Kiryat Gat
46. Ofakim
47. Merhavim
48. Be'er Sheva
49. Yerucham
50. Sderot
51. Eshkol
52. Sedot Negev
53. Dimona
54. Neve Midbar
55. Segev Shalom
56. Al Kasom
57. Eilat

Marked in green - New localities
Marked in purple - Localities that implement the ‘Heartbeats’ program

Youth Futures' Mentorship Model

Our Mentors are the core of Youth Futures. Each Mentor becomes a "significant adult" figure who accompanies children and their families on a structured journey of growth. Each Mentor is a role model, an empathetic listener, and a source of support for the child, their family, and their wider social spheres, cultivating each child's developmental assets.



307 Mentors have been active at Youth Futures during 2024-25.

Each mentor worked full-time to support 16 children and families.

Coordination and Integration

Identify and recruit partners in the school and the community.

Recognize resources among stakeholders for the benefit of children and families.

Expanding the social capital of the participants in the program.

Culturally Adapted

Belonging to the community where the children and families live, sharing cultural, social, and personal characteristics with them.

Committed to driving social change within the community.

Commitment and Professionalism

Full availability for the position (employment in a full-time role).

Significant resources are invested in the training and instruction of the Mentors.

Youth Futures' Mentorship Models

To adapt to the changing needs of children and Israeli society, Youth Futures has developed several different Mentor Models.

Children & Youth Mentors

The "classic" work model of "Youth Futures". Each Mentor supports 16 children and their parents for three years. The Mentor establishes a foundation of partnerships with key figures at school and in the community. Together with the parents and partners, an individual progress plan is created for each child.

Teen Mentors

A MENTORSHIP MODEL FOR THE COMMUNITY OF YOUTH FUTURES' ALUMNI AT THE LOCAL LEVEL. THE ALUMNI MENTORS FOSTER LEADERSHIP AND ENCOURAGE THE ALUMNI TO GIVE BACK TO THE COMMUNITY AND SOCIETY. THESE MENTORS ACCOMPANY THE PROGRAM GRADUATES DURING THE CRITICAL STAGES OF THE NEXT STEPS IN LIFE: MILITARY/NATIONAL SERVICE, FURTHER STUDIES, AND INTEGRATION INTO THE WORKFORCE.

New Immigrants' Mentors

The model is designed to support the integration processes of immigrant children and families into Israeli society. The New Immigrant Mentors accompany 16 families in a process focused on maximizing rights, providing support, and establishing social and community capital. Currently, the model focuses on delivering targeted responses for immigrant communities from Ukraine, Russia, and the Bnei Menashe community.

'Heartbeats' Mentors

This model provides early-year toddler parents with support from a special Mentor trained with specialized tools for intervention in early childhood. A significant part of the support process takes place in the family home. The support process lasts for approximately a year and a half.

In addition, each Mentor accompanies a group-based model of intervention to an additional five children.

The Social Group

In the past year, "Youth Futures" began to implement a pilot of a new and unique work model, "The Social Group." The Social group serves as an intervention model for children facing social challenges, providing them with a sense of belonging by creating a safe space for acquiring, practicing, and strengthening social skills.

Who is the Target Audience for the Social Group?

Each social group consists of 5 children.
Educational teams identified the participants as children experiencing social challenges, such as difficulties in forming and maintaining positive interpersonal relationships with their peers.
In some groups, the gender composition is homogeneous, while in others, there is equal representation of boys and girls.

Social Groups 2024-25



233
Social Groups

1063 *
Participants
- studying in 2nd Grade
10th Grade

* The children receive focused intervention throughout the year. Thus, we have significantly expanded the target audience benefiting from the services of "Youth Futures".

How Does the Social Group work?

THROUGHOUT THE SCHOOL YEAR, A GROUP MEETING TAKES PLACE ONCE A WEEK FOR ABOUT AN HOUR AND A HALF. THE SESSIONS ARE HELD IN THE MORNING AT THE SCHOOL.

THE MEETINGS SERVE AS A SOCIAL SETTING WHERE CHILDREN LEARN, PRACTICE, AND STRENGTHEN THEIR SOCIAL SKILLS AND ACQUIRE INTERPERSONAL SKILLS ESSENTIAL FOR SUCCESS IN LIFE. FOR EXAMPLE: LISTENING, EXPRESSING OPINIONS AND FEELINGS, JOINING GAMES, EMPATHY, RESOLVING INTERPERSONAL CONFLICTS, TAKING ON ROLES WITHIN THE GROUP, AND MORE.

EACH GROUP ENGAGES IN CREATING AND LEADING A GROUP PROJECT, ALLOWING STUDENTS TO PRACTICE AND EXPERIENCE COLLABORATION, CONTRIBUTION, AND IMPACT ON THE SCHOOL AND THE COMMUNITY. GROUP MEMBERS ALSO PARTICIPATE IN ADDITIONAL ACTIVITIES AND SERVICES OF THE "YOUTH FUTURES" PROGRAM: LEARNING CENTER, PEAK ACTIVITIES, COMMUNITY VOLUNTEERING, AND PARENT MEETINGS.

THE PARENTS OF THE PARTICIPANTS ARE INVITED TO ATTEND PARENT MEETINGS AND RECEIVE INFORMATION AND UPDATES THROUGH A DEDICATED WHATSAPP GROUP SPECIFICALLY OPENED FOR THEM.



The “Heartbeats” Program

THE 'HEARTBEATS' PROGRAM OF "YOUTH FUTURES" PROVIDES SUPPORT, TOOLS, AND PROFESSIONAL RESPONSES TO YOUNG PARENTS AND CHILDREN IN EARLY CHILDHOOD. IN EACH COMMUNITY, TWO MENTORS ACCOMPANY 30 FAMILIES THROUGH HOME INTERVENTION OVER ABOUT A YEAR AND A HALF. THEY ALSO OPERATE A COMMUNITY GROUP RESPONSE FOR THE WELL-BEING OF EARLY CHILDHOOD FAMILIES IN THE COMMUNITY.

THIS UNIQUE MODEL RELIES ON IN-DEPTH PROFESSIONAL TRAINING OF MENTORS, USING SPECIALIZED KNOWLEDGE AND TOOLS FOR WORKING WITH YOUNG CHILDREN.

The “Heartbeats” Program 2024-25

Heartbeats Mentors

26

Families

350

Local Authorities

17



Youth Futures across Israel 2024-25 in Numbers

Boys 54%
Girls 46%

13,701
Direct Beneficaries: Parents & Children

4,490
Families

4,567
Children: Classic Model

1,063
Social Groups

4.5
Average socioeconomic clusters (according to Central Bureau of Statistics, 2021)

61
Local Authorities

35%
of the local authorities in the lowest 1-3 clusters

40
Junior -High School

190
Elementary School

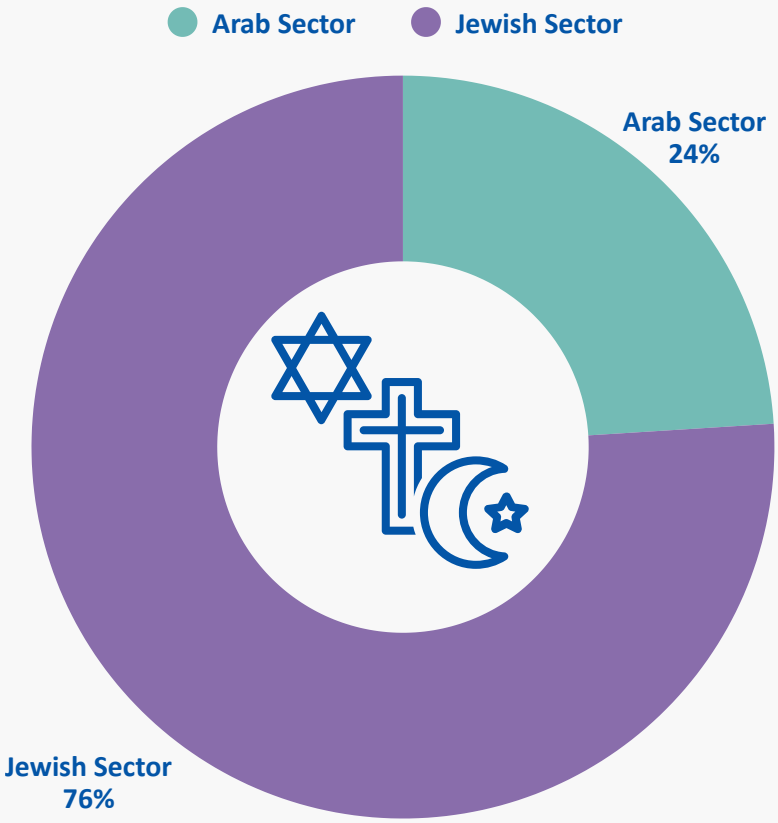
230
Schools

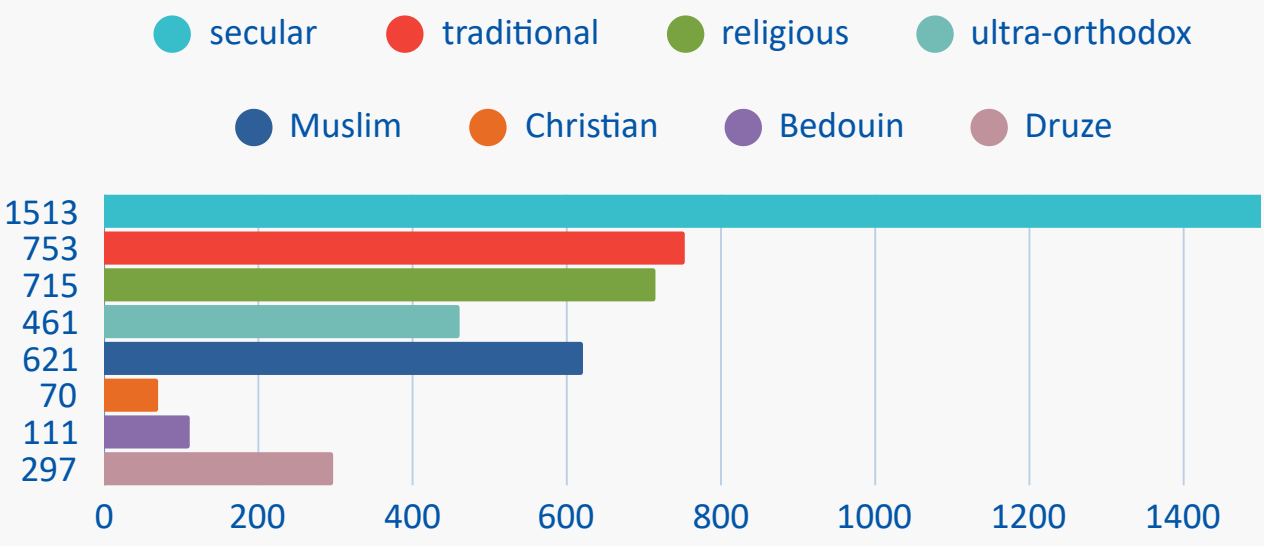
Children by Grade

2nd	3nd	4nd	5nd	6nd	7nd	8nd	9nd
102	780	1226	1037	595	412	271	144

The data does not include information about children who participated in the 'Social Group' Model.

Social Groups among Youth Futures' Beneficiaries





The data does not include information about children who participated in the 'Social Group' Model.

Risk Factors: Youth Futures' Families across Israel



7%

New Immigrants / "Olim"



41%

Large Family (7+ family members)



20%*

Family known to social services



15%

Father unemployed



25%

Mother unemployed



4%**

Live in public housing



5%

A family member in prison or coping with addiction



23%

Single - parent family



10% of the fathers

5% of the mothers

entitled to an allowance from the National Insurance Institute



6%

A family member suffers from a disability

***The figure is higher than the national average of 10.6%.**

****The figure is higher than the national average of 2%.**

Risk Factors: Youth Futures' Children across Israel



51%

Social Difficulties

(such as difficulty in forming healthy social connections, bullying))



67%

Personal-Emotional Difficulties

(such as low self-esteem, anxiety)



40%

Difficulties Originating from the Family Unit

(such as poverty, an unstable or dangerous home environment)



38%

Academic Dfficulties

(such as under-achievement, dropout, discipline problems),



6%

Experience Extreme Crises

(such as extreme social ostracism, loss, or exposure to a traumatic event)

The data reflects the risk characteristics of the children at the entry point to the program.

Individual Plans and PPTMs: A National Picture

Individual Plans

For each child in "Youth Futures," a personal work plan is developed, based on an analysis of strengths and needs. The individual plan allows for the definition of the child's path of progress , together with parents and professionals in the school and community.

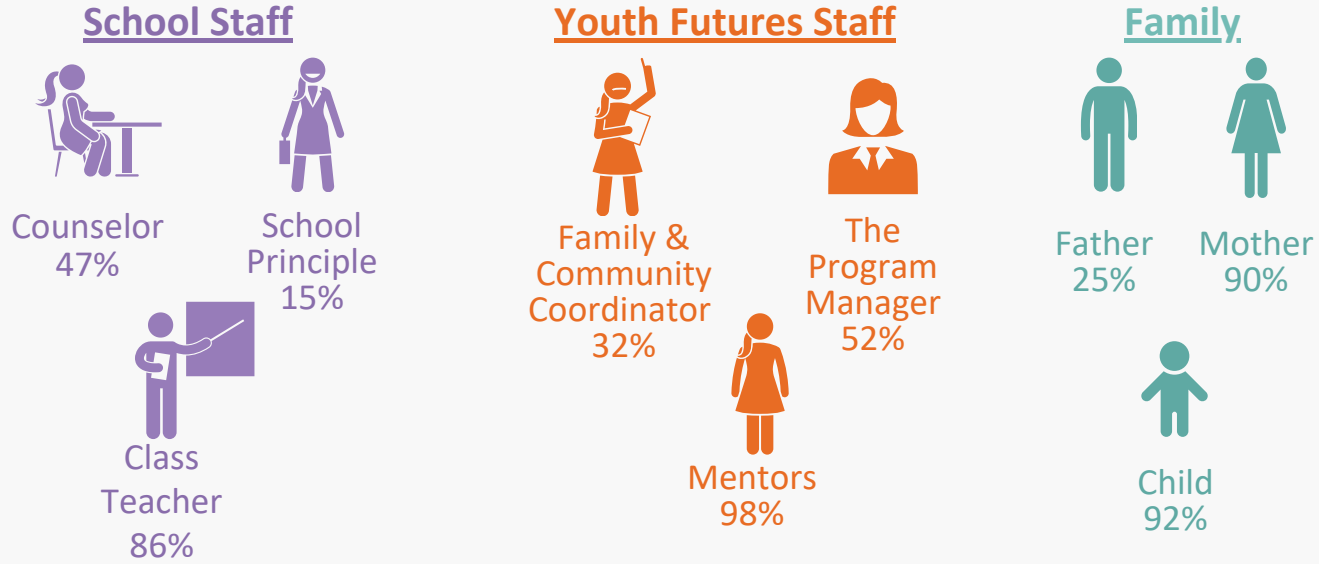
2022-3	2023-4	2024-5
(79%) 3107 Individual Plans	(81%) 3621 Individual Plans	(80%) 3608 Individual Plans

Personal Plan Teem Meeting (PPTMs)

A team of individuals involved in a child's care, including family members, school staff, and members of the community.
The PPTMs enable us to coordinate between these people and ensure they are committed to the process.

2022-3	2023-4	2024-5
(69%) 2730 meetings	(49%) 2199 meetings	(61%) 2204 meetings

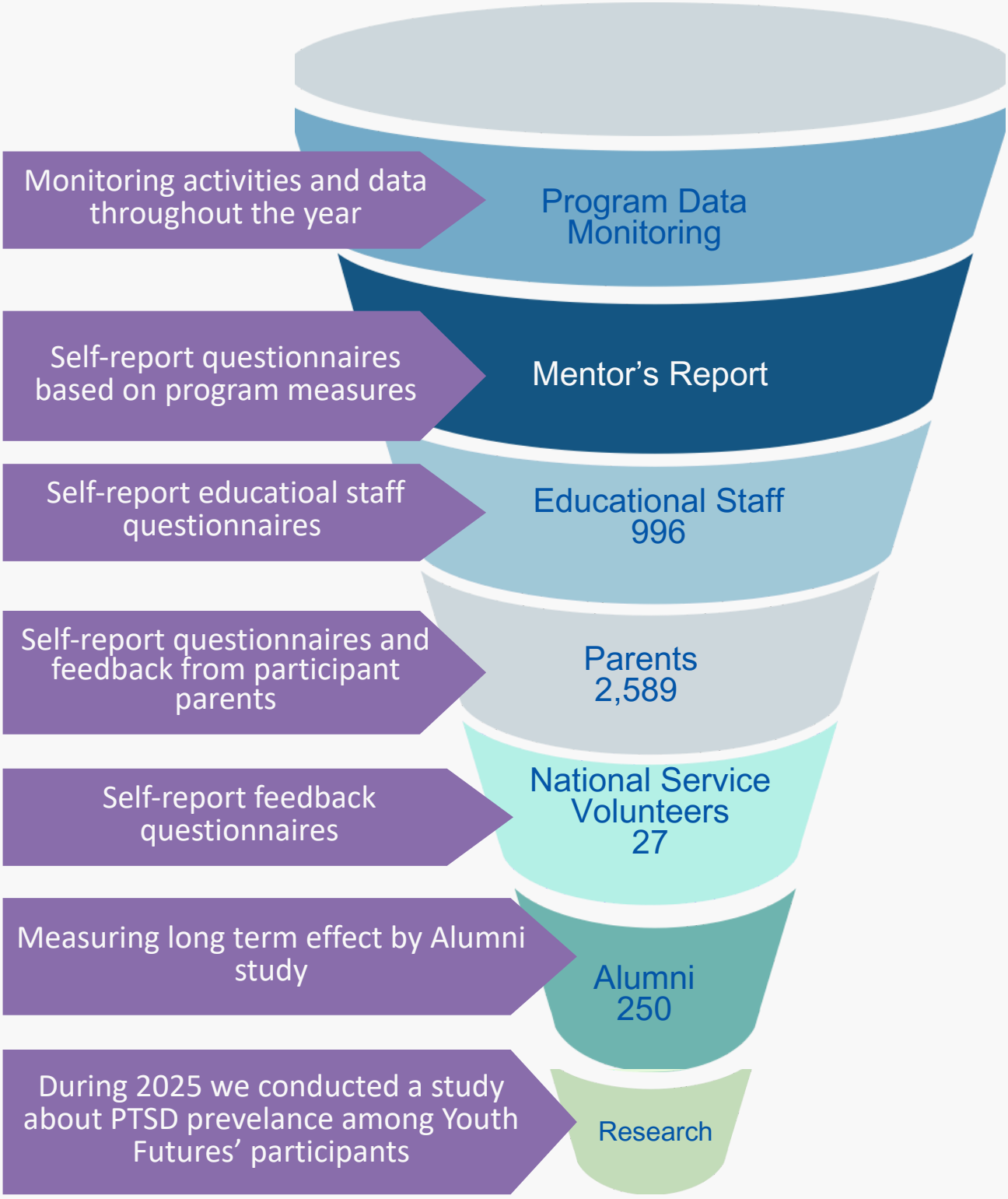
Who participated in the PPTMs meeting (2024-5)?



*In about 15% of the PPTMs meetings other relevant professionals have pariticipated.

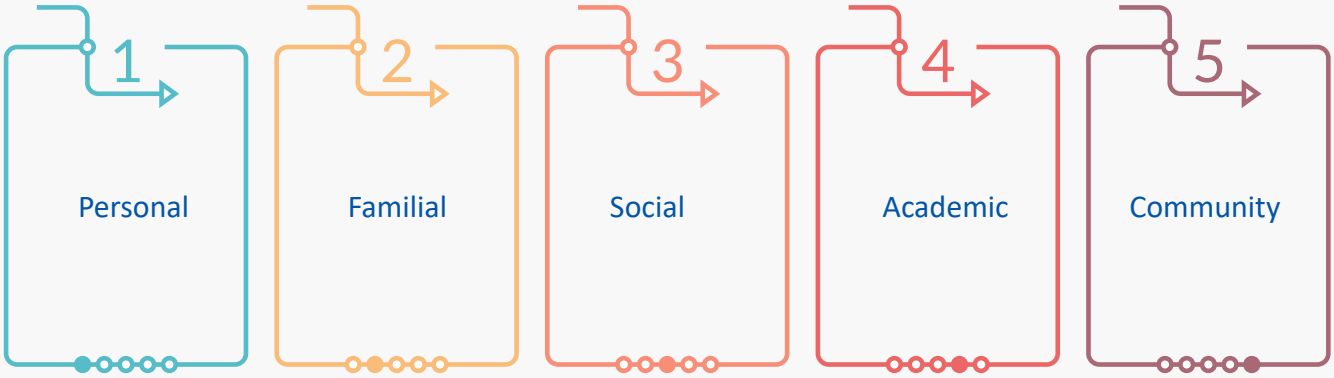
Evaluation & Measurement in Youth Futures

Every year, the Youth Futures program systematically collects data and examines the program's effectiveness by integrating information from various sources.



How have the Children Progressed? Feedback from Youth Futures' Mentors in 2024-25

The children's progress was evaluated using 24 measures derived from the personal program's five intervention spheres: personal, familial, education, social and community. At the end of their work year, Mentors integrated information from various sources and reported the change in each measure.



1

***83%**
of the children have improved by one grade or more in the Personal Sphere measures

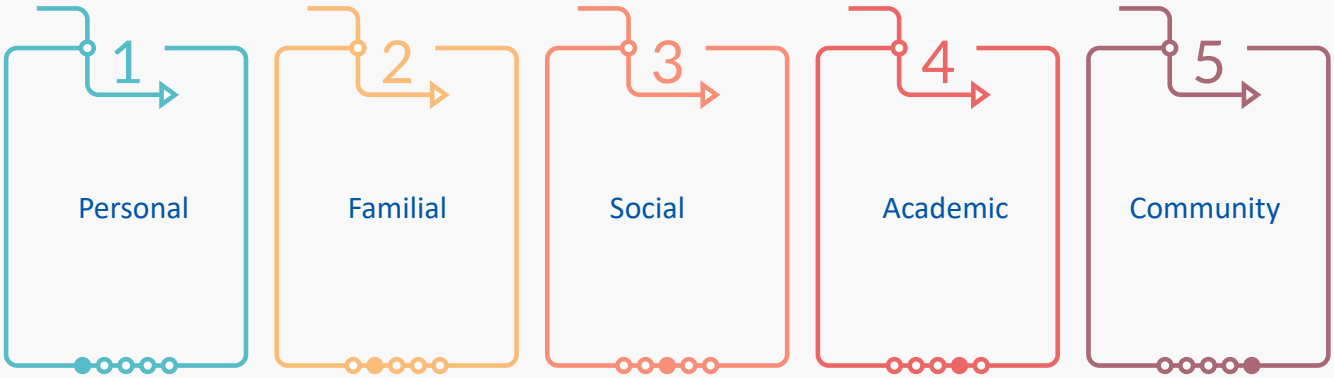
?Which measures were used in the Personal Sphere

- Independency
- Confidence
- Coping with stress
- Accountability
- Joyfullness

*** Based on an accumulated sample on 7,971 participants at the end of the program's support period.**

How have the Children Progressed? Feedback from Youth Futures' Mentors in 2024-25

The children's progress was evaluated using 24 measures derived from the personal program's five intervention spheres: personal, familial, education, social and community. At the end of their work year, Mentors integrated information from various sources and reported the change in each measure.



2

***67%**

of the children have improved by one grade or more in the parental functioning measures.

2

***61%**

of the children have improved by one grade or more in the Familial Sphere measures.

Which measures were used in the Familial Sphere?

- Domestic violence
- Attention to the child's diet
- Father bonding
- Discipline and boundaries setting
- Mother bonding
- Conditions for studying at home
- Attention to the child's health
- The child's functioning within the family

* Based on an accumulated sample on 7,971 participants at the end of the program's support period.

How have the Children Progressed? Feedback from Youth Futures Mentors in 2024-25

The children's progress was evaluated using 24 measures derived from the personal program's five intervention spheres: Personal, Familial, Academic, Social and Community.

At the end of their work year, Mentors integrated information from various sources and reported the change in each measure.

1 Personal

2 Familial

3 Social

4 Academic

5 Community

3

***87%**

of the children have improved by one grade or more in the social sphere measures

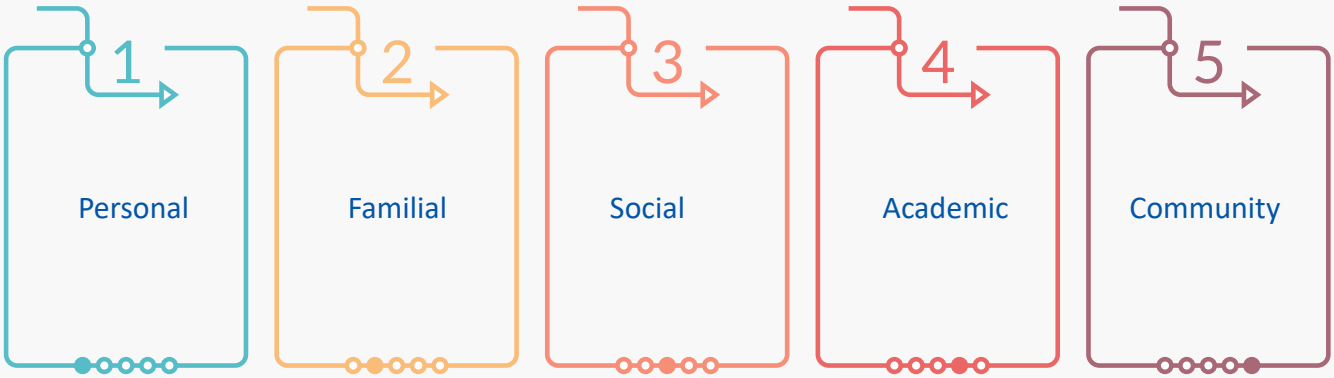
Which measures were used in the Social Sphere?

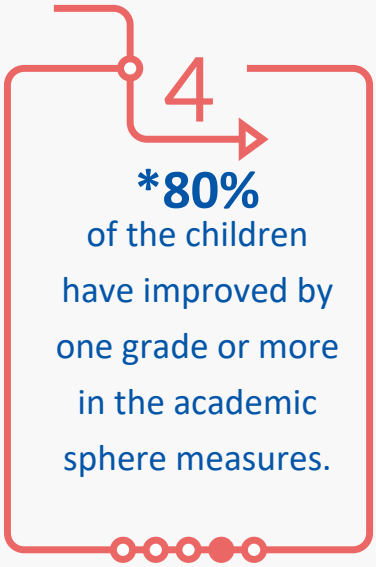
- Bullying
- Friendship patterns
- Substance abuse
- Social roles
- Bullying victimization

* Based on an accumulated sample on 7,971 participants at the end of the program's support period.

How have the Children Progressed? Feedback from Youth Futures Mentors in 2024-25

The children's progress was evaluated using 24 measures derived from the personal program's five intervention spheres: personal, familial, education, social and community. At the end of their work year, Mentors integrated information from various sources and reported the change in each measure.





Which measures were used in the Academic Sphere?

- Motivation
- Class performence
- Disciplin problems
- School attendance
- Study at home
- Tardiness and absences

* Based on an accumulated sample on 7,971 participants at the end of the program's support period.

Parents in ”Youth Futures”

"Youth Futures" sees parents as key partners in their children's progress. Working with parents is an integral part of the annual work plan.

During 2024-2025, 2,589 parents responded to an evaluation survey about the program's contribution.

The Mentors visit the children's homes and create diverse interactions with the child and their families. The presence in the family space allows for building trust, gaining cooperation, and understanding the needs of the child and their family in depth.



Home Visits

The local team at "Youth Futures" works to familiarize parents with relevant programs and services, fostering communication and trust with professionals at school and in the community. This way, they enhance the parents' ability to access resources and services independently.



Advocacy

The "Youth Futures" program also includes group work with parents. Within the group framework, parents receive tools for engaged parenting and effective coping with challenges related to raising children.



Parent Groups

87% Parents report that there has been an improvement in their .child's personal development

84% Parents report that there has been an improvement in their .child's Social Skills

73% Parents report that there has been an improvement in their .child's Academic Performence

The percentage of those who agree "to a large extent" or "to a considerable extent."

The data does not include information about parents that their children who participated in the 'social group’ model.

What do the Parents Think About "Youth Futures"?

The parents received a list of statements about the program's contribution and were asked to indicate how much they agreed with each statement. The displayed percentages reflect the proportion of those who agree "to a large extent" - "to a considerable extent."

Based on the responses of 2,589 parents

76% The program contributes to improving relationships and the atmosphere within the family.

74% The program helps enhance the ability to cope with parenting-related challenges (for example, setting boundaries).

77% The program aids in understanding the needs of the children and the ability to respond to them (for example, health and conditions for learning).

79% The program helps to become more involved in the child's studies (for example, knowing what they need to improve).

78% The program improves the connection with the school.

82% The Mentor is a point of contact for dilemmas and difficulties that relate to the child and the family.

88% The program contributes to involvement in the child's social life.

66% Thanks to the program, more connections have been created with professionals, and the family now has access to additional programs and services available in the community.

94% The Mentor is a significant figure for the child.

What do the Parents Think About “Youth Futures”?

During 2024-2025, workshops and parent meetings took place. The responses reflect the feedback from 203 participants across 24 communities.

The displayed percentages reflect the proportion of those who agree "to a large extent" - "to a considerable extent."

96% The meetings expanded the knowledge and tools related to the topics the group focused on.

94% The meetings contributed to raising awareness of the topic the group dealt with.

94% I expanded the tools and skills I have.

64% In the group, friendships and mutual assistance were formed among the participants.

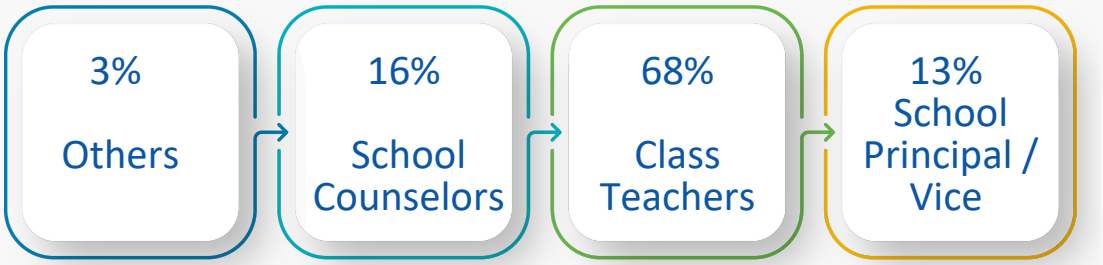
77% I received answers to the topics and issues that concerned me.

85% The meetings helped positively change parental behavior and responses to situations occurring within the family.



WHAT DOES THE EDUCATIONAL STAFF THINK ABOUT "YOUTH FUTURES"

Based on the responses of 996 educational staff members



84%	Throughout the year, there were regular update meetings with the Mentor.
89%	Continued discussions took place regarding significant events related to the children and their families.
87%	The Mentor proactively involved me in the formulation of the students' personal programs.
80%	I was actively involved in the child's work program (for example, participating in PTTM's meetings).
73%	The program helped me to learn more deeply about the personal story of the student and their family.
63%	The program contributed to more interaction with the parents this year.
68%	The program positively influenced the level of cooperation between the parents and the school regarding events that occurred or the child's needs.
84%	The program provided children and families with access to additional resources for therapy and leisure, alongside those offered by the school.
96%	The students enjoy attending the meetings and activities in the "Youth Futures" room.

The percentages represent the proportion of professionals who agreed at a level of 8-10 on a scale of 1-10.

What does the Educational Staff think about “Youth Futures”?

Based on the responses of 996 educational staff members

Contribution to Personal Growth

Strengthening self-confidence.

Enhancing joyfulness.

Acquiring skills to cope with stressful situations.

81% Age-appropriate sense of independence.

79% Developing the ability to take responsibility for decisions and actions.

Contribution to the Social Field

83% Spending more time with frie.nds who can positively influence

81% Reduction and prevention of bullying behavior.

78% Expansion of the number of meaningful and healthy connections with peers.

”For years, I’ve been working alongside the program and witnessing all the beautiful changes and processes that my students go through, and it's amazing! Keep up the great work!”

S.
Class teacher

Contribution to the Academic Field

81% Motivation and a sense of learning competency.

67% Reducing and preventing tardiness and absences.

70% Improving learning skills (for example, preparing homework, bringing supplies).

61% Improving academic achievements .

77% Enhancing active participation in class and at school.

The percentages represent the proportion of professionals who agreed at a level of 8-10 on a scale of 1-10.

What does the Educational Staff think about “Youth Futures”?



School Principal
Abu-Gosh

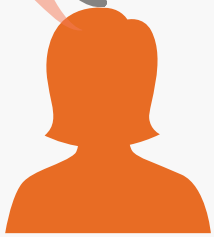
“I sincerely wish that this program continues, provided that Mr. Raafat is involved. I want to thank him for the Scouting Group at our school. He used to spend his time after school taking them out for a parade in the town before Eid al-Fitr and Eid al-Adha”.

An outstanding program, and Ruth, the Mentor, is fantastic. She sees each student individually, collaborates extensively with the class teachers, and understands the needs of the students while considering the needs of the system. The children and the staff alike love her so much. An incredible woman, a role model and inspiration!



Class Teacher
Afula

"An excellent program that has been running in our school for years. The Mentor is present at the school throughout the day, and the kids meet her daily. She is a significant person in their lives".



School Principal
Hatzor

What do we know about the Programs' Alumni?

Long-term effectiveness evaluation

Over the years, more than 18,000 young people have completed the program. Every year, we make an effort to locate the Alumni, asking them to fill out a short questionnaire and share how they perceive the program's impact on their lives.

What do we know about the program Alumni aged 13-18?

94% Believe they will complete High-School Graduation.

75% Believe they will be assigned to a quality class or track in High School.

86% Believe they will achieve complete Matriculation.

33% Plan to volunteer for a service year or a national volunteering program before enlisting in the army.

88% Plan to enlist in the army / National Service / Civic Service.

75% Feel connected to their community.

The percentage of those who agree "to a large extent" or "to a considerable extent."

"The Mentor strengthened me and helped me realize that the disconnection of other girls from me has nothing to do with me, and taught me to choose for myself and not to agree to every social activity just to belong.. I learned to find my place in society and not to hang out with people who drag me into forbidden things."



Y.
15 years old
Nahariya

"When I started the program, I was a troubled kid who wanted nothing but to fight and didn't want to learn anything. Today, I am 17 years old, a volunteer with MDA and Ichud Hatzala, studying at Nir HaEmek High School with four units of Math and five units of English in the electrical engineering track. I believe most of this is thanks to the program; you helped me a lot. Thank you very much."



S.
17 years old
Tiberies

What do we know about the Programs' Alumni?

Long-term effectiveness evaluation

What do we know about the program Alumni aged 18+?

(resopndents' average age 21.4 years old)

82 Jewish, 6 Arabs, 8 Ultra-orthodox Jewish

Higher Education

1% Master's degree

64% Bachelor's degree

14% Vocational certificate

73% Completed full military service, national service, or civil service.

21% Served in the reserves during the past year.

43% Volunteered for more than 4 hours in the previous year .

"They gave me so much!. To feel affiliated with a society where coexistence is possible if one wants. They helped me understand what unconditional love is and how to contribute to the community and society."

M. 21 years old, Jaffa

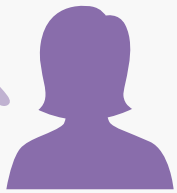
"Thanks to you, I fulfilled my dreams (football), and if you provide a good season and score double-digit goals this season, the 'big money' will also come".

G. 18 years old, Jerusalem
A player in a national football league

Based on approximately 250 Alumni respondents who answered an online survey.

How did 'Youth Futures' impact your life? Voices of our Alumni

"The connection with my Mentor provides security, trust, and a sense of belonging. On a personal level, the framework of 'Youth Futures' gave me a safety net during a time when I really needed it. Thanks to this, I was able to find my way and cope with the future. I succeeded in completing my High School Diploma with honors. I enlisted in the army and reached my goal to have a significant role.
I became an officer in the IDF and signed for a permanent position".



P. 24 years old,
Ma'alot

"It helped me learn how to develop conversations and read situations. These are two central things I learned through my Mentor. Today I serve in the Israel Prison Service, and there isn't a day that goes by without using what I learned from her —both at home and out in the world and back again. If I knew where she worked today, I would probably go and thank her properly. The level of understanding I have reached is that I didn't undertake the journey alone, and I need to acknowledge those who supported me along the way".



C. 18 years old,
Kiryat-Gat

"The program provided me with a place of calm, an escape from the reality I experienced as a very lonely child with few friends. The program helped me better control my emotions and feelings. My Mentor was the woman with the biggest and kindest heart, and thanks to her and the program, I improved emotionally, socially, mentally, and physically".



C. 20 years old,
Beit-Shean

How did 'Youth Futures' impact your life? More voices of our Alumni

"Lela was my Mentor; she probably doesn't know, but she literally saved my life. She boosted my self-confidence, helped me mature, and taught me how to handle life situations. There's nothing that can express my gratitude to her. She is a strong and beautiful woman, and I will never forget her. May there be many more like her".



G. 21 years old, Ofakim

"The program really helped me in my life, and I thank God to this day that I had the opportunity to have my Bat-Mitzvah at your office in Migdal HaEmek".



B. 18 years old, Migdal-Hae'mek

"The experience at 'Youth Futures' helped me a lot in life, and Lela is responsible for that. Keep leading and nurturing youth in our difficult generation today. Well done! This program provided me with an escape when I was struggling as a child and did not know how to express myself or communicate. There was always someone there who helped and supported me, and I am grateful to that person, with whom I am still in contact after all these years. Thank you very much for this program, and know that it genuinely helps and saves many children".



S. 21 years old, Migdal-Hae'mek

National Service at Youth Futures

18-year-old volunteers in their National Service operate within schools and community services as multipliers for Mentors' activities, enabling the expansion of resources and services that program participants benefit from. The National Service Volunteers are integrated in the mornings at schools and in the afternoon in social and community programs.

The 'Youth Futures' program ensures that throughout the service period, they receive professional supervision and training at the community level, along with additional training at the regional and national levels. The National Service Volunteers conduct a variety of leisure activities for the program's children, including learning centers, enrichment classes, group-based activities, and more.







During 2024-2025 the National Service Volunteers operated in 16 local municipalities.

27

Positions of National Service Volunteers

The National Service Volunteers operate through the connection of 'Youth Futures' with the following organizations:

How do the National Service Volunteers see their contribution?

Based on 23 respondents

87% The children I tutored progressed personally (self-confidence, appearing happier, sharing difficulties, etc.).

74% The children I tutored were socially empowered (more social connections, stronger friendships, etc.).

43% The children I tutored improved academically (e.g., higher grades, closed educational gaps, etc.).

65% The children I tutored felt a greater sense of belonging to the school (they feltl comfortable approaching teachers, they had someone to spend time with during breaks, etc.).

96% Thanks to my work, the Youth Futures' room at the school has become a place that children love to come to.

*The percentages represent the proportion of National Service Volunteers who responded that they agree "to a large extent" - "to a considerable extent."

"I tutored a socially isolated and introverted girl. At the beginning of the year, she hardly spoke. Today she shares, has friends, is confident, and looks much happier."

L.
National Service Volunteer

"At the beginning of the year, the girl was very insecure and had outbursts of anger. Slowly, we worked on these issues, and by the end of the year, I felt she had gone through many processes that improved and matured her."

H.
National Service Volunteer

The Experience of National Service Volunteers at Youth Futures

74% The manager/coordinator served as a point of contact for professional support and assistance in addressing the challenges I encountered.

83% The Mentor served as a person of contact for professional support and assistance in addressing the challenges I encountered.

87% The professional guidance and training I received equipped me with the tools and knowledge necessary to address the challenges I faced.

87% The "Youth Futures" team in the community where I volunteered gave me a sense of belonging and helped me work with the children in the best way possible.

83% Skills and experience I had before my service year (for example, through a youth group leadership program during my childhood) helped me address the challenges I faced during my service year.

83% The processes and experiences I went through with the children positively impacted who I am today.

70% My experience in "Youth Futures" might influence what I will choose to study or do in the future.

78% The experience of National Service met my expectations at the beginning of my Service.

78% I would recommend that other young women choose National Service with "Youth Futures."



The Training and Knowledge Center

The Training and Knowledge Center is responsible for developing and managing knowledge at "Youth Futures." The center provides regular professional training for all organization employees and is responsible for preserving and managing the accumulated knowledge within the program.

Program teams at various levels receive comprehensive learning solutions through several channels:

Training and guidance at the local level

Personal and group training for trust teams and service participants in the community.

Training for new employees

The Training Center offers a series of courses for new employees. The courses provide them with the necessary orientation for their roles within the organization.

The knowledge portal

This year, we launched a new portal—an online organizational knowledge platform featuring content libraries for various positions across the organization. The portal is regularly updated and serves as a foundation for knowledge management.

Regional training and seminars

Throughout the year, monthly learning days and annual seminars are held, offering all program positions the opportunity for professional development and the acquisition of new tools.



The Training and Knowledge Center

Main Activities 2024-25

Training for National Service Volunteers

2 courses
30 participants
Each course included 5 sessions.

New Managers and Coordinators Course

2 courses
14 participants
For the first time, we held a dedicated course consisting of 7 sessions.

New Mentors Course

5 courses
75 participants
Each course was held at a regional level and consisted of 11 sessions.

Leading a Social Group

- The creation of a new intervention model.
- A national seminar for managers and coordinators trained to lead a social group-based intervention.
- In collaboration with "Ta'azumot Center" by Dr. Odelya Alkoby.
- Continuous training for coordinators.

Resilience trainng for Mentors

- A Unique training developed in collaboration with the "Resources" center, founded by Prof. Muli Lehad.
- 30 hours of training at the national and regional levels, for all employees in the organization.
- Participants in the course received a certificate in resilience facilitation.

Training for Middle School Mentors

- 3 regional training days for about 44 Middle School Mentors (in the South and the North).
- The training focused on topics relevant to adolescents at the personal and social level.
- The training included peer learning sessions.

Social Skills training

- 3 regional training days for all "Youth Futures" Mentors.
- The training was conducted by external professional instructors together with "Youth Futures" professional staff.
- "In-house" training on emotional and social skills.

Youth Futures in the wake of "The Swords of Iron War"

During February-March 2025, we conducted research involving 816 children across 29 communities where the program operates.
The parents of the children were asked to report the extent to which their children were exposed to traumatic events due to the war, and to what degree the children exhibit symptoms of post-traumatic stress disorder.

Exposure to Traumatic Events (Based on Parent Reports):

309 (36%) were exposed to traumatic content on social media.

195 (23%) experienced the absence of a father/brother due to military service.

47 (17%) of the children had to leave their homes for varying periods.

95 (11%) know someone who was kidnapped/killed/injured.

75 (9%) have a relative who was kidnapped/killed/injured.

37 (4%) live in a house that was damaged by a drone/ missile/ interception.

95 (11%) live in a community that was exposed to a direct terrorist attack.



333 (38.5%) of the children exhibit minimal symptoms of PTSD.

141 (16.3%) of the children exhibit moderate symptoms of PTSD.

250 (28.9%) of the children exhibit severe symptoms of PTSD.

Professional development in the wake of the war

All members of "Youth Futures" participated in a three-day seminar on resilience led by the "Resources" Center, founded by Professor Muli Lehad. The training was tailored to the various models and interventions, thereby supporting the program's capacity to adapt to changing realities.

Throughout the year, "Youth Futures" provided ongoing training at the national, regional, and local levels on resilience and working with parents, children, and teenagers during wartime.

In communities close to the Gaza border, training, guidance, and support activities, we deepened professional support and provided teams with tools to cope with trauma and anxiety. The management teams received a lecture on managing employees during a crisis and learned about employees' different coping styles.



תודה לכל שותפינו בישראל ומעבר לים

שמאפשרים עשיה משמעותית זו למען החברה הישראלית