



Unitaf 2024 Academic Year Report



Yearly Report

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The Social Involvement Foundation operates the Unitaf project, a unique initiative aimed at providing care for young children without legal status in Israel.

Our goal is to assist children on the margins of Israeli society by providing them with high-quality educational and therapeutic frameworks that contribute to their development and, consequently, help reduce social disparities in the country. The communities served by the Unitaf project are children of refugees, foreign workers, and undocumented persons.

Currently, there are approximately **23,587**¹ asylum seekers from Eritrea. Despite their long-term presence, there has been no attempt to collect accurate and up-to-date official data on the number of undocumented children living in the country.

Our Model: Unitaf

The Unitaf project is a unique model developed to support and monitor educational frameworks in a community without legal status. The project has been recognized by the Prime Minister's Office and is supported by the Ministries of Welfare and Social Security. Within the framework of the project, Unitaf children receive high-quality, supervised education and an opportunity for a safe and prosperous future. Unitaf classrooms are staffed by a high-quality professional and therapeutic team, and unique programs are developed tailored to the physical and emotional needs of the children, their parents, and the entire community. The project operates in cooperation with local authorities, is run by women from the community, and is supervised by professional women from the foundation.

The latest estimate is that there are over 8,200 undocumented refugee children living in the country. In the absence of suitable alternatives, many infants and toddlers spend most of the day in illegal daycares known as "child warehouses." These facilities are illegal and operate without supervision, in poor conditions without safety, proper nutrition, or adequate hygiene. This situation severely harms the children's development, both physically and emotionally.

We are committed to the professional training of approximately 180 women without legal status as skilled educators and caregivers each year, who operate 49 high-quality educational frameworks for children aged 3 months to 7 years.



¹ As of June 30, 2023; Population and Immigration Authority, Foreigners' Data, Second Quarter (2023)

² Knesset Research and Information Center report from January 2021 on "Foreign Students from Eritrea and Sudan in the Education System"

³ Government decision No. 2487 of April 8, 2015, regarding strengthening support and care services for infants and toddlers of foreigners without legal status in Israel

Letter from the Executive Director

The past year has been marked by war. The "Iron Swords" conflict has exacted a heavy human toll both nationally and personally on countless families. Bereavement and trauma have become commonplace, casting a long shadow over our lives. Even within the Eritrean community, a war-like atmosphere prevails. Violence and aggression are prevalent in public spaces, and feelings of fear and anxiety grip everyone. We almost forgot the struggle for our democracy and our identity as a people, which were so dominant in the months before the war. Now, these issues have returned to our daily lives.

Despite these complexities, we at Unitaf have continued to work tirelessly to preserve what we have built and to develop new initiatives. Throughout the year, we have examined how the external reality has impacted our daily lives and where we need to create an alternative, protected reality for the 1,222 young children who visit Unitaf centers every day.

It always surprises me how new buds begin to bloom in the darkest and most difficult moments. Initiatives such as the "Sidra" therapeutic center, an integrative nursery in the Shapira neighborhood, and a new daycare in Eilat, which the staff, from among all the names in the world, chose to call "Tsfa", meaning "**hope**" in Tigrinya.

Indeed, the most challenging task of the past year has been creating hope. We are accustomed to instilling hope in the most unexpected places, as well as in small moments and daily human encounters. But this year, the challenge has become even more difficult for us.

Twenty years of Unitaf work have forced the muscle of hope to become very skilled and optimistic. A brief look at the timeline shows the growth we have made in all areas. Most important is our success in realizing our vision – creating quality frameworks for young children without legal status.

None of this would have been possible without the great support we receive from all our partners, volunteers, colleagues, and donors who have walked with us for a very long time. This is an opportunity to pause for a moment and express gratitude for what we have and for what we have achieved, for the successes and the accomplishments – which are the result of very broad cooperation.

I hope that the coming year will bring winds of change and hope, that the kidnapped families will be reunited, and that all people in Israel will feel safe and protected – everyone!

Yours,
Yael



Year In Numbers



1,222

Direct Beneficiaries:
Children ages 3 months - 7
years.



393

Hours of comprehensive
social support per
classroom



4,277

Secondary Beneficiaries:
Parents and Siblings



519

Cases that received
interventions



180

Caregivers



4,992

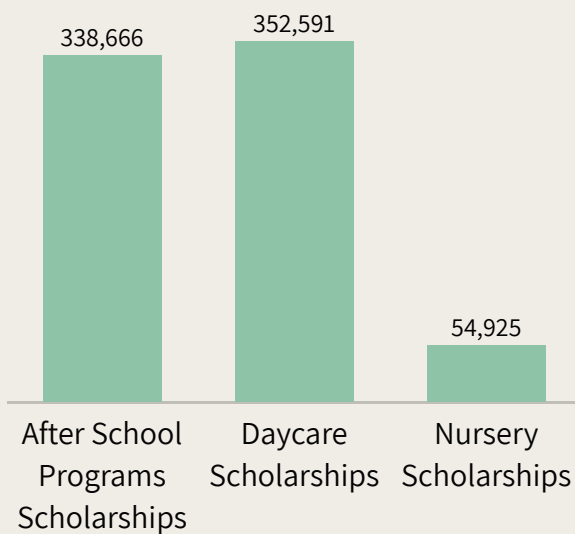
Volunteer hours of
professional volunteers



10,584

Hours of on-the-job
educational training

Tuition Assistance

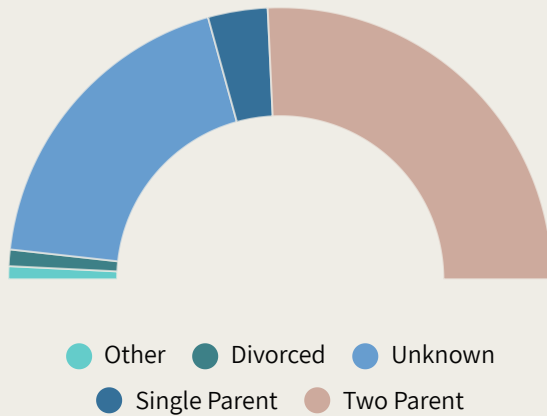


Unitaf families pay a subsidized cost for the education frameworks.

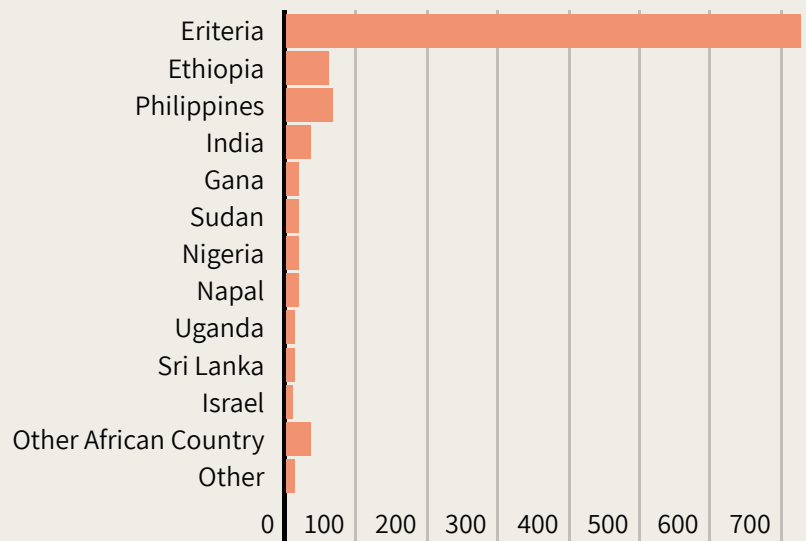


Families having difficulty with payment receive assistance through scholarships, a committee meets once a quarter and grants discounts according to fixed criteria.

Type of Family



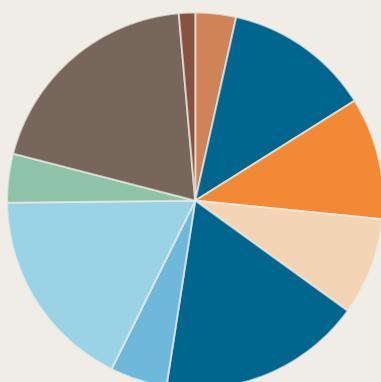
Country of Origin - Parents



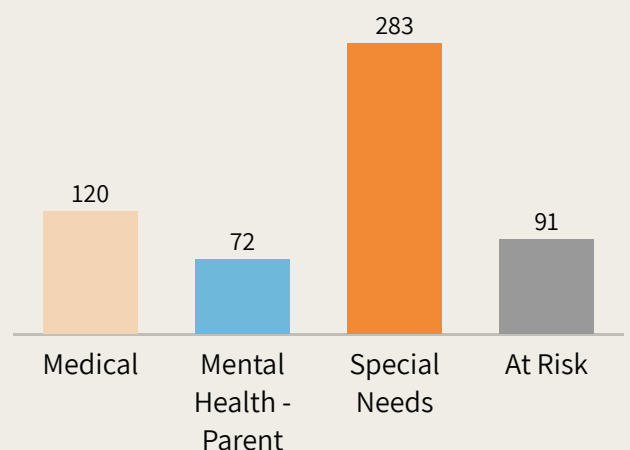
Educational - therapeutic interventions

519 children with emotional, behavioral, and developmental needs received a response through some kind of intervention by the framework team.

Intervention plan



Interventions by challenge type



- Social Work Students Program
- Individual Classroom Program
- Mental Health Program - Ministry of Health
- Small Group
- Welfare Department - "Or" program
- Halev Program
- Student support
- External referral
- Institute for Child Development
- National Service Guide

The Central Role of Educational Frameworks During Times of Crisis

Over the past three years, Israeli society has endured a series of crises, one after the other: the COVID-19 pandemic, the constitutional crisis, and now the prolonged "Iron Swords" war. Each of these crises has disrupted daily life and thrust Israeli society into a new and stressful reality.

The professional literature on trauma describes how crises harm young children in two ways: firstly, through direct harm caused by living in a stressful environment; and secondly, due to the harm inflicted on their parents, who serve as their primary protective barrier. Perhaps more than anything else, crises create a vast chasm between the familiar past and an uncertain future.

With the outbreak of war, all educational institutions in most Israeli localities were closed. The rationale was clear: the safety of children and staff was paramount in the minds of decision-makers. However, it is precisely in such moments of crisis that it is important to remember that educational frameworks can play a significant and crucial role in bridging the gap of crisis-related uncertainty.

Unitaf Frameworks – Iron Swords War

Drawing on experience from previous crises, Unitaf decided to open early childhood education and enrichment spaces within protected neighborhood areas in the very first days of the war. A network of educational and social support teams was established to create a fun and beneficial gathering routine for all children, regardless of where they were, in the neighborhood shelters.

Understanding the potential emotional impact on children, we placed a significant emphasis on encouragement, emotional dialogue, and fostering a sense of security. To this end, the teams also underwent specialized educational and psychological training on how to discuss the situation with children, as well as how to manage the educational framework safely and effectively in emergency situations. After three weeks into the war, we had already returned to full operation while adhering to Home Front Command guidelines. In addition, the educational and social teams closely monitored behavioral changes or regression in children.

For Unitaf families and among the caregivers in the educational frameworks, the current war has surfaced past traumas - from the difficult times when they fled other wars, from the escape to survive and save their lives.

In order to improve the well-being of the educational staff and to establish tools and emotional outlets for caregivers to better care for children, we chose "Caring for the Caregiver" as our annual theme. This topic gained even greater significance during the war, as the risk of secondary traumatization increased in scope and depth.

In collaboration with SID, we expanded the annual program and placed special emphasis on reflective coaching and individual and group emotional support for all staff members, and conducted training on operating in stressful situations. These enabled the processing of thoughts and emotions, the acquisition of tools for self-regulation, regulating young children, and creating an empathetic climate within the educational framework. In addition, these, in turn, helped the staff to respond sensitively, thoughtfully, and professionally to the children, and also contributed to building our resilience as an organization.

The prolonged war has presented new challenges to these principles and new communities that have lost everything on October 7th. As a result of the war, many families have found themselves in an impossible situation, broken or uprooted. Out of great concern for this issue, we have written [a letter calling on all global organizations that uphold human rights and child welfare to join us in the struggle for the immediate release of all abducted people.](#)

Furthermore, Tami, an educational counselor at Unitaf, initiated a collaboration to establish a kindergarten for displaced children aged 3-6 at the Abraham Hostel in Tel Aviv. The collaboration was forged together with a school principal from Modi'in; our contribution at Unitaf was the allocation of furniture and equipment for the establishment of the framework and, of course, pedagogical guidance and staff recruitment. Together, they mapped all the children and ages, invited parents to meetings, recruited and interviewed staff, and created a setting for enriching and regulated educational activity, defined in place and time.

The Conflict in the Eritrean Community

The undocumented refugees who arrived in Israel from Eritrea fled a divided country that had been mired in existential wars almost since its inception. The geopolitical reality in Eritrea is complex and convoluted, with deep and winding historical roots. This year's summary report is too short to contain the complexities of the Eritrean civil conflict, but it is important for us to address the spillover of this conflict into Israel.

The presence of the conflict in Israel has led to intense and violent rivalry between different political and cultural factions, which intensified over the past year and even resulted in several murders. The tense political atmosphere has a negative impact on the entire community, undermining the resilience and sense of security of families, and even leading in many cases to

loss of employment due to insecurity about leaving home. These challenges made it difficult, among other things, to meet with parents who were afraid to leave their homes, and in particular to open parental groups and parent meetings. As a result of the situation, we have added hours of parental guidance and counseling as part of the social program and we continue to provide ongoing emotional support to families even under the current circumstances.

Our Work

Our educational frameworks operate daily in Tel Aviv, Rehovot, and Eilat, with the support of the Ministry of Welfare and Economy, philanthropic donors, and local authorities.

This year, 700 infants and toddlers were educated in daycares and nurseries, and 522 children in after-school programs. In addition, 180 women without legal status participated in these programs, 49 of whom are business owners. According to our model, each framework belongs to a business owner from the community. Alongside her and with her, a pedagogical instructor and a social worker work, providing professional training and ongoing individual guidance.

This collaboration enables us to provide quality and supervised education for all children, to train the educational staff working with them, and to help promote equal opportunities for education in Israel.



National Outreach



Our Programs

Daycares and Nurseries: Birth – 3 years

After School Programs: 3 – 6 years

First Grade After School Program

Daycares and Nurseries: Birth – 3

This year, 21 daycare classes and 10 nurseries operated in Tel Aviv, Eilat, and Rehovot, from 7:00 AM to 6:00 PM. The daycares operate in municipal buildings owned by the local authority, and most of the nurseries childcare centers operate in partnership with the Catholic Church, in private apartments in southern Tel Aviv. The biggest challenge for the birth-to-three age group is creating a positive educational development environment. This is an especially significant challenge given the environmental disadvantages that characterize the families we work with. The daycares and nurseries operate according to the guidelines of the welfare department, both in terms of operating hours and staffing standards. Parents pay a symbolic tuition fee for the daycare service, and the activity is

subsidized and supported by the Tel Aviv Municipality and government budgets.

This year, we placed a strong emphasis on narrowing the language gaps between the children in our daycares and family-based childcare centers and their Israeli peers. These gaps have far-reaching implications for healthy development and the ability to learn in kindergartens and schools in later years.

After School Programs: 3 – 6 years

This year, 17 after-school programs operated between the hours of 14:00 - 18:00.

These programs operate in municipal kindergarten buildings, after regular kindergarten hours. We work in collaboration with the morning kindergarten staff and municipal teams for the benefit of the community's children, ensuring educational continuity with the morning programs. The programs provide a safe foundation for acquiring motor, language, and social skills.

The program is run by educators from the community, allowing children to feel a sense of belonging and providing them with role models to identify with and relate to.

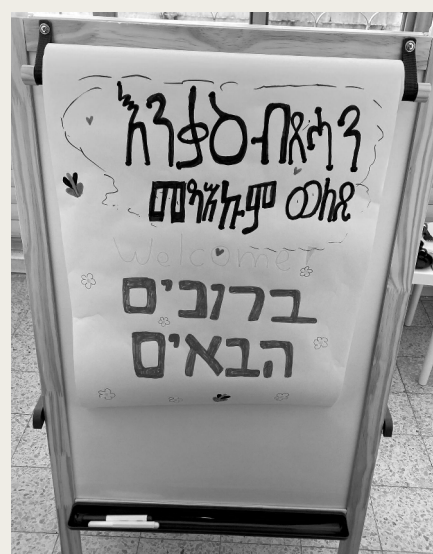
Hana Nursery: A Community-Based Educational Framework

This year, we opened Hana Nursery, a unique family childcare center based on a philosophy that promotes equal education for all. The reality we face in Tel Aviv today does not allow an Israeli child and an Eritrean child to attend the same institution, especially one where an Israeli educator and an Eritrean educator work side by side. Hana Family Center is committed to equality, multiculturalism, respect, and tolerance. This project serves as a pilot, and based on our ongoing evaluation, we aim to open additional family childcare centers using this model.

The model is based on a staff that includes two educators, one Israeli and one Eritrean, as well as a professional team of experts in early childhood education and social work. The ratio of children is adapted to the community, based on an 80%/20% model that effectively helps to reduce gaps. The location of the project in the Shapira neighborhood of Tel Aviv was carefully chosen to address a need in early childhood care and to encourage the involvement of Israeli parents. The model is a community-based one, serving as an effective way to promote integration and encourage the healthy development of children. Additionally, it involves multicultural community work that addresses the needs of both children and their parents, fostering a sense of belonging and shared culture.

At Hana Family Center, we emphasize nurturing and encouraging optimal development in young children, providing children from diverse backgrounds with various opportunities for language and social interaction.

Exposure to the Hebrew language is crucial, as children will continue their education in the Israeli education system and become part of Israeli society.



First Grade After School Program – At Risk Students

This year, a new 'First Grade' after-school program was launched at the Yarden School in Tel Aviv, in collaboration with 'The Complete Educational Space.' The program operates from Monday to Thursday between 14:15 and 17:00.

Children with emotional and behavioral difficulties often struggle to fit into regular school after-school programs. Many of them are forced to spend long hours in unsupervised, harmful, and violent environments until their parents return from work. The 'First Grade' after-school program provided a home for 15 children experiencing difficulties with adjustment, emotional, behavioral, and social issues. The program offered them personalized attention, a dedicated professional staff, and a safe and stable environment that fostered emotional regulation and well-being.

The program staff included an educator from the Eritrean community, a social worker, an educational counselor, and national service volunteers, who provided personalized attention, a safe environment, and academic support. The program offered a safe alternative to the after-school setting, provided children and their parents with tools to cope with emotional difficulties, and reduced the risk of exposure to violence, wandering, and dropout. Additionally, the program offered targeted interventions to address learning difficulties, including providing support with homework.

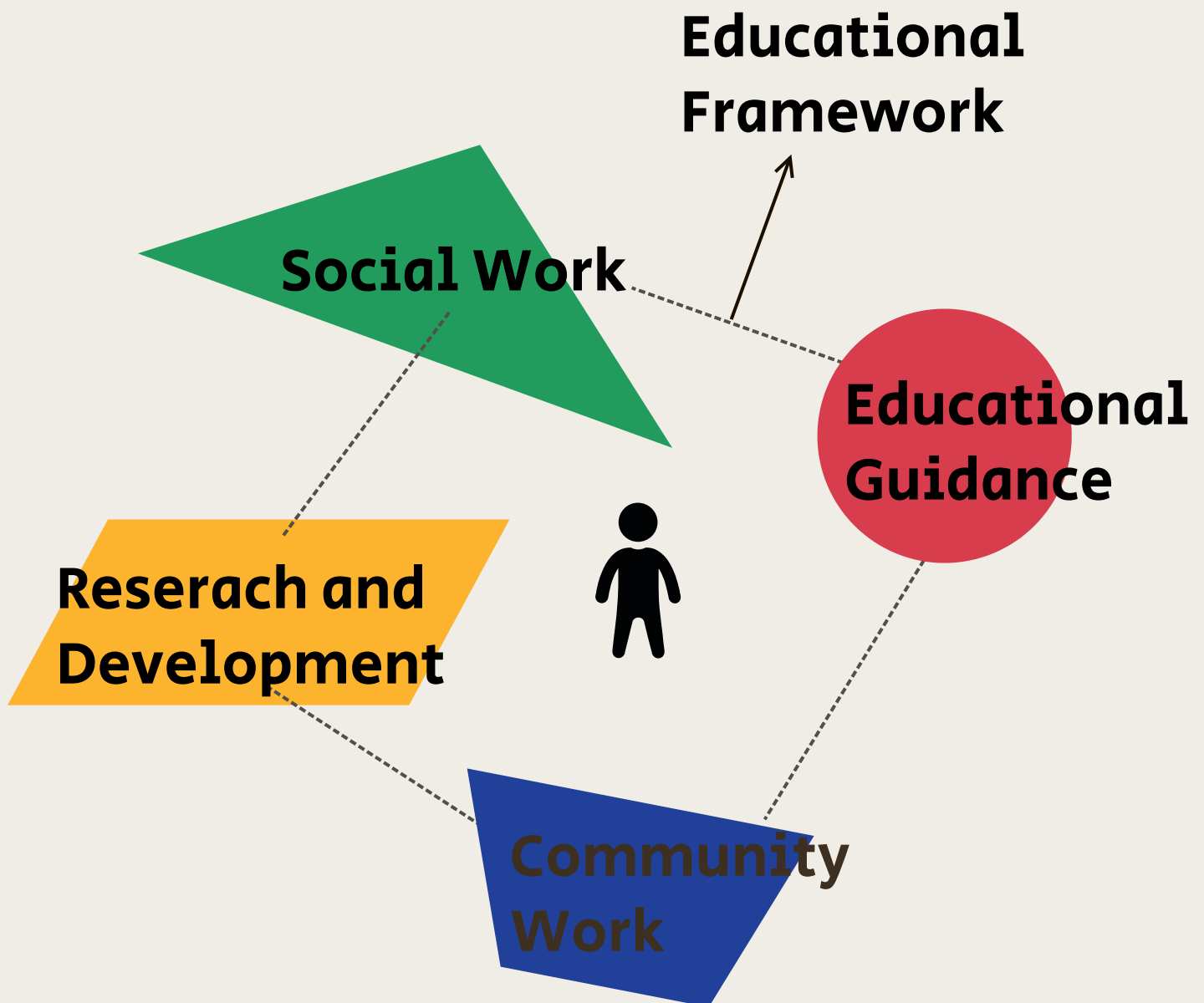


N., who joined the program mid-year, had previously attended a school in north Tel Aviv as part of a pilot program for integrating asylum seekers. He had great difficulty integrating and adapting. He spent two months in the secretary's office and did not enter the classroom. When he arrived at the after-school program, he refused to participate in activities and did not interact with the children or staff. He often became angry and shouted, was violent towards staff and children, and frequently had tantrums. Throughout the year, a positive and trusting relationship was built with the staff and other children. He managed to form meaningful connections and express his feelings. N. loves to draw and was able to use his talent as a strength. On the last day, he cut out hearts for the program staff and promised to visit the following year.

Strengthening Educational Frameworks: Support Systems

The educational frameworks at UnitaF are supported by numerous professional systems. Their role is to enrich the variety of services provided within the framework, to train the educational staff, and to deepen various desired processes.

At UnitaF, four departments operate in synergy: educational guidance, social work support, community work, and research and development.



Educational Guidance

The caregiver in an educational setting is a central figure in a child's life. Therefore, they also have a profound and decisive impact on their physical, cognitive, and emotional development. For this reason, our model invests significant resources in their training, providing them and the entire educational staff with close, continuous, and comprehensive professional-pedagogical support: both through direct involvement and modeling in the classroom (Hands on), through observation and analysis (Hands off), and through supporting and reinforcing desired behaviors (Hands out).

"You can't pour from an empty cup"

This year, we chose the prism of "caring for the caregiver" as the central principle to guide the educational counseling intervention in Unitaf frameworks. October 7th and the events that occurred since that disaster made this theme much more significant than we could have imagined. As an organization, we tried as much as possible to practice self-compassion. This greatly contributes to higher emotional resilience among the educators, managers, staff, and thus also the children. In stressful situations, self-compassion is an important component in developing resilience. In order to work with young children, managers and caregivers need supportive and secure relationships: positive relationships between them and the educators and positive relationships between themselves. This year, we all faced stressful, fearful, and helpless situations. Working with young children, which is also saturated with stressful conditions, requires increased support for teams. This year we operated within a continuous crisis and trauma, and at times we felt that the roles were reversed and the staff served as a compassionate container for the educators, as they inquired about the well-being of their families and the fighting soldiers.

The topic we chose served as a valuable and emotional compass for us. The educators focused on closely accompanying the managers to support daily work as much as possible, and to continue to maintain educational frameworks with ongoing and consistent care, a space that encourages play and routines for children even in the most challenging situations. Our complex activity this year began with finding an alternative and safe place that contains protected spaces, and continued with developing dialogue and making age-appropriate narratives accessible to mediate the frightening and unexpected reality for the children. In practice, we made sure on all platforms and at all levels of influence that every staff member felt that someone saw her.

Together with the managers, we conducted an ongoing dialogue about what they do on a daily basis that helps them develop self-compassion and take care of themselves. This is in order to develop resilience and emotional availability for working with children, and to understand their resources and strengths.

Improving Language Skills

Early experiences play a critical role in shaping language development. Research has proven the importance of reading stories and musical activities in acquiring language in early childhood: their significant role in enriching vocabulary and acquiring new words; developing children's expressive abilities and communication; and developing imagination and creativity. Reading books is linked to children's ability to construct concrete statements, to have empathy, and to have social and moral understanding. Songs have a significant impact on both short-term and long-term memory, so music can serve as a powerful tool in language acquisition. In addition, music has multidimensional advantages including promoting social interaction and emotional regulation.

Our field experience indicates that the vast majority of children from disadvantaged backgrounds face language difficulties.

Music Time

The project began in 2016 at one daycare and this year expanded to 5 additional Unitaf daycares, where 150 children aged one and a half to three years are educated. The activity takes place in each framework once a week for two hours. The sessions are conducted by a tutor as part of a pre-planned program that introduces the children to Hebrew songs and musical compositions, which vary according to the calendar and the classroom curriculum. The musical session is also accompanied by play and movement activities: each song is accompanied by musical instruments used by the children, and visual aids to deepen the understanding of the song's content.

Children often arrive at municipal kindergartens with significant developmental delays in the area of language, manifested in difficulty expressing themselves, communicating with each other or with the kindergarten staff, and even with their parents. The learning gaps continue into elementary school, and even deepen and may manifest in behavioral expressions. The "Story Hour" and "Music Time" projects aim to address these difficulties and narrow the gaps between disadvantaged children and their peers.

Through activities conducted in small groups, which allow for individual attention to each child, children are exposed to the magical power of music as a tool for developing various skills such as: language, self-regulation, self-expression, attention, connection, and communication.

Story Time

A program operating across 7 nurseries and 2 daycares. As part of the project, children are exposed to the Hebrew language through storytime sessions tailored to early childhood in terms of content, length, and language complexity. Research shows that new word acquisition occurs after reading the same story twice a week, therefore, all project activities follow this pattern, and seven stories are repeated throughout the year.

The activity is accompanied by tailored visual aids that allow for the activation of additional senses such as hearing and touch, and even assist in naming

(i.e., linking the object to the word that represents it). The project activities take place in small groups of 10 to 15 children, with the same facilitator and a fixed staff member. Familiarity with the stories and the recurring characters allows children to be relaxed and calm, and even to form close relationships that broaden their attention span. Additionally, the small group size allows for significant attention to be given to each child.



⁸Flack Z and Horst J (2017)

Social Work Department

Many of the children in Unitaf grow up under the shadow of trauma. Difficult life events, war, and persecution in their countries of origin, an arduous journey to Israel, detention camps in Sinai, and the realities of life in Israel impact them and their families. Constant uncertainty about their legal status adds to the difficulties and causes deep, persistent fear that affects all areas of life.

The social services department provides a comprehensive response to Unitaf staff, aimed at facilitating professional development and improving daily social work with children in the frameworks.

This is done by expanding and integrating existing professional tools and knowledge in an accessible and organized manner into our daily work.

Sidra Center

This year, we opened the Sidra Center, which translates to 'family' in Tigrinya, operates as part of Unitaf's social services network. The center aims to bridge the gaps in social and therapeutic services for families of undocumented children in early childhood in Israel. The center specializes in the relationship between children and their parents. In light of the increasing number of families from this community in the Tel Aviv neighborhood of HaTikva in recent years, we decided to establish the therapeutic center in the heart of the neighborhood, recognizing the great importance of making services accessible.

The services available at the center include:

- **Individual, dyadic, and group therapy** for families and children: Conducted by an experienced professional team including a clinical psychologist, occupational therapist, social workers, educational counselors, and social work students.

- **The Halev program:** A unique home-based parenting program.
- **Therapeutic playroom:** Managed by a clinical psychologist and occupational therapist.

This is Y's third year at Unitaf. Y has a severe speech and language delay and has great difficulty communicating with his peers and adults, which creates many behavioral difficulties. Y received one-on-one support twice a week, with a focus on developing and improving his self-regulation skills and play skills. It was evident that the sessions helped Y form a secure bond with a positive educational figure, who created a safe and healthy attachment with him. Today, we are witnessing very significant progress - Y is more confident and has a sense of self-worth, is happy, expresses himself well and plays with friends. Additionally, we helped him undergo a developmental evaluation so that next year he can attend a special education kindergarten where he will receive all the therapies he needs.

Social Work Department – Partnerships

As part of our social services program, this year we engaged in fruitful collaborations with external organizations:

- **Meuhedet Ad Aleich** is a pilot program, initiated this year at the Rosh Pina daycare, and is based on a collaboration that emerged from our joint work with Meuhedet. The goal is to facilitate greater accessibility to medical diagnosis and treatment

for children. This intervention included treatment by a Meuhedet para-medical team: speech therapists, physiotherapists, and occupational therapists.

- **Tal Taf Project** was established by Dr. Karl Rubinroit, a clinical psychologist who headed the child and adolescent clinic at the Jaffa Community Mental Health Center, a Ministry of Health facility. The program aims to enable coordinated intervention early in life, in order to prevent developmental and emotional difficulties later on. The project has been operating for the third year, and this year it was carried out in two Unitaf daycares:

The work included training for the educational staff, diagnostic observations of children, referrals to child development and welfare services as needed, as well as individual therapies, dyadic therapy, group therapies, and parent training. This year, we expanded the service to the municipality's morning kindergartens, which allowed for a more continuous and high-quality identification and addressing of children's needs.

Agmon, on HaGdud Halvri Street, and one after school program on Moshi'a Street. As part of the project, psychologists and emotional therapists visited the facilities regularly once a week, with the goal of identifying children who need treatment and providing them with assistance.



A. participated in the 'Colors of Hands' group under the 'Taltaf' project last year, when he was in a Unitaf family daycare. He started the previous year with behavioral, emotional, and social difficulties, and resorted to violence frequently. This year, when he moved up to a municipal kindergarten and a Unitaf club, he continued to be part of the project and received individual support from a therapist. The educational staff and A.'s mother testify that the change over the past few years has been significant - he has become more regulated, sociable, and calm.

Social Work Department – Partnerships

- **Haruv Institute Trauma Training** The Unitaf staff operates in an environment that encompasses complex traumas experienced by young children and their parents. The staff often encounters expressions of distress and trauma among the children, manifested in difficulties with self-regulation, exploration, learning, and building relationships. As part of Unitaf's general training program, the staff undergoes training at the Haruv Institute, which specializes in training professionals who work with children. This is done to identify children who have been victims of abuse, neglect, and trauma and to promote treatment.

The training provided by the Haruv Institute offers a framework for understanding the emotional distress and difficulties of children and their parents. In Haruv's training, the staff is exposed to a toolbox of interventions that can be implemented within the educational setting and in conversations with parents and children.

Research and Development

In recent years, the need to move beyond field work and adopt a broader perspective and data-driven approach has become increasingly apparent. We believe that we possess a wealth of knowledge and experience that can serve us and our colleagues in the field, enabling us to work more effectively and accurately. Therefore, this year, we established the Research and Development Department at Unitaf.

The department works to promote children's rights and policy change, based on the understanding that the knowledge and experience we hold as an organization are tools for advancing social change. We recognize the challenges faced by undocumented children in Israel and work together with the Forum for Refugees to amplify the voices of these children. We do this by writing legal petitions with partner organizations, producing materials and data on the situation of children and their families, reaching out to the media, drafting position papers, and writing letters to decision-makers.

We collaborate with academic institutions to critically examine the projects we implement at Unitaf and assess their quality and effectiveness, thereby improving our work processes.

These collaborations include joint research with the Haruv Institute and Hadassah College on topics such as parenting perceptions, belonging, and resilience, as well as measures of post-trauma in parents and children.

Reserach and Development: Our work



Appeal to the Ministry of Health: Child Placement Processes



Position Paper: Reducing Educational and Developmental Gaps



Appeal to the Director-General of the Ministry of Health



Position Paper: An Integrative Framework

Community Work

The Community Work Department activities include accompanying community projects, developing community initiatives within educational frameworks, and engaging in parent involvement activities.

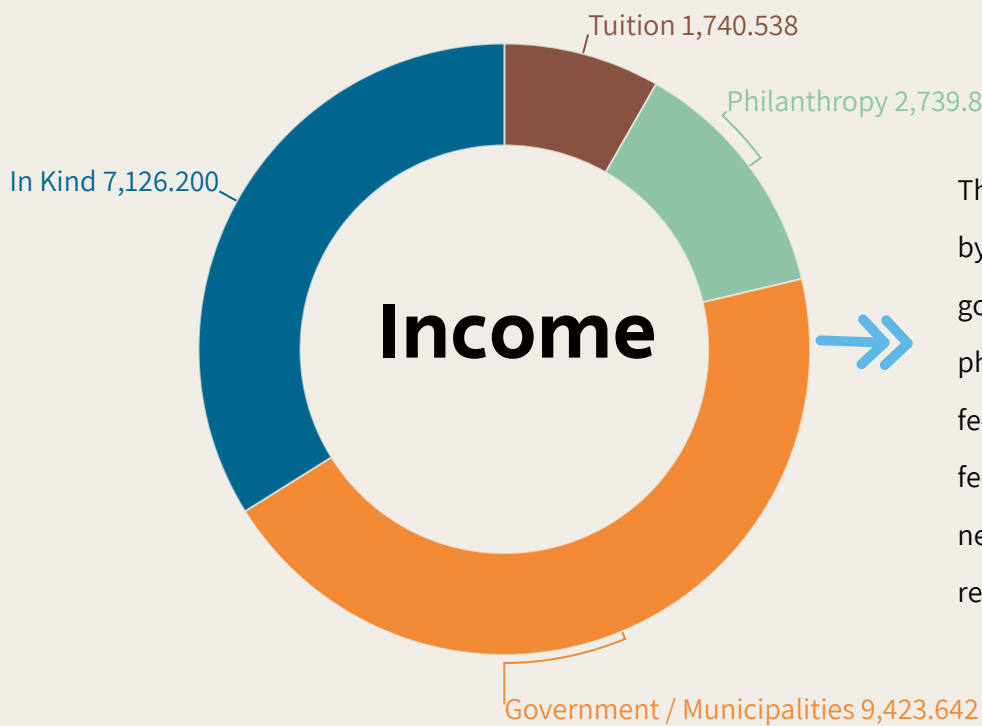
Additionally, the department operates a volunteer unit consisting of 23 regular volunteers who create positive and ongoing relationships with the children throughout the year. Among them are: 7 members of the Bina pre-army program, 12 medical students from Tel Aviv University participating in practical experience, 2 students in the "Connecting" program from Tel Aviv University, and 2 students in the education program of the Kibbutzim Teachers' Seminary. All volunteers in the department receive training, cultural enrichment sessions, and professional guidance.

As part of the department's activities, the Unitaf team participated this year in a lectures by professionals in order to enrich the knowledge of the volunttters.



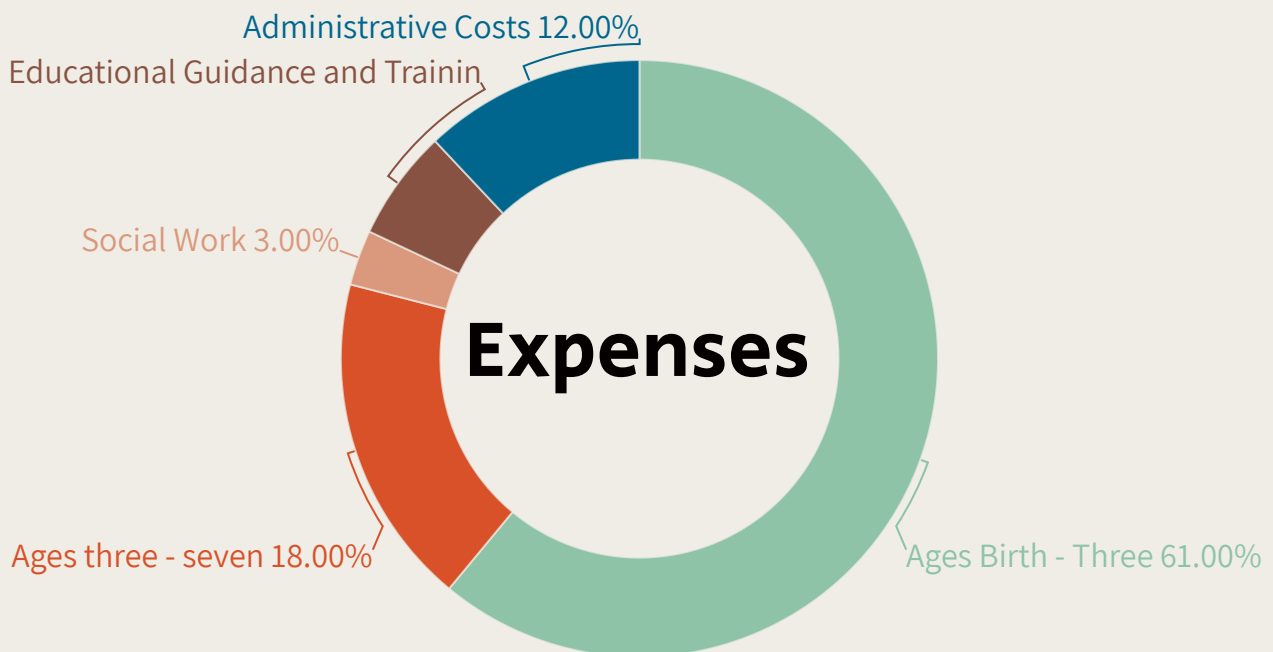
A pilot program in the field of dental health was conducted this year in collaboration with a medical student from Tel Aviv University. Next year, the program is set to accompany all Unitaf clubs and will include kits and activities for children and parents that encourage a healthy dental care routine.

Financial Transparency – 2023



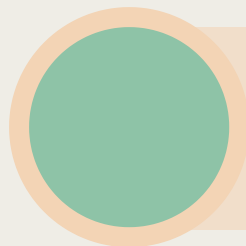
The Unitaf project is funded by three sources: government agencies, philanthropy, and parental fees. Parents pay a monthly fee for childcare. If necessary, parents can receive subsidies for tuition.

- Tuition
- Philanthropy
- Government / Municipalities
- In Kind



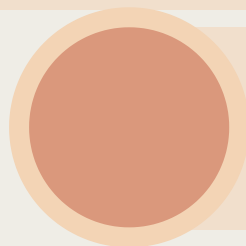
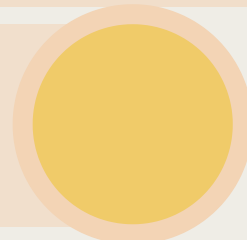
- Ages Birth - Three
- Ages three - seven
- Social Work
- Educational Guidance and Training
- Administrative Costs

Our Goals



Integration: Promoting integrated frameworks operating under the integrative model, following the evaluation of the existing program at Hannah's Family Nursery.

National Expansion: Geographic expansion aiming to provide services in additional areas of Israel and open new facilities.



Expanding Services: Developing solutions and opening educational frameworks for additional populations from Israel's social periphery.





Our Staff

Board of Directors

Orit Nir, Chair of the Board of Directors

Aliza Olmert, Board Member

Dr. Ilan Kotz, Board Member

Ayelet Harel, Board Member

Tamar Shloush, Board Member

Ariel Hershkovitz, Member of the Audit Committee

Yael Ga'ula, Chief Executive Officer

Tamar Levi, Deputy Chief Executive Officer

Gali Visoker, Director of Educational Guidance

Tamar Shlomov, Director of Social Services

Adi Gill, Director of Research and Development

Sarai Schwimer, Area Manager

Hila Catalan, Area Manager

Niva Daloomi, Area Manager

Bella Klebanov, Research Coordinator

Komar Elazar, Resource development Coordinator

Hadar Goldenberg, Operations Manager

Israel Moshe, Accountant

Andre Radkevich, Maintenance

Ella Elinson, Educational Guide

Hamutal Friedberg, Educational Guide

Inbal Israeli, Educational Guide

Ruth Vitale, Educational Guide

Shani Orian Cohen, Educational Guide

Shimrit Dovdebany, Educational Guide

Tami Grossman, Educational Guide

Noah Gadlia Golan, Intern

Or Amir, Program Coordinator

Orit Knaani, Program Coordinator

Ofri Strasburg, Program Coordinator

Dafna Nechamia, Program Coordinator

Tanya Has, Program Coordinator

Noam Aaron, Program Coordinator

Tamar Savet, Program Coordinator

Yael Berda, Program Coordinator

Inbar Davish, Program Coordinator

Helen Galau, Cultural translator, Special Needs Integrator

Gina Ata Bado, Cultural translator, Special Needs Intergrator

Yael Saadian, National Service

Mia Worth, National Service

Michal Robovitz, National Service

Casey Matushevsky, National Service

Ruth Shem Tov, National Service

Shani Lahav, National Service

Tom Belfer, National Serice

Concluding Remarks – Board of Directors

The Unitaf project, operated by the Foundation for Social Involvement, provides crucial educational and therapeutic support to infants, toddlers, young children, and their parents who are considered stateless due to their undefined status in Israel.

The organization, which has been operating for two decades, is undergoing a period of learning and change due to shifts and processes affecting refugee communities in Israel. The ongoing state of emergency in the country has had a detrimental impact on the refugee community, which is constantly in a state of survival.

This year was characterized by challenges related to the difficult situation in Israel, internal struggles, and changes within refugee communities, alongside significant creativity in developing new responses tailored to the current situation and necessary organizational changes within Unitaf.

As the Board of Directors, we accompany the organization through these processes of change. We are impressed by the work of the management and Unitaf staff, from their commitment to maintaining a high professional standard to the development of new programs relevant to the current period and their desire to keep the organization innovative and developing.

In light of a growing trend in recent years of families leaving the city of Tel Aviv for other cities and, at the same time, the immigration of families from outside Israel, the organization has taken on the task in recent years of supporting and encouraging other cities in Israel to establish a municipal support model for refugee communities living in them.

For example, a Unitaf daycare center in the city of Rehovot and, more recently, the opening of the "Tesfa" daycare center for refugee children under the auspices of the Eilat Municipality.

We, the members of the Board of Directors, choose to volunteer and support the organization's management team, based on our strong belief in the importance of the project and the ability of the Unitaf organization to create an island of peace and stability for children and their families within the complex reality in the State of Israel.

Best Regards,

**Members of the Board of Directors
Unitaf**

Working Together for a Brighter Future



Frieze Family Foundation



משפחת
ורדי
יוסף



קרן אנאתה

משפחת
פרנהוט-גולדווסר



Sarah Kornfeld





Unitaf is committed to the belief that every child deserves a quality education.

We advocate for the right of all children, regardless of their status, to access high-quality early childhood education.

**”It always seems impossible, until it’s done.”
Nelson Mandela**

