

*MATANEL FOUNDATION  
ACTIVITY REPORT*

**Program: From "Babysitters" to Day Cares Year: 2018**

Name of the Program: From "Babysitters" to Day Cares      Year of activity: 2018

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Number of active participants in the program: 1,250

Estimated number of impacted participants: 3,500

Give the actual state of the program (where the program stands at the date of the activity report, no more than ten lines):

1. Advance the transition from "babysitters" to municipal-government day care centers:

Mesila manages the innovative model for municipal-government day-care centers. We are leading the opening of the new municipal-government day care centre at HaGra 3.

2. Optimally prepare caregivers and parents for the transition to the new day cares:

We gave intensive individual pedagogic guidance at 20 "babysitter" settings - real time teaching of language and development interactions, educational agendas, proper nutrition, music and movement, play, stimulation and more.

3. Promote registration for municipal kindergartens and prepare kindergarten teachers and parents for optimal transition of children from "babysitters" to municipal education

The main achievements during the last year of activity (main achievements, number of events, number of participants, etc.):

**Advance the transition from "babysitters" to municipal-government day care centres**

Mesila manages the innovative model for municipal-government day-care centres. Their operation is funded by the government and the Municipality of Tel Aviv – Yafo pays the rent, while both entities cover the renovation costs.

The centres are supervised and managed by an Israeli NGO and the classes are managed by business owners from the asylum seekers' and migrant workers' communities, most are graduates of courses and pedagogical training by Mesila.

We are leading the opening of the new municipal-government day care centre at HaGra 3. The day care is designated for 170 infants and toddlers. Our work includes finding childcare staff from the community, orientation for the Israeli staff regarding the model and the community and ongoing supervision of the social worker and educational instructor. We also steer the marketing efforts through Facebook, personal referrals and more. We also steer the marketing efforts through Facebook, personal referrals etc. This is the first day care run by the Association for the Advancement of Education and the process was complex, challenging and took longer than anticipated.

All the caregivers in the new day care center are Eritrean, and they choose for it the name "Dakana Matzaina" – the future of our children. All have received pedagogical guidance from Mesila, in addition to our courses and workshops. They have all received a classroom after closing down their previously owned "babysitter".

We provide further guidance to the entire staff of the recently opened day care supervised by the LaSova organization.

In total, the 5 day cares will provide care to almost 650 toddlers soon (HaGra 3, is only starting to fill up). All these children are leaving "Babysitter" settings and are now in good hands.

## **2. Optimally prepare caregivers and parents for the transition to the new day cares**

- We held parent meetings, explaining the benefits of the municipal - government day cares over the "babysitter". We posted informational video and information on Mesila's Facebook page.
- Mesila's social workers emphasize the importance of registering children to the day cares to their clients.
- We give intensive individual pedagogic guidance at 20 "babysitter" settings - real time teaching of language and development interactions, educational agendas, proper nutrition, music and movement, play, stimulation and more. Improving the physical conditions and safety, providing educational equipment, furniture and toys.
- Placement of 45 volunteers from various educational backgrounds (education, para-medical, psycho-therapy, etc.). Through these actions we have reached approximately 150 "babysitter" owners and caregivers.
- We held two successful training courses for caregivers - one in early childhood education.

## **3. Promote registration for municipal kindergartens and prepare kindergarten teachers and parents for optimal transition of children from "babysitters" to municipal education:**

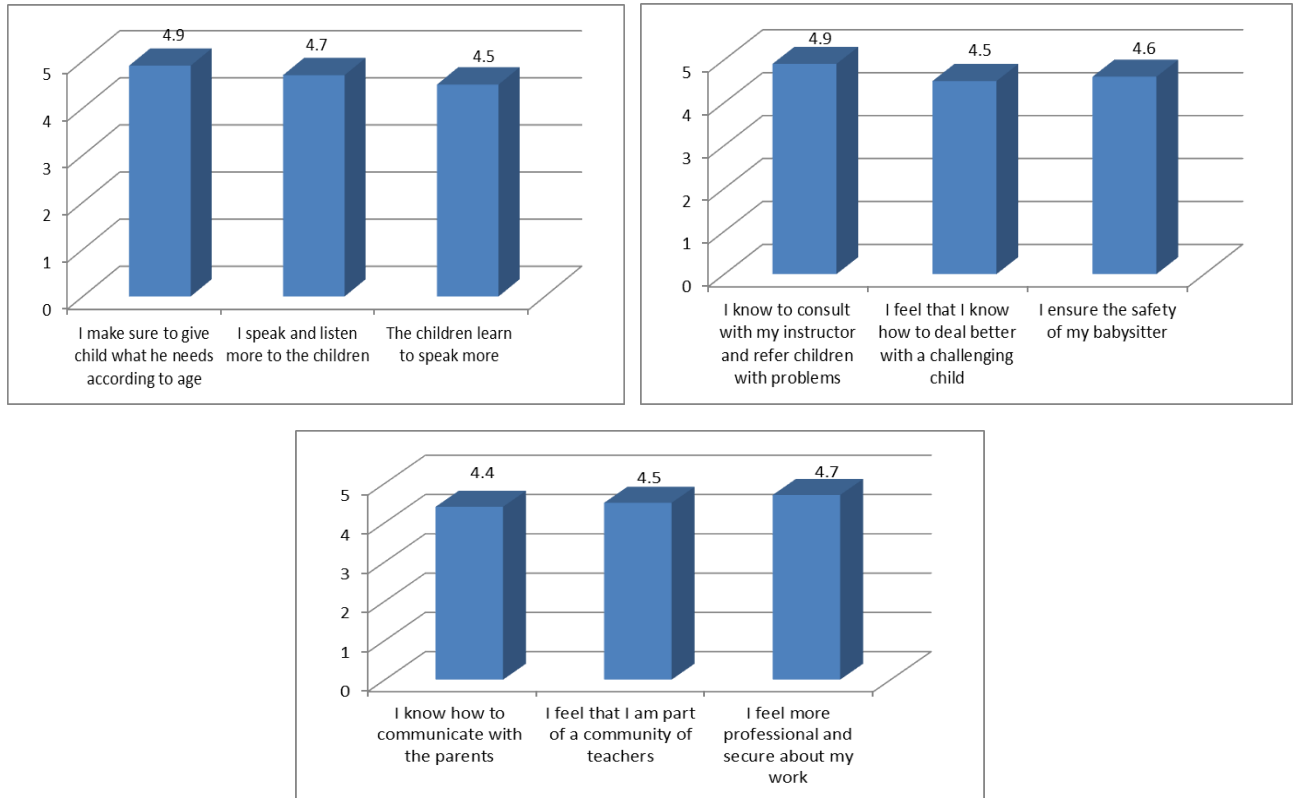
Mesila's efforts to increase awareness and to simplify the registration process have led to registration of 95% of the community's children in municipal kindergartens. 2,000 parents were assisted by Mesila, registering and checking their children's placements.

The evaluation (methodology, results, comparisons with the precedent year, conclusions:

- No. of government-municipal early age day-cares – 5
- No. of children benefitting from the day cares – 500 (during the next few months we will get to 630).
- No. of caregivers leading the government day cares, trained at Mesila – 14
- No. of "babysitters" intensively guided by Mesila – 25
- No. of children benefitting from our guidance at the "babysitters" – 720
- No. of volunteers at the "babysitters" – 45
- Percentage of children registered to municipal kindergartens – 95%

We have developed anonymous questionnaires for the caregivers in order to evaluate their satisfaction from the program, mainly our pedagogical guidance and courses. Here are the main findings:

The following topics were ranked on a scale from 1-5 (5 being the highest) did the program contribute to your work?



In response to the question what are the important topics you have learned from the program:

- I feel like I have a profession! I am a teacher!
- That the most important thing is that children need to be supervised. That when a kid is sick he needs to see a doctor.
- How to create my own games and toys for the kids without having to spend money on it.
- Children nutrition and safety. These are topics that are not discussed where I come from.

Some of the verbatim feedback that we received when asked at the end if there is anything else you would like to add:

- It's all the time in my heart, what a child wants. I learned from my instructor that I need to talk to him, smile at him and help him with all my heart.
- "Thank you Mesila for this program. It has given me so much education that I use also with my own kids. It has made me what I am today which is a real teacher".
- "The things my instructor taught me are the basis for who I am today. Today I work at the new daycare center."
- "I learned a lot from her about children. She also helped me and brought me many games and that saved me money. My instructor was like my mother, she was not angry with me and always understood me".
- "I feel that I have a profession in my hand, I am a teacher! Love and knowledge are the two things I learned. It gives me a sense of success in life and a reason to live, without it I was nothing here".

They stated that main difficulty in implementing what they learned is keeping a daily routine .

Most caregivers did not want any changes to be made in the program and all of them stated that they would (and did) recommend their friends to join it.

In conclusion – we see the fruits of our work and we are very pleased to see that the caregivers change their perspective and fill important and capable.

Provisional guide lines for the advancement of the program in the next year:

- We will continue our work with children, parents and caregivers as described in this summery.
- In the next 2 years, we will open 2 more facilities, so that at the end of the day over 1000 children will enjoy being a part of the municipal-government day care centers!
- In light of the recent achievements that will lead to a significant simplification of the registration process this year and beyond, we have decided to divert resources in favor of greater orientation and training of the municipal teachers who are working with the community of asylum seekers.

We see large gaps in the field and want to bridge them by:

Training Israeli kindergarten teachers who work with the children from the asylum seeker community. Constructing a training and support system – creating a common language and understanding of the children's unique needs; deepening the teacher's knowledge of the community's family life; understanding the children's development before age 3 – the children's lives at the "babysitters" and the resulting harm to their development; tools for working with the community's parents with maximum cultural sensitivity; support and containment of difficulties working with children who experience post-trauma, working with children at-risk, etc.

- The children of the community arrive to the municipal kindergartens with very poor language skills. We are trying to promote a practical solution to mind the language gaps and assist both the children and the educational staff.

Please join the Evaluation Report - attached

Financial Report - attached

A list of the participants to the program (**as PDF documents**) – Not applicable due to confidentiality.

Please join 5 photos – as **JPG files** – attached

Other document connected to the program which will seems to you relevant – as **PDF document**.

Please join a 5 minutes movie which presents your institution and the particular project supported by the Matanel Foundation. The movie should be accessible to the philanthropic world and to other potential donors:

[A video of a "babysitter" setting before receiving guidance from Mesila \(first meeting\)](#)

[The same "babysitter" after a year of Mesila's guidance](#)