

“Access for All” – 2010-2016 Summary

1. During the past six years, since the joining of Matanel Foundation as a leading partner, the Access for All program (AFA) developed from a local program to a national widespread program, with a vast impact on its target populations.
2. This dramatic development process took place in all aspects, as reflected from the following table. The table compares the situation in 2009/10, before the joining of the foundation, and the situation today, after the completion of the 2015/16 academic year activities:

	2009-2010 academic year	2015-2016 academic year
Number of universities	2	4
Number of participants	1200	2400
Number of instructing-students	48	95
Number of local authorities	12	37
Total program budget (millions NIS)	2	5.75

3. This process, in its six years of operation, had a cumulative impact as shown in the following table:

	Cumulative impact - 2010-2016
Number of participants	11,000
Number of instructing-students	452
Total budget invested in the program (millions, NIS)	24

4. **Professionalism** - In these years the program undertook an institutionalization of its various work processes, with its professional operation model at the center. This was in order to ensure the program's quality over time, and to maintain continuous improvement of the results, to be reflected in the indices of success. Finally, professionalization and institutionalization processes enabled the program to open additional activity locations in other universities while preserving the unique characteristics of the program. This is as well as implementing high professional and operational standards in each of the universities the program operates in. As a result, the program has transformed from a social venture to a stable and well based organization.

Among the institutionalization processes can be noted the writing of the "AFA manual", a detailed guide which describes all of the professional and operational aspects of the program throughout the year. The "manual" is updated annually in light of the learning and conclusion drawing processes that take place in the organization.

Another process is in the Information systems management field. A CRM system was implemented, allowing to record and manage data regarding all of the program's participants and courses, as well as its' contacts and various partners. This system improves the ability to monitor each participant and instructing student. It also helps to analyze the data accumulated, thus allowing improvement within the program, alongside reports to the referring contacts as to how the participants are doing.

- 5. Cooperation with the academic institutes** - the cooperation with Tel Aviv University and Ben-Gurion University was established in a way that enabled the program to transform from a test case venture to a flagship program, which constitutes as a main part of the universities social responsibility to the community.

The program expansion process to other universities was complex and sensitive. It called for the commitment of many factors to be successful. The foundation's support enabled us, at the most crucial stages, to convince the responsible bodies at the Hebrew University and Haifa University to open the program within their headquarters. Now, after six years, we are experiencing significant support from university presidents, rectors, deans of students and deans of the faculties, as long as increasing commitment to the program's development and success, as a social flagship program.

- 6. Collaboration with local authorities and the government** - the relationship with local authorities, welfare agencies and educational frameworks, all of which refer participants to the program, expanded and developed considerably during these years. Today, this relationship is not limited solely to recruiting participants at the beginning of the year. The different authorities show the participants significant support, as they leverage the participation in the program to achieve wider social and therapeutic purposes. Thus, the

program is able to integrate in significant personal and family changes the participants undergo.

The collaboration with the local authorities has broadened, and today we are working on developing community solutions that go beyond the studies at the university. We are looking into the fields of employment, education, culture and personal enrichment.

We note in particular the relationship with the referring entities at the Ministry of Social Services and at the Ministry of Education. Through the professional dialogue that we have with both the headquarters and the field staff, we can succeed at making the program so effective and significant.

7. **Impact on Israel's periphery** - the significant geographic expansion has allowed the program to reach the geographic and social periphery of Israel. Today, participants in the program do not come solely from the metropolises where the universities are located, but a significant percentage also comes from smaller cities and towns, where there are limited resources and fewer opportunities to integrate in higher education. Wide geographic dispersal allows the program to bring together participants from a variety of cultural, ethnic and religious backgrounds, and create unique encounters between them, when they learn side by side in the classroom.

8. **the "Next Step program"**- alongside the main curriculum, the "Next Step program" was developed in these years. This program responds to the participants' need to keep learning and developing within the years of the main program and after graduation. As part of this program there are courses and workshops, enrichment conferences, and other activities to encourage community involvement and leadership, all in cooperation with local authorities. A significant portion of courses and workshops are offered during the summer months, after the completion of the annual introductory courses. Among

these are courses in English, computers, Hebrew, mathematics and empowerment workshops. Various courses are taught by volunteers, some by graduate instructing students of the program, and some by volunteer residents from Kibbutz Be'eri and Kibbutz Ma'agan Michael. Thus, these courses not only give value to the participants, but also create opportunities to expand social involvement.

9. **Integration into Higher Education** - a unique field that has been expanded over these past years is the integration of AFA graduates in BA studies at academic institutes. These students have participated in BA studies at the Ariel University, Ben-Gurion University and the Academic College of Tel Aviv-Yafo. These graduates receive preparation, guidance and support over the years of studying and are awarded with full study scholarships. During these past six years, the program accompanied over 100 main program graduates to BA studies. Some of them have already graduated with honors and even chose to continue studying to advanced degrees.

10. **The Youth Program** - Alongside the adult program, ran a parallel program for youth at risk up until last year. The youth program focused on youth at risk, aged 15-18, who were referred to the program by the officials of the Ministry of Social Affairs and Social Services, and the Ministry of Education dealing with at risk youth who are at various states of distress. This program placed special emphasis on the fields and issues relevant to youth, enabling them to learn in a separate and adapted environment. The program expanded over these years to many more communities and organizations and had considerable operating professionalism. Despite the many challenges of educational work with youth at risk, the program was a great success and led to significant results, according to various indices, the participants themselves and of the caregiving officials.

Last year, in order to create a greater impact among the Adults students, the Advisory Board decided to focus on the program's target audience of adults over youth. Accordingly, it was decided at this point to close the activities of the Youth program.

11. Instructing Students - A key target audience of the program, alongside participants, are the instructing students. Resources and efforts are invested in the process the students undergo through the course of their participation in the program. During these years, many steps have been made to professionalize the guidance given to the students by the program, including an academic course that accompanies the practice, exposes the students to the implications of their social actions and encourages them to continue at the field of social change in the future. Another part of the support is the professional and operational guidance the students receive from the entire program's staff, which enables them to successfully fulfill their goals with their class and for themselves. In the past year an alumni community has formed, that allows the students to continue their social actions after the program concludes, and is an accelerator for additional social initiatives of the alumni.

12. Research and Evaluation - In the past two years better and more accurate ways to assess the results and impact of the program on the target groups have been developed. This process included the formulation of a logical model, detailing the benefits of the program on the target audiences. Based on the model, research methods and evaluation tools for an ongoing and multi-year inspection were selected. As part of this process, a pilot measurement was conducted. This year, subsequent to its conclusions, a five year longitudinal research about the program's participants and instructing students was launched. The research findings prove the unique effects of the program empirically, compared to similar social and educational programs in Israel and

around the world. In addition, the evaluation findings assist the process of conclusion drawing and improvement of the program, alongside its presentation to various partners and stakeholders. Aside from this research process, a thorough qualitative study was conducted, and will be published as a book in the following months.

13. Diversifying funding sources - The Foundation's support over the years enabled significantly recruiting of the government ministries, most significantly the Planning and Budgeting Committee of the Council for Higher Education, to an ongoing support of the program. The support of the central government, as long as the increasing funding by government departments- the Ministry of Social Affairs and Social Services and Ministry of Health, is a vital step towards the program's financial long term stability. In this way, the share of the program's revenue sources from the central and the local government will increase, while the share of philanthropic funding could be reduced.

We believe that the funding diversity and its enlargement are the result of policy makers understanding of the importance and necessity of a social program for adults from disadvantaged populations, at the operating model of AFA, as part of the social services that the state provides to its citizens.

14. The "hidden" impact - one cannot complete a review of this program's development in the past six years without describing the program's impact on its thousands of participants. Alongside measures of success regarding the number of graduates, the satisfaction measures and the data indicating the continuity in the program, there is another very influential impact which is often "hidden".

This impact is manifested in the life stories of those that the program gave new hope for a better future, boosted their self-confidence and improved their sense of capability, allowing them to feel valuable again, to themselves and to their families. Participation in

the program restored their lost joy of learning, and formed meaningful friendships between themselves and with the instructing students. These relationships constitute of mutual support and assistance, and provide additional meaning to the learning process. Participation in the program encourages participants to make positive changes in their lives, from exploring further study options, to changing of career directions and experiencing meaningful social involvement.

This impact will continue to be, above all numerical aspect, the largest value generated by countless hours of work and resources invested in the program, by all staff and partners along the way.

15. In conclusion, the support of Matanel Foundation of the AFA program over the past six years, has places this innovative program at the top of its field. It enabled the program to expand the circle of participants and beneficiaries, to establish its model of professional operations, to base the benefits of the program on research and evaluation, and to recruit many government and academic agencies for the purpose of financing and supporting the program's vision and goals.



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