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About the program

Our vision
Access for All strives towards an equal society that enables each individual to live up to their potential, and contribute meaningfully to themselves and society at large. We do this by creating encounters between the university and disadvantaged populations.

Program goals

1. To bridge social disparities and promote equal opportunity by narrowing knowledge and education gaps.

2. To invoke meaningful change by creating meaningful encounters of respect and reciprocal learning between disadvantaged populations and one of society's most influential forces — academia.

3. To promote meaningful citizenship by encouraging participants to become impactful citizens, who take responsibility for their own lives, and act out of conscious understanding and reflection, for themselves and others.

How do we do this?

By harnessing accumulated academic knowledge for social activism, after ‘standard’ academic activity is done.

By providing an empowering learning experience using innovative methods that reinforce personal aptitudes, develop curiosity, and provide the drive and practical tools to continue learning and developing.

By lowering emotional defenses through cultivating personal connections, and facilitating organized transport services and refreshments.

By providing professional and academic guidance for student-instructors, and promoting understanding of social and educational disparities.

By utilizing a “lean” cost structure which allows for high social returns relative to the required budgetary needs.

We teach psychology, business administration, medicine and law, at Tel Aviv University, Ben-Gurion University of the Negev, University of Haifa, and the Hebrew University of Jerusalem, to pupils from 50 municipal districts all over the country.

Approximately 20,000 participants have graduated the program and are less dependent on social services. About 700 student-instructors have taught in the program, gaining an intimate look at themselves and Israeli society. To our amazement, even during the past Covid year, activity has been successful, and even especially so, showing some novel results. The past year has not been a hindrance, but a push forward for our dedicated and committed student instructors, who teach in 56 different classrooms across the country.
"Being an instructor in Access for All is to be excited to teach new things in every session of class, and leave feeling that you’ve learned even more from the pupils. It is to receive a group of people, and together make a family. It is to love and receive love in return”

Noy Sade
psychology instructor
Ben–Gurion branch
About our participants

Number of participant-pupils

1,026
Total

177
Left

83%
Academic year graduates

Gender

78% Women
22% Men

Religion

82% Jewish
12% Muslim
3% Druze
2% Christian
1% Other

47
Age average

School years

87%
Up to 8
9–11
11%

35%
Year of study

First year

Second year

Third year

Fourth year

38%

21%

7%

Number of student-instructors

16
Be’er-Sheva

15
Haifa

15
Jerusalem

17
Tel Aviv

63
Total

Access for All in numbers

65% ongoing participant-pupils
35% new participant-pupils

Division of participant-pupils by study track

Business administration
19%

Law
23%

Psychology
37%

Medicine
20%

Statistical division based on referring institution

15% Ministry of health
5% Parole officer
6% Independent
23% Township
50% Municipal social service
Study tracks

1. **Law track**

Participant-learners in the law track take the “introduction to law” course, which provides them with a basic understanding of the structure of the legal system, its various branches, the rights and duties of Israeli citizens, and preliminary knowledge in contract law, law of torts, criminal law, labor law, family law and more. This year, we have placed special emphasis on exercising rights in routine times and during the Covid pandemic, providing relevant information meant to encourage participants to exercise their rights. Amongst other things, most branches hosted guest talks by “Kol Zchut.” In addition to content related to topical events, such as elections and emergency protocol during the Covid pandemic, an emphasis was set on the legal changes introduced during the pandemic (such as those made to the rights of terminated workers and those set to leave without pay). The interactive study experience allows learners to analyze, evaluate and apply the material in their personal lives through examining cases, conducting debates and more.

Our community-based model has provided new opportunities for relevant, down-to-earth learning. For example, Roni Klein, a law student-instructor in Shfar'am, taught a class on consumer protection laws which led the class to tell him about a business in their town that was being unfair. After a shared examination of the situation, it became clear that the business was in breach of many counts of the consumer protection law. Together, they took the initiative and filed an official complaint to the Israel Consumer Council, in which they detail the infraction while using the legal terminology they have learned— and all during class.

“[The course has prompted me to sell Kubba. The course was really what motivated me to do it]”

Marcel Babian
Third year business administration participant
Jerusalem

2. **Business administration track**

Participant-pupils in the “introduction to business administration” course are introduced to the market mechanisms, and various components of the Israeli market. The course deals with such subjects as savvy consumerism, consumer-bank relationships, balancing a family budget, and even small business establishment and management. Furthermore, the course provides participants with a basic understanding of economics, marketing, advertising, and business entrepreneurship, providing practical tools in a changing labor landscape. This year, we have built a unique work module in special cooperation with The Joint (JDC) that focuses on imparting skills and aptitudes relevant to labor, that is now an essential part of the curriculum. Moreover, the course introduces participants to the labor market, instructing them on how to find employment, how to write a resume, how and what to say in an interview, etc. Many pupils have had their professional lives upended during the Covid pandemic, and the course has given them the groundwork, knowledge, and practical tools to grow as employees or self-employed independents, and to adjust to the times (several learners have established businesses during the past semester across the country).

3. **Psychology track**

Participant-pupils in the psychology track take the “introduction to psychology” course, which deals with the question of what psychology is by introducing its various main branches: social, cognitive, behavioral, and physiological psychology. During the course, participants are acquainted with both classical and modern psychological theories, and the ways in which they can provide insight into different human behaviors. The course also focuses on practical aspects of psychology in various contexts, such as decision making, stress relief, group dynamics and conflict scenarios. It also explores additional subjects such as psychopathology and mental disorders, sleeping and dreaming, perception and the senses, psychological research methodology, and more. In light of the pandemic, we have devoted time to giving participants practical tools with which to cope, such as how to spin a situation in our favor, how to adopt an optimistic outlook, and how to deal with crises and pressure.

“In response to these troubling times, the program addressed the subjects of old-age and loneliness, positive psychology, child development away from one’s peers, and the effect of screens on child development. In the same spirit, critical thinking classes such as “what is truth?” given in Haifa, were introduced, which stress both the importance of research, as well as that of doubting its findings. The latter class was given at the start of the semester so that learners could practice this type of thinking throughout the semester. All the tracks were similarly supplemented with content meant to help with the mental aspects of the Covid crisis, promoting routine development and combating loneliness.

4. **Medicine track**

Participant-pupils in the medical track take the “introduction to medicine” course, in which they learn basic concepts in the various fields of medicine: the human body, its various systems and functions, common diseases and their treatments, and the research that went into developing the latter. The course also includes instruction in preventative care, hygiene, nutrition and first aid. The course provides learners with practical knowledge, relevant to their daily lives, raising awareness to the effects that one’s lifestyle can have on their individual health and that of their family. In response to topical events, learners have been instructed on the immune system and on many aspects of the Corona virus. This year, instructors chose to incorporate several topics in the same classes in order to exemplify and encourage interdisciplinary and critical thinking. For example, some class rooms conducted debates on technology and vaccines, diabetes and nutrition, and more.
Online studying opened the possibility for cross-branch and cross-track learning, increasing our ability to create thrilling encounters inside and outside the university. In addition to virtual tours, research presentations in various labs, greeting videos from the university presidents in Tel Aviv, Haifa and more, pupils in the different tracks participated in fascinating guest talks:

Mr. Amit Dehari spoke about puberty | Dr. Noa Giron Sela spoke about motherhood, smartphones and influencing infants | Prof. Galit Yovel, head of the department of psychology at Tel Aviv University, told us about the way we recognize faces | Dr. Ana Perry, a social neuro-cognition researcher, spoke about studying the brain in social contexts | Nur K’sam, a PhD student in the psychology department in Jerusalem, gave a lecture to a group from the Eastern city on communication, language, and emotion in the Arabic-Israeli context | Dr. Mahmud Sa’id, head of the psychological service in the Iksal regional municipality, gave a talk on mental and psychological fortitude in light of crises | Yaron Levine, head of the mediation center in the city of Haifa, gave a talk on conflict resolution

Mr. Yaniv Paz gave a lecture on autism | Dr. Yaara Yeshurun lectured on brain synchronization | Dr. Eric Orbach, head of Pharma R&D for Teva, gave a lecture on medicine development and the Covid vaccine | Meital Dana, a group guide, gave a talk on nutrition and a healthy lifestyle | Miriam Miyara, coordinator for “Amitim” program dedicated to assimilating the mentally challenged in society, gave a talk on facilitating the assimilation of the mentally challenged in the community | Dr. Zohar Schwarz DVM, student and expert instructor of Vijnana yoga, gave a lecture on the relationship of yoga to the nervous system

Ilana Grossman, from Mityaalim organization, spoke about budget management | Dr. Yair Friedman (the interdisciplinary center and Weconomize) gave a talk about the VRIN model as a means of determining the business cogency of financial ideas and initiatives, and as a guiding principle in decision making | Tali Reinberg Shchori, supervisor and development manager at the “Et Lada’at” foundation, spoke about exercising rights, and “Kol Zchut” website | Dr. Yaniv Dover, head lecturer and social media mathematical and behavioral model researcher at the Hebrew University, gave a talk on marketing

Mika Timor, one of the documentary makers behind the series “Shadow of Truth,” fascinated listeners with a look into the backstage of the criminal justice system | Attorney Vardit Damri-Madar, professional manager at the clinic for representing peripheral populations, spoke about practicing law as a vehicle of social reform | Ohad, instructor at the clinic for representing peripheral population, gave a lecture on accessibility to exercising rights in routine and during the Covid pandemic | Suha H’laila gave an introduction to the “Kol Zchut” website | Attorney Moshe Tavro, manager of the arrest division in the public defense service, gave a talk on public defense and representing criminal defendants
Encounters within the community

It was clear to us since day one that we will not be giving up on having immediate, face-to-face, encounters in real life. In light of the Covid pandemic, and campuses closing in universities, we have decided to take knowledge outside of the university. We have found 56 communal loci of activity in which we could continue meeting (in approved capsules and while wearing masks, of course): innovation centers, recreational centers, libraries, municipal centers, and more.

Meeting inside the participants’ communities created a real opportunity to bolster communal fortitude, to create a sense of belonging to the city or town, and a sense of activism and action taking in response to external stressors — precisely when getting together was so sorely missed.

We have discovered that the physical encounter had great value in cultivating the ability to face the Covid crisis, and we are proud of our instructors who have scoured the nation, while respecting all regulations, and of our participant-pupils who kept attending and learning.

We would be remiss if we did not thank all the institutions and people, primarily our partners in the various municipalities, for letting us in and extending their invitation. You are real partners in our journey, and we hope you could detect our big smiles even through the masks.

“I cherish the course. The studies are pleasant and interesting, and well-delivered. Meeting with the instructor and the group provides a sense of closeness during the difficult lockdowns and social distancing due to the Corona virus. It is really a balm for the soul. I extend my admiration and thanks to everyone involved in the initiative”

Sarah Shomrat Conforti
law track participant-pupil
Haifa (west)
Online learning

As it is in the rest of the world, we have also awoken to the dawn of a new era, which requires that we adapt to consuming knowledge and information virtually. We have dedicated the summer months to planning, learning and preparing the model we have utilized this year, which combines communal sessions with online learning. Gaps in technological literacy were present amongst participants, and many of them have voiced concerns. But we nevertheless saw a great opportunity in turning to virtual means, despite obstacles. In 2021, we added 20 learning support people whose goal it was to assist our participants in logging onto virtual classes, and overcoming mental and technological difficulties, so as to join us in the experience. Our instructors were also constantly working to develop online teaching skills so as to maintain their personal connection over Zoom during lockdowns.

We have made it our goal not to leave anybody behind.

Happily, as a result of our close guidance, class attendance throughout the first semester stood at 80–85% (branches vary).

Participants became more adept over time, and the need for assistance decreased. We were intent to continue to challenge and push pupils to develop new online learning skills in particular, and digital skills in general. Guest talks, group work, sending video files, and online search assignments became routine. The mid-term questionnaire, conducted at the end of the semester, showed a substantial increase in confidence and capability in using technology in general and computers in particular. Moreover, many participants commented that they feel that in addition to the subjects learned in Access for All courses, they have also gained acquaintance with another world of content — which was our initial goal.

We Asked our student:

To what extent did the presence of a learning support person contribute to your confidence in using Zoom?

To what extent have you gained confidence in using digital platforms (such as Zoom)?

* 1–7 Scale
“This year, the professional team managed to create a wonderful and cohesive Zoom group – in spite of the Covid difficulties! Adir’s presence, and what he means to the young people in the group, is simply inspiring. Participant–pupils gain an abundance of knowledge, a sense of belonging and communal feeling. This has been an especially good year for us younger people from Bat-Yam”

Ella Shir
social worker for Yated
The national program for the endangered young, Bat-Yam

“Talking to the participants of Shfar’am, they mention that the program improved their technological confidence, by teaching them how to use Zoom and other adjacent technologies. That they enjoy having Zoom meetings and maintaining the social ties they have forged. They speak of a feeling of unity within the group, and the experience of meeting new participants”

Yara Suliman
municipal volunteer unit coordinator
Shfar’am
Our partnerships

The challenges of this semester meant we needed to rely on our partners more than ever. We needed them to help support participants, to show patience and flexibility, to welcome us into their communities, to adjust to the changing needs and learning landscape, to believe in the program, and in our student-instructors and pupils. And with the help of our partners, we have risen to the challenge.

Our main collaborations:

**Ministry of social affairs**
A joint initiative with the ministry of social affairs and services came to fruition. Working processes has improved and evolved, as is apparent from the ties forged with the various branches of the ministry’s coordinating base, and in the field. The continued activity of the project has allowed us to maintain stability during this trying year, and to continue working for the sake of our pupils.

**Ministry of health’s rehabilitation package program**
Our joint initiative with the ministry of health’s rehabilitation package program, continued to be a pillar of stability. Combined with the education support team from “Nathan,” we have continued to provide a holistic response to participant-pupils, who have shown great adaptability and capability even during a challenging year.

**Occupational service**
A new pilot initiative with the occupational service in the city of Ofakim was born during the crisis. The business administration class in Ofakim applied their work on developing capabilities and skills in a changing labor landscape, and we have benefitted from close work relations with the service’s members.

The professional staff in the various municipalities
The professional staff in the various municipalities have been a source of support, energy and inspiration — both for the pupils and the program’s staff. They have supported us with great sensitivity, professionalism, creativity and initiative during this trying period, and were open to any request, and available.

**The Joint (JDC)**
The Joint (JDC) have consulted us in developing a plan to instill labor skills in our curriculum. With the help of their talent, kindness, knowledge and experience, we have devised a tool that will serve us for the rest of the year, and for years to come.

“This is now the second year that I have been counseling those eligible to the mental health rehabilitation package, as they study in the Access for All program. I would like to express my deepest appreciation to the program, which allows its participants an enriching learning experience, while emphasizing social factors, and creating meaningful connections with instructors and classmates”

Ayelet Koren
Education counselor
“Nathan”
About our student-instructors

Our participant-pupils (16 in Ben-Gurion, 15 in Haifa, 15 in Jerusalem and 17 in Tel Aviv) came to the program after a long screening process, which includes filling forms, group assessment meetings, and personal interviews. At the end of this process, we ended up with a group of motivated, dedicated and imaginative people who have managed to face all odds, and keep the “magic” alive throughout the semester.

The semester started with five preparation weeks which included the introduction of content, tools and general information meant to prepare the participants for what lies ahead. They met with other participants, track coordinators and former instructors, learned about Access for All classes, constructed the start of the Syllabus and acquainted themselves with one another. Once the program begins, an instructor’s week includes staff meetings, active participation in academic workshops, preparing lesson plans, and, of course teaching – this year, often in different locations. Attendance in the program stands between 8-10 weekly hours on average. Our participant-pupils’ sense of responsibility and commitment allowed us to send them back into the Israeli society with a smile and mask, even during the Covid pandemic.

"The pupils’ apparent curiosity and excitement moves me every time. It is an honor to share my knowledge with them, and in exchange I gain the benefit of their experiences and life stories. The gratitude I receive from participants makes me realize that this program is not only a gift for them, but for me as well!"

Liron Mirom
Psychology instructor
Tel Aviv branch

The academic course that the students-instructors study themselves engages in social justice issues, personal responsibility and the responsibility of the state, theories about adult education, a dialogic discourse, and a mirroring of the Israeli society. The seminar is a meeting place for group and individual learning and connects the program to broad social action.

"To me, Access for All is a place in which I can feel the strength of education every single week. Whether I am the one doing the teaching, or the one doing the learning, my amazing class has been able to surprise me again and again. Also, Access for All is a wonderful opportunity for me to meet warm and unique people I would not have otherwise met."

Shachar Avigdo
Psychology instructor
Ben-Gurion branch
During this year’s second semester, universities gradually began to allow students to attend campus – and we certainly did miss it! We were so happy to return to campus under the Green Pass restrictions.

The instructors of the psychology track at the Hebrew University decided to make their dream come true by introducing their participant-learners to the study of neuroscience. To that end, they have initiated and led a tour of the new state of the art neuroscience facility in Givat Ram, where the brain is studied and researched. The learners met Prof. Nelken, who conducts research on the neurophysiology of hearing, who told them about the facility, the research conducted therein, and his own research. After a short refreshment recess, learners split into groups to summarize the year’s material in classrooms.

The psychology group from East Jerusalem received a unique tour of the Mount Scopus campus. The purpose of the tour was to introduce learners to student life on campus, as well as the different fields of study. The tour was conducted by a student who hails from East Jerusalem, attended a university prep school, and was admitted to study for a bachelors in mathematics. The various stops around campus gave learners a sense of students’ daily routine, allowed them to ask questions about prep school enrollment and the Hebrew language, and perhaps most importantly, introduced them to an example of someone who is currently making the dream a reality.

Three of the Law track groups at Tel Aviv University conducted the last few lessons of the semester on campus, in a very festive manner. We were especially happy to see the Bat-Yam group attend, since Bat-Yam was considered a high-risk area until very recently.

During Ramadan, we invited learners from Jaffa in the Law track to hold a festive “Iftar” meal. After class, we went out into the campus, laid out delicacies that the learners brought with them, and enjoyed a true symbiosis in trying times: learning, sharing food, and spending time with the friends we made during the past year.
Graduation Ceremonies

At the end of the year, we were excited to convene in order to summarize and say our goodbyes. The intense commitment to the program during the year, our shared efforts in overcoming the challenges Covid set at our door, the activity inside local communities, the joy of meeting in person after long weeks in lockdown, and the overwhelming sense of success, made this year’s ceremonies especially moving. Several mayors arrived to congratulate and give parting words, and we have even received video postcards from Mr. Moshe Lion, mayor of Jerusalem, and Mr. Reuven “Ruvik” Danilovich, mayor of Be’er Sheva. The images speak for themselves, as we were all truly moved.

“In our sessions, even over Zoom, we completed one another thanks to your ability to provide intellectual and practical material. The order and accuracy that characterized the professional and precise meetings added substantially to our skillset. It is genuinely hard not to be swept up by the love, knowledge, and learning – you have left us wanting more… We will pay forward the flame you have sparked in us to as many people.”

Etedali Marbow
law track participant-pupil
Tel Aviv branch

“I feel that we have done wonderful things this year, despite the challenging conditions. Learners shared their personal experiences on more than one occasion. They let us into their worlds. Participants have grown closer, helping one another wherever they could, whether with academic matters or with moral support when needed. I have been consistently overwhelmed by the group members’ sensitivity, attenuation, and willingness to learn and teach, as well as by the critical ability to articulate their thoughts when things in class or in the group dynamic seemed wrong. I have learned a substantial amount from them, and am grateful for their trust and love.”

Yaeli Katz
Business administration instructor
Ben-Gurion branch
Summer Workshops

Our summer workshops are meant to introduce students to new and varied subjects, and to acquaint them with what the university has to offer beyond our now familiar classes. In addition, they bridge the gap between the program’s annual completion in June, and its commencement at the start of the academic year. For instructors, the workshops constitute a meaningful exercise in constructing their own curriculum, and independently instructing Access for All participants. This year, it was even more important than usual for us to excel in this aspect as well, and to provide varied possibilities for our learners — and we did just that!

We ran a combined model of 15 workshops in the four different participating universities, with 249 participants in total:

8 of the workshops were delivered face-to-face in universities and local communities, and 7 were given via Zoom (allowing for national attendance). 6 seasoned instructors, 9 who were active this year across the country, delivered the workshops.

What did they learn about?

Happiness and positive psychology, psychopathology, equality and discrimination in Israeli courts, “a tour around the world,” health, happiness, mitigation and conflict management, cognitive psychology, “Jerusalem: as you have never seen it before,” the history of cinema, “music: then and now,” introduction to genetics, Chinese for beginners, and much more!
Tel Aviv University

Number of participant-pupils in the branch

<table>
<thead>
<tr>
<th>Track</th>
<th>At the start of the year</th>
<th>At the end of the academic year</th>
<th>% Finished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business administration</td>
<td>326</td>
<td>291</td>
<td>89%</td>
</tr>
</tbody>
</table>

Division to tracks

- Business administration: 71
- Law: 84
- Psychology: 88
- Medicine: 83

75% of participants are new, while 25% are continuing.

Participant-pupils in the Tel Aviv branch have the opportunity to take tests to continue their studies in a bachelors' program at Ariel University. Currently, one program graduate is pursuing a PhD.

We are very proud of her achievements.

This year we are teaching in the following cities:
This year, Access for All and the Israeli Employment Service are running a new pilot program in the city of Ofakim in which one business administration class is constituted entirely by participants referred by the Israeli Employment Service. Contents include relevant knowledge from the business world, while setting a unique emphasis on skills and capabilities applicable to employment. During the course, participants hone their digital understanding, time management, differential assignment preference, personal aptitude and self-marketing. They learn about the banking system, digital tools and more, and are acquainted with the specialized tools and knowledge of the Israeli Employment Service. We are proud of this cooperation, so relevant to the crisis we are now facing, and look forward to promoting its success in the future.
For the very first time, we have started a group for Arabic speaking young women, ages 18-25, who hail from different parts of Eastern Jerusalem. The group was formed by the employment service of the city, active in its Eastern part, which provides its own consultant to the group. The group attend a course in psychology, instructed by Sivan, with the help of Mira, who is a simultaneous translator. After an initial stage of mutual acquaintance and learning, they are now a tightly-knit and motivated group, home to newly formed personal contacts, and a unique sense of commitment.

This year we have started an all-female group in Ramat Eshkol, in which many of the participants come from the Orthodox-Haredi sector. They take a psychology course with their instructor Adva. At the start of the year, many had reservations and concerns about the learning model which incorporates online learning. But due to Adva’s hard work, and that of our remote learning support people, many of the participants who could not connect through Zoom attended with audio only on their phones. This arrangement allows them to remain in a state of active learning, acquire knowledge and influence the group. It is amazing to see that some of the Zoom camera squares show phone icons, out of which we can hear the participants voices, expressing their opinion or answering Adva’s questions.
University of Haifa

Number of participant–pupils in the branch

<table>
<thead>
<tr>
<th>Branch</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law</td>
<td>216</td>
</tr>
<tr>
<td>Psychology</td>
<td>178</td>
</tr>
<tr>
<td>Medicine</td>
<td>83%</td>
</tr>
</tbody>
</table>

At the start of the year | At the end of the academic year | % Finished

Division to tracks

- Law: 96
- Psychology: 56
- Medicine: 64

33% 67%

72 new participants 144 continuing participants

Student–instructors in the branch

- Law: 7
- Psychology: 4
- Medicine: 4

Adi Yonas, head of operations for the Haifa branch: “The most special thing about our activity is the mix of Jewish and non-Jewish sectors; I have never seen anything like it. As someone who grew up in Jerusalem, and studied in Be’er Sheva, I know it is not at all trivial to see such meaningful participation of different sectors in the same program, both in the instruction staff and in the classes. Our instruction staff includes eight instructors (out of 15) who are from the Arabic community, and our community based classes are diverse: We have 5 classes in the Jewish community, 4 in the Arabic community, and 5 that are mixed. This makes me confident that Access for All lives up to the University of Haifa’s vision: “We have always been proud of the unique structure of our student body here at the University of Haifa. We wholeheartedly believe that a place where Jews, Arabs, Druze, Haredi, Secular, Olim Hadashim, and people of the armed forces can come together to extend their knowledge and grow – is a place where miracles happen.” Taken from the University of Haifa Manifesto.

This year we are teaching in the following cities:

- Haifa
- Nesher
- Daliyat al-Carmel
- Isfyia
- Tirat HaCarmel
- Sfaram
- Migdal HaEmek
- Nazareth
- Kiryat Haim
- Kiryat Bialik
- Kiryat Yam
- Akka
- Acra

7 Years of Activity
Thanks and summary

We look back on a year riddled with challenges. It was a special year, that required us to achieve the seemingly impossible: to provide university Access for All without direct access to the university, during a harsh and dangerous global pandemic — and under social distancing restrictions that conflict with our hands-on approach. We have had some issues, even quite a few, but who didn’t? We chose to take advantage of the opportunities this year afforded, when it did: to embrace a digital skillset applicable to a changing labor market, to take face-to-face meetings (in monitored capsules) to the communities, and to be the first to return to campus to reconvene and part ways. We have learned that only a steady ship can navigate raging waters.

First and foremost, we would like to thank our participant-learners, who chose to believe in us, and in themselves. They chose not to give up, but to keep learning and moving forward. They were the first to realize that how you learn does not matter as much, as the learning itself, so long as you do it together. We would also like to thank our student-instructors who have shown tremendous creativity, perseverance and sensitivity during this challenging period. They have consistently found a way into our hearts — you are the best. We would like to thank our team who labored day and night in order to overcome every obstacle (and there were plenty). Prosperity is the fruit of labor, and we must believe in what we do. We would also like to thank the advisory board that acted as a guide through the storm, blowing wind in our sails, lending us its wisdom, consult and assistance through every issue.

We thank all those who were involved in the work, whether in the local governments or the universities — we could not have succeeded without your support.

We would like to thank our partners from the bottom of our hearts:

Thanks to our partners at the Matanel Foundation, whose support is crucial for our activity. The foundation is a core partner, sitting at the very heart of the program, and keeps its vision and daily operations alive. The trust we have received from you during this past year allows us to move forward.

Thanks to our partners at the different universities who have this year proven the program’s strong connection to academia. Despite the operational difficulties we have encountered this past year, they not only did not give up on us, but were an active force pushing us forward throughout.

To our partners at the Ministry of Labor, Social affairs and Social services, who, despite the budgetary challenges introduced by Covid, have always found creative solutions in order to do good in every sense of the word. We thank you from the bottom of our hearts for your faith and assistance.

To our partners at the Ministry of Health and the “Nathan” foundation, whose commitment, dedication, sincerity and attention to every learner and learning process is not easily expressed in words. You were the first to believe we could make it through Covid, and a paradigm of partnership. We thank you from the bottom of our hearts.

Thanks to our partners at Discount Bank who have aided us with a sizable donation that helped keep the program afloat during the crisis, and have also shared their knowledge with a stimulating talk by Mr. Nir Belkirsch, Rehovot branch manager: “The bank: Behind the scenes.”

Thanks to the many other partners who have helped us along the way, including the Council for Higher Learning, Keren HaYesod, Adama, Harbor West, and many more, who support us, and help make the magic happen. Each and everyone of you has a meaningful role in allowing the program to continue to spread knowledge and capabilities.

We are thrilled to continue to walk this path along with you.
אובינרסטה בום
הדרכן במיתולוגי
unibaam.org.il

Graphic Design: Yael Shaulski