

Acquiring basic skills – summer semester studies

447 participants attend the four Universities during the summer for summer courses on basic skills as well as for in-depth courses in fields studied in the program. The courses are conducted in small groups to enable effective learning. The summer courses have a number of aims: **the universities** – continued use of the empty university classrooms during the summer months for participants interested in expanding their knowledge; the participants – summer courses are optional: **the participants** come to these courses independently, and the aim is to develop commitment to independent learning; **to expand the ripples of volunteering and social action** – some of the summer courses were developed and are given by **instructing-students who taught in the program in the past** with the aim of expanding their social activity; the summer courses at Ben Gurion and Haifa Universities are given by **adopting Kibbutzim – Kibbutz Beeri** for Ben Gurion University, which has been accompanying the program for six years, joined by **Kibbutz Ma'agan Michael**, for whom this is the first year of accompanying the Haifa University. The summer courses are given by members of the Kibbutzim on a volunteer basis, which enables us to create an additional exciting meeting point between participants of the program and Israeli society, and to leverage social activity of the program to additional entities. Additional NGOs and corporations teach courses at a considerable discount and join in our social activity.



Photograph – English summer course given by volunteers of Kibbutz Ma'agan Michael at Haifa University



A summer course on computers given by volunteers of Kibbutz Beeri at Ben Gurion University.

Tel Aviv University – 113 participants participate in the summer courses at Tel Aviv University in a variety of fields of study: **a course on basic mathematics**, given by a former instructing-student of the program, **Mrs. Ya'el Yoskovich**; a **parenting workshop**, constructed and given by a former instructing-student in the program, **Mr. Aviram Kayat**; a course on **improved use of Hebrew**, constructed on the understanding that a knowledge of Hebrew is the most important factor contributing to the integration of the participants in Israeli society and to their success during and after the program. The course is given by **Mrs. Irit Anbar**, on both basic and advanced levels; **computer workshops**, given by the NGO “Machshava Tova” in the form of various workshops: a beginners’ workshop, workshops on WORD, EXCEL and POWER POINT, and the Internet; and an **English course** on behalf of the “Wall Street” company.

Ben Gurion University – 78 participants participate in the summer courses at Ben Gurion University, which are given by volunteers, for the sixth year running, by members of **Kibbutz Beeri**. This year the following courses will be taught: **Reading and writing skills; applied mathematics; colloquial English and computers**.

The Hebrew University – 156 participants participate in the summer courses at the Hebrew University in a variety of fields of study: a course on **positive psychology**, given for the second year running by a former instructing-student and coordinator in the program, **Mrs. Yehudit Katz**, on two levels: beginners and advanced (the advanced participants learned the basic course in the previous summer); **English** courses on a variety of levels, given by **Mrs. Avishag Assaf**, former coordinator in the program and a teacher of English; a course on **creative writing**, written and given by **Mrs. Yuval Simhi**, an instructing-student in the program; a course on **introduction to communication**, given by **Mrs. Efrat Tzangan**, a former instructing-student and coordinator in the program; a course on **introduction to medicine**, given by **Mrs. Chen Yehoshua**, an occupational therapy student at the Hebrew University (which enables us to bring the content of the world of medicine to the Hebrew University, where there is no annual “introduction to medicine” course); and a course on **computers**, given by the NGO “Machshava Tova”.

Haifa University – 100 participants of the program at Haifa University study in the summer courses, which are given by the volunteers of Kibbutz **Ma'agan Michael** – **basic courses in English, computers, applied mathematics and Hebrew**; and a course on **positive psychology** given by an instructing-student graduate of the program, **Mrs. Zehavit Muhagar**.

AFA's Graduates' Integration into Higher Education

Throughout the years, we have identified among the AFA's participants people with a strong will to integrate into higher education. These participants have often come from multi-problematic families therefore had to endure throughout their lives severe poverty and other hardships which prevented them from fulfilling their potential. For those participants' sake the AFA has created a unique collaboration with the University of Ariel, BGU and the Academic College Tel Aviv-Yafo, which accept outstanding AFA' graduates who integrate into BA studies without preliminary requirements to pass a psychometric exam or present their matriculation exams' grades.

Because of the fact that the most significant obstruction for studies for the AFA's participants is financial, which prevented them from integrating into studies earlier in their lives and attempt to fulfill their dreams and realize their potential, participants who have passed the sorting process and accepted into the program are awarded with full study scholarships.

Throughout their first year of studies, with emphasis on the 1st semester, the "Next Step" coordinators accompany the degree students and offer them emotional and technical support - exams preparation; a conference with all of the AFA's graduates who study for their BA; ongoing accompaniment and assistance according to their individual needs; tutoring services by the more advanced years' students to first year's students. In addition, the first year's students are accompanied by a personal tutor for each student, an AFA's graduate instructing-student, who support them and help them fulfill the academic requirements. Also, each academic institution provides targeted assistance to AFA's graduates in their first year, which helps them greatly

This year, the program accompanied 55 of its graduates studying on a full scholarship - 43 students at Ariel University; 10 students at Ben Gurion University and 2 students at the Tel Aviv - Yaffo College.

During the 2nd semester the AFA conducts a high standard selecting and sorting process for BA participants which includes graduating three years of AFA studies with honors; fulfilling all commitments and indicating seriousness and responsibility; passing leveling exams in Hebrew and English; and participating in a pre-academic preparatory course for BA studies.

During the upcoming academic year, 17 of the AFA's graduates will start their academic studies: 10 participants at Ariel University, 5 at BGU and 2 at the Academic College of Tel Aviv-Yafo.

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I am a mother of five and I work in the meat department at the supermarket. Today, after three years in the program, I am studying for a BA degree in the Humanities and Social Sciences at Ben-Gurion University. I have received a gift. I can see my future, something I could not do previously. I would get up in the morning, go to work, come back home, after completing my work day. Once I heard one of my bosses say that everyone is replaceable.... When I was given this gift - to do BA studies at Ben-Gurion University - it was a dream come true! For me, studying for a BA is power! It opens for me a door to another world: it will give me the ability to improve my work, to be a role model for my children - my ambition for them is that they will be educated or have a business, that they will be responsible, they will study and that all doors will be open for them.

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Orly Carmel, one of the students in the program, who is presently completing her first year as a student at Ben-Gurion University



Academic year commencement meeting of program graduates full scholarship students

The Graduate Community

In the course of the 2014-15 academic year we created the AFA Graduate Community Program, which launched the 10th anniversary celebrations, the pilot year of which will be the next academic year which, at the first stage, will focus on the instructing-students who graduated from the program.

The AFA graduate community seeks to encourage the graduates of the program to continue with their social activities both inside and outside the organization, and to enable the graduates to continue their personal, professional and social development. The graduate community will make it possible to leverage the educational process undergone by the graduates - its participants on the one hand, and the instructing-students on the others - and to expand their circles of social influence.

In the course of this year, we performed a process of mapping and learning needs, during which we located those who had been the instructing-students in the program during the past decade, distributed a questionnaire among them and set up a graduate instructing-students focus group. We learned that 97% view their period in the program as a very significant one (4-5 on a scale of 5); 80% stated that they would be interested in taking an active part in the graduate community (4-5 on a scale of 5); we further learned that the graduates desire to contribute within the organization to the participants of the organization (both present and graduates) and to the students themselves, which is how they view the unique character of the graduate community as distinct from other graduate communities in which they participate.

Accordingly, in the 2015-16 academic year, the graduate community will act in full format in three categories of activity:

- **Within the organization:** the graduates will integrate into a range of possibilities - giving a one-time professional lesson on a volunteer basis (giving a lesson, integrating into professional lessons as professionals); long-term instruction (giving summer courses in a variety of fields to the program participants - this has already commenced this summer with 7 active graduates); volunteering to reinforce the infrastructure of the organization (graduates committee; integrating professional know-how in building organizational infrastructure - such as marketing and strategic consulting);
- **For the program participants:** one-time volunteer activity in the participants community; professional lectures which graduates will give to the participants community in the local authorities; professional consulting to participants and tutoring for graduate participants, with emphasis on graduates studying for a BA degree.
- **For graduate instructing-students:** lectures and study days on society and education; a social entrepreneurship nursery to launch the social projects of instructing-students; a tutoring route among instructing-students.

The graduate community was launched at the 10th Anniversary Conference, with a panel of senior personnel on “Inequalities in Education in Israeli Society”, consisting of the former Minister of Education, MK Rabbi Shai Peron; MK Prof. Manuel Trachtenberg; MK Eli Alaluf; Mr. Nahum Balas; and was hosted by the journalist Merav Arlosorov. The event was attended by over 200 instructing-students graduates of the program.



Photograph: 10th Anniversary Celebration Panel.

THE INSTRUCTING-STUDENTS

In the 2014–2015 academic year there are 93 instructing-students teaching in the program: **34 students at Tel Aviv University** teaching **medicine, business and psychology**, among them 6 youth instructors, who are teaching in the program for the second year; **23 instructing-students at Ben-Gurion University** are teaching **medicine, business and psychology**, among them 3 youth instructors who are teaching in the program for the second year; **24 instructing-students at the Hebrew University** are teaching **law, business and psychology**, and **12 instructing-students at Haifa University** are teaching **law, psychology and economics**. This year, 500 students applied to be candidates for the program.

Each instructing-student teaches a group of 25 participants, while the framework of the lesson is constructed and adapted to the target population in teams of 4 instructing-students teaching an identical subject, under the guidance of the **coordinator** who is a past instructor in the program. The instructing-students are required to show high commitment and investment of a great deal of resources of emotion and time. The instructing-students are obligated to meet 3 times each week throughout the academic year. The first weekly meeting is the **academic course**, the purpose of which is to train them and prepare them for teaching work, which deals in education, gaps in Israeli society, and in examining, formulating and reinforcing social commitment; the second weekly meeting is a **team meeting** with the coordinator in which the preparation work ahead of the lesson is done; the third meeting is the **weekly lesson** with the program participants.

For the participation in the academic course, as well as for the practical teaching work, the instructing-students receive **academic credit points** (between 4 and 8 credit points according to the course procedures), complying with the concept that holds that academic education should encourage, initiate and promote the students' social involvement, alongside democratization and accessibility of the academic knowledge. Instructing-students exempt from accumulating general points to complete their degree (such as medical students) receive a scholarship of NIS 7,000 for their participation in the program.

The academic course is based on a course written by the founder of the program, Dr. Adi Koll, and was given this year by a team of academic instructors: Tal Rimon-Edelstein, Karin Stern and Noam Yitzhaki.

In the first month of the academic year the instructing-students underwent a four-week **training period**, and only after that they commenced with the teaching work. This period was intended to prepare the instructing-students in the best possible way ahead of the first meeting with the participants, and it includes **familiarization with the educational model on which the AFA program is based**. With the help of the coordinators, the instructing-students formulated the annual study program and learned how to write lesson frameworks and to adapt them to the participants' needs, fields of interest and abilities. In addition, they participated in workshops, instruction and practical experience, and familiarization with the target population - guidance meetings with the accompanying social workers, meetings with participants and instructing-students who graduated from the program, and a familiarization meeting with the participants themselves; in addition, the instructing-students made tours (depending on which university) of the rehabilitation divisions of the Sharon, Ma'asiyahu and Hermon Prisons, the rehabilitation villages "Wind in the Desert" and "Retorno". During the tours they gave lessons in the various fields in order to practice their teaching skills and to examine the lesson frameworks they had written before the meeting with the participant groups.

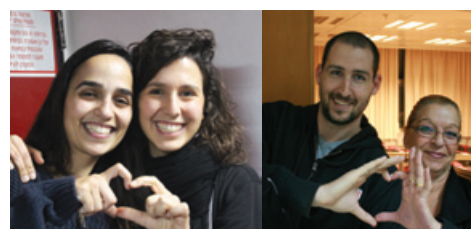
The continuation of Semester I of the academic course focused on **philosophical issues and concepts of education** in the AFA as a tool for shaping the teaching and instruction approach. In this framework, the instructing-students were exposed to the educational philosophy of a range of thinkers - John Dewey, Martin Buber, Paulo Freire and Yoram Harpaz, and they were introduced to the educational concept of the AFA and the vision of the program. At the end of Semester I, the instructing-students wrote a paper setting out their own specific educational concept, further to the educational philosophies studied during the course. Thus, for instance, Neta, a student instructress at Ben-Gurion University, wrote on her educational concept:

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My supreme purpose in the program is to be able to cause adults living in the reality of Israeli society to succeed in perceiving themselves as being capable of changing their lives, their environment, and thus to create a better society. To create a strong, empowered group of people, constituting a significant entity in the various circles of their lives, who want to influence and control their reality and surroundings. The most important thing for me in the lessons with the participants, which I keep repeating like a mantra, is that they have control over their lives, and they can choose to change things. There is no pre-determined fate that decides how they live, it is their own choice. The best way to choose is to know and expand our knowledge: to learn things that interest us, that annoy us, about the reality around us. Not to remain in a closed bubble

- knowledge is something that is due to us - we deserve to know

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In Semester II the academic course concentrates on **bridging social gaps and equalizing opportunities** - the instructing-students study the existing gaps in Israeli society, with emphasis on the inequality in education in Israel, while examining the attempts made over the years to reduce the gaps in the Israeli educational system. At the end of the course, it examines together with the instructing-students the term “significant and active citizenship”, and how to integrate it into their further professional career as young, strong, influential people in Israeli society.

At the end of the year, each instructing-student writes a **personal paper containing a retrospective view** of the program, analyzing and observing the events and processes that occurred in the course of the year. In this work the instructing-students integrate the theoretical knowledge they acquired during the year. From the summarizing work by Yuval, an instructing-student of business administration at Ben-Gurion University:

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The personal talks took me thousands of kilometers closer to the participants. An outstanding example of that was a conversation with a participant named Limor. After great hesitation, I chose to speak with her, but was not sure of my choice. I assumed that the conversation would have no substance. But, amazingly, I discovered in this conversation an amazing and powerful person. She told me that she was a single mother raising a daughter alone, as well as looking after her 25-year-old autistic brother. The relationship created with the participants made me understand how significant is the world, the strength and the experience they bring with them. How much I have to learn from them, and how this program is not for me, to teach them academic material, but for them - to express, to get to know, to try and experience a kind of empowering jumping board of their own. That my role is to create for them the climate and the fertile ground to grow themselves, and not to raise them with my strengths and dependent on me. I understand since then how AFA is a warm and embracing place that makes the participants get to know themselves better, to be exposed a little more to what they are capable of, and finally also to make small changes totally independently in their own life. The atmosphere which only became more and more accepting and warm enabled them to also come and talk about the small-big changes they made in their lives, which was greatly thanks to our course. An outstanding example of that is Inbal - a single mother of four, who was divorced some years ago, unemployed, who never considered herself able to integrate into the world of work. This is her first year in the AFA program, and she is one of the most dedicated participants in the class. In one of the lessons she excitedly came to tell me something - she had found a job. From that moment onward a consistent and ongoing dialog commenced between us on her situation in the store where she was working. She told me repeatedly how the academic material was useful to her at work, how her boss relied on her, and continually increased her responsibilities, and how this whole process gave her satisfaction. Another participant is Larissa, an immigrant from the [former] USSR, living in Ofakim and working as a caregiver. Larissa decided that, after all she had heard in the course, the time had come for to take responsibility for various things in her life. She collected all her private insurances, health insurance, pension, life insurance and so on. She put it in order, collected all the data, asked me for help, and in consultation with a number of entities in a process that took a long time, we succeeded in making relative order in her accounts, which significantly reduced the family's monthly expenses. Larissa, who had started out as a quiet and shy participant, showed herself to be a brave and powerful woman with enormous strengths.

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Yuval's private lessons project:

Yuval Tzafrir, a business administration instructing-student at the Hebrew University, started a charming project inspired by his participants and his participation in the AFA. The project began with a participant who asked him for help in finding a private teacher [for her children]. She told him of her economic situation, and that she would not be able to finance it, although she wanted to help her children to succeed. Yuval posted a message on Facebook and sent it to all the students he knew, in order to help his participant. About 30 students replied to this request, and Yuval connected them with the children of the AFA participants. Following this success, Yuval decided to continue the following year with the private lessons program and connected 30 students from the Hebrew University with the program's participants whose children were in need of help with homework or with studies ahead of exams.



The instructing-students of the program on a joint Pesach outing

Feedback from the program's instructors

At the end of the academic year, the instructing-students are requested to complete a feedback questionnaire summarizing their work in the program and the program's contribution to themselves. Below is a summary of the quantitative questions of the feedback questionnaire. The replies were measured on a scale of 1-7, 1 being "not at all" and 7 meaning "to a great extent".

The Question	Replies (All 1-7)	Average
To what extent did the participation in the program contribute to you:	6.6	
Familiarity with various populations, understanding their special difficulties and needs	6.1	
Reduction in prejudices against people different from you	5.6	
Increase in your ability to think of issues critically	5.2	
Greater understanding of the academic material	4.9	
Development of the ability to instruct, skill in presenting the message and the ability to face an audience	5.9	
Ability to feel empathy for and to be sensitive to others	5.7	
Ability to feel self-confidence, capability and self-esteem	5.8	
Ability to work in a team and cooperate	5.8	
Desire to be involved in social activity in the future	6.1	
Desire to choose a social-oriented career	5.0	

Campaign to recruit instructing-students for the next academic year

410 students submitted applications this year to participate as instructing-students in the program next year. The quantity of students who submitted resumes for participation in the program shows that AFA is a desirable program in great demand among instructing-students in the universities in which it operates, and enables the program staff to choose for the program one out of every four students who submit resumes. Towards the end of the academic year, the program staff conducts a campaign to recruit instructing-students for the following year. The instructing-students recruitment campaign was held this year in the four universities in parallel, and included personal interviews and group dynamics, at the end of which **96** instructing-students were selected for the next academic year.



MEASUREMENT AND EVALUATION

Quantitative Study

This year we commenced a measurement and evaluation pilot of the program, headed by Mrs. Karin Stern, doctoral candidate in the fields of community psychology and applied social psychology at UMBC, Baltimore, MD, USA. The findings of the study will help interested persons both inside and outside the program to learn about it and advertise it, and will also help in the process of drawing conclusions and improving the program.

The evaluation activities performed this year included: establishment of the **research and evaluation forum**, to discuss methods of evaluating the program, so as to ensure that all evaluation activities comply with high standards of measurement and evaluation, without disrupting the unique character of the program and the experience of its participants; a **survey of similar programs in Israel and worldwide** - the findings of the survey showed that while the vision of the program is shared by many in Israel and abroad, **the method of realizing the vision applied by AFA is unique both in this country and worldwide**; **writing an updated logical model**, in cooperation with participants, instructing-students, coordinators, managers, social workers and the program management.

The measurements and evaluations among instructing-students and participants were performed in the following manner:

- **Participants:** 7 representative groups of participants (632 participants) studying at the Tel Aviv and Ben-Gurion Universities completed a **start-of-year questionnaire**, containing a set of demographic questions; timed questionnaires on general and functional self-esteem, and the importance attributed to higher education; and questionnaires that were prepared by the research forum to measure social involvement, self-esteem concerning access to knowledge and educational concepts. The same groups completed an **end-of-year questionnaire**, which contained a small number of demographic questions, a repeat of the questions on general self-esteem and evaluation of social involvement, and new questionnaires to measure social desirability, past learning experience, family relationships between the participants and their spouse and children, the studying habits of the participants' children, the relationship with the instructor and the group, and changes in life due to participation in the program;
- **Instructing-students:** a **start-of year measurement** was performed a few days before commencement of the academic year, by means of a set of internet questionnaires, which was sent to the instructing-students at the four branches of the program. The set included a demographic questionnaire, timed questionnaires to measure empathy, values and general self-esteem, and questionnaires that were prepared by the research forum to measure prejudices, social involvement and learning capabilities. 73 instructing-students replied to this set of questionnaires. A mid-year measurement was made after completion of Semester I, and included a feedback questionnaire on the month of preparation and the academic course. The end-of-year measurement was sent after completion of the program, consisting of two questionnaires on satisfaction with the program, belonging to the group, feedback on the academic course, as well as a repeat of the start-of-year questionnaires (after editing and light corrections).

Qualitative Study

Dr. Bilhah Noy, former head of the Advisory Psychological Service in the Ministry of Education, is conducting a study examining the effect of the program on its participants, pursuant to which she conducted in-depth interviews with 25 participants and 25 instructing-students in the program. The study focuses on the unique educational method of the program and its effect on the lives of the participants, and will be published in a book currently being written by Dr. Noy.

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A good lecturer is one who tries to cause his students to undergo a learning process. At the Faculty of Medicine, each lecturer has a different subject, so there is no true process, not even in the sense of conferring knowledge. At AFA there is enormous emphasis on the process which the participants undergo from the aspect of what they receive beyond knowledge, what they bring from themselves to the class, and that is a big difference. I think that students at the university around me want to know, they come in order to obtain knowledge, they come in order to learn, but on a daily basis they want to do the minimum required in order to succeed... AFA is the exact opposite. People want to learn as much as they can.

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From the Quantitative Study interviews, Gadi, a medical instructing-student at Tel Aviv University

End of Year Figures

	Department	Participants' background	No. of participants beginning	No. of participants completing	Percentage of participants completing
Tel Aviv University	Psychology	Probationary Service	104	71	68%
	Psychology	Ramat Gan / Bnei Brak	113	88	78%
	Medicine	Herzliya / Ramat HaSharon	96	87	91%
	Law	Rishon Le-Zion / Rehovot	95	90	95%
	Law	Holon / Bat Yam	116	100	86%
	Law	Tel Aviv	106	85	80%
	Business Administration	Ramla / Lod	97	75	77%
	Youth		127	104	82%
	Total Tel Aviv University	Total Tel Aviv University	854	700	82%
Ben-Gurion University	Psychology	Yeruham / Dimona	107	85	80%
	Psychology	Beer Sheva	104	82	79%
	Medicine	Beer Sheva / Mitzpe Ramon	105	86	82%
	Business Administration	Ofakom / Netivot / Bnei Shimon	113	91	81%
	Business Administration	Beer Sheva	103	95	92%
	Youth		73	55	75%
	Total Ben-Gurion University	Total Ben-Gurion University	605	494	82%
Hebrew University	Psychology	Central Jerusalem	105	84	80%
	Psychology	Continuing	109	81	74%
	Law	West Jerusalem	98	73	75%
	Law	Ultra-Orthodox Women	92	80	87%
	Business Administration	South Jerusalem	112	78	70%
	Business Administration	Ma'aleh Edomim	88	73	83%
	Total Hebrew University	Total Hebrew University	604	469	78%
Haifa University	Psychology	Nesher / Yarka / Kiryat Haim	102	79	78%
	Law	Haifa	88	69	78%
	Economics	Haifa / Tirat HaCarmel / Ossefiyeh	91	79	87%
	Total Haifa University	Total Haifa University	281	227	81%
Total Program			2,344	1,890	81%

Internal Evaluation – Participants' Feedback

We are careful to examine the contribution which the participants attribute to the program in their lives, by means of feedback questionnaires that are given out twice a year. The questionnaires seek to examine the extent of the participants' interest in the material studied as well as the level of instruction and the attitude of the instructing-students. The table presents a summary of the results of the quantitative questions asked in the feedback questionnaire given out to the participants at the end of the year. The replies were measured on a scale of 1-7, 1 being "not at all" and 7 being to a very great extent". 735 participants replied to the questionnaire (those who completed the year who do not participate in the study).

The Question	Replies Average
To what extent are you satisfied with each of the following aspects of the program in which you are participating this year:	
General satisfaction	6.5
Refreshments	5.9
Transport to the University	6.3
The subject you are studying this year	6.5
Location - Tel Aviv / Ben Gurion / Hebrew Universities	6.5
To what extent was the instructor understood and clear?	6.8
How satisfied are you with the instructor's attitude towards you?	6.9
How pleasant is the atmosphere in the lesson and the group?	6.5
To what extent do you feel you can participate and share in the lessons?	6.3
Do the lessons interest you?	6.4
Do you feel you are learning new things in the course?	6.3
To what extent, in your opinion, are the studies in the program useful for the participants?	6.1
To what extent is the learning experience in the program better than your previous learning experiences?	6.1
To what extent did the learning experience in the program encourage you to invest more in yourself?	6.4
To what extent did participation in the program contribute to your acquaintance with others?	6.2
To what extent did participation in the program contribute to the reduction of prejudices?	5.2
To what extent did the learning experience in the program was useful to you?	6.1
To what extent would you wish to continue learning another year in the program?	6.9



ACCESS FOR ALL - IN HAIFA UNIVERSITY AS WELL!

After 9 years of activity, the AFA began operating in a fourth university, and arrived in the north of the country - Haifa University. In the program, 281 participants participated, welfare recipients from Haifa, Nesher, Yarka, Ossefiye and Tirat HaCarmel, and from the Northern District of the Probationary Service and the Ministry of Health. Transport from the above places went once a week up Mount Carmel to Haifa University, and the participants studied introductory courses on law, economics and psychology, proudly carrying the University's Friend of the Students Organization card. 12 instructing-students taught in this program and underwent a significant and emotional social experience, formulating and strengthening their social commitment. Next year we intend to open another group, to focus on psychology and law, and to expand our cooperation in the north to additional cities.

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The opening of the AFA program at Haifa University was one of the most moving moments in my life. As a BA student, I was privileged to be among the first AFA instructors at Ben-Gurion University in the Negev. That was a year of excitement, in which I was swept along, learned and matured. In that year I understood what really gives me satisfaction and joy, and what I wanted to do with the rest of my working life - I understood that social activity would be an integral part of it.

To my great happiness, my MA studies brought me back to the place where I grew up - the north of the country and Haifa University. The opening of the program in Haifa proved to me (for the second time) that it is never too late, and in every person there is a desire to develop, to learn and do something for himself. I was privileged to enable participants living in the neighborhoods where I spent my childhood, in the Krayot and Haifa, to come and realize their dream - to study in university.

The special relationships created in the course of the year in the corridors and classrooms, between the instructing-students and the participants and even outside the university, never stopped moving me. Friendships cut across sectors, religions and ethnic origins, breaking down stereotypes and prejudices. All these were an inseparable part of the goals I set for myself upon opening the Haifa branch, and already in the first weeks they had all been realized and exceeded all imagination.

To the AFA in Haifa come participants from all over the northern region - Haifa, Tirat HaCarmel, Yarka, Nesher and Ossefiye. That includes the instructing-students as well - some live in the Haifa region, and some come from farther away. The University is located at the top of a mountain, which makes reaching it complicated and often lengthy. All these never prevented the participants from arriving each week, for every lesson, in all weathers, and feeling totally at home. They came to learn and to teach, to express themselves without fear and, above all - just to embrace and to love, to get to know and respect new people and different opinions, in the cleanest and truest way possible, a special way, which I have the privilege to know only through the AFA program.

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Gali Dartal, Director of the program in Haifa University

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The ceremony was the conclusion of a very special year for my constituents, their families and the probation officers involved. I have been waiting for many years for Haifa University to join the wonderful AFA program, and I am happy that we are now on the map and that the weakened populations of Haifa and the vicinity are getting an opportunity similar to that of other important cities. I was very moved to learn that many of those who completed the program enrolled in summer courses, and plan to continue on to the next year's program. In one case I learned that the wife of one of the constituents will join those learning in the program next year. These are the first indications of the assimilation of change and the success of the program. Bravo to all those participating in this work. I hope with all my heart that next year we will expand the circle of those benefiting from the program.

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Nava Rosenbaum, Chief Probation Officer of the Haifa District

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We were privileged to be the first in the program - AFA Haifa. We came together different, strangers, hesitant, from every level of the population, and we became united, sensitive and attentive to each other. We wish to express our thanks - that you were there for us, listening and ready to help. For the faith and encouragement you planted in us - that we can. For the respect you showed us, and we showed each other. For the caring, the investment and the unending giving.

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Aviv, a participant in the Introduction to Law course at Haifa University

THE 10 ANNIVERSARY CELEBRATIONS

At the end of April we celebrated the 10th anniversary of the program. We did it in our own way - an event of study and empowerment. The 10th anniversary celebration opened with a special event - "Etnachta" [= "rest, recess, break" in Hebrew], which was held for us by Tel Aviv University, during which senior lecturers from the University gave short, fascinating lectures, on a volunteer basis, TED style, in the AFA's fields of study: Prof. Galit Yuval, from the School of Psychological Sciences, lectured on "How do we identify faces?"; Dr. Dino Levy, of the Faculty of Management, lectured on "The Deciding Brain"; Prof. Yoram Margalio, of the Faculty of Law, lectured on "Happiness, Richness and Taxes"; and Prof. Mel Rosenberg, of the Faculty of Medicine, lectured on "Smell - the Sense of the Truth?" The event was hosted by the participants of the program from all four universities. At the central event we were honored by the presence of the Deputy Chairman of the UPB Committee, Prof. Feisal Aziiza; and the Deputy President of Tel Aviv University, Prof. Ra'anan Rein.

The event, which was held in the Smolarsh Hall - Tel Aviv University's largest hall - was attended by 1,200 participants of the program, past and present, from all over the country, participants in the program over the years. At the entrance to the hall there was an exhibition of photographs "AFA, through the lens of our camera", taken by the participants of the program.

Later in the evening, a special panel was held on the subject of "Inequality in Israel's Education System", with the following participants: The former Minister of Education - MK Rabbi Shai Peron; Chairman of the War on Poverty Committee - MK Eli Alaluf; Chairman of the National Economic Council, and former Chairman of the UPB Committee - MK Prof. Manuel Trachtenberg, and Mr. Nahum Balas of the Taub Institute for the Study of Social Policy in Israel. The panel was hosted by the economic commentator, Merav Arlozorov. The panel was attended by 200 instructing-students, past and present instructors in the program, during which we launched the "graduates' community".



“

At the 10th Anniversary celebrations I saw an additional dimension of the program, after a year of studying law at the Hebrew University. I want to say that the untiring efforts of the instructing-students and all those involved in this project are most inspiring. It gives me the sense that there are good people along the road who thought of the people outside the ivory towers, those who, for one reason or another, could not get to university. At the 10th Anniversary celebration I saw that they thought of every little detail and invested a great deal behind the scenes. I was very moved by MK Adi Koll, who established the program from the start. I was happy for the opportunity to get to know the AFA and the work of all the people in the program who invest so much so that this wonderful enterprise will continue for many more years.

”

Orly, a participant of the "Introduction to Law" course at the Hebrew University

“

The AFA's 10th Anniversary ceremony was respectable, respecting and fascinating with a plethora of guests who gave lectures on a variety of subjects. Especially inspiring were your participants, who led the evening and told their personal story, about the significance of being university students, of the pride and faith which this program bestows on them. It is a great privilege to be your partner!!

”

Orly Chen, of the Educational Insights organization, which sends parents of school children at risk to study in the program

SPECIAL VISITS

This year we were honored by many enjoyable visits, which enabled us to expand the circle of people exposed to the program's social activity. We were visited by the Social Involvement Committee of the UPB Committee; the Mayor of Tel Aviv, **Mr. Ron Huldai**; The Mayor of Beer Sheva, **Rubik Danilovich**, gave an inspiring lecture to the participants of the youth program at the Ben-Gurion University on "Leadership and Change in Life"; The Mayor of Dimona, **Mr. Benny Biton**, visited a lesson during the program and came to the concluding ceremony to celebrate with the participants of his city; the Mayor of Ma'aleh Edomim, **Mr. Benny Casriel**; the Mayor of Nesher, **Mr. Avi Binamo**; the Mayor of Yarka, **Mr. Wahib Habish** visited a lesson during the program and came to the concluding ceremony to celebrate with the participants of his city; the head of the Mitzpe Ramon Local Council, **Mr. Ronny Marom**, gave a lecture to the participants of the Business Administration course of the Ben-Gurion University during a visit to Mitzpe Ramon. In addition we were honored during the year by important visits of the deans of the various faculties at the different universities; partners from the universities, various welfare entities, contributors and friends of the program.



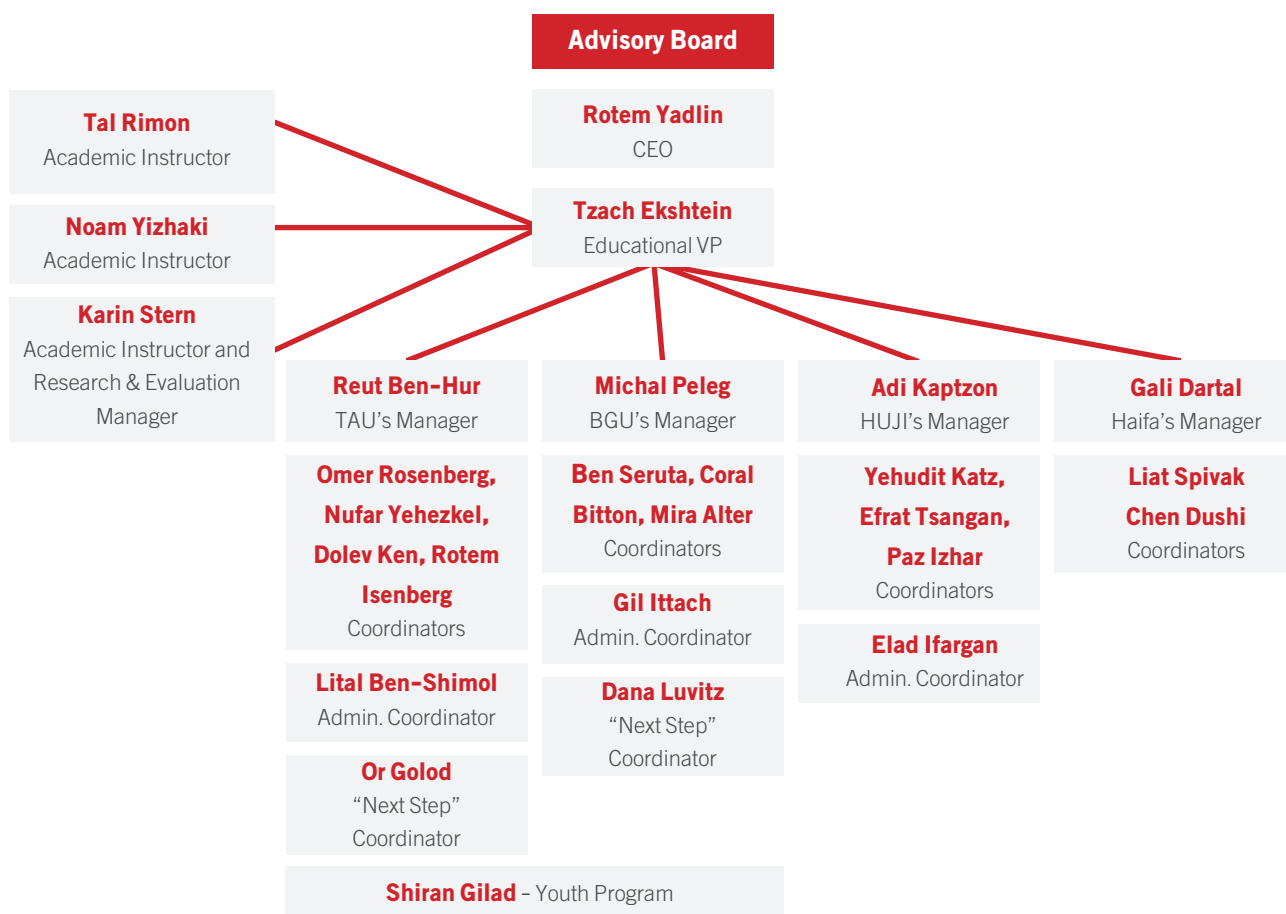
Clockwise: the Mayor of Nesher, Mr. Avi Binamo; the Mayor of Tel Aviv, Mr. Ron Huldai; the Mayor of Yarka, Mr. Wahib Habish; The Mayor of Dimona, Mr. Benny Biton.

THE OPERATIONAL TEAM

The academic instructors, the branch managers, the department coordinators, the administration coordinators and the special programs coordinators – are in charge of accompanying the instructing students, following the development of the AFA's participants and managing its ongoing operation. The team consists of 27 people working in the national headquarters and at the four universities.



The AFA team on a joint Pesach outing



Advisory Board

The AFA's advisory board was established to accompany the Program's management. The board consists of representatives of the universities in which the AFA operates and AFA partners from the philanthropy and volunteering areas, as well as people who have been accompanying the AFA for a long time. Today's advisory board is comprised of: **MK Dr. Adi Koll**, the AFA's founder; **Dr. Ami Buganim**, PhD., one of the founders of the Mandel Leadership Institute, a consultant for Matanel Foundation, who's the AFA's major partner and investor; **Mr. Doron Livnat**, the owner and chairman of the ProDelta international group of companies from the Netherlands, a social entrepreneur who contributes mainly to education and at-risk youth as well as to long term infrastructure plans; **Prof. Ariel Porat**, who acted as the TAU's Law Faculty's Dean and was the first to open the university's doors to the AFA; **Mr. Ehud Or**, TAU's Vice President for Strategic Planning and Marketing, a member of the AFA's former executive council; Adv. Ariella Lahav, a member of the AFA's former executive council; and **Mr. Harel Yizhaki**, a Kibbutz Be'eri member, CEO of "Be'eri Printing" between 2005 and 2012 who leads the collaboration between the Kibbutz and the AFA at BGU. The advisory board has met three times throughout the year.

THANKS

Haim Guri - Late "Fast and Thirst" (2002)

"Fast and Thirst

Because the thirsty ones created God

Not the slaked ones.

Because the hungry and desiccated ones first
called his name.

And they were found worthy

Of that epiphany.

.....

Here are seen things that were unknown before

In another place."

Contributors and Partners

Matanel Foundation

Doron Livnat

Yad Hanadiv Foundation

Pa'amei Tikva

Jewish Federations of Canada - UIA

Montreal Federation

Matan Investing in the Community

Kibbutz Be'eri

Amiram Sivan Foundation

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Universities and Academic Institutions

Tel Aviv University

Ben Gurion University

The Hebrew University

Haifa University

Ariel University

Academic College of Tel Aviv-Yafo

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The Planning and Budgeting Committee
of the Council for Higher Education

Ministry of Social Affairs and Social
Services

Ministry of Education

Ministry of Health

Adult and Youth Probation Services

Prisoner Rehabilitation Authority

Local Municipalities

Tel Aviv

Petach Tikva

Be'er Sheva

Kiryat Ono

Jerusalem

Rishon-LeZion

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Rehovot

Ofakim

Ramla

Azur

Ramat Gan

Bene Brak

Ramat-
Hasharon

Bne Shimon

Tirat HaCarmel

Bat-Yam

Yarka

Givat Shmuel

Mitzpe Ramon

Dimona

Nesher

Herzlia

Ossefiye

Holon

Sederot"

Yeruham

Lod

Netivot



**The Access for All program acts to promote an equal society
Enabling each individual to realize himself and to become a
meaningful citizen of the community, through the creation of a
meeting point between the university and weakened populations.**

(The Access for All program's Vision)