

Access for All - Academic Year 2015-2016, End of Semester I



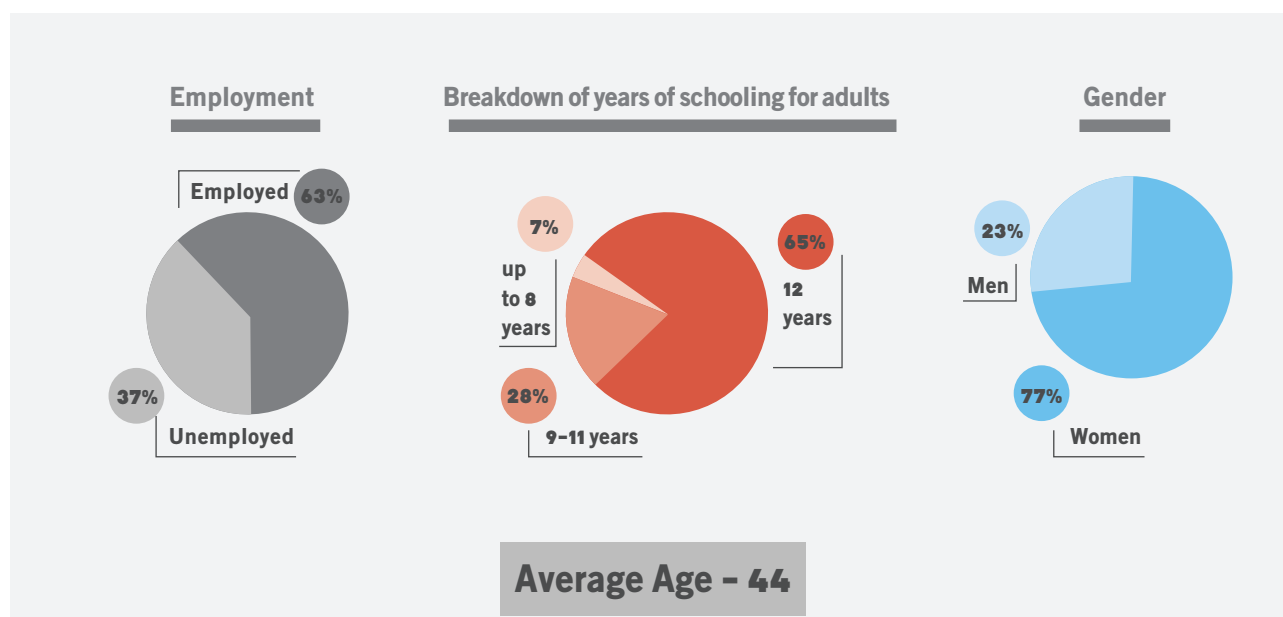
Access for All acts to promote an egalitarian society enabling self-realization and community significance for every person by creating a meeting between the university and the weaker populations
(Program Vision)



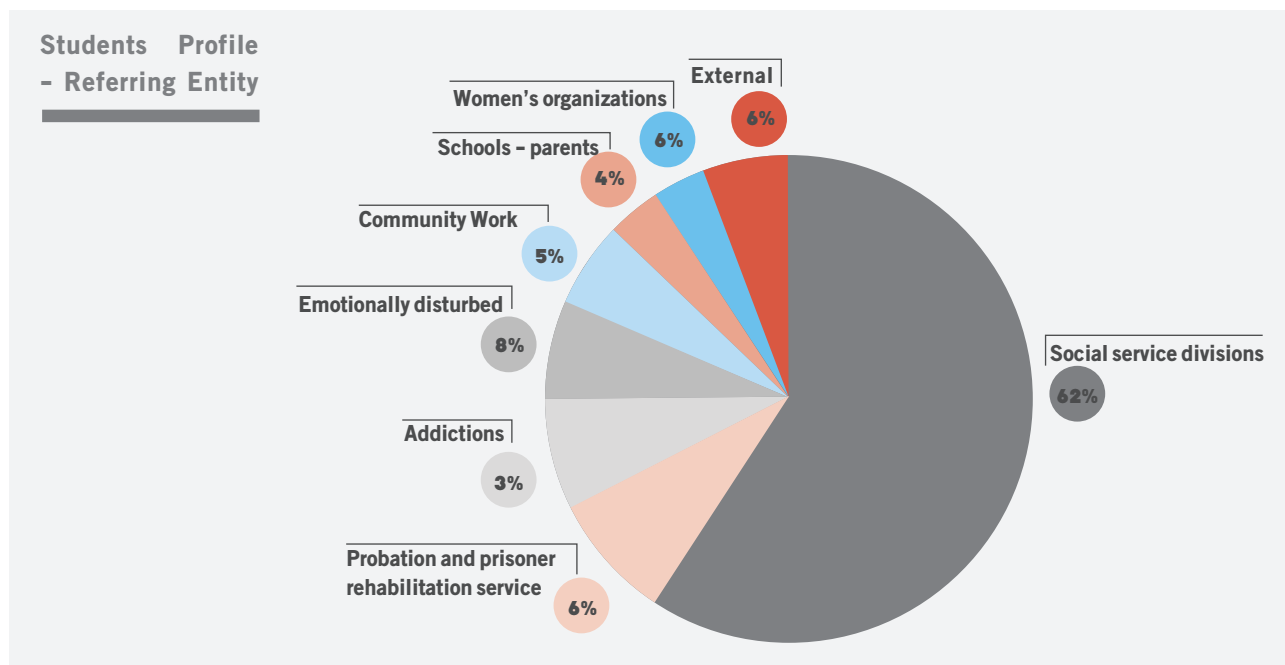
The **Access for All** program creates an innovative connection between the “University” and the “People” - between the focus of public power and knowledge and the populations that cannot reach this focus of knowledge in the usual manner. As part of the program, the University opens its doors to the weaker populations and enables them to acquire vital and practical education in an academic environment. The program model is unique in the world of adult education for weaker populations.

The **2015-2016 academic year** is the second year of the program in a broad national deployment - **2,405 students**, from Mizpeh Ramon in the south to Yarka in the north, are participating in the program in **4 universities** - Tel Aviv University, Ben-Gurion University, the Hebrew University and Haifa University. The students study in various annual courses: **law, medicine, psychology, economics and business administration**, given by **95 BA graduate instructing-students**.

The **students in the program**, adults from difficult socio-economic backgrounds, who have dropped out of previous educational frameworks, are hampered by significant information gaps. The students are monitored by the welfare and education authorities: the majority of them come from the social services departments in the local authorities, others come to the program from the probation service after committing various offences and after release from prison (prisoner rehabilitation), and some are emotionally disturbed who have been referred by the rehabilitation division of the Ministry of Health.



The purpose of the program is to bridge social gaps and to enable equal opportunity by means of narrowing the gaps in knowledge and education, by providing the participants in the program with practical basic knowledge, with the aim of enabling them to cope better with daily life, and providing them with a means of expanding their range of possible activities. More importantly, the program aims to enhance the students' personal abilities, to develop their curiosity, to restore to them their lost joy of learning, to give them the desire and the tools to continue learning and developing, and to become significant citizens who take responsibility for their lives and operate from an awareness and consideration for themselves, for their family and their environment. Studies in the program constitute a significant meeting point between the students and the experience of academic learning, for students and staff members - depending on their fields of occupation and perception of the world - thus creating a dialog between sections of the population who rarely come together in Israel. This meeting enhances and enriches the students and contributes to their education and training, and the social commitment of the instructing-students.

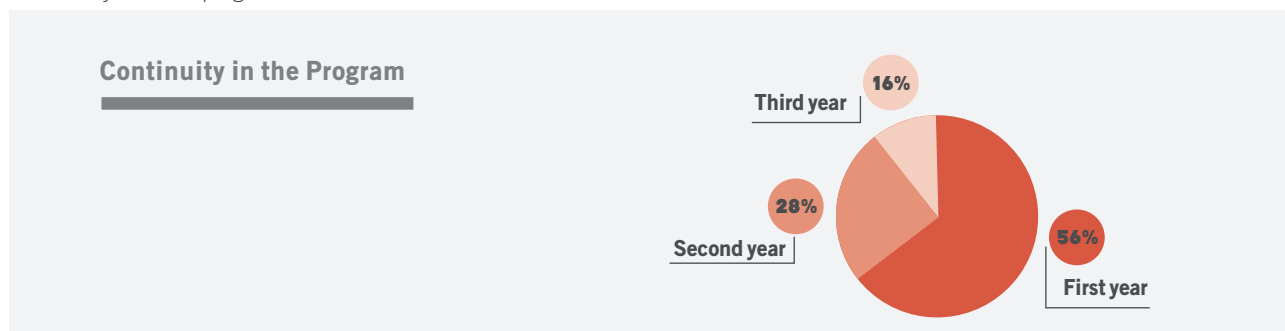


Concurrently with their instruction work, the instructing-students who give the introduction courses take an annual academic course, the purpose of which is to train and prepare them for teaching. The course deals with the gaps in Israeli society in general and in education in particular, and the examination, formulation and reinforcement of social commitment. Participation in the academic course, as well as the practical teaching work, confers on the students-instructors academic credit points, as part of the concept holding that academic education should encourage, initiate and promote students' social involvement alongside democratization and accessibility of the academic knowledge.

The program's activity model enables social use and leverage of the knowledge accumulated by academe, of its enormous human resources - the students and staff, and the physical infrastructure of the institutions - the classrooms, in the evenings, when their "standard" academic activity comes to an end. In order to ensure the removal of obstacles when the students come to the program, they are brought to the university by organized transport, and upon their arrival they receive a sandwich and a drink. The uniqueness of this model of activity is not only the success of making education accessible to all parts of the public, but also that it is based on a "lean" cost structure, that leads to a high social yield vis-à-vis the required budgetary investment.

Continuity in the "Access for All" Program

The participants in the program have the option of continuing to study for an additional year in another course. The percentage of students who graduated to the second year in the program is about 69%, and the percentage of students who went on to the third year in the program is about 88%. From among the program's adult students - 385 students are in the third year, 673 students in the second year and about 1,347 students are in the first year of the program.

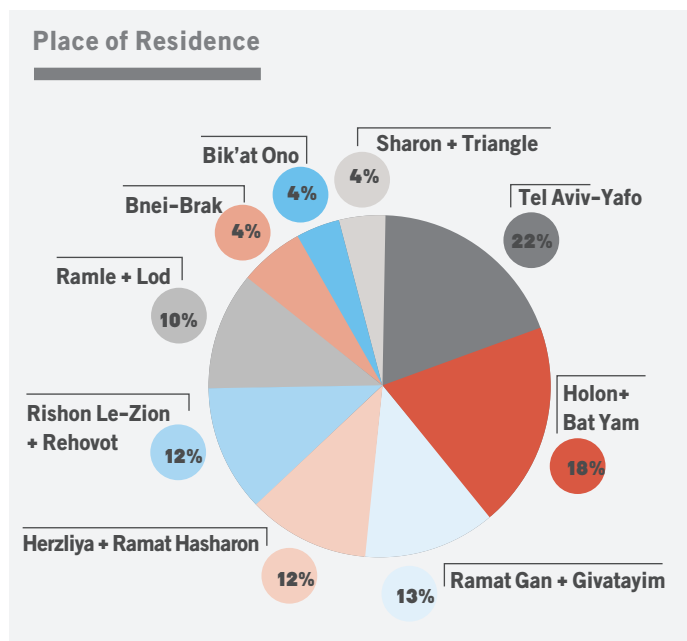


Tel Aviv University

2015-2016 is the eleventh year of the "Access for All" program at Tel Aviv University. 783 students study at Tel Aviv University in 8 groups defined by study programs and residential areas. The students study law, medicine, psychology and business administration. 702 students completed the first semester, 91% of the students who started that year. In addition, the program at Tel Aviv University supports 46 graduates of the program who integrated in BA studies on a full scholarship at Ariel University and the Tel Aviv-Yaffo Academic College.

31 instructing-students teach in the program - 12 law students, 8 psychology students, 8 medical students, 4 business administration students.

Students in the introductory course on medicine at Tel Aviv University: "Access for All gave me the opportunity to get to know other people and to share experiences from our personal lives, as well as to learn and develop. We feel unity and equality."



In the photograph: a guest lecturer in the introductory course on law at Tel Aviv University, giving a lesson on "Human Rights".

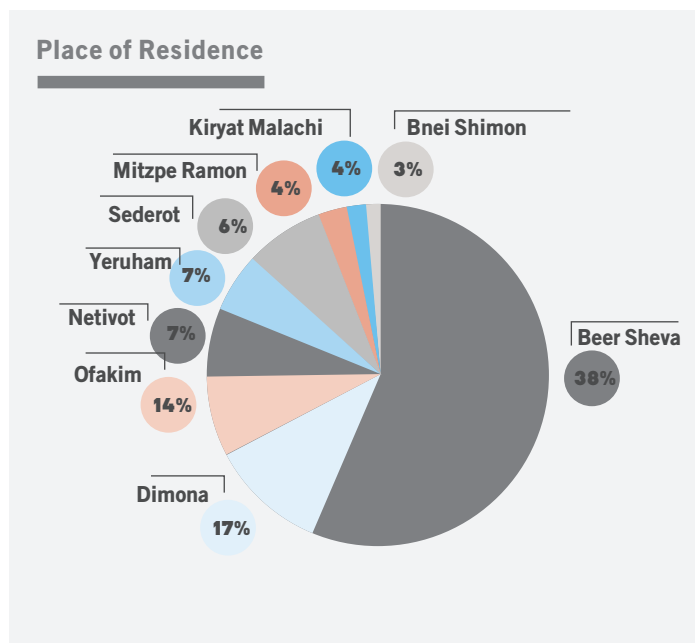
Course	Students' Background	Initial Number of Students	Number of Students who Completed Semester I	Percentage of Students who Completed Semester I
Psychology	Herzliya-Ramat Hasharon-Teibe-Jalulia	103	99	96%
Psychology	Tel Aviv-Yafo	92	82	89%
Law	Ramle-Lod	91	83	91%
Law	Ramat Gan-Kiryat Ono	97	89	92%
Law	Petach Tikvah-Bnei Brak	111	88	80%
Medicine	Rishon LeZion-Rehovot	89	87	99%
Medicine	Holon-Bat Yam	109	103	94%
Business Administration	Tel Aviv-Yafo	81	70	87%
Total Tel Aviv University		783	702	91%

Ben-Gurion University, Negev

2015-2016 is the Sixth year of the "Access for All" program at Ben-Gurion University. 592 students are studying at Ben-Gurion University in 6 groups, defined by study programs and residential areas. These students are studying medicine, psychology and business administration. Semester I was completed by 550 students, 93% of those who commenced it. In addition, the program at Ben-Gurion University supports 14 graduates who integrated in BA studies at Ben-Gurion University in the department of multi-disciplinary studies.

24 instructing-students - 8 psychology students, 8 business administration students, 8 medical students - are teaching in the program.

A student in the introductory course on business administration at Ben-Gurion University: *"Participation in the Access for All program gives me confidence. I feel that I can share the things I learned with those around me in my family and at work. I got to know new people, I obtained a great deal of know-how and mainly the desire to continue to learn more."*



In the picture: students get some practical experience in the introductory course on medicine at Ben-Gurion University, in a lesson on First Aid.

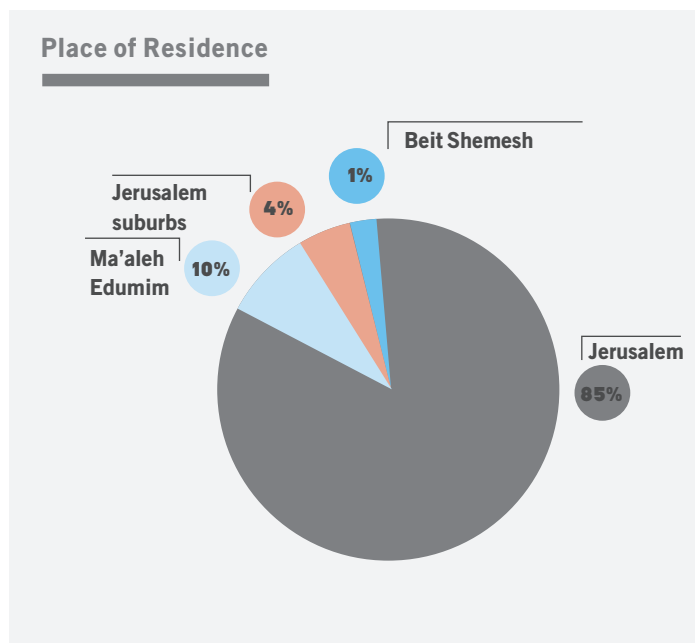
Course	Students' Background	Initial Number of Students	Number of Students who Completed Semester I	Percentage of Students who Completed Semester I
Psychology	Beer Sheva-Netivot-Bnei Shimon	105	102	97%
Psychology	Ofakim-Sederot	110	100	91%
Medicine	Beer Sheva	84	75	89%
Medicine	Dimona-Nevatim	111	108	97%
Business Administration	Beer Sheva	87	78	90%
Business Administration	Yeruham-Kiryat Malachi-Sederot-Mitzpe Ramon	95	87	92%
Total Ben-Gurion University		592	550	93%

Hebrew University, Jerusalem

2015-2016 is the third year of the Access for All program at the Hebrew University. 603 students are studying at this University in 6 groups, defined by their courses and place of residence. The students are studying law, psychology and business administration. Semester I was completed by 575 graduates, 95% of those who commenced it.

24 instructing-students are teaching in the course - 8 psychology students, 8 business administration students, and 8 law students.

A student in the introductory course on psychology at the Hebrew University: *"The Access for All program is a ladder which helps you to reach high. It's a dream come true to be part of the University - an amazing experience..."*



In the picture: introductory course on business administration at the Hebrew University, during a familiarization tour of the campus.

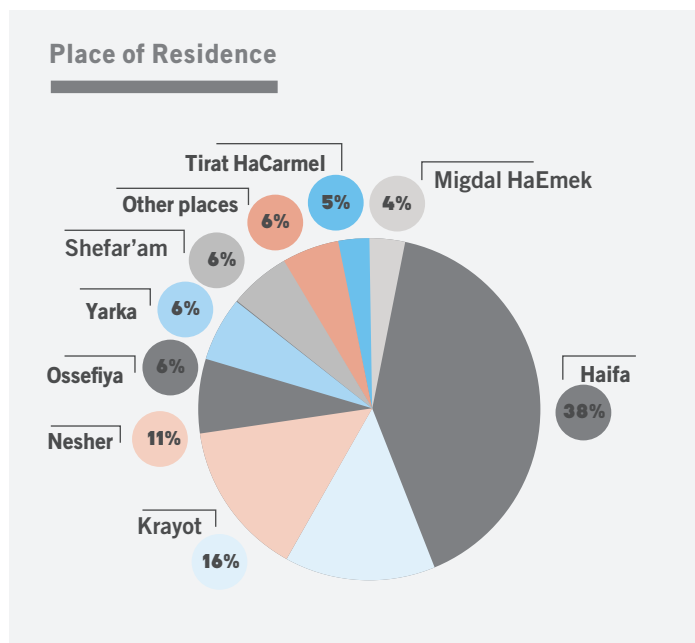
Course	Students' Background	Initial Number of Students	Number of Students who Completed Semester I	Percentage of Students who Completed Semester I
Psychology	Women's group - North Jerusalem	105	99	94%
Psychology	South Jerusalem	92	83	90%
Law	Ma'leh Edumim	101	92	90%
Law	East and South Jerusalem	86	86	100%
Business Administration	Women's group - North Jerusalem	104	103	99%
Business Administration	West Jerusalem	115	112	97%
Total Hebrew University		603	575	95%

Haifa University

The 2015-2016 academic year is the second year for "Access for All" at Haifa University, with 403 students in 4 groups defined by their courses and place of residence. The students are studying law and psychology. 379 students completed the first Semester - 94% of those who commenced it.

16 instructing-students are teaching in the course - 8 students of psychology, and 8 of law.

A student in the introductory course on psychology at Haifa University: *"It feels simply wonderful - being able to ask question without being ashamed. In the psychology introductory course I received many insights concerning my behavior and that of people around me."*



In the picture: introductory course on law at Haifa University: "Dilemma Café" - groups discussing judgments containing an ideological and moral dilemma.

Course	Students' Background	Initial Number of Students	Number of Students who Completed Semester I	Percentage of Students who Completed Semester I
Psychology	Haifa	106	101	95%
Psychology	Kiryat Motzkin-Kiryat Tivon-Migdal HaEmek-Shefar'am-Atlit	96	93	97%
Law	Haifa-Kiryat Haim-Ossefiye	98	92	94%
Law	Nesher-Yarka-Tirat HaCarmel	103	93	90%
Total Haifa University		403	379	94%

Internal Evaluation – Students' Satisfaction Feedback

Alongside the ongoing processes of research and evaluation, we take care to examine the students' satisfaction with the program, by means of feedback questionnaires passed among the students twice a year. The questionnaires seek to examine the extent of the students' interest in the material being taught as well as the standard 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 issued to the students at the end of Semester I. The answers were measured on a scale of 1-7, where "1" means "not at all" and "7" means "to a very great extent".

Question	Answers Average
To what extent are you satisfied with one of the following aspects of the program in which you are participating this year?	
To what extent are you satisfied with the program in general?	6.3
To what extent is the content of the lesson relevant to your life?	5.9
To what extent are you satisfied with the instructor's attitude towards you?	6.8
To what extent is the atmosphere in the lesson and the group pleasant?	6.0
To what extent do you feel that you can participate and share in the course?	6.1



In the picture: introductory course on psychology at Tel Aviv University - tour of the library.

Lessons in the Community

At the end of the first Semester, lessons were held in the students' communities led jointly by the referring entities. This initiative, which was commenced in the previous year, became the general rule in the Universities and allowed the students to meet with lecturers from the community, in cities and neighborhoods. The extensive participation of the students in these lessons reinforces the vital connection between the students and their communities and their residential environment, as well as deepening the partnership with the referring entities.

For Tel Aviv University community lessons were held in Holon, Bat Yam, Lod, Tel Aviv, Rehovot and Ramat Gan. The lessons dealt, for instance, with environmental quality, personal training and coping with crises, tools for advancing in the employment world, learning with the help of tablets, smart consumerism and familiarization with mediation processes. More than 240 students participated in these lessons.

For Haifa University the lessons were held at Migdal HaEmek, Kiryat Tivon, Shefar'am, Tirat HaCarmel, Kiryat Motzkin, Atlit and, of course, in the various neighborhoods of the city of Haifa. The lessons dealt, among other things, with issues of empowerment, guided imagery, active listening, overt and covert communication, the group as a uniting factor, conflict management, body and soul connection and urban planning and development. Over 100 students participated in these community lessons.

For Ben Gurion University lessons were held at Ofakim, Dimona, Yeruham, Mitzpe Ramon and Beer Sheva. The lessons deal with a range of issues such as healthy lifestyle and alternative medicine, business development in the city, rescue campaigns, entrepreneurship and the world of employment. Over 150 students participated in these lessons.

For the Hebrew University, Jerusalem, the lessons took place in the suburbs of Ramot, Pisgat Ze'ev, Ir Ganim, Katamon, Kiryat Yoval and in Ma'aleh Edumim. The lessons introduced the students to a variety of community projects being conducted in the neighborhoods, and also dealt with the exercise of rights. More than 150 students took part in these lessons in the various neighborhoods.



In the picture: a lesson in the community in the Municipal Employment Authority of Beer Sheva, on the subject of Employment Trends.

The "Private Lessons" Program

The "Private Lessons" program was initiated by Yuval, an instructing-student in the program, in the previous academic year at the Hebrew University, when one of the students asked him to assist her in finding a private tutor for her children. The student told Yuval of her difficult financial circumstances and that she would not be able to finance the lessons although she wants very much to help her children succeed. Yuval wrote a post on Facebook, asking for students who would be willing to volunteer to help. 30 students responded to that post and Yuval made the connection between them and the children studying in the program.

In view of the great success in connecting the tutor-students with the children of those participating in the Access for All program, and with the aim of expanding the circle of influence and to also reach the students' families, 19 children come each week to the Har HaTzofim campus together with their parents for a private lesson with the tutor-students. The curriculum of the private lessons also makes it possible for the children of the students in the Access for All program to be a part of the academic scene and to cope with their learning difficulties. The program is conducted within the Hebrew University in order to make academic studies accessible to the children as well, and to create a "learning family" within the Access for All program. The students tutoring in the program are monitored professionally and educationally by the program staff with the aim of supporting and monitoring the process vis-à-vis the children and to encourage the students to continue with significant social activity even after their studies.

Access for All students whose children take part in the private lessons program are involved in their children's development and create a liaison between the school and the tutor-students. In addition, the parents participate in a workshop on the significance of studying at home and its effect on the learning process of their children.

This year the program is part of a pilot at the Hebrew University, and based on its success there its expansion to other universities will also be examined.



In the picture: a private lesson, in which a student is teaching mathematics to the son of a student in the Access for All program at the Hebrew University in Jerusalem.

The Instructing-Students

In the 2015-2016 academic year there are 95 instructing-students teaching in the program: **31 students at Tel Aviv University** teaching **medicine, law, business administration and psychology**; **24 students at Ben-Gurion University** teaching **medicine, business administration and psychology**; **24 students at the Hebrew University** teaching **law, business administration and psychology**; and **16 students at Haifa University** teaching **law and psychology**.

Each instructing-student teaches a group of 25 students, while the framework of the lesson is constructed and adapted to the target population by 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, and 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 students.

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. Students exempt from accumulating general points to complete their degree (such as medical students) receive a scholarship of 7,000 NIS for their participation in the program.

The academic course is based on a course written by the founder of the program, Dr. Adi Kol, former MK, and is given this year by a team of academic instructors: Noam Yitzhaki, Karin Stern, Lior Emuna and Tzach Ekshtein.

In the first month of the academic year the instructing-students underwent a five-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 students, and it includes **familiarization with the educational model on which the Access for All 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 students' needs, fields of interest and abilities. In addition, they participated in instruction and practical experience workshops, and **familiarization with the target population** - guidance meetings with the accompanying social workers, meetings with students and instructing-students who had graduated from the program, and a familiarization meeting with the students themselves; in addition, the instructing-students were given 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 student groups.



In the picture: lesson for instructing-students in the academic course at Haifa University.

The continuation of Semester I of the academic course focused on **philosophical issues and concepts of education** in "Access for All" 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 vision of the program. Additionally, the instructing-students met the founder of the program, Dr. Adi Kol, for an inspirational talk on the process of establishing the program.

At the end of Semester I, Ya'el, an instructing-student at the Hebrew University, wrote about her educational concept:

"A quote, given to me by one of the students in my class, from a book written by her late husband, called "The Book of Attributes", based on the lessons taught by Rabbi Nahman of Breslav: "Speaking loudly leads to emotion and movement of all organs" (p. 109, 16).

When I read that sentence I was very moved, and I understood the extent to which standing in front of the class is significant and emotional for me. Furthermore, it reinforced for me the importance of enabling students to speak and share with the class.

For me, the right to be heard was almost taken for granted in my educational and social environment, as well as in the home I grew up in. However, for certain students this program was the first time they allowed themselves to raise their voice and state their opinion in public."

Danielle, an instructing-student at Haifa University, adds:

"...The real, large, significant process is how much each person learns from others, how much I learned to appreciate life, to respect each person, to always see the full half of the glass. How much courtesy we learned in class, and how to open our hearts and love others, to embrace and accept each person and to appreciate and admire what he suffered and is suffering and how he overcomes it every day anew...."

An instructing-student at Tel Aviv University on the academic course:

"I feel that the academic lessons caused me to improve as an instructor, as a person, and to understand the world of each and every student in my class."



In the picture: a lesson summarizing Semester I - instructing-students at the academic course at Ben-Gurion University in the Negev.