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Year 2 - Final Report

The Access for All Project

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FROM OUR PROJECT DIRECTOR: VISION, GOALS, AND THOUGHTS FOR THE FUTURE



"IF WE DID ALL THE THINGS WE ARE CAPABLE OF DOING, WE WOULD LITERALLY ASTONISH OURSELVES". T.A. EDISON.

FOR ME, THIS CONCISE AND PRECISE QUOTE OF THOMAS ALVA EDISON SIGNIFIES NOT ONLY THE SPIRIT OF THE "ACCESS FOR ALL" PROJECT (AFA) AND ITS GOALS, BUT ALSO THE PATH IT HAS GONE THROUGH SINCE ITS FOUNDING. DURING THE AFA'S SEVEN YEARS OF OPERATION IT WAS ABLE TO GROW FROM A PERSONAL DREAM, OFTEN SEEMING ALMOST IMPOSSIBLE, TO AN EXTENSIVE AND INFLUENTIAL ENTERPRISE IN WHICH HUNDREDS OF PARTICIPANTS AND TENS OF STUDENTS JOIN TOGETHER EACH YEAR FOR MUTUAL STUDIES IN ORDER TO CREATE A BETTER FUTURE. THE AFA – AND MAINLY ITS MANY PARTICIPANTS – AMAZE ME EACH DAY ANEW AND STRENGTHEN MY BELIEF IN THE INDIVIDUAL'S ABILITY TO MAKE A CHANGE IN ITS LIFE, ITS SURROUNDINGS AND THE ENTIRE SOCIETY.

WHEN I FOUNDED THE AFA SEVEN YEAR AGO, I WISHED TO OPEN THE GATES OF TEL AVIV UNIVERSITY IN ORDER TO SHARE ITS ACCUMULATED KNOWLEDGE WITH THOSE WHOSE ACCESS TO HIGHER EDUCATION WAS BLOCKED BECAUSE OF THE ISRAELI ECONOMICAL-SOCIAL REALITY. OUT OF BELIEVING THAT KNOWLEDGE IS THE MEANS TO EQUALIZE OPPORTUNITIES AND EXPAND BOUNDARIES AND THE ABILITY TO OPERATE WITHIN THEM, FOR THOSE WHO STUDY, I WISHED TO LEAD A COURSE OF ACTION TOWARDS DEMOCRATIZATION OF KNOWLEDGE.

I DID NOT KNOW THEN WHAT I KNOW TODAY: THE MERE OPENING OF THOSE GATES, EVEN BEFORE A SINGLE PIECE OF INFORMATION WAS PROVIDED, IS ENOUGH TO CAUSE A MAJOR PERSONAL AND SOCIAL CHANGE.

THE ADMISSION OF THE PROJECT'S PARTICIPANTS INTO THE UNIVERSITY MARKS FOR THEM THEIR ENTRY INTO ISRAELI SOCIETY. AS SUCH, IT PROVIDES THEM WITH A PLACE OF THEIR OWN, WITH A SENSE OF BELONGING, AND A SENSE OF COOPERATION THEY NEVER KNEW BEFORE. THE MEETING WITH THE STUDENTS, REPRESENTING FOR THEM SOCIETY'S POWER-CENTERS AND POLICY-SETTERS, AND THE STRONG AND DIRECT BOND ESTABLISHED BETWEEN THEM, ALLOW THEM TO SEE THEMSELVES IN A DIFFERENT LIGHT, ONE WHICH HIGHLIGHTS THEIR POWER AND STRENGTH. ALL THESE FACTORS, ALONG WITH THE ACTUAL STUDY WHICH REQUIRES SEARCHING, INVESTIGATING, DOUBTING AND RE-TESTING THEIR BELIEFS AND ACTIONS, ALLOW THE PARTICIPANTS TO

GO THROUGH A PROFOUND EMPOWERMENT PROCESS – PERSONAL, EMOTIONAL AND SOCIETAL.

THIS PROCESS IS TRUSTED IN THE HANDS OF THE PROJECT'S INSTRUCTING STUDENTS, WHOSE ROLE IS NOT ONLY TO TRANSFER KNOWLEDGE, BUT ALSO TO ACT AS EMPOWERMENT AGENTS. THEREFORE THEY MUST POSSESS AWARENESS AND SOCIAL SENSITIVITY AND COLLABORATE OUT OF IDENTIFICATION WITH THE PROJECT'S GOALS. IN ORDER TO ASSURE THAT, THEY GO THROUGH A LONG SELECTION PROCESS AND VAST TRAINING IN ADDITION TO CLOSE ACCOMPANIMENT ALONG THE WAY. FURTHERMORE, THEY TOO ARE THE OBJECTS OF A BUILT-IN AND INTENSIVE EMPOWERMENT PROCESS WISHING TO LEAD TO "EMPOWERING THE EMPOWERERS". UNDER THIS PROCESS' AGENDA THE INSTRUCTING STUDENTS CREATE, MAKE DECISIONS, FORM POLICIES AND ENJOY FREEDOM OF ACTION, AND ARE ALSO EXPECTED TO THINK, TO CONSTANTLY DOUBT AND MANIFEST CRITICAL OBSERVANCE, BOTH INTERNAL AND SOCIETAL.

EDISON'S MOTTO ACCURATELY SUMS UP ALL THE PERSONAL AND SOCIAL PROCESSES TRANSPIRING IN THE AFA, WHICH WISHES TO PROVIDE ITS MEMBERS – BOTH PARTICIPANTS AND STUDENTS – WITH SECURITY, TOOLS AND A PLATFORM TO DO ALL THE THINGS THEY ARE CAPABLE OF DOING, AND SO TO ASTONISH THEMSELVES AND THEIR SURROUNDINGS. AS SEEN FROM THIS REPORT, INDEED THEY DO.

THE PASSING YEAR WAS EXTREMELY SUCCESSFUL FOR THE AFA. UNLIKE PREVIOUS YEARS, WE HAVEN'T ATTEMPTED TO EXPAND ITS VOLUME OF OPERATION BUT CONCENTRATED ON GROWING AND IMPROVING EXISTING PROGRAMS WHILE EXPANDING THE ENVELOPE PROGRAMS. IT WAS A YEAR OF BECOMING MORE STABLE AND ESTABLISHED, A YEAR IN WHICH WE DEALT WITH RE-THINKING AND EXAMINING OUR STRATEGIES AND TAILORING THEM TO OUR VISION AND SET GOALS. A YEAR IN WHICH WE ACTUALLY ASKED OURSELVES – WHAT ELSE WOULD WE WANT TO PROVIDE OUR PARTICIPANTS WITH? AND HOW WILL WE GO ABOUT DOING IT?

SIMILARLY TO LAST YEAR, THIS YEAR ABOUT 850 PARTICIPANTS GRADUATED THE PROGRAM, AND ABOUT 100 PARTICIPANTS COMPLETED THEIR THIRD AND LAST YEAR OF STUDIES. BUT BEYOND THE REGULAR CURRICULA, THIS YEAR THE PARTICIPANTS TOOK PART IN DIFFERENT AND DIVERSE ACTIVITIES CREATED BY OUR CONTINUING EDUCATION DEPARTMENT, NAMED "AFA PLUS", AND THE ALUMNI ORGANIZATION ESTABLISHED IN ORDER TO BRING TOGETHER AND PROMOTE THE AFA'S ALUMNI'S ACTIVITIES – BOTH PARTICIPANTS' AND STUDENTS'.

THE PREVIOUS SUMMER WAS TURBULENT AND SIGNIFICANT AS THE CALLS FOR SOCIAL JUSTICE AND EQUAL OPPORTUNITIES HAVE RESONATED AMONG US AS WELL. MANY OF OUR ALUMNI STUDENTS HAVE ACTIVELY PARTICIPATED IN 'THE TENTS PROTEST' AND ITS AFTEREFFECTS, AND THE AFA'S PARTICIPANTS HAVE AWAKENED AND STARTED ASKING QUESTIONS REGARDING THEIR PLACE WITHIN THE ISRAELI SOCIETY. THESE VOICES MADE ME REALIZE THAT APART FROM THE MISSION WE TOOK UPON OURSELVES TO PROVIDE AN OPPORTUNITY TO THOSE WHO WEREN'T GIVEN A CHANCE TO STUDY IN THE UNIVERSITY AND TO BRIDGE BETWEEN THEM AND ONE OF SOCIETY'S MAJOR POWER CENTER – THE ACADEMY; WE MUST CREATE AN ENVIRONMENT IN WHICH THE PARTICIPANTS CAN SPEAK, STUDY AND GRASP THE REALITY OF THEIR LIVES; AN ENVIRONMENT IN WHICH EVERY PERSON HAS A VOICE; THAT BEYOND TOOLS, PROVIDES THEM WITH A SELF DEVELOPMENTAL HORIZON.

THUS THE DISCOURSE IN THE CLASSROOMS HAS DIVERGED FROM THE PROFESSIONAL CONTENT'S LINES: FIRST INTO THE JEWISH IDENTITY AREA AS PART OF THE JEWISH HERITAGE COMPONENT; AND THEN INTO ISRAELI SOCIETY'S IDENTITY – THE SOCIETY WE NOW LIVE IN, AND HOW WE WOULD LIKE TO SEE IT IN THE FUTURE. BUT BEYOND THESE DISCUSSIONS, THIS YEAR THE PARTICIPANTS HAVE SHOWN US THEY WERE ALSO READY FOR ACTION: READY TO TAKE UPON THEMSELVES FURTHER RESPONSIBILITIES DURING THE ACTUAL LESSONS AND THE CONTINUING EDUCATION PROGRAM; AND TO CONTRIBUTE TO OTHERS AS PART OF THE ALUMNI PROGRAMS.

FOR THE FIRST TIME, I FELT THIS YEAR THAT WE SUCCEEDED IN MAKING A MAJOR GROUP OF PEOPLE, YOUNG AND ADULTS, REALIZE THAT THEY MUST TAKE RESPONSIBILITY OVER THEIR LIVES AND ACT OUT OF AWARENESS AND CONSIDERATION TOWARD THEMSELVES AS WELL AS OTHERS. I FINISH THE YEAR WITH A GREAT HOPE THAT THIS REALIZATION WILL LEAD TO FURTHER ACTIVITIES AND TO A MAJOR CHANGE IN OUR FUTURE.

I WOULD LIKE TO THANK ALL AFA'S SUPPORTERS, ESPECIALLY THE MATANEL FOUNDATION, TO OUR MANY PARTNERS, THE SOCIAL WORKERS, THE YOUTH ADVANCEMENT WORKERS AND THE STREET YOUTH INSTRUCTORS, TO THE TEL AVIV UNIVERSITY AND OF COURSE OUR AMAZING TEAM WHICH REINFORCES EDISON'S WORDS EACH AND EVERY DAY.

I WISH YOU ALL A HAPPY NEW YEAR,
ADI KOLL

ABSTRACT

The "Access for All" project (AFA) is an original and innovative initiative whereby Tel Aviv University (TAU) opens its doors to disadvantaged populations in Israel and invites them to take part in special introductory courses taught by TAU BA students.

The AFA's participants, young as well as adults, are among the most disadvantaged populations in Israel; they live in the margins of society and struggle for daily survival. The AFA seeks to provide them with the knowledge and education as well as the strength, security and self confidence required for regaining control over their lives and exiting the cycle of poverty and helplessness. Furthermore, it hopes to restore their curiosity and joy of learning and provide them with the will and the tools required to keep on learning - to keep developing.

The AFA's participants are inflicted with many hardships, but a major component results from living in an environment that does not encourage learning and does not recognize the importance of education. Most of them have suffered disappointments and failures from their learning experiences resulting in frustration and bitterness toward the educational system. The PUP allows them to enjoy a different and positive learning experience, during which they acquire educational tools and develop thinking abilities while learning the meaning and importance of education in general and studying in particular.

The 2011-2 academic year is the AFA's 7th year of operation and the 2nd year of the Matanel Foundation support. This year has opened with 992 participants (studying in 10 groups with an average of 95 participants per group; divided into 4 classrooms with an average of 20-25 participants per classroom). All the participants were referred to the project through the social welfare authorities. Most of the adult participants in the PUP were over the age of 29 (66%), 13.1% were young adults (18 to 29), and 21% were youth (under 18). The majority of the participants were parents who indicate that only now, for the first time ever, they acknowledge the importance of persistence and success in studying. This new perception is something they now commit to passing to their own children. A detailed description of the AFA's participants, their unique characteristics and their segmentation according to age, gender, demography, prior education, occupation, as well the recruiting and sorting procedures, can be found in **part 1** of this report.

Each participant in the AFA takes part in one introductory course from one of the 4 project's departments: department of medicine, law, business and psychology. However, beside knowledge and educational tools, the AFA seeks to raise the participants' self-image, competence and motivation to change their path in life. It contributes to the participants' self-esteem and provides them with a sense of competence and a personal as well as social strength. Through the change in the participants' self perception and society's perception of

them, the AFA seeks to encourage the participants into bringing about a significant change in their personal and professional lives and make them full and active members of Israeli society. A detailed description of the AFA 's educational model can be found in **part 2** of this report.

To evaluate its influence, the PUP follows closely the participants' attendance and satisfaction rates and the contribution they attribute to the AFA in their lives through feedback questionnaires and attendance tracking. At the end of the year the attending participants' count was 857, with an attendance rate of more than 85% in each lesson.

The AFA 's introductory courses are taught by BA students studying in the corresponding departments at TAU, who receive special training for working with disadvantaged populations. The students receive TAU academic credits for their work based on the belief that academic education should include, encourage, and initiate dialog between different populations within Israeli Society. 40 students participated in the AFA this year - every 4 students taught a study group of about 90 participants. The 4 students constructed the instructing team, which formalized the courses' syllabus and each lesson's outline and schedule. The actual teaching was carried out by each of the TAU instructing students separately, facing an audience of about 20-25 participants. Information about the instructing students and their training program can be found in **part 3** of this report.

The AFA is managed by a professional team headed by Dr. Adi Koll, the AFA's initiator and founder, who serves today as its director and academic instructor. The TAU branch's manager is Ms. Noam Klinger, who is in charge of the branch's ongoing operation along with managing its employees and its relationship with the welfare authorities and the university. The operational team consists also of a professional team and educational coordinators. A detailed description of the operational team and the organizational structure can be found in **part 4** of this report.

On January 2012, Dr. Adi Koll and the AFA have been awarded with the prestigious Knesset Chairman Award for minimizing social gaps. Receiving the award has generated a vast media response and the AFA enjoyed great exposure since. The media efforts were managed by the AFA's communication and publicity coordinator. A detailed description of the Media, Communication and Publicity department activities can be found in **part 4.2** of this report.

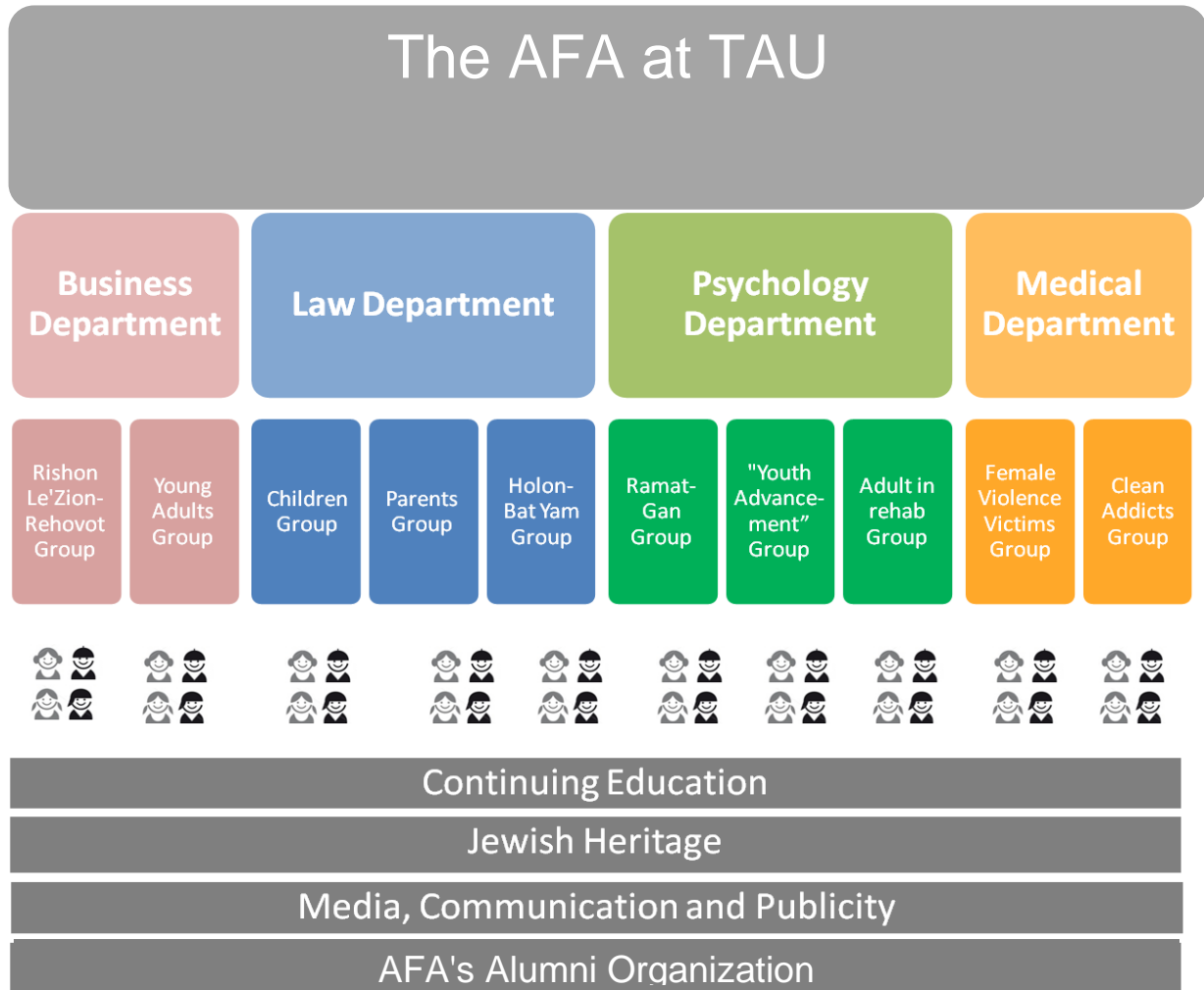
This year the continuing education organization was expanded according to last year's conclusions. It was decided to focus its activities on three major areas: continuing education, development, and enrichment in order to enable the AFA's participants to acquire basic skills; expand their horizons; take responsibility; and realize themselves education-wise and occupation-wise. A detailed description of the continuing education department, its activities and recent achievements can be found in **part 4.3** of this report.

Also this year, an alumni organization was established for participants graduating 3 years of AFA studies and for the instructing students. The alumni organization's main goal is to encourage the two groups to continue their social involvement and their joint studies. A detailed description of the AFA's alumni organization can be found in **part 4.4** of this report.

The 2011-2 school year was signified by the strengthening and stabilizing of the AFA in its existing volume alongside the broadening and intensification of its outer core: i.e. the expansion of the continuing education department; creating a community for those who studied with the AFA in all its years; the assembly and strengthening of the work relationships with the welfare and educational authorities; as well as creating a knowledge preservation infrastructure in every organizational level.

The AFA 's activities this year began in October 2011 with the training of the coordinators and interviewing the participants who were referred to the project by the welfare authorities. During November the training of the instructing students commenced, and in the beginning of December the courses began. This report summarizes the PUP's activities during the period of October 2011 - September 2012. A summary of this report and its main conclusions can be found in the last section of this report.

THE OPERATIONAL MODEL 2011-2



PART 1- THE PUP'S PARTICIPANTS

1.1 BACKGROUND AND CHARACTERISTICS

Social exclusion is a process in which certain population groups are pushed aside to society's brim and are prevented from fully participating in the social life in which they live. This exclusion is manifested in social seclusion; lack of integration; minimizing of collaboration; lack of influence and power of certain social groups; and in ongoing multidimensional deprivation causing the loss of the sense of belonging and identifying with the excluding society and its institutions.

On a personal level, social exclusion causes a discretion or total loss of the sense of belonging to society. On top of the objective reasons causing exclusion, the person internalizes labels and weakening images and thinks the ostracism he or she feels are real, natural and just. These people's isolation is doubled since they firstly feel ostracized by their fellow-men, secondly they disqualify themselves and accept responsibility to the exclusive state in which they, and often their family, live in.

Furthermore, people suffering from exclusion may feel weak, dependent and with no influence. In their consciousness, these people are invisible and voiceless. This conception brings about a 'silence culture' within the voiceless ones, a very different way of thinking and expressing one self when compared to those whose voices are heard.

The AFA's participants belong to different Israeli populations; common to all is their existence on the edge of the Israeli society, so they must struggle in order to survive their daily reality. From interviewing and knowing the participants we learn that the problems and obstacles they face include severe financial distress; unemployment or temporal employment; lack of education and knowledge; physical and learning deficiencies; mental stress; lack of stable relationships; seclusion and alienation. All these influence their sensations and functioning and keep them on society's edge.

From questionnaires distributed to the AFA's participants, we learn they share several similar personality traits. Most of them report that they find it difficult to stick to their daily commitments and persist with activities in their personal lives or relationships. We realize they feel instability in their lives leading to bitterness, seclusion, social alienation and mostly lack of faith in their ability to bring about a major change which will carry them out of the poverty and distress cycle. Furthermore, we realize from analyzing the questionnaires that most participants suffer from poor and low self-image; from a sense of guilt and lack of personal capability; and as a result suffer from frustration and emotional and mental stress. In addition, according to the AFA's

team's impressions, its participants mostly suffer from lack of basic life skills - damaging their daily functioning.

Large percentage of the AFA's participants reported that they were expelled from educational systems at a very young age. Some of them can't read or write (about 7%); however they all speak and understand basic Hebrew. In preliminary interviews most participants admit that their past study experiences were paved with disappointments and failures and that they feel deep frustration over it, along with a sense of loss of opportunities to overcome these wide gaps.

1.2 RECRUITMENT

The AFA's operation is enabled due to a close relationship and fruitful collaboration with the welfare and educational authorities referring their constituents to study in the program and accompany them and the students throughout the study period.

All of the AFA's participants keep in touch with social workers working in their communities' social services departments. The marketing efforts and getting in touch with the different social workers are carried out by the AFA's management, following which the social workers spread the information among their constituents and offer the relevant candidates to take part in the project.

Candidates' referral to the program is done according to clear criteria of socio-economical background, social exclusion and a major distress. All of the AFA's participants come from "multi-problematic" families undergoing intense treatments by the social welfare authorities, some for as long as several generations. The family's definition as "multi- problematic" is derived not only from the multitude of hardships and their complexity, but also from them being intertwined, with one trouble often influencing the rest. We'll mention that all of the participants are level 1 welfare-supported, suffering severe financial distress (in a 1-4 index, level 1 marks the lowest level). This year the social workers sorted through applications of about 2000 participants, 1000 of which were referred to the AFA for further acceptance procedures.

Following the AFA's candidates referral to the program by the community's social workers, the candidates go through a sorting and approval procedure which includes a short personal interview designed to test their commitment and willingness to start an educational process. The participants' acceptance criteria were formulated by the caregivers' team as well as representatives of the AFA. As a rule, acceptance to the AFA does not require any previous education or qualifications, but it does require long-term seriousness and commitment, high motivation and the will to study and progress. These elements are being tested during the interviews conducted by the AFA's coordinators team.

Candidates who pass the initial interview (about 95%) are requested to pay a one-time fee, called "seriousness fee", nonrefundable in case of participation cancellation, for an amount of 200NIS. Upon paying, the candidates are requested to sign a commitment contract in which they state that after missing 4 lessons they will be requested to leave the program. A participant fulfilling all of the AFA's requirements can continue studying in the program for as long as 3 years.

Furthermore, this year the interest in the AFA's studies from people who heard about the project from the media or from word to mouth and were not referred by the welfare authorities we work with, was significantly larger. We were approached by over 500 participants and after the initial sorting and interviews process we decided to accept 100 participants (about 10% of the total AFA's participants) on a first come, first serve basis. All of the "external participants" are treated by social workers who became involved in the acceptance process and sent a letter of recommendation for each candidate describing his or her personal and socio-economical circumstances. The integration of the "external participants" was considered as a success last year as 85 of the 90 participants graduated from the program successfully.

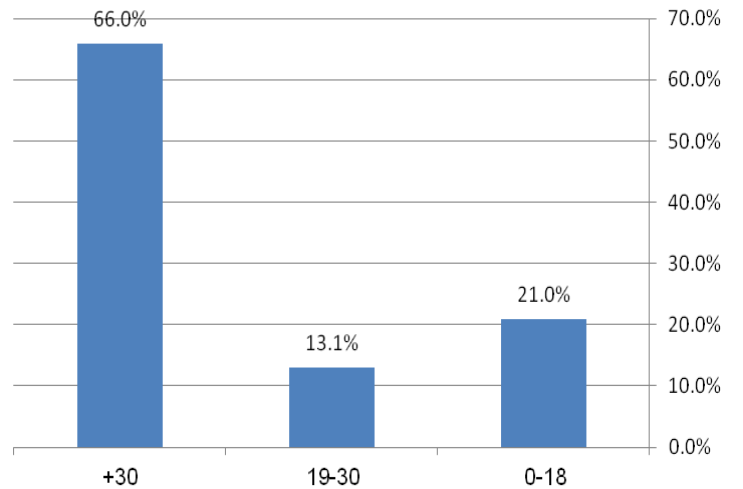
1.3 STATISTICAL DATA – CHARACTERISTICS AND SEGMENTATION

The AFA's participants are divided into three age groups: youth, ages 14-18; young adults, ages 19-30; and adults, ages 30-55. The average age this year was 35.27, as 66% of the adults were 30 and up. Following is the PUP's age segmentation.

Gender-wise, the AFA is characterized by a larger participation of women. This year 65% of the participants were females. Following is the AFA's gender segmentation.

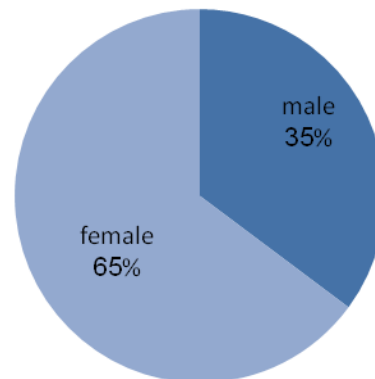
The AFA's participants arrive mostly from the central Israel area, from Hadera in the north to Ashdod in the south. They arrive at the TAU campus with organized transportation (paid for by the AFA) which picks them at several locations. Since the participants are being driven to Tel Aviv once a week, they must arrive from its surrounding area (less than 45 minutes of travel time). Nonetheless, there's a small group of participants arriving independently from all over the country. Following is the AFA's participants' demographic segmentation.

Participants' Age Segmentation

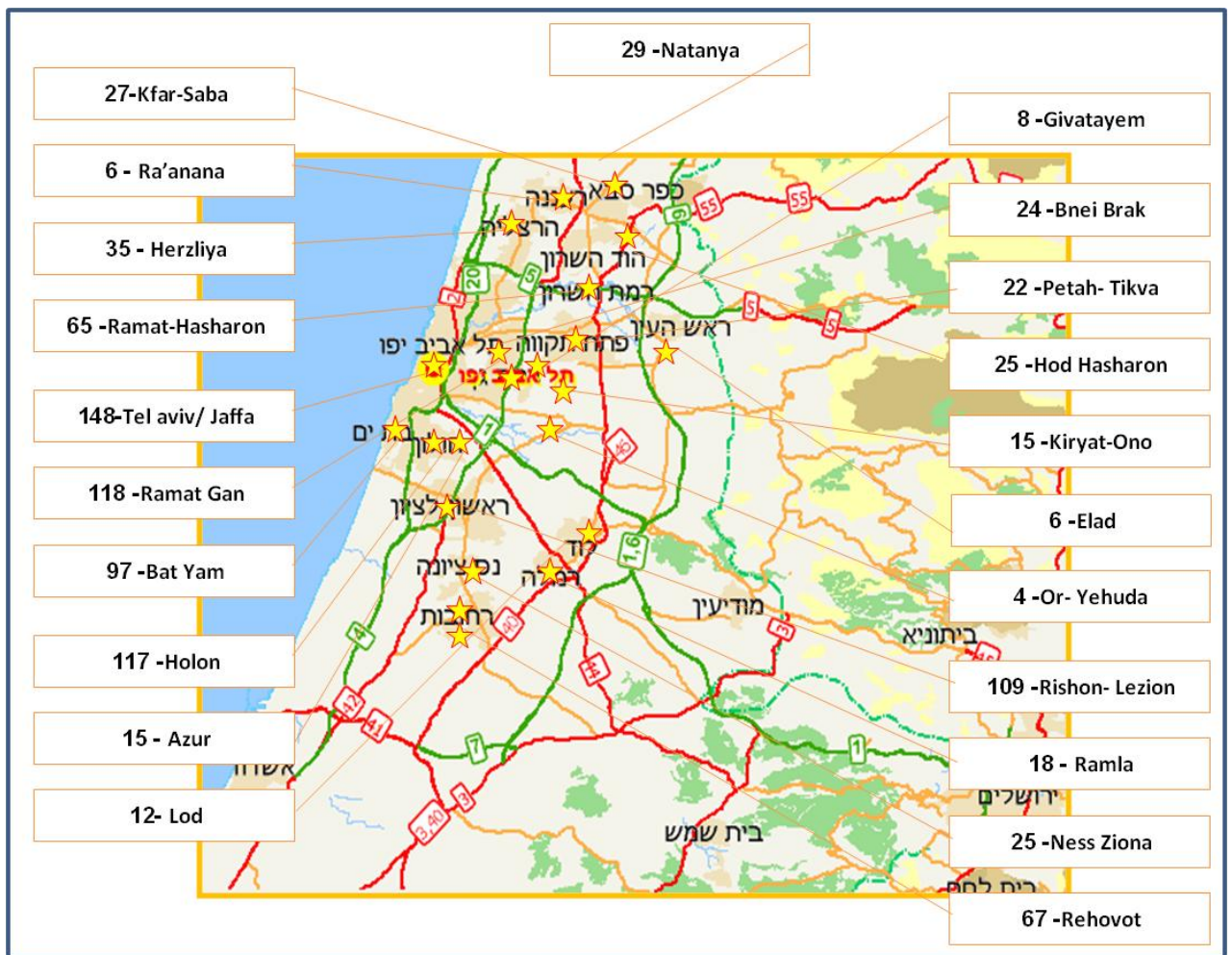


N=992 Participants

Participants' Gender Segmentation

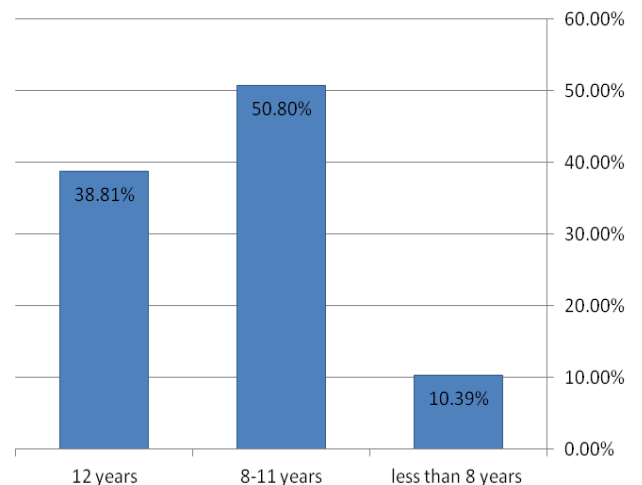


N=992 Participants



All of the AFAs participants lack formal academic education and most of them did not complete 12 years of school. The average study period of the AFA's participants this year was 10.2 years, with 38.81% finishing 12 years and 10.3% studying for less than 8 years. Following is the AFA's participants' school years segmentation.

Participants' school years segmentation



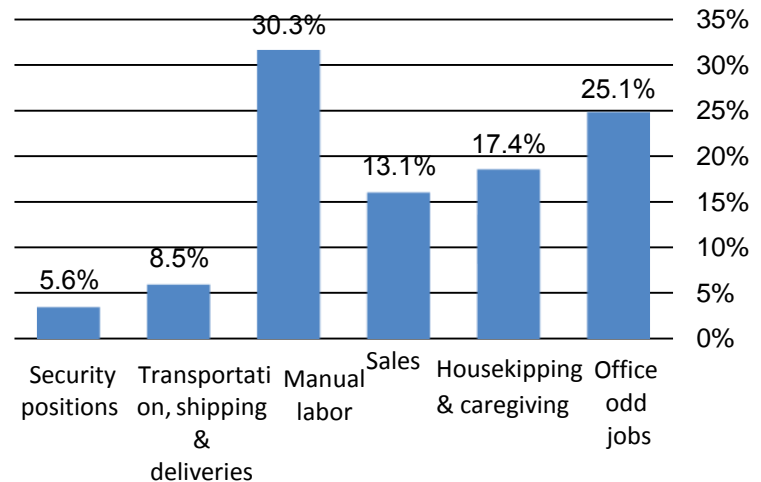
N=992 Participants

The majority of the AFA's participants define themselves as "employed". About 26% of the

adults participants (over 18) do not work at all while the rest are employed in occupations not requiring professional training such as housekeeping (cleaning and taking care of children or elders), manual labor (construction, renovations, plumbing, carpentry etc.), office odd jobs, shipping and deliveries as well as security positions. Following is the PUP's participants' occupation segmentation.

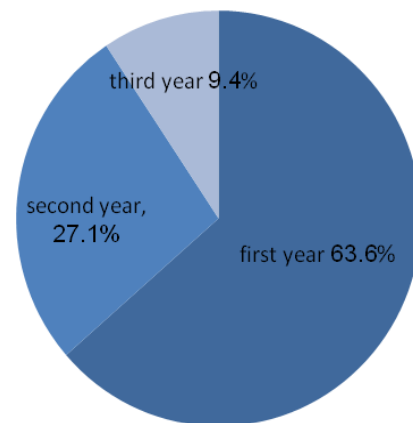
This year, the majority of the participants are newcomers for which this is the first year of study (63.6%), but for 27.1% this is the second year and for 9.4% this is the third and last year in the program. All participants study in integrated groups comprised of newcomers as well as second and third year graduates. The number of participants continuing from one year to another is relatively high, considering the participants' background and their difficulty to commit to long-term endeavors. In addition, part of the AFA's process is to encourage the participants to explore new horizons and begin new journeys in life (e.g. for the youth participants to join the army; for the young adults to join other educational programs and career planning; and for the adult participants to take charge of their lives in various ways). Following is the AFA's participants' seniority segmentation.

Participants' Occupation Segmentation



N=992 Participants

Participants' Seniority Segmentation



N=992 Participants

Exhibit A includes a list of the entire AFA's participants divided by their study groups and departments including names, ages, addresses, number of school years and project seniority.

1.4 COLLABORATION WITH THE WELFARE AUTHORITIES

The AFA's operation is possible thanks to a close relationship and fruitful collaboration with the authorities referring participants to the program. The PUP's instructors are TAU BA students and most of them don't have therapeutic background or previous familiarity with the project's target communities. Most of the participants have led lives full of hardships and quite often these hardships float and return while confronted with the university.

The previous years' experience proves that the more the welfare authorities and the treating social workers are recruited to the project and commit to its success, the more the participants are committed to it and therefore benefit. In the cases where a close and intensive collaboration between the welfare authorities and the AFA's team was kept, the satisfaction, attendance and persistence rates were rising and the positive influence of the studies became obvious in other areas of life. Therefore, in order to guarantee the AFA's success, we formed several guidelines for this collaboration.

Prior to the beginning of the school year, the referring welfare authority is the one trusted with publicizing the AFA between its constituents and formalizing the initial participants list. Later on, the welfare authorities accompany the participants' recruitment stage starting from the AFA introductory events and ending with participating in the acceptance interviews and assisting in collecting the "seriousness fee" from those accepted.

As the school year begins, the welfare authorities are requested to choose a representative to accompany both the participants and the instructing students. This representative acts as the students' liaison and assists in their initial training for working with the participants' groups as well as actively accompany the annual operation. The representative also acts as the mediating entity between the instructing students and the referring social workers in case of questions, problems, difficulties and successes.

The accompanying professional keeps in constant touch with the students' representative (the student teams' external relations manager) and receive weekly attendance reports, reports about the studied content and about any special problem. As part of his or her role the representative passes the attendance reports and the special problems to the treating social/educational workers working with each participant.

In addition, during the training month (the first month of their studies, before they start to teach) an introductory meeting is conducted between the instructing students and the referring welfare

authority. This meeting's goal is to present to the students the unique characteristics of their participants' group and to assist them in formalizing a syllabus that will comply with the groups' interests and capabilities.

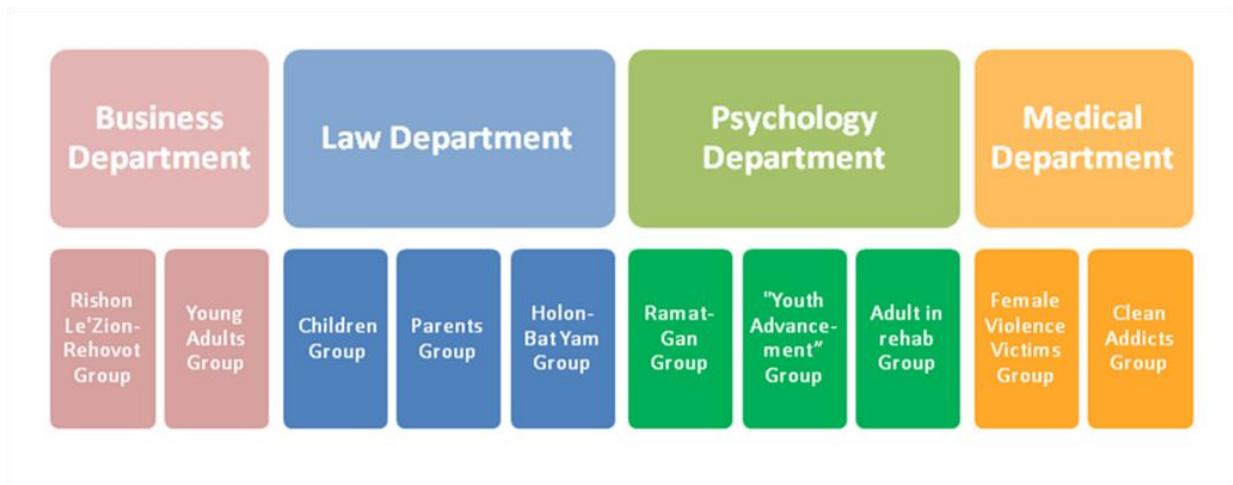
During the school year, the social workers referring the participants to the AFA accompany its operation closely and send a representative to each lesson. The social worker's participation in the lessons (sometimes few in each class) contributes to the participants' motivation and their commitment and allows the caregivers to view their constituents in a different, more positive light, and in a different setting than in the labeling treatment framework. The social workers also assist the students in dealing with behavioral problems and submit feedback reports regarding the instructor's performance and particularly the tailoring of the study content to the participants' abilities and needs. **Exhibit B** includes a list of welfare authorities collaborating with the AFA.

1.5 STUDY GROUPS' DESCRIPTION

This year the AFA constitutes of 10 study groups: 2 youth groups, 1 young adults group and 7 adults groups. Dividing the participants into the project's study groups is usually done according to a combination of several criteria: age, referring welfare authority and/or residence. Dividing according to referring welfare authority allows us to maintain close relationships with those authorities and to focus our collaboration. Dividing according to residence allows us to save on transportation expenditures.

In the past most of the AFA's groups were formed around a 'negative' common denominator i.e. a common hardship. Recently we had changed that tendency and more of our groups are more heterogeneous in this aspect and include variety of participants in the same age group: new immigrants; clean addicts; prisoners in rehab; women who are violence victims; and welfare dependents from various backgrounds, all afflicted with severe financial distress. But since their common denominator is positive (their residence or their willingness to learn), they feel less labeled and alienated.

Additionally, there's one group consisting exclusively of women due to their shared background (most of them are past violence victims), and two groups participate in a unique project – "The Studying Family", in which parents and their children study simultaneously in two groups.



1.5.1 "Youth Advancement" group:

This group constitutes of youth (ages 14-18) arriving from troubled neighborhoods in different cities around central Israel studying in the Introduction to Psychology course. The youth were referred to the PUP by the youth advancement units in their towns and defined as "at-risk youth".

According to the Israeli National Council for the Child, over two million children live in Israel, out of which about 330,000 children and youth are exposed to abuse or neglect. The participants in this group arrive from families suffering difficult financial distress. Some of them participate in some kind of learning environment (mostly alternative, non-formal school which does not lead to matriculation) and some are considered detached youth, dropping out of most activities offered to them.

Adolescents at critical ages and personality-forming stages face existential problems like alienation; solitude; boredom; lack of challenges and meaning; lack of interest in whatever requires postponement of satisfactions and cannot be obtained immediately; and constant urge for excitement and pleasure. When obstacles are met during the identity-development process, they might feel confused, absent-minded, empty and depressed, or try to escape to a too-early conclusion regarding their identity, mostly toward negative directions. From there they might arrive at drugs usage, dropping out, criminal acts and sometimes even attempts at suicide.

As part of the AFA, the youth are exposed to a heterogeneous social environment in which they learn interpersonal skills which will assist them in any future social interaction. The youth arrive from a different familial background and different social environments and are exposed to each other during the program, learning to cope with different interpersonal situations and how to

work out disagreements. Through these different relationships the youth can develop social and interpersonal skills that are more vast and varied.

Conversations with the youth revealed that they are satisfied with acquiring the knowledge and that the mere opportunity of participating in the AFA enriches them and contributes to them. The PUP develops the youth's belief in themselves and in their abilities and provides them with a positive learning experience. Many of them express their wish to continue studying or advancing professionally.

1.5.2 Young adults group:

This group consists of young adults (ages 18-30) from the central Israel area, studying in the Introduction to Business course.

All these young adults belong to "at-risk" populations, suffering a severe neglect by the Israeli welfare authorities. As they reach the age of 18 they are no longer entitled to treatment by the at-risk youth organizations but are still immature and their hardships are quite different from those treated by the welfare authorities as part of their adult treatment. Trapped in that gap, they don't get the type of support they need so their downfall potential is high. Thus recruiting the participants to this group was a complicated process requiring methodical field work. Eventually a group of young men and women was created, all referred to the AFA by the youth and young adults' services. These young adults arrive from difficult socio-economical background and a problematic and complicated familial background. Most support themselves financially and take part in the family's support. They deal with senses of social marginality and often display non-normative behaviors like control-seeking; running away; enjoying addicting behavior and danger; seclusion; or alternatively experiencing negative social interactions.

The AFA wishes to expand the variety of wishes and ambitions these young men and women have and to introduce them to people their own age – the students, living lives different from theirs, and to provide them with a new study experience.

This group operates in collaboration with the "Turning Point" (Nekudat Mifne) program of the First International Bank in collaboration with the "Matan" foundation and the "Ashalim" program. As part of that collaboration volunteers from the First International Bank have joined several lessons and activities. Integrating the volunteers and their collaboration was proven an enriching and educational experience to all involved.

1.5.3 Welfare dependents' Adults Groups:

This year the AFA operates 3 welfare dependent adults group AFA ups with residence as their only common denominator. The participants were referred to the AFA by the welfare authorities in their home towns. They have all been treated by the welfare authorities for many years due to variety of hardships – financial, social, mental and more.

The welfare dependents' population is a diverse population coming from "multi-problematic families". Most existing programs for treating these populations in Israel don't deal with education and knowledge but with aid and welfare and thus perpetuate the social gaps. The AFA wishes to provide these populations with knowledge but also to emphasize education's importance as means for social mobility. The program constitutes of adults who were expelled from the educational system at a very young age, some of them can't read or write. Through the professional content studied, the AFA encourages those participants to complete their studies and re-integrate into society.

a. Holon- Bat-Yam welfare dependents group: This group consists of adults referred to the AFA by the welfare authorities in Holon/Bat-Yam. The group is studying this year in the Introduction to Law course.

b. Rison Le'zion-Rehovot welfare dependents group: This group consists of adults referred to the PUP by the welfare authorities in Rison Le'zion/Rehovot. The group is studying this year in the Introduction to Business course.

c. Ramat-Gan welfare dependents group: This group consists of adults referred to the AFA by the welfare authorities in Ramat-Gan. The group is studying this year in the Introduction to Psychology course.

1.5.4 Female violence victims group:

This group is the only gender-defined group, studying in the Introduction to Medicine course. The group consists of women who are violence victims from all over central Israel, mostly from Ramat Hasharon, Herzlia and Rishon Le'Zion. All women have suffered in the past and some still do from ongoing violence by their partners or other relatives. All women are welfare dependents and some even reside in a battered women shelter in Tel Aviv.

Many years of violence and humiliation have left these women with low self-esteem and a sense of guilt and lack of competence. These women deal with daily survival and live in social and sometime familial seclusion. Most do not take part in the work cycle and are emotionally and financially dependent on their violent partners. The social services' perpetual backed-up status

prevents the state from operating programs targeted toward strengthening these battered women, supporting them and encouraging their re-integration into society.

The AFA creates a supporting environment for these women and thus provides them with strength, power and belief in their own ability to protect themselves and survive outside of the hurtful familial environment. Their introduction to the university enables them to reveal their strength and their personal ability which were pushed aside and blurred under violence's shadow. The study experience empowers the women in their own eyes; in society's eyes; as well as their families – who are thrilled from their decision to study in the university. The women studying in the AFA leave the house for the first time after years of oppression and for most this is also the first time they have ever done something for themselves and naturally the first time studying in many years. The strength and security the program provides them with are evident by their behavior, their looks and their daily activities.

1.5.6 Adult delinquents in rehab group:

This group consists of adults under probation who are accompanied by the Israeli probation services, studying in the Introduction to Psychology course. The group consists of participants committing drug offenses; possessions; family violence; street violence; fraud; transportation offenses etc. The participants arrive from different cities surrounding Tel Aviv (Ramla, Jaffa, Herzlia and more) and were referred to the AFA by the probation officers or the social workers treating them and as part of the rehabilitation process they go through.

The AFA P enables the rehab delinquents to integrate into a normative environment and acquire knowledge and tools which will ease their integration into society. The AFA provides them with strength and self-esteem and creates for them a social-educational environment which supports them throughout the difficult rehabilitation stages. As people who are labeled by society and by themselves as criminals and are mostly denounced from society, the possibility of becoming part of a prestigious program at the university contributes greatly to strengthening the participants' sense of self and perception of competence. Social workers who have been treating this population group for years report that the contribution of one such university meeting is ten times more valuable than hours of discussions with their constituents.

1.5.7 Clean addicts group:

This group consists of adults who were previously drug addicts, went into detox and are clean today (for periods between 9 months to 10 years and more) studying in the Introduction to Medicine course. The participants are referred to the AFA by the addictions treatment unit in their home towns.

The clean addicts' population is unique, characterized by low self-esteem, instability, adjustment difficulties and lack of basic life skills. Most of the participants started using drugs at a young age due to extremely hard life circumstances. The many failures and frustrations they felt throughout their lives weaken them as they re-enter a normative living framework. Furthermore, for most of them their physical appearance indicates their past and makes it even harder for them to find a job and re-integrate into life.

The treatment of the clean addicts seeks to provide them with an ensemble of reforming experiences, different from the ones they've had before. For them, studying in the AFA is an important experience in acquiring knowledge and raising their self-esteem. They describe the opportunity to study in the university as a dream comes true and an achievement they never believed they could fulfill. They are proud of their participation in the program and share the experience with their close-ones and with addicts that are not part of the program. They also indicate that they never understood the importance of education and the vast contribution of studying to their lives and promise to encourage their children to persist with their studies.

1.5.8 Special Project - Parents and children groups:

This is the 4th year in which a special project takes place at the AFA, combining two population groups – a group of 96 youth (ages 14-18) and a group of their parents, studying together in the program in the Introduction to Law course. On top of the AFA's general goals, these two groups share their own unique goals:

1. Continuing a dialog between the parents and their adolescent children around subjects taught in the AFA as well as subjects related to their daily lives.
2. Building a bridge between the parents and their children derived from mutual achievement and study.
3. Creating "The Studying Family" – more educated, more committed to its members' education.
4. Recruiting parents and children toward the rehabilitative effort and collaboration with the youth probation services and the welfare authorities.

One of the leading principles behind this project was that the groups should study on different weekdays but also meet for joint events throughout the year, scheduled gradually, so that once every 5 weeks they participate in joint activities (joint lessons, tours, joint volunteering days, group quizzes and more).

The recruitment process for this group is a complex process requiring cooperation from the welfare authorities accompanying the AFA. The individual's commitment to the project cannot be taken for granted but when a family is involved, this becomes twice as difficult. At times, when we found committed parents, their children refused to cooperate, and at times it was the opposite.

The youth we approached are mostly in the midst of a rehabilitative process and are accompanied by a probation officer or alternatively are young men and women who dropped out of educational systems or are on the verge of dropping out, who take part in youth advancement programs. These are youth who experienced educational or personal failures and need reinforcement in order to retry to integrate into another social or educational system. Their parents, also never acquiring academic education, have gone through personal treatment previously and displayed persistence capability and stability.

On top of that, the youth who are under probation services' supervision deal with an utmost complicated and crucial period in their lives, while their parents, who often feel as if they're paying for their children's sins ten times more, completely change their way of life in order to take care of the children and hence lose more of their financial and mental strength, which was limited to begin with. The joint studies often mark a significant change in the rehabilitation of the familial relationships and the re-development of faith between parent and child. The treating authorities were requested to approach families who they feel can benefit and advance thanks to these studies and to go through a meaningful experience as a family.

A total of 96 families studied at the AFA this year. The participating families were recruited out of two different population groups:

1. Youth under the supervision of the Tel Aviv and Central District's youth probation service, children treated by the youth advancement units in Tel Aviv and Central District, and their parents.
2. Parents treated by the welfare authorities at the municipality of Holon, and their children.

Despite the differences between the two population groups, all parents studying in the project meet the general criteria of the AFA's participants – a poor socio-economical condition, lack of education, a sense of helplessness, alienation and low self esteem. The welfare dependent parents deal with financial and existential hardships immensely affecting their inner-familial relationships, among others, and maybe most significantly – their children.

PART 2 - THE EDUCATIONAL PROGRAM

2.1 THE EDUCATIONAL MODEL

The AFA operates according to a unique educational model, developed especially for its participants out of consideration of their interest areas and needs and according to the program's goals. The AFA's lessons are based on a dialogic educational philosophy built around the relationship of “a teacher who's a student and a student who's a teacher” and on reciprocity, listening and responsibility. John Dewey, Martin Buber and Paolo Freire are a few of the thinkers inspiring the development of the AFA's educational pedagogy wishing to bring back curiosity and joy of learning to the participants and provide them with the will and tools to keep on growing and developing.

In order to fulfill that goal, our curriculum is based on the participants' personal experience and on the subjects that stimulate them, encourage them to think and challenge them to do so. The curriculum is based on problem-solving which expands horizons and encourages critical investigation of different social problems. The participants are required to be active collaborators in the learning process and together with the students to form a community – a studying, thinking and creating community.

The knowledge transferred in the AFA focuses on strengthening the learners and improving their ability to remove obstacles delaying them and to influence their lives. This is an essential and practical knowledge which alongside general knowledge is designed for enrichment and stimulation. At the same time the participants receive tools that increase their will and capability to acquire further knowledge on their own (study skills; discussion capabilities; behavior in a group environment and in places like the university; listening to others; accessing resources of information; introduction to different educational environments etc).

Major attention is given in the AFA to the relationships between the instructing students and the participants. As stated, in order for a dialog to develop the study environment must be supporting, open, accepting and patient, and the instructing students must display sensitivity, openness and responsibility. The instructing students should know the participants, their life's circumstances, their contexts, their histories, where they come from, and to aspire to create relationships with them even outside the classroom's walls.

The chosen study fields: medicine, law, business and psychology, and the subjects they cover, comply with this educational ideology and its goals. The lessons' structure was also developed according to that philosophy: The lessons are conducted in small groups (about 20 participants), and mostly while sitting in a circle. The curriculum is formalized in advance but is going through many changes according to the participants' requests and as the familiarity between the instructing students and the participants becomes more personal and intimate. The examples

given in class relate to the content world and the daily lives of the participants and in every meeting a significant portion of the lesson is dedicated to a discussion between the group members.

The process undertaken by the AFA's participants is gradual, structured and perennial. During their first year in the program the participants are active collaborators in everything done inside the classroom but are not required to do any homework and their responsibility for learning is limited. During the second year, they are requested to perform different tasks between the lessons and even to teach some content to the group. In addition, the whole group is asked to deal with the practical meaning of the acquired knowledge and to think of their way of action and implementation. During the third year the participants are required to formalize personal and group goals inside and outside the study environment and to initiate activities designed to motivate other group members to improve their daily reality and act toward their future.

2.2 THE STUDY FIELDS

During the past school year the AFA has been operating four departments: medicine, law, business and psychology. Each department offered an introductory course aiming to provide the participants with useful and practical knowledge required for their lives. The courses take place during two semesters and each course is comprised of a total of 24 meetings of 4 hours each.

This year, each AFA department constituted of 2-3 groups of participants. Accordingly, a separate and tailored syllabus was formed for each group according to its characteristics, the abilities and needs of its members. The syllabus was formalized by the courses' instructing students' teams.

The Law Department:

The participants in the law department study in the "Introduction to Law" course which provides them with basic knowledge about the legal system's infrastructure, the different authorities, the rights and obligations of Israeli citizens and the basic concepts of contracts law, torts, criminal law, labor law, family law and more.

Throughout the year the participants conduct a tour to the Supreme Court and the Knesset and also meet with professors from the law faculty and senior lawyers. At the end of the course a staged trial is conducted in which the participants act as lawyers and demonstrate their skills to a panel of judges.

The Medical Department:

The participants in the medical department study in the "Introduction to Medicine" course dealing with clarifying basic terms in various medicinal areas: anatomy, physiology, pharmacology, etc. At the beginning the students conduct an extensive introduction with the human body, its systems and their operation and also common diseases, their treatment and the medical research conducted in order to find cures to those diseases. During the course the participants learn about preventive medicine, hygiene; proper nutrition and first aid and are also introduced to the Israeli health system and the patient's rights law. During the year the participants conduct tours to hospitals, to different labs in the university's medical school and meet with doctors and professors from the medical school.

A participant graduating in 2011-2 from the Introduction to **Law course** tells:

"Studying in the university has always been a dream for me. Life has prevented me from advancing and developing on the personal level, I had to take care and support my family financially and all I wanted was to study. The world of Law has always interested me, an area that accompanies every person, whoever they are, on their daily lives. I always dreamt of being a lawyer, such that can help people make justice.

The studies at the program make my biggest dream come true, every bit of knowledge I was given became a flowing river of information and new knowledge that I was missing so much. It was interesting and fascinating at any point in time.

Today I know how to read contracts, agreements and the small letters that people usually don't know how to read. Today I know that the sky is the limit and every dream, as hard to get as can be, can still come true.

I hope I'll manage to continue studying from now and forever.

A participant graduating in 2011-2 from the Introduction to **Medicine course** tells:

This is the first time since I was a kid that I've been studying in an organized form. I didn't know what to expect and was worrying I won't understand the medicine studies, but the experience I went through this year is the strongest I've ever had. In my advanced age I finally learned about the human body, the things I put into it and the right and healthy way to treat it. As an unhealthy man, the lessons in the medicine course helped me understand how to take care of myself and my family better and taught me to love studying. I really hope I can continue to study next year as well, now that I began I don't ever want to stop studying more and more and more.

The Business Department:

The participants in the business department study in the “Introduction to Business” course exposing to them the market's mechanism and the different components of the Israeli market. They learn about the banks, their operations and how to deal with them, about smart consumerism, how to manage their own family budget and how to start a small business and manage it wisely. The course offers the participants basic knowledge in economy and basic financial terms. It also deals with marketing, advertising and business entrepreneurship and offers guidance regarding the job market, how to look for a job, how to write a CV etc.

A participant graduating in 2011-2 from the Introduction to **Business course** tells:

The studies in the course helped me manage my account and the financial condition of the whole house and family. I am no longer afraid to go to the bank and not understand what they ask me and charge me for, not afraid of financial concepts that always seemed to me complicated and impossible for those who didn't study. I also succeeded this year to manage myself financially better thanks to the PUP studies and also to learn about a new world that was foreign and remote from me my whole life. In the course I also made new friends and together we study and share with each other our hardships and problems. Studying at the program was the best thing that happened in my life.

The Psychology Department:

Participants in the psychology department study in the Introduction to Psychology course, dealing with the question – what is psychology? and demonstrating to the participants its major branches: social psychology, cognitive, behavioral and physiological. The course exposes the participants to different theories by psychology's founding father, Sigmund Freud and other known psychologists and illustrates the daily meanings of their theories. Additionally, participants learn about the practical aspects of psychology such as decision making practices, group dynamics and different options for conflict resolutions. During the course the participants learn how a psychological research is conducted and visit an institute conducting different psychological researches.

A participant graduating in 2011-2 from the Introduction to **Psychology course** tells:

I always wanted to study psychology; I could never afford it and also was afraid I won't make it with all the tasks and lessons. This year I've learned so much knowledge which is important for every person, subjects related to our daily lives and the things that make us who we are. Apart from psychology I learned how you actually study, how you listen to the teacher and how to participate in class and not in order to interrupt. Since I started with the studies I know to look at people's behavior a little differently and also on myself I was a bit able to learn and to analyze behaviors. I would very much like to continue studying in this area and hope I'll succeed the way I did during the past year at the PUP.

Exhibit C includes sample courses' curricula for the various study fields.

2.3 GRADUATION: KNOWLEDGE EXAMS AND END OF THE YEAR EVENTS

Knowledge Exams

At the end of each school year the participants are required to complete a knowledge exam testing how much they understand, remember and internalize the studied material. The following table summarizes the participants' grades in the different courses:

The Group	Grades Range				Avg.
	0-49	50-69	70-89	90-100	
Law adults	2	11	46	37	87.7
Law parents	0	4	31	41	91.6
Low youth	1	5	33	37	89.9
Business youth	1	2	23	50	90.8
Business adults	0	11	30	55	87
Medicine adults 1	2	2	32	41	90.6
Medicine adults 2	1	4	39	56	91.1
Psychology adults 1	2	1	40	38	92
Psychology adults 2	0	1	28	61	94
Psychology youth	2	3	24	55	88.4

The average grade this year is **90.3**. **Exhibit D** includes a knowledge exam sample.

End of the year events

Toward the end of the school year the participants and the instructing students started their summary and farewell processes. Following past years' conclusions and lessons learned, this process is comprised of four steps:

1 A knowledge summary lesson – each group went through a special lesson created by the students' team in full collaboration with the participants. Its goal was to summarize the theoretical and practical knowledge accumulated throughout the year alongside the creation of a sense of satisfaction and achievement looking backward. The participants were divided into action teams and under the instructors' guidance created an event summarizing the studied materials. Each group chose the environment in which the event took place and the guidelines were: summarizing the content in an integrative fashion, implementing the knowledge, and motivating to action. The groups studying in the law department, for example, produced a staged trial in front of senior judges from the Israeli judicial system. Guests and family members were invited to the event and the participants proved their knowledge and appeared in front of the audience and the judges.

2 A summarizing booklet in a “school yearbook” format – each group produced a summarizing booklet which was distributed to the participants and guests at the final ceremony. In the booklet the participants summarized their AFA's study experience and the sources of knowledge they acquired, and chose main points they would like to pass on and share with those not lucky enough to study with the AFA. The booklet was picture-rich and given to the participants as a memento for years to come. **Exhibit E** includes a sample of one of the group's booklets.



A sample from the booklet created by the
Introduction to Medicine participants

3 A personal farewell lesson – the instructing students conducted personal and group meetings with all of the participants aiming to summarize the year, to point out their achievements and set their future goals. The instructors reported that the meetings were most meaningful and allowed them to come full circle and process the experience they went through.

4 The graduation ceremony– the school year concluded in a festive and moving ceremony conducted for each group, emulating similar ceremonies conducted at the university upon graduation. Apart from the participants and the instructing teams, invited to the ceremonies are also the family members, community members, referring social authorities, different university representatives and other dignitaries. At the ceremony, the participants receive graduation certificate indicating they graduated from a

PUP introductory course, signed by the relevant TAU faculty head and Dr. Adi Koll. The event is considered a significant high point in the process the participants go through throughout the year, and for most of them this is the first time they ever graduated anything. The ceremonies represent the conclusion of the process, enabling them to share the achievement and experience with their relatives and friends.



Graduation ceremony- June 2012

2.4 ATTENDANCE AND PERSISTENCE

The AFA's participants are characterized by unstable behavior and thus inability to stick with educational or other programs. The AFA's success is therefore measured first and foremost by its ability to cause the participants to regularly attend class and continue their studies throughout the year. The AFA's team is following the participants' attendance and participation closely and provides the accompanying social workers with attendance reports after every lesson. The courses' instructors call every participant who misses a class and make sure he or she will come back. The department coordinators conduct personal conversations with participants who miss several classes. Each participant is allowed to miss only 4 meetings (out of 24) throughout the school year and even then they must inform their instructors in advance. Accordingly, an investigation is conducted following those participants who have left the AFA and their causes for leaving.

	Initial number of participants	Number of dropouts	Number of participants at the end of 2 nd semester	Number of participants missing1-0 lessons	Number of participant s missing 2-3 lessons	Number of participant s missing 4 lessons
Law adults	104	8	96 (92.3%)	53	43	0
Law parents	96	15	81 (84.4%)	22	27	32
Law youth	96	20	76 (79.2%)	23	17	43
Business youth	90	14	76 (84.4%)	10	19	47
Business adults	109	13	96 (88.1%)	21	42	33
Medicine adults 1	104	4	100 (96.2%)	42	33	25
Medicine adults 2	96	19	77 (80.2%)	25	28	20
Psychology adults 1	95	14	81 (85.3%)	36	26	19
Psychology adults 2	103	13	90 (87.4%)	35	32	23
Psychology youth	99	15	84 (84.8%)	17	22	45
Total	992	135	857	284	289	287
% Total	100.00%	13.6%	87.4%	28.6%	29.1%	28.9%

The current school year has opened with 992 participants studying in 10 study groups. At the end of the year the attending participants' count was 855 (a 13.6% dropout rate compared with last year's 13.72%). These numbers indicate a positive participants' persistence. The stability in the participants' attendance and their persistence can also be attributed to the close accompaniment we get from the social workers' team and the sorting and interviewing procedure we conducted prior to the school year's beginning.

In order to thoroughly examine the dropout rates, the AFA conducts a close tracking of the dropouts and records their reasons. Following is the reasons' summary for 135 dropouts:

- 17 participants dropped out due to health reasons;

- 24 participants dropped out due to personal reasons (no arrangement for their children, no support from their family etc.);
- 40 participants dropped out due to new occupations requiring them to work during the evening;
- 9 participants dropped out due to lack of interest in the learning materials;
- 6 participants dropped out following an inappropriate behavior in the PUP;
- 10 participants dropped out due to not fulfilling their treatment terms;
- 29 participants dropped out due to missing over 4 annual lessons.

This data reflects a decrease in the number of dropouts due to passing the limited absence quota and an increase in the number of those dropping out due to positive reasons related to finding jobs or starting to study elsewhere.

As every year, also this year the attendance among youth is lower than among adults. The youth arriving at the AFA dropped out of formal educational environments also because of their lack of ability to persist and to make long term commitments. Therefore they find it hard to fulfill the attendance requirements at the AFA as well. As part of our educational strategy and following the recommendations of the treating bodies, the AFA has been stricter with its attendance requirements among the youth in order to develop their responsibility and commitment which will help them progress in other places as well. Past experience shows that participants who graduated the program successfully go back and integrate into complementing study programs, enlist in the army or join the work force and manage to persevere better than their friends who did not participate in the program.

Nevertheless, toward the next school year we decided to prepare differently to working with the youth and to build a slightly different program for them, combining non-standard activities (tours, meeting key people in their fields, outside activities and more) and setting short term goals on top of the final target – to fully complete the school year. We will also grant the youth mid-year certificates marking their achievements already after a short term of commitment and perseverance in order to provide them with motivation to go on.

Also notable this year is a low attendance rate among the clean addicts group studying medicine. Following a consultation we conducted with the welfare authorities treating this group we learned that when the clean addicts study in a separate group they tend to treat the lessons as a therapeutic environment and therefore are not committed enough. Their recommendation was to integrate the clean addicts into the AFA 's mixed groups, in which the commitment and

perseverance are better. This way, they claim, the clean addicts will have to comply with the expectations set for the whole group and develop internal responsibility beyond the external one. Next year we plan on making that change and testing its outcome.

2.5 EVALUATION

The high demand for studies in the AFA and the high attendance of the courses' participants obviously indicate a high satisfaction rate, but beyond that the AFA checks the participants' satisfaction level and the contribution they attribute to the AFA in their lives through feedback questionnaires conducted twice a year—at the end of the first semester and at the end of the year. These questionnaires also aim to test the participants' level of interest in the study materials and the instruction level and performance of their instructors.

Following are the results of the quantitative questions asked in the feedback questionnaire given to all participants at the end of the second semester (on a scale of 1-7, 1 being -"not at all", and 7 -"very much so"). **Exhibit F** includes the recent questionnaires and a summary of the answers given to the open-ended questions.

A. General Evaluation Questionnaire

QUESTION	AVG. RESPONSES
1. How satisfied are you from each of the following aspects in the program you've been participating in this year?	
1.1 General satisfaction	6.4
1.2 Food and drink	5.9
1.3 Transportation	5.9
1.4 The field you've been studying this year	6.4
1.5 Jewish heritage content integration	6.3
1.6 The location at TAU	6.3
2. How clear and comprehensible is the instructor?	6.8
3. How satisfied are you with the way the instructor has been treating you?	6.8
4. How pleasant the class and group atmosphere is?	6.3
5. Do you feel comfortable to participate and share in class?	6.2
6. Do you find the lessons interesting?	6.1
7. Do you feel that you learn new materials along the course?	5.9
8. How useful are the things you learned in the course?	6.2
9. How beneficial is participating in the course for its participants?	6.2
10. Would you like to continue studying in the PUP for another year?	6.5

B. Parents and children questionnaire

Following are the results of the parents' questionnaires' quantitative questions, compared with their answers at the beginning of the year and the questions asked of their children. **Exhibit G** includes the recent questionnaire.

Parents questionnaire summary		Avg. answers @ beginning of the year	Avg. answers @ end of year	Grades Scale
1	How often do you conduct a long conversation with your children?	5.2	5.3	1: never 6: frequently
2	When you talk, who initiates the conversation?	3.9	4	1: only the parent 6: the child always initiates
3	What subjects do you discuss mostly?	errands	0.8	0: no 1: yes
		school	0.7	
		areas of interest	0.7	
		friends and relationships	0.7	
		dreams	0.6	
4	Do your children reveal to you their thoughts and feelings?	4.3	4.4	1: never 6: frequently
5	Do you accept their thoughts and feelings even when they defer from yours?	4.5	4.5	
6	Do you feel valued and respected by your children?	4.9	5.0	1: not at all 6: always
7	Are you satisfied with your relationship with your children?	4.6	4.7	1: very unsatisfied 6: very satisfied
8	Do you and your children conduct joint activities?	0.7	0.8	
9	Do you think the PUP will affect your relationship with your children?	0.8	0.9	0: no 1: yes

Children questionnaire summary		Avg. answers @ beginning of the year	Avg. answers @ end of year	Grades Scale
1	How often do you conduct a long conversation with your parents?	4.9	5.0	1: never 6: frequently
2	When you talk, who initiates the conversation?	4.0	4.1	1: only the parent 6: the child always initiates
3	What subjects do you discuss mostly?	errands	0.5	0: no 1: yes
		school	0.6	
		areas of interest	0.5	
		friends and relationships	0.4	
		dreams	0.2	
4	Do you reveal your thoughts and feelings to your parents?	3.6	3.7	1: never 6: frequently

5	Do your parents accept your thoughts and feelings even when they defer from theirs?	4.7	4.6	
6	Do you value and respect your parents?	5.1	5.2	1: not at all 6: always
7	Are you satisfied with your relationship with your parents?	5.0	5.0	1: very unsatisfied 6: very satisfied
8	Do you and your parents conduct joint activities?	0.5	0.7	
9	Do you think the PUP will affect your relationship with your parents?	0.5	0.6	0: no 1: yes

It's notable that throughout the year there has been an improvement in almost all parameters, which indicates that the joint studies and activities of the youth and their parents in the program have contributed and strengthened the relationships inside the family as well as the children's grasp of their parents and vice versa.

2.6 PARTICIPANTS' TESTIMONIES OF SATISFACTION

MY NAME IS SHIR AND I'M 25 YEARS OLD. I HAVE BEEN LIVING ALONE FOR MANY YEARS, WITH NO SUPPORTING FAMILY. ALONE IN THE WORLD. I'VE BEEN TREATED BY THE WELFARE AUTHORITIES FOR MANY YEARS, WHO'VE BEEN TRYING TO HELP ME COPE WITH THE WORLD BY MYSELF. ALL THESE YEARS MY LIFE'S DREAM WAS TO FEEL NORMAL, TO EXPERIENCE THINGS LIKE YOUNG PEOPLE MY AGE AND TO MANAGE TO GET OUT OF THE DISTRESS AND THE TRAGEDIES THAT ACCOMPANIED MY LIFE. MY MOTHER PASSED AWAY AT A VERY YOUNG AGE. WE WERE LEFT, THREE GIRLS WITH A FATHER THAT DOESN'T MANAGE TO FUNCTION OR TO RAISE US. THIS WAS MY CHILDHOOD AND ADOLESCENCE. WHEN THE SOCIAL WORKER WHO WAS TREATING ME OFFERED ME TO START STUDYING IN A SPECIAL PROGRAM IN THE TEL AVIV UNIVERSITY, I FELT THAT MAYBE FINALLY MY LUCK HAS BEEN STARTING TO CHANGE.

I REGISTERED THIS YEAR TO THE PSYCHOLOGY COURSE. AFTER CONSULTING WITH THE SOCIAL WORKER AND THE WOMEN FROM THE PROGRAM TEAM, WE FOUND THAT THIS WILL BE THE BEST AREA FOR ME TO BEGIN WITH.

ALREADY AT THE FIRST LESSON I UNDERSTOOD HOW LUCKY I WAS, I'VE REACHED THE PLACE I'VE BEEN LOOKING FOR MY WHOLE LIFE. THE INSTRUCTOR HAS GOTTEN INTO MY HEART AT THE VERY FIRST MOMENT; I FELT I REALLY FOUND A FRIEND AND A TRUE LISTENING EAR. I'M 25 AND I'VE NEVER HAD GOOD FRIENDS. I WAS ALWAYS SHY AND HERE, Yael HAS ACCEPTED ME LIKE I WAS AND WITH LOTS OF LOVE AND TRUE ACCEPTANCE.

I HAVEN'T STUDIED IN AN ORGANIZED FORM FOR OVER 10 YEARS. ENTERING THE UNIVERSITY WAS ACCOMPANIED WITH MANY FEARS AND CONCERNS, MERELY BEING IN THE CAMPUS WITH STUDENTS MY AGE, I DIDN'T KNOW WHAT I FELT MORE – AFRAID OR EXCITED.

Yael HAS HELPED ME OVERCOME MY FEARS RAPIDLY. I FELT I WAS GROWING UP AND OVERCOMING AND GETTING A NEW AND BETTER OPPORTUNITY IN MY LIFE. I COULDN'T ASK FOR A BETTER DREAM-COME-TRUE.

STUDYING PSYCHOLOGY WAS NOT EASY FOR ME. I DEALT WITH LOTS OF NEW MATERIALS AND KNOWLEDGE, ALL OF IT I WANTED TO DRINK MORE AND MORE. THE THEORIES AND TOOLS I'VE ACQUIRED STARTED TO ACCOMPANY ME IN EVERY STEP AND DECISION IN MY LIFE. SUDDENLY THINGS HAVE ADDITIONAL MEANINGS, DIFFERENT UNDERSTANDING OF COPING WITH LIFE AND A NEW OUTLOOK, HEALTHIER TO ME, ON HUMAN NATURE AND MAN IN THE WORLD.

I DON'T EVEN KNOW HOW TO START AND SUMMARIZE THE PAST YEAR, THE YEAR THAT CHANGED MY LIFE AND FROM IT I ONLY CONTINUE TO FLOURISH, TO GROW AND TO LET MYSELF, THE WAY I AM, GROW FURTHER.

PART 3 -THE INSTRUCTING STUDENTS

3.1 THE OPERATIONAL MODEL

This year the AFA's instructing team comprised of 40 students: 8 Medical and Health Professions students, 8 Business & Management students, 12 Law students and 12 Psychology students. Each student instructs a group of 25 participants on average. They are divided into teams of 4 who instruct participants with similar characteristics. Apart from teaching the actual lessons, the rest of the activities such as formalizing the syllabi and tailoring them to the target population are done as team work. **Exhibit H** includes a list of the instructing students for 2011-2.

As part of their AFA's participation the instructing students are required to exhibit high commitment and to invest emotional resources as well as plenty of time in the project. The students are committed to 3 meetings per week throughout the whole year. The first is the academic course taught by Dr. Adi Koll, the second is the team meeting in which all of the “backstage” work and the lessons preparation are done, and then there's the weekly lesson with the AFA's participants.

For their participation the instructing students receive different types of compensations. The Law, Business & Management and Psychology students receive academic credits for their PUP's participation (6-8 credits in accordance with their department's regulations). The Medical students receive academic scholarship from the AFA of 6,500NIS (they don't get any academic credits since they are exempt from accumulating general credits for their degree).

On top of their training capabilities, their commitment to the AFA and its content, the collaboration and team work - the grades the students receive at the end of the year are also given for their personal tasks and the final assignment – writing a paper summarizing the process they went through throughout the year.



3.2 THE STUDENTS' RECRUITMENT

The students' recruitment began in May 2011. The process included playing a short clip in which students who participated in the AFA last year talked about their experience. In addition, ads around the campus asked students to join the AFA

The campaign received great reactions throughout the campus following which we were approached by almost 300 students asking to become part of the AFA. During the month of May we conducted a first round of interviews after which we chose 80 candidates who were invited for another selection round. During the second round the students were required to demonstrate instructional capabilities, originality and creativity as well as team work. At the end of the selection stage 40 students (16 males and 24 females) were chosen to lead the instructing team for the 2011-2 school year.



The clip can be viewed here:
<http://www.youtube.com/watch?v=wtZynDOeAMo>

3.3 TRAINING THE INSTRUCTORS: THE PREPARATION PERIOD AND THE ACADEMIC COURSE

A. The Preparation Period

During the first months of the year the students went through a six-week training period only after which they started their instructing jobs. This period was designed to prepare the students in the best possible way toward their first meeting with the participants and it included 4 major components – introduction to the AFA and its instructing methods; introduction to the target population; formalizing the instruction teams; and creating a team work model.

The preparation and training period began with a 3 days introductory seminar which was held in October in Kibbutz Be'eri in the Negev for all the instructing students, coordinators and the professional teams. Afterwards, students became more familiar with the AFA's operational team and the educational model behind the AFA. With the assistance of the coordinators, the students formalized the annual curriculum, learned how to write lesson plans and tailor them to the needs, interests and capabilities of their participants. They went through several instruction workshops with a public-speaking expert as well as several practical tryouts.

As part of their introduction to the target audience the students conducted advisement meetings with the accompanying social workers and with past years' instructing students (who graduated from the AFA and completed their academic studies). They toured their participants' residence

neighborhoods, met with the AFA's graduates and conducted introductory meetings with the actual participants.

In addition they participated in 3 tours: to "Mitspe Yam" in Herzliya, a protected juvenile facility consisting of juvenile delinquents sent there by a court order; to the rehabilitation ward of the Hasharon prison; and to the rehabilitation ward of the Maasiyahu prison in Ramla. During the tours the students taught several classes in their different fields in order to practice their instructional skills and to examine the lessons' outlines which they formulated in advance.

B. The Academic Course

As part of their AFA's participation the instructing students are required to participate in an academic course accompanying their ongoing activities and taught by Dr. Adi Koll, the AFA's director and academic instructor. The course is taught in an academic seminar format. The students are divided into two small study groups (20 participants per class). The course's instructing method is based on the AFA's educational model and includes, besides discussion groups and joint conversations, reading of academic papers and textual analysis, critical thinking and doubt-casting development.

Exhibit I includes a description of the students' tasks, the structure of their final grades and the academic course' structure and goals.

The academic course "AFA - Access for All" consists of 24 two-hour meetings lasting the entire academic year. The course has several goals, some of which are preparatory but some are aimed for personal development as instructors, citizens and human beings:

- To introduce the students to the target population and to prepare the students for their instructional tasks (teaching skills, interpersonal relationships, team work).
- To introduce the students to educational theories on which the PUP is based upon.
- To examine, formalize and strengthen the students' positions and commitment to social responsibility.
- To critically examine their fields of study and their departments' social commitment as well as acquire tools for mediation between the students' professional world and the participants' world.
- To introduce the students to concepts such as "empowerment", "knowledge as power" and "democratization of knowledge" in several contexts.
- To support the students while dealing with difficulties, questions and problems arising throughout the year.



Following is the academic course's curriculum divided to units:

1

First unit – preparing for the AFA' s instructional task

- First meeting: What is the AFA? The AFA 's guidelines.
- Second meeting: Instruction workshop
- Third meeting: Introduction to the target population. Social and educational gaps between us and the population.
- Fourth meeting: Dealing with extreme circumstances.
- Fifth meeting: Formalizing the work teams.

2

Second unit – what kind of education do we wish to provide?

- First meeting: Philosophy of education, "Education and Democracy", John Dewey.
- Second meeting: Philosophy of education, "Education as dialog -I and thou", Martin Buber.
- Third meeting: Philosophy of education, "Pedagogy of the Oppressed", Paulo Freire.
- Fourth meeting: The educational framework on which the AFA is based upon.

3

Third unit – education - inequality

- First meeting: Sociological study of the inequality in education in Israel – guest speaker
- Second meeting: Inequality in the Israeli educational system, historic view, education in Israel- the district of separate routes, Shlomo Svirski, Tel Aviv, 1990
- Third meeting: Watching a movie, The Gifted Ones, Hana Azulay Hasfari
- Fourth meeting: Access to higher education in Israel - inequality

4

Fourth Unit: Empowerment + Empowering the Empowerers

- First meeting: What is poverty? Different theories
- Second meeting: empowerment - as a tool to dealing with poverty and detachment
- Third meeting: How to incorporate empowerment in the AFA 's lessons
- Fourth meeting: Empowerment workshop
- Fifth meeting: Empowering the Empowers - what strength do we need as empowers and what do we get from empowering others

5

Fifth Unit: Democratization of Knowledge

- First meeting: Panel of professionals who advance knowledge access in their areas and combine social activities with competitive professional career
- Second meeting: Democratization of knowledge vs. democratization of power
- Third meeting: field tour
- Fourth meeting: “Knowledge is power” - meaning and implementation

6

Sixth Unit: The AFA – What's Next?

- First meeting: The AFA's place and state within the TAU

3.4 EVALUATION AND FEEDBACK

At the end of the school year the instructing students are requested to answer a feedback questionnaire summarizing their work with the AFA's participants and the AFA's contribution to them and their participants. Following are the results of the quantitative questions asked in the feedback questionnaire. The answers were measured on a 1-5 scale, 1 being “not at all” and 5 being “very much so”.

Questions	AVG. RESPONSES
In your opinion, did your participants benefit from taking part in the AFA?	4.5
How much, if at all, did the AFA contribute to your participants in each of the following:	
Ability to engage in a discussion	3.7
Ability to work in a team	3.7
Opportunity for self-expression	4.5
Sense of self-capability	4.3
Wish to continue studying in the AFA or elsewhere	4.6
Do you feel the level of importance your participants attribute to knowledge and education changed following their AFA's participation?	4.2
Did you benefit from taking part in the AFA?	4
How much, if at all, did the AFA contribute to you in each of the following:	
Introduction to different populations, realizing their unique problems and needs	4.7
Deeper understanding of the academic study materials	4.6
Development of instructional capabilities, message conveyance skills and public speaking	4.4
Team work and collaboration	4
Forming and strengthening positions and social commitment	4.2

Exhibit J includes the feedback questionnaire.

3.5 STUDENTS' STORIES

Guy S., 3rd year Medical student. Taught the addicts group the Introduction to Medicine course:

In my opinion, one of the advantages of the medical profession is the meeting of different and various people from all parts of society. No doubt the AFA is doing a similar thing. Throughout the year my understanding was reinforced, of how important it is to create a mutual language in order to reach a true connection with those sitting in front of me.

A significant contribution I received from the program is the ability to first see a person in front of me, with no previous judgment and no generalizations. The ability to know, to accept and to understand another person just by meeting him. Some would say – "You needed the PUP for that? Haven't you known it before?" I did, but I hardly acted upon it – words and deeds are far apart. I think a person has to experience things in order to understand and implement them and to read a sentence in a book doesn't necessarily help that.

On top, the AFA has definitely helped me become more professional. I think this is a worthy and significant contribution for a future M.D.



The Introduction to Medicine
course's Instructing Students

Reut, 2nd year Law student. Taught the adults group the Introduction to Law course.

I went through a significant process with the PUP. I feel I reached a high cliff, from where I can overlook and see clearly the road that has led me there. This is the most pride-generating cliff I've been able to climb throughout the past two years. It's difficult for me to name that process, and I'm not sure I want to label it. For me, there is not a particular event that affected me so, but a sequence of events that have brought me to a point where a conversation with an older man, a participant in my course, different from me in almost every possible way, is the most fascinating, exciting and natural conversation I have had all week.

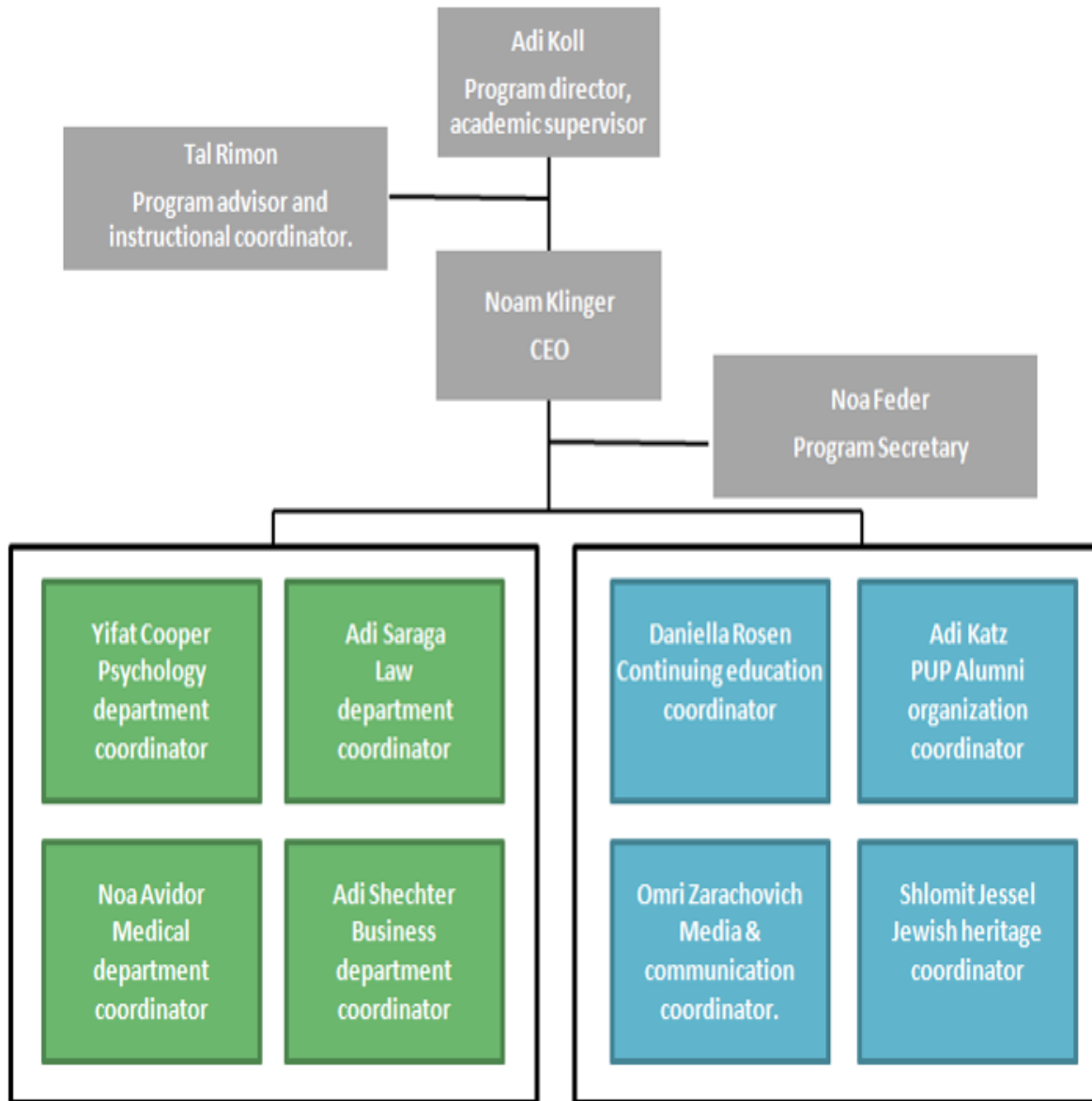
I know that from now on my life and my world view have changed and I'm thankful for that and for the rare opportunity to take part in the AFA and in the lives of such unique people.

Mor, 2nd year Accounting and Business Management student. Taught the youth group the Introduction to Business course.

It's hard for me to summarize the past year in words. The heart is full of feelings and emotions, the head doesn't really understand that I won't be meeting my youth group every Tuesday or talk to them all week long. The past year has been one of the most significant in my adult life. At the beginning of the year I was very concerned and didn't know how exactly I'll manage to teach a group of youth concepts and knowledge from the content world of my studies and the field I've chosen for my professional life one way or another. What I most certainly didn't know was how much I was going to learn this year: learn from my participants; and learn about myself so profoundly. I have instructed groups of youth before, as part of a Youth Group as well as another project, but such an interesting, significant and influential instructing experience – I never experienced the way I was able to with my participants at the PUP. I take with me many tools for life, memories, experiences and mostly many young friends who will accompany me in the future. Looking back over the past year, I have received from my participants no less than I've given them and for that I'll be eternally thankful.

PART 4- THE OPERATIONAL TEAM

4.1 THE OPERATIONAL TEAM



The AFA's headquarters is located at the TAU's Law faculty. It comprises of two offices: one for the operational team and one for the instructing students.

Dr. Adi Koll - Dr. Koll initiated and founded the AFA seven years ago upon her return from her JSD studies at Columbia University School of Law in New York. As the program's founder and director, she created its vision and applied it to its every aspect. In addition, Dr. Koll is the current director and academic instructor and her responsibilities include fund-raising, development, management and leadership.

Ms. Noam Klinger acts as the Tel-Aviv AFA's CEO. Noam first joined the AFA as an instructing student and later worked as the business department coordinator. Simultaneously she graduated Magna Cum Laude her BA in business and psychology at the TAU. Today, as the AFA's CEO, she is in charge of the whole ongoing operation of the Tel Aviv branch alongside the management of the operational team and the relationships with the welfare authorities and the university.

In addition 5 professional coordinators are employed at the AFA:

Mrs. Tal Rimon - Program advisor and instructional coordinator. Tal accompanies the operations of all of the AFA's employees, from the CEO to the instructing students, in order to develop, empower and support them in implementing the AFA's spirit, its goals and values in its ongoing as well as future activities. In addition, as the AFA's instructional coordinator, she is responsible for constructing the project's instructional guidelines and conferring them to the instructing students and the coordinators, as well as developing the instructing students' instructional qualifications and their personal relationships with the AFA's participants.

Mr. Omri Zarachovich – Media and communication coordinator. Omri is in charge of the inner-organizational communications as well as the public relations and publicity (further details regarding his role can be found in section 4.2 of this report).

Ms. Daniela Rosen – Continuing education coordinator. Daniela is in charge of formalizing supplemental study programs for the AFAs participants (further details regarding her role can be found in section 4.3 of this report).

Mrs. Adi Katz – Alumni organization coordinator. Adi is responsible for the establishment of the alumni organization and for producing the accompanying events for the past participants and students (further details regarding her role can be found in section 4.4 of this report).

Ms. Shlomit Jessel – Jewish heritage coordinator. Shlomit is in charge of implementing the Jewish heritage component in the courses' syllabus according to their teaching fields and planning and accompanying the tours to Jerusalem for the different groups (further details regarding her role and the Jewish heritage component can be found in part 5 of this report).

The operational team also consists of 4 department coordinators, in charge of formalizing the instructional teams, their training and the actual accompanying of the instructing students and the study groups in each department. The coordinators are veteran AFA's instructors who started as instructing students and chose to continue with the project, some even after graduation. Each coordinator accompanies 2-3 teams.

The department coordinators are:

Ms. Adi Saraga, 3rd year TAU Law student - Law department coordinator.

Ms. Yifat Cooper, 3rd year TAU Business and Psychology - Psychology department coordinator.

Ms. Noa Avidor, 3th year TAU Medical student – Medical department coordinator.

Ms. Adi Shechter, 3th year TAU Business and Law – Business department coordinator.

4.2 MEDIA, COMMUNICATION AND PUBLICITY

Two years ago a new AFA department was founded: the media, communication & publicity department. Heading the department over the last few months is Mr. Omri Zarachovich, a 3rd year TAU Communications student.

The department's two main goals are: developing and managing inner-organizational communication; and managing the AFA's public relationships and publicity infrastructure. In addition, since the beginning of year the coordinator was dealing with the implementation of the PUP's information management system.

4.2.1 Publicity and PR:

The AFA's operations achieve great success among its participants and acclaim from the professionals accompanying it (from both social welfare and educational institutions). However, its exposure in the media is still limited. The project has a tremendous publicity potential since each of its participants has a fascinating life story, although most of them wish to embark on a new life-path and do not wish to be exposed in the media.

Therefore, the publicity & communication coordinator, as part of his job, will issue PR bulletins to the written and electronic media in order to create awareness to the AFA's existence and in order to reach more people, while maintaining the privacy of the participants and making sure not to penetrate their private lives.

On January 2012, Dr. Adi Koll and the AFA have been awarded the prestigious Knesset's Chairman Award for minimizing social gaps. The award raised much media



January 2012 - Dr. Adi Koll receiving the Knesset Chairman Award for minimizing social gaps

interest following which the AFA enjoyed a considerably large exposure.

The 2011-2 publications included:

1. *Jerusalem Post*, October 31st 2011, "Knesset Speaker's Prize Awarded to Free Loan Advocate", <http://www.jpost.com/NationalNews/Article.aspx?id=243811>.
2. *The Knesset Channel*, January 1st 2012 - http://www.youtube.com/watch?feature=player_embedded&v=KTxs08Z45Tw.
3. *News 1*, January 1st 2012, "Female Glorification: Adi Koll wins the Knesset's Chairman Award", <http://www.news1.co.il/Archive/0020-D-286040-00.html>.
4. *Saloon Magazine*, January 22nd, 2012, "Higher Studies leverage Higher Education", an interview with Dr. Adi Koll, www.saloona.co.il.
5. *Makor Rishon*, January 27th 2012, "Bringing Down the Ivory Tower", an interview with Dr. Adi Koll.
6. *TAU Website* (no date), "The Knesset's Chairman Award will be awarded to Dr. Adi Koll, founder and manager of the People's University Project", http://www2.tau.ac.il/news/hebnew.asp?num_new=3599.
7. *"haaretz" magazine*, August 7th, 2012, "Prof. Trachtenberg talking about Dr. Adi Koll" <http://www.haaretz.co.il/news/education/2012-haifa-convention/1.1795826#.UFnROcXHOZk>

Exhibit K includes copies of the articles and the media publications.

4.2.2 Creating inner-organizational communication:

The basic assumption was that the AFA's participants constitute a learning community and in order to empower that community and make them feel part of something significant we should create a platform that will enable communications between all AFA's participants, including the instructing students. The content platform is comprised of a printed magazine, the AFA's website and a AFA Facebook group.

These components enable the participants to express themselves and share their stories, their life's experiences and also their AFA's experiences. It also enables us to advertise certain activities geared toward the entire project's population (e.g. the continuing education program and special events) as well as act as a display window for donors, for the entire population and for the media into the AFA and its abundant social and personal moving facets.

A. "Yotsim La'or" – The AFA's magazine:

"Yotsim La'or" is the AFA 's printed magazine, published 3 times a year. The magazine includes articles, personal columns, poems, stories, photos and drawings by the AFA's participants and students. Each issue was focused on a central narrative guiding the magazine's articles and interviews. The narrative's selection was accompanied by much consideration realizing we can utilize this platform to convey messages to the AFA's participants.

During the past few months the magazine went through a graphics change realizing that a more serious visibility of the magazine honors our participants more and increases its readership.



1st issue: "Suddenly, a man wakes up..." was published at the beginning of the school year and dealt with people taking responsibility over their lives through personal stories of the AFA's participants in the past and of today.



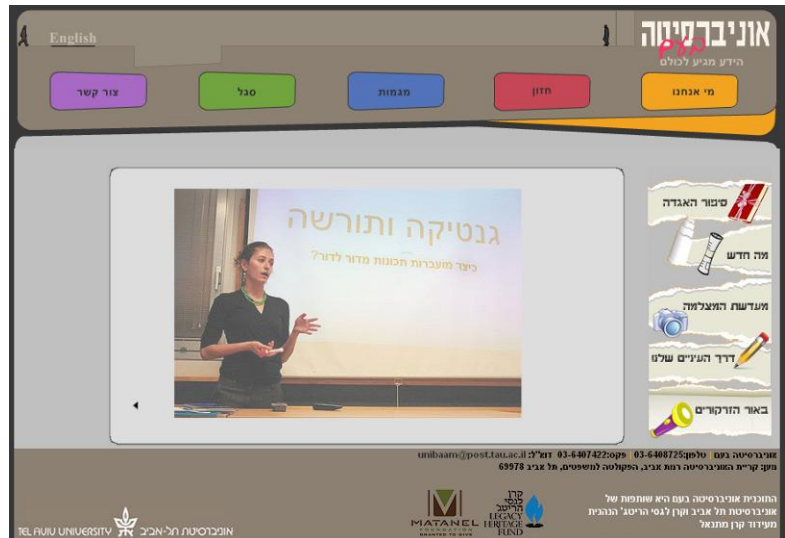
2nd issue: "Little moments – huge significance" was published at the end of the first semester and dealt with the influences certain things—people, events, institutions etc.—have over other people and their views.



3rd issue: "We're all different, we're all equal" was published in June 2012, toward the end of the year. In it participants and students have shared their personal stories and the unique acquaintances established as part of their AFA participation.

B. UNIBAAM.TAU.AC.IL – The AFA's website:

Our virtual content website offers variety of content reflecting the project's folklore and operation, including an expanded internet version of the "Yotsim La'or" magazine. The website includes a "AFA 's news" section as well as photos, videos and personal stories and texts written by the participants. The website went online on February 2010 and was since filled with

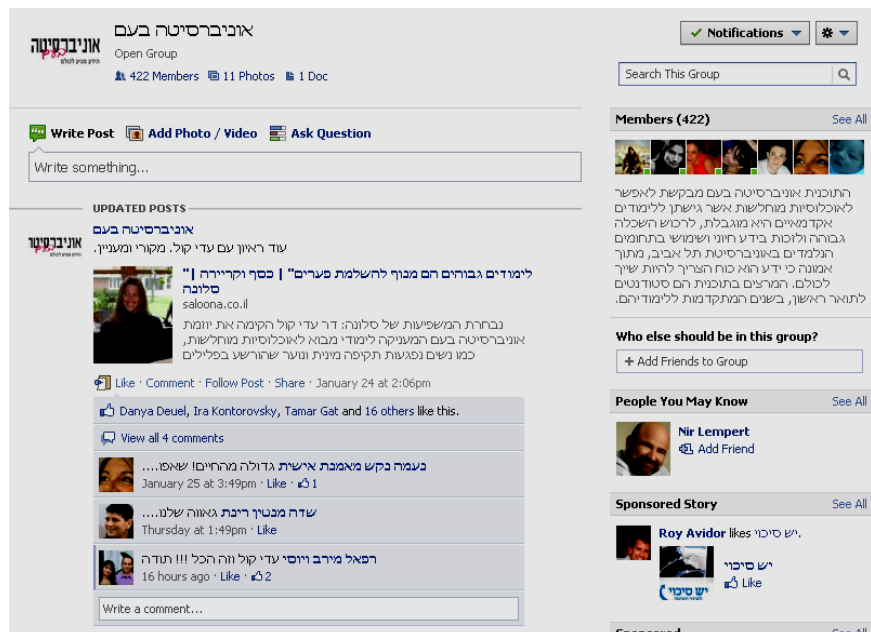


content, articles and stories. Last year the website was translated to English and today most of its content, including the internet version of the magazine, can be read in English as well (direct link to the English website - http://unibaam.tau.ac.il/default_eng.html).

C. The AFA's Facebook group:

The Facebook group "Access for All" is used as an additional meeting platform for the project's participants and students. The group presents content posted by the AFA but also by the participants who post and communicate among themselves. (The group's address is:

<https://www.facebook.com/groups/260320910682921>).



4.2.3 Information Management System:

At the beginning of the year the operational team and the students began implementing the new information management system. The system was developed last year for a token cost by a group of senior software programmers who volunteered to make our ongoing operation more efficient (the project's estimated cost was about 300,000NIS).

The system includes a database with all of the AFA's participants, from the past and as of today. It enables tracking their personal details, personal files, record of payments and history of studies. In addition, the system significantly streamlines the attendance tracking and payment collecting processes, supports remote access for the operational team and the AFA's management as well as streamlines the process of sending reports and reporting to the welfare authorities.

4.3 CONTINUING EDUCATION

4.3.1 Overview:

The continuing education department has been undergoing an establishment and expansion process in order to support the different needs of the participants and to improve its compliance to them. As part of that process the department's name was changed to "AFA Plus". Ms. Daniela Rosen, a former AFA psychology instructor and later the law department's coordinator, now heads the department.

The continuing education department was founded 4 years ago in order to comply with the participants' needs in accompaniment and consultation regarding continuing their academic studies. Throughout the years further needs have arisen. It seems that being introduced to the university encouraged the participants to continue and study, develop and acquire tools in various areas – family, parenthood, profession and education. Some require development of basic skills like reading and writing, using computers or improving a language. For some the studies stimulate the will to fulfill an old dream of academic studies or professional training but their available tools are still inadequate. This year we decided to focus our mission on three areas: continuing education, development and enrichment in order to enable the AFA's participants to acquire basic skills; expand their horizons; take responsibility; and realize themselves education-wise and occupation-wise.

Goals and Structure:

In order to structure the department's operations we formulated its fundamental objective alongside the operational goals which dictated the annual work plan.

The department's objective:

Providing and developing useful tools, expanding horizons and enriching the worlds of the AFA's participants in order for them to want to take responsibility over their lives and to realize themselves education-wise and occupation-wise and to know which steps they must take for that to happen.

Operational goals:

1. Establishment and improvement of existing programs according to a structured feedback procedure.
2. Establishment of new programs for the whole population while realizing the unique requirements of the variety of the AFA's participants.
3. Accompanying the different programs, providing consultation and keeping in touch with the participants while expanding their process of taking responsibility.
4. Establishing the relationships with the different service providers, creating further collaborations with external institutes and forming a stock of volunteers.

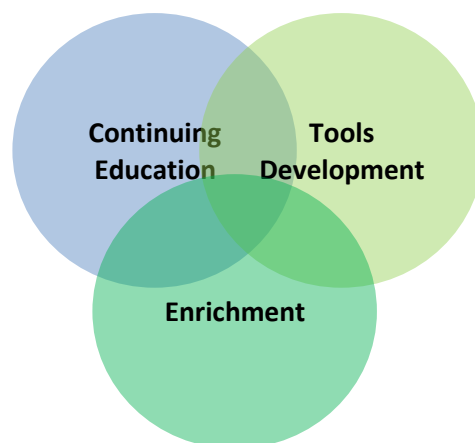
5. Creating a model of information reporting between the AFA's management, the continuing education department, the instruction team, the welfare authorities and the participants.
6. Creating an efficient work model for the development and enrichment team and examining its operation over a period of time.

In light of those goals an annual work plan for the team's operation was formalized based on a three-part operational division:

Continuing Education: Providing access and bringing closer together to education those who wish and are capable of doing so. Accompanying and supporting the participants along the way.

Tools Development: Providing and developing useful tools and basic skills enabling the participants to take active responsibility over their lives.

Enrichment: Expanding horizons and experiences with the different tools while increasing exposure to various relevant areas.



4.3.2 Description of the 2011-2 work plan:

Continuing Education

Continuing Education:

A. Higher education at the Ariel University

Center of Samaria: Each year the Ariel

University Center of Samaria offers a special acceptance track for BA studies in Humanities and Social Studies to AFA's graduates. This track is offered to 10 exceptional graduates over the age of 30 who are not required to pass a psychometric exam or present their matriculation exams' grades. Participants who pass the sorting process and are accepted to the program are entitled to a study scholarship but are required to finance their transportation and study books on their own.

A Success Story: Yafa Goel, a 2006-9 AFA participant, was referred to the program by the Hertzelya social services. Yafa is a single mother and a single provider for her children. On the 2008 school year Yafa has began her BA studies at the Ariel University Center of Samaria as part of the PUP's scholarship. This year Yafa was the first on the Dean's list out of all 1000 multidisciplinary students. She is due to graduate her degree next year.



Those who already began their studies as well as the new students study once a week (the estimated time required for their degree's completion is about 6 years). The continuing education coordinator is in charge of sorting and selecting the 10 candidates. The sorting process includes exams in English, computer skills and writing as well as a personal interview. This year 35 AFA's graduates study in Ariel, 6 of which have started their studies during the current academic year. The AFA Plus team accompanies the students throughout the year and offers them emotional and practical support (private lessons, exams preparation and more).

A.1 Exams preparation workshops for first year Ariel students (Dec. 2011) – At the end of December we conducted two exams preparation meetings for the AFA's participants and graduates who are first year students in Ariel. The meetings were conducted during the evening hours in the TAU (4 hours total) and were taught by Mrs. Etty Primat, an ex senior manager in charge of teachers' training in the Ministry of Education. During the meetings Mrs. Primat has taught the participants time management techniques, how to organize their study materials for the exams and how to cope with exams-related anxieties. Also as part of the workshop the participants experienced solving a sample exam in which they had to cope with time pressure, phrasing clear answers, defining terms and solving multiple choice questions. The participants reported that the workshop had helped them tremendously for planning their studies before the exams and considerably calmed their sense of pressure facing their first ever academic exams period.

A.2. Reunion for all AFA's participants studying in Ariel (Jan. 2012) – The collaboration with the Ariel University Center has began 5 years ago and today 35 AFA graduates study there. They all study for multidisciplinary BA in Humanities and Social Studies but are in different study phases (from first to fifth year). This year we decided to conduct for the first time a reunion for all of the AFA's participants and graduates in order to create a sense of community and team spirit.

The reunion took place on the evening of January 5th in the TAU with 25 graduates. In the first part of the evening the participants shared their study experiences and the difficulties they faced. Later, Mrs. Etty Primat taught a short workshop on "Dealing with Change" in which the participants discussed the changes they recognize in their lives following their academic studies. They shared with the groups stories about not believing they can succeed at first and how they now feel a great sense of satisfaction and higher self-esteem from their achievements. Alongside, many of the participants talked about the difficulty to balance between their daily lives (family and work) and their academic requirements.

A.3 The sorting process for the 2012-3 school year (April-May 2012): The sorting process started as every year with a publicity session taking place at the university on April 22, 2012 for the entire population of participants studying in their 3rd year at the AFA. The session included a detailed explanation about higher education, the significance of a Social Studies degree, the academic requirements and the anticipated sorting process. Also, a AFA graduate studying in Ariel on her 3rd year shared with the session's participants her studies experience and answered questions. Following were English, computer skills, reading and writing skills exams, as well as personal interviews. At the end of the sorting process 10 outstanding participants were chosen to receive the scholarship for BA studies in Ariel.

A.4 Higher education preparatory course for the 2012-3 school year (June-August): As we do every year during the summer months, this year we'll also conduct our higher education preparatory course in collaboration with Mrs. Etty Primat, an ex senior manager in charge of teachers' training in the Ministry of Education. The course includes 10 meetings of 3 hours each, dealing mainly with providing tools for higher education - proper study habits, time management, coping with exams and bibliographic guidance toward writing academic papers. We also emphasize dealing with difficulties that can arise as a result of going back to school – the family's adaptation, difficulty in coping with technological requirements, low self-esteem etc. At the end of the preparatory course, a meeting is scheduled to take place in Ariel with the head of the program and the academic coordinator for introduction and for formalizing a study timetable.

B. Psychometric exams preparatory course in collaboration with the Lachman group:

B.1 This is the 2nd year in which we conduct a preparatory course for the psychometric exam for a token fee in collaboration with the Lachman group. The course is offered to the AFA's participants exclusively and is taught in small groups by Lachman instructors and tailored for the participants' requirements. The psychometric course's sorting process began on February with a publicity event for all of the AFA's participants interested in the course. The event included an explanation about the exam, the sorting process and the aforementioned course. Following the event was the internal sorting process which comprised of a personal interview with the AFA's team and the Lachman professional team in order to examine the compliance with the course and the independent learning required when preparing to the test, as well as the level of commitment and ability to persist in such a course. Eventually 13 candidates were chosen to start the course on March 2012.

B.2 At the end of the sorting process the course opened on March 11, 2012 and included 40 meetings of 5 hours each (twice a week). Following the course 9 participants took the psychometric exam on July 4, 2012. Apart from the Lachman Group instructor, Ira

Kontorowski from the AFA Plus team was in charge of accompanying the course's participants' group in order to follow their persistence and progression throughout the exam preparation and to act as a source of educational and emotional support. As part of this accompaniment, Ira conducted 3 group meetings (at the beginning of the course, during the marathon and at the end of the course) designed to encourage the establishment of a supporting study group, the sharing of difficulties and the reflection of the participants' successes despite those difficulties. On top of the group meetings Ira conducted personal conversations with all of the course's participants in order to provide solutions to the unique needs of each participant. Recently the participants have gotten their exam's results and all of them were able to stand up to their expectations. One participant, Zohar Zada, 25, from the youth group, received a remarkably high score (656) which will allow him to integrate into university studies. He is currently going through an inquiry, consultation and advising process in order to choose the right course for him to take.

C. Counseling and supporting participants wishing to continue their education:

Again this year we offered personal counseling to participants wishing to continue their education or to join degree studies, certificate studies or enrichment programs outside the AFA. The AFA's instructing students have been directing serious participants wishing to continue their studies into higher or professional studies to a personal counseling meeting with the continuing education coordinator. During the meeting the coordinator and the participant define the participant's goals and what the required steps to get there are. We accompany and guide the participants in getting in touch with the relevant study institutions, applying for grants and registering. As of today we have 21 participants who are in contact with the department and are in different phases of the process.

C.1 Also in April we started to work on establishing collaboration with Hesegim, a national program for increasing accessibility to higher education. The Hesegim program's expertise is to provide counseling and accompaniment toward academic and certificate studies for populations from the geographic and socio-economic periphery. It can offer vast knowledge and useful professional tools.

As part of this collaboration, AFA students expressing interest in continuing to academic or certificate studies are directed to the Hesegim coordinators working in their home towns. After putting the coordinator in touch with the participant a structured process of selecting a study direction is started, including directions toward ways to complete matriculation/psychometric exams in order to start studying. Ira Kontorowski from the AFA Plus team maintains constant contact with both the participants and the coordinators in order to support this process and the individual progression of each participant.

Tools Development

Tools Development:

A. A Lecture about parenthood in the technological age in collaboration with the Institute (Jan. 2012): This year we decided to festive gala event to the parenthood workshop lecture by Mrs. Osnat Harel, the Adler Institute's event's goal was to expose the participants to the parenthood workshops and provide them with tools relevant useful knowledge.

took place on Thursday, January 26th and was of the adults AFA's participants. The event was successful for its 95 participants. Most of them to the parenthood workshop.



Adler conduct a including a CEO. The planned and The event open to all highly registered

B. A parenthood workshop in collaboration with the Kibbutzim College of Education

(Feb.-Mar. 2012): This is the 3rd year in which we conduct a parenthood workshop in collaboration with the Kibbutzim College of Education. As every year, instructors who graduated the parents' groups' guidance studies of the Kibbutzim College of Education have volunteered to teach the workshop to the AFA's participants. The 5-meetings workshop took place during Feb. 2012 on Sunday nights. It comprised of 5 groups of participants divided according to their children's ages. In addition to the age groups, a new group opened which focused on single parents' dilemmas, which was highly in demand. The workshop dealt with the various characteristics of the parental role (authority, love, limits, communication etc.) and the dilemmas brought by the group's participants out of their daily lives. About 80 participants registered to the workshop (out of which 10 registered with a partner not studying in the AFA) who arrived at the meetings independently.



C. Basic skills courses – English, computers, (July-Aug 2012): As every year we conducted several summer courses designed to provide the participants with a platform for strengthening their basic skills. These courses take place during the summer months in

which the university is closed and are being taught by professional teachers. The AFA's participants who wish to participate in these courses are required to pay a token amount of 100NIS for their participation and to arrive at the university independently. The English course was taught this year by teachers from the Wall Street school and the computers course was AFA taught by teachers from the "Machshava Tova" non-profit organization. Neta Sher, of the AFA Plus team, accompanied the operation on behalf of the program. This year a record number of participants registered to the English course – 121. They were divided into 11 levels of knowledge (beginning with learning ABC). 40 additional students registered to the computers course. They were divided into groups of knowledge. The summer courses will be over before the beginning of the next school year.

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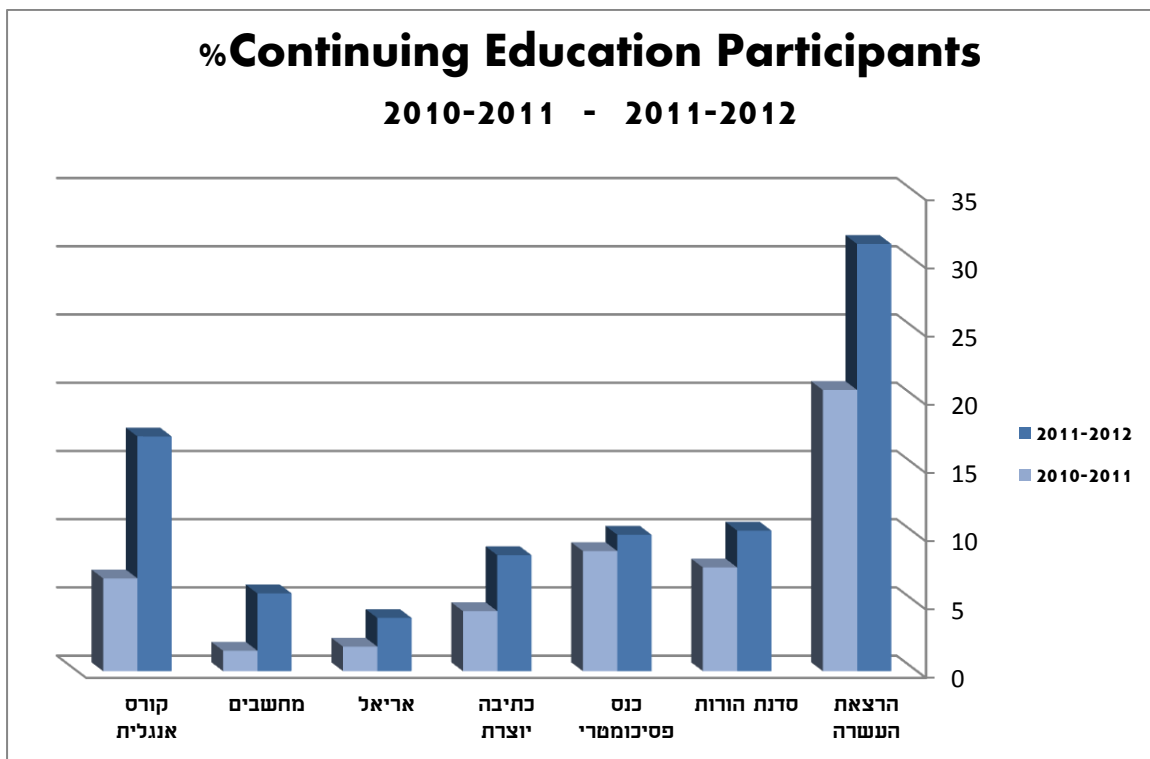
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Enrichment:

A. Positive psychology convention (Mar. 2012): On March 15th an academic convention was conducted on the subject of positive psychology. Dr. Dina Eisen, the founder of the Synapsot Company for promoting optimistic health, gave a lecture regarding "Optimistic health – the connection between psychology, medicine and good and happy life." The lecture was open to all AFA's participants but the arrival was independent. A surprising number of 220 participants arrived at the convention and proved once again that studying in the AFA awakens in the participants a strong desire to continue learning and developing. Many participants want to enrich themselves and acquire more useful and significant tools. The AFA Plus sees that as its goal - to assist them in achieving that task.

הזמנה
הקונפוט נערכת ב-15 במרץ 2012, בשעה 18:00, בחדר הכנסות מוגבל.
הרצאה: מתחילים ביום חמישי 15.3.12, אולם 1000, בניין 101-102.
הקונפוט נערכת ב-15 במרץ 2012, בשעה 18:00, בחדר הכנסות מוגבל.
הרצאה: מתחילים ביום חמישי 15.3.12, אולם 1000, בניין 101-102.

B. Creative writing workshop (March 2012.): In March we conducted our 2nd creative writing workshop. The workshop was taught by Mr. Moshe Aviezer (former AFA media & communication coordinator) and two other instructors. The workshop comprised of 2 2-hour meetings in which the participants, divided into small groups, experienced writing as a tool for self expression. About 70 participants registered to the workshop (including about 5 youth from the psychology group who came to the workshop accompanied by their instructors). They completed various writing exercises during the classroom meetings as well as through individual work at home. The participants created and shared their work with the rest of the group. At the end of the workshop, about 9 participants interested in journalistic writing discussed the AFA's newspaper "Yotsim La'or" and decided together on the subject of the end-of-year issue – "We're all different, we're all equal". These participants conducted interviews and wrote articles relating to the chosen subject and practically formed the newspaper's editorial desk (see page 48).



Obviously, this year, following the establishment of the AFA Plus team, the number of participants in the continuing education programs has risen significantly. The team not only has given hard thought into the proper content and the establishment of the different activity frames,

but also invested in advertising and marketing the programs among the AFA's participants. For each activity frame a structured and thorough work plan was created and the participants were required to show responsibility and maturity both during the registration process and throughout the entire year. The close accompaniment provided to the participants studying in Ariel and other programs has also proven itself. Thus far those students have been very successful in their exams. It's obvious that the AFA's participants are eager for other programs and enrichment and no doubt the achievements and pleasure they experience from the AFA have brought about their motivation to study and develop.

4.4 THE ALUMNI ORGANIZATION

4.4.1 Overview

This year, after 6 successful years of operation, we decided to establish an alumni organization for the ' AFA's graduates – both participants and instructing students. This resulted from our wish to keep in touch with the AFA's participants and to accompany them along the way, alongside with the need to follow their personal and professional development. In addition, we wished to unite the group of graduate students, who today are law, medical, business and psychology professionals, and gather them into a group that can continue to contribute to the AFA with professional support and counsel, with monetary donations or any other community contribution.

As the alumni organization's target audience we chose those participants who graduated from 3 years of study (about 300) and all the students who finished one year of instruction (about 160). In order to define the organization's goals and operations we conducted few focus meetings for about 15 participants from both populations in which we tried to figure out what they would expect from such an organization and how willing they were to be involved in its activities. In addition we conducted an internet survey (for the students) and a telephone survey (for the participants) in which we asked to delve into the will and commitment of the graduates toward the different activities.

Goals

Following the meetings and after a short research regarding similar alumni organizations we defined several initial goals for the organization:

- A. Creating an educational environment in which the graduate participants can enjoy professional lectures taught by the instructing students.

- B. Creating an online database of graduate students according to their professions which will be used for choosing guest lecturers for the AFA and can also provide professional counsel to the AFA's participants and graduates if necessary.
- C. Creating a joint volunteering environment in which both the students and the participants take part and act toward a joint target.
- D. Leading the graduates – participants and students – to bring about major changes in their lives and in the society they live in.

4.4.2 The Operational Model

Heading the alumni organization is Ms. Adi Katz, a AFA 's graduate who finished her BA in psychology and business management and starts her MA in clinical psychology next year. Adi, in collaboration with few volunteer graduates and with the support of Dr. Adi Koll, formalized the annual work plan, and is responsible for producing the events, for the relationships with the graduates and for leading major portion of the activities. The following alumni events have taken place this year:

A. Launch Event:

The alumni organization's operations opened with a launch event conducted on November 24th 2011. In the event, which became an exciting social gathering bringing together generations of participants and students, the planned organization's activities were introduced and two lectures of graduate students took place: one by Tal Rimon, the former AFA's CEO, who spoke about "The connection between who I am today and the family I grew up in"; and one by Acct. Victor Vakert who spoke about decision-making. The event was highly successful for its 150 participants. It also included an introduction to the organization's next activity – volunteering at the Shanti House, a warm home for youth at risk.



The Alumni Organization- Launch Event

B. Volunteering:

For Hanukkah the alumni organization conducted a special volunteering activity in the Shanti House, a temporary house but also a long term refuge for runaway and homeless youth, ages 14-21. As part of the event, conducted on December 26th 2011, the graduates have taught – students and participants together – educational-instructional activities for the youth built around the study fields taught at the AFA – law, medicine, business and psychology. It also introduced the AFA to the youth with an invitation to join its studies. The graduate participants shared with the youth their experiences and



A Special Volunteering Activity in the Shanti House

told them about the long road they've taken toward their successful rehabilitation. At the end of the evening everybody lit a Hanukkah candle together and sang the holiday songs.

C. Continuing Program for Leading a Change and Social Involvement:

Wishing to encourage the AFA's graduates to continue being socially involved and to lead a personal and social change, we created for them a "Change-Leading Program". The program, which started its operation at the end of January 2012, is an annual program comprised of a weekly meeting in small groups (students and participants separately), geared toward encouraging the graduates to think about a certain change they wish to lead. The program aims to assist them in moving "from thought to action".

The workshop intermediary goals are:

1. To raise awareness to social problems in Israel.
2. To encourage a critical examination of the reality in which we live.
3. To acquire tools required for social involvement.
4. Introduction to institutions operating toward leading a social change.
5. Planning and executing a personal project.

The program is comprised of six meetings, with the first three being theoretical and focusing on raising issues and enrichment, and the next three focusing on providing tools for involvement and planning the execution of the personal project. The seventh and last group meeting is a presentation meeting in which the planned projects are presented. A personal project is a project leading a certain change, on a private or public level.

Continuing Program for Leading a Change and Social Involvement: The meetings' description

Workshop 1: "The power of the individual and the power of the group" – for the participants' group.

A "Raising issues in the Israeli society" panel for the students' group.

Workshop 2: "Raising issues in the Israeli society" for the participants' group.

A tour in the foreign workers' support center for the students' group.

Workshop 3: "Identifying and dealing with problems in the private arena" – based on the "naming, claiming, blaming" method.

Workshop 4: "From thought to action" – what is a change and how is it brought about?

Workshop 5: "The toolbox" – acquiring tools for action and beginning to develop a work plan

Workshop 6: "Problem solving" – how to deal with hardships and refusals for the participants' group.

Workshop 7: "Success stories" – young people acting toward a social change will introduce their "roads to success" to the students' group.

The last meeting is a presentation meeting in which the planned projects are presented. From then on the activities will take place individually on each project, with the support of the alumni organization's team.

The program was launched at a gala event conducted on February 2nd, 2012. The event opened with a lecture by Dr. Adi Koll about the social struggle which took place in Israel during the summer, its outcome and implications on each citizen's personal arena.

As part of the event the participants were requested to register to the workshop and to commit to arrive at all the meetings as well as take part in an individual graduation project in which they will implement the content studied in the workshop. 15 alumni students and 15 alumni participants registered to the workshop which began on March and ended at the end of August. During the workshop it was evident that the alumni students who are busy professionals expressed strong will to act toward making a change in the different arenas and to undertake different projects, but it's difficult for them to find the time to do so and the motivation to start on their own. Therefore the workshop on their part concentrated less on identifying and locating the problems and more on directions on how to act and combine social activism with a busy and binding schedule. The main focus was on creating collaboration and work groups among the alumni in order to formalize a joint graduation project. At the end of the workshop the alumni chose to utilize the tools they acquired during their involvement with the PUP in order to continue and contribute to society. For that they formed 3 groups, each



ארגון הבוגרים מזמין אתכם למפגש ראשון מתוך סדרת מפגשים בנושא:

"שינוי חברתי"

ארגון בוגרי אוניברסיטת בעם



בתוכנית:

התכנסות	18:15-18:30
אני ואמה נשנה את העולם - ד"ר עדי קול	18:30-19:30
הפסקה	19:30-19:45
סיכום הפעילות והצגת תוכנית ההמשך-שלי דונובילום ועדי בכנישתי	19:45-20:15

המפגש יתקיים ב-2/2/12 באולם קגן
בפקולטה למשפטים, אוניברסיטת תל אביב

ההגעה לכנס עצמאית

לפרטים נוספים:

עדי בכנישתי: 054-7367343 | שלי דונובילום: 052-4812323

group choosing a different target population for which they created a series of educational lectures on different subjects relevant to their lives. The first group chose to focus on Arab and Jewish youth and to create for them a photography workshop that will deal with their outlook on Israeli society. The second group chose to focus on adolescent girls and to create for them a workshop dealing with gender. The third group chose to create a series of meetings for kids dealing with accepting the other and introducing the refugees' conflict in Israel. At the end of the workshop the alumni presented their work plans and got a green light. They intend to begin teaching their content as early as during the upcoming November.

Unlike the students, the alumni participants have quite a lot of time on their hands and also many problems troubling them and affecting their quality of life. But, already at the first workshop meeting, it was obvious they were insecure and didn't trust their ability to act and to make a change. Most of them have gotten used to saying that all of the problems in their lives were caused by the authorities and that there's nothing they can do about it. Therefore their workshop was constructed differently and focused first on identifying problems in the public and private arena and later on realizing their causes and possible courses of action (based on the "naming, claiming, blaming" model). During the second phase the workshop wished to provide them with tools for action and to expose them to people just like them who got up and started to act. Toward the end they were requested to choose a small individual project they want to lead among their close environment on a subject that concerns them. Each participant was teamed with an alumnus student to accompany him or her during the project. During the final meeting the participants presented their project with shining eyes and much excitement caused by the sense of enforcement they acquired during the workshop, as they realized it was in their power to influence and design their own lives.

Following are some examples for the alumni participants' projects:

1. Hamis Dasuki from Ramla asked to deal with the high cost of private lessons for his kids and formed a plan to unite a few neighbors whose kids required assistance and to find a teacher to teach them in groups of 4, therefore to lower the cost. Together with the alumni students they looked for a student who will teach those lessons for a lower-than-market cost, thus relieving the parents from some of their financial burdens.
2. Ora Mustaki, a violence victim woman, who left her violent husband and rehabilitated her life, chose to volunteer in the Family Violence center and to assist women in her condition. She started taking a volunteers' course in the Rishon Le'Zion municipality.
3. Ezra Ellis, 35, from Lod, grew up in foster families and boarding schools, and today is independent and with family. Following the visit to Beit Hashanti he decided to go back

and volunteer in his old boarding school and to become a role model for youth in his former condition.

These project and others were created following the workshop and mark an additional step in the participants' development and progress. If before they considered themselves poor and weak and required the social services' support, today, following their AFA studies and the subsequent workshop, they are not only independent but also feel able to contribute to others. This is a significant empowerment.

SUMMARY AND CONCLUSIONS

The 2011-2 school year was concluded most successfully. The year opened with 992 participants studying in 10 groups and ended with a record number of 857 participants taking part in introductory courses belonging to one of the 4 departments: law, medicine, business and psychology. High percentage of participants have graduated (87.4%) and passed the final knowledge exams (average grades of 88.4). The participants proved a profound understanding of the studied materials and a strong will to share that knowledge with their surroundings.

The substantial satisfaction of the participants this year is evident by their high attendance rates throughout the year, by their feedback questionnaires and their true commitment to their studies which was realized by their integration into the enrichment additional study programs offered to them this year by AFA Plus. The instructing students also described their participation in the PUP as a constitutive experience which changed their lives and turned their university studies into a meaningful and influential experience.

According to the original plans, this year we haven't increased the number of participants in the program but deepened and improved the existing study programs. Together with the AFA's instructional coordinator, Tal Rimon, we created a structured training program for the professional coordinators including a 3 days coordinators' seminar to take place during the summer months, and monthly training workshop to take place throughout the school year. Consequentially the instructing students' accompaniment has developed and improved, as a personal program was created for each of them in order to define and fulfill their annual goals, both personally and for their participants. These procedures have naturally affected the level of seriousness and commitment of the whole team as well at the level of studies and lessons that were taught.

In addition and following the participants' requests, this year we invested much effort into the creation of the envelope programs. A vast continuing education program was created by the PUP Plus team in order to strengthen and enrich the participants, provide them with practical tools for dealing with their daily problems and increasing their motivation, will and ability to study. Beyond the continuing education program for BA studies in the Ariel University Center, this year we contacted the Beit Berl College and are currently looking into formalizing an additional program enabling the AFA's alumni, at every age (the Ariel program is only offered to 30+ years old) to integrate into BA studies in Criminology and to receive an Open University degree. We hope this collaboration can be implemented next year.

As can be seen from this report, for the younger participants' population we developed this year an individual accompaniment program in collaboration with the Hesegim non-profit organization, as well as offered a psychometric exam course under the Lachman Group's guidance. These programs, together with the summer courses in English and computers skills, seek to assist the

participants to integrate into formal education or complete their basic education. Together with the various enrichment programs and the parenthood and creative writing workshops, this year the participants were offered a rich and diverse program, exposing them to a world full of information and experiences.

An additional program we created this year is the alumni organization. This program seeks to provide solutions to the AFA's graduating participants and students who wish to continue and take part in educational and social activities in which the skills and tools they've acquired can be utilized. At the beginning of the academic school year we concentrated on planning and thinking about the alumni organization's activities and goals, following which we went ahead with several activities which received a broad response among the alumni. From talking with the AFA's graduates we realized that the circle of influence of the AFA is much larger than we expected. The students indicate that during their instruction year they learned to realize and appreciate the significance of social contribution and therefore as professionals they insist on being involved in individual or professional volunteering. The participants indicated that they keep looking for other educational programs and that learning and education have become a significant and meaningful factor in the education of their children.

Out of meetings with the alumni and mostly during the discussions which took part in the Social Change workshop, it became evident that after graduating the AFA, its participants share a strong will to continue and contribute and execute the power they gained. One of these conclusions is therefore that we must think how to direct and accompany them in order to assist them in realizing that will. During the past seven year over 4000 participants have taken part in the AFA. Together they can become a significant force which will lead a social change in Israel, and we must find the way to encourage them into a joint effort.

Another related conclusion is actually relevant to the composition of the AFA's groups. From tests we conducted regarding the participant's attendance, we realized that our attempt to construct homogenous groups based on similar characteristics (violence victims, clean addicts, girls at risk) not only damages the participants' persistence as they consider the AFA a labeling therapeutically environment and not an enforcing educational one, but also limits the opportunity of the participants to continue to meet and collaborate at the end of the program. The fact that the participants arrive from different geographical location makes it hard on their continuing communication and also increases the AFA's operational costs.

We therefore decided that next year we'll change the number of AFA's groups to 8 (the number of participants will remain the same), and construct the groups according to their residency and not their personal background. This way we'll have groups from Holon, Bat Yam and Jaffa studying together, a group from Rishon and Rehovot, a group from Herzlia and Ramat Hasharon etc. Each group will comprise of women and man from different backgrounds, with a common

denominator of being treated by the social services and their residential town. We hope this will strengthen not only the individuals but also a whole group and community, as the knowledge, skills and security the individuals acquire will be manifested in their joint accountability.

As indicated, during the upcoming school year we won't increase the number of participants as well, but continue to sharpen and strengthen our activities, to make the organizational and logistical structure more efficient, and to improve our offered services. Also next year, our third year of operation in Be'er Sheva, we would like to establish the third AFA branch in the Hebrew University in Jerusalem and to act toward the recognition of the AFA by the state's authorities as part of the educational-rehabilitating programs offered to at-risk populations in Israel.

This year we started our activities on that front, as we contacted the chair of the Planning & Budgeting Committee of the Council for Higher Education, Prof. Manuel Trajtenberg, and presented the PUP to him and his committee. Prof. Trajtenberg also visited the AFA and we now examine the possibility to turn it into a national program operating in all academic institutions. We hope that next year we'll make a considerable progress in that direction, which will streamline the AFA's operation in the following years.

The following is a column published by Prof. Trajtenberg in the Ha'aretz newspaper in response to request to choose the most influential person in Israeli education this year in his opinion. He chose Dr. Adi Koll.

Prof. Manuel Trajtenberg on Dr. Adi Koll, initiator and founder of the "Access for All" Project

The chair of the Planning & Budgeting Committee of the Council for Higher Education talks about the project that makes higher education accessible to those who never dreamt of the academy

"As part of my role as the chair of the Planning & Budgeting Committee of the Council for Higher Education, I meet each month tens of dedicated and impressive people who do wonderful things for the promotion of education and knowledge. But the meeting with Adi Koll has been a unique experience for me – the originality and daring embedded in **the "Access for All" Project** concept, the enormous difficulties facing its implementation, the passion and insistence that made her overcome those, all combined with Adi's complicated personal story, have moved me tremendously and shone a strong and bright light over the arena of hopes for the good that Israeli society is able to generate.

The "Access for All" Project, initiated and founded by Adi, brings into educational environments in higher education institutions groups of population who never considered arriving at such studies, not even imagining they would ever come across a physical meeting with the university's walls – battered women, rehabilitation center graduates, and many more whose

fortune and life's circumstances pushed toward abysses that most of us are not even aware exist.

The "Access for All" Project offers special introductory lessons in medicine, law, psychology and business, taught in ways that provide basic knowledge and life skills in those fields, and not less important, enable to build self confidence and renewed belief in their personal capabilities. The lessons are taught voluntarily by students chosen carefully from many who wish to take part in this important project, and receive not only a minimal academic credit, but beyond all a golden opportunity to give something of themselves to others.

After meeting Adi I felt the need to see for myself this blessed work, which spreads a unique wind gust in the university after its regular operational hours. Tens of students who wouldn't have fit into the university's common personal landscape during the daytime fill the classrooms and halls during the evening, with wide smiles spread over their faces, and in their heart a slightly embarrassed enthusiasm to invade the hidden worlds through the wonderful gates opening in front of them for the first time. Adi has managed, through the People's "Access for All" Project, to bring thousands of people toward a better future for them (over 6000 have already enjoyed this mighty enterprise), thus paying back to society some of the expensive personal capital that the lucky among us have acquired in the higher education institutions.

Adi represents in my mind a rare combination of vision, morality and ability to act, which are all directed toward leveraging education and improving the faith of those who need it the most. She, who graduated from PhD. Studies in one of the world's best academic institutions, and could have easily chosen and succeeded in any other direction, actually chose to devote her endless energies not to the shining university of the daylight hours, but to the dimming hours of the evening – Adi, thank you."

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