



Participants in Psychology lesson

The Access for All Program

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ABSTRACT

The Access For All program (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 AFA 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 2012-3 academic year is the AFA's 8th year of operation and the 3rd year of the Matanel Foundation support. The AFA's activities this year began in October 2012 with the training of the coordinators and interviewing the participants who were referred to the program by the welfare authorities. During November the training of the instructing students commenced, and by the end of November the courses began. This report summarizes the AFA's activities during the period of September 1, 2012 to February 28, 2013.

This year has opened with 1005 participants (studying in 8 groups, divided into 4 classrooms with an average of 30 participants per classroom). All the participants were referred to the program through the social welfare authorities. Most of the adult participants in the AFA are over the age of 29 (73%), and 27% are youth (under 19).

The majority of the participants are 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 and occupation, as well as the recruiting and sorting procedures, can be found in **part 1** of this report.

Each participant takes part in one introductory course from one of the 4 program'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 AFA 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 semester the attending participants' count was 963 (only a 4.13% dropout rate). A detailed description of the evaluation process can be found in section **2.4** of this report.

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. 32 students participate in the AFA this year - every 4 students teach a study group of about 125 participants. The 4 students construct the instructing team, which formalizes the courses' syllabus and each lesson's outline and schedule. The actual teaching is 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. On January 2013 Dr. Koll was elected a Knesset Member on behalf of the Yesh Atid political party. Adi's election has received vast support from the AFA's participants, who believe in her ability to generate significant achievements. The AFA's team hopes that Adi's emergence as a public figure will

assist in the program's promotion and in it receiving a wider recognition and public support. Relevant publications can be found in **part 4** of this report.

Adi's replacement as the AFA's director will be Adv. Mrs. Rotem Yadlin. Rotem has been acting as the senior advisor to the Cabinet Secretary, Adv. Zvi Hauser, for the past four years, dealing with promotion, management and implementation of wide-ranging national programs. Rotem has taken upon herself to head the program in order to turn it into a national program, operating in every academic institute in Israel and funded by the state. Rotem will also be in charge of the ongoing operation of the program 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.

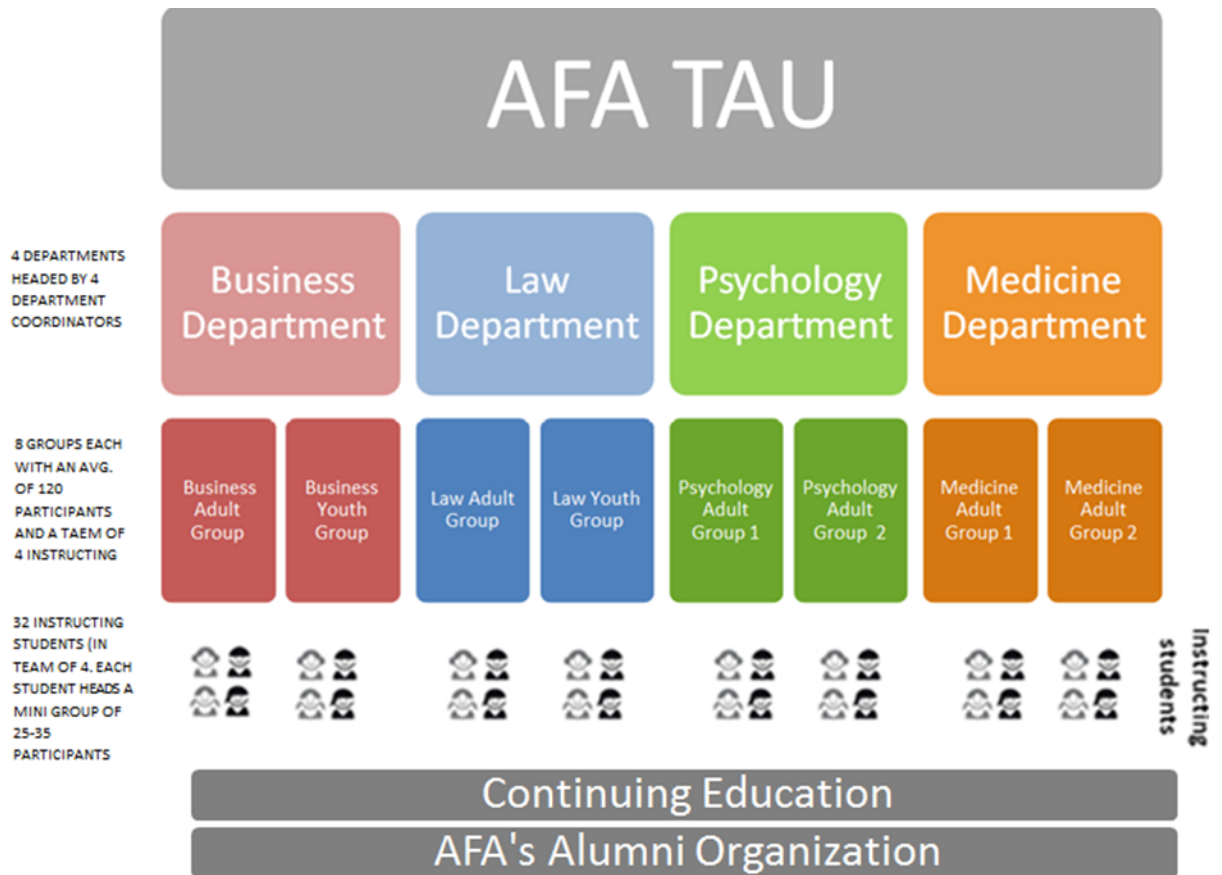
This year the AFA's continuing education department will focus its continuation programs in joint activities of the AFA's advanced participants (second and third year) and the AFA's alumni as a joint effort of the continuing education department alongside the alumni organization. The joint program is called "The Next Step", and it seeks to recruit the alumni instructing students to accompany and guide the continuing and alumni participants in choosing their future study path following their AFA's graduation. As part of the new program the alumni students will teach a five-meeting workshop designed to instill in the participants decision-making skills, provide them with tools for broadening their personal and group's horizons and encourage them to take responsibility and fulfill themselves both educationally and occupationally.

In addition, the continuing education department will continue to accompany our outstanding participants and graduates studying in the Ariel University Center for the BA. This accompaniment includes meetings, mentoring program, study skills' workshop, locating volunteers to assist the participants during their studies in addition to a personal accompaniment of each participants and tracking their progression. Further information regarding the continuing education department's activities and this year's "The Next Step" program in collaboration with the alumni organization can be found in **part 4** of this report.

The 2012-3 school year is signified by the strengthening and stabilization of the AFA in its existing volume of introductory courses alongside the broadening and intensification of its outer core: i.e. the expansion of the continuing education organization; 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 OPERATIONAL MODEL 2012-3



PART 1- THE AFA'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 oneself 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 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 program.

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 2400 participants, 1200 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 92%) are requested to pay a one-time fee, called "seriousness fee", nonrefundable in case of participation cancellation, for an amount of 200NIS (80% of the program's participants have already paid the full amount). 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.

Following a remarkable interest in the AFA, all through the summer we were continuously approached by interested people who were not associated with the referring welfare authorities, requesting to be allowed into the program. Some have arrived via friends who participate in the AFA, some through the program's publications and some heard about it word-to-mouth. We were approached by over 470 participants and after the initial sorting and interviews process we decided to accept 95 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-economic circumstances. The integration of the "external participants" was considered a success last year as 92 of the 100 participants graduated from the program successfully.

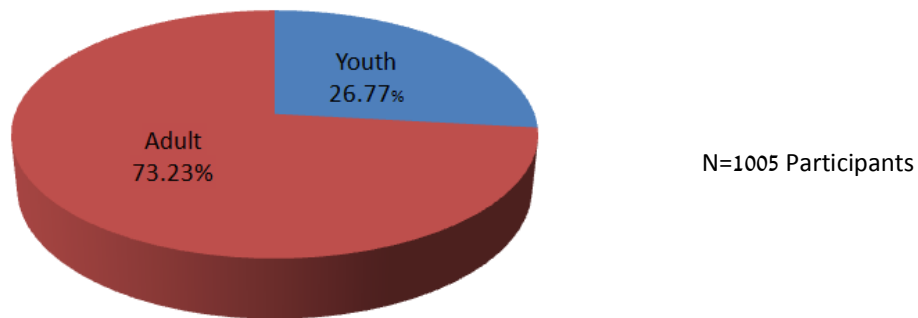
Furthermore, this year we received a request from the mental health division of the Ministry of Health to integrate into the AFA welfare dependents who suffer from mental disability (different types of mental conditions). Following a profound consideration process, we decided to allow a small group to join the program in order to test its suitability to this population. Their sorting process was stern and checked mostly their ability to integrate into the group, to participate and deal with the social situation. This populations' participation is naturally accompanied by continuous contact with the treating authorities, and periodical discussions are being conducted

for assessing their integration. At the end of the year we will determine whether we can expand this collaboration further.

1.3 STATISTICAL DATA – CHARACTERISTICS AND SEGMENTATION

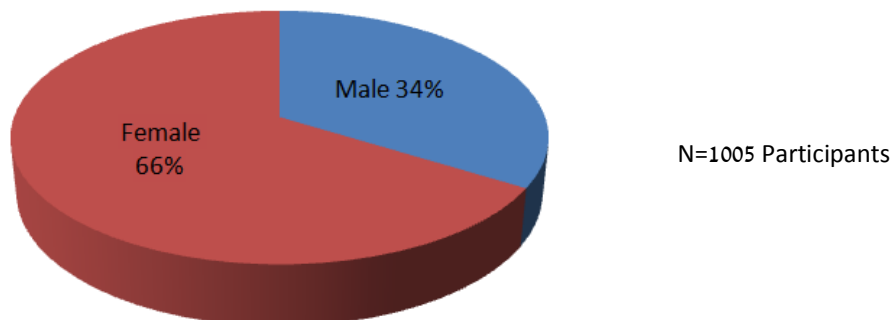
The AFA's participants are divided into two groups: youth, ages 14-19 and adults, ages 19-59. The average age this year was 36.89. Following is the AFA's age segmentation.

Participants' Age Segmentation

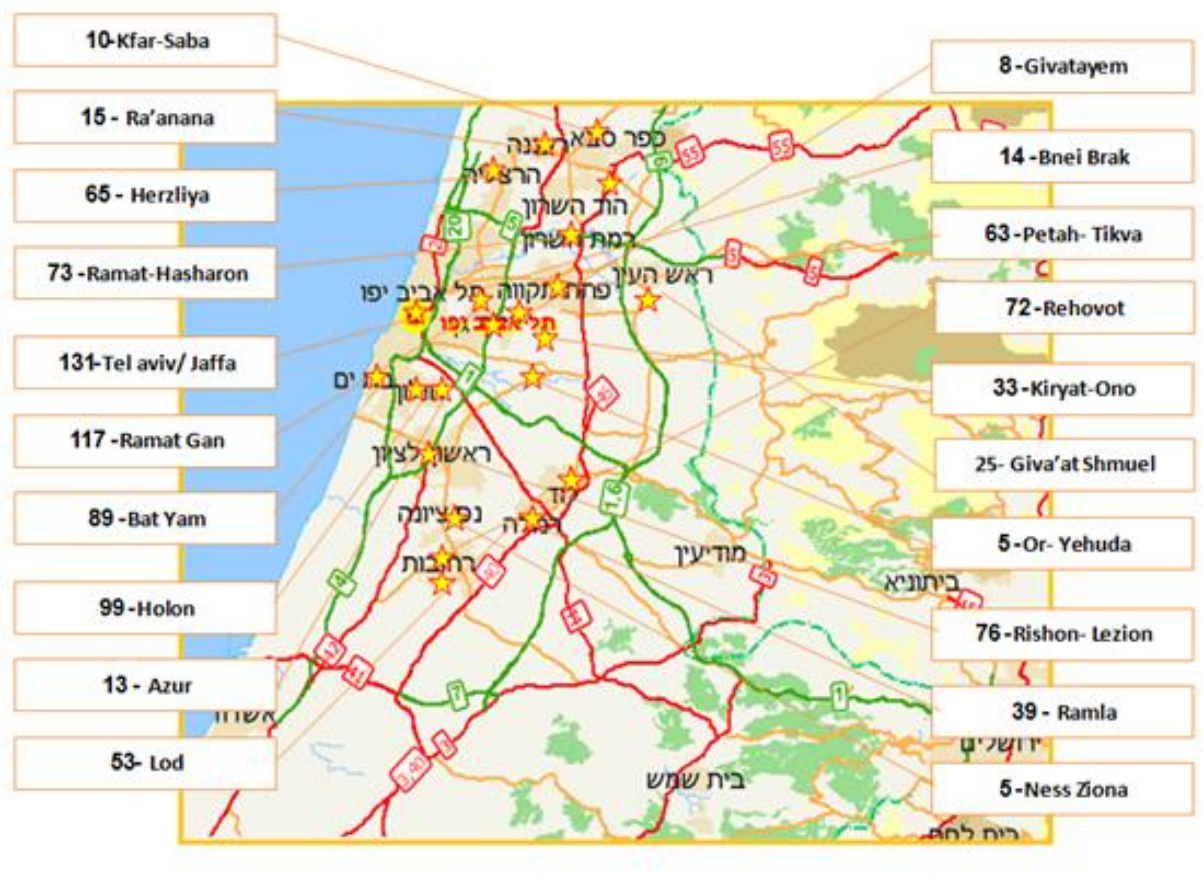


Gender-wise, the AFA is characterized by a larger participation of women. This year 66% of the participants were females. Following is the AFA's gender segmentation.

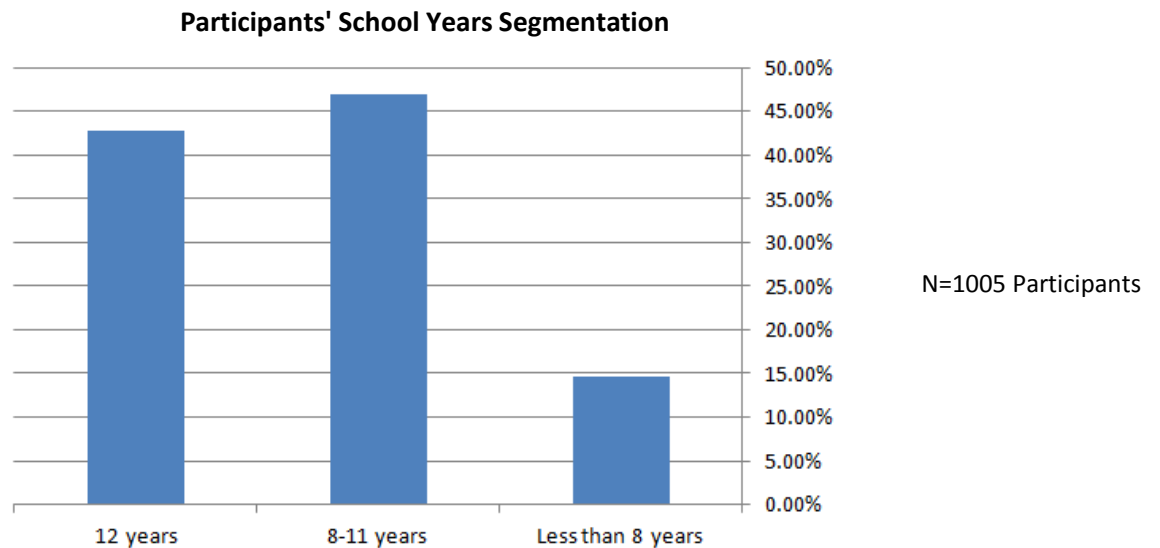
Participants' Gender Segmentation



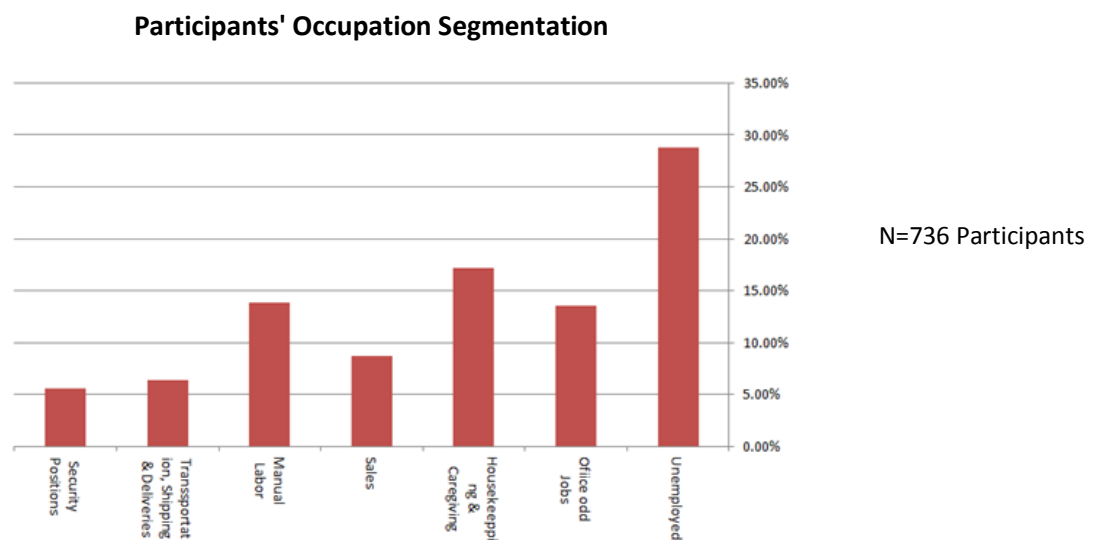
The AFA's participants arrive mostly from the central Israel area, from Kfar Saba to Rehovot. They arrive at the TAU campus with organized transportation (paid by the AFA) which picks them up at several locations. Since the participants are being driven to Tel Aviv once a week, they must arrive from 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' geographic segmentation.



All of the AFA's participants lack formal academic education and most of them did not complete 12 years of school. 42.2% of this year participants finished 12 years and 14.9% studied for less than 8 years. Following is the AFA's participants' school years segmentation.



The majority of the AFA's participants define themselves as "employed". About 28% 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 AFA's participants' occupation segmentation.



This year, half of the participants are newcomers, for which this is the first year of study (50%), for 29% this is the second year and for 21% 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 participants. The number of participants continuing from one year to the other 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 life in various ways). Following is the AFA's participants' seniority segmentation.

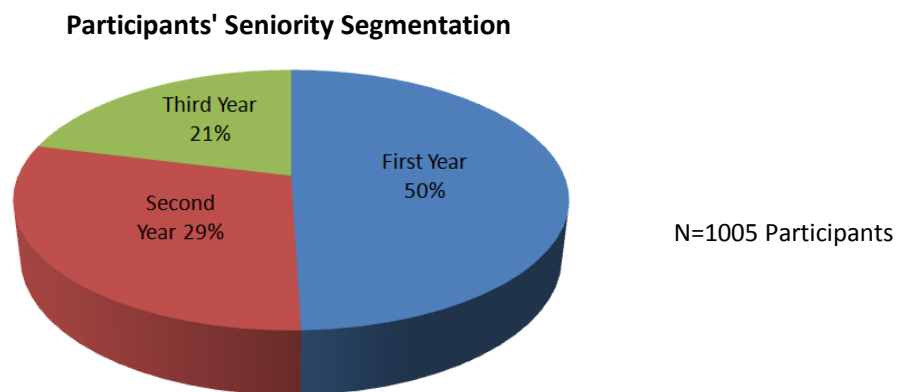


Exhibit A includes a list of the entire AFA's participants divided by their study groups and departments including names, ages, addresses, marital status, number of school years, occupation and program seniority.

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 AFA's instructors are TAU BA students and most of them don't have therapeutic background or previous familiarity with the program'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 program 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 receives 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 the welfare authorities collaborating with the AFA.

1.5 STUDY GROUPS' DESCRIPTION

This year the AFA constitutes of 8 study groups: 2 youth groups, and 6 adults groups. Dividing the participants into the program'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.

This year, our groups are divided as follows: five municipal adult groups, one group of adult delinquents in rehabilitation, and two groups of youth.

Following are the details of each group;

The Municipal Groups

These groups consist of adults who have been treated by the welfare authorities for many years for a variety of hardships: financial, social, mental and more. Most of the participants in these groups have been referred to the AFA by the social services in their home town (Holon, Bat Yam, Ramat Gan, Rehovot, Rishon Le'zion, Lod, Herzliya and Ramat Hasharon) therefore their only common denominator is their residency. In the past, most of the AFA's groups were constituted around a "negative" common denominator – meaning a mutual distress. The current groups reflect a change in this tendency, as they consist of new immigrants, clean addicts, prisoners in rehabilitation, women who are violence victims and welfare dependents from different backgrounds, all inflicted with severe financial distress, but all share a positive common denominator (their residency) therefore less labeling and alienating.

Adult Delinquents in Rehabilitation Group

This group consists of adults, who are on probation and are accompanied by the Israeli probation services, alongside "external participants" and participants referred by the social services of Kiryat Ono and Tel Aviv. The group mostly consists of participants who committed drug offences, possessions, family violence, street violence, fraud, transportation violations etc. The participants arrive from different cities around the Tel Aviv metropolis (Ramla, Jaffa, Herzliya and more) and were referred to the AFA by their probation officers or the treating social workers as part of their rehabilitative process.

The AFA enables delinquents in rehabilitation to integrate into a normative environment and to acquire knowledge and tools which will alleviate their acclimatization into society. The AFA instills in them power and self confidence and creates for them a supportive social-educational environment during their difficult rehabilitation stages. As those labeled by their surroundings and by themselves criminals and are mostly denounced from society, the opportunity to integrate into a lucrative program taking place in the university contributed greatly to strengthening the participants' sense of self and their competence apprehension. Social workers treating those populations for years have been reporting that the contribution of one meeting at the university equals tens of hours of treatment conversations.

The Youth Groups

1. Youth Group – Introduction to Business Course

This group consists of youth ages 14-18, arriving at the AFA through the youth probation service and the youth advancement centers in Rishon Le'zion, Rehovot, Ramla, Ramat Gan, Raanana and Kfar Saba.

The youth arriving through the youth probation services are going through a rehabilitative process and are accompanied by a probation officer. These are young men and women who dropped out of educational system or are on the verge of dropping. Others arrive through youth advancement program. These are youth who experienced educational or personal failures and require reinforcement in order to attempt and integrate into a social or educational environment again.

Adolescents in critical and personality-forming ages face existential conflicts such as alienation; loneliness; boredom; lack of challenge and meaning; lack of interest in that which requires postponement of satisfaction and cannot be immediately achieved; and constant urges toward excitement and pleasure. When facing obstacles in their identity development, they might feel confusion, absent-mindedness, emptiness and depression, or attempt to escape into a too-early decision regarding their identity, mostly toward its negative side. From there they might reach drug abuse, dropout, criminality and even attempts at suicide.

This group operates in collaboration with the "Nekudat Mifne" program, the joint program of Ashalim Joint, The First International Bank and Matan – investing in society. As part of this collaboration volunteers from The First International Bank joined several lessons and activities. The volunteers' integration and the collaboration proved to be an enriching and educational experience to all involved, and it appears that the youth derive extra value from those meetings.



2. "Youth Advancement" Group – Introduction to Law Course

This group consists of youth ages 14-18 arriving at the AFA through the youth advancement centers in Holon, Bat Yam, Azur, Ramat Hasharon, Bnei Brak, Herzliya, Petah Tikva and Tel Aviv-Jaffa. They are all defined as "at-risk youth".

Almost 20% of the children and youth in Israel live at risk. The participants in this group arrive from families under major financial distress. Some belong to regular environment like school or alternative environment and some are considered detached youth, dropping out of any proposed environment.

The social separation or life in society's margins affects their self image or their personal identity and leads to growth of alienation toward society, its values and institutions. Their withdrawal out of the educational system is sometimes done out of free will, out of the need to join the work force and assist in their family's livelihood, but is mostly done out of lack of choice – out of their inability to adjust to what's been offered by the system and to integrate accordingly.

As part of the AFA, both youth groups are exposed to a heterogenic social environment in which they learn inter-personal skills, assisting in the future in its integration into their personal stock of behaviors. The youth, arrive from different family backgrounds and different social environments, are exposed to each other during the program, which allows them to learn to know themselves, their coping in different inter-personal situations and their grasp of the other. Throughout the different relationships formed the youth can develop social and inter-personal skills more vast and varied.

The AFA Structure According to Study Groups:



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 atmosphere 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 offers 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 constitutes of two groups of participants. Accordingly, a separate and tailored syllabus is formed for each group according to its characteristics, the abilities and the needs of its members. The syllabus is formalized by the courses' instructing students' teams.

Participant from the youth group, currently studying in the Introduction to Law course, tells:

"I've been in the PUP for three years. I've been coming to university because the lessons are really interesting and help me learn new things that will help in my life and in the future, stuff they don't teach you at school and there's no one to sit with you and explain, so in the PUP I get the opportunity to study and develop.

The PUP is special, because in our young age, to experience the feeling of being "young students" in the university and to study from students who devote their time, this makes us feel great and also to want to continue to come here.

Each week we get refreshments and warm treatment from the instructors and so we also learn to give, to give from ourselves as much as we can and able..."

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.

Participant from the adult group, currently studying in the Introduction to Law course, tells:

"...it's possible to say that I'm actually completing and closing a circle – since I've been a child I really wanted to study but the conditions at home did not allow it and I deteriorated into all sorts of places and people who were no good... Part of my rehabilitation is here at the PUP – I can say that for me, this is one of the presents I received in life – to study from young students and feel like one of the participants, to feel that I belong... You encourage in me positive thinking, expanding my horizons, curiosity and in general the studies improve my behavior and my thinking.

I'm grateful to everyone who's been working and taking care that this project continues to exist.

Love you.

The Medical Department:

The participants in the medical department study in the “Introduction to Medicine” course, dealing with clarifying basic term 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.

Participant currently studying in the Introduction to Medicine course, tells:

"The idea that a distinguished university such as Tel Aviv University opens its gates to the general audience, people that from different reasons in their lives could not arrive there, is a brilliant idea. For me this is an extraordinary experience to go back to school at the age of 50. It contributes to my self confidence, allows me to expand my knowledge and also contributes in the establishment of social relationships. This is my second year of studying and I already think about the third year. These are two hours per week in which I disconnect from my daily tasks and just enjoy. The treatment and investment the program's initiators and instructors put are amazing and inspiring and I personally wait from one week to another for Tuesday. This program certainly creates strong desire to continue studying. Thanks for that opportunity."

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.

Participant from the adult group, currently studying in the Introduction to Business course, tells:

"We wait every week for Tuesday, to arrive and study at the university.

This project is great, it's organized in the best way – from the transportation that brings us to the sandwich and coffee waiting for us after a day's work and allows us to start studying with joy. The support and organization of the team is amazing – the instructors above all – the materials and content studied are fascinating and very interesting. It seems that the subjects were chosen with attention and at the end of every lesson we receive summary pages. We would love to study for another year – you left us with a taste for more..."

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.

Participant, currently studying in the Introduction to Psychology course, tells:

"What did I get from the program? I got a lot of knowledge I didn't understand before, it's a wonderful feeling when theory connects with deeds, with reality. The program and the psychology studies helped me build my personality: I became more aware of myself – I make mistakes but don't repeat those mistakes much, like I used to do. I gained self confidence - now I sit with people, open up more, and am not scared that I won't know what to answer. At the beginning I was absent-minded, with no discipline; today my self discipline comes from here, from the program. No matter what happens – I arrive at the lesson – through persistence comes success.

I am very satisfied at the university and am grateful for all the giving that is done for us. I also think maybe to try to study in the future..."

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

2.3 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 participant	Number of participants at the end of the first semester	Number of dropouts	% of dropouts	Number of participants missing 0-1 lessons	Number of participants missing 2-3 lessons	Number of participants missing 4 lessons
Psychology Adult Group 2	125	123	2	1.60%	92	25	6
Psychology Adult Group 1	135	134	1	0.74%	100	30	4
Medicine Adult Group 2	107	106	1	0.93%	89	12	5
Medicine Adult Group 1	117	109	8	6.84%	90	16	3
Law Adult Group	115	106	9	7.83%	78	19	9
Law Youth Group	139	133	6	4.32%	98	28	7
Business Adult Group	128	126	2	1.56%	103	19	4
Business Youth Group	139	126	13	9.35%	87	30	9
Total	1005	963	42	4.18%	737	179	47
% Total	100.00%	95.82%	4.18%	4.18%	76.53%	18.59%	4.88%

The current school year has opened with 1005 participants studying in 8 study groups. At the end of the first semester the attending participants' count was 963 (4.1% dropout rate compared with last year's 3.9%). 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.

2.4 EVALUATION: INTERNAL AND EXTERNAL

Internal 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 first semester (on a scale of 1-7, 1 meaning "not at all", and 7 "very much so"). **Exhibit D** includes the recent questionnaires and a summary of the answers given to the open-ended questions.

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	6.1
1.2 Food and drink	5.6
1.3 Transportation	5.8
1.4 The field you've been studying this year	6.2
1.5 Jewish heritage content integration	6.4
1.6 The location - TAU	6.3

2. How clear and comprehensible is the instructor?	6.7
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?	6.0
5. Do you feel comfortable to participate and share in class?	5.9
6. Do you find the lessons interesting?	6.0
7. Do you feel that you learn new materials along the course?	6.1
8. How useful are the things you learned in the course?	5.6
9. How beneficial is participating in the course for its participants?	5.9
10. Would you like to continue studying in the AFA for another year?	6.4

External Evaluation

Following last year's conclusion of the research that was conducted by Social Work students regarding the AFA as part of their Master's dissertation, this year we were approached by several people who were interested in conducting additional research about the program. Out of those we chose Dr. Bilha Noy, a veteran and esteemed researcher on the subject of education. We are currently at the research's initial stage, in which the researcher is introduced to the AFA, focuses her subject matter and formulates her research's questions. Later she'll start gathering data and formalize her findings. The research will focus on the AFA's influence on its participants' lives. Its methodology will include conducting qualitative interviews, composing questionnaires and organizing focus groups in order to identify those aspects in the participants' lives which were changed most, a change that can be directly attributed to their participation in the program.

PART 3 -THE INSTRUCTING STUDENTS

3.1 THE OPERATIONAL MODEL

This year the AFA's instructing team comprised of 32 students: 8 Medical and Health Professions students, 8 Business & Management students, 8 Law students and 8 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 E includes a list of the instructing students for 2012-3.

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 program. 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 AFA's participation (6 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 2012. The recruitment campaign included a personal mail and email approach to the entire student's population at TAU studying in the relevant faculties. Publicity meetings were conducted for the different faculties, and a designated website was created into which the candidates could send their CVs. The campaign also included 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 clip can be viewed here:

<http://www.youtube.com/watch?v=wtZynDOeAMo>



The designated website for the AFA's instruction candidacy submission:
<http://www.joinunibaam.co.il>

The campaign received great reactions throughout the campus following which we were approached by 235 students asking to become part of the AFA. During the month of May we conducted a first round of interviews after which we chose 72 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 32 students (15 males and 17 females) were chosen to lead the instructing team for the 2012-3 school year.

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 business adult instructing team

The preparation and training period began with a three-day introductory seminar which was held in October in Kibbutz Be'eri for all the instructing students, coordinators and team. Afterwards, the students became more familiar with the AFA's operational team and the educational model behind the AFA. With the assistance of the coordinators team, 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 the introduction to the target audience stage 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



The psychology adult instructing team

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' outline 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 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 texts analysis, critical thinking and doubt-casting development.

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

The academic course "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 AFA's vision and goals.
- 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 AFA 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 for the first semester:

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.

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 eight 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.

Adv. Rotem Yadlin acts as the Tel-Aviv AFA's CEO. Adv. Yadlin, formerly a senior advisor to the Cabinet Secretary Zvi Hauser, is in charge of the AFA's development and strategy and also of its expansion to additional universities. As the AFA's CEO, she is also 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.

Mrs. Naama Kella – this year we added a role of fundraiser to the AFA's operational team. The role is occupied by Mrs. Kella, who's in charge of developing the AFA's resources and creating and expanding its collaboration with business organizations and private funds in order to strengthen the program and ensure its continuation and development.

In addition 4 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. As the AFA's instructional coordinator she is responsible for constructing the program'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.

Ms. Neta Ben David – Continuing education coordinator. Neta is in charge of formalizing supplemental study programs for the AFA's participants (further details regarding her role can be found in section 4.3 of this report).

Ms. Ori Harari – Alumni organization coordinator. Ori 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).

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 program. Each coordinator accompanies 2 teams.

The department coordinators are:

Ms. Mor Shtruminger, 3rd year TAU Law student - Business department coordinator.

Ms. Adi Kaptzon, 3rd year TAU Education and Psychology student - Psychology department coordinator.

Mr. Ohad Golan, 3th year TAU Law and Accounting student – Medical department coordinator.

Mr. Tal mishaly, 3th year TAU Psychology and Film student – Business department coordinator.

4.2 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 program 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.

Dr. Adi Koll's turning to politics was accompanied by many media mentions of the AFA. This constitutes a source of pride for the program's participants and naturally attracts many interested people who contact us to learn more about the AFA.

Following are noticeable publications from the first half of the 2012-3 school year:

1. The Ometz Distinction for 2012:

<http://www.ometz.org.il/admin/UploadFiles.אומץ20%קול20%אות20%pdf>

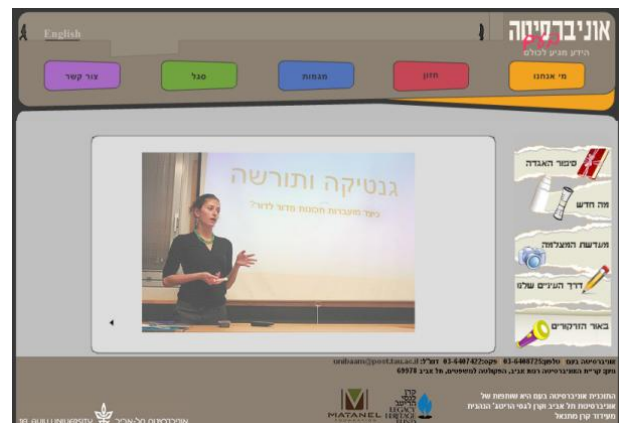
2. Ma'ariv, June 7, 2012 – article: "The Public's Right to Know".
3. Globes, Dec 6, 2012 – as part of the "40 Promising People under 40" project.
4. Dr. Koll's speech following her joining the Yesh Atid party, Oct 23, 2012:
<http://yeshatid.org.il/page/3/?s=%D7%A2%D7%93%D7%99+%D7%A7%D7%95%D7%9C>

During the upcoming year we'll attempt to raise the awareness to the AFA within the university as well. Next month an article about the program will be published in the social involvement pamphlet distributed to the entire student population.

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

4.3 CREATING INNER-ORGANIZATIONAL COMMUNICATION AND INFORMATION SYSTEM:

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 the AFA's website and a AFA Facebook group.



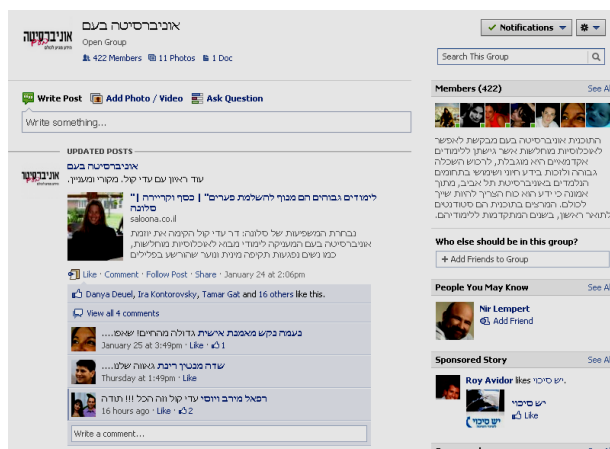
A UNIBAAM.TAU.AC.IL – The AFA's website:

Our virtual content website offers variety of content reflecting the program'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. Two years ago 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).

B. The AFA's Facebook group:

The Facebook group "Access for All" is used as an additional meeting platform for the program'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>).



C. Information Management System:

One of the most significant programs from an organizational perspective this year was the information management and preservation system, a sort of "online manual" for the AFA's operational team and its instructors. The system's goal is to preserve the vast organizational information gathered during previous years and to organize it in an accessible, clear and practical way. The system is internet-based and hosts all the information required for the operations' ongoing progression: the work plans, organizational lists for major events, successful curricula from previous years, interesting background materials for the lessons, list of supporting organizations and much more. The system is designed and built by the AFA's advisor Tal Rimon.

חיפוש במרכז הידע

הזן ערך לחיפוש והקש ENTER

חוברות הכנה
לסטודנטים 2011-12
ינואר 26, 2013

דפי לוגו
ינואר 26, 2013

תבנית שיעור ראשון
2012-13
ינואר 26, 2013

התחברות

שם משתמש

☒ זכור אותי

התחברות

• לא זוכר את הסיסמה?

חיפוש לפי קטגוריה

◀ **נרשא** (12)

◀ תפקידים (17)

◀ **תקופות (7)**

נושא	תפקידים	תקופות
תבנית שיעור ראשון 2012-13	ינואר 26, 2013	כתוב תגובה
חברות הכנה לסטודנטים 2011-12	ינואר 26, 2013	כתוב תגובה
תהליך תלמיד	ינואר 26, 2013	כתוב תגובה
דפי לוגו	ינואר 26, 2013	כתוב תגובה
גיוס מדריכים	ינואר 26, 2013	כתוב תגובה

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4.4 CONTINUING EDUCATION

The continuing education department wishes to turn the AFA's participants into independent learners, with capabilities, motivation and tools to continue their self development in any educational direction. In order to accomplish that goal, the department focuses on the group of continuing participants (2nd and 3rd year) who'll soon graduate the AFA, and acts toward directing their joy of learning, generated on their first year with the program, toward additional environments and institutions that can assist them in the future.

For that purpose the department has initiated the following program:

The "Next Step" Program

The "Next Step" program is a designated program targeting the AFA's "advanced population" and all graduates who completed their 3 years with the program and are active members of the alumni organization.

The program will consist of three "main events" whose shared purpose is to start a significant process of transferring responsibility, developing motivation and providing practical tools to turn the participants into independent learners after their AFA's graduation.

Following are the planned events:

1. The Continuing Education Conference – on March, a conference will be conducted for 2nd and 3rd year participants and for the alumni organization's members. The conference will include a panel of graduates who are considered "success stories" – people who, thanks to the AFA, realized the meaning of learning and development in their lives and took some major steps in their lives following it. In addition, a lecture will be given, aiming to instill motivation to continue studying and understanding the importance of education in our lives.



2. The "Tools for Learning" Workshop – on April, a 5-meetings workshop will be conducted for advanced participants and graduates (from the alumni organization). The workshop will include subjects like decision making, time management, indentifying strengths and motives; and will provide practical tools such as scholarships search, official letter writing, official

introductions and more. The workshop will be taught by personal training and group-guiding experts. Guest lecturers will be given in providing accessibility to education and occupation for weakened populations. The workshop will take place in the university on a weekly basis. Arrival will be independent, and the participants will be requested to pay a token registration fee in order to ensure their attendance.

3. The "Next Step" Fair - on May, a major fair is planned, to which all of the AFA's participants will be invited, and in which different organizations will present. The invited organizations will offer different study services in three channels: occupation, enrichment, and education. During the fair registration will be available to different study programs, and short lectures on relevant subjects will be conducted, such as: writing CV, differences between different study options (e.g. degree studies vs. certificate studies), goals setting, scholarship options etc. This event will be the landmark event of the continuing education department in collaboration with the alumni organization.

Collaboration with Other Study Programs

The continuing education department continues its collaboration with external organizations and programs which can contribute to the AFA's participants education-wise. Therefore the collaboration with Strive continues, an organization specializing in making occupation accessible to young people; also with Hesegim, a company mediating higher education to weakened populations; and the Kidum group, a company who's in charge of our English summer course, among others.

In addition, Neta Ben David, our continuing education coordinator, has partnered with "The Municipal Employment Forum", uniting several groups who deal with employment in the Tel Aviv area. Furthermore, we attempt to establish collaboration with several study institutions like the Dan Academic Center, Beit Berl and more, in order to expose our participants to higher education.

The "Continuing Education" Brochure

As part of our vision, it was decided to put more emphasis on the relationship between the participants and the university, and to notify the participants regarding different activities taking

place in the TAU such as courses and lectures which are open to the public. The brochure also aims to become a forefront for events conducted as part of the continuing education program: conferences, fairs and workshops. Thus far one brochure was produced, which was handed out to the participants during class. The next issue will come out before the Passover break.

Basic Skills

The following summer courses in English and computers are offered in order to provide the participants with basic skills, required for their continuing education:

Computers course in collaboration with the "Machshava Tova" non-profit organization – on July-August, a computers course will take place, comprising of 9 meetings of 4 hours each and taught by teachers from the "Machshava Tova" non-profit organization, aiming to narrow the digital gaps existing in the Israeli society. Based on an agreement between the AFA and "Machshava Tova", the course's cost for AFA's participants is only 400NIS. The course will take place in the computer labs of the TAU's school of engineering, which aren't utilized during the summer.

English course in collaboration with the Wall Street Company – on July-August, an English course will take place, comprising of 10 meetings of 3 hours each and taught by teachers from the Wall Street Company. Based on an agreement between the AFA and Wall Street, the course's cost for AFA's participants is only 500NIS. The course will take place in Tau classrooms which aren't utilized during the summer.

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. 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 40 AFA's graduates study in Ariel, 10 of which have started their studies during the current school year. The AFA continuing education department team accompanies the degree students throughout the year and offers them emotional and technical support (private lessons, exams preparation and more).

The accompaniment of the students includes:

Exams preparation for first year Ariel students – At the end of November and at the beginning of January we conducted two 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 and were taught by Mrs. Etty Primat, an ex senior manager in charge of teachers' training in the Ministry of Education. The first meeting dealt with processing the transfer from being a AFA participant to an Ariel student, and dealing with the differences. The second meeting dealt with exams preparation and was conducted closer to the exams period. 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. 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.

Reunion for all AFA's participants studying in Ariel – Following last year's reunion, it was decided to conduct an additional reunion this year. The event took place on the evening of December 20, 2012. It included some sharing of mutual difficulties and academic experiences, and a short lesson taught by Mrs. Etty Primat about: expectations, the Pygmalion effect and positive thinking. All of the participants reported they enjoyed and benefitted greatly from the reunion.



Ariel's students during the November meeting

The Sorting process for the 2013-2014 school year: At the end of March, we intend to conduct a publicity event for all of the AFA's 3rd year students. The event will provide a detailed explanation regarding higher education, the meaning of a degree in social studies, the academic requirements and the upcoming sorting process. Finally, an open discussion will be conducted with AFA graduates who started their studies as part of the program. The sorting process will include English, computers and writing exams as well as a personal interview.

A Graduate's Success Story:

Danish Mutayi –

Danish was referred to the AFA by the Ministry of Welfare 3 years ago. At the end of his 2nd year he started the sorting process for a scholarship for Ariel, which he passed successfully. After participating in the preparatory workshop for higher education during the summer, he started his studies as a BA student in the Ariel University Center of Samaria on October 2012.

Danish is an intelligent man, sensitive and curious. As per his account, he has always wanted to study but was never able to, and only few years ago he found out why, when he went through a didactic diagnosis and realized he suffers from an attention deficit disorder of the most severe kind. "I never believed I'll be able to study, and here came a golden opportunity, which shines on me a true light and gives me a reason to get up in the morning".



Danish is studying in the interdisciplinary faculty and is currently taking his first year's exams. He acts as a leading and authorial factor among his studying friends, integrating nicely among the other students and teachers, and experiences the study experiences anew, all this together with his persistence as a AFA's participant in the Introduction to Psychology course.

Exhibit H includes the continuing education department's detailed work plan.

4.5 THE ALUMNI ORGANIZATION

During the previous school year the alumni organization was operating in an experimental format. At the end of the year we gathered the participants' feedbacks and formulated conclusions regarding the organization's operation. Based on these conclusions, it was decided to combine the continuing education department's operation, also targeting the integration of our graduates into additional study programs, with the alumni organization's operation. Therefore, the alumni organization's members will be invited to take part in the continuing education's activities, as detailed above. In addition, and in light of the will and readiness of the alumni instructing students to continue and provide training to the graduate participants, it was decided to utilize them in teaching the planned workshops, accompanying the participants on their further education registration, and throughout their actual studies.

The responsibility over the "Next Step" program of the continuing education department was therefore transferred to the alumni organization, and the alumni organization coordinator, Ms. Ori Harari, was chosen to manage it. Ori is responsible for formulating the study content, coordinating between the alumni students and participants, organizing the meetings, and obviously assisting the participants in choosing the appropriate future study environments.