



**אוניברסיטה בעם**  
הידע מגיע לכולם

## The Access for All Program 2013-4 Mid-Term Report October 2013 – February 2014



## **CONTRIBUTORS AND PARTNERS OF THE ACCESS FOR ALL PROGRAM**

### **Contributors and Partners**

Matanel Foundation  
Keren Hayesod Foundation  
Yad Hanadiv Foundation  
Legacy Heritage Fund  
Pa'amei Tikva  
Jewish Federations of Canada –  
UIA  
Montreal Federation  
The First International Bank  
Matan Investing in the  
Community  
Joint Israel - Ashalim  
Kibbutz Be'eri  
Amiram Sivan Foundation  
Schocken Foundation  
Gazit Globe  
Eastronics

### **Universities and Academic Institutions**

Tel Aviv University  
Ben Gurion University  
The Hebrew University  
Ariel University  
Academic College of Tel Aviv-Yafo

### **Government Offices**

The Planning and Budgeting  
Committee of the Council for Higher  
Education  
Ministry of Social Affairs and Social Services  
Adult and Youth Probation Services  
Prisoner Rehabilitation Authority  
Ministry of Education  
Ministry of Health

### **Local Municipalities**

Tel Aviv  
Be'er Sheva  
Jerusalem  
Ofakim  
Azur  
Bene Brak  
Bne Shimon  
Bat-Yam  
Givat Shmuel  
Dimona  
Herzlia  
Holon  
Yeruham  
Lod  
Netivot  
Petach Tikva  
Kiryat Ono  
Rishon-LeZion  
Rehovot  
Ramla  
Ramat Gan  
Ramat-Hasharon

### **Collaborations**

Youth Advancement | Tovanot BaHinuch | Ankori High school | Oranim  
Boarding School | Migdalor Youth Club Bat-Yam | The Mentoring Program  
Yahdav Association | Circle of Life and Occupation  
Student Union – Tel Aviv University | Student Union – The Hebrew  
University | Dean of Students Office - Ben Gurion University | Student  
Association – Ben Gurion University |  
Health Sciences Students' Association – Ben Gurion University  
Etty Primat – Personal Coach | Maya – Training and Guidance Center  
Bengis Center for Entrepreneurship - Ben Gurion University | Magen  
David Adom  
Wall Street Institute | Machshava Tova | Zooz – Consulting & Training

## **The Access for All (AFA) Program in a Nutshell**

**The AFA** generates innovative relationships between universities and all-people – between a center of power and public knowledge and populations who cannot reach that knowledge center otherwise. As part of the Program the university opens its gates to weakened populations, enabling them to acquire essential and practical education in an academic environment. During the 2013-4 academic year the AFA is operating in three universities – Tel Aviv University (TAU), Ben Gurion University (BGU) and the Hebrew University (HUJI).

**The AFA's Participants**, adults and youth, are referred to the Program by the welfare authorities and study in unique introductory courses tailored for them in the fields of law, medicine, business and psychology, taught by outstanding BA students. The AFA's participants arrive from difficult socio-economical backgrounds, after dropping out of previous educational institutions which resulted in significant knowledge gaps. During the 2013-4 academic year 1,877 participants have started studying with the AFA.

**The instructing students** who teach the introductory courses study alongside their instruction in an annual academic course designed to train and prepare them for their teaching roles. The course deals with the examination, establishment and strengthening of their social commitment. For their course's participation, as well as their actual instruction, the students receive academic credits based on the perception that academic education should encourage, initiate and advance the students' social involvement, beside the democratization and the increased accessibility of the academic knowledge. During the 2013-4 academic year 68 instructing students have taught at the AFA.

**The AFA's goal** is to bridge social gaps and to enable equaling opportunities by minimizing knowledge and education gaps, hence providing basic essential knowledge to the Program's participants in order to enable them to better cope with their daily lives and as means to expanding their achievements options. More importantly, the AFA acts to empower the participants' personal capabilities, to develop their curiosity, to bring back their lost joy of learning. It also wishes to provide them with the will and the tools required to keep on learning and developing and to become meaningful citizens who take responsibility over their lives and act out of awareness and consideration for their own, their families' and their environment's wellbeing. The AFA's studies become a significant meeting point between the participants and the university's learning experience, the students and the staff – with their professions and world views – thus generating dialog between populations who rarely meet in Israel. This meeting enforces and enriches the participants and contributes to the education, the practice and the social commitment of the students.

**The AFA's operational model** enables the utilization and leveraging of the knowledge gathered in the university, its enormous personal resources – its students and staff, and its physical infrastructure – its classrooms, all during the evening hours, when the 'standard' academic activity is over. In order to minimize obstructions in the participants' arrival to the AFA, they arrive at the university via organized transportation, and upon arriving receive a light meal comprised of a sandwich and a drink. The uniqueness of this operational model is not only in its success to increase accessibility to education for the entire population, but also in being based on a 'thin' cost structure which leads to a high social return in comparison with the required budgetary investment.

## **Table of Contents**

Introduction	4
The Study Groups	5
The Educational Model	7
The Participants' Characteristics	8
Collaboration with the Welfare Authorities	11
Peak Lessons and Special Events	12
"The Next Step"	14
The Instructing Students	17
The Operational Team	19
Feedback and Evaluation	20
The New HUJI Branch	22
What's New at the AFA	23



**PROGRAM FOUNDER – MK DR. ADI KOLL**

Almost a decade has passed since I first dreamt of opening the gates of universities in Israel and spreading the knowledge gathered within them. "All deserve knowledge," I kept on telling and re-telling people, hoping to whip up support from universities, students and participants. But I did not believe then, and still find it hard to believe, that this right and just idea pounding in my mind will shape up and become a reality.



Today, when I look at this enterprise, this time from the side, it's hard for me not to become emotional. Thanks to an amazing team, fruitful collaborations and numerous supporters, my dream wasn't just realized, but keeps on growing and developing and touching the lives of so many. I learned so much at the AFA. I learned what "meaningful citizenship" is – that which thinks outside the box, is not afraid of new meeting points among people and between a person and oneself. Mostly, that which seeks not only to accept what's there but dares to change and create new realities. But the most important lesson is the one I'm learning today, and am offering to you as well – never stop dreaming.

I would like to thank Rotem and all those who carry out the hard and successful work about which you'll be reading in this report and on which you'll be hearing ever more, and wish them all to continue their blessed work. I promise to continue to act as a voice to the ideas on which the AFA was built and to act toward the democratization of knowledge from my new seat as well, and to continue to accompany the AFA and you.

With thanks and appreciation,

Adi Koll.

A handwritten signature in black ink, appearing to be 'Adi Koll'.

**CEO – ADV. ROTEM YADLIN**

Dear Friends and partners,

"Education is the most powerful weapon which you can use to change the world," said Nelson Mandela. Education and knowledge are the tools through which freedom can be achieved; freedom which enables social mobility, integration into society and social and financial independence. Sadly, within Israeli society many still can't reach that freedom which is brought about by education in general and higher education in particular. By making the AFA an inseparable part of the universities in which it operates, in a broad national deployment, we'll enable additional members of Israeli society to take the first step on route to that freedom.



The 2013-4 mid-term report summarizes the beginning of the first year of the AFA as a three-university Program. The TAU and BGU were joined by the Hebrew University this year, and Haifa University will join them next year. The expansion of the Program to universities in a broad national deployment is expected to instigate significant change in the lives of hundreds of additional participants and tens of instructing students each year, both personally and on the macro influence level at the social and financial aspect. Moreover, it's expected to significantly strengthen the added values of the academy in Israel and to turn it not only into a household name in research and pedagogy, but into a corner stone for creating a more healthy, equal and democratic society.

I would like to take this opportunity and thank all the Program's partners: the participants, who put their trust in us each week anew; the instructing students, who devote most of their energy (and time) to the Program; the outstanding operational team without which none of this magic would have happened; the Program founder, MK Dr. Adi Koll, without which the vision would not have become a reality; the advisory board; the Planning and Budgeting Committee of the Council for Higher Education for their trust of the AFA; the universities; the social workers; the volunteers; and the Program's contributors, real partners to the belief in our way, without which the AFA could not have existed.

Yours,

Rotem Yadlin.

A handwritten signature in blue ink, appearing to be 'Rotem Yadlin'.

## THE AFA IN DETAIL

During the 2013-4 academic year **1877 participants** have started their studies with the AFA:

- **911 participants at TAU.**
- **643 participants at BGU.**
- **323 participants at HUJI.**

## THE STUDY FIELDS

The AFA's participants study in **four departments: law, medicine, psychology, and business.** 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 two academic hours. The courses' syllabi are created each year anew by the team of instructing students who examine the knowledge studied at the university and tailor it to the requirements, the characteristics and the interest areas of their participants. In addition, the participants are introduced to governmental systems and to private and governmental institutions and their operation. During the year each group embarks on an educational tour outside the university and meets with leading professionals in their relevant fields.

### 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, and during which learn about 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. The participants are introduced to the Israeli health system's infrastructure, the health insurance basics and the patient's rights law. They also learn about preventive medicine, hygiene, proper nutrition and first aid. Throughout the year the participants visit different labs in the university's medical school and different medical institutions. The 2013-4 AFA medical department consists of 443 participants: two groups at TAU and two groups at BGU.

### 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 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 2013-4 AFA law department consists of 327 participants: an adult and a youth groups at TAU and an adult group at HUJI.

TAU	BGU	HUJI
919 Participants	643 Participants	323 Participants
32 Instructing Students	24 Instructing Students	12 Instructing Students
8 Study Groups	6 Study Groups	3 Study Groups

*liat, a TAU AFA graduate:*  
"University - this word sounds so official and blocked, not for everyone. When I tell people 'I'm going to Tel Aviv University', they look at me differently and suddenly I get a different treatment".

*Orly, a participant from the HUJI law department, tells that the legal knowledge she gathered in the AFA so far has provided her with the confidence to confront her landlord who didn't comply with her rental contract's terms. Thanks to the legal knowledge she gained in class she realized that due to breach of contract she can charge the landlord with a pretty high amount of compensation. When she approached him with this information he agreed to improve her contract terms.*

*Orly says: "Now I finally understand what people talk about when they say that knowledge is power!"*



## 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 both classical and modern theories and their ability to illuminate human behavior. Additionally, participants learn about the practical aspects of psychology in different situations such as decision making, group dynamics and different conflict situations, as well as other subjects like psychopathology and mental disorders, sleeping and dreaming, comprehension and senses, conducting psychological research and more.

The 2013-4 AFA psychology department consists of 527 participants: two groups at TAU, an adult and a youth groups at BGU and an adult group at HUJI.

## 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. The course deals with subjects such as smart consumerism, dealing with banks, managing family budget and starting a small business and managing it wisely. The course offers the participants basic knowledge in economy, marketing, advertising and business entrepreneurship and offers guidance regarding the job market, looking for a job, writing a CV, managing a job interview etc.

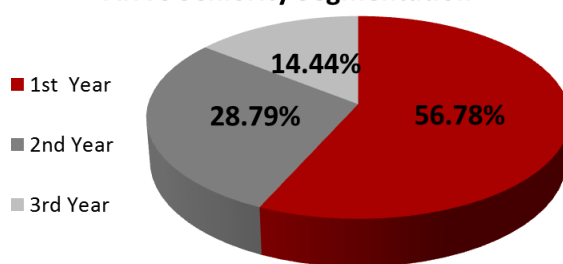
The 2013-4 AFA psychology department consists of 535 participants: an adult and a youth groups at TAU, an adult and a youth groups at BGU and an adult group at HUJI.

## The AFA's Seniority

The AFA's participants have the option to continue studying for an additional year in a different department. The rate of continuing participants who stayed for a second year is about 68%, similarly to the rate of participants continuing for a third year.

Out of the total adult participants at TAU and BGU, 164 are third year participants, 327 are second year and 645 are first year participants. At HUJI, 323 participants are on their first year with the AFA.

AFA's Seniority Segmentation



n=1136

*R., an ultra-orthodox participant from the HUJI psychology department, revealed in her AFA acceptance interview that she has been suffering years of horrible abuse by her husband. Because of her background, her family doesn't support her and her divorce process has been paved with difficulties. Lately, she shared with her instructing student that following the lesson she's been to about emotional difficulties and mental disorders, she changed her mind regarding psychological treatment and the possibility that such treatment might help her deal with her hardships. She then approached the rape crisis center and is now treated at the center.*

*Hagit, a participant from the HUJI business department, tells: "I called my bank for a loan. The bank offered me a very high interest, and after we learned in class that you can bargain for interest, I announced I was leaving the bank and moving to a different bank that offered me better terms. In response they lowered my interest to a minimum! I could not believe it! Ever since I've been trying to implement everything I learn in class and to start using that knowledge in my daily life."*

## 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. The AFA's principles 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.



**TAU's "Introduction to Medicine" Study Group**

The chosen study fields: medicine, law, business and psychology and the subject matters covered within them comply with the AFA's educational ideology and its goals. The lessons' structure was formulated according to that philosophy - the knowledge transferred 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 that alongside general knowledge is designed for enrichment and intellectual challenge. 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; listening to others; accessing resources of information; introduction to different educational environments etc.

The AFA's curriculum is based on the participants' personal experiences and on the subjects that stimulate them, encourage them to think and challenge them to do so. The examples given in class belong to the participants' content world and their daily lives, and a major part of each meeting is dedicated to dialogs between the groups' members. The lessons are conducted in small groups and mostly while sitting in a circle. The curriculum is based on setting goals, expanding horizons and encouraging critical examination of social problems. The participants are required to be active collaborators in the learning process and together with the instructing students to form a community – a studying, thinking and creating community.

Much attention is given in the AFA to the relationships between the instructing students and the participants. As stated, the learning process is conducted through the dialog between them, under the student's guidance. In order for a dialog to develop the study environment must be supporting, demonstrating, accepting and patient, and the instructing students must display sensitivity, openness and responsibility. The students should know the participants, their lives' circumstances, their contexts, where they come from and to aspire to create relationships with them even outside the classroom's walls. The curriculum is formalized in advance by the instructing students but is going through many changes according to the participants' requests and throughout the year as the familiarity between the instructing students and the participants becomes more personal and intimate.

*Aviva, a TAU participant: "Access for All" has been a turn from darkness to light for me, for real. From one extreme to the other. Suddenly I see life, I see people, I hear opinions, I'm learning, I'm coping, I get constant access to knowledge, to information... I feel I can know everything and can learn anything and do everything. That's a big light. The instructors kept saying they'll teach us theoretical materials they're suppose to teach, but in return we'll teach them about our lives' experiences and the experiences we've been through. It means, as I understood, that on the bottom line the meeting between the instructors and the participants is a sort of meeting that is not one-sided. We arrive with our problems but then, in those meetings, the students see that people like us do exist, that they may not be like their own parents, but they are people and they do cope and the world may not be so bright but on the other hand is not painted black and white. Many people live different lives and don't have the opportunity to break out, to study, to know."*

## THE PARTICIPANTS' CHARACTERISTICS

The AFA's participants, adult and youth, arrive from populations located on society's edge and common to all is the need to struggle in order to survive their daily reality.

The participants belong to two age groups: adults, which are about 78% of the participants, and youth, about 22% of the participants. The average age of the adult participants is 43.

### The Adult Groups

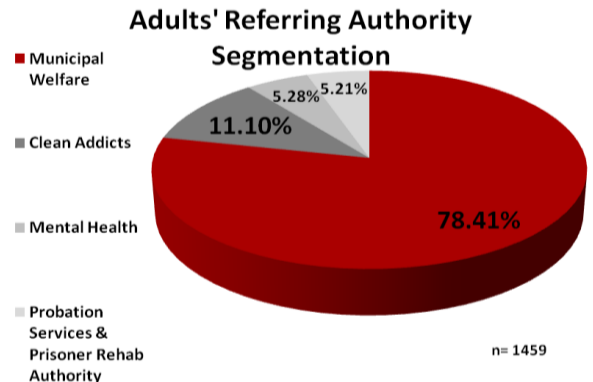
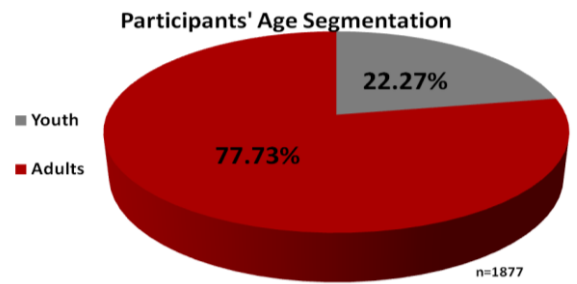
The AFA consists of 1459 adults studying in 13 study groups. Most of the AFA's participants come from "multi-problematic" families undergoing intense treatments by the social welfare authorities, some for as long as several generations. The families' definition of "multi-problematic" results not only from the problems' multiplicity and their complexity, but also from their connectivity, as often one problem leads to another - financial, social, mental and other hardships. The problems and obstacles facing the AFA's participants include harsh financial distress, unemployment or temporal employment, lack of education, physical deficiencies and learning disabilities, mental stress, lack of stable relationships, loneliness and alienation. These conditions influence their mind-set and functioning and leave them on society's edge.

In addition, the AFA includes adults who are on probation under the probation service's supervision, ex-cons in rehabilitation, clean addicts from the drugs, alcohol and gambling addiction treatment unit, and mentally ill patients referred by the rehabilitation department of the Ministry of Health.

The AFA's participants 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. 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, 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.

Most of the existing programs in Israel aimed to treating these populations do not deal with education and knowledge, but with aid and welfare, and as a consequence perpetuate the social gaps. The AFA wishes to provide these populations with knowledge, but also to emphasize the importance of education as means for social mobility. Most participants admit that their past study experiences were paved with disappointments and failures, large percentage of them were expelled from educational systems at a very young age and some can't even read or write. Through the professional content studied, the AFA encourages those participants to narrow the gap opened in their education and to re-integrate into society.



*Ronny, an ex-con studying in the "Introduction to Medicine" TAU group, has approached Adi, his instructing student, asking if he could pass on the summary pages the participants receive at the end of each lesson. Adi was curious to find to whom he wanted to pass the pages to. In response Ronny told her that after each lesson he sits with his fifth grade daughter and teaches her what they studied together with the summary pages. Afterwards, his daughter takes these pages to her school and shows them to her teacher and classmates, proud of her father's university studies.*



**Gender :** The AFA is characterized by a larger participation of women, who stand for 70% of the participants. This, among other reasons, is due to the fact that more women turn to social services asking for help.

**Education :** All of the AFA's participants lack higher education. Most of the adult participants did complete 12 years of school (about 78%), mostly without matriculation certificate. About 17% of the participants finished 9-11 years of school and about 4% studied for less than 8 years.

**Occupation:** Most of the AFA's participants are not regularly employed. Over 54% of the participants do not work at all while the rest are employed in occupations such as housekeeping (cleaning and taking care of children or elders), manual labor (construction, renovations, plumbing, carpentry etc.), office odd jobs and sales.

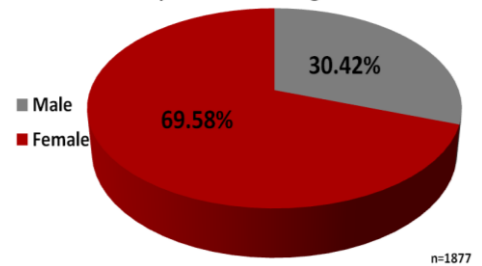
**Demographic Distribution:** The AFA's participants arrive from Yeruham in the south all the way to Netanya in the north. The TAU participants arrive with organized transportation from all of Gush Dan's large cities, from Ra'anana to Rehovot. A small number of participants arrive independently, some from farther locations, from Netanya to Ashkelon.

The BGU participants arrive from Be'er Sheva, moshavs belonging the Bne Shimon Regional Council, Netivot, Sderot, Ofakim, Yeruham and Dimona.

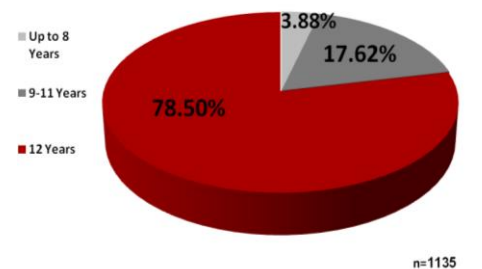
The HUJI participants arrive from Jerusalem and its surrounding.

Over the next academic year the AFA is expected to open at Haifa University as well and thus enable further populations from the north of Israel to be part of its operation.

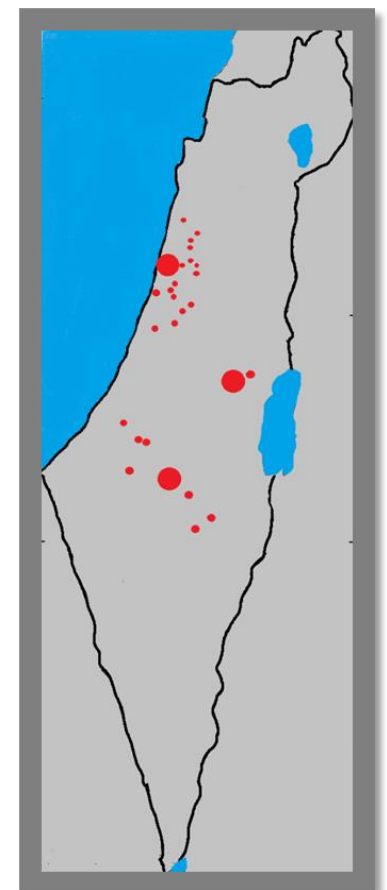
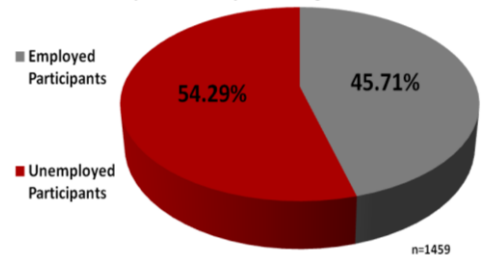
Participants' Gender Segmentation



Participants' School Years Segmentation



Participants' Occupation Segmentation



*Yarden, the adult group's BGU coordinator: "In one of my groups studies a first year AFA participant who grabbed my attention ever since the personal interview we conducted during the summer. She's a young woman, about my age (29), with four children, who has recently left the battered women center in Netanya. Her daughters were transferred to a boarding school at the Sharon area, and she was transferred to Be'er Sheva in order for her to turn over a new leaf. She arrives at class with bright eyes. Before the lessons have started she bought a large ring binder, a pencil case and a schoolbag. She tells that each time she steps into the university it's like a breath of fresh air for her. She now feels she can finally become a role model for her daughters."*

## The Youth Groups

The AFA consists of 418 youth participants, studying in four groups at TAU and BGU. These are "at-risk" youth, ages 15-18, referred to the AFA by youth advancement organizations, the youth probation service, schools for detached youth, warm houses for girls at risk and boarding schools. The participants arrive from families under financial distress, some attend regular environments (school or alternative environment) and some are considered detached and dropped-out youth.

Youth of critical age are faced with existential challenges like alienation, isolation, boredom, lack of challenge and meaning, lack of interest in anything requiring differed gratification and a constant urge toward seeking excitements and pleasures. When faced with obstacles to their identity development, these youth can feel confusion, absent-mindedness, emptiness and depression, or flee toward a preliminary decision regarding their identity, most often toward a negative one. They may end up using drugs, dropping out, acting criminally and sometimes even attempt to commit suicide.

At the AFA, the youth are exposed to a heterogenic social environment in which they learn inter-personal skills, assisting them in the future when integrated into their personal stock of behaviors. The youth, arriving 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.

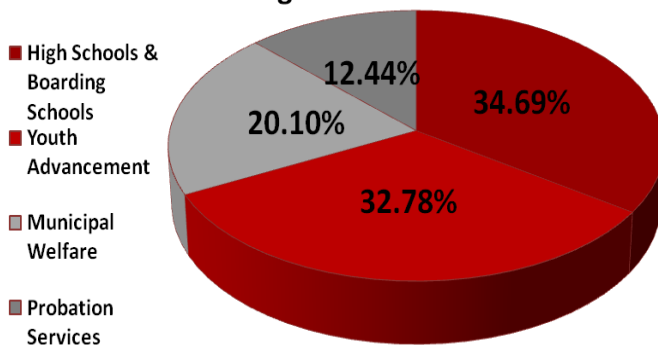


**A youth group lesson at BGU's "Introduction to Business" course with Coral, their instructing student**



*Tamir, a youth participant at the BGU psychology group: "I'm glad for the opportunity to participate in a project that exposes me to higher education institutions at which I would like to arrive one day, and also puts me in touch with other youth who I wouldn't have been in touch with otherwise. The course is taught by young students, with whom we connect well and the lessons are taught in a way that speaks to us. I feel I learn many new things in the course, about myself and also about my environment."*

**Youth's Referring Authority Segmentation**



n=418

## COLLABORATION WITH THE WELFARE AUTHORITIES AND PARTICIPANTS' 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.

The recruitment process is done in collaboration with the welfare authorities. The welfare authority is in charge of publicizing the AFA to its constituents and formulating the initial participants list prior to the beginning of the academic year. Candidates' referral to the Program is done according to clear criteria of socio-economical background, social exclusion and a major distress. 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. 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. The candidates who pass the initial interview are requested to pay a one-time fee, called "seriousness fee", for an amount of 200NIS and to commit to study persistence. Upon paying, the candidates are informed 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 three years.

Welfare authorities whose constituents join the AFA are requested to choose a representative to act as a liaison between the AFA and the social workers. The representative accompanies both the participants and the instructing students, assists in their initial training for working with the participants' groups as well as actively accompany the annual operation. The representative keeps in constant touch with the instructing students' representative and receives weekly reports regarding attendance, the studied content and about any special problems. He or she passes the relevant information to the treating social workers working with each participant.

The social workers act as a support system to the instructing students by assisting them throughout the year as they have no treating background neither prior acquaintance with the AFA's target population in dealing with problems and requirements brought up by the participants. The social workers also participate in lessons at times. Their participation in the lessons 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 environment. Previous years' experience has proven 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 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. Each welfare authority whose constituents are accepted as AFA's participants pays 250NIS per participant.

*"The constituents I referred to the AFA are greatly enjoying themselves. One of them even told me that he began to think about degree studies. Well done!"*

*"I would like to say first that this project is blessed. I hear that all of my female constituents are very pleased, enjoy themselves, cooperate and make the most out of it. Many women from our welfare bureau have never gone to school and the AFA provides them with drive and empowers them."*

*"As for the AFA's team - I enjoy receiving a weekly update from each coordinator of each course. They describe what happened, who attended and who was missing and even send lesson summaries. I find this relationship highly important in order for us to keep up with what's happening, especially in cases in which our involvement is required."*

**Impressions by Social Workers from the Jerusalem Municipality about the HUJI's AFA Project**



## PEAK LESSONS AND SPECIAL EVENTS

### Collaboration with the First International Bank of Israel

- The youth groups studying in the "Introduction to Business" course at TAU and BGU collaborate with the "Nekudat Mifne" program of the First International Bank of Israel (FIBI) together with the Matan-Investing in the Community NGO and the Ashalim program. As part of this collaboration volunteers from FIBI have joined several lessons in each university and contributed from their professional knowledge to the youth.

The volunteers' integration and their collaboration have proven to be an enriching and educational experience to all involved, and it appears that the youth derive extra value from those meetings. Therefore we asked to integrate the bank's volunteers into the HUJI adult group's activity as well. Thus, during the month of January FIBI volunteers have joined the "capital market" lessons. Investment advisors from the bank came to classes and explained about the capital market, the way its trading is conducted and their roles as investment advisors. In addition, a simulation was done in each class which resembled capital market trading, with the FIBI volunteers acting as advisors and assisting the participants to increase their profits.



*The HUJI "Introduction to Business" participants tell about their lesson with the FIBI volunteers: "We've acquired important and meaningful knowledge, got answers to the questions we were concerned with and most of all - enjoyed our learning experience!"*



**University Tours –** On one of the first lessons the participants and their instructing students embark on a tour in the university campus in which they study. The AFA considers it highly important that the participants learn to know the campus and its operation and not only the specific classroom in which they study every week. As part of the tour the participants visit the relevant department and faculty as well as other interesting sites around the campus. The tour's goal is to introduce the participants to the university and its various services in order for them to feel like they belong there and are able to utilize the university's services such as libraries, computer labs etc



TAU's "Introduction to Medicine" participants visiting the medical faculty's labs and BGU's "Introduction to Medicine" participants visiting the medical faculty's museum

**Jewish Heritage Lessons** – This year the Jewish Heritage lessons were conducted with regards to the different study fields during the semester break, when the instructing students take their exams. The lessons were taught by Mrs. Shlomit Jessel, a former AFA instructing student, to the entire TAU and HUJI participants.

*Shlomit tells: "We bring into class Jewish Heritage content which broadens the knowledge and the critical thinking in each study field. How can you teach about medical ethics without mentioning "Two were walking in the desert ", a dialog that brings up the eternal dilemma regarding complex ethical decisions existing in each of our lives; or - can you teach law without referring to the Jewish law and the famous Good Samaritan law? The dilemmas mentioned in class are relevant to the participants and through the discussion about them the participants share personal stories from their own lives, which show us that despite the sociological or religious differences between them, at the end of the day there are more similarities than differences. Another significant subject at the Heritage lessons is the question about what aspects from their parents' homes they would like to take with them - the tradition and culture they come from, and what aspects they would rather leave behind. Each year I find it amazing how lessons that begin with concern and wonderment regarding their relevance to the studied content end up with temperamental group discussions and emotional sharing as well."*

**Guest Lectures** – Each year a study group invites a guest lecturer who volunteers to come and enrich the participants' world in their study field. This is a meaningful meeting, both to the participants who become acquainted with the university's faculty and the people who occupy its key roles, and the lecturers who volunteer to teach and expand the circle of the AFA's social contribution. Some of the lecturers who visited the AFA this year are: **Prof. Nachshon Meiran** from BGU's department of psychology who gave a lecture about attention deficit disorders; **Dr. Hezi Yosef**, the Kannot Youth Village director who talked about freedom, boundaries and personal empowerment as tools for growth; **Adv. Dafna Kelmer** who talked about mediation and family in relation to alternatives to trials; **Prof. Riad Agbaria**, the director of BGU's school of pharmacy at the faculty of health sciences and a representative at the health insurance committee, who talked about ethical issues of the health system; **Mrs. Sara Regev**, implants coordinator at Soroka hospital's implants center, talked about organ donation and different aspects of the subject; **Mr. Hagai Binyamin**, head of the pension department at the ministry of finance, who met with the "Introduction to Business" participants; **Mr. Yossi Shavit** from the Bengis Center for Entrepreneurship at BGU's business management department who gave a lecture about the first steps for opening a business; **Leon Shneiderovsky**, from "The Big Brother" reality show who came to talk to the participants about the feelings of being different, feeling different and how to deal with them. At the end of the lecture one of the participants shared with his instructing student that he now understands a bit better how his brother feels about being a homosexual.



**The "Introduction to Business" youth group during a tour to the BGU mechanical engineering faculty and the BGU adult group during a guest lecture**





## **"The "Next Step" – Education, Employment and Enrichment**

The "Next Step" department was established in order to assist the AFA's participants to keep learning and developing within the AFA and after graduation, out of the understanding that the AFA is actually the first step in a long and meaningful process the participants go through which turns them from weakened and dependent population into independent learners with sense of capability and motivation for action. Thus, the "Next Step" department focuses on the group of continuing participants (2<sup>nd</sup> and 3<sup>rd</sup> year) and acts to direct their joy of learning, generated on their first year with the Program, toward additional environments and institutions that can assist them in the future. The department's common goal is to lead a meaningful process of responsibility transfer, developing motivation and providing practical tools to enable the participants to become independent learner even after their AFA graduation. The department operates in TAU and BGU and its activities are mostly scheduled on the 2<sup>nd</sup> semester and include several events and activities:

**The "Next Step" Opening Conference** is designed for the AFA's 2<sup>nd</sup> and 3<sup>rd</sup> year's participants, in order to expose the department's events to the participants. The conference proposes registration to the special workshops offered to the advanced years' participants: **for the 2<sup>nd</sup> year participants** a four-meeting workshop is offered regarding **"Empowerment and Capability"**. This workshop's goal

is to continue to leverage the participants' development process, to provide them with a sense of capability and practical tools for proper handling of their daily lives. **The 3<sup>rd</sup> year participants** are offered a four-meeting workshop about **"Personal Vision and Motivation for Action"**. This workshop's goal is to encourage motivation for action and taking active steps toward fulfillment of personal vision alongside an investigation process and accompaniment.

**BGU's Youth Continuation Program** – during the previous academic year about 20 youth participants have graduated their 2<sup>nd</sup> year of studies at BGU's AFA. The two youth instructing students, Liron Nuferber and Kinneret Andelwoot, together with their participants, felt that their joint route hasn't reached its end yet, and established a youth continuation program which operates as part of the "Next Step" department at BGU. The annual program established involves subjects that youth are concerned about: IDF recruitment, meaningful citizenship, rights and obligations toward the state, personal marketing, youth employment and more.

Beside the group meetings taking place once a month, the program's instructors conduct personal meetings with each young boy or girl during which the participants set goals critical to them and benefit from accompaniment and support reaching those goals. Among the set goals are the wish to develop leadership skills, persistence, developing training skills and audience facing (in order to serve in the IDF in a training position). In light of the participants' mature and responsible views, it's almost impossible to think that those youth were referred to the AFA two years ago by the youth advancement units and were in effect detached youth. Such continuation program has operated at the AFA for the first time and thus far its contribution can be felt when it comes to the advancement of the youth and their encouragement to take personal responsibility over their personal lives.



**The TAU and BGU "Next Step" Opening Conferences**



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

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

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

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



**The BGU AFA's graduates turned BA students**

*Sharon Ben Sela, an AFA graduate, a full scholarship BA student at the Academic College of Tel Aviv-Yafo: "I arrived at the academy with such excitement and thrill, as if I was stepping on the moon for the first time. The doors to knowledge, social prestige and the opportunity to get away of financial survival are now put in my own hands. It's true that complicated challenges accompany that road: financial pressure, educational pressure etc., but the bottom line is – I don't have to go to sleep in order to dream. I open my eyes in the morning and live my dream. I do what I love and what's important to me, and that's studying."*

*Ya'akov Ukanin, an AFA graduate, a full scholarship BA student at BGU: "The news about us getting into the academy reached us two days before school started so we didn't even have time to take it all in. Entering the academy was accompanied with mixed feelings – euphoria on one hand for fulfilling the study dream, and fear on the other hand for maybe arriving someplace that's too much for me. From the start I realized this wasn't going to be a field trip, but before I knew it the semester was over, the exam period was over. We're made of something that doesn't give up, and thanks to motivation and encouragement discussions I managed to receive fair grades. Huge thanks!"*

**Continuation Activities for AFA's Graduate Instructing Students** – the AFA sets foundations for the continued becoming of its members – both participants and students – meaningful citizens who integrate social activities into their professional lives. Therefore, we aspire to incorporate our graduates into social activities as part of the AFA itself, as volunteers or for a token fee. Thus, the AFA's graduate instructing students take part in a variety of activities throughout the year – tutoring the AFA's graduates who start their BA studies; taking up substitute teaching at the AFA; assisting in peak lessons; helping the recruitment effort taking place throughout the summer; establishing the youth continuation program; accompanying the evaluative research conducted regarding the AFA; and more.

**Acquiring Basic Study Skills – The Summer Courses** – during the months of July-August 2014 summer courses are scheduled to take place, designed for acquiring basic skills in the areas of Hebrew, English, computers and mathematics. Adult participants who graduated one or more years at the AFA are invited to take part in these courses in order to provide them with basic skills and to utilize the summer months and the empty university classrooms to continue and educate those who are interested.



**The BGU "Next Step" department operates in collaboration with Kibbutz Be'eri:** professionals who are Kibbutz members volunteer to instruct the summer courses at BGU in Hebrew, English, computers and this year also in mathematics. Additionally, the Kibbutz members also teach professional workshops throughout the school year at BGU in accordance with the study field and the group's characteristics. The main goal of these workshops is to introduce the participants to "field personnel" dealing daily with the fields of medicine, business and psychology, who can share their vast knowledge and experience with the AFA's participants.

**דפוס בארי**





## THE INSTRUCTING STUDENTS

During the 2013-4 academic year the AFA's instructing team comprised of:

- **32 TAU students** who taught **medicine, law, business and psychology**.
- **24 BGU students** who taught **medicine, business and psychology**.
- **12 HUJI students** who taught **law, business and psychology**.

Each student instructs a group of 25 participants. Formulating the syllabi and tailoring them to the target population are done in teams of four who instruct similar fields, under the guidance of the **department coordinator**, who is an ex AFA instructing student.

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 three meetings per week throughout the whole year. The first is the **academic course** designed to train and prepare them for their instruction roles and deals with gaps in Israeli society, educational philosophies and examination, establishment and strengthening of social commitment; the second is the **team meeting** with the department coordinator in which the lessons preparation is done; and the third is the **weekly lesson** with the AFA's participants.

For their participation in the academic course and for their actual instruction, the instructing students receive **academic credits** (4-8 credits in accordance with their department's regulations), based on the perception that academic education should encourage, initiate and advance students' social involvement,

alongside the democratization and the increased accessibility of the academic knowledge. Students exempt from accumulating general credits for their degree (like the Medical students) receive a scholarship of 7,000NIS for their AFA participation.

The academic course's goal is to provide academic foundations to the AFA's students' practical instruction role, together with accompaniment and advancement of the process the students undergo, including: introduction to the academic and ideological content on which the AFA was based; providing practical training and tools toward the work with the participants' population and encouraging them to establish direct relationships with them; and examination, establishment and strengthening positions and social commitment. The course's teaching method is based on the AFA's educational model which includes, alongside discussion groups and shared dialogs, reading of academic materials and analyzing texts, developing critical thinking and doubt-casting. At the course's completion, the wish is for the AFA's instructors to become meaningful citizens who take responsibility over their lives and act out of awareness and consideration for their own sake as well as others'.



The TAU's "Introduction to Medicine" instructing students and their coordinator



The TAU's instructing students during their preparation period



The HUJI instructing students examine the educational philosophies written by them during the 2<sup>nd</sup> semester's opening lesson

The course consists of five parts spread along the academic year:

During the first month of the academic year the instructing students have gone 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 **introduction to the education model upon which the AFA was built** – the instructing students have formulated, with the coordinators' team assistance, the annual curriculum and learned how to create lesson outlines and tailor them to the requirements, interests and the capabilities of their participants. In addition, they underwent training workshops and practical tryouts; and **introduction to the target population** – including guidance meetings with the accompanying social workers, meetings with AFA's graduating participants and students; and an introductory meeting with their actual participants. Additionally, the instructing students went on several tours for introduction to the population. The TAU instructing students visited a locked juvenile institution - "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. The BGU instructing students visited the "Wind in the Desert" village, consisting of two wards – detention alternative for youth and drugs, alcohol and gambling addiction treatment village. The HUJI instructing students visited the "Retorno" rehabilitation center in Beit Shemesh. 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 before meeting with their participants' groups.

**The major part of the academic course, is being taught in accordance with the AFA's vision** – after being exposed to the AFA's vision, the course is dismantling that vision into its basic components: (1) **bridging social gaps and equaling opportunities**: at this stage, the students concentrate of the existing gaps within Israeli society while emphasizing the equality in education in Israel and the knowledge gaps within Israel society, accessibility to higher education in Israel and the "democratization of knowledge" concept; (2) **meeting point**: at this stage the course deals with ways to minimize knowledge and education gaps, while examining the educational philosophies of John Dewey, Martin Buber and Paulo Freire. They also examine thoroughly the educational philosophy on which the AFA was based. Then each student is formulating his or her personal educational philosophy; (3) **meaningful citizenship**: during the 2<sup>nd</sup> semester, the course reviews the terms "empowerment", "individual empowerment", "communal empowerment" and "meaningful citizenship" while examining their meaning and their relevance both to the AFA's participants and the instructing students – today and as part of their professional future.

The academic course is based on the course created by the AFA's founder, MK Dr. Adi Koll, and is taught this year by a group of academic instructors: Tal Rimon-Edelshtein, Lior Emuna and Rotem Yadlin.

*Yehudit, a HUJI instructing student: "My objective at the AFA is to lead a change, even the smallest, in my participants' (and my own) perception regarding their abilities and their belief in themselves, and a small change in the way in which they lead, experience or comprehend their lives. My goal for myself is to complete the AFA with the same good feeling I have right now: that the AFA is the most meaningful thing I'm doing as part of my degree, that I'm learning a lot, that I'm having fun with my team and my participants, and learn more about myself, my capabilities and my society."*



**The BGU instructing students during their academic course**

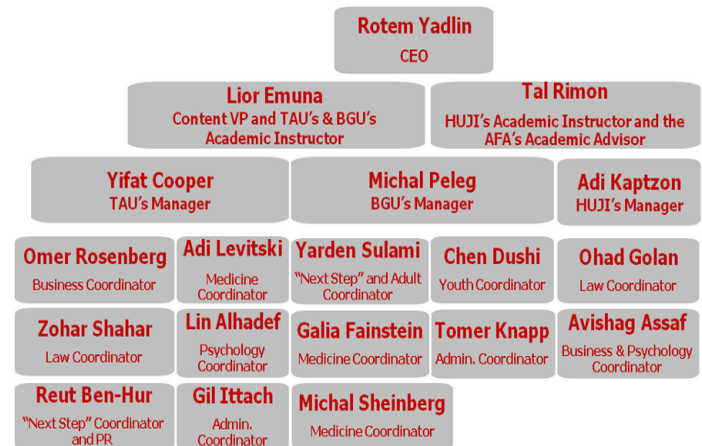


## The Operational Team

The academic instructors, the branch managers, the department coordinators, the administration coordinators and the special programs coordinators – are in charge of accompanying the instructing students, following the development of the AFA's participants and managing its ongoing operation. The team consists of 19 people working in the national headquarters and at the three universities.



*Michal, the BGU's branch manager: "The AFA for me is a love story lasting for almost three years...Early enough I fell in love with the place, the atmosphere and the people who make it so special. The participants, the instructors and the team – all operate from love, invest with all their hearts and create that special AFA magic. Personally, I can say that each position I held here brought about new challenges and required different coping, but I learn so much and feel like I keep on growing."*



*Adi, the HUJI's branch manager: "The AFA manages each year (and this year more than ever) to challenge me, to make me think, to help me develop and learn... I feel this year is a year for learning – about me, about the program, about the participants, about Jerusalem... I'm thrilled to be a part of a program that has a constant room for development and learning. I'm grateful for the opportunity given to me to launch the Jerusalem branch, a challenging and enriching experience for me."*

*Yifat, the TAU's branch manager: "The AFA for me means opening my heart, being excited each day anew, developing, improving. It's my home and family. It's getting to know amazing and moving people who teach me about life. It's a participant's smile, an instructor's idea, a coordinator's dedication... I'm amazed each time anew how much I love my job. This is certainly not obvious."*

## FEEDBACK AND EVALUATION

**Attendance and Persistence** – the AFA's participants are characterized by instability in their lives and thus inability to stick with educational or other programs. Therefore, the AFA's success is 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. Each participant is allowed to miss only four meetings throughout the academic year and even then they must inform their instructors in advance. The instructing students 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 more than three meetings. The 2013-4 academic year has opened with 1877 participants in 17 study groups. At the end of the first half of the year the attending participants' count was **1744**. There are several reasons for dropping out of the AFA, among them are: health reasons; personal reasons; new occupations requiring them to work during the evening; lack of interest in the learning materials; inappropriate behavior in the AFA; not fulfilling their treatment terms; missing over four annual lessons; and more.

		Initial number of participants	Number of dropouts	Number of participants at the end of the 1 <sup>st</sup> semester
<b>TAU</b>	<b>Psychology - Wednesday</b>	113	4	109
	<b>Psychology - Tuesday</b>	128	5	123
	<b>Medicine - Tuesday</b>	124	5	119
	<b>Medicine - Monday</b>	110	4	106
	<b>Law - Adults</b>	113	4	109
	<b>Law - Youth</b>	106	8	98
	<b>Business - Adults</b>	116	6	110
	<b>Business - Youth</b>	101	19	82
	<b>Total</b>	911	55	856
	<b>%Total</b>	100%	6.1%	93.9%
<b>BGU</b>	<b>Psychology - Adults</b>	106	4	102
	<b>Psychology - Youth</b>	114	10	104
	<b>Medicine – Adults Tuesday</b>	112	10	102
	<b>Medicine – Adults Wednesday</b>	100	3	97
	<b>Business - Adults</b>	114	18	96
	<b>Business - Youth</b>	97	5	92
	<b>Total</b>	643	50	593
	<b>%Total</b>	100%	7.78%	92.22%
<b>HUJI</b>	<b>Psychology (Women)</b>	107	6	101
	<b>Business</b>	108	12	96
	<b>Law</b>	108	3	105
	<b>Total</b>	323	21	302
	<b>%Total</b>	100%	6.50%	93.50%
<b>Total</b>	<b>Total</b>	1877	126	1744
	<b>%Total</b>	100%	6.7%	93.3%

## Internal Evaluation – Participants' Feedback

We insist on testing the participants' level of studies and the contribution they attribute to the AFA in their lives through feedback questionnaires conducted twice a year. These questionnaires aim to test the participants' level of interest in the study materials and the instruction level and interaction with 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 half of the year (on a scale of 1-7, with 1 being "not at all", and 7 "very much so"). The questionnaire was answered by 1376 participants (79% of the 1<sup>st</sup> semester's graduates).

QUESTION	AVG. RESPONSES
How satisfied are you with each of the following aspects of the program you've been participating in this year?	
General satisfaction	6.36
Food and drink	5.82
Transportation to the university	5.98
The field you've been studying this year	6.48
The location – TAU/BGU	6.46
How clear and comprehensible is the instructor?	6.77
How satisfied are you with the way the instructor has been treating you?	6.85
How pleasant the class and group atmosphere is?	6.24
How comfortable do you feel to participate and share in class?	6.22
Do you find the lessons interesting?	6.40
Do you feel that you learn new things in the course?	6.20
How useful are the things you learned in the course?	6.00
How beneficial is participating in the course for its participants?	6.21
Would you like to continue studying in the AFA for another year?	6.54

## RESEARCH EXAMINING THE AFA'S INFLUENCE OVER ITS PARTICIPANTS

Dr. Bilha Noy, who used to manage the Advisory Psychological Service at the ministry of education, responsible for advancing, preventing and treating the different aspects of mental health in the education system, has been researching the AFA for the second year now. The research focuses on the AFA's unique educational concept and its influence over its participants. The research is accompanied by an assistant student who's an AFA graduate. During the 1<sup>st</sup> semester the research has focused on conducting qualitative interviews with 15 of the AFA's participants. The interviews pointed to the significance of the instructing students to their participants' lives, and after an assessment Dr. Noy has decided to expand the research's scope to include the AFA's instructing students as well. After completing 30 qualitative interviews with participants, Dr. Noy will start interviewing the instructing students.

*From the research's interviews:*

*Bonny, a TAU AFA's graduate:*

*"Finally I can study, which is the thing I wanted most in my life. In fact, this was the only obligation in which I haven't missed a single lesson, and at the end I received an honorary attendance notice. This means so much to me. I used to go with love, I used to wait for it, it enabled me to go back to my school-days childhood and fix the experience, to go back to school and to succeed for real."*

## THE AFA – NOW AT HUJI AS WELL

After eight years of operation at TAU and three years at BGU, the AFA has started its operation at the Hebrew University in Jerusalem. Gladly, the HUJI opening is a major success – the Program consists of **323 Jerusalem residents** – welfare dependents from all around town representing every population in town. Among others, the Program includes a group of **100 ultra-orthodox welfare dependent women studying psychology in an all-female group**. Transportation from all over town brings the participants to the Mount Scopus campus once a week, to study introductory courses in law, business and psychology. The participants proudly carry a "friend of HUJI's Students Union" card. The impressions of the Jerusalem municipality's social workers, who accompany the AFA with much dedication, indicate a large satisfaction level among the participants.

**12 students** instruct at the HUJI's AFA and go through a meaningful and emotional social experience which establishes and strengthens their social commitment in the general social space and in the city of Jerusalem in particular. Following the successful launch, next year we intend to double the number of AFA's participants and students from all over the city of Jerusalem.



*The HUJI's AFA branch manager, Adi Kapzon, talks about the recent launch: "The AFA is a home for me, a place in which I can grow, learn, develop – and also enjoy myself. It was important for me that the AFA in Jerusalem will also become a home – a place for all those veteran Jerusalemites who've been living in the city for many year but have never set foot at the Hebrew University, and a place for the instructing students to do something else and meaningful at the academy."*

*To launch the AFA at HUJI was no simple task. Jerusalem is one of the largest most complicated cities in Israel, a town consisting of all of Israel's society and its variety. Nevertheless, the magic and the uniqueness of the city lay in my opinion in the way in which it balances all that "Israeliness". All this has enabled establishing a significant AFA in here, creating a different meeting point, meaningful and real! A meeting point between many people, who despite the fact that they all live in Jerusalem, would have never met otherwise. The AFA enables each Jerusalemite to emphasize their uniqueness, to show their own Jerusalem – whether it's Sanhedria's ultra-orthodox women, east Jerusalem's Arab population or the Machne Yehuda Market sellers – each bringing with them something special, something different into our home – into the AFA"*

*Danit, a law group instructing student, tells: "When we spoke with university professors about coming to talk with our participants, they didn't know the AFA because it's its first year at HUJI. We explained to them and they showed interest, asked questions and praised us for what we're doing... It feels like we must be doing something right to receive such great feedback from the university's senior staff."*

## WHAT ELSE IS NEW AT THE AFA?

**EXPANSION OF THE AFA'S MANAGEMENT** – following the opening of the AFA at a third university and before its opening at a fourth one next year, the Program's management focused this year on adjusting its organizational structure for becoming a growing national Program. The organization's management was expanded, with the academic instruction moving into the loyal hands of the AFA's team. A Content VP role was added, in charge of all the organization's professional content. The VP's agenda during the 2013-4 academic year focuses, alongside the ongoing Program accompaniment, on creating the AFA Manual – a primer of work procedures which will promote the AFA from being managed orally to a written "Torah"; improving the way the AFA works with youth; and devising an annual training program for coordinators.

**ADVISORY BOARD** – an AFA advisory board was established to accompany the Program's management. The board consists of representatives of the universities in which the AFA operates, and AFA partners from the philanthropy and volunteering areas, as well as people who have been accompanying the AFA for a long time. Today's advisory board is comprised of: **MK Dr. Adi Koll**, the AFA's founder; **Dr. Ami Buganim**, PhD., one of the founders of Mandel Leadership Institute, a consultant for Matanel Foundation, who's the AFA's major partner and investor; **Mr. Doron Livnat**, the owner and chairman of the ProDelta international group of companies from the Netherlands, a social entrepreneur who contributes mainly to education and at-risk youth as well as to long term infrastructure plans; **Prof. Ariel Porat**, who acted as the TAU's law faculty's dean and was the first to open the university's doors to the AFA; **Mr. Ehud Or**, TAU's vice president for strategic planning and marketing, a member of the AFA's former executive council; **Adv. Ariella Lahav**, a member of the AFA's former executive council; and **Mr. Harel Yizhaki**, a Kibbutz Be'eri member, CEO of "Be'eri Printing" between 2005 and 2012 who leads the collaboration between the Kibbutz and the AFA at BGU. The board has assembled twice during the 1<sup>st</sup> semester, and will continue to meet three times a year.

**BRANDING** – the AFA has undergone a branding initiative in order to maintain its "brand name" but to update and refine its visibility. These days a new internet website is being launched as well as a new consistent Facebook page in which ongoing updates, photos and experiences from the AFA will be published.



**CRM SYSTEM** – these days an AFA-tailored CRM system is being built, including – for the first time ever – a consistent joint database for the entire AFA. This system is expected to significantly improve the ability to track the AFA's participants, as well as its ongoing operation. The system is built by NPTEch, a nonprofit company whose goal is to assist nonprofit organizations to best utilize information technology and communications in supporting their goals.