



# 2012-2013 - Final Report September 2012- August 2013

## The Access for All Project



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## FROM OUR PROJECT DIRECTOR



DEAR FRIENDS AND PARTNERS.

I'M PLEASED TO SUBMIT THE FINAL REPORT OF THE 2012-3 SCHOOL YEAR OF THE ACCESS FOR ALL (AFA) PROGRAM, MY FIRST ANNUAL REPORT. I HAVE JOINED THE AFA ON APRIL 2013 WITH A SENSE OF MISSION AND BELIEF IN THE PROJECT AND ITS GOALS, AND ESPECIALLY – IN THE MEETING POINT BETWEEN WEAKENED POPULATIONS AND ONE OF THE MOST INFLUENTIAL POWER SOURCES OF SOCIETY – THE ACADEMY; MOREOVER – ITS STUDENTS, WHO'LL ACT AS CHANGE DRIVERS IN TOMORROW'S ISRAELI SOCIETY, AND DON'T GET TO KNOW THE ISRAELI SOCIETY AND ITS DIVERSITY WHILE STUDYING IN THE UNIVERSITY.

THE PAST YEAR HAS BEEN THE AFA'S EIGHTH YEAR OF OPERATION AT THE TAU, AND THE THIRD YEAR AT THE BEN GURION UNIVERSITY; A YEAR OF MANY CHANGES AND DEVELOPMENTS WHICH INFLUENCED THE WHOLE PROJECT. THIS UNIQUE DREAM-VISION GENERATED BY MK DR. ADI KOLL EIGHT YEARS AGO HAS ENJOYED A VAST APPRAISAL AND PUBLIC RECOGNITION, AND IS NOW TURNING FROM A LOCAL SOCIAL INITIATIVE INTO A NATIONAL PROGRAM OPERATING ON A BROAD GEOGRAPHICAL SPREAD, THUS ENABLING THE ACCESSIBILITY AND STRENGTHENING OF THE PROGRAM'S VALUES TO WEAKENED POPULATIONS ALL ACROSS THE COUNTRY.

DURING THE PAST FEW MONTHS, THE AFA HAS BEEN RECOGNIZED BY THE PLANNING AND BUDGETING COMMITTEE OF THE COUNCIL FOR HIGHER EDUCATION AS AN IMPORTANT AND UNIQUE SOCIAL INVOLVEMENT PROGRAM, AND IS NOW BEING PROVIDED WITH ENCOURAGEMENT TO EXPAND THE PROJECT INTO FURTHER UNIVERSITIES. THIS SUPPORT IS AN IRREVOCABLE OPPORTUNITY FOR THE AFA TO EXPAND ITS OPERATION. INDEED, THESE DAYS WE WORK DILIGENTLY TOWARD OPENING THE AFA AT THE HEBREW UNIVERSITY IN JERUSALEM, SCHEDULED FOR THE NEXT SCHOOL YEAR, AND ALSO BEGIN PLANNING THE EXPANSION INTO THE HAIFA UNIVERSITY. THE AFA'S EXPANSION INTO FURTHER UNIVERSITIES, ON A BROAD NATIONAL SPREAD, IS EXPECTED TO LEAD A SIGNIFICANT CHANGE IN THE LIVES OF THOUSANDS OF ADDITIONAL PARTICIPANTS AND HUNDREDS OF NEW STUDENTS WHO PARTAKE IN THE PROJECT'S ACTIVITIES, BOTH ON THE PERSONAL LEVEL AND ON THE MACRO INFLUENCE OF SOCIAL AND ECONOMICAL ASPECTS. MOREOVER,

IT'S EXPECTED TO SIGNIFICANTLY STRENGTHEN THE ADDED VALUES OF THE ACADEMY IN ISRAEL AND TURN IT NOT ONLY INTO A HOUSEHOLD NAME IN THE FIELDS OF RESEARCH AND PEDAGOGY, BUT ALSO A CORNERSTONE FOR GENERATING A MORE HEALTHY, EQUAL AND DEMOCRATIC SOCIETY.

THIS YEAR 1390 PARTICIPANTS HAVE GRADUATED THE PROJECT AND ABOUT 320 PARTICIPANTS HAVE COMPLETED THEIR THIRD AND LAST YEAR OF STUDIES. BEYOND THE REGULAR CURRICULUM, OVER 200 PARTICIPANTS HAVE PARTICIPATED IN THE SUMMER PROGRAMS AND THREE EMPOWERMENT PROGRAMS FOR LAST YEAR'S AFA'S PARTICIPANTS HAVE OPENED. WE CURRENTLY CONDUCT THE PREPARATORY COURSE FOR ACADEMIC STUDIES FOR THE AFA'S PARTICIPANTS WHO WILL ATTEND ACADEMIC STUDIES BOTH IN THE ARIEL UNIVERSITY AND IN OUR NEW ACADEMIC PARTNER – THE ACADEMIC COLLEGE OF TEL AVIV-YAFO.

I WOULD LIKE TO THANK ALL OF OUR PARTNERS AND MOSTLY THE MATANEL FOUNDATION AND THE JEWISH FEDERATION OF MONTRÉAL, THE SOCIAL WORKERS, THE YOUTH ADVANCEMENT PERSONNEL AND THE STREET GANGS INSTRUCTORS, THE TEL AVIV UNIVERSITY AND THE AFA'S EXCEPTIONAL TEAM, WITHOUT WHOM NONE OF ALL THIS MAGIC WOULD HAVE HAPPENED.

FINALLY, I WOULD LIKE TO THANK ADI, A DREAMER AND A FIGHTER, WITHOUT WHOM THIS VISION WOULD HAVE NEVER BECOME REALITY; TO THANK HER FOR HER TRUST AND SUPPORT, AND WISH HER TO CONTINUE FULFILLING HER VISION AT THE KNESSET.

SHANA TOVA,

A handwritten signature in blue ink, appearing to read 'Rotem Yadin', is written over the printed name.

ROTEM YADLIN

## THE AFA – BACKGROUND AND GOALS



**The AFA** provides an access to the center of power and public knowledge - the University - for all people; especially those who have no other way to reach this knowledge center. 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.

**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, economy 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.

**The instructing students** who teach the introductory courses study along 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. The instructing students are accompanied by a pedagogical team and by the welfare authorities' representatives in charge of the participants' referral. 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, alongside the democratization and the increased accessibility of the academic knowledge. The universities' willingness to open their gates to populations who aren't necessarily the target audience of higher education, while utilizing their existing resources – classrooms, faculty and students – acts as a honorary decoration for Israel's higher education and indicates their willingness to share the knowledge stored in higher education's ivory tower with the whole society.

**The AFA's goal** is to bridge social gaps and to enable equaling opportunities by minimizing knowledge and education gaps, thus by providing basic essential knowledge to the program's participants in order to enable them to better cope with their daily lives, and as a means to expanding their operational 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 stuff – with their professions

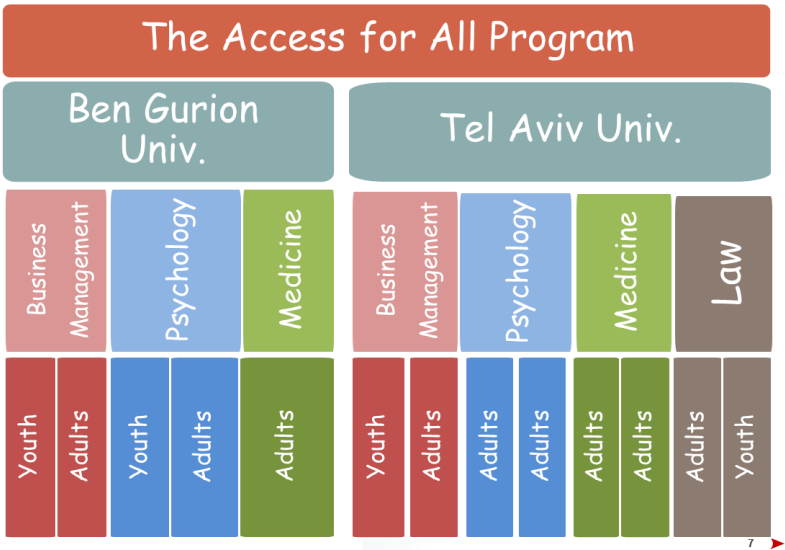
and world views – thus generating dialog between populations who rarely meet in Israel. This meeting enforces and enriches the participants and contributes to the education, the practice and the social commitment of the students.

**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 classroom, all during the evening hours, when the 'standard' academic operation 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 compared with the required budgetary investment.

### THE 2012-3 ACADEMIC YEAR – ABSTRACT

The 2012-3 academic year is the AFA's 8<sup>th</sup> year of operation in TAU and the 3<sup>rd</sup> year of operation in BGU. This year has opened with 1597 participants: 1005 in TAU and 592 in BGU, 52 students and 13 groups. 69% of the participants were adult and 31% were youth (under 18). A detailed description of the AFA's participants, their unique characteristics and their segmentation, as well the recruiting and sorting procedures, can be found in **part 1** of this report.

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



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

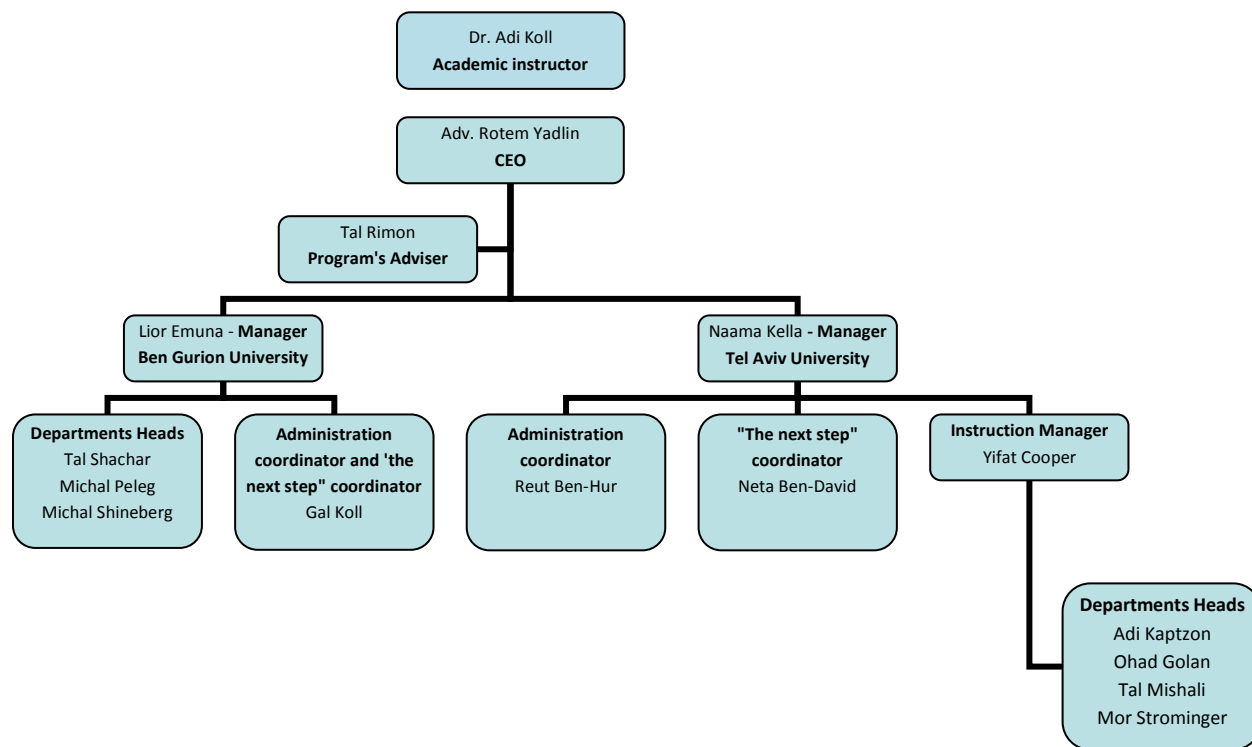
The AFA's introductory courses are taught by BA students studying in the corresponding departments, who receive special training for working with disadvantaged populations. 52 students participated in the AFA this year - every 4 students constructed an instructing team, which formalized the courses' syllabus and each lesson's outline and schedule. The actual teaching was carried out by each instructing students separately, facing an audience of 25 participants. Information about the instructing students and their training program can be found in **part 3** 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 year the attending participants' count was 1390, with an attendance rate of more than 87% in each lesson. The evaluation scores indicate a particularly high satisfaction level which reaches a 6.4 score on a 1-7 evaluation scale. A detailed description of the evaluation process can be found in **part 4** of this report.

The AFA's team – the branch managers, the department coordinators, the administration coordinator and the special program coordinators – are in charge of accompanying the instructing students' work and managing the ongoing operation. The team consists of about 16 people on both universities. On January 2013, Dr. Adi Koll, the AFA's initiator and founder, was elected a Knesset Member on behalf of the Yesh Atid political party. Adi's election was accompanied by a wide support on behalf of the AFA's participants who believe in her ability to lead the way into significant achievements. The AFA's team hopes that Adi's becoming a public figure will assist the program's development and its receiving wide public recognition and support. Meanwhile, the AFA's leadership was transferred to Adv. Mrs. Rotem Yadlin. Rotem has taken upon herself to head the program in order to turn it into a national program as well, operating in every academic institute in Israel and funded by the state. Indeed, during the past year the AFA has been recognized by the Planning and Budgeting Committee of the Council for Higher Education as an important and unique social involvement program, and is now being encouraged to expand the program into further universities. These days the AFA has answered a CFP issued by the Planning and Budgeting Committee of the Council for Higher Education which awarded it with a governmental budget toward the upcoming school year. This award marks the recognition in the AFA's importance by the higher education regulator, for the first time since it was founded. This governmental

budget, together with the expansion of the AFA's contributing sources, enabled us to join forces with the Hebrew University and the Jerusalem municipality to open a third AFA branch.

Following is the AFA's operational team structure for the 2012-3 school year:





## PART 1- THE AFA'S PARTICIPANTS

### THE PARTICIPANTS' BACKGROUND, CHARACTERISTICS AND STATISTICAL DATA

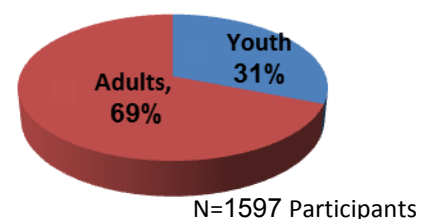
The AFA's participants belong to different Israeli populations; common to all is their existence on the edge of the Israeli society, so they must struggle in order to survive their daily reality. The problems and obstacles they face include severe financial distress; unemployment or temporal employment; 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.

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. 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. 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.

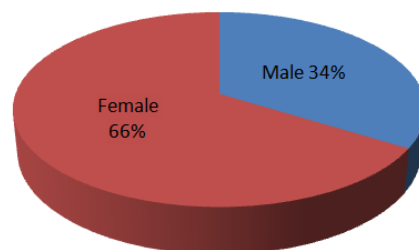
The AFA's participants are divided into two groups: adults, ages 19-59 (738 in TAU and 376 in BGU), and youth, ages 14-19 (267 in TAU and 216 in BGU). The average age this year was 37.8

**Participants' Age Segmentation**

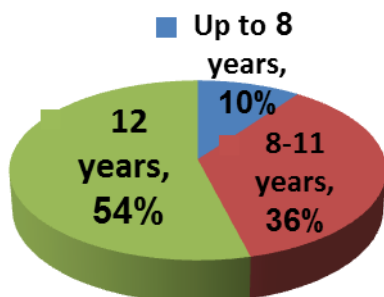


Gender-wise, the AFA is characterized by a larger participation of women. This year 66% of the participants were females.

**Participants' Gender Segmentation**



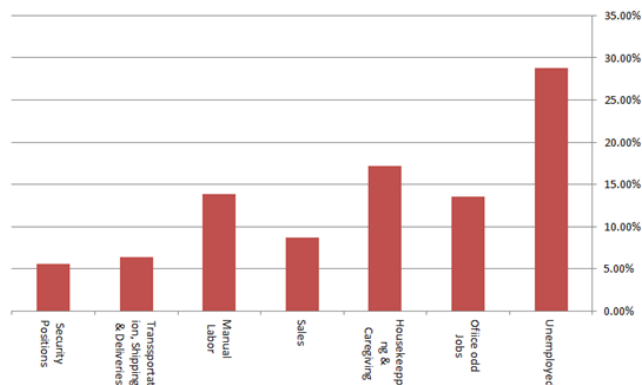
**Participants' School Years Segmentation**



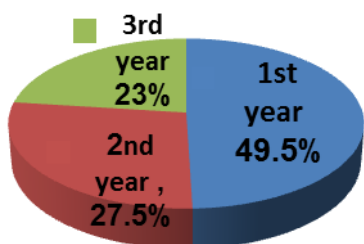
All of the AFA's participants lack formal academic education and most of them did not complete 12 years of school. 54% of this year's participants finished 12 years and 10% studied for less than 8 years..

The majority of the AFA's participants define themselves as "employed". About 30% 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.

**Participants' Occupation Segmentation**



**AFA's Seniority Segmentation**

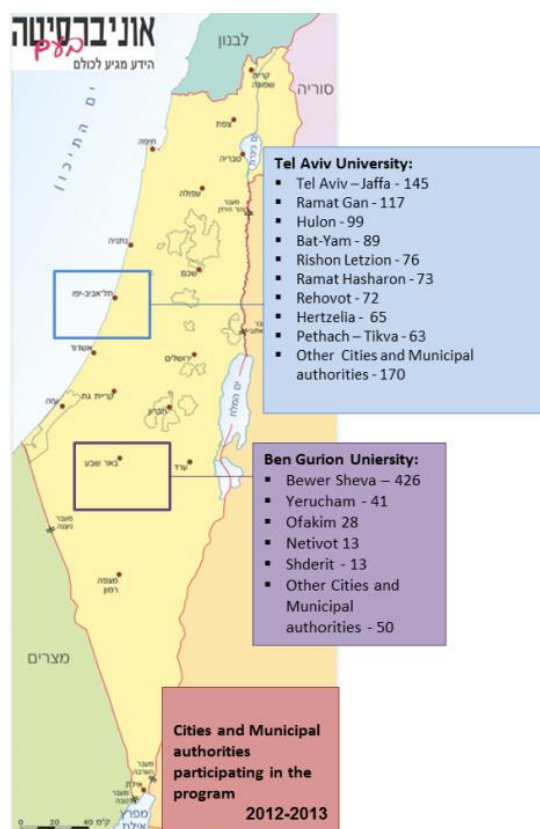


This year, half of the participants are newcomers, for which this is the first year of study (49.5%), but for 27.5% this is the second year and for 23% this is the third and last year in the program. The number of participants continuing from one year to the other is relatively high, considering the participants' background and their difficulty to commit to long-term endeavors.

## Participants' Demographic Segmentation

The AFA's participants arrive mostly from the central Israel area, from Kfar Saba to Rehovot. They arrive at the campus with organized transportation (paid by the AFA) which picks them up at several locations up to 45 minutes of travel time from the campus. Nonetheless, there's a small group of participants arriving independently from all over the country. Following is the AFA's participants' geographic 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 project seniority



## 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. All of the AFA's participants keep in touch with social workers working in their communities' social services departments. 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.

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.

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 .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.

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 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.

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 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.

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

We should note that this year several new welfare organizations have joined the AFA: on both universities we included for the first time constituents of the Ministry of Health suffering from mental disabilities. This initiative was considered most successful, as 93% of these participants graduated the year successfully, and the treating Ministry of Health personnel expressed much satisfaction. We intend to expand that collaboration even further next year.

At BGU, the AFA was joined by the "Circle of Life and Occupation" program and the Young Girl Treatment Unit; both belong to the welfare department of the Be'er Sheva Municipality, as well as youth organizations from the city of Dimona. At TAU, the AFA was joined by welfare dependents from the city of Lod; from the Rehovot Warm House; from two unique high schools for children in distress: Ankori in Petach Tikva and Branco Weiss in Bat-Yam; and few additional youth advancement units.

**Exhibit B** includes a list of welfare authorities collaborating with the AFA.

## **THE STUDY GROUPS DESCRIPTION**

### **The Adult Groups**

During the 2012-3 school year the AFA consisted of 9 adult groups, in which 1,114 people have participated (738 in TAU and 376 in BGU). The 6 TAU adult groups consisted of welfare dependents from: Tel Aviv-Yaffo, Bat-Yam, Holon, Lod, Ramla, Rishon-LeZion, Rehovot, Ramat Gan, Petach Tikva, Herzlia and Ramat-Hasharon. The 3 BGU adult groups consisted of welfare dependents from Be'er Sheva, Dimona and the Bnei Shimon Regional Council.

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 towns. They include new immigrants, clean addicts, prisoners in rehabilitation, women who are violence victims and welfare dependents from different backgrounds.

**The BGU adult groups in BGU are operated in collaboration with Kibbutz Be'eri: professionals who are Kibbutz members volunteer to instruct professional workshops throughout the school year in accordance with the study area and the group's characteristic. The main goal of these workshops is to introduce the participants to "field personnel" dealing daily with the fields of medicine, business and psychology, and can share their vast knowledge and experience with the AFA's participants.**



## The Youth Groups

The Youth groups consist of youth ages 14-18, boys and girls together, arriving at the AFA after-school with the permission of their parents and through the welfare services. They are all defined as "at-risk youth". They arrive from families under major financial distress. Some attend regular environments like school or alternative environment and some are considered detached youth, dropping out of any proposed environment. Their social separation or life in society's margins affects their self-image and 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, the youth 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, 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.

During the 2012-3 school year the AFA's youth groups consisted of 483 people (267 at TAU and 216 at BGU). The TAU groups consisted of youth from Tel Aviv-Yaffo, Bat-Yam, Holon, Lod, Ramla, Rishon-LeZion, Rehovot, Ramat-Gan, Petach Tikva, Bne-Brak, Azur, Kfar-Saba, Herzlia and Ramat-Hasharon. These groups studied in the introduction to law and introduction to business courses. The BGU groups consisted of youth from Be'er Sheva, Ofakim, Sderot, Netivot and Dimona. They studied in the introduction to psychology and introduction to business courses.

**The business youth groups in both universities operate 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.**



## PART 2 - THE EDUCATIONAL PROGRAM

### 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 experiences 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; 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 lives' 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 25 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 to act toward their future.

### **THE STUDY FIELDS**

During the past school year the AFA has been operating four departments: medicine, psychology, and business (in both universities) and law (in TAU). 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. 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 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,

*Participant from the youth group, who studied in the Introduction to Law course, tells:*

*"I learned many things, like legal thinking, workers' rights, criminal and a lot of other knowledge useful for life. The course helped me know my rights, to feel that I understand more of what is talked about, and also think more. I gained many friends and learned restraint and mostly I realized that when I want to, I can."*



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

### **The Medical Department:**

The participants in the medical department study in the "Introduction to Medicine" course, dealing with clarifying basic 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 from the adult group, who studied in the Introduction to Law course, tells:***

*"It was fun and interesting to learn from young and lively instructors, who invest in us tirelessly. You taught us in a professional and admirable way: contracts, human rights, torts, family law and labor law. You provided us with a sense that there is no age for studying, and lighted in our eyes the little spark of joy. You proved to us that despite our age, we have the ability to sit after a day's work, and even if the ability to understand and absorb is slow, there's nothing that stands in will's way, and we are capable of reaching the desired outcome."*

#### ***Participant, who studied in the Introduction to Medicine course, tells:***

*"I've been given a great opportunity to participate in the project. I learned general knowledge about the human body and its operations, and how we can prevent diseases by proper food and physical activity, to watch the heart and the bloodstream, to prevent diseases and identify diseases like diabetes, heart etc. I felt that we reached a sort of personal fulfillment – in the past we always thought that we can't reach the university and finally there's a project that helps us achieve our goals in a comfortable and cheap way. Every Tuesday for us means leaving the routine of our lives, in an educational place that contributes lovingly to each of us personally. This is actually the fulfillment of our dream."*

### **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, who studied in the Introduction to Business course, tells:*

*"I received in the project useful knowledge for daily life and tools to dealing with the hardships of economy and the cost of living. I found out many things I didn't know – learned to save where possible, and not to pay exaggerated prices. I found out you can argue with the bank on service charges and lower interests. Following the lessons I opened savings accounts to my two girls, which I haven't done before. Mainly, I got confidence and belief in myself that I can. In short, I enjoyed every minute and I would like to continue for another year."*

### **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 conflicts resolutions. During the course the participants learn how a psychological research is conducted and visit an institute conducting different psychological researches.

**Participant, who studied in the Introduction to Psychology course, tells:**

*"In the beginning we weren't a class, we were strangers, from different places, from different backgrounds, a collection of unrelated people, we were embarrassed to talk. But slowly, we started connecting. And suddenly there's a place which is our own, the university. And we wait for Wednesday to arrive already.*

*At the AFA we gathered knowledge in many areas; we expanded our circle of friends, to people who are more than fabulous. Beyond that, the greatest contribution is in the personal level – raising our self-esteem among our families, friends and mostly ourselves.*

*It's sad to say goodbye to friends, to the instructors and the university. But thanks to the studies we have different and new sensations. We know more about the world, know more about ourselves. Now we are ready for other experiences. This road we're going on is not a new way; it is an old and familiar road. But we now carry new equipment in our backpack. Everything we learned, everything we felt, is there. And most importantly – we'll never stop walking down this road."*

**Exhibit C** includes samples of the different departments' syllabus.

### **SPECIAL EVENTS**

**University Tours:** On one of the first lessons the participants and their instructing students go 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.

**Educational Tours:** Right before Passover the participants go on a unique educational tour outside the campus according to their different study departments. The tour is part of the curriculum and combines educational and experiential content. This year two exceptional tours to Jerusalem were conducted: The BGU business department visited the Bank of Israel and the TAU law department visited the Supreme Court. At the end of both tours the participants visited the Knesset and met with MK Dr. Adi Koll, the AFA's founder, and other ministers and MKs. The



experience was meaningful and exciting for both the participants and their instructors. (Photographed are the law department's participants and MK Dr. Adi Koll).

## **END OF THE YEAR EVENTS**

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

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

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

## **A summarizing booklet in a "school yearbook" format:**

each group produced a summarizing booklet which was distributed to the participants and guests at the final ceremony. In the booklet the participants summarized their AFA's study experience and the resources of knowledge they acquired, and chose the main points they would

like to pass on and share with those not lucky enough to study at the AFA. The booklet was picture-rich and given to the participants as a memento for years to come.



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

**The graduation ceremony:** the school year concluded in a festive and moving ceremony conducted for each group, emulating similar ceremonies conducted at the university upon graduation. Apart from the participants and the instructing teams, invited to the ceremonies are also the family members, community members, referring social authorities, different university representatives and other dignitaries. At the ceremony, the participants receive graduation certificate indicating they graduated from a AFA introductory course, signed by the relevant TAU faculty head and by Dr. Adi Koll. The event is considered a meaningful high point in the process the participants go through throughout the year, and for most of them this is the first time they ever graduate anything. The ceremonies represent the conclusion of the process, enabling them to share the achievement and experience with their relatives and friends.





## PARTICIPANTS' PERSONAL STORIES

### David P.

*David is an ultra-orthodox Jew wearing a black suit, white stockings and a broad black brimmed hat. He was the only ultra-orthodox Jew attending the law group. On the first lesson David determined his seating place, which was located as far as possible from the instructing student. During the first half of the year he never spoke in class; neither with the instructor nor with anyone else around him. Each time the instructor has spoken to him, he could hardly answer.*

*But slowly David has started to open up; a bit over the phone, a bit during personal discussions. He used to arrive at the AFA by train and almost always arrived at the university close to an hour before the lesson, so he would help the instructors arrange the classroom and they would talk for a while. David was married via matchmaking at the age of 19, but has already divorced, contrary to his community's customs. At the age of 38 he was the grandfather of two.*

*The relationship between the instructor and David have started to build up, and they found common subjects for discussion; at first around Jewish civil law and Talmud the instructor has been studying in the law faculty; later around the sharing of experiences regarding a relative with Alzheimer's who doesn't even recognize your face; they also discussed religion. David has been pressuring the instructor to get married, and the instructor could not understand how David endured the hot weather, wearing all those layers all the time. David has been asking strange questions, which made the instructor realize how different the world he was coming from was – he once asked, "if this is the building all students study in, where do they sleep?" The instructor had arrived at the lesson directly from his army reserve service once, and David asked why he carried no weapon, as what's the point in a soldier with no weapon? But at this point the relationship has strengthened only with the instructor, and the change wasn't yet obvious in front of the rest of the participants.*

*As the year went by, David has started to gain confidence. He has started to collect relevant items from "Yated Ne'eman" during the week, and to bring them to class. Symbolically, his seating place has also started to slowly advance toward the front of the classroom. But he still hardly spoke, wasn't one of the outstanding participants, and avoided voicing his opinions.*

*The breakthrough has occurred during the last few weeks of the year. David has first become a grandfather to twins, a boy and a girl, and brought some cakes from a bakery shop to mark the occasion. Following that event everybody knew David, "the ultra-religious guy with the cakes".*

*Each person taking a piece has wondered about the occasion, and David was standing aside, all embarrassed as people repeatedly explained that David has become a grandfather and deserves to be congratulated with "Mazal Tov".*

*Suddenly David has started to actively participate in class. It seems that the recognition has given him the required push upfront.*

*In the staged trial conducted as a year-end final project, David had immediately requested to take an active role. The man who hasn't uttered a word all year had agreed to take a lead role in a 100-spectators show – his classmates. And he was outstanding. At the actual trial he arrived with an ultra-orthodox hat made of fox fur.*

*At the final ceremony he had requested to be the valedictorian. He wrote a rhymed text, went up on stage and in front of an even bigger audience, including the participants' families, gave a loud and clear reading.*

*But the highlight was after the year ending. The class has organized a group meeting and David has volunteered to invite everyone for a BBQ at his house in Netanya. David lives in his old family house – he resides on the second floor and his twin brother and his kids reside on the first floor. David has made all the shopping himself, prepared all the food beforehand and refused any help in the cleaning up and tidying afterwards. In between he had played Hassidic songs and taught the group to dance to those, passed the fox-fur hat to everyone for them to take silly photos with, and at the end gave each guest a small Psalms book he had bought as a farewell present. David was the undisputed star of the evening. This was the final chapter of the amazing process one person has been undergoing throughout the past year.*



### Arie M. and Keren G.

*Arie (50) has arrived at the AFA through the adult probation service. On 2011, after 20 years of marriage, Arie divorced his wife following a long marital dispute. This dispute has affected every aspect of his life. A file against him was opened at the execution office since he couldn't afford his alimony; his wife kept filing complaints against him with the police; his children became estranged; and he hasn't managed to keep up a job. He has felt that the life he has built for himself was disintegrating in front of his eyes, while he is standing afar, helplessly.*

*Arie tells that during that period, the most complicated in his life, the adult probation service has recommended that he join the AFA. This has become a turning point in every aspect of his life, and has opened a whole new world for him. The studies have aroused great curiosity and major passion in him. The weekly arrival at the university has become a major component of his life, provided him with a reason and energy to continue to deal with reality.*

*Arie has also brought with him to the AFA his girlfriend, Karen. Karen (37) lives in Ramat Gan, works as a cashier and used to volunteer at the police force. Karen comes from a tough background of family violence and sexual abuse, which had left her unable to bare children.*

*This year Karen and Arie have studied law. As part of her police volunteering, Karen is most interested in criminal law, and everything related to law in general. Arie has discovered a new world of rights in different areas he wasn't even aware of – labor law, family law and the right of the accused at the criminal law. Karen and Arie have shown interest, diligence and thirst for knowledge. They have taken the studies one step further, continued to study and delve into the subjects studied at class, read professional literature and papers. Together they started visiting the law faculty library regularly. Arie tells that the AFA has brought a new dimension into his life, alongside the vast knowledge he has acquired – he was exposed to a content world unknown to him, which gave him hope and will to continue, sort of a new mission in life.*

*One of Karen's most significant moments at the AFA was when she took part in the staged trial in which she played the role of the prosecutor. She has spent many days preparing and getting excited and rehearsing for the trial and on that night really played her role most impressively.*

*Throughout the year the prosecution against Arie has continued regarding his marital dispute. The verdict came out – it was a one year imprisonment. Arie requested a two-week postponement of his sentence, so he can participate in the AFA's final ceremony, in which he was the valedictorian. Arie tells that the studies have become a place in which his opinion mattered, he was listened to, and beyond that – people were waiting to hear what he had to say. Arie is looking forward to rejoin the AFA after completing his sentence and to continue to rehabilitate his life. Karen, who's most dependent on her boyfriend and their relationship, finds comfort and social relationship at the AFA, and is looking forward to next year in which she can continue and busy herself with her studies.*



## THE "NEXT STEP" – CONTINUING EDUCATION, EMPLOYMENT AND ENRICHMENT

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 (2<sup>nd</sup> and 3<sup>rd</sup> 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.

As part of the department's activities, operating both in TAU and BGU, several events have been taking place this year; some of the events were individually based, while the others were group events:

### The "Next Step" Conference

The conference's goal was to instill motivation and consideration of the participants' "next step" in fulfilling their individual potential; to generate motivation to individually channel their joy of learning to other directions; and to reveal some of these possible directions to the AFA's participants. The conference included 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.

The TAU conference was conducted on March 2013. The conference's lead speaker was Prof. Manuel Trajtenberg, the chair of the Planning and Budgeting Committee of the Council for Higher Education, who spoke about the importance of studying throughout the years. Also in attendance at the conference was MK Dr. Adi Koll. The BGU conference was conducted on April 2013, and included a lecture by Dr. Tamar Isakson of the psychology department regarding "Positive Thinking". The conferences were attended by 200 of the AFA's participants and graduates.

### Enrichment Workshops

During the months of April-May 2013 5 enrichments workshops consisting of 5 meetings each were conducted. All of the AFA's 3<sup>rd</sup> year participants, in both universities, have participated in the workshops, in groups of 20 participants each (total of 100 participants).

The workshops have dealt with decision making, time management, identifying strengths, and dealing with blocks and motives. The workshops were taught by three experienced instructors in the fields of personal coaching and group guidance. In addition, two guest lectures took place, by the "Strive" and the "Hesegim" organizations, which specialize in providing accessibility to education and occupation for

weakened populations. The lectures dealt with setting goals and personal vision, with categorization based on personality traits and guidance regarding occupation.

At the end of the workshops feedback questionnaires were passed, which indicated high satisfaction rate both among the participants and among the instructors, as well as motivation to participate in similar workshops in the future.

### The "Next Step" Fair

On May 2013, a large fair took place in the TAU's central library's plaza. All of the AFA's participants were invited to the fair, as well as its graduates, and it was attended by about 150 participants. The fair consisted of stands by different organizations offering services in three areas: occupation, enrichment, and education (e.g. matriculation completion, different academic institutions, occupational guidance, scholarships, enrichment courses etc.). The stands provided information regarding the different services and offered registration to those interested.

At the same time, short lectures took place on relevant subjects: internal and external motivation, body language and self-introduction, values and personal fulfillment. The lectures were given by the AFA's instructors, voluntarily. Also, a special area of the fair was dedicated to a participants' and graduates' discussion, which dealt with dreams, ambitions, concerns and ways of fulfillment.

The fair, which took place for the first year, was successful and many participants have indicated that it was the first time they were ever exposed to the existence of so many enrichment programs, which they were very happy to learn about and to register to. The various organizations reported on a large interest rate, and that they intend on contacting the relevant participants toward the beginning of the next school year. We intend to continue conducting the fair in the future, while drawing conclusions from this year's fair.

### Acquiring Basic Study Skills – The Summer Courses

During the months of July-August 2013 summer courses have taken 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 were invited to take part in the 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 interested.

In order to instill the participants with independence habits, the summer activities do not include transportation to the university or additional refreshments and the registration is done independently.

The TAU offered its participants the following courses:

- **Computers course in collaboration with the "Machshava Tova" non-profit organization** –a computers course 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. The course's cost for AFA's participants is only 400NIS. The course takes 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** – an English course 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.

At BGU the summer courses were taught as part of the AFA's collaboration with Kibbutz Be'eri. The courses were taught voluntarily by Kibbutz members throughout 8 weeks. The studies were conducted in small and intimate classrooms, with each class taught by 2-4 instructors. At the end of the summer courses the Kibbutz has conducted a party for the graduates at the local pool. The courses were taught for a token cost of 100 NIS "seriousness fee" per participant which was utilized solely for covering the summer courses' expenses.



### The AFA's Participants' Integration into Higher Education

Throughout the years, we have identified among the AFA's participants people with exceptional capabilities – great intelligence, quick grasp, studying skills and above all a strong will to continue and 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 had started a unique collaboration with the University of Ariel, offering 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. 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 scholarship.

The continuing education coordinator accompanies the degree students throughout the year and offers them emotional and technical support; preparing them for first year's exams; arranging meetings for all the AFA's graduates studying at Ariel; ongoing accompaniment and assistance based on individual needs; mentoring service by advanced years' students to first year's students; and individual accompaniment by graduate instructing students.

As part of the accompaniment of the participants accepted to BA studies in Ariel, a common problem was identified regarding English studies for the Ariel participants. One of the suggested solutions was the need to encourage



participants to take the "Amir" test – an exemption exam in English. Following this, a tailored preparatory course was formalized this year for the first time, dealing with required skills for knowledge in the English language as a whole and the exam in particular. The course will be taught by experienced psychometric instructors from the Zooz company and subsidized by the company and the AFA, so participants should cover a token cost of only 200NIS (the study aids' cost). The course will include a quick reading workshop, a memory workshop, vocabulary practice and more. Gladly, the number of registrants to the course was twice the number we initially estimated and about 30 participants are expected to attend.

This year 40 AFA's graduates study in Ariel, 10 of which have started their studies during the current school year. On 2012 two of the AFA's graduates were on the Dean's list, and one was on her faculty's President's list. Their success in the degree studies' integration at Ariel University indicates that those who manage to overcome past distresses and integrate into higher education do exist.

The AFA is currently conducting a high standard selecting and sorting process which includes graduating three years of AFA studies with honors; fulfilling all commitments and indicating seriousness and responsibility; passing leveling exams in English, computers, reading comprehension and written expression; personal interviews; and participating in a pre-academic preparatory course taught by Mrs. Etty Primat dealing with mental, emotional and academic preparation for higher education. The course's content includes: summarizing content, written expression, dealing with texts, positive thinking and expectations, searching computerized data resources, writing papers as well as concrete preparation for registration and choosing courses' divisions for next year.

The 2012-3 school year's sorting process was conducted during the months of April-May 2013. It opened with a publicity conference offered to all of the AFA's 3<sup>rd</sup> year participants. The conference gave a detailed explanation about higher education, the meaning of humanities degree, the academic requirements and the upcoming sorting process. In addition, an open meeting was conducted with AFA's graduates who started their degree studies as part of the program. This year 40 participants have applied and passed the sorting process, 10 of which will start their studies at Ariel University during the 2013-4 school year, joining the 40 AFA's graduates already studying there.

The success of this program has encouraged us to look for other institutions to integrate our exceptional graduates into. This year we started collaborating with the Academic College of Tel Aviv-Yafo, and 3 AFA's graduates will begin their studies for a degree in government and society under a full scholarship during the 2013-4 school year.

### ***A Graduate's Success Story - Danish Mutayi***

*Danish was referred to the AFA by the Ministry of Welfare three 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.*



### **THE ALUMNI ORGANIZATION**

The alumni organization has operated this year as part of the collaboration with the "Next Step" department. The alumni organization's graduate members were invited throughout the year to participate in all of the department's activities described above. In addition, and in light of the wish and willingness of past instructing students to continue and instruct the graduate participants, it was decided to utilize them and some of them did take part in instructing the workshops conducted as part of the "Next Step" fair, in accompanying the participants while registering to other study programs throughout the fair and during the actual study period. The "Next Step" coordinator was in charge of the coordination between the graduate instructors and the participants as well as arranging those meetings throughout the year. These days we are conducting a summary and conclusions-drawing process based on the AFA's activities during the past two years in order to specify the organization's vision, its ideal operational format and our goals for the upcoming school year.



## PART 3 - THE INSTRUCTING STUDENTS

### 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.

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 (4-6 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.

**Exhibit D** includes a list of the instructing students for 2012-3.



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

### 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.

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



### 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.

The academic course "AFA - Access for All" consists of 24 two-hour meetings lasting the entire academic year. The course has several goals, some of which are preparatory but some are aimed for personal development as instructors, citizens and human beings: to introduce the students to the target population and to prepare the students for their instructional tasks (teaching skills, interpersonal relationships, team work); to introduce the students to educational theories on which the 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.

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

# 1

## **First unit – preparing for the AFA's instructional task**

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

# 2

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

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

# 3

## **Third unit – education - inequality**

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

# 4

## **Fourth Unit: Empowerment + Empowering the Empowerers**

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

# 5

## **Fifth Unit: Democratization of Knowledge**

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

# 6

## **Sixth Unit: The AFA – What's Next?**

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

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

## **STUDENTS' STORIES**

***Chen T., third year psychology student, taught the Herzlia-Ramat Hasharon welfare group the introduction to psychology course:***

*"I have invited many people close to me to my lessons, and brought the participants closer to my own world. The participants don't miss it and bring me into their world as well. The personal connection is no longer artificial; it's honest and real. At the beginning of the program, I used to call those who missed lessons because I had to. I'd hope they won't answer. After a short period I called because I really wanted to. I also added calls before the lessons to some of the participants, to make sure they arrive.*

*The participants spoke in the lessons about their worlds, and I told them about mine. It is here that my opinion was formed that the power, contrary to certain approaches, doesn't lie in one side immersed in mystery while the other is an open book. The power lies in you – in being exposed, and in being a good person despite your differences, and maybe even because of them."*

***Yevgeny, second year business management student, taught the youth group the introduction to business course:***

*"The populations we are introduced to throughout the project are really remote from us. Despite the good will, the slogans and the thought that the differences are not that vast, I realized that in Israel huge class distinctions do exist. The variety of reasons for that can fill a syllabus of a full degree, resulting from countless historical, political and social processes. But that's not the point. The insight I had was that we, as human beings, as a society, as employees or managers, must try and change that. It won't happen within a day or a year but we must start – as much as we can, one step at a time, with real long-term plans that will enable, even if slightly, the beginning of minimizing those gaps.*

*Beyond the policy there's the small piece of heaven in each and every one of us. The past year has kindled in me the wish to contribute, to volunteer, to feel that I can change something or help someone. After all, this is the true meaning of our life."*

***Inbar, taught the Ramla, Lod and South Tel-Aviv adult group the introduction to medicine course:***

*"My participants don't lack culture, education, success and values. They are filled with all that, but from the sort that the strong group has taught me to consider as less valuable than the same culture, education, success and values that it represents.*

*This is the process I went through at the AFA, an amazing process that started with being less critical and judgmental toward myself; to enable myself to experience things I may not be successful in because of my sight disability; to put myself in an exposed and vulnerable place in which other people can see my disability; and to choose whether to accept it or not. I learned to be less critical toward the assumptions and axioms I employ, to doubt and always examine through which glasses I'm looking. I learned to be less critical toward characteristics of a group that I grasped as so different from mine, and together with that difference I automatically labeled. I learned to be less critical toward the way in which certain things are evaluated and considered proper while others are considered improper. Finally and most importantly, I learned to know amazing people, not sarcastically, not arrogantly - so different from me and the world I'm coming from, but so worthy."*

***Amit, taught the youth group the introduction to law course:***

*"It's easy to think about education as "teaching dry facts", but the craft of education is much more complex. It's impossible to jump right into theoretical studies, without establishing a vaster infrastructure – to know the person in front of you, to understand what matters to him or her, to tailor the content to his or her interests and to arouse curiosity, creative thinking and initiative.*

*It was important for me to develop among my participants skills that go beyond knowing the theoretical material, and mostly to intrigue them. I'm not referring to curiosity toward the studied content (what is a criminal penalty, what a contract looks like, what's minimal wage and how many annual days of vacation they are entitled to). I wanted to provoke a bigger drive, to influence their way of thinking.*

*It sounds "explosive", an impossible mission. But I believed that if I manage to influence their way of thinking, even if slightly, I did my part. I mostly wanted to make them doubt, not to take everything for granted."*

## PART 4 – FEEDBACK AND EVALUATION



### 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.

The current school year has opened with 1597 participants studying in 13 study groups in 2 universities. At the end of the year the attending participants' count was 1390. Also this year, a quantum leap was apparent in the collaboration with the welfare authorities referring their constituents to the AFA. The social workers have accompanied the AFA starting from the recruitment and interviews stage, attended every lesson and directly followed the participants' attendance. This collaboration enabled us to receive an immediate feedback and therefore to provide immediate solutions and to be able to handle the personal issues occurring along the way. We believe that this collaboration and the referring welfare authorities' commitment are directly connected to the participants' satisfaction and their persistence.

Following are the TAU attendance details:

	Initial number of part.	Number of part. at the end of the second semester	Number of dropouts	% of dropouts	Number of part. missing 0-1 lessons	Number of part. missing 2-3 lessons	Number of part. missing 4 lessons
Psychology Adult Group 2	125	106	19	15.20%	35	41	30
Psychology Adult Group 1	135	118	17	12.59%	37	38	40
Medicine Adult Group 2	107	95	12	11.21%	25	45	20
Medicine Adult Group 1	117	99	18	15.38%	29	49	21
Law Adult Group	115	97	18	15.65%	25	30	40
Law Youth Group	139	116	23	16.55%	44	47	25
Business Adult Group	128	111	17	13.28%	23	51	37
Business Youth Group	139	116	23	16.55%	21	40	55
<b>Total</b>	<b>1005</b>	<b>858</b>	<b>147</b>	<b>15.62%</b>	<b>239</b>	<b>341</b>	<b>268</b>
<b>% Total</b>	<b>100.00%</b>	<b>85.37%</b>	<b>14.63%</b>	<b>14.63%</b>	<b>24.82%</b>	<b>35.41%</b>	<b>27.83%</b>

Following are the BGU attendance details:

	Initial number of part.	Number of part. at the end of the second semester	Number of dropouts	% of dropouts	Number of part. missing 0-1 lessons	Number of part. missing 2-3 lessons	Number of part. missing 4 lessons
Psychology Adult Group	123	115	8	6.6	45	59	11
Psychology Youth Group	106	89	17	16.04	6	65	18
Business Adult Group	127	117	10	7.8	44	60	13
Business Youth Group	110	93	17	14.55	18	56	19
Medicine Adult Group	126	118	8	6.4	66	42	10
<b>Total</b>	<b>592</b>	<b>532</b>	<b>60</b>	<b>10.14%</b>	<b>179</b>	<b>282</b>	<b>71</b>
<b>% Total</b>	<b>100%</b>	<b>89.86%</b>	<b>10.14%</b>	<b>10.14%</b>	<b>33.6%</b>	<b>53%</b>	<b>13.4%</b>

There are several reasons for dropping out of the AFA, among them are: health reasons; personal reasons (no arrangement for their children, no support from their family etc.); 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 4 annual lessons.

Similarly to previous years, the attendance among youth is lower than among adults again this year. The youth arriving at the AFA have dropped out of formal educational institutes because of their inability to persist and commit themselves long-term; therefore they find it difficult to comply with the AFA's attendance requirements as well. As part of the pedagogical strategy and based on recommendations by the treating authorities, the AFA pays extra emphasis to the attendance requirements among the youth in order to develop responsibility and commitment on their behalf, which will assist them to advance in other areas as well. Past experience shows that young participants who graduate the AFA successfully go back and integrate in complementary study programs, enlist in the army or join the employment market and persevere better than their friends who did not participate in the AFA.

During the past school year, the AFA has executed a slightly different curriculum for the youth, which included some irregular activities (tours, meetings with key personnel from their study fields, external activities and more). In addition, the youth were awarded with mid-term certificates marking their achievement soon after a short period of commitment and persistence and giving them motivation to continue. Still, the youth's dropout rate was relatively higher than the adults', and as part of the summer preparations targeting the upcoming school year, we are establishing a youth-compliant work plan in collaboration with the welfare institutes treating the probation services' youth, who have joined us for that purpose.

## **PARTICIPANTS' 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 year (on a scale of 1-7, 1 "not at all", and 7 "very much so").

<b>QUESTION</b>	<b>AVG. RESPONSES</b>
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	<b>6.4</b>
1.2 Food and drink	<b>5.8</b>
1.3 Transportation	<b>6.1</b>
1.4 The field you've been studying this year	<b>6.4</b>
1.5 Jewish heritage content integration	<b>6.2</b>
1.6 The location – TAU	<b>6.4</b>
2. How clear and comprehensible is the instructor?	<b>6.8</b>
3. How satisfied are you with the way the instructor has been treating you?	<b>6.9</b>
4. How pleasant the class and group atmosphere is?	<b>6.4</b>
5. Do you feel comfortable to participate and share in class?	<b>6.1</b>
6. Do you find the lessons interesting?	<b>6.2</b>
7. Do you feel that you learn new materials along the course?	<b>6.1</b>
8. How useful are the things you learned in the course?	<b>6.0</b>
9. How beneficial is participating in the course for its participants?	<b>6.2</b>
10. Would you like to continue studying in the AFA for another year?	<b>6.5</b>

**Exhibit F** includes the recent questionnaires and a summary of the answers given to the open-ended questions.



## **INSTRUCTING-STUDENTS' EVALUATION**

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

<b>Questions</b>	<b>AVG. RESPONSES</b>
In your opinion, did your participants benefit from taking part in the AFA?	<b>4.3</b>
<b>How much, if at all, did the AFA contribute to your participants in each of the following:</b>	
Ability to engage in a discussion	<b>3.9</b>
Ability to work in a team	<b>3.7</b>
Opportunity for self-expression	<b>4</b>
Sense of self-capability	<b>4.4</b>
Wish to continue studying in the AFA or elsewhere	<b>4.3</b>
<b>Do you feel the level of importance your participants attribute to knowledge and education changed following their AFA's participation?</b>	<b>4.2</b>
<b>Did you benefit from taking part in the AFA?</b>	<b>4.7</b>
<b>How much, if at all, did the AFA contribute to you in each of the following:</b>	
Introduction to different populations, realizing their unique problems and needs	<b>4.8</b>
Deeper understanding of the academic study materials	<b>3.6</b>
Development of instructional capabilities, message conveyance skills and public speaking	<b>4.4</b>
Team work and collaboration	<b>4.5</b>
Forming and strengthening positions and social commitment	<b>4.6</b>

## PART 5: MEDIA, COMMUNICATION AND PUBLICITY

Dr. Adi Koll's turning to politics was accompanied by many media mentions of the AFA. This naturally attracts many interested people who contact us to learn more about the AFA. During the upcoming year the AFA intends to leverage that media exposure, but to do so while maintaining our participants' privacy, as most of them seek to embark on a new path in life and prefer not to be publicly exposed.

In addition, the AFA is active on the internet (on the UNIBAAM.TAU.AC.IL website) and on Facebook.

Our virtual content website offers variety of content reflecting the project's folklore and operation, including an expanded internet version of the "Yotsim La'or" magazine. The website includes an "AFA's news" section as well as photos, videos and personal

stories and texts written by the participants.

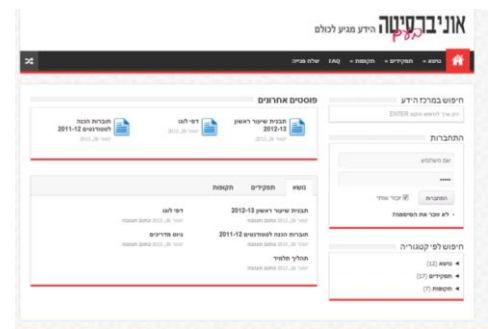
Also, each university has its own Facebook group, utilized as an additional meeting platform for the participants and the instructing students. The group posts content on behalf of the program, while the participants also create their own content, post and communicate among themselves.

Both the AFA's website and the Facebook page are set to undergo a major upgrade during the upcoming year.



### Information Management System:

One of the most significant projects 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 was 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 more. The system is designed and built by the AFA's advisor Tal Rimon.



## PART 6: GOALS FOR THE UPCOMING YEAR



The 2012-3 school year was the 8<sup>th</sup> year of operation of the AFA at TAU and its 3<sup>rd</sup> year at BGU. It was a year of many changes and developments affecting the whole program. These days the AFA is turning from a local social initiative into a national program operating in a vast geographical spread, thus enabling the accessibility and strengthening of the program's added values to weakened populations throughout the country.

The first main goal we fulfilled during the passing year was getting a recognition and governmental budget from the Planning and Budgeting Committee of the Council for Higher Education. This budget has made it possible for the AFA to spread its wings and expand into further universities, and these days we diligently work on the upcoming AFA opening at the Hebrew University in Jerusalem.

Major goals for the AFA during the upcoming year will be the establishment of the program at the Hebrew university; expanding the collaboration with the university and with the Jerusalem municipality's welfare authorities; recruiting 300 participants and 12 instructing students; and formalizing a summer courses program for the Jerusalem participants.

At the same time, another major goal will be to expand the AFA into another university at the north of Israel, and opening the program at a 4<sup>th</sup> university – setting a frame of work with another university and recruiting an operational team and resources.

Another major goal will be the formalization of the AFA's organizational structure, a goal no organization wishing to become a national organization can do without. An advisory committee will be established for the AFA and the relationship between the committee and the program will be officially regulated. The program will undergo an organized process of structuring the AFA's critical information – starting from professional process all the way to managerial process.

This will all be done while fulfilling the major goal of maintaining the AFA's values and vision, its operational characteristics and its didactic qualities, as well as developing the academic course and the instruction programs. In addition, during the upcoming year we intend to expand the AFA's academic collaboration with an additional academic institution on the south. This will guarantee that 18 of the AFA's graduates will integrate each year into BA studies at a higher education institute, thus providing a unique opportunity to our BGU graduates as well.

Next year 1,700 participants and 68 instructing students are intended to take part of the AFA, and the program's budget will stand on 4 million NIS, which is the AFA's annual revenue and resource

recruitment's goal. Throughout the year we intend to focus on formalizing a set of goals as well as professional evaluation and monitoring processes – both internal and external.

All of us at the AFA are excited toward the 2013-4 school year, our 9<sup>th</sup> year of operation and the first under a tri-university structure. We are delighted about the program's operational team and its instructing students, chosen carefully out of hundreds of applicants. Mostly, we are looking forward to our participants who will begin their studies on November 2013.