



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

Access for All Project

Tel Aviv University

Support for the Access for All Project has been provided via the Matanel Foundation in partnership with Tel Aviv University

Year 2 – Report Period 1
September 1st, 2011 – February 29th, 2012

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ABSTRACT

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

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

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

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

Each participant takes part in one introductory course from one of the 4 project's departments: department of medicine, law, business and psychology. However, beside knowledge and

educational tools, the AFA seeks to raise the participants' self-image, competence and motivation to change their path in life. It contributes to the participants' self-esteem and provides them with a sense of competence and a personal as well as social strength. Through the change in the participants' self perception and society's perception of them, the AFA seeks to encourage the participants into bringing about a significant change in their personal and professional lives and make them full and active members of Israeli society. A detailed description of the AFA's educational model can be found in **part 2** of this report.

To evaluate its influence, the AFA follows closely the participants' attendance and satisfaction rates and the contribution they attribute to the AFA in their lives through feedback questionnaires and attendance tracking. At the end of the semester the attending participants' count was 953 (only a 3.9% dropout rate compared with last year's 4.1%). A detailed description of the evaluation process can be found in section 2.5 of this report.

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

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

On January 2012, Dr. Adi Koll and the AFA have been awarded with the prestigious Knesset Chairman Award for minimizing social gaps. Receiving the award has generated a vast media response and the AFA enjoyed great exposure since. The media efforts were managed by the

AFA's communication and publicity coordinator. A detailed description of the Media, Communication and Publicity department activities can be found in **part 4.2** of this report.

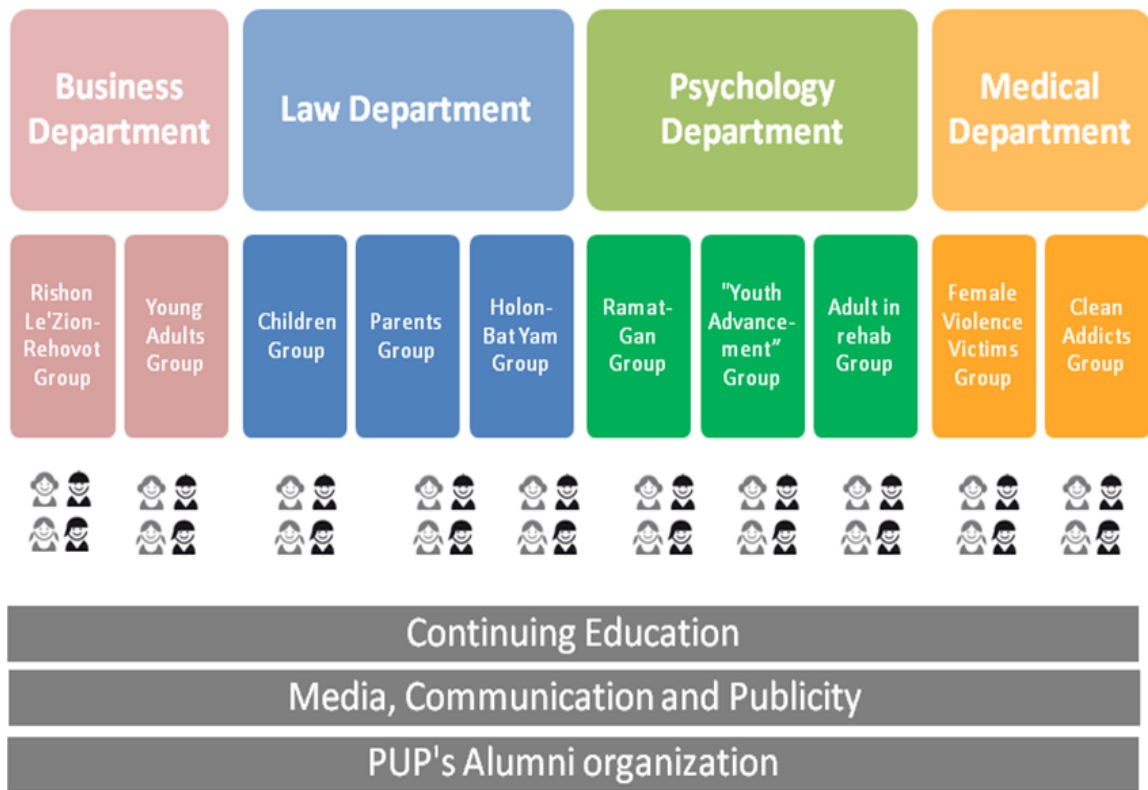
This year the continuing education organization was expanded according to last year's conclusions. It was decided to focus its activities into three major areas: continuing education, development, and enrichment in order to enable the AFA's participants to acquire basic skills; expand their horizons;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

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

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

The AFA's activities this year began in October 2011 with the training of the coordinators and interviewing the participants who were referred to the project by the welfare authorities. During November the training of the instructing students commenced, and in the beginning of December the courses began. This report summarizes the AFA's activities during the period of September 1, 2011 to February 29, 2012.

THE OPERATIONAL MODEL 2011-2



4

Departments
headed by 4
department
coordinators



10

Groups –
each with an
avg. of 94
participants
and a team
of **4**
instructing
students



40

Instructing
students
(in teams of 4).



1

Each students
heads a mini-
group of 20-25
participants

PART 1- THE AFA'S PARTICIPANTS

1.1 BACKGROUND AND CHARACTERISTICS

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

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

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

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

From questionnaires distributed to the AFA's participants, we learn they share several similar personality traits. Most of them report that they find it difficult to stick to their daily commitments and persist with activities in their personal lives or relationships. We realize they feel instability in their lives leading to bitterness, seclusion, social alienation and mostly lack of faith in their ability to bring about a major change which will carry them out of the poverty and distress cycle.

Furthermore, we realize from analyzing the questionnaires that most participants suffer from poor and low self-image; from a sense of guilt and lack of personal capability; and as a result suffer from frustration and emotional and mental stress. In addition, according to the AFA's team's impressions, its participants mostly suffer from lack of basic life skills - damaging their daily functioning.

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

1.2 RECRUITMENT

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

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

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

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

Candidates who pass the initial interview (about 94%) are requested to pay a one-time fee, called "seriousness fee", nonrefundable in case of participation cancellation, for an amount of 200NIS (90% of the project's participants have already paid the full amount). Upon paying, the candidates are requested to sign a commitment contract in which they state that after missing 4 lessons they will be requested to leave the program. A participant fulfilling all of the AFA's requirements can continue studying in the program for as long as 3 years.

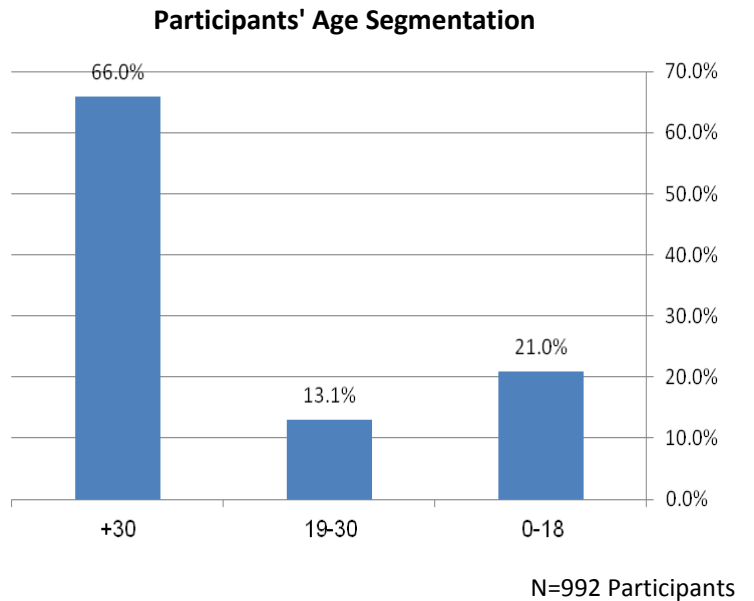
Furthermore, this year the interest in the AFA's studies from people who heard about the project from the media or from word to mouth and were not referred by the welfare authorities we work with was significantly larger. We were approached by over 500 participants and after the initial sorting and interviews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

1.3 STATISTICAL DATA – CHARACTERISTICS AND SEGMENTATION

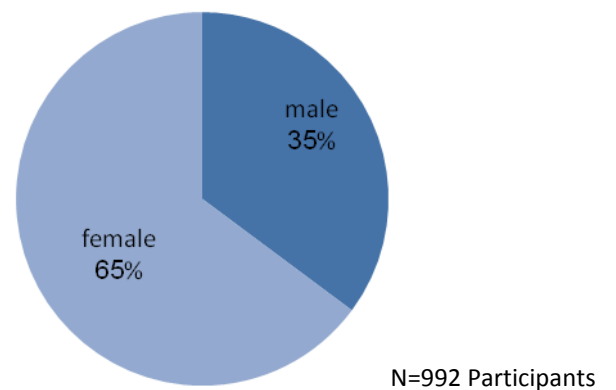
The AFA's participants are divided into three age groups: youth, ages 14-18; young adults, ages 19-30; and adults, ages 30-55. The average age this year was 35.27, as 66% of the adults were 30 and up. Following is the AFA's age segmentation.

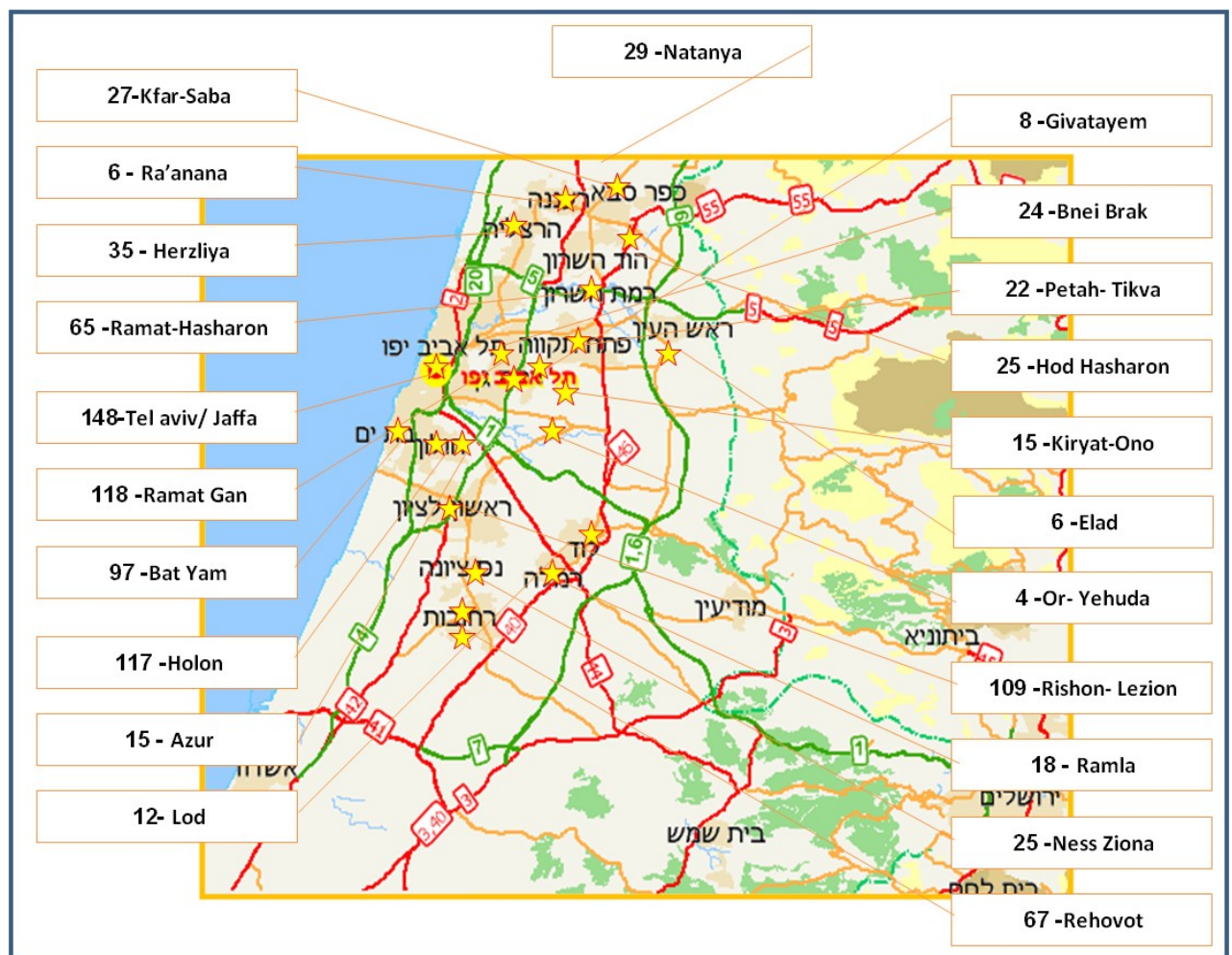
Gender-wise, the AFA is characterized by a larger participation of women. This year 65% of the participants were females. Following is the AFA's gender segmentation.

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



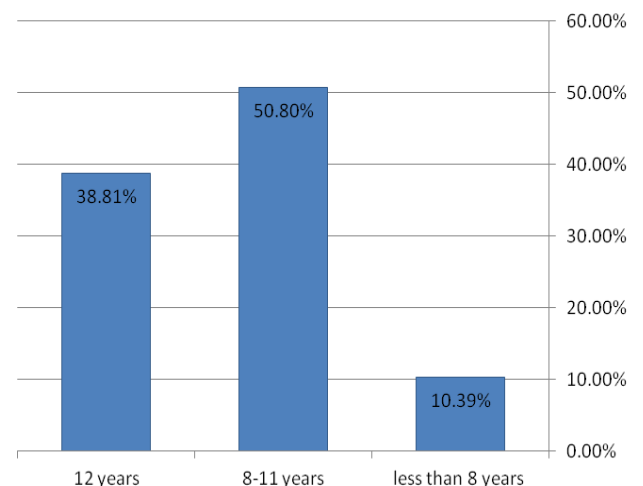
Participants' Gender Segmentation





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

Participants' school years segmentation



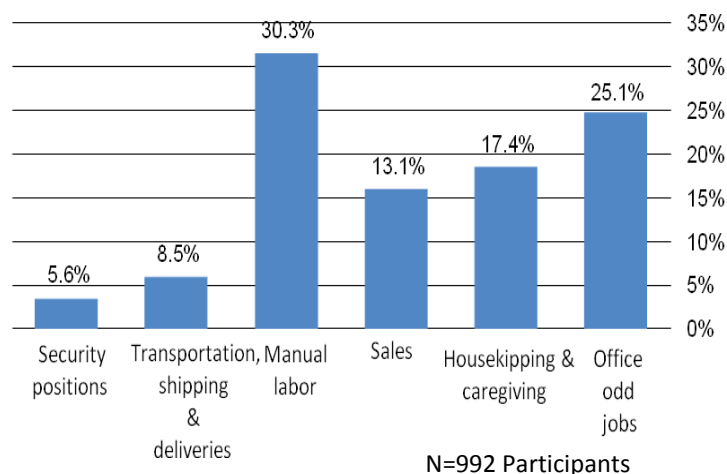
N=992 Participants

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

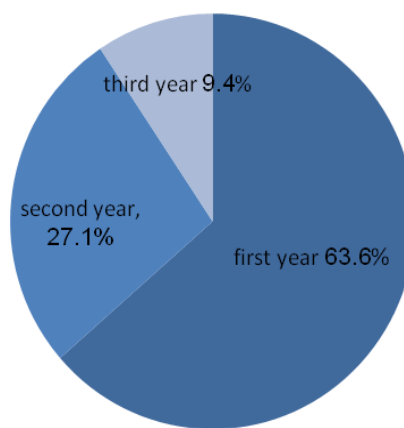
adults participants (over 18) do not work at all while the rest are employed in occupations not requiring professional training such as housekeeping (cleaning and taking care of children or elders), manual labor (construction, renovations, plumbing, carpentry etc.), office odd jobs, shipping and deliveries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

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

Participants' Occupation Segmentation



Participants' Seniority Segmentation



N=992 Participants

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

1.4 COLLABORATION WITH THE WELFARE AUTHORITIES

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

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

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

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

The accompanying professional keeps in constant touch with the students' representative (the student teams' external relations manager) and receives weekly attendance reports, reports about the studied content and about any special problem. As part of his or her role the

representative passes the attendance reports and the special problems to the treating social/educational workers working with each participant.

In addition, during the training month (the first month of their studies, before they start to teach) an introductory meeting is conducted between the instructing students and the referring welfare authority. This meeting's goal is to present to the students the unique characteristics of their participants' group and to assist them in formalizing a syllabus that will comply with the groups' interests and capabilities.

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

1.5 STUDY GROUPS' DESCRIPTION

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

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

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



1.5.1 "Youth Advancement" group:

This group constitutes of youth (ages 14-18) arriving from troubled neighborhoods in different cities around central Israel (Or Yehuda, Ramat Hasharon, Bnei Brak, Holon and more), studying in the Introduction to Psychology course (99 participants). The youth were referred to the AFA by the youth advancement units in their towns and are defined as "at-risk youth".

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

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

As part of the AFA, the youth are exposed to a heterogeneous social environment in which they learn interpersonal skills which will assist them in any future social interaction. The youth arrive from a different familial background and different social environments and are exposed to each other during the program, learning to cope with different interpersonal situations and how to work out disagreements. Through these different relationships the youth can develop social and interpersonal skills that are more vast and varied.

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

1.5.2 Young adults group:

This group consists of young adults (ages 18-30) from the central Israel area (90 participants), studying in the Introduction to Business course.

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

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

This group operates in collaboration with the "Turning Point" (Nekudat Mifne) program of the First International Bank in collaboration with the "Matan" foundation and the "Ashalim" program.

As part of that collaboration volunteers from the First International Bank have joined several lessons and activities. Integrating the volunteers and their collaboration was proven an enriching and educational experience to all involved.

1.5.3 Welfare dependents' Adults Groups:

This year the AFA operates 3 welfare dependent adults groups with residence as their only common denominator. The participants were referred to the AFA by the welfare authorities in their home towns (Holon, Ramat Gan and Rishon Le'Zion). They have all been treated by the welfare authorities for many years due to variety of hardships – financial, social, mental and more.

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

a. Holon- Bat-Yam welfare dependents group: This group consists of adults referred to the AFA by the welfare authorities in Holon/Bat-Yam (104 participants). The group is studying this year in the Introduction to Law course.

b. Rison Le'zion-Rehovot welfare dependents group: This group consists of adults referred to the AFA by the welfare authorities in Rison Le'zion/Rehovot (109 participants). The group is studying this year in the Introduction to Business course.

c. Ramat-Gan welfare dependents group: This group consists of adults referred to the AFA by the welfare authorities in Ramat-Gan (103 participants). The group is studying this year in the Introduction to Psychology course.

1.5.4 Female violence victims group:

This group is the only gender-defined group, studying in the Introduction to Medicine course (104 participants). The group consists of women who are violence victims from all over central Israel, mostly from Ramat Hasharon, Herzlia and Rishon Le'Zion. All women have suffered in

the past and some still do from ongoing violence by their partners or other relatives. All women are welfare dependents and some even reside in a battered women shelter in Tel Aviv.

Many years of violence and humiliation have left these women with low self-esteem and a sense of guilt and lack of competence. These women deal with daily survival and live in social and sometime familial seclusion. Most do not take part in the work cycle and are emotionally and financially dependent on their violent partners. The social services' perpetual backed-up status prevents the state from operating programs targeted toward strengthening these battered women, supporting them and encouraging their re-integration into society.

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

1.5.6 Adult delinquents in rehab group:

This group consists of adults under probation who are accompanied by the Israeli probation services (95 participants) studying in the Introduction to Psychology course. The group consists of participants committing drug offenses; possessions; family violence; street violence; fraud; transportation offenses etc. The participants arrive from different cities surrounding Tel Aviv (Ramla, Jaffa, Herzlia and more) and were referred to the AFA by the probation officers or the social workers treating them and as part of the rehabilitation process they go through.

The AFA enables the rehab delinquents to integrate into a normative environment and acquire knowledge and tools which will ease their integration into society. The AFA provides them with strength and self-esteem and creates for them a social-educational environment which supports them throughout the difficult rehabilitation stages. As people who are labeled by society and by themselves as criminals and are mostly denounced from society, the possibility of becoming part of a prestigious program at the university contributes greatly to strengthening the

participants' sense of self and perception of competence. Social workers who have been treating this population group for years report that the contribution of one such university meeting is ten times more valuable than hours of discussions with their constituents.

1.5.7 Clean addicts group:

This group consists of adults who were previously drug addicts, went into detox and are clean today (for periods between 9 months to 10 years and more) studying in the Introduction to Medicine course (96 participants). The participants are referred to the AFA by the addictions treatment unit in their home towns.

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

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

1.5.8 Special Project - Parents and children groups:

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

1. Continuing a dialog between the parents and their adolescent children around subjects taught in the AFA as well as subjects related to their daily lives.
2. Building a bridge between the parents and their children derived from mutual achievement and study.

3. Creating "The Studying Family" – more educated, more committed to its members' education.
4. Recruiting parents and children toward the rehabilitative effort and collaboration with the youth probation services and the welfare authorities.

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

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

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

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

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

1. Youth under the supervision of the Tel Aviv and Central District's youth probation service, and their parents.

2. Parents treated by the welfare authorities at the municipality of Holon, and their children.
3. Children treated by the youth advancement units in Tel Aviv and Central District, and their parents.

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

PART 2 - THE EDUCATIONAL PROGRAM

2.1 THE EDUCATIONAL MODEL

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

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

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

Major attention is given in the AFA to the relationships between the instructing students and the participants. As stated, in order for a dialog to develop the study environment must be supporting, open, accepting and patient, and the instructing students must display sensitivity, openness and responsibility. The instructing students should know the participants, their 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 20 participants), and mostly while sitting in a circle. The curriculum is formalized in advance but is going through many changes according to the participants' requests and as the familiarity between the instructing students and the participants becomes more personal and intimate. The examples given in class relate to the content world and the daily lives of the participants and in every meeting a significant portion of the lesson is dedicated to a discussion between the group members.

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

2.2 THE STUDY FIELDS

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

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

The Law Department:

The participants in the law department study in the “Introduction to Law” course which provides them with basic knowledge about the legal system's infrastructure, the different authorities, the rights and obligations of Israeli citizens and the basic concepts of contracts law, torts, criminal law, labor law, family law and more. Throughout the year the participants conduct a tour to the Supreme Court and the Knesset and also meet with professors from the law faculty and senior lawyers. At the end of the course a staged trial is conducted in which the participants act as lawyers and demonstrate their skills to a panel of judges.

The Medical Department:

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

A participant graduating in 2010-2011 from the Introduction to Law course from the welfare group tells:

“Studying law was a dream comes true for me. As a single mother going through hell in courts in order to receive my divorce certificate I finally understood what was standing behind that whole system. I learned about new laws and their consequences and for the first time I understood what I truly deserve. I was glad to receive assistance, phone numbers, information about all those subjects, and I hope to implement them in the future in my life... for me the visit to the supreme court was a lifetime experience, to walk around there, equal among equals, and to meet the judge was something I'll never forget.”

A participant graduating in 2010-2011 from the Introduction to Medicine course tells:

“When I heard I was going to study Introduction to Medicine I was a bit concerned. I did not believe that in such a short period I'll learn so much about such important subjects. I received vast knowledge in subjects I thought I'll never understand, I started to take care of my health as I should, I'm more aware of things I'm consuming and I even fought for my rights against the HMO”.

The Business Department:

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

A participant graduating in 2010-2011 from the Introduction to Business course tells:

"I gathered knowledge in banking and loans and many crucial things, and now I feel I know how to manage myself and my life much better. I know I can bargain anywhere and the stock market no longer attracts me, I know how to negotiate deals and ask for prizes, and for the first time I know how to really check what happens with my bank account. The strongest impression left from that course is the visit to the Bank of Israel".

The Psychology Department:

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

A participant graduating in 2010-2011 from the Introduction to Psychology course tells:

"I learned to look for information about stuff that interests me, I learned new methods to remember things, I realized things about our daily lives I was not aware of. I gathered knowledge, self-esteem and most importantly I learned to accept others. My point of view regarding things and people has changed. I learned to know me, my partner and my children better through the things we learned in class, the whole family went through a change throughout this year".

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

2.4 ATTENDANCE AND PERSISTENCE

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

	Initial number of participant	% of dropouts	Number of participants at the end of 2 nd semester	Number of participants missing 0 lessons	Number of participants missing 1 lessons	Number of participants missing 2 lessons	Number of participants missing 3 lessons
Business Adults 1	109	0%	109	25	49	31	4
Medicine Adults 1	96	7.29%	89	32	28	14	19
Psychology Youth	99	8.08%	91	24	22	22	35
Medicine Adults 2	104	0.96%	103	47	29	18	10
Psychology Adults 1	95	3.16%	92	41	28	9	17
Law Adults 1	96	2.08%	94	29	30	18	21
Law Youth	96	8.33%	88	17	30	26	20
Business young adults	90	4.44%	86	19	31	27	14
Law Adults 2	104	2.88%	101	48	25	18	10
Psychology Adults 2	103	2.91%	100	36	30	21	13
Total	992	3.93%	953	318	302	204	163
% Total	100.0%	3.93%	96.1%	32.1%	30.8%	20.8%	16.6%

The current school year has opened with 992 participants studying in 10 study groups. At the end of the first semester the attending participants' count was 953 (only a 3.93% dropout rate compared with last year's 4.1%). These numbers indicate a positive participants' persistence. The stability in the participants' attendance and their persistence can also be attributed to the close accompaniment we get from the social workers' team and the sorting and interviewing procedure we conducted prior to the school year's beginning.

2.5 EVALUATION: INTERNAL AND EXTERNAL

Internal Evaluation

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

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

QUESTION	AVG. RESPONSES
1. How satisfied are you from each of the following aspects in the program you've been participating in this year?	
1.1 General satisfaction	6.3
1.2 Food and drink	5.9
1.3 Transportation	6.1
1.4 The field you've been studying this year	6.4
1.5 The location TAU	6.3
2. How clear and comprehensible is the instructor?	6.7
3. How satisfied are you with the way the instructor has been treating you?	6.8
4. How pleasant the class and group atmosphere is?	6.1
5. Do you feel comfortable to participate and share in class?	6
6. Do you find the lessons interesting?	6.3
7. Do you feel that you learn new materials along the course?	6.1
8. How useful are the things you learned in the course?	5.9
9. How beneficial is participating in the course for its participants?	6.2
10. Would you like to continue studying in the AFA for another year?	6.6

This year's evaluation scores correspond to the evaluation criteria defined in the BCHB Inc. agreement (i.e. average grade of more than 6 in the satisfaction questionnaire).

External Evaluation

Starting in 2009 an extensive evaluative research has been conducted regarding the AFA. The research was conducted by two social work MA students as part of their dissertation thesis. The research questionnaire was filled by all the AFA's participants at the end of the 2008-9 school year and at the beginning and end of 2009-10.

The research's goal is to examine the connection between participation at the AFA and its participants' changes in self-esteem, general sense of capability and sense of hope regarding studying. In addition the research wished to examine the level of satisfaction from the AFA and the connection between the personal characteristics of the participants (age, gender, number of children and financial situation) to the satisfaction rate.

As of today, the writing of the dissertation was concluded and the full research is scheduled to be published during the current school year. An abstract of the thesis is attached hereby.

Abstract

The Connection Between Participation in the AFA and in the Feeling of Hope, Self-Efficiency and Self-Esteem in Studies

Moriya Sapir, A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Social Work at TAU, **Final draft, Feb. 2012.**

Social exclusion is a process characterized with a dynamic of estrangement and distancing between society as a whole and the subjects who are marginalized. The toll of these dynamics can be devastating for the excluded individuals from several aspects: economic, political, social and familial. Exclusion is multi-layered amongst which is the inaccessibility of education, which results in the inability to progress socially and financially.

It has been found that many of the processes that lead to social exclusion are reversible, and that education can be a forceful part of rectifying the wrongs of exclusion. Education and learning assist with improving one's self-image, enhance independence and curiosity, and creates a feeling of capability and hope for the future. These variables affect the ability to realize one's aspirations and enhance the self confidence of individuals, thus allowing change and assisting in fighting estrangement.

This research focuses on the "Access To All" program which allows marginalized individuals to acquire education. Through this the program seeks to influence the self-esteem, felling of competence and hope of the participants, thus allowing them to better their lives.

This research seeks to evaluate and deepen the understanding of the connection between participation in the "Access for All" program and between changes in self-perception, self-efficiency and all over felling of hope in the field of education. 189 participants who began their studies in 2010 were tested. The research tools were a self-esteem questioner, a self-efficiency questioner, and a hope questioner regarding education which is part of a broader questioner. In addition the participants were asked as to their content with different aspects of the program via a questioner developed for this study. The research was conducted twice in a pre- post design.

The finding show that there is an increase in the felling of self-efficiency amongst the participants between the two testing conducted. Moreover, the younger participants (under 18) also show an increase in their self-esteem. The hope measurement was unchanged. The discussion elaborates as to the possible rezones for the variables.

Assessing a program which wishes to assist excluded and marginalized individuals is of utmost importance in order to better its' practices and for it to improve its' ability to help those in need.

2.6 PARTICIPANTS' TESTIMONIES OF SATISFACTION



"My name is Hila. I'm 22 and I study in a program called AFA in the Tel Aviv University for the second year. Last year I studied in the Introduction to Psychology course and this year I study in the Introduction to Business course. I arrived at the AFA by chance, I heard from a friend there was an event at the social services and when I arrived I wasn't certain it was for me. Only when I arrived at the first lesson (and since I haven't missed a single lesson) and was received there by the team and everyone, with a hug and a warm look, with sandwiches and drinks - everything to make us feel at home – only then I understood. After years of being lost, I suddenly have a goal, I arrive every Tuesday at the university and open my eyes and heart to things, people and knowledge I didn't know existed. It develops me so much in ways you wouldn't believe, it pushes me to want to reach farther in life and to pursue my dreams (I would really love to do something with music).

Beyond the security and the time it filled for me, it saved me. I used to use drugs since an early age in order to feel a part of something. When I was 19 I became pregnant and gave birth to a child. I don't work and have not studied – along the way I passed through so many obstacles and challenges. The program changed so much for me, made me think, go deep inside myself. There are so many amazing people there, the students teaching us and the friends I met in the group I can learn from and enrich from and actually unite and become one with them. This program pulled me out of my own life's mud. Adi – I realized so much thanks to you and the dream you fulfilled. Thank you for fighting, working hard and succeeding for all of us to succeed." **Hila L., 22, single mother of a 2 year old boy, lives in central Israel, studies in the Introduction to Business Course as part of the young adults group.**

"I'm 18, I live in Ramat Gan and I reached the AFA through "youth advancement". A year ago I was offered to "come be a student in the Tel Aviv University and study in the Introduction to Business course". Back then it sounded strange, I didn't understand what I had to do with the university, what they teach there and what's going to happen. When I started I realized it was nothing like I thought it will be. Since then I've been studying for a full year and now I start my second year in the project in the Introduction to Psychology course.

Once a week, every Wednesday for a full year I'd arrive at the university and studied with guys my age from Youth Advancement what the students studying for a business management degree study. The lessons were very very interesting. On the one hand we learned stuff in a very high level (like they learn in the university) and on the other hand they talked to us on eyes' level – in a simple language, slowly and in the most fun and not boring way. Throughout the studies I was introduced to the world of business and money from a different direction. The university opened my eyes to learn many things I didn't know before and didn't think will interest me—I learned professional terms, I learned about the banks world, I learned where and when I can bargain, what is allowed and acceptable and what is forbidden... Many of the things I learned help me today in my job.

In actuality, to arrive at the university, to meet all these people and mostly my instructor changed something in me. They made me feel good with myself and I didn't think it will be like that, I didn't think I'll feel comfortable. I felt I can learn high level things, but without a "school" atmosphere, in simple language and fun. When I reached the university I was much closed inside myself. And then a very special bond was formed with my instructor – he would call me after the lesson, talk with me about things that were not related to the university, we would even go together for practice at the park. Thanks to him but also thanks to the other people I met I went through something. This place opened my eyes also to new people, to new ideas and also to me. I used to be a radical person, reacting fast, thinking I would never study in the university. Today thanks to the AFA I learned a lot, my opinions became much less radical and I also do things differently." **Israel, 18, lives in Ramat Gan, Youth Advancement participant, studying in the AFA's Introduction to Psychology course.**



PART 3 -THE INSTRUCTING STUDENTS

3.1 THE OPERATIONAL MODEL

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

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

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

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

3.2 THE STUDENTS' RECRUITMENT

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

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



The clip can be viewed here:

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

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

A. The Preparation Period

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

The Preparation and training period begun with an Introductory seminar of 3 days, which was held in October in Kibbutz Be'eri in the Negev for all the students-instructors, coordinators and team. Afterwards, students became more familiar with the AFA's operational team and the educational model behind the AFA. With the assistance of the coordinators team, the students formalized the annual curriculum, learned how to write lesson plans and tailor them to the

needs, interests and capabilities of their participants. They went through several instruction workshops with a public-speaking expert as well as several practical tryouts.

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

In addition they participated in 3 tours: to "Mitspe Yam" in Herzliya, a protected juvenile facility consisting of juvenile delinquents sent there by a court order; to the rehabilitation ward of the Hasharon prison; and to the 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.



AFA's team, Introductory seminar, October 2011

B. The Academic Course

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

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

The academic course "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.
- To support the students while dealing with difficulties, questions and problems arising throughout the year.

Following is the academic course's curriculum for the first semester:

1

First unit – preparing for the AFA's instructional task

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

2

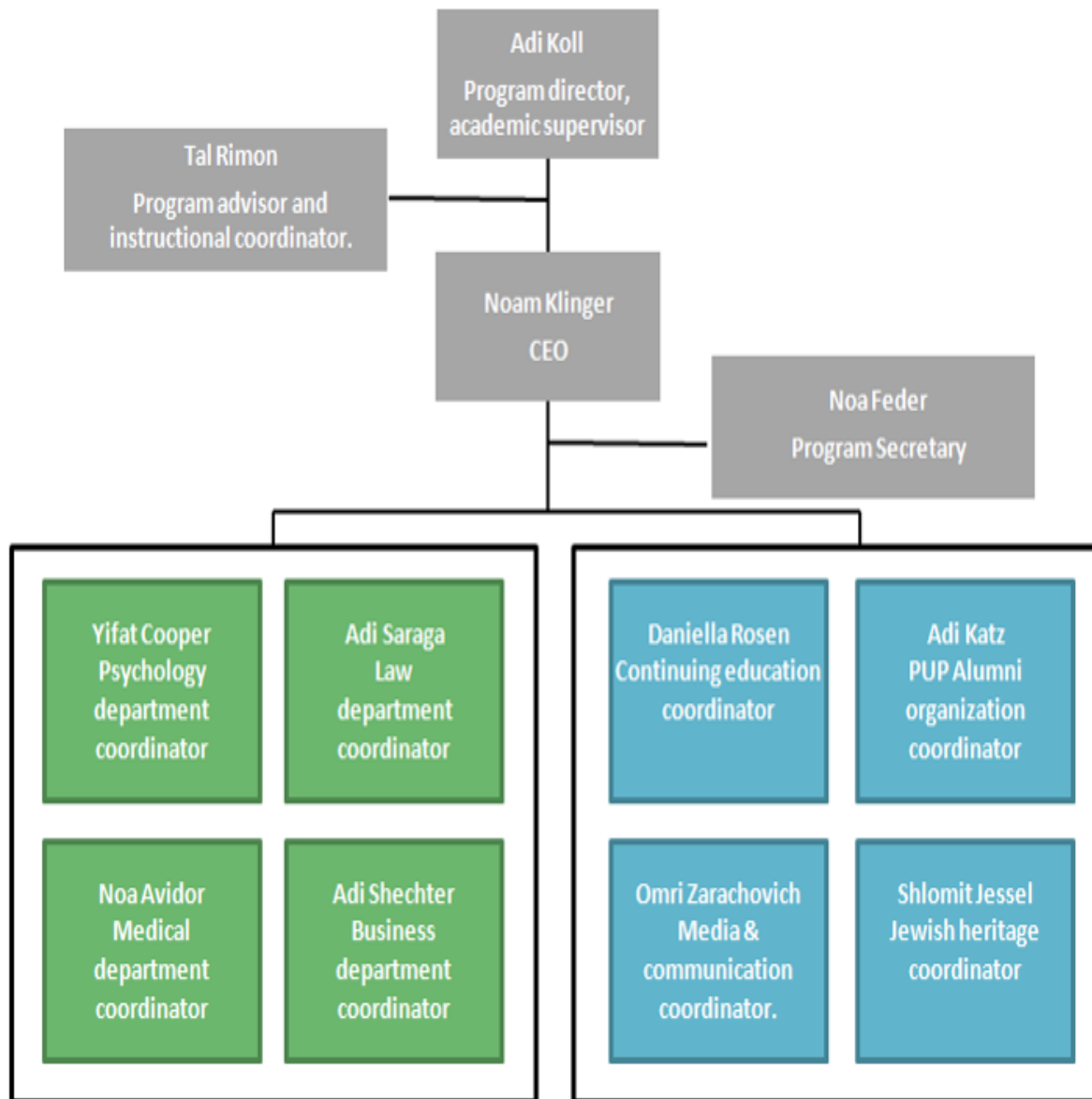
Second unit – what kind of education do we wish to provide?

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

PART 4- THE OPERATIONAL TEAM

4.1 THE OPERATIONAL TEAM

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



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

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

In addition 5 professional coordinators are employed at the AFA:

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

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

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

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

Ms. Shlomit Jessel – Jewish heritage coordinator. Shlomit is in charge of implementing the Jewish heritage component in the courses' syllabus according to their teaching fields and

planning and accompanying the tours to Jerusalem for the different groups (further details regarding her role and the Jewish heritage component can be found in part 5 of this report).

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

The department coordinators are:

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

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

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

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

4.2 MEDIA, COMMUNICATION AND PUBLICITY

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

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

4.2.1 Publicity and PR:

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

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

On January 2012, Dr. Adi Koll and the AFA have won the prestigious Knesset's Chairman Award for minimizing social gaps. The award raised much media interest and the AFA enjoyed a considerably large exposure.



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

The 2011-2 publications included:

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

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

4.2.2 Creating inner-organizational communication:

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

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

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

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

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



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



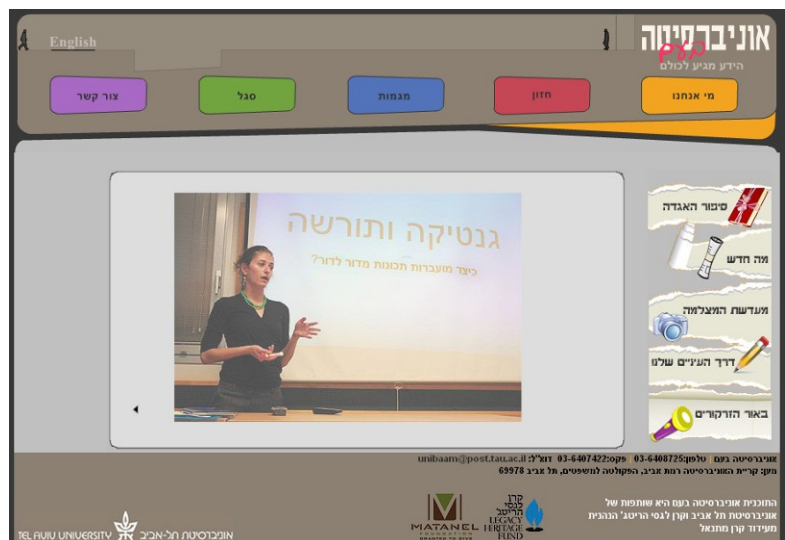
2nd issue: “Little moments – huge significance” was published at the end of the first semester and dealt with the influences certain things—people, events, institutions etc.—have over other people and their views.

An emphasis is put during the magazine's production on incorporating the participants.

Similarly to last year, this year we will also conduct a “creative writing workshop” for a group of participants expressing interest in joining. The workshop's goal is to encourage participants to express and share their life's experiences and their AFA's experiences and to incorporate their content into the existing platforms – the magazine and the website. The workshop will be taught by Mr. Moshe Aviezer who taught it last year as well. The workshop deals with providing tools for journalistic, personal and literary writing; from the beginning of the writing process through dealing with writing blocks; all the while developing creative thinking. At the end of the workshop, the participants will receive a chance to expose their creations and publish them as part of the magazine and the website. The magazine's recent issue included few articles and segments written by last year's workshop participants and the outcome was very impressive and moving.

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

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

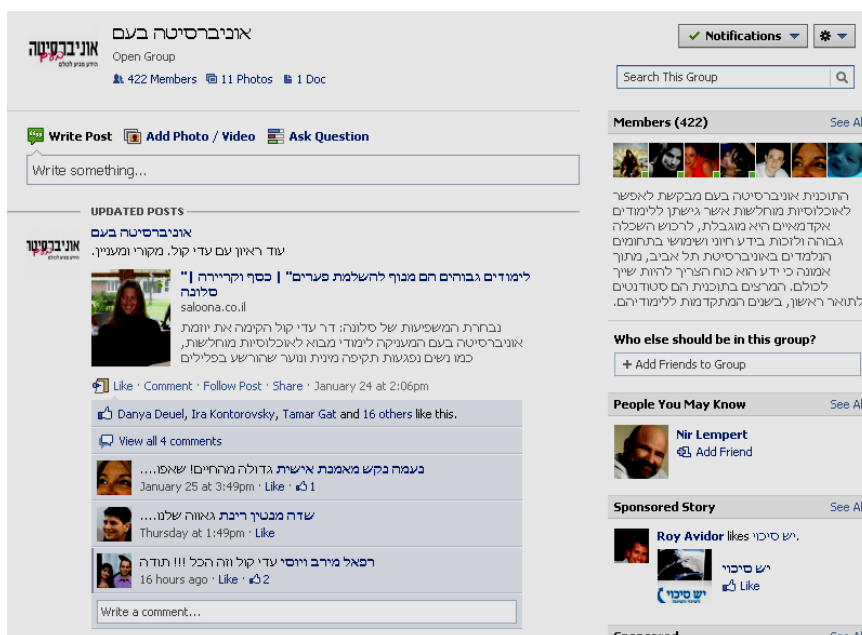


2010 and was since filled with content, articles and stories. Last year the website was translated to English and today most of its content, including the internet version of the magazine, can be read in English as well (direct link to the English website - http://unibaam.tau.ac.il/default_eng.html).

C. The AFA's Facebook group:

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

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



4.2.3 Information Management System:

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

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

4.3 CONTINUING EDUCATION

4.3.1 Overview:

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

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

Goals and Structure:

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

The department's objective:

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

Operational goals:

1. Establishment and improvement of existing programs according to a structured feedback procedure.
2. Establishment of new programs for the whole population while realizing the unique requirements of the variety of the AFA's participants.

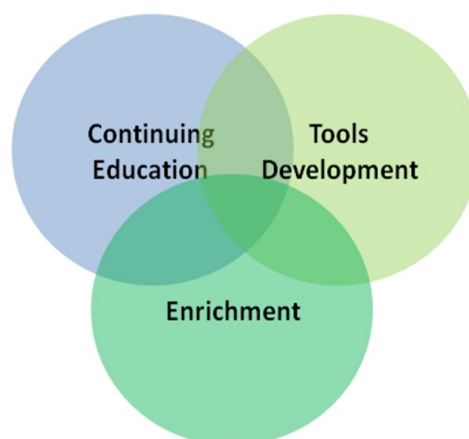
3. Accompanying the different programs, providing consultation and keeping in touch with the participants while expanding their process of taking responsibility.
4. Establishing the relationship with the different service providers, creating further collaborations with external institutes and forming a volunteers stock.
5. Creating a model of information reporting between the AFA's management, the continuing education department, the instruction team, the welfare authorities and the participants.
6. Creating an efficient work model for the development and enrichment team and examining its operation over a period of time.

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

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

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

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



4.3.2 Description of the 2011-2 work plan:



Continuing Education:

A. Higher education at the Ariel University Center of Samaria:

Each year the Ariel University Center of Samaria offers a special acceptance track for BA studies in Humanities and Social Studies to AFA's graduates. This track is offered to 10 exceptional graduates over the age of 30 who are not required to pass a psychometric exam or present their matriculation exams' grades. Participants who pass the sorting process and

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

A.1 Exams preparation workshop for first year Ariel students (Dec. 2011)

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

A Success Story:



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

A.2. Reunion for all AFA's participants studying in Ariel (Jan. 2012) – The collaboration with the Ariel University Center has began 5 years ago and today about 30 AFA graduates study there. They all study for multidisciplinary BA in Humanities and Social Studies but are on different study phases (from first to fifth year). This year we decided to conduct for the first time a reunion for all of the AFA's participants and graduates in order to create a sense of community and team spirit.

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

A.3 The Sorting process for the 2012-3 school year (TBD. Planned for March 2012):

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

A.4 Higher education preparatory course for the 2012-3 school year (TBD. Planned for June-August):

As we do every year during the summer months, this year we'll also conduct our higher education preparatory course in collaboration with Mrs. Etty Primat, an ex senior manager in charge of teachers' training in the Ministry of Education. The course will include 10 meetings of 3 hours each, dealing mainly with providing tools for higher education - proper study habits, time management, coping with exams and bibliographic guidance toward writing academic papers.

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

This is the 2nd year in which we conduct a preparatory course for the psychometric exam for

a token fee in collaboration with the Lachman group. The course is offered to the AFA's participants exclusively and is taught in small groups by Lachman instructors and tailored for the participants' requirements.

At the end of the sorting process the course is scheduled to begin on March 2012, and to comprise of 40 meetings of 5 hours (conducted twice a week). The 2012 course participants are scheduled to take the psychometric exam on July 4th 2012. Apart from a Lachman instructor, a volunteer from the AFA Plus department will be in charge of accompanying the course participants in order to follow their persistence and development throughout the exam preparation period and to provide educational and emotional support.

B.1 The psychometric course's sorting process (February 2012): On February we conducted a publicity event for all of the AFA's participants interested in the psychometric course. The event included an explanation about the exam, the sorting process and the aforementioned course. Following the event was the internal sorting process which comprised of a personal interview with the AFA's team and the Lachman professional team in order to examine the compliance with the course and the independent learning required when preparing to the test, as well as the level of commitment and ability to persist in such a course. Eventually 15 candidates were chosen and are about to start the course on March 2012.

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

Again this year we offer personal counseling to participants wishing to continue their education or

A Success Story:



Nikolai Vorfeyev, 29, a 2008-11 AFA participant, was referred to the program by the addiction treatment unit in Tel Aviv. During his 2nd year of studies Nikolai has embarked on a joint journey to find a higher education path for him together with the then continuing education coordinator. Nikolai has now been studying in his 3rd year of the architecture and internal design program at the Open University. Nikolai had finished the past school year Cum Laude and this year he is due to graduate the program. Nikolai's days are filled with construction jobs, laboring over models and technical drawing and a constant work on his inner self as a clean addict. "I feel today that I am building myself and my destiny," says Nikolai. "I know I've only just begun, but I got here thanks to the AFA. I need to work hard for the rest of my life, and that's fine by me."

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

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



Tools Development:

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

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



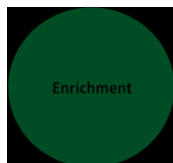
B. A parenthood workshop in collaboration with the Kibbutzim College of Education (Feb.-Mar.):

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



C. Basic skills courses – English, computers, reading & writing (TBD. Planned for Jun.-Aug.):

As every year we intend to conduct several summer courses designed to provide the participants with a platform for strengthening their basic skills. The courses are scheduled for the upcoming summer and will be open for the entire AFA's population.



Enrichment:

A. Positive psychology convention (TBD. Planned for Mar. 2012): On March 15th an academic convention will be conducted on the subject positive psychology. Dr. Dina Eisen, the founder of the Synapsot Company for promoting optimistic health, will give a lecture regarding "Optimistic health – the connection between psychology, medicine and good and happy life." The lecture is open to all AFA's participants but the arrival is independent. We will charge a token entry fee of 10NIS.

B. Creative writing workshop (TBD. Planned for Mar.): During March we plan to conduct our 2nd creative writing workshop. The workshop will be taught by Mr. Moshe Aviezer (former

AFA media & communication coordinator) and two other instructors. The workshop will comprise of 2 2-hour meetings in which the participants, divided into small groups, will experience writing as a tool for self expression. The workshop is open to all AFA's participants but the arrival is independent. We'll charge a token entry fee of 20NIS (10NIS per meeting).

C. Visit to the Tel Aviv Museum of Art (TBD. Planned for Apr.): During April the participants of the female group studying in the Introduction to Medicine course will visit the new wing of the Tel Aviv Museum of Art. They'll listen to introduction to the wing and take a guided tour in the exhibition "The Museum introduces itself: Israeli collection from the museum's collection." The tour is free of charge and open to the group's participants and their instructors. Arrival at the tour is independent.

D. Communications Panel: During May we plan to conduct a panel on communications with 3-4 media personnel and/or politicians and/or academics to discuss with the participants current public affairs. The panel will be open to all AFA's participants but the arrival will be independent.

Exhibit H includes the department's detailed work plan.

4.4 THE ALUMNI ORGANIZATION

4.4.1 Overview

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

As the alumni organization's target audience we chose those participants who graduated from 3 years of study (about 300) and all the students who finished one year of instruction (about 160). In order to define the organization's goals and operations we conducted few focus

meetings for about 15 participants from both populations in which we tried to figure out what they would expect from such an organization and how willing they were to be involved in its activities. In addition we conducted an internet survey (for the students) and a telephone survey (for the participants) in which we asked to delve into the will and commitment of the graduates toward the different activities.

Goals

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

1. Creating education environment in which the graduate participants can enjoy professional lectures taught by the instructing students.
2. Creating an online database of graduate students according to their professions which will be used for choosing guest lecturers for the AFA and can also provide professional counsel to the AFA's participants and graduates if necessary.
3. Creating a joint volunteering environment in which both the students and the participants take part and act toward a joint target.
4. Leading the graduates – participants and students – to bring about major changes in their lives and in the society they live in.

4.4.2 The Operational Model

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

A. Launch Event:

The alumni organization's operations opened with a launch event conducted on November 24th 2011. In the event, which became an exciting social gathering bringing together generations of participants and students, the planned organization's activities were introduced and two lectures of graduate students took place: one by Tal Rimon, the former AFA's CEO, who spoke about

"The connection between who I am today and the family I grew up in"; and one by Acct. Victor Vakert who spoke about decision-making. The event was highly successful for its 150 participants. It also included an introduction to the organization's next activity – volunteering at the Shanti House, a warm home for youth at risk.



The alumni organization's launch event

B. Volunteering:

For Hanukah the alumni organization conducted a special volunteering activity in the Shanti House, a temporary house but also a long term refuge for runaway and homeless youth, ages 14-21. As part of the event, conducted on December 26th 2011, the graduates have taught – students and participants together – educational-instructional activities for the youth built around the study fields taught at the AFA – law, medicine, business and psychology. It also introduced the AFA to the youth with an invitation to join its studies. The graduate participants shared with the youth their experiences and told them about the long road they've taken toward their successful rehabilitation. At the end of the evening everybody lit a Hanukah candle together and sang the holiday songs.



A special volunteering activity in the Shanti House

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

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

Objective: From thought to action – leading changes in the private and public arenas.

Intermediary Goals:

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

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

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

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

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

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

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

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

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

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

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

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

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



ארגון הבוגרים מזמין אתכם למפגש ראשון מתוך סדרת מפגשים בנושא:

שינוי חברתי

ארגון בוגרי אוניברסיטה בעם



בתוכנית:

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

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

ההגעה לכנס עצמאית

לפרטים נוספים:

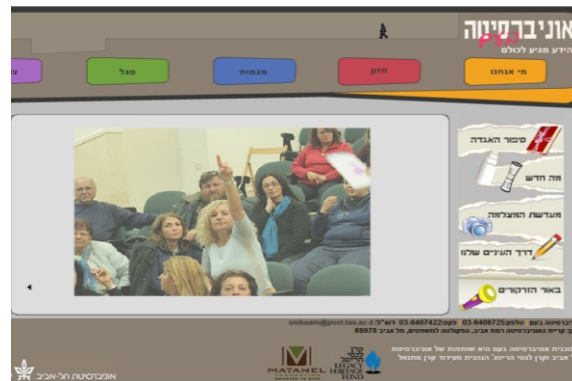
עדי בכנישתי: 054-7367343 שלי רוזנבלום: 052-4812323

The program was launched in a gala event conducted on February 2nd, 2012. The event opened with a lecture by Dr. Adi Koll about the social struggle which took place in Israel during the summer, its outcome and implications on each citizen's personal arena. The online database is still being designed. We wish to finish its construction during the second half of the year. So far the graduates' response to the activities has been both impressive and exciting. We hope this fruitful collaboration continues and brings about actual changes.

FULFILLMENT OF ACKNOWLEDGEMENT REQUIREMENTS

According to the contract between TAU and the Matanel Foundation, The Matanel Foundation's logo appears on the educational supplies we provide the participants and students, as well as on our promotional materials and on our formal stationery. All in order to acknowledge and appreciate the foundation's contribution to the AFA.

See sample attached:



התוכנית אוניברסיטה בעם
מעניקה ל:

את התואר
בוגר אוניברסיטה בעם
בסיום שלוש שנות לימוד בתוכנית
ועמידה בכל החובות וההתחייבויות

ד"ר עדי קול
ראש התוכנית "אוניברסיטה בעם"

