

Year 3 Report, Period 1

September 30, 2012 – February 28, 2012



The Access for All Project

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ABSTRACT

Access for All (AFA) is an original and innovative initiative whereby Ben Gurion University (BGU) opens its doors to disadvantaged populations and allows them to acquire essential and useful knowledge in study fields taught at BGU. The AFA's participants, young as well as adults, all referred to the project by social welfare agencies, take part in special introductory courses tailored especially for them and taught by BGU's outstanding BA students.

The AFA's target populations are individuals that would have never acquired any education otherwise. These adults and youth have dropped out of almost any educational system and endure tremendous ignorance in numerous and diverse areas. The AFA provides them with essential and basic knowledge in order to enable them to better cope with their daily lives. Beyond that, it seeks 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 experienced disappointments and failures from their learning experience resulting in frustration and bitterness toward the educational system. The AFA allows them to benefit from 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. Most of the adult participants in the AFA 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 pass on to their own children. **A detailed description of the AFA's participants, their unique characteristics and their personal information can be found in sections 1 of this report.**

During the previous school year, 2011-2, 496 adult and youth participants have graduated the AFA. The current school year, 2012-3, has opened with 592 participants, an increase of about 20%. The participants are divided to 5 groups, each consists of about 120 participants; 3 are adult groups and 2 are youth groups. Out of the total participants' count, 376 adult participants (51%) are continuing participants, for which this is the 2nd or 3rd year at the AFA. 216 participants are youth. The study fields taught this year are business, medicine and psychology. The youth groups study only business and psychology this year. **A detailed**

description of the educational program and the curricula for each study field can be found in section 2 of this report.

Beside knowledge and educational tools, the AFA seeks to raise the participants' self-image, providing 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 the Israeli society. **Information regarding the participants' commitment to the AFA and the contribution they attribute to it in their lives can be found in sections 1.3 of this report.**

The AFA's introductory courses are taught by BGU's BA students studying in the corresponding departments at BGU who receive special training for working with disadvantaged populations. The students receive academic credits for their work based on the belief that academic education should encourage, initiate and advance dialog between different populations within the Israeli society. 20 students participate in the AFA this year - every 4 students teach a study group. The 4 students construct the instructing team, which formalizes the courses' curriculum and each lesson's outline. The actual teaching is carried out by each instructing student separately, facing an audience of 20-25 participants. **The instructing students' training program including their personal information can be found in section 3.3 of this report.**

The Ben Gurion branch of the AFA is managed by Mrs. Lior Emuna, who's in charge of the ongoing management of the program: managing its manpower, the collaboration with the welfare authorities and the relationships with university's departments. A new role added to the operational team due to the programs' expansion is the continuing education coordinator, in charge of the development and empowerment programs offered to participants nearing graduation. Each department is headed by a department coordinator. The coordinators assist the instructing students in formalizing their curriculum, structuring their lesson plans and actually accompanying them throughout the year. **Further description of the operational team and the different roles can be found in section 3.4 of this report.**

The social workers who referred the participants to the AFA accompany its operation continuously, starting from the candidates' recruitment phase, to an ongoing accompaniment during the year, and all the way through the year's final events. This year new welfare agencies from Be'er Sheva were added to the AFA: the "Life and Employment Circle" and the "Girl's Treatment Department". In addition, the city of Dimona has

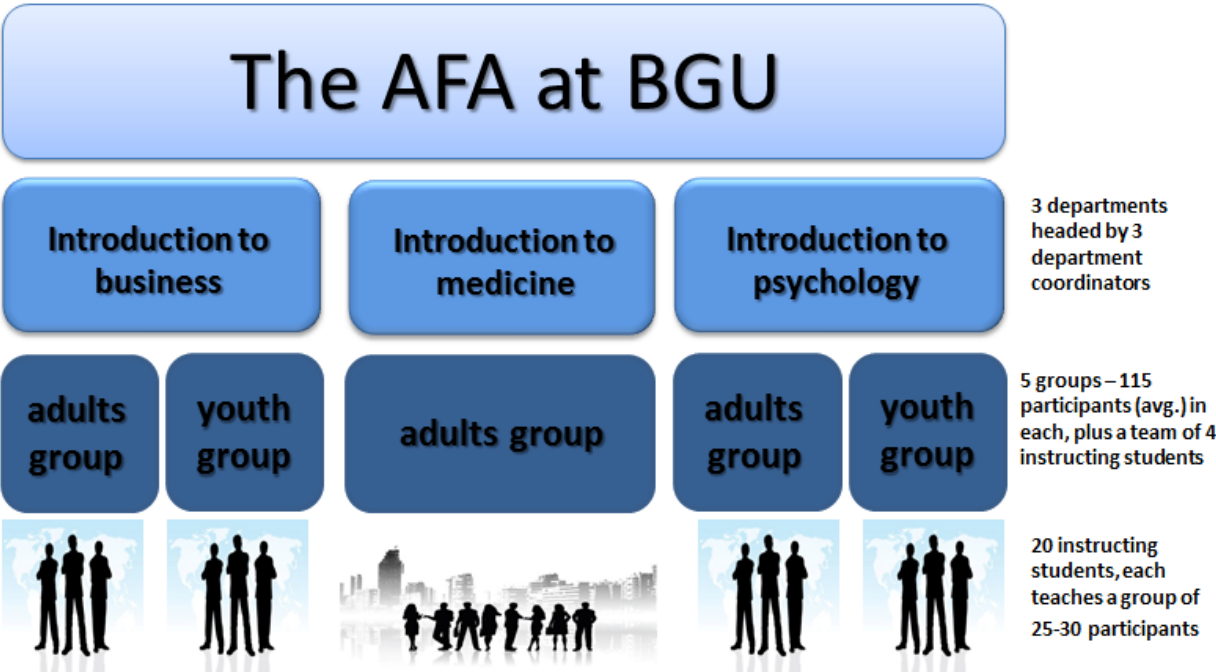
joined the AFA, adding about 50 youth participants who are associated with the municipal youth advancement center and the Dimona youth center. The different agencies we work with send representatives to the lesson. The social workers' involvement assists us in maintaining high attendance rates, and provides us with feedback for learning and improving. The social workers also assist the instructing students in dealing with behavioral and other problems and the relationships with them contribute greatly to all involved. **The collaboration guidelines between the AFA and the welfare agencies can be found in section 1.4 of this report.**

Our collaboration with Kibbutz Be'eri continues this year. In addition to the summer courses which took place last year and are scheduled to take place this year again, during the spring break professional workshops will be offered to each group in each study field. The workshops were designed with the assistance of the instructing students and were tailored to the groups and their characteristics. They will be taught by the relevant professionals – clinical psychologists, medical doctors, advertising professional etc. **More on the collaboration with Kibbutz Be'eri and the offered workshops can be found in section 2.2 of this report.**

On January 2013 Dr. Koll was elected a Knesset Member on behalf of the "Yesh Atid" political party. Adi's election has received vast support from the AFA's participants, who believe in her ability to generate significant achievements. The AFA's team hopes that Adi's emergence as a public figure will assist in the program's promotion and in it receiving a wider recognition and public support.

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

The 2012-3 school year is the 3rd year of the AFA's operation at the BGU. For the first time this year, 3rd year participants will graduate the program. This led to the decision to establish a continuing education department. **This report summarizes the AFA's activities between October 2012 and February 2013.**



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.

Throughout the years we learned 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.

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 150NIS (80% 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.

This year new welfare agencies were added to the AFA: the "Life and Employment Circle" and the "Girl's Treatment Department" belonging to the Be'er Sheva welfare department. In addition, the youth centers of the city of Dimona have joined the AFA, adding about 50 new youth participants.

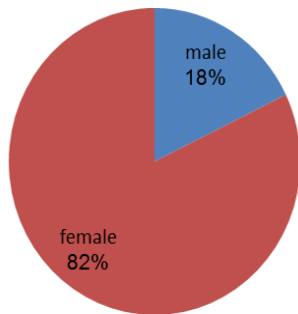
1.3 STATISTICAL DATA – CHARACTERISTICS AND SEGMENTATION

The AFA's participants belong to two age groups:

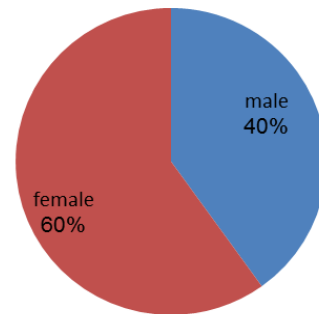
1. Youth ages 15-18: 216 participants.
2. Adults ages 20 and up: 376 participants, with an average age of 40.6.

The participants' division into study groups is done according to their age, resulting in 2 groups of youth and 3 groups of adults.

Distribution according to Gender - Adults

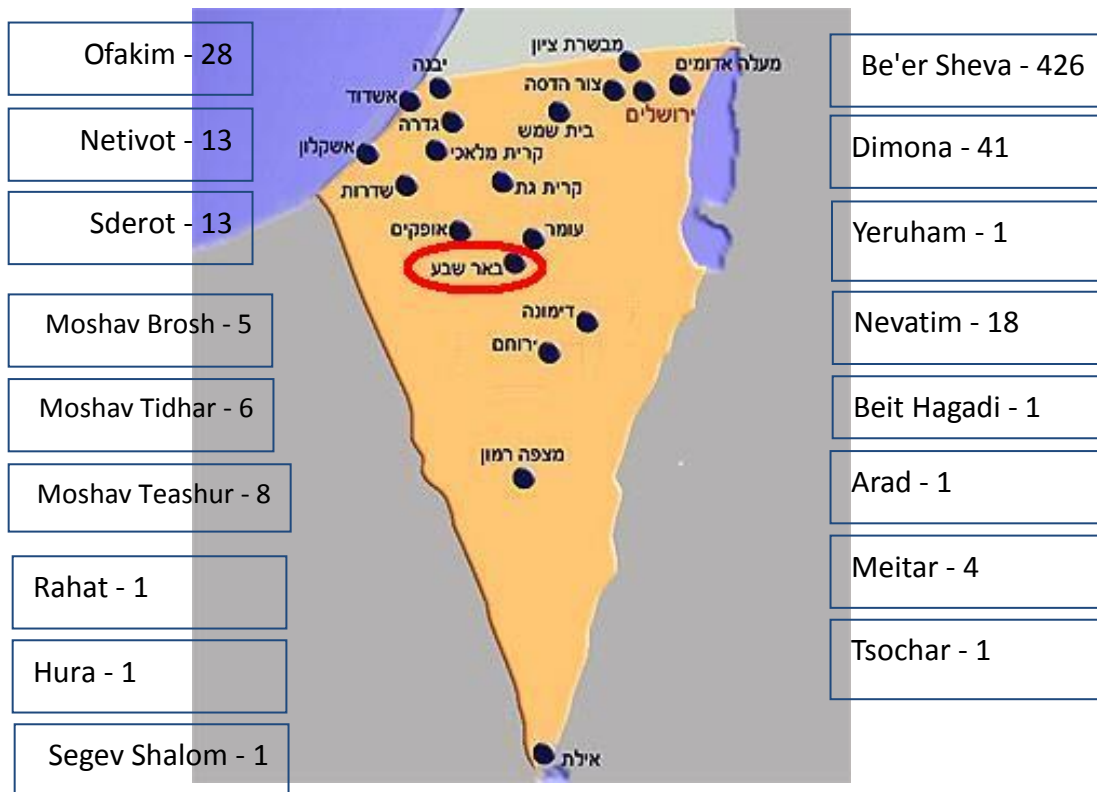


Distribution according to Gender- Youth



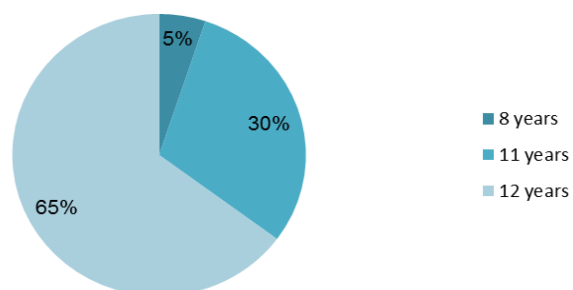
The AFA's participants arrive from the city of Be'er Sheva and its surroundings. They arrive at the university via organized transportation which picks them up on different locations in the city, in the Moshavs belonging to the regional council Bene Shimon, in Netivot, Sderot and Ofakim. This year, as part of the AFA's expansion, a group of youth from Dimona was added to the program.

Following is the geographical distribution of the AFA's participants:



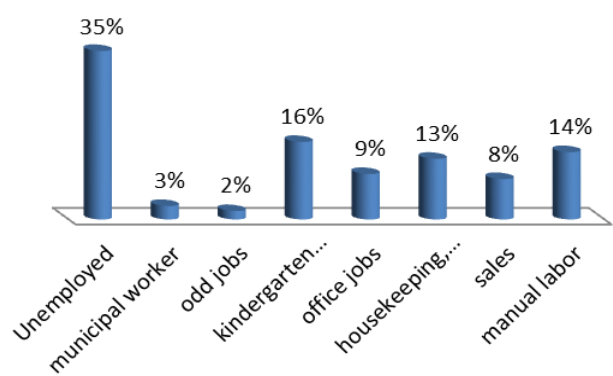
The AFA's participants lack formal education. Most of them did graduate 12 years of school have not completed their matriculation exam. A large percentage of them have not completed 12 years in school.

Distribution according to School Years



Most of the AFA's participants are not regularly employed. Over 35% of the participants do not work at all, while the rest are employed in occupations such as housekeeping (cleaning and taking care of children or elderly), manual labor (construction, factories, carpentry etc.), office jobs, delivery and hauling, and sales.

Distribution according to Occupation



The AFA's participants can continue studying in different departments for as long as 3 years. 94 participants (25% of the AFA's adult participants) are 3rd year participants, 98 are 2nd year and 184 (49%) are 1st year participants.

The percentage of participants continuing for a 2nd year is 78%, and for 3rd year is 76%.

Distribution according to Program Seniority

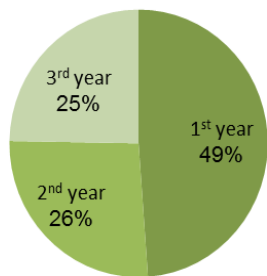


Exhibit A includes a detailed list of the AFA's participants, divided according to their groups and study fields, including their names, ages, addresses, marital status, occupation and number of school years.

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 BGU 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.

Past years' experience shows 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.

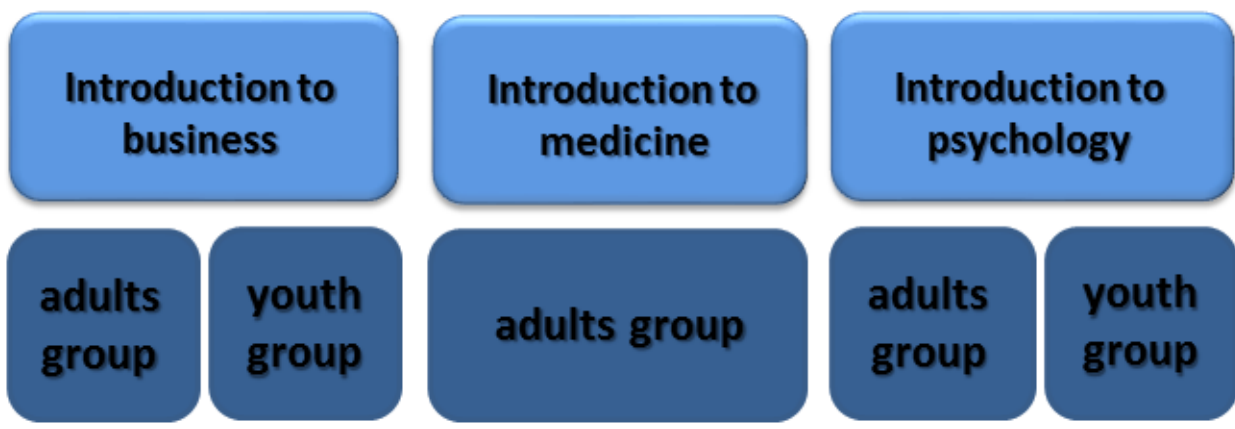
As the school year begins, the welfare authorities are requested to choose a representative to accompany both the participants and the instructing students. This representative acts as the students' liaison and assists in their initial training for working with the participants' groups as well as actively 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 THE STUDY GROUPS



The AFA's participants are divided into 5 different study groups. In 3 of which study adult participants (ages 20 and up) and in the other 2 study youth (ages 15-18). The groups' division was based on program seniority and the different study groups.

Adult Groups – Medicine, Psychology and Business

Groups of adult welfare dependents from Be'er Sheva, Dimona and the Bene Shimon regional council:

These groups consist of adult welfare dependents of many years due to variety of financial, social, mental and other hardships. The groups consist of in-rehabilitation ex convicts from the Prisoners Rehabilitation Authority; ex addicts from the Drugs, Alcohol and Gambling Addicts Treatment Unit; and welfare dependents suffering financial hardships which cause them several other problems. Most of the existing programs in Israel treating those populations do not deal with education and knowledge but with aid and welfare and thus perpetuate the social gaps. The AFA seeks to provide them with knowledge but also to emphasize the importance of education as means for social mobility. The AFA is comprised of adults who dropped out of the educational system at a very young age, some can hardly read or write. Through the professional content taught the project encourages those participants to complete their studies and re-integrate into society.

Youth Groups – Psychology and Business

Groups of youth from Be'er Sheva, Ofakim, Sderot, Netivot and Dimona:

These groups consists of young men and women, ages 15-18, considered at-risk and referred to the AFA by youth advancement organizations, the youth probation service, warm houses for young women at risk and different boarding schools. This year, the recruitment area was expanded, so a group of 50 youth from Dimona have joined the program. Almost 20% of the children and youth living in Israel are at-risk. The participants in this group are all defined "at-risk youth", coming from families suffering severe financial distress. Some belong to an institution of sorts (a normal institution like school or an alternative environment) and some are considered detached youth, dropping out of every formal environment 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 project, learning about themselves, about their coping with different interpersonal situations and about the others' diverse apprehensions. Through these different relationships the youth can develop social and interpersonal skills that are more vast and varied.

Professional Workshops – the Collaboration with Kibbutz Be'eri – in light of the successful professional workshops we started last year, it was decided to continue the initiative of the members of Kibbutz Be'eri. The same professional workshops are offered to each of the 5 study groups, each workshop taught by the relevant professionals and tailored to the study field and the group's characteristics. The main goal of the workshops is to conduct a meeting between the participants and field personnel dealing daily with medicine, business and psychology, who can give and share vast information and knowledge gathered throughout their professional lives.

Adults Psychology – this group participated in a workshop dealing with parenthood. The participants were asked to choose the ages they wish to learn about at the workshop in advance. Thus, they were divided into 3 age groups. An additional group included participants who have no children who wanted to learn about intimacy and relationships. The workshops were taught by clinical and educational psychologists who specialize in these subjects. The workshops were most successful: exposing the participants to veteran professionals who could share their personal as well as professional experience turned the meeting into a meaningful and educational event.



Youth Psychology – this group is expected to participate in a "Fringe Theater" workshop – taught by professional actors and dealing with self control: what is control; what are urges; how to direct and channel them efficiently. The workshop will be taught in an experiential way through acting and active participation.

Adults Medicine – this group participated in 2 first aid workshops. The workshops deal with life saving subjects and their level of professionalism is critical. Thus, medical professionals were recruited to teach those workshops – nurses and paramedics.

Adults Business – this group participated in a workshop dealing with employees' rights and obligations: pay slips, taxes, pension and more. The workshop was taught by accountants and bookkeepers. It was very significant and important, and we consider adding a continuation workshop in that area in the future.

Youth Business – this group was taught a workshop regarding branding and marketing, at the end of which the participants were requested to establish and new business and to brand it. At the beginning, informational lectures were given, after which the workshop became practical and at the end the products were presented. The youth's experience was significant and is remembered most positively as realized through their mid-term questionnaires.



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, 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 (20-25 participants), and mostly while sitting in a circle. The curriculum is formalized in advance but is going through many changes according to the participants' requests and as the familiarity between the instructing students and the participants becomes more personal and intimate. The examples given in class relate to the content world and the daily lives of the participants and in every meeting a significant portion of the lesson is dedicated to a discussion between the group members.

The process undertaken by the AFA's participants is gradual, structured and perennial. During their first year in the program the participants are active collaborators in everything done inside the classroom but are not

required to do any homework and their responsibility for learning is limited. During the second year, they are requested to perform different tasks between the lessons and even to teach some content to the group. In addition, the whole group is asked to deal with the practical meaning of the acquired knowledge and to think of their way of action and implementation. During the third year the participants are requested to devise personal as well as group goals, both within the study environment and outside of it; to initiate activities for motivating the group member to improve their daily reality and to act toward their future.

2.2 THE STUDY FIELDS

During the past school year the AFA has been operating three departments: medicine, 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.

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 Medicine Department: The participants in the medicine 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 medicine department participant tells:

"The AFA is like a second family for me. The other participants and the instructors care about me, and it makes me feel nice. The medicine lessons are very interesting and useful to my daily lives. They help me deal with different problems my kids have. I always arrive happily, thank you..."

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 business department participant tells:

"The most important thing I learned this year is that I have the power to change my financial situation. There are ways to save, there are way to buy things smartly. My instructor is someone I can consult with and ask questions. I feel I begin to head in the right direction..."

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 psychology department participant tells:

"I was hoping I can learn here mostly about myself and my intimate relations, and that what actually happened. The instructors asked us at the beginning of the year what will interest us. And they manage in every lesson to bring up exactly the subjects that matter to us. I learned so much and I'm very grateful for that..."

Exhibit C includes samples of the different courses' curricula.

2.3 ATTENDANCE AND PERSISTENCE

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

	Initial number of participants	Number of dropouts (%)	Number of participants at the end of 1 st semester	Number of participants missing 0-1 lessons	Number of participants missing 2-3 lessons	Number of participants missing 4 lessons
Psychology adults	123	4	118	69	42	7
Psychology youth	106	9.5	124	35	45	16
Business adults	127	2.4	124	74	43	7
Business youth	110	9.1	100	33	52	15
Medicine	126	3.2	122	79	37	6
Total	592	5.6	560	290	219	51

As indicated above, the current school year opened with 592 participants studying in 5 study groups. At the end of the first half of the year, the participants count is 560 (a dropout rate of only 5.6%).

It's obvious that the dropout rate for the youth groups is higher. This population has lower persistence capabilities, therefore significant steps are taken in attempt to maintain their attendance: the youth's instructing students and their coordinators keep close contact with the accompanying agencies; team meetings are conducted more often in order to follow their attendance and their satisfaction level; and the instructing keep constantly in touch with the participants using all types of media.

2.4 EVALUATION:

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.

Questions	Avg. Responses
How satisfied are you from each of the following aspects in the program you've been participating in this year?	
General satisfaction	6.4
Food and drink	6.1
Transportation	5.8
The field you've been studying this year	6.5
The location - BGU	6.8
The time in which the lessons are conducted (evenings)	6.5
The lessons' duration (2 hours)	6.1
How interesting does the instructor make the lessons?	6.7
How clear and comprehensible is the instructor?	6.7
How satisfied are you with the way the instructor has been treating you?	6.8
How pleasant the class and group atmosphere is?	6.3
Do you feel comfortable to participate and share in class?	6.2
Do you find the lessons interesting?	6.4
Do you feel you learn new materials in the course?	6.3
How useful are the things you learned in the course?	6.2
How beneficial is participating in the course for its participants?	6.2
Would you like to continue studying in the AFA for another year?	6.7

2.5 PERSONAL STORY TOLD BY A PSYCHOLOGY DEPARTMENT PARTICIPANT:

Uzi. T., 63, divorced, father of two. Referred to the AFA by the Beit Yatziv welfare department in the Be'er Sheva municipality. Graduated his first year with the AFA.

"I was born on March 14th, 1948 in Chile, where I grew up, served in the Chilean military and started studying in the university, but never graduated. I immigrated to Israel during the 70s and here's where my children were born. On 2005 I divorced my wife. I was 57 then, had no family in Israel, I suffered from narcolepsy, had no money, I was deep in debts and had no job. All these reasons have led me to live in the street. With God's help and the help of two social workers who fought for me, I was accepted to "Beit-Nathan" (homeless shelter). I lived there for 7 months until I received a public-housing apartment. During that period I thought a lot about my life – its failures and successes. I realized that all my life I was looking for the bad parts of the human behavior and the mistakes people do and that if I want to receive the good – I must search specifically for it. That year I was also hospitalized because of a heart condition and when I recovered I saw it as another sign for the fact that I stayed in this world to do good. I started volunteering at "Be'er Sova" (public kitchen) and in "Koach Latet" (organization providing home appliances to those in need) where I still work today. A year ago I got another chance which I never thought I'll get – to study in the university in the "Introduction to Psychology" course, something I've always wanted to learn. I never imagined that at my age and in my financial situation I'll be able to study again but the AFA gave me that chance and much more... At the AFA I got not only knowledge, but also new friends, attention, personal treatment and lots and lots of love."

PART 3 -THE INSTRUCTING STUDENTS

3.1 THE OPERATIONAL MODEL

This year the AFA's instructing team comprised of 20 students: 4 Medical and Health Professions students, 8 Business & Management students and 8 Psychology students. Each student instructs a group of 25 participants on average. They are divided into teams of 4 who instruct participants with similar characteristics. Apart from teaching the actual lessons, the rest of the activities such as formalizing the syllabi and tailoring them to the target population are done as team work. **Exhibit E** includes a list of the instructing students for 2012-13.

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 Business and Psychology students receive academic credits for their AFA's participation (4 credits in accordance with their department's regulations). The Medical students receive academic scholarship from the AFA of 6,500NIS (they don't get any academic credits since they are exempt from accumulating general credits for their degree).

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

3.2 THE STUDENTS' RECRUITMENT

The students' recruitment began in May 2012. The 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 clip can be viewed here:

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

The campaign received great reactions throughout the campus following which we were approached by almost 120 students asking to become part of the AFA. During the month of May we conducted a first round of interviews after which we chose 50 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 20 students (4 males and 16 females) were chosen to lead the instructing team for the 2012-13 school year.

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

A. The Preparation Period

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

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

The students conducted 2 additional tours: both to the "Ruach Bamidbar" (wind in the desert) village. The village has two wings – one is a drugs, alcohol and gambling addiction rehabilitation center, the other is a detention alternative for youth. During the tours the students taught several lessons in their study fields in order to practice their instruction skills and to examine their lesson plans prior to meeting their participants.

B. The Academic Course

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

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

The academic course "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.

3.4 THE OPERATIONAL TEAM

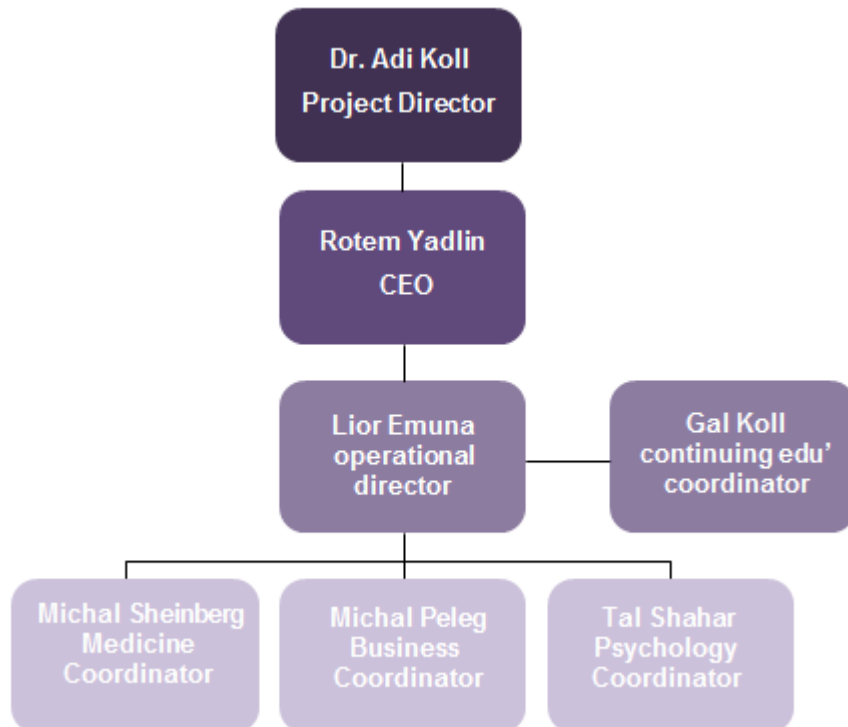
The AFA is managed by a professional team headed by Dr. Adi Koll who acts as the project's director and its academic instructor, Mrs. Rotem Yadlin- CEO, and Mrs. Lior Emuna, its operational director.

A new role added this year is the continuing education coordinator. Acting in this role is Mr. Gal Koll, who was our previous medicine department coordinator. The role was created in light of the AFA's three years of operation at BGU, and the wish to nurture, enrich and advance our graduating participants. A detailed description of the continuing education department is included in section 3 of this report.

The operational team also includes the 3 department coordinators:

- Ms. Tal Shachar – 3rd year sociology, anthropology and business student, psychology department coordinator.
- Ms. Michal Sheinberg – 3rd year sociology, anthropology and business student, medicine department coordinator
- Ms. Michal Peleg – 3rd year education and business student, business department coordinator

The Operational Structure



PART 4- CONTINUING EDUCATION

4.1 STRUCTURE AND GOALS:

The continuing education department wishes to turn the AFA's participants into independent learners, with capabilities, motivation and tools to continue their self development. In order to accomplish this goal, the department operates in two major directions: one for the benefit of the AFA's graduates who completed 3 years of studying, and the other benefits current participants, mostly during the summer months.

The "AFA Plus" Program – a designated program for the AFA's graduates

The "AFA Plus" is a designated program for the AFA's participants who graduated 3 years of studying. The program consists of three major events, designed to lead, together with the participants, a meaningful process of responsibility transfer, motivation development and practical tools giving, all around subjects dealing with self development: employment, formal education, professional training and more. The planned events are:

- Opening convention and program introduction – during April an AFA's graduates convention will take place, consisting of the AFA Plus' introduction, its requirements and a lecture by Dr. Tamar Izikson about positive psychology and the ability to instigate a change. The lecture's goal is to motivate the participants and encourage them to move toward the next step. The convention will also introduce the four-meeting workshop (described below) and open its registration.
- The "Tools for Learning" workshop – during April and May a four-meeting workshop will take place for the graduates. The workshop will deal with subjects such as decision making, time management, identifying strengths and motives; and will provide practical tools like scholarship searches, CV writing, and a database of institutions specializing in education, enrichment and employment. The workshop will be taught by a personal training and group's guidance expert. It will take place weekly in the university. The participants will be asked to pay a

כנס פתיחת לימודי ההמשך

התכנית ללימודי ההמשך של אוניברסיטה בעם יוצאת לדרך!

בואו לשמוע פרטים בכנס הפתיחה אשר יתקיים **ביום חמישי 4.4.13** באולם שרה תדמור-בניין 18, קומה 1 באוניברסיטת בן גוריון.

18:45 - התכנסות וכיבוד
19:00 - דברי פתיחה-ח"כ דר' עדי קול
19:15 - הרצאה בנושא "פסיכולוגיה חיובית"
20:00 - הצגת תכנית לימודי ההמשך

אוניברסיטה בעם מציעה לתלמידי שנה שלישית העומדים לקראת סיום התכנית, השתתפות בסדנה בת 4 סבבים ייחודיים, אשר יעברו על ידי מאמנת אישית מוסמכת. הסדנה תעסוק ביכולת לייצר הזדמנויות חדשות בחיים. זיהוי חסמים וחזקות והצבת יעדים על פי חזון אישי.

עוד בסדנה ינתנו כלים פרקטיים שיסייעו בחיפוש ומציאת קריירה, בהיכרות עם עולם ההשכלה על שלל גווניו ובחשיפה לתחומים שונים של העשרה ופיתוח עצמי.

ההצעה לכנס מותנית בהרשמה מראש!

ניתן להירשם אצל רכזות הקבוצה או אצל גל- רכז לימודי ההמשך

לפרטים נוספים - משרדי אוניברסיטה בעם: 08-6479090

*ההצעה לכנס היא עצמאית * נא לא לאחר- הכנס יתחיל בזמן.

אוניברסיטת בן-גוריון בנגב
Ben-Gurion University of the Negev

אוניברסיטה בעם

MATANEL
מאתנל

token amount in order to ensure their participation. Arrival at the workshop is independent, but attendance in all four meetings will be a condition for participation.

- Personal accompaniment – following the workshop, which each participant should leave with a personal plan for advancing his or her goals, personal meetings will be conducted upon demand with the continuing education coordinator, Mr. Gal Koll. In those meetings the participants can raise issues or questions emerging along the way. The meetings' goal is to provide an additional individual guidance toward the participants' departure on a new and independent route.

The continuing education program – the summer programs

Collaborations with additional study programs – the continuing education department continues its past collaborations with external institutions and programs which can contribute to the participants education-wise. Thus the collaboration with Kibbutz Be'eri, which organizes the summer courses, continues. These courses provide basic skills in Hebrew, English and computers. In addition the collaboration with BGU's "Graduates' Preparatory Program" continues, enabling its participants to complete 10-12 school years as well as their matriculation exams.