



# The Access for All Program 2013 - 2014 Report



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## **PROGRAM FOUNDER – MK DR. ADI KOLL**

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



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

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

With thanks and appreciation, Adi Koll.



## **CEO – ADV. ROTEM YADLIN**

Dear Friends and partners,

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

The 2013-4 academic year marks the first milestone for the program's expansion. The Tel Aviv University and Ben Gurion University were joined by the Hebrew University in Jerusalem and the University of Haifa will join them next year. The program's expansion into universities in a broad national spread is expected to lead significant change in the lives of hundreds of additional participants and tens of instructing students each year, both on a personal level and as a macro influence of the social and economical aspects. Furthermore, it is expected to significantly strengthen the added values of the academy in Israel and to turn it not only into a household name in research and pedagogy, but also into a cornerstone for the establishment of a more healthy, equal and democratic society.

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

Yours, Rotem Yadlin.





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

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

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

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

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

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

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## THE PARTICIPANTS' CHARACTERISTICS

The AFA's participants, adult and youth, arrive from populations located on society's edge and common to all is the need to struggle in order to survive their daily reality. Most of the AFA's participants come from "multi-problematic" families undergoing intense treatments by the social welfare authorities, some for as long as several generations. The families' definition of "multi-problematic" results not only from the problems' multiplicity and their complexity, but also from their connectivity, as often one problem leads to another - financial, social, mental and other hardships. The problems and obstacles facing the AFA's participants include harsh financial distress; unemployment or temporal employment; lack of education; physical deficiencies and learning disabilities; mental stress; lack of stable relationships; loneliness; and alienation. These conditions influence their mind-set and functioning and leave them on society's edge.

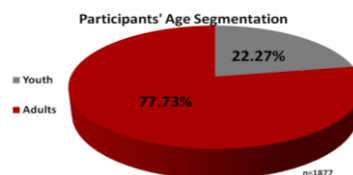
In addition, the AFA includes adults who are on probation under the Probation Service's supervision, ex-cons in rehabilitation, clean addicts from the Drugs, Alcohol and Gambling Addiction Treatment Unit, and mentally ill patients referred by the Rehabilitation Department of the Ministry of Health.

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

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

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

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



"I was given an opportunity to study, which gave me the ability to educate myself and transfer the knowledge to others. My eyes were opened to different paths I can choose in life."

Amos, an Introduction to Medicine Participant



"'Access for All' for me is a chance to meet people, to learn new things from great and caring instructors. It's a day I keep waiting for."

Natalie, an Introduction to Business Participant



"First they looked at me at eye level and told me I was equal. This has given me the confidence and the opportunity to realize the power existing in me."

David, a Medicine Participant



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

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

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

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

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

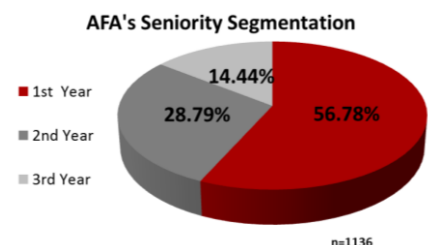
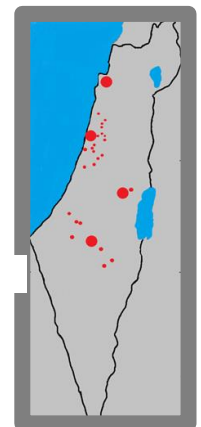
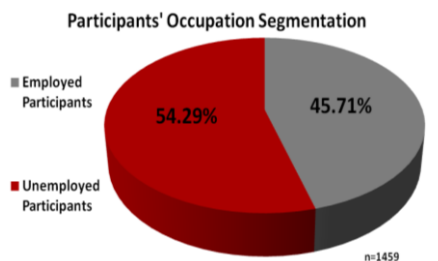
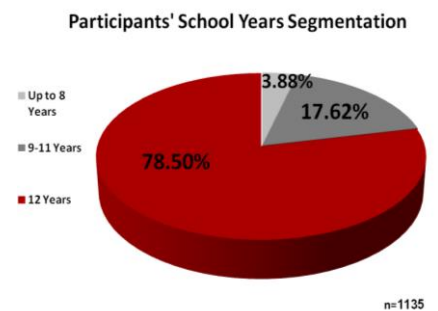
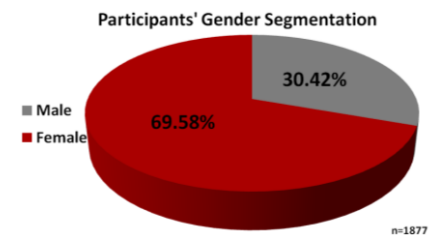
The HUJI participants arrive from Jerusalem and its surroundings.

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

### The AFA's Seniority

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

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





## COLLABORATION WITH THE WELFARE AUTHORITIES AND PARTICIPANTS' RECRUITMENT

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

The recruitment process is done in collaboration with the welfare authorities. The welfare authority is in charge of publicizing the AFA to its constituents and formulating the initial participants' list prior to the beginning of the academic year. Candidates' referral to the Program is done according to clear criteria of socio-economical background, social exclusion and a major distress. The candidates go through a sorting and approval procedure which includes a short personal interview designed to test their commitment and willingness to start an educational process. Acceptance to the AFA does not require any previous education or qualifications, but it does require long-term seriousness and commitment, high motivation and the will to study and progress. The candidates who pass the initial interview are requested to pay a one-time fee, called "seriousness fee", for an amount of 200NIS and to commit to study persistence. Upon paying, the candidates are informed that after missing four lessons they will be requested to leave the Program. A participant fulfilling all of the AFA's requirements can continue studying in the Program for as long as three years.

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

The social workers act as a support system to the instructing students by assisting them throughout the year as they have no treating background neither prior acquaintance with the AFA's target population in dealing with problems and requirements brought up by the participants. The social workers also participate in lessons at times. Their participation in the lessons contributes to the participants' motivation and their commitment and allows the caregivers to view their constituents in a different, more positive light, and in a different setting than in the labeling treatment environment. Previous years' experience has proven that the more the welfare authorities and the treating social workers are recruited to the Program and commit to its success, the more the participants are committed to it and therefore benefit. In cases where a close and intensive collaboration between the welfare authorities and the AFA's team was kept, the satisfaction, attendance and persistence rates were rising and the positive influence of the studies became obvious in other areas of life. Each welfare authority whose constituents are accepted as AFA's participants pays 250NIS per participant.



"I found out there's always something to learn, you just need to look around and search for it. The course has improved my life and changed my outlook on life for the better."

Etty, a Law Participant



"The most important thing I learned this year at "Access for All" is that it's never too late to learn something new and to chase after new and forgotten dreams. I met amazing and strong people who taught me about life and about myself."

Caroline, an Introduction to Business Participant



"I learned things for life; I met new people and learned how to get along with them. The program has made me look at the university in a different light. I started to be interested and to ask questions and realized it was important to express my opinions. I had a great time and got assistance to building a better future."

Merav, a Psychology Participant



## THE 2013-4 ACADEMIC YEAR

During the 2013-4 academic year 1877 have started their studies with the program and 1479 have finished the year in three universities in **four departments: law, medicine, psychology, and business**. Each department offered an introductory course aiming to provide the participants with useful and practical knowledge required for their lives. The courses took place during two semesters and each course was comprised of a total of 22 meetings of two academic hours. The courses' syllabi are created each year anew by the team of instructing students who examine the knowledge studied at the university and tailor it to the requirements, the characteristics and the interest areas of their participants. In addition, the participants are introduced to governmental systems and to private and governmental institutions and their operation. During the year each group embarks on an educational tour outside the university and meets with leading professionals in their relevant fields.

*Ziona, A H'UJI Business Participant summarizes her year:*

*"I can't forget the immense thrill and expectations from the first meeting. We felt a bit like small children who don't know what awaits them. Slowly we opened up, and on top of the study content we got here values like accepting the other; we heard different views and shared in yearning life's experience from each other.*

*We realized not only that knowledge is power, but values such as believing in yourself and the will to succeed are no less important than the practical learning; and that in our hands, and only in our hands, is the power to turn it into practice.*

*For the parents among us, we learned the meaning of our sages' proverb regarding living up to our principles - in order for us to lead our next generation toward higher education; we must first and foremost act as a role model for them."*



"At "Access for All" I learned a lot about myself. I gained great friends and teacher and an experience I will never forget. I learned to love and to believe in everything I am and in my own path. I gathered a lot of strength to continue and cope."

Rachel, an Introduction to Psychology Participant



"The program gave me a basic knowledge and also personal satisfaction because knowledge is power and studying makes you feel better. I learned to show more tolerance toward the other, to listen to myself and how to interpret the things that happen to me in my daily lives."

Ali, a Business Participant





## THE EDUCATIONAL MODEL

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

The chosen study fields: medicine, law, business and psychology and the subject matters covered within them comply with the AFA's educational ideology and its goals. The lessons' structure was formulated according to that philosophy - the knowledge transferred focuses on strengthening the learners and improving their ability to remove obstacles delaying them and to influence their lives. This is an essential and practical knowledge that alongside general knowledge is designed for enrichment and intellectual challenge. The participants receive tools that increase their will and capability to acquire further knowledge on their own - study skills; discussion capabilities; behavior in a group atmosphere; listening to others; accessing resources of information; introduction to different educational environments etc.

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

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



"I'm glad I have an amazing instructor who talks to us at eye level, with attention and patience. I especially love the people and the departure from routine."

Sima, an Introduction to Psychology Participant

*The instructing students teaching the Introduction to Business course, Adar, Efrat, Daniel & Tamer, have written to their participants:*

*"Our Monday evenings were times of warmth, of positive feelings and very strong internal sensations.*

*Throughout the year, we have gone through a process similar to yours. It begins with opening our minds, receiving and giving.*

*Soon thereafter, almost automatically, the heart opens, and we got to know charming, warm and loving people. We feel we were privileged to teach you and to study from you, to provide you with tools and to be inspired by you."*



## The Medical Department

The participants in the medical department study in the "Introduction to Medicine" course, dealing with clarifying basic term in various medicinal areas, and during which learn about the human body, its systems and their operation and also common diseases, their treatment and the medical research conducted in order to find cures to those diseases. The participants are introduced to the Israeli health system's infractructure, the health insurance basics and the patient's rights law. They also learn about preventive medicine, hygiene, proper nutrition and first aid. Throughout the year the participants visit different labs in the university's medical school and different medical institutions.

During the 2013-4 academic year, the "Introduction to Medicine" course was taught at TAU and BGU in four study groups. 443 participants have started the course and 377 have graduated (85%).

During the first semester the participants went on a tour of the medical school's labs. During the second semester they visited the pharmaceutical company Teva's factory and witnessed the pharmaceuticals' development process from beginning to end and received a broad description of the pharmaceutical world.

Throughout the year, the participants have met with guest lecturers from the medical field, among which were **Prof. Riad Agbaria**, the director of BGU's School of Pharmacy at the Faculty of Health Sciences and a representative at the health insurance committee, who talked about ethical issues of the health system; **Mrs. Sara Regev**, implants coordinator at Soroka hospital's implants center, who talked about organ donation and different aspects of the subject; **Dr. Ravid Doron** who talked about the influence of different addictions on the human brain; and **Ms. Ayelet Rozenfeld** who talked about healthy lifestyle and nutrition.

Volunteers from the Israeli Red Cross, "Magen David Adom", teach every year a lesson at the medical department in which the participants recive tools for dealing with medical emergencies. The BGU workshop is taught by volunteers from Kibbutz Be'eri as part of the Kibbutz's collaboration with the AFA.

The final ceremonies of the medical department were honored by the presence of: **Prof. Gabriel Schreiber**, the dean of BGU's Faculty of Health Sciences; **Dr. Dagan Schwartz**, head of BUG's Emergency Medicine Department; **Prof. Ilan Hammel**, senior faculty member at TAU's Faculty of Medicine; and **Mr. Amos Elad**, TAU's VP for Resource Development.



*Gadi, a participant at TAU's "Introduction to Medicine" course, tells:*

*"I got a unique opportunity to study about my body. In one of the lessons we were taken into the morgue and saw the internal organs we have in our body and understood what each of them was doing exactly. It was very interesting and important to know our body's structure and how its systems work."*





## The Law Department

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

During the 2013-4 academic year, the "Introduction to Law" course was taught at TAU and HUJI in three study groups. In two adults groups 221 participants have started the course and 191 have graduated (86%). In one youth group 106 participants have started the course and 63 have graduated (59%).

The participants conducted tours to the Supreme Court and the Knesset. During the Knesset tour the participants witnessed the Knesset's assembly as well as meetings of different Knesset committees. They met different ministers and MKs, among them **MK Meir Cohen**, Minister of Welfare and Social Services; **MK Yaacov Peri**, Minister of Science, Technology and Space; Deputy Minister of Education **MK Avi Vartzman**; and **MK Adi Koll**. During the Supreme Court tour they witnessed legal sittings and met with the honorable judge **Noam Solberg**.

Throughout the year the participants have met lecturers from the legal arena: HUJI's **Prof. Edud Guttel** talked about torts law; **Adv. Dafna Kelmer** talked about mediation and family in relation to alternatives to trials; and **Ms. Rivka Aharoni**, senior VP at Israel's Debt Collection Agency, talked about the execution office and the role of the agency. At the end of the lecture a participant approached Ms. Aharoni regarding her debt to the agency, following which the participant's debt was reduced from 300,000NIS to the debt's capital amount – few thousands.

At the end of the course, a staged trial took place both for the adults groups and the youth group, in which the participants acted as lawyers and presented their work in front of a panel of judges. As part of the preparation to the staged trial, the participants took on a legal case, were divided into a defence and prosecution groups, conducted brainstorming sessions within the groups regarding the content of their arguments and applied their legal judgment. On the day of the trial, the participants received barrister's gowns, climbed the podium and presented their arguments to the judges. This was undoubtedly a significant event that filled the participants with strength and confidence and proved to them they carry vast knowledge which they can easily apply.

The final ceremonies of the law department were honored by the presence of: **Prof. Ron Harris**, Dean of TAU's Law Faculty and the Vice Dean, **Prof. Yishai Blank**; and **Dr. Einat Albin** of HUJI's Law Faculty.



*Shulie, a participant at HUJI's "Introduction to Law" course, tells:*

*"Each lesson I learn new things about the legal world and suddenly things I've heard before but never understood become clear. I now understand how the legal system in Israel works. Thanks to the course I find myself thinking about different situations in my daily lives from a legal perspective."*





## The Psychology Department

Participants in the psychology department study in the "Introduction to Psychology" course, dealing with the question "What is psychology?" and demonstrating to the participants its major branches: social psychology, cognitive, behavioral and physiological. The course exposes the participants to both classical and modern theories and their ability to illuminate human behavior. Additionally, participants learn about the

practical aspects of psychology in different situations such as decision making, group dynamics and different conflict situations, as well as other subjects like psychopathology and mental disorders, sleeping and dreaming, comprehension and senses, conducting psychological research and more.

During the 2013-4 academic year, the "Introduction to Psychology" course was taught at TAU, BGU and HUJI. In four adults groups 454 participants have started the course and 389 have graduated (86%). In one youth group 97 participants have started the course and 69 have graduated (68%).

The psychology groups conducted tours designed around the different treatment methods. The participants experienced different treatment methods such as art therapy, movement therapy and meditation. It was a significant, educational, strengthening and enriching experience.

Throughout the year the participants met lecturers from the psychological arena, among them were: **Prof. Nachshon Meiran** from BGU's Department of Psychology who talked about attention deficit disorders; **Dr. Hezi Yosef**, the Kannot Youth Village Director who talked about freedom, boundaries and personal empowerment as tools for growth; and **Prof. Dorit Aram**, head of TAU's Department of School Counseling and Special Education who talked about the way parents mediate the world to their children.

As part of the program's collaboration with Kibbutz Be'eri, Kibbutz members who occupy different psychological roles taught professional workshops on relationships and parenthood to the adults groups. The youth groups participated in a self image workshop.

The final ceremonies of the psychology department were honored by the presence of: **Prof. Vered Vinitzky-Seroussi**, HUJI's Dean of the Faculty of Social Sciences; **Prof. Gary Diamond**, BGU's head of the Department of Psychology; and **Dr. Nurit Shnabel**, a senior faculty member at TAU's School of Psychological Sciences.



*Adi, the AFA's HUJI Branch Manager, talks about R. a participant who moved her deeply:*

*"R. grew up in an ultra orthodox home and has undergone severe physical and sexual abuse by her husband. She has five children with whom she left the house and went back to her parents' house.*

*She started the AFA quiet and embarrassed. During the first few lessons she immediately announced she won't be coming back. As time went by she felt the Program was doing her good; that her day at the Program was the day most waited for and her children were proudly saying that their mother finally goes to university. At the end of the year R. said that thanks to the AFA, and mostly following a lesson about psychological treatment, she decided to start treatment for sexual abuse victims.*



## The Business Department



The participants in the business department study in the "Introduction to Business" course, exposing to them the market's mechanism and the different components of the Israeli market. The course deals with subjects such as smart consumerism, dealing with banks, managing family budget and starting a small business and managing it wisely. The course offers the participants basic knowledge in economy, marketing, advertising and business entrepreneurship and offers guidance regarding the job market, looking for a job, writing a CV, managing a job interview etc.

During the 2013-4 academic year, the "Introduction to Business" course was taught at TAU, BGU and HUJI. In three adults groups 338 participants have started the course and 259 have graduated (78%). In one youth group 198 participants have started the course and 123 have graduated (62%).

The business groups' participants visited the Bank of Israel. During the tour they had a discussion with the bank's economists and visited the bank's visitors center. At the end of the tour each participant received a souvenir of 3000NIS worth of shredded bills.

The youth groups studying in the "Introduction to Business" course at TAU and BGU collaborate with the "Nekudat Mifne" program of the First International Bank of Israel (FIBI) together with the Matan-Investing in the Community NGO and the Ashalim Program. As part of this collaboration volunteers from FIBI have joined several lessons in each university and contributed from their professional knowledge to the youth. Therefore we asked to integrate the bank's volunteers into the HUJI adult group's activity as well. The volunteers were integrated into lessons about the capital market, the banks and the employment world. The volunteers' integration and their collaboration have proven to be an enriching and educational experience to all involved, and it appears that the youth derive extra value from those meetings.

Throughout the year the participants have met with lecturers from the business arena: **Mr. Hagai Binyamin**, head of the Pension Department at the Ministry of Finance; **Mr. Yossi Shavit** from the Bengis Center for Entrepreneurship at BGU's Business Management Department who gave a lecture about the first steps for opening a business; and **Mr. Roy Bick**, founder of the **mooveit** app who talked about business entrepreneurship. As part of the collaboration with Kibbutz Be'eri, the Kibbutz's accountants taught a lesson about workers' rights and shared with the participants the vast experience and knowledge they gathered throughout their working years. The marketing personnel from "Be'eri Printing" taught the youth a lesson about marketing a business – each team came up with an idea for a business and worked with graphic artists on creating a logo and a demo to present to the rest of the group. The final ceremonies of the psychology department were honored by the presence of: **Prof. Shmuel Ellis**, TAU's Chair of the Management Department; **Prof. Abraham Kluger**, HUJI's Head of the Undergraduate Business Administration Program; **Prof. Shai Danziger**, senior faculty member at TAU's Business School; and **Dr. Yotam Luria**, BGU's head of the School of Business Administration.



*Avi, a participant in TAU's "Introduction to Business" course, tells:*

*"I've owned a private business for the past few years. As part of the business course I got important advices regarding the management of income and expenditures in my business, my workers' pensions, and my rights as a business owner at the bank and more. The knowledge I gained was very useful for me this year for the development of my business."*





## The Youth Groups

The youth groups are "at-risk" youth, ages 15-18, referred to the AFA by youth advancement organizations, the youth Probation Service, schools for detached youth, warm houses for girls at risk and boarding schools. The participants arrive from families under financial distress, some attend regular environments (school or alternative environment) and some are considered detached and dropped-out youth. At the AFA, the youth are exposed to a heterogenic social environment in which they learn inter-personal skills, assisting them in the future when integrated into their personal stock of behaviors. The youth, arriving from different family backgrounds and different social environments, are exposed to each other during the Program, which allows them to learn to know themselves, their coping in different inter-personal situations and their grasp of the other. Throughout the different relationships formed the youth can develop social and inter-personal skills more vast and varied.

In order to generate a comprehensive influence and a more meaningful experience for the youth, the 2013-4 academic year was targeted by us for investigating the work we do with the youth while accentuating the training of the teams accompanying the youth. First on the list were the **youth coordinators** who went through special training that included a special seminar and a tour at the Branco Weiss high school in Lod, during which they met with the school's teachers and headmaster and delved into ways for dealing with at-risk youth. The other team members were the **youth instructing students** who went through a youth workshop which focused on dealing and instructing at-risk youth and on emphasizing the personal relationships with the young participants.

However, again this year the percentage of graduating youth participants stood on 63% (263 youth have graduated out of 418 participants). Despite the fact that this figure is considered pretty high for at-risk youth joining elective programs, it does signify for us a need to change and update the youth program. In order to do so, we began a consultation process with our accompanying welfare authorities – the Probation Service, youth advancements, our youth coordinators and instructing students at the present and in the past – and together we're creating the new AFA youth program which will begin at TAU and BGU by the upcoming academic year.

*Yossi, a participant at BGU's youth psychology group, tells:*  
"The instructors are probably people we'll remember our whole lives. They invest so much for us, and maybe we should take that as a lesson for life, a lesson that has nothing to do with the way our brains work, what symptoms are for schizophrenia etc. It's a lesson that means there are people who believe in us, and we should appreciate it."



In the photos: BGU's youth classes.  
On the right: Ido, a TAU youth instructing student and his participant David.





## END OF THE YEAR EVENTS

**A knowledge summary lesson:** each group went through a special lesson created by the instructing students' team in full collaboration with the participants. The lesson's goal was to summarize the theoretical and practical knowledge accumulated throughout the year alongside the creation of a sense of satisfaction and achievement looking backwards. The participants were divided into action teams and under the instructors' guidance created an event summarizing the studied materials. Each group chose the environment in which the event took place and the guidelines were: summarizing the content in an integrative fashion, implementing the knowledge and motivating to action.

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

**A summarizing booklet in an "academic yearbook" format:** each group produced a summarizing booklet which was distributed to the participants and guests at the final ceremony. In the booklet the participants summarized their AFA's study experience and the resources of knowledge they acquired, and chose the main points they would like to pass on and share with those not lucky enough to study at the AFA. The booklet was picture-rich and given to the participants as a souvenir for years to come.

**The graduation ceremony:** the academic year concluded in a festive and moving ceremony conducted for each group, emulating similar ceremonies conducted at the university upon graduation. Apart from the participants and the instructing teams, invited to the ceremonies are also the family members, community members, referring welfare authorities, different university representatives and other dignitaries. At the ceremony, the participants receive graduation certificates indicating they graduated from an AFA introductory course, signed by the relevant TAU faculty head and by Dr. Adi Koll. The event is considered an important high point in the process the

participants go through throughout the year, and for most of them this is the first time they ever graduate anything. The ceremonies represent the conclusion of the process, enabling them to share the achievement and experience with their relatives and friends.



## Special Visits

**The Mayor of Jerusalem, Mr. Nir Barkat**, has visited the AFA, accompanied by the municipality's director of Community Services Administration, Mrs. Bonnie Goldberg, and senior members of the welfare department and the mayor's office.

The mayor taught a lesson to the HUJI's AFA participants regarding business entrepreneurship. At the lesson he discussed the entrepreneur's path he walked in the past, both on the business and the municipal arenas. The participants were inspired by his lesson and thrilled by the occasion.

The HUJI's Director-General, Ms. Billy Shapira, has written following the lesson: "Thank you for your important work. The full (large) hall was impressive and indicative for the social thirst and the great ability to connect to it."

Following the lesson, the collaboration between the AFA and the Jerusalem municipality was expanded.

**The Mayor of Yeruham, Mr. Michael Bitton**, has visited the BGU AFA. The mayor has arrived at a lesson in which the instructing students demonstrated their study areas: Tanny, a medical lab student operated with the participants on a pig's heart; Eldar, an emergency medicine student has demonstrated a practice for entering an injured person into an ambulance; Rotem, a medical student conducted a routine checkup practice; and Michal, a pharmacy student concocted with her participants a toothpaste. Following the visit the mayor has declared that the AFA collaboration with the Yeruham municipality will be expanded and during the upcoming academic year we expect to double the number of our Yeruham participants. The mayor has also posted his impressions from the visit on his official Facebook page.

Also this year we had important visits from The Planning and Budgeting Committee of the Council for Higher Education; deans from several faculties at several universities; partners from the universities; the welfare authorities; contributors; and friends of the AFA.



מיכאל ביטון - העמוד הרשמי  
March 25

### Michael Bitton – Official Facebook Page

Yeruham at the university. In fact those are our guys, who were unlucky entering the university's gates thus far. As part of the "Access for All" Program, founded by MK Adi Koll and now lead by Mrs. Rotem Yadlin, for the first time 20 guys from Yeruham study every week medicine, psychology and more. In a unique atmosphere and real and equal opportunity for accessibility and academic exposure. Today they operate on an animal's heart and learn about the heart's anatomy and treatment. Thank s to Yaron Sheinman and Zion Regev from Gazit Globe for the opportunity and the assistance to Yeruham's groundbreaking social initiative at "Access for All". I witnessed sparks in the eyes and passion for learning as well as a forming experience for our participants.



Like · Comment · Share

70 10 3 Shares





## FEEDBACK AND EVALUATION

**Attendance and Persistence** – the AFA's participants are characterized by instability in their lives and thus inability to stick with educational or other programs. Therefore, the AFA's success is measured first and foremost by its ability to cause the participants to regularly attend class and continue their studies throughout the year. The AFA's team is following the participants' attendance and participation closely and provides the accompanying social workers with attendance reports after every lesson. Each participant is allowed to miss only four meetings throughout the academic year and even then they must inform their instructors in advance. The instructing students call every participant who misses a class and make sure he or she comes back. The department coordinators conduct personal conversations with participants who miss more than three meetings.

The 2013-4 academic year has opened with 1877 participants in 17 study groups, with **1479 graduating participants. The adult graduates' percentage was 85% and the youth was 63%.**

There are several reasons for dropping out of the AFA, among them are: health reasons; personal reasons; new occupations requiring them to work during the evening; lack of interest in the learning materials; inappropriate behavior in the AFA; not fulfilling their treatment terms; missing over four annual lessons; and more.

		Initial number of participants	Number of graduate	Graduates %
TAU	Psychology - Wednesday	113	99	88%
	Psychology - Tuesday	128	107	84%
	Medicine - Tuesday	124	106	85%
	Medicine - Monday	110	93	85%
	Law - Adults	113	100	88%
	Law - Youth	106	63	59%
	Business - Adults	116	100	86%
	Business - Youth	101	54	53%
	Total Youth	207	117	57%
	Total Adults	704	605	86%
	Total TAU	911	722	79%
BGU	Psychology - Adults	106	93	88%
	Psychology - Youth	114	77	68%
	Medicine – Adults Tuesday	112	92	82%
	Medicine – Adults Wednesday	100	86	86%
	Business - Adults	114	79	69%
	Business - Youth	97	69	71%
	Total Youth	211	146	69%
	Total Adults	432	350	81%
	Total BGU	643	496	77%
HUJI	Psychology (Women)	107	90	84%
	Business	108	80	74%
	Law	108	91	84%
	Total HUJI	323	261	81%
Total	Total Youth	418	263	63%
	Total Adults	1459	1216	83%
	Total	1877	1479	79%





## Internal Evaluation – Participants' Feedback

We insist on testing the participants' level of studies and the contribution they attribute to the AFA in their lives through feedback questionnaires conducted twice a year. These questionnaires aim to test the participants' level of interest in the study materials and the instruction level and interaction with their instructors. Following are the results of the quantitative questions asked in the feedback questionnaire given to all participants at the end of the first half of the year (on a scale of 1-7, with 1 being "not at all", and 7 "very much so"). The questionnaire was answered by 1376 participants (74% of the graduates).

QUESTION	AVG.
How satisfied are you with each of the following aspects of the program you've been	
General satisfaction	6.4
Food and drink	5.7
Transportation to the university	6.1
The field you've been studying this year	6.5
The location	6.5
How clear and comprehensible is the instructor?	6.8
How satisfied are you with the way the instructor has been treating you?	6.8
How pleasant the class and group atmosphere is?	6.4
How comfortable do you feel to participate and share in class?	6.4
Do you find the lessons interesting?	6.4
Do you feel that you learn new things in the course?	6.3
How useful are the things you learned in the course?	6.1
How beneficial is participating in the course for its participants?	6.3
Would you like to continue studying in the AFA for another year?	6.6

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

Dr. Bilha Noy, who used to manage the Advisory Psychological Service at the Ministry of Education, responsible for advancing, preventing and treating the different aspects of mental health in the education system, has been researching the AFA for the second year now. The research focuses on the AFA's unique educational concept and its influence over its participants. The research is accompanied by an assistant student who's an AFA graduate. 25 participants have been interviewed for the research so far. Nowadays 25 instructing students are beginning their research interviews.

*From the research interviews – David, a third year participant, summarizes his AFA experience:*

*"I'm now a third year participant at the AFA, and the university has taught me many things, mostly how to live my life right. I learned how to cope, how not to be embarrassed to ask for help, how to ask for forgiveness when forgiveness is due, how not to react too fast and to think where I came from, maybe I could have done something differently?*

*When we studied law we went on a tour at the Supreme Court. We entered the court of a judge that was once my judge on a case and today I stand in front of him and we speak to each other like two normal people. This time I didn't have to enter the room through the basement, accompanied by the prison service. The university has opened my eyes and gave me tools to learn and to cope. Today I get up in the morning happy that I don't do drugs anymore."*



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

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



**The "Next Step" Opening Conference** took place at the end of the academic year's first semester. Its goal was to encourage some thinking regarding the moment after the AFA. The TAU's conference included an inspirational lecture about "success's dependence on hard work" taught by **Chef Haim Cohen**. At BGU **Mrs. Rina Fainstein** gave a lecture about positive psychology. Also presented at the conference were the "Next Step" workshops offered for continuing AFA participants.

**"Empowerment and Capability" Workshop for 2<sup>nd</sup> year Participants:** At TAU, a four-meeting workshop was conducted about **"empowerment and capability"**. The workshop's goal was to continue to leverage the participants' development process, to provide them with a sense of capability and practical tools for proper handling of their daily lives. At BGU, a seminar on behalf of Kibbutz Be'eri was conducted, dealing with the power of insistence. As part of the seminar the participants took part in two workshops: a "patterns of thinking" workshop that dealt with the way our patterns of thinking affect the way we act; and a "time planning" workshop which provided tools for forward planning in order to fulfill goals.

*A participant at TAU's "Empowerment and Capability" workshop: "Following the workshop I feel I can fulfill any achievement if I only wish to."*

*A participant at BGU's "Personal Vision and Motivation for Action" workshop: "I got from the workshop plenty of self confidence and tools to begin the career change I've been planning to do for a long time."*

**"Personal Vision and Motivation for Action" Workshop for 3<sup>rd</sup> year participants:** This workshop's goal was to encourage motivation for action and taking active steps by the AFA's 3<sup>rd</sup> year participants toward fulfillment of personal vision alongside an investigation process and accompaniment. The workshops, which took place at TAU and BGU, included content regarding critical investigation of the participants' lives and setting goals based on that investigation. In addition to the workshop's content which included practical tools for fulfilling goals, an individual accompaniment of each participant was conducted in order to assist them to create an action plan that will get them closer to fulfilling their goals. After four meetings, a unique meeting took place designed to motivate the workshop's





participants into action down their independent roads. At that meeting the participants received a catalog rich with specially tailored offers in the areas of education, employment and enrichment in order to enable them to examine with greater vigor the options they are facing.

**Acquiring Basic Study Skills – The Summer Courses – 250 participants** attend the three universities during the summer and take summer courses in order to acquire basic skills in the areas of Hebrew, English, computers, mathematics and positive psychology. Adult participants who graduated one or more years at the AFA are invited to take part in these courses in order to provide them with basic skills and to utilize the summer months and the empty university classrooms to continue and educate those who are interested.

**The BGU "Next Step" department works in collaboration with Kibbutz Be'eri:** Professionals from Kibbutz Be'eri volunteer to teach the BGU summer courses in Hebrew, English, computers and mathematics. Because of the tense security situation in the south, this year's courses were significantly shortened. We stand by the members of Kibbutz Be'eri who accompany us with great consideration and devotion for many years.

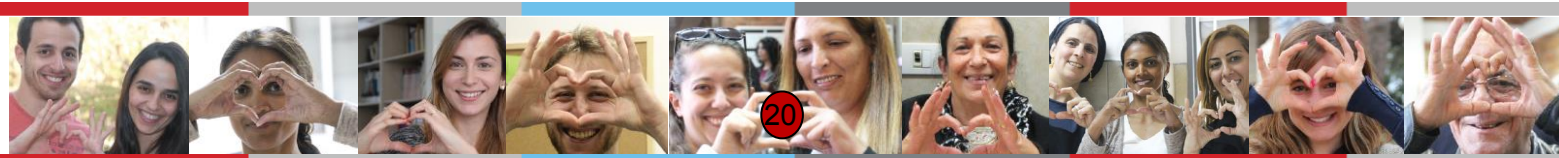
At TAU and HUJI the English courses are taught by the **Wall Street** Company and the computers course is given by the **"Machshava Tova"** NGO.

At HUJI, wishing to allow the AFA's instructing students to continue to be socially involved, **the mathematics course** is taught by **Ohad Golan**, an AFA graduate instructing student and a coordinator. **The positive psychology** course is taught by **Yehudit Katz**, an AFA graduate instructing student and a future coordinator. The positive psychology workshop deals with a practical implementation of the positive psychology. The workshop's goal is to strengthen the participants' personal strength points and to use feasible conclusions from the field for the participants' advancement and personal development.

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

During the second semester, besides with the regular lessons and the ongoing individual accompaniment, the participants visited the Hazerim Air Force Base. The tour began at the "Desert Birds" squadron where the participants met with

the squadron commander; spoke with a pilot who explained about the squadron's routine and emergency responsibilities; visited the helicopters' landing pad; and even went into a Black Hawk helicopter. Later the participants joined a panel with soldiers carrying different positions at the base, arranged especially for them in order to expose them to the different options facing them upon their future IDF service. The tour has increased the participants' motivation to enlist into an IDF service, which for some of them was considered an obligation they did not wish to fulfill. The summarizing meeting dealt with setting life goals, as part of which an emotional farewell was conducted between the group and the AFA instructors.





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

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



**The Preparatory Course for AFA's Participants accepted for BA Studies**

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

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

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

During the upcoming academic year, **16 of the AFA's graduates** will start their academic studies: 10 participants at Ariel University, 5 at BGU and one at the Academic College of Tel Aviv-Yafo.



## The Instructing Students

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

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

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

The instructing students are required to exhibit high commitment and to invest emotional resources as well as plenty of time in the Program. The students are committed to three meetings per week throughout the whole year. The first is the **academic course** designed to train and prepare them for their instruction roles and deals with gaps in Israeli society, educational philosophies and examination, establishment and strengthening of social commitment; the second is the **team meeting** with the department coordinator in which the lessons preparation is done; and the third is the **weekly lesson** with the AFA's participants.

For their participation in the academic course and for their actual instruction, the instructing students receive **academic credits** (4-8 credits in accordance with their department's regulations), based on the perception that academic education should encourage, initiate and advance students' social involvement, alongside the democratization and the increased accessibility of the academic knowledge. Students exempt from accumulating general credits for their degree (like the medical students) receive a scholarship of 7,000NIS for their AFA participation.

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



"An amazing experience, fulfilling, allowing and above all - instructing. I think that here I've been studying the most important lesson I've studied in the university so far."

Or, a Business Instructing Student



"The world is divided into two – before and after the AFA. It's a once in a lifetime opportunity to break through barriers and prejudice, to stop talking to the notebooks and start talking to people. It's a transition from a race for grade into a landmark in people's lives."

Guy, a Law Instructing Student



"I get from the program not only a unique experience, but also the knowledge that thanks to the meeting with my participants I become a better MD."

Zofnat, a Medicine Instructing Student





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

During the first month of the academic year the instructing students have gone through a six-week **training period**, only after which they started their instructing jobs. This period was designed to prepare the students in the best possible way toward their first meeting with the participants and it included **introduction to the education model upon which the AFA was built**. The instructing students have formulated, with the coordinators' team assistance, the annual curriculum and learned how to create lesson outlines and tailor them to the requirements, interests and the capabilities of their participants. In addition, they underwent training workshops and practical tryouts, as well as **introduction to the target population** – including guidance meetings with the accompanying social workers, meetings with AFA's graduating participants and students; and an introductory meeting with their actual participants. Additionally, the instructing students went on several tours for introduction to the population. The TAU instructing students visited a locked juvenile institution - "Mitspe Yam" in Herzliya, a protected juvenile facility consisting of juvenile delinquents sent there by a court order; to the rehabilitation ward of the Hasharon Prison; and to the rehabilitation ward of the Maasiyahu Prison in Ramla. The BGU instructing students visited the "Wind in the Desert" village, consisting of two wards – detention alternative for youth and drugs, alcohol and gambling addiction treatment village. The HUJI instructing students visited the "Retorno" rehabilitation center in Beit Shemesh. During the tours the students taught several classes in their different fields in order to practice their instructional skills and to examine the lessons' outline which they formulated before meeting with their participants' groups.

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



"One of the great things of "Access for All" is the relationship with the people, the participants, who are simply good people of this world. I feel lucky I've had the opportunity to meet and get to know them."

Ben, an Introduction to Psychology



"Access for All" is the most meaningful experience I've had in the university! I met special people who long to know and become a part. The 'Access for All' operation is satisfactory and each moment I learn new things."

Mira, an Introduction to Business Instructing Student



"Access for All" is the most amazing activity I was ever involved in!"

Shachar, an Introduction to Psychology Instructing Student





As part of this phase, the instructing students have met with **the AFA founder, MK Dr. Adi Koll**, who stimulated their thinking about the concept of meaningful citizenship. Adi talked about different social initiatives she initiated, among which was the AFA; about the motivation and hardships of social entrepreneurship; and the need to continue and act toward social change at the Knesset. The meeting was inspirational.



### The Instructing Students' Educational Philosophy

Throughout the year the instructing students write two papers. The first paper is written half way through the academic year and after the examination of the educational philosophy of John Dewey, Martin Buber and Paolo Freire. **The students are requested to write their own personal educational philosophy.** Thus, for instance, was written by Yehudit, a HUJI psychology instructing student, as part of her personal educational philosophy:

*"My goal is to provide my pupils an experience of successful learning, a better experience than that of the Israeli education system as I see it today. To me, a learning experience includes experiential content, thought stimulation, participation and active experimentation, and mostly criticism and self-expression. I want my pupils to learn how to doubt, to ask and to think and not only swallow a whole bunch of materials like a parrot. I want to inspire creativity, different thinking, outside the box. An additional goal is for them to manage to use what they learn, especially from the field of psychology, which is relevant to almost everything we do, to their own lives and the lives of those around them. Feelings of respect among the study group are very important to me, especially in such a diverse group. I want them to understand that they have so much to learn, mostly from each other."*

By the end of the year each instructing student writes a personal paper including a retrospective view of his or her work with the participants while analyzing and examining the events and the processes they underwent throughout the year. The students combine the theoretical knowledge they acquired throughout the year in the paper. A segment from Gilly's final paper, a BGU business instructing student:

*"I have been involved with instruction throughout most of my adult life, and all of the environments in which I instructed could not have prepared me for the challenge I was facing - to teach business lessons to adult participants, among which were some who already owned businesses, some were managing large families within budgetary limits and overall have their share of life experience I haven't even dreamt of. The AFA is a program that essentially develops the individuals who take part in it - the instructing students and the participants. The actual dealing with populations with different background than what I've known throughout my life has provided me with the opportunity to examine whether I was able to accept the other without the influence of prior concerns or prejudices forced upon us throughout our lives. We would all like to believe we're open minded people who accept the others who are different from us but in reality, prior to my AFA participation, I didn't get to be exposed to people with different backgrounds than mine too often. My entire life I participated in activities among my community, where I was in touch with people quite similar as far as their socio-economical background, their political views, their culture etc. I was glad for the opportunity to break through the barriers of my rather narrow world and to meet people from different backgrounds, different life circumstances. I think that at the beginning of the Program there's more emphasis on the different and as you become closer throughout the year you see how*



*similar we all are and how the wish to learn from one another becomes stronger. I felt that my participants accepted me despite the fact that I come from a completely different background - a young student who grew up in Herzliya, who never had really serious concerns beyond the superficial issues an adolescent girl is troubled with. I felt they appreciated me and what I can teach them and this created an atmosphere of mutual acceptance that I intend to carry with me for the rest of my life.*

*The thing that was most clear to me personally as a result of my AFA participation was the realization I have the ability, as an individual, to bring about a change in other people's lives. As human beings we tend to feel we're very small and have no individual ability to contribute much to society. Throughout the lessons I realized that I have a responsibility to act for society and that my contribution to the community and the country does not end with my IDF service. The realization that through the weekly meetings with my participants I was contributing to their empowerment was a major realization which altered my conception. Through the discussions with my participants I realized how meaningful the AFA was for them and how much it contributed to their personal lives. I think that it's insane that in our society, through such a short meeting you can generate such deep influence - and that's the power of the AFA. Participating in that Program has exposed me to the fourth sector which I wasn't familiar with at all thus far, and at the moment I'm considering whether to continue developing through an occupation related to that area."*

A segment from Lital's final paper, a TAU law instructing student:

*"Shimon has invited me to his hostel at Kibbutz Glil Yam. He was so excited, that he called me every day that week and twice that morning, to make sure I was actually coming. And of course I did. Shimon met me after a shower, a shave and all formally dressed - his excitement was obvious. He first took me to meet the hostel's manager and his personal tutor and has introduced me to them with great pride. Then he took me to see his room and meet his girlfriend and friends. Apparently Shimon was living in an "advanced" apartment, for those who cook and clean for themselves, actually the most independent ones. At the end of the tour we sat for a chat in which he told me about his childhood, about his disease outbreak, his first forced hospitalization, the pills he started to take afterwards and their side effects. He was so exposed, honest and genuine while telling me how hard it was to be forced into hospitalization at the age of 22, to get out of the hospital and hear from your close friends that they are getting married or bring children into the world while all he was ever asked was: "so how are the pills? Working?" He spoke a lot about why you mustn't compare yourself to others, how important the family is, and how thankful you should be for each day you wake up healthy. Yes, healthy. That's what he considers himself to be.*

*I set there, delighted by this guy's strength. The same guy I've considered different, strange and miserable thus far. Clearly my point of view indicated ignorance, perhaps even arrogance, by a girl who never met anyone dealing with mental illness beforehand. He told me about the long acceptance process he went through, about his life which is filled with interest and wellness, about how fun it is for him to leave for a long and tiresome work day, and about his wins as part of the soccer team he plays in and about his friends. Then it finally dawned on me. Shimon is just like me, like all of us. He became sick and got treated with medicine that damaged his cognitive capabilities, but he's not strange or weird or unaware. On the contrary, he is much more aware than many other people."*





## Instructing Students' Evaluation

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

Questions	AVG. RESPONSES
<b>How much did the AFA contribute to your participants in each of the following:</b>	
Ability to engage in a discussion	3.6
Ability to work in a team	3.5
Opportunity for self-expression	4.2
Sense of self-capability	4.4
Wish to continue studying in the AFA or elsewhere	4.5
<b>How much did the AFA contribute to you in each of the following:</b>	
Introduction to different populations, realizing their unique problems and needs	4.3
Deeper understanding of the academic study materials	3.3
Development of instructional capabilities, message conveyance skills and public speaking	4.3
Team work and collaboration	4.3
Forming and strengthening positions and social commitment	4.2

## Instructing Students' Recruitment Campaign for the Upcoming Academic year

**500 students** have applied to become AFA instructing students this year: 185 students at TAU, 145 at BGU, 138 at HUJI and 38 at the University of Haifa, in which the AFA will first start next year. From the amount of students submitting their CV it's evident that the AFA is considered a desired and in demand Program among the students in the universities in which it operates. This also allows our team to choose for the AFA only one of each five students who applied.

Toward the end of the academic year, the AFA team conducts a campaign for the recruitment of instructing students for the upcoming year. The campaign was conducted this year in four universities simultaneously, also including Haifa, in which the AFA will open next year. The recruitment campaign was based on the new AFA design concept and was the same in each university out of our wish to raise the familiarity with the AFA. The campaign included hanging posters around the campuses, handing out brochures about the Program, setting informational booths, sending emails with widespread distribution and conducting explanatory meetings. The current instructing students went into classes and talked about the AFA, advertised the Program using their private social media as well as their faculties' social media, arrived at the informational booths in order to answer questions from potential candidates, answered consultation calls from those still in doubt and more. The explanatory meetings in each university drew large crowds who were introduced to existing instructing students and also to participants who generated much enthusiasm and emotions with their warm words about the AFA.



The sorting process included personal interviews and group dynamics, after which 84 instructing students were chosen for the upcoming academic year: 28 at TAU, 20 at BGU, 14 at HUJI and 12 at Haifa.

As a response to the recruitment campaign, different faculty members as well as university administration personnel expressed their support for the AFA, showed great interest and offered their assistance.



**The AFA's Operational Team and Instructing Students during the Passover Trip**



"Taking part in this program leads to creating a real chane in other people's lives and to developing deep relationship with amazing people I wouldn't have met otherwise."

Alex, a Psychology Instructing Student



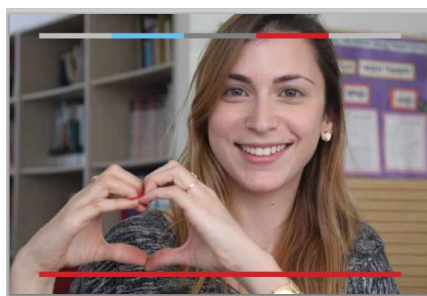
"Beyond the academic credits you receive at the program, you receive mostly the right – to know, to learn, to understand, to meet, to be exposed to a world a bit different from yours, and to completely fall in love with it."

Amit, a Psychology Instructing Student



"To be an "Access for All" instructor is not only to instruct. It's the ability to enable the participants to open their hearts to you and to let them enter deep into your own."

Noy, a Law Instructing Student



"Access for All" for me is an opportunity to give and to receive, to teach and to study. It's doing something truly meaningful and receiving a great sense of satisfaction."

Yael, an Introduction to Psychology Instructing Student



"Access for All" for me is a chance to make my academic degree meaningful for me and for others."

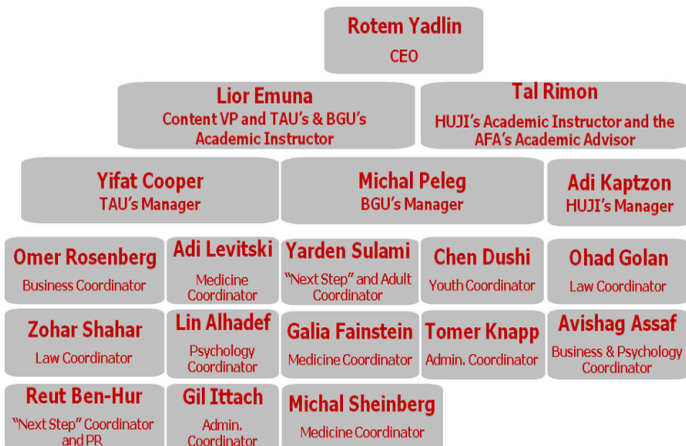
Dana, an Introduction to Business Instructing Student





## THE OPERATIONAL TEAM

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



## ADVISORY BOARD

The AFA's advisory board was established to accompany the Program's management. The board consists of representatives of the universities in which the AFA operates and AFA partners from the philanthropy and volunteering areas, as well as people who have been accompanying the AFA for a long time. Today's advisory board is comprised of: **MK Dr. Adi Koll**, the AFA's founder; **Dr. Ami Buganim**, PhD., one of the founders of the Mandel Leadership Institute, a consultant for Matanel Foundation, who's the AFA's major partner and investor; **Mr. Doron Livnat**, the owner and chairman of the ProDelta international group of companies from the Netherlands, a social entrepreneur who contributes mainly to education and at-risk youth as well as to long term infrastructure plans; **Prof. Ariel Porat**, who acted as the TAU's Law Faculty's Dean and was the first to open the university's doors to the AFA; **Mr. Ehud Or**, TAU's Vice President for Strategic Planning and Marketing, a member of the AFA's former executive council; Adv. Ariella Lahav, a member of the AFA's former executive council; and **Mr. Harel Yizhaki**, a Kibbutz Be'eri member, CEO of "Be'eri Printing" between 2005 and 2012 who leads the collaboration between the Kibbutz and the AFA at BGU. The advisory board has met three times throughout the year.



**Or, a TAU Business Instructing Student Teaching her Class**

