

ACCESS FOR ALL ACADEMIC YEAR 2016-2017

END OF THE ACADEMIC YEAR



Founder of the Program – Dr. Adi Koll

Another activity year has ended. Seemingly a trivial matter. Same buses, same sandwiches (of course not) and the same classes. In fact nothing is taken for granted in the unique endeavor that is the “Access for All” program.

Every year hundreds and thousands of participants choose to take time off from their everyday duties in order to expand their world and realize their basic right to learn. Tens of students choose to invest time to enrich and deepen their learning experience and to share the knowledge and tools they acquire with others. And together they choose to continue to do this week after week.

To make this happen, every year a talented and skilled team must create a new and varied educational world for the participants and the instructing-students. This year it included tours and guest lectures, classes in the community and “Next Step” classes, leadership workshops and private lessons, summer classes, studies toward an academic degree, and much more. This is why, as you can read in this report, there is nothing ‘routine’ at the AFA, and this is not just ‘one more year’.

On behalf of the Advisory Board and myself I happily applaud a year of inspiring undertakings and endeavors and to thank the CEO Tzach Ekshtein and the AFA staff for their leadership and guidance. I would also like to express our gratitude to the wonderful donors and partners that accompany our programs, many of them for many years, and that thanks to their unequivocal support we can all continue to choose.

Thanks to everyone for (another) successful year and continued shared work,

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

Adi



Head of the Program – Tzach Ekshtein

Dear Partners,

The AFA Program invites those entering its gates to a unique journey of learning and development. Why a journey? Owing to its three unique characteristics: commitment, hardships and a process that is both external and internal. A journey is not a trip solely for enjoyment. Learning is undertaken for the more exalted purpose of personal and social empowerment. A journey will always be difficult at the outset, certainly attending the first class with the accompanying apprehensions. Yet with every additional step and effort the determination of the participants and the class as a whole grow stronger, as those on the path learn to enjoy the journey, together, aware of the opportunity they have been granted. A journey will always entail difficulty over time, difficulty that is a challenge, and every program participant carries a unique challenge in his or her heart. This is why there are no worthy achievements without worthy challenges, and why because of personal and group hardships, every external journey also becomes an internal journey. The external journey is taken with friends and partners in class and to the road, and it unites and gives hope. This is always accompanied by an internal journey through which each of us becomes better, more worthy, for ourselves and for those most dear to us. Becoming a source of inspiration.

Thus, over the past year we made possible thousands of journeys, of both participants and instructing-students within and outside the halls of academia. Those on this journey often differ widely. Differ in culture, language, age and numerous other characteristics. Yet they all share the belief in the individual's ability to continue to develop, regardless of his or her life circumstances. The thousands of journeys have merged into one journey in which we all share the privilege to take part. This is the soul and spirit of the AFA.

I would like to thank our many partners: donors to the program as well as the Ministry of Social Affairs and Social Services and the Ministry of Health, the Planning and Budgeting Committee of the Council for Higher Education and local government. To express gratitude and appreciation to the Advisory Board and to Dr. Adi Koll, the founder of the Program, for their leadership and investment. To the amazing program staff transforming a vision and goals into results and impacts, and of course to the instructing-students with the invaluable gleam in their eyes, and to the participants who give us their trust and stride with us on this journey of learning and development. The road ahead is long and lengthy, and we will continue to travel it together.

Yours, Tzach

Access for All acts to promote an egalitarian society enabling self-realization and community significance for every person by creating a meeting between the university and the weaker populations

(Program Vision)

The Access for All program is an innovative program in which Israeli universities open their door to disempowered populations and enables them to acquire vital and practical education in an academic environment. The program model is unique in the world of adult education for weaker populations.

Broad national deployment
in **4 universities**



2408

participants
in 4 annual courses



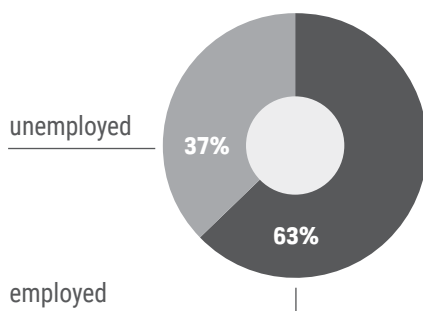
Law
Medicine
Psychology
Business
administration

90

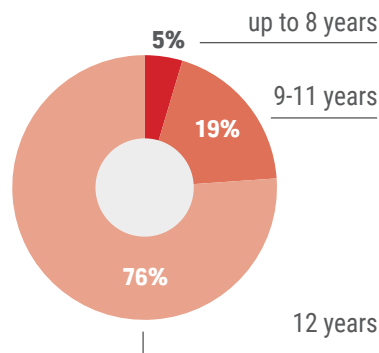
BA graduate
Instructing-students



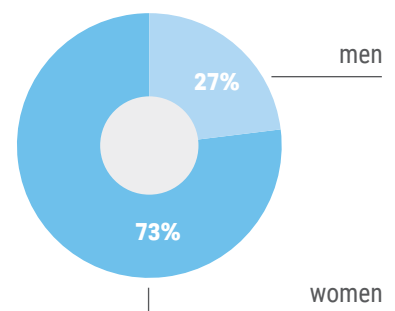
Employment



Breakdown of years of schooling

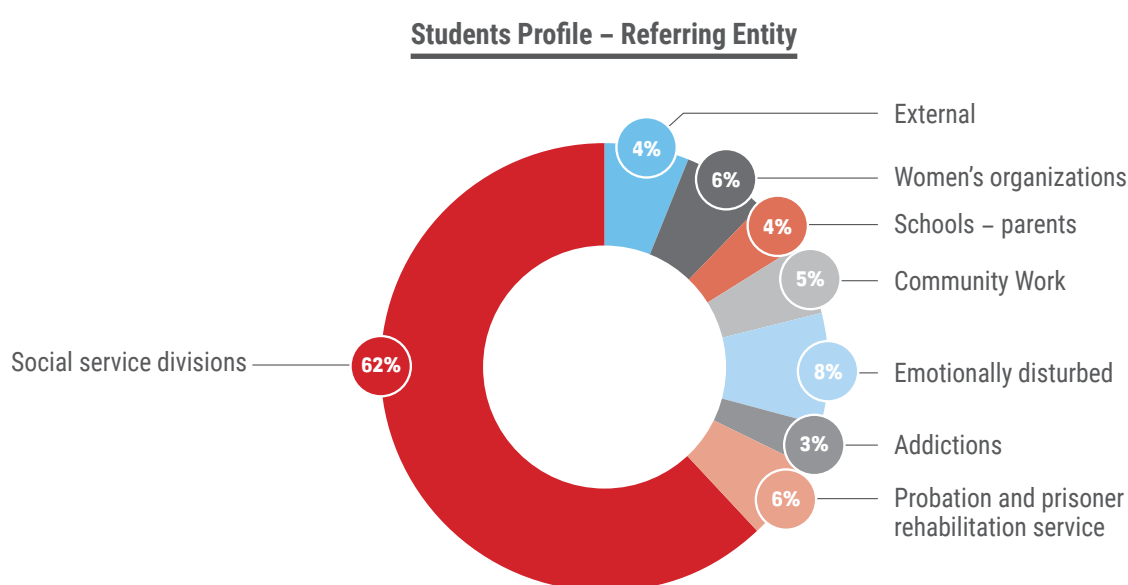


Gender



Average Age – 44

The purpose of the program is to bridge social gaps and to enable equal opportunity by means of narrowing the gaps in knowledge and education, by providing the participants in the program with practical basic knowledge, with the aim of enabling them to cope better with daily life, and providing them with a means of expanding their range of possible activities. More importantly, the program aims to enhance the students' personal abilities, to develop their curiosity, to restore to them their lost joy of learning, to give them the desire and the tools to continue learning and developing, and to become significant citizens who take responsibility for their lives and operate from an awareness and consideration for themselves, for their family and their environment. Studies in the program constitute a significant meeting point between the students and the experience of academic learning, for students and staff members – depending on their fields of occupation and perception of the world – thus creating a dialog between sections of the population who rarely come together in Israel. This meeting enhances and enriches the students and contributes to their education and training, and the social commitment of the instructing-students.

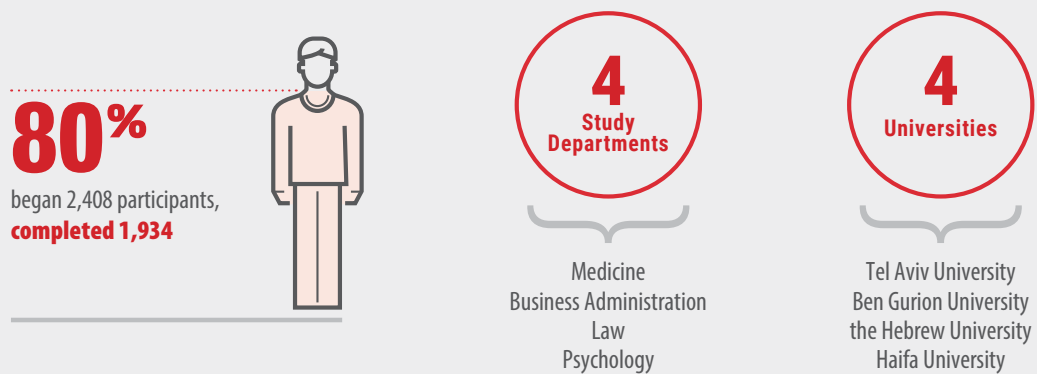


Instructing-students. Concurrently with their instruction work, the instructing-students who give the introduction courses take an annual academic course, the purpose of which is to train and prepare them for teaching. The course deals with the gaps in Israeli society in general and in education in particular, and the examination, formulation and reinforcement of social commitment. Participation in the academic course, as well as the practical teaching work, confers on the students-instructors academic credit points, as part of the concept holding that academic education should encourage, initiate and promote students' social involvement alongside democratization and accessibility of the academic knowledge.

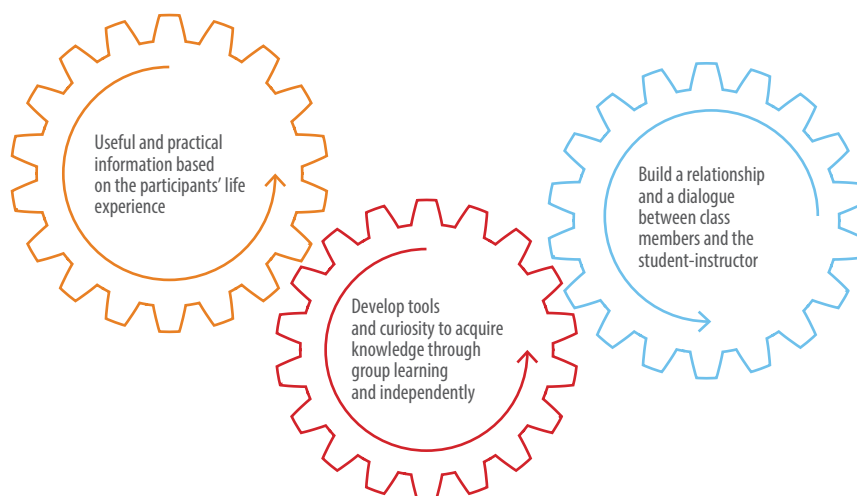
The program's activity model enables social use and leverage of the knowledge accumulated by academe, of its enormous human resources – the students and staff, and the physical infrastructure of the institutions – the classrooms, in the evenings, when their "standard" academic activity comes to an end. In order to ensure the removal of obstacles when the students come to the program, they are brought to the university by organized transport, and upon their arrival they receive a sandwich and a drink. The uniqueness of this model of activity is not only the success of making education accessible to all parts of the public, but also that it is based on a "lean" cost structure, that leads to a high social yield vis-à-vis the required budgetary investment.

Continuity in the "Access for All" Program The participants in the program have the option of continuing to study for an additional year in another study framework. The percentage of participants who graduated to the second year in the program is about 64%, and the percentage of participants who went on to the third year in the program is about 82%. From among the program's adult students – 471 (20%) participants are in the third year, 648 (27%) participants in the second year and about 1,269 (53%) participants are in the first year of the program.

SUMMARY OF THE ACADEMIC YEAR – 2016–2017



The courses were conducted over two semesters, with every course comprised of 22 two academic hour classes. Course contents were restructured, as they are every year, by the instructing-student team that examined the knowledge studied at the university and adapted it to the participants' needs, characteristics and areas of interest. Participants were also acquainted with government mechanisms as well as government agencies and private entities and their operation. During the year every group of participants also conducted a study tour outside the university and met with leading professionals in the field of study.



The Educational Model - Knowledge Alongside a Meeting Point

The AFA program operates according to a unique educational model especially developed for the program participants that takes into consideration their areas of interest and needs. The goal is to provide practical knowledge that is useful for their daily life alongside enriching and intellectually challenging general knowledge. Another goal is to bring back the participants' curiosity and joy of learning and encourage them to develop by experiencing and acquiring skills and tools that will increase their desire and ability to gain additional knowledge on their own, among them: learning skills, discussion norms, conducting oneself in a group setting, listening to others, access to information databases and acquaintance with various learning frameworks. Classes are based on the participants' personal experience and topics that they find thought-provoking and call them to take action. Thus, program participants are required to actively participate in the learning process, and together with the instructing-students create a learning-thinking-creating community.

PSYCHOLOGY DEPARTMENT



In the picture:

Participants of the Introduction to Psychology course at Haifa University during a tour at the Hiram Rehabilitation Center at Kibbutz Harduf.



79%

833 participants studied
660 completed (79%)



Selected topics from the curriculum:

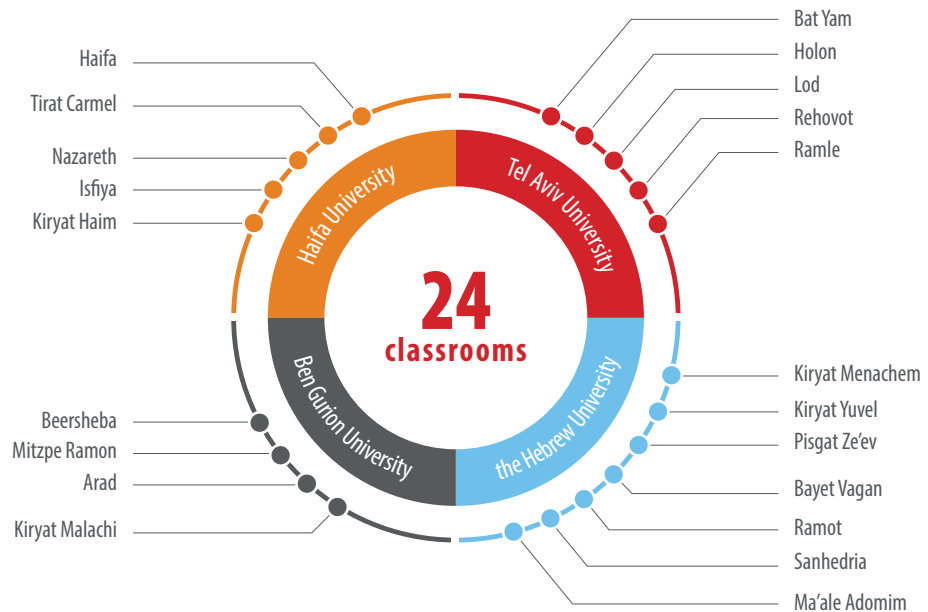
- Social psychology
- Cognitive psychology
- Behavioral psychology
- Physiological psychology
- Decision making
- Psychopathology and mental disorders
- Sleep and dreaming
- Perception and the senses
- Conducting research in psychology
- Gender and sexual orientation
- Child development
- Parenting styles
- Addictions
- Dealing with stress
- Body language
- Romantic relationships

Activity in a class
at Ben Gurion University



Noa, an instructing-student in the Introduction to Psychology course at Ben Gurion University:

At some stage it was no longer you and us, the separation between participants and instructors disappeared. Little by little we got to know each other better, and together experienced a wonderful process. Every class was full of humor and fun. From week to week our progress as a group was evident, a group with cross-pollination, without judgement, in which every opinion and position has a place. A group that gives you strength, that has your back, that you can lean on.



From the certificate award ceremony for participants of the Introduction to Psychology course at Tel Aviv University.

During the year the participants met with **lecturers** from the field of psychology who shared information from their area of expertise. The participants learned about the newest developments in autism, treating anxiety, adolescence, interpersonal relationships and face blindness (prosopagnosia).

As part of the curriculum the psychology groups from Ben Gurion University conducted **tours** at the Geha Mental Health Center, the Kibbutz College of Teaching, Technology and the Arts, and at the REGESH Treatment & Care Center in Beit Dagan. The Center offers subsidized para-medical treatment services for children with special needs and emotional problems as well as complex learning disorders. Participants in courses at Haifa University conducted a study tour at the Hiram Rehabilitation Center at Kibbutz Harduf that serves persons coping with emotional crises and combines treatment and art in the spirit of the anthroposophical treatment approach. Participants of the courses at Tel Aviv University visited the Sports Rehabilitation Center for the disabled in Rishon LeZion and heard from Mr. Yoav Assa about the accident that changed his life and about overcoming obstacles. Another group conducted a tour at the Ashdod Art Museum where they participated in an arts therapy workshop. Participants from the Hebrew University participated in a psychodrama workshop that exposed them to unique techniques for expressing emotions and sharing experiences.



Yosef, a third-year student,
at the graduation ceremony of the Introduction to Psychology course
at Tel Aviv University:

"It is difficult to describe in words this past year. Nonetheless, if we try we will probably think of Freud, defense mechanisms, sleep, developmental stages, types of parenting, first impressions, decision making, learning, the brain, and more and more. These are only some of the topics from the world of psychology we touched upon during the year. However far beyond the psychological aspect, we experienced so many things that are simply difficult to explain in words. The rolling laughter in the classroom that can only happen on Tuesday evening, that interesting story told by a friend during the break, and some kind of feeling of home and family that accompanied us in each and every class"

MEDICINE DEPARTMENT



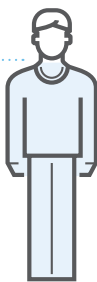
In the picture:

Participants of the Introduction to Medicine course at Ben Gurion University on a tour of the Magen David Adom medical emergency station in Holon.



80%

414 participated
and 331 completed



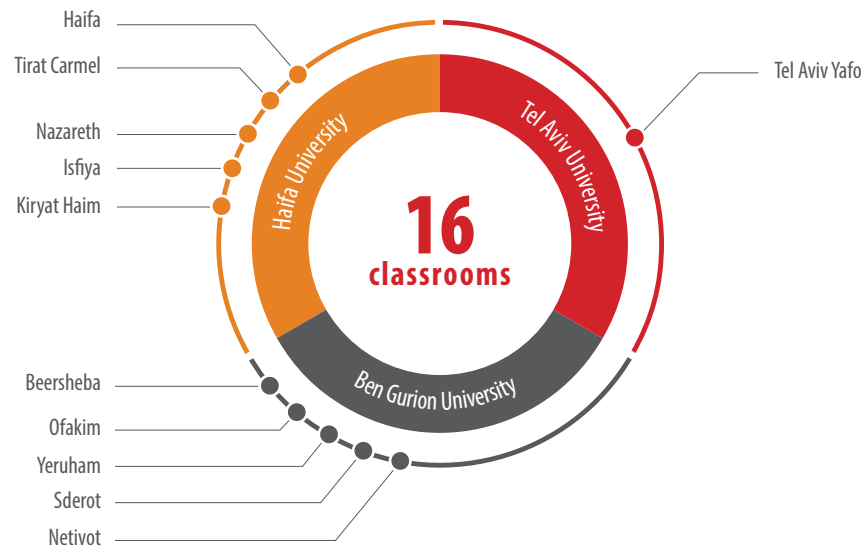
Selected topics from the curriculum:

- The human body
- The various systems and their functioning
- Common diseases
- Treatment methods
- Medical research to find medical cures
- The structure of the health system in Israel
- the Medicine Basket
- the Patient's Rights Law
- Dentistry
- Alternative medicine
- Preventive medicine
- Hygiene
- Proper nutrition
- Providing first aid



Participants in May Weinberg's Introduction to Medicine class at Ben Gurion University:

"May's Doctors" - this was how our instructing-student called our class. We came to the first class, a large group of adult participants, apprehensive and excited. For most of us this was the first encounter ever with the university. We met a charming, sensitive and caring instructor with wide-ranging knowledge, who demonstrated determination to achieve the goal - to provide knowledge that is rich, up-to-date and as current as possible. Classes began, knowledge began to flow, and we "drank it all in", every word, sentence and drawing of every system in the body and every dangerous virus, every good and health tip for life, and also every meaningful conversation during the break.

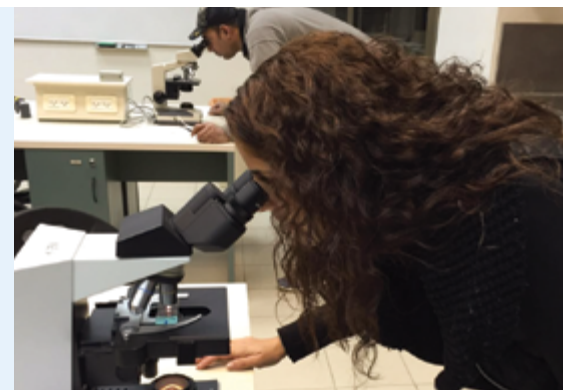


During the year the participants met with **lecturers** from the field of medicine that shared information from their area of expertise. Thus participants learned about the newest developments in the areas of organ transplants, microbiology and the immune system, developmental problems in children and the Patient-Centered care in patient-practitioner communication.

The groups went on **tours** as part of the learning process. Medicine Department groups from Ben Gurion University conducted a tour at Assaf Harofeh hospital and at the Assif treatment kindergarten for children with developmental delay. Furthermore, the participants organized volunteering activity in the pediatrics department at Assaf Harofeh and visited the “pressure chamber” for the treatment of head injuries. They also visited the Peres Park in Holon and the Magen David Adom medical emergency station in the area. Course participants at Haifa University toured the United Hatzalah center in Jerusalem and participants at Tel Aviv University conducted a tour of the Weizmann Institute of Science in Rehovot.



Group work on medical cases at Haifa University



Tour of the laboratories at Tel Aviv University for participants of the Introduction to Medicine course



From a letter written by **Hofit**, an instructing-student at Haifa University, to her students at the end of the course:

“You taught me the meaning of joie de vivre, how to overcome all obstacles and also deal with things that are new and unfamiliar. I was exposed to personal stories that touch the heart, to experiences that are not encountered every day. You will be etched in my memories, an integral part of the lessons I learned in life”

LAW DEPARTMENT



In the picture:

A class about the separation of powers in the Introduction to Law course at Haifa University



77%

606 participated and
467 completed



Selected topics from the curriculum:

- The structure of the legal system
- Rights and obligations of the citizens of the State of Israel
- Contract law
- Tort law
- Criminal law
- Labor laws
- Family law
- Environment law
- The execution office
- Law and the Holocaust.

Unique classes were conducted, for example about worker organization, a simulation of a manufacturing plant that violated worker rights, and a class about criminal law that examined crime scenes constructed by the instructing-students. Every group conducted a "mock trial" in the last class of the course, with the participants filling all the roles in the legal system.



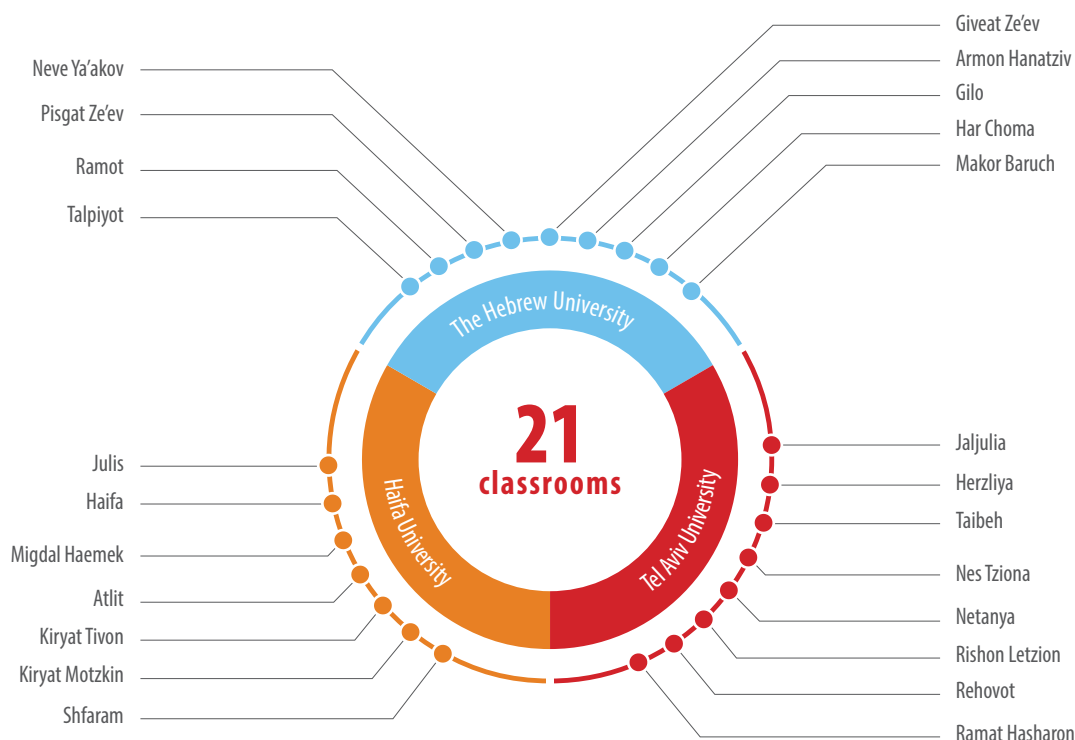
Haim Hershberg, 33, a first year participant in the program, in Lior Simon's group in the Introduction to Law course at Tel Aviv University.

"The studies, atmosphere, access to the material and the additional activities you prepared for us, your excitement about the undertaking and the seriousness with which the staff carried it out were inspirational. No less important was our class: the pluralism was touching, democracy at its best, as the Declaration of Independence states: regardless of race, religion or gender. This is how I felt with you, and it is such a fulfilling and important feeling in our country"



Anat, a first year participant in a women's group at the Hebrew University, a mother of 7 from the Romema neighborhood in Jerusalem:

"Over time I understood that the program is an opportunity to get to know different but similar women, even women that are not ultra-orthodox like me. I learned that tolerance of the Other is an exalted value. For all of us, studying here meant receiving endless values, personal examples from both the instructor and the participants. Personally, I learned to respect my free time that all but disappeared in recent years, and even to value myself more. May we all succeed in taking advantage of the opportunity and feel a sense of spiritual elevation".



During the year the participants met with **lecturers** from the field of law who shared information from their area of expertise. Thus the participants gained in-depth knowledge on complex topics such as contracts, disability and the law, international law, worker rights, and even famous and complicated murder cases.

Participants of courses at the various universities conducted **tours** of the supreme court and the Knesset, observed supreme court deliberations, and spoke to judges (supreme court judge Salim Joubran and judge Itzhak Amit) and lawyers. One of the groups even met with Knesset member Ilan Gilon in one of the Knesset committee rooms for a discussion about the disability allowance and the rights of persons with a disability.



A tour of the Knesset in the Introduction to Law course at Haifa University



A "protest" organized by the participants in the Introduction to Law course at the Hebrew University, during the class about "worker rights" as part of a simulation about violation of worker rights in a manufacturing plant

BUSINESS ADMINISTRATION DEPARTMENT



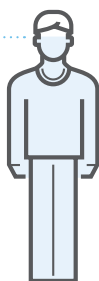
In the picture:

Family members of participants in the Introduction to Business Administration course at the Hebrew University during the course ending ceremony



84%

526 commenced
and 441 completed



Selected topics from the curriculum:

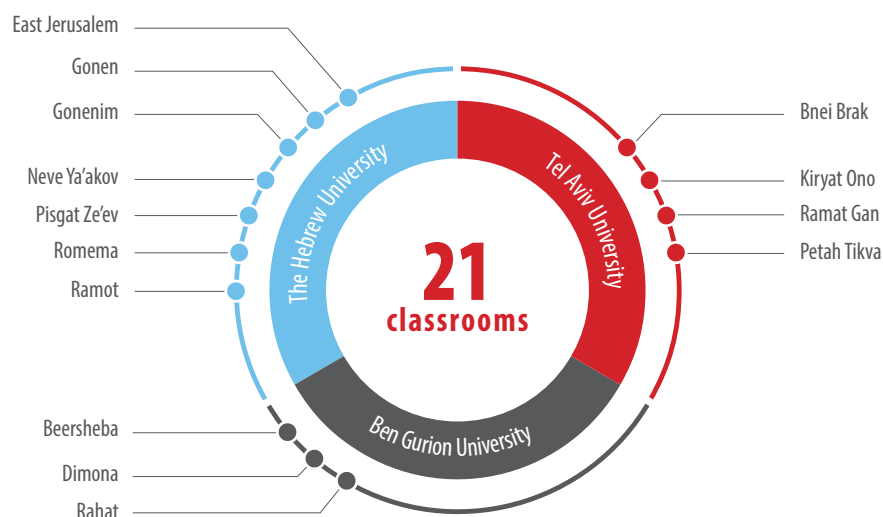
- Market mechanisms
- various components of the Israeli economy
- Informed consumption
- Working with banks
- Managing the family budget
- Starting a small business and managing it wisely
- Basic finance
- Marketing
- Advertising
- Innovation and business entrepreneurship
- The labor market
- Seeking employment
- Writing a CV
- Handling a job interview
- Time management
- Managing conflicts in the workplace
- Women in the work world.

A special class was conducted about marketing and advertising, in which the participants formulated a marketing plan for recruiting instructing-student applicants for next year, that they also carried out.



Oren, an instructing-student at Haifa University,
at the end of the academic year:

I met a group of people that are special - each in his or her own way. A variety of cultures, personal stories and rich life experience. I learned that teaching a class of adults who are older than me is not easy, for the simple reason that there is much more that they can teach me than I can teach them. In hindsight, thankfully, I found that I learned from my class no less than they (I hope) learned from me. Although I was the one who taught classes in professional areas, the class taught me about life experience, mental strength, curiosity and shattering stigmas. I am glad to sum up a year of activity in the program. I discovered in myself strengths I did not know I had, and had the honor of getting to know and accompany very special people.



During the year the participants met with **lecturers** from the field of economics and business that shared information from their area of expertise. Thus participants learned in-depth about complex topics such as managing communities, pension advisory services, documentary media and economic policy in Israel.

As part of their studies the Business Administration groups participated in varied **tours**. The groups at Ben Gurion University toured solitary farms near Mitzpe Ramon, the dispersed Bedouin community in the Negev and the premises of the Tel Aviv Stock Exchange. Participants in the course at Tel Aviv University visit the Knesset and met with Knesset member Roy Folkman, and also toured the offices of the Channel 2 News Company and met with the social affairs correspondent Yuna Leibzon. The participants from the Hebrew University visited the offices of Intel in Jerusalem and met with employees and entrepreneurs.



Group work in the course



A class about banks and family finances at Ben Gurion University



Eyal, a second-year participant at the Hebrew University,
from a summary round among the participants in the last class of the Introduction to Business Administration course:

"You opened up a magical world of knowledge and tools for informed consumption and engagement, but not only tools for business, but for life. I especially remember the class in which we learned about de Bono's "six thinking hats" - every hat enables us to think differently and creatively in society, the family and other areas of life. This class left a lasting impression about approaches and ways of thinking.

COOPERATION WITH HEALTH, EDUCATION AND SOCIAL SERVICES

In the picture:

a class conducted in the community in the Ir Ganim neighborhood in Jerusalem, with the urban planning representative from the Jerusalem municipality



The activities of the AFA – Access for All program, are made possible through cooperation with Social Services and Education departments in 45 municipalities that are partners to the program, along with several government offices. Cooperation with the municipalities is broad and includes several aspects:

Participant recruitment process – the municipalities are responsible for making the program known among the residents, with referral of applicants based on clear criteria of socio-economic condition and lack of education opportunities. Acceptance to the program is not conditional on education or prior skills, but does require seriousness, sustained commitment and motivation to learn.

Contact during the academic year – contact persons from the social services, health and education departments accompany the program participants and the instructing-students. The contact persons are involved in what takes place in class, receive the study material and weekly participant attendance reports, and are informed of special issues that arise. The contact persons and the social workers contribute to the success of the program owing to their commitment to the participants and to the program, and their leveraging of participation in the program is significant for achieving the participants' treatment process goals. In cases of close and intensive cooperation between the accompanying entities and the program staff, the participants' ability to remain in the program increases and the positive impact of the program is also reflected in other areas of life.

Expand and deepen the relationship with local government – in cooperating with municipalities and local government the program promotes the development of community responses to continue and expand the impact of the program for its participants, beyond the university study framework.



A class conducted in the community about social issues in the periphery, taught in Yeruham by Esther Akiva from the Negev Regional Council, with the participation of Tal Ohana, deputy mayor of Yeruham.



Class conducted in the community in Rishon LeZion, where participants met with a criminal lawyer who shared with them complex and fascinating issues.



Seminar for partners at
Tel Aviv University

Classes in the participants' communities – at the end of the first semester classes were conducted in the participants' communities, led jointly by the referring entities and under their responsibility. These classes brought together the participant groups with lecturers from the community, in cities and neighborhoods. The extensive participation of program participants in these classes reinforces the vital relationship between participants and their communities and residential surroundings, and also deepens the partnership with the referring agencies.

Seminar for the partners – get-togethers and seminars were conducted during the year for all entities that work in cooperation with the program at the various universities. At Tel Aviv University and Ben Gurion University partner seminars were conducted, focusing on in-depth understanding of the results of the Access for All program evaluation study and their effect on the participants, while addressing fundamental issues for deepening the partnerships. At these seminars program participants and the social workers shared their perspective, and a professional and multi-participant discussion ensued about promoting goals stemming from program participation.



Ruth Pelheimer, social worker at "Katef el Katef (Shoulder to Shoulder) organization":

I meet this client on a weekly basis, on the morning following your class. The acquired knowledge, the confidence and the self-image that increased, the heart that filled and opened, all this and more is provided to the participants as equals, with modesty and enormous love. Every week I felt how your program served as a tailwind for my accompaniment of these families, and how much this process helps me in my work. I couldn't have asked for more"

THE 'NEXT STEP' PROGRAM EDUCATION, SELF DEVELOPMENT AND LEADERSHIP

In the picture:

In the picture: Services fair as part of the 'Next Step' conference at the Hebrew University of Jerusalem



The 'Next Step' program aims to encourage participants to continue their studies and to develop in and after the AFA program. This is based on the understanding that the AFA program is the first step in a long and significant process for the participants who come from a weakened population, on their way to become independent learners with a sense of competence and motivation for action. Thus the 'Next Step' program focuses on the group of continuing participants, and acts to direct the joy of learning created in their first year in the AFA program to additional frameworks and to entities that can help them going forward. The joint goal is a significant process of taking responsibility, effectiveness, developing motivation and acquiring practical tools.

Community Leadership Workshops

As part of its goal to create a social-community infrastructure, the 'Next Step' program conducts leadership workshops at the university or in the participants' communities, in cooperation with local government or the municipal community administration. The workshops provide participants with tools for leading processes and carrying out community projects.

A leadership workshop was held at Tel Aviv University for third-year participants, led by a group leader who is a graduate of the AFA program. During the year the group met once every two weeks to discuss leadership: personal leadership, types of leadership, models from the world of personal leadership, etc. The workshop sessions were intimate and contributed significantly to the group members' personal and group development.

A community leadership workshop was conducted at the Hebrew University in the aim of giving the participants practical and ideational tools for social-community initiatives. The workshop was comprised of 5 sessions, and also hosted lecturers in the leadership area. Every participant who completed the workshop planned a social-community project that will be carried out in the coming months.

AFA program participants at Ben Gurion University took part in workshops conducted in the cities of Ofakim and Netivot in cooperation with the group leaders from the "Kolot BaNegev" organization. The workshops were intended for third-years participants, in the aim of creating a community discourse and consolidating them into a power group that will operate in the city and will continue undertakings outside the AFA program framework.



Participants of the leadership workshop in Tel Aviv during the final meeting with the group leader, Yuval Mauer



Ziva, a third-year participant at the Hebrew University and a participant of the leadership workshop as part of the Next Step program

"For a long time I thought about this institution for children without a framework that stands in the middle of the neighborhood, and about these children that we hardly see although they live near us. As a result of my participation in the leadership workshop I decided to organize the neighborhood residents to host these children for Friday nights and holiday dinners. From one workshop session to another I acquired tools to carry out a project. I prepared a work plan, contacted various entities and even conducted a pilot with two children. I hope that during the upcoming holidays the children from this institution will be hosted by all families in the neighborhood"



Efrat and Avital, sisters participating in the Private Lesson program, with their parents who are completing together 3 years of study in the program, and the instructing-students who taught them.

Next Step' Conferences

The conferences took place during the second semester at each university in the aim of raising ideas about the "day after" the program. The conferences included services fairs of the various municipalities, and registration fairs for summer courses. At the conference held at Ben Gurion University for example, dialogue circles were conducted on topics such as education, public housing, transportation, health and employment. The dialogue circles were led by representatives of the Peripheries Movement, and the participants received information about the situation in the south and considered joint ways to improve the situation.

Auditing Participants

Tens of participants took part during the second semester as 'auditing participants' in courses at Tel Aviv University and Haifa University. Among the courses studied: "Stress and Trauma in Crisis Situations", "Violence in the Family", "Social Psychology", "Positive Psychology", "Changes and Problems in Israeli Society", and "Poverty and Economic Theories". Participation was very successful and will be expanded in the next academic year.

Private Lesson Program

in the aim of expanding the AFA program's circle of influence and also reach the participants' families, the children, together with their parents participating in the program, came to the Mount Scopus campus every week for a private lesson from instructing-students. The program took place on the premises of the Hebrew University in order to make academia accessible to the children and to create a "learning family" as part of the AFA program. AFA program participants whose children took part in the Private Lesson program were involved in their children's development process and participated in a workshop about the significance of learning at home and the parents' role in their children's learning process. At the end of the year the children received a certificate at the ending ceremony, along with their parents and the instructing-students who accompanied them during the year.



Participants in the program during a class at Haifa University



Instructing-students and participants during the Remembrance in the Living Room evening with an Holocaust survivor recounting his personal story

Remembrance in the Living Room

on the eve of Holocaust Remembrance Day get-togethers were held in several cities throughout the country. Instructing-students and participants together initiated and organized gatherings as part of the Remembrance in the Living Room project. At these gatherings conversations were held with Holocaust survivors followed by meaningful discussions in discussion groups in which instructing-students and program participants addressed the meaning of Holocaust Remembrance Day in our life today in Israeli society.



Hodaya, 15 years old, a ninth grade pupil who participated in the Private Lesson program:

"Thank you for the opportunity to come to the university. My classes with Chen, my teacher, increased my confidence about all my studies, and my entire way of thinking about matriculations exams"

Chen, the student who accompanied Hodaya, visited her house during the years and also spoke to her English teacher in school so he could focus on the relevant subjects. Along with increased confidence and a sense of competence, Hodaya also significantly improved her English test grades towards the transition to high school.

SUMMER SEMESTER COURSES

More than 500 participants came to the universities for summer courses, learning basic skills and deepening their knowledge in additional areas. The courses were conducted in small groups for effective learning, with participants arriving on their own in the aim of developing commitment to learning and independence.

Some of the summer courses were developed and taught by students who taught in the AFA program in the past, thus giving and receiving added value from their participation in the program; some of the courses at Ben Gurion University and Haifa University were taught by adopting kibbutzim - **Kibbutz Be'eri** at Ben Gurion University that has accompanied the program for eight years, joined by the kibbutzim **Ma'agan Michael and Yagur** that have accompanied Haifa University for the third year.

Summer courses taught voluntarily by kibbutz members provided an additional exciting meeting point between program participants and Israeli society, expanding the social undertaking of the program to additional entities.



Participants in summer course in art at Tel Aviv University

Ben Gurion University. About 100 participants took part in summer courses. An English course and a course about special education were taught by volunteers from Kibbutz Be'eri. Courses about decision making and about the body mind relationship were taught by instructors who graduated from the program.

Tel Aviv University. About 130 participants took part in summer courses. Courses in positive psychology and mindfulness, English and learning skills and technological skills were taught by instructors who graduated from the program. Courses in art and social psychology were taught by volunteer instructors, and a course on informed consumption was taught by representatives of the Israel Consumer Council. Also, 35 participants took part in a workshop on "Personal Development and Setting Goals". The workshop was led by Etti Primat and Sarale Oren, personal coaches who have accompanied the workshop for many years.



Summer course participants from east Jerusalem in a Hebrew course at the Hebrew University

Haifa University. About 70 learners participated in summer courses. In these courses the lecturers were volunteers from the kibbutzim Ma'agan Michael and Yagur. About 5 courses were opened on varied subjects - Hebrew, English, computers and mindfulness. Another course, about positive psychology, was taught by a graduate of the program.

The Hebrew University. About 220 participants took part in summer courses at the Hebrew University. The courses were taught by instructors who graduated from the program and were divided into 8 subjects: Arabic, English, Hebrew (for residents of east Jerusalem), women's empowerment, positive psychology, communication and media, and a course about the family. Another course, about nutrition and health, was taught in cooperation with the Jerusalem municipality project "Jerusalem Chooses Health".



Yaeli, a resident of Jerusalem and a mother of 3,
a third year program participant at the Hebrew University:

"A long time has passed since I studied English in school and I always felt difficulty because I do not know English. The summer course in English gave me a great deal in strengthening the language, I finally had a place to practice English. I could not have received this in any other framework in such an accessible and respectable manner. Every year the summer courses supplemented the AFA program experience and reinforced the knowledge I received in the program"

INTEGRATION OF PROGRAM GRADUATES IN HIGHER EDUCATION

The program has unusual collaborative relationships with **Ariel University, Ben Gurion University and the Academic College of Tel Aviv-Yaffo**, that accept outstanding AFA program graduates to BA studies, without the prerequisite of a psychometric test or matriculation exam grades.

Owing to the fact that the significant barrier to studies for program participants is the economic barrier, that hinders their ability to study at earlier stages in life and to enjoy the opportunity to realize their dream and their high-level abilities, program participants that pass the screening process and are accepted to BA studies are entitled to a full study scholarship.

Beginning in the next academic year - acceptance of program participants to degree studies will be expanded to the Hadassah Academic College in Jerusalem.

This year the program accompanied 79 of its graduates with a full scholarship - 55 students at Ariel University; 18 students at Ben Gurion University and 6 students at the Academic College of Tel Aviv-Yaffo.

Additional AFA program graduates are expected to be accepted to BA studies at academic institutions next year. These graduates successfully passed the various screening processes and completed the academic preparatory program that is part of this program.



An evening celebrating the end of the academic year for program participants studying towards a BA at Ben Gurion University.



Participants in the degree program at Tel Aviv University, during their studies in the academic preparatory program.



Sigal, a 3-year AFA participant who went on to study towards a general BA in Jewish Thought at Ben Gurion University:

"As an undergraduate student I feel that I am simply realizing myself. I enjoy every class at the University, especially about history, philosophy and the State of Israel. I also took several art courses, and the tools I acquired in these courses help me a great deal in my work, and also encourage me in future initiatives I am already working on"

THE ALUMNI COMMUNITY

In the picture:

An annual alumni get-together on the subject of social action



The AFA program alumni community seeks to encourage program graduates, instructing-students and participants alike to continue their social undertakings within and outside the program in the spirit of the AFA program and its goals, and to enable program graduates to continue their personal, professional and social development. The alumni community seeks to leverage the AFA graduates' educational process in order to expand their circle of influence in Israeli society.

During the 2016-2017 academic year the alumni community was headed by a steering team comprised of program graduates from recent years, and accompanied by the head of the graduate community, Elad Ifergan. The steering team conducted monthly meetings to plan the various work and activity strategies, based on the outlook that the alumni community should be led by the graduates, their wishes and needs.

The alumni community conducted various activities during the year, among them:

Teaching classes as part of the AFA program - program graduates joined in teaching various classes in their areas of expertise during the year, at the university and in the participants' communities. Tens of alumni joined the activities and returned, for a short time, to teach and to learn.

Teaching in Summer Courses and Leading Workshops - tens of alumni designed and taught courses in a range of topics during the summer months. The initiative for the courses came from the alumni themselves who prepared the course sessions and taught them with the utmost professionalism. Another alumni conducted a leadership workshop at Tel Aviv University throughout the year.



Shira, an instructor, a graduate of the AFA program, teaching a class in the program at the Hebrew University in her area of expertise



An alumni get-together with Mr. Zion Regev, who is responsible for Corporate Responsibility at Gazit-Globe, discussing corporate responsibility

Alumni Get-Togethers - get-togethers for program graduates took place during the year in Jerusalem, Haifa and Beer Sheva. The alumni met to discuss social activities in the city, as a continuation of the program activities. These get-togethers resulted in productive collaboration with the "Remembrance in the Living Room" organization, with about 10 Remembrance Eve events in private homes organized by AFA participants and graduates, with an emphasis on education and learning, on the eve of Holocaust Remembrance Day. Another project, led by program alumni and currently under planning, is "home groups". AFA participant graduates and instructing-student graduates will meet to learn skills and tools pertaining to the participants' life.

Get-Togethers with Key Social Activity figures - during the year get-togethers took place with significant social activists in order to expose alumni to professional opportunities for social undertakings. The first get-together was with Mr. Zion Regev who is Corporate Responsibility Manager at Gazit-Globe. The guest at the second get-together was Mr. Tomer Avital, a social activist and founder of the organizations "100 Days of Transparency" and "Lobby 99".

End of Year Get-Together - A get-together was held in Tel Aviv in May to sum up the Alumni community's second year of activity. About 150 alumni participated in the get-together from all AFA program activity years. At the get-together alumni took part in networking activities in the aim of creating a network of social activists from the social and business world that will act to promote AFA program goals in various ways. The get-together also included a lecture about social action in the periphery and in the media. The alumni were also exposed to the alumni community's plans for the coming year and were invited to take part in leading the alumni community and participating in its varied activities.



A graduates conference in Rehovot municipality for the former participants in the program



Yuval and Naama, who were instructing-students at Tel Aviv University two years ago, and now work in technological areas:

"We are young and starting out in our career. We spend most of our days working, and we feel the gap between our meaningful activities in the AFA program and our current life that does not enable such social activity. Our continuing contact with the program enables us to narrow this gap and to become involved once again in narrowing social gaps, from a more professional perspective"

INSTRUCTING-STUDENTS

In the picture:

A team meeting of instructing-students in the Introduction to Medicine course at Tel Aviv University



A leadership workshop meeting as part of "Next Step" program in the Hebrew University

IN THE 2016-2017 ACADEMIC YEAR 90 INSTRUCTING-STUDENTS TAUGHT IN THE PROGRAM: 24 students at Tel Aviv University who taught medicine, law, business administration and psychology; 22 students at Ben Gurion University who taught medicine, business administration and psychology; 24 students at the Hebrew University who taught law, business administration and psychology; and 20 students at Haifa University who taught law, medicine and psychology.

Every instructing-student taught a group of 25 participants, with design of lesson plans and their adaptation to the target audience carried out by a team of 4 instructing-students who taught the same subject, and **SUPERVISED BY A DEPARTMENT COORDINATOR** who was an instructing-student in the program in the past.

The program instructing-students are required to **3 CLASSES A WEEK** throughout the academic year: the first class is an academic course aimed at qualifying and preparing them for teaching that deals in education, gaps in Israeli society, and in examining, consolidating and reinforcing social commitment; the second is a team meeting with the Department coordinator for preparing for the program participants' classes; and the third is a weekly lesson with the program participants.

For their participation in the academic course for instructing-students and for their practical teaching work, the instructing-students receive **ACADEMIC CREDIT**. This is based on the approach which maintains that academic education must encourage, initiate and promote the students' social involvement, alongside democratization and accessibility of academic knowledge.

THE ACADEMIC COURSE is based on a course written by the founder of the program, former Knesset member Dr. Adi Koll, and this year was taught by a team of academic group leaders: Lior Emuna, Ohad Golan, Maya Simon and Adi Kaptzon. As part of the course the instructing-students wrote a paper describing their unique educational approach following the educational philosophy they learned in the course. Thus, for example, Yotam, an instructing-student at Ben Gurion University, wrote about his educational approach:



Yotam, an instructing-student at Ben Gurion University, wrote about his educational approach:

I began to understand that it is easy to speak about "new education", but implementing it is not simple and requires a great deal of creativity and thought. I learned a great deal about developing a critical perspective of the environment in which I live, with an emphasis on study methods. I continuously thought about ways to apply my conclusions and intentions for "new education". I developed awareness and a critical view of "old education" conceptions I have. Above all, the program produced a great desire to create change, provided extensive experience in seeing how things make an impact and the impression they leave, and turned my attention to the practical aspects of change and how they are implemented. Furthermore, this was an experience in meeting a population that is around me, but with invisible barriers between us, and this contact would not have been possible were it not for the AFA program.

AT THE END OF THE YEAR every instructing-student writes a personal paper that includes a retrospective perspective of the program, analyzing and observing the events and processes that took place during the year. In the paper the instructing-students include the theoretical knowledge they acquired during the year. From the final paper written by Tal, a psychology instructing-student at the Hebrew University:



Tal, a psychology instructing-student at the Hebrew University:

I can even put my finger on the moment when I became aware, when my eyes opened. A participant in my class told me how she had become independent in her life and in her shared life with their family only after her husband suffered a stroke. Despite the fact that she had been the breadwinner in the family all her life, it was only after her husband's stroke she had to make significant decisions about the family, the house, her husband and herself. In other words, as she perceived it, she was never independent up until the stroke - but I saw this completely differently. I saw her as an independent woman, working, making a living and with great ability, irrespective of her husband's medical condition. When I shared my perspective with her I saw her eyes open wide in amazement and excitement. The excitement of someone when something registers, who now sees herself differently. I felt that this was the first time that someone had ever told her these things, and mainly - that they meant it. And then something registered with me as well. Suddenly I understood that there is no such thing as a "final product", there is no such thing as a perfect class, and of course there is no such thing that there is no more work to do with my students. And this is how, suddenly, I felt my perspective and way of seeing things expanding, and with it my life also expanded. From that moment I was more open to my students, not only hearing their stories and examples, but also listening with much more attention and intensity. Little by little I understood and felt all the processes we experience here at the AFA program, with the students and with ourselves.



instructing-students from Haifa University during group activity in the instructing-students' academic course



instructing-students from Ben Gurion University during a class in the instructing-students' academic course

MEASUREMENT AND EVALUATION

The research team was headed by Dr. Karin Stern.

In the picture:

Participants in the Introduction to Psychology course at Haifa University



Briefly, the research findings showed that following participation in the program there was a statistically significant increase in the participants' self-confidence. Furthermore, many participants felt a sense of belonging to their class along with a sense of honor and pride. The findings also indicated that **76%** of the participants helped a classmate, and **62%** received help and support from a classmate. The majority of participants used the knowledge they gained in the program in their daily life and shared this knowledge with their surroundings. Finally, **84%** of the participants reported positive changes in their life following their participation in the program, in social, scholastic, family, employment and everyday areas of life.



Mock trial at the end of the law course at Tel Aviv University

This is the third year of the program's comprehensive and unique measurement and research activities. The research results are published at the end of every activity year in a detailed research report.

Research Activities:

These activities are conducted through a variety of channels and routes, in the aim of gaining professional and in-depth understanding about the different ways in which the program impacts its participants, and how the program can be improved in serving various population groups.

Participants:

This was the second year of a longitudinal study that began last year. Hundreds of program participants that took part in the study and completed their second year filled comprehensive research questionnaires for the third time about a variety of interesting issues.

This year all first-year participants at Haifa University also joined the study and filled questionnaires at the beginning and at the end of the academic year.

Furthermore, to deepen our understanding of the processes that participants from various sectors undergo, all first-year program participants from the Arab population were asked to join the study. They filled the research questionnaires, translated into Arabic, at the beginning and at the end of the year.

Satisfaction Questionnaire:

Program participant from all years in all universities were asked to fill a satisfaction questionnaire at the end of the year in the program.

The questionnaire, filled by over 1000 program participants, indicates a high-level of satisfaction from the various program components.

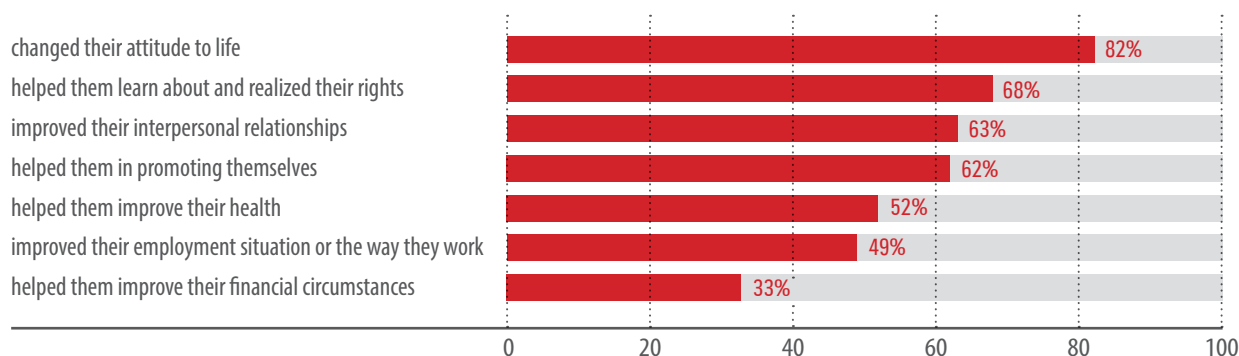
Average general satisfaction from the program is 6.3 (on a scale of 1-7), while the average on the question whether they would like to continue their participation in the program for an additional year is 6.5;

Average satisfaction from the transportation aspect of the program is 6.4, and average satisfaction from refreshments and the attendant gathering is 5.9.

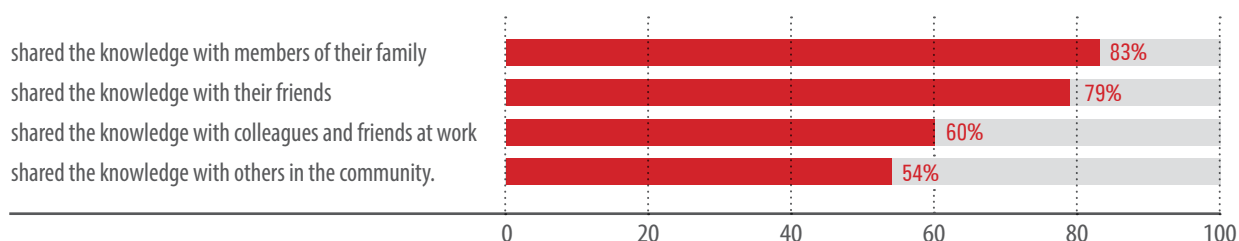
High scores (above 6) were also given on questions that measured class atmosphere, the participant's feeling that he or she can participate in class, and satisfaction from the relationship with the instructing student.

Participants were asked to indicate whether they used the knowledge they acquired also outside of the classroom, and in what way.

Participants indicated that the knowledge they acquired:



The participants were also asked whether they share the knowledge they acquired with others.



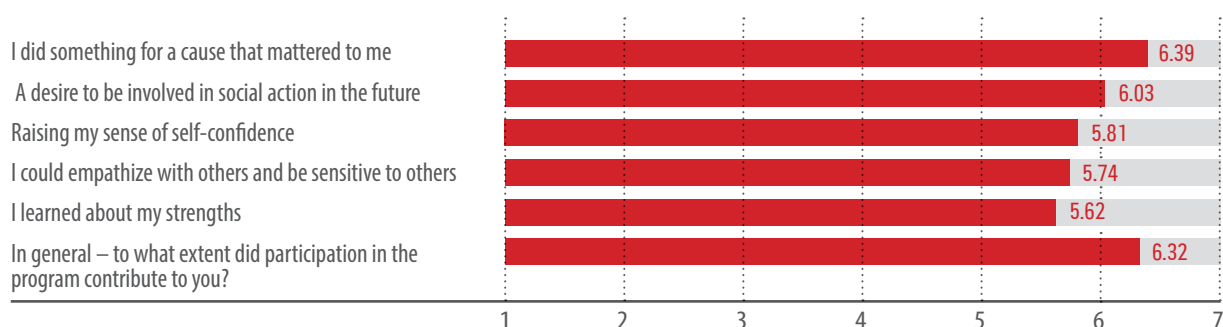
Research Implications: The research findings served the program team as a tool for implementing changes and improvements in various aspects of the program in order to produce continuous impact and results in coming years. Also, as part of the approach which maintains that knowledge gained from the research should serve as basis for a professional discussion with all our partners, the results from last year's research were presented to several intra and inter program forums and audiences throughout the year. This discussion led to many insights and answers about the way the program produces change processes for all its stakeholders.

These results present an optimistic picture of the positive impact the program offers those in and outside the classroom – in their daily life and in their relationships with others.

Instructing-Students:

Instructing-students in the program, from all universities in the country, were asked to fill online questionnaires at the beginning and at the end of the year. The main goal was to examine their expectations from the program and their motivation in joining the program, compared to realization of their expectations as well as their feelings at the end of the year. The instructing-students also filled feedback questionnaires in the middle and at the end of the year about the academic course in which they participated as part of the program.

To what extent do you feel that the program contributed to you in each of the following areas? (Average overall program on a scale from 1 to 7)



NUMBER OF PARTICIPANTS WHO COMPLETED THE COURSES IN 2016/17

UNIVERSITY	DEPARTMENT	PARTICIPATION CHARACTERIZATION	INITIAL PARTICIPANTS NUMBER	GRADUATING PARTICIPANTS NUMBER	PERCENTAGE OF GRADUATES
Tel Aviv University	Psychology	Ramla Lod	108	86	80%
	Psychology	Holon Bat Yam	121	98	81%
	Law	Netanya Herzliya Ramat Hasharon Taibeh Jaljulia	99	74	75%
	Law	Rishon LeZion Rechovot	120	88	73%
	Business administration	Ramat Gan Kiryat Ono Petah Tikva Bnei Brak	120	104	87%
	Medicine	Tel Aviv	101	82	81%
Overall Tel Aviv University			669	532	80%
Ben Gurion University	Psychology	Mitzpe Ramon Arad Kiryat Malachi	111	75	68%
	Psychology	Beersheba	96	77	80%
	Medicine	Ofakim Yeruham	99	85	86%
	Medicine	Netivot Sderot	102	84	82%
	Business administration	Dimona Rahat Ofakim Kiryat Gat	129	110	85%
	Business administration	Beersheba Sderot	82	67	82%
Overall Ben Gurion University			619	498	80%
Hebrew University	Psychology	West Jerusalem	105	93	89%
	Psychology	Ma'ale Adumim	103	77	75%
	Law	South Jerusalem	101	84	83%
	Law	West Jerusalem Women's group	101	86	85%
	Business administration	South and east Jerusalem	101	85	84%
	Business administration	North Jerusalem Women's group	100	82	82%
Overall Hebrew University			611	507	83%
Haifa University	Psychology	Haifa Kiryat Haim Isfiya	106	87	82%
	Psychology	Haifa Nazareth Tirat Carmel Atlit	95	76	80%
	Law	Haifa Julis	94	75	80%
	Law	Migdal Haemek Kiryat Tivon Kiryat Motzkin Shfaram	103	74	72%
	Medicine	Haifa Yarka Nesher	111	85	77%
Overall Haifa University			509	397	78%
Overall program			2408	1934	80%

THE PROGRAM STAFF



The program staff during training day at the beginning of the academic year

Academic instructors, branch managers, Department coordinators, administration coordinators and 'Next Step' 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 34 people working in the national headquarters and at the four universities.

Tzach Ekshtein CEO			
Elad Ifergan Alumni community Coordinator	Michal Peleg Educational VP	Adi Kaptzon Development VP	Dr. Karin Stern Research & Evaluation Manager
Haifa University	Hebrew University	Ben Gurion University	Tel Aviv University
Nizan Wolff Manager	Inbal Shimoni Manager	Mira Alter Manager	Mor Shtruminger Manager
Adi Kaptzon Academic Instructor	Maya Simon Academic Instructor	Ohad Golan Academic Instructor	Lior Emuna Academic Instructor
Noa Sherman Marah Khalifa Sharon David Coordinators	Limor Borut Itay Monhiet Roy Segal Coordinators	Gali Aran Keren Churi Adi Brahams Coordinators	Nimrod Shimoni Shany Machlev Noga Zamir Coordinators
Shira Muhlbauer Admin. Coordinator	Amit Weiss Admin. Coordinator	Ron Reshef Admin. Coordinator	Amit Berkovitz Admin. Coordinator
Zohar Klein "Next Step" Coordinator	Elad Ifergan "Next Step" Coordinator	Hadar Faran "Next Step" Coordinator	Maya Nahum "Next Step" Coordinator

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: **Former Knesset member Dr. Adi Koll**, founder of the program, today Students' Dean at the Interdisciplinary Center Herzeliyah; **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; **Adv. Ariella Lahav**, founder at Lahav & Co., Law Offices; **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 Ben Gurion University. The advisory board has met three times throughout the year.

THANKS

In the picture:

A group photo of the Introduction to Business Administration course at Ben Gurion University



**Let me know right away
if I'm disturbing you he said
as he stepped inside my door,
and I will leave the way I came.**

**Not only do you disturb me,
I answered,
you turn my whole world
upside down.
Welcome.**

Eeva Kilpi

We thank all those who chose to enter the many doors that were opened this year and were able to turn our whole world upside down.

Contributors and Partners

Matanel Foundation
Mr. Doron Livnat
Keren Hayesod-UIA (United Israel Appeal) – Holand
Yad Hanadiv Foundation
Jewish Federations of Canada – UIA
Montreal Federation
Kibbutz Be'eri
Matan Investing in the Community
Gazit Globe
Astronics
Tovanot in Education
Be'eri Printers
Kibbutz Ma'agan Michael
Kibbutz Yagur

Universities and Academic Institutions

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

Government Offices

Ministry of Social Affairs and Social Services
Ministry of Health
The Planning and Budgeting Committee of the Council for Higher Education

Local Municipalities

Arad
Atlit
Be'er Sheva
Bene Brak
Bne Shimon
Bat-Yam
Dimona
Givat Shmuel
Haifa
Herzlia
Holon
Hof HaCarmel
JalJulia
Jerusalem
Julis
Kiryat Ono
Kiryat Haim
Kiryat Tiv'on
Kiryat Mozkin
Lod
Migdal HaEmek
Ma'ale Adumim
Mitzpe Ramon
Nazareth
Nesher
Netivot
Nevatim
Netanya
Ofakim
Ossefia
Petach Tikva
Rahat
Ramat Gan
Ramat Hasharon
Ramla
Rehovot
Rishon-LeZion
Sderot
Shfaram
Taibe
Tel Aviv - Yafo
Tirat HaCarmel
Yarka
Yeruham

THANK YOU

GUEST LECTURES AND TOURS

Tel Aviv University

Dr. Orit Karnieli-Miller

Amir Ben David,
Creator of the series "The Silver Tray"

Eti Primat

Prof. Galit Yovel

Yuval Mauer

Yuna Leibzon, Channel 2 News Company

Judge Itzhak Amit

Adv. Idit Zimmerman, Human Rights
Clinic at the Faculty of Law

Adv. Ilit Meidan, State Attorney's Office

Adv. Keren Weksler, Central District
Attorney

Member of Knesset Roy Folkman

Sarale Oren

Ben Gurion University

Avi Dabush, Peripheries Movement

Dr. Amir Livne, a pediatric neurologist at
"Assaf Harofeh"

Esther Akiva, the Negev Council

Dr. Yair Sadaka, a pediatric neurologist

Michael Ben Shitrit, Head of Education
in Kiryat Malachi

Dr. Michael Gilad, Department of
Psychology

Dr. Moshe Lanzman (head of education
of Mitzpeh Ramon today and Dimus of
Dimona and Yeruham)

Dr. Neta Sal-Man, Faculty of Health
Sciences

Amit Dahari, developmental
psychologist

COLLOT BA'NEGEV

Lishi Levi

Ella Raskin

Odelia Barak

The Hebrew University

Prof. Avi Kluger, School of Business
Administration

Dr. Aya Navon, Program for Community
Development Studies

Member of Knesset Ilan Gilon

Guy Ben Dor, CEO of 180 degree
organization

Prof. Guy Harpaz

Galit Alon Ohana, Mahat Center

Gili Bartora, "Ofek" – the first
cooperative bank

Diana Sarim, manager of the Social
Involvement Unit

Adv. Vardit Rosenblum

Yonit Yaakovovitch, CEO of Karev
Educational Program

Yonatan Katzenelbogen

Dr. Iftach Yovel, Department of
Psychology

Moriah Dafni, "Aharai!" organization
Supreme Court Justice Salim Joubran

Sarah Sela

Ofer Zilbental

Dr. Anat Merrill, Department of
Psychology

Reuma Schlesinger

Dr. Rachel Adam

Sarit Angel

Tehila Zakai, Jerusalem Municipal
Employment Center

Inbal Nisel, Jerusalem Municipal
Employment Center

Avia Prince, Jerusalem Municipal
Employment Center

Mor Yafe, Jerusalem Municipal
Employment Center

Haifa University

Dr. Bat Sheva Hadad, Faculty of
Education

Dr. Yehuda Adar, Faculty of Law

Nitzan Amado

Dr. Sagit Mor, Faculty of Law

PARTICIPANTS IN GRADUATION CEREMONIES

Tel Aviv University

Orly Dahan, Manager of Social
Services in Lod

Prof. Eyal Zisser, Vice Rector

Dr. Yaron Yehezkel, Head of the
Department of Management

Prof. Liat Kishon-Rabin, head of the
School of Medical Professions

Prof. Michael Birnhack, Administrative
Director of the Dean of Law Faculty

Prof. Nira Liberman, Senior Lecturer in
Psychology

Prof. Sharon Hannes, Dean of the
Faculty of Law

Ben Gurion University

Prof. Eli Lewis, Faculty of Health Sciences

Etti Cohen, Director of the Welfare Department in Beer Sheva

Mr. Benny Biton, Mayor of Dimona

Dr. Yotam Lurie, Head of the Department of Management

Dr. Neta Sal-Man, Faculty of Health Sciences

The Hebrew University

Prof. Avi Kluger, Senior Lecturer, School of Business Administration

Ephraim Shammash, District probation officer, Jerusalem district

Prof. Guy Harpaz, Senior Lecturer, Faculty of Law

Gil Ribush, Head of Community Services Administration, Jerusalem Municipality

Prof. Jonathan Huppert, Head of the Department of Psychology

Prof. Michael Karayanni, Dean of the Faculty of Law

Ofra Abramzon, Senior Professional assistant to the Head of Community Services Administration, Jerusalem Municipality

Ruti Tsitsowitz Levi, a professional assistant for Deputy Director of the Welfare Department, Jerusalem Municipality

Sharon Benyamin, Deputy Director of the Welfare Department, Jerusalem Municipality

Prof. Tamir Sheffer, Dean of Social Sciences

Haifa University

Prof. Irit Akirav, Head of the Department of Psychology

Dr. Noya Rimalt, Senior Lecturer at the Faculty of Law

Prof. Rachel Yifat, Head of the Department of Communication Disorders

SUMMER SEMESTER COURSES

Tel Aviv University

Brit Hadar

Hagar Zeevi

Hadar Bormann

Zehavit Mohager

May Sar Shalom

Maya Silberpfennig

Noga Yaniv

Ayala Shaked, Israel Consumer Council

Noam Ruff, Israel Consumer Council

Ben Gurion University

Dana Cohen

Maya Maimon

Ron Reshef

KIBBUTZ BE'ERI:

Aya Meidan

Hagai Bickel

Hava Simon

Hannah Breen

Yigal Shitrit

Natasha Cohen

Noam Itzhaki

Naomi Haut

Narciss Hand

Shlomit Alon

The Hebrew University

Avishag Assaf

Estie Arram

Efrat Zangen

Bar Cohen

Gal Moscona

Hadas Yeheskeli

Netta Kreiner

Ofri Shefer

Ran Hoffman

Itzik Weksler, "Jerusalem Chooses Healthy", Jerusalem Municipality

Ido Grinblum, "Jerusalem Chooses Healthy", Jerusalem Municipality

Haifa University

Yair Tzahar

Sharon David

KIBBUTZ YAGUR:

Dana Hagai

Yaron Shamir

Atar Shalem

Inbal Shachar

KIBBUTZ MA'AGAN MICHAEL:

Ilan Levkovich

Eitan Frenkel

Daniel Dror

Yuval Frankel

Yonath Harari

Carmit Noy

Lior Bentor

Mark Mayers

Nurit Ramani

Norman Elbella

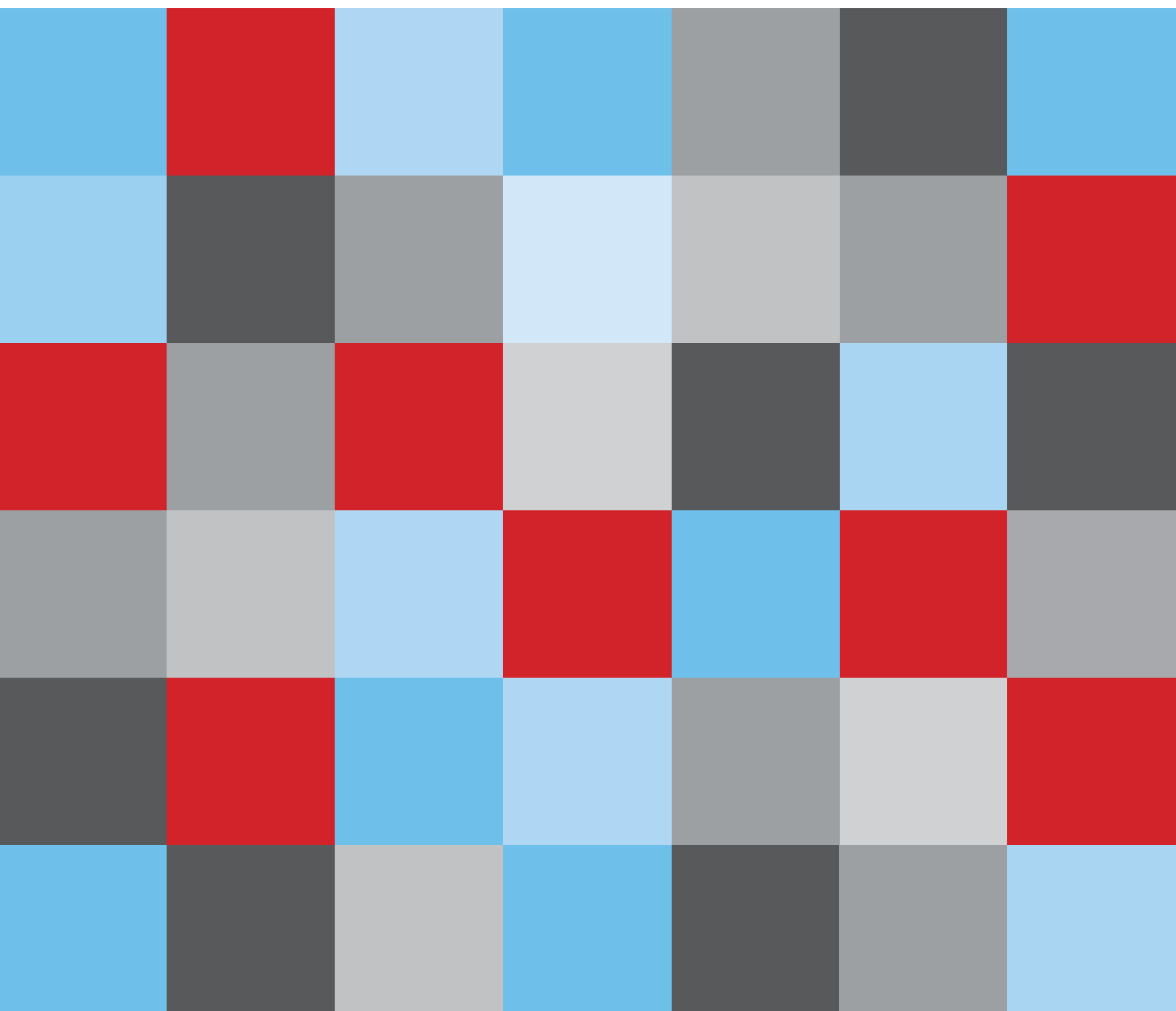
Nir Shoham

Pitzzy Arad

Rosie Arad

Shay Harari

Shahar Even-Tov



אוניברסיטה בעם
הידע מגיע לכולם