

אוניברסיטה בעם.

הידע מגיע לכולם

2020-21

Mid-Term Report



האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM



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



אוניברסיטת חיפה
University of Haifa
جامعة حيفا

אוניברסיטת תל אביב
TEL AVIV UNIVERSITY

בעידוד ותמיכת
קרן מתנאל

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והשירותים החברתיים
חוסן חברתי לישראל



משרד
הבריאות
לחיים בריאים יותר





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About the program

Our vision

Access for All strives towards an equal society that enables each individual to live up to their potential, and contribute meaningfully to themselves and society at large. We do this by creating encounters between the university and disadvantaged populations.



Program goals

- | | | |
|---|---|--|
| 1

To bridge social disparities and promote equal opportunity by narrowing knowledge and education gaps | 2

To invoke meaningful change by creating meaningful encounters of respect and reciprocal learning between disadvantaged populations and one of society's most influential forces – academia | 3

To promote meaningful citizenship by encouraging participants to become impactful citizens, who take responsibility for their own lives, and act out of conscious understanding and reflection, for themselves and others |
|---|---|--|

How do we do this?

By **harnessing accumulated academic knowledge** for social activism, after 'standard' academic activity is done

By providing an **empowering learning** experience using innovative methods that reinforce personal aptitudes, develop curiosity, and provide the drive and practical tools to continue learning and developing

By **lowering emotional defenses** through cultivating personal connections, and facilitating organized transport services and refreshments

By providing **professional and academic guidance** for student-instructors, and promoting understanding of social and educational disparities.

By utilizing a **"lean" cost structure** which allows for high social returns relative to the required budgetary needs

We teach psychology, business administration, medicine and law, at Tel Aviv University, Ben-Gurion University of the Negev, University of Haifa, and the Hebrew University of Jerusalem, to pupils from 50 municipal districts all over the country.

Approximately 20,000 participants have graduated the program and are less dependent on social services. About 700 student-instructors have taught in the program, gaining an intimate look at themselves and Israeli society. To our amazement, even during the past Covid year, activity has been successful, and even especially so, showing some novel results. The past year has not been a hindrance, but a push forward for our dedicated and committed student instructors, who teach in 56 different classrooms across the country.

Activity map



”Being an instructor in Access for All is to be excited to teach new things in every session of class, and leave feeling that you’ve learned even more from the pupils. It is to receive a group of people, and together make a family. It is to love and receive love in return”

Noy Sade
psychology instructor
Ben-Gurion branch



About our participants

Number of participant-pupils

1,026

Total

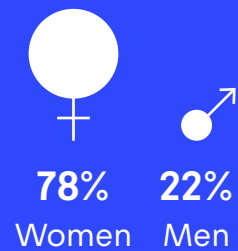
78

Left

92.4%

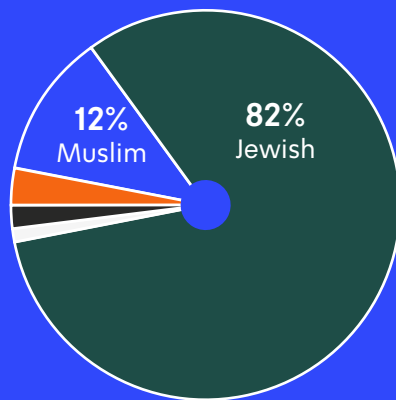
First semester graduates

Gender



Religion

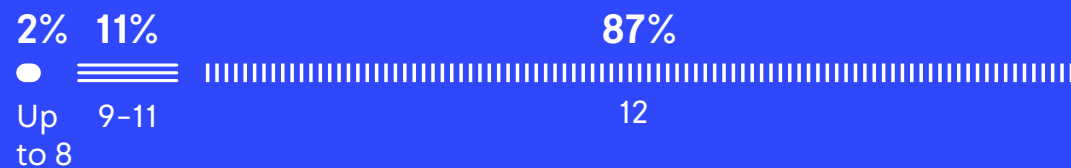
3% Druze
2% Christian
1% Other



47

Age average

School years



Number of student-instructors

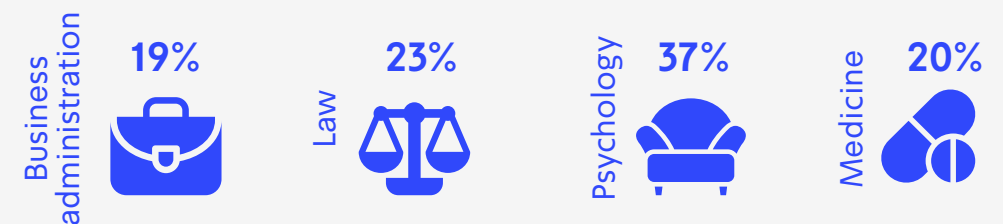


Access for All in numbers

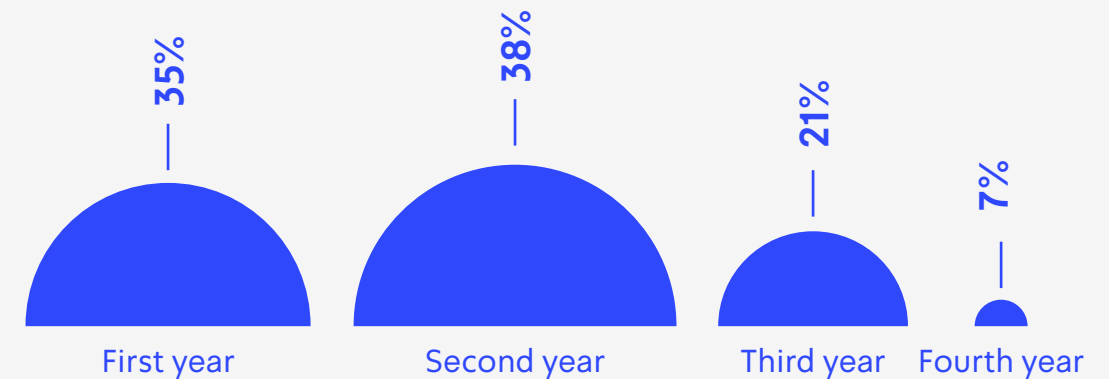
65% ongoing participant-pupils

35% new participant-pupils

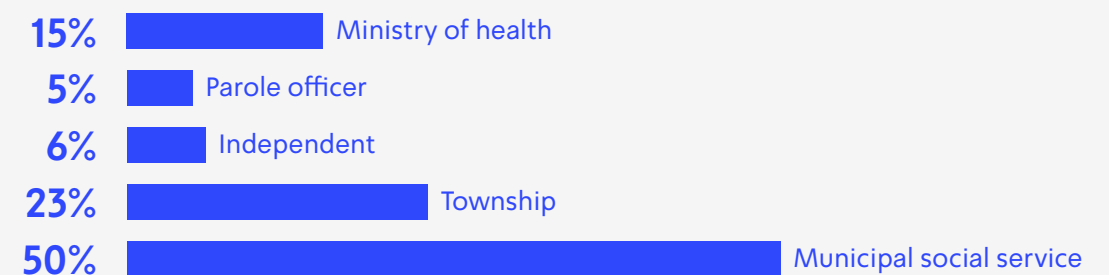
Division of participant-pupils by study track



Year of study



Statistical division based on referring institution



Study tracks

1 Law track

Participant-learners in the law track take the “introduction to law” course, which provides them with a basic understanding of the structure of the legal system, its various branches, the rights and duties of Israeli citizens, and preliminary knowledge in contract law, law of torts, criminal law, labor law, family law and more. This year, we have placed special emphasis on exercising rights in routine times and during the Covid pandemic, providing relevant information meant to encourage participants to exercise their rights. Amongst other things, most branches hosted guest talks by “Kol Zchut.” In addition to content related to topical events, such as elections and emergency protocol during the Covid pandemic, an emphasis was set on the legal changes introduced during the pandemic (such as those made to the rights of terminated workers and those set to leave without pay). The interactive study experience allows learners to analyze, evaluate and apply the material in their personal lives through examining cases, conducting debates and more.

Our community-based model has provided new opportunities for relevant, down-to-earth learning. For example, Roni Klein, a law student-instructor in Shfar'am, taught a class on consumer protection laws which led the class to tell him about a business in their town that was being unfair. After a shared examination of the situation, it became clear that the business was in breach of many counts of the consumer protection law. Together, they took the initiative and filed an official complaint to the Israel Consumer Council, in which they detail the infraction while using the legal terminology they have learned- and all during class.

2 Business administration track

Participant-pupils in the “introduction to business administration” course are introduced to the market mechanisms, and various components of, the Israeli market. The course deals with such subjects as savvy consumerism, consumer-bank relationships, balancing a family budget, and even small business establishment and management. Furthermore, the course provides participants with a basic understanding of economics, marketing, advertising, and business entrepreneurship, providing practical tools

in a changing labor landscape. This year, we have built a unique work module in special cooperation with The Joint (JDC) that focuses on imparting skills and aptitudes relevant to labor, that is now an essential part of the curriculum. Moreover, the course introduces participants to the labor market, instructing them on how to find employment, how to write a resume, how and what to say in an interview, etc. Many pupils have had their professional lives upended during the Covid pandemic, and the course has given them the groundwork, knowledge, and practical tools to grow as employees or self-employed independents, and to adjust to the times (several learners have established businesses during the past semester across the country).



“The course has prompted me to sell Kubba. The course was really what motivated me to do it”

Marcel Babian
Third year business
administration participant
Jerusalem

3 Psychology track

Participant-pupils in the psychology track take the “introduction to psychology” course, which deals with the question of what psychology is by introducing its various main branches: social, cognitive, behavioral, and physiological psychology. During the course, participants are acquainted with both classical and modern psychological theories, and the ways in which they can provide insight into different human behaviors. The course also focuses on practical aspects of psychology in various contexts, such as decision making, stress relief, group dynamics and conflict scenarios. It also explores additional subjects such as psychopathology and mental disorders, sleeping and dreaming, perception and the senses, psychological research methodology, and more. In light of the pandemic, we have

devoted time to giving participants practical tools with which to cope, such as how to spin a situation in our favor, how to adopt an optimistic outlook, and how to deal with crises and pressure.



“To me, the program was like a ray of sunshine in the pandemic darkness. It acted as a stable base for the hope that life can get back on track. I could summarize the experience in three words: “an island of sanity”

Havatzelet Tamar
psychology learner
Rehovot

In response to these troubling times, the program addressed the subjects of old-age and loneliness, positive psychology, child development away from one's peers, and the effect of screens on child development. In the same spirit, critical thinking classes such as “what is truth?” given in Haifa, were introduced, which stress both the importance of research, as well as that of doubting its findings. The latter class was given at the start of the semester so that learners could practice this type of thinking throughout the semester. All the tracks were similarly supplemented with content meant to help with the mental aspects of the Covid crisis, promoting routine development and combatting loneliness.

4 Medicine track

Participant-pupils in the medical track take the “introduction to medicine” course, in which they learn basic concepts in the various fields of medicine: the human body, its various systems and functions, common diseases and their treatments, and the research that went into developing the latter. The course also includes instruction in preventative care, hygiene, nutrition and first aid. The course provides learners with practical knowledge, relevant to their daily lives, raising awareness to the effects that one's lifestyle can have on their individual health and that of their family. In response to topical events, learners have been instructed on the immune system and on many aspects of the Corona virus. This year, instructors chose to incorporate several topics in the same classes in order to exemplify and encourage interdisciplinary and critical thinking. For example, some class rooms conducted debates on technology and vaccines, diabetes and nutrition, and more.

Additional content

Online studying opened the possibility for cross-branch and cross-track learning, increasing our ability to create thrilling encounters inside and outside the university. In addition to virtual tours, research presentations in various labs, greeting videos from the university presidents in Tel Aviv, Haifa and more, pupils in the different tracks participated in fascinating guest talks:

Psychology

Mr. Amit Dehari spoke about puberty | Dr. Noa Giron Sela spoke about motherhood, smartphones and influencing infants | Prof. Galit Yovel, head of the department of psychology at Tel Aviv University, told us about the way we recognize faces | Dr. Ana Perry, a social neuro-cognition researcher, spoke about studying the brain in social contexts | Nur K'sam, a PhD student in the psychology department in Jerusalem, gave a lecture to a group from the Eastern city on communication, language, and emotion in the Arabic-Israeli context | Dr. Mahmud Sa'id, head of the psychological service in the Iksal regional municipality, gave a talk on mental and psychological fortitude in light of crises | Yaron Levine, head of the mediation center in the city of Haifa, gave a talk on conflict resolution

Ilana Grossman, from Mityaalim organization, spoke about budget management | Dr. Yair Friedman (the interdisciplinary center and Weconomize) gave a talk about the VRIN model as a means of determining the business cogency of financial ideas and initiatives, and as a guiding principle in decision making | Tali Reinberg Shchori, supervisor and development manager at the "Et Lada'at" foundation, spoke about exercising rights, and "Kol Zchut" website | Dr. Yaniv Dover, head lecturer and social media mathematical and behavioral model researcher at the Hebrew University, gave a talk on marketing

Business administration

Medicine

Mr. Yaniv Paz gave a lecture on autism | Dr. Yaara Yeshurun lectured on brain synchronization | Dr. Eric Orbach, head of Pharma R&D for Teva, gave a lecture on medicine development and the Covid vaccine | Meital Dana, a group guide, gave a talk on nutrition and a healthy life style | Miriam Miyara, coordinator for "Amitim" program dedicated to assimilating the mentally challenged in society, gave a talk on facilitating the assimilation of the mentally challenged in the community | Dr. Zohar Schwarz DVM, student and expert instructor of Vijnana yoga, gave a lecture on the relationship of yoga to the nervous system

Law

Mika Timor, one of the documentary makers behind the series "Shadow of Truth," fascinated listeners with a look into the backstage of the criminal justice system | Attorney Vardit Damri-Madar, professional manager at the clinic for representing peripheral populations, spoke about practicing law as a vehicle of social reform | Ohad, instructor at the clinic for representing peripheral population, gave a lecture on accessibility to exercising rights in routine and during the Covid pandemic | Suha H'laila gave an introduction to the "Kol Zchut" website | Attorney Moshe Tavro, manager of the arrest division in the public defense service, gave a talk on public defense and representing criminal defendants



Encounters within the community

It was clear to us since day one that we will not be giving up on having immediate, face-to-face, encounters in real life. In light of the Covid pandemic, and campuses closing in universities, we have decided to take knowledge outside of the university. We have found

56 communal loci of activity

in which we could continue meeting (in approved capsules and while wearing masks, of course): innovation centers, recreational centers, libraries, municipal centers, and more.

Meeting inside the participants' communities created a real opportunity to bolster communal fortitude, to create a sense of belonging to the city or town, and a sense of activism and action taking in response to external stressors – precisely when getting together was so sorely missed.

We have discovered that the physical encounter had great value in cultivating the ability to face the Covid crisis, and we are proud of our instructors who have scoured the nation, while respecting all regulations, and of our participant-pupils who kept attending and learning.

We would be remiss if we did not thank all the institutions and people, primarily our partners in the various municipalities, for letting us in and extending their invitation. You are real partners in our journey, and we hope you could detect our big smiles even through the masks.



"I cherish the course. The studies are pleasant and interesting, and well-delivered. Meeting with the instructor and the group provides a sense of closeness during the difficult lockdowns and social distancing due to the Corona virus. It is really a balm for the soul. I extend my admiration and thanks to everyone involved in the initiative"

Sarah Shomrat Conforti
law track participant-pupil
Haifa (west)

Online learning

As it is in the rest of the world, we have also awoken to the dawn of a new era, which requires that we adapt to consuming knowledge and information virtually. We have dedicated the summer months to planning, learning and preparing the model we have utilized this year, which combines communal sessions with online learning. Gaps in technological literacy were present amongst participants, and many of them have voiced concerns. But we nevertheless saw a great opportunity in turning to virtual means, despite obstacles. In 2021, we added 20 learning support people whose goal it was to assist our participants in logging onto virtual classes, and overcoming mental and technological difficulties, so as to join us in the experience. Our instructors were also constantly working to develop online teaching skills so as to maintain their personal connection over Zoom during lockdowns.





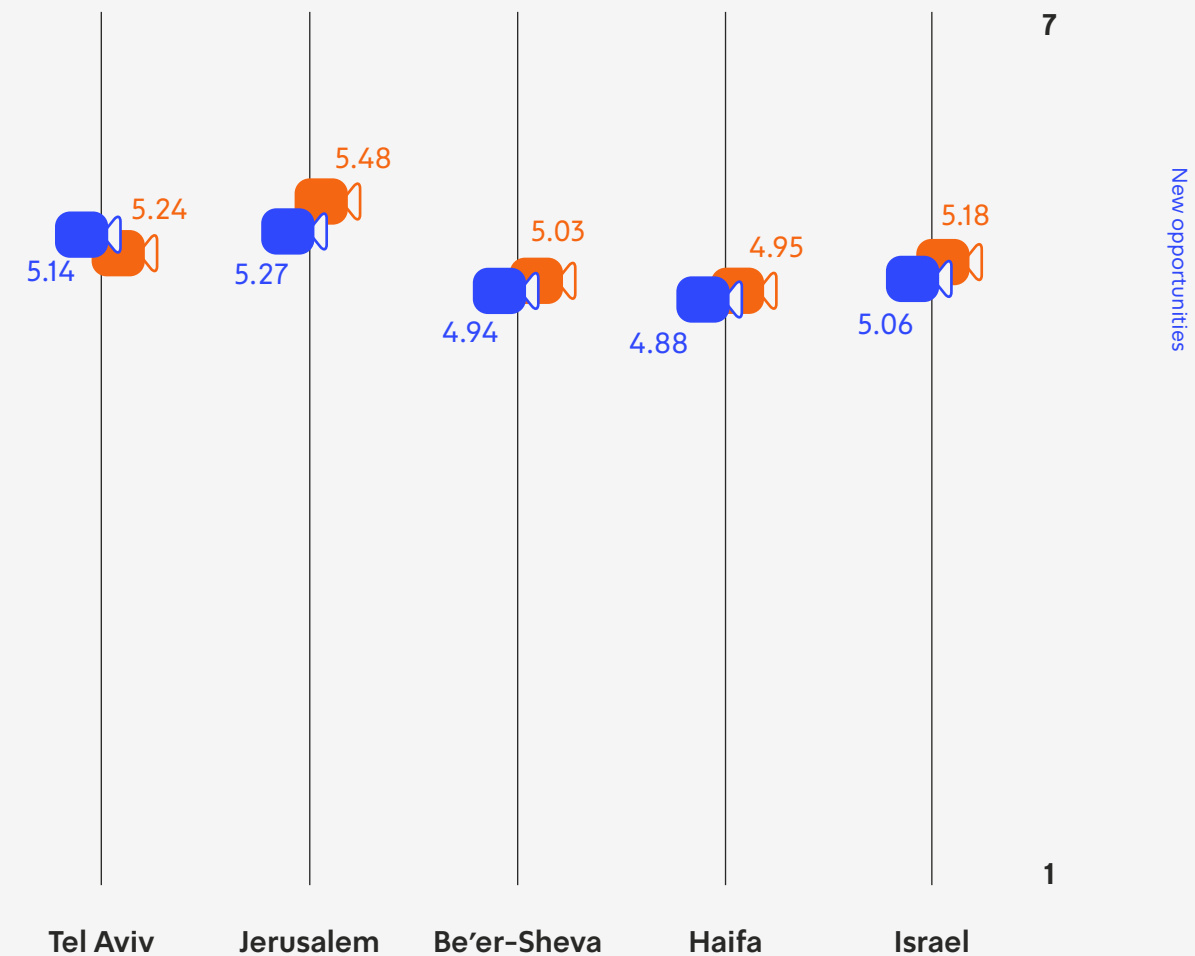
We have made it our goal not to leave anybody behind.

Happily, as a result of our close guidance, class attendance throughout the first semester stood at 80-85% (branches vary).

Participants became more adept over time, and the need for assistance decreased. We were intent to continue to challenge and push pupils to develop new online learning skills in particular, and digital skills in general. Guest talks, group work, sending video files, and online search assignments became routine. The mid-term questionnaire, conducted at the end of the semester, showed a substantial increase in confidence and capability in using technology in general and computers in particular. Moreover, many participants commented that they feel that in addition to the subjects learned in Access for All courses, they have also gained acquaintance with another world of content – which was our initial goal.

We Asked our student:

-  To what extent have you gained confidence in using digital platforms (such as Zoom)?
-  To what extent did the presence of a learning support person contribute to your confidence in using Zoom?



* 1-7 Scale



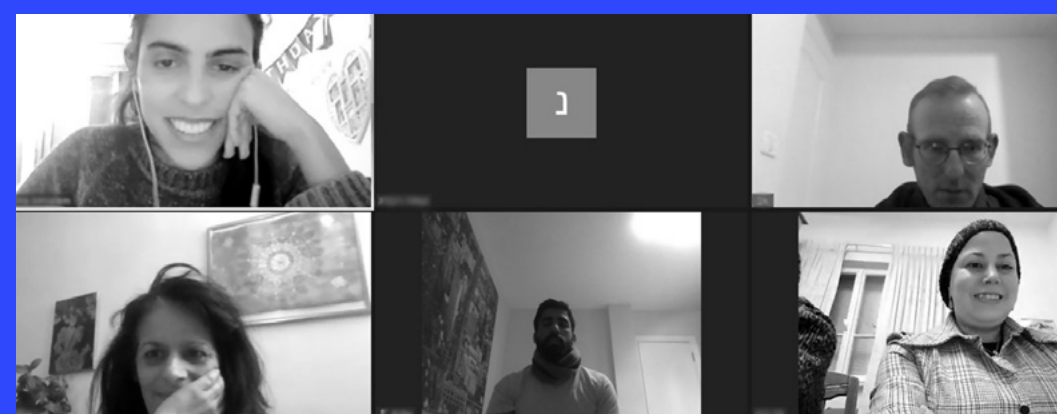
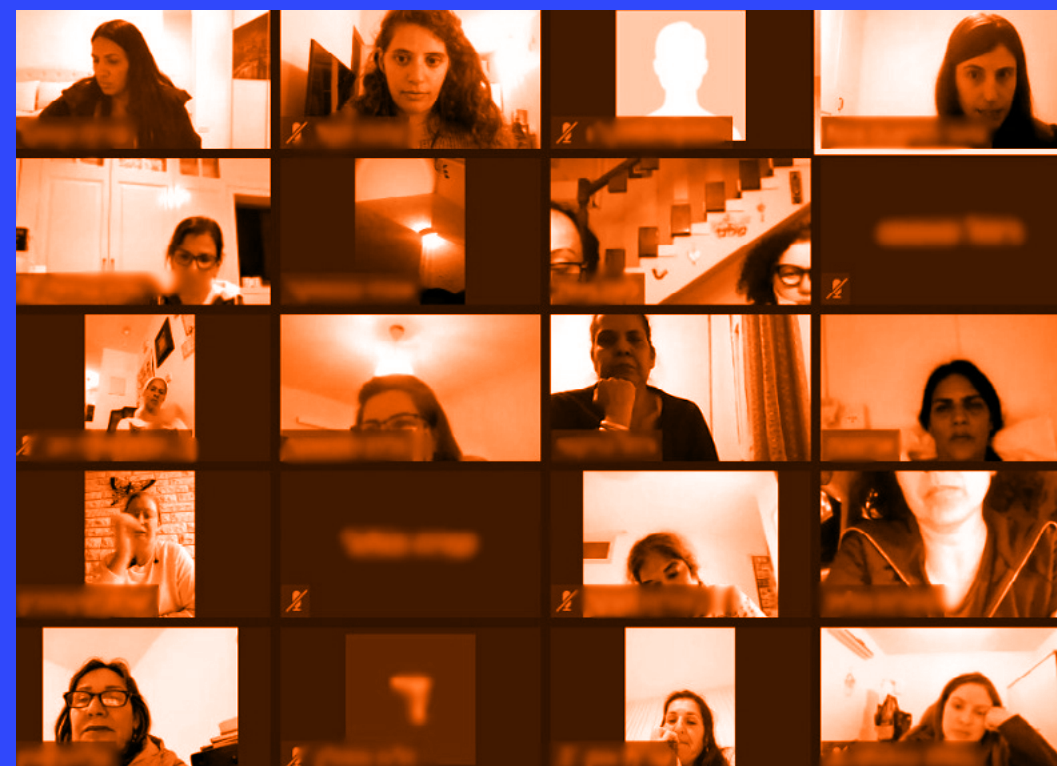
“This year, the professional team managed to create a wonderful and cohesive Zoom group – in spite of the Covid difficulties! Adir’s presence, and what he means to the young people in the group, is simply inspiring. Participant-pupils gain an abundance of knowledge, a sense of belonging and communal feeling. This has been an especially good year for us younger people from Bat-Yam”

Ella Shir
social worker for Yated
The national program for the
endangered young, Bat-Yam



“Talking to the participants of Shfar’am, they mention that the program improved their technological confidence, by teaching them how to use Zoom and other adjacent technologie. That they enjoy having Zoom meetings and maintaining the social ties they have forged. They speak of a feeling of unity within the group, and the experience of meeting new participants”

Yara Suliman
municipal volunteer unit coordinator
Shfar’am



Our partnerships

The challenges of this semester meant we needed to rely on our partners more than ever. We needed them to help support participants, to show patience and flexibility, to welcome us into their communities, to adjust to the changing needs and learning landscape, to believe in the program, and in our student-instructors and pupils. And with the help of our partners, we have risen to the challenge.

Our main collaborations:

Ministry of social affairs

A joint initiative with the ministry of social affairs and services came to fruition. Working processes has improved and evolved, as is apparent from the ties forged with the various branches of the ministry's coordinating base, and in the field. The continued activity of the project has allowed us to maintain stability during this trying year, and to continue working for the sake of out pupils.

Ministry of health's rehabilitation package program

Our joint initiative with the ministry of health's rehabilitation package program, continued to be a pillar of stability. Combined with the education support team from "Nathan," we have continued to provide a holistic response to participant-pupils, who have shown great adaptability and capability even during a challenging year.

Occupational service

A new pilot initiative with the occupational service in the city of Ofakim was born during the crisis. The business administration class in Ofakim applied their work on developing capabilities and skills in a changing labor landscape, and we have benefitted from close work relations with the service's members.



The professional staff in the various municipalities

The professional staff in the various municipalities have been a source of support, energy and inspiration – both for the pupils and the program's staff. They have supported us with great sensitivity, professionalism, creativity and initiative during this trying period, and were open to any request, and available.

The Joint (JCD)

The Joint (JCD) have consulted us in developing a plan to instill labor skills in our curriculum. With the help of their talent, kindness, knowledge and experience, we have devised a tool that will serve us for the rest of the year, and for years to come.



“This is now the second year that I have been counseling those eligible to the mental health rehabilitation package, as they study in the Access for All program. I would like to express my deepest appreciation to the program, which allows its participants an enriching learning experience, while emphasizing social factors, and creating meaningful connections with instructors and classmates”

Ayelet Koren
Education counselor
“Nathan”

About our student-instructors

Our participant-pupils (16 in Ben-Gurion, 15 in Haifa, 15 in Jerusalem and 17 in Tel Aviv) came to the program after a long screening process, which includes filling forms, group assessment meetings, and personal interviews. At the end of this process, we ended up with a group of motivated, dedicated and imaginative people who have managed to face all odds, and keep the “magic” alive throughout the semester.

The semester started with five preparation weeks which included the introduction of content, tools and general information meant to prepare the participants for what lies ahead. They met with other participants, track coordinators and former instructors, learned about Access for All classes, constructed the start of the Syllabus and acquainted themselves with one another. Once the program begins, an instructor's week includes staff meetings, active participation in an academic workshops, preparing lesson plans, and, of course teaching – this year, often in different locations. Attendance in the program stands between 8–10 weekly hours on average. Our participant-pupils' sense of responsibility and commitment allowed us to send them back into the Israeli society with a smile and mask, even during the Covid pandemic.



“The pupils’ apparent curiosity and excitement moves me every time. It is an honor to share my knowledge with them, and in exchange I gain the benefit of their experiences and life stories. The gratitude I receive from participants makes me realize that this program is not only a gift for them, but for me as well!”

Liron Mirom
Psychology instructor
Tel Aviv branch



The academic course that the students-instructors study themselves engages in social justice issues, personal responsibility and the responsibility of the state, theories about adult education, a dialogic discourse, and a mirroring of the Israeli society. The seminar is a meeting place for group and individual learning and connects the program to broad social action.



”To me, Access for All is a place in which I can feel the strength of education every single week. Whether I am the one doing the teaching, or the one doing the learning, my amazing class has been able to surprise me again and again. Also, Access for All is a wonderful opportunity for me to meet warm and unique people I would not have otherwise met”

Shachar Avigdo
Psychology instructor
Ben-Gurion branch



Tel Aviv University



Number of participant-pupils in the branch

326

At the start
of the year

310

At the end
of the semester

95%

% Finished

Division to tracks

Business
administration

71



Law

84



Psychology

88



Medicine

83



75%

245 new participants

25%

81 continuing
participants

Student-instructors in the branch



Business
administration



Law



Psychology



Medicine

**This year we are teaching
in the following cities:**

16

Years of Activity



Participant-pupils in the Tel Aviv branch have the opportunity to take tests to continue their studies in a bachelors' program in Ariel University. Currently, one program graduate is pursuing a PhD.

We are very proud of her achievements.

Ben-Gurion University of the Negev



Number of participant-pupils in the branch

265

At the start of the year

238

At the end of the semester

90%

% Finished

Division to tracks

Business administration

72



Psychology

131



Medicine

62



60%

158 new participants

40%

107 continuing participants

Student-instructors in the branch



Business administration



Psychology



Medicine

This year we are teaching in the following cities:

11

Years of Activity

Be'er Sheva • Dimona • Yeruham • Ofakim
Netivot • Kiryat Gat • Rahat • Arad



This year, Access for All and the Israeli Employment Service are running a new pilot program in the city of Ofakim in which one business administration class is constituted entirely by participants referred by the Israeli Employment Service. Contents include relevant knowledge from the business world, while setting a unique emphasis on skills and capabilities applicable to employment. During the course, participants hone their digital understanding, time management, differential assignment preference, personal aptitude and self-marketing. They learn about the banking system, digital tools and more, and are acquainted with the specialized tools and knowledge of the Israeli Employment Service. We are proud of this cooperation, so relevant to the crisis we are now facing, and look forward to promoting its success in the future.

The Hebrew University of Jerusalem



Number of participant-pupils in the branch

219

At the start
of the year

194

At the end
of the semester

89%

% Finished

Division to tracks

Business
administration

56



Law

59



Psychology

104



43%

95 new participants

57%

124 continuing
participants

Student-instructors in the branch



Business
administration



Law



Psychology

This year we are teaching
in the following cities:

8

Years of Activity

Jerusalem • Ma'ale Adumim



For the very first time, we have started a group for Arabic speaking young women, ages 18-25, who hail from different parts of Eastern Jerusalem. The group was formed by the employment service of the city, active in its Eastern part, which provides its own consultant to the group. The group attend a course in psychology, instructed by Sivan, with the help of Mira, who is a simultaneous translator. After an initial stage of mutual acquaintance and learning, they are now a tightly-knit and motivated group, home to newly formed personal contacts, and a unique sense of commitment.

This year we have started an all-female group in Ramat Eshkol, in which many of the participants come from the Orthodox-Haredi sector. They take a psychology course with their instructor Adva. At the start of the year, many had reservations and concerns about the learning model which incorporates online learning. But due to Adva's hard work, and that of our remote learning support people, many of the participants who could not connect through Zoom attended with audio only on their phones. This arrangement allows them to remain in a state of active learning, acquire knowledge and influence the group. It is amazing to see that some of the Zoom camera squares show phone icons, out of which we can hear the participants voices, expressing their opinion or answering Adva's questions.

University of Haifa



Number of participant-pupils in the branch

216

At the start
of the year

206

At the end
of the semester

95%

% Finished

Division to tracks

Law
96

Psychology
56

Medicine
64

33%

72 new participants

67%

144 continuing
participants

Student-instructors in the branch

7

Law

4

Psychology

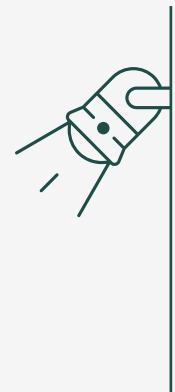
4

Medicine

This year we are teaching in the following cities:

7
Years of Activity

Haifa • Nesher • Daliyat al-Carmel • Isfyia • Tirat HaCarmel • Shfaram
Migdal HaEmek • Nazareth • Kiryat Haim • Kiryat Bialik • Kiryat Yam • Acra



Adi Yonas, head of operations for the Haifa branch: "The most special thing about our activity is the mix of Jewish and non-Jewish sectors; I have never seen anything like it. As someone who grew up in Jerusalem, and studied in Be'er Sheva, I know it is not at all trivial to see such meaningful participation of different sectors in the same program, both in the instruction staff and in the classes. Our instruction staff includes eight instructors (out of 15) who are from the Arabic community, and our community based classes are diverse: We have 5 classes in the Jewish community, 4 in the Arabic community, and 5 that are mixed. This makes me confident that Access for All lives up to the University of Haifa's vision: "We have always been proud of the unique structure of our student body here at the University of Haifa. We wholeheartedly believe that a place where Jews, Arabs, Druze, Haredi, Secular, Olim Hadashim, and people of the armed forces can come together to extend their knowledge and grow – is a place where miracles happen." Taken from the University of Haifa Manifesto.

Thanks and summary

As we write these lines, there is a sense of regeneration in the air. The vaccines are already here, and we have found new hope that we can return to the University soon. In the meantime, we continue to execute our program with all our power in (almost) all of its aspects, in spite of seemingly insurmountable obstacles. We would like to thank, first and foremost, our Participant-pupils, who chose not to give up on the program: to continue learning even during these trying times, and even especially because they are so trying. We also extend our gratitude to our dedicated instructors, who find the strength to adapt to a new reality every week, to our team that continuously exhibits creativity, determination, flexibility, and sensitivity, and to the consulting committee which guides the program with all its wisdom and experience.

We would like to thank our partners from the bottom of our hearts:

Thanks to our partners at the Matanel Foundation, whose support is crucial for our activity. The foundation is a core partner, sitting at the very heart of the program, and keeps its vision and daily operations alive. The trust we have received from you during this past year allows us to move forward.

Thanks to our partners at the different universities who have this year proven the program's strong connection to academia. Despite the operational difficulties we have encountered this past year, they not only did not give up on us, but were an active force pushing us forward throughout.

Thanks to our partners at Discount Bank who have aided us with a sizable donation that helped keep the program afloat during the crisis, and have also shared their knowledge with a stimulating talk by Mr. Nir Belkirsch, Rehovot branch manager: "The bank: Behind the scenes."

Thanks to the many other partners who have helped us along the way, including the Council for Higher Learning, Keren HaYesod, Adama, Harbor West, and many more, who support us, and help make the magic happen. Each and everyone of you has a meaningful role in allowing the program to continue to spread knowledge and capabilities.

We are thrilled to continue to walk this path along with you.



"This program means the world to me. To me, it is compensation for years of neglecting the effort needed to progress into higher learning – despite having the ability to do so. I suffered from feelings of inferiority, and as a result, of failure as well. Now I have been given the opportunity to study, which feels like the completion of a meaningful process. I am receiving tools that are important for dealing with my daily life, and my self-esteem is much higher. Thanks to everyone who made this happen"

Mazal Mahdon
Psychology pupil
Rehovot

אוניברסיטה בעם.

הידע מגיע לכולם

unibaam.org.il

shaulski.com

סכ

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