

אוניברסיטה בעם.

הידע מגיע לכולם

2021-22

Annual Report



האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM



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



בעידוד ותמיכת
קרן מתנאל





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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.

Activity map



“The psychological knowledge I have gained in the past year help me in my relationship with my children. I feel that the program is very well thought out – I probably wouldn’t have independently attended university, because it is so far away from my home and somewhat expensive. The existence of commuting services, provided meals, and subsidization, as well as quality instructors and participants, have made it possible for me to do something I wouldn’t have done otherwise.”

Avishag Miriam Tshuva
psychology track student
Jerusalem



About our participants

Number of participant-pupils

1,351

Total

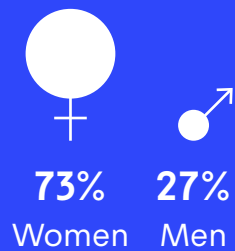
220

Left

83.7%

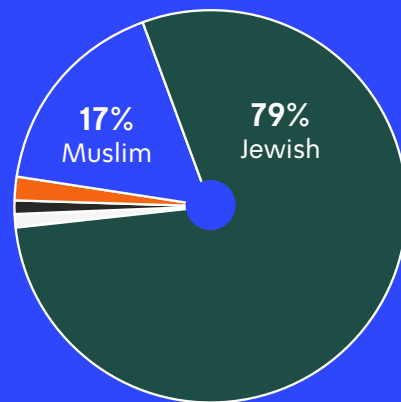
Academic
year
graduates

Gender



Religion

2% Druze
1% Christian
1% Other



47.2

Age
average

School years



Number of student-instructors

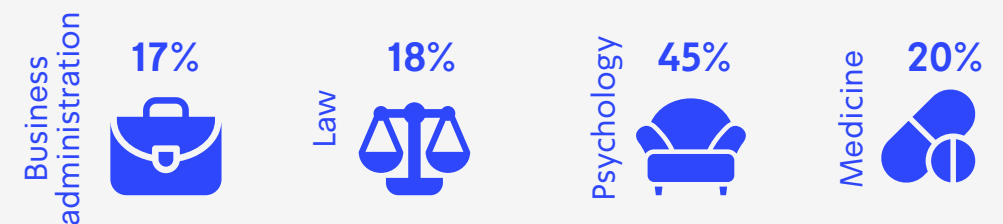


Access for All in numbers

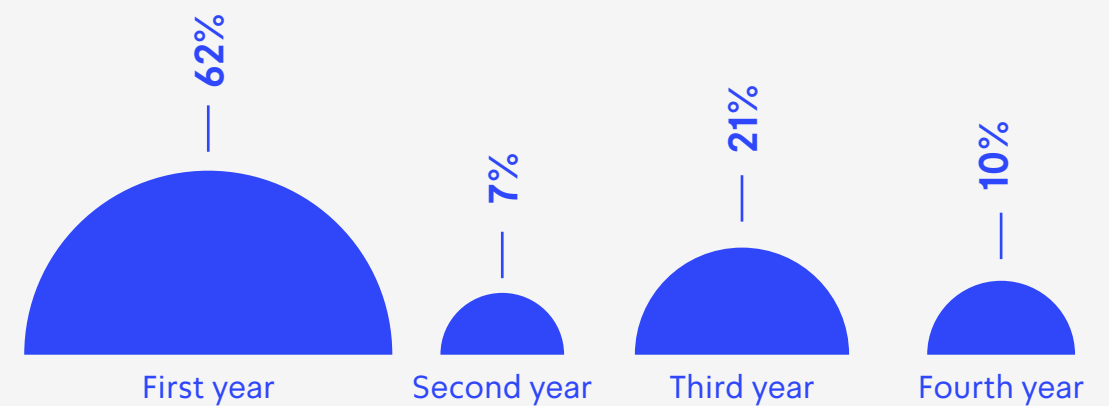
38% ongoing
participant-pupils

62% 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. The interactive study experience allows learners to analyze, evaluate and apply the material in their personal lives through examining cases, conducting debates and more.

2

Business administration track



“The program benefits me by boosting my self-confidence. I am proud of the fact that I study in the Hebrew University, which is one of the best universities in the world. Today, I have a much better understanding of investments, money, and Israeli economics. Thanks to the program, I am learning how to handle myself correctly, improving my overall approach to life.

Rad Kusami
First year business
administration pupil
Jerusalem branch

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.

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).

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.

For me, Access for All is a place of internal growth and empowerment, in which we reaffirm our ability to learn, research, discover, and apply practical tools to our lives. It is a place to broaden our intellect, as well as cultivate inspiration, a sense of living up to our potential, and adding meaning to life.”

Rinat Or, Holon
First year psychology pupil
Tel Aviv branch

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.

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.

Our Collaborations – Joint initiatives

Building things up takes years, tearing them down takes one pandemic... But hanging in there and flourishing: that takes cooperation. This year's challenges due to the pandemic have accentuated the depth of our partnerships, which were essential not only in avoiding despair, but in adapting and even improving the effectiveness of the program. Many supporters are responsible for the program's existence today, each of whom has great impact on it. At the foundation of the program, sit our joint projects (which, as the name suggests, are truly collaborative initiatives) with the Ministry of Labor, Social Affairs and Social Services, and with the Ministry of Health.

This year, we have depended on our partners to help us reach potential participants and inform them of the program, create an effective and positive learning experience, and bring participants back into the classrooms despite the challenges of the pandemic. We required significant assistance on many issues, such as brainstorming creative ideas, recruitment of new reference institutions, advertisement, and participant encouragement. We are grateful to our partners, who stick with us through uncertain times, stand at our side, and continue to push and support us.

We feel that the end result is a genuinely shared project, and we are thankful for your trust and support.



Our main collaborations:

משרד הרווחה
והביטחון החברתי



The Ministry of Labor, Social Affairs and Social Services

- Social empowerment centers in local municipalities, program referents, family and child welfare service teams.
- The "Yated" association for children with Down syndrome and their families.
- Parole office services.



The Ministry of Health

- Rehabilitation package office.
- Educational counselors.
- The department for health inequality reduction.



"For me, Access for All gave me a unique opportunity to spend some of my time at university focusing on others, learning something new from real people, and opening my heart to giving, acceptance, and love. The program readjusted my perspective, and taught me that it is important to find the time to see others, and give from the bottom of our hearts, despite the busy grind of life.

Access for All has made me a better person, and I hope to impart some of what I've learned to others, so that we can gradually better ourselves as a society."

Shira Flishon
law instructor
Haifa branch



Sparks of Novelty in Branches



The Hebrew University:

Off campus excursions – In preparation for the second semester, participants went on tours tailored to their study track. Psychology learners visited the ELSC center for Brain Sciences in Givat Ram, law learners visited the Israeli Parliament building (Knesset), and business management learners visited the Bank of Israel. The tours allowed participants to visit major institutions relevant to their studies in their own city, which they have never visited before. The excursions proved to be a meaningful part of the learning experience, exposing learners to a special experience, and bridging gaps.

In the last session of the year, the Jerusalem branch held an occupational fair in collaboration with “Hizdamnut” Jerusalem occupational center. The schedule included a talk by a “Hizdamnut” representative on the ways that participation in the Access for All program can constitute an occupational turning point. After the talk, participants visited occupational booths in which they could sign up for professional training programs, occupational guidance courses, and various workshops to help promote their careers. Many participants signed up for courses in computing and English.



Tel Aviv University:

In Tel Aviv, we decided to shake things up a bit, and invited a learner-participant of the law track, Yakir Nov, to share his personal story of going through the justice system: he spent his childhood and youth in a boarding school that acted as his legal guardian. In his talk, he shared that he was sexually molested at a young age, and told us of his experiences confronting his attacker in court, and navigating social security.

Yakir's story is inspiring, touching, and teaches a great lesson about justice, will power, hope, and determination.





Wednesday Class:

Could the Covid pandemic have had its advantages? The fact that now everybody knows how to use Zoom, allowed us to hold weekly volunteer-based extra-curricular online lectures (Wednesdays) for participants across all tracks, for 8 consecutive weeks. The talks bolstered connections between branches, expanded our knowledge, incorporated former instructors, and taught participants that the process of learning and personal development is endless.



Talk subjects included:

Laughter and laughter yoga

Nutrition and a healthy lifestyle

The relationship between birth order and personality development

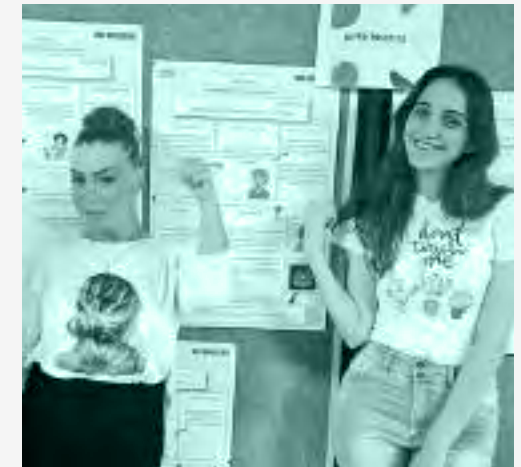
The meaning of wandering in literature

The psychology of user experience

Writing resumes and recruitment processes

Communicational aptitudes

Public corruption and bribery



University of Haifa:

Final Project: This year, learners were challenged to engage in a wide-scale and exhaustive learning project in the form of a “research poster.” The psychology and medicine tracks learned what an academic research question looks like, what makes it a good question, and how to find reliable information online. Then, learners divided into groups with each choosing a research question, such as “is there a difference in emotional intelligence between men and women?”, “why do we tend to forget our dreams?”, “how does nutrition affect our mood?”, and “what’s the difference between stress and anxiety?”. After choosing a research question, learners spent two sessions in the university computer labs conducting thorough research. We investigated the definitions of concepts, sketched out answers to our questions, and formed conclusions for continued research. Learners then created a research poster that included all the information they found, which they then presented to the rest of the group. The process was illuminating, enriching, and incredibly inspiring.