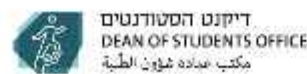


אוניברסיטה בעם.

הידע מגיע לכולם

2023-24

Mid-Year Report



האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM





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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 25,000 participants have graduated the program and are less dependent on social services. About 800 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.

Testimonials



“My experience at university has been very good. The instructors’ approach and the way they teach, the way the staff works to ensure everyone’s success, the personal aspect alongside the group aspect. It gives me the confidence to keep studying similar things and be open to a very interesting world. The program has shown me that everyone has the possibility of learning. Learning opens my mind to new ideas and inspiration.”

Dov Tattenblum
First year
Law



“For me, Access for All represents the first positive framework I have ever belonged to. I feel that I am acquiring social tools from the program in addition to the academic aspect and the experience of reading contracts in a positive light. I had negative preconceptions about the university, but when I arrived I saw that it is a place to grow and develop.”

Ronit Kashani
First year
Business Administration

About our participants

Number of participant-pupils

315

Total

35

Left

88.2%

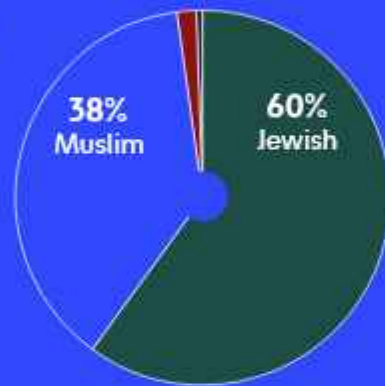
Finished the first semester

Gender



Religion

1.6% Druze
1% Christian



44.5

Age average

School years



Number of:

Student Instructors



Business Administration



Law



Psychology



Theater

Students

3

4

7

2

73

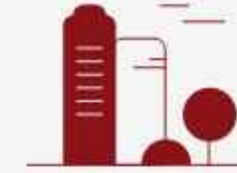
88

139

15



This year we are teaching in the following cities:



Jerusalem
Ma'ale Adumim
Gezer Regional Council

Division of participant-pupils by study track



50% ongoing participant-pupils
50% new participant-pupils

11 Years of Activity

Year of study



56.7%
180 new participants

43.4%
135 continuing participants

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. 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

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.

“I am really enjoying and getting a lot out of the program. Thanks to the program, I have decided to pursue an academic degree next year. The program helped me believe in myself and gave me the courage”

Ayman Hawass
Third year
Business Administration

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.

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.

“I am so happy with the curriculum. At our age, to have the possibility of enriching our personal knowledge... It gives me the ability to understand emotional issues, acquire capabilities and even understand my family better.”

Dana Mizrahi
First year
University of Haifa

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.

4

Fundamentals of Theater

Fundamentals of Theater — Practical Course” is a new course we have opened for program graduates. In this course, students get a practical introduction to theater by experimenting with improvisation and character- and scene-building, alongside theoretical studies about the history of theater.

The course allows students to meet new people, exercise their creativity and develop the self-confidence to perform in front of an audience. At the end of the course, the students perform a project that they plan and create themselves.

What's new in our branches this year?



Introductory course — Fundamentals of Theater

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Introductory courses for evacuees living in hotels due to the war:

Shortly after the war broke out on October 7 and many people living in the combat zones were evacuated from their homes, we sat down and thought about how we could get involved and help out with our program. Since reducing social disparities and giving opportunities to people who lack them is at the core of the program, and since its contents are varied and allow people from different worlds to enrich their knowledge, we thought that former instructors in the program could offer displaced people in hotels a bit of quiet distraction by giving the classes they had taught in the previous year.

We went to a hotel where evacuees from Shlomi were staying and offered two types of courses — psychology and economics. It was really moving to see the people who showed up, despite the current chaos of their lives, to spend an hour and a half enriching their knowledge and expanding their horizons. For a few moments, the worries and difficulties of the situation faded and all

that remained was a group of people who wanted to learn, develop and enrich themselves, receive tools and simply be students for a while. I think that this is the essence of the program and the reason I appreciate it so much — no matter what you have been through in life, what you have done, how you got to where you are now — you are simply invited to learn with us, develop and grow. Without judgment, without any attempt to indoctrinate or change you — simply to learn.

Guest lectures via Zoom — the program's students during the war:

After the events of October 7, we decided as a team to maintain the program's academic routine for our students as much as possible. Beginning November 14, we launched a series of lectures via Zoom on various topics, on a volunteer basis, by professors and researchers from Hebrew University. Dr. Netanel Dagan gave a fascinating lecture about Hebrew criminal law; professor Michael Brandeis took us on a trip around the world following our senses; Dr. Deganit Paikowsky



shared her personal experiences to address the question of how women become astronauts; professor Maya Tamir offered relevant tools for emotional self-regulation; and Dr. Miri Tal-Saban gave an important and interesting lecture about maintaining a routine and staying resilient during periods of uncertainty. The student response to these lectures was positive, and thanks to a transcriber who worked with us, the lectures were made accessible to all students. Meeting together on Zoom once a week helped us preserve a sense of connection with the students and created continuity for our routine academic activity.

Our Collaborations - Joint initiatives

We believe this program is part of a continuum of care that enables our students to make choices to take responsibility for themselves, their learning processes, their development and motivation, and to illuminate their lives with a positive and powerful light that aspires toward progress.

In order to maintain a stable foundation, we manage a network of extensive connections with various therapy and welfare bodies on the ground and in the main offices, which helps the program make significant achievements in various respects.

Our partners and network of partnerships are a cornerstone of our program, and we are proud of our many partners who enable us to dream together and make those dreams come true.



Principal government collaborations: :



Probation Service

Our partners in every step of the way, from recruitment processes, to retaining and assisting students, to maintaining a presence on the ground. The local liaisons carry the program on their shoulders by recruiting and retaining students, giving advice and fundraising. We tip our hats to them for their hard work and faithful partnership!



The Ministry of Health

We have a longstanding partnership with the rehabilitation and community integration programs of the Mental Health Division, which continues to go from strength to strength! The partnership includes professional assistance, accompaniment and support for each and every student from the moment they express interest in academic studies to their participation in every lesson. We are very proud of this partnership, which grows stronger each year.

Moreover, this year we established a partnership with the Decreasing Inequality in Access to Healthcare Department, and together we have achieved impressive outcomes that both serve the ministry's goals of health education and prevention and meet the needs of our curious students! We hope to continue walking this path together for many years.

This year's academic workshop incorporated a diverse range of meetings with various activists and lecturers in academia.

About our student-instructors

Our participant-pupils 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.

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.



From North to South



"Choosing to apply to and join this program was one of the best decisions I made during my studies at Hebrew University. In addition to the academic credits, the financial scholarship and the program's good reputation, I feel I am developing in many respects and most of all, enjoying it. The program demands a lot of me, and at the same time it allows me to practice public speaking, teamwork and in-depth learning of interesting material. I highly recommend the Access for All program for both learners and instructors like myself"

Evyatar Shem Tov
Instructor
Psychology Track



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. This year's academic workshop featured discussions with various activists and university lecturers.

"With every lesson, I fall more and more in love with the program. Being able to contribute knowledge and give others a small taste that can change their lives is worth everything! With so much love that comes back to you in the most wonderful way possible when you see your students flourishing with the knowledge and using it to protect themselves and enrich others."

Yara Asaid
Instructor
Law Track

From North to South



Thanks and summary

Though we are in the midst of a year of war at home, we rallied and found the strength to show up for our students in a meaningful way: We developed different areas of content, established new and exciting partnerships, recruited from additional local authorities, and added a rich and diverse range of content to the academic workshop. None of this could have happened without the support of our partners and their shared belief in the righteousness of this path and the good it does for our students in particular, and for Israeli society as a whole.

We first thank our students, who chose development and learning, challenges, investment and effort. Thank you for choosing us and thank you for choosing yourselves. We thank our instructors, who lead heated discussions without fear, teach complex lessons, and create personal connections with the students. We are endlessly appreciative of the time and energy you invest in this program. We thank our staff, who work day and night, putting thought and care into every detail and every individual. Their professionalism, consideration of others and commitment to excellence is inspirational. We thank the members of our advisory board, led by Dr. Adi Koll, who continuously accompany us and offer advice, assistance, support, challenges and guidance.

We would like to thank our family, the Hebrew University of Jerusalem and the Municipality of Jerusalem, for choosing this good work, supporting and accompanying us all along the way, and sharing our vision of a different academia.



We thank our partners at the Matanel Foundation from the bottom of our hearts for their generous support throughout the years, for their collaborative thinking and for being a cornerstone of Access for All.

Thank you to our partners Doron Livnat and Israëlectie (Keren Hayesod Holland) for their unparalleled, constant and generous support, which makes the program and its achievements possible.

Thank you to our government partners in the Ministry of Health, with whom we run a vital joint initiative that allows us to keep going, to push forward, ask questions and grow together.

**Thank you all,
and may we continue on the path
of leadership together**

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