

# 2024-2025 ANNUAL REPORT

**JUNE 2025**

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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.

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.

## 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.



# ABOUT THE PROGRAM

## Our goals



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



**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



**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



# TESTIMONIALS

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*Participating in this program has been one of the most meaningful experiences of my life. Over the past three years, I took part in courses in psychology, law, and business management – and each one left a deep mark on me. The knowledge I gained wasn't just academic; it became part of my everyday life. I've grown into a more confident, aware, and mature person.*

*Tuesdays became the highlight of my week – not just because of what we learned, but because of the feeling that we were part of something bigger than a course. We weren't just classmates; we became a family. I'm especially grateful to my teacher, Israa, for her support and belief in me, and to Mika for her kindness and the way she treated each of us with such care. I'll carry this experience with me for a long time, and I truly wish the courses didn't have to end.*

**Ranaa Jaber,**  
Pupil in our Business Management Track

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*The program gave me incredible tools and helped develop my skills such as public speaking and teaching, and deepened my understanding of the subjects I taught. More importantly, I could see that my students were learning material that truly fascinated them, and studying at a level they hadn't had the opportunity to before. Most of them are continuing in the program next year to continue widening their horizons, and remain very excited about learning new things.*

**Tal Segev,**  
Student-Instructor in our Psychology Track

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*Since childhood, I dreamed of studying at a university. But due to financial difficulties, I had to leave school at a young age, and for many years, that dream felt out of reach. Through this program, I was finally able to realize that dream. I learned so much – not only academic knowledge, but also a sense of pride, growth, and hope for the future. None of this would have been possible without the people behind the program. Without your efforts, we wouldn't have been able to reach our goals or even dare to place our aspirations on the map of success. I'm deeply grateful to everyone who helped create and support this initiative, this opportunity changed my life.*

**Ba'aa Abu Snina,**  
Pupil in our Business Management Track

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# ABOUT OUR PARTICIPANTS

## Number of pupils

**305**

Total

## Gender

**62%**

Women

**38%**

Men

## Religion

**59%**

Jewish

**41%**

Muslim

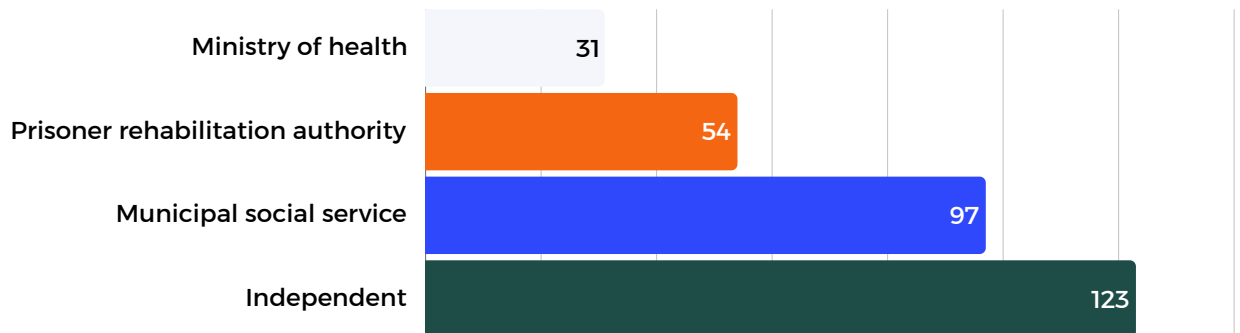


**47%**

ongoing  
participant-pupils

**53%**

new  
participant-pupils



## Participants by Study Track



**Business  
Administration**

**3 Instructors**

**95 Pupils**



**Law**

**4 Instructors**

**112 Pupils**



**Psychology**

**4 Instructors**

**98 Pupils**



# 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 enables students to analyze, evaluate, and apply legal principles through case studies and debates. Each lesson is two academic hours long.

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2

## Business Administration Track

Participant-learners in the “introduction to business administration” course are introduced to the market mechanisms, and various components of, the Israeli market. The course covers topics such as smart consumer habits, banking relationships, family budgeting, and small business 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. Each lesson is two academic hours long.

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3

## Psychology Track

Participant-learners in the psychology track take the “introduction to psychology” course, which deals with the question of what psychology is by introducing its four 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 ongoing war, 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. Each lesson is two academic hours long.

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# THIS YEAR'S SYLLABUS

1

## Law Track

10.12	Introduction to Law
17.12	Democracy and the Legal System
24.12	Constitutional Law
31.12	Contract Law I + Campus Tour
7.1	Contract Law II
14.1	Property Law
21.1	Labor Law
28.1	Enforcement and Debt Collection (Execution Law)
4.2	Law and Technology
11.2	Tort Law

18.2	Criminal Law
25.2	International Law
4.3	Criminal Procedure in Practice
11.3	Social Welfare Law
18.3	Guest Lecture - Paamonim (Financial Education and Guidance)
25.3	Family Law
1.4	Final Project - Moot Court
8.4	Farewell Session
22.4	Closing Ceremony



# THIS YEAR'S SYLLABUS

## 2

### Business Administration Track

10.12	Market Forces
17.12	Money
24.12	Banking Systems
31.12	Time Management + Campus Tour
7.1	Monopolies and the Cost of Living
14.1	Government Institutions, Corruption, and the Economy
21.1	The Israeli Economy
28.1	Capitalism and Socialism
4.2	Smart Financial Management & Budgeting
11.2	Taxes and Pay Stubs

18.2	Capital Markets I
25.2	Capital Markets II
4.3	Money and Happiness
11.3	Behavioral Economics
18.3	Guest Lecture - Paamonim (Financial Education and Guidance)
25.3	Marketing
1.4	Final Project - Business Plan Presentation
8.4	Farewell Session
22.4	Closing Ceremony

# THIS YEAR'S SYLLABUS

## 3

### Psychology Track

10.12	Introduction to Psychology
17.12	Mind-Body Connection
24.12	Memory and Learning
31.12	Personality Theories + Campus Tour
7.1	Cognitive Processes
14.1	Developmental Psychology
21.1	ADHD and Autism Spectrum Disorders
28.1	Empathy and Social Psychology
4.2	Love and Relationships
11.2	Therapeutic Approaches

18.2	Behavioral Economics and Decision-Making
25.2	Critical Thinking and Evaluating Sources of Knowledge
4.3	Psychopathology
11.3	Trauma and Coping with Crisis
18.3	Guest Lecture - Paamonim (Financial Education and Guidance)
25.3	Hope, Positive Psychology, and Emotion Regulation
1.4	Final Project - Hands-On Research Experience in Psychology
8.4	Farewell Session
22.4	Closing Ceremony

# OUR COLLABORATORS- 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.

## Jerusalem City Council



The Municipality of Jerusalem, as well as the various welfare offices spread throughout the City, maintain a close and continuous relationship with Access for All throughout its years of activity in Jerusalem. The Jerusalem Municipality assists with subsidizing the tuition for students from Jerusalem who take part in the program, and with recruiting most of the program's students through from among the various welfare offices. It is important to mention that this important cause could not be achieved without the city's dedicated and committed Social Workers.

## 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, 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.



# OUR STUDENT-INSTRUCTORS

The academic workshop began in November, a full month before the students in the program began working directly with participants. This preparatory stage is more than just training, it is a space of reflection, learning, and deep engagement. Throughout the workshop, the student-instructors immersed themselves in key concepts from the philosophy of education, the development and dynamics of group processes, and the social and economic disparities that characterize life in Jerusalem. The aim was not only to equip them with tools for effective teaching, but also to cultivate in them a deep understanding of the broader context in which their educational work takes place.

The academic seminar taken by the student-instructors explores themes of social justice, personal and state responsibility, adult education theory, and dialogic teaching. It offers space for both individual and group reflection, tying educational practice to broader questions of civic and social engagement. 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.

In the second semester, our focus shifted toward the concept of **social responsibility**. We created space for both personal and collective reflection: What does social responsibility mean to us? How do we, as future professionals, envision carrying it into our lives after completing our studies? These discussions were intimate and thought-provoking, allowing students to examine their values and aspirations in light of the knowledge they had gained.

As part of this exploration, we invited program alumni to share their journeys. Their stories of continued social engagement, whether through education, activism, community work, or policy — offered inspiring and tangible examples of how academic learning can evolve into long-term civic commitment.

The academic workshop is not merely a preparatory course. It is a transformative experience — one that invites students to see education not just as a profession, but as a form of social involvement and human connection.

# WHAT HAVE WE BEEN UP TO THIS YEAR?

## Students-instructors tour of welfare populations and grassroots social change groups in Jerusalem

In the break between the semesters, as part of our learning process, we embarked on a guided tour of the Katamonim (Gonen) neighborhood, a historically under-resourced area shaped by waves of immigration and long-standing social disparities. Despite its rich cultural fabric and strong sense of community, the Katamonim faces significant challenges, including limited access to quality education, high rates of poverty, and gaps in public infrastructure. These systemic inequities highlight the deep social and economic divides that exist within Jerusalem, making the Katamonim a focal point for discussions on welfare administrations, inequality and the possibility of grassroots social change beginning with the people of the neighborhood. There, we explored the historical layers of the area and met with social workers who shared firsthand accounts of the challenges they face in their day-to-day work. These encounters brought to life the complex realities of Jerusalem, a city shaped by intertwined political, social, and economic forces.

Later, we continued to Mesila Park, a green urban space that exists thanks to a grassroots struggle led by residents of the Katamonim neighborhood. They successfully opposed the construction of a major road through their community, advocating instead for a park that would serve the public and protect the neighborhood's character. Their victory is a powerful example of civic action in the face of inequality and urban neglect.





## From Theory to Practice: Engaging Final Projects

A core component of every academic year in our program is the final project. This tradition is rooted in the belief that the rich academic knowledge students gain throughout the year should culminate in a meaningful product of learning, one that reflects both the process and the shared journey of students and instructors alike.

In the **Law track**, students conducted a moot court. They took on the roles of defense attorneys, prosecutors, and judges, engaging in mock trials that explored criminal, civil, and constitutional law. The students approached the task with impressive dedication, an outside observer might have mistaken the classroom for a real courtroom!

In the **Business Management track**, students developed personal business plans, applying their knowledge of market analysis, strategic thinking, marketing, and more. It was inspiring to witness both their creativity and the meaningful ways they connected their inner world to the material they had learned.



In the **Psychology track**, students conducted their own research, from formulating a hypothesis to analyzing the results. The research question they explored was: "What is the relationship between how individuals perceive their own personality traits and how they perceive the personality traits of those close to them?" Working in groups, students wrote the introduction, methods, results, and discussion sections. Their reflections speak volumes:

**"This research — and the program as a whole — is proof that people from all walks of life can study at the university. We want to emphasize: it's never too late to begin learning."**





# THANKS AND SUMMARY

As we close the academic year, following the celebration of our final ceremonies, we take a moment to reflect on the journey we've shared. This year, once again marked by the ongoing war, reminded us how our weekly meetings serve as meaningful points of light in a complex and difficult reality. We continue to believe wholeheartedly that when social action, good intentions, and genuine care come together — true miracles can happen. None of this would have been possible without the dedication of our partners and our shared belief in the power of education to create meaningful change—for our participants and for Israeli society as a whole.

Over the past few months, we've succeeded in sustaining our momentum. We expanded our initiatives, reached new communities, and strengthened our student support systems. Through ongoing collaboration and innovation, the second half of the year indeed brought significant achievements, a testament to the shared commitment of everyone involved.

We extend our deepest gratitude to our participants, who continue to challenge themselves and invest in their growth. We also thank our passionate student-instructors for their dedication, as well as our administrative team, whose hard work ensures the program runs smoothly and effectively. Finally, we are grateful to our consulting committee, led by Dr. Adi Koll, for their invaluable guidance and vision. Together, we look forward to the rest of the year with excitement, determination, and a shared commitment to empowering our students and strengthening our community.

We extend our heartfelt gratitude to our family at the Hebrew University of Jerusalem, the Unit for Social Involvement, the Dean of Students Office, and the Municipality of Jerusalem for their unwavering support and partnership. Their dedication to this shared vision enables us to continue this important work, fostering an inclusive and transformative academic experience.



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 Israëllactie (Keren Hayesod Holland) for their unparalleled, constant and generous support, which makes the program and its achievements possible.

Thank you to our 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!**



# אוניברסיטה בעם.

הידע מגיע לכולם



היחידה למעורבות חברתית  
בגלל סוכרים. שיתוף פעולה



האוניברסיטה העברית בירושלים  
THE HEBREW UNIVERSITY OF JERUSALEM



דיקנט הסטודנטים  
DEAN OF STUDENTS OFFICE  
مكتب عمادة شؤون الطلبة