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Headlines

FOR THE PARENTS OF ISRAEL-BOUND YOUTH

June 1987

Volume One, Number One

Info To Go

Last Minute Answers to Last Minute Questions

Though it is almost departure time, we realize you may still have questions about your youngster's summer in Israel. Following are the questions most frequently asked by parents; we are available until departure time to answer additional questions. Be aware, however, that once the groups leave for Israel, many of our New York-based staff will be going with them and we will be short-handed in the office. Feel free to call, but please be patient.

PACKING, PACKED...AND AWAY

You can use the packing list in the yellow booklet as your guide, but some reminders and explanations:



We have been asked about hiking boots. If your youngster has a pair that is already broken-in and he or she feels comfortable hiking with them, that is fine. Do not feel that you have to go out and buy a pair for this trip. Most of the kids will probably find a good pair of sneakers (perhaps high tops)

to be adequate for the hiking we will be doing. Sandals will not do for rocky, slippery climbs and uneven terrain. Bathing cap is listed, but few teens bother with one anymore. Just be advised that there are pools in Israel where a cap or at least a band to hold longish (as short as chin-length) hair is required.

The key word to packing is **LIGHT**. Chances are your teenager will have a few favorite things and wear them over and over again anyway. Washing and wearing will be relatively easy given the fast drying time in Israel's hot sun and dry climate.

Hope you haven't forgotten a sweater for cool nights, in the desert and in Jerusalem.

THE ELECTRIC CONNECTION

Hair dryers are often a problem for counselors; picture 20 teenagers blowing their hair dry at the same time...not enough outlets, too little power, or not enough time before breakfast. Remember that hair, like clothes, dries quickly in Israel, so if style is not the issue, perhaps you would do best to leave the little noise-maker at home. If your youngster's hair is just impossible without a little style-and-dry in the morning, invest in a lightweight, folding travel dryer that can switch from 110V (American current) to 220V with the flick of a switch. Keep in mind that often times the two-speed dryers will function only on high when switched over to 220V.

NO NEWS IS GOOD NEWS

Mail is an important issue to families that feel the tug of separation, and given the frustrating wait for mail between Israel and the US, it can become an issue. First of all, please

do not send any mail to your children after the third week of the trip. Though occasionally the US and Israel Postal Services surprise everyone, most letters can take a minimum of two weeks to arrive. Thus, we cannot guarantee that mail sent after that third week will reach your youngster before his departure for home. It will stay in our office in Jerusalem and you may find your letter arriving at its birthplace months after it was written. Why not write something *before* departure from the US. The kids love to receive mail and something mailed now will probably be very welcome at the start of the tour. The summer address is::



ISH 2 & 3 or IGSH
P O Box 3293
Jerusalem 91032
ISRAEL

Yedid OK or GYOK
P O Box 4389
Jerusalem 91043
ISRAEL

Please remember that the time problem will work both ways. Do not panic if you do not receive answers to questions; undoubtedly letters will cross in the mail. We will encourage your teenagers to write as frequently as possible just to let you know they are having a terrific time, but remember that less can mean more; they may be writing less because they are having too much fun.

IN AN EMERGENCY

Emergencies will be dealt with by our AZYF office in New York. Call us there -- **DO NOT ATTEMPT TO CALL YOUR CHILD DIRECTLY**. Again, please define emergency as an *emergency*. Our office will have a skeleton staff and we would appreciate your cooperation.

MONEY



Some parents have asked about sending a credit card with a teenager; please do not. We recommend travelers checks which can, of course, be cashed back home if they are not used in Israel. If your child needs emergency funds, wiring is possible; contact the New York office.

TIME OFF

Will your child have free time? Yes, but we will supervise his or her comings and goings. There are a few times programmed into their stay when participants will be allowed to go to relatives or friends, but they will sign out telling their whereabouts and means of getting there (we will assist in transportation arrangements). Other free periods for shopping and touring will also be supervised; we will use a buddy system and will ask to be informed about their plans.



FOOTNOTES' HEADLINERS

On Parenting, Programming & Personnel

Dear Parents,

We hope your teenager enjoyed FOOTNOTES and found it helpful in preparing for this summer.

By now you may be wondering who has the audacity to advise your youngster on everything from Zionist history, to gastronomic phenomena, to the rock scene in the Holy Land. Allow us to introduce ourselves. We come to the FOOTNOTES project with a variety of experiences. Professionally speaking, we are (respectively) artist and writer who have spent seven years in magazine and newsletter publishing, including *World Over*, the children's magazine for Jewish schools. We also have many years in general and Jewish education, both formal and informal. As for our own Israel experience, we just completed three years in Jerusalem on a fellowship in Jewish Education. And, perhaps most importantly, we are the parents of two teenagers (and two future teens) who have spanned the worlds of America and Israel.

As parents, we understand very well your need to know that your child's experience will be thoughtfully conceived, carefully organized, and well-supervised. And as parents we are very impressed with the care the staff has taken in planning these tours. The educational staff in Israel has an excellent knowledge of teenagers, of Israel, and of the educational opportunities that Israel affords. They have developed and planned the history-and-place theme, one which we heartily endorse. They have worked closely with

Youth and He-Chalutz, an arm of the Jewish Agency, to plan all the strategic details that will make your youngster's summer unfold as smoothly as possible.

NEW YORK, NEW YORK

You have already met the AZYF people in the United States, counterparts of the Youth and He-Chalutz staff in Israel. Ina Strauss, director of the Israel Programs Center, comes to this task with fifteen years experience with AZYF, most of that as director of Sherut La'am (Service to the People, a Peace Corps-type program for young adults). Ina brings great dedication, the admiration of a staff which works very hard and well for her, and a level of integrity and commitment which we have come to value and respect. Reed Travis, who has just come on as coordinator of the special pilot projects, has boundless energy and, as you know, spares none of it in the planning and organizing he has accomplished this spring. His background includes a year in Israel, a degree in political science, and professional experience in marketing. Reed has helped communicate the message of the educators in a way that has excited student and parent alike, so much so that we have had to turn children away from these pilot trips.

The group leaders who will actually be responsible for your children on a day-to-day basis are introduced on page 3. These leaders, at this writing, are winging their way to New York in order to meet with the AZYF staff and most importantly, join the youngsters at the orientation session before the flight.

It will be at the orientation that the FOOTNOTES trip diary will be distributed. Although we would have liked you to see it, we felt that distribution at orientation would

guarantee its presence on the plane. The diary is truly a traveler's companion, a journal-plus-basic-information ranging from how to make a long distance phone call (step-by-step), to downtown area street maps, to a gift buying chart with room for sizes, budgets, and running totals.

SEE YOU IN SEPTEMBER

Post-trip newsletters will help your children maintain contact with the friends they will make this summer, and help them explore some of the issues they will confront on their trip. We are using the replies to the FOOTNOTES questionnaires to help us plan for these post-trip newsletters. We certainly enjoyed reading the questionnaires which were filled out by most of the participants with great diligence and not a little sense of humor. That to us is a good start. We have also shared the questionnaires with the group leaders to help them prepare for the summer. In addition, we will be meeting your youngsters when we visit with them as they work and tour, and look forward to involving them in the post-program publications.

If you have any questions or concerns, please feel free to contact us; we are including our office address below for your convenience. Your reaction, and that of your child, to the newsletters will help us respond to our reader's needs in the coming year.

Israel can be a wonderful adventure for adult and child alike; we hope FOOTNOTES was a first step in the right direction.

Steve & Linda Schaffzin

Steve and Linda Schaffzin
FOOTNOTES Project
37 Overbrook Parkway
Overbrook Hills, PA 19151

Can Travel Turn a Profit?

Even if there's no place like home, the world outside has a lot to offer

A summer or year spent touring and studying in Israel...what is it worth to your youngster? Will it enrich him or her in a substantive way, or is it merely a luxury? There is new research with some interesting answers.

Historically, study abroad has been the purview of the very wealthy: the Grand Tour of the Continent was the finishing touch to a young gentleman's education (originally the concept in England and later exported to America). Today, study and summer tours abroad are on the upswing for high school and college students, male and female, from all segments of society.

In 1982, the European Institute

of Education and Social Policy initiated the Study Abroad Evaluation Project (SAP). Areas of investigation included students' knowledge of foreign countries and their attitudes concerning various international issues; students' attitudes toward their own national, and foreign higher educational institutions; and student academic performance and employment goals and opportunities.

Fifty intra-European and fifteen U.S.-Europe exchange programs were evaluated. It is interesting to note that only European programs were evaluated partly because it was the Europeans who were interested in increasing participation through the study. Very few Americans study in non-European countries (at least that was true at the start of this study five years ago), except for Mexico and Israel.



Continued on page 4

Following the Leaders

The staffing structure for your child's trip (this includes AZYF's Israel Summer Happening's two groups, Israel Graduate Summer Happening, Yedid on Kibbutz, and Graduate Yedid on Kibbutz) is somewhat unique for AZYF, and for Israel trips in general. This year each group will be headed by a Rosh Kevutzah (Group Leader) in addition to three counselors, providing a better than 10-to-1 ratio. Group leaders and counselors have been working together for weeks planning your child's tour; this assures each youngster not only a well-organized, carefully thought out experience, but also means that upon landing in Israel, your child will be met by a group of individuals who know each other well and function together as a team. The group leaders are adults, some married with children. All are from English-speaking countries and came to Israel as youth or adults. The counselors are all college-age or older; they were hired in Israel where all recently completed participation in study or work programs.

INTRODUCTIONS

Based on the philosophy that Headlines should be the link to your child's summer program, we have taken upon ourselves the task of making introductions. The following thousand words will give you a picture of the group leaders.

Harley Stark, group leader for Graduate Yedid on Kibbutz, is a serious, strong leader with a dry wit, no doubt acquired during his high school years in Manchester, England. After high school, Harley studied at Hebrew University (BA in Archaeology); he later returned to his native Canada where he worked for the government as an archaeologist in the national parks system. He has worked in Israel's Department of Antiquities since his aliyah (emigration to Israel) in 1982. In addition to years of experience in informal education, Harley's background includes the Ministry of Tourism's highly praised course for tour guides, and the seminar leader course at the Diaspora Museum in Ramat Aviv. He is married, and completed his service in Israel's army as a medic.

Shari Troy (Yedid on Kibbutz) is an energetic and lively young woman, but what can one expect of someone who runs a singing telegram business in

"...your child will be met by a group of individuals who...function together as a team."



Jerusalem? Shari received her BA (1980) in Sociology from Boston University. She has studied both psychology and drama, and much of her work experience reflects those interests; for example, she served as a research assistant at Yale's Department of Psychology and also worked with the Yale Repertory Theater. She has written a number of books for the Youth and He-Halutz Department of the Jewish Agency, and has worked with youth both in America, where she was born, and in Israel, where she lives.

Jeffrey Kaye, at 27, is the youngest group leader (Israel Summer Happening). Born in Scotland, where he received his BA in Psychology, Jeffrey moved to Israel in 1981 and has pursued his studies in education. He is currently a candidate for an MA in Special Education at Hebrew University. Since his college years, Jeff has been working in informal education settings with youth, and since 1982 has taught and led youth activities at Jerusalem's Broshim School for

children with learning disabilities. In 1985 he worked with Camp Ramah in Israel on their special education summer program. Judging from the questionnaires we received, Jeff is not alone in his choice of hobbies: photography, sports and hiking. He is married and has one child.

Diana Eidelman (pronounced Dee-ana), an ISH leader, was born in Oklahoma City, but grew up in Lima, Peru; in 1971, at age 12, Diana and her family moved to Kfar Saba in Israel. Diana served on Kibbutz Ha-Or in a Nahal unit, the branch of Israel's army dedicated to building new kibbutzim. After army service, Diana pursued a degree in political science, and in counseling at the School of Education, at Tel Aviv University. For the last three years she has been a history instructor at the High School in Israel, a program for American high school youth. Like Harley Stark, Diana is a licensed tour guide, and a Jewish Identification seminar leader at the Diaspora Museum. Diana decided to move from her free-lance formal tour guide position to working with youth because she finds that work so much more satisfying. Besides English and Hebrew, Diana is fluent in French and Spanish.

The Graduate ISH group will be led by **Yitzchak Sokoloff**, a soft-spoken father of one who made aliyah in 1976 after receiving his BA from Columbia in Jewish History and International Relations. While at Columbia, Yitzchak also pursued studies in Talmud and Jewish philosophy at the Jewish Theological Seminary. He is currently an MA candidate in Political Science at Hebrew University. Yitzchak spent many years working with youth at Camp Ramah in America and Israel; he is currently a lecturer at the WUJS Program for Graduate Studies in Arad. Yitzchak served in the IDF Golani Brigade; his volunteer work includes a lecture tour of American campuses for the University Department of the World Zionist Organization, and work on behalf of Soviet Jewry and Ethiopian immigrants to Israel. Yitzchak's hobbies include karate, trekking, tennis and sailing.

Preliminary findings were reported in *Change* (March/April, 1985 issue), a publication of the American Association for Higher Education, by Dr. Barbara Burn, coordinator of U.S. Participation in SAP. According to the *Change* article, the SAP students are more ambitious, independent, and intellectually critical than their non-SAP counterparts. They are more demanding of themselves and of their schools; many aspire to careers in international fields, including international business. The conclusions of the study (to be reported in more detail in a future issue of HEADLINES) support study abroad as an important aspect of a students' preparation for life and career.

The American Friends Service Committee, which runs the AFS International/Intercultural Programs for travel and exchange studies, conducted a study of its own. A series of pre- and post-trip questionnaires indicated a significant gain on the part of program participants in a range of characteristics such as critical thinking, independence, and awareness of other cultures. Their gains contrasted with smaller gains or even decreases on the part of non-participants. In addition, there is evidence that travel and study abroad tend to increase learning and general intellectual competence:

Scientists studying the learning process have discovered that in situations of high stimulation such as intercultural homestay, the

hormonal and neurological systems actually improve the brain's capacity to learn and remember. The outcome for the individual is a stretching of old capacities, a development of new skills, an increase in self-confidence and an acceleration of the maturing process.

"International Student Exchange Programs - Are the Educational Benefits Real?"
NASSP Bulletin, February, 1986

Patricia L. Carpenter, Assistant Director of Admissions at Muhlenburg, a small private college

"Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome...views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime."

Mark Twain,
The Innocents Abroad

in Pennsylvania, sees travel abroad as an excellent opportunity for high school students. "It's a good chance to see what it is like to be away from home, and to us it shows that here is a student who has had some experience with independence. We like to see such things on the list of a students' extra-curricular activities; not many get to go. Anything that is unique to a student is helpful." Barbara Cohen, college advisor at JEVs in Philadelphia concurs: "It is certainly an enriching experience, especially in the case of travel to Israel where the connection to the youngster is so great -- it indicates a subject delved into deeply. And if it is more than pure tour, that is, an educational or work experience, how much more so. From a purely practical standpoint, it gives the student something to talk about at the interview or on the essay. Putting yourself in the uncomfortable position of a foreign country, so far away from home, shows maturity and independence and indicates growth."

Chances are your youngster sees his (her) summer as a chance for adventure and fun -- and so it shall be, but like nutritious food made palatable for adolescent tastes, your choice of this summer program for your teenager may prove to be as nutritious as it is good-tasting; travel can be an adventure, and the fun your youngster has will stand him in good stead in the years to come.



HEADLINES

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Headlines

FOR THE PARENTS OF ISRAEL-BOUND YOUTH

August 1987

Volume One, Number Two

From the Field

By now you will have had a first-hand report from your youngster on his or her summer in Israel; however, we thought you might like to hear how things looked to us from our perspective on the outside. While in Israel for two weeks during July, we visited each of the five groups in the AZYF pilot project. We spoke with participants, and interviewed group leaders and counselors.

At each stop we saw tired, happy youngsters. In Tel Aviv, two groups at the youth hostel were getting ready to go into the city for a few hours of free time. It was a typically hot, muggy Tel Aviv evening; most everyone had run to the showers before stepping out to catch a bus. As the ISH 2 kids left the hostel, they were given printed napkins from the dining-room -- just in case they needed the hostel's address or phone number.

Group leader Diana Eidelman stayed behind to talk to us about her group's experiences and the issues that participants were confronting on the tour. She described a group of kids who were growing and maturing before her eyes, and hoped you could see the difference, too. Their growth, she felt, came from the opportunity to deal with realities that were different from their own.

Yitzhak Sokoloff, leader of the IGSH group, was also impressed with the amount of growing and stretching. "Most of the kids did things they never expected they could do," he said. This was a theme echoed by a number of the group leaders. Some of

this stretching was probably a function of the physical demands of the tour; one group of girls told us they were having a great time but, they asked, why had no one told them they would have to hike so much. As it turned out, they really did hike too much -- due to a mix-up with the buses, the groups had to walk the extra distance to meet up with their transportation. That is not to say that extensive hiking is not a part of these tours -- on the contrary, many of Israel's most spectacular sites are accessible only on foot.

Participants on the two Yedid on Kibbutz programs also found their tour physically demanding. Group leader Shari Troy described their day: up at

5:00 a.m. with nary a complaint nor late-riser, then out by 5:30 into the long rows of cotton where they pulled weeds that grew higher than their eyebrows and thicker than their legs. Breakfast followed three hours of fieldwork, then off to the factory assembly-line to sort the components of a plastic irrigation system until the afternoon break. (Monotonous, but a relief from the cotton fields.) Generally, the kids found they were more capable than they



At Kibbutz Sa'ar On the left, Kibbutz member Itai; on the right, Mike Rothman: "All the food tastes the same -- it's the same meat, just different shapes."

thought. Shari felt that "they can look back with a sense of achievement."

Shari did have some second thoughts about revealing all this for publication in HEADLINES. It seems the kids were only worried that after the parents' initial disbelief, demands would soon be made for cleaning rooms and mowing lawns.

Continued on back page



SETTLEMENTS

FASHLOT

One of the journal pages in the FOOTNOTES diaries given to your youngster at the pre-trip orientation was printed upside down and reserved for *fashlot* (FAHSH-lote; singular, FAHSH-lah), an Arabic word meaning mistakes, boo-boos, mess-ups of one sort or another. And, of course, there *were* fashlot. We already mentioned the mix-up with the bus-driver that resulted in an extended hike.

LEVEL ONE FASHLOT

Chances are that when it occurred, each fashlah seemed a "disaster;" you may even have heard about some of the incidents. But in the larger picture they were just fashlot -- insignificant incidents destined to be the subject of in-jokes.

LEVEL TWO FASHLOT

The program was designed to prevent as many fashlot as possible, yet an experimental program is by definition prone to its share of challenges and surprises. One of the problems faced in this first year of the pilot program was the poor accommodations on the kibbutzim. This was due in part to unusually large late-registration, resulting in some last minute arrangements.

ROOM AND BORED

Accommodations in general raise a theoretical issue for summer programs. On one hand, everyone would like to have four-star accommodations while traveling. On the other hand, when forty teenagers get together, is it appropriate to put them in a four-star hotel? This is a question that is asked independent of cost consideration. When kids get together their behavior is not the same as when they are traveling with their families. Indeed, travel in a group has other educational value and their behavior is generally appropriate for that setting. But what impact does that have on other guests at the hotel. Would you like to share your four-star vacation with a group of forty teenagers?

STAR-LESS NIGHTS

One alternative is youth hostels and dormitories -- Israel has a fine

network of youth hostels that provide accommodations for young and old, Israeli and tourist alike. They are clean, reasonably priced, and the food is quite good. This year we tried a combination of locations; several incidents at the hotels highlighted the problem of forcing children to conform to behavior not necessarily appropriate for a summer away with the gang. The question is still open to review and will be evaluated for future tours.

I'M O.K., YOU'RE O.K.

Another question raised every year is discipline. The guiding principle on this tour has been trust; general limits were set down early, but details were left to the individual,



IGSH participants braved the Tel Aviv humidity for a night out. Their base, facing the Yarkon Park and River, was Israel's newest youth hostel.

and there were many discussions about how an individual's behavior affects the community. As Shari stated it, "I wanted the kids to be responsible for their own behavior, for how their behavior would affect the group and the individuals in it, and I wanted them to know that I trusted them to make the right decision. When the trust was violated, we handled it as a group and as individuals." For the most part, the trust was kept. The other group leaders had the same attitude with more or less the same results. *✶*

Where Do We Go From Here?

Now that you have your (carefully) tanned youngster home, what is the next step? For how long can a six week tour of Israel generate its own momentum? What can you do to encourage continued interest?

As part of this pilot project your son or daughter will receive three more issues of the FOOTNOTES newsletter. Through that forum we hope to perpetuate the positive feelings and build on the substantial knowledge already created by the tour.

In case you feel left out, we offer a bibliography (thanks to Jewish Education Service of North America) for the armchair traveler. Perhaps your son or daughter might even join you on this literary tour.

FICTION

Megged, Aharon, ASAHIL, Taplinger, NY, 1983, \$11.95.

A novel of modern Israel by a modern Israeli who captures the sabra nature and dilemma in the brave old/new land. The story of a troubled young man finding his place in a society.

Oz, Amos, A PERFECT PEACE, Viking Penguin, NY, 1986, paperback, \$6.95.

A novel set on a kibbutz in the mid-'60s, a story of Israel's founders and sons who are caught in the cross currents of history and modern life. All of Oz's novels include evocative descriptions of Israel's terrain. For example, MY MICHAEL is set in Jerusalem and describes many places your son or daughter probably visited.

BIOGRAPHY

Teveth, Shabtai, BEN GURION: THE BURNING GROUND 1886-1948

Houghton Mifflin, Boston, 1987, \$30. Teveth, an Israeli journalist, spent 13 years and reviewed over 750,000 documents in Ben Gurion's library to produce a very revealing biography.

Elon, Amos, HERZL, Schocken Books, NY, 1986 (orig. published 1975), paperback, \$12.95.

A fascinating biography based on primary sources including Herzl's letters and diaries. Solid scholarship that reads like a novel; the story of the visionary who changed the course of Jewish history.

NON-FICTION

Avineri, Shlomo, THE MAKING OF MODERN ZIONISM, Basic Books, NY, 1982, \$14.95.

An introduction to Zionist thought by one of Israel's most liberal politicians and journalists. Seeing Zionism as a revolutionary moment for self-

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If You've Got the Time, We've Got the Place

As reported to you in the previous issue of HEADLINES, one of the innovations of this year's program was the historical/chronological approach to touring. The program was structured to connect place with time in the correct chronological order so that participants could gain a sense of the progression of Jewish history and its relation to the land of Israel. Each of the group leaders felt the approach was having an impact, and that it was an effective way to structure a tour for teenagers. For example, Diana told us that she felt her kids were coming to grips with personal issues through the historical presentation, and though they had come with a fear, as one youngster put it, of being "Jewed out," they were beginning to confront and build their identities as Jews.

LOOKING BACK

This is part of the power of the discipline of history, one which according to Diane



Ravitch, historian of education at Teachers College, Columbia University, is being sorely neglected in the nations' schools, to the detriment of its students and society as a whole. In a November 1985 article in *The New York Times Magazine*, Ravitch details the decline of the study of chronological history. "The free mind," she writes, "...needs to know its past, to debate and discuss how the world came to be as it is, in order to know what to defend and what to change and how to resist imposed orthodoxies."

LOOKING AROUND

David Weinberg, Katz Visiting Professor in Modern Jewish History at the University of Pennsylvania, feels that an understanding of Jewish history has become vital to the Jewish present. Today, a sense of identification with the Jewish people derives from a sense of a shared Jewish past.

"Israel is unique in that it brings so much of the Jewish past to life. It is in Israel that the past is tied to the present, where issues from our past continue to be topics of debate." Thus, while on Masada, Diana asked her group to examine from their point of view the dilemma faced by the Jews who died there. "What would you have done?" she asked. A discussion followed on whether Israel might be considered a Masada in the Middle East.

LOOKING FORWARD

Finally, says Dr. Weinberg, perhaps more as a parent of teens than an

academician and researcher, Jewish history gives the Jewish youngster an anchor, a sense of direction, of values and who we are; all this comes from experiencing the people and places, the dilemmas and joys of our common past. Something that can best be done first hand, and on location, as your child experienced this summer. *△*

Is the News Worthy?

A recent US News and World Report cover story dealt with the "blinding power of television to elevate style over substance." The article concluded with a suggestion by Van Gordon Sauter, former president of CBS News, who recommended that news consumers combine print (strong on concepts and details) with visual media (strong on persona and its force).

What does all this mean to our children? In July, an NBC documentary on Israel was under fire from American Jewish leaders and Israel's government. Because NBC stood behind the documentary and refused to discuss its content, Shamir and Peres refused interviews with NBC. But early in August, NBC admitted to two errors and gave Shamir air time on the Today Show.

It is doubtful that after six weeks your children could have isolated those errors. But perhaps their experience will be an impetus to read and view the news more carefully and critically. *△*

The Loneliness of the Long-Distance Editor

Research is a necessary bi-product of an experimental program if the effect of the experiment is to be measured. Ask your children -- they have been questionnaired numerous times on all aspects of their experience. Now it is your turn, because as editors of FOOTNOTES we would like to measure the efficacy of our work, too. We would appreciate your answers to the following questions and any other comments you may like to add.

- | | YES | NO |
|--|-------|-------|
| 1. Did you read the FOOTNOTES newsletter that arrived before the trip? | _____ | _____ |
| 2. Did your child read it? | _____ | _____ |
| 3. Was the material helpful in preparing for the trip? | _____ | _____ |

- | | YES | NO |
|--|-------|-------|
| 4. Did you read the Parents' Newsletter? | _____ | _____ |
| 5. Did you find it informative?
Helpful? | _____ | _____ |
| 6. Did you see the FOOTNOTES diary? | _____ | _____ |
| 7. Is it your sense that your child
used the diary in some way? | _____ | _____ |
| 8. Please use a separate sheet of paper to add any
additional comments. | | |

Mail this slip along with your comments to:

FOOTNOTES
Schaffzin & Schaffzin
37 Overbrook Parkway
Overbrook Hills, PA 19151

FROM THE FIELD...Continued from front page

For the tours that interrupted their work, and during rest and relaxation, the Yedid participants were paired with their Israeli counterparts on the kibbutz. While the Israelis joked with us about their American peers, their basic message was summed up by one kibbutz youngster: "The Americans are m'ode nekhmahdim - very nice." Shari was quick to second that opinion: they were a nice bunch of teenagers, generally considerate of others, good sports about everything, taking their new experiences with a grain of salt.

Harley Stark's Yedid group, recent high school graduates, were less enthusiastic about their work experience. They looked more for the beautiful and the romantic in Israel; they were charmed by the mystical city of Safed, fascinated by the hasidim of Jerusalem's Mea Shearim, and anxious to learn about Israeli soldiers whose lot they tended to romanticize. Harley felt the group would go home a little older, wiser, and more mature. We met up with Harley on the beach at Achziv on the northern coast of Israel, just south of the beautiful cliffs of Rosh Ha-Nikrah, where the group had organized a disco before camping out for the night.

We joined the last of the five groups at Kibbutz Tel Hai's museum and memorial to eight early pioneers. Jeff Kaye spoke to us while ISH 3 viewed a film and toured the site. As with the other leaders, Jeff felt that this had been a summer of learning. The participants were learning to rely on one another and share their resources. They were also trying to deal with themselves as Jews in a way they had never considered before. During this summer of growing, occasional blisters and aches attested to the fact that growth

can be painful. Often after a climb up a mountain or a trek through a wadi, Jeff would hear someone say: "My Mom should see me now."

We hope that our view from the field coincides with your child's rendition of his or her six weeks in Israel. As Mark Twain wrote (and we quoted in the last HEADLINES), "Travel is fatal to prejudice, bigotry, and narrow-mindedness..." We hope at the very least that your child had the opportunity to test his or her realities against the reality of Israel, and the reality of an intensive group experience. But we hope for even more -- for new friendships, lasting memories, and a better understanding of one's relationship to Israel. ♫

Come to Think of It...

If your child hasn't thought of it, you might want to mention

1. The photo or writing contest. Deadlines are September 10, 1987. Prizes are substantial and winners' photos and essays will appear in the November issue of FOOTNOTES. Prize lists and entry forms can be found in the back of the FOOTNOTES Diary.
2. The blue BINGO card in the Diary indicating areas of interest and a desire for more information on a long list of topics ranging from Israeli institutes of higher learning to archaeological digs.
3. The opportunity to be a writer/reporter for future FOOTNOTES newsletters. Drop us a note or send us your material. ♫

WHERE DO WE GO...Continued from page 2

determination, Avineri traces his thesis through the thoughts of 18 major Zionist thinkers including Moses Hess, Herzl, Rabbi Kook and Ben Gurion.

Elon, Amos, THE ISRAELIS, Holt, Rinehart, NY, 1971; paperback, Penguin Books, NY, \$5.95.

A history of the development of Zionism and the settlement of Palestine. Discusses how the dreams of the founders were altered by experience.

Oz, Amos, IN THE LAND OF ISRAEL, Harcourt, Brace, Jovanovich, NY, 1983, \$12.95.

A collection of interviews and descriptions based on visits to various Israeli locations representing a spectrum of views on Israel, Jews, Arabs and their future in the land.

Chafetz, Zev, HEROES AND HUSTLERS, HARD HATS AND HOLYMEN, William Morrow, NY 1986, \$17.95.

Presents a realistic view of evolving Israeli society.

Devir, Ori, OFF THE BEATEN TRACK IN ISRAEL: A GUIDE TO BEAUTIFUL PLACES, Adama Books, NY, 1985, \$14.95.

A translation of a popular source for Israeli travelers, it will probably cover many of the places your teenager saw on his/her travels.

Elon, Amos, THE ISRAELIS: PHOTOGRAPHS OF A DAY IN MAY, Keter Publishing Co., Jerusalem and Harry N. Abrams, NY, 1985, \$35.

Like the books about America, colorful photos taken May 10, 1984 with interesting commentary by Elon.

Heilman, Samuel, A WALKER IN JERUSALEM, Summit Books, NY, 1986, \$18.95.

Explore the many communities of Jerusalem. ♫

HEADLINES

Israel Program Center/AZYF
515 Park Avenue
New York, NY 10022

Photo/Writing Contest
Deadlines Extended to
OCTOBER 1st

HEADLINES is published by the American Zionist Youth Foundation, 515 Park Avenue, New York, NY 10022, with support from the Jewish Education Committee of the World Zionist Organization. Copyright © 1987 AZYF. Please send all correspondence regarding the newsletter to HEADLINES, 37 Overbrook Parkway, Overbrook Hills, PA 19151.

EDITORS Linda & Steve Schaffzin
DIRECTOR, ISRAEL SUMMER REED TRAVIS
EXPERIENCE
DIRECTOR, ISRAEL PROGRAM INA STRAUSS
CENTER



QUESTIONNAIRE ON PROGRAMS

The attached questionnaire has several parts. In the first part we ask you to identify and describe a specific program in Israel, designed for Jewish visitors from abroad. In your answers here and throughout, please refer only to the particular program identified in this questionnaire.

The second part may be more demanding but we hope you will find it rewarding. Here we ask you to evaluate the program for us in a systematic fashion: Please answer the questions to the best of your knowledge, even where your knowledge may be partial or insufficient. If you find, after careful consideration, that a specific question (or a series of questions) is not relevant to the particular program being evaluated -- you may, of course, skip it and go on to the next.

Please try to give us your best estimates and evaluations. Your answers will remain anonymous. They will be used for a global inventory of existing programs in Israel, and for analytic purposes.

In a short part of the questionnaire, we ask you several general questions about yourself and your role in the program.

Together with this questionnaire, after having filled it, we would be very interested to receive from you a free description of the program, of about 200 words, describing its purposes, target population and attractive features. This description will be used to prepare a "Who's Who" of Israel programs, so as to improve information about these programs. Please do not hesitate to call us if you have any questions, or need any clarification, regarding the questionnaire or our research project: Martha Ramon at (02) 635826, or Haim Aronovitz at (02) 699951.

If you know of anyone else associated with the program who would also be suitable for answering the questionnaire -- or certain parts of it -- please let us know.

EDUCATIONAL PROGRAMS IN ISRAEL
QUESTIONNAIRE FOR PROGRAM DIRECTORS AND COORDINATORS

Program #: _____

1 2 3 4

1. Program identification and characterization
5. Full name of program _____
6. If above name is not correct, please correct: _____
7. Does the program have a short or an alternative name by which it is widely known?

8. Address in Israel: _____
9. Which organization in Israel sponsors this program? (Please name the main institutional sponsor, department, affiliation, etc. in Israel.) _____
10. Which organization abroad sponsors this program? (Please name the main sponsor abroad.)

11. From which country/countries do the participants come? _____
- 12-16. In which language/languages is the program conducted? (Please circle the most appropriate response-number in each line.)
- | | <u>Solely</u> | <u>Largely</u> | <u>In small part</u> | <u>Not at all</u> |
|---------------------------|---------------|----------------|----------------------|-------------------|
| 12. Hebrew | 1 | 2 | 3 | 4 |
| 13. English | 1 | 2 | 3 | 4 |
| 14. French | 1 | 2 | 3 | 4 |
| 15. Spanish | 1 | 2 | 3 | 4 |
| 16. Other (specify) _____ | 1 | 2 | 3 | 4 |
17. Is this program a part of a set of similarly organized programs (i.e., programs having the same director, same schedule, organization, etc.)? If so, please name and describe the framework under which it operates: _____
18. Does this program have within it several specific programs, that differ somewhat from each other? If so, please describe: _____

IF YOU HAVE ANY QUESTIONS OR DOUBTS AS TO THE IDENTIFICATION OF THE PROGRAM, PLEASE CALL US AT 02-699951, HAIM ARONOVITZ, AS SOON AS POSSIBLE.

19-20. How long has this program been in existence? Please circle the most appropriate answer below:

- 1__ Program started this year, 1985
- 2__ Program started last year, 1984
- 3__ Program started in 1983
- 4__ Program started in 1982
- 5__ Program started in 1980-81
- 6__ Program started in 1978-79
- 7__ Program started in 1974-77 (after Yom Kippur War)
- 8__ Program started in 1967-73 (after Six Day War, before Yom Kippur War)
- 9__ Program started between 1956-67 (after Sinai Campaign, but before Six Day War)
- 10__ Program started in 1956 or earlier
- 11__ Another answer: _____

21. On the average, how often does the program run? (Please circle answer which best describes the situation.)

- 1__ Less than once every two years
- 2__ Once every two years
- 3__ Once a year
- 4__ Twice a year
- 5__ Three times a year
- 6__ Four times a year
- 7__ More than four times a year
- 8__ Another answer: _____

22. A "run" of a program could be made up of several groups. How many groups were there in the program's most recent run?

- 1__ a single group
- 2__ two groups
- 3__ three groups
- 4__ four groups
- 5__ five groups
- 6__ six groups or more

23-24. What is the average duration of a program?

- 1__ Under 2 weeks
- 2__ 2-4 weeks
- 3__ 4-6 weeks
- 4__ 6-8 weeks
- 5__ 8-12 weeks
- 6__ 3-4 months
- 7__ 4-6 months
- 8__ Over 6 months, but less than a year
- 9__ About 1 year
- 10__ Over 1 year

25-26. In what months of the year does the program usually run? (Please circle every month in which the program runs for more than a week.)

- | | | |
|--------------|---------------|--------------------------|
| 1__ January | 7__ July | 13__ All year |
| 2__ February | 8__ August | 14__ Other, which? _____ |
| 3__ March | 9__ September | _____ |
| 4__ April | 10__ October | |
| 5__ May | 11__ November | |
| 6__ June | 12__ December | |

27-33. Following are several factors which may influence the selection of time period for this program. Which of these affects the choice in the case of the present program? (Please circle the most appropriate response-number in each line.)

	<u>Very important factor</u>	<u>Important factor</u>	<u>Not so important</u>	<u>Not important at all</u>
27. The program should coincide with school vacations abroad	1	2	3	4
28. The program should coincide with school or academic year	1	2	3	4
29. The program should overlap some Jewish holiday	1	2	3	4
30. The program should avoid Jewish holidays	1	2	3	4
31. Availability of local (Israeli) staff	1	2	3	4
32. Availability of accommodation facilities	1	2	3	4
33. Another factor, which _____	1	2	3	4

34-35. Location of program (please circle main location).

- 1__ Jerusalem
- 2__ Tel Aviv
- 3__ Haifa
- 4__ Beersheva
- 5__ Development town which one? _____
- 6__ Another town, which one? _____
- 7__ A moshav, which one? _____
- 8__ Kibbutz, which one? _____
- 9__ Self contained campus _____
- 10__ Another answer: _____

36. Throughout the program duration in Israel, to what extent do program participants spend their time in a single location, or travel in Israel?

The program is conducted:

- 1__ Exclusively or almost exclusively in one location
- 2__ Mostly in one location, but the program includes some travel in Israel
- 3__ About equal time is spent in a main location and in travel in Israel
- 4__ Mostly in traveling, but also in a main location
- 5__ Exclusively or almost exclusively in travels in Israel

37. When was the last time the program ran?

- 1__ The program is running currently
- 2__ The program ran in 1985 (but ended)
- 3__ The last time the program ran was in 1984
- 4__ The last time the program ran was in 1983
- 5__ The last time the program ran was in 1982
- 6__ The last time the program ran was in 1981
- 7__ The last time the program ran was in 1980
- 8__ The last time the program ran was in 1979 or earlier

38-41. How many participants (visitors from abroad) were in the program in its most recent run?

(NOTE: Please remember that we refer to the specific program as defined in page 1. State (approximate) number of participants if known _____ then circle closest estimate below.)

- 1__ 5 participants or less
- 2__ 6-9 participants
- 3__ 10-19 participants
- 4__ 20-30 participants
- 5__ 30-50 participants
- 6__ 50-70 participants
- 7__ 70-100 participants
- 8__ 100-200 participants
- 9__ more than 200

42-49. Typically, of what ages are program participants? For each of the following age groups please estimate its proportion in the program. (Please circle the appropriate response-number in each line.)

Age Group	<u>Estimated Proportion in the Program</u>						
	<u>None</u>	<u>Few: 0-20%</u>	<u>Some: 20-40%</u>	<u>About Half: 40-60%</u>	<u>Majority: 60-80%</u>	<u>Almost All: 80-100%</u>	<u>All: 100%</u>
42. below 14	1	2	3	4	5	6	7
43. 14-17	1	2	3	4	5	6	7
44. 18-21	1	2	3	4	5	6	7
45. 22-26	1	2	3	4	5	6	7
46. 27-30	1	2	3	4	5	6	7
47. 31-40	1	2	3	4	5	6	7
48. 40-60	1	2	3	4	5	6	7
49. 60+	1	2	3	4	5	6	7

50-52. What proportion of program participants are:

	<u>None</u>	<u>Few 0-20%</u>	<u>Some 20-40%</u>	<u>About Half 40-60%</u>	<u>Great Majority 60-80%</u>	<u>Almost All 80-100%</u>	<u>All 100%</u>
50. unmarried participants	1	2	3	4	5	6	7
51. young couples	1	2	3	4	5	6	7
52. families	1	2	3	4	5	6	7

53-58. Are there any admission requirements for participants in the program? For example is a

	<u>Yes</u>	<u>No</u>
53. High school diploma required?	1	2
54. At least one year of college?	1	2
55. A college degree?	1	2
56. Proficiency in Hebrew?	1	2
57. Prior Jewish education?	1	2
58. Other requirement? (Please specify) _____	1	2

59-62. Are there further conditions of acceptance?

	<u>Required</u>	<u>Not Required</u>
59. Entrance examination or preparatory course	1	2
60. Specific organizational affiliation	1	2
61. Specific organizational experience (leadership; position, etc.).	1	2
62. Other (specify) _____		
63. Is program open to males? yes/no		
64. Is program open to females? yes/no		

65-75. We would like to gain a picture of the manner in which participants are recruited. For each of the following procedures please indicate how extensively you use them.

	<u>Used Extensively</u>	<u>Used Somewhat</u>	<u>Not Used</u>
65. Brochures	1	2	3
66. Advertisements in media (newspapers, radio, etc.)	1	2	3
67. Word-of-mouth	1	2	3
68. Speakers	1	2	3
69. Special promotional events including open houses	1	2	3
70. Direct mail	1	2	3
71. Synagogue	1	2	3
72. Community center	1	2	3
73. Shlichim	1	2	3
74. Within channels of organization	1	2	3
75. Other (specify) _____			

76-83. Is the program preceded by any advance orientation activity? For example in the form of:

	<u>Yes, always</u>	<u>Sometimes</u>	<u>No</u>
76. Orientation meeting at airport on day of departure	1	2	3
77. Orientation briefing in airplane during travel to Israel	1	2	3
78. Orientation by personal interview after registration	1	2	3
79. Orientation activity through one day get-together	1	2	3
80. Orientation activity through two day get-together	1	2	3
81. Orientation activity of three or more days get-together	1	2	3
82. Lecture series or seminars	1	2	3
83. Other orientation activity, which _____	1	2	3

84-91. Consider the overall costs of just running the program each time (to be specific, refer to the most recent run). In your estimate, to what extent were these costs covered by each of the following: (For each possible source, please circle one response (1 through 7) below for the most appropriate answer.)

	<u>None of the</u>	<u>Some up to 20%</u>	<u>Considerable: 20-40%</u>	<u>About half: 40-60%</u>	<u>Most of costs: 60-80%</u>	<u>Almost all: 80%+</u>	<u>All costs: 100%</u>
84. Jewish Agency or WZO	1	2	3	4	5	6	7
85. Israel Gov't. Ministry, which _____	1	2	3	4	5	6	7
86. Ass'n of synagogues; yeshivot; religious organizations in Israel, which _____	1	2	3	4	5	6	7
87. Another source in Israel, which _____	1	2	3	4	5	6	7
88. Program participants (visitors)	1	2	3	4	5	6	7
89. Ass'n of synagogues; yeshivot; religious source abroad, which _____	1	2	3	4	5	6	7
90. Jewish community or community institution(s) abroad	1	2	3	4	5	6	7
91. Another body abroad, which _____	1	2	3	4	5	6	7

92. Who owns/controls the grounds and installations where the program is located?

- 1___ Israel Gov't or other public body. Please specify: _____
- 2___ A private body in Israel. Please specify: _____
- 3___ A foreign body. Please specify: _____
- 4___ Other. Please specify: _____

93. Do participants receive academic credit for their participation in the program?

- 1___ All participants do
- 2___ Most participants do
- 3___ About half of them do
- 4___ Some do
- 5___ None of them do

94. Is the program integrated into a broader Jewish educational framework abroad?

- 1___ Yes, for all participants
- 2___ Yes, for most of them
- 3___ For some of the participants
- 4___ For none of them



95-103. Consider the influences, direct or circumstantial, various bodies have on the educational contents and values of the program. In your opinion, to what extent is the program's educational content influenced by each of the following: (For each source of possible influence, please circle the one response-number below the most appropriate answer.)

<u>Relative Influence in Determining Program Educational Contents</u>							
	<u>No in- fluence whatso- ever</u>	<u>Very little in- fluence</u>	<u>Some in- fluence</u>	<u>Shares in- fluence equally with other bodies</u>	<u>Large in- fluence</u>	<u>Very large in- fluence</u>	<u>Total exclu- sive in- flu- ence</u>
95. Jewish Agency-WZO or other established Zionist organization	1	2	3	4	5	6	7
96. Israel Government Ministry, which one?	1	2	3	4	5	6	7
97. Ass'n of synagogues; yeshivot, religious organizations in Israel, which	1	2	3	4	5	6	7
98. Another body or organization in Israel, which	1	2	3	4	5	6	7
99. Program staff	1	2	3	4	5	6	7
100. Program participants themselves	1	2	3	4	5	6	7
101. Ass'n of synagogues; yeshivot; religious organization <u>abroad</u> , which	1	2	3	4	5	6	7
102. Jewish community or community institutions <u>abroad</u>	1	2	3	4	5	6	7
103. Another body <u>abroad</u> , which	1	2	3	4	5	6	7

104-108. To what extent does the program in fact reflect orientation towards each of the following religious groups?

	<u>Very large extent</u>	<u>Large extent</u>	<u>Some extent</u>	<u>Small extent</u>	<u>Not at all</u>	<u>Program some- what opposes this orien- tation</u>	<u>Program clearly opposes this orienta- tion</u>
104. Orthodox	1	2	3	4	5	6	7
105. Conservative/traditional	1	2	3	4	5	6	7
106. Reform/Liberal	1	2	3	4	5	6	7
107. Another religious orientation, which one? _____	1	2	3	4	5	6	7
108. Program is committed to regarding all orientations as equal; or makes no distinction among them	1	2	3	4	5	6	7

109-113. In your estimate, what proportion of program participants belong in fact to each of the following religious groups?

	<u>All or almost all 80-100%</u>	<u>Large proportion 60-80%</u>	<u>About half 40-60%</u>	<u>Some 20-40%</u>	<u>Few or none 0-20%</u>
109. Orthodox	1	2	3	4	5
110. Conservative/traditional	1	2	3	4	5
111. Reform/Liberal	1	2	3	4	5
112. Another religious orientation, which one _____	1	2	3	4	5
113. Participants who are indifferent (or equally committed) to all orientations; secular	1	2	3	4	5

114. How sure were you of your responses to the above (109-113)?

- 1__ Quite sure
2__ Moderately sure
3__ Not sure at all; it is my vague impression

115-116. Now try to think of participants in the program (consider the most recent run of the program) in terms of their economic status in their country of origin. According to your impression, what proportion of the participants --

	Few or none 0-20%	Some 20-40%	Half 40-60%	A large part 60-80%	All or almost all 80-100%
115. Are economically well-off in their own environment	1	2	3	4	5
116. Are economically not so well-off in their own environment	1	2	3	4	5

117. How sure are you of your responses to the above (115-116)?

- 1__ Quite sure
2__ Moderately sure
3__ Not sure at all; it is my vague impression

118-119. What is your impression concerning the social relations of program participants in their own environment (think of both their family and community relations): What proportion of participants seem to you

	Few or none 0-20%	Some 20-40%	About half 40-60%	A large part 60-80%	All or almost all 80-100%
118. Socially happy in their own community abroad	1	2	3	4	5
119. And what part seem to you socially unhappy in their community	1	2	3	4	5

120. How sure were you in responding to the above (118-119)?

- 1__ Quite sure
2__ Moderately sure
3__ Not sure at all; it is my vague impression

121-122. Now try to think about participants' general cultural background. What proportion of participants in the program seem to you --

	Few or none <u>0-20%</u>	Some <u>20-40%</u>	About half <u>40-60%</u>	A large part <u>60-80%</u>	All or almost all <u>80-100%</u>
121. Of high general cultural background	1	2	3	4	5
122. Culturally deprived	1	2	3	4	5

123. How sure were you in responding to the above (124-125)?

- 1__ Quite sure
2__ Moderately sure
3__ Not sure at all; it is my vague impression

124-125. What about self-expression, or self-fulfillment within their own environments abroad -- what proportion of the program participants seem to you --

	Few or none <u>0-20%</u>	Some <u>20-40%</u>	About half <u>40-60%</u>	A large part <u>60-80%</u>	All or almost all <u>80-100%</u>
124. Self-fulfilled in their environment	1	2	3	4	5
125. Unfulfilled in their own environment	1	2	3	4	5

126. How sure were you in responding to the above (124-125)?

- 1__ Quite sure
2__ Moderately sure
3__ Not sure at all; it is my vague impression

127-135. According to your impression, what proportion of participants come to the program with

	Few or none <u>0-20%</u>	Some <u>20-40%</u>	About half <u>40-60%</u>	A large part <u>60-80%</u>	All or almost all <u>80-100%</u>
27. Love for Israel	1	2	3	4	5
28. Knowledge of Israel	1	2	3	4	5
29. Intention to be further involved with Israel (through work, study, deeper social relations, etc.)	1	2	3	4	5
30. Belief in Israel	1	2	3	4	5
31. Belief in Zionism	1	2	3	4	5
32. Jewish sentiments	1	2	3	4	5
33. Knowledge of Judaism	1	2	3	4	5
34. Intention to deepen their Jewish activities and involvement in their own communities	1	2	3	4	5
35. Belief in Jewish values and culture	1	2	3	4	5

136. How sure were you in responding to the above (127-135)?

___ Quite sure

___ Moderately sure

___ Not sure at all; it is my vague impression

137-155. Different programs emphasize different activities in accordance with their purposes and available resources. Following are several possible activities. For each please indicate how important it is within this program:

	<u>The most important activity of the program</u>	<u>A very important activity</u>	<u>Fairly important activity</u>	<u>Not so important</u>	<u>Not important at all</u>
137. Study of the Hebrew language	1	2	3	4	5
138. Judaic studies	1	2	3	4	5
139. Study of Zionism	1	2	3	4	5
140. Study of Israel society	1	2	3	4	5
141. Archeology of Israel	1	2	3	4	5
142. Geography/nature of Israel	1	2	3	4	5
143. Professional training, which _____	1	2	3	4	5
144. Adoption by a specific Israeli family	1	2	3	4	5
145. Meeting with Arabs	1	2	3	4	5
146. Shabbat and holiday programs	1	2	3	4	5
147. Visit to border settlements	1	2	3	4	5
148. Visit to development towns	1	2	3	4	5
149. Sports and recreation	1	2	3	4	5
150. Touring Israel	1	2	3	4	5
151. Work in kibbutz	1	2	3	4	5
152. Work elsewhere, where _____	1	2	3	4	5
153. Formal instruction (lectures, ulpan)	1	2	3	4	5
154. Workshops/seminars; field study, which _____	1	2	3	4	5
155. Other activity, which _____	1	2	3	4	5

Now let us consider program staff -- teachers, guides, madrichim and all others who have some role within the program.

156. Are there any difficulties in finding suitable staff members for the program?

- 1__ It is quite easy to find suitable staff members
- 2__ It is not so easy to find suitable staff members
- 3__ It is difficult to find suitable staff members
- 4__ It is very difficult to find suitable staff members

157. In your estimate, how many additional participants (above the number of the most recent run of the program) can the staff presently employed in the program handle?

The Present Staff

- 1__ Cannot handle additional participants
- 2__ Could handle up to 10% increase in the number of participants
- 3__ Could handle up to 25% increase in number of participants
- 4__ Could handle up to 50% increase in number of participants
- 5__ Could handle up to 75% increase in number of participants
- 6__ Could handle participants double the number of those in the most recent program
- 7__ Another answer: _____

158. To what extent are you satisfied with the overall human quality of program staff members

-- do you consider them:

- 1__ Extraordinary
- 2__ Very high
- 3__ High
- 4__ Fair
- 5__ Not sufficiently high
- 6__ Not sufficient at all

159. What about program staff general competence in Jewish matters, is it --

- 1__ Extraordinary
- 2__ Very high
- 3__ High
- 4__ Fair
- 5__ Not sufficiently high
- 6__ Not sufficient at all

160. How is staff competence in Israeli matters: is it --

- 1__ Extraordinary
- 2__ Very high
- 3__ High
- 4__ Fair
- 5__ Not sufficiently high
- 6__ Not sufficient at all

161. What about program staff specific skills in carrying out their tasks within the program.

Do you feel that the quality of their performance is --

- 1__ Extraordinary
- 2__ Very high
- 3__ High
- 4__ Fair
- 5__ Not sufficiently high
- 6__ Not sufficient at all

162. How do you find staff motivation in carrying out their tasks? Is it --

- 1__ Extraordinary
- 2__ Very high
- 3__ High
- 4__ Fair
- 5__ Not sufficiently high
- 6__ Not sufficient at all

163. To what extent are you satisfied with office staff of the program? Is it --

- 1__ Extraordinary
- 2__ Very high
- 3__ High
- 4__ Fair
- 5__ Not sufficiently high
- 6__ Not sufficient at all

164. How sure were you in responding to the last six questions about program staff (158-163)?

- 1__ Quite sure
- 2__ Moderately sure
- 3__ Not sure at all; it is my vague impression

157. In your estimate, how many additional participants (above the number of the most recent run of the program) can the staff presently employed in the program handle?

The Present Staff

- 1__ Cannot handle additional participants
- 2__ Could handle up to 10% increase in the number of participants
- 3__ Could handle up to 25% increase in number of participants
- 4__ Could handle up to 50% increase in number of participants
- 5__ Could handle up to 75% increase in number of participants
- 6__ Could handle participants double the number of those in the most recent program
- 7__ Another answer: _____

158. To what extent are you satisfied with the overall human quality of program staff members

-- do you consider them:

- 1__ Extraordinary
- 2__ Very high
- 3__ High
- 4__ Fair
- 5__ Not sufficiently high
- 6__ Not sufficient at all

159. What about program staff general competence in Jewish matters, is it --

- 1__ Extraordinary
- 2__ Very high
- 3__ High
- 4__ Fair
- 5__ Not sufficiently high
- 6__ Not sufficient at all

160. How is staff competence in Israeli matters; is it --

- 1__ Extraordinary
- 2__ Very high
- 3__ High
- 4__ Fair
- 5__ Not sufficiently high
- 6__ Not sufficient at all

Please indicate estimated ratio here , then circle the most appropriate number below.

9 Another answer or remarks: _____

for each of the following staff categories?

	(Less than 1/2) 0-5	(Less than 1) 0.5-1	(Less than 2) 1-2	(Less than 4) 2-4	(Less than 7) 4-7	(Less than 10) 7-10	(10 or more) 10+
166. Educational staff workers	1	2	3	4	5	6	7
167. Social staff workers	1	2	3	4	5	6	7

undergo specific training?

5 Another answer or additional comments:

169. What is the stated full price (in U.S. dollars) to each participant for participating in the program? _____

170. What proportion of participants actually pay this full price?

- 1___ Few or none (up to 20%)
- 2___ Some (20-40%)
- 3___ About half (40-60%)
- 4___ A majority (60-80%)
- 5___ A great majority (80-90%)
- 6___ Almost all (90-100%)
- 7___ All (100%)

II. Next, let us consider what the program does for participants.

171. Think first of the accommodations, facilities provided within the framework of the program such as: living quarters (if any), transportation, daily services and comforts. In your opinion does the program provide participants with physical comforts of --

- 1___ Extraordinary, luxurious standard
- 2___ Very high standards
- 3___ High standards
- 4___ Moderate standards
- 5___ Not quite satisfactory
- 6___ Unsatisfactory standards

172. Were there any cases, where program participants were exposed to significant discomfort or when their physical well being was threatened?

- 1___ Never
- 2___ Very rarely
- 3___ Sometimes
- 4___ Often
- 5___ Very often

173. How sure were you in your responses to the above two questions on participants' physical comfort?

- 1___ Quite sure
- 2___ Moderately sure
- 3___ Not sure at all; it is my vague impression

174. In your estimate, how many additional participants (above their number in the most recent run of the program) can the physical accommodations (residence, equipment, and other necessary facilities) support?

- 1__ Cannot handle additional participants
- 2__ Could handle up to 10% increase in the number of participants
- 3__ Could handle up to 25% increase in the number of participants
- 4__ Could handle up to 50% increase in the number of participants
- 5__ Could handle up to 75% increase in the number of participants
- 6__ Could handle participants double the number of those of the recent program
- 7__ Another answer _____

175. How about social relations within the groups of program participants -- Does the program in fact facilitate close social relations among its participants?

- 1__ To an extraordinary degree
- 2__ To a very large degree
- 3__ To a large degree
- 4__ To a certain degree
- 5__ Not very much, but some
- 6__ Not at all, almost not at all
- 7__ Another answer or additional comments _____

176. Were there cases where social problems or frictions developed among program participants?

- 1__ Never
- 2__ Very rarely
- 3__ Sometimes, but not often
- 4__ Often
- 5__ Very often
- 6__ Another answer or additional comments _____

177. How sure were you in your responses to the above two questions on participants' social relations within their group?

- 1__ Quite sure
- 2__ Moderately sure
- 3__ Not sure at all; it is my vague impression

178. To what extent does the program accommodate (doesn't interfere with) participant's social ties with their community and family at home?

- 1__ To an extraordinary degree
- 2__ To a very large degree
- 3__ To a large degree
- 4__ To a certain degree
- 5__ Not very much, but some
- 6__ Not at all, almost not at all
- 7__ Another answer or additional comments _____

179. According to your impressions, were there any cases, when, in the course of the program some problems arose in participant relations with their family or with their community abroad?

- 1__ Never
- 2__ Very rarely
- 3__ Sometimes, but not often
- 4__ Often
- 5__ Very often
- 6__ Another answer or additional comments _____

180. How sure were you in responding to the above two questions:

- 1__ Quite sure
- 2__ Moderately sure
- 3__ Not sure at all; it is my vague impression

181. In your impression, to what extent is the program culturally enriching to participants? (Here we refer to any culture -- Jewish or general.)

- 1__ To an extraordinary degree
- 2__ To a very large degree
- 3__ To a large degree
- 4__ To a certain degree
- 5__ Not very much, but some
- 6__ Not at all, almost not at all
- 7__ Another answer or additional comments _____

182. Were there any cases when in the course of the program, conflicts of a cultural nature, or differences in values, arose?

1__ Never

2__ Very rarely

3__ Sometimes, but not often

4__ Often

5__ Very often

6__ Another answer or additional comments _____

183. How sure were you in responding to the above two questions?

1__ Quite sure

2__ Moderately sure

3__ Not sure at all; it is my vague impression

184. Turning now to individual participants. In your opinion, to what extent does the program allow for individual participant's self expression?

1__ To an extraordinary degree

2__ To a very large degree

3__ To a large degree

4__ To a certain degree

5__ Not very much, but some

6__ Not at all, almost not at all

7__ Another answer or additional comments _____

185. Were there any cases where, in the course of the program, problems concerning participants' self-expression arose?

1__ Never

2__ Very rarely

3__ Sometimes, but not often

4__ Often

5__ Very often

6__ Another answer or additional comments _____

186. How sure you in responding to the above two questions?

1__ Quite sure

2__ Moderately sure

3__ Not sure at all; it is my vague impression

Let us try to assess now what the program does to participants' attitudes towards Jewish values and Israel.

187-195. In your opinion to what extent does the program in fact promote participants' --

	<u>Exceedingly</u>	<u>Very much</u>	<u>To a considerable degree</u>	<u>To some extent</u>	<u>Not so much, not at all</u>
187. Love for Israel	1	2	3	4	5
188. Knowledge of Israel	1	2	3	4	5
189. Intention to be further involved with Israel (through work, study, deeper social relations, etc.)	1	2	3	4	5
190. Intention to make aliya	1	2	3	4	5
191. Belief in Zionism	1	2	3	4	5
192. Jewish sentiments	1	2	3	4	5
193. Knowledge of Judaism	1	2	3	4	5
194. Intention to deepen their Jewish activities and involvement	1	2	3	4	5
195. Belief in Jewish values and culture	1	2	3	4	5

196-204. Different programs may have different specific goals. For each of the possible goals below, please indicate if it is indeed a goal of the specific program we are now assessing. For example, to what extent was the program conceived and designed so as to promote a participants' --

<u>Possible goal:</u>	<u>A major, stated goal</u>	<u>An important explicit goal</u>	<u>An important but not explicitly stated goal</u>	<u>A desirable indirect outcome</u>	<u>Not one of the goals</u>
196. Love for Israel	1	2	3	4	5
197. Knowledge of Israel	1	2	3	4	5
198. Intention to be further involved with Israel (through work, study, deeper social relations, etc.)	1	2	3	4	5
199. Intention to make aliya	1	2	3	4	5
200. Believing in Zionism	1	2	3	4	5
201. Jewish sentiments	1	2	3	4	5
202. Knowledge of Judaism	1	2	3	4	5
203. Intention to deepen their Jewish activities	1	2	3	4	5
204. Belief in Jewish values and culture	1	2	3	4	5

205-212. In the course of running this program, was it ever indicated that any of the following attitudes were actually problematic for participants?

	<u>Never</u>	<u>Very rarely</u>	<u>Sometimes but not often</u>	<u>Occasionally</u>	<u>Often</u>	<u>Very often</u>
05. Love for Israel	1	2	3	4	5	6
06. Knowledge of Israel	1	2	3	4	5	6
07. Intention to be further involved with Israel (through work, study, deeper social relations, etc.)	1	2	3	4	5	6
08. Intention to make Aliyah	1	2	3	4	5	6
09. Belief in Zionism	1	2	3	4	5	6
10. Jewish sentiments	1	2	3	4	5	6
11. Knowledge of Judaism	1	2	3	4	5	6
12. Intention to deepen their Jewish activities and involvement	1	2	3	4	5	6

213-225. For each statement below, please indicate when it is a message the program tries to bring across to its participants.

For the program this message is

	A major explicit message	An impor- tant explicit message	An impor- tant but not explicit message	A desirably indirect message	Not a mes- sage of pro- gram
213. Israel is the original home of all Jews	1	2	3	4	5
214. Every Jew should eventually live in Israel	1	2	3	4	5
215. You are a part of an old Jewish culture	1	2	3	4	5
216. It is very important to keep religious observances (mitzvot)	1	2	3	4	5
217. It is very important to support Zionist organizations in your community	1	2	3	4	5
218. Israel is a free, democratic country	1	2	3	4	5
219. Israel is a beautiful country excellent as a resort	1	2	3	4	5
220. Israel is advanced in science and technology	1	2	3	4	5
221. Israel is advanced in the arts and humanities	1	2	3	4	5
222. Israel is central to Jewish existence in the Diaspora	1	2	3	4	5
223. A Jew should be acquainted with Jewish culture	1	2	3	4	5
224. You should support the Jewish community in your home country	1	2	3	4	5
225. You should be active in the Jewish community in your home country	1	2	3	4	5

226-231. Is the program followed by any activity in which participants provide feed-back or evaluation of their experience? For example, in the form of --

	<u>Yes always</u>	<u>Sometimes</u>	<u>No</u>
226. Summing up meeting, at the end of the program in Israel	1	2	3
227. Discussions held in airplane during travel to countries of origin	1	2	3
228. Discussions held in a one-day get-together	1	2	3
229. Discussions held in a two-day get-together	1	2	3
230. Discussions held in a three or more days get-together	1	2	3
231. Other evaluation or follow up activity, which	1	2	3

232-241. Various changes can be considered to make programs in Israel more attractive. When thinking about this particular program, which of the following possible changes could, in your opinion, increase the number of participants who register for this program?

	Would certainly increase registration	Would probably increase registration	Would possibly increase registration	Probably would not increase registration
232. Improved accommodations (residence, equipment, transportation)	1	2	3	4
233. Improved food and services	1	2	3	4
234. Staff better trained in handling visitors	1	2	3	4
235. Staff better trained in program contents	1	2	3	4
236. Some <u>shift</u> in program content to include more tours	1	2	3	4
237. Shift in content to include more lectures	1	2	3	4
238. Shift in content to include more social activity <u>within</u> group	1	2	3	4
239. Shift in content to include more social contacts with Israelis	1	2	3	4
240. A more aggressive advertising	1	2	3	4
241. Another factor, which _____	1	2	3	4

242. If the operating budget of your program were doubled, how would you spend it?

- 1__ On improving or expanding program's physical accommodations
- 2__ On improving or expanding program personnel
- 3__ Partly on personnel and partly on physical accommodations
- 4__ Another response or additional comments _____

243. In the most recent run of the program, how many potential participants registered (or wanted to register) relative to the available number of places you have?

- 1__ Not all available places in the program were taken
- 2__ Just about the right number registered (or wanted to register)
- 3__ A few applicants had to be turned down
- 4__ Many applicants had to be turned down

232-241. Various changes can be considered to make programs in Israel more attractive. When thinking about this particular program, which of the following possible changes could, in your opinion, increase the number of participants who register for this program?

	Would certainly increase registration	Would probably increase registration	Would possibly increase registration	Probably would not increase registration
232. Improved accommodations (residence, equipment, transportation)	1	2	3	4
233. Improved food and services	1	2	3	4
234. Staff better trained in handling visitors	1	2	3	4
235. Staff better trained in program contents	1	2	3	4
236. Some <u>shift</u> in program content to include more tours	1	2	3	4
237. Shift in content to include more lectures	1	2	3	4
238. Shift in content to include more social activity <u>within</u> group	1	2	3	4
239. Shift in content to include more social contacts with Israelis	1	2	3	4
240. A more aggressive advertising	1	2	3	4
241. Another factor, which _____	1	2	3	4

242. If the operating budget of your program were doubled, how would you spend it?

- 1__ On improving or expanding program's physical accommodations
- 2__ On improving or expanding program personnel
- 3__ Partly on personnel and partly on physical accommodations
- 4__ Another response or additional comments _____

243. In the most recent run of the program, how many potential participants registered (or wanted to register) relative to the available number of places you have?

- 1__ Not all available places in the program were taken
- 2__ Just about the right number registered (or wanted to register)
- 3__ A few applicants had to be turned down
- 4__ Many applicants had to be turned down

244. If registration in your program were doubled, do you believe that suitable personnel could be found to run the program at its present level of accomplishment?

- 1 ___ I am sure it would be possible to find suitable personnel
- 2 ___ I think I would be able to find suitable personnel
- 3 ___ I think it would be difficult to find suitable personnel
- 4 ___ I am sure it would be difficult to find suitable personnel
- 5 ___ Other response _____

245. If registration to your program doubled, do you believe that suitable accommodation (residence, equipment and other necessary facilities) could be arranged for everybody, to run the program at its present level of accomplishments?

- 1 ___ I am sure that such accommodations could be arranged
- 2 ___ I think so
- 3 ___ I think not
- 4 ___ I am sure not
- 5 ___ Other response _____

III. We conclude with some questions about yourself.

246. What is your role in the program?

- 1 ___ Director
- 2 ___ Coordinator
- 3 ___ Staff member, specify: _____
- 4 ___ Other, specify: _____

247. How long have you been involved with this program?

- 1 ___ One year or less
- 2 ___ 1-2 years
- 3 ___ 2-3 years
- 4 ___ 3-4 years
- 5 ___ 4-5 years
- 6 ___ More than 5 years
- 7 ___ Another answer _____

248. In how many runs of this program were you involved?

1__ One run

2__ two

3__ three

4__ four

5__ five

6__ more than 5 runs

7__ Another answer or comments _____

249. How long do you intend to stay with this program?

1__ One year or less

2__ 1-2 years

3__ 2-3 years

4__ 3-4 years

5__ 4-5 years

6__ More than 5 years

7__ Another answer _____

250. Within the program, do you see your role as mainly that of an

1__ Educator

2__ Administrator

3__ Rabbi

4__ Psychologist

5__ Other, which _____

Would you like to make any further comments on any topic not covered in the questionnaire?

Please detail: _____

THANK YOU VERY MUCH FOR YOUR COOPERATION!



א. הוכשטיין - מ. וייל
A. HOCHSTEIN - M. WEIL

SECOND QUESTIONNAIRE
REASONS FOR YOUR DECIDING TO VISIT ISRAEL

Below are some reasons people have for visiting Israel. Which of these was your most important reason for coming to Israel? (Enter numbers in the boxes below.)

- | | |
|--|----|
| Simply, to "get away" (from home/work/school/parents/friends | 01 |
| To enjoy the sun, water, & sand | 02 |
| To participate in sports & outdoor activities | 03 |
| To learn about Judaism & its meaning | 04 |
| To learn what daily life is like in Israel | 05 |
| To learn about the political side to Israel | 06 |
| To see what it's like to be a Jew in Israel | 07 |
| To experience the religious or spiritual side to Israel | 08 |
| To have a good time with the people in my program | 09 |
| To have fun as a "tourist" -- see the sights | 10 |
| To get to know Israelis | 11 |
| To find out whether I should eventually live in Israel | 12 |
| To learn Hebrew | 13 |
| To be involved in Jewish study | 14 |
| To visit family, friends | 15 |
| Business, professional reasons | 16 |

(IF UNMARRIED)

- | | |
|--|----|
| To meet Israeli (men/women) | 17 |
| To meet Jewish (men/women) from my country visiting Israel | 18 |

Other (write in: _____)

(6-7) 1ST REASON. |____|____|

With respect to this reason, did your experience in Israel meet the expectations you had before the trip?

- (8)
- 1 NO, IT DID NOT MEET MY EXPECTATIONS
 - 2 YES, IT DID MEET MY EXPECTATIONS
 - 3 YES, IT EXCEEDED MY EXPECTATIONS

(9-10) What was your 2nd most important reason for coming to Israel?
(Enter numbers) |____|____|

With respect to this reason did your experience in Israel meet the expectations you had before the trip? (Circle number.)

- (11)
- 1 NO, IT DID NOT MEET MY EXPECTATIONS
 - 2 YES, IT DID MEET MY EXPECTATIONS
 - 3 YES, IT EXCEEDED MY EXPECTATIONS

(12-13) What was your 3rd most important reason? (Enter numbers) |____|____|

Last, with respect to this reason, did your experience in Israel meet the expectations you had before the trip?

- (14)
- 1 NO, IT DID NOT MEET MY EXPECTATIONS
 - 2 YES, IT DID MEET MY EXPECTATIONS
 - 3 YES, IT EXCEEDED MY EXPECTATIONS

To what extent were you satisfied or dissatisfied with the following aspects of your trip? (Circle number.)

	VERY DIS- SATIS- FIED	SOME- WHAT DIS- SATIS- FIED	MIXED FEEL- INGS	SOME- WHAT SATIS- FIED	VERY SA- TIS- FIED	DOES NOT MATTER TO ME	DOES NOT APPLY TO ME
(15) The type of participants in my program	1	2	3	4	5	8	9
(16) The number of participants in my program	1	2	3	4	5	8	9
(17) My relationship(s) with the participants in my program	1	2	3	4	5	8	9
(18) The tour guides	1	2	3	4	5	8	9
(19) The "madrichim"	1	2	3	4	5	8	9
(20) The teachers, lecturers	1	2	3	4	5	8	9
(21) Other staff	1	2	3	4	5	8	9
(22) The number of Israelis I met	1	2	3	4	5	8	9
(23) The personalities of the Israelis I met	1	2	3	4	5	8	9
(24) The sites I visited	1	2	3	4	5	8	9
(25) The quality of my religious experience	1	2	3	4	5	8	9
(26) The educational activities	1	2	3	4	5	8	9
(27) The sports & recreational activities	1	2	3	4	5	8	9
(28) The food	1	2	3	4	5	8	9
(29) The prices	1	2	3	4	5	8	9
(30) The accommodations	1	2	3	4	5	8	9
(31) The administration of the program	1	2	3	4	5	8	9
Other (Write in: _____)	1	2	3	4	5	8	9

As a result of your trip to Israel, to what extent do you feel you know more about each of the following?

ABOUT . . .	NOW I KNOW...		
	NOTHING MORE	SOMEWHAT MORE	MUCH MORE
(32) Daily life in Israel	1	2	3
(33) Israelis as people	1	2	3
(34) The land & geography of Israel	1	2	3
(35) Speaking Hebrew	1	2	3
(36) Israeli or Zionist history	1	2	3
(37) The Jewish People	1	2	3
(38) Judaism	1	2	3
(39) Israel's political situation	1	2	3
(40) How to get around the country	1	2	3
(41) Possibilities for religious life & experience in Israel	1	2	3
(42) Political life in Israel	1	2	3
(43) Whether I'd like to come back for another visit	1	2	3
(44) Whether I'd like to live here	1	2	3
(45) Whether to recommend Israel travel to my friends	1	2	3
Other (Write in: _____)	1	2	3

(46) In your opinion, was your program's duration --

- 1 TOO LONG
- 2 TOO SHORT
- 3 ABOUT RIGHT

(47) (IF TOO LONG OR TOO SHORT): How long do you think your program should last (in weeks)? (Enter number) _____

During your trip to Israel, did you experience any of the following emotions or feelings?

NO YES NOT SURE

A desire to ...

(49) ...come back for a visit 1 2 3

(50) ...come to Israel for a longer period, like 6 months or a year 1 2 3

(51) ...live in Israel one day 1 2 3

(52) A sense of feeling very much at home 1 2 3

(53) A sense of feeling very foreign 1 2 3

(54) Worried by danger from terrorism 1 2 3

(55) Unhappy with the quality of Jewish life in my home community 1 2 3

(56) Happy to be in a country where I'm part of the majority rather than a minority group 1 2 3

Other (Write in: _____)

Uncomfortable with ...

(57) ...the treatment or condition of Israeli Arabs 1 2 3

(58) ...the behavior of Israeli men towards women 1 2 3

(59) ...the militarism 1 2 3

(60) ...the influence of Orthodoxy on Israeli religious life 1 2 3

As a result of your trip to Israel, do you intend to undertake each of the following activities when you return to your home country? And if "YES", will you do it more often (or to a greater extent) or less often (or to a lesser extent) than before the trip?

	NO	YES, LESS OFTEN OR TO A LESSER EXTENT	YES, MORE OFTEN OR TO A GREATER EXTENT	YES, BUT NO DIF- ERENCE
(62) Study Hebrew	1	2	3	4
(63) Study Judaica	1	2	3	4
(64) Attend services	1	2	3	4
(65) Celebrate Jewish holidays	1	2	3	4
(66) Observe dietary laws	1	2	3	4
(67) Observe the Sabbath	1	2	3	4
(68) Participate in Jewish group or organizational activities	1	2	3	4
(69) Donate to Jewish or Israel-related charities	1	2	3	4
(70) Participate in pro-Israel activities	1	2	3	4
(71) Read about Israel (in books, news- papers, or magazines)	1	2	3	4
(72) Talk about Israel with my friends & family	1	2	3	4
(73) Go to Soviet Jewry or pro-Israel demonstrations	1	2	3	4
(74) (IF UNMARRIED:) Date only Jews	1	2	3	4
Other (Write in: _____)	1	2	3	4

Do you intend to recommend visiting Israel to your friends?

- (75) 1 DEFINITELY YES 2 PROBABLY YES 3 NOT SURE
4 PROBABLY NOT 5 DEFINITELY NOT

Do you intend to recommend participating in your program to your friends or others with your interests?

- (76) 1 DEFINITELY YES 2 PROBABLY YES 3 NOT SURE
4 PROBABLY NOT 5 DEFINITELY NOT

Overall, how would you rate your experience on your program?

- (77) 1 POOR 2 FAIR 3 GOOD 4 EXCELLENT 9 NOT SURE

Overall, how would you rate your experience in Israel?

- (78) 1 POOR 2 FAIR 3 GOOD 4 EXCELLENT 9 NOT SURE
(80):1

To what extent did your program....

	NOT AT ALL	SOME- WHAT	TO A GREAT EXTENT	NOT SURE	DOESN'T APPLY
(6) Allow different people in the program a chance to lead at different times	1	2	3	8	5
(7) Try to force people to think a certain way	1	2	3	8	5
(8) Allow participants to experience things on their own, free of supervision	1	2	3	8	5
(9) Provide opportunities for pleasure and enjoyment	1	2	3	8	5
(10) Provide opportunities for learning and education	1	2	3	8	5

KNOWLEDGE OF ISRAEL: A SELF-ASSESSMENT

Listed below are several names of people, places and things which relate to Israel. Most are hardly familiar to Jews outside of Israel. Please indicate whether you happen to be familiar with these items.

	I HAVE NO IDEA	SOUNDS FAMI- LIAR	I THINK I KNOW THIS	I'M SURE I KNOW THIS
(11) David Ben-Gurion	1	2	3	4
(12) Ashkenazim & Sephardim	1	2	3	4
(13) Theodor Herzl	1	2	3	4
(14) Shekel	1	2	3	4
(15) Egged	1	2	3	4
(16) Yitzchak Shamir	1	2	3	4
(17) Judea & Samaria	1	2	3	4
(18) Peace Now	1	2	3	4
(19) Gush Emunim	1	2	3	4
(20) Hagannah	1	2	3	4
(21) Histadrut	1	2	3	4
(22) Galut	1	2	3	4

How well do you understand spoken Hebrew?

- (23)
- 1 NOT AT ALL
 - 2 A FEW WORDS
 - 3 SIMPLE SENTENCES
 - 4 SIMPLE CONVERSATIONS, WITH SOME DIFFICULTY
 - 5 MOST CONVERSATIONS, WITH RELATIVE EASE
 - 6 (ALMOST) TOTAL FLUENCY

ISSUES AND OPINIONS

Do you agree or disagree with each of the following statements?

	AGREE	DIS- AGREE	NOT SURE
(24) Israel should offer the Arabs some territory in Judea & Samaria (the West Bank) in return for believable guarantees of peace	1	2	3
(25) If only because you can never trust the Arabs to make a real peace with Israel, Israel should maintain its rule over all of Judea & Samaria (the West Bank)	1	2	3
(26) Israelis who leave Israel to live in other countries are doing something wrong	1	2	3
(27) The current rates of assimilation & inter-marriage in my country pose serious dangers to Jewish survival there	1	2	3
(28) To be a Jew in Israel is vastly different from being a Jew anywhere else	1	2	3
(29) A Jew from my country can live a fuller Jewish life in Israel than in my country	1	2	3
(30) From what I know, Jewish life in my community can be just as fulfilling (if not more so) than Jewish life in Israel	1	2	3
(31) I feel that I can live a fuller Jewish life in Israel than in my country	1	2	3
(32) I imagine I would feel basically more at home living my life in my country than in Israel	1	2	3

(33) Below are 8 concepts or ideas. Please choose the three (3) which best express your deepest Jewish feelings. (Circle 3 numbers.)

- 1 SABBATH CANDLES
- 2 ALBERT EINSTEIN
- 3 ENTEBBE (THE RESCUE OF THE AIRLINE HOSTAGES BY ISRAELI SOLDIERS)
- 4 MY FATHER
- 5 TFILLIN
- 6 AUSCHWITZ
- 7 JUSTICE
- 8 WOODY ALLEN

CONNECTIONS WITH ISRAEL

- (36) Do you have any family or close friends living in Israel? 1 NO 2 YES
- (37) (If YES) Have you ever visited these people in Israel? 1 NO 2 YES
- (38) Have these relatives or close friends ever visited you in your home country during the past 5 years? 1 NO 2 YES 9 DON'T KNOW
- (39) Do you know anybody in Israel who would invite you to their home for a meal if they knew you were in the country?
1 NO 2 NOT SURE 3 YES, ONE OR TWO PEOPLE 4 YES, SEVERAL PEOPLE
- (40) Do you know anybody in Israel who would invite you to stay at their home for a few days if they knew you were in the country?
1 NO 2 NOT SURE 3 YES, ONE OR TWO PEOPLE 4 YES, SEVERAL PEOPLE
- (41) Did you make any new friendships or strengthen any old ones during your time in Israel?
1 NO 2 YES

(IF YES) With whom did you make new friendships or strengthen old ones?
(Circle "YES" for all that apply):

- | | NO | YES |
|--|----|-----|
| (42) People in my program | 1 | 2 |
| (43) Israelis associated with my program | 1 | 2 |
| (44) People from my country who are living in Israel | 1 | 2 |
| (45) Family of mine living in Israel | 1 | 2 |
| (46) Other Israelis I met during the course of my stay | 1 | 2 |

Other (write in: _____)

- | | NO | YES | NOT SURE |
|--|----|-----|----------|
| (47) Have you ever seriously considered living in Israel? | 1 | 2 | 9 |
| (48) Do you very often talk about Israel with friends or family? | 1 | 2 | 9 |
| (49) Do you consider yourself very well-informed about Israel? | 1 | 2 | 9 |
| (50) Do you consider yourself a Zionist? | 1 | 2 | 9 |

THE NEXT TRIP

Do you intend to visit Israel again...

	DEFINITELY NOT	PROBABLY NOT	PROBABLY YES	DEFINITELY YES	NOT SURE
(51) ...within a year	1	2	3	4	9
(52) ...within 3 years	1	2	3	4	9
(53) ...within 5 years	1	2	3	4	9
(54) ...ever	1	2	3	4	9
(55) Do you intend to settle in Israel?	1	2	3	4	9

(56) If you do come back to Israel, how long do you think you will stay the next time you visit?

- | | | |
|---------------------|--------------|---------------|
| 1 LESS THAN A MONTH | 2 1-3 MONTHS | 3 4-11 MONTHS |
| 4 A YEAR OR MORE | 5 NOT SURE | |

(57) If you do come back, in which of the following contexts do you think you would visit Israel again?

- 1 AS A STUDENT IN A UNIVERSITY
- 2 AS A STUDENT IN A YESHIVA
- 3 AS A KIBBUTZ VOLUNTEER
- 4 IN A HEBREW ULPAN PROGRAM
- 5 AS A SOLDIER OR VOLUNTEER IN THE ISRAELI ARMY
- 6 AS A TOURIST
- 7 AS A GUEST OF CLOSE FRIENDS OR FAMILY OF MINE HERE
- 8 TO WORK IN MY FIELD
- 9 ON THE SAME TYPE OF PROGRAM I WAS JUST ON

OTHER (Write in: _____)

What was the worst part(s) about the program you were on?

What was the best part(s) about the program you were on?

What was the best part about being in Israel?

What was the worst part about being in Israel?

TODAY'S DATE (IN NUMBERS): _____, 1985
(58-9, 60-1) MONTH DAY

What are the names of the 3 people on your program with whom you are closest?

FIRST NAME

LAST NAME

(62-3)	#1	_____	_____
(64-5)	#2	_____	_____
(66-7)	#3	_____	_____

YOUR NAME: _____

ADDRESS: _____

COUNTRY: _____
(68)

אנט הוכשטיין
ANNETTE HOCHSTEIN

June 1987

Shalom!

Within a short time you will be on your way to Israel, on a program carefully designed to provide you with an exciting experience.

A new and different approach for this program has been planned for this summer. We represent a private company named "Nativ" which is conducting an evaluation of this program.

Just before you embark on this experience, we would like to ask you to help us by filling in this questionnaire.

The questionnaires filled in by you and your friends will be placed in a sealed envelope and sent directly to "Nativ." The staff does not have any access to the completed questionnaires and we assure you that your answers will remain absolutely confidential.

Your responses are very important to the success of this project.

Thank you and have
a good time in Israel.

Haya Amzalag
Haya Amzalag
Evaluation Coordinator

QUESTIONNAIRE TO PARTICIPANTS IN ISRAEL SUMMER EXPERIENCE, 1987

YSP/87/A: | | | | |

What brings you to Israel?

1. Below are some reasons people have for visiting Israel. When you were deciding whether to come to Israel, which of these were important in helping you decide in favor of coming? (Circle up to 3 numbers).

1. Simply to get away (from home/school/parents/friends).
2. To have an exciting vacation.
3. To learn about Judaism and its meaning.
4. To learn what daily life is like in Israel.
5. To have a good time with the people in my group.
6. To see the sights.
7. To meet Israelis.
8. To find out whether I should eventually live in Israel.
9. To visit family, friends.
10. To learn about modern Israel.
11. Other (write in) _____

2. Of the people or sources listed below, which helped you decide to come to Israel. (circle up to 3 answers)

1. Friend(s) who were there before.
2. Other friend(s).
3. Parent(s).
4. Rabbi, teacher, youth leader, or other Jewish professional.
5. A Jewish group, school, camp or synagogue I'm involved with.
6. Israeli "shaliach" (representative).
7. Literature through the mail.
8. I had been there before and thought of going back on my own.
9. Other (write in): _____

3. Did you consider travelling to other countries instead of Israel?

1. no
2. yes

If yes: a) What countries did you consider visiting?

b) What made you decide in favour of Israel?

4. When you were deciding whether to visit Israel as a participant in this program, which were the important reasons for your decision? (circle up to 3 numbers).

1. It's relatively inexpensive.
 2. Some of my friends were going on the same program.
 3. This program seemed more educational.
 4. This program seemed more fun.
 5. This program leaves more free time.
 6. The program's leadership was more prestigious.
 7. I heard good things about it.
 8. The organization behind this program has a good reputation.
 9. My parents (or other family members) insisted on this program.
 10. Other (write in): _____
-

5. Are you coming with any of the following people on this trip?

	no --	yes ---
1. A friend	1	2
2. More than one friend	1	2
3. People from school	1	2
4. People in a Jewish group, camp or synagogue with which I'm involved	1	2
5. Other kind of group or club	1	2

6. Which of the following types of information did you receive before the trip?

	No	Yes	Not apply
1. Printed material on what to bring, what to expect	1	2	
2. Information regarding the tour.	1	2	
3. Readings on Israel	1	2	
4. Group briefing(s) before the day of the flight	1	2	9
5. A group briefing at the airport in my country	1	2	9

7. Was the content of the "Footnotes" newsletter helpful in getting a clear picture of Israel and your program?

	Helpful	Not so Helpful	Not Helpful	Have not read
1. Information about Israel	1	2	3	4
2. Information about the group	1	2	3	4
3. Advice columns	1	2	3	4
4. Other_____	1	2	3	4

4. When you were deciding whether to visit Israel as a participant in this program, which were the important reasons for your decision? (circle up to 3 numbers).

1. It's relatively inexpensive.
 2. Some of my friends were going on the same program.
 3. This program seemed more educational.
 4. This program seemed more fun.
 5. This program leaves more free time.
 6. The program's leadership was more prestigious.
 7. I heard good things about it.
 8. The organization behind this program has a good reputation.
 9. My parents (or other family members) insisted on this program.
 10. Other (write in): _____
-

8. On a scale from 1-7, how would you rate the "Footnotes" newsletter?

great |-----|-----|-----|-----|-----|-----| poor
 1 2 3 4 5 6 7

9. Listed below are several names of people, places and things which relate to Israel. Some are not familiar to people who have not been to Israel. Please indicate whether you happen to be familiar with these items. (circle numbers)

		I have no idea	Sounds familiar	I think I know this	I'm sure I know this
1.	David Ben-Gurion	1	2	3	4
2.	Theodor Herzl	1	2	3	4
3.	Kibbutz	1	2	3	4
4.	Druze	1	2	3	4
5.	Judea & Samaria	1	2	3	4
6.	Peace Now (Shalom Achshav)	1	2	3	4
7.	Gush Emunim	1	2	3	4
8.	Hagannah	1	2	3	4
9.	Galut	1	2	3	4
10.	The Warsaw Ghetto	1	2	3	4
11.	Kinneret	1	2	3	4
12.	Six Day War	1	2	3	4
13.	Massada	1	2	3	4
14.	Halutz	1	2	3	4
15.	Moshav	1	2	3	4
16.	The City of David	1	2	3	4

10. Do you agree or disagree with each of the following statements?

	Disagree	Agree	Not Sure
a. Israel to me is a country like any other.	1	2	3
b. The current rates of assimilation & inter-marriage in my country pose serious dangers to Jewish survival there.	1	2	3
c. It is important to me to feel part of the Jewish people.	1	2	3
d. Having been born Jewish is a fact of minor importance to me.	1	2	3
e. I feel that I can live a fuller Jewish life in Israel than in my country.	1	2	3
f. It is important to me that some of my best friends should be Jewish.	1	2	3
g. I am very interested in Israel's security problems.	1	2	3
h. I imagine I would feel basically more at home living my life in my country than in Israel.	1	2	3

11. Please respond to the following statements on the scale:

Strongly disagree - 1 Neutral - 3 Strongly agree - 5
Disagree - 2 Agree - 4

1. I want to be involved for a few hours each week in my Jewish community.	1	2	3	4	5	48
2. I feel proud that so many Jews have won Nobel prizes.	1	2	3	4	5	49
3. The rights of Soviet Jews should be central in discussions between the West and the USSR.	1	2	3	4	5	50
4. I feel I need to read and understand more about the Holocaust.	1	2	3	4	5	51
5. I am proud to be Jewish.	1	2	3	4	5	52
6. It is important to me to feel part of the Jewish people.	1	2	3	4	5	53
7. It is important that some of my best friends are Jews.	1	2	3	4	5	54
8. Identifying with Israel makes me proud.	1	2	3	4	5	55
9. Israel is a good country for a Jew to live in.	1	2	3	4	5	56
10. I think seriously of coming to live in Israel.	1	2	3	4	5	57
11. It is important to me to know more Hebrew than I do now.	1	2	3	4	5	58
12. I would take part in a public rally in support of Israel.	1	2	3	4	5	59
13. Israel is not treated fairly in the Western press.	1	2	3	4	5	60
14. I like Israelis.	1	2	3	4	5	61

13. Have you ever seriously considered living in Israel?

1. no 2. yes

14. Do you often talk about Israel with friends or family?

1. no 2. yes

15. Do you consider yourself well informed about Israel?

1. no 2. yes

16. Do you consider yourself a Zionist?

1. no 2. yes

17. Have you ever been to Israel before?

1. no 2. yes

18. If yes, how many times have you been there, not counting this trip?

_____ times

19. When (what year) was the last time you were there? 19____

20. If you have visited more than once previously: when (what year) was the first time you were there? 19____

21. In any of your previous visits, did you ever participate in some sort of group or organized tour or program?

1. no 2. yes

22. Have you ever lived in Israel for longer than 3 months?

1. no 2. yes

23. Do you have any family or close friends living in Israel?

1. no 2. yes

24. If yes, have you ever visited these people in Israel?

1. no 2. yes

25. Have these relatives or close friends ever visited you in your home country U.S. during the past five years?

1. no 2. yes

26. Do you know anybody in Israel who would invite you to their home for a meal if they knew you were in the country?

1. no 2. not sure
3. yes, one or two people 4. yes, several people

27. Do you know anybody in Israel who would invite you to stay at their home for a few days if they knew you were in the country?

1. no 2. not sure
3. yes, one or two people 3. yes, several people

28. Do you intend to visit Israel again . . .

	Definitely Not	Probably Not	Probably Yes	Definitely Yes	Not Sure
a. within a year	1	2	3	4	5
b. within 3 years	1	2	3	4	5
c. within 5 years	1	2	3	4	5
d. ever	1	2	3	4	5

29. If you do come back to Israel, how long do you think you will stay the next time you visit?

1. less than a month 2. 1-3 months 3. 4-11 months
4. a year or more 5. not sure

Who are you?

30. Below are several religious practices. For each practice, please indicate whether it is done in your home.

	No	Yes
Attend a Passover Seder at home or elsewhere	1	2
Attend Yom Kippur services	1	2
Attend Sabbath services once a month or more	1	2
Use separate dishes at home for meat and dairy products	1	2

31. Do you think of yourself as : . . .

- | | |
|-------------|--|
| 1. Orthodox | 2. Conservative |
| 3. Reform | 3. Reconstructionist 5. Just Jewish |

32. Do you belong to or use the facilities of a Jewish Community Center?

1. yes 2. no

33. Do you or your family belong to a synagogue?

1. yes 2. no

34. Do you belong to a Jewish organization aside from a synagogue or synagogue-related group?

1. yes 2. no

35. What is your Jewish education?

- | | |
|---------------------------------------|--|
| 1. none | 2. Sunday School
(or other once a week) |
| 3. Afternoon School
(or part time) | 4. Yeshiva or Day School |

36. Of your 3 closest friends, how many are Jewish? (please circle)

- 0 1 2 3

37. What is the highest level of education your mother or father attained?

And what is the highest degree you expect to attain?

	Mother	Father	You
High School or less	1	1	1
Some College	2	2	2
B.A.	3	3	3
M.B.A.	4	4	4
Other Masters	5	5	5
Law Degree	6	6	6
M.D., D.D.S.	7	7	7
Ph.D. or other Doctorate	8	8	8
Other graduate degree	9	9	9
Not sure	0	0	0

Additional Comments

38. Why do you think many people such as yourself come to Israel?

39. Why do you think many people such as yourself do not come to Israel?

40. Name: _____ Your Sex: _____ Your age: _____
Home Address: _____
City/State: _____ Zip: _____
Country: _____





just before



you take off...



we'd like to know

just before

You take off...

COMING TO ISRAEL

Below are some reasons people have for visiting Israel. From the list below circle the 3 most important reasons you had for coming.

- a) Simply to get away (from home/school/parents/friends).
- b) To have an exciting vacation.
- c) To learn about Judaism and its meaning.
- d) To learn what daily life is like in Israel.
- e) To have a good time with the people in my group.
- f) To see the sights.
- g) To meet Israelis.
- h) To find out whether I should eventually live in Israel.
- i) To visit family, friends.
- j) To learn about modern Israel.
- k) Other (write in) _____.

For each of the above reasons please indicate the extent to which your expectations were met. (Enter letter in the boxes below and circle the numbers that express your feelings).

	Did not meet my Expectations	Met some of my Expecta- tions	Met my Expecta- tions	Exceeded my Expectations	
most important reason					
<u> </u> <u> </u> <u> </u> <u> </u> 1 2 3 4 (05)					
enter letter					
2nd most important reason					
<u> </u> <u> </u> <u> </u> <u> </u> 1 2 3 4 (08)					
enter letter					
3rd most important reason					
<u> </u> <u> </u> <u> </u> <u> </u> 1 2 3 4 (11)					
enter letter					

Do you intend to recommend visiting Israel to your friends?
(circle number)

- | | | |
|-------------------|-----------------|------|
| 1. Definitely not | 4. Probably yes | (14) |
| 2. Probably not | 5. definitely | |
| 3. Not sure | | |

To what extent were you satisfied with the following elements of your experience...

YOUR MADRICHIM

How would you describe your Madrichim?
(In each case circle a number on the scale)

(C)

1) Rosh Kvutza

Cold	!---!---!---!---!---!---!---!	Friendly	(16)
	1 2 3 4 5 6 7 8		
Uninformed	!---!---!---!---!---!---!---!	Knowledgeable	(17)
	1 2 3 4 5 6 7 8		
Unhelpful	!---!---!---!---!---!---!---!	Helpful	(18)
	1 2 3 4 5 6 7 8		

2) American/Canadian Madrichim

Madrich a.

Cold	!---!---!---!---!---!---!---!	Friendly	(19)
	1 2 3 4 5 6 7 8		
Uninformed	!---!---!---!---!---!---!---!	Knowledgeable	(20)
	1 2 3 4 5 6 7 8		
Unhelpful	!---!---!---!---!---!---!---!	Helpful	(21)
	1 2 3 4 5 6 7 8		

If you had second American/Candaian Madrich-

Madrich b.

Cold	!---!---!---!---!---!---!---!	Friendly	(22)
	1 2 3 4 5 6 7 8		
Uninformed	!---!---!---!---!---!---!---!	Knowledgeable	(23)
	1 2 3 4 5 6 7 8		
Unhelpful	!---!---!---!---!---!---!---!	Helpful	(24)
	1 2 3 4 5 6 7 8		

3. Israeli Madrich

Madrich c.

Cold	!---!---!---!---!---!---!---!	Friendly	(25)
	1 2 3 4 5 6 7 8		
Uninformed	!---!---!---!---!---!---!---!	Knowledgeable	(26)
	1 2 3 4 5 6 7 8		
Unhelpful	!---!---!---!---!---!---!---!	Helpful	(27)
	1 2 3 4 5 6 7 8		

4. The Medic

Cold	!---!---!---!---!---!---!---!	Friendly	(28)
	1 2 3 4 5 6 7 8		
Medically Unskilled	!---!---!---!---!---!---!---!	Medically Skilled	(29)
	1 2 3 4 5 6 7 8		
Unhelpful	!---!---!---!---!---!---!---!	Helpful	(30)
	1 2 3 4 5 6 7 8		

Overall, on the scale below are you satisfied with your Madrichim?

	Very Dissatis- fied	Somewhat Dissatis- fied	Mixed feeli- ngs	Satis- fied	Very Satis- fied	
Rosh Kvutza	1	2	3	4	5	(31)
American/Canadian Madrich	1	2	3	4	5	(32)
Second American/ Canadian Madrich	1	2	3	4	5	(33)
Israeli Madrich	1	2	3	4	5	(34)
The Medic	1	2	3	4	5	(35)

Overall, on the scale below, how would you rate your Madrichim as a team?

Poor Team	!---!---!---!---!---!---!---!	Great Team	(36)
	1 2 3 4 5 6 7 8		

GUIDING

Did you enjoy the way the Rosh Kvutsa (or Tour Guide who accompanied your trip) introduced the sites? (circle numbers)

	not at all	almost never	somewhat satisfied	satisfied	very satisfied	
Jerusalem	1	2	3	4	5	(37)
Tel-Aviv/ Netanya	1	2	3	4	5	(38)
North- Galil	1	2	3	4	5	(39)
South- Negev/ Eilat	1	2	3	4	5	(40)

What did you appreciate most about the Rosh Kvutsa's approach at the sites?

What didn't you appreciate at all about the Rosh Kvutsa's approach at the sites?

YOUR GROUP

(C)

To what extent were you satisfied or dissatisfied with....
(circle the number in the column that express your feelings)

	Very Dissatis- fied	Somewhat Dissatis- fied	Mixed	Satis- fied	Very Satis- fied	
1) The number of parti- cipants in my group	1	2	3	4	5	(42)
2) The balance between boys and girls in my group	1	2	3	4	5	(43)
3) The type of parti- cipants in my group.	1	2	3	4	5	(44)
4) The atmosphere in my group	1	2	3	4	5	(45)
5) My relationship(s) with participants in my program	1	2	3	4	5	(46)

How would you describe your group?

Unfriendly	!---!---!---!---!---!---!---!	Friendly	(47)
	1 2 3 4 5 6 7 8		
Heavy	!---!---!---!---!---!---!---!	Easygoing	(48)
	1 2 3 4 5 6 7 8		
Troublemaking	!---!---!---!---!---!---!---!	Cooperative	(49)
	1 2 3 4 5 6 7 8		

Do you intend to keep in touch with participants in your group?
(Circle the number).

1. Not at all. (50)
2. No, except with friends I had before this trip.
3. No, except with friends I made on this trip.
4. Yes, with as many as possible.

YOUR PROGRAM

To what extent do the statements below describe the experience you had at the various location in Israel ? Please fill in all spaces according to the following answer key:

- 1 not at all
- 2 barely so
- 3 reasonably so
- 4 very much so
- 5 greatly so

	Jerusalem	Tel-Aviv Netanya	North- Galil	South- Negev Eilat/	
a. I learned a lot about the history of the area	-----	-----	-----	-----	(51)
b. I had a great time there	-----	-----	-----	-----	(55)
c. I felt emotionally involved	-----	-----	-----	-----	(59)
d. I enjoyed the sites	-----	-----	-----	-----	(63)

To what extent were you satisfied or dissatisfied with the following aspects of your trip? (Circle number)

	Very Dissatis- fied	Somewhat Dissatis- fied	Mixed feeli- ngs	Satis- fied	Very Satis- fied	
Food	1	2	3	4	5	(67)
Accomodations	1	2	3	4	5	(68)
Transportation	1	2	3	4	5	(69)

If you do have criticism regarding this subject, please specify:

Food - _____

Accommodations - _____

Transportation - _____

HOME HOSPITALITY

(To be answered if this was part of your program and outside Kibbutz)

(C)

a. How was your experience?

- 1. Unsatisfactory
- 2. Poor
- 3. Fair

- 4. Good
- 5. Excellent

(71)

b. Would you recommend including home hospitality in future programs?

- 1. No.
- 2. Not sure
- 3. Yes

(72)

c. Do you have any suggestion on how to improve home hospitality?

KIBBUTZ EXPERIENCE

(to be answered only if you had been at least 2 weeks on Kibbutz)

Name of Kibbutz _____

(73)

How did you feel about

	Unsatis- factory	Poor	Fair	Good	Excellent	
The interaction with "kibbutznikim" your age?	1	2	3	4	5	(75)
Working in the kibbutz?	1	2	3	4	5	(76)
The cultural and social activities in the kibbutz?	1	2	3	4	5	(77)
The accomodation?	1	2	3	4	5	(78)
Your overall experience?	1	2	3	4	5	(79)

Do you feel you know more about...

The ideological aspects of the kibbutz?	1	2	3	4	5	(80)
Daily life in the kibbutz?	1	2	3	4	5	(81)
The problems the kibbutz is facing?	1	2	3	4	5	(82)

What was the best part of being on kibbutz?

What was the worst part of being on kibbutz?

In your opinion, to what extent did your program...

	Not at all	Somewhat	To a Great Extent	
Try to force people to think a certain way	1	2	3	(83)
Allow participants to experience things on their own, free of supervision	1	2	3	(84)
Provide opportunities for fun and enjoyment	1	2	3	(85)
Provide opportunities for learning and education	1	2	3	(86)
Keep a good balance of fun, touring and seminars	1	2	3	(87)

Overall, on the scale below, how would you rate your experience
on your program?

Poor	!----	!----	!----	!----	!----	!----	!----	Great	(88)
	1	2	3	4	5	6	7	8	

In few words, to sum up, what was the worst part(s) about the
program you were on?

What was the best part(s) about the program you were on?

BEFORE COMING TO ISRAEL

(C)

Did the following types of information you received before the trip prove useful for you on coming to Israel?

	Not Useful	Not so Useful	Useful	Very Useful	Not Apply	
1) Printed material on what to bring, what to expect	1	2	3	4	9	(90)
2) Information regarding the tour	1	2	3	4	9	(91)
3) Readings on Israel	1	2	3	4	9	(92)
4) Group briefing(s) before the day of the flight	1	2	3	4	9	(93)
5) A group briefing at the airport in my country	1	2	3	4	9	(94)
6) The content of the "Footnotes" newsletters:	1	2	3	4	9	(95)

During the trip did you use the various elements of the "Footnotes" diary?

	Not used at all	Used a little	Used most of it	Used it all	
The practical information (maps, dictionary, banking, telephone, transportation, etc.)	1	2	3	4	(96)
Assistance charts (gift buying chart, addresses for writing home, etc.)	1	2	3	4	(97)
Daily pages	1	2	3	4	(98)
Trivia	1	2	3	4	(99)
Historical remarks and siteseeing	1	2	3	4	(100)

Overall, on the scale below, how would you rate the diary?

Poor !---!---!---!---!---!---! Great (101)

1 2 3 4 5 6 7 8

Do you intend to recommend participating in your program to your friends or others with your interest?

- | | | |
|--------------------|--------------------|-------|
| 1. Definitely not. | 4. Probably yes. | (102) |
| 2. Probably not. | 5. Definitely yes. | |
| 3. Not sure. | | |

KNOWLEDGE ABOUT ISRAEL - A SELF ASSESSMENT

Listed below are several names of people, places and things which relate to Israel. Please indicate if you know what/who they are. (circle numbers)

	I have no idea	Sound familiar	I think I know this	I'm sure I know this	
1) David Ben Gurion	1	2	3	4	(103)
2) Theodor Herzl	1	2	3	4	(104)
3) Kibbutz	1	2	3	4	(105)
4) Druze	1	2	3	4	(106)
5) Judea & Samaria	1	2	3	4	(107)
6) Peace Now (Shalom Achshav)	1	2	3	4	(108)
7) Gush Emunim	1	2	3	4	(109)
8) Hagannah	1	2	3	4	(110)
9) Galut	1	2	3	4	(111)
10) The Warsaw Ghetto	1	2	3	4	(112)
11) Kinneret	1	2	3	4	(113)
12) Six Day War	1	2	3	4	(114)
13) Massada	1	2	3	4	(115)
14) Halutz	1	2	3	4	(116)
15) Moshav	1	2	3	4	(117)
16) The City of David	1	2	3	4	(118)

ISSUES AND OPINION

(C)

Do you agree or disagree with each of the following statements?

	Disagree	Agree	Not Sure	
a. Israel to me is a country like any other	1	2	3	(120)
b. The current rates of assimilation & inter-marriage in my country pose serious dangers to Jewish survival there	1	2	3	(121)
c. It is important to me to feel part of the Jewish people	1	2	3	(122)
d. Having been born Jewish is a fact of minor importance to me	1	2	3	(123)
e. I feel that I can live a fuller Jewish life in Israel than in my country	1	2	3	(124)
f. It is important to me that some of my best friends should be Jewish	1	2	3	(125)
g. I am very interested in Israel's security problems	1	2	3	(126)
h. I imagine I would feel basically more at home living my life in my country than in Israel	1	2	3	(127)

Please respond to the following statements on the scale:

Strongly Disagree -1 Neutral - 3 Strongly agree - 5
Disagree - 2 Agree - 4

- | | | | | | | |
|---|---|---|---|---|---|-------|
| 1) I want to be involved for a few hours each week in my Jewish community | 1 | 2 | 3 | 4 | 5 | (128) |
| 2) I feel proud that so many Jews have won Nobel prizes | 1 | 2 | 3 | 4 | 5 | (129) |
| 3) The rights of Soviet Jews should be central in discussions between the West and the USSR | 1 | 2 | 3 | 4 | 5 | (130) |
| 4) I feel I need to read and understand more about the Holocaust | 1 | 2 | 3 | 4 | 5 | (131) |
| 5) I am proud to be Jewish | 1 | 2 | 3 | 4 | 5 | (132) |
| 6) It is important to me to feel part of the Jewish people | 1 | 2 | 3 | 4 | 5 | (133) |
| 7) It is important that some of my best friends are Jews | 1 | 2 | 3 | 4 | 5 | (134) |
| 8) Identifying with Israel makes me proud | 1 | 2 | 3 | 4 | 5 | (135) |
| 9) Israel is a good country for a Jew to live in | 1 | 2 | 3 | 4 | 5 | (136) |
| 10) I think seriously of coming to live in Israel | 1 | 2 | 3 | 4 | 5 | (137) |
| 11) It is important to me to know more Hebrew than I do now | 1 | 2 | 3 | 4 | 5 | (138) |
| 12) I would take part in a public rally in support of Israel | 1 | 2 | 3 | 4 | 5 | (139) |
| 13) Israel is not treated fairly in the Western press | 1 | 2 | 3 | 4 | 5 | (140) |
| 14) I like Israelis | 1 | 2 | 3 | 4 | 5 | (141) |

As a result of your trip to Israel, do you intend to undertake any of the following activities when you return to your home country? And if "YES", will you do it more often or less often than before the trip?

	No	Yes, Less Often	Yes, More Often or	Yes, But No Dif- ference	
Study about the history of Israel	1	2	3	4	(142)
Study Hebrew	1	2	3	4	(143)
Study Judaica	1	2	3	4	(144)
Attend Synagogue services	1	2	3	4	(145)
Celebrate Jewish holidays	1	2	3	4	(146)
Observe dietary laws	1	2	3	4	(147)
Observe the Sabbath	1	2	3	4	(148)
Participate in Jewish group or organizational activities	1	2	3	4	(149)
Donate to Jewish or Israel- related charities	1	2	3	4	(150)
Participate in pro-Israel activities	1	2	3	4	(151)
Read about Israel (in books, newspapers, or magazines)	1	2	3	4	(152)
Talk about Israel with my friends & family	1	2	3	4	(153)
Go to Soviet Jewry or pro- Israel demonstrations	1	2	3	4	(154)
Other (Write in: _____ _____)	1	2	3	4	(155)

MY NEXT TRIP

(C)

Do you intend to visit Israel again?

	Definite- ly not	Probab- ly not	Probab- ly yes	Definite- ly yes	Not Sure	
Within a year	1	2	3	4	9	(157)
Within 3 years	1	2	3	4	9	(158)
Within 5 years	1	2	3	4	9	(159)
Ever	1	2	3	4	9	(160)
Do you intend to settle in Israel?	1	2	3	4	9	(161)

If you do come back to Israel, how long do you think you will stay the next time you visit

- 1) Less than a month (162)
- 2) 1-3 months
- 3) 4-11 months
- 4) A year or more
- 5) Not sure

If you do come back, in which of the following contexts do you think you would visit Israel again? (Circle up to 3 numbers)

- 1) As a student in a University (163)
- 2) As a student in a Yeshiva
- 3) As a Kibbutz volunteer
- 4) In a Hebrew Ulpan Program
- 5) As a soldier or volunteer in the Israeli Army
- 6) As a tourist
- 7) As a guest of close friends or family of mine here
- 8) On the same type of program I was just on
- 9) Other (Write in: _____)

In few words, to sum up, what were the 3 most powerful experiences you had in Israel?

1. _____ (166)

2. _____

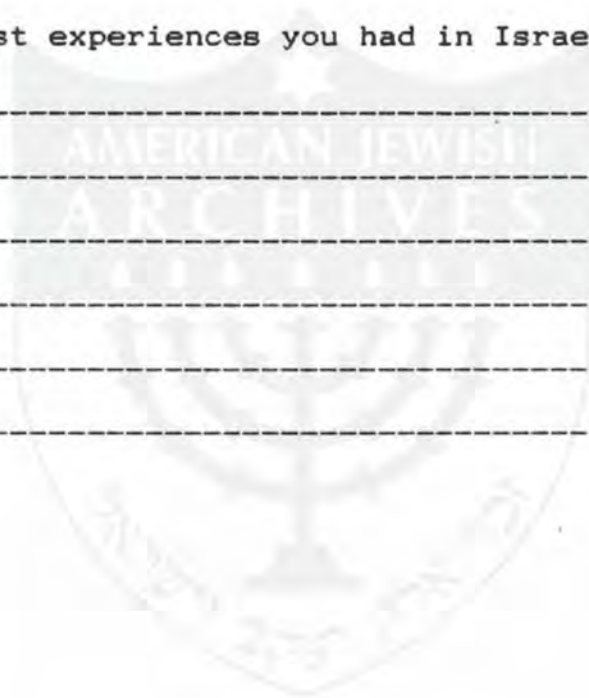
3. _____

What were the 3 worst experiences you had in Israel?

1. _____ (167)

2. _____

3. _____



Name: _____

Address : _____

Zip Code : _____ Country _____



THE AMERICAN JEWISH ARCHIVES



THANKS!



March 1988

Shalom!

It has been quite a while since your visit to Israel but we hope that your memories from last summer are still vivid.

Once again, we are turning to you for help, as we try to improve programs and learn from past experience. Please fill out the enclosed questionnaire. It deals with your summer in Israel and with other related issues. Return it to us at the Israel Program Center by April 15. We have enclosed a return envelope for your convenience. As previous questionnaires, this one, too, will remain confidential and will be used anonymously only.

Your response is very important for the successful completion of this project.

Thank you for your cooperation.

Sincerely,

Haya Amzalag-Bahr
Evaluation Coordinator

Reed Travis
Director,
High School Division
A.Z.Y.F.

QUESTIONNAIRE TO PARTICIPANTS IN ISRAEL SUMMER EXPERIENCE, 1987

YSP: |_|_|_|_|

A. As a result of your visit to Israel, to what extent do you feel more FAMILIAR with:

	Not at all	Small extent	Some extent	Large extent	Very large extent
5. Personality types in Israel	1	2	3	4	5
6. Sites connected with the history of the State of Israel	1	2	3	4	5
7. Social issues in Israel	1	2	3	4	5
8. Political differences of Israelis	1	2	3	4	5
9. Different types of settlements in Israel	1	2	3	4	5
10. Israel's security problems	1	2	3	4	5
11. History of Zionism and settlement in Israel	1	2	3	4	5
12. Economic problems of Israel	1	2	3	4	5
13. Israeli life style	1	2	3	4	5
14. Non-Jewish minorities in Israel	1	2	3	4	5

	Not at all	Small extent	Some extent	Large extent	Very large extent
15. Jewish immigration to Israel	1	2	3	4	5
16. Jewish history and culture in Israel	1	2	3	4	5
17. Jewish way of life in Israel	1	2	3	4	5
18. Traits of "Jewish" behavior in Israel	1	2	3	4	5
19. Jewish holy places	1	2	3	4	5
20. History of the Jewish people	1	2	3	4	5
21. Israel as a land holy to all religions	1	2	3	4	5
22. The fauna and flora of Israel	1	2	3	4	5

B. As a result of your visit to Israel, to what extent do you CARE more about:

	Not at all	Small extent	Some extent	Large extent	Very large extent
24. Personality types in Israel	1	2	3	4	5
25. Sites connected with the history of the State of Israel	1	2	3	4	5
26. Social issues in Israel	1	2	3	4	5
27. Political differences of Israelis	1	2	3	4	5
28. Different types of settlements in Israel	1	2	3	4	5
29. Israel's security problems	1	2	3	4	5
30. History of Zionism and settlement in Israel	1	2	3	4	5
31. Economic problems of Israel	1	2	3	4	5
32. Israeli life style	1	2	3	4	5
33. Non-Jewish minorities in Israel	1	2	3	4	5

	Not at all	Small extent	Some extent	Large extent	Very large extent
34. Jewish immigration to Israel	1	2	3	4	5
35. Jewish history and culture in Israel	1	2	3	4	5
36. Jewish way of life in Israel	1	2	3	4	5
37. Traits of "Jewish" behavior in Israel	1	2	3	4	5
38. Jewish holy places	1	2	3	4	5
39. History of the Jewish people	1	2	3	4	5
40. Israel as a land holy to all religions	1	2	3	4	5
41. The fauna and flora of Israel	1	2	3	4	5

C. While in Israel, to what extent did you have personal contact with:

	Not at all	Small extent	Some extent	Large extent	Very large extent
43. Israelis in general	1	2	3	4	5
44. Israeli Youth	1	2	3	4	5
45. Soldiers	1	2	3	4	5
46. Orthodox Jews	1	2	3	4	5
47. Kibbutzniks	1	2	3	4	5
48. Olim hadashim (new immigrants)	1	2	3	4	5
49. Arabs	1	2	3	4	5
50. Public Figures	1	2	3	4	5
51. Volunteers	1	2	3	4	5
52. Overseas students	1	2	3	4	5
53. Other: _____	1	2	3	4	5

D. Of those listed above, with whom did you find the interaction most impressive?

54. _____

E. While in Israel, to what extent did you undertake the following activities:

	Not at all	Small extent	Some extent	Large extent	Very large extent
55. Eat Israeli food	1	2	3	4	5
56. Listen to Israeli music	1	2	3	4	5
57. Go to Israeli rock concerts	1	2	3	4	5
58. Watch Israeli sports games	1	2	3	4	5
59. Watch Hebrew- language T.V. programs	1	2	3	4	5
60. Listen to/watch the news	1	2	3	4	5
61. Read <u>The Jerusalem Post</u>	1	2	3	4	5
62. Ride on public transportation	1	2	3	4	5
63. Go shopping	1	2	3	4	5
64. Go to disco/ pubs	1	2	3	4	5
65. Tour alone/with friends	1	2	3	4	5
66. See Hebrew-language films on your own/ with friends	1	2	3	4	5
67. Make charitable donations	1	2	3	4	5
68. Other: _____	1	2	3	4	5

F. Thinking about your life at present, to what extent:

Has this strengthened, weakened, stayed the same since your trip to Israel?

	Not at all	Small extent	Some extent	Large extent	Very large extent	Weaken- ed	Stayed the same	Strength- ened
70. Do you have a sense of belonging to the Jewish culture and tradition?	1	2	3	4	5	1	2	3
72. Do you love the elements of the Jewish culture and tradition?	1	2	3	4	5	1	2	3
74. Do you consider Jewish culture and tradition of general value?	1	2	3	4	5	1	2	3
76. Are Jewish culture and tradition important to you?	1	2	3	4	5	1	2	3
78. Are you familiar with Jewish groups and organizations in your community?	1	2	3	4	5	1	2	3
80. Is it important to you to belong to the Jewish community?	1	2	3	4	5	1	2	3
82. Do you feel comfortable in Jewish circles?	1	2	3	4	5	1	2	3
84. Are you active in Jewish social activities?	1	2	3	4	5	1	2	3
86. Would you like to visit historical Jewish sites throughout the world?	1	2	3	4	5	1	2	3

Has this strengthened, weakened,
stayed the same since your trip
to Israel?

	Not at all	Small extent	Some extent	Large extent	Very large extent	Weaken- ed	Stayed the same	Strength- ened
88. Do you have feelings for places of Jewish significance throughout the world?	1	2	3	4	5	1	2	3
90. Are you familiar with the names of places of Jewish significance through- out the world?	1	2	3	4	5	1	2	3
92. Is it important to you that Jewish sites throughout the world be preserved?	1	2	3	4	5	1	2	3
94. Do you find that you have personal traits that can be described as speci- fically Jewish?	1	2	3	4	5	1	2	3
96. Do you feel comfortable when you encounter Jewish characteristics in people?	1	2	3	4	5	1	2	3
98. Are you familiar with Jewish perso- nality types as reflected in movies, literature, art?	1	2	3	4	5	1	2	3
100. Is it important to you to preserve a unique Jewish personality?	1	2	3	4	5	1	2	3

						Has this strengthened, weakened, stayed the same since your trip to Israel?		
	Not at all	Small extent	Some extent	Large extent	Very large extent	Weakened	Stayed the same	Strengthened
102. Do you have a sense of belonging to the Israeli culture?	1	2	3	4	5	1	2	3
104. Do you love the elements of the Israeli culture?	1	2	3	4	5	1	2	3
106. Do you consider Israeli culture of general value?	1	2	3	4	5	1	2	3
108. Is the Israeli culture important to you?	1	2	3	4	5	1	2	3
110. Are you familiar with pro-Israeli groups and organizations in your community?	1	2	3	4	5	1	2	3
112. Are you familiar with political parties in Israel?	1	2	3	4	5	1	2	3
114. Do you feel comfortable in Israeli circles?	1	2	3	4	5	1	2	3
116. Are you active in pro-Israeli social activities?	1	2	3	4	5	1	2	3
118. Is it important to you to live in Israel?	1	2	3	4	5	1	2	3
120. Would you like to visit Israel again?	1	2	3	4	5	1	2	3
122. Do you feel an emotional tie to Jewish sites throughout the world?	1	2	3	4	5	1	2	3

Has this strengthened, weakened,
stayed the same since your trip
to Israel?

Not
at all

Small
extent

Some
extent

Large
extent

Very
large
extent

Weaken-
ed

Stayed
the same

Strength-
ened

124. Do you feel an emotional tie to sites connected with the history of modern Israel?	1	2	3	4	5	1	2	3
126. Are you familiar with the names of places in Israel?	1	2	3	4	5	1	2	3
128. Is the existence of Israel important to you?	1	2	3	4	5	1	2	3
130. Do you find that you have personal traits that can be described as Israeli?	1	2	3	4	5	1	2	3
132. Do you feel comfortable when you encounter Israeli characteristics in people?	1	2	3	4	5	1	2	3
134. Are you familiar with Israeli personality types as reflected in news, movies, literature and art?	1	2	3	4	5	1	2	3
136. Is it important to you to behave as an Israeli?	1	2	3	4	5	1	2	3

G. Below is a list of topics, each followed by 4 possible answers, only one of which is correct. Please circle the one you believe to be correct, based on your own knowledge.

138. David Ben Gurion

1. Mayor of Tel Aviv
2. The name of a famous rabbi
3. The first Prime Minister of Israel
4. The father of Zionism

139. Theodor Herzl

1. A famous Jewish fighter during the Holocaust
2. A famous Jewish artist
3. Visionary of the Jewish State
4. A leader of "Gush Emunim"

140. Kibbutz

1. An Israeli department store chain
2. An Israeli automobile
3. One of the 12 Tribes
4. A type of communal settlement in Israel

141. Druze

1. A Jew of Sephardic extraction
2. A non-Jewish sect loyal to the State of Israel
3. An archeological site in the south of the country
4. A slang expression in Hebrew

142. Judea and Samaria

1. A strip of land in the north, which has been a part of the State since its founding
2. Two leaders of the Maccabean rebellion
3. A strip of land held by Israel since the Six Day War
4. Two development towns close to one another in the south of the country

143. Shalom Achshav (Peace Now)

1. The name of a Jewish writer
2. The name of an Israeli play
3. An Israeli peace movement founded 12 years ago
4. A name of one of the political parties in the Knesset

144. Gush Emunim

1. A strip of land in Israel
2. A Jewish movement in existence before the founding of the State
3. A movement that calls for the settlement of the land of Israel
4. The name of a settlement in Israel

145. Hagana

1. One of the underground movements before the establishment of the State
2. A type of settlement before the founding of the State
3. An Israeli folk dance
4. An Israeli coin

146. Galut

1. A classic Israeli composition
2. A famous painting in the Israel Museum
3. A word designating the exile of the Jewish people from its homeland
4. The national anthem of Israel

147. Warsaw Ghetto

1. A settlement in Israel in memory of the Holocaust
2. A Jewish ghetto in Poland during the Second World War which became famous for its uprising
3. The Jewish community in which the First Zionist Congress was held
4. An ultra-Orthodox community in Tel Aviv where Warsaw descendants are concentrated

148. Kinneret

1. The name of a famous Israeli female singer
2. An Israeli youth movement
3. The Sea of Galilee
4. A wildflower found primarily in the north of the country

149. The Six Day War was in:

1. 1956
2. 1967
3. 1973
4. 1982

150. Massada is found:

1. In the region of Eilat
2. In the Galilee
3. Close to the Dead Sea
4. Near Tel Aviv

151. Halutz

1. The name of the Israeli public transport company
2. The term used for the first settlers in Israel at the beginning of the Zionist period
3. A religious sect in Israel
4. The name of a boat that transported refugees to Palestine in the late 40's

152. Moshav

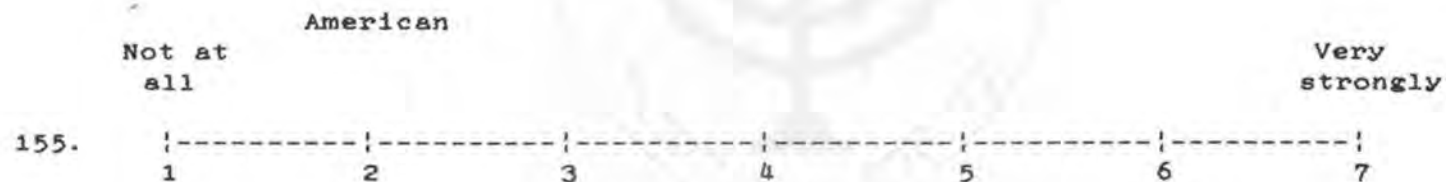
1. A neighborhood in Jerusalem
2. A name for the traditional Arabic dress
3. A monument to the fighters in the War of Independence found on the road to Jerusalem
4. A type of agricultural settlement in Israel

153. The City of David

1. The city of birth of King David
2. A city in the Negev established in memory of David Ben-Gurion
3. The city of Jerusalem built by King David when he was King of Israel
4. The name for the government center in Jerusalem

C154

H. Using the scale below, how strongly do you feel about each of the following identities?



I. To what extent do you consider yourself:

	Not at all	Small extent	Some extent	Large extent	Very large extent
158. Part of the Jewish People	1	2	3	4	5
159. An Israeli	1	2	3	4	5
160. An Ashkenazic Jew	1	2	3	4	5
161. A Sepharadic Jew	1	2	3	4	5
162. A religious Jew	1	2	3	4	5
163. A secular Jew	1	2	3	4	5
164. A non-religious Jew	1	2	3	4	5
165. An Orthodox Jew	1	2	3	4	5
166. A Conservative Jew	1	2	3	4	5
167. A Reform Jew	1	2	3	4	5
168. Part of the Western culture	1	2	3	4	5
169. Part of the Middle- Eastern culture	1	2	3	4	5
170. Part of the Israeli culture	1	2	3	4	5
171. Part of the Jewish culture	1	2	3	4	5

J. Since your trip to Israel, have you undertaken any of the following activities?

If "yes," please indicate if you do it more often or less often than before the trip?

	No	Yes, less often	Yes, more often	Yes, but no difference
173. Study about the history of Israel	1	2	3	4
174. Study Hebrew	1	2	3	4
175. Study Judaica	1	2	3	4
176. Attend synagogue services	1	2	3	4
177. Celebrate Jewish holidays	1	2	3	4
178. Observe dietary laws	1	2	3	4
179. Observe the Sabbath	1	2	3	4
180. Participate in Jewish group or organizational activities	1	2	3	4
181. Donate to Jewish or Israel-related charities	1	2	3	4
182. Participate in pro-Israel activities	1	2	3	4
183. Read about Israel (in books, newspapers, or magazines)	1	2	3	4

	No	Yes, less often	Yes, more often	Yes, but no difference
184. Talk about Israel with your friends and family	1	2	3	4
185. Go to Soviet Jewry or pro-Israel demonstrations	1	2	3	4
186. Meet with Israelis	1	2	3	4
187. Listen to Israeli music	1	2	3	4
188. Attend an Israeli movie, art exhibit, etc.	1	2	3	4
189. Eat Israeli food	1	2	3	4
190. Other (Please specify): _____	1	2	3	4

K. Since your visit to Israel, have you seriously considered:

	No	Yes
191. Taking Jewish Studies courses in College	1	2
192. Studying in Israel?	1	2
193. Coming to Israel for a few months as a volunteer or student?	1	2
194. Making aliyah?	1	2

L. Since your return, have you recommended to your friends or relatives:

195. Participating in the same program that you did?

1. No 2. Yes, with reservations 3. Yes, enthusiastically

196. Visiting Israel?

1. No 2. Yes, with reservations 3. Yes, enthusiastically

C197

M. To what extent did the factors listed below contribute to the experience you had in Israel?

	Not at all	Small extent	Some extent	Large extent	Very large extent
198. The people in my group	1	2	3	4	5
199. The counsellors	1	2	3	4	5
200. The places we visited	1	2	3	4	5
201. The recreational activities (e.g., going to the beach, movies, etc.)	1	2	3	4	5
202. Other (Please specify): _____	1	2	3	4	5

N. Overall, how would you rate your experience in Israel?

Poor Great

203. |-----|-----|-----|-----|-----|-----|

1 2 3 4 5 6 7

O. Overall, how would you rate the program you participated in?

Poor Great

204. |-----|-----|-----|-----|-----|-----|

1 2 3 4 5 6 7

P. What was the most powerful experience you had in Israel?

205. _____

Q. What was the worst experience you had in Israel?

206. _____

R. On the scale below, where would you have placed yourself before your trip to Israel? (Please circle the appropriate letter.)

Indifferent Jew Committed Jew

207. |-----|-----|-----|-----|-----|-----|

A B C D E F G

Where would you place yourself today?

Indifferent Jew Committed Jew

208. |-----|-----|-----|-----|-----|-----|

A B C D E F G

S. It would be very enlightening for us to read any additional comments you may have:

The name of the group you were on was: _____

Personal details:

Name (Optional) _____

209. Age _____

210. Sex _____

THANK YOU FOR YOUR COOPERATION

HAYA AMZALEG - BAHR
and the evaluation team



הוועדה לחינוך יהודי של הסוכנות היהודית
THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

From: MORTON L. MANDEL, Chairman

June 1985

Dear Friends,

It is a year since Jewish leaders and educators from all over the world met in Jerusalem to reflect on Jewish life today and in the future - its content and direction, its quality and its very survival.

During the crowded critical 72 hours of the First World Leadership Conference on Jewish Education, Jews from across the political, educational, communal and religious spectra of 31 countries found themselves in firm agreement on three pivotal issues:

- That Jewish identity is in crisis
- That Jewish education is the most effective response to that crisis
- And that it must be made the foremost priority of Jewish life.

The ideas, the consensus, the hope and the urgency engendered at that Conference have provided the impetus to propel the enterprise of Jewish education forward. During the year since we met in Jerusalem, the Jewish Agency's new Committee on Jewish Education which I have the privilege of chairing, was established and has already begun translating the energy, excitement and recommendations of the Conference into deeds.

The work has had a good beginning, and I want to share with all of you - many of whom were present at the conception - what has been happening since we met.

Moving Jewish Education Upward on the Agenda

Jewish education is finding its place on the agenda in Jewish communal life, with major Jewish forums placing it among their priorities. Let me mention some of these to you.

The Council of Jewish Federations General Assembly, which met in Toronto, November 14-18, 1984, demonstrated Jewish education's rapid move to stage-center by singling it out as a focus of discussion at a special session.

The J.W.B.'s Conference on Jewish Education and Jewish Community Centers, which gathered in Miami, Florida, February 1-3, 1985, was the first special convention called in the history of that organization. At the meeting, the J.W.B., which is the North American umbrella body for 250 Jewish community centers and 55 communal camps, heard a report on "Maximizing Jewish Educational Effectiveness of Jewish Community Centers," and formed a special committee to implement the recommendations.

When we were in touch with major institutions of Jewish learning in the United States, we found that they very much want to be part of our work. PROFESSOR ALFRED GOTTSCHALK of Hebrew Union College, PROFESSOR GERSON COHEN of the Jewish Theological Seminary and RABBI PROFESSOR NORMAN LAMM of Yeshiva University all want to work with us to increase the interest and involvement of communal leaders in Jewish education.

I have had meetings with representatives of the South African community and we are seeking ways to increase the numbers of young people coming to Israel.

In France, ways are being explored to bring together various forces in the community so that improved Jewish education has a greater impact.

In England, meetings have been held bringing together lay leadership, administrators and educators, and a "Year of Jewish Education" has been announced.

Reaction within Israel, too, is very encouraging. The World Zionist Organization education departments are of course with us. And the heads of education departments at Israel's Universities - Bar Ilan, the Ben Gurion University of the Negev, Haifa University, the Hebrew University of Jerusalem and Tel Aviv University - are sitting down together for the first

"...preparing the way
toward a more secure
Jewish identity..."

time, under our auspices, to talk about Jewish education in the Diaspora, committing themselves and their institutions to making a contribution to its further development.

In all my years in Jewish communal life, I have never found a response so quick and eager - among both lay and professional leaders. Of course, not everyone is yet convinced about the urgency of programs for Jewish education, but growing numbers of Jews are moving rapidly and expectantly ahead, preparing the way toward a more secure Jewish identity 50 and 100 years hence.

"The Israel Experience"

Among the ideas on which there was consensus at last June's World Leadership Conference on Jewish Education was "The Israel Experience" - the bringing of young Jews to Israel on education programs to deepen and broaden their Jewish self-awareness.

"The camp movement in the United States revitalized Judaism there," RABBI RICHARD G. HIRSCH, Member of the Executive of the World Zionist Organization and Co-Chairman of our "Israel Experience" Sub-Committee, told the Committee at its February 1985 meeting. "The State of Israel can serve youngsters who come to it as one grand camp of Judaism - where Hebrew language, culture, music, art, history, nation and land all live."

Around 15,000 young people already come to Israel each year - mostly on WZO programs, the majority through the Youth and Hechalutz Department, whose head, AVRAHAM KATZ is Co-Chairman of our Committee. We want to increase those numbers dramatically and

"The State of Israel....
where Hebrew language,
culture, music, art,
history, nation and
land all live."

intensify the impact of the programs by improving them and making them more relevant, and by designing new and specialized programs as called for.

This is a major undertaking. There is a lot to consider - from physical facilities to staff, from curriculum and program design to follow-up.

So the Jewish Education Committee has commissioned a comprehensive study of the Israel programs now available to Diaspora youngsters and their families, examining who attends them and who does not, what form they might take, and what additional financial, physical and human resources in Israel and abroad can be mobilized to expand and improve "The Israel Experience."

ROBERT LOUP is Chairman of the "Israel Experience" Sub-Committee. Bob is currently Chairman of the Board of Trustees of the U.J.A.

"During my two years as U.J.A. National Chairman, I realized that our community is in jeopardy," Bob

"Unless we educate....
our community will
no longer be there."

told the Jewish Education Committee at its February 1985 meeting. "Unless we educate our young people as to why they are Jews, our community will no longer be there. The Chairmanship of this Sub-Committee on "The Israel Experience" is a priority in my time and my work, now and in the future."

The study is being carried out by Nativ Policy and Planning Consultants, a Jerusalem-based company, specializing in economic, physical and social planning and policy design.

ANNETTE HOCHSTEIN, who is a founding partner of Nativ, is charged with the study - so let me introduce her. Antwerp-born, Annette has a graduate degree in Social Planning from the New School of Social Research in New York. She spent two years working for the Jerusalem Municipality's Planning Department, is a former Project Manager for Project Renewal and was a Hubert Humphrey Fellow at MIT in Boston, in 1983.

Annette is interviewing Israeli, North American and European lay leaders, educators and administrators about "Israel Experience" programs, putting together an inventory of what is now available, what is potentially available and what is effective and desirable. Hopefully, among the results of all this will be an increased number of education programs in Israel with an even greater appeal to the Jewish youngster in the Diaspora.

Affecting Tomorrow: The Educators

The key to any successful educational program is qualified and inspired personnel. During the June 1984 World Leadership Conference, it became apparent that the shortage of talented educators in Jewish education worldwide is already critical.

"Senior Personnel in Jewish Education: The Challenge" was thus selected as the central educational issue to consider at the Jewish Education Committee meeting of February 1985. It was presented by a three-man panel of experts.

WALTER I. ACKERMAN, Shane Family Professor of Education and Director of Ben Gurion University's School of Continuing Education, opened the discussion.

Jewish education, he said, is failing to attract enough creative and talented people, because it is often perceived as a narrow career ladder. But Jewish education does have room for a multiplicity of talents, insisted Professor Ackerman, and many of the leadership skills which are required in critical senior positions can indeed be learned.

SEYMOUR FOX, Senior Consultant to our Committee and Academic Director of the Jerusalem Fellows, named the educators as both the central figures and the most important resource in Jewish education today. It is they and their vision who will in turn spark the talented young people of the next generation.

Professor Fox emphasized the need to create a fellowship of educators, dedicated to revitalizing the Jewish people everywhere through education at all levels. Programs such as the Jerusalem Fellows, which is designed to train leadership at the top can help to provide the educators who will build and guide the enterprise of Jewish education, and who will create new curricula, educational materials and even new kinds of institutions.

HAIM ZOHAR, Secretary-General of the World Zionist Organization, reminded the Committee that there has been a critical situation within the Jewish teaching profession for over a quarter of a century. Until now, the Jewish world has not been sufficiently concerned about this developing crisis, and Jewish communities have not taken the consistent steps necessary to rebuild the profession and set its minimum standards. When the Jewish

**"...remarkable success
can be achieved."**

community does invest itself fully in a program, he commented, as they have done with major Jewish organizations and institutions, remarkable success can be achieved.

Israel already offers in-service training for Jewish teaching personnel, but these programs reach only 800 educators in Jewish schools each year. We aim to sharply enlarge that number, he said, increasing and diversifying the types of programs offered.

The Year Ahead

Our Committee began its work soon after the World Leadership Conference for Jewish Education in June 1984.

June 1985, a year later, sees a special session of the Jewish Agency Assembly devoted exclusively to Jewish education - a clear indication that Jewish education is now placed on a level of major concern within the Agency.

Now, as we assess our progress, we are thinking through the whole question of how and when we will again meet as a larger group so that we may best utilize the strengths and talents of the outstanding lay leadership throughout the Jewish world that is committed to strengthening the Jewish people through Jewish education.

With best personal regards,

Morton L. Mandel

MORTON L. MANDEL

Chairman

The Jewish Education Committee
of the Jewish Agency



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הוועדה לחינוך יהודי של הסוכנות היהודית
THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

From: MORTON L. MANDEL, Chairman

September, 1985

Dear Friends,

On Wednesday, June 26, 1985, for the first time in its long and distinguished history, the annual Assembly of the Jewish Agency for Israel met in plenary to discuss Jewish education. This is a genuine expression of the new importance of Jewish education on the agenda of the Jewish people.

Our Committee grew out of the Jewish Agency Caesarea Process which recommended the establishment of a co-ordinating mechanism for Jewish education. The World Leadership Conference for Jewish Education, which met in Jerusalem in June 1984, was instrumental in creating an environment within which such a new instrumentality could move forward in its tasks.

The formation of the Jewish Agency Jewish Education Committee was, in the words of World Zionist Executive Chairman, Arye Dulzin, "a statement by the Jewish Agency that it is in the business of ensuring the creative continuity of the Jewish people."

Widening Recognition, Widening Support

The Jewish Agency Assembly plenum of June 26 was a vital and authoritative milestone - with its gathering of some of the world's major community and Zionist leaders. Together with me on the dais for that landmark session were those who have been involved with the work of Jewish education since the beginning - Arye Dulzin; Prof. Seymour Fox, senior consultant to our Committee and Academic

Director of the Jerusalem Fellows; and Avraham Katz, Head of the WZO Youth and Hechalutz Department and Co-Chairman of the Jewish Education Committee.

"...the growing sense of
mutuality...worldwide
toward the challenge...
of Jewish education."

But there were other leading Jewish figures there as well - Allen Resnick, President of the Zionist Organization of America; and Michal Modai, Chairman of the World Executive of WIZO, who Co-chaired the session; Rabbi Richard G. Hirsch, Executive Director of the World Union for Progressive Judaism and Co-chairman of our Israel Experience Sub-Committee; Mark Schlusel, President of the Jewish Education Services of North America (JESNA); and Kenny Katz, Chairman of the South African Board of Jewish Education - all representative of the growing sense of mutuality in Jewish communities worldwide toward the challenge posed by the present state of Jewish education.

Israel as a Resource:

A Pledge from the Jewish State

Our work received another significant boost at the June meeting of our Jewish Education Committee, held the day following the plenum. Israel's Minister of Education and Culture, Yitzhak Navon, who is also the country's Deputy Prime Minister and fifth President, attended the session.

Israel's Ministry of Education reaches over a million students each year and administers the world's most comprehensive and diverse Jewish

education system. That Ministry, Mr. Navon told us, fully supports the Jewish Education Committee, and is willing to cooperate with it in every way. He reminded us that the Ministry is already an active partner in Jewish educational projects in the Diaspora - as part-founder and participant in the 10-year-old L.A. Pincus Fund, which encourages new and innovative projects in Jewish education, and in the six-year-old Joint Program for Jewish Education in the Diaspora, which aims to use Israel as the world's central Jewish educational resource and staging area.

Links between the Ministry of Education and the Jewish Education Committee can, however, be further strengthened, said the Minister. He singled out two areas of Israeli educational expertise which could help promote Jewish education in the Diaspora - educational television and special education. And he threw his full support behind the Israel Experience Project.

"Nothing is as effective as personal experience in Israel," said Mr. Navon. "Israel experiences for both [Diaspora] students and teachers are of the utmost importance."

Israel Experience Update

The Israel Experience - bringing young Jews to Israel on shorter or longer term educational programs - is the first major project undertaken for study by our Committee. So, as well as having its own vital intrinsic value, it is also serving as a prototype of how we function, and of the three basic guidelines within which we operate: That whatever the Committee undertakes

- * Would fill a clearly defined need;
- * Has the potential to make significant impact;
- * Falls within our capabilities.

The Israel Experience Study was approved at the February 1985 meeting of our Committee, and will run until late spring or summer of 1986. Robert Loup of Denver, Colorado, Chairman of the Board of Trustees of the U.J.A., is Chairman of the Israel Experience Sub-committee. Annette Hochstein of the Jerusalem-based Nativ Policy and Planning Consultants was retained by the Committee to undertake this study. During the first four months of her work, the study proceeded along the following directions:

- * Over 100 educators, youth and lay leaders have been consulted.
- * A comprehensive inventory of the approximately 400 existing Israel Experience programs is being drawn up.
- * During the summer of 1985, over 1,000 youngsters who visited Israel in some 50 different groups were profiled and surveyed, at both the beginning and end of their Israel visits. Young people visiting the country outside an organized group framework as well as a number of those who chose not to spend their summer in Israel were also surveyed. From these comprehensive questionnaires, we hope to obtain an accurate and extensive picture of who comes and why - and, as important, who does not come and why not.
- * The existing resources - from accommodations to personnel - are being analyzed to ensure that Israel is able to meet the increase in Israel Experience program participants that we hope to stimulate.

It would be hard to improve on the way Israel Experience Sub-committee Co-chairman Rabbi Richard

Hirsch described the project's progress at the Jewish Agency plenum. Here is what he said.

"We've embarked on a new venture with a sense of adventure. We know that there is no more effective environment for inculcating Jewish values than the Land of Israel. Our firm conviction is that experiences in Israel can heal - can serve as

"...a new venture
with a sense
of adventure."

enduring immunization against the malady of assimilation and the malaise of indifference. Let's rededicate the Jewish Agency to a noble and ennobling task: the preservation of our people and the perpetuation of our heritage."

Personnel, Programs and Prototypes

The critical lack in sufficient numbers of highly trained and talented senior personnel was one of the major problems raised at the June 1984 World Leadership Conference. The topic was considered as well at the February meeting of our Committee. In coming to a decision regarding the topic of Senior Personnel, some of the points mentioned were:

- * The 3,000 students of Mount Scopus College in Australia - the world's largest Jewish school - waited five years for a new principal. And the new appointment left a Philadelphia, Pennsylvania school without a headmaster.

- * South Africa's Jewish community has spent the past three years looking for someone to direct an informal education program; and the director of their Board of Jewish Education is a shaliach, temporarily posted from Israel.
- * The new London Institute of Jewish Education is having difficulty in filling positions for senior personnel.
- * Latin America's major Jewish teachers' training school is staffed by temporary shlichim from Israel.

The Committee has now established an Ad Hoc Committee on Personnel to consider paths toward practical solutions.


"...Jewish education...
a major priority."

Asked to chair the Ad Hoc Committee was Mendel Kaplan of Johannesburg, South Africa. Mendel is Chairman of South Africa's Board of Jewish Trustees and Chairman of the Board of Trustees of Keren Hayesod. He is among the outstanding Jewish leaders in the world today who are coming to recognize Jewish education as a major priority.

Professor Walter Ackerman, Shane Family Professor of Education and Director of the School of Continuing Education at the Ben Gurion University of the Negev, has agreed to serve as resource person to the Ad Hoc Committee on Personnel. The mission of the Ad Hoc Committee is to recommend to the Jewish Education Committee, after a careful examination of the professional personnel situation, just how the Jewish Education Committee should come to grips with this major need.

A Sober Appraisal

Avraham Katz, Head of the WZO Youth and Hechalutz Department and Co-chairman of the Education Committee, sums up the current situation this way: "Jewish education is inefficient in most places. It's in desperate need of change. We must be creative in establishing prototypes, in developing prestigious institutions to serve as islands of excellence and sources of inspiration. Formal and informal Jewish education must transmit true Jewish values, and produce active and devoted Jews."



Meetings for Professional and Lay leaders

In addition to the work being done within the Committee, at our last meeting it was decided to schedule two international meetings in the months ahead. The first is a Conference for Jewish Educators, to be held in Spring 1986. The Conference will bring together leading educators in the field. During two and half intensive days of discussion in Jerusalem, these educators will become familiar with the Jewish Education Committee's approaches and goals, help refine those goals and consult on how they can best be achieved.

The second international meeting is a World Leadership Consultation on Jewish Education, to be held in Israel during the coming year. It is being organized in response to the continuing requests from lay leaders for a follow-up to our June 1984 Conference.

The Year 5746

And so it remains only for me to wish you all a happy and healthy New Year. Our Committee has made a good beginning. In the course of the year of challenge that lies before us, we expect to move rapidly toward developing a more comprehensive plan for Jewish education.

Shana Tovah. A Happy New Year.



MORTON L. MANDEL
Chairman, The Jewish Education Committee
of the Jewish Agency



הוועדה לחינוך יהודי של הסוכנות היהודית
THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

From: MORTON L. MANDEL, Chairman

September 1986

AVRAHAM KATZ ז"ל

With deep sorrow we learned of the sudden death of Avraham Katz on August 13. During the two years that I worked with him as Co-chairman of the Jewish Education Committee, I came to know him well and to value and respect his boundless energy and talent, his dedication and commitment.

Avraham filled his 55 years to the full. He served in Israel's pre-State defense force, the Haganah, and fought in its elite Palmach Harel Brigade during the 1948 War of Independence. An active Member of Knesset from 1969 to 1981, he was also a professional geographer, and lectured in his subject at Tel Aviv University.

He was elected to the Zionist Executive at the 29th Zionist Congress, and served as head of the Youth and Hechalutz Department. From this position, which he held for the eight years until his untimely death this summer, he made a striking contribution to the life of Jewish youngsters worldwide, and to the work of our own Committee.

He will be sorely missed by the many who knew and loved him, and the many more whose lives he touched through his untiring work. We extend our warm sympathies to his wife and three children.

Dear Friends,

When our Jewish Education Committee was established by the Jewish Agency just two years ago, a pre-requisite task was to position Jewish education higher on the agenda of the Jewish people. In this, we have begun to succeed.

Our initial success was clear for all to see at the 1986 Jewish Agency Assembly -- the forum of the Jewish people. At the Assembly's formal opening, Israel's President, Chaim Herzog, made special reference to Jewish education, which he called "the continuity of the Jewish people."

In private meetings, Prime Minister Shimon Peres, too, shared with us his commitment to Jewish education, and even expressed strong interest in joining us at the Assembly's Plenary Session on Jewish Education. It was the second successive year that such a full plenary was held -- and felt by those who attended to be very worthwhile.

THE ROAD AHEAD

Claiming a place for Jewish education on the worldwide Jewish agenda is, however, no more than one important step. We are devoting a good deal of time to thinking about the road ahead.

In addition to the lively and well-attended plenary session on Jewish Education at the Jewish Agency Assembly, we met in two productive Sub-Committee meetings, and held a meeting of the full Committee with so much ground to cover that we needed two sessions. All of the sessions were stimulating and fruitful.

THE ISRAEL EXPERIENCE: INTO THE ACTION PHASE

A highpoint of the June meetings was the final report on the 'Israel Experience' project. The comprehensive study of education programs in Israel for Diaspora Jews, commissioned by the Committee 16 months ago, was complete and on schedule. It

constitutes one of the most important pieces of work I've ever seen in the organized Jewish community.

The report is the product of a smooth-working interaction between our 'Israel Experience' Sub-committee, Chaired by Robert E. Loup and Co-chaired by Rabbi Richard G. Hirsch, working with social scientist Annette Hochstein of Native Policy & Planning Consultants, and supported by lay leaders, educators and other professionals worldwide.

Their cooperative effort serves as a model for us to follow in our future studies.

You will all have copies of the impressive summary report on the 'Israel Experience' yourselves, and so I won't go into its findings in detail. Let me just summarize by saying that it definitively answered the two questions we put to the study team:

1. YES, numbers of participants in programs can be vastly increased,
2. YES, much can be done to increase the impact of programs.

In the course of the study, the team discovered that almost three times as many Jews than was previously thought, come to Israel on educational programs. Our researchers also came up with suggestions about literally hundreds of thousands of Jews who have never been to Israel and WHO can potentially be attracted to Israel educational programs, WHAT they want, and HOW they can be encouraged to come.

The study defines what differentiates GOOD PROGRAMS from those that are less successful, offers a series of policy issues for the Committee to consider, and makes highly practical recommendations about how to proceed.

Despite our excitement over the report, however, it is only a first stage. With this blueprint in hand, we have reconstituted our 'Israel Experience' Sub-committee under the same leadership, and charged it now with deciding on next steps. They will be presenting concrete proposals for action to the Committee at our December 1986 meeting.

GETTING AT THE FACTS: JEWISH AGENCY INVESTMENT IN JEWISH EDUCATION

The 'Israel Experience' report was one of two brought before the Committee this past June. The second, prepared by a Sub-committee staffed by Michael Weil of Nativ Policy & Planning Consultants, examined Jewish Agency expenditures on education in the Diaspora -- again, as an initial stage in developing informed policy decisions and plans for action.

This was the first time that such information had ever been provided. We learned from the report that the Jewish Agency spends an annual 16.5 million dollars on an array of Diaspora education programs.

Until now, this outlay has not been drawn together under any central umbrella on either the staff or voluntary level. Different programs are different Jewish Agency management responsibilities. The Jewish Education Committee can now use this preliminary data as a basis for further study -- to see which programs should be encouraged, which changed, and how spending can be rationalized. The study team will be presenting recommendations to the Committee at our December meeting, when we also expect to report fully to the Jewish Agency Board of Governors.

PROGRESS ON PERSONNEL

Our Sub-committee on Senior Personnel, chaired by Mendel Kaplan of South Africa, is also starting its work with a comprehensive investigation of the field. They are now compiling and analyzing data on:

- * The number of positions for senior personnel in Jewish education worldwide: We had guessed some 500 - 750 such positions -- but already believe that the number may be as high as 4,000.

A spin-off of this survey is that we have been forced to define what is a senior educational

position in Jewish education, and what qualifications does it demand. Even at this early stage, we've discovered that there are vastly different perceptions of qualified senior educators among Jewish communities in different parts of the world.

- * An inventory of the training institutions for educational personnel.

One project which gets underway this fall, focuses on the varied needs of individual communities. Teams of lay leaders and researchers will go into selected communities worldwide. Their task will be to document the perceived needs and commitment toward upgrading the situation.

A second project may grow from this first one. We may select several communities from different parts of the world, each with different needs and speaking different languages. Their senior personnel issues and requirements will be examined in depth.

By undertaking several levels of our program in parallel, we will thus be exploring solutions even as we learn about the total picture.

TEACHING THE HEBREW LANGUAGE

Another of the Committee's concerns is the Teaching of Hebrew, the language linking Jews both to Israel and to one another.

We've appointed an interim chairman of the Teaching of the Hebrew Language Committee -- Shoshana Cardin, President of the Council of Jewish Federations of North America. Under her leadership, we hope to define this project, and gain a clearer understanding of its possibilities.

Briefly stated, our aim is to combine research and development to deal with the present teaching of the Hebrew language in the Diaspora. Our approach will be interdisciplinary, and rooted in full collaboration with Diaspora institutions.

We begin work this year with detailed study of a small number of exemplary schools in representative communities throughout the Diaspora to discover what is the best that can be achieved.

ENCOURAGING COOPERATIVE EFFORTS

Our concern for Jewish continuity -- and the enormous contribution which Jewish education makes toward that continuity -- is helping cooperative efforts between organizations. This is clearly demonstrated in our NORTH AMERICAN REGIONAL SUB-COMMITTEE.

This group, which has been meeting quarterly since fall 1984, brings together on a regular basis the leadership of Yeshiva University, the Jewish Theological Seminary, the Hebrew Union College, the Reconstructionist Rabbinical College, the Jewish Welfare Board (JWB), the Council of Jewish Federations of North America (CJF) and Jewish Educational Services of North America (JESNA).

We know of no other forum in North American Jewish life that brings the top leadership of these different orientations, denominations and organizations around the same table to talk about common problems.

In the same vein, in July, educators from around the world met in Jerusalem in an EDUCATORS CONSULTATION. Participation was limited to 100 experts, three quarters of them from the Diaspora. This group of experts, representing a spectrum of ideologies, theories and skills, have a vital role to play in guiding our work. They studied together; responded to the 'Israel Experience' project report; discussed the process of the Senior Personnel project and helped establish its norms and definitions; discussed the issue of the relationship of educators to community leaders; planned with us the Teaching of Hebrew project; and developed future agenda items for the Jewish Education Committee.

* * * * *

I take this opportunity to send you all good wishes for a Happy New Year. I look forward to seeing you in Jerusalem in December, and to continuing our progress toward our goal of ensuring the continuity of our people.

Morton L. Mandel

MORTON L. MANDEL
Chairman

The Jewish Education Committee of the Jewish Agency

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הוועדה לחינוך יהודי של הסוכנות היהודית
THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

From: MORTON L. MANDEL, Chairman

February 1987

Dear Friends,

In his address to the Jewish Agency Board of Governors this past December, Prime Minister Yitzhak Shamir challenged the Jewish world to address two chief priorities with all its strength and vitality. He named those two priorities as Aliyah and Jewish Education. Such interest in Jewish education is being heard everywhere. The concern for Jewish continuity that flowed out of the Caesarea Commission, crystallized at the June 1984 World Leadership Conference in Jerusalem, energizes our Jewish Education Committee, and is increasingly shared by the wider Jewish world. As a result, Jewish education is moving rapidly toward center-stage.

We are thus beginning to meet one of our Committee's first imperatives: to place Jewish education higher on the agenda of the Jewish people. Now we must ask ourselves: What form should our leadership take? In what ways can we be most effective? How do we best mobilize Jewish brainpower, minimize duplication, improve priority-setting and ensure that fullest value is given for monies spent?

We've covered a lot of ground in the two years since the Jewish Agency established our Committee -- as the following brief overview of our growing array of programs clearly shows.

THE ISRAEL EXPERIENCE PHASE II: FROM DATA TO ACTION

Our first and largest activity to date is the Israel Experience. At the heart of the project is the vital goal of bringing more young Jews to Israel on educational programs to expand their Jewish self-awareness and strengthen their connection with Jewish life.

Last June, our Committee accepted the completed report on the Project's first stage -- a comprehensive 16-month collection, analysis and evaluation of data concerning the 400 existing Israel Experience programs, run by a wide variety of organizations and individuals. We immediately embarked on the project's second stage at that same meeting by reconstituting our Israel Experience Sub-Committee, and charging its members to develop action proposals to present to the Jewish Education Committee.

This second stage -- from data to action -- has been even more challenging than the first. The Sub-Committee, chaired by Robert E. Loup (Denver) with co-chairman Rabbi Richard G. Hirsch (Jerusalem) and served by consultant Annette Hochstein (Jerusalem) has moved ahead vigorously. They have molded the data to concrete projects in four proposed action areas, chosen because of their scope of impact and their feasibility. The areas are:

- * The expansion of existing successful programs
- * The improvement of selected existing programs
- * The development of innovative ideas to address the large potential population that does not presently visit Israel
- * The preparation of professional tools needed in areas such as program marketing; staff development; program monitoring and evaluation.

Specific programs are being developed:

- * A summer program for marginally affiliated high-school students with the Youth and Hechalutz Department
- * A new plan for increased use of Kibbutz-ulpan programs with the Kibbutz movements

- * Plans for the creation of educational "vacation towns" for young adults aged 18-35, traveling alone or in groups of two or three.
- * Plans for the expansion of "the Alexander Muss High School in Israel" program and the "Am Segula" program.

The Sub-Committee is also continuing its research and learning more about how to interpret all the data we have. We know for sure, that there are large numbers of people in the Diaspora who would come to Israel for the right educational programs; now we're studying how they can in fact be reached and involved.

PREPARING PERSONNEL FOR JEWISH EDUCATION

Our second major thrust was to deal with teaching personnel, and particularly senior personnel. Under the chairmanship of Mendel Kaplan (South Africa), our Personnel Sub-Committee has been investigating how we should constructively respond to the acute world-wide shortage of qualified senior personnel for both formal and informal Jewish education.

The Sub-Committee is nearing the end of its data collection and evaluation, and moving toward concrete proposals, programs and action. At our December 1986 meeting, the Sub-Committee dealt with two central questions that the Committee raised last June.

- * First, the Sub-Committee has established that there are about 4,000 positions for senior personnel throughout the known Jewish world outside Israel -- of which 600 are in day schools outside the USA.
- * Second, all known training institutes offering programs to develop and train senior personnel are producing no more than 100 graduates a year.

If the more complex Jewish education framework of the United States (which requires further study) is temporarily put to one side, the data indicates an opportunity to close the gap with regard to day schools other than in the United States. A carefully

designed program that each year trains or retrain 60-70 personnel to properly fill the 600 senior educational positions in day schools could virtually eliminate this shortage within a decade.

This upgrading of an additional 60 senior educators a year is do-able within established frameworks, since existing training institutions already handle 100 candidates a year.

The Personnel Sub-Committee thus moves forward in two directions: one is the further study of Jewish education systems in the U.S. and suggestions for strategic intervention there. Second is the creation of pilot programs for upgrading senior personnel in a limited number of communities outside the USA. These programs will be created working in close partnership with the communities, who will be asked to guarantee placement for personnel trained, as a condition of our involvement.

At our coming February 1987 meeting, the Sub-Committee will be presenting program proposals to the full Committee for evaluation and approval. These will be experimental projects designed to help indicate the road ahead and demonstrate how the human resources in every Jewish community can best be tapped to the advantage of future Jewish generations.

A FRESH LOOK AT THE JEWISH AGENCY-EDUCATION BUDGET

Our newest Sub-Committee will be looking as judiciously as we know how at the \$16 million that the Jewish Agency annually spends on Jewish education in the Diaspora. It's a difficult and sensitive assignment, and we're fortunate again to have another strong communal leader to head our Jewish Education Expenditures Sub-Committee, Philip Granovsky of Toronto. Under his direction, the Sub-Committee and their professional consultants will take a careful and objective look at Jewish Agency education programs, old and new.

They will be building on a wealth of information already developed by Michael Weil of Megama Management and Planning Consultants and his team. The initial findings, presented first to our Committee last June and then to the JAFI Budget Committee and Board of Governors, were very well received. To the best of our knowledge, this is the first time that such a study has ever been undertaken. Since then, we have moved quickly forward, examining specific programs to see how spending can be rationalized. Masterplanning, goal-setting, monitoring, policy-making, coordination and evaluation have all come under scrutiny.

By February, there will be specific recommendations for our Committee to consider. This careful study of programs will become an ongoing process: existing projects should be studied and priorities reordered as often as is necessary. If our programs, projects and overall management are good enough, I believe that the additional money such projects deserve will be found for them. Clearly, Jewish leaders around the world are searching for ways to ensure that our children choose to remain Jewish, and to do so in ways that support and strengthen the values we cherish.

REACHING TO THE REGIONS OF THE WORLD

Programs that speak to Jewish children across the Jewish world are by no means monolithic. Despite many shared problems, different communities have different needs -- as was clearly recognized at the June 1984 World Leadership Conference.

Our Jewish Education Committee is working with a growing number of communities at a regional level to try and help them solve some of the serious difficulties they face.

SOUTH AFRICA

Isaac Joffe, president of the South African Board of Jewish Education, chairs a newly formed South African Coordinating Committee. He reported to our Jewish Education Committee on the progress of what

they are calling "Project Opportunity" -- so named, "because we're trying to turn a difficult situation into an opportunity," he told us.

By way of background, the South African Jewish community approached our Committee for help last June. We set only one condition: that all its appropriate institutions be involved. Then we set up a study group together with them and began to develop an overall plan, drawing on all the resources Israel has to offer -- the WZO and JAFI education departments, our universities, teachers' training colleges, the Jerusalem Fellows and other experts. In effect, efforts of all those involved will be more coordinated and priorities more easily set.

Israel Experiences are to be made more intense and to reach more youngsters. In-service teacher training is to be upgraded -- some of it conducted in Israel. The WZO Education Departments are already playing a leading role. And the role of shlichim is to be more positively exploited. This coming March, South Africa's professional educational leadership is to attend a specially designed two-week seminar at Hebrew University's Melton Center for Jewish Education in the Diaspora.

FRANCE

It is still unclear whether Jewish education in France can best be addressed within a larger West European region, or as a unit unto itself, but the French community has asked for our cooperation.

Melech Topiol, president of the Jewish Agency (France) and member of the Agency's Board of Governors, and Fonds Social Juif Unifié director-general David Saada, briefed us on the existing situation. They told us that the French Jewish community has organized a Comité de Coordination pour l'Éducation Juive, whose members are representatives of the Chief Rabbinate, the Consistoire, the Alliance Israélite Universelle, the Jewish Agency and the Fonds Social. The Comité de Coordination has turned to the JDC and our Committee and asked us to join with them to develop a comprehensive plan for Jewish education in France.

The Jewish community of France has almost trebled since World War II, reaching more than half a million people -- of whom 20 percent are currently of school age. Since 1977, French Jewry has been working with the Jewish Agency/WZO to change their educational landscape -- creating or enlarging 24 schools, providing 3,500 additional places, and upgrading teacher training.

This, however, is inadequate. Only 14,000 -- or approximately 15 percent of Jewish children are enrolled in the country's 77 Jewish day schools. Working with the JDC and our Committee, they want to formulate a five-year Master Plan to reach many more of their children -- a project made more challenging by the vital necessity of reaching consensus on basic principles among all those involved.

As a result of such regional activity, we are now in the process of appointing a Regions Sub-Committee to devote the requisite time and attention to this part of our work.

Once again, we're fortunate in having talented lay leadership. Esther Leah Ritz (Milwaukee) has agreed to chair the Regions Sub-Committee. Professor Walter Ackerman, Professor of Education at the Ben Gurion University School of Education, will be staffing this Sub-Committee.

* * * *

Our Committee is developing a first-rate working team, lay and professional. As we move forward, we're finding more and more people ready to listen and become involved. That augurs well for what we are all trying to do together.

I look forward to seeing you at our meetings in February. With all good wishes,



MORTON L. MANDEL

Chairman, The Jewish Education Committee
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הוועדה לחינוך יהודי של הסוכנות היהודית
THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

From: MORTON L. MANDEL, Chairman

June 1987

Dear Friends,

Following our February meeting, I'd like to review with you the progress we've made in our work. I'm going to begin by focusing in on the 12 specific projects we approved for further development at our meetings in Jerusalem late February.

These projects are designed and recommended in the new climate of opportunity that exists in Jewish education today. They emerge from painstaking collection of data, expert analysis and evaluation, new insights and some creative thinking.

Six are within the context of our "Israel Experience" project -- bringing large numbers of Jews to Israel on educational programs to ignite their Jewish awareness and reinforce their role in Jewish life.

SIX NEW WAYS OF EXPERIENCING ISRAEL

The findings presented to the Committee in June 1986 by the "Israel Experience" research team -- Nativ Policy & Planning Consultants -- called unequivocally for action. We therefore reconstituted our Israel Experience Sub-Committee, under the chairmanship of Robert E. Loup with co-chairman Rabbi Richard G. Hirsch, and charged it with translating those findings into concrete recommendations. They agreed on broad guidelines, requiring that projects be both feasible and have wide ramifications.

The Sub-Committee identified three main areas for action:

- * Upgrading of programs operated by the major purveyors -- redesigning and improving the weaker, and expanding the stronger;
- * Capitalizing on successful programs -- enlarging them, and learning from their strengths;
- * Developing new projects in response to identified needs, unmet by existing programs.

The first six projects all fall within one of these areas.

(1) Youth & Hechalutz Programs for Unaffiliated Youth

Among the most challenging summer programs run by the WZO's Youth & Hechalutz Department are those for unaffiliated youngsters. High schoolers from all over the United States come to Israel on six-week programs -- unlinked by social, Jewish or organizational ties.

Working with the Department this summer, we'll be developing a model program for some 200 such youngsters. All three stages of the program -- before, during and after -- are to be addressed:

- Group bonding and Israel orientation will begin before youngsters leave the U.S.

- Counselors and group leaders are now being trained in Israel, and their impact on the group is expected to be enormous.
- Follow-up programs and evaluation will help participants reflect on their Israel Experience and maintain contact with one another.

(2) Kibbutz Ulpan

Although it was initially designed as a framework for new immigrants, kibbutz ulpan (Hebrew language school) has increasingly become an "Israel Experience" for visitors. Numbers, however, have steadily fallen off during the past eight years, to less than half.

The Kibbutz Movement is as concerned as we are to exploit the potential of the kibbutz. We've been working with 50 kibbutz educators to revamp kibbutz ulpan programs to answer the needs of today's Diaspora visitor.

One of the approaches developed is this: during a three-and-a-half (rather than six-) month work/study program, students will learn not only Hebrew, but also focus on one of four areas -- Jewish identity, arts and crafts, kibbutz society or advanced Hebrew.

We plan to set up four model programs, each with 60 participants. Every model program will repeat itself three times a year during the next two years so that we can examine the concept in the field. If successful, we believe the numbers participating will climb back to and beyond their original level.

(3) Expansion of A. Muss High School in Israel Program

Some 800 U.S. public school 11th and 12th graders come to Israel each year on this acclaimed two-month program. Authorized by the Committee last December, our research team has since made a number of site visits and agree that this is an outstanding and highly effective "Israel Experience."

We believe it can grow by 30 percent a year over the next five years -- increasing annual participation to 3,000 youngsters -- and continue expanding by an annual 10 percent.

To sustain such a growth rate, we'd need to strengthen three areas: recruitment in the United States; scholarship funding; and a grant that covers a community's first years in the program.

(4) Expansion of the Am Segula Program

Am Segula, run by the WZO Torah Education Department, is a high school in Israel program addressed to Jewish day-school students worldwide. The entire class comes to Israel with their teacher, and follows a study and tour program jointly built by the school and the Department.

This year, some 260 youngsters will come to Israel on the Am Segula program in seven years. We believe that over the next three years this annual participation can be boosted to 20 groups of 30 participants -- or 600 youngsters.

(5) Vacation Villages

The proposed Vacation Village project may be the most visionary -- and therefore likely to attract the most discussion -- among our initial program recommendations. It is designed in response to the large number of young adults identified by our surveys who travel, search out adventure -- but don't come to Israel.

To reach them, we envisage an Israel/North America/Europe network of vacation villages headed by educators of stature, and infused with Judaism. Villages will be designed to offer comfortable accommodation and tourism facilities, interwoven with a complete informal education structure.

Such a project would begin experimentally -- in one village in Israel. Educational, programming, marketing, training and tourism aspects must all be developed before we could recommend the large-scale

investment that such a project requires. But even with the work ahead, it's an exciting vision: it represents a completely new concept in use of leisure for education.

(6) Marketing of Israel Programs

The sixth proposed "Israel Experience" project underlies all the others. It concerns marketing the available programs. The market survey which we commissioned reported that there is widespread ignorance of what's available -- so we moved on to study why this is so, and how it can best be addressed.

Our research team has consulted with authorities ranging from program purveyors to PR and marketing experts to professors at the Harvard Business School. They found that marketing of Israel programs generally lacks professional tools, and that development of programs in Israel is too rarely accompanied by a market strategy.

The proposal is to design a marketing/recruitment outreach and implement it experimentally in two or three selected urban centers.

* * * *

While no two of these six projects are alike, all are underpinned by the same rational thinking and planning. There's a visible movement from global research to detailed market evaluation to careful feasibility study -- with educational goals kept firmly in sight. Neither time nor money is plentiful. We're doing all we can to get it right as rapidly as possible.

SIX PROJECTS FOR PROMOTING PERSONNEL

To recap briefly on the progress of our Committee's work in the area of senior personnel in Jewish education, led by Personnel Sub-Committee chairman Mendel Kaplan: the data was presented in December, indicating that a third to a half of the 4,000 field positions for senior Jewish educators in the free world are filled by unqualified people.

We calculated that much of the problem can be solved within a decade if 400 senior educators are trained each year for the next 10 years. But, existing training institutions (all of them in Israel or North America) currently graduate a total of only 100 people each year.

The guidelines given our Sub-Committee and consultants were thus to:

- * Create a dynamic (in communities outside the U.S.) to upgrade the qualifications of educators already working in the field -- in partnership with the community.
- * Increase the capacity of training programs in Israel and encourage those in the U.S.
- * Develop strategy to make Jewish education an appealing profession.

* * * *

Our February agenda was so full and our time so limited that Personnel Sub-Committee chairman Mendel Kaplan invited Jewish Education Committee member Isaac Joffe of Johannesburg, South Africa, to continue working with the WZO Education Departments and representatives of training programs in Israel in order to move forward between meetings. Their full report will be made at our June meeting, but they've already made substantial progress.

(7) Working With the Community: France

France's Jewish school population has grown rapidly -- and the system is experiencing a sharp shortage of qualified day-school principals. A two-part program has been developed -- led by the Fonds Social Juif under its director-general David Saada, together with the professional community-based GIC for Education and our Committee. A joint planning committee is now interviewing 10 to 12 candidates for training in Israel and France during 1987/88.

(David Saada is responsible for the Comite de Coordination pour l'Education Juive -- whose members are the Chief Rabbinate, the Consistoire, the Alliance Israelite Universelle, the Jewish Agency and the Fonds Social.)

(8) Working With the Community: Britain, South Africa and Mexico

The initial phase in each community is threefold: gathering data concerning senior personnel requirements; developing training programs; and uniting all major Jewish education organizations in Britain in the process.

Consultations are being held with the involved communities. During our June meetings, we'll be hearing proposals for concrete projects to be established in these three countries.

(9) Expanding the Senior Educators Program

The Senior Educators' Program is a one-year study course for talented Jewish educators. Implemented in Jerusalem by the Hebrew University's Melton Center and the WZO education departments, it is designed to enrich both the educational and Jewish backgrounds of experienced professionals.

The program is demonstrably effective, and we propose enlarging it from its annual dozen participants to some 75 students a year. Vigorous recruitment would be combined with contacts with the candidates' employers and communities to coordinate the program's goals and community needs. An additional preparatory program -- taught regionally, locally or individually -- can be introduced to bring additional candidates to the required entrance level.

The proposal is to introduce program changes and expand recruitment during 1987/88, and implement the enlarged program from June 1988.

(10) Expanding the Jerusalem Fellows Program

The five-year old Jerusalem Fellows program is designed to create an international community of gifted, committed and highly trained professionals to fill the top Jewish education leadership positions in the Diaspora.

Some 23 graduates already hold senior posts worldwide, and 14 Fellows are currently studying in Jerusalem. The proposal is to more-than-double the number of graduates -- from eight to 15 or 20 each year.

A number of adjustments will be necessary to accomodate this increase. Among them: expansion and diversification of study tracks; a structure more responsive to the time-constraints of professionals working in the field; targeting new populations for recruitment, together with more professional marketing; and expanding the body of tutors and scholars-in-residence.

(11) Jewish Studies Students: Senior Personnel for Jewish Education

A key concern in the area of senior personnel is the small pool of candidates. One under-exploited target group comprises the hundreds of students enrolled in Jewish Studies courses at North American universities.

We have commissioned a study to assess the feasibility of reorienting and retraining Jewish Studies students as Jewish educators; to design an appropriate training program; and suggest how it can be implemented. Our research team indicates they can complete this task in 20 weeks -- in time to report at our June 1987 meeting.

(12) Focus Group Study of Jewish Educators

This project, too, is initially a research enterprise. It is designed to answer two interrelated questions: How can the recruitment pool be enlarged? How can attrition of senior educators in the field be minimized?

To learn the answers, we'll be polling senior Jewish educators working in the field. Our research team's investigation will include motivation; incentives; influences; changing images of status and prestige; compensation; fellowship; preparation and training; career plans and expectations; and rewards and frustrations of the profession.

The findings will indicate policy implications, and ultimately firm recommendations. The report is scheduled for our Fall meeting.

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JEWISH AGENCY EXPENDITURES ON EDUCATION

Before I close, let me briefly update you on the study our Committee commissioned on Jewish Agency expenditures for Jewish education. We now have specific recommendations on all budget lines -- including, in many cases, the suggested introduction of regular monitoring and evaluation studies, masterplans and rationalization of organization.

Among proposals we'll be considering together are on-site consultation to develop a masterplan for Jewish education in Latin America; participation in France's masterplan; and a series of monitoring and evaluation projects. We'll be discussing this further at our June meetings.

* * * *

Friends, we have within our grasp the opportunity to produce systemic change throughout Jewish education. And Jewish education, as we know, is only a pathway to the larger goals of Jewish identity and continuity.

The projects sketched above are exciting, they've been developed responsibly and systematically, grounded in thorough-going research, and refined in meticulous evaluation. We appreciate and are grateful for the splendid work of our Committee members and our consultants.

I look forward to seeing you at our June meetings in Jerusalem.



MORTON L. MANDEL

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THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

From: MORTON L. MANDEL, Chairman

September 1987

Dear Friends,

Our Jewish Agency Education Committee last met in June 1987, exactly three years after the World Leadership Conference which gave it birth. During those three years, Committee members have been working toward two interlinked ends:

- * Stimulating general interest in Jewish education worldwide;
- * Designing strategic interventions in Jewish education, in different communities and at different stages of the educational continuum, aimed at impacting the Jewish world.

MESSAGE FROM THE JEWISH WORLD

At our recent Committee meetings, held alongside the annual Jewish Agency Assembly, we received unmistakable and widespread support.

The Jewish Education track of the Assembly meeting was so full, it was standing room only for latecomers. The message that everyone there was sharing with our Committee was that they are concerned about the Jewish future, and want to find ways in which they can help mold it.

Jewish education is now firmly established among lay and community leaders as a critical opportunity to make a difference. It is perceived as among the most important ways to contribute to the Jewish world of tomorrow. This was not true as little as 10 years ago.

STRATEGIC INTERVENTIONS

As far as our practical work goes, we are moving rapidly and carefully ahead. We are continuing to make studies and define problems, examine data and analyses -- understand the questions and begin to come up with answers.

To some extent, we are still learning how we can best function in our role as the Jewish Agency's arm in Jewish education, and in implementing the Caesarea recommendations on Jewish education.

A key to progress and success is partnership. The Committee itself does not deliver services. We support and work with those who do, and all our current pilot projects are structured in this way.

We now have a dozen such pilots underway at various stages -- six within the framework of the Israel Experience, and the remainder within the context of Senior Personnel in Jewish Education. If successful, we will be recommending replication of these projects on a wider scale.

The continuation of each of our projects was endorsed by the Jewish Education Committee at our June meetings. Here is a report on their status.

I. The Israel Experience

1. EXPERIMENTAL SUMMER PROGRAM -- YOUTH AND HECHALUTZ DEPARTMENT

The goal of this program was to take 200 U.S. high school students - not affiliated with any organization - through a six-week summer program in Israel, exploring how planning, proper staffing, preparation of participants and structured follow-up can upgrade the experience.

We have helped set up an experimental unit in the Youth and Hechalutz Department to conduct the program. A coordinator was hired in the U.S. and seven group leaders selected in Israel. All have undergone intensive training.

We also helped prepare targeted pre- and post-program material for participants and their parents, based on a survey of the individuals concerned. Among this material are a travel diary and newsletters for participants and their parents, designed both to give practical information and to set a general tone.

Orientation was held in the U.S. before youngsters left for Israel, and the program was monitored and evaluated throughout its course by three appointed staff members.

2. AM SEGULA -- THE TORAH EDUCATION DEPARTMENT

We helped prepare a detailed program for this high school experience in Israel, directed toward day-school students and their educators. It includes pre-program preparation, and training of educators and counselors.

Follow-up will be an essential component of the program as a basis for further development once the youngsters return home. Monitoring and evaluation are being built into every stage.

3. THE KIBBUTZ INSTITUTES FOR JEWISH EXPERIENCE

We have joined the Kibbutz Movement taskforce to help develop Kibbutz Institutes for Jewish Experience, as part of upgrading and adapting kibbutz ulpan to today's needs.

Design of the first of the Institutes is already complete; it will focus on teaching Hebrew. The second, now in preparation, is to explore Jewish Identity.

4. MARKETING ISRAEL PROGRAMS

We commissioned a preliminary marketing study of Israel programs to learn whether young Diaspora Jews, their parents and educators are aware of what is available.

Its results show that Israel Experiences are one of the "best kept secrets" in the North American Jewish community. Looked at more positively, we have within grasp a dramatic potential for increased involvement -- a great opportunity for the Jewish future.

A pilot marketing program is now in planning -- to the great satisfaction of program purveyors, who are well aware that they can be far more effective.

What we hope to do, in a systematic way, is to offer targeted information and publicity, a directory of Israel programs, a recruitment manual for fieldworkers and follow-up.

5. ALEXANDER MUSS HIGH SCHOOL IN ISRAEL

With Jewish Education Committee approval to expand this high school program in Israel from 800 to 3,000 participants, we have been preparing for the year ahead as the first of a five-year commitment.

We have helped both enlarge the program, and bring in new communities -- California, Missouri, Arizona, Maryland and Massachusetts.

6. VACATION VILLAGES

Feasibility studies are still underway for this large-scale, creative outreach to a wide range of young Jewish adults, who have little connection with Israel. Because of its scale, it may take some time before we develop a vacation villages pilot. We want to make sure that all the necessary preparations are complete before (and if) we decide to act.

II. Senior Personnel for Jewish Education

7. COMMUNITY PROJECTS

Community projects are being launched in four countries -- France, Britain, South Africa and Mexico. The aims are to refine global data; to demonstrate how senior personnel problems can be solved through limited intervention; to meet specific senior personnel needs; and to foster a dynamic of community-based initiative.

While the four pilot projects differ according to each local situation, all begin with the creation

of local consensus. A project is then cooperatively designed between the community, our Committee and the WZO. Unfilled senior personnel positions are identified and suitable candidates found for training. The community undertakes to employ the candidate once training is complete.

In FRANCE and BRITAIN, the project has reached the stage of selecting candidates. In SOUTH AFRICA, it has just begun with the preliminary survey. In MEXICO, the training program is being planned.

A SUB-COMMITTEE of the Jewish Education Committee has been especially constituted, under Isaac Joffe of South Africa, to oversee the community projects, iron out problems, and ensure that recommended programs are practical.

8. TRAINING OF SENIOR PERSONNEL

(a) The JERUSALEM FELLOWS and the SENIOR EDUCATORS tracks -- the two training programs which the Jewish Education Committee recommended for expansion -- are now gearing for enlargement. At present, it will be primarily these two programs which will accommodate increased demand from Jewish communities worldwide as they identify candidates and put them through approved training programs.

The Hebrew University of Jerusalem has established an academic committee to study the Senior Educators Program, and Bar Ilan University is working on a preliminary plan for developing its own Senior Educators track. The board of the Jerusalem Fellows has undertaken a closer involvement with our Jewish Education Committee Sub-Committee on Senior Personnel.

(b) We are also working more intensively with Jewish educators and training program heads in the United States, as they increasingly consult with us on building or expanding training in Israel for their senior personnel students.

In late June, following our Committee meeting, we held a fruitful three-day CONSULTATION with the heads of the leading institutions for the training of senior personnel in North America. They joined with representatives of Israel's institutions of higher learning, representatives of WZO Departments of Education and staff of the Jewish Education Committee to consider norms and standards for senior personnel.

(c) The survey we commissioned of JEWISH STUDIES STUDENTS as a potential universe for expanding the pool of available candidates for senior personnel positions has been completed.

It found that among the several hundred Jewish Studies doctoral students graduated each year there could be a corps who, with suitable further training, might become effective senior personnel in Jewish education.

The study recommends a communal effort to support a redirection of selected Jewish Studies graduates into Jewish education careers, and details four program models, which our Sub-Committee is studying with great care.

This, in brief, covers some of our recent thinking on (1) bringing young people to Israel on educational programs, and on (2) solving senior personnel problems. The Jewish Education Committee endorsed the recommendations of its appointed Sub-Committees, and the work continues.

Our Committee meets at least three times a year, and each time both I and our Sub-Committee chairmen are able to report substantial progress across a wide front. Despite this steady advance, however, we have kept ourselves on track -- kept our goals clearly in sight, and, I firmly believe, remained true to the task before us. Chairing the Jewish Education Committee is one of the most challenging assignments I have ever undertaken; but it is also one of the most gratifying.

I look forward to seeing you at our October meetings in Jerusalem, when we will hear reports on the summer experiments in the Israel Experience Project, and further developments in the area of Senior Personnel.

With all good wishes to you and your families for the New Year,

Morton L. Mandel

MORTON L. MANDEL

Chairman



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