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Jewish Education Committee/Jewish Agency. Senior Personnel Sub-committee, 1984-1988.

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

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THE JEWISH EDUCATION COMMITTEE THE JEWISH AGENCY

Morton L. Mandel, Chairman

SENIOR PERSONNEL

THE SENIOR PERSONNEL SUB-COMMITTEE

Mendel Kaplan

Isaac W. Joffe

Chairman 1986-87

Chairman 1988-

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הוועדה לחינוּך יהוּדי של הסוכנות היהוּדית THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

Chairman Morton L. Mandel Co-Chairman Avraham Katz Committee Louis Bernstein USA

December 10, 1986

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Seymour Fax, Senior Consultant Arthur Rotman Carmi Schwartz Haim Zohar Mr. Mendel Kaplan

Chairman, Sub-Committee on Personnel The Jewish Education Committee The Jewish Agency

Dear Mr. Kaplan.

It is my pleasure to submit to you a progress report on the Personnel Project.

SENIOR PERSONNEL FOR JEWISH EDUCATION

PROGRESS REPORT -- DECEMBER 1986

A. Introduction

The goal of the Personnel Project of the Jewish Education Committee is to offer suggestions for dealing with the acute shortage of qualified senior personnel for Jewish education in the world, with particular reference to the contribution Israel can make in meeting this problem.

In previous meetings -- in February and June of 1986 -- Mr. Mendel Kaplan, the Chairman of the Personnel Sub-Committee, and the Committee, approved a project that would respond to the problem in the following manner:

- Provide a global picture concerning senior personnel,
 estimating the number of existing positions in the various
 formal, informal, administrative and academic areas of endeavour.
- 2. Prepare an inventory of existing training programs.
- 3. Refine this data by more detailed analysis in selected local communities, with an attempt to respond to local needs and to encourage the use of existing training programs.
- 4. Offer suggestions concerning the development of existing and new training programs.

In the process of this study, the issues of <u>recruitment</u>, <u>training</u> and <u>retaining</u> of qualified personnel as well as the issue of <u>community commitment</u> to the development of senior personnel will be studied and specific suggestions will be made.

The outcome of this process will be suggestions for alternative plans for the development of senior personnel.

B. Progress to date

We are pleased to report progress as follows :

We now know how many senior personnel positions there are in the world; we know how many people are being trained and where; we are ready to consider the communities where more detailed studies will be undertaken. We have also learned what some of the key problems are in the area of training, recruitment and retention of personnel. We believe these areas warrant more detailed studies.

In the course of our research -- through data collection and analysis, interviews with a large number of experts, educators, participants in the Educators' Consultation and people in the field (appendix 1) -- we have reached conclusions that suggest a reformulation of some aspects of the project.

PRELIMINARY FINDINGS

- a. The Global Picture: Senior Positions
- 1. There are approximately 4.000 people holding senior Jewish educational positions in the world (appendix 2).
- 2. There is agreement that a significant proportion of these -- probably 1/3 to 1/2 of the total number -- do not meet minimum criteria of qualification in Jewish studies. educational theory and practice and/or leadership and administrative ability.

3. To the large number of positions occupied by underqualified people one must add the positions that need to be created in order for Jewish education in its various settings to reach adequate levels. These new positions include teacher-trainers, curriculum developers, media specialists, additional and new administrative and supervisory positions, faculty members for training programs, researchers and more,

b. The Global View: Training

- 1. The training of senior personnel takes place in Israel, in the United States and, with minor exceptions, nowhere else (see appendix 4).
- 2. No more than 100 people graduate annually from training programs for senior positions. This number does not suffice to answer the present demand, let alone to replace unqualified personnel, or to staff new positions.
- 3. Opportunities for in-service and on-the-job training of senior personnel are few and, with single exceptions, inadequate to the needs of the field.

Preliminary Conclusions

c. Needs

- 1. There is a significant gap between the number of qualified senior personnel needed in the field and the number of people being trained every year.
- 2. By way of illustration one could estimate that in order to reach the desired level of senior personnel within the next ten years, in order to replace people retiring, as well as to staff the few hundred additional positions needed, and not considering the many dropouts.

350 to 400 senior educators must be trained annually.

This figure is 4 times the present number of people being trained.

If one wanted to improve the field within 5 years of the start of a development effort, over 700 people would have to be trained annually.

3. In addition, experts agree that everyone in the field needs in-service training, and that very few people do in fact get adequate in-service training.

d. Training

- 1. In order to fill the gap between the existing senior personnel situation and the desired situation, a major effort must be invested in the development of training opportunities.
- 2. The design of training opportunities must make provision for existing and needed types of positions; we need more school principals and more Jewish educators for community centers; people need to be trained to fill new positions such as positions for in-service trainers, researchers, media specialists and faculty members.
- 3. The variety of needs requires multiple solutions. Strategies for development should be outlined, and plans should be prepared to include proposals for:
 - ** the expansion of existing full-time training programs
 - ** the development of new training programs
 - ** the design of systematic comprehensive approaches to in-service training
- 4. These development plans should relate to short- and long-term possibilities. The plans should include recommendations for full time training as well as part time training; they should relate to the place of Israel in the training scheme; they should deal with educators in both formal and informal settings.

e. <u>Developing Training Programs</u>

- 1. Because need is so clearly demonstrated by figures as well as by the consensus amongst educators, community leaders, administrators and educational institutions, we suggest not to wait until a comprehensive plan is completed in order to begin development efforts. The consensus in the field is that early expansion is both feasible and necessary.
- 2. It appears that the main stumbling blocks for a first level of expansion are:
- a. Financial resources to recruit and employ additional faculty.

 and
- b. Scholarship assistance to students.
- 3. We recommend that the Committee study this matter and consider what might be done in Israel and throughout the world to bring about the expansion and intensification of existing programs. The Committee might try and serve as a catalyst for such expansion and as a broker between programs, community interests and resources.
- 4. At this stage the Committee might consider how existing programs that are recognized as providing essential training -- both in Israel and in the Diaspora -- could be encouraged, and suggest ways to help these programs expand through the use of experts and evaluation.

5. The Committee may also decide to consider ways of encouraging other institutions (who have faculty and administrative resources) -- particularly universities and yeshivot in Israel -- to develop new programs.

f. People

- 1. Training programs are not the only key to the problem of senior personnel for Jewish education. Careers in Jewish education are not viewed as offering a desirable future by young people or by their environment -- except for a small number of highly motivated individuals. Recruitment and retention are central problems of senior personnel.
- 2. Recruitment: those responsible for admissions to training programs and placement bureau officials report difficulties in recruiting talented individuals both for programs and for jobs. Informal evidence tells us that young people do not believe that the field will offer them adequate possibilities for personal development and advancement.
- 3. We suggest that the Committee investigate what might motivate young people to enter the field, and what can be done to enlarge the pool of applicants.

- 4. A first analysis of the data gathered indicates that there may be a significant potential pool of applicants for training amongst the large number of young people studying in the many hundreds of programs of Judaic studies at universities throughout the world.
- 5. Retention of qualified people in the field is a major problem. "Burnout", problems of advancement, job possibilities, morale, salaries, and status appear central to both recruitment and retention. We recommend that the Committee study the human factors (morale, status, self-image), as they are likely to be central to the success of any development effort in the area of senior personnel.

g. Community Commitment and Job Development

1. There is increased awareness of the urgency of the problems facing Jewish education in the world. However this awareness is not always translated into local community commitment. As a result there have been cases where qualified individuals have not found it easy to get employment commensurate with their training. The Committee has suggested to undertake community studies that would combine data gathering (to refine the world view and adapt it to local needs), with increasing the awareness of needs.

encouraging communities to make use of existing training opportunities. The Committee may wish to decide to undertake a number of such studies in the coming months.

2. A community that would be part of the project would be encouraged to send a number of its educational personnel to training programs, and would undertake to employ them upon return in senior positions.

Next_Steps

The next steps for this project (December 1986 to June 1987) include: study and recommendations for the early development of training opportunities; undertaking selected local community studies and further investigation; into the problems relating to the recruitment and retention of senior personnel.

Submitted by Annette Hochstein

APPENDIX 1

LIST OF INTERVIEWS, RESOURCE PEOPLE AND PARTICIPANTS IN FORUMS

SENIOR PERSONNEL IN JEWISH EDUCATION

INTERVIEWEES, RESPONDANTS TO QUESTIONNAIRES,

PARTICIPANTS IN FORUMS

Mr.	Stanle	ey A	bramovitch
Prof	. Walt	ter	Ackerman
Dr.	David	s.	Ariel

Mr. Yehuda Atsabe Mr. Alan D. Bennett

Mr. Shmuel Ben Hallai Ms. Jane R. Berkey Dr. Jay Braverman

Mr. Miles P. Bunder Mr. Daniel Cahan Dr. Barry Chazan Rabbi Mathew Clark

Dr. Erik Cohen Mr. Michael Cohen

Prof. James Coleman Dr. Ruth David

Dr. Sergio Della Pergola

Prof. Allie Dubb

Dr. Bernard Ducoff

Mr. Edward Elalouf Mr. Prosper Elkouby Ms. Sylvia Ettenberg Dr. Shimon Farha Prof. Seymour Fox

Mr. Daniel Feinstein Rabbi Paul Freedman Ms. Hilds Friedman Dr. Shimon Frost Mr. Howard Gelberd

Mr. Michael Gillia Ms. Nicole Goldmann

Rabbi Alfredo Goldschmidt

Joint Distribution Committee, Israel Ben Gurion University of the Negev President, Cleveland College of Jewish Studies

Former Educational Shaliach to Argentina Executive Vice-President, Bureau of Jewish Education, Cleveland

Director, Sephardic Education Center United Jewish Federation, Pittsburgh Educational Director, United Talmud Torahs of Montreal

CAJE, Miami
WZO, Dept. of Torah Ed. & Culture
JWB

Director, Board of Jewish Education, Greater Washington

Sociologist, former Jerusalem Fellow Executive Director, Asia Pacific Jewish Association

University of Chicago

Board of Jewish Education, Metropolitan Chicago

Institute of Contemporary Jewry, the Hebrew University, Jerusalem Director, Project for Jewish Educational

Statistics

Executive Director, Jewish Education Association of Metrowest Fonds Social Juif Unifie Fonds Social Juif Unifie Jewish Theological Seminary of America Kibbutz Giv'at Havivah

Senior Consultant, Jewish Education Committee

Jerusalem Fellow -- Argentina
United Synagogue of America
Hebrew Union College, Jerusalem
Melton Center, the Hebrew University
Executive Director, Bureau of Jewish
Education, San Francisco
Institute of Jewish Education, London
Executive Director, European Council
of Jewish Community Services

Centro Israelita de Bogota, Colombia

Mr. Gene Greenzweig

Mr. Edgar Guedj Rabbi Michael Heilbron Rabbi Robert Hirt

Mr. Alan Hoffman

Ms. Hinda Hoffman Dr. Gaby Horenchik Prof. Michael Inbar Mr. Zvi Inbar

Ms. Carol Ingall

Mr. Solly Kaplinski Mr. Paul Kavon Ms. Cheryl Kemper Ms. Rachel Kleinberg Rabbi Meyer Krentzman

Dr. William Lakritz Prof. Barry Levy

Dr. Joseph Lukinsky Mr. Zeev Mankowitz Mr. Ian Mann

Dr. Daniel Margolis

Mr. Moshe Nes El Mr. Gustavo Perednik

Rabbi Yehiel Poupko Mr. Jacob Rabinowitz

Dr. David Resnick
Mr. Julien Roitman
Rabbi David Rosen
Dr. Michael Rosenak
Mr. Arthur Rotman
Mr. David Saada
Dr. Sam Schafler

Mr. Don Scher Dr. Alvin Schiff

Dr. Oded Schremer
Dr. Leonardo Senkman
Mr. Edwin Shuker
Mr. Shlomo Simon
Dr. Eliot Spack

Rabbi Michael Strick

Executive Director, Central Agency for Jewish Education, Miami Fonds Social Juif Unifie Reform Synagogues of Great Britain Dean, Rabbi I. Elchanan Theological Seminary, Yeshiva University, New York Director, The Melton Center, the Hebrew University Melton Center, the Hebrew University The Hebrew University, Jerusalem The Hebrew University, Jerusalem Director, Joint Program for Jewish Education and Pincus Fund, the Jewish Agency Executive Director, Board of Jewish Education, Rhode Island Principal, Herzlia School, Cape Town United Synagogue of America Educator, Venezuela Jerusalem Fellow -- Mexico Executive Director, Canadian Zionist Federation Gratz College, Philadelphia McGill University Jewish Teacher Training Program Jewish Theological Seminary Director, Jerusalem Fellows Herzlia School, Cape Town Executive Director, Bureau of Jewish Education, Boston WZO, Dept. of Ed. & Culture Director-General, Centro Hebreo Iona. Buenos Aires Jewish Community Centers of Chicago Dean, Undergraduate Jewish Studies, Yeshiva University Israel Representative, JESNA Fonds Social Juif Unifie Sapir Jewish Heritage Center, Jerusalem Melton Center, the Hebrew University Executive Vice-President, JWB Fonds Social Juif Unifie Superintendant, Board of Jewish Education of Metropolitan Chicago Director, Israel Office, JWB Executive Vice-President, Board of Jewish Education, of Greater New York Bar Ilan University The Hebrew University, Jerusalem Sephardic Educational Center, Jerusalem Jewish Education Council of Montreal Executive Director, Coalition for Alternatives in Jewish Education Gruss Institute, Yeshiva University,

Jerusalem

Mr. Arthur Vernon	Executive Director, Bureau of Jewish Education, Houston
Mr. Jean-Jacques Wahl	Alliance Israelite Universelle. Paris
Mr. Gerry Witkowsky	Director, Jewish Community Centers of
	Chicago
Dr. Jonathan Woocher	Executive Director, JESNA
Mr. Oded Yarkoni	Former Educational Shaliach to Uruguay
Mr. Yaakov Zeev	Pincus Fund, Jewish Agency
Mr. Meish Zimerman	Director, South African Board of Jewish
	Education

Dr. David Zisenwine School of Education, Tel Aviv University
Mr. Haim Zohar Secretary-General, WZO

In July 1986 an Educators Consultation was held in Jerusalem, under the auspices of the Jewish Education Committee of the Jewish Agency. A plenary session and two workshops (in four groups each) were devoted to discussion of the Senior Personnel Project.

APPENDIX 2

THE NUMBER OF SENIOR POSITIONS FOR JEWISH EDUCATION IN THE WORLD

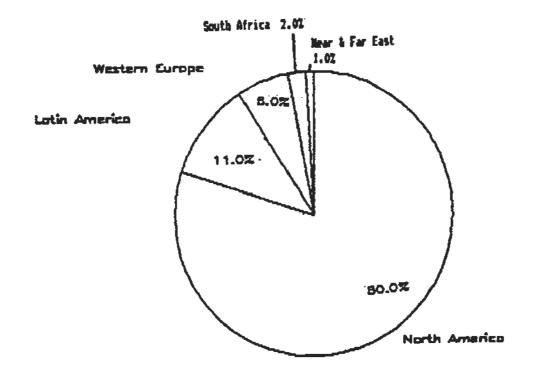
TABLE 1

NUMBER OF SENIOR PERSONNEL IN JEWISH EDUCATION BY CONTINENT

Community Centers Central University Day Supplementary Youth Movements Teaching & Communal Organization Research Schools Schools Youth Centers TOTALS NORTH AMERICA LATIN AMERICA WESTERN EUROPE SOUTH AFRICA NEAR % FAR EAST TOTALS

AND AREA OF ACTIVITY

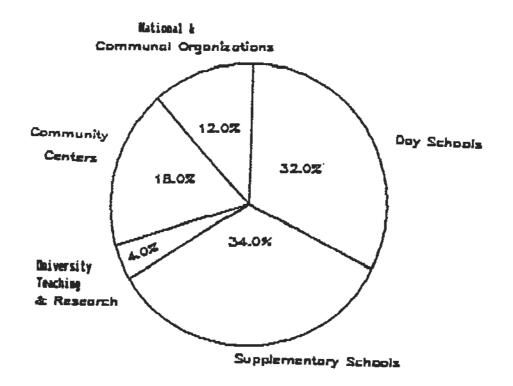
Senior Personnel in Jewish Education —— By Continent (%)



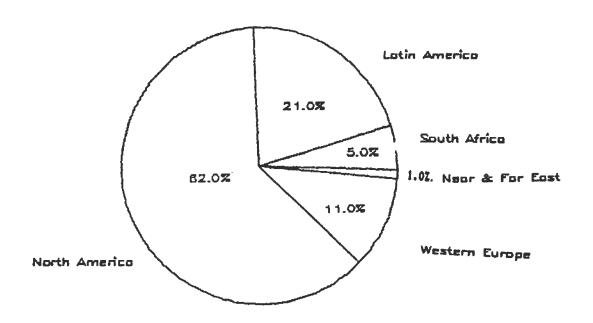
Estimated Total Senior Personnel Positions: 4000

Senior Personnel in Jewish Education

By Area of Activity —— Worldwide (%)

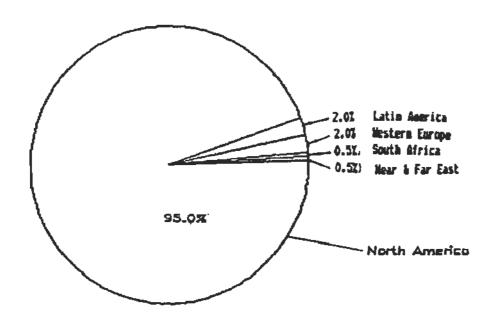


Senior Personnel in Day Schools —— By Continent (%)



1300 Senior Personnel in Day Schools

Senior Personnel in Supplementary Schools —— By Continent (%)



1400 Senior Personnel in Supplementary Schools

DEFINITION OF BENIOR JEWISH EDUCATORS, BY SETTING AND LEVEL

SETTINGS	SCH00ES	COMMUNAL ORGANIZATIONS IN IN JEWISH EDUCATION	MISCELLANEOUS COMMUNAL DREANIZATIONS	UNIVERSITY; A % D CENTERS AND TRAINING INSTITUTIONS	INFORMAL EDUCATION: COMMUNITY CENTERS, YOUTH MOVEMENTS, CAMPS
TEAET P	SUPERINTENDANT ISYSTEM OF SCHOOLSI	DIRECTOR OF INTERNATIONAL/ NATIONAL ORGANIZATION IN JEWISH EDUCATION		DEAN, PROFESSOR OF JEWISH EDUCATION	DIRECTOR, NATIONAL COMMUNITY CENTER ORGANIZATION DIRECTOR, METHORK OF CENTER NATIONAL DIRECTOR, JEWISH CAMPS NETWORK NATIONAL DIRECTOR, YOUTH NOVEMENT
LEVĒL S	HEADMASTER/PRINCIPAL (LARGE SCHOOLS)	DIRECTOR OF LOCAL COMMUNAL BREANIZATION IN LARGE CITY	NATIONAL DIRECTOR EDUCATION DEPARTMENT	DIRECTOR, JEWISH EDUCATION INSTITUTE, TRAINING INSTITUTE	EXECUTIVE DIRECTOR, LARGE COMMUNITY CENTER DIRECTOR, LARGE CAMP
LEVEL 4	HEADMASTER/PRINCIPAL (SMALL SCHODLS)	BIRECTOR OF LOCAL COMMEMAL ORGANIZATION IN SMALL CITIES	REGIONAL DIRECTOR EDUCATIONAL DIRECTOR, LOCAL CENTER	ASSOCIATE, ASSISTANT DIRECTOR	EXECUTIVE DIRECTOR, SMALL COMMUNITY CENTER ASSISTANT EXECUTIVE DIRECTOR, LARGE CENTER BRANCH DIRECTORS PROGRAM DIRECTOR
CEAEF 3	ASSOCIATE, DEPUTY/VICE PRINCIPAL (1 SCHOOL; SUPPLEMENTAL ROLE)	DEPUTY DIRECTOR			EDUCATION DIRECTOR, LARGE COMMUNITY CENTER
LEVEL 2	ASSISTANT PRINCIPAL (PART OF SCHOOL)	ASSISTANT DIRECTOR		TEACHER TRAINING SPECIALISTS	EQUICATION DIRECTOR, SMALL COMMUNITY CENTER
TEAET 1	DEPARTMENT HEAD; BASIC SPECIALISTS (BIBLE, MEBREW, EARLY CHILDHOOD, ETC.) SUPPORT SPECIALISTS: (SPECIAL EDUCATION; PARENT EDUCATION; ADULY EDUCATION; ARTS EDUCATION; COMPATER ENNOVATION, ETC.)	STAFF PERSON, PLANNER, CONSULTANT		CURRICULUM DEVELOPERS, RESEARCHERS	EDUCATION SPECIALIST IN COMMUNITY CENTER

[«]Synagogues, Hillel Centers, Hadassah Organizations' Adult Education Programs, National Council of Jewish Momen, CAJE, Havurot, etc.

APPENDIX 4

TRAINING OPPORTUNITIES FOR SENIOR PERSONNEL -- WORLD WIDE

TRAINING OPPORTUNITIES FOR SENIOR PERSONNEL -- WORLD WIDE*

Program Name (Sponsoring Organization)	Description	Degree/Title Offered	Year Program Began	No. of Graduates 1985	No. of Graduates 1986	Anticipated Number of Graduates 1987	Acceptance Requirements
1SRAEL							
Senior Educators (World Zionist Organization & Melton Center for Jewish Education in the Diaspora of the Hebrew University)	A 1 year program of intensive study in Israel, to upgrade the ranks of Jewish educators for the Diaspora	Certificate of participation (can be done in conjunction with a degree at Hebrew University)	1979	18	11	11	3 years experience in field; letter of employment; acceptance to institution for study (usually B.A.)
Melton Center for Jewish Education in the Diaspora (Hebrew University)	Full academic program in the graduate school	M.A. Ed./Jewish Ed. or M.A. Contemporary Jewry/Jewish Ed; Ph.D.	Early 70s		5 (approx. 12 writing theses)	(5)	8.A., plus <u>academic</u> background in education or pre-requisites
Jerusalem Fellows (World Zionist Organization & Bank Leumi)	A 1-3 year program of intensive study in Israel, to develop leadership for Jewish education in the Diaspora	Mon-degree (can be done in conjunction with a degree at Hebrew University)	1982	8	16	14	M.A.; 3 years experience in field; rigorous interview
Beit Midrash for Judaic Studies (Mesorati Kovement in Israel)	A 4-year course of study, in conjunction with an academic institution, for the training of personnel in Jewish Studies in Israel	Certification of "Educator"	1983	0	0	5	B.A. (can be done simultaneously), for Israeli citizens omly
REST OF WORLD							
Rhea Hirsch School of Education (Hebrew Union College)	A full-time, 3 year course of study. The 1st year must be done in Israel.	M.A. Jewish Ed. Ph.D (new program (4 students, no graduates)	1970 •)	9	5	(8)	B.A., interview

^{*}Does not include in-service or on-the-job training opportunities.

Program Name (Sponsoring Organization)	Description	Degree/Title Offered	Year Progra s Began	We. of Graduates 1985	Mo. of Graduates 1986	Anticipated Number of Graduates 1987	Acceptance Requirements
School of Education (Hebrew Union College)	Similar to above study in Israel not mandatory	M.A. specialization in religious ed.			(4)		
Block Program {Yeshiva University}	A course of study over 3 summers, 1 in Israel, plus supervised work & study during the 2 intervening years	(Most students write a thesis for M.A. or Ph.D. level)	• 1 98 0	17 (most st still wr thesis)	13 udents are iting a	N.A.	Has shown promise in the field; generally invited to apply
Azrieli Graduate Institute of Jewish Education & Administration (Yeshiva University)	A full-time course of study leading to academic degree. Is also 1 option available to rabbinical students who must choose a "minor" course of study	M.A., M.S. in Jewish Ed. & Administration		gradu	13 1s a higher a tes, but no as senior	ot all assume	B.A.
Azrieli Gradute Institute of Jewish Education & Administration (Yeshiva University)	A graduate program to prepare teachers for administrative & supervisory roles	₽h.D.		2	1		M.A., 2 years teaching experience, Hebrew fluency
Principals' Program (Jewish Theological Seminary of America)	Course of study to be done in 2 summers plus study during year, to prepare for administrative, supervisory & other leadership roles in Jewish Ed.	Principal's Certification (can be done in conjunction with M.A.)	Early 1980s		Ÿ	(10)	Acceptance to Graduate School; experience in field. (N.A. must be completed for completion of program
The Graduate School of the Jewish Theological Seminary of America	A full-time course of study leading to an academic degree.	M.A.; D.H.L.; Ph.D. in Jewish Ed.	1968			(11) es some from als' Program)	B.A. or equivalent in Jewish Studies or pre- requisite courses)

Program Name (Sponsoring Organization)	Description	Degree/Title Offered	Year Program Began	No. of Sraduates 1985	No. of Graduates 1986	Anticipated Number of Graduates 1987	Acceptance Requirements
University of Judaism taffiliate of the Jewish Theological Seminary of America)	A 2-year academic program leading to an academic degree	M.A. in Jewish Education		7	10	8	B.A., no part-time students permitted
Hornstein Program (Brandeis University)	This is an educational track of the Jewish Communal Service Program. Its emphasis is on communal service. A 2 year course including a 4 week seminar in Israel during the summer.	M.A. in Jewish Communal Service with a speciali- zation in Jewish Education	Resumed in 1980	4	3		B.A.; no part-time studies permitted
Gratz College	A supervised program of M.A. credits including courses in supervision & administration	M.A. in Jewish Education	1983	1	0	(3)	8.A.; interview
Boston Hebre* College	Individually designed program including 30 credits in graduate studies	M.A. in Jewish Education		2	4	(2-3)	B.A.
Baltimore febrew College	This is a joint program leading to a degree	M.A. in Jewish Studies <u>and</u> M.A. in Jewish Education	1984	0	0	(2)	B.A.
New York University Spart of Judaic Studies Department)		B.A.; M.A.; B.Ed.; Ph.D.	(Ir	10 ecludes B.A	12 , students)		The program has been suspended.

Program Name (Sponsoring Organization)	Description	Begree/Title Offered	Year Program Began	No. of Graduates 1985	Mo. of Graduates 1986	Anticipated Number of Graduates 1987	Acceptance Requirements	
In addition, some senior personnel receive training at graduate schools of secular universities such as Harvard or Stanford Universities	Students train for & write dissertations on Jewish Ed.	M.A.; Ph.D.						

Figures in parentheses are estimates.



הוועדה לחינוּך יהוּדי של הסוֹכנוּת היהוּדית THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

RESOURCE BOOKLET

Submitted by Nativ Policy and Planning Consultants

BACKGROUND DOCUMENTS

for

SENIOR PERSONNEL FOR JEWISH EDUCATION

Compiled by

Haim Aronovitz Sari Gillon Batya Stein

Chairman Morton L. Mandel Co-Chairman Avraham Katz *

Committee

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USA Max Fisher USA

Hertzel Fishman Israel Jacobo Fiterman Argentina Ralph Goldman USA

Israel Richard Hirsch Israel Issac Joffe

Uri Gordon

South Africa Stanley Kalms England Mendel Kaplan

South Africa Kenny Katz South Africa

South Africa Charles Kroloff USA Arthur Levine

USA Norman Lipoff

USA Robert Loup USA

Yitzhak Mayer Israel Michal Modai

Jose Nessim USA

Esther Leah Ritz USA Avraham Schenker

Israel
Mark Schlussel

USA Stephen Shalom

Ed Shapiro USA Eliezer Sheffer

Israel Fred Sichel USA Henry Taub

USA Eli Tavin Israel

Melech Topiol France Judi Widetzky

Israel Carlos Yunger Argentina

Ex-officio Arye L. Dulzin Jerold C. Hoffberger Akiva Lewinsky

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Senior Consultant
Arthur Rotman
Carmi Schwartz
Jonathan Woocher
Haim Zohar

INTRODUCTION

This resource booklet -as its predecessor in June 1986-comes to share with the reader background materials for projects presented to the Jewish Education Committee and its Sub-Committees on the Israel Experience project and on Personnel for Jewish Education at their meetings in Jerusalem in February 1987.

As in the past, we are choosing to share with members of the Committees and with interested professional planning data, research instruments and background documents that have formed some of the basis for our proposals. By doing this we are inviting the readers to join the creative thinking process that will lead to changes and developments in the field of Jewish education and the use of Israel as an educational resource.

Most documents are presented in draft form and we ask the reader's indulgence for this. This booklet represents workin-progress and is an invitation to join. None of the documents should be viewed or used as final.

The Resource Booklet represents an extensive collective planning effort undertaken between the end of December 1986 and February 17, 1987. Many people have contributed to the writing of the documents. I would like to thank in particular: Alan Hoffman; Noa Barkan; Ami Bouganim; Israel Maizel: Prof. Moshe Kerem; Dr. David Mittelberg; Linda and Steve Schaffzin; Zeev Mankowitz; Rabbi Lee Diamond; Haim Mayerson and Dr. Jacob Ukeles.

Annette Hochstein Project Director

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SENIOR PERSONNEL FOR JEWISH EDUCATION

Sub-Committee on Personnel for Jewish Education

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Introduction

The goal of the Senior Personnel project of the Jewish Education Committee is to suggest ways to deal with the acute shortage of qualified senior personnel for Jewish education in the world, with particular reference to the contribution Israel can make in meeting this problem.

Data gathering was undertaken between June and Decmber 1986 to assess the size of the field of Senior Personnel. It indicated that there are 4000 Senior Educators in the free world outside Israel. It also showed that less than 100 people graduate annually from all training programs for Senior Personnel in Jewish Education in the world. The needs for Senior Personnel far exceed the number of people being trained (See Progress Report, December 1986).

At their December 1986 meeting, the Jewish Education Committee and its Sub-Committee on Personnel decided to address this gap in the following manner:

- To immediately undertake community projects for Personnel development.
- 2) To immediately prepare plans for the development and expansion of existing training programs in Israel.
- To undertake further research regarding recruitment, training and motivation of Senior educational Personnel.

The documents that follow provide background material for the projects presented to the committee at their meeting in February 1987. They include:

- 1) A blueprint for the expansion of the Jerusalem Fellows program.
- A detailed plan for the development and expansion of the Senior Educators program.
- 3) A detailed proposal for re-training Jewish studies majors for work in the field of Jewish education.
- 4) Instruments used in the evaluation of the training programa.

SENIOR PERSONNEL FOR JEWISH EDUCATION

DOCUMENT E-1

The Jerusalem Fellows:

A Blueprint for Expansion

THE JERUSALEM FELLOWS: A BLUEPRINT FOR EXPANSION

Second Draft - 25 January 1987.

Introductory overview

- i. The purpose of the Jerusalem Fellows is to create an international community of top flight professionals committed to taking the lead in Jewish Education in the Diaspora.
- 2. 14 Fellows are presently studying in Jerusalem while 23 graduates have taken up senior educational posts throughout the Jewish world. In the 5 years of its existence the program has graduated an average of 8 Fellows per annum.
- 3. In the light of our present knowledge of the urgent need for senior personnel this is clearly not enough. In our view it is possible to raise the number of annual graduates to 15-20 in the next two to three years.
- 4. The key to doing so lies in the adoption of the following measures:
- a. The expansion and diversification of the programs offered.
- b. The creation of a flexible structure responsive to the special needs and time constraints of professionals working in the field.

- c. Generating new individual study tracks.
- d. Targeting new populations for recruitment.
- e. Moving to a professional system of marketing and recruitment.
- f. The creation of a pool of full-time tutors who will represent a powerful vehicle for education and training at the highest level and the most efficient way of responding to the diverse needs of a variety of groups and individuals.
- g. Inviting top flight scholars-in-residence to reinforce the senior academic staff.

PROGRAMS FOR EXPANSION AND DIVERSIFICATION

We should now like to give detailed consideration to the following proposals for expansion and diversification of the Jerusalem Fellows:

- A. The Jerusalem Fellows Core Course
- B. Jewish Education in Informal Settings
- C. Individual Study Tracks

A.THE JERUSALEM FELLOWS CORE COURSE

- 1. We firstly reccomend the expansion of the present Jerusalem Fellows program. While our investment of manpower in the program has been minimal to date, the impact of our graduates in the field has generally been impressive and at times dramatic. (See the attached evaluation study) This is immediately apparent in Buenos Aires and Cape Town and will become equally apparent in larger centers just as soon as we reach the necessary critical mass and are able to create clusters of our graduates in numerous major communities.
- 2. The achievements of the program can be attributed to the following factors:
- a. The investment of time, thought and money in careful selection
- b. The duration of the course Fellows with us for two to three years have the requisite time to grow and develop
- c. The high level of the study program
- d. The exacting demands for high standards and professional excellence
- e. The intensity of the social and intellectual interaction that generates the shared norms, common language and social bonds that provide the infra-structure of the Israel based international fellowship we are in the process of creating.

3. Any move to expansion should build on these factors and avoid undercutting them. In the light of this we suggest the following:

a. A Flexible Study Time Plan

- i. The Two Year Option For senior personnel, holding down positions of some consequence 3 years is a long time to be away while in terms of the program's educational goals one year is too short. Every attempt should be made, therefore, to engage the main body of our students for a study period of 2 years. This is the absolute minimum, moreover, when we are dealing with promising academics from other disciplines who wish to retrain for Jewish education.
- ii. The One Year Option In smaller communities e.g. France and Mexico, where senior personnel are in short supply it is nigh impossible for those who answer to our requirements to be absent from their posts for more than one year. The same sometimes holds for other high calibre personnel in the larger centers. Where the 2 year optimum cannot be reached the program should be ready - as it has indeed been in the past - to accept candidates for a one year tenure. reservations, however are in order here: This should be the exception rather than the rule, and, we have to be fully candidates that such persu**aded** have the requisite experience, ability and motivation to stand up to the rigorous demands of the one year program.

iii. The Three year Option ~ The three year option should be reserved for those who may be termed "Junior Fellows" respect to their age and experience. The target group we have in mind are young, outstanding graduate students whom we wish to attract to the field of Jewish education. These candidates can be drawn from a variety of departments in Jewish institutes of higher learning as well as from departments of Judaic Studies in other universities. These students will receive intensive tutorial quidance and will be expected to complete an M.A. in Jewish Education. experience with young Fellows of this description in the past leads us to believe that with careful selection supervision this group can represent a high return investment.

b. <u>Tutors</u>

We see the creation of a pool of full-time tutors as crucial to our program of expansion. The tutors would allow us to a) intensify and deepen the learning process so maximising the limited time available to us and b) to respond effectively to the diverse needs of a variety of groups and individuals. The need for tutors will be least in the 1 year option, greater in the 2 year mainstream and most pressing with respect to the "Junior Fellows". The role we envisage for the tutors in this context will be as follows:

- i. Responsibility for the overall supervision and guidance of 4-5 Fellows.
- Regular meetings for the preparation and discussion of assignments
- iii. Monitoring and guiding the preparation of major educational projects
- iv. Mediating between the Fellows in their care and the Senior Academic Staff
- v. Being part of a support system for graduates in the field (see below)

c. Recruitment

The most conspicuous shortcoming of the Jerusalem Fellows is in the field of recruitment which has generally been coducted in the following fashion:

- i. Advertisements in the Jewish and general press.
- ii. Personal letters to community leaders from the Chairman of the WZO.
- iii. Personal letters from the Academic Director of the Jerusalem Fellows to leading Jewish educators around the world.
- iv. Personal recruitment by graduates of the program, the academic staff and a small group of sympathizers in various countries.

This has not proved to be satisfactory and thus in addition to the approaches enumerated above we recommend the following: - to employ a professional for marketing and recruitment primarily in North America.

- to identify new target populations e.g. Jewish studies majors enrolled in Jewish and other institutions of higher learning
- to negotiate with communities, federations, school boards, bureaus of education with respect to the release, re-employment and suitable promotion of their professionals who are accepted into the program

A Review of Our Reccomendations:

Three Study Tracks -- to concurrently run the 3 study options

Tutors - To employ 2-3 tutors for every 10 Fellows

<u>Recruitment</u> - To hire a professional marketing **and** recruitment officer

OUR TARGET: 25 participants in 1988/89.

20 graduates per annum in 5 years time

B. JEWISH EDUCATION IN INFORMAL SETTINGS

- 1. To the best of our knowledge there is no institution of higher learning preparing professionals for work in the field of informal Jewish education. Jewish institutions of learning specialize in teaching Jewish content while a number of universities provide courses in group process with special reference to informal settings. No institute of higher learning has yet created the context where these two elements can be welded into a coherent program of informal Jewish
- 2. We therefore reccomend the establishment of a new study track at the Jerusalem Fellows designed to serve the educational needs of leading professionals directing Jewish community centers in South America, North America and Europe.
- 3. Given the time constraints of the top professionals working in informal settings we recomend a flexible course of study based on an 8 week study session per annum over a period of 3 years. This could be supplemented by an annual 2 week retreat in the field.

- 4. The study plan would have to be developed in a process of close consultation with the contracting agencies and monitored by a joint advisory committee.
- 5. Given the short time available and the need for maximum flexibility each and every participant will require close tutorial supervision and guidance.
- 5. Recruitment will be exclusively pursued through a process of consultation and contract with federations and community centers.

Summation and Reccomendations

- a. <u>To move ahead</u> we recomend entering into immediate negotiations with agencies that have evinced interest in the program and others who are yet to be drawn into the circle. The program for informal Jewish educators should be launched during 1988.
- b. The study plan to be fleshed out in conjunction with the participating agencies. We would aim to give each participant the equivalent of a full year of academic study over a period of three years.
- c. Academic Coordinator in order to succeed in this innovative venture we shall require the services of a specialist in informal Jewish education who will be coopted on to the Senior Academic Staff as coordinator of the program.

- d. <u>Tutors</u> In order to respond to individual needs and to gain the maximum benefit from the short time at our disposal we shall require the services of 2-3 tutors who will work together with each of the participants.
- e. Field Service The program coordinator and the team of tutors will also work with the informal educators in the field organizing seminars, retreats and in-service training. Over and above the benefits that would accrue to the participants this would also be the best form of staff training.
- f. The Target We should aim for 8-10 participants and the first course should be launched in 1988.

C. INDIVIDUAL STUDY TRACK

The individual study track comes to answer the needs of those senior personnel who will not feel comfortable in our regular programs because of their high professional standing or, alternatively, their high academic stature.

In the first category we would include directors of boards of education and in the second high ranking academics who are not in the field but who would like to use the tools of their discipline (psychology, philosophy, communications etc.) to make a contribution to Jewish education. Our aim here would be to assign a member of the Senior Academic Staff and a tutor to work with these advanced Fellows, to create the environment of a mini-center of advanced studies while prevailing upon these participants, where appropriate, to contribute to our on-going programs.

Another possible target group would be senior educators being groomed for a particular post that requires specialized training. These candidates would emerge from the special community projects that are presently under discussion in the Education Committee of the Jewish Agency. Such participants would work closely with a personal tutor.

The Target - 3-4 participants in the next two years.

Scholar-in-Residence

If we wish to grow in depth while we grow in numbers it is imperative that we have a leading figure from the world of education as our scholar-in-residence for a least one semester a year. Such a scholar would, in addition to his contribution to the Fellows, contribute to the enrichment and development of the Senior Academic Staff and tutors. We should aim to initiate the scholars-in-residence program in the course of 1988.

Support System in the Field

As part of the expansion and development of the Jerusalem Fellows we recommend the setting up of a support system for the Fellows in the field with the following as its major assignments:

- a. Personal contact with Fellows working in the field.
- b. Professional in-service guidance.
- c. The organization of in-house task forces for mutual help in the field.
- d. The promotion and organization of group projects to be undertaken by Fellows in the field. These projects would address major issues of educational concern, bolster the esprit des corps of the Fellows while promoting the ethic of enquiry, innovation and service central to our program. The Fellows would strive to involve their colleagues and peers in these projects so broadening the base of concerned educators and giving greater substance to their role as leaders. A research fund would have to be set up in order to finance the projects and a special committee would vet the proposals and allocate funds.
- e. The organization of regional seminars for consultations, study, planning and coordination of projects.
- f. The organization of the annual Jerusalem Colloqium which serves as the centerpiece of the international fellowship. The Colloquium provides a forum where:
- matters of educational policy are discussed and formulated
- central educational issues can be studied and analyzed
- projects can be reported on
- collegial bonds can be forged and old ties renewed.
- g. The organization of in-service training for graduates working in the field of informal Jewish education.

Reccomendations

The appointment of a full time coordinator for the support system in the field. The coordinator would be coopted on to the Senior Academic Staff. The appointment should be made in 1987/88

SUMMATION OF THE RECCOMENDATIONS FOR EXPANSION

1. Participants:

- a. The Jerusalem Fellows Core Course Our goal 20-25 participants. Date - 1989/9.
- b. Informal Educators Our goal 8-10 participants. Date 1988.
- c. Individual Study Track Our goal 3-4 participants.

 Date 1988/89.

Overall goal for 1988/89 - 35 Fellows.

Additional Academic Staff Requirements

- a. A coordinator for the Informal Education program
- b. The centerpiece and sine qua non of every recommendation we have made is the hiring of 6 full time tutors. An eminently qualified group of candidates already exists in Jerusalem and negotiations towards firm employment should commence in March 1987.
- c. Field Support Coordinator
- d. 2 academic secretaries-cum-research aides to serve the needs of the Fellows

Additional Administrative Staff Requirements

- a. An administrative coordinator.
- b. 1 secretary

Overview of Academic and Administrative Staff

Senior Academic Staff Academic Director Director

Informal Educ.Coordinator

Admin. Coordinator

6 Tutors

2 Secretaries

Field Support Coordinator

2 Academic secretaries-cum-research aides

SENIOR PERSONNEL FOR JEWISH EDUCATION

DOCUMENT E-2

EXPANSION OF THE SENIOR EDUCATORS PROGRAM

A PROPOSAL

prepared by the

Samuel Mendel Melton Centre for Jewish Education in the Diaspora of the Hebrew University of Jerusalem

DRAFT FOR DISCUSSION

EXPANSION OF SENIOR EDUCATORS PROGRAM

DRAFT FOR DISCUSSION

February 17, 1987

OVERVIEW

Background

Since 1973, the Samuel Mendel Melton Centre of the Hebrew University of Jerusalem, in partnership with the World Zionist Organization and through the endowment of the L.A. Pincus Fund for Jewish Education in the Diaspora, has offered the Senior Educators Program for experienced professionals in Jewish education to enrich their educational and Judaic backgrounds during a year of study in Israel.

The program, designed for people returning to positions and frameworks in which they have already excelled, aspires to create educational leaders, that is, individuals who have the knowledge and ability to inspire their fellow professionals as well as with pupils. The overwhelming majority of the eighty graduates of this program are today senior personnel occupying positions of principals, vice-principals, heads of Jewish Studies departments, subject coordinators, curriculum experts, specialists in bureaus, etc.

Through the years, the Melton Centre has benefitted greatly from its commitment to this program. It has contributed to the Centre's knowledge of the "the field," as well as providing an opportunity to develop staff, identify needs, receive feedback for research, and examine how an academic educational institution can provide service based upon its academic activities.

The number of participants in the Senior Educators

Program continues to be small relative to the needs of the

field and, in our estimation, to the potential number of

participants. Several factors may contribute to this

situation:

- ineffective recruitment and information procedures have not reached a broad segment of potential candidates;
- the inability of many talented educators to benefit fully from a program conducted in Hebrew;
- 3. the problem of uprooting an entire family for a full year, particularly as most Jewish educators are not the primary breadwinners in the family:
- 4. limited funding which sets a low ceiling both on individual grants and the number of educators who can receive them;
- the difficulty in finding qualified replacements in the local institutions for extended periods;
- 6. Israelis residing abroad have not been eligible as candidates.

During the past year, a committee of Melton Centre faculty and staff has deliberated the feasibility of, and various options for, a significant expansion of the program. We believe that the Senior Educators Program is poised now for radical development and expansion.

Simultaneously, the Jewish Education Committee of the Jewish Agency has decided to undertake projects which will confront the serious shortage of senior personnel in the field of Jewish education. Data gathered thus far indicates that there are approximately 4000 positions worldwide, with estimates that up to 50% are filled either by unqualified, untrained, or mediocre educators.

PROPOSAL

The Melton Centre proposes that an expanded Senior Educators Program search out those educators of clear quality, and together with their institution/community design a program which is at once individually hand-crafted, and reflects distinct areas of specialisation within the field.

Expansion

In recent years Senior Educators have numbered between twelve and twenty participants annually. It is our conviction that this number can be increased dramatically to accommodate up to seventy-five participants per year. This expansion would take place gradually over a five-year period, and would allow for the testing of various models of recruitment, programming, and follow-up.

The Melton Centre committee on the expansion of the Senior Educators Program has defined several variables which might generate a greater number of participants:

- --- recruitment 2-3 years in advance
- --- involvement of the local institution/community in defining objectives for participants
- --- development of a preparatory (mechina) program of Hebrew and Judaica
- --- provision of quality replacement personnel
- --- a two-year degree option leading toward an M.A. at the Hebrew University
- --- development of an advance certificate (comparable to Certificate of Advanced Study at Harvard Graduate School of Education)
- --- providing short-term programs for certain populations (e.g. principals, JCC directors, etc.)
- --- providing a non-Hebrew language track
- --- providing larger stipends

Although the expanded program would officially begin only in 1988-89, certain preparatory steps will need to be taken already in 1987-88. For example, recruitment and publicity should begin as early as May, 1987 if qualified candidates are to apply. This will involve extensive travel and interviewing as well as publication of a brochure for dissemination of information. (See "Proposed Budget II 1987-88: Program Planning.) In addition, certain programmatic variables might be implemented already in 1987-88 to test their effectiveness and feasibility while other options are explored and the academic program is developed. (See "Program" p. 7)

Educators of Quality: Positions and Population

A study is currently underway to identify minimum norms and standards for senior personnel in Jewish education.*
Using this study as a guide, the Melton Centre committee recommends that the Senior Educators Program focus on the following categories:

Filled positions: upgrading of educational and Jewish content for quality educators already occupying senior positions;

Unfilled positions: talent search and training to fill positions with quality personnel;

As yet uncreated positions: training senior personnel to fill new positions (e.g. curriculum coordinators, Jewish history-general history coordinators, elementary school coordinators, etc.)

^{* (}See "Senior Personnel for Jewish Education: A Framework for Norms," in preparation by Nativ Policy & Planning Consultants, First Draft -- January 1, 1987.)

The populations from which the program might recruit candidates are:

- --- Practioners in the field who already occupy senior positions or who have been designated to assume principalships or other positions of institutional leadership.
- --- Practitioners in the field who show promise as educational leaders. Such leadership may include a talented teacher who returns to the school as a teacher trainer/supervisor or as a subject coordinator; a youth group leader who returns to a community center as Jewish programming coordinator for the youth division.
- --- Talented practitioners in the field of general education who retrain for Jewish education.
- --- Individuals who occupy leadership positions in the Jewish community, such as rabbis, federation and community center personnel, leaders of Jewish organizations (e.g. B'nai Brith, Hadassah, ADL, etc.)

It should be noted, however, that the feminization of the Jewish education profession could affect adversely the pool of potential participants. The fact that most Jewish educators are not the primary breadwinners in the family means that another career must be put on hold in order to spend a year in Israel as a family. This fact may decrease the pool substantially. The issue must be studied further. A serious survey of several communities would help greatly in determining the effect of feminization upon recruitment for programs such as the Senior Educators Program.

Institution/Community Involvement

The notion of institution/community involvement derives from several concerns as borne out in discussions with past and current senior educators and with representatives of Jewish educational institutions in the Diaspora. First, educators are reluctant to interrupt the process of career advancement by taking a year off, as it were, solely for "personal and professional" development. It would be important, therefore, to reach an agreement with the employing body that advancements are not delayed due to participation in the program. In addition, institution/community involvement should ensure that positions of leadership, in which the returning Senior Educator can utilize the skills and knowledge obtained through the program will, in fact, be available. This may entail the creation of new positions or redefining responsibilities of previous positions.

Second, many institutions are reluctant to release senior personnel and talented educators for fear that the system will suffer drastically from their absence. Such institutions might be more willing to spare a key person if they were included in the planning of a candidate's program as well as being able to plan a few years in advance. Such involvement would increase the likelihood that the Senior Educator would return to his/her community with knowledge and skills specifically tailored to local needs.

Finally, it should be noted that acceptance to the program would not be limited to those candidates with whom an agreement is reached with the institution. All qualified candidates would be considered equally, unaffiliated individuals as well as those attached to a particular institution/community.

THE PROGRAM

The new expanded Senior Educators program seeks to bring Jewish educators to Israel, to the Hebrew University, for a multi-dimensional program of one year. While offering specialised concentrations, the program will also be individually tailored with a tutorial component and supervised internships and projects. Graduates of the program will continue to be part of a network of Senior Educators which will make possible follow-up, documentation and evaluation. For those who do not meet the basic Hebrew and Judaic requirements of the program a mechina preparatory framework will be created.

Israel

Jewish communities throughout the world must be encouraged to develop local programs for the training of educational personnel. A plethora of such programs can only help the field. Within Israel, at present, the resources and know-how for the successful implementation of such a program are already in place.

We believe that the Senior Educator should be aware of the trends and issues confronting Jewish education throughout the world. He/she will find Israel to be a fertile meeting ground for interaction and cooperation with other Jewish educators. Israel should serve as a catalyst for a meaningful exchange of ideas between educators of different backgrounds and cultures.

Israel is also the natural locus for a program conducted in Hebrew. Senior professionals should, in addition to specialized skills and personality attributes, possess a command of the Hebrew language and a familiarity with basic Judaica. For this reason, the Senior Educators program

should be conducted in Hebrew. The program should emphasize the tenet among Jewish educators throughout the world that Hebrew is a value in and of itself. In addition, the international character of the program requires that Hebrew serve as the lingua franca among the participants themselves; internships in Israeli institutions and the vast course offerings of the Hebrew University require a command of the Hebrew language.

The Hebrew University

The Hebrew University can offer the Senior Educators
Program a wide range of services. First and foremost, its
departments of Judaic Studies and Education include worldrenowned scholars, many of whom have shown a keen interest in
Diaspora Jewish education. The Hebrew University also houses
the National Library, an extensive collection, as well as
many specialised libraries connected to specific departments.
The Melton Centre's own Pedagogic Center houses the largest
collection of Jewish educational materials in the the world.

The Centre for Jewish Education in the Diaspora was established at the Hebrew University in May 1968 through the joint initiative of the School of Education and the Institute for Contemporary Jewry. In October 1976, the Hebrew University acknowledged an endowment received in perpetuity by naming the Centre "The Samuel Mendel Melton Centre for Jewish Education in the Diaspora."

Today the Melton Centre faculty and staff comprises fifty scholars, researchers, teachers, consultants, and practitioners representing a broad spectrum of the fleld of Jewish education. Regular academic courses of the Melton Centre will be open to Senior Educators, affording the opportunity to interact with Israeli students and with participants in the Jerusalem Fellows Program who also are

registered at the Hebrew University through the Melton Centre. Moreover, study at the Hebrew University allows the participant to earn academic credit, even if not enrolled as a degree student.*

In addition to the academic program, the Melton Centre conducts projects which currently reach communities and educational institutions in Latin America, the United States, Canada, South Africa, Australia, England, France, and Belgium. Those participants who so desire will be encouraged to join the staff of a project. This may include anything from writing curriculum to helping in the preparations and implementation of a seminar or enrichment course during the summer.

The Melton Centre has acquired considerable expertise in in-service training of different levels of personnel in Jewish education. Since 1982 the Centre's Summer Institute for Jewish Educators has reached over 500 Jewish educators worldwide. Participants have received both enrichment and practicum in such areas as:

- --- Teaching Hebrew as a Second Language
- --- The Teaching of Israel
- --- Contemporary Jewry
- --- Jewish Thought and Jewish Education
- --- The Teaching of Jewish Values in the Secondary School
- --- Stories from the Aggadah and Midrash
- --- The Teaching of Texts in Elementary School
- --- Topics in Jewish Education for Early Childhood
- --- The Arts in Jewish Education.

^{*} We believe that the opportunity to earn academic credit as part of professional upgrading is of great concern to most participants. The extent to which this issue determines their participation in the program is under study.

Multi-dimensional Program

Due to the relatively small number of Senior Educators each year, the Melton Centre, as a partner in the program, has availed itself thus far only of the existing academic frameworks of the Hebrew University. With expansion in mind, we hope to create new frameworks which will utilize to the fullest the resources available and, thus, better serve the various foci in the field.

To this end, Melton Centre faculty and staff
participated in a series of consultations to discuss various
aspects of the proposed program; discussions took place with
leading practitioners in the field; discussions were held
with present participants of both the Senior Educators and
Jerusalem Fellows programs; * and evaluations were distributed
to past participants. **

The information gathered thus far supports the assumptions and proposals outlined in the following pages:

Calendar

Our discussions with past and present Senior Educators indicate that even a year of study does not afford the participant enough time to take advantage of all the opportunities available in Israel to the Jewish educator. As a minimum, it allows time for acclimation, study, and a serious work experience. By utilizing the full calendar year, as opposed to a 10-month stay which is currently the norm, we believe that the expanded Senior Educators Program can increase its impact.

- * See attached "List of Consultations."
- ** Evaluation data and analysis currently in preparation by Native Policy & Planning Consultants.

Other calendar options might include offering a six-to-eight-week intensive program to which the participant might come without his/her family. This may be one answer to the issue of feminization of the field. In addition, a one-semester option might also be offered in order to accomodate certain populations (e.g. principals, bureau directors, JCC executives, etc.) who would find it difficult to take a full year leave from their positions. Until a study is conducted, however, we would invest our energies into stretching the one-year population as far as possible.

Concentrations

It is our belief that specialised tracks, or concentrations, offered on a cyclical basis every three to five years and advertised well in advance, will encourage a greater number of senior personnel to spend a year of study in Israel. This assumption is based on interviews with past participants and discussions with their institutions. Requests from the field indicate that a senior educator is more effective with training and experience in a concrete area of specialisation. This hypothesis can be tested on a limited basis through advanced advertisement and recruitment of candidates.

Furthermore, it is believed that the creation of specialised tracks would engender a support group of educators who could learn from each other. The tentative plan calls for fifty percent of the participant's time to be spent in the area of specific concentration. The specialised program might include the following elements: one or two courses; tutorial sessions; an internship; a group project; preparation and instruction of a course for the Summer Institute. (See above p. 9)

Areas of specialisation might include:

- --- Curriculum Evaluation and Implementation.
- --- General History Jewish History/Contemporary Jewry
- --- The Elementary School
- --- Teaching of Israel
- --- Basic Literacy for Jewish Adults
- --- Jewish Education in the Informal Setting
- --- The Jewish School Principalship -- Staff Development
- --- Teaching Hebrew as a Second Language
- --- Topics in Early Childhood Education
- --- Language Track

To accomodate those senior personnel who cannot participate in a Hebrew program, a special track might be offered cyclically in English, Spanish, or French.

(For a more detailed description of a specialised track, see attached "Prototypical Annual Program.")

In addition to specialised tracks, a general track would be offered to accommodate those senior educators who wish to upgrade their Judaic knowledge without a specific concentration. This track would be offered annually for participants who are specialists already, or whose own plans cannot be synchronized with the calendar of specialised track offerings, or whose institution or community favors a generalised approach. It is likely that within this general track small specialised sub-groups would develop, whether based upon like-positions, field of expertise/interest, or regional concerns.

The concept of a general track is derived from the Senior Educators Program as it exists at present. It is hoped that refinement and improvement of this program can be implemented already in 1987-88 with an eye toward 1988-89. (See Proposed Budget 1987-88: Limited Testing, Item "2") If the goal of offering also one specialised track in 1988-89 is to be achieved, preparations, both academic and administrative, will have to begin also in 1987-88. (See Proposed Budget 1987-88: Program Planning, Items "2" & "11")

Core Program

Whether in a specialized concentration or general track, all participants will study in a core program. Core courses will be derived from the academic offerings of the Melton Centre, in particular, from the M.A. course listings. Discussions with faculty indicate that the interaction between Senior Educators and Israeli students is very positive, making for an exciting learning experience. Participants will be able to choose two to four credit hours from among the following courses:

- --- Issues in the Philosophy of Jewish Education
- --- Sociology of Jewish Education
- --- Psychological Perspectives in Jewish Education
- --- Issues in Jewish Education
- --- Curriculum Development for Jewish Education in the Diaspora
- --- Trends in Contemporary Jewish Education
- --- Basic Themes in the Study of Contemporary Jewry*

Other components of the core program would include a weekly seminar on "Challenges Facing Jewish Education Today." This course of study would examine issues of concern in the field of Jewish education with special emphasis on professional-lay interaction. Another aspect of the core program could be a weekly evening program on "Encounters in Contemporary Israeli Society." This would enable the participant to become acquainted with intellectuals and public figures from other areas of Israell society.

^{*} Drawn from the 1986-87 course listings; may be subject to change in 1987-88. For a detailed description of each course, see attached "Prototypical Annual Program."

Judaic Immersion

It is generally agreed that minimum norms and standards for Jewish knowledge on the part of the Jewish educator must be established. (See draft of "Senior Personnel for Jewish Education: A Framework for Norms" prepared by Nativ Consultants.) Therefore, we propose to create a Judaic immersion program which would take place August - October (thus taking advantage of the full calendar year), recruiting some of the great scholars and teachers of the Hebrew University to provide an intensive, in-depth Judaic study experience. Participants will study four-five hours per day in an erudite but intimate environment where modern scholarship will be melded with such traditional methods of Jewish Study as hevruta and shiur.

The Judaic Immersion program should also focus on the individual educator's need for splritual reinforcement and refreshment. The Adult Education project of the Melton Centre has identified such a need in three groups of potential participants in the program: those whose Jewish commitment is relatively new, those who have advanced in the field despite weak Jewish backgrounds, and veterans whose energies are, for one reason or another, beginning to flag. Answering this need may be one of the most important contributions the Senior Educators Program can make to the health of Jewish education.

Two possible problems in the implementation of the Judaic Immersion program are: limited time for those studying in the Hebrew language ulpan*; the calendar issue of beginning in August when university faculty are on vacation.

^{*} It might be necessary to offer a mini-immersion (1-2 hours daily) for those participants who must take the Hebrew ulpan during the summer months.

These issues will have to be explored further. We would like to implement a mini-immersion already in 1987-88. (See . Proposed Budget 1987-88: Limited Testing, Item "2b") Again, preparations for 1988-89 will need to begin during 1987-88. (See Proposed Budget 1987-88: Program Planning, Item "2b")

An additional in-depth study program could be offered during the month of February. This program might be designed to accommodate family workshops and mini-excursions through different areas of Israel.

The Tutorial System

The backbone and major innovation of the expanded Senior Educators Program is the tutorial system. Each track (including the "General track") will be coordinated by a tutor who has expertise in an area of specialisation as well as hands-on experience with Jewish education in the Diaspora. A year can be a very short time without adequate guidance, as has been gleaned from interviews with present and past participants of the program. One of the decided weaknesses of the current program, as indicated by Senior Educators, is the profusion of institutions in Israel responsible for the participant. We believe that the appointment of a head tutor for each track will aid greatly in reducing confusion and in ensuring that maximum benefit is derived from the period of time spent in Israel as a Senior Educator.

The tutor will also engage in recruitment during the years preceding the specialised track offering, interviewing individuals and negotiating with institutions and communities regarding agreements and expectations. Through this recruitment process the tutor will learn the educational context of the Senior Educator which will help in the design of the concentration as well as in tailoring the academic course of study for the individual participant.

The head tutor will be responsible ultimately for tying together the various components of the program, both on the individual and group level.* In certain cases the tutor may direct the participant to institutions and agencies outside the Hebrew University. During the year following the specialised track offering, the tutor will coordinate networking and follow-up activities. (See below p. 18)

To aid the head tutor, a pool of general tutors will be available to the Senior Educators Program. These tutors will work with Senior Educators either in small groups or individually, in areas which the head tutor advises the participant to pursue. The general tutors will also be responsible for preparation and implementation of the core, Judaic Immersion, and mechina programs. In alternate years these general tutors may serve as head tutors for a different specialisation.

The tutorial system could be tested on a limited basis in 1987-88. In this year the tutor should aid in academic planning and in tailoring an individualised program for the participants.

Internships/Projects

There is a strong feeling among past and present participants and their institutions that during the year in Israel, the Senior Educator should be involved in practical work as well as study. Therefore, opportunities to participate in a structured internship and/or project will be designed into the program.

^{*} For a more detailed description of the program components which will be coordinated and supervised by the head tutor, see attached "Prototypical Annual Program."

Internships will enable the participants to meet their Israeli counterparts in the atmosphere of the workplace. The Senior Educator will feel less remote from Israeli society while observing master teachers and methods of Jewish education which may be transferable to Diaspora education. The internship will be arranged by the head tutor and supervised by an educator within the institution. (See attached "Prototypical Annual Program.)

Project work might include one of two scenarios: (a) The participant could come with an independent project focussing on the needs of his/her local institution/community. In this case, a tutor would direct the participant to appropriate agencies and supervise the progress; (b) The participants may join the staff of a Melton Centre project which could involve curriculum writing, teacher training, or research, perhaps leading toward an active role in one of the in-service training seminars during the Summer Institute.

Whether the Senior Educator chooses to do an internship or a project, work-in-progress should be tied into the program as a whole, probably through the weekly tutorial seminar or the individual tutorial session. (See attached "Prototypical Annual Program") We hope to implement this program on a limited basis already in 1987-88. (See Proposed Budget 1987-88: Limited Testing, Item "4a")

Networking and Follow-up

Thus far contact between Jerusalem and graduates of the Senior Educators Program has been sporadic. We believe that systematic networking could aid graduates as well as contribute to the improvement and further development of the program. The conception of the program is that in addition to the year spent in Israel, we can take advantage of advanced technology to develop a network of graduates.

From Israel ongoing communication could include newsletters and progress reports of participants from various tracks of the program. In addition, the tutor who is responsible for the area of specialisation during the year in Israel could develop task forces for further study and prepare follow-up materials. Thus when a group of early childhood educators returns to the field, the head tutor of the early childhood track, while preparing for the next cycle, will continue to send out materials, ideas, respond to questions, and serve as a general resource person for the group that has left Jerusalem.

Over time, as the number of alumni grows, regional activities could be organized for graduates of the program, including the formulation of new areas of specialisation and determining directions for the training in Israel. It is hoped that colloquiums and conferences will be organised in Israel as well. Ultimately, a representative group of graduates will be invited to become part of the ongoing planning process.

Documentation and Evaluation

From the outset formative and summative evaluation will be built into the program. Formative evaluation studies will focus on issues of improvement, from recruitment procedures to the tutorial system. Summative evaluation studies will focus on issues such as longitudinal tracking, networking, communities upholding agreements, etc.

Data will be collected around a series of questions to which we are able now to offer only tentative answers.

Among these are:

- --- To what extent can we expect the institution/
 community to be involved in planning for the educator's
 area of specialization and his/her career choices upon
 return?
- --- To what extent do graduates of the program meet the norms and standards as they are defined?
- --- What does longitudinal tracking of graduates reveal about retention and mobility of graduates?
- --- To what extent does the tutorial system affect the overall impact of the program?
- --- How essential is hands-on experience to the program?

 Does it add to or take away from the overall experience?

Mechina

Through the years we have discovered that many outstanding education professionals were not accepted to the Senior Educators Program because they lacked a sufficient background in Hebrew and/or Judaic Studies. Therefore, we propose the launching of a mechina (preparatory) program in order to increase the pool of prospective participants.

Such a program would be designed to bring individuals without this basic knowledge up to minimal levels of Hebrew and Judaica. Final acceptance to the program would be dependent upon successful completion of the mechina program.

Discussions with faculty and participants indicate that the concept of a mechina is important and could raise the standard of the program considerably. The logistic problems of running such a program, however, are many. Different scenarios might include:

--- an annual mechina in Israel of six to eight weeks utilizing the resources of the Hebrew University and the Melton Centre

- --- mechinot on a rotating basis, regionally, utilising both local resources and Melton staff. For example, one year a mechina might be offered in France and the next year in Argentina. Thus, educators who intend to apply to the program could attend a mechina program in their geographical region one to three years in advance of attending the Senior Educators Program.
- --- mechinot on a local basis which utilise only local resources with Melton Centre input directing the candidate to possible courses and/or teachers. Such mechinot programs might be possible to organise in large communities. Mechina in this case could also be highly individualised.

Time should be allotted for investigation of the best way to conduct a mechina program. It is proposed that already in 1987-88 a coordinator begin planning for a mechina in Israel, to take place during the following year, as well as to study the issue further.

Academic Recognition

It was mentioned above that academic recognition may prove to be an important drawing oard for candidates. One option may be study toward an M.A. degree. This can be accomplished in two years at the Hebrew University, or it may be possible to apply the credit to a local institution which will award the degree.

Another possibility is the creation of a Certificate of Advanced Study (CAS), comparable to that of the Harvard Graduate School of Education. It is hoped that such a certificate eventually would be recognised worldwide as an indication of professional excellence. The CAS could serve the Senior Educator in his/her quest for future employment and/or as a method of advancement within an institution.

The issue of academic recognition is being explored currently through the Nativ evaluation of past and present participants. The data obtained through this study should give us a clearer picture regarding the importance of this factor. Another level of investigation should be conducted as part of the new recruitment process. Candidates responses to the various options would be noted during the interview and through the application procedure.

ADMINISTRATION

Faculty

Academic staff for the Senior Educators Program can be drawn primarily from the cadre of Jewish education professionals of the Melton Centre. The academic program, from the Judaic Immersion program to specialised courses, will be designed by persons of high academic calibre under the guidance of senior faculty members. As mentioned earlier, faculty from other university departments and from complementary institutions in Israel will also be invited to contribute to the program. In addition, we hope to attract visiting faculty from outside Israel who can enrich the program with their particular area of expertise.

Administrative Personnel

As the Senior Educators program expands, so too will the need for competent administrative personnel. The multidimensional character of the program will require an overall administrative coordinator. This individual would be responsible for the orientation program, registration, logistics of travel, apartments, health insurance, schools for children, etc. It is recommended that he/she also devise a handbook to help in the quick absorption of Senior Educators and their families. As the number of participants in the program grows it may be necessary to hire an administrative assistant to carry out the myriad of tasks associated with such a program.

RECRUITMENT

It is probable that preparation of a printed brochure, even in the format of a detailed multi-year calendar, is not sufficient to attract qualified personnel for this program. Personal contact is essential. Therefore, it is recommended that contacts abroad, in particular graduates of the Senior Educators Program and former Jerusalem Fellows, be utilized as scouts. In addition, central individuals in professional organizations could be approached to sit on a "Visiting Committee."

Application

The application process for the Senior Educators Program should comprise several steps:

- a. The brochure (described above as cyclical for three years) should include a one-page application form and the one-page Hebrew test provided by the Hebrew University's Overseas School for the purpose of determining basic Hebrew proficiency. The application form should provide enough information to determine whether or not the candidate should be pursued. At this point, a scout may be called in to conduct a preliminary interview.
- b. In addition to the brochure, scouts and Melton Centre personnel abroad should be on the lookout for promising candidates whenever they visit schools and speak with educators. They should present the program at every opportunity. In this way we can advertise the program with a personal touch as well as build a database of potential candidates.
- c. Upon receipt of the one-page application, or upon recommendation from a scout, promising candidates should be sent a comprehensive application form which would include: relevant administrative information, such as curricula vitae, references, information regarding spouse

and family, etc.; a personal statement/essay which should touch upon expectations, projects, and goals; and a section for the institution which also includes expectations as well as a contractual agreement concerning the position of the Senior Educator upon his/her return.

Interview

The interview should also involve several components:

- a. The in-depth interview of the candidate should be conducted, whenever possible, by the coordinator of the specific track to which the candidate is applying. If this is not feasible, another representative of the Melton Centre will conduct the interview. It is important to note that this interview is an opportunity for both sides to define expectations and goals.
- b. Another aspect of the interview should take place between the Melton Centre representative and the institution. As part of the application process an agreement could be reached as to the position and responsibilities of the Senior Educator upon his/her return. In addition, goals and projects for the school, to which the Senior Educator might direct energies during the year, could be defined at this stage.
- c. Finally, an interview/meeting should be conducted with the spouse and family, so as to make clear the demands of the program on the entire family and to answer questions which might arise at this early stage.

Acceptance to the program will be determined by a committee consisting of the coordinators of the various tracks, the academic head of the program, and two additional members of the Melton Centre faculty. Still to be determined is the status of the Senior Educator within the Hebrew University. It may be advisable in some cases to create a special status (e.g. research fellow, special student) for certain individuals.

Replacement Program

It is probable that a significant increase in the number of participants in the Senior Educators Program could be effectuated if qualified replacements could be found to substitute in these positions for the period of study in Israel. The Melton Centre believes that it is possible to recruit and provide quality replacement personnel from the ranks of its own graduates as well as from the ranks of former shlichim who are interested in returning to the Diaspora for the period of a year. This "replacement program" would be a major undertaking in itself and requires further investigation before frameworks and guidelines are established. The issue is a general problem for all training programs and must be confronted and investigated in a large way.

STAGES OF DEVELOPMENT -- SENIOR EDUCATORS PROGRAM

1987-88

Year Preceding Expanded Program

Programmatic Implementation

1. Academic Program

- a. Judaic Immersion (3 wks)
- b. Core Program
- c. General track courses
- d. Academic orientation
- e. Visiting faculty (general track)
- f. Hebrew ulpan
- 2. Tatorial System
 - -- two general tutors
- 3. Supervised Internship/Project
 - -- limited basis
- 4. Educational Enterials
 - -- preparation of and publication

Planning for Following Years

1. Academic Program

- a. Judaic lumersion 6-8 wks
- b. Core Program
 - 1) "Challenges" seminar
 - 2) "Bacounters" seminar
- c. One specialised track
 -- develop courses
- d. General track course refinement
- e. Academic orientation
- 2. Tutorial System
 - -- two bend tutors;
- 3. Supervised Internship/Project
 - -- arrangements for placement

4. Beckina

- -- planning & coordination for 88-89 in Israel
- 5. Educational Materials
 - a. preparation & publication
 - b. additions to library material and staff
- 5. Recruitment travel & scouts
 - a. for general and one specialised track 88-89
 - b. for general and two specialised tracks 89-90
 - c. publication of brochure
 - d. newspaper advertisements
- 7. Documentation & Evaluation
 - -- consultation & development
- 8. Administration
 - -- hiring of additional staff in spring to prepare for 1988-89

Questions for Study

1. Fellowships & Related Costs

- a. How much is enough? and what is included? family?
- c. To what extent will program rely on community participation?

2. Academic Program

- a. Judaic Immersion How can problems of limited time and university vacation be solved?
- b. Academic Grientation What should be nature of this orientation?

3. Mechina

- a. How should mechina be conducted in Israel?
- b. Is a regional mechina feasible?
 If so, where is best location to begin?

4. Recruitment

- Begin study of application & interviewing procedures
- b. Are acouts effective in identifying potential candidates?

STACES OF DEVELOPMENT

1988-89

First Year of Expanded Program

Programmatic Implementation

1. Fellowships & Related Costs

- a. increased stipend
- other costs dependent on results of previous year's study

2. Academic Program

- a. Judaic Immersion (8 wks)
 - -- mini-immersion for those in Neb. ulpan
- b. Core Program
 - 1) courses
 - 21 "Challenges" seminar
 - 3) "Encounters" seminar
- c. Specialisation Course/s
 - 1) general track
 - 21 one specialised track
- d. Academic orientation
- e. Hebrew ulpan summer
 - -- coaching class/es yr.
- Visiting faculty; specialised track

3. Intorial System

- a. two head tutors; one general, one specialised
- b, three general tutors
- c. field trips/family retreats
- 4. Internships/Projects
- 5. Mechina Program in Israel

6. Educational Enterials

- a. preparation & publication (including translation)
- additions to library;print & non-print; staff

7. Documentation & Byaluation

- a. development of materials
- b. testing on 1987 graduates

8. Follow-up & Networking

-- devise task forces for 1988-89 graduates

9. Administration

-- additional support staff in place

Planning for Following Years

1. Academic Program

- a. Judaic lumersion program refinement
- b. Core Program refinement
- c. Specialisation Course/s
 - 1) general track refinement
 - preparation for two specialised tracks in 1989-90

2. Tutorial System

- -- three head tutors preparing for 89-90; one general, two specialised
- 3. Internships/Projects
 - -- arrangements for placements 89-90

4. Mechina

- a. in Israel refinement
- preparations for regional mechina (dependent upon results of study 87-88)

5. Educational Materials

- -- preparation for 89-90 ff.
- 5. Recruitment travel & scouts
 - a. one general, two specialised tracks 89-90
 - b. one general, three specialised tracks 90-91
 - c. updating of brochure
- d. newspaper advertisements

7. Follow-up & Wetworking

-- begin preparations for regional seminar 1989-90

Questions for Study

1. Fellowships & Related Costs

-- continued study of appropriate sums and community involvement

2. Academic Program

- a. Is Judaic Immersion program achieving intended aims?
- b. Does core program achieve intended mins?
- c. Does specialised track achieve intended aims?
- d. Does Hebrew companing achieve intended mims?

3. Intorial System

- a. Is this system beneficial to Senior Educator? Why? Why not?
- b. Is job of head tutor do-able?
- c. Re general tutors too many? too few?

4. Internahin/Projects

-- Does this component achieve intended aims?

5. Mechina

-- continuation of study begun 87-88

8. Mecruitment

-- continuation of study begun 87-88

7. Documentation & Evaluation

-- study effectiveness of procedures

8. Administration

- a. Is delegation of responsibility effective?
- b. What changes, if any, need to be instituted to make the program more effective and efficient?

STACES OF DEVELOPMENT

1989-90

Second Year of Expanded Program

Programmatic Implementation

- 1. Fellowships & Related Costs
 -- mame as previous year
- 2. Academic Program
 - a. one general track; two specialised tracks
 - b. remainder of program same as previous year
- 3. Tutorial System
 - a. three bead tutors; one general, two specialised
 - b. 4-5 general tutors
- 4. Internships/Projects
- 5. Mechina
 - a. in Israel
 - b. regional (France)
- 6. Educational Materials
 - -- same as previous year
- 7. Documentation & Byaluation
 - a. begin data analysis of 1988-89 graduates
 - collect data on current participants
- B. Follow-up & Networking
 - a. begin follow-up of 1988-89 graduates
 - b. devise task forces for 1989-90 graduates
 - c. regional seminar (U.S.)

Planning for Pollowing Years

- 1. Academic Program
 - a. Judaic Immersion continued refinement
 - b. Core Program continued refinement
 - c. Specialisation Courses
 - 1) general track refinement
 - preparation for three specialised in 90-91
- 2. Tutorial System
 - -- four head tutors preparing for 90-91; one general, two specialised,
- 3. Internehips/Projects
 - -- placements for 1990-91
- 4. Mechina
 - -- preparation for regional program in South America
- 5. Educational Materials
 - -- preparation for 90-91ff
- 6. Recruitment travel & scouts
 - a, one general, three specialised tracks 1990-91
 - b. one general, four specialised tracks 1991-92
 - c. reasinder of tasks same as previous year
- 7. Pollow-up & Metworking
 - -- preparations for colloquium
 in Israel 1990-91

Questions for Study

- 1. Academic Program
 - -- same issues as previous year
- 2. Tutorial System
 - -- same issues as previous year
- 3. Internship/Projects
 - -- same issues as previous year
- 4. Bechina
 - a. Is regional mechina effective?
 - b. conclusion of previous study
- 5. Recruitment
 - -- conclusion of study
- 6. Documentation & Evaluation
 - continue study of effectiveness of procedures
- 7. Pollow-up & Networking
 - -- begin study of effectiveness
- 8. Administration
 - -- finalise needs

RTAGES OF DEVELOPMENT

1991-92; 93-94

Fourth and Fifth Years of Expanded Program

Programmatic Implementation

- 1. Fellowships & Related Costs
 -- same as previous years
- 2. Academic Program
 - a. one general track; four specialised tracks
 - b. remainder of program same as previous years
- 3. Tutorial System
 - s. five bead tutors; one general, four specialised
 - b. 7-8 general tutors
- 4. Internships/Projects
- 5. Nechina
 - a. in Israel
 - b. in North America and other locales
- 6. Educational Materials
 --same as previous years
- 7. Documentation & Evaluation -- continue as in previous
 - -- continue as in previous years
- 8. Follow-up & Metworking
 -- as in previous years

Planning for Following Years

- 1. Academic Program
 - a. Specialisation Courses
 --preparation for four specialised tracks
 - b. remainder of program same as previous years
- 2. Totorial System same as previous year
- Internships/Projects placements
- 4. Mechina
 - -- preparation for regional programs in new locales
- 5. Educational Materials
 - -- preparation for coming years
- 6. Recruitment as in previous years
- 7. Pollow-up & Networking
 - -- preparation for regional seminars and for second colloquium in Israel

Questions for Study

- 1. Follow-up & Metworking
 - -- conclude study
 - 2. Major Study
 - Is Senior Educators Program making an impact in the field? In what ways?

STACES OF DEVELOPMENT

1990-91

Third Year of Expanded Program

Programmatic Implementation

- 1. Fellowshipm & Related Costs
 -- same as 1988-89
- 2. Academic Program
 - a. one general track; three specialised tracks
 - b. remainder of program same as previous years
- 3. Tutorial System
 - a. four head tutors; one general, three specialised
 - b. 5-6 general tutors
- 4. Internships/Projects
- 5. Mechina
 - a. in Israel
 - b. in South America
- 6. Educational Materials
 - -- same as previous year
- 7. Documentation & Evaluation
 - a. continue data analysis of graduates
 - collect data on current participants
- 8. Follow-up & Networking
 - a. continue follow-up of graduates
 - b. devise task forces for 1990-91 graduates
 - c. colloquium in Israel

Planning for Pollowing Years

- 1. Academic Program
 - Specialisation Courses
 --preparation for four
 - specialised tracks in 1991-92
 - remainder of program mane as previous years
- 2. Tutorial System
 - -- five head tutors preparing for 91-92; one general, four specialised
- 3. Intermships/Projects
 - -- placements for 1991-92
- 4. Mechina
- . -- preparation for regional program in North America
- 5. Educational Naterials
 - -- preparation for 91-92f
- 6. Recruitment travel & scouts
 - a. one general, four specialised tracks 1991-92; 92-93
 - b. remainder of tasks same as previous year
- 7. Pollow-up & Wetworking
 - -- preparation for regional seminar in South America

Questions for Study

- 1. Academic Program conclude study
- 2. Tutorial System conclude study
- 3. Mechina conclude study
- 4. Documentation & Evaluation --conclude study of procedures
- 5. Follow-up & Networking
 --continue study of effectiveness

PROTOTYPICAL ANNUAL PROGRAM

I. Hebrew Ulpan

Weekly Hours

August-October

40 hrs. weekly

Those participants whose Hebrew level is not fluent must enroll in the Hebrew University summer ulpan which is designed to raise the Hebrew proficiency of students in reading and conversation to a level that will evable them to read general texts, newspapers and modern literature, as well as to converse freely.

II. Judaic Immersion

August-October

35-40 hours

The Judaic Immersion program will be tailored to the different levels of Judaic background of the Senior Educators. Using both frontal classroom learning, together with hevruta and individual study, the group of Senior Educators will study diverse texts, including:

- --Biblical
- -- Rabbinic (Talmud and Midrash)
- --Medieval
- --Post-medieval

III. Core Program

Weekly Hours

Semester 1: November-February

Semester 2: March-June

A. Two-four credit hours of courses drawn 1 1/2-3 in class from M.A. course listing of the Melton 3-6 preparation Centre:

Issues in the Philosophy of Jewish Education: After clarifying the parameters of Philosophy of Education, this course deals with several issues of particular relevance to Jewish Education. Among the subjects covered: the problem of values in the Jewish educational tradition, varying conceptions of the distinction between education and indoctrination, differing conceptions of Jewish religion and 'nationality' which inform Jewish educational theories, and diverse philosophical views of what constitutes "the educated Jew."

- Sociology of Jewish Education: The inter-relationship between the Jewish Community and the environment; the reaction of their educational institutions to the pressures of the environment. Analysis of specific educational forms in contemporary Jewish society.
- Psychological Perspectives in Jewish Education: This course examines concepts and data in psychology which have direct implications for Jewish education. Among the subjects covered: the characteristics of the learner -- cognitive and social development, motivating factors, various kinds of learning, and issues in social psychology.
- Issues in Jewish Education This course deals with several basic issues that are of central concern to Jewish education in the Diaspora and analyses the strengths and weaknesses of the institutions that educate (the Day school, the afternoon school, the summer camp, and the community center).
- Curriculum Development for Jewish Education in the Diaspora: Different conceptions of curricula of Jewish schools in the Diaspora are compared and contrasted. The practice that emanates from these different conceptions is studied, as well as the alternative approaches to teacher education that are required. In addition, the course considers certain problems of the curriculum, such as teaching Jewish Thought, Bible, and Jewish History.
- Trends in Contemporary Jewish Education: This course deals with the following topics: traditional education at the end of the Middle Ages; the educational activity of the Enlightenment; education as a focus for the struggles of the image of Jewish society during the Emancipation era; attempts at synthesis in the spirit of "Torah im Derech Eretz"; the Yeshivot in Lithunia and the Mussar movement; the nationalistic movement and the beginning of Hebrew education.
- Basic Themes in the Study of Contemporary Jewry:

 Discussion of the problematics of Jewish emancipation in the twentieth century; comparative examination of some Jewish communities in the contemporary Diaspora and of patterns of Jewish organization, identification and assimilation; discussion of patterns of Jewish identity today and the influence of the Israel-Diaspora relationship.

B. Two-four credit hours of elective 1 1/2-3 in class courses: 3-6 preparation

These may be taken in other university departments or in outside institutions. This component of the core program is designed to enable the participant to pursue areas of individual interest outside the specific track in which he/she is enrolled.

C. Weekly seminar: "Challenges Facing 1 1/2 - 2 hours Jewish Education Today"

Various topics and issues regarding Jewish education will be presented and discussed in a semi-formal setting around lunch. A new theme might be explored every 3-4 weeks.

Topics might include: The Professional-Lay Leader Relationship; Problems of Personnel in Jewish Education; Family Education; Using Israel as a Resource; Authenticity and Relevance in Teaching Jewish Sources; Tools of Analysis for Choosing Hebrew Texts; Museum Education; Contemporary Jewry/Jewish Civics, etc.

Session leaders might include: Melton Centre faculty, tutors, guest lecturers from other departments of the university, and the Senior Educators themselves.

D. Evening program of general enrichment: 2-3 hours "Encounters in Contemporary Israel"

A weekly lecture series to aid the Senior Educator in understanding the issues which are of concern in the State of Israel, featuring meetings with ideologues and public figures. Spouses will be encouraged to attend as well.

Specialised Concentration

This sample program for the specialised track
"The Elementary School"
was prepared by Dr. Howard Deitcher

Acceptance Requirements: Hebrew and textual ability, basic Judaica level to be determined in interview.

A. Two frontal courses of 2 credit hours 3 hrs. in class each. Depending on the background and 6 hrs. preparing make-up of participants possibilities include:

The Study of Jewish Texts in the Elementary School: A major portion of an elementary school child's Bible curriculum focusses on the Biblical narrative.

Oftentimes, the child's readiness and ability to read, decipher, analyze and internalize this material is not in consonance with the approach and materials being studied. Several of the issues explored in this course include: the child's understanding of the Biblical hero; introducing and integrating Biblical commentary; the place of Midrash and Aggada; Biblical moral and ethical dilemmas; the role of Biblical Hebrew, etc. This course provides a theoretical as well as practical framework for dealing with these and other related issues in the teaching of Bible in the Jewish Elementary School.

Application of Cognitive Development Theory & Research to Jewish Elementary Schools: Attempts to utilize developmental theories and research in the improvement of instruction in elementary school education will be examined. Theoretical perspectives including Piagetian, learning theory, and information-processing will be considered.

Creativity, Critical Thinking and Curriculum Design in Jewish Education: Curriculum design incorporating critical and creative thinking and its relationship to Jewish education will be explored. Interdisciplinary and integrated curricula will be considered as students will study the theoretical and practical implications of this approach for elementary school education.

B. Tutorial Seminar

2 hours

Issues which arise from work-in-progress will set the agenda. Presentations will be prepared by participants and the theoretical and practical implication of these issues will be discussed. Will also include field trips.

C. Individual Tutorial Sessions

1-2 hours

The head tutor should spend time on a regular basis (at least once every two weeks) with each participant in the track. Through these individual tutorial sessions, the various components of the entire program will be tied together.

D. Internships

3-6 hours

Internships should be arranged by the head tutor, taking into account the needs and interests of the participant. Various institutions might prove appropriate:

Schools: religious, secular, fine arts, theatre arts
Teachers Centers
Computer Education Centers
Media - Educational television
Museums
Youth Movements
Society for the Protection of Nature

E. Project

3-6 hours

Independent projects may be worked out with local communities

Melton Centre projects might involve curriculum writing, teacher training, research, conducting an in-service seminar

F. Follow-up: As the year progresses, task forces on particular topics might be established. Thus, Senior Educators would continue to learn and interact with each other professionally after the close of the program. The head tutor would coordinate the network, giving guidance and supplying materials when necessary.

Total Program Time

Weekly Hours

Core Program Specialisation 17 hrs. 18 hrs.

35 hrs weekly

LIST OF CONSULTATIONS

Individual	Date	Locale Abroad
Melton Centre Faculty		
Prof. Seymour Fox Prof. Shlomo Haramati Dr. Michael Rosenak Dr. Nehama Moshieff Dr. Steve Copeland Dr. Ora Zohar Dr. David Resnick Dr. Janet Aviad Dr. Dalia Ofer	Jan.; Feb., 19 Feb., 1987 Jan., 1987 Dec., 1986; Ja Dec., 1986 Jan., 1987 Jan., 1987 Jan., 1987	ın., 1987
Zev Mankowitz	Jan.; Feb., 19	
Dr. Barry Chazan	Jan.; Feb., 19	987 New York
Melton Centre Staff		
Dr. Howard Deitcher Jonathan Cohen Shmuel Benallal Rafi Sheniak Brenda Bacon Barbara Spectre Bracha Feder Mazal Sheniak Marla Frankel Mike Swirsky Chava Zohar Hinda Hoffman Dr. Shimon Frost Asher Shkedi Beverly Gribetz	Dec., 1986; Ja Dec., 1986; Ja Jan., 1987 Dec., 1986; Ja	nn.; Feb., 1987 nn.; Feb., 1987
Senior Educators & Jerusale	m Fellows	
Liora Sachs Silvan Sachs Cheryl Kampfer Ronny Gotkin Margolit Vazna Tsipora Hasid Chaim Cohen David Miller Marta Millstein Silvio Millstein Samuel Kapustin Walter Hertzberg Rachel Kleinberg	Jan., 1987	

Bureaus & Boards of Jewish Education -- Senior Personnel

Jonathan Woocher	Jan., 1987	JESSNA
Dr. Hyman Pomerantz	Jan., 1987	JESSNA
Fradle Freidenreich	Jan., 1987	JESSNA
Rabbi Matthew Clark	Feb., 1987	Wash., D.C.
Rabbi Yaacov Halpern	Feb., 1987	Wash., D.C.
Dr. Emanuel Goldman	Feb., 1987	Baltimore
Dr. Herbert Birnbaum	Feb., 1987	Baltimore
Sarah Siegman	Feb., 1987	Baltimore
Dr. Daniel Margolis	Feb., 1987	Boston
Dr. Irwin Witty	Feb., 1987	Toronto
Yael Gordon-Bryn	Feb., 1987	Toronto
Dr. Alvin Schiff	Feb., 1987	New York

Institutions of Higher Learning

Dr.	William Lakritz	Feb.,	1987	Graetz	College
Dr.	Diane King	Feb.,	1987	Graetz	College
Dr.	Samuel Schaffler	Feb.,	1987	Hebrew	College
Dr.	Barry Holtz	Feb.,	1987	J.T.S.	

Jewish Day Schools -- Senior Personnel

Dr. Shulamit Elster	Feb., 1987	Chas. E. Smith
Dr. Joshua Elkin	Feb., 1987	Sol. Schecter,
		Boston
Shauna Harris	Feb., 1987	Bialik, Toronto
Rabbi Pinchas Tessler	Feb., 1987	Associated,
	• • •	Toronto
Dr. Aaron Nussbaum	Feb., 1987	United Syn.,
		Toronto
Esther Gold	Feb., 1987	United Syn.,
_ _	2001, 2001	Toronto
Nahum Wilchesky	Feb., 1987	Jewish People's
	2721, 2001	Montreal
Lucy Cohen	Feb., 1987	Jewish People's
Edmund Elbaz	Feb., 1987	Jewish People's
Dr. Jay Braverman	Feb., 1987	UTT, Montreal
Chana Eliashiv	Feb., 1987	UTT, Montreal
	•	-
Monette Melawski	Feb., 1987	Associated Day
		Montreal
Dr. Aryeh Rohn	Feb., 1987	Harry Halpern,
		Brooklyn
Rabbi David Eliach	Feb., 1987	Yeshiva of
		Flatbush High
Rabbi Meir Moskowitz	Feb., 1987	Ramaz, Lower
	-	School, N.Y.

SENIOR PERSONNEL FOR JEWISH EDUCATION

DOCUMENT E-3

New Senior Educators:

A Proposal for Retraining Jewish Studies Students

1/20/87

NEW SENIOR EDUCATORS: A PROPOSAL FOR RE-TRAINING JEWISH STUDIES STUDENTS

Background

The first round of work on Senior Personnel in Jewish Education has advanced our understanding of the issues. As a result, we know enough already to formulate and test some program ideas for the improvement of Jewish education via senior personnel. Suggestions for improvement cluster around: more and better training; new methods of recruitment and identifying new pools of candidates; and developing new jobs. Design should begin now on a number of pilot programs that can be tested in the near future.

Jewish Studies Students: Potential Senior Personnel for Jewish Education

A key concern in relation to senior personnel is the relatively small size of the existing pool of candidates, and the need to create new pools of candidates to fill senior positions.

One of the potential pools of new candidates is the group of students currently enrolled in Jewish Studies programs. It has been estimated that there are several hundred students in University-level Jewish studies in North America. At the same time there are a handful of job openings each year for college teachers in Jewish Studies. This group of Jewishly committed people, at various stages of a rigorous program of study in Judaica should be an ideal target group for re-training and re-orientation towards careers in Jewish Education. A few individuals have made this transition. And some efforts have been made to reach out to Jewish Studies academicians. But a sophisticated approach has been lacking. We don't know whether a program of reorienting Jewish studies majors towards Jewish education is feasible, and if feasible, how to go about implementing it.

The Proposal

This is a Proposal to assess the feasibility of retraining Jewish studies students for Jewish education; to design an appropriate program; and to suggest how such a program could be implemented. It is expected to take 20 weeks to complete this analysis

Work Tasks

- I. Assess the feasibility of retraining Jewish studies students for Jewish education careers
 - i Interview panels of current and past Jevish Studies majors, including some people who have moved from Jevish Studies into Jevish education.
 - 2 Interview lay and professional leaders in formal and informal Jewish education to define probable roadblocks to a successful retraining program for Jewish studies students (including the opportunity to create new jobs.)
- II. Develop an appropriate program concept
 - 3 Develop a recruitment strategy
 - 4 Develop a training component
 - 5 Develop a job development component

III. Design a training program

- 6 Using interview information and available information about the Jewish studies population, estimate the numbers of potential Candidates for Jewish education career training.
- 7 Estimate the re-training capacity that is needed (i.e. that exists or that would have to be created).
- 8 Project a first and second year program (including an estimate of potential applicants & assumptions about retraining resources)
- 9 Estimate the dollar and other additional resources necessary to carry out the program.

Approach

There are three elements in the approach:

- I Assess the feasibility of retraining Jevish studies majors for Jevish education
 - II Develop an appropriate program concept.
 - III Design an appropriate re-training program
- I. Assess the feasibility of retraining Jewish studies majors for Jewish education

In the first step, small groups or panels of current Jevish Studies majors will be interviewed about their own career objectives and interests and their attitudes towards Jevish education as a career. Existing information about the career

experiences of past Jevish studies majors will be analyzed. A few key individuals who have moved from Jevish studies into Jevish education will be interviewed.

In addition, lay and professional leaders in formal and informal Jevish education will be interviewed to define probable roadblocks to a successful retraining program for Jevish studies majors (including the difficulties of developing appropriate jobs).

II. Develop an appropriate program concept.

Such a program would have three components:

* A recruitment strategy -- In order to attract the best of the Jevish studies majors, it is probably necessary to promise them a "fast track" into senior positions; and a way needs to be found to overcome the probable snobbism towards non-university careers likely to be found in this group. High-visibility, high-status efforts may be needed: e.g. "Rhodes Scholar" and/or National Talent Search approach. It may be necessary to publicize information about current senior salaries in Jevish education. At least in North America, salaries have advanced rapidly in recent years.

- * A training component -- While Jewish studies majors are likely to have a reasonably good background in Jewish content, they are likely to know little about the process and methods of education. They also are likely to have had little training in the skills of educational leadership --from planning through fund-reising and Board development. These areas would have to be learned, without having people feel that they are starting over. Using existing models for quality training (e.g. Jerusalem Fellows) and information developed in Step I, design a program curriculum and explore options for institutional links.
- . A Job development component -- Even with quality recruits and an excellent training program, it may be difficult for re-oriented Jevish studies majors to move directly into existing senior positions. They are likely to be resented, because they haven't "paid their dues"; i.e served a significant number of years in a classroom. Transitional jobs need to be created that are senior enough to be attractive; that fulfill real needs -i.e. not make-work; and that are in a career path leading to top jobs. Such possibilities range from grouping several part-time positions to create a single full-time professional position (e.g. camp director and supplementary school principal) to adding specialists and assistant principals to existing schools. A critical career path blockage may be the relatively few jobs intermediate between teacher and principal.

III. Design an appropriate re-training program

Using interview information and available information about the Jewish studies population, a projection will be developed of the potential candidates for Jewish education career re-training. The retraining resources that are needed will be estimated; and an illustrative first and second year program will be presented along with an estimate of the dollar and other resources necessary to carry out the program.

Schedule

	TASKS		l Due l Date
ī.	FEASIBILITY	1 1 7	
1	Interview J.S. majors		
2	Interview leaders	, ,	[
	INTERIM REPORT		, March 20
II.	PROGRAM CONCEPT	5	! !
3	Recruitment		i I
4	Training	[[r -
5	Job development	, 	
	INTERIM REPORT	 	April 20
III.	TRAINING PROGRAM DESIGN	4	
6	estimate candidates		
7	est. retraining needs	. 	
a	project program size	! !	
9	estimate costs	i	
FINA	L REPORT !	41	June 19
TOTAL	L TIME	201	

Submitted by Dr.J.B.Ukeles

SENIOR PERSONNEL FOR JEWISH EDUCATION

DOCUMENT E-4

Program Evaluation: Questionnaires



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10, Yehoshafat St., Jerusalem 93152

 [★] למניעת סרבול נוסח השאלון בלשון זכר. עם הבוגרות הסליחה.
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לה אי ודאות לגבי מציאת מקום עכודה לאחר שובי מהחבנית.	ε.	באיום בפליני הההרש	פע נעטאטנקנ	ט קטכני	.u *		
ספרברים הבאים? (נא סמן בעיגול את האפשרות/יות המתאימה/ות)	s,	טחת שנסיעה במועד	נט שאכל אש	editio	ממקצועי	mc.'	
	τ.	אי וראות לגבי מציו	את מקום עכו	בט קאטנ	. תובי מ	uucc.u.	
- פאס טיו כך התפבטויות לגבי ההצטופות לחכנית בגלל אחד - או כמ							

בעיגול				כמחוך, מה דעחך על המרכיבים השוני המספר המסמן את הערכתך, ונמק את ב
	יגול)	(הקף בע		
טוב מאד	טוב	לא כל כך טוב	לא טוב	
<u> </u>	3		1	א. תכנית האורינטציה נמק:
				ב. סמינרים עם סגל החכנית
	3	5	1	מחשבת ישראל
ü	3	2	1	חנוך
<u></u>	3	5	1	יהדות זמננו נמק:
i,	3	2	1	TUTORS ג. פגישות אישיוח עם
				נסק:
4	3	2	1	ד. הפרוייקט האישי
ħ	3	2	1	

			(הקף בע	ניגול)	
		לא		טוב	טוב
	,	טוב	כך טוב		מאד
ת, הקולוקוויום		1	2	3	4
נמק:					
ו. מפגשים עם אנשי	ציבור ואקז	מיה 1	2	3	4
נמק:					
					
			•		
ז. תכנית הסיורים	הלימודיים	1	2	3	4
נמק:			<u> </u>		
ת. חוגים בקבוצות	D1 100	1	5	3	
שעורים פרטיים		1	<i>د</i>	3	4
נמק:					
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ט. הלימודים באוני	יברסיטה	1	2	3	4
0. HC 0111 0 EHIT	110 013	*	2	3	4
נמק:				_	
י. הקשרים החברתי	ים	1	2	3	4
בין המשתחפים					
נמק:					
•					
יא, הקשרים החברתי אנשי הסגל	ים עם	1	2	3	Ħ
נמק:					

	(2127	נהקף בע						
טוב	טוב	לא כל	לא					
מאד		כך טוב	טוב		•			
4	3	2	1	של	הארגונית	המערכת	. = '	
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4	3	2	1	של	הארגונים	המערכת	. 23	
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		יי בחפי	מנוחר עב	ולא היים	מרכיבים ע	בחבנים	מאם יוע	10
		, 011	.,,,,,		מוכבם. אחד בשורה			. 10
				(nilia)	אווד בשויה	שום ככ א	(אנא וע	
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				מיוחרים?	מרכיבים	י בחכנים	מאת היו	.11
					אחד בשורה			
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אם הייח מוסיף משהו לחכנית? אנא רשום כל חוספת בשורה נפרדת).	
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<u> </u>	. 1
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	. 4
	5
אם החכנית שמרה על רמה אחידה לכל משך השחתפותך?	ŧñ.
. כן, שמרה על רמה אחידה.	1
. הרמה עלחה לאורך התכנית.	2
. הרמה ירדה לאורך התכנית.	3
, היו עליות וירידות לסרוגין.	4
. אחר (מה?)	5
	-
איזו מידה ענתה החכניח על הצפיות שהיו לך כאשר החלטת להשחר . עלחה בהרבה על צפיוחי.	1
. ענתה על מרביח צפיוחי.	2
. ענחה על חלק ניכר מצפיותי.	3
. ענתה על חלק קטן מצפיוחי.	4
. לא ענחה על צפיותי.	5
. לא ענחה על צפיותי. מא פרט:	-
	-
נא פרט:	-
:נא פרט	-

פי אירערה אצלי מוסכמות שונות לדוגמה
 .
לי אוני לאפשרויות חדשות לפעילות כמחנך יהודי. לדוגמו
בחנוך היהורי.
S. שנחה את הפיסתי לגבי מקומה של ישראל בתחום החנוך היהודי
T' פירות את המחוייבות שלי לנושאי חנוך יהודי בחפוצות.
האם החכנית השפיעה עליך באחד אז יותר מהכוזנים הבאים (odf בעיגול את האפערות/יות הרלבנטית/יות לך):
\$° (C(C)
∄. לרובם
E' COURTU
S. CEFFFO
ፒ' ርዝቴ ክሀւ
החכניה לשנות חפיסות או עמרות שהיו להם עם בואס?
בשאחה חושב על קבוצת העמיתים שלך, לכמה מהם לדעמך גרמה
ALICA 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
ucc.u (
(נא הקף בעיגול את אחת הנקודות המתאימות בסולם הבא)
לסיכום, מה הערכתך את התכנית כמיכלול?

פאוסונע שהחכנית לא ענתה עליהן

בקהילתך? (נמק)
האם השתתפותך בחכנית סייעה לך למצוא תעסוקה מתאימה בתחום החינוך היהודי?
1 - לא, אפילו הפריעה
2 - לא הועילה
הועילה במקצת - 3
4 – הועילה מאד
אנא הסבר:
האם לדעתך צריכה התכנית לסייע באופן פעיל בהצבח בוגריה במקוי עבודה?
האם לדעתך צריכה התכנית לסייע באופן פעיל בהצבח בוגריה במקו ^ם
האם לדעתך צריכה התכנית לסייע באופן פעיל בהצבת בוגריה במקו עבודה?
האם לדעתך צריכה התכנית לסייע באופן פעיל בהצבת בוגריה במקו עבודה? 1. לא
האם לדעתך צריכה התכנית לסייע באופן פעיל בהצבח בוגריה במקוי עבודה? 1. לא 2. כן - כיצד? איזה תפקיד אתה ממלא כיום? (אנא פרט ככל האפשר - שם המוסד, התואר הרשמי של התפקיד,
האם לדעתך צריכה התכנית לסייע באופן פעיל בהצבח בוגריה במקוי עבודה? 1. לא 2. כן - כיצד? איזה תפקיד אתה ממלא כיום? (אנא פרט ככל האפשר - שם המוסד, התואר הרשמי של התפקיד,

לאיזע חכל לטגא עפרוייקט האישי שלך כיוס?
אנא פסכנ:
א - מועיכה מאד
E - פות.כע דמלאט
z – כא מועילה
ד - כאי אפילו מפריעה
פאם פפכשרה שרכשת בתכנית (כולה או חלקים ממנה) מסייעה לך בעבוד ביום?
η - Νυι:
3 - אבנטי לעבוד במחום אחר
s - נשארםי במפקיד דומה, אך המוחבו מהומי האחריות שלי.
ד - שמקדמתי למפקיד בכיר יוחר.
קטכנים? (נא סמן בעיגול אח האפשרות המחאימה לך:) האם כיום תפקירך ו∕או תחומי אחריותך שונים מכפי שהיו לפני שהצט

	•
	€
	2
	בהגיעכם לישראל 1. בהגיעכם לישראל 2.
	א) פי היו הנילווים? (נא סמן בעיגול):
	אם אנית בחיוב –
	s - cf
	τ - ςN
. 29	פאס דילוו אליך לישראל בני משפחה?
	S - TCGG GH
	η - CH CC CL
	3 – כני קטנט אז יומר
	s - כני גנוכ
	τ - cl' τυμζο
8s.	האם המילגה שקבלם הייתה מספקת?
	E - GN
	ז - יכול להיוח
	τ - cι
75.	אילו החבנית הייתה מתקיימת במקום אחר ולא בישראל, האם היית משתתף בה?
	
	אנא עסבנ:
	S. CH
	τ· cl
92.	אבול שאס אסט פאנדין לשמור על רשח הקשרים בין בוגרי החכנים לטווח

	איך הרגישה משפחחך במשך השהות שלכם בישראל?	. 30
	1 – נהנתה מאד	
	2 – די נהגתה	
	3 – החזיקה מעמד	
	4 – סבלה	
	(אנא הסבר):	
	האם התעוררו במשך השהוח שלך בישראל בעיות מיוחדוח	. 31
	т. си	
	2. כן, אילו?	
_	שמך:(אם אתה מוכן למסור)	. 32
	נשפח לקבל כל הערה נוספת:	.33
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	Q	uestionnai	re to App.	licants		
a. :	How did you fire	t hear ab	out the J	erusalem Fe	llows program	?
	1. Through fr	ende				
	2. Through col		t work			
	3. Through gra			camme.		
	4. Written mat					
	5. Through adv			The state of the s	s (please	
	specify)					
	 Through adv Other (ples 			general pro		
b. '	What percentage	of your p	rofession	al time toda	y is devoted	to
	Jewish Education					
	1. up to 20%		3. ui	to 60%		
	2. up to 40%			to 100%	b	
_	What made you	hacas thi		/ / / / / / / / / / / / / / / / / / / /		
c.	What made you one reason and				state more ti	nan
	One reason and	ne as she	CTITC OF	AOPPIDIE!		
	79	4				_
4.	If the program be interested :			in Israel.	would you st	111
	1. yes					
	2. no					
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3)	personal	1	2	3	4	5

10, Yehoshafat St., Jerusalem 93152

interview

על' 1699951 (699951 טל' 199951

רח' יהושפט 10, ירושלים 93 152.

Electronic Mail: 05:GLT490

	 yes, definitely yes, reasonably 		4. not	so much		
	Z. yes, reasonably		a. 1100	ar a11		
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z.	What are your profes	sional pla	ns for	next ve	ar. 1f vou are	
	not accepted to this					
	And the second second					
	14/15/12					
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	academic background (p	lease spec	ify fie	eld and	degree):	
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שאלון למשתתף
חלק ראשון: ההצטרפות לתכנית
1. מתי הצטרפת לתכנית? (חודש ושנה)
2. איך נודע לך על התכנית? (סמן בעיגול)
1. באמצעות הנהלת המוסד החנוכי בו עבדתי.
. באמצעות נציגי המחלקות של ההסתדרות הציונית העולמית.
3. דרך חברים או עמיתים
4. דרך אחרת (פרט)
3. למה החלטת להצטרף אליה? 1. כדי לקבל תואר שני/שלישי(מחק את המיותר (סמן בעיגול) 2. כדי להרחיב את ידיעותי ביהדות 3. כדי לרכוש כלים פדגוגיים 4. כדי להתקדם בעבודה 5. אחר (פרט)
השלב : ממתי עד מתי
שלב ב.
שלב ג.
יי ו שלב דיישלב ד. שלב
שלב ה
שלב ו
- האם האינפורמציה שקבלת על התכנית לפני שהצטרפת אליה היתה
א. מדויקת? 1 – כן 2 – לא (מה היה בלתי מדויק?)
ב. מספיקה? 1 – כן 2 – לא (מה היה חסר?)
רח' יהושפט 10, ירושלים 93 152. טל' 93 662 167 161. 02 662296; 699951 טל' 93 152. דרו' יהושפט 10, ירושלים 152 152.

	האם היו לך התלבטויות לגבי ההצטרפות לתכנית בגלל אחד – או כמה - מהדברים הבאים? (נא סמן בעיגול)
	. קושי למצוא לי ממלא מקום בעבודה.
	2. אי ודאות לגבי שמירת מקום העבודה עד לאחר שובי מהתכנית.
	 חשש שהנסיעה במועד המסוים הזה תעכב את תהליך הקידום שלי בעבודה.
	4. בעיות בתהליכי ההרשמה וההצטרפות לתכנית.
	.5. חשש מקשיים הצפויים לאשתי/בעלי בישראל.
	6. חשש מפני ניתוק הילדים מבית הספר ו/או החברים.
	7. חשש מקשיים כלכליים בישראל.
	9. קשיים או חששות אחרים (פרט)
	TOTAL CONTRACTOR OF THE CONTRA
.7	האם אתה מכיר מישהו שרצה - להצטרף לתכנית, אך בסופו של דבר לא הצטרף?
	1 - לא 2 - כן (כמה אנשים?)
. 9	אם יש לך הצעות לשיפור תהליכי ההרשמה וההצטרפות לתכנית, נא רשונ אותן כאן:

חלק שני: התכנית עצמה

 לפי הערכתך, באיזו מידה יהיו המרכיבים השונים של התכנית שלך רלבנטיים לעבודתך בעתיד?

על מנת לענות על השאלה הזאת, נא מלא את הטבלה שלהלן. בטור הימני, פרט מה כוללת התכנית שלך. בטור השמאלי, מול כל מרכיב, ציין במספר את הערכתך על מידת הרלבנטיות שלו לעבודתך: 1 = לגמרי לא רלבנטי

2 = לא כל כך רלבנטי

זי רלבנטי

4 = רלבנטי ביותר

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א. קורסים באוניברסיטה

הערכה	וחוג ו	שם הקורס	
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		משימות/פרוייקטים	. 3
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		מרכיבים אחרים	. λ
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מאילו מרכיבים של התכנית תפיק לדעתך את התועלת הרבה ביותר, ומדוע?	(R .2
(נא רשום אותם בסדר יורד, החל במועיל ביותר)	
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האם יש בתכנית מרכיבים שנראים לך מיותרים או בלתי מועילים ? מדוע? (נא התחל במיותר ביותר)	(2
.1	
.3	
4	
האם יש דברים שהיית מוסיף לחכנית או משנה בה? (נא רשום כל אחד בשורה נפרדת).	()
.1	
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ערכתך באיזו מידה תפיק פועלת מהשחחפותך בתכנית? מן x על אחת הנקודות המתאימות שבסולם הבא:)	
יק לא אפיק	
עלת :ו	

	ספקת בעברית?	טה בלתי מ	בגלל שלי	לך קשיים י	האם יש	. 4
					ස5 = 1	
				, די קשה לי	, 2 – כן	
				, קשה לי	, אם – פן	
			· T	, קשה לי מפ	, א – כן	
?n:	רטיבי של התכני	י/אדמניסט	ד הארגונ	חושב על הצ	מה אתה	.5
	(ית (בחו"ל	ודות לתכנ	זקופת המועמ	א. בה	
ארגון !!- גרוע 1 גרוע 2	!: 3 4	: 5	¦ 6	7 E	ארגון ! מעולה 3	
	(5	יח (בישרא	פות בתכנ	נקופת ההשתת	ב. בה	
ארגון !! מעולה B 7	.6 5					
נית? (סמן בעיגול)	הבאים של התכו	ים בהבטים	ניס שנוי:	תך נחוץ להכ	האם לדעו	. 6
	ספרות וכנ')	היסטוריה,	ת (תנך,	ימודי היהדו	א. לי	
		י ש נוי	ואיר בלי	– כדמי להק	1	
			חיב.	- רצוי להו	2	
			וצס	- רצוי לצנ	3	
		(to	אחרים (פר	- שנויים פ	4	
חינוך וכו')	ילוסופיה של הו	דקטיקה, פ	גיים (די	תכנים הפדגו	ב. הו	
		, 13M	שאיר בלי	בדאי להש	1	
			חיב	- רצוי להו	2	
			מצמ	- רצוי לצמ	3	
		(₀	אחרים (פר	ישנויים פ	4	
	ه حسن الناب المناب ا					

בתכנית	הפעילויות הבלתי פורמליות	. х
	1 – כדאי להשאיר בלי שנוי	
	2 - רצוי להרחיב	
	3 - רצוי לצמצם	
	שנויים אחרים (פרט)	
הצפיות שהיו לך ממנה, כאשר החלטת	באיזו מידה עונה התכנית על ז להשתתף בה?	(R .7
	1 – נותנת לי יותר משציפיתי 2 – עונה על מרביתן 3 – עונה על חלק ניכר מהן 4 – עונה על חלק קטן מהן 5 – לא עונה על ציפיותי.	
	אנא פרט:	د)
הציפיות שהתכנית לא עונה עליהן	+	הציפי
	; !	
	; ; ;	

חכק שכיש	<u>'27 ברכי</u>
(R .1	היכן עבדת לפני שהצטרפת לתכנית? (שם המוסד ומענו)
د)	מה היה תפקידך בעבודה? (נא רשום את התואר הפורמאלי של התפקיז (כגון: "סגן מנהל", "מרכז שכבה" וכו')
Cx	מה היו אז תחומי האחריות שלך בעבודה? (נא פרט במה עסקת בפועל במסגרת התפקיד שלך).
(k .2	היכן אתה מתעתד לעבוד לאחר שובך מהתכנית?
د)	באיזה תפקיר? (התואר הפורמלי של התפקיד).
Cx	להערכתך מה יהיו תחומי האחריות שלך בעבודתך?
	יש דברים שאתה רואה כיום אחרת מאשר לפני שהצטרפת לתכנית? לא
	י לא כן (נא פרט ככל האפשר)

1 = כן, בהחלט 2 = כן 3 = לא כל כך 4 = לא מדוע?
האם המלצת, או יש בכוונתך להמליץ,בפני עמיתיך להשתחף בתוכנית הזאת? 1 - לא 2 - כן, המלצה מסויגת 3 - כן, המלצה חמה (נא הסבר מדוע)
ל. האם המלצת, או יש בכוונתך להמליץ,בפני עמיתיך להשתחף בתוכנית הזאת? 1 - לא 2 - כן, המלצה מסויגת 3 - כן, המלצה חמה (נא הסבר מדוע)
 האם המלצת, או יש בכוונתך להמליץ,בפני עמיתיך להשתחף בתוכנית הזאת? לא 2 - כן, המלצה מסויגת (נא הסבר מדוע)
1 - לא 2 - כן, המלצה מסויגת 3 - כן, המלצה חמה (נא הסבר מדוע)
 האם שמעת בינתיים על תכנית אחרת, בעלת מטרות דומות, שהיית מעדיף להשתתף בה, במקום להשתתף בתכנית הזאת? ב לא 2 - כן אם ענית בחיוב - א. מה שם התכנית?
להשתתף בה, במקום להשתתף בתכנית הזאת? 1 - לא 2 - כן אם ענית בחיוב - א. מה שם התכנית?
אם ענית בחיוב – א. מה שם התכנית?ב. ב. היכן היא מתקיימת?
א. מה שם התכנית?בבבבבב
ב. היכן היא מתקיימת?
ג. מדוע היית מעדיף אותה על פני התכנית הזאת? (סמן בעיגול)
abu namuh mnaa mnaunn 4
1 - מתאימה יותר לצרכים שלי
יותר יוקרתית – 2
3 – במקום יותר נוח
(פרט): (פרט):
?האם התעוררו במשך השהות שלך בישראל בעיות מיוחדות?
1 – לא 2 – כן
אם ענית בחיוב - א) כאשר התעוררה בעיה, אל מי פנית (אנא פרט הן גופים והן שמות אנשים במידת האפשר)

- 10 -

		?a	ngwa 23.	לישראל ב	וו אליך:	האם נל	.9
				75 - 2	1	ר - כא	
				_	ת בחיוב	אם עני	
1 2 3	אשה/בעל ילד/ים	ול):	מן בעיג	? (נא ^ס	הנלווים	я) а г	
	בישראל?	הות שלכם	במשך הש	משפחתך	ך מרגישה	ב) אי	
				מאד	- נהנית	1	
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.12	נודה	לך	яа	תסכים	למסור	לנו	כמה	פרטים	אישיים	על	עצמך	כיום:	
	שמ					כתוב	n:						
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	Date:	_
JST/	/87/B	
	THE SENIOR EDUCATORS PROGRAM	
	OUESTIONNAIRE	
The	following questionnaire applies to Mr./Ms.	
who	participated in the program in (year).	
Than	nk you in advance for your cooperation.	
Δ.	How did you first hear about the program?	
	(circle the appropriate response)	
	1. Through the educator himself.	
	2. Through representatives of departments at the World	
	Zionist Organization.	
	3. Through colleagues or friends.	
	4. Through the Hebrew University or other universities.	
	5. Written publications (please specify)	
	6. Other (please specify)	_
b.	Who made initial contact with the program?	
	(circle the appropriate entity)	
	1. The educator.	
	2. Myself.	
	3. Other(s) (name)	
	10, Yehoshafat St., Jerusalem 93152 Tel. 02 ⁻ 662296 ;699951 'טל' 93152.	

P.O.B 4497, Jerusalem 91044 ת.ד. 4497, ירושלים

Electronic Mail: 05:GLT490

c. When you approved the educator's participation in the program, what were your main expectations?

(circle up to three responses)

- I expected that the stay in Israel would intensify his Zionist commitment.
- 2. I expected he would resume work functions with renewed energy.
- 3. I expected that the program would enrich his overall knowlege.
- I expected it would broaden knowledge in his field of expertise (History, Bible, etc.).
- 5. I expected he would broaden his knowledge of Judaica.
- 6. I expected it would enhance his pedagogic skills.
- 7. I expected he would acquire administrative skills.

8.	Other	(please	specify)	

- d. Did the program meet your expectations?
 - The program enriched the educator above all expectation.
 - The program fulfilled most of my expectations.
 - The program fulfilled a substantial portion of my expectations.
 - 4. The program fulfilled a small part of my expectations.
 - 5. The program failed to fulfill my expectations.
- e. For the duration of the program was contact maintained between the participant and the reterring institution?
 - Contact was maintained throughout.
 - 2. Contact was maintained most of the time.
 - 3. Contact was maintained part of the time.
 - No contact was maintained.

			institution, provide details:						
f. (a	(a)	Is t	the educator still employed at the institution?						
		1 –	Yes, he is still an employee. (if yes, skip to b.)						
		2-	No, upon completion of the program he returned,						
			but subsequently left the institution on						
			(month) (year).						
		3-	No, he failed to return upon completion of the program.						
	(b)	If t	the educator returned to your institution after						
		COMP	oletion of the program, did he-						
		(cir	cle the appropriate response)						
		1.	Assume the same position he held before his						
			participation, with the same areas of responsibility?						
		2.	Assume the same position he held before his						
			program, but with added responsibilities?						
		3.	Take a different position, at a similar level?						
		4.	Assume a higher position?						
		5.	Other change:						
g.	Upon	compl	etion of the program did the educator fulfill his						
	pric	r com	mitment to remain at the institution for a desig-						
	nate	d tim	e period?						
		1- y							
		2 -							

h. To what extent did the program contribute to the educator's knowledge and skills in each of the following areas? (for each area, circle applicable extent of contribution)

Area	Ex			
	high	average	low	none
Broadening Jewish knowledge.	4	3	2	1
Improving pedagogic skills.	4	3	2	1
Broadening knowledge in field of expertise.	4	3	2	1
Improving administrative skills.	4	3	2	1
Other area (please specify)	4	3	2	1
	Broadening Jewish knowledge. Improving pedagogic skills. Broadening knowledge in field of expertise. Improving administrative skills. Other area (please	Broadening Jewish 4 knowledge. Improving pedagogic 4 skills. Broadening knowledge 4 in field of expertise. Improving administrative 4 skills. Other area (please 4	Broadening Jewish 4 3 knowledge. Improving pedagogic 4 3 skills. Broadening knowledge 4 3 in field of expertise. Improving administrative 4 3 skills. Other area (please 4 3	Broadening Jewish 4 3 2 knowledge. Improving pedagogic 4 3 2 skills. Broadening knowledge 4 3 2 in field of expertise. Improving administrative 4 3 2 skills. Other area (please 4 3 2

- i. Do you think the educator found the program professionally satisfying?-
 - 1- very satisfying.
 - 2- satisfying.
 - 3- reasonably satisfying.
 - 4- not satisfying at all.
 - 5- I don't know.
- j. Are you satisfied with his participation in the program?
 - 1- very satisfied.
 - 2- satisfied.
 - 3- reasonably satisfied.
 - 4- dissatisfied.

k.	If you were dissatisfied, please explain-							
	(circle what you consider the most important reason)							
	1. The program did not significantly improve his performance	•						
	2. Upon his return we found his reintegration with the staff	•						
	difficult.							
	3. He is now overqualified for his position.							
	4. In his present job the educator does not utilize skills							
	he acquired during the program.							
	5. The educator left the institution, making it impossible							
	to utilize his acquired skills.							
	6. Other reason (provide details)							
1.	Will the skills and knowledge acquired from the program							
	assist the educator in the future, at a higher position in th	8						
	field of Jewish education?							
	1- yes.							
	2- no.							
m.	Since the educator completed the program, have you sent							
	other participants?							
	1- no.							
	2- yes (how many?)							
n.	Would you encourage the participation of other educators							
	from your institution in this program?							
	1- no.							
	2- yes (how many?)							
	Provide explanation:							

- o. Would you advise your own colleagues to send educators from their institutions to this program?
 - 1- no.
 - 2- yes, with reservations.
 - 3- yes, wholeheartedly.

If you would not recommend this program, please explain why[circle the most appropriate response(s)]

- 1. The program does not significantly benefit the educators.
- It is difficult to find replacements for the participants.
- 3. Program duration is too lengthy.
- It is difficult to guarantee a position for the educator upon his return.
- 5. It is difficult to guarantee and/or find a suitable position for the educator upon his return.
- 6. We fail to gain from the participation of educators in the program, since many subsequently leave the institution altogether.

7.	Other	reason	(please	specify)		
----	-------	--------	---------	----------	--	--

p.	Bel	ow is	a list o	of possible pr	ogram modi	fications. Pl	case			
	ind.	icate	which al	lternative mig	ht facilit	ate your favor	able			
	dec	ision	to send	other educato	rs to the	program.				
	1.	1. Send Israel: replacements to substitute for educators								
		part	icipatin	cipating in the program.						
		much	5 easier	4 alot casier	a little easier	2 no difference	1 would upset the system			
	2.	Incre	ease the	scholinships	awarded to	participants.				
		much	5 easier	4 alpt easier	a little easier	2 no difference	1 would upset the system			
	 Divide the program into two summer semesters over a two 									
		year	period.							
		much	5 easier	4 alot easier	3 a little easier	2 no difference	twould upset the system			
	4. Enable the intervention of the institution's director in determining the educator's individual study program.									

5. Extend the program to two years, to enable the bestowal of an M.A. degree upon its completion.

ь.	Otner	(prease	specity)		 	

q.	How well do you know the educator?
	1- extremely well.
	2- somewhat.
	3- only superficially.
r.	We welcome any further comments:
9.	Please provide basic personal details:
	Name:
	Your position at the institution:
	Name of the institution:
	Address:



הוועדה לחינוּך יהוּדי של הסוכנוּת היהוּדית THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

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SENIOR PERSONNEL FOR JEWISH EDUCATION

PROGRESS REPORT AND PROJECT PROPOSALS - FEBRUARY 1987

Submitted by Annette Hochstein

NATIV - POLICY AND PLANNING CONSULTANTS

February 1987



February 18, 1987

Mr. Mendel Kaplan Chairman, Sub-Committee on Personnel The Jewish Education Committee The Jewish Agency

Dear Mr. Kaplan,

It is my pleasure to submit to you a progress report on the project on Senior Personnel for Jewish Education.

Sincerel;

Annette Hochstein Project Director

PROJECT ON SENIOR PERSONNEL FOR JEWISH EDUCATION

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SENIOR PERSONNEL FOR JEWISH EDUCATION PROGRESS REPORT AND PROJECT PROPOSALS - FEBRUARY 1987

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SENIOR PERSONNEL FOR JEWISH EDUCATION

PROGRESS REPORT AND PROJECT PROPOSALS - FEBRUARY 1987

Submitted to the Sub-Committee on the Personnel Project

-- The Jewish Education Committee, the Jewish Agency --

Introduction

At its December 1986 meeting the Sub-Committee on Personnel, and its chairman Mr Mendel Kaplan, continued to transform this project from a research project to a development oriented program. The Committee mandated its consultants as follows:

- 1) To develop specific community-based pilot projects
- 2) To look into the possible expansion of existing training programs at a first stage programs in Israel.
- 3) At the same time, limited applied research efforts would be undertaken towards a better understanding of the issues of Personnel and towards the preparation of a development plan.

We are pleased to report progress in each of these areas.

- 1. A Community project is being launched in France, towards the training of 10-12 future day-school principals. (p.6)
- 2. A Community project is being planned in England with the active participation of key community leaders. (p.7)
- 3. Development and expansion plans have been prepared for two major programs training Senior Personnel (the Senior Educators' program (p.8) and the Jerusalem Fellows' program (p.11))
- 4. Evaluations of these programs are well underway (appendix 2)
- 5.A proposal has been prepared by Dr J.B. Ukeles which aims at devising strategies for re-training Jewish studies' majors as Senior Educators for Jewish Education. (p. 16)
- 6.A focus-group study, proposed by Prof S.M.Cohen and Susan Wall, would help us understand some of the elements affecting recruitment, retention, and morale of the people who are today in the field. Through this study, we hope to learn more about what to do in order to attract and maintain qualified candidates in the field. (p.21)
- 7. Conversations are underway with additional communities for community projects and with additional training programs for expansion plans.

Background

The Sub-Committee on Personnel has set as its first goal to help recruit and maintain talented Senior Personnel for Jewish Education in the world.

A survey of existing positions and of training institutions commissioned by the Committee has revealed the extent of the gap between the needs for Senior Personnel and the number of people annually graduating from training programs.

Indeed, there are some 4000 people in the field today, many of them insufficiently qualified for the positions they hold. The research allowed us to conclude that at least 400 newly trained people will be needed annually during the next decade if we are to respond to the problem of Senior Personnel. In order to achieve this, the Committee has recognized that a significant effort in the area of recruitment, training and profession building will have to be undertaken.

Encouraged by what is already being done in the field, as well as by signs of increased awareness, interest and efforts towards dealing with senior personnel, the Committee decided at its December meeting to immediately undertake vigorous development programs in the areas of training institutions and of Personnel development in specific communities.

1) Community Projects

Specific community projects are being developed in France and in England. Talks have begun with Mexico, and additional communities will be suggested in the coming months.

The goal of these community projects is to develop specific community-based pilot programs aimed at identifying specific needs for senior personnel in a given community, locating the qualified candidates, helping to train the personnel for the designated positions, and ensuring that they assume these position following the training period.

The Committee has decided that first communities should be located outside of North America, as problems in smaller communities, of more manageable size may be resolved through limited intervention. (For example, it was demonstrated that by graduating 60 people per year, the problem of senior personnel for day-schools outside the United Sates might be resolved in one decade.) We are pleased to be able to report the beginnings of such initiatives in England and France.

The following elements are common to all projects:

-- Community based intervention (work with the community and through the community with as broad a coalition of interested institutions and people as possible)

- -- Identifying specific needs: positions that are open, need filling, or will be opened in the near future.
- -- Identifying specific candidates for these positions.
- -- Designing and/or identifying the training course both in Israel and in the home country that could adequately prepare the candidate for the specific position.

With this approach the Committee wishes to encourage Communities to organize in order to answer specific Senior Personnel needs and to begin solving local problems - even before or while engaging in comprehensive planning and development efforts. Hopefully, success in this endeavor will - in addition to solving local problems - bring additional communities to emulate the effort.

2) Expansion of existing programs

As was shown in the last progress report (December 1986) the number of senior personnel graduating annually from all training programs in the world does not reach 100 people. Programs - in Israel and in the Diaspora -- need to be expanded, multiplied and improved if this number is to increase significantly. The Committee has decided to undertake an effort to encourage training opportunities, beginning with the expansion of such opportunities - at first in Israel.

We are recommending today the expansion and improvement of two programs - the Senior Educators' programs - its Hebrew-University based component - (see p.8 and resource booklet 2), and the Jerusalem Fellows program (see p.11 and resource booklet 2). If the proposals are approved, these programs together should be able to graduate within three to five years, some 70 students annually.

The two programs selected for development at this first stage are amongst the largest existing programs and the only programs in Israel. They have the highest number of faculty members and the most developed resources, amongst existing training programs. Preliminary evaluation data from participants and from their employers indicate that graduates of the programs hold senior posts and are valued in their places of work. Amongst the program directors consulted these only stated that they can provide the adequate number and kind of faculty to undertake immediate expansion. Indeed training programs for Jewish education indicate that they sorely lack faculty.

Towards the development of the two above-mentioned programs we have undertaken an evaluation. Its purpose is to identify the programs' strengths and weaknesses towards development. It is a formative evaluation that comes to inform those running the

programs and indicate where change may be needed. Interviews were held with program administrators and faculty members, questionnaires were sent to all the programs' graduates and present participants as well as to employers of graduates (see appendix 2 and resource booklet2). This evaluation was begun in late December and is now in process. A report will be prepared shortly.

Next steps

Following initial contacts with a number of institutions in Israel and in the United States, we suggest that the Committee consider - for its next steps:

- * the development of a Senior Educators' program at Bar-Ilan University:
- * the exploration of development possibilities with additional Universities in Israel;
- * the exploration of development possibilities at Yeshivot;
- * the possible expansion of the Israel component of a number of programs for senior educators based in the United States such programs are conducted by the education programs of Hebrew Union College, the Jewish Theological Seminary and Yeshiva University.

3. Additional research

Under the guidance of the Committee this project has become primarily a development project. However the Committee has decided to investigate further some of the key issues in Senior Personnel development.

We propose to undertake at this time two limited research projects, both dealing with aspects of the issues of recruitment of good candidates to the field and of the retention of talented individuals in educational positions.

- <u>a.</u> Enlarging the pool of candidates: A proposal for re-training Jewish studies' students in the United States and Canada (the study is to be conducted by Dr.J.B.Ukeles (see p.16)
- b. A focus group study into the questions of motivation, recruitment and retention of senior personnel for Jewish education (In all countries) This study is to be conducted by Prof. Steven M. Cohen and Susan Wall.

PROJECT PROPOSALS

In the pages that follow we present a brief summary of the 6 projects that have been developed between December and February. They are:

Project # E1: Community Project in France
Project # E2: Community Project in England

Project # E3: Proposal for the expansion of the senior

educators' programs

Project # E4: Proposal for the expansion of the Jerusalem

Fellow's program

Project # 5: New Senior Educators - a proposal for the re-

training of Jewish Studies' majors

Project # 6: Focus group study of Senior Educators

SENIOR PERSONNEL -- PROJECT #E1

FRANCE

There has been a significant growth in the school population in the past few years. This has placed an additional burden on the French Jewish educational system.

The Community project in France has as its goal to respond to the dearth of qualified day school principals.

Under the leadership of the Fonds Social and through the GIC for Education (a professional group that is community based) the major purveyors of day-school education have come forth with a proposal to train day-school principals.

This proposal which was initiated by and is led by Mr David Saada, director general of the Fonds Social, is a direct outcome of the Senior Personnel project of the Jewish Education Committee and involves candidates from institutions as varied as Otzar Hatorah, Le Refuge, Alliance Israelite Universelle, Ort, and Fonds Social.

They suggest a program with two parts - one in Israel in existing Institution and one in France. They expect that a joint planning Committee would be immediately established so that candidates could be recruited for the academic year 1987/88. They are preparing an actual and realistic list of 10-12 candidates and are waiting approval for this project with the hope that it will be launched immediately.

This project will be staffed by Prof.Walter Ackerman of Ben Gurion University.

SENIOR PERSONNEL -- PROJECT #E2

COMMUNITY PROJECT IN ENGLAND

As a result of consultations with the Chief Rabbi, Rabbi Jacobowitz, Mr Stanley Kalms - chairman of the executive committee, JEDT and a member of the Jewish Education Committee, Mr Mendel Kaplan, Chairman of the Senior Personnel Sub-Committee, a preliminary plan has been submitted to the Jewish Education Committee. (see Appendix 1).

The plan calls for initial data gathering for immediate needs in the area of Senior Personnel, consultation with senior educators and scholars together with the consultants of the Jewish Education Committee to develop the actual training programs. Simultaneously, under the leadership of the chief Rabbi and the chairman of the JEDT, all major Jewish organizations involved in education will be convened to undertake, endorse and accompany the entire process. If their timetable is followed they will be prepared to present at our June meeting an actual project for the training of Senior Personnel to fill specific positions.

This project is staffed by Mr Simon Caplan, director and Mr Meir Fachler, programmes director, of the JEDT.

PROPOSAL FOR THE EXPANSION OF THE SENIOR EDUCATORS PROGRAM

This proposal was prepared by the faculty and staff of the Melton Center and was widely circulated for comments (see resource booklet, Document E2).

The Senior Educators Program, currently conducted through a partnership of the Samuel M. Melton Center of the Hebrew University, the W.Z.O. education departments, and the L.A. Pincus Fund, is a one-year program in Israel designed for experienced professionals in Jewish education to enrich their educational and Judaic backgrounds. In the interest of confronting the shortage of qualified senior personnel in Jewish educational institutions worldwide, the Melton Center proposes to expand this program from its present dimension (twelve participants in 1986-87) to accommodate up to seventy-five participants per year.

The program will be designed for people returning to positions and frameworks in which they have already excelled, aspiring to create outstanding senior educators. Candidates would be drawn from several sources: Jewish educational personnel already serving in senior positions; talented Jewish educators who show promise as future leaders; talented practitioners in the field of general education who wish and are able to retrain for Jewish education; individuals who occupy leadership positions in the Jewish community and can be retained.

The expansion would be accomplished through a vigorous recruitment process. A talent hunt will be conducted by Melton Center staff on field visits in the Diaspora and by graduates of the program and other contact persons serving as scouts. A critical component of recruitment will be negotiations with the candidate's institution/community regarding goals of the program and appropriate positions upon return. In addition, an in-depth interview of each candidate will aid greatly in ensuring qualified, well-prepared participants.

As an adjunct to the recruitment and application processes, and to increase the pool of prospective participants, we recommend the launching of a mechina (preparatory) program to bring individuals up to minimal levels of Hebrew and Judaica necessary for acceptance to the Senior Educators Program. A mechina program might be offered in Israel, or conducted on a regional basis (each year in a different locale), or directed locally on an individual basis.

The expanded program would include qualitative changes as well. As an individually tailored, multi-dimensional program of one year, it would offer specialised concentrations with a tutorial component and a supervised internship or project.

Participants would take advantage of the full calendar year, studying during the summer in a Judaic immersion program as well as during the academic year in their specialised concentrations and core courses.

The concept of a short Judaic Immersion program derives from two concerns: the conviction that Jewish educators should have a basic knowledge of general Jewish studies; and the recognition that the educators themselves need spiritual reinforcement and refreshment in order to successfully educate others. The program will include four-five hours per day of study in an erudite but intimate environment where modern scholarship will be melded with such traditional methods of Jewish study as hevruta and shiur. A less intensive immersion program could be offered to those participants who must spend the summer months studing in the Hebrew ulpan.

The academic year comprises two semesters extending from November through June. The two primary components of the academic program will be the "core" and the "specialised track." All participants will study in the core program which might consist of:

- 1. two to four credit hours of courses drawn from the M.A. course listing of the Melton Center
- two to four credit hours of elective courses which may be taken in other departments of the Hebrew University or in other institutions
- 3. a weekly lunch seminar: "Challenges Facing Jewish Education Today"
- 4. a weekly evening program of general enrichment: "Encounters in Contemporary Israel."

Specialised tracks, offered on a cyclical basis every three to five years, would enable the Senior Educator to receive training and experience in a concrete area of specialisation, such as:

- --- Curriculum Evaluation and Implementation
- --- General History Jewish History/Contemporary Jewry
- --- The Elementary School
- --- Teaching of Israel
- --- Basic Literacy for Jewish Adults
- --- Jewish Education in the Informal Setting
- --- The Jewish School Principalship -- Staff Development
- --- Teaching Hebrew as a Second Language
- --- Topics in Early Childhood Education
- --- Language Track

To accomodate those senior personnel who cannot participate in a Hebrew program, a special track might be offered cyclically in English, Spanish, or French. The tutorial system is the backbone of the expanded Senior Educators Program. An expert in the area of concentration will develop and coordinate the specialised program. This head tutor will be involved in all aspects of the program, from the recruitment of qualified candidates, to teaching a course and to arranging internship placements, to serving as an advisor to each participant during the year in Israel, to establishing task forces and a network of senior educators thus ensuring continued contact and development after completion of the course.

The Melton Center has the resources to conduct such a program, and begin it immediately. It has extensive experience in in-service training, has a staff of fifty scholars, researchers, teachers, consultants, and practitioners of Jewish education, and is located in the Hebrew University, allowing for access to the vast resources, both human and material of the university.

The present proposal consists of three points:

- 1. The experimental implementation of some of the suggested programatic program changes and development during the academic year 1987/88. This would include the Judaic immersion program, the tutorial system, supervised internships, and more.
- 2. Planning and development of the expansion program. This would include recruitment of qualified candidates, the development of the full academic program, the preparation of education materials and documentation as well as administrative development. This stage would also take place during the academic year 1987/88.
- 3. The implementation of the full-blown expansion program beginning June 1988.

SENIOR PERSONNEL - PROJECT # E4

PROPOSAL FOR THE EXPANSION OF THE JERUSALEM FELLOWS PROGRAM

This proposal was prepared by the staff of the Jerusalem Fellows program. For the detailed proposal, see Resource Booklet 2.

Introduction

The purpose of the Jerusalem Fellows is to create an international community of top flight professionals committed to taking the lead in Jewish Education in the Diaspora.

Fourteen fellows are presently studing in Jerusalem while twenty three graduates have taken up senior educational posts throughout the Jewish world. In the five years of its existence, the program has graduated an average of eight fellows per annum.

In the light of our present knowledge of the urgent need for senior personnel, this is clearly not enough. In our view, it is possible to raise the number of annual graduates to 15-20 in the next two to three years.

The key to doing so lies in the adoption of the following measures:

- a. The expansion and diversification of the programs offered.
- b. The creation of a flexible structure responsive to special needs and time constraints of professionals working in the field.
- c. Generating new individual study tracks.
- d. Targeting new populations for recruitment.
- e. Moving to a professional system of marketing and recruitment.
- f. pool of The creation of tutors who a powerful vehicle represent for education and а training at the highest level and the most effecient way of responding to the diverse needs of a variety of groups and individuals.
- g. Inviting top flight scholars-in-residence to reinforce the senior academic staff.

The proposal for expansion and diversification will include the development of three parallel tracks:

- A. The Jerusalem Fellows Core Course
- B. Jewish Education in Informal Settings
- C. Individual Study Tracks

A. THE JERUSALEM FELLOWS CORE COURSE

We firstly recommend the expansion of the present Jerusalem Fellows program. The achievements of the program until now can be attributed to careful selection, the duration of the course, the high level of the study program, the exacting demands for high standards and professional excellence, and the intensity of the social and intellectual interaction that generates the shared norms, common language and social bonds that provide the infra-structure of the Israel based international fellowship we are in the process of creating.

Any move to expansion should build on these factors and avoid undercutting them. In the light of this, we suggest the following:

a. A Flexible Study Program, involving one, two and three year options, aimed at different target populations. Every attempt should be made to engage the main body of our students for a study period of two years. This is the absolute minimum, particularly when we are dealing with promising academics from other disciplines who wish to retrain for Jewish education.

Where the two-year optimum cannot be reached, the program should be ready - as it has indeed been in the past - to accept candidates for a <u>one year</u> tenure. Two reservations, however, are in order here: This should be the exception rather than the rule, and, we have to be fully persuaded that such candidates have the requisite experience, ability and motivation to stand up to the rigorous demands of the one year program.

The target group of the three year option would be young, outstanding graduate students whom we wish to attract to the field of Jewish education. Our experience with young Fellows of this description in the past leads us to believe that with careful selection and supervision, this group can represent a high return on our investment.

- b. <u>Tutors</u>: We see the creation of a pool of tutors as crucial to our program of expansion. The tutors would allow us to intensify and deepen the learning process and to respond effectively to the diverse needs of a variety of groups and individuals. The role of the tutors in this context will involve academic responsibilities, mediating between the Fellows in their care and the Senior Academic staff, and being part of a support system for graduates in the field (see below).
- c. <u>Recruitment</u>: The most conspicuous shortcoming of the Jerusalem Fellows is in the field of recruitment which has generally been conducted through advertisements in the Jewish and general press, personal letters to community leaders and leading Jewish educators, and initiatives by

graduates of the program, the academic staff and a small group of sympathizers in various countries. In addition to the approaches enumerated above we recommend the following: - to employ a professional for recruitment primarily in North America.

- to identify new target populations, e.g. Jewish studies majors enrolled in institutions of higher learning:

- to negotiate with communities, federations, school boards, bureaus of education with respect to the release, re-employment and suitable promotion of their professionals who are accepted into the program.

B. <u>JEWISH_EDUCATION_IN_INFORMAL_SETTINGS</u>

To the best of our knowledge there is no institution of higher learning preparing professionals for work in the field of informal Jewish education.

We therefore recommend the establishment of a new study track at the Jerusalem Fellows designed to serve the educational needs of leading professionals directing Jewish community centers.

We recommend a flexible course of study based on an eight-week study session per annum over a period of three years. This could be supplemented by an annual two-week retreat in the field.

The study plan will be fleshed out in conjunction with the participating agencies. In order to succeed in this innovative venture we shall require the services of a specialist in informal Jewish education who will be coopted on to the Senior Academic Staff as coordinator of the program.

The program coordinator and the team of tutors will also work with the informal educators in the field organizing seminars, retreats and in-service training.

We should aim for eight to ten participants and the first course should be launched in 1988.

C. INDIVIDUAL STUDY TRACK

The individual study track comes to answer the special needs of either directors of boards of Jewish education or high ranking academics who are not in the field but who would like to use the tools of their discipline (psychology, philosophy, communications etc.) to make a contribution to Jewish education. Our aim here would be to assign a member of the Senior Academic Staff and a tutor to work with these advanced Fellows, to create the environment of a mini-center of advanced studies while prevailing upon these participants, where appropriate, to contribute to our on-going programs.

The Target: Three to four participants in the next two years.

Scholar-in-Residence

If we wish to grow in depth while we grow in numbers, it is imperative that we have a leading figure from the world of education as our scholar-in-residence for at least one semester a year. Such a scholar would, in addition to his contribution to the Fellows, contribute to the enrichment and development of the Senior Academic Staff and tutors. We should aim to initiate the scholars-in-residence programs in the course of 1988.

SUPPORT SYSTEM IN THE FIELD

As part of the expansion and development of the Jerusalem Fellows, we recommend the establishment of a support system for the Fellows in the field with the following as its major assignments:

- a. Personal contact with Fellows working in the field.
- b. Professional in-service guidance.
- c. The organization of in-house task forces for mutual help in the field.
- d. The promotion and organization of group projects to be undertaken by Fellows in the field. The projects would address major issues of educational concern, bolster the esprit de corps of the Fellows while promoting the ethic of enquiry, innovation and service central to our program. The Fellows would strive to involve their colleagues and peers in these projects so broadening the base of concerned educators and giving greater substance to their role as leaders.
- e. The organization of regional seminars for consultations, study, planning and coordination of projects.
- f. The organization of the annual Jerusalem Colloquium which serves as the centerpiece of the international fellowship. The colloquium provides a forum where:
- matters of educational policy are discussed and formulated
- central educational issues can be studied and analyzed
- projects can be reported on
- collegial bonds can be forged and old ties renewed.
- g. The organization of in-service training for graduates working in the field of informal Jewish education.

RECOMMENDATION FOR EXPANSION:

Number of Participants:

- a. The Ferusalem Fellows Core Course our goal 20-25 participants. Date 1988/89.
- b. Informal Educators our goal 8-10 participants. Date 1988.
- c. Individual Study Track our goal 1-3 participants.

Overall goal for 1988/89 - 35 Fellows

Additional requirements for 1987/88 include: Implementation of the tutorial system Planning and Recruitment for 1988/89 1/20/87

NEW SENIOR EDUCATORS: A PROPOSAL FOR RE-TRAINING JEWISH STUDIES STUDENTS

Background

The first round of work on Senior Personnel in Jewish Education has advanced our understanding of the issues. As a result, we know enough already to formulate and test some program ideas for the improvement of Jewish education via senior personnel. Suggestions for improvement cluster around: more and better training; new methods of recruitment and identifying new pools of candidates; and developing new jobs. Design should begin now on a number of pilot programs that can be tested in the near future.

Jewish Studies Students: Potential Senior Personnel for Jewish Education

A key concern in relation to senior personnel is the relatively small size of the existing pool of candidates, and the need to create new pools of candidates to fill senior positions.

One of the potential pools of new candidates is the group of students currently enrolled in Jevish Studies programs. It has been estimated that there are several hundred students in University-level Jevish studies in North America. At the same time there are a handful of job openings each year for college teachers in Jevish Studies. This group of Jevishly committed people, at various stages of a rigorous program of study in Judaica should be an ideal target group for re-training and re-orientation towards careers in Jevish Education. A few individuals have made this transition. And some efforts have been made to reach out to Jewish Studies academicians. But a sophisticated approach has been lacking. We don't know whether a program of reorienting Jewish studies majors towards Jewish education is feasible, and if feasible, how to go about implementing it.

The Proposal

This is a Proposal to assess the feasibility of retraining Jewish studies students for Jewish education; to design an appropriate program; and to suggest how such a program could be implemented. It is expected to take 20 weeks to complete.

Approach

There are three elements in the approach:

- I Assess the feasibility of retraining Jewish studies majors for Jewish education
 - II Develop an appropriate program concept.
 - III Design an appropriate re-training program
- I. Assess the feasibility of retraining Jewish studies majors for Jewish education

In the first step, small groups or panels of current Jevish Studies majors will be interviewed about their own career objectives and interests and their attitudes towards Jevish education as a career. Existing information about the career

experiences of past Jevish studies majors will be analyzed. A few key individuals who have moved from Jevish studies into Jevish education will be interviewed.

In addition, lay and professional leaders in formal and informal Jevish education will be interviewed to define probable roadblocks to a successful retraining program for Jevish studies majors (including the difficulties of developing appropriate jobs).

II. Develop an appropriate program concept.

Such a program would have three components:

* A recruitment strategy -- In order to attract the best of the Jevish studies majors, it is probably necessary to promise them a "fast track" into senior positions; and a way needs to be found to overcome the probable snobbism towards non-university careers likely to be found in this group. High-visibility, high-status efforts may be needed: e.g. "Rhodes Scholar" and/or National Talent Search approach. It may be necessary to publicize information about current senior salaries in Jevish education. At least in North America, salaries have advanced rapidly in recent years.

- * A training component -- While Jevish studies majors are likely to have a reasonably good background in Jevish content, they are likely to know little about the process and methods of education. They also are likely to have had little training in the skills of educational leadership -- from planning through fund-raising and Board development. These areas would have to be learned, without having people feel that they are starting over. Using existing models for quality training (e.g. Jerusalem Fellows) and information developed in Step I, design a program curriculum and explore options for institutional links.
- A Job development component -- Even with quality recruits and an excellent training program, it may be difficult for re-oriented Jevish studies majors to move directly into existing senior positions. They are likely to be resented, because they haven't "paid their dues"; i.e served a significant number of years in a classroom. Transitional jobs need to be created that are senior enough to be attractive; that fulfill real needs -i.e. not make-work; and that are in a career path leading to top jobs. Such possibilities range from grouping several part-time positions to create a single full-time professional position (e.g. camp director and supplementary school principal) to adding specialists and assistant principals to existing schools. A critical career path blockage may be the relatively few jobs intermediate between teacher and principal.

III. Design an appropriate re-training program

Using interview information and available information about the Jewish studies population, a projection will be developed of the potential candidates for Jewish education career re-training. The retraining resources that are needed will be estimated; and an illustrative first and second year program will be presented along with an estimate of the dollar and other resources necessary to carry out the program.

Work Tasks

- I. Assess the feasibility of retraining Jevish studies students for Jevish education careers
 - l Interview panels of current and past Jevish Studies majors, including some people who have moved from Jevish Studies into Jevish education.
 - 2 Interview lay and professional leaders in formal and informal Jevish education to define probable roadblocks to a successful retraining program for Jevish studies students (including the opportunity to create new jobs.)
- II. Develop an appropriate program concept
 - 3 Develop a recruitment strategy
 - 4 Develop a training component
 - 5 Develop a job development component

III. Design a training program

- 6 Using interview information and available information about the Jewish studies population, estimate the numbers of potential candidates for Jewish education career training.
- 7 Estimate the re-training capacity that is needed (i.e. that exists or that would have to be created).
- 8 Project a first and second year program (including an estimate of potential applicants & assumptions about retraining resources)
- 9 Estimate the dollar and other additional resources necessary to carry out the program.

Schedule

	TASKS	if of Wks	iDue Date
I.	FEASIBILITY	 7	
1	Interview J.S. majors		
2	Interview leaders		, . [
	INTERIN REPORT		March 20
II.	PROGRAM CONCEPT	5	
3	Recruitment		
4	Training		
5	Job development		
	INTERIN REPORT		April 20
III.	TRAINING PROGRAM DESIGN	4	
6	estimate candidates		
7	est. retraining needs		
8	project program size		
9	estimate costs	i	
FINAL	REPORT	4!	June 19
TOTAL	. TIME	201	

Submitted by Dr. J. B. Ukeles

SENIOR PERSONNEL - PROJECT #86

To: Annette Hochstein

From: Steven M. Cohen & Susan Wall

Re: Focus Group Study of Senior Jewish Educators

February 5, 1987

Background

At your request we have prepared this memorandum which summarizes the recent discussions we have had with you on the proposed "Focus Group Study of Senior Jewish Educators."

The chief aim of this research will be to collect information (principally from senior Jewish educators in the United States and Canada) which will help you develop policy recommendations to achieve two interrelated objectives. As we understand them, they are: (1) to increase the pool of recruits to Jawish education; and (2) to reduce attrition of current senior personnel due to "burn-out" and related processes of attrition.

More specifically, we will want to investigate several specific questions. With respect to the issue of recruitment, we will want to know: What were the incentives and disincentives, channels and obstacles which influenced the Jewish educators in their choice of the profession? What images of status, prestige, compensation, colleagueship and the nature of the work did they have prior to entering the field, and how have those images changed? How were they inspired to enter the field, and how well were they prepared and trained in the early stages of career development? What significance do they attach to mentors and to other idiosyncratic occurrences in their lives?

With respect to the issue of retention, we will want to know: What are their career plans and expectations, as well as their career-related hopes and fears? What are some of the more rewarding and some of the more frustrating aspects in the lives of senior Jewish educators? Which rewards in particular ought to be enhanced and which frustrations ought to be relieved so as to most substantially improve the likelihood that the senior personnel will stay in the field for a long period of time?

We expect to produce several "products" for your use. These include: (1) a preliminary focus group discussion guide for use by counterpart researchers in other countries; (2) intermediate and final versions of the guide with additional instructions at appropriate stages in the research; (3) notes (or "minutes") of the focus groups as they are completed; (4) a preliminary report summarizing the key findings and relating them to policy implications; (5) a final and more extensive report with comprehensive findings and recommendations.

Procedures

We intend to begin with a review of the relevant literature on recruitment and retention of principals and other senior educators.

We will then design a preliminary discussion guide which we will test by

way of individual interviews with a small number of current or former senior educators. These interviews will suggest revisions for the preliminary version of the discussion guide which we will send you.

Next, we will begin conducting focus groups, using the guide and making revisions in same as we go along. Each focus group will consist of 6-10 individuals. One of us (or, later, a trained moderator) will conduct the groups. Each group will be tape recorded, and, in addition, a secretary will record and type up a rough transcript of the conversations. (As noted, we will send you these minutes as they become available.)

After completing about 3-4 groups, we will then revise the guide for use by moderators we will have selected and briefed (by telephone) in several cities. In most instances, these will be respected Jewish educators with good communication skills with whom we have significant rapport. People we are currently considering include: Elaine S. Cohen (Montreal); Joshua Elkin (Boston); Moshe Sokoloff (N.Y. -- Orthodox groups); Arlene Agus (N.Y.); Henry Schreibman (Chicago); Gail Dorf. Isa Aron (Los Angeles). We will brief and train each of these individuals by sending them a packet of materials (including a description of the overall project, transcripts of previous groups, the question guide, and instructions) and by extensive telephone conversations (we may consider conference calls with two or three moderators simultaneously, so that they may learn from each other).

Upon completion of the focus groups, we will listen to the tapes, and review the transcripts. We will then produce the preliminary report, the final report, and the final version of a fully annotated discussion guide.

The Respondents

We intend to conduct approximately 15 focus groups. In the aggregate, the members of the groups will satisfy several criteria for diversity. Most will be currently active senior educators, but a few will be people who have already left the field, and three groups will consist of students. The students will include those in training programs for senior positions and undergraduates with strong interests and background in Judaic studies. We intend to convene groups in several locations: New Haven, Westchester, New York, Philadelphia, Montreal, and Los Angeles; in addition, we may wish to supplement these with interviews in Toronto, Chicago, Boston, and Miami. We plan on achieving diversity in positions and sector. That is, of the current educators, about a third will be part-time school principals, about about a third will be full-time school principals (or vice principals), and about a third will be drawn from other sectors (JCC's, youth groups, camps, campuses, and Bureaus of Jewish Education). Last, we intend to range over most of the Jewish denominational spectrum from Torah U'ms@orah Orthodox to Reform.

We expect to obtain the volunteer cooperation of JESNA in arranging for most but not all of the groups. In each case, we will provide refreshments and allowances for transportation.

The Focus Groups

This list is tentative. In many instances, former educators will be included with appropriate groups.

- 1. New Haven: Mixed group.
- 2. New Haven: Yale University, Judaica students.
- Westchester: Principals of major Hebrew schools and one or two day schools.
- 4. Philadelphia: Principals and vice principals of day schools, yeshivas.
- 5. Philadelphia: Principals of major Hebrew schools.
- 6. Montreal: Principals of Day Schools.
- 7. Montreal: Principals of Hebrew schools.
- 8. New York: Left-of-center Orthodox, formal & informal.
- 9. New York: Right-of-center Orthodox, formal & informal.
- 10-11. New York: Informal educators (campus, youth directors, camp directors, YMHA's/JCC's).
- 12. New York: Columbia University, Judaica students.
- 13. New York: Jewish education students at YU, JTS, NYU.
- 14. Los Angeles: Hebrew school principals.
- 15. Los Angeles: Informal educators.

Alternatives:

Boston, Chicago, Toronto, Miami, conferences of educators

Schedule

February:

Approval of project (with revisions by you) Literature review Preliminary discussion guide Exploratory individual interviews First focus groups Arrangements with JESNA Contact with moderators

March:

Completion of first round of focus groups Revision of discussion guide Training of moderators Begin second round of focus groups

April:

More focus groups

May:

Complete focus groups Listen to tapes, review transcripts Preliminary report

June:

Final report Final discussion guide

COMMUNITY PROJECT. ENGLAND



Jewish Educational Development Trust Adler House, Tavistock Square, London WCIH 9HN Telephone: 01-387 1066

ACTION BRIEF FOR INVENTORY OF SENIOR PERSONNEL POSITIONS IN JEWISH EDUCATION IN THE U.K.

M.Fachler/S. Caplan - 3rd February 1987

PATRONS Indge brand Emporen The Haham De S Gaon Hon Gips die James Mil Hon Ser Alam Miccarta Mr Evripp De Bulbechtal Ser Ma kand Subell Ser baar Walton

PRESIDENT The Clark Rabbs Ser Immanual Jakobs ats

VICE PRESIDENTS Mr Tresion & China Mr Cirtald M. Rosson

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Mr Alan Miller
Mr Marrin Passier
Mr David Forms on
Mr Morres Serbin
Mr Harrey M. Scoring
Mr Capil Stein

EXECUTIVE CUMMITTEE Mr Sunder Kalms (Charman) Mr Los Grahame | 1 freasurers) Mr Rouald Menger | 1 freasurers) Mr Counal Marris

PART-TRIE EDUCATION
Air Fred Worms (Chargen)

PEDT YEARPLXIK Mc Derek Taylor (Charman)

OMECTOR
Air Sees in Captain

PROGRAMMES DIRECTOR Mc Mew Fachier

Charty Commissioners Reg. No. 11943 Data Gathering: In an initial attempt to make an inventory as a basis for discussion, the three crucial lists are:-

- An estimate of senior full time positions to become vacant in Jewish Education between 1987-1992.
- An estimate of senior full time positions that don't but ideally should exist by 1992.

For the above two question the following three catagorisations should be isolated in the findings:-

- a) Primary school Secondary school Central board -Informal - parttime centres - early childhood - Adult.
- b) Headteacher Head of Department Specialist Director.
- Right wing Orthodox Central Orthodox Reform -Liberal.
- 3) A definition of criteria for an initial assessment procedure for qualification as a potential senior educator.

Think Tank: The J.E.D.T. will invite a select group of experts to form a "Think Tank". The group will consist of the following people; the constituents to be changed or enlarged as appropriate.

A prominent Academic Sociologist active in the field of Jewish Education.

A Professor of Marketting and leading member of the Jewish Community.

A Senior H.H.I. (inspector of schools)

A J.E.D.T. Trustee and major supporter of Jewish Education.

A Philosopher and specialist in Jewish Ethics.

Timetable: 1) Initial Data Gathering End Feb'87

2) Consultation with Senior Educators + Think Tank End March '87

3) National Consultation with community leadership April/Early May '87

4) Implementation From May'87.

APPENDIX #2 -- Evaluation of Training Programs

Description of the Evaluation

1) Evaluation Team

Batya Stein - coordinator Rita Sever - methodologist

Staff:

Haya Amzaleg, Haim Aronovitz, Yif'at Friedman, Daphna Gelman Edna Levy, Micky Lichtenstein, Aviva Silverman, Beth Weintraub Michal Yehuda

2) Desription

In January 1987, we began to conduct an evaluation of the two Israel-based programs training senior personnel for Jewish education in the Diaspora, the Jerusalem Fellows and the Senior Educators' program.

This evaluation was undertaken in order to provide the programs' planners with substantive data and identify the programs' strengths and weaknesses towards development. It is a formative evaluation that comes to inform those running the programs and indicate where change may be needed.

The evaluation is based on the following data:

- A) Interviews with faculty members and administrative staff in both programs. (in progress)
- B) Interviews with a sample of present participants in both programs. (in progress)
- C) Questionnaires, sent to all graduates and all participants in the programs, as well as to present employers of the graduate Senior Educators. (see resource booklet2)
 - All the returning questionnaires in 4 languages and from 15 countries are being immediately computerized and processed for analysis.

Questionnaires were sent as follows (see summary table below) :

1. A questionnaire was sent to all graduates of the Senior Educators' program in the countries where they live and work. We hope to learn what positions graduates occupy today, what they believe the program's contribution to be, what they view as the program's strengtts and weaknesses and more.

- 2. A questionnaire was sent to a key person in each institution where graduates are employed, in order to learn how employers feel the program has impacted on the performance of the educator, and how they feel about sending additional personnel to the program in the future. This questionnaire was translated into 4 languages and sent to employers in 15 countries.
- 3. A questionnaire was sent to each of the present participants in the program.
- 4. A questionnaire was given to all graduates of the Jerusalem Fellow's program. It was handed out to those present at their gathering in New York in February -- and was mailed to those not attending the gathering.
- 5. A questionnaire was distributed to this year's applicants to the program, (those who were interviewed in the USA), in order to gather data on recruitment and recruitment procedures.
- 6.A questionnaire was given to all present participants in the program.

We have consulted extensively with experts, educators and methodologists for the design of these questionnaires.

We are pleased to report a significant rate of return of questionnaires within the very few weeks since they were sent out. The table that follws summarizes the numbers of questionnaires sent and those returned by February 18, 1987.

DATA	!Graduates		! Candi-	! SE ** !Grads		SE Employers	TOTAL
! ! Sent !	23	13	11	73	7	65	192
! !Returned ! !	15	12	9	! 16	: 6	! 19	77
!	(65%)	(92%)	(82%)	(22%)	(86%)	(29%)	(40%)

^{*} Jerusalem Fellows

A preliminary analysis of findings, based on these partial returns, will be reported at the meeting. A written report will be prepared in the coming months.

^{**} Senior Educators

Friends and Associates

This project has enjoyed a very large amount of support during the rather pressured work period from December to February. Experts here and abroad have spared no efforts in helping us think the issues through, design the instruments for evaluation, gather data - as well as in sharing their ideas. I thank them all and would like to mention in particular:

Prof. Walter Ackerman, Professor of Education, Ben Gurion University of the Negev;

Prof. Seymour Fox, Senior Consultant to the Jewish Education Committee

Mr. Shimon Frost, the Melton Center, the Hebrew University of Jerusalem:

Mr. Alan Hoffman, Director, the Melton Center, the Hebrew University of Jerusalem;

Ms. Hinda Hoffman, Registrar, the Melton Center, the Hebrew University of Jerusalem;

Prof. Michael Inbar. Dean of Social Sciences, the Hebrew University of Jerusalem;

Mr. Zvi Inbar, Program Director, the Pincus Fund & the Joint Program for Jewish Education;

Mr. Zeev Mankovitz, Director, the Jerusalem Fellows;

Prof. Mordechai Nissan, the Hebrew University of Jerusalem;

Dr. David Resnick, Israel representative, JESNA;

Dr. Michael Rosenak, the Melton Center, the Hebrew University of Jerusalem;

Mr. David Saada, Director General, the FSJU, Paris

Mr. Don Scher, Director, JWB Israel Office;

Dr. Jonathan Woocher, Executive Director, JESNA;

Mr. Yaakov Zeev, the Pincus Fund, the Jewish Agency;

Mr. Haim Zohar, Secretary-General, World Zionist Organization

SENIOR PERSONNEL - PROPOSED BUDGET SUMMARY - FEBRUARY 1987

PROPOSED BUDGET 1987/88

A. Community Studies

1.France
Training of school Principals 1987/88

\$200,000

2.England Training of Senior Educators

No Budget Yet

B. Expansion of Existing Programs

1. Senior Educators Program
Planning and Recruitment for 88/89
Experimental implementation of new components
(Does not include ongoing annual budget
for the program)

\$280,000

Planned Growth: 87/88:15

88/89:25 89/90:35

2. The Jerusalem Fellows
Planning and Recruitment for 88/89 25,000
Implementation of tutorial System 45,000
(Does not include ongoing annual budget for the program) \$70,000

Planned Growth: 87/88:14 88/89:35

C. Research

Dr. J.B.Ukeles: Judaic studies	17,630
Prof S.M.Cohen and Susan Wall	22,000
TOTAL	\$589,630



הוועדה לחינוּך יהוּדי של הסוֹכנוּת היהוּדית THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

SENIOR PERSONNEL FOR JEWISH EDUCATION PROGRESS REPORT

Submitted by

NATIV - POLICY AND PLANNING CONSULTANTS

June 1987

Chairman Morton L. Mandel Co-Chairman Avraham Katz * Committee

Louis Bernstein USA Shoshana Cardin

USA Martin Citrin

USA Jaime Constantiner Mexico

Mexico Heinz Eppler USA Max Fisher

USA Hertzel Fishman Israel

Jacobo Fiterman Argentina Ralph Goldman

USA Uri Gordon Israel Richard Hirsch Israel Issac Joffe

South Africa Stanley Kalms England Mendel Kaplan

South Africa Kenny Katz South Africa Charles Kroloff

Charles Kroloff USA Arthur Levine

USA Norman Lipoff USA

Robert Loup USA Yitzhak Mayer

Israel Michal Modai

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USA Avraham Schenker

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Stephen Shalom USA Ed Shapiro

USA Eliezer Sheffer Israel Fred Sichel USA

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Judi Widetzky Israel Carlos Yunger Argentina

Argentina
Ex-officio
Arye L. Dulzin
Jerold C. Hoffberger
Akiva Lewinsky
Consultants
Seymour Fox,

Senior Consultant Arthur Rotman Carmi Schwartz Jonathan Woocher Haim Zohar

deceased

Nativ Policy and Planning Consultants • נתיב-יועצים למדיניות ותכנון

אנט הוכשטיין ANNETTE HOCHSTEIN

June 14, 1987

Mr. Mendel Kaplan Chairman, Sub-Committee on Personnel The Jewish Education Committee The Jewish Agency

Dear Mr. Kaplan

It is my pleasure to submit to you a progress report on the project on Senior Personnel for Jewish Education.

Sincerely,

Annette Hochstein Project Director

Sub-Committee on Personnel for Jewish Education

Name Palicy and Plannings Constitutions or 1987, 1987, 1987 (1987)

Chairman: MENDEL KAPLAN

Staff and Consultants:

Project Director:

Annette Hochstein

Project Staff:

Haya Amzalag
Haim Aronovitz
Shmuel Benalal
Ayala Gaber
Daphna Gelman
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Michal Shitreet
Aviva Silverman
Batya Stein
Beth Weintraub

Consultants on Methodology:

Prof. Seymour Fox Prof. Michael Inbar

Research Projects:

Retraining of Jewish Studies Students:

Dr. J.B. Ukeles

Focus Group Study of Senior Jewish Educators:

Prof. S.M. Cohen & Susan Wall

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June 14, 1987

SENIOR PERSONNEL FOR JEWISH EDUCATION --

WORK-IN-PROGRESS -- JUNE 1987

A. <u>Introduction</u>

The goal of the Personnel Project of the Jewish Education Committee is to offer suggestions for dealing with the acute shortage of qualified senior personnel for Jewish education in the world, with particular references to the contribution Israel can make in meeting this problem.

Preliminary findings, discussed by the Committee at its meetings in December 1986, indicated a significant gap between the number of qualified senior personnel needed every year in the field (approximately 400 additional people per year), and the number of people presently being trained every year (less than 100 per year). In order to develop means for dealing with this gap, the Sub-Committee on Personnel, chaired by Mr. Mendel Kaplan, decided to undertake efforts on a number of fronts:

- 1. To develop specific community-based pilot projects. These projects would allow to refine the data to meet the local situation and demonstrate the effectiveness of local efforts aimed at the development of senior personnel.
- 2. To look into the possible expansion of existing training programs at a first stage, programs in Israel.
- 3. At the same time, limited applied research efforts would be undertaken towards a better understanding of the issues of personnel, and towards the preparation of a development plan.

We are pleased to report progress in each of these areas.

- Community projects are being launched in France, England,
 Mexico and South Africa.
- 2. A plan for the development of a Senior Educators program at Bar Ilan University is being prepared. The data for evaluation of the Senior Educators program and Jerusalem Fellows program has been collected and is now being analyzed. A report will be available for the winter meeting of the Committee.
- 3. We are pleased to enclose a draft of the report by Dr. J.B. Ukeles on Strategies for Retraining Jewish Studies majors as Senior Educators for Jewish Education.

The Focus Group Study of Prof. S.M. Cohen and Susan Wall is well underway and will be ready by the next meeting of the Committee.

B. Process (the Joffe Committee)

Towards the February 1987 meetings of the Committee, a large amount of work was prepared in a rather short time. Therefore, there was not adequate time to discuss seriously and in-depth with all concerned. Therefore, Mr. Mendel Kaplan, Chairman of the Personnel Committee, suggested that a committee be set up to review the proposal (Appendix 1: members of the Committee). Mr. Isaac Joffe, Chairman of this committee, travelled to Israel from March 22-26. During his visit, Mr. Joffe met individually with members of the Committee and discussed the projects and the planning process with them. The Committee approved the continuation of all the projects at its meetings of March 25 and

April 12 and recommended as follows:

Senior Educators' program: an academic board should be set up whose members would include representatives of the WZO departments. The board would discuss plans for the program.

The academic board met on April 30 and approved the plan. A second meeting took place on June 11.

The Jerusalem Fellows Expansion program: The Committee recommended that the board of the Jerusalem Fellows become thoroughly involved in the work of the Sub-Committee. The board met on June 4.

Community project in France: It was agreed that a committee would be formed in Jerusalem chaired by Prof. Walter Ackerman, and consisting of representatives of the WZO departments. to discuss the training program. This committee had its first meeting in early June, and began discussing the program.

Members of this committee have noted that it has provided a very useful forum for review of the Senior Personnel projects and have asked that Mr. Kaplan and Mr. Joffe consider convening it in the future too.

C. Status Report February 1987

1. Community Projects

Community projects are being launched in four communities:

France, England, South Africa and Mexico. The purpose of the

community projects is to refine the global data and findings on

the one hand, and to demonstrate through limited intervention the possibility of solving local senior personnel problems; to give solutions to specific senior personnel needs; and to foster a dynamic of community-based initiatives to solve senior personnel needs that might be emulated in additional places.

All of the projects have followed the following process:

- a. Create local consensus and awareness of personnel needs through a limited needs survey.
- b. Design a project that would be a cooperative endeavor between the local community, the WZO and the Jewish Education Committee. The Jewish Education Committee will offer planning assistance and training assistance as needed, and help the community apply to the appropriate Jewish Agency funding source.
- c. Following the identification of senior personnel positions that need filling. suitable candidates to fill these posts will be identified. An individualized training profile will be designed for these candidates that would bring them up to the level of qualification of senior personnel in the realms of Jewish knowledge. Jewish Education, Hebrew, administrative and management skills. A suitable training program, often including training components in the local country as well as a component in Israel, would be designed. The training program will make use of existing resources, both locally and in Israel, adapted as needed to the specific needs. The individualized training program may require the use of tutorials and tutors may be involved in many aspects of a given training program including

individual tutoring, group teaching and more.

d. The community will undertake to place and employ the candidate following his/her training.

Typically, the community projects have required a significant amount of negotiation involving lay leaders and professionals in the community, as well as representatives of the many institutions involved and of the WZO departments.

France: This project, which aims at training personnel for the posts of school principal, has reached the stage of selection of candidates. A training program is being designed. A report will be presented by Mr. D. Saada, Director-General of the FSJU.

England: Mr. Mendel Kaplan met at the home of the Chief Rabbi of England with key community leaders in order to discuss the project and cooperation between the Jewish Education Committee and the English community. Following staff work and the creation of a think tank to assist them, senior personnel needs have been located and agreed upon (see Appendix 2). Negotiations are under way to define the scope and format of the first program.

Mexico: The Community project in Mexico will concentrate on the training of qualified educators to become day school principals, head of Judaic departments etc. over the coming years. Prof. S. Fox and Dr. Eli Tavin led the discussions with community leaders and professionals on a visit to that country during the month of May.

South Africa: An outline for a project has been agreed upon with representatives of the South African Board of Jewish Education. A preliminary survey of needs was conducted in that community by the Kaplan Center of Cape Town University. The project has just begun and is likely to get off the ground with the first group of candidates beginning their training in January 1988.

Funding: It is suggested that the community projects be funded jointly by the community and the Jewish Education Committee. The requested budget for the projects in England, Mexico, and South Africa for the academic year 1987-88 is for a sum up to \$400,000. Specific and detailed budgets will be presented as the detailed plans for these projects are being developed. This amount would be needed as follows: England - up to \$200,000

Mexico - up to \$100,000

South Africa - up to \$100,000

These figures were calculated in terms of the per capita cost of training senior personnel in various countries and in Israel and would cover the first year of training in a program that would typically include two years.

B. A Consultation on Training

With the increasing awareness amongst Jewish educators of the work of the Senior Personnel project, heads of training programs in the U.S. and in Israel have turned to the Committee with requests for assistance in building or expanding training programs for senior personnel. These requests are all for training taking place in Israel. Brandels University, the Jewish

Theological Seminary of America, Yeshiva University and Hebrew Union College, as well as Bar Ilan University, each sent to the committee proposals, suggestions and ideas concerning the development of a training program component to take place in Israel.

At the same time the personnel project has begun evolving norms for the qualification of Senior Personnel. A preliminary paper was drafted, outlining what a Jewish educator in a senior position should know as far as Judaic studies. Hebrew, education, the Jewish world, and management are concerned.

Before proceeding with any development work, it seemed important to ensure that each training program working with the Committee would, in fact, consider the possibility of agreeing to levels of qualification and that there would be consensus as to what are feasible but optimal levels of qualification.

Therefore, it was suggested to hold a consultation with the heads of the training programs in Israel and in the U.S., as well as with representatives of the community projects and representatives of the WZO departments in order to discuss the norms for training, and qualification, to test with them the validity of the norms and standards that the committee is beginning to evolve, to discuss and consult with them on what the most effective training would involve and what would be realistic optimal targets for training.

An additional goal of the consultation would be to present the participants with all the training resources available in Israel.

This consultation will take place on June 28, 29, and 30, 1987 in Jerusalem (list of participants: Appendix 3).

II. TRAINING PROGRAMS IN ISRAEL

Work has proceeded on two items:

A. The evaluation of the Jerusalem Fellows and the Senior Educators Program. Data collection on these projects has been completed. Appendix 4 gives the breakdown of the return of questionnaires. The data is now being analyzed and a report will be ready for the next meeting of the Committee this coming fall or winter.

B. A Senior Educators Program at Bar Ilan University

Discussions have been held with members of the Loockstein Center for Education in the Diaspora at Bar Ilan University. A preliminary plan for the possible development of a senior educators' program at that university is being drafted and circulated for comments and consultation. The plan calls for a planning grant that would be used for detailed planning including content, staff and recruitment planning.

III. RESEARCH PROJECTS

A. "Retraining Jewish Studies Students:" A draft report by Dr.

J.B. Ukeles has been completed and is included as Appendix 5. This report maps out the field of students in Jewish Studies in the U.S. (particularly graduate students) and suggests possible strategies for retraining them as Jewish Educators or for bringing them into the field of Jewish Education.

B. "International Focus Groups on Jewish Educators:" This project is proceeding as scheduled. However, in parallel, prelimary contacts have been made to consider the feasibility of carrying out the project in South America, Mexico, France and South Africa. This would allow the researchers to provide us with a more universal and comparative picture of the field of senior personnel. The additional cost for expanding the project for the free world outside of the U.S. is \$20,000. This includes the addition of quantitative data to support the focus group data and validate it.

IV. Next Steps:

with the launching of the community project, the expansion of the training program in Israel, the completion of part of the research and the Consultation on Training about to be held in Jerusalem, the Senior Personnel project offers possibilities for development in the realm of Senior Personnel on a number of fronts. By its December 1987 meeting, the Committee will be presented with a preliminary development plan to meet the goals of significantly increasing the number of trained Senior Personnel and alternatives strategies for development.

APPENDIX 1

MEMBERS OF JOFFE COMMITTEE

Mr. Isaac Joffe (Chairman)

Prof. W. Ackerman	Ben Gurion University of the Negev
Prof. S. Fox	The Jewish Education Committee
Mr. A. Hoffmann	Melton Center, the Hebrew University - Jerusalem
Ms. A. Hochstein	Nativ Policy & Planning Consultants
Mr. Z. Inbar (ex-officio)	Joint Program & Pincus Fund
Mr. Y Mayer	Dept. for Torah Education & Culture, WZO
Mr. M. Revivi	Youth & Hechalutz Dept., WZO
Dr. E. Tavin	Dept. of Education & Culture in the Diaspora, WZO
Mr. H. Zohar	World Zionist Organization



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Mr Martin Passics
Mr David Porsis:
Mr Harvo M. St. rung
Mr Harvo M. St. rung
Mr Harvo M. St. rung

Mr Card Stea

EXECUTIVE COMMITTH Mr. Stanley Kames (Chairman) Mr. Leo Graham e Mr. Ronald Memger | (Treasurers) Mr. Coorad Mems

PART-TIME EDUCATION Mr Fred Worner Chairmant

IEDT YEARROOM Mr. Derek Tasar (Chairman)

DIRECTOR Mr Simon Clipton

PROGRAMMES DIRECTOR

Charies Commissioners Reg. No. 313443

Senior Personnel For Anglo Jewish Ribication

Considerable work has been done in analysing the Senior Personnel needs of the U.K. over the next five years in preparation for a meeting between Mr. Mendel Raplam (Chairman of the Personnel Sub-Committee of the Jewish Education Committee of the Jewish Agency) and representatives of the Jewish Educational Development Trust.

Purpose of meeting: To discuss at an advanced stage our negotiations with the Jewish Education Committee for implementation of a senior personnel project.

Data Submitted: A brief paper on Senior Personnel outlining:

- a) The reasons for embarking on a major Personnel project.
- b) The justification for a Senior Personnel approach.
- c) Statistical data relating to the need.
- d) A theoretical approach in response to the need.
- e) The financial ramifications of such an approach.
- f) Case studies to illustrate the possible impact of such a project.

Simon Caplan Director

30th April 1987.

[A] Reasons for Project:

The last few years have seen the beginnings of a Renaissance in Anglo Jewish Education in quantitative terms. Substantial additional school places have been made available at new schools such as Sinai, Independent, Bury & Whitefield, Rosh Pinah, and the Ilford Primary School. The educational support industry is blossoming through the Institute of Jewish Education, Manor House and a number of independent fringe organisations. The demands on the Jewish educator for innovation and creativity have never been greater - computer technology, Ivrit B' Ivrit, Modern Jewish History, Values clarification, the integration of Jewish and secular studies have all been thrust on to the system and accepted in varying degrees within a remarkably short space of time.

These are exciting times.

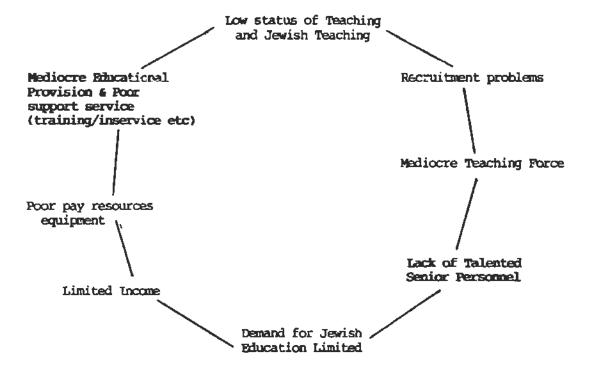
It is nevertheless clear that our Jewish Education system has feet of clay. There is no sense of confidence in the community that real improvement will follow on from the bevy of changes the last decade has seen.

Why?

The answer is straightforward. There is a dearth of qualified talented educational personnel at all levels. The schools, and the central organisations even with a wave of new ideas and methods, simply cannot fulfil their potential without exceptional people to teach, to develop and to lead.

A simple problem. And yet the personnel issue has not, to date, been given any prominence on the communal agenda, despite the fact that everyone recognises it as a significant if not the significant limitation on our current level of achievment.

We believe that the problem has not been tackled because it is perceived to be too complex to be treated. The reasons why we are so lacking the manpower we require can be viewed diagrammatically as a "cycle of educational disadvantage" in which each point is both cause and effect. It looks like this.



Eventually we must tackle every point on the cycle. Each is relevant and basic. This however, would impose a task, both educational and financial, which is beyond the resources of our community at present. We believe, in the circumstances that the most sensible and most effective strategy would be to tackle the lack of senior personnel to lead our efforts.

[B] Justification For Senior Personnel Approach:

It is the key to a Pull Solution:

We believe that an additional supply of "exceptional" senior educators will impact an almost every point on the cycle of disadvantage.

Talented professionals at the top raise the status of the profession in the eyes of children, parents and layleaders. They provide a positive image of the profession which aids recruitment and ultimately the quality of the teaching force, they demand proper reward and proper servicing in terms of support and equipment and materials, and of course, they ensure constant improvement in the quality of the education that is on offer.

Talented senior educators can break the cycle of disadvantage.

It makes practical educational and financial sense:

We believe that a senior personnel drive is feasible both educationally and financially.

A rough outline scheme with provisional costings forms part of this memo as a basis for discussion. It being understood that clear definition and parameters must evolve out of full negotiations with the relevant educational bodies.

[C] The Need: A Statistical Analysis.

The following tables are the result of informal data gathering involving the senior professionals of all relevant educational bodies. Neither informal nor adult education was considered under the terms of this initial datagathering.

The figures are representative of approximately 70% of the total number of positions available - the shortfall being due to the large number of single independent schools and organisations who could not be covered without indepth research.

We have to fill a minimum of between 40-50 key positions within three - five years. We have available some 11 individuals who are potentially suitable - only 3 of whom do not need further training.

We are at the edge of a precipice.

Nevertheless a relatively limited adjustment could make a substantial impact. Twenty new senior educators recruited from within Jewish Education, within Education, and from other professions, combined with a continuation of current policy to recruit far more talented young people into the ranks and then to nurture their careers, could produce dramatic results within 5-10 years.

We believe that task must begin in earnest immediately.

RESPONSES TO QUESTIONNAIRE ADDRESSED TO SENIOR PROFESSIONAL HEADS OF CENTRAL EDUCATIONAL BODIES (FORMAL EDUCATION ONLY)

(1) Identifiable named vacancies occuring 1987-1990.				(2) As (1) which may become vacant.	(3) Possible new appointments to be created 1987 - 1990				
	Cent.Orthodox inc.U.S., ZFET Torah Dept.	Reform/ Liberal	Luba- vitch	Total	Central Orthodox	Central Orthodox	Reform/ Liberal	Total	To
Head Teacher	8		4	12	. 4	1	. 1	2	
Head of Dept.	9		4	13	1	2		2	
Deputy Hend	1	1		2		2	1	3	
Head of Part	1	1		2					
Day School Advisor		2		2		3		33	
Special Education						2		2	
Director	1	1		2					
Synagogue Director of Education		4		4					
Researcher		1		1		1		1	
Education Officer						3		3	
Total	20	10	8	38	5	16	2	16	5
Potential candidate (with training)	1 '	3		R					1
Potential candidat (without training)				3					

[D] A possible Response to the need.

Immediate Action:

- The recruitment of between 10-25 potential senior educators.
- 2) The formulation of individual handtailored programmes of intervention to train this force over a period of 3-5 years.
- 3) The appointment of an educational task force to oversee and participate in recruitment training and ultimately in placement.
- 4) The utilisation of all relevant training programmes and institutions both locally and in Israel and elsewhere as appropriate to each individual.
- 5) The strengthening of local institutions to accommodate the needs of the project.
- 6) The formulation of a scholarship and incentive package to assist recruitment.
- * It should be understood that training and funding will differ from candidate to candidate. For some a full scale 3 year Israel based programme might be appropriate. For others intervention may take the form of an evening class or a tutorial relationship without the necessity for extraction from current employment.
- * It should also be understood that the project can succeed with one candidate as well as with 25. Economies of scale may operate, groups blocs of need might average out of numbers but the principle holds good whatever the number.
- * A further important and complicating factor will be the relationship between individuals and specific senior positions. The ideal would be to target each individual for a particular appointment from the outset. However, this will clearly not be the modus operandi in the majority of cases for obvious reasons.

We are proposing an immediate and pragmatic approach. It is, however, envisaged that a more sophisticated identification of the task will be evolved in tandem with this approach to include:

- Definitions of criteria for identifying senior educators.
- b) Definitions of job types and hence training needs in preparation.
- c) Design of appropriate training modules to assist in training both locally and abroad.
- d) Research into other factors effecting the senior personnel position including incentives, career structure and so on.

(B) Financial Ramifications

There is no single approach, course or institution that can, by itself, produce a cadre of exceptional Senior educators. The case studies appended are the best illustration of how the project would impact on particular individuals.

Some elements are, nevertheless identifiable as basic to the operation. These include:-

- 1) A central stucture including Educational Task Force that would be the "office" for the project - a recruitment/consultative agency - a facilitator and coordinator of individual programmes - a monitor and supervisor of "students".
- 2) A scholarship/fellowship fund to pay for support of candidates full of part-time, to subvent salaries of such candidates where necessary, to pay institutions for training courses, for travel particularly to Israel and so on.

As an illustration one might take the cost of producing one individual who might need say:

- 1) A one year fulltime Pellowship and two years parttime scholarship at £25,000.
- Buying into Education services at various institutions at £5,000.
- Relocation in Israel for one semester fulltime or three summer courses at £10.000.
- 4) A proportional cost in supervision/administration etc. at £5,000.

In other words it would cost approximately £45,000 spread over three years to produce one such individual ready to occupy a Senior Educational position.

On this basis the cost of a full Senior Personnel Project aiming to bring in some 25-30 individuals over three years would be in the region of £1,500,000 or \$2,460,000 (1.64).

[F] How the Senior Educator Project will operate in practice

Three Bypothetical Case Studies:

Mr.A. is a qualified teacher working in one of our Jewish Day schools in London. He has built up a good reputation in the 5 years he has been teaching and is regarded as a prospect for promotion. However, with a wife and three children, he has been forced to take on a parttime ministerial post and Sunday teaching in order to supplement his income. This inevitably dissipates his ability to concentrate entirely on making a success of his first employment, in the crucial early years of his career.

Mr.A. is, incidentally, a rare bird in being a male, first income winner, who has remained in Jewish Education. He is highly idealistic, and not without ambition to achieve promotion, but he knows that his personal status combined with the financial constraints of the profession make it well nigh impossible for a career development to take place. Evening classes, management seminars, study leave or anything that might involve relocating a family are quite simply out of the question.

Mr.A. knows that something must change. Either a promoted post will become available which he can take without moving or he will move out of Jewish Education altogether. Either way, he is a frustrated man because he knows that he needs more personal development to proceed - and yet he is a prisoner of his own circumstances.

If Mr.A. were to join the Senior Personnel project he could be offered a personal development programme over 2-3 years which might include:

- a) Management training
- b) More specialist Jewish study
- c) Shortterm inservice programmes in Israel
- d) Experience of other day schools
- e) A tutorial relationship with a senior tutor

Mr.A. would be offered scholarship income to ensure that he could concentrate on training rather than on the financial needs of his family. Fees to institutions would be paid so that he could benefit from the best possible courses. Most importantly Mr. A would become part of a framework seeking to maximise his potential to the system and not, as before, a prisoner of fate, pursuing less than good options because of short term need.

Within 3 years Mr. A will either join the staff of Jews' College as a teacher trainer or accept a headship in a London Jewish Day School.

Mrs.B. Is a mother of two, both recently married, and at the age of 46 looking to pick up a career in teaching that ended somewhat abruptly 25 years ago. She is trained and qualified, and she was regarded as a most promising educator at her first school, where she taught for three years before becoming pregnant.

Mrs. B comes from an average to committed United Synagogue background. Her Judaic knowledge is somewhat limited. She loves and understands Primary school children. She is a highly organised and competent individual. She is totally out of touch with modern developments in education. She is talented and with 20 years to give to Jewish Education. But she is almost unemployable.

If Mrs. B. were to join the Senior Personnel project she could be offered a 2-3 fulltime development programme which might include:

- a) Higher Jewish study
- b) Modern teaching methods
- c) Specialisation in an area of Jewish Education
- d) Supervised and centrally support placement in day schools
- e) Seminars in Israel

Mrs. B. would be given constant tutorial support, scholarship funding to make it possible for her to leave the house and participate in training, and an entry point into modern day schools via centrally sponsored placement. Day schools would not take a risk on Mrs B visa vi employment. They would gratefully accept additional parttime support from a potentially talented individual at no extra cost to themselves.

Within two years Mrs B will become a fulltime teacher at a Primary school. Two years late she will be promoted at the school or will move to another as Beadteacher.

Rabbi C. Is a highly dynamic young man of 28. He is training to be an accountant. He comes from a religious family, learned Judaically with a Semikhah from Israel after 4 years in Yeshiva and an Oxford degree in English.

Rabbi C did think quite seriously about a communal career but dismissed it as "unfashionable" and "unprofitable". He is not without a guilty conscience and some idealism. He was a Bnei Akiva Madrich — an excellent informal educator, and he still teaches at a Teenage Centre (he has done this for 4 years now). Whether he will continue to do so when he is more affluent in 3-4 years time is doubtful. Rabbi C writes educational material for Bnai Akiva. He clearly has a gift in this direction; though an untrained one.

A provincial community once approached Rabbi C to become their Education Director. He looked into the possibility very seriously, but in the end, the community would not offer a senior education post to an unqualified candidate, and Rabbi C would not countenance the idea of training professionally, entering at low pay levels and waiting, when faced with alternatives such as accountancy offering greater respectability and better pay from day one.

If Rabbi C were to join the Senior Personnel project he could be offered a five year development programme during which time he would be well supported whilst obtaining the following credentials and experience.

- a) Teacher Training
- b) Specialisation in Training
- At least two years fulltime and two years parttime experience in teaching.

After 5 years Rabbi C will be offered a Days Schools advisory or curriculum development post at the Institute of Jewish Education.

APPENDIX 3

LIST OF PARTICIPANTS

CONSULTATION ON TRAINING, JUNE 1987

Prof. W. Ackerman	Ben Gurion University of the Negev
Dr. T. Ariav	Tel Aviv University
Dr. H. Deitcher	Jerusalem Fellows .
Ms. S. Ettenberg	Jewish Theological Seminary of America
Prof. S. Fox	The Jewish Education Committee
Mr. H. Hanniel	Dept. for Torah Education & Culture, WZO
Rabbi. R. Hirt	Yeshiva University
Ms. A. Hochstein	Nativ Policy and Planning Consultants
Mr. A. Hoffmann	Melton Center, the Hebrew University - Jerusalem
Prof. M. Kerem	Oranim, School of Education of the Kibbutz Movement
Ms. R. Kleinberg	Jerusalem Fellow: educator from Mexico
Ms. S. Lee	Hebrew Union College, Los Angeles
Mr. Z. Mankowitz	The Jerusalem Fellows
Dr. A. Mars	University of Judaism
Rabbi J. Rabinowitz	Yeshiva University
Dr. B. Reisman	Brandeis University
Prof. S. Reshef	Tel Aviv University
Mr. M. Revivi	Youth & Hechalutz Dept., WZO
Mr. J. Roitman	Fonds Social Juif Unifie
Dr. M. Rosensk	Melton Center, the Hebrew University - Jerusalem
Dr. S. Shevitz	Brandeis University

Dr. A. Schiff	Board of J. Education of Greater New York
Dr. O. Shremer	Bar Ilan University
Dr. P. Steinberg	Hebrew Union College
Dr. E. Tavin	Dept. of Education a: 1 lture in the Diaspora, WZO
Dr. J. Woocher	Jewish Educational Services of North America (JESNA)
Mr. H. Zohar	World Zionist Organization
	Educator from South Africa

APPENDIX 4

EVALUATION QUESTIONNAIRES RETURNED

PROGRAMS FOR SENIOR EDUCATORS

AS AT 2.6.87

No. of Questionnaires	! !	
Type of Questionnaire	TOTAL	RETURNED
Jerusalem Fellows	1	2 9 6
1. Graduates	23	19 (83%)
2. Participants	13	12 (92%)
3. Candidates	27	18 (67%)
Senior Educators Programs		
1. Graduates	61	32 (52%)
2. Referrants of graduates	73	45 (62%)
j. Participants	15	12 (80%)
TOTAL	212	136 (64%)
		:



הוועדה לחינוּך יהוּדי של הסוֹכנוּת היהוּדית THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

SENIOR PERSONNEL FOR JEWISH EDUCATION

PROGRESS REPORT

Submitted by

NATIV - POLICY AND PLANNING CONSULTANTS

October 1987

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Morton L. Mandel
Co-Chairman
Avraham Katz *
Committee
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Martin Citrin
USA

Jaime Constantiner Mexico Heinz Eppler

USA Max Fisher USA

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Argentina Ralph Goldman USA

Uri Gordon Israel Richard Hirsch

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Issac Joffe
South Africa

Stanley Kalms England

Mendel Kaplan South Africa Kenny Katz South Africa

Charles Kroloff USA

Arthur Levine USA

Norman Lipoff USA Robert Loup

USA Yitzhak Mayer

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Israel Jose Nessim USA

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USA Stephen Shalom

USA Ed Shapiro

USA Eliezer Sheffer

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Consultants
Seymour Fox,
Senior Consultant
Arthur Rotman
Carmi Schwartz
Jonathan Woocher

Haim Zohar



October 18, 1987

Mr. Mendel Kaplan Chairman, Sub-Committee on Personnel The Jewish Education Committee The Jewish Agency

Dear Mr. Kaplan,

It is my pleasure to submit to you a progress report on the project on Senior Personnel for Jewish Education.

Sincerely,

Annette Hochstein Project Director

SENIOR PERSONNEL FOR JEWISH EDUCATION WORK-IN-PROGRESS -- OCTOBER 1987

The present report consists of a brief overview of progress on the various projects undertaken by the Jewish Education Committee, as a result of the recommendations of the Sub-Committee on Personnel.

Research

I am happy to enclose two completed reports :

1.Dr.J.B.Ukeles: <u>Senior Educator: a Career Option for Jewish</u>
<u>Studies Students</u>

2.Prof.Steven M.Cohen and Ms.Susan Wall: Recruiting and Retaining

Senior Personnel in Jewish Education: A focus group study in

North America

These reports are rich with <u>implications for policies and future</u> directions, and we plan to suggest action at the February 1988 meeting of the Committee, following study, analysis and discussions of the findings.

Dr.Ukeles was asked to explore the possibility of reorienting students in Jewish Studies programs towards a career in Jewish Education. Following data gathering, interviews with university program directors and students in Jewish Studies programs the

researcher concludes that there is indeed opportunity to recr_it students for Jewish Education Careers.

Four pilot programs are suggested:

- * A Recruitment program aimed at undergraduates;
- * Two career-development programs aimed at beginning graduate students:
- * A program to create academic positions in Jewish Education aimed at advanced graduate students or post doctoral students (See Appendix I: Executive Summary; see full report Jewish Education Committee Publication No 5).

Prof.Cohen and Ms Wall. were asked to find out more about the professional conditions of present Senior Educators and their thoughts concerning the issues confronting the field particularly recruitment and retention. Amongst the findings we can note the fact that most senior Jewish educators participating in the study reported reaching the field as a career - as well as their positions - by accident rather than through a planned Most had strong Jewish upbringing yet felt gaps in their Judaic knowledge and skills. They also reported difficulties in dealing with the administrative burden of their job. They complained widely about the relations with lay boards who, they claimed, failed to adequately respect the professionalism of the field.

Amongst other recommendations the researchers recommend to consider targeting recruitment efforts at undergraduate students

with intensive Jewish backgrounds, and at other populations which have in the past provided significant numbers of Senior Educators (Rabbis, afternoon school teachers and public school teachers). The educators strongly advocate systematic internships or apprenticeships for potential senior educators as a means of improving effectiveness as well as morale. (See Appendix 1: Summary of findings and recommendations; see full report *Recruiting and Retaining Senior Personnel in Jewish Education: a Focus-Group Study in North America*).

II.Training Programs

Our work with the training programs has been a source of particular encouragement. You will recall that the Committee had recommended the expansion of two Israel-based training programs for Senior Personnel - The Jerusalem Fellows program and the Senior Educators program. Simultaneously we undertook an evaluation of the programs to guide the planned changes. Throughout the process there has been a constant dialogue between the planners and the evaluators, and many of the findings of the evaluation were incorporated into the planning as work proceeded. The results are significant:

1.Senior Educators

The program has been completely revamped. It has changed from being essentially a sabbatical-style program for teachers seeking professional enrichment, to being a carefully thought through

program for Senior Educators. From academic program to staff to administration and recruitment, everything has been redesigned. Tutors are now working with the students; much of the bureaucratic hassle has been eliminated; the summer was used for a new conception of a preparatory program (ulpan). This included Hebrew language study as well as courses in Judaic knowledge. Recruitment work for next year (88/89) already indicates that numbers could double by then. (See Appendix III - "Expansion of Senior Educator Program" -- Draft Evaluation Study available upon request).

The Academic Advisory Committee set up upon the recommendation of the "Joffe Committee" has met regularly to discuss the program. The Committee is composed of Hebrew University faculty members and representatives of the WZO Departments of Education and Culture, Tora Education and Culture and Youth and Hechalutz.

2. Jerusalem Fellows

The Jerusalem Fellows program excels in terms of the level of participants and staff, content and program. The expansion program began with the coordinator of the program designing and implementing a recruitment campaign. The tutorial system has been strengthened here too and some curricular changes have been introduced, following findings of the evaluation. The most interesting has been a reconsideration of the core courses. (See appendix IV, progress report).

So change is not so much the issue with this program, as is

little doubt that they are setting new standards of professionalism for Jewish Education.

III.Community Projects

The Community projects are getting off the ground in France, England and Mexico. Data collection has begun in South Africa.

1.France

There is cause to be particularly gratified by the progress of the project in France. The project, aimed at training day-school principals for the French Community, will begin officially on November 11, with the first 6 participants in the program. This number meets the target we had set for the first year. It is the result of a most professional recruitment and selection process. Close to 40 applicants expressed interest following the publicity campaign. They were screened with a smaller number reaching the stage of interviews. Prof. Ackerman, consultant for this project, participated in the interviews of the final candidates. The general assessment of the participants is that they are qualified for the program.

A local senior educator is coordinating the project and we are now looking for a tutor. The program is being designed with the involvement of the FSJU, the educational networks in France, the GIC for education, representatives of the WZO departments and staff and consultants for the Jewish Education Committee.

2.England

The project in England is ready to enter the recruitment and selection phase for the training program. A major structural hurdle was overcome this past summer, with the assistance of Mr. Mendel Kaplan, when both lay and professional steering Committees were established. In July a meeting took place with the participation of representatives of the JEDT, ZFET, W2O Tora Eduction Department, United Synagogue and Jewish Education Committee.

This was followed by a meeting in September under the auspices of the Chief Rabbi of England where all institutions and networks responsible for Jewish Education in England were represented. At that meeting participants unanimously endorsed the personnel project and approved the proposal of September 1st as guidelines for the project (See Appendix V).

The group also constituted itself as an ongoing Steering Committee for the project.

A publicity and advertisement campaign as well as a recruitment effort throughout the educational institutions is being undertaken. The plan is to select candidates over the next two months and to offer them a brief intensive seminar during the coming winter. The intention is that participants will spend next year (1988/9) studying in Israel.

Mr Isaac Joffe met with the professionals staffing the project in England. Mr Alan Hoffmann is the consultant on this project for the Jewish Education Committee.

3.Mexico

The Community project in Mexico - the latest to be undertaken, is now entering intensive planning stages, and is likely to catch up rapidly. It is hoped that the training program for day-school principals will begin in cooperation with the Universidad Ibero Americana at the end of January with up to 8 participants. Rachel Kleinberg, a graduate of the Jerusalem Fellows program, is coordinating the project in Mexico and is presently dealing with the survey that should lead to the selection of candidates. Mr Shmuel Benalal is staffing it for the Committee.

4.South Africa

An institution by institution survey has been undertaken by a team of staff members of the Kaplan Center of Cape Town University and of the South African Board of Jewish Education with the aim of identifying specific posts that will need staffing and possible candidates for training for these posts. A number of posts and candidates have already been identified, and it is hoped that the project will get into specific planning over the coming months.

IV.Consultation on Training

A three day consultation was held in Jerusalem at the end of June to consider norms and standards for training senior personnel and to discuss training strategies. Participants included heads of the leading institutions for the training of senior educators in Israel and in the USA, representatives of the Community projects, representatives of the WZO Departments of

Education and staff of the Jewish Education Committee.

V.Next Steps

The question of the long-term funding of the two training programs has been a matter of concern. Today these programs are funded year by year on an ad-hoc basis by the Pincus Fund (Senior Educators) and the Joint Program (Jerusalem Fellows.) The Jerusalem Fellows, under the auspices of the WZO, now in its seventh year of existence, received a grant from Bank Leumi for its first five years. The Senior Educators, a program with the participation of the WZO Departments of Education and Culture, Tora Education and Youth And Hechalutz, and of the Hebrew University, is being funded by the Pincus Fund.

Towards the February 1988 meetings of the Committee we propose that the following work be undertaken:

- 1. The research reports will be analyzed, and their implications for recruitment policies and program development policies will be presented.
- 2. If the Committee so decides, additional development of training opportunities will be presented, including the development of new programs and of Israel components of American-based programs.
- 3. The community projects will be further developed. A North American community will be selected for a project. First

lessons will be drawn from the experience with the existing projects.

Proposal

We suggest that the Committee consider the issue of the multiyear funding of the training programs.

We suggest that the Committee recommend multi-year funding for the Community projects.



Sub-Committee on Personnel for Jewish Education

Chairman: Mendel Kaplan

Project Director

Annette Hochstein

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Consultants on Methodolgy

Prof. Seymour Fox Prof. Michael Inbar

Independent Research Projects

Jacob B.Ukeles Consulting Services (New York), "Senior Educator : A Career Option for Jewish Students".

Prof. Steven M. Cohen & Susan Wall, "Recruiting and Retraining Senior Personnel in Jewish Education: A Focus Group Study in North America".

Appendix I

Senior Educator: A career option for Jewish Studies Students Jacob B. Ukeles Consulting Services Suite 505 611 Broadway New York, N.Y. 10012

EXECUTIVE SUMMARY

The purpose of this report is to assess the feasibility of reorienting people in University-level Jewish Studies towards careers in Jewish education and to suggest possible pilot programs to support or help them make the transition. The objective is to help meet the acute shortage of qualified candidates for senior positions in Jewish education in North America.

Overall, the hypothesis seems to be supported by the analysis. Ten out of thirteen of those involved in leading Jewish Studies programs supported the need for and feasibility of the effort. The student interviews also confirm the plausibility of the central assumption; yet with some significant caveats that have important implications for the design of programs.

Most of the underlying assumptions seem valid. Jewish Studies students do seem to be strongly Jewishly committed. There seem to be more applicants than jobs in Jewish Studies and not enough applicants in Jewish education. Jewish Studies students have a high level of Jewish knowledge. Salaries in Jewish education are probably somewhat higher than those in academia.

A communal effort to support the redirection of some Jewish Studies students into Jewish education careers and the creation of new joint careers in Jewish education and Jewish Studies is desirable and feasible. By itself, such an effort cannot possibly fill the shortages in the numbers of qualified candidates for senior positions in Jewish education. Nor will the transition from Jewish Studies to Jewish education be accomplished easily. Specific programs need to be carefully-defined and well-funded.

But, as one of a series of strategies for expanding the applicant pool for senior positions, new programs oriented to Jewish Studies students may prove to be cost-effective. Even twenty to twenty-five highly qualified, new entrants into Jewish education from Jewish Studies every year could have a tremendous cumulative impact over a five to ten year period. Such numbers appear to be attainable with the right programs.

Four pilot programs should be seriously considered:

A recruitment program aimed at undergraduates; two career development programs aimed at beginning graduate students; and a program to create professorships in Jewish education aimed at advanced graduate students or post-doctoral students. These proposals are discussed in detail in the last part of the body of the report.

Appendix II

Recommitting and Retaining Senior Personnel in Jewish Education-A Forus Group Study in Worth America By Steven M. Cohen and Susan Wall

We separate this summary of findings from the summary of policy recommendations which follows.

Put most concisely, here are the main points derived from the focus groups:

- 1. Most non-Orthodox senior Jewish educators reached their positions "by accident" rather than through a long period of training and advancement.
- 2. Most started in the field as part-time, supplementary school teachers or youth workers.
- 3. Most had strong Jewish upbringings (e.g., as Orthodox Jews. Israelis, or Jewishly strong non-Orthodox homes) punctuated by an intensive experience of one sort or another, particularly youth groups, Jewish educational camps, or a trip to Israel.
- 4. Many reported the influence of mentors who inspired them to deepen their Jewish commitment, work as educators, enter the field of Jewish education, or develop professionally in the field.
- 5. They conceptually divided the component skills of their jobs into three areas: Judaica, education skills, administration and management skills.
- 6. Except for the rabbis, many felt they had significant gaps in their Judaic knowledge and skills. But beyond the intellectual sphere and academic preparation, many felt that a strong Jewish upbringing was essential for senior Jewish educators.
- 7. Many had taken courses as educators but, with notable exceptions, found them not particularly helpful in their work. At the same time, they regretted the lack of educational professionalism among their colleagues and superordinates (rabbis, boards) who lacked any formal training in education. Rather than education courses, respondents viewed on-the-job experience as having considerable value.
- 8. Under the rubric of administrative and management skills, the respondents reported several significant gaps in their training, among them dealing with board and communal politics, budgeting, fundraising, and personnel management. They thought that training for this area could be provided by: case studies in education courses, internships with experienced senior educators, and volunteer work in Jewish communal governance.
- 9. The major felt rewards of working as a senior Jewish educator could be grouped into four categories: watching students learn; having opportunities for creativity; contributing to Jewish continuity; and making an impact.

10. Their complaints were numerous and diverse.

The most severe and widespread complaints were about:

a. Relations with lay boards whom, they claimed. failed to adequately respect the professionalism of the field or the educator (fewer Orthodox educators reported this sort of difficulty).

b. The excessive time demands, particularly among principals; in particular, the harried and hectic pace of decision-making, the need to react to demands and the inability to engage in longer-term planning and execution of policy.

Other complaints, less widespread and less keenly felt, were about:

c. The excessive administrative reaponsibilities, many of which demanded skills few educators were trained for and many of which were petty and time-consuming.

d. Overly intrusive parents (in the day schools); and uninvolved parents (in the supplementary schools).

e. Lack of professional prestige, particularly among youth group directors, but also among some supplementary school principals who feel they occupy the bottom rung of the synagogue prestige hierarchy.

f. Inadequate financial compensation as well as pensions and retirement plans.

g. Budgetary limitations for teachers' salaries, equipment, and programs, reflecting inadequate community support for quality Jewish education.

bifficulty in finding and keeping qualified teachers.

i. Absence of the trappings of a profession: clear standards for training and credentials, a career ladder, collegiality and opportunities to advance beyond the principal level.

j. Job insecurity.

k. Congregational rabbis who supervise supplementary school principals and some youth group directors, but who lack educational training.

11. Most respondents were ambivelent about whether they would recommend a career in Jewish education to their own children or other young people.

12. Many, if not most, failed to express an unambiguous intention to remain in the field of Jewish education five years hence.

- 13. Many were unclear about their job destinations in five years; those who might leave the field and could speculate reported: the pulpit; Israel; Jewish communal service; and business.
- 14. Respondents were enthusiastic about the possibility of a sabbatical. They also reacted very positively to the idea of the field developing new positions as administrative assistants, vice principals, middle managers.

SUMMARY OF POLICY IMPLICATIONS

We emphasize that these implications and recommendations should be seen as tentative for several reasons. We have not conducted a comprehensive policy analysis; rather we have interviewed extensively only one constituency relevant to the formulation of policy. Thus, the findings of this report need to be integrated with other investigations to arrive at a more trustworthy basis upon which to proceed.

The most salient and significant implications to emerge from this study are as follows:

- 1. Recruitment efforts ought to target those who are or have been involved in intensive Jewish programs: youth groups, Jewish camps, Israel trips, day schools, and Hillel Foundations. Such efforts should be undertaken during the undergraduate years when many are making their career decisions.
- 2. The large number of senior educators who were once pulpit rabbis, afternoon school teachers, and public school teachers suggests that these populations may continue to serve as a pool for Jewish educational leadership. If so, then systematic recruiting of and training programs for these groups may be productive. (This study could not address the utility of recruiting among population segments which have not provided large numbers of senior educators. These first two recommendations, therefore, ought not be seen as exhausting new, unconventional reservoirs of talent.)
- 3. A systematic program of internships or apprenticeships in senior Jewish education may have immediate and significant impact on the number of qualified senior personnel and the status of the profession. Younger educators would receive individualized training from veteran educators and would benefit from actual experience in the field. Not only would such a program bring more qualified candidates into the field; it also would serve as a powerful morale-booster for the senior educators who would serve as mentors and supervisors. (Note: We regard this recommendation as the most urgent and productive policy suggestion to emerge from our research.)
- 4. Senior educators and lay leaders need instruction in how better to relate to one another.
- 5. Schools (particularly day schools) need to explore alternative administrative structures so as to allow principals to concentrate more on education, and to reduce their excessive time demands.
- 6. Increasing status and financial compensation of senior Jewish educators may help retain as well as recruit a number of people to the field. These problems are particularly acute among youth directors and small school principals.

- 7. Sabbaticals would constitute a major incentive for many senior educators. There was some interest expressed in summertime in-service courses of short duration.
- 8. The feelings of job insecurity by principals need to be addressed.
- 9. Principals in particular would react favorably to efforts to overcome their professional isolation.
- 10. The professionalism of senior Jewish educators and networking among them could be significantly enhanced through a program of consultative visits to one another's schools. Currently, only BJE and denominational movement consultants regularly visit several schools. Principals rarely have the opportunity to observe other schools in action or to serve as professional advisors to their colleagues in the field.
- 11. Federations and other community agencies ought to make special efforts to include and involve senior educators as board members and as honored guests at community functions; that is, to treat educators with the same respect accorded influential congregational rabbis.
- 12. Rabbinical schools ought to include some formal training in education in their curriculum both for the rabbis who eventually serve as educational directors and for the many more who supervise educators. In addition, in-service workshops for rabbis, or possibly rabbis and educators together, may be valuable.

Other suggestions can be drawn from the body of this report. The ones listed above seemed to us to be among the most significant, most substantiated, and most urgent.

RECOMMENDATIONS FOR FURTHER RESEARCH

We have two reasons for presenting these recommendations. First, we honestly believe these research lines will benefit the formulation of policy. Second, by outlining where further research would be useful, if not necessary, we delineate the limits of this study.

- 1. This study only begins to comprehend the frustrations experienced by senior Jewish educators. Each of the major areas we have uncovered -- gaps in training, poor relations with lay boards, excessive time demands -- all require further exploration and development.
- 2. We need to examine how lay leaders contribute to the frustrations of school principals. In particular, we should begin by studying the attitudes and images of some lay leaders themselves. (One such focus group is already scheduled.)
- 3. The recent alumni of the graduate programs in Jewish education may well report different patterns of recruitment, training, professional rewards and frustrations. They ought to be examined closely for possible clues as to the value of the programs they attended. (One such focus group is already scheduled.)
- #. We need to explore the feasibility of recruiting senior educators from the conventional populations as well as from some unconventional sources such as: elite university students, public school teachers and administrators, and those contemplating mid-life career changes.
- 5. We need to explore ways to improve the recruitment patterns of the several graduate programs in Jewish education.
- 6. We need studies to develop and evaluate individualized programs to train Jewish educators, such as the internship model discussed in this report.
- 7. As a general principle, innovations undertaken as a result of this report ought to be subjected to systematic and critical evaluation.

EXPANSION OF SENIOR EDUCATORS PROGRAM

OCTOBER, 1987

In February 1987, the Jewish Education Committee of the Jewish Agency approved an expansion plan for the Senior Educators Frogram from twelve students a year to 75 a year over the next five years. At the same time the Committee commissioned an evaluation study of the program which would help to guide the expansion. While Nativ Consultants conducted the evaluation the Hebrew University's Melton Centre faculty and staff began planning academic and programmatic changes as a pilot program for the academic year 1987-1988 with the twelve educators accepted under the stipulations of the "old" 1986-87 program. The evaluation of this year's program will form the basis for the 1988-89 program when the number of participants anticipated is 25 and will influence the design of the first phase of the expanded program in 1988-89.

Although a grant of \$279,000 was approved for the July 1987-June 1988 period, innovations were instituted from March 1987 onwards. An Academic Advisory Committee was created, composed of Hebrew University faculty and representatives from the WZO Departments of Education and Culture, Torah Education and Culture, Youth and Hechalutz. This Committee has been meeting regularly since its inception and has gone a long way towards remedying the criticism that, due to the plethora of agencies involved, no coherent view of the program existed.

The Melton Centre faculty has instituted a tutorial system and thus revamped the entire academic and administrative basis for the Senior Educators Program. A senior tutor, with three additional tutors, working part-time supervise the program of all twelve participants and have final academic jurisdiction over their Students' programs, reducing much of the confusion which has reigned in the past.

Moreover, the senior tutor, Dr. Howie Deitcher, visited a majority of the participants in their home communities in May. By meeting with them, with their supervisors and with community education leaders, Dr. Deitcher was able to discern their respective expectations and clarify some of the goals of the program. The evaluation had revealed that expectations often differed from the reality of the program. The visit in May helped to bridge that gap. It also enabled the tutors to begin planning the individualized study programs well in advance of the educators' arrival in Israel -- a significant change from the past.

The structural, programmatic and administrative innovations that have been implemented for the 1987/88 year are outlined below.

STRUCTURAL INNOVATIONS

- A. The addition of the tutorial system as the key organizing principle of the program. While a major focus of the tutor's work is academic, the tutor also serves as a central address for all aspects of the participants' year in Israel. The educators can turn to their tutors for advice in all areas of concern, without having to know the bureaucratic configurations and peculiarities of Israeli life. The tutors have done much to mitigate the organizational confusion cited in the evaluation.
- B. The course of study began in August, rather than after the holidays, thereby adding three additional months to the program. With the advanced planning afforded by the senior tutor's visit in May, quality time was added to the program, as each participant was able to begin serious study immediately upon arrival.
- C. The introduction of a compulsory, 8-week Hebrew language ulpan. Whereas available before, this year's educators were all required to participate in the ulpan and upgrade their level of Hebrew proficiency. This ensured that all the educators could undertake studies in Hebrew during their year here and made Hebrew the lingua_franca for all participants.
- D. The introduction of a Judaica course which ran concurrent with the ulpan. This year's course, run by one of the tutors, was entitled "Jerusalem as Portrayed in Jewish Sources" and met for twelve sessions. It was open to spouses as well and, along with enriching their Judaic backgrounds, gave the participants and tutors a chance to become better acquainted. As so many of the participants had to study in the summer ulpan, the implementation of a full-blown Judaic immersion program was delayed until 1988/89.
- E. The initiation of a series of social activities to acquaint the participants and families with each other. In August, a faculty reception, a family barbecue, and a Shabbat retreat helped to reduce the anomie for the families and enable the educators to concentrate on their studies. These social activities should also serve to strengthen the ties that the educators maintain after their year in Israel.
- F. Although the evaluation report described acute problems relating to insufficient financial support, this very important area is not within the province of the 1987/88 expansion program. The issues remain in need of attention as participants this year report considerable financial hardship.

ACADEMIC INNOVATIONS

- By the end of the 1986/87 year, the Melton Centre faculty had concluded, and the evaluation results corroborated, that the standard Hebrew University academic program was not suited for the Senior Educators. Therefore, a special program needed to be developed. The Melton Centre faculty strongly felt that the program needed to integrate the study of Judaica, education, and the translation of both of these into practice.
- A. The institution of the academic tutorial system. On a weekly basis, each tutor meets individually with three of the participants. The tutor supervises the independent project of the educator and these meetings constitute an academic course for credit. The tutor also approves institutions for outside study and helps the participant design his year's academic work.
- B. The institution of four rather than two required courses in education at Hebrew University. These courses constitute a core curriculum specifically tailored and open only to the Senior Educators program. It replaces the previous requirement of ten semester hours in education courses at Hebrew University, which were not appropriate for the participants professional development.
- C. The initiation of a course on Israeli society, entitled "Challenges Facing Israeli Society Today." This seminar takes seriously the evaluation's finding that the Israel experience is crucial to the program's success. The seminar deals with the centrality of Israel in Jewish education and exposes the educators to a variety of issues and personalities in contemporary Israel.
- D. The visits to Israeli educational institutions have been reworked into a seminar, with required readings. Responding to the criticism that the visits had previously been haphazard and unfocused, the faculty has designed a course which will examine the institutions within the context of the seminar title, "The Jewishness of the Jewish State." This seminar, as well as the one above, is the responsibility of the tutors.
- E. A course with Professor Nehama Leibowitz which deals specifically with the methodology of teaching Bible. The course includes a second layer of readings in Prof. Leibowitz's educational philosophy as well as meetings with the senior tutor.
- F. The introduction of a monthly "brown-bag luncheon" forum. Participants are able to meet with outstanding Hebrew University scholars in varied disciplines who have grappled with conceptions of Jewish education.

ADMINISTRATIVE INNOVATIONS

The Melton Centre staff meets twice weekly planning for the program; one meeting discusses "The Role of the Tutor" and one meeting engages in planning for both this year and next year. The staff has already instituted several changes.

- A new, attractive brochure for recruitment purposes has been published. It has already been distributed at the CAJE conference in Atlanta and by the WZO departments.
- B. A new application form which will enable more careful screening of future applicants has been developed. Personal interviews will be required for each candidate.
- C. Intense efforts have been made to broaden the population aware of the expanded Senior Educators Program. Direct mailings of the brochure have been sent to all graduates of the Jerusalem Fellows and Senior Educators Program, to addresses on the Melton Centre database, and via JESNA to its constituents. Meetings have been held with various regional representatives of the Hebrew University, asking them to disburse brochures. Melton Centre faculty members have publicized the expanded program during their visits abroad and will continue to do so. This partially responds to the evaluation's finding that dissemination of information on the program was poor and inaccurate.

Representatives of the WZO Departments of Education and Culture, Torah Education and Culture, Youth and Hechalutz have been extremely cooperative in planning for this enlarged recruitment process and have intensified their recruitment efforts especially on the European continent.

It should be borne in mind that the evaluation report cited increased financial support as the most critical variable affecting future attendance to the program.

As of October 1, 1987 more than 70 requests for application forms have been received -- significant increase over last year at the same time.

D. The participants are now able to study anywhere within the Israeli educational framework, as approved by their tutors, regardless of the institution's financial relationship with the WZO.

Plans to implement a specialized track in curriculum writing for next year's program are now underway. It is clear that different recruitment and selection strategies will be necessary, and such strategies are under discussion.

Serious planning regarding research, publication and evaluation has already taken place. Formative evaluation questionnaires were distributed to participants at the end of the ulpan program and further questionnaires will be used periodically throughout the year. These evaluations, coupled with the impressions of the faculty and staff, are designed to gain statistical information about the experimental process being probed.

JERUSALEM FELLOWS -- A PROGRESS REPORT

October 1987

Since 1982, the Jerusalem Fellows has been preparing leading professionals for key positions in the world of Jewish Education. The program represents a bold attempt to deal with the acute shortage of top personnel in Jewish Education. A combination of factors, including the level of the participants, high quality of the staff, flexible structure and location of the program, has made the Jerusalem Fellows a unique enterprise. Today there are close to 40 graduates of the program working in various Jewish educational institutions throughout the world.

An evaluation study of the program was conducted by Nativ Consultants in 1987. At the same time, the blue print for expansion of the Jerusalem Fellows program which was approved by the Jewish Education Committeein February 1987 was implemented.

The following issues raised in the above evaluation, have been addressed by the faculty and staff of the Jerusalem Fellows over the past few months:

- -- the orientation
- -- the core seminars
- -- Fellows and faculty
- -- individual projects
- -- recruitment

1. <u>Orientation</u>

The orientation had been perceived in the past as overly focused on the program's content and not sufficiently attentive to the technical and social concerns of the participants. To correct this, the goals of the September 1987 orientation were clearly redefined as:

- a) the deliberation on issues of central significance to Jewish education;
- b) the facilitating of group cohesion;
- c) planning the year's course of study.

During this year's orientation especially, an inordinate amount of time was devoted to making the Fellows full participants in the planning of their program.

2. Seminars

In the past, some Fellows found the Seminar on Education and Seminar on Contemporary Jewry to be unfocused and uneven in quality. The academic core course has been restructured. The seminars on Jewish Education, Contemporary Jewry, Israel, and Jewish Thought have been integrated into one seminar which will focus on 5-6 issues crucial to Jewish education during the year. The topics are being chosen jointly by the Fellows and the faculty. The intentions of this new framework are:

- a) to yield guidelines for educational practice.
- b) to derive benefit from the diverse experience, training and concerns of the Fellows;
- c) to increase interaction with the faculty.

Group Project

A further innovation under consideration for this year's study program is a combined project of all 12 of this year's Jerusalem Fellows with the purpose of making a collective contribution to Jewish Education. A small publication with the findings of the project may emerge from the group process at the end of the year.

4. <u>Individual Projects</u>

Both the Fellows and the faculty describe the Individual Project as one of the most important and beneficial elements of the program. The evaluation revealed, however, that many of the Fellows have not completed their projects. In order to expedite the research and production of the Fellow's individual projects, specific members of the faculty have undertaken this assignment.

Network of Fellows

All of the respondents to the evaluation questionnaire indicated their desire to maintain close ties among the Jerusalem Fellows. The crucial mechanism for accomplishing this is the annual Jerusalem Colloquium, which will take place this year in December. Regional seminars, which provide in-service assistance and training, as well as maintain personal and professional ties, have also been initiated. Graduates of the program have been encouraged to undertake joint projects with their fellow graduates and colleagues in the field. Two examples of such projects presently operating are:

a) a consultative committee dealing with integration of secular and religious studies in Orthodox day schools in the New York area; b) a network which attempts to provide school directors throughout North America with information concerning innovations in education.

6. Expansion of Faculty

In accordance with its proposal for expansion, the Jerusalem Fellows has appointed Dr. Daniel Pekarsky, Professor of Philosophy of Education of the University of Wisconsin in Madison, as a visiting faculty member and scholar in residence.

7. Recruitment

The expansion proposal also recommended significant action in the area of recruitment. The educational coordinator of the Jerusalem has undertaken an assignment to redesign and step up recruitment efforts. As of October 1, 1987, a new master plan for recruitment is under consideration. The key element of the plan is the identification of new target populations for candidates and devising ways and means of reaching these people.



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PROGRAMMES DIRECTOR Mr. Moir Fachler

Charity Commissioners Reg. No. 313443 7th September 1987

Mr. A. Hoffman Hebrew University Mt. Scopus Jerusalem Israel

Dear Man

Re: Senior Personnel

I have much pleasure in confirming the details of a meeting to take place at the Home of the Chief Rabbi, 85 Hamilton Terrace, N.W.8. on Sunday 20th September at 10.a.m.

The meeting has been called to discuss the enclosed paper, prepared jointly by a group of senior professionals representing the central Orthodox Educational structures in our community. I hope you will have the opportunity to study the proposal in advance of our meeting and to refer any immediate questions to those professionals listed in the introduction.

Invitees to our discussion are:-

The Chief Rabbi, Mr. S. Kalms, Mr. R. Metzger, Mr. S. Frosh, Mr. R. Cannon, Mr. A. Kramer, Mr. E. Frankel, Mr. M. Cohen, Mr. S. Caplan, Mr. S. Dorfman, Mr. Z. Galon (Z.F.E.T.), Mr. M. Fachler and Mr. A. Hoffman.

I look forward to meeting you on the 20th September,

Simon Caplan

Yours sincerely,

A PROPOSAL FOR A SENIOR PERSONNEL DEVELOPMENT PROJECT

1) INTRODUCTION

This paper represents the views of six professionals all of whom are involved, directly or indirectly with servicing the needs of the Anglo-Jewish education system. The group was convened in order to deal with the pressing issue of Senior Personnel for Jewish Education. The group consists of:-

Mr. Michael Cohen Director: United Synagogue's Board of Jewish

Religious Education. Institute of Jewish

Education.

Mr. Simon Caplan Director, Jews' College London, & JEDT.

Mr. Shimuel Dorfman British Representative: Torah Dept & WZO

Dr. Uri Haklai Education Director ZFET

Mr. Meir Fachler Programmes Director, JEDT.

Mr. Alan Hoffman Director, Melton Centre for Jewish Education in

the Diaspora, Hebrew University, serving as Consultant to the Jewish Education Committee of

the Jewish Agency.

2) THE PROBLEM

From data gathered from the combined resources of this working party it is clear that the Anglo-Jewish education system will have to fill a minimum of between 40-50 vacant senior positions within the next 3-5 years. Within the system there are very few people who are trained, qualified or equipped to fill these positions. Moreover many senior positions are currently occupied by non qualified personnel.

THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

The Personnel Sub-committee of the Jewish Education Committee recently commissioned research in the field of Senior Personnel throughout the Jewish world. Its findings were that approximately 4,000 senior Jewish Education positions exist world wide, and that anywhere between 1,000 - 2,000 are either unfilled or are occupied by unsuitable personnel. In this context the Jewish Education Committee is keen to assist the Anglo-Jewish Community solve its Senior personnel problems. This assistance is both educational and financial. In June this year the Committee 'set aside' \$200,000 for 87/88 for the UK - a sum which the JEDT in principle has agreed to match.

4) THE PARAMETERS OF THE SOLUTION

The Steering Group described in 1 above proposes the setting up of a community wide Senior Personnel Development Project. Senior Personnel, for the purpose of the paper includes:

1) Day Schools: All positions of special responsibility other than simple teaching position posts.

2) Central organisations: All professional central positions.

The aim of the project would be to recruit, train and equip a cadre of senior personnel to fill the forthcoming vacancies and to improve the quality and performance of personnel currently occupying senior positions.

A) Management Structure

- a) The lay leaders of the J.E.D.T., J.E.C., Torah Dept., U.S., and the Z.F.E.T., appoint a professional to represent their organisation on the project Steering Committee.
- b) The Steering committee will be chaired by a person representing the JEDT.
- c) Hiring of tutors, additional staff and financial decisions to be made by the Steering committee.
- d) The appointment of a professional central staff person
- e) Minutes of Steering Committee meetings to be distributed to the lay leaders.
- f) Lay leaders to meet in six months to discuss progress of the project.

B) Recruitment of candidates.

Candidates should be drawn from:-

- 1) Jewish Studies teachers in Jewish schools
- 2) General Studies teachers in Jewish schools
- Jewish teachers currently serving in non-Jewish sectors.
- 4) Jewish academics becoming redundant or interested in Jewish Education
- 5) 'Fast Track' "talent search" process for young people presently entering the field.
- 6) Committed Jews outside the field of education.

C) Training

- a) A set of programmatic criteria for senior personnel development will be elaborated and in its wake a highly modular framework of programmatic building blocks should be developed.
- b) On a tutorial basis participants' backgrounds and needs will be analysed and relevant training strategies created.
- c) All relevant training programmes and institutions, locally, in Israel or elsewhere would be utilised as appropriate to each individual.

D) Project location

- a) Centre of gravity for training to be in the UK
- b) An Israel experience as an integral part of all training. At least short-term

- c) Where possible, participants will be directed to longer Israeli training programme as part of the entire package.
- d) Tutorial system will require Israeli 'roving' tutors to spend significant amount of time in UK

E) Expectations and Commitments

- a) The steering committee will formulate an agreement of terms and conditions with each participant including minimum service to the community upon successful completion of the programme.
- b) Dominant model will be recruitment of participants into a 'pool' to be trained for senior positions without prior determination of future job.
- c) Where candidates are designated for specific positions, the training will reflect those needs. This is seen as a desirable process.
- d) The project will encourage participants to return to their sponsoring institutions but, ultimately, market forces will determine placement.

This working party recognizes that the financial committment to Senior Personnel training must be secure for a multiyear period in order to embark on 2 or 3 year training programmes.

The JEDT has made a 3 year commitment. We expect a similar response from Israel.

4) ACTION BRIEF

The working party proposes for action and implementation for the year 87/88.

- a) The expansion of the National Bursary Committee to include a sub-group for Senior Personnel in Training to form a pilot scheme for 87/88.
- b) The development and discussion of profiles of potential candidates.
- c) The Steering Committee and tutors to analyse training needs of pilot group.
- d) Winter consultation with pilot group and tutors to establish real needs and strategies.
- e) the designing of a full blown programme for 88/89.



הוועדה לחינוּך יהוּדי של הסוֹכנוּת היהוּדית THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

SENIOR PERSONNEL FOR JEWISH EDUCATION

PROGRESS REPORT

Submitted by Nativ Policy and Planning Consultants

February 1988

Chairman Morton L. Mandel Co-Chairman Avraham Katz * Committee

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Martin Citrin
USA
Jaime Constantiner
Mexico
Heinz Eppler

USA Max Fisher USA Hertzel Fishman

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PERSONNEL FOR JEWISH EDUCATION

Isaac Joffe, Chairman

<u>Project Director:</u> Annette Hochstein

Project Staff:

Haya Amzalag-Bahr Shmuel Benalal Ami Bouganim Yoram Cohen Sari Gillon Rosa Mansura Debbie Meline Caroline Napadoff Miri Razin Moshe Shashar

Consultants on Methodology:

Prof. Seymour Fox Prof. Michael Inbar

Consultants to Community Projects:

Prof. Walter Ackerman - France Alan Hoffmann - England Shmuel Benalal - Mexico





Mr. Isaac Joffe Chairman, Sub-Committee on Personnel The Jewish Education Committee

Dear Mr. Joffe.

It is my pleasure to submit to you a progress report on the Senior Personnel Project of the Jewish Education Committee.

I. Introduction

One year ago the Jewish Education Committee decided on an experimental strategy for the development of senior personnel for Jewish education. Following research findings, the Committee undertook programs in two areas:

- The development of <u>four "Community Projects"</u>. These are joint endeavours of the Jewish Education Committee (JEC) and local communities for the development of a local cadre of senior personnel.
- The development and expansion of existing and proven training programs in Israel for senior educators.

A year after the decisions were made, we are pleased to report that much progress has been made and that at this time the first results can already be seen and first conclusions can be drawn.

A. Progress

- 1. Three Community Projects are underway: in France, where eight people are participating in a training program for day-school principals (the Committee's target had been four to six pariticipants); in England, where selection has been completed for recruitment of 9 to 11 participants in a senior personnel training program to begin in April; and in Mexico, where planning is well advanced recruitment is underway for a principals' program to begin in the spring. Three consultants have worked intensively with the communities: Prof. Walter Ackerman with France; Mr. Alan Hoffmann with England; Shmuel Benalal with Mexico. Their detailed Mr. reports are attached (Docs. 1, 2 and 3).
- 2. Two training programs are being expanded and replanned:

The <u>Jerusalem Fellows</u> program - the elite program for senior Jewish educators - has been changed in light of the evaluation findings and is being gradually expanded.

The <u>Senior Educators Program of the Melton Centre</u> at the <u>Hebrew University</u> is doubling the number of its

participants for the coming academic year, following an energetic recruitment campaign that brought 180 people to inquire about the program - compared to 20 last year. Only 25 participants will be able to be admitted. The Melton Centre's successful recruitment experience may point to a significant potential population for such training programs - provided that the programs offered are of interest and the recruitment is effective. (See separate reports, Doc.4, 5 and 6)

B. First Lessons

The above projects were undertaken by the Jewish Education Committee in an attempt to deal with the shortage of senior personnel for Jewish education. It is premature at this time to predict the likely impact or outcomes of these projects in the various communities. However, initial lessons can be drawn from the experience to date and could guide the next steps and decisions of the Committee. The following subjects may be of relevance:

** What is effective recruitment; what is the recruitment potential for the field of Jewish education:

- ** The cost of training senior personnel: the cost of establishing training programs in Israel versus the cost of training locally and through community projects.
- ** Planning for the training of senior personnel; progress on the conceptual front and on the content of program -- what should be taught, how, where, he whom.
- ** The issues involved in building a community project: working with local communities; the importance of, and effort involved in, creating consensus and cooperation; the personnel required for community projects on the local scene and in Israel.

II. Other Projects

The Committee had mandated us to develop recommendations based on the findings of the two research projects it sponsored: "Senior Educator: A Career Option for Jewish Studies Students" by Jacob B. Ukeles, and "Recruiting and Retaining Senior Personnel in Jewish Education: A Focus Group Study in North America" by Steven M. Cohen and Susan Wall.

A number of consultations were held in Jerusalem with the researchers in which representatives of JESNA and JWB took part. In addition we have received written comments from a

number of educators who have read the reports. We hope to hold further consultations in the United States during the coming months, following which recommendations will be developed.

III. Summary

We believe that significant strides have been made in demonstrating the potential for the recruitment of qualified candidates for the field of Jewish education and the capacity of the training programs to accommodate change and expansion. Community projects are being developed in various parts of the world and we are learning a great deal from them about possibilities, problems and challenges.

The Committee may want to decide now what its next steps should be toward further developments.



הוועדה לחינוּך יהוּדי של הסוֹכנוּת היהוּדית THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

A COMMUNITY PROJECT:

THE PRINCIPALS TRAINING PROGRAM IN FRANCE

The "official" opening of the Principals Training Program (PTP) place in Paris on November Participating in the occasion were 9 trainees, Mr. Saada and Elkouby of the Fonds Social Juif Unifie (the partner of the Jewish Education Committee in this project), Mrs. Picard (Principal of the Lucien de Hirsch School in Paris of PTP), Dr. Slater (director of JDC director the Europe), Dr. Epstein of JDC, representatives of three school (Alliance, ORT, Otzar Hatorah) and the directors of the two WZO education departments in France (D. Mimoun of the Torah Education Department and R. Peshin of the Education Department).

The event on November 11 followed upon a six month publicity campaign utilizing press, radio, posters and mailings, which applications for the program. The recruitment process resulted in 49 inquiries and 33 actual candidates. A designed procedure winnowed carefully the applicants to and four men. nine. five women The average age of selected for participation in the program is 40; all of them requirements of a first degree, an French license, a minimum of 5 years of teaching experience, and an appropriate backround in Jewish Studies. Six of participants are General Studies teachers.

candidates exceeded number of all expectations. The should be borne in mind. however, that the original format of the PTP - two full years during which participants themselves full time to the program - was changed in favor of part-time study in France during the first year and study in Israel and thereafter in France full-time the second year. The change was made because of the sense of our French partners that full-time study during the first impossible under prevailing conditions was only a part-time program would attract candidates.

Chairman Morton L Mandel Co-Chairman Avraham Katz * Committee Louis Bernstein USA Shoshana Cardin USA Martin Citrin USA Jaime Constantiner Mexico Heinz Eppler USA Max Fisher USA Hertzel Fishman Israel Jacobo Fiterman

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Arye L. Dulzin
Jerold C. Hoffberger
Akiva Lewinsky
Consultants
Seymour Fox,
Senior Consultant
Arthur Rotman
Carmi Schwartz
Jonathan Woocher
Haim Zohar

Ex-officio

A series of consultations, conducted both in Paris and Jerusalem, defined the framework of the program: weekly study sessions in Hebrew language and text studies in addition to three intensive study periods (in December, February and July) in France during the first year; a six month stay in Israel and a four month "internship" in France after that during the second year. The specifics of the program of study fell into several major categories: Hebrew language instruction, textual studies, Jewish Thought, Contemporary Jewish life (France. Israel and World Jewry), Education - theoretical and Zionism. practical, administration and management. In addition to formal study on an individual and group basis - each participant is responsible for a personal project. Steps have already been taken to identify working principals who will serve as supervisors for the internship - each participant will be assigned to a school - and to train them for this task.

As of this date, we can report:

- a. Each participant in the PTP is receiving individualized Hebrew instruction—two to four hours weekly, depending on level. This has been arranged by R. Peshin of the department of Education and Culture of the WZO. The goal of the instruction is to bring each participant to a level of Hebrew—language—fluency adequate—to—participate—in university courses in Israel.
- b. Weekly study sessions Talmud (men) and Chumach (women) conducted by local instructors.
- c. A two-week intensive study period (december 21-31) which consisted of Philosophy of Education. The Jewish School in France, Interpersonel Relations, Jewish History and administration. During this period I met with each participant to discuss personel projects and with the group as a whole. The next intensive study period is scheduled for the week of February 8 -- the major portion of these sessions will be devoted to Contemporary Jewish Thought.
- d. The program for the July session is being prepared.
- e. We are at the beginning of planning for the Israel. segment of the program Ami Bouganim. coordinator of the program in Israel, has already been in Paris for a series of meetings with the directors of PTP there and the participants.

My meetings with participants in the program revealed a high level of interest and motivation as well as satisfaction with what has been done thus far. The major problem seems to be the sojourn in Israel -- while each of the participants

is committed to the idea of study in Israel, there are several objective difficulties which will require attention and solution if we are to maximize the benefit of this critical aspect of the program.

The program described here is guided and accompanied by two committees:

- a. A committee in Jerusalem composed of representatives of the Jewish Education Committee of the Jewish Agency, the two WZO education departments and Noar VHehalutz.
- b. A committee in Paris composed of representatives of FSJU, Alliance. ORT, Otzar Hatorah and of the community. In the early stages of our work communication between the various parties was not always easy: at the present time the difficulties seem to have been resolved. The composition of the Paris committee, consisting as it does of representatives of the major school networks is worthy of particular mention. Hopefully the cooperative endeavor represented by the PTP will serve as the basis for additional projects.

A year has passed since we first began discussions regarding the PTP in France. In the intervening months a recruitment campaign was launched, participants were selected from among candidates, and the program got off to a promising start. We must now concentrate our efforts on the next two phases —the stay in Israel and the "internship".

Walter Ackerman

February 1988

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

January 25th, 1988

TO: Annette Hochstein; Nativ Consultants

FROM: Alan D Hoffmann

RE: Community Project: Senior Personnel

Attached you will find a detailed report on the progress of the United Kingdom Community Project, submitted by Mr. Meir Fachler and Mr. Simon Caplan.

I would like to add the following comments to that report.

A.THE RECRUITMENT PROCESS

An agressive recruitment campaign was launched that extended beyond the Jewish media. Both graphically attractive and well-formulated, this campaign resulted in a considerable number of applicants from outside of Jewish Education. Many of these are highly-qualified Jews who occupy senior positions in general education. For them, the recruitment process ignited the "spark" of professional redirection into Jewish educational leadership.

Some of these applicants will, ultimately, be accepted into the program. As important, however, it became clear that many of those who will not be selected will accept line positions in Jewish education. Thus, the program should result in a net gain to the Jewish teaching profession as well as the development of senior personnel.

Of all the applicants, 27 were chosen for interview. Although Britain is a tight-knit and fairly intimate Jewish community, several of the applicants were hitherto unknown to members of the steering committee which represents the broad coalition of formal Jewish education in Britain. In other words, the process succeeded in eliciting serious candidates from within a system which hitherto had been fairly pessimistic about it's own ability to generate senior personnel •02-638928 02-668728 טלפון 93102. טלפון 22 א ירושלים 20109.

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Norman Lipoff USA Robert Loup

USA Yitzhak Mayer Israel Michal Modai Israel

Jose Nessim USA Esther Leah Ritz USA Avraham Schenker

Israel Mark Schlussel USA Stephen Shalom

USA Ed Shapiro USA Eliezer Sheffer Israel

Fred Sichel USA Henry Taub Eli Tavin Israel

Melech Topiol France Judi Widetzky Israel Carlos Yunger

Argentina Ex-officio Arye L. Dulzin Jerold C. Hoffberger Akiva Lewinsky Consultants

Seymour Fox, Senior Consultant Arthur Rotman Carmi Schwartz Jonathan Woocher

Haim Zohar * deceased

B.BUILDING CONSENSUS

Since the meeting at the house of the Chief Rabbi in May 1987, the project has made significant strides in building consensus among three groups.

(i) The Professional Steering Committee, consisting of representatives of the Zionist Federation Educational Trust (also representing the General Education Department of the W.Z.O.), The Board of Education of the United Synagogue, the Jewish Education Development Trust, the Torah Department of the W.Z.O. and the Jewish Education Committee of the Jewish Agency, has met very regularly both as a planning body and as the group responsible for recruitment and selection.

The project has thus served as the catalyst for the emergence of a professional coalition of the leaders of formal education which had not previously existed. It is to be hoped that this group will continue to cooperate beyond this project alone.

(ii) A Lay Framework. In the initial stages of the project, considerable effort was invested in developing a lay structure parallel to the Professional Steering Committee. In September, the lay heads of the ZFET, JEDT, Torah Education Department and United Synagogue met to constitute themselves as the supervisory group of this project. A second meeting of this group is planned for the conclusion of the selection process. Once again it is hoped that the group will continue to function in a broader context than that of this project.

In addition, members of the Executive of the JEDT were invited to participate in the interview process. Their involvement was an extremely positive development as this is the body which will ultimately have to provide the local funding for the entire project.

(iii) <u>Principals / Head-Teachers</u> Considerable scepticism concerning the project was voiced by principals of several U.K.schools in the early stages of the project.

Several Principals / Head-Teachers were invited to each half day of the six days of interviews. The principals' role was important in the selection process but more significant was their commitment to the process of senior personnel development.

C.A SECOND TIER OF SENIOR PERSONNEL

An important unanticipated development has been the realization that there is a large group of educators who may not be accepted into the fellowship but will assume senior personnel roles in future years.

For many of these individuals, fairly minor inputs could make a significant difference in terms of their functioning as senior personnel. These range from courses in Judaica to management skills or short-term Israel experiences.

The Steering Committee felt strongly that it's mandate should be extended to become a general clearing-house for Senior Personnel Development ranging beyond the Educators Fellowship. "Second tier" participants would participate in short intensive courses or on a one-day-per-week basis and the budgetary implications would thus be relatively small.

A separate proposal will be developed and forwarded to the JEDT and to the JEC.

44a Albert Road, London NW4 2SJ Telephone: 01-203 6427

Status Report - February 1988

Launching the Project

The Project was publicly launched in November 1987 following successful completion of the following process:

- 1. March 1987 completion of a research programme indicating the need for immediate action to train Senior Educators.
- 2. May 1987 a meeting between Mr. Mendel Kaplan and Mr. Allan Hoffman representing the Jewish Education Committee of the Jewish Agency and senior lay leaders from the Anglo Jewish Community.
- 3. September 1987 a meeting involving the senior lay and professional leadership of the Jewish Educational Development Trust (JEDT), United Synagogue (US), Zionist Federation Educational Trust (ZFET), and Torah Department (TD) which adopted a project proposal (see attached).
- 4. The establishment of a professional Steering committee under the chairmanship of the Director of the JEDT to develop the proposal.

The document proposed the setting up of a community wide senior personnel development programme that would train and equip the senior Anglo Jewish Educational leadership of the future. This programme would be sponsored jointly by the JEDT of the Jewish Agency and the JEDT administered jointly by the JEDT, JEC, ZFET, US, and Torah Dept. of the WZO.

This proposal was unanimously adopted at the September 1987 meeting and a Steering Committee was created composed of the leading professionals of the organisations involved. It was agreed that the Steering Committee would develop the project and return to the group it's recommendation within 5-6 months with regard to candidates, programme and budget for final consideration.

The JEC consultant, Alan Hoffman met with representatives of the centre for Jewish Education of the progressive movements. It was decided to form a sub-committee consisting of the Fellowship sponsors (Simon Caplan, Meir Fachler), the Centre for Jewish Education (Natalie Ray, Tony Bayfield) and the JEC (Alan Hoffman).

Recruitment

The professional Steering Committee has met a number of times, and created a project identity: "The Educators Fellowship". A publicity and recruitment campaign was designed and criteria for candidate selection were elaborated. Discussions commenced regarding programmatic minima and desired end product.

Letters were sent to all Day School Headteachers informing them of the Fellowship and inviting them to propose candidates from within their schools (attached). Half page advertisements (attached) were placed in the National and local Jewish press and smaller notices in the Times Educational and Higher Educational Supplement. In addition to this, posters of the advertisement and leaflets (enclosed) were sent to major Jewish organisations, schools, synagogues, and part—time education centres.

The Candidates

This campaign brought a total of 89 interested enquiries (excluding some 20 enquiries, which were not pursued). 7 of these resulted from Headteacher recommendations, 8 from the Times Educational supplement, 3 from The Times Higher Educational Supplement, 50 from the Jewish press, 5 from posters and 16 from sources. Which are unclear.

All enquiries were followed up with a lengthy discussion concerning the Fellowship. Upon request potential applicants were sent a leaflet and application form (attached). A total of 45 completed application forms were received. These forms were sent out to all Steering Committee members and the committee jointly decided whom they should interview. A total of 27 candidates were interviewed. The breakdown of this group is:

	Male	Female	Sub Total	Total
Primary:				
Head Teacher	1	CAN JE	1	
Dept Head	1	1	2	13
Teacher	1	9 (2)*	10	
Secondary:		M/J		
Head of Dept	7 (2)*		7	
Teacher	1 (1)*	1 (1)*	2	9
Central:	1	2 (1)*	3	3
Higher Ed:	2 (2)*			2
TOTAL	14	13		27

Key: ()* = from General Sector ~ total 9

The interviews were held in two sessions, the first on December 21st and 22nd, 1987, (9 interviews) and the second on January 12th, 13th and 14th, 1988, (18 interviews). The interviews were conducted by the Steering Committee, Principals and lay representatives of the JEDT were also invited to participate as part of the interviewing panels. Alan Hoffman represented the JEC at all interviews. At this date the Steering Committee is presently evaluating the candidates interviewed, with some 14 serious candidates under consideration. References will now be taken up and further assessment procedures will be devised. These may include simulations in group dynamics testing, and further interviews. We hope to be able to bring our final recommendations to the lay group towards the end of February.

Quality of Candidates

We have been extremely encouraged by both the response in general and particularly by the quality of candidates from the non-Jewish Educational sector.

We have evidence that even for those candidates who will not be accepted into the Fellowship this process may well induct them into the ranks of Jewish Education. This unintended consequence also addresses the more general issue of enrichment of the base of the Jewish teaching profession.

Some candidates from within Jewish Education who thus far have not been identified as potential leaders have also emerged very strongly.

Many of the senior principals who expressed reservations about the project have, in participating in the interviews, reevaluated their attitude and have given their strong endosement.

Anticipated future procedures

Once the final group is selected, individual, hand tailored programmes of study and activities will be designed.

The programme will be launched with a 5 day residential seminar in April (UK or Israel). The purpose of this seminar would be to:

- a) Set the professional and intellectual tone of the Felowship.
- b) To mould a group identity.
- To ascertain group needs.
- d) To inaugurate the programme.

Though most individual academic programmes will only begin in September 1988, private tutorials in Hebrew and Jewish Studies will begin immediately following the seminar.

Towards 1988-89

The Budget prepared for July 1988 to June 30th, 1989 is based on a preliminary estimate of 11 participants in the Fellowship: 6 full Fellowships, 4 half Fellowships and one participant in the senior Educators programme/Jerusalem Fellowship. 3 residential seminars UK and Israel, 2 part-time local tutors, 1 part-time roving Israel tutor, programme and tuition costs, and further recruitment costs for the 1989-90 academic year (see attached).

Simon Caplan Chairman Steering Committee Meir Fachler Co-ordinator

15th January 1988.

JEWISH EDUCATIONAL LEADERSHIP ARE YOU EQUAL TO THE CHALLENGE

Jewish education is expanding; there are new schools, new courses, new programmes, new opportunities. Its future growth depends on having the right people in senior positions in the schools and in educational administration.

A recent survey indicated that as many as sixty key posts will become vacant within the next three years. It is crucial that the people who fill these posts be equipped — in every way — to meet the challenges of conveying Jewish values in a fast changing world.

The Educators Fellowship is an exciting new initiative specifically created to meet this challenge.

Upon award of a Fellowship you will be seconded, on a full- or part-time basis and will have the finest resources in the Jewish and general educational world at your disposal through a flexible, individually designed programme. On completion of the course, which will last between one and three years, assistance will be given in career placement.

If you are an educator working in the Jewish or general field, an academic or professional who would consider making a career move to this dynamic sector, the Educators Fellowship offers you a unique opportunity to enhance your personal development, to move into areas of challenge and responsibility and to make a real and significant contribution to the future of the Jewish community.

Please write or telephone Meir Fachler Educators Fellowship, 44a Albert Road, London NW4 2SJ 01-203 6427. All enquiries will be dealt with in confidence.

EDUCATORS FELLOWSHIP

Sponsored by the Jewish Educational Development Trust (JEDT) and the Jewish Education Committee of the Jewish Agency. (JEC) and jointly administered by JEDT, JEC, United Synagogue, Zionist Federation Education Trust and the Torah Department of the WZO.



11th November 1987

In a recently commissioned survey it was revealed that within the next three years between 40 and 60 senior positions will become vacant in Jewish Education in the U.K.

To address this issue the Jewish Educational Development Trust (JEDT) and the Jewish Education Committee of the Jewish Agency have established THE EDUCATORS FELLOWSHIP. The Fellowship is jointly administered by the Senior Professionals representing the JEDT, the ZFET, the US, the Torah Dept, and the Jewish Agency. The task of the Fellowship is to prepare the right people through a flexible hand tailored, tutor based training programme to take on senior positions.

We therefore invite you to nominate candidates for this programme. In the event that a teacher from your school will be selected, the Fellowship guarantees that your school will not incur any financial loss in the restaffing arrangements.

We will in the very near future be advertising this programme in the Press, however your recommendations and needs will obviously be a priority in our selection proceedure.

Please do not hesitate to call me for any more information regarding this scheme.

Yours sincerely,

Meir Fachler Coordinator



OFAKIM

A PROGRAM FOR TRAINING SENIOR PERSONNEL FOR JEWISH EDUCATION IN MEXICO

> Shmuel Benalal Raquel Kleinberg

> > January 1988

דח' יהושפט 10, ירושלים 93 152. טל' 699951; Tel. 02-662296

OFARIM

A Program for Training Senior Personnel for Jewish Education in Mexico

Ofakim, "horizons" in Hebrew, is the suggested name for a program which is intended to train personnel for senior and leadership positions in Jewish education in Mexico. Graduates of the program will be professional educators, qualified to occupy leading positions in the various educational frameworks that currently comprise he institutional map of Jewish education in Mexico. Ofakim will also train professional leaders to assume management positions in educational ventures that may be developed in the future in Mexico to meet the requirements of its Jewish communities.

Candidates for the Program

Candidates for Ofakim will come from various backgrounds:

- Professionals in Jewish education with leadership potential and a serious desire to improve their professional expertise:
- * Professionals in general education with leadership potential and an interest in making a serious commitment to Jewish education in Mexico;
- * Outstanding academics from various fields who wish to acquire the professional tools needed to enter the field of Jewish education.

Recruitment

The recruitment of candidates began with an attempt to build a data bank of educational personnel in Mexico. Every educational institution was approached and after the initial collection of names, suitable educators were addressed individually and invited to consider becoming a candidate for the program. Approximately 50% of these turned to, applied formally to the program.

The Selection Process

The selection process consists of the questionnaire which was distributed for the data collection. an application form and a personal interview. A team consisting of the director of the Jewish Studies program at Iberoamericana University, Judith Liberant, and the Jewish Education Committee's consultant to the program, conducts the interview.

Mexican-Israeli Collaboration

Ofakim is planned as an academic program two to three years long, designed to make maximum use of the existing resources in Mexican and Israeli universities. The Jewish Studies Program of the Iberoamericana University will be the academic base for Ofakim's programs in Mexico. Additional academic resources in Mexico will be surveyed for their potential contribution to the program in the areas of Education and Judaica. For its part, Israel will place various academic resources at the program's disposal, such as university professors to teach courses, tutors to provide individual instruction, and short- and long-term courses at Israeli universities for professionals from abroad.

Stipends

Participants in the Ofakim program will receive a stipend to cover the educational costs of the program as well as travel and living expenses for courses given in Israel. All participants in the program will commit themselves to work for a period of five years in the Jewish educational system in Mexico, following their training.

Work and Study

During the first semester, course sessions will be held mainly after working hours, to enable working students to continue to hold their jobs while attending the academic courses planned for this first stage of Ofakim.

By the second semester, students will be expected to free themselves of at least part of their work obligations to allow more time for study. Negotiations are being held with the Jewish Community to find ways to compensate the students for their decreased income which will result from the reduction in their working hours.

In addition, the participants will be encouraged to apply to one of the existing senior personnel training programs in Israel i.e. the Senior Educators Program at the Melton Centre of Hebrew University or the Jerusalem Fellows Program.

Individual Approach of the Program

The Ofakim program is stuctured with maximum flexibility, so as to suit the individual academic and professional needs of each participant. This is achieved mainly through tutorials, which form a major part of the program.

Tutorial Work in Judaism and Education:

In order to make the learning process more intensive and match the level of individual and group studies to that of each student, an Israeli tutor will work with participants throughout the program, on the subjects of Education and Judaism. The tutor will also endeavor to establish a professional relationship with each of the participants, thereby beginning to constitute the link between them and new developments in Jewish Education throughout the world.

Hebrew Language Studies:

All participants will develop fluency in Hebrew as a second language.

General Stucture of the Program

The Ofakim program will consist of the following educational activities:

- * Academic Courses from the Jewish Studies Program of the Iberoamericana University of Mexico: Participants in Ofakim will be regular students in the courses offered by this program, in which they will be enrolled as degree candidates. Where courses offered by professors in the program can be supplemented in specific areas related to Jewish Education, special workshops will be set up for Ofakim participants.
- * Special Ofakim Courses: In addition to professional training, Ofakim will provide its participants with courses to expand their knowledge of crucial issues in Education and in Jewish Studies.
- * Tutorials in Jewish Studies and Education: Ofakim is intended to raise the level of its students' professional expertise and knowledge so that they can provide fruitful leadership in the field of Jewish Education. The idea is to focus studies around the individual needs of each participant. To this end, a tutorial system in Jewish Studies and Education will be developed. The work will include:
 - Periodic personal meetings
 - Correspondence
 - Guided reading
 - Research papers
 - Professional supervision of educational projects.

- Hebrew Language Studies: All Ofakim graduates must attain a level of fluency in Hebrew that will enable them to participate in seminars and classes conducted in that language. A speedy achievement of this goal will be to the participants' distinct advantage, since we will then be able to arrange meetings with Israelis who do not speak Spanish and assign professional reading studies in Hebrew that are important for Jewish Education.
- Courses in Israel: In order to make the most of Israel's contribution to academic potential in the fields of Judaism and Education, participants will visit Israel and study the following topics:
 - Israel in Contemporary Judaism
 - Israeli Society
 - Jewish Education in the Diaspora
 - Encounters with representatives of the various
 modern currents of Judaism
 - Encounters with academic experts in Judaism and Education.
- Group Project: One of Ofakim's aims is professional cohesion of the group. One way to achieve a common professional language is to devise an educational project for the whole group, in which some of the material studied in the various courses can be applied. The group project will also serve as a basis for future studies. Practical problems that will almost certainly arise during this group project will subsequently be

studied in the light of current theories in disciplines related to Education.

Bi-Weekly Seminar: The Ofakim group will meet once every two weeks in the intervals between courses. Each participant in turn will make a presentation based on readings on topics of professional interest. A group discussion will follow the presentation, during which the facts, ideas and theories presented will be analyzed in depth. Participants already fluent in English or Hebrew will be encouraged to deliver reports based on materials in these languages for the benefit of the entire group.

Ofakim Program -- First Semester

March_1988

Hebrew language studies

April_1988

Start of academic program

Introductory course Problems of the Contemporary Jew Problems of Jewish Education

Danny Fainstein Shmuel Benalal

May 1988

Jewish Studies Program at the Iberoamericana University

Contemporary Judaism and Other Contemporary Diasporas: A Comparative Study

Prof. Haim Avni

Workshop on contemporary Judaism Prof. Haim Avni

June_1988

Research methods and techniques Mexican professor

July_1988

Courses in Israel (if the group's knowledge of Hebrew is adequate):

Ulpan in Israel CAJE (if the group's knowledge of English is adequate) Tutorials

or

Courses in Mexico (if the group's knowlege of Hebrew is inadequate for studies in Israel):

Tutorial course Trends in Jewish Thought Theories of Education

September_1988

Jewish Studies Program at the Iberoamericana University

World History and National History
Methodological Introduction to
Jewish History Dr. David Bankier

Elective course in education at the Decemericana University

October_1988

Bi-weekly Seminars

Raquel Kleinberg

November 1988

Jewish Studies Program at the Iberoamericana University

Jewish Thought

Prof. Shalom Rosenberg



THE SAMUEL MENDEL MELTON CENTRE FOR JEWISH EDUCATION IN THE DIASPORA

EXPANSION OF SENIOR EDUCATORS PROGRAM STATUS REPORT: FEBRUARY 1988

In February 1987 the Jewish Education Committee approved the expansion of the Senior Educators Program, with 1987-88 serving as a pilot and planning year.

The staff and faculty of the Melton Centre for Jewish Education in the Diaspora continue to be engaged in the processes of experimentation, evaluation and implementation which began in March 1987. In particular, intense efforts have been focused since November 1987 on the areas of recruitment strategies, the evolution of appropriate interviewing procedures, final candidate selection and the implementation of programmmatic changes in response to feedback from this year's participants.

The Academic Advisory Committee, which consists of Melton Centre faculty, the Head Tutor and representatives of the local W.Z.O. educational departments, has met regularly throughout the last few months. A major subject of discussion has been the procedure to be used in the recruitment, interviewing and selection of candidates for 1988-89. The Committee has also been involved in the review of applications from some of this year's participants for a second programmatic year. The final selection committee will consist of the Senior Tutor, a representative of the WZO, the Melton Centre registrar and a senior member of the Melton Centre faculty.

RECRUITMENT STRATEGIES

As indicated in the report of October, 1987, program brochures were widely distributed in October and November 1987. Melton faculty were asked, in addition to their regular tasks on visits abroad, to publicize the expanded program and recruit interested parties. The number of responses has to date reached one hundred and eighty eight, and led to a series of informational trips which gave the opportunity for potential candidates to meet with Melton faculty in North America, England and Europe. Encounters with academic representatives seem to make a significant difference for many of the potential candidates and encouraged them to become candidates for either 1988-89 or 1989-90.

Thus, it would appear that one of the main hypotheses of the expanded program for Senior Educators has been established: an intense recruitment strategy does, indeed, result in large numbers of inquiries and substantial numbers of suitable candidates.

Table: Breakdown of Applicants

Country	1988-89	1989-90 (thus far)	
U.S.A.	64		
Canada	11	3	
Central America	1	3	
South America	38	6	
Europe (excl.UK)	15	4	
United Kingdom	11	4	
South Africa	5	3	
Australia	2	1	
Morocco	2		
TOTALS	149	39	

The tutors of 1987-88 have taken the main responsibility for recruitment, using their experience with this year's students to determine criteria for appropriate candidates to the Senior Educators Program.

Five different recruitment strategies were utilized by the tutors during trips in North America as well as in South America, Europe, Great Britain and South Africa . Among those recruitment strategies were:

- 1. Conference Presentations: Presentations were made to educators at the following conferences: the Educators Council of America, the Ptach Conference in Boston and the mini-CAJE conference in Seattle, Washington. Brochures were then distributed to attendees. The impact for 1988-89 recruitment was limited, producing 6 applications for 1988-89; thirty inquiries, however, were received regarding 1989-90.
- 2. Educational Workshops: Workshops for teachers and students were conducted. Relationships and credibility were established with participants which facilitated the presentation about the Senior Educators' Program. It was an effective opportunity to recruit appropriate candidates in North America, Europe, Argentina, Venezuela, and England.

- 3. Meetings with Lay Leadership: An approach to lay leaders as well as professional educators, to inform them about the Senior Educators program and its implications for their communities. Lay leadership then pursued recruitment issues with the appropriate professionals.
- 4. Cluster Group Meetings: A cluster of prominent educators in a specific community who are familiar with the Melton Centre. The groups included graduates of the Senior Educators' Program, former Jerusalem Fellows and key community professionals. These cluster groups were convened in North America as well as in Argentina, and have continued to meet on a regular basis.
- 5. Address to Principals' Groups: In Toronto, Philadelphia and Montreal, the local bureaus of Jewish education organized meetings with groups of principals. These sessions were deemed most successful when succeeded by individual meetings with principals in their offices.

A CASE STUDY illustrates the development of recruitment in Argentina. A member of the Melton Centre faculty visited Buenos Aires in May 1987 to conduct workshops for local schools. While there, she both distributed brochures and provided information on the program. Interest was generated among the local community of educators. Following this visit, a senior faculty member traveled to the same area in August, 1987, in connection with another project, and used the opportunity to further recruitment. Simultaneously, a local graduate of the Senior Educator program was hired on a part-time basis to coordinate the recruitment program.

This multi-faceted strategy produced thirty-five applicants, of whom twenty-six candidates were interviewed. The credentials of this group were impressive: a high degree of Hebrew language ability, a strong commitment to Jewish education, and an eagerness to study in an academic atmosphere.

The final interview process took place in Buenos Aires in December 1987, so as to be completed before the end of the Argentinian school year. Two faculty members of the Melton Centre interviewed all of the candidates. (Of those interviewed for the 1988-89 year, six have been notified of their acceptance into the program.) The faculty members also used this trip to promote recruitment for the 1989-90 year, especially in the informal sector of education (i.e., community center professionals, etc.).

In North America, interviews with twenty-nine candidates were completed on February 2 by three members of the Melton faculty, together with the national representative of the Torah Education Department of the World Zionist Organization. The program is committed to a policy of rolling admissions and the candidates are notified of their acceptance as soon as the application-interview process is completed. All candidates will be informed of their selection by March 1st, 1988.

The applicants for 1988-89 and 1989-90 include several with Ph.D's in either Jewish studies or education, principals, directors of college Hillels and executives employed by bureaus of Jewish education. The applicants this year have on average higher levels of Hebrew language ability than the participants to date.

ACADEMIC DEVELOPMENT

Additional modifications to the academic program continue, resulting both from deliberations within the faculty and as a response to participant feedback. Focus continues on the integration of studies in both Judaica and education, as well as the translation of study into practice.

- 1. The seminar, "The Jewishness of Israeli Education in the Jewish State", will be launched during the the February vacation, by six days of concentrated educational field trips. A wide variety of institutions will be studied.
- 2. The experience of the first semester has pointed to the need for more options in the core curriculum. Thus only one required course will be offered during the second semester and students will then choose, in addition, two elective courses.
- 3. The participants, at their own initiative, have set up a weekly meeting to prepare for their course with Prof. Rosenak. They consider the meeting an almost official adjunct to this required core-course. One of the tutors has assumed responsibility for providing assistance to the group during this meeting.
- 4. In this spring semester, participants will take part in two workshops on staff development. This addition to the program enables the Senior Educators to focus on practical issues they will encounter in the course of their professional careers.
- 5. The students also meet bi-weekly with Israeli educators currently working in Diaspora education. The variety of Israeli programs for the Diaspora are scrutinzed and analyzed.

- 6. In response to a need voiced by this year's students, a Hebrew tutor has been made available to the Senior Educators after their ulpan studies are completed. This will enable them to continue studies in conversational and written Hebrew throughout the duration of the program, and thus increase their level of Hebrew competence.
- 7. The bi-weekly seminar on "Challenges Facing Israeli Society Today" continues. This innovation has proven to be a major highlight of the program as participants meet poets, politicians, educators, intellectuals, and other personalities with whom they would otherwise not come in contact.

ACADEMIC PLANNING FOR 1988-89

As indicated in the October 1987 report, planning continued for 1988-89.

- 1. To accommodate the senior educators from South America who will be participating in the program next year, an inventory is being made of available Spanish language materials at the university. Materials in French also have to be analyzed.
- 2. An extra section of the Judaic Immersion course will be added for the South American students whose Judaic background is less extensive than that of the majority of the participants. (Their level of Hebrew competency, on the other hand, is higher.)
- 3. In recognition of the increased number of students participating in next year's program, additional tutors are being interviewed. It is anticipated that a full-time tutor will have no more than five tutes in 1989-90.
- 4. A series of discussions are underway with the Youth and HeChalutz Department to establish criteria for incorporating personnel from the informal education into the program, with a special focus on Latin America. In addition, representatives of the Camp Directors Association in the U.S.A. have met with Melton Centre staff and Youth and HeChalutz Department about a specialized track for camp directors.
- 5. The faculty is presently deliberating the requirements for a Senior Educators' certificate which would be granted upon the successful completion of the program.

ADMINISTRATIVE CHANGES

The revised <u>brochure</u> with a tear-off has proven to be a useful publicity and recruitment tool. Easily disbursed at large conventions or smaller workshops, it presents the appropriate image of a serious academic program with a great deal of individual flexibility.

A catalogue is in preparation to more fully describe the academic components of the program to prospective candidates.

The expansion of the Senior Educators' Program has required a full-time administrator for the program. Until now, many of the administrative details for a group of twelve tutees have been handled by other institutions. In the expanded program, the administrative responsibility will be much greater and demand more attention.

A small information booklet will be sent to the selected senior educators to give them more concrete information about living arrangements, schools for their children, etc.

EVALUATION

Three stages in the evaluation processs have taken place with all of the Senior Educators: one on their expectations and goals upon arrival, one on background and individual reasons for coming, and one which focuses on their satisfaction with and attitudes to the various activities in the program. Regular meetings of the evaluation group with program staff and faculty continue to take place. Formative evaluation information is given to the staff and faculty so that continuous feedback from participants on their studies, the university, and their general perspective on the year in Israel is constantly available for the purposes of planning.

The evaluation is also concerned with the analysis of the tutor's role and function as perceived by both the tutor and tutee. An interim evaluation report dealing with the evaluation process is attached.

'As the original evaluation study indicated, this year's participants continue to have considerable difficulties with the level of financial support available at present.

Submitted to Nativ

During the months of November and December 1987, the Senior Educators were interviewed twice. The semi-structured interviews with ten participants were conducted by Shira Simchovitch, who joined the evaluation team as evaluation caseworker.

The first interview included questions relating to personal background, the recruitment process, aspects of the participant's decision to join this specific program (reasons for choice, information available before taking the decision, doubts during the decision-making process, financial resources available). The second interview dealt with the participants' opinions about three aspects of the Senior Educators Program: the informal activities (aimed primarily at bringing about group cohesion), the academic components (both core courses and other university courses), and the tutorial relationship and process. Enclosed are copies of the question sheets used by the interviewer during both sessions.

Following are some of the main findings obtained from the two interviews conducted:

- (1) Personal background:
 - Ages of participants range from 29 to 49. Mean age is 38.
- Years of experience in Education range from 6 to 26, and years of experience in Jawish Education range from 4 to 20. The means of the two variables are very similar (18.8 and 13.4), suggesting a significant overlap between them.
- (2) Reasons for joining the program (most frequently chosen):
 - To experience Israel
 - · To improve Hebrew
 - · Personal and professional enrichment

About half the group felf the program should be aimed at experienced personnel only, in both formal and informal education; others felt it should be aimed at educators from small communities and that the criteria should be a commitment to Jewish Education as a profession, irrelevant of experience.

- Only two Senior Educators felt that the stipend was sufficient. All felt that participation in airfare and shipping costs should have been part of the program. Four participants received additional financial aid, most however did not know that such aid could be received from different institutions.
- (3) Participants' opinions about the activities:
- Most participants were satisfied with the number and nature of the informal activities. Seven respondents felt that there should be a loose voluntary involvement on the part of the Senior Educators themselves in planning activities.
- Almost all respondents rated the "non-core" university courses as interesting, integrating well into the program and not too difficult.

- Regarding one of the two core courses, both level and content was rated as satisfactory by allmost all participants. 5 respondents stated that the relevance of the material to their work is not sufficiently clear yet.
- The participants' evaluations of the second core course were also positive. However, various respondents rated the content and language levels as too difficult. In order to deal with this difficulty, two tutors have been appointed as "teaching aids" in charge of helping the students who need supplementary assistance.
- All respondents expressed general satisfaction with their tutors. Most participants feel that in the initial stages of the program, the tutor should be the address for all problems, both personal and academic, and that as the year progresses the function of the tutor should be mostly in the academic area. To the question "Do you really need your tutor?", most respondents answered affirmatively.

In an attempt to achieve a more complete picture of the tutorial process, the Evaluation feam will meet with the tutors during the coming weeks. The next series of interviews with the participants will be conducted during the month of March, and will relate to the special activities which will have taken place during the semester break. In keeping with the formative nature of the evaluation, we meet periodically with the coordinators of the Senior Educators Program. In order to provide them with ongoing feedback based on the participants' responses to the issues raised in the interviews. I am also participating in the meetings of the Academic Committee, which have contributed to a better understanding of the various facets of the program and have raised additional questions that may be included within the framework of the evaluation.



הוועדה לחינוּך יהוּדי של הסוֹכנוּת היהוּדית THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY SENIOR PERSONNEL FOR JEWISH EDUCATION

REPORT -- JUNE 1988

I. INTRODUCTION

Two years ago the Jewish Education Committee decided to deal with the shortage of qualified Senior Personnel in the world as a means for improving Jewish education.

This challenging decision of the Committee was based upon the notion that success in improving the Jewish educational enterprise would largely depend upon the provision of a cadre of talented, creative, high-level, well-qualified individuals who could take leadership in their local communities. Such a group of people could run institutions, create new ones where needed. inspire educators and community leaders, deal with the content of education today, and train teachers informal Jewish and educators. Today. graduates of senior personnel training are beginning to form programs such a cadre in the field, they are proving the point in key educational leadership positions, in Argentina, South Africa, France, the United States and other places.

Following an initial period of data gathering and analysis, the Sub-Committee on Personnel, first chaired by Mr. Mendel Kaplan and currently chaired by Mr. Isaac Joffe, took note of the gap between the number of qualified people needed and those available, and decided to undertake experimental projects to do the following:

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> Israel Richard Hirsch Israel Issac Joffe

Israel Jacobo Fiterman

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South Africa Stanley Kalms England Mendel Kaplan South Africa

Kenny Katz South Africa Charles Kroloff USA Arthur Levine

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- A. Expand training opportunities for senior personnel in Israel;
- B. <u>Intensify recruitment efforts</u>, testing the availability of talented young people willing to join the ranks of senior educators;
- C. Develop community-based projects to demonstrate how a local coalition of Jewish educational and communal institutions, with professional help from the Committee and joint funding from the Jewish Agency/WZO and local sources could come to grips with and begin solving the shortage of qualified senior personnel.

We believe at this stage that a solution to the shortage of senior personnel for Jewish education may be within reach. The solution depends largely upon policy decisions to invest the professional and financial resources needed and to continue the process begun by the Jewish Education Committee.

II. WHAT WAS TRIED?

We are pleased to report that the following projects are in progress.

- A. The expansion and development of two training programs in Israel:
 - The Senior Educators Program at the Melton Centre of the Hebrew University, a one-year intensive program for experienced educators in both formal and informal settings.

The goal was to gradually expand the program to 75 students per year, while revamping its academic content and administrative structure. Eighteen students have been selected to participate in the program during the academic year 1988-89 (up from ten during 1987-88) and 25 are expected to participate in 1989-90. The Senior Educators Program has also succeeded in instituting a tutorial system, a mandatory preparatory ulpan, revised academic requirements, and several new courses which have dramatically improved the quality of the program.

2. The Jerusalem Fellows, a one to three year program for educators who are committed to taking on leadership positions in their communities upon completion of the program. Here, too, systematic thinking and planning work was undertaken towards increasing the program's effectiveness and preparing it for increased participation.

Internal, formative evaluations have been conducted within both programs, assisting in the year's work. These programs, which make extensive use of Israel's academic, educational and environmental resources, offer the highest level of training currently available for senior personnel. (Appendix 1)

B. Recruitment for all of the experimental programs has proven successful beyond our most optimistic hopes. For example,

for the Senior Educators Program there were 224 applicants as compared to last year when only 10 people applied. More than 100 people expressed interest in the Jerusalem Fellows Program for eleven available places. This year's recruitment efforts have produced numerous candidates for next year too and we believe that an infrastructure for long-term recruitment efforts has begun to be established. In any case, we are now encouraged to believe that talented young Jews are interested in choosing careers in Jewish education. (Appendix 2)

- C. Two Community Projects have been launched, and a third is likely to start soon. The development of these projects fills a critical gap that existed in the realm of training. In the past, many qualified candidates who, because of family circumstances or professional obligations, could not come to Israel for an extended period of time did not have the opportunity to participate in a top-level training program. The Community Projects make local training available to these individuals.
 - 1. The Educator's Fellowship in England was officially inaugurated on June 12, 1988 with 14 participants, seven full-time and seven part-time. The program has been designed to both meet the community's specific needs for senior personnel through the individualized training of the participants and to continue the development of the communal, cooperative process for dealing with the issue

of personnel which has evolved during the planning and recruitment stages of the project. Individual study programs have been planned for each of the fellows and courses for the whole group are underway. The seven full-time fellows will be arriving in Israel in July for a short seminar before participating in CAJE, an international educators' conference. (Appendix 3)

- The Principals Training Program in France started November 1987 with 8 participants. Since then they have been studying Hebrew with individual teachers provided the WZO's Education Department as well as participating in weekly courses in Talmud (for the men) and Chumash (for Two intensive seminars have already the women). place in Paris in December and February, with a third being planned for July . The group will come to Israel for an extended training period starting in October This will be followed by half a year of internship and courses in France to complete the program. Three of participants are already being considered for specific principal's positions upon graduating the program in the summer of 1989. One person was actually appointed to a post. (Appendix 4)
- 3. The Senior Personnel Training Program in Mexico is intended to train personnel for leading positions in the various existing educational frameworks in Mexico and in

potential ventures that may be developed to meet the requirements of Mexico's Jewish community. It will be a two year program combining Judaic studies at the Iberoamericana University with specialized seminars in Mexico and in Israel. It has been planned in detail, and suitable candidates have been recruited and interviewed. However, the community has not completed the process of coalition-building which is central to our endeavor. Therefore, the start of the project has been delayed until such time as the community reaches concensus on the project. We believe this may take a few more months.

Over the past two years the Committee has learned much about how to deal with the shortage of senior personnel. The challenge now is to build upon the experience gained and significantly increase the number of talented, well-qualified people being trained.

We believe that a combination of locally-based projects and training programs in Israel can, within the context of a gradual development plan, begin to solve the shortage.

III. WHAT HAVE WE LEARNED?

Data from the research and lessons from the pilot programs indicate that it is possible to meet the need for senior personnel for Jewish education outside of North Amercia because: the scope of the problem is limited; recruitment is possible; high-level training programs can be expanded and developed;

communities can be engaged in a process of solving the problem locally. Funding is the major challenge to overcome. In North America we are able to make a significant contribution towards meeting the needs as well.

- * The scope of the problem: Approximately 100 people graduate from training programs every year, yet a total of some 400 qualified people are needed annually to fill senior positions. (Approximately 100 of these are outside of North America.) In one year of pilot programs, the Jewish Education Committee has increased the number of trainees worldwide by more than 30%. Funding limitations have prevented the acceptance of many additional suitable candidates who have been identified.
- * Recruitment is possible: Recruitment of qualified candidates for training has proven feasible throughout the Diaspora. If dealt with professionally, enormous strides can be made in this area.
- * Developing Community Projects has proven to be a difficult, but rewarding task. Bringing the various interests of the community together, raising awareness about personnel needs, negotiating local participation in the financing of the projects, recruiting, and, finally, developing tailor-made programs have required significant efforts on the part of community leaders and professional staff. There are strong indications that this model can go a long way towards meeting the personnel problem.

* The cost of training: Training is expensive. The single most expensive items in the training of senior personnel are the stipends and travel costs for the trainee and his/her family. Comparative data confirms that the cost of high-level training in any professional field includes provision of a stipend that allows the trainee to maintain a reasonable standard of living during the training period, without making unreasonable demands upon personal savings. The training of senior personnel for Jewish education is not more expensive than other mid-career training programs. It is also not cheaper.

IV. WHAT DO WE RECOMMEND?

- 1. We recommend preparation of a <u>long-term plan based on</u> what was learned to solve the shortage of <u>senior</u> personnel. The plan will include the continuum from recruitment to training to job-development.
- 2. In order to provide a sufficient number of graduates, we recommend the expansion of existing training programs in Israel, and consideration of developing additional programs, both in Israel and abroad.

We believe that programs in Israel will be able to train up to 150 people annually within the context of a five-year development plan. The Melton Centre alone could train 75 people per year. Twenty to 30 Jerusalem Fellows

could be trained per year. Additional training could be provided by other universities, colleges and training institutions.

3. We recommend continued development of community programs, through seed money and professional assistance to one or two new communities per year, and by allowing a second phase for additional educators in France and England. We believe that this process may be ultimately cost-effective because the mechanisms being set up in the communities could solve their long-term personnel needs and minimize the need for outside help.

Community Projects serve specific needs, creating both awareness of the personnel needs and the ability to muster local resources to deal with the needs. They also allow for training of people who may not be able to leave their home country for year-long programs. We believe they may change the way communities relate to their educators, helping to raise the level and status of Jewish education locally and providing an example for other communities.

4. We recommend continued professionalization of recruitment.

The efforts undertaken this year should lead to a systematic plan that will allow for reaching out to communities everywhere. We recommend that senior personnel training programs pool resources and recruit jointly whenever possible.



הוועדה לחינוּך יהוּדי של הסוֹכנוּת היהוּדית THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

Recruiting and Retaining Senior Personnel in Jewish Education:
A Focus Group Study in North America

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October 1, 1987

and

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ACKNOWLEDGMENTS

We are grateful to the several individuals who made significant contributions to this study. Most critical were the moderators who organized and conducted the focus groups: Elaine S. Cohen, Gail Dorph, Ellin Heilman, Prof. Samuel Heilman, and Prof. Moshe Sokolow.

Elaine S. Cohen and Gail Dorph, in addition, provided detailed and valuable comments on an earlier version of this report. We also received insightful criticism from Ami Bouganim, Prof. Bernard Reisman and Dr. Jonathan Woocher, as well as an extensive written critique by Dr. Sara S. Lee.

Not least, we are grateful to the dozens of respondents from Jerusalem to Los Angeles and many points in between who contributed their time and thoughts for this research.

DRAFT COMMENTS INVERNE

Recauting and Prisining Center Terronnel in Jewish Education:
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October 1, 1987

Commissioned by:

The Jewish Education Committee, The Jewish Agency

"Sponsored by the Joint Program for Jewish Education of the State of Israel - Ministry of Education and Culture, the Jewish Agency for Israel and the World Zionist organization."

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BACKGROUND

This report presents the findings of a focus group study of "Senior Jewish Educators" in the United States and Canada, conducted from May through September, 1987. This study is one of several being conducted under the rubric of a senior personnel policy development project directed by Nativ Consultants of Jerusalem for the Jewish Education Committee of the Jewish Agency.

Nativ Consultants has determined that the number of openings for positions as senior Jewish educators each year far exceeds the number of individuals who annually complete formal training programs for such positions. It is hypothesized that openings arise not only because of what may be called "natural causes" -- i.e. death or retirement at age 65 or later -- but also because of "premature retirement" or "burnout," people leaving the field for other careers. In addition, there are serious difficulties in recruiting the desired numbers of candidates for training programs.

As a consequence, there have been severe problems in finding adequately qualified personnel to exercise professional leadership in Jewish education, and — without major new policy initiatives — there is little reason to anticipate significant improvement in this situation. (In this report, "Senior Personnel" refers to such positions as principals of Jewish schools, consultants or directors of bureaus of Jewish education, Jewish camp directors, regional and national youth directors, and other related positions.)

Flowing from a sense of urgency about the paucity of qualified sensor Jewish educators, the major research aims of the larger project are to develop policy recommendations which address two related concerns:

- (1) How can more Highly qualified personnel be recruited to train and/or work as Senior Jewish Educators?
- (2) What will induce those who are currently senior Jewish educators to remain in the field?

This study addresses these questions from the vantage point of the senior educators themselves. Thus, the primary source of data for the study consists of focus groups with current senior Jewish educators as well as others such as undergraduates and teachers, representing the types of people who may be induced to enter the field.

PURPOSES OF THIS RESEARCH

The specific research topics we investigated were as follows:

- (1) The reasons why and ways in which current senior Jewish educators enter the field: their background and training.
- (2) What they find attractive about their work; specifically, what keeps them in the field.
- (3) The factors and issues that might cause them to leave the field.
 - (4) The likelihood of their leaving the field.
- (5) Their ideas for helping to recruit and retain high quality senior Jewish educators.

We asked those we interviewed primarily to reflect on their own attitudes and experiences, and only secondarily to talk about how others feel or to propose solutions for others. We wanted to give the Hebrew and Day School principals, the BJE professionals, the youth and camp directors and the others we interviewed the opportunity to express their views in their own words and convey them to the policy makers whose decisions will affect the future of Jewish education in the Diaspora.

In constructing this report, we see our primary purpose as presenting findings; we organize, synthesize, analyze and present the beliefs, images, and attitudes of our respondents. However, where appropriate, we do at times call attention to the policy implications of some of the findings. But we urge that these implications be seen as tentative, and as deriving from only one part of a very large picture which other components of the Nativ research project will bring into focus.

THE FOCUS GROUP METHOD

We relied principally on "focus groups" as the method of data collection on senior Jewish educators and related individuals. This type of research entails bringing together several interviewees and leading them through a structured conversation under the guidance of a trained interviewer. For the last quarter century, focus groups have been used extensively (and apparently with good results) by marketing research and advertising companies to gauge the reactions of consumers to potential or actual products, services, or advertising campaigns. We supplemented our focus group with telephone interviews with individuals. Where appropriate, we also utilize the comments of recognized observers of Jewish education.

Our groups were conducted in several locations: Montreal, Quebec: New Haven, Connecticut: Westchester County, New York; New York City; Philadelphia: Los Angeles: and Jerusalem. Two groups in New York and the student group in Jerusalem brought together respondents from different parts of North America. (See Appendix for the geographic distribution of the respondents.) We conducted five groups ourselves, and nine others were run by the following social scientists and Jewish educators: Elaine Cohen, Gail Dorph, Prof. Samuel Heilman, Ellin Heilman, and Prof. Moshe Sokolow. (For biographical sketches of the moderators, see the Appendix.) We supplemented these groups with a small number of individual telephone interviews to informal educators around the country.

The focus group method allows for a combination of structure and flexibility. We provided all our moderators with the same discussion guide (we used modified versions for the student groups). The guide consisted of open-ended questions — the kind that call for discursive answers rather than forced choices among pre-determined responses. Not all respondents were required to answer every question. Moderators often utilized initial answers to spark discussions among respondents which elaborated, confirmed, or qualified the earlier replies. We made some questions mandatory, while others were optional, to be asked only if time permitted. Generally, the interviews lasted two hours. (See the Appendix for the discussion guides, instructions to moderators, and related materials.)

Consumer oriented focus group research normally recruits ten to twelve participants per group. On the basis of our experience with the first two groups, we determined that our groups should be limited to six to eight respondents. We found that educators are more verbal than the average consumers who normally participate in the commercial focus groups.

The moderators tape-recorded the sessions. They also engaged secretaries who took detailed minutes of the discussions. About half the groups were conducted in private homes and the others took place at the office of a local BJE or at a university location.

The moderators reported that respondents were universally cooperative, and even sometimes enthusiastic about the process. Many felt they had "a lot to get off their chests," and they were happy

that policy makers were apparently genuinely interested in hearing the thoughts of senior Jewish educators.

The moderators were convinced that the respondents provided candid replies to almost all major questions. One clear exception to this generalization was the question on whether one would stay in the same job or in Jewish education in the next five years. Few respondents were prepared to declare their intent to leave their post in front of their local colleagues; in fact, it was surprising that any would make such declarations, if only because of the drawbacks of lame-duck status which devolve upon anyone known to be leaving a position of professional authority.

The advantage of bringing senior educators together to talk about their professional lives is that they share a common language and can quickly develop common ideas. The disadvantage is that they often work in a network of relationships, sharing expectations of one another and obligations to one another. This circumstance may well color their responses when interviewed as a group. A particular group may move in a certain direction as a result of the comments of a particularly eloquent or influential individual. To some extent the large number of and diverse nature of the focus groups serve to safeguard us against generalizing from idiosyncratic responses. Where appropriate, we try to note the frequency with which certain responses occurred, distinguishing the near universal from the extraordinary comments.

The other major advantages and disadvantages of the focus group method can be highlighted by comparing it with the sample survey, a a data collection alternative.

In contrast with survey research, focus group research:

- (1) Allows respondents to answer in their own words, preserving all the richness, nuance and subtleties of their replies, without filtering them through the structure of pre-conceived answers.
- (2) Focus group research elicits a wide range of responses; thus, it is especially appropriate for exploratory studies, where not much can be assumed a priori.
- (3) Focus groups allow researchers the flexibility to pursue interesting lines of inquiry in great detail and to short-circuit directions which prove less fruitful.
- (4) Most critically, focus groups allow respondents to bounce ideas off of one another, thereby generating greater depth and sophistication in responses, usually unavailable in the survey questionnaire. For better or worse (and sometimes both), focus groups are subject to the contagion inherent in any small group process.

Notwithstanding these advantages, the major drawback of focus group research is that it provides little understanding of the extent to which specific answers characterize the population (e.g., how many are thinking of leaving the field); nor can it accurately

estimate the frequencies of certain response patterns in key population sub-groups (e.g., denomination, age, region, etc.).

drawback can be illustrated with one of our intriguing findings. Contrary to our expectations, we learned that while some senior educators we interviewed complained about their professional status, most felt they either enjoyed high status, or were reconciled to the perceived lack of esteem for their profession. the few youth group directors we interviewed seemed far troubled by professional status anxieties. The small number interviews we conducted do not permit us to take this finding very To what extent can we generalize to all school principals (about their seeming denial of major status concerns) or youth group personnel (about their expression of such anxieties)? To what extent is the status security of most current senior. Jewish educators (at least the ones we interviewed) a result of self-selec-That is, maybe those who stay in the field have made their peace with perceptions of low status. To answer these questions, we would need to systematically survey large numbers of senior educators of different sorts, including a significant youth group professional sub-sample.

In sum, relative to survey research, the focus group method has both strengths and shortcomings. It certainly helps us understand the diverse quality of responses, but not their frequency distributions. We learn more about what people think and feel, and less about how many and which people think and feel certain specific ways.

Focus groups are especially appropriate in the early stages of research when little is known or little can be assumed. In fact, many researchers choose to utilize the focus group as a prelude to more systematic sample surveys. For the research questions this study addresses, a quantitative study would have been premature. Beyond this consideration, it is our understanding that the policy makers in this field have a greater interest in identifying and understanding the range of problems and concerns of Jewish educators, rather than knowing precisely the frequency with which these problems occur. The focus group method is more capable of addressing these goals than a random sample survey.

THE RESPONDENTS

The researchers interviewed fourteen groups in all, thirteen in person and an aggregate of individuals by telephone. Most groups ranged in size from six to eight individuals, yielding a total of over a hundred respondents.

Eleven groups consisted of "core" respondents: current senior Jewish educators. Two others were designed to give us some inkling of population segments with significant bearing upon this research. These included a group of current or recent undergraduates, and a group of those who could become senior educators, whom we will refer to in this report as "potential senior educators."

Taken as an aggregate. The respondents represented considerable diversity along several dimensions. We have already referred their geographic diversity. But the regional variation we noted extends beyond the fact that the interviews were conducted in six yery different communities. Four of the groups consisted of spondents from several Morth American locations. In all, about a fifth of the senior educators we interviewed lived outside the metropolitan regions in the U.S. and Canada where the focus groups were conducted. Moreover, the six metropolitan areas represent very different types of Jewish communities. Some have (or thought to have) very well-developed sources of educational personnel. Others are remote from areas of veteran Jewish ment which have, in the past, incubated and produced more than their share of senior Jewish educators. Some areas, such as Westchester, are endowed with a rich Jewish institutional life for adults and for children (i.e., synagogues, organizations, day schools and youth movements), Others, such as New Haven (only one hour away from Westchester by car), are seen by local educators as lacking those institutions and types of families which make a Jewish community an especially attractive place for a Jewishly oriented professional raise a family.

Had resources permitted focus groups in other regions (such as the Midwest, Mountain States or the South), we might have found even more variation. These areas may well report deeper feelings of isolation or even more difficulties in recruitment (of both teachers and senior educators) for example. The excluded areas are also those where Reform institutions are relatively more plentiful than in the Philadelphia to Montreal axis where most interviews took place.

Nevertheless, despite the geographically linked differences in Jewish communities, we found that the basic "story" that our respondents told was essentially the same, or, as far as we could tell, relatively unconnected to their location. Given the exploratory nature of this study, the very tentative way in which we state our findings, and the fact that the overwhelming majority of Jews live in areas typologically similar to at least one of our research sites, we do not believe our most critical findings and recommendations would have been much different had we had the ability to geographically expand the scope of our interviews.

The respondents comprised a diversified group in other ways as well. While most of the current (or former) sehior educators worked as day school or afternoon school principals, several worked in other capacities. One focus group as well as a collection of individual phone interviews consisted exclusively of youth group directors and other informal educators. Scattered through the groups were a fair number of BJE personnel. But the vast majority of the senior Jewish educators we interviewed were school principals. Native had previously determined that roughly 80% of the population of senior Jewish educators were working as principals of day schools (about 40%) and supplementary schools (the other 40%).

Last, almost all our groups consisted of educators working under the auspices of the three major denominations, as well as a few working for community schools or other non-denominational auspices. The special circumstances which we thought would characterize Orthodox educators led us to organize a focus group consisting exclusively of Orthodox educators. All together, about a third of the educators worked for Orthodox institutions, about a third worked under Conservative auspices, a sixth for Reform institutions, and the rest for community or secularist agencies.

We had a somewhat greater representation of men than women. The vast majority of respondents who were current senior educators were between 35 and 45 years of age. The reason that most were at least 35 is that few senior educators attain that level before 35. The reason that few were over 45 is that we preferred younger senior educators on the assumption that their experiences would be more relevant for policymaking than were those of their elder counterparts. The students, of course, were largely between 18 and 24.

This sampling frame excluded the youngest senior educators, including those who have graduated from graduate programs in Jewish education established in only the last decade. Directors of those programs argue that several key findings characterizing our 35-45 year olds may not necessarily typify their alumni. (In fact, as a result of these comments, we have scheduled a follow-up pilot study with the recent alumni of the Conservative and Reform educators' programs in Los Angeles.)

We cannot arque, nor would we wish to, that our respondents comprise a perfectly representative sample of senior Jewish educators in North America. Rather, the main objective of our sampling procedures was to obtain a reasonably diverse sample, where diversity is defined along the dimensions of region, type of position, denominational auspices, and professional setting. Insofar as certain response patterns repeatedly emerge, we can be relatively certain that these findings apply to large numbers of senior Jewish educators.

Key Characteristics of the Focus Groups

<u>Location</u>	Types of Positions	<u>Denominations</u>	<u>Comments</u>	
Montreal	Day School principals BJE staff	Orthodox, Comm		
Montreal	Day school principals BJE staff	Mostly Orthodox		
New Haven	Principals (day & supplementary)	Conservative; Reform		
New Haven	Potential senior educators	All denominations		
Westchester	Mostly Principals	Mostly Conservative		
Westchester	Principals	Orth Cons Reform		
New York	Day school principals	Orthodox	Located throughout U.S.	
New York	Afternoon school principals	Mostly Conservative	Located throughout U.S. (participants in JTS summer principals' program)	
Philadelphia	Principals, BJE	Mostly Conservative		
Philadelphia	Principals, BJE	A11		
Los Angeles	Afternoon School Principals	Conservative Reform		
Los Angeles	Mostly youth directors	Conservative Reform		
Jerusalem	Ulpan students	All denominations		
U.S. (tele- phone)	Youth group & camp directors	Mostly Reform	Chi., Ätl., St. Louis, elsewhere	

FINDINGS

Becoming a Senior Jewish Educator

Teachers by Intent, Senior Educators by Accident

How did current senior educators arrive at their positions? How and why did they first enter the field? Who and what were the major influences on their career decisions and their development as senior Jewish educators? Understanding the answers to these questions can provide some clues as to how to expand the pool of potential recruits and to induce them to enter the profession.

With this goal in mind, we asked our respondents why they chose to become senior Jewish educators. By far the most common observation people had was that they entered Jewish education more by accident than by intent. Their career decisions were often unconscious or post hoc, often the result of interim employment decisions. They spoke of "falling into the field," deciding late in life, or "after the fact." Almost all began as a classroom teacher in a supplementary Jewish school, perhaps during college or as a part-time job during early child-rearing years.

When I was a number in college, I went to Israel for a year. After that I was never NOT involved in Jewish education, teaching, sometimes for money, sometimes as a volunteer. I began to invest more and more time in Jewish education over a ten year period. It started out as needing extra bucks to live in the real world. Suddenly, there was a framework within the real world.

I ended up in lewish education by mistake. I took courses in Judaica out of interest, but with no career intentions. I went to Israel in June, 1967, fell in love with an Israeli and married him. I lived there for six years and studied at Hebrew University. When I came back to the U.S. 10 years ago, my only marketable skill was Hebrew. I took over as principal a year ago when the principal died.

(Note: Most quotes have been edited for readability; but the essential meaning of the remarks have been retained.)

Some said they were drawn into positions of responsibility in Jewish education. One said, "I needed a full-time job and was asked to apply. I would not have considered it unless it was offered to me." They may have been canoled into taking a senior job by a desperate hiring committee.

Generally, they said, they were unaware of the very concept of

a "carcer in Jewish education." (We speculate that things are different today; the growth in day schools has created many opportunities for careers in Jewish education and, to young professionals — particularly those connected with Jewish life — the career option ought to be more visible today than it was twenty or more years ago. And yet, interestingly, the college students we interviewed failed to evince much understanding of career possibilities in Jewish education, and underestimated the salaries of senior Jewish educators.)

Even the rabbis — professionals who spent many years preparing for a career in Jowish life, indeed, Jewish education broadly conceived — reported their arrival in senior posts in Jewish education was a late decision. Most rabbis attend rabbinical school with the idea of serving in a pulpit; a few initially intend to enter academia. It is only after they reject (if only for the time being) the life of a congregational rabbi that they consider serving as a senior Jewish educator. Some, of course, serve both as pulpit rabbis and as their synagogue's senior educator; generally these are rabbis of small non-Orthodox congregations: "It's (often) part of the job description of a [pulpit] rabbi. I'm not a professional educator, but I do it."

Here the Orthodox differed considerably from the non-Orthodox. For many of the Orthodox, Jewish education had long been a viable career option. Some knew quite early in their lives that they would enter the field.

While some of the informal senior educators — camp and youth group directors — also had a background in teaching, many did not. Several arrived at their positions as products of the youth movements or camps they were now leading. But they too voiced the view expressed by a director of a large Midwest Jewish camp: "I don't know anybody — anybody — who got into this field intentionally."

Comment: The absence of early career planning points to an obvious programmatic opportunity. Since so few undergraduates think of a career in Jewish education at a time when many of their peers are making career decision, programs which could seriously provoke thoughts about working in Jewish education may well significantly expand the pool of applicants. In other words, the haphazard recruitment of senior educators heretofore ought not be taken as a model to be emulated. Rather, it indicates a planning need that ought to be addressed and redressed.

The finding also suggests a consideration which may have limited the emergence of senior Jewish educators in recent years. Insofar as young Jewish women have become more career-oriented, the pool of late-career-deciders may have shrunk. As one piece of evidence, the undergraduate women in the student group were no less definite than the men about their career objectives. There may well be fewer talented women in the mid-twenties who have not committed themselves to a career who might be recruited to a career in Jewish education.

Aside from the careerism of women, another development may portend shrinkage in the number of women potentially interested in working as senior Jewish educators. The rabbinical seminaries of

the Conservative, Reform, and Reconstructionist movements now all admit women. As a result, women interested in a Jewish educational career can now opt for the rabbinate rather than education per se. In fact, the heads of the Reform and Conservative graduate education programs in Los Angeles both sense that the rabbinical school alternative has adversely affected their ability to recruit women students.

Committed Jewish Upbringing

Even if their specific decision to enter Jewish education was a happenstance one, certain commonalties characterized almost all our current senior educators. In one way or another the vast majority attested to a rich Jewish upbringing. As one Orthodox day school educational director related. "I always knew I wanted to work in the Jewish world, and thus I turned to education. The question was could I do it full-time? My primary motivation was caring about Judaism."

A few spoke of their parents having worked in Jewish education. The Headmaster of a day school spoke about how his father was always insistent that his two sons take a position of Jewish leadership; both became rabbis, one serving in a pulpit, the other in education. Some mentioned an academic involvement in Judaica. Of these, some said they went into Jewish education because of the tight academic job market.

Many attested to having been active in Jewish youth groups or having attended Judaic camps (about which more below).

The Montreal respondents were steeped in "Yiddishkeit," even if not the world of Jewish observance. They noted the strong influence of the Yiddishist community (stronger in Canada than the United States), while a few other Canadians attested to a strong non-observant Hebraist background.

As might be expected, a good number were rabbis, or rabbis who left the pulpit, or former seminarians who left rabbinical school. And, more than a few were Israelis, many of whom credited their upbringing with naturally equipping them, at least in Judaic terms, to enter Jewish education in the United States.

Some respondents questioned whether those without a lifelong involvement in fairly intensive Jewish life could acquire the Judaic skills and sensitivities appropriate to a career as a leader in Jewish education. Some voiced the view that coursework alone would be inadequate to provide the necessary Judaic background outside the purely cognitive domain. Some claimed that only a life of "tefilah" and "zemirot" (prayer and religious melodies) could provide the richness and depth of Jewish learning and commitment appropriate for a senior Jewish educator. In other words, one must have a background in Jewish life experiences, but such a background is necessary but not sufficient for adequacy in Judaic skills. One Philadelphia educator noted that Jewish education was "a discouraging and

a hard field to break into unless you're part of the system -- it takes too much. The wealth of Jewish knowledge is too great."

Jewish Education as a Social Challenge

In discussing their entry into the field, many respondents voiced a theme which will appear in other contexts below. They viewed Jewish education as an exciting challenge, as an opportunity to make a significant impact. This was the way they could make the world — even if just the Jewish world — a better place. For some, education was a way in which they could act, as it were, as an antiestablishment change agent. An example is provided by one Montreal principal who said she "fell into Jewish education." She had been a sixties activist and an anti-nuclear demonstrator. She wanted to make the world a better place, motivated by "tikun olam" (the principle of "repairing" the imperfect world). She went to a kibbutz, an experience she described as "important and formative," where she worked in the children's houses. This was her first ongoing contact with children, and she liked the experience so much she made a career of Jewish education.

A rabbi made a late decision to go into Jewish education because "education is truly a creative challenge without the synagogue politics of the pulpit." Another reported that Camp Ramah was a "turn-on for me as an alienated teen-ager at a time when I was searching for an anti-establishment, counter cultural environment. It led me to rabbinical school, but education was more meaningful for me than the pulpit."

Comment: Most of our core respondents attended college during the 1960s, a period of vigorous protest against various forms of social injustice. We suggest, therefore, that the social conscience of the period may have led many of our respondents either to choose the field of Jewish education, or, at least, to see it as a way to act out their social or political commitments. Of course, the sixties gave way to a period of ostensibly greater careerism and materialism.

Insofar as this analysis is accurate, the recruitment of Jewish educators may have become more difficult over the last two decades. If the field appeals to those with a social conscience and if the pool of young people with significant social concerns diminishes, then it stands to reason that the number of potential candidate for Jewish education careers has diminished as well. But the appeal of the field may have been limited to the extraordinarily idealistic precisely because of its professional deficiencies such as lack of status, compensation, and articulated standards for entry and advancement. If so, then advancing the professional nature and status of senior Jewish education would overcome the problems of recruitment associated with fluctuations in youthful idealism.

On the other hand, the image of a decline in idealism should not be taken too far. Our small number of interviews with Jewishly motivated students suggested that even they are motivated by con-

cerns other than money or social prestige. Many also spoke of seeking a profession where they could help people, where they could make
a significant impact. In short, we are unsure of the immediate
implications of the idealistic character or image of the field upon
prospects for recruitment. Emphasizing the social contribution of
Jewish education in recruitment efforts may heighten its appeal to a
certain segment of the population, and may be irrelevant to expanding the pool of potential recruits beyond the socially idealistic.

The Role of Mentors

We specifically asked whether particular individuals served as mentors or were in other ways crucial to the professional development of the senior Jewish educators we interviewed. A large number of our respondents attested to the role of several sorts of individuals.

Some mentioned personal role models, such as parents, pulpit rabbis, and Hillel rabbis. Of these, some encouraged or inspired respondents to pursue careers in education generally, or Jewish education specifically; others served as inspirational role models, indirectly encouraging respondents to deepen their Jewish involvement.

Some interviewers mentioned people critical to their choosing their career and acquiring professional skills and commitment. In fact, several names — many well-known in the circles of leading Jewish educators — recurred throughout our interviews. But along-side the familiar "luminaries" of Jewish education, respondents also cited local Jewish personalities from their childhood or adolescent years. They mentioned congregational rabbis or Hebrew school teachers. These often were the "official Jews," so to speak, who seemed to care deeply and very personally about the problems and development of the young Jews who later, as it would turn out, would emerge as senior Jewish educators.

Thus, when we asked about mentors we learned not only about individuals who were instrumental in shaping the early career development of our interviewees; we also learned about inspirational individuals who stimulated the Jewish commitment of the respondents, sometimes quite early in their lives.

Significantly, in asking about mentors, we elicited repeated mentions of certain key Jewish experiences and institutions.

The Role of Intensive Teen-Age Jewishness: Camps, Israel and Youth Groups

Perhaps more often than individuals, our respondents singled out three sorts of experiences which led them either into a life of Jewish commitment generally, or into Jewish education as a career in particular. They mentioned the important role of summer camps

(mostly Ramah, but others as well); travel and study in Israel; and youth groups. As one informal educator said: "I fell into it [Jewish education]. NCSY got me into it. I liked it and stayed there." Another remarked, "After my senior year in high school. I was a waitress at Ramah and began to model my life after people I met there. I then went to JTS [the Jewish Theological Seminary] and into the field [of Jewish education]."

Interestingly, these three experiences share several key characteristics. They typically take place during the high school years. They entail a modial or community experience, in which Judaism is learned and acted out in the context of a network of close friends. And they provide an intensive Judaic experience.

Comment: If these sorts of experiences do in fact spawn future Jewish educators, then efforts to recruit Jewish educators can be targeted to appropriate population groups. In other words, it might be wise to promote careers in Jewish education to participants in Israel programs, intensively Jewish summer camps, and the youth groups. But given the recent growth in day schools and Jewish studies courses in universities, these may also provide the identifiable populations from which to recruit future senior Jewish educators.

In other words, the lesson to be drawn from our finding on the background of our respondents ought not be overly limited to Israel programs, summer camps, and youth groups per se. Rather, we propose that the appropriate inference to learn is that potential Jewish educators probably continue to cluster in Jewishly intensive programs and contexts. Those programs undoubtedly change from one generation to the next. In fact, research among Jewish Theological Seminary rabbinical students finds that in contrast with the recent past, many of today's students acquired their deep Jewish involvement during college years rather than in childhood. If we can identify those sorts of programs and experiences, we can focus recruitment efforts on the right populations so as to maximize their impact.

Little Formal Training for the Job

We asked the respondents to reflect on the formal training for their jobs, to speak about the types of skills required and the extent to which their professional training equipped them with those skills. The respondents implicitly identified three skill areas: Judaic learning; education; and management/administration.

Assessments of their preparation in each of these areas varied considerably by area. However, the general impression conveyed by the respondents was one of perious lack of preparation for the job, or, as in the words of one educator-respondent. "I was unequocally unprepared." Another said. "If's true I wouldn't pass a licensing test, and yet I am in a top position. But I feel I could do a lot better if I had a body of professional training."

Informal educators — particularly regional directors of youth groups — claimed that their problems with ambiguous standards for professional training and credentials was even more severe than those of the school principals. While some courses and programs provide some of the skills principals need, there is "no program to help one become a youth director." As we note below, informal educators — even more than principals — claim to suffer from a lack of professional status.

In the area of Judaic skills, with the exception of the rabbis (or former rabbinic students), almost all senior Jewish educators we interviewed felt they had significant gaps in their Judaic back-Another observed that most Jewish educators "never reach the point of being Jewishly qualified." In the group of potential senior Jewish educators, one said, "I'd like to be able to improve my background in Judaica, I'm not so sure of myself there." er in the same group noted, "I have a weak background, but it hasn't issue yet. My hang-up is that I should be able to speak been an The informal educators admitted to and gave a Hebrew." sense of possessing even fewer Judaica skills. However, they reported frequently consulting with congregational rabbis as a way of their shortcomings in Judaic training. Judaica was the where most interviewees felt that formal instruction could be highly effective.

Ambivalence Toward Education Courses

While some reported having taken education courses, they also reported dissatisfaction with the courses, which they most often took to acquire formal academic credentials. Many felt that it was the less creative students who enrolled in such courses. The courses, in the words of one respondent, "pulled down their sights, clipped their wings." However, a principal of a large Conservative day school believes that "formal training is of great value. It provides an ideology and an outlook, a sense of meaning for what one is doing." But, at the same time, he claimed he lacked training in technical pedagogy. As our moderator noted: "He said he lacked something that would act as a bridge between formal educational theory and the actual practice of teaching."

All in all, they felt that education courses were not all that helpful. More important were role models in their early careers, early teaching experiences, in-service programs, and all manner of on-the-job training. "I learned most through the school of hard knocks."

Of course, complaints about graduate training is not at all unique to Jewish educational personnel. The literature reports that public school principals and superintendents regularly complain about the shortcomings of their graduate training. Among other complaints they voice is that few courses or programs, it seems, prepare them for the harried, hectic pace endemic to educational leadership. And complaints about professional training abound in

the medical, legal, and business professions as well. All speak about a sharp discontinuity between the world of academe and the world of practice.

Despite the generally downboat assessments of their formal professional preparation, occasionally there were some bright spots amidst the bleak portrait of formal training for education. disagree," one Philadelphia educator commented, "At JTS there were inspiring, top people who taught the ideal of study throughout one's life." Examples of programs which received scattered praise are instructive: the Hebrew University Center for Jewish Education in the Diaspora; the Jerusalem Fellows Program; the Jewish Theological Seminary: Boston's Hebrew Teachers' College (now Hebrew College); and Machon Greenberg (an "incredible experience and opportunity"). Of course, lacking a serious study of these institutions, we cannot discern why these (and, in all likelihood) several other programs are regarded as worthwhile by their alumni. All we can say, is that the positive recollections do suggest that the development of successful programs for training Jewish educators is a real possibility. (A cautionary note: The schools and programs singled out for praise may have been especially effective in their time, or particularly for this particular age cohort. Ten or fifteen years from now, interviews with today's youngest educators, the ones now entering the field, might provide quite a different list of praiseworthy institutions.)

Aside from the isolated instances of highly regarded programs, we ought to note one other piece of evidence arguing for the value of education courses, albeit indirect. At the same time as they derided the education courses, they disdained — if only mildly — their colleagues who completely lacked them. In like manner, some complained about having to answer to congregational rabbis or about educator—rabbis generally who lack any formal training in education. These remarks indicate that education courses may have intermediate value: they may not prepare one as well as they might for the managerial and administrative tasks performed by most principals; but they probably at least socialize one into the professional community of educators who, like other professional community, share a language, a literature, and a worldview.

Said S. Lee, Director of the School of Education at the Hebrew Union College (Los Angeles), commenting on an early draft of this report, offered this observation:

I would add a caveat about the perception that one learns the profession through mentorship, networking and on the job experience. In the absence of a body of theory and conceptual language by which to understand education and institutional leadership, the practitioner is very limited to the model he/she can find and is unable to be reflective about his/her practice.

In contrast with the formal educators, the informal educators with social work degrees spoke positively of their social work training. "Youth work is an art form and a science. . . . My [master's] degree in social work helped me understand what I was seeing.

I went for the degree on purpose: I needed the skill and the piece of paper [diploma]." Or, as another Los Angeles youth director remarked. "I learned the theory of social work in class. I saw the training take on special meaning in the field."

Despite their lack of enthusiasm for formal education courses as university students, many thought that in-service training of one sort or another at this time would be helpful. Some spoke of an interest in returning to school. Others said they could use refresher courses. Many felt a need to talk with other educators about educational issues. "Networking . . . is among the most important elements of training. Talking to other educators about their experience and teaching is crucial for training."

Finally, in discussing teacher training, many emphasized that courses could not "make a teacher." A teaching personality is a pre-requisite to a successful career. Relating to pupils and their parents is an innate skill which can be sharpened, but not created ex nihilo. "You can't make a teacher — it takes natural talents that you have or you don't."

While several informal educators were professionally trained as educators (by virtue of having taken education courses and/or having taught in the classroom), many were not. All claimed that they were doing Jewish education, and most felt that they, in fact, were doing a more important, if not more effective job than formal educators. One camp director said, "People are identifying camp as a major center in their religious lives. . . . Most educators are jealous of camp directors. They convey success. Kids come home happy with camp as opposed to religious school. In fact, I feel pity for the people who run religious schools." But, despite their understanding of their functioning as educators, most youth and camp directors saw themselves "as a breed apart" from the formal educators. In fact, when questioned about alternate career destinations, they thought of work outside the Jewish community in comparable roles: as camp directors, or leaders of programs for troubled teens.

If teaching remains the inevitable entry point to Comment: eventual positions as senior Jewish educators, the possibility teaching ability requires "natural talents" may seriously limit the recruitment pool for eventual senior Jewish educators. words, it is possible that only "natural" teachers can conceive of becoming successful Jewish school principals given the current channels of recruitment and advancement. On the other hand, it is significant that the literature on American public school principals reports that they too typically spend the first five to ten years of their professional lives in the classroom. Moreover, a principal without teaching experience may have severe difficulties in gaining credibility as a supervisor of teachers. In short, expanding pool of candidates for school principals beyond the ranks of current or former teachers may be both desirable and extraordinarily difficult.

Weak Training in Administration and Management -

Of all three areas, they felt most untrained in the many skills under the rubric of administration and management: budgeting, scheduling, public relations, personnel, and others. Senior Jewish educators we interviewed indicated they were surprised both by the amount of time and energy they needed to devote to lay boards and communal politics, and by the degree of frustration such work engendered. "I could have used a business background: budgeting, manketing, fundraising, e.g.," One said his business courses were parketicularly helpful und another claimed his degree in political science was more important than his education courses. "It seems to me you need more business skill than Judaica," said one respondent. In addition, some thought prior volunteer work in the Jewish community — serving on federation committees and the like — would be a valuable experience for a young managerial level Jewish educator.

Some thought that many of the more crucial gaps in training in administration and management could be addressed in an internship program. The few principals who worked as vice principals early in their careers attested to the value of such an experience. Almost all were favorable, if not enthusiastic, about our suggestion of a formal apprenticeship program for senior Jewish educators. "I think you need an internship with someone already in education. Textbook courses don't prepare you." Under such programs, a beginning senior Jewish educator would work for a period of time (perhaps six months or a year) in different aspects of management and administration under the supervision of an experienced and competent principal.

In general, respondents complained about the lack of a clear articulation about which skills, training and credentials were vital for their positions. Neither the boards which hired them nor, in many instances, the educators themselves were clear about the prerequisites for successful functioning as senior Jewish educators. The lack of standards implied the absence of a genuine profession. And the lack of a professional conceptualization of their field had adverse consequences for their self-image and for their relationships with lay leaders.

Work as a Senior Jewish Educator

The Joys of Jewish Education

Understanding how and why senior Jewish educators enjoy their work is vital to developing policies and incentives to prolong their careers. Job satisfaction generally is a function of both rewards and frustrations: the two are related, but distinct dimensions. It stands to reason, then, that policies to avoid burnout need to strive to both maximize rewards and minimize frustrations.

We asked respondents to identify what they like about their jobs. Their responses can be grouped into four somewhat overlapping areas: (1) seeing children learn; (2) creativity or artistry; (3) perpetuating Judaism; (4) making a difference. (Comment: Interestingly, these are similar to sources of job satisfaction which Jewish school teachers would probably cite as well. Since so many of the senior Jewish educators we interviewed started their careers as teachers, we find the congruence not at all surprising.)

Many responses focused on learning experiences. One respondent spoke of the joy of "the teaching moment," Many said they enjoyed the direct contact with the students, and wished they had more of it. Others said they loved watching their students grow and learn, and enjoyed the opportunity to mold them, "to present a role model, especially for the girls". One noted he "is very happy to be around children." A few said that being able to experience such joys was an essential antidote to the many frustrations inherent in Jewish education. One moderator summarized the responses to the question of what the educators like about their work: "The unanimous verdict was the satisfaction of working with their students and the 'nachas' of seeing them grow and learn."

As noted, several educators spoke of the creative or artistic aspects of their jobs as a source of reward. They spoke specifically of the "creative opportunities," the "challenge of working with different personalities," the variety of problems they encounter, the fact that their jobs were never boring, and the chance to keep learning. One especially enjoyed "putting together something with a teacher." Another spoke of successful special projects.

Fundamental to their perspectives is the sense that they are making a lasting contribution to Jewish continuity, or "the sense of mission," as one put it. They generally hold the view that Jewish civilization is either in danger (generally from assimilation) or, at least that it sorely needs improvement: "In college I saw many who had little [Jewish] knowledge or commitment. I felt it was imperative for people to go into the field." Producing Jewishly well—educated youngsters, therefore, addresses a critical social need. They spoke of "influencing the kids to be proud of being Jewish," or helping "kids feel better about being Jewish." Members of the Orthodox panel spoke of "preserving the Jewish tradition."

Finally, vital to their positive self-image is what social scientists call a sense of efficacy, the feeling that they are ac-

complishing something. One New Haven respondent noted, "the idea of being able to affect lives and affect other teachers attracts me." After noting that what he likes most about his job is "having a direct influence over kids and their parents," a Conservative day school principal added, "The influence that comes with the job." The thought that they are making a significant impact, that things are somehow different and better because of their professional contributions sustain these educators through the difficult times. Another put this dimension succinctly: "I can have more effect on people's lives in administration." When asked under what circumstances she might leave her job, one principal answered. "When I felt I was no longer making a difference." Conversely, the nagging suspicion that the obstacles to their making a notable difference are insurmountable, the idea that they may just be marking time, just "holding down a job" all serve to demoralize some educators some of the time.

Insofar as they can have direct access to pupils learning, that they can put their educational skills to good use, that they can feel that they are in some small way sustaining and enhancing the better parts of Judaism, and that they are making an identifiable impact on their school or community, senior Jewish educators tend to feel better about themselves as professionals and better about their jobs. Insofar as obstacles preclude them from these sensations and experience, they tend to feel frustrated and de-moralized.

Comment: As we noted, the sorts of rewards cited by the principals resemble those which we suspect would be cited by teachers. In effect, at least on the conscious level, they may think of themselves as "super-teachers." Few spoke about managerial joys, such achievements as: balancing a budget, convincing a superb teacher to join the staff, maneuvering one's board to adopt a particular policy, enhancing the public image of the school. This finding may reflect a failure to fully adopt a managerial job definition; or it may simply reflect the fact that managerial achievements are a subsidiary source of job satisfaction for principals. (In fact, it was just one youth director who had only recently moved from a line job to a managerial position who could reflect on the necessity for redefining one's criteria for success and sources of professional reward.)

Major Complaints and Frustrations: Lay Leaders and Time Pressures

Prior to undertaking this research, we had anticipated that educators would complain most vigorously about low occupational prestige and inadequate salaries. We do not wish to under-estimate the importance of status and salaries as determinants of senior educators' job satisfaction and we treat these subjects presently. However, the findings clearly point to two other significant sources of frustration and dissatisfaction: relations with lay leaders, and time demands.

Many respondents complained bitterly about their relationships with their lay leaders, particularly the board members who hire, su-

pervise, and ultimately fire them. The bitterness is well-illustrated by the educator who commented, "Working with congregants is enough to make one anti-Semitic." The complaints were varied in nature, but clearly inter-related.

The respondents complained about having to deal with lay people who don't share their vision of Jewish education. (Orthodox educators, in contrast, claimed this was far less of a problem for them.)

They complained of lay people with no formal training in education wanting (or presuming) to make professional decisions which ought to be clearly in the domain of the principal. "How do you control lay leadership who often know nothing about education from dominating even the most dedicated and highly paid teachers and educators? If you bring in top people and put them under the control of the incompetent lay leadership you will still have a severe crisis in education. There's a need for national standards which.

They said the laity tends to have little respect for educators as people or education as a profession. As one potential educator noted:

In American society, your status is related to your financial success, but we're selling something people don't want to buy. People think you're religious, kind of creepy. . . . You're still regarded as hired help.

And, interviewees argued, lay people fail to accord the discipline of education the same respect they would tender to their own professions such as medicine, law, engineering, science, or academia. After all, some interviewees noted, the laymen all went to school, giving them (they often suppose) the experience to make sound educational decisions. One interviewee commented that, "Jewish professionals are treated like s-t. Jewish educators are expendable. It is a de-humanizing experience." Another (reflecting all the frustrations of the profession, not only relations with laymen) remarked, "Jewish education eats up professionals and spits them out," adding the Scriptural citation (in Hebrew): "Eretz ohchayl toshveha" (a land which devours its inhabitants).

Interestingly, most informal educators had few complaints about lay boards (their complaints about laity focused on the parents and the community generally). Most reported considerable professional autonomy: "If I decide we try a new program, we try it."

And, finally, the principals resented the amount of time and energy they needed to expend on what they regarded as unnecessary or non-productive evening meetings with lay boards, on paperwork for the laity, and on the politicking essential to keeping the boards informed and supportive. "What repels me is that there is a lot of outside interference — soothing ruffled feathers, politics, etc. It interferes with education. You can run into a lot of problems. Education gets lost and you become strictly an administrator." Moreover, as noted, little or nothing in the educators' formal training prepared them for the skills and mentality of the business—man or attorney.

Aside from problems with lay people, the other major complaint of the respondents (particularly the principals) concerned the time their jobs demand. They were upset by the number of hours their work entails, by the need to be available nearly around the clock, and by the type of work they were compelled to undertake. One spoke of the "nagging sense of all the things to do, ought to have done, and do not do." Another said, "Your day never seems to end. It's your whole life, You're swallowed up by it. You want to go hide, it's so endless. You're constantly pushing."

them To elaborate, the principals spoke of the never-ending nature of, job. They complained about too many night meetings, of trying to juggle too many expectations (of teachers, parents, board members, students, and themselves), and of the excessive physical and emotional demands. One complained of "being on call 24 hours a day and trying to have a family" (i.e., trying to balance commitments to job and home). Some reported parents or board members frequently called them at home late into the evening, even when requested to reserve such calls for emergencies. "Even with Shabbat. I had to say nicely to people, please don't call me on Shabbat."

The huge time demands have an adverse impact on the educators' family lives. A few reported difficulties with spouses — one only half jokingly attributed his divorce to his career commitments — or (alternatively) the appreciation they felt for spouses who "put up" with their emotional and time commitments to their work. Parenting also suffers under the strain of this "greedy" profession.

But, they feel much of the time they do spend as principals is devoted to necessary but petty administrative details, some of which could be handled by vice principals or capable administrative assistants. They feel over-burdened by paperwork and, as noted earlier, seemingly excessive catering to the needs of board members. The net result of the excessive time demands is a mounting frustration with the discrepancy between the time available for serious educational work — such as curriculum planning or teacher supervision and training — and the time necessary to make a significant educational contribution.

Of course, these complaints are not unique to Jewish school principals. The research literature on American public school principals cites many of the same problems. Principals complain about their need to react to the initiatives and needs of others and their inability to undertake their own initiatives; the harried work pace; the numerous interruptions; and the manifold petty decisions.

Jewish youth group and camp directors were less likely to complain about time demands than were school principals. The informal educators did say the demands were cyclical, intensifying around major programs for the youth directors or the summer for camp directors. One regional youth director complained about the amount of travel over a six state region which frequently separated her from her family. Nevertheless, the time-related complaints of many if not most principals were relatively rare among the managerial level informal educators.

Other Complaints: Low Status. Poor Compensation, Problem Parents, & Untrained Teachers

While complaints about lay leaders and excessive time demands were the most severe and widespread, some senior educators also voiced dissatisfaction about several other areas. These include professional status, compensation, parents, and teachers.

The perceived lack of professional esteem felt by a minority of the participants emerged in a variety of contexts. They felt that non-educators failed to view education (and particularly Jewish education) as a genuine discipline and profession. "You're looked down upon," said one Jewish educator. Another commented: "It might help if you could go to Harvard for Jewish education and not only Judaic studies. The field [Jewish education] is not presented in a positive light. It's not offered as a field."

The undergraduates we interviewed clearly ranked the prestige of Jewish education below that of their own career choices (among them: lawyer, clinical psychologist, medical researcher). And, of those who said they might have been attracted to the field, their perception of low status and income would be one factor which would dissuade them from entering the field. (As an aside, the students were surprised to learn that day school principals earn as much as \$40,000, \$50,000 or more per year.)

We should note that none of the rabbis we interviewed felt a lack of professional esteem, and few, if any, day school principals thought they commanded insufficient respect among their professional peers or in the wider community. The Orthodox educators, in fact, felt highly respected in their Orthodox communities. Rather, as we noted, complaints about status were far from universal and no where near as severe as were complaints about relations with laity or about time demands.

Those most troubled by these issues — it seemed to us — were the non-Orthodox afternoon school principals and, even more critically, the informal educators. The latter complained vigorously that hardly anyone understood the value of their work. Many agreed with the respondent who said that most people thought of his job as "kiddy work." One reported being told by a former colleague: "You're still in this kid stuff. Grow up. All your other friends left the business." Another added, "People don't understand what we do; youth workers are not seen as professional enough."

The lack of understanding has real consequences, as one informal educator claimed: "What is there about a Jewish parent who when it comes to their child it's nothing but the lest, but who don't want to pay for a youth director?" Whatever the prestige level of educators generally in our society, that of "recreational workers" is certainly even lower. Apparently, Jewish youth group directors may often be seen by the Jewish public more as teen-age recreation workers than as teachers and educators.

Synagogue youth directors were particularly vexed by the attitudes of their congregational rabbis who, they said, failed to recognize their professionalism as informal Jewish educators. (As a relevant aside, the career histories of both supplementary school principals and synagogue youth directors included several stories of career moves instigated by the arrival of a new rabbi whom they felt failed to accord them sufficient professional autonomy.)

To the extent that the educators did voice anxieties about their status, they seemed more concerned about their professional status as an instrument, for what it could produce in their rather than as an intrinsic reward, that is something valued for In other words, if we can take their idealistic sounding statements at face value (and we feel we can), the respondents that a lack of professional status is important primarily because it may limit their influence with their boards or in the larger Jewish or it may deny them a measure of job security necessary lead their institutions decisively; or, for many youth directors in particular, it may mean they are unable to obtain the secretarial assistance to free them for the more professional pects of their job. With the exception of the informal educators, none seemed deeply affronted or anguished by their perceived lack of professional esteem per se. Most seemed to exude a confident satisfaction in the value of their professional contribution, viewed whatever lack of professional esteem they may endure more as a sad commentary on the Jewish community than a reflection of their own worthiness.

This view may be contrasted with those of the students we interviewed, most of whom said they would be bothered by the lack of status attached to working as a professional Jewish educator. (Similar views were expressed by a Jewishly committed school teacher who claims to have avoided Jewish education in part because of the low status of the field.)

The senior educators we interviewed expressed mixed feelings about their salaries, placing them in the context of other, more crucial concerns. One Philadelphia educator expressed a fairly common view: "I feel no lack of prestige, the money could be better, but the physical and emotional demands are great." Another felt her salary was respectable but she was not being "paid in proportion to the hours put in" to the job. Most did not regard their levels of financial compensation as inadequate, although some did say they might leave the field to earn more elsewhere. A few connected perceptions of low salaries with perceptions of low status in the community. Some of the day school principals were deeply concerned not about their own salaries, but what they could offer their teachers (see discussion of concerns about teachers below).

The informal educators, though, were almost universal in expressing disappointment with their level of compensation. Several spoke of being able to earn more in comparable jobs outside the Jewish community. They clearly indicated that without a substantial raise in compensation (perhaps by expanding their job definitions), they were preparing to look elsewhere for employment.

One particular personal financial concern centered on provisions for retirement. Some felt their compensation package failed to provide adequately (if at all) for their retirement years and thought that this circumstance might prompt them to leave the field.

Comment: As noted earlier, we ought not immediately draw the conclusion that raising the prestige of senior educators or their salaries will have little impact on recruitment (or retention for that matter). It is possible that the people already in the field are self-selected: they were the ones prepared to accept lower prestige or salaries than that found in other professions. The undergraduates provided evidence that perceptions of low status and income were influential in limiting recruitment of senior Jewish educators.

Another area of major difficulty noted by the educators tailed the parents. Here we find a major distinction between day school principals and other senior educators. The full-time school directors complained about overly involved parents. These parents, they said, are more demanding of special attention (for them and their children), more prepared to "interfere" than they would be in an non-sectarian private or certainly a public school. Here, apparently, the familial nature of the Jewish community into play, and with adverse consequences for parent-school Rules of professional courtesy and civilized restraint are appropriate to social life in the larger society, but certainly the family.) Moreover, day school parents usually constitute active and influential members of the larger Jewish communities in which day school principals and their families participate. As a result, non-school relationships often impinge on the interactions between principal and parent, making for greater complexity and difficulty as well.

Afternoon school principals and youth group leaders had a different sort of complaint: parent apathy. Those with such complaints were troubled by parents who seem to evince little interest in their children's Jewish development, who subtly or overtly manifest their lack of regard for their children's Jewish schooling. As might be expected, far fewer Orthodox educators noted these sorts of complaints, and those who did were mostly found in the Montreal focus groups.

Several educators articulated their problems and worries about recruiting teachers. A few complained that teachers lacked a sense of professional vocation. One spoke of "insincere teachers, those who have no sense of vocation for teaching but who do it simply as a job ... the presence of teachers who don't love education. ... If I could choose from a larger pool of teachers I would never use those who have no sense of calling. But I am stuck having to take whoever is available." Another commented, "There are not enough quality teachers around. The level of teaching in the afternoon schools therefore turns out to be abysmally low." One day school principal complained that "there are too many Israelis in the system; although they may know Hebrew well enough, too many of them are lacking in Judaica knowledge and in professional training as teachers."

Beyond these issues, the respondents noted a variety of problems which were either less widespread or less irritating than those mentioned above. One -- with others' concurrence -- spoke of being "the lone defender of the faith." And they were lonely in two respects: professionally and Jewishly. The quality and quantity of colleaguial interaction varied significantly from one community to another. Generally, those with the best networks were BJE consultants and principals in large cities. (Montreal, in fact, seemed to be among the most impressive communities in this respect; the relative stability and longevity of the educators there may partly account for their stronger networks.) Educators living in small communities (particularly) complained about the lack of communal facilities for the Jewish lives of their families. Such communities often lack the critical mass of families deeply committed to Judaism. They cannot provide the range of alternatives in synagogues or study circles. And, for those with teen-agers, such communities often lack attractive Jewish high schools and well-developed youth groups more typical of larger metropolitan areas.

Comment: As we have indicated, not all the complaints discussed above were truly critical, in the sense that they could provoke significant numbers of senior Jewish educators to leave the profession. Some were a source of irritation, but they, in a manner of speaking, "come with the territory." Few senior educators said they would leave over these issues (but, of course, we have little understanding about the extent to which these problems which are apparently less critical to current educators are critical for dissuading others from entering the field).

Rather, as noted, two to three issues stand out as prime irritants of the sort which, in time, might provoke some significant number of educators to either leave the field entirely, or maneuver themselves out of their current jobs into less demanding posts within Jewish education. One such problem entails relationships with lay boards. The other, entails frustrations with demands on one's time. Each of these problems calls out for some attention from policy makers.

Assessing the extent to which side — lay leaders or educators — is more responsible for the difficulties in their relationships is beyond the scope of this study, and may be irrelevant to addressing the problem. Whatever the major source of the conflicts and misunderstandings, it is clear that both sides can contribute to improving their relationships. Policymakers, therefore, ought to give some thought to programs which would help educators and volunteer board members understand one another and work together more fruitfully.

Many of our interviewees requested more administrative assistance as a solution, if only partial, to the problem of excessive time demands and excessive responsibility for petty administrative details. Onite simply, this means they would want an administrative aide or an administrative vice principal. But there may be solutions other than the ones explicitly proposed by the respondents

themselves. One idea may be to separate the administrative from the educational responsibilities for running the school, and creating a position as administrative director or business manager to handle such matters as budgeting, fund-raising, purchasing, contracts, building maintenance, public relations, scheduling and related activities. Hospitals, with their division between medical directors and administrative directors may offer a useful example here. However, one danger in such a proposal is that the educational director may fail to adequately control the administrative side to the school. For educators, even seemingly petty administrative functions may have educational import.

Of course, any of these steps would have to surmount several obstacles. Schools would need to expand their budgets to accommodate the new administrative staff, at whatever level. More fundamentally, they would need to redefine the principal's job definition to exclude many tasks which the educators now regard as routine and dilatory, as depriving them of the opportunity to concentrate on purely educational matters.

There is a sense that in recent years salaries for principals have climbed significantly (as an aside, principals in Montreal complained about the unusually small gaps between their salaries and those of their teachers). Lay boards may find that investment in additional support staff may promote recruitment and retention of principals as effectively as substantial improvements in principals' salaries. Clearly, before we can be sure of its merits, this policy recommendation demands more thorough investigation,

Ambivalent Advice to Young Prospective Educators

We asked the respondents what sort of advice they would give talented Jewishly committed young persons contemplating a career in Jewish education. The question allowed our interviewees to provide more synthetic, global reflections on their careers, and to reveal several new sorts of concerns and problems. But, most important, the question allowed the respondents to speak about the profession without having to defend or support their own personal career choices.

The question invariably evoked anxious laughter and uncomfortable tittering. The dominant reaction was one of ambivalence. A few times, when some participants initially answered that they might support the decision, other respondents caught them up short with the more pointed question of whether they would give the same encouragement to their own children.

The source of ambivalence was clear. Respondents were torn between their commitment to the ideals of Jewish education, on the one hand, and their deep frustrations with the conditions of their work, on the other. A minority even said they would try to dissuade the young adults. An even smaller minority said they would encourage them. As one respondent, speaking of his daughter said: "I would kiss her and tell her to go for it!"

Most would feel obligated to make the young person adopt realistic expectations. The educators would want to make sure the young adults were truly committed to Jewish education for, without that commitment, the frustrations would be impossible to bear. They would explain that one would need the idealism to survive in the field and might suggest the youngster explore other ways to contribute to Jewish continuity. And they would want to make sure the person was qualified, not just for the person's happiness, but to protect the field from unqualified Jewish educators.

Among the drawbacks they cited was the current career opportunity structure which requires one to start as a teacher, and work one's way up to managerial level positions. Does this structure dissuade prospective senior educators, with managerial and administrative talents, who may have no desire to work as teachers? Respondents noted there was no way to prepare for a career as senior Jewish educator, that there was no explicit career ladder leading to principal or leading to positions beyond principal.

Others cited the frequent turnover in the field and other problems of job mobility. The problem can be illustrated by principals who want to change schools, for whatever reason. Except for the largest metropolitan areas, there are only a few senior positions in any one community, and the job market is sometimes further limited by denominational boundaries which may restrict educators to Orthodox or Conservative or Reform schools. Often the only way to change jobs is to move the family to a different community — an unattractive option, to say the least. The consequences of this set of circumstances include educators who feel trapped in their jobs. educators who leave the field for lack of job opportunities in their own communities, or families who must uproot themselves to facilitate educators' job mobility.

The limited job opportunities within a given community also exacerbates anxieties about job security reported by many of respondents. Some -- particularly afternoon school principals -regarded their tenure as subject to the whims of a fickle and unprofessional lay board. They told stories (generally second hand, about other educators) where an aggrieved influential or a change in the chairmanship of the education committee resulted in the dismissal of an otherwise capable educator. One reported he was planning to leave his Reform afternoon school after over years as principal because a new, young assistant rabbi disliked was installed as his supervisor. One of our student-respondents -- destined for a medical career -- echoed a sentiment expressed by many of the educators: "My father is an Orthodox rabbi, and one thing he impressed upon me: Never work for the Jewish community."

Respondents in several groups would recommend that their hypothetical young person acquire alternate academic degrees or professions to fall back on, in part to diminish feelings of job insecurity, in part to have a viable career destination in the event of burn-out, and in part to enhance their own self-esteem as professionals. For example, the rabbis thought it was wise to get a rab-

binical degree; and the (secular) school teachers recommended work-ing only part-time in Jewish education.

Last, some respondents, reflecting their frustrations with the administrative responsibilities, would caution young people to acquire a good background in administration (possibly through business courses) and/or to make sure they are supported by a qualified administrator.

Looking to the Future

Leaving the Job and the Field

We asked respondents whether they expected to be working in the same job or even in the field of Jewish education in the next five years. Only a few gave unambiguous affirmative answers indicating they will, in all likelihood, be found in the same institution or somewhere in Jewish education. (We cannot be sure, but it seemed to us that principals were less likely to give unambiguous affirmations of their intent to stay in the field than others.)

For the most part, though, respondents were ambiguous or equivocal about their prospects for remaining Jewish educators. Some groups were almost silent about their plans, or, in others, many reported a large number of "don't know" or "who knows?" responses, as well as a variety of "maybe" answers: "maybe here," "maybe Isracl." Some were only a little less vague: "I'll need a change;" "maybe something more reflective, like studying or teaching."

As noted in our methodological remarks in the introduction, this was the one question which probably elicited less than fully candid replies. Jewish educators working at the height of their careers are unlikely to admit to thoughts of leaving the field in front of professional colleagues from their own communities. That is why the large number of ambiguous replies (very possibly from a majority of our respondents) is all the more impressive (or distressing). That so few could bring themselves to articulate an intention to remain within the field in the foreseeable future, even in the presence of colleagues, may indicate that some large number may well be thinking of leaving.

To be sure, the impact of the group may work in the other direction. Cynicism may also be infectious. Educators may feel it a betrayal to their colleagues in the room to exude a starry-eyed idealism reflected in a commitment to remain in the field for the foresceable future. We cannot be sure about which way the group interviews colored the responses; but we can say that the few individual interviews and the small number of follow-up private conversations moderators had with focus group respondents uncovered considerably greater readiness to admit to leaving the field than we found in the group context.

One person answered in a way which may portend a significant and omnous trend: "I wish I had other skills when burn-out hits." If this comment reflects a generalized phenomenon, then we may be speaking not only about the loss of some senior educators from the field, but an equally troublesome phenomenon. At some point late in their careers, experienced senior educators may feel they have little energy or initiative to give their jobs, but realize they, have no where clse to go. As a result, the field may acquire (if it has not already done so), a large number of once energetic, and now professionally exhausted incumbents in positions of significant leadership. In fact, one forty year old in informal education ad-

mitted he would like to leave the field, that he feels too old for the job; unfortunately, he realizes he has no skills other than working with Jewish youth groups.

The reasons why senior educators might leave their jobs or even the field are diverse. Some relate to frustrations mentioned earlier, others relate to entirely new concerns.

Among the hypothetical immediate reasons for leaving:

The "job is too high risk," or "I don't want to be prey to every whim of the board or synagogue." (the job security issue).

The "job isn't doable;" or "I'd leave if I felt I wasn't making a difference" (the efficacy issue).

Several mentioned "burnout," "boredom," or an end to "personal growth."

A few talked about change in life, aging, and new family circumstances, most of which were connected with children.

Some spoke about the paucity of opportunities for change or advancement, that there are not enough top positions in Jewish education available.

A few spoke of financial pressures, and the need to start making more money.

(As an aside, when asked about friends who were thinking of leaving the field, respondents gave the same sorts of answers: "burn-out," no clear lines of advancement, money, autonomy.)

If they would leave, they spoke of disparate destinations: Israel, the pulpit, business, and academia were among the most frequently mentioned alternatives. Business is more lucrative; academia offers an opportunity for intellectual growth.

On the other side of the coin, we asked what sorts of developments would make them more likely to stay. Again the answers were diverse, but they related to many of the issues raised earlier. That is, the replies spoke of the opportunity either to maximize rewards or to minimize trustrations. Consistent with their love of the "teaching moment," one respondents said she gets a "rush seeing success stories among the kids -- I'd want to leave, but I can't because of it."

Others said they would stay if they could:

- obtain botter job security;
- earn a better salary;
- -- have a year's sabbatical:
- -- enjoy higher status;

- -- have the sense the the Jewish community values Jewish education;
- -- become a communal spokesperson for Jewish education:
- -- periodically redefine the job or take on new challenges.

Interestingly, the respondents generally failed to address the two main complaints they had voiced earlier in the interviews: problematic relations with laity and the oppressive time demands. can only speculate as to the reasons for the omission, speculation may be instructive. It is plausible that this question, asked late in the interview, evoked the pat answers that educators often give when asked about how to improve their jobs. only when they have the opportunity for reflection and discussion (as occurred in the early parts of the interview), do educators address their more complicated and sensitive concerns. After all, complaints about relationships with lay leaders and managing one's time are delicate issues; insofar as the complaints can be attributed to inadequacies in oneself as a professional, admitting to such difficulties reflects poorly on the educators personally. reason respondents may have failed to mention these problems is that they yield to no simple, discrete solutions. Proposals for better job security, a year's sabbatical, higher status, or better salaries are rather straightforward and easier to quickly articulate.

As a last question in this line of inquiry, we asked how they think some educators stay in one position for many years. The responses fell into two categories. Some spoke of such people inventing new tasks and challenges (the personal growth issue again). In other words, some manage to retain the opportunity be creative and artistic, one of the four key rewards we noted earlier. Among youth directors, in particular, this stratagem was cited as especially crucial. One synagogue youth director supplements his job (and income) by rotating different "portfolios" every year or two, working with singles one year, or with young couples another.

Other informal educators — camp directors and youth group directors — said they derive enormous pleasure from writing, lecturing and informal consulting with other communal professionals. Such activities bestow a sense of professional worth and recognition which is generally otherwise lacking in their jobs.

Of course, some communities (such as Montreal, it seems) are characterized by stability in the Jewish population generally and among communal professionals as well. This circumstance means that keeping long-term educators fresh, creative, energetic, and inspired is an enduring challenge.

Other respondents spoke of colleagues who maintain lower educational expectations, or lower their earlier loftier standards, to avoid frustration and burnout.

Comment: The Ethics of the Fathers defines a rich man as someone who is happy with his lot. Clearly, one way to avoid disappointment and frustration is to adopt minimal educational goals.

Indeed, in the course of our research we heard several stories of principals who lasted for years in their jobs, apparently reasonably satisfied. Who functioned more as competent administrators than as inspired educators. That is, they made sure that their schools were in good working order, so to speak, but they generally failed to project an educational vision or enact an educational agenda. (On the other hand, we do not wish to claim that all long-term incumbents in a single job are "burnt out" and waiting to collect their pensions.)

This circumstance leads to a few paradoxical situations from a policymaking perspective. One way to assure career longevity is to recruit professionally mediocre educators whose lack of vision insulates them from frustrations and disappointment. On the other hand, training programs which develop high goals and expectations without providing the tools to deal with the frustrating process of change can have adverse consequences. They may produce educators with a lofty vision, inescapably committed to far-reaching changes, but deeply frustrated by their inability to quickly bring about significant educational improvements.

Participants' Reactions to Some Solutions

In some of the groups, we asked the educators we interviewed to propose their own ideas to help recruit and retain senior Jewish educators, and then we asked them for reactions to some of our own ideas. We report the reactions below, without respect to priority.

One group talked about the need to re-educate board people to the role of principal as an educational leader, much as the rabbi is seen (sometimes) as a spiritual leader. These educators, ideally, would want to work with a community of leaders who are personally committed to their own Jewish education. Related to this sentiment, some spoke of the need for more Jewishly committed parents. Or, as one respondent laughingly put it, "Change the Jewish community."

Another proposed solution was, simply, "money." By "money," they meant not merely increased salaries for themselves, but, also even more often, more support for the system of Jewish education: Money for teachers' salaries, money for equipment, and money for programs. Referring to financial matters, one said "we feel constrained" by budgetary limitations; while, representative of a contrasting theme, another respondent claimed, "If I need money, I can find it." Clearly, the financial situation is a mixed picture.

Other items on their wish list included a plea for more good teachers. "Without good teachers, you're dead in the water," noted one supplementary school principal. In groups where the issue arose, most agreed that finding teachers was becoming increasingly difficult. They felt that fewer college students today were equipped to teach in the supplementary schools, and/or fewer needed the part-time work to supplement their income. Moreover, the increasing careerism of Jewish women meant that there are fewer intellectually qualified women seeking part-time work as supplementary

school teachers or looking to re-enter the labor force as full-time teachers after the demands of motherhood recede.

A few respondents also spoke of the need to have more time to read and study, be it during the school year or in concentrated periods such as on a sabbatical.

One group, reflecting a theme noted repeatedly in this study, recommended the creation of new administrative positions in Jewish schools to ease the administrative burdens on the principal. They also thought it worthwhile to create a new tier of middle management positions subordinate to the principal.

We asked for their reactions to a built-in sabbatical, perhaps devoted to improving Judaic, pedagogic or administrative and management skills. Most were enthusiastic about the idea, but felt their boards "would never go for it." A few said they would use a sabbatical to get away from Jewish education, to, in a sense re-charge their batteries with a total escape from their profession.

Reactions were mixed to the idea of a two-week in-service training program in Israel or elsewhere. Some were open to the idea; others would resent any professional intrusion into their sorely needed vacation time.

SUPPRARY OF FINDINGS

We separate this summary of findings from the summary of policy recommendations which follows.

Put most concisely, here are the main points derived from the focus groups:

- 1. Most non-Orthodox senior Jewish educators reached their positions "by accident" rather than through a long period of training and advancement.
- 2. Most started in the field as part-time, supplementary school teachers or youth workers.
- 3. Most had strong Jewish upbringings (e.g., as Orthodox Jews, Israelis, or Jewishly strong non-Orthodox homes) punctuated by an intensive experience of one sort or another, particularly youth groups, Jewish educational camps, or a trip to Israel.
- 4. Many reported the influence of mentors who inspired them to deepen their Jewish commitment, work as educators, enter the field of Jewish education, or develop professionally in the field.
- 5. They conceptually divided the component skills of their jobs into three areas: Judaica, education skills, administration and management skills.
- 6. Except for the rabbis, many felt they had significant gaps in their Judaic knowledge and skills. But beyond the intellectual sphere and academic preparation, many felt that a strong Jewish upbringing was essential for senior Jewish educators.
- 7. Many had taken courses as educators but, with notable exceptions, found them not particularly helpful in their work. At the same time, they regretted the lack of educational professionalism among their colleagues and superordinates (rabbis, boards) who lacked any formal training in education. Rather than education courses, respondents viewed on-the-job experience as having considerable value.
- 8. Under the rubric of administrative and management skills, the respondents reported several significant gaps in their training, among them dealing with board and communal politics, budgeting, fundraising, and rereconnel management. They thought that training for this area could be provided by: case studies in education courses, internships with experienced senior educators, and volunteer work in Jewish communal governance.
- u. The major felt rewards of working as a senior Jewish educator could be grouped into four categories: watching students learn; having opportunities for creativity; contributing to Jewish continuity; and making an impact.

Their complaints were numerous and diverse.

The most severe and widespread complaints were about:

a. Relations with lay boards whom, they claimed, failed to adequately respect the professionalism of the field or the educator (fewer Orthodox educators reported this sort of difficulty).

b. The excessive time demands, particularly among principals; in particular, the harried and hectic pace of decision-making, the need to react to demands and the inability to engage in longer-term planning and execution of policy.

Other complaints, less widespread and less keenly felt, were about:

c. The excessive administrative responsibilities, many of which demanded skills few educators were trained for and many of which were petty and time consuming.

d. Overly intrusive parents (in the day schools): and uninvolved parents (in the supplementary schools).

e. Lack of professional prestige, particularly among youth group directors, but also among some supplementary school principals who feel they occupy the bottom rung of the synagogue prestige hierarchy.

f. Inadequate financial compensation as well as pensions and retirement plans.

g. Budgetery limitations for teachers' salaries, equipment, and programs, reflecting inadequate community support for quality Jewish education.

h. Difficulty in finding and keeping qualified teachers.

i. Absence of the trappings of a profession: clear standards for training and credentials, a career ladder, collegiality and opportunities to advance beyond the principal level.

j. Job insecurity.

k. Congregational rabbis who supervise supplementary school principals and some youth group directors, but who lack educational training.

11. Most respondents were ambivalent about whether they would recommend a career in Jewish education to their own children or other young people.

12. Many, if not most, failed to express an unambiguous intention to remain in the field of Jewish education five years hence.

- 13. Many were unclear about their job destinations in five years; those who might leave the field and could speculate reported: the pulpit; Israel; Jewish communal service; and business.
- 14. Respondents were enthusiastic about the possibility of a sabbatical. They also reacted very positively to the idea of the field developing new positions as administrative assistants, vice principals, middle managers.

SUMMARY OF POLICY IMPLICATIONS

We emphasize that these implications and recommendations should be seen as tentative for several reasons. We have not conducted a comprehensive policy analysis; rather we have interviewed extensively only one constituency relevant to the formulation of policy. Thus, the findings of this report need to be integrated with other investigations to arrive at a more trustworthy basis upon which to proceed.

The most salient and significant implications to emerge from this study are as follows:

- 1. Recruitment efforts ought to target those who are or have been involved in intensive Jewish programs: youth groups, Jewish camps, Israel trips, day schools, and Hillel Foundations. Such efforts should be undertaken during the undergraduate years when many are making their career decisions.
- 2. The large number of senior educators who were once pulpit rabbis, afternoon school teachers, and public school teachers suggests that these populations may continue to serve as a pool for Jewish educational leadership. If so, then systematic recruiting of and training programs for these groups may be productive. (This study could not address the utility of recruiting among population segments which have not provided large numbers of senior educators. These first two recommendations, therefore, ought not be seen as exhausting new, unconventional reservoirs of talent.)
- 3. A systematic program of internships or apprenticeships in senior Jewish education may have immediate and significant impact on the number of qualified senior personnel and the status of the profession. Younger educators would receive individualized training from veteran educators and would benefit from actual experience in the field. Not only would such a program bring more qualified candidates into the field; it also would serve as a powerful morale-booster for the senior educators who would serve as mentors and supervisors. (Note: We regard this recommendation as the most urgent and productive policy suggestion to emerge from our research.)
- 4. Senior educators and lay leaders need instruction in how better to relate to one another.
- 5. Schools (particularly day schools) need to explore alternative administrative structures so as to allow principals to concentrate more on education, and to reduce their excessive time demands.
- 6. Increasing status and financial compensation of senior Jewish educators may help retain as well as recruit a number of people to the field. These problems are particularly acute among youth directors and small school principals.

- 7. Schbaticals would constitute a major incentive for many senior educators. There was some interest expressed in summertime in-service courses of short duration.
- 8. The feelings of job insecurity by principals need to be addressed.
- 9. Principals in particular would react favorably to efforts to overcome their professional isolation.
- 10. The professionalism of senior Jewish educators and networking among them could be significantly enhanced through a program of consultative visits to one another's schools. Currently, only BJE and denominational movement consultants regularly visit several achools. Principals rarely have the opportunity to observe other schools in action or to serve as professional advisors to their colleagues in the field.
- 11. Federations and other community agencies ought to make special efforts to include and involve senior educators as board members and as honored guests at community functions; that is, to treat educators with the same respect accorded influential congregational rabbis.
- 12. Rabbinical schools ought to include some formal training in education in their curriculum both for the rabbis who eventually serve as educational directors and for the many more who supervise educators. In addition, in-service workshops for rabbis, or possibly rabbis and educators together, may be valuable.

Other suggestions can be drawn from the body of this report. The once listed above seemed to us to be among the most significant, most substantiated, and most urgent.

RECOMMENDATIONS FOR FURTHER RESEARCH

We have two reasons for presenting these recommendations. First, we honestly believe these research lines will benefit the formulation of policy. Second, by outlining where further research would be useful, if not necessary, we delineate the limits of this study.

- 1. This study only begins to comprehend the frustrations experienced by senior Jewish educators. Each of the major areas we have uncovered -- gaps in training, poor relations with lay boards, excessive time demands -- all require further exploration and development.
- 2. We need to examine how lay leaders contribute to the frustrations of school principals. In particular, we should begin by studying the attitudes and images of some lay leaders themselves. (One such focus group is already scheduled.)
- 3. The recent alumni of the graduate programs in Jewish education may well report different patterns of recruitment, training, professional rewards and frustrations. They ought to be examined closely for possible clues as to the value of the programs they attended. (One such focus group is already scheduled.)
- A. We need to explore the feasibility of recruiting senior educators from the conventional populations as well as from some unconventional sources such as: elite university students, public school teachers and administrators, and those contemplating mid-life career changes.
- 5. We need to explore ways to improve the recruitment patterns of the several graduate programs in Jewish education.
- 6. We need studies to develop and evaluate individualized programs to train Jewish educators, such as the internship model discussed in this report.
- 7. As a general principle, innovations undertaken as a result of this report ought to be subjected to systematic and critical evaluation.

APPENDICES

Biographical Sketches of Moderators

ELAINE SHIZGAL COHEN is a lecturer in Jewish Education in the Department of Jewish Studies at McGill University and Acting Director of the Jewish Teacher Training Program there. She is completing a Dectorate in Education in Counseling Psychology at Rutgers University.

STEVEN M. COHEN is Professor of Sociology at Queens College, CUNY. His recent books include American Modernity and Jewish Identity (1983). Perspectives in Jewish Population Research (co-edited, 1984), The Jewish Family: Myths and Reality (co-edited, 1986), and American Assimilation of Jewish Revival? (forthcoming, early 1988). He is also the author of several studies of American Jewish political and social attitudes for the American Jewish Committee. He has been a Visiting Professor at Brandels University, and The Hebrew University, and in 1987, was the Blaustein Professor of Judaic Studies at Yale University.

GAIL PORPH is the Director of the Master of Arts in Education Program, the University of Judaism in Los Angeles. She is also a curriculum writer and teacher educator for the Melton Research Center, the Jewish Theological Seminary. She is also a doctoral candidate at JTS.

ELLIN HEILMAN is working as a psychologist with special education pre-schoolers. She has taught in public schools, Jewish day schools and afternoon schools.

SAMUEL HEILMAN is Professor of Sociology. Queens College, CUNY, where he has also served as Chairman of Sociology and Director of the Jewish Studies Program. His books include Synagogue Life (1976). The People of the Book (1983), The Gate Behind the Wall (1984), and A Walker in Jerusalem (1986).

MOSHE SOKOLOW, a Jerusalem Fellow, is Associate Professor of Judaic Studies at Yeshiva University. He is also consultant for curriculum and instruction for the Torah Education Department of the World Zionist Organization. He writes and lectures widely on Biblical scholarship and teaching Bible in Jewish day schools.

SUSAN WALL, a Jerusalem Fellow, is principal of Ezra Academy, the Solomon Schechter school in New Haven, Connecticut, Previously she served for several years as educational director of the Beth Hillel-Beth El religious school in Philadelphia, Pennsylvania. She is a doctoral candidate in education at the Jewish Theological Seminary,

INSTRUCTIONS TO MODERATORS

We may have asked you to organize groups along very specific lines (e.g., day school principals, BJE consultants, etc.). Others are conducting mixed groups which will allow you some flexibility in grouping participants. When thinking about how to divide your groups, think about which divisions will yield the most comfortable groups. There may be a particular network of friends whom you will want to interview together. You may want to divide people along lines of type of school (day versus all other), or religious denomination, or seniority, or formal/informal, or some other reasonable criterion. The point is to provide a setting for the most open conversation.

For each group, you want to invite enough people so as to assure an attendance of eight-to-ten. You ought to aim for ten or eleven confirmed participants as of two weeks prior to the session.

Be sure to do a round of phone calls one to two days prior to the session to remind everyone to come. If the group is definitely less than six people, reschedule. Also confirm your recorder.

Conduct the focus groups in a living room or in as informal setting as possible.

Have readily available some sort of modest refreshments (juice, coffee, soda, fruit, nasherai, etc.)

Bring extra cassettes in case of a technical difficulty, or you go over the time allotted.

Arrive at the interview site sufficiently ahead of time to greet any early-comers. Frepare and distribute name cards or stickers, as appropriate.

The purpose of a focus group is to have several people express their thinking on any one topic - allowing them to interact and play off of one another's answers. The moderator's role is to raise issues and to keep the discussion flowing. The group should be kept to the general topic, although allowing the group to respond to what others say is very important.

You will probably not finish all the questions in the discussion guide. (Do not cut off valuable discussion in order to do that.) However, you should try your best to do all those questions that have an asterisk next to them. Other questions should be introduced if there is time. (However, try to stay in order. If you are moving slowly, begin to skip those questions without the asterisk).

Role of the moderator: Your Job is to facilitate rather than participate. As such, your own experiences should rarely be brought into play (and only in a planned way so as to clarify issues or introduce a new subject). Speak as little as possible - allow for

pregnant pauses if it's a hard question. Try to involve as many people as possible - without putting too much pressure on the participants. In a "Whip" question -- where everyone is asked for a quick off the top of the head answer -- you want to go around the group in order. You can give them the opportunity to pass if they prefer. With other questions if several have spoken, but not all, you might want to turn to the others and ask them if they would like to comment before you move on. (Some people are more hesitant, but will respond when directly addressed.)

LETTER TO PROSPECTIVE RESPONDENTS

Department of Sociology Queens College, CUNY Flushing, N.Y. 11367

May, 1987

Dear

We're writing you to ack for your participation in an international cocial ccientific research and policy project on "Senior Personnel in Jewish Education."

As you may be well aware, there is a significant problem in recruiting well trained personnel to fill such positions as principals, vice-principals, professors of Jewish education. BJE consultants, and the like. It seems that there are over 4,000 positions for senior Jewish educators worldwide, and only a few dozen people are enrolled in formal training programs in Jewish education; in addition, some unknown number of our very best, seasoned educators leave the field every year, often in the prime of their career.

It now appears that a coalition of significant policy makers in Jowish life has emerged to address the problem of recruiting, training, and retaining adequate numbers of senior Jewish educators to secure our collective Jewish future. The sponsors of this coalition include Israel's Ministry of Education, the Jewish Agency, and the World Vionist Organization. Its key personnel consist of a group of Jewish philanthropists worldwide led by Mort Mandel of Cleveland, as well so a small number of academic specialists in Jewish education including Prof. Seymour Fox of the Hebrew University. Thus, it now neems possible that, for the first time, significant policy changes for senior Jewish educators - involving millions of dollars and, eventually, scores if not hundreds of Jewish educators -- may well be on the horizon.

This coalition of government officials, philanthropists, academics, and Jewish educators are prepared to consider a wide range of ideas and proposals. But as the first step in this policy formulation process, they want to hear from the senior Jewish educators themselves - those who are in the field, those who have left the field, and those who may well consider entering the ranks of management—level Jewish educators. And that's why they have turned to us -- Steven M. Cohen (a sociology professor who specializes in the study of Jewish life) and Susan Wall (a Jerusalem Fellow who is a day school principal) -- to undertake an international reaearch effort on senior Jewish educators.

To learn about the thoughts and feelings of past, current, and potential centor Jewish educators, we are conducting what are called "focus groups," where a small group of individuals discuss relevant

issues guided by a trained moderator. We're conducting a number of these groups in the United States. Canada, Latin America, France, and Israel. We've selected our panelists (you) to represent diversity along a number of lines: career stage, type of job, location of job, and Jewish denomination. That's why although we're interviewing about 200 educators around the world, every single panelist is critical to our study -- if it is to adequately represent educators like yourself, we're going to need to hear from you.

On the attached sheet we've provided the details of the session of the upcoming focus group in your area. You'll be meeting with a small, select group of professionals like yourself. In a few days either one of us or another member of the research team will call you to ask if you'll be attending. If you like, you may immediately call the moderator whose phone number appears on the attached sheet. (If you know that you definitely cannot attend the group, please call immediately so that we may ask someone to take you place in the focus group.) We do hope you'll be able to make the meeting.

If you would like to talk with us, please call us at our home (yes, we're married) at: 203-389-9475, collect. The best time is in the evening, Monday through Thursday.

We want to thank you in advance for participating in this important study. We think you'll enjoy this opportunity to discuss your thoughts with other Jewish educators, and we know it will make a significant contribution to the advancement of the profession.

Sincerely,

Steven M. Cohen Professor of Sociology Queens College, CUNY Susan Wall Principal Ezra Academy, New Haven

DISCUSSION GUIDE (For current Senior Jewish Educators)

INTRODUCTION

Welcome. My name is XXX and I [give occupation, job, location]. I'm the moderator for this group tonight. [Any other comments to warm the atmosphere.]

As you may know, the purpose of this research is twofold. First, we want to learn how to attract more high quality senior Jewish educators. Second, we also want to learn how to keep those who are now senior Jewish educators in the field.

Whatever will be discussed here will be kept confidential, unless you specifically request otherwise. We will record your comments, but please understand that no one will be cited by name in the comprehensive report which will be read by the major policy makers who have commissioned this study. I ask that in your responses, you try to be as honest and forthright as possible — candidly addressing any concerns you might have.

[Have people introduce themselves briefly]

[Note on format: Starred questions are essential; unstarred questions are desirable but not essential; those marked OPTIONAL have the lowest priority and you should ask them if you feel you have time and, based upon the answers you have heard, they will provide useful information. Indented questions — labeled PROBE: — are to be asked only if they have not been otherwise answered by the preceding questions.]

DISCUSSION

*I'd like to begin by asking you to think back and tell us what first got you into the field of Jewish education. Why did you choose this field?

*Was there any particular person or mentor who was crucial to your becoming a Jewish educator, or to your early development in the field?

[REMINDER: PROBE questions are to be asked only if not answered already.]

PROBE: What other fields had you considered, other than Jewish education?

*Now I would like you to comment a little bit on your formal training for your current job. In what ways was it useful, in what ways were there serious gaps in your preparation for the position you now hold.

Now let's move from the past to the present.

*The next question is called a "Whip" question. We're going to have a few more this evening. For whip questions, I'm going to go around the room quickly and I want everyone to give a brief, succinct answer; but if you feel strongly you would like to pass, please do so. First. I'd like to know, what is the one thing you like most about your job?

*Now, answering the same way, I'd like each of you to tell me the one thing you dislike most about your job.

*[MODERATOR: Now initiate a short discussion. Ask participants to comment on others' likes and dislikes, as well as expanding on their own likes and dislikes, rewards and frustrations.]

*PROBE: Do you feel adequately compensated financially for the work that you do?

*PROBE: Do you feel you receive adequate recognition and status for the work that you do?

*PROBE: Do you feel you have reasonable working hours?

*PROBE: Do you feel your relations with the staff, parents, or children are especially frustrating or rewarding?

OPTIONAL PROBE: Do you feel you have enough time to think about Jewish educational issues?

OPTIONAL PROBE: Do you feel you have enough contact with supportive colleagues with whom you can brainstorm and share ideas?

Why do you think some people do in fact become senior Jewish educators? What attracts them to the field?

*If a Jewishly committed and talented young person were to come to you and ask for your advice about entering the field of management-level Jewish education, what would you tell him or her?

Why do you think more such people don't enter the field?

Now let's take a look at the future.

*If you were to leave your job, why would you leave? [IF ANY POTEN-TIAL LEAVERS]: What would it take to get you to stay?

*If you were to leave your job, what would you do next? Would you stay in the field of Jewish education or would you leave the field entirely? And whether you stay in the field or leave entirely what kind of work do you think you would do?

OPTIONAL: There are many types of senior positions in Jewish education. Aside from principal or vice-principal of a school, these include BJE directors and consultants, camp directors, regional or national youth movement directors, and others. Of those which are different from the type of job you now have, in which could you see yourself one day? Why?

*Are any of your friends in the field in similar positions thinking about leaving their jobs? Are they thinking about leaving Jewish education? (IF YES): What are the most important reasons these people have for leaving their jobs or leaving the field?

OPTIONAL: Some people seem to be able to stay in one position for many, many years, perhaps even a lifetime. How do they do it? Do you feel you could do that? Under what circumstances?

*What single change do you think is most important to get more high quality people to become senior Jewish educators?

*What single change in the field of Jewish education do you think is most important to get more senior educators to stay in the profession?

OPTIONAL: I'm going to mention a number of ideas which might make some of you feel better about staying with your job for an extended period. If you have any strong reactions either way about each of these, please let me know: [MODERATOR: Participants may want more specifics. Say these are only very initial ideas; we're just interested in their basic reactions.]

--The first idea is a built-in sabbatical every seven years in which you would be paid to study with a group of educators, either here or in Israel.

--What about an annual 2-week program either during the school year or the summers for study and sharing with colleagues?

--What about having a confidential advisor, a senior person in the field who is working with a dozen or so senior educators on their problems and ideas?

--What about hiring an assistant who would take over some of your functions? [FOLLLOW-UP]: Do you think you could easily find such a person?

--Would more salary, better benefits, or an enhanced retirement plan lead you to consider more seriously staying in your job?

-- How about more money to spend on ideas for re-designing your school or agency?

-- And last, what about a restructuring of your job? (Any specific ideas?)



הוועדה לחינוּך יהוּדי של הסוֹכנוּת היהוּדית THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

SENIOR EDUCATOR: A CAREER OPTION FOR

JEWISH STUDIES STUDENTS

AMERICAN IEWISH

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October 1987

The Jewish Education Committee Publication No.5

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EXECUTIVE SUMMARY

The purpose of this report is to assess the feasibility of reorienting people in University-level Jewish Studies towards careers in Jewish education and to suggest possible pilot programs to support or help them make the transition. The objective is to help meet the acute shortage of qualified candidates for senior positions in Jewish education in North America.

Overall, the hypothesis seems to be supported by the analysis. Ten out of thirteen of those involved in leading Jewish Studies programs supported the need for and feasibility of the effort. The student interviews also confirm the plausibility of the central assumption; yet with some significant caveats that have important implications for the design of programs.

Most of the underlying assumptions seem valid. Jewish Studies students do seem to be strongly Jewishly committed. There seem to be more applicants than jobs in Jewish Studies and not enough applicants in Jewish education. Jewish Studies students have a high level of Jewish knowledge. Salaries in Jewish education are probably somewhat higher than those in academia.

A communal effort to support the redirection of some Jewish Studies students into Jewish education careers and the creation of new joint careers in Jewish education and Jewish Studies is desirable and feasible. By itself, such an effort cannot possibly fill the shortages in the numbers of qualified candidates for senior positions in Jewish education. Nor will the transition from Jewish Studies to Jewish education be accomplished easily. Specific programs need to be carefully-defined and well-funded.

But, as one of a series of strategies for expanding the applicant pool for senior positions, new programs oriented to Jewish Studies students may prove to be cost-effective. Even twenty to twenty-five highly qualified, new entrants into Jewish education from Jewish Studies every year could have a tremendous cumulative impact over a five to ten year period. Such numbers appear to be attainable with the right programs.

Four pilot programs should be seriously considered:

A recruitment program aimed at undergraduates; two career development programs aimed at beginning graduate students; and a program to create professorships in Jewish education aimed at advanced graduate students or post-doctoral students. These proposals are discussed in detail in the last part of the body of the report.

INTRODUCTION

The Nativ consulting organization in Israel is developing recommendations for the Jewish Education Committee of the Jewish Agency to address the acute worldwide shortage of senior personnel for Jewish education. This project is one of the special studies commissioned to examine specific aspects of the shortage of senior personnel in North America.

A key concern in relation to senior personnel is the relatively small size of the existing pool of candidates in North America, and the need to identify new types of candidates to fill senior positions.

The goal of this project is to assess the feasibility of creating career options in Jewish education for people who have completed or are currently enrolled in University-level Jewish Studies programs in order to expand the pool of candidates for senior positions in Jewish education.

This report includes an assessment of the feasibility of reorienting Jewish Studies students towards careers in Jewish education; and presents program models which are likely to maximize the probability of success.

This report is in four parts:

- 1) A review of Jewish Studies in North America -- the number and type of programs, numbers of students, the employment and salary picture for graduates and the characteristics of current students.
- 2) An assessment of the potential for redirection of Jewish Studies students into Jewish education and the major roadblocks in the face of such redirection.
- 3) The implications for program design which emerge from the foregoing analysis.
- 4) An outline of possible pilot programs -- each responding to a different target group, and involving a different mix of recruitment, training and job development strategies.

I. JEWISH STUDIES IN NORTH AMERICA

Description of the Field

While programs in semitics and/or Judaica in some American universities go back to the turn of the twentieth century, the large-scale development of Jewish Studies as a university-level academic subject in North America did not occur until the mid-This development seems to have paralleled the development of Black Studies and was fueled by some of the same concerns for group identity within American civilization. To a significant extent, its growth was assisted by the involvement of scholars with established or emerging reputations in closely related fields (e.g. Near Eastern languages). The Jewish community provided support both in the form of philanthropy to Universities as well as fellowship support for individual students. Large numbers of Jewish students (and sometimes others) registered for courses; an Association was formed. Degree programs were organized at the B.A., M.A. and Ph.D. level, and courses in Judaica became commonplace even in universities that did not offer a specialization or degree.

In most universities, a Jewish Studies Center was organized; existing Departments "affiliated" with the Center; and faculty associated with the Center had appointments in a related department (e.g. History, Literature, Philosophy). In a few Universities, a Department or School of Judaica or Jewish Studies was organized. The Lown School of Near Eastern and Jewish Studies at Brandeis is an example of the latter model -- it is a separate school with its own faculty, students and identity.

The explicit strategy of the field's founders was to focus on scholarship rather than on "mass appeal." The objective was to achieve legitimacy as quickly as possible within the University community: this could best be done with the a focus on high-standards of scholarly research and teaching. As a result, most of the output of the field is "pure" rather than "applied". The field, as a whole is very broad, encompassing Jewish history, literature, language, Bible, Jewish philosophy, Talmud and Jewish law, and Jewish mysticism. A typical course catalogue for a major university department could range from Akkadian to Zionism. Within this broad range however, students are encouraged to specialize in order to reach the levels of scholarship to which the fields founders aspired. This has implications for the content of retraining for Jewish education career preparation.

It is important to recognize that the field is somewhat fluid in the definition of its boundaries. A professor teaching ethnic studies may do all of his research on Jews as an ethnic group, and yet not be identified as a Jewish Studies professor per se. Such a person might have received doctoral support from a foundation committed to the humanities or the social sciences. Yet at its core, the field has developed identity, its own sources of support and funding for doctoral work.

The Memorial Foundation for Jewish Culture has funded doctoral work in Jewish Studies all over the world. Out of the 1320 doctoral candidates receiving support for doctoral study from 1965 through 1984, 540 (or 41%) were in North America.*

This orientation to the scholarly content is illustrated by the subject areas of Memorial Foundation grantees.

The applied fields -- Jewish education; art, music and theater are at the bottom of the list. Even if some of the Rabbinics and Social science work has some practical relevance, it is likely to be the minority of the completed work.

It is probable that the field peaked by the late seventies or early eighties. Applications (for admission as well as for grants), enrollments, and the number of courses are down or have leveled off in most places: possibly a casualty of the widelyreported professional / pragmatic orientation of current American college students, and weakness in the academic job market in general. For example, Harvard's Jewish Studies Center had higher quality applicants and a larger program in the mid-seventies (five new students a year) than today (0 to 3 new students in each of the last three years). New programs continue to be added (e.g. South Carolina and Princeton), some existing ones have expanded (e.g. New York University), and some programs have plans to expand (e.g. University of California Berkeley) but the pace has slowed considerable since the mid-seventies. The growth in the seventies and the fall off in the last several years is illustrated by the pattern of pre-doctoral grants made by the National Foundation for Jewish Culture.

The Association for Jewish Studies has about 1100 members; the largest number are involved in teaching and research related to Jewish Studies; others are involved in part-time teaching (e.g. full-time Rabbis) or are in related fields. The Association also has about 200 student members.

A number of important universities have made major commitments to Jewish Studies. Table 3 identifies the universities that offer 20 or more courses and award a Ph.D.

Another group of colleges and universities also offer large numbers of courses but do not offer a Ph.D. These are listed in Table 4.

^{*} The Memorial Foundation also has an International Community Service Scholarship Program with many grants supporting careers in Jewish education.

Table 1

Memorial Foundation International Doctoral Fellowships

Dissertations by Subject Area,

1965-1984

Field	*
Jewish History Language and Literature (Hebrew & Yiddish) Talmud and Rabbinics Jewish Philosophy Social Science Bible & Semitics Holocaust Jewish Education Art, Music and Theater Miscellaneous	25 20 13 12 10 7 5 3 3
	100%

^{*} Based on 665 responses out of 1320 grantees.

Many other universities provide courses in Jewish Studies at the graduate and undergraduate level.

Table 2

National Foundation for Jewish Culture

Grants to Pre-Doctoral Students in Jewish Studies

(1961 - 1985)

	T O T A L		PER YEAR		
YEARS	NO. OF GRANTS	AMT. MONEY	 NO.	GRANTS	AMT. MONEY
1961-1971	110	\$ 283000	<u> </u>	11	\$ 28300
1971-1981	128	411000		13	41100
1981-1982	14	57700		14	57700
1982-1983	15	44200		15	44200
1983-1984	8	33400		8	33400
1984-1985	9	41000		9	41000

Table 3
Major University Graduate Programs

In Jewish Studies

UNIVERSITY	# COURSES	DEGREES
	<u>50+</u>	
Yeshiva U. Brandeis U. McGill U. J.T.S. Hebrew Union College		M.A., Ph.D. M.A., Ph.D. M.A., Ph.D. M.A., Ph.D. M.A., Ph.D.
	<u>30</u>	
Columbia U. Harvard U. New York U.		M.A., Ph.D. M.A., Ph.D. M.A., Ph.D.
	<u>25</u>	
U. of California U. Southern Cal. Boston U. Ohio State U. Temple U. U. of Pennsylvania		M.A., Ph.D. M.A., Ph.D. M.A., Ph.D. M.A., Ph.D. M.A., Ph.D. M.A., Ph.D.
	20	
Yale U. Indiana U. Concordia U.		M.A., Ph.D. M.A., Ph.D. M.A., Ph.D.

Table 4
Other Large University Programs in Jewish Studies

UNIVERSITY	# COURSES	DEGREES
CUNY - Brooklyn College	50	M.A.
U. of Toronto	50	
U. of Judaism	35	M.A.
CUNY - City College	30	
CUNY - Queens	25	
U. of Denver	20	
U. of Maryland (Coll.)	50	M.A.
Clark U.	20	
SUNY - Buffalo	20	M.A.

The Size of the Field

While the data on the number of courses listed by universities has been assembled (e.g. Guide to Jewish Studies Programs in North America, published by Hillel), there does not appear to be any comparable quantitative information on course enrollments and numbers of students.

An estimate of Ph.D. level students was developed as follows: telephone and in-person interviews with administrative personnel or faculty at eight of the 17 universities offering a Ph.D. and twenty or more courses, yielded an estimate of 130 to 140 Ph.D. students. As these 8 offered 225 of the five hundred courses offered at the 17 universities, it is reasonable to assume that there are 260 to 280 Ph.D. students at these major universities; a total of another 20 to 40 might be enrolled at smaller universities offering a Ph.D. in Jewish Studies. Thus a reasonable estimate is approximately 300 Ph.D. students in Jewish Studies in North America.

It is much more difficult to estimate the numbers of Master's students: many more institutions award the M.A. and programs vary radically in size. The undergraduate level is even more difficult to estimate. There are approximately 1,500 courses in Jewish Studies listed for universities in North America. But some of these are offered every other year; others have multiple sections. Some are seminars with three people; others are lecture sessions with large numbers. The numbers of students involved in Jewish Studies courses at the undergraduate and Master's level in North America is certainly in the thousands.

The Employment Picture in Academic Jewish Studies

Since the mid-1970's, concern has been expressed about the job prospects for Jewish Studies Ph.D.'s. Meetings were held at the National Foundation for Jewish Culture in 1981 to try to assess the situation and come up with solutions. At a meeting of the Association for Jewish Studies in 1982, a staff member from the Council of Jewish Federations gave a talk on the job prospects in Jewish communal service to an audience of students and young academicians. Nothing concrete seems to have resulted from these discussions.

There is a general consensus among leaders of the field that there are more people with Ph.D.'s in Jewish Studies than full-time college teaching positions in the field. Almost everyone interviewed believes that there is a shortage of jobs. However, there are differences of view among knowledgeable individuals as to the extent and severity of the job shortage; the number of truly qualified candidates for the available positions and the job prospects of people going into the field. One of the leaders

in the field pointed out that many of the people completing Ph.D.'s are not necessarily committed to full-time college teaching careers: some are rabbis or educators seeking additional learning and credentials. Even where there were many candidates, only a few were really qualified. On the other hand, another leader of the field, observed that, "the most ordinary jobs in the least likely places had many applicants." He pointed to fine students who were unable to find tenure track positions, having to settle for one year appointments. Another said, "we won't go back to the dried up 1930's, and there will be some retirements in the mid 1990's, but until then the job situation is pretty deplorable." Despite careful counseling of students about job possibilities, he felt many students still "cling" to the idea that there will be jobs for the very best, "but that is just not necessarily so."

Several of those interviewed cited examples of good students dropping out of the field to go into banking or computer and some interviewed students nearing completion of their Ph.D. discussed their plans to apply to unrelated professional schools because of poor job prospects in the field. Others minimized these "defections" as insignificant.

One way to reconcile the discrepancy in perceptions is to note differences in degree of specialization and level. The specialized positions, (e.g. a position in medieval mysticism), may have few qualified applicants; the less specialized one, (e.g. undergraduate Jewish history and Bible), may have more qualified applicants. For specific jobs, the number of applicants ranges from 10 to fifteen with perhaps only 3 or 4 truly qualified applicants to hundreds of applicants for some senior positions.

The data seems to support the view that the number of applicants outweighs the numbers of job openings for college teaching in Jewish Studies. This experience contrasts with the experience in Jewish education. Of the 300 Ph.D. students, some significant number are not actively pursuing a degree. Thus the actual number of active candidates might be about 250. If the average course of study takes about 6 years, this means that there are about 40 Ph.D. graduates every year. In any one year, there are only ten to fifteen academic, full-time tenure track openings in Jewish Studies in North America. Thus the applicant pool is three to four times as large as the number of job openings.

In contrast, the applicant pool for senior positions in Jewish education appears to be just about equal to the number of positions. For example, in 1984-1985, the Joint Committee on Educator Placement of the Conservative movement processed a total of 40 requests for educators; they had applications from 42 educators. The experience with regard to community schools and the other movements is parallel.

The Salary Picture in Academic Jewish Studies

Many people believe that salaries are higher in Jewish communal life than in academia; others believe that they are not higher. Students who have not personally been involved in Jewish education administration tend to believe that they are higher in Jewish Studies.

While the data are difficult to interpret because of the issue of comparability and the absence of systematic data on senior school personnel salaries, it appears that both salaries in Jewish communal life and the university have increased in recent years, especially at the upper levels. To the extent that one can compare radically different settings, work and career paths, it appears that salaries are roughly comparable in both fields. See Table 5.

Table 5

SELECTED SENIOR POSITIONS: JEWISH COMMUNAL SERVICE ESTIMATED AVERAGE ACADEMIC SALARIES JEWISH STUDIES

LEVEL	AVERAGE SALAI JCC's (1986) 		 POSITIONS 	Average Current Salaries
EXECUTIVE LEVEL	Executive \$53,000 Director	Agency \$51,000 Directors	Professor 	\$55,000
UPPER MIDDLE LEVEL	Branch Dir. Asst. Dir. 40,000 	•	Assoc. Prof. 	40,000
LOWER MIDDLE LEVEL	 Prog. Dir. 26,000 Camp Dir. 	 Ed Cons 33,000 Specialist 	 Asst. Prof. 	27,000
FIRST LEVEL	 Arts Dir 21,000 Day Camp Dir. Prog. Coord. Preschl. Dir.	 	Entry (1 yr. temp) 	20,000

Given the time it takes to prepare for an academic career, and the difficulty in climbing the academic ladder in the current atmosphere of university contraction, it is likely that if one could control for age and experience, academic salaries would appear to be lower. The single greatest variable in determining communal salaries appears to be community size and institution size. This is less likely to affect academic salaries: thus again, in "real terms", professional salaries are somewhat higher in most Jewish population centers.

Characteristics of the Students

The following discussion is based on student interviews as well as on interviews with current and past faculty members, and some program administrators. The interviews focused on the backgrounds of students; why they chose Jewish Studies for graduate work; what their career goals are; their assessment of the employment prospects in Jewish Studies; their experience with Jewish education; Whether they would consider careers in Jewish education and if not, what if anything could change their minds.

All the interviews taken together (of students, faculty and administrators) do not constitute a scientific sample of the hundreds of doctoral students and faculty; there was not sufficient time to undertake such a sample. Thus the data is impressionistic; but some clear patterns do emerge.

1) All "baalei teshuva" are not in Yeshivot. A number of the graduate students in Jewish Studies came to their Studies out of a search for their own identity as Jews. They come from assimilated backgrounds and grew up with little Jewish knowledge or commitment. Different people were "turned on" at different points and in different ways.

According to one student, Jewish Studies was a way to combine and integrate different aspects of life: religion, work, personal aspiration. For others, family history with the <u>Shoah</u> or a trip to Israel helped them make a commitment to Jewish Studies.

2) Some people come into Jewish studies out of a related or preexisting academic interest (i.e. linguistics or comparative religion) and some described periods of fluctuating interest in a related field before they settled on Jewish Studies. Sometimes this change meshed with a new interest in their own Jewish identity (point one above). For example, one student described a period of shifting academic focus between Arabic languages and Jewish Studies before combining them to focus on the intersection between Arab culture and Israel.

- 3) Jewish studies appears to be an alternative or subsequent course of study for people in rabbinics. Some students are already ordained and have returned to graduate school in Jewish Studies because they felt "intellectually stale" after working as a pulpit rabbi. One woman who is self identified as "halachically committed" viewed Jewish Studies as a halachic alternative to ordination.
- 4) Some people have already worked as Jewish communal professionals (including teachers) and have either "burnt out" or found it unfulfilling, and see advanced graduate study as a way to expand horizons.

On the other hand, many graduate students helped support themselves through college or graduate school by teaching in Talmud Torah afternoon schools or Jewish day schools. The reaction of these students to this experience varied from positive to extremely negative.

- 5) In at least some of these programs, there were several Israelis. According to one professor of Hebrew literature, nearly half the department was Israeli.
- 6) Students in Jewish Studies courses are not a uniform potential pool of candidates for careers in Jewish education simply because of the diversity of specializations within the field. Professors reported that in some areas, such as Yiddish and Bible, many of the students are not Jewish and have come into the field through the study of germanic languages or with the intention of teaching Bible in a Christian college.
- 7) For many students, the issue of geographic mobility is an important factor in their career plans. Those who do have family or personal roots in one area and did not want to move, or who want to live in an area where there is a large orthodox population, realized they were at a distinct disadvantage in finding academic jobs which often require mobility. Some felt that careers in Jewish education might provide them with the ability to live in their area of choice. Others who were more familiar with the field of Jewish education felt that the surplus jobs might also be in locations which would not be desirable to them since large cities with big Jewish populations could have their pick of candidates.

To the extent that one can generalize, Jewish Studies graduate students seem to be Jewishly committed and identified (to a wide range of Jewish models); have strong intellectual or cognitive interests; and either have or are committed to attaining solid

Jewish knowledge and familiarity with Jewish texts.

Most of those interviewed see as their primary goal an academic career -- university teaching and research in their chosen field. Some do see Jewish education as a possibility -- but more as a fall-back if an appropriate academic position is not available. Several spoke very positively about wishing there was a way to mix roles of university professor and community educator. In general, while few saw themselves as school principals, they were not as negative about their own experiences in Jewish education or about the field as one might have expected.

Among students, there is little information or understanding about positions, salaries or requirements for senior positions in Jewish education except for those few who already had experience in program administration or sitting on the board of directors of a Jewish school. Several questioned their own qualifications as educational managers or pedagogues or expressed serious reservations about acting as educators for younger children.

II. THE POTENTIAL FOR REDIRECTING JEWISH STUDIES STUDENTS

Is the Central Hypothesis Valid?

The central hypothesis of this project is that careers in Jewish education can be a valid option for Jewish Studies students with appropriate programming; and that given the shortages in senior personnel, a communal effort to support the development of such options is desirable and feasible.

Overall, the first part of the hypothesis seems to be supported by the research. Ten out of thirteen of those involved in leading Jewish Studies programs supported the need for and feasibility of the effort. The student interviews also confirm the plausibility of the central assumption; yet with some significant caveats that have important implications for the design of programs.

Most of the underlying assumptions seem valid. Jewish Studies students do seem to be strongly Jewishly committed. There seems to be more applicants than jobs in Jewish Studies and not enough applicants in Jewish education. Jewish Studies students are qualified at least in terms of Jewish content or the tools to develop necessary Jewish knowledge to lead institutions in Jewish education. Salaries in Jewish education are at least comparable, and probably somewhat higher, to those in academia.

The second part of the hypothesis -- that investment of communal effort and resources to support this development is desirable and feasible -- is more difficult to "prove" or "disprove." The retraining of Jewish Studies students is one of a range of possible actions to reduce the shortage of senior personnel in North America. With 4,000 senior positions in North America, and assuming a 10% turnover, there are about 400 vacancies every year. If the applicant pool for such positions is between 400 to 500 (a best estimate), and one sought to double the size of the pool, 400 to 500 new highly qualified individuals eligible for senior positions in Jewish education would be needed.

In this context, it is clear that Jewish Studies alone with 250 to 300 people in a Ph.D. pipeline (and an additional several hundred in the process of receiving an M.A.) will not fill this gap; especially since Jewish education careers are likely to be appropriate for only some of these people.

But as one of a series of strategies for expanding the applicant pool for senior positions, new programs oriented to Jewish Studies students may prove to be cost-effective. Even twenty-five highly qualified, new entrants into Jewish education from Jewish Studies every year could have a tremendous cumulative impact over a five to ten year period. Such numbers appear to be

attainable with the right programs.

The design of the "right program" should incorporate an understanding of the potential roadblocks to a successful transition from Jewish Studies to Jewish education.

Possible Roadblocks

Graduate students in Jewish Studies have chosen to pursue a university-level career -- not one in elementary and secondary education, community center or Board of Jewish Education. They have opted not only for a career of teaching and research, but for a particular type of lifestyle. Students who were most receptive to the idea of careers in Jewish education often expressed an interest in "the dynamics of the classroom" rather than in solving the problems of their staff. This conflicts with the reality that most of the senior positions in Jewish education involve at least as much management as well as teaching. They were also concerned that a position in Jewish education would not allow them the time to continue their intellectual development, a major reason for many of them choosing graduate school in the first place.

The career change from university-level Jewish Studies to Jewish education is not for everyone. Some students are so committed to their image of the academic life, they will accept nothing else. Others are such brilliant scholars, that even with a difficult job market, doors will open for them.

In addition to these specific concerns, there are all of the difficulties of reorienting humanities people to professional roles. In many ways, professionalization is the key challenge here, as well as elsewhere in Jewish education.

A key roadblock to the successful implementation of a program to support transition, is the relatively low status of Jewish education. While some of those interviewed believe that the status of college teaching has declined in North America, most believe that being a college professor represents higher status than being a third grade teacher and probably even a day school principal.

A critical complaint of those students who had direct experience working in Jewish education was that this low status was reflected not only in low pay for administrators and teachers (and therefore in lower quality applicants) but in considerable conflict over educational direction with the community controlled board of directors of schools and organizations. Some of the students who were interviewed complained that board members, who would not be as well educated as themselves in Jewish Studies and who were not likely to be specialists in Jewish education,

would never-the-less have the authority to tell them what to do. Some students felt that this low status was the result of the generally held view in much of the wider community that people who were paid less than they would be in another profession were just not as competent, or that common sense was enough to dictate educational philosophy and practice.

Many of the Jewish Studies programs are at the most prestigious universities in the country. Almost none of those universities have any capacity to prepare senior Jewish educators. This is an issue of overwhelming importance to the whole future of the effort to upgrade Jewish education.

Other potential roadblocks include the absence of good information about opportunities in Jewish education or mechanisms to bring that information to the attention of Jewish Studies students; professional barriers such as credential requirements around the Board of Licensing for Jewish teachers; lack of managerial or educational process (pedagogical) skills; a commitment to educating adults (not children); and lifestyle differences - particularly the issue of free time and lack of commitment on the part of the Jewish community to creatively implement such a process. A professor of Jewish studies at one university described a failed attempt to work with that school of education and local secular and religious schools to train and place graduate students as Hebrew language teachers. Only one student was placed in a public school high school. discussed it with the local agency for Jewish Education but nothing came of it.

The response to some of these roadblocks -- e.g. the absence of good information about career opportunities -- can be built into the design of a pilot program. Others -- e.g. the pure academic orientation of some graduate students -- reduce the size of the potential target group. Other roadblocks -- e.g. the status of jewish educators -- can only be removed over some period of time and through a number of different efforts.

III. PROGRAM DESIGN CONCEPTS

Program Elements

There are three potential components of each program: promotion and recruitment; training; and job development. At least one of those interviewed felt that recruitment was the key; that the good people did not need very much additional training. Others argued that significant re-training would be needed to enhance managerial skills (from fund-raising through planning), board development skills, knowledge of educational process and method, and professional identity.

To a significant extent, the three components are inter-related. Recruitment would be helped if there were some prestigious training options to offer and some interesting new types of jobs. On the other hand, it is unreasonable to expect communities to invest in creating new jobs, if an active recruitment effort is not demonstrating the existence of a good pool of candidates.

Principles of Program Design

- 1. A key building block for all programs is the evident strong Jewish commitment of Jewish Studies students. This should be reflected in promotion material and in developing financial support for program models.
- 2. Good information about opportunities in Jewish education is lacking at all levels; thus the preparation of attractive, factual material must be part of all program models.
- 3. Mechanisms do not exist to bring information about Jewish education to the attention of Jewish Studies students even where such information exists; such mechanisms need to be created. This is especially key for undergraduates (see discussion below).
- 4. The relatively low status of Jewish education is a difficult and fundamental issue. Thus, an aura of prestige needs to be incorporated into all program models even if there is the risk of criticism of "elitism," and even though the serious shortages of qualified senior personnel would suggest that mass programming is needed.
- 5. The challenge of re-orienting Jewish Studies students is a particular application of the more general difficulty of re-orienting humanities people to professional roles. Such programs have been effective where they have been selective in recruitment; and where they build in recognition of the knowledge and skills of the trainees (e.g. research skills).

- 6. Jewish Studies graduate students are knowledgeable about Jewish texts and sources. This is a key determinant of training requirements. Even though advanced Jewish Studies tends to be rather more specialized than the knowledge required for Jewish education, students generally have the skills to fill in the gaps on their own.
- 7. On the other hand, Jewish Studies students tend not to be knowledgeable about educational management (fund-raising, planning, personnel, budgeting etc.), board development and community organization, or educational skills and methods. Thus, the care of training programs needs to the delivery of such skills.

Target Groups

The potential target groups identified below are keyed around:

- * stage in education -- undergraduate, beginning graduate; advanced graduate and post-doctoral.
- ** nature of commitment to Jewish studies -- committed academics; probable academics; Jewish identity seekers and others.

Stage in Education. In approaching the different stages of education, it is important to focus on key academic decision-points in a typical process of education and career development.

UNDERGRADUATES (Sophomores & Seniors)

In most colleges and universities in North America, students select their areas of concentration at the end of their sophomore year. College counselors, Hillel Directors, and students themselves need information on career opportunities in Jewish education; those who are interested in considering such careers need to be encouraged to include some Jewish Studies courses in their programs.

Students who are enrolled in Jewish Studies courses face their toughest choices in their fourth year. Students in their fourth year are deciding whether to pursue their Jewish interests avocationally, vocationally or not at all; whether to find a job or apply for further study; whether to apply to professional school or graduate school.

2. BEGINNING GRADUATE STUDENTS (First and second year M.A. students and first and second year Ph.D. students in Jewish Studies)

Towards the end of the first year or second year some of the Ph.D. students who have drifted into Jewish Studies, may have

discovered that it is not for them. Students completing a first year of a two-year M.A. program in Jewish Studies may be deciding whether to complete the degree or stop with a year of enrichment and learning. Both groups should have an opportunity to participate in training/job combinations, possibly involving a masters or doctoral degree in Jewish education, where they will be able to build on (and get credit for) their Jewish Studies work.

Students completing a Jewish Studies M.A. should have an opportunity to enroll in a non-degree workshop sequence to develop the relevant skills to move toward leadership roles in Jewish education or to move into a doctoral program in Jewish education.

3. ADVANCED GRADUATE STUDENTS (Third year or later Ph.D students)

People at this stage, who have completed course work and are either preparing for comprehensive exams or working on a dissertation are often under significant economic and psychological pressure. This category includes a significant number of ABD's (All but Dissertation) in Jewish Studies who are not on campus. Many of these will never finish. A way needs to be found to orient some of these people to Jewish education, while helping them to finish their degrees and put their knowledge and skill to work for the benefit of the community.

4. POST DOCTORAL STUDENTS

Even people who have completed the Ph.D. may be interested in moving into Jewish education. This can be facilitated with some form of post-doctoral study and support.

Commitment to Jewish Studies

The other dimension of defining target groups is the nature and depth of the commitment to Jewish Studies as a career. Four groups are discussed below.

A: COMMITTED ACADEMICIANS

The first group of students are those who are explicitly, specifically and deeply committed to the "lonely life of scholarship." They have chosen the campus as a lifestyle; the teacher-researcher as vocation; study for its own sake as their goal. In the words of one such student, "I love the womb of the University." Some individuals in this group might be enticed into careers as professors of Jewish education instead of Jewish history; but this is probably a long shot. In general, this type is not a candidate for re-orientation to a Jewish education career.

B: PROBABLE ACADEMICIANS

This second group of students is headed towards academic careers, but not as single-mindedly as the first group. They are attracted by the relative freedom of academic work and its intellectual content; they like the colloquial life style. Yet they are not uninterested in the community. In some fields, people in this category move among think tanks; the University; consulting and several year assignments in government, industry or the voluntary sector. This is beginning to happen in Jewish life at upper echelons (JESNA, Bronfman Foundation and Brandeis-BarDin are examples). These are candidates for mixed academic-Jewish education careers.

C: JEWISH IDENTITY SEEKERS

This third group of students includes those who may have floated into Jewish Studies in a process that involves substantial uncertainty about career goals together with a general commitment to graduate study and a curiosity or excitement about their own Jewishness. There appear to be substantial numbers of such people, both in Master's programs and in Ph.D. programs (probably more in the former), and they are very ripe for Jewish education careers with the proper approach (see program concepts below).

D: OTHER

This is not a group; but a residual category. It is very mixed: includes people who have left communal service careers; Israelis who are planning to go back; people who don't need to work but wish to learn and others who defy classification.

These two dimensions -- stage of education and commitment to Jewish Studies define the 16 potential target groups:

	A Committed Academics	B Probable Academics	C Jewish Identity Seekers	D Other
Undergraduates	#1	#2	#3	#4
Beginning Graduate Students	#5	#6	#7	#8
Advanced Graduate Students	#9	#10	#11	#12
Post-doctoral stude	nts #13	#14	#15	#16

But as has already been noted, not all of these groups are likely candidates for Jewish education.

- * Undergraduates are not likely to be as sharply differentiated as graduate students; it is probably useful to think of Groups #1, #2, #3, and #4 as a single group.
- * "Committed academics" at all graduate levels (Groups #5, #9, & #13 are not likely to want to leave Jewish Studies.
- * Some people in the graduate groups defined as "other" (Groups #8, #12, #16) may be attracted to Jewish education, but it is too eclectic a group to target.
- * Those who come into Jewish Studies as "seekers" are likely to have left the field or sharpened their academic orientation by the time they are advanced graduate students, so Group #11 is likely to be very small or non-existent.

This leaves five potential target groups for experimental programming oriented to Jewish education careers:

	A Committed Academics	B Probable Academics	C Jewish Identity Seekers	D Other
Undergraduates		G :	R O U P	I
Beginning Graduate Students	xxxxxx	GROUP II	GROUP III	xxxxxx
Advanced Graduate Students	xxxxxx	GROUP IV	XXXXXX	XXXXXX
Post-doctoral Students	xxxxx	GROUP V	xxxxxx	xxxxxx

The interviews of Jewish Studies graduate students, while merely illustrative, do suggest that these groups are useful constructs. The most useful finding is that a substantial proportion of those interviewed fall into the category of "probable academics" (9 out of 19). This further reinforces the logic of focusing program experimentation on these groups (II, IV and V). The importance and reality of the concept of "seekers" was reinforced in interviews with faculty and students: from many points of view this group (III) is the most promising from the point of view of an actual career shift into Jewish education. While the study did not focus explicitly on undergraduates (Group I) or postdoctoral students (Group V), there is every indication that the potential in these two areas warrants further exploration and perhaps some experimentation.

The last part of this report includes a description of possible pilot programs that appear to be justified given this analysis.

IV. POSSIBLE PILOT PROGRAMS

Four pilot programs are suggested:

- I. A program to inform undergraduates about Jewish education career options;
- II. A program to prepare "probable academics" at an early stage of graduate study for a combined career in Jewish Studies and Jewish education:
- III. A program to help "seekers" at an early stage of graduate study into Jewish education careers;
- IV. A program to prepare advanced "probable academics" or post-doctoral students for careers as professors of Jewish education.

Model I: Undergraduate Recruitment

The pervasive shortage of information about career options in Jewish education is most critical in relation to undergraduates facing initial career choices. For example, the recent rapid advancement in senior salaries in Jewish education in North America, is generally not known. Information about training options is not systematically available. It is as important to include those who advise students -- i.e. career counselors and faculty -- as the students themselves. Specific elements include:

- * A well-designed brochure describing career options in Jewish education. One version of a brochure could be aimed at college guidance and career counselors; another version could be aimed at faculty in undergraduate Jewish Studies who do informal counseling.
- * Two or three day workshops for college and guidance career counselors to orient them to opportunities in Jewish education. These workshops could be targeted at campuses with substantial numbers of Jewish students and active programs of Jewish Studies.
- * Career days for college juniors and seniors to present Jewish eduction options. These should also be targeted at campuses with many Jewish students and active programs of Jewish Studies.

Model II: Joint Programs in Jewish Studies and Jewish Education

* "Community Assistantships" -- communities and/or school systems should offer the equivalent of teaching assistantships to first or second year graduate students. The students would be required to take a workshop in Jewish education and to teach an adult education course or a course in a community school (e.g.

community high school) working under the direction of an experienced educator. In exchange, they might get a combination of grant and loan to help with their tuition and/or living costs.

* The shortage of high-quality training programs in Jewish education at prestigious universities is a serious problem. One route that should be explored is the development of quality professional training at campuses where Jewish Studies is already well established, thus creating opportunities for students to combine Jewish Studies and professional training for Jewish education.

Model III: Career Development Program

The objective should be to attract the best of the "seekers" with a very high-quality combination of training, supervised work and a "fast track" into senior positions. The program concept is analogous to corporate training and development models.

* Training and Supervised Work. A program in Jewish education (Master's level) where one year of graduate study in Jewish Studies (or its equivalent) is a requisite for admission. The program might consist of one year of course work in educational skills/methods and management and applied research projects in Jewish education; an intensive summer experience in Israel with a focus on Jewish content; and a second year of rotational assignment in different educational settings; e.g. three months in a school; three months in a community center and three months in a Board of Jewish Education.

Even with quality recruits and an excellent training program, it would be difficult for re-oriented Jewish Studies students to move directly into existing senior positions. They are likely to be resented, because they haven't "paid their dues;" e.g. serve in a classroom. The element described below is designed to deal with this problem.

- * "Fast Track" employment program. After completing their training, graduates would be offered entry-level employment in selected high-quality settings, with a senior educator who could act as mentor. They would be expected to serve two to three years in such a position (e.g. teach/community educator/Hillel educator). At this point, they would be offered an intermediate position; e.g. department head or assistant principal; director of education in a good supplementary school, or program director in a community center. After another two or three years of service, they would be offered a senior-level position.
- * Intermediate level job creation. A critical career path blockage in formal Jewish education may be the relatively few jobs intermediate between teacher and principal. These are the jobs that are the first-level management positions. There are

many more "principals" than "assistant principals" in day schools. New jobs need to be created that are at this intermediate level and that fulfill real needs and that are in a career path leading to top jobs. One such job would be the position of "Director of Community Education." Such positions could be created by grouping several existing part-time positions to create a single full-time professional position (e.g. educational director in a Community Center; supplementary school principal and education director in a summer camp). Other needed new intermediate positions include subject matter specialists/department heads who might also function on a multi-school basis.

Given the interests of many of these students it is probably most important to develop additional job opportunities in adult education.

Model IV. Higher Education Careers in Jewish Education

- * National Research Agenda & Fellowship Program in Jewish Education. Advanced graduate students should be helped to finish their work. Many students will focus on topics of little relevance to issues in Jewish education because of their own interests and those of their professors. A clearly articulated national research agenda with doctoral fellowships to those who do research on important topics would not only add to our fund of knowledge, but interest new people in the academic/research side of Jewish education.
- * Professorships in Jewish Education. Many Jewish communal leaders have endowed professorships in Jewish Studies. There is an acute need for professorships in Jewish education to provide academic leadership both for research and for education.
- * Community Scholar Positions. The growth in Jewish adult education has involved many Jewish Studies academics in community lectures, workshops, and retreats. The creation of "joint appointments" between a university and a community, involving a 1/2 time academic appointment and a 1/2 time appointment as community scholar could be a wonderful way to harness the learning and commitment of Jewish Studies graduates.

CONCLUSION

The need to upgrade senior personnel in Jewish education, and the specific need to expand the pool of candidates for senior positions is so great that all serious options should be explored. Jewish Studies students represent a pool of potential candidates with a high level of Jewish learning and deep Jewish commitment. They are in a position to make a significant qualitative contribution to the profession of Jewish educator. A serious investment in experimental or pilot programs should be undertaken as a next step.

APPENDIX 1. LIST OF INTERVIEWEES

I. DIRECTORS, PROFESSORS OF JEWISH STUDIES (Individual Interviews)

NAME	POSITION	AFFILIATION
Dr. Robert Chazan	Dir, Cntr for Jewish Stud CUNY; appt'd Chair in Judaica and Dept head NYU	CUNY/NY
Dr. Marvin Fox	Director, Lown School of Near Eastern & Judaic Studies	Brandeis U.
Dr. Sidney Lieman	Chairman, Dept. Jewish St.	Brooklyn College
Dr. Hillel Levine	Dir, Cntr Judaic Studies	Boston U. (Telephone)
Dr. Bernard Riesman	Director, Hornstein Prog Jewish Communal Service	Brandeis U.
Dr. Paul Ritterband	Prof. Appt*d Dir. Jewish Studies Center, CUNY	Queens College/CUNY
Dr. Bernard Septimus	Prof. Dept. of Near Eastern Lang. & Civiliz.	Harvard U.
Dr. Lawrence Shiffman	Prof. Actg. Dir, Hebrew and Jewish Studies Dept.	N.Y.U.
Dr. Nathan Winter	Prof., Dept. Hebr & Jud St.	N.Y.U.
Dr. Arnold Band	Prof. Dept. of Comparative Literature and Near Eastern Languages	
Dr. David Biale	Director, Center for Jewish Studies	Graduate Theological Union
Dr. William Brinner	Chairman, Dept. of Near Eastern Studies	University of California, Berkeley
Rabbi Lee Bycel	Dean, Jewish Institute of Religion	Hebrew Union College, L.A.

II. DIRECTORS OF RELEVANT COMMUNAL AGENCIES (Individual Interviews)

Dr. Jonathon Woocher	Exec. Dir. JESNA	JESNA
Dr. Jerry Hochbaum	Exec. Dir., Memorial Fndn for Jewish Culture	MFJC
Mr. Abraham Atik	Exec. Dir., National Fndn for Jewish Culture	NFJC

III. GRADUATE STUDENTS (Group Interviews)

NAME	LEVEL OF GRADUATE STUDY	UNIVERSITY
Mr. Harvey Sukenic	PhD	Brandeis U.
Ms. Ellen Cohen	MA	Brandeis U.
Ms. Stephanie Rots	xy MA*	Brandeis U.
Ms. Karen Landy	MA*	Brandeis U.
Ms. Marietta Jaffee	MA*	Brandeis U.
Ms. Joan Carr	MA*	Brandeis U.
Ms. Diana Lobel	PhD	Harvard U.
Ms. Jo David	MA	N.Y.U.
Ms. Rivka Halpern	PhD	N.Y.U.
Mr. Abraham Uriel	PhD	N.Y.U.
Ms. Leoner Sones	PhD	N.Y.U.
Mr. Steven Hudson	PhD	N.Y.U.
Rabbi Steve Kane	PhD	Columbia U.
Mr. Jeff Robensteir	n PhD	Columbia U.
Mr. Michael Berger	PhD	Columbia U.
Mr. Robert	PhD	Columbia U.
Mr. Barry Hammer	PhD	Graduate Theological Union
Mr. Ken Cohen	MA	Graduate Theological Union
Mr. Marc Bernstein	PhD	University of Calif. Berkeley
Ms. Sarai Niv	MA	U.C.L.A.
Rabbi Robert Baruch	n PhD	U.C.L.A.
Ms. Robin Roberts H	Burke PhD	U.C.L.A.
Ms. Nancy Eyer	PhD	U.C.L.A.

^{*}Communal Service Program

APPENDIX 2. SUMMARY OF VIEWS

JEWISH STUDIES PROFESSORS

Question 1: Do you share the perception that there are many more students being trained for college-level Jewish Studies than there are jobs? Do you know of any information that would support this view?

Responses: Yes 10

No 3

Comments:

Absolutely, there have been more students than jobs since 1979 or 1980. In the area of Hebrew literature, the situation is particularly bad because the Israeli market is disastrous and many Israelis are coming to teach full or part-time in the U.S.

There were 10 to 12 candidates for a recent position in modern Hebrew Literature, which is a hard to find specialty.

There were 50 to 60 applicants for three faculty positions available over the last three years.

There were 15 to 20 applicants for each of the five faculty positions filled over the last three years, but many applicants were not qualified.

Three positions were filled during the last three years, and although there were initially many applicants, many withdrew their candidacy when the details of these highly specialized jobs were disclosed.

The most ordinary jobs in the least likely places have large numbers of applicants.

There are many young professionals now holding academic jobs in Jewish studies who won't be retiring soon.

The most recent appointment three years ago had 15 applicants.

Current graduates of the program are getting one year positions.

Three to five years ago, there were five applicants for the position of chairman of Jewish Studies, and the chosen candidate declined the job.

There were 200 applicants for the position of chairman of Jewish Studies.

At the AJS (Association for Jewish Studies) annual meetings there

are Ph.D.s hanging around desperately looking for job opportunities. Comparing the number of jobs listed in professional journals, it works out to be quite a few more students.

The assumption that there are more candidates than there are jobs in Jewish Studies is incorrect. Many of the candidates for jobs are inappropriate.

There are really only 3-5 "unused" Ph.D.'s annually who might be appropriate to retrain.

Graduate students who are having trouble getting jobs may not be the most qualified.

The applicant pool for Jewish Studies students is small today, with many students of Jewish Studies in Israel or in those few universities which have large scholarship programs.

Question 2: Overall, do you think that it is feasible to reorient Jewish Studies students towards careers in Jewish education?

Responses: Yes 10 Not sure 1 No 1 No response 1

Comments:

The respondent is 100% committed to combining academics and teacher training and tries to cross train candidates in each area. Graduates with a B.A. in Jewish Studies can get a one year diploma in Jewish Education and this is encouraged.

It is a tremendous resource that the Jawish community has helped to create, but doesn't properly exploit. Many students come from days schools, but at the university level there's not support from the community for such a transition.

Subject area people need to be taught "the how" of teaching. After 2 or 3 years it will be possible to discern who can proceed up the administrative ladder.

Because of the job market, individuals may be forced to look at non-academic positions, such as Jewish education. Students in the program are encouraged to think about and look at non-academic as well as academic jobs as their goals.

At the stage when the students are finishing up their work on a

dissertation, they've invested too much, but if they are caught early enough (after B.A. or first or second year graduate school), they'd be amenable.

Jewish education is being upgraded in terms of prestige.

One university is initiating a new Ph.D. program in "Modern Jewish Society and Politics" and this will produce individuals who may be likely to go into Jewish education/communal work.

Many Jewish Studies students have shown the initial drive towards a Jewish interest, but are not committed to the necessities of scholarship. This forms a "fruitful pool".

The students are obviously committed to Judaica in some way, but if it's the academic side they are committed too, they are not part of the pool which could be interested in leadership jobs. If it's the Judaic part, they could be rabbis and educators.

It would be possible to reorient some; a lot of the students support themselves by working in Jewish schools during graduate work. There needs to be more rigorous academic training for jewish educators.

The jobs in Jewish education are low paying and low in prestige. A person who is close to his Ph.D. would try to get an academic job first. There are some students who already have careers in Jewish education in mind.

An attempt on the part of the Jewish community to reorient academics into leadership roles must be careful not to imply that the Jewish community does not also need academics.

Question 3: Do you know of individuals who have moved from Jewish studies into Jewish education/communal service?

Responses: Yes 10

No response 3

Comments:

In this university, fifty students over the last ten years have been placed into the field of Jewish education and others have been placed into Jewish communal service.

In one midwest city, a day school principal with a Ph.D. receives a salary that is three times that or a college professor.

In one Canadian city, there are 4 or 5 Ph.D.'s teaching in the day school system and one principal of a day school has a Ph.D. The day school teachers are unionized and can make at least \$10,000 more than beginning professors.

One recent graduate was a rabbi before entering the Ph.D. program and he returned to rabbinic.

The respondent knew of only one graduate went into Jewish education in seventeen years and he was a Rabbi upon entry to the Ph.D. program.

One A.B.D. is working as a day school principal, another as an administrator in an educational agency. Completing their dissertations would help them advance in the administrative levels of Jewish education.

This transition is easier for American students who are tuned into the American Jewish community than for Israeli students.

Question 4: Do you aware of any previous communal efforts to support the transition from Jewish Studies to Jewish education or communal service?

Responses: Yes 3
University makes efforts 4

No response

Comments:

There was a JESNA/CJF two year program which trained 60 graduates to work in Jewish communal service jobs, but the candidates had to have some teaching experience.

Students with a B.A. in Jewish Studies can get a one year certificate in Jewish education at one Canadian university.

In the early 1980's the A.J.S. had professionals from Jewish organizations come to their annual meetings to discuss job opportunities.

Several years ago, one university department tried to develop a special education program with the department of education to help prepare and place graduate students in secular and religious schools as Hebrew teachers. It failed because of lack of interest on part of the public schools and the Jewish Agency.

Question 5: Are there particular types of Jewish Studies students for whom Jewish education careers might be attractive?

Response: Yes 13

Comments:

It would have to be a student who had the human skills to function as a leader such as flexibility and enjoying people. It would be appropriate for someone who wants a job which is more economically attractive than academia, and who wants the stature of being a community figure.

Graduate students who want a broader view of life and want to work with people instead of books.

Stydents who have a prior orientation towards Jewish communal service.

Students who have a commitment to Jewish values.

Students who are integrated into the American Jewish community.

Students who are limited to a geographic area because of marriage.

Students who are interested in areas of Jewish Studies such as history and modern society.

Students who are sensitive to children.

Students who start graduate school because they are unsure of what they want and then decide they don't like the model of the life style presented to them by professors.

Students who can't or don't want to handle the loneliness and self discipline of scholastic life.

Students who can't or don't want to live with the uncertainty of geographic choice or jobs in their academic specialty of choice.

Ph.D candidates who are not successful in their primary choice of profession, i.e. college teaching.

Students who are suited to pre-university Jewish education are already doing it because it is an obvious source of income. People who are only suited to do research are not doing it and probably shouldn't.

Question 6: At what stage of study is a career switch most likely to make sense?

Responses:	After a Bachelors degree	3
	After two years of graduate study	4
	Ph.D	1
	No response	5

Comments:

After a few years in graduate school students may discover that they are not suited to academic pursuits.

B.A. graduates should be counseled about career opportunities in Jewish education and communal service.

In terms of placement of graduation Ph.D.'s, the market may force an individual to look at non-academic choices like Jewish education.

What would be needed to re-educate Ph.D. Jewish Studies typed would be a summer institute with an upper level program.

Students who enter graduate Jewish Studies programs should be apprised of the job situation and encouraged to go into a M.A. program rather than directly into Ph.D. program. Many students would fulfill their desire to know more about their Jewish identity and still be in their early twenties upon completion at which time they could re-evaluate their career goals. The ones who go on to Jewish studies would be those willing to take the risks.

Question 7: What do you see as the probable roadblocks to the successful implementation of an effort to re-orient Jewish Studies students to careers in Jewish education?

Responses:	Personality, attitudes, and interest of students	6
	Lack of managerial and interpersonal skills	3
	Lack of common body of Jewish knowledge	3
	Low status of Jewish education compared to	
	academics	2
	Lack of regard of academics opinions by Jewish	
	educators	1
	Lack of commitment on part of Jewish community	1.

Comments:

If there were a real organized attempt to do so, the roadblocks would not come from the students. They'd be interested. The real roadblock is the inertia and lack of imagination on the part of the Jewish community.

Graduate students have to give up college life style and function, not necessarily status or pay.

Jewish Studies students tend no to understand the Jewish educator or the needs of children.

If students go into Jewish education because they failed to make it in their primary career choice, they may be defeatist and lack the enthusiasm needed to be a teacher or principal.

Jewish students do not have the necessary administrative and interpersonal skills or training.

Ph.D. candidates don't have the professional relationship to the field of Jewish education; they need to learn the specialized language of the field.

Because of the newness of the field of Jewish studies, and the diversity of specializations within, there is no common body of Jewish knowledge among all students. But Ph.D.'s have the resources to know how to fill in the gaps in their Jewish knowledge.

The college professor has been seen as having a higher status than the Jewish administrator/educator, despite the higher pay of the latter.

Many students have negative attitudes coward Jewish community work because they feel that it is lead by people who are Jewishly ignorant. They don't want someone who knows less than they do about Jewish history, literature, and philosophy to have the power to decide what they should teach.

Many students may have decided to take a possible economic loss not to have a board of directors "on their back".

Question 8: In the design of a program, would you concentrate on: recruitment; training; job development or all three?

Responses: Training 5
Recruitment 3

Job development 2 All three 1 No response 2

Comments:

How do we retrain graduate students for community positions is the answer.

Universities have become narrowed in focus and need to broaden focus back to Jewish education/community service to attract students.

We need to teach subject people "the how" of teaching.

Since Jewish education professionals don't think academics have anything to say about Jewish education, university retraining is not the answer.

B.A.'s should be counseled about career opportunities in Jewish education/communal service.

We need to design new jobs for students who have switched into education to see if they can proceed up the administrative ladder.

They have to be linked, but this takes money, imagination and organization. In adult education, the sky's the limit.

Recruitment for jobs in the Jewish community is haphazard. Agencies don't come to the university with their openings.





אנט הוכשטיין ANNETTE HOCHSTEIN

July 1987

DRAFT

THE SENIOR EDUCATORS PROGRAM 1977-1987

AN EVALUATION REPORT

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INTRODUCTION

The Jewish Education Committee undertook a project geared at offering suggestions for dealing with the scute shortage of qualified Senior Personnel in Jewish Education in the world, with particular reference to the contribution Israel can make in meeting this problem. In order to address these questions, the among other steps. sub-committee decided to consider, development of new programs and expansion of existing training for Senior Personnel available in Israel. programs Simultaneously, the Committee decided to conduct an evaluation of these programs, in order to provide data which could be of assistance in the design of future development plans.

The Senior Educators Program is a training program designed for the upgrading of Jewish educators in the Diaspora. This evaluation is an attempt to estimate its achievements, its strengths and Its weaknesses through the period ending January 1987.

The evaluation focused on the following elements:

I. Contents and Implementation

- a) Satisfaction with the program
- b) Expectations from the program
- c) The contents and the teaching frameworks
- d) Social Aspects

II. Participants

- a) Characteristics of the student hody (background, experience, families, assistance)
- b) Recruitment to the program.

TIT. Impacts

Ferceived impacts of the program on:

- a) Attitude changes
- b) Skills and occupational promotion

<u>Pesculption</u> of the program

The goal of this program, as defined by its designers, is to create an opportunity to upgrade educators to reach middle management positions in Jewish Education in the Diaspora, through an Israeli based, mid-career, one year long program. More specifically, the program aims to:

- 1) Broaden the participants' knowledge in subjects of Judaica.
- 2) Expand the participants' pedagogical skills.
- 3) Prepare the participants for leadership roles in the Jewish educational system in the Disspora.

The Senior Educators Program was started in 1977. Until June 1987, the program operated as a joint project of the WZO's Departments of Education and Culture in the Diaspora, Torsh Education and Culture in the Diaspora and Youth and Hechalutz, the Melton Centre for Jewish Education in the Diaspora of the Hebrew University and the i.A. Pincus Fund for Jewish Education in the Diaspora. The program was run by a steering committee involving members of all these bodies and an administrative coordinator. This steering committee was set up in order to improve efficiency and direction as more participants started to concentrate their studies at the Melton Centre: its function was to process applications and approve the communal and informal aspects of the grogram.

The program graduated 64 participants from its inception, with 14 studying in the framework of the program during the period of the evaluation. Participants have included a broad range of Jewish educators from many countries at various levels. Recruitment to the program was the responsability of the shlichim of the WZO departments in the Diaspora.

Acceptance requirements included:

- a) B.A. degine or its equivalent.
- b) a minimum of 3 years practical experience in the field.
- c) employer's letter assuring re-hirling and promotion of the applicant upon return from the program.
- d) acceptance to an institution of higher learning in which the applicant will concentrate his studies.
- e) adequate knowledge of Nebrew at the beginning of the program.
- f) a commitment to return to work in Jewish education in the Diaspora for three years.

Applications required separate approval by the universities, by the WZO departments and by the funding body.

The program underwent changes in the course of its ten years of existence. Originally structured almost exclusively as a scholarship framework, with individually tailored contents, it developed requirements regarding shared participation in specific activities and courses.

In the academic year 1986-87, during which this evaluation was carried out, the program consisted of two major parts:

- a) Academic studies, involving either concentration in one field or specialisation in several areas. Participants chose their own academic program; some also studied toward a University degree. Participants were required to study ten weekly hours following courses given within the framework of the Melton Centre, including two compulsory courses designed specifically for participants in the program.
- 3) Fractical experience, involving weekly visits to local schools, to programs for visiting Diaspora youth and to pedagogical centers as well as work on curricula and educational material.
- c) Informal group activities, including group trips or Shabbat outings, were also part of the program.

METHOD

The evaluation was conducted by means of interviews and questionnal res.

The following instruments were used:

- 1) A questionnaire to graduates.
- 2) A questionnaire to 1986-87 participants.
- 3) A questionnaire to the participants' referring agents.
- 4) Interviews with faculty and steering committee members.
- 5) Interviews with a sample of participants.

These were the procedures followed:

- 1) Questionnaires were mailed to program's 64 graduates (see appendix 3). These questionnaires requested their views on:
- features of the grogram
- the program's contribution to their professional development and placement.
- " Barbarry of that was and the a family's addressment to Israel in the course of their stay.

A Hebrew version of these questionnaires was sent out to all the graduates in January 1987. A second mailing, in Hebrew and English, was sent out to all graduates who had failed to return completed questionnaires by April 1987.

2) Questionnaires were distributed to the 14 participants in the program in February 1987. These questionnaires were adapted from the graduates questionnaires and were either mailed or given personally.

3) Questionnaires were mailed to 73 "referring agents," namely, people or institutions who referred students to the Senior Educators program. Questions related to their views on various aspects of the program's contribution to the educator.'

These questionnaires were prepared in four languages and sent out to 15 countries. Second mailings were sent out to all referring agents who had failed to return completed questionnaires by April 1987.

The original versions of all questionnaires were distributed for comment to education and methodology experts as well as to people involved in the program in various capacities (see appendix 2).

The following table reflects the return rate for each of the questionnalres:

Table 1: Return rates of questionnaires

	Sent	Returned	ж,
Graduates	61	31	51
1986-87 Participants	1.5	75	80
Referring Agents	73	42	57
Total	149	85	57

- 4) Interviews were conducted with members of the faculty and of the steering committee of the program.
- 5) Interviews were conducted with a sample of present participants in the program.

This evaluation was conducted between January and May 1987, according to the following time schedule

January 1987: Study design, preparation and mailing of questionnaires.

Feb.-Apr. 1987: Data processing, interviews with faculty and steering committee members, interviews with participants. Second mailing of questionnaires.

May 1987: Final report.

The questionnaires were processed on an IBM PC with SFSS as software. Analysis of data relies on statistical computations, cross-tabulations and content analysis for the verbal data.

FINDINGS

Following is a summary of findings according to three categories:

- 1) The contents and implementation of the program.
- 2) The participants.
- 3) The impacts.

1. CONTENTS AND IMPLEMENTATION

a) Satisfaction with the program.

General levels of satisfaction with the program, as reflected in the quantitative data, are high in all categories; close to 90% of all respondents felt that their experience with the program was satisfying and that the program is worth recommending to others.

On the other hand, from the answers to open questions and from the interviews we conducted the picture which emerged was more complex.

Comments critical of the program were expressed by many of our respondents. Some comments pointed to discrepancies with the quantitative data.

It seems that the main reason behind these contradictions between the quantative & qualitative (verbal) data was the vague definition of the concept "program" and the many ways in which it was understood by various respondents, or even by the same respondents at different stages. When trying to clarify the confusion we found that respondents have

variously related to "the program" as: 1) a personal program of studies. 2) the courses at the Melton Centre. 3) studies outside the Hebrew University. 4) the organizational framework. 5) the stay in Israel. 6) various combinations of the above.

We believe the confusion not to be accidental. We found that the various agencies involved in the design of the program did not share a coherent view regarding its preferred character. Some insisted that it is crucial to maintain a loosely organized framework, to the extent of hesitating to use the term "program" to describe it; for these the endeavour is more like an educator's sabbatical year in Israel. Others urged a much tighter conception, with increasingly defined requirements and educational targets.

All these factors seem to indicate that only a cautious and qualified assessment of the quantitative data is advisable.

This section deals with overall assessments. Specific aspects of the program are dealt with in later sections.

A number of measures, direct and indirect, served to indicate the respondents' general levels of satisfaction with the program. Table 2 reflects satisfaction of referring agents, graduates and participants in the program.

Two questions were addressed to the referring agent, as follows:

Table 2: a) Do you think the educator was satisfied with his participation in the program?

b) Are you satisfied with his participation in the program?

1	8) b
Very satisfied	60%	47%
Satisfied	33%	31%
Reasonably satisfied	10%	16%
Dissatisfied	6%	6%
Total	100%	100%

Referring agents also reported on other issues, which may serve as indirect measures of their satisfaction: whether they had sent other participants to the program and their willingness to recommend the program to colleagues.

67% reported that they had not sent any more teachers. However, over 90% of those who related to the question (26 out of 38) reported that they would encourage the participation of other educators in the program. Moreover, only 1 out of 32 respondents reported he would not advise colleagues to send educators to the program. All the others would advise colleagues to do so, either with reservations (37%) or wholehearted1. (59%).

b) Expectations.

We asked respondents how the program measured up to their expectations.

Table 3: Did the program meet your expectations?

	Referring Agent (N = 32)	Graduates (N = 28)	Participants
Surpassed my expectations	12%	18%	11%
Met most of my expectations	41%	39%	33%
A significant part	32%	14%	33%
A small part	12%	25%	23%
Did not meet my expectations	3%	4.76	
TOTAL	100%	100%	1.00%

For referring agents, there was a closer fit between their expectations and the program's products: while only 15% reported that the program met only a small part or none of their expectations, between 1/4 and close to 1/3 of the graduates and participants reported expectations not met by the program.

We asked respondents what were their expectations regarding the program. Table 4 indicates the frequency of each area of expectations mentioned by the referring agents in answer to a closed question, in descending order:

Table_#: What were your expectations of the program? (referring agent)

	!
Broaden educator's field of expertise	51%
Broaden educator's knowledge of Judaica	46%
Enhance pedagogic skills	46%
Envich educators' overall knowledge	43%
Return with renewed energy	40%
Intensify educator's Zionist commitment	18%
Acquire administra-:	11%

Referring agents, therefore, had rather defined professional expectations from the program. Close to half of them expected the program's contribution to enrich the participants' general knowledge, their knowledge of Judaica or their specific professional field of expertise. Less than 20% expected the program to make an ideological contribution to the participants' outlook.

Graduates' and participants' expectations followed a slightly different pattern.

We asked graduates and participants what their reasons were for enrolling in the program.

Table 5: Why did you decide to join the program?

	Graduates N = 28	Participants N = 12	TOTAL
To get an M.A./Ph.D.	7%	25%	16%
To broaden my knowledge of Judaica	57%	59%	58%
To acquire pedagogical skills	21%	8%	14%
To further my career	4 %	-	2%
Other	11%	8%	1.0%
TOTAL	100%	100%	100%

Close to 60% of all graduates and participants claimed that their main reason for joining the program had been to broaden their knowledge of Judaica. The two other items adduced as the main reason for joining the program were mentioned by less than 20% of the participants; 14% wanted to acquire pedagogic skills and 16% wanted to study toward an academic degree (more participants than graduates fall in this category). About 10% of the respondents (almost all those in the "other" category) claimed that they joined the program in order to be in Israel; only one of the graduates joined the program in order to further his career. Broadening the field of Judaica is, therefore, seen by the participants as the most important reason for joining the program. Interviews with the Melton Centre faculty cited pedagogy

as an equally important component of the program. The faculty felt that more time needed to be devoted to the integration of Judaica and classroom practice.

Graduates also answered an open question regarding the nature of their fulfilled and unfulfilled expectations; however, only about 1/2 of the respondents answered this question so this is a qualified finding. Only 11% of the fulfilled expectations that were mentioned were in the field of Judaica, while close to 1/4 were either in the area of enriched general knowledge or in the Israel aspect of the experience. This perception was shared by the 1986-87 participants. About 20% of the unfulfilled expectations mentioned regarded broadening the field of expertise and the social aspects of the program, and close to 30% regarded the acquisition of pedagogical skills.

The small percentage who mentioned fulfilled expectations in the field of Judaica and the high numbers claimed interest in this field as the main reason for joining the program created a discrepancy. However, the small number of respondents to this question, as we mentioned, qualifies the significance of this finding.

It is apparent that for respondents in all categories, the main anticipated product from participation in this program was to broaden their knowledge of Judaica. This expectation was much

more pronounced amongst those attending the program than amongst the referring agents, whose expectations seemed more all-rounded and included similar levels of expectations regarding the pedagogical skills of the participants.

The_Contents_and_Implementation_of_the_Program

Findings pointed to some critical perceptions of the content and implementation of the program. Several of the central elements of the program were rated as superfluous by 1/3 to 1/2 of the respondents.

Findings regarding the absence of a network amongst the participants, even those who live in the same community, suggested that the program did not function as an activity which shaped the professional identity of its graduates.

Respondents were requested to list the components of the program which, in their experience, had been most useful and those which had been superfluous. Questions were open, and worded as follows:

- 1. From which components of the program did you derive the most benefit?
- 2. Were there components in the program which seemed to you to be superfluous or unhelpful?

The following table groups the answers for four categories of activities.

Table 5: Useful and superfluous components.

Program Component	% of mentions as useful	% of mentions as superfluous
	! (N = 40) !	(N = 26)
Personal university program	; ; 57% ;	16%
Studies outside University	17%	 !
Extra-curricular program (meetings, outings)	16%	50%
Courses at Melton Centre	10%	34%
Total	100%	100%

For most of the participants, the most useful aspect of the program was their personal. individually designed program of studies, either at the University or outside of it (a limited number of participants chose to supplement their university pursuits with higher ulpan classes, or studies at yeshivot).

Between 1/3 and 1/2 of the components mentioned as superfluous related to courses at the Melton Centre and extra-curricular activities.

Some of the comments on the Melton Centre courses pointed to features such as poor teaching standards, unplanned and unfocused classes, and inadequate adjustment to the heterogeneous nature of the group. This was corrobated by the faculty members who felt that special courses needed to be designed for the Senior Educators rather than continuing to depend on the standard Hebrew University academic program.

Some of the respondents also questioned the need for compulsory courses, pointing out that the pluralistic nature of Jewish education in the Diaspora results in varied levels of training and hampers the possibility of creating a compulsory curriculum.

Regarding informal and extra-curricular activities, some of the respondents' comments stressed the potential usefulness of these aspects within the program. However, remarks focused on the non-sequential and inappropriate choice of site visits, on inadequate planning, and inadequate adjustment to the heterogeneous naturof the group. Indeed, most of the suggested changes or additions to the program fall into this category; they include more organized study trips, more visits to educational institutions and more meetings with Israeli educators. Existing experiences in this area as offered by the program did not seem to meet respondents' needs.

Regarding other elements of the program:

- Respondents were asked to rate the administrative aspects of the program in Israel.

Figure 1: How was the organizational/administrative side of the program during your participation?

The numbers <u>above</u> the 7 point scales represent the number of repondents at each point.

About 2/3 of both graduates and participants graded the organizational aspect in the top four rungs of the scale and about 1/2 in the top three rungs.

2/3 of all the respondents felt that, when they had experienced problems in the course of the program, most of them had been solved to their satisfaciton.

Respondents were questioned regarding the location of the program in Israel.

Table 6: Had the program taken place somewhere else and not in Israel, would you have participated in it?

Yes	Perhaps :	No	Total {
	35%	65%	(
10%	45%	45%	100%
3%	38%	59%	100%
	10%	10% 45%	35% 65% 10% 45% 45%

About 40% of the respondents would consider taking part in this program if it would take place outside Israel. However only 3% would definitely do so.

d) Social Aspects

Graduates reported limited personal contacts amongst themselves. Sixty-three percent reported they do not maintain professional contacts with other graduates. and 2/3 of the graduates reported to be only somewhat or not very interested in such contacts. Farticipation has not proven conducive to the development of professional networking.

PARTICIPANTS

1. Characteristics

- a) Participants to the program have come from North and South America. Australia, South Africa and Europe. Over half of the polled respondents came from North America, about 20% from South America and the rest from other countries.
- b) Respondents' ages ranged between 25 and 55 with median age 37, and an almost equal distribution of males and females.
- c) 40% have a B.A. degree, close to 45% have an M.A. degree and about 10% have completed a doctorate. This information regarding respondents' academic qualifications reflects their present status and not their status during their participation in the program.
- d) Average length of participation in the program was about 11 months. About 80% of the respondents reported that they were accompanied to Israel by their families. 2/3 reported they came with spouses and about half had children, of ages ranging between one and sixteen. The average number of children was 2.6. Over 90% of all respondents reported that their families had been either satisfied or very satisfied with their stay in Israel.
- e) Over 40% of the graduates reported that financial support was insufficient and half reported difficulties in obtaining payments. Respondents reported delayed and unscheduled payments, discrimination against female participants, and

arbitrary decisions regarding financial support for their participation in programs outside the Hebrew University (ulpan or Yeshiva).

The profile of the participant points to middle aged educators, academically qualified with, given the age distribution, rather extended experience in the field. In this light, and given the fact that most of them come to Israel with their families, the problems regarding financial support become even more acute. Referring agents suggested a number of program modifications, one of which was increasing the financial support granted to the participants. This was perceived as the most critical of all the variables affecting future attendance to the program. Close to 90% of the referring agents mentioned that increasing support would make it much easier or a lot easier to refer applicants to the program.

2. Recruitment

Until 1987, recruitment to the program was the responsibility of the WZO departments' shlichim. It is commonly agreed that recruiting educators for the program was not the toremost concern of the shlichim and that the marketing of the program was unsuccessful. However, some of our respondents were not convinced that more aggressive or more professional marketing would attract larger numbers or better potential candidates. It was pointed out by various respondents that the recruitment figures reflect a number of built-in constraints, namely:

- a) The situation of Jewish Education in the Diaspora, generally perceived as a demoralized and unattractive field.
- b) The high number of women amongst the potential candidates who are prevented by family obligations from participating in a one-year program in Israel.
- c) The program's policy of not accepting yordim, who constitute an important element in Jewish Education in the Diaspora.
- d) The difficulty of finding replacement for the posts of people attending the program, especially in smaller communities.

It seems that these issues merit serious consideration in any strategic planning of future recruitment policies. However, even conceding these constraints there may be score for improvement in recruitment procedures.

Findings indicated that recruitment was poorly organized, lacking adequate mechanisms for marketing, attracting and processing applicants and taking care of their needs prior to arrival.

- 1) 60% of the graduates reported that information on the program prior to their joining was insufficient.
- 2) Close to 70% of the graduates reported that the information was inaccurate. Lack of adequate information related to issues in the structure and content of the program (required level of Hebrew, requirements for compulsory courses), the organization (the role of the university and the WZO departments), and the scholarship arrangements.

- 3) The main official recruiting agents, the representatives of the WZO departments, were responsible for the recruitment of less than 20% of the graduates and 10% of the participants. About 20% of the graduates and close to 30% of the participants heard about the program through their employers, about 30% of whom reported that they had heard about the program through WZO representatives. Therefore, it is clear that less than half of the program's graduates and participants joined the program due to the efforts of the official channels.
- 4) Respondents reported doubts and hesitations before joining the program. Personal questions concerning job tenure, promotion or replacement difficulties were mentioned by less than 20% of the graduates and participants. On the other hand, hesitations stemming from insufficient information regarding issues like the placement of children in schools or the possibility of economic difficulties, were mentioned by about a third of the graduates. Close to half of the graduates mentioned problems in registration procedures as a reason for hesitating to join the program.
- 5) 45% of the graduates reported difficulties with Hebrew, which may indicate that recruitment was either aimed at an inappropriate target population, or that this was an inappropriate demand from the potential target population.

 Amongst 1986-87 participants, 75% reported they had no difficulties with Hebrew, which may point to improved

selection procedures or may be a factor contingent to the present group.

6) The overseas organization of the program, concerned with recruiting and processing applicants, was not highly rated.

Figure 2: How was the organizational/administrative side of the program? (during your participation - outside Israel)

(The numbers above the scale represent the number of respondants)

About 50% of the graduates and 70% of the participants rated the overseas organization of the program in the lowest four rungs of a 1-8 scale. The significant figures may serve as a further indication of the urgent need to restructure this aspect of the program.

IMPACTS OF THE PROGRAM

Findings pointed to positively perceived impacts and high evaluations of the program's impact. In light of the poor ratings given to many of the program's components, these are seemingly contradictory findings.

The varied understandings of the word "program" seem to offer a plausible explanation for this disparity. The positive ratings of the individually tailored aspects of the program and the "Israel Experience" element may provide the key to this apparent discrepancy. In order to assess the program's contribution, respondents were asked about impacts of the program in the following areas:

- 1) Perceived changes in attitudes or in behavior resulting from participation in the program.
- 2) The program's effect on the skills and occupational placement of the participants.

Behavior and Attitude Changes

Respondents were requested to estimate their perception of the program's effect on their attitudes and/or behavior. An overwhelming majority of the graduates and the participants (between 85% and 90%) reported changes in their perceptions and/or their behavior following their participation in the program. Moreover, about 90% of the graduates and the participants considered that they either needed or definitely needed to participate in the program.

Examples of changes under these categories include statements such as: "I returned to my work with new ideas;" "A sabbatical is vital to a teacher and even more so in Israel;" "I was influenced by my stay in Israel, but it is hard to define how this is concretely expressed in my work;" "The program gave me a different perspective of the reality of Israel;" "I am more aware of the difficulties involved in teaching texts."

Skills and Occupational promotion

Participants and graduates were asked to estimate the potential or actual usefulness of the program on a 1-8 scale.

Figure 3: To what extent have your profited from your participation in this program?

(The numbers above the scale represent the number of respondents at each point).

In your opinion, to what extent will you profit from your participation in the program?

About 60% of the graduates and 80% of the participants rated the usefulness of their participation in the program in the three top rungs of the scale. Close to 70% of the respondents, therefore, feel that their participation in the program is either actually or potentially useful or extremely useful to them.

Graduates reported working in following positions: educational directors for congregations, program coordinators, (bar/bat mitzva, adult education, youth work), high school teachers, subject teachers (history, literature), kindergarten teachers, teachers' supervisors, curriculum developers.

About 60% of the graduates reported changes in their occupational roles following participation in the program and about 1/3 of the participants foresaw changes after their return. About 2/3 of the graduates reported that they have been promoted or that their areas of responsibility have been enlarged while remaining in the same role following their return to work after the program; over 1/2 of the participants foresaw that they would be the case.

These figures were further confirmed by the employers, who reported that graduates either assumed a higher position upon return (43%) or assumed the same position, but with added responsibilities (15%). 30% reported that graduates assumed the same position they had held before the program, with the same areas of responsibility.

Employers were asked to evaluate the specific impacts of the program on the graduates. It must be stressed that employers reported close knowledge of the graduates and frequent mutual contacts during the program. 75% reported that they are extremely well acquainted with the graduates; about 90% reported that they maintained contact (of these, 62% reported that contact was maintained either throughout the educator's participation in the program or most of the time). Moreover, over 90% reported that the educator fulfilled his commitment to remain at the institution for a designated period time which enabled employers to evaluate their performance upon return.

Table 7 reflects employers' estimates regard! g the effects of the program.

Table 7: To what extent did the program contribute to the educator's knowledge and skills in each of the following areas?

} { 1	High	Average	Low	None	Total
Broadening Jewish Knowledge (N = 32)	56%	31%	3.0%	3%	100%
Improving peda- gogic skills (N = 27)	26%	41%	22%	11%	100%
Broadening know- ledge in field of expertise (N = 24)	55%	28%	14%	3%	100%
Improving admini ; strative skills ; (N = 24)	9%	25%	3%	33%	100%
TOTAL	42%	28%	17%	13%	100%

Respondents, therefore, considered that the program made an important contribution to the educator's knowledge and skills, particularly regarding his general Jewish knowledge and his field of expertise. 80% feel that the program's contribution has either been average or above it.

About 2/3 placed the program's contribution to the participants' pedagogical skills in this range; less than 1/2 felt that the program improved the graduates' administrative skills. Moreover, close to 80% of the referring agents felt that the skills and knowledge acquired from the program will assist the educator in the future, at a higher position in the field of Jewish Education.

CONCLUSIONS

Analysis of the data revealed that this program has had some important impacts, while there were some problems regarding its design and implementation.

Participation in the program was found to be a useful experience that contributed to improved knowledge and skills. However, the problems surrounding the organization and implementation of the program seemed to prevent the maximal use of its potential as an opportunity for upgrading educators to higher positions in Jewish Education In the Diaspora.

Organizationally, the program lacked a central address and this was a key factor in its failure to coordinate different aspects of implementation. Moreover, the contrasting approaches held by the different agencies responsible for the program contributed to the program's blurred perception in the eyes of the respondents. The views on the nature of the program ranged from an individually tailored, loosely organized scholarship framework to a program entailing various forms of communicary attendance and obligations. These uncoordinated approaches were not positively perceived by a majority of the respondents.

Quantitative data detected rather far-reaching impact. However, more detailed qualitative information showed that impacts were perceived in broad terms. The stay in Israel, the opportunity of a sabbatical, and the personally tailored program of studies

were considered important beneficial aspects. On the other hand, it is worthwhile noting that both the formal and informal common aspects of the program were rated negatively by a high percentage of the respondents.

The lack of professional contacts amongst the graduates, as well as the lack of interest by a high percentage of the respondents to establish such contacts, provides another red light. A professional network of graduates could be a step towards increased professionalization of Jewish Education and it seems that an important opportunity to foster its creation is being lost.

Recruitment proved to be one of the weaker aspects of the program, in both promotion among a wider pool of participants and in the technical aspects of screening and processing applications.

Most respondents saw the positive effects of their participation and thought that they could have benefitted more from the program had the technical aspects been smoother.

The need to expand the frameworks and upgrade the quality of training for senior personnel for Jewish Education in the Diaspora has been established. The findings of this evaluation should be reviewed in that light.

APPENDIX I

The following experts were consulted for the evaluation instruments:

Prof. Walter Ackerman

Mr. Alan Hoffman

Prof. Mike Inbar

Prof. Mordechai Nissan

Dr. David Resnick

Mr. Haim Zohar

The following Educators - graduates of the Jerusalem Fellows Program were kind enough to assist in the data collection from their respective geographic area:

Dr. Robert Abramson (U.S.A)

Rabbi Jack Bieler (U.S.A)

Lucy Cohen (Canada)

Daniel Fainstein (South America)

Alastair Falk (United Kingdom)

Ian Mann (South Africa)

Gustavo Perednik (South America)

Dr. Marc Rosenstein (U.S.A)

Prof. Moshe Sokolow (U.S.A)

Jean-Jacques Wahl (Europe)

Susan Wall (U.S.A)

Appendix II

1. THE SENIOR EDUCATORS PROGRAM QUESTIONNAIRE TO GRADUATER*

	t One: Joining the Frogram	Frequency Distributions (Auswers)
в.,	When did you participate in the program?-	
(mo	real year). until	
b.	How did you find out about the program?	
	(circle the appropriate choice)	
	From the administration of the educational titution in which I work.	17 1/
	From representatives of the World Zionist	17
	anization. From friends or colleagues.	28
<i>t</i> .	Some other way (specify)	38
e.	Why did you decide to join the program?	
•		
	(circle the appropriate response)	
	1. To receive a Masters degree/Doutorate.	7
	2. To broaden my knowledge in Jewish studies.	57
	3. To acquire pedagogic skills.	2.3.
	4. To advance my career.	Ц
	5. Other (specify)	11

^{*} Frequencies in percentages are provided for closed questions.

₫.	What were the	stages for	joining	the I	program,	from
	the time you h	eard about	it till ;	you :	left for	Israel?
	(please list e	ach stage	separatel:	y, aı	nd note	dates or
	duration of wa	ch stage)				

		Sta	<u>s</u> e	!	From	То
				1		
Stage	1.			_!		·
Stage	2.			_i		
Stage	3.			_!		
Stage	4.			!		
Stage	5.		11-11/11/11	_!		
Stage	6.					

e. Was the information you received before joining the program:

b.	Sufficient	1- yes	2- no	(What	was	lacking?)
		38	62	i		

f. Did you have hesitations in joining the program for one- or more- of the following reasons? (please circle)

- 1. Difficulty in finding a replacement at work. 17
- 2. Uncertainty as to whether my position would be kept for me after my return from the program. 5
- Concern that leaving at that particular time 17 could delay my advancement.
- 4. Problems in registration procedures. 45

5.	Concern about possible difficulties for my spouse in Israel.	ó
6.	Concern about taking my children away from school and/or friends.	27
7.	Concern about economic difficulties in Israel.	32
8.	Other concerns or difficulties (specify)	27
_	Do you know anyone who wanted to join the ogram, but in the end did not? 1- no 2- yes (how many people?)	
of	If you have any suggestions for the improvement registration and acceptance procedures. please te them here:	

Part two: The Program Itself

A. In retrospect, to what extent were the various components of the program relevant to your work today?

In order to answer this question, please fill in the following table. In the left column, specify what your program included. In the right column, opposite each component, note the degree of its relevance to your work:

- 1 Not at all relevant.
- 2 not very relevant.
- 3 somewhat relevant.
- 4 very relevant.

1 - Not at all relevant 2 - Not very relevant 2 - Not very relevant 3 - Somewhat relevant 4 - Very relevant 4 - Very relevant 4 - Very relevant 4 - Very relevant 5 -	Program Components !		Degree	of Relevance to work:	
I. University Courses 3 - Somewhat relevant 4 - Very relevant 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. II. Projects - Tasks 1. 2. 3. 4. III. Other Components 1. 2. 3.				t	1 - Not at all relevant
1.	_	Madagard Art Carrage		3	-
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. II. Projects - Tasks 1. 2. 3. 4. III. Other Components 1. 2. 3.	1.	Outosa Contasa		<u>.</u>	-
2. 3. 4. 5. 6. 7. 8. 9. 10. II. Projects - Tasks 1. 2. 3. 4. III. Other Components 1. 2. 3.				!	T PULLY LULLIVOUS
2. 3. 4. 5. 6. 7. 8. 9. 10. II. Projects - Tasks 1. 2. 3. 4. III. Other Components 1. 2. 3.		1.		!	
3. 4. 5. 6. 7. 8. 9. 10. II. Projects - Tasks 1. 2. 3. 4. III. Other Components 1. 2. 3.				•	
4. 5. 6. 7. 8. 9. 10. II. Projects - Tasks 1. 2. 3. 4. III. Other Components 1. 2. 3.		2.		!	
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5. 6. 7. 8. 9. 10. II. Projects - Tasks 1. 2. 3. 4. III. Other Components 1. 2. 3.		J		!	
6.		ц.		!	· · · · · · · · · · · · · · · · · · ·
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7. 8. 9. 10. II. Projects - Tasks 1. 2. 3. 4. III. Other Components 1. 2. 3.)·		? 	
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II. Projects - Tasks 1.				<u> </u>	
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1. 2. 3. 4. III. Other Components 1. 2. 3.					
1. 2. 3. 4. III. Other Components 1. 2. 3.	TT.	Projects - Tasks		1	
2				•	
3. 4. III. Other Components 1. 2. 3.		1.		!	
3. 4. III. Other Components 1. 2. 3.				!	
111. Other Components 1.		2.		?	
111. Other Components 1.		3.		: •	
1				1	
1		4.		!	
1					
1	III	. Other Components		<u> </u>	
2				<u> </u>	
3.		1.		!	
3.				<u> </u>	
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· · · · · · · · · · · · · · · · · · ·		3		!	
4. <u>!</u>				7	
!		4.		!	
Ę		E.	,	!	

В. 3.	Which or the program's components were most useful to you, and why? (Please list the order of usefulness beginning with the most	
а,		
b.		-
С.		-
d.		
e.		
seemed	re there components in the program which to you to be superfluous or unhelpful? Please begin from the most superfluous)	
в.		
b.		
c,		
d.		
e.		
progra	as there anything you would change in the m or add to it? (please list each addition separate line).	
ь.		
e.		
d.		
e.		

€.	To	what	extent	d1d	มอน	benefi	lt :	from	Four	,
	par	rticip	ation j	n the	pro	gram?	(Max	ck an	X on	the
	MO	et appi	ropriate	poli	at on	the fo	110	wing	scale	2)*

D. Did you have difficulties due to lack of fluency in Hebrew?

Ţ	no.		53
2-	yes.	I had some difficulty.	28
3-	yes,	I had considerable difficulties.	12
4_	yes,	it was very hard for me.	7

E. Please relate to the organizational/administrative side of the program?

1. During your candidacy for the program: (outside

Jacael)

,	3	4	3	41	5	2	3	li	
Excellent	!	!	!	_ !	<u> </u>	_!	!	?	Poor
Organization	B	7	6	5	4	3	2	3	Organization

2. During your participation in the program (in Israel):

	14	6	π	B	1	6	2	J.	
Excellent	1	*	7	!	!	!	!	!	Foor
Organization	C,	7	6	F.	lı.	3	2	1	Organization

F. Do you think changes are necessary in the following aspects of the program? (please circle)

a. Jewish studies (Bible, History, Literature, etc.)

1.	should be left unchanged.	33
2-	should be expanded.	42
3-	should be reduced.	4
ħ	other changes (specify):	21

^{*}absolute numbers

c. Informal program 1- should be lef	eanded. uced. (specify)	38 46 8 3
2- should be exp 3- should be red 4- other changes c. Informal program 1- should be lef	eanded. uced. (specify)	46 8
3- should be red 4- other changes c. Informal program 1- should be lef	uced.	8
d- other changes c. Informal program 1- should be lef	(specify)	
c. Informal program		8
1- should be lef	activities	
	t unchanged.	17
2- should be exp	anded.	52
3- should be red	uced.	13
4- other changes	(specify)	17
A. R.		
	decided to participate in	
a. Gave me more than		17
b. Met most of my ex	pectations.	38
c. Met a significant	part of my expectations	. 14
d. Met a small part	of my expectations	28
e, Did not meet my e	expectations.	
f. Other (specif	y)	3
-		

Par	t 1	h.	P 69 69	:	General	E
4 144	· _ ·	2 4 1	J		CINCIP (1 C) 1 C)	٠.

1.	a)	Where did you work before joining the program? (name
		and address of institution)
	h)	What was your position at work? (please list the formal
		title - e.g., "assistant principal", "unit head", etc.).
	. 1	
	c j	What areas of responsibility 11d you have in your work
		then: (Flease specify what you actually did in the frame-
		work of your Job).
2,	3)	Where do you work now?
	b)	What is your position today? (formal title)
	e)	What areas of responsibility do you have in your
		present job?

Ιſ	your present job and/or areas of responsibl	lity are
an	ferent from what they were before you joine	d the
ţ:r:c	ogram, what caused the change? (please circl	e)
et =	I was promoted to a more senior position.	J. 10
ţ) -	I stayed in the same job, but my responsibilities were broadened.	33
Ç	I moved to a different field.	9
c] -	I moved to a different institution.	40
G	Other:	
	there anything you see or do differently to	day,
a –	no.	18
1-1	yes (Specify as much as possible)	82
	es it seem to you today that you needed the 44 4	_
	yes, definitely 2- Jes 3- not so much	8 4- no
Who	y?	
	ve you recommended. or do you intend to reco	
_	ur colleagues that they take part in this pr 11 39 50	ogram?
1 –	no 2- yes, with reservations 3- yes, w	holehearted
(F)	lease explain why)	<u></u>
Hav	ve you since heard of other programs, with s	imilar

goals, in which you would have preferred to participate

		10 22
	1-	no 2- yes
	If	you answered yes:
	a.	What is the name of the program?
	b.	Where does it take place?
	C.	Why would you prefer it to this program (please
		circle)
		1- more suited to my needs
		2- more prestiglous
		3- in a more convenient place
		4- other (specify):
		ARCHIVES
8.	a.	Do you maintain professional contacts with people who
		participated in the program? 63 37
		1- no 2- yes
	b.	If you answered yes, are these ties with participants
		from your community?
		1- no 2- yes 3- both from my community and
		other communities.
	c.	With participants from your year?
		1- no 2- yes 3- both from my year and other
		years.
	d.	If you answered no, are you interested in such
		contacts?
		12 41 1- yes, very interested 2- interested 12 24
		3- somewhat interested 4- not very interested

instead of the Senior Educators program?

	1. —	no 2- yes		
	TP	you answered yes -		
		y ou anomer ou y ou		
	а.	When you experienced a	problem, to whom did	you
		turn? If possible, pl	ease specify names of	
		institutions and indiv	iduals:	
	· o			
	b.	Please specify here th	e major problems you	
		experienced:		
			71.4.7 Page 1	
				-
	c.	Were the problems solv	ed to your satisfacti	on?
		1- yes, generally.	37	
		2- most of them.	25	
		3- some of them.	25	
		4- very few of them.	13	
		Please explain:		
		Please explain:		
		*		
10. D	id you	receive a scholarship:		
			12 88	
	a.	from the Pincus Fund	1- no 2- yes	
			7μ 26	
	b.	from other sources	1- no 2- yes	

9. Did you experience special problems during your stay in

Israel?

If you answered yes:

	Ð.,	How large was the scholarship you rec	ceived?					
	tı.	Was the scholarship sufficient?						
		1 .os. definitely.	1,2					
		2 yes, for the most part.	16					
		3- yes, more or less.	28					
		4- not reslly.	44					
	c.	Did you have any difficulties receiving the						
		money? 62 38 1- so 2- yer (which?)						
t. Fråd	1-	r (amily join you in Israel? 11 80 no 2- yes you answered yes-						
		Who accompanied you (please circle):						
		Spouse						
		Children (ages) :						
		2						
		и						
	.	How did your family feel during your	stay in					
		Israel?						
		1- They were very happy.	72					
		2- They were reasonably happy.	19					
		3- They menegod.	ې					
		4- They were unhappy						

	P16	ease explain	:			
12	Had the re-	annam takan		match are	also sud no	+ 12
44.		ogram taken				· 111
		ald you have			1 7 7	
	1- yes	2 · perh 35	a ['S	3- no 65		
13.	Comments:				· · · · · · · · · · · · · · · · · · ·	
	-				<u> </u>	
				_		
		·				
			*			
						toriu-En-la
14.	We would a	pyreclate it	if you	would ag	ree to provi	ide some
	personal d	etalis about	yoursel	r today.	(optional):	
	Name:					
	Addiress: _		<u> </u>			
	Sex:					
	Age:	A	cademic	degracs.		

2. QUESTIONAIRRE TO PARTICIPANTS*

Par	t One: Joining the Program When did you participate in the program?—	Frequency Distribution (Answers)
	From ontil/ (month and year).	
2.	How did you find out about the program?	
	(circle the appropriate choice)	
1.	From the administration of the educational institution in which I work.	3 /
2.	From representatives of the World Zionist Organization.	1 7
3,	From friends or colleagues.	or of the second
4.	Some other way (specify)	4
*********	Complete bland or one or one of the complete blands are one of the statement of the complete blands are one of the complete	
200	Why did you decide to join the program?	
	(circle the appropriate response)	
	1. To receive a Masters degree/Doctorate.	3
	2. To broaden my knowledge in Jewish studies.	7
	3. To acquire pedagogic skills.	1
	4. To advance my career.	1
	S. Other (specify)	

^{*} Given the small N. frequencies for closed questions are provided in absolute numbers.

4.	What were the stages for	joining th	e program,	from
	the time you heard about	it till yo	u left for	Israel?
	(please list each stage :	separately,	and note	dates or
	duration of each stage)			

			Stage		!	From	To
Stage		orumnomatic-monomonomorum-monomon	**************************************	el	1		
Stage	2,				1		
Stage	3.						
Stage	4.	**************************************	, , , , , , , , , , , , , , , , , , ,		1	was the state of t	C. CAMBER AND THE REAL PROPERTY COMMISSION OF THE PERSON O
Stage	5.	4000-1400-1400-1400-1400-1	aya aliganaf ang daga marangan sa rana malalay bibbilayan sa gagar bibbilayan s			ne Bern 15 - 15 Breite Wilder bei bet eine der eine Gestate, des mit abben	er Lat yaga et a sanakan kan an kan kanakan gana gan san t
Stage	6.	M SPOSISSI, MIN NO 121 LINAMINANTANIA			*		overva members over his investitation of the order of the section

5. Was the information you received before joining the program:

a. Accurate 1- yes 2.no (What was inaccurate)
7 3

1

b. Sufficient 1- yes 3- no (What was lacking?)
4 6

6. Did you have hesitations in joining the program for one- or more- of the following reasons? (please circle)

- Difficulty in finding a replacement at work.
- Uncertainty as to whether my position would be kept for me after my return from the program.
- Concern that leaving at that particular time could delay my advancement.
- 4. Problems in registration procedures. 3

5. Concern about possible difficulties for my spouse in Israel. 6. Concern about taking my children away from school and/or friends. Concern about economic difficulties in Israel. 7 . 8. Other concerns or difficulties (specify) 5 7. Do you know anyone who wanted to join the program, but in the end did not? t- no 2- yes (how many people?) 122 5. If you have any suggestions for the improvement of registration and acceptance procedures, please note them here:

Part two: The Program Itself

In retrospect, to what extent were the various components of the program relevant to your work today?

In order to answer this question, please fill in the following table. In the left column, specify what your program included. In the right column, opposite each component, note the degree of its relevance to your work:

- i Not at all relevant.
- 2 not very relevant.
- 3 somewhat relevant,
- 4 very relevant.

1.	I. Universit	y Courses	2 - Not very relevant 3 - Somewhat relevant
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. III. Projects - Tasks 1. 2. 3. 4. IIII. Other Components 1. 2. 3. 4.			4 - Very relevant
3. 4. 5. 6. 7. 8. 9. 10. II. Projects - Tasks 1. 2. 3. 4. III. Other Components 1. 2. 3. 4.	1.		
4. 5. 6. 7. 8. 9. 10. II. Projects - Tasks 1. 2. 3. 4. III. Other Components 1. 2. 3. 4.	2.	tilankapikan jita silaja mataja tilana janja matai silajapiki nejepeleje je ora dipulliki kilipiki janja neliki nejepakan sija ora je je je kali nejepakan je kali nejepakan je je ora je	
5. 6. 7. 8. 9. 10. II. Projects - Tasks 1. 2. 3. 4. III. Other Components 1. 2. 3. 4.		والمراجعة	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
5. 6. 7. 8. 9. 10. II. Projects - Tasks 1. 2. 3. 4. III. Other Components 1. 2. 3. 4.		that New Whole the more and explosed that of a size, the mat New Addition — All that does the All the most included in the All that the control of th	
6. 7. 8. 9. 10. II. Projects - Tasks 1. 2. 3. 4. III. Other Components 1. 2. 3. 4.			i
8. 9. 10. II. Projects - Tasks 1. 2. 3. 4. III. Other Components 1. 2. 3. 4.		- Anna Carlos Ca	
9. 10. II. Projects - Tasks 1. 2. 3. 4. III. Other Components 1. 2. 3. 4.	<i>T</i> »		To the second se
10. II. Projects - Tasks 1. 2. 3. 4. III. Other Components 1. 2. 3. 4.	W Magazananga an interpretation and an analysis of the state of the st		The range can be a second of the second of t
11. Projects - Tasks 1.	The special state of the speci		T and the second of the second
11. Projects - Tasks 1.	10,		
2. 3. 4. III. Other Components 1. 2. 3. 4.		- Tasks	
4. III. Other Components 1. 2. 3. 4.	5 to 8		
III. Other Components 1. 2. 4.	3.		Appeals and the control of the contr
1	4.		
4	III Other C		
2		omponents	
4.	414-	aptorium palgoriale () — moter faction (approprie communication and to subseque the province particular and authorize an authorize the application of the particular and appl	
1			and the boundary to the ob-
.1		CALLANDAN AND MALANCES OF SECURE AND	ALTER SEE SE
		and the second section of the second	- BEST STATES AND

Degree of Relevance to work:

1 - Not at all relevant

Program Components

1.	a.Which of the program's components do you think w useful to you, and why? (Please list them i order of usefulness beginning with the most useful)	
2.		
3.		
4.		
5.		
ь.	Are there components in the program which seem to you to be superfluous or unhelpful? Why? (Please begin from the most superfluous)	
j.		
2.		
3.		
4.		
Fig. w		
1.	Is there anything you would change in the program or add to it? (please list each on separate line).	a
2.		
3.		
4.		

par	what e ticipat t appro	tion	in t	he p	rogran	07 (Mark a	an X o	חכ	the
				1		1.	4	1.	.3	
I will d	erive nefit t		-!	!			! 6	- !	2	I will derive great benefit
4. Do flu	you ha				es due	e to	lack	ΩŤ		
	i- no.									9
	2- yes,	, I h	nad so	b smc	ifficu	uty.				2
	3- yes,	1 1	ed cc	onsi de	erable	e dif	ficult	ies,		1.
	4- yes,	, it	WAS /	very l	hard f	or m	e.			
				a the	e orga	niza	tional	/admi	nis	trative side
	of the									
	i. Dur	-i.nq	your.	candi	idacy	for -	the pr	ogran	n# ()	outside
	I 531'	ael)		,					,	
Even	lent	. \	1	<u>j.</u>	1	2	1	4 !!	1	Poor
Organiz		8	7	5	<u> </u>	4	3	2	1	Organization
	2. Dur	ing							yram	(in Israel):
Excel	1		3	3	2	2		1.		Foor
Organiza		ਜ ਜ	: 7	:		4	3	2		Organization
-		thir	ık cha	ınges	are n	eces	sary 1	n the		Liowing
	mspects	s of	the p	rogra	am? (p	leas	e circ	(le)		
	a. Jewi	sh s	studie	95 (B)	ible,	Histo	ory, L	.itera	atur	e, etc.)
	1-	shou	ld be	1eft	c unch	arigei	d.			.4,
	2-	shou	uld be	е ехра	anded.					ė
		shou	ild be	e redu	uced.					
	4	othe	ar cha	nges	(spec	ify)	E			1

	13 -	Pedagogical disciplines (Didactics, Phile	osophy of
		Education, etc.)	
		1- should be left unchanged.	2
		2- should be expanded.	3
•		3- should be reduced.	3
		4- other changes (specify)	the state of the s
	C .	Informal program activities	
		i- should be left unchanged.	2
		2- should be expanded.	4
		3- should be reduced.	1.
		4- other changes (specify)	A. A. C.
		you had when you decided to participate : a. Gave me more than I expected.	in it?
		b. Met most of my expectations.	<u>ক</u>
		 e. Met a significant part of my expectations. 	.3
		d. Met a small part of my expectations	2
		e. Did not meet my expectations.	
		f. Other (specify)	
			Martin par and the control of the co
	2)	Please specify	Account of the Control of the Contro
ixpect:		Please specify	t met by the progra
жресt		Please specify	t met by the progra

l "	a)	Where did you work before joining the program? (name
		and address of institution)
	ы	What was your position at work? (please list the formal
		title - e.g., "assistant principal", "unit head", etc.).
	(C)	What areas of responsibility did you have in your work
		then? (please specify what you actually did in the fram
		work of your job).
*	a)	Where do plan to work after you return?
	ь)	In what position ?
	()	What areas of responsibility do you estimate you will
		have?
	Ter	
		there anything you see differently today,
		an before joinig the program?
	125	no.
	b-	yes (specify as much as possible)9

	e meranale	ly 2- yes	3- not	so much	4- r
Why? _)				
		egypt-representational plants in the part of the second se		Angen against phase in their 2 habitations than 1 habita in between	
		ALE TO COMMENTED PROGRAMME, AND STATUTE STATE OF THE STAT			
Have y	ou recomme	nded, or do y	ou intend	to recom	mend, t
your c	olleagues :	that they tak	e part in	this pro	gram?
1- 50	7- VPS.	with reservat	ions 3	- ves. wh	olehear
	9			3	
(Pleas	e explain	why)		THE WAY TO SEE THE SECOND SECO	
***************************************	- (maissa, 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1				Market make of the street white
Have y	ou since h	eard of other	programs	, with si	milar
omals.	in which	you would hav	e profer	od to nar	ticinst
9		The state of the state of	in part to the state	20 20 pm	a se sa marin person de
				-	
instea	d of the S	enior Educato	rs progra	m? ·	
1 no		Yes	rs progra	m?	
instea 1- no 5			rs progra	m?	
1- no 5		γ ε 5 6	rs progra	m?	
1- no 5 If you	2- answered	γ ε 5 6		m?	
1- no 5 If you a. Wh	2- answered	yes 6 yes: name of the p	°ogram? _	and the second of the second s	hogy, initializaç a chiang stranga i spilini
1- no 5 If you a. Wh b. Wh	2- answered at is the ere does i	yes 6 yes: name of the p t take place?	ogram? _		
i- no 5 If you a. Wh b. Wh	2- answered at is the ere does i	yes 6 yes: name of the p	ogram? _		
i- no 5 If you a. Wh b. Wh c. Wh	2- answered at is the ere does i	yes 6 yes: name of the p t take place?	ogram? _		
i- no 5 If you a. Wh b. Wh c. Wh	2- answered at is the answered at is the answered at is the answered at its the answered at its answered at it	yes: yes: name of the p t take place? u prefer it t	ogram? _		ease
i- no 5 If you a. Wh b. Wh c. Wh	2- answered at is the action the service of the ser	yes: name of the pi t take place? u prefer it to	ogram? _		ease 2
i- no 5 If you a. Wh b. Wh c. Wh	2- answered at is the action the service of the ser	yes: name of the pi t take place? u prefer it to	ogram? _		ease
i- no 5 If you a. Wh b. Wh c. Wh	answered at is the dees in a second process of the second preserved and	yes: name of the pi t take place? u prefer it to	ogram? _ o this pr		ease 2

7.	Did you	experience	special	problems	during	your	stay	in
	Israel?							

100				
11	YOU	answered	YES	-

a. When you experienced a problem, to whom did you turn? If possible, please specify names of institutions and individuals:

b. Please specify here the major problems you
experienced:

c. Were the problems solved to your satisfaction?

1- yes, generally.

2- most of them.

3- some of them.

4

4- very few of them.

Please explain:

8. Do you receive a scholarship:

- a, from the Pincus Fund 1- no 2- yes 1 10
 b. from other sources 1- no 2- yes 4 2
 If you answered yes:
- a. How large is the scholarship you receive?

	b. is the scholarship sufficient?	
	1- yes, definitely.	
	2- yes, for the most part.	
	3- yes, more or less.	
	4- not really.	3
	c. Do you have any difficulties receiving	ng the
	money?	
	1- no 2- yes (which?)	
	ATTERNOON OF THE PROPERTY AND ADDRESS OF THE PROPERTY OF THE P	
. Is	your family joining you in Israel?	
	1- no 2- yes	
	3 If you answered yes-	
	a. Who accompanies you (please circle):	
	Spouse	7
	Children (ages) 1.	
	The state of the s	
	top 2007 200 Acceptance of the Company of the Compa	
	b. How does your family feel during your	stay in
	Israel?	
	1- They are very happy.	7
	2- They are reasonably happy.	1
	I- They manage .	
	4- They are unhappy	
	Please explain:	

	i- yes 2- perhaps 3- no 1 5 5
1.	Comments:
	MALLANDANIA I TURNOMINI DI TURN
	as the analysis of the second
4.	We would appreciate it if you would agree to provide some
	personal details about yourself today (optional):
	Name:
	The state of the s
	Address
	Sex:
	Ages

10. If the program would take place somewhere else and not in

3. QUESTIONNAIRE TO REFERRING AGENTS*

The	foll	owing questionnaire applies to Mr./Ms.	
who	part	icipated in the program in (year).	
Tha	nk yo	u in advance for your cooperation.	
a.	How	did you first hear about the program?	Frequency Distrobu (answers)
	(c1r	cle the appropriate response)	
	1.	Through the educator himself.	32 %
	2.	Through representatives of departments at the World Elonist Organization.	30
	3.	Through colleagues or friends.	3
	4.	Through the Hebrew University or other universities.	16
	5.	Written publications (please specify)	3
	6.	Other (please specify)	16
ъ.	Who	made initial contact with the program?	
	(clr	cle the appropriate entity)	
	1.	The educator.	61
	2.	Myself.	34
	3.	Other(s) (name)	5

^{*}Frequencies in percentages are provided for closed questions.

when you approved the educator's participation in the program,

what were your main expectations?

(circle up to three responses)

- I expected that the stay in Israel would 18 intensify his Zionist commitment.
- 2. I expected he would resume work functions 44 with renewed energy.
- 3. I expected that the program would enrich 42 his overall knowlege.
- 4. I expected it would broaden knowledge in his field of expertise (History, Bible, etc.).
- 5. I expected he would broaden his knowledge of 44 Judaica.
- 6. I expected it would enhance his pedagogic 44 skills.
- 7. I expected he would acquire administrative 31 skills.
- 8. Other (please specify) 11

d. Did the program meet your expectations?

- 1. The program enriched the educator above all 12 expectation.
- 2. The program fulfilled most of my expectations. 44
- The program fulfilled a substantial portion of 29 my expectations.
- The program fulfilled a small part of my 12 expectations.
- 5. The program failed to fulfill my expectations. 3

e.	For	the du	ration	of the	prog	ram w	ae co	ntact	maintai	neđ	
	betw	een th	ne parti	cipant	and	the re	eferr	ing i	nstitut!	on?	
	1.	Conte	act was	maintai	ned	taroug	shout	•		33	
	2.	Conta	act was	maintal	Lned	most (of th	e tim	e.	31	
	3.	Conte	act was .	maintai	ned :	part o	of th	e tim	e.	28	
	4.	No co	ontact w	as mair	ntain	ed.				8	
									educator		the
					_						
f.	(a)	Is tì	ne educa	tor sti	ill e	mploye	ed at	the	institut	ion?	
	1-	Yes,	he is s	till an	emp	loyee.	(i <i>f</i>	yes.	skip to	b.)	70
	2-	No, u	upon com	pletion	ı of	the pr	rogra	m he	returned	١,	24
			but sub	sequent	1y 1	eft th	se in	stitu	tion on		
					(m	onth)			_(year).		
	3-	No, h	ne faile	d to re	turn	upon	comp	letio	n		
		of th	ie progr	am.							6
	(b)	If th	ne educa	tor ret	urne	d to s	our/	insti	tution s	fter	
		compl	letion o	f the g	rogr	am, di	ld he	_			
		(circ	ele the	appropr	·iate	respo	nse)				
		1.	Assume	the sam	ne po	sition	n he	held	before h	ııs	
			partici	pation.	wit	h the	same	area	s of		
			respons	ibility	19						31
		2.	Assume	the sam	se po:	sition	he	held	before h	is	
			program	, but w	vith.	added	resp	onsib	ilities?	•	14
		3.	Take a	differe	ent po	ositic	on, a	t a s	imilar 1	evel?	6
		4.	Assume	a highe	r po	sition	1?				40
		5	Othor	h nonzen e							^

g. Upon completion of the program did the educator fulfill his prior commitment to remain at the institution for a designated time period?

1- yes. 94 2- no. 6

h. To what extent did the program contribute to the educator's knowledge and skills in each of the following areas?

(for each area, circle applicable extent of contribution)

	Area	Ex	tent of Contr	1bution	
		high	average	low	none
1.	Broadening Jewish knowledge.	53	35	9	3
2.	lmproving pedagogic skills.	28	38	24	10
3.	Broadening knowledge in field of expertise.	55	56	16	3
4.	Improving administrative skills.	3	27	31	34
5.	Other area (please specify)	80		20	

i. Do you think the educator found the program professionally satisfying?-

1 -	very satisfying.	50
2-	satisfying.	30
3-	reasonably satisfying.	8
4-	not satisfying at all.	6
5-	I don't know.	6

j.	Are	you satisfied with his participation in the pro-	ogram?
	1-	very satisfied.	49
	2-	satisfied.	30
	3~	reasonably satisfied.	15
	4-	dissatisfied.	6
k.	If	you were dissatisfied, please explain-	
	(ci	rcle what you consider the most Important reason	1)*
	1.	The program did not significantly improve his performance.	3
	2.	Upon his return we found his reintegration with the staff difficult.	.1.
	3.	He is now overqualified for his position.	
	4.	In his present job the educator does not utilize	ze skills
		he acquired during the program.	
	5.	The educator left the institution, making it is	upossible
		to utilize his acquired skills.	
	6.	Other reason (provide details)	3
*ab	solu	ite numbers	
1.	Wil	l the skills and knowledge acquired from the pro	ogram
	888	ist the educator in the future, at a higher post	Ltion in the
	fie	eld of Jewish education?	
	1 -	yes.	79
	2-	no.	21
m.	Sin	ce the educator completed the program, have you	sent
	oth	er participants?	
	1-	no.	53
	2-	yes (how many?)	46

fro	m your institution in this program?	
	no.	7
	yes (how many?)	93
	ovide explanation:	
Wou	ald you advise your own colleagues to send e	ducators from
the	ir institutions to this program?	
1 –	no.	3
2-	yes, with reservations.	35
3-	yes, wholeheartedly.	62
Ιf	you would not recommend this program, please	e explain why-
[c1	rcle the most appropriate response(s)]	
1.	The program does not significantly benefit	the educators
2.	It is difficult to find replacements for the	he
	participants.	
3.	Program duration is too lengthy.	
4.	It is difficult to guarantee a position fo	r the educator
	upon his return.	
5.	It is difficult to guarantee and/or find a	suitable
	position for the educator upon his return.	
6.	We fail to gain from the participation of e	educators in
	the program, since many aubsequently leave	the insti-
	tution altogether.	
7.	Other reason (please specify)	

p.	Below is	a list of possible program modifications. Please
	indicate	which alternative might facilitate your favorable
	decision	to send other educators to the program.

1. Send Israeli replacements to substitute for educators participating in the program.

20 7 21 38 14

much easier alot easier a little no difference would easier upset the system

2. Increase the scholarships awarded to participants.

53 37 3 7
much easier alot easier a little no difference would easier upset the system

3. Divide the program into two summer semesters over a two-year period.

30 17 13 17 23
much easier alot easier a little no difference would easier the system

4. Enable the intervention of the institution's director in determining the educator's individual study program.

26 37 17 20
much easier alot easier a little no difference would easier upset
the system

5. Extend the program to two years, to enable the bestowal of an M.A. degree upon its completion.

10 13 17 20 40 much easier alot easier a little no difference would easier the system

6. Other (please specify)

How well do you know the educator?	
1- extremely well.	75
2- somewhat.	25
3- only superficially.	
We welcome any further comments:	
	.
Please provide basic personal details:	
Please provide basic personal details: Name: Your position at the Institution:	

THE JERUSALEM FELLOWS, 1987-88: AN ASSESSMENT By Daniel Pekarsky

Prominent among the aims of the Jerusalem Fellows Program is the development of a cadre of leaders in Jewish education world-wide, with the understanding, competence, and commitment needed to interpret and meaningfully address the pressing educational needs of Jewish communities around the world. This aim has both individualized and social dimensions: the hope is to cultivate not just individual leaders who possess the characteristics just referred to, but also a real community or network of such individuals who will support and complement the individual efforts of each and who will launch joint ventures. How and how well the present program, as it took shape this year, responds to these concerns is the subject of this report. It is based on my impressions as a visiting staff member who has participated in virtually all phases of the program during the 1987-88 academic year.

The report take shape as an analysis of the ways in which specific program components try to address the program's larger purposes. These program elements are briefly and impressionistically described, and then evaluated. It is worth noting at the outset that my overall impression of the program is generally very favorable; but I have tried not to let this impression stand in the way of identifying programmatic weaknesses that need to be addressed.

A discussion of important points not adequately treated in the examination of specific program areas follows the discussion of these areas, and the report concludes with a summary of points worthy of special emphasis.

The central elements of the program include the following:

- -- Six hours of weekly study as a community every Sunday.
- -- Four hours of additional programming for the community of Amitim every Tuesday evening.
- Amitim for an intensive week-long program that includes opportunities for Amitim to discuss their work in the field with others, to think together about important questions in Jewish education, and to launch or continue joint processes.
- -- An individualized program of study for each Amit, which includes working with a tutor on a special project that is designed to contribute not just to the individual Amit's future work in the field, but to the way all of us interpret and approach the challenges of Jewish education in contemporary settings.

There are, of course, other significant program elements, including special field-trips, shabbatons, and opportunities to meet formally and informally with members of the staff. But for purposes of the report, it will be sufficient to focus on program elements highlighted above.

EXAMINATION OF MAJOR PROGRAM ELEMENTS

The Sunday morning program of study. The program of study is guided by 3 major purposes:

- 1) To guide the Amitim towards a scphisticated understanding of theoretical and practical matters that illuminate the realities and the tasks of Jewish education:
- 2) To encourage each Amit to unearth, clarify, and carefully examine the assumptions that inform his or her approach to the problems of the Jewish community and Jewish education;
- 3) To create a community of discourse among the Amitim, through the development of a common language and an interest in working together to interpret and address central problems facing the Jewish community and Jewish education.

The program of study through which these purposes were addressed this year departed in two significant respects from past practice. First, whereas in the past Sunday sessions were divided into several discrete courses, each identified with a particular field of study and continuing for the whole year, this year a more thematic, inter-disciplinary approach was adopted. Under this approach, a single topic, theme, or problem became the exclusive focus of the group's inquiry for 4 hours a week, over a period of some 6 weeks. Second, whereas in the past organizing units of study was considered exclusively a staff responsibility, this year on an experimental basis Amitim joined representatives of the staff in selecting, developing, and executing one of the 6-week units of study.

The resultant program of study looked something like this. Three major 6-week units followed the inter-disciplinary model described above; they were entitled, respectively:

- 1) "The Situation of Jewry Today -- Have we entered a new
 era?";
- 2) *Jewish Learning*; and
- 3) *Education and Values.*

The program also included a confrontation with the problem of pluralism in the Jewish community as part of a two-week orientation to the year; a deliberation with Professor Moshe Greenberg that probed the assumptions, structure, and implications of his vision of Jewish education; and an on-going weekly one-and-a-half hour seminar specifically focused on concerns relating to Jewish education designed in part to build bridges from the other units of study to the work of Amitim as Jewish educators.

While accurate, the foregoing description of the program of study is incomplete because it does not capture the substantial evolution of the educational program. In the course of the year, two concerns identified by Amitim and/or staff began to shape the program and render it more exactly suitable for this group of Amitim:

The need to complement theoretical treatments of education with field-trips that allow first-hand encounters with the embodiments of educational theories and visions. There are in Israel many interesting educational institutions --

- religious and secular, traditional and experimental -- and watching them in action can sometimes be an effective trigger to reflection on important educational matters.
- The need to allow more time for discussion during class sessions, so as to offer Amitim more opportunity to articulate, examine, and share their various thoughts concerning the subject discussed in readings and lectures. There was a strong sense among the Amitim, that they could learn a lot from each other, and that opportunities to listen to each other's views and to compare differences of opinion, etc. needed to be an integral part of the learning experience.

As noted, once identified, these concerns significantly shaped the character of the educational program, rendering it more exactly suited to the needs of this particular group.

All in all, the program of study was very successful. There was general satisfaction with the move to more inter-disciplinary, thematic units, and a lot of enthusiasm among both Amitim and staff for the unit that the Amitim had a major share in developing. The questions, ideas, and ways of thinking to which the Amitim were introduced during these sessions stimulated intellectual excitement as well as deeper insights and understandings concerning matters of cardinal importance to the field of Jewish education. Equally important, the year witnessed a decided movement in the direction of the kind of mutual trust and respect that make possible a serious sharing of ideas and

critical reflection on one's own. Nurturing a social atmosphere that encourages candor, intellectual honesty, and genuine dialogue should remain a high priority. It would appear, from this year's experience, that this social climate is most likely to flourish when, along with opportunities to address challenging problems, the Amitim feel that their views, whether right or wrong, will be treated with the sericusness and respect that should typify a community of mature learners.

The colloquium. The week-long colloquium in late December brought together present Amitim and alumni of the program who have returned to positions of leadership in Jewish education around the world. The colloquium took "The Israel Experience as a resource in Jewish education" as a central theme for study, but also included structured opportunities to self-select into focus-groups concerned with certain problems of more specialized interest. Various opportunities for more informal interactions, allowing for re-establishing or developing personal and colleaguial ties, were also provided.

Three major outcomes of the colloquium are worth stressing:

education of the Israel Experience as a resource in Jewish education impressed on those present the potential that this resource has as a vehicle of Jewish education; it also illuminated issues and questions that need to be understood and investigated if the full potential of "the Israel Experience" is to be realized.

- 2) The focus-groups, each of which took up an area of special interest to the participants, generated a great deal of enthusiasm and productive ideas. More importantly, these groups developed arrangements whereby they could continue working together past the period of the colloquium.
- Almost from the very start of the colloquium, there was present a strong sense of community among the Amitim. Amitim from across the various years of the program mixed well, sharing and illuminating one another's experiences in the field of Jewish education, thoughtfully and with animation. There was in the air an unmistakable and strong sense of pride in the fellowship of Amitim, as well as a generally shared sense that "we" as a group could make a significant dent in some of the pressing educational problems of the Jewish community. This community of energy and commitment was very impressive to behold.

These observations suggest the following general impressions. To the extent that the Jerusalem Fellows program is concerned with developing a network of educational innovators and leaders who will illuminate and support one another's efforts in the field and who will launch joint projects, the colloquium provides some reason to believe that this effort is beginning to pay dividends. To maximize the program's success in this area, periodic colloquia seem essential as a means of maintaining the existing sense of partnership and integrating into it successive waves of Amitim. It is, however, equally important to find ways of building on and continuing colleaguial projects and relationships

initiated during the colloquium <u>after</u> the colloquium is over. Existing efforts to do this should be maintained and strengthened.

The Tuesday evening program. As in the past, the Tuesday evening program was designed to offer Amitim a chance to deepen their understanding of Israel through opportunities to enter into dialogue with significant figures from Israel's cultural life. Though there were a few exceptionally exciting programs, in general, this component of the program was not very successful in the eyes of most Amitim. Either because it was late in the evening or, what is more likely, because those invited were not well known to many of the Amitim and worked in areas or on problems that were not of immediate interest to many, many of these sessions tended to be a bit listless. A more active role for Amitim in selecting speakers might help remedy this problem.

A second component of Tuesday evenings fared much better. In a departure from previous years, the Amitim took over programming responsibilities for part of each Tuesday evening in order to focus on questions or concerns of common interest not being addressed in other contexts. The introduction of this new context of activity has furthered the development of an active, task-oriented sense of community and of a capacity to deliberate and work together. The high level of energy and engagement that characterized these Amitim-planned-and-run sessions suggests the importance of recognizing this kind of activity as an important permanent element of the Jerusalem Fellows program.

Individualized programs of study. Each Amit's individualized program of study is worked out between the Amit and the staff of Jerusalem Fellows. These programs of study are developed with an eye towards addressing the special career-plans, concerns, strengths and weaknesses of individual Amitim. A crucial moment in this process is the selection of a tutor to guide the Amit and working on his/her special project. articulating The fruitfullness of the tutor-tutoree relationship in most cases, like its ineffectiveness in one or two cases, highlights the critical importance of very carefully matching each Amit with an appropriate tutor and monitoring their work together in the course of the year. It would, in this connection, be important to achieve greater clarity and concreteness at the very beginning of the year concerning the nature of the project and product expected of the Amitim, as well as concerning what tutor and tutoree may legitimately expect of each other.

With the qualifications just noted, Amitim generally express appreciation for the flexibility of the program, for the opportunity to study closely with leading scholars in Israel, and for the intellectual rigor and challenge they are meeting up with in their courses and in the work they are doing with tutors and other members of the staff.

Other Observations

A number of points which do not really fit into the preceding framework of analysis will be introduced in this section.

Rectifying limitations of perspective. In directing one's autention to individual components of the program, the foregoing analysis risks at least two distortions that need to be rectified.

First, it is important to note that the overall effectiveness of the program is much more than the sum of each component's effectiveness. It needs to be stressed that the different components of the program enrich one another in significant ways. For example, the work an Amit does with his or her tutor may well influence what he/she gains from and contributes to the group's Sunday classes and visa versa. With the possible exception of that part of the Tuesday evening program which brought to the Amitim figures from the world of Israeli cultural (an apparent "weak link" in the overall program), the various components of the program really do seem to strengthen one another in very fruitful ways. There is, moreover, probably room to go even further in this direction, for example, by giving opportunities to discuss problems arising in the course of their projects in the context of Sunday classes or Tuesday evening programs.

Second, the focus on individual components of the program does not allow for sufficient attention to the development of the program over time. Three points are especially worthy of note.

First, as intimated elsewhere, the year witnessed the development of an engaging, productive, and rewarding community of discourse among the Amitim. Second, the group would have benefited from opportunities very early on to hear and raise questions concerning the program's aims, structure, and expectations. The recent development of a Jerusalem Fellows handbook that is going out to all incoming Amitim represents great improvement in this area, especially if coupled with a reiteration of tasic program expectations during the initial orientation period. Third, it might have been wise during the orientation period to offer Amitim more opportunities to get to know and to feel comfortable with each other, rather than emphasizing so heavily abstract subject matter. This might have facilitated an earlier sense of at-homeness.

Fine-tuning communication. In the course of the year, a Va'ad Tikshoret (a communication committee) was introduced into the program made up of representatives of the staff and the Amitim; this committee has greatly enriched the program, providing a forum for the communication and examination of program-related concerns and suggestions emanating from Amitim and staff.

Along with other features of the program alluded to, this Va'ad has contributed to the perception among Amitim that the program

and its staff are trying to take seriously into account their concerns and views. It is surely an important ingredient in the group's positive self-image and morale.

Additionally, the Va'ad Tikshoret has developed into a superb device for on-going monitoring the way the program is being experienced by Amitim and Staff. Ongoing monitoring of the program -- through this Va'ad, as well as via other strategies for eliciting feedback concerning programmatic strengths and weaknesses -- is critical to the program's success.

Communication among staff. The success of the Jerusalem Fellows program depends to a substantial extent on the quality of staff planning. It is therefore pertinent to note that communication among staff is excellent. Staff meetings are task-oriented but relaxed in ways that invite candid reflection on the various issues that need to be considered. The views of everyone are seriously considered, and disagreements provide the occasion for thoughtful and open-minded dialogue that fruitfully clarifies what is at stake. The dedication, sense of community and mutual respect found among the staff is an important strength of the overall program.

If there was a weakness in this area, it was that precisely because each issue got dealt with seriously, rarely could all agenda items be addressed in a timely fashion; and sometimes it was important long-term questions that were deferred in favor of

others demanding immediate action. Once recognized, this state of affairs was rectified by adding additional meetings. Especially useful have been certain meetings exclusively devoted to examining critically the program's larger purposes and their implementation. Allowing sufficient time for staff meetings needs to be a high priority.

In Place of a Summary

- I will use this concluding section not so much to summarize the report as to highlight certain points that seem to me worthy of emphasis.
- 1. The year witnessed the development of a much more active role for the Amitim in shaping the program. The Va'ad Tikshoret; the assumption by the Amitim of responsibility for part of every Tuesday evening program; active involvement in planning the colloquium and in the development of one unit of study all of these represent successful efforts on the part of the program to offer Amitim a meaningful opportunity to voice their concerns and to shape the direction of the program. There is no doubt that these efforts have added to program quality and to the collective sense of efficacy and community found among the Amitim.

Amitim involvement in helping to shape the program is to be encouraged for two reasons (additional to the fact that it enhances program quality and Amit motivation). One of these is that it is easier tor individuals who have been functioning as leaders in Jewish educational institutions to enter a program

that offers them a measure of decision-making and planning responsibilities, than one which thrusts them into an entirely passive role. The latter route risks infantilizing the Amitim, whereas the former announces the program's continuing respect for them as thoughtful, responsible educational leaders. The second is that active participation by the Amitim in developing aspects of the program is a superb way to begin building the kind of task-oriented community that the program is hoping to nurture. Individuals who have had substantial and rewarding opportunities to work together in analyzing, planning, and implementing parts of their own program may be more likely than those who haven't, to develop the kinds of bonds that will encourage them to work together down the road.

- 2. The Jerusalem Fellows Sunday classes greatly benefited from the program's ability to attract some extraordinarily thoughtful scholars and teachers to work with the Amitim. But success of the classes also depended on additional variables. The most important of these was the movement towards a social atmosphere that put a premium on listening and responding to each other openly, thoughtfully, and respectfully. This was an important development, and it should be encouraged in the future.
- 3. There is a need to communicate program expectations to the Amitim more clearly at the very outset of the year. This is especially true of the tutor/tutoree relationship and the project which each Amit is expected to work on and present. Initial unclarity concerning what the individual projects were supposed

to be and concerning what the Amit and the tutor could legitimately expect from each other impeded work on the project for a few Amitim at the beginning of the year. This is a very easy problem to correct, and the rewards of doing so should be substantial.

- 4. The collequium made evident the substantial extent to which a sense of genuine fellowship has been established among Amitim, past and present. It is of crucial importance that the efforts already begun to involve graduates of the program in shared projects between colloquia be strengthened. Like a human muscle, the network of Amitim is likely to grow stronger and more effective with use, but to wither with disuse. Perhaps more staff energy needs to be directed towards this phase of the program.
- 5. Final impressions: It is worth noting, in concluding, that a primary source of the program's vitality is its developing capacity to monitor what is going on, and, if judged wise after careful reflection on what such monitoring reveals, to make programmatic revisions. The body of this report offers more than one example of this tendency fruitfully at work. This tendency is the surest guarantee of the long-range vitality and health of the program. For health consists not in the absence of problems, but in having the will and the apparatus to identify and remedy them early on. Judged by this standard, as by the growth of the group as a whole and individual members, the Jerusalem Fellows program is doing very well.